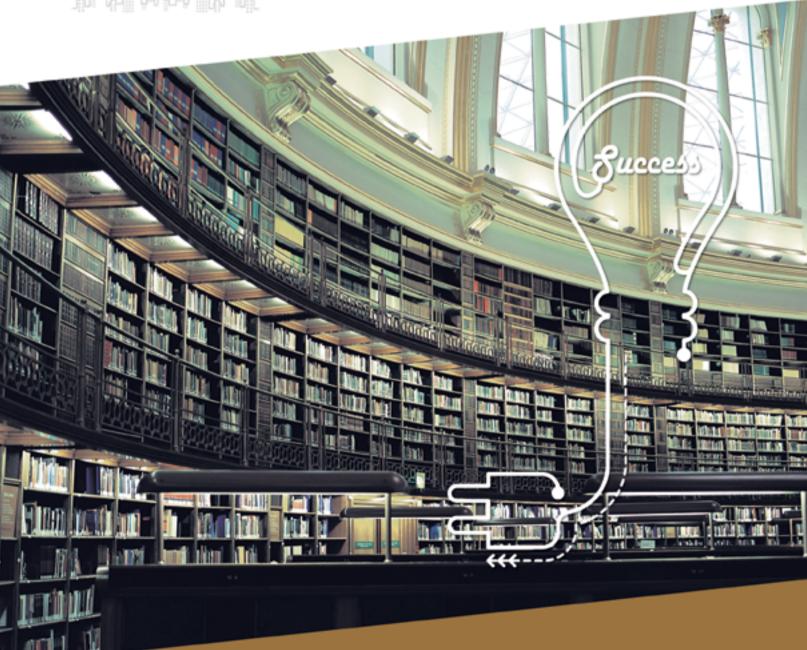
Teaching and Learnin Materials

CARROT HOUSE

CARROT LIBRARY

Language for Success









CARROT HOUSE

carrotenglish.com)
offers efficient and effective language learning
solutions for learners who want to improve their
overall English language skills by providing systematic
language programs. These programs include general
conversation, business topics, discussion, and English
for specific purposes (ESP) courses and many others.

"Productive language," the ultimate goal of CARROT HOUSE, is aimed at improving learners' proficiency in speaking and writing.

CARROT HOUSE also develops special business skills courses – Business Basics, Presentation, Negotiation, Meetings, and other business-related courses for business people so that they can enhance not only their productive language skills but also their professional business skills.

We promise to be the stepping stone to help you step up and become fully qualified in this competitive global society.

CARROT HOUSE

Works With CARROT GLOBAL'S Language Research and Development Center to create:

"Language For Success"

CARROT HOUSE e-Book Center

www.ecarrothouse.com

Anytime, Anywhere

• The e-Book center is available anytime anywhere via PC and Mobile.

Learning Management System (LMS)

• Learning progress can be monitored throughout the e-book via a learning management system.

Language Training Programs

• e-Books can be used in sync with CARROT Global's language and business skills training programs with real-time feedback and 1:1 class management.

Domestic & International Service

• The e-Book center is operated in 5 languages (Korea, English, Chinese, Vietnamese, and Thai) and is available where ever there is internet access.



Key for Icons



MP3 (Listening)

Mp3 files are provided for each lesson in the conversation books.





e-Book, m-Book

The e-Book Center is a complete online learning system supported by Carrot English.

* Terms and conditions apply for e-Book and m-Book usage.



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Teacher's guide

Teacher's guide materials are provided for CARROTHOUSE textbooks.

CARROT HOUSE Methodology

Andragogical Approach & Productive English

The teaching of children (pedagogy) and adult learning (andragogy) are distinctively different. Pedagogy is akin to training and encourages convergent thinking and rote learning. It is compulsory, centered on the teacher and the imparting of information with minimal control by the learner. Andragogy, by contrast, is about education as freedom.

It encourages divergent thinking and active learning. It is voluntary, learner oriented and opens up vistas for continuing learning. Adults need to feel independent and in control of their learning. Therefore, Carrot House curriculum is based on andragogy and is designed to encourage learners' participation and engagement by providing more task-based activities and opportunities to frequently interact in the classroom.

People want to achieve communicative competence when they learn other languages. English education in EFL environments has been rather focused on the receptive skills of English—listening and reading—which simply increases learners' knowledge about a language, not the competence of using it. If people are well equipped with productive skills—speaking and writing—they will be competent in English communication.

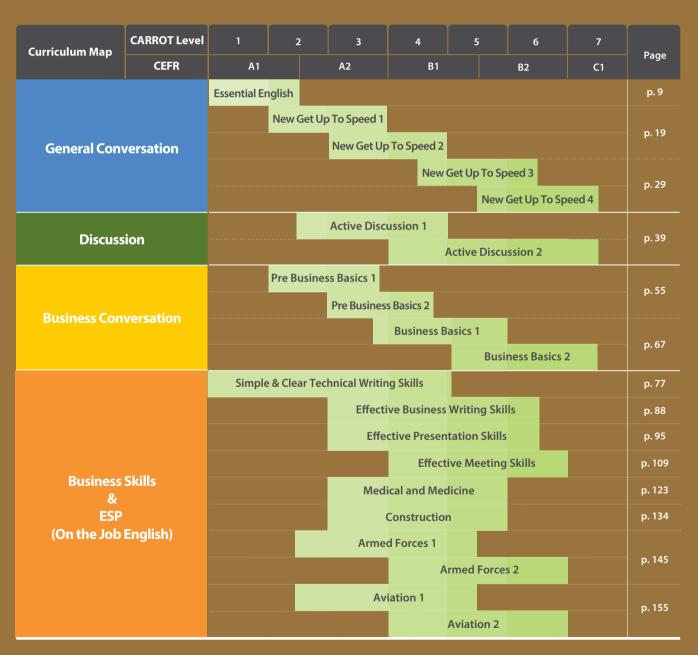
This is why Carrot House curriculum is designed to enhance learners' productive skills throughout the course. This and ragogical approach of the Carrot House Curriculum, which focuses on productive English, will enable learners to achieve communication skills necessary for global competence. Carrot House's teaching philosophy and curriculum combine to provide a "Language for Success" for all learners.

Communicative Language Learning (CLL)

This communicative interaction, the essential component of language acquisition, does not occur in a typical, non-meaningful, fun-oriented conversation with native speakers. It occurs in a negotiated interaction through which a well-trained teacher provides the comprehensible input that is appropriate to the learners. The learners, at the same time, actively utilize the opportunities given to them by the teachers.

To this end, the Communicative Language Learning (CLL) method is employed in the field of Foreign Language Acquisition. The CLL method provides activities that are geared toward using language pragmatically, authentically and functionally with the intention of achieving meaningful purposes.

CARROT HOUSE CURRICULUM



General Conversation











• Level : Beginner

• CEFR: A1

• ISBN: 978-89-6732-179-6

Essential English

Essential English: Begin Again is designed to improve beginners' proficiency in spoken and written English. This book aims to help beginners' communicate in English with confidence by providing as many opportunities as possible through constant classroom interactions and systematic pattern practices.

Lesson Composition

Essential English: Begin Again consists of sixteen units. Each unit, composed of nine sections, examines two grammatical expressions and pattern practices.

- **1. Getting Started:** Opens each unit with short warm up activities of describing the image and open discussion
- 2. Grammatical Expression I: Presents the first grammar point of the lesson
- **3. Let's Talk I:** Uses the first grammar point in a short dialogue where a mp3 is also provided. Comprehension questions are also provided to check the learners understanding
- **4. Check It Out:** Provides an area for speaking practice using the grammar and language points
- **5. Grammatical Expression II:** Presents the second grammar point of the lesson
- **6. Let's Talk II:** Uses the second grammar point in a short dialogue where a mp3 is also provided. Comprehension questions are also provided to check the learners understanding
- **7. Check It Out:** Provides an area for speaking practice using the grammar and language points
- **8. One Step Ahead:** Reviews the topic through open ended discussion questions and writing tasks
- **9.1 CAN:** Provides an area where the learning objectives of the unit, provided in Getting Started, can be reviewed

Essential English: Begin Again Contents

	Unit	Grammar Focus	Speaking Lesson	Key Vocabulary	Page
1	Is this your family?	 "be" verb pronouns possessive objectives	• What's your name? • Is this your family?	family tree names of countries personal objects	P. 9
2	What a nice place!	• nouns (singular/plural) • this, that, it • there is/are • have/has	What a nice apartment! Is there a nice coffee shop around here?	rooms at home house objects places in towns	P. 15
3	What are you doing?	• present continuous • wh-questions (1)	• Who are they? • What are you doing now?	clothing and accessories everyday verbs	P. 21
4	Do you get up early in the morning?	• present tense (1)	What do you do after work? What do you usually do on Saturday?	never / usually / always everyday verbs	P. 27
5	What do you have for breakfast?	• present tense (2) • wh-questions (2)	Aren't you hungry? He sings rock.	• food • entertainment	P. 33
6	What can you do on vacation?	· can for ability · can for possibility	I can speak English. You can do a million things.	verbs for job ability sightseeing	P. 39
7	How was your trip to Florida?	• past tense (1) & be verb • questions	I was born in Seoul. How was your trip to Florida?	adjectives to describe things and feelings verbs for ability	P. 45
8	What did you do last night?	• past tense (2)	What did you do last night? How was your weekend?	past verbs for activities time expressions for the past	P. 51

	Unit	Grammar Focus	Speaking Lesson	Key Vocabulary	Page
9	What are you going to do?	• future with "will" • future with "be going to"	What are you going to get her? What are you going to do tonight?	special days special occasions	P. 57
10	Would you like to go out for dinner?	· present continuous for future	Would you like to come with me? I have to make some food for a Christmas party.	verbs for invitation suggestions expressions to turn down an invitation	P. 63
11	He's very attractive.	be + adjectivea(n) + adjective + noun	· She is kind of cute. · He has curly brown hair.	· adjectives for appearance · color	P. 69
12	It is fantastic.	be + adjectivebe + not + adjectivebe-questions	It was awful. You have to know life is not easy.	adjectives for feeling adjectives for personality	P. 75
13	I think I am lost.	preposition for location how to verb	Is there an Internet cafe near here? Excuse me. I think I am lost.	expressions for giving directions places around town	P. 81
14	Would you care for some dessert?	countable/ uncountable nouns a little vs. a few some vs. any	What do you want for dinner? I am watching my weight.	vegetables / fruits / drinks expressions for offering things	P. 87
15	Do you mind if I use your car?	modals for requests modals for getting a permission	Could you tell him to call me later? Do you mind if I use your car tonight?	expressions on the phone expressions for asking opinions	P. 93
16	Wasn't it a little scary?	tag questions negative questions	I can't have my lunch, can !? Wasn't it a little scary?	Be-verb review Do-verb review	P. 99



Essential English: Begin Again

Grammatical Expressions

Look at the grammar point below. Read and create complete sentences using the words given. Share your sentences with a partner.



"Be" verbs (Present)

I am ... You are ... He / She / It is ... We are ... They are ... I am not ...
You are not ...
He / She / It is not ...
We are not ...
They are not ...

Am I ...?
Are you ...?
Is he / she / it ...?
Are we ...?
Are they ...?

Let's Talk

What's your name?

Read and practice the conversation with a partner. Then, share your answers to the comprehension questions to check your understanding. James Hello. My name is James. What's your name?

Jessica Hi. I'm Jessica. Nice to meet you.

James Nice to meet you, too.

Are you from America?

Jessica Yes, I am. I am from New York.

How about you?

Where are you from?

James I am from Seoul, Korea.

Jessica Really? My husband is from Korea, too.



Comprehension Questions!

- 1. Who is having this conversation?
- 2. Where is Jessica from?
- **3.** Where is her husband from?



1 | Speaking with pictures

With a partner, take turns asking and answering questions about the pictures below.



- A Who is that?
- B That is Harry.
- A Where is he from?
- B He is from New Zealand.





2 | Speaking some more

Share information about yourself with a partner.

Your partner What's your name?

You

Your partner Are you from ____?

You _____.

I am from ______.

Your partner Is your husband/wife/boyfriend/girlfriend from ______, too?

You



Essential English: Begin Again

Grammatical Expressions

Look at the grammar point below. Create a complete sentence for each expression. Share your sentences with a partner.

Christine



Pronouns and Possessives

1	¦ my	¦ me	mine
you	your	you	yours
he	his	him	his
she	her	her	hers
it	its	it	it's
we	our	us	ours
they	their	them	theirs

ls this your family?

Read and practice the conversation with a partner. Then, share your answers to the comprehension questions to check your understanding. **Brian** Is this your family photo?

Brian Where was this photo taken?

Christine We were in Miami. I am from Miami.

Yes, it is my favorite photo.

Brian Who is the woman next to you? **Christine** Oh, she is my aunt. I like her a lot.

Brian Is that her house?

Christine No, it is not hers. It is her father's.



Comprehension Questions!

- 1. Where is Christine from?
- 2. Who is in the photo?
- 3. Whose house is in the photo?





1 | Speaking with pictures

With a partner, take turns asking and answering questions about the pictures below.



- Mho is the man on the motorbike?
- B He is my uncle.
- A Is that **his** motorbike?
- **B** No, it is not **his.** It is **his mother's.**



cousin



2 | Speaking some more

Using the picture given, share information about your friends with a partner.

Your partner Who are these people?

You

Your partner Is he your _____?

You

Your partner Are they from _____?

You



One Step Ahead!

Let's talk about your family!

- Are you from a big, medium-sized, or small family?
- B Do you have any brothers or sisters?
- Are you married? If you are, how many children do you have?
- Do you prefer a small or big family? Why?

2 Let's write about your family!

Using the grammar points learned in this unit; write about your family.				



L CAN!

- ✓ Introduce myself and my family
- ✓ Use pronouns when talking about my and other people's possessions

















- Level: Beginner High Advanced Low
- CEFR: A1 C1
- ISBN : New Get Up to Speed 1 978-89-6732-012-6

New Get Up to Speed 2 978-89-6732-013-3

New Get Up to Speed 3 978-89-6732-014-0

New Get Up to Speed 4 978-89-6732-015-7

New Get Up to Speed 1-4

New Get Up to Speed Situational Conversation Course Book series is designed to improve learner's proficiency in English-speaking and to help learners communicate in English with confidence.

This series focus on situation that a native speaker would face on a daily basis. Each situation is aimed to provide opportunities for learners to be exposed in native speaker's way of speaking and expand their English-language ability in everyday life.

Features of New Get Up to Speed

- **1. Productive English:** Learn to use practical and authentic expressions in various daily conversation, written sentences, and activities.
- 2. Maximization of Schema: The use of visual texts, topic specific questions and useful expressions allow learners to find connections between the contents and their lives by maximizing their schema.
- **3. Interactive Activity :** Activities, such as role-play, pair-work, group-work, and class-work, provide learners with the opportunity to constantly interact each other.
- **4. A Range of Everyday Topics :** Through dealing with a range of daily situations in class, learners are equipped to tackle similar situations in reality.
- 5. Discussion: Learners can expand their ability to effectively express themselves in English through discussing a broad range of topics.
- **6. Slang / Idiom :** Through learning topic-related slang and idioms, learners can improve their English language proficiency and use slang and idioms to articulate their ideas
- 7. Opinions on Topic-related Situations: Aiming at to enhance learners' abilities to speak logically, this task gives learners a chance to express their opinions on a given topic or from a choice of two situations.

New Get Up to Speed 1-2

Lesson Composition

 $Each \ New \ Get \ Up \ to \ Speed \ Situational \ Course \ Book \ is \ composed \ of \ 6 \ units \ each \ designed \ with \ 4 \ lessons.$

There are 7sub-sections that make up each lesson.



- **1. Warm up Activity:** Three situation-related questions are provided to stimulate the learner's thinking and put them at ease in an English speaking environment.
- **2. Useful Expressions :** Practice using expressions to expand the learner's English-language ability for everyday situations.
- **3. Key Conversation :** A situational based conversation that a native speaker would face on a daily basis is provided to practice native speaker's way of communicating.
- **4. Language Practice :** Practice situation-related expressions through meaningful drills, transition drills, and question generators.
- **5. Role Plays:** Three different role plays geared around the learning point of the lesson are provided to reinforce the learner's response skills for that situation.
- **6. Cultural Discussion Questions :** Give the learner the opportunity to share personal experience, ideas, and opinions about the situation with different cultural backgrounds in mind.
- **7. Slang & Idioms :** Reinforce the learner's ability to speak English like a native speaker through the use of commonly used slang and idioms related to the learning point.

New Get Up to Speed 1









• Level : Beginner • CEFR : A1 - A2

• ISBN: 978-89-6732-012-6

Contents

Title	Learning Objective	Expression Check	
Lesson 1 Inviting a Friend to Dinner	To invite a friend over to your house for dinner	- Do you have any plans this weekend? - Would you like to come over for dinner? - What time works best for you?	8
Lesson 2 Introducing People	To introduce friends and colleagues to other people	 Everyone, I'd like you to meet my boyfriend, Doug. By the way, this is my co-worker, Melissa. Have I introduced you to my sister? 	12
Lesson 3 Touching Base	To speak over the phone to people whom you have not spoken to recently	- Hey, John, long time no hear.- What's new and exciting with you?- What have you been up to these days?	16
Lesson 4 That's Her	To describe other people and their appearance	- I'd never forget a face like hers. - I'm positive it's her. - She's an absolute knockout.	20
Unit I Develop Yo	ur Learning		24
Lesson 5 Making Dinner Reservations	To make dinner reservations over the phone	- Could I make a reservation, please? - Do you have any tables available for 7:00 pm? - How many people is the reservation for?	26
Lesson 6 What Do You Recommend?	To make recommendations to other people	- I highly recommend getting the steak You should try the roast chicken. It's so good I know what I would order if I were you.	30
Lesson 7 Are You Ready to Order?	To order a meal off a menu at a restaurant	- Have you decided what you'd like? - Would you like an appetizer? - Would you like anything to drink?	34
Lesson 8 Paying the Bill	To pay for a meal at a restaurant	- How was everything? - Is this together or on separate checks? - Will this be cash or credit?	38
Unit II Develop Yo	our Learning		42
Lesson 9 Grabbing a Drink	To make plans with colleagues after work	- Are you up for drinks after work today?- You don't have to ask me twice.- I'm sure you can twist my arm.	44
Lesson 10 Where Should We Go?	To make suggestions and decisions on where to go	- Where do you feel like going? - Have you tried that new Irish Pub? - What do you say we hit up Joe Cool's?	48
Lesson 11 Let's Call It a Night	To end an evening out with friends	- What do you say we call it a night? - It's getting to be that time of night Time to shut it down, boys.	52
Lesson 12	To express the desire to pay for a meal for other	-This one's on me Put your money back in your pocket.	
	Lesson 1 Inviting a Friend to Dinner Lesson 2 Introducing People Lesson 3 Touching Base Lesson 4 That's Her Unit I Develop You Lesson 5 Making Dinner Reservations Lesson 6 What Do You Recommend? Lesson 7 Are You Ready to Order? Lesson 8 Paying the Bill Unit II Develop You Lesson 9 Grabbing a Drink Lesson 10 Where Should We Go? Lesson 11 Let's Call It a Night	Lesson 1 Inviting a Friend to Dinner Lesson 2 Introducing People Lesson 3 Touching Base To speak over the phone to people whom you have not spoken to recently Lesson 4 That's Her To describe other people and their appearance Unit I Develop Your Learning Lesson 5 Making Dinner Reservations Lesson 6 What Do You Recommend? Lesson 7 Are You Ready to Order? Lesson 8 Paying the Bill To make plans with colleagues after work Unit II Develop Your Learning To make plans with colleagues after work To make suggestions and decisions on where to go Lesson 11 Let's Call It a Night To end an evening out with friends	Lesson 1 Inviting a Friend to Dinner Lesson 2 Introducing People Description of To speak over the phone to people whom you have not spoken to recently Lesson 4 To describe other people and their appearance To make dinner reservations over the phone to phone Phone To make dinner reservations over the phone To what Do You Reservations Lesson 5 Making Dinner Reservations Lesson 6 What Do You Recommend? To order a meal off a menu at a restaurant to Order? Lesson 8 To pay for a meal at a Paying the Bill restaurant restaurant Drink Lesson 9 Grabbing a Drink Lesson 9 Grabbing a Drink Lesson 10 Where Should Ww For All Invited And Invited And Where Should We Go? Lesson 11 Lesson 10 Inviting a Friend to your house friends and colleagues after work by our house for dinner? - What the works best for you? - What time works best for you? - Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfriend, Doug Everyone, I'd like you to meet my boyfrend Have you have any tables available for roop pm? - I'd new forget face like hers I'm positive it's her She's an absolute with year I'd new forget face like hers I'm positive it's her

	Title	Learning Objective	Expression Check	
Jnit 4 Personal Finances	Lesson 13 Budgeting	To create a monthly budget based on your needs and wants	- We need to set aside enough money. - This should be enough to cover the basic necessities. - What's left over for savings?	62
mances	Lesson 14 Banking	To do personal banking at a local bank	 - I'd like to deposit this money into my savings account, please. - Could you please put this toward my credit card? - Would you mind updating my bank book, please? 	66
	Lesson 15 Monthly Bills	To pay monthly bills at different places of business	- I'd like to pay my monthly utility bill, please. - Can I pay my cell phone bill here as well? - That should make us all square.	70
	Lesson 16 Obtaining a Loan	To go to a bank and apply for a personal loan	- I'd like to apply for a personal loan. - Why do you need the loan? - What kind of rates can you offer me?	74
	Unit IV Develop	Your Learning		78
Jnit 5 Buying	Lesson 17 Buying Tech Toys	To give students the ability to buy new technology gadgets	- I'm looking into getting a new smartphone What kind of smartphone are you looking for? - Do you have any slider phones?	80
Things	Lesson 18 Getting Tickets	To give students the ability to inquire about and buy tickets for different events	- Do you have any tickets left for the concert? - How much are the tickets going for? - Which type of tickets do you want?	8
	Lesson 19 Getting Some New Wheels	To give the student(s) the ability to purchase a new car from a dealership	- I'm in the market for a new car What make and model are you interested in? - What are the standard options?	8
	Lesson 20 My New Wardrobe	To give students the ability to buy new clothes at retail stores	- Where are the new arrivals? - Which ones are on sale? - Are these buy-one-get-one-free?	9.
	Unit V Develop Y	our Learning		9
Jnit 6 To Do List	Lesson 21 The Post Office	To get things done at the post office	 I have some letters that need mailing, please. Do you want to send it standard post or airmail? How long does airmail take? 	9
	Lesson 22 The Dry Cleaners	To drop off dirty clothes at the dry cleaners	 Can I have these shirts dry cleaned, please? When will they be ready to pick up? I have a pair of pants to pick up. 	10
	Lesson 23 The Honey Do List	To create a list of odd jobs that need completing around the house	 To start with, you have to mow the lawn. Once you have that done, the garden needs weeding. Don't forget to vacuum the living room. 	10
	Lesson 24 Getting to the Gym	To express the importance of fitting exercise into a busy schedule	 I have to get to the gym at some point today. I don't have the energy to work out. Getting to the gym will give me my second wind. 	11
	Unit VI Develop	/our Loarning		11

Answer key 116

New Get Up to Speed 2









• Level : Low Intermediate

• **CEFR**: A2 - B1

• ISBN: 978-89-6732-013-3

Contents

	Title	Learning Objective	Expression Check	
Unit I News &	Lesson 1 Here Comes the Bride	To express congratulations to a newly married couple	- Congratulations on your big day. - Here comes the happy couple. - Wishing you many years of happiness together.	8
People	Lesson 2 A New Arrival	To express congratulations for the birth of a new child	- He's as cute as a button.- Welcome to the world, little one- How are mother and baby doing?	12
	Lesson 3 Moving Up in the World	To talk about professional achievements and promotions at the workplace	- Congratulations on your new promotion I couldn't be any prouder of you Let's celebrate your new promotion.	16
	Lesson 4 In the Hospital	To convey warm wishes to people who are hospitalized	- I wish you a speedy recovery I hope you are back on your feet again soon You're definitely looking better today than yesterday.	20
	Unit I Develop Yo			
Unit II Working	Lesson 5 The Monday Blues	To talk about your past weekend in detail	-What did you do over the weekend?- My weekend was pretty casual.- I was basically a couch potato all weekend.	26
for the Weekend	Lesson 6 Hump Day	To talk about a tough work day	 -That was the easiest hump day I've had in a while. - It's all downhill from here. - What a cushy day. 	30
	Lesson 7 Thanks, But No Thanks	To decline an invitation without hurting other people's feelings	- Thanks anyway, but I'm not into that. - I'd like to, but - Can I take a rain check?	34
	Lesson 8 TGIF	To express excitement about the weekend	- I can't wait for this day to be over! - I'm counting down the minutes to the weekend. - I'm hoping to knock off early today.	38
	Unit II Develop Yo	our Learning		42
Unit III Days Off	Lesson 9 What Should We Do?	To make weekend plans with a friend	- Are you into doing something this weekend? - Would you be up to seeing a ball game? - How about catching a movie instead.	44
20,50	Lesson 10 I Need to Cancel	To cancel a pre-arranged plan	 - I'm really sorry, but I have to cancel our appointment. - It's no problem. Do you want to reschedule? - Unfortunately, something came up and I have to cancel. 	48
	Lesson 11 The Big Game	To predict a future outcome	- I think the English squad is going to win today I'm picking Spain to take it all It should be a great match.	52
	Lesson 12 Planning a Potluck	To plan a potluck dinner among friends	-Would you mind bringing a salad? - How about if you bring your homemade chili? - Let's see if Mary would bring a salad.	56
	Unit III Develop Y	our Loomain a		60

	Title	Learning Objective	Expression Check	
Unit IV Unique	Lesson 13 Home Theater	To discuss the purchase of a home entertainment system	- Do we really need a 60 inch TV? - Does it have surround sound? - Where are we going to put it?	62
Purchases	Lesson 14 House Hunting	To express what you are looking for in a house	- What's the square footage of this place? - We'd like to put in an offer We've got a \$20,000 down payment.	66
	Lesson 15 With This Ring I Thee Wed	To ask and respond to questions when selecting a ring	- What are the 5 C's for this rock? - I want to have it engraved inside Do you know her ring size?	70
	Lesson 16 Man's Best Friend	To find a suitable family pet	-We want a breed that is good with children Are they hard to house train? - Does she have all of her shots?	74
	Unit IV Develop	our Learning		78
Unit V	Lesson 17 Getting a Haircut	To express how you would like your hair cut	- I just want a trim Take a little off the top I'm going for a whole new look.	80
Me Time	Lesson 18 Doing a Good Deed	To describe your volunteer experiences	- I'm going to give some of my time I just want to make a difference Could you lend me a hand here?	84
	Lesson 19 Joining a Club	To discuss your pastimes and hobbies	- Do you belong to any clubs? - We are forming a new club. - I didn't know you liked doing	88
	Lesson 20 The Great Outdoors	To discuss outdoor activities	- Do you think the weather is going to cooperate for us? - I hear that is great this time of year There's nothing like being in the great outdoors.	92
	Unit V Develop Y	our Learning		96
Unit VI	Lesson 21 Calling In Sick	To provide an excuse for absenteeism	- I feel under the weather today I think I am coming down with something I need to call in sick today.	98
Personal Health	Lesson 22 Making a Doctor's Appointment	To call a doctor's office and schedule an appointment	-Would it be possible to make an appointment today? - Could you come at 4:00 pm this afternoon? - Could you squeeze me in today?	102
	Lesson 23 Going to the Doctor	To go to a doctor and express how you are feeling	- I don't feel very well today -What are your symptoms? - I will prescribe some medicine for you.	106
	Lesson 24 Picking Up a Prescription	To speak with a pharmacist about a prescription	- I need to have this prescription filled please. - When do you think I can pick it up? - Do you have health insurance?	110
	Unit VI Develop \	our Learning		114

Allawer Ney 110

New Get Up to Speed 1



1. Warm up Activity

Describe the situation in the picture within one minute.



