

ENGLISH

Eugene J. Hall

At
work

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English at Work, Book Four, is the third of a series in four levels—four texts, four workbooks, four teacher's books, and recorded tape cassettes—comprising a complete course in English for students whose interest in their new language is primarily vocational. The context which introduces both structural patterns and vocabulary items deals with a number of different work areas and skills.

All students learning a new language face a double task: acquiring the grammatical forms of the language—often quite different from those of their native language—and then using these forms in all of their variety within meaningful contexts, whether listening, speaking, reading, or writing. To make this task easier for the students, *English at Work* introduces new material in a short reading. New structural patterns are then given a more intensive presentation, after which they are practiced in exercises which emphasize their formal elements. After this, the material is again practiced in dialogues that will help the students to use the new structures and vocabulary in the same kind of situations in which native speakers use them.

There are twenty lessons in this book; Lessons Ten and Twenty are review lessons that emphasize the formal elements of the material which has been presented. Each of the remaining lessons begins with a reading. The readings in Book Four are written in a factual, expository style that presents concepts and ideas about business in general. The readings are divided into short sections that are followed by comprehension questions.

The teacher should read each section of the reading aloud while the students listen, first with their books closed and then with them open. The teacher should then answer any questions the students have about meaning. Next the teacher should call on individual students to read each section or, in larger classes, a sentence or two. For students at the advanced level of Book Four, repetition practice should be necessary only on sentences which give actual problems in pronunciation or phrasing.

After the reading practice and whatever repetition proves to be necessary, the teacher should go on to the comprehension questions. The teacher should read each question and give the answer while the students listen with their books open. Still with books open, the teacher should then ask individual students to answer the questions. The same procedure should be followed with books closed. The teacher should accept answers which conform to the information given in the reading even if the wording is different, as long as the answer is structurally correct. After this, one student should ask a question while another gives the answer, continuing around the class. This kind of paired activity, one student with another,

should be used whenever possible. It gives the students more opportunity to participate in oral work and in addition allows them more practice on the question forms.

Some of the readings are followed by notes which give the principal parts of irregular verbs or call attention to minor structural points that have occurred in the reading. The teacher should make a brief explanation and follow it with group repetition of the example sentences.

The next part of each lesson is a structure note followed by sentences which illustrate the structure introduced in the lesson. The teacher should point out the features of each pattern but avoid giving lengthy explanations. The teacher can call on individual students to read one or more of the example sentences. For the sentences which prove difficult, the teacher can use group and individual repetition to assure better pronunciation and phrasing.

The structure note is followed by exercises that are intended to give the students practice primarily on the forms of the patterns. No new vocabulary is introduced in the exercises, so that practice will not be slowed down by questions about meaning. Most of the exercises call for arranging words or groups of words into different kinds of sentences, or for changes from one pattern to another, or for the combination of sentences to form a new pattern. The teacher should first read the cues and responses while the students listen with their books open. Next, still with books open, the teacher should give the cues and ask individual students for the responses. Again, repetition should be used only for sentences which are actually troublesome. The cue and response practice can be given again as a paired activity, with one student giving a cue and another the response, continuing around the class. The exercises can also be used for written work, either in class or as a homework assignment.

The next section of Book Four gives practice on pronunciation. In this book, different intonation patterns are covered. No new vocabulary is used in the pronunciation exercises. A pattern sentence is followed by examples of other sentences using the same intonation pattern. The teacher should present the material first through a listening practice and then go on to group and individual repetition.

The final section of each lesson presents a dialogue for practice of the material within a conversational and contextual frame. The dialogue is related to the material about business that has been presented in the reading in that particular lesson.

The teacher should prepare the students by having them listen to the dialogue first with books closed and then with books open. Since a few new vocabulary items are given in the dialogues, the teacher should answer any questions about meaning after the listening practice. Next the teacher should call on individual students to read lines from the dialogue. Again, group and individual repetition should be used only for sentences which prove to be difficult for the students. Next, the teacher should call on pairs of students to read the dialogue with each of them taking one part, until as many students as possible have read both parts. The students can also be asked to memorize the dialogue at home and then act it out at the next class session.

Each dialogue is followed by a suggestion for a conversation which the students can work out themselves. The teacher should call on individual students to suggest sentences or phrases that could be used in the situation. The teacher should write each acceptable sentence on the blackboard until the new dialogue is complete. Pairs of students can then read it as they read the dialogue. As an alternative to this kind of class work, the students can be asked to prepare the suggested dialogue as a homework assignment.

The two review lessons, Ten and Twenty, contain exercises which give additional practice on the patterns that have been presented in the previous lessons. The teacher should use the same procedures that were used for the exercises in the other lessons.

Workbook. The workbook provides additional material for reading and conversation as well as more exercises on the formal elements of the structures in the corresponding lessons of the textbook. In Workbook Four, the reading consists of a long narrative—in effect a short novel—about the experiences of several young people who are starting a business of their own. Each lesson (except Ten and Twenty, the review lessons) contains one chapter in the story. The narrative form is used as a contrast to the expository style which is used in much of the textbook material. A few new vocabulary items occur in each lesson. Each part of the story is divided into sections followed by comprehension questions, as in the reading material in the textbook.

The teacher who goes over the workbook material in class should follow the same steps used for the reading material and comprehension questions in the textbook readings. The same procedures suggested for the textbook pattern practice exercises should also be followed for the exercises in the workbook. Both for the comprehension questions and the exercises, spaces

are provided for the students to write their answers in the workbook itself. The written work will give the teacher a valuable guide to the progress that each student in the class is making. It will also point to areas where the class may need additional practice.

Teacher's Manual. There is a teacher's manual for each level of *English at Work*. It gives suggestions for procedures to be followed for each textbook page, which appear alongside the notes that refer to it. The manual also gives more detailed explanations of the structures that appear in the textbook, as well as notes on some of the cultural and vocational content. Answer keys are given for all the exercises in the textbook.

Recordings. Tapes and cassettes are provided for each textbook lesson. Work with these recordings will give the students valuable extra practice on many features of the language, particularly pronunciation, and are an invaluable aid in developing listening-comprehension skill.

English at Work seeks to fill the need for a series of English language texts that will help the students whose interests are more related to work rather than to school. It is hoped, as the title suggests, that the books will offer a practical language-learning experience.

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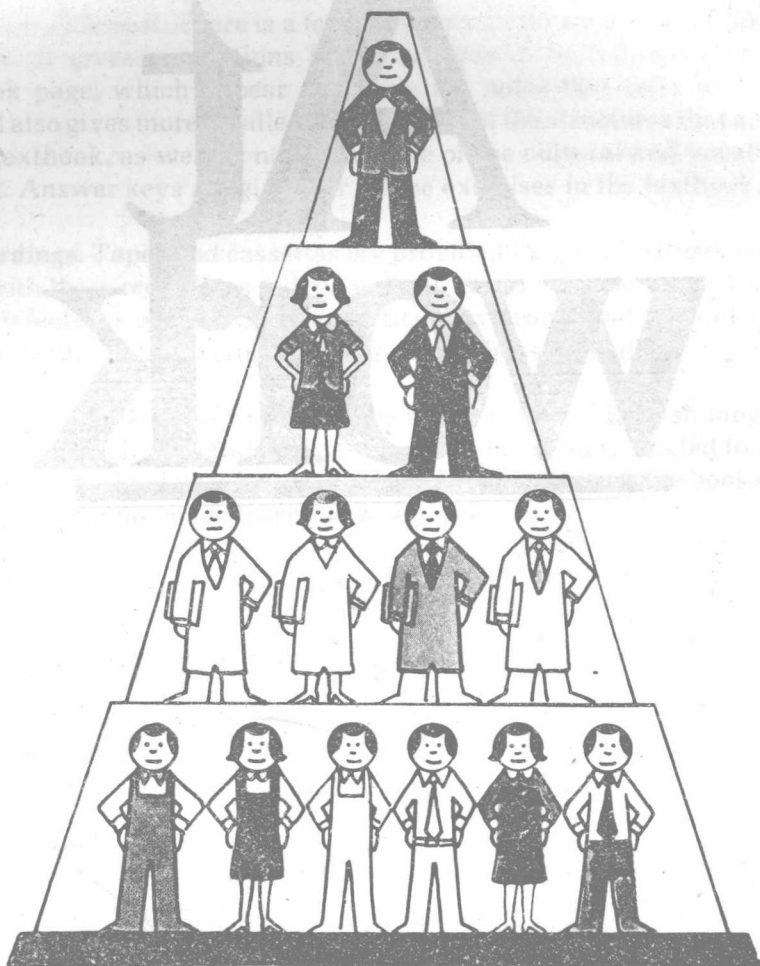
ENGLISH

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work



THE BUSINESS PYRAMID



THE BUSINESS PYRAMID

Lesson ONE



THE BUSINESS PYRAMID

Listen. Then answer the questions.

There are thousands of different kinds of business. They range from small stores to huge conglomerates that manufacture a variety of products. Some businesses make and sell products, while others furnish services such as transportation and maintenance. Almost everyone who works is involved in business in one way or another.

- 1 Is there only one kind of business?
- 2 Are all businesses small, or are they all large?
- 3 What do some businesses do? What do others provide?
- 4 Who is involved in business?

All the different kinds of business have one thing in common. They must all keep records. Even the smallest store has to keep an inventory—a list of the merchandise on hand. It must also have records of its purchase orders and its sales. Large businesses have to handle huge amounts of paperwork. In addition to records, almost every business has to carry on correspondence—letters, reports, memorandums—with its own employees, with other companies, or with government agencies.

- 5 What do all the different kinds of businesses have in common?
- 6 What does even the smallest store have to do?
- 7 What other records must it have?
- 8 What do large businesses have to do?
- 9 What other kind of paperwork is there in addition to records?

All this business paperwork is handled by millions of office workers. The number of office workers in a company depends on the size and kind of business. The owners of small stores may be able to take care of all the paperwork themselves. A large company, on the other hand, may require thousands of office workers who are assigned to several different departments.



- 10 Who handles all the business paperwork?
- 11 What does the number of office workers in a company depend on?
- 12 What may the owners of small stores be able to do?
- 13 What may a large company require?

The most basic business records deal with money—money coming in from sales and money going out for expenses. An inventory is another basic kind of record—in fact, the oldest written records that have ever been found seem to be inventories. A company that handles large amounts of merchandise or raw materials will probably have a section that handles only purchases. Merchandising—the art of selling—is also very important in modern business. As a result, even medium-sized companies usually have a separate sales department. Another important factor in modern business is government. Governments today not only collect taxes but also regulate many other aspects of business. Governments are also customers that buy everything from paper clips to nuclear reactors. Because of this, large companies often have an office that deals only with government agencies.

- 14 What do the most basic business records deal with?
- 15 What is another basic record? What do the oldest written records seem to be?
- 16 What kind of company will have a section that handles only purchases?
- 17 What else is very important in modern business?
- 18 What is a result of this?
- 19 What is another important factor in modern business?
- 20 What do governments do?
- 21 What else are governments?
- 22 What do some companies have because of this?

Business is often pictured as a pyramid. At the bottom are the workers both in offices and factories. Above them, as the pyramid grows smaller, are the supervisors and junior executives—middle management as they

are often called. At the top, where the pyramid comes to a point, is senior management—the men and women who establish policies and see that they are carried out. Management, for example, requires a great deal of information to make decisions. The paperwork that is necessary to provide all the information is handled by an army of secretaries, typists, file clerks, and computer operators. The people at the base of the pyramid number in the millions, but in the positions of authority at the top they number only in the thousands.

- 23 How is business often pictured?
- 24 Who is at the bottom of the pyramid?
- 25 Who is above them? What are they often called?
- 26 Who is at the top? What do these men and women do?
- 27 What does management require?
- 28 Who handles all the paperwork for the information that management needs?
- 29 How many people are there at the base of the pyramid?
How many are there at the top?

Like the military, business has a chain of command. It moves upward and downward through the pyramid. Let's say that management has decided to change procedures. The decision is handed down to the men and women in middle management who are responsible for making sure that the new procedures are carried out by the workers that they supervise. Authority moves from the top of the pyramid to the bottom.

- 30 How is business like the military?
- 31 How does the chain of command move?
- 32 In the example, what has management decided to do?
- 33 Who is the decision passed down to? What are these men and women responsible for?
- 34 How does authority move within the pyramid?

In reverse, information moves from the bottom to the top of the business pyramid. Middle management reports to top management on different aspects of the business. Some companies, for example, need personnel reports to check on the efficiency and productivity of the employees. Almost all businesses need reports on matters such as sales and prices. Most companies also need to know what their competitors are doing. Many suggestions for improvements in products and procedures also originate at the lower levels of the pyramid.

- 35 How does information move in the pyramid?
- 36 What does middle management report on?
- 37 What do some companies need? What for?
- 38 What do almost all businesses need?
- 39 What do most companies also need to know?
- 40 What else originates at the lower levels of the pyramid?

STRUCTURE Word order in statements

Meaning in English depends primarily on the order of words. There are two basic patterns for most statements in English. One of these uses intransitive verbs—verbs which do not have an object. In these sentences, the subject comes before the verb.

Subject	Verb
Linda	was reading.

In statements with transitive verbs, those that take an object, the word order is Subject-Verb-Object—a pattern that occurs over and over again in English. There is a big difference in meaning between these two statements, though only the order of the words is changed:

Subject	Verb	Object
The car	hit	the man.
The man	hit	the car.

The only words in English that show the difference between subject and object by a change in the words themselves are the personal pronouns, but normal statement word order must be adhered to when they are used.

Subject	Verb	Object
I	saw	her.
She	saw	me.

Listen and repeat.

She handles all the paperwork.

Management needs a lot of information.

They use a lot of raw materials.

They've made several important decisions.

She supervises several workers.

Management is going to change the procedures.

The workers have made some good suggestions.

The store keeps a list of merchandise on hand.

The workers increased their productivity.

The company manufactures appliances.

EXERCISES

A. Arrange these words into statements.

Example:

(a newsletter) (she) (edits)

She edits a newsletter.

1. (supervises) (he) (the purchasing department)
2. (they) (the company's policies) (establish)
3. (the owners) (congratulated) (he)
4. (all the mistakes) (I) (corrected)
5. (greeted) (the guests) (she)
6. (they) (a small motel) (own)
7. (borrowed) (some money) (I)
8. (the loan) (approved) (they)

B. Change these sentences reversing the subject and object.

Example:

I asked her to the party.

She asked me to the party.

1. They hired him.
2. We met them after work.
3. He stopped the police officer.
4. She trained me for this job.
5. We're going to assign you to a different department.
6. They notified us about the shipment.
7. I visited her at the hospital.
8. She'll inform him about the changes in procedures.

PRONUNCIATION

Listen and repeat.

They've changed their procedures.

I need some information.

She asked for a pencil.

She's facing the camera.

I outlined the plan.

I'm going to ask for a loan.

He's trying to find his mistake.

She always drinks tea.



DIALOGUE

Jackie: You're back. Why did the president of the company himself want to see you? It must have been something really important!

Carlos: He was talking to me about a transfer.

Jackie: Does he want to transfer you to another section?

Carlos: No, not to another section. He wants me to go to one of the branch offices.

Jackie: A branch office? In another city?

Carlos: That's right. The office in Kansas City.

Jackie: Didn't he work there himself?

Carlos: Yes, he used to work in the Kansas City office before he came to New York.

Jackie: What sort of job did he offer you there?

Carlos: Well, as a matter of fact, he wants me to take charge of the office.

Jackie: To take charge! But that's wonderful! That's really a big promotion. It's just one step below the top. You're going to take the job, aren't you?

Carlos: Well, I don't really know yet. I'd rather stay here in New York. I'm sure my wife would rather stay here too. We have a new house, and the children are all in good schools.

Jackie: But this is a great opportunity for you! How long do you have before you give him an answer?

Carlos: Until Monday. I'm supposed to let him know then what I've decided.