

Double Dealing

ELEMENTARY BUSINESS ENGLISH COURSE

全景商务英语

初级教程 Teacher's Book
教师用书



James Schofield & Evan Frendo

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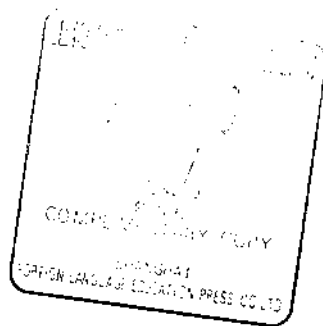
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Double Dealing Pre-Intermediate Teacher's Book

James Schofield and Evan Frendo

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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

Student's Book Contents

		START UP	BUSINESS VOCABULARY	BUSINESS LANGUAGE	CROSS-CULTURAL FOCUS
1	Disaster page 1	customer satisfaction form	responsibilities and personnel	talking about careers	misunderstandings
2	Call me page 13	restaurant review	customer service and illness	using the phone and asking questions	crossed lines, calling abroad
3	Meeting in Malta page 25	collecting a visitor	meetings and telling the time	meetings and checking opinion	cultural sensitivity and insensitivity
4	Changes page 37	charts and graphs	change	agreeing and disagreeing	when <i>yes</i> means <i>no</i>
5	Email me page 49	choosing a hotel	facilities and equipment	emails	'good' tourists
6	Set up a trip page 61	dealing with customers	checking in and out	making appointments	attitudes to time
7	The sell page 73	strengths and weaknesses	comparing	giving a presentation	thinking about the audience
8	You've got a deal page 85	Bergerbild	contract language	negotiating	US negotiations
9	Report time page 97	report types	report vocabulary	report language	writing styles
10	Success page 109	conferences	problems and challenges	telling stories	corruption

Interaction	page 121
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Self-study + Answers and audio scripts	page 140

BUSINESS FOCUS	SIMULATION	REVIEW (Pauline's Problems)	PERSONAL DATA BANK
small talk	cocktail party		
checking information	finding the way		
successful meetings	meeting 1 – finding a solution		
meeting skills	meeting 2 – spending money		
email etiquette	organising a conference		
car rental	planning a business trip		
successful presenters	presentation 1		
telling jokes	job negotiation		
oral reports	report recommendations		
creativity and brainstorming	presentation 2 – reorganisation		



Aurora Picardi

*General manager,
Grand Hotel Pelleas,
Malta*



Walter Armitage

*Consultant,
Pelleas Business Hotels Inc.,
San Francisco*



Carlo Rospo

*Assistant manager,
Grand Hotel Pelleas,
Malta*



Costas Tsappanis

*Marketing director,
Pelleas Business Hotels Inc.,
San Francisco*



Alison Fisher

*Chief financial officer,
Pelleas Business Hotels Inc.,
San Francisco*



Tony Kallus

*Chief executive officer,
Pelleas Business Hotels Inc.,
San Francisco*

Pelleas Business Hotels Inc. is a US-based hotel chain with hotels all over the world. These are some of the employees involved with the company.

Introduction

WHAT MAKES THE *DOUBLE DEALING* COURSE BOOKS DIFFERENT?

A storyline. The first thing you will notice about *Double Dealing* is that both the elementary and the intermediate course books have a storyline. This is something that none of the major course books currently available include as a main component, which is strange.

Stories have been used as a teaching tool for thousands of years. Stories are effective because our brain is hard-wired (to use Chomsky's expression) to create patterns and stories from almost any group of details with which we are presented. This story-friendly nature and nurturing has a purpose. It enables each generation to pass on to the next its culture and values, and the knowledge which helps it survive. As teachers we can exploit this human predilection for stories by using them to provide a stimulating language-learning-rich environment. With stories our students are intrinsically motivated to read, listen, write or discuss in the target language, aside from their abstract desire to learn the language. And motivation is the key to all successful language learning.

