



Learning Materials

ห้ามจัดทำ

English Conversations in the Workplace

“ มุ่งเน้นความคิดเห็น ”

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Faculty of Humanities and Social Sciences

Suan Dusit University

Learning Materials

English Conversations in the Workplace (1551132)

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Learning Materials

English Conversations in the Workplace

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Preface

This learning materials are designed for students who study in the Business English Major on English Conversations in the Workplace subject (1551132). The content is organized according to the course syllabus. The book is organized in accordance with the objectives in the course description. The students will learn useful phrases for a job interview, introducing themselves and other people at work, describing their jobs and responsibilities as well as company profiles, saying goodbye, talking about schedules, making appointments, welcoming visitors, asking for and giving directions and locations in companies, making and receiving phone calls, taking and leaving messages, describing company's products, and taking an active part in meetings. Model conversations are presented to practice listening and speaking. Grammar instruction is presented and integrated into the lessons. The students can practice through examples and exercises so that they are able to create their own role play at the end of the lessons. The purposes of this book are to develop students' listening and speaking skills at work as well as raise their awareness of appropriate phrases and manners in business. It is believed that this textbook can fulfill the course objectives and bring the students into practical use of their competency.

It is the intention of the author that this book will be useful for students who wish to advance in business conversations after graduation and for those who are interested in international business. Last but not least, my appreciation goes to the authors and web owners for content and pictures chosen for education purposes only.

Kanokwan Kunlasuth

September 2017

“ នងការិយាល័យសាន្តិត
ដើម្បីការគិតជាអាជ្ញាន ”

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Course Lesson Plan and Evaluation

Subject (English) English Conversations in the Workplace

Subject Code 1551132

(Thai) การสนทนากำชญาอังกฤษในที่ทำงาน

Credits 3(3-0-6)

Course Description

Verbal and non-verbal communication; practice English conversations at work: introducing yourself and other people, describing jobs and responsibilities, having job interviews, making appointments, and meeting clients and visitors.

Course Objectives

By the end of the course, the students will be able to:

1. have a job interview;
2. greet and introduce themselves at work;
3. introduce other business people to someone else;
4. say goodbye to business people;
5. describe their jobs responsibilities and company profiles;
6. talk about schedules;
7. make appointments;
8. ask for and give directions around the office;
9. welcome visitors professionally;
10. make and receive the phone calls;

11. take and leave telephone messages;
12. describe company's products and services; and
13. take part in business meetings.

Teaching Plan and Evaluation

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
1	Unit 1 Having a Job Interview 1.1 Warm-up 1.2 Useful Phrases for Having a Job Interview	3	1. Teacher introduces the course description, course objectives, content, methods of teaching and activities, teaching material, and assessment and evaluation. 2. Teacher informs the policy and learning and teaching quality assurance system. 3. Teacher tells students the classroom rules and regulations. 4. Teacher introduces the lesson by showing a picture of interview situation and encourages students in small groups to answer the questions and then discuss the answers. 5. Teacher lets students read and listen to useful phrases for a job interview by focusing on the stress and intonation. 6. Teacher lets students practice speaking the phrases with their	– TQF3 – Learning materials – Computer and PowerPoint slides – Authentic materials	– Observation of student performance – In-class exercises

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>classmates and describe the expressions.</p> <p>7. Teacher assigns students to do an exercise and checks their comprehension.</p>		
2	Unit 1 Having a Job Interview 1.3 Model Conversations for Having a Job Interview 1.4 Grammar – Present and Past Simple Tenses 1.5 Role Play	3	1. Teacher introduces model conversations and let them read and listen to the conversations. 2. Teacher has students practice speaking the conversations with their classmates. 3. Teacher encourages student to practice the conversations again by using some prompts. 4. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension. 5. Teacher has students make their conversation and do a role play. 6. Teacher assigns students to respond to review questions.	– Learning materials – Computer and PowerPoint slides – Authentic materials	– Observation of student performance – In-class exercises – Role play
3	Unit 2 Introducing Myself 1.1 Warm-up 1.2 Useful Phrases for Greeting and Introducing Myself	3	1. Teacher introduces the lesson by showing a picture of meeting a new person and encourages students in small groups to answer the questions and then discuss the answers. 2. Teacher lets students read and listen to useful phrases for greeting	– Learning materials – Computer and PowerPoint slides – Authentic materials	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
	1.3 Model Conversations for Greeting and Introducing Myself 1.4 Grammar – Contractions 1.5 Role Play		<p>and introducing myself by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p> <p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
4	Unit 3 Introducing other People 1.1 Warm-up	3	11. Teacher introduces the lesson by showing a picture of meeting people and encourages students in small groups to answer the	– Learning materials – Computer and	– Observation of student performance

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
	<p>1.2 Useful Phrases for Introducing Other People</p> <p>1.3 Model Conversations for Introducing Other People</p> <p>1.4 Grammar – Present Perfect Tense</p> <p>1.5 Role Play</p>		<p>questions and then discuss the answers.</p> <p>12. Teacher lets students read and listen to useful phrases for introducing other people by focusing on the stress and intonation.</p> <p>13. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>14. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>15. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>16. Teacher has students practice speaking the conversations with their classmates.</p> <p>17. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>18. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>19. Teacher has students make their conversation and do a role play.</p>	PowerPoint slides – Authentic materials	– In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			20. Teacher assigns students to respond to review questions.		
5	Unit 4 Describing Jobs and Companies 1.1 Warm-up 1.2 Useful Phrases for Describing Jobs and Companies 1.3 Model Conversations for Describing Jobs and Companies 1.4 Grammar – Questions and Answers with <i>do</i> and <i>does</i> 1.5 Role Play	3	1. Teacher introduces the lesson by showing a picture of talking about jobs and companies and then encourages students in small groups to answer the questions and then discuss the answers. 2. Teacher lets students read and listen to useful phrases for describing Jobs and companies by focusing on the stress and intonation. 3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions. 4. Teacher assigns students to do an exercise and checks their comprehension. 5. Teacher introduces model conversations and let them read and listen to the conversations. 6. Teacher has students practice speaking the conversations with their classmates. 7. Teacher encourages student to practice the conversations again by using some prompts. 8. Teacher describes grammar points found in the conversations and	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
6	Unit 5 Saying Goodbye 5.1 Warm-up 5.2 Useful Phrases for Saying Goodbye 5.3 Model Conversations for Saying Goodbye 5.4 Grammar – Future Simple Tense 5.5 Role Play	3	<p>1. Teacher introduces the lesson by showing a picture of people saying goodbye and then encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for saying goodbye by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p>	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
7	Unit 6 Talking about Schedules 6.1 Warm-up 6.2 Useful Phrases for Talking about Schedules 6.3 Model Conversations for Talking about Schedules 6.4 Grammar – Prepositions of Time 6.5 Role Play	3	<p>1. Teacher introduces the lesson by showing a picture of an office worker talking about schedules and then encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for talking about schedules by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p>	– Learning materials – Computer and PowerPoint slides – Authentic materials	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p> <p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
8	Unit 7 Making an Appointment 7.1 Warm-up 7.2 Useful Phrases for Making an Appointment 7.3 Model Conversations for Making an Appointment 7.4 Grammar – Present Continuous for Future Plans 7.5 Role Play	3	<p>1. Teacher introduces the lesson by showing a picture of an office worker making an appointment and then encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for making an appointment by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their</p>	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p> <p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
9	Unit 8 Giving Directions around the Office 8.1 Warm-up 8.2 Useful Phrases for Asking for and Giving Directions	3	<p>1. Teacher introduces the lesson by showing a picture of a receptionist giving directions and then encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for asking</p>	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
	8.3 Model Conversations for Giving Directions around the Office 8.4 Grammar – Prepositions of Place 8.5 Role Play		<p>for and giving directions by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p> <p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
10	Unit 9 Welcoming a Visitor 9.1 Warm-up	3	1. Teacher introduces the lesson by showing a picture of a host welcoming a visitor and then	– Learning materials	– Observation of student performance

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
	<p>9.2 Useful Phrases for Welcoming Visitors</p> <p>9.3 Model Conversations for Welcoming Visitors</p> <p>9.4 Grammar – Modal Verbs for Requests and Offers</p> <p>9.5 Role Play</p>		<p>encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for welcoming visitors by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p> <p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p>	<ul style="list-style-type: none"> – Computer and PowerPoint slides – Authentic materials 	<ul style="list-style-type: none"> – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			10. Teacher assigns students to respond to review questions.		
11	Unit 10 Making and Receiving a Phone Call 10.1 Warm-up 10.2 Useful Phrases for Making and Answering a Call 10.3 Model Conversations for Making and Answering a Call 10.4 Grammar – Prepositional Phrases with <i>to, about, for, from</i> 10.5 Role Play	3	1. Teacher introduces the lesson by showing a picture of someone making a call and then encourages students in small groups to answer the questions and then discuss the answers. 2. Teacher lets students read and listen to useful phrases for making and answering a call by focusing on the stress and intonation. 3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions. 4. Teacher assigns students to do an exercise and checks their comprehension. 5. Teacher introduces model conversations and let them read and listen to the conversations. 6. Teacher has students practice speaking the conversations with their classmates. 7. Teacher encourages student to practice the conversations again by using some prompts. 8. Teacher describes grammar points found in the conversations and assigns students to do an exercise	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
12	Unit 11 Leaving a Telephone Message 11.1 Warm-up 11.2 Useful Phrases for Taking and Leaving a Message 11.3 Model Conversations for Taking and Leaving a Message 11.4 Grammar – Infinitives with <i>to</i> 11.5 Role Play	3	<p>1. Teacher introduces the lesson by showing a picture of someone taking a phone message and then encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for taking and leaving a message by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p> <p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p>	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
13	Unit 12 Describing Products 12.1 Warm-up 12.2 Useful Phrases for Describing Products 12.3 Model Conversations for Describing Products 12.4 Grammar – Comparatives and Superlatives 12.5 Role Play	3	<p>1. Teacher introduces the lesson by showing a picture of someone describing a product to clients and then encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for describing a product by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p>	– Learning materials – Computer and PowerPoint slides – Authentic materials	– Observation of student performance – In-class exercises – Role play

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>5. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>6. Teacher has students practice speaking the conversations with their classmates.</p> <p>7. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>8. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>9. Teacher has students make their conversation and do a role play.</p> <p>10. Teacher assigns students to respond to review questions.</p>		
14	Unit 13 Taking Part in a Meeting 13.1 Warm-up 13.2 Useful Phrases for Taking Part in Meetings	3	<p>1. Teacher introduces the lesson by showing a picture of some people at the meeting and encourages students in small groups to answer the questions and then discuss the answers.</p> <p>2. Teacher lets students read and listen to useful phrases for taking part in meetings by focusing on the stress and intonation.</p> <p>3. Teacher lets students practice speaking the phrases with their</p>	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises

Week	Content	Hours	Learning and Teaching Activities	Materials	Evaluation
			<p>classmates and describe the expressions.</p> <p>4. Teacher assigns students to do an exercise and checks their comprehension.</p>		
15	Unit 13 Taking Part in a Meeting 13.3 Model Conversations for Taking Part in Meetings 13.4 Grammar – Future Real Conditional 13.5 Role Play	3	<p>1. Teacher introduces model conversations and let them read and listen to the conversations.</p> <p>2. Teacher has students practice speaking the conversations with their classmates.</p> <p>3. Teacher encourages student to practice the conversations again by using some prompts.</p> <p>4. Teacher describes grammar points found in the conversations and assigns students to do an exercise as well as checks their comprehension.</p> <p>5. Teacher has students make their conversation and do a role play.</p> <p>6. Teacher assigns students to respond to review questions.</p>	– Learning materials – Computer and PowerPoint slides	– Observation of student performance – In-class exercises – Role play
16	Final examination	3	1. Do the final test	Final test papers	Test results

Assessment and Evaluation

1. Assessment

1.1 Term scores	80 %
1.1.1 Exercises and Assignments	60 %
1.1.2 Quiz	10 %
1.1.3 Presentation	10 %
1.2 Final examination	20 %

2. Evaluation

Criterion Reference Scoring

Grade	Percentage	Grade Level
A	90–100	4.00
B+	85–89	3.50
B	75–84	3.00
C+	70–74	2.50
C	60–69	2.00
D+	55–59	1.50
D	50–54	1.00
F	0–49	0.00

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ដើម្បីការគិតជាអាជ្ញន ”

Unit 1

A Job Interview

Introduction

A job interview is an opportunity to show an employer that a job applicant should be employed. Therefore, it is essential that a young job seeker should be well-prepared before a job interview. It is a good idea to gather information as much as possible; for example, office locations, products and services, customers, competitors, history, recent news and financial information. In addition, a job interview rehearsal with a counselor or friend is an option. A candidate should record yourself so that he or she can check diction, tempo and body language. Preparing clothing and appearance is also vital in order to be professional on the job interview day.

This unit will review the most common interview questions and their answers. Students will learn how to answer typical job interview questions effectively. In the grammar part, the present and past simple tenses are focused. At the end of this unit, students are encouraged to role play the conversations during the interview.

1.1 Warm-up

Work with a partner. Describe the picture. Where are these people? What is happening?



1.2 Useful Phrases for Having a Job Interview

It is important that a job candidate should start a conversation with greeting and introduction including shaking hands and being friendly and polite for example “*Good morning, I am Wadeeporn Yang. I'm very glad to meet you.*”. The first question is often like breaking the ice. Therefore, the interviewer may ask a candidate something like:

- o How are you today?
- o Did you have any trouble finding us?
- o The weather today is very nice, isn't?

The best way to respond to this kind of question is in a short, friendly manner without going into too much detail. Study the following examples and practice speaking with a partner.

Interviewer How are you today?

Candidate I'm fine, thank you. And how about you?

Interviewer Did you have any trouble finding us?

Candidate No, the office isn't too difficult to find.

Interviewer The weather today is very nice, isn't it?

Candidate Yes, it's wonderful. I love this time of year.

After breaking the ice, it is time for beginning a job interview. The most common interview questions are divided into five types: personal data, work experience, new job and company, strengths and weaknesses, and future plan which are shown with examples of responses given for each question.

1. Describing Your Personal Data

An interviewer typically asks a candidate to describe personal data at the beginning of the interview. You, as a candidate, will introduce yourself and your educational qualifications. Sometimes the interviewer asks you to tell about courses and grades as well as extracurricular activities at university. Study the following questions and the examples of responses given.

Interviewer Tell me about yourself.

Candidate 1 I've just graduated from Suan Dusit University with a degree in Business English. During the summers, I worked as a banquet server in a hotel to help pay for my education.

Candidate 2 I was born and raised in Bangkok. I attended Suan Dusit University and received my bachelor's degree in Business English. I have worked for 2 years as a marketing assistant for AIA Insurance. I enjoy playing tennis in my free time and learning languages.

Candidate 3 I was born in Kanjanaburi, Thailand. I graduated from Suan Dusit University.

I've worked for two years as a secretary to sales manager for CP Company.

I enjoy playing badminton in my free time and learning languages.

Interviewer What extracurricular activities have you participated in?

Candidate 1 At university, I organized a seminar which made business presentations and invited some guest speakers to share meaningful experience. I gained valuable skills in planning events, being a leader and working as a team to effectively manage tasks.

Candidate 2 I also have a background in organizing an event and designing some English activities in the English Camp. I feel my education and experience outside of the classroom have prepared me for a variety of career paths.

Interviewer What was your biggest challenge as a student, and how did you handle it?

Candidate 1 Acquiring successful time management skills was the biggest challenge I faced as a student. Besides studies, I participated in many activities. Now that I am in the work force, I continue to use the skills I gained and I am always trying to improve on them as well.

Candidate 2 Since I was balancing the workload of a double major and extra-curricular activities, the challenge I have to say is time management. Also, I learned how to work with people and in groups.

2. Talking about Your Work Experience

If the interviewer finds your work history in your resume, he or she will always ask you to talk about your work experience. Study the following questions and the examples of responses given.

- Interviewer Can you tell me about your responsibilities at your last job?
- Candidate 1 I advised customers on financial matters. After I consulted the customer, I completed a customer inquiry form and catalogued the information in our database. I then collaborated with colleagues to prepare the best possible package for the client.
- Candidate 2 I was responsible for operating day-to-day office tasks. I took care of clients and assisted my executive.
-
- Interviewer What work experience do you have?
- Candidate 1 At the moment, I work part-time as a receptionist for a 3 star hotel. I am very good at talking to customers. I am also very skilled with computers.
- Candidate 2 After university, I started work in a logistics company as an assistant to the manager. Then I left the job because I want to find a position with more responsibility. I now work as an import coordinator for Great Power Trading.

