

● 大学英语拓展课程系列

拓展课程



# Double Dealing Advanced Business English Course 流畅商务英语听说教程 成功运营

学生用书

James Schofield & Evan Frendo

 上海外语教育出版社  
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**Double Dealing**  
**Advanced Business English Course**

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***Double Dealing Upper-Intermediate Student's Book***

**James Schofield and Evan Frendo**

***Double Dealing Upper-Intermediate Self-study Book***

**Evan Frendo and James Schofield**

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# 出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”，并提出：“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”《大学英语课程教学要求》明确要求大学英语教学中开设选修课，以满足大学生的实际需求。

依据《大学英语课程教学要求》，上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材，通过教材的出版引领、促进了大学英语选修课程设置的发展，丰富了我国大学英语教学。这些教材品种丰富，涵盖面广，包括以下多个系列：大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来，全国数百所高校使用了这些教材，部分老师对教材的内容和编写形式提出了宝贵的建议，为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”，该系列教材包括EAP、ESP和EOP三个子系列。

- ESP (English for Specific Purposes)

专业英语类，侧重提升专业英语能力，在培养学生听说读写译等基本语言技能的基础上，教授与该专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生可轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习，针对性强。

- EAP (English for Academic Purposes)

学术英语类，侧重高级水平英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：演讲听说、跨文化、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

- EOP (English for Occupational Purposes)

职场英语类，侧重提升职场英语能力，为大学生将来在英语语言工作环境中打下扎实的实用职场交际能力。此类课程多数适合所有大学生使用，有部分教程与专业结合，适合相应专业学生使用。

除了重新修订已出版的教材外，我们还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

# 前 言

《流畅商务英语听说教程》(Double Dealing)是一套情景式商务英语听说教材。该教材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,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。

这套教材区别于其他商务教材的主要特色有:

- 趣味性和激发性强。整套教材的内容设计和编排十分独到,各册均以公司的运作为主线,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,呈现出一个个鲜活的案例和对话,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,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。

该教材各单元主题明确,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,各部分内容精炼,讲练并行,突出听说,结合读写,强化商务英语语言知识的学习和实用商务技能的训练。如果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。

《流畅商务英语听说教程》包含“决战危机”(初级)、“破解迷局”(中级)、“成功运营”(高级)三个级别,均由学生用书和教师用书组成,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,还可以作为商界人士自学或相关行业培训的教材。各册教材的故事情节独立发展,因此既可以采用全套教材供三个学期使用,也可以根据学习者的英语水平和兴趣选其中的一册供一个学期使用。

杨翠萍

上海对外贸易学院



# Introduction

While we were developing and testing *Double Dealing Advanced*, the students we work with asked us a lot of questions about the book and why we were writing it. Some of these questions are ones you might also have, so we've collected them together with our answers for you to read.

## WHO IS *DOUBLE DEALING ADVANCED* FOR?

It is an advanced business English course for people in business and students of business.

## WHAT DOES *DOUBLE DEALING* MEAN?

*Double dealing* means tricking or cheating. The book follows two consultants, Macey Church and Kirill Solokov, as they travel around the world helping their company's clients deal with issues such as fraud, conflict management, a company takeover and project management.

## WHAT'S IN *DOUBLE DEALING ADVANCED*?

10 class units (5 paired A and B units) with authentic business speaking, listening, reading and writing tasks, cross-cultural topics and business simulations.

- Five important consultancy areas (recruitment, fraud, mergers and acquisitions, conflict management, project management) based on real-life events
- Audio scripts for all the class units
- A list of key vocabulary
- Five Self-study units for homework – including listening, reading, writing and speaking activities – together with answers and audio scripts
- Audio CDs with all the listening tasks for the class and the Self-study units

## WHAT MAKES *DOUBLE DEALING ADVANCED* SPECIAL?

- *Authentic business vocabulary and language* The book has the language you need to do your business in English.
- *Storyline* This is interesting and motivating. You will enjoy improving your English because you will want to find out what happens next to Macey Church and Kirill Solokov.
- *Cross-cultural themes* Why do we behave in one way and people from other cultures behave in another? This fascinating topic is a big part of the course.
- *Business focus* This section links the language of the course with up-to-date ideas from the world of management training.
- *Self-learning* As well as the Self-study sections, the book has the Personal Data Bank sections which will help you organise the new language you learn so you can access it more easily.
- *Variety of accents* A wide range of native and non-native English accents – just like the real world.

