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Teaching and Learning Materials





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NEWSPAPER



CARROT HOUSE

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

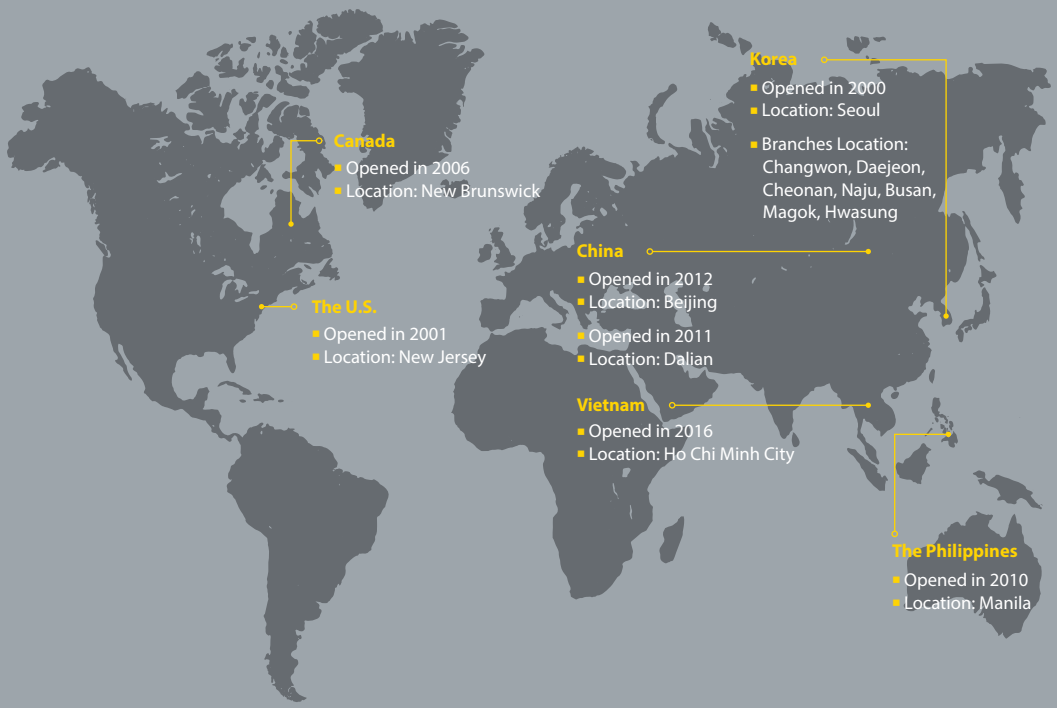
"Productive language," the ultimate goal of CARROT HOUSE, is aimed at improving learners' proficiency in speaking and writing. CARROT HOUSE also develops special business skills courses – Business Basics, Presentation, Negotiation, Meetings, and other business-related courses for business people so that they can enhance not only their productive language skills but also their professional business skills.

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

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Global Operations

CARROT Global Inc. operates worldwide offices in Korea (Seoul and six other cities), the United States (New Jersey), Canada (Toronto), China (Beijing, Dalian), the Philippines (Manila) and Vietnam (Ho Chi Minh City).



- **We serve YOUR global success!**

2,000+ INSTRUCTORS

28 LANGUAGES

212,000 REMOTE LEARNING HOURS P. A.

300 MODULES

200,000 LEARNERS

20 YEARS OF EXPERIENCE

9 ASSESSMENTS

6 INTERNATIONAL OFFICES

NO.1 L&D PROVIDER

700 CLIENTS

CARROT HOUSE Methodology

Andragogical Approach & Productive English

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

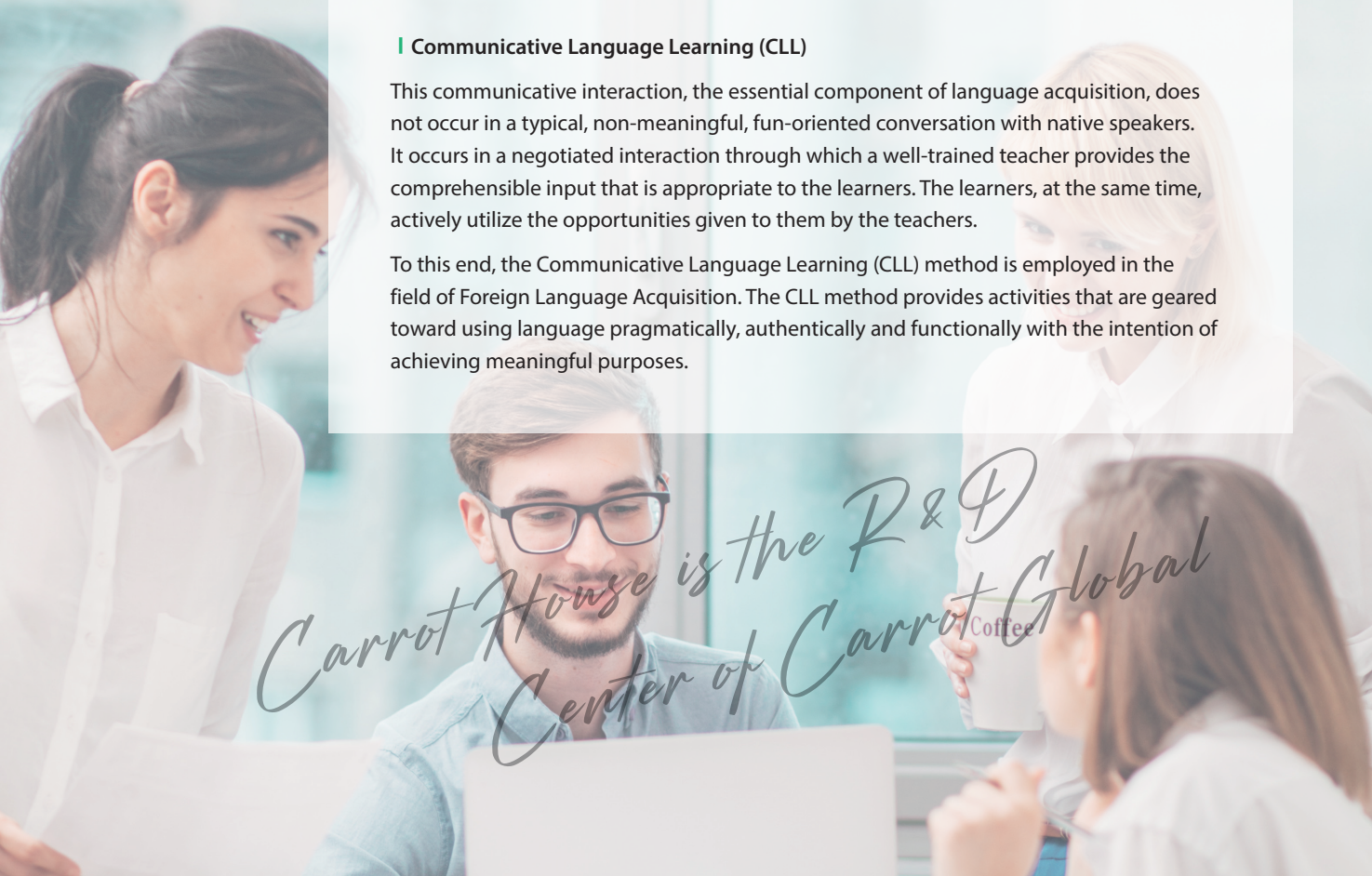
It encourages divergent thinking and active learning. It is voluntary, learner oriented and opens up vistas for continuing learning. Adults need to feel independent and in control of their learning. Therefore, Carrot House curriculum is based on andragogy and is designed to encourage learners' participation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

People want to achieve communicative competence when they learn other languages. English education in EFL environments has been rather focused on the receptive skills of English—listening and reading—which simply increases learners' knowledge about a language, not the competence of using it. If people are well equipped with productive skills— speaking and writing—they will be competent in English communication.
This is why Carrot House curriculum is designed to enhance learners' productive skills throughout the course.
This andragogical approach of the Carrot House Curriculum, which focuses on productive English, will enable learners to achieve communication skills necessary for global competence. Carrot House's teaching philosophy and curriculum combine to provide a "Language for Success" for all learners.

Communicative Language Learning (CLL)

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

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



CARROT HOUSE Curriculum

Language	Curriculum Map	CARROT Level / CEFR	1 / A1	2	3 / A2	4 / B1	5	6 / B2	7 / C1	Page
English (25)	General Conversation	Essential English: Begin Again								13
		New Get Up To Speed+ 1								16
		New Get Up To Speed+ 2								17
		New Get Up To Speed+ 3								18
		New Get Up To Speed+ 4								19
		New Get Up To Speed+ 5								20
		New Get Up To Speed+ 6								21
		New Get Up To Speed+ 7								22
		New Get Up To Speed+ 8								23
	Discussion	Active Discussion 1								28
		Active Discussion 2								29
	Business Conversation	Pre Business Basics 1								32
		Pre Business Basics 2								33
		Business Basics 1								36
		Business Basics 2								37
	Business Skills & ESP (On the Job English)	Simple & Clear Technical Writing Skills								41
		Effective Business Writing Skills								45
		Effective Presentation Skills								48
		Effective Meeting Skills								52
		Armed Forces 1								56
		Armed Forces 2								57
		Aviation 1								60
		Aviation 2								61
		English for Aviation Maintenance Technicians								64
		English for Call Centers								69
Junior English (5)	Career Exploration	My Career Planets Obe								73
		My Career Planets Builder								74
		My Career Planets Voyager								75
		My Career Planets Pioneer								76
		My Career Planets Communicator								77
Korean (5)	General Conversation	Every Day Korean 1								82
		Every Day Korean 2								
		Every Day Korean 3								
	Business Conversation	Business Korean 1								86
		Business Korean 2								87

CARROT HOUSE Titles at a Glance

General Conversation



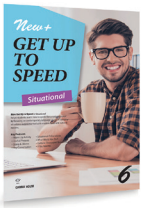








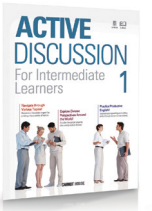


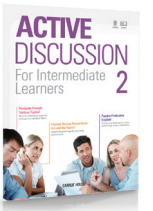




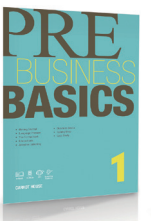


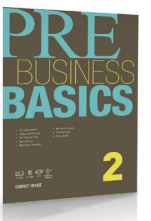
Discussion

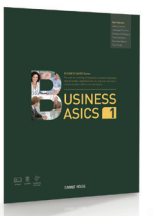


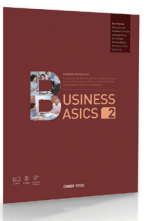


Business Conversation

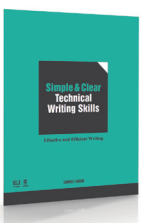






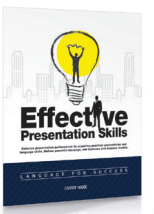


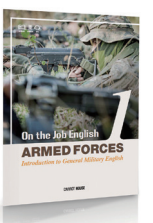
Business Skills & ESP

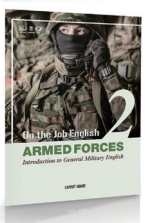


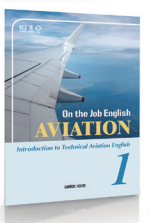


















CARROT HOUSE Titles at a Glance

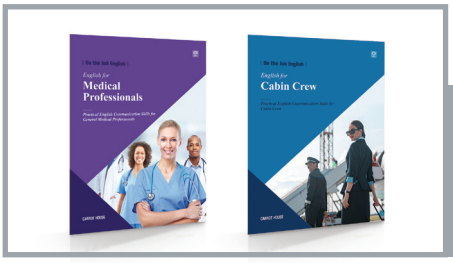


Career Exploration for Junior



General Conversation & Business Conversation

To be released next



To be released next



| **LEVEL** Beginner
| **CEFR** A1
| **ISBN** 978-89-6732-179-6

Essential English : Begin Again

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

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

Table of Contents

	Unit	Grammar Focus	Speaking Lesson	Key Vocabulary
1	Is this your family?	· "be" verb · pronouns · possessives	· What's your name? · Is this your family?	· family tree · names of countries · personal objects
2	What a nice place!	· nouns (singular / plural) · this, that, it · there is / are	· What a nice apartment! · Is there a nice coffee shop around here?	· rooms at home · house objects · places in towns
3	What are you doing?	· present continuous · wh-questions (1)	· Who are they? · What are you doing now?	· clothing and accessories · everyday verbs
4	Do you get up early in the morning?	· present tense (1)	· What do you do after work? · What do you usually do on Saturday?	· never / usually / always · everyday verbs
5	What do you have for breakfast?	· present tense (2) · wh-questions (2)	· Aren't you hungry? · He sings rock.	· food · entertainment
6	What can you do on vacation?	· can for abillity · can for possibility	· I can speak English. · You can do a million things.	· verbs for job abillity · sightseeing
7	How was your trip to Florida?	· past tense (1) & be verb · questions	· I was born in Seoul. · How was your trip to Florida?	· adjectives to describe things and feelings · verbs for ability
8	What did you do last night?	· past tense (2)	· What did you do last night? · How was your weekend?	· past verbs for activities · time expressions for the past
9	What are you going to do?	· future with "will" · future with "be going to"	· What are you going to get her? · What are you going to do tonight?	· special days · special occasions
10	Would you like to go out for dinner?	· present continuous for future	· Would you like to come with me? · I have to make some food for a Christmas party.	· verbs for invitation · suggestions · expressions to turn down an invitation
11	He's very attractive.	· be + adjective · a(n) + adjective + noun	· She is kind of cute. · He has curly brown hair.	· adjectives for appearance · color
12	It is fantastic.	· be + adjective · be + not + adjective · be + questions	· It was awful. · You have to know life is not easy.	· adjectives for feeling · adjectives for personality
13	I think I am lost.	· preposition for location · how to verb	· Is there an internet cafe near here? · Excuse me. I think I am lost.	· expressions for giving directions · places around town
14	Would you care for some dessert?	· countable / uncountable nouns · a little vs.a few · some vs.any	· What do you want for dinner? · I am watching my weight.	· vegetables / fruits / drinks · expressions for offering things
15	Do you mind if I use your car?	· modals for requests · modals for getting a permission	· Could you tell him to call me later? · Do you mind if I use your car tonight?	· expressions on the phone · expressions for asking opinions
16	Wasn't it a little scary?	· tag questions · negative questions	· I can't have my lunch, can I? · Wasn't it a little scary?	· Be-verb review · Do-verb review

Sample Pages from **Essential English**



Getting Started

Opens each unit with a short warm up activity of describing the image and some open discussion questions.

Let's Talk I

Uses the first grammar point in a short dialogue where an mp3 is also provided. Comprehension questions are also provided to check the learners' understanding.





Check it out

Provides an area for speaking practice using the grammar and language points.

Let's Talk II

Presents the second grammar point of the lesson.



Check it out

Provides an area for speaking practice using the grammar and language points.



One step ahead

Reviews the topic through open ended discussion questions and writing tasks.



I can

Provides an area where the learning objectives of the unit, provided in Getting Started, can be reviewed.



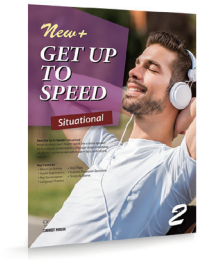
LEVEL Beginner High – Intermediate
CEFR A1 ~ B2
ISBN 978-89-6732-291-5

New Get Up to Speed + 1

New Get Up to Speed + Situational series is a four-level general English course for ESL students who want to learn how to speak like a native speaker. The book includes various contemporary and systematic language usage activities categorized into everyday situations. To help learners to fully immerse into the English language, the book also includes useful modern facts and figures and cultural notions and discussions. Students can constructively learn, become culturally aware, and enjoy learning how to speak English like a native speaker.

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	Introducing People	To introduce friends and colleagues to other people.	· Everyone, I'd like you to meet my boyfriend, Doug. · By the way, this is my co-worker, Melissa. · Have I introduced you to my sister?	10
2	What Should We Do?	To make weekend plans with a friend.	· Do you feel like doing something this weekend? · Would you be up for seeing a ball game? · How about catching a movie instead?	16
3	Getting a Haircut	To express how you would like your hair cut.	· I just want a trim. · Take a little off the top. · I'm going for a whole new look.	22
4	Are You Ready to Order?	To order a meal from a restaurant menu.	· Have you decided what you'd like? · Would you like an appetizer? · Would you like anything to drink?	28
5	To Do Lists	To discuss who will be responsible for specific household chores.	· To start with, you have to mow the lawn. · Once you're done with that, the garden needs weeding. · Don't forget to vacuum the living room.	34
6	It's On Me	To offer to treat others to a meal	· This one's on me. · Put your money back in your pocket. · You can treat me next time.	40
7	A New Smartphone	To purchase smartphones and other small electronic devices.	· I'm looking for a new smartphone. · What kinds of features are you looking for? · Do you have any models with a larger screen?	46
8	In the Hospital	To convey warm wishes to people who are hospitalized.	· I wish you a speedy recovery. · I hope you are back on your feet again soon. · You are definitely looking better today than yesterday.	52
9	A Tough Week	To talk about a tough work day.	· This has been the slowest week I've had in awhile. · It's all downhill from here. · I can't wait for this day to end.	58
10	Home Entertainment	To discuss the purchase of a home entertainment system.	· Do we really need a 60-inch TV? · Does it have surround sound? · Where are we going to put it?	64
11	Budgeting	To create a monthly budget based on your needs and wants.	· We need to set aside some money. · This should be enough to cover the basic necessities. · What's left over for savings?	70
12	Calling In Sick	To provide an excuse for missing work.	· I feel under the weather today. · I think I'm coming down with something. · I need to call in sick today.	76
	Slang & Idiom			82
	Answer Key			85



New Get Up to Speed +2

| **LEVEL** Beginner High - Intermediate Low
| **CEFR** A1 ~ B2
| **ISBN** 978-89-6732-292-2

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	Describing People	To describe other people's appearance in detail.	· I never forget a face. · I'm positive it's her. · She hasn't changed a bit since high school.	10
2	The Great Outdoors	To discuss outdoor activities and experiences.	· Do you think the weather is going to hold out? · I hear that… is great this time of year. · There is nothing like being in the great outdoors.	16
3	My New Wardrobe	To buy new clothes at retail stores.	· Where are the new arrivals? · Which ones are on sale? · Are these buy-one-get-one-free?	22
4	Where Should We Go?	To make suggestions about what to eat and decide on a restaurant with others.	· Where do you feel like going? · Have you tried that new Irish pub? · What do you say we hit up Joe Cool's?	28
5	Moving Up in the World	To congratulate others and discuss professional achievements.	· Congratulations on your new promotion. · I couldn't be any prouder of you. · Let's celebrate your new promotion.	34
6	Hitting The Gym	To disuss the importance of fitting exercise into a busy schedule.	· I'd like to make it to the gym today. · I don't have the energy to work out. · I have time to squeeze in a quick workout.	40
7	House Hunting	To discuss the features of a home.	· What's the square footage of this place? · We'd like to put in an offer. · We've got a $20,000 down payment.	46
8	Making Dinner Reservations	To make dinner reservations over the phone.	· Could I make a reservation, please? · Do you have any tables available for 7:00 p.m.? · How many people is the reservation for?	52
9	Sports and Games	To discuss and predict the outcome of sporting events.	· I think the home team is going to win today. · I'm betting on Spain to take it all. · It should be a close game.	58
10	Banking	To do personal banking at a local bank.	· Id' like to deposit this money into my savings account, please. · Could you please put this toward my credit card? · Would you mind confirming a transaction for me?	64
11	Thanks, But No Thanks	To decline an invitation without hurting other people's feelings.	· Thanks anyway, but I'm not into that. · I'd like to, but… · Can I take a rain check?	70
12	Making a Doctor's Appointment	To call a doctor's office and schedule an appointment.	· Would it be possible to make an appointment today? · Could you come at 4:00 p.m. this afternoon? · Could you squeeze me in today?	76
	Slang & Idiom			82
	Answer Key			85

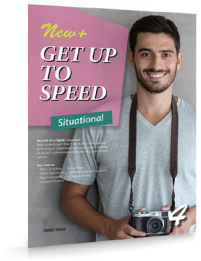


New Get Up to Speed +3

LEVEL Intermediate Low – Intermediate Mid
CEFR A2 ~ B1
ISBN 978-89-6732-293-9

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	Inviting a Friend to Dinner	To invite a friend over to your house for dinner.	· Do you have any plans this weekend? · Would you like to come over for dinner? · What time works best for you?	10
2	Getting Some New Wheels	To purchase a new car from a dealership.	· I'm in the market for a new car. · What make and model are you interested in? · What are the standard options?	16
3	Let's Call It a Night	To end an evening out with friends.	· What do you say we call it a night? · It's getting to be that time of night. · I think it's time for me to head home.	22
4	Choosing a Pet	To find a suitable family pet.	· We want a breed that is good with children. · Are they hard to housetrain? · Does she have all of her shots?	28
5	Wedding Season	To congratulate a newly married couple.	· Congratulations on your big day! · Here comes the happy couple! · Wishing you many years of happiness together.	34
6	A New Hobby	To discuss your pastimes and hobbies.	· Congratulations on your big day! · Here comes the happy couple! · Wishing you many years of happiness together.	40
7	What Do You Recommend?	To make recommendations to other people when ordering from a menu.	· I highly recommend getting the steak. · You should try the roast chicken. It's so good. · I'd definitely order that if I were you.	46
8	Back to Work	To talk about your past weekend in detail.	· What did you do over the weekend? · I didn't get up to too much. · I was basically a couch potato all weekend.	52
9	I Need to Cancel	To cancel a plan that you have made with someone.	· I'm really sorry, but I have to cancel our appointment. · It's no problem. Do you want to reschedule? · Unfortunately, something came up, and I have to cancel.	58
10	Monthly Bills	To discuss paying monthly bills.	· I'd like to pay my monthly utility bill, please. · Can I pay my cell phone bill here as well? · That should make us even.	64
11	Going to the Doctor	To visit a doctor and describe your symptoms.	· I don't feel very well today. · What are your symptoms? · I'll prescribe some medicine for you.	70
12	The Highlight of My Trip	To discuss places you have traveled with others.	· Catch me up on your trip! · The highlight for me had to be seeing the Northern Lights. - I'll remember it forever.	76
	Slang & Idiom			82
	Answer Key			85

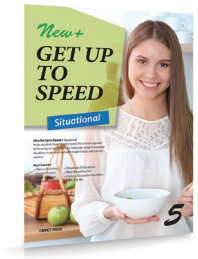


New Get Up to Speed +4

| **LEVEL** Intermediate Low – Intermediate Mid
| **CEFR** A2 ~ B1
| **ISBN** 978-89-6732-294-6

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	Getting In Touch	To contact people whom you have not spoken with recently.	· Hey, John, long time no hear. · What's new and exciting with you? · What have you been up to these days?	10
2	Paying the Bill	To treat your friends to a meal at a restaurant.	· How was everything? · Is this together or on separate checks? · Will this be cash or credit?	16
3	Treat Yourself	To ask and respond to questions related to purchasing jewelry and other expensive goods.	· Could I take a look at that one? · I want to have the band engraved inside. · When did this design come out?	22
4	Planning a Potluck	To plan a potluck dinner with friends.	· Would you mind bringing a salad? · How about bringing your homemade chili? · Let's see if Mary can bring a salad.	28
5	Buying Tickets	To inquire about and buy tickets for different events.	· Do you have any tickets left for the concert? · How much are the tickets going for? · Which type of tickets do you want?	34
6	Congratulations!	To offer congratulations on the birth of a child.	· He is as cute as a button. · He looks just like his father! · How are mother and baby doing?	40
7	Volunteer Work	To describe and discuss volunteer experiences with others.	· I'd like to give back to the community. · I just want to make a difference. · Could you lend a hand here?	46
8	TGIF	To express excitement about the weekend.	· I can't wait for this day to be over! · I'm counting down the minutes to the weekend. · I'm hoping to knock off early today.	52
9	Grabbing a Drink	To make plans with colleagues after work.	· Are you up for drinks after work today? · You don't have to ask me twice. · I'm sure you can twist my arm.	58
10	Borrowing Money	To go to a bank and apply for a personal loan.	· I'd like to apply for a personal loan. · Why do you need the loan? · What kind of rates can you offer me?	64
11	The Post Office	To complete tasks at the post office.	· I have some letters to mail. · Do you want to send it standard post or airmail? · How long does airmail take?	70
12	Picking Up a Prescription	To speak with a pharmacist about a prescription.	· I need this prescription filled, please. · When do you think I can pick it up? · Do you have health insurance?	76
	Slang & Idiom			82
	Answer Key			85

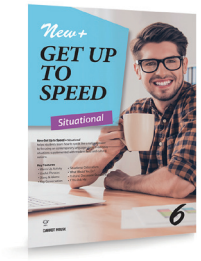


New Get Up to Speed +5

LEVEL Intermediate Mid – Intermediate High
CEFR B1
ISBN 978-89-6732-295-3

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	You Wouldn't Believe Me If I Told You	To discuss unexplainable and unbelievable events.	· There's no way you're going to believe this, but… · Have you ever had that feeling you're not alone? · Call me crazy, but I think I saw something.	10
2	Social Media	To discuss trends and features of social networking services.	· Aren't you afraid of your personal information being all over the internet? · For me, this is the best way to stay in the loop with family and friends. · Everyone's commenting on my post today.	16
3	Back in My Day	To discuss the priorities of different generations.	· Back in my day, family always came first. · The top priority for people in my generation was putting food on the table. · Parents these days give up so much for their children's futures.	22
4	Going Green	To discuss issues related to the environment.	· Some people believe that global warming is just a hoax. · I have enough to deal with without having to worry about the environment, too. · Do you think recycling is just a feel-good thing to do?	28
5	A Different Way of Doing Things	To observe and react to cultural differences.	· I'm shocked that people actually do this. · I can't believe you don't… · Would it be acceptable if I…?	34
6	Let's Compromise	To mend personal and professional relationships.	· Let's just set our problems aside for the time being. · I'm sick of the silent treatment. Let's just talk about it. · I know we aren't as close as we used to be, but…	40
7	Did You See That Ad?	To express your opinions about advertising.	· Do you watch television commercials or do you prefer to change channels? · That commercial was so cheesy. · Have you ever bought a product just because you saw a commercial for it?	46
8	Retirement Goals	To discuss your hopes and plans for retirement.	· I really hope I have enough to retire at 65. · I always picture myself sailing around the world when I retire. · I've long to do this for so many years.	52
9	Those Were the Days	To recall past experiences, good or bad.	· I haven't heard this song since high school. · They sure don't make that like they used to. · I'm glad that trend didn't survive the 70s.	58
10	My Car Was Totaled	To describe what happened in a car accident.	· The car behind me just rear-ended me. · I can't move my neck. I think I have whiplash. · The other car ran the red light and slammed right into me.	64
11	Bending the Truth	To discuss ethical issues related to lying.	· I was just in such a hurry that this report was a mere copy and paste job. · Cheating on an exam is only hurting yourself. · I stretched the truth a little in my job interview.	70
12	We Can Work It Out	To handle various forms of personal conflict.	· That person really rubs me the wrong way. · My in-laws and I don't see eye to eye on this issue. · We're both adults, so let's talk about this.	76
	Slang & Idiom			82
	Answer Key			85

