



# 1

# Connections

## Learning objectives in this unit

- Describing cross-cultural experiences
- Reporting back on research
- Tenses review
- Introducing yourself to a group

## Case study

- Planning for expansion

## Starting point

- 1 Can you think of some examples where cultural awareness is important in your work?
- 2 To what extent do you think company culture is influenced by the country the company is based in?

## Working with words | Describing cross-cultural experiences

### 1 Do you agree with the following statements about working across cultures?

- 1 Organizations generally have the same way of doing things.
- 2 Non-verbal messages carry more weight than verbal ones.
- 3 The concept of time is universal.
- 4 Individual differences can always be attributed to cultural differences.
- 5 Accepting and embracing ambiguity is essential when working internationally.
- 6 Consciously developing your cultural skills leads to better business relations.

### 2 Read this advice from intercultural consultant, Kate Berardo of [culturocity.com](http://culturocity.com), and compare your answers in 1. Which piece of advice do you find most useful?

## Working across cultures

Kate Berardo

### 1 Do your homework

- Essential for building relationships when dealing with businesses across cultures.
- Each organization will have its own culture, personality, and way of doing things.

### 2 Keep your eyes open

- Your mind is processing a lot of information in new environments, so observation skills may be clouded or unfocused.
- Notice how people act, dress, and treat each other. Look for non-verbal messages. Being able to read a situation will greatly improve your ability to have a successful meeting.

### 3 Take your time

- Appreciate the need for more time. Communication may be slower and logistics may be different. You may be working in a culture with a different concept of time.
- Also, give yourself more time to process all the information before making decisions.

### 4 Take individuals into account

- Individuals may vary greatly from the stereotype of their native culture. Values

and behaviour are also influenced by background, experience, and personality.

- Keep an open mind: be careful not to form an opinion too early or to attribute too much of what you see to a cultural difference.

### 5 Tolerate uncertainty

- This can be extremely difficult for people from some cultures where directness and precision are valued.
- Business is about managing unknowns. When working with a culture with a high tolerance for uncertainty, you may not get concrete answers. This, of course, can work both ways.

### 6 Build your intercultural skills

- When working with people from different cultures, you need a solid understanding of the norms of that culture.
- Greater cultural awareness will help you weigh up the pros and cons of your way of doing things and will give you a better insight into working across cultures.



**3 Complete these phrases to form verb + noun collocations from the text in 2.**

- |                        |                            |
|------------------------|----------------------------|
| 1 _____ relationships  | 7 _____ an opinion         |
| 2 _____ your eyes open | 8 _____ unknowns           |
| 3 _____ information    | 9 _____ both ways          |
| 4 _____ a situation    | 10 _____ your skills       |
| 5 _____ your time      | 11 _____ the pros and cons |
| 6 _____ an open mind   | 12 _____ you an insight    |

**4 Match the collocations from 3 to these definitions.**

- a avoid feeling rushed \_\_\_\_
- b stay alert \_\_\_\_
- c don't judge people / things too quickly \_\_\_\_
- d succeed in creating rapport with others \_\_\_\_
- e understand what is going on \_\_\_\_
- f have a reciprocal effect \_\_\_\_
- g consider the advantages and disadvantages \_\_\_\_
- h make a judgement \_\_\_\_
- i develop your ability in a certain area \_\_\_\_
- j deal with and gain understanding of input you receive \_\_\_\_
- k provide you with useful information to help you understand something \_\_\_\_
- l deal successfully with unfamiliar situations \_\_\_\_

**5 What advice would you give people from other cultures / companies who come to work in your culture / company? Try to use the collocations from 3.**

**6 01▶ Listen to three people talking about their experience of working in other countries. Was each person's overall impression positive or negative?**

**7 01▶ Are the following adjectives used to describe people (P), places (PL), or experiences (E)? Listen again and compare your answers.**

- |                       |                        |                      |
|-----------------------|------------------------|----------------------|
| <b>Extract 1</b>      | <b>Extract 2</b>       | <b>Extract 3</b>     |
| 1 open-minded ____    | 5 up-and-coming ____   | 9 down to earth ____ |
| 2 out-of-the-way ____ | 6 self-assured ____    | 10 easy-going ____   |
| 3 time-consuming ____ | 7 outspoken ____       | 11 low-key ____      |
| 4 tedious ____        | 8 run-of-the-mill ____ | 12 unexpected ____   |

**8 Work with a partner. Match definitions a–f to six adjectives from 7, then write your own definitions for the other six adjectives.**

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| a boring                        | d sensible / practical              |
| b saying exactly what you think | e not intended to attract attention |
| c ordinary                      | f relaxed                           |

**9 Use adjectives from 7 to describe**

- how you think you are viewed at work
- your workplace
- your experience of working at your present company.

» For more exercises, go to **Practice file 1** on page 102.

**10 Work with a partner. Think about a situation where you have**

- been host to a business visitor
- worked with a new colleague
- worked in another country / city
- started a new job in a new company.

