





## 1. Oral Communication

Oral communication describes any type of interaction that involves spoken words. This includes face to face conversations between two or more people or via an electronic device such as a telephone. Oral skills include both listening and speaking.

### 1.1 Oral and Verbal Communication

1•• Do you know the difference between verbal and oral communication?

2••  Read the following sentences describing different situations. Decide what type of verbal communication (oral or written) would be more effective in each case.

1 Instructions on how to load the photocopy machine with paper.

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2 A salesman trying to get costumers for a new phone service.

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3 The CEO (Chief Executive Officer) informing the vice-president about a lunch the following day with a prospective client.

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4 The itinerary and times of a multi-modal trip.

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3••  Read the following list of skills and classify them into verbal or non-verbal communication. Both types may be possible in some cases.

|   | <i>Verbal</i> | <i>Non-verbal</i> |
|---|---------------|-------------------|
| 1. Establishing eye-contact with an audience.           |               |                   |
| 2. Being clear.   |               |                   |
| 3. Being aware of voice tone when speaking.             |               |                   |
| 4. Structuring a speech adequately.                     |               |                   |
| 5. Thinking before speaking.                            |               |                   |
| 6. Standing straight but relaxed during a presentation. |               |                   |
| 7. Using natural and friendly facial expressions.       |               |                   |
| 8. Active listening.                                    |               |                   |

### 1.2 Voice Modulation

We create sound with our voice. We can do many things with our voice: whisper, shout, sing, mumble, etc. Voice modulation can help us to keep the attention of our listeners.

Here are some of the things you can do with your voice:

- Emphasize certain words, by raising and lowering your tone.
- Pause and look at your listeners.



**Prospective** = possible, potential, future



**To whisper (reg.)** = to speak softly so that only the person close to you can hear.

**To mumble (reg.)** = to speak words indistinctly, partially closing the mouth.



- Slow down for important points.
- Project your words, which is not the same as shouting.
- Avoid monotony.
- Articulate certain consonants.

It is not only important to think about what you want to say but also to think about how you say it. Your tone of voice, the volume, and rhythm, which are called paralanguage elements, can change the meaning of what you are actually saying.

**4•**  +  Same sentence, different meaning.

Imagine you work in the Finance Department of a corporation and you hear the following sentence.

“Ladies and gentlemen, the news today is that our Department has been chosen to carry out the audit *Service Exports*.”

Work with a partner (A and B) and take turns saying the same sentence using different strategies. Read ONLY your instructions before you start. Practice alone before starting.

Instructions for Student A:

- Project your voice and read this sentence while smiling:  
Ladies and gentlemen, (PAUSE), the news today is (PAUSE) that our (emphasise the word ‘our’) department has been chosen to carry out the audit of (PAUSE) Service Exports.
- Now ask student B this question: Is this good or bad news?

Instructions for Student B:

- Project your voice and be really serious while you read this sentence:  
Ladies and gentlemen, (PAUSE) the news today is (elongate the “i” in “is” and PAUSE) that our department has been chosen to carry out (PAUSE) the audit of Service Exports. (Lower your voice when you say Service Exports)
- Now ask student A this question: Is this good or bad news?

 Listen to the CD to check if you modulated your voice correctly.

**5•**  +  Read the following statements about voice modulation and discuss whether they are *True* or *False*. Read text 6 below to check your answers.

|   | True | False |
|---|------|-------|
| You should keep the same tone of voice if you want to sound professional.                                 |      |       |
| It is good to keep an irregular rhythm of speech to help the audience concentrate on what you are saying. |      |       |
| Your voice does not transmit feelings.  |      |       |
| It is desirable to modulate your voice pitch so that what you say is easier to understand.                |      |       |

6•• Check your answers in exercise 5 after reading the following text.

Paralanguage elements are:

- **Tone of voice.** Your tone of voice can transmit confidence and assurance or insecurity and nervousness.
- **Volume.** A loud voice volume may be read as sign of authority. A volume which is too low may be interpreted as a sign of shyness. It is important to control your voice volume and adjust it to the context. It is also important to learn how to modulate your voice, that is, to change the frequency of your voice pitch according to what you are saying.
- **Rhythm.** Your voice rhythm can be regular or irregular depending on how smoothly your voice flows. When self-confident and calmed, the voice rhythm tends to be smooth while when you are nervous or in distress, your voice will often crack.