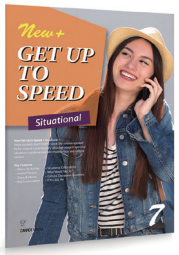


New Get Up to Speed +6

| **LEVEL** Intermediate Mid – Intermediate High
| **CEFR** B1
| **ISBN** 978-89-6732-296-0

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	I Had the Strangest Dream	To discuss sleep patterns and dreams.	· My sleep patterns are really out of whack these days. · I had this really vivid dream last night. · I've been burning the candle at both ends lately, and my sleep has really suffered.	10
2	We're a Close Knit Bunch	To discuss creating bonds or friendships within a neighborhood.	· We've become quite close over the years. · Our neighbors are like extensions of our family. · News travels quickly through a tightly knit community.	16
3	Eastern vs. Western	To discuss cultural differences between Eastern and Western countries.	· Does your society really benefit from a six-day workweek? · Parents in Western countries don't feel the need for after-school academic programs. · Eastern and Western societies have different ideas about raising children	22
4	If I Could Change One Thing	To express regret about past actions.	· I wish I didn't' travel as much when you kids were young. · I feel like I was never there when you kids were growing up. · I should've done a better job of prioritizing work and family.	28
5	International Relations	To discuss relationships between countries.	· Free trade agreements can be mutually beneficial for all countries involved. · It's in the best interest of each country to strike an accord. · The problem with governments these days is that they're just in it for themselves.	34
6	Prepping for an Emergency	To discuss natural disasters and how to prepare for them.	· In the event of a… · Whatever you do, don't… · The frist thing you should do during a...	40
7	Our Top Story Tonight	To discuss headline news and current events.	· Did you happen to catch the evening news and hear about…? · It's hard to believe something so tragic could actually happen. · This story will certainly spark a lot of debate.	46
8	Moving On From a Setback	To handle and react to personal and professional setbacks.	· I'm turning the page—this is a new chapter in my life. · On to bigger and better things. · I'm just taking life one day at a time.	52
9	I Downloaded It Last Night	To share your opinion on media sharing and downloads.	· I found this great website for downloading music and movies. · The problem with this is the artist is cut out of any royalties. · I have no qualms about downloading movies off the internet.	58
10	Travel Delays	To handle missing a scheduled flight.	· I missed my flight. Do you have another one available before 3:00? · I'm sorry, but the flight has been overbooked. I can offer you a seat on the next one. · Is it possible for my baggage to be checked through to my final destination?	64
11	International conflict	To discuss international diplomacy.	· These two countries have been at odds for as long as I can remember. · This is a perfect example of what conflict can do. · One of these countries needs to extend the olive branch.	70
12	I Wish I'd Done Something Differently	To express regret for things you have or haven't done.	· I'm never doing that again as long as I live. · I totally regret taking my parents' advice. · I wish I would've just followed my heart.	76
	Slang & Idiom			82
	Answer Key			85

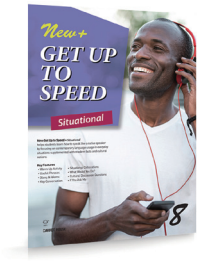


New Get Up to Speed +7

LEVEL Intermediate High – Advanced Low
CEFR B1 ~ B2
ISBN 978-89-6732-297-7

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	Role Models	To discuss people who have made a difference in your life.	· When I was a high school student, I got mixed up with the wrong crowd. · Someone who has really made an impact on my life is… · If it wasn't for..., I wouldn't be where I'm today.	10
2	What Should We Watch?	To discuss movies and offer recommendations.	· I totally recommend seeing this movie, and I give it four stars. · It didn't quite live up to all the hype. · Save your money and wait for it to come out on DVD.	16
3	This Place Gives Me a Weird Feeling	To discuss unusual or mysterious places.	· That story made my hair stand on its end. · How can you still be as cool as a cucumber? · Every time I go by that place, it gives me the creeps.	22
4	Something Has to Give	To discuss your obligations and make compromises in order to achieve goals.	· There's never enough time in the day to fit it all in. · I've stretched myself too thin as of late. · I'm finding it hard to juggle so many balls at once.	28
5	I'm Glad That's Settled	To offer solutions for resolving conflicts.	· Why don't we work things out between the two of us? · Let bygones be bygones. · Why don't you guys just kiss and make up?	34
6	Culture Shock	To discuss the differences between foreign cultures and your own.	· You might want to think twice about doing that in public. · That might come across as being rude or inappropriate. · That might be OK where you're from, but it's not here.	40
7	Owning Up to a Mistake	To ask for and grant forgiveness.	· Are you ever going to let me out of the doghouse? · I admit it—I screwed up royally. · This is definitely your last chance. Don't make me regret this.	46
8	Gender Roles	To discuss gender-specific roles in society.	· I think my wife does a better job of decorating the house than I ever could. · Research suggests that women are better at handling stressful situations. · Men are generally good at working with their hands.	52
9	Someone Call 911	To deal with a sudden medical emergency.	· Quick, someone call 911. · I think he's having a heart attack. · Is there a doctor in the house?	58
10	The Price of Globalization	To discuss economic issues currently affecting the world.	· There's a widening gap between rich and poor in this country. · Many working class people are struggling to make ends meet. · They lack the necessary resources to develop as a nation.	64
11	Looking Ahead	To discuss your dreams for the future.	· I've always dreamed of… · If I suddenly came into money, I'd really like to… · I've always imagined…in my golden years.	70
12	Scarred for Life	To discuss the effects of bullying on our society.	· Bullying has come to the forefront of our society's problems. · If you're not part of the solution, you're part of the problem. · The internet has opened up a whole new can of worms as far as bullying goes.	76
	Slang & Idiom			82
	Answer Key			85



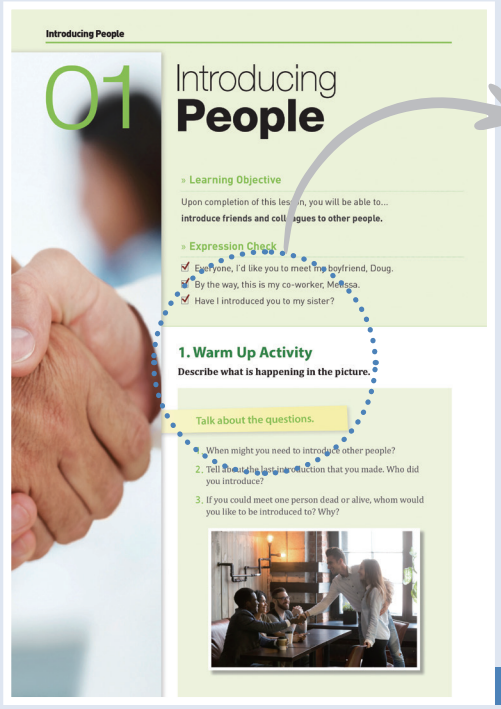
New Get Up to Speed +8

| **LEVEL** Intermediate High – Advanced Low
| **CEFR** B1 ~ B2
| **ISBN** 978-89-6732-298-4

Table of Contents

Title	Lesson	Learning Objective	Expression Check	Page
1	I've Got Great News!	To express happiness with regards to first-time experiences.	· I can't believe this is really happening to someone like me. · Things like this just don't happen to me. · Things are finally starting to go my way for once.	10
2	I Swear It's True	To discuss unrealistic events that really happened.	· Have you heard about this guy's near-death experience? · The odds were stacked against him, but he was a fighter. · It's hard to believe this child surived a plane crash.	16
3	The Tabloids are Having a Field Day	To discuss celebrity news and other gossip.	· Did you hear the latest on…? · Do you think it's true that…? · Did you get a look at her outfit?	22
4	A Bright Future	To discuss setbacks and future possibilities.	· Don't dwell on the past—the sky's the limit. · I'm up the creek without a paddle. · Don't look back. Onward and upward.	28
5	Blowing Off Steam	To discuss methods for handling stress and anger.	· Maybe you should take a step back and remove yourself from the situation. · You have to stop letting things get to you like that. · Stop taking things so seriously.	34
6	It Truly is a Small World	To discuss the positive and negative aspects of an increasingly globalized society.	· There's a real push these days for our country to be more globalized. · We're really part of one global village. · As the world becomes more globalized, foreign language skills are growing more important.	40
7	The Dangers of Discrimination	To discuss various forms of discrimination that are present in modern society.	· It's obvious that there's a glass ceiling at this company. · People from that part of town are treated like second-class citizens. · That comment was borderline sexual harrasment.	46
8	Flattery Will Get You Nowhere	To offer and respond to flattery in personal and professional situations.	· I love that tie you're wearing. It really brings out your eyes. · You handled that like the true professional you are. · You do wonder for my ego.	52
9	Dealing With Conflict	To discuss different methods for dealing with conflict.	· I tend to avoid conflict at all costs. · I prefer to take the bull by the horns. · Let's just agree to disagree.	58
10	A Lost Passport	To cope with losing personal identification in a foreign country.	· I'm pretty sure I packed my passport, but I can't find it anywhere. · How am I supposed to drive when I misplaced my license? · Do you remember me putting my credit card back in my wallet?	64
11	Job Satisfaction	To discuss the relationship between employers and their employees.	· Why do I have to wait around until the boss is ready to go home? · I've never understood why we have to do that. · My boss and I are finally seeing eye to eye on things.	70
12	I'd Like to Report a Break-in	To discuss home invasions and how to prevent them.	· I think someone has just broken into my house. · They made off with everything. · The police have been dispatched to your location.	76
	Slang & Idiom			82
	Answer Key			85

Sample Pages from **New Get Up to Speed +1**



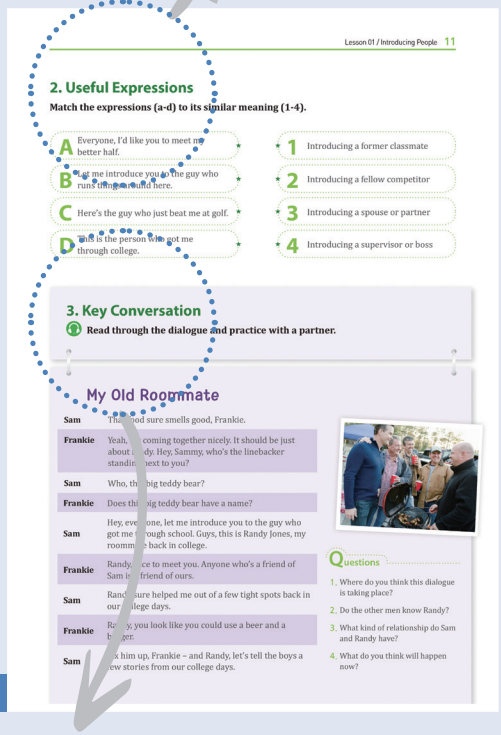
1

Warm Up Activity

To activate students' background knowledge the lesson starts with discussing an image together with three situation-related questions.

Useful Expressions

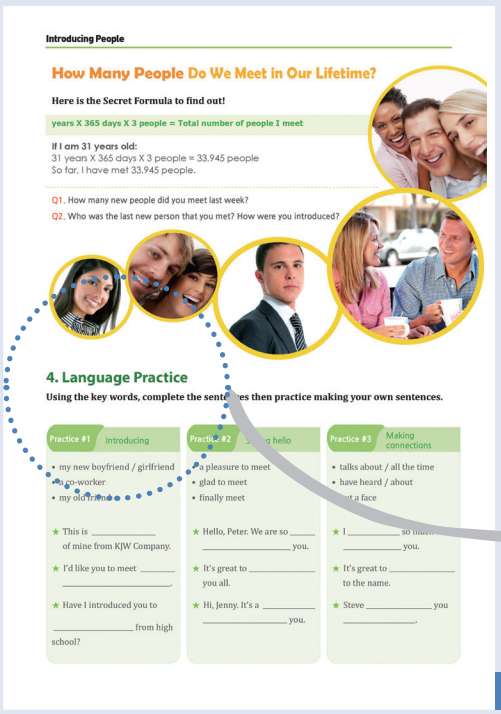
Students can expand their English-language ability by practicing commonly used expressions in various situations.



2

Key Conversation

Students can read, listen, and repeat how native speakers communicate with others on a daily basis. The activity also includes questions to test comprehension skills.



3

Language Practice

Students can practice using key words and expressions to complete sentences and create their own sentences. This helps students to apply and remember what they have learned.

Role Plays

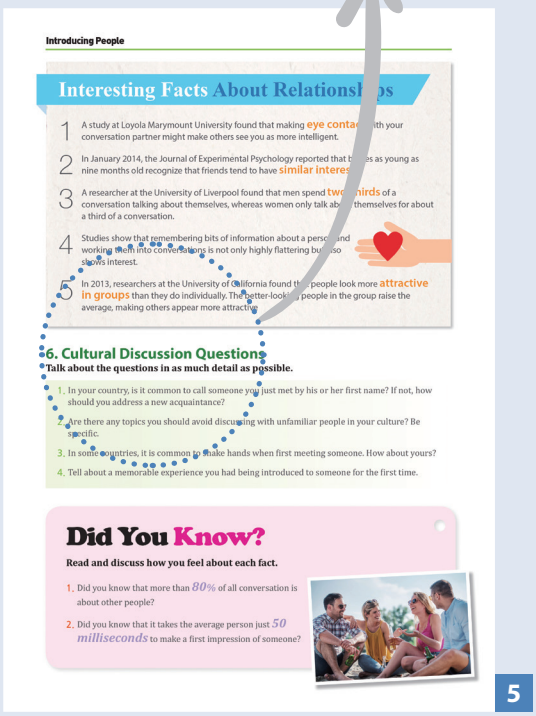
Task-based role plays put off the burden of acting but focus on the language and task achievement to improve ability to express oneself in various situations.



4

Cultural Discussion Questions

Gives the learners the opportunity to share,learn,and discuss global, cultural, and personal opinions and notions.



5

Slang & Idioms

Reinforces the learner's ability to speak English like a native through the use of situational contemporary slang & idioms.



6

Extra Activities

Each lesson includes extra activities : three engaging facts and figures, *Situational Collocations*, and *Did You Know?*. These activities provide students with both popular and intriguing global facts. These can also be used to help facilitate a more fun and enjoyable class.

Sample Pages from **New Get Up to Speed +7**



1

Warm Up Activity

To activate students' background knowledge, the lesson starts with discussing an image together with three situation-related questions.

Slang & Idioms

Reinforces the learner's ability to speak English like a native through the use of situational contemporary slang and idioms.



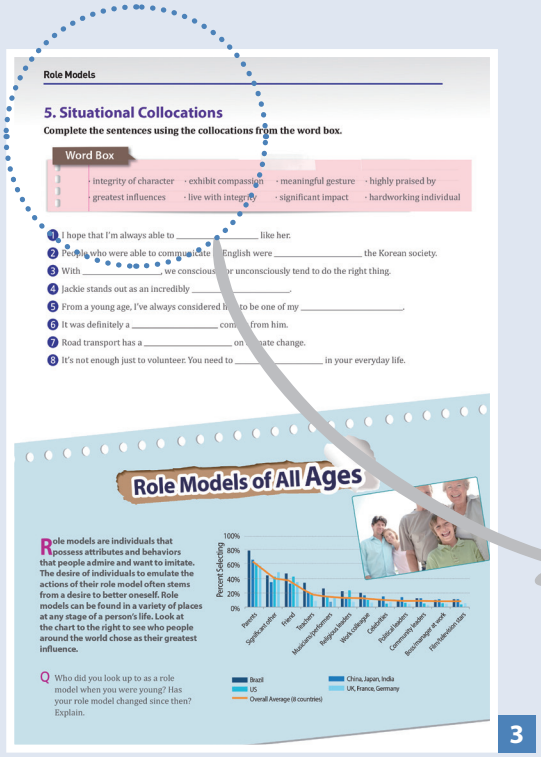
2

Useful Phrases

Students can improve and polish their English language ability by practicing to integrate commonly used phrases into their daily language.

Key Conversation

Students can read, listen, and repeat how native speakers communicate with others on a daily basis. The activity also includes questions to test comprehension skills.



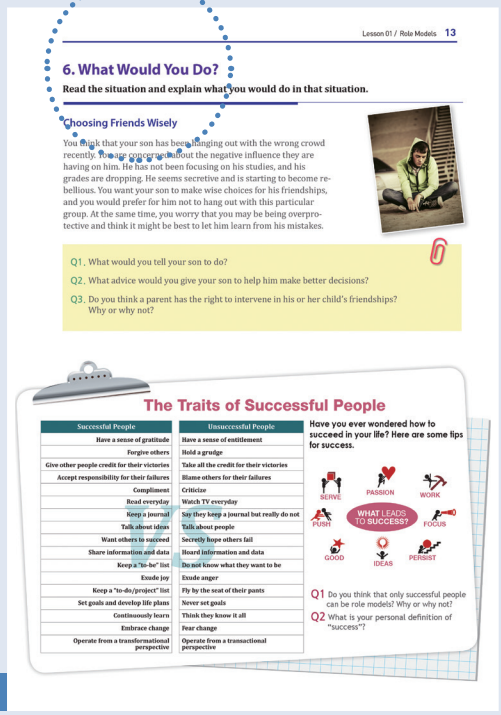
3

Situational Collocations

Students can improve and polish their English language ability by learning and practicing how native speakers commonly group everyday words.

What Would You Do?

Students can improve their comprehension and English word analyzing and discussion skills through geared situations and questions. This helps students practice their language-use for a wide variety of situations.


Lesson 01 / Role Models 13

6. What Would You Do?

Read the situation and explain what you would do in that situation.

Choosing Friends Wisely

You think that your son has been hanging out with the wrong crowd recently. You are concerned about the negative influence they are having on him. He has not been focusing on his studies, and his grades are dropping. He seems secretive and is starting to become rebellious. You want your son to make wise choices for his friendships, and you would prefer for him not to hang out with this particular group. At the same time, you worry that you may be being overprotective and think it might be best to let him learn from his mistakes.

Q1. What would you tell your son to do?

Q2. What advice would you give your son to help him make better decisions?

Q3. Do you think a parent has the right to intervene in his or her child's friendships? Why or why not?

The Traits of Successful People

Successful People	Unsuccessful People
Have a sense of gratitude	Have a sense of entitlement
Forgive others	Hold a grudge
Give other people credit for their victories	Take all the credit for their victories
Accept responsibility for their failures	Blame others for their failures
Compliment	Criticize
Read everyday	Watch TV everyday
Keep a journal	Say they keep a journal but really do not
Talk about ideas	Talk about people
Want others to succeed	Secretly hope others fail
Share information and data	Hoard information and data
Keep a "to-be" list	Do not know what they want to be
Exude joy	Exude anger
Keep a "to-do/project" list	Fly by the seat of their pants
Set goals and develop life plans	Never set goals
Continuously learn	Think they know it all
Embrace change	Fear change
Operate from a transformational perspective	Operate from a transactional perspective

Have you ever wondered how to succeed in your life? Here are some tips for success.

SERVE, PASSION, WORK, PUSH, WHAT LEADS TO SUCCESS?, FOCUS, GOOD, IDEAS, PERSIST

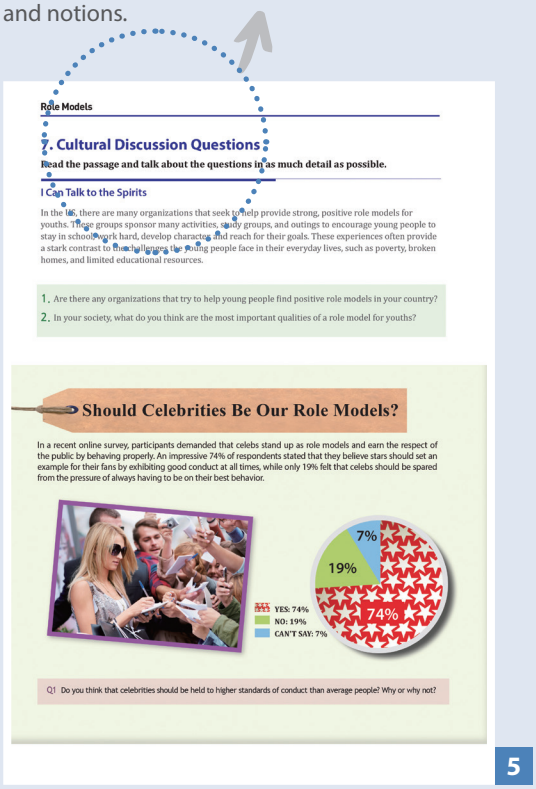
Q1 Do you think that only successful people can be role models? Why or why not?

Q2 What is your personal definition of "success"?

4

Cultural Discussion Questions

Gives the learners the opportunity to share, learn, and discuss global, cultural, and personal opinions and notions.


Role Models

7. Cultural Discussion Questions

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

I Can Talk to the Spirits

In the US, there are many organizations that seek to help provide strong, positive role models for youths. These groups sponsor many activities, study groups, and outings to encourage young people to stay in school, work hard, develop character, and reach for their goals. These experiences often provide a stark contrast to the challenges the young people face in their everyday lives, such as poverty, broken homes, and limited educational resources.

1. Are there any organizations that try to help young people find positive role models in your country?
2. In your society, what do you think are the most important qualities of a role model for youths?

Should Celebrities Be Our Role Models?

In a recent online survey, participants demanded that celebs stand up as role models and earn the respect of the public by behaving properly. An impressive 74% of respondents stated that they believe stars should set an example for their fans by exhibiting good conduct at all times, while only 19% felt that celebs should be spared from the pressure of always having to be on their best behavior.

7%, 19%, 74%

YES: 74%
NO: 19%
CAN'T SAY: 7%

Q1 Do you think that celebrities should be held to higher standards of conduct than average people? Why or why not?

5

If You Ask Me

Gives the learners the opportunity to make a choice and share and defend their personal opinions on debatable issues.


Lesson 01 / Role Models 15

8. If You Ask Me

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

Famous Role Models

These days, autobiographies of famous people fill the bookshelves of many bookstores. People gain inspiration and motivation from reading about the lives of sports stars, politicians, millionaires, singers, and others. Some people would say that having a famous role model is a positive thing that encourages them to persevere through hardships. Others feel that famous people do not make good role models and often have lives full of controversy, scandal, addiction, and greed.

Topic Question

Do famous people make the best role models?

Supportive Opinion VS Non-Supportive Opinion

Role-play

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

Situation

You and your partner are discussing your greatest influences in life. You want to explain how your favorite teacher impacted your life in a positive way. The teacher made you feel that your opinion mattered and she went out of her way to encourage you to follow your dreams. Tell your partner about your teacher and ask about his or her greatest influence.

Main
- Describe your relationship with your teacher.
- Ask who your partner's role model was.

Sub
- Tell about your role model.
- Explain how that person helped you.

Wrapping Up!

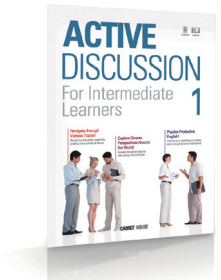
Tell four things that you learned from this lesson and review.

1 2 3 4

6

Extra Activities

Each lesson includes three extra activities composed of engaging facts and figures. These activities provide students with both popular and intriguing global facts. These can also be used to help facilitate a more fun and enjoyable class.