**Now talk about your experiences with your partner and answer questions 1–4.**

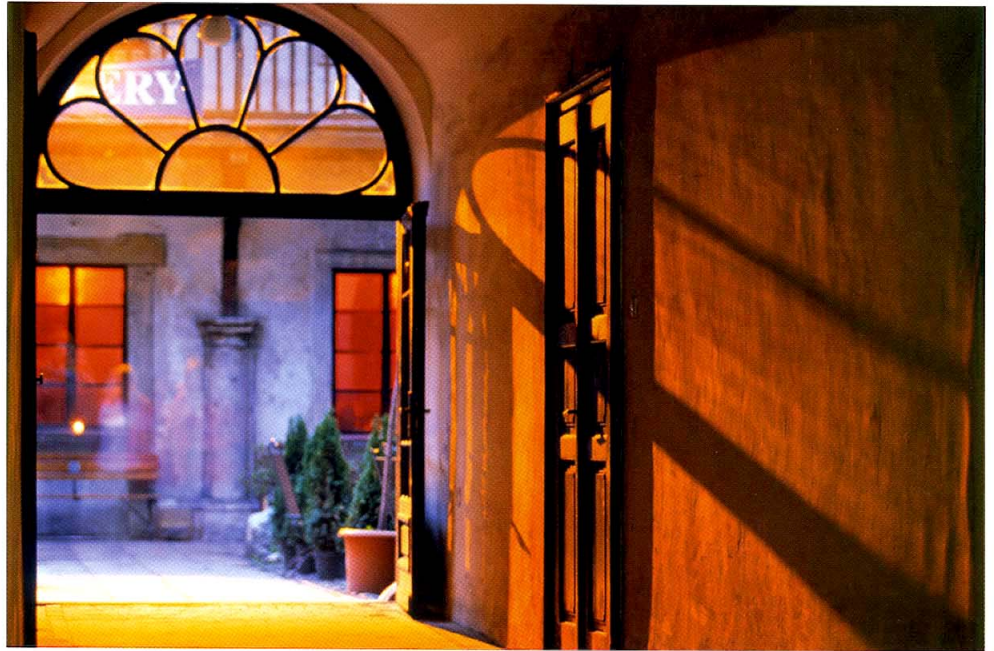
- 1 How did you feel to begin with?
- 2 Where did your first impressions come from?
- 3 Did your impressions change with time?
- 4 Were your first impressions right?



## Context

Peter works for Johanna, who runs one of the offices for an international operation finding locations for clients. One client, a chain of hotels, has asked them to find a new site for a hotel in Poland. Peter has just returned from a fact-finding mission to Poland. On his return he meets Johanna over coffee to report back on his trip.

## Informal meetings | Reporting back



- 1 What type of information do you think Johanna will be expecting from Peter?
- 2 02▷ Listen to Extract 1 from the meeting between Johanna and Peter, and complete Johanna's notes. For each piece of information, note down whether it comes from
  - 1 personal observation
  - 2 a third party or another source.

**premium  
Premises**

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Poland - research  
Probable location = \_\_\_\_\_  
General details = up-and-coming place

Peter's feedback  
First site = city centre  
+ points = • \_\_\_\_\_  
• the area is being pushed for development  
- points = • \_\_\_\_\_

Conclusions / action points  
• Several interesting sites worth considering outside Krakow.  
• Action = \_\_\_\_\_

- 3 02▷ Listen again.
  - 1 Note down the phrases used to indicate where each piece of information in Johanna's notes in 2 comes from.
  - 2 Why do you think Johanna and Peter present their information in this way?  
*Example:* Probable location: Krakow (information from third party – the client)  
'The client has told us that the site is likely to be around the Krakow area.'  
(Johanna may want to emphasize that this is not her decision.)

**4** Work with a partner. Your company has come up with a potential new market, and you have been asked to conduct some initial research. Student A, read the newspaper extract below. Student B, turn to File 01 on page 136 and read the country briefing.

- 1 Report back to each other on your findings, using the phrases from **3**.
- 2 Discuss any differences in your information.

Although lots of new investment is coming into the local market, the airport is insufficient for the volume of traffic expected. This will have a serious impact on the local economy. If a solution is not found, business will go elsewhere, possibly to new ascension countries, such as Bulgaria and Romania.

**5** **03, 04**▶ Listen to Extracts 2 and 3 from the meeting between Johanna and Peter. Johanna makes some further notes while she is listening to Peter. Complete the details.

1 Mountain site – activities, location, local workforce

2 City outskirts site – infrastructure, facilities, possible site for purchase

**6** **03, 04**▶ Listen again. In which extract is Peter

- |                             |  |
|-----------------------------|--|
| 1 expressing doubts? ____   | 4 trying to avoid being negative? ____ |
| 2 avoiding commitment? ____ | 5 dismissing any obstacles? ____       |
| 3 being persuasive? ____    | 6 stating an advantage? ____           |

**7** **05**▶ Listen to the pairs of sentences from the meeting between Johanna and Peter, and match them to 1–6 in **6**.

**8** Work with a partner. Have the following conversations, using the prompts in brackets.

- 1 Student A wants to rearrange the open plan office you both work in. (Student A – state an advantage; Student B – express doubt)
- 2 You are discussing a proposal to buy out a small competitor. (Student A – express doubt; Student B – dismiss any obstacles)
- 3 Student A would like Student B to become involved in a long-term project. (Student A – be persuasive; Student B – avoid commitment)
- 4 Student B suggests working Saturday mornings, to meet a tight deadline. (Student B – be persuasive; Student A – try to avoid being negative)

»» For more exercises, go to **Practice file 1** on page 102.