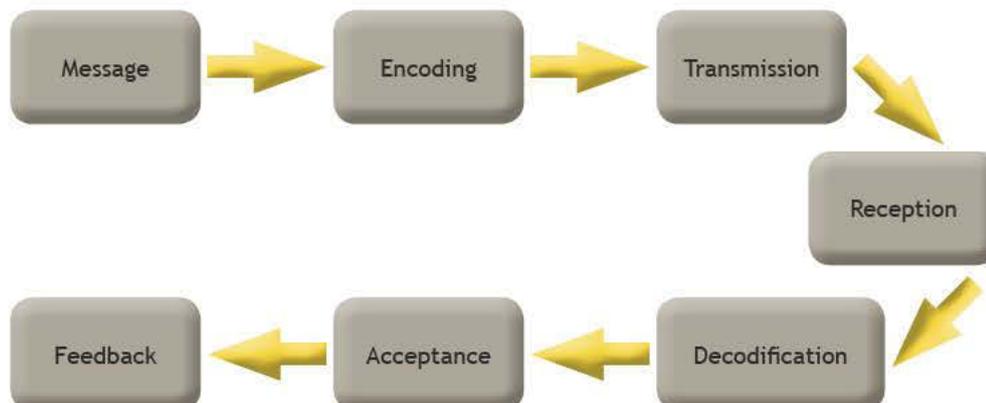
## 2. The Oral Communication Process

The words below are ones that you will see in this section. Do you understand their meaning?

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
| Sender   | Encoding   | Decoding   | Feedback   | Channel  |

### 2.1 Stages in the Oral Communication Process

As you will remember from unit 2, the communication process starts with the need to transmit information to somebody: an (key) idea, a desire, a feeling, an order, etc. This is called the message. Without the message there is no communication and therefore the message constitutes the first stage of the communication process.





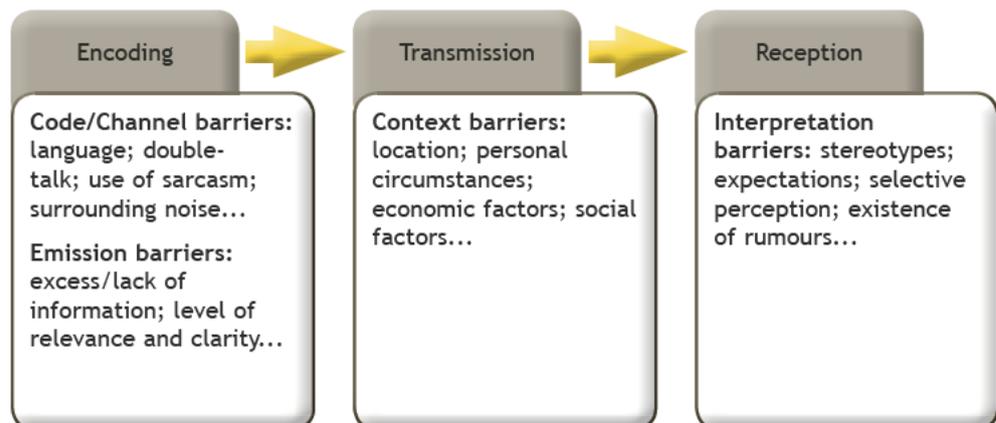
To **babysit** = to look after children when their parents are not at home.

**7.** + Match the following examples to the stage in the oral communication process it corresponds to. There may be more than one stage per sentence.

- 1 Your girlfriend has told you she is planning to move to another city. You do not understand what she means by that so you ask her to explain. \_\_\_\_\_  
\_\_\_\_\_
- 2 You are babysitting a five-year-old baby who is very tired and is crying a lot. You sing a lullaby to him to try and help him sleep. \_\_\_\_\_  
\_\_\_\_\_
- 3 You are about to type out a cover letter to apply for a job. You already know what you want to say and are choosing the right words to express yourself clearly. \_\_\_\_\_  
\_\_\_\_\_
- 4 You started German classes last month. The teacher has given you instructions for the next lesson. You are happy to see you have understood almost everything he has just said. \_\_\_\_\_  
\_\_\_\_\_
- 5 You have found another job and want to tell your boss that you are leaving, although you are still not sure about the words you will choose. \_\_\_\_\_  
\_\_\_\_\_
- 6 Your best friend has just told you he wants you to be the best man at his wedding. You are delighted. \_\_\_\_\_  
\_\_\_\_\_

## 2.2 Communication Barriers

As you saw in unit 2, some obstacles or barriers may arise during the communication process and endanger it. The chart below links the communication barriers and shows the stages that can be affected.



