2018

"A PRACTICAL APPROACH TO PROFESSIONAL ENGLISH"

INSTRUCTOR'S BOOK

© 2018 Daniel Enrique Dávila Monteverde y José Francisco Ramírez Mancillas

PROFESSIONAL ENGLISH FOR BUSINESS
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"A Practical Approach to Professional English"

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PROFESSIONAL ENGLISH FOR BUSINESS©

FOREWORD

PROFESSIONAL ENGLISH FOR BUSINESS© is the result of many years of experience in the field of teaching English as a second language. It is also the result of many years of dealing with native English speakers in various fields, learning how they speak and the way they use their own language.

We realize that Americans use their language the same way we use Spanish. In order to speak it fluently we use all kinds of idioms, sayings and colloquialisms.

And what about our students?

They have to deal with two problems. The first is to learn English. We take care of that with our regular courses and we are proud to say that our students learn to speak English fluently. So far so good... But then, a second problem sets in: the student, thinking he/she already speaks English, begins speaking to Americans only to find out that he/she doesn't understand much of what Americans say. They use a lot of complex words, idioms and sayings, not to mention technical terms that are so complicated they're mind-boggling. Our students get confused and disappointed. That doesn't sound like the English they learned!

PROFESSIONAL ENGLISH FOR BUSINESS© is aimed at covering this gray zone between the English our students learn and the English they face when talking to Americans. And, since we work in a business environment, particularly in the manufacturing field, our Course has plenty of technical terms widely used in today's business world.

This is not an easy task, but the communication problems our students face are not easy either. They confront these problems every single day. Therefore, the purpose of this Course is to shed some light along their way as they master English as a second language. And we are sure that they will experience a remarkable improvement in their confidence as they go through the various topics covered herein. Furthermore, long after they finish this Course they will continue to benefit from its long-term effects which are the result of the numerous new words, idioms, sayings and situations that they get to learn from its conversations and exercises.

Finally, this effort is a tribute to our beloved friend, the late Charlie Cordova. He shared our dream of teaching English in a practical way, and now we have fulfilled his dream. Without his wisdom and counseling this course would never have been possible.

Saltillo, Mexico; Fall 2003

The Authors

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PROFESSIONAL ENGLISH FOR BUSINESS

PROFESSIONAL ENGLISH FOR BUSINESS – INSTRUCTOR'S BOOK©

"A Practical Approach to Professional English"

1.- An Introduction Over the Phone

1.1

DISC 1 – TRACKS 2 & 5

Good morning, may I [6] speak to Phil Johnson, please?
May I ask who's calling?

This is [7] *Ronald Jay; I'm calling from International Trading Group in Saltillo, Mexico.*
Could you please spell [1] your name?

*Yes, **R**, **o**, **n** as in Nancy, **a**, **l, d** as in David. Last name: **Jay**.*
Could you please hold for a second?

Certainly!
Thanks.

1.2

DISC 1 – TRACKS 9 & 12

Good afternoon, this is Stephen Smith from Mexico. May I speak with the person in charge of [5] purchasing, please?
May I ask what this is in reference to, sir?

I'm calling from International Trading Group in Mexico; we supply spare parts [2] for heavy machinery.
Then you need to speak to Ms. McPherson, I'll put you through. [4]

Linda McPherson…
Hi Linda; this is Steve Smith from IT Group… I thank you for taking my call.

1.3

DISC 1 – TRACKS 16 & 19

May I speak to Ronald Woodward, please?
This is him; who am I talking to?

Mr. Woodward, this is John Peters from Industrial Robotics in Michigan. I understand [8] you are the Head of Industrial Design. Am I right?
Yep! What can I do for you?

Well, I want to introduce [3] myself and the products we offer…
I'm quite busy right now. Do you have any information you can mail me?

I'll gladly send you our catalog. Can I have your email address?
Yes, it's ron.woodward@intgroup.mx

VOCABULARY

[1] **SPELL** – To write or mention in correct order the letters of a word or part of a word > *example: "You can spell it either way."*

[2] **SPARE PARTS** – A replacement, reserved for future need > *example: "Are you sure you have a spare tire in the trunk?"*

[3] **INTRODUCE** – To present someone by name to another person or two or more people to each other > *example: "Let me introduce you to my friend Roger."*

TIPS

DISC 1 – TRACK 7

1. Americans are used to saying: *"This is Pedro speaking…"* instead of: "I am Pedro…" or: *"This is my friend Larry"* instead of "He is my friend Larry", etc.

2. It is normal to ask a person to spell his/her name in order to understand it properly. Be confident in asking for the spelling if you don't understand the name of a person, a street, a city, etc.

IDIOMS AND USES OF LANGUAGE

[4] **To put through** – To connect by telephone: ➔ "I'll **put** you **through** as soon as he hangs up the phone." ➔ / ➔ "I need to talk to the manager, could you please **put** me **through?**" ➔

[5] **In charge of** – Having control or custody of something: ➔ "Albert is **in charge of** the training program." ➔ / ➔ "I'm asking Tina to be **in charge of** accounting while I'm on vacation." ➔ / ➔ "Who's **in charge** here?" ➔ / ➔ *"A desire to be **in charge of** our own lives, a need for control, is born in each of us. It is essential to our mental health, and our success, that we take control."* – Robert F. Bennett ➔

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1.- An Introduction Over the Phone – Exercises

Some examples of what you have just seen:

[6] **May** – "**May** I come in?" / "**May** I use your computer for a moment?" / "You **may** go home as soon as Tim arrives". / "It **may** rain this afternoon." / "He **may** well be a spy." / "Whose child **may** this little girl be?" / "She **might** help if she knew the truth."

