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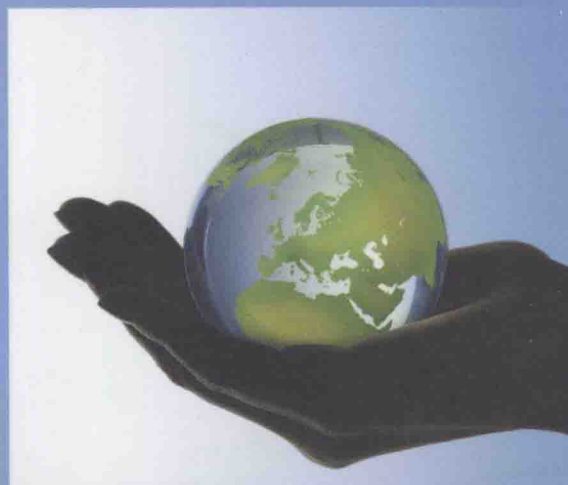
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a new language course for tomorrow's business leaders

Second Edition

MARKET LEADER

Upper Intermediate Business English Course Book



体验[®]商务英语 综合教程 4

(第二版)

David Cotton David Falvey Simon Kent

《体验商务英语》改编组

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第二版前言

《体验商务英语》系列教材自 2005 年 8 月出版以来,以其鲜明的特色、真实生动的内容、较强的教学操作性,在国内高等院校商务英语教学实践中,得到了广泛认可,并荣获普通高等教育“十一五”国家级规划教材称号。

2011 年,中国加入世界贸易组织已 10 年。随着我国融入全球商务大环境的进程不断加快,对具备英语语言技能和专业商务知识的复合型人才的需求日益增长;而商务英语教学的范围不断扩展,尤其是各高校商务英语专业的正式设立,也促使商务英语教学与研究不断向专业化迈进。同时,网络技术、数字技术、多媒体技术等高新技术在教育领域的广泛应用,为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下,高等教育出版社于 2011 年组织专家力量,推出了《体验商务英语》系列教材的第二版。

《体验商务英语》系列教材(第二版)的改编原则如下:

教材体系更加完善

1. 综合教程由四册增至五册,即增编了高级教程,能够更加灵活地满足读者的多样化需求。
2. 为第一版《体验商务英语听说教程》增加了视频资源及配套练习,并与原版教材的配套视频资源材料(Video Resource Book)整合,成为全新的《体验商务英语视听说教程》,增强了课堂教学的直观性与丰富性。

内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析,做到与时俱进。
2. 改编组对第一、二册的语言点和语法知识作了部分增加和替换,使其更能适应我国学生的英语学习特点;在《同步练习》中增加了英汉、汉英互译练习,帮助学生巩固相关知识的理解及运用。

建立商务英语立体化配套教学资源

1. 综合教程(1-5)均配有多媒体学习光盘,包括 MP3 和自主学习软件(Self-Study CD-ROMs)。自主学习软件以单元主题为主线,设置了大量练习,从语言运用、商务背景知识及重点案例分析等方面强化课堂学习内容。视频模块(Videos)以情景剧模拟商务场景,为学生自学时扩大知识面、增强交际能力提供全方位支持。
2. 教学参考书(1-5)均配有测试软件(Test Master CD-ROMs),提供了丰富的教学参考资源,包括各单元介绍、入门测验、进度测验、单元测验等各类测验,以及相关音、视频材料等,使用灵活方便。

《体验商务英语》系列教程(第一版)面世以来,高等教育出版社为配合教材的推广,以论坛、教学培训、科研立项等形式,开展了一系列活动,使体验式的商务英语教学深入人心。相信《体验商务英语》系列教材(第二版)将为我国的商务英语教学注入更新的活力,为人才培养和社会发展做出进一步的贡献。

改编组

2011 年 12 月

第一版前言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育出版集团出版的 *Market Leader* 和 *Powerhouse* 系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材具有全球化视野和时代特色,其特点主要表现在以下几个方面:

