

Being Assertive



I. WARM-UP

Vocabulary

Match the words with their meanings.

A

1. assertive
2. request
3. staff
4. employ
5. qualifications
6. deadline
7. (to) bug
8. dig into
9. loads (of)

B

- a. bother
- b. to work oneself energetically
- c. describe someone who says his opinions clearly
- d. time and date by which something must be finished
- e. a large amount
- f. people who work for a company
- g. to hire the services of a person
- h. to ask politely
- i. qualities and skills needed to do a job

II. DIALOGUE BOX

HR Manager : I'm afraid I don't have much good news for you Mr. Lee.

Mr. Lee : Can you tell me about it anyway?

HR Manager : Well, your request for two additional staff will have to wait for another two weeks. And...

Mr. Lee : But I thought I made it clear in my letter that...

HR Manager : Wait a second. Let me finish what I was going to say. We are very aware of your situation and your needs Mr. Lee. But it is not easy to employ people with the right qualifications. I wish we could do that in a matter of seconds.

Mr. Lee : If only the deadline of the projects was not so soon I wouldn't bug you with this. Why don't you dig into the applicant's file you have already - There are loads. It saves you calling new applicants.

HR Manager : Oh if only we could do that. We would have done it.

Mr. Lee : Then why not? What's the problem?

Being Assertive

Comprehension Check

1. What is the concern of Mr. Lee?
2. Why does Mr. Lee insist on his request?
3. Why is the HR Manager acting assertive?
4. Do you think being assertive in this situation is good?

III. LANGUAGE BOX

Wish and **If only** are used to express desires or feelings.

- To express something you would like to be different now, use **wish** and **if only** with **the past simple form of the verb**.

I wish I received higher pay. (I would like a bigger pay than now)
If only I had a better job. (He would like a different job)

- To express something you want but which is impossible to achieve, use **wish** and **if only** with **could**.

I wish I could take a year-long vacation. (But it's impossible)
If only the company could give two meal breaks. (But they can't)

- To express your disapproval of someone's behavior, use **wish** and **if only** with **would**.

I wish the supervisor would stop shouting. (He does this frequently and I don't like it)
If only my boss wouldn't call me. (I answer too many phone calls from him)

Look for **wish** and **if only** in the Dialogue Box!

- IV. SAY IT!** You are working on a project which needs to be finished in two weeks. But a supplier has not delivered all your orders. As a result, the work has been delayed. Call the supplier informing them that you will not accept any more lapses.



Training People on Their Jobs



I. WARM-UP

Vocabulary

Guess the meaning of the underlined words.

1. It was difficult to follow the company's ground rules on tardiness. I hate waking up early.
2. Some workers were opposed to having a union.
3. Providing health insurance to workers is vital in every company.
4. The secretary complained because her boss had given her loads of paper work. She couldn't go home on time.
5. The HR manager carefully looked at the well-written resumes of the applicants.
6. She was awarded for her brilliant performance at work.
7. The company wasn't keen on hiring because some applicants gave false information.
8. The President really pondered whether to give salary increase or not.

II. DIALOGUE BOX

- Training Officer** : Welcome to our second day of training. Today, I'll teach you how to schedule applicants' interviews. There are no hard ground rules here as opposed to policies on attendance. But the most vital thing here is the way you organize the papers and schedules so you don't miss anything.
- Trainee** : Okay, I don't think that's difficult.
- Training Officer** : All right. Now, I have the loads of applicants' resumes. Do you think it's wise to go through each of these forms and call the applicants one by one?
- Trainee** : Hmmm. I think that would take a lot of time and effort. So, at no point will I do that. I'd rather determine the applicants who have the right qualifications then call them.
- Training Officer** : Brilliant. Seldom have we got someone as keen as you.
- Trainee** : Thank you, sir. I'm happy you're impressed with my answer.
- Training Officer** : Okay. Now, I'll show you a short film about an HR staff preparing some schedules. While watching, I want you to ponder on what she's doing wrong and how she could improve.

Training People on Their Jobs

Comprehension Check

1. What is the topic of the training session?
2. What is the first problem raised by the Training Officer?
3. How does the trainee answer the situation?
4. Do you think the trainee gave the best solution to the problem? Why or why not?

III. LANGUAGE BOX

Inversion

Normally, the word order of **auxiliary verb + subject** occurs in questions. But this form can also be used in some structures.

a. when a sentence starts with a comparative

- But **more important** is the way they cater to the needs of the customers.

b. when a sentence starts with a negative meaning

- **Not until** she took up rock climbing did she overcome her fear of heights.

c. when a sentence starts with word that suggests limitation or restriction

- **Seldom** has he seen anything strange.
- **Hardly** had he stepped outside when it started to rain.

d. after as to express a similarity

- She's a great team leader – as is the whole team.

IV. SAY IT! As the supervisor, your department head asks you to train the new employees on handling the machines they will use in their work area.

Guide questions:

1. What are the main things they need to know or understand?
2. What are the key things they will need to be able to do?
3. What are the most important rules and guidelines to warn them about?



What to Do in an Interview



I. WARM-UP

Vocabulary

Match the words with their meanings.

A

1. applicant
2. strengthened
3. public
4. exposure
5. media
6. cater
7. initiative
8. publications

B

- a. the means of communication, such as radio or television
- b. to make stronger
- c. a person who applies for a job position
- d. readiness in taking action
- e. public appearance
- f. people
- g. issues of printed material for sale or distribution
- h. provide

II. DIALOGUE BOX

HR Manager	: Wonderful! Dan, would you like to ask our applicant, Rob, anything?
Dan (manager)	: Yeah. Rob, tell us about a time when you built or strengthened your relationship with a client.
Rob (applicant)	: Well, I was responsible for the public relations of a British band touring in the US. I had to work closely with the media to create exposure for the band.
Dan	: How did you decide which media to approach?
Rob	: Well, my client plays music so I thought of radio station which cater to the kind of music the band's playing.
Dan	: Would it be more difficult if you didn't like music?
Rob	: Maybe, but still a challenge - that's why I love this work! It's about taking initiative and how to approach a project.
Dan	: Was the band satisfied with what you'd done?
Rob	: Oh, yes!
Dan	: Your experience is largely in America. Our ideal candidate is someone who can build and maintain regular contact with clients and the media. How would it work for you in the UK?
Rob	: I get to know people easily. And some of my contracts work internationally on English publications.
Dan	: Well, thank you Rob for your time. We'll give you a call.

What to Do in an Interview

Comprehension Check

1. What kind of job did Rob have?
2. Did Rob like it?
3. What kind of person is the company looking for?
4. Do you think Rob has the qualifications? Why or why not?

III. LANGUAGE BOX

Types of Questions in Job Interviews

1. **Open questions** can be WH-questions or statements beginning with Tell me about/ Describe....
 - a. What are your long and short range goals and objectives?
 - b. Tell me about an occasion when you were able to make a contribution to your company.
2. Statements reflecting the candidate's experience, followed by more open question, are then used to find specific evidences or highlight gaps in a candidate's experience.
 - a. What criteria are you using to evaluate the company which you hope to work in?
 - b. If you took the job, what would you accomplish in the first year?
3. Reflective questions can be used to round off a topic
 - a. What can you do for us that someone else can't ?
 - b. How do you feel about the company's decision?

IV. SAY IT! Work with your teacher. You are the interviewee. Your teacher will ask you several questions. Be honest as possible with your answers.



