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Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6) (2007)* and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6) (2007)**. It provides learning resources and teaching ideas for the development and implementation of the elective module "Learning English through Workplace Communication".

Aims

The rationale behind the package is that students will have ample opportunities to enrich their English learning experience and extend a range of language abilities through exploring workplace communication. Carefully designed and sequenced, the materials and activities in this package aim to:

- familiarise students with different types of workplace correspondence;
- develop students' understanding of the vocabulary, language, formats, style and conventions used in spoken and written communication in the workplace;
- help students to apply the knowledge and skills they have learned in their production of workplace-related texts; and
- enhance students' ability to carry out workplace-related activities through providing them with opportunities to practise and demonstrate their language and communication skills in simulated tasks.

How to use this resource package

This resource package comprises **student's handouts, teacher's notes, supplementary materials** and a **CD-ROM**. It consists of four units, "Describing Jobs and Companies", "Employment", "Brands and Advertising" and "Customer Service", which encompass the key learning focuses suggested in the SoW for the module, e.g. "Handling business telephone calls", "Memo writing", "Conventions and style of business letters", "Handling complaints" and "Job interviews". These units seek to expose students to a variety of text-types related to workplace communication and engage them in a range of communication tasks that simulate real work situations. Through engaging in activities, students acquire the basic knowledge and language needed for communication about work-related matters, and develop presentation, organisation and interpersonal skills. There are also self-access learning tasks that aim to encourage students to review and keep record of their own learning. Given the range of learning activities in this package, teachers are encouraged to exercise careful planning, be selective about the materials and freely adapt them to suit their school contexts and students' needs, interests and abilities.

* From this point forwards referred to as SoWs

Student's Handouts

The **student's handouts** (indicated by the page number prefix 'S') provide learning materials which enable students to explore the different text-types in the context of workplace communication. They also provide a variety of tasks that encourage students to process information, identify and solve problems, as well as produce both oral and written texts that are appropriate to the purpose, context and audience in the workplace. To facilitate the implementation of the learning tasks and to ensure that students are suitably challenged, it is recommended that the handouts be distributed at different stages during the course of the module according to the suggestions in the teacher's notes.

Teacher's Notes

The **teacher's notes** (indicated by the page number prefix 'T') provide explanations of teaching steps and alternative teaching suggestions as to how to carry out the activities. Where appropriate, teachers may feel free to select and flexibly adapt the activities into assessment tasks to promote learning and teaching.

To help teachers support "**less advanced students**" and stretch "**more advanced students**", additional suggestions are contained in the "**Catering for Learner Diversity**" boxes. **Suggested time allocations** have been provided for each learning activity for teachers' reference during lesson planning. However, the suggested time is for indicative purposes only and will vary according to students' needs and abilities. Teachers should use their professional judgement to gauge appropriate timings with a particular group of students in mind.

Supplementary Materials

The **supplementary materials** section provides additional teaching materials and resources for teachers' use and reference. The following items are included in this section:

Feedback forms for writing tasks and oral presentations are provided to facilitate peer or teacher assessment in the course of the module. A **Self-reflection Sheet** has also been included to encourage self-evaluation. Teachers should feel free to adapt the criteria on the forms to suit the needs of students.

Supplementary activities that aim to support the less advanced students and challenge those who are more advanced have been provided. Teachers are encouraged to make use of them to cater for students' diverse abilities and needs.

References to websites that contain materials helpful to the learning and teaching of English through workplace communication are included at the end of this package. The weblinks or addresses which were accurate at the time this package was published are yet subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

CD-ROM

The **CD-ROM** consists of an electronic version of the learning and teaching materials in this resource package, as well as recordings that support some of the learning activities in the package. The text files are available in both PDF and MS WORD formats for ease of use and adaptation. The audio recordings in the CD-ROM include clips of workplace presentations that help demonstrate delivery techniques as well as provide opportunities for students to practise their listening skills. Track numbers of the recordings are provided in the explanations for relevant activities as well as on the cover page of each unit in the teacher's notes.

To further support the implementation of the module, other relevant online teaching resource materials have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

Acknowledgements

We are most grateful to the English Language Centre, City University of Hong Kong, for their expert input in designing the materials for this resource package. Special thanks are due to Mark Brooke, Instructor at the English Language Centre, City University of Hong Kong, who was chiefly responsible for the development of this package.

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Unit 1 Describing Jobs and Companies

Describing Jobs

Section A: Group discussion

There are many different jobs not only in Hong Kong but around the world. Which job would you like to do later on?

Section B: Vocabulary

Learning Activity 1

Brainstorm jobs from A to Z below. Try to find a job for every letter of the alphabet.

Jobs	
Astronaut	N
B	O
C	P
D	Quality Controller
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Zoologist

Now test your classmate's pronunciation and spelling. You can ask the following:

- How do you pronounce this?
- How do you spell ... ?

Learning Activity 2

Match five jobs in column A to the descriptions in column B.

Column A Job	Column B Description
a. Advertising salespeople	... help customers with their banking activities.
b. Tellers	... analyse and convert spoken or written words from one language into another.
c. Market researchers	... sell airtime on radio and TV stations and page space in newspapers and magazines.
d. Interpreters and translators	... try to solve client complaints.
e. Customer service representatives	... perform a variety of clerical and administrative tasks needed to run an office.
f. Chefs	
g. Merchandise displayers	
h. Secretaries	
i. Computer programmers	
j. Buyers and purchasing agents	

Learning Activity 3

In your groups, write descriptions of three jobs and test the class (you might like to use the jobs you wrote down in Learning Activity 1).



Learning Activity 4

You are going to play a card game called Pelmanism. In groups of three or four, put the cards face up on the table. Match each job title with the appropriate job description. Then turn the cards face down and mix them up. Take it in turns to turn over two cards (a job and a description). If the cards go together, you keep them and play again. If they do not match, turn them face down. The player to your left will then continue. The student with the most cards at the end of the game is the winner. Below are examples of the cards that you will get from your teacher.

Builder	<i>constructs buildings from plans.</i>
Policeman	<i>protects people from crime.</i>

Learning Activity 5

Our Pelmanism – you are going to make your own card game with five jobs and their descriptions for another group to match. Write down your ideas below.

1. _____
2. _____
3. _____
4. _____
5. _____

After you have decided on the jobs and their descriptions for your game, write them separately on the cards on the next page. Swap your cards with another group and see if you can match theirs.

Learning Activity 6

Read about Jane's and John's hopes for the future. When you have guessed the job they would like to have, put your hand up.



How about you?

What job would you like to apply for when you graduate? Tell a partner.

Section C: Seeking career advice

A *Careers Advisor* is someone who helps people to think and make choices about the kind of job they might find interesting when they leave school.

This is a question that might be asked by an advisor. **Would you like to travel a lot for your job?**

Learning Activity 1

Part A

Below is a list of descriptions of activities. Identify the job that each activity refers to. You can provide more than one job as in one of the examples below. Complete the list before you compare your answers with a partner.

1.	travel abroad – <i>tour guide</i>
2.	work nights – <i>nurse / copy editor</i>
3.	work outside
4.	help others in need due to illness
5.	educate or train others
6.	protect people
7.	work with children
8.	drive a vehicle
9.	operate a computer
10.	design and create buildings
11.	buy products
12.	work from home
13.	persuade others to buy things
14.	repair things
15.	clean things

Part B

Think of three more activities not mentioned that are important and three jobs to go with them. Write your ideas here:

1. _____
2. _____
3. _____

Learning Activity 2

Work in groups of four. You and your partner are going to take turns to interview each other about the kind of activities that you like to do. After the interview, you will discuss with another classmate in order to come up with a job that you will suggest to your partner.

Part A

In your group, with the help of the example given, write out eight other questions that you would like to ask your partner. You can use the following to help you:

Yes / No questions	Open questions
Does the job that interests you involve...? Do you prefer...or...? Do you like...? Do you enjoy...? Do you intend to...? Do you hope to...? Would you like to...? Would you mind...?	Which languages will you need? Where do you think you will work? Who would you like to work with? What kind of skills do you hope to learn? What type of work interests you?

Example:

1. Do you prefer working inside or outside?

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Part B

With the questions that you have prepared in Part A, interview your partner and write the answers down on a sheet of paper.

Part C

Using the note sheet on the next page and based on the answers that you got from your partner in Part B, pair up with another classmate to discuss what will be a suitable job for the partner you interviewed. Complete the note sheet but do not report to your partner yet.

Note sheet

A job for your partner

We think the field of is a good match for you.

You would be a good (job).

This is because you enjoy (interests)

and you're good at

.....

Also, you would like to learn about (skills)

.....

Another reason is you (don't like... / are not good at...)

..... and

.....

Other reasons (if any):

.....

.....

Section D: Telephoning

Learning Activity

Before sharing the results of your discussion in Learning Activity 2 of Section C with the rest of the class, you should conduct a telephone role-play to make an appointment with your partner.

Part A

Before doing the role-play, match the language and functions below. The first has been done for you.

Useful language

1. Confirming	1= D	A. Let me just repeat that.
2. Suggesting a meeting	2=	B. Can I take a message?
3. Negotiating a time	3=	C. Could we meet?
4. Repeating	4=	D. Yes that's fine. See you then.
5. Taking messages	5=	E. I'm free at... Is that ok for you?
6. Explaining the purpose of a call	6=	F. May I know who's calling please?
7. Reassuring	7=	G. Could you please tell me what it's about?
8. Identifying the caller	8=	H. I'll make sure s/he gets the message.
9. Asking about the purpose	9=	I. I'm phoning about...
10. Identifying yourself	10=	J. I'd like to speak to...
11. Asking for the connection	11=	K. This is...

Telephoning – functions and language

<p>Identifying yourself</p> <p>This is speaking.</p>	<p>Asking for the connection</p> <p>I'd like to speak to ... Could you put me through to ...?</p>
<p>Reassuring</p> <p>I'll make sure she gets the message. I'll tell her / him that you called.</p>	<p>Giving technical reasons</p> <p>It's a terrible line. I can't hear you very well.</p>
<p>Explaining the purpose</p> <p>I'm calling about ... The reason I'm calling is ... It's in connection with ...</p>	<p>Asking about the purpose</p> <p>Could you please tell me what it's about? What's it in connection with?</p>
<p>Giving excuses</p> <p>I'm afraid s/he's not in at the moment. I'm sorry, but s/he's busy at the moment.</p>	<p>Taking messages</p> <p>Can I take a message? Could I leave a message?</p>
<p>Identifying the caller</p> <p>Who's speaking please? May I ask who is calling?</p>	<p>Making the connection</p> <p>Just a moment. I'm putting you through.</p>
<p>Explaining the purpose of a call</p> <p>It's concerning ... I'm phoning about ...</p>	<p>Repeating</p> <p>Could you just go over that again, please? Let me just repeat that?</p>
<p>Suggesting a meeting</p> <p>Could we fix a meeting? Could we get together? I'd like to see you on ...(day) at ...(time).</p>	<p>Negotiating a time</p> <p>Could you manage next Thursday? I'm free at. ...Is that ok for you? Would ...suit you?</p>
<p>Confirming</p> <p>OK then, (date / time) ...at my office. Yes, that's fine. See you ...</p>	

Part B

Arranging an appointment by telephone

Before you can talk about your findings with your partner, you have to telephone her / him to make an appointment to meet. You should agree on a day, time and place that are convenient for you both. You are quite busy in the next three days as you can see from the timetable that your teacher will give you. So is your partner. Try to find a time slot of **at least 45 minutes** when you can both meet. You cannot meet before 8 am or after 7 pm.

Useful phrases

Are you free at ...(time) on ...(day)?
What are you doing at ...(time) on ...(day)?



Part C

Sharing

After you have made an appointment with your partner, share with her / him what you think might be a suitable job for her / him.

Schedule for Student A or C

Tuesday

8.00 – 9.00 swimming
 9.00 – 11.00 meeting friends
 11.00 – 12.00 Maths lesson
 12.45 – 1.30 lunch with friends
 2.30 – 3.15 English lesson
 4.00 – 5.30 Chemistry lesson
 6.30 – 7.45 playing basketball

Wednesday

8.00 – 9.00 jogging
 9.00 – 11.00 Science lesson
 12.00 – 1.00 dentist
 2.00 – 4.00 English test
 4.45 – 5.45 meeting with friends
 6.30 – 7.00 playing basketball

Thursday

8.00 – 9.00 cycling
 10.00 – 11.30 lessons at school
 12.30 – 1.30 lunch with friends
 2.00 – 3.00 meeting class teacher
 3.45 – 4.00 Maths lesson
 4.45 – 6.00 playing basketball
 7.00 – 9.00 watching a good film on TV

Schedule for Student B or D

Tuesday

9.00 – 9.30 English lesson
 10.15 – 11.15 meeting friends
 11.30 – 12.45 going to the library
 12.45 – 1.30 lunch with friends
 1.30 – 3.00 playing tennis
 3.00 – 4.00 Maths lesson
 5.30 – 7.00 doing homework

Thursday

9.00 – 10.30 dim sum with friends
 11.00 – 12.30 writing Chinese History essay
 12.30 – 1.30 lunch with friend
 2.30 – 3.00 Putonghua lesson
 3.45 – 4.00 break
 4.15 – 6.00 doing homework
 7.00 – 9.00 birthday dinner for me

Wednesday

9.00 – 9.30 meeting friends
 10.30 – 12.00 doing a test for Physics
 12.45 – 2.00 lunch
 2.30 – 3.30 English lesson
 3.30 – 4.00 Biology lesson
 4.45 – 6.45 playing football

Section E: Business memo writing

Learning Activity

You received three phone calls from your boss, Ruth Marsh, the General Manager, instructing you to write a few memos on her behalf. Before you listen to the recording, read the notes on memo writing on the next page. As you listen to the recording for the first time, jot notes on a separate sheet of paper. When the recording is played again, draft memos of 30 words or less for different staff members in the space provided.

Memo 1

To: Anne Oxford
 From: Ruth _____
 Time and date: 2pm, _____
 Subject: Factory visit
 Message: Please let David know whether you _____

Memo 2

To: Melani _____
 From: _____
 Time and date: _____
 Subject: Meeting with _____
 Message: David cannot meet the Sales Team today because _____

Memo 3

To: _____
 From: _____
 Time and date: _____
 Subject: _____
 Message: _____

Memos

Memos are normally short, concise messages written by company staff for company staff. Consequently, the tone should be different from very formal letters as you normally know the people you are writing to. Memos can be written for the following reasons:

- Requesting action or information
- Giving information
- Making suggestions and recommendations
- Sorting out problems
- Warning

The reader(s) could be one person or all employees. The organisation of a memo is normally the same. Look at the following memos:

1. To: John
From: Anne
Date: 24 May 20XX
Subject: Exhibition
Message: As you're going to the exhibition next Saturday, can you tell me which MTR stop is the nearest?
Thanks
2. To: All staff
From: Director
Time and date: 2 pm, Friday, 30 Jan 20XX
Subject: Unpleasant behaviour
Message: It has come to my attention that one of our members of staff was rude to one of the security officers in the car park this morning. Could I ask you all to please be polite to these employees?
Regards
3. To: All new staff
From: Human Resources Manager
Date: 10 Sept 20XX
Subject: Lunch invitation
Message: I would like to invite you to a special lunch on Wednesday (14 Sept) to welcome you to the company. If you can make it, please get back to me ASAP so that I can book a table.
Thanks

As you can see from the above, the tone of your memo may change depending on the reason for writing and the identity of your reader(s). Which memo is the least formal? What kind of tone does memo 2 have? What does ASAP in memo 3 stand for?



Describing companies

Section F: Group discussion

Learning Activity 1

Do you know anyone who works for a well-known company in Hong Kong?
Would you like to work for that company or one of these below?
Why?



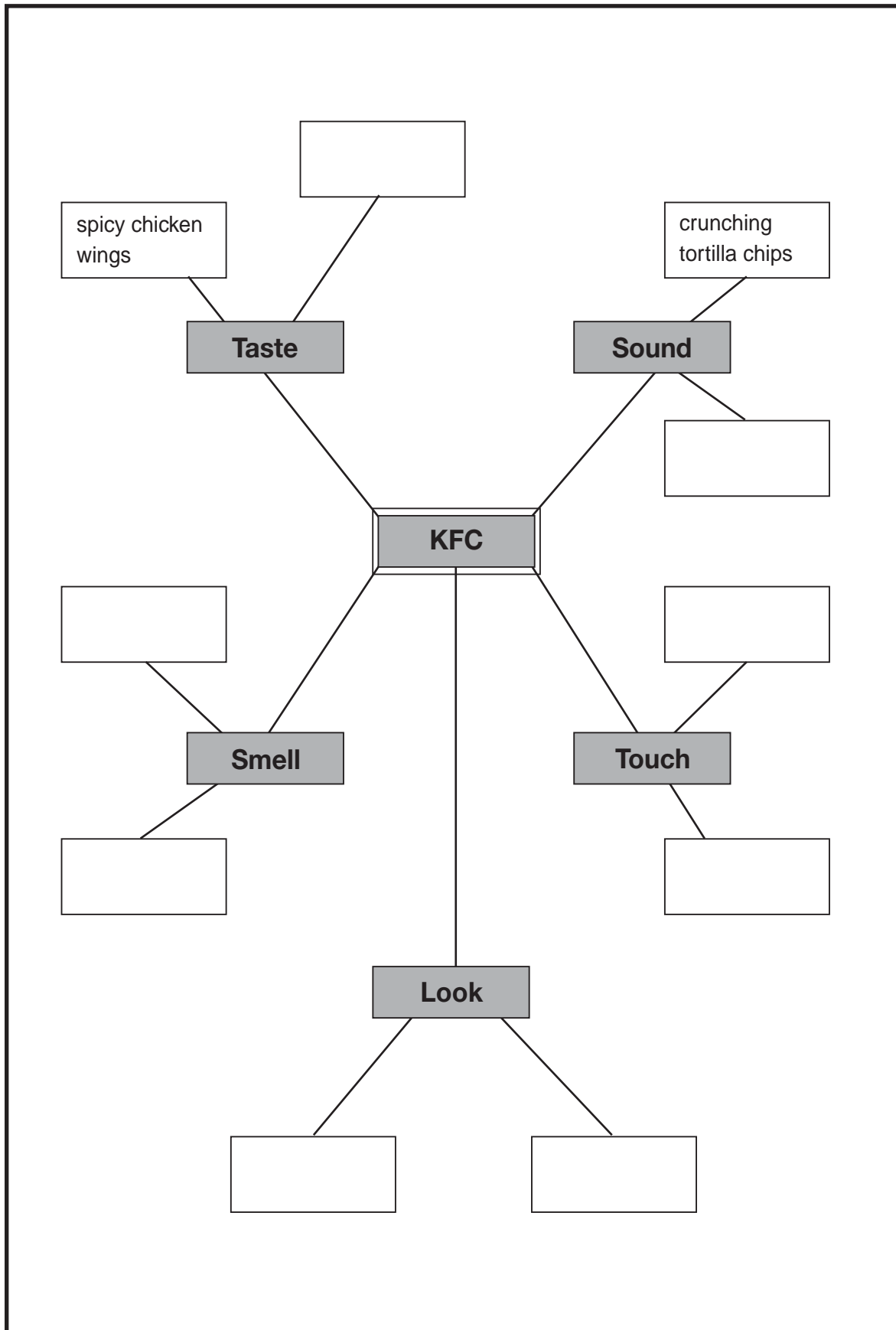
Learning Activity 2

Using as many of the company names as possible, say what you did last week:

1. Yesterday, after getting up, I went to Starbucks and had a coffee.
2. Then _____
3. _____
4. _____
5. _____
6. _____

Learning Activity 3

Which words do you think are associated with KFC? Think of the smell, taste, touch, look and the sounds you may hear in one of the restaurants. Add your own boxes where necessary.



Learning Activity 4

Part A

You are going to read a text about KFC. Your text has some gaps in it that you need to fill by asking a partner the appropriate questions. First go into groups of classmates with the same texts and work together to write the questions in the table below.

Student A: Work out questions to get answers for the odd-numbered blanks.

Student B: Work out questions to get answers for the even-numbered blanks.

An example has been provided in the table below.

Blank no. (Student A / B)	Question to ask your partner
1 / 2	Student A (Question 1): What kind of restaurant is KFC? Student B (Question 2): Who founded KFC?
3 / 4	
5 / 6	
7 / 8	
9 / 10	
11 / 12	
13 / 14	
15 / 16	
17 / 18	
19 / 20	

Part B

When you have finished, sit opposite a person with the other text and take turns to ask questions in order to complete the gaps. You should not read your partner's text – this is a listening and speaking activity.



KFC Student A

KFC, or Kentucky Fried Chicken, is a chain of (1) _____ (What?) restaurants from the United States of America. It was founded by a soldier named Colonel Sanders.

Advertising and Logo

The company adopted the shorter form of its name, i.e. KFC, in (3) _____ (When?).

There are three most widely believed causes for doing so:

- the name would turn people's attention away from 'chicken', as the chain was moving to offer other foods;
- the unhealthy connotations of 'fried' would be avoided;
- a shorter name would be more attractive to (5) _____ (Who?).

Recently, the company has begun to re-use the Kentucky Fried Chicken name. The Kentucky Fried Chicken name can be seen on some buckets of chicken. As of (7) _____ (When?), the company's website uses Kentucky Fried Chicken for the logo in the United States.

History

The first 'Kentucky Fried Chicken' outlet was opened in (9) _____ (When?). Sanders sold the business in 1964 for US\$2 million, and it has since been sold three more times, most recently to PepsiCo.

Products

KFC's Original Recipe was (11) _____ (What?). What makes it so special is that it is prepared from 11 herbs and spices. Other than fried chicken, many KFC restaurants serve crispy chicken and side dishes like coleslaw, wedges, mashed potatoes with gravy and corn on the cob. KFC also offers other dishes such as hamburgers, pork ribs, Honey BBQ wings and desserts - though not all may be found in all locations. Some menu items are innovations in regional stores. The management in (13) _____ (Where?), for example, introduced the Colonel Burger in 1977 and the Hot & Crispy Chicken in (15) _____ (When?).

Countries with KFC

KFC restaurants can be found in most countries in the world. It is one of the most popular Western fast-food chains in mainland China. KFC is also very popular in Japan, particularly during (17) _____ (When?), where people in large cities often have to reserve buckets of chicken beforehand. One of the most famous KFC restaurants in the U.S. is located in Georgia. This store is notable for a 56-foot tall sign that looks like a chicken.

(Adapted from Wikipedia, the free encyclopedia)

KFC Student B

KFC, or Kentucky Fried Chicken, is a chain of fast food restaurants from the United States of America. It was founded by a soldier named (2) _____ (Who?).

Advertising and Logo

The company adopted the shorter form of its name, i.e. KFC, in 1991. There are (4) _____ (How many?) most widely believed causes for doing so:

- the name would turn people's attention away from 'chicken', as the chain was moving to offer other foods;
- the unhealthy connotations of 'fried' would be avoided;
- a shorter name would be more attractive to young people.

Recently, the company has begun to re-use the Kentucky Fried Chicken name. The Kentucky Fried Chicken name can be seen on some (6) _____ (What?). As of 2007, the company's website uses Kentucky Fried Chicken for the (8) _____ (What?) in the United States.

History

The first 'Kentucky Fried Chicken' outlet was opened in 1952. Sanders sold the business in 1964 for (10) _____ (How much?), and it has since been sold three more times, most recently to PepsiCo.

Products

KFC's Original Recipe was fried chicken and French fries. What makes it so special is that it is prepared from 11 herbs and spices. Other than fried chicken, many KFC restaurants serve crispy chicken and (12) _____ (What?) like coleslaw, wedges, mashed potatoes with gravy and corn on the cob. KFC also offers other dishes such as hamburgers, pork ribs, Honey BBQ wings and desserts - though not all may be found in all locations. Some menu items are innovations in regional stores. The management in Singapore, for example, introduced the Colonel Burger in 1977 and the (14) _____ (What?) in 1990.

Countries with KFC

KFC restaurants can be found in most countries in the world. It is one of the most popular Western fast-food chains in (16) _____ (Where?). KFC is also very popular in Japan, particularly during Christmas, where people in large cities often have to reserve buckets of chicken beforehand. One of the most famous KFC restaurants in the U.S. is located in Georgia. This store is notable for a 56-foot tall sign that looks like a (18) _____ (What?).

(Adapted from Wikipedia, the free encyclopedia)

Learning Activity 5

Part A

For the KFC text the following areas of information are included:

- Advertising and logo
- History
- Products
- Location

Complete the following sentences which describe the above four areas of the company.

1. The first KFC outlet _____ in 1952.
2. It _____ a soldier named Colonel Sanders.
3. It is _____ western fast-food chain in mainland China.
4. The company _____ of its name in 1991.
5. The management _____ the Colonel Burger in 1977.
6. KFC restaurants _____ world.