**9** Work with a partner. Think of a time when you had to report back to someone on one of the following.

- |                           |                             |
|---------------------------|-----------------------------|
| • the result of a meeting | • something that went badly |
| • what someone said       | • a piece of research       |
| • how a project was going | • a trip abroad             |
| • a success               | • a course you'd been on    |

Practise reporting this to your partner. Alternatively, turn to File 02 on page 136 for some suggestions.

**10** Discuss the impression you got from your partner in **9**. Did you give the impression you intended to give to your partner?

## Key expressions

### Reporting a personal observation

I get the impression that ...  
From what I could see, ...

### Reporting from another source

Apparently, it seems that ...  
According to ...  
I gathered from ...  
It was made clear that ...

### Expressing doubt

I'm just not 100% convinced.  
I'm a bit wary of ...  
I'm a bit reluctant to ...

### Avoiding commitment

I wouldn't like to say.  
I can't promise anything.  
I wouldn't go so far as to say ...

### Being persuasive

I've got to say that ...  
I'm totally convinced.  
I'm sure you'll agree ...  
I'm fully confident ...  
We can't go wrong.

### Trying to avoid being negative

To be fair, it could have been worse.  
It's more of a ... than a ...  
I'm not saying ... / It's not that ..., it's just that ...

### Dismissing obstacles

That's not a reason to (delay).

### Stating an advantage

The major advantage is ...  
The pros definitely outweigh the cons.

## Language at work | Tenses review

### 1 Read extracts 1–7 from the meeting. Then match them to meanings a–g.

- 1 I *had planned* to spend an extra day in Krakow itself. \_\_\_\_
- 2 It was made clear that I *should go* exploring. \_\_\_\_
- 3 It's *going to be* a bit more complicated than we anticipated. \_\_\_\_
- 4 The client *has told us* that the site is likely to be around the Krakow area. \_\_\_\_
- 5 They're *really pushing* the area for development. \_\_\_\_
- 6 I *had been looking* around Krakow for a couple of days. \_\_\_\_
- 7 I'll *be writing* everything up later this week. \_\_\_\_

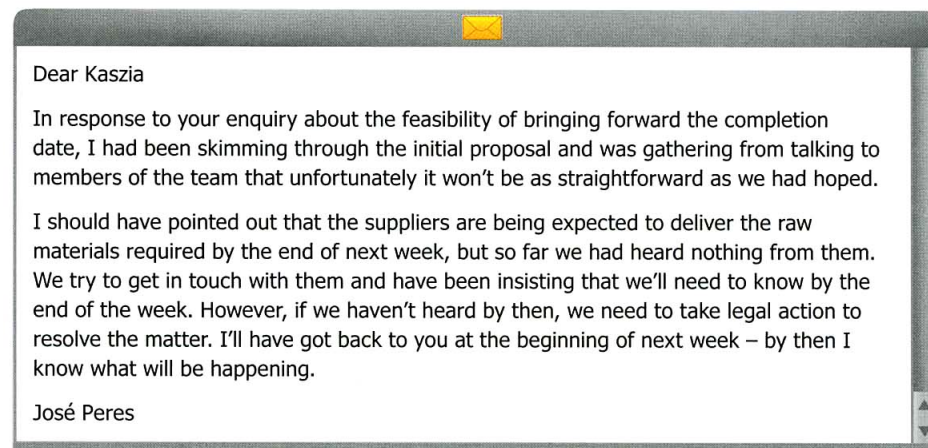
- a something happening around the time of speaking
- b a recent event affecting the present
- c a recommendation
- d a prediction made with some certainty
- e something decided in the past, which did not happen
- f an activity in progress at a particular time in the future
- g an activity in progress up to a certain point in the past

### 2 Work with a partner. Turn to audio scripts 02–04▶ on page 150. Compare the bold section of sentences a–g with the scripts. Is the meaning in a–g different from the meaning in the scripts? If so, how?

- a The client **has been telling us** that the site is likely to be around the Krakow area.
- b They **have really been pushing** the area for development.
- c I **was looking** around Krakow for a couple of days.
- d I **planned** to spend an extra day in Krakow itself.
- e It was made clear that I **should have gone** exploring.
- f It **could be** a bit more complicated than we anticipated.
- g I'll **have written** everything up later this week.

»» For more information, go to **Language reference Unit 1** on page 126.

### 3 Read this email and correct any tense mistakes. Then circle any verbs where you could use an alternative verb form. How would this change the tone of the email?



Dear Kaszia

In response to your enquiry about the feasibility of bringing forward the completion date, I had been skimming through the initial proposal and was gathering from talking to members of the team that unfortunately it won't be as straightforward as we had hoped.

I should have pointed out that the suppliers are being expected to deliver the raw materials required by the end of next week, but so far we had heard nothing from them. We try to get in touch with them and have been insisting that we'll need to know by the end of the week. However, if we haven't heard by then, we need to take legal action to resolve the matter. I'll have got back to you at the beginning of next week – by then I know what will be happening.

José Peres

»» For more exercises, go to **Practice file 1** on page 103.

### 4 Work with a partner. You share an office. Get to know each other. Talk about the following topics in relation to your work.

- an ongoing project
- a major change
- your responsibilities
- your regrets and hopes
- your predictions
- your career history

What did you learn about each other? What do you have in common?

## Practically speaking | Introducing yourself to a group

### 1 Work with a partner. Discuss questions 1–3.

- 1 In what situations do you have to introduce yourself to a group in your own language / in English? How do you feel?
- 2 How much information about yourself do you provide?
- 3 What impression do you think you give?