Double Dealing Elementary has an exciting and realistic storyline to motivate students. Aurora Picardi is the general manager of the Grand Hotel Pelleas in Malta. The hotel is owned by Pelleas Business Hotels Incorporated which is based in San Francisco. Senior management in San Francisco is looking for a reason to close down the hotel, and a disastrous sales conference gives them the excuse they need. They send Walter Armitage out to inspect the hotel, but Aurora not only wins him over to her side, she also embarks on an imaginative marketing initiative to bring in new customers. The story moves from San Francisco to Valletta, Paris and Berlin, and the students move with it. On the way, they take part in meetings, write emails, negotiate, use the telephone and make presentations, as well as finding out who wants the hotel closed.

Another important aspect of the *Double Dealing* concept is the emphasis on cross-cultural themes. Successful business communication involves an ability to operate in different corporate or national cultures, so here cross-cultural elements are integrated into the language-learning process. As students progress through the book they have the opportunity to explore significant and relevant cultural issues, to help increase their awareness of general cultural differences, and thus develop their competence in dealing with specific cultural problems in the future.

So that the course can remain flexible while being based on a storyline, the book is designed so that each unit can, if necessary, be taught without knowledge of previous units. Each unit is introduced by a short audio recording which summarises the story so far, and at the end of each unit an email from Aurora recalls the main events of the unit.

To sum up, the *Double Dealing* series expands your students' business lexis, gives them extensive spoken practice in key language areas, presents useful grammar in an appropriate business context and explores critical cross-cultural issues. As a teacher you will have your own ideas about how best to exploit the student material with your classes. 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.

WHO IS *DOUBLE DEALING ELEMENTARY* FOR?

It is a business English course for people in business or students of business at the B1 level according to the Common European Framework. By the end of the course students will be able to:

'... understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.'

Common European Framework of Reference for Languages: learning, teaching, assessment.
Cambridge University Press. ISBN Hardback: 0521803136 Paperback: 0521005310

The book can be used intensively or extensively and would also make a useful source of 'alternative' material for students taking a Cambridge ESOL exam.

WHAT'S IN *DOUBLE DEALING ELEMENTARY*?

Each of the ten class units has the following sections:

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

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 focusing on 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 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 games, 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 4, 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 introducing grammar and functional language that is useful for taking part in meetings, telephoning or other tasks relevant to business English. Again, input is either a short text or a recording which is sometimes – although not always – linked to the storyline. The practice activities give students plenty of opportunity to play with the language, and also to apply it to their own work. As with *Business vocabulary*, get 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 interactions with foreign business partners better.

Business focus The *Business focus* section links the language of the unit with ideas from business training and seeks to develop interpersonal skills. Unit 5, for example, deals with the topic of emailing and the *Business focus* section looks in particular at email etiquette. The material is pragmatic rather than theoretical, and gets 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 – Pauline's problems 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 students can see how the heroine's investigation is progressing. A complete copy of Aurora's emails to Pauline is provided in the teaching notes for each unit. You may wish to copy this for the students, especially if they have missed 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 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. It may be necessary to train your students to do this, so it is worth giving some time over to it for the first two units. After that it can be done for homework at the end of each unit. 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 Elementary 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.

We hope you have as much fun using *Double Dealing Elementary* as we have had writing it.

James Schaffie

Evan Frenkel

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1 Disaster

Key vocabulary fill in, receptionist, chambermaid, head waiter, porter, facilities, employees, staff, recommend, rude, excellent, throw away, Mr, Mrs, Ms

Lexical phrases I'm, my name's, This is ... , I'm responsible for, in charge of, X runs ... , deal with, I must apologise, sorry about that, I am sorry

Materials required audio CD; flip chart or overhead projector

Optional materials hotel brochures / access to internet / map of the Mediterranean

Unit overview The focus in this unit is on introducing students to some key lexis to do with jobs and responsibilities, and making small talk with people from other cultures. It also introduces some of the main characters and the storyline.

