

# 1 Office Supplies



## Harper Insurance Supply Request Form

ITEM REQUESTED	REASON REQUESTED
<b>Pens</b>	We ran out of pens. We only have <b>pencils</b> .
<b>Highlighters</b>	The <b>markers</b> we have do not work for highlighting. They are too dark.
<b>Staples</b>	The <b>stapler</b> is out of staples. We need more to stay organized.
<b>Tape</b>	We want to see our sales goals. We could tape them to our office walls.
<b>Legal pads</b>	During meetings we need to take notes. We can also take notes on sales calls.
<b>Envelopes</b>	We need them for sending out customer correspondence.
<b>Binders</b>	Binders will help us keep documents together. This makes them easier to find.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common office supplies?
- 2 Why should an office be well-stocked with supplies?

### Reading

2 Read the supply request form. Then, choose the correct answers.

- 1 What is the purpose of the form?
  - A to define different office supplies
  - B to explain how to use various office supplies
  - C to ask for office supplies that the office needs
  - D to list which office supplies the office currently has in stock
- 2 Why does the office need legal pads?
  - A to write letters to customers
  - B to take notes during meetings and phone calls
  - C to record sales goals
  - D to create presentations
- 3 Which of the following does the form NOT ask for?
 

A pencils	C staples
B binders	D envelopes



## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |               |                   |
|---------------|-------------------|
| 1 ___ binder  | 5 ___ highlighter |
| 2 ___ stapler | 6 ___ marker      |
| 3 ___ pencil  | 7 ___ envelope    |
| 4 ___ pen     | 8 ___ tape        |

- A a material with one sticky side used to hold things together
- B a kind of bright marker used to draw attention to important information
- C a writing implement that uses ink
- D a flat paper cover with a sealable flap used when sending letters
- E a writing implement made of wood with a graphite center
- F a writing implement that produces wide, dark, often colorful lines
- G a device that joins multiple sheets of paper together
- H a hard cover in which papers can be held together with three rings

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **staple / pencil**
- A A \_\_\_\_\_ holds papers together.
- B The man took notes with a \_\_\_\_\_.
- 2 **binder / legal pad**
- A You can write things down on a \_\_\_\_\_.
- B Put those papers in the \_\_\_\_\_ so we don't lose them.

5 Listen and read the form again. Why does the office need binders?

## Listening

6 Listen to a conversation between two employees. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man needs to borrow a stapler.
- 2 \_\_\_ The woman offers the man a legal pad.
- 3 \_\_\_ The man also needs a binder.

7 Listen again and complete the conversation.

Employee 1: Hi, Gina. 1 \_\_\_\_\_ if I borrow your stapler?

Employee 2: Not at all, Ralph. Go 2 \_\_\_\_\_.

Employee 1: Thanks a lot! I ran out of 3 \_\_\_\_\_ this week!

Employee 2: Don't worry about it. Do you need any 4 \_\_\_\_\_?

Employee 1: Now that you mention it, do you have an 5 \_\_\_\_\_?

Employee 2: Yes I do. Here 6 \_\_\_\_\_. I've never even used it.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Do you mind ...*

*Do you have an extra ...*

*Thank you so much!*

**Student A:** You are an office employee. Talk to Student B about:

- the office supplies you need to borrow
- why you need them
- your appreciation for the help

**Student B:** You are an office employee. Talk to Student A about the office supplies he or she needs.

## Writing

9 Use the conversation from Task 8 to complete the supply request form.

Harper Insurance

### Office Supply Request Form

Item: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

Item: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_





### Get ready!

#### 1 Before you read the passage, talk about these questions.

- 1 What are some common pieces of office equipment?
- 2 Why is it important to keep equipment properly maintained?

### Reading

#### 2 Read the to-do list. Then, choose the correct answers.

- 1 What is the purpose of the list?
  - A to define different kinds of office equipment
  - B to reprimand an employee for neglecting maintenance
  - C to outline an employee's specific duties for the day
  - D to give suggestions on maintenance to perform
- 2 Which of the following is NOT a duty given in the list?
  - A to oil the file cabinet
  - B to replace toner in the copier
  - C to put batteries in the new calculators
  - D to empty the shredder into the trash
- 3 Why does the employee need to check the landline?
  - A because the copier is broken
  - B because the fax machine isn't working
  - C because employees cannot make or receive phone calls
  - D because a new employee is starting on Monday and needs a phone

Fran,  
Here is your to-do list for the day.  
Thanks,  
John

- 1 Replace the **toner** in the **copier**.
- 2 The **fax machine** is not working. Please check the **landline**.
- 3 The **shredder** needs to be emptied. Make sure to recycle the paper. Do not throw it in the trash.
- 4 We received a shipment of new **calculators**. Please put batteries in them. Then, place one on each **desk**.
- 5 A new worker is starting on Monday. He needs a **cubicle**. There is room in the southwest corner. You know where to find the extra dividers.
- 6 The **file cabinet** is sticking. Please oil it.

### Vocabulary

#### 3 Match the words or phrases (1-8) with the definitions (A-H).

- |               |                   |
|---------------|-------------------|
| 1 __ desk     | 5 __ file cabinet |
| 2 __ toner    | 6 __ fax machine  |
| 3 __ shredder | 7 __ calculator   |
| 4 __ cubicle  | 8 __ landline     |

- A a device used to send documents from one person to another
- B a machine used to destroy confidential or sensitive documents
- C a large set of drawers for storing files
- D a small room made with partitions in which people work
- E a device used for performing simple mathematical operations
- F a flat surface at which people work while sitting
- G a phone line that runs through the ground
- H powdered ink used by a copier



**4** Choose the sentence that uses the underlined part correctly.

- 1 A I need to use the copier to reproduce some documents.  
B He put the document in the shredder to send it to his client.
- 2 A The file cabinet needs new batteries.  
B A cubicle is like a small office.
- 3 A I use my calculator when adding up my sales numbers.  
B The fax machine is useful for printing documents.

**5** Listen and read the to-do list again. What does the employee need to do with the calculators?

## Listening

**6** Listen to a conversation between a manager and a maintenance worker. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man is checking on the woman's progress.  
2 \_\_\_ The woman has not completed any of her tasks.  
3 \_\_\_ The man wants the woman to look at the fax machine next.

**7** Listen again and complete the conversation.

**Manager:** How far have you gotten on 1 \_\_\_\_\_ today?  
**Maintenance worker:** I'm about 2 \_\_\_\_\_.  
**Manager:** Did you have a chance to replace 3 \_\_\_\_\_ yet?  
**Maintenance worker:** Yes, that's the 4 \_\_\_\_\_ I did.  
**Manager:** Great, thank you. Did you get to the 5 \_\_\_\_\_?  
**Maintenance worker:** No, I haven't 6 \_\_\_\_\_.  
**Manager:** Please do that next. It's very important.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Have you had a chance ...*

*Did you get to ...*

*I'm about to ...*

**Student A:** You are an office manager. Talk to Student B about:

- his or her progress
- what tasks he or she has completed
- what he or she should do next

**Student B:** You are a maintenance worker. Talk to Student A about your progress for the day.

## Writing

**9** Use the conversation from Task 8 to complete the maintenance request form.



### JJ's Financial Maintenance Request Form

Equipment: \_\_\_\_\_

Problem: \_\_\_\_\_

\_\_\_\_\_

Equipment: \_\_\_\_\_

Problem: \_\_\_\_\_

\_\_\_\_\_





## Get ready!

1 Before you read the passage, talk about these questions.

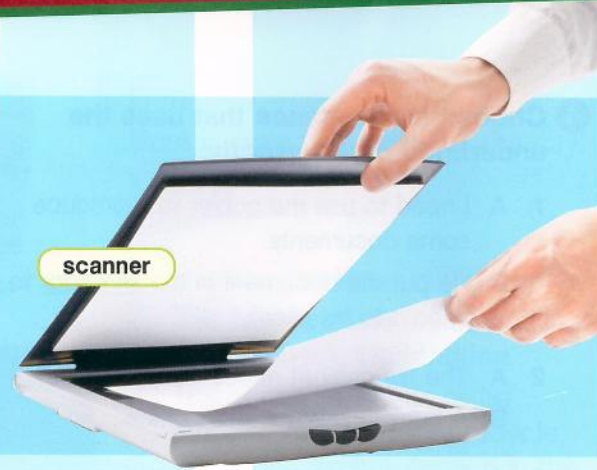
- 1 What are some different computer accessories?
- 2 Why are computers important to have in offices?



Have you been looking for a new **computer**? **Laptops** and **desktops** are on sale this weekend! So are **monitors**! You will not believe our prices. They are the lowest around! Our staff will help you choose the perfect system!

We have great deals on accessories, too! Purchase a **flash drive** and get a free **mouse**! You cannot beat our **laser printer** selection. We definitely have one for you. Some even have built-in **scanners**. Don't forget a **keyboard**! They are all half price!

Don't pass up these deals! You can't afford to miss them! Hurry up, because these prices won't last!



## Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to describe different kinds of computers
  - B to give instructions on how to use computer accessories
  - C to explain new kinds of computer technologies
  - D to advertise computers and accessories
- 2 Which of the following is NOT an item for sale?
 

A a desktop computer	C a CD drive
B a laptop	D a keyboard
- 3 Which of the following is available with a built-in scanner?
 

A a laptop	C a keyboard
B a monitor	D a laser printer



## Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- 1 \_\_\_ laser printer    4 \_\_\_ desktop    7 \_\_\_ laptop  
2 \_\_\_ keyboard    5 \_\_\_ scanner    8 \_\_\_ flash drive  
3 \_\_\_ computer    6 \_\_\_ monitor

- A a device for storing computer data  
B a machine that stores and processes information  
C a screen that displays computer information  
D a computer that is large and stationary  
E a machine that reproduces documents on a computer  
F a machine that uses a laser and ink to print  
G a small, portable personal computer  
H a piece of equipment with buttons that have numbers, letters, and symbols

4 Read the sentences and choose the correct words or phrases.

- 1 Use the **mouse/scanner** to select an icon.  
2 Layla takes her **desktop/laptop** to work every day.  
3 George saved the document on his **keyboard/flash drive**.

5 Listen and read the advertisement again. Why should customers act fast?

## Listening

6 Listen to a conversation between an employee and a manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman wants a new laser printer.  
2 \_\_\_ The man thinks the equipment is expensive.  
3 \_\_\_ The company will not get new equipment.

7 Listen again and complete the conversation.

**Employee:** I was wondering if I could talk to you about getting some new 1 \_\_\_\_\_.

**Manager:** Well, what exactly did you 2 \_\_\_\_\_?

**Employee:** We could really use a new 3 \_\_\_\_\_ and scanner. The ones we have barely work.

**Manager:** Hmm. I'm not sure. They're 4 \_\_\_\_\_.

**Employee:** Yes, I know, but it's really cutting into 5 \_\_\_\_\_.

**Manager:** That's a good point. Sure, Cathy, I'll 6 \_\_\_\_\_ right away.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I'm not sure ...*

*That's a good point ...*

*Sure, I'll ...*

**Student A:** You are an office employee. Talk to Student B about:

- new equipment you need
- why you need it
- why it's a good idea for business

**Student B:** You are an office manager. Talk to Student A about computer accessories he or she needs.

## Writing

9 Use the conversation from Task 8 to complete the email to the manager.

**To:** Ben.Jones@ABCAccounting.com  
**From:** Cathy.Thompson@ABCAccounting.com  
**Subject:** New Computer Accessories

Hi Ben,

Would you be willing to purchase a new \_\_\_\_\_ and possibly a \_\_\_\_\_ for the office? The ones that we are currently using are \_\_\_\_\_.

I know they aren't cheap, but if we got new ones it would really \_\_\_\_\_.

Thanks for thinking about it.

Cathy



## Notice to All Employees:

The office is currently under construction. We are converting from **open plan** to private offices. We apologize for any inconvenience. Please take note of the following changes:

The side **entrance** is unavailable during the renovations. Please use the main entrance. Do not use the **fire exit** unless there is an emergency. The fire exit door triggers the fire alarm.

The **waiting area** and **reception desk** are still accessible. The **break room** will be closed on Friday. Please remove all food from the refrigerator. The **conference room** is now open for breaks.

The upstairs **restrooms** are closed. Please use the restrooms in the **lobby** instead.

Please bring all questions to the **manager's office**. Thank you!



restroom

conference room

### Get ready!

#### 1 Before you read the passage, talk about these questions.

- 1 What are some different areas in an office?
- 2 Where is an office's reception desk usually located?

### Reading

#### 2 Read the notice about construction in an office. Then, choose the correct answers.

- 1 What is the main purpose of the note?
  - A to caution employees about possible hazards during construction
  - B to explain how the office layout will change after construction
  - C to request employee feedback about the renovation process
  - D to provide information about what rooms are unavailable
- 2 Which area will be inaccessible during the renovations?
 

A the upstairs restrooms	C the lobby restrooms
B the waiting area	D the conference room
- 3 Which of the following will NOT close during construction?
 

A the side entrance	C the reception desk
B the break room	D the upstairs restrooms

### Vocabulary

#### 3 Match the words or phrases (1-8) with the definitions (A-H)

- |                      |  |
|----------------------|--|
| 1 __ restroom        | A a room with toilet facilities                      |
| 2 __ entrance        | B the door people use to enter and exit              |
| 3 __ fire exit       | C a room for meetings and other office gatherings    |
| 4 __ open plan       | D an office layout with one large room               |
| 5 __ lobby           | E an open area inside a building's main doors        |
| 6 __ break room      | F an emergency exit for use in case of fire          |
| 7 __ waiting area    | G a seating area where clients wait for appointments |
| 8 __ conference room | H a room where employees eat lunch and take breaks   |



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **reception desk / conference room**  
 A Meetings are held in the \_\_\_\_\_.  
 B Clients and visitors check in at the \_\_\_\_\_.
- 2 **manager's office / open plan**  
 A Our office doesn't have private rooms, we have a(n) \_\_\_\_\_.  
 B The employee spoke to her boss in the \_\_\_\_\_.

**5** Listen and read the notice again. Why is the conference room open for breaks?

### Listening

**6** Listen to a conversation between an employee and a manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The conference room is closed for construction.  
 2 \_\_\_ The woman wants to have a meeting in the man's office.  
 3 \_\_\_ The man suggests having the meeting in the break room.

**7** Listen again and complete the conversation.

**Employee:** 1 \_\_\_\_\_, Mr. Burns? I have a question.  
**Manager:** Yes, what is it?  
**Employee:** Well, we have a staff meeting scheduled this week. But the 2 \_\_\_\_\_ is closed for construction.  
**Manager:** Hmm, 3 \_\_\_\_\_.  
 That sounds like a problem.  
**Employee:** Yes, that's why I wanted to talk to you. Can we hold the meeting 4 \_\_\_\_\_?  
**Manager:** 5 \_\_\_\_\_, when is the meeting?  
**Employee:** It's on 6 \_\_\_\_\_ at 1 PM.  
**Manager:** Okay, that's fine. We'll have the meeting here.

### Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Excuse me ...*  
*We have a ...*  
*Can we hold the meeting ...*

**Student A:** You are an employee. Talk to Student B about:

- an upcoming meeting
- construction obstructing the usual meeting space
- alternative locations for the meeting

**Student B:** You are an office manager. Talk to Student A about a meeting.

### Writing

**9** Use the conversation from Task 8 to complete the meeting location change.



### Notice of Location Change

Meeting Date and Time: \_\_\_\_\_  
 Original location: \_\_\_\_\_  
 New meeting location: \_\_\_\_\_  
 \_\_\_\_\_



**Nesler Inc.****A Leader in  
Information  
Technology!**

executive

supervisor

clerk  
co-worker  
salesperson

secretary

free  
lancer

colleagues

Do you have experience as a **clerk** or **salesperson**? Nesler is looking for outstanding **employees!**

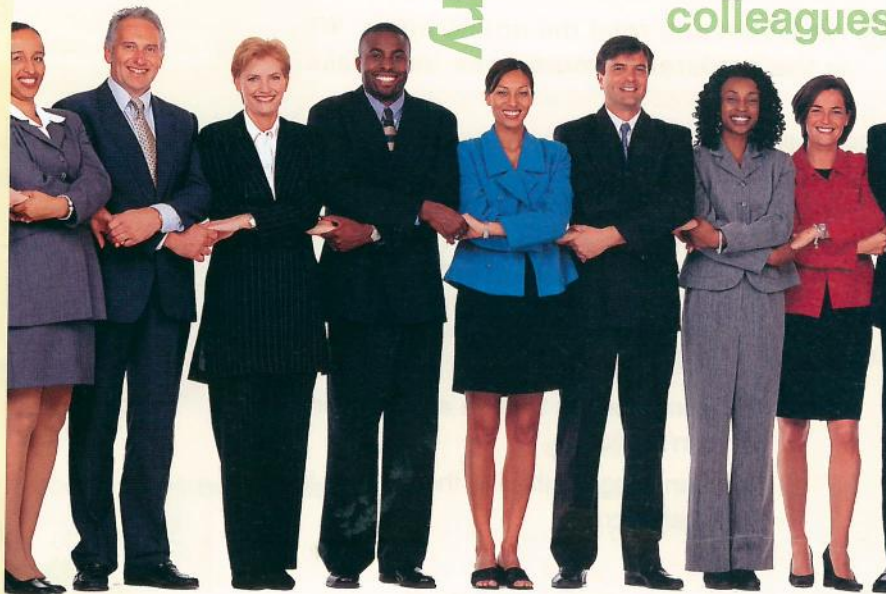
We are hiring for several different positions. All positions are based at our downtown office:

- **supervisor**
- **salesperson**
- **office clerk**
- **secretary**

Above positions are full-time. We are also looking for part-time **freelancers**.

Work in a fast-paced environment with great **co-workers!** Collaborate with your **colleagues** to create innovative products. Nesler Inc. offers great employee benefits for all full-time employees.

Want a head start on a great career? Do you dream of being an **executive**? Become an **intern** with Nesler! Drop off applications at our career fair booth.

**Get ready!**

1 Before you read the passage, talk about these questions.

- 1 What are the most common office positions?
- 2 Why is it beneficial to get experience as an intern?

**Reading**

2 Read the job fair advertisement. Then, mark the statements true (T) or false (F).

- 1 \_\_\_ The company is currently hiring supervisors.
- 2 \_\_\_ All of the downtown office positions come with benefits.
- 3 \_\_\_ Interns should bring their applications to the downtown office.

**Vocabulary**

3 Match the words (1-7) with the definitions (A-G).

- |                 |                   |
|-----------------|-------------------|
| 1 ___ clerk     | 5 ___ employee    |
| 2 ___ intern    | 6 ___ freelancer  |
| 3 ___ co-worker | 7 ___ salesperson |
| 4 ___ executive |                   |

- A a person with a higher management position  
 B a person who works with other people  
 C a person who works for hire without a permanent position  
 D someone who works for a company  
 E a student getting on-the-job training  
 F a full-time employee who does basic office tasks  
 G someone who sells things on a company's behalf



**4** Write a word that is similar in meaning to the underlined part.

- 1 I left a message with Mr. Mason's assistant who does his administrative duties.  
\_ \_ c \_ e t \_ \_ y
- 2 Shelley's direct manager who oversees her work asked her to do a new project.  
s \_ \_ \_ r \_ i \_ \_ r
- 3 Advice from a fellow worker in your field can be very valuable.  
\_ o \_ \_ e a \_ u \_

**5** Listen and read the advertisement again. What does this company offer to their potential employees?

### Listening

**6** Listen to a conversation between a student and a recruiter. Mark the following statements as true (T) or false (F).

- 1 \_ The man is looking for an entry level position.
- 2 \_ The woman is studying business at the university.
- 3 \_ The internship position has low wages.

**7** Listen again and complete the conversation.

**Student:** Hi, do you have any 1 \_\_\_\_\_ positions open?

**Recruiter:** Hi there. Well, we have a few 2 \_\_\_\_\_ open. Do you have any prior experience?

**Student:** No, I don't.

**Recruiter:** Okay, let's see. Are you a 3 \_\_\_\_\_?

**Student:** Yeah, 4 \_\_\_\_\_ at the university.

**Recruiter:** Okay, great. In that case, you could become an intern. Of course, the pay is 5 \_\_\_\_\_.

**Student:** That's okay. I need the 6 \_\_\_\_\_.

**Recruiter:** All right then, I'll get you an application.

### Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Do you have any ...*  
*In that case ...*  
*Of course ...*

**Student A:** You are a job seeker. Talk to Student B about:

- what jobs are available
- what qualifications you have
- what positions you are eligible for

**Student B:** You are a recruiter at a job fair. Talk to Student A about available positions with your company.

### Writing

**9** Use the conversation from Task 8 to complete the job application.



### Pahl Advertising

### Application for Employment

Position desired: \_\_\_\_\_

Please describe relevant experience:

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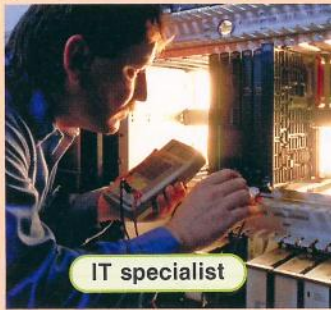




designer



receptionist



IT specialist



consultant



accountant



janitor

Thank you for your interest in Sanders & Brookover. Select a job title to search and apply for available positions. An **HR representative** will contact you soon.

**Accountant:**

- is responsible for company's financial records
- may also function as a financial **consultant**
- requires a bachelor's degree in accounting or finance

**Administrative Assistant:**

- provides administrative services (answering phones, contacting clients, etc.) to the executives
- coordinates between **owners** and **managers**

**Web Designer:**

- designs and updates company's website
- requires prior experience or a relevant degree

**IT Specialist:**

- provides technical support
- maintains the local network

**Janitor:**

- maintains office cleanliness

**Receptionist:**

- greets office visitors
- answers incoming phone calls

HR representative

**Get ready!**

1 Before you read the passage, talk about these questions.

- Which staff provide financial advice to companies?
- Which staff provide computing expertise?

**Reading**

2 Read a company's staffing website. Then, complete the table.

Position	Duties
Accountant	1 _____
2 _____	Taking care of the network and giving technical support.
3 _____	Answering phone calls, speaking with clients, and arranging meetings between owners and managers.

**Vocabulary**

3 Match the words or phrases (1-7) with the definitions (A-G).

- |               |                               |
|---------------|-------------------------------|
| 1 __ owner    | 5 __ consultant               |
| 2 __ designer | 6 __ HR representative        |
| 3 __ manager  | 7 __ administrative assistant |
| 4 __ janitor  |                               |

- A an employee who does office duties for the management  
 B an employee who works in human resources  
 C the person who owns a business  
 D an employee who oversees a part of the business  
 E an employee who devises plans for projects  
 F a person who provides professional advice  
 G an employee who keeps the office clean



**4** Read the sentences and choose the correct words or phrases.

- 1 The office's **consultant/receptionist** was greeting visitors at the front desk.
- 2 There was an error in our financial records, so we spoke to our **accountant/designer**.
- 3 Charlene called the **owner/IT specialist** to help her with her computer.

**5** Listen and read the website again. What qualifications does this company want their accountants to have?

## Listening

**6** Listen to a conversation between a visitor and a receptionist. Mark the following statements as true (T) or false (F).

- 1  The office has two different people named Mr. Nelson.
- 2  The man has an appointment with Mr. Nelson in HR.
- 3  The woman will call Mr. Nelson's assistant.

**7** Listen again and complete the conversation.

**Visitor:** 1 \_\_\_\_\_, where would I find Mr. Nelson?

**Receptionist:** Well sir, we have two Nelsons here. Do you mean Mr. Nelson in HR, or our 2 \_\_\_\_\_?

**Visitor:** Mr. Nelson in HR. 3 \_\_\_\_\_ find him?

**Receptionist:** He should be in his office this afternoon. Is he 4 \_\_\_\_\_?

**Visitor:** Yes, I have an 5 \_\_\_\_\_.

**Receptionist:** All right, in that case I'll call his 6 \_\_\_\_\_. She can walk you to his office.

**Visitor:** That would be great. Thank you.

**Receptionist:** Of course, sir.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Where would I find ...*

*Do you mean ...*

*I'll call ...*

**Student A:** You are a receptionist. Talk to Student B about:

- the person he or she is looking for
- whether he or she has an appointment
- who will escort him or her through the office

**Student B:** You are a visitor to an office. Talk to Student A about the person you are looking for.

## Writing

**9** Use the conversation in Task 8 to complete the office sign-in sheet.



Sanders & Brookover

## Office Sign-In Sheet

Name: \_\_\_\_\_

Do you have an appointment? Y / N \_\_\_\_\_

Which department are you visiting?  
\_\_\_\_\_

Please explain the nature of your visit.  
\_\_\_\_\_  
\_\_\_\_\_



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the most common math functions for every day office problems?
- 2 What kind of office problems might require basic math skills?

## HOW DO THEY SAY IT?

Symbol	Interpretation	Example
=	is, equals, comes to and, plus, add	$\frac{1}{4} = 0.25$ One-quarter equals point two five. $a + b = c$ A plus B equals C.
+	minus, less, subtract	$a - b = c$ A minus B is C.
-	times, multiplied by	$a \times b = c$ A times B comes to C.
x	over, divided by	$a \div b = c$ A divided by B equals C. $a / b = c$ A over B is C.
÷, /	one thousand nine hundred or nineteen hundred	We spent nineteen hundred dollars on office supplies.
1,900		

## Reading

2 Read the chart. Then, mark the following statements as true (T) or false (F).

- 1  Seven plus nine comes to thirteen.
- 2  Six divided by three equals two.
- 3  Three times four is twelve.



## Vocabulary

- 3 Place the words or phrases below under the correct headings.

### Word BANK

subtract   multiplied by   plus  
less   times   add   minus

+	x	-
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4 Read the sentences and choose the correct words or phrases.

- Twelve **over/times** six is two.
- Fifteen **hundred/plus** is the same as one thousand five hundred.
- Nineteen minus seven **less/equals** twelve.
- Eight **multiplied by/divided by** two is four.
- Five plus five **comes to/subtract** ten.

- 5 Listen and read the chart again. How many expressions are there for reducing one number by another number?

## Listening

- 6 Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

- \_\_\_ There is a problem with last month's budget summary.
- \_\_\_ The man made a mistake with multiplication.
- \_\_\_ The woman will have an accountant review the report.

- 7 Listen again and complete the conversation.

**Manager:** Hi Jim, do you have a minute? I need you to look at these 1 \_\_\_\_\_.

**Employee:** Of course. 2 \_\_\_\_\_?

**Manager:** Something's not right with the numbers for 3 \_\_\_\_\_ . It's not adding up.

**Employee:** Okay, I'll 4 \_\_\_\_\_.

**Manager:** The problem is with the sales for the 12th.

**Employee:** Oh! You're right. I 5 \_\_\_\_\_ the cost by the wrong number.

**Manager:** Okay. Let's check to make sure.

**Employee:** Yes, now the total is 6 \_\_\_\_\_ right.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I need you to ...*  
*Something's not right ...*  
*The problem is ...*


**Student A:** You are a manager. Talk to Student B about:

- an error in a sales report
- where the mistake is
- what kind of mistake it was

**Student B:** You are an employee. Talk to Student A about an error in a sales report.

## Writing

- 9 Use the conversation from Task 8 to complete the error report.



Wainwright Packaging Company

# Error Report Form

Document Containing Error: \_\_\_\_\_

Error corrected? Y / N

Please explain the nature of the error.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**SALT**  
Fashion Shoes



## Annual Sales Report

The **first** quarter started the year with relatively low sales. Research shows sales numbers were somewhat **below** our competitors.

Our **second** quarter produced the **lowest** sales of the year. Reports indicate that competitors' sales suffered as well. Second quarters usually produce such figures.

We saw an upswing in sales in the **third** quarter. The upswing coincided with warmer weather. We also released the Goddess shoe.

The fourth quarter finished the year with a bang. Sales were **highest** in November and December. In both months, sales numbers were significantly **above** competitors.

Last year was a strong financial year overall. **Median** sales per month approached 10,000 units. **According to** market research, the Goddess line saved our brand.

highest

11 23 6 **87** 75

lowest

11 23 **6** 87 75

first

**11** 23 6 87 75

second

11 **23** 6 87 75

third

11 23 **6** 87 75

median

11 23 **6** 87 75

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 How are business reports usually organized?
- 2 How do businesses compare their sales to a competitor's?

### Reading

2 Read the sales report. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The second quarter usually has the lowest sales.
- 2 \_\_\_ Sales were highest in the first quarter.
- 3 \_\_\_ The company's sales were above competitors in each quarter.

### Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |              |              |
|--------------|--------------|
| 1 ___ -th    | 5 ___ below  |
| 2 ___ first  | 6 ___ above  |
| 3 ___ second | 7 ___ median |
| 4 ___ third  |              |

- A lower in value
- B after the first
- C in the middle
- D after the second
- E before anything else
- F higher in value
- G a suffix to indicate order



4 Choose the sentence that uses the underlined part correctly.

- 1 A When something is highest, it has the greatest value.  
B The median point has the lowest value.
- 2 A To do something according to a source is to do what the source says.  
B If a number is above another number, it has a lesser value.
- 3 A The third quarter comes immediately after the first.  
B The lowest number has the least value.

5 Listen and read the sales report again. What events coincided with the sales upswing?

## Listening

6 Listen to a conversation between a manager and an accountant. Mark the following statements as true (T) or false (F).

- 1  Sales dropped after a product was discontinued.
- 2  The woman did not anticipate the change in sales.
- 3  The woman thinks the market research may be misleading.

7 Listen again and complete the conversation.

**Manager:** So, what do our sales numbers look like?  
**Accountant:** Well, our 1 \_\_\_\_\_ quarters were strong. But there's a drop in sales after that.  
**Manager:** Interesting. Sales dropped in the 2 \_\_\_\_\_?  
**Accountant:** Yes. The second quarter had the 3 \_\_\_\_\_. But the fourth quarter had all-time lows.  
**Manager:** That's 4 \_\_\_\_\_. Do you know the reason?  
**Accountant:** Well, sales dropped after we 5 \_\_\_\_\_ the R900 series.  
**Manager:** Hmm. We didn't realize R900 was so popular.  
**Accountant:** No, we didn't. Maybe we have 6 \_\_\_\_\_.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*What do our sales numbers ...*  
*Sales dropped in ...*  
*We didn't realize ...*

**Student A:** You are a manager. Talk to Student B about:

- sales numbers for last year
- which quarters were strongest or weakest
- the reason for the difference between quarters

**Student B:** You are an accountant. Talk to Student A about last year's sales report.

## Writing

9 Use the conversation from Task 8 to complete the sales summary.



Appleberry Outerwear

## Sales Summary

Strongest Quarter: \_\_\_\_\_

Weakest Quarter: \_\_\_\_\_

Describe the overall sales trends. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Starting Your Own Business

It's important to have the right kind of business. Owners and **sole proprietors** don't need to work all alone. There are several types of **public** and **private** businesses. You may consider a **partnership** or a **co-operative** first. These options provide more capital. The same goes for **incorporated** businesses.

**Corporations** allow **shareholders** to exchange money or property for stock. And **LLCs** protect you from financial losses. **Non-profit organizations** assist the needy, so they are taxed at a lower rate. If you want a profit, however, they aren't the best option.



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some types of businesses?
- 2 Why is it important to understand different business types?

### Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the article mainly about?
  - A how to run a business
  - B why a business needs shareholders
  - C the benefits of a partnership
  - D the different types of businesses
- 2 According to the article, which of the following provides protection from financial losses?
  - A a partnership
  - B an LLC
  - C a non-profit organization
  - D a private business
- 3 What benefit is associated with non-profit organizations?
  - A extra capital
  - B exchange money or property for stocks
  - C paying less in taxes
  - D protection from financial losses

### Vocabulary

3 Match the words or phrases (1-8) with the definition: (A-H).

- |                    |                       |                    |
|--------------------|-----------------------|--------------------|
| 1 ___ shareholder  | 4 ___ private         | 7 ___ incorporated |
| 2 ___ co-operative | 5 ___ sole proprietor | 8 ___ LLC          |
| 3 ___ public       | 6 ___ partnership     |                    |

- A a person who owns a business and is the only one responsible for the company's debts
- B a contract entered into by two or more people in which each person agrees to provide capital and labor in a business
- C a business that is owned by the people who run it
- D to be legally united into one entity, becoming a corporation
- E a business structure in which owners are only partially liable for the business's debts
- F a person or entity that has purchased and legally owns part of a company in shares or stocks
- G a company that does not offer to sell its stock to the general public
- H a company that sells portions of the company in stocks to the general public



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 shareholder / partnership

- A A public company accepts money or property from a \_\_\_\_\_ .  
 B My friend and I are thinking of establishing a \_\_\_\_\_ .

2 sole proprietor / non-profit organization

- A As a \_\_\_\_\_ , our revenue goes back to the company.  
 B Since I am the \_\_\_\_\_ , I am responsible for this company.

5 Listen and read the article on businesses again. What is the difference between a public and private company?

## Listening

6 Listen to a conversation between an advisor and a client. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman wishes to start a business selling flowers.  
 2 \_\_\_ The man recommends starting a co-operative.  
 3 \_\_\_ The woman likes the idea of a non-profit.

