

ENGLISH

Eugene J. Hall

At
work

Teacher's Manual

3

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FOREWORD

This Teacher's Manual is designed to accompany *English at Work*, Textbook Three. Each page of the student textbook appears alongside step-by-step suggestions for teaching the material on that page. In addition, suggestions for covering the corresponding lesson in the workbook are given at the point where they can be introduced in classroom practice most advantageously. The Teacher's Manual also includes the vocabulary items introduced in each lesson of the textbook and the additional vocabulary presented in the workbook lessons.

Each lesson of Textbook Three (except 10 and 20, the review lessons) begins with a reading which introduces business concepts and terminology. Each paragraph of the reading is followed by comprehension questions. The Teacher's Manual includes an answer key for these questions. Breaking down the reading into short sections makes it easier for the students since they do not have to absorb an excessive amount of material before they answer any questions. The notes on the reading in the Teacher's Manual give background on the vocational material or the business concepts that are discussed in the readings. In addition there are suggestions for questions the teacher can ask to start a discussion on the content of each reading. At the high intermediate level of Textbook Three, the students should be encouraged to express their own ideas, even if it requires a considerable amount of prompting by the teacher to get them started talking.

The middle section of each lesson concentrates on the formal elements of language, structure and pronunciation. A structure note is followed by several examples of the structure, and these in turn are followed by exercises that give practice on the forms that are used in the pattern that has been introduced. In some cases, the notes in the manual give more complete explanations of the structural material than is given in the student text. The notes in the manual are not intended to form the basis for long grammatical lectures by the teacher, but they may anticipate questions from the students or serve for brief explanations, particularly of those patterns which are different in English from those in the students' native language. The notes in the manual for the exercises include answer keys for each exercise. For the cue and response practice for each exercise, the suggestions are given in dialogue form so that they can be followed more easily. There is also an answer key for the workbook exercises. The two review lessons, 10 and 20 in both textbook and workbook, consist entirely of exercises.

The third part of each lesson returns to contextual material with a dialogue and a suggestion for a dialogue on a related situation which the students can create themselves. In all cases, the dialogues are related in content to the reading that began each lesson. The notes in the Teacher's Manual give information about both structural points and the vocational or business material that is illustrated by the dialogue.

The suggested dialogue is also related to the dialogues and the

reading. In some cases, the suggested situation may be a variation on the original dialogue; in some, it may be a continuation of the conversation; and in others, it may show the result of the conversation in the original dialogue. Three procedures are given for the suggested dialogues since classes and teaching situations are different from one another. However, the teachers are urged to give their best effort toward encouraging the students to express themselves in these suggested conversations.

The teacher should look through each lesson in the Teacher's Manual before presenting the material to the students in class. Then, after becoming familiar with the content and organization of the lesson, the teacher should make up a plan for each day's work on the lesson. The plan should provide enough different activities and variety so that the interest of the students can be maintained.

As the title *English at Work* suggests, these books are intended for the students whose desire to learn English is work-oriented and vocational. The material in both text and workbook is designed to meet this interest by giving vocabulary and situations that deal with different kinds of jobs and skills and with some of the most important concepts that are involved in business. The students should learn not only the mechanical aspects of language—the structural forms and the pronunciation—but also how and when to use patterns and words. It is to this end that each lesson in this book ends with a suggestion for a conversation which the students can create themselves.

The teacher who can bring the students to the level at which they can create these conversations easily is well on the way to accomplishing the task which is the goal of teaching language for genuine communication—leading the students toward the ability to understand a mixture of sounds, words, and patterns that they have never heard before, and to respond to them in a manner that is meaningful to other speakers of the language. The teacher should always bear in mind that this goal is only reached over a long period of time, with work, with patience, and with sustained motivation. If the teacher takes advantage of the suggestions that are given in this manual, the students should be well on their way toward learning to communicate in English.

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Lesson ONE



ORGANIZING A BUSINESS

Listen. Then answer the questions.

Mary Field's business was a sudden success. A few years ago she started to make desserts at home in her spare time. At first she sold them to a few friends and a couple of restaurants in her neighborhood. After a few months, several other restaurants in the area began to buy from her. She was soon working full time in the kitchen. As the business grew, she had to rent space for a professional kitchen. She also had to hire first one cook to help her and then another.

- 1 What kind of success was Mary Field's business?
- 2 What did she start to do a few years ago?
- 3 Who did she sell the desserts to at first?
- 4 What happened after a few months?
- 5 What was she soon doing?
- 6 What did she have to do as the business grew?
- 7 What else did she have to do?