Talk about the questions.

- 1. Which do you like better: going out for dinner or being invited to a friend's house?
- 2. Do you ever get invited to your friend's house for dinner?
- 3. Have you ever invited someone to your house for dinner?

2. Useful Expressions

Match the expressions on the left with the similar meaning on the right.

a) What are you up to this weekend?	• 1. Does six o'clock suit you?
b) How about letting me cook you dinner on Saturday?	• 2. When would you like me to get you?
c) How does six o'clock sound to you?	• 3. Do you have any plans this weekend?
d) What time shall I pick you up?	Would you like to come over for dinner on Saturday?

3. Key Conversation

Think of the useful expressions and practice the dialogue.

How About Dinner?



Linda Not too bad, but I can't wait for it to be over.

Lisa Do you have any plans this weekend?

Linda Nothing special. Why do you ask?

Lisa Would you like to come over to my place for dinner on Saturday?

Linda I'd love to. What time on Saturday?

Lisa It doesn't matter to me. What time works best for you?

Linda How does six o'clock sound to you?

Lisa Shall I pick you up around 5:30?

Linda Perfect, I'll be ready. What can I bring?

Lisa Nothing. I'll take care of everything.



Questions

- 1. Do you think Linda is having a tough day?
- **2.** Do you think this is the first time they have made plans together?
- **3.** Do you think Lisa is going to be busy on Saturday?
- **4.** Do you think Linda is going to enjoy herself?



.......... TOP THREE TABLE MANNERS TO REMEMBER......

- 1 Unfold your napkin and place it on your knee.
 - Use it for wiping your lips or fingers.
 - At the end of dinner, leave the napkin neatly folded on the place setting.
- 2 If there are several different pieces of cutlery beside the plate, start at the outside.
- 3 While eating, rest knife and fork on either side of the plate between mouthfuls. When finished eating, place them side by side in the center of the plate.
- Q. When was the last time you were invited to a dinner party?

4. Language Practice

Change the underlined key words to make your own sentences.

Practice #1 Asking plans

- this weekend
- after work
- Saturday night
- ★ Do you have any plans this weekend?
- ★ What are you up to after work?
- ★ Are you doing anything Saturday night?

Practice #2 Inviting

- come over for dinner
- get together
- have a bite
- ★ Would you like to **come over for dinner**?
- ★ Are you into **getting together** for dinner at my place?
- ★ How about **having a bite** to eat together at my house?

Practice #3 Arranging time

- six o'clock
- a half past five
- a quarter to seven
- ★ How does six o'clock sound to you?
- ★ Does a half past five suit you?
- ★ Would you be okay with a quarter to seven?



The Most Difficult Dinner Guests Ever and

3 Delicious Meals to Feed Them

THE 5 MOST CHALLENGING DINNER GUESTS EVER

VEGAN

GLUTEN INTOLERANT ALLERGIC TO EGGS ALLERGIC TO NUTS LACTOSE INTOLERANT

3 Meals to Feed Nearly Anyone



Mushroom Risotto with Caramelized Onions

Vegan, gluten-free, full of flavor



Braised Coconut Spinach and Chickpeas with Lemon

A deeply delicious stew, vibrant and colorful



Soba Noodle Salad with Bok Choy

Make sure to use gluten-free soba noodles in this fresh soba dish

- Q1. Have you ever prepared food for your guests? What was the occasion?
- Q2. What is the most popular menu for a house dinner party in your country?

5. Role Plays

Look at the situations and act out the role plays with your partner.

The Situation #1

You play soccer every Sunday morning.
You would like to have dinner with one of your teammates at your place. Invite him/her and arrange the best time for dinner.

The Situation #2

You have no plans this weekend and you want to invite your friend over to your house for dinner. Ask him/her about their weekend plans and invite him/her over to your place for dinner.

The Situation #3

You want to invite your next door neighbor over to your house for dinner. Call the neighbor and invite him/her for dinner.



Lesson 01 / Inviting a Friend to Dinner

6. Cultural Discussion **Ouestions**

Talk about the questions in as much detail as possible.

- 1. Do you think having a home-cooked meal is better than going out to eat at a restaurant?
- 2. Is it common for people from your country to invite people to their house for dinner?
- 3. What kinds of foods do you think are the best for home dinners with friends?
- 4. Do you think it is more expensive to have people over for dinner or to go out?

Did You Know?

Read and discuss how you feel about each factor.

- 1. Did you know that the average American eats their meals out **4.2 times a week**?
- average dinner tab is \$33.17 per person?



7. Slang & Idioms

Complete the sentences with the appropriate slang or idiom and practice.

- · catch a bite
- · feed an army
- · eating me out of house and home
- a spread • last supper
- 1. You have really outdone yourself here, sweetheart. You have prepared quite

2. I need to go t	to the	grocery	store	again.
My kids are				

- 3. I'm starving. Let's before we watch the movie.
- 4. We have enough food at this potluck dinner to
- 5. The way you are eating, it's like your

Thank You for Dinner

"Thanks again for dinner... everything was so delicious."

"Thank you for last night. We always have such a good time together."

"All the food was

fantastic, and

"Thanks a ton for hosting dinner at your house."

dessert was out of this world!" "We had so much fun yesterday. Thank you for an amazing dinner."

- Q1. What do you usually say when you thank someone for dinner?
- Q2. Create your own thank you card to show your appreciation.



	Wrapping Up!
	e down four things you learned from this n and review.
1.	
2.	
3	
4.	

New Get Up to Speed 3-4

Lesson Composition

Each New Get Up to Speed Situational Course Book is composed of 6 units each designed with 4 lessons. There are 6 sub-sections that make up each lesson.



- 1. Warm up Activity: Three situation-related questions are provided to stimulate the learner's thinking and put them at ease in an English speaking environment.
- 2. Language Note: Practice and reinforce the learner's ability to use commonly used slang and idioms and expressions related to the learning point and expand the learner's English-language ability for everyday situations.
- **3. Key Conversation :** A situational based conversation that a native speaker would face on a daily basis is provided to practice native speaker's way of communicating.

- **4. What Would You Do? :** A geared situation is provided to reinforce the learner's response skills for that situation using language that native speakers commonly use in similar situations.
- **5. Cultural Discussion Questions :** Give the learner the opportunity to share personal experience, ideas, and opinions about the situation with different cultural backgrounds in mind.
- **6. If You Ask Me:** Give the learner the opportunity to make their choice and share personal opinions of the topic-related controversial issues.



New Get Up to Speed 3









• Level : Intermediate Mid

• **CEFR** : B1 - B2

• ISBN: 978-89-6732-014-0

Contents

	Title	Learning Objective	Expression Check	
Unit I Media	Lesson 1 That's Probably Going to Be a Rental	To see a movie based on a written movie review	- I totally recommend seeing this movie, and I give it four stars It didn't quite live up to all the hype Save your money and wait for the DVD release.	8
	Lesson 2 The Tabloids Are Having a Field Day	To discuss the lives of the rich and famous	- Did you hear the latest on? - Do you think it's true that? - Did you see her outfit?	12
	Lesson 3 That Commercial Is Classic	To express your thoughts on mass media	- What was the point of that commercial? - That commercial was so cheesy. - Have you seen this commercial yet? I love its jingle.	16
	Lesson 4 Our Top Story Tonight	To discuss news that is making headlines	Did you happen to catch the evening news and hear about? It's hard to believe something so tragic could actually happen. This story will certainly spark a lot of debate.	20
	Unit I Develop You	ur Learning		24
Unit II Stages of Life	Lesson 5 Is This Really Happening to Me?	To express happiness with regards to first-time experiences	 I can't believe this is really happening to someone like me. Things like this just don't happen to me. Things are finally starting to go my way for once. 	26
	Lesson 6 I Was Such a Fool	To ask for and grant forgiveness	 - Are you ever going to let me out of the doghouse? - I admit it—I screwed up royally. - This's definitely your last chance. Don't make me regret this. 	30
	Lesson 7 Let's Call a Truce	To mend personal and professional relationships	 - Let's just set our problems aside for the time being. - I know we aren't as close as we used to be, but - I'm sick of this silent treatment. Let's just talk about it. 	34
	Lesson 8 I'm Moving On and Not Looking Back	To handle and react to personal and professional setbacks	- I'm turning the page—this is a new chapter in my life. - On to bigger and better things. - I'm just taking life one day at a time.	38
	Unit II Develop Yo	ur Learning		42
Unit III Conflict and	Lesson 9 Take the Bull by the Horns	To describe your methods for dealing with conflict and experience	- I tend to avoid conflict at all costs I prefer to take the bull by the horns Let's just agree to disagree.	44
Resolution	Lesson 10 Don't Beat Around the Bush	To handle various forms of personal conflict	- That person really rubs me the wrong way My in-laws and I don't see eye to eye on this issue We're both adults, so let's talk about this.	48
	Lesson 11 The Situation Could Get Dicey	To discuss international diplomacy	These two countries have been at odds for as long as I can remember. This's a perfect example of what conflict can do. One of these countries needs to extend the olive branch.	52
	Lesson 12 I'm Glad That's Settled	To offer solutions for resolving conflict situations	- Why don't we work things out between the two of us? - Let bygones be bygones Why don't you quys just kiss and make up?	56

	T:41-	Language Objection	Formulation Charles	
	Title	Learning Objective	Expression Check	
Unit IV Travel and Culture	Lesson 13 Stuck Flying Standby	To handle missing a scheduled flight	 I missed my flight. Do you have anything available by 3:00? I'm sorry, but the flight has been overbooked. There's nothing available. Is it possible for my baggage to be booked through to my final destination? 	62
	Lesson 14 Are You Seriously Going to Do That?	To understand what is appropriate behavior in foreign countries	 You might want to think twice about doing that in public. That might come across as being rude or inappropriate. That might be okay to do in some countries, but it's not here. 	66
	Lesson 15 Oh My Gosh, Where's My Passport?	To cope with losing personal identification in a foreign country	- I'm pretty positive I packed my passport, but I can't find it anywhere. - How am I supposed to drive when I misplaced my license? - Do you remember me putting my credit card back in my wallet?	70
	Lesson 16 Wow, That's Different	To observe, react to, and participate in local culture	- I'm shocked that people actually do this. - I can't believe you don't - Would it be acceptable if I?	74
	Unit IV Develop Y	our Learning		78
Unit V Emergency Management	Lesson 17 My Car Was Totaled	To describe what happened in a car accident	- The car behind me just rear-ended me I can't move my neck. I think I have whiplash The other car ran the red light and slammed right into me.	80
	Lesson 18 Someone Call 911 Now	To deal with a sudden medical emergency	- Quick, someone call 911. - I think he's having a heart attack. - Is there a doctor in the house?	84
	Lesson 19 Batten Down the Hatches	To advise what to do during a natural disaster	- In the event of a - Whatever you do, don't - The first thing you should do during a	88
	Lesson 20 Did You Hear That Noise Downstairs?	To report a home invasion	I think someone has just broken into my house. They've made off with everything. The police have been dispatched to your location.	92
	Unit V Develop Yo	our Learning		96
Unit VI Looking Back, Looking Forward	Lesson 21 That's the First and Last Time	To express regret for things you have or have not done	- I'm never doing that again as long as I live I totally regret taking my parents' advice I wish I would've just followed my heart.	98
	Lesson 22 Those Were the Days	To recall past experiences, good or bad	- I haven't heard this song since high schoolThey sure don't make that like they used to I'm glad that trend didn't survive the 70s.	102
	Lesson 23 What Am I Going to Do?	To express future possibilities	- Don't dwell on the past—sky's the limit. - I'm up the creek without a paddle. - Don't look back. Onward and upward.	106
	Lesson 24 If Only	To discuss hopes and desires for the future	- I've always dreamed of If I suddenly come into money, I'd really like to I've always imaginedin my golden years.	110
	Unit VI Develop Y	our Learning		114
Answer Key				116

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New Get Up to Speed 4









• Level : Advanced Low

• **CEFR**: B2 - C1

• ISBN: 978-89-6732-015-7

Contents

	Title	Learning Objective	Expression Check	
Unit Believe It or Not	Lesson 01 You Wouldn't Believe Me If I Told You	To discuss unexplainable and unbelievable events	- There's no way you're going to believe this, but - Have you ever had that feeling you're not alone? - Call me crazy, but I think I saw something.	8
NOL	Lesson 02 I Had the Strangest Dream	To discuss sleep patterns and dreams	- My sleep patterns are really out of whack these days. - I had this really vivid dream last night. - I've been burning the candle at both ends lately, and my sleep has really suffered.	12
	Lesson 03 That Place Gives Me a Weird Vibe	To discuss unusual or mysterious places	 - Have you heard the legend about the place in the woods? - Do you believe what they say about that place being haunted? - Every time I go by that place, it gives me the creeps. 	16
	Lesson 04 This Actually Happened	To discuss events deemed impossible, but that worked out for the best	- Have you heard about this guy's near-death experience? -The odds were stacked against him, but he was a fighter. - It's hard to believe this child survived a plane crash.	20
	Unit I Develop Your	Learning		24
Unit Networking	Lesson 05 Flattery Will Get You Nowhere	To offer and respond to flattery in personal and professional situations	- I love that tie you're wearing. It really brings out your eyes You handled that like the true professional you are You do wonders for my ego.	26
	Lesson 06 We're a Close Knit Bunch	To discuss creating bonds or friendships within a neighborhood	- We've become quite close over the years. - Our neighbors are like extensions of our family. - News travels quickly through a tightly knit community.	30
	Lesson 07 Social Networking	To discuss trends in social networking	- Aren't you afraid of your personal information being all over the Internet? - For me, this's the best way to stay in the loop with family and friends Everyone is commenting on my status update today.	34
	Lesson 08 Role Models and Bad Influences	To discuss people who have made a difference in your life	- When I was a high school student, I got mixed up with the wrong crowd. - Someone who has really made an impact on my life is - If it wasn't for, I wouldn't be where I'm today.	38
	Unit II Develop You	r Learning		42
Unit Point of View	Lesson 09 The Brains and the Brawn	To discuss gender-specific roles in society	- I think the wife does a better job of decorating the house than I would. - Women are just better at handling difficult situations. - Males are generally good at working with their hands.	44
View	Lesson 10 Through the Years	To discuss the priorities of different generations	- Back in my day, family always came first. - The top priority for people in my generation was putting food on the table. - Parents these days give up so much for their children's futures.	48
	Lesson 11 Employer vs. Employee	To adapt, respect, and understand employee and employer relations	- Why do I have to stay until the boss is ready to go home? - I've never understood why we have to do that The boss and I finally see eye to eye on things.	52
	Lesson 12 Eastern vs. Western	To discuss the positives and negatives of lifestyle choices in Eastern and Western societies	Does your society really benefit from a six day work week? Parents in Western societies don't feel the need for after-school academic programs. Eastern and Western societies have different ideas about raising children.	56
	Unit III Develop You	r Learning		60

33

	Title	Learning Objective	Expression Check	
Unit IV Self Management	Lesson 13 Blowing Off Steam	To discuss and make recommendations for handling stress and anger	 - Maybe you should take a step back and remove yourself from the situation. - You have to stop letting things get to you like that. - Stop taking things so seriously. 	62
	Lesson 14 Something Has to Give	To assess your daily obligations and adapt in order to achieve goals and targets	- There's never enough time in the day to fit it all in I've stretched myself too thin as of late I'm finding it hard to juggle so many balls at once.	6
	Lesson 15 I'll Be as Free as a Bird	To discuss hopes and desires for your retirement years	- Traveling around the world is one of the items on my bucket list. One day I hope to check that off my list I'm not sure what I'll do with myself during my retirement years as I'll be as free as a bird Now that all of our kids are off at university, your house feels like an empty nest.	7
	Lesson 16 If I Could Change One Thing	To discuss remorse or regret about your unbalanced life	- I wish I didn't travel as much when you kids were young I feel like I was never there when you kids were growing up I should've done a better job of prioritizing work and family.	7
	Unit IV Develop You	r Learning		7
Unit V Global Issues	Lesson 17 It Truly Is a Small World	To express the pros and cons of a globalized society	-There's a real push these days for our country to be more globalized We're really part of one global village As the world becomes more globalized, the need for native languages is decreasing.	8
	Lesson 18 Going Green	To discuss opinions about the state of the environment	 Some people believe that global warming is just a hoax. I have enough to deal with without having to worry about the environment, too. Do you think recycling is just a feel-good thing to do? 	8
	Lesson 19 Working Together as One	To discuss relationships between countries	- Free trade agreements can be mutually beneficial for each country It's in the best interest for each country to strike an accord The problem with governments these days is that they're just in it for themselves.	8
	Lesson 20 Progress Has a Price	To discuss the economic status of various nations	- There's a widening gap between rich and poor in this country Many of the working poor are struggling to make ends meet They lack the necessary resources to develop as a nation.	9
	Unit V Develop Your	Learning		9
Unit VI Ethics	Lesson 21 Scarred for Life	To discuss the effects of bullying in our society	- Bullying has come to the forefront of our society's problems If you're not part of the solution, you're part of the problem The Internet has opened up a whole new can of worms as far as bullying goes.	9
		To discuss how far a person	- I was just in such a hurry that this paper was a mere copy and paste job.	1(
	Lesson 22 Bending the Truth	would be willing to bend the truth	- Cheating on an exam is only hurting yourself I stretched the truth a little in my job interview	
		would be willing to bend		10
	Bending the Truth Lesson 23 I Have Already	would be willing to bend the truth To discuss various opinions on media sharing and	- I stretched the truth a little in my job interview - I found this great website for downloading music and movies The problem with this is the artist is cut out of any royalties.	
	Lesson 23 I Have Already Downloaded It Lesson 24 From the Wrong Side	would be willing to bend the truth To discuss various opinions on media sharing and downloads To discuss the various forms of discrimination in our society	- I stretched the truth a little in my job interview - I found this great website for downloading music and movies The problem with this is the artist is cut out of any royalties I have no qualms about downloading movies off the Internet. - It's so obvious that there's a glass ceiling at this company People from that part of town are treated like second-class citizens.	10

Answer Key 116

Unit I Media

That's Probably Going to Be a Rental



» Lesson Objective

Upon completion of this lesson, you will be able to

decide whether to see a movie based on a written review.

» Expression Check

- ✓ I totally recommend seeing this movie, and I give it four stars.
- ✓ It didn't quite live up to all the hype.
- ✓ Save your money and wait for the DVD release.

1. Warm Up Activity

Talk about the questions.

- 1. Would you consider yourself a movie fanatic?
- 2. What are the different forums we can use to get information about movie releases?
- 3. What was the last movie you saw at the theater?

2. Language Note

Check out slang and idioms and practice useful expressions.

Slang and Idioms

- **a)** Two thumbs up: an expression used to show total satisfaction with something
- **b) A bomb**: a movie that received a lot of hype but did poorly at the box office
- c) Chick flick: a movie tailored toward women
- **d) Blockbuster**: a movie that is expected to do really well at the box office

Useful Expressions

- 1. This movie is getting all kinds of hype prior to its release.
- 2. Save your time and make this one a weekend rental.
- **3.** This movie has Oscar written all over it a definite must-see.
- If you're planning to watch anything on the silver screen this year, put this one on your list.

Role-play

Act out the role-play using the slang and idioms and useful expressions.

Situation

You and your partner are movie critics on television. You are giving a review for one of the latest movies, and you absolutely love it. However, your partner is not on the same page with your review.



3. Key Conversation

Practice the dialogue and talk about the questions.



Questions

- 1. Do you think Steve made a good suggestion to Jeffery?
- **2.** Do you think Steve will go to see the movie with Jeffery?

Should I See It or Not?

Jeffery Well, the weekend is just around the corner, and I have absolutely no idea what I'm doing. Isn't that pathetic?

Steve If you're looking to do something, the next installment of the Spiderman series opens this weekend.

Jeffery Is that right? I haven't heard a single word about it. What's the word on the street about this one?

Steve I glanced over a couple of reviews online the other day. One of the reviews totally recommended it and gave it four stars.

Jeffery What about the other one? Was it as complimentary as the first one?

Steve Not in the least. It said it didn't live up to all its hype and you should just save your money and wait for the DVD release.

Jeffery I'm not sure what to do. I liked the other Spiderman movies, so if that's any indication, I guess I should see it.

Steve If I were you, I'd go see it. Does anyone really believe what movie critics have to say anyway?

Jeffery Yeah, you're right. So, do you want to come with me on Saturday to see it?

Steve Um...I'm not sure right now. Let me get back to you on that.

There Are Too Many Rating Systems! Which One Is the Best Movie Review Rating System?

ore than 80 years ago, Hollywood's star system was created as a method of rating movies by giving each a certain number of stars.

The most popular system uses five stars. In this system, three would be right in the middle. However, when equating that to percentages, three equals 60%. How can 60% be right in the middle?

The ten-star system is also popular system. It is typically an accurate percentage, but its main problem arises from psychology. With so many apparent choices, it is easy for a movie to be rated badly. A 5 out of 10 almost sounds like a bad movie when, in fact, it is just average.

The four-star rating system allowing halfstars is considered to be the most widely used

movie rating system because it allows people to pick an actual average and is psychologically sound. A three-star movie is considered a good movie. When converting this to a percentage, it holds up as it is 75%.