Have you got any more questions? If you have, then write to us at [info@summertown.co.uk](mailto:info@summertown.co.uk). We will answer your questions as soon as we can.

We had a lot of fun writing *Double Dealing Advanced*. We hope you have just as much fun using it and improve your English at the same time. We think you will.



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Capstan Consultants is a London-based company that provides specialists for short-term consultancy contracts. They have selected two people from their staff to work in the newly-formed Special Projects Team. The two new team members will travel around the world at short notice providing customers with rapid and accurate analyses of problems, plus solutions.



# 1 Selection (A)

In this unit we practise:

- business briefing – describing strengths and weaknesses
- business language – selecting job candidates
- business case study – creative thinking

## BUSINESS BRIEFING

- 1 What do you know about your classroom partner? Complete the information and get ready to introduce him or her to the class.

He / She was born in (town) ...

When she / he was 14 his / her favourite pop group was ...

The first person he / she fell in love with was called ...

He / She spends most of his / her time ...

She / He thinks her / his best character feature is ...

She / He thinks her / his worst character feature is ...

She / He really likes ...

He / She really hates ...

In five years she / he hopes that ...

Her / His dream job would be ...





## Story

Capstan Consultants is a company that provides specialists for short-term consultancy contracts. They want to select two people from their staff to set up a Special Projects Team.

- 2 Look at the description of the tasks that the new Special Projects Team members at Capstan will have to do. What qualifications and characteristics should the ideal candidates have?

*Candidates should have an MBA.*

Tasks:

- Travel at short notice to customers worldwide
- Deal with project management, fraud detection, mergers and acquisitions
- Interview and work with personnel at all levels on the customer side
- Provide customers with rapid and accurate analysis of problems plus solutions

- 3 Listen to these four candidates being interviewed for jobs in the new team. For each interview find out the main reason why the candidate thinks they would be suitable for the job (from the list a–g) and what the candidate thinks is their greatest weakness (from the list h–n). Listen twice.

Suitability for the job:

- 1 Macey Church: g.....
- 2 Florian Moser: .....  
.....
- 3 Jenny Turner: .....  
.....
- 4 Kirill Solokov: .....  
.....

- a intercultural experience
- b sociable
- c flexible
- d reliable
- e dynamic
- f attractive
- g honest

Candidate's greatest weakness:

- 1 Macey Church: i.....
- 2 Florian Moser: .....  
.....
- 3 Jenny Turner: .....  
.....
- 4 Kirill Solokov: .....  
.....

- h impatient
- i tactless
- j selfish
- k vain
- l arrogant
- m naïve
- n lazy

- 4 Which two candidates would you select? Why?



## Did you know ... ?

When applying for a job there are four key elements that influence selection: appearance, experience, qualifications and personality.

- 1 Match appropriate adjectives from the box to the different key words. Some adjectives can be used more than once.

(un)tidy    academic    aggressive    attractive  
assertive    creative    dynamic    excellent  
extrovert    first-hand    flexible    hands-on  
ideal    neat    practical    quiet    scruffy  
~~smart~~    useful    wide