Questions:

1. Tell me about yourself?
2. Why did you choose the company?
3. What qualities do you have that fit you for the job?
4. What are your plans 5 years from now?
5. What salary do you expect to get?

Motivating Someone



I. WARM-UP

Vocabulary

Match the words with their meanings.

1. My managers have been criticizing how bad my presentation was last time.
 2. The supervisor is constantly updating the developments of the project.
 3. I quit my job because the last one didn't work for me.
 4. I have been coping with how rude our HR manager is.
 5. The company president complained on the workload he had to do.
- a. having a negative effect or influence on the mind or feelings of a person
 - b. to struggle or deal
 - c. the amount of work to be done
 - d. judging or discussing the good and bad of something
 - e. always or continuously

II. DIALOGUE BOX

- Chung** : I've come to see you because I don't think things are really working for me here, so I'm thinking that it'd be best if I could be transferred home.
- Greg** : Whoa! Hold on a minute! Why do you think that things are not working? I haven't heard any complaints. In fact, I've heard how hard you've been working.
- Chung** : That's because I have to. You know I've never worked totally using English before, and it takes me ages to deal with all my emails and go through all the documents. The others are always criticizing me for not being ready on time.
- Greg** : Are you sure they're not joking? You know they all miss deadlines from time to time.
- Chung** : I don't know. Maybe. I don't think my English is good enough. I'm constantly making mistakes. Maybe it'd best if I left.
- Greg** : Don't be so hard on yourself! Everyone makes mistakes sometimes. Look, I understand it's not easy to move to a new country, but you shouldn't give up so easily. I think you've been coping very well with the workload. OK, you're having some problems in the short term, but you can turn these around quite quickly. You just need to give yourself a bit more time. You've only worked here for two months so far.

Motivating Someone

Comprehension Check

1. Why does Chung want to be transferred?
2. What reason does Chung have for deciding to transfer?
3. What kind of an employee is Chung?
4. How does Greg try to make Chung feel better?

III. LANGUAGE BOX

Present Simple and Present Continuous

A. **Present Simple** is used to talk about habits, routines, long-term situations and facts. Everyday, always, every week/monthly/year are common time expressions used in the present simple.

- The company meets every last Friday of the month.
- The planning team always do their best to give the best product.
- I take the bus every day.

B. **Present Continuous** is used to talk about activities happening now, at the moment, or momentary actions. Adverbs of time such as always and constantly are commonly in present continuous sentences.

- The company is constantly changing the color of the company logo.
- We're always trying our best to give satisfaction to our customers.

Stative verbs like, believe, know, want and own are not usually used in the present continuous:

Businessmen believe that giving customer's satisfaction is the key to succeed in business.
(not *Businessmen are believing that giving customer's satisfaction is the key to succeed in business*)

IV. SAY IT! One of your sales representatives has failed to meet the last two months' targets, despite apparently working hard. They are feeling demotivated and not making as much effort as previously. You have a meeting to improve their motivation.

Questions:

1. What will be your motivating factors?
2. How would you convince them to stay?



Being an Intermediary



I. WARM-UP

Vocabulary

Match the words with their meanings.

1. The secretary became the intermediary of the conflict between the president and the vice-president.
2. The sales manager was blamed for the low income this year.
3. It would be a good idea to renovate the office because the furniture and paints is too old.
4. We need an urgent solution to the problems in our department.
5. In order to advertise our product more, it would be a good idea to give leaflets on the streets too.
 - a. small folded papers used as advertisements
 - b. a person acting between persons or parties
 - c. very important and needing immediate attention
 - d. to place the responsibility for an error or fault
 - e. to restore something to its good condition

II. DIALOGUE BOX

- Miki** : Hello, Lisa. How have you been?
- Lisa** : Hi, Miki. I'm pretty good. I've had an email from Victor.
- Miki** : Oh, I see. What has he been doing lately?
- Lisa** : Well he's back in town to advertise the new internet phone, called the "Magic Jack"
- Miki** : Wow! That sounds cool.
- Lisa** : After being an intermediary he became a sales agent.
- Miki** : So, what does he exactly do?
- Lisa** : Well, he gives leaflets to different offices and I think he loves his job. They don't have a permanent office yet because the building is under renovation.
- Miki** : Oh, I see. Well, Lisa, I have to go. I still have an urgent meeting with my manager. Let's find time to meet Victor.
- Lisa** : Okay, I don't want you to blame me for being late.
- Miki** : You are still funny. Bye.

Being an Intermediary

Comprehension Check

1. What news does Lisa have for Miki?
2. Who do you think Victor is?
3. Why do you think Lisa is excited for Miki about Victor?
4. Why is Miki in a hurry?

III. LANGUAGE BOX

Passives

We can use the passive to focus on what is done, and who or what is affected. Passive verbs are formed with be + the past participle of a transitive verb.

- The leaflets have been sent to the head office.
- The offices will be renovated at the end of next year.

We can also use the passive to be less personal, and distance ourselves from the action.

- Mistakes are made and can be rectified.
- The files weren't sent out in time.

To use the passive with reporting verbs, an empty subject "it" is used.

- It is said that the minister is likely to resign.
- It's been suggested that we change our working schedule.

IV. SAY IT! Your boss, the marketing manager, has gathered some designs for the new promotional leaflets. He is pleased with them and asks you to get feedback from the managing director. You are going to report the things written below to your boss. (The student will report it using the grammar structure learned).



Disappointing – *I don't like them. The layout on the leaflet is totally different to what we discussed.*

The colors are also different – *need bright, strong colors. Those pale colors are unattractive.*

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Let's Brainstorm



I. WARM-UP

Vocabulary

Choose the letter that gives the meanings of the underlined words.

- a group of people in charge of executing duties within a company or office
 - to run or operate by using machines instead of people to do the work
 - something that may be or is chosen
 - scheduled period of work
 - a systematic series of actions
 - to hire the services of a person
- The agency employed 300 production workers from Japan.
 - The marketing department is re-organizing their staff to make the work efficient.
 - The customers have several options to choose from on the list of services offered by the company.
 - Employees must follow the process when applying for work leave.
 - A lot of employees complained about the new work shift because it starts at midnight.
 - The production staff agreed to automate the packaging of the products.

II. DIALOGUE BOX

- Jane** : Have we considered running a second shift?
Mike : I agree to that, but it means we have to employ more staff.
Rosie : Not if we staffed it ourselves.
Mike : That is not possible. I can't imagine myself working all day and through the night.
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 ourselves 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 : I think that's a good idea.

Comprehension Check

- What has the team considered?
- How are they going to manage the new schedule?
- Does Mike agree with the suggestion of Rosie? Why or why not?
- What is Carl's other option?
- Which suggestion do you think is better, employing new staff or automating the process?

Let's Brainstorm

III. LANGUAGE BOX

Advance 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'**.

- 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 chance you have of winning.

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 as competitive as ours.

IV. SAY IT! Make a role-play as a recruitment head with your teacher using the following scenario.

The company you're working for is having a problem recruiting enough quality trainees to work in bank branches. You'll be hiring again this year. Last year, you only got few applicants because of the negative reports from the previous workers. How will you gather ideas on how you could attract more applicants?



Who Do You Think Would Be a Good Leader?



I. WARM-UP

Vocabulary

Read the following sentences. Choose the letter that gives the meanings of the underlined words.