Part B

Which of the phrases in the blanks in Part A are used to:

- a. ... talk about the setting up of the business?
- b. ... describe the reduction of letters in a word or expression?
- c. ... explain the start of a new product?
- d. ... describe the first ever restaurant to be available to the public?
- e. ... explain how much people in a country like the restaurant?
- f. ... talk about the global situation of a company?

Can you think of other useful words to replace those in the sentences above?

- The first KFC outlet was started in 1952.

Part C

Discussion: What is your favourite fast food restaurant? Why?

Section G: Presentations

Learning Activity 1

In your groups, decide if the statements about a good presenter are true or false.

A good presenter...

- a. reads a speech word for word from a sheet of paper.
- b. uses complex, detailed visual aids.
- c. tells the audience not to ask questions.
- d. tells the audience about the content of the presentation at the beginning.
- e. reads from the screen with her / his back to the audience.
- f. keeps eye contact with everyone.
- g. uses words to signal the audience s/he is changing topic.
- h. walks around quite a lot.
- i. puts her / his hands in her / his pockets to avoid unnecessary use of hands.
- j. talks very quickly to keep everyone interested.
- k. sums up the main ideas at the end.
- l. repeat or clarify your point if they seem to have difficulty in understanding.



Learning Activity 2

Part A

Listen to a presentation of a company and take notes below to complete the fact file.

1. Name of the company: Eco Car Ltd
2. Year the company was founded: _____
3. Number of factories now: _____
4. Company product: _____
5. Number of products: _____
6. Reason for popularity of products: They are not run at a great cost to _____

7. Company slogan: _____
8. Colour of cars: _____
9. Company's future plan: To move into the _____
10. Any other information you heard:

Part B

Now listen again and complete the gaps below.

I'd _____ by welcoming you all here today. My name is Mandy Wong and I'm one of the managers for Eco-car Ltd. The presentation today _____ our company, its history, location, products and advertising.

So, let me begin by _____ my talk today. _____, I'll give you a brief account of the history of Eco-car Ltd. Then _____ our current product range. _____

I'll give you a brief description of our new advertising campaign. Please feel free _____ at the end of the presentation.

Right, _____ at the history of our company. The company was founded in 2004 by two brothers who had the idea of producing a car which runs off 100% organic energy. They started with just one small room to build it in! Now we have two large factories in the Northern Territories.

So, _____ the current product range. At the moment we have five different Eco-car products. These range from our original car – the Friendly Juicer – to the highly successful Wonder Car which has won several international prizes. We believe that these products will continue to be particularly popular because they go against the modern trend around the world of luxury items that run at a great cost to the world's environment.

Good. _____ of the kind of products we have introduced since we started out in 2004. Now _____ to our new advertising campaign and how I believe it is going to perform in the face of some very strong competition in this sector.

Think Green, Think Eco-Car. That's our new slogan and our idea is to offer a range of cars on the market that are three different types of green – only green – a light, a pale and a dark green. I hope you like this idea.

Ok then _____. Eco-car is now a well established player in the car manufacturing market of Hong Kong, focussing on organic fuels. We face strong competition in the market but we feel we are in a strong position with our highly specialised products. Our plan to move into the international export market should ensure that the company continues to grow in the coming years.

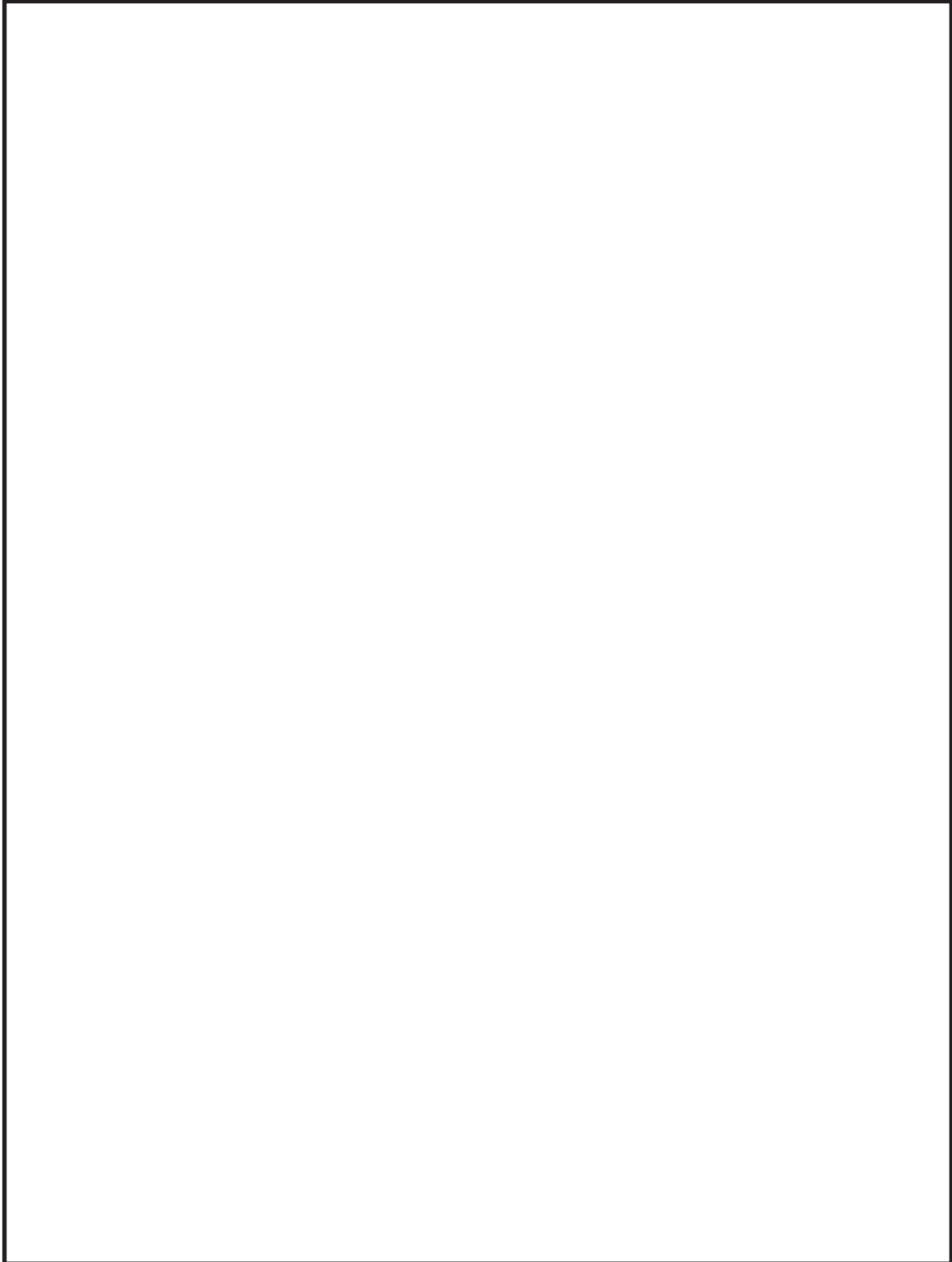
That _____ of my presentation today. Now, if there are any questions...



Section H: Presentation of a famous company

Learning Activity

You and your colleagues are going to introduce your company at a career talk at a secondary school. With the aid of the company presentations you have listened to and read about and the handout 'Presentations – functions and language' on the next page, give a short talk of about five minutes about your company. You should spend some time researching information and rehearsing before you do your presentation.



Presentations - functions and language

<p>1. Introducing yourself, your colleagues and your talk</p> <p>Good morning. My name's (...). I'm the project director.</p> <p>This is my colleague (...) who is in charge of...</p>	<p>2. Stating the title / subject / purpose</p> <p>We are here to talk to you about...</p> <p>We are going to present our findings on...</p> <p>The purpose of this presentation is to...</p> <p>This talk is designed to...</p>
<p>3. Outlining / sequencing</p> <p>We have divided our presentation into (...) sections. They are...</p> <p>We can break the project down into the following fields (...)</p> <p>OR</p> <p>We can break the project down into the following fields(:) (followed by 'Firstly', 'Secondly', etc.)</p>	<p>4. Stating the length</p> <p>I will only take (...) of your time to give you the basic background. My colleagues will then take over.</p> <p>We are planning to be as brief as possible. The presentation should last about (...)</p>
<p>5. Referring to questions</p> <p>We'd be glad to answer any questions at the end of the talk.</p> <p>If you have any questions, please feel free to interrupt.</p>	<p>6. Convincing your audience</p> <p>We strongly believe...</p> <p>We are convinced...</p> <p>In our experience, these types of websites are extremely...</p>
<p>7. Summarising and concluding</p> <p>That covers all we wanted to say today.</p> <p>Let me just run through the points we have covered.</p>	<p>8. Inviting questions</p> <p>Are there any questions?</p> <p>Would you like to ask us some questions?</p> <p>Are there any unclear points?</p>
<p>9. Referring to answered questions</p> <p>Does that answer your question?</p> <p>Is that clearer?</p>	

Unit 2 Employment

Section A: Group discussion

Have you ever been interviewed for a part-time job? When? What kind of job was it?
Did you ask a member of your family about an interview that s/he had had in the past? Share the story with the class.

Section B: Vocabulary

Learning Activity 1

In your groups, brainstorm adjectives used to describe personal and professional characteristics (e.g. reliable, outgoing).

Learning Activity 2

If you had to choose five of these adjectives / adjectival phrases for a teacher, which ones would you choose? Why?

hard-working	independent	creative	sociable
well-organised	good at languages	fun	
ambitious	trustworthy	energetic	
flexible	good at teamwork		
good at time management	imaginative	artistic	
good with people	competitive	physically fit	
productive	good at money making	good at following orders	
smart and clean	polite	patient	
confident	clever	good at giving orders	

Learning Activity 3

Part A

Can you think of any other words or phrases to describe positive attributes?

Punctual				
----------	--	--	--	--

Part B

Write a sentence for two words or phrases you have chosen from the boxes above (you should use a different grammar structure for each).

Example:

1. *If you are a pilot, you have to be trustworthy.*
2. *We are looking for a hard-working and reliable person for the post.*

1.

2.

Learning Activity 4

You are going to play a describing game. Try to use some of the adjectives from the previous activities to help you. You have to describe a job (see the example in the box on the next page) while your partners make their guesses. When your partners get the answer, one of them can continue the game by describing another job. When you have used up the six jobs given, each person writes down three more jobs on small pieces of paper and places them in the centre of the table. Now continue to play with your own choices of jobs. Use the space given to make some notes.

Taxi driver

Dancer

Builder

Shop assistant

Beautician

Waitress

Example language box

A: For this job, you have to be very fit and healthy. You need to be confident and enjoy performing to others.

B: A dancer.

A: That's right. Your turn.

You can use this space to make notes for your descriptions:

Section C: Job interviews

Learning Activity 1

Part A

Your body language is important in an interview as it shows the interviewer your attitude. Look at the actions below and decide whether they should be dos or don'ts in an interview.

		Dos	Don'ts
1	Sit up straight		
2	Look alert		
3	Scratch the back of your head		
4	Hold your neck		
5	Rub your nose		
6	Cross your arms		
7	Make eye contact		
8	Stare at the floor		
9	Look uninterested		
10	Smile		
11	Nod your head		
12	Shake your feet		

Part B

Can you think of any more recommendations for body language? Write them in the box.

Learning Activity 2

In groups, write down some of the common questions asked in interviews, using the hints provided in the brackets.

1. (reasons for applying)

Can you tell us why _____ ?

2. (the interviewee to introduce himself or herself)

Could you tell _____ ?

3. (reasons for being eligible or suitable for the job)

Why do you _____ ?

4. (strong and weak points)

What are _____ ?

5. (preference for working alone or in a team, and reasons)

Do you _____ ?

6. (questions to ask interviewers)

Do you _____ ?

Learning Activity 3

You are going to take part in an interview role-play. Look at the advertisement for a restaurant manager below. In groups of six or seven, four of you will be jobseekers, the others employers. Choose which role you would like. You will have a chance later to swap roles. When you have chosen your role, employers form a group together; read the 'Employer Card' below and design some questions to ask (you can also use the questions from the previous page). Jobseekers, you must choose a number (from 1 to 4) before reading the role cards.



...is now looking for a
Restaurant Manager
 Competitive salary offered

Requirements:

- **At least 5 years' relevant experience**
- **Fluent in English and Chinese**
- **Excellent communication and interpersonal skills**
- **Immediate availability preferred**

Employer Card

You are the owner of a Cantonese Restaurant in Central. You need to employ an experienced manager to work in your restaurant. The requirements for this position are that the candidate:

- 1) Must have at least 5 years' experience as a restaurant / catering manager because the person will be in charge of both the front of house and back of house operation.
- 2) Must speak fluent English and Cantonese.
- 3) Must have recognised training.
- 4) Must be looking for a long-term position.

Desirable qualities and experiences (preferred but not essential) are:

- 1) Leadership qualities.
- 2) Experience of working in a Cantonese restaurant.
- 3) Being organised, efficient, punctual and hard-working.
- 4) Ability to build good relationships with co-workers.
- 5) Having a reasonable command of Putonghua.

Jobseekers - Using the advertisement and your Jobseeker Card, prepare what you are going to say before conducting the role-play.

Employers - In addition to the questions in Learning Activity 2, think of at least four more questions to ask jobseekers.

Jobseeker Card 1

You are 35. You completed a diploma programme in restaurant management in Guangzhou. You have worked in a Cantonese restaurant in Tuen Mun for 5 years. You were a waiter for 3 years and an assistant manager for 2 years there. You left the job because you had an argument with the restaurant owner over the menu. Your English and Putonghua are quite good.

Jobseeker Card 2

You are 30. You are Cantonese. You are from Hong Kong. You obtained an Associate Degree in Hospitality Management and then worked in a Cantonese restaurant in Kowloon Bay for 4 years. In the Cantonese restaurant, your job was Assistant Manager and you left the job because you wanted to be a manager. Your English is poor.

Jobseeker Card 3

You are Australian. You are a college graduate from the Food and Beverage Management College of Melbourne. You are 24 and were top of your management course. You are ambitious and want to work as a manager in a Cantonese restaurant but have no experience. You speak fluent Cantonese and English.

Jobseeker Card 4

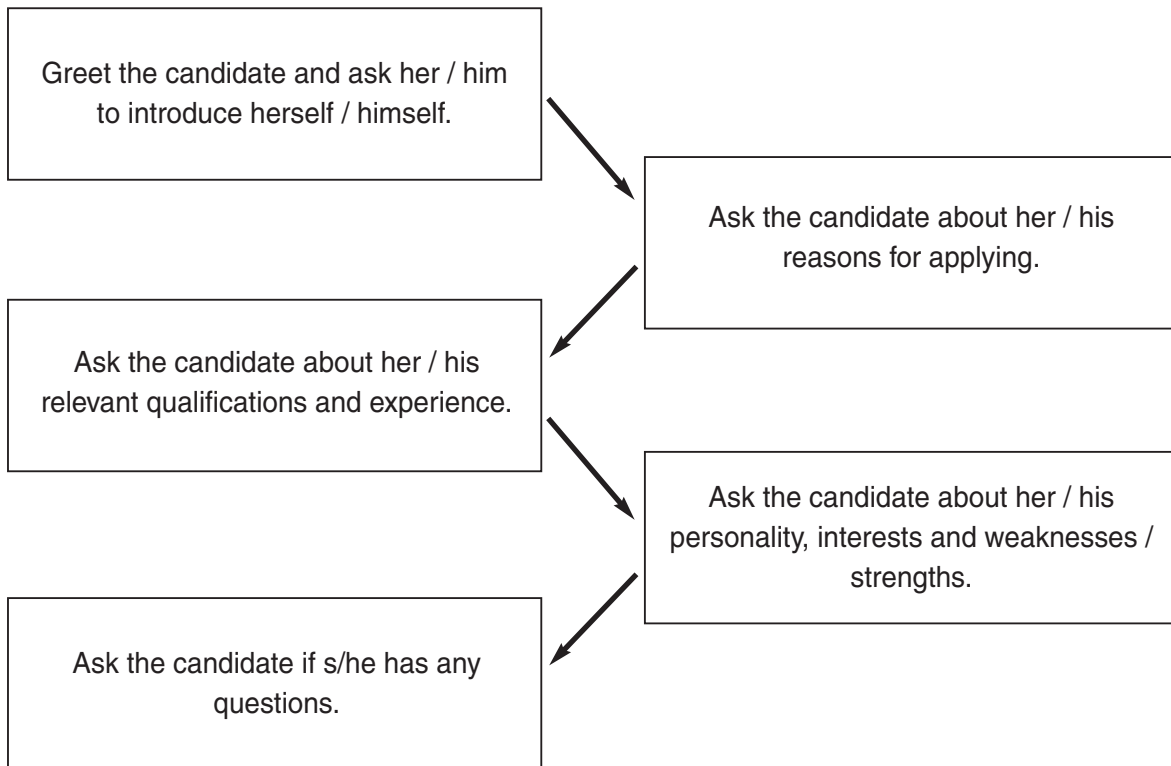
You are from Shenzhen. You are 38 years old. You have loved Cantonese food ever since you tried it. You have no formal training but have worked as a manager in a small Cantonese restaurant in Shenzhen for 7 years. You hope to open your own Cantonese restaurant one day but are still saving up the money. Your English and Putonghua are excellent but your Cantonese is a little weak.

Learning Activity 4

You are going to role-play some job interviews. Before the interviews, look at the interview tips and some useful functions and language for interviews on the next page.

When the employers and the candidates are ready, you may get together in **one large group of around 6 or 7**. During the interviews, employers must listen attentively because they will be asked to decide who the best candidate is.

When you are all ready, begin the interviews in your groups, all of the employers working together to ask one candidate their questions. You have about three minutes to ask each candidate your questions. (You should use the prompts below for help).



Which jobseeker was chosen and why?

Interview tips

Before the interview:

1. Find out about the company first: environment; services; products; projects; training; promotion opportunities.
2. Predict questions you might be asked and prepare good answers for them (write down keywords to help you to remember your answers, e.g. proactive, good at team-working).
3. Think of useful questions you would like to ask.
4. Ask different friends or family members to help you to practise several times before the interview.
5. Relax and enjoy the interview as a very useful learning experience.

Interviews - functions and language

<p>1. Talking about why you're interested in this position</p> <p>This job would offer professional development. This company has a very good reputation.</p>	<p>2. Talking about your qualifications</p> <p>I did quite well in my HKDSE exams. I received ... for my English. I passed ...</p>
<p>3. Talking about your experience</p> <p>I've got lots of experience in this field. I have had two part-time jobs. My last job finished in March last year.</p>	<p>4. Talking about you</p> <p>I am a very organised person. I feel that I could play a key role in the company. I get on really well with people.</p>
<p>5. Talking about your interests</p> <p>I'm really keen on ... (computers) I enjoy ... ing (meeting people)</p>	<p>6. Talking about responsibilities</p> <p>I am ready to take on more responsibilities. I enjoy having responsibilities.</p>
<p>7. Describing your weak points</p> <p>Sometimes I'm a bit too + adjective (e.g. serious, hard-working), and this might ... (e.g. make my colleagues feel uncomfortable). I think I get too + adjective/adjectival phrase (e.g. involved / caught up) in my work. That sometimes means ... (e.g. I am thinking about work even at lunch or at home).</p>	<p>8. Asking questions</p> <p>If I were offered the job, ... how soon could I start? ... would there be any on-the-job training provided? What expansion plans does the company have? Would I get the chance to be part of those plans if I were offered the job?</p>

Learning Activity 5

Part A

Below is a dialogue during an interview. As you can see, it is **not** a good one. With your partner, re-write the dialogue in the boxes.

Shop Assistant required for fashionable retail store

- Training offered
- Good salary

Interviewer
Hello, what do you want?

Candidate
I'd like a job please.

Interviewer
Why?

Candidate
To get some money.

Interviewer
Have you worked before?

Candidate
Of course, my uncle's got a shop.

Interviewer
Have you got any questions for me?

Candidate
Too tired. Can't think of any.

Part B

When you have finished re-writing the dialogue, act it out with your partner.

Section D: Application / Cover letter

Learning Activity 1

You are going to write a cover letter for a job you would like to apply for. To familiarise yourself with application letters, read the letter below and try to complete the note sheet on the next page.

Flat A 10/F Block 6
Fa Yuen Court
13 Lai Shing Road
Tai Po
New Territories

5 March 20XX

Mr Anthony Wong
Human Resources Manager
Youth Alliance
Room 1124A 11/F
Global Building
266 Nathan Road
Kowloon

Dear Mr Wong

I am writing to apply for the position of part-time Activity Assistant advertised in Careers Post on 3 March 20XX.

I graduated from St. James College and have completed the Hong Kong Diploma of Secondary Education examination, with Level 5 in Liberal Studies and English Language. As the Vice-president of the Social Service Group and the Student Union in the last two years of my senior secondary education, I had gained valuable experience in organising walkathons for the school, joint-school talent quests and English day-camps for newly arrived children in the neighbourhood. I have also been a member of the International Red Cross Movement since 20XX to assist in the promotion of health care services in the community, which I thoroughly enjoy.

I aspire to be a social worker and I would like to join Youth Alliance in organising inspiring and empowering activities for the less privileged youngsters in Hong Kong and mainland China. I believe my cheerful personality, experience in conducting community services and enthusiasm for serving the needy make me a very suitable candidate for the post.

I would be most grateful if you could kindly arrange an interview so that I could explain my qualifications further. I am available for an interview anytime and I could be easily reached on 9876-5432 or ericyoung@mail.com. I look forward to hearing from you.

Thank you for your kind consideration.

Yours sincerely

Eric Young
Eric Young

Points to note when writing a job application letter

The layout and content of an application letter is as follows:

Applicant's
address

1) _____

Addressee's 2) _____
Addressee's title
Name of organisation
3) _____ of organisation

Dear + Mr / Mrs / Ms / Miss + surname of addressee (if known)

Introduction: State the 4) _____ applied for and where it is advertised

Body paragraphs (2 to 3): Briefly describe the qualifications, 5) _____, skills,
6) _____ and interests that are relevant to the
job applied for, why the applicant would like to apply for the job and
why s/he is a suitable candidate

Ending: Express the readiness to be invited for an 7) _____ and
the wish to receive a favourable reply from the potential employer

Yours sincerely
8) _____
Applicant's name in print

Note:

The following should be avoided in writing an application letter:

- Using 9) _____ language such as contractions (e.g. I'm) and colloquial expressions (e.g. "Holding activities is my cup of tea!")
- Writing all information in one long paragraph
- Writing too much about the organisation because the potential employer is interested in information about the 10) _____

Learning Activity 2

Here is an example of an application / cover letter. A student who has just finished his HKDSE examination is writing to an accountancy firm to apply for the Accounting Clerk position advertised recently. Put the parts of the letter in the correct order. Then, find and underline ten language errors in the letter and write the correct words above them. An example has been provided for you.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Dear Mr Ng

taking

- a) Thank you for take the time to review my application.
- b) I am attracted on your accountancy programme because your company grown rapidly in the last three years, making you one of most successful accountancy firms in Hong Kong. I am also impressed by the package you offer your employees.
- c) I have attached my CV and would greatly appreciate an interview to discuss at greater length the contributions could make to your team.
- d) In addition to my experiment and qualifications, I can offer a variety of skills that could useful to you on the future, in particular, my knowledge of computers. Also, my proficiency in English could be useful for your clients from overseas.
- e) I am written in reply to the post of Accounting Clerk advertised on your website. I believe my experience as a student ambassador at school, my HKDSE qualifications in mathematics as well my interest in business would make me a useful member of your company.

Yours sincerely

Colin Cheung
Colin Cheung

Learning Activity 3

You are going to write a cover letter for one of the jobs mentioned in this unit or in an advert that interests you. Before you write, make sure you go over the notes on cover letter writing that follow.

Cover letters

Contents

You should include the following in a cover letter:

1. Which job you are interested in and where and when you saw the advertisement
2. Why you would like this job and why you are the best person for it
3. When you will be able to go for an interview

The Cover Letter is different from the CV. It acts as a sample of your writing skills. It gives you the opportunity to expand on the facts (such as relevant qualifications and experience) in a systematic and persuasive way.

In your cover letter, you can describe your experiences and how they suit the job you are interested in. For example, the job you plan to apply for stresses the importance of customer care. You might consider saying 'My experience shows that I enjoy meeting people and helping them to achieve their objectives. In fact, last year, I received an in-company award for "best customer assistant"'.

If the advertisement asks for certain qualifications or qualities, try to show that you have what they need. However, try not to use too many adjectives to describe yourself: 'I am very hard-working and reliable' is not really necessary. Also, try not to exaggerate your talents. 'I deeply feel concerned about the customer care I offer and try, to the very best of my ability, to be a thoughtful and doting assistant' is not really advisable either.

