

MEB
Vocational High School

OFFICE MANAGEMENT

Vocational High School TEACHER'S BOOK

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DEVLET KİTAPLARI

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

Dalgalar sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

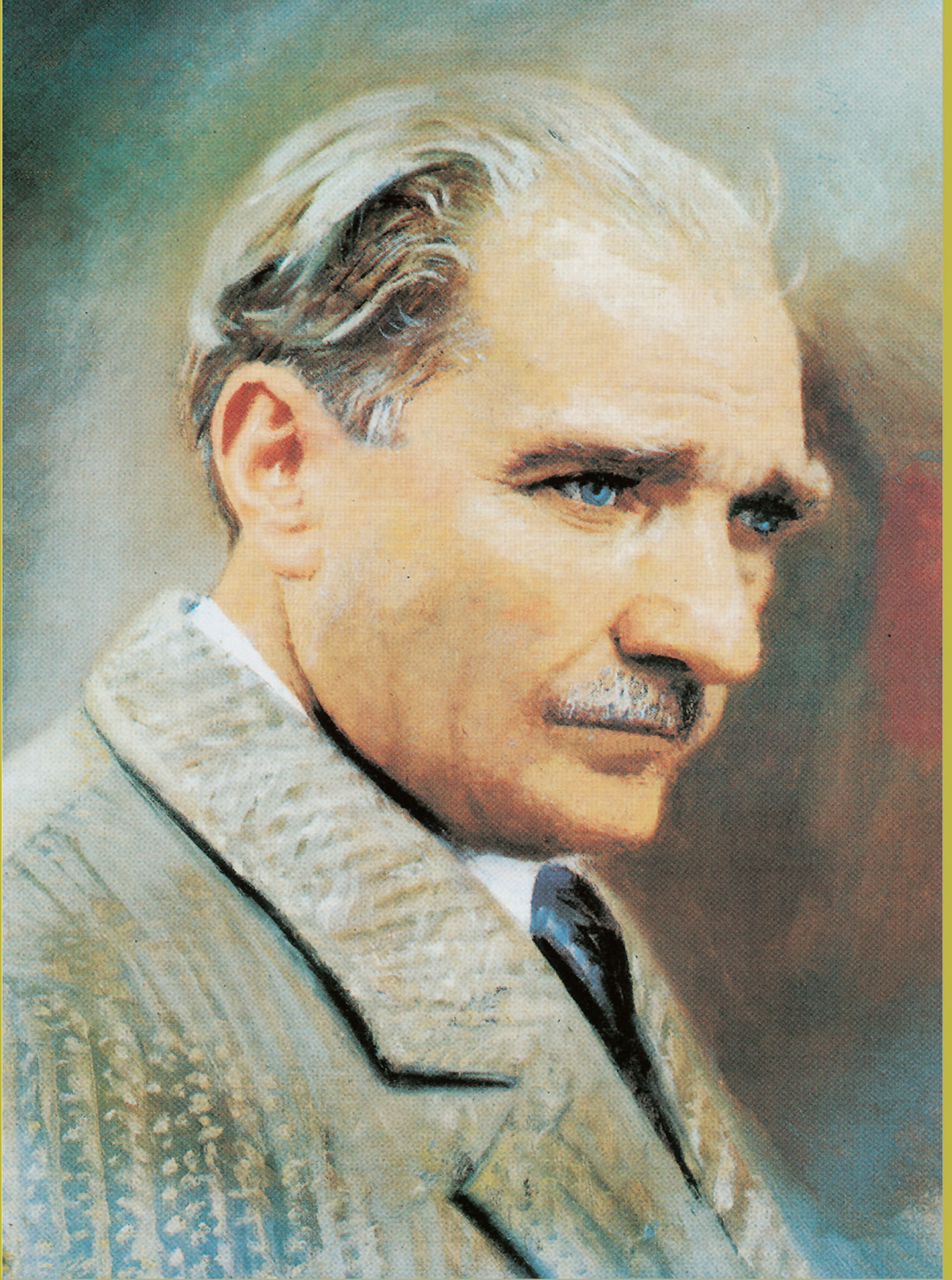
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

We have prepared these new materials specially for you: students at Vocational High Schools in Turkey. This book is one of a series of four:

- Sales & Marketing
- Information & Communication Technology (ICT)
- Office Management & Secretarial Skills
- Accounting & Finance

Because this Student's Book is about your chosen occupation, its main purpose is to:

- help you learn the really useful and important language for your subject
- help you to improve your speaking skills
- increase your confidence when using English to communicate at work

Student-centred learning

We have included lots of pair and group work activities for you. You will work together with your classmates (through pair and group work) in many activities (dialogues, vocabulary games, problem-solving). We hope that this will increase your motivation to speak and allow you to enjoy learning. We also hope you won't have to worry too much about grammar!

The unit topics in this Student's Book match the objectives in the syllabus. Teaching your students reading comprehension strategies and strengthening their decoding skills will help them become independent readers. By helping them to learn to read sight words, use contextual cues, engage in pre-reading activities, you will aid them in achieving their literacy goals.

We hope you will enjoy learning through this new approach!

Bu kitap, Türkiye'deki Meslek Liselerinde okuyan öğrenciler için özel olarak hazırlanmıştır. Yeni hazırlanan bu kitaplar dört alan içindir.

- Pazarlama ve Perakende
- Bilişim Teknolojileri
- Büro Yönetimi ve Sekreterlik
- Muhasebe ve Finansman

Bu eğitim materyalleri, ticaret sektörüyle ilgili olduğu için esas hedefimiz;

- Alanınızla ilgili yararlı ve önemli bir dil olan İngilizce'yi öğrenmenize yardım etmek,
- Konuşma becerinizi geliştirmenize yardımcı olmak,
- İş yaşamınızda İngilizce kullanarak iletişim kurarken kendinize olan güveninizi arttırmaktır.

Öğrenci Merkezli Eğitim

Bunu başarabilmek için ikili ya da grup çalışmalarını içeren birçok aktiviteyi kitaba dahil ettik. Bu aktiviteleri beraber çalışacaksınız (diyaloglar, kelime oyunları, problem çözme). Bu aktiviteler fikir alışverişi yapmanıza olanak sağlayacak ve öğrenci merkezli bir öğrenme ortamı hazırlayacaktır. Böyle bir atmosferin sizin konuşma isteğinizi arttıracak ve sizi Mesleki İngilizce öğreniminde bizce önemli engel olarak görünen dil bilgisi (grammar) probleminde kurtaracağını umuyoruz.

Ünitelerdeki konular müfredatta belirtilen hedefler doğrultusunda seçilmiştir. Öğrencilerinize okuduğunu anlama stratejilerini öğretmek ve onların çözümleme becerilerini güçlendirmek onların bağımsız birer okuyucu olmalarını sağlayacaktır. Kelimeleri anlamsallaştırarak okumayı öğretirken, bağlamsal ipuçlarını kullanmak, ön okuma aktivitelerine odaklanmak, okuma yazma hedeflerine ulaşmada onlara yardımcı olacaktır.

Umarız ki bu yeni yaklaşım, İngilizce öğrenimimizi daha keyifli hale getirecektir.

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UNIT 1 GREETINGS AND INTRODUCTIONS (hours: 10)

OBJECTIVES

By the end of this unit, students should:

know:

- common phrases of introduction
- formal and informal greetings

be able to:

- greet somebody in formal and informal situations
- identify themselves and other people

have practised:

- greetings and introductions
- giving information about themselves
- specific lexis about greetings and introductions

INTENDED LEARNING OUTCOMES

At the end of this unit, students will:

- perform a role play using introductions and greetings in both formal and informal situations

UNIT 1

GREETINGS AND INTRODUCTIONS

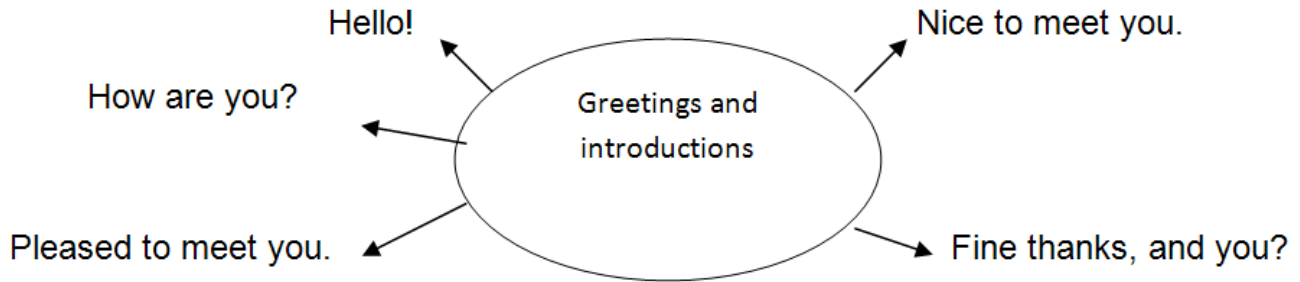


Unit 1 GREETINGS AND INTRODUCTIONS

Lesson 1

Suggested warm-up:

Draw a spidergram After getting into the topic, ask Ss to do Activity 1 with their partners.



Activity 1

Tell Ss to write down all the greeting phrases they know with their partners in their SBs. After a few minutes, Ss and T complete the spidergram that is on the board. Remember to help the Ss complete with their pronunciation by doing some drilling.

SUGGESTED ANSWERS

1. Hi!
2. Hello!
3. How are you?
4. Where are you from?
5. Pleased to meet you?
6. Nice to meet you?
7. What's your job?
8. Fine, thanks, and you?
9. How old are you?
10. What's your nationality?
11. Goodbye!
12. Take care!
13. See you later!
14. Good morning!
15. Good afternoon!
16. Good evening!

Activity 2

Tell Ss to make a dialogue with their partner using the phrases they learned in Activity 1.

Sample dialogue:

Student A: Hi! I'm Berk.

Student B: Pleased to meet you, Berk. My name's Elna .

Student A: Nice to meet you too, Elna. Where are you from?

Student B: I'm from South Africa. What about you?

Student A: I'm from Turkey but I live in London.

Student B: Oh... that's interesting.

Activity 3

Tell Ss to act out the dialogue they wrote with their partners in Activity 2. Then tell them to act out with a different partner.

Correct mistakes after they have performed, so they do not lose confidence.

Make sure to note down problem language to use later. Spidergram on the board and write a couple of greeting phrases.



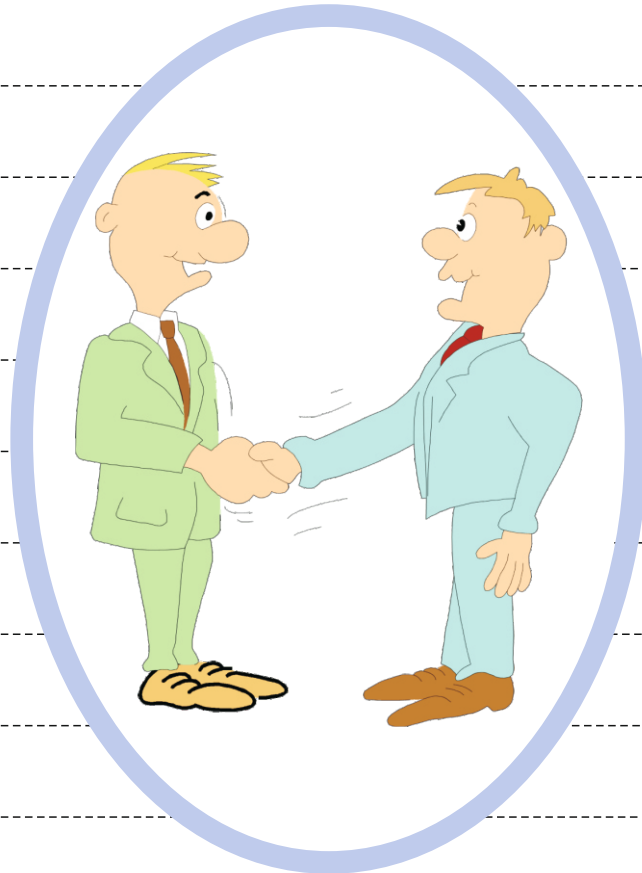
In this unit you are going to learn about :

- ✓ common phrases of introduction
- ✓ formal and informal greetings

Activity 1



Brainstorm all the phrases for greetings and introductions you know in English and write them below.



Activity 2



Using some of the phrases from Activity 1, make a simple dialogue with your partner. Use some or all of the lines below.

A:

B:

A:

B:

A:

B:

A:

Activity 3



Now act out the above dialogue with a) your partner, and then b) with a different partner.

Activity 4

Read the sentences below and decide which of the four headings they match? If you think a sentence is suitable for more than one heading, use it again.

Mr. Soprano, it's been a long time; nice to see you.

Good morning!

Hello, sir!

I haven't seen you for ages.

How've you been?

What's new?

Fancy meeting you here.

What's going on?

What's up?

How are you?



Greeting people you haven't seen for a long time

A

Surprised to see someone

B

Informal greeting

C

Formal greeting

D

Activity 4

Ask Ss to read the sentences and match them with the four headings. Tell them that a sentence may be used under more than one heading.

ANSWERS

A Greeting people you haven't seen for a long time
Mr. Soprano, It's been a long time. Nice to see you!
I haven't seen you for ages.

B Surprised to see someone
Fancy meeting you here!

C Informal greeting
What's up?
What's new?
How've you been?
What's going on?

D Formal greeting
Hello, sir!
How are you?
Good morning.

TEACHER'S NOTES



Lesson 2

Activity 1

The aim of this activity is to teach a sample introduction in an office.

Ask Ss to read the dialogue below and ask them to fill in the blanks with words from the box.

ANSWERS

Michael : Hello!

Natalie : Good morning.

Michael : I'm Michael Ferguson, the supervisor of Sterling Company.

Natalie : Hello, my name's Natalie Kerr, the new secretary for Customer Services. Pleased to meet you.

Michael : Nice to meet you. It's a great company. You'll certainly enjoy your time here.

Natalie : Yes, I'm sure I will.

Michael : So, welcome to our company. See you around.

Natalie : Thank you very much. Good bye.

You could make students act out the dialogue above (or a similar one that they create themselves) with their partners.

Activity 2

The aim of this activity is to practise a sample introduction dialogue.

Ask students to put the jumbled dialogue in the correct order.

ANSWERS

1. Sofia: Hello, Jack. Nice to see you. How're you?

2. Jack : Hi Sofia, I'm very well. And you?

3. Sofia: I'm fine thanks, Jack. This is my friend Sue from Australia.

4. Jack : Hello Sue. Nice to meet you.

5. Sue : And you too, Jack.

6. Jack : Where are you from in Australia?

7. Sue : I'm from Sydney.

8. Jack : I've been to Sydney before. It's a really nice place. Are you on holiday?

9. Sue : No, I'm a student. I study Economics at the University of London. What do you do?

10. Jack : I'm a teacher.

Activity 1



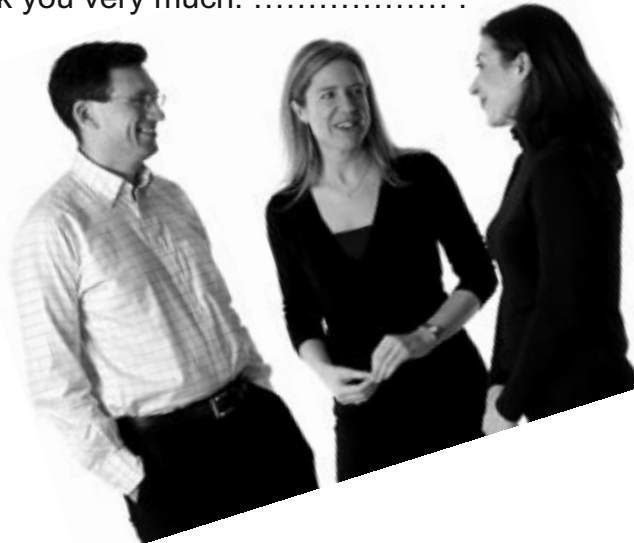
Read the dialogue below and fill in the blanks with words from the box.

Natalie is a new secretary in the Customer Services Department in Sterling Company.

Goodbye - Welcome to our company - Pleased to meet you - I'm Michael



Michael : Hello!
 Natalie : Good morning.
 Michael : Ferguson, the supervisor of Sterling Company.
 Natalie : Hello, my name's Natalie Kerr, the new secretary for Customer Services.
 Michael : Nice to meet you. It's a great company. You'll certainly enjoy your time here.
 Natalie : Yes, I'm sure I will.
 Michael : So, See you around.
 Natalie : Thank you very much.



Activity 2



Read the following dialogue and put the sentences in the correct order. The first one has been done for you.

1. Sofia : Hello, Jack. Nice to see you. How are you?
- Sue : And you, too Jack.
- Jack : Where are you from in Australia?
- Jack : Hi Sofia, I'm very well. And you?
- Jack : I'm a teacher.
- Jack : Hello Sue. Nice to meet you.
- Sofia : I'm fine thanks, Jack. This is my friend, Sue from Australia.
- Sue : I'm from Sydney.
- Jack : I've been to Sydney before. It's a really nice place. Are you on holiday?
- Sue : No, I'm a student. I study Economics at the University of London. What do you do?

Activity 3

Find the following 11 words or phrases hidden in the puzzle. You can read horizontally, vertically and diagonally.

- 1 manager
- 2 good morning
- 3 boss
- 4 secretary
- 5 thank you

- 6 connect
- 7 customer
- 8 company
- 9 speak
- 10 office

- 11 how are you

g	o	o	d	m	o	r	n	i	n	g	t
b	h	m	o	r	n	a	n	g	i	c	c
k	o	d	s	k	m	l	n	g	e	u	t
m	h	s	h	l	c	a	c	n	e	s	s
m	o	e	e	m	c	o	n	t	u	t	u
b	s	c	l	l	p	o	r	a	o	o	o
o	s	r	p	l	c	c	a	r	g	m	y
l	e	e	o	f	o	f	f	i	c	e	e
m	m	t	s	m	m	m	f	i	c	r	r
n	a	a	s	s	p	e	a	k	g	a	a
k	d	r	p	p	a	a	k	l	o	w	w
t	o	y	t	k	n	i	m	c	h	h	o
t	h	a	n	k	y	o	u	l	m	o	h
u	c	o	n	n	e	c	t	h	o	w	i

Activity 3

PUZZLE

The aim of this activity is to find, learn and spell the words and phrases. Tell Ss they can find the words by reading horizontally, vertically and diagonally (in both directions).

g	e	e	d	m	e	r	n	i	n	g	t
b	h	m	o	r	n	a	n	g	i	c	c
k	o	d	s	k	m	l	n	g	e	u	t
m	h	s	h	l	c	a	c	n	e	s	s
m	s	e	e	m	c	o	n	t	u	t	u
b	s	c	l	l	p	o	r	a	o	o	o
o	s	r	p	l	c	c	a	r	g	m	y
l	e	e	o	f	o	f	f	i	c	e	e
m	m	t	s	m	m	m	f	i	c	r	r
n	a	a	s	s	e	e	a	k	g	a	a
k	d	r	p	p	a	a	k	l	o	w	w
t	o	y	t	k	n	i	m	c	h	h	o
t	h	a	n	k	y	o	u	l	m	o	h
u	c	o	n	n	e	c	t	h	o	w	i

TEACHER'S NOTES

Handwriting practice area with ten sets of dashed lines on a yellow background.

Lesson 3

Suggested warm-up

Ask students to look at the background picture and guess what they might be talking about.

Activity 1

Ask Ss to do the exercise.

ANSWERS

- | | |
|---|---------------------------------|
| 1. How are you? | (g) I'm fine thanks, and you? |
| 2. What's your profession? | (d) I'm an electrical engineer. |
| 3. Where are you from? | (e) I'm from Johannesburg. |
| 4. What's your name? | (a) Mary. |
| 5. How old are you? | (b) Twenty-seven. |
| 6. What nationality are you? | (c) South African. |
| 7. What are your hobbies and interests? | (f) I like jogging and reading. |

Activity 2

A. Tell Ss to read the text first.

B. Then tell them to imagine they are Toni. Ask Ss to read the information about Toni given in the box and then tell them to write a similar paragraph to the one in A. and then to read it aloud to their partner.

ANSWERS

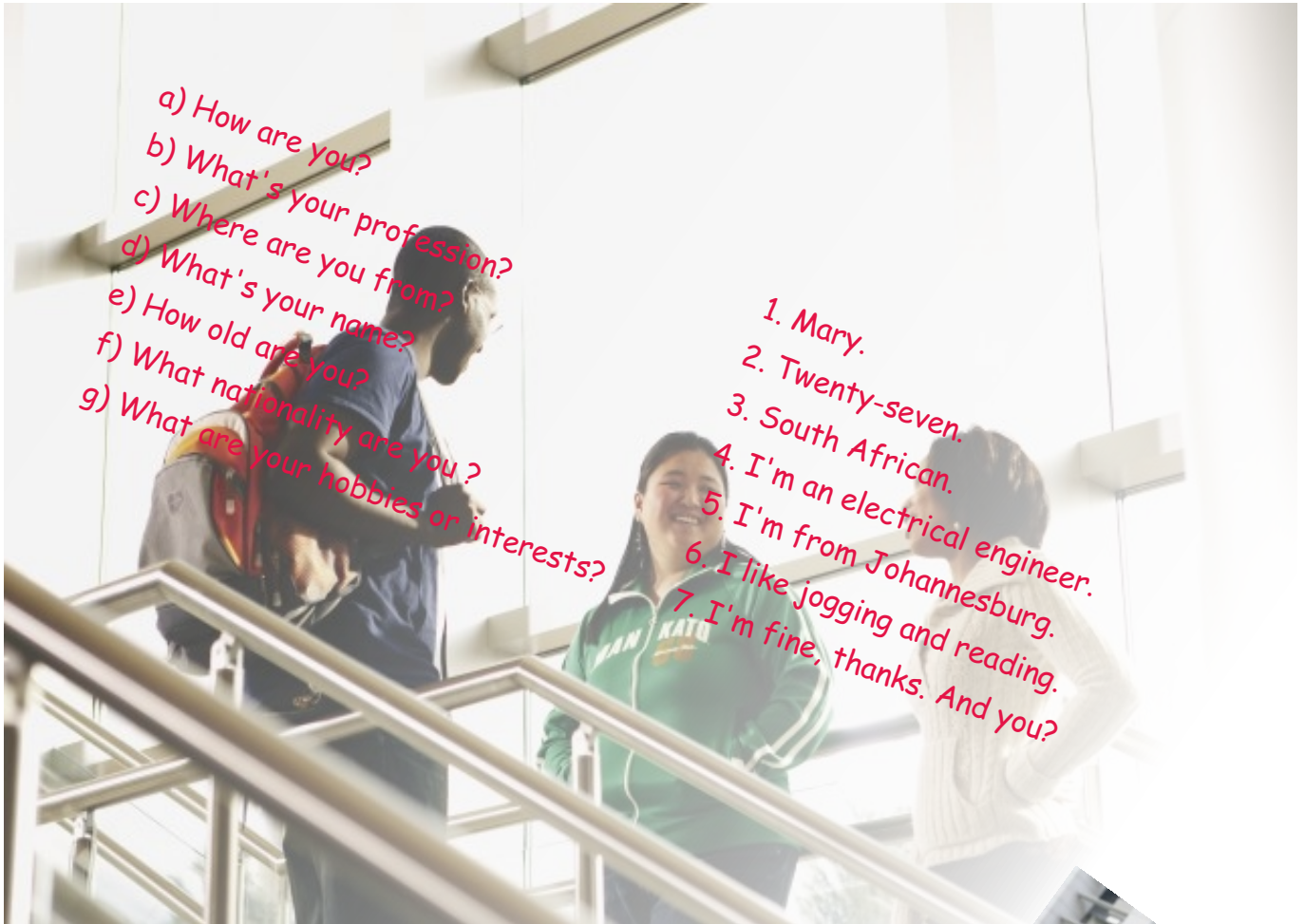
Ss give their own answers.

TEACHER'S NOTES

A large orange sticky note with a torn top edge, containing ten horizontal dashed lines for writing.

Activity 1

Draw a line and match the questions below with the phrases on the right.



- a) How are you?
- b) What's your profession?
- c) Where are you from?
- d) What's your name?
- e) How old are you?
- f) What nationality are you?
- g) What are your hobbies or interests?

- 1. Mary.
- 2. Twenty-seven.
- 3. South African.
- 4. I'm an electrical engineer.
- 5. I'm from Johannesburg.
- 6. I like jogging and reading.
- 7. I'm fine, thanks. And you?

Activity 2



A- Read the text below.

Hello! My name is Pen Chen. I'm 29.

I'm from Beijing, China. I'm a secretary in Chung-Lee Company. I like reading books and playing computer games. I'm interested in English.



B- Read text A again and imagine you are Toni. Write a similar paragraph. Then read it aloud to your partner.

- *Toni Henrique
- *21
- *Italy
- *Italian
- *sales director of Wiston Co.
- *travelling, doing extreme sport

Hello!

.....

.....

.....

.....




Activity 3

Classroom Identification Cards

Follow the arrows and complete the ID cards and paragraphs.


Classroom ID Card



Name	Dave
Surname	Priceton
Age	42
Nationality	English
Profession	Teacher
Hobbies/interests	Reading & Basketball

Dave Priceton, 42, is a teacher from England. His hobbies are reading and basketball.

Classroom ID Card



Name	Aysegül
Surname	Özer
Age	24
Nationality	Turk
Profession	Student
Hobbies/interests	Shopping & Playing chess


This is

.....

.....

.....

Classroom ID Card



Name	
Surname	
Age	
Nationality	
Profession	
Hobbies/interests	

This is Pen Chen. She's 29. She's from China and likes reading books and playing computer games.

Classroom ID Card

Name	
Surname	
Age	
Nationality	
Profession	
Hobbies/interests	

.....

.....

.....

.....

.....

Activity 4

Game

Two-minute Interviews:
 You have two minutes to find out as much as you can about your partner. Ask about name, age, hobbies and interests, clubs, housework, part-time jobs, study, friends, etc. Make a note of the information. Compare how much information you get and find who the winner is!



Activity 3

The aim of this activity is to fill in the cards with the given information and vice versa. The classroom ID Card is for Ss. They will complete it for themselves.

ANSWERS

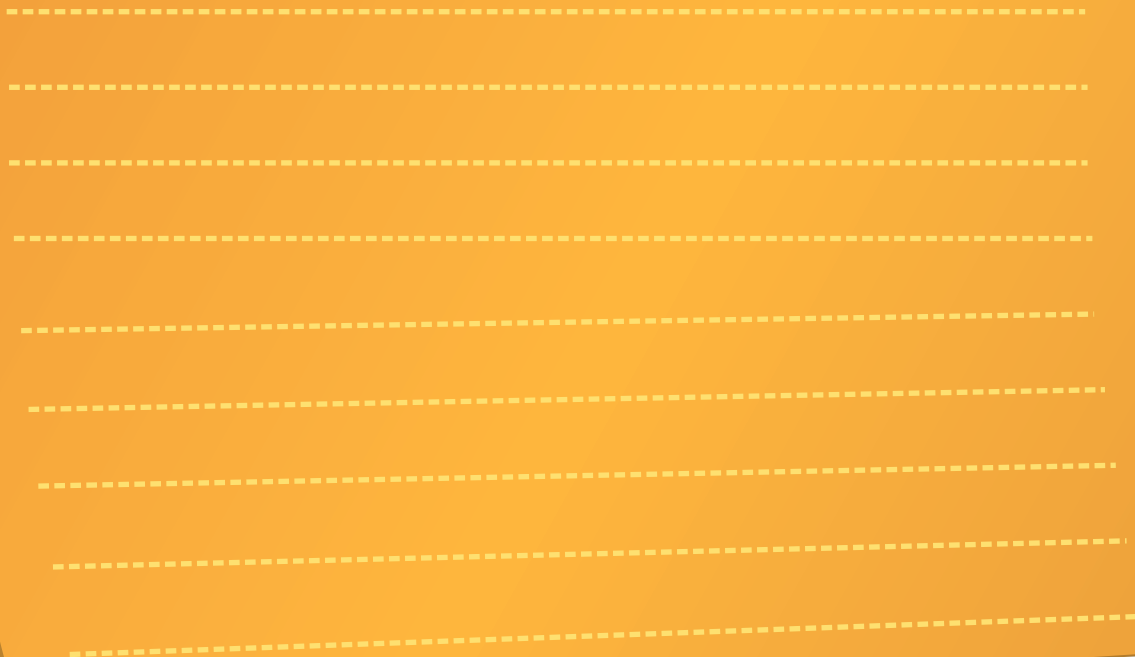
Ss give their own answers.

Activity 4 GAME

2-minute Interviews

- 1) This activity encourages Ss to ask and answer questions about finding out how to get information from someone else.
- 2) Mix up the class. Try to arrange A and B into pairs who aren't best friends and don't know each other well.
- 3) Students work in pairs and interview each other.
- 4) Each student has 2 minutes to find out as much as S/he can about their partner, relying solely on the English they already know.
- 5) Students can ask about name, age, hobbies and interests, clubs, housework, part-time jobs, study, friends, etc. (You can give them these hints on the board).
- 6) Then pick some students to tell the class about their partner.
- 7) You can make the interviews longer (or shorter), but if each student has 2 minutes, the entire activity from start to finish will take about 15 minutes, after changing-over time is included.

TEACHER'S NOTES



A large orange sticky note with a torn top edge, containing ten horizontal dashed lines for writing.

Activity 5a



Johari Window

Background: The Johari Window is a model that helps us to understand our relationships with people.

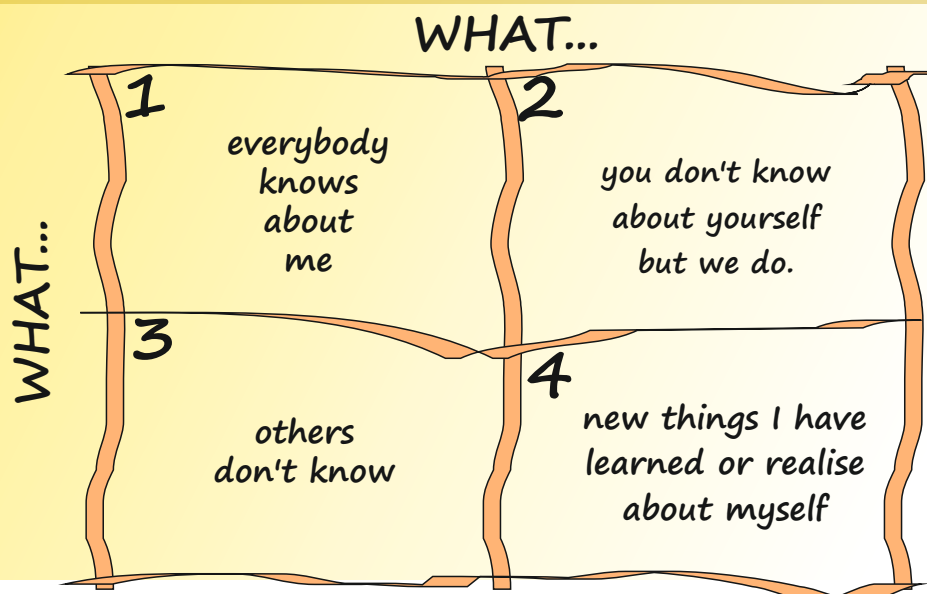
Look at the words in the box below. Tick the ones that you think apply to you.

accepting	fit	organised	confident	warm
brave	friendly	patient	sensible	loving
calm	funny	powerful	shy	kind
caring	self-conscious	quiet	silly	energetic
cheerful	happy	reflective	smart	dependable
clever	giving	relaxed	sympathetic	
co-operative	helpful	religious	trustworthy	
complex	honest	responsive	unhappy	

Activity 5b

First copy the Johari Window onto a piece of paper .

1. Choose four words from the box above for Box 1. (What I think everybody knows about me.)
2. Next choose another four words for Box 3. (What you think nobody knows about you.)
3. Then fold the paper into four and exchange it with your partner.
4. Your partner will then fill in Box 2 of your form with words that s/he thinks describe you. When you have finished Box 2, hand it back to your partner. Then have a discussion with each other about what you have both written.
5. Finally, after your discussion, fill in Box 4 with any new things that you have just learned about yourself.



Activity 5c



Discuss the following questions with your partner.

- 1- Show your partner the words you wrote for Box 1. Then compare them. Are they similar or different?
- 2- Now compare what you both wrote in Box 3. Is it difficult to share this information with your partner? If it is, explain the reason.
- 3- Now look at what your partner has written about you. Do you agree with it? Are there any surprises? If there are, why are you surprised/what are you surprised about?
- 4- Did the activity make you think about how others see you? Yes/No.
- 5- What did you learn about yourself? Tell your partner.

Activity 6

Read the instructions below and write your answers on a piece of paper.

- 1- Think of your favourite animal. Do not tell anyone. Write down 3 adjectives to describe that animal.
- 2- Think of your 2nd favourite animal. Now write down 3 more adjectives to describe that animal.
- 3- Finally, think of your 3rd favourite animal. Write down 3 more adjectives to describe that animal.



Activity 5c

Ask Ss to discuss the questions with their partners.

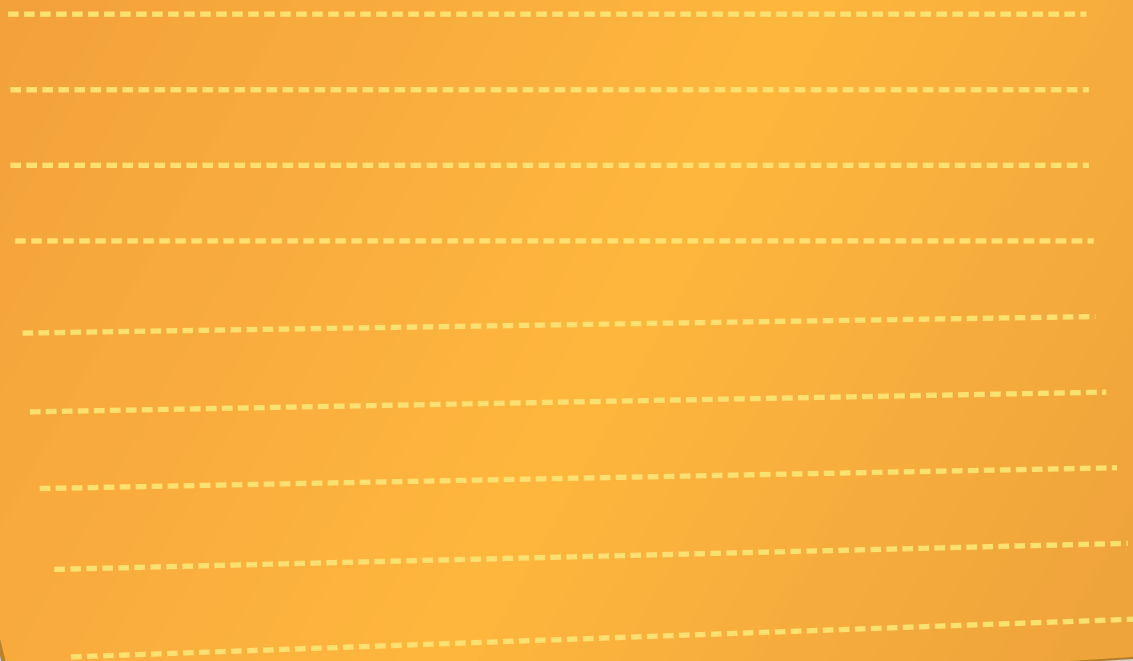
Finally, Ss can discuss their results with the rest of their group (of 6 or 8), followed by a short class discussion on what Ss felt about the activity.

You could also help with some other useful phrases like I think..., According to me..., In my opinion..., It is interesting that..., It is surprising that..., etc...

Activity 6

- 1) Ask Ss to think of their three favourite animals and ask them not to tell anyone else.
- 2) Ask them to write down three adjectives (describing words) to describe each one. Favourite, 2nd favourite and 3rd favourite. (i.e. nine adjectives altogether)
- 3) At the end of the game: tell students what the game means:
1st animal what you think you are like/ how you "see" yourself
2nd animal what your friends think you are like/ how they see you
3rd animal what you are really like!

TEACHER'S NOTES



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Self assessment

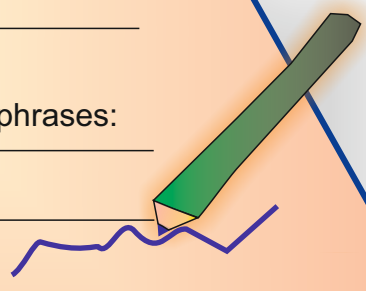
In this unit:

I liked 😊 _____

I did not like 😞 _____

I learnt how to: _____

I learnt the following new words/phrases:



Assessment 1

Some jumbled sentences are given below. Help Gabi to arrange them in the correct order to make meaningful sentences.

- | | | |
|------------------------|---|--|
| 1. Mr. Pique! | who are interested in strategy computer games | are very creative. |
| 2. Ms. Evans is | a well-organised secretary | who's just come back from New York. |
| 3. I really don't know | It's been long time since | however she has an Australian accent. |
| 4. Students | what nationality she is | working together in Argentina nice to see you. |
| 5. Irina isn't | the new manager of the sales department | she always loses her documents. |


1.

2.

3.

4.

5.



Assessment 2



Some questions to think about:
 Tell your partner:

- what you liked best about the Johari window.
- and
- what you would most like to change about yourself.



UNIT 2 CHARACTERISTICS OF A SECRETARY (hours: 14)

OBJECTIVES

By the end of this unit, students should:

know:

- names of the office equipment
- abilities and responsibilities of a secretary
- specific phrases relating to office environment

be able to:

- describe an office environment

have practised:

- using common office environment and equipment lexis
- role plays about office life and secretarial works

feel:

- confident about describing office life and secretarial skills

INTENDED LEARNING OUTCOMES

(intended method of assessment)

At the end of this unit, students will:

- use specific lexis about the topic
- participate in authentic role plays created by themselves about secretarial work

UNIT 2

CHARACTERISTICS OF A SECRETARY



Unit 2 CHARACTERISTICS OF A SECRETARY

Lesson 1

Activity 1

Ask Ss to describe that how an absolute office should be like and write the answers in the box. Then ask them to compare their list with another pair's list.

ANSWERS

clean, tidy, wide, equipped with technology, comfortable, have a good environment.



In this unit, you will:

- ✓ use specific lexis related to office equipment
- ✓ learn about an ideal secretary's qualifications

Activity 1



Write down as many words as you can to describe the perfect office. Use the box below. Then compare your list with your partner.



A clean desk is a sign of a cluttered desk drawer.

OFFICE HUMOUR...
Did you say,
"He's office head,"
or "off his head?"

"The longer the meeting, the more time wasted."

Activity 2

Match the words in the centre with the pictures. Use lines to join them, as in the example.



1



2



3



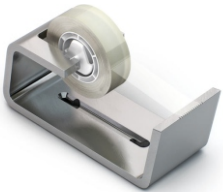
4



5



6



7

computer fax machine ruler

scanner overhead-projector calculator

paperclip scissors correction fluid pin

paper-shredder voice-recorder copier

money-counting machine pen pencil bin

 stapler envelope

folder tape dispenser



9



8



10



11



12



13



14



15



16



17



19

18



20

Activity 3

The aim of this activity is to display typical office problems to the students. After Ss have done the matching activity, ask them to read the dialogues aloud in pairs.

ANSWERS

1 – a 2 – c 3 – d 4 – b 5 – e

Activity 4

The activity intends to encourage students to think about what materials an office needs. Ask Ss to write what items Caroline and Frank will need to buy for their office.

ANSWERS

Elicit Ss' answers and write them on the board.

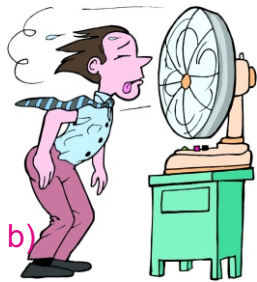


Activity 3

Match the pictures below with the dialogues. Use arrows to join them.



a)



b)



c)

- 1) Alan : Have you sent the e-mails this morning?
Betty : I'm sorry, I couldn't. There was no Internet connection.
- 2) Florence : Have you faxed the letters today?
Jack : Unfortunately, there's a problem with the land-line.
- 3) Andrew : Have you typed the letters yet?
Chris : Yes, but I spilt coffee on them. I'll retype them.
- 4) Inamoto : Why is it so hot in here?
Beatrice : Because the air-conditioner isn't working properly.
- 5) Raymond : Do you need any help?
Maria : Yes, please. The photocopier's out of order.



d)



e)

Activity 4



What do we need?

Caroline and Frank will soon open an office for their new travel agency. List what they will need to buy for the office.

Example. They need a computer.

- | | | |
|--------------------|-----------|-----------|
| 1. <u>computer</u> | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Activity 5

Circle the odd-one-out in each of the groups of words below.

- | | | | |
|--------------------|-------------------|------------------|----------------|
| 1. a) calculator | b) marker | c) highlighter | d) pen |
| 2. a) white-board | b) noticeboard | c) envelope | d) flipchart |
| 3. a) copier | b) fax-machine | c) printer | d) drawing |
| 4. a) ink | b) cartridges | c) toner | d) ruler |
| 5. a) binder clips | b) paper clips | c) pencil | d) clip-boards |
| 6. a) folder | b) plastic folder | c) file dividers | d) pen-holder |

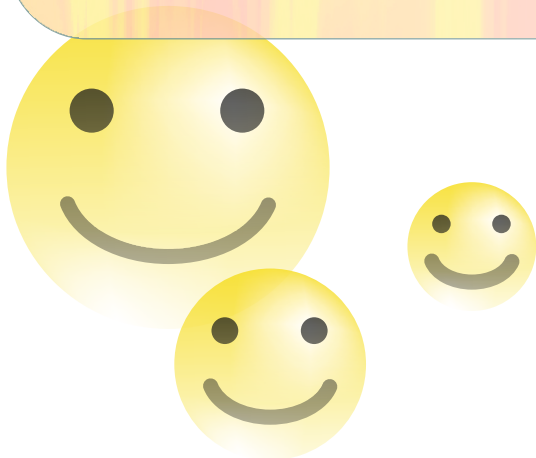


Activity 6

Looking for spelling mistakes

Read about Naomi Alexander's office life. There's at least one spelling mistake in each line. Circle each one. Then write the correct word on the right.

When I get to the office, I turn my PC on and check my e-mails. I check my diary for any 1 _____
 meetings and "to do" list. Normally, if there is a meeting, then I set up the meeting-room and 2 _____
 send an invitation to everyone. I print out the documents from the printer and if anyone 3 _____
 requires a conference meeting activity, then I require the IT team to set up the lap-tap with 4 _____
 speakers and the screne. I call the service desk for any refreshments that may be 5 _____
 required. I check if there are any fax-messages or any documents to be faxed. 6 _____
 Then I file the papers in the folder. 7 _____



Activity 5

Ask students to read the words in the sentences and ask them to circle the odd one out in each of the groups of words below.

ANSWERS

- 1 – calculator
- 2 – envelope
- 3 – drawing
- 4 – ruler
- 5 – pencil
- 6 – pen-holder

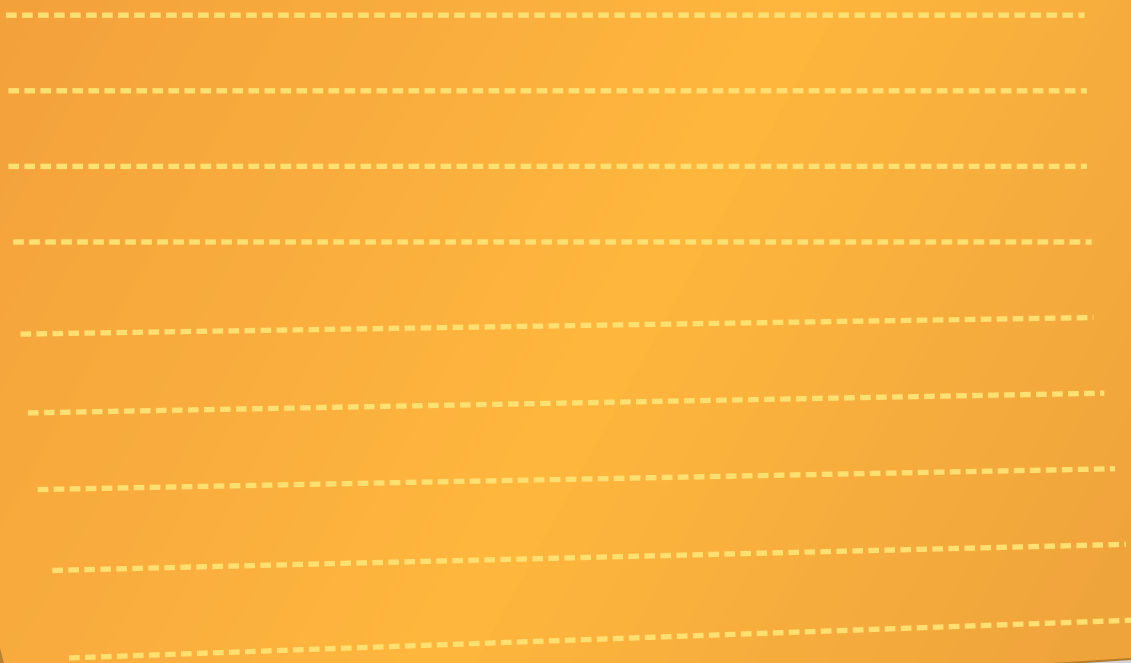
Activity 6

Ask Ss to read about Naomi Alexander's office life. Tell them there is at least one spelling mistake in each line. Ask them to circle each one. Then tell them to write the correct word on the right.

ANSWERS

- 1- diary
- 2- meeting
- 3- printer
- 4- laptop
- 5- screen
- 6- documents
- 7- folders

TEACHER'S NOTES



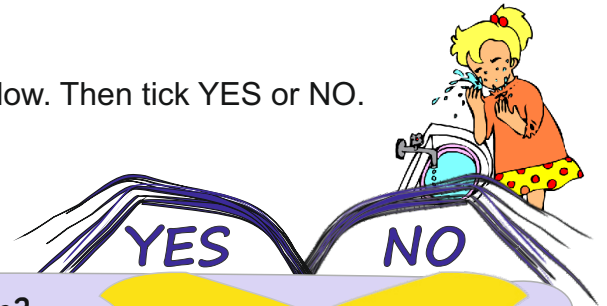
A large orange sticky note with a torn top edge and a shadow, containing ten horizontal dashed lines for writing.

Activity 1a



How hygienic are you? First read the ten questions below. Then tick YES or NO.

PERSONAL HYGIENE

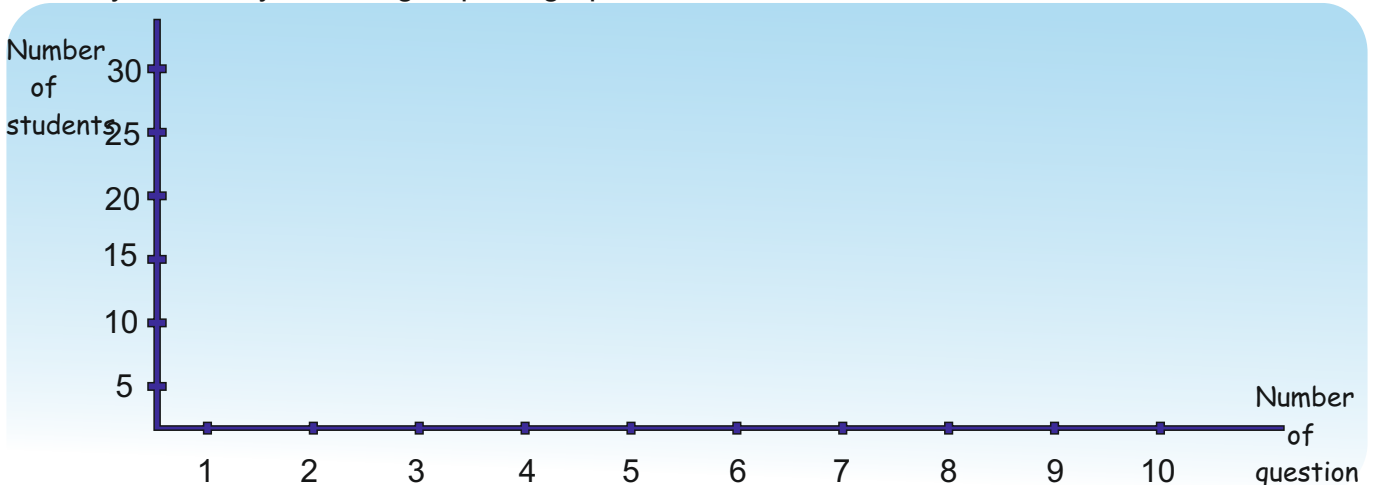


- | Question | YES | NO |
|--|--------------------------|--------------------------|
| 1. Do you brush your teeth every morning? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you wash your face every morning? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you brush your hair every day? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you change your clothes when dirty? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you clean your ears after a bath? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you use perfume or eau de cologne? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you use acne products? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you wear any make-up? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you use hair-styling products? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do you use deodorant or anti-perspirant? | <input type="checkbox"/> | <input type="checkbox"/> |



Activity 1b

In your class find out how many people answered Yes or No to each question above. Then try to make your own group bar graph to summarize the answers.



Activity 2

Match the pictures below with the phrases in the box. Copy the sentences into each space.



1



2



3

a) Keep your hands clean.

b) Cut your nails regularly.

c) Brush your teeth.

d) Make sure your clothes are appropriate for the profession.

e) Don't wear too much make up.

f) Have a proper haircut and shave regularly.



5



6



4

Activity 2

The aim of this activity is to teach students the six pieces of personal hygiene advice. Ask Ss to match the phrases with the pictures by copying the sentences into each of the six boxes below each picture.

ANSWERS

- 1 – a – keep your hands clean.
- 2 – d – make sure your clothes are appropriate for the profession.
- 3 – e – don't wear too much make-up
- 4 – f– have a proper haircut and shave regularly
- 5 – c – brush your teeth
- 6 – b – cut your nails regularly.

TEACHER'S NOTES



A large orange notepad with a dark orange header containing the text "TEACHER'S NOTES". The body of the notepad is filled with horizontal dashed lines, providing space for writing notes.

Activity 3a

Ask Ss to read the 3 dialogues first. Then in pairs, ask them to fill in the blanks with phrases from Activity 2.
Finally, ask them to practise the 3 dialogues together and ask some Ss to perform the dialogues in pairs.

ANSWERS

- 1 – cut their nails
- 2 – keep their hands clean.
- 3 – brush their teeth
- 4 – shave
- 5 – too much make-up
- 6 – make sure their clothes are appropriate for the profession.



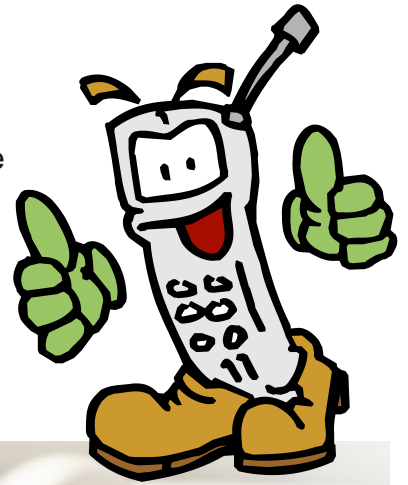
Activity 3a



1. First read and then complete the three short dialogues below. Use appropriate phrases from Activity 2.

Tips from a Professional Secretary

Linda Daniels is a successful secretary of a big company.



Roberto : Hello, Linda.

Linda : Hello.

Roberto : Thank you for coming to our meeting.

Linda : No problem. It's a pleasure for me to share some tips with the students.

Roberto : Linda, our topic is the personal hygiene of a secretary. Can you give us some advice, please?

Linda : Yes. First of all, secretaries should (1)..... regularly and (2).....

Roberto : Yes, hands are important.

Linda : Right! Secondly, secretaries should (3).....

Roberto: No-one would like to talk to somebody with bad breath.

Linda : Also, male secretaries should (4) every day.

Roberto: I see...

Linda : And secretaries shouldn't use (5)

Roberto: Hmm. Make-up is important. Can you give us one more important piece of advice, please.

Linda : Well, lastly, I can say that secretaries should (6)..... It shouldn't be too flashy or too casual.

Roberto: Thank you very much, Linda. I'm sure our students have learnt a lot from your talk.

Linda : It's my pleasure. I hope it was useful for them.

Roberto: I'm sure it was! Bye.

Linda : Bye.

2. Now practise performing/acting out each dialogue with your partner.

Activity 3b

First read the sentences below. Then decide if they are right (✓) or wrong (X) according to previous activities.



- ___ 1- A secretary should wear casual clothes.
- ___ 2- A secretary shouldn't shave.
- ___ 3- A secretary should brush her/his teeth.
- ___ 4- A secretary should wear appropriate clothes.
- ___ 5- A secretary shouldn't apply too much make up.
- ___ 6- A secretary should smell nice.
- ___ 7- A secretary should be energetic.
- ___ 8- A secretary should be messy.
- ___ 9- A secretary should wear flashy clothes.
- ___ 10- A secretary should put on lots of make-up.



Right



Wrong

Activity 4

Look at the pictures on the next page and do the crosswords puzzle.

IT'S
GAME
TIME

Activity 3b

Ask Ss to read the sentences first. Then ask them to decide if they are Right or Wrong, according to the previous activities. They write (✓) or X in the spaces on the left.

ANSWERS

- | | | | | | | |
|------|------|-------|------|------|------|------|
| 1. X | 2. X | 3. ✓ | 4. ✓ | 5. ✓ | 6. ✓ | 7. ✓ |
| 8. X | 9. X | 10. X | | | | |

TEACHER'S NOTES

A large orange sticky note with a dark orange header containing the text "TEACHER'S NOTES". The note has ten horizontal dashed lines for writing and is placed on a light grey shadowed surface.

16

1

2

15

10

7

3

4

5

6

7

8

9

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11

12

13

14

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6

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13

5

Activity 1

- 1- Look at the two secretaries below. Guess what the differences between them are.
- 2- Then look at the expressions in the box at the bottom of the page.
- 3- Write 10 things that a good secretary should do and a bad secretary does in the boxes.



A good secretary should:

A bad secretary will:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

<i>make a copy from another copy</i>	<input type="checkbox"/>	<i>make arrangements for meetings</i>
<i>bring personal problems to work</i>	<input type="checkbox"/>	<i>respect confidentially</i>
<i>repeat private conversations</i>	<input type="checkbox"/>	<i>keep information to her/himself</i>
<i>throw away important papers</i>	<input type="checkbox"/>	<i>work closely with chairperson</i>
<i>organise meetings at the last minute</i>	<input type="checkbox"/>	<i>rely on his/her memory</i>
<i>ignore correspondence</i>	<input type="checkbox"/>	<i>be well-organised</i>
<i>prepare for meetings well in advance</i>	<input type="checkbox"/>	<i>be punctual for meetings</i>
<i>keep copies of all correspondence</i>	<input type="checkbox"/>	<i>listen well carefully</i>
<i>greet visitors and answer the phone in a rude way</i>	<input type="checkbox"/>	<i>be late for meetings</i>
<i>have good communications and interpersonal skills</i>	<input type="checkbox"/>	<i>keep people informed</i>

LESSON 3

Activity 1

The aim of this activity is to teach students to distinguish between a good and bad secretary's characteristics.

Ask Ss to read the three instructions carefully. Then they should write 10 phrases in each column from the box at the bottom of the page

ANSWERS


A good secretary should:

- 1 - make arrangements for meetings
- 2 - keep information to her/himself
- 3 - respect confidentiality
- 4 - listen carefully
- 5 - be punctual for meetings
- 6 - work closely with the chairperson
- 7 - have good communication and interpersonal skills
- 8 - prepare for meetings well in advance
- 9 - be well-organised
- 10 - keep copies of all correspondence

A bad secretary will:

- 1 - make a copy from another copy
- 2 - ignore correspondence
- 3 - throw away important papers
- 4 - be late for meetings
- 5 - rely on his/her memory
- 6 - greet visitors and answer the phone in a rude way
- 7 - repeat private conversations
- 8 - bring personal problems to work
- 9 - organise meetings at the last minute

TEACHER'S NOTES



A large orange sticky note with a torn top edge, containing a series of horizontal dashed lines for writing.

Activity 2

The aim of this activity is to teach the characteristics of a good secretary. Ask students to fill in the gaps with the given words.

ANSWERS

1 – well-organised

2 – interpersonal skills

3 – keep their mouths shut

4 – offer solutions

5 – rely on their memories

TEACHER'S NOTES



Activity 2

Fill in the gaps in the text below with the following phrases. One is done for you.

TOP 5 SKILLS OF A GOOD SECRETARY

interpersonal skills

good communication

offer solutions

well-organised

rely on their memories

keep their mouths shut

1-You should be so that you can find anything you need whenever you want.

2-You should have good communication skills and Good secretaries are always polite. They greet visitors with a smile on their face and also in their voice. They know how to interpret the boss' facial expressions. They can also talk easily to anybody who comes into the office.

3-Good secretaries should know when to..... because they shouldn't repeat private conversations.

4-In order to understand what the chairperson wants, a secretary should work closely with him/her. She should listen well and to problems.

5-Good secretaries shouldn't as it is easy to forget important details. They should rather note things down and use 'to do' lists.



Activity 3

Make meaningful word chunks from the two columns A and B below. Then write them in the box on the right. One is done for you.

- | | |
|------------------|--------------|
| 1- well | skills |
| 2- interpersonal | person |
| 3- chair | conversation |
| 4- private | organised |
| 5- make | arrangements |

- 1-
- 2-
- 3- chairperson
- 4-
- 5-

Activity 4

Put the words and phrases on the correct side of the diagram, according to their meanings. You can use your dictionaries. One is done for you on each side.

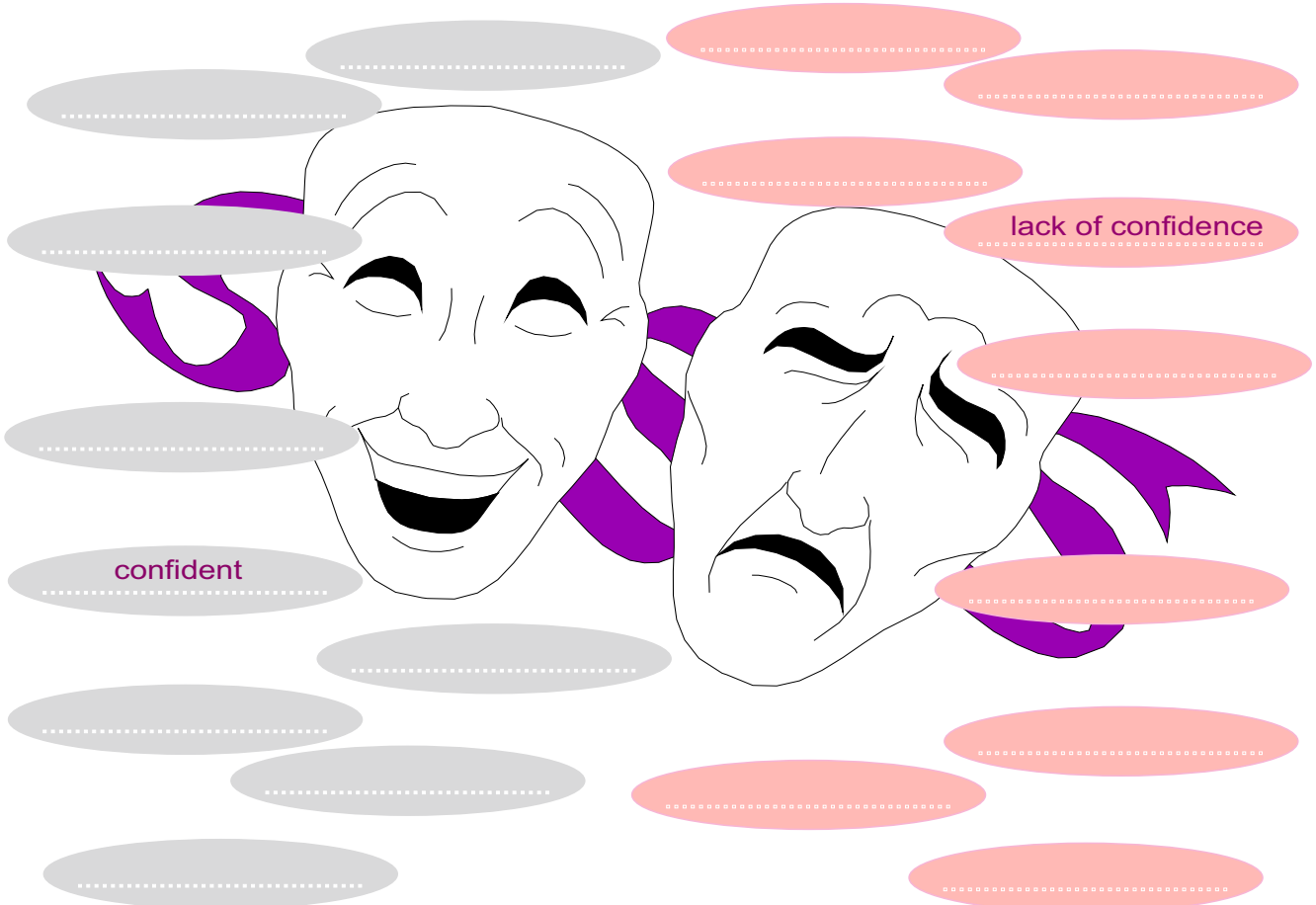
respectful
firm
late
untidy

confident
reliable
untrustworthy
messy

polite
honest
rude
lazy

smart
punctual
disrespectful
lack of confidence

kind
well-organised
dishonest



Activity 3

The aim of this activity is to teach the word chunks about secretarial skills.

Ask Ss to make meaningful word chunks from the two columns A and B below. Then ask them to write the answers in the box on the right.

ANSWERS

- 1 – well-organised
- 2 – interpersonal skills
- 3 – chairperson
- 4 – private conversation
- 5 – make arrangements

Activity 4

The aim of this activity is to encourage Ss to distinguish between good and bad characteristics of a secretary.

Ask Ss to put the words and phrases on the correct side of the diagram according to their meanings. Tell them they can use their dictionaries.

ANSWERS

Good characteristics

- 1 – respectful
- 2 – confident
- 3 – polite
- 4 – kind
- 5 – firm
- 6 – reliable
- 7 – honest
- 8 – punctual
- 9 – well-organised

Bad characteristics

- 1 – lacks confidence
- 2 – untrustworthy
- 3 – rude
- 4 – disrespectful
- 5 – dishonest
- 6 – late
- 7 – untidy
- 8 – messy
- 9 – lazy

PROGRESS AND SELF ASSESSMENT

Self assessment

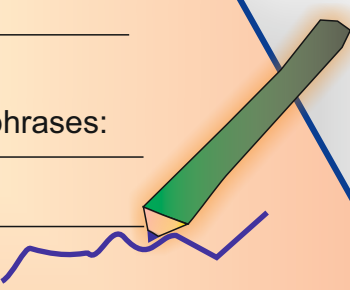
In this unit:

I liked 😊 _____

I did not like 😞 _____

I learnt how to: _____

I learnt the following new words/phrases:

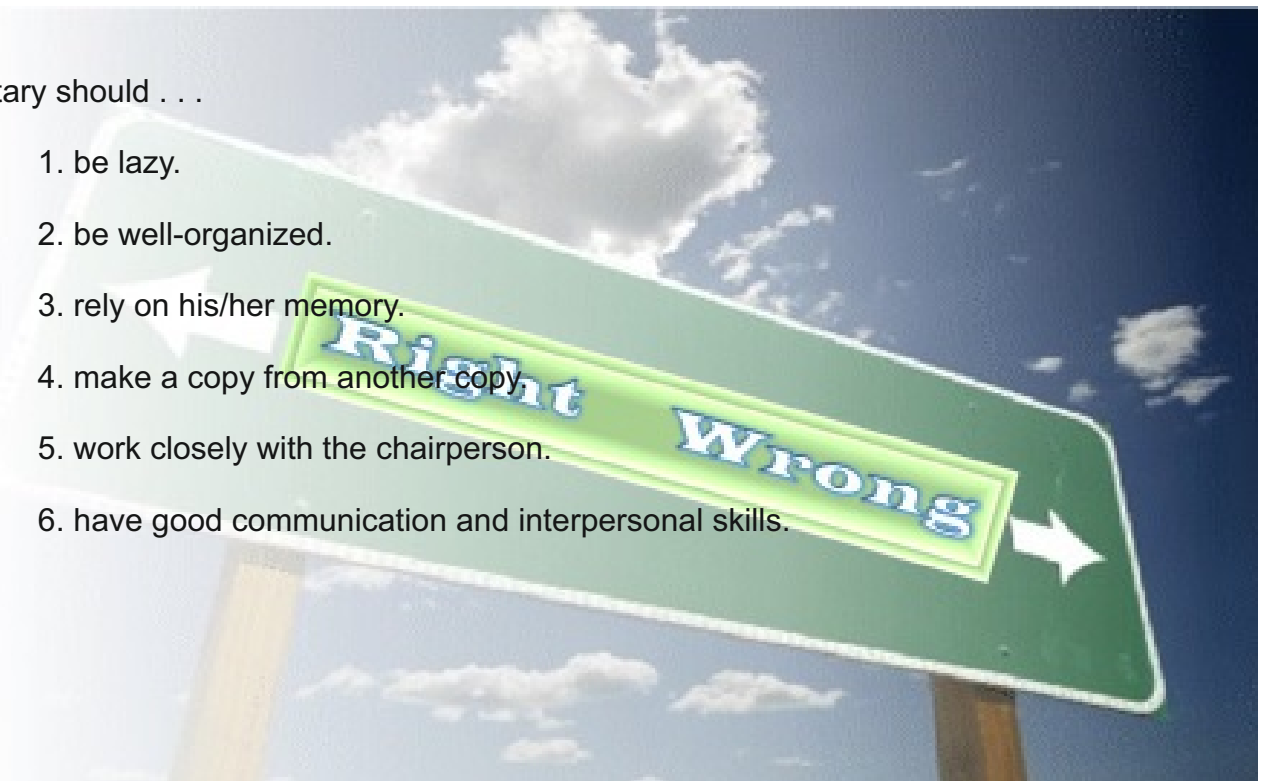


Self-Assessment 1

Which of the statements about secretarial skills and characteristics are true? Write Right or Wrong in each blank?

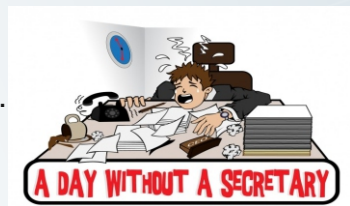
A secretary should . . .

- _____ 1. be lazy.
- _____ 2. be well-organized.
- _____ 3. rely on his/her memory.
- _____ 4. make a copy from another copy.
- _____ 5. work closely with the chairperson.
- _____ 6. have good communication and interpersonal skills.



Self-Assessment 2

What are these? Write what they are in English under the pictures.



Self-Assessment 3

Put the sentences below in the right column according to the Do's and Don'ts of a Secretary.

1. brush your teeth
2. change clothes when dirty
3. use too much make-up
4. grow a beard
5. be fit
6. be messy
7. wear flashy clothes

Don'ts

Do's

Don'ts

Assessment 2

Ask Ss to write the English words of the given pictures.

ANSWERS

- 1 – calculator
- 2 – printer
- 3 – folder
- 4 – stapler
- 5 – paperclip

Assessment 3

Ask Ss to put the sentences below in the right column according to the Do's and Don'ts of a secretary.

ANSWERS

Do's

- 1 – brush his/her teeth
- 2 – change clothes when dirty
- 3 – be fit

Don'ts

- 1 – use too much make-up
- 2 – grow a beard
- 3 – be messy
- 4 – wear flashy clothes

TEACHER'S NOTES

A large orange sticky note with a torn top edge and a shadow at the bottom. It contains ten horizontal dashed lines for writing.

UNIT 3 BUSINESS RELATIONS (hours: 16)

OBJECTIVES

By the end of this unit, students should:

know:

- about common email formats

be able to:

- talk on the phone with guest/clients/customers about essential matters
- talk face-to-face with guest/clients/customers about essentials matters
- send simple emails to guest/clients/customers

have practised:

- the process of sending emails

feel:

- confident enough to send emails and talk to guest/clients/customers on the phone and face to face

INTENDED LEARNING OUTCOMES

(incl intended method of assessment)

At the end of this unit, students will:

- demonstrate communication skills with guest/clients/customers
- study the stages sending an email to a guest/clients/customers about an essential matter

UNIT 3

BUSINESS RELATIONS



Unit 3 BUSINESS RELATIONS

Lesson 1

Suggested Warm-up:

The aim of this activity is to make sure that Ss can remember the jargon or vocabulary that describes an efficient secretary, and how a secretary welcomes guests.

Students give their answers according to Unit 2.

Activity 1

Ask Ss to look at the pictures and compare the characteristics of the secretaries in the pictures with their partners.

Activity 2

Tell Ss to read the phrases carefully and copy the phrases below into the right column.

ANSWERS

Appropriate

1. How can I help you?
2. May I have your name?
3. Hello, sir/madam.
4. May I have your number?
5. S/he's busy.
6. Wait a minute, please!

Inappropriate

1. What do you want?
2. Who are you?
3. How're you doing?
4. How's it going?
5. Hi! here!
6. Are you OK?

TEACHER'S NOTES

A large orange notepad with a torn top edge and a grey shadow. The notepad has ten horizontal dashed lines for writing.

In this unit you are going to :

- ✓ talk about essential matters with guests/customers on the phone
- ✓ talk face-to-face about essential matters with guests and customers
- ✓ send emails to customers/clients

Warm-up

- A. Do you remember the words that describe a good/bad secretary?
 B. How do you welcome your guests? What forms of politeness do you expect?



Activity 1



What are the differences between the pictures below? Compare them with your partner.



Activity 2



Copy the phrases below into the right column.

Wait a minute!

How's it going?

How can I help you?

Hi there!

How're you doing?

May I have your name?

Are you OK?

Who are you?

What do you want?

Hello, sir/madam.

May I have your number?

S/he's busy at the moment.

Appropriate	Inappropriate
<div style="background-color: #fce4d6; height: 150px;"></div>	<div style="background-color: #fce4d6; height: 150px;"></div>

Activity 3

Draw a line to match the questions with the answers.

1- Do you have an appointment?

2- Would you like anything to drink?

3- Can I speak to Mr. Alex, please?

4- Do you know when he'll be back?

5- Who would you like to speak to?

6- May I have your number, please?

7- Would you like to leave a message?

a) I'm sorry, he's busy at the moment.

b) Yes. Can you ask him to call me back?

c) I'd like to speak to Mr. Higuain

d) It's 44-553-44-64.

e) Yes, I have. It's at 10.30.

f) I think he'll be at the office at 12.30.

g) Yes, thank you. Coffee please.

Activity 4



Student A looks at the role card on page 100
 Student B looks at the role card on page 101
 Listen to your teacher's instruction.



Activity 3

Tell your Ss to draw a line to match the questions with the answers.

ANSWERS

- | | | |
|------|------|------|
| 1. E | 4. F | 7. B |
| 2. G | 5. C | |
| 3. A | 6. D | |

Activity 4

The activity is going to be performed according to the cut out pages on 100 and 101.

1. Tell Ss they're going to practise welcoming a client. If necessary, revise important words and necessary information.
2. Divide the class into pairs, Student A and Student B, and sit them back to back. Draw their attention to what they're expected to do.
3. When they have read the information, ask Student A to start by greeting the client: 'Good morning. How can I help you?' Remind students the roles are then reversed and Student A plays the secretary.
Go around the class, helping students where necessary. When they have finished, go over general problems with the class, particularly any expressions you heard that were impolite or inappropriate.
4. When they finish, you can either ask them to read out their conversation, or with more advanced Ss ask them to perform in front of the class.

A sample of conversation may be as follows:

Suggested Conversation:

Student A: Good afternoon. Can I help you?

Student B: Good afternoon. I'd like to talk to Mr. Richards about the new project. I've an appointment at 2 pm (today).

Student A: I'm really sorry but he isn't in the office at the moment. Could you please wait for a while so I can let him know that you're here?

Student B: OK. Thanks.

Student A: Would you like something to drink?

Student B: Oh, yes, please. Could I have a coffee?

Lesson 2

Activity 1

Ask Ss to match the words and phrases with the correct pictures and write the numbers in the spaces.

ANSWERS

5 - dial

3 - repeat

6 - spell

4 - take a message

9 - transfer your call

8 - out of the office

2 - speak slowly

1 - receive a message

7 - ring

TEACHER'S NOTES



Activity 1



Match the pictures with the words and phrases below. Write the numbers (1-9) in the spaces. One is done for you.



1



4



6



2

- 5 Dial
- Repeat
- Spell
- Take a message
- Transfer your call
- Out of his office
- Speak slowly
- Receive a message
- Ring



8



5



3



9

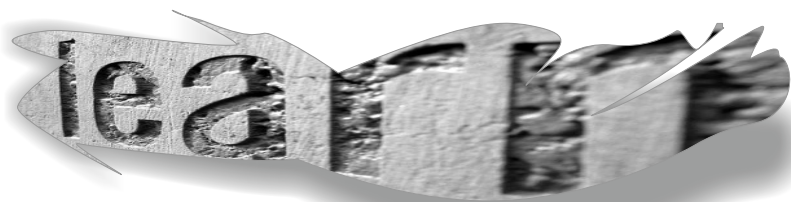


7

Activity 2a



Spell your first and last name to your partner.



THE ALPHABET

A
B
C
D
E
F
G
H
I

J
K
L
M
N
O
P
Q
R

S
T
U
V
W
X
Y
Z

Activity 2b

Look at the telephone expressions below about talking on the phone. Put a tick (✓) next to ones you use/hear mostly in your daily life. Put a cross (X) next to those you have never heard.

- Could you spell your name, please.
- How can I help you?
- Can you speak slowly, please?
- I'm leaving your message.
- Hold on a second.
- I'd like to talk to
- Good morning /afternoon/evening.
- Who's speaking?
- I'll transfer your call.
- Hello!
- The line's busy.

Activity 2c

1. The aim of this activity is to make Ss familiar with common telephone phrases.
2. Direct Ss to the instructions and ask them to do the activity.

ANSWERS

- | | |
|------|------|
| 1. D | 4. B |
| 2. C | 5. A |
| 3. F | 6. E |

Activity 2d

Tell Ss to fill in the gaps in the activity with the words and phrases from the list in Activity 2b. Then ask Ss to perform in front of the class.