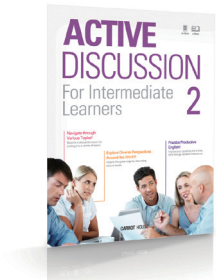
Active Discussion 1

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

LEVEL Intermediate
CEFR A2 ~ B2
ISBN 978-89-6732-033-1

Table of Contents

	Title	Topic	Learning Objectives	Phrase Bank	Fun Forum
1. Beauty and Health	1	Is Stress Always Negative?	· To give logical opinions about stress and its side effects.	· Changing the Subject · Cancelling Prior Ideas	· Show & Tell
	2	Is Your Diet Working?	· To give logical opinions about dieting and exercising.	· Taking a Position · Checking Another's Opinion	· Every Cloud has a Silver Lining
	3	Culture Lab Tanned Skin vs White Skin, Which is More Beautiful?	· To give logical opinions about the perception of beauty and skin tone in terms of cultural differences.	· Clarifying a Position · Confirming a Position · Resolving Misunderstandings	· Beauty and the Beast
	Wrap - Up:	Issue 1 Beauty and Health	· Word Power - Antonyms & Synonyms · Thinking it Over - Voice Your Opinion, Phrase Banks Review		
2. Daily Lives	4	Perfumes and Why We Love Them	· To give logical opinions about why perfume is so popular.	· Introducing Your Experience · Beginning the Discussion	· Earthlings V
	5	Culture Lab Fermented Food: Cheese or Fermented Soybeans?	· To give logical opinions about fermented food in different cultures.	· Contributing Ideas · Encouraging Ideas · Expanding on Ideas	· Armchair Traveler
	Wrap - Up:	Issue 2 Daily Lives	· Word Power - Antonyms & Synonyms · Thinking it Over - Voice Your Opinion, Phrase Banks Review		
3. Ethics	6	Food Crisis	· To give logical opinions about global food crisis and actions to combat worldwide famine.	· Interrupting · Disagreeing with Positions	· Fate or Free Will?
	7	Culture Lab Beautiful Comradeships	· To give logical opinions about organ donations and related cultural factors.	· To give logical opinions about organ donations and related cultural factors.	· Good Deeds
	Wrap - Up:	Issue 3 Ethics	· Word Power - Antonyms & Synonyms · Thinking it Over - Voice Your Opinion, Phrase Banks Review		
4. Social Lives	8	Expiration Date on Love?	· To give logical opinions about love and how to	· Suggesting Options · Rejecting Options · Asking to Reconsider	· Apple of My Eye
	9	Cyber Relationships	· To give logical opinions about online relationships	· Looking for Assumptions · Recognizing Errors · Accepting Options	· Captivating People
	10	Culture Lab Collectivism and Individualism in Dining	· To give logical opinions about cultural differences in dining in terms of group dining versus one-person dining.	· Restating the Options · Offering a Similar Instance or Expression · Pointing Out Mistakes	· Stranger than Food
	Wrap - Up:	Issue 4 Social Lives	· Word Power - Antonyms & Synonyms · Thinking it Over - Voice Your Opinion, Phrase Banks Review		
5. Our Earth	11	Global Warming: Let's Love Our Earth!	· To give logical opinions about global warming and actions to combat it.	· Prioritizing Criteria · Stating Values	· Off the Record
	12	Culture Lab Food Waste and Food Mileage	· To give logical opinions about food waste and food mileage.	· Grasping the Meaning · Concluding	· Food You Can't Live Without
	Wrap - Up:	Issue 5 Our Earth	· Word Power - Antonyms & Synonyms · Thinking it Over - Voice Your Opinion, Phrase Banks Review		



Active Discussion 2

| **LEVEL** Intermediate
| **CEFR** A2 ~ B2
| **ISBN** 978-89-6732-034-8

Table of Contents

	Title	Topic	Learning Objectives	Phrase Bank	Fun Forum
1. Modern Society	1	Working Mothers: The Work-Life Balance	· To give logical opinions about working mothers and family oriented society.	· Asking to Continue · Referring to Material	· Be Spontaneous!
	2	The Death of Handwriting	· To give logical opinions about handwriting and its place in today's modern society.	· Expressing an Objective Viewpoint · Asking Another's Viewpoint	· Time Travel
	3	Culture Lab Modern Traditions	· To give logical opinions about traditional holidays and celebrations in different cultures.	· Expressing Feelings · Expressing a Subjective Viewpoint · Grasping the Intention	· Dream Up the Perfect City
	Wrap - Up:	Issue 1 Modern Society	· Word Power · Thinking it Over - Opinion Detective, Phrase Banks Review		
2. Law	4	Winning a Medical Suit is No Easy Operation	· To give logical opinions about medical mistakes and lawsuits.	· Voicing an Objection · Making Additional Remarks · Giving an Uncertain Answer	· A Hot Potato
	5	Criminals, Guilty for Eternity or Forgivable?	· To give logical opinions about forgiving criminals and death penalty.	· Offering Judgment · Offering a Guess or Inference · Expressing Consideration	· Hopes & Wishes
	6	Culture Lab Cultural Stereotypes	· To give logical opinions about different cultural stereotypes and ways to combat them.	· Expressing Difficulty in Understanding · Addressing a Lack of Explanation	· The Sixth Sense
	Wrap - Up:	Issue 2 Law	· Word Power · Thinking it Over - Opinion Detective, Phrase Banks Review		
3. Marriage & Family	7	Changing Family Values	· To give logical opinions about the traditional patriarchal family and modern family.	· Communicating Ideas Clearly · Asking for More Time · Asking for Repetition	· My Life in Six Words
	8	Culture Lab Stay Single or Tie the Knot?	· To give logical opinions about cultural trends in staying single and marriage.	· Expressing Affirmative (Positive) Agreement · Expressing Partial Agreement · Reserving an Answer	· Daddy is Pregnant?!
	Wrap - Up:	Issue 3 Marriage & Family	· Word Power · Thinking it Over - Opinion Detective, Phrase Banks Review		
4. Career	9	Good-paying Jobs vs. Favorable Work	· To give logical opinions about the most important factor when choosing a career.	· Understanding · Attempting Persuasion · Dismissing a Minor Matter	· My First Job Ever!
	10	Culture Lab Tips for a Successful Global Business	· To give logical opinions about doing business successfully in different cultures.	· Giving Another Opinion · Making Additional Remarks	· Jack Pot
	Wrap - Up:	Issue 4 Career	· Word Power · Thinking it Over - Opinion Detective, Phrase Banks Review		
5. Technology & Humans	11	Are Robots Replacing Us?	· To give logical opinions about the benefits and harmful side effects of advancements in technology.	· Soothing Mental Excitement · Asking for Another Occasion · Addressing Sarcastic Remarks	· Burning Ears
	12	Culture Lab Ancient Knowledge or Just a Superstition?	· To give logical opinions about superstition in terms of cultural differences and similarities.	· Asking for Restraint · Rejecting Restraint · Summarizing	· Power of Invisibility
	Wrap - Up:	Issue 5 Technology & Humans	· Word Power · Thinking it Over - Opinion Detective, Phrase Banks Review		

Sample Pages from **Active Discussion**



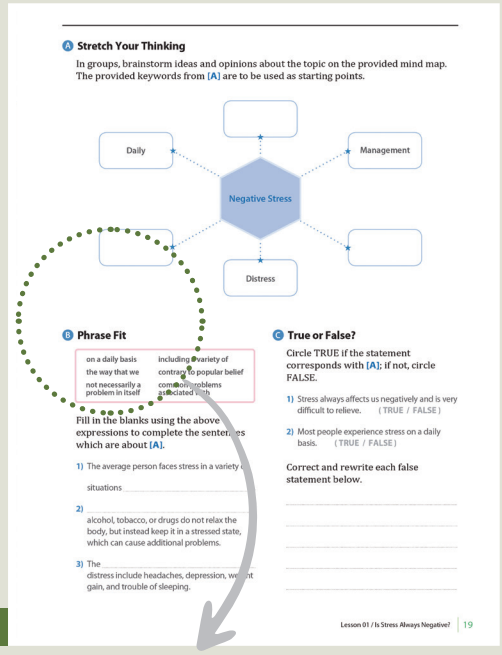
1

Making a Case

This section covers a variety of debatable topics that provide learners with opportunities to discuss by expressing their own thoughts and opinions.

Warming Up!

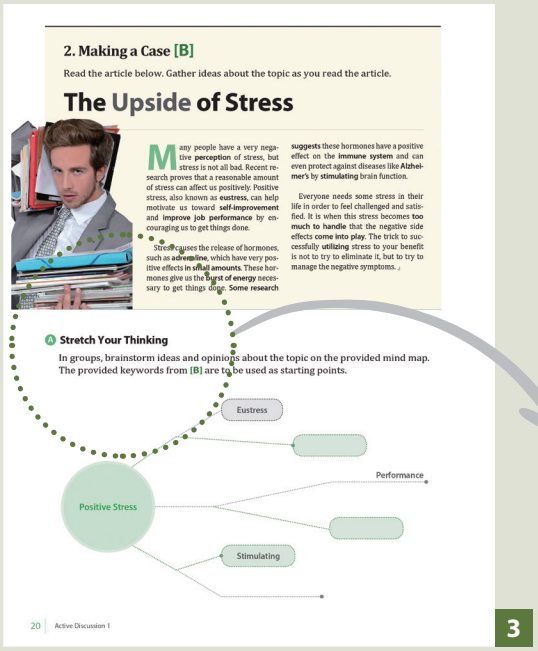
Diverse vocabularies from the two case articles is provided to learners. Learners, in small groups or pairs, define the meaning of the words on their own.



2

Phrase Fit

Learners practice article-related useful discussion expressions through completing sentences that briefly summarize the article.



3

Stretch Your Thinking

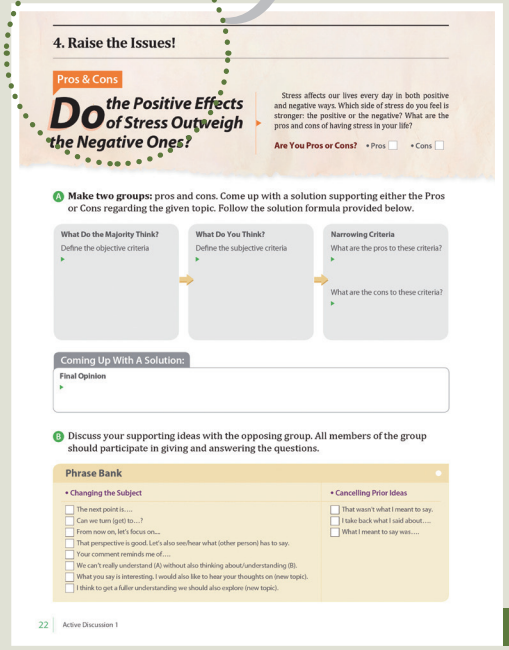
Learners are presented with the main topic of the article and three key words that briefly summarize the article. Learners, in small groups or pairs, brainstorm ideas and opinions using the presented key words as starting points on a given topic.

What's Your Opinion?

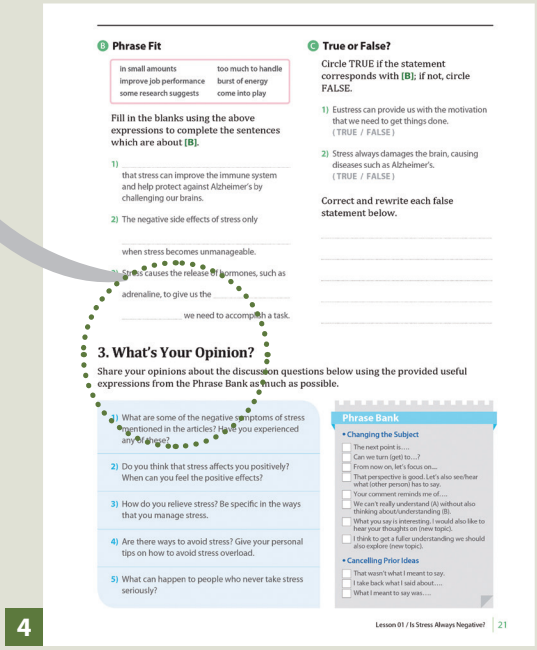
Learners share their opinions with others by responding to the discussion questions. Also, learners are provided with a checklist of useful expressions–Phrase Bank, which they will practice using during their discussions.

Raise the Issues!

For this main discussion activity, learners are provided with a statement which encourages discussions by actively expressing their opinions. A group of learners is divided into two subgroups, pros and cons. This activity can also be done in pairs.



5



4

Fun Forum

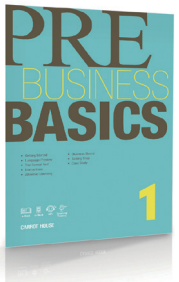
Learners are provided with interesting and fun discussion topics which they discuss in small groups. This activity is designed for students to enjoy discussions.



6

A Sneak Peek!

Learners pretend that they are a host to a Roundtable Discussion TV show. They are asked to give three questions regarding a topic in the next lesson.



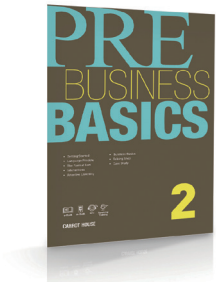
LEVEL Beginner – Intermediate Low
CEFR A1 ~ A2
ISBN 978-89-6732-138-3

Pre Business Basics 1

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

Table of Contents

Unit		Lesson Title	Learning Objectives	Language Practice	Business Basics	Page
1	1	Meeting New People	· introduce yourself and your job · talk about what you do at work using simple present tense · write an e-mail introducing yourself	· I'm... from... · She's in... · We're responsible for...	· E-mail exchange	10
	2	Suitable Activities	· talk about activities you do and do not enjoy · use infinitives and gerunds to express preferences · organize an activity day at work	· I think... · Don't you think...? · I wonder what...	· Planning an Activity Day	16
	+	Review 01				
2	3	Crunching Numbers	· express fractions and decimals for precise, continuous units of measure · use simple past tense to explain market share · explain a pie chart	· The numbers suggest... · Go into great detail... · What does that mean for...?	· Understanding statistics	23
	4	Finding Time	· schedule an appointment · use present perfect tense to indicate experience · fill out a day planner	· What's your schedule like...? · How does... sound? · Have you ever...?	· Brainstorming and Planning	29
	+	Review 02				
3	5	Talking Over The Phone	· open and close a phone conversation · respond to phone related complications with discourse particles · make a basic phone call in english	· Sorry, did you say...? · ... as in... · It looks like...	· Making a Phone Call	36
	6	Future Endeavors	· make future plans · differentiate between two forms of future tense · create and explain a simple travel itinerary	· I was planning on... · What are your plans...? · I anticipate...	· International start Ups	42
	+	Review 03				
4	7	How's The Jet Lag?	· communicate your understanding of someone's feelings · match emotion adjectives with their prepositions · complete and discuss a company morale questionnaire	· You must be... · I wouldn't be... about that · I can't fault you for...	· Questionnaire	49
	8	Business Luncheon	· order food at a restaurant · use type 1 conditionals to make immediate or likely conditional statements · ask for details about menu items	· I'll start with... · I'll have the... with... · If you... I'll...	· Menu Details	55
	+	Review 04				
5	9	Informed Consumers	· express your opinion about a sale · use comparative constructions to assess value · identify common articles of formal clothing and compare their prices	· ... as... as... · That is more... than I... · I think... are a little...	· Shopping Day	62
	10	If Only I Had Done More	· express regret or relief · use type 3 conditionals to discuss past situations that have affected your life · write and discuss the effects of work-related regrets	· If I had... I would have... · I wish I could have... · I'm sorry to...	· Regrets	68
	+	Review 05				



Pre Business Basics 2

LEVEL Beginner – Intermediate Low
CEFR A1 ~ A2
ISBN 978-89-6732-139-0

Table of Contents

Unit		Lesson Title	Learning Objectives	Language Practice	Business Basics	Page
1	1	Breaking The Ice	· start a conversation with unfamiliar people · use basic conjunctions to convey deeper opinions · brainstorm and discuss the pros and cons of different career choices	· I don't believe... · Looks like I'm not the only one who... · Not only... but...	· Pros & Cons	10
	2	It's Time!	· schedule time to meet someone · use hour-first and minute-first time expressions to schedule meetings · meet a co-worker after work	· I'm free... · I'm off by... · Let's say...	· Meeting After Working	16
	+	Review 01				
2	3	Navigating Your Area	· identify common places and features in an office building · use prepositions to provide directions · give directions to areas in an office	· Where might I find...? · It's... down... · It's right...	· Giving Directions	23
	4	Trending Topics	· communicate basic trends on a graph · use simple past, present perfect, and dummy subjects for market analysis · explain a line graph	· ... hit a peak of... · This... tells us... · As you can see...	· Companies in Contrast	29
	+	Review 02				
3	5	Everything You Want	· talk about wants, hopes, and dreams · use present perfect continuous to communicate desires and goals · explain your goals on a timeline	· My dream is to... · I've been wanting to... · Keep... and I'll keep...	· Timeline of Desires	36
	6	What Happened?	· explain a past action that was interrupted · use simple past with past continuous to explain two concurrent past actions · complete and explain a product problem form	· I was... when... · I tried... but... · Could you... when you're done?	· Product Problem Return Form	42
	+	Review 03				
4	7	Getting Some Help	· ask for help · use politeness strategies to make requests · politely ask for help or deny help if unable to provide it	· Would you mind...? · I need you to... · You might want to...	· Help List	49
	8	Business Luncheon	· order food at a restaurant · use type 1 conditionals to make immediate or likely conditional statements · ask for details about menu items	· If someone... do the same. · I'll be sure to... · I've got to say...	· Dining Etiquette	55
	+	Review 04				
5	9	Sorry For That	· apologize for causing an inconvenience · use sequence words to organize your ideas · assess apologies for effectiveness	· I could use your help with... · It looks like I... · He's great with...	· Corporate Apologies	62
	10	Saying Goodbye	· say goodbye after a business trip · use passive tense to communicate your thoughts about people and accomplishments · send a farewell e-mail to a colleague	· If you're ever... let me know. · I genuinely appreciate... · Give my best to...	· Saying Farewell	68
	+	Review 05				

Sample Pages from **Pre Business Basics**

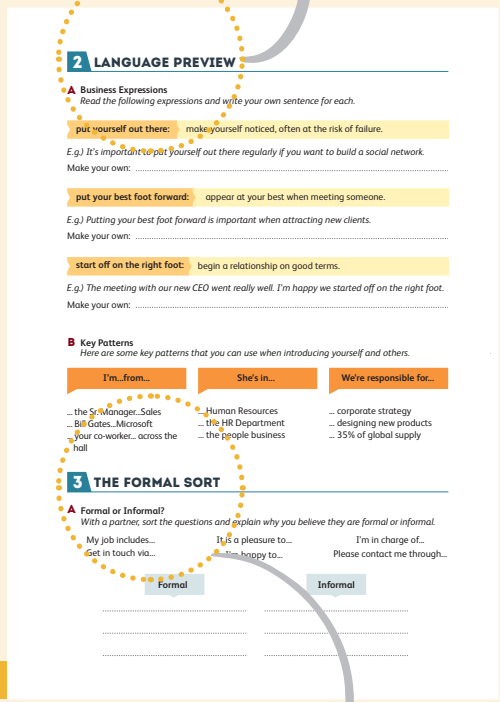


Getting Started

Warm up with simple, open-ended questions and visual prompts.

Language Preview

Preview selected vocabulary terms and language patterns that will be used throughout the lesson.



Good to know

Review mistakes frequently made by EFL learners. Answers and explanations are provided in the Appendix at the back of the book.



The Formal Sort

Sort commonly used expressions into formal and informal categories. Use the expressions to complete the Business Basics task of each chapter.

Interactions

Understand the mission of each business character and role play to practice English speaking in business situations.

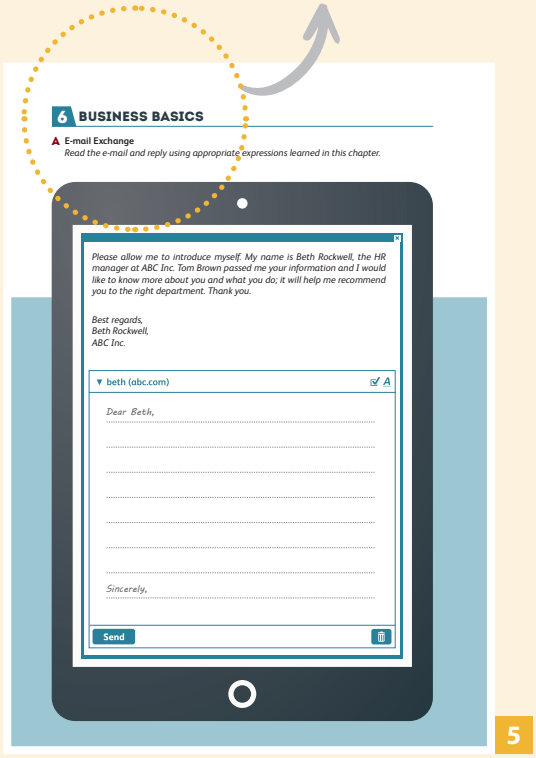
Attentive Listening

Extended dialogues and questions help provide a balanced set of communication skills, in particular, receptive skills.



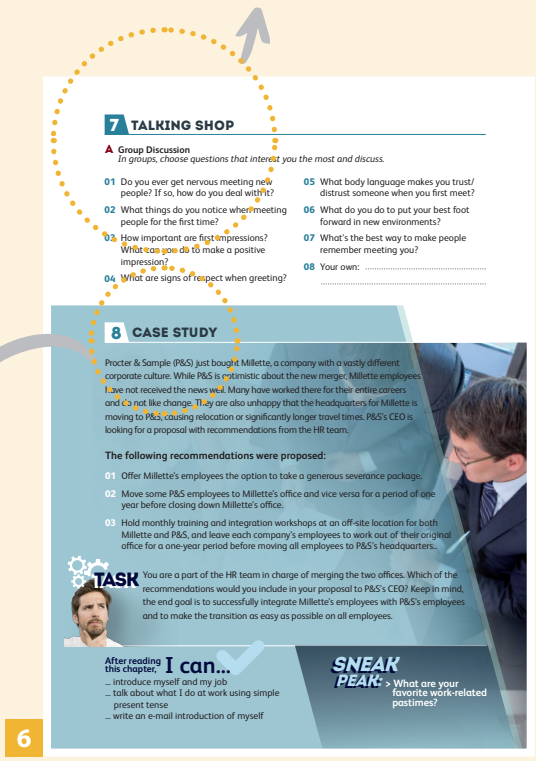
Business Basics

Develop essential business skills with English as the medium and utilize items from the Formal sort in practical tasks.



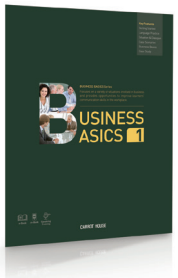
Talking Shop

Discuss topics using content from each lesson. speak freely, offer opinions, and explore a variety of situations within a given topic.



Case Study

Put business knowledge, thinking, and language skills to the test. Discuss possible solutions and outcomes to given case scenarios based on actual events.



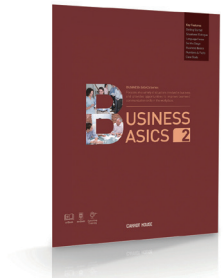
Business Basics 1

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

LEVEL Beginner High – Intermediate High
CEFR A2 ~ B2
ISBN 978-89-6732-114-7

Table of Contents

	Lesson Title	Learning Objectives	Language Practice	Business Basics	Page
	Unit1. Daily Office Routines				
1	Welcoming Visitors	· to be able to greet and guide visitors · to be able to introduce yourself, the company, and your colleagues	· I'm in charge of... · Allow me to... · Could you direct me to...?	· Different Cultural Greetings	10
2	Organizational Structure	· to understand and discuss different organizational structures of companies · to discuss roles and responsibilities of different departments	· I suspect that... · I might as well... · Have you heard about...?	· Flexibility in the Workplace - Hot Desking	14
3	Collaborating with Co-workers	· to discuss various ways to get along positively with co-workers · to talk about different working relationships	· What do you think about...? · I can't stand... · Would you mind if...?	· Great Business Partners	18
4	Dealing with Conflicts	· to explore different ways to solve conflicts with co-workers · to share conflicts you've experienced at your workplace	· I'm sorry if I... · I think you'd better... · You should try to...	· Solving Conflicts	22
+	CASE STUDY	**Changing Company Culture** Task : To analyze current company culture and bring about positive change.			26
	Unit2. Socializing				
5	Business Small Talk	· to recognize appropriate topics for business small talk · to practice business small talk	· Is this your first time (in)...? · ...is known for its... · Do you...often?	· Right Topics for Small Talks	28
6	Business Lunches	· to understand business lunch etiquette · to explore cross-cultural differences in business luncheons	· I was busy...ing · My pleasure to... · I'd better...	· Different Lunch Cultures	32
7	Formal & Informal Communication	· to understand difference between formal / informal communication · to practice formal/informal communication in business settings	· I was wondering if...? · Do you mind if I...? · I'm not sure if...	· Communication Styles	36
8	Online Communication	· to explore different types of online communication · to talk about the positive/negative effects of online communication	· Let's start with... · It's hard for me to... · I like...ing	· Internet Terms	40
+	CASE STUDY	**Understanding Cultural Differences** Task : To review and understand cultural differences in business lunch norms. Plan to avoid making cultural mistakes.			44
	Unit3. Meetings & Discussions				
9	Meeting Preparation	· to talk about the preparation process for a meeting · to be able to announce meeting information in a formal e-mail	· Plan to... · Keep in mind that... · It has been...since...	· Sending Out Formal E-mails	46
10	Opening & Brainstorming	· to give ideas when brainstorming · to learn ways to effectively communicate with co-workers when brainstorming for ideas	· It seems that... · ...better than... · Let me finish...	· Mind-mapping	50
11	Conducting Meetings	· to proceed meetings smoothly · to discuss ways to share ideas in a meeting	· Whose...is it? · We'll...next time. · ...is joining us today.	· Different Meeting Cultures	54
12	Sharing Ideas	· to express different opinions · to discuss ways to positively share ideas	· Perhaps we should think about... · Are you saying that...? · Speaking of...	· Positive Idea Sharing	58
+	CASE STUDY	**Business Problem Solving** Task : To create solutions and brainstorm possible consequences for different business problems.			62
	Unit4. Business Trips				
13	Business Trip Preparations	· to make reservations for flights and hotel bookings · to arrange meetings abroad	· I'd appreciate it if... · I'd rather...than... · I have no problem...ing	· Preventing Culture Shock	64
14	Traveling Information	· to inquire about travel information · to ask for directions and use public transportation	· Does this go (to)...? · How long will it take to get to...? · I was told that...	· Culture Quiz	68
15	On the Site	· to order meals, file hotel complaints, and report stolen goods · to discuss cultural table manner and etiquettes	· I'll get back to you by... · I'd like to treat you to... · Is there any...?	· Tipping Etiquettes and Business Dining Manners	72
16	Follow Up	· to file a report on a trip · to share traveling experiences	· Is it possible to...? · I appreciate your... · Let me know if...	· Follow-up Report	76
+	CASE STUDY	**Business Hospitality** Task : To extend an invitation to international business partners for a business dinner according to their individual needs and character.			80



Business Basics 2

LEVEL Intermediate – Advance Low
CEFR B1 ~ B2
ISBN 978-89-6732-115-4

Table of Contents

	Lesson Title	Learning Objectives	Key Patterns	Business Basics	Page
	Unit1. Professional Communicator				
1	Telephoning & Note-Taking	· to make/receive phone calls properly · to practice leaving and taking messages	· I'm calling to... · I'll connect you to... · Let me just check...	· Telephone Do's and Don'ts	10
2	Communication & Culture	· to recognize and understand diversity and culturally determined differences in communication practices · to discuss cultural differences in body language, gestures, and communication styles	· What I mean is... · I'm sorry I didn't... · You seem to...	· Nonverbal Communication; Cultural interpretations	15
3	Presentation Know-how	· to use skills for effective presentations · to discuss verbal and physical delivery aspects of presentations	· We can begin by looking at... · As a final point, I'd like to... · What you're asking is...	· Effective Presentation Skills	20
4	Situational Communication Strategies	· to apply different communicational strategies in various situations; such as showing sympathy, confronting problems, and giving compliments	· I'm sorry to hear about... · You look ... today · I want to talk to you about...	· Communication Strategies; Thomas-Kilmann Conflict Mode Instrument	25
+	CASE STUDY	**Powerful communication - Elevator Speeches** Task: To promote your company to prospective investors and buyers through communication techniques			30
	Unit2. Winning Negotiator				
5	Proposal & Negotiation	· to enhance knowledge and skills related to business negotiate and articulate your position · to make business proposals and counter-proposals	· You might be interested in... · I'm thinking of... · What do you think about...	· Effective Negotiation Skills	32
6	Tackling Problems	· to discuss solutions to business problems and consider the consequences of possible course of action · to find compromises in conflict solutions	· I suppose we can... · It would save time to... · This could lead to...	· Hidden Traps in Decision-Making	37
7	International Negotiations	· to handle cultural differences during the negotiating process · to recognize different negotiation styles	· I understand that... · I'd be interested to hear about... · Can we agree on...	· International Negotiation; Must Knows	42
8	Taking a Position	· to state/clarify your position and persuade others to support your side · to close a negotiation	· Let me recap... · That's a good point, but... · I can go along with...	· Closing the Deal; Getting it done	47
+	CASE STUDY	**Cross-cultural Negotiations - Strategies and Preparations** Task : To strategize methods for successful cross-cultural negotiations by understanding cultural factors			52
	Unit3. Positive Interaction				
9	Using Humor	· to ease a tense situation through witty comments · to recognize different types of witty comments and show humor	· Better late than never, but better never late! · dot your i's and cross your t's · You can't have your cake and eat it, too.	· Witty Comments and Comedic Skills	54
10	Turning the Table	· to use strategies to turn the business situation to your advantage · to persuade others with evidence and supporting detail	· I see no choice but to... · According to..., it seems that... · I'd be willing to comply if you...	· Turning the Table : Skill Set	59
11	Invitations	· to cordially invite people out for meals · to make reservations at a restaurant	· When's a good time to... · Do you prefer... or... · What would you recommend for...	· Invitation Styles	64
12	Maintaining Positive Relationships	· to use various methods to compliment others · to recognize different ways to maintain and establish positive relationships in the workplace	· You look... today · What's your secret for... · I think you have great...	· Relationship Skills	69
+	CASE STUDY	**Maintaining Employee Morale - Programs and Incentives** Task : To create solutions and brainstorm practical ideas to raise company morale and encourage colleague bonding			74
	Unit4. Cultural Diversity				
13	Cultural Mistakes	· to discuss the importance of cultural awareness and common cultural mistakes people make · to discuss major cultural differences between Eastern and Western cultures	· You can call me... · I didn't know about... · In..., we...	· Cultural Mistakes; Preventing culture shock	76
14	Cross-cultural Business Etiquette	· to recognize different cross-cultural values · to explore global business manner, etiquette, and protocol	· I consider... to be the most important... · ... is considered rude. · I'm sorry; I didn't catch...	· Cultural Mistakes; Etiquette points	81
15	Expatriate Employees	· to recognize cultural challenges expatriates face abroad · to discuss ways to ease the transition into a new culture	· I suggest that... · The most challenging thing about... was... · I have to tell you that...	· Culturally Diverse Workforce	86
16	Body Language Across Cultures	· to review gestures and nonverbal communication of other countries · to understand the concept of personal space in different cultures and discuss how it is incorporated in business	· I didn't intend to... · I don't think it's such a great idea to... · You should avoid ...ing	· Cultures and Body Language	91
+	CASE STUDY	**Globalization and Business - Cultural Awareness** Task : To debate on the importance of cultural awareness to be successful on the global market			96

Sample Pages from **Business Basics**



Learning Objectives

Set clear goals to acknowledge target learning of each lesson.

