



Basic English *for* Business

compiled by English teaching team

Universitas Dian Nuswantoro

A handbook for internal use only

BASIC ENGLISH FOR BUSINESS

A HANDBOOK FOR INTERNAL USE ONLY

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ACKNOWLEDGMENT

This hand book is intended as an effort to provide more suitable instructional material in the teaching of English as a general subject in Dian Nuswantoro University. This hand book has been developed under the following views:

- 1) There should be a main English course book provided for English as a general subject in each study program/faculty.
- 2) Such English material should be orientated to the students' needs for the English-language competence relevant to their subject matters in each study program/faculty.
- 3) English as a general subject should ideally be taught by subject-matter lecturers/tutors in each study program/faculty.
- 4) Lecturers/tutors should take their role as co-lecturers or language consultants to students when linguistic information and problems need further explanation.

This hand book is an accomplishment of subject matter lecturers in collaboration with the English Teaching Team of the LPPK, Dian Nuswantoro University, through selective and careful validation processes. Lecturers/tutors may use this material in its present form, emphasizing certain sections considered most relevant to their students or elaborate the material to the best significance, for the students. It is equally possible to select certain lessons within the module and add their own material to fulfill the semester requirements.

Hopefully, this prototype text can be used widely as the main course material in the university, and lecturers/tutors can evaluate how effective the book is to facilitate the students' learning. Thus, improvement to this hand book can be made from year to year.

Our gratitudes are addressed to Rector of Dian Nuswantoro University, Vice rectors, the head of LPPK, heads of Study Programs, and all the lecturers of English Business for making possible the production and dissemination of this hand book.

Best Regards,
English Teaching Team

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Student able to understand and explain about work culture which realized in four skills;
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Source: <https://www.toppr.com/guides/essays/essay-on-career/>

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Source: <http://customer444.com/the-essence-of-customer-service/>



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Student able to understand and explain about career which realized in four skills:
Reading, speaking, writing and listening.



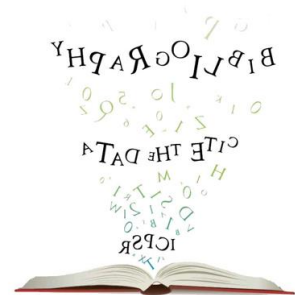
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UNIT 1

WORK CULTURE

Learning Objectives

Students are able to understand and explain about work culture which is realized in four language-skills: reading, speaking, writing, and listening.

Source: <https://content.timesjobs.com/work-cultureindian-work-cultureworkplacesofficejobcareer/articleshow/60865695.cms>



The Best Companies to Work for

A new report has identified the top 25 companies in the USA to work for. The report comes out every year and always has some surprises. It ranked the best places to work in 2014 by taking a survey of employee satisfaction. Top of the list was Google, which has become famous for its excellent working conditions. Google knocked Facebook off of the number one position. A Google software engineer earns an average salary of \$119,000 a year. He or she also gets free access to a gym, laundromat, sports facilities and a place which looks after their pets when the employee goes on holiday. One ex-employee said Google staff are so happy that it is unusual for anyone to take time off.

Another survey released at the same time shows a slightly different picture. The careers website Glassdoor asked employees to rate how happy they are with their company, career opportunities, pay, culture, and values. It found that the consulting firm Bain and Company was the best place to work. Russ Hagey, Global Chief Talent Officer at Bain and Co. said: "We are incredibly proud to be named the number one best place to work." He added that: "For more than 40 years, we have placed significant focus on creating an outstanding professional and personal work experience that in turn has fueled our growth anchored in a mission of delivering results for clients and organizations around the globe."

WARM-UP ACTIVITIES

CHAT

In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Top companies / surprises / employee / satisfaction / salary / working conditions / survey / a different picture / career opportunities / proud / number one / focus / globe

Have a chat about the topics you liked. Change topics and partners frequently.

TRUE/FALSE

Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | | |
|----|---|-------|
| a. | A report listed the best companies in the world to work for. | T / F |
| b. | The report is made once every two years | T / F |
| c. | Facebook was number one last year | T / F |
| d. | Google has a kind of pet hotel for when staff go on holiday | T / F |
| e. | A company called Glassdoor paints pictures | T / F |
| f. | Another survey said a consulting company was the best place to work | T / F |
| g. | The consulting company has been number one for 40 years | T / F |
| h. | The company's mission is to help its clients around the world | T / F |

SYNONYM MATCH:

Match the following synonyms from the article:

- | | |
|----------------|------------------|
| 1. Every year | a. Job |
| 2. Ranked | b. Issued |
| 3. Survey | c. Strange |
| 4. Salary | d. Ordered |
| 5. Unusual | e. Bringing |
| 6. Slightly | f. Annually |
| 7. Slightly | g. Excellent |
| 8. Career | h. A little |
| 9. Outstanding | i. Questionnaire |
| 10. Delivering | j. Pay |

PHRASE MATCH

Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|-------------------------------------|------------------------|
| 1. The top 25 companies in the | a. The number one |
| 2. Famous for its excellent working | b. To a gym |
| 3. Earns an average salary | c. Off |
| 4. She also gets free access | d. Happy they are |
| 5. Take time | e. Conditions |
| 6. Another survey released | f. Experience |
| 7. Asked employees to rate how | g. USA to work for |
| 8. Proud to be named | h. At the same time |
| 9. Work | i. For clients |
| 10. Delivering results | j. Of \$119,000 a year |

COMPREHENSION QUESTIONS

1. How many companies were in the report?
2. What was the survey on?
3. Which company was number one last year?
4. What is the number 119,000 in the article?
5. Why don't Google workers take a lot of time off work?
6. What did a different survey show?
7. What is the name of the careers website that did the other survey?
8. Who is Russ Hagey?
9. How many years has Bain & Co. been focusing on work experience?
10. Where are the clients of Bain and Co.?

PAST TENSE



As we can understand from the name, a past tense verb is used to indicate an action, event or condition that has happened in the past. Each tense has four aspects that talks about the completion of the event or action and based on that, we have four types of past tense verbs:

1. Simple Past Tense
2. Past Continuous Tense
3. Past Perfect Tense
4. Past Perfect Continuous Tense.



Simple Past Tense

The simple past is a verb tense that is used to talk about things that happened or existed before now.

Example: Patricia **entered** an E-Sport games.

The time of the action can be in the recent past or the distant past and action duration is not important. Unlike the past continuous tense, which is used to talk about past events that happened over a period of time, the simple past tense emphasizes that the action is finished.

Example:

1. Vasco Da Gama **landed** in Calicut on May 1498.
2. My bestfriend **died** last year.

You can also use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb **to be** and an adjective, noun, or prepositional phrase.

Example: I **was** sad before.

To be concluded, the situations or conditions to use a simple past tense is to:

1. describe an action, event or condition that occurred in the past or at a specified time
2. refer or describe an action that has been completed and there is no time mentioned.
3. describe an action or occurrence of an event that is done repeatedly and regularly.
4. describe a state of mind in the past or a feeling that was felt in the past.
5. refer to someone who has died
6. describe events that have occurred in quick succession in the past.

SPECIAL NOTE:

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions.

1. Frequency, such as *often, sometimes, always, etc.*
Example: I **sometimes ate** in the Burjo near campus.
2. A definite point in time or an exact time, such as *last week, yesterday, ... ago (numerical day, week, month), when+S+Verb2, etc.*

Example: We **saw** Avengers: Endgame *last week*.

She **finished** her homework at *nine o'clock*.

When I saw her, I was so shy to call her.

Forming the simple past tense

Because it is simple, so the formula for simple past tense is very simple. Although, there is not that simple to understand it. There are three types to formulate the simple past tenses:

1. Affirmative

| |
|------------------|
| Subject + Verb 2 |
|------------------|

Example: I **watched** Star Wars last night.

The affirmative of the simple past tense is simple.

2. Negative

| |
|---------------------------------------|
| Subject + did + not + bare infinitive |
|---------------------------------------|

Example: I **did not watch** Star Wars last night.

You see in the negative sentence, verb 2 in the affirmative become verb 1 or bare infinitive because there is auxiliary *did+not*.

3. Interrogative (question)

| |
|----------------------------------|
| Did + Subject + bare infinitive? |
|----------------------------------|

Example: **Did you watch** Star Wars last night?

Verb in here also bare infinitive because there is auxiliary *did*. Subject and auxiliary *did* swap position in the interrogative.

SPECIAL NOTE:

In the simple past tense, you should understand that there are two types of verb 2. This is the hardest thing to do to understand about this tense. What you should do is try to explore by yourself about regular and irregular verb. In this special note we will show you some of the example about them.

1. What are Regular Verbs?

Regular verbs in English create the past simple and past participle by adding -ed to the base form.

Example:

| BASE FORM | PAST SIMPLE | PAST PARTICIPLE |
|-----------|-------------|-----------------|
| arrive | arrived | arrived |
| call | called | called |
| wait | waited | waited |

If the verb ends in a consonant and -y, we change the -y to -i and added -ed.

Example:

| BASE FORM | PAST SIMPLE | PAST PARTICIPLE |
|-----------|-------------|-----------------|
| marry | married | married |
| study | studied | studied |

If a verb ends in -e we simply add -d,

Example:

| BASE FORM | PAST SIMPLE | PAST PARTICIPLE |
|-----------|-------------|-----------------|
| hate | hated | hated |
| like | liked | liked |

2. What are irregular verbs?

Irregular verbs form their past and past participle forms in different ways.

Example:

| BASE FORM | PAST SIMPLE | PAST PARTICIPLE |
|-----------|-------------|-----------------|
| be | was/were | been |
| begin | began | begun |
| break | broke | broken |
| choose | chose | chosen |

Once again, if you want to understand about this. You should explore by yourself.

EXERCISE

1. I _____ (work) in a bank for ten years.
2. Where _____ (you / live) when you were young?
3. She _____ (not / study) French at university.
4. He _____ (travel) through the Middle East last year.
5. _____ (they / visit) the Louvre in Paris?
6. She _____ (not / watch) TV yesterday.

7. We _____ (buy) a new car last weekend.
8. Where _____ (you / teach) before you came here?
9. He _____ (not / think) that he was right.
10. I _____ (cook) steak last night.



3 storytelling secrets for public speaking



The best speakers often use stories as a powerful tool for demonstrating and bringing to life a key message. It's one of the best ways to be memorable. So, what's the secret to telling great stories to use in public speaking?

Storytelling secret 1: Evoke in the minds of your audience.

Stories don't work when the audience can't visualize what a speaker is talking about. We get lost if things are too dry or abstract. Aim to create an image or stimulate the senses in some key way. **Really effective storytelling allows the audience to put themselves into a situation that you're describing.** If they can't see it or touch it or taste it, then your story won't be as effective because they won't be as interactive with the information, you're providing them with.

Think of it as showing the audience versus telling. You could say "*He wasn't a very nice man.*" Or... you could show them by saying "*He stormed out, slammed the door, and kicked the cat.*" "Show" the audience and they'll fill in the rest of the details from their own life experience.

Storytelling secret 2. Speak from within the experience.

When you're telling your story, try not to speak from **OUTSIDE** the experience using memorized words. Speak from within the experience, using personal perspective to help the audience feel, see, and hear what **YOU** feel about your topic.

Let's say you're talking about a dramatic experience you had travelling in India. You wouldn't **LEARN** those lines. You wouldn't need to. You would hop into your jeep, heart pounding, fumbling with your keys, palms sweating as a tiger tries to attack

you and your trusty jeep just simply doesn't want to start. As you tell your story you bring your audience with you on your trip... experiencing the three dimensions together as if they were just happening.

There's a very big difference (and the audience can always tell) from reliving your experience and reading from a script. Sharing your story from a multi-dimensional angle means that as you tell it... you can go into any little side detail at any given moment. The audience can see think and feel what you're feeling because it's **YOUR** story, your perception, your senses that are being shared.

Storytelling secret 3: Start with the end in mind.

Great storytelling has a purpose.

It's not just telling stories for the stories sake, it has an end point that *means* something for the audience. Don't just tell a story because you think it's fascinating for yourself, always ask yourself "What is it that I want my audience to get out of this story by the end of it?" Work your way to the end point of your story from its very beginning.

EXERCISE

Tell your own past experience in front of your friends. Try to use the method above to help you act better.



Talking About Stress

Do you think the workplace is a stressful place? Complete the table below and then share what you wrote with other students.

| Stress | Most stressful thing | How to reduce this stress |
|---------------------|-----------------------------|----------------------------------|
| Boss | | |
| Colleagues | | |
| Customers / Clients | | |
| Overtime | | |

| | | |
|--------------|--|--|
| Deadlines | | |
| Job security | | |

PART 1: COMPREHENSION



BUSINESS AND ETHICS

Audio 1 Business and Ethics

Directions

Do the preparation task first.

