

● 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

教师用书

James Schofield & Evan Frendo

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Double Dealing Advanced Teacher's Book

James Schofield and Evan Frendo

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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

Student's Book Contents

		BUSINESS BRIEFING/ FOCUS	BUSINESS LANGUAGE	BUSINESS CASE STUDY/ SIMULATION	
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2	Selection (B) page 7	listening activity, presenting interculturally	making presentations interesting	presenting to an investor	Personal Data Bank
3	Fraud (A) page 13	listening and reading activity, business crime	business idioms	Kino-Kino company guidelines	Business Review
4	Fraud (B) page 19	writing activity, international email fraud	writing a difficult email	the Kazbakistan fiddle	Personal Data Bank
5	Mergers and acquisitions (A) page 25	listening and reading activity, buying a company	negotiations	Belle Dessous et Cie downsizing	Business Review
6	Mergers and acquisitions (B) page 31	discussion activity, intercultural office romance	diplomatic language	the Santa Rita prickly pear negotiation	Personal Data Bank
7	Conflict management (A) page 37	listening and reading activities, personality clash	conflict language and report writing	Gigabitze office politics	Business Review
8	Conflict management (B) page 43	discussion activity, keeping your distance	counselling	the Tuv oasis conflict	Personal Data Bank
9	Project management (A) page 49	listening activity, project work	project management language	SAFE decisions	Business Review
10	Project management (B) page 55	intercultural dimensions	modals	the Oxfood charity project	Personal Data Bank

Interaction	page 61
Audio scripts	page 66
Key vocabulary	page 84
Presentation and emailing phrases	page 85
Self-study + Audio scripts and Answer key	page 88

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.

Introduction

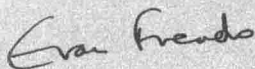
WHAT MAKES THE *DOUBLE DEALING* COURSE BOOKS DIFFERENT?

Dear reader,

A few years ago I was asked by Summertown Publishing to review a manuscript and send back comments. Although I knew James Schofield quite well and had worked with him, I wasn't aware that he had written the manuscript I was reviewing – in fact I had no idea.

When I read through the draft I was immediately struck by three things – first, the book was intrinsically motivating because it had a cast of characters and a storyline: these were real people, with real problems. Secondly, it had a clear emphasis on training people to work in an intercultural environment – something not many books do. Thirdly, it looked as if it had been written by someone who worked inside a company and really knew what learners needed English for. It was not about business, it was about *doing* business. It was something new, relevant and exciting.

After sending in my feedback, I was asked to write a self-study section for the intermediate level, and became co-author for the elementary and advanced levels. All the books follow the same general principle. The project has been great fun to work on but, more importantly, I really think it offers a flexible set of materials which can be used in a wide variety of business English teaching situations. I hope you enjoy *Double Dealing*.



ABOUT THIS BOOK

(by James Schofield and Evan Frendo)

In many business contexts language competence is not that critical – it is possible to get away with making communication errors. If you order chicken instead of goose in the restaurant, it's not the end of the world. If you send an email which contains a couple of spelling mistakes but confirms a contract, your business partner is not likely to send it back with a note saying 'unacceptable'.

However, in some business contexts accurate communication is absolutely vital. Get it wrong and people lose money, business, or even their jobs. In this book we have tried to focus on contexts which reflect such critical incidents. What is said and how it is said is all important. The main characters are consultants, travelling round the world dealing with issues such as conflict management, project management, mergers and acquisitions, and fraud. Sensitivity and appropriacy are key. The language they use is chosen to be relevant for as wide a range of situations as possible, while staying context-specific. And once again, we make sure that the focus in this book is language for *doing* business, not just talking about it.

Over recent years cross-cultural themes have gradually become a part of language training. In the *Double Dealing* series we have given it much greater importance because we believe that only through understanding your own and other people's cultural perspective can you make sensible language choices in any given situation. Learners have to be able to deal with cultural difference and find ways to take advantage of that difference. We have included activities which help to develop this skill. We have also provided a feedback sheet (see pages 61–64) which could be helpful

for teachers at the end of role-plays or simulations and could also be used by groups to help carefully analyse any encounter which leads to a 'culture bump'. It is particularly useful if your students come from a range of cultures.