[7] **This is** – "**This is** the Manager speaking…" / "**This is** Shannon, our Secretary…" / "**This is** my daughter…" / "**This is** my house, please make yourself at home."

[8] **Understand** – "I **understand** you're coming next week, am I right?" / "If I **understand** it correctly, you didn't finish the report." / "Yes, I **understand** what you mean." / "We **understand** each other very well." / "It is **understood** that children must be kept quiet."

ENGLISH CLIPS ***DISC 1 – TRACK 14***

1. Across-the-board – Including everyone or everything >> *The computer company decided to give the workers an **across-the-board** increase in their salary.*
2. Kickback – An amount of money that is paid illegally for favorable treatment >> *The construction company was giving **kickbacks** to the local politicians.*

RIDDLE ***DISC 1 – TRACK 21***

Annie wrote all the numbers from 300 to 400 on a piece of paper. How many times did she write the digit 3?

LESSON 1 – STEP BY STEP GUIDE

1.- AN INTRODUCTION OVER THE PHONE – PART 1 – DISC 1 TRACKS 1 – 7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Ron ask to speak to?
   Where is he calling from?
   What does the operator ask him to do?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 1 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

1.- AN INTRODUCTION OVER THE PHONE – PART 2 – DISC 1 TRACKS 8 – 14

1 **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

3 **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***Who does Stephen Smith need to speak to?***
> ***What type of business is International Trading Group?***
> ***Who does the operator say Steve needs to speak to?***
> ***Does he eventually speak to Ms. McPherson?***

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

1.- AN INTRODUCTION OVER THE PHONE – PART 3 – DISC 1 TRACKS 15 – 21

1 **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 1 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***Where is John Peters calling from?***
> ***What is Ron Woodward in charge of?***
> ***What does John Peters want to do?***
> ***What is Ronald's response?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

AN INTRODUCTION OVER THE PHONE – TODAY'S TOPIC

LESSON 1.1 TODAY'S TOPIC *TRACK 6* – DESCRIBE YOUR JOB

- Please describe your job as thoroughly as you can
- What are your main duties?
- Are there opportunities for growth and development? Please describe
- Is your job environment nice and funny or hostile and stressful? Please describe

LESSON 1.2 TODAY'S TOPIC *TRACK 13* – YOUR COMPANY/YOUR OWN WEB PAGE

- Does your company have a web page? Please describe
- Is it an active web page or just informational?
- Is the Company's web page helpful for your job? How?
- If you don't have a web page, how could a web page be helpful for your company?

LESSON 1.3 TODAY'S TOPIC *TRACK 20* – AUDITS

- Please describe the audits in your company
- How do your department or company prepare for an audit?
- What happens if something fails to be approved by the auditors?
- What benefits does an audit bring to the company?

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2.- Soliciting an Appointment

2.1

DISC 1 – TRACKS 23 & 26

Paul, can we set up an appointment to discuss our proposal [1] *in detail?*
Very good, when can you come over? [5]
How about Monday at 10:00 AM?
Fine, I'll wait for you Monday at ten o'clock. How much time will you need?
I would [10] *like to show you our presentation. It'll take about 15 minutes; and another 10 to15 minutes to discuss it; 30 minutes, tops.*
Very good, I'll have the meeting room ready.
Thanks! I would also like to invite you to lunch, if you have time.
I'm afraid [11] **I'll be tied up** [6] **for the rest of the day. Perhaps another day…**
Ok, no problem. See you then!

2.2

DISC 1 – TRACKS 30 & 33

Pedro, I will be in town on Tuesday. Do you have any free time in the afternoon?
I'll have a meeting from 3 to 4; after that I'll be in my office. Do you want to stop by?
Yes, I'll be there around [2] *five, ok?*
Fine! Oh! By the way, did you have a chance to talk to your people in QC?
Course! I've got [12] *the information you requested and they've asked me to* share [3] *it with you. Would it be possible to check it out sometime during the meeting?*
Yes, we can see it as soon as [4] **you come to my office.**
Excellent!
See you on Tuesday!

2.3

DISC 1 – TRACKS 37 & 40

Mr. Jenkins, I'll be in Chicago next week. Will it be possible to see you and discuss our project then?
Absolutely! I'll look forward [7] **to seeing you, but my availability is quite limited.**
Let's see… I can be there Wednesday… 11:00 o'clock sharp? Is that ok with you?
Not a chance, I can give you twenty minutes at 12.
12 noon is ok, Mr. Jenkins. However, twenty minutes won't be enough to discuss such an important endeavor.
Sorry, that's all the time I got before lunch. Maybe another day.
How about if we get together [8] *Thursday after lunch?*
Can't do it; I have a training course that day. Why don't you call me the day after tomorrow?
Why don't we schedule [13] *a time for this appointment* right away? [9]
Let me double check… Ok, Friday 11:30 AM to 12:30 PM. Agreed?
Perfect!

