

PAYYAP UNIVERSITY

APPENDICES

APPENDIX A
SAMPLE UNIT FROM
PRACTICAL SKILL IMPROVEMENT IN BUSINESS ENGLISH I

Unit Seven Advertising

①

In business world, advertising plays a very important role in product promotion. It is an essential part of entire process of marketing. Good advertising is vital to call attention to a product and introduce new products. It can help build product recognition. 在商界,广告在产品促销与传播中起着很重要的作用。广告是整个营销过程中最根本的部分。好的广告对于唤起人们对产品的注意、介绍新的产品至关重要。广告可以帮助建立产品的认知度。

This unit looks at the function of advertisements.

~~Listening~~

耳听为实

A. Listen to the following conversation and fill the missing parts in the blanks.

听下面对话并填空。

②

③

New words and expressions:

- promotion n. 促销
- stimulation n. 刺激
- publicity n. 宣传
- target audience 目标对象
- non-personal presentation 非个人展示
- sponsor 赞助商
- on behalf of 代表
- informative advertising 信息性广告
- persuasive advertising 劝诱性广告
- reminder advertising 提醒性广告
- institutional advertising 宣传性广告

Situation: *The General Manager, Alan Graham, and the Advertising Manager Peter Jefferson are discussing the product promotion.*

Graham: Do you have any idea _____, Peter?

Jefferson: Yes. The stimulation of consumer demand for _____, publicity, personal selling, and so on is promotion.

Graham: What are _____?

Jefferson: _____ target audiences about a firm's goods and services are promotional tasks.

Graham: How are the tasks performed?

Jefferson: The tasks are performed primarily _____—any paid form of non-personal presentation by a sponsor _____ goods, services, or ideas.

Graham: How many types of advertising are there?

Jefferson: Mainly _____ of advertising.

Graham: What are they?

Jefferson: Informative, persuasive, reminder and institutional advertising.

Graham: What are the differences among these types of advertising?

Jefferson: _____ is used to explain the merits of products in an early stage.

_____ is used to convince people to buy one product rather than another.

_____ is used to maintain consumer awareness of a product or service.

_____ is used to create a favorable picture of a company and its ideals, services, and roles in the community.

Graham: Oh, you have a good understanding of promotional strategies. I have more than enough confidence _____. Thanks very much.

B. Listen to the passage and decide the questions true or false(T/F).

④ 听短文判断正误。

- 1) This is a piece of radio advertisement about camera.
- 2) If you want to get an informational brochure, you can call 1-800-778-0868, ext.

New words and expressions:

broadcasting *n.* 广播

advice *n.* 建议

Polaroid *n.* 宝丽莱

masterpiece *n.* 杰作

solid attempt 纯粹的尝试

confidence *n.* 自信

stuck to 粘在、贴在

couch cushion 沙发垫

brochure *n.* 小册子

self-esteem 自尊

put sb. in the mood 让人有兴致

Listen to the tape again and answer the questions.

⑥

再听一遍录音，回答下列问题。

- 1) What does this piece of advertisement encourage us to do?
- 2) What will a Polaroid instant picture help us do?



娓娓道来

Conversation 1

New words and expressions:

in person 本人

expert opinion 专家意见

definite *adj.* 明确的

expense *n.* 花费

advertising campaign 广告活动、战役

guide *v.* 引导

in detail 详细

satisfactory *adj.* 满意的

Situation: *Mr. Jordan, the Marketing Manager is in his office, talking with the Sales Consultant, Mr. Hamper about their products promotion.*

Jordan: I'm glad to meet you in person, Mr. Hamper.

Hamper: I'm glad to have the pleasure of meeting you, too. Now what can I do for you?

Jordan: Well, as you know, we are very interested in developing new markets, and we believe your expert opinion will help us a lot. Would you give us some advice about the marketing of our products?

Hamper: At the moment, it would seem to us that it is not possible to give you a definite answer. (8)

Jordan: My biggest concern now is business promotion. How can I get started?

Hamper: There are a lot of ways to push sales in USA. For example, try to make yourself known by TV ads.

Jordan: Advertisement on TV will cost a lot of money, I suppose.

Hamper: But for a new product, such expenses are absolutely necessary.

Jordan: I know. Now let's discuss advertising campaign for our company's products.

Hamper: As you know, in order to guide our campaigns to success in the new market, we should work out a careful plan.

Jordan: Could you put it in detail, Mr. Hamper?

Hamper: I think the first thing is what media we should use and when we should place advertising in the media.

Jordan: What media do you recommend then?

Hamper: I think television so much more effective if it doesn't matter for us to pay a little more money.

Jordan: Well, it's worth doing so long as the result is satisfactory. But when shall we take this advertisement?

Hamper: How about the beginning of this fall?

Jordan: All right. Thank you for your valuable advice, Mr. Hamper.

Conversation 2

New words and expressions:

adjustable *adj.* 可调节的

spare the time 空出时间

height *n.* 高度lever *n.* 拉杆

lean forward 向前倾

knob *n.* 手柄

built-in 自带

wrist *n.* 手腕

⑨
 Situation: Jack is in a furniture center, looking at an adjustable office chair.

Salesperson: Good afternoon! I see you are looking at our fully adjustable office chair.

Would you like me to help you?

Jack: Yes, if you could spare the time.

Sales: Certainly! Let me show you how it works. As you can see, the height can be changed using this lever on the right. Do you need a chair like this?

Jack: Yes, I think so. But I would also like one that leans forward or back. Does this chair do that?

Sales: Yes, the knob to the right of the seat adjusts the angle by as much as twenty degrees.

Jack: That should stop my back from aching!

Sales: Yes, it certainly helps, in addition, this built-in cushion can give you more support. ⑩

Jack: That's wonderful! My back needs it if so. What about the arms?

Sales: They can also be raised or lowered slightly using the knobs on the right and the left. Do you prefer to have the arms higher than this?

Jack: Yes, very slightly, or my wrists get tired while I am working on the computer.

Sales: Well, this arm position might suit you. Why don't you try sitting on it and adjusting it yourself? I'm sure you could suit it to your normal working position.

Jack: Yes. That's a good idea. Thank you. It feels fine. I think I'll get one for my office.

 互动练习

- 1) Work with a partner. Discuss the advantages and disadvantages of the TV advertising. (11)
- 2) Work with a partner to make a conversation. You are the computer salesperson, try to explain the features of your computer to your partner as a customer. (12)

会话 1

乔丹: 汉珀先生, 很高兴见到你。

汉珀: 我也很荣幸见到你, 能帮你什么忙吗?

乔丹: 哦, 你知道我们对开拓新的市场很感兴趣, 我们相信你们的专家意见会给我们很大帮助, 你能不能就我们的产品销售提出些建议呢?

汉珀: 现在来说, 似乎还不能给你们一个明确的答复。

乔丹: 我最关心的是产品的促销。我该怎样着手做?

汉珀: 在美国有许多的促销方式。比如, 通过电视广告让外界了解你们, 提高知名度等。

乔丹: 我想电视广告会花掉我们一大笔钱。

汉珀: 但对一个新产品来讲, 这笔费用是绝对必要的。

乔丹: 我知道了。现在, 谈一谈我们公司产品的广告战吧。

汉珀: 你知道, 为了使我们在新市场的广告战中大获全胜, 我们应该制定一个详尽的计划。

乔丹: 汉珀先生, 你能不能详细解释一下?

汉珀: 我想首先我们应选择使用何种媒体以及何时在该种媒体上做广告。

乔丹: 那么你推荐什么广告媒体?

汉珀: 如果对我们来讲多花点钱不是什么要紧事的话, 电视广告效果要好得多。

乔丹: 只要效果满意, 当然值得一试。那么我们何时做广告呢?

汉珀: 今年初秋怎么样?

乔丹: 好吧。谢谢你的宝贵建议, 汉珀先生。

会话 2

销售员: 下午好! 您在看我家的全方位可调式办公用椅。需要我帮忙吗?

杰克: 是的, 如果你能空出时间。

销售员: 当然。让我弄给您看。您看到了, 用右边的拉杆可以调节高度。您需要一

把这样的椅子吗?

杰克 : 是的。我觉得需要。但我也需要一把可以前后动的椅子。这个椅子能
吗?

销售员:是的。靠着椅子右边的手柄可以调二十度的角度。

杰克 : 那样我的背就不会痛了。

销售员:当然能起到这个作用。而且,这个一体的垫子可以帮您支撑的更多一些。

杰克 : 那太好了!如果能,我的后背真的需要一把这样的椅子。扶手怎么样?

销售员:左右两边的手柄也可以多少的调节高低。您喜欢扶手调高一些吗?

杰克 : 是的。稍微高一些。不然我用电脑时,手腕会累。

销售员:扶手这个位置会适合您。您坐上来自己试试调一调。您肯定会调到适合
您正常工作的位置。

杰克 : 对,是个好主意。谢谢。感觉不错。我就给我办公室买一把吧。

Reading

大开眼界

当今信息时代,广告无处不在,无时无刻。它像一条无形的纽带,把某一地区、某一国家,甚至世界范围内的企业、同成千上万的用户和消费者联系在一起,起着传递信息、沟通供求、促进销售、决定投资、指导消费等方面的重要作用。可见商品广告在我们日常生活中起着举足轻重的作用。

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What Is Advertising

Advertising is necessary as a means of communicating with others, of telling them about the goods and services that are offered, and of which most of them would never get to hear at all if it were not for advertising. And advertising helps a great deal to foster a rising standard of living.

In talking about advertising, one should not think only in terms of a commercial on television, or an advertisement in the newspapers or periodicals. In its widest sense, advertising includes a host of other activities such as packaging, shop displays and—in the sense of communication—even the spoken word of the salesman. After all, the roots of advertising are to be found in the market place.

For many years it was thought that it was enough to produce goods and supply services. It is only more recently that it has become increasingly understood that the production of goods is a waste of resources unless those goods can be sold at a fair price within a

reasonable time span. In the competitive society in which we live, it is essential that we go out and sell what we have to offer, and advertising plays an important role in this aspect, whether selling at home or in export markets.

However, it must not be thought that advertising tries to sell goods to consumers who do not want them. Of course, advertising does try to attract the interest of the potential consumers, but if the article when purchased does not match up to the standards that the advertising suggests that it will, it is obviously exceedingly unlikely that the article will sell well.

New words and expressions:

1. advertising *n.* 广告业, 广告
2. means *n.* 手段, 方法
3. communicate *v.* 沟通, 通信
4. foster *vt.* 养育, 抚育, 培养
5. commercial *adj.* 商业的, 贸易的
6. periodical *n.* 期刊, 杂志
7. a host of 许多, 一大群
8. packaging *n.* 包装
9. resource *n.* 资源, 财力
10. reasonable *adj.* 合理的, 通情达理的
11. time span 时间间隔
12. competitive *adj.* 竞争的
13. essential *adj.* 基本的
14. potential *adj.* 潜在的, 可能的
15. article *n.* 文章, 物品, 商品
16. exceedingly *adv.* 非常地, 极度地

Notes to the Text 课文注释

1. Advertising is necessary as a means of communicating with others, of telling them about the goods and services that are offered, and of which most of them would never get to hear at all if it were not for advertising. 句中“as a means of communicating with others”为一短语, 作状语。后面的“of telling them about the goods and services”是前

面的“as a means of”的并列结构,“that”引导的定语从句修饰“goods and services”,“of which”为动词“hear”的前置宾语。全句可译为:广告宣传非常必要。它是一种与人交流的方式,一种将能够提供的商品和服务广而告之的方式。假如没有广告宣传,大多数人根本就不会知道你提供的商品和服务。

2. After all, the roots of advertising are to be found in the marketplace. 句中的“root”原意为“根,茎”,此处引申意思为“根基,实质,核心”。全句可译为:总之,广告宣传要落实到市场销售上。
3. In the competitive society in which we live, it is essential that we go out and sell what we have to offer, and advertising plays an important role in this aspect, whether selling at home or in export markets. 句中的“in which we live”为定语从句修饰“society”,“it is essential that”中的“that”引导主语从句,而主语从句中用了虚拟语气。全句可译为:我们生活在一个充满竞争的社会里,走出去推销你能提供的东西是很重要的,不论你是在国内市场推销,还是在出口市场推销,广告宣传在这方面都起到了很重要的作用。

Translate the Following Sentences 翻译下列句子

1. 这是我们的最新产品目录、价目表和说明书,我把它们留给你,以便你能分发给那些预期用户。 (18)
2. 这是一些资料,你会从中发现我们的产品无论从质量上还是价格上都优于其他国家的同类产品。
3. 我厂生产的产品主要特点是工艺精湛,经久耐用(fine quality and durability)。
4. 采用本公司的全套设备可大大降低废品率。
5. 该厂能生产大衣、西装、时装、衬衣、毛衣等不同类型服装的上千个花色品种纽扣。
6. 我们直接和零售商打交道,不经过任何中间人(middle man)。
7. 我们不仅需要设计一下我们产品的销售目录,而且还需要设计刊登在杂志及报纸上的广告。
8. 除了出售产品或服务之外,你还可以登广告招租房子、招聘英语教师或为建一栋楼而招标等。
9. 普罗明特公司(Prominent Company)是一家有声望的公司,它的产品以其优良的质量和具有吸引力的价格在欧洲市场很受欢迎。现在他们想同中国发展贸易关系,特别是想在上海找到产品的销路。
10. 如果您在收取佣金的基础上,在市场上尽全力为我们的产品促销的话,我将非常感谢您的努力。如果您的努力颇见成效,我甚至还可以考虑指定您作为我们在中国的独家代理商(sole agent)。