7 Listen again and complete the conversation.

Advisor: So, you want to start a business?

Client: Yes. My friend and I want to 1 \_\_\_\_\_ needy people.

Advisor: Then you may want to consider a 2 \_\_\_\_\_ - \_\_\_\_\_. Non-profits are good for helping those in need.

Client: 3 \_\_\_\_\_ a non-profit organization?

Advisor: Any extra 4 \_\_\_\_\_ doesn't go to paying employees. It's used to improve the business.

Client: What are the benefits of that?

Advisor: Well, it helps the 5 \_\_\_\_\_ . And you pay less in taxes.

Client: That sounds like a 6 \_\_\_\_\_ to consider.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

- I want to ...*  
*You may want ...*  
*The nice thing is ...*

**Student A:** You are a business advisor. Talk to Student B about:

- what business he or she wants to start
- what you recommend
- the benefits of your recommendation

**Student B:** You are a client. Talk to Student A about business options.

## Writing

9 Use the conversation from Task 8 to complete the client's notes.



### Meeting with Business Advisor:

Goal of the business: \_\_\_\_\_

Recommended type of business: \_\_\_\_\_

Benefits of this type of business: \_\_\_\_\_





## Job Listings

Needed: a certified accountant at Greenville Accounting. This is a **permanent, full-time job opportunity**. Contact Janet at [419-555-0928](tel:419-555-0928).

Harris Inc. is seeking a **part-time** receptionist. The position is **temporary**, with a possibility to **transition** to permanent after one month. Applicants need at least 1 year's experience in customer service. Contact [humanresources@harrisinc.org](mailto:humanresources@harrisinc.org).

The Daily Universe newspaper is accepting **freelance** articles. We are looking for experienced writers. Please contact John at [john\\_h@dailyuniv.com](mailto:john_h@dailyuniv.com).

River College is looking to consult with a financial aid expert. Need experience in government funding. Contact Bruce at [802-555-0087](tel:802-555-0087).

The City of Manchester seeks parking attendants for summer festival. Pay is **per diem**. To apply, email [city\\_man@ny.org](mailto:city_man@ny.org).

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of work?
- 2 What are some pros and cons of different types of work?

## Reading

2 Read the job listings. Then, choose the correct answers.

- 1 Which company is seeking an employee for long-term employment?
  - A Greenville Accounting
  - B The City of Manchester
  - C River College
  - D The Daily Universe
- 2 Which of the following is NOT a type of work mentioned above?
  - A permanent
  - B full time
  - C per diem
  - D seasonal
- 3 Which position may become full time later?
  - A financial aid expert
  - B certified accountant
  - C receptionist
  - D parking attendant





## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                 |                  |
|-----------------|------------------|
| 1 ___ per diem  | 5 ___ part time  |
| 2 ___ temporary | 6 ___ permanent  |
| 3 ___ full time | 7 ___ freelance  |
| 4 ___ consult   | 8 ___ transition |

- A requiring a full shift  
 B to seek the advice or counsel of another source  
 C requiring less hours than a standard shift  
 D offering payment on a day-to-day basis  
 E working for different companies at different times with no permanent attachment  
 F intended to last for a long time or indefinitely  
 G to move from one position or status to another  
 H intended to last only for a short time

4 Choose the sentence that uses the underlined part correctly.

- 1 A This opportunity for a job is too good to pass up.  
 B My boss wants me to work full-time, so I am only working 1 hour a day.
- 2 A Jody just accepted a permanent position as a doctor.  
 B As a freelance writer, Mike has a permanent position at the newspaper.

5 Listen and read the job listings again. Which jobs are not permanent?

## Listening

6 Listen to a conversation between an interviewer and an applicant. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman is interviewing for the receptionist position.  
 2 \_\_\_ The position is full-time.  
 3 \_\_\_ The company will not hire candidates without experience.

7 Listen again and complete the conversation.

**Interviewer:** Hello, Ms. Green. You're here for the 1 \_\_\_\_\_ position, right?  
**Applicant:** Yes. It sounds like a 2 \_\_\_\_\_.  
**Interviewer:** What 3 \_\_\_\_\_ you about it?  
**Applicant:** I saw that it might 4 \_\_\_\_\_ from part time to full time.  
**Interviewer:** Well, that depends on how the 5 \_\_\_\_\_ goes.  
**Applicant:** I understand. I'm sure my previous 6 \_\_\_\_\_ will help me.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*You are applying for ...*

*I like ...*

*Well, that depends on ...*

**Student A:** You are interviewing an applicant for a job. Talk to Student B about:

- what job he or she is applying for
- what he or she likes about the job
- what experience he or she has

**Student B:** You are applying for a job. Talk to Student A about the job details.

## Writing

9 Use the conversation from Task 8 to complete part of a job application.

Name: \_\_\_\_\_  
 Are you looking for a permanent or temporary position?  
 \_\_\_\_\_  
 What kind of hours would you like to work?  
 \_\_\_\_\_  
 Does transitioning from part time to full time interest you?  
 \_\_\_\_\_

Job Application



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some benefits given to employees?
- 2 Why do businesses offer benefits?



health insurance



retirement plan



vacation time

## Benefits Package Entry-Level Positions

Pay and **benefits** for entry-level employees increase with time at the company. Entry-level employees receive **minimum wage** for one year. After that time, employees earn a **salary** of \$40,000 a year.

New employees are not eligible for **overtime** without managerial approval. Overtime benefits begin after six months. **Health insurance** and **dental** benefits begin after three months. Employees earn **vacation time** after one year with the company. **Stock options** are also offered after one year of employment.

Harrison Manufacturing offers several **retirement plans**. After six months, employees may enroll in the plan of their choice.



overtime



dental



pay

## Reading

2 Read the benefits package from the handbook. Then, choose the correct answer.

- 1 What is the article mainly about?
  - A the benefit of retirement plans
  - B benefits for certain employees
  - C how stock options work
  - D an overview of health insurance
- 2 Which of the following must be approved by a supervisor?
  - A overtime
  - B dental
  - C health insurance
  - D retirement plans
- 3 Which benefit begins after one year?
  - A dental
  - B salary
  - C overtime
  - D stock options

## Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- |                   |                      |
|-------------------|----------------------|
| 1 — vacation time | 5 — retirement plans |
| 2 — salary        | 6 — health insurance |
| 3 — stock options | 7 — benefits         |
| 4 — overtime      | 8 — minimum wage     |

- A the services provided by employers in addition to being paid
- B a policy to set money aside from one's paycheck to be spent when employment ends
- C the paid time away from work that is allotted to employees
- D the time worked and paid beyond an employee's normal hours
- E the insurance against paying for the cost of medical care
- F a benefit given to employees to purchase company stocks at a discounted price
- G the lowest pay that employers can legally pay employees
- H a set amount of money made during the year as determined by the employer that is paid in installments



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **benefits / salary**

- A Fortunately, my job has really good \_\_\_\_\_ to cover medical expenses.  
 B Susan's yearly \_\_\_\_\_ is too low for her to purchase a house.

2 **dental / health insurance**

- A This job includes \_\_\_\_\_, so you won't have to worry about your teeth.  
 B Most jobs offer \_\_\_\_\_ to cover medical expenses.

5 Listen and read the benefits package from the handbook again. When does Harrison Manufacturing begin offering benefits to its employees?

## Listening

6 Listen to a conversation between an HR representative and an employee. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman wants to talk about overtime benefits.  
 2 \_\_\_ The man is not eligible for dental yet.  
 3 \_\_\_ The man is very interested in the retirement plan.

7 Listen again and complete the conversation.

**Representative:** Hi, Mike. You've been here now for six months. So let's discuss some 1 \_\_\_\_\_ you may want.

**Employee:** What are my options?

**Representative:** Let's see, you're now eligible for 2 \_\_\_\_\_ and our retirement plan.

**Employee:** That's great. What's the 3 \_\_\_\_\_ like?

**Representative:** Well, it's pretty simple. The company withholds money from your paycheck. That money is 4 \_\_\_\_\_ for your retirement.

**Employee:** That 5 \_\_\_\_\_ enough.

**Representative:** Is that something you'd like to sign up for?

**Employee:** Oh, yes. I 6 \_\_\_\_\_ do.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- Let's discuss ...*  
*What's the ... like?*  
*I definitely ...*

**Student A:** You are an HR representative. Talk to Student B about:

- benefit options
- benefit details
- interest in benefits

**Student B:** You are a new employee. Talk to Student A about what benefits interest you.

## Writing

9 Use the conversation from Task 8 and the handbook to complete the questionnaire about benefits.

## Benefits Questionnaire

Which benefit(s) interest you the most?

\_\_\_\_\_

\_\_\_\_\_

Would you choose to sign up for a retirement plan? Explain.

\_\_\_\_\_

\_\_\_\_\_

Which benefit(s) do you think are unnecessary?

\_\_\_\_\_

\_\_\_\_\_



# 12 Money

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common terms for money?
- 2 When might employees have to handle money?

SAVINGS DEPOSIT

CASH	
CHECKS	
TOTAL FROM OTHER SOURCES	
TOTAL	

ACCOUNT NUMBER (10 DIGITS)  
TELLER: PRINT TRANSACTION ON LINE 7

ID REQUIRED FOR CASH BACK  
 PIN  SIGNATURE  OR BOTH

CUSTOMER SIGNATURE **deposit**



## Brighton Convenience Store

### Closing Procedures Part 3

After closing each day, we must account for all **currency**. Carefully count the **cash** in the safe. Be sure to **face** the **bills**.

Check that the total cash matches the sales numbers.

Next, make sure that the **petty cash** is left at a total of \$100. If it is below \$100, replace the missing amount. Confirm that the **receipts** from any **withdrawals** match that amount.

See that the cashier's drawer has the required cash to make **change**:

- One \$20.00 bill
- Three \$10.00 bills
- Four \$5.00 bills
- Fifteen \$1.00 bills
- \$15.00 in assorted **coins**

Add up all remaining funds and seal them for **deposit**.



## Reading

2 Read the employee guide. Then, choose the correct answers.

- 1 What is the guide mainly about?  
A how to make petty cash withdrawals  
B the steps to handling money at closing  
C the proper uses of petty cash  
D different types of currency accepted
- 2 Which of the following is NOT required?  
A counting the cash and coins  
B facing the bills  
C emptying the cashier's drawer  
D reviewing receipts from petty cash
- 3 What can you infer about the petty cash?  
A It is refilled daily.  
B It is added to the daily deposit.  
C It is used to refill the cashier's drawer.  
D Its total should match sales numbers.



## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |                  |            |
|------------------|------------|
| 1 ___ withdrawal | 5 ___ coin |
| 2 ___ receipt    | 6 ___ face |
| 3 ___ deposit    | 7 ___ bill |
| 4 ___ petty cash |            |

- A an amount of money set aside to be placed in an account  
 B a document showing what was purchased and the amount spent  
 C a small amount of cash kept on hand for small expenses  
 D the money that is made from a hard material like metal  
 E a paper piece of money worth a certain amount  
 F to arrange the bills so they are all facing the same direction  
 G the act of taking money out of the bank

4 Write a word that is similar in meaning to the underlined part.

- 1 This bank exchanges forms of money from all over the world.  
 c \_ \_ r \_ n \_ y
- 2 The cashier gave the man back the difference between the total and the cash he provided.  
 c h \_ n \_ e
- 3 John's boss gave him paper bills to spend on office supplies.  
 c \_ \_ h

5 Listen and read the employee guide again. What should employees do with the petty cash?

## Listening

6 Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman forgot to face the bills.  
 2 \_\_\_ The petty cash was low on money.  
 3 \_\_\_ The man will make the deposit himself.

7 Listen again and complete the conversation.

- Manager:** Have you prepared the 1 \_\_\_\_\_ yet?  
**Employee:** I just counted the 2 \_\_\_\_\_ \_\_\_\_\_ in the drawer.  
**Manager:** Did you remember to 3 \_\_\_\_\_ \_\_\_\_\_ this time?  
**Employee:** Yes, I took care of that.  
**Manager:** And did you check the 4 \_\_\_\_\_ \_\_\_\_\_?  
**Employee:** Yes. There was already \$100 in the drawer.  
**Manager:** 5 \_\_\_\_\_ \_\_\_\_\_ you're ready. Go ahead and make the deposit. And don't forget the 6 \_\_\_\_\_ .  
**Employee:** Okay, I'll be right back.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

- Have you prepared the ...*  
*I took ...*  
*Don't forget ...*

**Student A:** You are a store manager. Talk to Student B about:

- preparing a deposit
- steps to take next
- what not to forget

**Student B:** You are an employee. Talk to Student A about a deposit.

## Writing

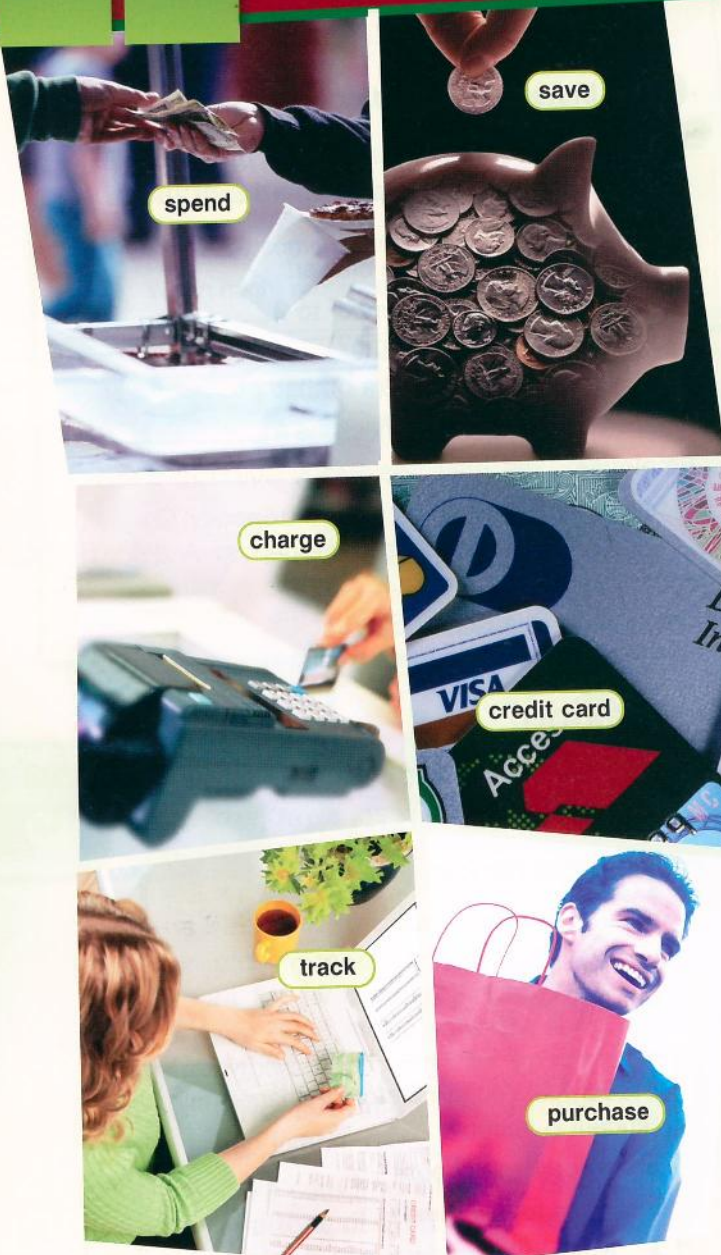
9 Use the conversation from Task 8 to fill in the duties for employees.

### Closing Duties

- Count the \_\_\_\_\_ and \_\_\_\_\_ in the drawer.  
 Make sure to \_\_\_\_\_ the bills.  
 Go to the bank and make the \_\_\_\_\_ .  
 Don't forget to ask for a \_\_\_\_\_ from the teller.



# 13 Using Money



## Put Your Money in Municipal Financial Bank

Do you **spend** too much? Would you like to **save** or **invest** your money? Then talk to us at Municipal Financial Bank. We have your financial solutions.

Stop carrying cash with our **debit cards**. And **monitor** your transactions online. **Track purchases** immediately as they show on your account. Balancing your account has never been easier.

Enroll in **direct deposit** and never sign another paycheck. You will be notified of deposits via email.

Municipal Financial also offers **credit cards**. Simply **charge** your account and pay later. **Credit limits** range from \$500 to \$10,000.

### Get ready!

1 Before you read the advertisement, talk about these questions.

- 1 What is the difference between a debit card and a credit card?
- 2 What is the difference between saving and investing money?

### Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is the main purpose of the passage?
  - A to explain changes to online banking services
  - B to list services available at the bank
  - C to notify customers of new credit cards
  - D to announce higher credit limits
- 2 Which of the following is NOT available through the bank?
  - A direct deposit
  - B debit cards
  - C stock purchases
  - D credit cards
- 3 What is the benefit of a debit card?
  - A you can have a range of credit limits
  - B you can pay for your purchase later
  - C you can monitor purchases online
  - D you can track deposits

### Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- |                      |               |
|----------------------|---------------|
| 1 ___ direct deposit | 5 ___ save    |
| 2 ___ charge         | 6 ___ track   |
| 3 ___ credit limit   | 7 ___ monitor |
| 4 ___ purchase       | 8 ___ spend   |

- A a product or service bought
- B to keep money
- C to oversee banking transactions
- D a service that pays money directly to an account
- E to pay for something with a credit card
- F to watch how money is used
- G the highest amount that can be charged
- H to use money



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 credit card / debit card**

- A A \_\_\_\_\_ bills charges to an account.  
 B A \_\_\_\_\_ removes money from an account.

**2 save / invest**

- A When people \_\_\_\_\_ money, there is no guarantee that they'll get it back.  
 B I want to make sure I have money in the future, so I will \_\_\_\_\_ my money.

**5** Listen and read the advertisement again. What does the bank offer?

**Listening**

**6** Listen to a conversation between a manager and a bank clerk. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man's company has an account with the bank.  
 2 \_\_\_ The bank offers direct deposit.  
 3 \_\_\_ The bank monitors credit card transactions for free.

**7** Listen again and complete the conversation.

**Manager:** Hi. I'd like 1 \_\_\_\_\_ a business account.

**Bank Clerk:** Sure. What do you have in mind?

**Manager:** You offer credit cards, 2 \_\_\_\_\_?

**Bank Clerk:** Yes, we do. We have an excellent business 3 \_\_\_\_\_.

**Manager:** What makes it a good choice?

**Bank Clerk:** We offer credit limits that fit your business. We 4 \_\_\_\_\_ credit card transactions free of charge.

**Manager:** That sounds great. What else do 5 \_\_\_\_\_?

**Bank Clerk:** We offer 6 \_\_\_\_\_ to pay your employees.

**Speaking**

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- I'd like to ...*  
*What would ...*  
*You offer ...*

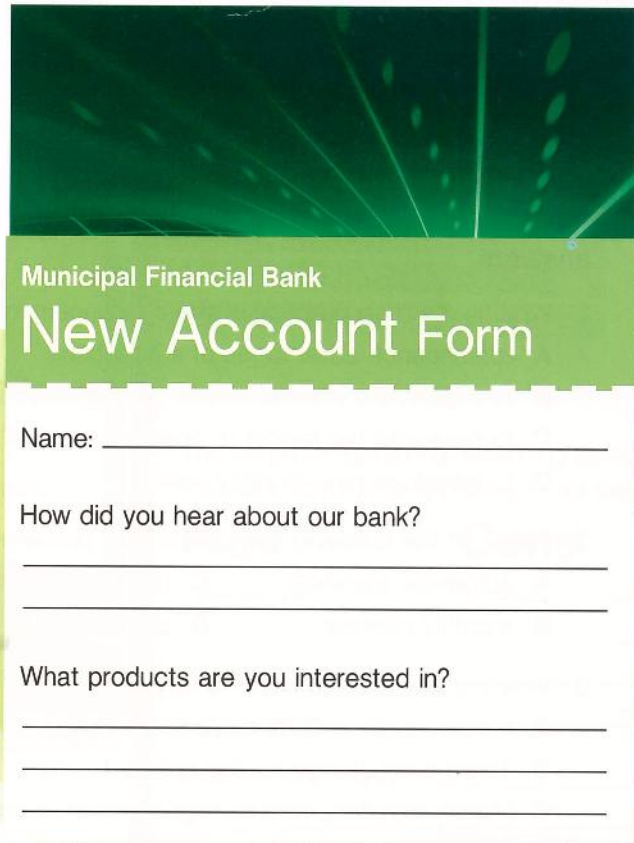
**Student A:** You are a manager. Talk to Student B about:

- an account with the bank
- bank services
- benefits of the services

**Student B:** You are a bank clerk. Talk to Student A about what your bank offers.

**Writing**

**9** Use the conversation from Task 8 and the advertisement to complete the new account form.



Municipal Financial Bank  
**New Account Form**

Name: \_\_\_\_\_

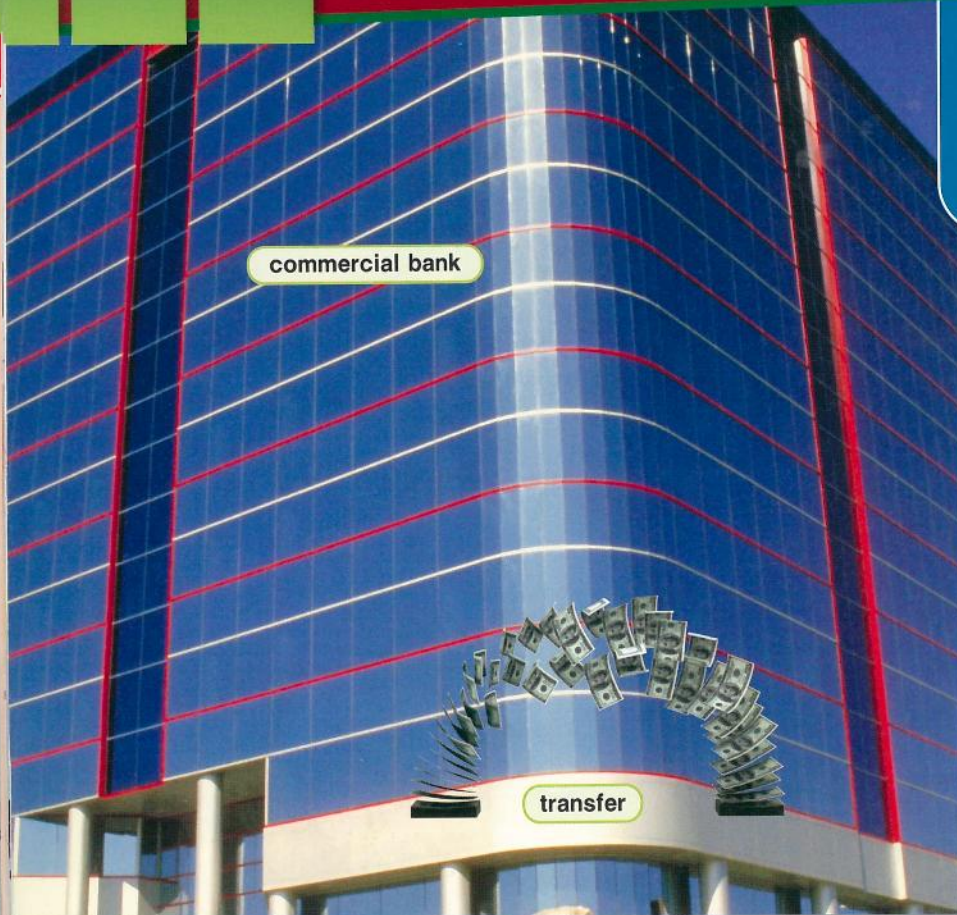
How did you hear about our bank?  
 \_\_\_\_\_  
 \_\_\_\_\_

What products are you interested in?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## LOOK INTO

### Municipal Financial Bank



Allow me to introduce Municipal Financial Bank. We are a new **commercial bank** in your area. Please compare us with your current bank.

Our services include free **checking accounts**. **Checks** can be ordered online. **Overdrafts** are handled automatically through **transfers** from **savings accounts**. Competitive **interest** rates accompany our accounts. Interest **accrues** monthly, increasing your gains.

A special **credit** to an account is waiting. We will **open** your new account with \$50.00. So **close** your old account and join us. I look forward to hearing from you.

Sincerely,  
Mr. Brown  
President, Municipal Financial Bank

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the benefits of checking accounts?
- 2 Why do people use savings accounts?

### Reading

2 Read the announcement. Then, choose the correct answers.

- 1 What is the main purpose of the announcement?
  - A to announce advantages of a new bank
  - B to explain the interest rate of savings accounts
  - C to persuade the reader to open an account online
  - D to introduce new monthly fees
- 2 Which of the following services is NOT presented?
 

A automatic transfers	C new account credit
B monthly interest	D commercial loans
- 3 Which of the following is NOT a benefit of the checking account?
  - A It comes with a debit card.
  - B There is no charge for the account.
  - C Money transfers from savings to cover overdrafts.
  - D You can order checks online.

### Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- |                      |             |
|----------------------|-------------|
| 1 __ transfer        | 5 __ accrue |
| 2 __ overdraft       | 6 __ check  |
| 3 __ commercial bank | 7 __ open   |
| 4 __ interest        | 8 __ credit |

- A a piece of paper that can be used in place of cash
- B an amount of money removed from an account that goes beyond what the account held
- C money earned on an account
- D to build up over time
- E to move money between accounts
- F to add money
- G to establish a new account
- H a financial institution that offers short-term loans



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 checking account / savings account

- A I rarely make withdrawals, so I only have a \_\_\_\_\_ .  
 B I often use the funds in my account, so I have a \_\_\_\_\_ .

2 transfer / credit

- A I need to \_\_\_\_\_ money from my savings account to my checking account.  
 B The bank made a mistake and had to \_\_\_\_\_ money to my checking account.

5 Listen and read the announcement again. What are some advantages of Municipal Financial Bank?

## Listening

6 Listen to a conversation between a company manager and an accountant. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The company currently pays a service fee for their checking account.  
 2 \_\_\_ The new bank offers automatic transfers for overdrafts.  
 3 \_\_\_ The woman doesn't think they should switch banks.

7 Listen again and complete the conversation.

**Manager:** Can I get 1 \_\_\_\_\_ on something?

**Accountant:** Sure. What's on your mind?

**Manager:** That new bank. Would switching to it 2 \_\_\_\_\_ financially?

**Accountant:** Maybe. For one thing, they offer much higher 3 \_\_\_\_\_ on their accounts.

**Manager:** True. What else?

**Accountant:** They also offer 4 \_\_\_\_\_. Right now we pay for that service.

**Manager:** And I do see that 5 \_\_\_\_\_ overdrafts automatically. That would eliminate overdraft fees.

**Accountant:** Yep. I think changing banks is a 6 \_\_\_\_\_ .

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

Can I get ...

Would switching ...

Right now we ...

**Student A:** You are a manager. Talk to Student B about:

- his or her opinion on switching banks
- what he or she knows about the bank
- if you agree

**Student B:** You are an accountant. Talk to Student A about the benefits of switching banks.

## Writing

9 Use the conversation from Task 8 and the announcement to complete the email.

To: \_\_\_\_\_  
 From: \_\_\_\_\_  
 Subject: Switching Banks

Hi \_\_\_\_\_,

You asked my opinion on switching banks. Here are some pros and cons I can see:

**Pros**

**Cons**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall, I think switching is \_\_\_\_\_

\_\_\_\_\_.



## Get ready!

- Before you read the passage, talk about these questions.
  - What changes in a company reflect that the business is doing well?
  - What changes in a company reflect that the business is suffering?

### GoAnywhere Cellular Phone Annual Production Report

## Summary

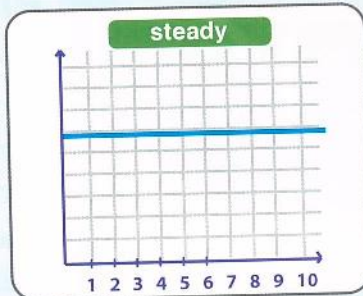
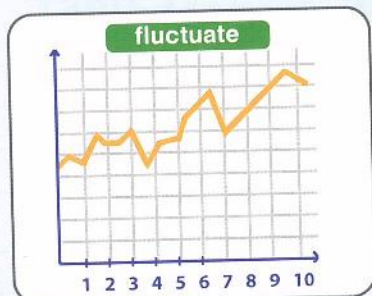
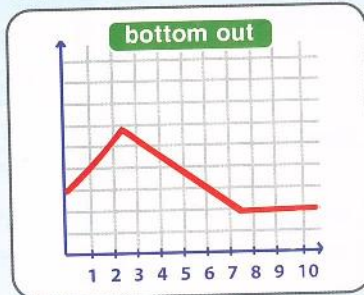
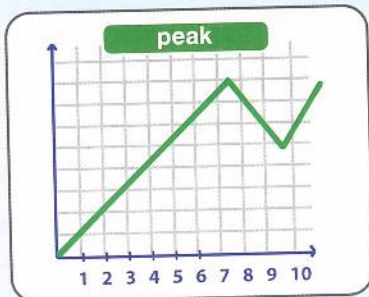
Production for the first quarter was good. We saw a 6% **increase** in sales. As a result, we **expanded** our production department.

The second quarter showed a **decrease** in sales. They **declined** by 2.5% in April and **bottomed out** in June. But we chose not to **shrink** our retail offerings.

Sales **grew** again in the third quarter. We experienced a **steady** increase until sales **peaked** in September.

In the fourth quarter, sales **fluctuated**. November sales increased, but December sales dropped slightly.

Overall, sales for the year were up by 7%. We expect similar figures in the coming year.



## Reading

- Read the report. Then, choose the correct answers.
  - What is the purpose of the report?
    - to identify problems in the sales department
    - to explain changes to products
    - to inform people about the company's progress
    - to advise workers of layoffs
  - Which quarter did NOT have an increase in sales?
    - first quarter
    - second quarter
    - third quarter
    - fourth quarter
  - What is true of the company?
    - sales peaked in November
    - sales fluctuated in the fourth quarter
    - sales were up 6% at the end of the year
    - sales declined by 2% in April

## Vocabulary

- Match the words or phrases (1-6) with the definitions (A-F)
 

1 ___ fluctuate	4 ___ bottom out
2 ___ decrease	5 ___ peak
3 ___ steady	6 ___ increase

  - to maintain a constant value
  - to shift in value
  - a rise in number
  - to reach the highest value
  - to hit the lowest value
  - a drop in number



**4** Write a word that is similar in meaning to the underlined part.

- The company is starting to get bigger; it added ten employees last year. g \_ \_ w
- The sales department wants to increase the size of its workforce. \_ x \_ \_ n \_
- The retail price of cellular phones is starting to fall in value. \_ \_ c \_ \_ \_ e
- The company wants to decrease the size of its management department. s \_ r \_ \_ \_

**5** Listen and read the report again. What changes did the company see last year?

### Listening

**6** Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- The speakers want to increase production.
- Production costs have gone up.
- The company cannot afford to hire more employees.

**7** Listen again and complete the conversation.

**Manager 1:** I'd like 1 \_\_\_\_\_ production grow by ten percent next year.

**Manager 2:** Do you think it 2 \_\_\_\_\_ done?

**Manager 1:** Based off last quarter's report, I think it can.

**Manager 2:** I agree, we've really seen 3 \_\_\_\_\_ in output.

**Manager 1:** And since 4 \_\_\_\_\_ our facilities, we'll have plenty of room.

**Manager 2:** Plus, with production costs 5 \_\_\_\_\_, we can hire more employees.

**Manager 1:** We'll have to use some savings, but I think 6 \_\_\_\_\_ accomplish it.

**Manager 2:** Great, I'll put together a listing.

### Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I think we ...*  
*Do you think it ...*  
*We'll have to ...*

**Student A:** You are a manager. Talk to Student B about:

- what production goal you would like to set
- why you think it's possible
- what steps can be taken to achieve the goal

**Student B:** You are a manager. Talk to Student A about the new production goal.

### Writing

**9** Use the conversation from Task 8 and the report to complete the plan for the new production goal.

**GoAnywhere Cellular Phones**  
**Production goal plan**

Next year's production goal: \_\_\_\_\_

Reason(s) for setting goal: \_\_\_\_\_

Steps for accomplishing goal:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Glossary

- above** [PREP-U8] If a number is **above** a second number, it means it is higher.
- according to** [PREP-U8] If information is **according to** a person or document, it means that person or document is the source of the information.
- accountant** [N-COUNT-U6] An **accountant** is a person who keeps track of financial information.
- accrue** [V-I-U14] To **accrue** is to build up over time.
- add** [V-T-U7] To **add** a number to another number is to increase it by that amount.
- administrative assistant** [N-COUNT-U6] An **administrative assistant** is an employee who performs a variety of office tasks to support the management.
- and** [PREP-U7] **And** is used to show addition. For example, 1 and 1 is 2.
- below** [PREP-U8] If a number is **below** a second number, it means it is lower.
- benefits** [N-COUNT-U11] **Benefits** are services, extra money, or advantages provided by employers to some employees in addition to paying regular wages.
- bill** [N-COUNT-U12] A **bill** is money in the form of paper worth a certain amount.
- binder** [N-COUNT-U1] A **binder** is a hard cover with three rings inside used to hold papers together.
- bottom out** [V-I-U15] To **bottom out** is to reach the lowest value.
- break room** [N-COUNT-U4] A **break room** is a room where employees take breaks and eat lunch.
- calculator** [N-COUNT-U2] A **calculator** is a handheld device used to perform basic mathematical functions.
- cash** [N-UNCOUNT-U12] **Cash** is the physical form of money represented in paper bank notes and coins.
- change** [N-UNCOUNT-U12] **Change** is money in smaller denomination given in exchange for money of greater value.
- charge** [V-I-U13] To **charge** is to use a credit card to pay for a product or service.
- check** [N-COUNT-U14] A **check** is a financial tool, in the form of a written statement, that directs a bank to pay funds from a checking account.
- checking account** [N-COUNT-U14] A **checking account** is a financial account that allows the account depositor to write checks against the funds held in the account.
- clerk** [N-COUNT-U5] A **clerk** is a full-time employee who does general office tasks and other clerical work.
- close** [V-T-U14] To **close** an account is to remove all funds from it.
- coin** [N-COUNT-U12] A **coin** is money that is made from a hard material like metal.
- colleague** [N-COUNT-U5] A **colleague** is a fellow worker within a profession.
- comes to** [V PHRASE-U7] If something **comes to** a number it is equal to that number after a mathematical operation.
- commercial bank** [N-COUNT-U14] A **commercial bank** is a financial institution that focuses on savings and checking accounts and short-term loans.
- computer** [N-COUNT-U3] A **computer** is a machine used to run programs, store data, and process information.
- conference room** [N-COUNT-U4] A **conference room** is a large room where meetings are held.
- consult** [V-T-U10] To **consult** someone is to seek his or her advice or counsel.
- consultant** [N-COUNT-U6] A **consultant** is a person who gives professional advice on business matters.
- co-operative** [N-COUNT-U9] A **co-operative** is a business that is owned by the people who run it.



