

Double Dealing

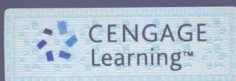
INTERMEDIATE BUSINESS ENGLISH COURSE

全景商务英语

中级教程 Teacher's Book
教师用书



James Schofield



W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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Double Dealing Intermediate Teacher's Book

James Schofield

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前言

《全景商务英语》(*Double Dealing*)是一套集商务英语语言知识和商务技能于一体的情景式商务英语教材。该教材突出了“以人为本”的特点,设计风格独特,内容新颖,不仅为学习者提供了系统的英语语言知识,还通过各种真实的商务活动为学习者提供了丰富的商务场景,使他们可以有效地提高运用英语进行商务活动的能力。与国内已引进的同类教材(《剑桥国际商务英语》、《新视野商务英语》等)相比,这套教材除具备与它们一样的特点,即语料真实、内容丰富、练习形式多样外,还具有以下几个主要特色:

- 趣味性和激发性较强。整套教材的内容设计和编排十分独到,各册分别以某国际公司的运作为主线,通过公司运营中的各种问题,以及公司内部、公司与客户之间、公司与合作伙伴之间的各种交流活动,将一个个鲜活的故事、案例和对话等贯穿全书,各单元间章章相连,环环相扣,这样不仅可以有效地激发学生的学习欲望,还可以使学生有身临其境之感,在体会激烈的商场竞争的同时,自觉地提高自己用英语进行商战的能力。这种编排手法在一般同类教材中尚不多见。
- 注重跨文化意识的培养。这套教材的各单元均设有“Cross-cultural Focus”项目,针对各种不同文化背景下的商务观点、商务沟通方式以及商务行为等,提供了大量真实的案例,系统地介绍了跨文化商务知识,并辅之以各种强化训练活动。因此,这套教材较为注重系统地培养学生在国际商务活动中的跨文化意识和跨文化交际能力。
- 注重学习能力的培养。这套教材以形式多样且饶有趣味的“Review”和“Personal Data Bank”练习项目来结束各单元的商务活动,旨在帮助、引导学生总结单元知识与相关技能。这样的设计不仅有利于巩固学生所学的知识与技能,更有利于帮助他们培养良好的学习习惯和有效的学习策略。

《全景商务英语》(*Double Dealing*)这套教材完全以满足学习者的需求为目的,其内容的设计与编排融知识性、趣味性、理论性和实用性于一体。各单元主题明确,

情节鲜活，语言地道，结构合理，图文并茂，生动有趣；从开始的导入性练习到最后的总结活动，各部分内容精练，并且讲练结合，通过听、说、读、写等多角度强化商务英语语言知识的学习和商务技能的训练。因此，如能切实掌握教材中的有关知识和技能，还将有助于学习者通过BEC（剑桥商务英语证书考试）和TOEIC（托业考试）等类型的考试。

《全景商务英语》（*Double Dealing*）这套教材分为初级教程、中级教程和高级教程，分别由学生用书和教师用书组成。该教材可作为国际经贸、国际金融以及商务英语等专业的教材，也可作为大学英语选修课的教材，还可作为商界人士学习使用或相关行业培训的教材。

杨翠萍

上海对外贸易学院

Introduction

WHAT IS *DOUBLE DEALING INTERMEDIATE*?

'Why are business English books always so serious?' This was the question that I kept being asked by students as they turned the page of their course book to find yet another earnest article about business ethics or company downsizing, culled from the business press and adapted for classroom use. And the practice exercises! Yes, my students needed to learn how to use the telephone, write emails and handle the passive. But did it always have to be in the context of ordering pencils, arranging a visit to a factory or describing how a photocopier worked? Wherever I looked, I nearly always found a sameness and blandness that made all the major course books indistinguishable, with forgettable titles that morphed into a dull, pseudo-business English blur.

Which was strange, because I didn't find business dull at all. Many of the people I met as a teacher had tales to tell of money, sex, greed and scams – all connected with their business life in some way or other. They wanted to use their English to tell their stories because they were interesting, and I was agog.

So initially *Double Dealing Intermediate* sprang from this desire to have a course that would both teach business English and entertain students at the same time.

The book has an exciting storyline. The international construction company Bergerbild has a problem. Their commercial project manager for a big project in Malaysia has died in mysterious circumstances. The chief financial officer for Bergerbild asks Emily Lee, a company auditor based in the Bergerbild New York office, to investigate. The story moves from New York to Berlin and Malaysia – in the course of which the students take part in meetings, write emails, negotiate, deal with figures and make presentations.