8••  +  Read the sentences describing different situations and decide which communication barrier applies in each case.

- 1 You are going to be introduced to the new project manager today. You have heard that in his last job he made people work overtime during a whole campaign, so you are not very keen to meet this person. \_\_\_\_\_  
\_\_\_\_\_
- 2 You are in a meeting with a foreign supplier who is Australian. Although you speak good English, it is hard for you to follow the conversation. \_\_\_\_\_  
\_\_\_\_\_
- 3 You are attending a conference on cloud telephony. The speaker is providing so much information you don't have time to process everything she is saying. \_\_\_\_\_  
\_\_\_\_\_

 **Willing** = glad, happy

**Cloud telephony** = Internet telephony



### 2.3 How to Avoid Problems in the Communication Process

9•• Look at the following actions that help to avoid a breakdown in the communication process and decide whether they correspond to the sender **S** or to the receiver **R**.

- |  |   |
|--|---|
| Ask in case of doubt – <input type="checkbox"/>      | Listen actively – <input type="checkbox"/>                      |
| Avoid aggressive feedback – <input type="checkbox"/> | Transmit precise information – <input type="checkbox"/>         |
| Ask for feedback – <input type="checkbox"/>          | Think before communicating a message – <input type="checkbox"/> |
| Be patient – <input type="checkbox"/>                |   |

## 3. Workplace Conversations

Interaction with co-workers and managers in the workplace includes small talk and business conversations.

### 3.1 Small Talk

Small talk describes informal and light conversations that are not relevant to the business or job but help to establish bonds between work colleagues. They typically take place between workers at the same level. The ability to make small talk is highly valued in English speaking countries.

A **bond** is a force or feeling that unites people.

10•• Look at the pictures below and say which ones show people having business conversations and which ones show people making small talk.

|   |   |   |  |
|---|---|---|--|
|  |  |  |  |
| 1 _____<br>_____  | 2 _____<br>_____  | 3 _____<br>_____  | 4 _____<br>_____   |

11•• Small talk: Read the recommendations on how to make small talk at the workplace and fill in the blanks with the appropriate verbs.

- Listen
- Don't talk
- Ask
- Pay attention
- Find
- Start
- Avoid

- 1 \_\_\_\_\_ general questions about the weather, sports, movies, TV programs or holidays to 2 \_\_\_\_\_ the conversation. You can also ask the other party polite questions about himself/herself referring to his/her family, background, hobbies or friends that you have in common.
- 3 \_\_\_\_\_ to the other person attentively.
- 4 \_\_\_\_\_ to his/her answers and continue the conversation accordingly.
- 5 \_\_\_\_\_ common interests that help the other person engage in the conversation.
- 6 \_\_\_\_\_ controversial topics such as religion or politics as this may cause the other person to feel uncomfortable with the conversation.
- 7 \_\_\_\_\_ too much. Small talk should not last very long and should not be tedious.

### 3.2 Business Conversation

Business conversations are formal conversations that are relevant to the business or job and have specific objectives.

They can take place between a customer and a company representative, between managers of different companies or between workers or managers in the same company.

12•• Underline one of the three words between brackets to complete the sentences correctly.

- Greet the other person using their title Mr., Miss., or Mrs. and their (*first name / surname / middle name*) if this is the first time you meet them. Continue doing so until they ask you to call them by their (*first name / surname / middle name*).
- Make some small (*conversation / speech / talk*) as an ice-breaker. You can ask the other party how he/she is, where he/she comes from or even make a compliment about their clothes. Gradually, move on to more (*serious / personal / superficial*) talk.
- Show real (*joy / interest / boredom*) in what the other party says.
- When talking about business related issues, be (*slow / precise / ambiguous*) and keep to the point. Avoid being vague.
- End the conversation with a (*kiss / greeting / handshake*) and a smile. You can exchange (*addresses / business cards / opinions*).