将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

教学设计严谨,为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富,为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学习使用。

从学习者的需求和兴趣出发编写,使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

本书是《综合教程》第4册,有14个单元和2个复习课,内容涉及现代商务和企业管理,包括沟通技巧、国际营销、建立永久性客户关系、如何使人成功、工作的满足感、风险、电子商务、团队合作、资金筹集、客户服务、危机处理、管理风格、接收与兼并、商业的未来等主题。每个单元围绕主题进行相关语言和技能的学习。书后附语法总结(Grammar reference)、小测验(Quiz)、写作活动(Writing file)、角色扮演(Activity file)以及词汇和注释(Glossary and notes)。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。

Introduction

What is *Market Leader* and who is it for?

Market Leader is a multi-level business English course for businesspeople and students of business English. It has been developed in association with the *Financial Times*, one of the leading sources of business information in the world. It consists of 14 units based on topics of great interest to everyone involved in international business.

This new edition of the Upper Intermediate level features new authentic text and listening materials throughout, reflecting the latest trends in the business world. If you are in business, the course will greatly improve your ability to communicate in English in a wide range of business situations. If you are a student of business, the course will develop the communication skills you need to succeed in business and will enlarge your knowledge of the business world. Everybody studying this course will become more fluent and confident in using the language of business and should increase their career prospects.

The authors



David Falvey (*left*) has over 20 years' teaching and managerial experience in the UK, Japan and China. He has also worked as a teacher trainer at the British Council in Tokyo, and is now Head of the English Language Centre and Principal Lecturer at London Metropolitan University.

Simon Kent (*centre*) has over 15 years' teaching experience including three years as an in-company trainer in Berlin at the time of German reunification. He is currently a Senior Lecturer in business and general English, as well as having special responsibility for designing new courses at London Metropolitan University.

David Cotton (*right*) has over 35 years' experience teaching and training in EFL, ESP and English for Business, and is the author of numerous business English titles, including *Agenda*, *World of Business*, *International Business Topics*, and *Keys to Management*. He is also one of the authors of the best-selling *Business Class*. He is a Senior Lecturer at London Metropolitan University.

What is in the units?

Starting up

You are offered a variety of interesting activities in which you discuss the topic of the unit and exchange ideas about it.

Vocabulary

You will learn important new words and phrases which you can use when you carry out the tasks in the unit. A good business dictionary, such as the *Longman Business English Dictionary*, will also help you to increase your business vocabulary.

Discussion

You will build up your confidence in using English and will improve your fluency through interesting discussion activities.

Reading

You will read authentic articles on a variety of topics from the *Financial Times* and other newspapers and online business websites. You will develop your reading skills and learn essential business vocabulary. You will also be able to discuss the ideas and issues in the articles.

Listening

You will hear authentic interviews with businesspeople. You will develop listening skills such as listening for information and note-taking.

Language review

This section focusses on common problem areas at upper intermediate level. You will become more accurate in your use of language. Each unit contains a Language review box which provides a review of key grammar items.

Skills

You will develop essential business communication skills such as making presentations, taking part in meetings, negotiating, telephoning, and using English in social situations. Each Skills section contains a Useful language box which provides you with the language you need to carry out the realistic business tasks in the book.

Case study

The Case studies are linked to the business topics of each unit. They are based on realistic business problems or situations and allow you to use the language and communication skills you have developed while working through the unit. They give you the opportunities to practise your speaking skills in realistic business situations. Each Case study ends with a writing task. A full writing syllabus is provided in the *Market Leader* Practice File.

Revision units

Market Leader Upper Intermediate also contains two revision units, based on material covered in the preceding seven Course Book units. Each revision unit is designed so that it can be done in one go or on a unit-by-unit basis.

Map of the book

Discussion

Texts

Language work

Skills

Case study

Unit 1 Communication

What makes a good communicator?