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- co-operative** [N-COUNT-U9] A **co-operative** is a business that is owned by the people who run it.



**copier** [N-COUNT-U2] A **copier** is a machine used for making identical reproductions of an existing document.

**corporation** [N-COUNT-U9] A **corporation** is a company that is recognized as an entity separate from the individual people that make it up.

**co-worker** [N-COUNT-U5] A **co-worker** is someone who works with others.

**credit** [V-T-U14] To **credit** money is to add money to an account.

**credit card** [N-COUNT-U13] A **credit card** is a plastic card that bills money to an account when used.

**credit limit** [N-COUNT-U13] A **credit limit** is the maximum amount of money that can be charged with a credit card.

**cubicle** [N-COUNT-U2] A **cubicle** is a small space in a larger room partitioned with usually adjustable dividers in which people work.

**currency** [N-COUNT-U12] **Currency** is the form of money that a particular country uses.

**debit card** [N-COUNT-U13] A **debit card** is a plastic card that automatically debits money from an account when used.

**decline** [V-I-U15] To **decline** is to fall in value.

**decrease** [N-COUNT-U15] A **decrease** is a drop in number.

**dental** [N-ADJ-U11] **Dental** benefits is insurance that covers the cost of caring for teeth.

**deposit** [N-COUNT-U12] A **deposit** is the act of putting money into an account.

**designer** [N-COUNT-U6] A **designer** is a creative professional responsible for devising plans for projects or structures.

**desk** [N-COUNT-U2] A **desk** is a flat surface upon which people work while sitting and which has room for a computer, papers, and other necessary supplies and equipment.

**desktop** [N-COUNT-U3] A **desktop** is a kind of computer that is used primarily in the same place all the time, usually at a desk.

**direct deposit** [N-UNCOUNT-U13] **Direct deposit** is a service that pays money directly to an account.

**divide by** [V PHRASE-U7] To **divide** a number (x) **by** another number (y) is to split number x evenly into y number of parts.

**employee** [N-COUNT-U5] An **employee** is someone who is paid to do work for a company.

**entrance** [N-COUNT-U4] An **entrance** to an office is the door where people enter and exit.

**envelope** [N-COUNT-U1] An **envelope** is a paper container that is flat, usually has a flap that can be sealed, and is used to protect papers.

**equal** [V-T-U7] To **equal** a number is to have the same value as that number.

**executive** [N-COUNT-U5] An **executive** is a senior member of a company who holds an upper management position.

**expand** [V-T-U15] To **expand** something is to increase it in size, scope, or amount.

**face** [V-T-U12] To **face** bills is to arrange them so they are all facing the same direction.

**fax machine** [N-COUNT-U2] A **fax machine** is a device that can send a copy of a document from one fax machine to another.

**file cabinet** [N-COUNT-U2] A **file cabinet** is a large set of drawers in which files can be stored and organized.

**fire exit** [N-COUNT-U4] A **fire exit** is an emergency exit often connected to a fire alarm, to be used in the case of fire.

**first** [ADJ-U8] If something is **first**, it comes before or is ranked higher than anything else.



# Glossary

- flash drive** [N-COUNT-U3] A **flash drive** is a device used for storing computer data and is small, portable, and uses flash memory.
- fluctuate** [V-I-U15] To **fluctuate** is to shift in value.
- freelance** [ADJ-U10] If a person is described as **freelance**, he or she works for different companies at different times with no permanent attachment.
- freelancer** [N-COUNT-U5] A **freelancer** is someone who is not permanently employed with a particular company, but provides services on an as-needed basis.
- full time** [ADJ-U10] If a job is **full time**, it is a job in which employees work a full amount of hours as designated by the employer.
- grow** [V-I-U15] To **grow** is to increase gradually over time.
- health insurance** [N-UNCOUNT-U11] **Health insurance** is insurance against paying for the cost of medical care.
- highest** [ADJ-U8] If a number is **highest**, it has the greatest value of a set.
- highlighter** [N-COUNT-U1] A **highlighter** is a kind of marker that is very bright and is used to mark important information in a document.
- HR representative** [N-COUNT-U6] An **HR representative** is a person who oversees personnel work such as hiring and employee benefits.
- hundred** [N-COUNT-U7] **Hundred** is combined with another number to abbreviate numbers in the thousands. For example, the number 1,400 could be said "fourteen hundred."
- incorporated** [ADJ-U9] To be **incorporated** is to be legally united into one entity, becoming a corporation.
- increase** [N-COUNT-U15] An **increase** is a rise in number.
- interest** [N-UNCOUNT-U14] **Interest** is money earned on money held in an account.
- intern** [N-COUNT-U5] An **intern** is a college student getting on-the-job training and work experience with a company, and can be either paid or unpaid.
- invest** [V-T-U13] To **invest** money is to place money in an account to earn more money.
- IT specialist** [N-COUNT-U6] An **IT specialist** is an employee with expertise in computers.
- janitor** [N-COUNT-U6] A **janitor** is an employee responsible for cleaning and waste disposal.
- keyboard** [N-COUNT-U3] A **keyboard** is a piece of equipment that has letters, numbers, and other symbols on it that allows a computer user to create text and perform various other functions on a computer.
- landline** [N-COUNT-U2] A **landline** is a phone line that travels over the ground.
- laptop** [N-COUNT-U3] A **laptop** is a small, portable computer.
- laser printer** [N-COUNT-U3] A **laser printer** is a kind of printer that uses a laser and ink to produce images on paper.
- legal pad** [N-COUNT-U1] A **legal pad** is a bound writing tablet with lined paper that is 8 1/2" by 14".
- less** [PREP-U7] If one number is **less** another number, it is reduced by that amount.
- LLC** [N-COUNT-U9] An **LLC** (limited liability company) is a business structure in which owners are only partially liable for the business's debts.
- lobby** [N-COUNT-U4] A **lobby** is an open area inside a building's main entrance that provides access to the different hallways and offices.
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- lowest** [ADJ-U8] If a number is **lowest**, it has the least value of a set.



**manager** [N-COUNT-U6] A **manager** is someone who oversees one or more aspects of a business.

**manager's office** [N-COUNT-U4] A **manager's office** is a private room where the manager conducts his or her work.

**marker** [N-COUNT-U1] A **marker** is a writing instrument that produces wide lines and comes in many colors.

**median** [ADJ-U8] If a number is **median**, it is the middle of a set of values.

**minimum wage** [N-UNCOUNT-U11] **Minimum wage** is the lowest pay that employers can legally pay employees.

**minus** [PREP-U7] If one number is **minus** a second number, the second number is subtracted from the first.

**monitor** [N-COUNT-U3] A **monitor** is a screen that displays information when using a computer.

**monitor** [V-T-U13] To **monitor** an account is to observe its transactions on a regular basis.

**mouse** [N-COUNT-U3] A **mouse** is an object that a computer user controls the cursor on the monitor of a computer to interact with information on the screen.

**multiply by** [V PHRASE-U7] To **multiply** a number (x) **by** another (y) is to add number x to itself y number of times.

**non-profit organization** [N-COUNT-U9] A **non-profit organization** is a company that uses surplus revenue for the good of the company rather than for individual profit.

**open** [V-T-U14] To **open** an account is to establish a new account.

**open plan** [N-UNCOUNT-U4] **Open plan** is a type of office layout in which the office consists of one large, open room instead of dividing the space into individual offices.

**opportunity** [N-COUNT-U10] An **opportunity** is a chance for employment.

**over** [PREP-U7] If a number is **over** another number, it is divided by that number.

**overdraft** [N-COUNT-U14] An **overdraft** is an amount of money removed from an account that was beyond the total value of the account.

**overtime** [N-UNCOUNT-U11] **Overtime** is time worked and paid beyond an employee's normal hours.

**owner** [N-COUNT-U6] The **owner** is the person who owns the assets of a business.

**part time** [ADJ-U10] If a job is **part time**, it requires employees to work fewer hours than full time.

**partnership** [N-COUNT-U9] A **partnership** is a contract entered into by two or more people in which each person agrees to provide capital and labor in a business.

**pay** [N-UNCOUNT-U11] **Pay** is how much money an employee earns from working.

**peak** [V-I-U15] To **peak** is to reach the highest value.

**pen** [N-COUNT-U1] A **pen** is a device used for writing or drawing on paper using ink.

**pencil** [N-COUNT-U1] A **pencil** is a device used for writing or drawing on paper usually constructed of wood with a graphite center.

**per diem** [ADV-U10] If a person works **per diem**, he or she works and is paid on a day-to-day basis.

**permanent** [ADJ-U10] If a job is **permanent**, it is intended to last for a long time or indefinitely.

**petty cash** [N-UNCOUNT-U12] **Petty cash** is a small amount of cash kept on hand for small business expenses.

**plus** [PREP-U7] If one number is **plus** another number, the two numbers are added together.

**private** [ADJ-U9] If a company is **private**, it does not offer and sell its stock to the general public.

**public** [ADJ-U9] If a company is **public**, it does sell portions of the company in stocks to the general public.



# Glossary

- purchase** [N-COUNT-U13] A **purchase** is a product or service that is bought.
- receipt** [N-COUNT-U12] A **receipt** is a document recording the exchange of money.
- reception desk** [N-COUNT-U4] A **reception desk** is a desk near the office entrance where visitors check in with a receptionist for meetings and appointments.
- receptionist** [N-COUNT-U6] A **receptionist** is an employee who greets office visitors and answers incoming phone calls, in addition to other administrative duties.
- restroom** [N-COUNT-U4] A **restroom** is a room with toilet facilities.
- retirement plan** [N-COUNT-U11] A **retirement plan** is a plan to set money aside from one's paycheck to be spent after retiring from employment.
- salary** [N-COUNT-U11] A **salary** is a set amount of money made during the year as determined by the employer that is paid in installments.
- salesperson** [N-COUNT-U5] A **salesperson** is an employee who sells merchandise or services on behalf of the company.
- save** [V-T-U13] To **save** money is to keep money.
- savings account** [N-COUNT-U14] A **savings account** is a financial account that allows deposits to be held and earn interest.
- scanner** [N-COUNT-U3] A **scanner** is a machine that can create accurate reproductions of documents on a computer.
- second** [ADJ-U8] If something is **second**, it comes after or is ranked just below the first.
- secretary** [N-COUNT-U5] A **secretary** is an assistant who provides clerical and administrative services, usually to an executive.
- shareholder** [N-COUNT-U9] A **shareholder** is a person or entity that has purchased and legally owns part of a company in shares or stocks.
- shredder** [N-COUNT-U2] A **shredder** is a machine that destroys papers by cutting them into small pieces and is usually used to dispose of confidential or sensitive information.
- shrink** [V-T-U15] To **shrink** something is to decrease it in size, scope, or amount.
- sole proprietor** [N-COUNT-U9] A **sole proprietor** is a person who owns a business and is solely responsible for the company's debts.
- spend** [V-T-U13] To **spend** money is to use it to make purchases.
- stapler** [N-COUNT-U1] A **stapler** is a device used to permanently join separate pieces of paper together.
- staples** [N-COUNT-U1] **Staples** are small metal pieces that are used to hold papers together when placed inside of a stapler.
- steady** [ADJ-U15] If something is **steady**, it maintains a constant value.
- stock options** [N-COUNT-U11] **Stock options** are benefits that allow employees to purchase company stocks at a discounted price.
- subtract** [V-T-U7] To **subtract** one number from another number is to reduce it by that amount.
- supervisor** [N-COUNT-U5] A **supervisor** is a manager directly responsible for overseeing the work of other employees.
- th** [SUFF-U8] **-th** is added to numbers higher than three to indicate ranking or order.
- tape** [N-UNCOUNT-U1] **Tape** is a long, narrow piece of plastic with one adhesive side and one non-adhesive side used to adhere materials to another surface.



**temporary** [ADJ-U10] If a job is **temporary**, it is intended to last only for a short time.

**third** [ADJ-U8] If something is **third**, it comes after or is ranked just below the second.

**times** [PREP-U7] If a number is **times** another number, it is multiplied by that number.

**toner** [N-UNCOUNT-U2] **Toner** is the powdered ink that a copier uses to make copies.

**track** [V-T-U13] To **track** money is to watch how it is used.

**transfer** [V-T-U14] To **transfer** money is to move it from one account to another.

**transition** [V-I-U10] To **transition** is to move from one position or status to another.

**vacation time** [N-UNCOUNT-U11] **Vacation time** is paid time away from work that is allotted to employees.

**waiting area** [N-COUNT-U4] A **waiting area** is a seating area where visitors wait before meetings and appointments.

**withdrawal** [N-COUNT-U12] A **withdrawal** is the act of taking money out of an account.



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training

IT department

payroll department

accounting department

## LOGAN'S FARM SUPPLY

Employee Handbook  
Farm Equipment Division

Welcome to the team! Our team members are our greatest resource. We take great pride in the **training** we offer to new **personnel**. Our goal is to help you succeed with us.

One key to success is understanding how our company is organized. This is important for employees in all **departments**. Whether you're in **sales**, **marketing**, or **production**, you should be familiar with the following departments:

**Payroll:** Payroll is located at the Yukon St. office. Make sure they have your current information. You wouldn't want your wages sent to the wrong address!

**Accounting:** Accounting is located down the hall from Payroll. Please bring expense receipts to the Accounting office in person.

**IT:** IT has offices in both the Yukon St. office and at the downtown production facility. Contact numbers for IT team members are posted on every computer.

**Human Resources:** Human Resources is located on the top floor of the Yukon St. office. Our door is always open.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some departments into which a company is typically divided?
- 2 Which departments help employees do their jobs?

## Reading

2 Read the excerpt from an employee handbook. Then, choose the correct answers.

- 1 What is the main purpose of the passage?
  - A to explain company rules and policies to employees
  - B to introduce employees to the company's mission
  - C to familiarize employees with major departments
  - D to assign employees to major departments
- 2 Why should employees be familiar with the departments?
  - A to help them understand how the company is organized
  - B to make sure they have current information
  - C to prepare for moving to the Yukon St. office
  - D to allow them to be transferred easily
- 3 What should employees do with expense receipts?
  - A email them to the Yukon St. office
  - B mail them to the Payroll office
  - C bring them to the Human Resources department
  - D deliver them to the Accounting office

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |                 |                |                      |
|-----------------|----------------|----------------------|
| 1 __ department | 4 __ payroll   | 7 __ human resources |
| 2 __ IT         | 5 __ personnel |                      |
| 3 __ production | 6 __ marketing |                      |

- A a part of a company with particular responsibilities
- B a business's employees
- C the part of a company responsible for a business's employees
- D the part of a company responsible for distributing wages
- E the part of a company responsible for creating what a company sells
- F the part of a company responsible for advertising its products
- G the part of a company responsible for its technology



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1** division / training

A The new employees read the \_\_\_\_\_ manual.

B Every \_\_\_\_\_ was important to the company's success.

**2** accounting / sales

A The \_\_\_\_\_ department needed the employee's travel receipts.

B The \_\_\_\_\_ department was responsible for half the year's profits.

**5** Listen and read the handbook again. What is a major responsibility of a company's payroll department?

## Listening

**6** Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

1 \_\_\_ The man still needs to get a username and password.

2 \_\_\_ Payroll needs photo identification from the man.

3 \_\_\_ The man has already visited payroll once before.

**7** Listen again and complete the conversation.

**Manager:** Have you visited **1** \_\_\_\_\_ yet?

**Employee:** Not yet.

**Manager:** You need to **2** \_\_\_\_\_ there today to give them your information.

**Employee:** No problem. What do **3** \_\_\_\_\_ to bring?

**Manager:** You'll need **4** \_\_\_\_\_ things. **5** \_\_\_\_\_ you have a photo ID, a document verifying your citizenship, and something that verifies your current mailing address.

**Employee:** Does that need **6** \_\_\_\_\_ an official document?

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*Have you ...*

*You'll need ...*

*Make sure ...*

**Student A:** You are a company manager. Talk to Student B about:

- getting started at the company
- the information payroll needs
- getting a parking pass

**Student B:** You are a new employee at a company. Talk to Student A about getting started.

## Writing

**9** Use the conversation from Task 8 to complete the new employee feedback form.

### LOGAN'S FARM SUPPLY

### Employee Orientation Feedback Form

How did your department manager help you become familiar with company policies?

---



---

What was the most helpful thing your manager or the human resources department did to help you get started?

---



---

How else could your department help you become familiar with our company?

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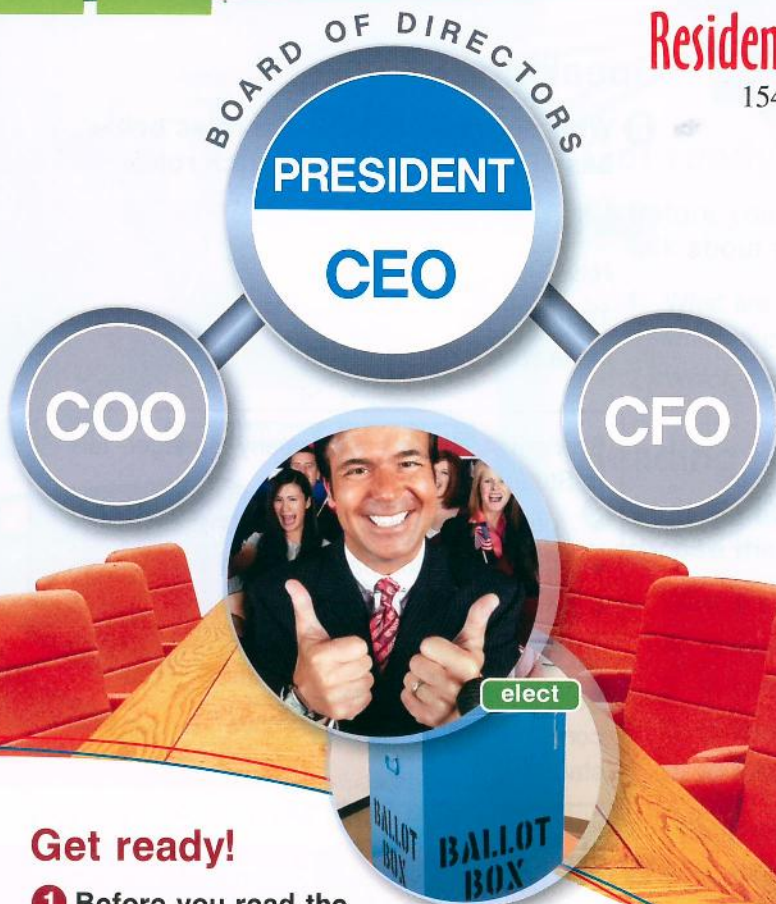


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## Residence Solutions

1547 Larkspur Loop



Dear Stakeholders,

We write to inform you about recent changes in our **corporate governance**. Recently, our **CEO**, Dr. Wallace Perkins, has accepted a position elsewhere. We wish him the best in his new venture.

In his absence, Gina Williams, our **CFO**, served as interim CEO. The **board of directors** has officially **elected** her CEO. The **chairperson** commended Ms. Williams on her strong leadership. The **inside directors** voted unanimously for Ms. Williams's appointment. Two **outside directors** abstained.

Because of these changes, we are currently seeking a new CFO. The **president** and **vice president** have put forth our **COO**, Linda Miller, as a candidate. The board will consider this in the coming weeks. They are also accepting applications from outside the company.

Those with part **ownership** in the company are invited to respond in writing. We welcome your input on these changes in **management**.

Sincerely,  
Residence Solutions

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some of the titles of corporate leaders?
- 2 What are their responsibilities?

## Reading

2 Read the letter. Then, choose the correct answers.

- 1 What is the purpose of the letter?
  - A to request information on changes in leadership
  - B to inform stakeholders of new management
  - C to congratulate Dr. Perkins
  - D to commend Ms. Williams on her leadership
- 2 Which of the following positions has NOT been filled?
 

A CEO	C president
B CFO	D vice president
- 3 Why has the company elected a new CEO?
  - A Ms. Williams has left the company.
  - B Dr. Perkins has been promoted to CFO.
  - C Dr. Perkins accepted another job.
  - D The interim CEO left the company.

## Vocabulary

3 Match the words or phrases (1-9) with the definitions (A-I).

- |                      |                            |
|----------------------|----------------------------|
| 1 ___ CEO            | 6 ___ chairperson          |
| 2 ___ elect          | 7 ___ corporate governance |
| 3 ___ COO            | 8 ___ board of directors   |
| 4 ___ ownership      | 9 ___ management           |
| 5 ___ vice president |                            |

- A the head of the board of directors
- B a group of people that makes decisions for a company
- C the process of handling or controlling something
- D the top executive of a company
- E to choose by voting
- F the person who serves under the president
- G the process of making decisions for a company
- H the person in charge of a company's daily operations
- I the possession of something



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 outside director / inside director

- A The \_\_\_\_\_ was also the company's CFO.  
 B The \_\_\_\_\_ had no other role at the company.

2 president / CFO

- A The \_\_\_\_\_ resigned, and the vice president took her place.  
 B The \_\_\_\_\_ decided to invest the company's money in oil.

5 Listen and read the letter again. What is the difference between an inside director and an outside director?

## Listening

6 Listen to a conversation between two members of a board of directors. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man is an inside director.  
 2 \_\_\_ The man is concerned about being uninformed.  
 3 \_\_\_ The woman recommends asking more questions.

7 Listen again and complete the conversation.

- New Member:** Hello. I'm Mark Jeffries, the new outside director of the board. I don't believe we've been introduced.
- Old Member:** I'm Dr. Williams. It's a pleasure 1 \_\_\_\_\_ you.
- New Member:** The pleasure's mine. How long have you been 2 \_\_\_\_\_?
- Old Member:** For ten years, now.
- New Member:** That's a long time! Have 3 \_\_\_\_\_ any advice for a newcomer?
- Old Member:** Well, what has your experience been like so far?
- New Member:** As an 4 \_\_\_\_\_, I sometimes feel a little left out. I'm not always familiar with the issues that the 5 \_\_\_\_\_ raise.
- Old Member:** I've 6 \_\_\_\_\_ that myself. But you can always pause the meeting for a moment to ask questions.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*It's a pleasure ...*

*What has your experience ...*

*I've experienced ...*

**Student A:** You are a new member of a board of directors. Talk to Student B about:

- how long he or she has been a board member
- what your experience as a board member has been like
- questions you have about being a board member

**Student B:** You are an experienced member of a board of directors. Talk to Student A about advice for new board members.

## Writing

9 Use the conversation from Task 8 and the letter to complete the following questionnaire.

### Residence Solutions

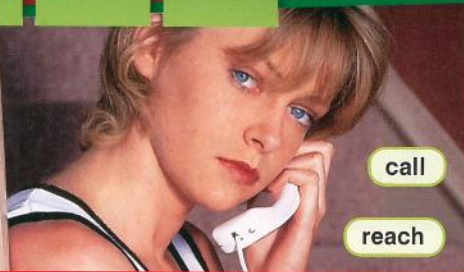
## Board Member Questionnaire

How long have you been a member of the board of directors and what is your role? \_\_\_\_\_

What do you think is the most effective aspect of board meetings? \_\_\_\_\_

What do you feel could be improved about how we conduct meetings? \_\_\_\_\_





**STEWART BLOOD  
DONATION CENTER**

**Front Desk/Administrative  
Assistant Telephone Guidelines**

When you **answer** the telephone at Stewart Blood Bank, you are responsible for our public image. It is important that you always use a friendly tone. Be careful to **direct** callers to the appropriate **extension**. No caller should ever be **on hold** for more than one minute.

These helpful phrases will keep your phone interactions professional.

- 1 "You've **reached** Stewart Blood Center. How may I direct your call?"
- 2 "The **party** you are trying to reach is unavailable. May I **transfer** you to another **line**?"
- 3 "May I please put you on hold?"
- 4 "Let me **connect** you to our Donor Information Line."
- 5 "Thank you for your interest. Please **call** again."

These phrases can help you to manage our busy phone lines. If you receive too many calls, direct them to our messaging service. The service can be reached at 555-954-3834, extension 64. However, you should only use the answering service in emergencies. Pleasant interactions with our staff members keep blood donors coming back. By answering the phone with a smile, you could even save a life.

## Get ready!

### 1 Before you read the passage, talk about these questions.

- 1 Why are telephone operations important to many businesses?
- 2 What are some common things employees say when answering company phones?

## Reading

### 2 Read the guidelines from a manual. Then, mark the following statements as true (T) or false (F).

- 1  Callers should only be put on hold for less than a minute.
- 2  Administrative Assistants work for the business's messaging service.
- 3  Administrative Assistants are the first people callers reach at the business.

## Vocabulary

### 3 Match the words (1-6) with the definitions (A-F).

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 <input type="checkbox"/> party  | 4 <input type="checkbox"/> transfer  |
| 2 <input type="checkbox"/> answer | 5 <input type="checkbox"/> extension |
| 3 <input type="checkbox"/> line   | 6 <input type="checkbox"/> on hold   |

- A a telephone connection  
 B to connect a caller to someone else  
 C to pick up a telephone call  
 D waiting for a call to be connected  
 E a particular receiver within a phone system  
 F the person or group a caller is trying to reach

### 4 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **reach / direct**
  - A What department are you trying to \_\_\_\_\_?
  - B How may I \_\_\_\_\_ your call?
- 2 **call / connect**
  - A Please \_\_\_\_\_ back during business hours.
  - B Let me \_\_\_\_\_ you to our sales department.



- 5 🎧 Listen and read the guidelines again. Why is it important for employees to answer the phones in a professional manner?

## Listening

- 6 🎧 Listen to a conversation between an administrative assistant and a client. Choose the correct answers.

- 1 Why does the man need to speak with Ms. Jordan?
- A to cancel a scheduled blood drive
  - B to remind her of a scheduled blood drive
  - C to complain about unsafe practices
  - D to discuss the safety of his students
- 2 How does the woman end the call?
- A by scheduling an appointment
  - B by transferring the call
  - C by providing an extension
  - D by placing the man on hold



- 7 🎧 Listen again and complete the conversation.

- Assistant:** You've 1 \_\_\_\_\_ Stewart Blood Center. How may I direct your call?
- Client:** Hello, 2 \_\_\_\_\_ to schedule a blood drive at my school.
- Assistant:** That's wonderful. 3 \_\_\_\_\_ connect you to our scheduling department.
- Client:** Actually, I was hoping to talk to someone about safety concerns, first.
- Assistant:** Okay. No problem. Let me find out who would be the best person to connect you with. May I please 4 \_\_\_\_\_ on hold?
- Client:** That's not necessary. I've already spoken some with Ms. Jordan. We were working together on a safety plan for disabled students who want to donate. Can you just 5 \_\_\_\_\_ to her line?
- Assistant:** Sure. Do you 6 \_\_\_\_\_ her extension number?
- Client:** Yes. It's extension 53.
- Assistant:** Okay. I'm transferring you to her line.
- Client:** Thank you.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*You've reached ...*

*I'm calling to ...*

*Let me connect you to ...*

**Student A:** You are an administrative assistant. Talk to Student B about:

- who she or he has reached
- why he or she is calling
- who she or he needs to speak with

**Student B:** You are a client calling a business. Talk to Student A about the purpose of your call.

## Writing

- 9 Use the conversation from Task 8 to complete the call log.

Stewart Blood Center

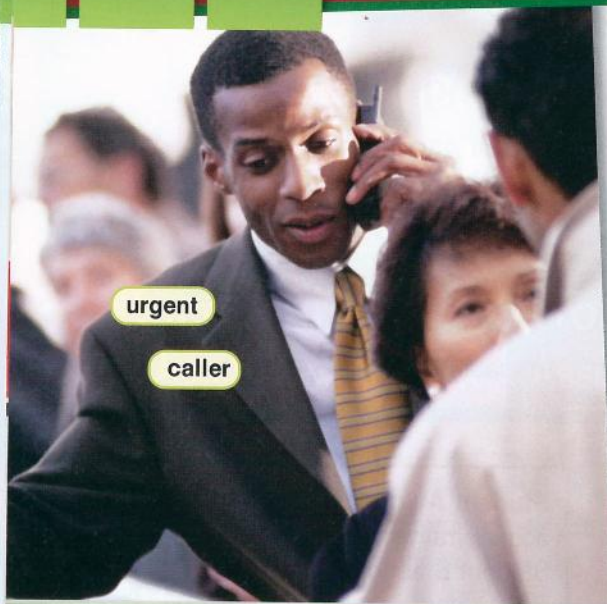
### Call Log

Caller: \_\_\_\_\_

Reason for Call: \_\_\_\_\_

Caller Connected To: \_\_\_\_\_





### While You Were Out

Call for: Dan Keaton

Time of Call: 11:45

Caller: Mrs. Lawry

Regarding: Missing Contract

Priority:  **Urgent** / Needs Immediate Attention

Regular Business / Needs response today

No Priority

Caller's Number: 555-876-9078

Caller would like:  to **leave a message**

to **call back** later

you to **return** the call

### Message:

Mrs. Lawry asks that you return her call **ASAP**. She never received the contract for the Jackson account. She cannot begin work until she has it.

### While You Were Out

Call for: Dan Keaton

Time of Call: 12:30

Caller: Jerry Malone

Regarding: Conference Presentation

Priority:  Urgent / Needs Immediate Attention

Regular Business / Needs response today

No Priority

Caller's Number: 555-903-6690

Caller would like:  to leave a message

to call back later

you to return the call

### Message:

Mr. Malone called to discuss the leadership conference next month. He wants to know if you accepted the invitation to be the keynote speaker. If so, he plans to attend. He'd like you to call back by the end of the day. He will be **unavailable** after 3:30, but his assistant can **take** a message.

## Get ready!

### 1 Before you read the passage, talk about these questions.

- 1 What reasons might people have for leaving telephone messages at a business?
- 2 What are some important things to remember when taking a telephone message?

## Reading

### 2 Read the call logs. Then, choose the correct answers.

- 1 Why does Mrs. Lawry need a response as soon as possible?
  - A She needs to make urgent changes to the Jackson account.
  - B She needs information from Mr. Keaton so she can begin work.
  - C Mr. Keaton has not explained the contract for the Jackson account.
  - D She never received Mr. Keaton's telephone message.
- 2 Why does Mr. Malone want Mr. Keaton to call him back?
  - A because he is unavailable after 3:30
  - B so he can invite him to be the keynote speaker at a conference
  - C to discuss his attendance at a leadership conference
  - D to explain why he is unavailable for the conference
- 3 Which of the following tasks is most urgent?
  - A calling Mr. Jackson about changes to his contract
  - B discussing the leadership conference with Mr. Malone
  - C leaving a message with Mr. Malone's assistant
  - D sending Mrs. Lawry the contract for the Jackson account

## Call logs

## Vocabulary

### 3 Match the words (1-8) with the definitions (A-H).

- |                 |                   |               |
|-----------------|-------------------|---------------|
| 1 ___ ASAP      | 4 ___ caller      | 7 ___ message |
| 2 ___ call back | 5 ___ unavailable | 8 ___ take    |
| 3 ___ call      | 6 ___ urgent      |               |

- A a person communicating by phone
- B not being present or not able to answer
- C a recorded or written communication
- D to return a call or call again
- E as quickly as you are able
- F a telephone conversation
- G important and requiring immediate attention
- H to record a communication for another person



4 Choose the sentence that uses the underlined part correctly.

- 1 A Please leave a message after the tone.  
 B Please take a message after the tone.
- 2 A You have a message coming in on line 1.  
 B Please return my call as soon as possible.