Her real success began when she found a sales representative. He convinced her to freeze the desserts and to package them. Then he started to sell them to supermarkets as well as to restaurants. Almost overnight, Mrs. Field found that she had a bigger business than she could handle. She couldn't work in the kitchen all day and then take care of the accounts at night.

- 8 When did her real success begin?
- 9 What did the sales representative convince her to do?
- 10 What did he start to do then?
- 11 What did Mrs. Field find almost overnight?
- 12 What couldn't she do?

LESSON ONE

Organizing A Business

OBJECTIVE

Lesson One presents in narrative form and in a dialogue some of the problems and concepts involved in organizing a business. For structural practice, the idiomatic verb phrases *used to*, *would rather*, and *to be supposed to* are introduced. The students should learn to use these verb phrases both formally and conversationally. They should also understand the business terms and principles that are given in the reading and the dialogues.

READING AND LISTENING COMPREHENSION

(Student pages 3-5)

For each section of the reading follow these procedures:

Listening Practice. With books closed, have the students listen while you read the first section of the reading to them. Then have them open their books. Read the paragraph while they listen again. At this point you should answer any questions the students have about meaning. Whenever possible, refer to the picture as the basis for your explanation. If the students have difficulty with a particular word or sentence, you can use a quick translation for the troublesome item, but do not allow the students to translate. Point out particularly the irregular verb *to grow-grew-grown* which occurs in this reading for the first time.

Reading and Repetition. Call on individual students to read the paragraph aloud or, in larger classes, to read a sentence or two. If any of the students have problems with phrasing or pronunciation, you may wish to use group and individual repetition for some of the sentences; however, at the intermediate level of Textbook Three, it should no longer be necessary to use repetition as a primary teaching device.

For each group of comprehension questions, use the following procedures:

Listening Practice. Read each question and give the answer while the students listen with their books open. Then answer any questions about meaning.

Question and Answer Practice. Have the students keep their books open while you ask individual students to answer each question. Then have the students close their books and repeat the same procedure, that is, ask individual students to answer each question. You should be prepared to prompt the students as well as to correct them. You should accept answers that contain the information given in the book even if the wording is different, as long as the answers are structurally correct. You may wish to give group and individual repetition on either questions or answers which prove troublesome for the students to phrase or pronounce.

Paired Activity. With books open, have one student ask a question and another give the answer. Continue around the class until all the students have been able to participate.

ANSWERS (Student pages 3-5)

1. It was a sudden success.
2. She started to make desserts at home in her spare time.
3. At first she sold them to a few friends and a couple of restaurants in her neighborhood.
4. Several other restaurants in the area began to buy from her.
5. She was soon working full time in the kitchen.
6. She had to rent space for a professional kitchen.
7. She also had to hire first one cook to help and then another.

In the second section of the reading, call attention to the irregular verb *to freeze-froze-frozen* which occurs here for the first time. Follow the same procedures for the second section that you used for the first.

8. When she found a sales representative.
9. He convinced her to freeze her desserts and to package them.
10. He started to sell them to supermarkets as well as to restaurants.
11. She found that she had a bigger business than she could handle.
12. She couldn't work in the kitchen and then take care of the accounts at night.

The next section introduces a consultant. Consultants are experts in a special field of one kind or another who are called in to give advice on management or technical problems. They work for a limited period of time and are paid a fee for their services. With the increasing specialization of knowledge in modern times, there has been a great increase in recent years in the number of consulting services that are available and in the number of people who make their living by acting as consultants. This section also gives several examples of object clauses following verbs in a present time sequence:

He has explained to her that she will need a regular staff to provide an administrative framework for her business.

He thinks she should have an administrative assistant to help her with management problems such as policy, personnel, and procedures.

He thinks that her products will find a national market in a few years.

Note especially that object clauses after present perfect verb forms follow the same time sequence as object clauses after present tense verbs.

[Student page 4]



She decided to call in a consultant to help her organize her business. Adam West, the consultant, is a specialist in business administration. He worked for several corporations before he went into business for himself. He has just spent several days going over Mrs. Field's operations and her financial records. He has explained to her that she will need a regular staff to provide an administrative framework for her business. Up to now, she has used the services of an accountant who has checked her financial records once a month. Adam West has advised her to employ a full-time bookkeeper as well. In addition, he thinks she should have an administrative assistant to help her with management problems such as policy, personnel, and procedures. He is also urging her to hire more sales representatives. He thinks that her products will find a national market in a few years.