**Tedious** = boring



**Party** = participant, person involved in an action

**To engage (reg.)** = to participate, to be involved in

**Background** = somebody's experience and education

 **13** Listen to the following sentences. Decide whether they belong to small talk (ST) or to a business conversation (BC). Justify your choice.

|  | ST | BC |
|--|----|----|
| 1. Would next Tuesday morning be OK for the meeting?                 |    |    |
| 2. Can I have a word with you in my office?                          |    |    |
| 3. Very busy morning today. I could use a cup of coffee.             |    |    |
| 4. So, how was your weekend?   |    |    |
| 5. Shall we get down to business?                                    |    |    |
| 6. What's the matter with Paul today? He's in a terrible mood.       |    |    |
| 7. Have you finished the report on last month's sales figures, Jean? |    |    |
| 8. What do you think of the new girl in the exports department?      |    |    |
| 9. What's the next item on the agenda?                               |    |    |
| 10. I am afraid we are having some problems with the order delivery. |    |    |

### 4. Speaking in Public

Being a good communicator requires practice and preparation. Mastering a few basic communication skills and keeping some advice in mind will help you overcome shyness and reluctance to speak in public.

**14** Take this short test to find out if you are a good public speaker. (from <http://www.themanagersguide.co.uk/quiz-good-public-speaker.html>)

What do you do with your hands while speaking in public?

- a Gesture enthusiastically
- b Keep them perfectly still
- c Gesture naturally

What is your presentation style?

- a I read and rarely make eye contact
- b I talk naturally but I'm scared of interruptions
- c I talk naturally and look at the audience with confidence

How do you look when you are presenting your paper?

- a I shake or sweat
- b I look nervous but become more confident after a few minutes
- c I'm a bit worried but it doesn't show

How do you remember what to say in a presentation?

- a I memorize it all
- b I use presentation slides that have a lot of relevant information on them
- c I use prompt cards with the main points

Don't check your results until you have finished the test!



**Reluctance** = doubt, unwillingness

#### Are you a good public speaker?

**Test results:**

**Mostly As:** You are not a natural public speaker, but everyone can learn to be more confident with practice.

**Mostly Bs:** You are a capable public speaker, but there is still room to improve your technique.

**Mostly Cs:** Congratulations! You are a great public speaker.

**15**  +  Read the following sentences and decide which ones are most important when speaking in public. Give reasons for your answers.

**1** Use the latest technology for your speech/presentation. \_\_\_\_\_

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**2** Speak loudly. \_\_\_\_\_

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**3** Think about the message. \_\_\_\_\_

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**4** Prepare your speech/presentation well. \_\_\_\_\_

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**5** Get to know your audience. \_\_\_\_\_

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**6** Be able to improvise. \_\_\_\_\_

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**7** Adapt to your audience. \_\_\_\_\_

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**8** Use a seductive voice. \_\_\_\_\_

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**16** A well structured and coherent speech/presentation usually includes these three steps:

- 1** Introduction
- 2** Body of the message
- 3** Conclusion

In which of these three steps should you do the following? To find out, match the numbers 1, 2, 3 above with the correct letters.

- a** Summarize your main idea.
- b** Say who you are.
- c** Explain and support your arguments.
- d** State the purpose of your presentation.
- e** Thank the audience for their attention.
- f** Greet the audience.

**a** -

**b** -

**c** -

**d** -

**e** -

**f** -



To greet (reg.) =  
to say 'hello', to  
welcome

17• Read the list of practical advice, below, to help you deliver a successful speech/presentation. Match the beginning of each sentence with the correct ending.