START UP pages 1-2

1 and **2** The first two activities act as an ice-breaker for a new course and work well with groups who are together for the first time, as well as long-standing colleagues. They are also designed to give the teacher some idea of the level of the people in the class, and introduce some of the 'hotel' vocabulary which will be needed later in the unit. Even if people do not have much experience of hotels, they will have opinions about what makes a good / bad one. A variation is to bring in copies of hotel brochures, or arrange access to online versions. (Students' own answers)

3 This short text introduces the Grand Hotel Pelleas, which is where a lot of the action in the book takes place. Before asking students to read the text and answer the questions, ask them to look at the picture and brainstorm the sort of hotel it might be.

ANSWERS 1 Pelleas Business Hotels Inc. 2 Probably only 'good food' and 'a bar' can be ticked. We are not told about other facilities, but 'everything needs updating'.
3 (Students' own answers)

4 This memo is designed to introduce two of the main characters in the book: Aurora Picardi, the general manager, and Carlo Rospo, the assistant manager. It also lays the foundation for the storyline by informing us about the disastrous sales conference which is the source of all of Aurora's troubles.

ANSWER The sales conference hosted at the Grand for company headquarters went very badly.

5 This first listening activity has several functions. On the first listening it is worth asking students to get a feel for Aurora and Costas's character, and comment on what they think. Once this has been done, the students should read through the form and clarify anything they do not understand. They should then listen to the conversation again (depending on the class, two or three additional listenings may be necessary), and then fill in the form. The activity could be rounded off by asking students to compare their answers with others in the class, and then finishing off with a class discussion about activity 6.

Audio script

US TELEPHONIST: Pelleas Business Hotels Incorporated, I'm Cassy, how can I help you?

AURORA: Good morning. My name's Aurora Picardi. I'm calling from the Grand Hotel Pelleas in Malta. I'd like to speak to the marketing director, Mr Tsappanis, please.

US TELEPHONIST: Hold the line, caller.

COSTAS: Marketing Department. Costas Tsappanis speaking.

AURORA: Ah, hello, Mr Tsappanis. This is Aurora Picardi from the Grand Hotel Pelleas. I'm responsible for managing conferences at the hotel and ... I'm afraid I was in charge of the Pelleas sales conference last week.

COSTAS: I see.

AURORA: Mr Tsappanis, I must apologise for the problems you had. Unfortunately, I was ill for two weeks, and only came back to work today. Mostly, we have satisfied guests but I see from the customer satisfaction forms that ... er ... well, you were not very satisfied.

COSTAS: Ms Picardi, our sales conference was a disaster.

AURORA: Right ... um, I checked on the problems you had, and I thought I would let you know what I found out. The receptionist ...

COSTAS: She lost my key ... how is that possible?

AURORA: Ah, yes, sorry about that. But, it wasn't lost. It was found after you left, in Mrs Dempsey's room. Some mistake perhaps?

COSTAS: Er yes, well ... and then your chambermaid, Maria, threw some important papers away.

AURORA: Yes, I am sorry. They were all over the bedroom floor ... But she did bring them back ...

COSTAS: Covered in garbage, Ms Picardi ... covered in garbage! And your bathrooms look like they were built 150 years ago.

AURORA: I think they probably were ... But the food was good, I'm sure.

COSTAS: Correct. But the head waiter was very rude. He laughed when I asked for ketchup on my spaghetti. ... er ... the conference rooms were excellent, though.

AURORA: Oh, good. And what about the conference equipment? As you know, it's all completely new.

COSTAS: Yes, so new that the technical staff couldn't use it. The support was terrible. And your people are so slow ... and old. Why is that porter still working there? He must be 90!

AURORA: My great grandfather gave Albert his job. The hotel is his home! He loves his job and he's still fit and well.

COSTAS: Ms Picardi. Pelleas Business Hotels Incorporated runs a business, not a home for senior citizens. You are in charge of only one hotel – for the moment. I wouldn't recommend the Grand to anybody ... except my worst enemy, perhaps. Now, listen ... I have spoken to my colleague, Alison Fisher, the chief financial officer. We are going to send over somebody with experience of the hotel business in the US. We want him to deal with the problems at the Grand.

AURORA: Now, please wait a minute Mr Tsappanis ...