3. Talking about New Job and Company

The interviewer is curious how well you know the position and company. Study the following questions and the examples of responses given.

- Interviewer Why are you interested in this position?
- Candidate 1 Well, I want to use English in my career. I can contact the overseas customers and present company's products efficiently. It seems like this job match my qualifications.
- Candidate 2 I love working in a wonderful team environment. I am certain that this position offers very challenging work as well as an opportunity for

advancement for those who work hard. I know that this will be a position that I will stay in for a very long time.

Interviewer Can you tell me a bit about the responsibilities of this position?

Candidate 1 This position customer service agent will involve in managing incoming calls and customer service inquiries. And a customer service agent has to assess customers' needs to achieve satisfaction. I feel certain that this position offers very challenging and exciting work.

Candidate 2 A researcher assistant helps collect data, enter data into a computer system and interpret data.

Interviewer Why do you want to work for Acer?

Candidate 1 After following your firm progress for years, I am convinced that Acer is becoming one of the leaders and I would like to be part of the team.

Candidate 2 I am impressed by the quality of your products. I am sure that I would be a convincing sales representative because I truly believe that your laptop is the best product on the market today.

Interviewer What do you know about our company?

Candidate Your company is one of the largest low-cost airlines with a large number of domestic routes within Thailand. Your company also serves several international routes in Asia. I looked at your website and find this is an exciting place to work.

4. Talking about Your Strengths and Weaknesses

During a job interview, a candidate will be asked to talk about strengths and weaknesses. Study the following examples of responses given.

- | | |
|---|---------------------------------|
| Interviewer | What is your greatest strength? |
| <p>Candidate 1 I've got a degree in Business English. On my degree course I specialized in using English in business offices which I believe is a key requirement of this job. I conducted a research study which I think will also be a major asset. Finally I'm a really good team player and I enjoy working with colleagues and constantly developing new skills. I'm a very quick learner.</p> | |
| <p>Candidate 2 I work well under pressure. When there is a deadline, I can focus on the task at hand and structure my work schedule well. I remember one week when I had to get 6 new customer reports out by Friday at 5. I finished all the reports ahead of time without having to work overtime.</p> | |
|
 | |
| Interviewer | What is your greatest weakness? |
| <p>Candidate 1 I work too hard and become nervous when my co-workers are not doing their job. However, I am aware of this problem, and before I say anything to anyone, I ask myself why the colleague is having difficulties.</p> | |
| <p>Candidate 2 I tend to spend too much time making sure the customer is satisfied. However, I began setting time-limits for myself if I noticed this happening.</p> | |

5. Talking about Your Future

During a job interview, the interviewer will often ask how a candidate plans on achieving his or her goals. Study the following examples of responses given.

- Interviewer What do you want to do in three years from now?
- Candidate 1 In the future, I hope to be working overseas.
- Candidate 2 Three years from now, I'd like to be doing research.
- Candidate 3 Three years from now, I want to be a web designer.

To sum up, the above questions represent some of the most basic questions asked on any job interview. Additionally, during a job interview, it is much better to make simple grammar mistakes and provide detailed information about your experience than to say grammatically perfect sentences without any real content.

During a job interview, an interviewer may ask about an expected salary or a start date for a job. Study the questions and suggested answers below.

- Interviewer What salary do you expect to get?
- Candidate Usually what is your standard rate of pay for a person in this position?
- Interviewer What are your salary expectations for this job?
- Candidate I expect to get a reasonable salary according to the standards of company norms.
- Interviewer If we offer you a position and you accept it, how soon can you begin to work?
- Candidate 1 I can start immediately.
- Candidate 2 As soon as you would like me to begin.
- Candidate 3 I can start a new job at the beginning of next month. I have to give a 4 week notice before I can leave my current job.

Before ending a job interview, a candidate may be asked if there are any questions so the candidate can ask some questions like the followings:

Interviewer Do you have any question?

Candidate 1 Yes, sir/madam. What does the probation period involve?

Candidate 2 What does the training course consist of?

The conversation commonly ends with thanking a candidate for coming to the interview and the candidate should express an appreciation for having a job interview opportunity as shown below.

Interviewer Thank you for coming. I will let you know the interview result soon.

Candidate 1 Thank you for letting me have an interview. Goodbye.

The following table summarizes some phrases including questions and suggested answers used during a job interview.

Table 1.1 Questions and Suggested Answers for a Job Interview

Type	Question	Suggested Answer
personal data	<ul style="list-style-type: none"> - Can you tell me something about your background? - Can you tell me something about yourself? - Can you tell me about yourself? 	<ul style="list-style-type: none"> - I've got a degree in Business English from Suan Dusit University. - I am a recent graduate with a bachelor's degree in Business English from Suan Dusit University. I am interested to apply for a secretary.
work experience	<ul style="list-style-type: none"> - Describe your employment history. 	<ul style="list-style-type: none"> - My previous position is a hotel concierge. I welcomed guests, recommended places to go

Type	Question	Suggested Answer
	<ul style="list-style-type: none"> - What were your key responsibilities? - What type of work experience have you had? 	<p>and arranged excursions and transportation upon their requests. I often dealt with customers' complaints and found appropriate solutions.</p> <ul style="list-style-type: none"> - I was assigned to receive visitors and take them round the company. I also fixed appointments and answered the phone.
new job and company	<ul style="list-style-type: none"> - Why do you want to join our company? - What makes you interested in working with us? - Tell me what you know about our company. - What do you know about this position? 	<ul style="list-style-type: none"> - Your company is very profitable and stable and has a good reputation in the industry. I know that this will be a position that I will stay in for a very long time. - I would like to apply my skills and contribute to the growth of your shipping company while looking for some advancement opportunities for myself.
strengths	<ul style="list-style-type: none"> - What do you think are your strengths? 	I'm good at organizational skills, prioritization and time management. But my greatest

Type	Question	Suggested Answer
	<ul style="list-style-type: none"> - What is your greatest strength? 	strength is my ability to effectively handle multiple projects and deadlines.
weaknesses	<ul style="list-style-type: none"> - What is your major weakness? - Describe your greatest weakness. 	I'm a very shy person. I realized I would have to change, then I took a speech class at night. I was able to overcome my shyness and speak out in front of the group. I've greatly improved my ability to communicate with others. Now, in front of a large of people I can give a presentation without a problem.
future plan	<ul style="list-style-type: none"> - What would you like to be doing in the future? - What do you hope to do five years from now? - Where do you see yourself in five years? - What are your goals for the future? 	<ul style="list-style-type: none"> - I would like to become the very best marketer that your company can rely on. I feel I'll be fully prepared to take on any greater responsibilities. - In five years, I see myself to be promoted to a senior management position as I have worked very hard at my job.

Practice

Activity 1

1. Listen to examples of five types of questions and responses for a job interview.

Then repeat them.

2. Study the phrases in Table 1.1 again. Listen and repeat. Then practice asking and answering interview questions with your partners.

Comprehension Check

Exercise 1

Fill in the blank with appropriate words or phrases.

Manager So, Miss Pattama, please tell me something about yourself.

Pattama Well, I got _____ 1) from Suan Dusit University. I studied a secretarial and office work course there. After university, I worked for Better Way Co. Ltd. which is a cosmetics direct sales distributor for two years.

Manager What were your key responsibilities at Better Way?

Pattama I _____ 2) visitors and took them round the company. I also fixed appointments and answered the phone. I arranged the weekly meetings.

Manager What makes you interested in working with us?

Pattama Your _____ 3) has a good reputation in the logistics industry. And I see I can use my skills at work while looking for some advancement opportunities for myself.

Manager What do you hope to do five years from now?

Pattama In five years, I see myself to _____ 4).

Manager If we offer you a position and you accept it, how soon can you begin to work?

Pattama _____ 5).

1.3 Model Conversations for Having a Job Interview

During a job interview, an interviewer usually starts a conversation with greetings and some introductions. Then a job candidate will be asked some questions. Finally, the interview conversation will end with saying goodbye and telling when the result is declared. Study the following conversations.

Conversation 1

Mrs. Jones, the HR Manager at Pro Logistics is interviewing Miss Wadeeporn Yang, a job seeker.

Mrs. Jones	Good morning, Miss. How are you today?
Wadeeporn	I'm fine, thank you. How about you?
Mrs. Jones	Very well, thank you. I've looked over your resume, Miss Wadeeporn but can you tell me a little bit about yourself?
Wadeeporn	Yes, of course. Well, I graduated from Suan Dusit University with a major in Business English. I took a three-month training with FedEx. And I had a part-time job as an assistant salesperson with the Mall Group when I studied in the final year.
Mrs. Jones	Did you like your job?
Wadeeporn	Yes, I learned a lot and had a chance to help some major sales.
Mrs. Jones	Why did you leave your job?
Wadeeporn	I have been looking for an opportunity to coordinate oversea people. I would welcome any opportunity to contribute to Pro Logistics, either here or aboard.
Mrs. Jones	I'm glad to hear that. Do you have any experience in import-export?

Wadeeporn Not really, I just helped my colleague prepare shipping documents but I am ready to learn. I am sure that I can improve my ability to work well and deepen my understandings.

Mrs. Jones Why are you interested in our company?

Wadeeporn Your company is well-known. I think working here would teach me a lot. Moreover, I have heard that your management system is excellent and I would be very interested in experiencing it myself.

Mrs. Jones What is your greatest strength?

Wadeeporn I'm good at organizational skills. I'm able to effectively handle multiple projects at the same time.

Mrs. Jones What do you want to do in three years from now?

Wadeeporn In the future, I hope to be working overseas as a part of your team.

Mrs. Jones OK. Do you have any questions about Pro Logistics?

Wadeeporn Well, is any training given?

Mrs. Jones Yes, we have 30-hour training about our company policy and technical knowledge. Thank you for coming, Miss Wadeeporn. We'll let you know about the result of the interview next Monday.

Wadeeporn Thank you, madam.

Conversation 2

Mr. Lee, the supervisor of Human Resources Department at CP Oil is interviewing Mr. Somsak Boonsub, a recent graduate.

Mr. Lee Good afternoon, please take a seat. I am Mr. Lee. I'm the supervisor of Human Resources. What's your name?

Somsak Nice to meet you, Mr. Lee. My name is Somsak Boonsub.

Mr. Lee Now tell me about yourself.

- Somsak I'm just graduated from Suan Dusit University with a degree in Business English. I'm now 22 years old, and I come from Samutprakarn.
- Mr. Lee At the moment we're looking for salespeople. Do you have any experience?
- Somsak Yes, I do. I work part-time as a sales assistant for a small clothing company on weekend. I'm certain that I would be an excellent candidate.
- Mr. Lee During your study, what extracurricular activities have you participated in?
- Somsak I organized a seminar and invited some guest speakers to share meaningful experience. I gained valuable skills in planning events, being a leader and working as a team to effectively manage tasks.
- Mr. Lee Great. Did you like it?
- Somsak I feel my education and experience outside the classroom have prepared me for a variety of career paths.
- Mr. Lee Our company needs young, hard-working and friendly employees to join the team. Well, I can tell you that I'm interested in working with you, too.
- Somsak Thank you for your time. Goodbye.

Practice

Activity 2

1. Listen and read the conversations 1–2.
2. Listen again and repeat.
3. Practice speaking the conversations with your partners. Then take turns being interviewers and interviewees.

1.4 Grammar

Present and Past Simple Tenses

Having a job interview in English can be a challenging task. It is necessary to use correct tenses to state when and what duties you have at your present or past jobs. Learn to use present simple and past simple tenses in a job interview.

1. Present Simple

A candidate uses the present simple verb form (V1) to speak about his or her current position and describe daily responsibilities. People can use *now*, *at present*, *current* to talk about the present events and activities.

Example:

- o Now I **work** for a company as a sales representative.
- o I **collect** data from all of our branches and **analyze** the information for the market research.

2. Past Simple

A candidate uses the past simple verb form (V2) to describe his or her daily responsibilities in the past jobs. People can use *past*, *ago*, *last* to talk about the past events and activities.

Example:

- o I **worked** for a company in Phuket from 2014 to 2016.
- o I **developed** an in-house database for the personnel department 6 months ago.

Comprehension Check

Exercise 2

Complete the sentences by using appropriate present simple or past simple verbs.

1. From your resume, you got a degree one year ago. What _____ your best subject at university?
2. I enjoyed studying English Conversations in the Workplace. I _____ in English camp in my second year study.
3. Now I _____ as a receptionist at a hotel in Bangkok. My friend Mary _____ for an electronics company for a year.
4. My current position _____ a secretary to Managing Director.
5. In my last job at a retail store, I _____ with clients' complaints. I talked to them a lot to help them find solutions.

1.5 Role Play

Work in a group of three. Do the followings:

1. Choose a job advertisement from the websites or a newspaper that interests your group. Alternatively, you can choose a job from the given list.

Translator	Executive Secretary
Receptionist	Public Relations
Sales Representative	Oversea Coordinator
Customer Relationship Officer	Marketing Communication Officer

2. Look at each type of interview question previously discussed in this unit.
3. Discuss which questions should be asked in a five-minute interview.
4. Think about what questions the interviewers might be asked, and then prepare the answers to the questions.
5. Answer the questions as best as you can. Remember to give practical examples of how you have used your skills and personal qualities.
6. Then have two of you as interviewers interviewing one who is acting as a job candidate.

7. Take turns.

Summary

This unit presents the most commonly used interview question types and answers are presented for an idea of an interview conversation. The model conversations are provided with expressions to review the most common interview questions and their answers. Present and past simple tenses used in the job interview are focused.

Review Questions

Study the following excerpt from a job interview conversation and then answer the questions.

Dujnapang Damrongkul has got an interview today. It is for a position of Personal Assistant to the Marketing Manager at a well-known company.

Chairman So, Khun Dujnapang, please tell us something about your education.

Dujnapang Well, I just graduated from Suan Dusit University with a degree in Business English. During the study, I did a secretarial and office work course there. With my final year, I had worked as a trainee in the marketing department for three months.

Chairman Good. Do you have any special abilities?

Dujnapang I can operate computers very well.

Chairman What computer programs can you use?

Dujnapang I can use Word, Excel, PowerPoint, Outlook and Photoshop.

Chairman All right.

1. What is the job that Dujnapang applies for?

2. What information does Chairman need to know?
3. Does Dujnapang have special abilities? If yes, what are they?
4. In your opinion, will you apply for a job in a large or a small company? Give reasons.
5. After graduated, what position will you apply for?

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ພ່ອກາຮົກເງິນທຳກ່ານນີ້“

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Unit 2

Introducing Yourself

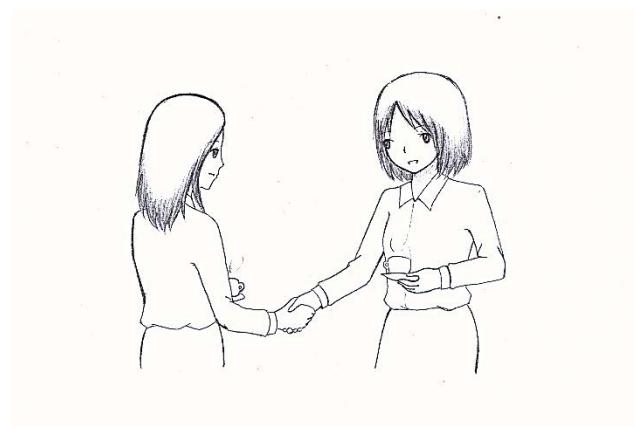
Introduction

In real life situations, business people have to introduce themselves in English to a colleague or a business partner, keep a conversation going and finish the conversation with a natural close.

In this unit, students will learn and practice saying hello to new business people, and introducing oneself to those business people. Some useful expressions for greeting and introducing yourself as well as model conversations are presented. Using contractions in sentences will be suggested. By the end of the lesson, students are encouraged to produce their conversations through the role play.

2.1 Warm-up

Work in small groups. Describe the picture. Where are the people? Are they meeting for the first time? Do they work for the same company? What do you think they are saying?



2.2 Useful Phrases for Greeting and Introducing Yourself

Some phrases used to greet and introduce yourself, expressing pleasure to have met someone, get the name right and develop a conversation with a small talk are presented. Study the following phrases.

Greeting and introducing yourself

Speaker A

Hello.	
Hi.	I'm
Good morning.	
Good afternoon.	
Good evening.	

Speaker B

My name's Alisa Sukjai.	Hello.
	Hi.
	Good morning.
	Good afternoon.
	Good evening.