However, the rating system that makes the most sense is the San Francisco Chronicle's "Little Man," who is seen...



Q. How often do you rate movies? If you give ratings, what rating system would be perfect for you to use?

Five Factors for Creating a Box Office Hit

Producing films is one of the riskiest businesses. A "mega-project" movie can cost up to \$270 million and take years to produce. To justify this investment, the mega-project movie has to make its way to the top 5 of the box office for the year.

Significant Factors

- **Distribution is key.** In order to break even, a movie must make it into a large number of theaters.
- Opening weekend success is important.
 Opening weekend performance is already widely used in the industry to predict success.
- High budget means high risk. Again, supporting industry wisdom, we find that high budgets, while they potentially offer higher reward, are less likely to break even from box office sales.
- Quality still counts. Quality (as measured by IMDB (the Internet Movie Data Base) rating) improves the chance to break even.
- Seek the season. Being a summer or Christmas release (when there are more moviegoers and fewer competing movies) helps.



4. What Would You Do?

I Can't Believe You Suggested This

As the weekend approaches, you suggest your best friend to see a new movie that has just been released. You made this decision because of the reviews the critics have given the movie. After the movie, your friend tells you he hated the movie. As a result, he insists that you should have to treat him to another movie of his choice.

What would you do in this situation?

5. Cultural Discussion Questions

Read the passage and talk about the questions in as much detail as possible.

At the Movies

Siskel and Ebert and The Movies

was a movie review television program that ran from 1988 to 1996 in America and Canada. In the show, two film critics shared their at times dramatically



different opinions of newly released movies. The original hosts, **Roger Ebert** of the Chicago Sun-Times and **Gene Siskel** of the Chicago Tribune, would either give the newly released movie a thumbs-up or a thumbs-down review. Viewers of this program took their advice quite seriously when determining the movies they would or would not see.

- 1. In your country, are there any famous movie critics that people listen to for movie reviews?
- 2. Do your opinions about movies usually match those of a movie critic?

Lesson 01 / That's Probably Going to Be a Rental



Can My Kids Watch This Movie?

What Is the Purpose of the Rating System?

The Classification and Rating Administration (CARA) and the Classification and Rating Appeals Board were established by the Motion Picture Association of America, Inc. (MPAA) and the National Association of Theater Owners, Inc. (NATO) as part of a voluntary system to provide information to aid parents in determining the suitability of individual motion pictures for viewing by their children.

G

The Motion Picture contains nothing that would offend parents for viewing by their children.

PG

Parents are urged to use "Parental Guidance", as the Motion Picture may contain some material parents might not like for their younger children to view.

PG-13

Parents are urged to be cautious. Some material may be inappropriate for preteenagers.

R

Contains some adult material. Parents are urged to learn more about the Motion Picture before taking their younger children with them.

Generally, it is not appropriate for parents to bring their young children with them to R-rated MotionPictures.

NC-17

Patently adult. Children are not admitted.

Q. Do you have a similar rating system in your country? What does it look like?

6. If You Ask Me

Read the discussion topic and select the statement that you believe in the most. Then role-play the scenario.

Opinions Are Everywhere

In this day and age of mass media, there are so many different ways to preview movies before they come out. Some would argue that the opinions expressed by movie critics are not worth the time of day as it really boils down to one's own opinion. Others claim that the best way to get information about a newly released movie is to get opinions from close friends with similar movie tastes.

Topic Question Are the opinions made by movie critics worth more or less than the opinions made by a close friend?

Supportive Opinion

Non-Supportive Opinion

Wrapping Up!

Tell four things that you learned from this lesson and review.

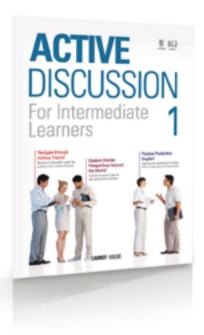
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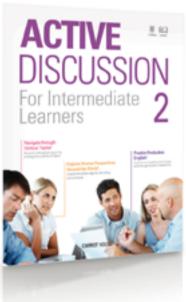
2.

3.

4.

Discussion











• Level: Intermediate

• CEFR: A1 - C1

• ISBN : Active Discussion 1 978-89-6732-033-1 Active Discussion 2

978-89-6732-034-8

Active Discussion 1-2

Active Discussion series is designed to improve learners' productive proficiency in English-speaking and to help learners give logical opinions on various subjects with confidence. The books focus on a variety of different topics relating to daily life, current affairs, and culture.

Lesson Composition

- **1. Warming Up! Voca-Space :** Diverse vocabulary from the two case articles is provided to prepare learners for the discussion.
- 2. Making a Case: This section covers a variety of debatable topics that provide learners with opportunities to discuss by expressing their own thoughts and opinions. By skimming through these articles, learners are provided with facts and ideas to develop their own opinions about various topics.
- **3. Stretch Your Thinking :** Learners are presented with the main topic of the article and four key words that briefly summarize the article.
- **4. Phrase Fit :** Learners practice useful discussion expressions from the given article by completing sentences that briefly summarize the article.
- **5. Time to Digest!:** Learners are presented with a paragraph of the casearticle summary.
- **6. What's Your Opinion? :** Learners share their opinions with others by responding to the discussion questions. Also, learners are provided with a checklist of useful expressions that aim to help learners' express their opinions and discuss differing topics in various situations.
- **7. Raise the Issues! :** For this discussion activity, learners are provided with a statement for discussions so that they can actively express their opinions.
- **8. Fun Forum :** Learners are provided with interesting and fun discussion topics which they discuss in small groups.
- **9. Sneak Peek! :** This activity prepares the learners for the upcoming lesson and focuses their interest on the topic.
- **10. Wrap Up:** For every 5 Lessons, a wrap up section acts as a review chapter allowing learners to recall what they previously learned.

Active Discussion 1







• Level : Intermediate

• **CEFR**: A1-B1

• ISBN: 978-89-6732-033-1

Contents

				D
Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
1. Is Stress Always Negative?	*To give logical opinions about stress and its side effects. Case A. The Downside of Stress Case B. The Upside of Stress	* Changing the Subject - The next point is Can we turn (get) to? - From now on, let's focus on That perspective is good. Let's also see/hear what (other person) has to say Your comment reminds me of We can't really understand (A) without also thinking about/ understanding (B) What you say is interesting. I would also like to hear your thoughts on (new topic) I think to get a fuller understanding we should also explore (new topic).	[Show & Tell] What do you feel is the most valuable object you are carrying right now?	18
		* Cancelling Prior Ideas -That wasn't what I meant to sayI take back what I said about What I meant to say was		
2. Is Your Diet Working?	*To give logical opinions about dieting and exercising. Case A. The Dieter's Dilemma Case B. Eat and Exercise!	*Taking a Position - I think that I believe that In my opinion, My position is It seems prudent to Looking at all the options, it is best to I feel compelled to The reality is that * Checking Another's Opinion - What do you think about? - What's your feeling on the issue of?	[Every Cloud has a Silver Lining] What has been the most life-changing experience you have ever had?	24
		- Could you give me some input on? - What's your take on?		
3. <u>Culture Lab</u> Tanned Skin vs White Skin, Which is More Beautiful?	*To give logical opinions about the perception of beauty and skin tone in terms of cultural differences. Case A. White Skin, The Asian Ideal Case B. Baking for Beauty:	* Clarifying a Position - What I meant was What I was trying to say Well, I think the answer is Because * Confirming a Position - Did you say something about? - Are you actually saying that? - You mentioned to me that is that right?	[Beauty and the Beast] What is your perception of beauty?	30
Wrap Up:	Tanning in Western Countries	*Resolving Misunderstandings - Do you mean to say? - I didn't mean it quite that way I'm sorry. I think you misunderstood what I meant Don't get me wrong. *Word Power - Antonyms & Synonyms		36

Торіс	Giving Opinions	Phrase Bank	Fun Forum	Page Numbe
4. Perfumes and Why We Love Them	*To give logical opinions about why perfume is so popular. Case A. Perfumes and Increased Sexual Attraction? Case B. Pleasing Scents and Self-Identification	*Introducing Your Experience - Let me tell you about one of my experiences One of my best experiences was when One of my worst experiences was when I remember when There was this time I was *Beginning the Discussion - Let's talk about Let's discuss It's a good idea to begin with Should we begin with?	[Earthlings V] What would you take on Earthling V?	38
5. <u>Culture Lab</u> Fermented Food: Cheese or Fermented Soybeans?	*To give logical opinions about fermented food in different cultures. Case A. The Spread of Chess Culture Case B. Indigenous Asian Cuisine, Fermented Soybeans	* Contributing Ideas - How about? - Maybe we could What about this? - To reach our goal, we could try To get a range of ideas, why don't we? - Thinking inside the box could lead us to Thinking outside the box could lead us to To challenge conventions, let's assume Switching gears, let's consider the issue from a new angle Let's brainstorm first and judge later. * Encouraging Ideas - Brilliant! / I like that! / Awesome! / Good thinking! * Expanding on Ideas - That gives me an idea Another idea would be Yeah. we could also	[Armchair Traveler] What are your travel experiences? Have you experienced culture shock?	44
Wrap Up: Issue 2 Daily Lives		*Word Power - Antonyms & Synonyms *Thinking it Over - Voice Your Opinion, Phrase Banks Review		50

3 Ethics				
Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
6. Food Crisis	* To give logical	* Interrupting	[Fate or Free Will?]	52
	opinions about global food crisis and actions to combat worldwide famine. Case A. The Global Food Crisis Case B. A Need for Global Effort to Combat Famine	 - I'm sorry to cut you off, but - I'm sorry to interrupt, but - Excuse me for interrupting, but - Let's not discuss (topic) any further. - Let's break off our discussion. * Disagreeing with Positions - That certainly is one possibility, but - I'm not so sure about that because - That might be true, but - A lot of people might agree with that, but 	Do you believe in fate or free will?	

7. <u>Culture Lab</u> Beautiful Comradeships	*To give logical opinions about organ donations and related cultural factors. Case A. Donating Life Case B. Culture of Organ Donations	* Defending Positions - Let me put it another way I think the point I'm trying to make here is Well, if you could just spare me a moment, Understanding the idea requires deliberation To elucidate the idea, The crux of the issue is * Agreeing with Positions - I'd have to agree that I think that's a good point Sure/Right/Certainly/Absolutely/Exactly - That's all right What you're saying may be right It sounds good.	[Good Deeds] If you could choose to devote your life to a single cause, what would it be?	58
Wrap-Up: Issue 3 Ethics		*Word Power - Antonyms & Synonyms *Thinking it Over - Voice Your Opinion, Phrase Banks Review		64

Торіс	Giving Opinions	Phrase Bank	Fun Forum	Page Number
8. Expiration Date on Love?	*To give logical opinions about love and how to sustain a soul-mate relationship.	* Suggesting Options - Would this be okay? - Would this work? - Would this fit our criteria? - What if we did this?	[Apple of My Eye] What factors are important in choosing a partner?	66
	Case A. The Science of Love Case B. Forever and Always: How-To's on Keeping a Soul-mate Relationship	* Rejecting Options - I don't think that would work because We don't see eye to eye on I don't share your view on * Asking to Reconsider - Why don't you think it over? - Please reconsider Could you think further about that? - Don't jump to conclusions.		
9. Cyber Relationships	*To give logical opinions about online relationships. Case A. Online Connections Case B. Missing Out on Real Relationships	* Looking for Assumptions - We are assuming that Is it really necessary that? - Do we really have to? - What would happen if we? * Recognizing Errors - I apologize for my mistake It's my fault.	[Captivating People] Who was the most interesting person you have ever met?	72
	·	* Accepting Options - That would work! - That might be good! - That's a possibility! - That sounds quite convincing to me It sounds right to		
10. <u>Culture Lab</u> Collectivism and Individualism in Dining	*To give logical opinions about cultural differences in dining in terms of group dining versus one-person dining.	* Restating the Options - This one has The advantage of this option is The disadvantage of this one is To highlight/emphasize what has been said so far, To expand upon the points made so far,	[Stranger than Food] What is the strangest food you have ever eaten?	78

43

Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
	Case A. Eating Alone is Embarrassing? Case B. Tips for Solo Diners	* Offering a Similar Instance or Expression - In other words, That is (to say), so to speak, * Pointing Out Mistakes - I'm afraid it was off topic I don't think you have it quite right It's unreasonable to say		
Wrap-Up: Issue 4 Social Live		*Word Power - Antonyms & Synonyms *Thinking it Over - Voice Your Opinion, Phrase Banks Review		84

Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
*To give logical opinions about global warming: Let's Love Our Earth! Case A. Earth is Heating Up Case B. The Bright Future of Alternative Energy	opinions about global warming and actions to combat it. Case A. Earth is Heating Up Case B. The Bright Future of	* Prioritizing Criteria - What is more important to you, (A) or (B)? - What do you value more? - Which is the least important? - How do you judge the worthiness of? - Which factor is most relevant? - What aspect is most overlooked? - Weighing the options, it seems The pros and cons dictate Every issue has plusses and minuses. * Stating Values - To me, (A) is more important than (B).	[Off the Record] If you could omit one event in your life, what would it be?	86
	- To me, that doesn't matter To me, that is really important What we should really focus on is Let's not get distracted by It is easy to miss In the long run, we should care most about Over time, what will become apparent is			
12. <u>Culture Lab</u> Food Waste and Food Mileage	*To give logical opinions about food waste and food mileage. Case A. Wasteful Societies Case B. From Farm to Plate: How Far Did Your Dinner Travel?	* Grasping the Meaning - (Excuse me, but) what does (expression) mean? - What do you mean by? - I'm sorry, but I didn't get what you said If we draw a conclusion, If we connect the dots, then Putting two and two together, we can see that * Concluding - In retrospect, this seems to After considering all the main points,	[Food You Can't Live Without] If you had to choose only three foods and two drinks for the rest of your life, what would they be?	92
Wrap-Up: Issue 5 Our Earth		- Taking everything we've discussed into account, On that note, we'll end by saying All these points lead to Thus, the overarching point is In conclusion, the core point is * Word Power - Antonyms & Synonyms * Thinking it Over - Voice Your Opinion, Phrase Banks Review		98

Answer Key 100

Active Discussion 2







• Level : Intermediate

• **CEFR**: B1 - C1

• ISBN: 978-89-6732-034-8

Contents

Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
1. Working Mothers: The Work-Life Balance	*To give logical opinions about working mothers and family oriented society. Case A. Family Friendly Society Case B. Obstacles for Working Mothers	* Asking to Continue - Please go on Please go ahead You've clearly thought about this topic. What else have you considered? - Does what you say relate to? - What you say is (interesting, etc.).What else do you see/think? - Your ideas sound great. Please tell me more. * Referring to Material - Please take a look at for reference Please consult As you can see illustrated here, Mapping the data gives us this picture If we put all this data together, the picture is clear that The best way to see my point is to look at	[Be Spontaneous!] What is the most spontaneous thing you've ever done?	18
2. The Death of Handwriting	*To give logical opinions about handwriting and its place in today's modern society. Case A. Is Writing by Hand Better for You? Case B. Handwriting, a Lost Art?	* Expressing an Objective Viewpoint - Objectively speaking, - Please think of (topic) objectively. - Considering just the facts, it is clear that - Scientifically speaking, the case is - If we take a look at the big picture, it is clear that - In my culture, it's different. We like to * Asking Another's Viewpoint - Is that all right? - Can we discuss this? - Do you have any objection? - Would you agree? - Is it right?	[Time Travel] What historical event do you most like to witness?	24
3. <u>Culture Lab</u> Modern Traditions	*To give logical opinions about traditional holidays and celebrations in different cultures. Case A. Common Holidays around the World Case B. Holidays that will take you by Surprise	* Expressing Feelings - I have a feeling that What's your feeling on? - My feeling is that What's your impression of? * Expressing a Subjective Viewpoint - Subjectively speaking, The way I see it, I think (opinion) is too subjective In my mind, * Grasping the Intention - Please get straight to the point Let me know what's on your mind Let's be open with each other Please tell me what you really think.	[Dream Up the Perfect City] How would you design your perfect city?	30
Wrap-Up: Issue 1 Modern S	ociety	* Word Power * Thinking it Over - Opinion Detective, Phrase Banks Review		36

2 Law				
Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
4. Winning a Medical Suit is No Easy Operation	Medical Suit opinions about is No Easy medical mistakes and	* Voicing an Objection - I'm against I object to I'm opposed to I'm not in favor of I have a different opinion about * Making Additional Remarks - Could I add something? - There is one more thing to say Just one more thing	[A Hot Potato] If you could make one amendment to the laws of your country, what would it be?	38
		* Giving an Uncertain Answer -That's a tough question for me I'm afraid I can't answer that right now I'll find out.		
5. Criminals, Guilty for Eternity or Forgivable?	*To give logical opinions about forgiving criminals and death penalty. Case A. Forgive and Forget Case B. Justifying the Death Penalty	* Offering Judgment - In my own judgment, (A) is right (wrong) Judging from I'll leave it to your judgment To cut to the chase, Don't be too rash to judge. * Offering a Guess or Inference - I guess It's just a guess, but I infer It seems to me that It seems only logical to assume * Expressing Consideration - I'll think about Let me think about	[Hopes & Wishes] What are your hopes and wishes?	44
6. <u>Culture Lab</u> Cultural Stereotypes	*To give logical opinions about different cultural stereotypes and ways to combat them. Case A. Common Stereotypes Case B. Combating Stereotypes	- If possible, I need some time to think about * Expressing Difficulty in Understanding - (It) is difficult to understand (It) is hard to make out I think your statement is vague I think your statement is ambiguous. * Addressing a Lack of Explanation - I think it needs further explanation That's not enough It's still beyond my understanding That doesn't make sense to me.	[The Sixth Sense] If you could resurrect any deceased historical figure to aid in world affairs, who would it be?	50
Wrap Up: Issue 2 Law		* Word Power * Thinking it Over - Opinion Detective, Phrase Banks Review		56

3 Marriage	& Family			
Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
7. Changing Family Values	*To give logical opinions about the traditional patriarchal family and modern family. Case A. Traditional Patriarchal Families Case B. Modern Family	* Communicating Ideas Clearly - What I'm really saying is that What I mean is that The premise of my thinking is The root of my idea is What it all boils down to is To condense what I am saying, the main point is * Asking for More Time - Let's think about it How about giving it a little more thought? - Could you give me more time to think about it? * Asking for Repetition - Excuse me? - Pardon me? - Would you repeat that, please? - Could you speak up, please? - I didn't catch what you said.	[My Life in Six Words] If you had to write an autobiography in only six words, what would they be?	58
8. <u>Culture Lab</u> Stay Single or Tie the Knot?	*To give logical opinions about cultural trends in staying single and marriage. Case A. The Decline of Marriage Case B. Enjoying the Single Life	* Expressing Affirmative (Positive) Agreement - You said it! - I think so You're right I agree with you on that point I assent to your idea Oh, I agree entirely That's exactly what I'm saying. * Expressing Partial Agreement - I agree with you to some extent, but You point of view is all right, but * Reserving an Answer - I'm afraid I can't say yes at the moment I can't say anything now I'm sorry, but I haven't decided yet I'll let you know later I have nothing further to say.	[Daddy is Pregnant?!] What would happen if men, like women, also gave birth?	64
Wrap-Up: Issue 3 Marriage &	k Family	* Word Power * Thinking it Over - Opinion Detective, Phrase Banks Review		70

Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Number
9. Good-paying Jobs vs. Favorable Work	*To give logical opinions about the most important factor when choosing a career. Case A. Money Wins Case B. How to Find Your Dream Job	* Understanding - I see what you mean I see your point I can catch (grasp) the point of what you're saying. * Attempting Persuasion - Please hear me out on this In my view, it is more You might find it better to To strike the right chord, we need to My solution is a win-win situation. * Dismissing a Minor Matter - It isn't a matter of importance It's a small thing.	[My First Job Ever!] What was your first job?	72

10. <u>Culture Lab</u> Tips for a Successful Global Business	*To give logical opinions about doing business successfully in different cultures. Case A. Global Business Gone Bad Case B. Mind Your Manners	* Giving Another Opinion - Besides, In addition, I have something to add to this Likewise, it is also crucial to consider Moreover, it is essential to see To add yet another point, In order to achieve balance, we must consider * Making Additional Remarks - Could I add something? - There is one more thing to say Just one more thing	[Jack Pot] If you won a few million in the lottery tomorrow, how would you spend it?	78
Wrap Up: Issue 4 Career		*Word Power *Thinking it Over - Opinion Detective, Phrase Banks Review		84

Topic	Giving Opinions	Phrase Bank	Fun Forum	Page Numbe
11. Are Robots Replacing Us?	*To give logical opinions about the benefits and harmful side effects of advancements in technology. Case A. The Convenience of Technology Case B. The Rise of a Robot Workforce	* Soothing Mental Excitement - Please calm down Don't be upset Take it easy There's no need to get excited. * Asking for Another Occasion - Would you give me another chance? - Please let me try again Let's make it some other time. * Addressing Sarcastic Remarks - Don't make light of this This is serious I don't mean to be funny, but	[Burning Ears] What was your most embarassing moment?	86
12. <u>Culture Lab</u> Ancient Knowledge or Just a Superstition?	*To give logical opinions about superstition in terms of cultural differences and similarities. Case A. Common Superstitions in Asia Case B. Common Superstitions in the West	* Asking for Restraint - Please, no more argument Can I make a point? - Please listen to what I have to say I would like to interject something. * Rejecting Restraint - But this really is of no concern to you Wait! Let me finish (what I'm saying). * Summarizing - In summary - In short, To reiterate my main point, So, looking at everything together, it is clear that (main point) So, the basis of all that I said is that	[Power of Invisibility] What would you do if you could wear an invisibility cloak?	92
Wrap-Up: Issue 5 Technolog	y & Humans	* Word Power * Thinking it Over - Opinion Detective, Phrase Banks Review		98

Answer Key 100

01

LESSON

Is Stress Always Negative?

Learning ObjectivesAfter completing this lesson, you will be able to...

- Give logical opinions about stress and its side effects.
- Utilize useful discussion phrases regarding changing the subject and cancelling prior ideas.

1. Warming Up!

A Check the words you know and circle the words that you do not yet know.

Voca-space self-medicate react supposedly distress unrelieved manifest perception eustress self-improvement immune system Alzheimer's stimulating equipped insomnia adrenaline utilizing

B In groups, help each other to find the meaning of the circled words. The dictionary should be the last resort!

Active Discussion 1

2. Making a Case [A]

Read the article below. Gather ideas about the topic as you read the article.

The Downside of Stress

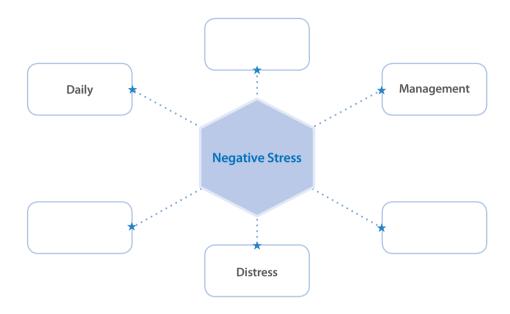
tress is something that the average person comes into contact with **on a daily basis.** We experience stress as we **react** to changes in our environment. Due to stress's commonplace nature, our bodies are **equipped** with resources to cope with it. Stress is **not necessarily a problem in itself**, but it can have negative effects when it goes **unrelieved** for too long.

When stress cannot be relieved, it can lead to **distress**, a negative stress reaction. An estimated 43 percent of adults suffer from health problems related to distress. The symptoms of distress can **manifest** themselves in different ways, **including a variety of** physical, mental, and emotional issues. Some of the most **common problems associated with** distress are headaches, high blood pressure, depression, weight gain, and **insomnia**.

The way that we deal with stress affects how strongly we feel its negative effects. Practicing good stress management techniques can help minimize the negative effects. Stress is most harmful when people try to self-medicate using alcohol, tobacco, or drugs. Contrary to popular belief, these supposedly relaxing substances tend to keep the body in a stressed state and only cause more problems.

Stretch Your Thinking

In groups, brainstorm ideas and opinions about the topic on the provided mind map. The provided keywords from [A] are to be used as starting points.



B Phrase Fit

on a daily basis including a variety of
the way that we contrary to popular belief
not necessarily a problem in itself common problems
associated with

Fill in the blanks using the above expressions to complete the sentences which are about [A].

- The average person faces stress in a variety of situations
- alcohol, tobacco, or drugs do not relax the body, but instead keep it in a stressed state, which can cause additional problems.
- The distress include headaches, depression, weight gain, and trouble of sleeping.

© True or False?

Circle TRUE if the statement corresponds with [A]; if not, circle FALSE.