PAYYAP UNIVERSITY

APPENDIX B

SAMPLE UNIT FROM INTO BUSINESS ENGLISH 1

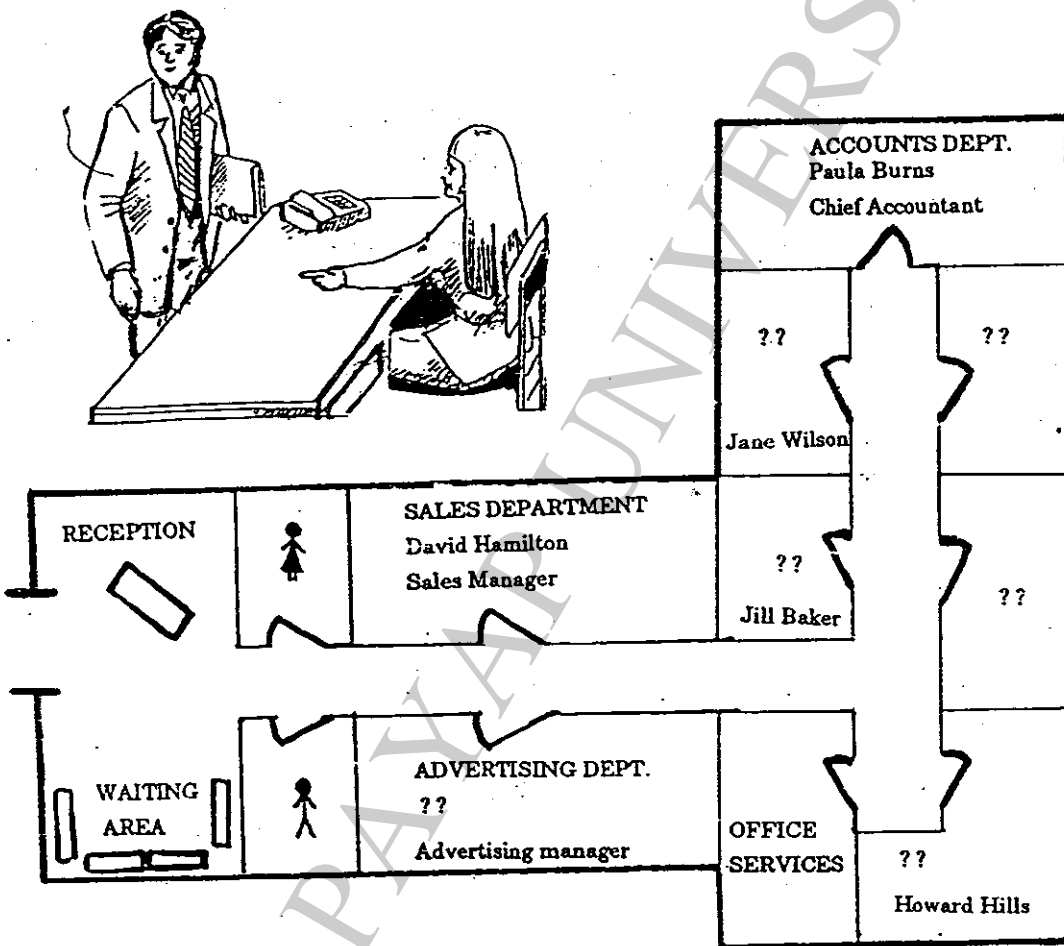
UNIT 4

At the Office

Section 1: Finding Your Way Around

Listening: Giving Directions

Below is the floor plan of a small company office. Not all of the places are marked on the floor plan. The receptionist is giving directions to visitors. Listen to her directions and mark the places on the floor plan.



Roleplay: Asking for and Giving Directions

Work in pairs. One of you is the receptionist; the other is a visitor.

You can begin like this:

- Receptionist: Can I help you?
- Visitor: Yes, please. I'm looking for...

Section 1: Finding Your Way Around

Speaking: Your Campus ³

Work in pairs. Draw a simple plan of your university/college campus. Person A: Ask for directions. Person B: Tell Person A how to find his/her way.

Departmental Functions *

Here are some of the departments of a company. What are their responsibilities? Match the departments with the descriptions given below. ⁴

A. Production	B. Sales & Marketing	C. Advertising
D. Personnel	E. Accounts	F. Purchasing
G. Transport	H. Office Services	I. Research & Development

1. looks after the welfare of the employees
2. makes sure the customers know about new products
3. keeps the financial records of the company
4. carries out market research
5. is responsible for delivering goods to the customers
6. trains new staff
7. provides secretarial assistance for the other departments
8. looks for new customers
9. works with the manufacturing side of the company
10. is responsible for developing new products
11. orders the materials needed by the company
12. hires new employees
13. deals with the mail
14. supplies the other departments with stationery
15. is responsible for selling the goods

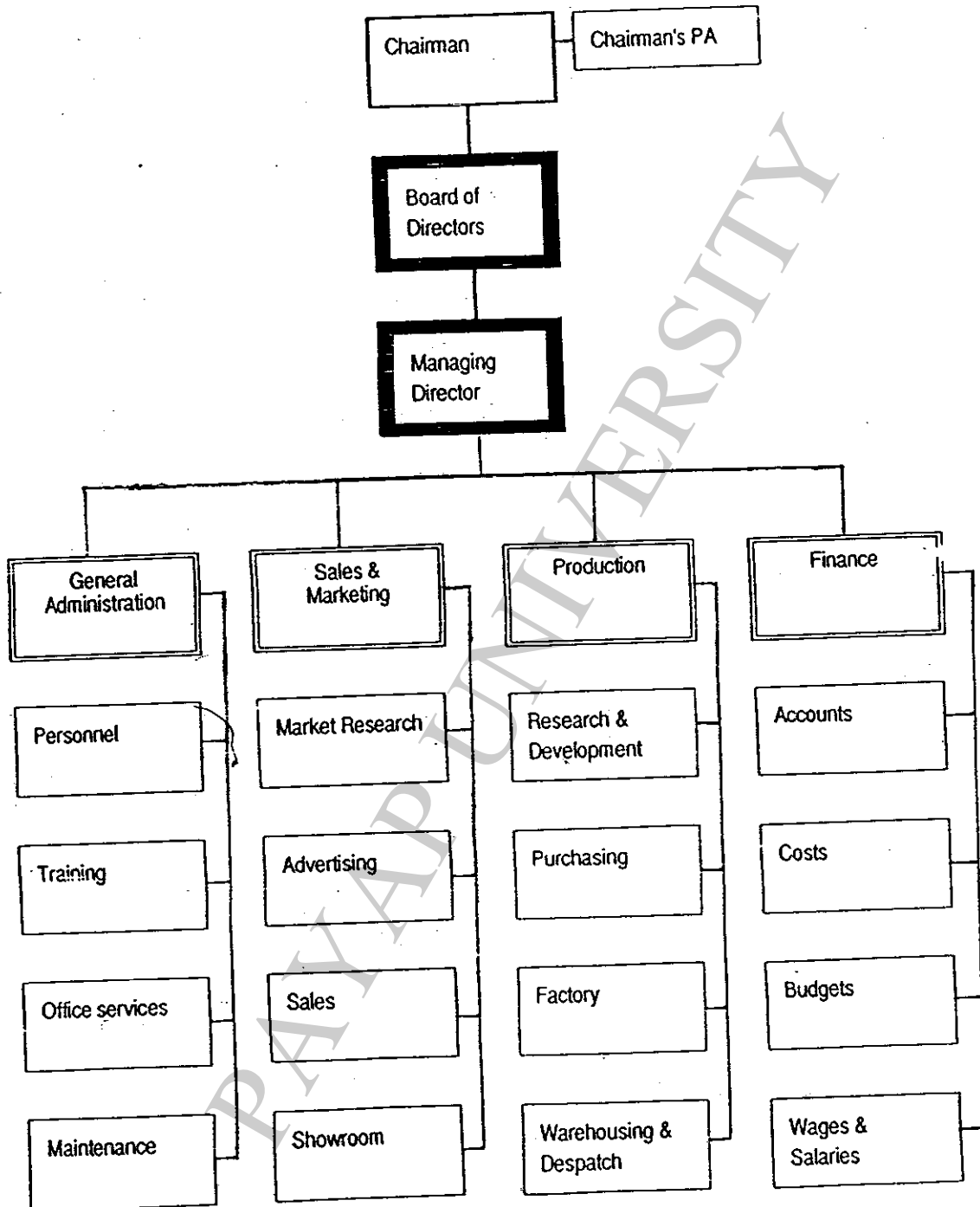
Writing: Company Structure * ⁵

Large companies are organised into many different departments and sections. The chart below shows the structure of a large company.

Work in pairs. Write some sentences about the different people, departments and sections. Describe their responsibilities.

e.g. The Personnel Section is part of the General Administration Department. It keeps records on all the employees and helps with their problems. The Personnel Manager reports to the Director of General Administration.

Unit 4: At the Office

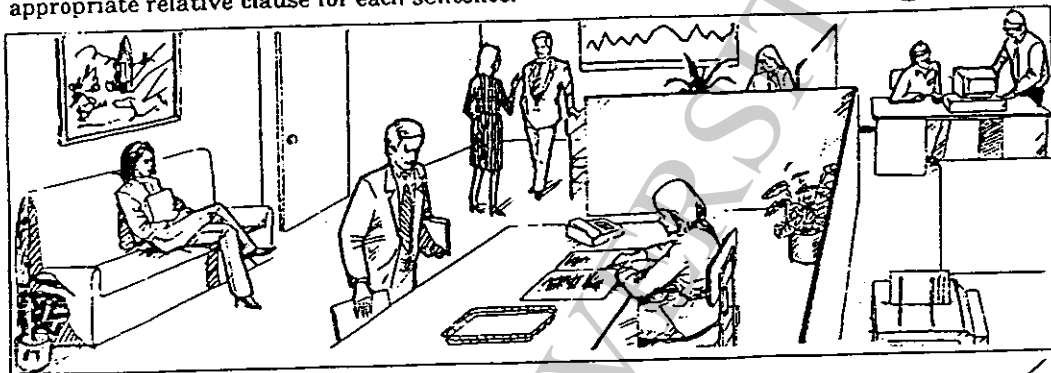


Lesson 2: The Office Environment

Section 2: The Office Environment

Grammar: Relative Clauses

The picture shows a scene in an office. Below it are a number of sentences describing what is happening in the picture. There are also a number of relative clauses. Choose an appropriate relative clause for each sentence.



1. The lady is waiting to see the manager.
2. The door is slightly open.
3. The manager is talking to his PA.
4. The visitor is making an appointment at reception.
5. The accountant is explaining something to another employee.
6. The graph is behind the manager.
7. The picture is above the sofa in reception.
8. The plant is at the end of the sofa.
9. The receptionist is looking in the appointments book.
10. The new secretary is working by herself.

- a) , who is carrying two files,
- b) that was recently bought for the office
- c) which shows the year's sales results
- d) which the receptionist grew at home
- e) , who got the job this morning,
- f) which leads into the corridor
- g) , who is leaning on a chair,
- h) , who has dealt with a lot of visitors this morning,
- i) who is sitting on the sofa
- j) , who uses the computer for his work,

Unit 4: At the Office

Speaking: Describe What You See * ⑩

The picture below shows another office scene. Work in pairs. Make up some sentences about what you see.

Before doing this exercise you may like to read Language Reference Box 8, which contains information about relative clauses.



Grammar: Relative Clauses with "Where"

Match each sentence on the left with a sentence on the right. Combine the sentences, using the relative pronoun "where".

e.g. The office is very large. I'm working there.

The office where I'm working is very large.

- | | |
|---------------------------------------|--|
| 1. The conference room was crowded. | a) The staff eat there. |
| 2. The room is usually locked. | b) The new factory was built there. |
| 3. The office is very large. | c) The photocopier is kept there. |
| 4. The canteen is often quite busy. | d) The manager was going to speak there. |
| 5. The town is in Guangdong province. | e) The files are kept there. |
| 6. The room is untidy. | f) I'm working there. |

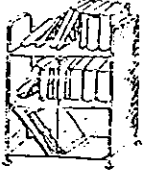
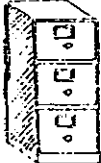

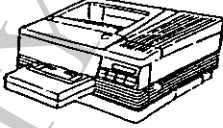
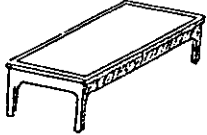







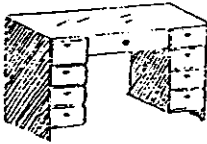
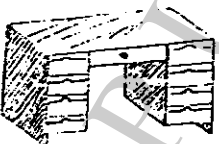
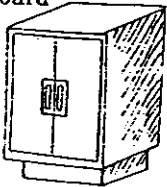



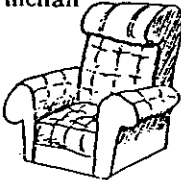

Make up some more sentences about the places where you live and study. ⑨

Pre-Listening ⑪

On the next page are pictures of some of the things you would expect to find in an office. What are the things used for? Make up some sentences about them.

e.g. A fax machine is used for sending messages on paper.

Section 2: The Office Environment

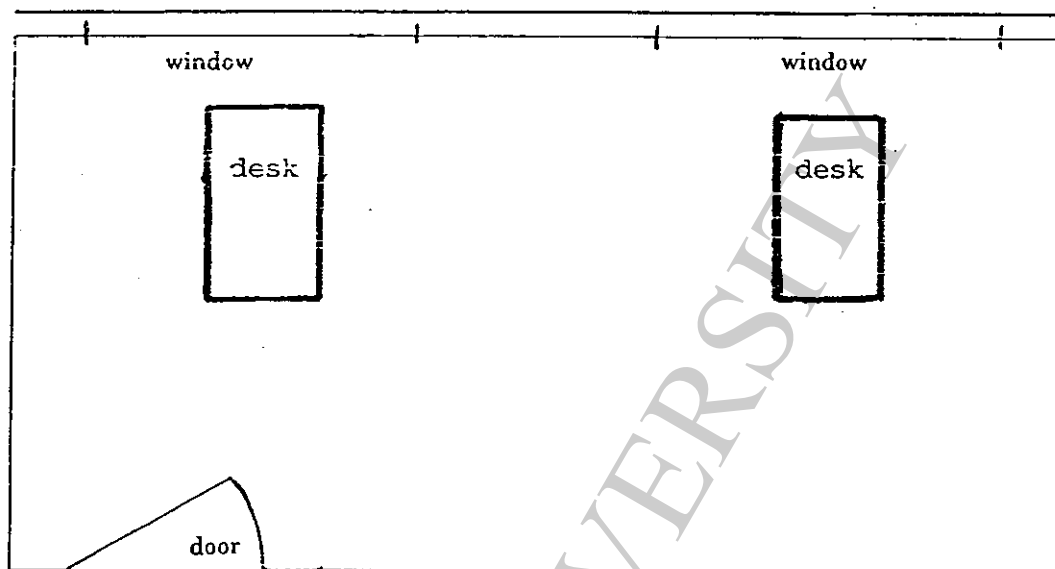
bookcase 	filing cabinet 	computer 	printer 
conference table 	table lamp 	photocopier 	telephone 
plants 	fax machine 	chair 	chair 
desk 	desk 	cupboard 	cupboard 
files 	sofa 	armchair 	hat stand 

Listening: Where shall we put it?

