

1

Face to face

1.1 Dealing with people *Background information*

1.2 Around the world *Vocabulary*

1.3 Go along and get along *Reading*

1.4 Have you met ...? *Functions & speaking* 

1.5 Asking questions *Grammar review*

1.6 Do it my way *Reading*

1.1 Dealing with people *Background information*

These ‘Background information’ sections will be particularly useful if you don’t have practical experience of working in business, or if you don’t have personal experience of the theme of a particular unit. If you’ve been working in business for some time, we suggest that you read these sections quickly through to revise some of the vocabulary and the ideas.

In business, people have to deal in person with all kinds of people. You may have to use English when talking to different people within your company who don’t speak your language: these may be colleagues or co-workers, superiors or subordinates – who may work with you in your own department, in another part of the building or in another branch. And you may also have to deal in English with people from outside the organization: clients, suppliers, visitors and members of the public. Moreover, these people may be friends, acquaintances or strangers – people of your own age, or people who are younger or older than you. The relationship you have with a person determines the kind of language you use.

This relationship may even affect what you say when you meet people: for example, it’s not appropriate to say ‘*Hi, how are you!*’ when meeting the Managing Director of a large company or to say ‘*Good morning, it’s a great pleasure to meet you*’ when being introduced to a person you’ll be working closely with in the same team.

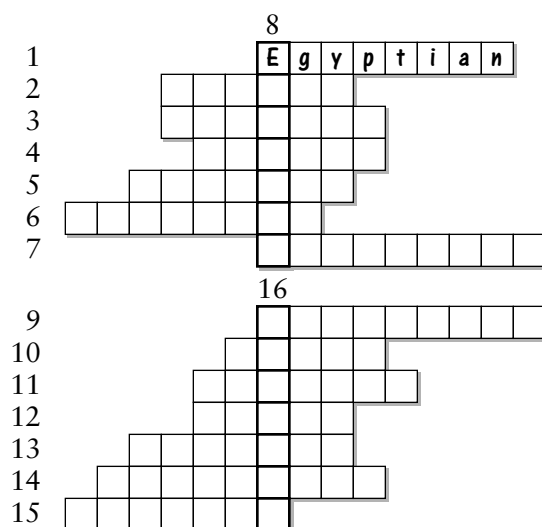
Remember that people form an impression of you from the way you speak and behave – not just from the way you do your work. People in different countries have different ideas of what sounds friendly, polite or sincere – and of what sounds rude or unfriendly! Good manners in your culture may be considered bad manners in another.

Remember also that your body language, gestures and expression may tell people more about you than the words you use.

1.2 Around the world *Vocabulary*

Each of these sentences has a nationality word missing. Add the missing words to the puzzle. Remember to use a Capital Letter. (The first one is done for you as an example.)

- 1 If he comes from Cairo, he must be
- 2 If she lives in Paris, she must be
- 3 If they live in Brussels, my guess is that they're
- 4 If he lives in Warsaw, I expect he's
- 5 If she comes from Rome, she's, I suppose.
- 6 He works in Tokyo, so I think he's
- 7 As she's from Budapest, I presume she's
- 8 If he comes from Toronto, he probably speaks
- 9 If they live in São Paulo, they're probably
- 10 As they live in Athens, I think they're
- 11 He lives in Beijing, so presumably he's
- 12 Her home town is Amsterdam, so I guess she's
- 13 Their head office is in Madrid: they are a firm.
- 14 If they work in Kuala Lumpur, I expect they're
- 15 He has a house in Istanbul, so he must be
- 16 If they come from Edinburgh and Cardiff, they're both



1.3 Go along and get along *Reading*

Read this article and then answer the questions that follow:

Go along and get along

THE Japan Society's crash course on how to bridge the chasm between Japanese and American managers forces participants to examine their own cultural assumptions, as well as to learn about the other side. Behaviour which Americans consider trustworthy is often precisely that which Japanese associate with shifty characters – and vice versa.

To Americans, people who pause before replying to a question are

probably dissembling. They expect a trustworthy person to respond directly. The Japanese distrust such fluency. They are impressed by somebody who gives careful thought to a question before making a reply. Most Japanese are comfortable with periods of silence. Americans find silence awkward and like to plug any conversational gaps.

The cherished American characteristics of frankness and openness are

also misunderstood. The Japanese think it is sensible, as well as polite, for a person to be discreet until he is sure that a business acquaintance will keep sensitive information confidential. An American who boasts "I'm my own man" can expect to find his Japanese hosts anxiously counting the chopsticks after a business lunch. As the Japanese see it, individualists are anti-social. Team players are sound.