## Key word | point

Match phrases 1–5 with *point* to definitions a–e.

- 1 To get to the *point*, we want to help out all the sites around the world.
- 2 What's the *point* of me being here today?
- 3 I'd like to *point out* that over the years, I have been continually improving procedures.
- 4 There's no *point* me rambling on if you can't understand what I'm saying.
- 5 The *point is*, we're finding it really tough to keep on top of demand.

- a make you aware of the fact that
- b stop digressing
- c what's important is
- d it isn't worth
- e what's the reason for

**2 06▷** A multinational company is holding a training session at its offices in Chicago. Listen to three participants introducing themselves. Would you have presented yourself in a similar way? What did they do well or badly?

**3** The speakers include information about these topics. Put them in a logical order.

- aspirations
- role
- who they are
- reason for being there
- achievements / activities

**4 06▷** Listen again and complete phrases 1–13. Then match the phrases to the topics in 3.

- 1 Hi, \_\_\_\_\_ Holly Cheng. \_\_\_\_\_ the Singapore office ...
- 2 \_\_\_\_\_ everything that goes on in Production Planning.
- 3 ... \_\_\_\_\_ get on top of things and can see ways of ...
- 4 \_\_\_\_\_ local production ...
- 5 I guess \_\_\_\_\_ take on board anything I can about how to ...
- 6 Hello. For \_\_\_\_\_ Elke Seifried from Graz in Austria.
- 7 \_\_\_\_\_ optimizing the quality assurance procedures ...
- 8 \_\_\_\_\_ jettison any sub-standard products and \_\_\_\_\_ working out what went wrong.
- 9 \_\_\_\_\_ over the years, \_\_\_\_\_ procedures ...
- 10 ... \_\_\_\_\_ share some of my ideas with you here.
- 11 Hi, there. \_\_\_\_\_, I'm Harvey Benson from Atlanta.
- 12 ... \_\_\_\_\_ coordinate what happens between departments ...
- 13 ... \_\_\_\_\_ talking, mailing, getting on people's cases, and so on ...

»» For extension and revision go to **Useful phrases** on page 134.

**5** Take turns to introduce yourself to the class. Compare styles / use of language.

## Culture question

- What criteria do you use to judge somebody when they introduce themselves?
- In your culture, when introducing yourself, is it appropriate to use humour, to be formal or informal, to list your achievements, to downplay the importance of your work?
- What else is important? Do you know what is appropriate in other cultures?

## Company profile

### Adventurous Appetites

Adventurous Appetites is an innovative start-up based in Spain which provides corporate event management services for visitors to Madrid. Since its creation in 2004, Adventurous Appetites has established partnerships with several web-based travel agencies in the US and European Union. Profits have been good and client feedback indicates how personalized and friendly the service is. The question is, where to go from here? James Fraser, the Managing Director, is considering expanding the company and has asked location scouts to investigate three possibilities.

## Planning for expansion

### Background

# Do Madrid the Spanish way from 8.00 p.m. till late

Want to get off the tourist track and experience the authentic 'Madrileño' ambience?

Join us on a 'gastronómico' tour and let us guide you round some of the delights that the real Madrid has to offer.

If you are the type of person who likes to get away from the main tourist areas and get a real feel for the cities you visit, come with us and let us show you why we love Madrid. We avoid the bustling main square, full of tourists, where the food and drink is expensive and frankly average. We like the local ambience with traditional food and drink and 'Madrileño' culture.

Adventurous Appetites offers a service for those people who, after visiting the tourist sites (or working!) during the day, want to soak up the atmosphere and culture of the real Madrid in the evening.

We do not offer one of those 'all-inclusive packages', but a personalized service. You choose what you want to eat and how much you want to pay – we are here to guide you and help you experience Madrid in an authentic and memorable way.