My name's Peter Watson.	
I'm	

Expressing pleasure to have met someone

Speaker A

How do you do?	
Pleased to meet you.	
It's a pleasure to meet you.	
It's nice to meet you.	
Very nice to see you.	
Good to meet you.	

Speaker B

How do you do?	
Pleased to meet you, too.	
Pleased to meet you.	
It's nice to meet you, too.	
Very nice to see you, too.	
Good to meet you, too.	

Notes: *How do you do?* is not a question. It means the same as *Pleased to meet you*. People use it for the first time they meet a person.

Getting the name right

Speaker A

Sorry, what's your name

first name

last name

again?

Sorry, I didn't catch your name.

Speaker B

It's Alisa, but please call me Lisa.

It's Alisa Sukjai, but please call me Lisa.

Small talk

Asking about the occupation

Speaker A

What's your job?

Asking about the hometown

Speaker A

Where do you come from?

I'm from Singapore originally.

Talking about the hobbies and activities

Speaker A

I really like rock music.

I play tennis a lot.

Speaker B

I'm an accountant.

Speaker B

I come from New York, the United States of America.

Oh really? What part of Singapore?

Speaker B

Oh, I do, too. What's your favorite band?

I've never tried that but it seems like fun. Is it difficult?

Asking about the place

Speaker A

What do you think about Krabi? Are you enjoying your visit here?

Are you enjoying the conference?

Speaker B

Yes, quite a lot. The city is beautiful and the beaches are amazing.

Yes, it's very interesting.

How long have you been here?

For two weeks.

Practice

Activity 1

1. Listen to the above useful phrases. Pay attention to the stress and intonation of the speakers.
2. Walk around the class. Then practice asking and answering questions the given phrases with your partners.

Comprehension Check

Exercise 1

Complete the conversations with these words or phrases.

afternoon	name	meet	think
Pleased	nice	Good morning	

1. A Good morning. Can I introduce myself? My _____ is Philip Emmerson.
B Hello. Nice to _____ you, Philip. I'm Navadee.
2. A Hello. _____ to meet you.
B Pleased to meet you, too.
3. A Hello, Mr. Taylor. What do you _____ about Thailand?
B Great. Thailand is a wonderful country.
4. A Good _____, Somsak. It's good to see you again.
B Good afternoon, Lidia. It's _____ to be here again.
5. A _____.
B Morning. How are you today?

2.3 Model Conversations for Greeting and Introducing Oneself

When you are just employed, you are new to colleagues. You should greet and introduce yourself to people at work. If you are away to contact some business outside your company, you will also greet and introduce yourself to another business person. For international greetings, business people commonly shake hands when meeting new people. However, it does not mean that you are just greeting and telling your name. You should have a small talk to develop your conversation by asking some questions in common such as occupations, hometowns, hobbies and activities or places.

This section will present different situational conversations saying hello to new business people and introducing oneself to business people. Study the model conversations given.

Conversation 1

At the Marketing Department, Wadeeporn is just employed and today is her first day at work. She introduces herself to a new colleague, Jenny.

Wadeeporn	Hello. My name's Wadeeporn Yang but just call me Pam. I'm new here.
Jenny	I'm Jennifer Cady. You can call me Jenny. Nice to meet you, Wadeeporn.
Wadeeporn	Pleased to meet you, too.

Conversation 2

At the cafe, Wadeeporn is just employed for a few days. She introduces herself to a new colleague from different department, Miyoki.

Wadeeporn	Good morning. Can I introduce myself? My name is Wadeeporn Yang. I work in Marketing.
Miyoki	Hello. Glad to meet you, Wadeeporn. I'm Miyoki Nori. I work as an executive secretary to Sales Manager.

Wadeeporn Glad to meet you, too, Miyuki.

Miyuki How long have you been here?

Wadeeporn Not very long. Only a few days.

Miyuki And how do you like it?

Wadeeporn It's been great. I like the job and people are friendly and helpful.

Conversation 3

At the business conference, Wadeeporn is meeting a new business partner, Mr. Nakato.

Wadeeporn Good afternoon. I'm Wadeeporn Yang from P&T Electronics.

Mr. Nakato I'm Yuki Nakato from Samsung. How do you do?

Wadeeporn How do you do? Here, let me give you my card.

Mr. Nakato Thank you, here's mine.

Wadeeporn Are you enjoying the conference?

Mr. Nakato Yes, it's very interesting.

Wadeeporn Where do you come from?

Mr. Nakato I'm from Japan originally but now I work in Korea.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.
2. Then practice speaking the conversations with a partner. Take turns.
3. Work in pairs. Practice the conversations again. Use your name and these ideas to replace some information in the conversations.

Conversation 1:

Student A: It's nice to meet you.

Student B: Good to see you, too.

Conversation 2:

Student A: Purchasing / Are you enjoying your work here?

Student B: an overseas coordinator / I'm very happy working here.

Conversation 3:

Student A: Huawei Technologies Co. Ltd. / What do you think about the trade fair?

/ Where are you from?

Student B: Microsoft / It's interesting. I love new technologies. / I'm from Germany.

2.4 Grammar

Contractions

English speakers often use contractions in casual speech. Contractions should not be used in formal speech or writing. A letter inside of the *be* verb or *modal* verb is omitted to form one sound. The missing syllable is replaced with an apostrophe (''). The forms of contractions are as follows:

Standard Form

I am an accountant.

My name is Philip Emmerson.

It is nice to meet you.

You are very nice.

I would like to introduce myself.

What is your job?

Contraction

I'm an accountant.

My name's Philip Emmerson.

It's nice to meet you.

You're very nice.

I'd like to introduce myself.

What's your job?

Negative forms of contractions combine *not* with verbs to form one sound using an apostrophe.

Standard Form	Contraction
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She is not in Marketing.	She isn't in Marketing.
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I cannot visit your office.	I can't visit your office.
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Comprehension Check

Exercise 2

Rewrite sentences using correct contractions.

1. I am a researcher.

2. I am very happy to work here.

3. My name is Mary James.

4. I would like to introduce myself.

5. The conference is not interesting.

2.5 Role Play

In pairs, do the followings:

1. Suppose that you work for a company and now you are at the international trade fair. You are meeting new people there.
2. Use the model conversations and useful phrases for greeting and introducing yourself previously discussed in this unit to help you.

3. Make up a conversation which covers these:
 - o Say hello to someone
 - o Introduce yourself to someone
 - o Make a small talk in business
4. Role play the conversation. Take turns practicing both roles.

Summary

This unit presents the ways that business people introduce themselves in English to a colleague or client. Continuing a conversation by having a small talk is introduced. For grammar, contractions are presented to use in speech.

Review Questions

1. When meeting your coworker for the first time, how do you introduce yourself?
2. Is it necessary to shake hands in greetings when you know your colleagues well?
3. How can you introduce yourself to a client you don't know very well?
4. What phrase has the same meaning as "Pleased to meet you."?
5. Do business people commonly use contractions in a formal speech?

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Unit 3

Introducing Other Business People

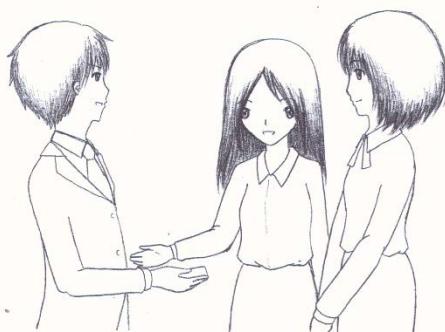
Introduction

In real life situations, business people have to introduce the other person to a colleague or a business partner and keep a conversation going. Some useful expressions for introducing new business people to someone else are therefore presented.

In this unit, students will practice introducing others to business people. Some useful expressions for greeting and introducing others as well as model conversations are presented. The use of the present perfect tense for asking about experience will be suggested. By the end of the lesson, students are encouraged to produce their conversations through the role play.

3.1 Warm-up

Work with a partner. Look at the picture. What do you think they are saying?



3.2 Useful Phrases for Introducing Other People

Some phrases used to introduce other people as well as develop a conversation with a small talk are presented. Study the following phrases.

Introducing other people

May I introduce you to Mr. Keith?

Peter, can I introduce you to Paul Santos? Paul, this is Peter Thomson.

Paul, this is my colleague, Fangjing.

I'd like you to meet my coworker.

I believe you haven't met Carl.

Have you met Sarah?

Tom, do you know Bill?

This is Mario. Mario works in our Tokyo office.

Expressing pleasure to have met someone

Speaker A

How do you do?

Hello, Mario. Pleased to meet you.

It's nice to meet you.

Speaker B

How do you do?

Hello, Tom. Pleased to meet you, too.

It's nice to meet you, too.

Small talk

Talking about the weather

Speaker A

What is the weather like in London?

What's the weather like there?

Speaker B

Pretty cold, at this time of the year.

It's very hot at present.

Asking about the city**Speaker A**

Have you been to Bangkok before?

What is Bangkok like?

At the trade fair**Speaker A**

Have you ever been to this trade fair before?

What do you think of the fair?

Have you seen any interesting products?

Did you order any?

Speaker B

No, this is my first time actually.

It's a beautiful country.

Speaker B

Yes, I have.

No, I haven't.

It's really exciting. I've met lots of people and seen many new products.

Yes. I expect to order some machines.

Yes, I did. I ordered mobile accessories a lot.

Practice**Activity 1**

1. Listen to the above useful phrases. Pay attention to the stress and intonation of the speakers.

2. Walk around the class. Then practice the given phrases with your partners.

Comprehension Check**Exercise 1**

Complete the sentences with these words.

ordered

believe

this is

Tina

nice

introduce

1. A David, can I introduce you to Yuki? Yuki, _____ David Todds.
 B Hello. _____ to meet you, Yuki.
 C Nice to meet you, too.
2. A Mr. Mills, have you seen any interesting products?
 B Yes, I've just _____ some office supplies.
3. Can I _____ my colleague to you?
4. I _____ you haven't met Carl.
5. _____, do you know Peter?

3.3 Model Conversations for Introducing Other People

Sometimes you may introduce someone to other people. For international greetings, business people commonly shake hands when meeting new people. When introducing someone to someone else, you should maintain an eye contact, be friendly and make others feel comfortable. You can introduce a colleague to someone by using the following phrases in the conversations below.

Conversation 1

At the office, Jenny is introducing Wadeeporn to her coworker, Ken.

- | | |
|-----------|---|
| Jenny | Wadeeporn, I'd like you to meet our web designer, Ken Nakamura. |
| Ken | Ken, this is Wadeeporn. She's in Marketing. |
| Wadeeporn | Nice to meet you, Wadeeporn. |
| Ken | Nice to meet you, too, Ken. |
| Ken | I'm looking forward to working together. |
| Wadeeporn | Me, too. |

Conversation 2

At the business conference, Peter Yang is introducing Wadeeporn to his executive.

Peter Yang Wadeeporn, may I introduce Miss Jones to you?

Wadeeporn How do you do, Miss Jones?

Miss Jones How do you do?

Wadeeporn Where are you from?

Miss Jones Originally I'm from Melbourne, Australia.

Wadeeporn It's a great city. How's the weather in Melbourne?

Miss Jones It's windy and cold.

Conversation 3

At the trade fair, Wadeeporn is introducing Tim Smith to her business partner.

Wadeeporn Mr. Smith, I'd like you to meet Naree Teerakul. She owns very successful mobile shops in Bangkok.

Tim How do you do, Ms. Teerakul?

Naree Pleased to meet you.

Wadeeporn Mr. Smith is our company lawyer. He takes care of the contracts.

Tim What do you think of the fair, Ms. Teerakul?

Naree Oh, it's really interesting.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.

2. Practice speaking the above conversations with your partners. Take turns.

3. Practice the conversations again in groups of three. Change the information using these ideas.

Conversation 1:

Siriwan Sainampran / researcher / Research and Development

Mary Yang / Sales

Conversation 2:

Intira Kans / What is the weather like in Hokkaido?

Takuya Chimura / Hokkaido / windy

Conversation 3:

Nida Chen / She has a very successful fresh market.

Allen Tullis / event manager / organize and promote the events

1.5 Grammar

Present Perfect Tense

The form of the present perfect tense is **have + past participle**.

People use the present perfect to talk about:

1. Situations that began in the past and which are still continuing. Study the examples.

- o How long **have** you **stayed** here?
- o I've **worked** here for two months.

2. Past actions with present results. Study the examples.

- o She **has opened** a new shop in Singapore. (Now she has a shop.)
- o I **have** already **read** the letter. (Now the letter is in the office.)

3. Experience. Study the examples.

- o **Have** you **been** to Japan?
- o **Have** you ever **visited** Germany?

- o **Have** you ever **been** to this conference before?
- o I've never **played** golf.
- o **Have** you **met** Sarah?

Comprehension Check

Exercise 2

Choose the correct phrases in brackets.

1. (Have you participated / Did you participate) in the international conference yesterday?
2. I'm looking for office furniture. (Have you seen / Did you see) it?
3. (I've already met / I already saw) my client. He's at the general annual meeting.
4. I (have been / went) to Manila last year.
5. (Have you ever been / Did you go) to this trade fair before?

1.6 Role Play

In a group of three, do the followings:

1. Suppose that now you are at the international trade fair.
2. Study useful phrases and model conversations for introducing other people previously discussed in this unit.
3. Make a conversation which covers these:
 - o Introduce someone to someone else
 - o Make a small talk in business
4. Role play the conversation. Take turns practicing both roles.

Summary

This unit presents expressions used for introducing other people to a colleague or client. Some useful phrases for continuing a conversation with common topics is also introduced. The use of the present perfect tense for asking about experience is provided.

Review Questions

1. How can you introduce a coworker to a person who works in the different department?
2. How do you introduce your colleague to someone you have just met at the international conference?
3. Is it essential that you shake hands when you introduce someone to someone else?
4. Is the sentence “*Have you ever to China?*” correct?
5. Put the sentence “Malaysia have never I visited.” in the correct order.

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“ នងការិយាល័យសាន្តិត
ដើម្បីការគិតជាអាជ្ញន ”

Unit 4

Describing Jobs and Companies

Introduction

After greetings and introductions in business, it is essential that a business person has to talk about your job and another person's job. He or she should also develop a conversation with describing company background and activities.

In this unit, students will learn expressions for asking and answering about job responsibilities and company profiles. In grammar part, making wh- and yes/no questions are presented. At the end of the unit, they are encouraged to role play a conversation.

4.1 Warm-up

Work with a partner. Look at the pictures and discuss the questions.



What do these companies do?



What kinds of job these people do?

4.2 Useful Phrases for Talking about Jobs and Companies

When asking and answering questions about job responsibilities and company profiles or company activities, some useful phrases are suggested in Table 3.1.

Table 4.1 Phrases for Talking about Jobs and Companies

Question	Response
What do you do?	I'm an administrative assistant. I'm in Purchasing.
What are your job responsibilities?	I'm responsible for buying supplies.
What are you responsible for?	I'm in charge of purchasing computer software. I take charge of making appointments and arranging meetings. I deal with customers' questions and complaints.

Question	Response		
Do you have other responsibilities?	Yes. I look after the company's website.		
Who do you work for?	I work for True Corporation.		
Who are you with?	I'm with Siam Commercial Bank.		
Where do you work?	Now I work in Bangkok.		
What does the company produce? make? manufacture? do?	My company produces home furniture. makes manufactures builds		
What services does the company provide?	The services the company provides are freight forwarding and warehousing.		
Where is your company based?	It's based in Rayong.		
Where are its headquarters?	The headquarters are in Seoul.		
When was your company founded?	It was founded in 1997.		
When did the company begin?	It began twenty years ago. It started in 2010.		
How many employees are there?	There are more than 450 employees worldwide. The company employs 450 people.		
How many offices factories branches	has the company got? It's got offices in Bangkok, London and Perth. It has two factories in Chonburi. It has ten branches in Asia.		

Practice

Activity 1

1. Study the phrases in Table 4.1 again. Listen and repeat.

2. Then practice asking and answering questions to talk about jobs and companies with your partners.

Comprehension Check

Exercise 1

Complete the conversations.

1. A: What do you do, Miss Yang?

B: I'm _____.

- a. work as an office clerk
- b. an office clerk
- c. keeping my boss's diary
- d. marketing

2. A: _____?

B: I work for Ikea.

- a. Where do you work
- b. When did the company begin
- c. Who do you work for
- d. What does the company produce

3. A: What does your company produce?

B: My company _____ car parts.

- a. manufactures
- b. started
- c. was founded
- d. offers

4. A: How many branches does the company have?

B: _____.

- a. We produce printers and copiers
- b. We plan to open more branches in Europe next two years
- c. We plan to introduce a new product next year
- d. We have three overseas branches

5. A: _____?

B: It sells electronic equipment.