- 1) Stress always affects us negatively and is very difficult to relieve. (TRUE / FALSE)
- 2) Most people experience stress on a daily basis. (TRUE / FALSE)

Correct and rewrite each false statement below.

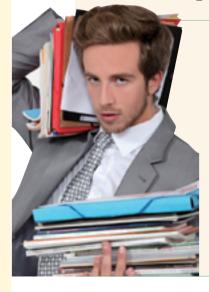
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Lesson 01 / Is Stress Always Negative?

2. Making a Case [B]

Read the article below. Gather ideas about the topic as you read the article.

The Upside of Stress



any people have a very negative **perception** of stress, but stress is not all bad. Recent research proves that a reasonable amount of stress can affect us positively. Positive stress, also known as **eustress**, can help motivate us toward **self-improvement** and **improve job performance** by encouraging us to get things done.

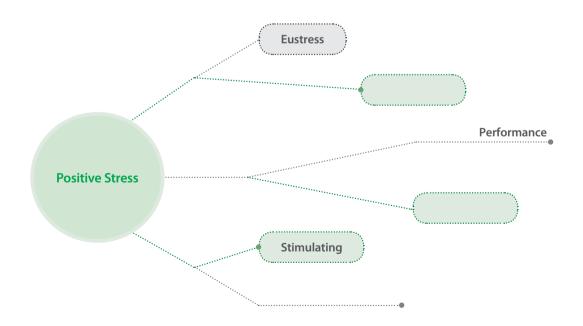
Stress causes the release of hormones, such as adrenaline, which have very positive effects in small amounts. These hormones give us the burst of energy necessary to get things done. Some research

suggests these hormones have a positive effect on the immune system and can even protect against diseases like Alzheimer's by stimulating brain function.

Everyone needs some stress in their life in order to feel challenged and satisfied. It is when this stress becomes **too much to handle** that the negative side effects **come into play**. The trick to successfully **utilizing** stress to your benefit is not to try to eliminate it, but to try to manage the negative symptoms. 』

Stretch Your Thinking

In groups, brainstorm ideas and opinions about the topic on the provided mind map. The provided keywords from **[B]** are to be used as starting points.



Active Discussion 1

B Phrase Fit

in small amounts too much to handle improve job performance burst of energy some research suggests come into play

Fill in the blanks using the above expressions to complete the sentences which are about **[B]**.

- that stress can improve the immune system and help protect against Alzheimer's by challenging our brains.
- 2) The negative side effects of stress only

when stress becomes unmanageable.

3) Stress causes the release of hormones, such as

we need to accomplish a task.

© True or False?

Circle TRUE if the statement corresponds with [B]; if not, circle FALSE.

- Eustress can provide us with the motivation that we need to get things done. (TRUE / FALSE)
- Stress always damages the brain, causing diseases such as Alzheimer's.
 (TRUE / FALSE)

Correct and rewrite each false statement below.

3. What's Your Opinion?

adrenaline, to give us the

Share your opinions about the discussion questions below using the provided useful expressions from the Phrase Bank as much as possible.

- 1) What are some of the negative symptoms of stress mentioned in the articles? Have you experienced any of these?
- 2) Do you think that stress affects you positively? When can you feel the positive effects?
- **3)** How do you relieve stress? Be specific in the ways that you manage stress.
- **4)** Are there ways to avoid stress? Give your personal tips on how to avoid stress overload.
- 5) What can happen to people who never take stress seriously?

Phrase Bank
Changing the Subject
The next point is
Can we turn (get) to?
From now on, let's focus on
That perspective is good. Let's also see/hear what (other person) has to say.
Your comment reminds me of
We can't really understand (A) without also thinking about/understanding (B).
What you say is interesting. I would also like to hear your thoughts on (new topic).
I think to get a fuller understanding we should also explore (new topic).
Cancelling Prior Ideas
That wasn't what I meant to say.
I take back what I said about
What I meant to say was

Lesson 01 / Is Stress Always Negative?

4. Raise the Issues!

Pros & Cons

the Positive Effects of Stress Outweigh the Negative Ones?

Stress affects our lives every day in both positive and negative ways. Which side of stress do you feel is stronger: the positive or the negative? What are the pros and cons of having stress in your life?

Are You Pros or Cons? • Pros • Cons

Make two groups: pros and cons. Come up with a solution supporting either the Pros or Cons regarding the given topic. Follow the solution formula provided below.



B Discuss your supporting ideas with the opposing group. All members of the group should participate in giving and answering the questions.

Phrase Bank	
Changing the Subject	Cancelling Prior Ideas
The next point is Can we turn (get) to? From now on, let's focus on That perspective is good. Let's also see/hear what (other person) has to say. Your comment reminds me of We can't really understand (A) without also thinking about/understanding (B). What you say is interesting. I would also like to hear your thoughts on (new topic). I think to get a fuller understanding we should also explore (new topic).	That wasn't what I meant to say. I take back what I said about What I meant to say was

Active Discussion 1

5. Fun Forum

Show & Tell

What do you feel is the most valuable object you are carrying right now? Hide the object and give hints so that your group can guess what the object is. The members in your group get 3 guesses. Ready, set, go!



List of 3 Questions

A Sneak Peek!

If you were a host to a Roundtable Discussion program, what would you ask about the following topic? Write three questions and discuss about it.

[Is Your Diet Working?]

1.

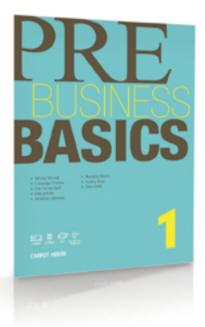
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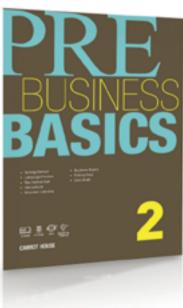
3.



Lesson 01 / Is Stress Always Negative?

Business Conversation













- Level: Beginner Intermediate Low
- CEFR: A1 B1
- ISBN : Pre Business Basics 1 978-89-6732-138-3

Pre Business Basics 2 978-89-6732-139-0

Pre Business Basics 1-2

Pre Business Basics Series is designed as an introduction to the Business Basics and Business Practice textbooks. This series targets at beginner level learners and aims to enhance their communication skills in the workplace. The wide range of situations given in each book allows learners not only to establish in business communication but also to improve grammar, listening and comprehension skills. Through constant classroom interactions, learners can improve their proficiency and gain confidence in international business transactions.

- **1. Getting Started :** This two part activity is designed to stimulate the learner's thinking through simple, situation-related questions and expression questions with visual prompts.
- Good to Know: This activity provides learners with a chance to review mistakes frequently made by EFL learners.
- **3. Language Preview :** Preview selected vocabulary terms and language patterns that will be used throughout the lesson and practice the business expressions given in part A, and the patterns through substitution drills in part B.
- **4. The Formal Sort :** Sort commonly used expressions into formal and informal categories. Use the expressions throughout the lesson for understanding the language differences in formal and casual communication.
- **5. Interactions :** Understand the mission of each business character and role play to practice English speaking in business situations. Help learners improve their comprehension skills and utilize key language patterns. Use the three part activity to practice listening, speaking, and comprehension.
- **6. Grammar Brief :** Additional grammar explanations and practice activities are provided in the appendix at the back of the book.
- 7. Attentive Listening: Extended dialogues and questions help provide a balanced set of communication skills, in particular, receptive skills. Active listening activities including true or false, fill in the blanks, and matching activities provide learners with an opportunity to expand on their listening and comprehension skills.
- **8. Quote of the Day:** Provides open ended discussion topics through reflecting on popular and famous quotes.
- **9. Business Basics :** Expand learners' ability to develop essential business skills with English as the medium. Language terms and grammar from each lesson can be utilized in a practical business setting.
- **10. Talking Shop :** Topically guided questions encourage learners to discuss concepts from each lesson. Learners can practice speaking freely, offering their opinions, and explore a variety of situations within a given topic.
- **11. Case Study:** This section puts learners' business knowledge, thinking, and language skills to the test. Learners' can discuss possible solutions and outcomes to given business case scenarios based on actual events.
- 12. Review and Sneak Peek: Provides learners with an area to reflect on the language and skills learned in the lesson and glimpse into the topic to be studied next.

Pre Business Basics 1









• Level : Intermediate

• **CEFR**: A1 - A2

• ISBN: 978-89-6732-138-3

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Lesson.02 Suitable Activities	 talk about activities you do and do not enjoy use infinitives and gerunds to express preferences organize an activity day at work 	· I think · Don't you think? · I wonder what	Planning an Activity Day	16

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Lesson.08 Business Luncheon	 order food at a restaurant use type 1 conditionals to make immediate or likely conditional statements ask for details about menu items 	I'll start with I'll have the with If you I'll	Menu Details	55					
	» Paviow M								

Unit.05

Lesson Title	Learning Objectives	Language Practice	Business Basics	Page						
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Lesson.10 If Only I Had Done More	 express regret or relief use type 3 conditionals to discuss past situations that have affected your life write and discuss the effects of work-related regrets 	If I had I would have I wish I could have I'm sorry to	Regrets	68						
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Pre Business Basics 2









 $\bullet \, \textbf{Level:} \, \textbf{Intermediate}$

• CEFR: A2 - B1

• ISBN: 978-89-6732-139-0

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Unit.01

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Lesson.02 It's Time!	- schedule time to meet someone - use hour-first and minute-first time expressions to schedule meetings - meet a co-worker after work	· I'm free · I'm off by · Let's say	Meeting After Working	16					
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Review 01

Unit.02

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Lesson.04 Trending Topics	 communicate basic trends on a graph use simple past, present perfect, and dummy subjects for market analysis explain a line graph 	· hit a peak of · This tells us · As you can see	Companies in Contrast	29	
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Unit.03

Lesson Title	Learning Objectives	Language Practice	Business Basics	Page
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Lesson.06 What Happened?	- explain a past action that was interrupted - use simple past with past continuous to explain two concurrent past actions - complete and explain a product problem form	I was when I tried but Could you when you're done?	Product Problem Return Form	42
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Unit.04

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Unit.05

Lesson Title	Learning Objectives	Language Practice	Business Basics	Page	
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Lesson.10 Saying Goodbye	 say goodbye after a business trip use passive tense to communicate your thoughts about people and accomplishments send a farewell e-mail to a colleague 	If you're ever let me know.I genuinely appreciateGive my best to	Saying Farewell	68	
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GETTING STARTED

A Let's look at the image. Describe what's happening in the picture.



- B When would you say...
- It's nice to finally meet you.
- > The pleasure is mine.
- I work in accounting. And yourself?
- No, actually I'm German.
- You must be John.



What's wrong? Check the answers in the back of the book.

- Q: What is your new boss like? > A: He is like golfing.
- Q: What does Tom like? > A: He like chocolate.
- Q: What are you like?
- > A: I am like a nice woman.

2 LANGUAGE PREVIEW

Α	Business	Expressions
	Dood tha	following or

Get in touch via...

Read the following expressions and write your own sentence for each.

· · · ·	·	•
put yourself out there:	make yourself noticed, often at th	ne risk of failure.
, , ,	self out there regularly if you wan	
put your best foot forward:	appear at your best when m	eeting someone.
	ward is important when attracting	
start off on the right foot:	begin a relationship on good to	erms.
B Key Patterns	that you can use when introduci	
I'mfrom	She's in	We're responsible for
the Sr. ManagerSales Bill GatesMicrosoft your co-worker across the hall	Human Resources the HR Department the people business	corporate strategy designing new products 35% of global supply
3 THE FORMAL S	SORT	
A Formal or Informal? With a partner, sort the que	estions and explain why you believ	ve they are formal or informal.

Formal	Informal

Please contact me through...

I'm happy to...

4 INTERACTIONS



Listen and fill in the blanks.

Meeting New Co-workers

B Practice the dialogue with the options below.

Option 1

- **1.** Hi
- Marketing
- 3. make advertisements
- 4. brand strategist
- 5. brand development
- 6. the company's bottom line

Option 2

- 1. It's a pleasure to meet you
- 2. R&D
- **3.** test the products
- 4. development engineer
- 5. creative design
- 6. cash flow
- **C** Pragmatic Comprehension
 Answer the following questions based on the dialogue above.
- **01** What is the relationship between John and Pete?
- **O2** Are John and Pete interested in the conversation? How do you know?
- Which dialogue option has the most formal greeting? Which has the least?



Grammar Brief

ATTENTIVE LISTENING

Extended Dialogue · Three people are having a discussion at work. Listen and complete the questions below.

A Active Listening. Think about the following questions as you listen. Write the answers in the spaces below.

Who are the people in the conversation?

- > What do they do?
- > What are they going to do?
- **B** Circle T for true and F for false. Explain your answer.
- "False! John doesn't know Beth." T(F)**01** The three people are friends. **02** This is a formal conversation. T/F **03** They are in the breakroom. T/F **04** Beth is from Austria. T/F **05** Beth has to go to a meeting. T/F
- What do you think will happen next?

Audio Script p. 88

QUOTE



- > What's more important: hiding your weaknesses or addressing them? Why?
- > What experience do you have that applies to these quotes?

"It's useless to put your best foot forward and then drag the other."



"My dad always taught me that when there's an elephant in the room, introduce them."

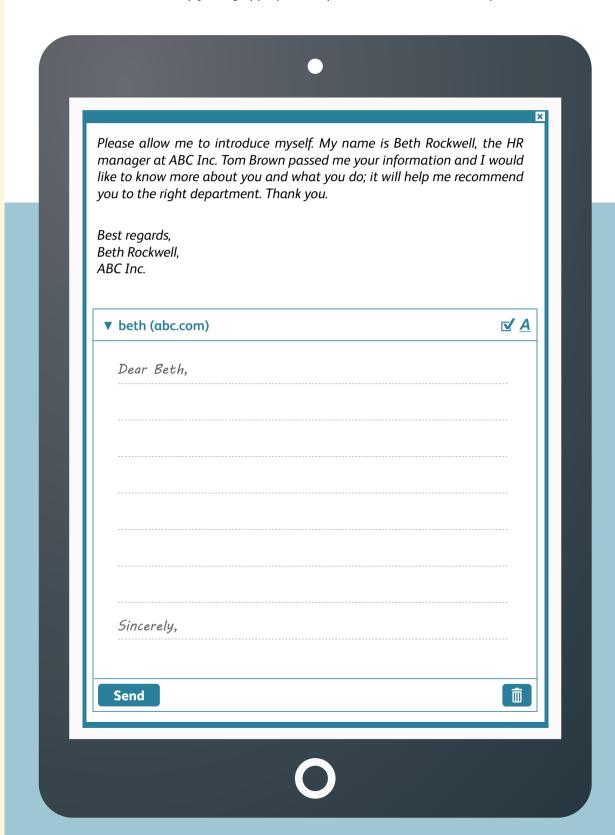


6

BUSINESS BASICS

▲ E-mail Exchange

Read the e-mail and reply using appropriate expressions learned in this chapter.



7 TALKING SHOP

A Group Discussion

In groups, choose questions that interest you the most and discuss.

- **01** Do you ever get nervous meeting new people? If so, how do you deal with it?
- **02** What things do you notice when meeting people for the first time?
- O3 How important are first impressions? What can you do to make a positive impression?
- **04** What are signs of respect when greeting?

- **05** What body language makes you trust/ distrust someone when you first meet?
- **06** What do you do to put your best foot forward in new environments?
- **07** What's the best way to make people remember meeting you?

_	_		
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u	0	Y() ()\\\/	

8 CASE STUDY

Procter & Sample (P&S) just bought Millette, a company with a vastly different corporate culture. While P&S is optimistic about the new merger, Millette employees have not received the news well. Many have worked there for their entire careers and do not like change. They are also unhappy that the headquarters for Millette is moving to P&S, causing relocation or significantly longer travel times. P&S's CEO is looking for a proposal with recommendations from the HR team.

The following recommendations were proposed:

- 01 Offer Millette's employees the option to take a generous severance package.
- 02 Move some P&S employees to Millette's office and vice versa for a period of one year before closing down Millette's office.
- 103 Hold monthly training and integration workshops at an off-site location for both Millette and P&S, and leave each company's employees to work out of their original office for a one-year period before moving all employees to P&S's headquarters...

You are a part of the HR team in charge of merging the two offices. Which of the recommendations would you include in your proposal to P&S's CEO? Keep in mind, the end goal is to successfully integrate Millette's employees with P&S's employees and to make the transition as easy as possible on all employees.

After reading I can...

- ... introduce myself and my job
- ... talk about what I do at work using simple present tense
- ... write an e-mail introduction of myself

SNEAK
PEAK: > What are your
favorite work-related
pastimes?













• Level: Beginner High - Intermediate High

• CEFR: A2 - C1

• ISBN : Business Basics 1 978-89-6732-114-7

Business Basics 2 978-89-6732-115-4

Business Basics 1-2

BUSINESS BASICS Series is designed to enhance learners' communication skills in the workplace by providing a wide range of situations involved in business. This series is targeted at intermediate level learners. The book consists of 16 lessons (4 units) based on topics of great interest to everyone involved in business.

Lesson Composition

- 1. Learning Objectives
- **2. Getting Started :** Stimulate learners' thinking and put them at ease in an English speaking environment through situation-related questions and expression questions with visual aids.
- **3. Good to Know:** Provides learners with language practice on commonly made mistakes.
- **4. Language Practice :** Reinforce useful business expressions and patterns through substitution drills.
- **5. Quote of the Day:** Presents famous quotes for learners to reflect upon and express their own opinions.
- **6. Situation & Dialogue :** Understand the mission of each business character and role play to practice English speaking in business situations.
- **7. Case Scenarios :** Reinforce learners' response skills in various business situations through case scenarios activities.
- **8. Business Basics :** Expand learners' ability to develop essential business skills, such as making presentations, taking part in meetings, telephoning, and using English in social situations.
- **9. Food for Thought:** Provides learners' with additional information regarding the Business Basics theme.
- 10. Review & Preview : Recall and review material learned each lesson as well as preview the following lesson through discussion topics.

Case Studies

- **1. Background Information :** Expand learner's ability to apply business skills learned through a business case study.
- 2. Task: Learners complete an activity that encourages them to think about the problem in each case study and how the company or individual can address the problem.
- **3. Presentation :** Learners present their solutions as they would in real business situations.

Business Basics 1









• Level : Beginner High – Intermediate High

• CEFR: A2- B2

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Lesson 02 Organizational Structure	 to understand and discuss different organizational structures of companies to discuss roles and responsibilities of different departments 	· I suspect that · I might as well · Have you heard about?	Flexibility in the Workplace- Hot Desking	14
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Lesson 10 Opening & Brainstorming	 to give ideas when brainstorming to learn ways to effectively communicate with co-workers when brainstorming for ideas 	· It seems that ·better than · Let me finish	Mind-mapping	50
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Lesson 15 On the Site	- to order meals, file hotel complaints and report stolen goods - to discuss cultural table manner and etiquettes	· I'll get back to you by · I'd like to treat you to · Is there any?	Tipping Etiquettes and Business Dining Manners	72
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Business Basics 2









• Level: Intermediate - Advance Low

• **CEFR**: B1 - C1

• ISBN: 978-89-6732-115-4

Contents

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Lesson 03 Presentation Know-how > page 20	 to use skills for effective presentations to discuss verbal and physical delivery aspects of presentations 	 We can begin by looking at As a final point, I'd like to What you're asking is 	Effective Presentation Skills
Lesson 04 Situational Communication Strategies > page 25	to apply different communicational strategies in various situations; such as showing sympathy, confronting problems, and giving compliments	I'm sorry to hear about You look today I want to talk to you about	Communication Strategies; Thomas- Kilmann Conflict Mode Instrument
CASE STUDY > page 30	Powerful communication – Elevator Speeches Task: To promote your company to prospective in techniques	vestors and buyers through	communication

Unit 2. Winning Negotiator

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Lesson 05 Proposal & Negotiation	to enhance knowledge and skills related to business negotiate and articulate your position to make business proposals and counter-proposals	You might be interested in I'm thinking of What do you think about	Effective Negotiation Skills
Lesson 06 Tackling Problems	 to discuss solutions to business problems and consider the consequences of possible course of action to find compromises in conflict solutions 	I suppose we can It would save time to This could lead to	Hidden Traps in Decision-Making
Lesson 07 International Negotiations	 to handle cultural differences during the negotiating process to recognize different negotiation styles 	I understand that I'd be interested to hear about Can we agree on	International Negotiation; Need to know
Lesson 08 Taking a Position	 to state/clarify your position and persuade others to support your side to close a negotiation 	Let me recap That's a good point, but I can go along with	Closing the Deal; Getting it done
CASE STUDY	Cross-cultural Negotiations - Strategies and Prep Task: To strategize methods for successful cross-c		erstanding cultural fac

Unit 3. Positive Interaction

Lesson Title	Learning Objectives	Key Patterns	Business Basics
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Lesson 10 Turning the Table	 to use strategies to turn the business situation to your advantages to persuade others with evidence and supporting detail 	I see no choice but to According to, it seems that I'd be willing to comply if you	Turning the Table : Skill Set
Lesson 11 Invitations	to cordially invite people out for mealsto make reservations at a restaurant	When's a good time toDo you prefer orWhat would you recommend for	Invitation Styles
Lesson 12 Maintaining Positive Relationships > page 69	 to use various methods to compliment oth to recognize different ways to maintain and establish positive relationships in the workplace 	ers You look today What's your secret for I think you have great	Relationship Skills
CASE STUDY	Maintaining Employee Morale - Programs an Task: To create solutions and brainstorm pra- colleague bonding		any morale and encou

Unit 4. Cultural Diversity

ome 4. cattara	Diversity		
Lesson Title	Learning Objectives	Key Patterns	Business Basics
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> page 76	between Eastern and Western cultures	• In, we	SHOCK
Lesson 14 Cross-cultural Business Etiquette	 to recognize different cross-cultural value to explore global business manner, etiquette, and protocol 	s · I consider to be the most important · is considered rude. · I'm sorry; I didn't catch.	Cultural Mistakes; Etiquette points
Lesson 15 Expatriate Employees	 to recognize cultural challenges expatriates face abroad to discuss ways to ease the transition into a new culture 	I suggest that The most challenging thing about was I have to tell you that	Culturally Diverse Workforce
Lesson 16 Body Language Across Cultures	 to review gestures and nonverbal communication of other contries to understand the concept of personal space in different cultures and discuss how it is incorporated in business 	I didn't intend to I don't think it's such a great idea to You should avoiding	Cultures and Body Language
CASE STUDY	Globalization and Business - Cultural Aware Task: To debate on the importance of cultural		ful on the global mark

Business Basics 1



1 Getting Started

A Let's look at the image.



B Discuss the following questions.

- What can you do or say to make a visitor feel welcomed at your company?
- How can you address a person when you meet them for the first time at a business setting?
- How do greetings differ in formal and informal settings?



Which is right? Check the answers and explanations in the back of the book.

- $\boldsymbol{\cdot}$ Everyone $\boldsymbol{were/was}$ convinced that he would win the negotiation.
- I think every person in this room **is/are** happy.
- Everybody have/has memories of their first love.

A Business Expressions

Read the expressions and write your own sentence using the expression.

go the extra mile: to do more than one is required to do to reach a goal.

Ex) I like doing business with that company; they always go the extra mile.

Make your own:

back to square one: if you are back to square one, you have to start working on a plan from the beginning.

Ex) I thought everything was settled, but now my clients say they're not happy with the deal, so I'm back to square one.

Make your own:

take matters into your own hands: to deal with a problem yourself because the people who should have dealt with it have failed to do so.

Ex) Because Nick wasn't able to finish the project on time, his boss decided to take matters into his own hands.

Make your own:

B Key Patterns

Here are some key patterns that you can use when welcoming visitors or as a visitor.

I'm in charge of...

- the R&D department
- product marketing and advertising
- the international cooperation team

Allow me to...

- direct you to the waiting area
- confirm your appointment
- pass on your details

Could you direct me to ...?

- the HR office
- the nearest restroom
- the manager of this department

3 Situation & Dialogue

Answer the following questions using the information given below.

- Look at the characters and describe the situation.
- What is the relationship between the characters?
- What do you think will happen next?

In charge of the marketing department of Speed Telecom. Company

MISSION

Mr. Andes

Ask Mr. Smith who he is looking for and introduce Mr. Smith to Mr. Jones, the new CTO of the company.

Mr. Smith | An investor of Speed Telecom. Company MISSION

When Mr. Andes asks why you're here, tell him you're here for a business meeting.

Mr. Jones | The new CTO of Speed Telecom. Company.

MISSION

Introduce yourself to Mr. Smith, an investor before starting a meeting.

"A business that makes nothing but money is a poor business."