- 13 What did Mrs. Field decide to do?
- 14 Who is Adam West? What is he a specialist in?
- 15 What did he do before he went into business for himself?
- 16 What has he just spent several days doing?
- 17 What has he explained to her?
- 18 What has she used up to now?
- 19 What has Adam West advised her to do?
- 20 What does he think she should have in addition?
- 21 What else is he urging her to do?
- 22 What does he think her products will find?

All businesses are the same, he has told her, because they must all take care of policy, finance, sales, and personnel. However, all businesses are different from each other too. She will also need a staff to take care of the things that are unique to her business. She will need a purchasing agent who understands the food business. She will also have to hire cooks and other kitchen workers to prepare her products. He has told her that she must work out procedures that the kitchen staff can be trained to follow. Her business has already grown too big for her to spend all day supervising the work in the kitchen.

- 23 What has Adam West told Mrs. Field about all businesses?
 - 24 Are all businesses the same in every way?
 - 25 What else will Mrs. Field need?
 - 26 What kind of purchasing agent will she need?
 - 27 Who else will she have to hire?
 - 28 What has he told her about procedures?
 - 29 How big has her business grown?
-

NOTES

Her business is going to grow.

It grew a lot last year.

It's grown a little every year that she's been in business.

They freeze a lot of food nowadays.

We froze some vegetables last summer.

We've frozen a lot of food this year.

STRUCTURE The idiomatic verb phrases *used to*, *would rather*, and *be supposed to*

Used to, *would rather*, and *be supposed to* are idiomatic verb phrases which resemble the modal auxiliary verbs. They are all followed by the simple form of the main verb.

Used to indicates a customary or habitual action that occurred over a long period of time in the past. The question form is *Did you use to...*? The negative form is *I didn't use to...*

Would rather indicates preference. The question form is *Would you rather ...?* The negative form is *I'd rather not ...*. Note that pronouns are contracted with *would* in conversation.

To be supposed to indicates that something is expected to happen or that someone is expected to do something. The question and negative forms are the same as other passive forms.

13. She decided to call in a consultant to help her organize her business.
14. He's a consultant, a specialist in business administration.
15. He worked for several corporations before he went into business for himself.
16. He has just spent several days going over Mrs. Field's operations and her financial records.
17. He has explained to her that she will need a regular staff to provide an administrative framework for her business.
18. She has used the services of an accountant who has checked her financial records once a month.
19. He has advised her to employ a full-time bookkeeper.
20. He thinks she should have an administrative assistant to help her with management problems such as policy, personnel, and procedures.
21. He's urging her to hire more sales representatives.
22. He thinks that her products will find a national market in a few years.

The last section of the reading gives some general concepts about business. The style has changed over from narrative, which is almost always based on the past tense in English, to factual writing, which is almost always based on the present tense (except of course in historical writing). The students who go into business will encounter this factual style in reports, memorandums, manuals of procedure, a great deal of correspondence, and many of the other uses of language with which they will deal in the course of their work. Note especially the use of *different from*. In the speech and writing of educated people, *different* is followed by *from* and not by *than*, since *different* is not a comparative form. Note also *has already grown* in the last sentence. *Grown* is the past participle of *to grow*, one of the new irregular verbs in this lesson.

23. He's told her that all businesses are the same because they must all take care of policy, finance, sales, and personnel.
24. No, they're all different from each other too.
25. She will also need a staff to take care of the things that are unique to her business.
26. She'll need a purchasing agent who understands the food business.
27. She'll also have to hire cooks and other kitchen workers to prepare her products.
28. He's also told her that she must work out procedures that the kitchen staff can be trained to follow.
29. It's grown too big for her to spend all day supervising the work in the kitchen.

Reading Practice. To review the reading, you can call on individual students to read aloud one or two sentences at a time until the class has

gone through all four sections without covering the comprehension questions. If you think your students are able to discuss the material, you can ask them how all businesses are the same and how they are all different. If possible, the students should give examples of some of the differences.

NOTES (Student page 5)

These notes give the principal parts of the two irregular verbs introduced in this lesson, *to grow* and *to freeze*. Point out the irregular forms and then use group and individual repetition to go over the example sentences.

STRUCTURE (Student pages 5-6)

There are several idiomatic verb phrases in English that function in a manner similar to the modal auxiliaries. Three of them, *used to*, *would rather*, and *to be supposed to* are introduced in this lesson. Explain briefly to the students the meanings and forms of these idiomatic verb phrases as given in the note. In addition to the information given in the note, you can point out that some people use *used not* as a negative for *used to*:

I *used not* to like office work, but I do now.

Also, *used to* should not be confused with *to be used to*, which means *to be accustomed to*. *Used to* is followed by the simple form of the verb, whereas *to be used to* is followed by the present participle:

I'm *used to* doing a lot of typing, but I don't like it.

Listen and repeat.

First have the students listen while you read the example sentences. Then ask individual students to read the sentences till everyone in the class has had the opportunity to participate. Use group and individual repetition for sentences with which the students have difficulty in pronunciation or phrasing.

EXERCISE (Student pages 6-7)

Like all the exercises in this book, this exercise is intended to give practice on the forms of the structure presented in the lesson. No new vocabulary items are introduced, but if the students ask questions about meaning, you should answer them in the quickest and most efficient way.

You should use the following steps for the exercise:

Listening Practice. Have the students listen with books open while you read both cues and responses.

Cue and Response Practice. You give the cues and individual

[Student page 6]

Listen and repeat.

Where does she live now?

She lives in New York now.

Did she use to live in Los Angeles before that?

No, she didn't use to live in Los Angeles.

Where did she live?

She used to live in San Francisco.

She lived there for a long time.

Would you rather work in a factory or an office?

I'd rather work in an office.

I'd rather not work in a factory.

I like office work better than factory work.

It's after three o'clock. Isn't the plane late?

It isn't supposed to get in at three o'clock.

What time is it supposed to get in?

It's supposed to get in at four o'clock.

EXERCISE

Answer the questions.

Example:

Would she rather study merchandising or accounting? (accounting)

She'd rather study accounting.

1. Where am I supposed to send this application? (you) (to the personnel department)
2. Where did she use to work? (for a customhouse broker)
3. Would you rather eat in a restaurant or at home? (I) (at home)
4. What time is he supposed to get to work? (at eight o'clock)
5. What day are we supposed to have off? (we) (Saturday)
6. Would you rather take a bus or drive to work? (I) (take a bus)
7. Who was supposed to inspect the shipment? (the customs agent)

[Student page 7]

8. How did she use to go to work? (by subway)
9. Would she rather travel by plane or by car? (by plane)
10. How long ago did he use to work for an airline? (two years ago)
11. What time is the class supposed to begin? (at seven o'clock)
12. Who was supposed to see the report? (the sales manager)
13. Would you rather use a mimeograph machine or a photocopier? (I) (a photocopier)
14. When are they supposed to prepare the budget? (in June)
15. What did they use to sell? (insurance policies)
16. Where am I supposed to send this letter? (you) (to the sales department)

PRONUNCIATION

Listen and repeat.

/ ð / as in <i>they</i>	/d/ as in <i>day</i>
they	day
them	do
the	dirty
this	dish
there	door
	down

The door is down there.

They're going to do that today.

These are the documents you'll need at the dock.

Those are the dirty dishes they must do now.

They've delayed delivery on those desks.

They'll need these dishes for dinner.

students give the responses. Books should be open. Repetition should be used only for responses which are actually troublesome.

Paired Activity. A student gives a cue and another student gives a response. This practice should continue until all the students in the class have had the chance to take part in it. Books should be open.

Written Work. Ask the students to write the responses, either in class or as a homework assignment.

Answer the questions.

Teacher: Would she rather study merchandising or accounting?
Accounting.

Teacher: She'd rather study accounting.

Teacher: Where am I supposed to send this application? You. To the personnel department.

Student A: You're supposed to send this application to the personnel department.

Teacher: Where did she use to work? For a customs house broker.

Student B: She used to work for a customs house broker.

Note that cues are given for the pronouns to be used in response to first and second person questions.

ANSWERS FOR EXERCISE

1. You're supposed to send it to the personnel department.
2. She used to work for a customs house broker.
3. I'd rather eat at home.
4. He's supposed to get to work at eight o'clock.
5. We're supposed to have Saturday.
6. I'd rather take a bus to work.
7. The customs agent was supposed to inspect the shipment.
8. She used to go to work by subway.
9. She'd rather travel by plane.
10. He used to work for an airline two years ago.
11. The class is supposed to begin at seven o'clock.
12. The sales manager is supposed to see the report.
13. I'd rather use a photocopier.
14. They're supposed to prepare the budget in June.
15. They used to sell insurance policies.
16. You're supposed to send it to the sales department.

PRONUNCIATION (Student page 7)

This section provides practice on the contrast between the consonant sounds /th/ as in *they* and /d/ as in *day*.

Listen and repeat.

First have the students listen while you read the words (but not the

sentences) to them. Then use group and individual repetition for student practice. You can also use the lists of words for a discrimination practice. Read words at random from the lists and ask the students to hold up one finger if they hear the /th/ sound and two fingers if they hear the /d/ sound. Then follow the same procedures for the sentences, in which the sounds are contrasted with each other or with other sounds with which they might be confused. The sentences contain no new vocabulary items, so the students should be able to understand them. If they do have questions, however, answer them after the listening practice and before you go on to repetition.

DIALOGUE (Student page 8)

The dialogues are intended to provide the opportunity for students to practice structures and vocabulary in a conversational setting. In all the lessons in this book, the content of the dialogue is related to or illustrates the content of the reading at the beginning of the lesson.

A few new vocabulary items are introduced in this dialogue.

Use the following steps for the dialogue.

Listening Practice. First with books closed and then with books open. Then answer any questions the students may have about meaning.

Reading Practice. Have individual students read lines from the dialogue. Use group and individual repetition only for the sentences that prove to be troublesome for the students.

Paired Activity. Have a student read the part of one person in the dialogue and have another student read the second part.

Memorization. You can have the students memorize the dialogue as a homework assignment. Then two students at a time can act it out in the next class session.

Suggested Dialogue. There are several procedures that you can use for the suggested dialogue at the end of each lesson. One method can make this part of the lesson a group activity. For this purpose you can call on individual students to suggest sentences or phrases that could be used in the situation. You can then write each acceptable line on the blackboard until the new dialogue is complete. Pairs of students can then read this new dialogue as they read the dialogue in the book.

A second procedure would be to ask the students to prepare the dialogue as a homework assignment. Then when you have gone over the students' work, you can pick out the best sentences and lines and put them together into a complete dialogue which you would write on the blackboard at the next class session. The students can then read this composite work as they read the dialogue in the book. Or you can simply have the students write the dialogue as a homework assignment, correct the material, and then read the best of them to the class as listening practice.

[Student page 8]



DIALOGUE

- Adam West: You know, Mrs. Field, all businesses are the same.
- Mrs. Field: I can't see how making desserts can be the same as making automobiles.
- Adam West: But all businesses are different too, you see.
- Mrs. Field: I can see how they're different, but explain to me how they're all the same.
- Adam West: Well, first of all, every business has to have policies about what to do and how to do it. That's management's job, to make the policies.
- Mrs. Field: And am I supposed to do that because I'm the management?
- Adam West: That's right. Another thing, every business has to keep track of the money that comes in and goes out.
- Mrs. Field: I used to be able to do all that in the evening.
- Adam West: But you can't do it now.
- Mrs. Field: I know.
- Adam West: Another thing about all businesses—they each have something to sell.
- Mrs. Field: I already have a good sales representative.
- Adam West: But you'll need a larger sales staff as you keep on growing.
- Mrs. Field: Everything used to be so simple. Sometimes I think I'd rather keep it that way.
- Adam West: Oh, don't say that! You're going to be a big success.
- Mrs. Field: Well, tell me what I need to do.

Expansion

Continue the conversation between Adam West and Mrs. Field in which he tells her the personnel she will need to organize her business. Use the information that is given in the reading at the beginning of the lesson.

WORKBOOK: Lesson 1 (pages 1-4)

READING AND LISTENING COMPREHENSION

(Workbook pages 1-3)

The first section of the corresponding lesson in the Workbook presents additional material for reading and conversation practice. The reading consists of a long narrative—in effect a short novel—about the experiences of several young people getting a start in the business world. The narrative form is used as a contrast to the factual style in much of the textbook material. This lesson contains the first chapter of the story. Like the material in the textbook, it is broken up into short sections followed by comprehension questions. A few additional vocabulary items are used in the workbook. In covering each section of the reading in class, you should use these steps:

Listening Practice.

Reading and Repetition.

For the comprehension questions, you should follow these steps:

Listening Practice.

Question and Answer Practice.

Paired Activity.

As a homework assignment, the students can write the answers to the comprehension questions in the spaces that are provided in the workbook itself.

EXERCISES (Workbook page 4)

The workbook gives additional exercises on the formal elements of the structures presented in this lesson. If you go over the workbook material orally, use the same procedures you have used for the exercises in the textbook. In this lesson, the first exercise in the workbook is the same type as the exercise in the textbook. There are two additional exercises, both of the changing type. In addition, the workbook provides space for the students to write their answers in the book itself. You can have the students do this written work either in class or as a homework assignment.

ANSWERS FOR WORKBOOK EXERCISE A

1. He used to go to school in the suburbs.
2. I'd rather be a secretary.
3. He's supposed to take the outgoing mail to the post office.
4. His father used to sell electrical equipment.
5. They're supposed to get to work at nine o'clock.
6. She used to handle import-export documents.
7. I'd rather work for a small company.
8. She was supposed to meet him at the office.

ANSWERS FOR WORKBOOK EXERCISE B

1. She didn't use to work as a cashier.
2. I'm not supposed to run errands.
3. I'd rather not stay at home tonight.
4. She didn't use to live in the suburbs.

ANSWERS FOR WORKBOOK EXERCISE C

1. Did she use to live in this neighborhood?
2. Would he rather work in the computer section?
3. Were they supposed to deliver the mail twice a day?
4. Did the store use to close at nine in the evening?

LESSON TWO

A Senior Executive

OBJECTIVE

Lesson Two presents some of the duties and responsibilities of a senior executive at the policy-making level in business. For structural practice, special uses of *won't*, *wouldn't*, *must*, *mustn't*, and *ought to* are introduced. The students should learn to use these verb phrases both formally and conversationally. They should also understand the business terms and principles that are given in the reading and the dialogue.

READING AND LISTENING COMPREHENSION

(Student pages 11-13)

For each section of the reading follow these procedures:

Listening Practice. First with books closed and then with books open. Answer any questions the students have about meaning.

Reading and Repetition. Call on individual students to read the paragraph aloud or, in larger classes, to read a sentence or two. Use group and individual repetition only for sentences that are actually troublesome for the students.

For each group of comprehension questions, use the following procedures:

Listening Practice. Have the students listen with books open to both questions and answers. Then answer any questions about meaning.

Question and Answer Practice. Ask individual students the questions first with books open and then with books closed. Especially when books are closed, be ready to prompt the students. You should also accept structurally correct answers even when the wording is different from the book, as long as the answer conforms to the information given in the reading.

Paired Activity. One student asks a question and another gives the answer, continuing around the class until all the students have been able to participate.

ANSWERS (Student pages 11-13)

1. He's a senior executive in a large manufacturing corporation.
2. He started working for the company in one of its factories almost thirty years ago.
3. He studied engineering at night until he qualified as an industrial engineer.
4. They specialize in designing the plants, tools, and equipment that are used in manufacturing.

[Student page 11]

Lesson TWO



A SENIOR EXECUTIVE

Listen. Then answer the questions.

John Kovacs is a senior executive in a large manufacturing corporation. He started working in one of the company's factories almost thirty years ago. He studied engineering at night until he qualified as an industrial engineer. Industrial engineers specialize in designing the plants, tools, and equipment that are used in manufacturing. Mr. Kovacs's background as a factory worker was especially useful to him because he understood all the company's operations.

- 1 What does John Kovacs do?
- 2 Where and when did he start working for the company?
- 3 What did he study at night? What did he qualify as?
- 4 What do industrial engineers specialize in?
- 5 What was Mr. Kovacs's background? Why was it useful to him?

After he became an engineer, he was able to make several improvements in the equipment in the plants. Then the company undertook a major modernization program, and Mr. Kovacs was put in charge of it. He had to work out more efficient processes and then design and build the factories where they could be put into use.

- 6 What was he able to do after he became an engineer?
- 7 What did the company undertake? Who did they put in charge?
- 8 What did Mr. Kovacs have to do?

During the years that he was working on the modernization program, Mr. Kovacs learned a great deal about the general management of the company. He had to deal with financial matters all the time. It was often difficult to work within the budget that the company's management had provided for the job. He also had to understand the plans that management had made for the future growth of the company. Above all, he had to make hundreds of decisions every day.



- 9 When did Mr. Kovacs learn a great deal about the general management of the company?
- 10 What did he have to deal with all the time?
- 11 What was often difficult?
- 12 What did he have to understand?
- 13 What did he have to do above all?

The modernization program helped the company both to increase its sales and to cut its costs. When the program had been completed, Mr. Kovacs was made vice president in charge of operations. He is responsible for all the company's manufacturing operations. In addition, he works with the people who are improving the products or developing new ones.

- 14 What did the modernization program help the company to do?
- 15 What was Mr. Kovacs made when the program had been completed?
- 16 What is he responsible for?
- 17 Who does he work with in addition?

Mr. Kovacs works in a large executive office in the company headquarters. Except for Mr. Kovacs's big desk, the room looks more like a living room than an office. Mr. Kovacs spends much of his time in meetings with the company's plant managers or with the other executives of the corporation. He also reads reports on plant operations and research developments. He studies computer printouts that give the latest figures on costs and sales.

- 18 Where does Mr. Kovacs work?
- 19 What does the room look like?
- 20 How does Mr. Kovacs spend much of his time?
- 21 What does he read?
- 22 What does he study?

The reports and the printouts are part of the information that Mr. Kovacs and the other men and women in management must have to make decisions. Without a steady flow of information, Mr. Kovacs could not meet his responsibility for running the company's operations. He also needs information about everything that is happening in all the other sections. The other executives often ask for his advice and recommendations about their areas of responsibility.

5. His background as a factory worker was especially useful to him because he understood all the company's operations.

In the second section, note the irregular verb *to undertake-undertook-undertaken* which is used here for the first time. Follow the same procedures for this paragraph of the reading and the comprehension questions that you used for the first section.

6. He was able to make several improvements in the equipment in the plants.
7. It undertook a major modernization program, and he was put in charge of it.
8. He had to work out more efficient processes and then design and build the factories where they could be put into use.

The next section introduces the irregular verb *to deal (with)-dealt-dealt*. It also mentions some of the responsibilities and duties that are encountered by senior executives in the business world. Like Mr. Kovacs, they must handle financial matters and they must have the ability to make decisions.

9. He learned a great deal about it during the years he was working on the modernization program.
10. He had to deal with financial matters all the time.
11. It was often difficult to work within the budget provided for the job.
12. He had to understand the plans that management had made for the future growth of the company.
13. Above all he had to make hundreds of decisions every day.

Note especially the use of the word *ones* as a pronoun in the last sentence. *One* and *ones* can be used as pronouns to substitute for a noun which has already been mentioned. For example:

She sent me a *letter*, but she didn't send you *one*.

Their sales have increased for their new *products* but not for their old *ones*.

Follow the same procedures that you have used for the previous paragraphs and comprehension questions.

14. It helped the company both to increase its sales and to cut its costs.
15. He was made vice president in charge of operations.
16. He's responsible for all the company's operations.
17. In addition, he works with the people who are improving the products or developing new ones.

In the next section, note the possessive form *Mr. Kovacs' desk*. Singular nouns that end in -s form the the possessive by adding the apostrophe (').

18. He works in a large executive office in the company's headquarters.
19. It looks more like a living room than an office.
20. He spends much of his time in meetings with the company's plant managers or with the other executives of the corporation.
21. He reads reports on plant operations and research developments.
22. He studies computer printouts that give the latest figures on costs and sales.

The last section of this reading emphasizes the importance of accurate and up-to-date information in the decision-making process that is the principal responsibility of senior executives. This necessity for a flow of information to top management is one of the principal causes of the amount of paperwork both in business and in government today. It should also be noted that Mr. Kovacs rose to his position in his company through the technical side, but there are other ways by which people get to the top. Today, for example, many accountants rise to top management positions, and so do many people who have specialized in business administration. In companies which depend on sales to consumers, people in either sales or advertising may reach top management positions.

23. They are part of the information that Mr. Kovacs and the other men and women in management must have to make decisions.
24. Without it he couldn't meet his responsibility for running the company's operations.
25. He also needs information about everything that is happening in all the other sections.
26. They often ask for his advice and recommendations.

Reading Practice. To review the reading, you can call on individual students to read aloud one or two sentences at a time until the class has gone through the entire reading without covering the comprehension questions again. This should make it easier for the students to understand the reading as a whole and to discuss it. You can ask the students what kinds of information they think it would be necessary for top management to have and why each kind is important.

[Student page 13]

- 23 What are the reports and printouts?
- 24 What couldn't Mr. Kovacs do without a steady flow of information?
- 25 What other information does he need?
- 26 What do the other executives often do?

NOTES

They have to undertake a modernization program.

He undertook to improve the equipment.

They've undertaken to develop new products.

She deals with the public.

She dealt with four people yesterday.

She's already dealt with two people today.



That's Mrs. Field.



That's Mrs. Field's kitchen.



That's Mr. Kovacs.



That's Mr. Kovacs's car.

STRUCTURE

Special uses of auxiliary verbs

Won't is often used with the meaning of *to refuse*. The past form *wouldn't* is also used with the same meaning.

Must is often used to mean *probably*. The past form *must have* is always used with this meaning.

The negative form *mustn't* has the special meaning of *against the rules or regulations*.

Ought to has the same meaning as *should*. The negative form is *You ought not to...* The question form *Ought I...* is rare.

All these expressions are followed by the simple form of the verb.

Listen and repeat.

I won't type the report.

I refuse to type the report.

He wouldn't give me any advice.

He refused to give me any advice.

They're hiring new employees. Their business must be good.

Their business is probably good.

Her coat isn't here. She must have gone out.

She probably went out.

You mustn't use the photocopier.

It's against the regulations to use the photocopier.

You mustn't open the crates before they're inspected.

It's against the rules to open the crates before they're inspected.

You ought to send that information to management.

They should report to the sales manager.