You will hear two people discussing how to organise their new office. On the next page is a floor plan of the office. As you listen, mark where the speakers decide to put each item. ⑬

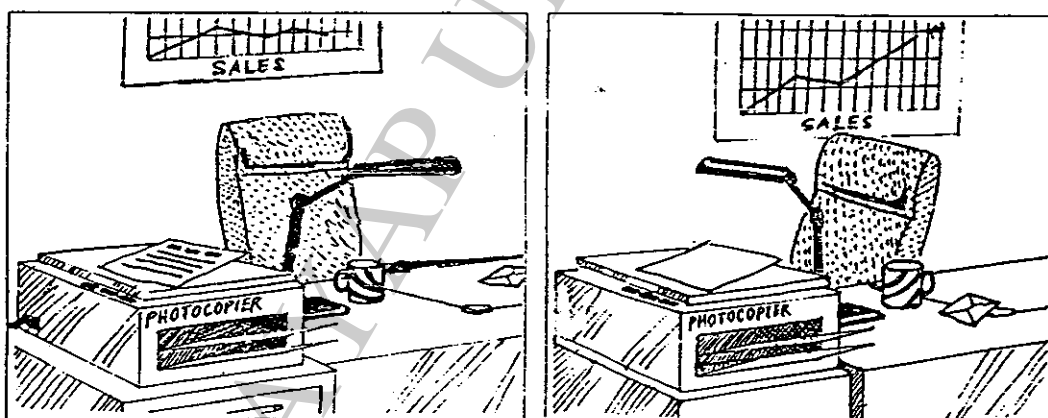
Before doing this exercise you may like to read Language Reference Box 9, which contains information about prepositions of place. ⑫

Unit 4: At the Office



Spot the Difference

The pictures below show the same office. But there are ten differences between them. Work in pairs. Find the differences and list them.



Picture A

Picture B

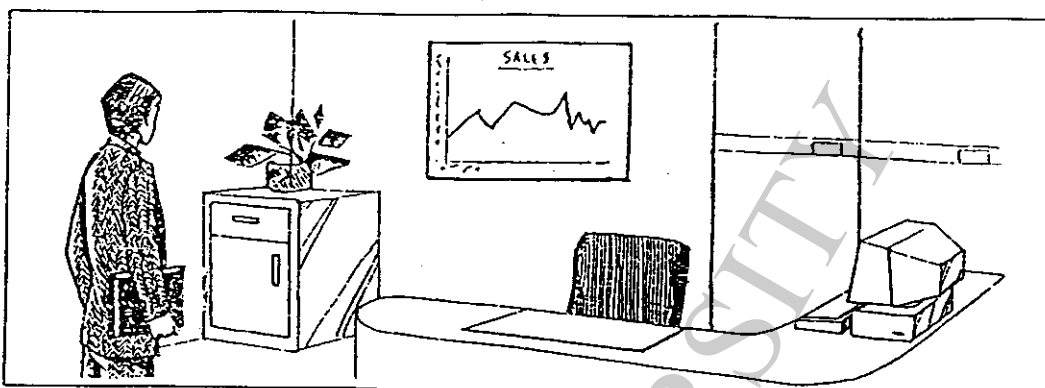
Writing: Describe the Scene

*

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On the next page is a picture of yet another office. Describe what you see.
e.g. There is a chair behind the desk.

Section 3: Describing Things



Writing: A Description of a Room *

Write a short description of one of the following:

- a) the room in which you sleep;
- b) a classroom at your college/university.

Section 3: Describing Things

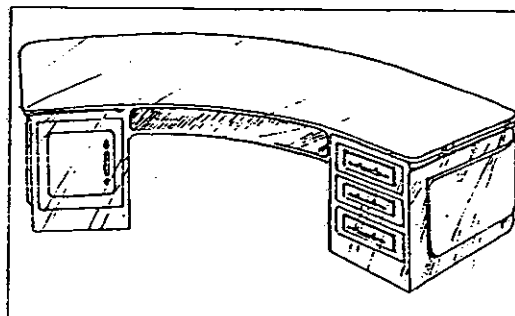
Reading: A Description for a Sales Catalogue

The following description appeared in a catalogue written by a company which sells office furniture. Read the description and note the following:

- (i) How is the text organised?
- (ii) What kind of information is included? i.e. size, shape, material etc.

Receptionist's Desk

Our receptionist's desk is made from high quality wood. It is designed with a slight curve so that the whole top is accessible from the same sitting position. It contains three drawers and a cupboard which can be locked. There is room on the top for a telephone switchboard and a computer/typewriter. The desk is competitively priced at £571, excluding shipping costs.



Unit 4: At the Office

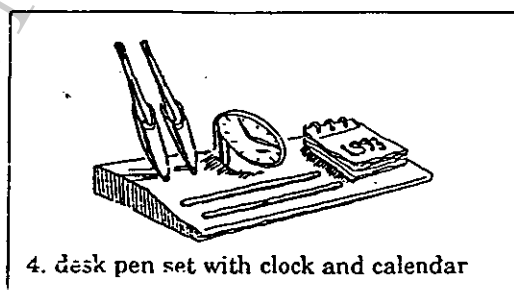
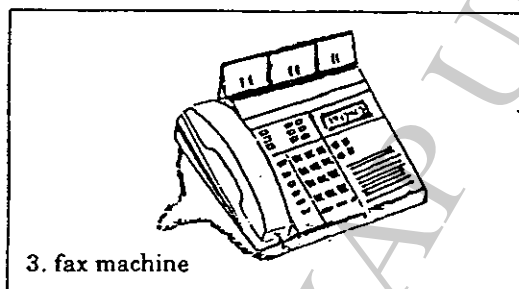
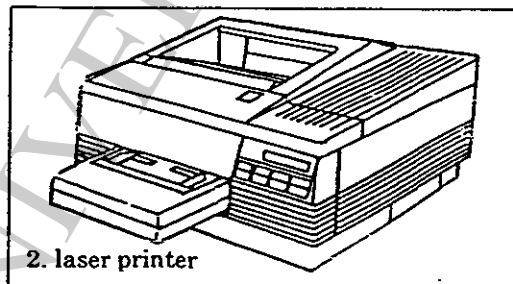
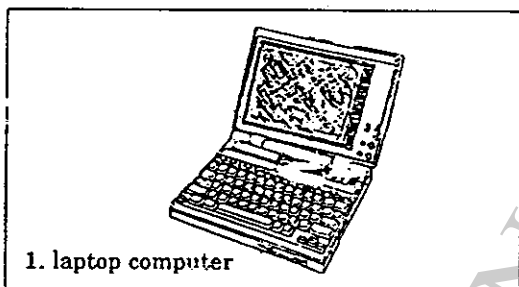
Vocabulary Brainstorm

Think of as many words as you can to describe everyday things. List them under the following headings: (18)

size	colour	shape	material	special characteristics
e.g. It's quite small.	It's dark grey	It's rectangular.	It's made of plastic.	It has buttons on it.

Writing Descriptions *

Below are pictures of four more things which you might find in an office. Work in groups. Imagine you are preparing a catalogue for the company which sells them. Write descriptions like the one above. Try to make your descriptions sound interesting! (19)



Grammar: Order of Adjectives *

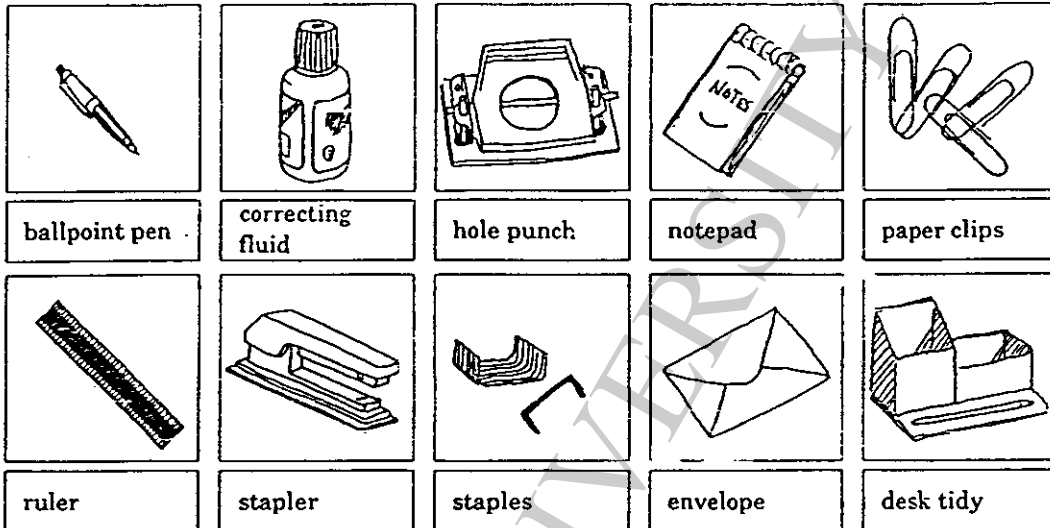
Sometimes we use several adjectives to describe one thing. But we must remember to put them in the correct order. Put the adjectives in the correct order in these sentences: (20)

- In the corner there was a table. (black, coffee, square, glass-covered)
- Above the desk there was a/n painting. (French, abstract, interesting, modern)
- There was a/n rug on the floor. (Chinese, brightly-coloured, silk, old)
- Below the window there was a patch of grass. (brown, dry, small)
- The woman was wearing a suit. (well-tailored, dark, smart)
- The taxi stopped in front of a/n building. (modern, impressive, large)

Section 3: Describing Things

Speaking: Your Desktop (21)

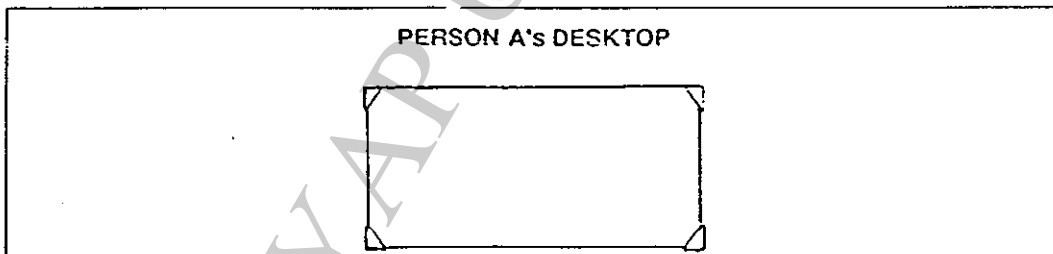
Below are some pictures of things which you might have on the desk in your office.



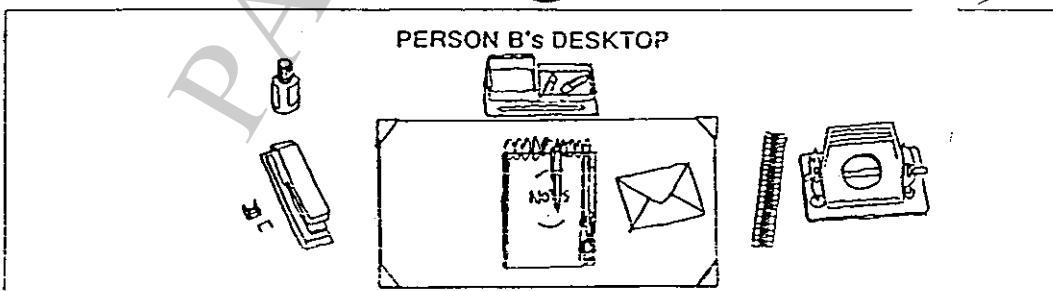
Work in pairs. This is an information gap activity. Do not look at your partner's information.

Person A

Below is a picture of your desktop with nothing on it. Person B will tell you where to put all the things.



When you have finished, look at the picture of Person B's desktop, below. Tell Person B where to put all the things.



Section 4: Rules and Regulations

Office Regulations

There has been a decline in personal standards of dress and conduct in the office recently. The Management will like to point out that all employees are expected to behave in a professional manner. We ask you to respect the following regulations:

1. Please dress tidily in the office.
Do not come to work in jeans.
Men must always wear a jacket and tie.
Pullovers and sweatshirts with advertising slogans on them are not acceptable.
2. Very high heels - especially the pointed kind - are not a good idea in the office. They make holes in the carpet and mark the wooden floors. Please prevent wearing them.
3. Please could you hang up your coats when you arrive in the morning. Recently we have noticed coats being hanged over the back of chairs. This looks untidy and causes the wrong impression.
4. Food packages would not be left on desks and tables.
Empty containers would be put in the waste paper baskets.
Packets of biscuits would not be left on desks.
5. Bottles and cans for soft drinks should be kept out of site.
Please do not leave bottles or cans on desks.

Please try to behave professionally in the office.
Our business relies in customer confidence!

Writing: Fire Drill (24)

On the next page is a notice which tells employees what to do in the case of a fire. Unfortunately there is a lot of unnecessary repetition in the text. Work in pairs. Re-write the text, making sure that you avoid the repetition.

When you have finished, compare your version with that of another pair of students. Make any necessary changes to improve the text. (25)

Unit 4: At the Office

FIRE DRILL

1. If a fire breaks out in the office, break the glass and ring the fire alarm.
2. First, call the fire service. Telephone 999 and ask for the Fire Service. Next, try to control the fire. **DO NOT** try to control the fire by yourself. Get someone to help you to control the fire.
 - a) Do not use water on electrical fires. Using water on electrical fires can be dangerous. Only use the special fire extinguishers on electrical fires. The fire extinguishers for electrical fires are below this sign.
 - b) You can cover small fires with the fire blanket in the red box below. To remove the fire blanket from the box you should pull it downwards.
3. Remain calm and leave the building quickly by the shortest route. If the fire is in the front of the office, then you should leave by the Fire Exit at the back of the office and stay in the car park until everyone is out of the building. If the fire is at the back of the office you should leave by the main exit and stay in the car park. Once you are in the car park Jill or Mark will check your name off their list. Remain in the car park until everyone is checked off.
4. **DO NOT CARRY ANYTHING WITH YOU** when you leave the building. Carrying anything with you when you leave the building might cause an obstruction and prevent other people leaving the building.
5. Try to **PREVENT FIRES** by keeping the office clean and tidy. **DO NOT** empty ash trays into the waste paper baskets. **DO NOT** leave electrical cables lying around. **DO NOT** leave electric kettles and electric coffee makers connected when you are not using electric kettles and coffee makers.

Jill is your Fire Officer. When Jill is absent Mark is the acting Fire Officer.

Reading: Notices

26

Where could you find the following notices? Discuss your ideas in pairs.

LEAVE BAGS OUTSIDE !

DO NOT MOVE THIS T.V.

QUIET PLEASE!
EXAM IN PROGRESS

KEEP OFF THE GRASS !

PLEASE WASH YOUR
HANDS

DO NOT LEAN OUT OF
THE WINDOW

Section 4: Rules and Regulations

Writing Notices

27

Below are a number of problems. Work in pairs. Decide what notices you could put up in order to deal with the problems:

1. A fire started in a waste paper basket. You suspect that a cigarette end may have caused this.
2. There is water all over the floor in the toilet.
3. There is broken glass outside the dormitory building.
4. There are bicycles blocking the entrance to the building.
5. There is rubbish in the campus garden.
6. Your dormitory is very untidy.
7. The magazines in the library have not been put back on their shelves.
8. Someone has broken a window with a football.

Fill the Gaps

*

28

There are some words missing from the notice below. Complete the notice with any suitable words.