ANSWERS. 1 marketing director 2 key 3 away 4 rude 5 Excellent 6 staff
7 slow 8 worst 9 experience

6

ANSWER Aurora is angry because Costas is rude about the staff and wants to send somebody from the States to tell her how to do her job.

BUSINESS VOCABULARY pages 3–4

The aim of this section is to give learners practice with key vocabulary, but also to look at vocabulary-learning strategies which learners can use / adapt to suit their own needs. This

will depend on the class, but might include techniques like using cards to record vocabulary, and collecting words in thematic groups. This section would be a good time to introduce students to the Personal Data Bank at the end of each unit.

1 ANSWERS 1 receptionist 2 chambermaid 3 head waiter 4 porter
5 marketing director 6 chief financial officer

2 ANSWERS 1 fill in 2 facilities 3 employees, staff 4 recommend

3 Audio script / ANSWERS

AURORA: Carlo, what were you doing during this Pelleas sales conference? I left you **in charge** of the hotel while I was sick, and when I come back I find this disaster!

CARLO: Yes, well, I'm very **sorry about** that, but we just had a lot of bad luck. I am sure everybody did their best, but some of those salespeople were impossible **to deal with**.

AURORA: Yes, I know. Poor old Albert had to carry all their bags everywhere. And I hear Joseph was rude to Mr Tsappanis because he wanted ketchup. I had to **apologise for** his behaviour.

CARLO: Yes, well you know how important good food is to Joseph. He feels **responsible for** making sure people eat it properly. And Mr Tsappanis wanted ketchup on everything ... even spaghetti!

4 **Hot tip!** Draw attention to the *Hot tip!* box. These tips occur throughout the book. This particular reference is very important for students to notice. If students are made aware of how much language is made up of collocations or linguistic 'chunks' like the examples quoted, it can make the learning process more effective. It is important for students to move away from isolating words into lists without any contextualisation. If you want to look up further information on the subject, required reading is *The Lexical Approach* by Michael Lewis (LTP / Thompson 1993).

(Suggested) ANSWERS

to manage	a team	general	manager	satisfied	customer
	a hotel	assistant		dissatisfied	
	a project	project		happy	
	a conference	marketing		unhappy	
	a meeting	junior		good	
	a company	senior		typical	

5 (Students' own answers)

BUSINESS LANGUAGE pages 5-6

1 ANSWERS 1 Malta 2 Lausanne, Switzerland 3 hotel management 4 Geneva
5 six months ago 6 general manager

2 ANSWERS 1 c 2 e 3 g 4 f 5 b 6 d 7 a

3 ANSWERS 1 since 2 for 3 ago 4 since 5 ago 6 since 7 for

4 ANSWERS Get students to prepare their questions before you ask them to do the interviews.

5 Free activity

- 6** ANSWERS 1 her father **managed** the hotel 2 the hotel business is **part** of her life
3 the General Manager job was **available / free / open** 4 she quickly **took** the
opportunity 5 that person had to **be able to react / respond** quickly

CROSS-CULTURAL FOCUS pages 7-8

- 1** and **2** The aim of the cross-cultural training throughout the course is to get students to examine and compare their own cultural perspective (which can of course include country, education, religion, sexual orientation, gender, work place) with those of other people. This initial cross-cultural focus seeks to get students thinking about some of the issues involved in dealing with people with different cultural imperatives and norms from their own, using as a starting point certain cultural prototypes.

A cultural prototype can be very useful as a best first guess, and it allows us to create initial categories to help us handle unfamiliar situations. It must, however, always be tempered by the reality of the individual you actually have to deal with. As the name implies, it is a prototype and so subject to development.

Here are some of the themes that could be discussed in relation to the pictures:

Theme: Physical distance

'He keeps getting too close and touching my arm!' (e.g. American)

'Why does he keep running away from me? Do I smell?' (e.g. Saudi)

Different cultural groups stand closer or further away from each other. You can test this very well if you have a mixed group of students by getting pairs to stand at the distance at which they feel comfortable when talking about a topic. If you have a class which knows each other, try it first with two people who spend a lot of time together and then with a pair who don't normally have much contact. You will probably notice a difference in positioning. Alternatively watch them in the break / before class and then show them physically how close / far apart different pairs stand.