VOCABULARY

[1] **PROPOSAL** – That which is proposed for consideration or acceptance > *example: "To put forth proposals for a business project."*

[2] **AROUND** – Approximately in > *example: "It happened around 1957, I think."*

[3] **SHARE** – To narrate (an experience, for instance) to another or others > *example: "As soon as I heard the news, I shared them with my partner."*

[4] **AS SOON AS** – At the very moment that > *example: "She burst into tears as soon as she saw him."*

DISC 1 – TRACK 28

TIPS

Americans rarely use their professional titles when speaking. It's better not to introduce yourself by saying "My name is Arquitecto Juan Gonzalez" or "This is Ingeniero Torres" for you may end up being called "Mr. Arquitecto" or "Mr. Ingeniero." Just use your name, no titles.

IDIOMS AND USES OF LANGUAGE

[5] **Come Over** – To visit casually: ➔ "**Come over** whenever you like." ➔ / ➔ "I have some friends **coming over** for dinner tonight." ➔

[6] **Tied Up** – Busy, unable to help: ➔ "I'm **tied up** right now; I'm busy with a client." ➔ /➔ "The phone has been **tied up** for an hour." ➔

[7] **Look Forward** – To expect or hope for**:** ➔ "I'll be **looking forward** to your visit." ➔ / ➔ "We'll **look forward** to hear from you." ➔

[8] **Get Together** – A small informal meeting or social gathering: ➔ "We're having a **get-together** tonight, want to come over?" ➔

[9] **Right Away** – Without delay; immediately or promptly: ➔ "Tell Larry to come over **right away**; would you?" ➔ / ➔ "You should leave **right away** if you want to get to the bank on time."➔ / ➔ *"A hug is like a boomerang: you get it back **right away.**"* ➔

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2.- Soliciting an Appointment – Exercises

Some examples of what you have just seen:

[10] **Would** – "**I would** like to stay longer, but I have to go." / "**I wouldn't** be asking you this favor if it wasn't an emergency." / "**I would** really appreciate it if you show up on time for work." / "**Would** you please be quiet? "

[11] **Afraid** – "I'm **afraid** you're wrong." / "She's **afraid** of asking for a permit." / "We're **afraid** of losing this customer." / "Are they interested in our products?" – "I'm **afraid not**." / "Does this mean you are not paying today? – I'm **afraid so**."

[12] **Got** – "**I've got** a meeting this afternoon." / "**We've got** the order!" / "**You've got** a problem now." / "**She got** nothing but trouble for her efforts." / "My daughter **got** high marks in math."

[13] **Schedule** – "We're under a very tight **schedule**." / "We did it! We finished right as **scheduled!**" / "Let me **schedule** your presentation for Friday at 10:00 o'clock, ok?"

ENGLISH CLIPS ***DISC 1 – TRACK 35***

1. Start from scratch – To do it all over again from the beginning. >> *To **start from scratch** is to begin from the beginning, to set out on some action or process without any prior preparation, knowledge or advantage.*
2. Break-even – To have expenses equal to profits >> *After only three months the company was able to **break-even** and begun to make a profit.*

TONGUE TWISTER ***DISC 1 – TRACK 42***

How many cookies could a good cook cook if a good cook could cook cookies?

LESSON 2 – STEP BY STEP GUIDE

2.- SOLICITING AN APPOINTMENT – PART 1 – DISC 1 TRACKS 22 – 28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What does the caller want to discuss with Paul?
   At what time do they agree to meet?
   How long does the presentation take?

4. **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 2 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

2.- SOLICITING AN APPOINTMENT – PART 2 – DISC 1 TRACKS 29 – 35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What day of the week will the caller be in town?
   At what time does Pedro have a meeting?
   At what time will the caller see him at his office?
   What did Pedro request?

4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

2.- SOLICITING AN APPOINTMENT – PART 3 – DISC 1 TRACKS 36 – 42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 2 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions**: *TRACK 38* Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. *>> Group Class: Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***In what city are the callers planning to meet?***
> ***What day of the week and at what time have they agreed to meet?***
> ***What do they want to discuss?***
> ***How much of Mr. Jenkin's time does the speaker want?***

4. **Highlighted Words Practice**: *TRACK 39* Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. *>> Group Class: Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: *TRACK 40* Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. *>> Group Class: Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: *TRACK 41* Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. *>> Group Class: Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Tongue Twister**: *TRACK 42* *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. *>> Group Class: Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

SOLICITING AN APPOINTMENT – TODAY'S TOPIC

LESSON 2.1 TODAY'S TOPIC *TRACK 27* – **HOBBIES**

- Do you have any hobbies? Please describe
- Do you share your hobbies with other people? How?
- Do your hobbies annoy people around you? Do you mind?
- If you don't have a hobby; which could be a good one for you?

LESSON 2.2 TODAY'S TOPIC *TRACK 34* – **MONTH-END CLOSING**

- How does month-end closing affect your daily routine?
- How many hours do you work during a month-end closing? Is it tiring, stressful?
- What happens if someone fails to comply with the closing duties?
- How long does it take to complete the month-end closing?

LESSON 2.3 TODAY'S TOPIC *TRACK 41* – **QUALITY ISSUES**

- What quality issues can happen in your workplace?
- How does a quality issue affect your company and your client?
- How does the company manage to solve quality issues?
- How does the company or you make sure a quality issue won't happen again?