5 Listen and read the memo again. Why is it important to deliver messages promptly?

## Listening

6 Listen to a conversation between an assistant and a caller. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ Mr. Keaton is unavailable because he has a client in his office.  
 2 \_\_\_ The woman didn't want to add contractors to her contract.  
 3 \_\_\_ The woman will call Mr. Keaton after five.

7 Listen again and complete the conversation.

**Assistant:** Hello, you've reached Mr. Keaton's office. How may I help you?

**Caller:** I'd like to 1 \_\_\_\_\_ Mr. Keaton, please.

**Assistant:** I'm sorry. He's unavailable 2 \_\_\_\_\_. What is the call regarding?

**Caller:** Do you know when he'll be available? This is very urgent.

**Assistant:** I'm sorry. I'm 3 \_\_\_\_\_ when he'll return to the office. If you explain the matter to me, I can 4 \_\_\_\_\_.

**Caller:** I'm calling about changes to my contract. I never authorized any new contractors, but I see that two have been added to my contract. I'd like to fix this problem as soon as possible.

**Assistant:** 5 \_\_\_\_\_ tell me your name, ma'am?

**Caller:** My name is Paula Winters.

**Assistant:** Thank you. I'll ask Mr. Keaton to call you 6 \_\_\_\_\_ as possible.

call back	leave a message	regarding

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*What is the call ...*  
*May I take ...*  
*I'll ask ...*

**Student A:** You are an administrative assistant. Talk to Student B about:

- the reason for his or her call
- who he or she is calling for
- the message he or she would like to leave

**Student B:** You are a caller leaving a message. Talk to Student A about the reasons for your call.

## Writing

9 Use the conversation from Task 8 to complete the following phone message memo.



### phone message memo

Call for: \_\_\_\_\_

Caller: \_\_\_\_\_

Message taken by: \_\_\_\_\_

What was the call regarding? \_\_\_\_\_

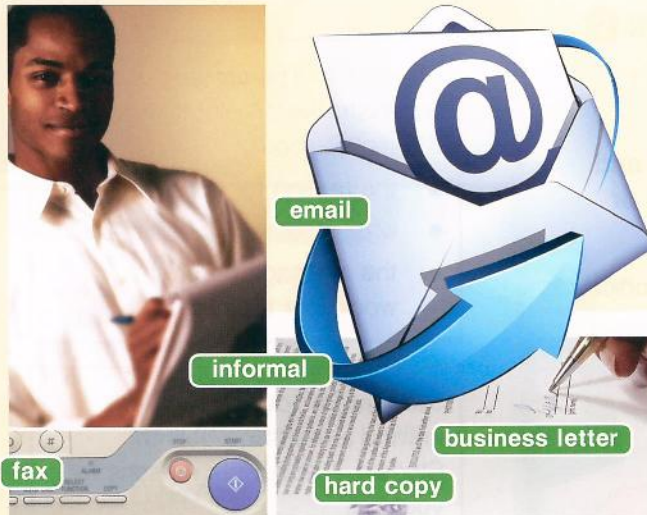
What was the caller's message? \_\_\_\_\_



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common types of business correspondence?
- 2 What tone is appropriate for different kinds of correspondence?



## Fibersoft Industries

### Employee Handbook Part V. Correspondence

*Fibersoft* employees are responsible for many types of correspondence. It is always important that your communications be professional. This is true for both **interoffice** and **outside** communication.

#### Outside communication

**Business letters:** Most employees are aware that business letters should be **formal**. If you are unsure about how to format a business letter, consult appendix B.

**Email:** Emails sent outside the company should be as formal as business letters. Many companies tend to send **informal** emails. We wish to maintain a level of professionalism even in electronic communication. This means **prompt** responses to emails, also. You must **cc** a manager on emails to new clients.

**Faxes:** Faxes should always be sent with a cover sheet. See appendix B for the fax cover sheet form. You should also file a **hard copy** of any fax sent.

#### Interoffice communication

**Memos:** Memos may be informal, but they should always be professional.

**Email:** It is not **appropriate** to use interoffice email for personal messages.

## Reading

2 Read the employee handbook. Then, choose the correct answers.

- 1 What is the main purpose of the passage?
  - A to explain how to write a business letter
  - B to describe the difference between outside and interoffice communication
  - C to inform employees about how to communicate appropriately
  - D to insist that hard copies be made of all business communication
- 2 Which of the following is NOT a formal type of correspondence?
  - A email
  - B business letters
  - C memos
  - D outside communication
- 3 Why should outside emails be formal?
  - A to prevent confusion
  - B to keep electronic correspondence professional
  - C because they are sent to a manager
  - D because they will also be faxed

## Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

#### Word BANK

business letter    informal    outside  
cc    fax    memo    formal    interoffice

- 1 Professional correspondence should be \_\_\_\_\_.
- 2 You can write that \_\_\_\_\_ on scrap paper.
- 3 It's only a note about next week's picnic. It can be \_\_\_\_\_.
- 4 Make sure you \_\_\_\_\_ Marta on this email.
- 5 Send a(n) \_\_\_\_\_ note to remind everyone about the important meeting.
- 6 The lawyer's \_\_\_\_\_ should come in on the machine soon.
- 7 A(n) \_\_\_\_\_ is almost always written in a professional style.
- 8 \_\_\_\_\_ correspondence must be mailed with sufficient postage.



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 prompt / appropriate

A Timing is important, so make sure your response is \_\_\_\_\_.

B An informal tone is not \_\_\_\_\_ in a business letter.

2 hard copy / email

A Send a(n) \_\_\_\_\_ by interoffice mail.

B I got another \_\_\_\_\_ about insurance.

5 Listen and read the handbook again. Why are professional emails important?

## Listening

6 Listen to a conversation between an employee and a manager. Mark the following statements as true (T) or false (F).

1 \_\_\_ The man prefers that the woman send a hard copy.

2 \_\_\_ The client wants the woman to mail his contract.

3 \_\_\_ The changes to the contract are minor.

7 Listen again and complete the conversation.

**Employee:** Hi, Mr. Klein. I've just been talking with a client about changing his contract, but there's something I'm not 1 \_\_\_\_\_ about.

**Manager:** Well, you've only been here a few weeks. What can 2 \_\_\_\_\_ you with?

**Employee:** I've worked out a new contract. The changes are minor, and I 3 \_\_\_\_\_ if I could just email him the new contract.

**Manager:** I'd 4 \_\_\_\_\_ you sent him a hard copy.

**Employee:** Well, he's going to be traveling on business for the next few months. So, 5 \_\_\_\_\_ he'd prefer if we didn't mail him anything.

**Manager:** In that case, 6 \_\_\_\_\_ that you go ahead and send him a formal email, clearly detailing the new contract.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I was wondering ...*

*I'd prefer ...*

*I suggest ...*

**Student A:** You are a new employee. Talk to Student B about:

- communication with a client
- something you need help with
- company policies

**Student B:** You are a manager. Talk to Student A about appropriate communication.

## Writing

9 Use the conversation from Task 8 and the handbook to provide communication tips from a manager.

Fibersoft Industries

## Business Communication Tips

How to send important information to clients:

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---



---

When to make hard copies:

---



---



---





### Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why are introductions important for business people?
- 2 What are some ways to make a good impression when meeting new people?

### Reading

2 Read the book excerpt. Then, choose the correct answers.

- 1 What is the excerpt mainly about?
  - A the best time to make introductions
  - B ways to meet other businesspeople
  - C making business introductions
  - D reaching common goals
- 2 Which of the following advice is NOT offered in the excerpt?
  - A don't discuss private matters in introductions
  - B make sure to give your name and the title of your job
  - C be clear about shared goals that you want to meet
  - D mention a client's family in order to establish a connection
- 3 How does the excerpt recommend establishing a good relationship?
  - A by speaking quietly when describing your occupation
  - B by discussing common interests without being too personal
  - C by staying professional and avoiding connections
  - D by responding positively to comments about personal subjects

When first introduced to a new **client**, speak confidently. Offer your name and **job title**. You may also describe your **occupation** briefly. Make eye contact with them and shake their hand.

Before you get down to business, establish a **connection**. This is your chance to build a lasting **relationship** with your client. If you are aware of any **common interests**, mention them. This could mean discussing a recent sporting event. More often, it means bringing up a common business goal. Try to be specific. Don't just say that you're looking forward to working with them. Mention a particular goal you are hoping to reach.

It is a good idea to **avoid personal** subjects. Sometimes clients are all business. They may not respond positively to comments about their family or personal life. This can be challenging. Try to establish a friendly atmosphere while still showing **courtesy**.

### Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |                 |                    |
|-----------------|--------------------|
| 1 ___ client    | 5 ___ introduction |
| 2 ___ personal  | 6 ___ occupation   |
| 3 ___ courtesy  | 7 ___ common       |
| 4 ___ job title | interest           |

- A the act of putting people in contact
- B a shared concern or involvement
- C a person served by a company
- D politeness or consideration
- E relating to private matters
- F one's job or responsibilities
- G the official name of one's role at a company



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 relationship / connection

- A Their \_\_\_\_\_ was distant and strained.  
 B They made a \_\_\_\_\_ based on common goals.

2 avoid / mention

- A Try not to \_\_\_\_\_ the company's recent problems.  
 B \_\_\_\_\_ personal subjects in introductions.

5 Listen and read the book excerpt again. Why should business people avoid personal subjects when being introduced?

## Listening

6 Listen to a conversation between two board members. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man is the new CFO.  
 2 \_\_\_ The man is uncertain about how to introduce himself.  
 3 \_\_\_ The woman advises the man to use only his first name.

7 Listen again and complete the conversation.

CFO: I'm a little worried about this upcoming meeting.

Chairperson: Why 1 \_\_\_\_\_?

CFO: Well, I've never been introduced to such important clients. 2 \_\_\_\_\_ really sure how to act.

Chairperson: Just introduce 3 \_\_\_\_\_ and be friendly.

CFO: 4 \_\_\_\_\_ just say, "Hello, I'm Martin"?

Chairperson: I would advise you to be a bit more formal. Give your last name and your 5 \_\_\_\_\_.

CFO: Okay, "Hello, I'm Martin Fletcher, the new CFO."

Chairperson: That's perfect. Especially because their COO is new to her job as well. You can 6 \_\_\_\_\_ with her based on that.



## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I'm a little worried about ...*

*Should I ...*

*I would advise ...*

**Student A:** You are a new employee. Talk to Student B about:

- an upcoming meeting
- questions about introductions
- levels of formality

**Student B:** You are a manager. Talk to Student A about how to introduce himself or herself.

## Writing

9 Use the conversation from Task 8 and the book excerpt to complete an introduction reminder sheet.

### Introduction Reminder Sheet

When being introduced to new clients, remember to:

\_\_\_\_\_

\_\_\_\_\_

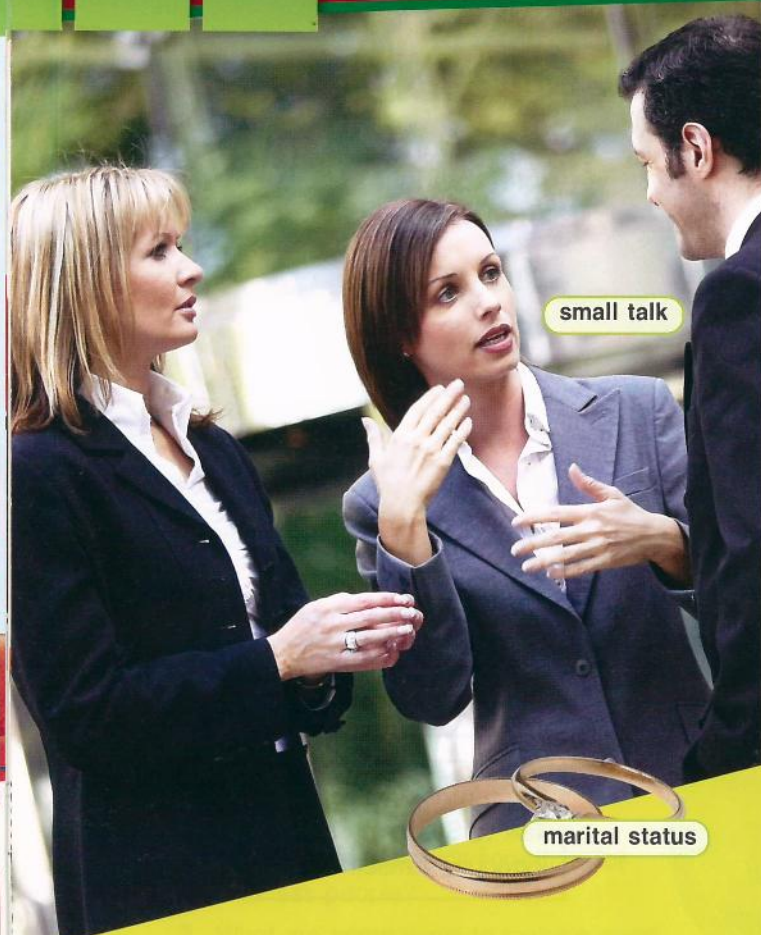
\_\_\_\_\_

Be sure to avoid:

\_\_\_\_\_

\_\_\_\_\_





### Dear Business Advice,

I have a successful career in business. I was recently promoted to vice president of the company. This is good news and bad news. As vice president, I have to meet with clients. But I am terrible at **small talk**. Do you have any advice?

Sincerely,  
Steve R.

### Dear Steve,

The first step to being great at small talk is to remember to keep it small. **Refrain** from **discussing** important **topics** like **religion** or **politics**. **Inquire** instead about hobbies or **sports**. Avoid potentially awkward subjects like **marital status**. Keep the conversation light and casual. It may seem like a cliché, but you could even ask about the **weather**.

And, remember, people enjoy talking about subjects they know well. Chat with your client about what she or he does for a **living**. Or ask them if they can make a **recommendation** for a **local** hotspot. Most of all: relax!

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is small talk important for business people?
- 2 What are some common casual conversation topics?

## Reading

2 Read the advice column. Then, choose the correct answers.

- 1 Why does the man need advice?
  - A He doesn't know how to discuss important topics.
  - B He does not enjoy talking about business.
  - C He wants to be promoted to vice president.
  - D He has trouble with casual conversation.
- 2 Which of the following is usually NOT appropriate for small talk?
  - A keeping the conversation light
  - B inquiring about local recommendations
  - C discussing marital status
  - D talking about the weather
- 3 What is a suggestion the article makes?
  - A to relax and be casual
  - B to discuss local politics
  - C to ask about a client's marital status
  - D to avoid inquiring about hobbies

advice column

## Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- |                |                  |                      |
|----------------|------------------|----------------------|
| 1 ___ sport    | 4 ___ weather    | 7 ___ living         |
| 2 ___ politics | 5 ___ religion   | 8 ___ marital status |
| 3 ___ local    | 6 ___ small talk |                      |

- A a system of beliefs
- B casual conversation
- C a game or activity with rules
- D relating to a specific place
- E the state of the atmosphere
- F a government's activities
- G one's source of income
- H whether one is married



**4** Write a word that is similar in meaning to the underlined part.

- 1 Make sure to ask some questions about how the football game went.  
\_ n \_ \_ i \_ \_
- 2 We're looking for a nice hotel. Can you make a suggestion?  
\_ \_ c \_ m \_ \_ n \_ \_ t \_ \_ \_
- 3 Try not to choose a sensitive or personal subject of conversation.  
\_ o \_ i \_
- 4 And, above all, hold back from mentioning the recent election.  
\_ \_ f \_ a \_ \_

**5** Listen and read the column again. What kinds of subjects allow people to discuss things they know well?

**Listening**

**6** Listen to a conversation between a manager and a receptionist. Mark the following statements as true (T) or false (F).

- 1  The woman is from Seattle.
- 2  Dr. Wilson is not coming to the meeting.
- 3  The man recommends visiting the fish market.

**7** Listen again and complete the conversation.

**Manager:** Hello. I'm here for my meeting with Dr. Wilson.

**Receptionist:** I'm sorry. He's been delayed. Would you 1 \_\_\_\_\_ wait here? He should be free in the next fifteen minutes.

**Manager:** Sure. Thanks. So, 2 \_\_\_\_\_ have you worked for Dr. Wilson?

**Receptionist:** Since I 3 \_\_\_\_\_ here to Seattle, six years ago.

**Manager:** I'm only visiting, but my partner was thinking of moving here. 4 \_\_\_\_\_ like it?

**Receptionist:** Definitely. The food is amazing here.

**Manager:** Really? 5 \_\_\_\_\_ a good place to eat while I'm here?

**Receptionist:** 6 \_\_\_\_\_ go down to Pike Place Market and get some fresh fish.

**Speaking**

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- Do you like ...
- Is there a good ...
- You should ...

**Student A:** You are a manager. Talk to Student B about:

- what he or she does for a living
- the town he or she lives in
- food recommendations

**Student B:** You are a receptionist. Talk to Student A about local recommendations.

**Writing**

**9** Use the conversation from Task 8 and the advice column to write some advice for Bumbling Businessman.

What kinds of things should he do to make small talk easier?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What kinds of things should he avoid?

\_\_\_\_\_

\_\_\_\_\_

advice column







To: marketing@gopherit.org  
 From: hazel.smith@gopherit.org  
 Re: New Ad Campaign

Hello all,

We finally got the details on the new ad campaign. I'm ready to **assign** the **tasks** you will be **responsible for**. Jackie will **be in charge of** getting research numbers on the youth demographic. Expanding into the college student market is a priority for us. Sara and Robert will **be on** that project as well. Sara will **run** the interview teams. Robert will **take care of** record keeping. Thanks to Jackie, Sara, and Robert for accepting these new responsibilities. We are all going to have to adjust. It isn't easy to break into a new market. But I know we can do it.

The rest of the marketing team will **take on** their usual jobs. But the youth market research team may need extra help. Be ready for them to **delegate** tasks to you. As this project progresses, I may **choose** a few others to join that team.

See you all on Monday,  
 Hazel



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is delegating tasks an important part of a manager's job?
- 2 What factors might a manager consider when delegating tasks?

## Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the main purpose of the email?
  - A to investigate who failed to complete a task
  - B to assign tasks to the marketing team
  - C to research a new demographic
  - D to assign people to interview teams
- 2 Which of the following is NOT assigned in the email?
  - A finding information on the youth market
  - B keeping records on market research
  - C managing interview teams
  - D delivering interview records to the manager
- 3 Why does the manager thank several employees?
  - A They ran a project successfully.
  - B They are taking on unfamiliar tasks.
  - C They are increasing profits.
  - D They discovered a new market.

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |                  |                     |
|------------------|---------------------|
| 1 _ assign       | 4 _ run             |
| 2 _ take care of | 5 _ task            |
| 3 _ delegate     | 6 _ responsible for |

- A a duty or responsibility
- B held accountable for
- C to shift responsibility to another
- D to make responsible for something
- E to direct something
- F to handle something



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 choose / take on

- A The manager had to \_\_\_\_\_ which team member to put in charge of the project.  
 B Jennifer decided to \_\_\_\_\_ the hardest job.

2 be in charge of / be on

- A The CFO has to \_\_\_\_\_ major financial decisions.  
 B The team member wondered what project she would \_\_\_\_\_.

5 Listen and read the email again. Why should the marketing team members be ready to have tasks delegated to them?

## Listening

6 Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman has not yet assigned all of the tasks.  
 2 \_\_\_ The woman wants a young team member to conduct interviews.  
 3 \_\_\_ Robert will be in charge of research on the project.

7 Listen again and complete the conversation.

Manager 1: Have you decided who will be on this new marketing project?

Manager 2: Yes, 1 \_\_\_\_\_ assigned everything. I think this will be a good team.

Manager 1: Who is in charge of research 2 \_\_\_\_\_?

Manager 2: Jackie will take care of research.

Manager 1: Jackie's good, but she 3 \_\_\_\_\_ always keep good records.

Manager 2: 4 \_\_\_\_\_ I've delegated record keeping to Robert.

Manager 1: Oh, good. I know he really wanted to work on this project. I'm glad you've found 5 \_\_\_\_\_ for him.

Manager 2: If he does a good job on this project, he will 6 \_\_\_\_\_ research on the next project.

Manager 1: Who will be doing the interviews?

Manager 2: I've assigned Sara that task.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I've assigned ...*

*Who is in charge of ...*

*That's why ...*

**Student A:** You are a manager. Talk to Student B about:

- delegating tasks
- the people you've assigned jobs to
- whether those people are suited to their tasks

**Student B:** You are a manager. Talk to Student A about assigning tasks for a new project.

## Writing

9 Use the conversation from Task 8 to make assignments for your own team.

### Marketing Research Team Assignments

Describe the task(s) assigned to the following people.

Jackie: \_\_\_\_\_

Sara: \_\_\_\_\_

Robert: \_\_\_\_\_



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is it important to check on the status of a project?
- 2 What are some common things that employees need to follow up on?

To: Danielle Anderson  
From: Wesley Rodgers  
Re: Last Week's Meeting

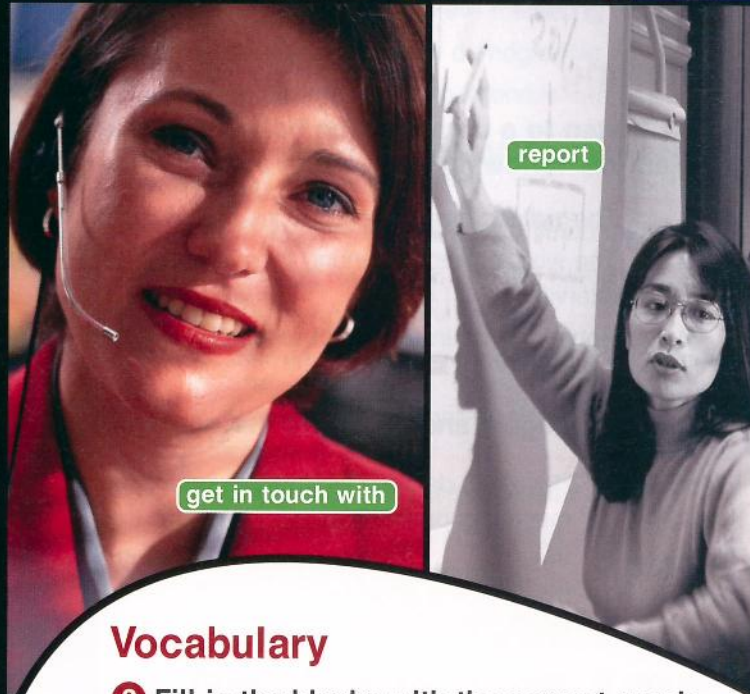
Hi Danielle,

I'm so sorry I missed last week's meeting. I'm fully recovered now and ready to get back to work. There are several things I wanted to **check on**. First, what is our **progress** on getting a location rented? I know you said **previously** that we might rent the Columbus Hall. Did you **get in touch** with reservations to get a rental **estimate**? If not, I can **follow up on** that.

Also, I'd love an **update** on our non-profit **status**. The accountant said she would **report** on that last week. I hope I will **hear back from** you about our status before Tuesday. That will help me get the tax forms turned in promptly.

I know all of this was covered in the meeting. I greatly regret not being there. I appreciate you being willing to help me get caught up.

Thanks,  
Wesley



## Vocabulary

3 Fill in the blanks with the correct words from the word bank.

## Word BANK

progress    report    status  
update    previously    estimate

## Reading

2 Read the memo. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man hopes to hear about progress on Tuesday.
- 2 \_\_\_ The man offers to follow up on the rental estimate.
- 3 \_\_\_ An accountant reported on the company's status at the meeting.

- 1 What is the \_\_\_\_\_ of that account?
- 2 I need a(n) \_\_\_\_\_ on changes to the contract.
- 3 She \_\_\_\_\_ worked as a financial planner.
- 4 We need to make \_\_\_\_\_ on this quickly.
- 5 Please \_\_\_\_\_ the results to the committee.
- 6 Can you provide a(n) \_\_\_\_\_ of the costs?



4 Choose the sentence that uses the underlined part correctly.

- 1 A I'd like to follow up on what you said yesterday.  
 B I need to get in touch with those research numbers.
- 2 A Make sure to hear back from a careful estimate.  
 B Did you check on yesterday's delivery?
- 3 A Please get in touch with her before five.  
 B Can you progress that contract on Wednesday?
- 4 A I will update her an email as soon as possible.  
 B I didn't hear back from her until it was too late.

5 Listen and read the memo again. Why does Wesley Rodgers want an update on the company's tax status?

## Listening

6 Listen to a conversation between a manager and an employee. Check the subjects that they discuss.

- 1  Finding volunteers  
 2  Getting money from accounting  
 3  Buying pizza for a staff meeting  
 4  Making volunteering fun  
 5  Being an effective volunteer

7 Listen again and complete the conversation.

**Manager:** Hi, Wesley. I wanted to 1 \_\_\_\_\_ with you about our conversation yesterday. How are we doing on signing up volunteers?

**Employee:** We've made 2 \_\_\_\_\_. I've got three people signed up to knock on doors.

**Manager:** Have we got anyone who 3 \_\_\_\_\_ run the phones for us?

**Employee:** No. It's been hard to find people 4 \_\_\_\_\_ work so late on a Saturday. Maybe we should make it more fun for them.

**Manager:** What 5 \_\_\_\_\_ suggest?

**Employee:** Well, we could order some pizza for telephone volunteers.

**Manager:** Okay, that 6 \_\_\_\_\_ good. Talk to accounting about getting funds to buy pizza.

**Employee:** I already sent them a memo with an estimate of the cost. I haven't heard back from them.

**Manager:** I'll approve the expense. We can get it reimbursed later.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*How are we doing on ...*  
*Maybe we should ...*  
*That sounds ...*

**Student A:** You are an employee. Talk to Student B about:

- progress on a project
- suggestions for improving it
- tasks that need to be taken care of

**Student B:** You are a manager. Talk to Student A about how his or her project is going.

## Writing

9 Use the conversation from Task 8 to write an email.

To: [chris.ochs@shelterusa.org](mailto:chris.ochs@shelterusa.org)  
 From: [danielle.anderson@shelterusa.org](mailto:danielle.anderson@shelterusa.org)  
 Re: meeting with the manager

Mr. Ochs:

Since you missed the meeting with the manager, I thought I'd send you an update.

Progress:

\_\_\_\_\_

\_\_\_\_\_

Suggestions:

\_\_\_\_\_

\_\_\_\_\_

Unfinished tasks:

\_\_\_\_\_

\_\_\_\_\_



# 10 Changing Plans

~~PLAN A~~  
PLAN B



To: employees@prestocatering.org  
From: Barry.Harris@prestocatering.org  
Re: **change** of plans for Tuesday's dinner

Dear caterers,

I have just received word from Ms. Nickson. She needs to **reschedule** her wedding rehearsal dinner. There has been an **unexpected** family emergency. We are going to **move up** the dinner to Monday, **rather than** Tuesday.

There are a few things we'll have to change. Seafood shipments don't come in until Tuesdays. So Chef Loris will need to **go with Plan B** for the menu. This will mean a vegetarian menu **instead** of fish.

Ms. Jones will also need to **push back** the kitchen meeting she had planned for Monday. It is too important to **cancel**.

All of the servers will have to come in **sooner** to pick up their new aprons. You must have your new uniform checked out by this Friday.

Lastly, Julie, our newest server, will have to **hold off on** training until next week.

If there is a problem with these changes, please call your manager. Ms. Nickson is a valued client. Thanks for being flexible.

Good luck,  
Barry

## Get ready!

### 1 Before you read the passage, talk about these questions.

- 1 What are some common reasons that plans are changed?
- 2 Why is it important to be flexible about one's plans?

## Reading

### 2 Read the email. Then, choose the correct answers.

- 1 What is the main purpose of the email?  
A to announce new items in the seafood shipment  
B to describe changes made in response to complaints  
C to explain adjustments that need to be made  
D to thank the employees for being flexible
- 2 Why is Ms. Jones's meeting rescheduled?  
A because she had an unexpected family emergency  
B because a client's dinner was rescheduled  
C because seafood comes in on Tuesdays  
D because Julie can't come on Monday
- 3 Which is NOT a change that needs to be made?  
A The chef needs to order fish instead of meat.  
B The servers need to pick up their uniforms earlier.  
C A new employee must delay training.  
D The kitchen meeting needs to be canceled.



## Vocabulary

### 3 Match the words or phrases (1-8) with the definitions (A-H).

- |   |           |   |              |
|---|-----------|---|--------------|
| 1 | — go with | 5 | — push back  |
| 2 | — cancel  | 6 | — instead    |
| 3 | — Plan B  | 7 | — change     |
| 4 | — move up | 8 | — unexpected |

- A to choose an option  
B in the place of  
C to call off  
D to alter or modify  
E surprising  
F to do later  
G to do earlier  
H an alternative



Read the sentence pairs. Choose which word or phrase best fits each blank.

1 hold off on / reschedule


- A I will \_\_\_\_\_ Wednesday's meeting for Tuesday.
- B Let's \_\_\_\_\_ that until we hear from the manager.

2 rather than / sooner

- A Let's meet at the coffee shop \_\_\_\_\_ the office.
- B The delivery came \_\_\_\_\_ than we expected.

 Listen and read the email again. Why is it important to inform people about changes of plans?

## Listening

 Listen to a conversation between an owner and a manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The manager read the email.
- 2 \_\_\_ They will move up the meeting with the contractor.
- 3 \_\_\_ The employees will receive a copy of the changes.

 Listen again and complete the conversation.

**Owner:** Did you get my email about the 1 \_\_\_\_\_ ?

**Manager:** Sorry, I haven't checked my email yet.

**Owner:** Well, as you know, we were planning on making some renovations starting next month. However, these regulations state that there are new requirements for door sizes for entrances and exits.

**Manager:** We'll have to 2 \_\_\_\_\_ renovation plans to include that. Are we still meeting with the contractor this Thursday?

**Owner:** Actually, I'd like to meet with him sooner, so let's 3 \_\_\_\_\_ the meeting to tomorrow. I want to get started on this right away.

**Manager:** Okay. I was going to meet with the staff tomorrow, but I'll 4 \_\_\_\_\_ for Wednesday. I want to look over the other regulations and inform them about any changes.

**Owner:** That's a 5 \_\_\_\_\_. You should also type up a handout with the changes that affect them. It's always good to have it in writing.

**Manager:** Do you have 6 \_\_\_\_\_ with you?

**Owner:** Yes, it's out in my car. I'll go get it.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*Did you get ...*

*We'll have to ...*

*You should also ...*

**Student A:** You are a business owner. Talk to Student B about:

- changes in plans
- how he or she will deal with them
- inform the staff

**Student B:** You are a manager. Talk to Student A about how to adjust to the changes.

## Writing

9 Use the conversation from Task 8 to fill out a memo announcing a change of plans.

### Presto Catering Memo

The new requirements: \_\_\_\_\_

\_\_\_\_\_

How we can adjust: \_\_\_\_\_

\_\_\_\_\_



strength



weakness

BEFORE

revise

AFTER

Dear Loren,

Thanks for your presentation today. The technologies your lab is developing sound fascinating. Attached are some **comments** on your presentation. Overall, you did a good job. This **feedback** is intended as **constructive criticism**. My goal is to help you **improve**.

There were several **strengths** to your presentation. At the beginning of your talk, you **enunciated** clearly. You made eye contact and seemed excited. That **worked** well because it engaged the audience. But that changed when you began to talk about technical challenges. You started to **mumble**. That was a major **weakness**. It distracted from your interesting points.

I also think you should **redo** your poster. There was too much information. This made it a bit confusing. You should delete all of the introductory figures. Then you would have space to **clarify** your main point. You could also **expand on** the funding question.

Once you **revise** it a little, this will be a great presentation

Sincerely,  
Katy Lipton  
Project Manager

## Get ready!

### 1 Before you read the passage, talk about these questions.

- 1 What are some common situations in which feedback is important?
- 2 What are some strategies for giving effective feedback?

## Reading

### 2 Read the letter. Then, choose the correct answers.

- 1 What is the main purpose of the letter?
  - A to comment on the presenter's appearance
  - B to offer suggestions for improving the presentation
  - C to suggest removing the poster from the presentation
  - D to provide criticism on new technologies
- 2 Which of the following was NOT a weakness of the presentation?
  - A The poster contained too much information.
  - B The speaker mumbled when discussing technical challenges.
  - C The speaker failed to make eye contact with the audience.
  - D The main point was not sufficiently clear on the poster.
- 3 What does the woman suggest?
  - A avoid appearing too excited
  - B explain the main point more clearly
  - C add information to the poster
  - D talk about technical challenges

## Vocabulary

### 3 Match the words or phrases (1-10) with the definitions (A-J).

- 1 \_\_\_ comment
  - 2 \_\_\_ revise
  - 3 \_\_\_ strength
  - 4 \_\_\_ clarify
  - 5 \_\_\_ mumble
  - 6 \_\_\_ enunciate
  - 7 \_\_\_ constructive criticism
  - 8 \_\_\_ feedback
  - 9 \_\_\_ redo
  - 10 \_\_\_ work
- A helpful commentary
  - B to make changes
  - C a successful element
  - D to speak distinctly
  - E to make more precise
  - F to speak indistinctly
  - G a note or remark
  - H to make again
  - I to function successfully
  - J a response



4 Choose the sentence that uses the underlined part correctly.

- 1 A Your report had several weaknesses.  
B Your clarity was one feedback of your report.
- 2 A Try to redo it well the first time.  
B Please expand on your question.
- 3 A If you listen to my suggestions, you can improve your project.  
B You didn't work your introduction clearly enough.