It is a good idea to mention something about the company you are applying to. It shows you have done some background research. However, do not write too much about the company. Your reader already knows about that and wants to hear about you.

Layout

The layout of a cover letter should consist of the following:

Heading

Your name and contact information, the date and the address of the company you are writing to.

Salutation and introduction

You should start: Dear + the name of the person you are writing to. You should continue 'I am writing with regard to the post of ... in the (name of source, e.g. SCMP) on the ... (date of the issue)'. Then state why you are interested and why you are good for the job.

Body paragraphs

Focus each paragraph on one relevant period of experience and / or study (if they are related). Talk about relevant examples to prove where you got these skills and how you have used them before. When you refer to your CV, just mention it ('as you can see from my CV'). Do not repeat the information word for word.

Ending

Repeat at the end why you are a suitable candidate and tell your potential employer that you

would be very grateful if s/he would invite you for interview. Close with 'Yours sincerely', as you know the reader's name, and sign your name below. Below the signature, print out your name so that it is easy to read.

Useful things to remember

Try to get everything on one page with a nice look to the layout. Do not use contractions. Single spaces are fine for your cover letter. Leave a space between the addresses and dates in the heading. Leave a space between your heading (contact information) and greeting ('Dear ...'). Leave a space between each paragraph. Make sure you proofread your letter or give it to peers and / or family to do it. There should not be any errors in grammar, typing, or layout. If there are, you are at a disadvantage from the start.

Getting an interview

A carefully prepared and well-written cover letter is a good first step to getting an interview.

Useful phrases

I am very interested in the above post of ... advertised in the ...

I believe my educational background in ... corresponds to the qualifications of this post.

I attended a recruitment talk given by ... at your company in ...

Over the last few years I have developed analytical and team working skills that I believe could be useful for your company (because) ...

I will graduate in ... (sciences) this year with a ...

I believe my educational background in ... , my ... skills and ... experience would enable me to make a strong contribution to your company.

I did very well in my final year.

As well as having taken subjects relevant to this post, I can offer other skills that could be useful for your needs in the future.

I am attracted to ... because of ...

During holiday periods, I have had two jobs.

I found the work at ... particularly challenging because ...

It was during this job that I really found my skills in ... very useful and I learnt a lot about ...

I am available for an interview on ...

I would greatly appreciate the opportunity to have an interview to discuss at greater length how I could be a part of your team in the future.

Thank you for taking the time to review my application.

I look forward to hearing from you.

Yours sincerely,



Section E: Meetings

Learning Activity 1

Below is a set of jumbled words related to meetings. Solve the anagrams as quickly as you can.

g d a e a n	a _____	Written programme or schedule for the meeting
u e n n c s s s o	c _____	General agreement
h c i a r n p r s o e	c _____	The person who leads or presides at a meeting
e d i v o e r e c f o n n e c	v _____ c _____	Conference of people in different locations, using technology such as satellite and web cams
e t m i	i _____	A point for discussion (as listed on an agenda)
h o s w o f d h s n a	s _____ of h _____	Raised hands to express an opinion in a vote
s i e m n u t	m _____	Written record of everything said at a meeting and follow up action requested



Learning Activity 2

You are going to do a running dictation. Your teacher will put up some tips for preparing and holding meetings on the board / wall. In your group, two of you will be runners who will go to the board / wall to read what the tips are and return to the group to report. The other two will be secretaries to write down the tips that the runners report on. The first team to complete the list is the winning team (as long as there are no spelling mistakes).

1.

2.

3.

4.

5.

6.

Learning Activity 3

Match the language for meetings in the table below to the functions they perform. One has been done for you as an example.

Functional language for meetings

<ul style="list-style-type: none"> a) Getting the chairperson's attention b) Agreeing c) Asking for opinions d) Clarifying with a question e) Advising and suggesting f) Disagreeing g) Asking for spelling h) Giving opinions i) Asking for repetition j) Ending the meeting k) Asking for contributions l) Correcting information 	<ul style="list-style-type: none"> 1. (Mister / Madam) chairperson, excuse me for interrupting. 2. I'm positive that... 3. How do you feel about...? 4. I totally agree with you. 5. I agree with you up to a point, but... 6. I recommend that... 7. Have I made that clear? 8. Could you repeat what you just said? 9. Could you spell that, please? 10. Are there any more comments? 11. That's not what I meant. 12. Well, that seems to be all the time we have today.
---	---

Answers

a	1	e		i	
b		f		j	
c		g		k	
d		h		l	

Chairing a Meeting

1. A chairperson is the one responsible for leading the meeting and should bear in mind the following:

Starting the meeting

- Start the meeting on time
- Introduce yourself and welcome everyone, especially new members
- State clearly the purpose of the meeting

During the meeting

- Invite every member to speak (and if the meeting involves presentations by members, try to allow an equal amount of time for each presentation)
- Listen carefully to what members say and avoid taking sides during the discussion
- Politely remind members of the purpose of the meeting if they have drifted from the topic
- Summarise the key points of discussion, where appropriate, before moving on to the next topic
- In the case that an argument or a conflict arises between members, smooth it over by encouraging them to reason sensibly without getting emotional, focussing on the issue rather than the person, and reminding them about what is acceptable behaviour

Closing the meeting

- Thank members for their contributions
- Finish the meeting on time

2. Below are some useful expressions for chairing a meeting grouped under different functions.

Getting started

- Good morning / afternoon everyone.
- Let's get started / start the meeting.
- The purpose of the meeting is ... / We are here today to ...
- Shall we start with / I'd suggest we start with (e.g. John, Mary), who will tell us ...

Making a reminder

- May I suggest we be as concise as possible, as there are a number of things to consider?
- Let us not spend too much time on this as our focus today should be ...

Moving on to another topic

- If there aren't any questions, let's move on to ...
- If no one has any further point to make, let's go on to ...

Making a summary

- Let me quickly summarise what we have said / discussed so far.
- So if you allow me to summarise, we have discussed today ...

Ending the meeting

- Right, it looks we have covered everything.
- Thank you for your views / contributions. We have made good progress today.
- If there are no other comments, I'd like to bring the meeting to a close.
- Thank you for your participation.

Writing agenda and minutes

The secretary of a meeting is responsible for writing down what has been discussed. The written record of what has been discussed at a meeting is called the minutes of a meeting. They provide a summary of the main points that have been covered. Very often, the secretary also needs to prepare the agenda, which is the list of items that will be discussed at a meeting.

Below is a sample of an agenda and minutes. The example on agenda shows how the items for discussion are generally arranged and sequenced and the example on minutes provides the general layout that you may wish to follow.

Agenda

<p>Monthly Meeting of the Sales Team</p> <p><u>Agenda</u></p> <p>Date: 5 May 20XX Time: 10 am Venue: Conference Room</p> <ol style="list-style-type: none"> 1. Confirmation of minutes of last meeting 2. Matters arising 3. Report on market survey 4. A.O.B.

Minutes

<p>Minutes of Monthly Meeting of the Sales Team</p> <p>Date: 5 May 20XX Time: 10 am Venue: Conference Room</p> <p>Present: Timothy Fu, Head of Sales Team (Chairman) Michelle Chan, Sales Representative Cecilia Ho, Marketing Manager Samson Ng, Sales Manager Cody Lam, Sales Representative (Secretary)</p> <p>Apologies: Evan Li, Production Manager</p> <ol style="list-style-type: none"> 1. Confirmation of minutes of last meeting The minutes of the last monthly meeting of the Sales Team on 23 April 20XX were confirmed without amendments. 2. Matters arising Miss Ho <u>pointed out that</u> there had been a significant decrease in sales due to the economic downturn and that new strategies would be necessary to boost sales. Mr Fu <u>agreed that</u> action had to be taken and <u>suggested</u> a meeting be held with the Marketing Team to discuss the matter.

3. Report on market survey

At Mr Fu's request, Mr Ng reported on the progress of the market survey scheduled to be conducted in early June. Mr Ng noted that the survey had been designed and was being finalised. He added that the survey would be conducted during the week starting 3 June.

Ms Chan informed the team that the venues for conducting the survey had not yet been decided. She explained that an analysis of suitable venues was currently being conducted and the team would be informed of the decision once the results were ready.

4. A.O.B.

There being no other business, the meeting adjourned at 11.20 am.

Prepared by:

C. Lam
Cody Lam

Below are some common expressions for minutes which you may consider using:

Recording information

Mr/Ms X (or It was) reported that ...

Mr/Ms X (or It was) noted that ...

Mr/Ms X (or It was) explained that ...

Mr/Ms X said that ...

Mr/Ms X replied that ...

Recording proposals or suggestions

Mr/Ms X (or It was) proposed that ...

Mr/Ms X (or It was) suggested that ...

Recording resolutions or decisions

The Committee (or It was) agreed ...

The Committee (or It was) resolved ...

The Committee agreed to ...

The Committee rejected ...

The Committee did not agree to ...

The Committee did not accept ...

Section F: A letter requesting a reference for a student

Learning Activity 1

Work on the questions below which will help you with the basics of business letter writing. You will need them for the next activity.

1. There are two styles of writing in business: formal and informal. Draw lines to match the formal phrases in the table to their informal partners:

Formal	•	•	Informal
1. Dear Mr Smith,	•	•	a. Just to let you know ...
2. I would appreciate it if you could ...	•	•	b. About your phone call this morning ...
3. I would like to inform you ...	•	•	c. Hi Steven,
4. With regard to your phone call ...	•	•	d. Could you ...?
5. If you have any further questions, please do not hesitate to contact me.	•	•	e. I'm sending the document to you.
6. I would be delighted to assist you.	•	•	f. Let me know if you have any other questions.
7. Yours sincerely / Yours faithfully,	•	•	g. Best wishes / Kind regards,
8. I have enclosed the document.	•	•	h. I'd be glad to help ...

2. Match the language examples for formal writing in the table above with the functions below. Write the numbers of the formal phrases in the boxes provided below. An example has been done for you.

Offering help= 6	Requesting action or information=
Giving information=	Closing greeting=
Concluding=	Referring to previous activities=
Opening greeting=	Referring to added documents=

- 3a. When you don't know the name of the person in a formal letter, use _____ for an opening and _____ for a closing greeting.
- b. When you know the name of the person in a formal letter, use _____ for an opening and _____ for a closing greeting.

Learning Activity 2

Mr Eddy Chan is writing to James Hung's previous employer for a reference. James has applied for a part-time job as a Buyer in Mr Chan's company.

Highlight any informal language and change it into formal language. You may make notes in the box at the bottom of the page if you wish. You can also refer to the formal letter sample on the next page for help.

Nam Shan Building Associates
Room 1523 15/F Nelson Building
54 Chun Wai Road
Tuen Mun
Tel: 2444 8473

25 November 20XX

Mrs G Yuen
Human Resources Manager
Global Export
Room 904 Ming Fai Industrial Building
126 Wing Yip Street
Quarry Bay

HUNG James

Hi there Mrs Yuen!

The young man up there has asked for a part-time job as a Buyer in our company. He wants your name as his referee.

I'd be happy if you send me some information about him and his work. I've put in some stuff about the job for you to look at and I'd be happy to get anything you can say about James' work.

I can't wait to get your letter back and I promise you that everything you say will be thought of as top secret!

Cheers,
Eddy Chan
Human Resources Manager

Notes

e.g. Hi there Mrs Yuen! → Dear Mrs Yuen,

Formal letter sample

International Bureau for Children with Listening Disabilities Research Institute
City Plaza Avenue
Shanghai
China

10 August 20XX

Mr Richard Major
Director
Children with Listening Disabilities Foundation
430 Motteram Drive
Causeway Bay
Hong Kong

Dear Mr Major

I would like to formally invite you to be the closing speaker at the Children with Listening Disabilities Conference this December, 20XX.

The theme of this conference is 'Working with Technology to Reduce Listening Disabilities'. It will be held at the Hong Kong Convention and Exhibition Centre from December 13 to 15, 20XX.

For your information, Jane Chow from the Singapore centre for Children with Listening Disabilities Foundation will be opening the conference. Her presentation is 'The Listening Disabled – How Can We Help Them to Hear?'

This year I think there will be around 3000 delegates at the conference and 200 speakers.

I would appreciate it if you would consent to be our closing speaker at the conference.

Please find enclosed a list of speakers so that you can read about the different subjects for the conference.

If you need any further assistance, I would be delighted to help you.

I look forward to hearing from you.

Yours sincerely
Jenny Wong
Conference Organiser

Section G: Self-access learning task

Write a paragraph and / or make a presentation describing your qualities (think of adjectives to describe personal and professional characteristics / think of your strong points also) and say why you would be a good person to employ. You can make some notes here.

CV template

Full name

Photograph

Address

Telephone

Gender (male or female)

Personal summary

What are you doing at the moment? Do you have some relevant experience or any skills to briefly mention?

Career objective

What would you like to do in the future with regard to the job you are applying for? What will you have to do to get there?

Education

Latest education first then in descending numerical order

Date / institution / title of qualification and grade / name of the courses taken

2002 – 2007 HKCE Grade _____ overall (_____ in Mathematics, _____ in English ...)

2000 – 2002 _____

Experience

Latest experience first then in descending numerical order

Title of job, title of company and address of company, part-time or full-time

2005 – 2007 _____

Summer 2006 _____

Languages

Would you say that you have fluent Cantonese, English or Putonghua? Are you very competent with any of these languages? Would you say you have a good working knowledge of any of these languages? Think carefully about your answer – some of your interviews may be in that language!

Personal interests

What are your hobbies? Have you been a member of a club or association?

Unit 3 Brands and Advertising

Section A: Group discussion

Learning Activity 1

Discuss the following questions with your classmate.

1. Do you have a favourite brand for any of your things (clothes, mobile phones, trainers)?

2. In groups, write down the products you associate with the companies below.

3. Have you or members of your family ever bought any products / used any services from these companies? If yes, which ones? What did you / they think of the products / services?

Canon

STARBUCKS

fortress

Adidas

The Commercial Press

Muji

Giordano

Park'n Shop

IBM

UA Cinema

KFC

Pacific Coffee

NIKE

Sony Ericsson

McDonald's

HMV

Nokia

TVB

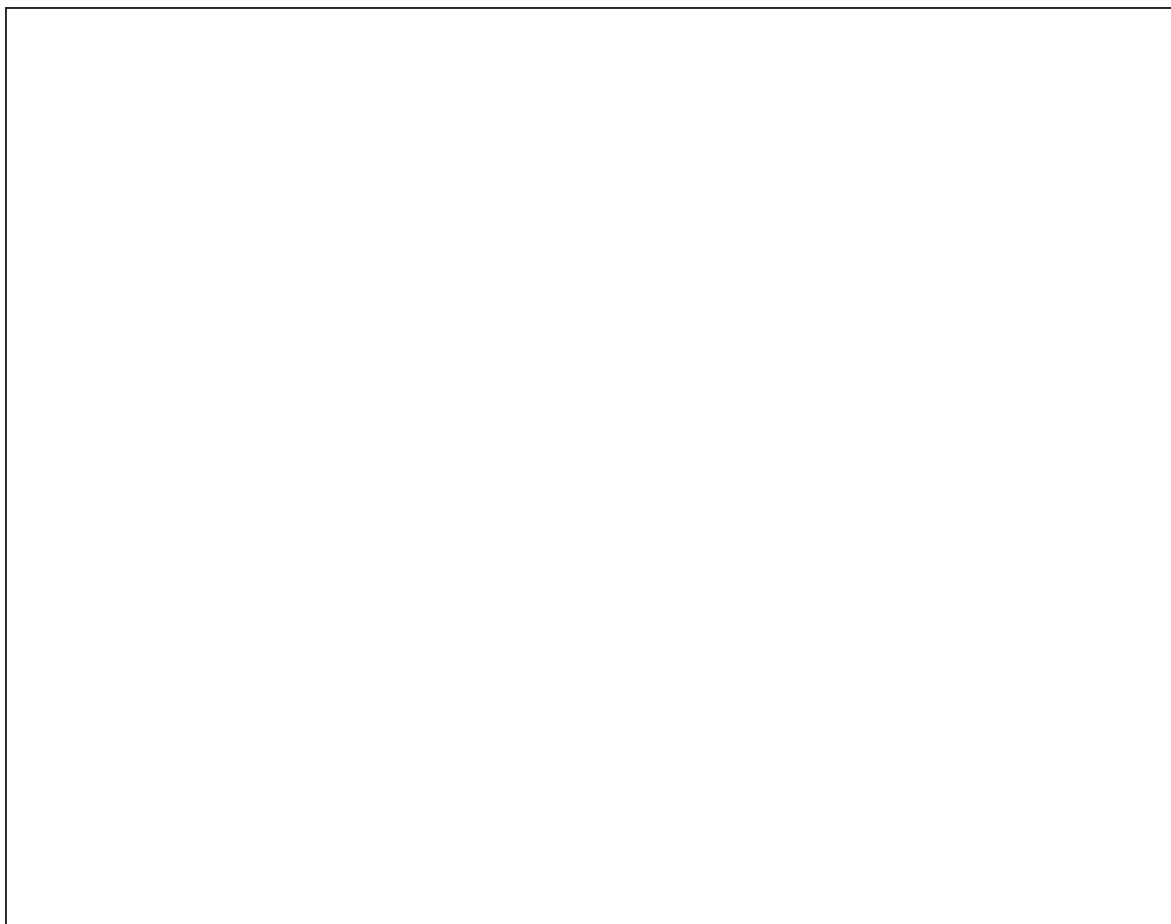
Learning Activity 2

Categorise some of the companies from the previous page. For example, 'Nokia' and 'Sony Ericsson' are both mobile phone brands.

Company	Category
Nokia, Sony Ericsson	Mobile phones

Learning Activity 3

Can you draw some of the logos for the brands in Learning Activity 1? After drawing the logos, discuss with your group mates if you think the design of any logo is particularly effective. 'Shell', for example, may be considered a good logo because it is environmental. It would be very different if it was an oil rig in the ocean. Think about the colour, the shape, the message (like 'Shell') and any other things that you think are important.



Section B: Vocabulary

Learning Activity 1

All of the following are considered when buying a product. In groups, discuss which ones you think are the most significant and put them in order of importance (1=most important).

- () Dependability
- () User-friendliness
- () Environmental friendliness
- () Price
- () Style
- () After-sales services

Compare your answers with other groups.

Learning Activity 2

Below are useful expressions to persuade a client to buy a product. Use the prompts to write out full sentences under each.

e.g. This / real value / money This is real value for money.

1. It / top / range _____
2. It / very / reliable _____
3. It / one / most / luxurious products _____
4. It / will / last / you / lifetime _____
5. It / extremely / stylish _____
6. It / quite / inexpensive / get _____
7. This / timeless / product. In / 50 / years / people / will / still / buy _____

8. It / lifetime / guarantee. It / very / well / made _____

9. It / really / cool / have / one / these _____

10. regret / it / if / you / don't / get _____

Learning Activity 3

1. Underline five of the adjectives / adjectival phrases used in Learning Activity 2. Can you think of any other similar adjectives / phrases?

2. Write down the expressions that mean it is the best product on the market. Can you think of any others?

3. Write down the expressions that mean the product is at a very good price. Can you think of any others?

4. Write down the expression that means if it goes wrong at any time in the future, you can take it back to the company for it to be repaired. Can you think of any others?

Learning Activity 4

In the box below, prepare a short description of one of your favourite possessions, e.g. a watch, a computer, a mobile phone. If you were a salesperson, what would you say to sell this item? Write some notes below before you practise with a partner.

Look at this ...

Section C: Presentations

You are going to listen to Mary Chan from the Marketing Department of Travelgood, a newly-formed travel agency. Her talk is about a new sales campaign the company has launched.

Learning Activity 1

Listen to the presentation and put the paragraphs in the correct order. Write numbers 1-6 in the boxes provided. When you listen to it for the second time, try to fill out the blanks.

- (1) _____ the exciting new campaign we have launched to increase sales. (2) _____ the new logo and slogan we have come up with to focus more on our clients on the Mainland.
- (3) _____. My name is Mary Chan and I'm in the Marketing Department for *Travelgood*, a newly-formed travel agency. (4) _____ the work the Marketing Department has been doing.
- Thank you. (5) _____
- (6) _____, the company has recently started a new campaign 'A free prize if you book a certain seat on the plane'. Now, this is a completely unique idea in our field and it has been very successful. (7) _____ in the last three months. There is a wide range of prizes including this hi-tech video game player, this handy portable DVD player and these stylish sunglasses.
- Well, to sum up. *Travelgood* is now a well-established player in the market. There is a lot of competition but we feel that, with our new marketing strategies, we are starting to do better than other companies here in Hong Kong and (8) _____.
- (9) _____.
- (10) _____ the new logo and slogan the company's marketing team has come up with. We chose this logo because more and more of our customers are either coming to Hong Kong from the Mainland or going to the Mainland from Hong Kong. The panda is a very important image in Asia. The slogan 'Seeze the World' has been chosen because it is simple and, we hope, easy to remember.

Learning Activity 2

Part A

Read the transcript of the presentation. Then write down the key word(s) or phrase(s) used.

1. ... to introduce the topic of the presentation

2. ... to change the subject

3. ... to refer to a visual aid

4. ... to sum up a section of the talk just completed

5. ... to describe a change while referring to a graph

6. ... to open a talk

7. ... to sequence a brief summary of the talk

8. ... to refer to future hopes

9. ... to invite any questions from the audience

Part B

Can you think of other useful words or phrases for presentations? Write your ideas in the box below. Compare with a partner or another group.

- I'd like to start today by introducing my colleague ...

Learning Activity 3

Your group has been asked to invent your own new company and present a poster of it. Design your poster on the next page with the company logo and slogan. You might like to refer to the notes on 'Presentations – functions and language' on page S26 for help.

Consider the following prompts and take notes.

<p>1. Choose a sector that interests you and your peers (one with a lot of potential for creative thinking):</p>
<p>2. Choose a good company name (think about successful companies you know and ask why their names work):</p>
<p>3. Think of a good product to sell (Who will be the main customer? Which qualities will you focus on? Which adjectives and phrases will you use to describe your product?):</p>
<p>4. Think of a logo and slogan that will help people to remember your company (Is it funny, serious, clever or abstract? Why do you think it will work?):</p>

Our group's company

A large, empty rectangular box with a thin black border, occupying most of the page below the title. It is intended for students to write their group's company name and details.

Section D: Report writing

Learning Activity 1

Part A

Read the sample report below and fill the gaps with the following words:

indicated	report	gathered	present	however
majority	considered	seek	conducted	recommended

Report on Travel Package for Company Retreat

Introduction

Our company is organising the annual three-day retreat next month. The aim of the retreat is to provide an opportunity for all staff members to communicate ideas about company issues in a relaxing environment and to build corporate and team spirit through group activities. This 1) _____ aims to 2) _____ the findings on possible destinations for the retreat.

Procedure

A simple questionnaire survey was 3) _____ in early October to 4) _____ staff members' views on whether mainland China, a Southeast Asian country or Hong Kong was preferred for the company retreat. Information on travel packages was then collected from three travel agencies.

Findings

Results of the questionnaire survey 5) _____ that the 6) _____ of staff members preferred the company retreat to be held in a Southeast Asian country. Taking into consideration the budget of \$2,800 per head, the three-day duration, interests of staff and the hope of involving staff members in some team-building activities during the retreat, the following options are 7) _____ more feasible:

Phuket

The price for a three-day package to Bangkok is around \$2,600. Staff members can enjoy activities such as whitewater rafting, elephant or jungle trekking, sea canoeing or horse riding. Spa services are also available. Accommodation will be at a four-star hotel situated in the city centre, and conference or multi-purpose rooms will be available for company meetings or activities.

Taizhong (Central Taiwan)

The price for a three-day package to Taizhong is around \$2,200. Staff members can enjoy the picturesque scenery and visit traditional-styled cafes and restaurants. They can also visit temples and parks. Accommodation will be at a three-star hotel where staff members can enjoy hot springs.

Conclusion

Based on the information 8) _____, the price for the Taizhong package is lower than the one to Phuket by \$400 per head. Accommodation at Phuket is, 9) _____, of a higher standard and venues are available for company meetings or activities. For both venues, staff members will have a variety of leisure activities to choose from.

Recommendation

Phuket is 10) _____ for our company retreat as it provides a relaxing environment and a good venue for meetings and activities. Activities such as whitewater rafting or sea canoeing can also be turned into team-building activities where staff members can form into teams and compete.

Part B

Answer the following questions based on the report in Part A.

1. What is the title of the report?

2. The report is divided into five main parts. What are they?

3. What was the aim of the report?

4. How did the writer collect information for the report?

5. What are the options presented in the report? How are they compared?

6. How do the last two paragraphs of the report differ?

Learning Activity 2

Your company is planning to hold the Christmas dinner at a western restaurant. Your boss has asked you to do a search on possible venues for the dinner. Try to collect information from two restaurants by doing an online research or telephone enquiries. On a separate sheet of paper, write a short report (150 - 200 words) about your findings.