- a. Who are you with?
- b. What does your company do
- c. What services does your company provide
- d. What do you do

4.3 Model Conversations for Talking about Jobs and Companies

In business life, you can always have an opportunity to describe your work and responsibilities. Also, you share your company background and activities to business people.

This section will present different situational conversations talking about jobs and companies when meeting business people. Study the model conversations.

Conversation 1

At the conference reception, Eric Jones is describing his job and company.

- | | |
|-----------|---|
| Eric | Good morning. My name's Eric Jones. I work for Italian Thai Development.
I'm a civil engineer. |
| Wadeeporn | Hi. I'm Wadeeporn Yang. I'm a marketing assistant. I work for P&T Electronics. What does your company do? |
| Eric | We design and build roads, bridges and buildings. |
| Wadeeporn | When was your company founded? |
| Eric | Italian Thai Development was founded in 1958. |
| Wadeeporn | Oh, almost 60 years ago. And where is it based? |
| Eric | It's based in Bangkok. |

Conversation 2

After Mrs. Boyer's presentation, Tingfang is talking about her job and company.

- Tingfang Hello, Mrs. Boyer. My name's Tingfang Zee. I really enjoyed your presentation.
- Mrs. Boyer Thank you. Who are you with, Ms. Zee?
- Tingfang I'm with Ibis Hotel Bangkok.
- Mrs. Boyer Oh, really? I always stay in Ibis Hotel when visiting Thailand. And what do you do?
- Tingfang I'm in IT Department. I make and repair computers.

Conversation 3

At the trade fair, after greetings and introductions, three business people are describing their company activities and job responsibilities.

- Janie Who do you work for?
- Taji I work for Microsoft Corporation. I'm a project manager in the manufacturing division.
- Nadia What does your company produce?
- Taji Microsoft produces computer software. What's your job?
- Janie I'm a sales representative. I work in the sales department of Philips Electronics.
- Nadia What are you responsible for?
- Janie I'm responsible for checking customer orders and preparing sales reports. I sometimes deal with complaints.
- Taji What does your company produce?
- Janie Philips Electronics makes lights and home appliances.
- Nadia Has it got any factories in Thailand?
- Janie Yes, it's got two factories. It develops new products every year.
- Taji And what do you do, Nadia?

- Nadia I'm responsible for providing account services to customers by receiving deposits and issuing withdrawals.
- Taji Do you have other responsibilities?
- Nadia Yes, of course. I sell bank products like health insurance packages.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.
2. Then practice speaking with a partner. Take turns.
3. Work in pairs. Complete the table below. You can search the websites for information needed. Then practice asking and answering questions about jobs and companies in the table.

	Student A	Student B
Job	sous chef	_____
Job responsibilities	<ul style="list-style-type: none"> - prepare good meals for hotel guests - train young cooks once a month - sometimes do workshops - _____ 	<ul style="list-style-type: none"> - sell retail products and services to customers - _____
Company's name	Benihana The Japanese Steakhouse, AVANI Atrium Bangkok	_____
Products / Services	_____	produce computers, printers, fax machines and scanners

	Student A	Student B
Head office	_____	Palo Alto, California
Offices / Branches	two branches in Bangkok, and one branch in Chonburi	one office in Silom, Bangkok and many overseas offices
Workers	_____	400 employees
Founded year	2010	_____

4.5 Grammar

Questions and Answers with *do* and *does*

1. Wh-Question

People can use information questions (what, where, when, why, how, or how many) in their everyday work. Information questions are formed with the question word first, then *do* or *does* and then the *subject* and *main verb*. Study these examples.

What do you do?

Where is your head office?

When does Mary attend the seminar?

How many employees does your company have?

2. Yes/No Questions

Questions that can be answered with *yes* or *no* are formed by putting *do* or *does* before the *subject* and the *main verb*. Study these examples.

Statement

I / You / We / They work for a logistics company.

I am in Marketing.

You / We / They are in Marketing.

Question

Do I / you / we / they work for a logistics company?

Am I in Marketing?

Are you / we / they in Marketing?

Statement

He / She works in Sales.

He / She is a secretary.

Question

Does he / she work in Sales?

Is he / she a secretary?

Yes/no questions can be answered with short answers (Yes, I do. / No, he doesn't.).

Or questions can be answered with additional information (Q: Do you have other responsibilities? A: I deal with customers' complaints.).

Comprehension Check**Exercise 2**

Write the words in correct order to make questions.

1. the head office / in / Hyundai / Thailand / is / of / where ?

2. do / like / job / your / you ?

3. what / your / does / company / do ?

4. does / company / export / goods / your ?

5. how / offices / have / you / many / do ?

4.6 Role Play

In groups of three, do the followings:

1. Suppose that you work for a company and now you are at the international trade fair. You are meeting people there.
2. Use useful phrases and model conversations for talking about jobs and companies previously discussed in this unit to help you.
3. Make a conversation which covers asking and answering questions about:
 - o jobs
 - o job responsibilities
 - o company profiles or activities

The following company profile belongs to one of the persons you are talking to.

USPS – We provide a variety of postal services. We have many overseas branches. We plan to open more branches in Europe in the near future.

4. Role play a conversation. Take turns practicing the roles.

Summary

This unit presents the ways that business people can ask and answer some questions about work and job responsibilities. It also mentions about asking and describing company activities. Questions and answers with do and does are presented.

Review Questions

1. When you attend the seminar and need to know the job of the person you've just met, how do you say?
2. Write the sentence which has the same meaning as *Who are you with?*.
3. If Mr. Hudson responds to you *There are 200 employees in Thailand*, what question do you possibly ask him?
4. What phrase can be used when asking about job responsibilities?
5. Rewrite the sentence “*She works in Research and Development.*” into a yes/no question.

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Unit 5

Saying Goodbye

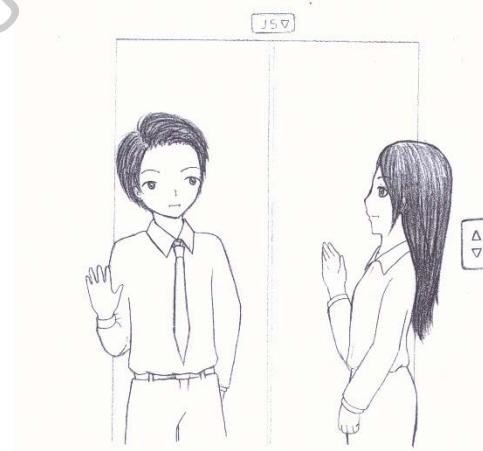
Introduction

In real life situations, business people finish their conversations with a natural close. Some useful expressions for ending conversation are therefore presented.

In this unit, students will learn some phrases and model conversations which indicate the time to go, positive comments, and future contacts as well as saying goodbye. The use of future simple tense for a promise and a spontaneous decision is presented.

5.1 Warm-up

Work with a partner. Describe the picture. Where are the people? What are they doing?



5.2 Useful Phrases for Saying Goodbye

Some useful expressions are suggested in order to finish a conversation with a good impression. Study the phrases shown in Table 5.1.

Table 5.1 Phrases for Saying Goodbye

Time to go
I'm afraid I'll have to go, otherwise I'll miss my flight.
Would you excuse me? I have to go soon.
I think it's time to go now.
I should be thinking about going.
I really should leave now.
Positive comments
It's been great working with you.
Well, it was nice to talk to you.
It was good meeting you.
I enjoyed getting to know you.
We've had a wonderful time.
Thank you for all your help.
Future contacts
I hope to see you again soon.
I'm sure we'll be seeing each other again very soon.
I look forward to seeing you next month.
Keep in touch.
Give me a call next time you are in New York.
See you later.
See you tomorrow.

Saying goodbye
Have a safe journey.
Have a good trip.
Drive carefully.
Have a good evening.
Goodbye.

Practice

Activity 1

1. Listen to the above useful phrases. Pay attention to the stress and intonation of the speakers.
2. Walk around the class. Practice saying goodbye to each other by using the phrases to help you.

Comprehension Check

Exercise 1

Fill in the blanks using the given words or phrase.

pleasure miss appreciate trip keep in touch

Anna Look at the time! I'd better leave soon. I'll _____ 1) my flight.

Praditha It's been a _____ 2) working with you over the past few days, Miss Barnard.

Anna I learned a lot while I was here. I think the trip was very useful. I really _____ 3) everything you've done for me.

Praditha I'm sure we'll meet again. I have your business card with your e-mail address. I'll write or call you anytime.

Anna No problem. We will _____ 4).

Praditha Have a safe _____ 5).

5.3 Model Conversations for Saying Goodbye

When a conversation comes to the end, there are some different ways of finishing a conversation. This section will suggest conversations including some useful expressions used to finish a conversation with a good impression. These expressions focus on talking about the time to go, positive comments, future contacts and saying goodbye. Study the model conversations.

Conversation 1

At the reception after a fifteen-minute talk, Linda says goodbye to Praditha.

Linda I'm afraid I'll have to go now.

Praditha Well, it was nice talking with you.

Linda Yes, we'll have to meet again sometime.

Praditha That would be great. Goodbye.

Conversation 2

After the factory visit, Mr. Tsumoto says goodbye to Praditha.

Mr. Tsumoto I'll have to leave for the airport. My flight is at midnight.

Praditha We look forward to seeing you next month. Have a good flight.

Mr. Tsumoto All right. Goodbye.

Conversation 3

Praditha is saying goodbye to Yamada whom she knows well.

Praditha Well, goodbye, Yamada. I've enjoyed working with you.

- Yamada I've enjoyed my visit. You've been very helpful.
- Praditha It was a pleasure. Please give my regards to the staff in the Tokyo office.
- Yamada I'll do that. If you're in Tokyo, you have our address.
- Praditha Right.
- Yamada OK. And I hope to see you again next year.
- Praditha I'll look forward to it. Have a safe trip home.
- Yamada Thank you. Take care. And keep in touch.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.
2. Practice speaking the above conversations with your partners. Take turns.
3. Practice the conversations again. Replace some information in the conversations.

5.4 Grammar

Future Simple Tense

The form of future simple tense is **will + infinitive**.

People can use the future simple in order to **promise or decide at the time of speaking to do something**. Study the examples.

- o I'll **do** that.
- o We'll **meet** again.
- o I **will have** to go now.
- o I'll **have** to leave for the airport.
- o We **will keep** in touch.

Comprehension Check

Exercise 2

Choose correct verb forms in the brackets.

1. I (will miss / am going to miss) my flight.
2. I (will enjoy /enjoyed) meeting you.
3. Wait! I (will help / help) you.
4. Mr. Jones ('ll call / called) you twenty minutes ago.
5. Yes, we ('ll have / have) to meet again sometime.

5.5 Role Play

Work in pairs. Follow the given situation.

1. You are saying goodbye to a new business acquaintance.
2. Use the model conversations and useful phrases for saying goodbye previously discussed in this unit to help you.
3. Role play a conversation.

Summary

This unit presents useful expressions to finish the conversation with a natural close are provided. The use of future simple tense for a promise and a spontaneous decision is presented.

Review Questions

1. How do you say goodbye to someone you don't know very well?
2. How do you say goodbye to a colleague at the end of the day?

3. Correct the sentence “Talk you tomorrow.”
4. What phrase has the same meaning as “I’ll be in touch.”?
5. Do you need to shake hands when saying goodbye to a coworker?

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Unit 6

Schedules

Introduction

Regarding successful business transaction, fixing a time to meet is essential. This unit will present expressions for talking about scheduled appointments. Students will learn about saying dates and times and talking about schedules. At the end of the unit, they are encouraged to role play a conversation asking and answering questions about schedules.

6.1 Warm-up

Work with a partner. Look at the following calendar. Today is Monday, March 6.

Write the dates with the correct phrases. The first one has been done for you.

MARCH		
6 Monday	13 Monday	20 Monday
7 Tuesday	14 Tuesday	21 Tuesday
8 Wednesday	15 Wednesday	22 Wednesday
9 Thursday	16 Thursday	23 Thursday
10 Friday	17 Friday	24 Friday
11 Saturday	18 Saturday	25 Saturday
12 Sunday	19 Sunday	26 Sunday

today

the sixth of March

tomorrow

this Thursday

this weekend _____

next Monday _____

next Friday _____

next week _____

a week from next Monday _____

the day after tomorrow _____

6.2 Useful Phrases for Talking about Schedules

When asking and answering questions about some schedules, some useful phrases are suggested in Table 6.1.

Table 6.1 Phrases for Talking about Schedules

Question	Response
When's the international trade fair this year?	It's in December from the seventh to the ninth.
When will the meeting be held?	It will be held on the seventeenth of September at 9 o'clock at Novotel Bangkok.
When has the conference call been scheduled?	The conference call has been scheduled for Tuesday, 1 June, from 10 to 12.
When's the presentation?	It's from nine to twelve.
What are you doing on the sixteenth?	I'm seeing the doctor at Siriraj Hospital.
What's Mrs. Watson doing today?	She's doing a marketing survey in Sukhumvit area.
What's Mr. Thomson doing tomorrow?	He's receiving visitors at eight o'clock.
What's Tom doing on Thursday?	He's visiting our factory in Rayong.
And what's she doing at 3.00?	She's leaving for the Don Muang Airport.

Practice

Activity 1

1. Study the phrases in Table 6.1 again. Listen and repeat.
2. Then practice asking and answering questions to talk about some schedules with your partners.

Comprehension Check

Exercise 1

Fill in the blanks.

1. _____ is the general annual meeting this year?
2. What are doing on _____?
3. What are you doing _____ two o'clock?
4. The conference is _____ nine to _____.
5. The department meeting will be held on the _____ of March.

6.3 Model Conversations for Talking about Schedules

At work, business people always talk about their own work schedules and timetables. This section will present how to say time and duration.

Conversation 1

Diana Stone is a manager for an insurance company. She is talking to her colleagues, Navadee and Joanna about schedules of the insurance fairs.

Diana OK. Is everyone ready? I've got all the dates of the upcoming insurance fairs. I'd like us to decide who's going to each one. First, we've got an insurance fair in Pattaya, Chonburi.

Navadee What are the dates this year, Diana?

Diana First week of August, from the first to the fifth. Do you want to go this year?

Navadee Well, I don't mind.

Joanna When's the Phuket insurance fair this year?

Diana It's quite late this year. It's in December from the seventh to the ninth. And I hope you would come, Joanna.

Joanna Yes. Why not?

Diana Good. Bangkok insurance fair is from the twenty-third of October to the twenty-sixth. I thought I would go straight on to it.

Conversation 2

Today is Monday. Navadee is discussing Mrs. Watson's schedule with her secretary, Yuri.

Navadee What's Mrs. Watson doing today?

Yuri She's making a presentation to the board at 10.00. She's attending a sales meeting in the afternoon.

Navadee What's she doing tomorrow?

Yuri She's meeting someone from the printers in the morning. Then she's having a working lunch.

Navadee What's she doing on Thursday?

Yuri She's visiting a client from Myanmar.

Navadee And what's she doing at 3.00?

Yuri She's going home. She's leaving for San Francisco at night.

Navadee She's very busy. I think I will talk to her after she comes back from USA.

Conversation 3

Paul is checking his schedules when Navadee needs to talk about the advertising campaign.



Navadee Paul, I need to talk to you about the advertising campaign. Are you free on Monday, the fifteenth of September?

Paul I'm afraid that's not possible. I'm attending the Annual General Meeting all day. I'm also having a marketing meeting.

Navadee When's the marketing meeting?

Paul It is on the seventeenth of September. It's from nine to twelve. Can we meet on Wednesday afternoon at one o'clock?

Navadee Sorry, I'm visiting the clients until four p.m. What are you doing on the sixteenth?

Paul Well, I'm leaving for the factory visit in Rayong to discuss the purchase of machines in the afternoon.

Navadee Can we make it Thursday then?

- Paul Oh sorry, I can't make it Thursday. I'm going to the trade fair in Singapore from the eighteenth to the twentieth.
- Navadee All right. How about Tuesday? Are you doing anything in the morning? I'm receiving visitors at eight o'clock, but I'm free from ten.
- Paul OK, then. Tuesday morning at ten. I'll go to your office.
- Navadee Fine. See you then.

Practice

Activity 1

1. Listen to the model conversations. Pay attention to the stress and intonation.
2. Then practice speaking the model conversations with a partner. Take turns.
3. Now practice the conversations again. Change dates, days, months and time where necessary.