PLEASE NOTE

The office cleaners have to clean _____ office every day. _____ need to be able to use the power points _____ plug in their electrical equipment. Would you please make sure that you _____ all electrical plugs out of the sockets _____ you go home in the evening.

The cleaners _____ asked us to make sure that we don't _____ ashtrays into the waste paper baskets. If you _____ this, there is a serious risk of fire breaking _____.

Please Keep _____ Office Tidy!

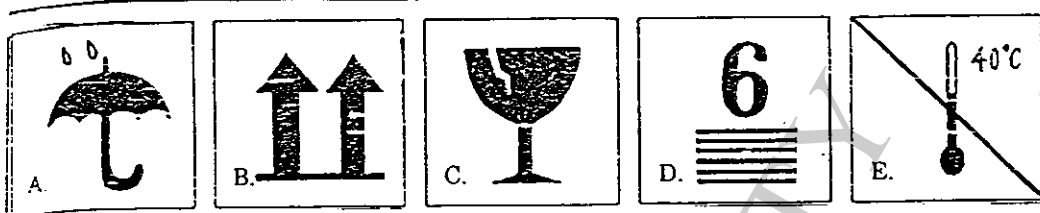
Instructions, Warnings and Prohibitions

29

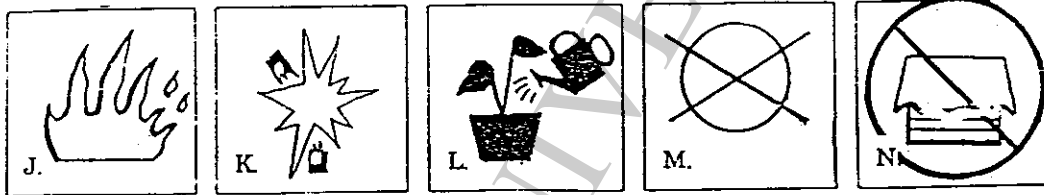
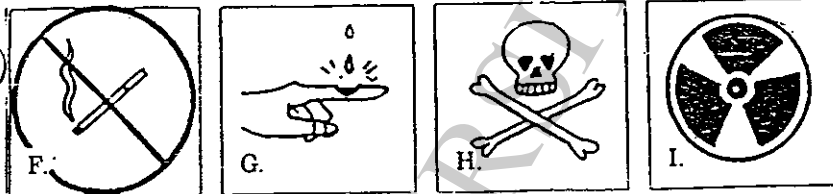
Below are some symbols which you might see on a box.

What do you think the symbols mean? Discuss your ideas with a partner.

Unit 4: At the Office



Here are some more symbols. Match each symbol with the correct meaning from below.

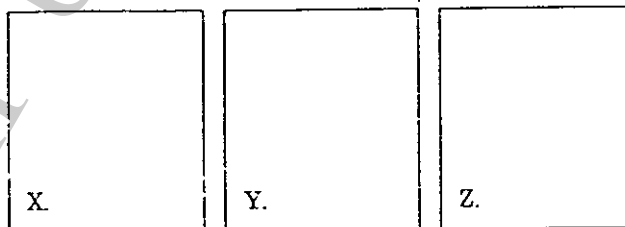


Do Not Cover
Corrosive Substance!
No smoking!

Explosives
Inflammable
Poisonous

Do Not Dry Clean
Radioactive
Needs watering

31 Now draw your own symbols for each of the following:
X. Do not Drop!
Y. Keep in a Dark Place.
Z. Remove Shoes before Entering.



Public Signs

32 We often see signs in public places. Look at the signs below. What do you think they mean? Discuss your ideas with a partner.



Section 4: Rules and Regulations

Additional Exercise

Pronunciation

33

Work in pairs. Practise the pronunciation of the following vowel sounds.

a:	^
calm	come
car	cut
bar	but
far	fuss
tar	tug
hard	hut
chart	shut
heart	hush

Vocabulary: Unit 4

34

advertising	n.	[总称] 广告, a. 广告的
budget	n.	预算
deliver	vt.	运送, 交付
despatch=dispatch	vt.& n.	派遣, 发送
distribution	n.	分配, (销售渠道)
obstruction	n.	堵塞, 阻挡
personnel	n.	人事部门, [集合名词] 全体职员
plug	n.	[电] 插头, 消防栓
pullover	n.	套头衫
purchase	n.& vt.	购买, 购置
rectangular	a.	矩形的, 长方形的
socket	n.	插座, 插口
stationery	n.	[总称] 文具
sweatshirt	n.	圆领长袖运动衫
transport	n.& vt.	运输, 运输工具
warehouse	n.	货栈, 仓库
welfare	n.	福利
well-tailored	a.	剪裁得体的

PAYAP UNIVERSITY

APPENDIX C

SAMPLE UNIT FROM SKILLS FOR BUSINESS ENGLISH 2

UNIT 7

Going for growth

KEY VOCABULARY

Growth

Complete the commentary using the words in the box.

boom boom and bust grew takes off
growth grown levels off

If a business increases its activity, it *grows*. The past tense of this verb is

(1) _____ and the past participle is (2) _____.

The corresponding noun is (3) _____. If an activity starts growing very

fast for the first time, it (4) _____.

If a business is growing fast, it is *booming*. The corresponding noun is

(5) _____. When an activity stops growing, but does not fall in

(6) _____.

A period of fast growth followed by a period when the amount of activity falls is one of (7) _____.

A Reading and writing

- 1 ◀UNIT 1▶ Read this article from the *Australian Franchising Bulletin*, and mark the statements on page 65 true or false.

THE AUSTRALIAN FRANCHISE FEDERATION (AFF) today unveiled a new survey that confirms a continuing boom in the franchising sector over the past year.

The federation's annual survey of franchised businesses shows the sector continued to grow at 15 per cent, a level that has continued since the end of the last recession in the early 1990s. The federation's chairman, Bill Hawke, said, "These are encouraging figures. The outlook for the franchising business is very healthy." There are believed to be more than 300 franchise systems in Australia, including some big global names.

The report shows that the most popular businesses for franchising continue to be retail outlets. However, other service businesses are also showing strong growth. One area the federation thinks is likely to take off over the next few years is property and building services. The survey also shows that the cost of getting into a franchise is dropping. The average start-up cost for a franchise is believed to be about A\$120,000 – down from A\$135,000 last year.

Business consultant Francine Gordon says that many small business owners lack basic management and business skills. Gordon is the author of *Franchising without Tears*. She says that most independent small business owners do not understand the basic functioning of a business. Gordon says that seven out of ten small businesses fail within five years. "With franchising, the risks of failure are lower, because a good franchise can provide a strong basic business model for franchisees to follow," she says. "A franchise is not a guarantee of success, but it certainly helps."

- 1 The AFF published its survey some time ago. T F
- 2 The boom in franchising in Australia has just started. T F
- 3 Franchising is growing at 15% per year. T F
- 4 The chairman of the AFF is satisfied with the growth in franchising in Australia. T F
- 5 The franchises in Australia are all of Australian origin. T F
- 6 Shops are the most popular forms of franchise at the moment. T F
- 7 Shops will continue to be the only real areas of growth in franchising. T F
- 8 To open a franchise now, you need at least A\$135,000. T F
- 9 According to Gordon, most independent small businesses fail because they do not sell enough. T F
- 10 It's less probable that a franchise will go out of business than an independent company. T F

2 Read this advertisement from the *Australian Franchising Bulletin* and complete the task.

SMART Kitchens

1 _____

SMART Kitchens caters for the home kitchen market, constructing kitchens from basic models right up to complex installations with the latest equipment from the US and Europe. Established in 1979, it has a proven record, having successfully installed more than 50,000 kitchens. The franchise system provides the strength and efficiency for design and production with high quality and service. Franchisees will be qualified builders, carpenters, etc, and need to be friendly and outgoing.

There are 30 franchises in Australia and eight in New Zealand, with plans for further expansion.

2 _____

Capital required: A\$150,000
 Fees: A\$1,000/month
 Advertising charge: cities - A\$3,000/month;
 country - A\$1,500/month
 Target turnover: cities - A\$100-150,000/month;
 country - A\$70,000-100,000/month

3 _____

Includes initial and ongoing training, marketing support, group advertising, group buying, and technical and management back-up.

4 _____

Rebecca Harris,
 Smart Kitchens Pty Ltd,
 1 Canberra Parade,
 Oakleigh, Melbourne,
 Victoria 3012

Telephone: (03) 9325 7300
 Fax: (03) 9325 7350
 E-mail: rebecca.harris@smartkitchens.com

For 1-4 above, choose the best title from a-g below.

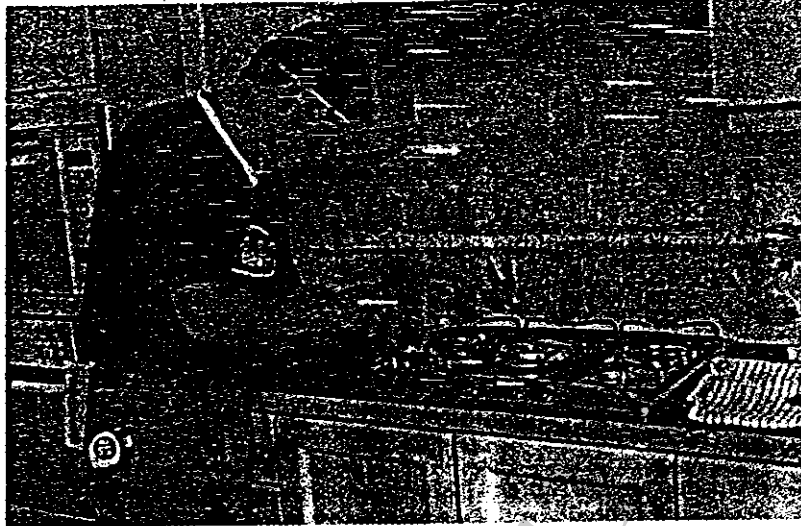
- a) The chances of success
- b) Contact
- c) Franchisor support
- d) Financial aspects
- e) Legal issues
- f) Our franchise system
- g) Boom and bust

3 Using the information in brackets, write an e-mail to Rebecca Harris at Smart Kitchens saying that you would like to become one of their franchisees. Say:

- where you want to open the franchise (Darwin)
- how much business experience you have (three years as an independent installer with two employees)
- how much kitchen-building experience you have (ten years as an installer working for someone else before you started your own business three years ago)
- how much capital you have (A\$50,000). You want to know if this is enough.

Ask her to phone you to discuss the possibilities - your number is Darwin (08) 3452 8934. Close appropriately.

B Speaking



KEY VOCABULARY

Lending

Match the expressions on the left with the definitions on the right.

5

- | | |
|--------------------------|--|
| 1 principal | A the amount you pay to the lender for a loan |
| 2 interest | B the main part of a loan |
| 3 security or collateral | C to fail to make repayments |
| 4 default | D the percentage at which interest is charged |
| 5 interest rate | E a type of loan made by a bank when you spend more money than you have in your bank account |
| 6 overdraft | F something the lender can take and sell if you do not make repayments |

1 Role play 1 is for two speakers.

6 A is Rebecca Harris, the person from Smart Kitchens who deals with new franchisees.

B is interested in becoming a franchisee of Smart Kitchens.

A looks at this page. B turns to page 125.

SPEAKER A

Role play 1

Phone B to get more details about the information B sent in their e-mail. Start by thanking B for their e-mail, and then use the notes below as a basis for your questions.

3 years as an independent installer with 2 employees

Successful? Sales per year? Who were employees? Will they continue?

10 years as an installer working for someone else before you started your own business 3 years ago

Why take franchise now? Not successful? (Be tactful about this.)

A\$50,000 capital

Not enough. A\$150,000 minimum. Possible to get bank loan?

You have another question:

Like dealing with people? Friendly?

Close the conversation politely and ask B to get back in touch when they have enough capital.

Role play 2 is for two speakers.

7

A works at a bank on loan applications.

After the conversation with Rebecca Harris, B goes to their bank to ask for a loan in order to start a franchise.

A looks at this page. B turns to page 125.

SPEAKER A

Role play 2

After some small talk, ask B:

- about their background in the kitchen installing business
- who they intend to work with
- how much capital they require and what they need it for
- what the probable turnover will be and if this is realistic
- how much capital they already have
- if they can offer anything as security, such as their house

End the conversation by saying that you will consider the application and will be back in touch soon.

Role play 3 is for two speakers.

A few days later, A phones B with a decision.

8

A looks at this page. B turns to page 125.

SPEAKER A

Role play 3

Use these notes to explain your decision.

- you have checked the Smart Kitchens franchise system – seems to be OK
- you have seen their advertising – have even thought about getting one installed yourself
- you can approve loan of AS100,000, but over three years rather than five
- loan to be secured on B's house – if B cannot make repayments, bank has the right to take and sell B's house. B understands and accepts this?

End the conversation by saying that B can think about the offer and let the bank know in a few days.

C Listening

KEY EXPRESSIONS

Unjustified complaints

Look again at the language of complaints on page 8. Now look at these expressions for replying politely to complaints that are unjustified.

- a) I think there's been a misunderstanding.
- b) If you take a closer look, I think you'll find that ...
- c) Try turning it down a bit.
- d) If you look in the instruction manual, you'll see the required settings.
- e) Are you sure it's connected OK?

You can respond by saying:

My mistake. I didn't ...

OK. I see now. I didn't realise you had to ...

Oh right. I didn't know about that.

OK. I've got it now. I didn't understand ...

I see. If all else fails, read the instructions!

- 1 **9** Listen to the complaints from customers of one of Smart Kitchens' franchisees. Which of the first group of expressions above (a-e) do you hear in each conversation? One of the conversations does not contain any of the expressions. Show this by putting a cross (X) next to the conversation.

1 _____ 3 _____ 5 _____
2 _____ 4 _____

- 2 Now listen to the recording again. Below are some possible continuations of the conversations. Which continuation goes with which conversation?

- a) Yes, but your quote could have been clearer, all on one page. If I'd known it was going to be this expensive, I wouldn't have had a new kitchen in the first place. _____
- b) Oh right. I didn't know about that. I thought the guys who did the installation took the old stuff away as well. _____
- c) My mistake. How stupid of me. I'm always getting mixed up with dates. Sorry about that. _____
- d) Right. I didn't know about that. I'll go and look at it now. I seem to remember the switch being mentioned in the instructions for use. _____
- e) I see. Same old story. If all else fails, read the instructions! I'm glad about that: i don't like cold beer! _____

- 3 **10** Listen to this interview with a bank executive talking about how their bank decides which small businesses to give loans to. Which of the expressions below occur in the interview?

