

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?

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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.

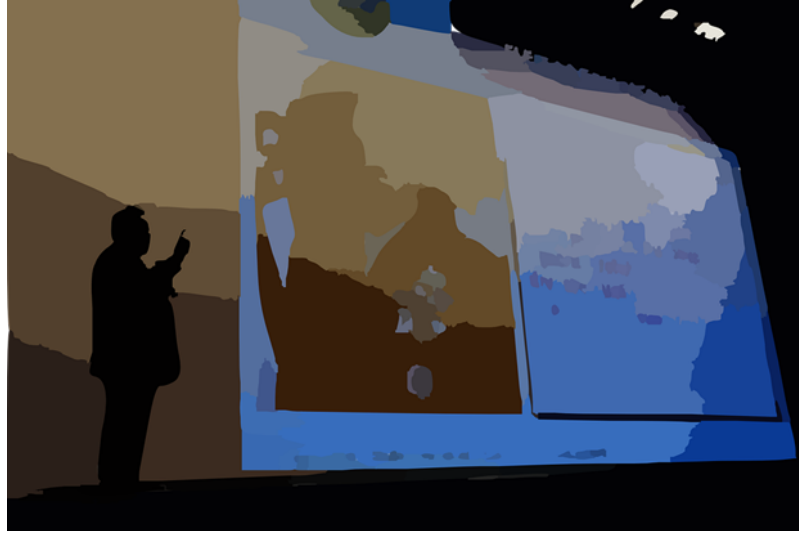
1. The tense in the reported speech is one step back into the past.
 - present – past
 - past – past perfect
 - present perfect – past perfect
 - present progressive – past progressive
 - can, will, may – could, would, might
2. That may be used to introduce the quoted statement.
3. Replace the pronouns 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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