Reading: Internal communication
Listening: An interview with a marketing manager for mobile media

Words to describe good and bad communicators
Idioms

Dealing with communication breakdown

HCPS: Improve communication in a global company
Writing: e-mail

page 6

Unit 2 International marketing

Discussion of international brands

Reading: Coffee culture
Listening: An interview with a marketing specialist

Marketing collocations
Noun compounds and noun phrases

Brainstorming

Zumo – creating a global brand:
Reposition a sports drink for the global market
Writing: e-mail

page 14

Unit 3 Building relationships

Discuss business relationships and do a quiz

Reading: AIG knows everyone
Listening: An interview with a Chinese business executive

Words to describe relations
Multi-word verbs

Networking

Getting to know you:
Discuss ways to promote customer loyalty
Writing: sales letter

page 22

Unit 4 Success

Defining success
Comparing similarities and differences between two companies

Reading: Steve Jobs
Listening: An interview with the founder of a successful business

Present and past tenses
Prefixes

Negotiating

Camden FC:
Negotiate a sponsorship deal for a football team
Writing: press release or letter

page 30

Unit 5 Job satisfaction

Discuss motivation and do a quiz on stress
Discuss what makes a job satisfying

Reading: Perks that work
Listening: An interview with the Human Resources Director of a large company

Words for describing motivating factors
Passives

Handling difficult situations

Office attraction:
Devise a policy on close relationships at work
Writing: guidelines

page 38

Unit 6 Risk

Discuss everyday risk and risk in business

Reading: Planning for the future
Listening: An interview with the Chief Executive of a risk management company

Words for describing risk
Adverbs of degree

Reaching agreement

Suprema cars:
Consider options to improve a car manufacturing company's profits
Writing: report

page 46

Unit 7 E-commerce

Discuss the use of the Internet

Reading: Internet shopping
Listening: An interview with a marketing director of a computer company selling online

Internet terms
Conditionals

Presentations

KGV Europe: Decide whether a music retailer should trade on the Internet
Writing: e-mail