6.4 Grammar

Prepositions of Time

People use prepositions *in*, *on*, or *at* to identify the time.

on date

on 9th

on 20 March

on day of the week

on Monday

on the weekend (American English)

at definite times, holiday periods

at 5 o'clock, at 2.30 p.m.

at midnight
 at the end of the week/month
 at the weekend (British English)
 at Easter/ Christmas
 at the moment ✓ (in the moment ✗)

in time periods

in the morning/afternoon/evening
 in March
 in five minutes
 in the first/second/third/final quarter

by deadline

by Friday/4 p.m./next month (at the latest)
 We must finish the report by Friday. ✓ (until Friday ✗)

Comprehension Check

Exercise 2

Complete sentences to express requests or offers.

1. Nida _____ a cup of coffee or tea?
 Mr. Yang No, thanks.

6.5 Role Play

In pairs, role play a conversation by following the given situation.

1. Take turns asking and answering questions to find out Nadia Freeman's schedule.

Use the expressions in the model conversations and useful phrases previously discussed in this unit. Today is Monday, March 7. See the following example.

A What's Nadia doing at 9:30 today?

B She's making a presentation to the board.

Nadia Freeman's schedule

MARCH		
7 Monday	14 Monday	21 Monday
9:30 a.m. make a presentation to the board	3.30 p.m. attend a marketing meeting	
8 Tuesday	15 Tuesday	22 Tuesday
10.30 a.m. meet Mrs. Park at the hotel		8.25 a.m. fly to Chiangmai
9 Wednesday	16 Wednesday	23 Wednesday
2 p.m. visit a client at the meeting room 3		
10 Thursday	17 Thursday	24 Thursday
10.00 a.m. attend a meeting on computer networking		
11 Friday	18 Friday	25 Friday
	10.30 a.m. present the customers' satisfaction results to the board	
12 Saturday	19 Saturday	26 Saturday
8.30 p.m. see Mrs. Park off at the airport		6.30 p.m. go to gym
13 Sunday	20 Sunday	27 Sunday
	4:30 p.m. play tennis	

2. One student writes two additional events in Nadia Freeman's schedule. Then the other student asks questions to find out these additional schedules. Take turns.

Summary

This unit focuses on phrases used when people need to talk about scheduled appointments. The conversations with useful expressions are also provided. Prepositions of time are also presented to talk about schedules.

Review Questions

1. What do you say when you want to know someone's schedule next Monday?
2. Correct this sentence *I'm going to the fashion show in Milan on the eighteen.*
3. Is the sentence "Mr. Thomson is in October 20." correct?
4. If a coworker asks you *When's the meeting?*, what do you respond to him or her?
5. Write the sentence with the same meaning as *Mrs. Freeman is visiting a client at the meeting room 3 at 2 p.m.*

References

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Unit 7

Making an Appointment

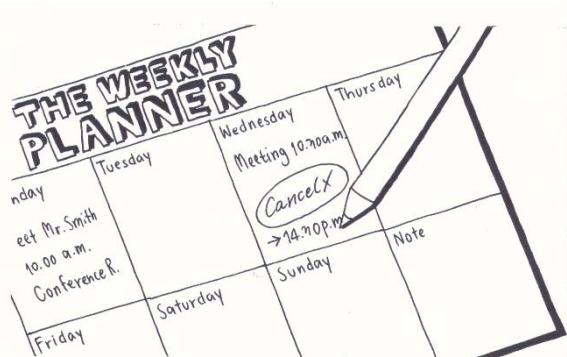
Introduction

When business people try to make an appointment, they often use indefinite excuses if they are busy at a certain time. At work, you will have an opportunity to arrange an appointment for people. Even though you have a scheduled appointment, something has happened unexpectedly. You must telephone someone and explain the problem why you have to change the appointment. Careful arranging to meet in business will show that you are a great meeting organizer.

This unit will cover some useful expressions used to make and change appointments. In grammar part, the present continuous tense for future plans is presented. The students are also encouraged to role play a conversation to fix an appointment.

7.1 Warm-up

Work with a partner. Discuss the pictures.



What is the weekly planner used for? Who will use it?



What is she doing?

7.2 Useful Phrases for Making an Appointment

When an office worker would like to arrange to meet someone to discuss some topics. Some useful phrases are suggested in Table 7.1.

Table 7.1 Phrases for Making Appointment

Question	Response
Can we meet on Thursday afternoon?	That's fine. See you on Thursday at one. I'm busy all day on Thursday. I'm afraid I'm busy on Thursday.
How about Friday morning?	On Friday, I'm visiting our factory.
What about three o'clock in the afternoon?	Three o'clock is fine.
What are you doing tomorrow? What are you doing next Monday?	I'm flying to New York.
What are you doing on Tuesday at one?	I'm meeting Mr. Thomson.
Would October 22 nd at 10 suit you?	Sorry, I can't make it at 10.

Question	Response
Is Tuesday convenient?	No, sorry. I'm not available on Tuesday. Yes, that looks OK.
When are you free? When is good for you? What time is good for you?	I'm free on Wednesday. I'm free at 11.30.
Are you free on Monday morning? Are you free on Tuesday at ten? Are you free on the 24 th ?	Sorry, I'm busy then. Yes, I'm free then.

Practice

Activity 1

1. Study the phrases in Table 7.1 again. Listen and repeat.
2. Then practice asking and answering questions to make some appointments with your partners.

Comprehension Check

Exercise 1

Complete this conversation.

- Frank Hi Amanda. This is Frank. How are you?
- Amanda Hi Frank. I'm fine, thanks. How are you?
- Frank Good, thank you. I'd like to ask if we can talk about our budget plan this week.
- Amanda Certainly. _____ 1)?
- Frank _____ 2) _____ 3) _____ 4) on Thursday at ten?

- Amanda Let me check my diary. No, sorry. _____ 5). I'm free in
the _____ 6). _____ 7) _____ 8) half past two?
Frank Half past two _____ 9) _____ 10).

7.3 Model Conversations for Making Appointments

This section will present different situational conversations to make and cancel some appointments for work. Study the model conversations.

Conversation 1

Today is Tuesday July 1st. Niramol Boondee calls Kim Tang to make an appointment.

- Niramol I was wondering if we could meet sometime to talk about next year's catalog. Are you busy tomorrow morning?
- Kim I'm sorry, but I'm meeting someone in the morning. How about the afternoon?
- Niramol I'm afraid I'm going to the dentist in the afternoon. What about the day after tomorrow?
- Kim I'm doing something in the morning, but I'm free all afternoon.
- Niramol The afternoon would be fine. Is 2.30 OK?
- Kim 2.30 is fine. Goodbye.

Conversation 2

Two people are arranging a meeting to discuss a new project.

- Michael Hello.
- Jessica Hello, could I speak to Michael Robertson, please?
- Michael Speaking.
- Jessica It's Jessica Adam from Microsoft here.

Michael Hello, Jessica. What can I do for you?

Jessica I'm calling about the new project in China. Can we meet on Wednesday morning?

Michael This week is not good for me. How about next week?

Jessica OK, I'll just check my diary. Are you free on Tuesday?

Michael Sorry, I'm busy all day. What about Thursday?

Jessica That looks OK. When do have in mind?

Michael Would three o'clock suit you?

Michael That would be fine for me.

Jessica Good. See you at your office next Thursday at three.

Michael OK, goodbye.

Conversation 3

Today is Wednesday July 2nd. Niramol Boondee calls Kim Tang to change an appointment.

Niramol Hello, Kim. This is Niramol from Smart Industry. I have got an appointment tomorrow at 2.30 with you. But unfortunately I must participate in an urgent meeting on that day.

Kim I understand. When would be a good time?

Niramol What about July 7th at 10.30? Is that a problem?

Kim Let me check my dairy. No, no problem at all.

Niramol Thank you. I'm sorry about that.

Kim It's okay. Thanks for calling.

Niramol Goodbye.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.

2. Then practice speaking the model conversations with a partner. Take turns.

3. Now practice the conversation again with a partner. Use your name and these ideas.

Student A wants to:

- talk about the training course for new employees.
- discuss printing cost for the new catalog.
- talk about the purposes of marketing survey

Student B gives a reply.

7.4 Grammar

Present Continuous for Future Plans

Business people can use the present continuous tense (**be** + *verb* + **-ing**) to talk about the future plans. Study the examples.

- o Who is Mr. Todd's *meeting* for lunch tomorrow?
- o What **are** you *doing* when you finish your work?
- o I'm *having* dinner with sales team next Monday.
- o She **is going** to Singapore for signing the contract.
- o I'm *leaving* for Vientiane this afternoon.

Please note that days, months, dates, and time can be mentioned in the sentences talking about future.

Comprehension Check

Exercise 2

Write P for the sentences that talk about the present and F for the sentences that talk about the future.

1. Tomorrow I'm going to Berlin for a trade fair. _____
2. Mary is busy. She's writing an inquiry letter. _____
3. Look! The sky train is arriving. _____
4. We're having a meeting this afternoon. _____
5. I'm interviewing for a secretary post at three. _____

7.5 Role Play

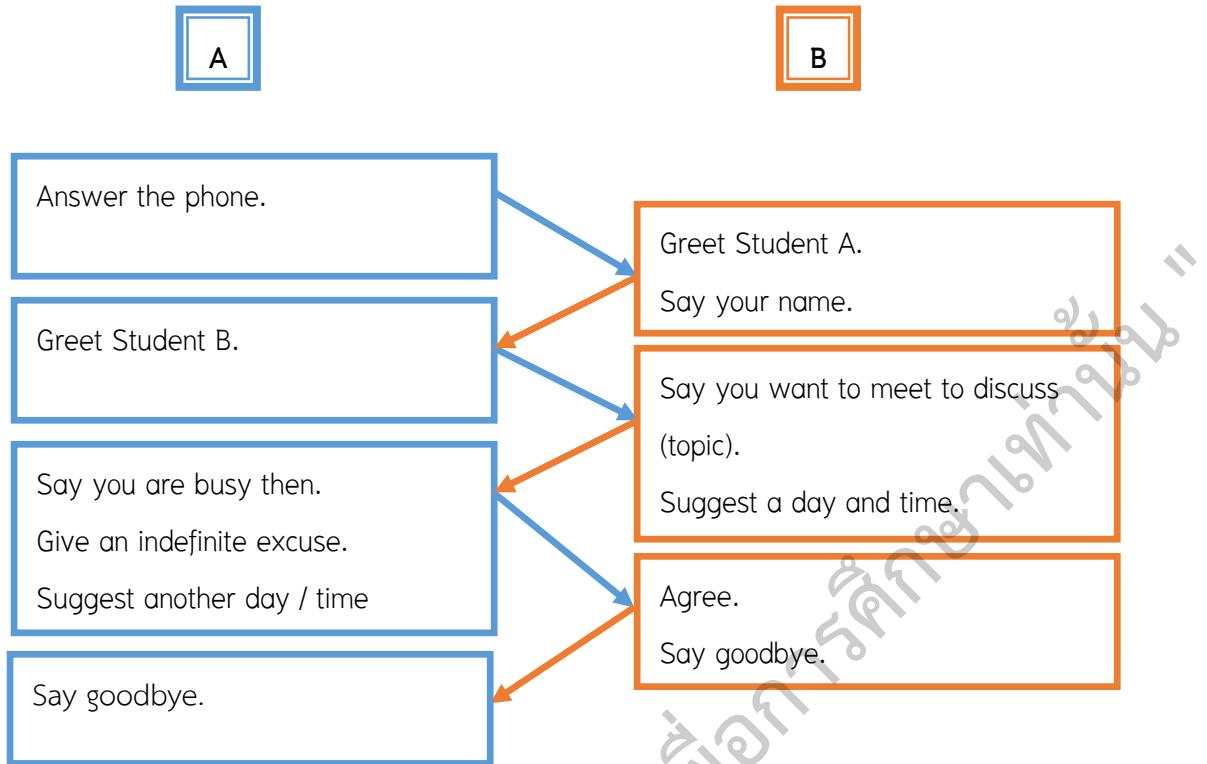
Work in pairs. Role play a conversation. Follow the given situation.

Student A and B work for the same company but in the different department.

Student B wants to fix a time to meet to discuss something. (Think of your topic before you start.)

Then Student B calls Student A at his or her office. Student A receives the call.

1. Follow the instructions given. Use your own names.



2. Change the role and practice again.

Summary

This unit illustrates expressions for making appointments. Arranging a meeting is also focused to lead to successful business transaction. The use of the present continuous tense to talk about the future plans is presented.

Review Questions

1. What do you say when you need to make an appointment with Mrs. Freeman in order to discuss the new project?
2. If you are not available to meet someone, how can you say?
3. What do you say that you are free to have a working lunch on Friday 29?
4. “Would Monday at 10 suits you?” Can you correct this sentence?
5. If your client is busy, what do you say to suggest another time to meet?

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- Barnard, R. & Cady, J. (2000). *Business venture 2*. Oxford: Oxford University Press.
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Unit 8

Giving Directions around the Office

Introduction

Business people are often out of their offices to go to the other company. In addition, when you are in a new company and you want to know where an office or a building is, there is a need to ask for and get directions.

In this unit, students will learn about how to ask for and give some directions with useful phrases and model conversations. In grammar part, prepositions of time to locate places are presented. At the end of this unit, students are encouraged to role play some conversations to ask for and give some directions around the office.

8.1 Warm-up

Work in small groups. Discuss the picture. Where are the people? What are they saying?



8.2 Useful Phrases for Asking for and Giving Directions

The business people often go to other people's offices. They also need to ask for directions. Meanwhile, at offices, employees may often give some directions to visitors. Some useful phrases when asking for and giving directions are suggested as follows:

Asking for Directions

- o Excuse me. Could you tell me how to get to Anderson Construction?
- o How can I get to the restroom, please?
- o Could you direct me to Ms. Sumit's office?
- o Good morning. How do I find the room 315?
- o Excuse me, where's Ken's desk?
- o Where's the meeting room 3?
- o What floor is Mr. Jones's office on?
- o Excuse me. I'm looking for the accounting department.

Giving Directions

- o Follow this hall / path.
- o The computer room is at the end of the hall on the right.
- o Take the elevator to the sixth floor. His office's on the left.
- o You have to go upstairs.
- o The storage room is on the second floor. You have to go downstairs.
- o Go down the escalator. The Human Resources Department is on the third floor.
- o Take the escalator to the third floor.
- o Go out of the lift and then turn right.
- o Keep walking straight, then turn left.
- o It's the second door on your right.

- o Go past the restroom.
- o The cafeteria is near the parking lot.
- o The café is on the *left / right* of the restaurant.
- o The meeting room is *next to / beside* the pantry.
- o It's *across from / opposite* the toilets.
- o The smoking area is in front of the vending machine.
- o It's behind the fitness room.
- o It's between the lounge and the library.

Practice

Activity 1

1. Study the phrases again. Listen and repeat.
2. Then practice asking and answering questions to ask for and give some directions with your partners.

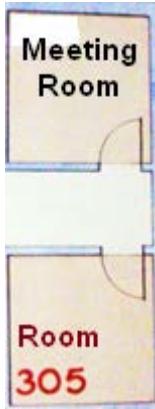
Comprehension Check

Exercise 1

Complete the short conversations.

Visitor _____ 1), could you tell me how to get to the Marketing Manager's office, please?

Receptionist Take the elevator on the second floor. His office's on the left.



Look at the plan for questions 2–3.

Visitor Excuse me, where's Lisa Green's office?

Bena She's in room 305. Just go upstairs. It's on the right, _____ 2) the meeting room.

Visitor I see. Thank you very much.

Bena _____ 3).

Pete Excuse me. I need to photocopy these documents. _____ 4)?

Sinee It's behind the glass door over there.

Pete _____ 5).

Sinee Don't mention it.

8.3 Model Conversations for Giving Directions around the Office

The visitors or workers often have to move around the office. They also need to find the way around places they have never been. Therefore, precise directions can help. Study the model conversations.

Conversation 1

Rita is quite new to the company. She asks for directions to Mr. Hall's office.

Rita Miyoki, how do I find Mr. Hall's office?

Miyoki You have to go upstairs, sir. It's the second office on the left.

Rita Thanks.

Miyuki You're welcome.

Conversation 2

A receptionist gives some directions to the Sales Department.

Receptionist Good afternoon, madam. Can I help you?

Virginia Yes, I'm Virginia Thomson, and I have a 2:00 appointment with Narong Sinchai in Sales. How do I get to the Sales Department?

Receptionist OK, Ms. Thomson, here, this is your temporary security badge. It's on the fourth floor. When you go out of the lift, turn right and straight down the hall. It's the second door on your left, and it says "Sales Department" on it. You can't miss it.

Virginia Thank you. And uh, where's the lift, please?

Receptionist Oh, just go over there, next to the stairs.

Virginia Thank you.