- | | |
|---------------|--|
| a. advice | d. a general explanation on description of something |
| b. thankful | e. the process of making something in large quantities |
| c. attendance | f. a list of issues to be acted upon |

1. The company president was grateful to all his employees for working hard.
2. All committee members were present during the meeting. Their presence made the activity successful.
3. One thing on the agenda that was discussed in the meeting was employee's attendance.
4. The factory had to make a new system to increase production.
5. The manager asked the secretary to make the outline of the report short and complete.
6. A lot of the employees made suggestions to change the old computers.

II. DIALOGUE BOX

- 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 stick to the agenda as best as we can. Agreed? Okay. Jake, can you give the outline of the production schedule for this month? Could you give it in 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 to it?
- Kat** : I think we could make it to 6 times a week instead of 5.
- Jake** : That could be possible! What do you think Jason?
- Jason** : Well, I agree to your suggestions. I think that would be all for today.

Comprehension Check

1. What does Jason want to happen in the meeting?
2. What is the report of Jake about?
3. What does Kat suggest to do about the scheduling?
4. How does the meeting end?

Who Do You Think Would Be a Good Leader?

III. LANGUAGE BOX

The **quantifiers** '**much**' and '**many**' are used before nouns.

We use '**many**' for count nouns and '**much**' for mass nouns.

- Many cell phone manufacturers are developing hi-tech models.
- Much of the funds are wasted by inefficient activities.

Both quantifiers can be used:

a. with '**not**'

- Not many applicants came to the interview.
- There's not much more I can say about it.

b. with '**of**'

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

c. with '**so**' or '**that**'

- I didn't expect so much speculation about it.
- Tokyo City has a population of over 12 million. It's that many!

d. with '**as... as that!**'

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

IV. SAY IT! The agenda of the meeting is to come up with a good solution about tardiness, but it seems like most of the head staff are coming late to work. How will you start and lead the meeting?

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



The Best Thing to Do



I. WARM-UP

Vocabulary

Look at the words written in boldface in the Dialogue Box. Guess their meanings through the sentences.

II. DIALOGUE BOX

- | | |
|-------------------------|--|
| Meeting Chairman | : Good morning, everyone. The main agenda today is sales improvement in rural market areas. Matt? |
| Matt | : Thank you, Mr Chairman. Ms Mia will give us the report on the matter at hand. Kindly look at your copies. Let's hear from Mia, now. |
| 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 on our rural base by developing an advertising campaign to focus on their particular needs. |
| Jane | : I'm afraid I can't agree to that. I think our customers in the cities want to feel as important as those living in the small towns. 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 information through our sales staff there. |
| Meeting Chairman | : Unfortunately, we're running short of time. We'll have to leave that till another time. |
| Mia | : Before we close, let me just summarize the main points: First, rural customers need specific help to feel more valued. Second, our sales teams need more accurate information on our customers. Then, a survey will be completed to collect data on spending habits in these areas. Next, the results of this survey will be delivered to our sales teams. Lastly, we are considering specific data mining procedures to help deepen our understanding. |
| Meeting Chairman | : Thank you very much, Mia. Right, it looks as though we've covered the main items. The meeting is adjourned. |

The Best Thing to Do

Comprehension Check

1. What is the main issue of the meeting?
2. Which market area needs more improvement on sales?
3. How does Allan feel about the situations in his sales district?
4. What is the suggestion of Jane on the matter?
5. What do you think of Arnold's behavior in the meeting?
6. Do you think the meeting was successful? Why or why not?

III. LANGUAGE BOX

The **definite article** '*the*'

1. '**The**' is used to make a general statement using a singular noun as an example of many others.
 - The computer has revolutionized our lives.
 - The purpose of the advertisement is to raise cash flow.
2. Emphasizing something special uses the pattern '**the + an adjective + noun**'.
 - The first main factor is the price.
 - The last important thing on the agenda is how to improve the market sales.
3. '**The + noun**' is used when referring to something which will be identified later.
 - The research they've done is quite impressive. (Here, the research is a specific reference)
 - The study they've made proves that market sales in cities are higher than in rural areas. (Here, the study is a specific reference.)
4. '**The + adjective**' is also used to identify a group of people who share the same characteristics.
 - The government has announced special conditions to help the unemployed citizens.
 - The English teachers have helped the students in speaking the language.

IV. SAY IT! With your teacher, brainstorm as many pros and cons as you can concerning the following:

- a. Companies should be strict with employees in order to achieve goals.
- b. Companies should encourage staff to only take leave after seven years of work.
- c. Employees should follow company policies at all times.



Highlighting Key Information



I. WARM-UP

Vocabulary

Match the underlined words with their meanings.

- a. (of a business) having the authority to sell goods and services from another company
- b. a single page of a presentation
- c. a shop which sells the goods of a manufacturer
- d. to concentrate and to think on something

- 1. The new businessman didn't focus on the problems. As a result, the business failed.
- 2. The company planned to put another outlet in the city to increase sales.
- 3. A franchised business is better than putting up a new one because the business name is already known.
- 4. The presentation was very nice because of its slide shows.

II. DIALOGUE BOX

- Alvin** : Now, focus on the next slide. As you can see the chart on the right shows that we currently have around 550 car rental outlets in 20 countries.
- Nel** : Does the total number include both national companies and franchised operations?
- Alvin** : Yes, it does. As demonstrated on 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?
- Alvin** : The 230 are in the Western Europe. Do you have anymore questions?
- Mike** : I think that's enough for me! How about you, Nel?
- Nel** : No, I don't have any. Thank you.

Comprehension Check

- 1. What kind of presentation does Alvin give?
- 2. Which country has the largest number of outlets?
- 3. How many offices are there in Canada? Western Europe?

Highlighting Key Information

III. LANGUAGE BOX

ADVERBS *about, around, roughly* or the phrase '*in the region of*' are used to show approximate figures.

- About 100 companies joined in the annual product exhibit.
- It'll cost in the region of a billion dollars.
- There were roughly 300 people in the conference hall.

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

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

*colloquial - informal

IV. SAY IT! 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 them to the client?



Linking Ideas



I. WARM-UP

Vocabulary

Guess the meaning of the underlined words.

- | | |
|---|---|
| a. responsibility | e. the general expenses of running a business |
| b. money matters | f. decrease |
| c. a person who earns money for the needs of one's family | g. greatly worried |
| d. to tell workers to leave their job | |

1. The secretary was anxious to go home.
2. The company did not make a sale for a month and had to lay off workers.
3. To minimize the cost on paper, all files were saved on discs.
4. The company couldn't operate anymore because it was having financial difficulties.
5. Sarah had to work hard because she was the breadwinner in the family.
6. We had to regularly check the overhead costs to keep the business growing.
7. The onus is on the business owner to give quality goods and services to customers.

II. DIALOGUE BOX

- Company President :** I am anxious about the cash flow right now. We are not receiving a lot of orders.
- Manager :** Yeah. I understand the situation, sir. I guess the best thing we can do is to lay off workers. This way we could also minimize the overhead costs.
- Company President :** Yeah. That could be an option but it seems like we are putting the onus on them just because we don't get orders from our clients.
- Manager :** Yes, I understand that sir. But this is the only way we can take the onus off the company since we are suffering financial crises. We can explain that we will hire them the moment we get orders, rather than letting them work when we are not sure we can give them a salary.
- Company President :** 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.

Linking Ideas

Comprehension Check

1. What is the company president anxious about?
2. What is the manager's suggestion to fix the problem?
3. How does the company president react to the suggestion?
4. If you were the company president, how would you address the problem?

III. LANGUAGE BOX

If you are giving a **persuasive presentation**, the following steps can be an effective way of presenting a counter-argument.