Henry Ford

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure."

Colin Powell

- ▼ What does success mean to you?
- What do you think are the "must-have qualities" to be successful? Make a list and share.
- ✓ Do you think money always follows success? Why or why not?



12 UNIT 1. Daily Office Routines

B Practice the dialogue with your partner.

• Welcome to Our Company

Mr. Andes: Hello. You seem to be a visitor; could you tell me

who you're looking for?

Mr. Smith: Yes, I'm here for a business meeting with Mr. Andes

of the marketing department.

Mr. Andes: Oh that would be me, and you must be Mr. Smith.

You're here a little early for our meeting. That's okay.

Would you mind following me this way?

Mr. Smith: Yes, thank you.

Mr. Andes: Did you have any problems finding our company?

Mr. Smith: No, it was quite easy to find.

Mr. Andes: Great. Now let me properly introduce myself. I'm

John Andes and I'm in charge of the marketing department here. It's a pleasure to meet you. I would also like to introduce you to our new CTO, Mr. Jones.

Mr. Jones, this is Mr. Smith, one of our investors.

Mr. Jones: Very nice to meet you Mr. Smith. I want to thank

you for taking your time to visit our company. I hope today's meeting produces positive outcomes.

C Comprehension Questions

- 01 | What are some questions you can ask to make your visitor feel comfortable?
- 02 | What are some important information to include when introducing somebody?
- **03** | Imagine you are Mr. Jones, the CTO of the company. What can you say to greet and welcome Mr. Smith?



4 Case Scenarios

Read the scenarios and complete each stage.

Scene 1 | Scene 2

A professionally dressed man walks into your office. You think he is a visitor but you're not sure. Ask him why he's here and who he's looking for. Greet the visitor and make him feel welcomed. Then guide him to the meeting area. Introduce yourself and tell him what you are in charge of.

Role A | Employee Role B | Visitor

Scene 1 | VScene 2

An important business partner visits your company for the first time. Guide your partner to the meeting area. Introduce yourself, the company, and your team members. Then introduce the visitor to everyone else.

Role A | Employee Role B | Visitor



Brainstorm the mission of each character.

» Role A | Mission

» Role B | Mission



How would you feel in each character's position? Explain.



Act out the situation. Make sure to complete the mission of each character and use the key patterns.

5 Business Basics

A Cross Cultural Greetings

Greetings are crucial for leaving positive first impressions. Methods and styles of greeting vary greatly around the world, and you need to know which practices apply in different circumstances.

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Country	Greetings	How They Greet
Arab countries	 As-salaam (Peace be upon you) Sabah el-khair (Good morning) Masa' el-khair (Good evening) 	They shake hands with the right hand only, for longer but less firmly than in the West. Contact between the opposite genders in public is considered obscene. Do not offer to shake hands with the opposite sex.
Philippines	Magandang umaga (Good morning)Magandang hapon (Good afternoon)	English is widely spoken in the Philippines. English greetings are also accepted.
China	· Nǐ hǎo (Mandarin greeting)	In formal greetings, oldest person is always greeted first. Handshakes are the most common form of greeting with foreigners.
India	· Namaste ("I bow to divine you")	Greeting your Indian business colleagues with a "namaste" is considered a compliment. It sets the right tone for the rest of your meeting and shows that you've taken time to understand Indian exchanges.
Spain	· Hola, como esta? (Hello, how are you?)	Most Latinos are more accustomed to physical contact. Even people who know each other only slightly may embrace when greeting.

B Share Your Thoughts

- Try practicing each countries' greetings with your partner
- Imagine your partner is from abroad. Explain your country's greeting. What is it? How do you say it? What gesture do you make?
- Oo you know any other greetings from a different culture? What do you think these different cultural greetings tell about each country?



In general people shake hands when they meet for a business; however, knowing different cultural greetings may succeed in the international business world. So let's try to keep an open mind.

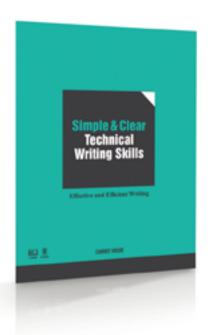


Review Share 3 things you learned from this lesson



- **01** Do you have a comfortable relationship with your boss? What do you call your boss?
- **02** Have you been transferred to a different department before?

Business Skills & ESP (On the Job English)









• Level: Low-Intermediate - Advanced Low

• CEFR: A1 - B2

• ISBN: 978-89-6732-163-5

Simple & Clear Technical Writing Skills

Simple & Clear Technical Writing Skills is intended to improve learners' writing skills by acquiring language skills and applying them to real-life writing samples. This book is composed of 2 parts.

Part 1 is focused on language and grammar aspects of technical writing where learners will obtain language and grammar elements that are essential to technical writing.

Part 2 is focused on different writing formats and styles, where learners learn to apply their knowledge from Part 1 to writing samples and develop critical thinking skills and instill a new habit of technical writing.

- Introduction Learn what makes technical writing unique in its purpose and style, and how it compares with other styles of writing.
- **Before We Start** Evaluate how much you know about technical writing before going into this book and assess your strengths and weaknesses.
- Part 1 Learn the most important aspects, both Simple and Clear, of technical writing by studying different elements that contribute to and hinder simple and clear writing.

Chapter 1-6 The elements of Simple are covered in chapters 1-3, and the elements of Clear are covered in chapters 4-6. Each chapter covers one element that contributes to either Simple or Clear writing. Each chapter has four lessons, which address specific topics under each element for understanding and practicing simple and clear writing skills.

- Part 2 Apply the Simple and Clear lessons you have learned in Part 1. You will also learn specific writing formats, along with their tips and useful patterns.

Chapter 1-5 Each chapter covers a different format of writing, such as memos, e-mails, proposals, and more. Through the four lessons you will be able to practice patterns, use real-life samples to identify errors and best examples, and apply Simple and Clear lessons in your own words.

- Review Provides a short one-page summary of lessons learned with a diagram for an easy recollection. Also, a self-assessment tool is provided again to see how much you have improved in technical writing.
- **Appendix** Review all the patterns and expressions learned in the book. Use the answer key to check your answers and to see model answers to compare with your answers.

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2. Simple: Active Voice	 Reject Passivity Direct Language Most Important First Apply Your Knowledge 	» write in straightforward language.» organize a paragraph effectively.» write more strongly and actively.	25
3. Simple: Word Choice	 Plain English Formal English Consider Audience Apply Your Knowledge 	 » use simpler words for better understanding. » avoid inappropriate language for formal tone. » customize writing for different audiences. 	35
4. Clear: Precision	 Abbreviation Slang and Jargon Ambiguity Apply Your Knowledge 	» write a sentence to have one clear meaning.» write for better readability.	43
5. Clear: Accuracy	 Articles and Conjunctions Punctuations and Prepositions Subject-Verb Agreement Apply Your Knowledge 	 » understand the roles of grammar in clear writing. » avoid common grammatical mistakes. 	51
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2. E-mail	 Make Them Simple & Clear E-mail Basics & Netiquette Useful Patterns Writing Practice 	 » apply technical writing skills to a real-life e-mail. » understand the uniqueness of e-mails. » understand how TW enhances the effectiveness of e-mails. 	87
3. Proposal	 Make Them Simple & Clear Proposal Basics Useful Patterns Writing Practice 	 » apply technical writing skills to a real-life proposal. » understand the key elements of a proposal. » understand how TW enhances the effectiveness of a proposal. 	103
4. Report	 Make Them Simple & Clear Report Basics Useful Patterns Writing Practice 	 » apply technical writing skills to a real-life report. » understand the use and components of a report. » understand how TW enhances the effectiveness of a report. 	117
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Lesson 01

Needless Words

Getting Familiar

One way to write concisely is to get rid of needless words. This can be achieved through the following:

- 1. Write in short sentences.
- 2. Get rid of any empty words.
- 3. Check your word count (keep sentences under 24 words).

Example 1

Water quality in North River declined in August. This decline occurred because of the heavy rainfall that month. All the extra water overloaded Apple County's water treatment plant.



Example 2

Water quality in North River declined in August because heavy rainfalls overloaded Apple County's water treatment plant.

1. Wordiness

Here are some examples of wordy phrases and how they can be changed to be more concise.

already existing	\rightarrow	existing	at a rapid rate	\rightarrow	rapidly
at the present time	\rightarrow	at present	in the near future	\rightarrow	soon
basic fundamentals	\rightarrow	fundamentals	in receipt of	\rightarrow	receive
completely eliminate	\rightarrow	eliminate	a lot of	\rightarrow	many
continue to remain	\rightarrow	remain	as well as	\rightarrow	and
currently underway	\rightarrow	underway	a small number of	\rightarrow	few
mix together	\rightarrow	mix	in light of	\rightarrow	because
never before	\rightarrow	never	is defined as	\rightarrow	is
none at all	\rightarrow	none	in the event that	\rightarrow	if
write out	\rightarrow	write	referred to as	\rightarrow	called
still persists	\rightarrow	persists	no later than	\rightarrow	by
period of time	\rightarrow	period	it is clear that	\rightarrow	clearly

Practice

Change the wordy phrases to be more concise.

	A considerable amount of $\rightarrow n$		
02	At no time →		
03.	At the present time →		
04.	Conducted an analysis of →		
05	Despite the fact that →		

Lesson 02

Remove Redundancy

Getting Familiar

Redundancy includes words or phrases that are overlapping in their meaning. Redundancies appear to be different, but they carry the same meaning, which makes the sentence needlessly long. Similar to Needless Words, combine the sentences or phrases that are redundant or get rid of extra words.

1. Common Examples

The following is a list of redundancies that are commonly used. Avoid using these redundancies.

actual fact major breakthrough 9 a.m. in the morning come at a time when completely unanimous summarize briefly final completion end result	→ fact → breakthrough → 9 a.m. → come when → unanimous → summarize → completion → result	unintentional mistake postpone until later new beginning foreign imports free gift since the time when repeat again plan ahead	→ mistake → postpone → beginning → imports → gift → since → repeat → plan
end result each and every close proximity	→ result → each → proximity	plan ahead past history invited guests	→ plan → history → guests

Practice

Remove redundancies and replace them with concise words.

)1. Brand new ii	vation -> innovation	
2. False pretens	→	
3. Collaborate	ether >	
04. During the c	se of →	
5. Difficult dile	na →	
06. Ask a questi	→	
7. Other alterna	re →	
08. Add an addit	nal →	
9. Absolutely c	ain →	
10. Spell out in	ail →	

Simple | Conciseness Needless Words Needless Complexity Review

Remove Redundancy Apply Your Knowledge

Lesson 03

Needless Complexity

Getting Familiar

Concision reduces as many words and characters as possible without changing the intended meaning. Complex words or paragraphs include needlessly sophisticated words or unnecessary details.

1. Complex Paragraphs

Using too much detail can make a paragraph needlessly long and difficult to understand. Compare the two writings and notice how the paragraph is made concise.

Example 1

The relationship between the nature of salt water to fresh water in the Springfield Town Pond that fluctuates often is extremely important to everyone including scientists, residents, and environmentalists on Samantha's Vincyard.

S

Example 2

The fluctuating salinity of Springfield Town Pond concerns many environmentalists, scientists, and residents.

VS

2. Complex Words

In English, there are many words that have the same meaning but vary in length and level of sophistication. Technical writing requires simple and concise words that are easy for readers to understand. Following is a list of examples.

 $cognizant \rightarrow know$ utilize
 \rightarrow use

 $endeavor \rightarrow try$ functionality
 \rightarrow feature

 $domicile \rightarrow home$ facilitate
 \rightarrow cause

 $morbidity \rightarrow death$ finalize
 \rightarrow end

 $terminate \rightarrow end$ aforementioned
 \rightarrow mentioned

Practice

Replace the complex words with concise words.

02. Firstly →		
03. Heretofore →		
04. Transpire →		

Lesson 04

Apply Your Knowledge

Through the following exercises, you will get a chance to practice more intensively and apply the lessons learned in this chapter: Needless Words, Remove Redundancy, and Needless Complexity. Repeated rewriting practice will help you attain a new habit of writing concisely.

Identify Errors and Rewrite Sentences

Rewrite sentences to be more concise.
01. This research proved to be a major breakthrough in the field of neuroscience. Rewrite:
02. This procedure needs to be repeated again. Rewrite:
03. Please submit the completed form by 9 a.m. in the morning tomorrow. Rewrite:
04. Due to repeated failures, we need other alternatives in our approach. Rewrite:
05. Each and every member started to voice his/her opinion. Rewrite:
06. For the reasons that are unclear, our plan has failed. Rewrite:
07. We are cognizant of the issue and will utilize our program to fix it. Rewrite:
08. It is clear that the employees are not happy about their new work schedules. Rewrite:
09. The meeting that was held at 11 a.m. in the morning reached a complete unanimity. Rewrite:
10. Already existing machine cannot mix together the ingredients thoroughly. Rewrite:
11. Too much endeavor has been made by our team on this single project. Rewrite:
12. Free gift has been offered to compensate for unintentional mistakes that were made. Rewrite:

Simple Conciseness	Needless Words	Remove Redundancy	Needless Complexity	Apply Your Knowledge	Review

Shorten the Paragraph

Rewrite the paragraph to make it concise. Then rewrite your own paragraph to make it even more concise. Try reducing the number of words and characters to be as few as possible.

Practice 1

When writing a paper for your psychology class on Freud's Interpretation of Dreams, you probably do not have to start by saying "Sigmund Freud is one of the most famous psychiatrists of all time." In most college papers, you should imagine that your audience is composed of intelligent readers who are not taking your class and are not experts on your current topic. Most educated readers will know who Freud is and will not need such a general reminder.



	+	
Rewrite Again		

Shorten the Paragraph

Practice 2

We suggest you complete and return the enclosed product registration card promptly to facilitate verification of the date of original purchase. However, return of the product registration card does not eliminate the need for the consumer to maintain the original proof of purchase in order to obtain the warranty benefits. In the event that you do not have proof of purchase date, the purchase date for purposes of this warranty will be the date of manufacture.



*
Rewrite
+
Rewrite Again

Simple | Conciseness

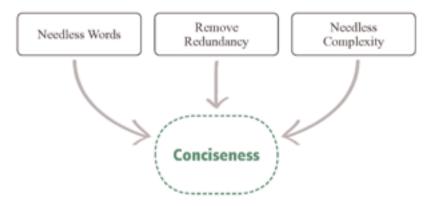
Needless Words
Needless Complexity
Review

Apply Your Knowledge

Review

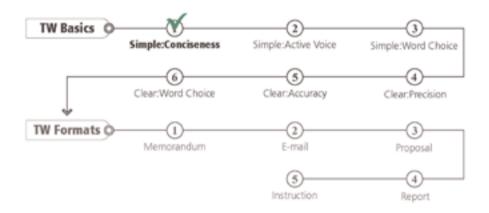
Looking Back

Technical writing is focused on the readers. Long and complex words and paragraphs reduce readability, so it is important to use concise and simple words. By studying the components of Conciseness, you have now learned the first Simple section of TW Basics: Simple & Clear. Remember that the purpose of writing concisely is ultimately to write simply.



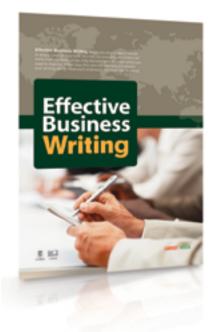
Where am I?

Check how far you have come and where you are headed next in technical writing!



Now your writing should be ...

- » concise and easy to understand.
- » focused and contain a simple message.









• Level: Intermediate - Advanced Low

• CEFR: A2 - B2

• ISBN: 978-89-9719-936-7

Effective Business Writing Skills

Effective Business Writing Skills is designed to teach learners the basics they need to become a better writer. The accompanying exercises will enhance learners' writing skills and are relevant to the practical demands of the business world. By the time learners complete this book, they will be better prepared to write clear and concise business letters, memos, and reports.

Questionnaire: This section provides a self-test for learners and an opportunity to experience writing issues in a personal way.

Input 1 and 2: Learners can acquire actual knowledge and information about business writing with these texts.

Exercises: This section provide learners with opportunities to check their understanding of writing. These exercises take the form of writing, revision, questionnaires, and discussions.

Business Writing Simulation: This section provides learners with opportunities to write various business documents based on Input 1 and 2.

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Effective Business Writing Skills



Preparing to Write

Learning Objective:

After studying this unit, you should be able to

- . Understand when to use a comma(,), semicolon(;), colon(:), and apostrophe(').
- · Write a business letter using the three steps of prewriting, writing, and revising.

9

Questionnaire: How well do you know your writing abilities?

Before you begin, take a minute to assess your writing style. You may discover that you know a lot more than you think, or you may discover specific areas where you need to improve. Either way, this exercise will help you assess your writing ability. Read each statement and mark the response that applies to you.

	Yes	No	I don't know
1. I keep my readers' perspective in mind when writing.			
2. I have no problem with the basics: grammar, spelling, and punctuation.			
3. I know the difference between active and passive constructions.			
4. I try to choose simple words to communicate clearly.			
5. I make it a point to state clearly the specific purpose of my letters or memos.			
6. I recognize and avoid business clichés and jargon.			
7. I ruthlessly edit everything I write.			
8. I'm confident I can communicate persuasively.			



Activity

Pair up and talk about your strengths and weaknesses in writing.

Unit 1 Preparing to Write



With spelling, people usually fall into one of two categories-good spellers or poor spellers. Punctuation errors, on the other hand, can trouble everyone.

COMMA (,)
SEMICOLON (;)
COLON (:)
APOSTROPHE (')

Fortunately, of the 30 main punctuation marks, business writing requires fewer than a dozen. Of these, the comma, semicolon, colon, and apostrophe are used most often and often incorrectly!

COMMA(,)

The comma sets off or separates words or groups of words within sentences.

Six Rules for the Comma

1. Use a comma after a long introductory phrase.

After working all day at the office, I went home for dinner.

2. If the introductory phrase is short, forget the comma.

After work I went home for dinner.

3. Use the comma if the sentence would be confusing without it.

The day before, I borrowed her calculator.

When you've finished, your dinner is ready.

Use the comma to separate items in a series.

I need to pack my computer, calculator, business cards, and toothbrush.

5. Use a comma to separate two sentences that are joined by and, but, or, nor, for, so, yet.

She liked her new job, and she respected her colleagues.

He wanted the promotion, but he was afraid to ask his boss.

They may go to the game, or they may stay here.

The partners aren't going to the retreat, nor are they happy about it.

Her assistant took a cab, for it was a long way to work.

They waited until Friday, so it was too late to go.

I'd like to travel, yet I'm reluctant to change jobs.

Use a comma to set off nonessential elements in a sentence.

At the podium stood a man wearing a green tie.

At the podium stood Frank, wearing a green tie.

In the first sentence, "wearing a green tie" is used to identify a specific man. Without it, the reader wouldn't know whom the writer was referring to, so it's essential to the meaning of the sentence.

In the second sentence, the writer assumes the reader knows Frank. "Wearing a green tie" adds only descriptive information about Frank, but it's not essential to the meaning of the sentence.

Exercise 1-1 Pair up and discuss the difference in meaning of the following two sentences.

- a. The computer that is in the hallway is brand new.
- b. The computer, which is in the hallway, is brand new.

Exercise 1-2 Correct the green sentence below in any of the following ways.

A Comma No-No

In general, don't separate two sentences with a comma.

He bought his first car last fall, it never ran well.

- 1. Use a period in place of the comma
- 2. Use a comma plus a conjunction (and, but, or, nor, so, for, yet)
- 3. Use a semicolon

SEMICOLON (;)

The semicolon separates two independent clauses, but it keeps those two thoughts more tightly linked than a period can: "I type letters; he types bills." Use a semicolon before and a comma after the following words if the words come between two independent clauses.

> however accordingly similarly also hence moreover namely still besides likewise nevertheless then furthermore consequently indeed nonetheless therefore thus instead otherwise

Exercise 2 Put commas and semicolons appropriately in the following sentences.

- a. I thought I had completed the project consequently I was surprised to hear about the additional work.
- b. We have prepared your estimate however you should sign it by Friday.
- c. The partners' retreat will be held in March therefore all business matters will be discussed then.

Unit 1 Preparing to Write

COLON (:)

A colon is a tip-off to get ready for what's next: a list, a long quotation, or an explanation. A colon separates independent clauses when the second clause explains or amplifies the first.

Fred was proud of his sister: she had been promoted to managing partner.

My new office contains the following items: a desk, a leather chair, and oak paneling.

There are two things to remember in a job interview: always arrive promptly and always dress appropriately.

APOSTROPHE (')

An apostrophe is used to form the possessive of nouns and some pronouns, such as indefinite pronouns (someone, somebody, anyone, anybody, etc.), and to mark the omission of letter(s) in a contraction.

If the noun is singular, add 's.

I enjoyed Betty's presentation.

Someone's coat is in the lobby.

The same applies for singular nouns ending in "s" like James.

This is James's new office.

If the singular noun ends in "s" (like "Jones"), add "es" and an apostrophe to make it both plural and possessive.

Here is the Joneses' tax information.

If the noun is plural, add an apostrophe after the "s."

Those are the clients' files.

If the noun is an irregular plural, add 's.

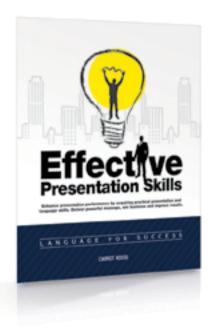
This is the women's lounge area.

Exercise 3

Punctuate the following sentences.

Then pair up and compare your answers with each other.

- 1. The executive watched the competition but the competition went ahead with the takeover.
- During our meeting she was gracious but shrewd.
- 3. Today more women are becoming executives in corporations.
- 4. The job was difficult therefore he quit.
- My suitcase contained files pencils books and paper.
- 6. We thought we would have to work late therefore we were happy to be home before dark.
- My boss car was in the shop consequently she borrowed her husbands.
- In preparation for the meeting Mr. Jones asked us to do three things set up the equipment dust the tables and empty the ashtrays.
- 9. We wanted to go to the partners meeting but we were unable to leave before the weekend.
- 10. Lois résumé arrived yesterday moreover she phoned for an interview next week.









• Level: Intermediate - Advanced Low

• CEFR: A2 - B2

• ISBN: 978-89-6732-040-9

Effective Presentation Skills

Effective Presentation Skills is intended to improve learners' business presentation skills by polishing language and presentation skills. This book is composed of total of 5 parts.

- 1. FYI: Background Knowledge
- 2. Language Focus
- 3. Presentation Build-up: 3 Steps
- 4. Presentation On Stage
- 5. Review
- 1. FYI: Background Knowledge provides learners with information about the essentials of presentations.
 The information covers a wide spectrum from ways to effectively craft presentations, present key concepts, use visuals effectively and ways to capture the audience.
- **2. Language Focus :** This section helps learners to employ a variety of expressions that strengthen their presentation speaking.
- **3. Presentation Build-Up:** 3 Steps provides learners with real-life presentation context and 2 presentation cases. Learners can use 3 steps to brainstorm, compare good or bad presentation cases and to benchmark for his or her own presentation.
- 4. Presentation On Stage is the main activity part of the lesson and requires the learners to create a presentation and present as if in real-time. This part is designed as teacher-independent so that it can provide learners with opportunities to use the acquired knowledge and language in the lesson in a practical way.
- **5. Review :** This section allows learners and instructors to check if all the learning objectives of the lesson have been met.

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Paving the Way for Presentation

In Unit 1, you will learn how to...

- describe various kinds of presentations
- explain the basic principles of presentation
- identify what makes a presentation effective



Getting Started

Jamie is reading something interesting in the newspaper. What do you think she saw? How does she feel? Share your thoughts and present for at least 1 minute.

Warm-up Questions

- 1. What is the dividing line between effective and ineffective presentations?
- 2. What characteristics does a person with good presentation skills have?

Unit 01

Paving the Way for Presentation

1. FYI: Background Knowledge

3 Key Factors for Making Effective Presentations



Effective presentations have enormous power. Famous speeches—such as President Abraham Lincoln's Gettysburg Address, Martin Luther King Jr's I Have a Dream—have literally **shaped the world** we live in. The best presentations can delight us, inspire us, and even make us cry. **Responsible** speakers **employ this power to** make the world a better place. **Unethical** speakers have used the same power to bring tyranny and death to millions.



Presentations have consequences. When you deliver a dazzling presentation, you enhance your **credibility** and influence the lives of others. Most famous leaders—be they in business, religion, or government—have the ability to present ideas clearly and **persuasively.** Exceptional people who are not famous—**distinguished** teachers, doctors, and community leaders—also understand that presentation speaking skills are **essential** for success.