We also believe that materials must be motivating. Real business is full of excitement and tension and business English materials should reflect this. In this book the students build up a relationship with the main characters and want to know what happens next. We also encourage students to bring their own experience and interests into the training so you can tap into their own world.

Finally, a word about the advanced student. At this stage students can already function in most everyday situations, but are probably unable to consistently achieve what they would like. A complete mastery of all the more common English idioms, collocations, grammatical structures and so on is still missing. So the activities in this book provide lots of practice aimed at using language already available to students as well as expanding this basic knowledge to allow them to use more complex context specific language than was hitherto possible.

WHO IS *DOUBLE DEALING ADVANCED* FOR?

It is a business English course for people in business or students of business aiming to reach the C1 level according to the Common European Framework (CEF). By the end of the course students will have made significant progress towards the language ability outlined in the following CEF descriptor:

'Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.'

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 be a useful source of 'alternative' material for students taking exams, in particular the Cambridge ESOL Business English Certificate (BEC) Vantage and Higher. Many of the activities have been directly modelled on tasks from the exams, e.g. Student's Book page 2, activity 3.

WHAT'S IN *DOUBLE DEALING ADVANCED*?

- **Ten class units** in five pairs of A and B. Each pair concentrates on a particular theme.

A UNITS

Business briefing This section introduces the main topic. Students will find out about the business context and the main characters' expected involvement. Most of the key business lexis will be input at this stage using a mixture of listening activities, short written texts, and other activities. The teacher will also be able to use this section to analyse students' abilities and language competence in the topic area.

Business language The key lexis introduced in the first section is practised and developed through a variety of activities. Initially this is done through relatively controlled activities such as gap-fills, matching collocations, matching definitions and so on, and later through freer practice activities which allow students to develop links with their own background and context. The section follows the general theme of the unit and includes additional information about the characters and their progression through the particular business situation they find themselves in.

¹Culture bump: when a person finds themselves in a situation that is different, strange or uncomfortable when interacting with someone from another culture.

Business case study Here students are given a short case study to work on, usually starting in pairs or small groups, and moving on to group discussion. These case studies are always independent of the characters and the storyline, and can be used without reference to the rest of the unit.

Business review Students are given the chance to revise key lexis within the context of a short email which summarises the situation so far.

B UNITS

Business focus This section develops and extends the theme of the units, often from a cross-cultural perspective. It is important to remember that the activities do not provide hard and fast rules, but are designed to help students develop their own strategies for dealing with cultural differences. Guidance for the teacher is available in this Teacher's Book.

Business language Students continue their language work as they follow the main characters dealing with the business problem. This section always ends with an activity designed to link the main theme to the students' own context.

Business simulation Students carry out a simulation where they use their own knowledge and experience to deal with a particular business problem. All the simulations require the students to understand a particular problem, develop a solution, and then persuade others to adopt that solution or find a compromise which meets both parties' needs.

Personal data bank This section 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 provides a framework to help students organise and personalise their learning. Students may need assistance to do this the first time, but its usefulness should become obvious after that. Some teachers prefer to ask students to fill in the framework as homework, while others use classroom time. Whichever system is used, it is important for the teacher to check that the work has been done – not only will this encourage students to do the work, but it will give the teacher a better feel for the kind of language that is most useful to their students, as well as providing guidance for additional work.

- **Interaction** This short section includes instructions for different groups in communicative activities.
- **Audio scripts** Complete audio scripts are provided.
- **Key vocabulary** This lists the main lexis presented in each unit.
- **Audio CDs** Free audio CDs of all the recordings in the Student's Book.