- a -       b -       c -       d -       e -       f -

A **cue card** is a card with words or dialogue to help a speaker remember what to say.

|                                     |  |
|-------------------------------------|--|
| a Rehearse your presentation        | 1 ... clearly and correctly. Speak slowly.   |
| b Prepare cue cards                 | 2 ... a monotonous tone of voice. Add emphasis to the main ideas. Raise and lower your voice pitch to express emotion. |
| c Avoid                             | 3 ... in front of the mirror, friends or family.   |
| d Pronounce words                   | 4 ... with the most important points or key words.   |
| e Get information                   | 5 ... responds to your presentation. Adapt your presentation to the reception you get from the audience.               |
| f Pay attention to how the audience | 6 ... about the place where you will be speaking and the resources you will be able to count on, beforehand.           |

### 5. Types of Information Exchanges

Imagine a situation in which a person is talking in front of a quiet audience. The speaker is persuasive and convincing. The audience may express their feelings by clapping, laughing or being very quiet, but otherwise they will probably not intervene. This is a case of one-way communication.

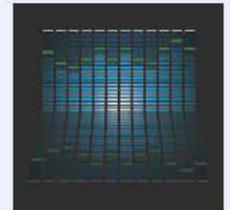
18• Read the text about types of information exchanges and then complete the chart on the following page, with the appropriate words.

A lecture is an oral presentation on a given subject. The purpose of a lecture can be to instruct the audience or to share important information. Professors give lectures at universities. An oral presentation can take the form of a conference if the audience is specialised in the same subject as the speaker. In a conference, the speakers' address lasts between 20 minutes and an hour. Sermons are similar to lectures but the speaker is a Minister of the Church or a priest. At the end of a lecture, speakers tend to allow time for questions and clarifications. A lecture is a formal way of communication whereas a dialogue, which is a spoken conversational exchange, is spontaneous and therefore informal.

Not all conversations are informal. Sometimes two people meet formally in an interview. One of them, the interviewer, has previously prepared a set of questions to ask the other person, who is the interviewee. This is what happens when you have applied for a job and your prospective employer wants to assess your capacity to fill the position. Not all corporative information exchanges need to be formal. If a corporation is looking for flexible ways of communication, they may decide that a lecture or an interview are too rigid. A talk might be chosen in this case. In a talk, the sender gives out information, while encouraging questions and feedback from the listeners. In order to facilitate the exchange, the setting is more informal, for example, the speaker may sit at eye-level with the listeners, or next to them, instead of in front of them.



Voice pitch



Students at a **lecture**



**Shaking hands** after a job interview



| Information Exchanges               | Characteristics  | Techniques     | Formal / informal |
|-------------------------------------|--|----------------|-------------------|
| a _____ way                         | There is one sender of the message. Information passes mainly from speaker to audience.                                      | Speech c _____ | Formal j _____    |
|                                     |  | d _____        | k _____           |
|                                     |  | e _____        | l _____           |
|                                     |  | f _____        | m _____           |
| b _____ way<br>and multidirectional | There are one or more senders and one or more receivers. The information flows back and forth between senders and receivers. | g _____        | n _____           |
|                                     |  | h _____        | o _____           |
|                                     |  | i _____        | p _____           |

19.  +  There are other possible techniques apart from the ones mentioned above. Read the following situations and decide which kind of technique they represent. Note that one of the situations corresponds to two different techniques. The pictures below may help you. Check your answers by doing exercise 20.

- |  |                                       |  |
|--|---------------------------------------|--|
| Round table - <input type="checkbox"/> | Congress - <input type="checkbox"/>   | Phillips 6.6. - <input type="checkbox"/> |
| Panel - <input type="checkbox"/>       | Debate - <input type="checkbox"/>     | Seminar - <input type="checkbox"/>       |
| Forum - <input type="checkbox"/>       | Discussion - <input type="checkbox"/> | Symposium - <input type="checkbox"/>     |

- 1 Discussion about the pros and cons of euthanasia with two groups of people defending the two opposing views.
- 2 Meeting of telephony experts presenting new Smartphone implementations in the annual Mobile Phone Trade Fair of Barcelona.
- 3 Group of viewers assembled by TV producers to get feedback on a new TV program.
- 4 Gathering of the regional managers of a company to find common strategies for improving annual sales.
- 5 Medical students meeting regularly with their tutor to research brain surgery.
- 6 A group of cinema experts talking about one of Almodovar's films on a TV program, after the channel has shown the movie.
- 7 Group of secondary students in a classroom subdivided into smaller groups of 6 carrying out the teacher's instructions to talk for 6 minutes about efficient ways to prepare for an exam.
- 8 Diverse group of people invited to a TV program to give their views about global warming.