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3.- Arriving at the Airport, Procedures and Boarding

3.1

DISC 2 – TRACKS 2 & 5

Good morning, welcome to World Airlines, how may I help you?
I have a ticket for Chicago on the 2:00 PM flight.
Can I see your ticket and passport?
Sure! Here they are…
Are you checking-in any luggage?
Yes, I want to check-in [7] **a suitcase.**
Would you prefer [10] *an aisle or window seat?*
Window, please, towards [1] **the back of the plane.**
Certainly! [2] *Anything else I can help you with?*
Everything is ok, thanks.
Ok, this is your seat number and departure lounge. Your flight departs [3] *from* gate [4] *24 in 30 minutes. Enjoy your trip!*

3.2

DISC 2 – TRACKS 9 & 12

Ok, here you have your ticket and your passport, please proceed to Immigration.
Where is it?
It's right down the hall, [5] *you will see the sign.*

Good morning sir, what's your destination?
Chicago.
May I see your ticket and passport?
Sure, here you go.
What's the purpose of your trip?
Business.
How long [11] *are you planning on staying in the States?*
Just three days.
Have you filled out [8] *the customs form?*
I did. Here it is.
Thanks. Are you carrying more than ten thousand dollars in cash?
No, I only have a few [12] **hundreds. Wanna see them?**
No, sir, it's ok. Everything is in order; please proceed to the departure lounge.
Sure.

3.3

DISC 2 – TRACKS 16 & 19

Welcome aboard! [6] *Thanks for flying World Airlines.*
Thanks.
We are anticipating takeoff. [9] *Please remain seated and fasten your seat belt.*

Would you like anything to drink?
I would like a coke, please.
I'll gladly bring one to you.

Miss…
Sir?
Can I have a pillow please?
Of course! I'll get it right away.

VOCABULARY

[1] **TOWARDS** – In the direction or vicinity of > *example*: *"Towards the front of the building."*

[2] **CERTAINLY** – By all means; of course > *example*: "*You may certainly join us."*

[3] **DEPART** – To go away; leave > *example*: "*The train departs from the station at 11:00 AM."*

[4] **GATE** – Any of the numbered exits leading to the airfield or aircraft > *example*: *"Passengers for Paris should proceed to gate 14."*

[5] **HALL** – A corridor or passageway in a building > *example*: *"His office is right across the hall."*

[6] **ABOARD** – On board a ship, train, aircraft, or other passenger vehicle > *example*: *"All aboard! "*

TIPS

DISC 2 – TRACK 7

In colloquial English, Americans modify words in order to gain fluency; examples:

wanna = want to…
lemme = let me…
gonna = going to…
watcha = what you…
wouldya = would you…
seeya = see you
'til = until
'cause = because

IDIOMS AND USES OF LANGUAGE

[7] **To check in** – Formal registration of arrival, as in an airport or a hotel: "**Check-in** time is an hour before departure." / "**Checking in**, sir?" "Yes, please." ←

[8] **To fill out** – To complete (a form, application, etc.): **"Fill out** the application, sign it, and mail it to the Company."/ "She carefully **filled out** the job application."←

[9] **To takeoff –** To rise into the air or begin flight: → "Our plane **takes off** at 10:30. Let's go to the airport."← / → "*Did you know that houseflies **take off** backwards? If you want to swat one, aim slightly behind it."* ←

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3.- Arriving at the Airport, Procedures and Boarding – Exercises

Some examples of what you have just seen:

[10] **Prefer** – "Well, I **prefer** to call back later." / "Larry **prefers** to walk to his office." / "How do you **prefer** your coffee?" / "I **prefer** not to discuss this now." / "I need you to come to my office every other day, **preferably** in the morning."

[11] **How long** – "**How long** have you been working here?" / "**How long** ago did you graduate?" / "**How long** does it take to get to Mexico City?" / **How long** will it take to develop the new production schedule?"

[12] **A few** – "Mr. Martin will be with you in just **a few** minutes." / "It only takes **a few** steps to complete this process." / "Training program will start in just **a few** days." / "I spent **a few** days with my family in Florida."

ENGLISH CLIPS ***DISC 2 – TRACK 14***

1. Get off the ground – To make a successful beginning. >> *We were unable to **get** the new product **off the ground** but we will try again next year.*
2. Bend over backwards – Do whatever it takes to help. Willing to do anything. >> *"They **bend over backwards** to please their customers."*

THOUGHTS ***DISC 2 – TRACK 21***

"Success occurs when no one is looking; failure occurs when the Client is watching."

"There's never time to do it right, but there's always time to do it again."

"Resolve to succeed. The greatest discovery one can make is that nothing is impossible."

LESSON 3 – STEP BY STEP GUIDE

3.- ARRIVING AT THE AIRPORT, PROCEDURES AND BOARDING – PART 1– DISC 2 TRACKS 1 – 7

1 **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

3 **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is the name of the airline company?
Where does the traveler have a ticket for?
Does he want an aisle or window seat?

Does he want to seat near the front, middle or back of the plane?
At what time does the plane depart?