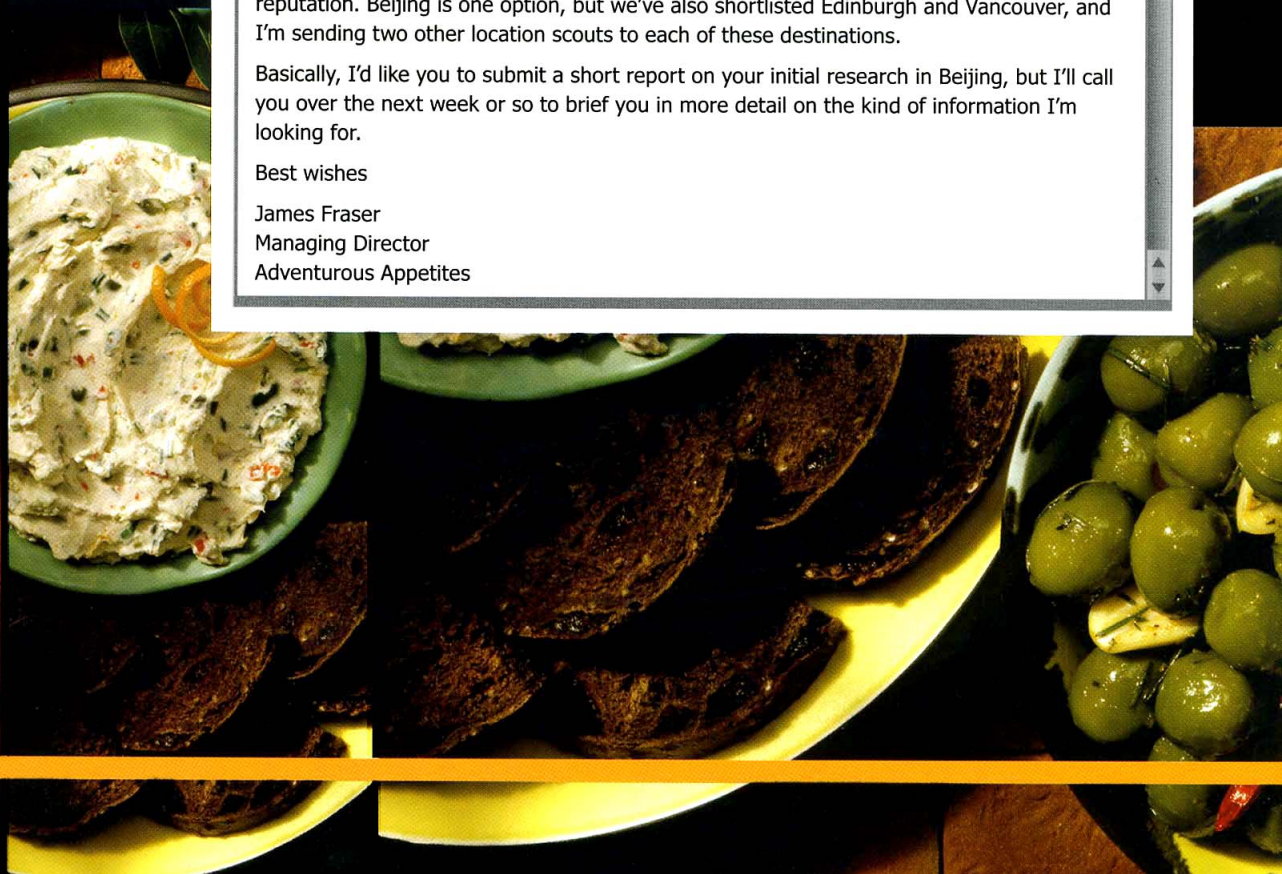
Hi David

It's great to hear you are available to visit Beijing for us next month. As you know, we have been talking for some time about the possibility of expanding Adventurous Appetites to a location outside Spain, and my preferences are for South East Asia, the UK, or Canada. As with Madrid, this needs to be a major city with an established culinary reputation. Beijing is one option, but we've also shortlisted Edinburgh and Vancouver, and I'm sending two other location scouts to each of these destinations.

Basically, I'd like you to submit a short report on your initial research in Beijing, but I'll call you over the next week or so to brief you in more detail on the kind of information I'm looking for.

Best wishes

James Fraser  
Managing Director  
Adventurous Appetites





## Discussion

- 1 What are the strengths of Adventurous Appetites?
- 2 Would you / your company consider using the services of Adventurous Appetites? Why / Why not?
- 3 What issues do you think James needs to address when he expands?
- 4 What are your initial thoughts on the three locations proposed?

## Task

- 1 **07**▶ You are the location scouts for Adventurous Appetites. You are about to visit one of the proposed locations. James has left you a voicemail message, giving instructions. Make a note of the key points to look out for.
- 2 Work in three groups. Group A, you are visiting Beijing – turn to File 28 on page 142. Group B, you are visiting Edinburgh – turn to File 04 on page 136. Group C, you are visiting Vancouver – turn to File 14 on page 139. In your working groups read the factfile about your city and discuss the strengths and weaknesses of the location.



- 3 After your fact-finding trip, you meet the other scouts and James for the first time at an informal meeting. Introduce yourselves appropriately, then tell the others about your findings, making sure that you refer to
  - your impressions of the place
  - the pros / cons of the location
  - any other items James mentioned in his brief.
- 4 As a group, decide on
  - which location you believe should be the first location for expansion
  - action points – what you need to do next.

## The Expert View

There's no doubt that the knowledge and experience acquired by a company in its initial location is a key asset for international expansion. However, internationalization can also provide learning opportunities for a company, through exposure to new cultures, ideas, etc. This experience can be used to create new expertise that complements and leverages the company's prior knowledge. Therefore the two basic dimensions defining multinational expansion should be both the effort to earn income from the diffusion and transfer of current knowledge, as well as the possibility of generating new knowledge to produce future income.

Jaime Bonache, Professor of International HRM  
Cranfield School of Management





# Language reference

## Unit 1 | Tenses

### Present simple

Use the present simple

- 1 to talk about general facts, states, and situations  
*The purpose of business is to make a profit.*
- 2 to talk about regular or repeated actions, or permanent situations  
*Jack works for Nissan.*
- 3 to talk about timetabled future events  
*The meeting starts at 10.00.*

### Present continuous

Use the present continuous

- 1 to talk about an action in progress at the time of speaking / writing  
*I'm trying to get through to Jon Berks.*
- 2 to talk about a very current activity, taking place around the time of speaking  
*They are pushing the area for development.*
- 3 to talk about fixed plans or arrangements in the future  
*I am meeting the management committee on Friday.*

**Watch out!** Don't forget that stative verbs are not commonly used in the continuous form. Here are some examples: *like, love, hate, want, need, know, suppose, understand, remember, seem.*

### Present perfect simple

Use the present perfect simple

- 1 to talk about actions which finished recently and for which there is a present result  
Recent action: *The IT guys have changed all the PCs and access codes.*  
Result: New PCs and access codes.
- 2 to talk about actions that started in the past and are still going on  
*Silvio has worked for us since he left school.*
- 3 to talk about experiences in your life or events in history  
*I've never been to Bahrain.*

### Present perfect continuous

Use the present perfect continuous to talk about a recently completed action. The focus is on the activity, not the result.