Receptionist You're welcome.

Conversation 3

An assistant manager leads the company tour.

Assistant Manager Come with me, please. OK, this is the lobby, of course. There's a cash machine in the corner there. And a public phone's next to the cash machine opposite the lobby.

Visitor Yes, is the lobby open 24 hours?

Assistant Manager Yes, it is. Now, let's go to the lifts. They're next to the stairs. This lift on the left stops only to the first, third, fifth, or seventh floors. And this one here stops on every floor. We'll go to the first floor to

begin. You'll see the cafeteria and the lounge. Then go to the second floor, just go up the stairs. The business center is across from the stairs.

Visitor Excuse me, can you tell me where the research laboratory is?

Assistant Manager It's on the third floor. When you come out of the lift, turn right. Walk past the meeting room. It's the second door on your left.

Visitor OK. Can we stop here for a while?

Assistant Manager Certainly. After this, I'll show you our fitness center on the seventh floor. Follow me, please.

Visitor Wow, great!

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.

2. Work with your partner. Practice the conversations. Take turns.

3. Practice the conversations again. Change the information where necessary by using these ideas below.

Brett Todds / a 10:30 a.m. meeting / Accounting

seventh floor / turn left / the last room on your right

Miyaki Takashi / a lunch appointment / Production

first floor / go straight ahead / at the end of the corridor on your left

8.4 Grammar

Prepositions of Place

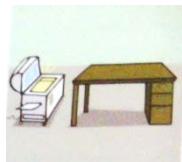
Prepositions of place are essential when giving directions in the workplace. Study the prepositions in sentences with illustrations.



The desk is *under* the clock.



The desk is *on the left of* the window.



The desk is *next to* the chest.



The desk is *between* the plant *and* the table.



The desk is *beside* the chest.



The desk is *in front of* the table.



The desk is *behind* the table.

The desk is *across from* the plant.

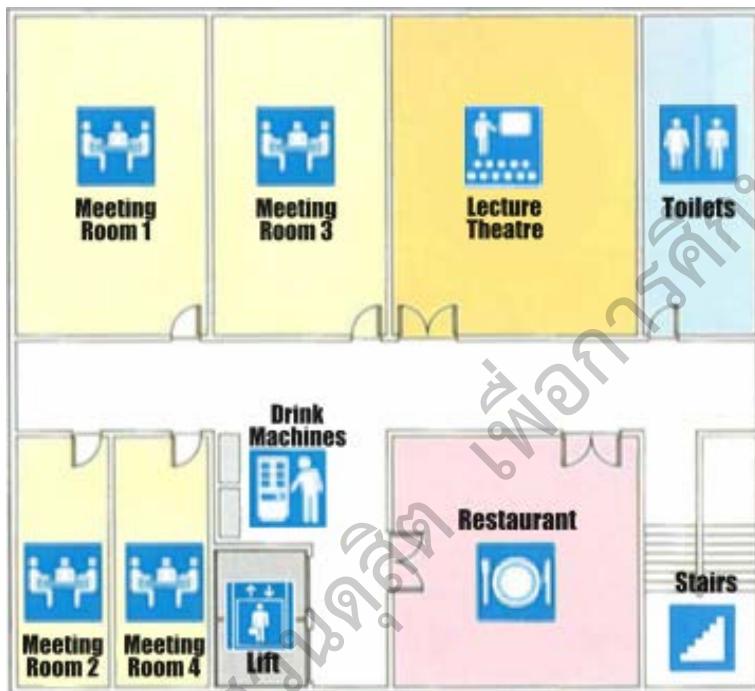
The desk is *opposite* the plant.

Comprehension Check

Exercise 2

Look at the plan. Complete the sentences with these prepositions.

next to on the right in front of between opposite



1. The toilets are _____ the stairs.
2. Meeting room 4 is _____ meeting room 2.
3. Meeting room 3 is _____ meeting room 1 and the lecture theatre.
4. The toilets are _____ of the lecture theatre.
5. The drink machines are _____ the lift.

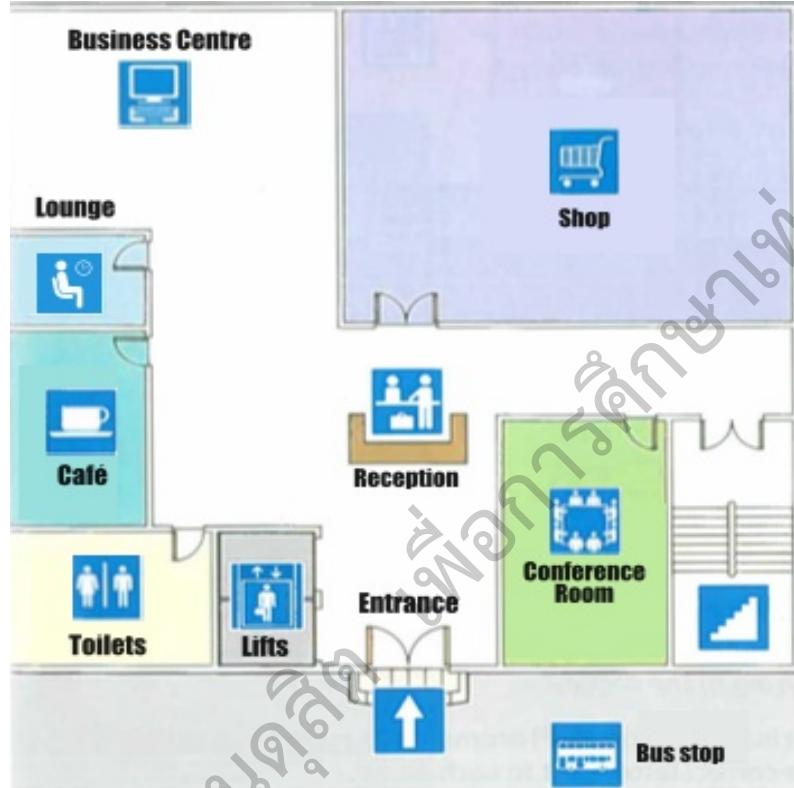
1.6 Role Play

Work with a partner. Follow the given situation.

1. Student A is the HR Assistant Manager who takes the visitor round the company.

Student B is a visitor.

2. Use useful phrases and model conversations for asking for and giving directions previously discussed in this unit to help you.
3. Use the following plan to make a conversation asking for and giving directions.



4. Role play a conversation. Swap the roles.

Summary

This unit presents expressions used in asking for and giving directions in the company. Prepositions of time to locate places are also provided.

Review Questions

1. What do you say to ask for some directions to the HR Department?
2. What do you say when someone asks for directions to Mr. Jackson's office which you know well that it is the second door on the fourth floor?

3. If someone says “My name’s Brett Todd and I have a 10 a.m. meeting with Mrs. Yang in Sales. How do I get to the Sales Department?”, how can you respond to him? Look at the given plan to help you.



4. Correct the sentence “The drinking machine is in front the elevator.”
5. Complete this sentence “You must _____ to the second floor.”

References

- Barnard, R. & Cady, J. (2000). *Business venture 1*. Oxford: Oxford University Press.
- Buckingham, A., Stephens, B. & Lane, A. (2014). *International express elementary*. Oxford: Oxford University Press.
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Unit 9

Welcoming a Visitor

Introduction

At work, you always welcome visitors. You commonly receive a visitor at your office and sometimes pick up a visitor from an oversea country at the airport. Acting as a good host is very helpful.

This unit presents ways that a host deals with visitors. Helpful, polite and appropriate expressions are focused with different situational conversations that may take place at the airport, in the taxi, and at the office. In grammar part, modal verbs used to express requests or offers for welcoming some visitors are presented. At the end of this unit, students are encouraged to role play some conversations to receive the visitors.

9.1 Warm-up

Work in small groups. In this picture, a visitor comes to the office. Discuss the questions.



Who is she? And what is she doing? What are possible reasons why he comes?

What do you do when you have to welcome a visitor who is waiting in your office?

9.2 Useful Phrases for Welcoming Visitors

When an office worker as a host would like to show hospitality to a visitor, he or she can have a small talk and offer some drinks. Some conversations may take place at the airport, in the taxi and at the office. Some useful phrases are suggested in Table 9.1.

Table 9.1 Phrases for Welcoming Visitors

Host	Visitor
At the airport	
Excuse me. Are you Mr. Park?	Yes, it's me.
Hello, Mr. Thomson. Welcome to Thailand.	Hello, Namthip. It's nice to meet you.
Did you have a good flight? How was your flight?	It's tiring. I could not sleep well. My flight was delayed but it was OK. It was fine, thanks. There were no delays.
Did you have a good trip? How was your journey?	Not too bad, thanks.
The limousine is waiting outside. Please follow me.	Good, thank you.
We take a taxi at the airport to the hotel. This way, please.	I'll see. Thanks. How long does it take to the hotel?
In the taxi or the limousine	
The traffic in Bangkok is quite terrible at this time.	Traffic jam in London is also bad.
How's the weather in London?	Oh it's wet and cold.
Have you ever been to Thailand?	I've never been here. This is my first time.
Is this your first visit to Bangkok?	Not really. I came here when I was young. No, it isn't. I visited Bangkok last year.

	No, I came here three years ago for a conference.
At the office	
Was it easy to find the office?	No problem at all. I walked here from the hotel.
Would you like a cup of coffee while you wait?	I'd love one. Thank you.
What would you like to drink?	A cup of coffee, please.
Would you like a tea or coffee?	Yes. Could I have a coffee, please?
Would you like me to show you round the company?	Yes, please. I'm looking forward to seeing it.
Would you like to follow me? It's this way.	OK, thanks.
Visitor	Host
At the office	
Excuse me. Could I see Mr. Thomson?	May I have your name, please?
Good morning. May I see Mr. Todds?	Do you have an appointment, sir?
Good morning. I'm Michael Cheng. I have an appointment with Mr. Jones.	Come in, please. Mr. Jones is waiting.
Hello. My name's Paul Smith. I have an appointment with Mr. Hall.	Could you wait a few seconds, please? I'll tell him you're here.
Good afternoon. My name's Jeff Watson. Mr. Hall is waiting for me.	Good afternoon, Mr. Watson. Just follow me. This is the meeting room. Please have a seat.

Practice

Activity 1

1. Study the phrases in Table 9.1 again. Listen and repeat.
2. Then practice asking and answering questions to receive visitors with your partners.

Comprehension Check

Exercise 1

Match the phrases 1–5 in Column A to the correct responses a–e in Column B to make a conversation.

Column A

1. Did you have a good trip?
2. Was the flight on time?
3. I have an appointment with Mrs. Swan.
4. Is your hotel OK?
5. Can I get you a drink?

Column B

- a. Please take a seat. I'll see if she's available.
- b. Yes, it was.
- c. Thank you. Green tea would be great.
- d. Very good, thank you.
- e. Yes, it's very comfortable.

9.3 Model Conversations for Welcoming Visitors

In business, greeting is the most common to begin a conversation when you have to receive some visitors. After greetings and introductions, a host should extend a conversation with talking about everyday topics like traffic, travel, accommodation, and weather. This section will present different situational conversations including helpful greeting

phrases used for welcoming visitors at the airport and at the office. Study the model conversations.

Conversation 1

Namtip picks up a foreign business partner at Suvarnabhumi Airport.

- | | |
|---------|--|
| Namthip | Good evening. I'm Namthip Sakunchai. |
| Brian | Brian Taylor. Nice to meet you, Ms. Sakunchai. |
| Namthip | Pleased to meet you, Mr. Taylor. Welcome to Thailand. |
| Brian | Thank you. Thailand is a wonderful country. |
| Namthip | Did you have a good flight? |
| Brian | Pretty good, thanks. |
| Namthip | We'll take the escalator down to the car park. This way, please. |
| Brian | OK. |

Conversation 2

Namtip and Brian take a taxi from Suvarnabhumi Airport to the hotel.

- | | |
|---------|--|
| Namthip | Have you ever been to Thailand? |
| Brian | No, I came here three years ago for a conference. |
| Namthip | The traffic in Bangkok is quite terrible at this time. |
| Brian | Traffic jam in London is also bad. How long does it take to the hotel? |
| Namthip | Around an hour. |

Conversation 3

Namtip receives the visitor Ms. Ford at her office.

- | | |
|----------|--|
| Ms. Ford | Good afternoon. I'm Natalie Ford. I have an appointment with Mr. Yang. |
|----------|--|

- Namthip Good afternoon, Ms. Ford. Mr. Yang will see you in a minute. Have a seat, please.
- Ms. Ford Thank you.
- Namthip Can I get you something to drink?
- Ms. Ford No, thank you.

Conversation 4

- Sung Jee Good morning. I'm Chang Sung Jee. Mr. Yang is waiting for me.
- Namthip I'm afraid Mr. Yang is in a meeting at this moment but it won't take long.
Would you like to take a seat?
- Sung Jee Oh, yes. Thank you.
- Namthip Would you like a cup of coffee or tea?
- Sung Jee Yes, please. A cup of coffee. Thank you.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.
2. Practice speaking the above conversations with your partners. Take turns.
3. Make a conversation by using the above conversations as your model. Choose one situation from 1) receiving a visitor at Suvarnabhumi Airport, 2) making a small talk in the taxi or 3) receiving a visitor at the office. Then practice speaking with a partner.

1.5 Grammar

Modal Verbs for Requests and Offers

The verbs and expressions ***can, could, may, would, would like*** are used before other verbs when you want to **express requests or offers** for welcoming some visitors. The polite expressions and hospitality can show good manners. Study the following examples.

Requests

- o Could I see Mr. Thomson?
- o May I see Mr. Todds?
- o May I have your name, please?
- o Could you wait a few seconds, please?
- o I would like a green tea, please.

Offers

- o Can I help you?
- o Can I get you something to drink?
- o Would you like to take a seat?
- o Would you like some drinks?
- o Would you like me to show you round our office?
- o Would you like to follow me?

Comprehension Check

Exercise 2

Complete sentences to express requests or offers.

1. Nida _____ a cup of coffee or tea?
Mr. Yang No, thanks.

2. Mrs. Jones _____ see Mrs. Cheng?
- Nida May I have your name, madam?
3. Nida Mrs. Cheng is having a meeting. _____ wait for a while, please?
- Mrs. Viney OK, thanks.
4. Nida _____ to take a seat?
- Peter Yes, thank you.
5. Nida What would you like to drink?
- Mary _____ a tea with milk. Thank you.

1.6 Role Play

Work with a partner. Follow the given situation.

1. You are expecting to receive a visitor from another country at the airport and at the office.

Student A: You are the host.

Student B: You are the visitor.

Place	Host	Visitor
At the airport	It is 8.00. You are meeting your visitor at the airport. He or she arrives. Greet him or her.	Respond to your host's greeting.
	Ask about the flight.	Answer. Ask if it is far to the office.
	Answer. Suggest you take a taxi or a limousine.	Say thank you.
	Ask your guest if he or she has ever been to your country before.	Answer. Make a comment about the place.

In the taxi or a limousine	Ask your guest about the weather in his or her country.	Answer.
	Make a comment about the traffic in Bangkok.	Agree. Make a comment about the traffic in your country.
At the office	Welcome the visitor.	Greet the host. Tell that you have an appointment with Mr. Jones.
	Tell the visitor that Mr. Jones is having an urgent meeting and soon meets the visitor. Offer drink.	Ask for drink.
	Offer to show the office while waiting.	Say yes.

2. Study model conversations and useful phrases for welcoming visitors previously discussed in this unit to help you.
3. Role play the conversation. When you've finished, swap roles.

Summary

This unit focuses on ways dealing with foreign visitors. The suggested expressions for different situations like picking up at the airport, extending a conversation in the taxi, and welcoming a visitor at the office. Modal verbs used to express requests or offers for welcoming some visitors are also presented.

Review Questions

1. What do you say if you would like to ask about the flight?
2. What question should you ask your guest if he or she has ever been to your country before?

3. What do you say to offer some drinks to your visitor?
4. If your visitor Mr. Thomson has to wait for Mr. Jones for fifteen minutes, what should you say to him?
5. When your visitor says “May I see Mr. Yang?”, what should you say back to him or her?

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Unit 10

Making and Receiving a Phone Call

Introduction

An office worker often makes a call to talk about a business with the persons in the same company or those in other companies. In the meanwhile, he or she always answers a call. To succeed in business, people should use a friendly and helpful voice when telephoning.

This unit will provide useful phrases used in making and receiving a call with model conversations. In grammar part, prepositional phrases with *to*, *about*, *for*, *from* are presented. At the end of this unit, students are encouraged to role play some telephone conversations.