Getting Started

Stimulate learners' thinking and put them at ease in an English speaking environment through situation-related questions and expression questions with visual aids.



Language Practice

Reinforce useful business expressions and patterns through substitution drills.

Quote of the Day

Present famous quotes for learners to reflect upon and express their own opinions.

Situation & Dialogue

Understand the mission of each business character and role play to practice English speaking in business situations.


12 UNIT 1. Daily Office Routines

B Practice the dialogue with your partner.

Welcome to Our Company

Mr. Andes: Hello. You seem to be a visitor; could you tell me who you're looking for?

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

Mr. Andes: Oh that would be me, and you must be Mr. Smith. You're here a little early for our meeting. That's okay. Would you mind following me this way?

Mr. Smith: Yes, thank you.

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

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

Mr. Andes: Great. Now let me properly introduce myself. I'm John Andes and I'm in charge of the marketing department here. It's a pleasure to meet you. I would also like to introduce you to our new CTO, Mr. Jones. Mr. Jones, this is Mr. Smith, one of our investors.

Mr. Jones: Very nice to meet you Mr. Smith. I want to thank you for taking your time to visit our company. I hope today's meeting produces positive outcomes.

C Comprehension Questions

01 | What are some questions you can ask to make your visitor feel comfortable?

02 | What are some important information to include when introducing somebody?

03 | Imagine you are Mr. Jones, the CTO of the company. What can you say to greet and welcome Mr. Smith?

4 Case Scenarios

Read the scenarios and complete each stage.

Scene 1 | Scene 2

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

Role A | Employee Role B | Visitor

Scene 1 | Scene 2

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

Role A | Employee Role B | Visitor

01 Stage Brainstorm the mission of each character.

» Role A | Mission

» Role B | Mission

02 Stage How would you t… in each character's position? Explain.

03 Stage Act out the situation… Make sure to complete the mission of each c…racter and use the key patterns.

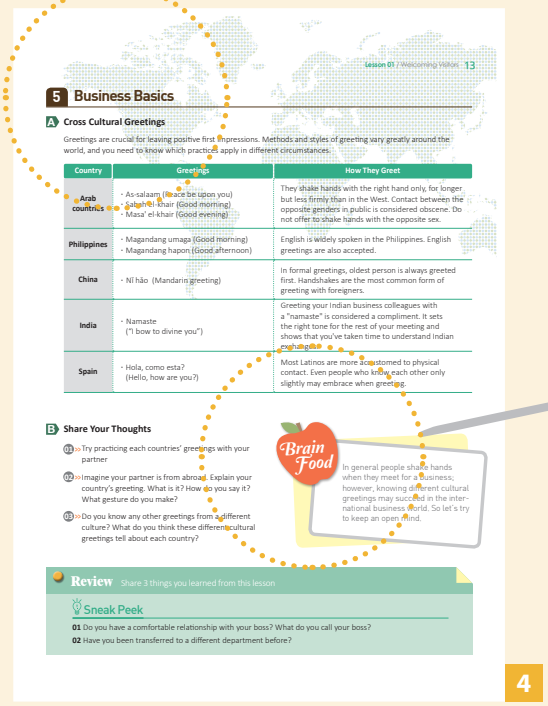
3

Case Scenarios

Reinforce learners' response skills in various business situations through Case Scenarios activities.

Business Basics

Expand learners' ability to develop essential business skills, such as making presentations, taking part in meetings, telephoning, and using English in social situations.


Lesson 01 / Welcoming Visitor 13

5 Business Basics

A Cross Cultural Greetings

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

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

B Share Your Thoughts

01 » Try practicing each countries' greetings with your partner

02 » Imagine your partner is from abroad. Explain your country's greeting. What is it? How do you say it? What gesture do you make?

03 » Do you know any other greetings from a different culture? What do you think these different cultural greetings tell about each country?

Brain Food

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

Review Share 3 things you learned from this lesson

Sneak Peek

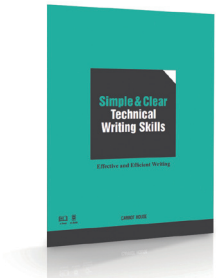
01 Do you have a comfortable relationship with your boss? What do you call your boss?

02 Have you been transferred to a different department before?

4

Brain Food

Provide learners' with additional information regarding the Business Basics theme.



LEVEL Low – Intermediate – Advanced Low
CEFR A2 ~ B2
ISBN 978-89-6732-163-5

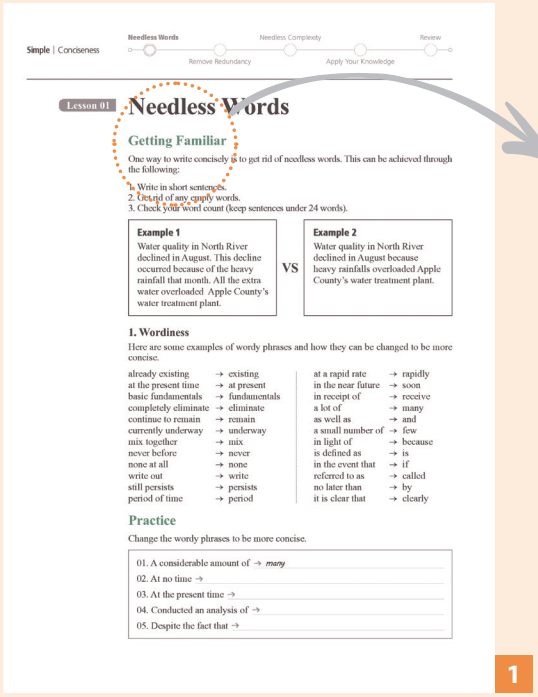
Simple & Clear Technical Writing Skills

Simple & Clear Technical Writing Skills is intended to improve learners' writing skills by acquiring language skills and applying them to real-life writing samples. This book is composed of 2 parts.
Part 1 is focused on language and grammar aspects of technical writing where learners will obtain language and grammar elements that are essential to technical writing.
Part 2 is focused on different writing formats and styles, where learners learn to apply their knowledge from Part 1 to writing samples, develop critical thinking skills, and instill a new habit of technical writing.

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Sample Pages from **Simple & Clear Technical Writing Skills**



Simple | Conciseness

Needless Words · Needless Complexity · Review · Remove Redundancy · Apply Your Knowledge

Lesson 01

Needless Words

Getting Familiar

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

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

Example 1
Water quality in North River declined in August. This decline occurred because of the heavy rainfall that month. All the extra water overloaded Apple County's water treatment plant.

VS

Example 2
Water quality in North River declined in August because heavy rainfalls overloaded Apple County's water treatment plant.

1. Wordiness

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

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

Practice

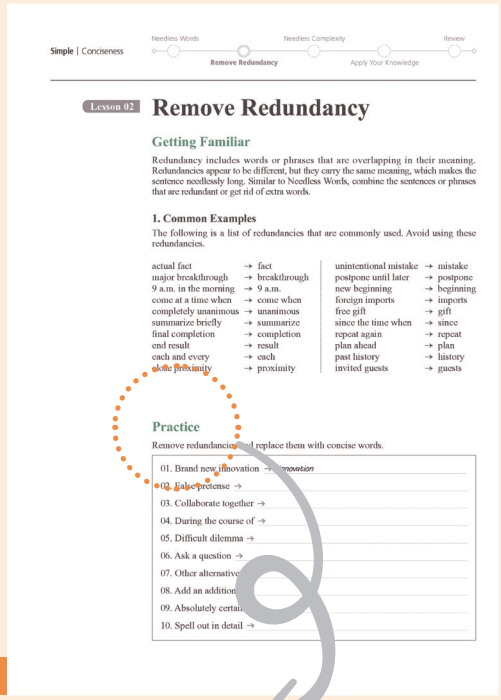
Change the wordy phrases to be more concise.

01. A considerable amount of → *many*
02. At no time →
03. At the present time →
04. Conducted an analysis of →
05. Despite the fact that →

1

Getting Familiar

The learners are introduced to the topic and understand the key aspects of each lesson point through explanation and examples.



Simple | Conciseness

Needless Words · Needless Complexity · Review · Remove Redundancy · Apply Your Knowledge

Lesson 02

Remove Redundancy

Getting Familiar

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

1. Common Examples

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

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

Practice

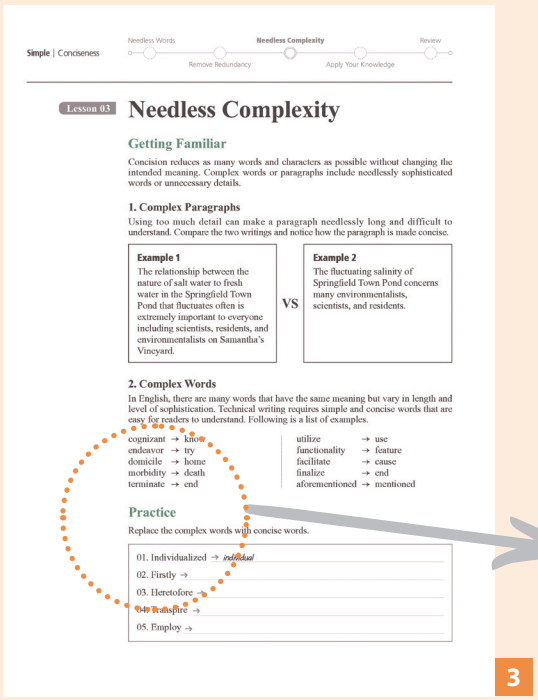
Remove redundancies and replace them with concise words.

01. Brand new innovation → *innovation*
02. False pretense →
03. Collaborate together →
04. During the course of →
05. Difficult dilemma →
06. Ask a question →
07. Other alternative
08. Add an addition
09. Absolutely certai
10. Spell out in detail →

2

Practice 1

Beyond passive learning, each lesson concludes with a short practice to test and review what has been learned in each lesson.



Simple | Conciseness

Needless Words · Needless Complexity · Review · Remove Redundancy · Apply Your Knowledge

Lesson 03

Needless Complexity

Getting Familiar

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

1. Complex Paragraphs

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

Example 1
The relationship between the nature of salt water to fresh water in the Springfield Town Pond that fluctuates often is extremely important to everyone including scientists, residents, and environmentalists on Samantha's Vineyard.

VS

Example 2
The fluctuating salinity of Springfield Town Pond concerns many environmentalists, scientists, and residents.

2. Complex Words

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

cognizant	→ know	utilize	→ use
endeavor	→ try	functionality	→ feature
domicile	→ home	facilitate	→ cause
morbidity	→ death	finalize	→ end
terminate	→ end	aforementioned	→ mentioned

Practice

Replace the complex words with concise words.

01. Individualized → *individual*
02. Firstly →
03. Heretofore →
04. Transpire →
05. Employ →

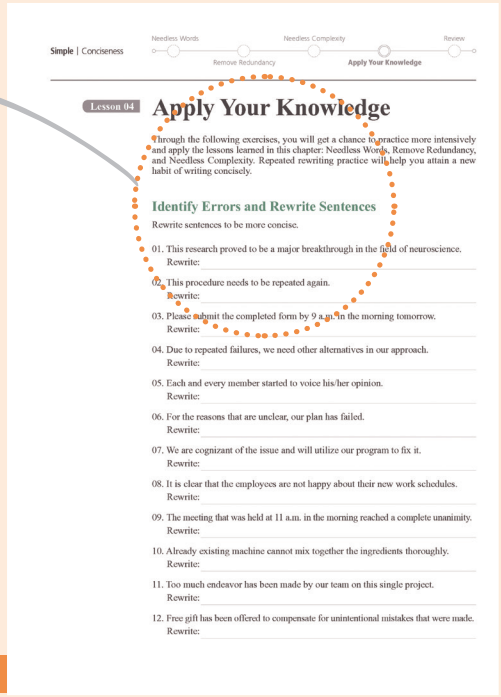
3

Practice 2

A simple exercise replacing complex words with concise words.

Identify Errors and Rewrite Sentences

Get a chance to practice more intensively and apply the lessons learned in this chapter. Rewrite the sentences to be more concise.


Simple | Conciseness

Needless Words · Needless Complexity · Review · Remove Redundancy · Apply Your Knowledge

Lesson 04

Apply Your Knowledge

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

Identify Errors and Rewrite Sentences

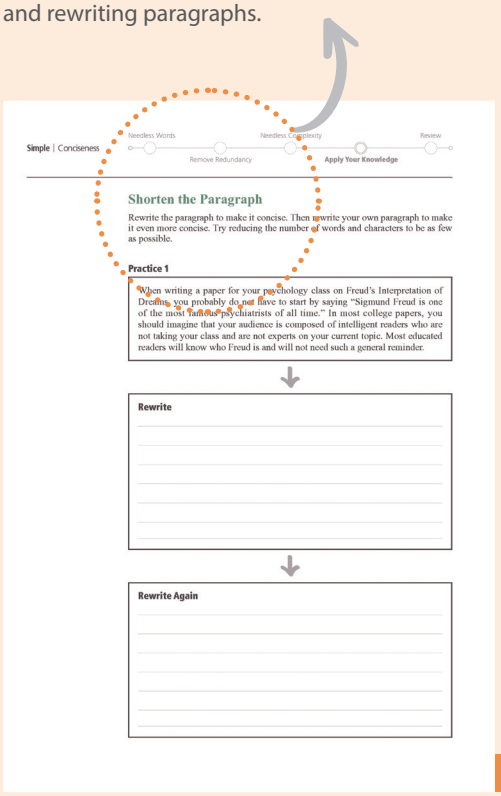
Rewrite sentences to be more concise.

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

4

Shorten the Paragraph

There are different formats of questions depending on the lesson topics, such as rewriting sentences and rewriting paragraphs.


Simple | Conciseness

Needless Words · Needless Complexity · Review · Remove Redundancy · Apply Your Knowledge

Shorten the Paragraph

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

Practice 1

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

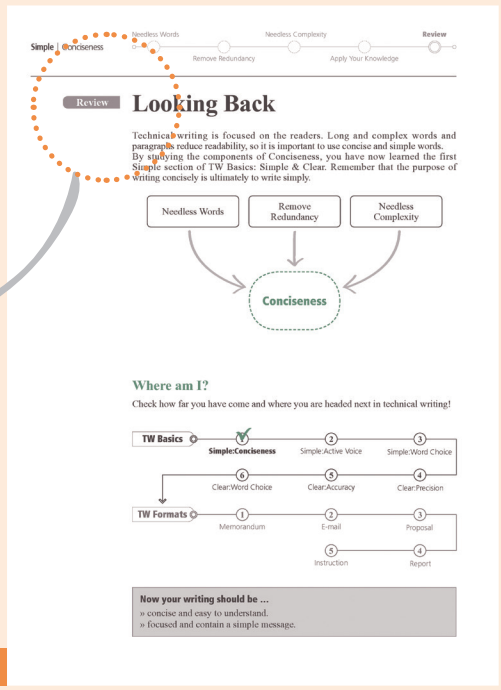
Rewrite

Rewrite Again

5

Review

A chart is provided, which visually shows the chapter topic and lesson points under the topic for easier reference and review.


Simple | Conciseness

Needless Words · Needless Complexity · Review · Remove Redundancy · Apply Your Knowledge

Review

Looking Back

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

Needless Words · Remove Redundancy · Needless Complexity → Conciseness

Where am I?

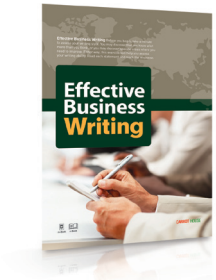
Check how far you have come and where you are headed next in technical writing!

TW Basics: Simple:Conciseness · Simple:Active Voice · Simple:Word Choice · Clear:Word Choice · Clear:Accuracy · Clear:Precision

TW Formats: Memorandum · E-mail · Proposal · Instruction · Report

Now your writing should be ...
» concise and easy to understand.
» focused and contain a simple message.

6



LEVEL Intermediate – Advanced Low
CEFR A2 ~ B2
ISBN 978-89-9719-936-7

Effective Business Writing

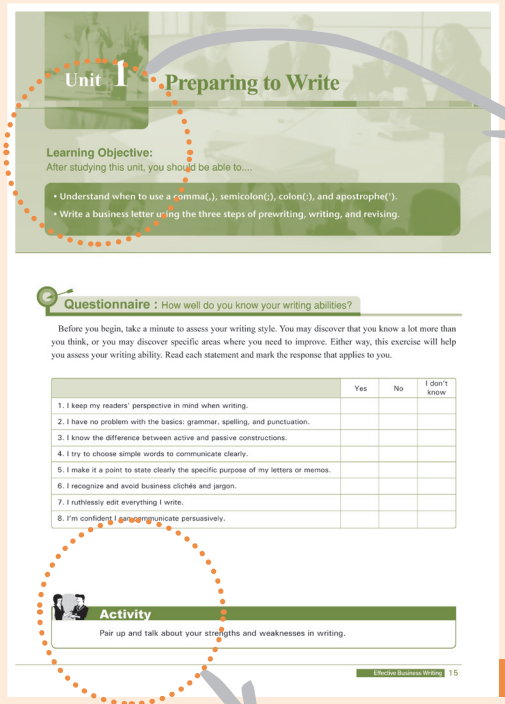
Effective Business Writing Skills is designed to teach learners the basics they need to become a better writer. The accompanying exercises will enhance learners' writing skills and are relevant to the practical demands of the business world. By the time learners complete this book, they will be better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

- **Questionnaire** : This section provides a self-test for learners and an opportunity to experience writing issues in a personal way.
- **Input 1 and 2** : Learners can acquire actual knowledge and information about business writing with these texts.
- **Exercises** : Exercises provide learners with opportunities to check their understanding of writing. These exercises take the form of writing, revision, questionnaires, and discussions.
- **Business Writing Simulation** : This section provides learners with opportunities to write various business documents based on Input 1 and 2.

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1	Preparing to Write	15
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Sample Pages from **Effective Business Writing**



1

Learning Objective

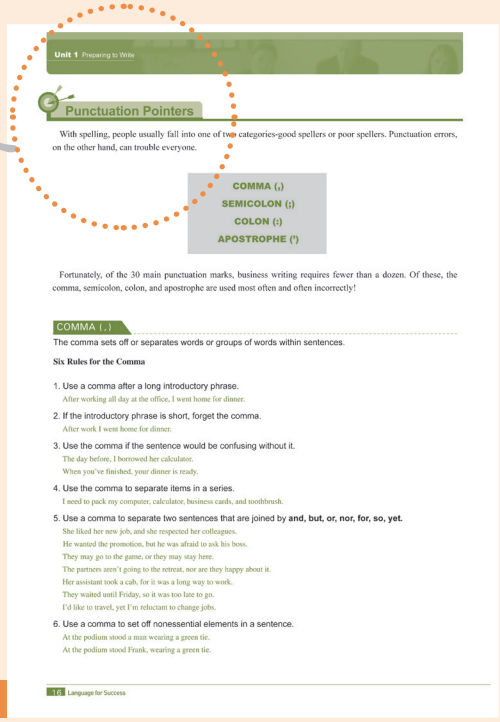
Set clear goals to acknowledge target learning of each lesson.

Activity

Get to know your classmates through some conversational prompts on writing.

Punctuation Pointers

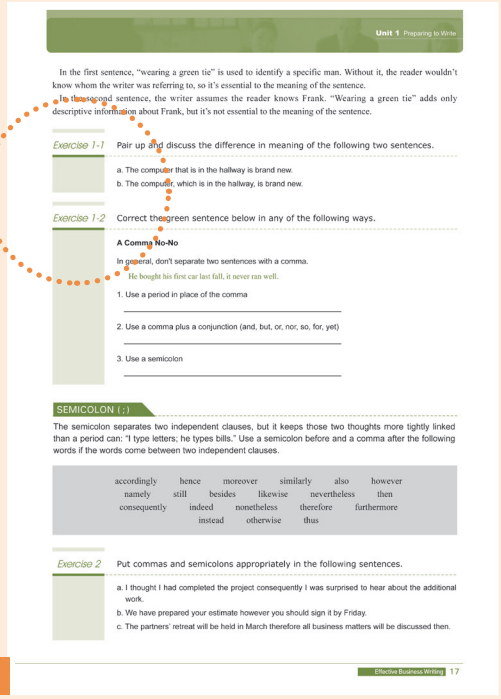
Learn the basic rules for punctuation.



2

Exercise

Get to practice the principles learned throughout the lesson. Practice makes perfect.



Unit 1 Preparing to Write

In the first sentence, "wearing a green tie" is used to identify a specific man. Without it, the reader wouldn't know whom the writer was referring to, so it's essential to the meaning of the sentence.
In the second sentence, the writer assumes the reader knows Frank. "Wearing a green tie" adds only descriptive information about Frank, but it's not essential to the meaning of the sentence.

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

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

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

A Comma No-No

In general, don't separate two sentences with a comma.
He bought his first car last fall, it never ran well.

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

SEMICOLON (;)

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

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

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

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

Effective Business Writing 17

3

Examples

Provides enough examples for the learner to grasp the idea of the lesson.



Unit 1 Preparing to Write

COLON (:)

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

Fred was proud of his sister: she had been promoted to managing partner.
My new office contains the following items: a desk, a leather chair, and oak paneling.
There are two things to remember in a job interview: always arrive promptly and always dress appropriately.

APOSTROPHE (')

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

If the noun is singular, add 's.
I enjoyed Betty's presentation.
Someone's coat is in the lobby.

The same applies for singular nouns ending in "s" like James.
This is James's new office.

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

If the noun is plural, add an apostrophe after the "s."
Those are the clients' files.

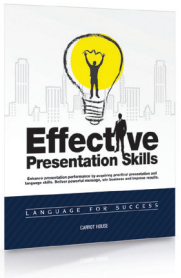
If the noun is an irregular plural, add 's.
This is the women's lounge area.

Exercise 3 Punctuate the following sentences. Then pair up and compare your answers with each other.

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

16 Language for Success

4



LEVEL Intermediate – Advanced Low
CEFR A2 ~ B2
ISBN 978-89-6732-040-9

Effective Presentation Skills

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

- **FYI** : Background Knowledge
- **Language Focus**
- **Presentation Build-up** : 3 Steps
- **Presentation On Stage**
- **Review**

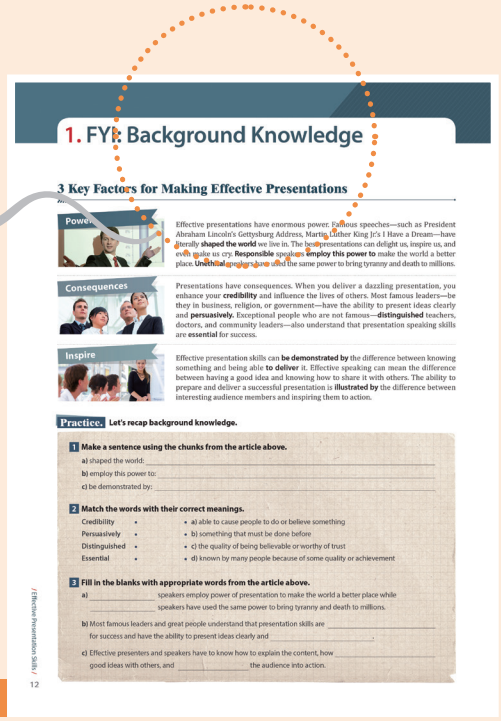
Table of Contents

	Title	Objectives	Case Study	Golden Rules	Page
1	Paving the Way for Presentation	· Describe various kinds of presentations · Explain the basic principles of presentation · Identify what makes a presentation effective	Restoring Company Image	The Basic Must-Know PT Process	11
2	Understanding Your Audience	· Analyze and understand your audience · How to adjust your presentation accordingly · Execute effective presentation logistics · Effectively prepare your presentation in various unexpected situations	Getting Customers' Attention for Feedback	How to Grab the Audience's Attention	21
3	Let's Get Started!	· Understand the importance of making introductions · Prepare an effective introduction · Start a presentation with a strong beginning	Introducing a Product to Gain Appeal	The Triangle of Terror	31
4	Linking the Parts	· Effectively organize a presentation · Arrange your ideas and information for presentation · Determine how to present the material to your audience	Convincing the Town of Calhoun	The Basics: Effective Presentation Organization	41
5	A Picture is Worth A Thousand Words	· Utilize visual material · Effectively deliver the visual materials · Give a presentation using minimal words	Presenting a Revolutionary Device	Utilizing Images to Their Fullest Potential	51
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9	Opening the Floor	· Deal with questions effectively · Keep credibility established during a presentation · Anticipate unexpected questions	How to Handle Questions	5 Tips to Set the Stage for a Smooth, Yet Captivating Q&A Session	91
10	Informative Presentations	· Give an informative presentation effectively · Guarantee reliable delivery of messages · Build and maintain credibility throughout a presentation	Social Networking Website and How They Work	Types of Informative Presentations	101
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Sample Pages from **Effective Presentation Skills**

Background Knowledge

Each unit provides different background knowledge about the essentials of giving effective presentations.