*The IT guys have been changing all the PCs and access codes.*

(Implication: *There are still wires and tools lying around showing that they have only just finished.*)

### Past simple

Use the past simple

- 1 to talk about past actions which are over at the time of speaking  
*I heard from the locals that there were several interesting sites.*
- 2 to talk about past states  
*I lived in Haringey when I worked in the City.*

### Past continuous

Use the past continuous to talk about being in the middle of a past action – there is likely to be an interruption (in the past simple) in the sentence.

*Everything was going really smoothly, when Wu took over the project.*

### Past perfect

Use the past perfect to put events in the past in sequence. The past perfect indicates that the action it refers to happened before a reference to the past simple.

*I had heard from the locals that there were several interesting sites.*

### Past perfect continuous

Use the past perfect continuous to refer to an action in progress before something else happened.

*He was the one who had been working on the project, but his boss was the one who got all the credit.*

### Should

- 1 Use *should* + infinitive to recommend something strongly.  
*You should try that vegetarian restaurant on the river.*
- 2 Use *should* + perfect infinitive to talk about a lost opportunity.  
*You should have gone this morning – it was quite an interesting meeting.*
- 3 Use *could* / *should* + infinitive to predict.  
*It could / should turn out to be quite an interesting conference.*

### Future forms

- 1 Use *will* + infinitive to make on-the-spot decisions.  
*We'll have to point out the training need to the client.*
- 2 Use *be going to* + infinitive when we are talking about an action we have already given some thought to.  
*We're going to have to point out the training need to the client.*
- 3 Use the future continuous to talk about something that will be in progress at a particular time in the future.  
*I will be writing everything up later this week.*
- 4 Use the future perfect to refer to events which finish before a given time.  
*I will have finished by the end of the next financial year.*

➤ For more on the future, see **Language reference Unit 3** on page 127.

## Unit 2 | Expressing attitudes to the past

### Third conditional

- 1 Use the third conditional to talk about past situations that did not happen.  
*If you had chased up the reference, you would have known not to employ him.*
- 2 Note that only the situation in the clause with *had* (the *if*-clause) must be in the past. The other situation can be past, present, or future: something that did not happen, or is not happening, or will not happen, but which is seen to be linked with the situation in the *if*-clause.  
*If I had got the job at Chelco, I would have been made redundant when the company folded. (past situation, past result)*  
*If I had got that job, I would have been able to afford to buy property by now. (past situation, present result)*  
*If I had got that job, I would have been able to retire in two years' time. (past situation, future result)*

## 1 | Introducing yourself to a group

### Saying who you are

Hi, my name's X. I'm from the Y office.  
As most of you will know, I'm ...  
For those of you who don't know me already, I am ...

### Talking about your role

I'm accountable for ...  
My responsibilities include ...  
I'm empowered to ... and have the task of ...  
Lately I've been concentrating on ...  
Basically, my role is to coordinate ..., making sure ...  
This entails ...  
I'm responsible for ...

### Giving your reasons for being there

What's the point of me being here today?  
I hope to share some of my ideas with you.  
I'm here today to ...

### Updating people on achievements / activities

I'm pleased to say that ...  
I've now managed to ...  
I'd like to point out that over the years, I have been continually ...  
We've had a great few years.  
You'll be happy to know that ...

### Talking about your aspirations

And I can see ways of further improving ...  
We want to help out ...  
I guess I'm ready to take on board ...  
I can't wait to share our expertise with you and to help you ...

## 2 | Getting your point across

### Reformulating

Yes, sorry, let me rephrase that ...  
In other words, ...  
To put it another way, ...

### Clarifying what is meant

What I'm saying is that ...  
I was actually referring to ...  
What I mean by ... is ...  
To clarify, I'm saying that ...

### Illustrating or offering to illustrate a point

Would it help if I gave you an example?  
Well, if you look at ... you'll see ...

### Summarizing

The fact of the matter is ...  
But the point I'm trying to make is ...  
Basically, ...  
To summarize, ...

## 3 | Showing understanding

### Showing you understand the problem

I know what you mean.  
No, it hasn't, has it?  
I hear what you're saying ...  
I can see where you're coming from.  
I totally understand.

### Explaining why you understand

It's quite hectic over here, too.  
I know this is a tricky time for a lot of you.  
I had a similar problem at ...  
That happened to me, too.

### Offering practical solutions

It might be worth ... -ing ...  
I still think you should ...  
You might want to ...  
What about ... -ing?  
Have you tried ... -ing?

## 4 | Establishing rapport

### Recalling past events in common

It must be two years or more since we last met?  
Wasn't it at that conference in ...?  
Oh, yes, ... – it was really beautiful.  
Do you remember that ...?

### Paying a compliment

You're looking well.  
You look great – have you been on holiday?

### Asking a follow-up question

And are you still enjoying it? Really?  
And what do you think of it?

### Asking about someone's journey

How was the journey?  
Was the journey OK?  
How was the flight?  
Did you get here OK?

### Showing knowledge about a person you have just met

It's X, isn't it? I've seen your picture on the website.  
You're not the X who ..., are you?  
And anyway, X, I've heard quite a lot about you, too. You ..., didn't you?