1. Make a point
2. Introduce a counter-argument
3. Oppose the counter-argument
4. Give reasons/results/consequences

In presenting your ideas smoothly and clearly, use **connectors** and **sequence markers** to signal relationships between ideas.

Example of using *connectors* and *signal words* in a persuasive presentation:

- It is true that our salary has 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 presentations, it's certainly important to answer questions. But you must stay focused. In short, listen to questions, but move one, and don't get sidetracked.

IV. SAY IT! Explain the following topics about driving distractions using the steps in presenting a counter-argument. Make use of connectors and signal words to give clear and organized ideas.

Top Driving Distractions

1. Changing the radio station/CD
2. Talking on the phone
3. Eating or drinking
4. Checking maps



Passing on Information Informally



I. WARM-UP

Vocabulary

Look at the words written in boldface in the Dialogue Box. Guess their meanings by how they are used in the sentences.

II. DIALOGUE BOX

A : Did you hear about the news? The other day?

B : No.

A : I'm really worried, you know.

B : Why? What's up?

A : Mark **hinted** to me that we're going to be taken under new management. He suggested to start looking for a new job because there'll probably be a lot of work to be done.

B : They said that the new president was a **wicked** lady from a **mysterious** town.

A : Oh! That sounds **horrific**.

B : Yes, I think it's time to clean up our desks and leave.

A : That's a good idea. Mark phoned me to tell me that he'd pick us up here in the office.

Comprehension Check

1. What news does speaker A share with speaker B?
2. Who does speaker A get the news from?
3. How does speaker B react to the news?
4. What would you do if you were speaker B?

Passing on Information Informally

III. LANGUAGE BOX

Reported Speech

Reported Speech is also called Indirect Speech. In Reported Speech, we tell what another person has said. It does not repeat the exact words of the speaker. This is widely used in spoken English.

- Anna said, "I cleaned the dirty window." -> Anna said (that) she had cleaned the dirty window.
- Jason said, "I can drive a car." -> Jason said (that) he could drive a car.
- Daniel said, "My mother went with me to the theatre" -> Daniel said (that) his mother had gone with him to the theatre.

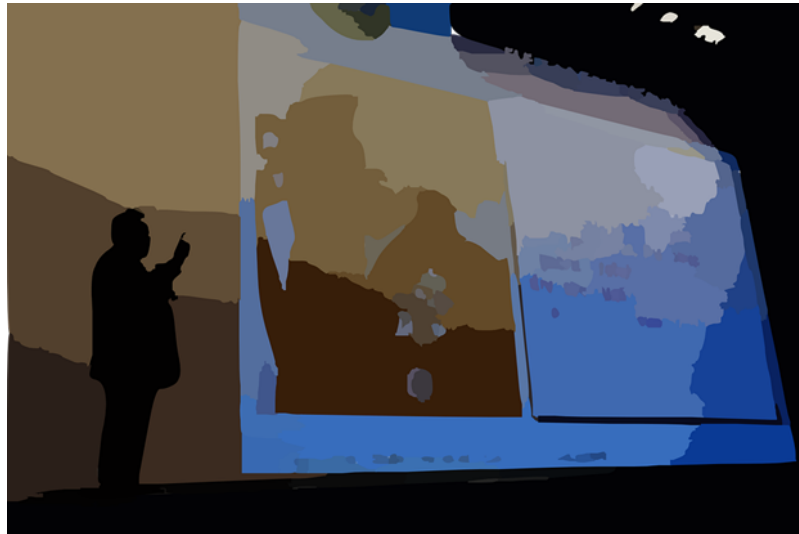
1. The tense in the reported speech is one step back into the past.
 - present – past
 - past – past perfect
 - present perfect – past perfect
 - present progressive – past progressive
 - can, will, may – could, would, might
2. That may be used to introduce the quoted statement.
3. Replace the pronouns to suit or match the subject of the sentence.
For example: I-He/She; my mother – his mother
4. If the reporting verb (e.g. said) is in the past, the reported clause will be in the past form. If simple present, present perfect or future is used in the reporting verb (e.g. says) the tense is retained.
 - He says the test is difficult.
 - Jack will say that he comes to work early everyday.

IV. SAY IT! Ask your teacher the following questions and take good notes of his/her answers. After you have finished the questions, report back to your teacher what you learned about him/her, using reported speech.

- What is your idea of a summer vacation?
- How long have you known your best pal? Can you describe him/her?
- What kind of movies do you like? Have you always watched that genre?
- What did you used to like when you were younger that you don't like anymore?
- Do you have any future plans? What are they?
- How do you spend your weekends?
- Who were you talking to at this time yesterday?
- What made you study English?
- How determined are you in studying the language?



Welcoming, Introducing, and Thanking Guests



I. WARM-UP

Vocabulary

Look at the words written in boldface in the Dialogue Box. What do you think the words mean?

II. DIALOGUE BOX

Jamie : Hi! Mr. Thompson. I'm **delighted** to see you again.

Mr. Thompson : The pleasure is all mine, Jamie. By the way, I'd like to introduce you to Mr. Greg Peterson, the Marketing Manager of Skin Deep Essentials.

Jamie : Hello, Mr. Peterson. I'm pleased to have you here tonight.

Mr. Peterson : Thank you Jamie. It's my pleasure.

Jamie : How did you find the **launching** so far?

Mr. Thompson : Great product launching. Congratulations! We're **fortunate** to be the first ones to see your new cosmetic line. How did you come up with an idea as **excellent** as that?

Comprehension Check

1. What event is being celebrated?
2. Who do you think Jamie is?
3. What is her role in the event?
4. Who are Mr. Thompson and Mr. Greg Peterson? What are their roles in the event?
5. Have you been to a product launching?

Welcoming, Introducing, and Thanking Guests

III. LANGUAGE BOX

We use **focus adverbs** to highlight key information. The position of the adverbs can change the meaning of the sentence.

I've got just the present for you. (The sentence means "the present is perfect or suitable for you")

I've got the present just for you. (The sentence means "the present is specifically for you and not for somebody else")

Daniel worked only on the lighting. (The sentence means that Daniel worked the lighting and not other stuff)

Only Daniel worked on the lighting. (The sentence means that it was only Daniel who worked on the lighting, no other person did it)

There is at least one distributor interested. ("At least" means "a minimum of")

At least there is one distributor interested. ("At least" means "fortunately, happily, luckily")

You might even meet someone famous. (The sentence means there's a chance for you to meet someone famous)

Even you might meet someone famous. (The sentence means it's unusual for you to meet famous people)

IV. SAY IT! You have just finished hosting an event for sponsors held at a major art gallery in the city. The venue was perfect for the number of guests, the food was delicious, and the gallery owner went out of his way to make the evening a success. All the guests complimented you on an excellent evening. Now, it's your turn to thank the gallery owner.



Making Short Speeches at a Social Function



I. WARM-UP

Vocabulary

Look at the **highlighted words** in the Dialogue Box. What do you think the words mean?

II. DIALOGUE BOX

Sample Retirement Speech

It is hard to believe this day has finally come. I should have done this a month ago, but I was not ready to leave you guys. I have to say that I have **mixed feelings** today. It is wonderful to look forward to a more **leisurely** future, doing all the things I said I would get around "someday" but I also feel **blue** leaving what has been such an important part of my life. I might have a hard time **getting over** my work life. And a while ago I was thinking, I should have asked each of you your email adds so still we can have a chat everyday. (laughs)

This company is like a family and though I know I will see many of you **around town**, this day is kind of like moving away from home. It has a great promise and yet, knowing that I won't see the members of my family every day anymore is hard to imagine. I should have been **declaring** my age as 20 years younger, by that I can stay here longer with you.