Effective presentation skills can **be demonstrated by** the difference between knowing something and being able **to deliver** it. Effective speaking can mean the difference between having a good idea and knowing how to share it with others. The ability to prepare and deliver a successful presentation is **illustrated by** the difference between interesting audience members and inspiring them to action.

Practice. Let's recap background knowledge.

- 1 Make a sentence using the chunks from the article above.
 - a) shaped the world:
 - **b)** employ this power to:
 - c) be demonstrated by:
- 2 Match the words with their correct meanings.
 - Credibility
- a) able to cause people to do or believe something
- Persuasively •
- b) something that must be done before
- Distinguished
- c) the quality of being believable or worthy of trust
- Essential •
- d) known by many people because of some quality or achievement
- 3 Fill in the blanks with appropriate words from the article above.
 - a) speakers employ power of presentation to make the world a better place while
 - speakers have used the same power to bring tyranny and death to millions.
 - b) Most famous leaders and great people understand that presentation skills are for success and have the ability to present ideas clearly and

2. Language Focus

Listed below are useful phrases for starting a presentation. Try to use as many of them as possible during your presentation practices.

Phrase Bank

Welcoming the audience

- · Hello, ladies and gentlemen.
- · Good afternoon, esteemed guests.
- Good evening, members of the board / fellow colleagues.
- · It's my pleasure to welcome you today.

Introducing yourself

- · Let me introduce myself.
- · I'd like to start by introducing myself. My name is....
- · I am X from Y. I am the manager of...
- · My name is I would like to talk to you today about ...

Introducing your subject

- · Today I'm going to talk about...
- \cdot The subject of my presentation is \dots
- · The theme of my talk is ...
- · I'm here today to present...
- · I'll be talking about...

To get the audience's attention

- · Have you ever heard of ...?
- · Every day you encounter ...
- · Today's topic is of particular interest to those of you / us who...
- My topic is / will be very important for you because...
- · You may have wondered ...

Useful Words & Expressions

>>>

Below are expressions and phrases that will help you construct effective presentations. Let's review these useful expressions before we dive into the main part of the class.

Chronological Expressions

Ordering Past Present ◆ First of all ◆ Last month/year Currently ◆ Second of all ♦ In the past ◆ Now/Nowadays ◆ Finally ◆ Back in 1997 ◆ At present ◆ For my first point ◆ At the moment Historically ♦ In conclusion ◆ In the last decade ◆ At the present time ♦ In the 20th century ◆ For my last part

Practice. Write

Write a sentence using one of the expressions from each category.

1)	Ord	ering	Cat	egory	v

e.g.) For my first point, I want to talk about the company's overview.

» Sentence:		

2) Past Category

e.g.) In the past, my company only had 20 employees.

» Sentence	:			

2) Present Category

e.g.) My department is hiring new workers at the moment.

Sentence						

3. 3 Steps Building Up

Case Study: Restoring Company Image

| Step 1 | Prep-Stage

Read the case study context and the situation. Answer the comprehension questions and brainstorm presentation ideas.

The Context

The Company

H Motors, was one of the leading automobile companies, but over the last few years, its image has become negative and weak. It has recently created the post of PR Manager in order to improve the company's image in the market.

The Presenter

Jay Smith is H Motors' new PR manager. One of the first things he did was to organize a meeting to discuss its corporate image. In particular, how to restore a positive corporate image.

The Audience

Jay Smith invited the senior managers of the company and outside consultants. They are expecting to participate in a meeting about the corporate image of H Motors.

Real Situation

The Presentation

Unfortunately, Jay gets the date wrong. He realizes his mistake only when his secretary tells him that the audience is waiting in the conference room. He starts the meeting with a short presentation. The presentation should introduce the main topics for discussion.



- 2. If you were Jay Smith, the presenter, which one of the 3 key presentation concepts (power, consequences, inspire) would you focus on the most / the least?
 - * To recall information, please refer to the background knowledge section on the book.

| Step 2 | Case Comparison

Read the two case presentations and determine which one is more effective.

Case 1

I am very sorry that I am late. I was so busy with my other work that I completely forgot about the meeting that I scheduled today.

So how has everyone's day been so far? Well, let's get going then. So I invited everyone here today because I wanted to discuss something of importance. So the main issue here is that the corporate image of our company, H Motors, has been going downhill for quite some time. I called all of you to brainstorm ideas that can improve our company's image. So of o do any of you have some ideas to start also inv us off? Anything will be appreciated.

The issue

case2

Thank you for waiting patiently.

I am Jay Smith and I was recently hired as the PR manager to resolve an important issue. Before we get started, I have invited here today the senior managers of our company Mr. Jackson and Mrs. William. I've also invited expert consultants Mr. Kim and Ms. Black.

The issue we are facing is the fact that the corporate image of our company, H Motors has been recently declining.

With the growing popularity of 'Go Green' movements, this social change has become a niche for many different companies, including some in the automobile industries. Our company is lagging behind, I would like to consult the experts and ask for advice from the experienced seniors here with us today.

() Case 2

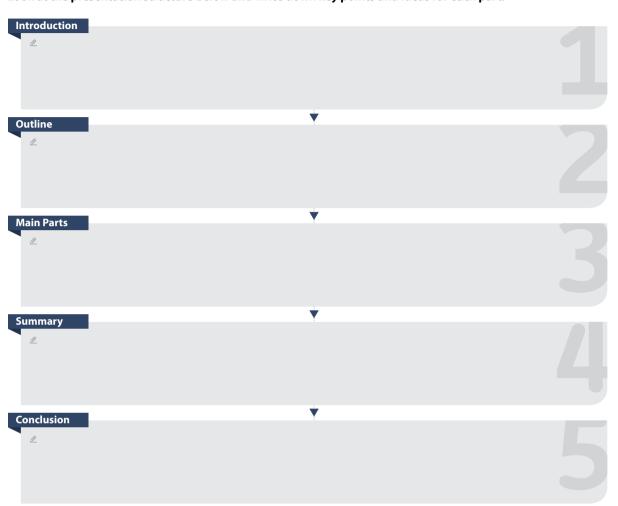
1. Based on the rubric criteria, score the two cases and add up the total score.

Туре	Unsatisfactory	Poor	Fair/Average	Good	Excellent	
Score	1	2 3 4		4	5	
empo						
/olume						
xpression						
Articulation						
Sentence length						
Register / Style						
inkers						
mphasizers / Minimizers						

2. Which presentation case do you think is better? Support your opinion and discuss it with your partner.

| Step 3 | Follow Up

Look at the presentation structure below and write down key points and ideas for each part.





Types of Presentations

♦ Press conference:

Two chief executives tell journalists why their companies have merged.

◆ Briefing:

A senior officer gives information to other officers about a police operation they are about to undertake.

◆ Demonstration:

The head of research and development demonstrates non-technical colleagues about a new machine.

♦ Product launch:

A car company announces a new model.

◆ Lecture:

A university professor communicates information about economics to 300 students.

♦ Talk:

A member of a stamp-collecting club tells other members about 19th century British stamps.

◆ Seminar:

A financial adviser gives advice about investments to eight people.

♦ Workshop:

A yoga expert tells people how to improve their breathing techniques and gets them to practice.

Review

experts and **b**

ROVION		
1. The sentences below pro Match each example to		ressions people might use in certain presentations. ntation type.
a demonstration	• • a	As you can see, this prototype is far in compare to we've done before.
b talk	• • b	I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest possible solutions.
c product launch	• • c	The parachutists will come in at 08:30 and land in two waves, here and there.
d workshop	• • d	The X300 has the most advanced features of any car in its class.
2. Place the right expression	-	
a) Good evening, mem	bers of the board/ fe	b) The theme of my talk is
	pleasure to welcome	d) You may have wondered ···
e) Every day you encou		you today. f) Today I'm going to talk about
Welcoming the audie	nce √ Introdu	acing your subject To get the audience's attention
,		
7		
3. For additional listenic complete the sentence		isten to good case mp3 or read the script below and
Thank you for waiting patier	tly. I am Jay Smith and I w	as a as the PR manager
b	an important issue. B	efore we get started, () here today
		nd Mrs. William. I've also invited expert consultants Mr. Kim and Ms.
Black. The issue that our co	mpany, H Motors, is facin	g is the fact that the corporate image of our company has been
•		. With the of 'Go Green'
movements, this social chan	ge has become 🔼	many different companies
including automobile indust		

Ausmer Keh: soivibe not lead in initial of i

from the experienced seniors here with us today.

"Remember, the more presentations you listen to, the better presenter you will become."

Presentation On Stage

Step

Presentation Practice

First read the information below about the history of Apple Inc.
Then create a presentation slide and a script to go with it. Finally, present to the class!



History

1977	o	Founded by Steve Jobs, Steve Wozniak, Ronald Wayne
1984	•	The Apple Macintosh is released
1989	•	Mac Portable is released
2001	•	Apple iPod is released
2003	•	iTunes music store opens
2007	•	iPhone is released
2010	\downarrow	Tablet computing develops with the iPad

Based on the information above, create a 1-pg presentation slide.



Based on what you wrote in the presentation slide, write a script to go with it.

Presentation Script
2

√Checklist

Use the checklist to prepare an effective presentation.

- Why are you speaking? (Purpose)
- Who is in your audience? (Audience)
- Are you believable? (Credibility)
- Where and when will you speak? (Logistics)
- What ideas and information should you include? (Content)
- How should you arrange your content? (Organization)
- How should you deliver your presentation?(Performance)



Evaluate Yourself & Others

Mark \triangle for yourself and mark \bigcirc to evaluate others.

Evaluating Presentation Performance Objectives · rate of speech and quality · clearly stated · established audience rapport · appropriate for audience/subject · eye contact · appear confident and positive · well researched · use body to emphasize meaning · broad / detailed enough · clearly audible · content relevant Language · appropriate for the audience · clear · accurate · appropriate · carefully planned · well-pronounced · coherent · used signaling phrases · clear · well-timed · message clear Visual Aids · objective achieved · appropriate for subject and audience · interesting · clearly legible and structured · enjoyable and interesting · introduced and explained well · informative · support overall message · motivating » Your Score: » Others: Let's **◆** Welcoming the audience ◆ Introducing your subject Hello, ladies and gentlemen. ☐ Today I'm going to talk about... Recap! Good afternoon, esteemed guests. ☐ The subject of my presentation is ... Good evening, members of the ☐ The theme of my talk is ... Check to see if you board / fellow colleagues. I'm here today to present... have used any of the It's a pleasure to welcome you today. ☐ I'll be talking about... phrases from the Phrase Bank. **♦** Introducing yourself ◆ To get the audience's attention * Remember! Using these Let me introduce myself. ☐ Have you ever heard of ...? phrases will help you ☐ I'd like to start by introducing myself. Every day you encounter ... deliver a more effective My name is.... Today's topic is of particular interest ☐ I am X from Y. I am the manager of... to those of you / us who... My name is I would like to talk to My topic is / will be very important you today about ... for you because... You may have wondered ...

The Golden Rules for Unit 1

The Basic Must-Know PT Process

- 1 Leave nothing to chance
- Choose effective visuals
- → Have a strong start
- 1 Enjoy the experience

3 Be concise

- 1 Welcome questions
- # Talk to your audience
- ## Finish strongly
- **1** Know your audience
- 1 Develop your own style
- 6 Speak naturally and be yourself
- Treat your audience as equals
- 1 Take your time

Thinking it Over

- Which of these tips do you find most useful? Can you add any other tips?
- 2 Have you ever presented to a foreigner? How different were the audience from those in your own country?















• Level: Intermediate - Advanced Low

• CEFR: B1 - B2

• ISBN: 978-89-6732-169-7

Effective Meeting Skills

Effective Meeting Skills is intended to improve learners' business performance through acquiring practical business meeting and language skills. From examining the basic structure of business meetings through to practical meeting skills, the key aspects of business meetings are studied to help learners polish and master their understanding of business meetings. Through case studies of various different business meeting types, learners will enhance meetings skills that are relevant to the practical demands of the business world.

Chapter Composition

Chapters 1 - 6 (Planning, Proceeding, and Follow-up of Business Meetings)

- 1. Introduction–provides general overview of the topic and chapter's learning objectives.
- 2. Case—a transcript of anidealmeeting conversation that takes placewithin a meeting.
- 3. Useful Expressions list of useful expressions used in the Case.
- 4. Language Practice practice activity for the 'Useful Expressions' of each chapter.
- 5. How to... introduces themeeting skills relevant to the chapter's topic.
- 6. Meeting Skills 1, 2, 3 three meeting skills activities allows for learners to practice the skills required for effective meetings.
- Checklist allows for learners to review the steps and skills required in meetings.
- Common Mistakes allows for learners to recognize and review common mistakes made by business people.

Chapters 7 - 11 (Meeting Skills forInternational Business)

- 1. Have You Ever...- allows for learners to relate to the skills that are addressed in the chapter.
- 2. What Should You Do? Based on the 'Have you ever' scenario, learners are discuss open ended discussion questions.
- 3. A Gentleman Says... allows to learners to compare the differences between effective and ineffective meetinglanguage.
- 4. Meeting Skills 1, 2 two meeting skills are studied through the following two sections. What is it?—Overview of the skill. How To…- Practice the application of themeeting skill
- 5. Meeting DIY Review the key aspects of the lesson.
- 6. Meeting Skills TIP-Good to know tips foreffective meetings.

Simulations 1-10

CASE STUDY - provides a case study for learners to role play andapply meeting skills and languages. Learners are given thenecessary information and roles to complete the given tasks.

- Background: Information required for learners to understand the setting and the history of the meeting that is to take place.
- •Task: Provides the meeting's objectives and an overview of the agenda.
- •Roles: Different perspectives of the meeting'sparticipants

Contents

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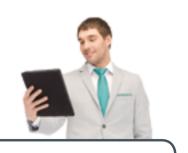
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Effective Meeting Skills

Chapter. 1 Organizing Meetings A well-organized meeting is essential for success both in projects and within your organization. Over the course of your career, you could spend as much as a year of your life in meetings. Wouldn't you prefer this time be put to good use? This chapter aims to give you the skills necessary to plan an efficient meeting and will cover essential steps, including: Defining the purpose of the meeting > Clarifying the desired outcomes > Choosing attendees and their roles > Setting a meeting time Handling the logistics and necessary preparation > Completing and sharing agendas Look at the conversation between Jared and Hillary. How do they address the key elements to planning an efficient meeting? Compare the steps give above with the conversation for ideas on how to organize a meeting.





Meeting Prep.



Chapter.1 Organizing Meetings

Jared We need to organize a joint planning meeting for our teams sometime next week.

Hillary ---- What's going to be on the agenda?

Jared We're going to go over some of last quarter's sales data and collaborate on a new

strategy.

Hillary ----- Sounds good. What's your team's schedule like?

Jared ----- Jack and Angela will be out of town on a business trip until Wednesday.

Can your people **make it on** Thursday?

Hillary ----- Thursday works well for me.

Let's write up an agenda.

Jared ----- Could I borrow your pen? Let me write this down.

Hillary ----- Where do you want to have it?

Jared ----- We'll need a room with a projector.

Hillary ----- How about the meeting room on the fifth floor? It has a projector and a computer

hooked up.

Jared ---- That's fine with me.

Do you have a time preference?

Hillary ----- We're planning on having a team meeting in the morning, so after lunch would be

better.

Jared ······ Okay. I'll pencil it in for 3 o'clock until I check if the room is reserved. Who's

responsible for letting everyone know once the details are fixed?

Hillary ---- I'll add it to the shared schedule.

Jared ---- Could you get your team members to

RSVP by Friday?

Hillary ---- That shouldn't be a problem.

Jared ----- Also, **don't forget to** send us copies of the data you'll be going over. I'll try to

get my team to e-mail their files by

Tuesday.



useful expressions

The expressions below can be used to effectively communicate plans and ideas when organizing a meeting. Take the time to review the expressions and find them in the CASE "Meeting Prep."

Effective Meeting Skills

- 1 Can you make it on...?
- 2 We're planning on...
- 3 We're going to go over...
- 4 What's ... schedule like?
- 5 Do you have a ... preference?
- 6 Could you RSVP by...?
- 7 Don't forget to...
- 8 Let me write this down.
- What's going to be on the agenda?
- 10 ... add it to the shared schedule.
- 11 Who's responsible for...?
- 1'll pencil it in for...



Reword and write the sentences using the Useful Expressions.

- 1 Are you coming to Monday's meeting?
- **2 We're thinking about** using the third floor conference room.
- 3 Please remember to let me know if you are coming before 5 o'clock.
- 4 Let me make a note of that.
- 5 Who's going to write up the agenda?
- 6 Could you put it on the team's agenda?
- 1'll put in on the calendar for next Tuesday, but we can always change it later.
- My team is going to discuss an alternative to the current marketing strategy.
- 9 Are you available on Monday at 4?
- 10 What time works best for you?



Theoretically

Organize a meeting



Good meetings aren't accidents; they are the result of good planning. When deciding to hold a meeting, the first question you should ask is: 'Do we need to have a meeting?' Meetings are very useful in getting immediate reactions, resolving conflicts, tapping into the ideas of others, and ensuring the understanding of concepts and tasks. However, meetings should not be called for when there is no concrete need. Assuming that a meeting is necessary, let's have a look at the major elements that are essential in planning a meeting.

Application

What are the points you need to consider when arranging the six elements for organizing a meeting? Discuss and share your ideas in groups.

Purpose

Every meeting must have a purpose. The meeting's purpose statement explains why the meeting is being held.

Desired outcome

A desired outcome can be something that is tangible, such as a written plan, or intangible, including new knowledge or information.

Attendees and roles

A list of the people required to attend the meeting to accomplish the objective must be predetermined along with each attendees' roles and responsibilities.

Meeting times

A suitable time for the meeting considering all factors such as the availability of attendees, the time required for preparation, and the location.

Logistics and preparation

The location must have the necessary equipment and layout to execute the meeting. Also, any preparation needed for the meeting must be shared to the right people.

Agendas

As early as possible, a written agenda should be sent to all attendees. It's good to check with the attendees to confirm attendance and their expectations for the meeting.

Purpose Desired outcome Attendees and roles Meeting times **Logistics and preparation** Agendas



In organizing a meeting, it is often important to have clear and concise written correspondence. Business correspondence includes a specific reason for writing. Discuss the meanings of the e-mail openings and complete each sentence. In what situation could each e-mail opening be used?

To Subject Message I am writing in respo	nse to	Subject Messag	
	E-mail To Subject Message I am writing to a		E-mail To Subject Message I am writing to inform you
		E-mail To Subject Message I am writing	

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Chapter.1 Organizing Meetings

ANS		

Scheduling Meetings

a push back set a date

e schedule



b postpone

d put off

defer

(something in) **g** reschedule **h** move forward **f** set a time

Exercise 2

Exercise 3

Preventing scheduling conflicts is an important skill in organizing meetings. Read the phrases on the left and sort them by their functions. Do you know of any others? Add them to the list.

Making an appointment	Changing an appointment

123			

Planning Agendas

5



Every meeting must have an agenda. Without a clear agenda, meetings can easily lose focus and become ineffective. Fill in the agenda template below using the examples. Not all answers are given, so be sure to use your own ideas to complete the agenda.

Meeting minutes
Time keeper

Items to bring to the meeting

9th floor Seminar Room A	 Team project schedule 	16:30	 March 9th, 2016 	 Finalize 2nd quarter project targets and 	
nitiate TF for long-term cost is	sues • Outline 2nd qu	arter projec	t targets for each tea	m and discuss long-term cost-cutting measur	res

Meeting called by Participants Meeting place Start time Meeting purpose Desired outcomes		Janet Richards	100	ing Agend	<u>la</u>	Date	
		All team leaders : Janet Richards, Bill Masters, Samuel Troy, Kevin Arnold, Emily Cooper,					
		Jenna Smith,			End time		
No.	Duration	Item	Desired Outcome	Person in charge			
1	5 minutes	Greetings and introductions	Cooperative attitude	Janet Richards	Roles Meeting preparation	1	
2					Chairperson	Janet Richards	
3					Meeting minutes	Emily Cooper	

Check List

Organizing a meeting

Effective Meeting Skills

Think about a meeting that you recently attended or a meeting that you have planned for the future. Use the checklist below to check off the essential aspects to organizing a meeting.

- » How did you plan meetings in the past?
- How do you plan on organizing meetings in the future?

Pre-Meeting Scheduling ✓ Is the meeting necessary? Who will attend the meeting? When will the meeting take place? ___ Where will the meeting take place? _____ How long will the meeting run? _____ ✓ Is any special equipment required? ____ Sharing and Confirming Agendas • Who is calling the meeting? What is the objective of the meeting? Is there a desired outcome for the meeting? ___ What are the items of the agenda? Organizing a meeting Who is responsible for each item? ____ Roles and Responsibilities • Who is organizing the meeting? Who will chair the meeting? ____ Who will set up the meeting room? • Who will organize any required documents or data for the meeting? ____ What roles will each participant have prior to the meeting? What roles will each participant have during the meeting? ____





Many people take pride in working independently. For this reason, it can be tempting to try to take on all details of meeting planning by yourself. However, this can potentially lead to headaches, such as schedule conflicts and forgotten tasks later on. When trying to singlehandedly organize all the particulars, it is easy to overlook small things. For this reason, meeting planning should be a team effort. Getting another perspective from someone you trust will help you effectively plan and coordinate all the small aspects of a meeting.

OHILLULUYU

O1 Simulation

Telephone » meetings

are sometimes necessary when in-person meetings are not possible. In order to get the most out of

these meetings, participants must be careful to remain on topic and speak in a clear and friendly tone. Misunderstandings can occur easily when speakers are unable to see the reactions on other participants' faces. Before the meeting, make sure that you are alert and ready to listen attentively to what other parties have to say. Try to find a place to speak where you will not be distracted by other things going on around you.

Simulation.1 Telephone Meetings

Telephone meeting essentials:

- ✓ A good telephone connection and a quiet place to speak.
- A prearranged appointment time and date; avoid calling late.
- An understanding of the topic that you are going to be discussing.
- A pen and paper to take down essential information.
- Any documents that might be referenced in the meeting.



Here are some expressions that are useful when in a telephone meeting.

Making arrangements

- → I'll be in touch with you about that...
- → Would it be better to…?
- ─ Could you get back to me by…?
- ─ Would you mind being responsible for…?

Checking information

- ⊸ Could I just confirm one detail?
- → Let me check something. Did you say…?
- → Are you sure this is accurate?
- → I need to do a final check. Is ... right?

Returning a call

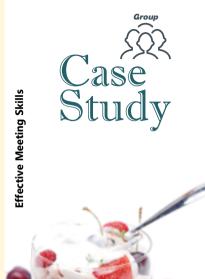
- ⊸ I'm calling to get back to you on...
- ⊸ I'm returning your call about...
- ⊸ I got your message about...
- ⊸ I heard you called about...



Let's Practice

- » Arranging a face-to-face meeting
- » Requesting more information about an upcoming project
- » Responding to missed calls







Freshies is the most successful frozen yogurt chain on the west coast of the U.S. They offer a range of unique toppings and flavors in addition to a distinctive upscale atmosphere. The company is planning to begin expanding into the worldwide market by licensing their brand to interested investors in several countries. The company has assessed demand for their franchise and is currently negotiating with the German Grönemeyer restaurant group, which plans to initially open up eleven locations in western Germany and Belgium. As this is the first international agreement Freshies has entered into, the company feels it will set a precedent for all negotiations to follow.



A few days ago, the Grönemeyer representative called Freshies about several issues the company is having with the preliminary contract and was told that a representative would call back after consulting with other parties.

Arrange a telephone meeting that will cover:

- The need for customized local menus.
- Discounting the usual franchising fee due to the size of their investment.
- · Opening dates.





FORMALVS. How would a formal meeting be different to an INFORMAL informal meeting in this senario?

Participant A: Freshies representative

Can only hold meetings on Tuesdays mornings, Thursdays evenings, and Friday afternoons.

Needs to communicate that spontaneous meetings are not an option if decision making is required.

Believes further research about the supply chain is necessary to determine whether an earlier launch date is an option.

Needs to communicate that deviating from the company's trademark menu is not possible.

Participant B : Grönemeyer representative

Wants to hold a meeting to discuss changes in menu and contract conditions.

Wants to arrange a date for regular telephone meetings with status updates.

Wants to change the menu to appeal to local tastes by adding new flavors and products that are more similar to European favorites.

Wants to negotiate a volume discount on the monthly royalty fee to offset the cost of opening multiple locations (3% down from 5.9%).



->>>

66	
Effective Telephone Meetin Checklist	Germans are reluctant to make important business decisions over
lelephone Mand	• Germans are reluctant
of Meetin	to make important
Checklist	business decisions over a single phone call. They
Jennie I	may expect decisions
99	
	many follow up calls or faxes.
*Organizing a meeting	idxes.
o Was the	• Always say who is calling.
 Was the purpose of the meeting set in advanced? Was the desired outcome shared but 	Most Western European
 Was the desired outcome shared between all parties? Was the a list of attendees and their role. 	cultures expect callers to
o Was there a list of attendees and their roles?	identify themselves at the start of a conversation.
 Was the agenda agreed on and shared before the meeting Do all participants know of what materials thereagened 	Start of a conversation.
• Do all participants know of what materials they need to pre	?
triey need to pre	pare?
L. All Andrews	
*Meeting preparation	
· Was a meeting to	
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• Level: Intermediate - Advanced Low

• CEFR: A2 - B1

• ISBN: 978-89-9717-943-5

On the Job English

Medical and Medicine

Medical and Medicine is designed for the professionals in medical and medicine industry, who need English for their jobs. It allows the professionals to assimilate key language and skills in various areas of the medical and medicine industry.

Unit Composition

- **LEARNING OBJECTIVES**: Learning Objectives provide clear learning directions for each chapter
- DIGGING IN: Digging In consists of 2 activities: Medical Talk and On the Job Talk. Medical Talk provides topic related warming up activities to learn relevant expressions and terminology through brainstorming and small presentation tasks. In On the Job Talk learners talk about their job-related situations and share their opinions and thoughts based on their own experiences
- TERMINOLOGY EXPANSION: Terminology Expansion consists of 3 language activities; Key Terminology, Chunk Study and Pronunciation Practice. Key Terminology promotes practice in medical and medicine terminology. Chunk Study promotes practice of useful expressions related to specific medical and medicine industry tasks and situations. Pronunciation Practice promotes practice in pronouncing difficult medical terms
- SYMPTOMS, DIAGNOSES AND TREATMENTS: Symptoms, Diagnoses, and Treatments provides practice in describing and explaining various medical symptoms with clear expressions and terminology. Learners also develop an understanding of different types of symptoms and their treatments
- CASE STUDY IN PRACTICE: Case Study in Practice explores issues and provides knowledge relevant to the medical and medicine field in order to encourage discussion and reflection on the professional work
- MEDICAL IN STATISTICS: In-depth Case Study: Medical in Statistics provides statistical information of medical and medicine industry to allow understanding of the global movement in the industry and discussion of changes
- ETHICAL CASE IN PRACTICE: Ethical Case in Practice offers ethical situations to expand learners' experience by suggesting ways to solve problems
- APPENDIX: The Appendix provides medical lawsuit cases that explore medical industry issues and news. Each case provides the background of a case, a case solving task, and the actual case result. The Appendix also provides a glossary of medical terms and answer key for key terminology activities and other activities

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Global Medical Systems

Learning Objectives

In this chapter, you will focus on discussing the changes in global healthcare in general medical terms. You will also practice how to ask appropriate questions regarding general health conditions.

A. DIGGING IN

Medical Talk



Think of the medical center where you work. Conduct a tour through the center for some visiting overseas guests and present your tour.

Things you might include...

- Departments and their general functions
- Statistics of medical staff, patient rooms, average number of patients per month
- Social and community contributions
- The things you appreciate the most about your job and where you work

Chapter 1. Global Medical Systems



On The Job Talk

Think of your job and tell about your experiences.

- 1 There is a global medical mission to integrate the medical services and systems with other countries to form one big framework. How is your facility joining in this global effort?
 Does your job play a specific role in the process?
- 2 Would you have a difficult time making the necessary changes needed to accommodate a broader operating system? (i.e. possibly new software, new administrative procedures, etc.)
- 3 Would a global database of information help you to perform your job better? (i.e., a common language of medical terminology access to the expertise of other medical professionals, etc.)

B. TERMINOLOGY EXPANSION

Key Terminology

Study the terminology and complete the sentences.



gl	obal objective	• cooperation	• inherent	• access • equity	/
communica	ble diseases	preparedness	 advocate 	• underserved •	retention

* See 'Glossary' for definitions

1	Low-income groups as well as women and minorities are seldom treated with	
	and are typically by the medical community.	
2	is for all people to have to healthcare	
3	have risen to epidemic proportions in many third w countries.	orld
4	A poor working environment is the major cause of the declining rate medical personnel.	e of
5	The voices of the weak can seldom be heard without an to speak.	

Chunk Study



Practice making a sentence using each chunk.

decreasing healthcare workforce: (e.g.) The decreasing healthcare workforce may result in patient safety issues.

involve in a project: (e.g.) The group is involved in several projects to increase the availability of healthcare in underserved areas.

participate in a global study: (e.g.) Several underdeveloped regions are participating in a global study of minority healthcare

be an advocate for: (e.g.) Every healthcare administrator is encouraged to be an advocate for the underserved individuals in their communities.

Pronunciation Practice - Obstetrics

Practice pronouncing the underlined medical terms.

1 In a <u>vaginal hysterectomy</u>, the <u>uterus</u> is through the <u>vagina</u>.

Pre-eclampsia is pregnancy-induced <u>hypertension</u> with <u>proteinuria+edema</u>.

It's a condition where the blood <u>pressure</u> is raised <u>protein</u> appears the <u>urine</u>, and swelling may occur.

The Top 10 Countries with the Lowest Birth Rates

	1: P: 41 /4 000
Country	Live Births /1,000
1. Monaco	6.94
2. Japan	7.31
3. Germany	8.30
4. Singapore	8.50
5. Korea, South	8.55
6. Austria	8.67
7. Czech Repub	lic 8.70
8. Slovenia	8.85
9. Bosnia and	
Herzegovina	8.89
10. San Marino	9.02

C. SYMPTOMS, DIAGNOSES AND TREATMENTS



Match the patient symptoms with the initial exam dialogue. Then find the appropriate diagnosis to make an explanatory entry in the patient's chart.

Diagnosis

Migraine Headache • Broken Hip • Strep Throat • Shingles

Patient Symptoms

I'm a 30-year-old female.

I've got a terrible headache that's making me sick to my stomach. I'm seeing strange little flashes of light even with my eyes closed. My eyes hurt and I've been in a dark room all day because I can't stand to look at the light.

Initial Exam Dialogue

Have you had a fever or headache? Have you been under a lot of stress lately? Have you ever had chickenpox?

Patient Chart

Diagnosis:

Reasons:

I'm a 65-year-old female.

I fell yesterday and I'm having difficulty putting weight on my right leg. It seems as if my right leg is shorter than my left one and my leg is turning outward. I've been really stiff and my leg and hip are really bruised.

Open your mouth wide and let me take a look. This won't hurt, I'm just going to rub this swab in the back of your throat and send it to the lab.

Patient Chart

Diagnosis: Reasons:

I'm a 40-year-old male.

I have this terrible rash that wraps around my right side. It's just from my waist up. It's turned into little blisters that itch like crazy, but they hurt really badly and the blisters open when I touch them. The right side of my body started hurting a couple of days before the rash appeared.

Is the pain in both of your eyes, or just one of them? Have you had these before? I'm going to shine this light into your eye for a second (ophthalmoscope) to look at the back of your eyeball (fundoscopy).

Diagnosis: Reasons:

Patient Chart

D. TOPIC STUDY

Read the article and discuss the following questions.

Improving Global Healthcare

The effort to improve healthcare organizations, and the quality of patient care, especially in underserved communities, has become a global objective. A growing worldwide body of hospitals, organizations, and caregivers has formed in a spirit of cooperation and communication to take on these challenging goals. One of these organizations that are actively involved in promoting world health on a global scale is the International Hospital Federation (IHF). The members of the IHF agree on several common values and principles that are inherent in providing healthcare services. The IHF pursues its mission through different activities, including:

Sharing information through journals, newsletters, and websites to spread awareness of where services are provided and to share knowledge and experience. International events are held that embrace all the issues related to hospitals and health services management. During these events, hospital decision-makers gather to discuss the major issues facing their facilities.

International projects that cover a broad range of issues: patient safety, hospital preparedness, communicable diseases, contracting, Public Private Partnerships, cost and access to care, human resources, and anti-smoking initiatives.

Promote efforts to strengthen international hospital partnerships, particularly by advocating for low income countries and interest groups. One of the critical issues facing today's hospitals is the decreasing healthcare workforce. For this reason, the IHF is involved in several projects to give a voice to hospitals and health services in remote and rural areas to improve declining retention rates. Creating a code of ethics for the recruitment of health workers is a large part of these advocacy projects. The IHF is also participating in a global study of the migration of health professionals to and from European countries.

Along with the universality of high quality healthcare and equity and unity of service, the IHF is committed to better health for all people around the world through the advancement of appropriate and properly managed healthcare organizations and facilities.

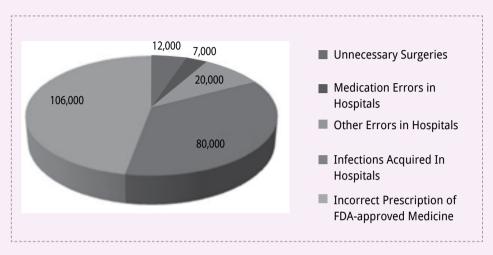


Discuss the questions based on the article.

- 1 As described in the article, are you familiar with your medical facility's disaster preparedness plan and procedures? What measures could be taken to improve employee awareness of your hospital preparedness plan?
- 2 What are some of the reasons for the global workforce retention crisis that the article mentions, and is your facility having difficulty keeping employees? Have healthcare professionals become more interested in receiving the benefits of their profession than in giving aid and service to those in need?
- 3 What are the greatest challenges that the medical profession will face in the next ten years? Explain possible ways to overcome these challenges.

E. MEDICAL IN STATISTICS : In-depth Case

Leading Causes of Death Due to Medical Procedures



Background

There are over 225,000 medically caused deaths in the US every year. This makes the medical system the third leading cause of death in the US, behind heart disease and cancer. The federal Centers for Disease Control (CDC) and Prevention collects infection data from several hundred hospitals around the nation, but the CDC also promises hospitals that it will keep infection rates secret. The Government, for the most part, is not helping patients choose safe hospitals. In many European hospitals, infection rates are posted conspicuously on the front doors of the hospitals. How can patients and healthcare workers be shielded against today's superbugs, i.e., MRSA, VRE, C.diff?



Over to You

What if hospitals were given an "infection report card"? Would a public comparison of a hospital's performance motivate the hospital to improve?

- If you were to prepare a hospital infection rating report card, what risk areas would you include on it?
- How would you identify and track contagions?
- How should hospitals with high infection rates be treated?
- What steps can be taken to lessen the risk of hospital-contracted infections?

Unit 1. Medical and Medicine

F. ETHICAL CASE IN PRACTICE

Read the situation and suggest possible ways to solve the problem.

Cross-cultural Issues and Diverse Beliefs

The Situation

A babysitter brings a 3-year-old child to your clinic with a fever and stiff neck. You are quite certain the child has meningitis (an often fatal illness). When the parents arrive, you discuss the need for a spinal tap and antibiotic treatment, but the parents refuse permission. They tell you, "our religion believes prayer supersedes medical



intervention. We'd prefer to take him home and have our minister pray over him."



How Would You Deal with It?

Can the parents refuse treatment if a child is already in your facility and is in grave danger? Time is of the essence and getting a court order would take too long. What would you say to the parents? What other measures would you try to take to intervene on behalf of the child?









• Level: Intermediate - Advanced Low

• CEFR: A2 - B1

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On the Job English

Construction

Construction is designed for professionals in EPC industry who need English for their jobs. It consists of twelve chapters. Each chapter is composed of six sub-sections: Digging In, Terminology Expansion, Power Presentation, Case Study in Practice, Ethical Case in Practice, and HSE Case Study.

Chapter Composition

- **LEARNING OBJECITVES**: Learning Objectives provide clear learning directions for each chapter
- DIGGING IN
- Construction Talk: Construction Talk provides topic-related warming up activities to learn relevant expressions and terminology through brainstorming and small presentation tasks
- On the Job Talk: In On the Job Talk learners talk about their job-related situations and share their opinions and thoughts based on their own experiences
- TERMINOLOGY EXPANSION
- Key Terminology: Terminology provides practice for realistic construction-related Terminology
- Chunk Study: Chunk Study provides practice in using useful expressions for specific construction-related tasks and work
- POWER PRESENTATION: Power Presentation offers enhanced speaking practice on how to use the language needed for typical tasks related to the EPC industry using graphs and charts
- CASE STUDY IN PRACTICE: Case Study in Practice explores issues and provides knowledge relevant to the EPC industry to encourage topic-related discussion and reflection on learners' professional works
- ETHICAL CASES IN PRACTICE: Ethical Cases in Practice offers ethical situations to expand learners' experience and to suggest ways to solve problems
- HSE CASE STUDY: HSE Case Study provides HSE cases that might occurred in the EPC industry to explore construction project and project site to manage the project quality based on health, safety, and environment

Contents

Unit	Chapter	Learning Focus	Page
1	1. Characteristics of the Construction Industry	 explain how the EPC industry works describe the overall cycles of the industry 	10
Industry	2. Global Industry Trends	 explain how the EPC industry developed and why global trends have changed so quickly 	18
	3. Project Organization and Material Procurement	explain the importance of organization for the specific tasks of a project	26
Pre- construction	4. Permits and Regulatory Issues (Notice to Proceed)	 explain when, how, and why a company has to obtain proper permits 	36
	5. Specifications and Management	 explain implementation on project organization of using standardized maste formats 	r 44
III Site Observations	6. Working Relationships	 explin the importance of working relationships between different work groups 	54
and Inspections	7. Conduct at the Project Site and Site Conditions	determine where quality and HSE policy started, and why it is important	62
	8. Quality Control and Assurance	 explain how QA/QC and a project are involved with each other 	72
	9. Supervision and Control of Construction Activities	have a concept for dealing with clients under supervision	80
IV QHSE	10. Project Site Safety	explain how to use PTW to actually keep the site safer	88
	11. Cleaning and Construction Waste Management	explain the importance of site layout and how it is related to HSE and EPC	96
	12. QHSE Evaluation	explain why QHSE evaluation must be performed	104

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O 2 Global Industry Trends

Learning Objectives

After going through this chapter you will be able to...

- describe global trends of the EPC (engineering, procurement, and construction) industry
- explain how the EPC industry developed and give opinions why global trends have changed so quickly

A. DIGGING IN

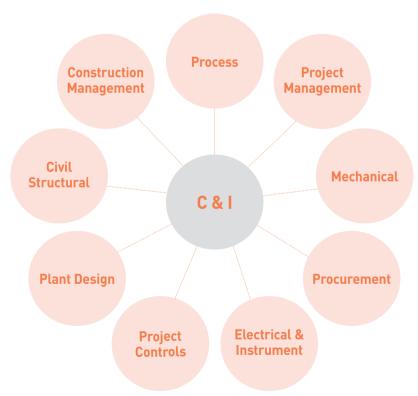


A-1. Construction Talk

Brainstorm EPC characteristics.

- ★ What do you know about the EPC industry?
- ★ What makes the EPC industry so unique, and how did it change so quickly?

Also, discuss the required skills to carry out a project properly in the EPC industry. Present your analysis to the class.





A-2. On the Job Talk

Think of your job and tell about your experiences.



What is your company's recent contract or interest regarding these global trends?



How does your company handle global trends?

In order to make your company competitive on the global stage, how will you work or adjust to set your company's standards?



design-build

B. TERMINOLOGY EXPANSION



B-1. Key Terminology

consortium

Study the following terminology and use it to complete the sentences below.

specialization

	consolidation reverse auction	design high-tech homes	green construction growi guaranteed maximum pri	ng security in building ce contracts
				* See 'Glossary' for explanations
1				their project due to increased anced stereo systems, cable TV
2		cycled lumber in build		oatios to prevent erosion from rain ood or drywall construction waste
3	Stronger walls, windo	ows, exits and evacuati	. High-rise designs often los on routes are being emphasiz gas or biological attacks.	
4		osolutely one of the ma	·	and future due to energy concerns
5		-	trend among owners to use ction services, a process called	the Internet to seek the lowest

joint ventures

Unit I. Industry



B-2. Chunk Study

Study the chunks below and integrate them into a sentence.

be more likely to: (e.g.) Contracts and subcontracts are more likely to be awarded to companies with expertise in a particular specialty.

combined A and B: (e.g.) While large companies like Bechtel and Fluor have long combined engineering and construction expertise.

similar to: (e.g.) Each customer hires an EPC to do projects similar to those they've completed in the past.

be concerned about : (e.g.) Contractors are concerned about a growing trend among owners to use the Internet to seek the lowest price from anonymous bidders for construction services.

The World's Best Construction Company



Vinci Construction

• Established: 1899

• Founders: Alexandre Giros and Louis Loucheur

Country: France

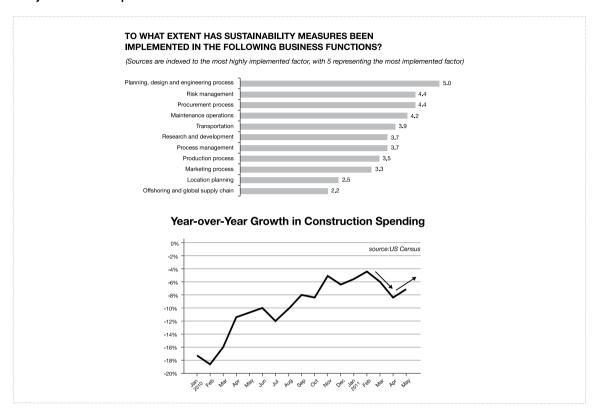
• Revenue: €33.38 billion

• Well-known Project: Rio-Antirio Bridge 2004

Chapter 2. Global Industry Trends

C. POWER PRESENTATION

You are going to give a presentation on the given project. The following charts will be used in your presentation. Analyze the data and present.



Background

The first chart shows how the EPC industry's main focus has changed, and the second chart represents year-over-year growth in the EPC industry.



Over to You

What happened to your company based on the top chart? From the charts, what important facts can be found? Also, prepare your presentation on the following tasks:

- ★ (Top Chart) Explain your company's growth as compared with the top chart.
- ★ (Bottom Chart) If you are an engineer, explain why the focus of the EPC industry has changed.

Unit I. Industry

D. CASE STUDY IN PRACTICE

Read the article and discuss the following questions.



Global Trends in the EPC Industry



The global construction industry is undergoing many changes that are directly affecting the global trends currently happening. Below are some of these global trends that are affecting the EPC industry.

The first thing is specialization. With the scale and cost of many construction projects rising, contracts and subcontracts are more likely to be awarded to companies with expertise in a particular specialty. Construction specialties are many, including framing, mechanical, demolition, roofing, electrical, public works and roads. For many companies, a majority of new contracts comes from existing customers

who hire them to do projects similar to those they've completed in the past.

Second are joint ventures. As projects get bigger, ontime completion becomes more important to owners of construction firms. Costs for late completion, including penalties, rise disproportionately to actual construction costs. The larger scale and complexity of projects lead to more joint ventures among construction companies, which can pool their expertise and financial resources in bidding for contracts and in implementation.

Design-build is also one of the new methodologies. The technological sophistication of many plant, process and civil projects and the increasing use of design-build contracts encourage the integration of engineering and construction companies. Some companies have experienced higher revenue growth from design and engineering work than from construction, resulting in the former comprising the bulk of total company revenue in some cases. While large companies like Bechtel and Fluor have long combined engineering and construction expertise, the combination of skills is becoming more important for small and mid-sized companies.





Discuss the questions from the article.

- 1 According to the article, where do these changes come from? How are these methodologies affecting your work?
- 2 In your country's EPC industry, can you feel or be affected by the changes in global trends mentioned in the article?
- 3 If you are not affected, what is your opinion about the global trends?

Chapter 2. Global Industry Trends

E. ETHICAL CASE IN PRACTICE

Read the situation and suggest possible ways to solve the problem.

Reverse Auctions "Good or Bad?"



The Situation

One of the recent global trends mentioned in the article in case study in practiceis "reverse auction." As mentioned in the description, many bidders (including EPCs) are sacrificing areas of importance, such as safety or quality. Blame for quality errors in health, safety and environment (HSE) infractions, especially those involving injuries and fatalities, are becoming a major problem.

Are the owners to blame for selecting the cheapest bidder, knowing that they will cut corners and transfer the blame to the EPC for errors? On the other hand, should EPC contractors be blamed for placing such bids knowing that to make profit, they have to cut costs in areas such as HSE and quality?



How Would You Deal with It?



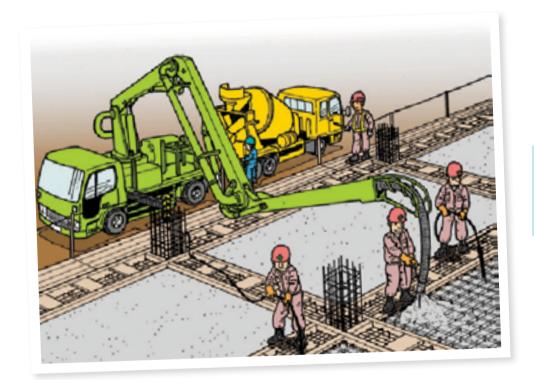
- ★ What would you say in your report to the client?
- ★ Detail the steps you would take, whom you would contact, the proper order of events, and the parties that should be involved in the resolution.

Unit I. Industry

F. HSE CASE STUDY

What Kind of Accident Is About to Happen?

Workers are leveling out the pavement while concrete is being poured into a second-story floor with a concrete pump truck.





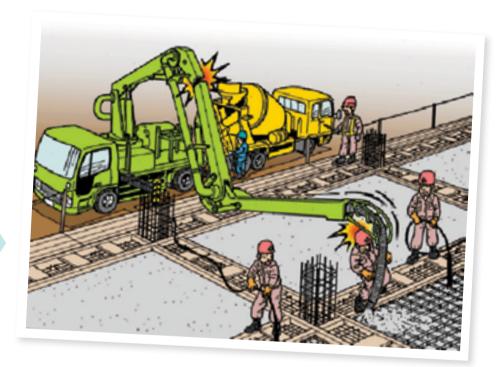
Can you predict what's about to happen?

What is going to happen?	Why?

Chapter 2. Global Industry Trends

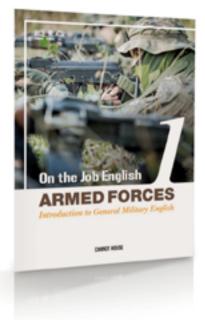
Look What Happened!

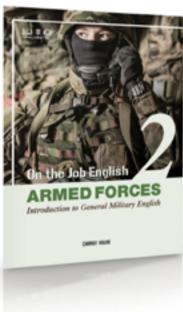
The boom of the concrete pump truck broke causing the arm to fall on a worker.



Tips for preventing similar accidents

- ① During the pre-work inspection, ensure that there are no cracks in the boom mechanisms.
- 2 Special and periodical voluntary inspections should include inspections for cracks in boom mechanisms. If there is a concern that the machine may be cracked, perform an inspection using a flaw detector.
- 3 If an abnormality is detected, immediately conduct repairs or take other necessary measures.
- Observe all stability, maximum load, and boom tip hose length specifications established for the specific model of pump vehicle being used.
- When a boom is being used, restrict workers from walking beneath it.













- Level: Intermediate Advanced Low
- CEFR: A2 B1
- ISBN : Armed Forces 1 978-89-6732-251-9

Armed Forces 2 978-89-6732-252-6

On the Job English

Armed Forces 1 - 2

On the Job English - Armed Forces is designed to accustom learners with military English terminology and phrases that can be used in both professional and casual settings, and familiarize them with a variety of situations and concepts commonly encountered in the armed forces. By the end of the course, learners will be able to understand and express a variety of military concepts in English as well as comprehend written and spoken instructions and orders. Each unit introduces key vocabulary related to the topic and gives learners the opportunity to utilize the new vocabulary and concepts through exercises covering all four key language areas: reading, listening, writing, and speaking. The topics covered in the course range from everyday topics such as talking about your day and health issues, to very specific themes such as weaponry and different types of missions.

