

New International Business English

Updated Edition

**Communication skills
in English for business purposes**

Student's Book

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Richard Alexander**



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Introduction

Who is this book for?

- ◆ *New International Business English* is for business people who need to, or will soon need to, use English in their work. It is also designed to be used by adult students who will be entering the world of business at the end of their course of studies.

What is 'Business English'?

- ◆ Although there is a certain amount of vocabulary that you could call 'business vocabulary', most business English is simply *English used in business contexts* – it is not a special language. Every industry (and to some extent, each company or even department) uses a special 'jargon' and such specialized terminology can't be covered in a book of this kind.


What we do provide is a wide range of business settings and situations in which you can practise and improve your communication skills in English, so that you can become more confident, more fluent and more accurate.

What's in the Student's Book?

- ◆ Units 1 to 4 introduce the BASIC BUSINESS ENGLISH SKILLS that are essential whatever you're doing in business. These skills will be further practised and expanded in later units. Students who already have practical experience of using English in business may be able to go more rapidly through these early units than students with less experience.
- ◆ Units 5 to 14 are based on INTEGRATED ACTIVITIES. They assume a familiarity with the basic skills introduced and practised in the first four units. Each unit covers different business situations, and practises a wide range of business skills.
- ◆ Unit 15 revises many of the skills introduced and practised in previous units. It takes the form of a SIMULATION.
- ◆ FILES: if you look at the back of the book (pages 146 to 175), you'll see that there are 85 'Files', which appear to be arranged in random order. In some activities in the book you'll be directed to a particular File at the back of the book. Here you'll be given information to act upon or information about the role you'll have to play. Your partner will be directed to a different File, so that you each see different information and there is a realistic 'information gap' between you. You'll have to react spontaneously to what your partner tells you – just as in real life.

What do the units contain?

- ◆ INTEGRATED ACTIVITIES: these include reading, listening and writing tasks, as well as discussion, problem-solving and role-play.
- ◆ ROLE-PLAY is an essential part of the course. Many tasks also involve simulated telephone conversations. Most parts of the integrated activities are done in pairs or small groups, so that everyone has a chance to participate.
- ◆ VOCABULARY is introduced in context through the texts and exercises.
- ◆ FUNCTIONS sections introduce and practise the functional language required in business situations.

- ◆ READING tasks are integrated within the activities, but in some units there is a separate section, always leading to a discussion.
- ◆  LISTENING tasks are integrated within the activities – this sometimes involves hearing a phone call, and then taking and relaying a message.
- ◆ DISCUSSION: in every unit discussion follows naturally from an activity or exercise – there are plenty of opportunities for discussion throughout the book.

What's in the Workbook and on the Workbook recordings?

- ◆ BACKGROUND KNOWLEDGE sections, giving information for students who have little or no experience of using English in their work. These explain the background to the business situations practised in each unit.
- ◆ GRAMMAR sections revising the main 'problem areas' of English grammar, with exercises based on business situations.
- ◆ Follow-up FUNCTIONS exercises, some of which are recorded on the Workbook recordings.
- ◆ Follow-up exercises on VOCABULARY.
- ◆ Supplementary exercises:
 - PREPOSITIONS and phrasal verbs
 - WRITING tasks on letters, faxes, reports, etc.
 - LISTENING tasks, based on the Workbook recordings
 - READING comprehension exercises
- ◆ An ANSWER KEY with model answers to all the exercises.

As you work through the Student's Book and Workbook, always try to relate your own personal knowledge and experience to the activities and exercises you're doing – this may be background knowledge you've studied, or practical knowledge from your own work experience or professional life.

We hope you enjoy using *New International Business English*!