|   |   |   |  |   |
|---|---|---|--|---|
|  |  |  |  |  |
| Sitting at a round table promotes a sense of community.                             | Seminars help students understand contents and uncover doubts.                      | Subgroups of six people are ideal to promote the flow of ideas.                     | Political debates give the public the chance to listen to their candidates.          | Group discussion stimulates thinking.   |

20•• Now read the definitions for each technique and check your answers.

| Technique   | Definition  |
|-------------|---|
| Round Table | A very flexible format which permits discussion on a topic among different participants. People sit at a circular table so that they can establish eye contact with all participants. This favours the exchanges and encourages participation. The aim might be to get and share feedback on a specific subject, initiate an in-depth discussion, meet participants with the same interests, etc.   |
| Debate      | Formal discussion in which different speakers hold a different - and usually opposed - point of view on a topic. A debate entails conflict since speakers try to convince others of their point of view and to overturn different opinions. There is a leader who moderates the debate, leads the discussion and makes sure everybody has the opportunity to participate. The audience listens, but does not speak.   |
| Discussion  | The consideration of a subject by a group aiming at reaching an agreement. A discussion encourages the participation of an audience and the expression of different points of view. This technique is part of others such as the round table. The word sounds similar to "discusión" in Spanish. The Spanish word "discusión", however, does not have the same meaning as the English term "discussion", which unlike the Spanish word does not involve contention. |
| Symposium   | A meeting at which several specialists prepare and deliver short speeches on a topic, or on related topics. At the end of the presentations there is a summary or synthesis of the main ideas.  |
| Seminar     | Small groups come together for recurring meetings that focus on a particular subject which the group decides to study further.  |
| Congress    | A formal meeting of experts also called an academic conference. These meetings may have two stages: the small group meetings (commissions) and the plenary sessions, where speakers present the conclusions reached at commission level.  |
| Panel       | Situation where a group of people discuss a topic, usually to propose solutions or provide some feedback. It is usually carried out before an audience who is given the opportunity to intervene every 15 minutes or so.  |
| Forum       | Discussion conducted by a moderator in which participants talk freely about a topic and which typically takes place after having watched a film, conducted an experiment.... It is also a widely used form of talking about a given topic on the Internet.  |
| Phillips 66 | Group technique where a bigger group is divided into subgroups of six people who talk for six minutes about a certain topic or initial question. Every subgroup is supervised by a coordinator and needs to reach an agreement within the allocated time.   |

21•• What do all the techniques in 19 have in common?

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## 6. Receiving Visitors



At stake = at risk

It is extremely important to make sure visitors are well looked after, as the company's image is at stake. The way in which you receive visitors will determine the visitor's opinion of the company, so creating a good impression is vital.

**22**  +  Discuss what you can see in each of the pictures and decide whether they will enhance the good image of the company.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_

**23.** Now read the following advice on how to create a favourable impression on a visitor. Compare it with what you said in 22.

- 1** Visitors are usually received by the receptionist of the company. After initial greetings, the receptionist asks the visitor with whom they have an appointment. If the visitor has a pre-arranged appointment, he/she will show the guest to the office where he/she is expected, or lead him/her to the waiting room. No visitor should be left waiting without assurances they will be attended to shortly, or be kept waiting for every long.
- 2** Companies should have a waiting room for visitors. The room must be neat, uncluttered, well lit, spacious and comfortable. Drink facilities help the visitor feel welcome. Some companies also offer parking space for visitors.
- 3** When the visitor meets his/her host, it is a good time to exchange business cards so that names and personal details are not forgotten.

The procedure for receiving visitors may vary slightly from one company to another. What is important, however, is that the employees who work in the reception area know what the procedure is and that they comply with it.

**24.**  +  The pictures below show the standard procedures for taking visitors on a guided tour of a company. Think of an appropriate name to describe each one of the four stages.



**1** \_\_\_\_\_



**2** \_\_\_\_\_



**3** \_\_\_\_\_



**4** \_\_\_\_\_

A **host** is a person who receives or entertains guests.