4 **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 3– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

3.- ARRIVING AT THE AIRPORT, PROCEDURES AND BOARDING – PART 2– DISC 2 TRACKS 8 – 14

1 **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

3 **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Where did they instruct the client to proceed?	***How long does he plan to stay in the States?***
What is the client's purpose for the trip?	***How much money does the client have?***

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

3.- ARRIVING AT THE AIRPORT, PROCEDURES AND BOARDING – PART 3– DISC 2 TRACKS 15 –21

1 **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 3 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***Is the passenger permitted to get up?***
> ***What would the passenger like to drink?***
> ***What else did the passenger ask for?***
> ***Did the flight attendant agree to bring him a pillow?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Thoughts**: ***TRACK 21*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

ARRIVING AT THE AIRPORT, PROCEDURES AND BOARDING – TODAY'S TOPIC

LESSON 3.1 TODAY'S TOPIC *TRACK 6* – VACATION TIME

- Please describe your last vacation or one you're happy remembering
- How did you plan that vacation?
- Why did you go there?
- Would you go back to that same place? Why?

LESSON 3.2 TODAY'S TOPIC *TRACK 13* – THE UNION OR HOW LABOR ISSUES ARE SOLVED

- Do you have union labor in your company?
- Is it easy working with unionized personnel?
- How does the union help workers?
- If there is no union in your workplace, how are labor issues solved?

LESSON 3.3 TODAY'S TOPIC *TRACK 20* – SAFETY DRILLS

- Please describe the safety drills in your company
- How do safety drills help in creating awareness?
- How long does it take a safety drill? How often are they conducted?
- If no safety drills are conducted, how does your company prepare the personnel for emergencies?

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4.- Renting a Car

4.1

DISC 2 – TRACKS 23 & 26

Good morning, welcome to Star Car Rental. What can we do for you today?
I want to rent a car.
What kind of vehicle are you looking for? [6]
Actually, I need a full-size SUV. Do you have any?
Indeed we do! We have two amazing SUV's to choose from, Suburban LTZ and Tahoe.
A Suburban will do.
How many [8] *days do you need it?*
Just three days; I'll return it on Thursday.
Would you like it with unlimited [1] *free miles included?*
Yes, please.
I'll need to ask you for your valid driver's license and a credit card under your name.
Ok, let me fish'em out of my briefcase.

4.2

DISC 2 – TRACKS 30 & 33

Would you be interested in vehicle insurance with our regular provider?
How much does it cost?
Only $12.00 dollars per day.
Well, I seem [9] to remember that my credit card provides some sort of [2] insurance. Could you please check it for me?
Of course! Which credit card?
American Express.
Well, yes; it looks like it covers you for a leased [3] *vehicle.*
Since you don't need this coverage with us, could you please initial this box for the Insurance Waiver? [4]
Sure.

4.3

DISC 2 – TRACKS 37 & 40

Will you be returning your car at this location?
No, I will have to drop it off at Detroit's Airport.
Well, then we'll have to apply a drop off charge. [7]
I understand; how much is it?
Let me see: from Detroit, it will be… $1.50 a mile; that'll be… $355.00 dollars.
Well, in that case, let me see if I can get a flight back to Mexico from here. Can I decide later on this?
Yes sir; when you're ready to return your car, you can decide whether [5] *you want to return it right here or somewhere* [10] *else.*
Can I let my associate here drive the car as well?
You will need to register him as an additional driver. Naturally, he must have a valid driver's license too.

VOCABULARY

[1] **UNLIMITED** – Having no restrictions or controls > *example: "Intelligence is the only unlimited natural resource."*

[2] **SORT OF**– To some extent, either great or small > *example: "Nancy made sort of a general introduction about the program."*

[3] **LEASE** – A contract by which property is conveyed to a person for a specified period, usually for rent > *example: "We will need to lease a new building."*

[4] **WAIVER** – The act of intentionally abandoning a known right, claim, or privilege > *example: "We can waive the age requirement; no problem."*

[5] **WHETHER** – Used in indirect questions to introduce one alternative > *example*: *"We should find out whether or not to accept the contract."*

TIPS

DISC 2 – TRACK 28

When writing a letter, you can always start it with: *"Dear Mary:" / "Dear Harry:" / "Dear Mr. Jones:"*

And always be concise and direct. Here are a few ways to start a letter:

"This letter is to inform you…"
"In regards to your letter, I can tell…"
"According to our conversation…"

IDIOMS AND USES OF LANGUAGE

[6] **To look for** – To search for; seek: ➔ "I'm **looking for** my checkbook. Have you seen it?"➔ / ➔ "Where were you? – Peter **was looking for** you all over the place!"➔ / ➔ *"What we see depends mainly on what we **look for**."* – John Lubbock, Sr. ➔

[7] **Drop off charge –** When a car is returned to a location different than the one where the vehicle is rented, a **drop off** charge may apply on certain rates.

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4.- Renting a Car – Exercises

Some examples of what you have just seen:

[8] **How many** – "**How many** pieces do you need?" / "**How many** words-per-minute do you type?" / "**How many** frequent flyer miles do you have?" / "**How many** people in the company are left-handed?" / "**How many** kids do you have?"

[9] **Seem** – "It **seems** like a very easy task." / "He **seems** to have worked in sales for a number of years." / "I can't **seem** to get this report ready." / "There **seems** to be no reason to postpone the meeting." / "She agreed, but she **seems** skeptical."