Useful Words & Expressions

This section of the book provides the learners with useful words and key expressions that can be used to make effective presentations.



Step 1: Prep-Stage

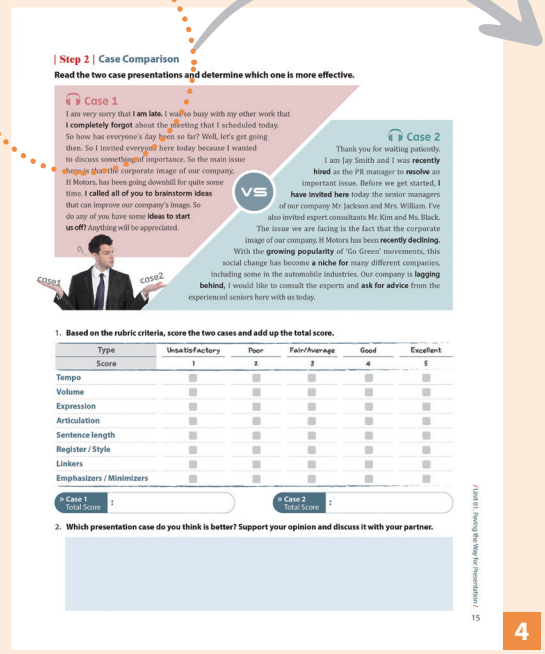
Step 1 provides context and information for real-life case presentation. The context, related to the unit's theme is given from the company, the presenter and the audience's point of view.



Comprehension Questions

After reading the case study context, learners are asked to answer 2 comprehension questions. These questions require learners to make connections between background knowledge section and the case study context.

Sample Pages from **Effective Presentation Skills**



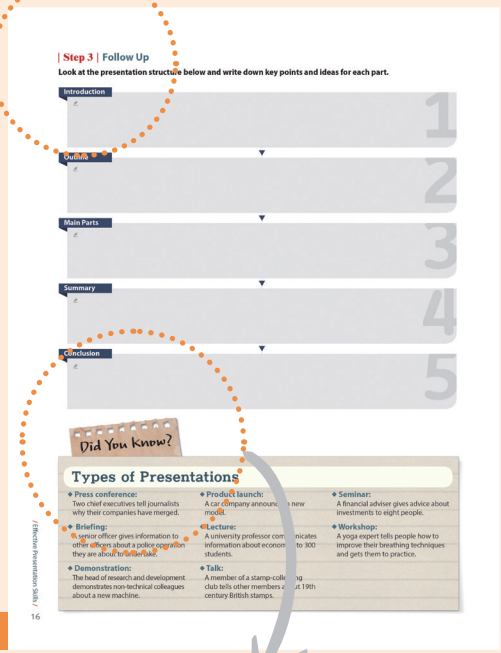
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Step 2: Case Comparison

This section provides 2 cases and 2 presentations based on the context given in step 1. Most of the time, one case shows an example of an effective presentation and the other case shows an example of an ineffective presentation.

Step 3: Follow-Up

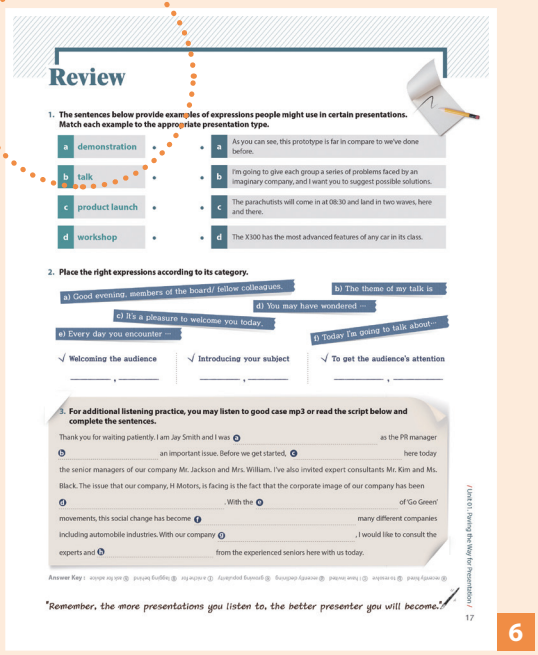
In this section, learners break down and analyze what makes a good case presentation.



5

Review

All 12 units have a review section which allows learners to recall and review what they have learned throughout the unit.



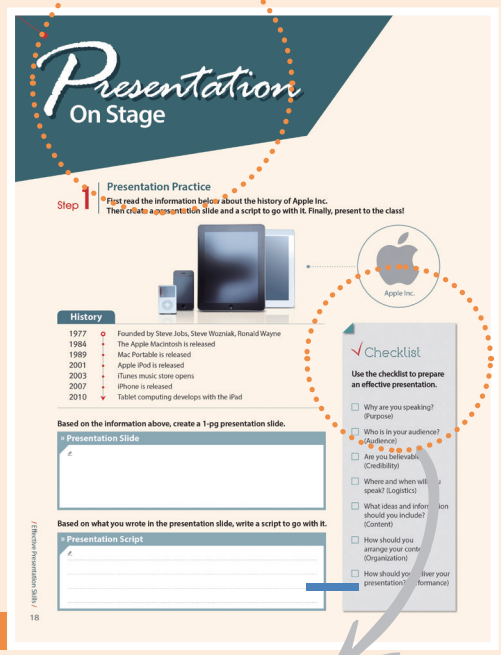
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Did you know

In this part of the book, learners will gain useful information which they can utilize in actual presentations.

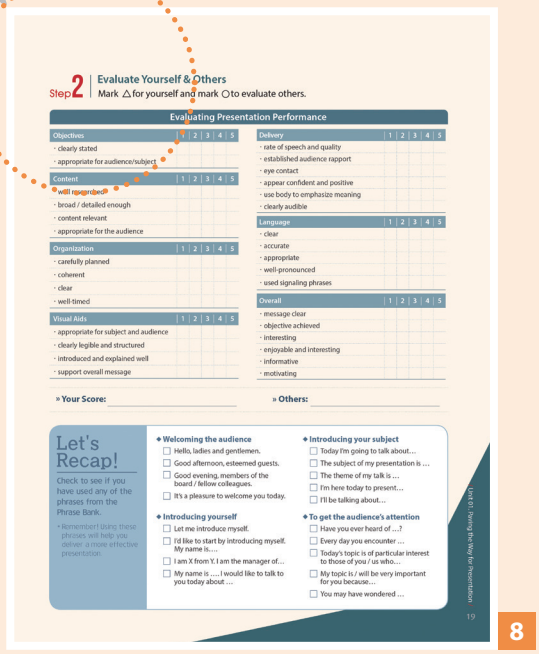
Presentation On Stage

Presentation On Stage is the main activity part of the book, and is designed to motivate learners for day to day presentation practice and to help them to incorporate everything they have learned in the unit thus far.



Evaluate Yourself & Others

At the end of each presentation, learners will have an opportunity to evaluate self and others on presentation performance.



Checklist

Learners should use this checklist as they are preparing their presentations. The checklist will act as a reminder and as a guide for making effective presentations.

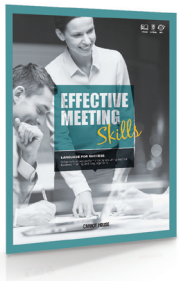
The Golden Rules

This section provides essential summaries and guidelines for a powerful presentation. Good presentation tips motivate students to instantly build self confidence.



Thinking it Over

This section is for reviewing the Hints & Tips section. It asks two open-ended questions related to the tips above.



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Effective Meeting Skills

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

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		Learning Objectives	Meeting Skills	Page
1	Organizing Meetings	· Defining the purpose of the meeting · Setting a meeting time · Clarifying the desired outcomes · Choosing attendees and their roles · Handling the logistics and necessary presentations · Completing and sharing agendas	· Pre-meeting Correspondence · Scheduling Meetings · Planning Agendas	12
+	Telephone Meetings CASE	· Freshies & Grönemeyer		19
2	Opening Meetings	· Greetings and introductions · Reviewing meeting purpose · Clarifying roles and responsibilities (R&R) · Checking agendas	· Greetings and introductions · Agenda · Roles	22
+	Conference Calls CASE	· Fairmont Industries & Qatar Constructions		29
3	Meeting Procedures	· Presenting ideas · Participating in discussions · Giving and responding to opinions · Following meeting procedures	· Presentations · Discussions · Following Procedures	32
+	Annual General Meetings CASE	· Mulhouse and Reimes		39
4	Meeting Communication	· Asking for clarification · Asking for comments and contributions · Responding to offers and suggestions · Dealing with interruptions	· Clarifying · Comments and Contributions · Handling Interruptions	42
+	Damage Control Meetings CASE	· Masuka Industrials		49
5	Closing Meetings	· Summarizing the proceedings · Reaching a consensus on issues from the meeting · Evaluating the meeting · Organizing action plans for meeting follow-up	· Summarizing the discussion · Reaching a consensus · Evaluating the meeting	52
+	Progress Report Meetings CASE	· Evermore Productions		59
6	Meeting Follow-up	· Writing meeting minutes · Sharing meeting minutes · Checking action plans	· Writing Meeting Minutes · Meeting Minutes Do's & Don'ts · Sharing Meeting Minutes	62
+	Project Initiation Meetings CASE	· Hotel La Cep & Bayeux Design		69
7	Roles and Responsibilities	· Recognize different behaviors expected for different meeting roles · Understand the responsibilities that follow various roles	· Facilitating a meeting · Host vs Guest	73
+	Brainstorming Meetings CASE	· Buzz Cola & Bharat Group		77
8	Setting and Environment	· Recognize suitable meeting location settings based on the meeting's purpose · Recognize the influence held by the atmosphere and environment of a meeting	· Meeting Room Layout · Break Time Conversation	81
+	Decision-making Meetings CASE	· AXA		85
9	Writing Technique	· Understand the importance of accurate and clear written materials · Learn skills required to prepare written materials	· Presentation and Handout materials · Meeting Minutes	89
+	Consultations CASE	· Navisoft & Harrison PR Solutions		93
10	Meeting Etiquette	· Recognize good business etiquette · Learn key skills for maintaining meeting etiquette	· Making apologies · Interruptions	97
+	Negotiations CASE	· Haoyuan China Limited & Municipal		101
11	Cross-Cultural Skills	· Recognize the impact of cultural differences on holding effective international meetings	· Punctuality across cultures · Dealing with differences	105
	Appendix	Key Expressions		110
		Answer Key		119

Sample Pages from **Effective Meeting Skills**

Case

The case is a transcript of a conversation that takes place within a meeting. This provides an example of an ideal meeting conversation and the use of meeting skills.


CASE

Meeting Prep.

Jared ····· We need to organize a joint planning meeting for our teams sometime next week.
Hillary ····· **What's going to be on the agenda?**
Jared ····· **We're going to go over** some of last quarter's sales data and collaborate on a new strategy.
Hillary ····· Sounds good. **What's** your team's **schedule like?**
Jared ····· Jack and Angela will be out of town on a business trip until Wednesday. **Can** your people **make it on** Thursday?
Hillary ····· Thursday works well for me. **Let's write up an agenda.**
Jared ····· Could I borrow your pen? **Let me write this down.**
Hillary ····· Where do you want to have it?
Jared ····· We'll need a room with a projector.
Hillary ····· How about the meeting room on the fifth floor? It has a projector and a computer hooked up.
Jared ····· That's fine with me. **Do you have a** time **preference?**
Hillary ····· **We're planning on** having a team meeting in the morning, so after lunch would be better.
Jared ····· Okay. **I'll pencil it in for** 3 o'clock until I check if the room is reserved. **Who's responsible for** letting everyone know once the details are fixed?
Hillary ····· I'll **add it to the shared schedule.**
Jared ····· **Could you** get your team members to **RSVP by** Friday?
Hillary ····· That shouldn't be a problem.
Jared ····· Also, **don't forget to** send us copies of the data you'll be going over. I'll try to get my team to e-mail their files by Tuesday.

Jared
Hillary

Chapter 1 Organizing Meetings
13

1

Useful Expressions

Each chapter consists of a list of useful expressions. The expressions are used in the 'Case' providing examples of how to effectively use the language.


useful expressions

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

a. Can you make it on...?
b. We're planning on...
c. We're going to go over...
d. What's ... schedule like?
e. Do you have a ... preference?
f. Could you RSVP by...?
g. Don't forget to...
h. Let me write this down.
i. What's going to be on the agenda?
j. ... add it to the shared schedule.
k. Who's responsible for...?
l. I'll pencil it in for...

Effective Meeting Skills
14

AMG
Language practice

Reword and write the sentences using the Useful Expressions.

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

2

Language Practice

The 'Useful Expressions' of each chapter can be practiced in this section.

How to…

The 'How to…' section of each chapter introduces the meeting skills relevant to the chapter's topic.


How to

Theoretically

Organize a meeting

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

Chapter 1 Organizing Meetings
15

Group Application

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

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

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

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

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

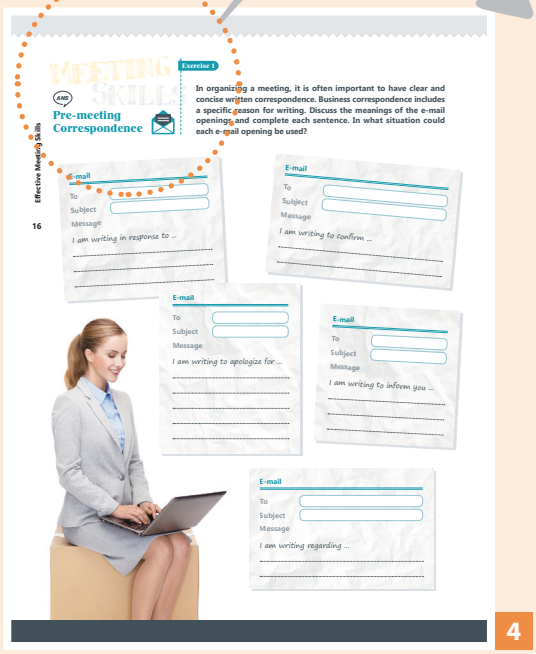
Logistics and preparation
The location must have the necessary equipment and layout to execute the meeting. Also, any preparation needed for the meeting must be shared to the right people.

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

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

3

Sample Pages from **Effective Meeting Skills**



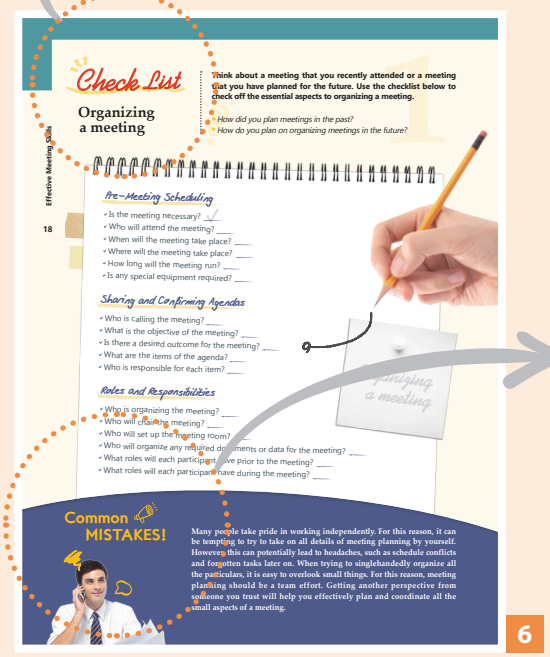
Meeting Skills 1, 2, 3

Each chapter consists of three meeting skills. Each activity allows for learners to practice utilizing the skills required for effective meetings.



Checklist

The checklist at the end of each chapter allows for learners to review the steps and skills required in meetings.



Common Mistakes

This section allows for participants to recognize and review common mistakes business people make.

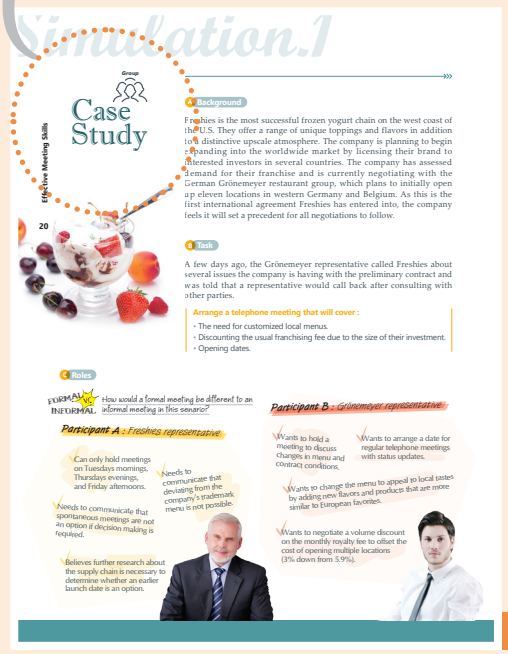
Good To Know

This section provides a list of key expressions that can be used in the chapter's meeting style.



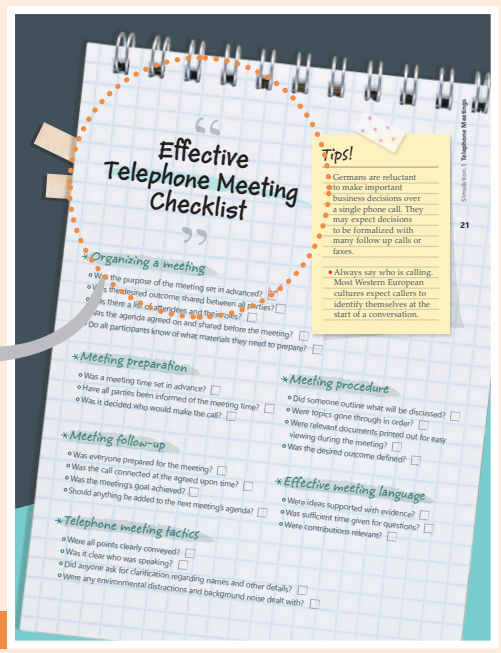
Case Study

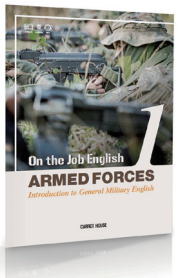
This section provides a case study for learners to role play and apply meeting skills and languages. Learners are given the necessary information and roles to complete the given tasks.



Effective Meeting Checklist

This section is provided for learners to use as a self or peer checklist activity.





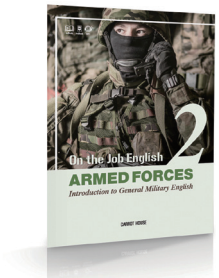
LEVEL Intermediate – Advanced Low
CEFR A2 ~ B2
ISBN 978-89-6732-251-9

Armed Forces 1

On the Job English - Armed Forces is designed to accustom learners with military English terminology and phrases that can be used in both professional and casual settings, and familiarize them with a variety of situations and concepts commonly encountered in the armed forces. By the end of the course, learners will be able to understand and express a variety of military concepts in English as well as comprehend written and spoken instructions and orders.

Table of Contents

Unit	Title		Lesson	Learning Objective	Grammar	Page
1	Introduction to Military English	1	Basic Training	· Describe basic combat training in the U.S.	· Adjective clauses "which" and "that" · Prepositions of time	11
		2	A Military Life	· Read and use military time	· Future tense · Past habit	15
2	Military Structure	3	Rank	· Recognize U.S. military ranks and insignias	· Addressing ranks · Present perfect	21
		4	Military Organization	· Recognize and discuss military organization	· The passive · Reported speech	26
3	Everyday Life	5	On Post	· Describe a soldier's life on post	· Conjunctions · had better	31
		6	Uniform & Tactical Gear	· Describe different types of military uniforms and gear	· Difference between "since" and "for" · Gerunds and infinitives	36
4	Health	7	Exercise & Health	· Describe issues related to army fitness	· Frequency expressions · Making comparisons	41
		8	Health & First Aid	· Discuss first aid in the army	· Reflexive pronouns · Modal auxiliaries "can" and "may"	46
5	The Base	9	On-base Housing	· Discuss housing options in the military	· Phrasal verbs	51
		10	Getting Around Base	· Read maps	· Countable and uncountable nouns · Articles	56
6	Military Technology	11	History of Military Technology	· Discuss the history of military technology	· Present perfect progressive · Past perfect	63
		12	Modern Military Technology	· Discuss different types of AFVs	· Superlatives · Preposition combinations	68
7	Military Exercises	13	War Games	· Discuss military exercises	· Repeating comparatives · Double comparatives	73
		14	Map Reading	· Read maps	· Accurately give coordinates · Giving location relative to a point of reference	77
8	Convoys	15	Convoys	· Discuss convoys	· Non-action verbs · Participial adjectives	83
		16	Briefings	· Give a briefing	· Get + adjective · Get + past participle	87
Appendix				· LISTENING SCRIPTS		94
				· ANSWER KEY		103



LEVEL Intermediate – Advanced Low
CEFR A2 ~ B2
ISBN 978-89-6732-252-6

Armed Forces 2

Each unit introduces key vocabulary related to the topic and gives learners the opportunity to utilize the new vocabulary and concepts through exercises covering all four key language areas: reading, listening, writing, and speaking. The topics covered in the course range from everyday topics such as talking about your day and health issues, to very specific themes such as weaponry and different types of missions.

Table of Contents

Unit	Title		Lesson	Learning Objective	Grammar	Page
1	Units	1	Infantry and Artillery	· Discuss issues related to infantry and artillery	· adverbs of frequency · position of adverbs	11
		2	Military Intelligence	· Discuss issues related to military intelligence	· expressing purpose · functions of "as if" and "as though"	15
2	Firearms	3	The M16 Rifle	· Describe weapons used in the U.S. and in your country	· the superlative adjective · the present perfect and present perfect continuous	21
		4	The M9 Pistol	· Describe a weapon in detail	· the present perfect and present perfect continuous · the passive tense	26
3	Radio Communication	5	Radio Basics	· Have a basic understanding of radio communication	· subject verb agreement · giving instructions	31
		6	Radio Conversations	· Have a basic radio conversation	· ICAO Phonetic Alphabet · voice procedures	36
4	Ready for Battle	7	Battalion	· Discuss basic weapons training in the military	· one/ones · compound nouns	41
		8	Weapons Training	· Discuss first aid in the army	· functions of must · causative verbs	46
5	Special Forces	9	Special Forces History	· Discuss the history of the Special Forces and its operations	· comparative phrases and clauses · functions of that	51
		10	Joining the Special Forces	· Discuss the process of joining the Special Forces	· gradable and non-gradable adjectives · article "the"	56
6	Patrol	11	Patrol	· Discuss the different types of patrols	· correlative conjunction "not only... but also" · leaving out to-infinitives	63
		12	Checkpoints	· Discuss the roles and different types of checkpoints	· functions of "do so" · functions of "if"	68
7	Combat Search and Rescue	13	Combat Search and Rescue	· Discuss issues related to combat search and rescue	· military acronyms · two- and three-word verbs	73
		14	CASEVAC	· Understand the details of CASEVAC	· functions of "many" · inversions	77
8	Operations	15	Operations I	· Understand the abbreviations and terms used in operation orders	· be + to infinitive · reporting statement with "that-clause"	83
		16	Operations II	· Give a briefing	· verb + wh-clause · future continuous tense	87
Appendix				· LISTENING SCRIPTS		94
				· ANSWER KEY		103

Sample Pages from **Armed Forces**



Introduction to Military English UNIT

LESSON 1 :
BASIC TRAINING
1

Lesson Objectives
Upon completion of this lesson, you will be able to
- describe basic combat training in the U.S. and in your country
- accurately use adjective clauses using ***which*** and ***that***
- use prepositions of time

A Warm Up for Reading

1 Label the images with the correct word.

recruits barracks first aid drill sergeant obstacle course

a. b. c. d. e.

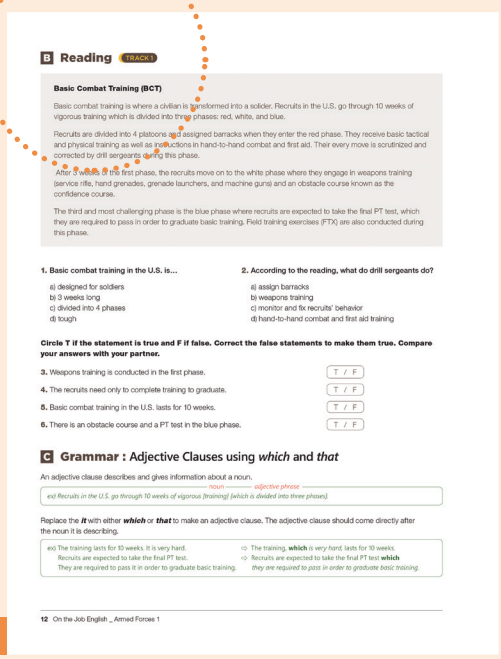
2 Using the words in exercise 1, guess what the reading passage will be about. Discuss with your partner.

Unit 1. Introduction to Military English 11

1

Warm Up

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



B Reading TRACK 1

Basic Combat Training (BCT)

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

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

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

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

1. Basic combat training in the U.S. is...
a) designed for soldiers
b) 3 weeks long
c) divided into 4 phases
d) tough

2. According to the reading, what do drill sergeants do?
a) assign barracks
b) weapons training
c) monitor and fix recruits' behavior
d) hand-to-hand combat and first aid training

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

3. Weapons training is conducted in the first phase. T / F
4. The recruits need only to complete training to graduate. T / F
5. Basic combat training in the U.S. lasts for 10 weeks. T / F
6. There is an obstacle course and a PT test in the blue phase. T / F

C Grammar : Adjective Clauses using *which* and *that*

An adjective clause describes and gives information about a noun.

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

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

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

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2

Reading

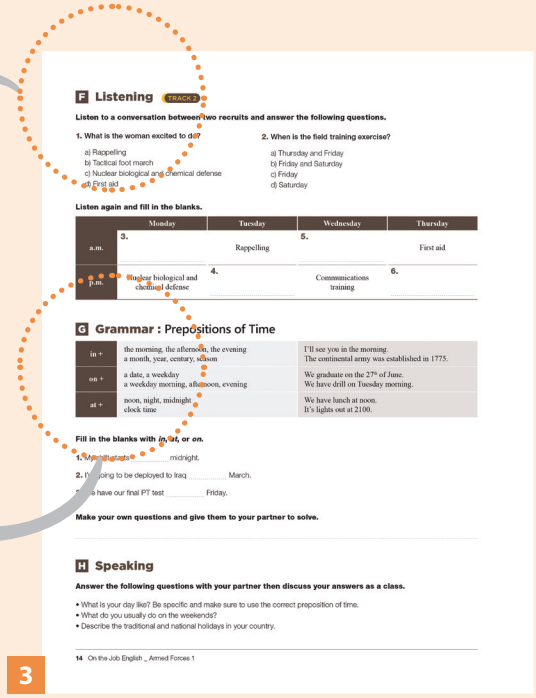
Intermediate-level reading passages containing general information about military topics.

Listening

Realistic conversations based on the topic covered in the reading passage.

Grammar

Covers key grammar from reading and listening passages.



F Listening TRACK 2

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

1. What is the woman excited to do?

a) Rappelling
b) Tactical foot march
c) Nuclear biological and chemical defense
d) First aid

2. When is the field training exercise?

a) Thursday and Friday
b) Friday and Saturday
c) Friday
d) Saturday

Listen again and fill in the blanks.

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

G Grammar : Prepositions of Time

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

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

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

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

H Speaking

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

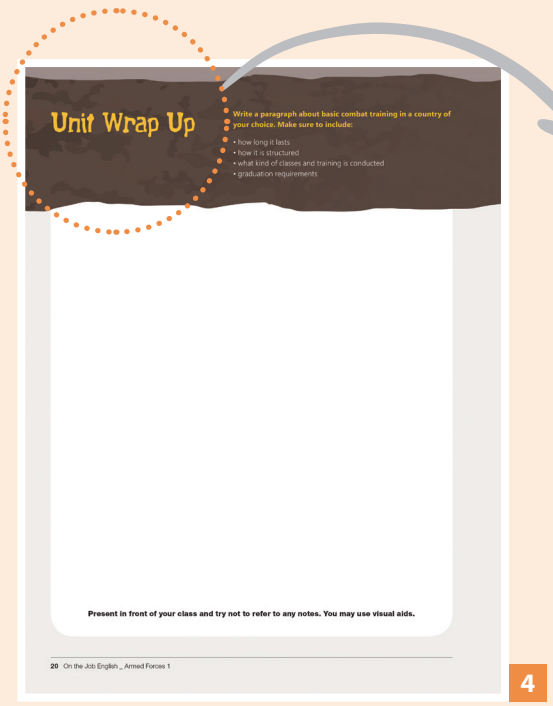
- What is your day like? Be specific and make sure to use the correct preposition of time.
- What do you usually do on the weekends?
- Describe the traditional and national holidays in your country.

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3

Unit Reviews

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



Unit Wrap Up

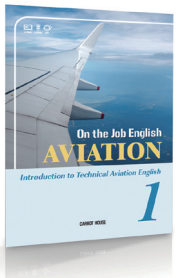
Write a paragraph about basic combat training in a country of your choice. Make sure to include:

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

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

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4



LEVEL Intermediate – Advanced Low
CEFR A2 ~ B2
ISBN 978-89-6732-280-9

Aviation 1

On the Job English – Aviation 1 (Introduction to Technical Aviation English) and Aviation 2 (Introduction to Air Force English) is designed to introduce basic aviation terms in English in both technical and conversational aspects as well as familiarize learners with a variety of situations and concepts commonly encountered in the aviation field. By the end of the course, learners will be able to understand and express a variety of aviation concepts in English, comprehend written and spoken instructions and orders, and respond appropriately to various situations that may arise on the field.

Table of Contents

Unit	Title		Lesson	Learning Objective	Grammar	Page
1	Parts of an Airplane	1	Parts of an Airplane	· Describe the basic parts of a fixed wing aircraft	· Countable nouns	13
		2	Maneuvering an Airplane	· Describe the parts that control an aircraft	· Singular and plural nouns	18
2	The Cockpit	3	Cockpit Basics	· Describe the basic parts of a cockpit	· Uncountable nouns	25
		4	Flight Instruments	· Describe the six primary flight instruments	· Determiners	31
3	Aerodynamics	5	Aerodynamics	· Understand the basics of aerodynamics and the four forces of flight	· The article 'the'	39
		6	Axes of Rotation	· Understand the axes of rotation and how day influence flight controls	· The article 'the'	46
4	Control Systems and Airspeed	7	Control Systems	· Understand the flight control systems of aircraft	· Articles 'a' and 'an'	53
		8	Airspeed	· Understand the different types of airspeed	· Impersonal subjects 'it' and 'there'	59
5	Radio Communication	9	Radio Hardware	· Understand the different types of hardware in an aircraft's radio stack	· Comparisons	67
		10	Aviation Radio Communication	· Have a simple radio conversation with ATC	· ICAO phonetic alphabet and aviation radio communication standard procedure	74
6	In the Air	11	Taxiing and Take - Off	· Understand terminology related to taxiing and take - Off	· Adjective + 'to' or 'that'	81
		12	Climb and Cruise	· Understand terminology related to climbing and Cruising	· Adjective + 'to' or 'that'	88
7	Back on the Ground	13	Descent	· Understand terminology related to descent	· -ing and –ed adjectives	95
		14	Approach and Landing	· Understand terminology related to approach and landing	· Adverbials of manner	101
8	Flight Hazards	15	Weather	· Understand how weather affects aviation	· Identify stalls and unusual attitudes and how to recover from them	109
		16	Stalls and Unusual Attitudes	· Adverbials of probability and frequency	· Adverbials of degree	115
Appendix				Appendix Notes		122
				Listening Scripts		127
				Answer Key		143



| **LEVEL** Intermediate – Advanced Low
| **CEFR** A2 ~ B2
| **ISBN** 978-89-6732-281-6

Aviation 2

Each unit introduces key vocabulary related to the topic and gives learners the opportunity to utilize the new vocabulary and concepts through exercises covering all four key language areas: reading, listening, writing and speaking. The topics covered in Aviation 1 range from basic aviation concepts such as vocabulary related to the aircraft and cockpit to very specific situations such as take-off and emergencies. Topics covered in Aviation 2 range from basic Air Force related material such as Air Force organization and rank to very specific topics such as types of aircraft and warfare.

Table of Contents

Unit	Title		Lesson	Learning Objective	Grammar	Page
1	Air Force Organization	1	Air Force Organizational Structure	· Describe the basic organizational structure of the U.S. Air Force	· 'in', 'on' and 'at' as prepositions of place and time	13
		2	Air Force Ranks	· Know the different ranks in the U.S.Air Force	· Prepositions after adjectives and nouns	20
2	Jobs I	3	Pilots	· Explain how to become a military pilot	· Transitive and intransitive verbs	27
		4	Aircraft Maintenance	· Describe what is involved in aircraft maintenance	· Reflexive verbs	33
3	Jobs II	5	Weather Officer	· Describe the role of a weather officer and how to become one	· Different forms of the past tense	39
		6	Air Traffic Control	· Describe the role of an air traffic controller and have a basic conversation with one	· Conditionals using 'if'	45
4	Types of Aircraft I	7	Fighter Jets	· Describe and compare the characteristics of fighter jets	· Express wishes and regrets	53
		8	The Bomber	· Describe the characteristics of a bomber	· Verbs with –ing clauses or the to-infinitive	59
5	Types of Aircraft II	9	Cargo Aircraft	· Describe the characteristics of military transport aircraft	· Reported speech	65
		10	Tankers	· Describe the characteristics of tankers and have a conversation about refueling	· Reported speech	71
6	Missiles	11	Air-to-air Missiles	· Describe the characteristics of air-to-air missiles and understand basic fighter pilot lingo	· The passive voice	77
		12	Air-to-ground Missiles	· Describe the characteristics of air-to-ground missiles	· Defining relative clauses	83
7	Weapons	13	Cannons	· Describe the characteristics of cannons	· Non-defining relative clauses	89
		14	Surface-to-air Missiles	· Describe the characteristics of surface-to-air missiles	· Participle clauses	95
8	Types of Warfare	15	Strategic Attacks	· Describe the characteristics of a strategic attack	· Purpose and reason clauses	101
		16	Psychological Operations	· Describe the characteristics of a psychological operation	· Result clauses	107
Appendix				Appendix Notes		115
				Listening Scripts		130
				Answer Key		146

Sample Pages from **Aviation**



Unit 1 : PARTS OF AN AIRPLANE

LESSON 1 :

Parts of an Airplane

1

Lesson Objectives

Upon completion of the lesson, you will be able to
» describe the basic parts of a fixed wing aircraft
» accurately identify and use countable nouns and form the plural
» discuss damage to an aircraft and actions to be taken

A Warm up

1. Label the images with the correct word.

winglet fuselage wings turbine engines tail cockpit

a. b. c.
d. e. f.

2. Match the word with its meaning.

drag (n)	• a fan shaped device with revolving blades used to push forward a ship or airplane
thrust (v)	• to forcibly push forward
propeller (n)	• a raising force
propulsion system (n)	• an aerodynamic force exerted on an aircraft that reduces its forward motion
lift (n)	• the method used to push something forward

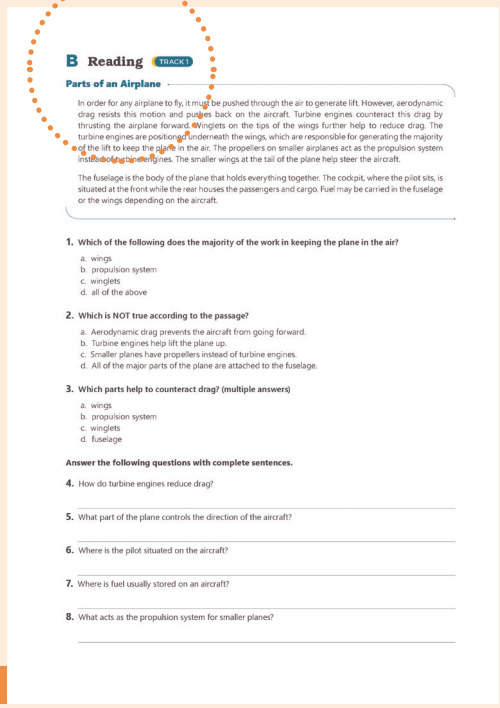
1

Warm Up

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

Reading

Intermediate level reading passages containing general information about aviation.



B Reading TRACK 1

Parts of an Airplane

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

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

1. Which of the following does the majority of the work in keeping the plane in the air?
   a. wings
   b. propulsion system
   c. winglets
   d. all of the above

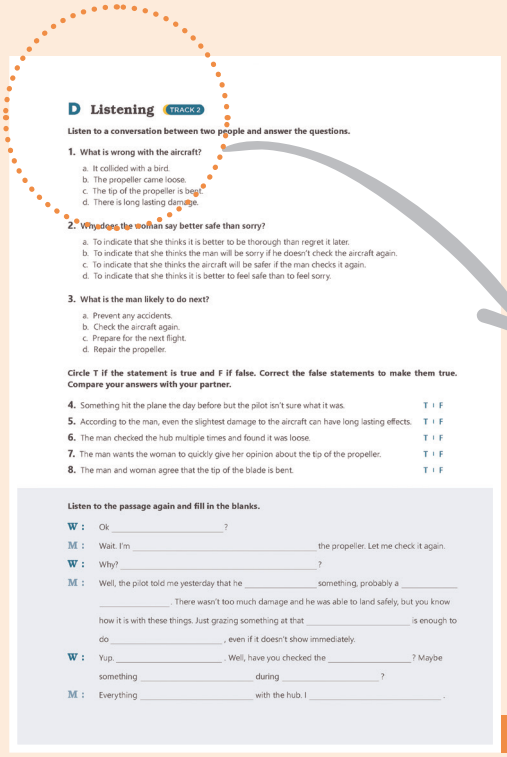
2. Which is NOT true according to the passage?
   a. Aerodynamic drag prevents the aircraft from going forward.
   b. Turbine engines help lift the plane up.
   c. Smaller planes have propellers instead of turbine engines.
   d. All of the major parts of the plane are attached to the fuselage.

3. Which parts help to counteract drag? (multiple answers)
   a. wings
   b. propulsion system
   c. winglets
   d. fuselage

Answer the following questions with complete sentences.

4. How do turbine engines reduce drag?
5. What part of the plane controls the direction of the aircraft?
6. Where is the pilot situated on the aircraft?
7. Where is fuel usually stored on an aircraft?
8. What acts as the propulsion system for smaller planes?

2



D Listening TRACK 2

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

1. What is wrong with the aircraft?
   a. It collided with a bird.
   b. The propeller came loose.
   c. The tip of the propeller is bent.
   d. There is long lasting damage.

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

3. What is the man likely to do next?
   a. Prevent any accidents.
   b. Check the aircraft again.
   c. Prepare for the next flight.
   d. Repair the propeller.

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

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

Listen to the passage again and fill in the blanks.

W : Ok _____ ?
M : Wait. I'm _____ the propeller. Let me check it again.
W : Why? _____ ?
M : Well, the pilot told me yesterday that he _____ something, probably a _____ _____. There wasn't too much damage and he was able to land safely, but you know how it is with these things. Just grazing something at that _____ is enough to do _____, even if it doesn't show immediately.
W : Yup. _____. Well, have you checked the _____ ? Maybe something _____ during _____ ?
M : Everything _____ with the hub. I _____ .

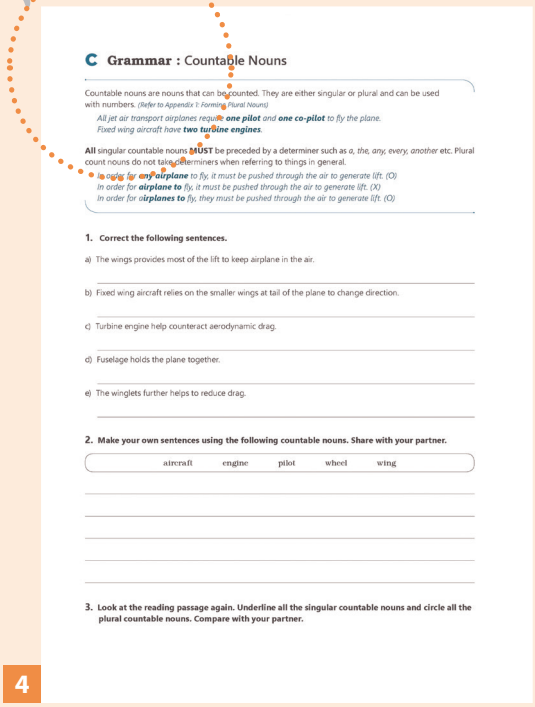
3

Listening

Realistic conversations based on the topic covered in the reading passage.

Grammar

Focuses on improving fluency. Comprehension questions allow learners to assess understanding, and activities give an opportunity to apply the grammatical rules in speech



C Grammar : Countable Nouns

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

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

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

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

1. Correct the following sentences.

a) The wings provides most of the lift to keep airplane in the air.

b) Fixed wing aircraft relies on the smaller wings at tail of the plane to change direction.

c) Turbine engine help counteract aerodynamic drag.

d) Fuselage holds the plane together.

e) The winglets further helps to reduce drag.

2. Make your own sentences using the following countable nouns. Share with your partner.

aircraft engine pilot wheel wing

3. Look at the reading passage again. Underline all the singular countable nouns and circle all the plural countable nouns. Compare with your partner.

4

Speaking

Role-plays give learners a chance to practice and apply the vocabulary and phrases in the listening passage while testing overall understanding of lesson topic.



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

E Speaking

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

- Better safe than sorry
- Should / Ought to
- We should / we'd better + infinitive...

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

Role A	Role B
You are a mechanic. You are doing a routine checkup on an aircraft and find something wrong with the wheels. Talk to your partner about • what the damage is • how it happened • what should be done about it	You are a mechanic. Your partner has noticed something wrong with an aircraft you are working on. Talk to your partner about • what the damage is • how it happened • what should be done about it

F *Group* **Activity**

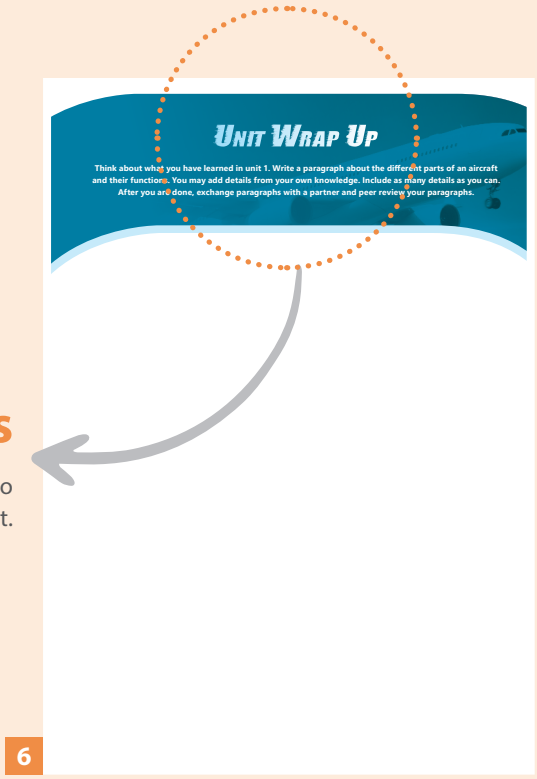
Answer the following questions with your partner then discuss your answers as a class.

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

5

Unit Reviews

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



UNIT WRAP UP

Think about what you have learned in unit 1. Write a paragraph about the different parts of an aircraft and their functions. You may add details from your own knowledge. Include as many details as you can. After you are done, exchange paragraphs with a partner and peer review your paragraphs.

6



LEVEL Intermediate Mid - Intermediate Upper
CEFR B1 ~ B2

English for Aviation Maintenance Technicians

English for Aviation Maintenance Technicians is designed to enhance learners' communication competence in aviation field and to improve learners' vocabulary and reading comprehension skills. The book is targeted for intermediate level learners. It consists of 12 units based on content knowledge in aviation field.

Table of Contents

Part	Title	Unit	Unit Contents	Learning Objective	Grammar
1	Basics on Aircraft Structure	1	General concept of airframe structure	· Describe the basic components of an aircraft structure	· Simple Present vs Simple Past Tense
		2	Basic aerodynamics	· Understand the basic concepts of aerodynamics	· Modal Verbs
2	More detailed features on Airframe	3	Wings	· Understand the basic configuration and wing structure	· Voice (Passive vs Active)
		4	Fuselage	· Understand the basic configuration and structure of fuselage	· Conditional Clauses (Simple Present & Past Tense)
		5	Empennage and Landing gear system	· Understand the basic structure of empennage and landing gear system	· Relative Clauses 1 – who, which, that
		6	Flight Control System & etc.	· Understand the basic structure of engine mount and nacelle	· Relative Clauses 2 – who, which, that
3	More detailed features on Power Plant System	7	Propulsion system and Reciprocating engines	· Understand the concepts of propulsion system and reciprocating engines	· Present Participle vs Past Participle
		8	Gas turbines and Propellers	· Understand the system of gas turbines and propellers	· Time Phrases/Clauses : for, during, while
4	Aircraft System	9	Fuel system and Hydraulic / Pneumatic system	· Understand the structure of fuel system and hydraulic/pneumatic system	· Clauses of Contrast : although, though, even though, in spite of, despite
		10	Electric, Instrument, and Utility system	· Understand the configuration of electric, instrument, and utility system	· To Infinitives vs Gerunds
5	Aircraft Material & Maintenance	11	Metallic / Non-metallic / Other advanced composite material	· Understand the configuration of Metallic / Non-metallic / Other advanced composite material	· Clauses of purpose (so that, so as to, in case)
		12	Airframe repair / surface treatment	· Understand the system of airframe repair and surface treatment	· Prepositions
Appendix				Listening Scripts	
				Answer Key	

Sample Pages from English for Aviation Maintenance Technicians

Warm Up Activity

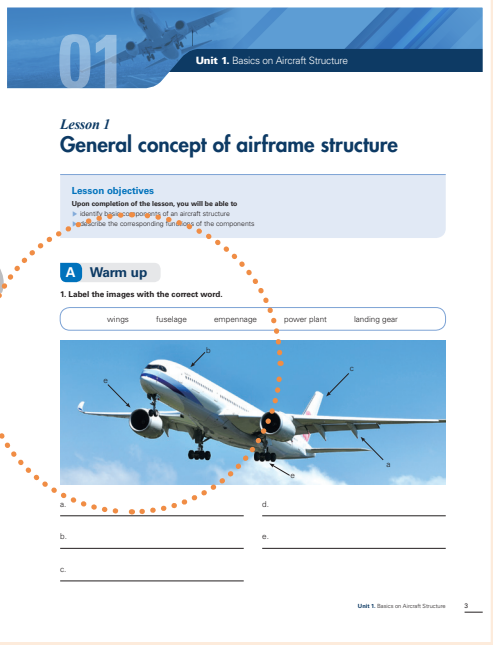
Word-Image matching exercise to prepare learners for the lesson.

Vocabulary

Vocabulary exercises related to the topic of each unit. Be prepare to read the passage in the reading activity.

Reading

Intermediate level reading passages which cover general knowledge about aviation maintenance. Read and go through the questions whether you understand the passage well.



01 Unit 1. Basics on Aircraft Structure

Lesson 1

General concept of airframe structure

Lesson objectives

Upon completion of the lesson, you will be able to

- identify the components of an aircraft structure
- associate the corresponding functions of the components

A Warm up

1. Label the images with the correct word.

wings fuselage empennage power plant landing gear

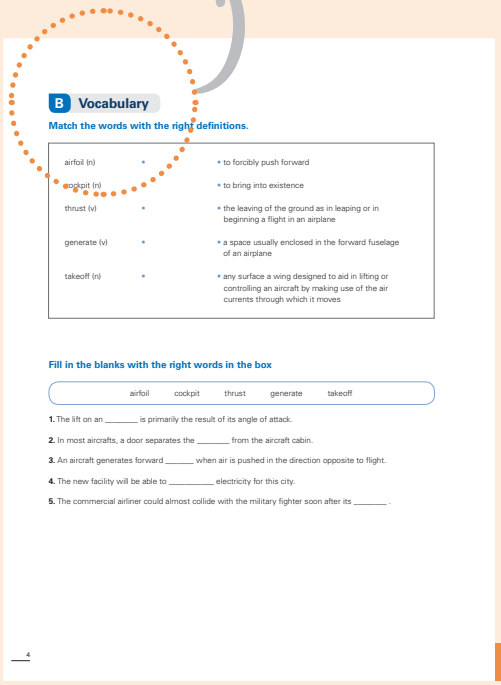
a. d.

b. e.

c.

Unit 1. Basics on Aircraft Structure 3

1



B Vocabulary

Match the words with the right definitions.

airfoil (n)	•	• to forcibly push forward
cockpit (n)	•	• to bring into existence
thrust (v)	•	• the leaving of the ground as in leaping or in beginning a flight in an airplane
generate (v)	•	• a space usually enclosed in the forward fuselage of an airplane
takeoff (n)	•	• any surface a wing designed to aid in lifting or controlling an aircraft by making use of the air currents through which it moves

Fill in the blanks with the right words in the box

airfoil cockpit thrust generate takeoff

1. The lift on an _____ is primarily the result of its angle of attack.

2. In most aircrafts, a door separates the _____ from the aircraft cabin.

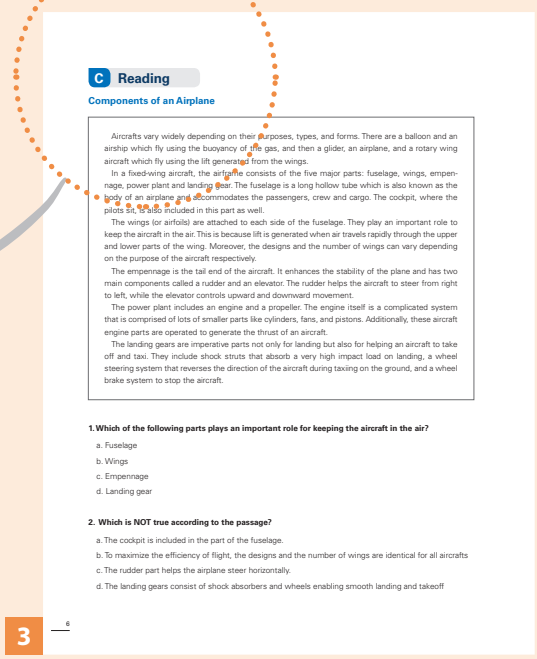
3. An aircraft generates forward _____ when air is pushed in the direction opposite to flight.

4. The new facility will be able to _____ electricity for this city.

5. The commercial airliner could almost collide with the military fighter soon after its _____ .

4

2



C Reading

Components of an Airplane

Aircrafts vary widely depending on their purposes, types, and forms. There are a balloon and an airship which fly using the buoyancy of the gas, and then a glider, an airplane, and a rotary wing aircraft which fly using the lift generated from the wings.

In a fixed-wing aircraft, the airframe consists of the five major parts: fuselage, wings, empennage, power plant and landing gear. The fuselage is a long hollow tube which is also known as the body of an airplane and accommodates the passengers, crew and cargo. The cockpit, where the pilots sit, is also included in this part as well.