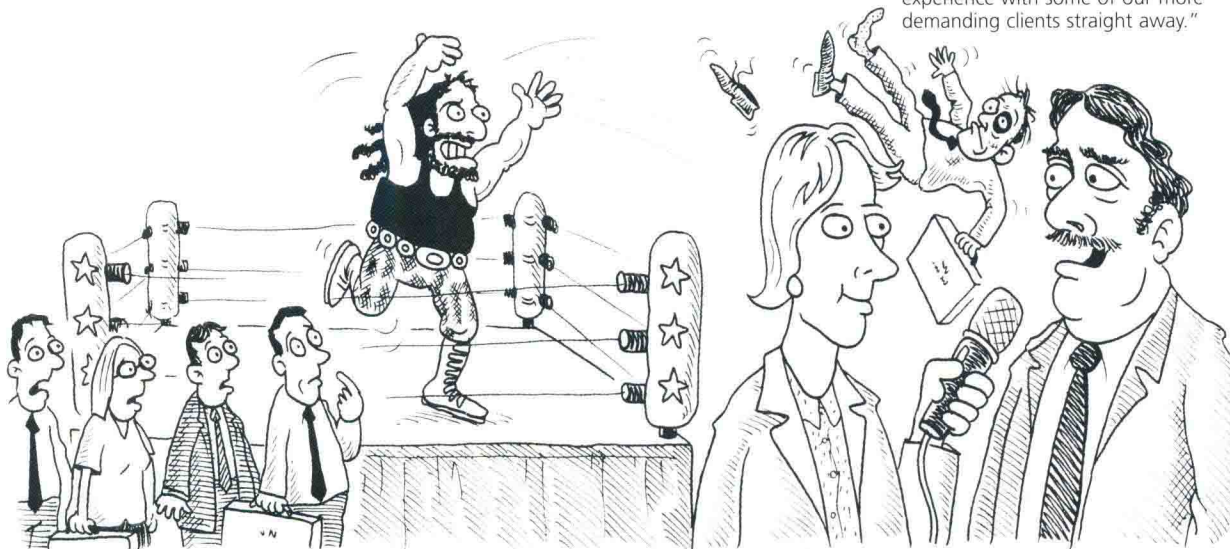
appearance	experience	qualifications	personality
<u>smart</u>	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

- 2 Which of the words in the box are positive and which are negative ways of describing people? Are some of them both positive and negative? How can you tell the difference?

- 3 For each of the four key words select an adjective that fits you and write a sentence explaining why it fits.

*I have a lot of first-hand experience dealing with clients;  
I meet them every day.*

"... and we like our trainee consultants to get hands-on experience with some of our more demanding clients straight away."





- 4 Read the advertisement below for the two jobs in Capstan Consultants. Choose suitable words from activity 1. Make any necessary grammatical changes.



## Capstan Consultants

### INTERNAL APPOINTMENT

Carly Fiorentina, head of the newly-formed Special Projects Team [SPT], is looking for two <sup>1</sup> dynamic consultants.

The successful candidates will be able to operate effectively in the areas of IT, fraud detection, conflict management, mergers and acquisitions, and project management. The job will involve extensive international travel so <sup>2</sup> ..... is also required.

Candidates should possess excellent <sup>3</sup> ..... qualifications and at least three years <sup>4</sup> ..... experience in at least two of the above-mentioned areas.

Suitable consultants will have a friendly <sup>5</sup> ..... As you will be working with clients at the very highest level, a <sup>6</sup> ..... appearance is essential.

Interested? Then contact [c.fiorentina@capstan.com](mailto:c.fiorentina@capstan.com).

- 5 Choose a job from the list below and write a suitable advertisement for it.

Example:

'Big Ben School of English' requires a dynamic and creative teacher with excellent qualifications. The candidate must possess perfect communication skills and at least five years hands-on experience of teaching ...

- chauffeur
- luxury fashion line salesperson
- Fortune 500 company CEO
- bodyguard
- gas pipeline engineer for the Caucasus
- football commentator
- personal assistant to a Hollywood star
- English teacher



"I know the advertisement said they have top-quality staff, but this is ridiculous!"

- 6 Exchange advertisements with your partner. Rewrite your partner's advertisement so that exactly the *opposite* adjectives are used, e.g. 'Big Ben School of English requires a lazy and boring teacher with terrible qualifications ...'