5 Listen and read the letter again. Why should the presenter expand on certain points?

## Listening

6 Listen to a conversation between an employee and a manager. Mark the following statements as true (T) or false (F).

- 1  The man took questions from the audience.
- 2  The man mumbled during his presentation.
- 3  The woman recommends moving quickly over the funding issue.

7 Listen again and complete the conversation.

**Manager:** I saw your technology presentation last week.

**Employee:** 1 \_\_\_\_\_ you what you thought of it?

**Manager:** There were 2 \_\_\_\_\_ you did really well. You enunciated, you clarified confusing points, and you listened carefully to questions.

**Employee:** I'm glad 3 \_\_\_\_\_ that. I've had a problem with mumbling in the past. Sometimes I get nervous.

**Manager:** That's understandable, but you 4 \_\_\_\_\_ well.

**Employee:** Thanks for the kind comments. It might be good for me to hear some constructive criticism, as well. 5 \_\_\_\_\_ anything you thought I could improve?

**Manager:** Well, I did think you skipped a little too quickly over 6 \_\_\_\_\_ of funding. You should probably expand on that.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Can I ask ...*

*There were several things ...*

*You should probably ...*

**Student A:** You are a manager. Talk to Student B about:

- a presentation he or she made
- things that he or she did well
- things that need improvement

**Student B:** You are an employee. Talk to Student A about what he or she thought of your presentation.

## Writing

9 Use the conversation from Task 8 to take notes on an employee's presentation.

### Presentation Notes

Strengths: \_\_\_\_\_

\_\_\_\_\_

Weaknesses: \_\_\_\_\_

\_\_\_\_\_

Suggestions for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 12 Motivating Staff



bonus



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is it important to motivate staff members?
- 2 What are some effective motivational strategies?

## Reading

2 Read the email. Then, choose the correct answers.

- 1 Why does the manager want to motivate the staff?
  - A to prevent a price reduction on the old designs
  - B to show appreciation for their hard work
  - C to increase sales of the old furniture designs
  - D to increase sales of the new furniture designs
- 2 Which of the following rewards is NOT suggested?
  - A a new company phone
  - B vacation days
  - C a monetary bonus
  - D a discount on store purchases
- 3 What solution does the woman support most?
  - A to reduce the prices on the new line
  - B to buy a new company phone
  - C to increase the commission percentage
  - D to use easy, low cost solutions



To: alvin.rubio@furniturewarehouse.org  
From: christina.mcgill@furniturewarehouse.org  
Re: Selling this Year's Models

Hi Alvin,

I have a few ideas about raising our sales numbers that I'd like to run by you. Sales on last year's furniture designs have been up. The prices on the old designs were reduced, so they've been selling quickly. But we need to find a way to **motivate** our sales **staff** to sell the new line.

I was considering **offering** a simple monetary **bonus** to the top seller. We could also have a sales **contest**. We could give **awards** for a few things. **Rewarding** top overall sales and the most sales in one day might work, too. The rewards could be simple **perks**. For example, winners might get extra vacation days or a new company phone.

These would all be easy, low cost solutions. But I really think we should raise the **commission** percentage. This would show our **appreciation** for everyone's **hard work**. This would be a bigger change, but I think it would benefit the company.

Let me know what you think,  
Christina

## Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

**word BANK**

staff perk hard work offer  
motivate reward commission

- 1 The manager looked for ways to \_\_\_\_\_ her employees to work harder.
- 2 The company decided to \_\_\_\_\_ a prize for the highest sales numbers.
- 3 The entire \_\_\_\_\_ has been working hard to make this project a success.
- 4 This job has one important \_\_\_\_\_. I get my own parking spot.
- 5 The sales person gets a ten percent \_\_\_\_\_ on every sale.
- 6 Because of all your \_\_\_\_\_, we've accomplished our goals this year.
- 7 The best \_\_\_\_\_ for doing a good job is the respect of my co-workers.



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **bonus / appreciation**

- A With sales so low, I didn't expect a(n) \_\_\_\_\_ .  
 B The manager showed her \_\_\_\_\_ by thanking us in person.

2 **contest / award**

- A Let's have a(n) \_\_\_\_\_ to see who has the best sales.  
 B Three of the employees earned a(n) \_\_\_\_\_ for their work.

5 Listen and read the email again. Why does the manager want to raise the commission percentage?

## Listening

6 Listen to a conversation between an owner and a manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman does not want to offer vacation days.  
 2 \_\_\_ The man prefers to motivate people with minor perks.  
 3 \_\_\_ The man chooses not to raise the commissions.

7 Listen again and complete the conversation.

**Manager:** Did you get a chance to read my email about improving our sales?

**Owner:** Yes, I did. I like 1 \_\_\_\_\_ your ideas. But I have some concerns.

**Manager:** 2 \_\_\_\_\_ did you like?

**Owner:** I think I'd prefer to use the low cost options. 3 \_\_\_\_\_ we should try motivating people using minor perks like vacation days.

**Manager:** Maybe you're right. But the problem 4 \_\_\_\_\_ solution is that it is temporary. Once the contest is over, it doesn't promote 5 \_\_\_\_\_.

**Owner:** That's true. But I'm not sure we can afford to 6 \_\_\_\_\_.

**Manager:** I believe that our improved sales would cover the cost of raising the commission.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*Which ones ...*  
*The problem with that ...*  
*I'm not sure ...*

**Student A:** You are a manager. Talk to Student B about:

- ideas for motivation
- what you recommend
- why you think your idea is best

**Student B:** You are an owner. Talk to Student A about the motivational strategies you prefer.

## Writing

9 Use the conversation from Task 8 and the email to write a memo announcing policy changes.

## Memo

### What's New on the Sales Floor

We've made some changes to our sales policy. See how you'll benefit:

Added Perks: \_\_\_\_\_

\_\_\_\_\_

Contests: \_\_\_\_\_

\_\_\_\_\_

Commissions: \_\_\_\_\_

\_\_\_\_\_



## Effective Networking Skills

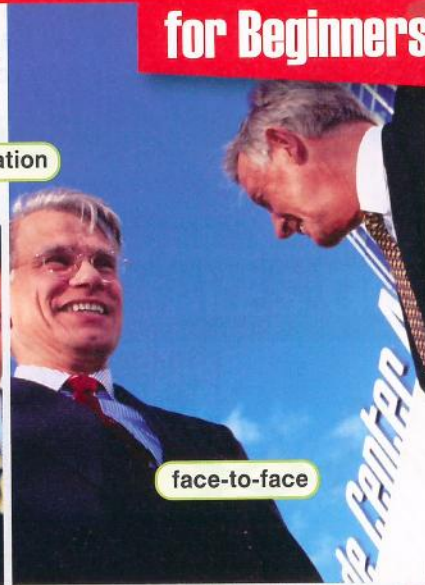
### for Beginners



contact information



business card



face-to-face



social gathering



exchange

If you've just entered the business world, there are many things to learn. For many, one of the most intimidating is networking. Sure, it's easy to hand someone a **business card**. But **exchanging contact information** is only the beginning.

Imagine you are at a **conference** meeting full of high-powered executives. How do you **approach** them? What if **face-to-face** business interactions make you nervous? It may be best to start small. Try making contacts with people using **social networking**. You don't have to begin by jumping into an important **business lunch**. Try making contacts

at **social gatherings**. It may be easier to chat with the company president in more casual situations. So stick to the buffet dinner after the conference. At least at first. But it is important that you turn social contacts into business contacts. Your goal isn't just to make friends. You also want to get that promotion or that **referral** to an important client.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is networking important for business people?
- 2 What are some common networking strategies?

### Reading

2 Read the article. Then, mark the following statements as true (T) or false (F).

- 1  The article suggests networking in casual situations.
- 2  The article says business cards are the best way to build relationships.
- 3  The article suggests referrals are just the beginning of networking efforts.

### Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |                                       |  |
|---------------------------------------|--|
| 1 <input type="checkbox"/> networking | 5 <input type="checkbox"/> face-to-face        |
| 2 <input type="checkbox"/> exchange   | 6 <input type="checkbox"/> business card       |
| 3 <input type="checkbox"/> approach   | 7 <input type="checkbox"/> contact information |
| 4 <input type="checkbox"/> conference |  |

- A to trade something  
 B to speak to someone  
 C in close, direct contact  
 D a professional gathering  
 E making business contacts  
 F how to reach someone  
 G paper printed with information

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **social networking / social gathering**  
 A \_\_\_\_\_ is an important part of business.  
 B Try to attend at least one \_\_\_\_\_ at the conference.
- 2 **referral / business lunch**  
 A They scheduled a \_\_\_\_\_ for later that week.  
 B She was hoping to get a \_\_\_\_\_ to the CEO.



5 Listen and read the article again. Why is it useful to exchange contact information?

## Listening

6 Listen to a conversation between two managers. Choose the correct answers.

- Why does the woman refer the man to a colleague?  
A He enjoyed her presentation.  
B Her colleague has experience with non-competitive strategies.  
C He is not going to the banquet.  
D She does not know her colleague's email address.
- What do the speakers agree to do later?  
A exchange contact information  
B attend a banquet  
C schedule a business lunch  
D send each other an email

7 Listen again and complete the conversation.

**Manager 1:** Hi, my name is Eddie Doyle. I really enjoyed your presentation on motivational strategies.

**Manager 2:** Thanks, Eddie. It's nice to 1 \_\_\_\_\_ . My name is Daphne Martin.

**Manager 1:** I was wondering, do you have any experience with using non-competitive motivational strategies?

**Manager 2:** I don't, but I 2 \_\_\_\_\_ you to a colleague of mine who does.

**Manager 1:** Great. How can I get 3 \_\_\_\_\_ with them?

**Manager 2:** I don't have his email on me right now. 4 \_\_\_\_\_ going to the banquet after the conference? I could introduce you to him then.

**Manager 1:** Unfortunately, I can't make it.

**Manager 2:** Oh. That's a shame. Let's exchange 5 \_\_\_\_\_ , and I'll send it to you. Here's my card.

**Manager 1:** Thanks. I appreciate it.

**Manager 2:** Listen, I've got to run. 6 \_\_\_\_\_ I do, can I get your card as well?

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Hi, my name is ...*

*I was wondering ...*

*Listen, I've got to run ...*

**Student A:** You are a manager. Talk to Student B about:

- the presentation he or she just gave
- further information you would like on the topic
- exchanging contact information

**Student B:** You are a manager. Talk to Student A about how to contact you.

## Writing

9 Use the conversation from Task 8 and the article to complete a conference survey.

### NATIONAL MANAGEMENT CONFERENCE

### Networking Opportunities Survey

In what ways did this conference help you make important contacts?

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Did the social gatherings sponsored by the conference benefit you professionally?

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How can conference organizers promote further contact between conference participants?

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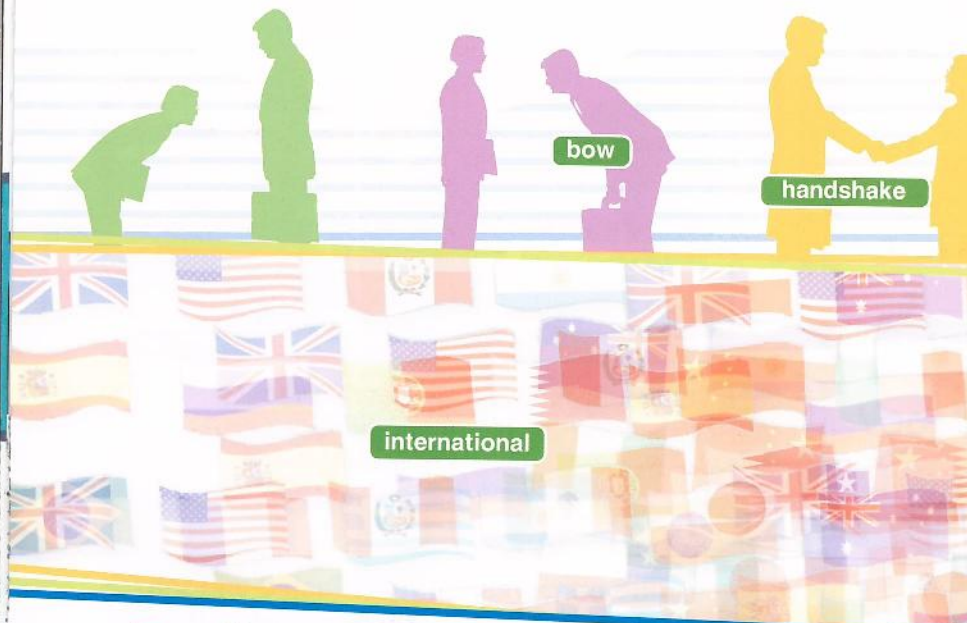
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## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common greetings that may be useful with international clients?
- 2 Why is it important to pay attention to social cues?



To: willis.mauberly@agrogreen.org  
From: barbara.evans@agrogreen.org  
Re: your upcoming trip to Japan

Hi Will,

I know you must be very busy preparing for your trip to Japan. I remember my first **international** business trip. I was terrified of embarrassing myself. So I thought I'd send you a few pointers.

My first international trip was to France. There, everyone would **greet** me with a **kiss** on the **cheek**. But a simple **bow** will be more appropriate **behavior** in Japan. Also, keep in mind that **handshakes** are uncommon in Japan. Some people won't want to shake your hand at all. Don't be offended. A few people may decide to try our custom. But don't be surprised if it's a very **soft** handshake. A **firm** handshake doesn't mean the same thing there.

The most important thing is to be **polite**. Don't worry if you miss some of the local **customs**. People are often forgiving of strangers. Just try to follow the **social cues**.

Can't wait to hear how it goes,  
Barbara

## Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the main purpose of the email?
  - A to inform the employee about French customs
  - B to help the employee prepare for an international trip
  - C to remind the employee of his mistakes on his last trip
  - D to inquire whether the employee intends to shake hands
- 2 Why does the woman discuss French customs?
  - A to advise an employee who is going to France
  - B to explain why bowing is appropriate
  - C to remind the employee to kiss clients on the cheek
  - D to give an example of an encounter with different customs
- 3 What can you infer is the woman's attitude toward international business?
  - A She believes one must follow foreign customs exactly at all times.
  - B She believes that it is important to be aware of international differences.
  - C She believes that international customs are too difficult to learn.
  - D She believes business people are unforgiving of mistakes.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |           |                   |
|-----------|-------------------|
| 1 — bow   | 5 — polite        |
| 2 — greet | 6 — custom        |
| 3 — cheek | 7 — behavior      |
| 4 — kiss  | 8 — international |

- A a traditional way of doing something
- B to lean forward from the waist
- C the part of the face below the eye
- D to signal upon meeting
- E following appropriate customs
- F a way of conducting oneself
- G regarding more than one country
- H putting one's lips to something



**4** Choose the sentence that uses the underlined part correctly.

- 1 A Her firm handshake was a sign of seriousness in her culture.  
B His handshake was so soft that it almost hurt my hand.
- 2 A She greeted him with a handshake on the cheek.  
B Following social cues can help you avoid embarrassment.
- 3 A In many cultures a handshake is a common greeting.  
B I am an expert in bow travel and business.
- 4 A Be sure to greet the clients as they are leaving.  
B A soft handshake is sometimes taken as a sign of weakness.

**5** Listen and read the email again. What is an important thing to remember in international business?

## Listening

**6** Listen to a conversation between an owner and a manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man tried to shake hands with the CEO.  
2 \_\_\_ The woman expresses disappointment at the man's actions.  
3 \_\_\_ The man is meeting with the Japanese CEO again.

**7** Listen again and complete the conversation.

**Owner:** How was your first day in Japan?

**Manager:** Overall, it went pretty well. But there is one thing that 1 \_\_\_\_\_ I did differently.

**Owner:** Why? 2 \_\_\_\_\_ happened?

**Manager:** I'm just not 3 \_\_\_\_\_ bowing. I was introduced to the CEO of the Japanese Organic Farming Association. But I forgot to bow to him.

**Owner:** How did he react?

**Manager:** He bowed to me and didn't say anything 4 \_\_\_\_\_. But I thought he was looking at me strangely during the meeting.

**Owner:** Did you bow to the 5 \_\_\_\_\_ in that meeting?

**Manager:** Yes. After I met the CEO I remembered, of course. But it was too late to go back and impress him.

**Owner:** Don't worry about it. He's 6 \_\_\_\_\_ experienced that before.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*How was ...*

*I'm not used to ...*

*Don't worry ...*

**Student A:** You are a manager.

Talk to Student B about:

- an international trip
- unfamiliar customs
- a mistake you made

**Student B:** You are a business

owner. Talk to Student A about his or her international trip.

## Writing

**9** Use the conversation from Task 8 and the email to take notes on an international trip.



## Trip Notes

New customs to remember:

---

---

Things to avoid:

---

---



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 How can differences between cultures affect business interactions?
- 2 What are some ways to avoid misunderstandings in international business?

### Tips for International Business

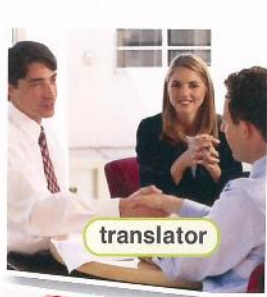
The first thing an international business person should do is research. You should know everything you can about the **culture** of the country you are doing business with. Most importantly, you should understand your **host's expectations**. Always use your best **manners** when in a **foreign** place. Research carefully. If you don't, you could **offend** your clients **by accident**.

It is always important to research **customary** forms of address. For instance, in many Asian countries it is customary to **address** people by their **position** and their **surname**. Calling someone by their first name at a business meeting could be a serious **gaffe**.

To avoid mistakes, it is often wise to use a **translator**. Still, try to learn a few words in your host country's language. This shows that you are **respectful** of their culture.

It is also important to research **nonverbal** communication. A **gesture** that is ordinary in one culture may be deeply offensive in another.

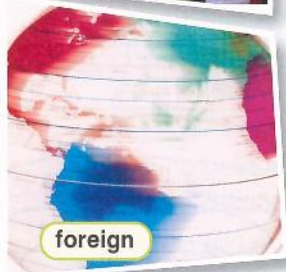
To avoid these kinds of **misunderstandings**, international business people must be aware of cultural differences.



translator



gesture



foreign

Manager  
owner  
Supervisor  
Director

position

## Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the article mainly about?
  - A ways to make international clients feel comfortable at your office
  - B how to avoid hiring translators when conducting international business
  - C the importance of researching customs before international travel
  - D the role of verbal and non-verbal communications in different countries
- 2 Which of the following is NOT recommended in the article?
  - A learning some of your host's language
  - B understanding the expectations of your business contacts
  - C knowing everything you can about foreign cultures
  - D avoiding gestures and nonverbal communication
- 3 Who can you infer is the intended audience of the article?
  - A people who want to invest in foreign businesses
  - B people who travel to other countries on business
  - C people who want to relocate to another country
  - D people who want to market their products internationally

## Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

### Word BANK

translator expectations offend  
by accident gaffe gesture nonverbal  
position foreign respectful address

- 1 It is important to be aware of cultural \_\_\_\_\_.
- 2 Acknowledge people of the highest rank or \_\_\_\_\_.
- 3 Be \_\_\_\_\_ of others, even if they confuse you.
- 4 Be sure to \_\_\_\_\_ leaders by their proper titles.
- 5 If you make a(n) \_\_\_\_\_, be sure to apologize.
- 6 You should consider hiring a(n) \_\_\_\_\_.
- 7 Even what seems like an ordinary \_\_\_\_\_ could be offensive.
- 8 \_\_\_\_\_ customs can be challenging to learn.
- 9 Choose your words and your \_\_\_\_\_ cues carefully.
- 10 Be especially careful not to \_\_\_\_\_ your host.
- 11 If you offend someone \_\_\_\_\_, it may be easily forgiven.



4 Read the sentence pairs. Choose which word best fits each blank.

1 cultures / surname

- A Every nation has its own \_\_\_\_\_.  
 B Please address me by my \_\_\_\_\_.

2 customary / misunderstandings

- A Try to avoid any \_\_\_\_\_ or offensive acts.  
 B We prefer a \_\_\_\_\_ and traditional approach.

3 manners / hosts

- A Good \_\_\_\_\_ help ease difficult, awkward situations.  
 B Don't disrespect your \_\_\_\_\_ by ignoring their customs.

5 Listen and read the article again. Why is research important to international business people?

## Listening

6 Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

- \_\_\_ The woman has done some research for her trip.
- \_\_\_ The man thinks printing cards in Japanese is unnecessary.
- \_\_\_ The man recommends giving cards only to upper management.

7 Listen again and complete the conversation.

**Manager:** Julia, I want to talk with you about your trip to Japan next month.

**Employee:** Sure, Mr. Hames.

**Manager:** Have you 1 \_\_\_\_\_ research yet to prepare?

**Employee:** I have 2 \_\_\_\_\_ a few things. Everything I have read says that people take business cards very seriously in Japan.

**Manager:** They certainly do. In fact, you 3 \_\_\_\_\_ to have about 200 extra cards printed before you go.

**Employee:** Wow! That many?

**Manager:** You'll need to give one to each person you meet with.

**Employee:** Okay. I can do that. I also read that I 4 \_\_\_\_\_ my cards printed in Japanese.

**Manager:** That's a great idea. It will be a good way to 5 \_\_\_\_\_.

**Employee:** I guess I'll be handing out my card to everyone I see.

**Manager:** Just be 6 \_\_\_\_\_ you don't toss them around. You need to give them to each person carefully, using both hands.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I found out that ...*  
*You might want to ...*  
*Just be sure that you don't ...*

**Student A:** You are a manager. Talk to Student B about:

- his or her upcoming trip
- things he or she should be sure to do
- things he or she should be sure not to do

**Student B:** You are an employee. Talk to Student A about researching another culture.

## Writing

9 Use the conversation from Task 8 to send an employee a follow up email.

To: julia.haydon@olivebranch.org  
 From: michael.hames@olivebranch.org  
 Re: Our meeting yesterday

Hi Julia,

I just wanted to follow up on yesterday's meeting.

When you go to Japan, remember to \_\_\_\_\_

And you should definitely avoid \_\_\_\_\_



# Glossary

- accounting** [N-UNCOUNT-U1] **Accounting** is the department of a business responsible for managing its funds and keeping records of financial exchanges.
- address** [V-T-U15] To **address** someone by their name or title is to call him or her by it.
- answer** [V-T-U3] To **answer** a telephone call is to pick up the receiver and respond to the caller.
- appreciation** [N-UNCOUNT-U12] **Appreciation** is gratitude or recognition of something.
- approach** [V-T-U13] To **approach** someone is to initiate contact with him or her.
- appropriate** [ADJ-U5] If something is **appropriate**, it is suitable for a particular situation.
- ASAP** [ADV-U4] If you do something **ASAP**, you do it as soon as possible.
- assign** [V-T-U8] To **assign** a task to someone is to make him or her responsible for it.
- avoid** [V-T-U6] To **avoid** something is to stay away from it.
- award** [N-COUNT-U12] An **award** is a prize or an honor.
- be in charge of** [V PHRASE-T-U8] To **be in charge of** something is to be the person primarily responsible for it.
- be on** [V-T-U8] To **be on** a project is to be part of the team responsible for completing it.
- behavior** [N-UNCOUNT-U14] **Behavior** is how a person acts.
- board of directors** [N PHRASE-COUNT-U2] A **board of directors** is a group of people responsible for the management of a company or other organization.
- bonus** [N-COUNT-U12] A **bonus** is an extra benefit or payment.
- bow** [V-I-U14] To **bow** is to bend slightly at the waist to show respect.
- business card** [N-COUNT-U13] A **business card** is a small, sturdy piece of paper with one's name, occupation, and contact information on it.
- business letter** [N-COUNT-U5] A **business letter** is a formal communication regarding professional matters.
- business lunch** [N-COUNT-U13] A **business lunch** is an afternoon meal at which people discuss professional matters.
- by accident** [ADV-U15] If you do something **by accident**, you do it unintentionally.
- call** [V-T-U3] To **call** someone is to attempt to speak with that person by telephone.
- call** [N-COUNT-U4] A **call** is a telephone communication.
- call back** [V PHRASE-I-U4] To **call back** is to call again or to call a person in response to their call.
- caller** [N-COUNT-U4] A **caller** is a person making a call.
- cancel** [V-T-U10] To **cancel** something is to announce that it will not occur.
- cc** [V-T-U5] To **cc** someone on an email or a memo is to send him or her a copy of a communication primarily addressed to someone else.
- CEO** [N-COUNT-U2] A **CEO** (Chief Executive Officer) holds the highest office in a corporation and is responsible for major decisions affecting the corporation as a whole.
- CFO** [N-COUNT-U2] A **CFO** (Chief Financial Officer) manages the financial aspects of a company.
- chairperson** [N-COUNT-U2] A **chairperson** provides leadership to a board of directors.
- change** [V-T-U10] To **change** something is to alter it.
- check on** [V-T-U9] To **check on** something is to verify its status.
- cheek** [N-COUNT-U14] A **cheek** is the side of someone's face.



**choose** [V-T-U8] To **choose** something is to select it from among other options.

**clarify** [V-T-U11] To **clarify** something is to explain it more exactly.

**client** [N-COUNT-U6] A **client** is someone who uses the goods or services of a business.

**comment** [N-COUNT-U11] A **comment** is an observation or remark about something.

**commission** [N-COUNT-U12] A **commission** is a set percentage of a sales price awarded to a salesperson for making a sale.

**common interest** [N-COUNT-U6] A **common interest** is a shared activity, pursuit, or concern.

**conference** [N-COUNT-U13] A **conference** is a meeting at which people share ideas on a particular subject.

**connect** [V-T-U3] To **connect** a call is to open a phone line to a caller.

**connection** [N-COUNT-U6] A **connection** is something shared between two people.

**constructive criticism** [N-UNCOUNT-U11] **Constructive criticism** is a judgment intended to help someone improve something.

**contact information** [N-UNCOUNT-U13] **Contact information** is data about how to reach a person, such as their email address or phone number.

**contest** [N-COUNT-U12] A **contest** is a competition.

**COO** [N-COUNT-U2] A **COO** (Chief Operating Officer) oversees a company's daily operations.

**corporate governance** [N-UNCOUNT-U2] **Corporate governance** is the process by which stakeholders make decisions about a corporation's activities.

**courtesy** [N-UNCOUNT-U6] **Courtesy** is politeness and concern for others.

**culture** [N-COUNT-U15] A **culture** is a set of beliefs, behaviors, and customs that make up a group's collective identity.

**custom** [N-COUNT-U14] A **custom** is a traditional or accepted form of behavior.

**customary** [ADJ-U15] If something is **customary**, it is usual or expected.

**delegate** [V-T-U8] To **delegate** a task to someone is to transfer responsibility for the task from yourself to that person.

**department** [N-COUNT-U1] A **department** is a group of people with special duties and responsibilities within a business.

**direct** [V-T-U3] To **direct** a call is to transfer it to the appropriate receiver.

**discuss** [V-T-U7] To **discuss** something is to converse about it.

**division** [N-COUNT-U1] A **division** is generally a group of departments within a business.

**elect** [V-T-U2] To **elect** someone is to choose him or her for an office by voting.

**email** [N-COUNT-U5] An **email** is an electronically delivered communication.

**enunciate** [V-I-U11] To **enunciate** is to speak clearly.

**estimate** [N-COUNT-U9] An **estimate** is an approximate assessment of something.

**exchange** [V-T-U13] To **exchange** something is to make a mutual trade.

**expand on** [V-T-U11] To **expand on** something is to provide more information about it or more fully develop it.

**expectation** [N-COUNT-U15] An **expectation** is a belief that something will or should happen.

**extension** [N-COUNT-U3] An **extension** is a specific telephone receiver within a phone system.

**face-to-face** [ADJ-U13] If contact with a person is **face-to-face**, it is direct and in person.

**fax** [N-COUNT-U5] A **fax** is a copy of a document which is sent electronically.



# Glossary

- feedback** [N-UNCOUNT-U11] **Feedback** is information about a person's response.
- firm** [ADJ-U14] If something is **firm**, it is hard or unyielding.
- follow up on** [V PHRASE-T-U9] To **follow up on** something is to make further inquiries about it.
- foreign** [ADJ-U15] If something is **foreign**, it relates to a country other than one's own.
- formal** [ADJ-U5] If something is **formal**, it is official or follows etiquette or conventions.
- gaffe** [N-COUNT-U15] A **gaffe** is an accidental embarrassing remark or action.
- gesture** [N-COUNT-U15] A **gesture** is a nonverbal signal made with a part of the body.
- get in touch** [V PHRASE-T-U9] To **get in touch** with someone is to make contact with him or her.
- go with** [V-T-U10] To **go with** something is to choose it.
- greet** [V-T-U14] To **greet** someone is to acknowledge him or her when meeting.
- handshake** [N-COUNT-U14] A **handshake** is a form of greeting in which people grasp hands and move them up and down.
- hard copy** [N-COUNT-U5] A **hard copy** is a physical paper copy, as opposed to an electronic copy.
- hard work** [N-UNCOUNT-U12] **Hard work** is diligent effort at one's occupation.
- hear back from** [V PHRASE-T-U9] To **hear back from** someone is to receive information from that person in response to an inquiry.
- hold off on** [V PHRASE-T-U10] To **hold off on** an action is to delay it.
- host** [N-COUNT-U15] A **host** is someone responsible for guests.
- human resources** [N-UNCOUNT-U1] **Human resources** is the department of a business responsible for the training, management, and administration of employees.
- improve** [V-I-U11] To **improve** something is to make it better.
- informal** [ADJ-U5] If something is **informal**, it is unofficial or casual.
- inquire** [V-T-U7] To **inquire** about something is to ask questions about it.
- inside director** [N-COUNT-U2] An **inside director** is a member of a company's board of directors who is employed by the company or is a stakeholder.
- instead** [ADV-U10] To do something **instead** of something else is to choose one thing in place of another.
- international** [ADJ-U14] If something is **international**, it involves more than one nation.
- interoffice** [ADJ-U5] If a communication is **interoffice**, its sender and recipient are in the same office.
- introduction** [N-COUNT-U6] An **introduction** is the act of bringing people into contact for the first time.
- IT** [N-UNCOUNT-U1] **IT** (Information Technology) is the department of a business responsible for managing its technological resources, particularly computers.
- job title** [N-COUNT-U6] A **job title** is the name of a position at a business.
- kiss** [N-COUNT-U14] A **kiss** is a form of greeting in which people press their lips to someone else. In business, this is generally on the cheek.
- leave** [V-T-U4] To **leave** a message is to pass on communication through a recording device or another person.
- line** [N-COUNT-U3] A **line** is a telephone connection.
- living** [N-COUNT-U7] A **living** is a means of income.
- local** [ADJ-U7] If something is **local**, it is related to a particular place.



**management** [N-UNCOUNT-U2] **Management** is the process of controlling or dealing with something. It may also refer collectively to the people responsible for the management of a company or department.

**manners** [N-UNCOUNT-U15] **Manners** are one's way of behaving.

**marital status** [N-UNCOUNT-U7] **Marital status** is the state of being either married or unmarried.

**marketing** [N-UNCOUNT-U1] **Marketing** is the department of a business responsible for advertising the company or its products.

**memo** [N-COUNT-U5] A **memo** is a short, informal, interoffice communication.

**mention** [V-T-U6] To **mention** something is to bring it up in conversation.

**message** [N-COUNT-U4] A **message** is a recorded or written communication.

**misunderstanding** [N-COUNT-U15] A **misunderstanding** is a disagreement or confusion caused by a failure to communicate effectively.

**motivate** [V-T-U12] To **motivate** someone is to give him or her a compelling reason for doing something.

**move up** [V-T-U10] To **move** something **up** is to cause it to occur earlier.

**mumble** [V-I-U11] To **mumble** is to speak quietly and unclearly.

**networking** [N-UNCOUNT-U13] **Networking** is the process of establishing beneficial business contacts.

**nonverbal** [ADJ-U15] If something is **nonverbal**, it does not use words.

**occupation** [N-COUNT-U6] An **occupation** is a job or area of work.

**offend** [V-T-U15] To **offend** someone is to upset, annoy, or bother him or her.

**offer** [V-T-U12] To **offer** something to someone is to make it available to him or her.

**on hold** [PHRASE-U3] If a caller is **on hold**, they remain connected while they wait for the person they are calling to pick up the line.

**outside** [ADJ-U5] If a communication is **outside**, it is sent to or from someone who is not part of the company.

**outside director** [N-COUNT-U2] An **outside director** is a member of a company's board of directors who is not a stakeholder and is not employed by the company.

**ownership** [N-UNCOUNT-U2] **Ownership** is legal possession. It may also refer collectively to those people who are owners, in whole or in part, of a company.

**party** [N-COUNT-U3] A **party** is a generic term for a person or group of people.

**payroll** [N-UNCOUNT-U1] **Payroll** is the department of a business responsible for issuing and maintaining records of payments to employees.

**perk** [N-COUNT-U12] A **perk** is an additional benefit.

**personal** [ADJ-U6] If something is **personal**, it is related to an individual's private life.

**personnel** [N-UNCOUNT-U1] **Personnel** are the people employed by a company or other organization, or the department of a business responsible for managing employees.