**Cluttered room**



**Neat and tidy**





Brochure



**25••** Check your answers above by reading the text that explains how on-site tours are usually managed.

Taking visitors on an on-site tour of the office is a good way to create a positive company image and to publicize it. Regular tours may take place in the following way:

- Visitors should be met by a company representative or receptionist at the entrance door who will greet them and provide an initial explanation of what the visit will entail.
- Before starting the tour, visitors may be given some graphic information about the company (i.e. brochures, flyers, PPT presentations).
- During the tour of the company, information about the premises are given and visitor's questions are answered.
- To conclude the meeting, visitors can be offered complimentary snacks and drinks.



**26••** Listen to the sample sentences and decide to which of the four stages of a guided tour each one belongs.

a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 6.1 Personal Image

The way you look and the way you dress says a lot about you. If you want your personal image to create a good impression on others and to work to your advantage, there are several basic points you should keep in mind.

**27** In your opinion, which of the following points are relevant to making the right impression in the workplace. Justify your answers.

**1** Your image should be consistent with your profession.

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**2** Your image does not only represent you, but the company you work for.

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**3** Always wear trendy clothes and do not wear ones you bought more than three years ago.

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**4** Maintain a clean and tidy appearance.

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**5** Dress appropriately for the job and for the occasion.

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**6** Wear your hair short and keep your natural colour.

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**7** Dress with clothes that fit your body type.

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**8** Wear clean clothes which do not look worn out or scruffy.

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**9** Wear contact lenses instead of glasses.

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**10** Neutral colours such as grey, blue, black, beige and brown work best for more conservative environments while more creative jobs may require more creative colours and clothing.

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**Outrageous** = unusual and likely to shock people or make them laugh.

**Scruffy look** = untidy, dirty

## Final Case Study

### > Receiving visitors in a company

GiftStar, a company which sells door-to-door beauty products for women is expecting a visit from a group of ten marketing students from China.

In groups of three or four, you must prepare an on-site tour to show them part of the premises and explain the company's aims and achievements so far.

### This is what you need to do >

#### 1 Prepare a welcome greeting: Consider:

- Where will the welcome greeting take place?
- Who will be in charge of it?
- What social etiquette norms should be taken into account?

#### 2 Design a flyer or brochure to hand in out. Decide:

- What you will include in the flyer/brochure.  
(i.e. aims of the company, some catchy slogans and a few representative photographs).
- How will you explain it to your visitors?
- Who will be in charge of it?

Information in flyer:

Company name: GiftStar. Beauty is you.

Company details:

Tel: 0044 113220 6550

Bridgewater Place, Suite 88. Victoria Rd.

Leeds, LS11 5QT

giftstar@giftstar.co.uk

Company motto: Beauty on your doorstep

Company's founder: Miss Jane Edevene (1931)

Keys to success: quality, dedication,

innovation, consideration

#### 3 Prepare a walking tour of the installations. Establish:

- Which particular installations/departments will you show your visitors?
- What will you say?
- Answers to possible questions from visitors
- Who will be in charge of it?

#### 4 Offer a complimentary snack. Decide:

- What will you say as your visitors depart?
- Who will be in charge of that?

Prepare all four stages to represent to the rest of the class.

## FOR INTERNATIONAL BUSINESS

### CULTURAL ETIQUETTE



In an international context, cultural awareness is essential for a company's success. This means that, in order to progress, a company needs to understand that people's norms, values and social behaviour may vary from country to country.

Learning local social etiquette will prevent awkward situations and help bridge the culture gap between the two people communicating. Being aware of social etiquette in a foreign country includes knowing about body language, gestures, greetings, gift-giving and eating customs. Let's look at some greeting customs from around the world.

Although most countries have adopted the handshake as a common way of greeting to conduct business, subtle differences exist on how to do it properly. In China, handshakes are the standard way of greeting, but eye contact is usually averted. Chinese people tend to look towards the ground when greeting. The same thing is found in Taiwan, where the greeting is also accompanied by the rhetorical question, 'have you eaten'? In Japan,

greetings are highly ritualized. You should avoid

self-introductions and wait for somebody to introduce you. The traditional Japanese greeting is the bow whilst directing one's gaze towards the floor. In general terms, the longer and the deeper the bow, the more respect you are showing for the other person. A bow is also used in Cambodia, where it is accompanied by clapping the hands together at chest level.