- 7 Write an advertisement for a job that would fit your appearance, qualifications, experience and personality perfectly.

Choose a job that you are not already doing!

Being creative is something that everybody can learn. A technique called ‘Famous People’ can help you develop your creativity. It works like this:

- Make a list of 3–5 famous people
- Write down each person's most important feature (in your opinion)
- Write down a typical work problem. Decide how the characteristics of the famous people could be used to solve your problem

Example:

**Problem:** You are the manager of a department of 50 people. The company needs to increase the number of hours worked by everybody from 35 to 40, without increasing their salaries. Nobody likes it, and some people are causing a lot of trouble. What can you do?

Person	Feature	Their approach to this problem
David Beckham	Football free kick specialist	Go around the troublemakers, talk directly to the rest of the department.
Mother Teresa	Nun who helped sick people in India	Listen to and understand the pain of the troublemakers.
Napoleon	Emperor and military genius	Cut the troublemakers off from the other people, put them in a separate office, surround them with positive people.
Sir Ernest Shackleton	Great motivational leader and Antarctic explorer	Management take pay cut, or increase their working hours for the same money.



With your partner use the Famous People technique to try and solve the next problem. Then describe your solutions to the rest of the class.

**Problem:** You are always busy at work and your partner thinks that you don't love them any more. To prove how much you love them you have bought tickets for a show, booked a table in their favourite restaurant and reserved a luxury suite in the Hotel D'Amour. It is now 6.00 p.m. You have to leave the office in ten minutes to get to the theatre on time. Suddenly your phone rings and your boss says 'The chairman of the company wants you to do a presentation about our department tomorrow morning at 8.00 a.m. Make sure it's really good!' What do you do?

[illegible]



- 1 Carly Fiorentina is writing to her boss to report on the four candidates. Substitute the parts in bold with words from the box.

hands-on   wide   assertive   flexible   smart   personality  
reliable   extrovert   tactless   academic qualifications

New ▾ Reply Reply All Forward Flag Print Delete Send and receive Address Book Find

From: c.fiorentina@capstan.com  
To: j.scarfield@capstan.com  
Date: May 5th  
Subject: Special Project Team Members

Dear Jim,

I have now done the interviews with the candidates for the team. They were all strong in different ways.

Florian Moser has a very dynamic <sup>1</sup> **character** and I'm sure he gets good results. However, he irritated me because he seemed a bit too <sup>2</sup> **sure of his abilities**. There's no doubt that he needs some more <sup>3</sup> **direct** experience with customers before we give him a big job like this.

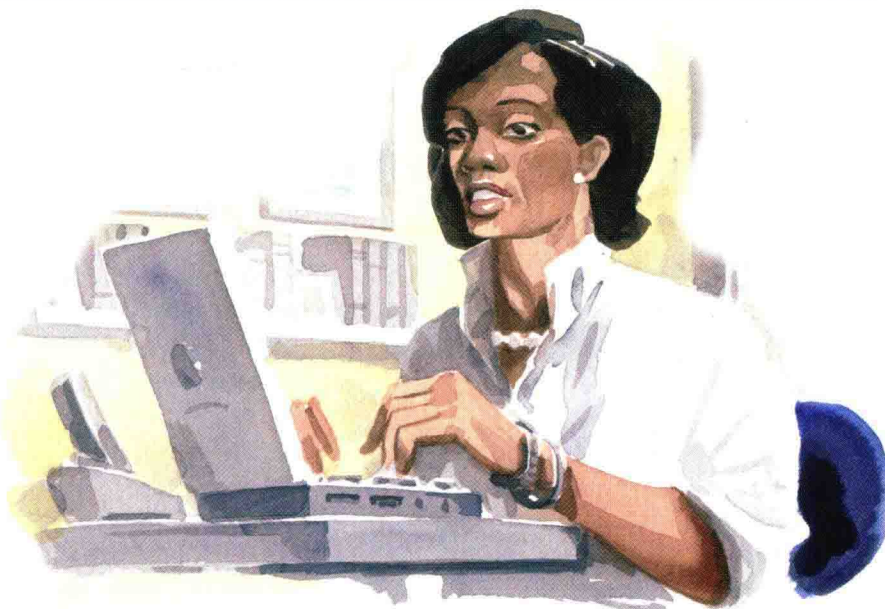
Jenny Turner has excellent <sup>4</sup> **school and university results** but is probably too young and inexperienced still. Also, although she says she is very <sup>5</sup> **able to change plans easily** to travel at short notice, I think her social life might be too important to her! She is very <sup>6</sup> **well dressed** and her appearance makes a good first impression, but that is not enough for this job.