You may consider the following:

- Which restaurant offers a better price and menu?
- Which location is more convenient to colleagues?
- Which restaurant offers a more suitable environment for a company gathering?
- Which restaurant has a better reputation?

You may refer to the report in Part A of Learning Activity 1 for help on the structure of your report.



Writing reports

Reports may be divided into two different types:

1. Informational: clearly and concisely telling the reader about something so that s/he has a good picture of it.
2. Analytical: interpreting something and advising the reader to act in a certain way with regard to your analysis.

Sometimes, a report may contain both types of information.

Layout

- Introduction: a brief summary of the contents to follow.
- Main body (could be a paragraph or several pages for each question): What did you do? What have you found out? What is the significance of your findings?
- Conclusion: a brief summary of the information that you draw from the body.
- Recommendations: suggestions for action or changes.



Section E: Meetings

Learning Activity

Part A

You have been awarded a free one-week trip because of the good work you and your colleagues have done for the Marketing Department. Along with you and your team members, there will be three managers aged 40-60 and seven assistant managers aged 25-35.

In your group, look at the possible destinations and discuss which ONE place is the best. Before you begin, agree on the **agenda of the meeting**. Elect a secretary to take the minutes. After the meeting, two members of your group will have to report to the class what your group has decided on and how you have come up with the decision. You can make some notes here before you start the meeting.

<p>Japan <u>General information:</u></p> <ul style="list-style-type: none">• tour of the capital, Tokyo• delicious food <p><u>Accommodation:</u> hotels</p> <p><u>Activities:</u> visiting temples, shopping, skiing near Tokyo and using spa facilities</p>	<p>China <u>General information:</u></p> <ul style="list-style-type: none">• tour of city Guilin• unique scenery• great snacks <p><u>Accommodation:</u> basic but clean hotels</p> <p><u>Activities:</u> visiting parks, trekking, river cruising</p>
<p>New Zealand <u>General information:</u></p> <ul style="list-style-type: none">• beautiful countryside and villages• good food <p><u>Accommodation:</u> well-equipped farm with swimming pool</p> <p><u>Activities:</u> swimming and cycling, horse riding</p>	<p>Italy <u>General information:</u></p> <ul style="list-style-type: none">• tour of the capital, Rome• excellent food <p><u>Accommodation:</u> small and comfortable hotel in the centre of town with spectacular views</p> <p><u>Activities:</u> visiting famous museums and churches, walking around the beautiful city, shopping</p>

What is your decision? Why have you selected this place? Say why the other three destinations are not suitable.

Part B

After the meeting, reflect on your own performance by thinking about the questions in the self-evaluation sheet below.

Post-meeting self-evaluation sheet

Was the meeting successful? Why / Why not?

Did you talk enough or too much?

Did you find it difficult to express yourself? Why?

Did you listen to the other participants carefully?

Did you ask for clarifications when you didn't understand?

Did you make a compromise?

Did you interrupt politely?

Did you feel you were listened to?

What would you do differently?

Section F: Sales letters

The following sales letter has been designed by an investment company from Kowloon to attract customers to contact them for advice.

Learning Activity 1

Part A

There are ten errors in the letter below. Underline each error and write the correction above it. An example has been provided for you.

Dear Sir / Madam

thought

Have you ever fought of invest in the Hong Kong stock exchange? Perhaps you wood like to but do not knew what to doing or where to place you money?

Simply Investment can help you! We are a new and growed company operating in the Kowloon area. It is simple invest with us. Just fill in the form attached to this letter if you would like further informations. By relying on us, you will see your money double in less than three years.

We look forward to heard from you.

All the best

James Chou

Director

Part B

Read the sales letter again and answer the following questions.

1. Why do you think the writer starts the letter with questions instead of statements?

2. Find a conditional sentence from the letter which tells the readers what action to take.

3. What punctuation is used in the letter to express excitement?

4. Find three words / phrases which give readers a positive impression of the service provided.

Learning Activity 2

Now write your own sales letters in the space provided on the next page using the prompts given. You should try to use persuasive language:



1. Attention getters:
2. Rhetorical questions: Have you ever ...?
3. Modals: must, have to, need to
4. Phrases: You will never get the chance again to ... / you can't miss this opportunity ... / a chance in a lifetime to ...
5. Imperatives: come along ... / don't miss out on the ...
6. Conditionals: If you like fashion, you will love our clothes.

Task

You work for a fashion shop in Mongkok that sells men's and women's clothes. Your manager has asked you to write a promotion letter for the neighbourhood about the new clearance sale next month. The sale will take place for one week from 10th to 17th. During this time all of the clothes in the shop will be at half price. Some will be even cheaper. Using the information given, write a sales letter to persuade people to visit your shop during the sale.

Try to:

1. Get your reader interested.
2. Give your reader some information.
3. Encourage your reader to visit your shop.
4. Refer your reader to a form they can complete to get a 10% reduction on top of the sale prices.

Use this space for your sales letter.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to write their sales letter.

Unit 4 Customer Service

Section A: Group discussion

Have you ever had a problem with the quality of goods? Which goods have you had problems with? Where did you buy them?

Have you ever experienced bad customer service? Is customer service important in a restaurant? Why? Why not? In which other places is it important?

Section B: Vocabulary

Learning Activity 1

The following are questions that you might hear a waiter or a shop assistant ask her / his customers. Write them out in a polite way:

1. like / help? _____
2. try / another colour? _____
3. What / like / eat? _____
4. get / something / else? _____
5. see / menu? _____
6. try / another size? _____

Test your partner – can s/he ask the questions if you cover the sentences with your hand?

Learning Activity 2

Below are some rude statements. Make them more polite by turning them into requests with 'can', 'could' or 'would'. Take it in turns to say some rude orders to your partner. Your partner must change these statements so that they are polite. The first one has been done for you as an example.

A difficult customer in a restaurant

1. I need a coke!
e.g. May I have a coke, please?
2. Get me some salt!
3. Another drink waiter!

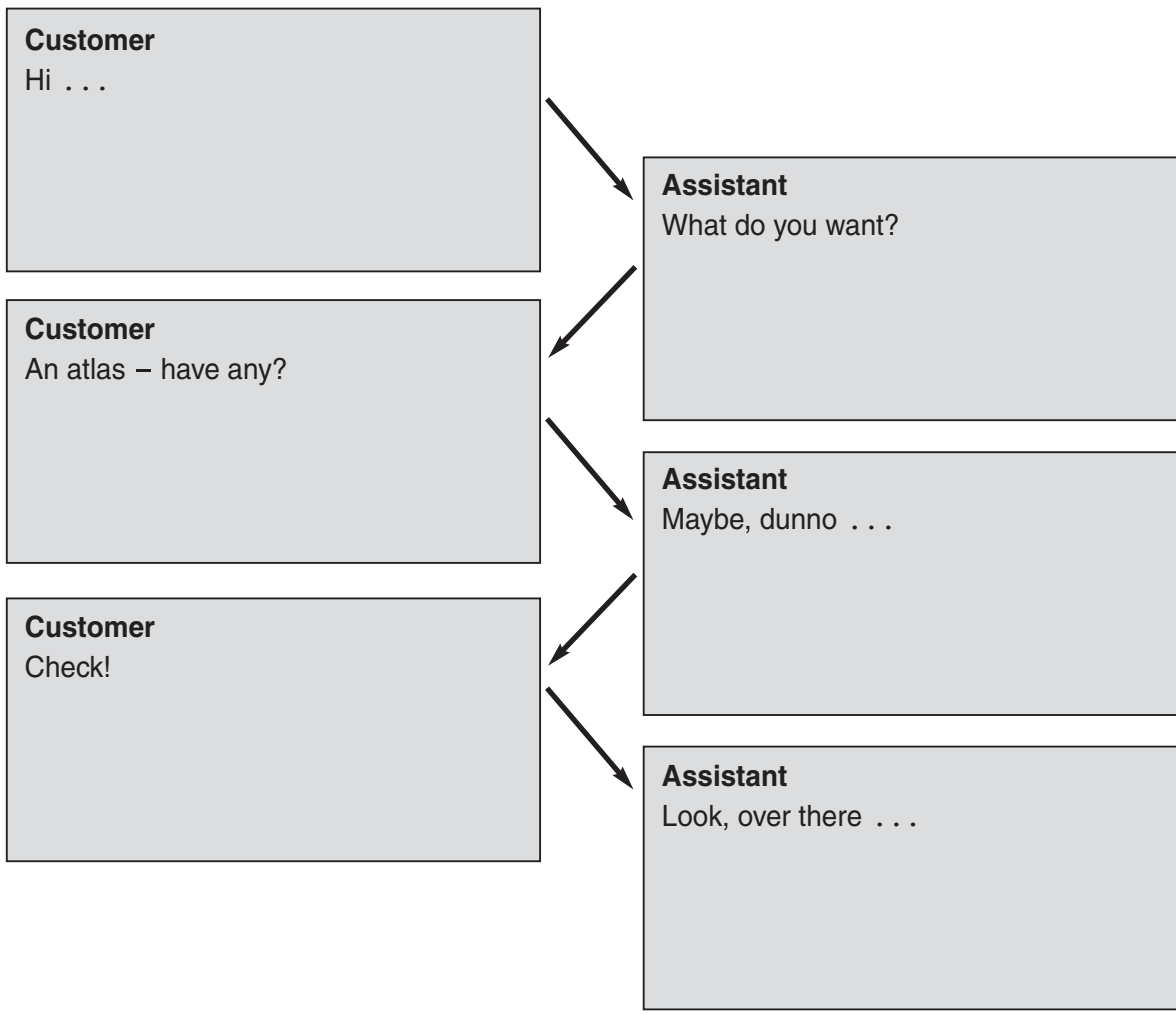
A rude customer in a shop

1. I want to see those shoes!
2. This pair's too expensive. Get me that one!
3. I'm paying with EPS*!

*EPS: Electronic Payment System

Learning Activity 3

With a partner, improve this dialogue which takes place in a book shop:



Learning Activity 4

Continue with the conversations in the situations below. Take it in turns to play the roles of the customer and the assistant to practise the conversations. You may use some of the words given to help you with what you may wish to say.

Situation 1: In a jewellery shop

- A customer is looking for a special present for her / his mother.
- The sales assistant needs to find out what the customer would like and recommend some items.

Words you can use: jade, diamond, sterling silver, platinum, necklace, bracelet, earrings, brooch

Sales assistant: May I help you?

Customer: I'm looking for a present for my mom, but I don't really know what she likes. Do you have any suggestions?

...

Situation 2: In a bank

- A customer would like to open an account.
- The bank clerk needs to ask details about the customer and recommend two types of account.

Words you can use: time deposit account, savings account, current account, save and withdraw money, earn interest, interest rate, monthly statement, passbook, cheque, ATM card

Bank clerk: Good morning. How can I help you?

Customer: I would like to open an account.

Bank clerk: There are several types of accounts. Could you tell me what you are going to use the account for?

...

Situation 3: At a train station

- A customer asks for the timetable and the fares for trains to Guangzhou.
- The sales assistant gives various times, types of train (direct / express) and prices. (See table below.)

Words you can use: northbound, depart, arrive, train number, total journey time, single journey ticket, credit card

Customer: I'm going to take the train to Guangzhou this afternoon. May I ask when the next train is and how much it costs?

Sales assistant: There're two types of trains, direct and express ...

Hong Kong → Guangzhou	
Direct (\$100)	Express (\$200)
08:00	09:30
12:00	11:30
15:00	13:30
18:00	15:30
21:00	17:30
---	19:30

Situation 4: In a gym

- A customer would like to know about becoming a member to use the gym.
- The sales representative describes the services (yoga classes, keep fit classes) and membership regulations and fees.

Words you can use: kickboxing, aerobics, yoga, belly dance, fitball, jazz, trainer, sauna, spa

Customer: I know there's a sales promotion for new members. Could you please tell me more about it?

Sales representative: Sure. I guess you must have watched the latest TV commercial, right?

...

Section C: Emailing / Handling complaints by email**Learning Activity 1**

With your partner, decide which of the following statements about emailing are true (T) or false (F). After you have written down the answers, read the emailing tips on the next page and check if your answers are correct. The first one has been done for you as an example.

1.	Email is the most used form of communication in the office.	T
2.	For security reasons, we should not use an address which clearly states our full name.	
3.	Like the letter, email provides a record of the communication between the writer and the recipient.	
4.	It is not necessary to provide a subject for emails because we do not say on the envelope what the letter inside is about.	
5.	Most emailing programmes will provide a subject for our messages even if we forget to put one in.	
6.	Email is fast and provides a record of what is said between you and the receiver.	
7.	If we send messages to clients from private addresses, we run the risk that they get mistaken as unwanted emails and are thus ignored.	
8.	It is good practice to include our full name, position and address at the end of an email.	
9.	We do not often include our signature in an email because most email systems do not allow us to do it.	
10.	How we begin or end an email often depends on who we are writing to.	

Useful tips for emailing

Email is the most used method of communication in the workplace.

It is fast and gives you a record of the interaction you have had with colleagues or clients.

It is not wise to send your clients messages from private addresses such as:
icqjohn@yahoo.com.hk

You should use an address clearly stating your full name: John.Hun@travelgood.com.hk

Emails should have a subject. Your emailing programme will normally inform you if you have forgotten to put one in.

At the end of the email, provide your full name, position, address and perhaps your telephone number. You might also insert your signature.

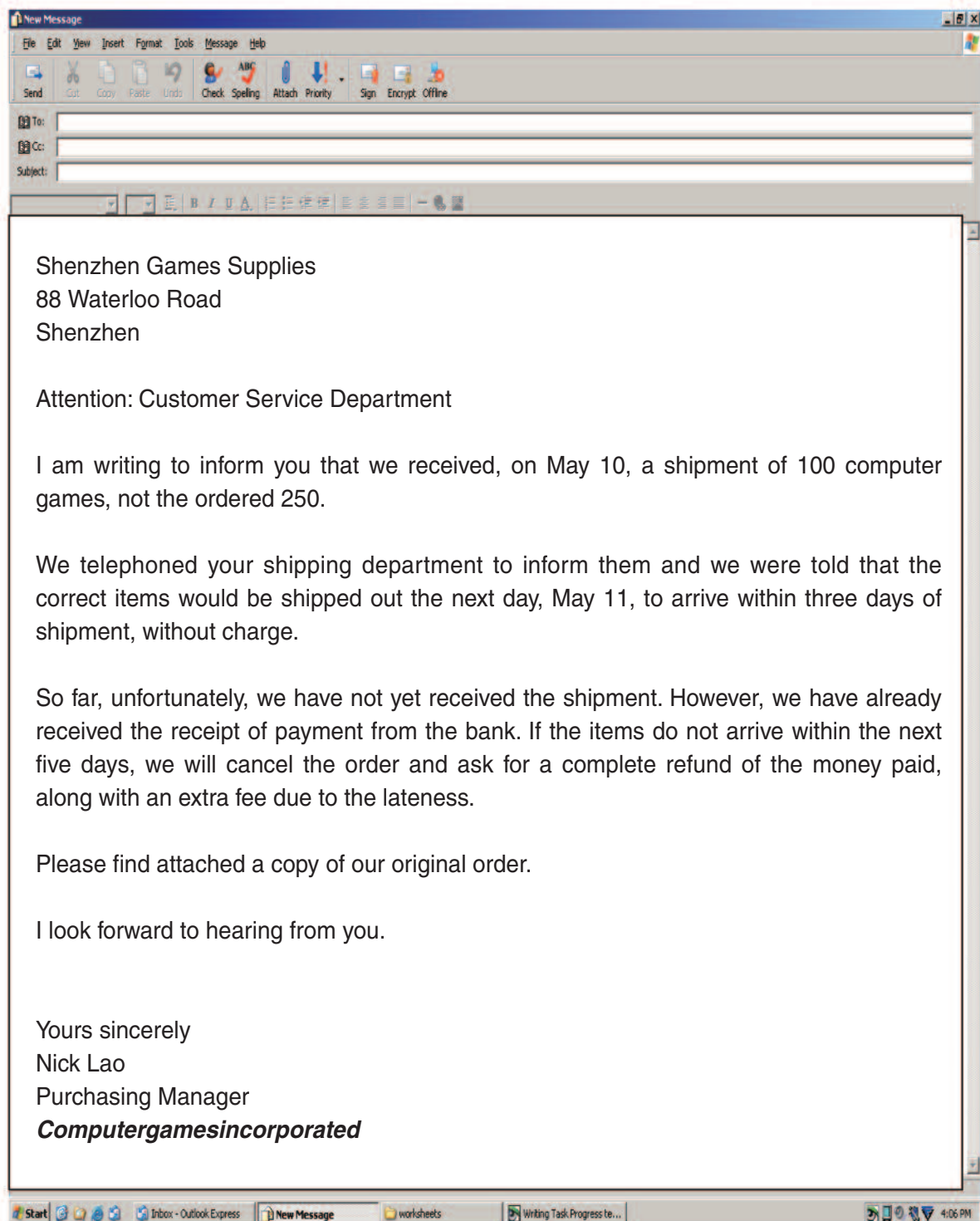
You will begin and end emails in different ways depending on who you are writing to. This is often called the 'register' or the 'tone' of your writing: please see page S80 'Opening and closing emails'.

You can organise your emailing programme in such a way so that it will always automatically add your signature.



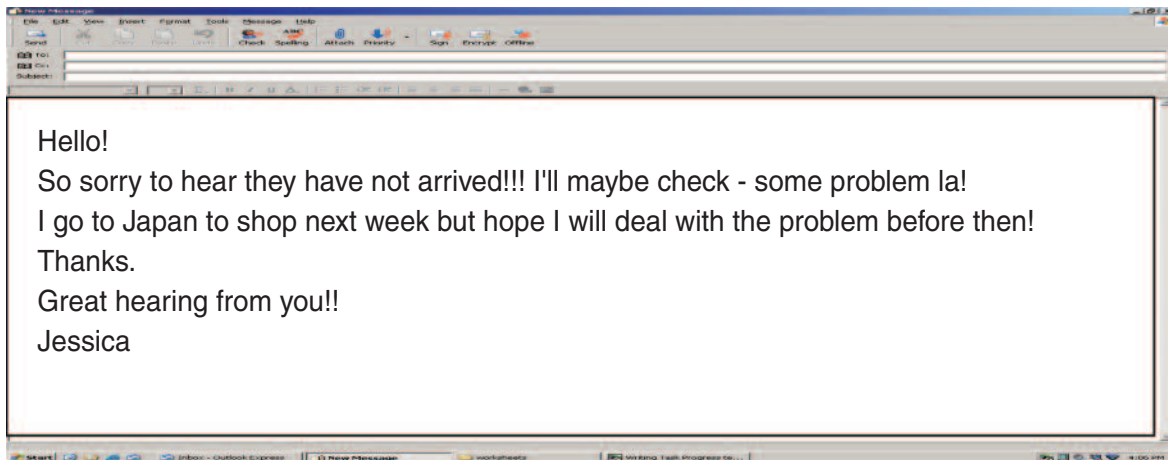
Learning Activity 2

Two of your colleagues have received this email of complaint. Both have written replies to the email. They have forwarded them to you first to proofread. Look at their replies and decide if either is suitable.



Look at the following replies drafted by your colleagues and discuss if either is suitable. Underline some of the language that makes you think so. (Hint: You may consider their levels of formality.)

Draft reply 1



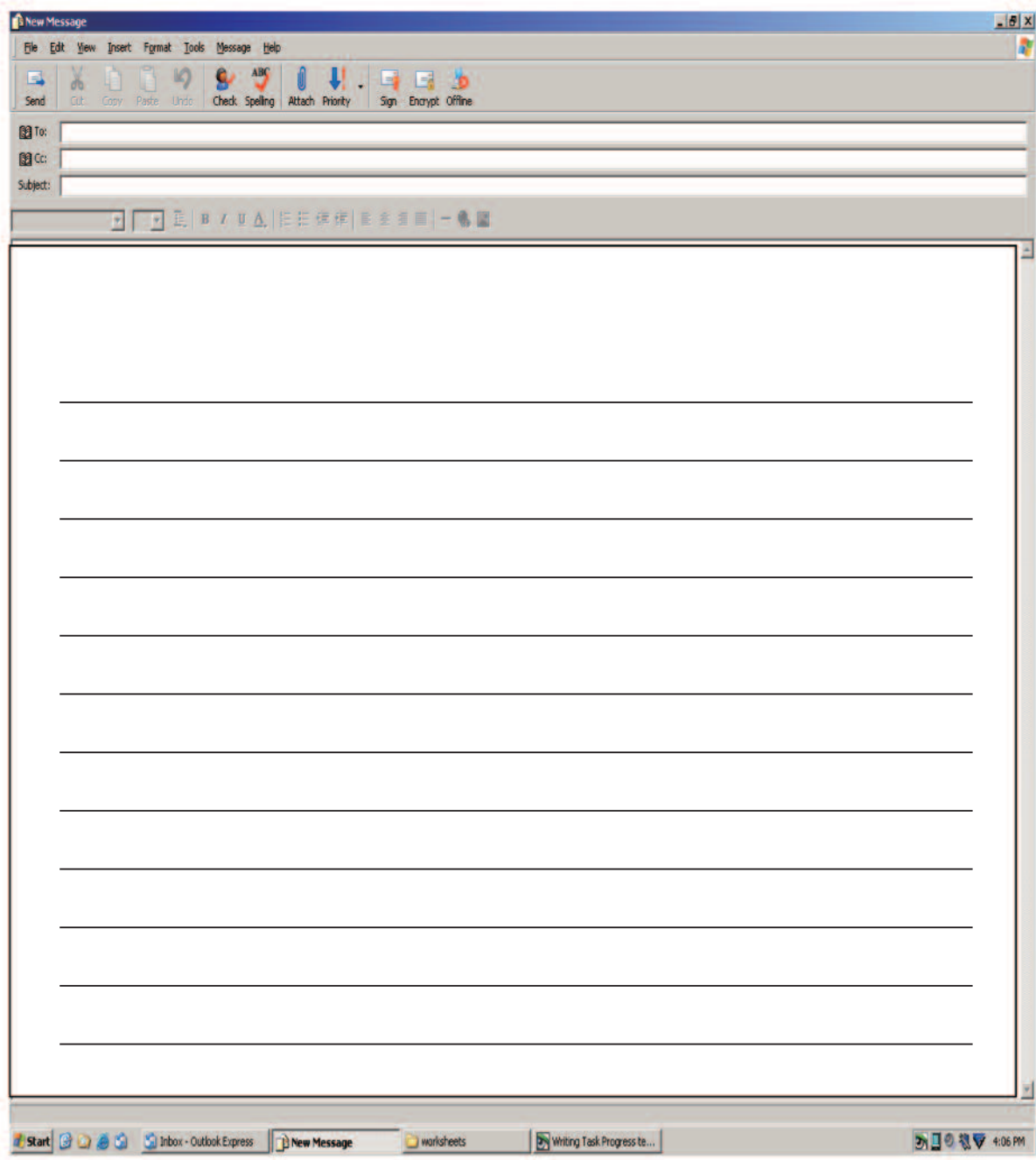
Draft reply 2



Learning Activity 3

Write a more appropriate reply to the email in Learning Activity 2 using the tips for emailing on page S76 as well as the notes on 'Opening and closing emails' on the next page. The points below may also be helpful.

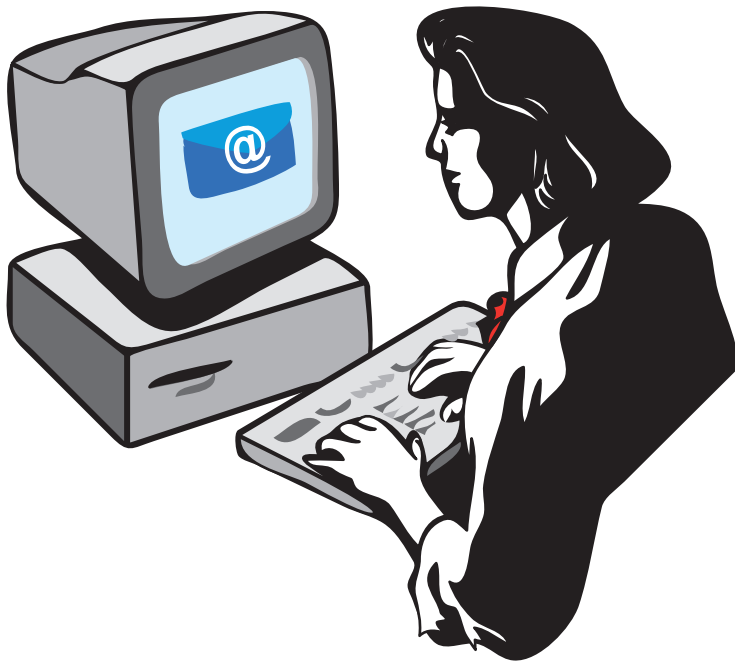
1. Acknowledge / Apologise.
2. Explain what has happened.
3. Promise action / Describe what actions you are going to take.
4. Finish with a closing statement (more apologies or hope for future good relations).