### Giving a brief summary of your recent history

Well, I'd been working in ... for five years when ...  
So I've been in ... for the last ..., in a luxury apartment overlooking ...

### Echoing the other person to encourage them to say more

**A** I have had a few ups and downs.  
**B** Ups and downs?  
**A** I've just been on a business trip to Budapest.  
**B** Budapest?

### Picking up on a key word to extend the conversation

**A** ... but the job's pretty challenging.  
**B** ... Challenging in what way?  
**A** I'm not sure about Jack. I find him a bit distant.  
**B** Distant in what way?

### Joking about yourself

I may be old, but you can't get rid of me that easily.

### Being modest about achievements

Well, it wasn't just me. There was a whole team involved.  
Oh, it was nothing.  
I couldn't have done it without the team.

## 5 | Responding to feedback

### Responding to positive feedback

Thanks for your support – it's good to know I'm on the right track.  
Thanks, though I have to admit, I got the idea from ...  
Thanks. I'm glad you liked it.

### Taking on board negative feedback

I'm sorry, I didn't realize – thanks for pointing that out.  
Oh, I see. Well it seems a pity to ..., but maybe you're right.  
Oh, really? Why do you think that?  
So how do you think I could improve it?  
OK, I'll see if I can improve it.  
Actually, I'm very happy to have some honest feedback. I'll just keep working on it.

### Challenging negative feedback

Look, you're entitled to your opinion, but ...  
I see what you're saying, but ...  
To be honest, I just don't have time to ...  
Fair enough, but it's a bit late now.

## File 01 | Unit 1

Business communication skills, Exercise 4, page 9

Student B

Contrary to expectations, this country is being surprisingly slow to awaken investors' interest. The cost of production in this country is lower than in a lot of other European states, and the number of skilled workers is high and constantly improving. The infrastructure is adequate to deal with the predicted volume of traffic, but if some serious action is not taken soon in terms of offering incentives for investment, then the potential will not be met.

## File 02 | Unit 1

Business communication skills, Exercise 9, page 9

- 1 You have just returned from a market research trip overseas. Report back to your team on
  - what you learnt about the local market
  - how well the market is doing generally
  - how your new product line is being received
  - the presence of the competition.
- 2 You are behind schedule on a project. Your boss has just called you into his / her office. Fill him / her in on
  - the status quo (current situation)
  - the reasons for the delay
  - how you are going to catch up in the future
  - whose fault the delay is.
- 3 You work for a football club. You have just been to a press conference where it was announced that the coach is resigning. Report back to the team on
  - his motives
  - his plans for the future
  - his experience of working at the club
  - some negative comments about some of the players
  - where the football club goes from here (what you intend to do about finding a new coach).

## File 03 | Unit 11

Business communication skills, Exercise 9, page 89

Student B  
Manager

You are Student A's line manager. You have a very close-knit team and you feel that it is important for team spirit and for productivity to have regular chats and face-to-face updates. You also feel it is essential for this team spirit that everyone on the team is treated the same.

Student A has a request. Discuss the possibilities of this request. State your position, try to negotiate some terms with A, and come to an agreement.

## File 04 | Unit 1

Case study, Task, Exercise 2, page 13

Group B

### Edinburgh, UK

- 'Buzzing' cultural city attracting a large number of tourists all year round, and particularly in August for the Edinburgh festival.
- Wide variety of food-related venues / styles, e.g. fabulous seafood, cafés, tea rooms, quality restaurants, pubs.
- Clients are usually well entertained by their Edinburgh hosts, taken out for lunch in a restaurant or pub, or to a restaurant in the evening.
- Language: English is the first language spoken by most Scottish people.
- Economy is focused on the service sector, especially tourism, financial services, and banking.
- Very compact city, making it easy to get around on foot.
- Some established competition, e.g. historic taverns or ghost walking tours and visits to the farmers' market, but most Scottish food-related tours seemed to be focused on castles in the Highlands.

## File 05 | Unit 10

Case study, Task, Exercise 2, page 85

Students C and D

**Issue 2: The cost of production facilities and salaries**

The rent for the production facilities is much more expensive than in other parts of the country. The facilities are also ageing and run down, and staff are not happy about their working conditions. Salaries are also relatively high.

You have to cut costs and you have two options with approximately the same cost-saving benefits. Decide which option to take.

- move to more modern production facilities in Wales – the rent will be cheaper and the cost of living is lower, so salary expectations of staff will also be lower
- modernize the current facilities and cut the number of employees by making some people redundant

When preparing your briefing, be aware that this decision will not be popular with the staff because they will either have to move and take a pay cut, or face the possibility of losing their job.