- a) loans
- b) accounts
- c) cheques
- d) personal finances
- e) amounts
- f) overdrafts
- g) strategy
- h) business plan
- i) sales
- j) revenue
- k) debts
- l) costs
- m) repayments
- n) profit

4 Now listen to the recording again and choose the correct alternative to answer the questions.

13

- 1 How many years has this bank executive dealt with loans?
a) three b) five c) ten
- 2 In deciding whether to make a loan to an existing client, which of these things does the speaker *not* mention?
a) personal contact b) the type of business they are in c) overdrafts
- 3 If you start a business from scratch, does the business already exist?
a) yes b) no c) sometimes
- 4 The speaker mentions the personal finances of people asking for business loans because _____.
a) the bank may want to ask them to use their own money to repay the loan
b) someone's personal finances are a good guide to how they will run a business
c) if they have enough money themselves, they shouldn't need a loan
- 5 In deciding whether to give a loan, the most important thing is the _____.
a) business plan b) type of business c) attitude of the borrower
- 6 When asked what they mean by "realistic", the speaker says, "That's the \$64,000 question." By this, the speaker means that _____.
a) someone has asked for a loan of \$64,000
b) \$64,000 is the maximum that the bank will lend
c) it's a very important question, but a difficult one to answer
- 7 In deciding if a business plan is realistic, the bank analyses _____.
a) probable sales and costs for the business
b) research into the type of business the loan is for
c) the probable future direction of the economy as a whole
- 8 The last question asked by the interviewer is about _____.
a) the attitudes of banks to lending to small businesses
b) the idea that lending is limited by general economic growth
c) banks' attitudes to types of business they don't know anything about
- 9 The bank executive says that banks have to be careful about lending because _____.
a) of government regulations
b) they want to limit the number of bad loans
c) banks don't like lending to small businesses
- 10 The speaker says that banks are not charities. Charities are _____.
a) government departments
b) small businesses
c) organisations whose purpose is to help people, bring benefits to society, etc. rather than to make a profit

Vocabulary & Notes

(13)

Key vocabulary

negotiating a loan	洽谈一笔贷款
complaining about poor performance	投诉(产品)性能不好
commentary /'kɒməntəri/ <i>n.</i>	注释, 解说词
boom /bu:m/ <i>n.</i>	繁荣
booming <i>adj.</i>	急速发展的
bust /bʌst/ <i>n.</i>	半身像, 胸像, (妇女的)胸部; (经济上的)崩溃, 不景气
to take off	(喻)经济上起飞

(14)

A Reading and writing

Bill Hawke	比尔·霍克(人名)
Francine Gordon /frɑ:n'si:n gɔ:dn/	弗朗辛·戈登(人名)
franchising <i>n.</i>	特许经营
The Australian Franchise Federation (AFF)	澳洲特许经营联盟
unveil /ˌʌn'veɪl/ <i>vt.</i>	使公诸于众
sector <i>n.</i>	行业, 部门
recession /rɪ'seʃ(ə)n/ <i>n.</i>	工商业之衰退, 不景气
outlook <i>n.</i>	前景
retail outlets	零售店
service business	服务业
property /'prɒpəti/ <i>n.</i>	财产, 所有物
consultant /kən'sʌltənt <i>n.</i>	顾问, 商议者
guarantee /ˌgærən'ti:/ <i>n.</i>	保证, 保证书
bulletin /'bʊli:tɪn/ <i>n.</i>	公告, 报告
Smart Kitchens Pty Ltd	斯马特厨具有限公司(公司名)
to cater for	提供(服务)
target turnover	目标营业额
initial /ɪ'nɪʃ(ə)l/ <i>adj.</i>	初始的
ongoing <i>adj.</i>	正在进行的
group advertising	集团广告
group buying	集团购买
back-up <i>n.</i>	支持

B Speaking

Key vocabulary

principal /'prɪnsɪp(ə)l <i>n.</i>	本金
interest <i>n.</i>	利息

interest rate	利率
collateral /kə'leɪtə(r)əl/ <i>n.</i>	附属抵押品(担保品) ([同] collateral security)
default /dɪ'fɔ:lt/ <i>n.</i>	拖欠
overdraft /'əʊvədra:ft/ <i>n.</i>	透支(额)透支

Role play 1


Rebecca Harris	丽贝卡·哈里斯(人名)
installer <i>n.</i>	安装工

Role play 2

probable <i>adj.</i>	很可能的, 大概的
security /sɪ'kjʊərəti/ <i>n.</i>	抵押品

C Listening

Key expressions

unjustified <i>adj.</i>	未被证明为有理的, 错的
complaint <i>n.</i>	抱怨
instruction manual	使用说明, 操作指南
settings <i>n.</i>	设置
 Turning it down a little bit.	把声音调小一点。
<i>Exercises 1 & 2</i>	
continuation /kən'tɪnju'eɪʃ(ə)n/ <i>n.</i>	继续; 续集, 续篇
quote /'kwəʊt/ <i>n.</i>	报(价)
installation /ɪnstə'leɪʃ(ə)n/ <i>n.</i>	安装, 装置
mixed up	混合
switch <i>n.</i>	开关, 电闸
calculation /ˌkælkju'leɪʃ(ə)n/ <i>n.</i>	计算, 考虑
oven /'ʌv(ə)n/ <i>n.</i>	烤箱, 炉
operate /'ɒpəreɪt/ <i>v.</i>	操作, 运转, 开动
to switch on	接通
confirm /kən'fɜ:m/ <i>v.</i>	确定, 批准
fridge /frɪdʒ/ <i>n.</i>	电冰箱
mobile /'məʊbaɪl/ <i>adj.</i>	可移动的(此处指 mobile phone 移动电话)
freezer <i>n.</i>	冷藏室
<i>Exercises 3 & 4</i>	
executive /ɪg'zekjʊtɪv/ <i>adj.</i>	实行的, 执行的, 行政的
a bank executive	银行主管
loan <i>n.</i>	(借出的)贷款
revenue /'revənju:, (US)'revənu:/ <i>n.</i>	收入, 国家的收入; 税收
personal finances	个人理财
repayment /ri:'peɪmənt/ <i>n.</i>	偿还(的款项)
strategy /'strætədʒi/ <i>n.</i>	策略, 战略
to make a loan to an existing client	贷款给老客户
to start a business from scratch	白手起家
charity /'tʃærəti/ <i>n. (pl.)</i>	慈善, 施舍, 慈善团体

Tapescript

interviewer /'intəvju:ə(r)/ *n.* 会见者

criterion /kraɪ'tɪərɪən/ (*pl. criteria*) *n.*

标准, 规范

in existence

存在, 现有

in order

井然有序

overestimate /'əʊvər'estɪmənt/ *vt.*

评价过高

n.

估计的过高, 评价的过高

potential /pə'tenʃ(ə)l/ *adj.*

可能的, 潜在的

3.2 Have their company's accounts with the bank been in credit all the time? 他们公司的银行账户上一直有存款吗?

PAYAP UNIVERSITY

APPENDIX D

SAMPLE UNIT FROM FIRST INSIGHTS OF BUSINESS 1

PAYAP UNIVERSITY

4 Troubleshooting

解决问题

In this unit:

- **Language Focus**
Should, ought to: making recommendations
Pronunciation: polite intonation
- **Skills**
Writing: clauses of purpose
Reading: Ford's spy team
Listening: project management and troubleshooting
- **Vocabulary**
Troubleshooting
Synonyms and word building
- **Business Communication**
Report writing: recommendations



Key Vocabulary

4.1 Sometimes companies realise that they are not achieving their **goals** or objectives effectively, that is, they are not getting the results they need. In this case they have to re-plan their **strategy**. It can be useful to get an outsider, e.g. a **management consultant**, to analyse the company's performance and recommend changes to make it more efficient. A **SWOT analysis** can be useful, that is, an analysis of the company's strengths (S) and weaknesses (W) and also of the opportunities (O) and threats (T) that face the company. **Troubleshooting**, or solving problems, is a necessary part of running a company.

Lead-in

1 The fashion model agency IMG solves a problem through successful troubleshooting strategies. Read the text and complete the notes.

A Model Manager

- | | |
|--------------|---|
| Company | IMG |
| History | One of the best-known model agencies in the industry for many years with an excellent reputation as a fashionable, forward-looking company. |
| The problem | The company loses its reputation as one of the best and needs a new strategy. |
| The solution | The board appoints a new Managing Director, Jonathan Phang. He has over fifteen years of experience in the model industry. |
| The strategy | Jonathan's main tasks are to find new models, to generate more awareness of what the agency is all about, and to encourage girls from other agencies to switch* to IMG. He also has to cut costs to make the agency more profitable and stop representing models who aren't making money. |
| The result | IMG is now attracting excellent models, which means they are also attracting more clients and doing well financially. |

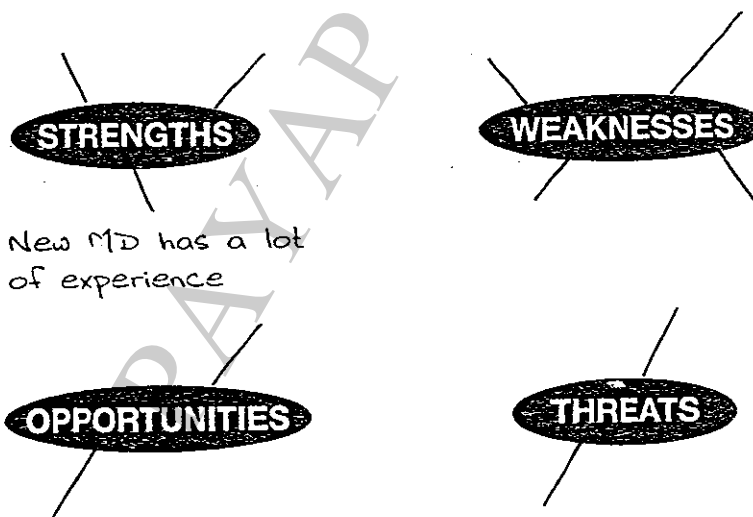
* to switch: to change



Past problem:	The company's ¹ _____ was in danger.
Solution:	Recruit ² _____.
The strategy:	<ul style="list-style-type: none"> • Make the agency well-known. • Persuade ³ _____ to join the agency. • Reduce ⁴ _____ and improve ⁵ _____. • Not represent models ⁶ _____.
The results:	<ul style="list-style-type: none"> • ⁷ _____ join the company. • The company has more ⁸ _____. • The company makes more ⁹ _____.

2 Work in pairs and use the points below to complete a SWOT analysis for IMG at the time Jonathan Phang joined the company.


- In the past—one of the best known companies. (4)
- Model agency business is very competitive. A lot of other agencies are looking for good models too.
- IMG no longer has a reputation for being fashionable or forward-looking.
- New MD has a lot of experience.
- IMG is looking for new models.
- IMG has models who are not earning money for the company.
- MD has ability to make good financial decisions.
- All model agencies are looking for new models.
- Models switch to good agencies quickly.
- Profits can be excellent for a successful company.



3 Compare your SWOT analysis with a new partner. Are there any differences? If there are, why? (5)


Language Focus

Should and ought to: making recommendations

1  4.2 Two women talk about the way companies sell cars. Listen and put the five things they discuss in the order you hear them.



- | | | | |
|---------------------------------------|--------------------------|---|--------------------------|
| a women selling cars | <input type="checkbox"/> | d car dealers and manufacturers taking women more seriously | <input type="checkbox"/> |
| b children's car seats and car phones | <input type="checkbox"/> | e adverts containing product information | <input type="checkbox"/> |
| c 'soft sell' from dealers | <input type="checkbox"/> | | |

2  Listen again and complete the recommendations for change.

1 Car Dealers

- a Yes, they _____ us seriously.
- b Yes, they _____ more women selling cars.
- c The dealers are always men. I think they _____ a soft-sell approach.

2 Special Features

Children's car seats and car phones _____ available as standard.

3 Adverts

- a They _____ the adverts, too.
- b Yes, I think there _____ lots of product information in adverts.
- c They _____ us about things like petrol consumption.

3 Which two verbs do the women use to recommend change?

- 1 Are these verbs followed by
a infinitive? b infinitive without to? c gerund?
- 2 How do you make these sentences negative?
a *They should listen to women.*
b *They ought to include car phones in all new cars.*
- 3 How do you ask a question with *should/ought to*?

Now check your answers with the Grammar reference.

► Grammar Reference pages 155 and 156

Troubleshooting ■

Pronunciation Polite intonation

- ⑨ 1 4.3 When you make a recommendation using *should*, make sure your voice falls at the end of the sentence. Listen to these sentences.
- 1 They should take women more seriously.
 - 2 They should fit car phones.
 - 3 The adverts should give more information.

- ⑩ 2 4.4 Now listen and repeat.

Language Practice

1 Match each situation with a suitable recommendation or solution.

SITUATION	SOLUTION
1 We are losing our reputation as a first-class agency.	a We should try to offer something special and focus on excellent customer care.
2 Many of our models are not making money for the agency.	b The shareholders are very unhappy about this. We should find ways to improve the situation quickly.
3 The costs of running the agency are very high.	c The MD should decide not to represent these girls. He ought to attract new models.
4 The financial position is very weak.	d We should think of ways of reducing them.
5 The model agency business is very competitive.	e We should appoint someone with a new strategy to run the company.

2 Here is some advice on how to deal effectively with problems.

Which advice do you follow? Tick (✓) the boxes.

⑪

- 1 Don't avoid a problem, deal with it.
- 2 Don't see all problems as other people's problems. Focus on yourself.
- 3 Don't blame people, look for solutions.
- 4 Look at a problem as an opportunity—to learn something or to achieve something.
- 5 Think ahead to prevent problems.
- 6 When something is important, deal with it. Don't wait until it becomes urgent.
- 7 Don't always look for 'quick fixes', or temporary solutions. Identify the real cause of the problem and work to find a solution to this.
- 8 Don't try to change the things you can't change. Learn to accept them.

⑫

3 Now work with a partner. How are you similar and how are you different? Give each other advice.

⑬

unit four

Reading



1 The text is about Ford, the car manufacturer. In the Language Focus, Belinda and Anna made the following points:

14

- a An increasing number of women buy cars nowadays.
- b Car manufacturers should aim their advertisements at male and female buyers.
- c Car manufacturers and car dealers should take women buyers seriously and think about the different needs of male and female buyers.

Read the first paragraph only and say which of these points the writer makes.

15

2 Read the text and complete the summary on page 43.

Car giant sends in the spy girls

Hit squad to check on deals for women

by DAVID BENSON *Motoring Editor*

- 1 FORD has set up a female 'spy' team to visit dealers and make sure they treat women car buyers seriously and with respect.
- 2 The company says women now buy four out of every 10 new cars sold in Britain.
- 3 This is the highest proportion in Europe where the women buyers' share averages three in ten.
- 4 And Ford says the proportion of women buyers will continue to increase in the next decade.
- 5 The company's International Women's Marketing Panel will ensure that its products and service meet the needs of

female customers and that they get a fair deal.

6 It claims to be the only European car maker to have such a panel.

7 The team is made up of British women Ford workers and others from nine European countries. It has 16 permanent members supported by a sub-committee of 40. 'Its views are keenly sought* in research and vehicle appraisal programmes,** said a Ford spokesman.

8 'The panel's members also participate in advertising clinics* and go on 'mystery shops' during which they visit dealerships posing as* prospective buyers.'



9 'Reports are then fed back to senior management so that recommendations can be considered in future plans.'

- * *keenly sought*: [the panel's opinions] are taken very seriously
- * *appraisal programmes*: a series of tests
- * *advertising clinic*: a place to brainstorm or discuss ideas about advertising
- * *to pose as*: to pretend or make believe

The Express

Troubleshooting ■

Ford Motor Company has a ¹ _____ team called the International ² _____. The team has ³ _____ members and is made up of British ⁴ _____ and others from ⁵ _____ European countries. Their purpose is to visit dealers to check that ⁶ _____ take women's views and experiences seriously because women buy ⁷ _____ out of every ⁸ _____ cars in Britain. The team write ⁹ _____ for ¹⁰ _____ so that they can make recommendations for the future.

3 Work in pairs and do a SWOT analysis for Ford. (16)

Vocabulary

Synonyms

1 Look at these phrases from the article on Ford. All three refer to the same thing, in other words they are *synonyms*. (17)

car giant Ford car maker

Match a phrase on the left with a synonym phrase on the right.

PHRASE	SYNONYM
1 women's marketing panel	a to visit dealerships
2 women car buyers	b to ensure
3 to tour dealers	c female 'spy' team
4 to make sure	d female customers

Word building

2 Complete the table with words from the text. (18)

NOUN	VERB
1	to buy
2 an increase	
3	to produce
4 participation	
5 a visit	
6	to recommend

3 Choose five words from exercise 2 and write a sentence using each. (19)

Unit four

Writing Clauses of purpose

1 Clauses of purpose answer the question 'why...?' or 'what for...?'

Match each sentence a-c with one of the three patterns in the box below.

- a The panel exists in order to make sure that dealers take women car buyers seriously. (20)
- b Ford has set up a 'spy' team to tour dealers.
- c Reports are fed back to senior management so that they can consider the recommendations.

- 1 to infinitive...
- 2 in order... + infinitive with to
- 3 so that... / in order that (+ subject + verb)

2 Match each question with an answer.

SITUATION	SOLUTION
1 Why are we opening the office in Dublin?	a In order to make recommendations. (21)
2 What is the meeting for?	b In order to get information about dealers.
3 Why is Ford sending in 'spies'?	c To discuss the problems with sales.
4 Why is the consultant visiting?	d So that we can develop the Irish market.
5 Why is the company changing its advertising?	e So that more women buy its products.
6 Why are you planning for next year now?	f In order to make the company more profitable.
7 Why are you asking the models to leave?	g So that I can anticipate any problems and try to prevent them.

3 Combine the two parts to make one sentence.

Example:

We are opening an office in Dublin so that we can develop the Irish market. (22)

4 Work in pairs and answer the questions below. Use a clause of purpose for each.

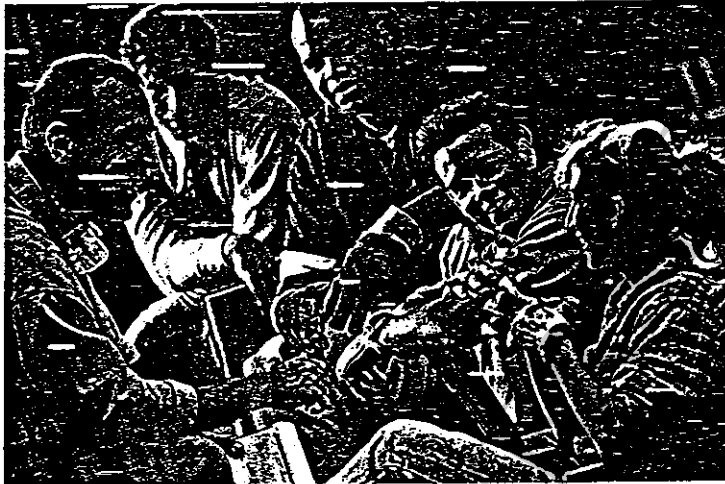
- 1 When companies are experiencing difficulties, why do they bring in people from outside such as management consultants?
- 2 Why do companies set up advisory panels? (23)
- 3 Why do companies have strategy meetings?
- 4 What is the purpose of the recommendation section of a report?

► Grammar Reference pages 158 and 159

Troubleshooting


Listening

1 You are going to listen to an interview with a manager about troubleshooting on large projects.



Before you listen, work in pairs and predict possible answers to the interviewer's questions.

- 1 Why do you think troubleshooting, or solving problems, is so important in business?
- 2 Are there any particular areas which are typical trouble spots?
- 3 Do you think that everyone has a role in troubleshooting and anticipating problems, or do you see it as only a managerial skill?
- 4 Do you have any tips for solving problems?
- 5 What's the one most important strategy to avoid problems?

2  4.5 Now listen to the interview and complete the manager's answers. Some gaps need more than one word.

- 1 Business is competitive in terms of _____ and _____.
- 2 Problems can _____ money and _____ time.
- 3 At the beginning of a project often people don't _____.
- 4 Planning helps to make sure that everybody _____.
- 5 In a project everybody should make sure that they _____ and anticipate problems.
- 6 It's important that a project team _____ well.
- 7 You should try to have a _____ spirit in a project.
- 8 In order to avoid problems you should be _____ about the number of people working on the project, the _____ and the _____ of the project.
- 9 When you put pressure on a project you _____.

3 Are the manager's answers similar to yours?

unit four

Business
Communication

Report writing: recommendations

1 You are going to write the recommendations to go at the end of a report. First read the memo from the Customer Services Assistant at Midwest Bank.

MIDWEST BANK plc

Memorandum

To: Susanna Santos Date: (27)

From: Subject: Customer Service Questionnaire

The findings of a recent survey of our customers show that customers are dissatisfied in the following areas:

- staff attitudes (rude and uninterested)
- local managers (don't have enough authority)
- bank charges (very high)
- service is not flexible
- self-service machines (unreliable)
- premises (unattractive)

Following discussions, I recommend that we do the following things (in order of priority):

- 1 We should...
- 2 ...

2 Work in pairs. Discuss the findings of the survey and agree an order of priority for dealing with the areas of dissatisfaction. (28)

Student A: You collected the results of the survey.
Student B: You are Student A's boss.

3 Decide on a recommendation for each point. (29)

4 Now write the recommendation section of the report. (30)

Example:

Recommendation

We should cut bank charges

Purpose

so that customers don't switch banks.

5 Work in pairs. (31)

Student A: From the IMG SWOT analysis (page 39) write a list of recommendations for IMG. Say what the purpose is of each recommendation.

Student B: Write a list of recommendations for the report that Ford's International Women's Marketing panel write for the Ford management. Say what the purpose of each recommendation is.

6 Read your partner's recommendations. Write some comments about the ideas, the grammar and the spelling. (32)

► Business Writing Workbook page 71

Troubleshooting ■

Final Task

Work in pairs. You work for a luxury goods company. Read your card and roleplay the meeting.

Student A: Read the card below. Student B: Read the card on page 149.



STUDENT A

Your partner is a colleague. Ask for his/her help with the following situations.

- 1 Your customers are moving to your competitors because their prices are low.
- 2 A new overseas customer is coming to visit your company for the first time.
- 3 One of your members of staff is working until very late every evening.
- 4 A new product is not selling well. You think there may be a design fault.

Now offer your partner some help with his/her problems.

Checklist for Unit 4:

- 1 What do you understand by the term *troubleshooting*?
- 2 What can you do to avoid problems?
- 3 What sort of analysis can you do to assess a company's situation?
- 4 What verbs can you use to make recommendations?
- 5 Why are you learning English? (Use a clause of purpose!)

APPENDIX E

ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 4 OF PSIBE1

PAYYAP UNIVERSITY

Analysis of Tasks 2, 6, 11, 12 And 18 in Unit 4 of PSIBE1

Title: PSIBE1		Publisher: DaLian University of Technology Press					
Tasks Without Output in This Unit: 1, 3, 4, 5, 7, 8, 9, 10, 13, 14, 15, 16 And 17							
Unit Number: 4		Task Number:	2	6	11	12	18
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph or diagram)					
		Oral words/phrases/sentences		?			
		Oral extended discourse			✓	✓	
		Written words/ phrases/ sentences	✓	?			✓
		Written extended discourse					
	B. Source	Materials	✓	✓	✓	✓	✓
		Learners			✓	✓	
	C. Nature of Content	Personal information/opinion					
		Fiction	✓	✓	✓	✓	✓
		Non-fiction					
		Linguistic items					
		Metalinguistic comment					
	2. PARTICIPATION	Learners individually simultaneously	✓	✓			✓
		Learners in pairs / One-to-one spoken interaction			✓	✓	
Learners in groups / Multi-person spoken interaction							
Learners to class / Spoken monologue							
3. PROCESS	A. Discourse Control Level	Initiate					
		Respond	✓	✓	✓	✓	✓
	B. Focus	Language system (rules, patterns, items or forms)					✓
		Meaning		✓			
		Meaning/system relationship (both meaning and form)	✓		✓	✓	
	C. Mental Operation	Repeat identically / repeat selectively	✓				
		Repeat with substitution					
		Review own foreign language output					
		Formulate/hypothesize language rule					
		Repeat with transformation					
		Repeat with expansion			✓	✓	
		Apply stated language rule					
		Formulate items into large unit					
		Hypothesize explanation/description/meaning of something					
		Decode semantic/propositional meaning					
		Select information	✓	✓			
		Categorize selected information					
		Translate from L1 to L2					✓
		Translate from L2 to L1					✓
Negotiate to accomplish communicative task				✓	✓		

Note: tasks marked with “?” have ambiguous directions for either oral or written output.

APPENDIX F

ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 7 OF PSIBE1

PAYYAP UNIVERSITY

Analysis of Tasks 2, 6, 11, 12 And 18 in Unit 7 of PSIBE1

Title: PSIBE1		Publisher: DaLian University of Technology Press						
Tasks Without Output in This Unit: 1, 3, 4, 5, 7, 8, 9, 10, 13, 14, 15, 16 And 17								
Unit Number: 7		Task Number:		2	6	11	12	18
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph or diagram)						
		Oral words/phrases/sentences		?				
		Oral extended discourse			✓	✓		
		Written words/ phrases/ sentences	✓	?				✓
		Written extended discourse						
	B. Source	Materials	✓	✓				✓
		Learners			✓	✓		
	C. Nature of Content	Personal information/opinion			✓			
		Fiction	✓	✓		✓	✓	
		Non-fiction						
		Linguistic items						
		Metalinguistic comment						
	2. PARTICIPATION	Learners individually simultaneously	✓	✓				✓
Learners in pairs / One-to-one spoken interaction				✓	✓			
Learners in groups / Multi-person spoken interaction								
Learners to class / Spoken monologue								
3. PROCESS	A. Discourse Control Level	Initiate			✓	✓		
		Respond	✓	✓			✓	
	B. Focus	Language system (rules, patterns, items or forms)						✓
		Meaning		✓	✓	✓		
		Meaning/system relationship (both meaning and form)	✓					
	C. Mental Operation	Repeat identically / repeat selectively	✓					
		Repeat with substitution						
		Review own foreign language output						
		Formulate/hypothesize language rule						
		Repeat with transformation						
		Repeat with expansion						
		Apply stated language rule						
		Formulate items into large unit						
		Hypothesize explanation/description/meaning of something						
		Decode semantic/propositional meaning			✓			
		Select information	✓	✓				
		Categorize selected information						
		Translate from L1 to L2						✓
		Translate from L2 to L1						
		Negotiate to accomplish communicative task				✓	✓	

Note: tasks marked with “?” have ambiguous directions for oral or written output.

APPENDIX G
ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 4 OF IBE1

PAYAP UNIVERSITY

Analysis of Tasks 1, 2, 3, 5, 8, 9, 10 And 11 in Unit 4 of IBE1

Title: IBE1		Publisher: University of Intel' Business and Economic Press									
Tasks Without Output in This Unit: 4, 6, 7, 12, 20, 30, 34 And Task 31 With Only Graphic Output											
Unit Number: 4		Task Number	1	2	3	5	8	9	10	11	
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)			✓						
		Oral words/phrases/sentences					?	?		?	
		Oral extended discourse		✓	✓	✓				✓	
		Written words/ phrases/ sentences	✓			✓	?	?			?
		Written extended discourse									
	B. Source	Materials	✓	✓		✓	✓			✓	✓
		Learners		✓	✓	✓			✓		✓
	C. Nature of Content	Personal information/opinion			✓	✓			✓		✓
		Fiction	✓	✓		✓				✓	
		Non-fiction							✓		✓
		Linguistic items						✓			
		Metalinguistic comment									
	2. PARTICIPATION	Learners individually simultaneously	✓					✓	✓		✓
		Learners in pairs / One-to-one spoken interaction		✓	✓	✓				✓	
Learners in groups / Multi-person spoken interaction											
Learners to class/Spoken monologue											
3. PROCESS	A. Discourse Control level	Initiate			✓				✓		
		Respond	✓	✓		✓	✓	✓		✓	
	B. Focus	Language system (rules, patterns, items or forms)						✓	✓		
		Meaning	✓		✓						
		Meaning/system relationship (Both meaning and form)		✓		✓				✓	✓
	C. Mental Operation	Repeat identically / repeat selectively	✓								
		Repeat with Substitution									✓
		Review own foreign language output									
		Formulate/hypothesize language rule									
		Repeat with transformation									
		Repeat with expansion					✓				
		Apply stated language rule			✓			✓	✓		
		Formulate items into large unit						✓			
		Hypothesize explanation/description/meaning of something									
		Decode semantic/propositional meaning									
		Select information	✓				✓				✓
		Categorize selected information									
		Translate from L2 to L1									
		Translate from L1 to L2									
Negotiate to accomplish communicative task			✓	✓	✓				✓		

Note: tasks marked with "?" have ambiguous directions for oral or written output.

Analysis of Tasks 13, 14, 15, 16, 17, 18 And 19 in Unit 4 of IBE1

Title: IBE1			Publisher: University of Intel' Business and Economic Press								
Tasks Without Output in This Unit: 4, 6, 7, 12, 20, 30, 34 And Task 31 With Only Graphic Output											
Unit Number: 4			Task Number	13	14	15	16	17	18	19	
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)	✓								
		Oral words/phrases/sentences									
		Oral extended discourse		✓							✓
		Written words/ phrases/ sentences	✓	✓	✓		✓	✓			
		Written extended discourse				✓				✓	
	B. Source	Materials	✓	✓	✓		✓			✓	
		Learners				✓			✓	✓	
	C. Nature of Content	Personal information/opinion				✓					
		Fiction	✓	✓	✓		✓			✓	
		Non-fiction									
		Linguistic items							✓		
		Metalinguistic comment									
	2. PARTICIPATION	Learners individually simultaneously		✓		✓	✓	✓	✓		
		Learners in pairs / One-to-one spoken interaction			✓						
Learners in groups / Multi-person spoken interaction								✓			
Learners to class/Spoken monologue											
3. PROCESS	A. Discourse Control Level	Initiate		✓			✓				
		Respond	✓		✓		✓	✓	✓		
	B. Focus	Language system (rules, patterns, items or forms)							✓		
		Meaning	✓	✓			✓				
		Meaning/system relationship (Both meaning and form)			✓	✓			✓		
	C. Mental Operation	Repeat identically / repeat selectively	✓								
		Repeat with Substitution									
		Review own foreign language output									
		Formulate/hypothesize language rule									
		Repeat with transformation									
		Repeat with expansion			✓					✓	
		Apply stated language rule									
		Formulate items into large unit									
		Hypothesize explanation/description/meaning of something									
		Decode semantic/propositional meaning							✓		
		Select information		✓	✓	✓		✓			
		Categorize selected information						✓	✓		
		Translate from L2 to L1									
Translate from L1 to L2											
Negotiate to accomplish communicative task			✓						✓		

Analysis of Tasks 21, 22, 23, 24, 25, 26 And 27 in Unit 4 of IBE1

Title: IBE1		Publisher: University of Intel' Business and Economic Press							
Tasks Without Output in This Unit: 4, 6, 7, 12, 20, 30, 34 And Task 31 With Only Graphic Output									
Unit Number: 4		Task Number	21	22	23	24	25	26	27
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)	✓	✓					
		Oral words/phrases/sentences							
		Oral extended discourse	✓	✓	✓	✓	✓	✓	✓
		Written words/ phrases/ sentences			✓		✓		✓
		Written extended discourse				✓			
	B. Source	Materials	✓	✓	✓	✓	✓	✓	✓
		Learners						✓	✓
	C. Nature of Content	Personal information/opinion						✓	
		Fiction			✓	✓	✓		✓
		Non-fiction	✓	✓				✓	
		Linguistic items							
	2. PARTICIPATION	Learners individually simultaneously							
		Learners in pairs / One-to-one spoken interaction	✓	✓	✓	✓		✓	✓
Learners in groups / Multi-person spoken interaction						✓			
Learners to class/Spoken monologue									
3. PROCESS	A. Discourse Control Level	Initiate	✓	✓				✓	
		Respond			✓	✓	✓		✓
	B. Focus	Language system (rules, patterns, items or forms)			✓				
		Meaning	✓	✓				✓	
		Meaning/system relationship (Both meaning and form)				✓	✓		✓
	C. Mental Operation	Repeat identically / repeat selectively							
		Repeat with Substitution							
		Review own foreign language output					✓		
		Formulate/hypothesize language rule							
		Repeat with transformation							
		Repeat with expansion							
		Apply stated language rule							
		Formulate items into large unit							
		Hypothesize explanation/description/meaning of something							
		Decode semantic/propositional meaning							
		Select information			✓	✓	✓		
		Categorize selected information				✓			
		Translate from L2 to L1							
		Translate from L1 to L2							
		Negotiate to accomplish communicative task	✓	✓	✓	✓	✓	✓	✓

Analysis of Tasks 28, 29, 32 And 33 in Unit 4 of IBE1

Title: IBE1		Publisher: University of Intel' Business and Economic Press						
Tasks Without Output in This Unit: 4, 6, 7, 12, 20, 30, 34 And Task 31 With Only Graphic Output								
Unit Number: 4		Task Number	28	29	32	33		
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)						
		Oral words/phrases/sentences				✓		
		Oral extended discourse		✓	✓			
		Written words/ phrases/ sentences	✓					
		Written extended discourse						
	B. Source	Materials	✓	✓	✓	✓		
		Learners	✓	✓	✓			
	C. Nature of Content	Personal information/opinion		✓	✓			
		Fiction	✓					
		Non-fiction		✓	✓			
		Linguistic items				✓		
	2. PARTICIPATION	Learners individually simultaneously	✓					
		Learners in pairs / One-to-one spoken interaction		✓	✓	✓		
		Learners in groups / Multi-person spoken interaction						
Learners to class/Spoken monologue								
3. PROCESS	A. Discourse Control Level	Initiate		✓	✓			
		Respond	✓			✓		
	B. Focus	Language system (rules, patterns, items or forms)	✓			✓		
		Meaning		✓	✓			
		Meaning/system relationship (Both meaning and form)						
	C. Mental Operation	Repeat identically / repeat selectively				✓		
		Repeat with Substitution						
		Review own foreign language output						
		Formulate/hypothesize language rule						
		Repeat with transformation						
		Repeat with expansion						
		Apply stated language rule						
		Formulate items into large unit						
		Hypothesize explanation/description/meaning of something		✓	✓			
		Decode semantic/propositional meaning						
		Select information						
		Categorize selected information						
		Translate from L2 to L1						
		Translate from L1 to L2						
Negotiate to accomplish communicative task			✓	✓				

APPENDIX H
ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 7 OF IBE1

PAYYAP UNIVERSITY

Analysis of Task 2 And Tasks3-10 in Unit 7 of IBE1

Title: IBE1		Publisher: University of Intel' Business and Economic Press										
Tasks Without Output in This Unit:: 1, 19 And 26												
Unit Number: 7		Task Number	2	3	4	5	6	7	8	9	10	
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)										
		Oral words/phrases/sentences		✓								
		Oral extended discourse	✓				✓	✓	✓	✓		
		Written words/ phrases/ sentences				✓	✓	✓			✓	
		Written extended discourse			✓							
	B. Source	Materials	✓		✓	✓	✓	✓				✓
		Learners		✓	✓				✓	✓		
	C. Nature of Content	Personal information/opinion										
		Fiction	✓		✓	✓	✓	✓	✓	✓	✓	
		Non-fiction										✓
		Linguistic items										✓
		Metalinguistic comment			✓							
	2. PARTICIPATION	Learners individually simultaneously		✓	✓	✓						✓
		Learners in pairs / One-to-one spoken interaction	✓							✓	✓	
		Learners in groups / Multi-person spoken interaction					✓	✓				
Learners to class/ Spoken monologue										✓	✓	
3. PROCESS	A. Level of Discourse Control	Initiate								✓	✓	
		Respond	✓	✓	✓	✓	✓	✓			✓	
	B. Focus	Language system (rules, patterns, items or forms)		✓								✓
		Meaning	✓			✓	✓	✓	✓	✓		
		Meaning/system relationship (Both meaning and form)			✓							
	C. Mental Operation	Repeat identically / repeat selectively				✓	✓	✓				✓
		Repeat with substitution										
		Review own foreign language output										
		Formulate/hypothesize language rule		✓								
		Repeat with transformation										
		Repeat with expansion										
		Apply stated language rule										
		Formulate items into large unit										
		Hypothesize explanation/description/meaning of something										
		Decode semantic/propositional meaning										
		Select information		✓			✓	✓				
		Categorize selected information										✓
		Translate from L2 to L1										
		Translate from L1 to L2										
Negotiate to accomplish communicative task	✓					✓	✓	✓	✓			

Analysis of Tasks 11-17 in Unit 7 of IBE1

Title: IBE1		Publisher: University of Intel' Business and Economic Press								
Tasks Without Output in This Unit:: 1, 19 And 26										
Unit Number: 7		Task Number	11	12	13	14	15	16	17	
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)								
		Oral words/phrases/sentences					✓			
		Oral extended discourse	✓		✓				✓	✓
		Written words/ phrases/ sentences		✓		✓				✓
		Written extended discourse								
	B. Source	Materials	✓	✓	✓	✓	✓	✓	✓	✓
		Learners					✓	✓	✓	✓
	C. Nature of Content	Personal information/opinion							✓	✓
		Fiction	✓	✓	✓	✓	✓	✓	✓	✓
		Non-fiction								
		Linguistic items								
	2. PARTICIPATION	Metalinguistic comment								
		Learners individually simultaneously		✓		✓	✓			
Learners in pairs / One-to-one spoken interaction		✓		✓				✓	✓	
Learners in groups / Multi-person spoken interaction										
3. PROCESS	A. Level of Discourse Control	Learners to class/ Spoken monologue								
		Initiate								
	B. Focus	Respond	✓	✓	✓	✓	✓	✓	✓	
		Language system (rules, patterns, items or forms)								
		Meaning		✓		✓		✓	✓	
	C. Mental Operation	Meaning/system relationship (Both meaning and form)	✓		✓		✓			
		Repeat identically / repeat selectively		✓	✓	✓		✓	✓	
		Repeat with substitution								
		Review own foreign language output								
		Formulate/hypothesize language rule								
		Repeat with transformation								
		Repeat with expansion								
		Apply stated language rule	✓							
		Formulate items into large unit								
		Hypothesize explanation/description/meaning of something								
		Decode semantic/propositional meaning							✓	
		Select information	✓	✓		✓		✓	✓	
		Categorize selected information				✓			✓	
		Translate from L2 to L1								
Translate from L1 to L2										
Negotiate to accomplish communicative task	✓		✓				✓	✓		

APPENDIX I
ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 4 OF SBE2

PAYYAP UNIVERSITY

APPENDIX J
ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 7 OF SBE2

PAYYAP UNIVERSITY

Analysis of Tasks 1, 4, 6, 7 And 8 in Unit 7 of SBE2

Title: SBE2		Publisher: (Oxford Designers & Illustrators) Fudan University Press					
Tasks Without Output in This Unit: 2, 3, 5, 9, 10, 11, 12, 13 And 14							
Unit Number: 7		Task Number	1	4	6	7	8
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)					
		Oral words/phrases/sentences					
		Oral extended discourse			✓	✓	✓
		Written words/ phrases/ sentences	✓				
		Written extended discourse		✓			
	B. Source	Materials	✓	✓	✓	✓	✓
		Learners		✓			
	C. Nature of Content	Personal information/opinion					
		Fiction		✓	✓	✓	✓
		Non-fiction					
		Linguistic items	✓				
		Metalinguistic comment					
	2. PARTICIPATION	Learners individually simultaneously	✓	✓			
Learners in pairs / One-to-one spoken interaction				✓	✓	✓	
Learners in groups / multi-person spoken interaction							
Learners to class / spoken monologue							
3. PROCESS	A. Discourse Control Level	Initiate					
		Respond	✓	✓	✓	✓	✓
	B. Focus	Language system (rules, patterns, items or forms)	✓				
		Meaning				✓	✓
		Meaning/system relationship (Both meaning and form)		✓	✓		
	C. Mental Operation	Repeat identically / repeat selectively					
		Repeat with substitution					
		Review own foreign language output					
		Formulate/hypothesize language rule					
		Repeat with transformation					
		Repeat with expansion		✓	✓	✓	✓
		Apply stated language rule	✓				
		Formulate items into large unit	✓				
		Hypothesize explanation/description/meaning of something					
		Decode semantic/propositional meaning					
		Select information			✓	✓	✓
		Categorize selected information					
		Translate from L2 to L1					
		Translate from L1 to L2					
Negotiate to accomplish communicative task			✓	✓	✓		

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APPENDIX K

ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 4 OF FIB1

Analysis of Tasks 3, 4, 5, 7, 8, 10, 13, 14 And 15 in Unit 4 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press										
Tasks Without Output in This Unit: 1, 2, 6, 9, 11, 12, 17, 20, 21, 26 And 27												
Unit Number: 4		Task Number	3	4	5	7	8	10	13	14	15	
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram),										
		Oral words/phrases/sentences						✓		✓		
		Oral extended discourse			✓	✓				✓		
		Written words/ phrases/ sentences	✓	✓		✓	✓					✓
		Written extended discourse										
	B. Source	Materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Learners								✓		
	C. Nature of Content	Personal information/opinion								✓		
		Fiction	✓	✓	✓	✓				✓	✓	✓
		Non-fiction										
		Linguistic items							✓			
		Metalinguistic comment						✓				
2. PARTICIPATION	Learners individually simultaneously	✓				✓	✓	✓		✓	✓	
	Learners in pairs / One-to-one spoken interaction		✓	✓					✓			
	Learners in groups / Multi-person spoken interaction											
	Learners to class / spoken monologue											
3. PROCESS	A. Level of Discourse Control	Initiate			✓				✓			
		Respond	✓	✓		✓	✓	✓		✓	✓	
	B. Focus	Language system (rules, patterns, items or forms)						✓	✓			
		Meaning	✓	✓	✓	✓				✓	✓	✓
		Meaning/system relationship (Both meaning and form)										
	C. Mental Operation	Repeat identically / repeat selectively	✓	✓		✓			✓		✓	✓
		Repeat with substitution										
		Review own foreign language output										
		Formulate/hypothesize language rule						✓				
		Repeat with transformation										
		Repeat with expansion								✓		
		Apply stated language rule										
		Formulate items into large unit										
		Hypothesize explanation/description/meaning of something										
		Decode semantic/propositional meaning									✓	
		Select information	✓			✓						✓
		Categorize selected information		✓								
		Translate from L2 to L1										
Translate from L1 to L2												
Negotiate to accomplish communicative task		✓	✓						✓			

Analysis of Tasks 16, 18, 19, 22, 23, 24 And 25 in Unit 4 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press								
Tasks Without Output in This Unit: 1, 2, 6, 9, 11, 12, 17, 20, 21, 26 And 27										
Unit Number: 4		Task Number	16	18	19	22	23	24	25	
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)								
		Oral words/phrases/sentences								
		Oral extended discourse	✓				✓	✓		
		Written words/ phrases/ sentences		✓	✓	✓	✓		✓	
		Written extended discourse	?							
	B. Source	Materials	✓	✓	✓	✓	✓	✓	✓	
		Learners	✓		✓				✓	
	C. Nature of Content	Personal information/opinion							✓	
		Fiction	✓				✓			✓
		Non-fiction								
		Linguistic items		✓	✓	✓				
		Metalinguistic comment								
	2. PARTICIPATION	Learners individually simultaneously		✓	✓	✓				✓
		Learners in pairs / One-to-one spoken interaction	✓					✓	✓	
Learners in groups / Multi-person spoken interaction										
Learners to class / spoken monologue										
3. PROCESS	A. Discourse Control Level	Initiate	✓		✓				✓	
		Respond		✓		✓	✓			✓
	B. Focus	Language system (rules, patterns, items or forms)		✓		✓				
		Meaning	✓		✓				✓	✓
		Meaning/system relationship (Both meaning and form)					✓			
	C. Mental Operation	Repeat identically / repeat selectively		✓						✓
		Repeat with substitution								
		Review own foreign language output								
		Formulate/hypothesize language rule								
		Repeat with transformation								
		Repeat with expansion			✓					
		Apply stated language rule		✓				✓		
		Formulate items into large unit				✓				
		Hypothesize explanation/description/meaning of something								
		Decode semantic/propositional meaning								
		Select information		✓	✓					✓
		Categorize selected information		✓						
		Translate from L2 to L1								
Translate from L1 to L2										
Negotiate to accomplish communicative task	✓						✓	✓		

Note: tasks marked with “?” have ambiguous directions for having written output or not.