page 54

Revision unit A

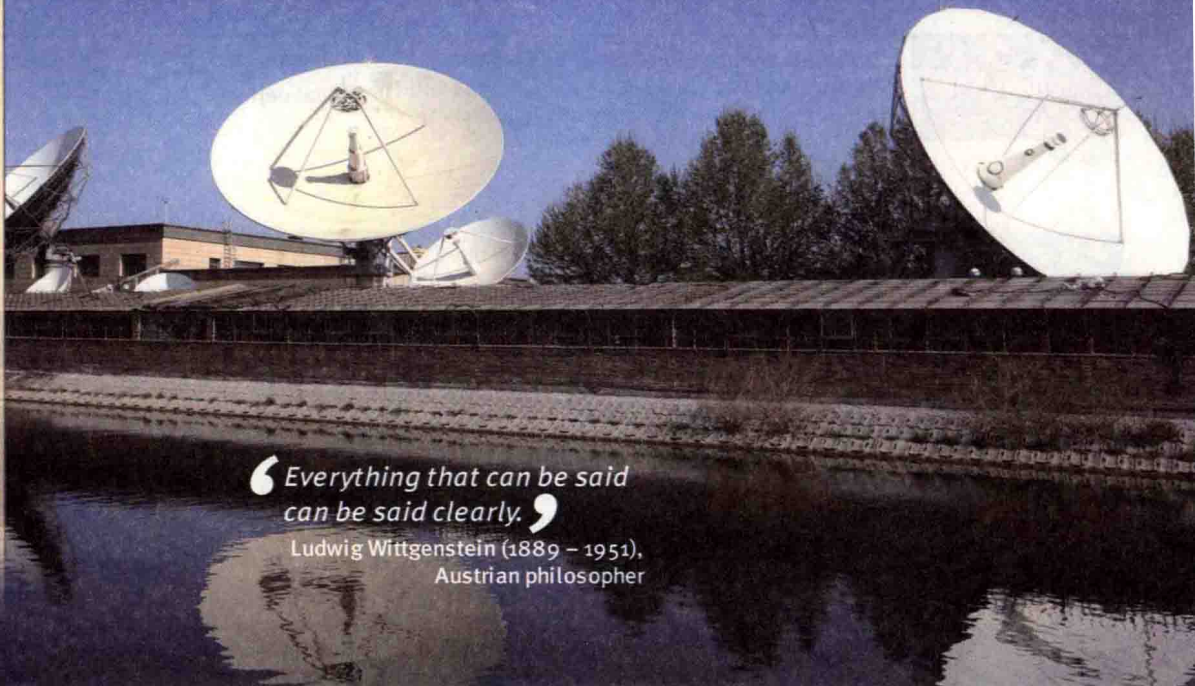
page 62

	Discussion	Texts	Language work	Skills	Case study
Unit 8 Team building page 68	Do a quiz about thinking styles	Reading: The key to success Listening: An interview with an American specialist in Human Resources	Prefixes Modal perfect	Resolving conflict	The new boss: Look at ways of improving the performance of a sales team Writing: letter
Unit 9 Raising finance page 76	Ways of raising money	Reading: Raising finance Listening: An interview with a specialist in finance	Idioms Dependent prepositions	Negotiating	Vision Film Company: Negotiate a finance package to make a feature film Writing: e-mail
Unit 10 Customer service page 84	What people complain about Customer complaints	Reading: Customers first Listening: An interview with a retail sales director at a well-known department store	Handling complaints Gerunds	Active listening	Hermes Communications: Prioritise and deal with complaints Writing: report
Unit 11 Crisis management page 92	When is a problem a crisis?	Reading: Keeping your client relationship afloat Listening: An interview with a crisis management expert	Noun phrases with and without <i>of</i> Contrast and addition	Asking and answering difficult questions	Game over: Manage a crisis over pirated software Writing: report
Unit 12 Management styles page 100	Do's and don'ts for managers	Reading: Management styles Listening: An interview with an expert on management styles	Management qualities Text reference	Putting people at ease	Zenova: Assess feedback from employees to improve management styles Writing: action minutes
Unit 13 Takeovers and mergers page 108	Pros and cons of takeovers and mergers	Reading: Making a corporate marriage work Listening: An interview with an expert on acquisitions	Words to describe takeovers and mergers Headlines	Summarising in presentations	Bon Appetit plc: Discuss the risk of takeover and consider making new acquisitions Writing: report
Unit 14 The future of business page 116	Personal predictions	Reading: New working model Listening: An interview with the head of a knowledge venturing company	Describing the future Prediction and probability	Getting the right information	Yedo Department Stores: Look at trends and increase profitability of a department store Writing: report
Revision unit B page 124					

Communication

OVERVIEW ▼

- Vocabulary**
Good communicators
- Listening**
Improving communications
- Reading**
Internal communication
- Language review**
Idioms
- Skills**
Dealing with communication breakdown
- Case study**
HCPS



‘Everything that can be said
can be said clearly.’

Ludwig Wittgenstein (1889 – 1951),
Austrian philosopher

Starting up

A What makes a good communicator? Choose the three most important factors.

- fluency in the language
- an extensive vocabulary
- being a good listener
- physical appearance
- a sense of humour
- grammatical accuracy
- not being afraid of making mistakes
- an awareness of body language

B What other factors are important for communication?

C Discuss these questions.

- 1 What forms of written and spoken communication can you think of? For example: *e-mails, interviews*
- 2 Which of the above do you like using? Why?
- 3 What problems can people have with them?
- 4 How can these problems be solved?

Vocabulary

Good communicators

A Which words below apply to good communicators? Which apply to bad communicators?

articulate coherent eloquent fluent focussed
hesitant inhibited extrovert persuasive rambling
responsive sensitive succinct reserved

B Which of the words in Exercise A have the following meanings?

- | | |
|------------------------------|--------------------------------|
| 1 concise | 5 clear and easy to understand |
| 2 reluctant to speak | 6 good at influencing people |
| 3 talking in a confused way | 7 outgoing |
| 4 able to express ideas well | 8 reacting in a positive way |

C Complete this talk by a communication expert with the verbs from the box.


listen digress interrupt explain engage clarify confuse ramble

'Good communicators really *listen* to people and take in what is said. They maintain eye contact and have a relaxed body language, but they seldom¹ and stop people talking. If they don't understand and want to² something they wait for a suitable opportunity.

When speaking, effective communicators are good at giving information. They do not³ their listener. They make their points clearly. They will avoid technical terms, abbreviations or jargon.


If they do need to use unfamiliar terminology they⁴ by giving an easy to understand example. Furthermore, although they may⁵ and leave the main point to give additional information and details where appropriate, they will not⁶ and lose sight of their main message. Really effective communicators who have the ability to⁷ with colleagues, employees, customers and suppliers are a valuable asset for any business.'

D  **1.1 Listen to the talk and check your answers.****E** **Think of a good communicator you know. Explain why they are good at communicating.**

 *Vocabulary file page 156*

Listening

Improving communications

A  **1.2 Listen to the first part of an interview with Anuj Khanna, Marketing Manager of Netsize, a marketing agency for mobile media, and answer the questions.**

- 1 According to Anuj Khanna:
 - a) why have communications improved in recent years?
 - b) how can they improve in the future?
- 2 What example does he give of banks improving communications with customers?

B  **1.3 Listen to the second part of the interview.**

- 1 What are the consequences of the following communication breakdowns?
 - a) problems in air traffic control systems
 - b) delays in fixing communication systems
 - c) faults in cash machines
- 2 Which of the following developments in communication does Anuj Khanna expect to see in the future?
 - a) more privacy for customers
 - b) more freedom for companies to communicate with customers
 - c) more control by customers over the messages they receive
 - d) more communication between machines

C **How do you think business communication will change in the future?**

Reading

Internal communication

- A** What are the advantages and disadvantages for companies of using e-mail?
- B** Select three of the items below which, in your opinion, best contribute to improving communication.

trust	flexi-time
open plan offices	small teams
voice mail	strong corporate identity
e-mail	frequent meetings
mobile phones	staff parties

Communication – it's much easier said than done

By Clare Gascoigne

Trust is key in an open organisation

Getting staff to talk to each other ought to be the least of your problems, but internal communication can be one of the hardest nuts to crack in business.

'Communication comes up in every department. The repercussions of not communicating are vast,' says

10 Theo Theobald, co-author of *Shut Up and Listen! The Truth About How to Communicate at Work*.

Poor communication can be a purely practical problem.

15 Gearbulk, a global shipping business with branches around the world, faced language and geographical difficulties, as well as a huge amount of paperwork. With up to 60 documents per cargo, it was a logistical nightmare to track and monitor jobs, while tighter security regulations after 9 / 11 meant customs documents had to be ready before a ship was allowed to sail.

Installing an automated system means data is now entered only once but can be accessed by anyone in the company, wherever they are.

30 'Reporting is faster by a matter of months,' says Ramon Ferrer, Vice President of Global IT at Gearbulk. 'An operational team carrying a voyage all the way across the world doesn't always have to be talking to each other –

and we don't waste time duplicating the same information.'

40 Given today's variety of communication tools, it seems strange that we still have a problem communicating. But the brave new world of high-tech can create barriers – senior managers hide behind their computers, staff use voice mail to screen calls, and employees sitting next to each other will send e-mails rather than speak.

50 'Managers should get up, walk round the office and talk to people,' says Matt Rogan, Head of Marketing at Lane4, a leadership and communications consultancy. 'Face-to-face communication can't be beaten.'

Theobald recommends checking e-mail only three times a day, allocating a set period of time to deal with it. 'If you leave the sound on, the temptation is as great as a ringing phone. People will interrupt meetings to check their e-mails.'

65 Another problem is simply hitting the 'reply all' button, bombarding people with information. 'We had unstructured data coming at staff from left, right and centre, leaving it up to individuals to sort out,' says Gearbulk's Ferrer. 'Our new system has reduced e-mails and changed the way people work. It will remind you about work flow.'

Information overload also means people stop listening. But there may be a deeper reason why a message fails to get through, according to

80 Alex Haslam, Professor of Psychology at Exeter University.

'Everyone thinks a failure to communicate is just an individual's error of judgment, but it's not about the person: it's about the group and the group dynamics,' he says. 'Just training people to be good communicators isn't the issue.'

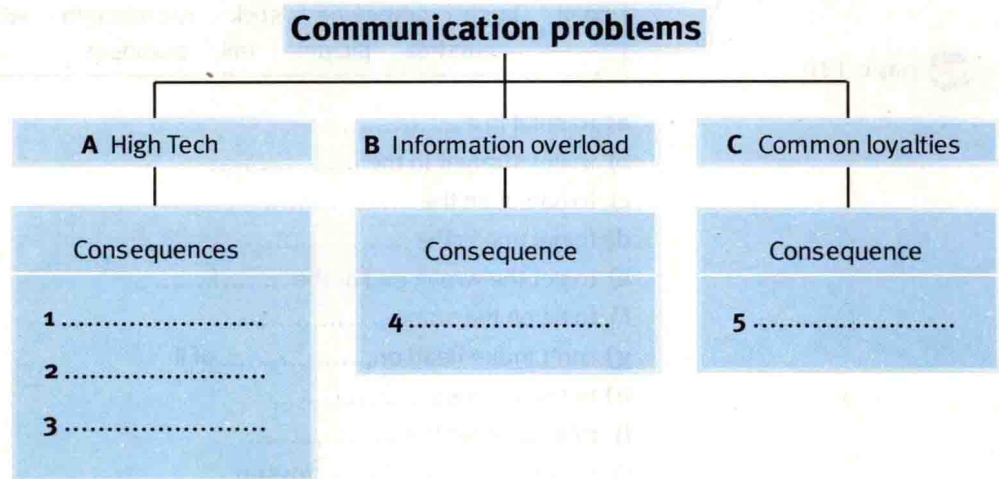
90 The problem is that employees develop common loyalties that are far stronger than the need to share information. This can even extend to questions of safety.

95 'In the mid-1990s there were a lot of light air crashes in Australia because the two government departments responsible for air safety weren't communicating,' says Haslam. 'The government was trying to save money and both groups felt threatened. The individuals were highly identified with their own organisation and unwilling to communicate with the other department.'

A company is particularly at risk when cost-cutting is in the air. Individuals withdraw into departmental loyalties out of fear. Sending such people on yet another 'how to communicate' course will be pointless. Instead, Haslam believes that identifying the sub-groups within an organisation and making sure each group feels valued and respected can do far more to encourage the sharing of information. 'The key to communication', he says, 'is trust'.

FINANCIAL TIMES

C Read the article and complete the chart below.



D Read the article again and answer these questions.

- 1 What communication problems did Gearbulk have?
- 2 How did Gearbulk overcome the problems?
- 3 What solutions does Theobald recommend for the above problems?
- 4 According to the author, why do staff often receive too many e-mails?
- 5 Why weren't the two government departments (responsible for air safety) communicating?
- 6 What does the author think about sending people on communication courses?

E Which word in each group does not form a word partnership with the word in bold?

1 waste	time	resources	information
2 face	trouble	problems	difficulties
3 duplicate	information	time	work
4 install	systems	factories	equipment
5 save	money	time	experience
6 develop	truth	loyalty	motivation
7 share	support	information	ideas
8 allocate	time	ideas	resources
9 interrupt	e-mails	conversations	meetings

F Discuss these questions.

- 1 'Face-to-face communication can't be beaten.' Do you agree?
- 2 How could communication be improved in your organisation?
- 3 How will communication change in the office of the future?

Language review

Idioms

➔ page 130

A Complete these idioms with the missing words from the box.

point	bush	grapevine	stick	wavelength	wires
	nutshell	picture	tail	purposes	

- to put it in a
- to get straight to the
- to hear it on the
- to put you in the
- to get the wrong end of the
- to be on the same
- can't make head or of it
- to talk at cross
- to beat about the
- to get our crossed

B Which of the idioms in Exercise A mean the following?

- to fail to understand anything
- to share similar opinions and ideas
- to summarise briefly
- to misunderstand
- to delay talking about something
- to give the latest information
- to talk about the most important thing
- to hear about something passed from one person to another

C Complete the sentences with the idioms learned from Exercise A.

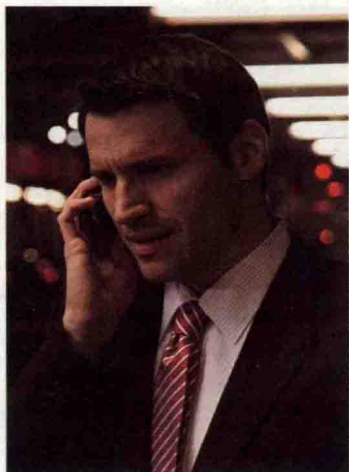
- OK, I'll I'm afraid we're going to have to let you go.
- 'You and your boss seem to agree on most things.' 'Yes, we are
- Some important decisions were taken at yesterday's meeting. Let me
- I think we are I mean next month, not this month.
- He never gives you a straight answer. He's always
- I that he's been fired. Is it true?
- It's a very complicated system, but to it works exactly like a big kettle.
- If you think our biggest problem is market share then you have
- This report makes no sense at all. I
- Everyone arrived for the meeting at different times. We must have

D Ask your partner the following questions.

- What have you heard on the grapevine recently?
- When was the last time you got the wrong end of the stick?
- When is it necessary to put someone in the picture?
- In what situations is it good to beat about the bush?
- In what situations is it good to get straight to the point?
- Can you give an example of when you were talking at cross purposes?
- Is there anything you can't make head or tail of?



Skills

Dealing with communication breakdown



A What expressions can you use on the phone in the following situations?

- 1 you don't hear what someone says
- 2 the person speaks too fast or too quietly
- 3 you don't understand a word or expression they use
- 4 you want to check the spelling of something
- 5 you want more information about a subject
- 6 the connection is not good and you can't continue the conversation
- 7 you want to check the key points

B  1.4 Listen to the telephone conversation between Bernard and Koichi. Which of the problems mentioned in Exercise A do the speakers have when communicating?C  1.5 Listen to the two speakers in a similar conversation. Explain why the second conversation is better. Give as many reasons as you can.D  1.5 Listen to the conversation again and complete these extracts with words or expressions from the conversation.

- 1 That's good. while I get a pen.
- 2 Sorry Bernard, I Could you a little, please? I need to take notes.
- 3 Let me that, 200 posters, pens and pencils and 50 bags. it.
- 4 Seel ... sorry, could you me, please, Bernard, I don't think I know the company?
- 5 'They've placed an order for 18 of the new lasers...' 'Sorry, 80 lasers?'
- 6 Sorry, I don't follow you. What 'roll-out' ?
- 7 But I need details about the company. Sorry, it's Could you ? I can't hear you very well.
- 8 Sorry, I still can't hear you. I'll ; maybe the line will be better.

E Now match each extract 1–8 to the points you discussed in Exercise A.

F Work in pairs. Role play. Marketing Manager: turn to page 151; Overseas agent: turn to page 150. While doing the role play, practise some of the expressions you can use for dealing with breakdowns in communication.

Useful language

Asking for repetition

Sorry, could you repeat that?
I didn't (quite) catch that.
Could you speak up, please?
Could you say that again, please?

Asking for clarification

Would / Could you spell that, please?
Can I read that back to you?
What do you mean by ...?

What does ... mean?

Sorry, I'm not with you.
Sorry, I don't follow you.
Could you give me some more details, please?
Could you let me have more information?
Could you explain that in more detail?
Could you clarify that?
Could you be more specific, please?

Solving a problem

Sorry, it's a bad line. Can I call you back?

Summarising the call

Let me go over what we've agreed.
Let me just summarise ...