By contrast, greetings in Ethiopia and Egypt require direct eye contact. In Senegal, direct eye contact is considered a sign of arrogance but etiquette requires ritual questions about the welfare of the family while hands are shaken. Many other countries in Africa follow the same ritual of inquiring about the family, like Nigeria, Morocco or Tunisia. Eye contact and handshaking between members of the opposite sex should be avoided in Afghanistan, whilst in Iraq you should wait to see if the woman extends her hand first. In many Middle-East countries, you should never use your left hand for handshakes or give out your business card as this would be considered an insult.

As you can see, some basic knowledge about a country's culture and social customs can make all the difference.



Awkward = strange

Gaze = look

## After reading the text answer the following questions in your notebook.

- 1.. How does cultural awareness help when conducting international business?
- 2.. Is dress etiquette a part of social etiquette?
- 3.. Why do you think eye contact is avoided in countries like China, Japan or Afghanistan?
- 4.. In which country are you if you are asked whether you have had lunch.
- 5.. Would it be accepted etiquette if you gave your business card to a woman in Taiwan whilst looking directly at her?

## Unit revision

## REGULAR VERBS

These are some of the verbs that you have used throughout the unit. Can you remember what they mean?

**Verbs** Allow to / Apply (for a job) / Argue / Arrange / Ask / Assess / Avoid / Carry out / Clap / Consider / Contact / Deliver / Develop / Discuss / Emphasize / Encourage / Endanger / Engage / Establish / Exchange / Explain / Favour / Focus on / Forward / Greet / Improve / Inquire / Instruct / Intervene / Involve / Load / Mumble / Pause / Phone back / Project / Provide / Reach / Receive / Rehearse / Require / Share / Slow down / State / Summarize / Sweat / Tend to / Thank / Transmit / Update / Whisper

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## IRREGULAR VERBS

Complete the table with the past tense and past participle of these verbs, as well as their meaning.

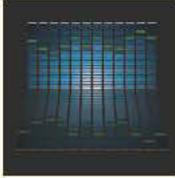
| Infinitive           | Past Tense | Past Participle | Meaning |
|----------------------|------------|-----------------|---------|
| Babysit              |            |                 |         |
| Become               |            |                 |         |
| Break                |            |                 |         |
| Choose               |            |                 |         |
| Deal with            |            |                 |         |
| Fall                 |            |                 |         |
| Find out             |            |                 |         |
| Forget               |            |                 |         |
| Get to know          |            |                 |         |
| Give                 |            |                 |         |
| Hold a point of view |            |                 |         |
| Keep (attention)     |            |                 |         |
| Keep still           |            |                 |         |
| Keep in mind         |            |                 |         |
| Lead                 |            |                 |         |
| Make the most out of |            |                 |         |
| Mean                 |            |                 |         |
| Meet                 |            |                 |         |
| Pay attention        |            |                 |         |
| Shake                |            |                 |         |
| Speak                |            |                 |         |
| Wear                 |            |                 |         |

# vocabulary

## Unit revision

**VOCABULARY** >> Can you remember what these are?

**a** Work individually. Your teacher will tell you how many minutes you have to write down as many answers as you can.

|   |   |   |  |
|---|---|---|--|
|    |                  | <p>Synonym of <i>At stake</i></p>   | <p>Way of looking</p>  |
| <p>1 _____</p>  | <p>2 _____</p>  | <p>3 _____</p>  | <p>4 _____</p>   |
|    |                  | <p>To say hello, to welcome</p>   | <p>Person in the communication process</p>  |
| <p>5 Political _____</p>  | <p>6 _____</p>  | <p>7 _____</p>  | <p>8 _____</p>   |
|   |                 |  | <p>Synonym of <i>ability, talent</i></p>   |
| <p>9 _____</p>  | <p>10 _____</p>   | <p>11 _____</p>   | <p>12 _____</p>  |
|  |  <p>Untidy</p> | <p>To participate, to be involved in</p>  |   |
| <p>13 _____</p>   | <p>14 _____ room</p>  | <p>15 _____</p>   | <p>16 _____</p>  |
|  | <p>Person who receives or entertains guests</p>   |   |  |
| <p>17 _____</p>   | <p>18 _____</p>   |   |  |

**b**  Hand your book to your partner. He/she will correct your exercise.

**c** Write your score at the end of the exercise.