ANSWERS

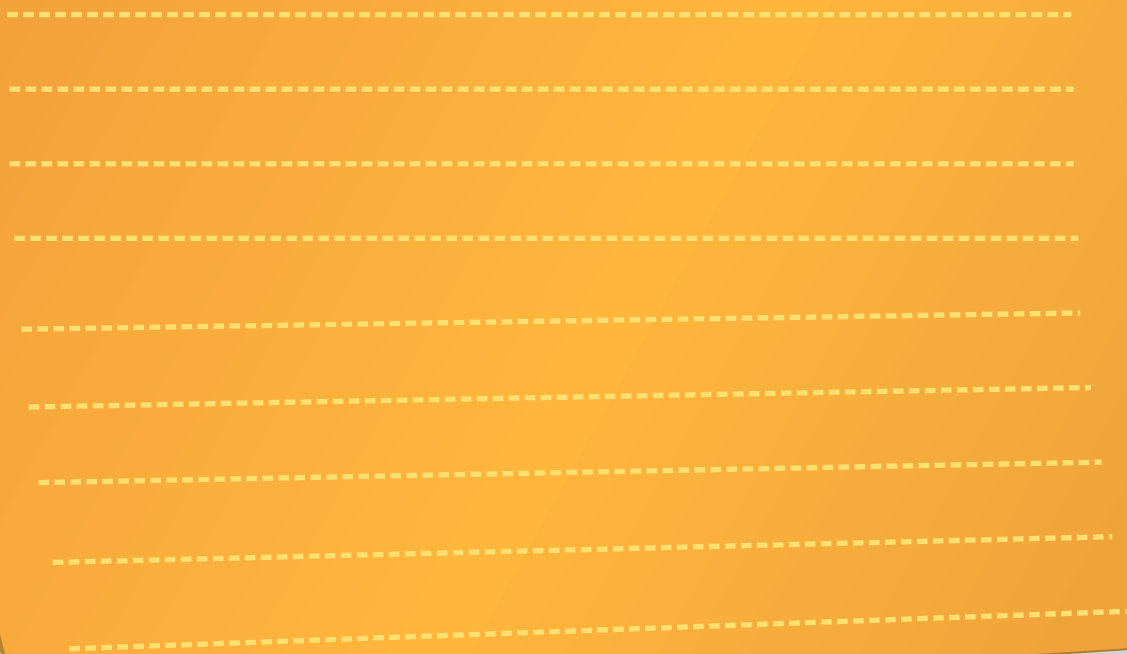
Conversation: 1 speak

Conversation: 2 louder

Conversation: 3 a message

Conversation: 4 spell

TEACHER'S NOTES



A large orange sticky note with a torn top edge, containing ten horizontal dashed lines for writing.

Activity 2c

Match the words on the left with the ones on the right to make common telephone phrases. Write the correct letter in the spaces.

1. hold on	a) your call
2. take	b) louder
3. busy	c) a message
4. speak	d) a second
5. transfer	e) your name
6. spell	f) line

Activity 2d



First, fill in the gaps below with words and phrases from the list in Activity 2b. Then practise them aloud with your partner.

Conversation 1

Peter : Hello! Can I to Mr. Michael, please?
 José : Hi! I'm afraid you can't. He is abroad at the moment.



Conversation 2

Henry : Hello! This is Henry speaking. How can I help you?
 Ian : Good morning. It's Ian Thorpe. May I speak to the manager, please?
 Henry : I'm sorry, I don't understand, I can't hear you well. Can you speak a little, please?

Conversation 3

Sally : Good morning, Jackson Products, Sally speaking. How can I help you?
 Fernando : I'd like to talk to Mr. Jenkins, please?
 Sally : Sorry, he isn't in the office. Can I take please?

Conversation 4

Jonny : Good afternoon! Jay Company, How can I help you?
 Daniel : Good afternoon, It's Daniel Montana. Could I speak to Mr. Evans, please?
 Jonny : I'm sorry. Can you your name please?
 Daniel : Yes. Daniel Montana. That's D-A-N-I-E-L M-O-N-T-A-N-A .

Activity 3



Now, read the following two short dialogues aloud with your partner.

Dialogue 1

Could I have your name, please?

Susan
LUKE

Excuse me, could you spell that, please?

Yes
S-U-S-A-N
L-U-K-E

Lily

Susan

Lily

Susan

Dialogue 2

Good morning, Charlie speaking. How can I help you?

Charlie

Excuse me, the line's very bad. Could you spell your second name for me?

Charlie

It's Caroline Wozniacki.

Caroline

W-O-Z-N-I-A-C-K-I

Caroline

Thank you.

Charlie

Activity 3

The aim of the activity is to make sure that Ss know the correct spellings.

1. Divide the class into pairs (as Student A and Student B).
2. Ask them to read the dialogues with their partners.



Activity 4

Ask Ss to put the sentences in the right order by using the numbers (1-6).

ANSWERS

- 1- Good morning.
- 2- Good morning. It's Makalele Zwelethini.
- 3- I'm sorry. Can you spell your name for me, please?
- 4- M-A-K-A-L-E-L-E Z-W-E-L-E-T-H-I-N-I.
- 5- Did you say Z?
- 6- Yes I did.

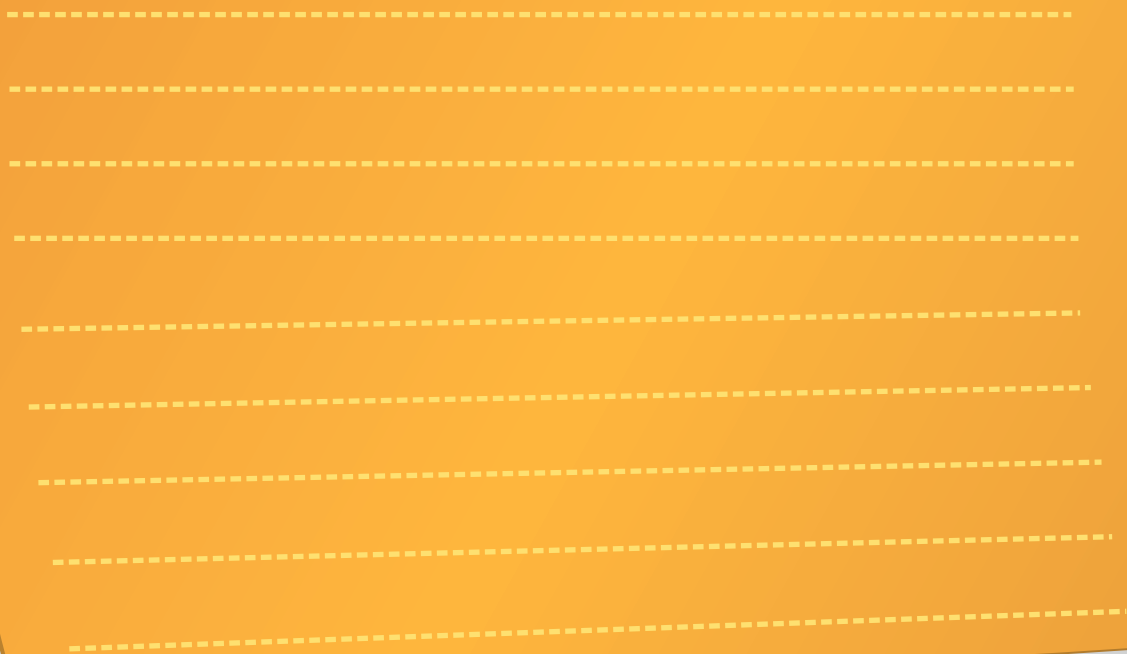
Activity 5

Ask Ss to complete the dialogues with the words given.

ANSWERS

1. in touch / available
2. like / through
3. urgent/sorry/ help
4. that
5. may / about
6. take

TEACHER'S NOTES



A large orange sticky note with a torn top edge, containing ten horizontal dashed lines for writing.

Activity 4



Put the sentences in the right order by using the numbers (1-6) to make a correct telephone conversation

1. Did you say Z?

2. Yes, I did.

3. I'm sorry. Can you spell your name for me, please?

4. Good morning.

5. M-A-K-A-L-E-L-E Z-W-E-L-E-T-H-I-N-I.

6. Good morning. This is Makalele Zwelethini.

Activity 5



Complete the dialogues with the words below.



about available that
 May take in touch sorry
 urgent help like through

1. **Gustavo** : Oh! Good morning. I'm trying to get with Mr. Kelly and someone gave me this number. Is he?
2. **Karin** : Hello. This is Karin Jason from the Heaven Company. I'd to speak to Rosie Moylan if she's there, please?
Jay : I'll put you to her.
3. **Adam** : Good evening. This is Adam Sporks. Could I speak to Jessica Jenkins, please? It's rather
Katsia : I'm but Jessica isn't here at the moment. Can I you?
4. **Rafael** : Good afternoon. Is Mr. Davis speaking?
5. **Joe** : Good evening. This is Joe Benson from the Montoya Company. I speak to Caroline Riverola please, my order?
Alexis : Can you give me your order number, please?
6. **Adriano** : Good morning. I was wondering if I could speak to Ms. Rafinha in Reservations, please?
Sofia : I'm sorry, but Reservations aren't answering at the moment. Can I a message?

Activity 1



Mini Quiz

How much do you know about telephoning? Answer the following questions with your partner.

- 1) Who invented the telephone? _____
- 2) Fill in the gap: I'm afraid you've got the _____ number.
- 3) What is the international code for Turkey? _____
- 4) Which telephone phrase means wait? _____
- 5) When you pick up the phone, you need to _____ the number.
- 6) Fill in the gap: "A moment, please! I'll put you _____ to him."
- 7) SMS = _____ (=text message)
- 8) What 's the American English word for mobile? _____

Activity 2



Put the following sentences into the correct order. Write the order in the spaces on the left. The first one is done for you.

- Tyra : I'm sorry, I have a call on the other line. Could you please hold?
- Bianca : OK.
- Tyra : I'm afraid John's at lunch. Would you like to leave a message?
- Bianca : Yes, please. Could you tell him that Susan called and ask him to call me back? My number is 959 84 55.
- Tyra : Let me repeat your information to make sure I got it right.....
- 1 Bianca : May I speak to Mr. Addie, please?

LESSON 3

Activity 1- Mini Quiz

Ask Ss to answer the questions with their partners.

ANSWERS

1. Graham Bell
2. Wrong
3. 00-90
4. Hold on
5. Dial
6. Through
7. Short Message Service
8. Cell phone

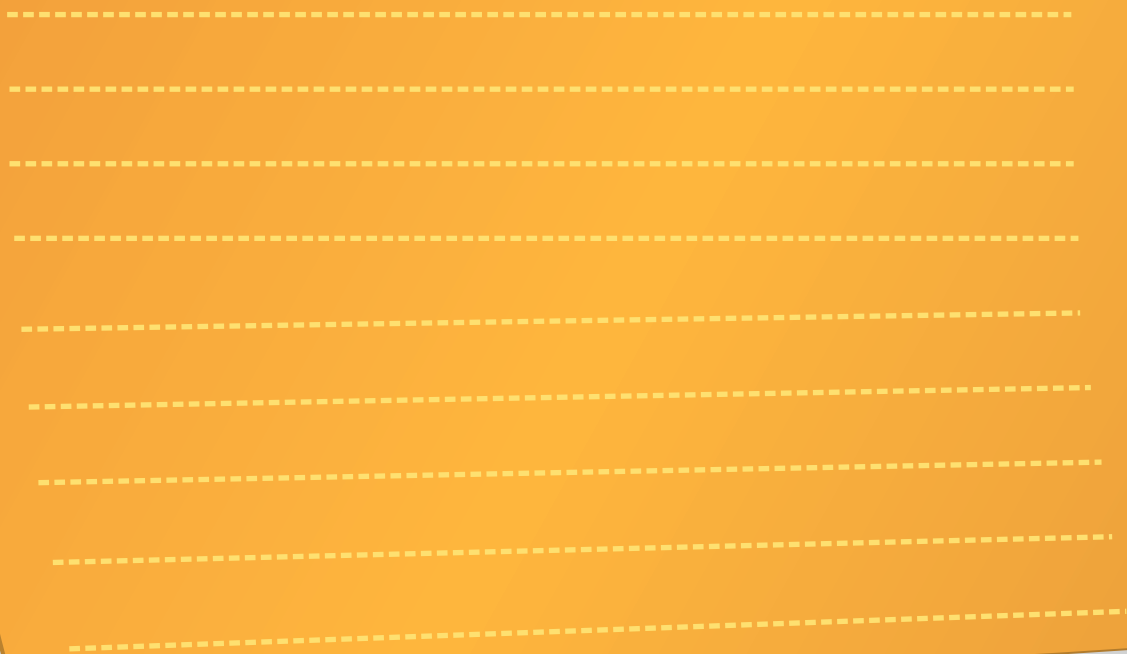
Activity 2

1. The aim of this activity is to make Ss familiar with taking messages.
2. Tell your students to put the sentences in the correct order. The first one is done for them as an example.

ANSWERS

2 - 5 - 4 - 3 - 6 - 1

TEACHER'S NOTES



A large orange sticky note with a torn top edge, containing ten horizontal dashed lines for writing.

Activity 3

The aim of this activity is to encourage Ss to make up a dialogue.

1. Divide the class into pairs (as Student A and Student B).
2. Tell Ss they are going to make up a dialogue using the prompts below.
3. Ask them to write down their conversation.
4. When they finish, ask them to perform it to the class.

Possible Answers

Student A (receiver): Hello. It's Osman Kavak speaking, Cooper Company. How can I help you?

Student B (caller) : Hello. This is Didem Serin speaking. I would like to speak to Ms Goldman please.

Student A (receiver): I'm sorry but Ms Goldman is out.

Student B (caller) : Hmm. Okay. Can you please tell when Ms Goldman is going to be back to the office.

Student A (receiver): I'm sorry but I'm not sure. Do you want to leave a message?

Student B (caller) : Can you tell her to be At Café Rouge at seven-thirty p.m. this evening?

Student A (receiver): All right. At Café Rouge at seven-thirty p.m. this evening?

Student B (caller) : Yes.

Student A (receiver): Is there anything else I can help you with today?

Student B (caller) : No, thank you.

Student A (receiver): You are welcome. Have a nice day.

Activity 4

Game: Whispers

1. Divide the class into groups of 3-5.

2. The first student whispers a message to the second one, so the other players can't hear what s/he says. The second student writes this message down secretly on a piece of paper. As they do so, the term has to be passed on from player to player until finally reaching the last player. S/he says out loud at the end whatever s/he is writing down.

3. The first message is going to be a phone number.

e.g. 00 44 970 986 55 67

4. The second message is going to be a phone number and a full name.

e.g. 89 234 814 24 83 Marie Jane Joy.

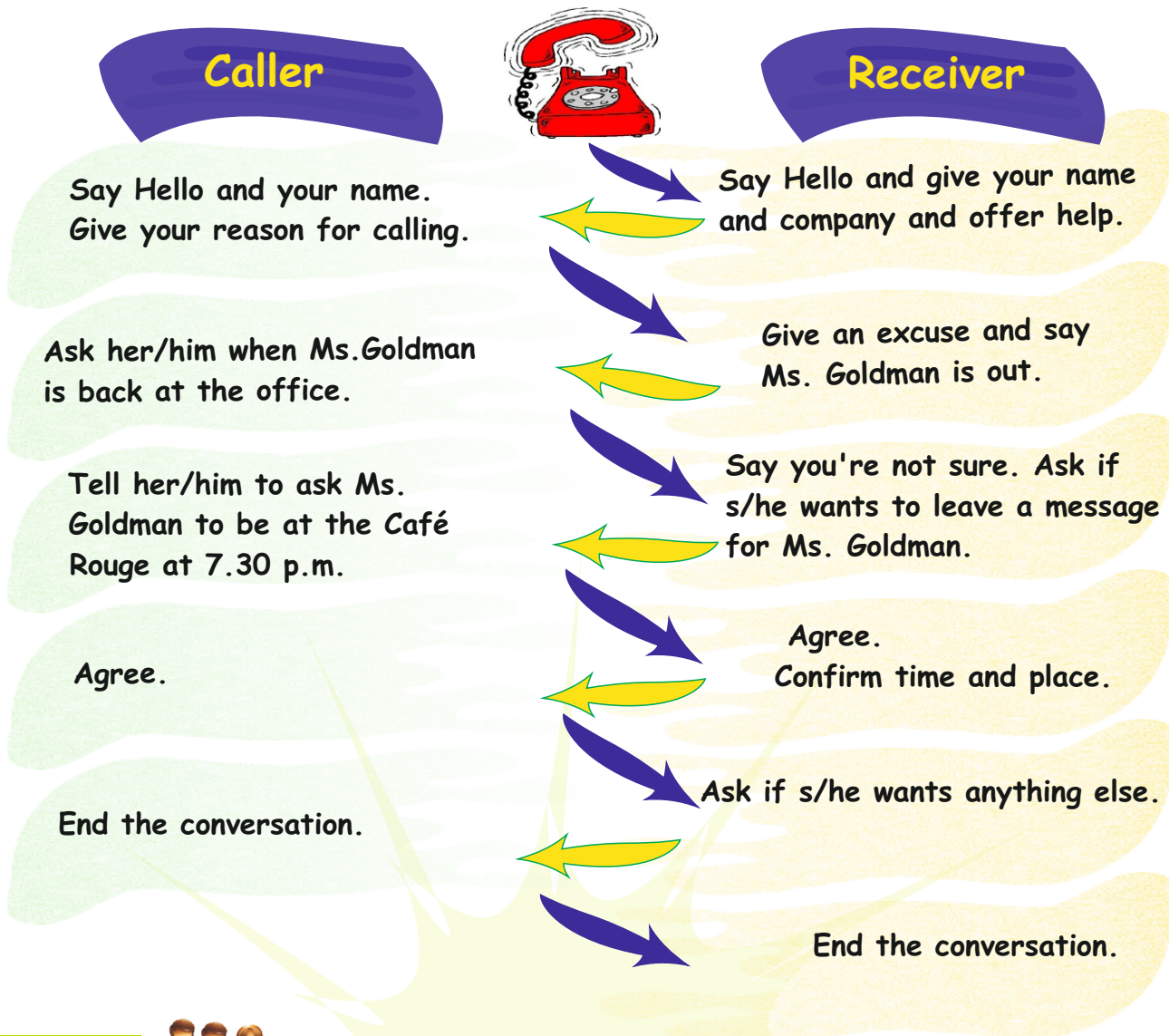
5. The last message is going to be a phone number and a full name with the message.

e.g. 90 814 673 19 23, Larry Brian. Could you call me back at 3 pm today?

Activity 3



Make up a dialogue using the prompts below. Use your own name.



Activity 4



Game: Whispers

Student A records the message on a piece of paper secretly. Then s/he whispers a message. Then Student B whispers the same message to Student C and so on like this. At the end, the last student says the message and Student A reads the original message to compare it.



Activity 5



Read the dialogue below and fill in the gaps in the message form.

Good morning, Silver Corporation, Amanda Chris speaking.
How can I help you?

Amanda

Mary

Good morning. My name's Mary Rose.
Could I speak to Mr. Barry, please?

I'm afraid Mr. Barry is not here at the moment.

Amanda

Mary

Can I call back later?

He won't be here until Tuesday, I'm afraid.
Would you like to leave a message?

Amanda

Mary

Could you please ask him to call me back
as soon as possible?

Yes, of course. Could you please repeat your name and
give me your phone number?

Amanda

Mary

Certainly.
It's Mary Rose and my number is 41-816 11 70.

OK. Mary Rose, 41-816-11-70.

Amanda

Mary

Yes, that's right. Thank you. Bye.

Bye.

Amanda

MESSAGE FORM

Caller: _____

Telephone no: _____ Mobile phone: _____

S/he called. Please call him/her.

S/he'll come to talk in the afternoon. S/he'll call again.

S/he'd like an interview. S/he's been waiting in the office.

NOTE: _____

Message taker: _____ Date: _____ Time: _____

Activity 5

The aim of this activity is to elicit the required information from the Ss.
Tell Ss to read the dialogue and fill in the gaps in the message form.

ANSWERS

Caller: Mary Rose

His/her phone number: 41-816 11 70

Please call him/her

Note: Could you please call him/her back as soon as possible?

Message taker: Amanda



TEACHER'S NOTES

The image shows a yellow notepad with a brown header that says "TEACHER'S NOTES". The notepad has several horizontal dashed lines for writing. The notepad is tilted slightly to the right and has a grey shadow underneath it.

LESSON 4

Activity 1

Tell Ss they are going to answer the questions about their personal use of emails. Remind them they can circle more than one.

ANSWERS

Ss give their own answers.



Activity 1



Answer the following questions about your personal use of emails. Circle the correct letters in 1-5 below. You can circle more than one.

Questionnaire

1 – Who do you write emails to?

a) my friends

b) my boss

2 – How often do you write emails?

a) sometimes

c) family members

b) once a week

d) job advertisements

c) every day

d) at weekends

3 – Whom do you get emails from?

a) friends

b) family

c) other students

d) companies/government

4 – Why do you send emails?

a) for invitations

b) for school work

c) to share photos, pictures

d) for chatting

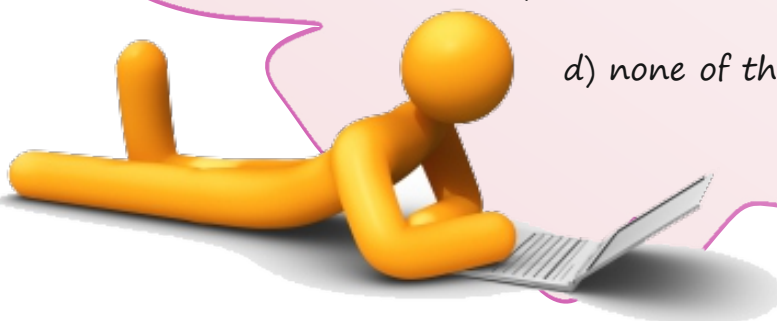
5 – Which email service do you use?

a) Hotmail

b) Yahoo

c) Gmail

d) none of these



Activity 2

Read the paragraphs below. Look for the advantages and disadvantages of emails. Then list them in the two columns in the table.

Using Email Effectively

Email is an effective tool for communication in business and for personal use. There are several advantages of using emails. Firstly they are effective in providing quick answers to Yes and No-type questions. Emails are effective in finding the right person in an organisation or company to answer your questions.



They are also good for making appointments for busy people. Emails can distribute information quickly to many people with just one click. Email is excellent for record-keeping. Emails will stay in your inbox until you move them elsewhere or delete them. Therefore you don't have to write anything down.

Emails are efficient because you can refer to them at any time. They are also free. Still there are some disadvantages: they can be time-consuming when answering complicated questions.

Misunderstandings can arise because of cultural differences in the interpretation of certain words. Emails can compromise the security of a company because important information can be easily sent accidentally to wrong email addresses.

Emails are dependent on many things: for example power, the server, and the Internet connection. Basically, using email is a win-win situation. It doesn't have many weaknesses, and that's why it's so popular in the modern world.



<u>Advantages</u>	<u>Disadvantages</u>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 2

1. Tell Ss to read the paragraphs.
2. Ask Ss to write the advantages and disadvantages of emails.

ANSWERS

Advantages:

1. You can get quick answers to Yes-No type questions.
2. It's good to make appointments for busy people.
3. Emails can distribute information quickly to many people with just one click.

Disadvantages:

1. It can be time-consuming when answering complicated questions.
2. Misunderstandings can arise because of cultural differences in the interpretation of certain words.
3. It has some security risks because the important information can be sent accidentally to wrong email addresses.



Activity 3

1. Before doing this activity, you should explain to the students the informal structures of letters/emails.
2. Ask Ss if they have ever written an email to their friends. If so, ask them to share their experiences in class.
3. Ask Ss to do the activity.

ANSWERS

1. To: Jane

2. Özlem

3. Hi!/ etc.

4. Hi/ Hello/Dear - love



Activity 4



You've got mail!



You are arranging a high school reunion with your group. Write an email to invite groups C and D to the reunion.



Your friends are inviting you to a high school reunion. Reply to their email.

Activity 5



Put the following sentences into the correct order. Write the order in the spaces below. The first one is done for you.



7 I have booked the Board room for the Finance committee meeting. The meeting will be held at 2 pm. Please respond to the invitation I sent earlier on.

2 O. Pekcan, Personal Assistant

3 Dear All,

4 We look forward to seeing you.

5 2012 Financial Results

6 Ms O. Pekcan, Personal Assistant to Chief Finance Officer

8 Best Regards,

1 Board of Directors

9 Please find attached documents for your review for this afternoon's meeting. The financial results will be released in two weeks' time. Therefore your review and input is crucial.

The screenshot shows an email composition window with the following elements:

- 1** points to the 'To:' field.
- 2** points to the name 'O. Pekcan, Personal Assistant' in a callout bubble.
- 3** points to the salutation 'Dear All,' in a callout bubble.
- 4** points to the closing 'We look forward to seeing you.' in a callout bubble.
- 5** points to the subject line '2012 Financial Results' in a callout bubble.
- 6** points to the signature 'Ms O. Pekcan, Personal Assistant to Chief Finance Officer' in a callout bubble.
- 7** points to the first sentence of the email body in a callout bubble.
- 8** points to the sign-off 'Best Regards,' in a callout bubble.
- 9** points to the second sentence of the email body in a callout bubble.

Activity 4

1. Divide the class into groups of 4 or 6.
2. Draw their attention to what they're expected to do.
3. When they have read the information, ask SPA to write an email on a piece of paper and send it to the other group. Then Group B replies to their email.
4. Go around the class, helping students where necessary.

Activity 5

Tell your students to put the sentences into the correct order for a proper mail.

ANSWERS

6 – 1 – 5 – 3 – 7 – 9 – 4 – 8 – 2



Activity 6

Ask Ss to read the email and fill in the gaps with the appropriate phrases.

ANSWERS

Dear Gökhan

I'm really sorry

delivery date

contact us

Warmest regards

TEACHER'S NOTES

A large orange sticky note with a torn top edge, featuring the text "TEACHER'S NOTES" and several horizontal dashed lines for writing.

Activity 6



Read the e-mail below and fill in the gaps with the appropriate phrases.



Gökhan's done some shopping via an online shopping site. However, as there's been a delay, he's sent an e-mail to discover what the problem is. The following e-mail is the reply from the shopping site's Customer Service Department.

Send Save draft Rich text | ! ↓ | Cancel Options ?

From: replyamazon@co.uk

To: gknclk@gmail.com

Subject: Delay of shipment

Insert: Attachments Office docs Photos From Bing Emoticons

Tahoma 10 B I U [List icons]

.....,

.....to hear that you've not received your order yet.

I've checked and can see that your order #HU263211390-299 was sent via Inland Mail Co. on 22 February, 2012. It's been our experience that the majority of shipments arrive shortly after the estimated date.

I understand that this order was expected by the estimatedso you have the right to return the item without any charge.

If your item does not arrive in two days following this mail, pleaseagain. In the case of your receiving the item already, please ignore this mail.

.....,

Self assessment

In this unit:

I liked 😊 _____

I did not like ☹️ _____

I learnt how to: _____

I learnt the following new words/phrases:

Assessment 1

Make meaningful telephone phrases using the first word given.

1 hold _____

2 take _____

3 speak _____

4 get in _____

5 put _____

Assessment 2

Write an e-mail to invite Andy to your birthday party on Saturday.



Send Save draft Rich text ▼ | ! ↓ | Cancel

From: _____

To: _____

Subject: _____

Insert: 📎 Attachments 📁 Office docs 🖼 Photos 🌐 From Bing ▼ 😄 Emoticons

Tahoma ▼ 10 ▼ **B** *I* U [List icons] [Link icon] [Image icon] [Text color icon]

_____ Andy,

PROGRESS AND SELF ASSESSMENT

Assessment 1

Ask Ss to make meaningful telephone phrases using the word given.

ANSWERS

1. hold on
2. take a message
3. speak louder/slowly
4. get in touch
5. put through

Assessment 2

Ask Ss to write an e-mail to invite Andy to their birthday party on Saturday.

ANSWERS

Ss give their own answers.



UNIT 4 RESERVATIONS, TOURS AND EXCURSIONS (hours: 20)

OBJECTIVES

By the end of this module, students should:

know:

- common phrases used for describing tours and excursions
- common phrases used for giving and taking addresses
- common phrases used for making/taking reservations

be able to:

- take and make different types of reservation
- talk about tours and excursions

have practised:

- role playing taking and making reservations

INTENDED LEARNING OUTCOMES

(incl intended method of assessment)

At the end of this unit, students will be able to:

- give and take addresses
- arrange reservations
- talk about business trips

UNIT 4

RESERVATIONS, TOURS AND EXCURSIONS



Unit 4 RESERVATIONS, TOURS AND EXCURSIONS

Lesson 1

Addresses and directions

Activity 1

Tell Ss to fill in the 12 spaces with the appropriate words/phrases given in the box.

ANSWERS

1. take a bus
2. turn left
3. go down the steps
4. go over the bridge
5. go straight on
6. go through the park
7. take the metro
8. turn right
9. take a taxi
10. go up the escalator
11. go up the steps
12. stop!

TEACHER'S NOTES



In this unit you will learn how to:

- ✓ take and make different types of reservation
- ✓ talk about tours and excursions

Activity 1



Write the phrases below under the appropriate picture.

Go down the steps

Go straight on

Turn left

Go over the bridge

Take a taxi

Turn right

Go through the park

Take a bus

Go up the steps

Go up the escalator

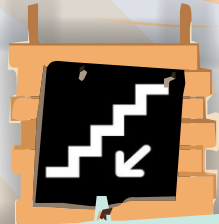
Take the Metro



1



2



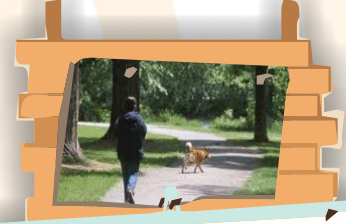
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5



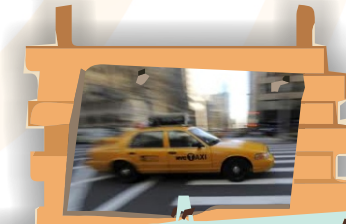
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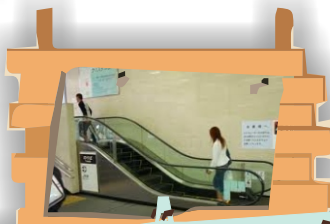
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9



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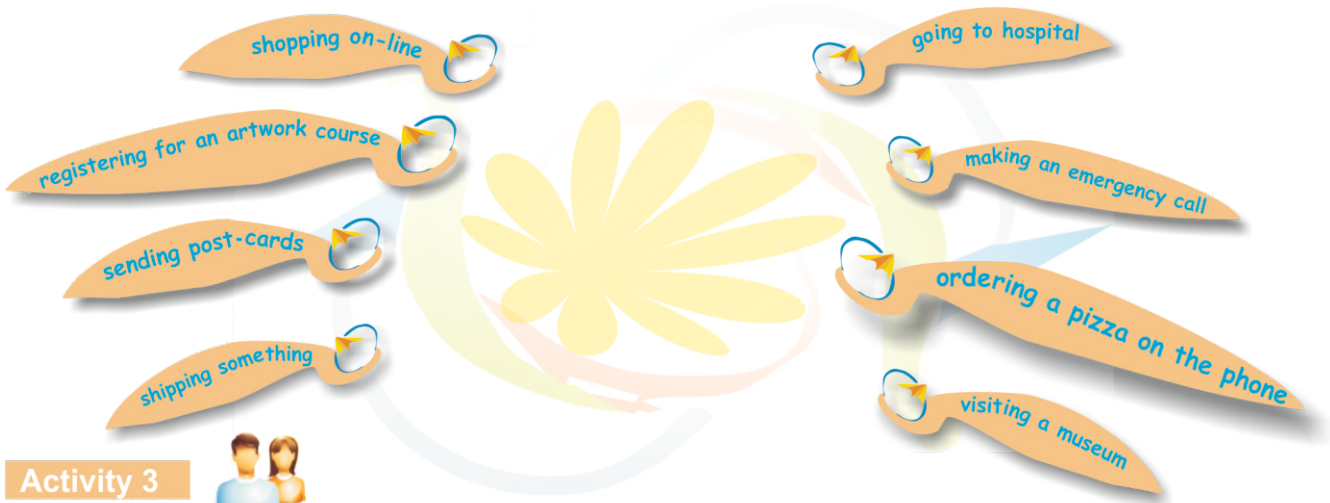
11



12

Activity 2

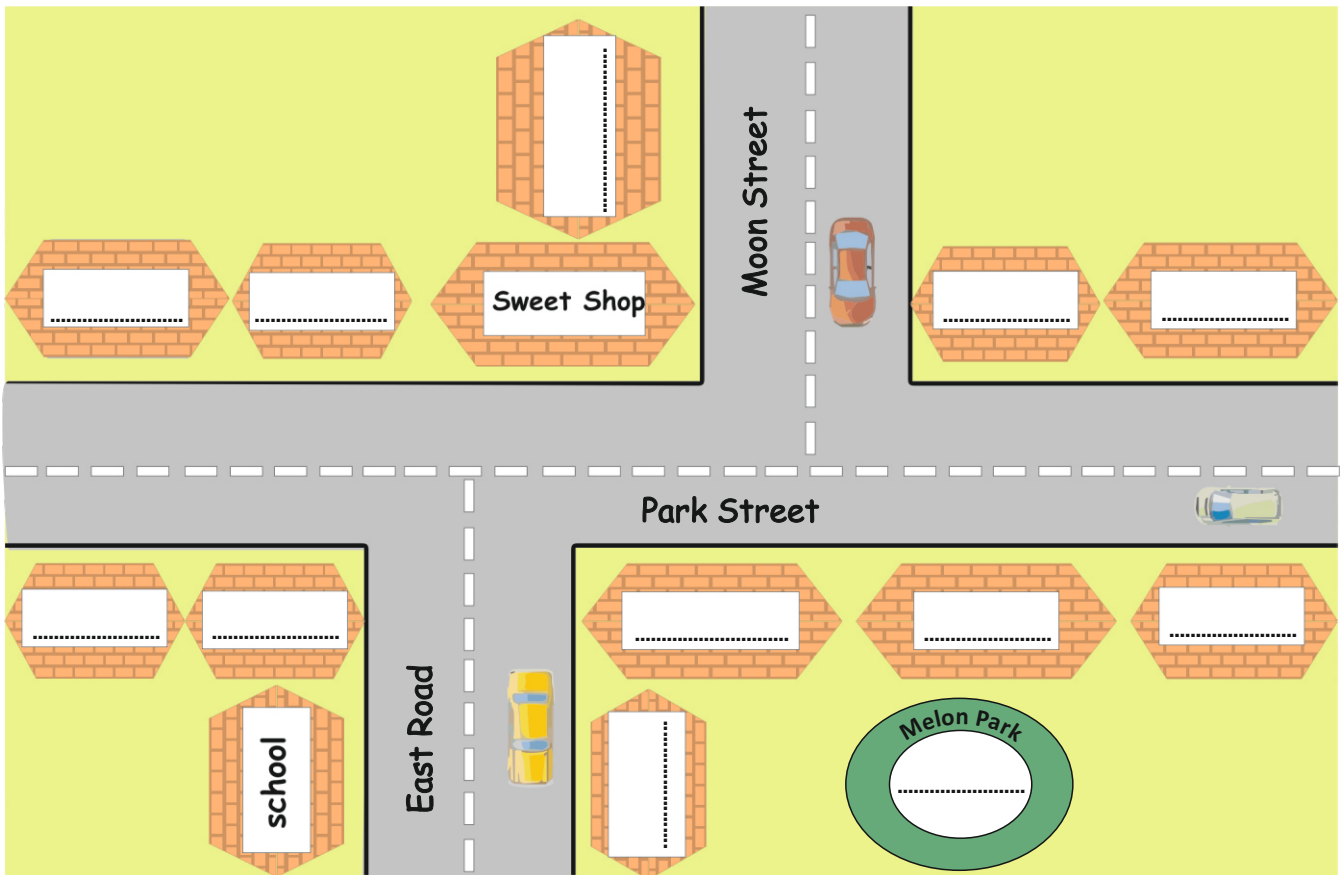
- 1- Do you know what information is included in an address line?
- 2- In what kind of situations do you give your address? Tick (✓) the ones below when you do.



Activity 3



Read the directions below and label the places on the map.



- 1-The bank is in Park Street, next to the sweet shop... and the cafe is next to the bank
- 2-The museum is on the corner of Moon Street and Park Street.
- 3-The funfair is in Melon Park.
- 4-The bookshop is opposite the cafe in Park Street.
- 5-The library is at the end of the Moon Street.
- 6-The grocery is near the bookshop.
- 7-The hotel is opposite the grocery.
- 8-The Italian restaurant is at the end of the East Road.
- 9- The shopping center is between hotel and museum.

Activity 2

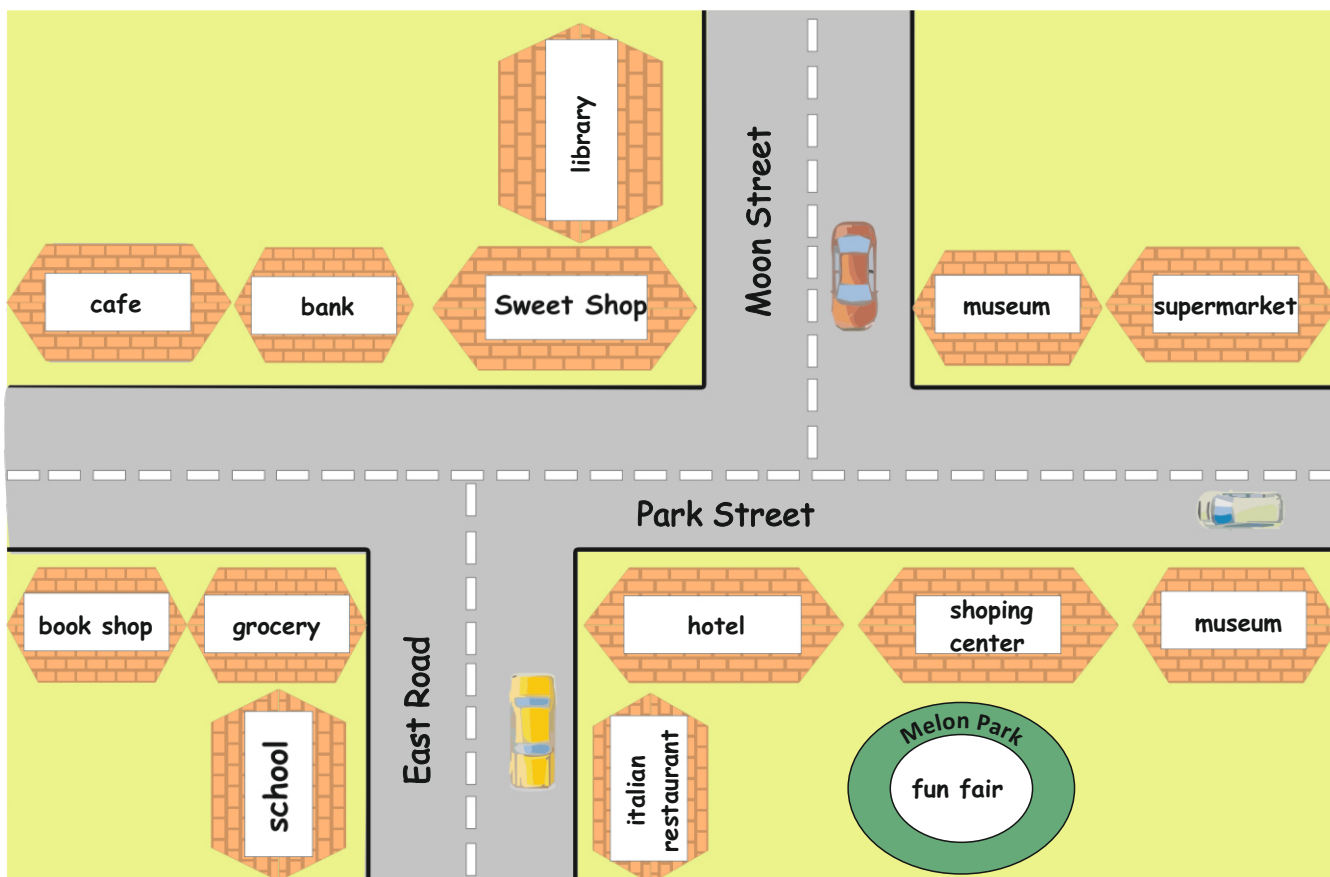
Ask Ss what information is included in an address line. As you elicit the answers, write the correct ones on the board. Then ask them in what kinds of situations they give their address. Ask them to look at the diagram in Activity 2 and tick the situations when they need to give their address.

POSSIBLE ANSWERS

shopping on-line
registering for an art-work course
shipping something
ordering a pizza
making an emergency call to a hospital

Activity 3

Tell Ss to read the directions and label the places on the map.



Ask Ss to imagine what they would do if they were lost in a city that they have never been before. Then ask them to read the situation. Tell them to look at the map on the page and try to give clear directions for the way back to Kimiko's hotel at 2 (Kimiko is located at 1 and supposed to go to 2).

Split Ss into pairs. The first student is Kimiko. The other one is her friend Takako. Tell Takako to give clear directions to enable her to get Kimiko from point 1 to point 2 on the map. Advise Ss to speak slowly, carefully and clearly, as if they were making conversation on the phone.

SUGGESTED ANSWERS

Kimiko : Takako, it's me, Kimiko. I lost in London and can't find the way back to the hotel. I'm near Lambeth Bridge. Can you give me the directions?

Takako : All right Kimiko, it's very easy to come back to the hotel from Lambeth Bridge. Listen to me carefully.

Kimiko : Okay.

Takako: Go past Lambeth Bridge first and walk straight until Statue of Beowulf turn left to Marsham Street and then right to Vincent Street. Walk until you get to The Gordon Hospital and walk through Hyde Park and walk along Boston Street our hotel is next to Victoria Palace.

Kimiko : Thank you very much. See you soon.

Takako : That's okay. See you in twenty minutes.

TEACHER'S NOTES



A large orange notepad with a torn top edge and horizontal dashed lines for writing. The notepad is tilted slightly to the right and has a grey shadow underneath it.

Activity 4



Read the situation

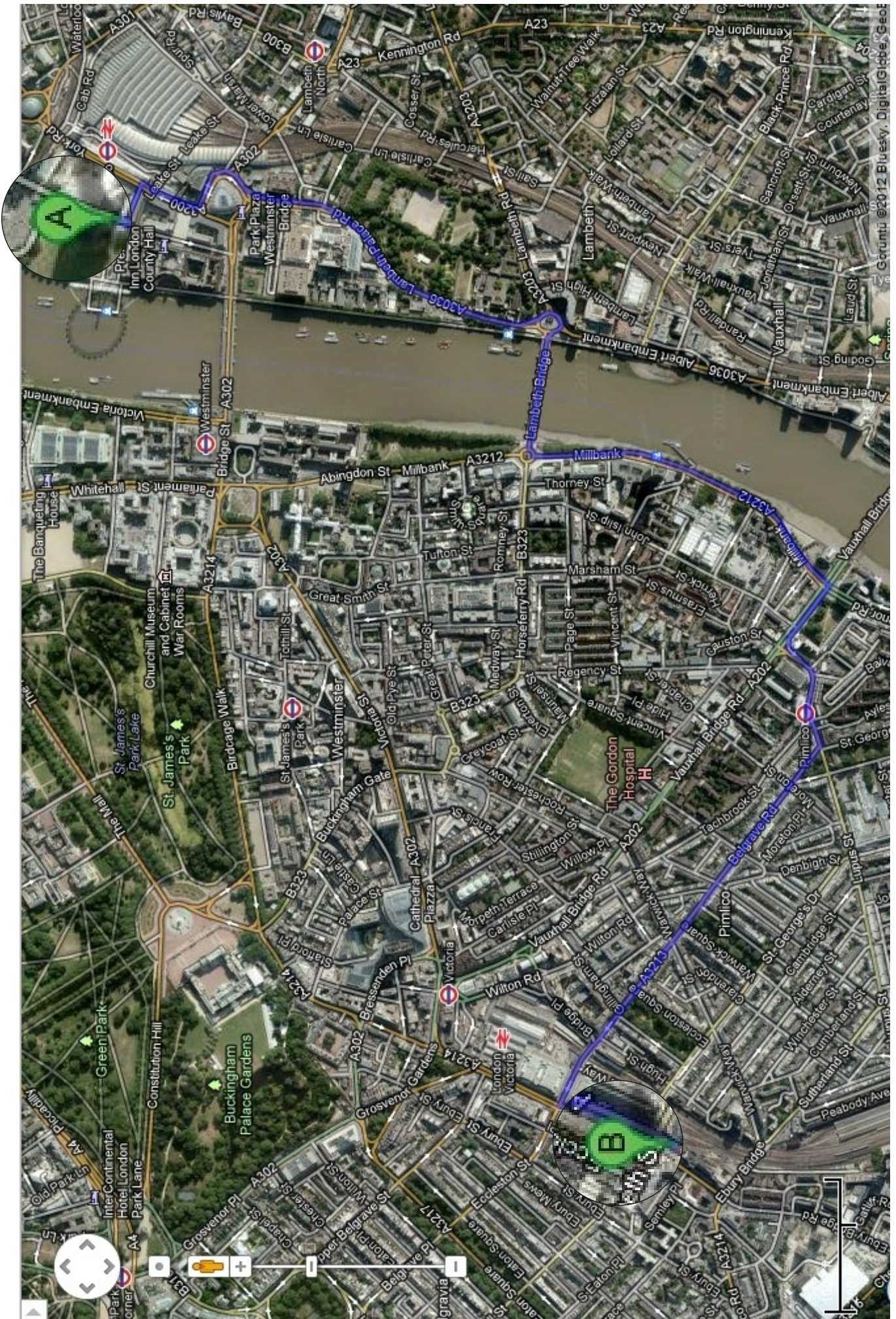
A group of students from different countries, including Turkey, go to London. A female Japanese student, Kimiko, gets lost from the group while on a tour near the city centre and loses her way.

Now look at the map below and see where Kimiko is (1) and where she needs to go (2).



One of you is Kimiko and the other is Takako. Takako then gives clear directions to Kimiko on the mobile to help her find her way to the hotel.





TEACHER'S NOTES

A sheet of orange lined paper with a dark orange header containing the text "TEACHER'S NOTES". The paper is tilted slightly to the right and has a light gray shadow underneath. The main body of the paper is orange and features horizontal dashed lines for writing. The header is a darker shade of orange and has a torn, irregular edge.

Project work

The activity intends to encourage students using interactive maps and navigations such as Google Maps. Remind them that in this activity they are supposed to find and follow an interactive map on the Internet, like the one behind. Ask Ss to open a Google maps page on the internet, (<https://maps.google.com/maps?output=classic&dg=brw>)

and enter locations as,

from: Jubilee Gardens

to: Victoria Station.

When Google Maps page is open tell Ss to drag the yellow man icon from the left hand side onto the map. Drop the icon at the point that Ss view from (Jubilee Gardens) and they will switch to the 3D image. Use the map in the lower left corner to navigate, and use the mouse to pan the main image around. The arrow icons let them move around at street level. The tools on the left hand side allow them to zoom in on the image as well as control the exact angle and direction they wish to view.

Then ask them to answer the questions in the boxes on page 53. Ask them to follow Gökçe's route with yellow man icon on Google maps.

ANSWERS

1. London Eye, British Airways
2. 1
3. River Thames
4. 11:40
5. It is cloudy
6. Park Plaza Country Hall, Florence Nightingale Museum, Westminster Bridge, Victoria Tower Gardens, The Royal Bank of Scotland PLC, The Gordon Hospital, Vauxhall Bridge.
7. Chelsea

TEACHER'S NOTES

A large orange notepad with a torn top edge and a grey shadow. The notepad has the title 'TEACHER'S NOTES' at the top and ten horizontal dashed lines for writing.

Project Work:



Gökçe went to London via an Erasmus+ project. During her trip from Jubilee Gardens to Victoria Station she saw lots of different scenes. First find an interactive map on the internet, like the one opposite. Then answer the questions in the boxes below.



1. What's the name of the ferris wheel in Jubilee Gardens? Who owns it? (you will need to use the internet to find out.)

2. How many buses are there on Westminister Bridge?

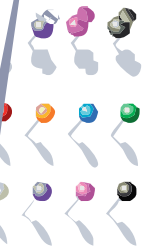
3. What's the name of the River below the bridge?

4. What time is it on the clock tower of the Houses of Parliament ?

7. Go straight on Elizabeth Street, turn left from Eccleston Square to Kings Road Motorway, turn right and go pass Waterford Road and find which famous premier league team has a stadium?

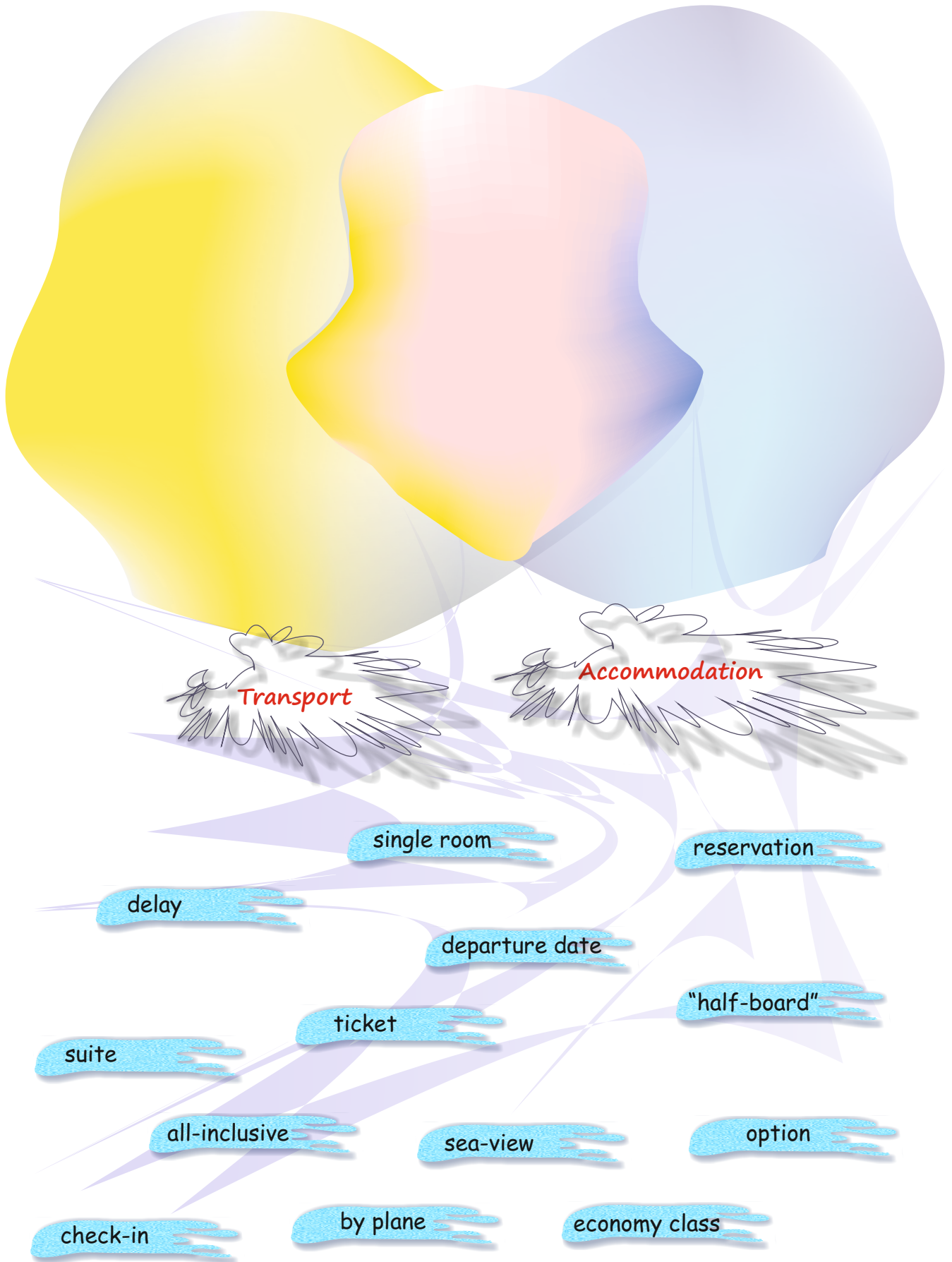
6. What landmarks did you pass on your way to Victoria Railway Station? Write five of them.

5. What was the weather like in London?



Activity 1

Put the words below in the appropriate space in the diagram. Some words can fit both places. Write the ones that fit both in the intersection area.



Lesson 2

Accommodation and Transport Reservations

Activity 1

Ask Ss to put the words at the bottom of the page in the appropriate spaces in the diagram. Some words can fit both bubbles, so tell Ss to write the ones that fit both in the intersection area.

ANSWERS

Accommodation: suite, sea-view, single bed, half-board

Transport: delay, economy class, all-inclusive, ticket, by plane, departure date

Both: option, reservation, check-in



Activity 2

Ask Ss to match the 11 words in the table to form word pairs. One is done for you.

ANSWERS

1. five-night stay
2. departure date
3. business class
4. plane ticket
5. twin bed
6. by plane
7. double room
8. check-in
9. sea view
10. all-inclusive
11. half- board



Activity 2

Match the words below to form word pairs. The first one is done for you.

			Answers
1	five-night	-view	five-night stay
2	departure	stay	
3	business	room	
4	plane	-in	
5	single	plane	
6	by	class	
7	double	-inclusive	
8	check	bed	
9	sea	-board	
10	all	date	
11	half	ticket	

Activity 3

Match the hotels below with the people, according to their needs.



Pedro

A

I'd like to stay in the hotel for my honeymoon. The rooms must have a beautiful sea-view. I'd like to have a romantic cruise by the ocean with my wife and I'd like a wide range of entertainment and activities.



Amy

B

I need a hotel located in the city centre with a great view of the city. After work, in my spare time, I'd like to go for a steam bath.



Viktor

C

I'd like to stay in a country-side hotel. However, the hotel shouldn't be far away from the city. I want the hotel surrounded by natural landscape.



Aisha

D

Although I'd like a place in the mountains I still want to be able to swim. I want to do physical activities like mountain climbing.



1

HOTEL X

- Room with panoramic view and double bed.
- Three magnificent swimming pools plus a children's pool.
- Located seventy-nine miles west of Santiago.
- It is the perfect place to combine a relaxing stay with the excitement of activities that require physical exercise.

- In a peaceful location about 20 minutes from the centre of Varadero.
- Its beautiful gardens and thousands of palms make it the ideal setting.
- Next to the Hicacos nature reserve.



2

HOTEL Y



3

HOTEL Z

- SPA services
- Standing in a privileged location in front of the Eiffel Tower
- With a spectacular city view
- Welcome Beverages and fruit basket in room

A	B	C	D



4

HOTEL W

- Guarantees days of beach enjoyment and relaxation in an atmosphere of tropical gardens
- Offers a wide range of facilities making it the ideal choice for couples, families and groups.
- Has a privileged location on the best strip of white sandy beach

Activity 3

Ask Ss to match the four hotels at the bottom of the page with the people, (Pedro, Amy, Victor, and Aisha) according to their needs.

ANSWERS

Pedro – Hotel Y
Victor – Hotel W

Aisha- Hotel X
Amy – Hotel Z

TEACHER'S NOTES



Activity 4

Ask Ss to read the prompts in the two columns. Tell them to make up the telephone conversation carefully, using the prompts.

Split Ss to A and B. They'll build it up the conversation bit by bit several times and practise it until they get it right. Give Ss about 10 minutes and ask three different pairs to perform in front of the class, and then give feedback.

SUGGESTED ANSWERS

Student B: Hotel Empire receptionist, it's Berkay speaking. How can I help you?

Student A: I'm Mehmet, I would like to make reservation.

Student B: All right. How many guests do you have?

Student A: It's just me and my friend, the reservation is for the seventh of July.

Student B: A room for two and the date is on the seventh of July, right?

Student A: How much would I pay for the room for one night?

Student B: Would you like to have bed-and-breakfast or half board. Bed-and-breakfast price is 75\$ and 90\$ for half board. And we have %10 discount with prepaid reservation.

Student A: Okay. I want bed and breakfast for seventh of July for ten days. How much should I pay?

Student B: I'm reserving a room for two on the seventh of July. The price is 750\$. May I have the names, please?

Student A: Mehmet Torun and Mert Ertürk.

Student B: How would you like to pay?

Student A: I will pay it cash.

Student B: All right sir, it would be a great pleasure to guest you in our hotel. Thank you very much, have a nice day.

Activity 5

Ask Ss to read the six rows and cross out the odd one out in each row.

ANSWERS

1. sea view
2. promotion
3. all-inclusive
4. by train
5. half board
6. flight

Activity 4



First read the prompts in the two boxes below. One of you is A; the other is B. Now carefully make up a telephone conversation using the prompts. B starts.

Telephone conversation



A

B

Say your name and ask to make a reservation.

Hotel Empire receptionist. Answer the phone and offer help.

There are two of you. Give the date you want to stay.

Reply and ask how many guests there are.

Ask the room price.

Check number of guests and confirm the date.

Reply and say that you want bed-and-breakfast + confirmation. Ask for price.

Bed-and-breakfast or half-board. Offer 2 package prices.

Give names.

Confirm the price date, number of guests and ask for names.

Say cash.

Ask for method of payment.

Reply appropriately and end the call.

Activity 5

Read the six rows below. Cross out the odd one out in each row.

- | | | | |
|-----------------|---------------|-------------------|---------------|
| 1 plane | bus | train | sea view |
| 2 single room | double room | promotion | suite |
| 3 first-class | all-inclusive | business class | economy class |
| 4 cancel | delay | postpone | by train |
| 5 half-board | single bed | double room | twin room |
| 6 all-inclusive | half-board | bed-and-breakfast | flight |

Activity 1



a) You are going to talk about a journey. Think of a recent trip you made and answer each question below with your partner.



- 1- Where and when did you go?
- 2- Why did you go?
- 3- How did you go? Did anything interesting happen during the journey?
- 4- Who did you meet?
- 5- What happened during the trip?
- 6- What happened later, as a result of your trip?
- 7- Did you learn anything from the experience?



b) Then when you have prepared your notes, work with your partner and interview each other. Ask the same seven questions to your partner.



Lesson 3
Tours and Excursions

Activity 1

- a) First tell Ss they are going to discuss a recent trip they have made.
- b) Tell Ss to work with their partner and interview each other when they prepared their notes. First A asks B questions 1-7. Then B does the same.
- c) Then ask one pair to come to the front. A tells her/his story and B tells her/his story.

ANSWERS

Ss give their own answers.



Activity 2

Ask three or four pairs for their answers. Then give your feedback about the quality of their answers.

Activity 3

First, Ss read the short paragraph about Ana Beatriz. Then they look at her notebook. Tell Ss to give their answers on Ana's notebook page. Then ask them to make up a name for each place and ask them to give reasons for their choice.

ANSWERS

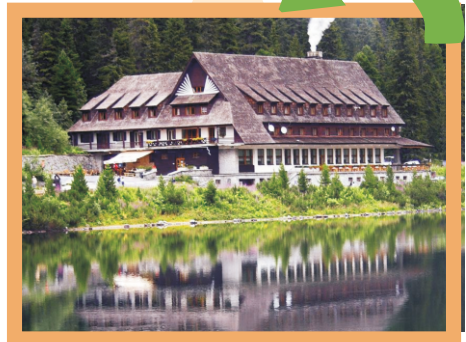
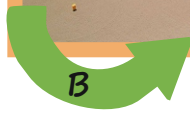
Ss give their own answers.



Activity 2



Do you ever go away on holiday? What kind of holiday do you like most? Tell your partner. Then look at the pictures below. Say what kind of holiday the people are going on in these three places. Begin: 'I think they, etc'



Activity 3

Ana Beatriz works for the Tiger Company. She has to arrange excursions for her company's guests. First read the information on her notebook about the guests' preferences. Then decide which destination above is the most appropriate one for these guests. Make up a name for each place and give reasons for your choice.

Group of six
 Japanese
 Like natural surroundings,
 fishing, quietness
 Dislike noise, hot weather,
 crowds.

Please!

Reasons:

- * _____
- * _____
- * _____

Activity 4

First read the dialogue below. Then fill in the blanks with suitable words or phrases from the box.

- | | | |
|-------------------------|-------------------------|-----------------------|
| 1- Could you please...? | 2- arrange an excursion | 3- chalet |
| 4- Should I make...? | 5- How can I help you? | 6- final arrangements |

Robert Hello, Comagene Tour Agency. Robert speaking

Ana Hello, I'd like to to Lake Como on 22 February.

Robert Yes, of course. How many people will be there ?

Ana Six.

Robert Where are they from?

Ana They're from Japan, so arrange an interpreter for them.

Robert Of course. What kind of activities would you like to arrange for your guests?

Ana No activities thank you. We'd like them to have fun in a natural environment, in a for instance.

Robert Would you like us to arrange any kind of sports activity for them?

Ana No, thank you.

Robert What name the reservation under?

Ana The Cinnamon Company.

Robert Cinnamon... Good... Tomorrow, I'll let you know about the price and

Ana Is there anything else I can help you with?

Robert No, thanks till tomorrow. Bye.

Ana Thank you. Goodbye.

Activity 4

Tell Ss to read the dialogue. Ask Ss to fill in the blanks with suitable words or phrases from the box.

ANSWERS

1. How can I help you?
2. arrange an excursion
3. Could you please...?
4. chalet
5. should I make...?
6. final arrangements



Activity 5

Tell Ss to read the story about Mikel's business trip to Tokyo. Ask Ss to complete the spidergram underneath it.

ANSWERS

1. two
2. trainee exchange
3. difference
4. remained
5. a young executive
6. a phone call
7. knowledge of Japanese culture



Activity 5

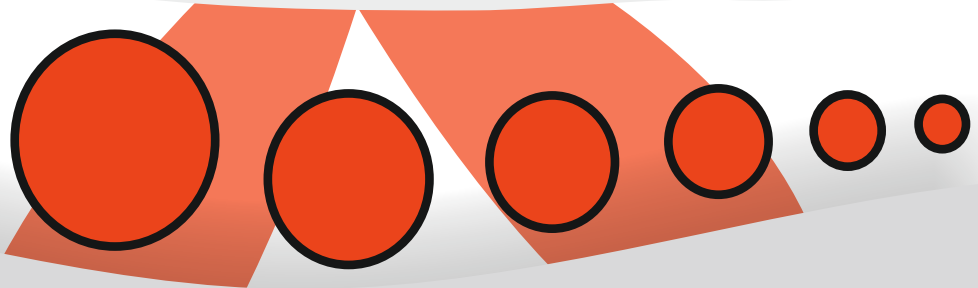
First read the story about Mikel's business trip to Tokyo. Then complete the seven sentences at the bottom of the page.

Mikel works for Turkish Airline Company and has been asked to sign a contract with AJA, All Japanese Airlines.

Everything seemed fascinating when I and my secretary landed at Narita International Airport, Tokyo. In two weeks, we were supposed to sign a contract with AJA for the exchange of our trainees. In my first meeting with the company, they sent seven people to negotiate. My secretary asked a question. As soon as she finished, one of the men stood up and left the room. Then noone spoke and we remained silent. When the man returned, he whispered something to one of his colleagues.

Following the meeting I talked to a young business executive and asked her why the man didn't answer my secretary's question. "Oh, I'm very sorry. There wasn't a problem in the room. In fact everyone was pretty happy with the result. In Japan it's our custom to be silent until everyone agrees. The man went out to make a telephone call to our headquarters to check on some important information."

The real problem was that nobody prepared me for Japanese culture. I'm used to European and American culture where business people tend to be open and straightforward. And almost nothing surprised me while I was living there. But at the end of my trip to Japan I learnt that I need to attend a special course to be more familiar with the business culture that I'm going to work in.



1. Mikel and his secretary went to Tokyo for weeks.
2. The contract that the companies signed was about t..... e.....
3. There is a big between Japanese, European and American business culture.
4. The Japanese team silent until the man came back to the meeting.
5. After the meeting Mikel talked to a young, who was working for AJA.
6. The real reason why the man left the meeting was to make
7. The problem Mikel experienced occurred because of his lack of of

Activity 6

An Away Day

The Managing Director of your company thinks fun at work is linked to higher productivity. You and your partner have been asked to choose a place to have fun with your colleagues. You have talked to different departments. First read their comments and the newspaper cuttings below. Then discuss and decide which place you should all go to. Give reasons for your choice.

Can we do something cultural? What about trying new food? We want to have fun and spend some time relaxing and chatting.



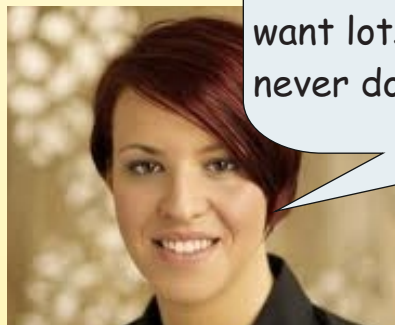
Mandy Aragall, 30,
Administration

A relaxing day out would be wonderful. Just some gentle exercise and lots of good food. Can we go somewhere near the office? Oh, and no silly games, please!



James Lujan, 45,
Accounts

No boring discussion groups with the guys in Accounts, please! We want lots of fun activities that we've never done before!



Yasmin Le Bon, 23,
Marketing

Activity 6

The aim of the activity is to make Ss use the language in a persuasive way. Ask Ss to imagine themselves as an employee in a company asked to choose a place to have fun with your colleagues by their boss who thinks fun at work is linked to higher productivity.

1. First tell Ss to read the comments and newspaper cuttings on page 63. They are the advertisements possible destinations for the entertainment. Ask students to read what different colleagues from different departments think about the entertainment plan and form an opinion and choose a destination from the advertisements on the newspapers.
2. Ask Ss to persuade others for the destination they chosen and to give reasons to decide which place they should all go to.

ANSWERS

Elicit Ss' decisions in pairs and make a simple table on the board to see how much Ss agree on their choices and reasons.



TEACHER'S NOTES

A sheet of orange lined paper with a dark orange header containing the text "TEACHER'S NOTES". The paper has horizontal dashed lines for writing. The paper is slightly tilted and has a grey shadow underneath.

SPA HEALTH DAY



Why not reward your hardworking staff with a little luxury? Space Health Club offers a chance to refresh and relax your staff.

Your package includes:

- unlimited use of the 25m swimming pool with sauna and steam rooms
- supervised gymnasium
- complete relaxation program
- yoga and Pilates classes
- buffet lunch included, with free soft drinks and fruit throughout the day.

FOOD AND COFFEE COURSES AT CHAMPERS

We offer guests the relaxed atmosphere with the facilities, standards of service and cuisine of a quality



hotel. You can relax by a log fire and listen to coffee experts give talks about our many different types of coffee, all available for tasting. The dining room has excellent views across the valley, and guests are served wonderful food

cooked by top-class French chefs.

ADVENTURE FARM DAY



For excitement seekers. A day that your staff will never forget!

- Go-kart racing
- Bungee jumping
- Rock-climbing

No previous experience necessary. Instructors are trained to coach beginners. A delicious barbecue lunch is served at the farm.

A WONDERFUL EVENING IN THE COVENT GARDEN OPERA HOUSE!



An unforgettable musical experience in the centre of London. Enjoy an excellent Italian meal before the show.

Performances start at 8.00 pm. Programme and interval drinks are included.

Self assessment

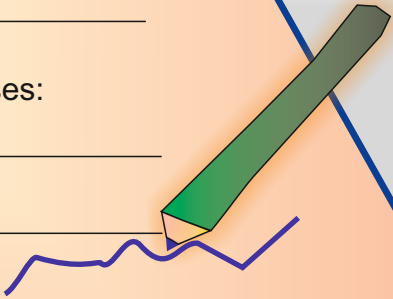
In this unit:

I liked 😊 _____

I did not like ☹️ _____

I learnt how to: _____

I learnt the following new words/phrases:



Assessment 1

Match the verb below with suitable items from the list on the right.

1 make

a) a flight

2 take

b) a single room

3 arrange

c) a reservation

4 check-in

d) an excursion

5 book

e) a taxi

PROGRESS AND SELF ASSESSMENT

Assessment 1

Ask Ss to match the verbs with suitable items from the list on the right.

ANSWERS

1. make a reservation
2. take a taxi
3. arrange an excursion
4. check-in a flight
5. book a single room



TEACHER'S NOTES

Assessment 2

Ask Ss (in-pairs) to write five words/phrases that they have learnt about accommodation and transport.

ANSWERS

Ss give their own answers.

Assessment 3

Ask Ss what the advantages/disadvantages of travelling by bus are. Ask them to write five sentences.

ANSWERS

Ss give their own answers.



Assessment 2

In pairs, write five words/phrases that they have learnt about accommodation and transport.

Transport

Five orange leaf-shaped notecards arranged vertically, each with a horizontal line for writing.

Accommodation

Five blue leaf-shaped notecards arranged vertically, each with a horizontal line for writing.

Assessment 3

What are the advantages/disadvantages of travelling by bus are? Write five sentences.

Five orange ribbon-shaped writing areas arranged vertically, each starting with a number (1 to 5) and a horizontal line for writing.

UNIT 5 BUSINESS CORRESPONDENCE (hours: 20)

OBJECTIVES

By the end of this unit, students should:

know:

- common lexis related to formal(business) correspondence

be able to:

- write a formal letter of complaint
- write formal business correspondence

have practised:

- writing formal letters

INTENDED LEARNING OUTCOMES

(incl intended method of assessment)

At the end of this unit, students will be able to:

- write basic business correspondence

UNIT 5

Business

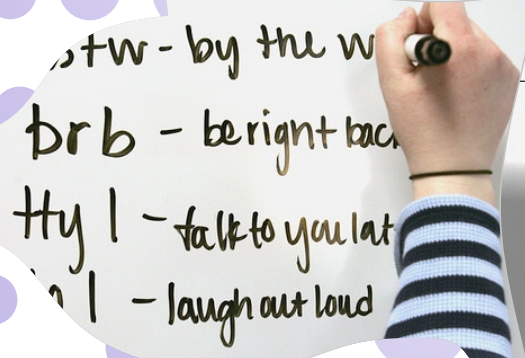
Correspondence



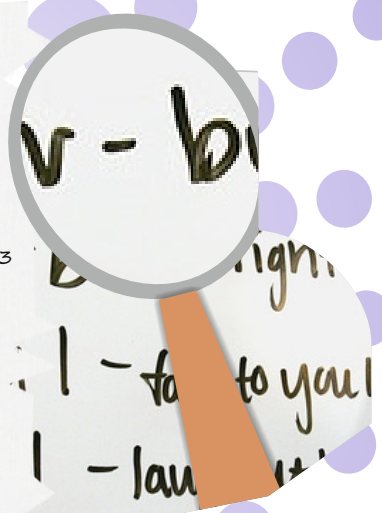
Hampstead School of English
12 High Street-Notting Hill-London-W12 4EX-U.K.

Portakal Çiçeği Blv.
Sevgi Sit. A Blok 5/12
Fethiye
Muğla
Turkey


30 April, 2013



stw - by the way
brb - be right back
ttyl - talk to you later
lol - laugh out loud



v - by
l - for you
l - laugh

Yours sincerely,

Fred Sanderson

Unit 5 BUSSINESS CORRESPONDENCE

Lesson 1

Activity 1

Tell Ss that they need to speak English in order to communicate with people internationally and even in their country. Ask them why, when and where they may need English for writing.

SUGGESTED ANSWERS

- chatting on the web
- to fill in forms
- to apply for a job abroad
- to write text messages

Ask Ss to give their own reasons for learning to write in English



In this unit you will learn;

- ✓ how to write formal correspondence

Activity 1

When do you need English for writing? Write your answers in the boxes below.



Think about your answers. Which ones are **the most** important to you?

1

2

3

*The word 'jargon' means
the specialized or technical language of a trade,
profession or similar group.*



Activity 2



Read the sentences below. Decide which ones are formal ones and tick them.

Dear Sir/Madam,

Love,

Write soon.

See you!

Yours faithfully,

How's it going?

I attach...

Could you please...?

Tell me about ...

All the best.

Dear Jack,

Dear Mr/Ms ...

Well, time to close.

Yours sincerely,

Take care.

Yours,

Thanking you in advance.

I'm really glad to hear about ...

I enclose ...

Will write again soon.

Look after yourself.

With kind regards,

In reply to your letter ...

I hope to hear from you soon.

Activity 2

Tell Ss that they sometimes may need formal and informal ways of communication. In some situations and with particular people they may need to communicate with formal ways while they don't with their friends or families.

Ask Ss to work in pairs and decide which sentences are more formal. Then ask them to tick the formal ones in the boxes provided.

ANSWERS

Dear Sir/Madam

Thanking you in advance

I hope to hear from you soon

I attach...

Yours sincerely

In reply to your letter

Yours faithfully

Dear Mr/Ms

With kind regards

TEACHER'S NOTES



Activity 3

There are two letters in the SB. Each of them has different incomplete parts. Student A starts reading letter A aloud up to the blank. Ask Ss to read the blank parts as *bla...* *bla...* or something else.

In the first time A and B just listen.

In the second time, while A is reading, B fills in the blanks in his/her letter.

Next, Student B starts reading her/his letter.

Student B aloud the same way and Student A fills in his/her blanks.

They continue reading and filling in the blanks till both letters are completed.



Activity 3



With your partner you are going to complete the two letters below. Student A will take letter A and Student B will take letter B. Do not look at each other's letter. Listen carefully to the teacher's instructions.

LETTER A

Hampstead School of English
12 High Street
Notting Hill
London W12 4EX
U.K.

Portakal Çiçeği Blv.
Sevgi Sit. A Blok 5/12
Fethiye
Muğla
Turkey

30 April, 2013

Dear _____,

_____ that you are coming to our school in July.

_____ will learn a lot of English and have a very enjoyable time.

_____ in a youth hostel or with local families.

Please let me know which you _____.

Please ask if you need any further information.

I look forward to _____ soon.

enc: Application form

Yours sincerely,

Fred Sanderson

LETTER B



Hampstead School of English
12 High Street-Notting Hill-London-W12 4EX-U.K.

Portakal Çiçeği Blv.
Sevgi Sit. A Blok 5/12
Fethiye
Muğla
Turkey

30 April, 2013

_____ Ms Yılmaz,

I am very glad to see that you are coming to _____.

I am sure you will learn a lot of English and have _____.

You can stay either in a youth hostel or _____.

Please let me know which you would prefer.

Please ask if you need _____.

I look forward to hearing from you soon.

enc: _____

Yours _____,

Fred Sanderson

Dear Ms Yilmaz,

I am very glad to see that you are coming to our academy in July. I am sure you will learn a lot of English and have a very enjoyable time.

You can stay either in a youth hostel or with local families. Please let me know which you would prefer.

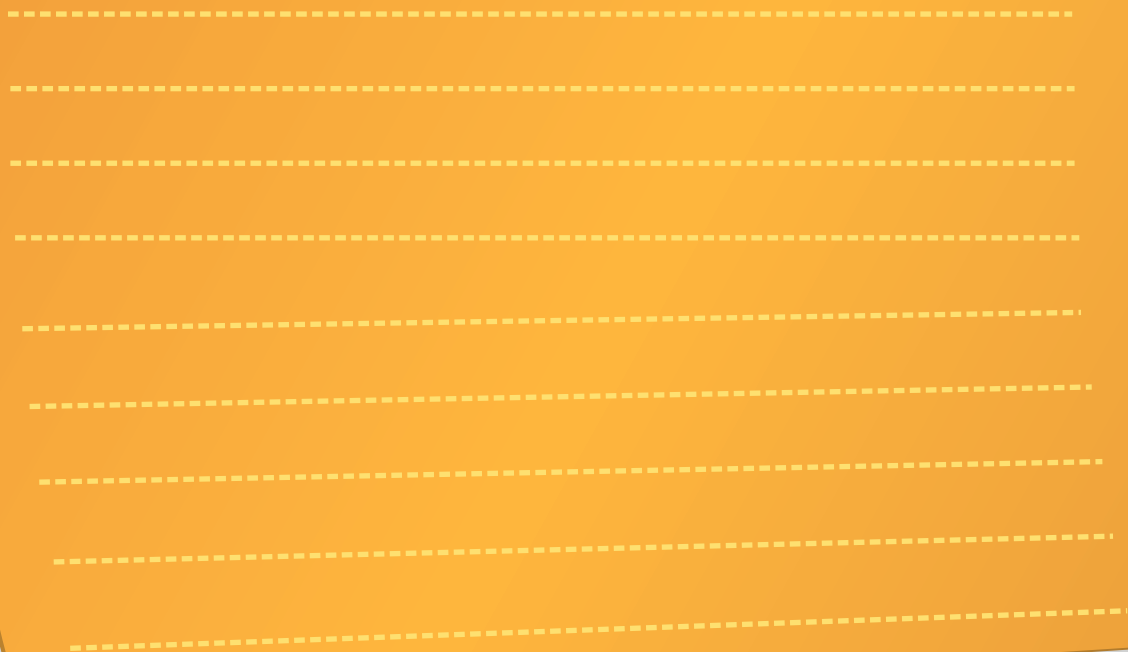
Please ask if you need any further information.
Looking forward to hear from you soon.

enc: Application form

Yours sincerely,

Fred Sanderson

TEACHER'S NOTES



A large orange sticky note with a torn top edge and a shadow, containing ten horizontal dashed lines for writing.

Activity 4

Ask Ss to look at the style of both letters and find three differences between them.

1. sender's address
2. date
3. closing



Activity 4

Look at the letters above again. How are they different? Discuss with your partner and list three differences.

1

2

3

In English,
the day is written before the month.
So to avoid confusion, write the date clearly
like this:



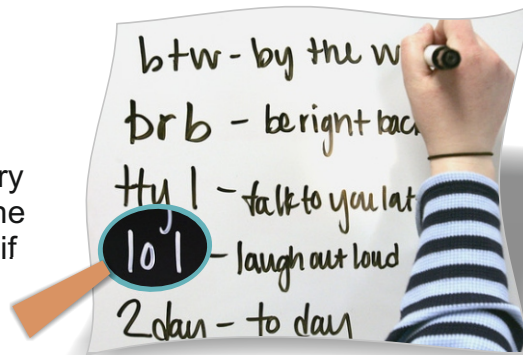
18 April, 2013

In the USA, they write
'04/18/2013'

We say: 'the eighteenth of April,
two thousand and thirteen.'

Activity 5

Look at some common abbreviations below. Try to match them with their meanings. One is done for you. You can check online for the answers if you like.



Attn: Martin Levis

enclosure(s)

p.p. Jim Arrow

as soon as possible

ASAP/asap

for the attention of

Tel no:

regarding/on the subject of

Re:

telephone number

enc(s):

a copy of the letter has also been sent to the named people

cc:

put before your name if someone else signs the letter for you in your absence

Activity 5

Ask Ss to match the abbreviations with their meanings.

ANSWERS

Tel no:	telephone number
Attn <i>Martin Levis</i>	for the attention of
pp <i>Jim Arrow</i>	put before your name if someone else signs the letter for you
ASAP / asap	as soon as possible
enc(s):	enclosure(s)
cc:	copies of the letter are sent to the named people
Re:	regarding/on the subject of

TEACHER'S NOTES

A large orange notepad with a dark orange header containing the text "TEACHER'S NOTES". The notepad has horizontal dashed lines for writing and is tilted slightly to the right.

Activity 6

Tell the Ss to write their address, date and name in the correct boxes. Remind them that the address is always written in the native language.

Then ask Ss to look at the cut-outs at the back of the book (on page 103.) and cut and stick them in the correct places.

ANSWERS

Address

Date

Ms Canisteras
Marketing Manager
Sunset International Hotel
A 4356 Athens
Greece

Dear Ms Canisteras

I'm writing to you to complain about the level of service I received recently at your hotel.

Last month I stayed at your hotel for one week. Although I generally enjoyed my stay there, the weather turned unusually cold. No heating was switched on during that time.

I hope you will pay attention to my complaint, as I will not recommend your hotel for this reason.

Hoping that you will take better care of your customers in the future.

Yours sincerely

Activity 6



You stayed in a five-star hotel in Greece but you weren't happy with it. You are going to write a letter to Ms Canisteras, the Marketing Manager of the hotel. Cut-out the different parts of the letter on page 103. Then decide which ones are the most polite and appropriate. Stick them in the right places below. Before you start, write your address, the date and your name/signature in the places marked.

Your address

Street

City,

Post Code

Country,

Date:

Ms Canisteras
Marketing Manager
Sunset International Hotel
A 4356 Athens
Greece

Salutation

Main body
(between 1-3
paragraphs)

Closing

Your name/
Signature


Activity 7

Read the four items below and circle the correct answer.

1

a)


Yours sincerely,



Fred Sanderson

b)

Yours sincerely,




Fred Sanderson

c)

Hampstead School of English
12 High Street
Notting Hill
London W12 4EX
U.K.

Yours sincerely,



Fred Sanderson

On an official letter your name can appear:

2

If you start your letter 'Dear Sir/Madam', you end it with

- a) Yours sincerely
- b) Best wishes
- c) Yours faithfully


3 The recipient's address should appear here:

a)

Hampstead School of English
12 High Street
Notting Hill
London W12 4EX
U.K.

b)

Yours sincerely,




Fred Sanderson

Hampstead School of English
12 High Street
Notting Hill
London W12 4EX
U.K.

c)

Hampstead School of English
12 High Street
Notting Hill
London W12 4EX
U.K.

Yours sincerely,



Fred Sanderson

4

The closing of a formal letter is usually: 'I look forward...'

- a) about hearing from you
- b) to hear from you
- c) to hearing from you

Activity 7

Ask Ss to choose the correct answers to the questions

ANSWERS

1. a 2. c 3. a 4. b



Lesson 2

Activity 1a

Remind Ss they may experience problems with an airline during a trip. Explain that problems could occur before take-off, during a flight or after landing. Be sure that Ss understand these problems. Then ask them to read about the problem areas and write them in the correct column.

ANSWERS

Delayed/cancelled flight.

Unfriendly ground staff.

Activity 1b

Ask Ss to read Mario's letter and find the missing information to complete the complaint form.

FLYME AIRLINES
COMPLAINT FORM

SURNAME: *Baker*

NAME: *Mario*

TEL: 8657920445

E-MAIL: mbaker@hmail.com

FLIGHT NO: FA421

DATE: *12 May, 2013*

FLIGHT LOCATION: *Memphis to Florida*

TIME: *10:00*

Please indicate the problem in the box below.

- three hours delayed flight
- lack of information
- unfriendly ground staff

Activity 2

Now complete the letter below by using formal/polite expressions. Select one expression from each pair of phrases in the list a) - e) below and write them in the spaces provided.

- a) I am writing to complain about / I'm really angry about
- b) I know / I can accept
- c) I would appreciate your attention in this matter / I expect you to deal with my problem immediately
- d) Please write soon / I look forward to hearing from you
- e) Best wishes / Yours faithfully

10 Harvard Road
Shelby
Memphis
TN9707

FL Airlines
1420 Houston Street
Miami
FL 33122

May 17, 2013

Dear Sir / Madam

Flight No FA 471 - 12 May 2013

(a) _____ my recent flight with your airline. The flight was FA 421 from Memphis to Florida on 12th May.

The first problem was the flight, which should have taken off at 10.00 hrs but was delayed until 13.00 hrs. Although (b) _____ the delay was not your fault, we were not given any information until 11.30 hrs.

Secondly one of your staff on the plane was extremely rude and unhelpful.

I filled in a complaint form when I finally arrived in Florida, which you should have received by now. (c) _____.

(d) _____ in the near future.

(e) _____

Mario Baker

Activity 2

Ask Ss to choose the correct answer to make the letter more formal and polite.

ANSWERS

- a) I am writing to complain about...
- b) I can accept...
- c) I would appreciate your attention in this matter
- d) I look forward to hearing from you
- e) Yours faithfully



Activity 3

Let Ss read the two situations given. Ask them to choose one of them to write a complaint letter about. Tell Ss to look previous letters and use the same format of a formal complaint letter.



TEACHER'S NOTES

The notepad is yellow with a brown tab at the top. The tab contains the text "TEACHER'S NOTES" in yellow capital letters. The notepad has horizontal dashed lines for writing.

Activity 3

Read the two situations below. Choose **one** of them and write a letter of complaint. You can make up your own details (eg. company name, address, date, etc.)

1

You were asked by your boss to take part in a conference at a hotel in Berlin.

However, when you arrived at the hotel you realised that:

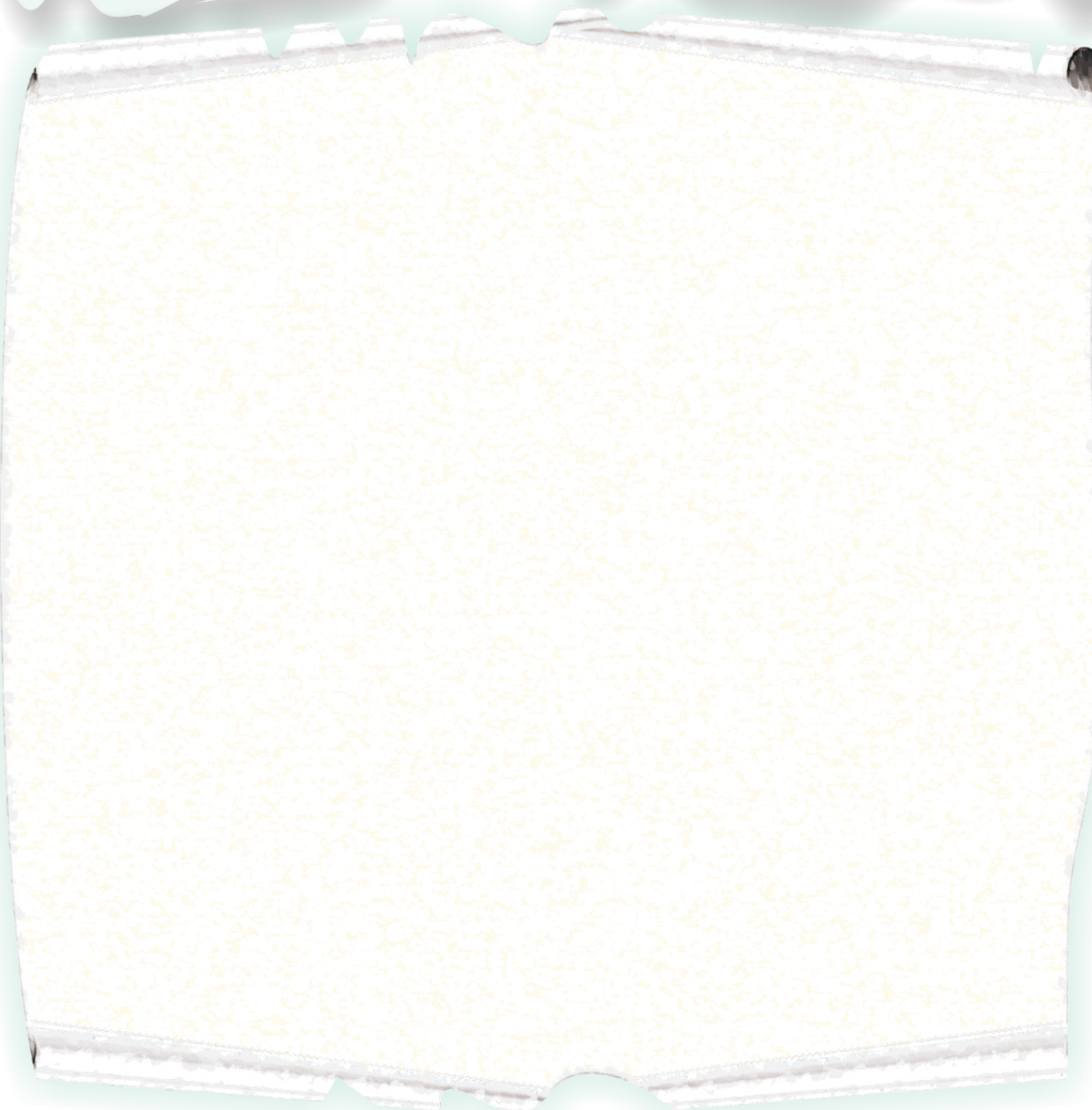
- a) there was no Internet connection*
- b) the room service was poor*
- c) the food wasn't fresh*

2

You bought shoes on-line.

But when you received them you saw that:

- a) they were the wrong size*
- b) the colour was not the same as you ordered/wanted*
- c) the box was torn and half open*



Activity 1

Mike is a company manager who has just moved to Turkey to work. He bought a new house and he ordered some goods for his new home. Yasemin, who is a colleague in his new company, is discussing with him the advantages of modern Internet communication, compared with more old-fashioned letters.

Yasemin: So, Mike, why do you try to use Internet communication whenever you can?

Mike: Because it's ten times faster and costs nothing – only a little time. Formal letters take a long time to write and we have to post them. The Internet is immediate.

Yasemin: So, can you give a recent example of an Internet communication?

Mike: Yes, let me show you on-line. I had a delivery problem with a large international company that supplies bedroom linen ...

The screenshot shows the Amazon Seller Communication Centre interface. At the top, it says "Hello Michael Munro" and "We have recommendations for you (Not Michael?)". Below this is a navigation bar with "Shop All Departments", "Search", "All Departments", "GO", "Basket", and "Wish List". The main content area is titled "Your Account > Seller Communication Centre" and shows an "Inbox" tab with "Sent Items" selected. It displays "Showing 1-2 of 2 items" and a table of sent emails.

Sent	Sender	Subject	Reference
11/05/2012 10:51 am	xyz Limited	Thank you for your engin_order with xyz Limited	202-8121802-9280324

Below the table, there are three columns of links: "Get to Know Us" (Careers, Investor Relations, Press Releases, Engin and Our Planet), "Make Money with Us" (Sell on Engin, Associates Programme, Fulfillment by Amazing, Self-publish with Us, See all), and "Let Us Help You" (Delivery Rates & Policies, Engin Prime, Returns Are Easy, Manage Your Kindle, Help).

Now read the email and answer the following questions.

What is the name of the company Mike wrote to? _____

1

2

Did the company reply to Mike?
Yes/No

Lesson 3

Activity 1

Ask Ss to discuss the advantages and disadvantages of modern and traditional communication methods.

First ask Ss to read about Mike and his dialogue with Yasemin. Then ask them to look at the e-mail and answer the questions.

ANSWERS

1. XYZ Limited
2. Yes, they did.



Activity 2

Ask Ss to read Mike's email to the company and ask them to state the problem.

ANSWERS

The company didn't send one of the sheets.

Activity 3

Tell Ss to look at the page again and ask them what they think the company will reply to Mike. Ask them to write a simple reply together in their own words.

SUGGESTED ANSWERS

Dear Mr. Mike

I received your message. We are deeply sorry to trouble you. I will do my best to solve the problem.

Thanks for buying our product.

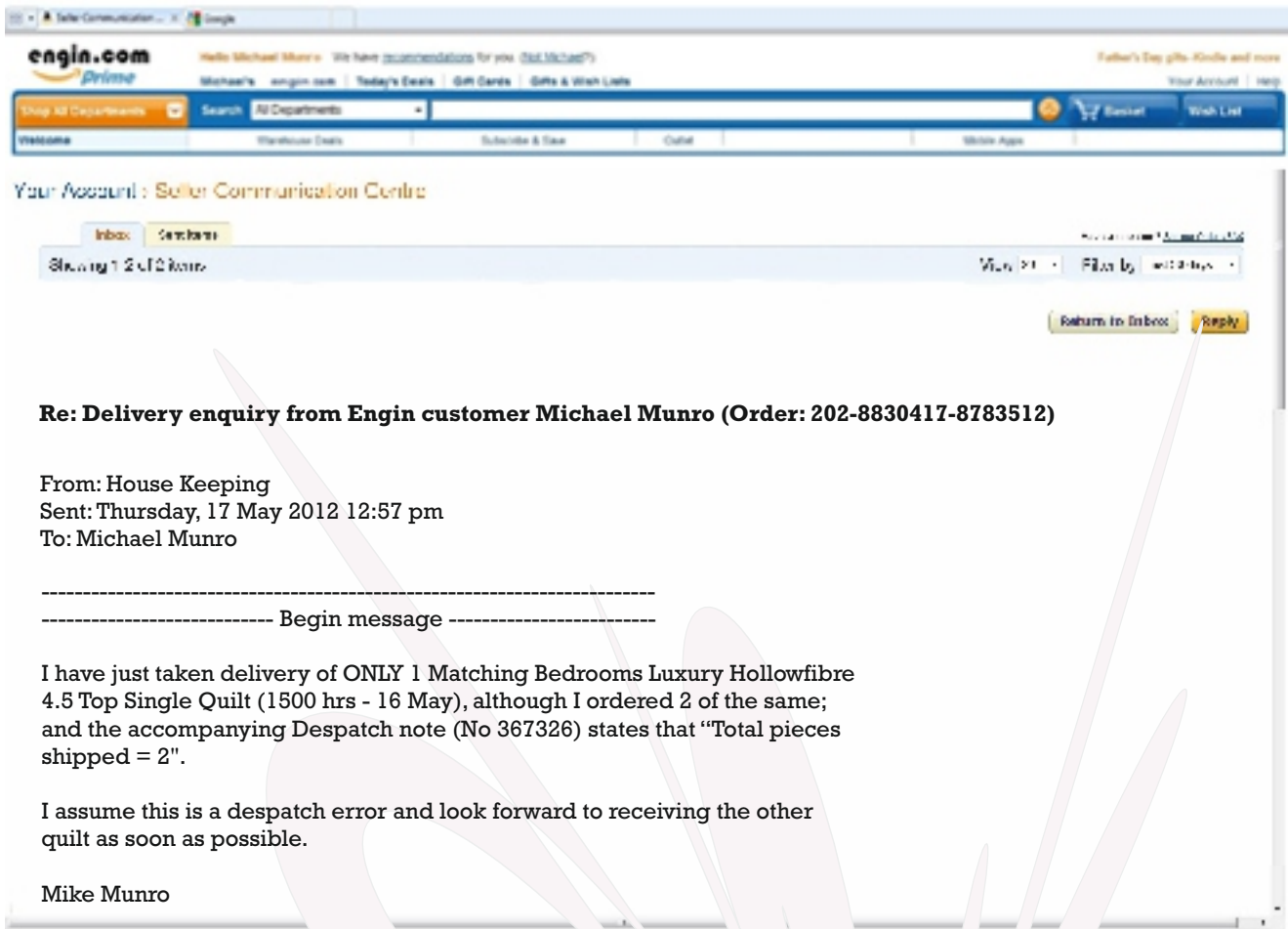
TEACHER'S NOTES



The image shows a large, vertical orange notepad with a dark orange header at the top. The header contains the text "TEACHER'S NOTES" in a bold, yellow, sans-serif font. Below the header, the notepad is filled with horizontal dashed lines, providing space for writing notes. The notepad is slightly tilted to the right and has a soft shadow underneath, giving it a three-dimensional appearance.

Activity 2

Mike received his package six days after ordering. But there was a problem.



Re: Delivery enquiry from Engin customer Michael Munro (Order: 202-8830417-8783512)

From: House Keeping
 Sent: Thursday, 17 May 2012 12:57 pm
 To: Michael Munro

----- Begin message -----

I have just taken delivery of ONLY 1 Matching Bedrooms Luxury Hollowfibre 4.5 Top Single Quilt (1500 hrs - 16 May), although I ordered 2 of the same; and the accompanying Despatch note (No 367326) states that "Total pieces shipped = 2".

I assume this is a despatch error and look forward to receiving the other quilt as soon as possible.

Mike Munro

Read Mike's e-mail to the company and state the problem below.
 Do not write more than nine words.

Activity 3

Look at the email page again. What do you think the company will say to Mike in their reply. With your partner write a simple reply in not more than thirty words.

Activity 4

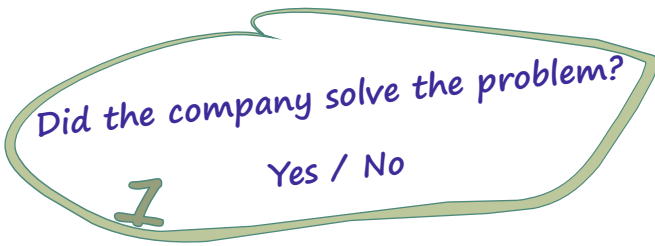
Now read the rest of the conversation between Mike and Yasemin.

Yasemin: So, Mike, did the company deal with your complaint? Were you happy?

Mike: I was very happy.

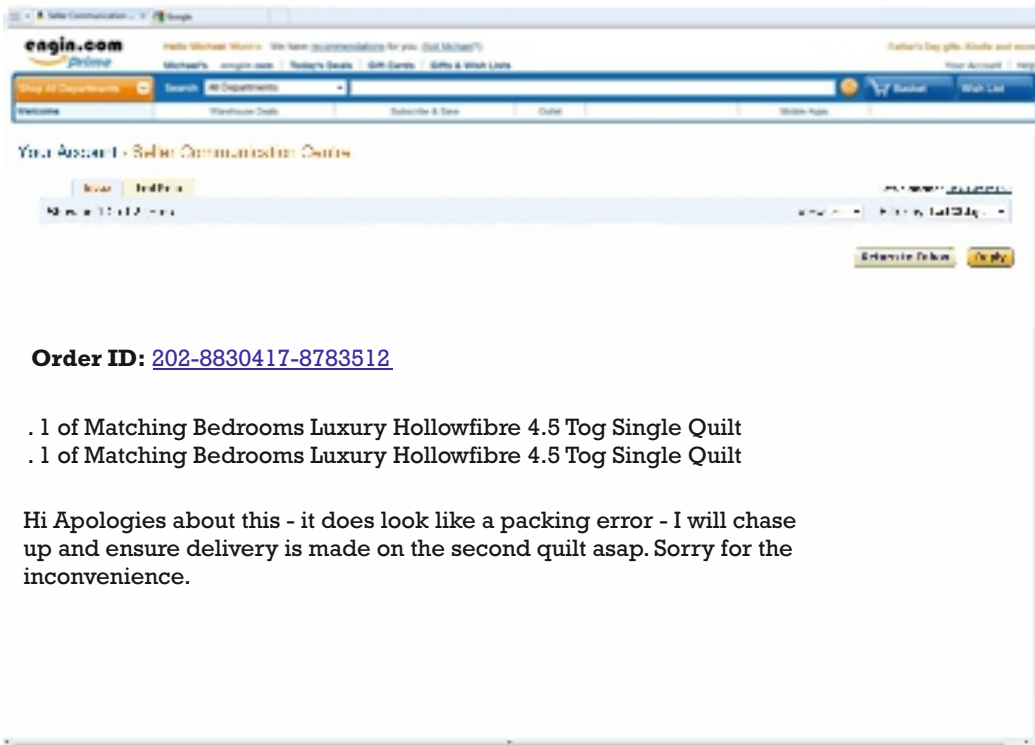
Yasemin: Can I ask how and why?

Mike: Of course. They replied very quickly. And they admitted their mistake and sent me the missing quilt immediately.



Activity 5

Look at the reply from the company. What do you notice about the language of the secretary in the company. Choose only two words.



friendly

formal

rude

modern

old-fashioned

informal

polite



Activity 4

Tell the Ss to read the rest of the conversation between Mike and Yasemin. Then ask them to answer the questions.

ANSWERS

1. Yes
2. Yes

Activity 5

Tell Ss to read the mail from the company to Mike. Ask them what they notice about the language of the staff in the company. They will choose only two words.

Tell students that as time goes on the formality and all of its bureaucracy and procedures give their places up to the casual life of modern times. Discuss the changing conditions of modernism with traditional life.

POSSIBLE ANSWERS

- friendly/polite
- friendly/modern
- friendly/informal

TEACHER'S NOTES



Self assessment

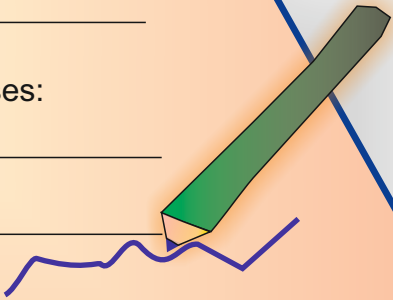
In this unit:

I liked 😊 _____

I did not like 😞 _____

I learnt how to: _____

I learnt the following new words/phrases:



Assessment 1

Write four words/phrases in the spidergram about a formal letter.



Assessment 2

Look at the words and phrases in the box below. Put them in the correct columns.



Opening for a letter	Reason for a letter	Closing for a letter

Assessment 2

Ask Ss to write the words and phrases in the correct column.

Opening for a letter	Reason for a letter	Closing for a letter
Dear Jack	I'm writing to complain about	Yours sincerely
Dear Sir/Madam	I write to inform you	I look forward to hearing from you.
Hi! How are you today?	How about going to the cinema today?	See you

TEACHER'S NOTES

A large orange notepad with a dark orange header containing the text "TEACHER'S NOTES". The notepad has horizontal dashed lines for writing and is tilted slightly to the right. It is set against a light grey shadow.

UNIT 6-THE CV, THE JOB APPLICATION AND INTERVIEW OBJECTIVES (HOURS: 15)

By the end of this unit, students should:

know:

- the CV, job application, and the job interview
- Ⓟ **how to write an effective CV**
- Ⓟ **the important tips about a job interview**

be able to:

- define what a CV is
- explain the tips of a good job interview
- write a good CV

have practiced:

- writing an effective CV
- analyzing tips for a good job interview.

feel:

- confident about describing what a CV is
- confident about writing an effective CV.

INTENDED LEARNING OUTCOMES

(incl intended method of assessment)

At the end of this unit, students will:

- fill in a CV form
- categorize the important tips which are about job interview tips
- choose the correct qualification of a successful interview

UNIT 6

THE CV, THE JOB APPLICATION AND THE INTERVIEW



UNIT 6 THE CV, THE JOB APPLICATION AND THE INTERVIEW

Warm up

Ask the Ss what a CV is and where it is used.
Students' suggested answers

Curriculum Vitae (CV)

A curriculum vitae is usually known as a CV for short, and includes a summary of your educational and personal background.

The CV is the first thing that an employer uses to screen potential applicants. So it is a very important document.

Activity 1

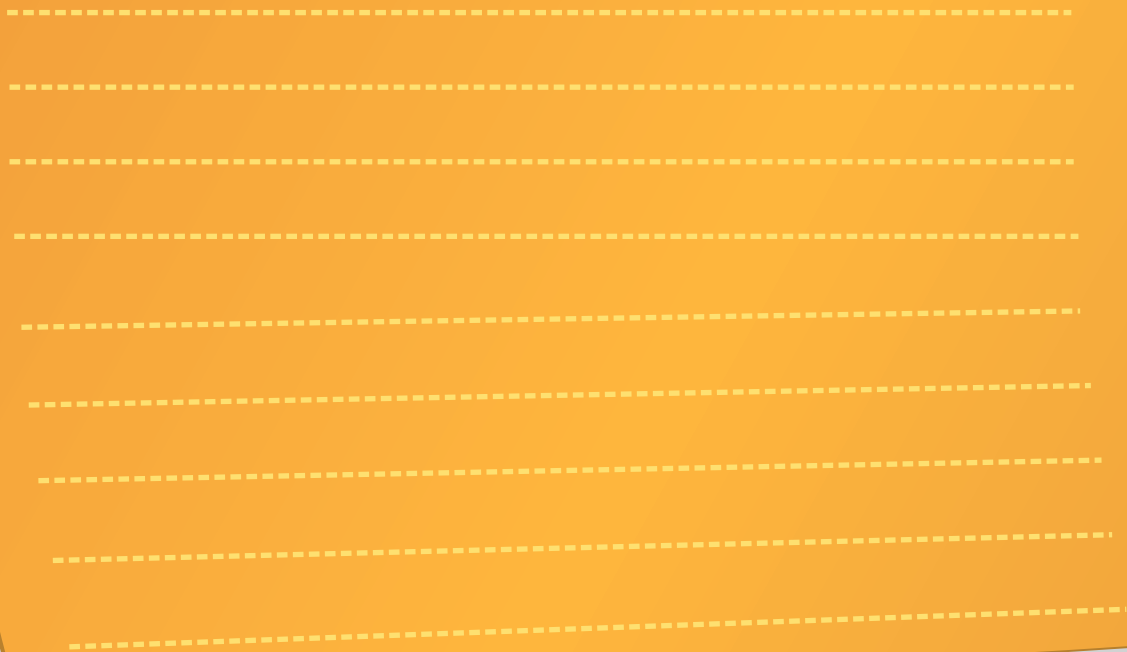
Tell Ss to look at the e-forms. Ask Ss to match the headings (A-F) with the numbers of the e-form (1-6).

Answers

Headings:

- A) Language(s) - 5
- B) Education and Training-3
- C) Personal Information-1
- D) Work Experience-4
- E) Skills and Competences-6
- F) Job wanted-2

TEACHER'S NOTES



A large orange sticky note with a torn top edge, containing horizontal dashed lines for writing.

In this unit you are going to learn about:

- ✓ how to write a CV
- ✓ more about job interviews

Warm-up

What is a CV? Where do we use it?

Activity 1



In pairs, look at the charts below. Then match the headings (A-F) with the e-forms (1-6).

Headings:



1)

Date of birth	11 3 1980	-- Format --	?
Surname(s)	Port		?
First name(s)	Zachary		?
Address			?
Street number / Street	35		x
State street number and street of contact address, e.g.: 12, High Street			
City	Plymouth		?
Postal code	PL20 7PP		?
Country	England		?
Telephone(s)	+44 20 7123 4565		?
Mobile	+44 0774352515		?
Fax	+44 20 7123 4566		?
E-mail(s)	zacharyport@hotmail.com		?
Nationality	English		?
Add nationality Remove nationality			
Gender	<input checked="" type="radio"/> M <input type="radio"/> F <input type="radio"/> Do not indicate		
Photograph	<input type="text"/>	Browse	?
			Upload

2)

Desired employment / Occupational field

Specify your job target or occupational field, e.g.:
Database manager and administrator

NB: This entry gives an immediate overview of your profile by focusing on your core competences

3)

From -- Format --

To

Occupation or position held

Main activities and responsibilities

Name and address of employer

Name

Street number / Street

City

Postal code

Country

Type of business or sector

Education

Save

4)

From -- Format --

To

Title of qualification awarded

Principal subjects / occupational skills covered

Organisation providing education and training

Name

Type

Street number / Street

City

Postal code

Country

Level in national or international classification

Educational field

Save

5)

Enter mother tongue(s) en

Other language(s) - Self-assessment

Enter a language tr

Understanding

Listening

Reading

Speaking

Spoken interaction

Spoken production

Writing

Save Cancel

List of your other languages

6)

Soft skills and competences

Organisational skills and competences

Technical skills and competences

Computer skills and competences

Artistic skills and competences

TEACHER'S NOTES

A series of horizontal dashed lines on an orange background, intended for writing notes.

Activity 2

Tell Ss to look at the two short pen-pictures of Özlem Angun and Hakan Sayar.
Tell the Ss to look at the four job adverts below. Ask the Ss to decide for which job Özlem and Hakan are suitable for. Ask Ss to put a tick (✓) in the relevant column.

	Web designer	Secretary	Accountant	Sales Manager
Özlem				
Hakan				

TEACHER'S NOTES

A large orange rectangular area with a torn top edge, containing ten horizontal dashed lines for writing notes.

Activity 2

Read about the people`s qualifications. Then look at the four job adverts below. And, decide which job the people are suitable for. Put a tick (✓) in the relevant column below.

Özlem Angun



- * Age: 19
- * Trade school diploma
- * Knows English and French
- * Out-going, independent worker, sociable, self confident, good communication skills who can take the responsibility

Hakan Sayar



- * Age: 22
- * Married
- * Driving licence
- * Has completed military duty
- * Likes computer games, working independently
- * Is able to work at flexible shifts

	Web designer	Secretary	Accountant	Sales Manager
Özlem				
Hakan				

Hemel Hotel is looking for an Accountant

- *At least 2 years' experience
- *Ability to keep and update financial records
- *Capable of preparing clear and accurate reports
- *Military service completed
- *Efficient at using common accounting package programmes

We are looking for a Sales Manager

- *University degree
- *Computer proficiency in MS-Office
- *2-3 years' sales experience
- *Strong writing and communication skills
- *Fluent English
- *Good team worker

Full-time Office Secretary

- ∴ Preference will be given to those who have completed an Office Management course in school/college
- ∴ Applicants should be prepared for regular travel
- ∴ You will be required to take up other duties when required
- ∴ No previous experience necessary
- ∴ Minimum typing speed of 80 wpm required

Web-Designer

- * Proficient at using design programmes
- * Will have at least one modern foreign language
- * Will be able to work independently on projects
- * 2 years' experience required
- * University degree
- * You will be expected to regularly update web-sites
- * Applicants should be creative and enthusiastic IT users

Activity 3



In pairs, discuss the advantages of a standardized CV.



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s) **Zachary Port**
 Address 15, Tavistock Road, Plymouth
 PL20. 7PP, England
 Telephone(s) +44 0774352515
 E-mail(s) zacharyport@hotmail.com
 Nationality English
 Date of birth 11/03/1980
 Gender Male



Mobile | +44 20 7123 4565

Desired employment / Occupational field **web designer**

Personal skills and competences

Mother tongue(s) **English**
 Social skills and competences Creative, good communication skills, outgoing, friendly
 Organisational skills and competences Good experience in team management
 Computer skills and competences Good at web design and Ms-Office programmes
 Artistic skills and competences Photography, music
 Other skills and competences Cooking and sports
 Driving licence(s) A, B

Activity 3

Tell Ss to discuss the advantages of a standardized CV with their partner.
Students' suggested answers

A standardized CV;
helps to create a clear, systematic and regular forms of information.



Activity 4

Tell Ss to fill in the blanks in the CV form as this CV will be their own one. Ask Ss to use the one in Activity 3 as a model to guide them.

Activity 5

Tell the Ss that they are going to go for a job interview. Tell them to think in pairs about some of the personal qualities they have. Ask Ss to write these in the blanks.

Students' suggested answers.

I have a driving licence, can play the guitar... etc.

I'm a social, easy going, reliable person... etc.



Activity 4

Now fill in the blanks in the CV form below. Imagine it's your own! Use the one above as a model to guide you.



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s) _____

Address _____

Nationality _____

Date of birth _____

Gender _____



Desired employment / Occupational field

Personal skills and competences

Mother tongue(s) _____

Social skills and competences _____

Organisational skills and competences _____

Computer skills and competences _____

Artistic skills and competences _____

Other skills and competences _____

Driving licence(s) _____



Activity 5



Imagine that you are going to go for a job interview. Think about some of the personal qualities you have. Then write them in the blanks below. When you have finished, compare yours with your partner's.

1 _____

2 _____

3 _____

Activity 6

Look at the list of interview-related items in the picture below. Then transfer the interview items (personal qualities and important tips) to the correct categories in the table underneath.

sit down only when asked

speak slowly and confidently

be neat

smile

be punctual

take your documents

be brief while speaking

be careful with gestures

look the interviewer(s) in the eye

sit up straight

be polite

dress modestly

ask questions about the job

be enthusiastic about the job

do some research about the job before you go

Appearance

Behaviour

Preparation

Body language

Activity 6

Tell Ss to look at the list of interview-related items in the chart. They are supposed to transfer the list of personal qualities and important tips for interviews to the correct categories in the table underneath.

ANSWERS

Appearance	Behaviour	Preparation	Body language
<ul style="list-style-type: none">- be neat- dress modestly	<ul style="list-style-type: none">- speak gently- speak slowly and confidently- smile- be brief while speaking- sit down only when asked- be polite- be punctual- be enthusiastic about the job	<ul style="list-style-type: none">- take your documents/ Certificates- ask questions about the job	<ul style="list-style-type: none">- be careful with gestures- sit up straight- look the interviewer(s) in the eye

TEACHER'S NOTES

A large orange sticky note with a torn top edge and horizontal dashed lines for writing.

Activity 7

Tell Ss to choose the best option to success in an interview. Some of them may have more than one correct answer.

ANSWERS

1. B/C
2. B
3. B
4. B/C
5. B
6. B
7. B



Activity 7

Circle the best option (from 1-7 below) for a successful interview.

1) Good morning. My name's Ms Martin. You've applied for the Laboratory Assistant's position, right?

- a) Yes.
- b) Yes. When I saw it advertised I thought it would really suit me.
- c) Yes I have.

2) Can you tell me why you replied to our advertisement?

- a) I....I'm not really sure...Errr...
- b) I think that I'd be really good at this kind of work. In fact, I learn so fast that I'd be looking for promotion very shortly.
- c) Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.

3) What were your favourite subjects at school?

- a) I liked Science. It was good. Well, at least the bits I understood were OK.
- b) Maths and Science were my favourite subjects. I also enjoyed doing History.
- c) I'm afraid that I only liked the subjects I was good at. The others were so boring that I found them to be a through waste of time.

4) Have you ever had a job?

- a) Yes, I've worked part-time at a take-away food store. The one just around the corner.
- b) No, I've never really been brave enough to get one.
- c) No, I've really been too busy with all the study I've had to do.

5) We have a lot of other applicants for this position. Why do you think that you deserve to get the job?

- a) Well, I've discovered about this type of work and my research suggests that I'd be quite capable of doing the work involved. I also think that I'd be able to handle any training course reasonably well.
- b) I can't think of any special reason. I suppose I'm no different from most other people.
- c) I reckon I'd probably be the best applicant you are likely to get for the job.

6) Now, do you have any questions you'd like to ask me?

- a) No, I don't think so.
- b) Yes. Could you tell me what hours I'd have to work, and for whom I'd be working?
- c) Yes...What's the pay like?

7) I think I've asked you everything I wanted to. Thank you for coming along to the interview.

- a) Thanks. When will I know if I've been successful?
- b) Think nothing of it. Could I see where I'll be working?
- c) Thank you. Good Bye.

Activity 8

Look at the qualifications for the Computer Programming job below. Then send an e-mail application to the employer.

Company email:

salamar@xmail.com

Company address:

Salamar Marketing

5th Street Bahçelievler Beşevler/ANKARA

Required qualifications:

- ✦ C++/Office/ Excel/Photoshop
- ✦ Good at English language
- ✦ 2 years experience
- ✦ University degree
- ✦ Enthusiastic about Sales and Marketing



Activity 8

Tell Ss to look at the qualifications for the Computer Programming job. Ask Ss to send an e-mail application to the employer.

Students' suggested answers



The image shows a graphic of a notepad. At the top, there is a dark orange header with the text "TEACHER'S NOTES" in yellow, bold, uppercase letters. Below the header is a large orange rectangular area representing the writing surface. This area contains ten horizontal dashed lines, spaced evenly down the page, intended for writing notes. The notepad graphic is slightly tilted and has a soft grey shadow underneath it.

Self assessment

A) Students' suggested answers

B) Tell Ss to read the questions. Ask them to choose only one answer (1-4) for each section and circle the number 1-4.

C) Tell Ss to count the number of A1s, A2s, B1s and B2s they have. Then ask them to look at the chart on the next page. This will tell them where they are and where they need to be as language learners.

Fun corner

Tell Ss to read the job application of Gordon Bulmash on page 98. Ask the Ss what they think about the application. Then, ask the Ss to list the new words and phrases in Gordon's application.



PROGRESS AND SELF-ASSESSMENT

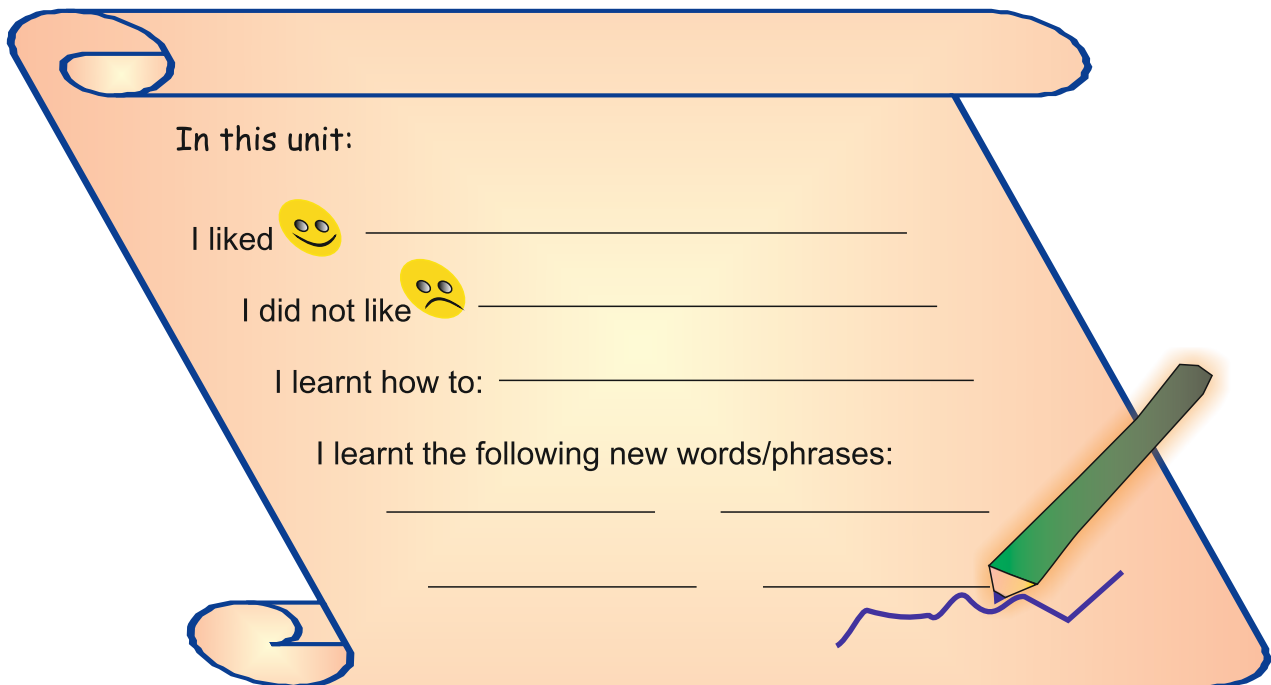
In this unit:

I liked 😊 _____

I did not like ☹️ _____

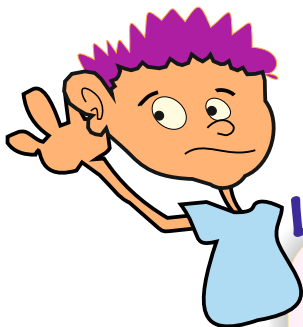
I learnt how to: _____

I learnt the following new words/phrases:



Assesment

Read the questions below. Choose and circle only one answer (1-4) for each section.



MY ENGLISH

Listening:

- 1) I can understand when someone speaks very slowly to me.
- 2) I can generally identify the topic of discussion when people speak slowly and clearly.
- 3) I can understand the main points of radio news and news bulletins.
- 4) I can understand in detail what is said to me in standard spoken language, even in a noisy environment.

Reading:



- 1) I can understand simple information about people in newspapers.
- 2) I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly written and illustrated.
- 3) I can understand the main points in short newspaper articles about current and familiar topics.
- 4) I can read and understand short articles and reports on topics connected with my interests or my job.

Spoken Interaction:

- 1) I can introduce somebody and use basic greetings and leave-taking expressions.
- 2) I can carry out simple purchases in shops, post-offices and transactions in banks.
- 3) I can start, maintain and close simple face-to-face conversations on topics that are familiar to me or of personal interest.
- 4) I can initiate, maintain and end a conversation naturally.

Spoken Production:

- 1) I can give someone personal information.
- 2) I can describe myself, my family and other people.
- 3) I can narrate a simple story.
- 4) I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.

Writing:



- 1) I can fill in a questionnaire with my personal details.
- 2) I can write short simple notes and messages.
- 3) I can write personal letters to friends or acquaintances asking for or giving them news and telling them about recent events.
- 4) I can write clear and detailed texts.

Now look at the results table below. Find which European language level you are at according to the answers you gave to the questionnaire above. Circle the answers you gave:

Number	Listening	Reading	Spoken Interaction	Spoken Production	Writing
1	A1	A1	A1	A1	A1
2	A2	A2	A2	A2	A2
3	B1	B1	B1	B1	B1
4	B2	B2	B2	B2	B2

Count the number of A1s, A2s, B1s and B2s you have. Then look at the chart on the next page. This tells you where you are and where you need to be as a language learner.

My English Standard

Where I need to be

Where I am

Where I need to be

Where I am

B1

A2

A1

B1

A2

A1

Listening

I can understand common words and phrases (lexis/vocabulary) when someone is speaking about their life and family, about shopping and their hometown, about their jobs. I can also catch the main point when I listen to a short message or announcement.

I can understand someone talking about work, his/her CV, school or leisure activities. And I can understand the main points of some TV and radio programmes when they speak slowly and clearly.

Speaking

I can begin a short conversation with somebody, although it is difficult for me to continue. I can talk about everyday things like family, school and my life, but I can't understand everything the other person says to

I can speak to other English speakers about myself, my hobbies, family, work and news topics. I can also describe, simply, my dreams, hopes, plans and opinions about things. And I can say which books and films I like.

Reading

I can read advertisements, menus and time-tables and find the information I want from them. I can also understand short personal letters from someone.

I can understand when I read if many common words are used and if the topic is about something that interests me, like jobs or sports. I can also understand simple personal messages about feelings and wishes and things that have happened.

Writing

I can write short, simple messages and notes. And I can write a very simple personal letter to thank somebody, for example.

I can write letters and e-mails about my experiences and impressions or feelings, if they are simple and I'm interested in them.

Fun Corner

This is a job application that Gordon, a 17-year-old boy, submitted to a restaurant in Florida. They hired him because he was so honest and funny!

Name: Gordon Bulmash

Address: Biscayne Bay 3000 N.E. 151st Street
North Miami, Florida 33181

Desired position: Company President or Vice President. But seriously, whatever is available. If I was in a position to be picky, I wouldn't be applying here in the first place.

Education: Yes.

Salary : Less than I'm worth.

Most notable achievement: My incredible collection of stolen pens and post-it notes.

Reason for leaving: It was a mess.

Available to work: Of course! That's why I'm applying.

Preferred hours: 1:30 - 3:30 p.m., Monday, Tuesday and Thursday.

May we contact your current employer? If I had one, would I be here?

Do you have any physical condition that would prohibit you from lifting up to 50 LBS? Of what?

Do you have a car? I think the question here should be "Do you have a car that runs?"

Sign here: Aries.



What do you think about this application? _____

List any new words or phrases in Gordon's application that you came across. _____

Note:

A series of horizontal dotted lines for writing notes.

ROLE CARDS

Activity 4



Read the following situation below. Then act it out with your partner.

Student A

You are a secretary. You welcome a new client and ask her/him about what s/he wants. Your manager is out and will be back soon.

ROLE CARDS

Activity 4



Read the following situation below. Then act it out with your partner.

Student B

You are a client. You go to a company. First you meet the secretary. You have an appointment and want to talk to the manager.

CUT-OUTS FOR LETTER WRITING ACTIVITY

Activity 6

I'm writing to you to complain about the level of service I received recently at your hotel.

Your hotel is a mess! Why don't you do something about it?

How are you? I stayed in your hotel and I became ill because of your dirty conditions.

Best wishes

Yours faithfully

With love

Yours sincerely

Also, I did not like the room, as it was unattractive and old-fashioned.

I hope you will pay attention to my complaint, as I will not recommend your hotel for this reason.

Hope you are well and that your business is OK.

Dear Sir/Madam

Dear Mrs Canisteras

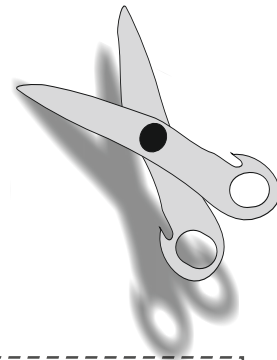
My Dearest Mrs Canisteras

Mrs Canisteras

Look! I spent all my savings on the holiday at your hotel, and I was completely unhappy! So you'd better send my money back.

The air-conditioner didn't work. The food was awful and your staff were rude and inexperienced. How did you get that five star?

Last month I stayed at your hotel for one week. Although I generally enjoyed my stay there, the weather turned unusually cold. No heating was switched on during that time.



WORD LIST

UNIT 1

boss
company
co-operative
customer
manager
office
organise

UNIT 2

bin
cartridge
chair-person
clip-board
correction-fluid
desk drawer
flipchart
folder
noticeboard
overhead-projector
paperclip
paper-shedder
pin
scissors
stapler
voice-recorder

UNIT 3

appointment
available
busy
compromise
crucial
document
interpretation
interview
message
spell
transfer
urgent

UNIT 4

arrange
chalet
check-in
colleague
confirm
culture
departure
excursion
guest
option
price
receptionist
reservation
suit

UNIT 5

absence
accept
appear
application
businessman
chase
complain
confusion
co-operative
expert
delivery
unsure
facility
hostel
indicate
luggage
reward
supply
view
wonderful

UNIT 6

accurate
acquaintance
applicant
apply for
background
bulletin
competence
deserve
employer
enthusiastic
experience
extend
gesture
independently
interview
management
military duty
neat
opportunity
potential
proficiency
punctual
purchase
shift
take

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