The two strongest candidates were Macey Church and Kirill Solokov. Macey has quite an <sup>7</sup> **active and confident** personality, and she has good first-hand experience of working with difficult clients, which will be useful. She can sometimes be a bit <sup>8</sup> **too direct** but I think that will change as she gains further experience. Kirill seems very <sup>9</sup> **trustworthy** which is important, plus he also has <sup>10</sup> **extensive** experience of working interculturally, which will be very important for this team.

The four of them still have to give a presentation, but unless something dramatic changes my mind I intend to offer Church and Solokov the jobs.

Regards,  
Carly

- 1 personality.....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....



# 2 Selection (B)

In this unit we practise:

- business focus – intercultural aspects of presentations
- business language – making presentations interesting
- business simulation – presenting to an investor

## BUSINESS FOCUS

“As I was leaving this morning, I said to myself “The last thing you must do is forget your speech.” And sure enough, as I left the house this morning, the last thing I did was to forget my speech. **Rowan Atkinson**”

**1** Have you ever given a presentation in your own language? What about in English? With your partner make a list of all the things that can go wrong when you are giving a presentation. Compare your list with the rest of the class.

**2** Listen to these three people telling stories about problems they have had with presentations. Complete the grid below.



Where?	What happened?	Cause
1 <b>San Francisco</b>		
2		
3		



- 3** With your partner discuss what the three storytellers could, should or shouldn't have done to avoid their problems.

*He should have checked who his audience were.*

- 4** Different cultures have different ideas of what constitutes a good presentation. Discuss the different approaches in the list below and tick which would be seen as normal, different or unusual by somebody making a presentation in your culture and language.

The presenter ...	Normal	Different	Unusual
1 reads the presentation out loud from a sheet.			
2 starts with a joke and uses a lot of humour.			
3 gives a formal thanks to the organisers of the presentation – in particular their most senior representative.			
4 changes the point at least every fifteen minutes.			
5 uses a lot of text in the slides.			
6 uses a lot of pictures in the slides.			
7 stands at the front.			
8 walks around the room during the presentation.			
9 takes his jacket off and rolls up his sleeves.			
10 uses her arms and shoulders a lot to help emphasise her points.			
11 appeals to logic.			
12 appeals to the emotions.			
13 explains in detail the background to a topic.			
14 focuses only on the main point without much background.			
15 uses their index finger to point when stressing particularly important aspects.			