EXERCISES

A. Change *refuse* to *won't* or *wouldn't*.

Example:

They refuse to undertake a modernization program.

They *won't* undertake a modernization program.

1. She refused to show me the letter.
2. They refuse to increase their advertising.
3. She refuses to study math.
4. He refused to hire an administrative assistant.

B. Change *probably* to *must* or *must have*.

Example:

They probably increased their sales.

They *must have* increased their sales.

1. They probably used their own money to start the business.
2. They probably need this report right away.
3. He probably studied business administration.
4. He probably found another job.

NOTES (Student page 13)

These notes give the principal parts of the two irregular verbs introduced in this lesson, *to undertake* and *to deal (with)*. They also give additional examples of the singular possessive form with words that end in -s. Point out these forms and then use group and individual repetition to go over the example sentences.

STRUCTURE (Student pages 13-14)

In addition to their ordinary meanings, several of the modal auxiliary verbs have special meanings which occur with less frequency. Explain briefly to the students the meanings and forms of the special uses of *won't*, *wouldn't*, *must*, *must have*, and *mustn't* that are given in the note. Point out particularly that they are always followed by the simple form of the main verb. *Ought to* is a substitute for *should*. It has a present or future significance. The past form, which does not occur frequently, is *ought to have*:

You ought to have sent Mr. Kovacs this information.

Listen and repeat.

First have the students listen while you read the example sentences. Then ask individual students to read the sentences until everyone in the class has had the opportunity to participate. Use repetition only for sentences that are difficult for the students to pronounce or phrase.

EXERCISES (Student pages 14-15)

These exercises are intended to give practice on the forms of the structures presented in the lesson. No new vocabulary items are introduced, but if the students ask questions about meaning, you should answer them in the quickest and most efficient way.

You should follow these steps for the exercises:

Listening Practice.

Cue and Response Practice.

Paired Activity.

Written Work.

A. Change *refuse* to *won't* or *wouldn't* in these sentences.

Teacher: They refuse to undertake a modernization program.

Teacher: They *won't* undertake a modernization program.

Teacher: She refused to show me the letter.

Student A: She *wouldn't* show me the letter.

Teacher: They refuse to increase their advertising.

Student B: They *won't* increase their advertising.

ANSWERS FOR EXERCISE A

1. She wouldn't show me the letter.
2. They won't increase their advertising.
3. She won't study math.
4. He wouldn't hire an administrative assistant.

B. Change these sentences so that they use *must* or *must have*.

Teacher: They probably increased their sales.
Teacher: They must have increased their sales.
Teacher: They probably used their own money to start the business.
Student A: They must have used their own money to start the business.
Teacher: They probably need this report right away.
Student B: They must need this report right away.

ANSWERS FOR EXERCISE B

1. They must have used their own money to start the business.
2. They must need this report right away.
3. He must have studied business administration.
4. He must have found another job.

C. Change these sentences so they use *mustn't*.

Teacher: It's against the regulations for you to make calls on company time.
Teacher: You mustn't make calls on company time.
Teacher: It's against the regulations for them to install the air conditioner themselves.
Student A: They mustn't install the air conditioner themselves.
Teacher: It's against the regulations for them to load the truck.
Student B: They mustn't load the truck.

ANSWERS FOR EXERCISE C

1. They mustn't install the air conditioner themselves.
2. They mustn't load the truck.
3. You mustn't visit the hospital at night.
4. You mustn't sell this medicine without a prescription.

D. Change *should* to *ought to* in these sentences.

Teacher: You should give that information to the boss.
Teacher: You ought to give that information to the boss.
Teacher: They should improve their products.

[Student page 15]

C. Use *mustn't* instead of *it's against the regulations (rules)*.

Example:

It's against the regulations for you to make calls on company time.
You mustn't make calls on company time.

1. It's against the regulations for them to install the air conditioner themselves.
2. It's against the regulations for them to load the truck.
3. It's against the rules for you to visit the hospital at night.
4. It's against the regulations for you to sell this medicine without a prescription.

D. Change *should* to *ought to*.

Example:

You should give that information to the boss.
You ought to give that information to the boss.

1. They should improve their products.
2. They should develop new products too.
3. She should hire an administrative assistant right away.
4. She should organize her business before it gets bigger.

PRONUNCIATION

Listen and repeat.

/b/ as in <i>back</i>	/p/ as in <i>pen</i>
back	pen
bad	put
big	pay
book	pill
but	pot
by	pan

I paid for both the book and the pen.

Please put the pen back in the box.

They bought some big pots and pans.

You'll pass by a big building on your way there.

I have to buy pens, pencils, books, and paper.

A lot of people are busy preparing the budget.