10.1 Warm-up

Work in pairs. Discuss the picture. Where is this woman? What is she doing?



10.2 Useful Phrases for Making and Answering a Call

Business people always make telephone conversations. Some useful phrases to make and answer telephone calls are suggested as follows:

Caller Good morning. My name is Paul Phillips. May I speak to Mrs. Jane Smith?

Receiver Hold on a moment. I'll get her.

Caller Excuse me, I'd like to talk to Mrs. Hamilton.

Receiver May I have your name, please?

Caller Tom Jones.

Receiver Hold the line, please, Mr. Jones. I'll see if she's in.

Caller This is Marry Smith. May I speak to Mr. Hills?

Receiver One moment, please. I'll see if he's available now.

Caller Hello, I would like to speak to Mr. Walter Halls, please.

Receiver Wait a minute, please. I'll connect you.

Caller This is Lin Yu Ling. May I speak to Mr. Anderson?

Receiver Speaking.

Receiver Alisa speaking.

Caller Hi, Alisa. It's me, Yuki. I'm calling from Tokyo to talk about our new contract.

Receiver What can I do for you?

Caller I'm ringing about the Purchase Order No. 365.

- Caller Hello. Extension 5857, please.
- Receiver A moment, please.
- Receiver Just a moment, please, I'll put you through to the finance section.
- Caller Thank you.
- Receiver Can you wait a moment, please? I'll transfer your call to Mrs. Burns in Purchasing.
- Caller Yes, of course. Thank you.
- Receiver Thank you for your call.
- Caller Goodbye.

Practice

Activity 1

1. Study the phrases again. Listen and repeat. Pay attention to the pronunciation and intonation.
2. Then practice the phrases with your partners.

Comprehension Check

Exercise 1

Complete the sentences with appropriate phrases.

1. Hello. _____ speak to Mr. Ken Yamasaki, please.
2. _____, Miss Yang. I'll connect you.
3. I'll _____ to Mrs. Jones in R&D.
4. Hello, Ken. I'm _____ to talk about our meeting next week.

5. Maria: Maria _____.

Tom: Hi, Maria.

10.3 Model Conversations for Making and Answering a Call

The office workers often have telephone conversations to discuss something. Not only talking on the phone but also answering the telephone by using a friendly and helpful voice while telephoning can help create good impression. Study the model conversations.

Conversation 1

Miss Wadeeporn Yang makes a phone call.

Wadeeporn Good morning. May I speak to the Personnel Manager?
 Rita May I have your name, please?
 Wadeeporn It's Wadeeporn Yang from P&T Electronics.
 Rita Just a moment, please. I'll see if he's available at moment.
 Wadeeporn Certainly, thank you.
 Rita Thank you for holding, Miss Yang. Mr. Utada is on the line. I'll connect you now.
 Wadeeporn OK, thank you.

Conversation 2

Wadeeporn answers the telephone call.

Wadeeporn P&T Electronics. Good afternoon. Can I help you?
 Henry Good afternoon. Can I speak to Mrs. Agatha Johnson, please?
 Wadeeporn Who's calling, please?
 Henry Henry Robertson. I'm her lawyer.
 Wadeeporn One moment, please, Mr. Robertson. I'll put you through.

Conversation 3

Wadeeporn and Tim are talking on the phone.

- Wadeeporn Hello. This is Wadeeporn speaking.
- Tim Hello, Wadeeporn. This is Tim Hans from Great Tech Corporation.
- Wadeeporn Oh, hello, Tim. How can I help you?
- Tim I'm calling to change the delivery date of office supplies from September 10 to September 12.
- Wadeeporn OK, I've got it. No problem.
- Tim Thank you very much.
- Wadeeporn Thanks for calling. Goodbye.
- Tim Goodbye.

Conversation 4

Wadeeporn calls Mr. Carson but the telephone number is incorrect.

- Wadeeporn Could I speak to Mr. Carson, please?
- Linda I'm sorry. I think you have the wrong number.
- Wadeeporn What number is it?
- Linda It's 024632576.
- Wadeeporn Sorry to disturb you.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.
2. Work with your partner. Practice the conversations. Take turns.

3. Practice making some telephone calls. Use your own name and change the information where necessary by using these ideas below.

Ms. Brady / Customer Services

Mr. Moriyama / Accounts

complain that the television does not work / send you a replacement

Can I check the number?

10.4 Grammar

Prepositional Phrases with *to*, *about*, *for*, *from*

A prepositional phrase is made up of a preposition and a noun phrase. Prepositional phrases add more information to a sentence. Study their uses and the examples.

1. Use *to* for people

Could I speak *to* Mr. Carson?

(The preposition is **to**. The prepositional phrase is **to Mr. Carson**.)

2. Use *about* for things

I'm calling *about* the Purchase Order No. 365.

(The preposition is **about**. The prepositional phrase is **about the Purchase Order No. 365**.)

3. Use *for* for people or things

What can I do *for* you?

Thank you *for* your call.

(The preposition is **for**. The prepositional phrase is **for you / for your call**.)

4. Use *from* for things or places

This is Wadeeporn Yang *from* P&T Electronics.

I'm calling *from* Tokyo.

(The preposition is **from**. The prepositional phrase is **from P&T Electronics / from Tokyo.**)

Comprehension Check

Exercise 2

Complete the short conversation with *to, about, for or from*.

Mr. Anderson Hello, can I speak _____ 1) Miss Demon?

Miss Demon Speaking.

Mr. Anderson This is Jim Anderson _____ 2) Samsung.

Miss Demon Hello, Mr. Anderson. How may I help you?

Mr. Anderson I'm calling _____ 3) the trade fair next year.

Miss Demon I see. Can you come to my office to discuss this next Monday at four o'clock?

Mr. Anderson That's great. Can we talk _____ 4) the contract on that day?

Miss Demon OK. Thanks _____ 5) calling. Goodbye.

Mr. Anderson Goodbye.

10.6 Role Play

Work in groups of three. Follow the given situation.

1. Student A makes a call to speak to Mr. Jim Mars. Student A calls to ask for information about the prices of new products and some discounts.
2. Student B answers the call and transfer it to Mr. Mars.
3. Student C acts as Mr. Mars who gives Student A some information.
4. Use useful phrases and model conversations for making and answering a phone call previously discussed in this unit to help you.
5. Make a conversation to make and answer a phone call.

6. Role play a conversation. Swap the roles.

Summary

In this unit, students learn how to use phrases in making and receiving a call. Prepositional phrases with *to*, *about*, *for*, *from* are also provided.

Review Questions

Based on the telephone conversation given, answer the questions.

Siriwan Father and Sons Corporation. Good morning.
Tina Good morning. May I speak to Mr. Ken Yamasaki, please?
Siriwan May I have your name, please?
Tina My name's Tina Rays from Perfect Computer Systems.
Siriwan Hold the line, Miss Rays. I'll connect you.
Ken Hello, Tina. What can I do for you?
Tina Hello, Ken. I'm calling to talk about some conditions for a large order.

1. What is the name of the receiver's office?
2. What is the caller's name?
3. Where is the caller from?
4. Who does she want to speak to?
5. What is he calling about?

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Unit 11

Leaving a Telephone Message

Introduction

At work, when a person sometimes calls someone who cannot talk to him or her, a receiver is always pleased to take a message. Alternatively, the caller will ask the receiver to do something or tell him or her some information.

In this unit, students will learn phrases used for taking and leaving telephone messages with model conversations. In grammar part, infinitives with *to* are presented. At the end of this unit, students are encouraged to role play conversations for taking and leaving telephone messages.

11.1 Warm-up

Work in pairs. Discuss the picture. What is she doing? Can you explain what information is written down the note?



11.2 Useful Phrases for Taking and Leaving a Message

Business people always make telephone conversations. Some useful phrases to take and leave telephone messages are suggested as follows:

Receiver Our manager is busy at the moment. May I take a message?

Caller Tell him I sent the invoice by mail, please.

Receiver Mr. Nolan isn't in, I'm afraid. Can I take a message?

Caller Would you tell him I called?

Receiver Certainly.

Receiver Mrs. Jones is out for lunch, madam. Would you like to leave a message?

Caller Could you tell her to ring me when she gets back?

Receiver May I have your name and phone number, please?

Caller Jane Wilson. She has my phone number.

Receiver I'll tell her to call you back, Miss Wilson.

Receiver I'm sorry but Mr. Benson is having an urgent meeting right now. Can you leave a message?

Caller No, thank you. I'll call him later.

Furthermore, when a person is not available, the followings are possible reasons that a receiver can give to the caller.

- o She's away on a business trip. She'll come back next week.
- o She is on sick leave today.
- o She's out to meet a client.

- o She's busy at the moment.
- o He's tied up now.
- o He's on holiday.
- o He's at the meeting.
- o He's on another line.
- o The line is busy.

Moreover, the following sentences show messages the caller left on the phone.

- o Yes, please. Can you tell him the office furniture is arriving next Monday?
- o Would you tell her I'm coming to Bangkok on March 7?
- o I'd like her to fax the price list as soon as possible.
- o Mr. Thomson asks him to deliver the goods before Wednesday.
- o Please tell him to pick me at the airport.
- o Tell Takuya Ono the bill was wrong.

Practice

Activity 1

1. Study the phrases again. Listen and repeat. Pay attention to the pronunciation and intonation.
2. Then practice the phrases with your partners.

Comprehension Check

Exercise 1

Match the expressions on the left to ones with a similar meaning on the right.

- | | |
|-------------------------------------|--------------------------------------|
| 1. Can you ask him to call me back? | a. He is having a meeting right now. |
|-------------------------------------|--------------------------------------|

2. May I have your phone number, please? b. Sorry, the line's busy.
3. Can I take a message? c. Please tell him to give me a call.
4. I'm afraid he's in a meeting. d. Your number, please?
5. I'm afraid the line's engaged. e. Would you like to leave a message?

11.3 Model Conversations for Taking and Leaving a Message

The office workers often have telephone conversations to discuss something. Not only talking on the phone but also answering the telephone by using a friendly and helpful voice while telephoning can help create good impression. Study the model conversations.

Conversation 1

Sinee takes a message for Mr. Lin who is away from his desk.

Sinee Good morning, Morgan's Organic Wines. How may I help you?

Bob Good morning. Could I speak to Mr. Lin in Sales? This is Bob Clinton from CTA Fresh Supermarket.

Sinee I'm afraid he's away from his desk right now, Mr. Clinton. Can I take a message?

Bob Could you ask him to send me the new price list?

Sinee Certainly, Mr. Clinton. I'll ask him to send you the new price list.

Bob Thank you. Goodbye.

Conversation 2

Mr. Lee leaves a message for Mr. Wills.

Nipa CP Logistics. Good morning.

Lucy Good morning. I would like to speak to Mr. Peter Wills, please.

Nipa I'm sorry, madam, Mr. Wills is not in. Would you like to leave a message?

Lucy Yes, please. Tell him I'm calling from Mr. Smith's office to confirm the appointment for tomorrow at 10 a.m.

Nipa All right, madam. I'll tell Mr. Wills as soon as he arrives.

Lucy Thank you.

Conversation 3

Davika asks a caller to leave the name and phone number.

Davika Good afternoon. May I help you?

David I'd like to talk to Mrs. Johnson, please.

Davika What is it about, sir?

David About her life insurance.

Davika I'm afraid she's busy at the moment, sir. May I have your name and phone number? She'll call you later in the evening.

David David Hutchinson, from AIA Insurance.

Davika Could you spell your surname, sir?

David H-U-T-C-H-I-N-S-O-N, Hutchinson.

Davika And can I have your phone number?

David It's 0898951244.

Davika 0898951244. Is that correct?

David Yes. Please tell her it's an urgent matter.

Davika Right. I'll tell her you called. Goodbye.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.

2. Work with your partner. Practice the conversations. Take turns.

3. Now practice again, using these ideas:

Names of the person I would like to speak to:

Henry Ford

Paul Neo

Katherine Mars

Reasons of being unavailable:

in a meeting

out of the office right now

at lunch

Messages:

ask Gina Turner to fax the specifications to the head office

ask Mr. Yang to call me tomorrow afternoon

tell Mrs. Thomson the meeting starts at 2:30 p.m.

11.4 Grammar

Infinitives with to

People can use infinitives (to + verb) to express purposes. The verb is in the base form. Study the uses and the examples.

Verb + object + infinitive with to

The verbs like *need*, *want*, *would like*, *ask*, *tell* are followed by an object + infinitive with *to*:

- o I need Maneeya to photocopy the documents on my desk.
- o Mr. Mars wants Tida to fill out the application form.
- o I would like you to confirm the order by tomorrow.
- o Can you ask Wadeeporn to send a proposal?

- o Please tell him to draft an inquiry letter.

Verb + infinitive with to

The verbs like *need*, *want*, *would like* are followed by an infinitive with *to*:

- o I need to receive your order as soon as possible.
- o Mayuko want to see you.
- o Mr. Thomson would like to confirm the order.

Comprehension Check

Exercise 2

Complete the sentences with *to* and one of the words given.

make send check call prepare

1. I'm trying _____ my email.
2. I'd like you _____ a reservation for two for Friday at 6 p.m.
3. Could you tell her _____ me a fax before 3 o'clock?
4. Can you ask him _____ me tomorrow morning?
5. Mr. Yamuro asks Wadeeporn _____ refreshments.

11.6 Role Play

Work in pairs. Follow the given situation.

1. Student A: You make a phone call and leave a message. Before you start, decide on the name of person you would like to talk to. Then write the message you want to leave. Don't let Student B see your message.

Name of person I would like to talk to:

Message:

.....

2. Student B: You receive a phone call from Student A and take a message. Before you start, decide on the company you work for.

Name of my company.....

3. Role play the telephone conversation to take and leave a message.
4. During the conversation, Student B has to fill the While You Were Out form.

WHILE YOU WERE OUT	
MESSAGE FOR	
Taken by	
Time	Date
MESSAGE FROM	
Name	
Company	
Tel. No.	Ext.
MESSAGE	

5. Change roles and practice again.

Summary

This unit presents phrases used for taking and leaving telephone messages with model conversations. In grammar part, infinitives with *to* are presented.

Review Questions

1. If Miss Ting Fang is absent because she is sick, how can you tell Mr. Chen Yang who calls to speak to her?
2. How can you say if you need to leave a message?
3. Identify the phrase with the same meaning as “May I take a message?”
4. Mary received a call and took a message for John. The message was the sales meeting has been changed to December 12. What did the caller say?
5. Correct the sentence “Tell Miss Yang call me as soon as possible.”

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Unit 12

Describing Products

Introduction

Business people are encouraged to buy products while they also play the roles of marketers to sell their products. In addition, they always ask and answer some questions about these products. Moreover, they may describe features of office supplies to encourage their colleagues to buy some of them for the office.

In this unit, students will learn to describe products by using phrases for talking about products and their uses with model conversations. In grammar part, comparatives and superlatives are presented. At the end of this unit, students are encouraged to role play conversations.

12.1 Warm-up

Work in small groups. Discuss the picture. Where are the people? What are they doing?



12.2 Useful Phrases for Describing Products

When business people describe office supplies and products and their uses, they usually ask and answer questions. Some useful phrases are suggested in Table 12.1.

Table 12.1 Phrases for Describing Products

Question	Response
What size is it?	It's big / small. It's long / short. It's narrow / wide
How big is it?	It's pretty small. It's pocket-size.
What shape is it?	It's round / square / oval / rectangular / triangular / cubic / flat / thin.
What's the weight of the laptop?	It weighs 2 kilograms. The weight of the laptop is 2 kilograms.
What's it made of?	It's made of metal and plastic. Mainly metal, I think.
What's are they made of?	They're made of wood / leather / paper / glass.
What is it used for?	It's used for opening doors.
What are they used for?	They're used for cutting paper.
Who's it designed for?	Anyone who likes listening to music.
What color are they?	They come in three colors: black, grey and blue.
How long / wide / high is it?	It's one metre long / wide / high.
How much does it cost?	Its retail price is 3,700 baht.

Starting a product introduction

I'd like to introduce you the It's designed for people who....

Practice

Activity 1

1. Study the phrases again. Listen and repeat. Pay attention to the pronunciation and intonation.
2. Then practice the phrases with your partners.

Comprehension Check

Exercise 1

Put the words in correct order to make sentences.

1. it made Is plastic of ?

2. Do it for used cooking ?

3. costs 1,900 It baht .

4. The triangular is watch .

5. for designed It people love who sports ?

12.3 Model Conversations for Describing Products

The business people usually describe office supplies and products and their uses to their clients and coworkers. Study the model conversations.

Conversation 1

A sales representative is answering some questions about one of her company's products.