Opening and closing emails

Relationship with your reader	Ways of opening emails	Ways of closing emails
People you know quite well	Hi + first name Hello	Cheers + first name Best + first name Thanks + first name
People you do not know very well or those in a higher position than you	Dear + first name	Sincerely Regards Kind regards
People you do not know and / or those in a position of importance	Dear Mr / Mrs / Ms* / Miss + surname	With kind regards Yours sincerely With thanks

*Ms is used before a woman's surname when she does not want to be called Mrs or Miss, or when we do not know if she is married or not.



Section D: Meetings

Learning Activity 1

Complete the gaps with the words from the box. You may have to change the form of a verb. Note that each word can be used more than once where necessary.

<i>go</i>	<i>receive</i>	<i>call</i>	<i>take</i>	<i>limit</i>	<i>chair</i>	<i>get</i>
a. John, can you the minutes, please?						
b. Andrew will be this part of the meeting.						
c. Let's down to business, please.						
d. The best way, I think, is to round the table and get everybody's opinion on this.						
e. This meeting has been to discuss the merger.						
f. If we want to through the agenda, we'd better each item to only five minutes.						
g. Have you all a copy of the agenda?						

Learning Activity 2

You are the owners of a restaurant. Hold a meeting to discuss the issues in the box.

<p>Your restaurant has received some complaints from customers:</p> <ul style="list-style-type: none">• The menu is boring. The main dishes are either fish or vegetarian. There are no desserts available.• The restaurant is located near a secondary school but the students there say even a noodle dish is the price of two lunch boxes.• Some members of staff are rude.• Staff uniforms are untidy.• The toilets are dirty.

Create a list of suggestions to deal with these problems. Elect a chairperson (to control the meeting) and a secretary (to make notes) first. When you have finished, report your decisions to the class.

You can make some notes here during the meeting. Tell the class your ideas.

Section E: Information finding

You are going to read and ask questions about a text on complaints in the hotel industry.

Learning Activity 1

Write down five things that people commonly complain about in a hotel. One might be 'rude staff'. Tell the class your ideas.

Have you ever stayed in a hotel? Did you like it? Why / Why not? Write some ideas down before sharing with your classmates.



Learning Activity 2

For this activity, half of the class is Student A and the other half Student B.

Student A

Read Text A below. Work with another Student A to write the questions for your gaps by considering the hints in brackets. When you have finished writing the questions, pair up with a Student B and take turns to ask the appropriate questions to complete the text. An example has been done for you.

Text A

Complaints occur _____ (1. How often / occur?) in a big hotel. All staff, whether front of house or _____ (3. Which / staff?), will probably have to deal with an angry customer at some stage. This is because hotel staff are always in direct _____ (5. What kind of / in?) settings with customers.

Often people will complain about the noise from another guest's room or that the room is untidy. There are often problems with the _____ (7. What / problems with?) or the room bill. For example, a guest is certain he or she hasn't had anything from the fridge in the room but there's a charge anyway.

All staff have to have training in dealing with customers properly. This involves the following steps:

- Listen _____ (9. How / listen?) and with empathy. Never interrupt or look distracted.
- Apologise for the problem (even if you have nothing to do with it).
- Check with the customer to _____ (11. Why?).
- Explain why the problem could have occurred but do not blame any one person in particular.
- Promise prompt _____ (13. What / promise?) and let the guest know that you will make sure someone gets onto it immediately.

If our staff can follow these easy steps, they can avoid making customers particularly hostile and hopefully the problems can be solved very quickly and without _____ (15. How / solved?).

Questions to ask Student B:

1. How often do complaints occur in a big hotel?

3. _____
5. _____
7. _____
9. _____
11. _____
13. _____
15. _____



Student B

Read Text B below. Work with another Student B to write the questions for your gaps by considering the hints in brackets. When you have finished writing the questions, pair up with a Student A and take turns to ask the appropriate questions to complete the text. An example has been done for you.

Text B

Complaints occur every day in a big _____ (2. Where / occur?). All staff, whether front of house or cleaners, will probably have to deal with an angry _____ (4. Who / deal with?) at some stage. This is because hotel staff are always in direct face-to-face settings with customers.

Often people will complain about the _____ (6. What / complain about?) from another guest's room or that the room is untidy. There are often problems with the phone bill or the room bill. For example, a guest is certain he or she hasn't had anything from the _____ (8. What / certain about?) in the room but there's a charge anyway.

All staff have to have training in dealing with customers properly. This involves the following steps:

- Listen carefully and with empathy. Never interrupt or look distracted.
- Apologise for the _____ (10. What / apologise for?) (even if you have nothing to do with it).
- Check with the customer to make sure you understand the problem.
- Explain why the problem could have occurred but do not _____ (12. What / not do?) any one person in particular.
- Promise prompt action and let the guest know that you will make sure someone gets onto it immediately.

If our staff can _____ (14. What / staff do?) these easy steps, they can avoid making customers particularly hostile and hopefully the problems can be solved very quickly and without incident.

Questions to ask Student A:

2. Where do complaints occur?

4.

6.

8.

10.

12.

14.



Section F: Vocabulary

Learning Activity

Below are sentences that we can use in writing a reply to a complaint letter. Complete the sentences with the words or phrases given in the box.

failure	polite	tested	checks	loyalty	discount	guaranteed
	after-sales service		satisfaction	inspectors		

1. Our first model had to be redesigned due to a mechanical _____.
2. We ensure our products are well-maintained with routine _____.
3. Our _____ are all highly-trained quality control specialists.
4. All of our goods are _____ for a minimum of two years.
5. Our _____ provides our customers with free repair or their money back if their expectations are not met.
6. Our most important philosophy is to meet our clients' needs and to offer them complete _____.
7. If any product is faulty on delivery, we offer a 10% _____.
8. Our customer care department trains its personnel to always be _____ to our clients.
9. This product is tried and _____.
10. If we can create customer _____ so that our clients do business with us over a long period, we have a successful company.

Section G: Formal letters of complaint

Learning Activity 1

Read the information in the handouts 'Tips for letters of complaint' and 'Complaint letter template' on the next two pages and answer the questions below.

1. What are most letters of complaint about?
2. Why should a company react quickly to a complaint letter?
3. Who normally reads your letter of complaint?
4. How should you begin your letter if you do not know anyone at the company?
5. What information should you supply in your letter?
6. If you begin your letter 'Dear Sir / Madam', how should your letter end?
7. How can we soften the impact of our complaint?
8. How should we finish our letter?

Tips for letters of complaint

Some useful things to remember about writing letters of complaint:

Common letters of complaint between businesses in the workplace are usually about dissatisfaction with the product or service received. The aim of the letter is to give an overview of the problem. It serves also as a legal document and a company who has had a serious complaint lodged against it will usually react quickly to 'keep the customer happy'.

When you send your letter, the person you are writing to is probably not the person responsible for the error. Rather, it is probably someone who has been trained in the customer service department to deal with complaints. Therefore, a polite tone is recommended. Beginning your letter 'Attention: Customer Service Department' if you do not know any names of those responsible in the field is advisable. Otherwise, start your letter: 'Dear ...' as usual.

The content of your letter should be straightforward, giving relevant facts of the problem and the options to resolve the issue that you would find satisfactory and able to accept. You should supply all the dates, times, purchase orders and invoices. It is fine to list your problems and offer solutions – in fact this could make your letter more 'reader friendly'.

Close your letter with a satisfactory tone:

Thanks in advance.

Yours faithfully (if you do not open with a name)

Yours sincerely (if you do open with a name, e.g. Dear Mr Chan)

Your signature _____

Your printed name _____



Complaint letter template

Attention to: name, title, department and address of person you are writing to

Date of writing

Dear Sir or Madam (or name of person you are writing to)

Subject of letter

Write briefly about the facts of the problem: include dates, names and reference numbers.

If you have one, state your suggested solution to the problem.

You may wish to compliment the company's normal service. This softens the impact of the complaint.

Finish by saying that you look forward to hearing from them soon and that you appreciate their help.

Yours faithfully (if not sent to a named person) or sincerely (if sent to a named person)

Your signature

Your printed name (and title / position)

Learning Activity 2

In groups of five or six, read the formal letter of complaint below and answer the questions.

Quest Company
5 Po Yuen Street
Sai Kung

10 October 20XX

Mrs N Tung
Sales Department
Cars for All
986 Nathan Road
Yau Ma Tei
Kowloon

Dear Mrs Tung

Subject: Faulty rearview mirrors (Order No. 3458769)

I am writing to complain about the faulty rearview mirrors of your cars.

We received 1,000 new two-door environmentally-friendly cars from your company on 8 October 20XX. On checking the goods, we found that several of the rearview mirrors are faulty. We have to temporarily suspend the sale of the cars due to the fault, which has caused us a great deal of inconvenience.

We would appreciate it if you could arrange for pickup of your cars, check them thoroughly, and fix any problem that they have. We would also like to get a complete refund of the money we paid as well as compensation for the money we have spent on shipment.

Thanks in advance.

Yours sincerely

Mary
Mary Chan
Sales Department

1. What is the problem? _____
2. What date did it happen? _____
3. Who is writing the letter? _____
4. What does the writer want? _____

Customer service response letter to a customer complaint template

Your name and address

Date of writing

(Addressee's name and address)

Dear (name of person you are writing to)

I am writing with reference to (situation or complaint) of (date).

I apologise for the inconvenience / problems caused by our error / failure.

We always take great care to ensure that our service / products are properly managed.

However, due to (give a brief outline of the reason), an acceptable standard has clearly not been met.

In light of this, we have decided to (state the solution or offer), which we hope you will find satisfactory.

Please contact me should you have any further cause for concern.

Kind regards

Signature

Printed name (and title / position)

Sample customer service response letter

Chong Hing Company Ltd
G/F 213 Hing Lung Street
Kowloon

23 March 20XX

Dear Mr Wong

Thank you for your letter of 20 March 20XX about your dissatisfaction with the service we provide. We are indeed sorry that our colleague did not show up to fix your electric oven on the scheduled date and time.

We have investigated the situation, and found that a technical error had occurred in our computer record system, which caused our colleague to miss the appointment.

We suggest sending a colleague to come and fix your oven at another date and time convenient to you free of charge. If you find this arrangement acceptable, please contact Ms Chan on 2345 6789 to make an appointment.

We apologise once again for any inconvenience caused.

Yours sincerely

David Tsang

David Tsang

Customer Services Officer

Section H: Telephoning

Learning Activity 1

Match functions and language for making and handling telephone complaints.

Functions	Language
<u>Making complaints</u>	
1. Explaining the purpose of your call	A. • I'm phoning to complain about ... • The reason why I am calling is ...
2. Talking about the fault	B. • There seems to be / is a fault with ... • The ... is faulty. • I have a problem with ...
3. Remarking strongly	C. • If you can't fix this problem, I'll ... • If you don't ..., I'll have to ...
4. Warning action	D. • This isn't good enough. • This will not do.
<u>Handling complaints</u>	
5. Asking for details	E. • This isn't our fault. • We aren't to blame for this problem. • You should contact ... about this problem.
6. Understanding your client	F. • Can you tell me about the problem? • What exactly is the problem? • Could you explain what's wrong in detail please?
7. Saying you are not to blame	G. • I see what you mean. • Oh dear, I'm really sorry to hear (about) that ... • Yes, we're sorry about the ...
8. Saying what follow-up action you will take	H. • I'll look into this problem immediately. • I'll find out about this problem straight away.

Making complaints

1. _____ 2. _____ 3. _____ 4. _____

Handling complaints

5. _____ 6. _____ 7. _____ 8. _____

Learning Activity 2

Read the role-plays and choose whether you will be the customer or the employee. Prepare what you would like to say in the spaces below. You should sit back to back with a partner to do the role-plays. Take it in turns to be the customer and the employee. You should refer to the notes on 'Making and handling complaints on the telephone' on page S97 for this.

Role-play 1

Telephone the manager of Tasty Thai Restaurant to complain about the meal you had for your birthday party there.

Mention the following:

1. Your booking was for 12 but the table you were given was too small.
2. The service was poor, hurried and unfriendly.
3. You had agreed on ten dinner menus and two vegetarian menus but found out that there was no vegetarian special (your two friends only had green salads!).

Role-play 2

Telephone the customer service hotline of Fly-high Airline to complain about the flight from Sydney to Hong Kong you took with them.

Include the following:

1. You reserved your window seat in Business Class online but when you checked in, only aisle seats were available due to a technical problem with the computer system.
2. The menu you had booked online was also unavailable.
3. When you complained to the flight attendant, she rudely replied that you were not the only passenger on board and that she was busy. For the rest of the flight, she completely ignored you.

Role-play 3

Telephone the Future TV service line to complain about the following:

1. You agreed on a 15 channel package but can only access nine.
2. You have been billed for 15 channels.
3. You talked to a Future TV customer service officer last week and the problem has still not been solved.



**Making and handling complaints on
the telephone (complainer / receiver)**

<p>Explaining the purpose of your call</p> <p>I'm phoning to complain about ...</p> <p>The reason why I am calling is ...</p>	<p>Talking about the fault</p> <p>There seems to be / is a fault with ...</p> <p>The ... is faulty.</p> <p>I have a problem with ...</p>	<p>Warning action</p> <p>If you can't fix this problem, I'll ...</p> <p>If you don't ... , I'll have to ...</p>
<p>Remarking strongly</p> <p>This isn't good enough.</p> <p>This will not do.</p>		<p>Asking for details</p> <p>Can you tell me about the problem?</p> <p>What exactly is the problem?</p> <p>Could you explain what's wrong in detail please?</p>
<p>Saying you will take action</p> <p>I'll look into this problem immediately.</p> <p>I'll find out about this problem straight away.</p>	<p>Saying you are not to blame</p> <p>This isn't our fault.</p> <p>We aren't to blame for this problem.</p> <p>You should contact ... about this problem.</p>	<p>Understanding your client</p> <p>I see what you mean.</p> <p>Oh dear, I'm really sorry to hear (about) that.</p> <p>Yes, we're sorry about the ...</p>

Unit 1 Describing Jobs and Companies

Objectives

By the end of the lessons, students will be better able to:

- list and pronounce a number of jobs
- write descriptions for a number of jobs
- ask peers appropriate questions to find out which activities might interest them the most when thinking about a potential job
- evaluate peer responses to the interviews and recommend an appropriate job for them
- identify and use telephone expressions for making and taking an appointment
- design appropriate questions to find out about a famous company
- identify qualities of a good presentation
- identify and note useful phrases for presentations
- present a famous company

Time Needed

- 9 hours 30 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students brainstorm and describe jobs
- They discuss job interests, conduct interviews and give career advice to each other
- They practise telephone language to arrange meetings
- They describe and discuss famous companies
- They read about and give a presentation on a well-known company
- Self-access learning task: they make a short presentation for their portfolio about the kind of job or company that might interest them in the future

Materials Required

- Handouts on 'Describing Jobs and Companies'
- CD Tracks 1-3: Phonecalls from the boss
- CD Track 4: Presentation by Eco-car
- Supplementary Materials pages T49 – T52

Unit 1 Describing Jobs and Companies

Teacher's Notes

Describing Jobs

Section A: Group discussion (10 minutes)

The principal object of these lessons is to activate interest and knowledge by developing language connected to jobs and job descriptions. Groups start the lesson with a quick discussion sharing information about the jobs they would like to have later on. Elicit feedback from the class.

Section B: Vocabulary

Learning Activity 1 (40 minutes)

Brainstorm A – Z of jobs: inform students that they can use more than one word for some jobs, e.g. Quality Controller (see table).

For more examples go to: http://en.wikipedia.org/wiki/List_of_occupations

In their groups, for about 5 minutes, students note down as many jobs as they can think of. You could do those below with the class on the board to ensure that all students understand the activity. At this stage let students use their imagination and humour (for example, American literature student, or ant scientist). Alternatively, students could find information from dictionaries or the Internet, if you have a computer room. Put some ideas on the board and feedback.

Suggested answers:

A stronaut	H eadmaster	O ffice assistant	V iolinist
B anker	I nterpreter	P ostman	W aiter
C arpenter	J udge	Q uality control officer / Q uilter / Q uantum physicist	X -ray technician
D octor	K indergarten teacher	R eal estate agent	Y outh worker
E ngineer	L ibrarian	S alesperson	Z oologist
F armer	M echanic	T eacher	
G ame designer	N urse	U sher	

Students then test each other's pronunciation and spelling (How do you pronounce this? How do you spell ... ?)

To exploit this, you could play some word games (hangman, anagrams, writing the phonemic transcriptions of jobs, dictionary races, etc).

Catering for Learner Diversity

For less advanced students, you might like to ask them to brainstorm jobs for just A – I. Provide them with hints where necessary, e.g. 'B' is a person who works in a place where money is saved or borrowed.

Learning Activity 2 (20 minutes)

Students are asked to match jobs to their descriptions. In groups, they discuss what each of the jobs in the left-hand column is about. You might like to go round the groups and offer help, where necessary.

Answers:

- b. Tellers help customers with their banking activities.
- d. Interpreters and translators analyse and convert spoken or written words from one language into another.
- a. Advertising salespeople sell airtime on radio and TV stations and page space in newspapers and magazines.
- e. Customer service representatives try to solve client complaints.
- h. Secretaries perform a variety of clerical and administrative tasks needed to run an office.

Learning Activity 3 (20 minutes)

Conduct this activity as a class quiz. Students write descriptions using three of the jobs they wrote down to test the class. The group that guesses the job receives a point.

Catering for Learner Diversity

For less advanced students, you might like to give them some prompts for writing job descriptions. They can be given sentence starters such as:

- For this job, you need to ...
- This job requires ...

Learning Activity 4 (30 minutes)

Students play the pelmanism game using the cards on the next few pages. Ask students to match the jobs with their descriptions. Make sure you make single-sided photocopies and cut up the cards before class. To feed back, you could use a photocopiable OHT to go through some of the matches yourself. This section is full of useful verb + noun collocations (word partnerships) which you might like to draw students' attention to, e.g. operate machinery and look after patients.

Catering for Learner Diversity

For less advanced students, you might like to:

- use flashcards or web images for the matching game
- select a fewer number of jobs for the game

For more advanced students, teachers can set up a guessing game (possibly as a mill drill) activity. The students write a job title on a sticky label and then stick it to one of their peer's back. They mill (walk around) and try to guess which job title is written on their backs by listening to the descriptions of their classmates, e.g. 'This person looks after sick people. S/he knows a lot about medicine. It's important to have regular checkups with this person.' When all students have guessed, they sit down. During the mill drill, you could walk around yourself collecting any good descriptions or making a note of several errors that you think should be highlighted at the end. Write these up on the board and go over them.

Engineer

Designs, develops, analyses and maintains a wide range of equipment.

Chef

Cooks food in a restaurant.

**Merchandise
Displayer**

Plans and constructs displays in windows.

**Computer
Programmer**

Writes instructions that enable computers to perform specific tasks.

Purchasing Agent

Tries to get the best products at the lowest possible prices.

Retail Salesperson

Helps customers to look for items in stores and convinces them to buy them.

Accountant

Analyses and checks the accuracy of financial information.

Webmaster

Develops, maintains, and sometimes, has programming projects for Internet sites.

Child-care Worker

Supervises, cares for and instructs youngsters on care programmes.

Architect

Plans and designs buildings and structures.

Secondary School Teacher

Helps students who are between 12 and 18 years old to learn.

Lawyer

Researches, explains and applies legal matters to specific problems.

**Supermarket
Cashier**

*Welcomes shoppers and
takes their money for
goods.*

Waiter

*Takes orders at a
restaurant and serves food.*

Beautician

*Tells people how to
improve their look.*

Actor

*Reads and performs film
or theatre roles.*

Postman

*Delivers mail to people in a
certain area.*

Taxi Driver

*Picks people up and drops
them off at their
destination.*

Nurse

Looks after people in hospital.

Shop Assistant

Works in a shop by using the cash register or helping people to decide what to buy.

Masseur

Gives people massages to help them to relax.

Builder

Constructs buildings from plans.

Mechanic

Mends vehicles that have broken down.

Policeman

Protects people from crime.

Learning Activity 5 (40 minutes)

Make one-sided copies of the blank cards on page S4 of the student's handouts so that students can cut up the cards. Students make their own Pelmanism game with about five other jobs by writing down the names of jobs and their descriptions on the blank cards. Ask students to cut up the cards after writing and exchange their set of cards with another group. They then try to play the game designed by the other group. Collect the cards at the end of the lesson if you would like to do revision with them at a later stage.

Catering for Learner Diversity

For less advanced students, you might like to:

- give them more time to develop their own game using pictures / drawings
- play some games with job titles, e.g. hangman, instead of asking them to develop their own pelmanism game

Learning Activity 6 (10 minutes)

Students read about Jane's and John's hopes for the future. When they have guessed the job Jane and John would like to have, students put their hands up. They then quickly move on to discuss the job they wish to apply for when they graduate.

Suggested answers:

Jane – merchandiser, John – taxi driver

Section C: Seeking career advice

Warmer (10 minutes)

Teachers could perhaps talk about their experiences in job seeking first. Then explain to students that the learning activities that follow will provide them with opportunities to think about different jobs and which ones they are more suitable for.

Learning Activity 1

Part A (20 minutes)

Students work together to quickly write a job next to the activities. Note that this is only an activity to encourage students to talk about different jobs and there is no accurate answer. Any reasonable answers should be accepted. The following are examples:

1.	travel abroad – <i>tour guide</i>
2.	work nights – <i>nurse / copy editor</i>
3.	work outside – <i>gardener</i>
4.	help others in need due to illness – <i>doctor</i>
5.	educate or train others – <i>teacher</i>
6.	protect people – <i>policeman / policewoman</i>

7.	work with children – kindergarten teacher
8.	drive a vehicle – bus / taxi driver
9.	operate a computer – data analyst
10.	design and create buildings – architect / interior designer
11.	buy products – buyer / merchandiser
12.	work from home – freelance writer
13.	persuade others to buy things – salesperson
14.	repair things – mechanic / handyman
15.	clean things – cleaner

Catering for Learner Diversity

For less advanced students, you might like to read out some job titles and ask students to write them next to the traits. Alternatively, you might like to provide a list of job titles and ask students to match them with the descriptions, or simply ask students to choose five or six jobs from the list to work on.

For more advanced students, you might like to ask students to think of other traits for each job.

Part B (10 minutes)

Students then think of three more activities.

Possible answers:

swim / life guard

sew / tailor

act / film star

Learning Activity 2

Part A (20 minutes)

Students work in groups of four with members A, B, C and D to write down eight more questions.

Catering for Learner Diversity

For less advanced students, you might like to ask students to set only five questions, including three yes / no questions and two open-ended questions.

For more advanced students, you might like to ask them to write their own questions first before they see the structures given.

Part B (30 minutes)

When Part A is done, the following procedure takes place:

Student A and Student B form into pairs and take turns to interview each other.

Student C and Student D form into pairs and do the same.

Ask students to take down their partner's answers on a sheet of paper.

Part C (10 minutes)

When students have conducted the interviews, Students A and C work together to agree on jobs that might be suitable for Students B and D. Students B and D do the same for Students A and C. They then complete the note sheet on page S8. They should use their discretion when filling out the sheet, leaving out those parts they may have not gathered information for, e.g. things they do not like or are not good at.

Useful tip

Before putting students back with their original partners, tell them that they have to perform a role-play to organise a time and place for their meeting.

Section D: Telephoning

Learning Activity

Part A (10 minutes)

To prepare students for making an appointment by telephone, students match functions with expressions. Do not give out the notes on the functions and language of telephoning on page S10 before this task.

Answers:

1. D 2. C 3. E 4. A 5. B 6. I 7. H 8. F 9. G 10. K 11. J

Catering for Learner Diversity

The less advanced students can do this activity together in pairs or groups. Before doing the activity, you might like to go over difficult words like 'negotiating', 'reassuring' and 'identifying' with students.

The more advanced students can fold the sheet in half along its vertical middle or cover one of the columns. One student says her / his half, the other gives the answer.

After the activity, give out the notes on 'Telephoning – functions and language' on page S10 and go over them with students.

Part B (10 minutes)

Arranging an appointment by telephone

Follow the same grouping as in Section C Learning Activity 2. Students A and B work together

and C and D together. Students have to find at least 45 minutes free on both of their timetables – stress that they cannot meet before 8 am or after 7 pm. You should make sure that students sit opposite each other and do not look at their partner's schedule. If they do, the activity will not work.

Note: You will need to make single-sided copies of the schedules on page S12 of the student's handouts and have them cut up for use before class.

