

Brainstorming

let's brainstorm



Vocabulary

manage
staff
consider
employ
option
process



Conversation

Jane: Have we considered running a second shift?

Mike: (agree), (employ more staff)

Rosie: Not if we staffed it ourselves.

Mike: (not possible). (run during day and night). (ask how long they can manage)

Jane: Let's just consider it as one of the options. The greater number of options, the better.

Carl: We could look at making the process itself rather than running it for longer.

Rosie: How about automating the packing? In the long run it might be cheaper because we'd need fewer staff.

Carl: We could also buy a bigger oven.

Mike: (agree about the option)

language focus

Advanced ways of using comparatives and superlatives:

Comparative degree- involves comparison in showing something that is continually increasing and decreasing, we can use two comparatives joined with AND:

EXAMPLES

- *We're receiving fewer and fewer customer's recommendations.
- *Investors are complaining more and more often.

In showing that one event depends on another, we can use **THE + comparative**

- * The better you play, the greater chances to win.

We can use **ONE OF** and a **PLURAL NOUN** to refer to one amongst a superlative group.

- * It's one of our biggest investors.
- * This is one of our greatest achievements.

We use **as + adjective/adverb + as** to show that two things or people are the same:

- * You are as good as your manager.
- * Our idea is as effective as before.

NOT as/ so + adjective/adverb + as shows difference:

- * *Joshua doesn't interact as actively as Michael*
- * *Their ideas aren't so competitive as ours.*

Scenario

The company you're working is having a problem recruiting enough quality trainees to work on bank branches. You'll be hiring again this year. Last year, you only got a few applicants because of what they heard from previous workers.

How will you collect ideas on how you could attract more applicants?

Who do you think would become a good leader?



vocabulary

grateful

presence

agenda

Make a sentence using the words and the pictures.

possible

production

outline

suggestions



- Jason:** Good afternoon everyone! I'm grateful for your presence today but I'm afraid we're already running behind schedule. So, do you mind if we start right away? Let's keep to the agenda as closely as possible. Agreed? Ok. Jake? Can you give the outline of the production schedule for this month? Could you give it for 15 minutes?
- Jake:** Thanks Jason, I don't think I'll need that long.
- Kat:** So Jake, that's the final outline you made for the production schedule?
- Jake:** Yes, do you want to make changes with it?
- Kat:** I think we could make it to 6 times a week instead of 5.
- Jake:** It could also be! What do you think Jason?
- Jason:** Well, I agree to your suggestions. I think that would be all for this day.



Grammar focus

The quantifiers much and many are used direct before count nouns (many) and mass nouns (much).

Many cell phone manufacturers are developing hi-tech models.

Much funds are wasted by inefficient activities.

They can be used with not:

There's not much more I can suggest about it.

With of:

- I disagree with *much of* what you suggest.
- I think that *many of* their problems are due to their own management.

With so or that:

- I didn't expect so *much* about it.
- Tokyo City has a population of over 12 million. *That many!*


With as ... as that!:

- We have 150 people attended the seminar.
- I never thought we'd get *as many as that!*
- I didn't consider the production would be *as much as that!*

scenario



The agenda of the meeting is to come with a good solution about tardiness. But it seems like most of the head are coming late to work. How will you lead and start the meeting?

- *How will you gather different suggestions from different person's point of view?*
 - *What could be the best way to lead a meeting?*
- 

The **best** thing to do...



Create a sentence with the following words.

rural

Agenda

database

valued

pros and cons

summarize

districts

brainstorming

accurate

procedures

Meeting Chairman: If we are all here, let's get started. We're here today to discuss ways of improving sales in rural market areas. First, let's go over the report from the last meeting which was held on January 14th. Right, Matt, over to you.

Matt: Thank you Mr. Chairman. Let me just the main points of the last meeting. We began the meeting by approving the changes in our sales reporting system discussed on December 10th. After briefly revising the changes that will take place, we moved on to a brainstorming session concerning after sales customer support improvements. You'll find a copy of the main ideas developed and discussed in these sessions in the photocopies in front of you. The meeting was declared closed at 11.30.

Meeting Chairman: Thank you Matt. So, if there is nothing else we need to discuss, let's move on to today's agenda. Have you all received a copy of today's agenda? Item 1: Sales improvement in rural market areas. Mia has kindly agreed to give us a report on this matter. Mia?

Mia : Before I begin the report, I'd like to get some ideas from you all. How do you feel about rural sales in your sales districts? I suggest we go round the table first to get all of your input.

Allan : In my opinion, we have been focusing too much on urban customers and their needs. The way I see things, we need to return to our rural base by developing an advertising campaign to focus on their particular needs.

Jane : I'm afraid I can't agree with you. I think rural customers want to feel as important as our customers living in cities. I suggest we give our rural sales teams more help with advanced customer information reporting.

Arnold : Excuse me, I didn't catch that. Could you repeat that, please?

Jane: I just stated that we need to give our rural sales teams better customer information reporting.

Arnold: I don't quite follow you. What exactly do you mean?

Jane: Well, we provide our city sales staff with database information on all of our larger clients. We should be providing the same sort of knowledge on our rural customers to our sales staff there.