Geo Jones Richard Alward

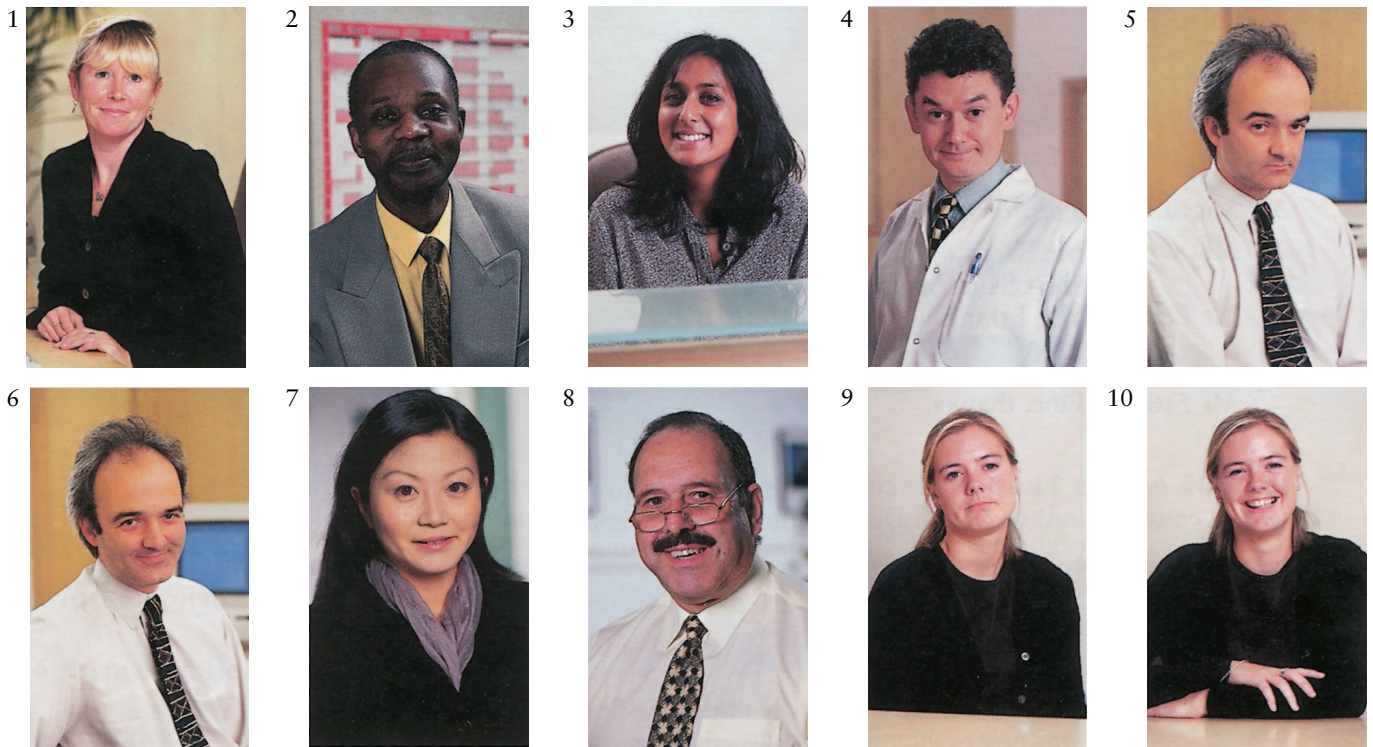
1

Face to face

1.1 First impressions ...

A *Work in pairs* Imagine that these people are greeting you when you arrive as a visitor in an unfamiliar office. Discuss these questions with your partner:

- What impression does each person give?
- Which person seems the most welcoming?



B  You'll hear each person above talking to a visitor.

Work in pairs Discuss these questions with your partner:

- Which of the visitors are greeted in a friendly and efficient way?
- Which of the visitors are made to feel welcome?
- What made the unwelcoming people seem unfriendly or unhelpful?


C *Work in groups* Discuss these questions with your partners:

- What impression do you try to give to the people you deal with in business?
- What impression do you try not to give?
- Add some more adjectives to these lists:

I try to be: *pleasant sincere efficient*

I try NOT to be: *unfriendly shy aggressive*

➔ What *exactly* would you say when you greet a visitor to your office?

- D**  You'll hear three conversations in which people are meeting and being introduced to each other.

Listen to what they say to each other and fill the gaps below:

- Alex White, a new employee, meets Chris Grey.*
Alex White: I'd just like to **introduce myself**. My name's Alex White and I'm the new export sales co-ordinator.
Chris Grey: Oh, yes. I've heard of you. How _____ ?
 I'm Chris Grey. _____ you. ...
- Liz Jones, a colleague from Canada, is visiting the office in London.*
Tony Harris: Ms Smith, I'd _____ Mrs Jones. Mrs Jones is from our sales office in Toronto.
Liz Jones: Hi!
Claire Smith: _____, Mrs Jones? I've been _____ meeting you.
Liz Jones: Oh, please _____ Liz.
Claire Smith: And I'm Claire.
Liz Jones: Hi.
Claire Smith: Well, Liz, did you _____ ?
Liz Jones: Yeah, not too bad. ...
- Miss Lucas, a visitor from Argentina, is introduced to Mr Evans.*
Mrs Green: Mr Evans, _____ Miss Lucas? She's from Argentina.
Mr Evans: Yes, I think we've met before. It's _____ !
Miss Lucas: That's right, hello again. _____ ?
Mr Evans: Fine, thanks. ...



- ➔ Work in pairs** Listen to the conversations again and notice how the 'small talk' (social conversation) develops. Discuss how each conversation might continue.

Here are some questions that you could ask a new colleague or client if you want to be friendly and start a conversation:

Did you have a good journey?

Do you need any help or information?

Where are you staying?

Is this your first visit to ...?

When did you actually arrive?

Whereabouts do you come from in ...?

- E** The class is divided into two teams. If you're in the A Team, look at File **1** on page 146. If you're in the B Team, look at File **31** on page 156. Follow the instructions in your File.

- F Work in small groups** Ask your partners:

What do you find difficult or enjoyable about talking to ...

- ... someone you've never met before?
- ... a superior or head of department?
- ... someone who is considerably older than you?
- ... people from different countries? (Consider several different nationalities.)
- ... a large group of people?