Possible time slots:

1. Wednesday 4 pm – 4.45 pm
2. Thursday 3 pm – 3.45 pm
3. Thursday 6 pm – 7 pm

Catering for Learner Diversity

For less advanced students, you might like to put Student As / Cs and Student Bs / Ds together first to write out some questions. You might like to provide an opening and a question to help students to start off the telephone conversation, e.g. "Hi, John. I've come up with a suggestion on what you may consider doing in the future. Shall we fix a day to meet up some time next week?"

You may wish to point out the collocations: have lunch, have a meeting, have a lesson and have a break.

Part C (10 minutes)

When students get back together with their original partner, they tell each other the results of their discussion: the job they think is suitable for their partner.

Section E: Business memo writing

Learning Activity (30 minutes)

Play the recording (CD Tracks 1-3) of the phone calls from Ruth Marsh. When you play it for the first time, ask students to take notes in the boxes provided.

Tapescript

1. "Hi Darren. It's 2 pm, Friday the 18th of April. Could you please inform Anne Oxford that she has been invited to visit Top Toy Factory in Dongguan next week (maybe on the 23rd of April) while she is in the area? They've made quite a lot of changes since our last visit. Please ask her to let me know if she's available. Thanks."
2. "Hello Darren. This is Ruth speaking. It's 10.30 am, Thursday the 4th of August. I'm sorry to say that I won't be able to meet the Sales Team today as an urgent meeting has been requested in one of our factories. Could you please ask Melani, the team head, to get back to me with another suitable date for next week?"
3. "Hi Darren. This is Ruth in the car park. It is 4 pm, Monday the 17th of May. Lately, I find that

the warehouse entrance is often blocked by our staff's cars and the lorries can't deliver the loads. Could you please remind all staff that they need to park their cars in the spaces assigned to them? From tomorrow onwards, any cars blocking the entrance will be removed without further notice!"

Go over the notes on memo writing on page S14 with students before they listen to the recording for the second time. Give students some time to write up the memos after they listen. When students have finished, you may ask some of them to write their memos on the blackboard and go over them with the class.

Answers for notes on memo writing:

- The first memo is the least formal.
- Memo 2 uses a serious tone requesting action.
- ASAP stands for 'as soon as possible'.

Suggested answers:

1. To: Anne Oxford
From: Ruth Marsh
Time and date: 2 pm, Friday, 18 April
Subject: Factory visit
Message: Please let David know whether you would be available for a visit to Top Toy Factory in Dongguan next week (maybe on 23 April).
2. To: Melani
From: Ruth Marsh
Time and date: 10.30 am, Thursday, 4 Aug
Subject: Meeting with Sales Team
Message: David cannot meet the Sales Team today because of an urgent meeting. Please call back to fix another date for next week.
3. To: All staff
From: Ruth Marsh
Time and date: 4 pm, Monday, 17 May
Subject: Parking
Message: Cars should be parked in assigned spaces. Those blocking the entrance will be removed without further notice from 18 May onwards.

Catering for Learner Diversity

For less advanced students, you might like to give parts of the above answers to students to give them some hints.

Describing Companies

Section F: Group discussion

Learning Activity 1 (10 minutes)

Group discussion: Do you know anyone who works for a well-known company? Would you like to work for that company or one of these? Why?

Learning Activity 2 (10 minutes)

Using as many of the company names as possible, students are asked to say what they did last week.

Catering for Learner Diversity

For less advanced students, you might like to provide the following for them to fill out and ask them to make a couple of sentences on their own.

1. Yesterday ... a coffee.
2. Then I _____ (phone) UA Cinema to _____ (book) tickets for a 9.30 pm show.
3. Since The Commercial Press was on sale, I _____ (visit) the store at Causeway Bay to shop for a present for my brother.
4. _____
5. _____

(They could also say: what they'd like to do; are going to do; might do ...)

Learning Activity 3 (10 minutes)

Students brainstorm words / phrases associated with KFC (think of taste, touch, look, sound and smell). Here are some examples:

<u>Taste</u>	<u>Sound</u>	<u>Touch</u>	<u>Look</u>	<u>Smell</u>
juicy	nibble	soft	impatient	sniff
sweet	munch	greasy	satisfied	aroma
hot	sip	cold / hot	crowded	smell of choco
yummy	lick	dirty	tempting	savoury

Conduct a quick survey: Who likes KFC? Who prefers ...?

Catering for Learner Diversity

For less advanced students, you might like to provide a list of words, e.g. two from each category, and ask them to put the words in the right boxes. Encourage them to think of other possible words / phrases.

Learning Activity 4

Part A (20 minutes)

Put students in groups of A and B. Give out different versions of the text on KFC on pages S18 – S19 to students of groups A and B. They work together to write down the appropriate questions to ask to complete the text.

The text contains the following fields of information about the company:

Advertising and logo

History

Products

Location

When this is done, you may wish to practise some of the questions.

Answers:

KFC

KFC, or Kentucky Fried Chicken, is a chain of **(1) fast food** (What?) restaurants from the United States of America. It was founded by a soldier named **(2) Colonel Sanders** (Who?).

Advertising and Logo

The company adopted the shorter form of its name, i.e. KFC, in **(3) 1991** (When?). There are **(4) three** (How many?) most widely believed causes for doing so:

- the name would turn people's attention away from 'chicken', as the chain was moving to offer other foods;
- the unhealthy connotations of 'fried' would be avoided;
- a shorter name would be more attractive to **(5) young people** (Who?).

Recently, the company has begun to re-use the Kentucky Fried Chicken name. The Kentucky Fried Chicken name can be seen on some **(6) buckets of chicken** (What?). As of **(7) 2007** (When?), the company's website uses Kentucky Fried Chicken for the **(8) logo** (What?) in the United States.

History

The first 'Kentucky Fried Chicken' outlet was opened in **(9) 1952** (When?). Sanders sold the business in 1964 for **(10) US\$2 million** (How much?), and it has since been sold three more times, most recently to PepsiCo.

Products

KFC's Original Recipe was **(11) fried chicken and French fries** (What?). What makes it so special is that it is prepared from 11 herbs and spices. Other than fried chicken, many KFC restaurants serve crispy chicken and **(12) side dishes** (What?) like coleslaw, wedges, mashed potatoes with gravy and corn on the cob. KFC also offers other dishes such as hamburgers, pork ribs, Honey BBQ wings and desserts – though not all may be found in all locations. Some menu items are innovations in regional stores. The management in **(13) Singapore** (Where?), for example, introduced the Colonel Burger in 1977 and the **(14) Hot & Crispy Chicken** (What?) in **(15) 1990** (When?).

Countries with KFC

KFC restaurants can be found in most countries in the world. It is one of the most popular Western fast-food chains in **(16) mainland China** (Where?). KFC is also very popular in Japan, particularly during **(17) Christmas** (When?), where people in large cities often have to reserve buckets of chicken beforehand. One of the most famous KFC restaurants in the U.S. is located in Georgia. This store is notable for a 56-foot tall sign that looks like a **(18) chicken** (What?).

Part B (20 minutes)

Students go into pairs (A and B) or groups of 4 (Ax2 and Bx2) to ask and answer their questions.

To finish, you could go over the answers with an OHT with the class.

Catering for Learner Diversity

For less advanced students, you can change the text yourself to make less and / or easier gap fills. You could give the entire questions without the question word, e.g. _____ was KFC founded?

For more advanced students, there is a supplementary information gap fill activity using a text about 'Pret a Manger' on pages T49 – T50 if you would like to use it. You could also ask students to create their own gap fill text for another group using Wikipedia.

Answers for 'Pret a Manger':

1. UK
2. London
3. 1986
4. Sinclair Beecham and Julian Metcalfe
5. property law
6. University of Westminster
7. natural ingredients
8. on the day of purchase
9. in a kitchen at each location
10. homeless
11. charities
12. 2001
13. 33%
14. New York
15. seven
16. London

Learning Activity 5

Part A (20 minutes)

The students are then asked to complete six sentences. This is useful language used to talk about the four areas of information about a company: advertising and logo, history, products and location.

Answers:

1. The first KFC outlet was opened in 1952.
2. It was founded by a soldier named Colonel Sanders.
3. It is the most popular western fast-food chain in mainland China.
4. The company adopted the shorter form of its name in 1991.
5. The management introduced the Colonel Burger in 1977.
6. KFC restaurants can be found in most countries in the world.

Part B (10 minutes)

Answers:

a. 2 b. 4 c. 5 d. 1 e. 3 f. 6

Ask students to find other useful phrases in the text to describe the four areas about the company.

Students can then brainstorm their own by substituting their phrases:

Examples:

The first KFC outlet was started in 1952.

The company started using the abbreviated form of its name in 1991.

You could put students in groups to do this and to brainstorm as many phrases as they can think of that might replace the ones in the text. The team with the most phrases wins. Remind students that the phrases could be useful for their presentations in the next activity.

Part C (10 minutes)

Students discuss their favourite fast food restaurant.

Section G: Presentations

Learning Activity 1 (10 minutes)

Answers:

- | | |
|------|------|
| a. F | g. T |
| b. F | h. F |
| c. F | i. F |
| d. T | j. F |
| e. F | k. T |
| f. T | l. T |

Catering for Learner Diversity

For less advanced students, you might like to ask them to brainstorm five dos and five don'ts when giving a presentation instead of attempting Learning Activity 1.

Learning Activity 2 (40 minutes)

Part A

Ask students to read through the fact file to have an idea of what they should look for when they listen to the presentation (CD Track 4). They then take notes as they listen. Do not check answers with students until they have completed Part B of this activity. You may pre-teach vocabulary such as eco-car, product range and organic energy.

Answers:

- 2004
- Two
- Cars
- Five
- the world's environment
- Think Green, Think Eco-Car
- Green
- international export market

Catering for Learner Diversity

For less advanced students, you might like to provide choices for some of the blanks.

Part B

The aim of this activity is to have students pay attention to the language and expressions that can be used at a presentation for different purposes, such as giving the overview, switching topic, summarising and rounding off. Students complete the gaps as they listen to the recording again. Ask students to check their answers for Part A when they have completed the gaps. Remind them that they can use the expressions as they make their presentation in the next activity.

Answers:

Company presentation transcript

I'd **like to start** by welcoming you all here today. My name is Mandy Wong and I'm one of the managers for Eco-car Ltd. The presentation today **is about** our company, its history, location, products and advertising.

So, let me begin by **giving you an outline of** my talk today. **First of all**, I'll give you a brief account of the history of Eco-car Ltd. Then **I'll run through** our current product range. **After that** I'll give you a brief description of our new advertising campaign. Please feel free **to ask any questions** at the end of the presentation.

Right, **let's start by looking** at the history of our company. The company was founded in 2004 by two brothers who had the idea of producing a car which runs off 100% organic energy. They started with just one small room to build it in! Now we have two large factories in the Northern Territories.

So, **let's move on to** the current product range. At the moment we have five different Eco-car products. These range from our original car – the Friendly Juicer – to the highly successful Wonder Car which has won several international prizes. We believe that these products will continue to be particularly popular because they go against the modern trend around the world of luxury items that run at a great cost to the world's environment.

Good. **I hope you now have a clear idea** of the kind of products we have introduced since we started out in 2004. Now **I'm going to turn** to our new advertising campaign and how I believe it is going to perform in the face of some very strong competition in this sector.

Think Green, Think Eco-Car. That's our new slogan and our idea is to offer a range of cars on the market that are three different types of green – only green – a light, a pale and a dark green. I hope you like this idea.

Ok then **to sum up**. Eco-car is now a well established player in the car manufacturing market of Hong Kong, focussing on organic fuels. We face strong competition in the market but we feel we are in a strong position with our highly specialised products. Our plan to move into the international export market should ensure that the company continues to grow in the coming years.

That **brings me to the end** of my presentation today. Now, if there are any questions ...

Catering for Learner Diversity

For less advanced students, you might like to reduce the number of gaps or provide expressions and ask students to put them in the correct space.

Section H: Presentation of a famous company

Learning Activity (40 minutes)

Students form into groups and choose a famous company to do a short presentation about it. Students should think about the four fields: advertising and logos, history, products, location (other topics are services, prospects, job types) when researching their companies. Students can choose from the companies on page S15 or any other companies that they are interested in knowing more about.

Useful tips

1. Before students do their presentation, go over the handout 'Presentations – functions and language' on page S26 with them.
2. If you would like to evaluate students' presentations, you may refer to page T51 'Presentation Feedback Form'.
3. Students could also complete the 'Self-reflection Sheet' on page T52 after this task.

One way to ensure active listening during the presentations is to ask students to write some important questions about their presentations first (or create their own gap fill sentences / true or false statements) and to distribute these to their peers. Their peers should listen and answer the questions at the end of the presentations.

Catering for Learner Diversity

For less advanced students, you might like to ask them to do a presentation on only two aspects, e.g. logos and products.

Section I: Self-access learning task (40 minutes)

Students are asked to prepare a two-minute presentation in English to a potential employer about the kind of work they would like to do or the type of company they would like to work for when they finish school or university. They should record this at home and keep it as part of their portfolio.

Catering for Learner Diversity

For more advanced students, you might like to do the following activity on job description with them.

Form students into groups of three or four. Give each group a set of cards, or ask students to design their own. Each set should contain one stack of 'Jobs' cards and one stack of 'Descriptions' cards. One person from each group shuffles the cards and deals them so that each person gets an equal number of cards. Students see if their hand contains any jobs that match the descriptions. If so, they can put them in the middle of the table. Other students check to see that the pair is correct.

Work clockwise / anti-clockwise. Student 1 takes a card from Student 2. If it forms a pair

with her / his hand, the pair goes down on the pile in the middle of the table. Other students check to see that the pair is correct. Then, Student 2 takes a card from Student 3, and so on. The winner of the game is the person who has placed all of her / his cards in the middle of the table.

Notes:

Each group of students needs 24 cards. The more groups of students you have, the more sets of cards you will have to make. Therefore, it might be useful to have these cards laminated so that they can be recycled by other teachers / classes.

Supplementary activity ideas for companies

1. Teachers and students create reading and listening activities based on company profiles taken from the company's own website or from Wikipedia. These could be gap fills like the pair-work for KFC or gaps for which students must decide which word(s) fit in the space provided. This could also be jumbled texts, at the level of paragraphs or sentences. This could be comprehension questions in the form of multiple choices, true / false options and so on. Students could also be asked to do summarising or error correction activities.
2. Students present, or write an article on, the history of a famous business person or company to peers.
3. Students design a quiz or web-quest using a company's website for peers.
4. Students write a report on a company's website or brand image stating why they think it has been successful and so on.
5. Students create crosswords, word searches or other vocabulary games for their peers based on a particular job description or workplace (see <http://puzzlemaker.com/>).
6. Students visit a workplace to meet and interview staff and / or clients in the workplace. This could be recorded or videoed and presented to peers.
7. Students conduct surveys and interviews with people in Hong Kong to find out why they like / do not like the company or its product(s). They present or write a report about their findings.

Role-plays

1. Students brainstorm the types of spoken and written interaction that take place in one of these companies (between staff and clients or between staff) and act out role-plays or write appropriate documentation.
2. Students set up their own businesses based on one of the famous ones shown on page S15. They can go on to create a company structure, image and so on. From this stage all of the workplace communication skills can be studied and practised.

Unit 2 Employment

Objectives

By the end of the lessons, students will be better able to:

- describe personal and professional characteristics and relate them to job fields
- identify good use of body language for an interview
- ask and answer appropriate job interview questions
- identify characteristics and language of a cover letter and write one
- take part in a meeting as well as understand and use appropriate language for meetings
- identify formal language of a business letter

Time Needed

- 9 hours 30 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students discuss job interviews and practise using adjectives for personal and professional characteristics
- They role-play several job interviews alternating between interviewer and interviewee
- They read tips about writing cover / application letters and find ten language errors in a sample letter
- They match communicative functions with language for meetings
- Self-access learning task: they describe their qualities and say why they would be useful employees. They could also design their own CV using a document for compiling CVs

Materials Required

- Handouts on 'Employment'
- Supplementary Materials pages T53 – T60

Unit 2 Employment

Teacher's Notes

Section A: Group discussion (10 minutes)

Pre-lesson

Before the lesson, tell students to ask a member of their family about an interview s/he had in the past and be ready to share the story with the class.

You could ask students the question: Have you ever been interviewed for a part-time job? If yes, what happened? How did you feel? You could also talk about a previous interview here.

Section B: Vocabulary

Learning Activity 1 (20 minutes)

You could start by asking students to brainstorm adjectives that describe attributes or personal qualities for the workplace: energetic; motivated; polite, etc. Elicit and practise some of these.

Learning Activity 2 (10 minutes)

Students are asked to choose five adjectives to describe a teacher. Then a student.

Catering for Learner Diversity

For less advanced students, you might like to reduce the number of words in the box and spend more time helping them to practise the words that are important for them and their chosen job field, e.g. a waiter needs to be patient and polite.

For more advanced students, you might like to brainstorm adjectives first or use this more extensive list:

hard-working	independent	critical	creative	sociable
well-organised	pro-active	eloquent	good at languages	fun
ambitious	trustworthy	attentive to details	energetic	
good at multi-tasking	dependable	flexible	good at teamwork	
good at time management	imaginative	forward-thinking	artistic	
good with people	competitive	physically fit	good at leadership	
productive	good at money making		good at following orders	
smart and clean	polite	patient	adventurous	risk-taking
confident	open-minded	good-looking	clever	good at giving orders

Learning Activity 3

Part A (10 minutes)

Students think of other words and write them in the boxes provided.

Part B (10 minutes)

Students write a sentence for two words or phrases they chose.

Example: *If you are a pilot, you have to be trustworthy. / We are looking for a hard-working and reliable person for the post.*

Learning Activity 4 (30 minutes)

Students play a game called adjective / job description – they have to describe a job by using suitable adjectives.

Useful tips

1. To teach these words, you could help students to use their dictionaries and go through the words.
2. You might like to go over some of the pronunciation.
3. You could play a game – you give a definition and a student from each group has to go to the board and write the corresponding job (e.g. When you can sell things to others, you are a ... ? **Answer: salesperson**).
4. You could also get students to use their dictionaries to find synonyms or antonyms for the words. For fun, this can be a dictionary race – the first group to find a word with similar / opposite meaning is the winner.
5. Replace the jobs where deemed more suitable for your students.

Section C: Job interviews

There are a number of practices for role-playing interviews in this unit. Make sure that students have the chance to be both interviewer and interviewee during the unit.

Learning Activity 1

Part A (10 minutes)

Students discuss the different aspects of body language: dos and don'ts.

Answers:

		Dos	Don'ts
1	Sit up straight	✓	
2	Look alert	✓	
3	Scratch the back of your head		✓
4	Hold your neck		✓
5	Rub your nose		✓
6	Cross your arms		✓
7	Make eye contact	✓	
8	Stare at the floor		✓
9	Look uninterested		✓
10	Smile	✓	
11	Nod your head	✓	
12	Shake your feet		✓

Catering for Learner Diversity

For less advanced students, you might like to explain words that students may have difficulty with, e.g. alert, nod.

Part B (10 minutes)

Students discuss any other ideas for dos and don'ts.

Useful tip

Make sure that students are aware that during the interview body language is very important.

Learning Activity 2 (15 minutes)

Common interview questions

Useful tip

These questions are very common during interviews and therefore students should really think about how they can answer them well.

Students write the questions with the help of the starters given.

1. Can you tell us why you have applied for this job?
2. Could you tell us about yourself, please?
3. Why do you think you are a good / suitable candidate for this job?
4. What are your strong and weak points?
5. Do you prefer / like working alone or in a team, and why?
6. Do you have any questions to ask us?

Learning Activity 3 (45 minutes)

Students read through the advertisement and Employer Card only. They then choose who the employers and the jobseekers are.

Students go into groups to prepare: group 1 – jobseekers and group 2 – employers. Jobseekers must choose a role card. They should not read all of the jobseekers' profiles. In addition to the questions in Learning Activity 2 on page S31, employers write at least four more questions to ask each jobseeker during the interview.

Based on the information in the cards they are given, students prepare what they are going to say during the role-play.

Learning Activity 4 (60 minutes)

Before the interviews, go over the interview tips and functions and language on interviews on page S35 with students.

Students conduct the interviews.

For the interview role-play, students should go into groups of six or seven: two employers and four or five jobseekers. Both employers will ask each jobseeker all the questions before they proceed to interview the next.

Catering for Learner Diversity

For less advanced students, you might like to put the jobseekers with the same jobseeker role cards in groups first so that they can work together to plan what they will say in the interview, taking into account the interview questions in Learning Activity 2. The employers can also form groups to prepare questions to ask. They can then split into pairs, each with an employer and an employee.

For more advanced students, they may feel confident enough to work on their own to prepare.

Ask students who was chosen as the successful jobseeker / applicant and why. You may ask a good group to come out to the front to model their discussion and give feedback.

Learning Activity 5 (20 minutes)

Ask students to improve the dialogue in the boxes.

Catering for Learner Diversity

For less advanced students, you might like to start by getting a pair out to the front to act out the dialogue in the boxes first and then the whole class rewrites it on an OHT or on the board as a group before getting students to practise in pairs.

Supplementary interview role-plays (60 minutes)

There are extra interview role-plays to practise with on pages T53 – T56. As previously noted, the more practice students have for interviews the better. Note that the advertisement in Role-play 1 is deliberately made playful. It is hoped that students will feel more relaxed and enjoy the role-play.

Section D: Application / Cover letter

Learning Activity 1 (20 minutes)

Ask students to read the application letter and complete the notes in pairs. If necessary, guide students to complete the notes together as a class.

Answers:

1. Date
2. name
3. Address
4. job / position
5. experience
6. personality
7. interview
8. Applicant's signature
9. informal
10. candidate / applicant

Catering for Learner Diversity

For less advanced students, you might like to provide them with the ten words to choose from.

Learning Activity 2 (20 minutes)

Students are given an example of an application / cover letter. They should put the parts of the letter in the correct order and find ten language errors in it.

Answers:

1. e 2. d 3. b 4. c 5. a

Dear Mr Ng

I am **writing** in reply to the post of Accounting Clerk advertised on your website. I believe my experience as a student ambassador at school, my HKDSE qualifications in mathematics as well **as** my interest in business would make me a useful member of your company.

In addition to my **experience** and qualifications, I can offer a variety of skills that could **be** useful to you **in** the future, in particular, my knowledge of computers. Also, my proficiency in English could be useful for your clients from overseas.

I am attracted **to** your accountancy programme because your company **has** grown rapidly in the last three years, making you one of **the** most successful accountancy firms in Hong Kong. I am also impressed by the package you offer your employees.

I have attached my CV and would greatly appreciate an interview to discuss at greater length the contributions **I** could make to your team.

Thank you for **taking** the time to review my application.

Yours sincerely

Colin Cheung
Colin Cheung

Catering for Learner Diversity

For less advanced students, you might like to provide them with hints by specifying the number and the type of error (e.g. verb tense, noun) that can be found in each paragraph.

Learning Activity 3 (30 minutes)

Using the notes on the contents, layout and language for cover letters, students are asked to write a cover letter for one of the jobs advertised in the unit or to use their own advert and write a letter for it. You may use the criteria in the 'Writing Feedback Form' on page T57 for evaluating students' work.

Useful tip

Stress the importance of always supplying a tailor-made cover letter (one that has been created with a particular job in mind) and CV for any job. It shows if someone has made a big effort to research the post.

Section E: Meetings

Learning Activity 1 (10 minutes)

Students try to complete the anagrams first: agenda; consensus; chairperson; video conference; item; show of hands; minutes. The aim of the activity is to find out how much students know about meetings. Go over the words afterwards to make sure that students know all of them.

Learning Activity 2 (20 minutes)

Running dictation

Stick on the board / wall a copy of 'Tips for preparing and holding meetings' below for each group of four. Enlarge if necessary. Two students will be runners going back and forth memorising and reporting the tips and the other two will be secretaries noting down answers reported by the runners. This is a nice activity because it gets students to learn whole chunks of language and to write collaboratively.

Tips for preparing and holding meetings

1. Prepare thoroughly for the meeting. Look at the agenda or the background information.
2. Listen carefully to what the participants say.
3. Don't talk too little and don't talk too much!
4. If you do not understand, ask for clarifications.
5. Look at people directly when you are speaking to them.
6. Do not hesitate to interrupt a speaker but do so tactfully and at the right time (when the speaker has finished his point, for example).
7. When you reply to a participant, be sure that you understand the question well. To do so, you can rephrase what the speaker said.

Catering for Learner Diversity

For less advanced students, you might like to dictate the statements yourself and ask groups to write them down together. Then go over the answers with an OHT / PowerPoint. Alternatively, you may blank out the key words in the tips and ask groups to fill them out. Or, instead of doing a running dictation, you can re-write the tips and turn them into a true (T) or false (F) activity.

Learning Activity 3 (20 minutes)

In this activity, students work in pairs or groups to match the useful functional language for meetings to the communicative functions.