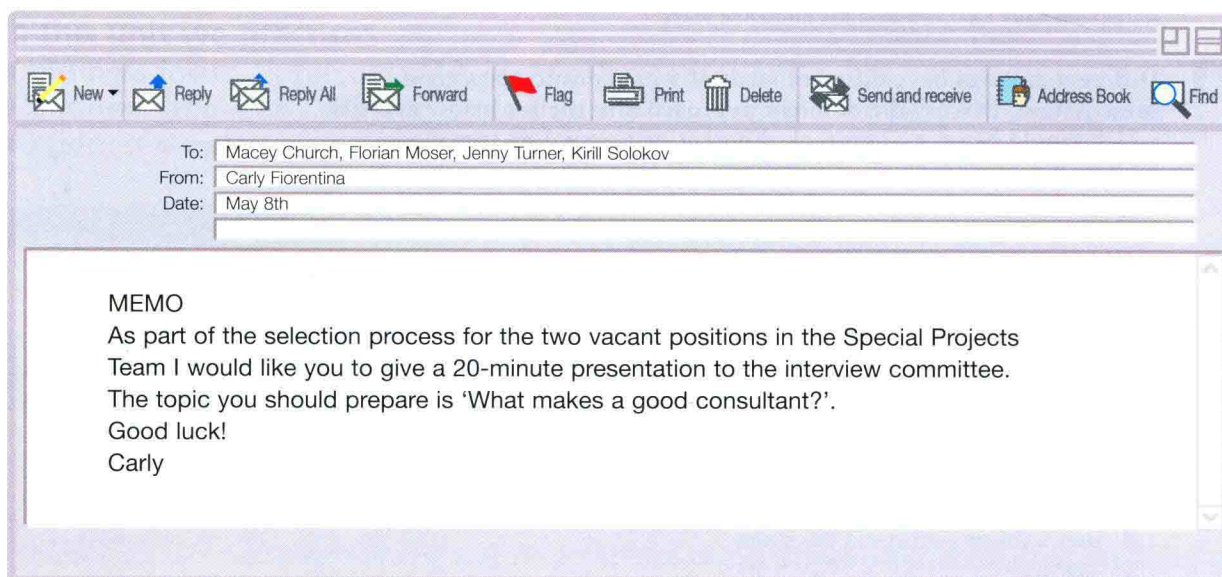
- 5** Find a partner and compare your responses in activity 4. Do you disagree because you come from different cultural backgrounds? Remember you could be from the same country, but have different cultural perspectives, e.g. male / female, industry, education. Try to explain your point of view to each other. Can you agree on a compromise?



- 6** In groups of three (using the list above and your own ideas) draw up some guidelines for how to make effective presentations to an international audience.

*If the presentation language is English, follow the KISS rule – Keep It Short and Simple.*

- 1 Read this memo. What do you think is the answer to the question in the memo? Discuss with the class.



- 2 Florian, Jenny, Kirill and Macey use four different techniques for making their presentation interesting. Listen to the four recordings and decide who uses each technique.

Technique	Example	Name	They said ...
Astounding fact	Did you know that ... US children spend half a billion dollars annually on bubble gum?		
Three-in-one	Successful project management means taking good care of <b>the schedule, the money and the quality.</b>		
Do-do	To really understand another culture you <b>do</b> have to live there for some time, and you <b>do</b> need to learn the language.		
What ... is	<b>What</b> I'd like to do is show you how you can become a millionaire in only six months.		



- 3 Listen again and note down what they say.



- 4 Look at these notes for parts of a presentation. Decide which technique you could use in order to present this information, and practise with your partner.

- a Ants lift 50 times their own weight = 4,000 kg for an average man  
*Did you know that an ant can lift up to fifty times its own weight?  
 If an average man could do that, it would be the equivalent of lifting 4,000 kg!*
- b Work in a global company - speak English, team player.
- c Presentations are easy:  
 INTRODUCTION - tell audience what you want to say  
 MAIN BODY - tell them  
 CONCLUSION - tell them what you just said
- d US businesses produce enough paper to circumvent the world 20 times per day.
- e Marketing = price, product, place, promotion
- f Introduce unique yoga technique.
- g Travel to Antarctica - fit, dedicated
- h Need more teachers, not bigger classes.
- i Human brain 1.5 kg, elephant brain 7.5 kg
- j Explain changes in our society.

- 5 Think of an area of your work or study that you find interesting. Try using each of the four techniques to tell your partner something about it (you can invent something for 'The astounding fact' if you want!).

*Did you know that every winter in Britain at least five teachers starve to death because their salaries are so low?*

- 6 Carly makes a short presentation to Florian, Jenny, Macey and Kirill announcing her decision about who will join the Special Projects Team at Capstan Consultants. Who has she selected and which of the four techniques does she *not* use in her presentation?

- 7 Have a look at the list of standard phrases often used for presentations on page 85. Can you add any more to the different categories?