I won't see Tim every day as I walk into the building, there at the front desk. I won't see Margaret at the desk in front of my office door. I won't see all the rest of you in the **hallways** and the **eatery** and we won't be having those daily **chats** about Smallville and the Heroes and when the winter is going to be over. I will miss all of you and all of the conversations, not just the ones I have mentioned. I could have been the so called bad guy if I didn't move in this department. So, my warmest thanks to all.

But it is time to move on. I have enjoyed my time here at Josh Wealth and I know we have done some great things.

Making Short Speeches at a Social Function

Comprehension Check

1. Where is the speaker going?
2. How does the speaker feel?
3. What will the speaker miss?
4. How does the speaker treat the people he was working with?

III. LANGUAGE BOX

The modal verbs **must**, **could**, **might**, and **should** are used with **have + past participle** to express several concepts about the past.

1. **Must** is used to express a logical deduction about a past action or event.
 2. **Could** is also used to express a possible reason or cause of a past action.
 3. **Might** or **may** is used when there is more doubt or uncertainty.
 4. **Should** is used to express an event that was scheduled but did not happen or when a possibility happened which is difficult to understand.
- He finished all the work in just one hour. He **must have worked** diligently.
 - The polluted air in the city **could have been** the result of carelessness.
 - He **may have phoned** me while I was out. / He **might have phoned** me while I was out.
 - An honest man **should have been** the leader of the country.
 - I **should have asked** her name before she left.

IV. SAY IT! Your friend, the owner of a grocery store, invited you to attend the opening of her new branch and as a well-known business woman you are asked to deliver the opening speech.



Guiding Visitors Around Your Workplace



I. WARM-UP

Vocabulary

Match the underlined words with their meanings.

1. The conference with the managers will start at 9 in the morning.
2. He was asked to clip the visitor's pass to his shirt while inside the company.
3. The newly-painted corridors made the offices looked nicer.
4. The studio is a soundproof area where any noise can't get in or out.
5. The staff should always make their working tables neat and not messy.
6. For safety, people at a construction site should wear headgear.

- | | |
|---|--|
| a. long passages in a building | d. special material to stop sound from getting in or out |
| b. a covering or protective device for the head | e. to put together |
| c. a meeting | f. dirty |

II. DIALOGUE BOX

Mart : How nice to see you again, Ms. Crow. We met at a conference in Japan. I'll be showing you around the company.

Ms. Crow : Oh, I see. Nice to meet you again, too.

Mart : Well, I think we'll start our tour now.

Ms. Crow : Okay. Let's move on.

Mart : Could you just clip the visitor's pass, please? You'll need it to open the red security door between the main corridor and the soundproof offices. Oh, by the way, I would like you to meet the lady behind the success, Lourene.

Ms. Crow : It's a pleasure to meet you, Lourene.

Lourene : The pleasure is mine, Ms. Crow.

Mart : Shall we proceed? Straight through here is the main office. That's Jadie the staff in-charge of web orders. They've become our major growth. Now, if you turn around, that messy part on the left-hand side is my desk. So, don't mind it... And that green-colored door at the back of the storage area is the entrance to our production floor.

Ms. Crow : Do we have to wear all this gear?

Mart : Yes. It's Health and Safety regulation.

Guiding Visitors Around Your Workplace

Comprehension Check

1. Where are Mart and MS. Crow?
2. What does Mart want Ms. Crow to do before starting the tour?
3. Which areas of the building is Mart showing Ms. Crow?
4. Who does Ms. Crow meet?

III. LANGUAGE BOX

A **noun phrase** is a piece of language that acts as if it was a single noun.

To check if it's a noun phrase just substitute the phrase with a pronoun.

Example:

The person wearing a red shirt is my mom. --- *She* is my mom.

noun phrase

pronoun

IV. SAY IT! **There is a new employee in your company. Show her around the offices and introduce her to all the colleagues.**



Telling and Listening to Anecdotes



I. WARM-UP

Vocabulary

Match the underlined words and expressions with their meanings.

1. How come he hasn't been as good this year?
2. My uncle's job is to serve in the customer service department
3. You have to use a sieve when putting sugar onto the cake.
4. A robber is a threat to businessmen.
5. The employees demand an increase on their salary.
6. The customer paid with a five pound note for the office table.

- | | |
|---|--|
| a. to help people with what they want | d. a tool used for separating larger pieces of something from smaller pieces |
| b. an expression to show surprised by something and ask why it happened | e. danger |
| c. short for 'banknote' | f. to ask something in a very forceful way |

II. DIALOGUE BOX

Brian : You know, I'll never forget my first day working at Macy's.

Sarah : How come?

Brian : Well, I was serving a customer, when another one, a very tall guy, came up.

Sarah : What did he do?

Brian : He was holding a sieve. When it was his turn, he paid with a twenty pound note for the item. I wasn't sure what he wanted this sieve for.

Sarah : But you have to serve him.

Brian : Right, unless he was a threat, which he wasn't.

Sarah : Okay, Go on.

Brian : So, he paid with a twenty, took the sieve, then screamed. "I DON'T WANT THIS SIEVE!" and threw it back, then demanded his money back.

Sarah : Very Scary.

Brian : It was. But I had to hold in the laughter, though. God knows what he would have done if I had laughed.

Sarah : I would have called the security.

Brian : Hahaha.

Telling and Listening to Anecdotes

Comprehension Check

1. Where does Brian work?
2. What is Brian's job?
3. What happened on his first day of work?
4. What did he do with the incident?
5. What would have Sarah done in the event? What would you do?

III. LANGUAGE BOX

Simple Past and Past Continuous

The **simple past** tense is used to:

1. describe actions in the past
 - We had to make twenty people redundant last year.
 - Our previous factory was really old-fashioned.
2. Show a sequence of events
 - I took a deep breath, smiled at the audience, and started to speak.
 - She stopped the car, got out, and went inside the building.

The **past continuous** describes actions in progress at a particular time in the past.

1. In the early 90's, I was studying economics at a university.

When, **while**, and **as** are to show that one past event happened while another was in progress.

- My boss walked in as I was talking about him to my colleague.
- While our company was expanding we took several new employees.

IV. SAY IT! Share a story about your unforgettable experience in your:

1. First job
2. college/high school days
3. vacation



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Getting Through the Right Person



I. WARM-UP

Vocabulary

Try to guess the meanings of the underlined words through their context.

1. I can't get a hold of the company's manual. Would you mind lending me a copy of it?
2. I found my new colleague very competitive.
3. A technical problem has occurred. In the meantime, just read through the rest of the meeting's agenda.
4. We don't experience technical problems very often. Thanks to our engineers.

II. DIALOGUE BOX

- A :** Tim Jackson speaking. Who's on the line?
- B :** I'm Lisa Adams. I got your number from Ben Johnson. I was wondering if you could help me with something.
- A :** Oh, Ben's an old colleague of mine. What can I help you with?
- B :** I've been trying to get a hold of a laptop battery for my boss. I have already phoned a number of places and dealers but I have had no success.
- A :** What's the model of your boss's laptop?
- B :** It's M350.
- A :** We get parts from that model abroad every so often. It shouldn't be a problem. But in the meantime, you'll have to wait. It will be available by the end of this month.
- B :** Perfect. His trip is next month. Smith said you are the right person to contact and he was right. Thank you.