Answers:

a. 1 b. 4 c. 3 d. 7 e. 6 f. 5 g. 9 h. 2 i. 8 j. 12 k. 10 l. 11

Catering for Learner Diversity

For less advanced students, you might like to give your students more practice and support by using the handouts in the Supplementary Materials Section (pages T58 – T60). You can have your students practise agreeing and disagreeing using 'Practice for meetings – agreeing and disagreeing', or they can refer to 'Meetings – functions and language' for help on language. For further language practice in meetings, there is also the exercise 'Using appropriate language in meetings'.

For more advanced students, you might like to ask them to brainstorm statements for agreeing and disagreeing and write them on slips of paper first. Then ask them to compare their ideas with those on pages T59 – T60 before working on 'Practice for meetings – agreeing and disagreeing' on page T58.

Suggested answers for 'Using appropriate language in meetings' on page T60:

1. This is too expensive! (afraid)
I am afraid this is too expensive.
2. You must pay 50% now! (would / mind)
Would you mind paying 50% now?
3. We won't agree to these terms! (cannot)
I am afraid we cannot agree to these terms.
4. We hate this model! (not interested)
I am sorry but we are not interested in this model.
5. That's rubbish! (do not agree)
I am afraid I do not agree.
6. What do you want? (help)
Can I help you?

Learning Activity 4 (30 minutes)

Meeting role-play (remind students of the language from the previous activity)

This activity aims to provide an opportunity for students to use persuasive language and to present their own strengths. It is not necessary for them to come up with a decision on which student should be given the chance to work as a student trainee.

Useful tips

1. Remind students that they should really try to sell themselves during this meeting and each of them has only two minutes.
2. To extend this activity, you may wish to ask a good group to perform the role-play again but this time in front of the class and ask students who watch the performance to vote for the best student in the group.

The notes on pages S47 – S49 provide supplementary materials that aim to help students to understand more about how to chair a meeting and write agenda and minutes. If necessary, you might like to guide students to read over the notes and discuss the roles and language required of a chairperson or secretary to prepare them for the activity. You may also provide students with the additional information on writing agendas and minutes below.

Notes on items that commonly appear on agendas

Confirmation of minutes of the last meeting: When the meeting begins, members will be asked if the minutes of the previous meeting are correct. If they are, the minutes will be adopted, otherwise they will be amended.

Matters arising: Under this item, any issues that stem from the minutes of the previous meeting will be discussed.

Issues for discussion: These are the matters to be discussed at the meeting. In the example provided in the student's handout, there is only one issue for discussion, i.e. Report on Market Survey. In reality, however, most meetings cover more than just one issue or topic.

A.O.B. (Any Other Business): At a meeting, members may bring up issues not covered in the agenda. They can be discussed under A.O.B.

Notes on the various components of meeting minutes

Present and Apologies: Members present at the meeting are listed under 'Present' (starting with the Chairman and ending with the Secretary, with members listed in between, in order of seniority or in alphabetical order according to their surname or post title). Those who cannot make it to the meeting are listed under 'Apologies'. Usually it is required that they apologise and give a reason for their absence, hence 'Apologies'.

Confirmation of minutes of the last meeting: If members accept the minutes of the previous meeting as correct, write down that they are confirmed like the example in the student's handout. If corrections are required, put down the amendments made.

Matters arising: If matters arising from the minutes of the previous meeting are discussed, record the discussions and proposals or decisions made. If nothing arises, write down there were no matters arising from the minutes of the previous meeting or omit the item.

Issues discussed: The matters discussed and the resolutions or decisions made are recorded and appropriately organised. Usually the items are reported in the order they are presented.

A.O.B. (Any Other Business): If there are any items discussed under A.O.B., record them. The time the meeting adjourns should also be recorded.

Signature: The Secretary and / or the Chairperson will have to sign the minutes when confirmed.

Catering for Learner Diversity

For less advanced students, you might like to ask the secretary to simply write brief notes as the meeting goes.

For more advanced students, you may let them know more about how to prepare an agenda and write more detailed minutes. The following websites may help:

http://www.personal-assistant-tips.com/Meeting_Agendas.html

<http://www.professional-secretarial-services.com/meeting-minutes-sample.html>

Section F: A letter requesting a reference for a student

Learning Activity 1 (20 minutes)

Answers:

1. 1.c 2.d 3.a 4.b 5.f 6.h 7.g 8.e

2. Offering help=6

Giving information=3

Concluding=5

Opening greeting=1

Requesting action or information=2

Closing greeting=7

Referring to previous activities=4

Referring to added documents=8

3a. When you don't know the name of the person in a formal letter, use **Dear Sir / Madam** for an opening and **Yours faithfully** for a closing greeting.

b. When you know the name of the person in a formal letter, use **Dear + Mr / Mrs / Ms / Miss** for an opening and **Yours sincerely** for a closing greeting.

Learning Activity 2 (30 minutes)

Guide students to change the highlighted informal language into formal language. It is hoped that this activity will be motivating as it reminds students that they no doubt will have evaluations made of them when they apply for a post. You could mention that perhaps the Principal or you as a teacher may act as a referee at some stage too.

Suggested answers:

<p>Nam Shan Building Associates Room 1523 15/F Nelson Building 54 Chun Wai Road Tuen Mun Tel: 2444 8473</p>
<p>25 November 20XX</p>
<p>Mrs G Yuen Human Resources Manager Global Export Room 904 Ming Fai Industrial Building 126 Wing Yip Street Quarry Bay</p>
<p>Mr Hung James</p>
<p>Dear Mrs Yuen</p>
<p>The above-named / mentioned has applied / made an application for a position / post as a Buyer in our company. He has given / provided your name as his referee.</p>
<p>I would appreciate it if you could send me some information about him and his work. I enclose details of this position / post for you to refer to and I would be grateful to receive any references you could make with regard to / concerning Mr. Hung's work.</p>
<p>I look forward to receiving your reference and assure you that any information provided will be treated as strictly confidential.</p>
<p>Yours sincerely Eddy Shan Human Resources Manager</p>

Section G: Self-access learning task (60 minutes)

For their portfolios, students write a paragraph and / or make a presentation describing their qualities (they think of adjectives to describe personal and professional characteristics and other strong points) and say why they would be a good person to employ. They can make notes in the spaces provided.

Useful tip

Another way for students to describe their qualities is by designing a CV. You may ask students to refer to the CV template on page S54 and design one which will tell others about their qualities.

Unit 3 Brands and Advertising

Objectives

By the end of the lessons, students will be better able to:

- use specific vocabulary and phrases to talk about company products and services
- identify the structure and useful language used for a good sales presentation
- identify the structure and language of report writing
- compose a short report
- hold a meeting and practise setting agendas and taking minutes
- write a sales letter to promote a product

Time Needed

- 8 hours 30 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students discuss their favourite companies and use specific vocabulary and phrases to talk about their products and services
- They read and structure a sales presentation
- They invent their own company and give a presentation on it
- They read about and practise writing reports
- They take part in a meeting
- They analyse a sales letter and identify language errors
- They write a persuasive sales letter
- Self-access learning task: they write and / or make a presentation about the creative work they have done during this unit

Materials Required

- Handouts on 'Brands and Advertising'
- CD Track 5: Presentation by Travelgood
- Supplementary Materials pages T51 – T52, T60, T61 – T63

Unit 3 Brands and Advertising

Teacher's Notes

Section A: Group discussion

Learning Activity 1 (30 minutes)

If students have already completed the 'Describing jobs and companies' unit, they will recognise the names of the companies.

Have students discuss the questions in groups before they share with the class their knowledge and experience.

Learning Activity 2 (15 minutes)

Students then categorise the companies according to their nature of business and / or the products / services they provide:

Company	Category
Nokia, Sony Ericsson	mobile phones
Starbucks, Pacific Coffee	cafes
Adidas, Nike	sports gear
McDonald's, KFC	fast food restaurants
The Commercial Press	bookshops
Canon	cameras
Park'n Shop	supermarkets
Giordano	casual wear / boutiques
Muji	department stores
IBM	computers
UA Cinema	cinemas
Fortress	electronics shops
HMV	music shops
TVB	TV

Catering for Learner Diversity

For less advanced students, they can work on a smaller number of brand names. You may provide a list of categories and students will match the company with the right category. They can be asked to think of some other brands for each category after the task.

Learning Activity 3 (15 minutes)

Students draw some of the logos for the brands in Learning Activity 1. They then discuss if they think the design of any logo is particularly effective.

Section B: Vocabulary

Learning Activity 1 (20 minutes)

Go over the words with students and make sure that they are able to say them and know what they mean. You could do a word stress activity on the board by getting students up to draw circles above a word to denote this.

(Dependability, **User-friendliness**, Environmental **friendliness**, Price, Style, **After-sales services**)

In groups students put these ideas in order of importance. They then compare.

Learning Activity 2 (30 minutes)

Students use the prompts to make sentences. To make this more motivating, you could tell the students that they will be using some of these phrases to persuade a client to buy a product afterwards.

Catering for Learner Diversity

For less advanced students, you might like to make use of the answers below and turn the exercise into a gap fill activity. Put the key words or phrases you have taken out from the answers in a box and ask students to complete the blanks by choosing the right answer. Ask students to discuss what the words or expressions in the box might mean and go over them with the class before they attempt the gap fill activity.

For more advanced students, you might like to dictate the words for students to write down first before they work in groups to write out the full sentences.

Answers:

1. It is the top of the range.
2. It's very reliable.
3. It's one of our most luxurious products.
4. It will last you your lifetime.
5. It's extremely stylish.
6. It's quite inexpensive for what you get.
7. This is a timeless product. In 50 years, people will still want to buy it.
8. It has a lifetime guarantee. It's very well-made.
9. It's really cool to have one of these.
10. You'll regret it if you don't get one.

Learning Activity 3 (20 minutes)

In groups, students will do the following regarding the useful phrases:

1. Underline five of the adjectives / adjectival phrases used: reliable; luxurious; stylish; timeless; cool; value for money. Some similar adjectives: groovy; dependable; great; fashionable.
2. Underline the expressions that mean it is the best product on the market: top of the range; one of the most luxurious. Some similar expressions: the best in town; incomparable; top-notch.
3. Underline the expressions that mean the product is at a very good price: real value for money; it's quite inexpensive for what you get. Some similar expressions: a very good deal; high quality at a competitive price.
4. Write down the expression that means if it goes wrong at any time in the future, you can take it back to the company for it to be repaired: it has a lifetime guarantee. Some similar expressions: guarantee and post-guarantee repair services available; no worries guarantee at no cost.

Learning Activity 4 (30 minutes)

Students are then asked to prepare a short description of one of their favourite possessions, e.g. a watch; a computer; a mobile phone. They are asked to imagine what they would say to sell this item if they were a salesperson. They practise with a partner.

Sample answer:

Look at this amazing watch. It will last you a lifetime. It is very reliable and strong. It is never wrong. I have had this watch for about 3 years. It is really cool. It isn't cheap, around 2,000 dollars, but it has a guarantee for 20 years. You will not regret it if you buy this wonderful watch!

Catering for Learner Diversity

For less advanced students, you might like to simply ask them to describe three qualities of the object and round off with one closing sentence, e.g. 'This dress is soft, pretty and colourful. You will look beautiful in it.'

Section C: Presentations

Learning Activity 1 (20 minutes)

Students listen to the presentation (CD Track 5) and put the sections in the correct order.

Answers:

- 2 (1) First I will tell you about the exciting new campaign we have launched to increase sales. (2) Then I will talk about the new logo and slogan we have come up with to focus more on our clients on the Mainland.
- 1 (3) Welcome and thanks for coming. My name is Mary Chan and I'm in the Marketing Department for *Travelgood*, a newly-formed travel agency. (4) Today's presentation is about the work the Marketing Department has been doing.
- 6 Thank you. (5) Are there any questions you would like to ask?
- 3 (6) So, as you can see, the company has recently started a new campaign 'A free prize if you book a certain seat on the plane'. Now, this is a completely unique idea in our field and it has been very successful. (7) Our sales figures have risen significantly in the last three months. There is a wide range of prizes including this hi-tech video game player, this handy portable DVD player and these stylish sunglasses.
- 5 Well, to sum up. *Travelgood* is now a well-established player in the market. There is a lot of competition but we feel that, with our new marketing strategies, we are starting to do better than other companies here in Hong Kong and (8) we aim to continue in this way.
- 4 (9) OK, I think you have a clear idea about our campaign. (10) I'm now going to turn to the new logo and slogan the company's marketing team has come up with. We chose this logo because more and more of our customers are either coming to Hong Kong from the Mainland or going to the Mainland from Hong Kong. The panda is a very important image in Asia. The slogan 'Seeze the World' has been chosen because it is simple and, we hope, easy to remember.

Before students listen to the presentation, explain the context and go over some of the more challenging vocabulary in the text, e.g. marketing, travel agency, sales figures, hi-tech portable DVD player, logo, slogan and clients.

Catering for Learner Diversity

For less advanced students, provide students with the expressions and ask them to fill in the blanks with the right expressions.

Learning Activity 2 (20 minutes)

Part A

Ask students to look at words and phrases that they have used to fill out the blanks in Learning Activity 1 and identify their functions.

Answers:

1. Today's presentation is about ...
2. I'm now going to turn to ...
3. So, as you can see, ...
4. OK, I think you have a clear idea about our campaign.
5. Our sales figures have risen significantly ...
6. Welcome and thanks for coming ...
7. First I will tell you about ... Then I will talk about ...
8. ... and we aim to continue in this way.
9. Are there any questions you would like to ask?

Part B

Encourage students to come up with other words and expressions that have the language functions listed in Part A.

Full text of presentation

Welcome and thanks for coming. My name is Mary Chan and I'm in the Marketing Department for *Travelgood*, a newly-formed travel agency. Today's presentation is about the work the Marketing Department has been doing. First I will tell you about the exciting new campaign we have launched to increase sales. Then I will talk about the new logo and slogan we have come up with to focus more on our clients on the Mainland.

So, as you can see, the company has recently started a new campaign 'A free prize if you book a certain seat on the plane'. Now, this is a completely unique idea in our field and it has been very successful. Our sales figures have risen significantly in the last three months. There is a wide range of prizes including this hi-tech video game player, this handy portable DVD player and these stylish sunglasses.

OK, I think you have a clear idea about our campaign. I'm now going to turn to the new logo and slogan the company's marketing team has come up with. We chose this logo because more and more of our customers are either coming to Hong Kong from the Mainland or going to the Mainland from Hong Kong. The panda is a very important image in Asia. The slogan 'Seeze the World' has been chosen because it is simple and, we hope, easy to remember.

Well, to sum up. *Travelgood* is now a well-established player in the market. There is a lot of competition but we feel that, with our new marketing strategies, we are starting to do better than other companies here in Hong Kong and we aim to continue in this way.

Thank you. Are there any questions you would like to ask?

Learning Activity 3 (60 minutes)

Form students into groups of five or six and explain the presentation task that they have to do. Ask students to complete the pre-task items on the 'Self-reflection Sheet' on page T52 to help set them for the presentation. It also helps them to organise themselves within their groups. Students should then answer the post-task questions after they finish their presentation in order to reflect on their work as a whole.

Useful tips

1. For their presentations, students are given some guidance by thinking about the questions. You may wish to use these or you may wish to make this entirely student-generated.
2. You may wish to video these presentations for students' record and evaluation.
3. Also, you and your students may wish to use the 'Presentation Feedback Form' on page T51 to give feedback to presenters.

Section D: Report writing

Learning Activity 1

Part A (10 minutes)

Students read the report and fill in the gaps. The aim of this activity is to give students a brief idea of the structure of a report and to equip them with some of the vocabulary commonly found in reports. In addition to the words for the blanks, you might like to go over with students other words / phrases in the report, e.g. aim, questionnaire survey, preferred, taking into consideration, options, feasible, based on, which they may be able to use in the next activity on report writing.

Answers:

1. report
2. present
3. conducted
4. seek
5. indicated
6. majority
7. considered
8. gathered
9. however
10. recommended

Part B (20 minutes)

This activity guides students to look into the details included in different parts of the report and raises their awareness towards how data collection, discussion of findings, conclusion and recommendation can be done. Go over with students the notes on report writing on page S65 at the end of the activity.

Answers:

1. Report on Travel Package for Company Retreat
2. Introduction, procedure, findings, conclusion and recommendation.
3. To present the findings on possible destinations for the retreat and make a recommendation based on the findings.
4. By conducting a questionnaire survey to collect staff members' views and gathering information on travel packages from travel agencies.
5. Phuket and Taizhong. They are compared in terms of price, activities and hotel accommodation and facilities.
6. The paragraph on conclusion is a summary and comparison of the findings while the last paragraph is the writer making a recommendation.

Learning Activity 2 (60 minutes)

Students write a short report on their findings about a possible venue for the company's Christmas dinner.

Catering for Learner Diversity

For less advanced students, you might like to suggest two restaurants for students to work on, and ask them to collect specific information such as price, menu and address for comparison. You may also simply ask students to collect information on one particular restaurant for a simple report.

Section E: Meetings

Learning Activity (20 minutes)

Part A

Arrange students into groups of four and ask them to select a secretary and two reporters who will report on the group's decision. Have them write up a simple agenda for the meeting before they start their discussion. Go over with them the format of an agenda on page T27 if necessary.

If you have not yet used the notes on meeting minutes on page T28 and the handout 'Using appropriate language in meetings' on page T60, you may like to use them as pre-task activities.

Part B

To help students to reflect on their own performance, guide them to do some post-meeting self-evaluation using the evaluation sheet provided.

Catering for Learner Diversity

For less advanced students, you may provide only two countries as options and give them some criteria for consideration during discussion, e.g. colleagues' interests, budget.

For more advanced students, you may ask them to do the brand-positioning role-play in the Supplementary Materials Section (pages T61 – T63) which is more challenging.

Section F: Sales letters

Learning Activity 1 (20 minutes)

Part A

Students find the nine other errors and correct them.

Answers:

Dear Sir / Madam

Have you ever thought of **investing** in the Hong Kong stock exchange? Perhaps you **would** like to but do not **know** what to **do** or where to place **your** money?

Simply Investment can help you! We are a new and **growing** company operating in the Kowloon area. It is simple **to** invest with us. Just fill in the form attached to this letter if you would like further **information**. By relying on us, you will see your money double in less than three years.

We look forward to **hearing** from you.

All the best
James Chou
Director

Catering for Learner Diversity

For less advanced students, you may limit the number of errors to five. To focus their attention on the errors, you might like to underline them.

Part B

This part aims to familiarise students with the language used in sales letters. The following are suggested answers to the questions for discussion:

1. To draw the readers' attention
2. Just fill in the form attached to this letter if you would like further information.
3. Exclamation mark
4. new and growing company, simple, relying on us

Learning Activity 2 (60 minutes)

Explain the writing task to students. Stress that they should try to use persuasive language.

Sample answer:

Dear Sir / Madam

Do you follow fashion? Would you like to buy some really fashionable clothes at a crazily low price? If yes, come along to our new warehouse.

We are offering beautiful clothes at

Half price and lower

So come along during our clearance week from May 10th to May 17th. Don't miss it!

Attached is a discount form. If you send it to us before our sale, you will get a 10% reduction on top of our sale prices!

So come along: Take exit A3 Mongkok MTR.

We look forward to seeing you.

All the best
James Chou
Director

Catering for Learner Diversity

For less advanced students, get students in groups to discuss what they would like to say in different paragraphs, including:

- how they would like to get readers' attention in the opening
- what information to give about the promotion in the 2nd paragraph
- how they would like to encourage people to visit the shop in the next paragraph
- how to get a discount
- how to close off

Section G: Self-access learning task (60 minutes)

Students are asked to write and / or make a presentation about the creative work they have done in this unit (presentation, report and / or sales letter). They could also record themselves talking about this work and how they felt about it.

Unit 4 Customer Service

Objectives

By the end of the lessons, students will be better able to:

- use polite spoken discourse to role-play a number of customer service dialogues (face-to-face)
- identify words or phrases to express concepts related to customer services and talk about them
- identify appropriate register of a reply to a complaint email
- identify useful tips for writing formal letters of complaint
- identify language used for making and dealing with complaints on the telephone
- make and deal with complaints on the telephone
- hold a meeting to get an action plan together

Time Needed

- 8 hours 20 minutes

Learning / Teaching / Assessment Tasks / Activities

- Students compare their experiences of customer service, e.g. at a restaurant
- They transform impolite language into polite language and use other related customer service language to role-play several different situations
- They read and ask questions about a text describing customer complaints in a hotel
- They read tips about emailing
- They read and identify suitable language and register for a complaint email
- They practise using telephone language for making and dealing with complaints
- Self-access learning task: they write and / or make a presentation about the workplace language skills they have studied during this course

Materials Required

- Handouts on 'Customer Service'

Unit 4 Customer Service

Teacher's Notes

Section A: Group discussion (10 minutes)

Ask students to discuss the questions. Perhaps you have a story to tell them.

Section B: Vocabulary

Learning Activity 1 (20 minutes)

Students write out questions that they might hear a waiter or a shop assistant ask their customers in a polite way:

1. like / help?
Would you like any / some help?
2. try / another colour?
Would you like to try another colour?
3. What / like / eat?
What would you like to eat?
4. get / something / else?
Can / Could I get you something else?
5. see / menu?
Would you like to see the menu?
6. try / another size?
Would you like to try another size?

Catering for Learner Diversity

For less advanced learners, you might like to revise with them the use of modal verbs, in particular:
would you OR shall / can / could I + infinitive

Learning Activity 2 (20 minutes)

Students look at the statements in a restaurant and a shop. They make them more polite. After that, a student says a rude sentence, her / his partner answers with a polite request:

A difficult customer in a restaurant

1. May I have a coke, please?
2. Would you pass me the salt, please?
3. Can I have another drink, please?

A rude customer in a shop

1. May I take a look at those shoes, please?
2. This pair's too expensive. Would you mind showing me that one, please?
3. Is it ok to pay with EPS?

Catering for Learner Diversity

For less advanced students, you might like to provide the starters in brackets after each statement, e.g. 1. May I ... ?, 2. Would you ... ?.

Learning Activity 3 (20 minutes)

Students are asked to improve the dialogue which takes place in a book shop. The prompts are there to help them with the patterns of interaction that might take place.

Useful tip

You might like a pair to go out to the front to perform the rude dialogue first before students change it. In that way, as a warmer they see a very inappropriate, funny dialogue. After that, you could elicit changes from the whole class on an OHT or on the board.

Learning Activity 4 (40 minutes)

Students practise dialogues in different situations. It is also a good idea to get some pairs up to model their dialogues (e.g. in a jewellery shop).

Catering for Learner Diversity

For less advanced students, you might like to give the students some time to write out a dialogue on rough paper before they practise.

Section C: Emailing / Handling complaints by email

Learning Activity 1 (20 minutes)

Do not give out the 'Useful tips for emailing' on page S76 before students work on the activity. Have students work in pairs to decide if the statements are true or false. Explain any statements that students may not understand and encourage them to discuss with their partner to decide on the answers. Ask students to check their answers afterwards and go over the answers with them if necessary.

Answers:

2. F
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. T

Learning Activity 2 (30 minutes)

Students read the complaint. Ask them questions to make sure they understand it.

They are then asked to proofread two draft replies from different colleagues of theirs. In fact, both are grammatically correct but wrong in register. The first is too informal; the second not direct enough and very exaggerated. You might like to guide students to work out the tone of each letter by asking questions like "As Nicholas, would you accept Draft Reply 1 / 2? Why?" and ask students to underline the parts that are not appropriate.

Learning Activity 3 (30 minutes)

Students use tips for emailing on page S76 and the notes on 'opening and closing emails' on page S80 for support and write a more suitable email.

Catering for Learner Diversity

For less advanced students, you might give a copy of the sample answer with useful words or phrases (e.g. misunderstanding / please accept) taken out, OR you might like students to do paragraph / sentence re-ordering.

Suggested answer:

Dear Mr Lao

Thank you for your email. I am very sorry to hear that these problems occurred.

Apparently, there was a misunderstanding between the shipping clerk and our warehouse staff.

I have written to the shipping department and have been assured that the new shipment was sent to you two days ago. You will receive it tomorrow.

Once again, please accept my apologies. This will not happen again.

Yours sincerely

Karen Chun
Customer Services

Section D: Meetings

Learning Activity 1 (10 minutes)

Students are asked to complete the gaps with the relevant words – they need to change the word (e.g. tense / passive form) sometimes.

- John, can you **take** the minutes, please?
- Andrew will be **chairing** this part of the meeting.
- Let's **get** down to business, please.
- The best way, I think, is to **go** round the table and get everybody's opinion on this.
- This meeting has been **called** to discuss the merger.
- If we want to **get** through the agenda, we'd better **limit** each item to only five minutes.
- Have you all **received** a copy of the agenda?

Learning Activity 2 (30 minutes)

Students work in groups to role-play the meeting. Guide students to elect a chairperson and a secretary in their group. The rest of the group can be asked to report their ideas to the class.