## File 13 | Unit 9

Language at work, Exercise 5, page 74

YP fitness studio yearly review meeting

Last year

### 1 Past action / inaction and past results

- invest in new equipment → able to increase membership fee
- failed to develop competitive January special offer → lost potential customers to competition

### 2 Past action / inaction and present results

- failed to address HR crisis and recruit new personal trainers → only three personal trainers – all overworked, several customers on waiting lists
- developed partnership with local school → overweight teenagers now following fitness programme

Next year

### 3 Suggestions / predictions for next year plus results

- develop new membership packages → increase number of members
- start more initiatives with teenagers → improve gym reputation and get new young members
- employ more trainers → more personal programmes for customers and more profit
- renovate pool area → improve reputation, increase swimming prices

## File 14 | Unit 1

Case study, Task, Exercise 2, page 13

Group C

### Vancouver, Canada

- The commercial and cultural heart of Canada's West Coast, and a major convention and tourist destination.
- Attracts national and international tourists (particularly from the Far East).
- A major port. One of the most vibrant economies in Canada, particularly in the areas of technology, tourism, financial services, film production, education, and natural resources.
- Diverse ethnic communities have a strong influence on the restaurants which cater for every taste and budget, and there is also a varied programme of cultural events.
- Lots of pathways along the shoreline connecting up Vancouver's distinctive neighbourhoods. Spectacular coastal and mountain scenery.
- Lots of organized tours to Vancouver's surrounding outdoor attractions, including gourmet barbecue lunches on a remote beach, or seaside restaurant meals. Also combined tours, flexibility, and personalization offered.

## File 15 | Unit 5

Working with words, Exercise 10, page 39

Project outline 1

### 1 Task / project

International charity football match organized by two top teams and a charity promoting peace in an area of conflict.

### 2 Colleagues / team mates

Very varied, from the club president (who expects VIP treatment), to the charity volunteers.

### 3 Schedules / pressure

Deadline is fixed and non-negotiable because of the match timetable. Player availability is also a factor.

### 4 Issues / problems

The television scheduling – due to time zone differences, finding a good local kick-off time is problematic.

### 5 Confrontation / fairness

Differing attitudes to time is causing conflict. The culture of the charity is 'inclusive', so much consideration is given to finding a satisfactory solution for everyone.

Project outline 2

### 1 Task / project

A fashion show based in a luxury boutique to promote the new collection (especially the top-end jewellery).

### 2 Colleagues / team mates

Models  
Shop staff  
Caterers  
Lighting / sound crew  
Security staff  
Head Office staff

### 3 Schedules / pressure

The date and time of the show are published and invitations sent to the top 1,000 customers in the boutique's database. The new collection must be launched on time.

### 4 Issues / problems

There are health and safety issues regarding the maximum number of people who can be in the boutique at any time.

### 5 Confrontation / fairness

It's a challenge to manage a team made up of people from different companies and areas of expertise, who all come to the project with their own personal needs and agendas. The models are notoriously unreliable and temperamental.

## File 16 | Unit 2

Practically speaking, Exercise 4, page 19

Student B

The competition

The competition have been very active recently – you saw a number of very good presentations at the conference last week.

Travel budget

This has been greatly reduced this year, so only employees in senior positions are able to travel overseas.

## File 26 | Unit 5

Case study, Task, Exercise 2, page 45

### Student C

#### Server

You've been at the company for two years. You've been chosen to represent all servers at this meeting. The main objective for servers is to re-establish a good relationship with management and make the job fun again.

#### Your suggestions

- Outlet managers should help out with serving again to re-establish a good team atmosphere.
- More time should be allowed for servers to go on training courses to improve their skills.
- Have meetings where servers can discuss their ideas for new sandwiches and improved processes.

#### Ideas that you do not support

- You have heard rumours that team-building events like the food-tasting days and the parties might be cancelled. You do not support this, as these events are fun and help to improve teamwork. They're one of the reasons that people enjoy working for the company.
- You do not support any ideas that may result in job losses or pay cuts.

## File 27 | Unit 5

Language at work, Exercise 5, page 42

### Student C

#### Agenda

- 1 Unfocused meetings  
Not all team members attend team meetings – without regular updates, it's difficult to work out what stage the project has reached.
- 2 Team members with different working styles  
Some team members appear to be competing against each other.
- 3 Lack of communication outside team meetings  
It's not clear who is responsible for what.

## File 28 | Unit 1

Case study, Task, Exercise 2, page 13

### Group A

#### Beijing, China

- International city undergoing rapid change, with new office blocks, hotels, and commercial plazas springing up.
- Wide variety of food-related venues / styles, e.g. street markets offering local snacks, tea houses, 'Red Mansion' banquets, and imperial food. The city's restaurant scene still not as vibrant as Shanghai's, though.
- The city is spread out, which means you may have to catch a taxi home, rather than taking a walk after eating out.
- Language: Mandarin. There was a huge drive for people in the service industries to improve their English for the 2008 Olympics.
- A lot of well-established competition – most hotels offer tours. Caters for domestic and international tourism. Walking tours available with English-speaking guides.

## File 29 | Unit 10

Language at work, Exercise 5, page 82

### Memo

#### 3.1 Job shadowing initiative

**From:** Senior Management Team

**To:** all group heads – Juan C, Chris T, Anastasia G, Bruno R, Robert C, Suzanna H, Tim J, Andy W

#### Decision

We have approved a job-shadowing scheme within the division.

#### Objective

To foster cooperation and teamwork by helping staff to better understand what their colleagues do on a daily basis, and the demands of job roles outside their own discipline.

Departments involved: Finance, Operations, Marketing, Sales, Production, Customer Service, Logistics, Research & Development

#### Requirements

All members of staff at team leader grade and below will have to spend a minimum of four half-days (by the end of next month) shadowing a colleague in an appropriate department.

We want all individuals to

- set up and schedule their own shadowing programme
- report back on and evaluate their experiences
- agree with their line manager what changes to make to their work as a result of their participation in the scheme.

We will not allow extra time for work you don't complete within this period. We expect that staff will cover for absent colleagues.