Preparation

Put the words and phrases that you would expect to hear in a lecture about Business Ethics in the 'yes' column. Put the other words and phrases in the 'no' column.

| | | | | |
|-----------|-------------------------|------------------------|-------------------|--------------------|
| Inclusive | Maximise Consumption | Equal opportunities | Responsibility | Economic crisis |
| Bonuses | Fair price | Sweat shops | Lower turnover | Corporate greed |

| | |
|-----|--|
| Yes | |
| No | |

TASK 1

Listen to this extract from a lecture on business and ethics, and put the topics in the order they are first mentioned.

| | |
|--|--|
| | How a business cares for the environment |
| | The responsibility a company has towards society |
| | How a manufacturing business chooses suppliers |

| | |
|--|--|
| | How a company can help the local community |
| | How a company treats its employees |

TASK 2

Listen to the lecture again and complete the student's notes. Type one word in each gap.

1. Relate to how company conducts its business to make a _____
2. Corporate social _____ programmes help create prosperous inclusive _____
3. Employees should be treated _____ and with respect.
4. Recruitment on a basis of _____ opportunity.
5. _____ businesses should choose suppliers carefully.
6. Companies should pay suppliers on _____
7. Companies should minimize _____ consumption and waste products.
8. Can give _____ to community projects

TASK 3

Match the words and expressions from the text with the definitions.

Equal opportunities

Ethics

Corporate giving

Corporate social
responsibility

Welfare

Fair trade

1. Recognizing duties and obligations towards society
2. Principles or rules of conduct accepted by society
3. Physical and mental health and happiness
4. Helping small-scale producers by paying a fair price for commodities
5. Treating people equally regardless of gender, age, marital status, sexual orientation, disability, race or religion
6. Donations from companies to local communities

PART 2: PHOTOGRAPH

In each question, you will look at a photograph and then listen to 4 sentences. Choose the sentence that best describes the photograph.



1. Answer: _____



2. Answer: _____



3. Answer: _____



4. Answer: _____



5. Answer: _____



UNIT 2

CAREER

Learning Objectives

Students are able to understand and explain about career which is realized in four language-skills: reading, speaking, writing, and listening.



Are You Prepared for Your Job Interview? Don't Say Yes Before Reading This

Getting ready for a big job interview can be stressful, and the best thing you can do to calm your nerves is to ensure you're adequately prepared. Improvising responses and questions on the spot works for *some* people, but there's no reason to leave it up to chance, especially if you have your heart set on a new gig. We've simplified your prep work into 6 foolproof steps, so you can walk into the interview armed with the information and confidence you need to seal the deal.

Step 1: Get Acquainted with the Basics

If you haven't done so already, look up the company you're interviewing with on to get an idea of what they do, how big the company is, who their competitors are and what their business model is. How do they make money? What's their core mission? What are their corporate values? You should be able to answer all these questions before heading into an interview with them.

Step 2: Research Your Interviewers

If you know who you'll be meeting with, look them up and learn about their professional background. Find out what their role at the company entails in as much detail as you can, as well as what previous positions they may have held. This will help you ask more intelligent, insightful questions during the interview, showing that you're an informed candidate.

Step 3: Get Your Q&As Straight

On that note, come prepared with a few thoughtful questions for each interviewer so that you don't feel pressured to think of them spontaneously. It's also a good idea to review commonly asked interview questions, and consider what your answers would be.

Step 4: Practice Makes Perfect

After you've done the prep work, rehearse your responses to questions you anticipate being asked, either by writing them out or having a friend or family member ask them. There's no need to memorize a script, but practicing can help ensure you feel comfortable talking about your experience, skills, challenges and insights.

Step 5: Pack Your Bag and Plan Your Outfit

Get prepared with a professional-looking bag or backpack packed with copies of your resume, your portfolio, a notebook, a pen and anything else you think you might need for the interview.

Pick out what you'll wear at least a day ahead of time, so you don't have to worry about it the morning of.

If you're not sure what to wear, check out photos of the office you want to interview. For example, if everyone seems to wear jeans and T-shirts to the office, you

definitely don't want to show up in a suit, but perhaps you'd want to wear a nice pair of dress pants and a button-down shirt. This shows respect for the formality of an interview, but helps you avoid looking overdressed and out of place.

Step 6: Eat, Sleep and Relax

Getting enough sleep and eating well in the days leading up to your interview is crucial when it comes to being at the top of your game. It's normal to be nervous before a big meeting, but don't let that stop you from getting good shuteye the night before and some high quality, nutritious meals beforehand.

If you're struggling to get to that calm, focused state of mind that allows you to make the best possible impression, try whatever relaxation techniques usually work for you, whether it's meditating, listening to a podcast, watching your favorite TV show or fitting in a high-intensity workout. Now go out there and crush your interview!

DISCUSSION

How do you prepare for an interview?



The World of Work

Job Interview – Interview a classmate

Part I. Read the questionnaire carefully and answer the questions about yourself.

1. Tell me about yourself. Describe your personality.
2. What are your strengths? Best skills?
3. What is your major weakness?
4. What are your career goals? Future plans?
5. What things are most important to you in a work situation?
6. What would be your dream job? Why?
7. What do you think, is the worst job in the world?
8. Would you describe yourself as a workaholic?
9. Where do you see yourself being in five years? Ten years?
10. When you were a child, what job did you want to have when you were older? Why?
11. What jobs in your country are considered to be good jobs? Why?
12. If you had a choice, would you prefer to work alone or as part of a team? Why?
13. What are your hobbies?
14. What salary are you expecting?



Part II. After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his/her answers on the interview.

Example:

I interviewed Leslie Adkins. She is 21 years old and lives in Toronto. She defines herself as a responsible and hard-working woman. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. Her weakness is that she is talkative and likes to gossip. Furthermore, In the future she wants to study for a Masters degree. She plans to start her own business selling clothes. On the other hand, she wants a job near her home. And she wants to work with friendly people. In addition, she likes to work alone because she works harder alone. Her hobby is cheerleading. Finally, she expects a salary between \$1.200 and \$1500 per month.



Writing an Application Letter

The following application letter template lists the information you need to include in the letter you submit with your resume when applying for a job. Use the application template as a guideline to create customized letters to send to employers with your resume.

Contact Information

The first section of your letter should include information on how the employer can contact you. If you have contact information for the employer, include that. Otherwise, just list your information.

Your Personal Information

First Name Last Name
Street Address
City, State, Zip Code
Phone Number
Email Address
Date

Employer Contact Information (*if you have it*)

Name
Title
Company
Address
City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name or Dear Hiring Manager:

Application Letter Content

your application letter will the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph:

The first paragraph of your job application letter should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

Middle Paragraphs:

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements listed in the job posting. Mention specifically how your skills and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

Final Paragraph:

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

Complimentary Close:

**Sincerely,
Signature**

Applying for a job: Letter format example

George Gilhooley
XYZ Company
87 Delaware Road
Hatfield, CA 08065

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the *Times Union*. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

1. I have successfully designed, developed, and supported live use applications
2. I strive for continued excellence
3. I provide exceptional contributions to customer service for all customers

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@gmail.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

John Donaldson



Past Continuous Tense



The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. In other words, it expresses an **unfinished or incomplete action** in the past.

Function of past continuous tense can be seen for:

4. To show that someone is in the middle of an action.
Example: I **was calling** him when he came home.
5. Is used to describe an action taking place when another occurred.
Example: While they **were painting** the door, I **was painting** the windows.
6. For an action that was taking place in the past when an interrupted action happened.
Example: While he **was working** on his laptop, he fell asleep.

Forming past continuous tense

The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

Subject + be(was/were) + present participle (-ing)

1. Affirmative

Example: He **was sleeping**.

Subject + be(was/were) + not + present participle (-ing)

2. Negative

Example: He **was not sleeping**.

be(was/were) + subject + present participle (-ing) ?

3. Interrogative (question)

Example: **Was** he **sleeping**?

EXERCISE

1. (they / take the exam?)

2. (when / he / work there?)

3. (you / make dinner?)

4. (they / drink coffee when you arrived?)

5. (when / we / sleep?)

6. (they / study last night)

7. (we / talk when the accident happened)

8. (he / not / exercise enough)

9. (I / talk too much?)

10. (it / not / snow)

11. (how / they / feel?)

12. (they / not / talk)

13. (where / I / stay?)

14. (why / he / study on a Saturday night?)

15. (I / go to school when you saw me)

16. (you / sleep at 6am)

17. (she / work when I called)

18. (we / not / leave when you called)

19. (I / not / stay in a hotel)

20. (we / make too much noise?)

SPECIAL NOTE:

Past continuous and past simple sometimes are using together. When we use these two tenses together, it shows us that the past simple action happened in the middle of the past continuous action, while it was in progress.

Example: While I **was studying**, I suddenly **felt** sleepy.

We often use these tenses to show an action interrupting another action.

Example: We **were watching** television when the power **went off**.

Can you see a difference in the meaning of these two sentences?

Example: When the guests **arrived**, Jane **was cooking** dinner.

When the guests **arrived**, Jane **cooked** dinner.

In the first one, Jane started cooking dinner before the guests arrived. We know that because it uses the past continuous. In the second sentence, the guests arrived first and then Jane started cooking.

You can see the exercise in the unit 7 – Review.



PART A: COMPREHENSION

A Job Interview

Directions: Do the preparation task first. Then listen to the audio and do the exercises.

A. Preparation Task

Match the abbreviations (1–4) with the definitions (a–d).

| Abbreviation | Definition |
|--------------|-----------------------------|
| 1. B2B | a. Learning and development |
| 2. B2C | b. Human resources |
| 3. L&D | c. Business to business |
| 4. HR | d. Business to customer |

B. TASK

Task 1

Circle the best answer.

- Four years ago, Maria worked for a small HR services provider ...
 - in the B2B sector.
 - in the B2C sector.
 - in both B2B and B2C sectors.
- Maria has been in her current job ...
 - For four years
 - For three years
 - For one year.
- Maria's current role is focused ...
 - Only on learning and development
 - On a number of HR Topics.
 - Only on payroll and she wants to do L&D

4. Maria
 - a. did a diploma in L&D two years ago.
 - b. is doing a diploma in psychology at the moment.
 - c. Both options are true.
5. Maria will need to ...
 - a. identify and devise an L&D strategy.
 - b. devise and implement an L&D strategy.
 - c. implement an L&D strategy that has already been devised.
6. Maria ...
 - a. will hear back from them next week.
 - b. has been invited to a second interview next week.
 - c. needs to call them next week to find out the next steps.

Task 2

Complete the sentences with words from the box.

| | | | |
|-----------|----------|-------------|------------|
| Personal | Good fit | Aligned | Replicated |
| Stability | Measured | Responsible | Report |

1. Maria feels her skills and experience are a for the company.
2. Maria changed jobs because she was looking for more
3. She was for learning and development.
4. She feels with the company's brand and values.
5. She's used to taking a approach to L&D.
6. Her ideas can be on a larger scale
7. She would to the HR manager.
8. Performance will be in different ways.

PART B: PHOTOGRAPHS

In each question, you will look at a photograph and then listen to 4 sentences. Choose the sentence that best describes the photograph.



1. Answer: _____



2. Answer: _____



3. Answer: _____



4. Answer: _____



5. Answer: _____



Source: <http://customerthink.com/the-pentagon-of-customer-service/>

UNIT 3

CUSTOMER SERVICE

Learning Objectives

Students are able to understand and explain about customer service which is realized in four language-skills: reading, speaking, writing, and listening.



Sam loved “Take Our Kids to Work Day” because he would finally see where his mother worked. Ms. Phillips answered questions at a customer call centre. But her boss, Mr. Hill, presented a challenge by snapping at Sam, “You know I don’t permit children in this workplace!” Embarrassed, Sam looked down as Ms. Phillips spoke to her boss, gently reminding him what a day it was. Mr. Hill turned, stomped into his office, and shut the door.

“Sam,” Soothed Ms. Phillips, “Just watch, learn, and help.” So the boy sat by his mother’s desk and observed her in her headset, speaking in a reassuring way to every caller. The many voices in the room blended into a hum, accompanied by tapping fingers speeding along keyboards.

Sam wondered how he could last the day, when Mr. Hill yelled, “Stupid printer is stuck!” Sam took a breath and approached the stern man. “Sir, I’m good with computers, so maybe I could help?”

Sam followed Mr. Hill into his office and read the error message. *Oh this issue*, Sam thought. He applied the solutions he used when his computer misbehaved. In a moment, the printer was working again.

“Thanks,” Said Mr. Hill. “You’re smart boy, Sam. Sorry I forgot to welcome you.”

READING COMPREHENSION

Answer each questions. Give details from the story.

1. Which best describes Mr. Hill at the beginning of the story?
a. Cold b. formal c. friendly d. easy-going

What helped you answer?

2. Who is telling this story?
a. Sam b. a narrator c. Ms. Phillips d. Mr. Hill

What helped you answer?

3. Describe how the illustrations and text details clarify the setting of the story.

4. What hidden talent did Sam bring to his mother's workplace?

VOCABULARY

Adjectives

With a partner, decide whether these adjectives are most likely to be used to describe customers, helpline operators or both. Write C (customers), H (helpline operators) or B (both) next to each word.

Annoyed Cheerful Difficult Frustrated Grateful Helpful Knowledgeable
Patient Persuasive Pleasant Reassuring Satisfied Sympathetic upset

Describing problems

Decide which device each of the sentences can refer to and tick (✓) the appropriate columns

| | Car | Photocopier | PC | Mobile Phone |
|--|-----|-------------|----|--------------|
| 1. When I switch it on, nothing happens. | | ✓ | ✓ | ✓ |
| 2. It broke down on the way to work. | | | | |
| 3. It keeps crashing. | | | | |
| 4. There's something stuck inside. | | | | |
| 5. I can't switch. | | | | |
| 6. It's not working properly. | | | | |
| 7. It won't start. | | | | |
| 8. It's out of order. | | | | |
| 9. I think it's a complete write-off. | | | | |
| 10. The battery's dead. | | | | |

Collocations

Choose the best verb from the box to complete each collocation. Use each verb once only.

| | | | | | | | |
|---------|----------|----------|----------|------|----------|----------|------|
| Arrange | Diagnose | Escalate | Exchange | Give | Identify | Sort out | Talk |
|---------|----------|----------|----------|------|----------|----------|------|

1. _____ the symptoms.

2. _____ the fault.
3. _____ a problem.
4. _____ the customer through the process.
5. _____ the problem to a supervisor.
6. _____ a visit from our technician.
7. _____ the product.
8. _____ a full refund.

Antonyms

Match each verb with its opposite.

- | | |
|-------------|-----------------|
| 1. Connect | a) disconnect |
| 2. Insert | b) fasten |
| 3. Lift out | c) push in (to) |
| 4. Release | d) remove |
| 5. Replace | e) remove |
| 6. Screw in | f) switch off |
| 7. Turn on | g) unscrew |

Complete the instructions for upgrading a PC memory module using 12 of the verbs from exercise above (antonym)

First, (1) _____ the PC. Do not (2) _____ the power cable, so that the PC remains earthed. Then (3) _____ and (4) the side-panel. Next, (5) _____ the retaining clips at each end of the old memory module. (6) _____ the old memory module. Carefully (7) _____ the new memory module and (8) _____ it firmly _____ the slot. (9) _____ the clips at each end. (10) _____ and (11) _____ the side panel. Finally, (12) _____ the PC and check that the new memory is recognized.

Phrasal Verb

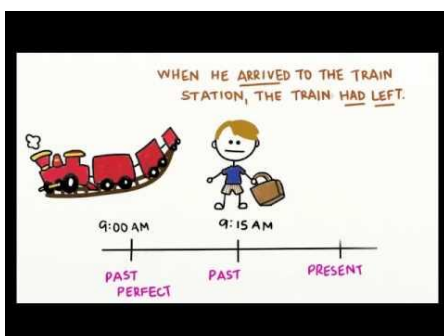
Match each verb with the correct definition.

- | | | | |
|----------------|---------------------|----------------|------------------|
| 1. Hang up | a) Renew call | 5. Hold on | e) make a note |
| 2. Speak up | b) Connect | 6. get through | f) stay on line |
| 3. Call back | c) Talk louder | 7. Get back to | g) make contact |
| 4. Put through | d) Terminate a call | 8. Take down | h) return a call |

Complete the sentences with the phrasal verbs from exercise above

1. I can't hear you very well. Could you _____, please?
2. I'm going to _____ to my supervisor.
3. I'll just _____ your name and address.
4. We tried to contact you yesterday, but we couldn't _____.
5. We'll _____ you as soon as we solve the problem.
6. All our lines are currently engaged. Please _____ later.
7. Could you _____ a moment, please?
8. It's a terrible line. Could you _____, and try again?

Past Perfect Tense



The past perfect tense in a sentence or conversation describes an event that **happened in the past before another event in the simple past tense** was completed in the past.

It does not matter which event is mentioned first - the tense makes it clear which one happened first.

The situations where a past perfect tense is used are to:

7. Indicate an event that has occurred and been completed in the past.
Example: Johan **had borrowed** money from the bank to buy his new car.
8. Describe an event or action which happened before a definite time in the past.
Example: We **had cleaned up** the terrace before the watchman arrived.
9. Describe an action that happened in the past before another action took place.
Example: We **had reached** their house after the dinner was over.
10. Describe a state.
Example: Their wives **had become** good friends at the wedding.

Forming the past perfect tense.

The Past Perfect tense in English is composed of two parts: the past tense of the verb to have (had) + the past participle of the main verb.

1. Affirmative

Subject + had + present participle (V3)

Example: My brother **had slept**.

2. Negative

Subject + had + not + present participle (V3)

Example: My brother **had not slept**.

3. Interrogative (questions)

had + Subject + present participle (V3) ?

Example: **Had** my brother **slept**?

SPECIAL NOTE:

There will be a situation when you meet past perfect + just. '*Just*' is used with the past perfect to refer to an event that was only a short time earlier than before now, e.g.

Example:

1. The train **had just left** when I arrived at the station.
2. She **had just left** the room when the police arrived.

EXERCISE

Make the past perfect:

1. When I arrived at the cinema, the film _____ (start).
2. She _____ (live) in China before she went to Thailand.
3. After they _____ (eat) the shellfish, they began to feel sick.
4. If you _____ (listen) to me, you would have got the job.
5. Julie didn't arrive until after I _____ (leave).
6. When we _____ (finish) dinner, we went out.
7. The garden was dead because it _____ (be) dry all summer.
8. He _____ (meet) her before somewhere.
9. We were late for the plane because we _____ (forgot) our passports.
10. She told me that she _____ (study) a lot before the exam.

Past Perfect Continuous Tense



This tense is used to describe actions that were going on in the past up until another action in the past happened. Unlike the present perfect continuous, which indicates an action that began in the past and continued up to the present, the past perfect continuous is a verb tense that indicates something that began in the past, continued in the past, and also ended at a defined point in the past.

Example: He **had been drinking** milk out the carton when Mom walked into the kitchen.

When, for, since, and before are words that you may see used alongside the past perfect continuous tense.

Example:

1. Martha **had been walking** three miles a day *before* she broke her leg.
2. The program that was terminated **had been working** well *since* 1945.
3. Cathy **had been playing** the piano for 35 years *when* she was finally asked to do a solo with the local orchestra.

Forming the past perfect continuous tense

Subject + had + been + present participle (-ing)

1. Affirmative

Example: Lia **had been walking**.

Subject + had + not + been + present participle (-ing)

2. Negative

Example: Lia **had not been walking**.

had + Subject + been + present participle (-ing)?

3. Interrogative (questions)

Example: **Had** Lia **been walking**?

EXERCISE

Make the past perfect continuous positive:

1. I _____ (work) all day, so I didn't want to go out.
2. She _____ (sleep) for ten hours when I woke her.
3. They _____ (live) in Beijing for three years when he lost his job.
4. When we met, you _____ (work) at that company for six months.
5. We _____ (eat) all day, so we felt a bit ill.

Make the past perfect continuous negative:

6. I _____ (not / work) there long when she quit.
7. She _____ (not / work) but she was tired anyway.
8. It _____ (not / rain) long when I got home.
9. He was in trouble with the teacher because he _____ (not / go) to classes.
10. We _____ (not / live) in London for three years when we got married! It was more like five years.



Telephoning

Choose suitable words for the telephone dialogue below:

Sure message hold afraid this help repeat through call

Operator: Hello, Frank and Brothers, How can I (1) _____ you?

Peter: This is Peter Jackson. Can I have extension 3421?

Operator: Certainly, please (2) _____ and I'll put you (3) _____...

Frank: Bob Peterson's office, Frank speaking.

Peter: (4) _____ is Peter Jackson calling, is Bob in?

Frank: I'm (5) _____ he's out at the moment. Can I take a (6) _____?

Peter: Yes, could you ask him to (7) _____ me at 9147 6320. It's urgent.

Frank: Could you (8) _____ the number please?

Peter: Yes, that's 9147 6320, and this is Peter Jackson.

Frank: Thank you Mr Jackson, I'll make (9) _____ Bob gets your message.

Peter: Thanks, bye.

Frank: Good bye.

Circle the appropriate preposition for the sentences/questions below:

1. I can't hear you I'm sorry, you are breaking in/up. May I hang in/up and call you straight back?
2. Would it be okay if I called you back in/at 15 minutes?
3. Thank you. I really am very grateful to/at you for/at all your help.
4. I'm calling on/about the low interest rate loans.
5. I'll send you a confirmation on/in writing. You should receive it by/within Friday.
6. I'm sorry, I've been on/in the phone for the last hour.
7. Could I speak at/with Mr Brown please?
8. William, there was a call to/for you when you were at lunch.
9. I'm afraid that Christine is not in/at her office right now.
10. I can take your details over/in the phone now if you have time.

ROLEPLAY

What would you say to someone on the phone if...?

1. you couldn't understand their name?
2. you answered your colleague's phone and he/she was out at lunch at that moment
3. you had called him/her and the line was very bad (i.e. it was very noisy and you couldn't hear them well)?



I. GIVE ONE synonym for each word/ expression :

1. To hang up: _____
2. Busy: _____
3. Mobile phone: _____
4. To make sure: _____
5. To lift: _____
6. Telephone booth: _____
7. Free: _____
8. To call: _____
9. To connect someone to: _____
10. To reach someone: _____

II. Put the words in the correct order then rewrite the sentences:

1. She/ business/ I/ afraid/on/is/am/away.
_____.
2. Hold/ would/ call/or/like/later/back/you/to?
_____?
3. Sydney/how/ you/I/ speaking/may/Smith/help?
_____?
4. Peterson/can/please/ through/put/Jane/you/to/me?
_____?
5. Transport Easy company /on/we/ calling/of/are/ behalf.
_____.
6. Kellie/ speak/ please/ could/ Stevens/ I/ to?
_____?
7. Who/ I/ can/ calling/ ask/ is?
_____?
8. Not/ afraid/I/ are/ am/ in/ they.
_____.
9. Connecting/ please/ to/ am/ hold/ Douglas/ I/ you.
_____.
10. Called/her/will/I/you/let/know.
_____.

III. Give the polite version of these sentences:

1. Yes.

2. Mrs. Calendar?

3. No.

4. The line is busy.

5. I want to know your prices.

6. Thanks.

7. OK.

8. Bye.



Part A: Comprehension

A Phone Call from a Customer

Audio A Phone Call from a Customer

Listen to the phone call from a customer to practice and improve your listening skills.

Before Listening

Do the preparation task first. Then listen to the audio and do the exercise.

Preparation Task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. An exception
2. Payment terms
3. An Invoice
4. An extension
5. Delivery confirmation
6. Cash flow
7. A regulation
8. To appreciate

Definition

- a. Proof that a delivery has been made.
- b. The conditions of when a customer should make payment.
- c. When more time is allowed for something.
- d. An official or organizational rule.
- e. A document which shows how much a customer has to pay, for what and by when.
- f. When something doesn't follow the usual rule.
- g. To show someone you are grateful for something they have done.
- h. The timing and amount of money coming in and going out of a company.

TASK 1

Are the sentences true or false?

| | True | False |
|---|------|-------|
| 1. The delivery hasn't arrived yet. | | |
| 2. Andrea is having cash flow issues and needs a payment extension. | | |
| 3. Andrea usually asks for an extension of the payment terms. | | |
| 4. Andrea has a new order to place, even bigger than the last one. | | |
| 5. Junko can extend the payment terms on the last order to 60 days. | | |
| 6. Junko will send Andrea an email confirmation. | | |

TASK 2

Write the sentences in the correct group.

| | |
|--|--|
| Let me see what I can do I'm happy to help you. You'll really be helping us. I need a favour. | I promise this won't become the norm. I'm not sure if I can do that. I appreciate your help. I think we can make an exception this time. |
|--|--|

| The customer says: | The supplier says: |
|--------------------|--------------------|
| | |

PART B: PHOTOGRAPHS

In each question, you will look at a photograph and then listen to 4 sentences. Choose the sentence that best describes the photograph.



1. Answer: _____



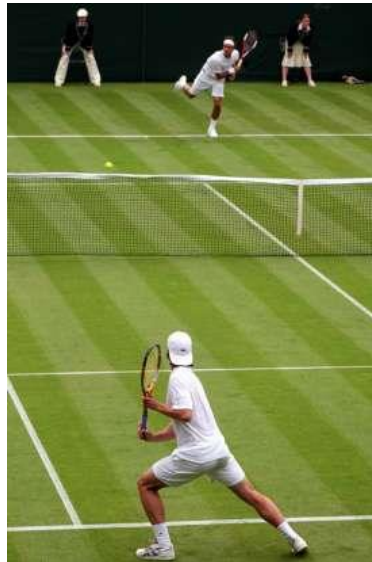
2. Answer: _____



3. Answer: _____



4. Answer: _____



5. Answer: _____



UNIT 4

PRODUCT AND PACKAGING

Learning Objectives

Students are able to understand and explain about product and packaging which is realized in four language-skills: reading, speaking, writing, and listening.



Amazon.com cuts down on packaging

At last a company has come up with a sensible solution to its packaging. Amazon.com has taken a great leap forward and decided to cut back on the packing materials it uses in its boxes and parcels. Soon, you'll no longer have to spend half-an-hour trying to free the books or CDs you ordered from the box. Amazon calls its new idea the "Frustration-Free Packaging Initiative." It aims to stop the "wrap rage" we all experience when we try to set free our goods from the cardboard, plastic and foam packing materials. This will help the environment and also mean we need one less garbage bag to throw the packaging away. The Seattle-based company is working with other retailers to find solutions to using less packaging, and so save customers money.

The initiative will initially be for only 19 items. Amazon.com executives say they will expand this to more and more products. The company website says it is "a multi-year [plan] designed to [reduce] 'wrap rage'." The site says it will use "recyclable boxes that are easy to open and free of excess materials such as hard plastic clamshell cases, plastic bindings, and wire ties". It is interesting the company recognizes that we all experience frustration and rage when opening parcels. The new initiative may also help cut down on the tens of thousands of injuries caused by packaging each year. To highlight the problem of excess packaging, Amazon has put a "Gallery of Wrap Rage" page on its site. It invites visitors to post photos and videos of frustrating packaging.

WARM-UPS

1. PACKAGING

Walk around the class and talk to other students about packaging. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT

In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

sensible solutions / leaps forward / packing materials / initiatives / cardboard / garbage / executives / recyclable boxes / frustration / injuries / posting videos
Have a chat about the topics you liked. Change topics and partners frequently.

3. RAGE

What gets you in a rage? Complete the table below. Give a mark from 1 (no problem) to 10 (I get super angry). Share what you wrote with your friends.

| Feature | 1 - 10 | Why I get in a rage |
|-----------------|--------|---------------------|
| Packaging | | |
| Computers | | |
| Others' driving | | |
| English | | |
| Family | | |

TRUE/FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | | |
|----|---|-------|
| a. | Amazon.com has decided not to use packaging when it sends parcels. | T / F |
| b. | Amazon hopes people will no longer be angry trying to open parcels. | T / F |
| c. | The new packaging initiative from Amazon is environmentally friendly. | T / F |
| d. | Amazon.com is in talks with other stores on how to cut costs. | T / F |
| e. | Nineteen of Amazon's products will use the new, reduced packaging. | T / F |
| f. | There will be free wire ties in the frustration-free packaging. | T / F |
| g. | Tens of thousands of people a year get injured opening packages. | T / F |
| h. | Amazon.com has asked its customers to video poor packaging. | T / F |

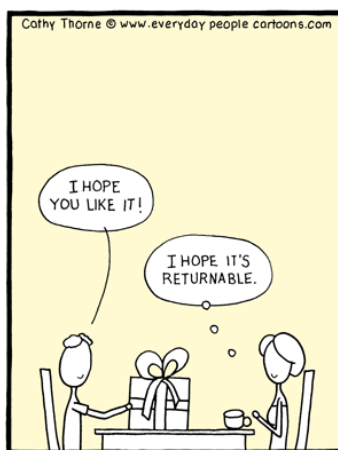
SYNONYM MATCH: Match the following synonyms from the article:

- | | | | |
|-----|--------------|----|-------------|
| 1. | at last | a. | at first |
| 2. | come up with | b. | rubbish |
| 3. | cut back on | c. | calls for |
| 4. | Initiative | d. | reduce |
| 5. | Garbage | e. | finally |
| 6. | Initially | f. | unnecessary |
| 7. | Expand | g. | is aware of |
| 8. | Excess | h. | increase |
| 9. | Recognizes | i. | created |
| 10. | Invites | j. | plan |

PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | | | |
|-----|---|----|-------------|
| 1. | a company has come up with a sensible | a. | frustration |
| 2. | Amazon.com has taken a great leap | b. | retailers |
| 3. | free the books or CDs you ordered from the | c. | items |
| 4. | It aims to stop the "wrap rage" we all | d. | forward |
| 5. | The Seattle-based company is working with other | e. | injuries |
| 6. | The initiative will initially be for only 19 | f. | experience |
| 7. | recyclable boxes that are easy to | g. | packaging |
| 8. | the company recognizes that we all experience | h. | solution |
| 9. | cut down on the tens of thousands of | i. | box |
| 10. | post photos and videos of frustrating | j. | open |

PRESENT TENSE



The present tense is used to talk about the present and to talk about the future. It also has meaning, to talk about something that is going on now or that is true now and any time. There are four present tenses in English.

1. Simple present
2. Present continuous
3. Present perfect
4. Present perfect continuous

Simple Present Tense

The simple present (also called present simple or present indefinite) is a verb tense which is used to show repetition, habit or generalization. Also, it is used to describe **habits, unchanging situations, general truths, and fixed arrangements**.

1. To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
Example: I **pray** five times. (habit); I **work** in Sinar Mas. (unchanging situation); Jakarta **is** a large city (general truth).
2. To give instructions or directions:
Example: You **walk** for two hundred meters, then you **turn** left.
3. To express fixed arrangements, present or future:
Example: Your exam **starts** at 09.00
4. To express future time, after some conjunctions: **after, when, before, as soon as, until:**
 He'll **give** it to you when you **come** next Saturday.

SPECIAL NOTE

Be careful! The simple present is not used to express actions happening now.

Forming the simple present tense

How to make simple present tense is pretty easy. Its only Subject and Verb. The special case about this is the verb, especially for singular (which ends in -s).

1. In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
2. Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
fly --> flies, cry --> cries
Exception: if there is a vowel before the **-y**:
play --> plays, pray --> prays
3. Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
he passes, she catches, he fixes, it pushes

Simple present negative

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don't** or **doesn't** instead of **do not** or **does not**.

Example:

Affirmative sentence: She cries.

Negative sentences: She does not cry.

Simple present interrogative

The formula for asking a question in the simple present is **do/does + [subject] + [root form of verb]**.

Example:

Affirmative sentence: She cries.

Negative sentence: She does not cry.

Interrogative sentence: Does she cry?

EXERCISE

Make the present simple (choose positive, negative or question):

1. (He / drive to work every day)

2. (I / not / think you're right)

3. (We / have enough time?)

4. (I / eat cereal in the morning)

5. (They / write e-mails every day?)

6. (You / watch a lot of TV)

7. (he / not / read the newspaper)

8. (She / dance often?)

9. (where / I / come on Mondays?)

10. (What / you / do at the weekend?)



A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. A **preposition** is usually a short word placed before a substantive (or a pronoun) and indicating the **relation** of that substantive to other parts of the sentence (mostly verbs). A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Example: I was reading a book **in** the living-room.

The preposition “**in**” specifies, where exactly “I was reading a book”. It is placed directly **before** the noun “living-room” (not counting a sometimes-optional article like “the”).

Categories

Prepositions, as a class of words, can be divided in five categories.

1. Preposition of **time** (temporal), basic examples of time prepositions include: *at, on, in, before* and *after*. They are used to help indicate when something happened, happens or will happen. It can get a little confusing though, as many different prepositions can be used.

| English | Explanation / Meaning | Examples |
|--------------|---|---|
| on | days (of the week) & dates | on Sunday; on May 1st; on Christmas Eve; on my mark; on the weekend (AmE.) |
| in | months / seasons / year part of the day after a period of time | in summer / in July / in 2017 in the evening in an hour; in the future |
| at | a specific point of time exceptions (question: "When ...?") | at 11:15 p.m.; at half past six at noon; at night; learned English at 42; at the weekend (BrE.); at first glance |
| since | from a specific point in time until now (past till now) | since 1980; since yesterday |
| until (till) | up to a certain point in time | until Monday; I'll wait to call my manager until I hear from the client |
| for | over a certain period of time | for the first time in forever; for 3 years |
| ago | from now to a specific point in the past (now till past) | a second ago; a decade ago; a while ago |
| during | throughout the course or duration of s.th. | during summer; during the vacation; during the discussion |
| before | previous to in time; earlier than | before winter; before dawn; I have to talk to the client before I call my manager |
| after | Subsequent in time; at a later time than | after midnight; after tomorrow |
| to / past | telling the time | ten to two (1:50) / ten past two (2:10) |
| from / to | a starting point / an end point | from the beginning; from now to eternity |
| by | not later than | by 12 o'clock; by next week |

SPECIAL NOTE:

There are some sentences that does not need any prepositions.

1. next week, year, month etc
2. last night, year etc
3. this morning, month etc
4. every day, night, years etc
5. today, tomorrow, yesterday

2. Preposition of **place** (spatial), To confuse matters a bit, the most common prepositions to indicate time – **on, at, in** – are also the most common prepositions to indicate position. However, the rules are a little clearer as place prepositions are a more rigid concept than time prepositions.

| English | Explanation / Meaning | Examples |
|------------|---|--|
| in | position or state inside sth. | in London; in the book, in the mirror; in love |
| at | in the area of ...; specific position an event (or a place related to it) | at home; at the table; at my side at the party; at the cinema; at school |
| on | position above in contact with a certain side (left, right) the state or process of means of conveyance | on the desk; on my shoulder on the wall; on the water on the left side; on the bright side on leave; on fire; on the way on the phone; on TV; on the menu on trains; on the bus; on a plane |
| off | from a place or position | off the table; off the wall; went off to Canada; got off the bus; turned off the TV |
| by, beside | at the side of; close to, next to | by the door; beside the car; stand by me |
| under | in a lower position; beneath the surface | under the table; under water |
| over | in or at a position above more than | put sth. over a shirt; walk over sth.; over my dead body over 100 years; over ten miles |
| below | in or to a lower place; beneath | below the surface; below 20°; below the clouds |
| above | higher than sth. else; overhead | above the door; the clouds above; the problems cited above |
| up | from a lower towards a higher point | up the hill; up there is a ... |
| down | a descending direction | rolled down the hill; walking down the street |

3. Preposition for **direction (or movement)**, Prepositions of movement are quite easy to understand as they are less abstract than prepositions of place and time. Essentially, they describe how something or someone moves from one place to another. The most commonly used preposition of movement is *to*, which usually serves to highlight that there is movement towards a specific destination.

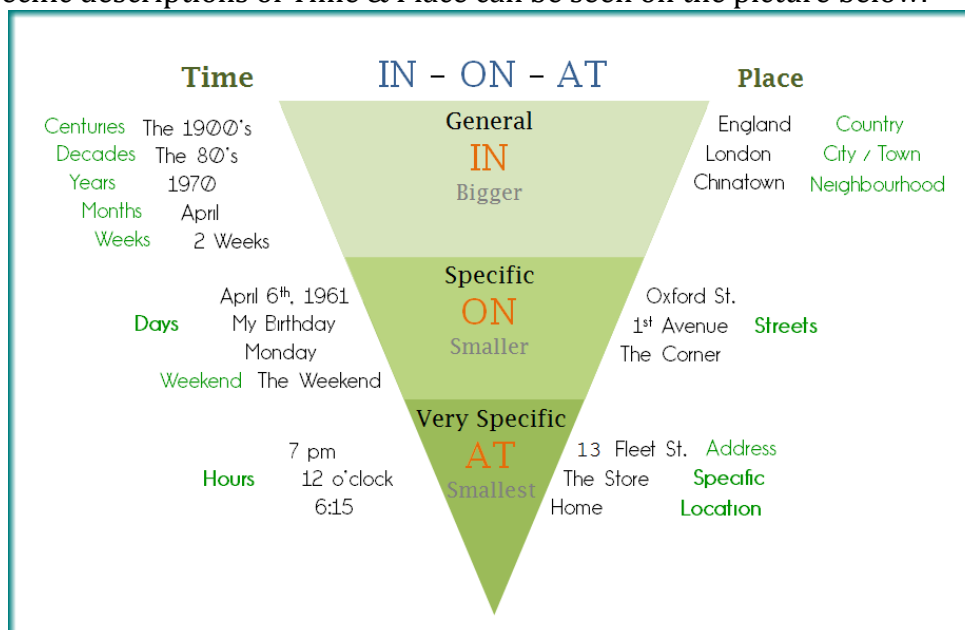
| English | Explanation / Meaning | Examples |
|---------|---|--|
| across | on, at, to or from the other side | across the street; lines across the paper |
| through | from one end or side to another | through the tunnel; a tour through France |
| to | in a direction toward a person or thing toward a (given) state | go to bed; move on to; face to face; to the entrance back to health; all the way to; to die for |
| into | movement to the inside or interior of to the condition, state, or form of | went into the kitchen; crashed into a tree breaking into pieces; go into banking |
| out of | movement from the inside to the outside no longer in the condition, state, or form of | drag myself out of bed; out of nowhere out of town; out of order; out of fashion |
| onto | movement to the top | jumped onto the table |
| towards | movement in the direction of; or closer to | towards the house; toward the future; toward peace |
| from | a starting point; movement away from a source, a cause; a distinction | walked home from the station; traveled from NY to LA a note from the teacher; know right from wrong |

4. Preposition for **device, instrument or machines**, A preposition for agent or instrument is used for a thing which is cause of another thing in the sentence. Different prepositions are used by different devices, instruments or machines.

| English | Explanation / Meaning | Examples |
|---------|---|---|
| of | originating from, composed of, associated with, belonging to | men of the north; a cup of coffee; the hand of God; that friend of yours |
| by | in the name of; through the agency or action of | a book by Mark Twain; by myself; played by the rules; killed by a bullet; one by one they left; by car, by bus |
| about | estimation of quantity on the subject of ready to do sth. | about ten people; about five minutes; about two miles a book about English the chorus is about to sing |
| for | indicates the object, aim or purpose | happy for you; for sale; eager for fame; for one thing, ...; for heaven's sake |
| with | in the presence or use of | with a friend; with cheese; with confidence; with a lot of ...; will be with you shortly; from Russia with love |

SPECIAL NOTE:

Short overview of the 3 prepositions **in & on & at** and their use from more general to more specific descriptions of Time & Place can be seen on the picture below.



EXERCISE

Prepositions of time

Put in the correct preposition (at, in, on, or no preposition):

1. Lucy is arriving ___ February the 13th ___ 8 o'clock ___ the morning.
2. The weather is often terrible in London ___ January.
3. It's better to get a taxi if you are out alone ___ night.
4. She got married ___ September.
5. They usually go to the south of France ___ the summer.
6. Columbus sailed to the Americas ___ the 16th century.
7. The Beatles were popular ___ the 1960s.
8. I graduated from university ___ 2001.
9. His birthday is ___ June.
10. I usually go to my parents' house ___ Christmas. We eat turkey together ___ Christmas Day.

Prepositions of Place

1. He's swimming ___ the river.
2. Where's Julie? She's ___ school.
3. The plant is ___ the table.
4. There is a spider ___ the bath.
5. Please put those apples ___ the bowl.
6. Frank is ___ holiday for three weeks.
7. There are two pockets ___ this bag.
8. I read the story ___ the newspaper.
9. The cat is sitting ___ the chair.
10. Lucy was standing ___ the bus stop.



PRODUCT DESCRIPTION



A product description is the marketing copy used to describe a product's value proposition to potential customers. A compelling product description provides customers with details around features, problems it solves and other benefits to help generate a sale.

Whether your products have a specific function, like a camera, or a personal purpose, like fashion, all products exist to enhance or improve the purchaser's quality of life in one way or another. As the shopper browses, they instinctively imagine having each product in hand, using it and enjoying it.

The more powerful the customer's fantasy of owning the product, the more likely they are to buy it. Therefore, I like to think of product descriptions as storytelling and psychology, incorporating the elements of both prose writing and journalism. A "good" product description will not do. Competition is getting too fierce. It must be great!

1. Think about the who, what, where, when, why and how or 5W+1H before writing.
2. Determine the best format to describe your products.
3. Make your product description copy short and sweet.
4. Use storytelling to your advantage.
5. Don't be afraid to boast.
6. When needed get technical to win trust.
7. Know when to show and not tell.
8. Know when to show, tell and describe
9. Don't be afraid to be unique.

SHOP MEDIA CUSTOMER SERVICE MY ACCOUNT

HOME / SHOP / BOTTOMS / LEGGINGS / GRAPHIC LEGGING - LEVELS

Graphic Legging - Levels

\$76.00

52 people like this. Be the first of your friends.

SKU: 229-LEV

Size: X/S S/M M/L

Color:

Quantity: 1

ADD TO CART ADD TO WISH LIST

Product Description

Sure to be one of your favorites, our Orize graphic pants are a year-round stunner. Blending art and fashion, the unique placement printing process for our Graphic Legging is one of kind! As one of our top Orize leggings, these graphic pants are custom made and are truly a statement piece. See our [Size Guide](#) for more information. Available sizes: X/S, S/M, M/L.

- Max out on size S/M (in inches) 28.5
- Hand or machine wash cold
- Tumble or hang dry
- Made in USA

Love this style? Click [HERE](#) to view more colors!

Product Reviews

Bullet-pointed list of need-to-knows for the scanners. Note the Made in the USA callout. Some shoppers are preferential about where and how their product are made. If your target consumers share this quality, be sure to include this type of information.

Conversational tone carries the personality of the brand and engages fans. An easy-to-find size guide answers any lingering questions.

For more information you can check this website which is a resource for this text at <https://www.bigcommerce.com/blog/perfect-product-description-formula/#writing-a-product-description-to-grow-sales>

EXERCISE

Make your own product description. The product can be exist in the real world or you can make it on your own.



PRODUCT AND PACKAGING



Discussion

1. Look at the pictures above. Think what do you see? Do you think that their packaging are good? Discuss with your friends.
2. With a partner, think of three examples of products which are packaged well or badly, and say why. Think about protection, identification, transport, storage, display and security.

New Product Design Discussion

You have invented a new children's toy – KidBot, a robot which dances, talks and plays children's favourite songs. In small groups, discuss how you will package it. Think about questions below.

1. What different materials could you use? What are their advantages and disadvantages?
2. What design elements will you incorporate? Think about shape, colour, photos, logos, and text.
3. How will your packaging make your product look different from other electronic toys?





PART A: COMPREHENSION

A DESIGN PRESENTATION

Audio 3 A Design Presentation

Directions

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. To unveil
2. Appealing
3. a phase
4. target market
5. a Gantt chart
6. to launch
7. an imitation
8. a gadget

Definitions

- a. Interesting or attractive
- b. a small and useful machine or tool that does something specific
- c. to show people something or tell them about it for the first time
- d. something that is designed to look like something else
- e. to bring a new product or service to the market
- f. a stage within a process or project
- g. a table which shows the different stages of a project
- h. the group of consumers that a product is aimed at

TASK 1

Are the sentences true or false?

| | True | False |
|---|------|-------|
| 7. They have redesigned an old product. | | |
| 8. The product is aimed at men and women aged 18–40. | | |
| 9. The new design means you don't need two hands to use it. | | |
| 10. There's only one size now. Another one will follow in a few months. | | |
| 11. They will make a Gantt chart for the project next month. | | |
| 12. He finished the presentation with enough time to take some questions. | | |

TASK 2

Write the useful phrases next to the tips.

I'd like to talk you through the following
(three) points

Firstly, ... / Next, ...

Finally, I'm going to talk to you about ...

As you can see ..., / You'll notice that ...

As you can see ..., / You'll notice that ...

As you know, ...

Do you have any questions?

In summary, ...

- | | |
|---|-------|
| 1. Refer to the audience's knowledge | _____ |
| 2. Refer to what image you are showing | _____ |
| 3. Tell them the structure of your presentation | _____ |
| 4. Use signal words to help them follow you | _____ |
| 5. Tell them when you're moving on | _____ |
| 6. Show them when you're near the end | _____ |
| 7. Tell them the main points one last time | _____ |
| 8. Open up the discussion | _____ |

PART B: QUESTIONS & RESPONSE

In each question, you will listen to a question and then listen to 3 possible responses. Choose the correct response.

1. What did the supervisor have for dinner?
 - a. _____
 - b. _____
 - c. _____
2. Aren't you supposed to be at the staff meeting?
 - a. _____
 - b. _____
 - c. _____
3. Zeus Inc. has announced it's buying Mercury Tech.
 - a. _____
 - b. _____
 - c. _____
4. Did you know about our money back guarantee?
 - a. _____
 - b. _____
 - c. _____
5. Why did Mr. Walters move his desk?
 - a. _____
 - b. _____
 - c. _____
6. Are you the new accountant from the head office?
 - a. _____
 - b. _____
 - c. _____



<https://www.forbes.com/sites/alejandrocremades/2018/07/24/how-to-create-a-business-plan/#329f7377391c>

UNIT 5

BUSINESS PLANNING

Learning Objectives

Students are able to understand and explain about business planning which is realized in four language-skills: reading, speaking, writing, and listening.



Japan Prepares for Many Foreign Workers

Japan is changing its immigration policy because it needs workers. Japan is an aging society. This means it does not have enough workers to work in many jobs. Japan's government has decided to allow many workers from other countries into the country to help fill the jobs. Japan's Prime Minister Shinzo Abe said his government will meet on December 28 to approve the plan. If the plan is approved, it will become law on April 1. The new law would allow up to 345,000 foreign workers to help with labor shortages. Many of these workers will work in the construction, fishing, healthcare and agriculture industries. They will be largely low-skilled workers and will need to pass a Japanese language test.

Japan's Chief Cabinet Secretary Yoshihide Suga said on Saturday that Japan had to change and allow more foreign workers in to help the economy. He said: "If Japan simply continued along the same path, we would find ourselves in a very difficult situation." He also said the government would make sure the foreign workers can quickly adjust to life in smaller Japanese cities and towns. He said: "We want to ensure they have the right environment in which to live and work." Japanese people are having fewer children. The fertility rate is now only 1.4 children per woman. The rate should be 2.1 for Japan to have enough Japanese workers. Japan's population is already dropping by about 400,000 people a year.

WARM-UPS

1. FOREIGN WORKERS: Students walk around the class and talk to other students about foreign workers. Change partners often and share your findings.
2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

*Immigration / policy / aging / society / workers / country / plan / law / language / test
Saturday / economy / path / difficult situation / cities and towns / fertility / population*
Have a chat about the topics you liked. Change topics and partners frequently.

3. MORE WORKERS: How can a government increase the number of workers it has? Discuss the advantages and disadvantages of these things. Complete this table. Change partners often and share what you wrote.

| | Advantages | Disadvantages |
|---------------------------|------------|---------------|
| Raise retirement age | | |
| Foreign workers | | |
| Robots | | |
| Lower minimum working age | | |
| Stop emigration | | |
| Overseas call centers | | |

TRUE/FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | | |
|----|--|-------|
| a. | Japan is changing its policy towards immigration. | T / F |
| b. | Japan does not have enough workers because too many citizens are old. | T / F |
| c. | A new immigration plan would not become law until 2020. | T / F |
| d. | Workers from overseas must pass a Japanese language test. | T / F |
| e. | A government secretary said Japan must change or face difficulties. | T / F |
| f. | Foreign workers will not receive help to adjust to life in Japan's cities. | T / F |
| g. | The fertility rate in Japan is 2.1 children per woman. | T / F |
| h. | The article says Japan's fertility rate needs to be 1.4. | T / F |

SYNONYM MATCH: Match the following synonyms from the article.

- | | | | |
|-----|----------|----|------------------|
| 1. | Policy | a. | Accepted |
| 2. | Aging | b. | Mainly |
| 3. | Enough | c. | A smaller number |
| 4. | Approved | d. | Sufficient |
| 5. | Largely | e. | Route |
| 6. | Change | f. | Strategy |
| 7. | Path | g. | Falling |
| 8. | Foreign | h. | Adjust |
| 9. | Fewer | i. | Overseas |
| 10. | Dropping | j. | maturing |

PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | | | |
|-----|---|----|----------------------------|
| 1. | changing its immigration policy | a. | to 345,000 foreign workers |
| 2. | Japan is an aging | b. | Children per women |
| 3. | His government will meet on December 28 | c. | Quickly adjust |
| 4. | The new law would allow up | d. | Skilled workers |
| 5. | They will be largely low - | e. | To approve the plan |
| 6. | Japan simply continued | f. | Dropping |
| 7. | Make sure the foreign workers can | g. | Because it needs workers |
| 8. | Right environment in | h. | Along the same path |
| 9. | The fertility rate is now only 1.4 | i. | Which to live and work |
| 10. | Japan's population is already | j. | society |

COMPREHENSION QUESTIONS

1. Why is Japan changing its immigration policy?
2. When will the government meet to approve a plan?
3. Up to how many foreign workers might be allowed to work in Japan?
4. What kind of workers will the foreign workers be?
5. What kind of test will the workers need to pass?
6. What did Japan's Chief Cabinet Secretary say Japan had to do?
7. What kind of situation would Japan be in if it followed the same path?
8. What does Japan want to ensure foreign workers have?

9. What is the current fertility rate in Japan?
10. By how much is Japan's population reducing in size each year?



Present Continuous Tense

The **present continuous** verb tense indicates that an action or condition is happening now, frequently, and may continue into the future.

Forming Present Continuous Tense

Affirmative

Subject + *to be* + verb + *ing*

She Is talking.

Negative

Subject + *to be + not* + verb + *ing*

She is not (isn't) Talking

Interrogative

to be + subject + verb + *ing*

Is she talking?

Function of the present continuous

1. Use the present continuous with normal verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.
 - a. You are learning English now.
 - b. You are not swimming now.
 - c. Are you sleeping?
 - d. I am sitting.
 - e. I am not standing.
2. In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the present continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.
 - a. I am studying to become a doctor.
 - b. I am not studying to become a dentist.
 - c. I am reading the book Tom Sawyer.

3. Sometimes, speakers use the present continuous to indicate that something will or will not happen in the near future.
 - a. I am meeting some friends after work.
 - b. I am not going to the party tonight.
 - c. Is he visiting his parents next weekend?
 - d. Isn't he coming with us tonight?
4. to describe a temporary event or situation.
 - a. He usually plays the drums, but he's playing bass guitar tonight.
 - b. The weather forecast was good, but it's raining at the moment.
5. The present continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like [simple present](#), but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."
 - a. She is always coming to class late.
 - b. He is constantly talking. I wish he would shut up.
 - c. I don't like them because they are always complaining.

SPECIAL NOTE

BE CAREFUL! Some verbs are not usually used in the continuous form.

The verbs in the list below are normally used in the simple form because they refer to states, rather than actions or processes.

SENSES / PERCEPTION

- a. to feel*
- b. to hear
- c. to see*
- d. to smell
- e. to taste

OPINION

- a. to assume
- b. to believe
- c. to consider
- d. to doubt
- e. to feel (= to think)
- f. to find (= to consider)
- g. to suppose
- h. to think*

MENTAL STATES

- a. to forget
- b. to imagine
- c. to know
- d. to mean
- e. to notice
- f. to recognise
- g. to remember
- h. to understand

EMOTIONS / DESIRES

- a. to envy
- b. to fear
- c. to dislike
- d. to hate
- e. to hope
- f. to like
- g. to love
- h. to mind
- i. to prefer
- j. to regret
- k. to want
- l. to wish

MEASUREMENT

- a. to contain
- b. to cost
- c. to hold
- d. to measure
- e. to weigh

OTHERS

- a. to look (=resemble)
- b. to seem
- c. to be (*in most cases*)
- d. to have (*when it means "to possess"*)*

EXCEPTIONS

Perception verbs (see, hear, feel, taste, smell) are often used with can: *I can see...* These verbs may be used in the continuous form but with a different meaning

- a. This coat feels nice and warm. (your perception of the coat's qualities)
- b. John's feeling much better now (his health is improving)
- c. She has three dogs and a cat. (possession)
- d. She's having supper. (She's eating)
- e. I can see Anthony in the garden (perception)
- f. I'm seeing Anthony later (We are planning to meet)

EXERCISE

Make the present continuous:

1. (she / go home now)

2. (I / read a great book)

3. (she / not / wash her hair)

4. (the cat / chase mice?)

5. (she / cry?)

6. (he / not / study Latin)

7. (we / drive to London?)

8. (they / watch TV?)

9. (where / she / go now?)

10. (I / not / leave now)

Choose the present simple or present continuous:

1. (You / come) _____ tonight?

2. (He / eat) _____ rice every day?

3. I (work) _____ at the moment.

4. (He / come) _____ to London often?

5. He (play) _____ tennis now.

6. (You / come) _____ to the cinema later?

7. They (not / come) _____ to the party tomorrow.

8. He (not / play) _____ golf now.

9. (You / play) _____ tennis this Sunday?

10. They (go) _____ to a restaurant every Saturday.



MAKE A BROCHURE

A brochure is a small book containing information or advertising material about a product or service. It's a promotional document, aimed at introducing a company or organization's offerings. It must be presented in a way that the person reading it will be intrigued by the product or service and want to learn more.

How to Create Great Brochure Content

1. Focus on a topic
Pick a specific topic to write about. What's your sales pitch? Most of all, what makes your company unique? Even after you narrow down your choice to one topic, remember that a brochure can't cover all the information about that topic.
2. Create a grabbing title
Once you know your direction, it's time to create an eye-catching title. You don't have to be super clever here; you just want to be clear and encouraging. The goal is to be clear, yet encouraging. Try to keep your titles limited to about six words.
3. Be specific
No one wants to read a brochure that doesn't mention specific information. Do your research and uncover the best information. Of course, never plagiarize. Use this as an opportunity to include exciting details while speaking in your own voice. Your enthusiasm will come through in your words. Remember to be specific and highlight the details that hold the greatest potential to be eye-catching.
4. Mix writing styles
In the context of a brochure, it's important to keep the copy short. The goal is to get the reader to take action. As you mix your writing styles, be sure to offer quick summaries of your main offerings. Writing one long paragraph about the entire topic will be boring for your reader. Break the topic up into appropriate headers. Use bullet points, numbers, and other lists to highlight the most pertinent information.
5. Consider including testimonials
We live our lives off reviews these days. We want to see what other people have to say about a certain company, product, or service before we invest our time and money. You might also highlight some top reviews or awards from Yelp, TripAdvisor, Facebook, and other similar websites.
6. Include pictures
Brochures are supposed to offer the most important bits of information. However, readers will always gravitate toward the most visual guides. Include photographs wherever possible. Try to use your own photos. Stealing a picture that someone else took is plagiarism, and using tacky pictures that are not real will have a low-quality effect.

7. End with a call to action

Now that you've lured everyone in with your enticing facts, stats, pictures, and blocks of text, it's time to tell them how they can find out more. Create a little sense of urgency and give potential customers or clients a direct path to the next step. This is why it's also important to feature your website prominently throughout the brochure.

Brochure do's and don'ts

1. **Do** spend time designing the cover. We mentioned the importance of enticing pictures but, out of all your photos, the cover shot must be the most appealing.
2. **Do** maintain a little white space. The opposite of great photos and alluring content is a crammed or cluttered brochure.
3. **Do** consider creative fonts. Fonts are important because they must be clear.
4. **Don't** try to say it all. Remember our first point. You'll never be able to say it all in one, small brochure.
5. **Don't** be your own proofreader. It can be difficult to spot our mistakes in our own writing. You never want to do is print a brochure with grammatical inaccuracies. Ask a friend or family member with a keen eye for grammar to give your brochure an once-over before going to print. Better yet, hire a professional copy editor!
6. **Don't** expect your brochure to "close the sale." Remember, a brochure is just the tipping point. Once a customer or client follows your call to action and reaches out for more information, then you can try to close the sale. This is just the lure on the end of the fishing line.

Exercise

Make your own brochure. You can make brochure for local attractions or guided tours around town or restaurants or comedy shows, plays, dances or car rentals or shopping centers.



ROLEPLAY

Role A – Teacher

You think a teacher is the best job. Tell the others three reasons why. Tell them things that are wrong with their jobs. Also, tell the others which is the worst of these (and why): bank clerk, nurse or sales person.

Role B – Bank clerk

You think a bank clerk is the best job. Tell the others three reasons why. Tell them things that are wrong with their jobs. Also, tell the others which is the worst of these (and why): teacher, nurse or sales person.

Role C – Nurse

You think a nurse is the best job. Tell the others three reasons why. Tell them things that are wrong with their jobs. Also, tell the others which is the worst of these (and why): bank clerk, teacher or sales person.

Role D – Sales person

You think a sales person is the best job. Tell the others three reasons why. Tell them things that are wrong with their jobs. Also, tell the others which is the worst of these (and why): bank clerk, nurse or teacher.



PART A: COMPREHENSION

INTERVIEWING TECHNIQUES

Audio 4 Interviewing Techniques

Directions

Do the preparation task first.

Preparation

You are going to listen to a journalist giving advice on interviewing techniques. Before you listen, here is some vocabulary you will hear. Match the words and expressions with the definitions.

| | |
|----------------|-------------------|
| Subject Matter | Rule of thumb |
| Colour | Ground rules |
| Off the record | Leading Questions |

1. The ideas or information to be discussed
2. A question which tricks someone into giving the answer you want
3. Interesting or unusual details
4. A general guide based on experience
5. Basic rules that all parties agree to
6. Something the interviewee does not want repeated publicly

TASK 1

You are going to listen a journalist giving advice on interviewing techniques. Before you listen, here is some vocabulary you will hear. Match the words and expressions with the definitions.

| | | | |
|-------------|------------------|------------------|-------------|
| Colour | Off the record | Opinion question | Interviewee |
| Interviewer | Press conference | Leading question | |

Definitions

- a. Question about what a person thinks or feels
- b. Something which the speakers doesn't want included in the story
- c. Interesting or unusual details or qualities
- d. Person who answers the questions
- e. Question which tricks someone into giving the answer you want

- f. Meeting where someone makes a public statement and reporters ask questions
- g. Person who asks the questions

TASK 2

Listen to a journalist giving advice on interviewing techniques. Put the pieces of advice into the correct category, Do or Don't.

1. Finish by reviewing what has been said.
2. Start the interviewing by saying who you are.
3. Prepare questions in advance
4. Listen carefully to what the interviewee says.
5. Ask opinion in questions first.
6. Interview people in an unfamiliar place.
7. Add to your notes soon after the interview.
8. Ask questions that have already been answered.
9. Imagine what will happen in the interview.
10. Ask leading questions.

| | |
|-------|--|
| Do | |
| Don't | |

TASK 3

Listen to the journalist again and find the missing word of these notes made by a Journalism student.

9. Research person and _____ matter of interview
10. Prepare questions in advance and decide on _____
11. Ask questions about _____ first – easier to answer.
12. Introduce yourself and state _____ for interview.
13. Don't use list of questions as rigid _____.
14. Ask for _____ to support claims made.
15. End by reviewing main areas – ask if interviewee wants to _____ anything else.
16. Ask if you can _____ them again if necessary.
17. Review your _____ as soon as possible after the interview.

PART B: QUESTION AND RESPONSE

In each question, you will listen to a question and then listen to 3 possible responses. Circle the best response.

1. Who is taking Ms. Pillette to city hall this week?
 - a. _____
 - b. _____
 - c. _____
2. Housing prices have dropped again.
 - a. _____
 - b. _____
 - c. _____

3. Would you rather wait on tables or wash dishes?
- a. _____
 - b. _____
 - c. _____
4. Could I borrow your cell phone for a local call?
- a. _____
 - b. _____
 - c. _____
5. Where are last week's invoices?
- a. _____
 - b. _____
 - c. _____
6. Do you like the way they reorganized the office?
- a. _____
 - b. _____
 - c. _____



Source: https://www.123rf.com/photo_41445104_community-culture-society-population-team-tradition-union-concept.html

UNIT 6

CULTURE AND SOCIAL ACTIVITY

Learning Objectives

Students are able to understand and explain about culture and social activity which is realized in four skills: reading, speaking, writing, and listening.

**Inviting, and accepting or declining.
Warms up**



- 1. What kinds of social activities in your town could be appropriate ways of entertaining visitors from other countries?**
- 2. Work in pairs. Use the advertisements below to invite your partner to something. He/she should respond. Then change roles so you both get to invite and accept or reject in each situation.**
 - a) Tomorrow night / a show or visit the town / or have a meal
 - b) This evening / a meal in restaurant / different colleagues.
 - c) When you come / what would you like to do?

City Museum & Art Gallery

Drawing from the Italian Renaissance
The Stenward Collection of drawings by
masters of the Renaissance including
Bernini, Leonardo da Vinci, Michelangelo,
Tiepolo, Titian, Vasari.

April 3rd – July 24th
Admission 10 a.m. – 9 p.m.
Museum Square Tel 0467987785

Art House Cinema

20 -24 Copper Street

Screen one : The Enigma of Kaspar Houser
Director Werner Herzog starring Bruno S.,
Eva Mattes, Clemens Scheitz.

Screen two: Once upon a time in the West
Director Sergio Leone starring Henry Fonda
Charles Bronson, Claudia Cardinale

All this week: 9.00.
Booking 020 7857 8211

PAVILION MUSIC HOUSE

88 Lime St

Night Music & Light
The best in contemporary dance music
Plus top local live bands
House DJ Mixer Mo Admission includes two drinks
(see website for detail) www.pavilion.com

Speaking practice

Work in a partner. Make a conversation one of you giving invitation, for example a friend invites you to come to hang out, make respond whether you accepting or declining



Writing business letter

- a. You receive the email below from a business partner confirming a meeting with you at a trade fair in Munich. Unfortunately you have to leave Munich after your meeting, but you expect to be in London a week later. Write a replay suggesting a different arrangement which you can confirm nearer the time.

FROM "John Callam" [jcallam2@interlink.com]

TO m.j.saans.accounts@saboc.co.au

SENT 15 March 20 – 10.38

Subject **Munich Trade Fair**

Maria,

Following our telephone conversation I confirm that we will meet at interlink stand at the Munich Trade Fair Thurs May 24 something during the morning.

I look forward to talking about our products and services. I attach details of some new products that I think will interest you. We can discuss these when we meet.

It would be nice to meet socially when in Munich. I wonder if you would be free to join me and a colleague for the evening of Thursday 24? We plan to meet at the Hilton Hotel, in the lobby, at about 8.30. do let me know if you can join us and of course we would be pleased if you would like to bring a colleague or partner.

We look forward to meeting you soon.

Best wishes,

John Callam
Product Development

Attachment (file)
Product and service

b. Summarizing and looking ahead

The following letter is from Gibson Trust Ltd. To a property developer, Aptrans Development Limited, summarizing the points agreed in the negotiation between them and outlining the next steps. Complete the spaces in the letter with appropriate words from the box.

| | | | | | |
|----------|-----------|-----------|----------|----------|--------|
| Enclose | developed | specified | examined | excluded | signed |
| Drawn up | confirm | included | agreed | | |

GIBSON TRUST LIMITED

Units 9-12 east side monks cross industrial estate BRISTOL SS14 6TR

Telephone 01272547777 Fax 01272547701 www.gibsontl.com

Neil Finch

Aptrans Development Ltd.

140-144 Whitehall

London WC1 4 RF

May 2 20

Dear Neil,

Re: Meeting in Bristol, April 30 – 'Railway Land Scale'

I am writing to (a) points (b) in the above meeting. Held to discuss the sale of former railway land to Gibson Trust Limited. We would like to confirm through this letter and the (c) drawings that the property (d) In the above sale consists of the land presently occupied by the station building and also the former car parks to the east of the station, the offices to the west and the warehouses alongside the tracks. The government-owned housing on the north side of the railway lines is (e)

We also agree that the station will be renovated by Aptrans Development Ltd. And that Aptrans will be responsible for running an eventual museum and paying a rent of \$ 100,000 per year to Gibson Trust. The remaining land will be (f) By Gibson Trust and later sold off separately. The development is intended to be for commercial and residential use. The eventual use of the land should be (g) In the contract.

Our next meeting will be on May 15 at 10 a.m, at which development plans will be (h) soon after this, contracts will be (i) then we will need time to consider the contracts but helpfully they will be (j) By the end of September.

Do contact us if you have any comments or alterations you would like to make to this summary. Thank you once again for a very constructive meeting and we look forward to seeing you again on May 15.

Your sincerely,

Jill Kearne

Chief Negotiator Encs. (1)



How to spot fake news

Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes they want you to click on another story or advertisement at their own site, other times they want to upset people for political reasons. These days it's so easy to share information. These stories circulate quickly, and the result is ... fake news.

There is a range of fake news: from crazy stories which people easily recognise to more subtle types of misinformation. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

- 1) Check the source, Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other organisation.
- 2) Watch out for fake photos, Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.
- 3) Check the story is in other places, Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.
- 4) Look for other signs, There are other techniques that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's probably designed to make you angry.

If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most important advice is: don't share it!

1. Reading comprehension. Choose one for the correct answers.

1. The text says some fake news ...
 - a. is easy to recognise as fake.
 - b. is funny.
 - c. comes from the political right.
2. Which of these may mean that a news site should not be trusted?
 - a. The text is well written.
 - b. The site has a variety of other stories.
 - c. The site's 'About' page does not clearly describe the organisation.

3. Some images on fake news ...
 - a. are real images, but come from a different website.
 - b. are images that have been changed.
 - c. both the above
4. Many fake news stories are written ...
 - a. without capital letters and with terrible spelling.
 - b. in a way that makes people upset.
 - c. inside of advertisements that pop up on your screen.
5. What should you do with fake news?
 - a. Report it to the police
 - b. Make a note of it for reference
 - c. Not show it to other people online

2. Complete the sentences with words from the box.

| | | | | |
|------|--------|-----------|---------|--------|
| fake | fooled | unrelated | bombard | subtle |
|------|--------|-----------|---------|--------|

1. Ais something that is designed to look real but isn't.
2. If something is, it is not obvious and it is difficult to notice.
3. If you are, you are tricked into believing something that is not true.
4. If something is to something else, the two things have nothing to do with each other.
5. If you someone with messages or information, you give them much that it is difficult to deal with at all.



PRESENT PERFECT TENSE

The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself.

Forming the present perfect

The present perfect of any verb is composed of two elements: the appropriate form of the auxiliary verb **to have** (present tense), plus the past participle or verb 3 of the main verb.

| | | |
|-------------------------------|-----------------------------|------------------------|
| Affirmative | | |
| Subject | <i>to have</i> | past participle |
| She | has | visited. |
| Negative | | |
| Subject | <i>to have + not</i> | past participle |
| She | has not (hasn't) | visited. |
| Interrogative | | |
| <i>to have</i> | subject | past participle |
| Has | she | visited? |
| Negative interrogative | | |
| <i>to have + not</i> | subject | past participle |
| Hasn't | she | visited? |

The present perfect is used to describe:

1. You can use the present perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The present perfect is NOT used to describe a specific event.

Example:

- a. I **have been** to France.
This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.
 - b. I **have been** to France three times.
You can add the number of times at the end of the sentence.
 - c. I **have never been** to France.
This sentence means that you have not had the experience of going to France.
2. We often use the present perfect to talk about change that has happened over a period of time.
 - a. You **have grown** since the last time I saw you.
 - b. The government **has become** more interested in arts education.
 3. We often use the present perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.
 - a. Man **has walked** on the Moon.
 - b. Our son **has learned** how to read.
 - c. Doctors **have cured** many deadly diseases.
 - d. Scientists **have split** the atom.

4. We often use the present perfect to say that an action which we expected has not happened. Using the present perfect suggests that we are still waiting for the action to happen.
 - a. James **has not finished** his homework yet.
 - b. Susan **hasn't mastered** Japanese, but she can communicate.
 - c. Bill **has still not arrived**.
 - d. The rain **hasn't stopped**.

5. We also use the present perfect to talk about several different actions which have occurred in the past at different times. Present perfect suggests the process is not complete and more actions are possible.
 - a. The army **has attacked** that city five times.
 - b. I **have had** four quizzes and five tests so far this semester.
 - c. We **have had** many major problems while working on this project.
 - d. She **has talked** to several specialists about her problem, but nobody knows why she is sick.

SPECIAL NOTE

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires simple past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires present perfect.

Example:

- a. I **went** to Mexico *last year*.
 I went to Mexico in the calendar year before this one.

- b. I **have been** to Mexico *in the last year*.
 I have been to Mexico at least once at some point between 365 days ago and now.

We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.

EXERCISE

Make the present perfect - choose positive, negative or question:

1. (I / go / to the library today)

2. (you / keep a pet for three years)

3. (you / eat Thai food before?)

4. (it / rain all day?)

5. (who / we / forget to invite?)

6. (we / not / hear that song already)

7. (he / not / forget his books)

8. (she / steal all the chocolate!)

9. (I / explain it well?)

10. (who / he / meet recently?)

Choose the past simple or the present perfect:

1. Last night I _____ (lose) my keys – I had to call my flatmate to let me in.
2. I _____ (lose) my keys – can you help me look for them?
3. I _____ (visit) Paris three times.
4. Last year I _____ (visit) Paris.
5. I _____ (know) my great grandmother for a few years - she died when I was eight.
6. I _____ (know) Julie for three years – we still meet once a month.
7. I _____ (play) hockey since I was a child – I'm pretty good!
8. She _____ (play) hockey at school, but she _____ (not / like) it.
9. Sorry, I _____ (miss) the bus, so I'm going to be late.
10. I _____ (miss) the bus, and then I _____ (miss) the aero plane as well!



PART A: COMPREHENSION

TALKING ABOUT RUMOURS

Audio 6 Talking about Rumours

Directions:

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation:

Match the definitions (a-f) with the vocabulary (1-6).

Vocabulary

Definition

- | | |
|--|--|
| 1. To keep your mouth shut. | a. To be in a position where someone is pleased with you and nice to you. |
| 2. To be in someone's good books. | b. In a powerful situation |
| 3. To come to light | c. To say nothing |
| 4. To take credit for | d. To be excluded |
| 5. To be out | e. To be made public |
| 6. High up | f. to allow people to believe that you did something that deserves praise or special attention |

Task 1

Are the sentence true or false?

| | Answer | |
|---|---------------|-------|
| 1. No one really knows the truth about the situation with John. | True | False |
| 2. Kiera doesn't immediately share everything she knows about John. | True | False |
| 3. Susanne wasn't the original creator of the cars idea. | True | False |
| 4. Susanne reported John to people higher up in the company. | True | False |
| 5. Kiera disagrees with what Will has said about John's aggressive behaviour. | True | False |
| 6. Kiera saw John stealing ideas from other people. | True | False |
| 7. Kiera made an official complaint about John's behaviour. | True | False |
| 8. There was a culture of silence that meant John was not investigated earlier. | True | False |

Task 2

Complete the sentences with words from the box.

Credit

Fire

Award

Investigation

Contact

High

Mouths

books

1. Will has heard that they mightJohn.
2. John used to takefor other people's ideas.
3. One project won an, but only John got the recognition.
4. Kiera says it's almost impossible to report people as up as John was.
5. He shouted and screamed at people and they learned to keep their shut.
6. You could be in his good and then suddenly you were out.
7. Kiera was lucky that she didn't have much with him.
8. They're doing a full

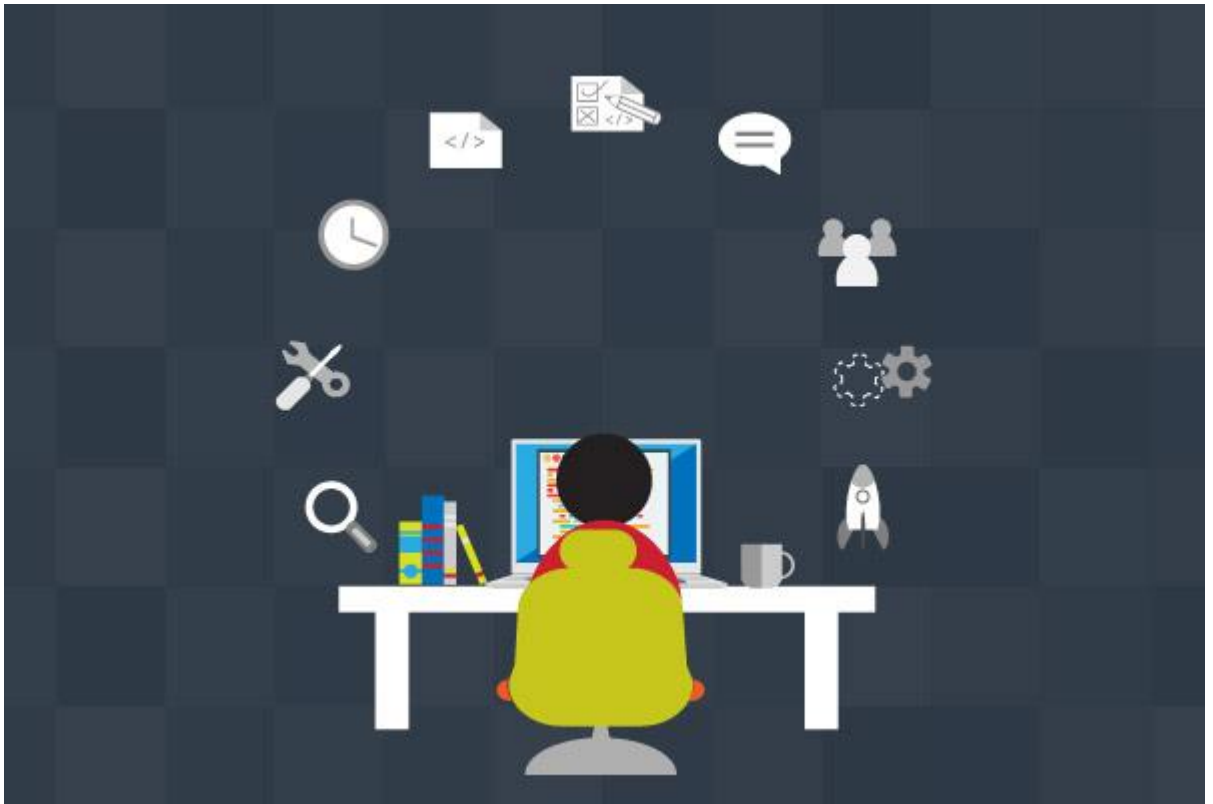
PART B: QUESTION AND RESPONSE

In each question, you will listen to a question and then listen to 3 possible responses. Choose the correct response.

1. How about getting a bite to eat?
 - a. _____
 - b. _____
 - c. _____
2. Where do I get more cups for the water cooler?
 - a. _____
 - b. _____
 - c. _____

3. I don't know how to fix this copier.
- a. _____
 - b. _____
 - c. _____
4. When will the shipment arrive?
- a. _____
 - b. _____
 - c. _____
5. I heard that Sally was laid off.
- a. _____
 - b. _____
 - c. _____
6. Didn't you used to work for Mega Firm?
- a. _____
 - b. _____
 - c. _____

*"The more you read, the more things you will know.
The more that you learn, the more places you will go"*
- Dr. Seuss -



Source: <https://www.perforce.com/blog/qac/9-best-practices-for-code-review>

UNIT 7

REVIEW

REVIEW 1

a. Match the following form below for synonyms:

- | | |
|----------------|----------------|
| 1. bad | a. chance |
| 2. poor | b. thoughtful |
| 3. risk | c. conclusions |
| 4. considerate | d. advance |
| 5. outlined | e. ogre |
| 6. improve | f. no good |
| 7. investment | g. cut |
| 8. reduce | h. summarized |
| 9. findings | i. bad |
| 10. monster | j. outlay |

b. Use past simple as appropriate for sentences below:

1. I _____ (plan) my summer holiday last week.
2. Tina _____ (starts) her school last year.
3. We _____ (get) to the house yesterday morning.
4. She _____ (send) memessage just a minute ago.
5. I _____ (not sleep) when you got home late last night.
6. They _____ (not / meet) yesterday.
7. _____ (she / swim) in the sea in Greece?
8. We _____ (not / play) tennis yesterday because it was raining.
9. He _____ (try) to lift the box but he couldn't.
10. What _____ (you / eat) for lunch?

c. Read dialog below and answer the question

Taking a Message

Receptionist : Janson Wine Importers. Good Morning. How can I help you?
Caller : Could I speak to Mr Adams, please?
Receptionist : Who's calling please?
Caller : This is Anna Beare.
Receptionist : Sorry, I didn't catch your name.
Caller : Anna Beare. That's B E A R E
Receptionist : Thank you. And where are you calling from?
Caller : Sun Soaked Vineyards
Receptionist: OK Ms Beare. I'll try and put you through. ... I'm sorry but the line's busy.
Would you like to hold?
Caller: Oh, that's a shame. This concerns an upcoming shipment and it's rather urgent.
Receptionist : He should be free in half an hour. Would you like to call back?
Caller : I'm afraid I'll be in a meeting. Could I leave a message?
Receptionist : Certainly.
Caller: Could you tell Mr Adams that our shipment will be postponed and that the 200 cases ordered should arrive next Monday.

Receptionist : Shipment delayed ... arriving next Monday.
Caller : Yes, and could you ask him to call me back when the shipment arrives?
Receptionist : Certainly. Could you give me your number please?
Caller : Yes, it's 503-589-9087
Receptionist : That's 503-589-9087
Caller : Yes, that's right. Thanks for your help. Goodbye
Receptionist : Goodbye.

Answer the questions based on the dialogue above!

1. Who would the caller like to speak to?
2. Which company does the caller represent?
3. Is the caller able to complete her task?
4. Which information does the caller wish to leave?
5. What other information does the receptionist ask for?

d. Complete the text using an appropriate word from the box into each gap;

| | | | | |
|---------------|------------|--------------|----------|---------------|
| Extra work | investment | the business | customer | companies |
| Effectiveness | accredited | teampolicy | police | manajer's job |

All too often, getting (1) _____ is seen as being the compliance (2) _____ or quality (3) _____, or viewed as (4) _____ that has nothing to do with day-to-day operations. Furthermore, whilst many (5) _____ have compliance and audit teams, they can be seen as the (6) _____. This can result in a disconnect with the actual business and a lack of understanding as to what the return on (7) _____ for compliance actually means. Getting the right accreditations is a vital start but even more importantly, this needs to drive an overall culture within (18) _____ that the protection of (9) _____ interests comes first. This is where business (10) _____ comes in, removing the stigma that comes with the need for compliance and instead offering comprehensive solutions that will ultimately achieve the same goal.

e. Making small talk

Match the phrases 1-5 to the correct responses a-e to make a conversation.

1. Did you have a good trip?
 2. Was the flight on time?
 3. That's good. And how was the weather in London?
 4. Really? Well it's much better here.
 5. Can I get you a drink or something?
- a. Very wet and cold, I'm afraid.
 - b. Yes, it was
 - c. Thank you. A coffe would be great.
 - d. Very good, thank you.
 - e. Yes, it's very warm

f. Use past simple or past continuous as appropriate for sentences below:

1. What _____ (you / do) when I _____ (call) you last night?
2. I _____ (sit) in a café when you _____ (call).

3. When you _____ (arrive) at the party, who _____ (be) there?
4. Susie _____ (watch) a film when she _____ (hear) the noise.
5. Yesterday I _____ (go) to the library, next I _____ (have) a swim, later I _____ (meet) Julie for a coffee.
6. We _____ (play) tennis when John _____ (hurt) his ankle.
7. What _____ (they / do) at 10pm last night? It _____ (be) really noisy.
8. He _____ (take) a shower when the telephone _____ (ring).
9. He _____ (be) in the shower when the telephone _____ (ring).
10. When I _____ (walk) into the room, everyone _____ (work).

REVIEW 2

a. Phrasal Verb

Match each verb with the correct definition.

- | | | | |
|----------------|---------------------|----------------|------------------|
| 1. Hang up | a) Renew call | 5. Hold on | e) make a note |
| 2. Speak up | b) Connect | 6. get through | f) stay on line |
| 3. Call back | c) Talk louder | 9. Get back to | g) make contact |
| 4. Put through | d) Terminate a call | 10. Take down | h) return a call |

b. Complete the sentences with the phrasal verbs from exercise above

9. I can't hear you very well. Could you _____, please?
10. I'm going to _____ to my supervisor.
11. I'll just _____ your name and address.
12. We tried to contact you yesterday, but we couldn't _____.
13. We'll _____ you as soon as we solve the problem.
14. All our lines are currently engaged. Please _____ later.
15. Could you _____ a moment, please?
16. It's a terrible line. Could you _____, and try again?

c. Complete the text using an appropriate word from the box into each gap;

| | | | | | |
|------------------|-----------|----------|------------|------------|----------|
| Customer support | competent | crashing | technician | | |
| looking | process | refund | service | supervisor | symptoms |

I had terrible problems with a laptop I bought recently. It looked great but when I got it home it wouldn't start. I tried everything but had to call (1) They were great and very (2) They talked me through the whole (3) of connecting all the cables and stuff but still it didn't work. They put me through to the (4) and he arranged for a visit from their (5) and he fixed it. Then it kept (6) - I couldn't do anything on it. I called again and described the (7) and they called me back and in the end they gave me a full (8) It was excellent (9) but I still don't have a computer and I'm still (10) for one.

d. Make past perfect simple and past perfect continuous 'yes / no' or 'wh' questions:

11. _____ (you / go) there before we went together?
12. _____ (she / see) the film already?
13. Why _____ (he / forgot) about the meeting?
14. _____ (it / be) cold all week?
15. _____ (I / read) the book before the class?
16. When you got sick, _____ (you / eat) enough?
17. There was water everywhere, _____ (what / the children / do)?
18. _____ (it / rain) when you left the restaurant?
19. _____ (how long / she / live) in London when she found that job?
20. _____ (why / you / study) so hard?

e. Phrase Match

Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|----------------|
| 1. A company has come up with a sensible | a. frustration |
| 2. Amazon.com has taken a great leap | b. retailers |
| 3. Free the books or CDs you ordered from the | c. items |
| 4. It aims to stop the "wrap rage" we all | d. forward |
| 5. The Seattle-based company is working with other | e. injuries |
| 6. The initiative will initially be for only 19 | f. experience |
| 7. Recyclable boxes that are easy to | g. packaging |
| 8. The company recognizes that we all experience | h. solution |
| 9. Cut down on the tens of thousands of | i. box |
| 10. Post photos and videos of frustrating | j. open |

f. Make sentences using simple present below(positive, negative or question):

1. (you / not / drink much tea)

2. (how / he / travel to work?)

3. (they / not / like vegetables)

4. (she / catch a cold every winter)

5. (I / go out often?)

6. (you / speak English?)

7. (we / take the bus often)

8. (she / not / walk to school)

9. (what / you / buy in the supermarket?)

10. (how / he / carry such a heavy bag?)

g. Preposition

Choose the best preposition for each sentence below

1. The design stage typically lasts _____ two months.
 - a. For
 - b. In
 - c. No preposition
2. We'll let you know about our decision _____ tomorrow.
 - a. Until
 - b. by
 - c. in
3. I like working _____ Bill. He's really laid-back.
 - a. On
 - b. With
 - c. Along
4. The design process _____ this product is fairly complicated.
 - a. for
 - b. in
 - c. along
5. Please inform me _____ your decision.
 - a. In
 - b. of
 - c. no preposition
6. This is an issue that came up _____ the early stages of the project.
 - a. during
 - b. along
 - c. with
7. The demand for our product has risen by 50% _____ the last two years.
 - a. Over
 - b. among
 - c. with
8. John will be in charge _____ all the technical aspects.
 - a. to
 - b. for
 - c. of
9. Are you working _____ the project that I assigned you to?
 - a. With
 - b. on
 - c. in
10. I work _____ the center (= central part) of the city.
 - a. in
 - b. on
 - c. At

h. Provide a suitable sentence in the spaces in the following dialogue.

Peter : have you been to Edinburgh before?

Janis : no, it's my first visit.

Peter : (a)

Janis : I'm sure I will.

Peter : and er, is the hotel all right?

Janis : yes, it's very comfortable.

Peter : (b) so, do you have much time here in Scotland? Are you staying long?

Janis : no, I have to go back tomorrow afternoon.

Peter : (c), you'll have to come back again!

Janis : (d)

Peter : so what time's your flight tomorrow?

Janis : early evening, 18.35.

Peter : well, I can book book you a taxi if you like, to get you there in good time.

Janis : (e)

Peter : no problem at all. Was it a good flight today?

Janis : no, it wasn't actually.

Peter : (f) (g).....?

Janis : it was raining –quite hard. There was a lot of turbulence.

Peter : (h)

i. Welcoming visitors

Complete the dialogue with word from the box.

A : Hello, (a) to meet you.

B : Thank you for (b) me.

A : How long are you (c) here?

B : just two days.

A : Oh, not long, then. Let me (d) you to my colleague Paul.

B : Paul, (e) is Angelina Fox.

| |
|--|
| this staying nice introduce inviting |
|--|

j. Asking for and giving help

Classify the sentences below into offering something (O), declining an offer (D0), asking for help (H0), accepting an offer (A).

a) Can I get you anything?

b) No, I'm fine thanks.

c) Just a question, is there a chemist's near here?

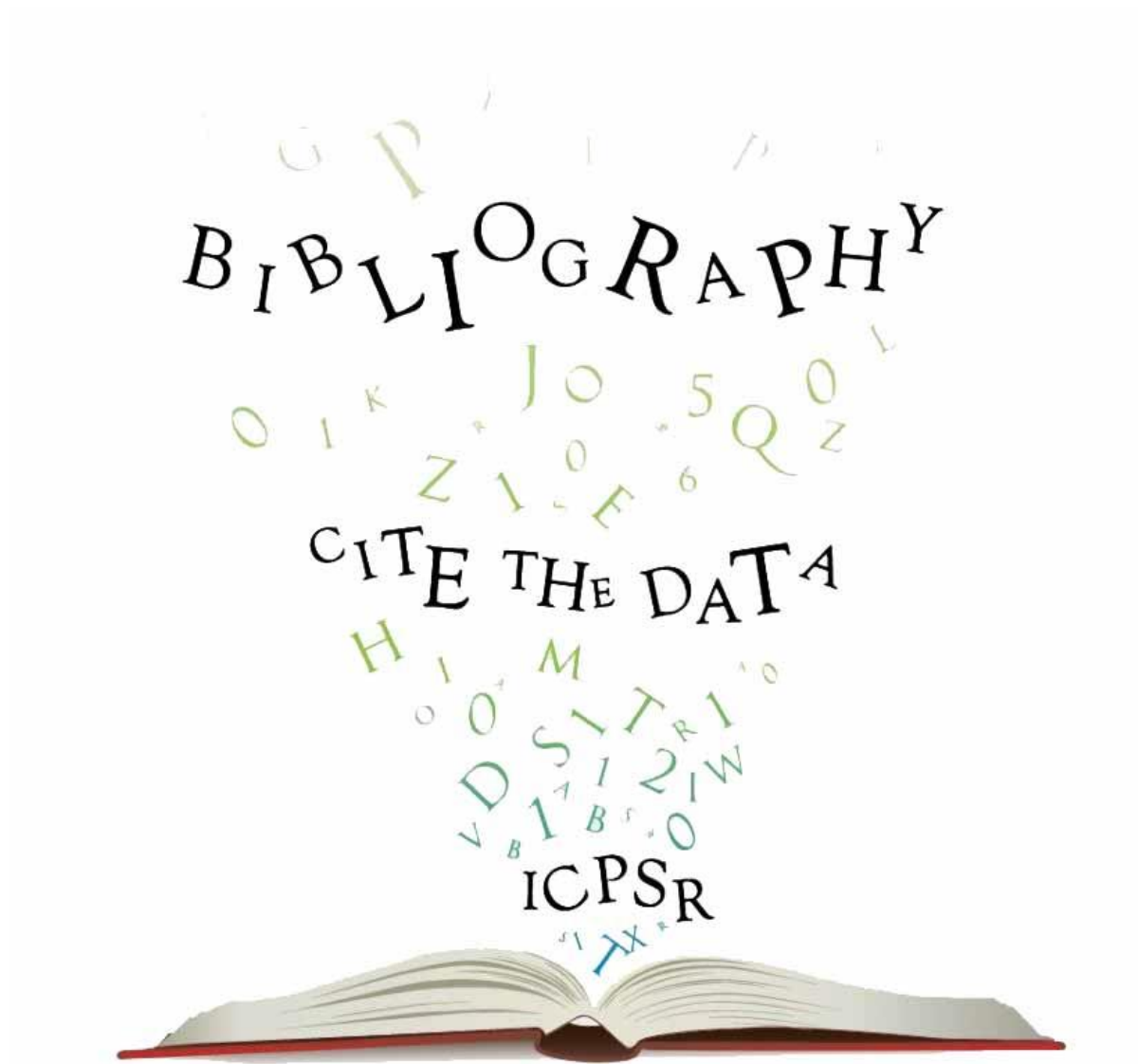
d) Would you like a drink, tea or coffee?

e) Yes, maybe ... a cold drink, if I may.

f) Can I use your phone?

g) I'd like to print something from this disk, if possible.

h) Would you like a lift to your hotel?



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