Useful tip

As with all of these group activities, it is a nice idea to bring in a recording device, ask the students to turn it on when they are doing the activity. This can then be used for peer or teacher feedback and even reheard at a later stage for comparison.

Section E: Information finding

Learning Activity 1 (10 minutes)

Students work together to predict and brainstorm what customers might complain about in the hotel industry: food; noise; no hot water; dirty sheets / towels; rude staff; a problem with the lights / TV / air conditioning / telephone / fridge / lift; another customer smoking. Ask for feedback from the whole class.

Learning Activity 2 (40 minutes)

Divide the whole class into two big groups: Group A and Group B. Group A will read Text A and Group B will read Text B. With the help of the hints in brackets, students belonging to the same group work together to write the questions they will need to ask to complete the gaps in the presentation about complaints in the hotel industry. When they have finished writing the questions, a Student A will pair up with a Student B. Students in each pair will take turns to ask the appropriate questions to complete the text. When they have finished, they can compare texts to see if their answers are correct.

Full text

Complaints occur **every day** in a big **hotel**. All staff, whether front of house or **cleaners**, will probably have to deal with an angry **customer** at some stage. This is because hotel staff are always in direct **face-to-face** settings with customers.

Often people will complain about the **noise** from another guest's room or that the room is untidy. There are often problems with the **phone bill** or the room bill. For example, a guest is certain he or she hasn't had anything from the **fridge** in the room but there's a charge anyway.

All staff have to have training in dealing with customers properly. This involves the following steps:

- Listen **carefully** and with empathy. Never interrupt or look distracted.
- Apologise for the **problem** (even if you have nothing to do with it).
- Check with the customer to **make sure you understand the problem**.
- Explain why the problem could have occurred but do not **blame** any one person in particular.
- Promise prompt **action** and let the guest know that you will make sure someone gets onto it immediately.

If our staff can **follow** these easy steps, they can avoid making customers particularly hostile and hopefully the problems can be solved very quickly and without **incident**.

Catering for Learner Diversity

For less advanced students, you might like to go over some of the key terms that appear in the text with them, e.g. front of house, face-to-face, guest, empathy, distracted and hostile, before they work in groups on the activity.

Section F: Vocabulary

Useful tips

Note that the word 'customer' collocates with a number of other words to form compound nouns or compound adjectives: satisfaction, loyalty, care, service, oriented and related.

Learning Activity (20 minutes)

Students are asked to fill the gaps with the correct words or phrases from the box. The words represent quality control as well as customer services. Students work in groups and are encouraged to make use of the context and their language knowledge to guess the meanings of any words they are not sure about.

Answers:

1. failure
2. checks
3. inspectors
4. guaranteed
5. after-sales service
6. satisfaction
7. discount
8. polite
9. tested
10. loyalty

Useful tip

You might like to ask students to create a table like the one below to organise their vocabulary. You may also like to give students some dictionary practice for this. They need to know the meaning of the words and which word type can go into which gaps (e.g. verb or noun) so this is an interesting grammar activity for them. Stress the significance of word class here as this is a useful skill to have in English for guessing the meaning of words in context.

Noun	Verb	Adjective	Adverb

Catering for Learner Diversity

For less advanced students, you could consider turning the gap fill exercise into a multiple-choice activity.

e.g. 1. Our first model had to be redesigned due to a mechanical _____.
a. success b. failure

Note: You could highlight the contextual clue given by the prefix 're-' of the word 'redesigned' to help students get at the answer.

For more advanced students, you could use the 15 words below and ask students to make their own sentences with the remaining five. They should leave a blank where the word should be and test their partners.

failure polite modify reliability tested checks
loyalty discount guaranteed after-sales service care
satisfaction inspectors control rudeness

Section G: Formal letters of complaint

Learning Activity 1 (20 minutes)

The questions could be answered through a reading race. Students are asked to find the answers to the questions by scanning 'Tips for letters of complaint' and 'Complaint letter template' on pages S89-S90 as quickly as they can. You might like to put an A3 text on the wall or just give them a copy per group.

Answers:

1. Dissatisfaction with the product or service received
2. To keep the customer happy
3. Someone who has been trained in the customer service department to deal with complaints
4. 'Attention: Customer Service Department'
5. All the dates, times, purchase orders and invoices in the letter
6. 'Yours faithfully'
7. By complimenting the company's normal service
8. By saying that we look forward to hearing from the company soon and that we appreciate their help

Catering for Learner Diversity

For less advanced students, ask four questions instead (Questions 1, 2, 3 and 5) which focus more on content and provide a simplified set of tips. Here is an example:

'Letters of complaint in the workplace are usually about dissatisfaction. Companies which receive a letter of complaint normally react quickly because they want to 'keep the customer happy'.

The person who reads and answers the letter of complaint is generally not the person responsible for the error. Rather, it is probably someone in the customer service department trained to deal with complaints. Therefore, you should write the letter of complaint in a polite tone.

The content of your letter should be straightforward. It gives relevant information about the problem and the options to resolve the problem that you would find suitable. You should supply all the dates, purchase orders, and other relevant details.'

For format and style, leave it to Learning Activity 2 when students get to read a formal letter. You can make use of the complaint letter template to reinforce students' understanding in this area.

Learning Activity 2 (20 minutes)

In groups of five or six, students read the letter of complaint and answer the questions. Go over the complaint and response letter templates with students. You may also revise with students the business letter writing basics on page S50 and go over some of the vocabulary / expressions in the letter which can be used for writing a complaint letter, e.g. I am writing to complain about, we found that, we would appreciate it if you could, we would like to.

Answers:

1. Several of the rearview mirrors of the new two-door environmentally-friendly cars are faulty.
2. It happened on 8 October, 2008.
3. Ms Chan of Quest Company is writing the letter.
4. She wants Mrs Tung to pick up the cars, check every one of it herself and fix those with the problem mentioned. She also wants Mrs Tung to refund all her expenses.

Learning Activity 3 (60 minutes)

Go over with students the sample customer service response letter at the bottom of page S93 before asking them to write a reply to Ms Chan at Quest Company.

Sample answer: (The underlined parts in the answers are for use in the adapted activity that can be done with the less advanced students. Please see details of the activity at the bottom of this page.)

Cars for All
986 Nathan Road
Yau Ma Tei
Kowloon

15 October 20XX

Dear Ms Chan

Subject: Complaint about rearview mirrors

I am writing in response to your letter dated 10 October, 20XX, regarding the faulty rearview mirrors.

We would like to express our sincere apologies for the inconvenience caused.

The rearview mirrors in question are in fact provided by another company and we are only responsible for installing them at our factory. However, we are of course prepared to take the blame for this as we should have checked that they were fine before distributing the cars.

We will be happy to take back the cars for repair. Unfortunately, we have another big order going to Japan at the moment so we will need one month for the repairs.

With regard to the refunds and compensation you request, we regret to tell you that we are unable to offer them. However, we guarantee that all the cars will have been thoroughly checked and all the faulty rearview mirrors repaired before sending them back to you. We would also like to reassure you that all repairs and shipping involved will be free of charge.

We hope you find our response satisfactory and we look forward to maintaining our business relationship with you in the future.

Yours sincerely

Nancy

Nancy Tung
Chief Customer Services Officer
Sales Department

Catering for Learner Diversity

For less advanced students, provide the first three paragraphs of the letter and leave blanks where words are underlined in the text above for students to fill out with the help of prompts 1-4 on page S92. Ask students to write the rest of the letter by giving them simplified prompts, e.g.

5. repair rearview mirrors / free of charge
6. ship them / in a month
7. hope / response satisfactory / look forward / doing business

Section H: Telephoning

Learning Activity 1 (10 minutes)

Students are asked to match functions and language for making and handling telephone complaints.

Answers:

1. A 2. B 3. D 4. C 5. F 6. G 7. E 8. H

You might like to revise with students 'Telephoning – functions and language' on page S10 to make sure that they are ready for the next activity.

Catering for Learner Diversity

For less advanced students, as with all of these matching activities, you could turn this into a Pelmanism game (see pelmanism game in Unit 1 'Describing Jobs and Companies'): one card has the function and another one has the phrase.

For more advanced students, you could read out the functions (e.g. saying you are not to blame) and ask students to write down ways of saying this.

Useful tip

It is a good idea to play some memory games here (a quiz, board race, pelmanism) to help students to remember the phrases.

Learning Activity 2 (30 minutes)

Students conduct the conversations. To do this, you might like to divide the class into As and Bs by asking students to choose if they are making or handling the complaint. In their groups of A or B, they prepare what they might say. When they are ready, they pair up and conduct the conversation. You may suggest to students the following procedures to follow:

1. get the person they intend to speak to
2. state their purpose of call
3. give details about what they wish to complain about
4. state the action that they wish to be taken

They can also refer to the handout 'Making and handling complaints on the telephone (complainer / receiver)' on page S97 for help.

Useful tip

It helps to sit students back to back to make this type of activity more authentic.

Section I: Self-access learning task (60 minutes)

Students are asked to record themselves making a presentation about the workplace language skills they have studied during this course. They think about skills such as presenting, interviewing, telephoning, participating in meetings, emailing, writing business letters, report writing and dealing with customers. They might like to talk about company products and dealing with complaints. The main thing for students to do is to present the most important things that they have learnt in the module and say why they think these are useful for their future.

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Supplementary Materials 1

Prêt a Manger Student A

Prêt a Manger (informally 'Prêt') is a (1) _____ (where from?) sandwich retailer. The company was founded in London in (3) _____ (when?) by friends Sinclair Beecham and Julian Metcalfe, who met while studying (5) _____ (what?) at the Polytechnic of Central London, now the University of Westminster. The company's marketing emphasises a passion for food, with all items made from (7) _____ (what?) with a minimum of preservatives.

All sandwiches at Prêt a Manger are made on the day of purchase (9) _____ (where?). Those left unsold at the end of the day are collected by (11) _____ (who?) that provide food to the homeless. Sandwiches are packaged in cardboard rather than sealed plastic, to emphasise that they are fresh and cannot be kept overnight. The name is from the French phrase Prêt a Manger, meaning 'ready to eat'.

In 2001, McDonald's bought a (13) _____ (what?) non-controlling stake in the company. Prêt then expanded to New York with ten stores and Hong Kong with (15) _____ (how many?) stores.

Unlike other fast food outlets, Prêt a Manger is not a franchise. 85% of their trade is in London. It is still a private partnership, so its accounts are not yet open to the public.

Adapted from Wikipedia, the free encyclopedia: http://en.wikipedia.org/wiki/Pret_a_manger

Prêt a Manger Student B

Prêt a Manger (informally 'Prêt') is a UK sandwich retailer. The company was founded in (2) _____ (where?) in 1986 by friends (4) _____ (who?), who met while studying property law at the Polytechnic of Central London, now the (6) _____ (what?). The company's marketing emphasises a passion for food, with all items made from natural ingredients with a minimum of preservatives.

All sandwiches at Prêt a Manger are made (8) _____ (when?) in a kitchen at each location. Those left unsold at the end of the day are collected by charities that provide food to the (10) _____ (who?). Sandwiches are packaged in cardboard rather than sealed plastic, to emphasise that they are fresh and cannot be kept overnight. The name is from the French phrase Prêt a Manger, meaning 'ready to eat'.

In (12) _____ (when?), McDonald's bought a 33% non-controlling stake in the company. Prêt then expanded to (14) _____ (where?) with ten stores and Hong Kong with seven stores.

Unlike other fast food outlets, Prêt a Manger is not a franchise. 85% of their trade is in (16) _____ (where?). It is still a private partnership, so its accounts are not yet open to the public.

Adapted from Wikipedia, the free encyclopedia: http://en.wikipedia.org/wiki/Pret_a_manger

Supplementary Materials 2*

Presentation Feedback Form			
Give feedback on your classmates' performance by circling the appropriate number.			
	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
1. The information is suitable	1	2	3
2. The information is interesting	1	2	3
Organisation			
3. The ideas are well connected	1	2	3
Language			
4. Words are said correctly	1	2	3
5. Sentences are well formed (e.g. with suitable tenses)	1	2	3
Delivery strategies			
6. The speech is given in a natural way and without much hesitation	1	2	3
7. Words can be heard clearly	1	2	3
8. There is enough eye contact	1	2	3
9. Suitable body movements are used	1	2	3
Collaboration with group mates (for group work)			
10. Group mates cooperate well in presenting the message	1	2	3
Other comments:			

*This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.

Supplementary Materials 3

Self-reflection Sheet				
Group's selected company:				
Student name:				
<p><u>Pre-task:</u></p> <p>Learning outcome: By the end of this task I will have done ...</p> <p>and I will have learnt ...</p>				
	Group members	Responsibility	Things to do to complete the task	Deadline
1	Me			
2				
3				
4				
5				
<p><u>Post-task:</u></p> <p>1. Describe how you worked together with your team mates.</p> <p>2. Did you and your team mates manage to keep up with the deadlines? Why? Why not?</p> <p>3. What have you learnt from this task?</p>				

Supplementary Materials 4

Supplementary interview role-plays

Role-play 1

Work in groups. Each member in your group should choose a role: employer or jobseeker.

Employers: You are the Human Resources Manager of Lion Paradise. Read the advertisement and prepare ten questions to ask the jobseekers.

Jobseekers: Choose a number from 1 to 5, read your role card and prepare for the interview.

Lion Tamer of Lion Paradise

We need an experienced lion tamer to work at ...

Lion Paradise.

ESSENTIAL QUALITIES

1. Must like big cats.
2. Experienced in putting head into lions' mouths.
3. Must be able to run very fast or know Kung Fu.
4. Good with animals.

DESIRABLE QUALITIES

1. Good communication skills with people as you will be doing weekly shows for Lion Paradise.
2. Should be able to shout loudly when in danger.

Jobseekers

If you are the jobseeker, choose one of the following roles.

Jobseeker Card 1

You are 29. You are from Dongguan, China. You worked in a small zoo as a lion tamer for five years. Your duties included feeding and looking after the lions, especially when they were sick so you have developed a close bond with the animals. You graduated from Beijing Acrobatic Academy, then moved to Dongguan to train as a tamer. Now you would like to work in a larger zoo for better pay and benefits. Because of an injury you cannot run long distances.

Jobseeker Card 2

You have a degree in animal training. You are 36. You worked as an elephant trainer for five years. You like animals and sport. You are adventurous and brave. You have good communication skills and you are good with animals. But you shout so much that you have got a very weak voice.

Jobseeker Card 3

You are 30. You are Chinese and have worked in a crocodile zoo in Thailand. You have been a wild animal trainer since 16. As a crocodile trainer you have had the experience of putting your head inside crocodiles' mouths. You have also learned kung fu. You are fed up with Thailand and would like to move to Hong Kong. However, you will need to apply for a work permit.

Jobseeker Card 4

Your name is Leo and you are African. You are 27 years old and love to take care of wild animals, particularly lions. Since graduating as a lion trainer, you have been working in a zoological garden for five years. You have been learning kung fu for many years but you lost a leg in an accident so you cannot walk very fast.

Jobseeker Card 5

Since graduating you have been a member of an athletics club. In your spare time, you practise the lion dance with your friends. You like performing in front of people and have kept dogs and cats for many years. You are not afraid of lions.

Role-play 2

Work in groups. Each member in your group should choose a role: employer or jobseeker.

Employers: You are the Human Resources Manager at HSBC. Read the advertisement and prepare ten questions to ask the jobseekers.

Jobseekers: Choose a number from 1 to 4, read your role card and prepare for the interview.

Teller of HSBC

ESSENTIAL QUALITIES

1. Must speak fluent English, Putonghua and Cantonese.
2. Must be an S6 graduate or above.
3. Must be good at computer skills.
4. Must be looking for a long term position.

DESIRABLE QUALITIES

1. Should be polite and responsible.
2. Should possess good interpersonal skills.
3. Should be efficient, patient and hard-working.
4. Should be customer-oriented.

Jobseekers

If you are the jobseeker, choose one of the following roles.

Jobseeker Card 1

Your name is Mary and you are aged 25. You have just graduated from The Chinese University of Hong Kong, majoring in Economics. You can speak English and Cantonese well, but your Putonghua is at the beginner's level. You have little full-time work experience but you have worked as a salesman and a delivery person during the past two summer holidays. You have some knowledge about computers – especially Microsoft Word. Although you got good results in the HKDSE, you achieved only Level 1 in Mathematics. You are a very hard-working person and willing to learn.

Jobseeker Card 2

You are 25. You are Cantonese and have five years of work experience related to Human Resources. You obtained a certificate in computing at City University of Hong Kong. You are now a senior clerk in a factory. You had an argument with the boss so you left. You are customer-oriented and pleasant.

Jobseeker Card 3

You are good at Mathematics. You also have satisfactory HKDSE results in English and Chinese. You have worked in a bank for two years as a bank teller. You are able to work long shifts. You want to work for HSBC because it is a well-established bank with good prospects for promotion. You are 24.

Jobseeker Card 4

You are fluent in English and good at many Chinese dialects too, including Cantonese and Hakka. You are a native speaker of Putonghua, an S6 graduate, and a good team player, honest and hard-working. You have two years' work experience as a receptionist in HSBC.

Supplementary Materials 5*

Writing Feedback Form

Give feedback on your classmates' performance by circling the appropriate number.

	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Good</i>
Content			
1. The information is suitable	1	2	3
2. The information is clear	1	2	3
3. The information is interesting	1	2	3
4. The information is elaborate	1	2	3
Organisation			
5. The ideas are well connected	1	2	3
6. Paragraphing is well used to organise ideas	1	2	3
Language			
7. Words / expressions used are effective in bringing out the message	1	2	3
8. Language used is appropriate for the target audience	1	2	3
9. Grammar is accurate	1	2	3
10. Spelling is correct	1	2	3
11. Punctuation is used appropriately	1	2	3
Other comments:			

*This is a general list of feedback criteria. Teachers might like to adapt it for use in their own classroom.

Supplementary Materials 6a

Practice for meetings – agreeing and disagreeing

In groups, one student expresses an opinion.

In turn, the other students express agreement or disagreement and say why they think this way.

Student 1

Smoking should be banned in all public spaces (including outdoors)!

Student 2

In an international company, all communication should be in English!

Student 3

All pets (apart from guide dogs) should be banned in residential buildings!

Student 4

Hong Kong companies should reduce the working week to 30 hours over five days!

You can use this space to make notes first.

Supplementary Materials 6b

Meetings – functions and language

<p>Getting the Chairperson's attention</p> <p>(Madam / mister) chairperson May I have a word?</p>	<p>Giving opinions</p> <p>I'm positive that... I (really) feel that... In my opinion...</p>
<p>Commenting</p> <p>That's interesting. I never thought about it that way.</p>	<p>Asking for opinions</p> <p>Do you (really) think that...? How do you feel about...?</p>
<p>Disagreeing</p> <p>Unfortunately, I see it differently. Up to a point I agree with you...</p>	<p>Agreeing</p> <p>I totally agree with you. That's (exactly) the way I feel.</p>
<p>Asking for verification</p> <p>You did say next week, didn't you? Do you mean that...? Is it true that...?</p>	<p>Correcting information</p> <p>Sorry, I think you misunderstood what I said. Sorry, that's not quite right. I'm afraid you don't understand what I'm saying. That's not quite what I had in mind.</p>
<p>Asking for repetition</p> <p>Could you repeat what you just said? I didn't catch that. I missed that.</p>	<p>Asking for contributions</p> <p>We haven't heard from you yet, (name of participant). What do you think about this proposal?</p>
<p>Asking for clarification</p> <p>I don't quite follow you. What exactly do you mean? I'm afraid I don't understand what you mean.</p>	<p>Keeping the meeting on target (time, relevance, decisions)</p> <p>We're running short of time. Well, that seems to be all the time we have today. Please be brief. Let's get back on track, shall we? Are we ready to make a decision?</p>

Supplementary Materials 6c

Using appropriate language in meetings

Compare the two sentences below. Do they convey the same message? What is different?

I reject your proposal.

I am afraid I am unable to accept your proposal at this stage.

In the second sentence, the use of 'I am afraid', 'at this stage' and 'unable to accept' make the sentence more diplomatic and polite.

Other typical ways of using 'diplomatic language' include:

- Softeners: unfortunately, I am afraid, with due respect, to be honest, actually ...
- Restrictive phrases: at the moment, at this stage, in the near future, so far ...
- Qualifiers: a bit, a little, rather ...
- Modals: would, might, could ...
- Positive adjectives: we would not be totally happy with this, I am afraid (instead of we would be unhappy) ... Not completely convinced (instead of unconvinced) ... not really clear (instead of unclear) ...
- Avoid negative language: can't, won't, impossible.

Using 'diplomatic language', improve the sentences below:

1. This is too expensive! (afraid)
2. You must pay 50% now! (would / mind)
3. We won't agree to these terms! (cannot)
4. We hate this model! (not interested)
5. That's rubbish! (do not agree)
6. What do you want? (help)

Supplementary Materials 7

Meeting 2: Brand positioning role-play

Read about the situation and the company.

Situation

Student A works for a Hong Kong advertising company.
Student B works in marketing for a cosmetic company.

You are going to meet for the first time to discuss a possible advertising contract.

This will have to include a logo change. At this initial stage, you are concerned about ideas and solutions more than costing.

Beauty Care is a cosmetics company founded in Europe in 1947.

It is one of the pioneers in the cosmetics field and it even launched the first lipstick. However, as styles and customs have evolved, its market shares have been declining over the years.

Currently, the products range from make-up to skin care and the prices are similar to other luxurious brands. Products are available in high-end department stores and in some small retail outlets in shopping malls.

The brand is only available in Europe.

Agenda

- Try to understand **Beauty Care**'s situation, problems and needs.
- Discuss potential logo changes and advertising solutions.

Students A and B will now read their role cards and prepare for the meeting.

Student A

Read about your role in this situation.

Brand positioning – role card

Advertising company

You are a specialist of the Asian market, especially Hong Kong, China and Japan.

You have heard of the company **Beauty Care** before but you know little about it and its products as they are not sold in Hong Kong.

You know that the company's image is dated and that its European customers are older women. You already have a few ideas but you should first hear the customer explain the situation and her / his ideas.

Your ideas:

- hire a famous Hong Kong singer to publicise the make-up line
- create new packaging
- add your own ideas:

You may like to use this space to make notes while Student B explains her / his position.

What is the outcome of your meeting?

Student B

Read about your role in this situation.

Brand positioning – role card

You are in charge of marketing for the company **Beauty Care**.

You have been asked by the company's new director to expand the products to Asia.

You would like to start with only the skin care brand.

You are very attached to the old style packaging as it represents the old history of the brand (and the founder who is a close friend).

You want to maintain the image of high quality and reliable products.

You do not want the brand to be associated with anyone too young or not sophisticated enough. Listen to your advisor from the Asian market and discuss the proposals.

You may like to use this space to make notes while Student A explains her / his position.

What is the outcome of your meeting?

Supplementary Materials 8

Useful websites for learning English through workplace communication

Below are some useful websites for learning English through workplace communication:

1. Building knowledge and vocabulary of different trades and businesses
<http://jobprofiles.monster.com/>
2. Writing emails
http://owl.english.purdue.edu/handouts/pw/p_emaillett.html
<http://ec.hku.hk/epc/email/default.htm>
3. Writing cover letters and curriculum vitae
<http://ec.hku.hk/epc/resumes/>
<http://owl.english.purdue.edu/owl/resource/549/01/>
<http://ec.hku.hk/epc/letters/>
4. Learning concepts relating to organisations
http://www.swinburne.edu.au/corporate/hr/f_orgchts.htm
<http://www.sony.net/SonyInfo/CorporateInfo/index.html>
5. Handling business telephone calls
<http://ec.hku.hk/epc/telephoning/>
<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness>
6. Handling complaints
<http://www.pdptoolkit.co.uk/Files/wellclosetraining/wellcloseconsult/training/consult/diffic.htm>
http://esl.about.com/od/businessspeaking/a/customer_ser.htm
7. Giving presentations
<http://www.mmu.ac.uk/academic/studserv/learningsupport/docs/Presentations.pdf>
<http://ec.hku.hk/epc/presentation/>
8. Writing memos
<http://owl.english.purdue.edu/owl/resource/590/01/>
9. Writing business letters
http://writing.colostate.edu/guides/documents/business_writing/business_intro/
http://owl.english.purdue.edu/handouts/pw/p_basicbusletter.html
10. Producing sales / promotional materials
<http://graphicdesign.about.com/od/?once=true&>
11. Role-playing job interviews
<http://esl.about.com/library/weekly/aa113097.htm?once=true&>
<http://ec.hku.hk/epc/interviews/>
<http://elc.polyu.edu.hk/Job-Seeking/index.htm>
12. Setting up and holding meetings
<http://cycnet.com/englishcorner/practical/business/meeting.htm>
<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness>