

Cambridge University Press

978-0-521-75450-7 - English for Business Communication: Second Edition: A Short Course Consisting of Five Modules:
Cultural Diversity and Socialising, Telephoning, Presentations, Meetings and Negotiations: Teacher's Book

Simon Sweeney

Frontmatter

[More information](#)

English for Business Communication

Second Edition

A short course consisting of five modules:
Cultural diversity and socialising, Telephoning,
Presentations, Meetings and Negotiations

Teacher's Book

Simon Sweeney



Cambridge University Press

978-0-521-75450-7 - English for Business Communication: Second Edition: A Short Course Consisting of Five Modules:
Cultural Diversity and Socialising, Telephoning, Presentations, Meetings and Negotiations: Teacher's Book

Simon Sweeney

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9780521754507

© Cambridge University Press 1997, 2003

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The role play cards, tests and tapescripts in this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1997, 2011

Second Edition 2003, 2012

8th printing 2012

Reprinted 2013

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-75450-7 Teacher's Book

ISBN 978-0-521-75449-1 Student's Book

ISBN 978-0-521-75451-4 Audio Cassette Set

ISBN 978-0-521-75452-1 Audio CD Set (2 CDs)

ISBN 978-0-521-75450-7 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

Introduction	iv	Unit 8 The middle of the presentation	58
Module 1 Cultural diversity and socialising		Briefing	58
Unit 1 Building a relationship	1	1 Holding the audience's attention	58
Briefing	1	2 Structure (2) The main body	59
1 Cross-cultural understanding (1)	1	3 Listing information	59
2 Welcoming visitors	4	4 Linking ideas	61
3 Small talk: keeping the conversation going	6	5 Sequencing	62
Unit 2 Culture and entertainment	10	Unit 9 The end is near ... this is the end	65
Briefing	10	Briefing	65
1 Cross-cultural understanding (2)	10	1 Structure (3) The end	65
2 Inviting, and accepting or declining	11	2 Summarising and concluding	66
3 Eating out	16	3 Questions and discussion	68
Module 2 Telephoning		Module 4 Meetings	
Unit 3 Could I leave a message?	18	Unit 10 Making meetings effective	74
Briefing	18	Briefing	74
1 Preparing to make a telephone call	18	1 What makes a good meeting?	74
2 Receiving calls	19	2 Chairing a meeting	76
3 Taking and leaving messages	20	3 Establishing the purpose of a meeting	78
4 Asking for and giving repetition	23	Unit 11 Sorry to interrupt, but ...	83
5 The secretarial barrier	24	Briefing	83
Unit 4 Good to hear from you again!	27	1 The structure of decision-making	83
Briefing	27	2 Stating and asking for opinion	84
1 Cross-cultural communication on the telephone (1)	27	3 Interrupting and handling interruptions	86
2 Setting up appointments	29	Unit 12 What do you mean by ... ?	91
3 Changing arrangements	32	Briefing	91
4 Ending a call	33	1 Asking for and giving clarification	91
Unit 5 Unfortunately there's a problem ...	36	2 Delaying decisions	93
Briefing	36	3 Ending the meeting	94
1 Cross-cultural communication on the telephone (2)	36	Module 5 Negotiations	
2 Problem-solving on the telephone	36	Unit 13 Know what you want	98
3 Complaints	38	Briefing	98
Module 3 Presentations		1 Types of negotiation	98
Unit 6 Planning and getting started	43	2 Preparation for a negotiation	100
Briefing	43	3 Making an opening statement	101
1 Presentation technique and preparation	43	Unit 14 Getting what you can	105
2 The audience	45	Briefing	105
3 Structure (1) The introduction	46	1 Bargaining and making concessions	105
Unit 7 Image, impact and making an impression	50	2 Accepting and confirming	107
Briefing	50	3 Summarising and looking ahead	109
1 Using visual aids: general principles	50	Unit 15 Not getting what you don't want	112
2 Talking about the content of visual aids	51	Briefing	112
3 Describing change	55	1 Types of negotiator	112
		2 Dealing with conflict	112
		3 Rejecting	115
		4 Ending the negotiation	117
		Optional case studies	119

Introduction to the Second Edition

This second edition provides improvements to the overall design and appearance of the book as well as various small changes and updating of material. The most important content change is the introduction of more practice exercises in response to users' requests. See the paragraph *Quick Communication Check* below.

Aims of the course

The course is intended as an opportunity for intermediate-level students to develop confidence and fluency in five key communication contexts: socialising, telephoning, presenting information, participating in meetings and handling negotiations. The course has twin aims: *improving communication technique* and *developing and consolidating the target language* appropriate to the above communication contexts.

A further key aim is the *development of effective learning strategies* for both language and communication skills. The teacher's role in this is critical. It is important that certain principles are upheld, such as the need for preparation of communication tasks, the importance of practice, and the need for linking the teaching objectives with perceived professional needs. The students should be encouraged to reflect on their own performance, to identify ways in which it can be improved, and to monitor both the accuracy of their language and the effectiveness of their communication skills.

The course is primarily geared towards *improving speaking and listening skills*, though reading and writing tasks are also included. Part of the method for the development of fluency and confidence in speaking is the importance of involving students in as much discussion as possible. As a skills-driven course this is especially suitable, as students are encouraged to make their

own suggestions based on their own experience, however limited. There is plenty of scope for eliciting students' ideas, impressions and opinions. Classes should be geared towards as much participation as possible. Everyone has experience of all five of the skill areas treated in the course, whether in English or in their own language.

Structure

The five modules can be studied consecutively as a conventional course. However, with some students a module may be studied where specific training in one area of communication skills is required.

There is, nonetheless, a certain logic in the order of the five modules. The first module, Socialising, is a scene setter. It establishes the teaching and learning approach used in the course. The second module, Telephoning, treats a fairly restrictive amount of language as is typical in telephoning. The third, Presentations, is in many ways the core of the course, as skills involved in presenting are often a feature of participating in meetings and negotiations. However, the more interactive nature of the latter two contexts is reflected in the nature of the material in the final two modules. These two, and the Presentations module, contain many recommendations for effective communication strategies and at the same time build up the students' repertoire in terms of language.

The final module, Negotiations, is perhaps, unsurprisingly, the most challenging in terms of language. In many ways, but partly because the language is more complex, effective study of the final module is dependent on having already dealt with the previous module on Meetings.

Listening material

There are over 80 different recordings in the book. The tasks accompanying them range from initial general comprehension points to understanding important details.

The first listening typically concentrates on meaning. Students are asked to identify key information. Check carefully that these main points are understood. It is important that meaning is established before students are asked to think about language. As a general rule, teaching aims should keep these two activities separate. The distinction should be made clear to the students and should influence students' developing learning strategies.

The second listening task normally focuses on the target language for the unit in question. Encourage students to repeat what they hear and to make notes. Writing down new language normally aids recall, but not all students can be persuaded to do this. In any case, avoid slowing down lessons for excessive writing of models from the tape.

Occasional writing – and even use of dictation – can be helpful.

Some of the later listening material in the final module on Negotiations is more difficult than the earlier modules.

Pronunciation work

There is little overt treatment of pronunciation features in the course. However, it is an option to include this aspect of language training with this material. It is recommended that if you want to spend additional time to focus on features of phonology, the course does offer good, authentic-sounding dialogues. These can be used to sensitise students to the implications of stress, intonation, pausing and thought groups. For further guidance on these aspects, see *Speaking Clearly* (Cambridge University Press, 1991).

Reading texts

Throughout the book, certain principles relating to efficient reading techniques should be upheld. Explain that it is not necessary to understand every word. The objective is to understand the main ideas. Detailed reading or studying of texts is neither desirable nor is it required.

The tasks accompanying reading texts mainly relate to the identification of key points and are designed to stimulate students' thoughts and ideas on the topics included.

Language Checklists

The Language Checklist at the end of each unit is a summary of some of the key language that has been introduced in the unit or that can be used in practice tasks and role plays. The Language Checklists are not prescriptive and offer only a sample of the sort of language that can be used. They are included as a support to students, as a possible self-study resource and as quick reference material.

Always check that students understand the phrases offered and that they are able to pronounce them correctly. Remind them that they can be selective, choosing the phrases they prefer, or even alternatives not included in the Checklists.

The Checklists are useful in preparation for the role plays in each unit. Students should also refer back to previous Checklists when they need to.

Quick Communication Check

Each unit now includes a page of exercises designed to offer an additional check on students' learning. The exercises reflect the target language in each unit, typically represented in *Language Checklists*. These exercises are designed for self-study use, having an integrated answer key on each page. The *Quick Communication Check* thus serves as further practice, as consolidation, and as a simple test to check student's learning.

Cambridge University Press

978-0-521-75450-7 - English for Business Communication: Second Edition: A Short Course Consisting of Five Modules: Cultural Diversity and Socialising, Telephoning, Presentations, Meetings and Negotiations: Teacher's Book

Simon Sweeney

Frontmatter

[More information](#)

Skills Checklists

The Skills Checklists summarise the key points of technique for effective communication skills as introduced in each unit. In some cases, further points are included, either for discussion in class or as additional recommendations for students to think about in their own time.

Like the Language Checklists, the Skills Checklists are intended as a source of reference for future work, especially in preparing for telephone calls, presentations, meetings or negotiations where the language used will be English.

Transfer tasks

In most cases the aim of the Transfer tasks is to have students practise target language in defined communication contexts that relate directly to their own immediate environment, their home, their studies or their work. In this way the Transfers aim to create a bridge between the classroom and the student's world.

Timing

Most units will take around three hours.

Approximate recommended timings are given in the Teacher's Book for each section of each unit. Guide times include neither any material marked as optional nor the Transfer tasks. The latter require homework or out-of-class preparation.

The times suggested are approximate and will vary according to the preferences and competence of the students involved, as well as student numbers. It is important not to labour the material. The tasks are intended to be fairly quick, but use your discretion. Clearly with extended role plays or where preparation is involved there may be some variation beyond the times suggested.