Lesson Composition

Warm Up

- Vocabulary exercises to prepare learners for the lesson
- Covers key vocabulary related to reading and listening passages

Reading

- Intermediate-level reading passages containing general information about aviation and the air force
- Provides background information essential to the understanding of the listening passage
- Comprehension questions for learners to assess understanding of the passage

Listening

- Realistic conversations based on the topic covered in the reading
- Comprehension questions for learners to assess understanding of the passage

Grammar

- Covers key grammar from reading and listening passages
- Comprehension questions for learners to apply grammar in speech $\,$

Speaking

- Discussion questions and role plays to allow learners to express opinions by applying vocabulary, grammar, and knowledge acquired

Unit Reviews

- Writing and presentation topics related to topic covered in the unit

Armed Forces 1









• Level: Intermediate - Advanced Low

• CEFR: A2- B1

• ISBN: 978-89-6732-251-9

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		Introduction to	Milit	ary English		
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1	Learning Objective	Describe basic combat training in the U.S.	P. 11	Read and use military time	- P. 15	
	Grammar	Adjective clauses which and thatPrepositions of time	r. II	Future tense Past habit	r. 13	
		Military	Struc	ture		
		Lesson 3 : Rank	,	Lesson 4 : Military Organization	ļ	
2	Learning Objective	Recognize U.S. military ranks and insignias	P. 21	Recognize and discuss military organization	P. 26	
	Grammar	Addressing ranks Present perfect	1.21	The passive Reported speech		
	Everyday Life					
	Lesson 5 : On Post			Lesson 6 : Uniform & Tactical Gear		
3	Learning Objective	Describe a soldier's life on post	P. 31	Describe different types of military uniforms and gear	P. 36	
	Grammar	• Conjunctions • had better		Difference between <i>since</i> and <i>for</i> Gerunds and infinitives		
		Не	ealth			
		Lesson 7 : Exercise & Health		Lesson 8 : Health & First Aid		
4	Learning Objective	Describe issues related to army fitness	P. 41	Discuss first aid in the army	P. 46	
	Grammar	Frequency expressionsMaking comparisons	F. 41	Reflexive pronouns Modal auxiliaries <i>can</i> and <i>may</i>	r. 40	
		The	Base			
		Lesson 9 : On-base Housing		Lesson 10 : Getting Around Base		
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	Military Techi			iology		
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	Lesson 13 : War Games			Lesson 14 : Map Reading		
7	Learning Objective	Discuss military exercises		Read maps	P. 77	
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		Cor	ıvoys			
	Lesson 15 : Convoys			Lesson 16 : Briefings		
8	Learning Objective	Discuss convoys	D 02	Give a briefing	D 07	
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Armed Forces 2









• Level: Intermediate - Advanced Low

• CEFR: A2-B1

• ISBN: 978-89-6732-252-6

		UNIT	•			
	Units					
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1	Learning Objective	Discuss issues related to infantry and artillery	P. 11	Discuss issues related to military intelligence		
	Grammar	adverbs of frequencyposition of adverbs	r. 11	expressing purpose functions of <i>as if / as though</i>	P. 17	
		Fire	arms			
		Lesson 3 : The M16 Rifle		Lesson 4 : The M9 Pistol		
2	Learning Objective	Describe weapons used in the U.S. and in your country	P. 23	Describe a weapon in detail	P. 27	
	Grammar	 the superlative adjective the present perfect and present perfect continuous 		the present perfect and present perfect continuous the passive tense		
	Radio Communication					
	Lesson 5 : Radio Basics			Lesson 6 : Radio Conversations		
3	Learning Objective	Have a basic understanding of radio communication	P. 33	Have a basic radio conversation	P. 39	
	Grammar	subject verb agreementgiving instructions	r. 33	• ICAO Phonetic Alphabet • voice procedures	F. 33	
		Ready 1	for Ba	ttle		
		Lesson 7 : Battalion		Lesson 8 : Weapons Training		
4	Learning Objective	Discuss the basic structure of a battalion	- P. 45	Discuss basic weapons training in the military	– P 51	
	Grammar	• one/ones • compound nouns	1. 73	• functions of must • causative verbs	1. 31	

		UNIT				
	Special Forces			es		
	Lesson 9 : Special Forces History			Lesson 10 : Joining the Special Forces		
5	Learning Objective	Discuss the history of the Special Forces and its operations		Discuss the process of joining the Special Forces		
	Grammar	• comparative phrases and clauses • functions of that	P. 57	gradable and non-gradable adjectives article - <i>the</i>	P. 62	
		Pa	trol			
		Lesson 11 : Patrol		Lesson 12 : Checkpoints		
6	Learning Objective	Discuss the different types of patrols	P. 69	Discuss the roles and different types of checkpoints	P. 74	
	Grammar	 correlative conjunction <i>not only</i> <i>but also</i> leaving out to-infinitives 		• functions of do so • functions of if		
	Combat Search and Rescue					
	Lesson 13 : Combat Search and Rescu			Lesson 14 : CASEVAC		
7	Learning Objective	Discuss issues related to combat search and rescue	P. 79	Understand the details of CASEVAC	P. 85	
	Grammar	military acronymstwo- and three-word verbs	P. 73	• functions of <i>many</i> • inversions	r. 03	
	Operation			S		
	Lesson 15 : Operations I			Lesson 16 : Operations II		
8	Learning Objective	Understand the abbreviations and terms used in operation orders	P. 91	Understand and give operation orders	P. 96	
	Grammar	• be + to infinitive • reporting statement with that-clause	r. 51	• verb + wh-clause • future continuous tense	F. 30	

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Introduction to Military English LESSON 1: BASIC TRAINING Lesson Objectives Upon completion of the lesson, you will be able to » describe basic combat training in the U.S. and in your country » accurately use adjective clauses using which and that » use prepositions of time

A Warm Up for Reading

Label the images with the correct word.

barracks recruits first aid drill sergeant obstacle course b. c.





🙆 Using the words in exercise 1, guess what the reading passage will be about. Discuss with your partner.

B Reading (TRACK)

Basic Combat Training (BCT)

Basic combat training is where a civilian is transformed into a solider. Recruits in the U.S. go through 10 weeks of vigorous training which is divided into three phases: red, white, and blue.

Recruits are divided into 4 platoons and assigned barracks when they enter the red phase. They receive basic tactical and physical training as well as instructions in hand-to-hand combat and first aid. Their every move is scrutinized and corrected by drill sergeants during this phase.

After 3 weeks of the first phase, the recruits move on to the white phase where they engage in weapons training (service rifle, hand grenades, grenade launchers, and machine guns) and an obstacle course known as the confidence course.

The third and most challenging phase is the blue phase where recruits are expected to take the final PT test, which they are required to pass in order to graduate basic training. Field training exercises (FTX) are also conducted during this phase.

1. Basic combat training in the U.S. is...

- a) designed for soldiers
- b) 3 weeks long
- c) divided into 4 phases
- d) tough

2. According to the reading, what do drill sergeants do?

- a) assign barracks
- b) weapons training
- c) monitor and fix recruits' behavior
- d) hand-to-hand combat and first aid training

Circle T if the statement is true and F if false. Correct the false statements to make them true. Compare your answers with your partner.

3. Weapons training is conducted in the first phase.	T / F	
4. The recruits need only to complete training to graduate.	T / F	

- 5. Basic combat training in the U.S. lasts for 10 weeks.
- 6. There is an obstacle course and a PT test in the blue phase.

Grammar: Adjective Clauses using which and that

An adjective clause describes and gives information about a noun.

adjective phrase noun – ex) Recruits in the U.S. go through 10 weeks of vigorous [training] [which is divided into three phases].

Replace the it with either which or that to make an adjective clause. The adjective clause should come directly after the noun it is describing.

- ex) The training lasts for 10 weeks. It is very hard. ⇒ The training, **which** is very hard, lasts for 10 weeks.
 - Recruits are expected to take the final PT test. Recruits are expected to take the final PT test which They are required to pass it in order to graduate basic training.

Combine the two sentences. Use (b) as your adjective clause.

(a) The training transforms civilians into soldiers.
 (b) It lasts for 10 weeks.
 (a) The barracks are very clean.
 (b) They are assigned at the beginning of training.
 (c) They are assigned at the beginning of training.
 (d) The third phase is the blue phase.
 (e) It is the most challenging one.

Make your own question and give it to your partner to solve.

D Speaking

Answer the following questions with your partner then discuss your answers as a class.

• What is basic training like in your country? Explain the structure and what kind of training you receive.

map reading

• If you have completed basic training, what did you find most difficult? If not, what do you think you will find most difficult? Why?

E Warm Up for Listening

Label the images with the correct word.

rappelling

foot march

weapons training



a.



b.



С



d.

F Listening (TRACK 2)

Listen to a conversation between two recruits and answer the following questions.

- 1. What is the woman excited to do?
 - a) Rappelling
 - b) Tactical foot march
 - c) Nuclear biological and chemical defense
 - d) First aid

- 2. When is the field training exercise?
 - a) Thursday and Friday
 - b) Friday and Saturday
 - c) Friday
 - d) Saturday

Listen again and fill in the blanks.

	Monday	Tuesday	Wednesday	Thursday
	3.		5.	
a.m.		Rappelling		First aid
p.m.	Nuclear biological and chemical defense	4.	Communications training	6.

G Grammar: Prepositions of Time

in +	the morning, the afternoon, the evening a month, year, century, season	I'll see you in the morning. The continental army was established in 1775.
on +	a date, a weekday a weekday morning, afternoon, evening	We graduate on the 27 th of June. We have drill on Tuesday morning.
at +	noon, night, midnight clock time	We have lunch at noon. It's lights out at 2100.

Fill in the blanks with in, at, or on.

1. My shift starts	midnight.	
2. I'm going to be deployed	to Iraq	March.
3. We have our final PT test	Friday.	

Make your own questions and give them to your partner to solve.

Speaking

Answer the following questions with your partner then discuss your answers as a class.

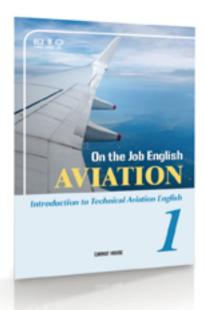
- What is your day like? Be specific and make sure to use the correct preposition of time.
- What do you usually do on the weekends?
- Describe the traditional and national holidays in your country.

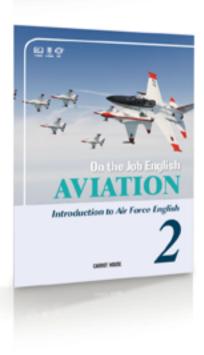
Unit Wrap Up

Write a paragraph about basic combat training in a country of your choice. Make sure to include:

- how long it lasts
- how it is structured
- what kind of classes and training is conducted
- graduation requirements

Present in front of your class and try not to refer to any notes. You may use visual aids.













• Level: Intermediate - Advanced Low

• CEFR: A2 - B1

• ISBN : Aviation 1

978-89-6732-280-9

Aviation 2

978-89-6732-281-6

On the Job English

Aviation 1 – 2

On the Job English – Aviation 1 (Introduction to Technical Aviation English) and Aviation 2 (Introduction to Air Force English) is designed to introduce basic aviation terms in English in both technical and conversational aspects as well as familiarize learners with a variety of situations and concepts commonly encountered in the aviation field. By the end of the course, learners will be able to understand and express a variety of aviation concepts in English, comprehend written and spoken instructions and orders, and respond appropriately to various situations that may arise on the field. Each unit introduces key vocabulary related to the topic and gives learners the opportunity to utilize the new vocabulary and concepts through exercises covering all four key language areas: reading, listening, writing and speaking. The topics covered in Aviation 1 range from basic aviation concepts such as vocabulary related to the aircraft and cockpit to very specific situations such as take-off and emergencies. Topics covered in Aviation 2 range from basic Air Force related material such as Air Force organization and rank to very specific topics such as types of aircraft and warfare.

• Warm Up

- Vocabulary exercises to prepare learners for the lesson
- Covers key vocabulary related to reading and listening passages

Reading

- Intermediate-level reading passages containing general information about aviation and the air force
- Provides background information essential to the understanding of the listening passage
- Comprehension questions for learners to assess understanding of the passage

Listening

- Realistic conversations based on the topic covered in the reading
- Comprehension questions for learners to assess understanding of the passage

Grammar

- Covers key grammar from reading and listening passages
- Comprehension questions for learners to apply grammar in speech

peaking

- Discussion questions and role plays to allow learners to express opinions by applying vocabulary, grammar, and knowledge acquired

Unit Reviews

- Writing and presentation topics related to topic covered in the unit

Aviation 1









• Level: Intermediate - Advanced Low

• CEFR: A2-B1

• ISBN: 978-89-6732-280-9

	UNIT							
		Parts of an	Airpla	nne				
		Lesson 1: Parts of an Airplane		Lesson 2: Maneuvering an Airplan	e			
1	Learning Objective	Describe the basic parts of a fixed wing aircraft	P. 13	Describe the parts that control an aircraft	P. 18			
	Grammar	Countable nouns		Singular and plural nouns				
		The C	ockpit					
		Lesson 3: Cockpit Basics		Lesson 4: Flight Instruments				
2	Learning Objective	Describe the basic parts of a cockpit	P. 25	Describe the six primary flight instruments	P. 31			
	Grammar	Uncountable nouns		Determiners				
		Aerodynamics						
	Lesson 5: Aerodynamics			Lesson 6: Axes of Rotation				
3	Learning Objective	Understand the basics of aerodynamics and the four forces of flight	P. 39	Understand the axes of rotation and how they influence flight controls	P. 46			
	Grammar	The article 'the'		The article 'the'				
	Control Systems and Airspeed							
	Lesson 7: Control Systems			Lesson 8: Airspeed				
4	Learning Objective	Understand the flight control systems of aircraft	P. 53	Understand the different types of airspeed	P. 59			
	Grammar	Articles 'a' and 'an'		Impersonal subjects 'it' and 'there'				
		Radio Comr	nunica	ation				
		Lesson 9: Radio Hardware		Lesson 10: Aviation Radio Communication				
5	Learning Objective	Understand the different types of hardware in an aircraft's radio stack		Have a simple radio conversation with ATC				
	Grammar	Comparisons	P. 67	ICAO phonetic alphabet and aviation radio communication standard procedure	P. 74			

	UNIT					
		In th	e Air			
		Lesson 11: Taxiing and Take-off		Lesson 12: Climb and Cruise		
6	Learning Objective	Understand terminology related to taxiing and take-off	P. 81	Understand terminology related to climbing and cruising	D 00	
	Grammar	Adjectives	F. O I	Adjective + 'to' or 'that'	P. 88	
	Back on the Gro			ound		
	Lesson 13: Descent			Lesson 14: Approach and Landing		
7	Learning Objective	Understand terminology related to descent	P. 95	Understand terminology related to approach and landing	P. 101	
	Grammar	-ing and -ed adjectives		Adverbials of manner		
		Flight H	Hazard	S		
		Lesson 15: Weather		Lesson 16: Stalls and Unusual Attitud	des	
8	Learning Objective	Understand how weather affects aviation	P 100	Identify stalls and unusual attitudes and how to recover from them	P. 115	
	Grammar	Adverbials of probability and frequency	P. 109	Adverbials of degree	F. 113	

	Appendix			
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2	LIs TEn Ing sCRIPT s	P. 127		
3	ANSWER KEY	P. 143		

Aviation 2









• Level : Intermediate - Advanced Low

• CEFR: A2- B1

• ISBN: 978-89-6732-281-6

UNIT							
	Air Force Organization						
	Lesson 1: Air Force Organizational Structure			Lesson 2: Air Force Ranks			
1	Learning Objective			Know the different ranks in the U.S. Air Force	P. 20		
	Grammar			Prepositions after adjectives and nouns			
		Jo	bs I				
		Lesson 3: Pilots		Lesson 4: Aircraft Maintenance			
2	Learning Objective Explain how to become a military pilot		P. 27	Describe what is involved in aircraft maintenance	P. 33		
	Grammar	Transitive and intransitive verbs		Reflexive verbs			
		Jol	os II				
	Lesson 5: Weather Officer			Lesson 6: Air Traffic Control			
3	Learning Objective	Describe the role of a weather officer and how to become one		Describe the role of an air traffic controller and have a basic conversation with one	P. 45		
	Grammar	Different forms of the past tense		Conditionals using 'if'			
	Types of Aircraft I						
		Lesson 7: Fighter Jets		Lesson 8: The Bomber			
4	Learning Objective	Describe and compare the characteristics of fighter jets	P. 53	Describe the characteristics of a bomber			
	Grammar	Express wishes and regrets	P. 33	Verbs with –ing clauses or the to- infinitive	P. 59		
		Types of A	Aircraft	:II			
		Lesson 9: Cargo Aircraft		Lesson 10: Tankers			
5	Learning Objective	Describe the characteristics of military transport aircraft	P. 65	Describe the characteristics of tankers and have a conversation about refueling	P. 71		
	Grammar	Reported speech		Reported speech			

	UNIT					
	Missiles					
	Lesson 11: Air-to-air Missiles			Lesson 12: Air-to-ground Missiles		
6	Learning Objective	Describe the characteristics of air- to-air missiles and understand basic fighter pilot lingo		Describe the characteristics of air-to- ground missiles	P. 83	
	Grammar	The passive voice		Defining relative clauses		
		Wea				
	Lesson 13: Cannons			Lesson 14: Surface-to-air Missiles		
7	Learning Objective	Describe the characteristics of cannons	P. 89	Describe the characteristics of surface-to-air missiles	P. 95	
	Grammar Non-defining relative clauses			Participle clauses		
	Types of Warfare					
	Lesson 15: Strategic Attacks			Lesson 16: Psychological Operation	ıs	
8	Learning Describe the characteristics of a Strategic attack		P. 101	Describe the characteristics of a psychological operation	P. 107	
	Grammar	Purpose and reason clauses		Result clauses		

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2	LiSTEning S CRiPTS	P. 130	
3	ANSWER KEY	P. 146	

Unit 1: PARTS OF AN AIRPLANE

LESSON 1:

Parts of an Airplane

Lesson Objectives

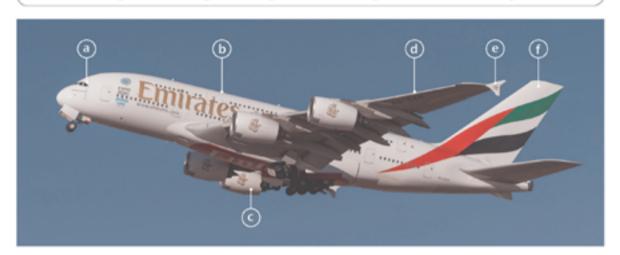
Upon completion of the lesson, you will be able to

- » describe the basic parts of a fixed wing aircraft
- » accurately identify and use countable nouns and form the plural
- » discuss damage to an aircraft and actions to be taken

A Warm up

1. Label the images with the correct word.

winglet fusclage wings turbine engines tail cockpit



b.

e.

c.

f.

2. Match the word with its meaning.

drag (n)

•

 a fan shaped device with revolving blades used to push forward a ship or airplane

thrust (v)

d.

to forcibly push forward

propeller (n)

- · a raising force
- propulsion system (n) •
- an aerodynamic force exerted on an aircraft that reduces its forward motion

lift (n)

· the method used to push something forward

B Reading (TRACKI)

Parts of an Airplane

In order for any airplane to fly, it must be pushed through the air to generate lift. However, aerodynamic drag resists this motion and pushes back on the aircraft. Turbine engines counteract this drag by thrusting the airplane forward. Winglets on the tips of the wings further help to reduce drag. The turbine engines are positioned underneath the wings, which are responsible for generating the majority of the lift to keep the plane in the air. The propellers on smaller airplanes act as the propulsion system instead of turbine engines. The smaller wings at the tail of the plane help steer the aircraft.

The fuselage is the body of the plane that holds everything together. The cockpit, where the pilot sits, is situated at the front while the rear houses the passengers and cargo. Fuel may be carried in the fuselage or the wings depending on the aircraft.

1.	Which of the	following does	the majority	of the work in	keeping the	plane in the air?

- a. wings
- b. propulsion system
- c. winglets
- d. all of the above

2. Which is NOT true according to the passage?

- a. Aerodynamic drag prevents the aircraft from going forward.
- Turbine engines help lift the plane up.
- c. Smaller planes have propellers instead of turbine engines.
- All of the major parts of the plane are attached to the fuselage.

3. Which parts help to counteract drag? (multiple answers)

- a. wings
- b. propulsion system
- c. winglets
- d. fuselage

Answer the following questions with complete sentences

AII	swer the following questions with complete sentences.
4.	How do turbine engines reduce drag?
5.	What part of the plane controls the direction of the aircraft?
6.	Where is the pilot situated on the aircraft?
7.	Where is fuel usually stored on an aircraft?

C Grammar: Countable Nouns

Countable nouns are nouns that can be counted. They are either singular or plural and can be used with numbers. (Refer to Appendix 1: Forming Plural Nouns)

All jet air transport airplanes require **one pilot** and **one co-pilot** to fly the plane. Fixed wing aircraft have **two turbine engines**.

All singular countable nouns MUST be preceded by a determiner such as a, the, any, every, another etc. Plural count nouns do not take determiners when referring to things in general.

In order for **any airplane** to fly, it must be pushed through the air to generate lift. (O) In order for **airplane to** fly, it must be pushed through the air to generate lift. (X) In order for **airplanes to** fly, they must be pushed through the air to generate lift. (O)

		ft to keep airp	lane in the ai	_		
		The wings provides most of the lift to keep airplane in the air.				
	Fixed wing aircraft relies on the smaller wings at tail of the plane to change direction.					
	urbine engine help counteract a	erodynamic d	rag.			
	Fuselage holds the plane togethe	er.				
1	The winglets further helps to redu	uce drag.				
	Make your own sentences usin	ng the follov	ving countal	ole nouns. Sh	are with your partr	
	aircraft	engine	pilot	wheel		

3. Look at the reading passage again. Underline all the singular countable nouns and circle all the

plural countable nouns. Compare with your partner.

D Listening (TRACK2)

Listen to a conversation between two people and answer the questions.

 What is wrong v 	with the ai	rcraft?
-------------------------------------	-------------	---------

- a. It collided with a bird.
- b. The propeller came loose.
- c. The tip of the propeller is bent.
- d. There is long lasting damage.

2. Why does the woman say better safe than sorry?

- a. To indicate that she thinks it is better to be thorough than regret it later.
- b. To indicate that she thinks the man will be sorry if he doesn't check the aircraft again.
- c. To indicate that she thinks the aircraft will be safer if the man checks it again.
- d. To indicate that she thinks it is better to feel safe than to feel sorry.

3. What is the man likely to do next?

- a. Prevent any accidents.
- b. Check the aircraft again.
- c. Prepare for the next flight.
- d. Repair the propeller.

Circle T if the statement is true and F if false. Correct the false statements to make them true. Compare your answers with your partner.

4.	Something hit the plane the day before but the pilot isn't sure what it was.	T + F
5.	According to the man, even the slightest damage to the aircraft can have long lasting effects.	T + F
6.	The man checked the hub multiple times and found it was loose.	$T \perp F$
7.	The man wants the woman to quickly give her opinion about the tip of the propeller.	$T \perp F$
8.	The man and woman agree that the tip of the blade is bent.	TILE

Listen to the passage again and fill in the blanks.

\mathbf{w} :	Ok	?		
M:	Wait. I'm		the propeller. Let	me check it again.
w :	Why?		?	
M:	Well, the pilot told me	yesterday that he	something, proba	bly a
	т	afely, but you know		
	how it is with these thi	ngs. Just grazing something	at that	is enough to
	do	, even if it does	sn't show immediately.	
w :	Yup	. Well, have you	u checked the	? Maybe
	something	during		?
M:	Everything	with the	ne hub. I	

w	:	What about the		?
M	:	Actually, I did notice som	nething and I wanted a _	
		Does the	here look a little	to you?
w	:	Hmm yeah it does!		
M	:	Ok	fix it before th	e next flight. We don't want any

E Speaking

Do the following role-play with a partner based on the listening passage. Take turns playing each role. Use language such as:

- · Better safe than sorry
- second opinion
- We should / we'd better + infinitive...

Remember; don't just read from the role play cards but express everything in your own words.

Role A

You are a mechanic. You are doing a routine checkup on an aircraft and find something wrong with the wheels. Talk to your partner about

- · what the damage is
- · how it happened
- · what should be done about it

Role B

You are a mechanic. Your partner has noticed something wrong with an aircraft you are working on. Talk to your partner about

- · what the damage is
- · how it happened
- · what should be done about it

F Group O Activity

Answer the following questions with your partner then discuss your answers as a class.

- What is your favorite type of aircraft and why? Describe it to your partner.
- How was your first experience flying an aircraft? If you haven't flown one yet, why do you want to fly one and what do you think it will be like?
- · How do you think aircraft will change in the future?

UNIT WRAP UP

Think about what you have learned in unit 1. Write a paragraph about the different parts of an aircraft and their functions. You may add details from your own knowledge. Include as many details as you can.

After you are done, exchange paragraphs with a partner and peer review your paragraphs.

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