A second aim was to bring many more cross-cultural themes into the business English classroom. Although all courses now generally include cross-cultural elements, these are often very generalised and do not really explore interesting issues in any depth. I believe that it is impossible to separate language and culture. The language you select is based on your cultural assumptions – which is why, for example, the English often misinterpret German directness as being rude, and are in their turn viewed by their counterparts as impossibly vague and whimsical. Similarly, the Americans interpret the Dutch preference for modesty and reticence as showing a lack of self-confidence. *Double Dealing Intermediate* combines language and culture so that the students can clearly see the connection between the two.

Lastly, I felt that having a storyline was not only intrinsically motivating, it would also help the whole learning process. We learn from an early age through stories. If stories can be used within cultures to pass values and principles along, why should they not be used to transfer language and ideas to our students? However, I recognised that a storyline could also create problems for a teacher. What do you do with the student who misses three lessons? Will he or she not feel lost? To deal with this and provide flexibility, each unit has been designed so that it can be taught independently. You and your students can use any of the activities in the book without needing to know what happened in preceding units. And if for any reason the students want to refresh their memory, there is a short audio introduction to each unit – *The story so far* – while *Emily's diary* at the end reminds the students of what has happened in that unit.

To sum up, the course expands your students' business lexis, gives them a lot of spoken practice in key language areas, revises useful grammar points, and develops their understanding of critical cross-cultural issues. As a teacher, you will have your own ideas about how best to exploit the student material. What follows are some general suggestions on how to approach the different sections in each unit. (The detailed teaching notes for each unit include all the answers, the audio scripts, some extension ideas and relevant background information for the different topics.) I hope you have as much fun using *Double Dealing Intermediate* as I have had writing it.

WHO IS *DOUBLE DEALING INTERMEDIATE* FOR?

Double Dealing Intermediate is a business English course for people in business and students of business. It will help your students improve their business writing, reading and speaking, because it gives them interesting and realistic business tasks to complete. It will also develop their business skills and cross-cultural sensitivity. The book can be used intensively or extensively and would also make a useful source of 'alternative' material for students taking a Cambridge ESOL course.

WHAT'S IN *DOUBLE DEALING INTERMEDIATE*?

Each of the ten class units of *Double Dealing Intermediate* has the following sections:

Start up The first page for each unit introduces the main business topic. One to three short activities allow you to perform a mini-needs analysis on the students and help you to see how familiar they are with topics such as emailing, meetings or project management.

The second page is generally input for the unit's business lexis. This could be a listening activity, an article to read or a task to complete. The recordings are designed to be played twice: for the first listening there is a general question for gist; for the second listening the questions focus on detail. The storyline is developed from unit to unit through the input material.

Business vocabulary This section gives the students the chance to practise all the key lexis that has been presented – first in a relatively controlled fashion with gap fills, collocation work, word finding and meaning-to-word matching, and then moving on to freer practice activities with definition competitions, target lexis sentence creation and discussion on the subject area. In giving answers for the activities, it makes sense for your students to maximise their use of the target language. So, for example, if they are doing a word-partner activity such as Unit 6, *Business vocabulary* activity 5, get them to read the examples to each other and then to you, rather than just going round the class to check what they have written in the book.

Business language This section focuses on revising grammar and introducing or revising business language skills required for taking part in meetings, making presentations or other relevant business English activities. Input is again either a short text or a recording which is sometimes – but not always – linked to the storyline. The practice activities give the students plenty of opportunity to play with the language and also to apply it to their own work. As with *Business vocabulary*, get the students to maximise their use of the target language by making them give complete answers and not just numbers or letters.

Cross-cultural focus The cross-cultural topics are based on the latest research in the field and have been adapted for use in the language classroom. In some units, small case studies are provided for discussion; in others there are cross-cultural problems to solve, and students are encouraged to draw on their own experience and observations.

It is important to remember that any suggested answers are not hard-and-fast rules. It is only researched statistical tendencies that are described. In real life, each solution needs to be tailored to the individual and the particular situation. However, the frameworks created by researchers such as Geert Hofstede, Fons Trompenaars, Charles Hampden-Turner, Nancy Adler or Edward and Mildred Hall, help us to make intelligent choices from the range of actions or responses available in any given situation. By being aware of these cultural frameworks, students can improve their chances of managing their interaction with foreign business partners better.

Business focus The *Business focus* section links the language of the unit with ideas from management training. Unit 6, for example, deals with negotiations, and the *Business focus* section looks at tips from US researchers on how best to achieve a positive result in negotiations. The material is pragmatic rather than theoretical and gets the students to apply the concepts to their own situation.

Simulation The simulations are large-scale transfer activities of the content of the unit. They are always totally independent of the storyline and can be used in any situation.

Review – Emily's diary This could be done as a homework activity or together in class as a revision activity. It serves two functions: firstly to recycle and revise the lexis or key expressions from the unit and secondly to provide a recap of the story so far so that the students can see how the heroine's investigation is progressing. A complete copy of Emily's diary is provided in the teaching notes for each unit. You may wish to copy this for the students, especially if they have not done that particular unit.

Personal data bank

This is a very important part of the learning process. So often students scribble down new items of lexis or useful phrases on a scrap of paper which is then transferred to their briefcase and – after a few weeks' miserable existence – to the bin. *Personal data bank* helps them to organise their learning. Get the students to go over the material again themselves, pick out the lexis, grammar or functional exponents that they felt were important, and write them into the template provided. If you keep a check on what they select, you can get a feel for the kind of language that they like or that is difficult for them. This can guide your choice of any additional materials you might want to use.

ALL IN ONE ...

Double Dealing Intermediate offers everything the student / user needs in one book, along with free audio CDs of all the recordings. There is no need to buy any other accompanying books or CDs.

The ten units are followed by:

- **Interaction** This short section includes instructions for B groups in communicative activities.
- **Audio scripts** Complete audio scripts are given for all the class units.
- **Key vocabulary** This lists the main lexis presented in each unit.
- **Self-study** Each unit has a self-study unit which is for homework. This recycles lexis, language and cross-cultural topics from the unit and includes additional reading, listening and pronunciation activities. An answer key, including audio scripts, is provided.

James Schaffner

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2	Project finances page 13	reading and listening task	financial terms	talking about the past	CVs and résumés	
3	Project management page 25	discussion and reading task	project work	taking part in meetings	meetings	
4	Email ego page 37	listening task	criticism	emailing	giving feedback	
5	Sorting it out page 49	discussion and matching task	computers	reports and processes	attitudes to time	
6	Negotiations on site page 61	report reading	reports	negotiating	business rituals	
7	Socialising page 73	menu ordering	food	ordering food and entertaining	small talk = big business	
8	Dangerous assumptions page 85	newspaper article	law and order	advice, certainty/uncertainty, needs	advertising	
9	1 + 1 = ? page 97	listening and writing task	general business vocabulary	idiomatic expressions	losing face	
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BUSINESS FOCUS	SIMULATION	REVIEW (Emily's Diary)	PERSONAL DATA BANK
selling over the phone	telesales plan		 Emily Lee <i>Financial auditor</i>
getting information	job interviews		
writing minutes	managing a project		
apologising	compensation claims		
writing reports	relocation		
successful negotiations	mergers		
conversations	marketing campaign		
making assumptions	business dilemmas		
skimming and scanning	downsizing		
motivating the audience	creative thinking		

Bergerbild is an international construction company with offices in Berlin, New York and Malaysia. These are the employees involved in the Kuching Metro project.

	 Emily Lee <i>Financial auditor</i>
 Frank Churchill <i>Chief financial officer</i>	 Filippo Cimino <i>Technical project manager</i>
 Selina Hargreaves <i>Personal assistant to Frank</i>	 Peter Esterhazy <i>Assistant commercial manager</i>
 Derek Poole <i>Project site manager</i>	 Sean McCabe <i>Commercial project manager</i>

Who's who?

Key vocabulary CEO, chief executive officer, CFO, chief financial officer, commercial project manager, organigram, PA, personal assistant, project manager, site manager, telesales

Materials required audio CD; flip chart or overhead projector

Optional materials examples of company organigrams; toy/cardboard telephones for practice activities

Unit overview The focus in this unit is on describing company structures, some job positions and using the phone for business. It also introduces all the central characters and the storyline.

START UP pages 1-2

1 a The purpose of this activity is to break the ice between the students if it is the first class that they have done with each other. If they know each other already, the activity still works as it gets them to find out things beyond just name and reason for learning English. The activity also gives you – the teacher – the opportunity to hear something of what the students can do and say to each other in English, and, by getting them to report back about other people rather than describing themselves, you are more likely to find out something interesting. (Students' own answers)

b This generates a positive atmosphere in the class, which can carry through the whole course. (Students' own answers)

2 This is the first introduction to the storyline and to its central character, Emily Lee. Before beginning the reading activity, ask the students if they like detective/crime films, stories or TV programmes and find out which ones. Tell them that this book is built around a business crime story. Check that they understand what an auditor does (someone who checks the performance of a company, often their financial performance). The students should first read the texts and think about the questions individually, then discuss with their partner and finally discuss with the teacher.

ANSWERS 1 Bergerbild builds metro systems/is a construction company. 2 Kuching is in Malaysia and Bergerbild is building a metro system there. 3 No, Bergerbild has a consortium partner Cheong Construction Manpower. 4 Sean overdosed on sleeping tablets. 5 Sean was married, but his marriage had broken up. 6 He was well known for his charity work for handicapped children. He was the director of The Wake Up Fund. 7 Frank wants Emily to look at the project finances and write a report. 8 She's in New York. 9 Peter Esterhazy, an assistant commercial manager. 10 Selina Hargreaves.

BUSINESS VOCABULARY pages 3-4

1 a ANSWERS 1 Carlton Wolff 2 Emily Lee 3 Frank Churchill 4 Selina Hargreaves 5 Peter Esterhazy 6 Filippo Cimino 7 Sean McCabe 8 Derek Poole

b ANSWERS 1 8 (Derek Poole) 2 4 (Selina Hargreaves) 3 5 (Peter Esterhazy) 4 3 (Frank Churchill) 5 2 (Emily Lee) 6 1 (Carlton Wolff)

- 2** If you have some more examples of an organigram that you can show the students, now is the time to do so. Make sure they are relatively small and self-contained. Get the students to draw their own organigrams onto transparencies if possible. If some of the students work in the same company, they can do it together. (Students' own answers)

3 a *Audio script*

SELINA: Bergerbild AG Berlin office – can I help you?

.....

Speaking.

.....

Oh hi, Filippo, I didn't recognise your voice – the line's so bad. Are you still in Kuching? Have you finished all the paperwork for Sean's death? Such a bore you going over to Malaysia. The office party wasn't any good without you ...

.....

To Frank? I'm afraid he's in New York at the moment with this auditor Emily Lee who's going to come over here. By the way, a friend there told me that Frank and this woman had a relationship for about six months last year – it's all over now, she thinks.

.....

Of course I don't know anything else ... well, she was born in Malaysia and went to Harvard Business School, so she probably thinks she knows everything better than you. She rang this morning and wanted me to organise her flight and hotel and everything. Well, I ask you, does she think I'm her secretary or what?

.....

You want Mr Wolff? OK, I'll put you through. See you soon, Filippo – lovely talking to you.

This first listening activity allows the students to collect more information about the different characters involved. It also allows them to speculate and to gauge something about people's characters from the way they say things, not just what they say.

ANSWERS 1 Malaysia 2 Berlin 3 New York 4 New York

- b** *ANSWER* Frank and Emily had an affair the previous year. Emily was born in Malaysia and studied at Harvard Business School.

4 (Suggested) *ANSWERS* unpleasant, arrogant, critical

- 5** Some of the answers can be predicted from what the students have already learnt about the characters. Before the students listen, see if they can predict where the characters are from and some of their responsibilities.

Audio script

FRANK: OK, you guys ... everyone there? ... Selina, Peter in Berlin?

SELINA: Yah.

PETER: Yes.

FRANK: Filippo, Derek in Malaysia?

DEREK: Yeah.

FILIPPO: Yes.

FRANK: Great. OK, I'm here in New York with our new team member for the Kuching Metro project, Emily Lee. Emily is going to carry on the work that Sean was doing before his ... accident and she'll be coming over to the Berlin office for a few weeks. I think it would be a good idea for us all to explain what we do for this project. Emily, could you start?

EMILY: Sure. I'm Emily Lee. I'm from Malaysia – near Kuching in fact.

FILIPPO: So you know the country then?

EMILY: Right. I've been working on the auditing here in New York for the last two years, and my job for the project will be to check the Kuching project accounts – you know, make sure we've been paid by the customer and we've paid our contractors. I want to put together a report for the Bergerbild board in about four weeks, and with all your help I'm sure that's possible.

FRANK: Sounds good ... OK, next ... Filippo!

FILIPPO: I'll keep it short. Filippo Cimino – I'm the technical project manager responsible for making sure Kuching gets the best metro in the world. I'm Italian, born in Sicily. For the last ten years I've been working on construction projects for Bergerbild. What I really want is to get on with building – that's what the customer pays for – so I hope this report isn't going to take too much of my time.

FRANK: I'm sure Emily will be very efficient, Filippo. Derek?

DEREK: Right, Mr Churchill. Derek Poole's the name. The last thirty years I've worked all over the world on construction sites. I'm from Sydney, Australia, and I'm the Kuching site manager. For your information, Miss Lee, I'm the guy who gets his hands dirty and makes sure that the work is really done as planned on site by the subcontractors.

EMILY: I think I know what a site manager does, Mr Poole.

DEREK: Right ... right ... Well, I just want the project to finish on time so I can go on the holiday I've planned in Bangkok.

FRANK: So do we all, Derek. Selina?

SELINA: Selina Hargreaves – English of course.

EMILY: How do you spell Hargreaves, Selina?

SELINA: H-A-R-G-R-E-A-V-E-S. I'm the personal assistant to Frank here in Europe. I think the same as you in the US, Emily, is that right?

FRANK: Not quite, Selina, Emily's produced the company report for the last two years.

SELINA: Oh, I see ... Well, I've worked for Bergerbild for three years and before that I was a translator at the European Parliament for two years.

FRANK: And she's very good at that! Translates all the food on the menus in the restaurants I go to when I'm in Germany. OK, Peter Ester ... Ester ... er ...

PETER: Esterhazy. Hi, Emily, nice to speak to you again. I'm from Berlin, and I'm still doing my commercial training. Last year I worked in New York with Emily. I'll be helping Emily put the report together and I'm interested in getting some good experience.

FRANK: Good to hear ... er ... Peter ... Which just leaves me, Frank Churchill – from New York, thirteen years in the construction business. Now I'm the chief financial officer for Bergerbild at the Berlin headquarters, so I have to make sure the numbers look good. More than anything, I want this project to finish without any more major problems. OK, that's all we need to discuss at the moment. Emily will be over in Germany soon, and I guess maybe in Malaysia at some time also. Thanks very much for your time.

ANSWERS

Name	From	Experience	Responsibilities (project)	Wants
Frank Churchill	New York	13 years in construction business	making sure the numbers look good	to finish project with no more problems
Emily Lee	Malaysia	2 years in New York office	reporting on project finances	to write report in four weeks
Filippo Cimino	Italy/Sicily	10 years working for Bergerbild	technical project manager	to get on with construction work
Selina Hargreaves	UK/England	3 years working for Bergerbild, 2 years at European Parliament	PA to Frank in Berlin	
Derek Poole	Australia / Sydney	30 years on construction sites	site project manager	to finish project on time
Peter Esterhazy	Germany / Berlin	training in Berlin and New York	helping Emily	to get good experience

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If you have a monolingual class, it is a good idea to introduce some typically difficult UK addresses to practise with, for example:

F.G. Knightley
30 Yew Tree Avenue
Coombe Wickham
CLR7 13JG

Ms Sherelle Charge
17 Hailey Drive
Chipping Norton
OX2 70AR

An international spelling alphabet is also useful for students who use the phone a lot.

A = Alpha	B = Bravo	C = Charlie	D = Delta
E = Echo	F = Foxtrot	G = Golf	H = Hotel
I = India	J = Juliet	K = Kilo	L = Lima
M = Mike	N = November	O = Oscar	P = Papa
Q = Quebec/Queen	R = Romeo	S = Sierra	T = Tango
U = Uniform	V = Victor	W = Whisky	X = X-ray
Y = Yankee	Z = Zulu/Zebra		

(Students' own answers)

- 7** This is an extension of activity 1a on Student's Book page 1, but now allows the students to talk about their past and also what they hope to gain from the course. It is useful for you as the teacher as it allows you to get a general impression of why the students are there and to pick up on any particular needs or wishes they may have as regards learning English. Getting the students to report on each other rather than themselves removes some of the embarrassment of talking in front of the class. (Students' own answers)

BUSINESS LANGUAGE pages 5–6

- 1** Ask the students if they ever have to speak in English on the phone. If they do, find out who they talk to, what about and if they have ever had any problems. Discuss with the students what makes phoning in a foreign language difficult. Point out that it starts from the different ways different language groups answer the phone (UK = name/number/company name, Germany = surname, Italy = *Pronto*, Japan = *Mushi, mushi*, etc). Find out if the students have had any difficult or embarrassing experiences with the phone and how they dealt with them. (Students' own answers)
- 2** **ANSWERS** 1a Bergerbild – can I help you? b Glenn Munsfield speaking. c Bergerbild New York – good morning. d Hello, this is Roland Schweitzer. e Roland Schweitzer here. f My name is Roland Schweitzer. g Good morning, I'm Roland Schweitzer. 2a Can I speak to Mr Munsfield, please? b Hello, is Glenn there? c Could you put me through to Mr Munsfield, please? d I'd like to speak to the doctor, if I may. e Glenn Munsfield, please. f Hold on a minute. I'll put you through. g I'm afraid he's just gone into a meeting. h I'm sorry – he's on another line. i He's busy, I'm afraid – can you call back later? j Glenn Munsfield speaking. k I'm afraid he's left the company. Can I help? 3a What time could I reach her? b Will he be in the office tomorrow? c Can I contact him in Kuching? d Right, I'll phone again next week. 4a Well, thanks a lot – goodbye. b I'll get back to you soon – bye. c Thanks for your time anyway. d Speak to you again soon – bye. e Not at all. Bye! f Great – I'm looking forward to it. Bye. g My pleasure – bye. h OK, take care. Bye.
- 3** To make the roleplay experience feel more authentic, put the students back to back so that they cannot see each other's faces. Use cardboard or toy phones if you have them. First model the pairwork activity with one student to make sure they understand how to do it. Encourage the students to use as many of the expressions as possible from the previous activities. (Students' own answers)
- 4** This activity can be done orally if you have a stronger class. For a weaker class, the writing helps to build their confidence before performing. (Students' own answers)

CROSS-CULTURAL FOCUS pages 7–8

Note The aim of this section is to make the students aware of how cross-cultural issues can impact on overseas sales, and how they need to be built into the planning and design of products if you want to be successful.

- 1 a** As an introduction, ask the students to compare their mobile phones. See if there are any differences in style between male and female owners. Then go on to the article.
- ANSWERS** Mobile phones and washing machines in Beijing are quite different in design from European ones. Washing machines are often brightly coloured and have a quieter spin programme. Mobile phones for women are made to appear more feminine with the use of colours, etc.
- b** (Students' own answers)

- 2** It is a good idea for the students to draw their designs either on transparencies or on flip-chart paper for the presentation. Make sure both students contribute to the presentation.

Case study 1: Important points to consider are that the mobile should:

- be brightly coloured and appear 'feminine' in some way (students to define!)
- not include green and red as symbols for calling/finishing a call
- have a display for instructions, rather than a manual

Case study 2: Important points to consider are that the fridge should:

- not be white
- have a very quiet cooling system
- have a display for instructions, rather than a manual

- 3** Hopefully, students will explain that an understanding of the culture you are trying to sell to is important if you wish to be successful. If you are British and wish to give some examples of British products that might be difficult to sell abroad, you could consider bowler hats, beer and pork pies. (Students' own answers)

BUSINESS FOCUS page 9

- 1** These guidelines are typical of US telesales manuals.

ANSWERS 1 The attention statement 2 The identification statement 3 The attitude
4 The reason for the call 5 Dealing with difficulties 6 The request

- 2** The points are quite effective in the US and the UK but are very culture-specific. In many other countries, these tactics would probably be very much disapproved of. (Students' own answers)

- 3 a and b** This provides a model of the steps being used. It is helpful for the simulation activity on Student's Book page 10.

Audio script

EMILY: Bergerbild – Emily Lee. Can I help you?

JAMES: Hello Ms Lee, my name's James Grant. I'm calling from Top Class Executive Consultants here in New York. We're an organisation that helps professional people like yourself to succeed in their careers, and I'd really like to show you some of the ways we can help you do this. Could we arrange to meet some time that's convenient for you?

EMILY: Well, thank you, but I'm quite happy in my job at present. In fact I'm very busy at the moment and ...

JAMES: Great! I'm always pleased to hear that someone likes their job. But our service isn't something that you have to use today or even tomorrow. It could be that at some time in the future you may think about moving on. And if we've already met, then we can quickly help you find another job. Ms Lee, I only need half an hour – half an hour that might, some day, make a big difference to your career.

EMILY: Well, I suppose it wouldn't do any harm ... perhaps after work ...

JAMES: That's a great idea, Ms Lee! How about this week some time?