Comprehension Check

1. What is the caller trying to get hold of?
2. How did Lisa Adams know Tim Jackson?
3. When is the battery available?

Getting Through the Right Person

III. LANGUAGE BOX

ADVERBIAL PHRASE - A phrase that collectively modifies a verb, adjective, another adverb.

Example: Dora ran as quickly as she could up the stairs.

ADVERBIAL PHRASES are usually placed at the beginning or end:

Try to get hold of Tom. In the meantime, I'll phone Alex. (while you do that...)

We get inquiries from abroad every so often. (sometimes)

Once in a while I get home before 11. (not very often)

IV. SAY IT! Role-play with your teacher the situation below.

You are looking for a second-hand digital piano. Phone around to try to get a hold of it. You need to make several phone calls finding your item. Your teacher will play the other roles.



QUESTIONS

1. How do you find the right person to contact?
2. Have you ever tried finding something unusual? How did you go about it?

Giving Technical Instructions on Phone



I. WARM-UP

Vocabulary

Try to guess the meaning of the word through its context. Make your own sentences using the words.

Unpredictable – The weather is unpredictable these days.

Vital – Food is vital for our survival.

Technical support – XYZ's technical support is very reliable and helpful.

Technician – The technician fixed my broken photocopier.

Gadget – Gadgets are very helpful and handy.

II. DIALOGUE BOX

A : I thought the machine was fixed yesterday. Whatever happens it needs to be done today.

B : These things happen! Better call the service center now.

A : Okay. Thanks. Hello, is this XYZ photocopier service center?

C : Yes, what seems to be the problem?

A : Our photocopier was fixed by one of your men yesterday, but it still doesn't work. Can you help me with this problem?

C : Okay. I will send you a technician 2hrs from now because he is still working on something. For the meantime, I can give you technical support. Now, try to open the machine. Please press the open button at the back. It's got a red circle on it.

A : Okay. I have opened it.

C : Now, check if there is something jammed in the machine. If so, just gently pull it out and try using the machine again. If there is nothing wrong, tell me what you see inside.

A : Oh. Something is stuck. There it is. It's out. I'll try using the machine. Oh it works again. Thank you for the help. I guess I won't be needing the technician.

Giving Technical Instructions on Phone

Comprehension Check

1. Why does A call the XYZ photocopier service center?
2. Why can't the XYZ photocopier service center send a technician right away?
3. What did the technical support do to help A?

III. LANGUAGE BOX

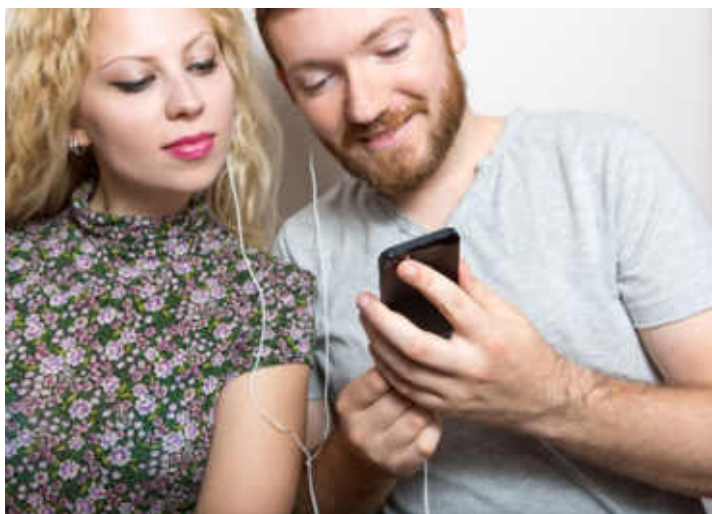
WHATEVER HAPPENS means 'Although the outcome is unpredictable, it is vital that... : Whatever happens, make sure the machine would be fixed today.

THESE THINGS HAPPEN is a fixed expression that means 'Don't worry about it - because there is nothing you can do about it. :

*A: I thought the machine was fixed yesterday. Now, the boss thinks I didn't get it fixed at all.
B: These things happen!*

IV. SAY IT! Role-play with your teacher. Your teacher will be the customer and you are the call center support.

Take out an item from your bag or pocket (e.g. your mobile, a laptop, a calculator, a music player) and show it to your teacher. Explain carefully how to use it.



QUESTIONS

1. Have you ever phoned someone to ask for instructions on using a machine or gadget?
2. How did that person help with your problem?

Get To The Point



I. WARM-UP

Vocabulary

Match the meanings of the words.

1. **Corporate culture**

2. **recruit**

3. **newsletter**

4. **candidate**

5. **vacant**

a. one or more printed sheets of paper containing information about an organization that is sent regularly to its members

b. someone who is being considered for a position

c. a job or a position - currently available - meaning people are able to apply for it

d. the philosophy, values, behavior, dress codes, etc., that together constitute the unique style and policy of a company

e. to engage in finding and attracting employees, new members, students, athletes, etc.

II. DIALOGUE BOX

Dear Sir/ Madam:

I read with interest your newsletter - received via email. Although our company is small in size, we currently have various positions which are vacant. The most highly qualified candidate will be selected and prioritized.

A number of search companies have been used by our company but we are not fully satisfied with the company we are using currently. I believe the search company should focus merely on our corporate culture.

I would like to have a meeting with you to discuss how you can help us with our recruitment and with our retention.

Respectfully yours,

Andre Roberts

Get To The Point

Comprehension Check

1. Why is the sender dissatisfied with the search company that they are using currently?
2. What is your corporate culture?
3. Why is it important to consider a corporate culture in recruitment and retention?

III. LANGUAGE BOX

POSSESSIVE PRONOUNS

Possessive pronouns take the place of a noun, like before, but they also show possession - you know, ownership.

There are seven possessive pronouns in modern English: mine, yours, his, hers, its, ours, and theirs. Please note that none of the possessive pronouns are spelled with an apostrophe.

Possessive pronouns are used rather than my one, his one, unless there is an adjective before the noun.

This is your stethoscope. Have you seen mine (=my stethoscope) anywhere?

The new lavatory is much better than our old one (=our old lavatory).

Use substitution to avoid repeating words:

One and ones are used instead of countable nouns

Brad usually writes good newsletters, but this one (=this newsletter) is quite poor.

Cookies are usually ordered, although that one (=that cookie) is made by Ann.

We use it to replace a definite, specific object

Is Dan's newsletter good? I haven't seen it (=Dan's newsletter) yet.

Are their projects finalized? I haven't checked it (=their projects) yet.

IV. SAY IT! **Imagine that you are the HR manager of a company. You are currently recruiting people to be part of a staff for a new project.**

What are the pros and cons of recruiting people through the internet?

How does your company recruit new staff?



Making Conference Calls



I. WARM-UP

Vocabulary

Try to guess the meaning of the words through their context and make your own sentences using them.

Agenda

What is on our agenda for today?

Vague

He gave a vague answer.

Current

The current standing of our company is # 1.

Coverage

They haven't given the complete coverage of the election.

Corporate

I scheduled a corporate meeting this afternoon.

Conference

Let's go to the conference room.

Viewpoints

What are your viewpoints for this?

II. DIALOGUE BOX

- A :** Before we move on to the main agenda, could I ask everyone briefly to introduce themselves, please? (everyone introduced themselves)
- A :** Nice to have everyone here. The usual reminder: please remember to say your name whenever you start speaking. Who would like to start the discussion?
- B :** Marissa speaking. Let's start with item one on the agenda. Regarding the Dawson account, whatever the boss thinks, I think we did well. So congratulations to all of us.
- A :** Sam speaking. It's too early for celebrations. Who will win the contract is still vague.
- C :** David Speaking. You're forgetting our current coverage. Whoever looks at it would be surprised and close the deal with us.
- A :** That's true. However, I don't want to assume. It's better to continue working hard and relax when it's a done deal. I'm sorry but I have to attend a corporate meeting. Let's meet next Monday at the same time. Goodbye everyone.