(from *The Economist*)

Decide whether these statements are true (✓) or false (✗), according to the article.


- 1 American managers learn about the cultural assumptions of the Japanese.
- 2 In the eyes of Americans people who hesitate have something to hide.
- 3 The Japanese are impressed by careful replies.
- 4 Periods of silence bother the Japanese.
- 5 Americans are embarrassed by conversations that stop.
- 6 The Japanese are in favour of working in teams.

Highlight any useful vocabulary you'd like to remember in the passage.

1.4 Have you met ...? *Functions & speaking*

A Welcome to Meridian International!

➔ Use the Workbook recording for this exercise.

 You're going to play the role of CHRIS STEINER. Imagine that you've just joined Meridian International and you'll be introduced to various people in the firm. Reply to each person when you hear the « *beep* » sound.

Look at this example and listen to the recording. Your role is printed **in bold type**:

Ted: Well, Jean, I'd like you to meet Chris Steiner. Chris, this is Jean Leroi, he's our export manager.

Mr Leroi: How do you do.

« *beep* »

YOU: How do you do, Mr Leroi.

Mr Leroi: Nice to meet you, Chris. How are you?

« *beep* »

YOU: I'm fine, thanks. It's nice to meet you too.

➔ You may need to PAUSE THE RECORDING to give yourself enough time to think before you speak.

B What would you say?

What would you say in these situations? Write down the exact words you'd use. The first is done for you as an example.

1 The customer services manager, Mrs Hanson, doesn't know Linda Morris, the new export clerk.

... *Mrs Hanson, I'd like you to meet Linda Morris. She's our new export clerk...*

2 Your boss says to you, 'This is Tony Watson. He's visiting us from Canada.'

3 Tony Watson says, 'Hi. I think you know one of my colleagues: Ann Scott.'

4 You've been introduced to someone by name, but later in the conversation you can't remember the person's name.

5 You enter an office full of strangers one morning. Someone asks if they can help you.

6 A visitor arrives after travelling a long distance to see you.

7 Your visitor looks thirsty.

8 It's time for you to leave. You look at your watch and realize that it's later than you thought.

1.5 Asking questions

Grammar review

Questions keep a conversation going. Questions help you to find out more information from someone. Questions show someone that you're interested in what they have to say, and enjoy talking to them.

These exercises focus on forming questions correctly, and avoiding mistakes. Check your answers in the Answer Key after you've done each exercise.

A Write down the QUESTIONS that led to each of these answers. The first is done for you as an example.

- 1 ... **Are you Mrs. Meier?** That's right. Pleased to meet you.
- 2? Yes, thanks, I had a very good flight.
- 3? I'd like to see Mr Perez, if he's in the office.
- 4? On my last visit I spoke to Ms Wong.
- 5? It was Mr Grün who recommended the hotel to me.
- 6? No, my husband is travelling with me. I'm meeting him later.
- 7? We'll probably be staying till Friday morning.
- 8? No, this is his first visit – he's never been here before.

➔ Check your answers before you do the next exercise.

B Imagine that you're talking to someone who talks rather unclearly, and that you can't catch some of the information he or she gives you.

Write down the questions you'd ask this person to find out the missing (~~~~) information.

- | | |
|---|-----------------------------|
| 1 'I work for ~~~~.' | Who do you work for? |
| 2 'I live in ~~~~.' | Where do you live? |
| 3 'I've been working here for ~~~~ years.' | How _____? |
| 4 'We keep our sales files in the ~~~~ room.' | Which _____? |
| 5 'We never phone in the morning because ~~~~.' | Why _____? |
| 6 'I started working for the firm in 19~~~~.' | When _____? |
| 7 'I'd like a ~~~~ room for two nights, please.' | What kind of _____? |
| 8 'I heard about this product from Mr ~~~~.' | Who _____? |
| 9 'The complete package costs only \$ ~~~~.' | How much _____? |
| 10 'They printed ~~~~ thousand copies of the report.' | How many _____? |
| 11 'They asked me to ~~~~ as soon as possible.' | What _____? |
| 12 'Mrs ~~~~ told me I should get in touch with you.' | Who _____? |

C In these sentences the 'question tags' are missing, aren't they? Complete each sentence with a suitable question tag. The first two are done for you as examples.

- 1 They don't normally pay their account late, ... **do they?**...
- 2 The phone number is 518361, ... **isn't it?**...
- 3 They'll let us know before the end of the month,?
- 4 We can send the catalogues by surface mail,?
- 5 They can't provide us with the information we need,?
- 6 She isn't in the office today,?
- 7 This machine doesn't operate automatically,?
- 8 You know a great deal about economics,?
- 9 You've studied this subject for some time,?
- 10 We shouldn't interrupt the meeting,?
- 11 We must confirm this by sending them a fax,?
- 12 He hasn't heard that the firm has been taken over,?

1.6 Do it my way *Reading*

Read this article and then answer the questions below.

Management in America

Do it my way

NEW YORK

Cultural differences between Japanese and American managers have presented the biggest obstacles to Japanese companies investing in America.

A seminar for Japanese executives working in America was attended by 25 men, nearly all of them in identical dark suits. Despite the room's stifling heating system, they resolutely refused to remove their jackets. Their coffee break lasted exactly the scheduled ten minutes. They did not ask any questions until after they had got to know one another a bit better at lunch. They were usually deferential and always polite.

A similar seminar for 25 Americans working for Japanese subsidiaries in America included eight women. Several of the men removed their jackets on entering the room. A ten-minute coffee break stretched beyond 20 minutes. Participants asked

questions and several aggressively contradicted what the speakers had to say.

According to Mr Thomas Lifson of Harvard and Mr Yoshihiro Tsurumi of New York's Baruch College – the two main speakers at both seminars – misunderstandings between Japanese and American managers are possible at nearly every encounter. They can begin at the first recruiting interview. A big American company typically hires people to fill particular slots. Its bosses know that Americans are mobile people, who have a limited commitment to any particular employer or part of the country. As a result, jobs are clearly defined and so are the skills needed to fill them. American firms hire and fire almost at will.

The assumptions (and the expectations) of the Japanese managers of Japanese subsidiaries in America could

hardly be more different. They hire people more for the skills they will acquire after joining the company than for their existing skills.

American managers rely heavily on number-packed memoranda and the like. The Japanese colleagues prefer informal consultations which lead eventually to a consensus. According to Mr Tsurumi, they find comical the sight of American managers in adjacent offices exchanging memos.

Confronted with a dispute between middle managers, most Japanese superiors refuse to become involved, expecting the managers themselves to resolve the issue. The Americans conclude, wrongly, that their Japanese bosses are indecisive or incompetent. Japanese managers do not share the American belief that conflict is inevitable, and sometimes healthy. They want to believe that employees form one big happy family.

(from *The Economist*)


Decide whether these statements are true (✓) or false (✗), according to the article.

- | | |
|---|--------------------------|
| 1 This article is about American companies in Japan. | <input type="checkbox"/> |
| 2 At one seminar the Japanese removed their jackets when they got hot. | <input type="checkbox"/> |
| 3 The Japanese did not ask questions until after lunch. | <input type="checkbox"/> |
| 4 At another seminar, some of the Americans were not polite to the speakers. | <input type="checkbox"/> |
| 5 Americans and Japanese are likely to misunderstand each other in any situation. | <input type="checkbox"/> |
| 6 American employees are very loyal to their companies. | <input type="checkbox"/> |
| 7 Japanese companies are likely to recruit less experienced employees. | <input type="checkbox"/> |
| 8 The Japanese rely less on meetings than the Americans. | <input type="checkbox"/> |
| 9 Japanese managers send more memos than their American counterparts. | <input type="checkbox"/> |
| 10 Japanese managers solve problems without involving their boss. | <input type="checkbox"/> |

Highlight any useful vocabulary you'd like to remember in the passage.

2

Letters, faxes and memos

- 2.1 A business letter *Background information*
- 2.2 It's in the mail *Vocabulary*
- 2.3 Joining sentences *Grammar review*
- 2.4 Can you tell me how to spell that? *Speaking* 
- 2.5 Correcting spelling and punctuation mistakes *Writing*
- 2.6 Abbreviations *Vocabulary*
- 2.7 Make a good impression *Writing*

2.1 A business letter *Background information*

There are nine important parts in a typical 'standard' business letter – the example that follows shows these parts. Many firms use their own 'house style' which their staff are expected to follow, and which may not be quite the same as this example.

1 Sender's address
 (printed at the top or in the top right-hand corner)

Our company's name
 This building
 95 New Edition Road
 Cambridge CB2 2RU
 United Kingdom

3 Receiver's name, title and address

A. Reader
 General Manager
 International Business English plc
 Page 000
 Background information BA2 1LJ

4 Salutation — Dear Mr or Ms Reader,

5 Heading — **Different ways of communicating in writing**

6 Body of letter

7 May 20__

2 Date
 (here or below the receiver's address)

In a LETTER, the emphasis is on a high quality appearance. Letters have to be typed or word-processed accurately on the company's headed paper with a smart, clear layout. International mail tends to be slow and in some countries the post is unreliable. Important documents or valuable items can be sent by registered mail - or they can be sent by courier.

A FAX is a facsimile copy of a document which is transmitted by normal telephone lines to another fax machine. Some faxes are exactly like letters, some are printed on special fax forms rather like memos, others are simply handwritten messages. The sender of a fax can't be certain if the message has been received perfectly - sometimes lines get missed or are illegible. A fax is not usually a legally binding document.

E-MAIL (electronic mail) is a way of sending messages between computers. The message appears on a screen and can be printed out if necessary. To make e-mail more 'personal' some people use punctuation to add happy {:-) or unhappy {:-(faces to their messages! *

Internal mail within a company or between branches of the same firm is usually in the form of MEMOS: these may be brief handwritten notes or longer, word-processed letters. Most firms use special memo pads for internal messages. A memo to a senior English-speaking member of staff may need as much care as a letter to a client. The style that is used depends on the practice within the company and on the relationship between the people involved.

* If there is a line space between each paragraph, the new paragraph needn't be indented.

7 Complimentary close

Yours sincerely,

8 Signature

Leo Jones Richard Alexander

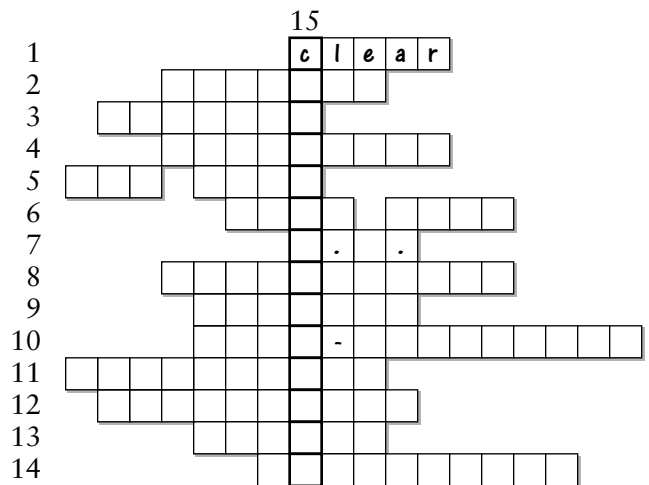
9 Name and title of sender

Leo Jones and Richard Alexander
 Authors

2.2 It's in the mail *Vocabulary*

Write the missing words in these sentences in the spaces in the puzzle. The first one is done for you as an example.

- 1 A layout is important in a letter.
- 2 I a cheque for £19.99.
- 3 An urgent document may be sent by instead of by mail.
- 4 *Your ref.* is short for Your
- 5 Remember to put the on a letter to the USA.
- 6 Remember to put the on a letter to the UK.
- 7 If you sign a letter on someone else's behalf, add the letters before the other person's name.
- 8 We receipt of your letter.
- 9 That flashing light means the is out of paper.
- 10 Letters used to be typed, but now they are
- 11 Paper, envelopes, paper clips, etc. are all items of
- 12 Memo is short for
- 13 If you make notes in you can erase them easily.
- 14 Valuable items can be sent by mail.
- 15 This unit is all about



2.3 Joining sentences

Grammar review

A Study these rules and the examples.

If we want to connect two or more ideas in a paragraph, we can do it in four different ways:

1 By using a **conjunction**:

TIME: **and before after while**

REASON, CAUSE or RESULT: **and because so that so ... that such a ... that**

CONTRAST: **but although**

I called her back *so that* I could confirm one or two details.

The consignment was delivered *while* we were very busy.

The goods were repacked *so quickly that* we had no time to inspect them.

2 By using a linking **adverbial phrase** (often starting a new sentence):

TIME: **Before that After that And then During this time**

REASON, CAUSE or RESULT: **Because of this That is why As a result**

Consequently

CONTRAST: **Nevertheless However**

I wanted to confirm one or two details. *That is why* I called her back.

The consignment was delivered on Friday. *During this time* we were very busy.

The goods were repacked at once. *Consequently* there was no time to inspect them.

3 By using a **preposition**:

TIME: **before after during**

REASON, CAUSE or RESULT: **because of due to**

CONTRAST: **in spite of**

I called her back *because of* the need to confirm one or two details.

The consignment was delivered *during* a very busy time.

Due to our prompt repacking procedure, the goods were not inspected.

4 To show **PURPOSE**, an **infinitive clause** can also be used:

The procedure has been computerized *in order to / so as to* save time and money.

➔ Compare your answers with the ones in the Answer Key after finishing each exercise.

B Join the two halves of these sentences so that they make good sense. The first is done for you as an example.

- | | |
|------------------------------------|---|
| 1 I never sign a letter | <i>although</i> a phone call is quicker. |
| 2 I often choose to write | <i>after</i> I have checked our stock position. |
| 3 I usually telephone | <i>before</i> I have read it through. |
| 4 Please check my in-tray | <i>in order to</i> save time. |
| 5 I shall be able to confirm this | <i>because</i> we do not have sufficient stocks. |
| 6 I shall be able to confirm this | <i>until</i> we have checked our stock position. |
| 7 We cannot confirm the order | <i>while</i> I am away at the conference. |
| 8 Please reply at once | <i>so that</i> we can order the supplies we need. |
| 9 Please reply as soon as possible | <i>when</i> I have consulted our works manager. |

C Rewrite these sentences beginning with the words shown. Again, the first is done for you as an example.

- 1 The reason why he applied for a job abroad was to earn more money.
 So that he ... *could earn more money, he applied for a job abroad.* ...
- 2 A single person couldn't lift the package because it was very heavy.
 The package was so
- 3 The order arrived late but we were able to supply the goods on time.
 Although
- 4 There was fog at the airport, but our plane landed safely.
 In spite of
- 5 As there was a mistake in the hotel booking, I had to find another hotel.
 Because of
- 6 The reason why I sent them a fax was to give them the information at once.
 In order to
- 7 Because there has been an error in the shipping department, their order will have to be checked again.
 Due to
- 8 During the time we've been talking, my assistant has handed me the file.
 While

D Here are some paragraphs with very short sentences. Join the sentences together to make one or two longer sentences, using *and* and other conjunctions or adverbial phrases. The first is done for you as an example.

- 1 There was a technical problem. The assembly line stopped. The workers were sent home early.

The workers were sent home early when the assembly line stopped due to a technical problem.

- 2 Your letter to us was posted yesterday. Our letter to you was posted yesterday. The letters crossed in the post.

- 3 Our company has a long tradition. Our letters look old-fashioned. We are trying to modernize the company's image. All our correspondence should be word-processed.

- 4 Short sentences are easy to write. Short sentences are easy to understand. Long words can be confusing. A simple style of writing letters is recommended.

- 5 A letter should have a personal touch. People like to be treated as individuals. It is unwise to use a style that is too informal with people you don't know very well.

- E** A long, complicated sentence may be confusing for a reader. Often short sentences are clearer. Rewrite each long sentence as two or three shorter sentences, beginning as suggested:

As requested, I enclose our new catalogue and feel sure that you will find within many items to interest you, particularly our new range of colours that will brighten up your office and keep your staff feeling happy.

I am sending ...

Working in an export department requires a great deal of specialist knowledge, including a mastery of the complex documentation, an awareness of the various methods of payment that are available and the ability to correspond with customers in a distant country.


If you work in ...

One of the most difficult aspects of corresponding with people you have not met face-to-face is establishing a personal relationship with them in order to show them that you are not just a letter-writing machine but a real person.

Writing to people ...

2.4 Can you tell me how to spell that?

Speaking 

- A** Look at the pairs of words below: one word in each pair is wrongly spelt, the other correctly spelt.
Decide which spellings are correct and cross out the incorrect ones.
- B**  Play the recording and PAUSE it after each number. Then spell the correct word out loud, like this:
Recorded voice: One.
YOU – PAUSE the recording, then speak: ‘A - C - K - N - O - W - L - E - D - G - E’ – *Then release PAUSE.*
Recorded voice giving model answer: Acknowledge: A - C - K - N - O - W - L - E - D - G - E.
- | | |
|-------------------------------------|---------------------------------|
| 1 acknowlege acknowledge | 9 itinerery itinerary |
| 2 accomodation acommodation | 10 permanent permanant |
| 3 aquire acquire | 11 pronounciation pronunciation |
| 4 across accross | 12 received recieved |
| 5 adress address | 13 reccomend recommend |
| 6 altogether alltogether | 14 recipient recipiant |
| 7 approximatively approximately | 15 seperate separate |
| 8 independent independant | |