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1 Selection (A)

Key lexis

Collocations							Vocabulary	
(un)tidy attractive scruffy neat smart ,	appearance	excellent first-hand hands-on ideal practical useful wide	experience	aggressive attractive creative dynamic extrovert flexible quiet tactful/less	personality	academic excellent ideal useless	qualifications	heckler vain

Materials required audio CD; flip chart or overhead projector

Optional materials job advertisements from business newspapers, magazines, websites, etc.; pictures of famous people

Unit overview The focus is on useful language for describing personal characteristics within the context of selecting applicants for jobs.

BUSINESS BRIEFING pages 1-2

- 1 This warm-up activity is designed to get students in a new group to learn something about each other. It will work equally well with colleagues who already know each other. The activity also gives you, the teacher, a chance to watch your students interacting, and gauge something of their strengths and weaknesses. (Students' own answers)
- 2 The rest of this section focuses on introducing the main characters in the book. Students read a little about Capstan Consultants and the decision to set up a new special projects team. This is a good time to tell students that the book is based on the adventures of two consultants as they travel round the world at short notice to help corporate clients with a variety of problems, within contexts as diverse as project management, conflict management, mergers and acquisition, and fraud. If necessary, ask students to define the word 'consultant', and brainstorm the sorts of things consultants do. (Do not go into 'what makes a good consultant' as is this done in Unit 2, page 9.) In this first unit we find out how the consultants are selected.
In Activity 2 students are given a list of typical project team tasks, and are asked to give their opinions about the sort of people the company is looking for. With some classes you may find it appropriate to ask students to describe their own tasks and the sorts of qualifications and experience required to work in their own companies or departments. (Students' own answers)
- 3 Activity 3 provides students with excerpts from the job interviews. Students are asked to listen to the candidates explaining why they are the right person for the job, and also what they think their greatest weakness is. This type of listening is typical of the BEC Higher listening test part 2. Its great strength is in that it forces the students to really focus on meaning, as in real life. They cannot answer the questions by just listening for individual words. That approach will in fact lead them to make wrong selections.

*Audio script***Conversation 1**

- CARLY: ... and that was certainly a very positive report from your current boss. But what makes you think you would be good in this team?
- MACEY: I've thought about this really hard. I'd say I'm always very clear to people about what I think. I don't pretend a situation is fine when it's not. Clients are paying to hear the truth, not a fairy story.
- CARLY: Right. ... And what's your greatest weakness?
- MACEY: Oh ..., well ... some people think me naïve because I, like, always assume that people will be honest too – but I think that's better than being always suspicious. Hmmh ... I think my most negative feature is the other side of my positive feature ... I'm too direct. I say exactly what I think, and perhaps not always in the best way and people don't like that sometimes, you know?

Conversation 2

- CARLY: ... Well, the feedback from your manager was very positive. What would you say makes you suitable for this team?
- FLORIAN: Well, I get things done. Definitely. I can really make a difference to a customer's bottom line. And to be honest, I think that's what they want. How you get things done doesn't really matter. Just as long as you manage to find a way to change things quickly.
- CARLY: Oh. really ... and do you feel you have any weaknesses?
- FLORIAN: Weaknesses? Well, what exactly do you mean?
- CARLY: Weaknesses ... things that are not so positive about you ...
- FLORIAN: Right ... let me think ... hmmh ... well, I suppose ... I suppose I find it difficult if people don't want to change things quickly. You know I find it hard not to get frustrated when things don't move fast enough. I mean, some people might say I was arrogant, but I don't think I am. Not really.

Conversation 3

- CARLY: ... Well, certainly your superior thought you would fit into the special projects team very well. But what do you think makes you a good choice?
- JENNY: Hmmh ... that's a good question. Well, I'm awfully good at getting on well with people you know ... I'm very sociable ... loads of friends ... all over the world in fact, because, you see, Daddy – I mean my father – is a diplomat and we travelled a lot. So, actually, I suppose for this job that's the most important thing about me. I'm just so used to going from one place to the next at very short notice.
- CARLY: I see. And do you have any weaknesses?
- JENNY: Oh, gosh ... I'm sure I have loads! But ... well ... well, I'm just so not lazy if that's what you're worried about ... you know, I think I can work really, really hard. Perhaps I do spend too much time and money on my appearance, but I do think it's important to look good in this job ... don't you?

Conversation 4

- CARLY: ... and your boss recommended you for this job. What's your best quality, would you say?
- KIRILL: Well, people say I'm very reliable, which is important of course. But for this job the team will have to work around the world and as you know from my resumé I have worked in Russia, Japan, the US, Brazil and Germany. And I think it's interesting to work with different types of people – you see things from different points of view and learn new ways to do things. So I would say that is more important than reliability.
- CARLY: OK. And what about weaknesses?
- KIRILL: I don't know what other people think about me, of course. Maybe they think I'm a lazy Russian who's always drinking vodka or something! But ... I see myself as perhaps too ready to believe that everybody has always done their best in a situation. I'm a bit innocent sometimes. I need to check what people say more carefully.

ANSWERS

Suitability for the job: 1 g 2 e 3 b 4 a

Greatest weakness: 1 i 2 h 3 k 4 m

4

(Students' own answers)

BUSINESS LANGUAGE pages 3–4

This section deals with language that students might find useful if they need to discuss people's characters and qualifications. Note that the four elements mentioned in the *Did you know?* box at the top of page 3 reflect a theoretical approach to selection, and do not take local or cultural factors into account. For example, in some companies or cultures, who you know is more important than what you know, and may actually be the decisive factor in a selection process.

1

(Suggested) ANSWERS

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

2

ANSWERS

positive: assertive, attractive, creative, dynamic, excellent, first-hand, flexible, hands-on, ideal, neat, smart, tidy, useful, wide

negative: aggressive, scruffy, untidy

both: academic, extrovert, practical, quiet

In the case of collocations which can be both, whether they are positive or negative will depend on the context. For example, academic qualifications may be seen as a key requirement for some jobs, but may also be seen as too 'theoretical' in other jobs; somebody with a 'quiet' personality is probably not best suited for a career as a salesperson.

- 3** With some groups where students know each other well you may like to consider asking the students to write their sentences on a piece of paper. The papers are then circulated and students have to guess who wrote them. (Students' own answers)
- 4** 1 dynamic 2 flexibility 3 academic 4 hands-on 5 personality 6 smart
- 5 & 6** (Students' own answers)
- 7** A variation here is to bring (or ask students to bring) advertisements from business newspapers, magazines, websites, company-specific announcements, etc. These could be used as models as students write their own advertisements. Another variation might be to ask students to write letters of application for the advertisements. Note, however, that such letters are not covered in this book. (Students' own answers)

BUSINESS CASE STUDY page 5

- 1** Students read about a technique designed to help people be more creative. It is important that students read through this section carefully, and understand the technique. One way to ensure this is to bring in photos of famous people the students will know, and brainstorm these people's features and how they might solve the problem.
- 2** Divide the class into pairs or small groups. Ask them to read the problem carefully, and use the 'famous people' technique to try and find a solution. Groups could use the famous people from stage 1, or come up with their own 'new' famous people.

(Suggested) ANSWER

David Beckham: Kick the presentation into touch, and enjoy the evening with your partner. Plan to get up really early to do the presentation in 'extra time'.

Mother Teresa: Explain the situation to your boss. Tell him you are prepared to work on the presentation, but ask him to call your partner and explain the situation.

Napoleon: Delegate the task to your colleagues in the office, and ask them to send it to you by 6 a.m. If necessary, threaten or bribe them.

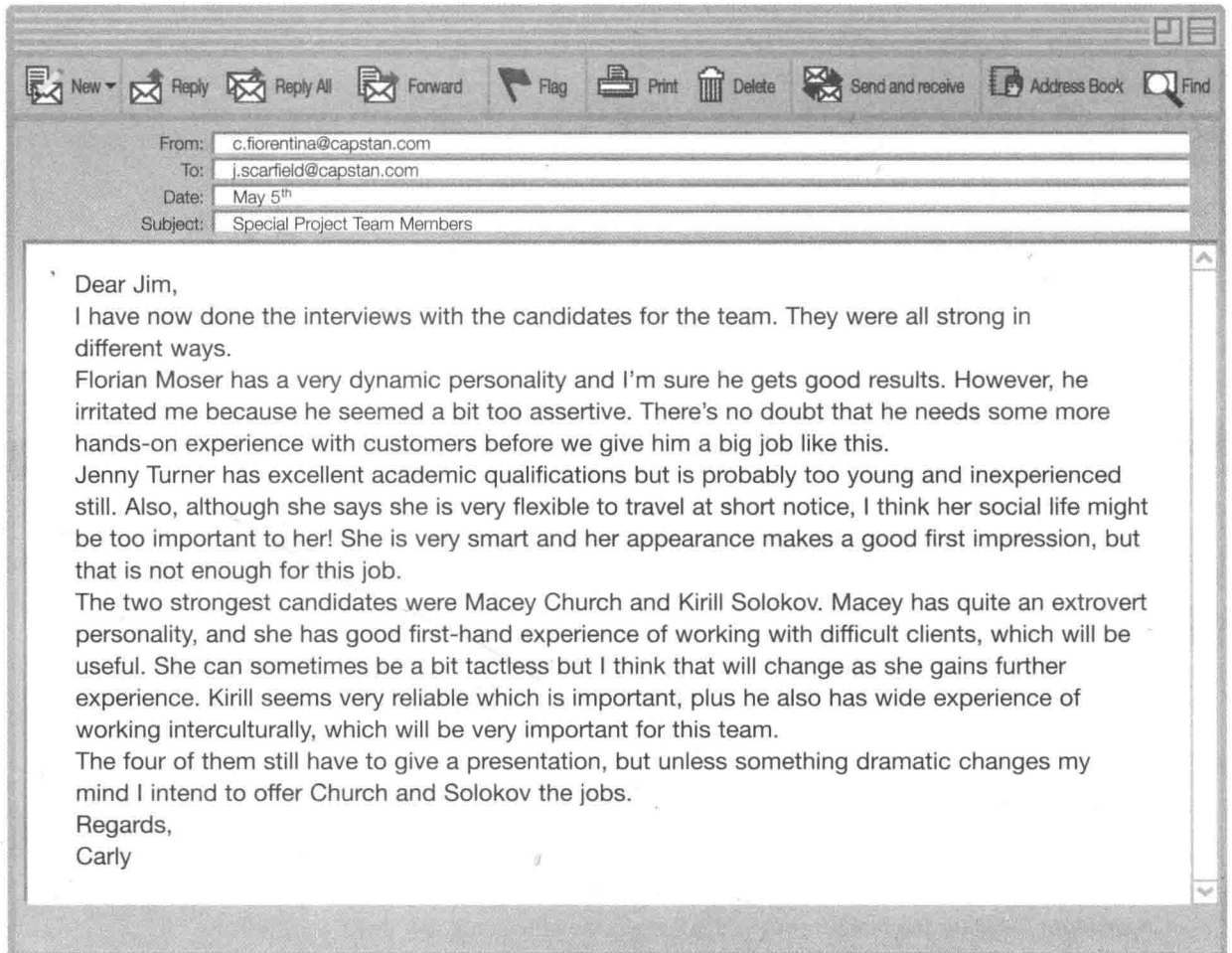
Sir Ernest Shackleton: Explain the situation to your partner, and ask them to help you prepare the presentation. Impress on them that you need their help because they will offer a new perspective on a potentially boring subject.

Warn the students that they will have to present their solutions to the rest of the class.

After students have presented their solutions you may like to introduce and discuss other well-known creativity techniques. An internet search will produce some useful background information here. At the time of writing, for example, <http://www.mycoted.com> offered descriptions of over 200 techniques. Students could do their own research and come up with their favourite techniques, or you could ask different pairs to use different techniques to solve the problems given in the case study. With some classes you may also like to use these techniques to tackle local or company-specific problems.

You may find the feedback sheets on pages 61–64 useful.

- 1** ANSWERS 1 personality 2 assertive 3 hands-on 4 academic qualifications
5 flexible 6 smart 7 extrovert 8 tactless 9 reliable 10 wide



2 Selection (B)

Key lexis as for Unit 1; language of presentations

Materials required audio CD; flip chart or overhead projector. If students normally use laptops, PowerPoint and multimedia projectors at work, then these should be available too. Feedback sheets (pages 61–64) may also be useful.

Unit overview The focus in this unit is on giving presentations.

The story so far ... Unit 1 introduced Capstan Consultants and followed the initial part of the selection process to choose the two staff members needed to set up a new special projects team to carry out short-term consultancy projects at short notice anywhere in the world.

BUSINESS FOCUS pages 7–8

- 1** You should be prepared to give some examples from your own experience to kick things off, either from your own presentations, or from ones you have seen.
(Students' own answers)

2 *Audio script*

- ANDY: Did you know that making a presentation is third only to death and divorce in a list of people's top fears?
- BETH: Really? That's amazing!
- CARLOS: I can understand that. I had a terrible time in the US once.
- ANDY: What happened?
- CARLOS: I had a heckler in one of my presentations.
- BETH: A what?
- CARLOS: A heckler ... somebody who shouts at you when you are talking ... you see, what happened, well, it was like this ... I was giving a product presentation to a large group of buyers at a conference in San Francisco. And I just said ' ... and my beautiful assistant Teresa will take your orders at the end of my talk.' And this woman in the front row said 'What do you mean, "beautiful"?' So I say 'Well she's very beautiful, I think' and then she said I was a sexist pig and there was no way she would buy anything from my company. So of course some other people said the same as her and some said they were all crazy – it was terrible! Well, of course I should have known that it would cause trouble saying something like this in the US.
- BETH: Yeah, you have to be really careful. I had a bad time in China once.
- ANDY: Really?

- BETH: Yes. You see, it wasn't really a formal presentation ... more like a big meeting, really. I was with a colleague and there were maybe, oh, 10 people from a Chinese company that we wanted to do business with. So, I was describing our company and what we do, and suddenly I noticed the oldest guy – who was also the boss – seemed to be dozing ... you know, sleeping. Well, of course I thought I must be really boring, so I tried to be really noisy and active to make it more interesting, and I was jumping around, and waving my arms, and then accidentally I knocked a glass of water onto the overhead projector screen.
- CARLOS: Oh no!
- BETH: Oh yes ... and of course when the water hit the electrics it blew up. And not only that, it short circuited the electrical supply to the factory we were visiting and the machines all stopped for about an hour. I was so embarrassed. And the worst thing was ... the reason the guy was sleeping was that he didn't speak much English and he trusted his staff to collect the information that he needed. He was only in the meeting to show respect to our company. Apparently that's quite normal in China.
- ANDY: How awful. I had a really embarrassing experience too, once.
- CARLOS: Tell us ...
- ANDY: Well, it was in Greece. My company had this new product for old people. It was a walking frame with wheels for when they are going shopping or something, and we called it 'The Malacca Frame'. So, anyway, I started my presentation to our Greek sales force and I was concentrating on describing this piece of equipment and not really on the audience and then I said ' ... and so ladies and gentlemen, I'm sure you will agree that everybody's Granny will want a Malacca.' And suddenly the whole room started laughing and laughing ... I mean everybody ... some of them even fell off their chairs they were laughing so hard. So, when the marketing director finally wiped the tears from his eyes, he told me that 'malacca' was a very bad word in Greek and not something any Granny was going to want to have. It was awful!
- BETH: That is a funny story, though!
- ANDY: Well it might be now but at the time I just wanted to die ...

ANSWERS

	Where?	What happened?	Cause
1	San Francisco	heckler	Presenter's use of the word 'beautiful', seen as sexist language by a member of the audience
2	China	factory electricity supply interrupted	overly active presenter knocking a glass of water over (in an attempt to motivate a member of the audience)
3	Greece	audience laughing at presenter, not with presenter	presenter's use of a word (<i>malacca</i>) without knowing its local meaning