Analysis of Tasks 28-34 in Unit 4 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press							
Tasks Without Output in This Unit: 1, 2, 6, 9, 11, 12, 17, 20, 21, 26 And 27									
Unit Number: 4		Task Number	28	29	30	31	32	33	34
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)							
		Oral words/phrases/sentences							?
		Oral extended discourse	✓	✓		✓		✓	
		Written words/ phrases/ sentences		✓	✓	✓	✓		?
		Written extended discourse							
	B. Source	Materials	✓	✓		✓		✓	✓
		Learners	✓	✓	✓	✓	✓		✓
	C. Nature of Content	Personal information/opinion	✓	✓		✓			
		Fiction	✓	✓		✓	✓	✓	
		Non-fiction							
		Linguistic items			✓				
		Metalinguistic comment					✓		
	2. PARTICIPATION	Learners individually simultaneously			✓		✓		✓
Learners in pairs / One-to-one spoken interaction		✓	✓		✓		✓		
Learners in groups / Multi-person spoken interaction									
Learners to class / spoken monologue									
3. PROCESS	A. Discourse Control Level	Initiate		✓		✓			
		Respond	✓		✓		✓	✓	✓
	B. Focus	Language system (rules, patterns, items or forms)			✓				
		Meaning	✓	✓		✓		✓	✓
		Meaning/system relationship (Both meaning and form)					✓		
	C. Mental Operation	Repeat identically / repeat selectively							
		Repeat with substitution							
		Review own foreign language output							
		Formulate/hypothesize language rule							
		Repeat with transformation							
		Repeat with expansion							
		Apply stated language rule			✓				
		Formulate items into large unit							
		Hypothesize explanation/description/meaning of something							✓
		Decode semantic/propositional meaning							
		Select information						✓	
		Categorize selected information							
		Translate from L2 to L1							
		Translate from L1 to L2							
Negotiate to accomplish communicative task	✓	✓		✓		✓			

Note: tasks marked with "?" have ambiguous directions for either oral or written output.

Analysis of Tasks 35-38 in Unit 4 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press							
Tasks Without Output in This Unit: 1, 2, 6, 9, 11, 12, 17, 20, 21, 26 And 27									
Unit Number: 4		Task Number	35	36	37	38			
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)							
		Oral words/phrases/sentences	?	?	?	?			
		Oral extended discourse							
		Written words/ phrases/ sentences	?	?	?	?			
		Written extended discourse							
	B. Source	Materials							
		Learners	✓	✓	✓	✓			
	C. Nature of Content	Personal information/opinion	✓	✓		✓			
		Fiction							
		Non-fiction							
		Linguistic items			✓				
	2. PARTICIPATION	Metalinguistic comment							
		Learners individually simultaneously	✓	✓	✓	✓			
		Learners in pairs / One-to-one spoken interaction							
Learners in groups / Multi-person spoken interaction									
3. PROCESS	A. Discourse Control Level	Learners to class / spoken monologue							
		Initiate	✓	✓					
	B. Focus	Respond			✓	✓			
		Language system (rules, patterns, items or forms)			✓				
		Meaning	✓	✓					
	C. Mental Operation	Meaning/system relationship (Both meaning and form)				✓			
		Repeat identically / repeat selectively							
		Repeat with substitution							
		Review own foreign language output							
		Formulate/hypothesize language rule							
		Repeat with transformation							
		Repeat with expansion							
		Apply stated language rule				✓			
		Formulate items into large unit							
Hypothesize explanation/description/meaning of something									
Decode semantic/propositional meaning									
Select information									
Categorize selected information									
Translate from L2 to L1									
Translate from L1 to L2									
Negotiate to accomplish communicative task									

Note: tasks marked with “?” have ambiguous directions for either oral or written output.

APPENDIX L
ANALYSIS OF TASKS REQUIRING OUTPUT IN UNIT 7 OF FIB1

Analysis of Tasks 4, 5, 6, 9, 10, 11, 12, 13 And 15 in Unit 7 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press										
Tasks Without Output in This Unit: 1, 2, 3, 7, 8, 14, 17, 19, 22, 23, 27, 29, 31, 33, 42 And 49												
Unit Number: 7		Task Number	4	5	6	9	10	11	12	13	15	
1. CONTENT	A. Form: Expected Output	Graphic (picture, illustration, photograph and diagram)										
		Oral words/phrases/sentences		?		?						
		Oral extended discourse		✓							✓	✓
		Written words/ phrases/ sentences		?	✓	?	✓	✓	✓	✓	✓	✓
		Written extended discourse										
	B. Source	Materials		✓		✓	✓	✓	✓	✓	✓	✓
		Learners		✓	✓						✓	✓
	C. Nature of Content	Personal information/opinion		✓	✓						✓	
		Fiction		✓			✓					
		Non-fiction									✓	✓
		Linguistic items					✓		✓			
		Metalinguistic comment								✓		
	2. PARTICIPATION	Learners individually simultaneously			✓	✓	✓	✓	✓	✓		
		Learners in pairs / One-to-one spoken interaction		✓							✓	✓
Learners in groups / Multi-person spoken interaction												
Learners to class / spoken monologue												
3. PROCESS	A. Discourse Control Level	Initiate		✓	✓							
		Respond				✓	✓	✓	✓	✓	✓	
	B. Focus	Language system (rules, patterns, items or forms)					✓	✓	✓	✓	✓	
		Meaning		✓	✓	✓						
		Meaning/system relationship (Both meaning and form)										✓
	C. Mental Operation	Repeat identically / repeat selectively				✓	✓	✓	✓		✓	
		Repeat with substitution										
		Review own foreign language output										
		Formulate/hypothesize language rule								✓		
		Repeat with transformation										
		Repeat with expansion										
		Apply stated language rule										
		Formulate items into large unit										
		Hypothesize explanation/description/meaning of something										
		Decode semantic/propositional meaning										
		Select information						✓	✓		✓	
		Categorize selected information						✓	✓	✓		
		Translate from L2 to L1										
Translate from L1 to L2												
Negotiate to accomplish communicative task		✓									✓	

Note: tasks marked with “?” have ambiguous directions for either oral or written output.

Analysis of Tasks 16, 18, 20, 21, 24, 25 And 26 in Unit 7 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press								
Tasks Without Output in This Unit: 1, 2, 3, 7, 8, 14, 17, 19, 22, 23, 27, 29, 31, 33, 42 And 49										
Unit Number: 7		Task Number	16	18	20	21	24	25	26	
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)								
		Oral words/phrases/sentences	?	?		?				
		Oral extended discourse			✓					
		Written words/ phrases/ sentences	?	?		?	✓	✓	✓	
		Written extended discourse								
	B. Source	Materials	✓	✓	✓	✓	✓	✓	✓	
		Learners			✓					
	C. Nature of Content	Personal information/opinion	✓		✓					
		Fiction								
		Non-fiction	✓	✓	✓	✓				
		Linguistic items					✓	✓	✓	
		Metalinguistic comment								
	2. PARTICIPATION	Learners individually simultaneously	✓	✓		✓	✓	✓	✓	
Learners in pairs / One-to-one spoken interaction				✓						
Learners in groups / Multi-person spoken interaction										
Learners to class / spoken monologue										
3. PROCESS	A. Discourse Control Level	Initiate	✓	✓	✓	✓				
		Respond					✓	✓	✓	
	B. Focus	Language system (rules, patterns, items or forms)					✓	✓	✓	
		Meaning	✓	✓	✓	✓				
		Meaning/system relationship (Both meaning and form)								
	C. Mental Operation	Repeat identically / repeat selectively						✓	✓	✓
		Repeat with substitution								
		Review own foreign language output								
		Formulate/hypothesize language rule								
		Repeat with transformation								
		Repeat with expansion								
		Apply stated language rule								
		Formulate items into large unit								
		Hypothesize explanation/description/meaning of something								
		Decode semantic/propositional meaning					✓			
		Select information	✓		✓	✓				
		Categorize selected information								
		Translate from L2 to L1								
		Translate from L1 to L2								
Negotiate to accomplish communicative task				✓						

Note: tasks marked with “?” have ambiguous directions for oral or written output.

Analysis of Tasks 28, 30, 32, 34, 35, 36 And 37 in Unit 7 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press									
Tasks Without Output in This Unit:: 1, 2, 3, 7, 8, 14, 17, 19, 22, 23, 27, 29, 31, 33, 42 And 49											
Unit Number: 7		Task Number		28	30	32	34	35	36	37	
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)									
		Oral words/phrases/sentences			✓	✓					
		Oral extended discourse							✓	✓	
		Written words/ phrases/ sentences	✓	✓			✓				
		Written extended discourse									
	B. Source	Materials	✓	✓	✓	✓	✓	✓	✓		
		Learners							✓	✓	
	C. Nature of Content	Personal information/opinion									
		Fiction							✓	✓	✓
		Non-fiction									
		Linguistic items	✓		✓	✓					
	2. PARTICIPATION	Learners individually simultaneously	✓	✓	✓						
		Learners in pairs / One-to-one spoken interaction				✓	✓	✓	✓	✓	
		Learners in groups / Multi-person spoken interaction									
		Learners to class / spoken monologue									
3. PROCESS	A. Level of Discourse Control	Initiate								✓	
		Respond	✓	✓	✓	✓	✓	✓	✓		
	B. Focus	Language system (rules, patterns, items or forms)	✓	✓	✓	✓					
		Meaning									✓
		Meaning/system relationship (Both meaning and form)						✓	✓		
	C. Mental Operation	Repeat identically / repeat selectively			✓	✓					
		Repeat with substitution									
		Review own foreign language output									
		Formulate/hypothesize language rule		✓							
		Repeat with transformation									
		Repeat with expansion									
		Apply stated language rule	✓						✓		
		Formulate items into large unit	✓								
		Hypothesize explanation/description/meaning of something									
		Decode semantic/propositional meaning									
		Select information							✓		
		Categorize selected information									
		Translate from L2 to L1									
Translate from L1 to L2											
Negotiate to accomplish communicative task								✓	✓	✓	

Analysis of Tasks 38, 39, 40, 41, 43, 44 And 45 in Unit 7 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press							
Tasks Without Output in This Unit:: 1, 2, 3, 7, 8, 14, 17, 19, 22, 23, 27, 29, 31, 33, 42 And 49									
Unit Number: 7		Task Number	38	39	40	41	43	44	45
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)							
		Oral words/phrases/sentences		?			?		
		Oral extended discourse	✓						✓
		Written words/ phrases/ sentences		?	✓	✓	?	✓	✓
		Written extended discourse							
	B. Source	Materials	✓	✓		✓	✓	✓	✓
		Learners	✓		✓		✓		
	C. Nature of Content	Personal information/opinion	✓		✓		✓		
		Fiction				✓	✓	✓	✓
		Non-fiction		✓	✓				
		Linguistic items							
		Metalinguistic comment							
	2. PARTICIPATION	Learners individually simultaneously		✓	✓	✓	✓	✓	
		Learners in pairs / One-to-one spoken interaction	✓						
Learners in groups / Multi-person spoken interaction								✓	
Learners to class / spoken monologue									
3. PROCESS	A. Discourse Control Level	Initiate	✓		✓		✓		✓
		Respond		✓		✓		✓	
	B. Focus	Language system (rules, patterns, items or forms)		✓					
		Meaning	✓		✓	✓	✓	✓	✓
		Meaning/system relationship (Both meaning and form)							
	C. Mental Operation	Repeat identically / repeat selectively				✓		✓	✓
		Repeat with substitution							
		Review own foreign language output							
		Formulate/hypothesize language rule							
		Repeat with transformation							
		Repeat with expansion							
		Apply stated language rule							
		Formulate items into large unit							
		Hypothesize explanation/description/meaning of something							
		Decode semantic/propositional meaning							✓
		Select information				✓	✓	✓	✓
		Categorize selected information		✓					
		Translate from L2 to L1							
Translate from L1 to L2									
Negotiate to accomplish communicative task	✓							✓	

Note: tasks marked with “?” have ambiguous directions for either oral or written output.

Analysis of Tasks 46, 47, 48, 50, 51, 52 And 53 in Unit 7 of FIB1

Title: FIB1		Publisher: (Pearson Education Limited) Foreign Language Teaching and Research Press							
Tasks Without Output in This Unit:: 1, 2, 3, 7, 8, 14, 17, 19, 22, 23, 27, 29, 31, 33, 42 And 49									
Unit Number: 7		Task Number	46	47	48	50	51	52	53
1. CONTENT	A. Form Expected Output	Graphic (picture, illustration, photograph and diagram)							
		Oral words/phrases/sentences				?			
		Oral extended discourse	✓	✓	✓		?	?	?
		Written words/ phrases/ sentences				?			
		Written extended discourse	✓				?	?	?
	B. Source	Materials	✓	✓		✓		✓	✓
		Learners					✓	✓	✓
	C. Nature of Content	Personal information/opinion				✓		✓	✓
		Fiction	✓	✓	✓			✓	✓
		Non-fiction					✓		
		Linguistic items							
		Metalinguistic comment							
	2. PARTICIPATION	Learners individually simultaneously				✓	✓	✓	✓
		Learners in pairs / One-to-one spoken interaction		✓					
Learners in groups / Multi-person spoken interaction		✓							
Learners to class / spoken monologue									
3. PROCESS	A. Discourse Control Level	Initiate	✓	✓	✓		✓	✓	✓
		Respond				✓			
	B. Focus	Language system (rules, patterns, items or forms)				✓			
		Meaning			✓		✓	✓	✓
		Meaning/system relationship (Both meaning and form)	✓	✓					
	C. Mental Operation	Repeat identically / repeat selectively							
		Repeat with substitution							
		Review own foreign language output							
		Formulate/hypothesize language rule							
		Repeat with transformation							
		Repeat with expansion							
		Apply stated language rule					✓		
		Formulate items into large unit							
		Hypothesize explanation/description/meaning of something							
		Decode semantic/propositional meaning							
		Select information							
		Categorize selected information							
		Translate from L2 to L1							
Translate from L1 to L2									
Negotiate to accomplish communicative task	✓	✓							

Note: tasks marked with “?” have ambiguous directions for either oral or written output.