[10] **Somewhere** – "He is **somewhere** in Tennessee." / "Nelly will be here **somewhere** between 3 and 4 o'clock." / "Well, it looks like we're finally getting **somewhere**." / "I don't know what went wrong, but **somewhere** along the line we started losing control of the workers."

ENGLISH CLIPS ***DISC 2 – TRACK 35***

1. Bite your tongue – To avoid talking. >> *("I disagree but I'll **bite my tongue**).*
2. Calculated risk – An action that may fail but has a good chance to succeed. >> *"The company took a **calculated risk** when they put the new computer screen on the market."*

RIDDLE: ***DISC 2 – TRACK 42***

If you can buy eight eggs for 26 cents; how many can you buy for a cent and a quarter?

LESSON 4 – STEP BY STEP GUIDE

4.- RENTING A CAR – PART 1– DISC 2 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What kind of vehicle is the client looking for?
   What type of model does he choose?

   Does he have to pay per mile?
   When does he plan to return it?

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 4– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

4.- RENTING A CAR – PART 2 – DISC 2 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   How much does the rental company insurance cost?
   Which credit card does the client have?
   Does the credit card cover the driver for insurance costs?

4 **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

4.- RENTING A CAR – PART 3 – DISC 2 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 4 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where does the driver need to drop off the rented car?
   Does the driver have to decide where to drop off the car at the time of rental?
   What does the driver's associate need in order to be able to drive the car?

4. **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Riddle**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

RENTING A CAR – TODAY'S TOPIC

LESSON 4.1 TODAY'S TOPIC *TRACK 27* – SOCIAL CONTRIBUTION

- Please describe how your company contributes with the community.
- Are the contributions made public or are they kept private?
- How are the beneficiaries selected?
- If your company doesn't have a social contribution program, which one would you like to be implemented?

LESSON 4.2 TODAY'S TOPIC *TRACK 34* – LEISURE TIME

- What do you like to do in your leisure time?
- How often do you take time out for yourself?
- Does your company give you free time while on the job? Do you think it is a good idea?
- Do you think taking free time on the job will boost your productivity? How?

LESSON 4.3 TODAY'S TOPIC *TRACK 41* – DEPARTMENTAL IMPROVEMENT

- Have you ever contributed to improve the quality of your department's work? How?
- Is there any improvement program implemented in your department?
- Why is it important to think in terms of improvement?
- If there is no improvement program established, what would you like to improve in your department?

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5.- Checking-in at a Hotel

5.1

DISC 3 – TRACKS 2 & 5

Good morning, welcome to Motor City Hotel!
I have a reservation for today.
Under what name?
Claire Frankenthaler.
How did you book your room?
Through your web page.
Very good. Yes, we have your reservation here. Could you please sign this form for me?
Certainly.
Would you like a mini-bar in your room?
No, thanks.
Ok. I'll just need your signature [1] *on this credit card* voucher [2].
Sure.
Your room will be number 714; seventh floor to your right. Please enjoy your stay!
Thanks.

5.2

DISC 3 – TRACKS 9 & 12

Hello sir! welcome to Roadside Hotel; checking in?
Yep!
Do you have a reservation?
Nope, I've just walked-in. [6] **Do you have any rooms available?**
Of course! Would you like a single or double room?
Single, please.
Would you like to pay with a credit card, sir?
I'd rather [9] **pay in cash. I'm just staying** overnight [3]**. Do you have any room service?**
Sure we do. Just dial 5 from your room.
Ok.
Have a good night!
Likewise. [4]

5.3

DISC 3 – TRACKS 16 & 19

Good morning, I have a reservation under Zachary Welch.
Zachary Welch... lemme check… Sir, I'm afraid we don't have any reservation under your name.
That can't be; we booked [10] **a room by phone last week.**
Lemme double check. [7] *Do you have a confirmation number?*
Not with me; I didn't think I would need it.
I'm terribly sorry, but we don't have any reservation booked under that name and we don't have any vacancies [5]*. We're totally booked.*
That's very disappointing. [11] **Now, what am I** supposed to [8] **do?**
Lemme see if I can find a room for you at the Wesleyan Inn. It's just a block from here.
Is it a good hotel?
Yes sir, it's a four-star hotel.
I have good news: they have a room available and I've already booked it for you.
Nice!

VOCABULARY

[1] **SIGNATURE** – The act of signing one's name > *example: "Mr. Aaronson's signature is required to authorize this payment."*

[2] **VOUCHER** – Form or check indicating a credit against future purchases or expenditures > *example: "Since you're paying in cash, we don't need to ask for a voucher."*

[3] **OVERNIGHT** – Done in, occurring in or lasting the night > example: *"We made an overnight stop in our trip."*

[4] **LIKEWISE** – In a like manner; also; moreover; too > *example: "Likewise, the Company may cancel the contract at any time."*

[5] **VACANCY** – An unoccupied room in a hotel > *example*: *"Our hotel offers plenty of vacancies in the fall season."*

DISC 3 – TRACK 7

TIPS

When writing a letter, you can always finish it with: *"Yours Truly:" / "Best Regards:"*

Americans don't write long closings when writing letters; at the most, they write:

"I will be looking forward to your prompt response."

"Should you have any questions regarding this matter, please feel free to contact me."