**Plan B** [N-COUNT-U10] A **Plan B** is an alternate course of action.

**polite** [ADJ-U14] If someone is **polite**, they follow customs and are courteous.

**politics** [N-UNCOUNT-U7] **Politics** is the activities of a government or a person's attitudes toward or participation in those activities.

**position** [N-COUNT-U15] A **position** is a role or a status.

**president** [N-COUNT-U2] A **president** is the elected leader of an organization.



# Glossary

**previously** [ADV-U9] If something happened **previously**, it happened before the present.

**production** [N-UNCOUNT-U1] **Production** is the department of a business responsible for creating that business's product.

**progress** [N-UNCOUNT-U9] **Progress** is moving forward or further development.

**prompt** [ADJ-U5] If something is **prompt**, it is on time.

**push back** [V PHRASE-T-U10] To **push back** something is to cause it to happen later.

**rather than** [PHRASE-U10] To choose one thing **rather than** another is to prefer one option over another.

**reach** [V-T-U3] To **reach** someone by phone is to speak with him or her.

**recommendation** [N-COUNT-U7] A **recommendation** is a suggestion.

**redo** [V-T-U11] To **redo** something is to remake it or do it again.

**referral** [N-COUNT-U13] A **referral** is the recommendation that someone contact another professional.

**refrain** [V-T-U7] To **refrain** from something is not to do it.

**regarding** [ADJ-U4] If a call is **regarding** a subject, it is about or concerning that subject.

**relationship** [N-COUNT-U6] A **relationship** is a regular interaction between people.

**religion** [N-COUNT-U7] A **religion** is an official form of worship or spirituality.

**report** [V-I or T-U9] To **report** on something is to provide information about it.

**reschedule** [V-I or T-U10] To **reschedule** something is to change the time one plans to do it.

**respectful** [ADJ-U15] If someone is **respectful**, he or she shows courtesy and regard toward a person or thing.

**responsible for** [ADJ PHRASE-U8] If someone is **responsible for** something, it is their job or duty.

**return** [V-T-U4] To **return** someone's call is to call him or her in response to their call or message.

**revise** [V-T-U11] To **revise** something is to reconsider and change it.

**reward** [N-COUNT-U12] A **reward** is something given to someone in appreciation of work, performance, or accomplishment.

**run** [V-T-U8] To **run** something is to lead or manage it.

**sales** [N-UNCOUNT-U1] **Sales** is the department of a business responsible for selling the company's product and, often, keeping records of those sales.

**small talk** [N-UNCOUNT-U7] **Small talk** is conversation about casual or informal topics.

**social cue** [N-COUNT-U14] A **social cue** is a verbal or nonverbal signal that indicates a person's response to another's behavior.

**social gathering** [N-COUNT-U13] A **social gathering** is a meeting for purposes other than business.

**social networking** [N-UNCOUNT-U13] **Social networking** is the process of establishing contacts on a personal level.

**soft** [ADJ-U14] If something is **soft**, it is light or can be easily pressed or molded.

**sooner** [ADV-U10] To do something **sooner** than intended is to do it earlier.

**sport** [N-COUNT-U7] A **sport** is a physical activity or game played by a set of rules.

**staff** [N-COUNT-U12] A **staff** is the group of people employed by an organization.

**status** [N-COUNT-U9] A **status** is a state or condition.

**strength** [N-COUNT-U11] A **strength** is an asset or ability.

**surname** [N-COUNT-U15] A **surname** is an inherited name or family name.



**take** [V-T-U4] To **take** a message is to deliver a communication from one party to another.

**take care of** [V PHRASE-T-U8] To **take care of** something is to accomplish it.

**take on** [V-T-U8] To **take on** a task is to make it your responsibility.

**task** [N-COUNT-U8] A **task** is a job or other duty.

**topic** [N-COUNT-U7] A **topic** is a subject of conversation.

**training** [N-UNCOUNT-U1] **Training** is the process of teaching employees how to perform the duties for which they are responsible.

**transfer** [V-T-U3] To **transfer** a call is to send the connection to another telephone within a phone system.

**translator** [N-COUNT-U15] A **translator** is a person who recreates the meaning of words in a different language, usually to help speakers of different languages communicate.

**unavailable** [ADJ-U4] If a person is **unavailable** for a call, they are absent or otherwise unable to talk to the caller.

**unexpected** [ADJ-U10] If something is **unexpected**, it is surprising or unplanned for.

**update** [N-COUNT-U9] An **update** is new information on a subject already under consideration.

**urgent** [ADJ-U4] If a call is **urgent**, it is important and needs to be answered immediately.

**vice president** [N-COUNT-U2] A **vice president** is the executive of an organization who ranks just below that organization's president.

**weakness** [N-COUNT-U11] A **weakness** is a flaw or failing.

**weather** [N-UNCOUNT-U7] **Weather** is the state of the natural environment and atmosphere at a particular time and place.

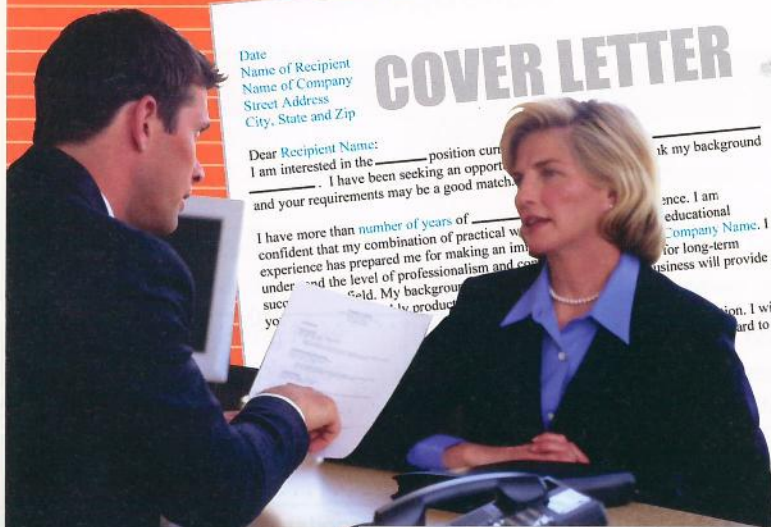
**work** [V-I-U11] To **work** is to function effectively.



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## COVER LETTER

Date \_\_\_\_\_  
Name of Recipient \_\_\_\_\_  
Name of Company \_\_\_\_\_  
Street Address \_\_\_\_\_  
City, State and Zip \_\_\_\_\_

Dear Recipient Name: \_\_\_\_\_  
I am interested in the \_\_\_\_\_ position currently available at your company. I have been seeking an opportunity like yours and your requirements may be a good match for me. I am confident that my background and experience will provide the necessary skills and motivation for long-term success in your organization. I will be glad to discuss my background and qualifications with you at any time.

I have more than \_\_\_\_\_ number of years of \_\_\_\_\_ experience. I am confident that my combination of practical work experience has prepared me for making an immediate contribution to your business. My background and the level of professionalism and communication skills I possess will provide the necessary skills and motivation for long-term success in your organization. I will be glad to discuss my background and qualifications with you at any time.

## Résumé of Martha O. Smith

112 State Street | Springfield |

[mosmith3871@hotmail.com](mailto:mosmith3871@hotmail.com) | 216-555-0438

### Objective:

To attain a management position within the retail sector

### Education:

State University Degree: MBA (May 2000)

Brighton College Degree: BS, Major: Management GPA 3.7/4.0

### Work History:

Store Manager, Global Foods Market, Springfield  
June 2005 - May 2007\*

- Directed all human resources activities
- Developed strategies for expanding store
- **Competed** with large chain stores

Department Manager, Fashion Express, Springfield  
August 2003 - June 2005

- Mentored sales personnel
- Developed goals and strategies for sales department
- Supervised creation of window displays

Women's Fashion Sales Manager, Fashion Express,  
Springfield November 2000 - August 2003

- Developed sales training
- Trained new sales personnel

### Skills:

- Developing strong relationships with personnel and customers
- Proficient in word processing, database, and spreadsheet programs

### Volunteer Experience:

- Managed fundraising for local food bank and homeless shelter

### References:

- Mark Dubois, 216-555-1212, Owner, Fashion Express
- Chelsea River, 216-555-9874, District Supervisor, Global Foods Market

\*As noted in my cover letter, the employment gap is due to my decision to stay at home with my children until they started school.

Letters of recommendation are available upon request.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What documents should you send when applying for a job?
- 2 What information is typically included on a résumé?

## Reading

2 Read the résumé. Then, choose the correct answers.

- 1 What work history does the applicant have?
  - A developing training for cashiers
  - B leading sales personnel
  - C editing store marketing campaigns
  - D writing computer programs
- 2 Which of the following is NOT a part of the résumé?
  - A a description of earned degrees
  - B a summary of volunteer work
  - C a recommendation from a reference
  - D a list of abilities
- 3 Why did the woman miss several years of work?
  - A She was getting her MBA.
  - B She was attending job training.
  - C She was at home with children.
  - D She was performing volunteer work.

## Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- |                    |                      |
|--------------------|----------------------|
| 1 ___ work history | 5 ___ compete        |
| 2 ___ résumé       | 6 ___ employment gap |
| 3 ___ skills       | 7 ___ degree         |
| 4 ___ education    | 8 ___ cover letter   |

- A a person's experience through schooling
- B a certificate
- C a statement of interest in a position
- D abilities
- E to contend
- F a period of time between jobs
- G a written summary of work and education
- H past work experience



**4** Write a word or phrase that is similar in meaning to the underlined part.

- 1 The knowledge gained from her old job was helpful for her new position. \_ x \_ \_ \_ i \_ \_ \_ e
- 2 The goal for his future employment was to become a public servant. \_ \_ j \_ \_ t \_ \_ \_
- 3 The job application asked for the name of a personal acquaintance that could give a statement about the applicant's character. r \_ \_ \_ \_ e \_ \_ \_
- 4 The written statement from a previous employer helped him to get the job. \_ \_ t \_ e \_ \_ f r \_ c \_ \_ \_ e \_ \_ \_ i \_ \_

**5** Listen and read the résumé again. What type of position do you think the applicant is most qualified for?

## Listening

**6** Listen to a conversation between an employer and a job applicant. Mark the following statements as true (T) or false (F).

- 1  The speakers discuss motivating employees.
- 2  The woman doesn't have volunteer experience.
- 3  The woman's main focus as store manager was organizing finances.

**7** Listen again and complete the conversation.

**Employer:** I'm very impressed with your résumé. Could you 1 \_\_\_\_\_ a little more about your position as a store manager?

**Applicant:** Sure. My 2 \_\_\_\_\_ was to make sure we met our monthly sales goal and to give the employees the support they needed to do their jobs well.

**Employer:** That must have been challenging.

**Applicant:** It was, but I loved it. The thing I tried to do was 3 \_\_\_\_\_ everyone was passionate about the company.

**Employer:** That's great! I 4 \_\_\_\_\_ that you have good skills working with all staff members and customers.

**Applicant:** Yes. That was an important part of my job as well.

**Employer:** How did 5 \_\_\_\_\_ your employees motivated?

**Applicant:** By 6 \_\_\_\_\_ involvement.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Could you tell me ...*

*Sure, I worked as ...*

*How did you ...*

**Student A:** You are an employer for a school. Talk to Student B about:

- his or her work experience
- his or her skills

**Student B:** You are a job applicant for a teaching position. Talk to Student A about your qualifications.

## Writing

**9** Use the conversation from Task 8 and the résumé to write an assessment of the applicant. Include: the position he or she interviewed for, his or her qualifications, and whether or not you recommend the applicant be hired.





## Get ready!

1 Before you read the passage, talk about these questions.

- 1 How can a person prepare for a job interview?
- 2 Why is it important to dress appropriately for a job interview?



## The Art of the Interview

It's no secret. Your **interview** is just as important as your credentials. So if you want that job, you need to **prepare** for the interview. Take the time before to learn about the position. Anticipate the types of questions that might be asked. If possible, practice your interviewing skills with someone in a mock interview. You'll be more **confident** at the interview, and that's something employers like to see.

But don't stop there. Research the company you will be interviewing with. Find out about the **qualifications** needed for the position. Be **succinct** when relating your skills to the **interviewer**. Remember, an **ideal** candidate will answer questions directly and without too much extra information.

As an **applicant** for a professional position, it is important to **dress** appropriately. Arrive neat and clean in business attire. A good choice is a solid color, neutral suit with a light-colored blouse or shirt. Men should wear a quality, small pattern tie. Women should wear small jewelry and minimal make-up.

Finally, know where you are going for the interview, and arrive just a few minutes early. Be courteous to everyone you meet while you are there. Their impression of a **candidate** might help influence the selection of a **top choice**.

6

## Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the main purpose of the article?
  - A to warn of common interviewing mistakes
  - B to suggest how to get an interview
  - C to offer advice on having a successful interview
  - D to compare different interview strategies
- 2 Which of the following is NOT advised in the article?
  - A practicing interviews with someone
  - B arriving an hour early
  - C wearing a nice suit
  - D giving succinct explanations
- 3 What does the article suggest will increase confidence?
  - A dressing appropriately
  - B researching the company
  - C being kind to everyone in the company
  - D doing a mock interview

## Vocabulary

3 Choose the sentence that uses the underlined part correctly.

- 1 A The interviewer asked a lot of questions about management techniques.  
B The candidate has worked here for ten years.
- 2 A He was confident in his ability to do the job.  
B The woman was not hired because she had ideal qualifications.
- 3 A His answer was short and succinct.  
B I have an interviewer with the company at 10:00.
- 4 A The man's applicant showed his education and experience.  
B The man had a great interview.
- 5 A A college degree and years of experience are common qualifications.  
B Dress questions before an interview.



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 top choice / ideal

- A He was the \_\_\_\_\_ for the job.  
 B His qualifications were the most \_\_\_\_\_.

2 candidate / applicant

- A After the interview, it was clear he was a good \_\_\_\_\_ for the job.  
 B The \_\_\_\_\_ was excited about his interview.

3 dress / prepare

- A An applicant should \_\_\_\_\_ in business attire.  
 B Before an interview, \_\_\_\_\_ by thinking about possible questions.

5 Listen and read the article again. What is the best way to dress for an interview?

## Listening

6 Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ Tom has an MBA degree.  
 2 \_\_\_ Sarah helped save a failing company.  
 3 \_\_\_ Tom will not be brought back for another interview.

7 Listen again and complete the conversation.

- Manager 1: What are 1 \_\_\_\_\_ of the applicants from the interviews?  
 Manager 2: Well, I really liked Tom and Sarah.  
 Manager 1: Why's that?  
 Manager 2: What 2 \_\_\_\_\_ was that they both seemed prepared for the questions.  
 Manager 1: I agree. What about Sarah's 3 \_\_\_\_\_?  
 Manager 2: She's definitely had plenty of management 4 \_\_\_\_\_. She was able to turn a failing company into a profitable business.  
 Manager 1: Not many people can 5 \_\_\_\_\_.  
 Manager 2: I know. On the other hand, Tom's educational background 6 \_\_\_\_\_.  
 Manager 1: Yeah. He got his MBA from an exceptional university.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*What did you think ...*  
*I thought that ...*  
*What I liked was ...*

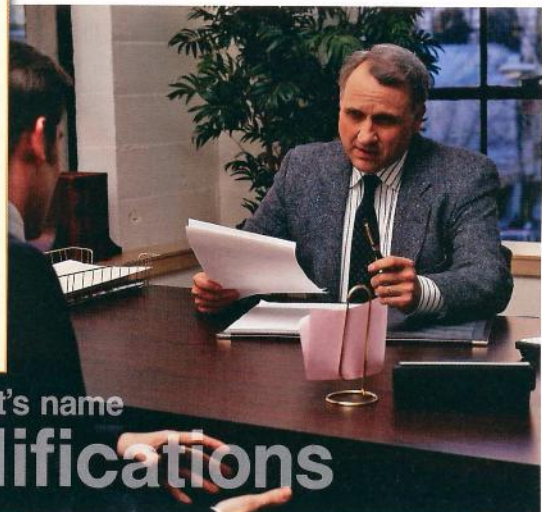
**Student A:** You are a manager. Talk to Student B about:

- two job applicants
- which applicant seemed best
- who would make the best candidate

**Student B:** You are a manager. Talk to Student A about who is a good candidate for the job.

## Writing

9 Use the conversation from Task 8 and the article to write an assessment of one of the applicants. Include: the applicant's name, his or her qualifications, and what impressed you most about him or her.



impressions

applicant's name

qualifications





To: All Managers  
 From: Beverly Jacobs  
 Re: Branch opening

Dear Managers:

As we continue to **expand** the company, we need to **hire** new employees. As you know, we are **opening** a new **branch** at the local mall. We expect this new location to be busy, especially on the weekends. Because of this, we will need to **search** for employees that can accommodate those hours.

In order to **recruit** people, we must decide on the best course of action. One option is to search **from within** the company. This would be particularly beneficial in filling new management positions.

We currently employ many students in our **workforce** that could work weekends. I propose that we look **in-house** first to fill those shifts.

Another option is to **post job listings** on our website. This has many advantages over the option of **advertising** in the local newspaper. For one thing, we could provide more information. Plus it would be less expensive.

We could also consider using a **staffing agency** or **headhunter**. These options might be a last resort since they are expensive.

As always, if any of you have a **referral**, please bring them to my attention.

I would like your opinions on the best options for filling the new positions.

Sincerely,  
 Beverly Jacobs  
 President, Metro Financial Bank

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is involved in hiring new employees?
- 2 What are some options for finding employees?

## Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the main purpose of the email?
  - A to announce the opening of a new branch
  - B to list promotions for the new branch
  - C to get feedback on hiring options
  - D to explain what roles new employees will fill
- 2 Which of the following is NOT listed as an option?
  - A getting referrals from current employees
  - B visiting a job fair
  - C advertising in the newspaper
  - D using a staffing agency
- 3 What is true of the bank president?
  - A She prefers using a staffing agency.
  - B She wants to use the website as a last resort.
  - C She wants to hire from within.
  - D She doesn't trust using referrals.

## Vocabulary

3 Match the words or phrases (1-9) with the definitions (A-I).

- |                   |                 |
|-------------------|-----------------|
| 1 ___ branch      | 6 ___ workforce |
| 2 ___ job listing | 7 ___ in-house  |
| 3 ___ referral    | 8 ___ expand    |
| 4 ___ advertise   | 9 ___ recruit   |
| 5 ___ hire        |                 |

- A a person recommended by another
- B within a company
- C the people employed at a company
- D an announcement of job openings
- E to put a job opening in the media
- F to increase in amount, size, or scope
- G a division of a company
- H to enlist new people
- I to use services for payment



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 post / open

- A The company wants to \_\_\_\_\_ a new division.  
B The manager tried to \_\_\_\_\_ the new job on the website.

2 headhunter / staffing agency

- A A \_\_\_\_\_ often tries to persuade executives to switch companies.  
B Every employee at the \_\_\_\_\_ works with dozens of clients.

5 Listen and read the email again. Why is a staffing agency not a good option?

## Listening

6 Listen to a conversation between a manager and an upper-level manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man suggests advertising in the university newspaper.  
2 \_\_\_ The speakers agree to contact a staffing agency.  
3 \_\_\_ The man offers to work weekends.

7 Listen again and complete the conversation.

- Manager 1: Well, I think we should look 1 \_\_\_\_\_ - \_\_\_\_\_ first, especially for the new management positions.  
Manager 2: I agree. That would save a lot of time training new managers about how the company functions.  
Manager 1: Right. Plus there are lots of 2 \_\_\_\_\_.  
Manager 2: That's true. What are your other thoughts?  
Manager 1: I think we should advertise in the university newspaper.  
Manager 2: Why do you say that?  
Manager 1: The 3 \_\_\_\_\_ could be seen by thousands of students to fill the weekend shifts. I think the extra expense would be worth it.  
Manager 2: That's a good idea. What 4 \_\_\_\_\_ do you have?  
Manager 1: I'd like 5 \_\_\_\_\_ my hat into the ring for one of the new upper-level management spots.  
Manager 2: Really? Do you think you're ready?  
Manager 1: I do. I'm also willing to work weekends if needed.  
Manager 2: Great! I'll submit you as 6 \_\_\_\_\_.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I think that we ...*

*I'd like to ...*

*You bet ...*

**Student A:** You are a manager. Talk to Student B about:

- hiring options
- what option(s) you like and why
- being considered for a higher position

**Student B:** You are an upper-level manager. Talk to Student A about hiring employees for a new branch.

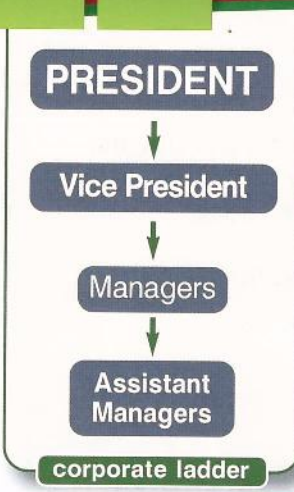
## Writing

9 Use the conversation from Task 8 and the reading passage to write an email giving your opinion on hiring options for the new branch. Include: options you recommend, options you would avoid, and support for those opinions.





# 4 Promotions



To: Clare Jacobs  
From: Marta Bonary  
Re: Candidates for Promotion

Dear Ms. Jacobs:  
As **head** of the sales department, I have been fortunate to mentor many wonderful employees. Two in particular stand out as worthy candidates to climb the **corporate ladder**.

I would like to **recommend** Seth Hansen for an entry-level managerial position. He fulfills his **duties** with ambition and mastery. Seth is **reliable** and strives to work to the best of his abilities. Everyone within the sales department looks to him for guidance. Without any negativity, he is always willing to help his co-workers.

Julie Bulinski is another employee of mine that I recommend for **promotion**. I feel she would be an **excellent** district sales manager. She is willing to travel and has the knowledge needed to perform her duties well. Julie has also proven herself as an effective trainer and has developed a wonderful sales strategy. In addition, I feel that they each deserve a **raise**. Their **incomes** have remained at the same level for the last year. Even with increased **responsibility**, they have never complained about their rate of pay.

Please consider my recommendation to **promote** these two individuals.  
Sincerely,  
Marta Bonary

## Get ready!

- 1 Before you read the passage, talk about these questions.
  - 1 What does it mean to be promoted, and how does it usually happen?
  - 2 What are some advantages and disadvantages of receiving a promotion?

## Reading

- 2 Read the email. Then, choose the correct answers.
  - 1 What is the purpose of the email?
    - A to present employees for promotion
    - B to request a promotion for the sender
    - C to explain the need for more managers
    - D to list a promoted employees new responsibilities
  - 2 Which of the following is NOT an attribute of Mr. Hansen?
    - A He is reliable.
    - B He is willing to travel.
    - C Other employees look to him for help.
    - D He masters his responsibilities.
  - 3 What accomplishment has Ms. Bulinski achieved?
    - A achieved top sales of the year
    - B written a training guide
    - C developed a good sales strategy
    - D increased her sales and income

## Vocabulary

- 3 Match the words or phrases (1-8) with the definitions (A-H).

1 __ raise	5 __ promote
2 __ promotion	6 __ corporate ladder
3 __ excellent	7 __ recommend
4 __ head	8 __ income

  - A a raise in position
  - B to raise a person's position
  - C to present a person as worthy of something
  - D a hierarchy within a large company
  - E having outstanding quality
  - F money earned
  - G a person with greatest authority in a department
  - H an increase in pay



**4** Write a word that is similar in meaning to the underlined part.

- The employee has a lot of things to look after.  
\_ e \_ \_ \_ n \_ \_ \_ \_ l \_ \_ \_
- It was the manager's job to train new employees. \_ u \_ \_
- If someone is dependable, then he or she can be counted on.  
\_ \_ l \_ \_ \_ \_ l \_ \_

**5** Listen and read the email again. Why does the email claim that the employees deserve a raise?

### Listening

**6** Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

- The man is being promoted to Personnel Manager.
- The man will oversee web design for the company.
- The man will work directly with company executives.

**7** Listen again and complete the conversation.

**Manager:** Could you come to my office for a moment?

**Employee:** Sure. What's up?

**Manager:** First of all, I'd like to thank you for all your 1 \_\_\_\_\_.

**Employee:** You're welcome. I enjoy working here.

**Manager:** I'm so glad to hear that. Since you're such a good employee, I'd like to 2 \_\_\_\_\_ a promotion.

**Employee:** Really? That's great! What kind of 3 \_\_\_\_\_?

**Manager:** I'd like to 4 \_\_\_\_\_ to Assistant Manager of Marketing.

**Employee:** Wow. What would my 5 \_\_\_\_\_ be?

**Manager:** For starters, you'd have five employees 6 \_\_\_\_\_ to you. We'll send you to managerial training to learn all the ins and outs of being a manager.

### Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'd like to offer you ...*

*That's great! What would ...*

*You would be responsible for ...*

**Student A:** You are a manager. Talk to Student B about:

- promoting him or her
- what his or her responsibilities will be
- a raise

**Student B:** You are an employee. Talk to Student A about a new promotion.

### Writing

**9** Use the conversation from Task 8 and the reading passage to write an email announcing the promotion of an employee. Include: the employee's experience, what position he or she is being promoted to, and why he or she is being promoted.



**WHY**  
**promoted**  
position  
**what**  
employee's  
experience  
**?**



## Reasons for Termination

### Get ready!

1 Before you read the passage, talk about these questions.

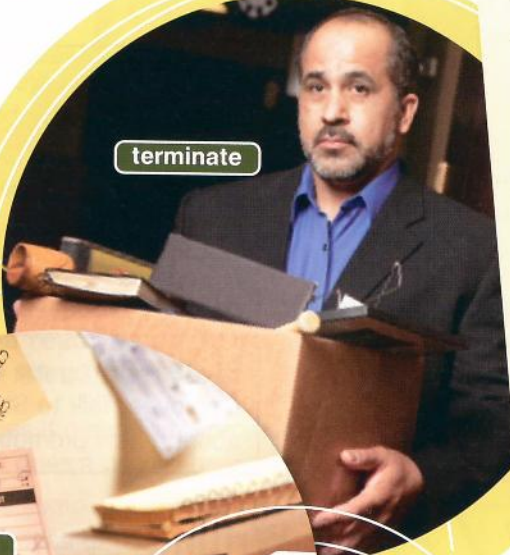
- 1 What are some reasons for being fired from a job?
- 2 What can a person do to limit the chance of being fired?

It is **company policy** to **terminate** employees who do not follow the rules set forth in this handbook. **Failure** to abide by the rules will result in a **write up** for the first offense. A second **violation** will result in **disciplinary** action and be **documented**. After a third offense, the company has the right to **fire** the employee.

**Absenteeism** is a reason the company can **let go of** an employee. Even **excessive** instances of being **late** can be grounds for termination. It is also important to show **punctuality** in attending meetings.

Failure to comply with the **dress code** can result in an employee being fired as well. The company strives to foster a professional image. Employees are the front line in representing the company to the public. What an employee wears sets the image for how the public sees the company as a whole.

Striving to embody a sound **work ethic** is vital to success. A poor attitude toward work can lead to a write up and even disciplinary action. The company goal is to provide the best service to our customers. Failure of an employee to show improvement after addressing any training issues is grounds for termination.

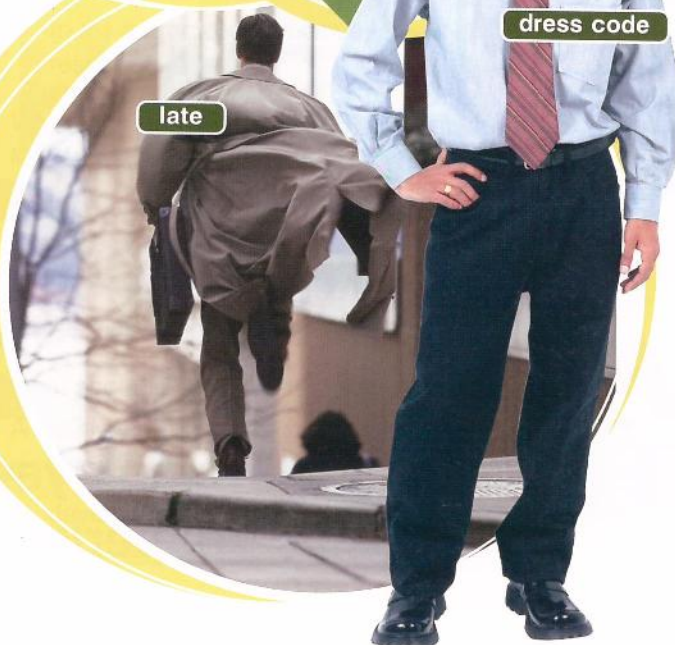


terminate



absenteeism

company policy



dress code

late

### Reading

2 Read the passage from a company handbook. Then, choose the correct answers.

- 1 What is the main purpose of the passage?
  - A to announce the termination of a manager
  - B to explain when employees can be fired
  - C to describe how an employee was disciplined
  - D to clarify the dress code
- 2 Which of the following is NOT grounds for termination?
  - A arriving late
  - B absenteeism
  - C punctuality
  - D poor work ethic
- 3 According to the passage, why is it important to follow the dress code?
  - A to represent the company as being professional
  - B to make sure everyone can be recognized as a co-worker
  - C to ensure the company logo is seen
  - D to show everyone has the same status



## Vocabulary

3 Match the words or phrases (1-10) with the definitions (A-J).

- |                   |                      |
|-------------------|----------------------|
| 1 ___ excessive   | 6 ___ company policy |
| 2 ___ violation   | 7 ___ work ethic     |
| 3 ___ punctuality | 8 ___ disciplinary   |
| 4 ___ late        | 9 ___ absenteeism    |
| 5 ___ failure to  | 10 ___ dress code    |

- A the quality of always being on time  
 B to arrive past the correct time  
 C to enforce a rule  
 D a belief that work is important  
 E to go beyond the limit  
 F a rule governing what to wear  
 G to neglect doing something  
 H an infringement of a rule  
 I a course of action  
 J the act of often being gone

4 Write a word or phrase that is similar in meaning to the underlined part.

- The manager was asked to end the employment of the employee. \_ e \_ \_ \_ n \_ \_ \_
- The company had to release from employment half its employees. l \_ \_ \_ \_ f
- A company has the right to terminate employment of employees who are always late. \_ i \_ \_
- The salesman had a written account in his employee file. \_ \_ i \_ \_ \_ p
- His bad behavior was in the records. \_ \_ c \_ \_ \_ \_ t \_ \_

5 Listen and read the passage again. Why is it important to be punctual?

## Listening

6 Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- \_\_\_ The man thinks an employee should be fired.
- \_\_\_ The woman points out that the employee often works later than others.
- \_\_\_ The speakers agree to write up the woman for a dress code violation.

7 Listen again and complete the conversation.

- Manager 1:** I'm recommending that we 1 \_\_\_\_\_ Becky Reeves.
- Manager 2:** Really? Why? She seems to get her work done.
- Manager 1:** Well, for starters, she's 2 \_\_\_\_\_, even to meetings. Time is money, and she wastes a lot of it.
- Manager 2:** I can try to fix that. I just have to 3 \_\_\_\_\_ how to motivate her.
- Manager 1:** I see that behavior as a general lack of 4 \_\_\_\_\_.
- Manager 2:** Maybe 5 \_\_\_\_\_. She's always the first one out the door.
- Manager 1:** Unfortunately, those aren't the 6 \_\_\_\_\_.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

- I need to ...*  
*Why? What did he ...*  
*He's not very ...*

**Student A:** You are a manager. Talk to Student B about:

- an employee
- issues the employee is having
- what you think should be done

**Student B:** You are a manager. Talk to Student A about the employee.

## Writing

9 Use the conversation from Task 8 and the reading passage to write an employee write up. Include: the employee's violation, what steps he or she can take to do better in the future, and possible consequences of another violation.





To: Joshua Hart  
From: Kate Stevens  
Re: Next Week's Schedule

Dear Joshua,

Next week is going to be busy, and I need your help to plan it. First, I need to make sure that we **schedule** extra salespeople for Friday. Then, I'd like you to **set up** an **appointment** for sales training. Make sure to ask everyone to **RSVP** so we can prepare the materials **in advance**.

Next, please **arrange** the **weekly** sales meeting. We need to compare our sales for the month to the goal we set. Make sure that you schedule it for a time that all salespeople can attend.

I want you to **pencil in** a day and time for our **annual** sales **review**. You will have to determine which day will work the best, and expect changes. Sometimes finding the appropriate day takes a while in order to accommodate everyone. The executive personnel are often out of the office on business trips.

Lastly, **send apologies** to Mr. Levens for my inability to attend his meeting next week. If it is important that I be there, ask him if he can **postpone** it. If he schedules it for the same time on Thursday, instead of Friday, I'll be able to go.

Thank you,  
Ms. Stevens



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common schedules?
- 2 What tools can be used to make and distribute schedules?

## Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the main purpose of the email?
  - A to plan the weekly production meeting
  - B to postpone the sales training
  - C to schedule a business trip
  - D to arrange the schedule for the upcoming week
- 2 Why might it be difficult to schedule the annual review?
  - A It only occurs once a year.
  - B Executives are often out of town.
  - C It lasts a long time.
  - D Everyone has other meetings to attend.
- 3 Why is it important that employees respond to the sales training invitation?
  - A so those who can't come can schedule another time
  - B so the correct number of materials can be prepared
  - C so the manager can arrange the right room for the training
  - D so they know how much food to order for lunch

## Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- |               |                 |
|---------------|-----------------|
| 1 — set up    | 5 — appointment |
| 2 — pencil in | 6 — in advance  |
| 3 — weekly    | 7 — review      |
| 4 — postpone  | 8 — annual      |

- A occurring once every seven days
- B to plan for an event knowing that it might change
- C occurring before another event
- D a meeting set for a certain time
- E to make arrangements for an activity
- F occurring once a year
- G to delay an event
- H an examination of events



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 schedule / arrange

A \_\_\_\_\_ the meeting at 11:00 on Wednesday.

B I'll \_\_\_\_\_ the handouts and chairs before the meeting.

2 RSVP / send apologies

A The manager had to \_\_\_\_\_ for missing the meeting.

B The invitation says to \_\_\_\_\_ by Friday.

5 Listen and read the email again. Why is it important to plan a meeting in advance?

## Listening

6 Listen to a conversation between a secretary and a manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The weekly meeting will be postponed.
- 2 \_\_\_ The man canceled the appointment with Mr. Jackson.
- 3 \_\_\_ The woman will not attend the monthly sales goals meeting.

7 Listen again and complete the conversation.

**Secretary:** Well, Mr. Druss can't make the weekly meeting.

**Manager:** Hmm, I really need him to be there. Can we 1 \_\_\_\_\_?

**Secretary:** I can go ahead 2 \_\_\_\_\_ it. I'll check with him to see when he's available.

**Manager:** That would be great. What 3 \_\_\_\_\_ do we have?

**Secretary:** Mr. Jackson 4 \_\_\_\_\_ a meeting as soon as possible.

**Manager:** Okay. What does tomorrow 5 \_\_\_\_\_?

**Secretary:** You're free from 11:30 until 2:00.

**Manager:** Go ahead and 6 \_\_\_\_\_ a 1:00 meeting and see if that will work for him.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*We have some conflicts ...*

*What are ...*

*Can we change ...*

**Student A:** You are a secretary. Talk to Student B about:

- schedule conflicts
- changing meetings
- scheduling meetings

**Student B:** You are a manager. Talk to Student A about the scheduling conflicts.

## Writing

9 Use the conversation from Task 8 and the reading passage to complete the schedule. Include: appointments for each day, the types of meetings, and changes to the schedule.

Monday, March 5

\_\_\_\_\_

Tuesday, March 6

\_\_\_\_\_

Wednesday, March 7

\_\_\_\_\_

Thursday, March 8

\_\_\_\_\_

Friday, March 9

\_\_\_\_\_

Schedule



## memo

Dear Employees,

Let's strive to make our **meetings** more productive. I'm proud to have such a passionate group, but we need to remember to keep our focus. With that said, I'd like to **go over** some rules of **etiquette**.

We all have strong **opinions** from time to time. But it's important that we listen to other ideas. It's no help to **bicker** and go **off topic**. The same goes for trying to **cut off** or **talk over** everyone else. Not only is it rude to **interrupt** one another, but it also prevents a healthy discussion. Let's keep these behaviors out of our meetings.

In addition, we should be careful about our use of **jargon**. Remember, not everyone in the company is familiar with each department's vocabulary. We **waste** a lot of time explaining those technical terms. Always **state** your ideas with language everyone can understand.

Lastly, prepare for sitting in the meeting **beforehand**. Take a quick walk around the building or get a drink of water. We want to keep our meetings **on track** and in the allotted time. Remember that being alert and attentive is the best bet for success.

Please stop by my office if you have any comments or questions about these ideas.

Sincerely,  
Mr. Reynolds



## Get ready!

## 1 Before you read the passage, talk about these questions.

- 1 What are some items that might be discussed in a management meeting?
- 2 How should a person behave in a professional meeting?

## Reading

## 2 Read the memo. Then, choose the correct answers.

- 1 What is the purpose of the memo?
  - A to review the decisions made in a previous meeting
  - B to suggest ways to make meetings more effective
  - C to compare meetings between departments
  - D to prevent people from being late to meetings
- 2 Which of the following is NOT mentioned?
 

A staying on track	C following an agenda
B not using jargon	D bickering with other employees
- 3 What does the manager request the employees do?
  - A include technical terms
  - B take breaks during meetings
  - C attend a meeting in his office
  - D allow others to finish speaking

## Vocabulary

## 3 Match the words or phrases (1-10) with the definitions (A-J).

- |                 |                  |
|-----------------|------------------|
| 1 ___ etiquette | 6 ___ meeting    |
| 2 ___ talk over | 7 ___ beforehand |
| 3 ___ waste     | 8 ___ jargon     |
| 4 ___ cut off   | 9 ___ bicker     |
| 5 ___ opinion   | 10 ___ go over   |

- A occurring ahead of time
- B to fail to use something properly
- C to quarrel
- D an assembly of people to discuss a specific topic
- E to talk while someone else is talking
- F to look closely at something
- G a personal view, attitude, or belief
- H vocabulary specific to a certain profession
- I rules of behavior
- J to interrupt



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1** off topic / on track

- A The discussion went \_\_\_\_\_ and a lot of time was wasted.  
B The meeting stayed \_\_\_\_\_ and finished on time.

**2** state / interrupt

- A A speaker doesn't expect anyone to \_\_\_\_\_ him or her.  
B The employee waited until the speaker was done to \_\_\_\_\_ his opinion.

**5** Listen and read the memo again. How can a meeting be successful?

## Listening

**6** Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The speakers were pleased no one bickered at the meeting.  
2 \_\_\_ The woman interrupted a co-worker to make a suggestion.  
3 \_\_\_ The man feels that the meeting didn't waste time.

**7** Listen again and complete the conversation.

**Manager 1:** I know. I thought Dave and Jim spent too much time bickering.

**Manager 2:** That's for sure. It set a bad tone.

**Manager 1:** Luckily Mr. Reynolds was able to get things back 1 \_\_\_\_\_.

**Manager 2:** Right. After that, things seemed 2 \_\_\_\_\_, especially the discussion on new product ideas.

**Manager 1:** That was really good. If even half of those ideas 3 \_\_\_\_\_, we'll see a big increase in our market share.

**Manager 2:** Hopefully. And I think your suggestion to set up a testing lab in house was a great idea.

**Manager 1:** Thanks. It 4 \_\_\_\_\_ while Frank was talking. I wanted to interrupt him just to get it out there. But Mr. Reynolds just told everyone to 5 \_\_\_\_\_.

**Manager 2:** Well, you still got it out there. It's nice to have a meeting that doesn't 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What are your thoughts ...*

*I thought that ...*

*Yeah, I felt that ...*

**Student A:** You are a manager. Talk to Student B about:

- a meeting
- what went well
- what didn't go well

**Student B:** You are a manager. Talk to Student A about a meeting you both attended.

## Writing

**9** Use the conversation from Task 8 and the memo to write a meeting evaluation. Include: the behaviors of the employees, how these behaviors either helped or hindered the meeting, and what can be done to ensure productive meetings in the future.

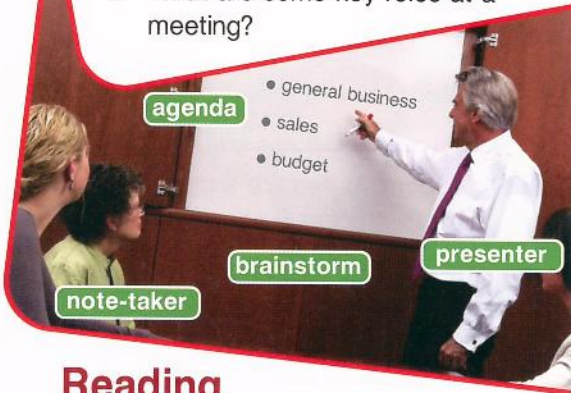




## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What can managers do to ensure that a meeting is successful?
- 2 What are some key roles at a meeting?



## Reading

2 Read the agenda. Then, choose the correct answers.

- 1 What is the purpose of the document?
  - A to present the schedule and topics for a meeting
  - B to announce the development of a new product
  - C to ask managers for opinions on several topics
  - D to remind presenters of their topics for a meeting
- 2 What do managers need to do for the next meeting?
  - A come up with ideas for a new product
  - B give a list of expenses to the Finance Department
  - C identify areas where they can cut expenses
  - D submit agenda items to the note-taker
- 3 Which is NOT up for discussion at the meeting?
  - A potential sales promotions
  - B the minutes from a previous meeting
  - C a review of the current budget
  - D ideas for a new smart phone

## Agenda for Monthly Review

November 3, 10:00 a.m.

Facilitator: Andrea Rodriguez

Note-taker/Timekeeper: Ben Marshall

Meeting Objective:

-Review the status of each department's activities

Agenda Items / Key Points	Presenter	Time Allotment
<b>1 General Business</b> <ul style="list-style-type: none"> <li>Review and approve <b>minutes</b> from October 2<sup>nd</sup> meeting</li> <li>Reminder: All agenda items must be <b>submitted</b> the Friday <i>before</i> the monthly status meeting</li> </ul>	Andrea Rodriguez	5 minutes
<b>2 Sales/Marketing Department</b> <ul style="list-style-type: none"> <li>Overall, smart phone sales up by 10% this quarter; tablets/handheld readers up by 15%.</li> <li>All representatives are meeting sales targets.</li> <li>Marketing has <b>brainstormed</b> a list of <b>ideas</b> for sales promotions to use in the coming year</li> </ul>	Tim Jameson	Presentation: 15 minutes Discussion: 5 minutes
<b>3 Finance Department</b> <ul style="list-style-type: none"> <li>Budget is balanced, but expenses are still high.</li> <li>Managers are asked to <b>identify</b> unnecessary expenses (supplies, travel, etc) that can be cut to keep budget in line. Will be reviewed at next meeting.</li> </ul>	Rachel Lowell	Presentation: 15 minutes Discussion: 5 minutes
<b>4 Product Development</b> <ul style="list-style-type: none"> <li>Department is currently <b>generating</b> ideas for first color handheld reader to add to current product line.</li> </ul>	Marcus Richardson	Presentation: 15 minutes Discussion: 5 minutes
<b>5 Closing Business</b> <ul style="list-style-type: none"> <li>General announcements and questions—make sure all <b>points of view</b> have been heard</li> <li>Review action items</li> <li>Decide on next meeting date</li> </ul>	Andrea Rodriguez	10 minutes

## Vocabulary

3 Write a word or phrase that is similar in meaning to the underlined part.

- 1 The main purpose for this meeting is to discuss strategies to increase monthly sales. \_ \_ \_ e \_ \_ i \_ \_
- 2 Please turn in all reports to Kelly Jensen by Thursday at 5:00 p.m. s \_ \_ m \_ \_
- 3 The person who gave information provided handouts with additional information. \_ r \_ \_ \_ n \_ \_ \_
- 4 The group will think of and discuss ways to increase efficiency in the factory. \_ \_ a i \_ \_ \_ \_ r \_
- 5 The discussion of the monthly budget went over its designated amount of time. \_ \_ \_ \_ \_ l \_ \_ t m \_ \_ \_
- 6 Those who can't attend the meeting should read the record of what was said. \_ \_ n \_ \_ e \_
- 7 Marketing the product to a wider audience will produce more income. \_ e \_ e \_ a \_ \_



**4** Read the sentences and choose the correct words or phrases.

- 1 There are twelve **items/minutes** up for discussion today.
- 2 According to the **objective/agenda**, there will be four speakers today.
- 3 Each person will have a chance to express his or her **time allotment/point of view**.
- 4 The budget department has **identified/generated** the biggest money-wasters.
- 5 The department secretary is the **note-taker/brainstorm** for the meeting.
- 6 Eric has some **presenters/ideas** for improving the office.
- 7 Let's discuss the **key points/submits** now and go over the rest another day.

**5** Listen and read the agenda again. What information will the sales and marketing departments discuss?

### Listening

**6** Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- 1  The woman will present information on sales.
- 2  The man offers to present product development news.
- 3  The speakers schedule time in the meeting to brainstorm ideas.

**7** Listen again and complete the conversation.

**Manager 1:** We need to write the 1 \_\_\_\_\_ for the next sales team meeting.

**Manager 2:** Okay. Well, first things first, we need to talk about the 2 \_\_\_\_\_.

**Manager 1:** Yeah, overall they were great. Corporate and online sales 3 \_\_\_\_\_ significantly.

**Manager 2:** Then that'll be a good place to start. Do you want to do that?

**Manager 1:** Sure. I'll go over the 4 \_\_\_\_\_.

**Manager 2:** Great. Is a time allotment of ten minutes enough?

**Manager 1:** Yes. That's perfect. We had better go over new product lines too.

**Manager 2:** Right. We need a presenter from 5 \_\_\_\_\_.

**Manager 1:** Maybe Jenny Adams?

**Manager 2:** Yes, I'll call her. What are our 6 \_\_\_\_\_ for this meeting?

**Manager 1:** Well, a few of the representatives want to hear more from marketing.

### Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*First things first ...*  
*We had better go over ...*  
*We need a presenter from ...*

**Student A:** You are a manager. Talk to Student B about:

- the agenda for an upcoming meeting
- topics to be discussed
- time allotments and potential presenters

**Student B:** You are another manager. Talk to Student A about items for discussion at an upcoming meeting.

### Writing

**9** Use the conversation from Task 8 and the reading passage to write an agenda for an upcoming meeting. Include: general information (date, note-taker, objectives, etc.), topics to be discussed, and presenters and time allotments.

general  
 information  
 presenters  
 time  
 allotments  
 topics  
 to be discussed



## Presentations

laser pointer

projector

chart

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What devices might be used in a presentation?
- 2 How can you express information about numbers in a presentation?

## Reading

2 Read the excerpt from the personnel guidelines. Then, choose the correct answer.

- 1 What is the main topic of the article?
  - A the schedule of presentations
  - B how to prepare for a presentation
  - C a request for new presentation equipment
  - D changes to the company's presentation policy
- 2 Which of the following is NOT a type of graph?
  - A slide
  - B diagram
  - C table
  - D chart
- 3 What are employees asked to do?
  - A include diagrams in all presentations
  - B avoid using images from outside sources
  - C reduce paper waste by limiting copies
  - D request rooms for presentations three days early

You may be asked to give a **presentation** to staff or senior executives. In this situation, please take time to prepare carefully. Review your presentation and ensure that all relevant information is included in a succinct manner. In general, **display** information clearly. Use **diagrams**, **tables**, **charts**, and **graphs** where necessary. In addition, it is highly recommended that you bring extra **copies** of all **handouts**. Copy machines are available for use in the copy room.

## Presentation Delivery

Arrive a few minutes early in order to set up your presentation. All conference rooms are equipped with laptop connections and **projectors**. **Slides** may also be used, if desired. If you include the use of **images** from outside sources, ensure that they are properly **resized**. More specific information on computer use and image manipulation can be found in Appendix A of this book (p. 152).

## Room and Equipment Reservations

Please **reserve** the space for your presentation no less than three days in advance. Sign-up sheets for conference rooms are located in Room B32. You may also reserve the use of a projector, screen, and **laser pointer**. These sheets are kept at the front desk and are available on request.

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |                  |                   |
|------------------|-------------------|
| 1 — resize       | 5 — slide         |
| 2 — table        | 6 — diagram       |
| 3 — projector    | 7 — laser pointer |
| 4 — presentation |                   |

- A a device used to show images
- B to make something smaller or bigger
- C the act of showing and commenting on information
- D a chart or drawing that explains information
- E an arrangement of data in columns
- F a transparent sheet showing information
- G a device used to draw attention to an area with light



**4** Read the sentence pairs. Choose which word best fits each blank.

**1 display / prepare**

- A Graphs and charts are a way to \_\_\_\_\_ information.  
B \_\_\_\_\_ handouts the day before a presentation so you can check them for mistakes.

**2 resize / reserve**

- A It's important to \_\_\_\_\_ images so they can be seen clearly.  
B Be sure to \_\_\_\_\_ a room so that the space is available.

**3 image / chart**

- A The \_\_\_\_\_ can be a picture or an illustration.  
B It's hard to read the data in that \_\_\_\_\_.

**4 copy / graph**

- A Create a \_\_\_\_\_ that shows the total sales for each month.  
B I need a \_\_\_\_\_ of that memo; I can't find my original.

**5** Listen and read the guidelines again. Why is it important to arrive early before a presentation?

## Listening

**6** Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman needs help preparing her presentation.  
2 \_\_\_ The woman thinks that handouts are optional.  
3 \_\_\_ The man should create graphs and charts first.

**7** Listen again and complete the conversation.

**Manager:** I'd like to see our gross earnings and profit margins broken down into graphs and tables. Make it as clear 1 \_\_\_\_\_.

**Employee:** Of course. What about 2 \_\_\_\_\_?

**Manager:** It's your presentation, so I'll leave that up to you. If you need a 3 \_\_\_\_\_, use the copy room.

**Employee:** Okay. I'll do that.

**Manager:** Oh and Jim! One 4 \_\_\_\_\_!

**Employee:** What is it?

**Manager:** 5 \_\_\_\_\_ to reserve the conference room. Please take care of that before anything else.

**Employee:** Understood! I'll do that 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What about ...  
One more thing ...  
Don't forget to ...*

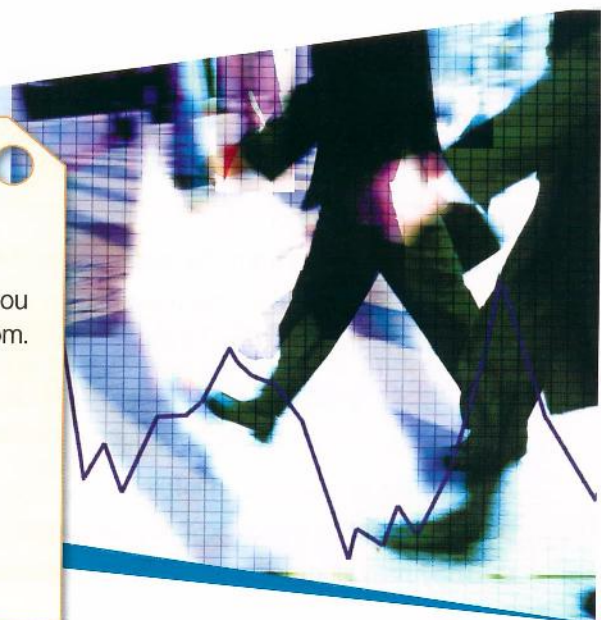
**Student A:** You are a manager. Talk to Student B about:

- a presentation
- how to prepare for the presentation
- a reminder

**Student B:** You are an employee. Talk to Student A about a presentation.

## Writing

**9** Use the conversation from Task 8 and the reading passage to summarize how to prepare a presentation. Include: what to do before, ways to present information clearly, and equipment to use.

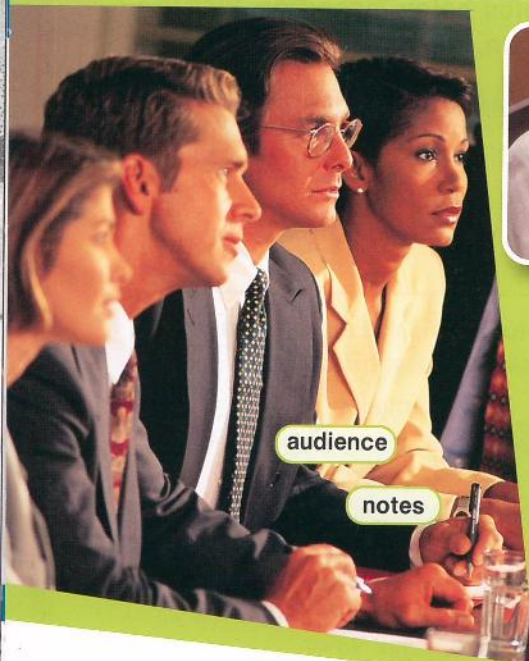




Tips for Business Success *by Muriel Lancaster*

## Section 10

## Presentations



bored



eye contact

body language

audience

notes

A

B

C

D

summarize

## Get ready!

## 1 Before you read the passage, talk about these questions.

- 1 What is the importance of body language in a presentation?
- 2 How might acceptable body language vary from country to country?

## Reading

## 2 Read the section. Then, choose the correct answers.

- 1 What is the section mainly about?
  - A ways to conduct a successful presentation
  - B common mistakes people make in presentations
  - C how to recover when a presentation starts to fail
  - D methods of making presentations less stressful
- 2 What does the author recommend?
  - A taking questions from the audience as they come up
  - B putting the outline of the presentation on a slide
  - C reviewing the important points at the end
  - D glancing at your notes before moving on to new topics
- 3 Why are succinct points important?
  - A They aid in memorizing information.
  - B They assist in improving body language.
  - C They help in keeping an audience's interest.
  - D They facilitate in creating an outline.

Presentations can be nerve-wracking. A survey once asked whether people were more afraid of death, or speaking in front of an audience. Most people said that they were more afraid of public speaking! When your manager or boss is part of your **audience**, presentations can be even scarier.

So what can you do to make a great impression? Here are some tips.

After you know your **topic**, make an **outline** of your presentation. Then **practice** it. Try to **memorize** your key points. This way, you can avoid reading your slides **verbatim**. This will help you sound natural and keep your listeners' attention.

**Body language** is also very important. As you give your presentation, make a lot of **eye contact**.

**Glance** briefly at your **notes** only when needed. Don't fold your arms in front of your body. Instead, stand with an open posture.

Most importantly, don't **bore** your audience! You can maintain interest by keeping your points succinct. If you find yourself staying too long on one point, **move on** to the next. Also, be sure to do a quick **review** at the end. **Summarize** your key themes and points and leave a little time to **take** questions at the end.

## Vocabulary

## 3 Match the words or phrases (1-7) with the definitions (A-G).

- |              |             |
|--------------|-------------|
| 1 — note     | 5 — take    |
| 2 — bore     | 6 — glance  |
| 3 — topic    | 7 — move on |
| 4 — verbatim |             |

- A word-for-word
- B a short piece of information
- C to cause someone to lose interest
- D to allow or accept
- E to progress from one point to the next
- F a subject or main idea
- G to look quickly



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 outline / audience**

- A Make a(n) \_\_\_\_\_ before writing a whole presentation.  
 B A person appears confident if he or she makes eye contact with a(n) \_\_\_\_\_.

**2 memorize / summarize**

- A A presenter should try to \_\_\_\_\_ the presentation as part of a review.  
 B It's more effective to \_\_\_\_\_ key points than to read a presentation verbatim.

**3 practice / review**

- A \_\_\_\_\_ the key points at the end of a presentation.  
 B Presenters who do not \_\_\_\_\_ a few times first will often make mistakes.

**4 eye contact / body language**

- A Although some forms of \_\_\_\_\_ can mean different things in different areas, a smile is always understood.  
 B Before visiting a nation, find out whether making \_\_\_\_\_ is considered polite or rude.

**5** Listen and read the section again. Why must you memorize a presentation's key points?

## Listening

**6** Listen to a conversation between two coworkers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man had good body language in his presentation.  
 2 \_\_\_ The man looked at his notes too often.  
 3 \_\_\_ The woman suggests moving to the next point more quickly.

**7** Listen again and complete the conversation.

**Coworker 1:** Linda, thanks so much for letting me practice my presentation with you. I really appreciate it. So, what 1 \_\_\_\_\_?

**Coworker 2:** Well, for the most part, I thought it was great! Your 2 \_\_\_\_\_ was really good. You kept eye contact really well, and you had an open posture.

**Coworker 1:** Thanks! That's good to hear. Was there anything that you think I should change?

**Coworker 2:** Let's see, yeah, there are a few spots 3 \_\_\_\_\_. First of all, there were parts where you read the slides 4 \_\_\_\_\_.

**Coworker 1:** Uh, yes. I find it hard to 5 \_\_\_\_\_.

**Coworker 2:** Oh, okay. Well, I think it sounded a little unnatural. So, maybe you could just 6 \_\_\_\_\_ the slides, and then rephrase them in your own words.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*For the most part ...*

*There is one thing that needs some work.*

*Maybe you could just ...*

**Student A:** You are Student B's coworker. Talk to Student B about:

- a presentation
- what he or she did well
- how he or she can improve

**Student B:** You are Student A's coworker. Talk to Student A about improving a presentation.

## Writing

**9** Use the conversation from Task 8 and the section on presentations to summarize ways to improve a presentation. Include: how to prepare, how to present the information, and the effect of body language.



# Workplace Guru

advice column



## Dear Workplace Guru,

I'm terrible at time management! I supervise ten employees working on multiple projects. I get hundreds of emails a day. Then, there are meetings and paperwork ... I'm always **behind schedule!** I try to **make up for lost time** by working at home. But my family thinks I've forgotten them. How can I get **organized** and use my time more effectively?

-Out of Time

## Dear OT,

Time management is a huge issue for many people. But managing your time effectively can reduce stress and improve your overall health. And of course, you'll produce better work.

So how can you get on track? First, organize your work. **Keep track** of all your meetings and deadlines on a calendar. If you use an electronic one, it will send you **reminders** automatically.

Next, **prioritize** your **goals**. Make a **task list** every day. Work on your most important task first. Ignore phone calls, emails, and other **distractions**. Close your office door so there aren't any **interruptions**. Then, work on it for at least an hour. Even if you don't finish, you'll make a big dent. And you'll be more likely to return to it later. Check items off your list as you go. Before you know it, you'll be **ahead of schedule!**

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is time management important?
- 2 How can you minimize distractions at work?

## Reading

2 Read the advice column. Then, choose the correct answers.

- 1 What is the column mainly about?
  - A the pros and cons of time management
  - B which tasks should be high priority
  - C common distractions in the workplace
  - D how to use your time effectively
- 2 What does the column recommend doing before anything else?
  - A prioritizing goals
  - B organizing deadlines and meetings
  - C writing a task list
  - D removing distractions
- 3 Which of the following suggestions is NOT made in the column?
  - A write down what needs to be done
  - B answer all emails right away
  - C use an electronic calendar
  - D keep track of finished tasks

## Vocabulary

3 Choose the sentence that uses the underlined part correctly.

- 1 A He wrote himself a reminder to call a client in the afternoon.  
B The project is behind, so it will be finished on time.
- 2 A The task list says all the employees' names and departments.  
B The noise from a nearby construction site was a distraction.
- 3 A The group was organized for its hard work on the project.  
B It's important to prioritize tasks in order of importance.
- 4 A The lost time was due to an equipment problem that stopped work.  
B She closed her door to prevent goals from her coworkers.





keep track



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 task list / interruption

- A There are fifteen items on her \_\_\_\_\_ for today.
- B There was a rude \_\_\_\_\_ during the man's speech.

2 behind / ahead of

- A She is \_\_\_\_\_ schedule and will finish before the deadline.
- B There were several setbacks, so the project is \_\_\_\_\_.

3 organize / make up for

- A To \_\_\_\_\_ his mistake, he gave the customer a discount.
- B The company will \_\_\_\_\_ large events for its clients.

4 goal / schedule

- A His ultimate \_\_\_\_\_ is to start his own business someday.
- B The \_\_\_\_\_ says what day these tasks must be completed.

5 Listen and read the advice column again. What are the benefits of good time management?

## Listening

6 Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man is distracted by emails and interruptions from co-workers.
- 2 \_\_\_ The man will delegate tasks so he can focus on website design.
- 3 \_\_\_ The woman is going to make a task list for the man.

7 Listen again and complete the conversation.

Manager: I'm a little concerned about your progress. You seem to be 1 \_\_\_\_\_.

Employee: Well, Yeah. I mean, I get 2 \_\_\_\_\_ every day. And people are always coming by to ask questions.

Manager: I understand. There are a lot of 3 \_\_\_\_\_.

Employee: Yeah, and the project itself is huge. What do you 4 \_\_\_\_\_?

Manager: Here's what I'd do: 5 \_\_\_\_\_ more tasks to the people on my team.

Employee: Okay. I could have Jill help with 6 \_\_\_\_\_.

Manager: And that'll give you more time to focus on the marketing plan.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I'm concerned about ...*

*Here's what I'd do ...*

*Why don't you ...*

**Student A:** You are manager. Talk to Student B about:

- a problem with his or her project
- a suggestion to help him or her with time management

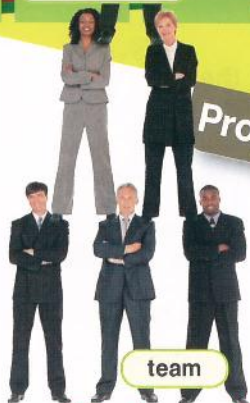
**Student B:** You are an employee. Talk to Student A about the progress of your project and ask for time management suggestions.

## Writing

9 Use the conversation from Task 8 and the advice column to write an email to an employee about time management. Include: your concerns, why time management is important, and what time management strategies you use.



chairperson



## Project Overview

## Get ready!

## 1 Before you read the passage, talk about these questions.

- 1 What are some types of people who make up a successful team?
- 2 What are some ways to improve a team's productivity?

## Reading

## 2 Read the project overview. Then, choose the correct answers.

- 1 What is the purpose of the form?
  - A to describe areas of specialization
  - B to get worker feedback on a job
  - C to explain the stages of a project
  - D to outline each person's tasks
- 2 According to the chart, which is NOT one of Elaine's tasks?
  - A assign work to other team members
  - B proofread the team's work
  - C initiate team building activities
  - D locate venues for advertisements
- 3 What will Michael Ortiz and Beth Carlton likely do together?
  - A design the team's advertisements
  - B contact Australian retailers
  - C develop the team's objectives
  - D study Australian consumers

Start Date: February 1

Completion Date: May 31

Summary: The marketing **team** will develop a comprehensive, **creative** strategy for introducing Naturally Good Organic Snacks to the Australian market.

Role/ Employee Name	Duties
<b>Chairperson/ Coordinator</b> Elaine Jenkins	-Delegate tasks to team members based on each person's skills and abilities -Monitor the progress of the team -Ensure timely completion of project -Use <b>team building</b> to keep morale high and improve productivity
<b>Resource Investigator</b> Michael Ortiz	-Establish relationships with retailers in Australia (working with sales team) -Assist with market research to find out consumer preferences
<b>Plant</b> Daniel Paulson	-Offer creative solutions to challenges -Assist in brainstorming sessions -Help the team "think big"
<b>Implementers/ Shapers</b> Joanna Walker Elaine Jenkins	-Ensure that each team member's suggestions are heard and given consideration -Help the team develop a list of objectives -Turn plans and suggestions into actions
<b>Teamworkers/ Specialists</b> Ryan Martin Beth Carlton Sarah Franklin	(Advertising) (Market Research) (International Markets) -Implement plans, within area of specialization -Design advertisements and find venues for them -Learn about the intricacies of the Australian market and apply that information to marketing materials
<b>Completer</b> Beth Carlton	-Proofread all marketing materials -Help ensure that deadlines are met
<b>Monitor Evaluator</b> Ryan Martin	-Provide insight for group problems, hearing all sides and advising what is best for the team

## Vocabulary

## 3 Match the words (1-8) with the definitions (A-H).

- |             |                |                  |
|-------------|----------------|------------------|
| 1 __ team   | 4 __ plant     | 7 __ coordinator |
| 2 __ role   | 5 __ completer | 8 __ specialist  |
| 3 __ shaper | 6 __ creative  |                  |

- A an achievement-motivated person
- B a person who provides the group with ideas
- C a function that a person fulfills
- D a person who is very knowledgeable about a particular subject
- E a person who gives employees duties based on what skills they have
- F original, out of the ordinary
- G a group of people who are working on something together
- H a person who does the final check on a team's work



**4** Choose the sentence that uses the underlined part correctly.

- 1 A The implementer is the person who makes things happen.  
B Completers do research on new product lines.
- 2 A Veronica is a good monitor evaluator because she is very fair.  
B It's a creative solution. A lot of companies have done it before.
- 3 A The specialist usually does not focus on one specific task.  
B Team building allows team members to get to know each other.
- 4 A The plant's primary duty is to help with small tasks.  
B The chairperson leads the team so that everything comes together.
- 5 A The finance role is made up of five accountants.  
B The company wants a resource investigator with many industry contacts.
- 6 A Teamworkers do not often get attention for their work.  
B Oliver is a shaper who is good at solving team conflicts.

**5** Listen and read the project overview again. What are the specialists' areas of interest and what tasks are they supposed to complete.

## Listening

**6** Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man asks the woman to join his team.
- 2 \_\_\_ The man plans to take the role of completer.
- 3 \_\_\_ The woman does not use the role system.

**7** Listen again and complete the conversation.

- Manager 1:** So Joan will be the 1 \_\_\_\_\_?
- Manager 2:** That's right.
- Manager 1:** And what 2 \_\_\_\_\_ will the others get?
- Manager 2:** Well, Eric Hamilton is a great 3 \_\_\_\_\_ . He's really sociable and good at finding opportunities.
- Manager 1:** That's true. What about Whitney Parker?
- Manager 2:** Well, Whitney is a real completer. Nothing is 4 \_\_\_\_\_ until she looks at it.
- Manager 1:** Sounds like you've got it 5 \_\_\_\_\_ .
- Manager 2:** Yeah, I really like the role system. It's great because it focuses on people's 6 \_\_\_\_\_ .