Generally speaking, US Americans and Scandinavians like a larger distance between each other physically than people from Latin or Arab cultures.

Advice: Be aware that your business partner may not feel comfortable sitting or standing too close to you. And if they seem to be standing strangely close to you, it does not necessarily have to have any particular intent!

Theme: Socialising, food and business

'I hope I don't have to eat lunch with Sally. She'll just want a sandwich and to talk business non-stop.' (e.g. French)

'If I can just get Pierre to come for a quick sandwich ... I can explain my ideas to him over lunch.' (e.g. British)

The importance or otherwise of food in developing a business relationship is interesting. British people tend to see lunchtime as something to be got out of the way as quickly as possible, to be completed at the same time as some other task, or even to be ignored completely ('Lunch is for wimps' was a catch phrase of pushy share dealers in London in the 90s). Discuss with your students when they feel it is acceptable to discuss business matters (e.g. only in the office, over a meal, at the end of a meal, etc.) and see what differences there are.

Advice: Be sensitive about when you talk business with your partner. If you initiate a business discussion and find that your partner is stalling and talking about more social aspects or asking for general background details about your company, then play along. They may want to get a better feel for you and your company first before they do business.

Theme: Task vs. relationship orientation

'Where is she? We arranged to meet here at 12.00 and it's 12.10 already!' (e.g. Swiss)
'Oh look ... there's Bianca! I must ask about her baby before my meeting.' (e.g. Italian)

This is a very important difference between many cultural groups. What is more important in the situation illustrated? To show respect and courtesy for your business partner by being punctual and thus risk offending a friend, or risk irritating the business partner by allowing a personal relationship to a third party to delay you for a few minutes?

Generally, most northern European and US American business people are more task- than relationship-oriented while most southern European, Latin American, African and Arab cultures tend to be the other way around.

Advice: be sensitive to the concerns of your business partners. If you are late for an appointment, apologise and make sure your partner does not feel that they have been treated disrespectfully. If somebody is late for you, get on with some other work while you are waiting and accept any apologies with a good grace and without resentment.

Theme: Personal vs. professional information

'Why is he asking if I'm married and have children?' (e.g. Scandinavian)
'Why doesn't Sven want to talk about his family? Hasn't he got one?' (e.g. Chinese)

What is acceptable and polite small talk in one country is sometimes totally taboo in another country. In China it is perfectly acceptable to ask questions about somebody's family, marital status and income. Somebody who won't talk about them is seen as hostile. In Europe such questions would be seen as impertinent and in the US could even constitute sexual harassment.

Advice: Don't take offence too readily. If somebody asks a question that you really don't want to answer then say politely that you don't want to answer it, but don't resent the questioner. Simply ask a more harmless question of your own to keep the conversation moving. And conversely, if you feel your business partner is uncomfortable about your own questions, it is not necessarily because they have something to hide. Change the direction of the questions to something more innocuous.

Theme: Friendship

'Wow! She says I can visit her the next time I'm in New York. I must give her the date.' (e.g. German)

'Why is Dagmar looking in her diary?' (e.g. American)

A criticism often levelled at US Americans by Germans is that of insincerity. Americans seem to Germans to be superficially friendly, and will readily extend invitations to people and even describe them as 'my friend, Hans', without actually really seeing that person as a real friend. This is because the whole concept of friendship is viewed quite differently. In Germany a friendship is formed relatively slowly and an invitation to somebody's house is a great honour and only made after a considerable length of time. The same weight and importance is simply not attached to it in the US.

Advice: If you are US American it is important to realise that not all cultures are quite as quick to establish social bonds. If you have contact with Americans, then don't feel resentful if somebody who seems enormously friendly the first time you meet them cannot remember you on the next occasion. It is not a personal slight.

3

(Students' own answers)

4

See if you can detect any pattern in the answers. If not, do not be surprised. Cultural tendencies are based on vast statistical samples.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4	Conversation 5
Ask a question		✓	✓		
Introduce yourself	✓			✓	
Make a comment		✓			✓