IDIOMS AND USES OF LANGUAGE

[6] **Walk-in** – A person who walks in without an appointment: ➔ "We welcome **walk-in** customers."🡐 / ➔ "I didn't have time to make an appointment, I'll just **walk-in**."🡐 / ➔ It's a **walk-in** dental clinic – the sign outside says; "No appointment needed."🡐

[7] **Double-check** – Check once more to be absolutely sure: ➔ "You'd better **double-check** if the boss is in his office."🡐 / ➔ "I think I can get a better price for you, let me **double-check**."🡐 / ➔ *"Surgeons and nurses must **double-check** that the right patient is on the table, if he's really to lose a kidney and not a gallbladder — and if so, on which side:"* 🡐

[8] **Supposed to** – Expected or obligated to: ➔ "Now, I'm **supposed to** keep on working until I finish."🡐/ ➔ "You're not **supposed to** pay for these expenses."🡐 / ➔ *"We're **supposed to** be perfect on our first day on the job and then show constant improvement."* – Ed Vargo 🡐

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5.- Checking-in at a Hotel – Exercises

Some examples of what you have just seen:

[9] **Rather** – "I would **rather** see you tomorrow." / "I'd **rather** stay at home." / "The questionnaire was **rather** large." / "My sales were **rather** high last month." / "It's **rather** cold today, isn't it?" / "I don't like to work with Jim; he's **rather** stubborn."

[10] **Booked –** "The hotel is **booked** up. Every room is reserved." / "Then I had to say: **book me** on the next plane to London." / "Larry was **booked** last night for drunk-driving." / "We were advised to **book** early if we wanted to get tickets for the concert."

[11] **Disappoint –** "I will not **disappoint** your confidence." / "Sales results are rather **disappointing**." / "Zachary left the Company, what a **disappointment!**" / "I'm sorry to **disappoint** you, but I have to cancel our appointment."

ENGLISH CLIPS ***DISC 3 – TRACK 14***

1. In the long run – Over a long period of time: >> *("The company has been losing money but **in the long run** they should make a profit.").*
2. Mean business – To be serious. >> *"Our boss **means business** when he tells everyone to work harder"*

RIDDLE ***DISC 3 – TRACK 21***

Four men can build four boats in four days. How long does it take one man to build one boat?

LESSON 5 – STEP BY STEP GUIDE

5.- CHECKING-IN AT A HOTEL – PART 1 – DISC 3 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Under what name is the hotel reservation?
   What does the receptionist ask the client to do?

   Does the client want a mini-bar in the room?
   On what floor is the client's room?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 5– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

5.- CHECKING-IN AT A HOTEL – PART 2 – DISC 3 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Does the client have a reservation?	***How will he be paying for the hotel accommodation?***
How long is the client going to stay in the hotel?	***Does the hotel offer room service?***

4. **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

5.- CHECKING-IN AT A HOTEL – PART 3 – DISC 3 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 5 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where could the guest have his confirmation number?
   Are there any vacancies in the hotel?
   Did the receptionist finally book a room for the client?

4. **Highlighted Words Practice:** ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal:** ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic:** ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Riddle:** ***TRACK 21*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

CHECKING-IN AT A HOTEL – TODAY'S TOPIC

LESSON 5.1 TODAY'S TOPIC *TRACK 6* – FOOD

- What is your favorite kind of food?
- How often do you treat yourself to your favorite food?
- Would you like to prepare it yourself? If not, is there a particular place where you like your favorite food the most?
- Is there any food you don't like? Please describe

LESSON 5.2 TODAY'S TOPIC *TRACK 13* – RETIREMENT

- At what age would you like to retire?
- What do you think you'll be doing after retirement?
- If you could retire today, what would you like to do?
- How are you preparing for your retirement?

LESSON 5.3 TODAY'S TOPIC *TRACK 20* – PET PEEVES

- Please describe your major pet peeves
- How do you react when someone makes something that annoys you?
- Do you notice if you do something that annoys others?

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COURSE EXAM NO. 1

LESSONS 1 – 5

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EXAM No. 1 / LESSONS 1 – 5

1. ***AN INTRODUCTION OVER THE PHONE***
2. ***SOLICITING AN APPOINTMENT.***
3. ***ARRIVING AT THE AIRPORT, PROCEDURES AND BOARDING.***
4. ***RENTING A CAR***
5. ***CHECKING-IN AT A HOTEL.***

DISC 3 – TRACK 22

1. ***LISTENING COMPREHENSION:*** Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. How long are you planning to stay in the States?

_____

_____

1.2. May I speak with the person in charge of purchasing, please?

_____

_____

1.3. How many days do you need it?

_____

_____

1.4. I'd rather pay in cash.

_____

_____

1.5. Course! I've got the information you requested and they've asked me to share it with you.

_____

_____

1.6. That's very disappointing. Now, what am I supposed to do?

_____

_____

1.7. Well, I want to introduce myself and the products we offer…

_____

_____

1.8. Window, please, towards the back of the plane.

_____

_____

1.9. Well, I seem to remember that my credit card provides some sort of insurance.

_____

_____

1.10. Yes, I'll be there around five, ok?

_____

_____

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2. TIPS SECTION: Listen to the tips section and write down two examples of letter closings: **DISC 3 – TRACK 23**