- Fang Ting Who is it designed for?
- Wadeeporn It's designed for people working in small business and at home.
- Fang Ting What can it do?
- Wadeeporn It can print, scan and fax.
- Fang Ting How big is it?
- Wadeeporn It's the same size as a regular printer.
- Fang Ting Does it have any special features?
- Wadeeporn A special feature is a junk fax barrier.
- Fang Ting How much does it cost?
- Wadeeporn It's about the same price as a good-quality scanner.
- Fang Ting Umm. I'm interested in it. Thank you for information. Let me check if we can order some.
- Wadeeporn With my pleasure.

Conversation 2

Young introduces the new application to his boss, Mr. Wills.

- Young I'd like to introduce you this tablet. We can connect our tablet to a whiteboard.
- Mr. Wills What is it used for?
- Young It's used for making presentations. When you do a presentation, you can write or draw on the tablet and your audience will see it on the whiteboard.
- Mr. Wills What's the weight of this tablet?
- Young It weighs only 980 grams.
- Mr. Wills Is it bigger than my laptop?

- Young It's smaller. It's more modern than the laptops in our office. I think it is the most beautiful gadget in the market now.
- Mr. Wills How much is it?
- Young It retails 1,400 baht.
- Mr. Wills OK. You can order 5 tablets in this fiscal year.
- Young Thank you.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.
2. Work with your partner. Practice the conversations. Take turns.
3. Now practice again, search pictures of real consumer products from websites and follow these ideas:
 - 1) Student A asks Student B questions about a product. Start like this:
 A: What's the name of the product?
 B: It's called the....
 - 2) Student A makes a short presentation describing a product. Start like this:
I'd like to introduce you the It's designed for people who....
 - 3) Suppose that you work in a purchasing department. Think of a new gadget for your office. It is an imaginary one. What does it look like? What is it used for? Tell your partner what it is made of and what shape it is, but do not say what it is. Describe the product to your partner. Your partner will try to guess what it is.

12.4 Grammar

Comparatives and superlatives

People use the comparative to compare two things. Study the example.

This HP scanner is **heavier than** this Cannon scanner.

People use the superlative to compare one thing to two or more things. Study the example.

The HP scanner is **the heaviest** in this store.

Table 12.2 suggests the forms of comparatives and superlatives of the adjective.

Table 12.2 Comparative and Superlative Forms of the Adjective

Type of adjective	Adjective	Comparative	Superlatives
one-syllable adjective	long cheap	longer cheaper	the longest the cheapest
one syllable, double the last letter	big hot	bigger hotter	the biggest the hottest
two syllables ending -y	busy	busier	the busiest
two or more syllables	modern expensive	more modern more expensive	the most modern the most expensive
irregular	good bad	better worse	the best the worst

Comprehension Check

Exercise 2

Complete each sentence with the comparative or superlative form of the adjective.

1. The large hair dryers are usually _____ (expensive) than the small hair dryers.
2. My new camera is _____ (large) than my old one.
3. Is So Soft the _____ (cheap) cleaning foam in the market?
4. This vending machine is _____ (modern) than my office's.
5. This machine is the _____ (good) for mixing food

12.6 Role Play

Work in small groups. Follow the given situation.

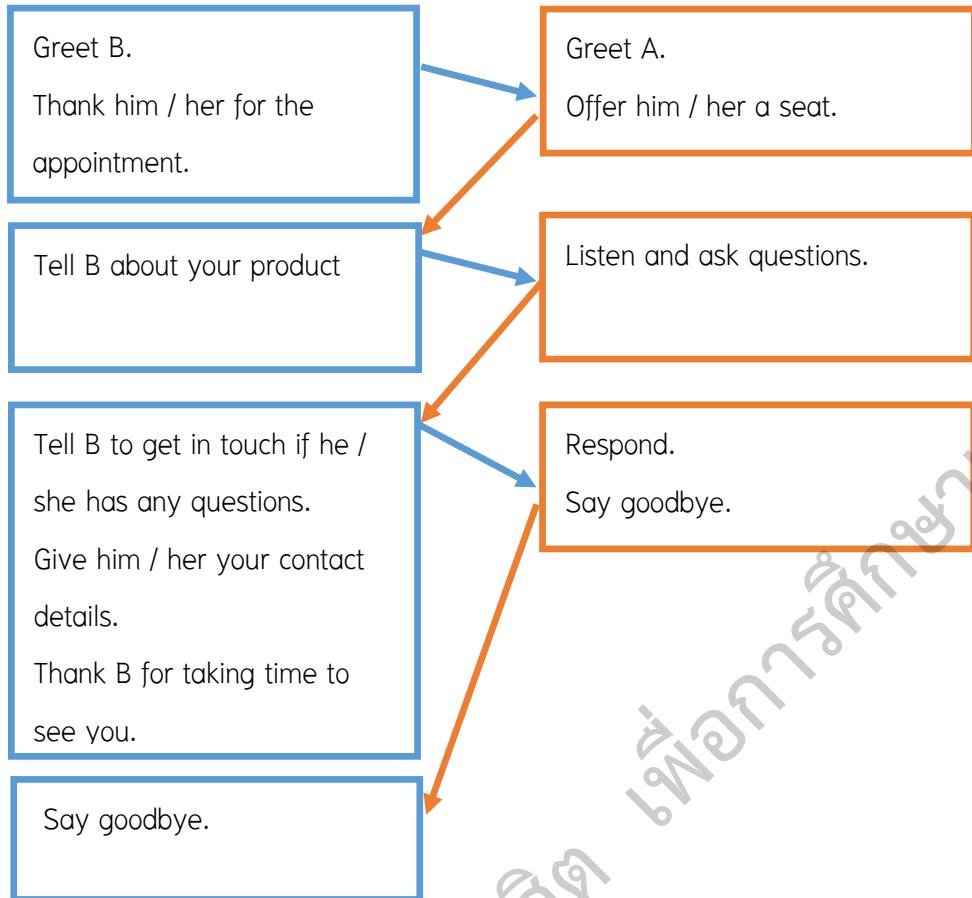
Student A is a sales representative who visits student B to talk about your company's product or service. Talk about a product or service already mentioned in this unit.

Student B is a client who listen to Student A and ask some questions about the product.

Prompts are:

- what it is for
- size, weight, etc.
- material
- packaging
- price
- benefits

Then follow the instructions below.



Change roles and practice again.

Summary

This unit focuses on the useful phrases to describe products including their features and uses. In grammar part, comparatives and superlatives of the adjective are presented.

Review Questions

1. Read the following information and fill in the blank given.

Product: Electronic Talking Dictionary

What it does: Translates 45 languages into English, Chinese, Japanese and Spanish

A: What does your product do?

B: They _____.

2. Rewrite this sentence “This wash machine is expensive.” by using the comparative form.
3. What will you say when you need to introduce a new product to your client?
4. Give an example of describing a size and shape of an iPhone.
5. If you want to know the benefit of a product, what question will you ask?

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Unit 13

Taking Part in a Meeting

Introduction

To accomplish business goals, office workers not only attend meetings but also take an active part in the meetings. They always ask for and express opinions. They often agree and disagree with some proposed ideas as well as ask for a clarification.

In this unit, students will learn phrases used for starting a meeting, taking an active part in discussion and ending a meeting with model conversations. In grammar part, future real conditional sentences are presented. At the end of this unit, students are encouraged to role play conversations for taking part in a meeting.

13.1 Warm-up

Work in small groups. Discuss the picture. Where are the people? What are they doing? Can you identify the role of each person in this situation?



13.2 Useful Phrases for Taking Part in Meetings

Business people can participate in a meeting in order to start a meeting, take an active part in a meeting, and end a meeting. Some useful phrases showing different purposes are suggested through a process of running a meeting in Table 13.1.

Table 13.1 Phrases for Taking Part in Meetings

Who says:	Phrases
The Chair	Welcoming participants to a meeting Hello, everybody. It's nice to see you. It's great to see everybody. Thanks for being here today.
The Chair	Saying who cannot attend the meeting I have apologies from Tina and Wadeeporn. Derek has sent his apologies. Unfortunately, Tim wasn't able to make it today.
The Chair	Stating what the meeting is about We're meeting today to talk about strategic marketing plan. Our objective today is to propose the advertising campaigns.
The Chair Participants	Asking for opinions What do you think about the advertising campaign? What is your opinion on ...? What are your thoughts about this? Does anyone want to say anything on that? Sam, would you like to comment on that?
Participants	Giving opinions and Suggestions I think that this advertising campaign is costly.

Who says:	Phrases
	Why don't we use the advertising agency? In my opinion, expanding company's activities is too risky now. We should
Participants	Agreeing with opinions I strongly agree. I agree with you. I partly agree with you.
Participants	Disagreeing with opinions I completely disagree with you. I disagree with you. Sorry, but I don't quite agree.
The Chair Participants	Asking for clarification of an opinion Can you say that more slowly? Sorry, I don't follow you. What did you say?
The Chair	Putting an issue to the a vote Can we have a vote on this? Can we have a quick show of hands? All in favour? Those against?
Participants	Saying that you do not want to take part in a vote. I abstain.
The Chair	Summarizing Before we close, I should summarize the main points. To sum up, we have decided to do a marketing survey.

Who says:	Phrases
The Chair	<p>Next meeting</p> <p>Can we set a time for our next meeting?</p> <p>Is June 28th convenient as a date for the next meeting?</p>
The Chair	<p>Closing the meeting</p> <p>Thank you for coming and for your contributions.</p> <p>It was a pleasure to see you all today.</p> <p>I declare this meeting adjourned.</p>

Practice

Activity 1

1. Study the phrases again. Listen and repeat. Pay attention to the stress and intonation.
2. Then practice the phrases with your partners.

Comprehension Check

Exercise 1

Read the phrases given and put them into the following tables showing their purpose.

That makes no sense.

Let's put this to a vote.

I love your idea.

Why don't we hire an event organizer?

What's your opinion about?

Can you say that again?

Welcoming participants to a meeting	Asking for an opinion	Giving an opinion

Agreeing with an opinion	Disagreeing with an opinion	Asking for a clarification

13.3 Model Conversations for Taking Part in Meetings

The office workers often participate in the meetings. Therefore, they should know their roles and what to say at the meetings. Study the model conversations.

Conversation 1

It is 9.00 a.m. The meeting has just started. Mr. Lee Young is chairing the meeting.

Mr. Young Good morning, it's nice to see everyone. Derek sent his apologies. He's at the conference. Has everyone read the minutes? Any corrections? Are there any matter arising? No? Alright. The next item on the agenda is the recruitment of new personnel for the industrial complex. Sompob, can you make a point here?

Sompob Yes. The recruitment program is now nearly complete. Most of the positions are filled, only security guards and cleaning staff are still open. We'll place a classified ad.

- Yupin I agree with you.
- Peter I'm afraid I can't agree with you there. We should contact some agencies. They have a lot of experience on recruitment.
- Mr. Young Are we agreed? Good. But I think we're nearly finished. Is there any other business? OK. The next meeting will be on Thursday September 29 at 10.30 a.m. Thank you everyone.

Conversation 2

Mr. Wills would like to know problems with our products from customers. At the meeting, he is brainstorming ideas with his team.

- Mr. Wills What do you think, Paul?
- Paul We shouldn't ask customers to talk about problems with our products. This may leave them with a negative feeling.
- Tina Agree. What should we ask them for?
- Paul I think we should ask them to make positive suggestion.
- Mr. Wills Everyone agrees?
- Everyone Yes.
- Mr. Wills OK. So, we've decided that we need to get this kind of feedback from our customers. The question is, how do we get it?
- Thana I think we should send a questionnaire to the customer. The problem with questionnaire is that people don't return them.
- Tina I agree. I think we should ask our customers face-to-face when we meet them.
- Mr. Wills Can you slow down, please?
- Tina We should ask our customers face-to-face.

- Paul I'm not sure about that. We shouldn't ask people face-to-face because they might not be honest in their answers.
- Thana That's true. How about offering a gift voucher if customers return our questionnaire?
- Mr. Wills Good idea. We should send out a questionnaire offering a gift voucher if people respond.

Conversation 3

Mr. Yang is meeting his team to find a solution to improve quality control.

- Yang We need to improve our quality control in order to ship on time. Diana, do you have any figures to back you up?
- Diana Yes, I do have the figures. If you look at page two of my report, you will see that most of our delays are caused by our workers' carelessness. Many computer parts were damaged.
- Nipa I understand the problem now. We have to hire more workers.
- Simon I disagree with you. Looking at Diana's figures, it seems we have ten people doing this already, and we still have problem. We need a different solution.
- Yang I completely agree, Simon. The problem isn't the number of people doing the quality control, it's the work they do.
- Nipa If we could solve the problem more efficiently, can we reduce the number of errors?
- Diana Absolutely yes.
- Simon In my opinion, we should have an employee training.
- Yang We have a solution. Simon, can you go to the factory to train the workers?
- Simon It would be a pleasure.

Practice

Activity 2

1. Listen to the model conversations. Pay attention to the stress and intonation of the speakers.

2. Work with your partner. Practice the conversations. Take turns.

3. Now practice again and underline the phrases showing their purpose below.

Welcoming participants to a meeting

Giving an opinion

Asking for a clarification

Agreeing with an opinion

Disagreeing with an opinion

Closing the meeting

Then try to replace those phrase.

11.4 Grammar

Future Real Conditional

Conditional sentences are used to describe the result of an action or event. There are three main types of conditional sentences. Here, the first type that is the future real conditional is focused.

The future real conditional is used for a real or a possible situation and its possible results. Study the form.

Future Real Conditional	Form	Example
If + present simple,	Subject + will (won't) + V1	If my coworkers don't hurry, I will be late.

Future Real Conditional	Form	Example
		I will be late if my coworkers don't hurry.

Study the examples.

- o If you **look at** page two of my report, you **will see** that most of our delays are caused by our workers' carelessness.
- o This problem **won't happen** again if everyone **follows** these guidelines.

Comprehension Check

Exercise 2

Fill the appropriate words to complete the sentences with correct form of future real conditional.

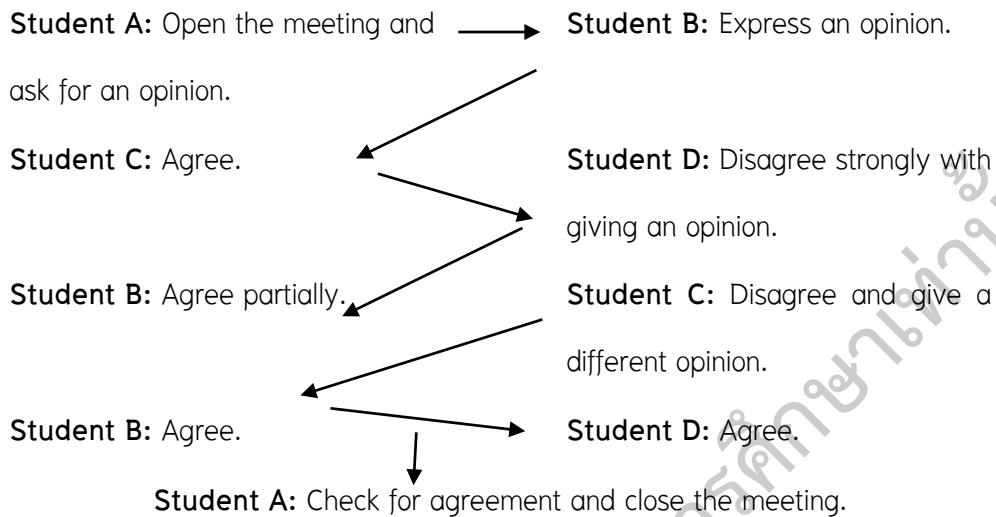
1. If you have any problems about filling out the form, my secretary _____ help you.
2. We _____ a free gift if people respond to the satisfaction questionnaire.
3. I will not attend the Sales meeting if one of my client _____ the office.
4. If technicians _____ training, they are very good at fixing the machines.
5. If a chair writes an agenda, we _____ the topics of discussion.

11.6 Role Play

Work in groups of four. You are at the meeting to discuss a business issue. Read the instructions and prepare what you are going to say. Then role play the meeting.

Student A is as the chair.

Students B, C and D are the participants.



Summary

This unit provides you have a good role when participating in a meeting by using phrases with conversations. In grammar part, future real conditional sentences are presented.

Review Questions

1. At the meeting, who says “Good morning. Thank you for coming.”?
2. How can you say if you need to ask for an opinion?
3. How can you say if you need to give an opinion?
4. What do you say when you want to show that you agree with an opinion?
5. Give an example of a future real conditional sentence.

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