The wings (or airfoils) are attached to each side of the fuselage. They play an important role to keep the aircraft in the air. This is because lift is generated when air travels rapidly through the upper and lower parts of the wing. Moreover, the designs and the number of wings can vary depending on the purpose of the aircraft respectively.

The empennage is the tail end of the aircraft. It enhances the stability of the plane and has two main components called a rudder and an elevator. The rudder helps the aircraft to steer from right to left, while the elevator controls upward and downward movement.

The power plant includes an engine and a propeller. The engine itself is a complicated system that is comprised of lots of smaller parts like cylinders, fans, and pistons. Additionally, these aircraft engine parts are operated to generate the thrust of an aircraft.

The landing gears are imperative parts not only for landing but also for helping an aircraft to take off and taxi. They include shock struts that absorb a very high impact load on landing, a wheel steering system that reverses the direction of the aircraft during taxiing on the ground, and a wheel brake system to stop the aircraft.

1. Which of the following parts plays an important role for keeping the aircraft in the air?

a. Fuselage
b. Wings
c. Empennage
d. Landing gear

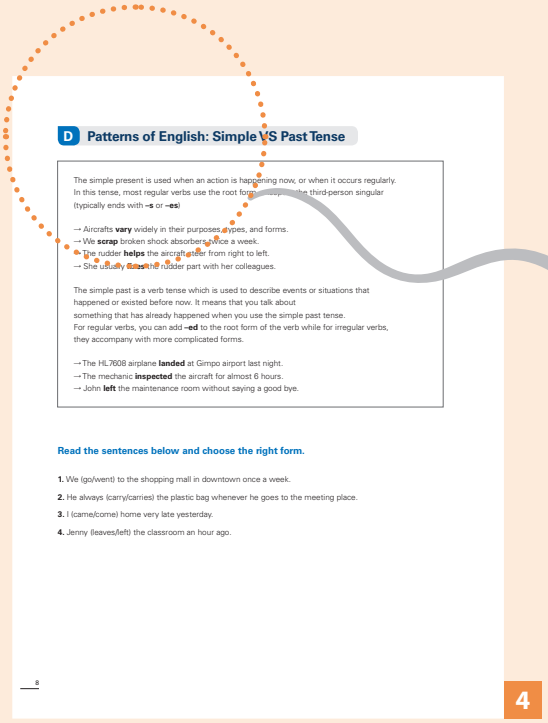
2. Which is NOT true according to the passage?

a. The cockpit is included in the part of the fuselage.
b. To maximize the efficiency of flight, the designs and the number of wings are identical for all aircrafts
c. The rudder part helps the airplane steer horizontally.
d. The landing gears consist of shock absorbers and wheels enabling smooth landing and takeoff

6

3

Sample Pages from **English for Aviation Maintenance Technicians**



D Patterns of English: Simple VS Past Tense

The simple present is used when an action is happening now, or when it occurs regularly. In this tense, most regular verbs use the root form of the verb for the third-person singular (typically ends with **–s** or **–es**)

→ Aircrafts **vary** widely in their purposes, types, and forms.
→ We **scrap** broken shock absorbers once a week.
→ The rudder **helps** the aircraft steer from right to left.
→ She usually **flies** the rudder part with her colleagues.

The simple past is a verb tense which is used to describe events or situations that happened or existed before now. It means that you talk about something that has already happened when you use the simple past tense. For regular verbs, you can add **–ed** to the root form of the verb while for irregular verbs, they accompany with more complicated forms.

→ The HL7608 airplane **landed** at Gimpo airport last night.
→ The mechanic **inspected** the aircraft for almost 6 hours.
→ John **left** the maintenance room without saying a good bye.

Read the sentences below and choose the right form.

1. We (go/went) to the shopping mall in downtown once a week.

2. He always (carry/carries) the plastic bag whenever he goes to the meeting place.

3. I (came/come) home very late yesterday.

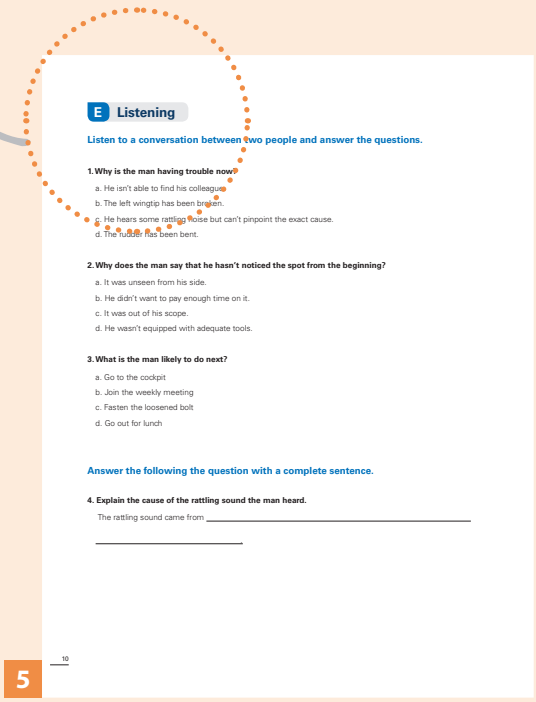
4. Jenny (leaves/left) the classroom an hour ago.

8

4

Patterns of English

Learn English patterns or grammar commonly used in aircraft manual and practice through the exercises.



E Listening

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

1. Why is the man having trouble now?

a. He isn't able to find his colleague.
b. The left wingtip has been broken.
c. He hears some rattling noise but can't pinpoint the exact cause.
d. The rudder has been bent.

2. Why does the man say that he hasn't noticed the spot from the beginning?

a. It was unseen from his side.
b. He didn't want to pay enough time on it.
c. It was out of his scope.
d. He wasn't equipped with adequate tools.

3. What is the man likely to do next?

a. Go to the cockpit
b. Join the weekly meeting
c. Fasten the loosened bolt
d. Go out for lunch

Answer the following the question with a complete sentence.

4. Explain the cause of the rattling sound the man heard.

The rattling sound came from _____

_____

10

5

Listening

Realistic conversations based on the topic covered in the reading passage.

Speaking

Practice speaking skills with individual and role-play activities. Apply what you previously learned in reading and listening exercises.



F Speaking

1. Suppose that you are a new trainee at the aircraft maintenance academy. In this sense, you'd like to obtain more information on the landing gear parts including functions, types, external materials, etc. How would you ask to your trainer for help?

2.

2-1) There are many kinds of aircrafts depending on their purposes, types, and forms. Discuss with your partner the differences between an airship and a rotary wing aircraft.

2-2) Discuss with your partner based on the listening passage below. Take turns playing each role.

Role A	*Role B*
You are a technician. You are doing a routine checkup on an airplane and find something wrong with the exhaust system. You see gas leaking from the system but can't pinpoint the exact cause. Talk to your partner about • what the problem is • ask for help to fix the problem	You are a senior technician. Your partner has noticed something wrong with the exhaust system of an aircraft and would like to get some help from you. Talk to your partner about • what the issue is • how you found it • what needs to be done to fix the problem

6 12

Self Check

Wrap up test that covers all parts of one unit. Review and check what you learned in the unit.



G Self Check

Vocabulary review

1. Match the terms below to their definitions.

fasten	nose	power plant	suspect	trouble
technician	function	external	inspect	maintenance

1) an engine and related parts supplying the motive power of a self-propelled object: _____

2) any sound that is undesired or interferes with one's hearing of something: _____

3) to fix firmly and securely: _____

4) to have doubts of: _____

5) a state of condition of distress, annoyance, or difficulty: _____

6) the upkeep of property or equipment: _____

7) capable of being perceived outwardly / relating to the outside of an outer part: _____

8) a specialist in the technical details of a subject or occupation: _____

9) to view closely in critical appraisal or to examine officially: _____

10) the natural purpose(of something) or the duty(of a person): _____

Unit 1. Basics on Aircraft Structure 13

7



LEVEL Beginner High – Intermediate Low
CEFR A2 ~ B1

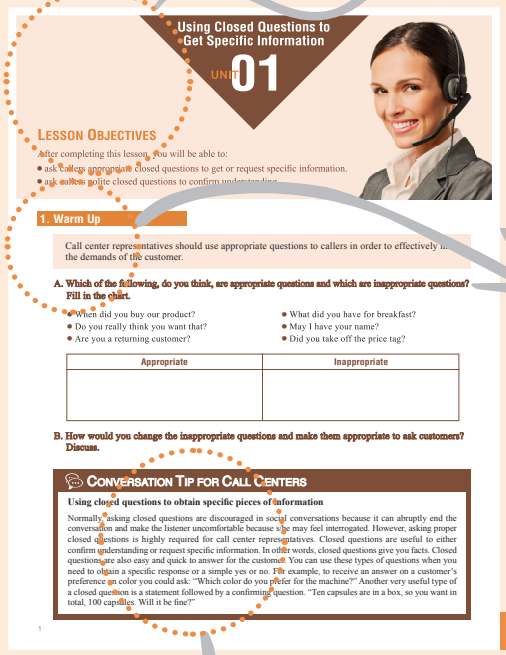
English for Call Centers

English for Call Centers aims to improve practical communication skills required for call center representatives by providing learning materials specific to call center professionals. The contents offer exercises for various situations that the learners will encounter on the job while talking to customers on the phone. Targeting upper-beginner and low-intermediate level learners, phrases and expressions, grammar, pronunciation and listening exercises will allow them to improve their communication effectiveness with callers.

Table of Contents

Part	Title	Unit	Unit Contents
1	Communication strategy	1	· Using closed questions to get specific information
		2	· Using leading questions to elicit desired answer
		3	· Using verbal nods to show attention
2	Beginning a phone call	4	· Greeting a customer
		5	· Inflection, tone and pronunciation
		6	· Offering help
3	Understanding customer request	7	· Rapport building (Acknowledging and repeating customer's request)
		8	· Asking open questions to invite customer's opinions
		9	· Taking notes and messages
4	Offering solutions	10	· Explaining process of resolution
		11	· Giving options to customer
		12	· Referring to another agent
5	Dealing with customer complaints	13	· Categories (types) of complaints
		14	· Apologizing and admitting the problem
		15	· Bringing the conversation back on track
6	Closing a phone call	16	· Summarizing content of call
		17	· Double-checking details
		18	· Checking customer agreement
Appendix	Call center agents		· Elements of call centers
			· Role of call center agents
			· Qualities of call center agents
	Understanding different cultures of clients		· Communication context
			· Concept of time
			· Customer service expectation
	Dos and don'ts in customer service		
	Glossary of terms for call centers		
	Transcripts		
	Answer key		

Sample Pages from English for Call Centers


Using Closed Questions to Get Specific Information

UNIT 01

LESSON OBJECTIVES

After completing this lesson, you will be able to:

- ask callers appropriate closed questions to get or request specific information.
- ask callers polite closed questions to confirm understanding.

1. Warm Up

Call center representatives should use appropriate questions to callers in order to effectively m... the demands of the customer.

A. Which of the following, do you think, are appropriate questions and which are inappropriate questions? Fill in the chart.

- When did you buy our product?
- Do you really think you want that?
- Are you a returning customer?
- What did you have for breakfast?
- May I have your name?
- Did you take off the price tag?

Appropriate	Inappropriate

B. How would you change the inappropriate questions and make them appropriate to ask customers? Discuss.

CONVERSATION TIP FOR CALL CENTERS

Using closed questions to obtain specific pieces of information

Normally, asking closed questions are discouraged in social conversations because it can abruptly end the conversation and make the listener uncomfortable because s/he may feel interrogated. However, asking proper closed questions is highly required for call center representatives. Closed questions are useful to either confirm understanding or request specific information. In other words, closed questions give you facts. Closed questions are also easy and quick to answer for the customer. You can use these types of questions when you need to obtain a specific response or a simple yes or no. For example, to receive an answer on a customer's preference on color you could ask: "Which color do you prefer for the machine?" Another very useful type of a closed question is a statement followed by a confirming question. "Ten capsules are in a box, so you want in total, 100 capsules. Will it be fine?"

1

Lesson Objectives

Learners can identify clear goals and target learning of each lesson.

Warm Up

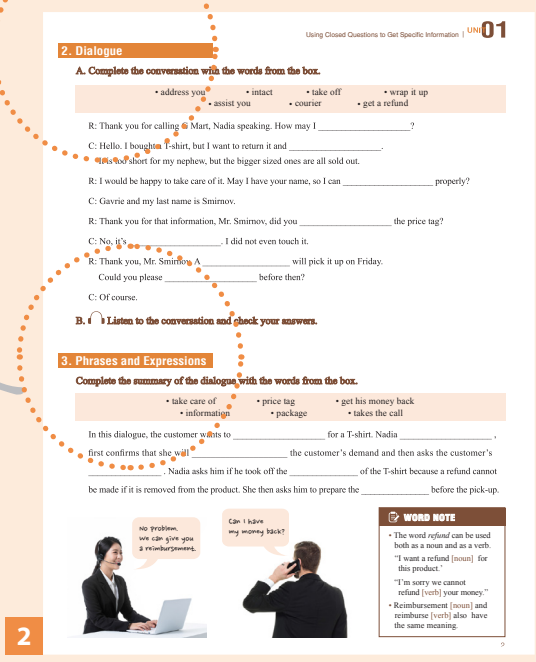
Learners can think about the unit topic and develop personal connections to it.

Dialogue

Learners are prompted to predict situations and appropriate expressions on their own.

Conversation Tip for Call Centers

Learners acquire communication strategies and tips that can lead to successful customer support.



2. Dialogue

A. Complete the conversation with the words from the box.

• address you • assist you • intact • courier • take off • get a refund • wrap it up

R: Thank you for calling S Mart, Nadia speaking. How may I _____?

C: Hello. I bought a T-shirt, but I want to return it and _____.

It's too short for my nephew, but the bigger sized ones are all sold out.

R: I would be happy to take care of it. May I have your name, so I can _____ properly?

C: Gavrie and my last name is Smirnov.

R: Thank you for that information, Mr. Smirnov, did you _____ the price tag?

C: No, it's _____. I did not even touch it.

R: Thank you, Mr. Smirnov. A _____ will pick it up on Friday.

Could you please _____ before then?

C: Of course.

B. Listen to the conversation and check your answers.

3. Phrases and Expressions

Complete the summary of the dialogue with the words from the box.

• take care of • information • price tag • package • get his money back • takes the call

In this dialogue, the customer wants to _____ for a T-shirt. Nadia _____, first confirms that she will _____ the customer's demand and then asks the customer's _____. Nadia asks him if he took off the _____ of the T-shirt because a refund cannot be made if it is removed from the product. She then asks him to prepare the _____ before the pick-up.

WORD NOTE

- The word *refund* can be used both as a noun and as a verb.
  "I want a refund [noun] for this product."
  "I'm sorry we cannot refund [verb] your money."
- Reimbursement [noun] and reimburse [verb] also have the same meaning.

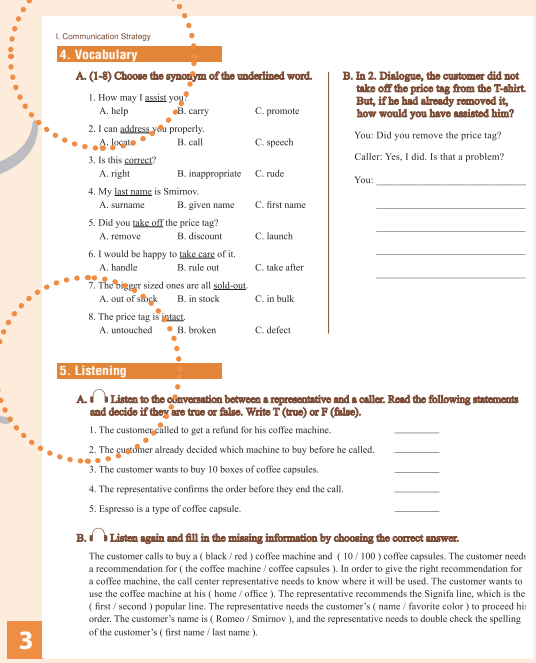
9

Phrases and Expressions

Learners familiarize with and improve understanding of various expressions and terminologies commonly used in customer service.

Vocabulary

Learners improve understanding of vocabulary and usage, and practice using them in their own sentences.



I. Communication Strategy

4. Vocabulary

A. (1-8) Choose the synonym of the underlined word.

1. How may I assist you?
   A. help B. carry C. promote
2. I can address you properly.
   A. locate B. call C. speech
3. Is this correct?
   A. right B. inappropriate C. rude
4. My last name is Smirnov.
   A. surname B. given name C. first name
5. Did you take off the price tag?
   A. remove B. discount C. launch
6. I would be happy to take care of it.
   A. handle B. rule out C. take after
7. The bigger sized ones are all sold-out.
   A. out of stock B. in stock C. in bulk
8. The price tag is intact.
   A. untouched B. broken C. defect

B. In 2. Dialogue, the customer did not take off the price tag from the T-shirt. But, if he had already removed it, how would you have assisted him?

You: Did you remove the price tag?

Caller: Yes, I did. Is that a problem?

You: _____

5. Listening

A. Listen to the conversation between a representative and a caller. Read the following statements and decide if they are true or false. Write T (true) or F (false).

1. The customer called to get a refund for his coffee machine. _____
2. The customer already decided which machine to buy before he called. _____
3. The customer wants to buy 10 boxes of coffee capsules. _____
4. The representative confirms the order before they end the call. _____
5. Espresso is a type of coffee capsule. _____

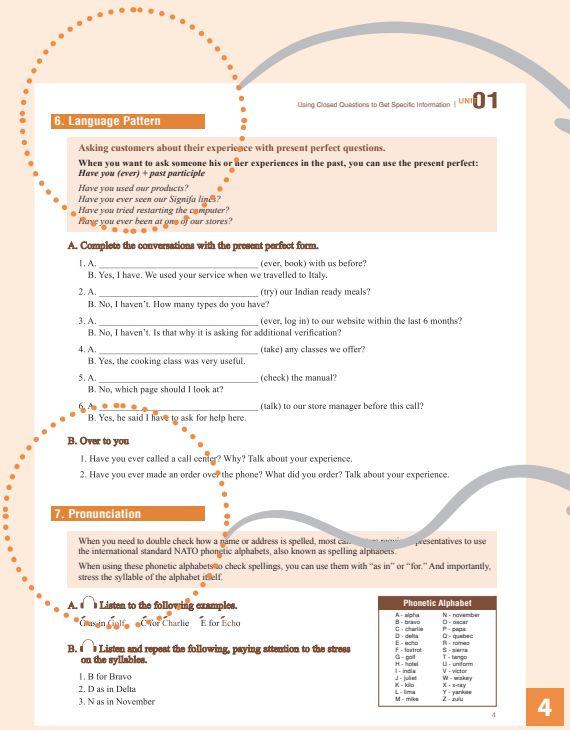
B. Listen again and fill in the missing information by choosing the correct answer.

The customer calls to buy a (black / red) coffee machine and (10 / 100) coffee capsules. The customer needs a recommendation for (the coffee machine / coffee capsules). In order to give the right recommendation for a coffee machine, the call center representative needs to know where it will be used. The customer wants to use the coffee machine at his (home / office). The representative recommends the Signifa line, which is the (first / second) popular line. The representative needs the customer's (name / favorite color) to proceed his order. The customer's name is (Romeo / Smirnov), and the representative needs to double check the spelling of the customer's (first name / last name).

3

Listening

Learners practice listening to real-life simulation of calls, and improve comprehension skills of grasping the situation and details.



Using Closed Questions to Get Specific Information | UNIT 01

6. Language Pattern

Asking customers about their experience with present perfect questions.

When you want to ask someone his or her experiences in the past, you can use the present perfect:
Have you (ever) + past participle

Have you used our products?
Have you ever seen our Signifa line?
Have you tried restarting the computer?
Have you ever been at one of our stores?

A. Complete the conversations with the present perfect form.

1. A. _____ (ever, book) with us before?
   B. Yes, I have. We used your service when we travelled to Italy.
2. A. _____ (try) our Indian ready meals?
   B. No, I haven't. How many types do you have?
3. A. _____ (ever, log in) to our website within the last 6 months?
   B. No, I haven't. Is that why it is asking for additional verification?
4. A. _____ (take) any classes we offer?
   B. Yes, the cooking class was very useful.
5. A. _____ (check) the manual?
   B. No, which page should I look at?
6. A. _____ (talk) to our store manager before this call?
   B. Yes, he said I have to ask for help here.

B. Over to you

1. Have you ever called a call center? Why? Talk about your experience.
2. Have you ever made an order over the phone? What did you order? Talk about your experience.

7. Pronunciation

When you need to double check how a name or address is spelled, most ca… …epresentatives to use the international standard NATO phonetic alphabets, also known as spelling alphabets.

When using these phonetic alphabets to check spellings, you can use them with "as in" or "for." And importantly, stress the syllable of the alphabet itself.

A. Listen to the following examples.

C as in Café C for Charlie E for Echo

B. Listen and repeat the following, paying attention to the stress on the syllables.

1. B for Bravo
2. D as in Delta
3. N as in November

Phonetic Alphabet

A - alpha	N - november
B - bravo	O - oscar
C - charlie	P - papa
D - delta	Q - quebec
E - echo	R - romeo
F - foxtrot	S - sierra
G - golf	T - tango
H - hotel	U - uniform
I - india	V - victor
J - juliet	W - wiskey
K - kilo	X - x-ray
L - lima	Y - yankee
M - mike	Z - zulu

4

Language Pattern

Learners improve understanding of parts of speech and/or sentence structure, helping them to communicate clearly.

Pronunciation

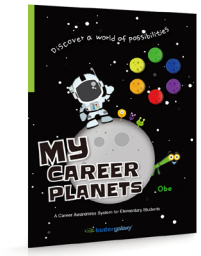
Learners can practice accents, pronunciation and intonation useful to deliver words more clearly, and also familiarize with American, British, and Australian accents to help them understand customers more precisely.

My Career Planets series

My Career Planets series consists of 5 levels, and each level has 6 units. Each unit provides vocabulary practice, reading, writing, and speaking as well as various kinds of activities such as bingo, puzzle, and drawing.

My Career Planets series is designed to offer maximum learning experiences when used in conjunction with Kuder Galaxy system in blended learning method.

Kuder Galaxy is an online career awareness system which encourages the playful spirit of students through games, activities, and experiences. Kuder (www.kuder.com) is the world's renowned career assessments, education planning, and guidance resources provider, and helped over 165 million people worldwide to find out what they want to do and what they should study to achieve career happiness in life.



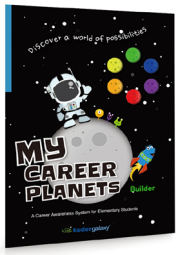
My Career Planets : Obe

My Career Planets: Obe is designed to improve students' knowledge about career world. This book provides features of different careers by Holland work environments while helping students understand why people work and what activities people enjoy.

LEVEL Beginner
CEFR A1

Table of Contents

Unit	Title	Composition	
1	Realistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: What do you like to make with your hands? : farmer : Nouns : Let's color the stars! : baker
2	Investigative Planet	· Warm-up · Reading · Grammar · Activity · Review	: What is your favorite thing to create? : painter : Adjectives : Let's play crosswords! : pharmacist
3	Artistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: How do you help other people? : nurse : Pronouns : Let's play puzzle! : musician
4	Social Planet	· Warm-up · Reading · Grammar · Activity · Review	: What are some ways you can lead others? : salesperson : Be Verbs : Do I need it? Or do I want it? : teacher
5	Enterprising Planet	· Warm-up · Reading · Grammar · Activity · Review	: What are some ways you can lead others? : salesperson : Be Verb : Do I need it? Or do I want it? : café manager
6	Conventional Planet	· Warm-up · Reading · Grammar · Activity · Review	: How do you organize your room? : hotel clerk : Negative Sentences : Let's solve a secret code! : postal worker
	Appendix		· Holland Work Environments · Occupation Directory



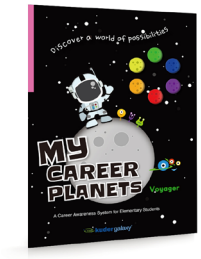
My Career Planets: Builder

My Career Planets: Builder is designed to improve students' knowledge about career world. This book provides features of different careers by Holland work environments while helping students understand what tools and skills people use to do their job.

LEVEL Beginner – Intermediate Low
CEFR A1 ~ A2

Table of Contents

Unit	Title	Composition	
1	Realistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: Tools at home : Cook : Quantifiers : Let's color the stars! : gardener
2	Investigative Planet	· Warm-up · Reading · Grammar · Activity · Review	: Tools and their name : Scientist : Object Pronouns : Let's solve a secret code! : painter
3	Artistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: What's your favorite creative activity? : Writer : Articles : Let's play bingo! : painter
4	Social Planet	· Warm-up · Reading · Grammar · Activity · Review	: How would you help people? : Teacher : Present Tense : Let's play puzzle! : gym helper
5	Enterprising Planet	· Warm-up · Reading · Grammar · Activity · Review	: Tools and their name : Mayor : Present Continuous Tense : Vote for me! : Salespeople
6	Conventional Planet	· Warm-up · Reading · Grammar · Activity · Review	: Tools and their name : Librarian : can (Modal Verb) : Let's play crosswords! : Accountant
	Appendix		· Holland Work Environments · Occupation Directory



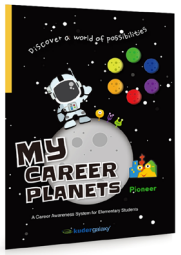
My Career Planets: Voyager

My Career Planets: Voyager is designed to improve students' knowledge about career world. This book provides features of different careers by Holland work environments while helping students understand where people work and different types of workplaces.

LEVEL Beginner – Intermediate Low
CEFR A1 ~ A2

Table of Contents

Unit	Title	Composition	
1	Realistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kind of weather do you like the most? Why? : forester & auto mechanic : Future Simple : Let's categorize weathers! : diver
2	Investigative Planet	· Warm-up · Reading · Grammar · Activity · Review	: What are some places that you can look for an answer? : veterinarian & meteorologist : Interrogative Pronouns : Let's solve secret codes! : astronaut
3	Artistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: At which place can you be creative the most? Why? : video editor & fashion designer : Adverbs : Are you Artistic? : writer
4	Social Planet	· Warm-up · Reading · Grammar · Activity · Review	: What do you enjoy doing with other people? : tour guide & fitness instructor : Simple Past : Let's categorize! : waiter
5	Enterprising Planet	· Warm-up · Reading · Grammar · Activity · Review	: How can you encourage other people? : salesperson & telemarketer : Imperative Sentences : Let's color the planets! : hotel manager
6	Conventional Planet	· Warm-up · Reading · Grammar · Activity · Review	: How do you stay organized before you go to the school? : accountant & postal worker : Prepositions of Time : Let's play Bingo! : dental assistant
	Appendix		· Holland Work Environments · Occupation Directory



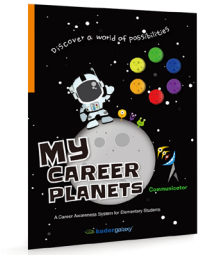
My Career Planets: Pioneer

My Career Planets: Pioneer is designed to improve students' knowledge about career world. This book provides features of different careers by Holland work environments while helping students understand what education and training are needed to have different types of jobs.