Making Conference Calls

Comprehension Check

1. What are they talking about?
2. In your opinion, why is it important to say your name first before speaking?

III. LANGUAGE BOX

WHOEVER and **WHATEVER** are used to talk about people or situations we do not know who or what is being talked about.

*Whoever takes over my job has got a lot of work to do.
Whatever the boss thinks, I think we did well.*

WHENEVER can mean every time:
I get nervous whenever the boss wants to see me.

WHENEVER also means at a time of your choosing:
Whenever you're ready, please come for a chat in my office.

IV. SAY IT! **Role-play a conference call for three people. You are the host. Your teacher will play the other two roles. Before you start, decide together:**

*Which company is having the conference
What's the main topic of the call
Who will be the participants
What the viewpoints of the participants are*

1. Have you participated in a conference call?
2. Share your thoughts on how to make a conference call for all parties.



Following Instructions



I. WARM-UP

Vocabulary

Try to guess the meanings of the words through their contexts. Make your own sentences using these words.

Access

They have access to the files.

Error

An error occurred while opening the server. You need to restart the computer.

Download

Each employee has to download the report sheet so that they can make their reports at home.

From scratch

After the depression he started another business from scratch.

Ages

I haven't seen you for ages. How have you been?

II. DIALOGUE BOX

Andy : I don't seem to be able to access the movie maker software any more. I don't see how it could have gone wrong. Can you help?

Drew : What do you exactly mean by access? What error message did you get?

Andy : "An error has occurred while accessing the server"

Drew : Okay. Well it's probably down to a bug. Download the program again and then re-install it.

Andy : You mean I have to start from scratch? That will take ages, won't it?

Drew : No. Scroll right down the page until you find the Edit Pro 11 version.

Andy : Okay. So that's the one at the end?

Following Instructions

Comprehension Check

1. What software can't Andy access?
2. How can he access it?

III. LANGUAGE BOX

Language Focus

When checking instructions over the phone, it is important if you're following what they are saying.

you understand
eg. Got it.
With you.
Right.

You need more time
eg. Hang on.
Hold on.
Just a second.

You don't understand.
eg. Not with you.
I don't follow.
I don't get it.

Grammar Focus

We can use the verb to be in a number of fixed expressions.

Be down to: be a result of / caused by:
eg. There's currently a serious water shortage, which is down to the hot weather.

Be up to someone: it is their decision, they decide / choose:
eg. It's up to you whether you come or not.

Be with someone: understand someone
eg. Are you with me? (do you understand)
I'm bit with you (I don't understand)

IV. SAY IT! Imagine that you are a salesman at an electronic shop and a customer has some inquiries about his new music player.

1. Explain the function of the gadget to the customer.
2. Explain the basic instructions on how to use the gadget.



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How to Negotiate



I. WARM-UP

Vocabulary

Try to guess the meanings of the underlined words through their contexts.

1. The manager admitted that the proposal was great. However, he has to think it over before approving it.
2. Mr. Chua's business opponent sent him an invitation.
3. Bill has negotiated with the top businessmen in the world.
4. To be successful, you must have a certain business strategy.
5. Talking with your colleagues causes a delay in the completion of work.

II. DIALOGUE BOX

MEMO

There has been a delay with Ching Company's order. They said they need more time to think it over, but I heard that there is a new company which is considered to be our opponent. They are negotiating a much lower price with them. They even offered a 5% discount. We need to do everything to keep this account.

I will be announcing the schedule for our meeting with the president. However, before we have the meeting, I want you to plan new strategies on how to keep future clients.

Comprehension Check

1. What is the memo about?
2. According to the memo, what is the cause of the delay?
3. Do you see negotiation as being about:
 - a. a fair and equal transaction?
 - b. compromising?
 - c. making a joint decision in which you get some of what you want and they get some of what they want?

How to Negotiate

III. LANGUAGE BOX

In negotiations, the first conditional form (**if + present + future**) is used when we are more certain. The second conditional form (**if + past + would infinitive**) is more tentative:
ex: *If you agree to the new working conditions, we'll sign the contract now.*

There are several ways to express a condition without using an if-clause.
A simple conditional with Suppose / Supposing + a verb in the present or past tense:

ex: *Suppose they don't accept, what will you do? (If they don't accept...)*

1st conditional form (**if + present + future**)

If + you + agree to the new working conditions, we'll sign the contract now.

2nd conditional form (**if + past + would infinitive**)

If + you + accepted 5%, we'd be prepared to negotiate the second point.

Answer the question using 1st conditional form or 2nd conditional form. Start your sentences with:

If there are changes in the company, I will...

If there were changes in the company, I would...

How do you manage changes in the company?

IV. SAY IT! Role-play with your teacher the situation below.

You have been offered a higher position in the company you work for. But, you are dissatisfied with the conditions that apply. How will you negotiate with the manager?



QUESTIONS

1. Was there a time when someone offered you a great deal?
2. Did you negotiate?

Presenting Yourself in an Interview



I. WARM-UP

Vocabulary

Pick out the word that would best fit the context.

work atmosphere *proactive* *motivated*
investment *enthusiastic*

1. As a team leader, you must be _____ about your job.
2. Workers are _____ to render their services if they are praised.
3. In order to survive the competition a company should be _____ not reactive.
4. A house and lot is a good _____.
5. A positive _____ produces positive results.

II. DIALOGUE BOX

Bea is an economist who is applying for a new job in an international investment bank.

SAM : Let's talk about team work. How would you achieve a good working atmosphere in a multinational company?

BEA : The first task is to make sure that everyone knows what is expected from them, in that sense, I think I'm quite a communicative person. I'm highly motivated and goal-oriented. If my team is getting the results then I can be a very enthusiastic leader. I strongly believe that a good leader should be very demanding. But I'm also realistic – the perfect atmosphere probably doesn't exist.

SAM : Yes, but what about multinational teams?

BEA : I must admit I'm not so experienced when it comes to dealing with nationalities but I don't think my approach would be all different, not if you're dealing with professionals. I think good communication would be my main priority.

SAM : Could you describe a recent situation in which you convinced a group to do something?

BEA : Yes, a few months ago I was able to convince a group of rather conservative European bankers that they should be more proactive in their work.

Presenting Yourself in an Interview

Comprehension Check

1. What other questions can you add to this interview?
2. Do you think the interviewee's answers are impressive?
3. Would you hire Bea if you were the interviewer?
4. Number the following selection methods 1-5 according to how effective you think they are (1=most effective).

. work-related task (pre- or post-interview: on paper or online)	. psychometric test
. telephone interview	. one:one interview
	. panel interview

III. LANGUAGE BOX

I'm quite reliable. I don't usually forget things.
 I'm quite dependable. I always finish my work on time.
 I can be rather demanding in terms of my expectations of the team.
 I can rather be helpful when it comes to the brainstorming of ideas.

The following are important when describing personal qualities

find + it + adjective + an infinitive

(Expresses how a person feels about a particular task)

I find it difficult to work with them.

I find it easier to write at home.

Adjectives are used to reinforce the meaning of a noun or when we talk about something that is special or unique. Intensifying adjectives include: complete, entire, extreme, perfect, real, sheer, total, utter, absolute.

You'll have to help me with this. I'm a total beginner.

A restrictive adjective defines, identifies, specifies, or limits the noun it modifies. Restrictive adjectives include: chief, exact, first, main, major, only, principal, sole.

He couldn't give a specific reason for the malfunction.

IV. SAY IT! Imagine that you are going to be interviewed by a consultant for a new job.

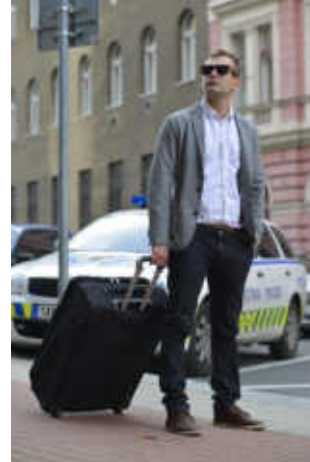


QUESTIONS

1. What would you say about your ability to work in an international environment, with different conditions and practices in different countries?
2. How would you establish clear and reasonable objectives?
3. What are the DOs and DON'Ts in an interview.

LESSON E3

Getting Away From It All



I. WARM-UP

Vocabulary

Pick out the word that would best fit the context.

*potential
business trip*

*rescheduled
supplier*

1. The CEO's _____ has been _____ due to the typhoon.
2. We need a new textile _____ for our new designs.
3. The committee has already spotted a _____ chairperson to manage the Finance Department.

II. DIALOGUE BOX

To: Mr. Takumi Mori

I have just returned from a business trip. Last Wednesday, I left for Canada to visit Sanyang Electronics, a potential supplier of electrical parts for our company. I would like to inform you that our meeting will be rescheduled. My secretary will email you the details.

Regards,

Mr. Suju Yanamata

Auto Parts Company

Getting Away From It All

Comprehension Check

1. What is the email about?
2. How often do you travel for work? What do you usually take with you?
3. Describe what makes a business trip successful for you.

III. LANGUAGE BOX

When we want to add extra emphasis, especially when we introduce new information or to contrast with a previous statement, we can use the following forms, which are known as "**cleft sentences**"

Beginning a sentence when it + to be stresses the words we want to emphasize or contrast:
It's Peter who **is** really interested in the idea.

Beginning with What focuses the attention to the final part of the sentence:
What I need **is** an aspirin.

Using the expression with the thing (that)...
The thing that interests me most **was** their production system.

We can sometimes replace The thing with All:
All we're asking for **is** a firm commitment from you.

IV. SAY IT! You are to organize an annual conference and you need to report some details from your business trip. Use the expressions from the language box.



QUESTIONS

1. How often do you travel for business purposes?
2. Cite the latest business trip you've had.
3. Were there some business trips that were unsuccessful?

Climbing the Corporate Ladder



I. WARM-UP

Vocabulary

Pick out the word that would best fit the context.

key practices
competent

obstacles
reluctant

implement

1. Ms. Shin seldom smiles; other employees are _____ to talk to her.
2. What the company needs are _____ workers.
3. Don't think of problems as _____ to your success.
4. Everyone has to follow the _____ to help create a productive and competent workers.
5. The chairperson has to _____ new regulations which are helpful in the company's development.

II. DIALOGUE BOX

Dear managers,

I'm sharing some key practices which would help employees to become competent. You should aim to implement this as soon as possible:

- Avoid ignorance and laziness as these are the key obstacles to the spread of best practice. Time is precious.
- Do not be reluctant to change your way of doing things. You can always ask your co-workers for advice.
- Be flexible. You might be transferred to a new department in a short notice.

Best regards,

Carmen Johansen
Sales Director

Climbing the Corporate Ladder

Comprehension Check

1. What are the key practices that would help employees become competent as cited in the letter? What other key practices can you think of?
2. What does climb the corporate ladder mean?
3. Where do you think your career ladder is taking you?
4. Do you agree that the new job responsibilities that come with a promotion are stressful?

III. LANGUAGE BOX

Use **when** to express a sequence

I'll email you + when + I have some news.

Use **when** to show that an event happens at the same time as something else.

Sally phoned +when + I was in a meeting

GRAMMAR FOCUS

We can use **when** to express a sequence or to show that an event happens at the same time as something else:

ex: I'll email you when I have some news.

While and as also show that something happened at the same time as something else:

ex: I read over the agenda of the meeting while I was waiting.

As Gwen was preparing the agenda, Anton gave her some challenges.

We also use **as** to show something changes over time in connection with something else:

ex: Your responsibilities will increase as you move up the company ladder.

IV. SAY IT! You are offered a higher position. The management was impressed by your performance. You were given a task to discuss the best key practice in a meeting in which it has helped you reach that position.

How will you discuss this best key practice?



LESSON E5

Writing a Report



I. WARM-UP

Vocabulary

Choose the word that would best fit the context.

inevitable
enforce

recommendation
reasoned out

tardiness

1. Xavier thinks that there is a need to _____ a new rule on absence.
2. The most common and overused reason for employees' _____ is being stuck in a traffic jam.
3. The CEO's _____ lead to the company's success.
4. Noel was absent from work for three consecutive days and when asked why, he _____ that he was sick.
5. Being absent from work is _____. No one knows what lies ahead.

II. DIALOGUE BOX

Report on Frequent Absences among Employees

Executive Summary

As shown in the attendance list, almost 50% of the employees have been absent. This has caught the attention of the Academic Office. Students' complaints sheets are piling up, and have drastically increased compared to the last few quarters. Most of the complaints are about the absent teachers.

Introduction

The purpose of this report is to remind teachers about the institute's attendance policy. If there is the same amount of complaints next quarter, the Academic Department Heads will take disciplinary action. Inevitably they will be forced to revise the policy as follows:

the instructors involved
the time with the most absences
the instructors reasons of absence
to be implemented revised attendance policy
recommendation

Findings

Almost 50% of the instructors have been absent on Mondays, in both First and Second class periods. The following points summarize our key findings. To be specific – Monday morning 08:10-9:00 and 09:10-10:00. Secondly, Fridays. Instructors are usually absent in the last period, 04:00-5:00 in the afternoon. Most instructors reasoned out in writing that they were not aware that they have classes at those times. On Fridays, most of the teachers explained that their students didn't show up for almost half an hour, therefore it was suggested they leave.

Conclusions

These incidents have raised many complaints on both the students' and the teachers' behalves. According to the teachers, they were given notice about absence and tardiness ahead of time.

Recommendations / Implementations

Due to this, each teacher will have to confirm their schedules for the following week, in person, at the Academic Office. During last periods, every teacher must stay in their assigned room until 04:45. After the time, if the student is still not present the teacher may leave.

Writing a Report

Comprehension Check

1. What is the report above mainly about?
2. What is the concern of the person who made the report?
3. If you were the person who made the report, what actions would you take towards this incident?
4. What action would you consider to avoid this incident happening again?

III. LANGUAGE BOX

How to write a report

1. *Write an Executive Summary*
- *give an overview of the report*
2. *Introduce*
- *explain the purpose of the report*
3. *List down the findings*
- *write the gathered information*
4. *Conclude*
- *talk about the reactions of the findings*
5. *Make some recommendations*
- *give some advice*

IV. SAY IT! You are the Quality Assurance Manager of a Food Company. Lately, your company has been receiving complaints from both regular and new customers about the packaging of some of the items that have been delivered to them. The CEO of the company asked you to make a report to your members about this incident.



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