Meeting Chairman: Unfortunately, we're running short of time. We'll have to leave that to another time.

Mia : Before we close, let me just summarize the main points:

Rural customers need special help to feel more valued.

Our sales teams need more accurate information on our customers.

A survey will be completed to collect data on spending habits in these areas.

The results of this survey will be delivered to our sales teams

We are considering specific data mining procedures to help deepen our understanding.

Meeting Chairman: Thank you very much Jack. Right, it looks as though we've covered the main items. I'd like to thank Mia for coming to our meeting today. The meeting is closed.

The is also used to make a general statement using a singular noun as an example of many others – *an alternative is to use a plural countable noun without the article*:

Ex:

1. **The computer** has revolutionized our lives.
Computers have revolutionized our lives.
2. The purpose of the **advertisement** is to raise the cash flow/.
The purpose of **advertisement** **is to improve the cashflow.**

Emphasizing something special uses the pattern *the + an adjective + noun*:

Ex:

1. **The first** (second, last, only, next, main, fundamental, essential) **factor** is price.
2. **The last agenda** is on how to improve the market sales in rural areas.

Definite article + noun is used when referring to something which will be identified later:

Ex:

1. **The research** they've done is quite impressive. (= *a specific reference*)
2. **The study** they've made proves that market sales in cities are higher than in rural areas.

No article is used when we are speaking in a **general sense**:

Ex:

1. We need to spend more money on the project. (= *in general*)
2. They have to spend more time on worker's benefits.

The + an adjective is used to identify a group of people who share the same characteristics:

Ex:

1. **The** government has announced special conditions to help **the** unemployed.
2. **The** English teachers have helped the students in speaking **the** language.

Reconciliation Findings:

Overall Summary

With someone, brainstorm as many pros and cons as you can concerning the following points.

- A.** People should have at least five years' business experience before they do an MBA.
- B.** Companies should be strict to employees in order to achieve the goals.
- C.** Companies should encourage staff to take a sabbatical year after seven years of service.

Summarize your conversations and express any conclusions using these languages:

I'd like to point at

The best thing to do....

Finally, in summary....

HIGHLIGHTING KEY INFORMATION



Ways to
point out
important
facts and
figures in a
presentation



take a look at this



VOCABULARY

focused

currently

outlets

includes

national companies

franchised operations

Write your own sentence





CONVERSATION

- Alvan:** Focused on the next slide. As you can see the chart on the right, we currently have around 550 car rental outlets in 20 countries.
- Nel:** That total includes both national companies and franchised operations?
- Alvan:** Yes it is. As of the following slide shows, the best part of the 300 outlets are in the United States. You can also see that there are just short 20 offices in Canada.
- Mike:** Where is the 230 to complete the total of 550?
- Alvan:** The 230 are in the Western Europe. Do you have any questions left?
- Mike:** I think it's enough for me! How about you Nel?
- Nel:** We're on the same track.



language focus & **GRAMMAR FOCUS**

Verbs *about around, roughly* or the phrase “*in the region of*” are used to show approximate figures.

It'll cost **in the region** of a billion dollars.
There were **roughly** 300 people there.

*Some colloquial noun phrases can indicate that a figure is approximate:

I can only give you a **ball-park figure** of the sales this year.
I am not so sure about the exact amount because this is just a **guesstimate**.



SCENARIO



You are tasked to guide a **very important client** in your **company**. If you are to *highlight the key information* in your company in order to close the **deal**, what would it be? How are you going to present to the **client**?

Linking Ideas

Let's try this plan.....



Vocabulary



- take the onus off
- put the onus on
- overhead cost
- Cash flow
- layoff

Conversation

Manager:

I am anxious about the cash flow right now. We are not receiving a lot of orders.

Assistant Manager:

Yeah, I understand that situation sir. I guess the best thing we can do is to layoff some of our workers. This is also one way to minimize the overhead cost.

Manager:

Yeah, that could be but it seems like we are putting the onus on them just because we don't get orders from our clients.

Assistant Manager:

yes, I understand that one sir but this is the only way we can take the onus off from the company since we are suffering this financial crisis. But we can just tell them that we will hire them the moment we got orders rather than letting them work and not sure if we can give their salary.

Manager:

However, we have to consider that these people have worked hard for a long time in this company. I believe that these people are the breadwinners in most families. I think we need to reconsider your idea on this. I would like to call for another meeting regarding this matter.

Grammar Focus

We use connectors and sequence markers to signal relationships between ideas. If you are giving a persuasive presentation, the following structure can be an effective way of presenting a counter-agreement.

(Make a point) introduce a counter-argument, oppose the counter argument, give reason / result/ consequence

Example:

-*It is true* that our salary have not increased over the past three years.

-*However*, a number of other benefits have been introduced. *As a result*, the overall package is significantly more attractive.

When giving a presentation, *certainly* it's important to answer questions, *but* you must stay focused. *In short*, listen to questions, but move on, and don't get sidetracked.

Scenario

You are to explain the different topics below about driving distractions using phrases from the Grammar focus.

Top Driving Distractions:

- changing the radio station / CD
- talking on the phone
- eating or drinking
- checking maps