LEVEL Intermediate Low – Intermediate Mid
CEFR A2 ~ B1

Table of Contents

Unit	Title	Composition	
1	Realistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kinds of work are the people doing? How do you think they learned to do their jobs? : apprenticeship – plumber : Gerunds : Let's play Tic-Tac-Toe! : welder
2	Investigative Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kinds of work are the people doing? Where do you think they studied to do their jobs? : graduate school – professor : "Let's…" : Let's play Bingo! : optometrist
3	Artistic Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kinds of work are the people doing? How can they be creative at their jobs? : conservatory – musician : Demonstrative Pronouns : Let's play puzzle! : hairdresser
4	Social Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kinds of work are the people doing? What do they do with other people at their jobs? : certificate program – childcare worker : Comparatives : Let's play crosswords! : tour guide
5	Enterprising Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kinds of work are the people doing? Why are leadership skills important to their jobs? : MBA program – human resources manager : Superlatives : Let's solve secret codes! : PR manager
6	Conventional Planet	· Warm-up · Reading · Grammar · Activity · Review	: What kinds of work are the people doing? Why is it important for them to be organized? : technical training program – medical records technician : Prepositions of Place : Are you an organizer? : financial planner
	Appendix		· Holland Work Environments · Occupation Directory



My Career Planets: Communicator

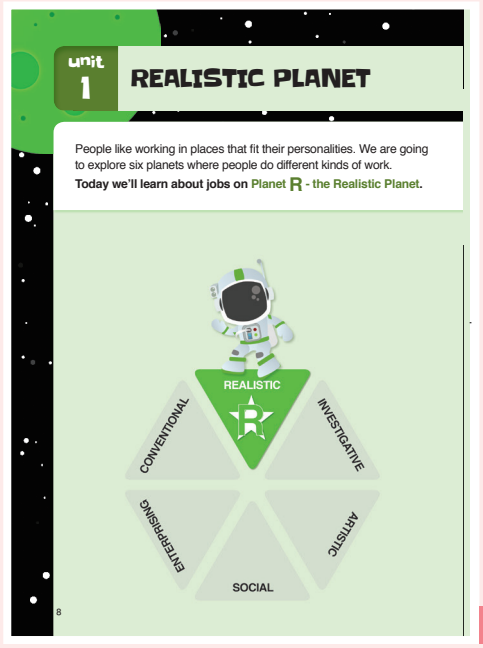
My Career Planets: Communicator is designed to improve students' knowledge about career world. This book provides features of different careers by Holland work environments while helping students understand various ways they can learn more about occupations that they are interested in.

LEVEL Intermediate Low – Intermediate Mid
CEFR A2 ~ B1

Table of Contents

Unit	Title	Composition	
1	Realistic Planet	· Warm-up · Reading · Grammar · Activity	: What are some things that you can do with your hands? : job shadow – cabinetmaker : Tag Questions : Step-by-step
2	Investigative Planet	· Warm-up · Reading · Grammar · Activity	: What is your favorite subject? How can you learn more about it? : internship – X-ray technician : Sequence Adverbs : Let's categorize words!
3	Artistic Planet	· Warm-up · Reading · Grammar · Activity	: What creative jobs can you see in your everyday life? : informational interview – interior designer : Irregular Verbs : Are these good interview questions?
4	Social Planet	· Warm-up · Reading · Grammar · Activity	: Who is the most helpful person you know? What do they do to help others? : volunteering at nursing home – physical therapist : Proper Nouns : Social jobs? Or individual jobs?
5	Enterprising Planet	· Warm-up · Reading · Grammar · Activity	: What are the qualities of a good leader? : fundraising event – business owner : First Conditional : Good leadership? Or bad leadership?
6	Conventional Planet	· Warm-up · Reading · Grammar · Activity	: Do you enjoy organizing your things? Why or why not? : visiting a career center – actuary : Homophones : True? Or False?
	Appendix		· Holland Work Environments · Occupation Directory

Sample Pages from My Career Planets



1

Planet Introduction

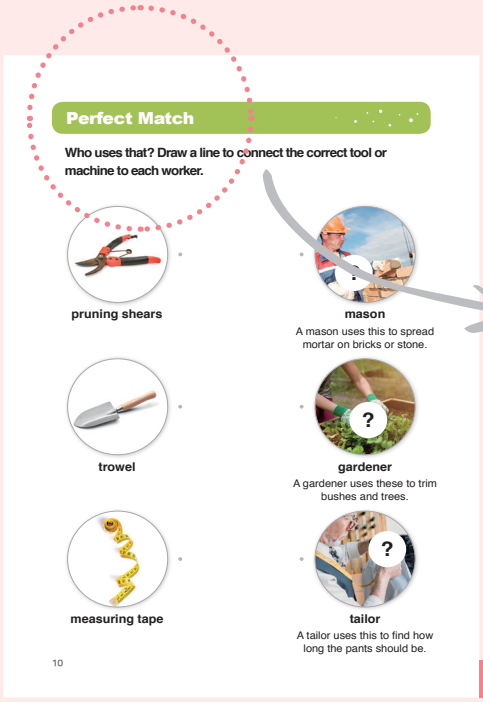
The unit starts with the introduction of the planet followed by discussion questions.



2

Warm-up

Students can activate their knowledge about features of the planet.



3

Perfect Match

Matching activity helps students understand what tools or machines people use at work depending on the job.

Story Reading

Students can read a story about a job. They can learn general information about a job such as where people work and what they do.



Story Reading

Welcome to my kitchen!

Hello, my friends!
Welcome to my kitchen. My name is Richard. I am a cook in an Italian restaurant. Welcome to my kitchen. Do you like Italian food? I cook dishes like pizza and pasta.

Let me introduce you to my best friend in the kitchen. This is a refrigerator. It helps me keep my ingredients fresh.

dish (n.)
: food that is prepared in a particular way
e.g. The restaurant serves some of my favorite dishes.

refrigerator (n.)
: a room, box where food is kept cold
e.g. The eggs should be kept in the refrigerator.

ingredient (n.)
: one of the parts of a mixture
e.g. What ingredients do you need to make pancakes?

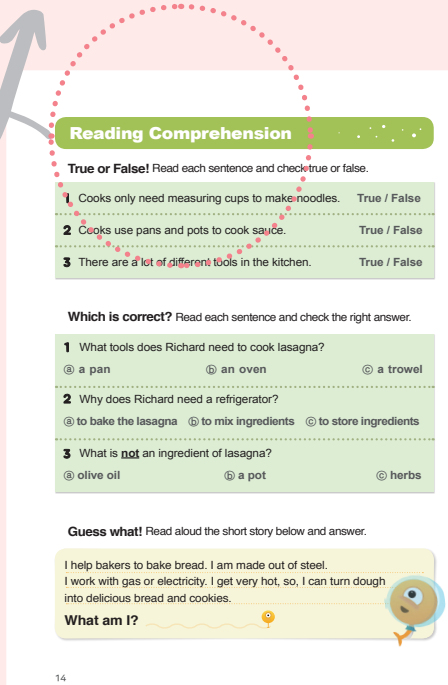
measuring cup (n.)
: cup used in cooking for measuring ingredients
e.g. I filled the measuring cup up with milk.

12

4

Reading Comprehension

This section offers different kinds of questions to help students review what they read in the story reading.



Reading Comprehension

True or False! Read each sentence and check true or false.

1 Cooks only need measuring cups to make noodles. True / False
2 Cooks use pans and pots to cook sauce. True / False
3 There are a lot of different tools in the kitchen. True / False

Which is correct? Read each sentence and check the right answer.

1 What tools does Richard need to cook lasagna?
ⓐ a pan ⓑ an oven ⓒ a trowel

2 Why does Richard need a refrigerator?
ⓐ to bake the lasagna ⓑ to mix ingredients ⓒ to store ingredients

3 What is not an ingredient of lasagna?
ⓐ olive oil ⓑ a pot ⓒ herbs

Guess what! Read aloud the short story below and answer.

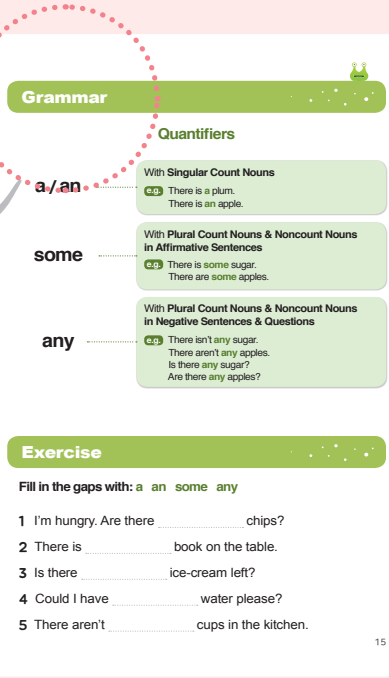
I help bakers to bake bread. I am made out of steel. I work with gas or electricity. I get very hot, so, I can turn dough into delicious bread and cookies.
What am I?

14

5

Grammar & Exercise

This section provides grammar features that the story reading contains. Students can learn how to make a sentence with the correct grammar.



Grammar

Quantifiers

a / an
With Singular Count Nouns
e.g. There is a plum.
There is an apple.

some
With Plural Count Nouns & Noncount Nouns in Affirmative Sentences
e.g. There is some sugar.
There are some apples.

any
With Plural Count Nouns & Noncount Nouns in Negative Sentences & Questions
e.g. There isn't any sugar.
There aren't any apples.
Is there any sugar?
Are there any apples?

Exercise

Fill in the gaps with: a an some any

1 I'm hungry. Are there _____ chips?
2 There is _____ book on the table.
3 Is there _____ ice-cream left?
4 Could I have _____ water please?
5 There aren't _____ cups in the kitchen.

15

6

Sample Pages from My Career Planets



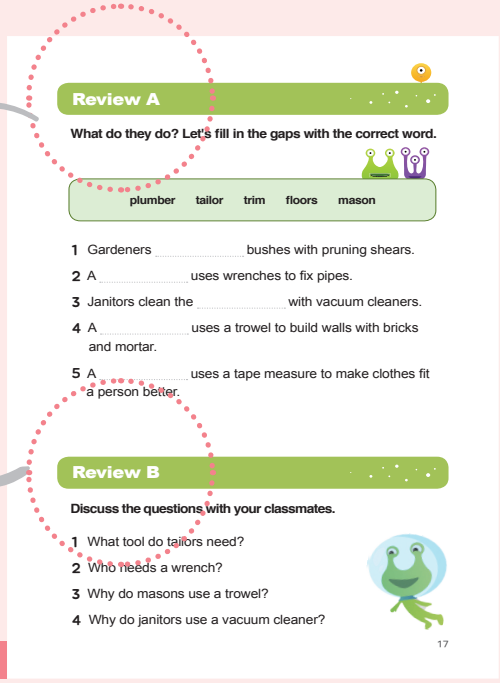
7

Activity

Students can improve their understanding about the planet as well as tools and skills people need for their job with entertaining activities.

Review A&B

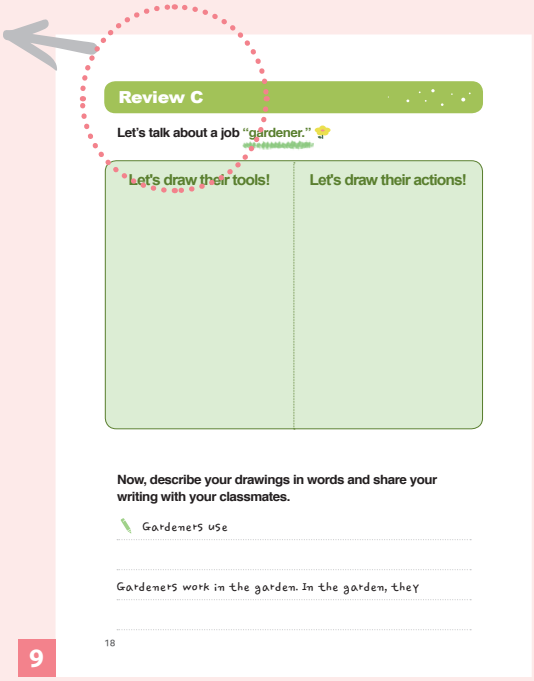
Students can review all the contents they learned in the unit. They also recall vocabularies and practice speaking skills with discussion questions.



8

Review C

Students draw tools and actions of the job they learned in the unit. They also describe their drawings in words and then they have a discussion on their writing.



9



10

Share your dream!

Students draw tools and actions of the job they want to try. They also describe their drawings in words and then they have a discussion on their writing.







EVERY DAY KOREAN 1-3

Every day Korean (Korean Everyday Conversation) 1~3 is developed based on the communication teaching method with the aim to foster communication skills using appropriate expression in various situations in everyday life.

Textbook Features

1. Conversation-oriented
2. Introduction of basic Korean vocabulary and grammar
3. Essential core patterns by daily situations
4. Collective activities to enhance: Listening / Reading / Speaking / Writing skills
5. Latest Korean culture tips included

LEVEL Beginner level – Intermediate level
CEFR A1 ~ B2
ISBN **Everyday Korean 1**
978-89-6732-283-0
Everyday Korean 2
978-89-6732-284-7
Everyday Korean 3
978-89-6732-285-4

EVERY DAY KOREAN 1

Unit	Topic	Lesson	Learning Objective
	Hangul	Hangul	· learn basic Korean alphabet, consonants, and vowels
1	Greetings	Hello, how are you?	· make simple greetings and introductions
2	Introducing People	This is Youngjoon Kim.	· introduce yourself and others
3	Identifying Objects	What's this?	· name objects and who it belongs to
4	Introducing People	It's on the desk.	· point out the location of objects
5	Places	Where are you going?	· talk about where people went and what they did
6	What, Where, Who	What are you doing now?	· ask simple wh- questions
7	Numbers	What's your telephone number?	· count numbers and share phone numbers
8	Grocery & Prices	How much are the grapes?	· name grocery products and ask for prices
9	Time	I sleep at 12 o'clock	· tell the time and ask questions using 'from, until, at'
10	Date	What's the date today?	· talk about the date, events, and occurrences
11	Food	I like pork belly.	· talk about food you like and don't like
12	Seasonal Activities	I want to have a snowball ght.	· talk about seasons you like and its activities
13	Hobbies & Lifestyle	I play tennis or basketball.	· talk about what you do on your free time
14	Transportation	How do you go home?	· talk about your daily commute and local transportation
15	Past	I went shopping at Dongdaemun.	· talk about things done in the past
16	Future	I am going to go to Busan tomorrow.	· talk about things that will be done in the future

EVERY DAY KOREAN 2

Unit	Topic	Lesson	Learning Objective
1	Plans & Intentions	I'm going to go to China during vacation.	· talk about things you will do in the future
2	Action & Purpose	I'm going to the Han River to exercise.	· talk about action and the reason for doing it
3	Before	What do you do before you sleep?	· talk about things you do before another
4	Describing nouns	It's fun studying Korean.	· describe nouns and using gerunds (-ing)
5	Cause & Effect	I don't eat chocolate because I'm on a diet.	· link phrases and talk about its cause and its eect
6	Yes & No	Do you know how to play basketball?	· make 'yes I…' and 'no I…' questions and responses
7	Making Offers	Shall we watch a movie together?	· make offers
8	Making Suggestions	Why don't you eat gimbap?	· make suggestions
9	Past experiences	Have you been to Jeju island?	· name grocery products and ask for prices
10	Present Perfect	It's been 10 years since I came to Korea.	· talk about an action that began in the past and is still in progress
11	Present Progressive	I'm waiting for my turn.	· talk about what you are presently doing
12	Like & Dislike	Someone dropped their card on the floor.	· talk about things you like and dislike
13	Permission	You can't smoke here.	· ask for permission for different situations
14	Requests	Can I get a bank book?	· make a request for different situations
15	Linking Past Actions	This cake looks fancy just as the ones sold in a bakery.	· make complex sentences by linking past action or events
16	Linking Future Actions	I think it will finish in about a month.	· make complex sentences by linking future action or events

EVERY DAY KOREAN 3

Unit	Topic	Lesson	Learning Objective
1	Comparison	You look really happy.	· make complex sentences comparing two objects, situations, or events
2	Thoughts & Emotions	I was worried that it might be very painful.	· talk about compliments, concerns, and feelings to others
3	Changes 1	I can eat kimchi now.	· talk about things you do before another
4	Changes 2	I've become more familiar with my work.	· talk about things that have gradually changed over time
5	Connecting Clauses 1	I almost had an accident while running.	· connect independent and dependent clauses for cause & effect situations
6	Connecting Clauses 2	I was reading a book to prepare for my trip.	· make 'yes/no' questions and responses
7	Because of	Because of the rain we were unable to go hiking.	· use 'because of' to describe why you were unable to do something
8	Changes 3	Thanks to you I'll have a new experience.	· talk about how one action resulted to a change
9	Purpose	I'm trying to live a healthy life.	· express the purpose of a certain action
10	Hope	I hope things go well this time.	· express hopes or wishes for something following another event or situation
11	Decision	I've decided to read books every Saturday.	· talk about decisions and choices you have made
12	Even if	Even if it's difficult, don't give up.	· express actions you will make despite a negative situation
13	Mistakes	I should have been the one to contact you first. I'm sorry.	· talk about actions you should have done but another person did
14	Regret	We should have gone somewhere else.	· express regret for decisions you have made
15	And Also	It's raining and windy, too.	· express two events that are occurring together or one after another
16	The More, The More	The more you study, the harder it gets.	· express how actions increase in intensity

Sample Pages from **Every day Korean**



1

Learning Objectives

Check the learning objectives for each lesson.

Key Expressions

Analyze the key patterns and create example sentences for each situation.



2

Warm Up Activity

Look at the pictures related to a topic and find keywords or describe them.



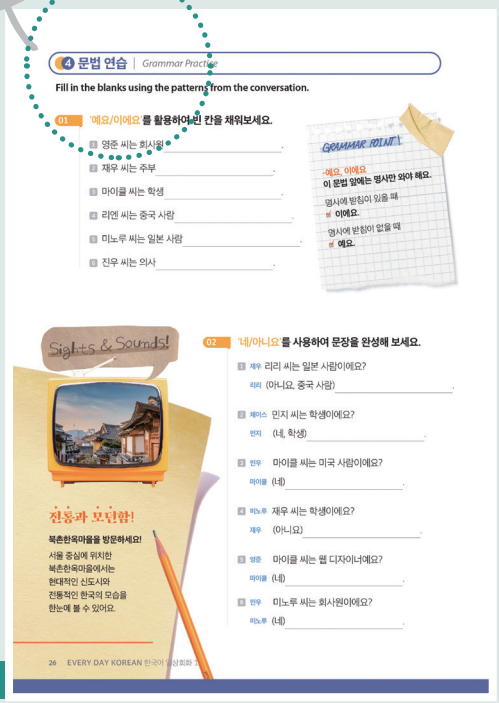
3

Let's Talk

Create a set of dialogue appropriate to the situation through the role play based on the what you have learned.

Grammar Practice

Use the vocabulary and grammar that appear in the dialogue in an appropriate way through various exercises.



Listen and Respond

Improve your listening skills through various exercises.



Write it Down

Improve your vocabulary and writing skills by writing on the given topic.





LEVEL Intermediate level – Advanced level
CEFR B1 ~ C1
ISBN 978-89-6732-287-8

BUSINESS KOREAN 1

Business Korean 1~2 is a textbook designed to help learners who are interested in working in Korea or doing a business in Korea. This book contains practical knowledge, frequently used expressions, and cross-cultural tips in various situations, helping to cultivate business Korean language skills.

Textbook Features

1. Focusing on business conversation by context
2. Consisting essential vocabulary and expressions
3. Core grammar exercises for Intermediate/Advanced level
4. Consisting various exercises to increase Listening / Reading / Speaking / Writing skills
5. Includes Korean business cultural contents

Table of Contents

Unit	Topic	Learning Objectives
1	Interview	· You can introduce yourself in an appropriate way throughout the interview.
2	Job Training	· You can respond appropriately to the request of the supervisor such as preparing documents for the meeting.
3	Practical Job Training	· You can respond appropriately to your boss's questions or requests about a specic task.
4	Reporting	· You can use appropriate expressions when reporting your work and asking for feedback.
5	Cooperation	· You can ask other employees to do the work you need in an appropriate manner, and express gratitude.
6	Phone Call	· You can receive a phone call on behalf of your co-worker and talk appropriately in a formal way.
7	Scheduling	· You can request a change of a schedule or a plan, or you can respond appropriately to the request from your co-worker's rescheduling.
8	Presenting Opinions	· You can raise suggestions or point out the problems in the company in an appropriate way.
9	Problem Solving	· You can discuss with your supervisor and colleagues in an appropriate way to solve the problem.
10	Requesting Help	· You can ask for help from the person in-charge regarding a task or manage communication when you are providing help.
11	Company Life	· You can ask your co-workers for help in an appropriate way or have a conversation when you are providing help.
12	Welfare System	· You can share opinions about in-house welfare such as in-company clubs, and night work allowances.
13	In-company Events	· You can suggest an idea for the event and talk about the idea.
14	Business Trip	· You can report your business trip schedule to your supervisor in an appropriate manner.
15	Vacation	· You can talk about the information on the purpose of your vacation or business trip and your destination.
16	Year-end Party	· You can express a certain hope that you wish something would happen in the future in a business situation.



BUSINESS KOREAN 2

LEVEL Intermediate level – Advanced level
CEFR B1 ~ C1
ISBN 978-89-6732-288-5

Table of Contents

Unit	Topic	Learning Objectives
1	Publishing Notice	· You can talk about important matters within the company and post announcements.
2	Employee Training	· You can talk about your opinion on the in-house events and how it is proceeded
3	Suggesting In-company Regulation	· You can have a conversation discussing a specific subject matter and person in a formal situation.
4	Market Research	· You can make a presentation based on given data.
5	Data Analysis	· After analyzing the data, you can summarize the points and think about the application method.
6	Marketing	· You can report your marketing progress, effectiveness, and outlook to your supervisor in an appropriate way.
7	Promotion	· You can suggest the best solution to the other party and show an appropriate response to the praise or praise the other party.
8	Bidding	· You can use the necessary Korean expressions in relation to the bidding situation and present judgmental opinions.
9	Customer Service	· You can welcome the guests who visit the company by using appropriate expressions.
10	Customer Consulting	· You can welcome customers who have traveled to Korea for business purposes and check the schedule for consultation.
11	Negotiating Contract Terms	· You can have a conversation about the contract terms and contract period in a formal situation.
12	Contract extension	· You can discuss the contract extension or renewal.
13	Sales Management	· You can have an analytic or critical conversation throughout the meeting in a formal situation.
14	Quality Management	· You can learn Korean expressions that are needed when you perform management related tasks.
15	Customer Satisfaction Survey	· You can analyze the results of the survey and suggest appropriate counterplan or discuss about it.
16	Overseas Export	· You can prepare a product description for overseas export and ask your supervisor's advice and opinion.

Sample Pages from Business Korean



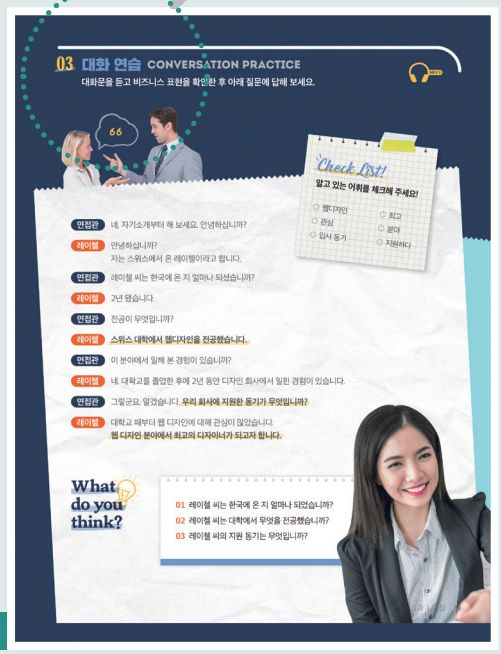
1

Key Expressions

Analyze the simple key patterns and create example dialogue for each situation.

Conversation Practice

Listen to conversations related to the topics, identify the key patterns and business expressions and answer to the information-seeking questions.



2

Business Expressions

One can learn expressions that can be used in business conversation and make example sentences.



3

Grammar Practice

One can learn the core grammar through the exercises and check the exact meaning and usage of the grammar tips.

Speaking Aloud

One can practice changing the everyday conversations into business-friendly conversations with expressions that are more appropriate in a business situation. One can also practice conversations on a given topic or speak out alone.



4



5

Business Tip

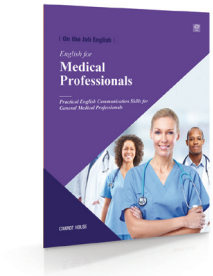
One can understand the unique features of Korean culture and characteristics of Korean social life and learn contents that would be helpful when one is working with Koreans.



6

Study Note

An organized vocabulary book that one can review from a given lesson autonomously.

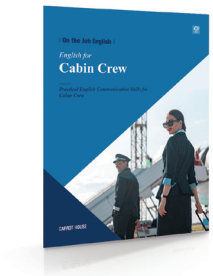


| **LEVEL** : Intermediate Low – Intermediate Mid
| **CEFR** A2 ~ B1

English for Medical Professionals

English for Medical Professionals is for current and prospective healthcare providers with a low-intermediate English proficiency. It is designed to improve practical communication skills pertinent to clinical care. It provides learning material and exercises for various situations that arise in routine health care.

Learners will be able to enhance their English listening and speaking skills using phrases and expressions that are appropriate in the setting of healthcare.



| **LEVEL** : Intermediate Low – Intermediate Mid
| **CEFR** A2 ~ B1

English for Cabin Crew

English for Cabin Crew is designed to enhance learners' practical communication competence in the area of inflight services. Learners can improve their listening and speaking skills through this book. The book is targeted for intermediate level learners and it consists of 12 units based on content knowledge in airline service field.

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