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- ... is really good at ...*
- The biggest advantage of ...*
- What will ... do?*

**Student A:** You are a manager. Talk to Student B about:

- the people on your team
- what roles they will fill for a project
- the advantages of assigning roles

**Student B:** You are a manager. Talk to Student A about the team for a project.

## Writing

**9** Use the conversation from Task 8 and the project overview to write a memorandum to employees about an upcoming project. Include: a summary of the project, who is on the team, and what each person will do.



# 13 Negotiating

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some situations where negotiations are necessary?
- 2 What are some strategies for successful negotiation?



To: markdavis@newtech.com,  
chelseastevens@newtech.com  
From: jimbrooks@newtech.com  
Subject: DigiTech Negotiations

Mark and Chelsea,

Next week, we will **negotiate** our contract with DigiTech Supplies. They supply parts for our computers and smartphones. I'm confident that we can negotiate a **deal** that is **mutually beneficial**. But we need to be prepared. Please keep the following things in mind.

- We need to **anticipate** what DigiTech will do. They've experienced some budget cuts in the last year. As a result, they will probably open with high prices. Please do some research on their competitors. That way, we'll have an idea of fair prices at this point in time.
- Our priority is to reduce our current costs by 3%. We absolutely cannot **back down** on this. We may have to make some **trade-offs**. We can **compromise** on delivery and payment terms, but we must cut costs.
- DigiTech has been our parts supplier for five years. We have a good relationship with them. It's important to maintain that. If there are **conflicting** viewpoints, remember to stay calm. We want to avoid any **hostile confrontations**. If things get heated, we can stop and continue another time.

So please keep these things in mind. If all goes well, we'll **close** a deal that is in everyone's best **interests**.

Thanks,  
Jim

## Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the email mainly about?  
A the results of a negotiation  
B a schedule for upcoming negotiations  
C problems with a supplier contract  
D goals for upcoming negotiations
- 2 Which of the following is NOT true of DigiTech?  
A They have a good relationship with Newtech.  
B They had to reduce their budget recently.  
C They are a new supplier of computer parts.  
D They will start negotiations with high prices.
- 3 What is Newtech's main goal in the negotiations?  
A to decrease supply costs  
B to present competitor prices  
C to compromise on payment terms  
D to reduce delivery costs

## Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

### WORD BANK

mutually conflicting  
beneficial confrontation anticipate  
back down deal close

- 1 Everyone disagreed with Tom's idea so he decided to \_\_\_\_\_.
- 2 The agreement was \_\_\_\_\_ for everyone. Both parties will make money.
- 3 The argument resulted from \_\_\_\_\_ opinions.
- 4 He hopes to \_\_\_\_\_ the contract negotiations on Friday.
- 5 The details of the contract were \_\_\_\_\_ agreed upon by Rick and Jane.
- 6 To avoid \_\_\_\_\_, try to have a pleasant attitude.
- 7 They couldn't agree on a \_\_\_\_\_, so negotiations ended.
- 8 Good negotiators \_\_\_\_\_ problems before going into a meeting.



**4** Read the sentences and choose the correct words or phrases.

- 1 Executives from both companies will **negotiate** / **back down** a merger.
- 2 They can't get everything. They have to **compromise** / **anticipate**.
- 3 The work was excellent, but the **deal** / **trade-off** was that it took more time.
- 4 When neither party could agree, the situation became **beneficial** / **hostile**.
- 5 To protect the company's **interests** / **confrontations**, don't reveal certain information.

**5** Listen and read the email again. Which aspects of negotiations are flexible and which are not?

## Listening

**6** Listen to a conversation between a manager and a supplier. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman won't give a discount for fifty computers.
- 2 \_\_\_ To get the 8% discount, the man must double his order.
- 3 \_\_\_ The company will charge extra for a fifteen-day delivery.

**7** Listen again and complete the conversation.

**Supplier:** Okay. Each XP60 unit costs \$800. So that comes out to ...

**Manager:** Sorry to interrupt, but \$800 a unit is 1 \_\_\_\_\_. Do you have a discount for large orders?

**Supplier:** For fifty computers? Unfortunately, we 2 \_\_\_\_\_ anything.

**Manager:** Okay. Well, we were thinking about 3 \_\_\_\_\_ in about six months. Does that change anything?

**Supplier:** If you order all of the computers right now, we can offer a 4 \_\_\_\_\_.

**Manager:** We were 5 \_\_\_\_\_ about 10%. Is that a possibility?

**Supplier:** I'm sorry, but we just can't 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Can you offer a discount for ...  
I'm afraid we can't ...*

**Student A:** You are a manager. Your company needs new supplies. Talk to Student B about:

- what you need
- discounts for your order
- compromises on the terms of your order

**Student B:** You are a supplier for Student A's company. Negotiate with Student A about prices, discounts, and conditions for his or her order.

## Writing

**9** Use the conversation from Task 8 and the reading passage to write an email to a supervisor about the results of your negotiations. Include: what you ordered, trade-offs you had to make, and what compromises the other party made.







To: helenrobinson@bennetinteriordesign.com  
 From: sallybennet@bennetinteriordesign.com  
 Subject: Last Minute Travel

Hi Helen,

I need to meet with our New York clients as soon as possible. I'd like to leave Tuesday morning and return Friday evening. Can you make the travel arrangements for me?

Taking the **train** isn't an option this time. The trip is just too far. Please **book** a **flight** on W/E Airways. Try to get a **seat assignment** on the aisle. Since this is so last minute, **first class** and **business class** will probably be full. I prefer those seats because they have more room. But if **coach** is the only option, that will be fine. I'll try to **upgrade** my **ticket** at the airport. If possible, pick a **fare** that is less than \$1,500. Also, I would prefer a non-stop flight – no **layovers** or plane changes. Remember how I got stuck in Chicago for hours last time?

And now, for my hotel **accommodations**, please make a **reservation** for a non-smoking room at the Park West Hotel. Their rates are usually reasonable. It's close to our client's office, too. I'd like to **check in** before I meet with them. That might be before the official check-in time. Can you find out if that's possible?

Please send me an **itinerary** with all the information.

Thanks!  
 Sally



	FIRST Class	BUSINESS Class	ECONOMY PLUS or COACH Class

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some travel classes?
- 2 What are some forms of transportation that might be used for business travel?

## Reading

2 Read the email. Then, complete the table.

Travel Arrangement	Preference/Reason
Flight / time	1 _____ _____
Seat	2 _____ _____
Hotel Reason	3 _____ _____

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |              |                      |
|--------------|----------------------|
| 1 ___ flight | 5 ___ layover        |
| 2 ___ book   | 6 ___ accommodations |
| 3 ___ fare   | 7 ___ business class |
| 4 ___ ticket |                      |

- A a document that says a person can enter  
 B to pay for a hotel room or plane ticket in advance  
 C where someone lives temporarily  
 D a journey on an airplane  
 E the section of a plane that is between coach and first class in price  
 F a stop in a journey  
 G the price to ride a plane, train, or bus





# Arrivals

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 itinerary / seat assignment

- A The \_\_\_\_\_ says what time the plane leaves.
- B Passengers can request a particular \_\_\_\_\_ but may not get it.

2 train / reservation

- A There is a fee for canceling a hotel \_\_\_\_\_ at the last minute.
- B Traveling by plane is much faster than traveling by \_\_\_\_\_.

3 coach / first class

- A Passengers in \_\_\_\_\_ have very little room to move around.
- B \_\_\_\_\_ is at least double the price of other sections.

4 check in / upgrade

- A Airlines often \_\_\_\_\_ the tickets of frequent travelers.
- B Guests cannot \_\_\_\_\_ until 3:00 p.m. or later.

5 Listen and read the email again. What does the assistant need to find out about the hotel?

## Listening

6 Listen to a conversation between a manager and an assistant. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ Tower Suites is closer to the conference site than other hotels.
- 2 \_\_\_ The woman will need to rent a car on her trip.
- 3 \_\_\_ The woman's flight will have a brief layover.

7 Listen again and complete the conversation.

**Assistant:** Of course. I've made a 1 \_\_\_\_\_ at the Tower Suites. It's \$150 a night. Is that okay?

**Manager:** Well, that's a bit 2 \_\_\_\_\_.

**Assistant:** The cheaper hotels were 3 \_\_\_\_\_ from the conference site. Tower Suites is a five minute walk.

**Manager:** Okay, in that case, it'll work. I won't have to rent a 4 \_\_\_\_\_.

**Assistant:** That's what I was thinking.

**Manager:** Now, what about my flight reservation

**Assistant:** Well, there's an 5 \_\_\_\_\_ on Tuesday. The conference starts that afternoon.

**Manager:** That 6 \_\_\_\_\_. I have to be there by Monday night.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Can we talk about ...*

*I'd like to avoid ...*

*I'll make a reservation ...*

**Student A:** You are an assistant. Talk to Student B about:

- his or her hotel reservations
- his or her flight times
- his or her other travel preferences

**Student B:** You are a manager. Talk to Student A about your travel preferences.

## Writing

9 Use the conversation from Task 8 and the reading passage to write an email to your assistant about an upcoming business trip. Include: your reason for traveling, your flight preferences, and your hotel preferences.



## Airport Rules and Regulations



### Arrivals and Departures:

- For domestic flights, please have your **boarding pass** and **identification** accessible when passing through **security**, and again when boarding planes.
- Acceptable identification includes driver licenses, military ID, and **passports**.
- Passengers will not be admitted onto international flights without a passport.
- Passengers arriving on international flights must pass through **customs** and **declare** items being brought into the country.
- Foreign visitors must also present their **visas** at customs.

### Luggage:

- Both **carry-on** luggage and luggage that has been **checked** are subject to inspection.
- **Flammable** items are not permitted inside carry-on luggage.
- Carry-on luggage may hold containers containing 3 ounces or less of nonflammable liquid. The containers must be placed in a quart-sized, clear plastic, zip-top bag.
- **Medications** in carry-on luggage must be clearly labeled.
- Laptops may be carried in carry-on bags, but must be removed and inspected at security.
- Weapons are not permitted in any luggage.
- Though permitted by airport security, some items may be **prohibited** at a passenger's final **destination**. It is the passenger's responsibility to be aware of laws applicable at origination and destination locations.
- Passengers must present a **baggage claim ticket** when obtaining luggage from the baggage claim.

### General:

- Smoking is prohibited throughout the airport except in clearly designated locations.

### Get ready!

- 1 Before you read the passage, talk about these questions.
  - 1 What documents do you need when traveling?
  - 2 What things are not allowed on an airplane?

### Reading

- 2 Read the poster. Then, choose the correct answers.
  - 1 What is the purpose of the poster?
    - A to outline airport rules and procedures
    - B to direct passengers around the airport
    - C to identify important airport personnel
    - D to advertise features of a specific airport
  - 2 Which of the following is NOT prohibited?
    - A smoking in undesignated areas of the airport
    - B packing weapons inside checked luggage
    - C transporting liquids in a carry-on bag
    - D boarding a flight without a passport
  - 3 What must passengers arriving on international flights do?
    - A retrieve bags from baggage claim
    - B declare imported items at customs
    - C have their bags checked at security
    - D present their boarding pass at their gate

### Vocabulary

- 3 Match the words (1-7) with the definitions (A-G).

- |                |                    |
|----------------|--------------------|
| 1 — medication | 5 — luggage        |
| 2 — visa       | 6 — destination    |
| 3 — passport   | 7 — identification |
| 4 — carry-on   |                    |

- A the place where someone or something is going
- B the containers used to transport one's belongings on a trip
- C a document that gives permission to enter a country
- D the kind of items people keep with them on planes
- E a document that identifies one's citizenship
- F a substance used to treat an illness
- G a document used to confirm who a person is



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 boarding pass / baggage claim ticket**

- A My \_\_\_\_\_ told me where to pick up my luggage.  
 B They needed to see my \_\_\_\_\_ before I got on the plane.

**2 customs / security**

- A I had to take my shoes off to pass through \_\_\_\_\_.  
 B At \_\_\_\_\_ they asked me if I was importing these shoes.

**3 check / declare**

- A I prefer to \_\_\_\_\_ my luggage, rather than carry it with me.  
 B I'd like to \_\_\_\_\_ ten bottles of champagne I bought in France.

**4 flammable / prohibited**

- A Cigarettes are \_\_\_\_\_ at the school.  
 B You should not smoke around \_\_\_\_\_ substances.

**5** Listen and read the poster again. What kinds of rules does the airport have regarding luggage?

**Listening**

**6** Listen to a conversation between a manager and an airport employee. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ Passengers are allowed to use passports as a form of identification.  
 2 \_\_\_ The man thinks the bags are too large to be carry-on items.  
 3 \_\_\_ The woman must put her medication in a checked bag.

**7** Listen again and complete the conversation.

**Employee:** Hello, how may I help you?  
**Manager:** I'd like to 1 \_\_\_\_\_ for my flight.  
**Employee:** All right, may I see 2 \_\_\_\_\_, ma'am?  
**Manager:** Sure. I'm afraid I only have 3 \_\_\_\_\_. Will that do?  
**Employee:** Yes, that will be sufficient. Our records show you are traveling to Sydney today. 4 \_\_\_\_\_?  
**Manager:** It is. I'm attending a Business Management Conference.  
**Employee:** Oh, how nice. Will you be 5 \_\_\_\_\_ today?  
**Manager:** Yes. I will definitely be checking my larger bag. Is my smaller bag small enough to be a 6 \_\_\_\_\_ - \_\_\_\_\_?  
**Employee:** Yes, it is.

**Speaking**

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'd like to ... / Is that right?  
 Can this be considered ...*

**Student A:** You are a manager traveling to a conference by plane. Talk to Student B about checking in for your flight. Talk about:

- checking bags
- what can be carried in bags
- proper forms of identification

**Student B:** You are an airline employee. Help Student A check in for his or her flight.

**Writing**

**9** Use the conversation from Task 8 and the poster to write a memo to airline employees on how to check passengers in for flights. Include: acceptable forms of identification, how small a carry-on item has to be, and when the boarding pass should be given.



# Glossary

- absenteeism** [N-UNCOUNT-U5] **Absenteeism** is the act of routinely being gone from work.
- accommodations** [N-COUNT-U14] **Accommodations** are the place where a person stays while traveling.
- advertise** [V-T-U3] To **advertise** a job is to announce it to the public using public media.
- agenda** [N-COUNT-U8] An **agenda** is a list of things that need to be discussed or completed.
- ahead of** [PREP-U11] If something is **ahead of** another thing, it is early or happening faster than the second thing.
- annual** [ADJ-U6] If something is **annual**, it occurs once a year.
- anticipate** [V-T-U13] To **anticipate** something is to expect that it will happen.
- applicant** [N-COUNT-U2] An **applicant** is a person that applies for a specific job.
- appointment** [N-COUNT-U6] An **appointment** is a meeting that is set for a certain day and time.
- arrange** [V-T-U6] To **arrange** an activity is to plan and prepare it.
- audience** [N-COUNT-U10] An **audience** is a group of spectators or listeners at a presentation or speech.
- back down** [V-I-U13] To **back down** is to stop doing or saying something because many people are against it.
- baggage claim ticket** [N-COUNT-U15] A **baggage claim ticket** is a ticket used to direct a passenger to the area where he or she can receive their checked luggage and to verify that luggage belongs to the passenger.
- beforehand** [ADJ-U7] If something occurs **beforehand**, it happens before an event.
- behind** [PREP-U11] If something is **behind**, it is late or taking longer than expected.
- beneficial** [ADJ-U13] If an agreement is **beneficial**, it has a good effect.
- bicker** [V-I-U7] To **bicker** is to quarrel or argue, usually about unimportant items.
- boarding pass** [N-COUNT-U15] A **boarding pass** is a document you have to show before you can get on a plane.
- body language** [N-UNCOUNT-U10] **Body language** is communication through bodily gestures or postures that can be intentional or unintentional.
- book** [V-T-U14] To **book** is to purchase tickets or reserve a hotel room before a trip.
- bore** [V-T-U10] To **bore** someone is to cause them to lose interest in what is happening.
- brainstorm** [V-T-U8] To **brainstorm** is to discuss and come up with ideas, often to solve a problem.
- branch** [N-COUNT-U3] A **branch** is an operating division of a company.
- business class** [N-UNCOUNT-U14] **Business class** is the section of an airplane that often used by business travelers. It costs more than coach, but less than first class.
- candidate** [N-COUNT-U2] A **candidate** is a person that is qualified to fill a specific job.
- carry-on** [ADJ-U15] If an item is **carry-on**, it is an item you will keep with you on a plane.
- chairperson** [N-COUNT-U12] A **chairperson** is the person who is in charge of a team, also known as a coordinator.
- chart** [N-COUNT-U9] A **chart** is a visual representation of information, e.g., a pie chart.
- check** [V-T-U15] To **check** luggage is to give it to an airport official so it can be stored on a plane.
- check in** [V-I-U14] To **check in** is to report that you have arrived at a place and give your information for registration. This most often happens at an airline's ticket counter or at a hotel.
- close** [V-T-U13] To **close** is to finalize a business arrangement.
- coach** [N-UNCOUNT-U14] **Coach** is the least expensive section of a train, airplane, or sometimes, a bus.
- company policy** [N-COUNT-U5] A **company policy** is a course of action adopted by a company.
- compete** [V-I-U1] To **compete** is to contend with someone or something.



**completer** [N-COUNT-U12] A **completer** is a person who makes sure a group's work is accurate and as close to perfect as possible. This person worries about small details and does not necessarily trust others to do things as well as he or she can.

**compromise** [V-T-U13] To **compromise** is to take less than what one wants in order to settle something.

**confident** [ADJ-U2] If a person is **confident**, that person is sure of his or her own abilities.

**conflicting** [ADJ-U13] If two things are **conflicting**, they are in opposition to each other.

**confrontation** [N-COUNT-U13] A **confrontation** is a situation in which people with opposing viewpoints have a discussion or argument with each other.

**coordinator** [N-COUNT-U12] A **coordinator** is a person who explains decisions, assigns tasks to the right team members, and helps people figure out their tasks. This is a person who has a good understanding of the team's project as a whole.

**copy** [N-COUNT-U9] A **copy** is a printed reproduction of the original work.

**corporate ladder** [N-UNCOUNT-U4] A **corporate ladder** is a hierarchy within a large corporation.

**cover letter** [N-COUNT-U1] A **cover letter** is a letter explaining interest in a job or positions and the author's qualifications.

**creative** [ADJ-U12] If a person or idea is **creative**, it is inventive or original.

**customs** [N-UNCOUNT-U15] **Customs** is a government office that taxes the goods people bring into a country.

**cut off** [V-T-U7] To **cut** someone **off** is to interrupt him or her.

**deal** [N-COUNT-U13] A **deal** is an agreement between two or more parties in which everyone benefits in some way.

**declare** [V-T-U15] To **declare** goods is to officially state for taxation purposes that you have brought them into a country.

**degree** [N-COUNT-U1] A **degree** is a certificate earned through a college or university.

**destination** [N-COUNT-U15] A **destination** is a location where something or someone is going or being sent.

**diagram** [N-COUNT-U9] A **diagram** is a chart or drawing that explains information.

**disciplinary** [ADJ-U5] If an action is **disciplinary**, it is done to punish someone for a violation.

**display** [N-COUNT-T-U9] To **display** something means to put it where it can be easily seen.

**distraction** [N-COUNT-U11] A **distraction** is something, such as a noise or interruption, that prevents a person from focusing on a task.

**documented** [V-I-U5] If something is **documented**, it is recorded in official documents.

**dress** [V-I-U2] To **dress** is to wear clothing.

**dress code** [N-COUNT-U5] A **dress code** is a rule governing the proper clothes to wear.

**duty** [N-COUNT-U4] A **duty** is a job a person is responsible for.

**education** [N-UNCOUNT-U1] An **education** is a person's experience through schooling.

**employment gap** [N-COUNT-U1] An **employment gap** is a period of time between employment.

**etiquette** [N-COUNT-U7] **Etiquette** is a code of behavior.

**excellent** [ADJ-U4] If something is **excellent**, it is of superior quality.

**excessive** [ADJ-U5] If something is **excessive**, it goes beyond the limit.

**expand** [V-T-U3] To **expand** a business is to increase it in size, scope, or amount.

**experience** [N-UNCOUNT-U1] **Experience** is skill and knowledge gained through doing something.

**eye contact** [N-UNCOUNT-U10] **Eye contact** is the act of looking directly at another person's eyes.

**failure** [N-UNCOUNT-U5] **Failure** to do something is to not do something that one is expected to do.

**fare** [N-COUNT-U14] A **fare** is the price to travel on an airplane, train, bus, or similar mode of transportation.



# Glossary

- fire** [V-T-U5] To **fire** an employee is to end his or her employment with a company.
- first class** [N-UNCOUNT-U14] **First class** is the nicest and most expensive section of an airplane or train.
- flammable** [ADJ-U15] If an object is **flammable**, it will burn easily and quickly if set aflame.
- flight** [N-COUNT-U14] A **flight** is a trip on a plane.
- from within** [ADJ-U3] To hire **from within** is to hire someone already working for the company.
- generate** [V-T-U8] To **generate** is to create or produce something, such as ideas or money.
- glance** [V-T-U10] To **glance** at something is to look at it quickly.
- go over** [V-T-U7] To **go over** something is to look closely at it.
- goal** [N-COUNT-U11] A **goal** is an accomplishment that one strives to achieve.
- graph** [N-COUNT-U9] A **graph** is a diagram that shows a comparison between different numbers, e.g., a bar graph.
- handout** [N-COUNT-U9] A **handout** is a document which is given to an audience and contains information relating to a lecture or presentation.
- head** [N-COUNT-U4] A **head** is a person who has the greatest authority of a section.
- headhunter** [N-COUNT-U3] A **headhunter** is a person who connects potential employees and employers.
- hire** [V-T-U3] To **hire** someone is to use their services for payment.
- hostile** [ADJ-U13] If a person or situation is **hostile**, it is extremely unpleasant.
- idea** [N-COUNT-U8] An **idea** is a thought, opinion, or suggestion.
- ideal** [ADJ-U2] If something is **ideal**, it is exactly what is needed.
- identification** [N-UNCOUNT-U15] **Identification** is official documentation that proves who you are.
- identify** [N-T-U8] To **identify** something is to discover it and say what it is.
- image** [N-COUNT-U9] An **image** is a picture or an illustration.
- implementer** [N-COUNT-U12] An **implementer** is a person who takes plans and turns them into actions, or "implements" them. They are efficient and willing to do many tasks.
- in advance** [ADV-U6] If something is done **in advance**, it occurs ahead of another event.
- in-house** [ADJ-U3] If something is **in-house**, it exists within a company.
- income** [N-COUNT-U4] An **income** is money that is earned.
- interest** [N-COUNT-U13] An **interest** is a benefit or something that a person needs or wants.
- interrupt** [V-T-U7] To **interrupt** someone is to start speaking before he or she is finished speaking.
- interruption** [N-COUNT-U11] An **interruption** is an action or sound that causes a person to stop what he or she is doing or saying.
- interview** [N-COUNT-U2] An **interview** is a meeting to evaluate an applicant.
- interviewer** [N-COUNT-U2] An **interviewer** is a person who interviews.
- item** [N-COUNT-U8] An **item** is one topic or task from a list of things that need to be addressed.
- itinerary** [N-COUNT-U14] An **itinerary** is a document that has the details of one's travel plans, such as dates, flight times, and hotel locations.
- jargon** [N-COUNT-U7] **Jargon** is vocabulary specific to a certain profession.
- job listing** [N-COUNT-U3] A **job listing** is a written or printed announcement of available jobs.
- keep track** [V PHRASE-U11] To **keep track** is to stay aware of something.
- key point** [N-COUNT-U8] A **key point** is an important idea or thought and is usually given more attention than lesser points.



**laser pointer** [N-COUNT-U9] A **laser pointer** is a device that uses light to draw attention to an area.

**late** [ADJ-U5] If something is **late**, it arrives after the expected time.

**layover** [N-COUNT-U14] A **layover** is a stop during a journey. Most often, it refers to a period of time between two flights.

**let go of** [V-T-U5] To **let go of** an employee is to end his or her employment with a company.

**letter of recommendation** [N-COUNT-U1] A **letter of recommendation** is a letter from a personal acquaintance that recommends a person for a job.

**lost time** [N-UNCOUNT-U11] **Lost time** is time that was wasted.

**luggage** [N-UNCOUNT-U15] **Luggage** is the assortment of bags and suitcases you carry your personal belongings in on a trip.

**make up for** [V-T-U11] To **make up for** is to do something additional in order to compensate something that wasn't done or something that was lost.

**medication** [N-COUNT-U15] A **medication** is a type of drug you take to treat an illness.

**meeting** [N-COUNT-U7] A **meeting** is an assembly of people in which they discuss a specific topic.

**memorize** [V-T-U10] To **memorize** something is to learn it in a way that can be remembered permanently.

**minutes** [N-UNCOUNT-U8] **Minutes** are the official record of what was said at a meeting.

**monitor evaluator** [N-COUNT-U12] A **monitor evaluator** is a person who watches a team's actions and is able to come up with unbiased, logical solutions to problems.

**move on** [V-I-U10] To **move on** is to progress from one point or subject to the next.

**mutually** [ADV-U13] If something occurs **mutually**, it affects all involved parties in the same way.

**negotiate** [V-T-U13] To **negotiate** is to discuss something with another person or group in an effort to arrive at a fair agreement for both parties.

**note** [N-COUNT-U10] A **note** is a small piece of information that is written down for future reference.

**note-taker** [N-COUNT-U8] A **note-taker** is a person who records the information discussed at a meeting.

**objective** [N-COUNT-U1] An **objective** is a goal.

**objective** [N-COUNT-U8] An **objective** is a goal or major purpose for an event.

**off topic** [ADJ-U7] If something is **off topic**, it is not relevant to the current discussion.

**on track** [ADJ-U7] If something is **on track**, it is occurring as planned.

**open** [V-T-U3] To **open** a business is to put it into operation.

**opinion** [N-COUNT-U7] An **opinion** is a personal belief, attitude, or view.

**organize** [V-T-U11] To **organize** is to arrange things into a logical order.

**outline** [N-COUNT-U10] An **outline** is a general plan for a piece of writing or a speech.

**passport** [N-COUNT-U15] A **passport** is an official document that identifies you and your citizenship that is used when traveling internationally.

**pencil in** [V-T-U6] To **pencil in** an activity is to tentatively plan it.

**plant** [N-COUNT-U12] A **plant** is a person who has creative ideas, but does not necessarily pay attention to how realistic those ideas are.

**point of view** [N-COUNT-U8] A **point of view** is an opinion or attitude toward an issue.

**post** [V-T-U3] To **post** a job is to bring it to the attention of people.

**postpone** [V-T-U6] To **postpone** an activity is to put it off until a later date or time.

**practice** [V-T-U10] To **practice** something is to rehearse it in advance.



# Glossary

- prepare** [V-I-U2] To **prepare** is to get ready for something before it happens.
- presentation** [N-COUNT-U9] A **presentation** is the act of showing and commenting on information.
- presenter** [N-COUNT-U8] A **presenter** is a person who stands in front of a group and conveys information.
- prioritize** [V-I-U11] To **prioritize** is to put tasks in order according to their importance.
- prohibited** [ADJ-U15] If an item or an action is **prohibited**, it is formally forbidden by a rule or law.
- projector** [N-COUNT-U9] A **projector** is a device used to show images, typically on a screen.
- promote** [V-T-U4] To **promote** a person is to raise their employment position to a higher level.
- promotion** [N-COUNT-U4] A **promotion** is a raise in employment position.
- punctuality** [N-UNCOUNT-U5] **Punctuality** is the quality of always arriving on time.
- qualifications** [N-COUNT-U2] **Qualifications** are qualities that make someone fit for a particular job.
- raise** [N-COUNT-U4] A **raise** is an increase in salary.
- recommend** [V-T-U4] To **recommend** a person is to present him or her as worthy of something.
- recruit** [V-T-U3] To **recruit** people is to search for and invite people to join a company.
- reference** [N-COUNT-U1] A **reference** is a person who can vouch for the ability or character of another.
- referral** [N-COUNT-U3] A **referral** is someone recommended by another person for a job.
- reliable** [ADJ-U4] If someone is **reliable**, he or she is dependable.
- reminder** [N-COUNT-U11] A **reminder** is a note or verbal message that is intended to make one remember something important.
- reservation** [N-COUNT-U14] A **reservation** is an arrangement in which a seat, hotel room, ticket, or similar item is held for someone.
- reserve** [V-T-U9] To **reserve** something means to ask for it to be set aside for a future use.
- resize** [V-T-U9] To **resize** something means to make it smaller or bigger.
- resource investigator** [N-COUNT-U12] A **resource investigator** is a person who goes outside of the team to find new opportunities and people who will help the team.
- responsibility** [N-COUNT-U4] A **responsibility** is a thing or things one must do or account for.
- résumé** [N-COUNT-U1] A **résumé** is written summary of a person's education, voluntary, and work experience.
- review** [N-COUNT-U6] A **review** is an examination of events.
- review** [V-T-U10] To **review** something is look over it or inspect it again.
- role** [N-COUNT-U12] A **role** is a function or part that a person fulfills in an organization.
- RSVP** [V-I-U6] To **RSVP** is to respond to an invitation. It is based on the French phrase *repondez s'il vous plait*, which means "Please reply".
- schedule** [V-T-U6] To **schedule** an activity is to plan it for a certain date and time.
- schedule** [N-COUNT-U11] A **schedule** is a plan showing when tasks need to be accomplished or what time something is happening.
- search** [V-I-U3] To **search** is to seek.
- seat assignment** [N-COUNT-U14] A **seat assignment** is the seat a person must sit in, generally according to his or her ticket.
- security** [N-UNCOUNT-U15] **Security** is the office at an airport that protects the airport and aircraft from crime.
- send apologies** [V-I-U6] To **send apologies** is to express regret for not being able to accept an invitation.
- set up** [V-T-U6] To **set up** an activity is to make arrangements for it.



**shaper** [N-COUNT-U12] A **shaper** is a person who is motivated by achievement and a strong desire to pursue a team's goals. This person influences others to do the same.

**skills** [N-COUNT-U1] **Skills** are abilities.

**slide** [N-COUNT-U9] A **slide** is a transparent sheet which shows information.

**specialist** [N-COUNT-U12] A **specialist** is a person who is very dedicated to their area of interest and enjoys sharing their knowledge with other people.

**staffing agency** [N-COUNT-U3] A **staffing agency** is a company that specializes in finding employees for businesses.

**state** [V-T-U7] To **state** something is to declare it.

**submit** [N-T-U8] To **submit** something is to turn it in to another person for review.

**succinct** [ADJ-U2] If something is **succinct**, it is expressed using few words.

**summarize** [V-T-U10] To **summarize** information is to condense it into a short form.

**table** [N-COUNT-U9] A **table** is an arrangement of data in columns.

**take** [V-T-U10] To **take** a question is to allow a question to be asked.

**talk over** [V-T-U7] To **talk over** someone is to speak while he or she is talking.

**task list** [N-COUNT-U11] A **task list** is a list of things that need to be completed.

**team** [N-COUNT-U12] A **team** is a group of people who are working together toward a goal.

**team building** [N-UNCOUNT-U12] **Team building** is the practice of improving the performance of a team through a variety of activities.

**teamworker** [N-COUNT-U12] A **teamworker** is a person who helps solve problems within the team, but often does not draw attention to him or herself. This person takes care of small, but essential details.

**terminate** [V-T-U5] To **terminate** an employee is to end his or her employment with a company.

**ticket** [N-COUNT-U14] A **ticket** is a document that says a person can enter a particular place or event.

**time allotment** [N-COUNT-U8] A **time allotment** is a specific amount of time that a person is given to do something.

**top choice** [N-COUNT-U2] A **top choice** is a person that is most qualified to fill a certain job.

**topic** [N-COUNT-U10] A **topic** is a subject of a speech, presentation, or conversation.

**trade-off** [N-COUNT-U13] A **trade-off** is something that is given up in order to get something else.

**train** [N-COUNT-U14] A **train** is a mode of transportation which travels on tracks.

**upgrade** [V-I or T-U14] To **upgrade** is to trade something of lesser quality for another thing that is higher quality.

**verbatim** [ADJ-U10] If something is repeated **verbatim**, it is recreated word-for-word and identical to what was originally spoken or written.

**violation** [N-COUNT-U5] A **violation** is an infringement of a rule.

**visa** [N-COUNT-U15] A **visa** is a mark on a passport that indicates that the holder is allowed to enter or leave a country for a specific period of time.

**waste** [V-T-U7] To **waste** time is to fail to use it productively.

**weekly** [ADJ-U6] If something is **weekly**, it occurs once a week.

**work ethic** [N-UNCOUNT-U5] A **work ethic** is a belief in the importance of working hard.

**work history** [N-UNCOUNT-U1] **Work history** is a description of a person's past work experience.

**workforce** [N-COUNT-U3] A **workforce** is a group of employed people.

**write up** [N-COUNT-U5] A **write up** is a written account of an employee's actions or behavior that violate company policies.