2.1. _____

_____

2.2. _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer. **DISC 3 – TRACK 24**

3.1. _____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column. **DISC 3 – TRACK 25**

1	**INTRODUCE**		To write or mention in correct order the letters of a word or part of a word
2	**UNLIMITED**		In the direction or vicinity of
3	**LIKEWISE**		Having no restrictions or controls
4	**SHARE**		Done in, occurring in or lasting the night
5	**WHETHER**		At the very moment that
6	**TOWARDS**		To present someone by name to another person or two or more people to each other
7	**HALL**		Used in indirect questions to introduce one alternative
8	**OVERNIGHT**		To narrate (an experience, for instance) to another or others
9	**SPELL**		In a like manner; also; moreover; too
10	**AS SOON AS**		A corridor or passageway in a building

5. EXPRESSION: Listen to the sentence; then answer it with your own words. **DISC 3 – TRACK 26**

5.1. May I ask who's calling?

5.2. Pedro, I will be in town on Tuesday. Do you have any free time in the afternoon?

5.3. Would you prefer an aisle or window seat?

5.4. Can I let my associate here drive the car as well?

5.5. Could you please spell your name?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided. ***DISC 3 – TRACK 27***

OPEN ARMS

By: Journey

Lying beside you
Here in the dark
Feeling your heart beat with mine
Softly you whisper
You're so sincere
How could our love be so blind?

We sailed on together
We drifted apart
And here you are by my side

So now I come to you
With open arms
Nothing to hide
Believe what I say
So here I am
With open arms
Hoping you'll see
What your love means to me
Open arms

Living without you
Living alone
This empty house seems so cold
Wanting to hold you
Wanting you near
How much I wanted you home

But now that you've come back
Turned night into day
I need you to stay

So now I come to you
With open arms
Nothing to hide
Believe what I say
So here I am
With open arms
Hoping you'll see
What your love means to me
Open arms.

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6.- Ordering Room Service, Calling a Cab, Asking for the Bill

6.1

DISC 3 – TRACKS 29 & 32

Room service!
Yes, I'm calling from room 714. I'd like to order [1] something for dinner.
Yes sir, what would you like to order?
I'd like an oriental salad, a roast beef sandwich, and a coke.
Will it be regular coke or diet coke?
Diet, if you would, please.
What kind of dressing [2] would you like for your salad?
Italian.
Any dessert [3] with your order?
No, thanks; that'll do it. [9]
Very good; that'll be an oriental salad, Italian dressing, a roast beef sandwich, and a regular coke.
A diet coke, I said.
Excuse me, [10] a diet coke. Your total will be $14.50. Would you like to charge it to your bill?
You bet. [6]

6.2

DISC 3 – TRACKS 36 & 39

City Taxi, this is George speaking, how can I help you?
George, I need a taxi. Could you please send one? I'm at the Motor City Hotel.
Certainly, what part of town are you going?
I'm going downtown [4].
We'll send a cab to pick you up [7] at once. It'll take like 3 or 4 minutes.
I appreciate [11] that.

Mr. Witt? Your cab [5] is here, sir.
Ok, I'll be down in a moment.
Yes, sir.
Thanks.

6.3

DISC 3 – TRACKS 43 & 46

Front desk, this is Nancy speaking, how may I help you?
Nancy, I'm checkin' out. [8] Could you please have my bill ready?
Yes sir. Did you find everything alright?
Everything was fine.
Will you be paying with your credit card?
Yes; please charge it to my corporate card.
Yes sir. I'll call you as soon as I have the bill ready.
No need; I'm on my way down.
Very good, sir.
See you in a moment.

VOCABULARY

[1] **ORDER** – An instruction that must be obeyed; a command > *example: "The doctor ordered a strict diet."*

[2] **DRESSING** – A sauce for food, especially for salads > *example: "Taste the ranch dressing, it's delicious!"*

[3] **DESSERT** – A sweet served as the last course of a meal > example: *"May I see the dessert menu?"*

[4] **DOWNTOWN** – The central or lower part of a city, especially the main commercial area > *example: "The government palace is located downtown."*

[5] **CAB** – A taxi > *example*: *"I'd rather call a cab to go downtown."*

TIPS

DISC 3 – TRACK 34

United States has four time zones: Eastern, Central, Mountain & Pacific.

Eastern Standard Time (EST) is one hour ahead of Mexico's Central Time. It is located along the Atlantic Coast.

Central Standard Time (CST) is even with Mexico's Central Time. It is located along the Mississippi River and Central Plains.

Mountain Standard Time (MST) is one hour behind Mexico's Central Time. It is located along the Rocky Mountains.

Pacific Standard Time (PST) is two hours behind Mexico's Central Time. It is located along the Pacific Coast.

IDIOMS AND USES OF LANGUAGE

[6] **You bet** – Of course; surely: ➔ "Are you going to the game? – **You bet** I will! ➔ / ➔ "Thanks!" – "**You bet**!" ➔ / ➔ *"I am convinced that nothing we do is more important than hiring and developing people. At the end of the day **you bet** on people, not on strategies."* – Larry Bossidy ➔

[7] **Pick up** – To stop to collect passengers, goods, etc: ➔ "The bus stopped to **pick-up** passengers."➔ /// To claim: ➔ "She **picked up** her car at the repair shop."➔ / ➔ *"Whenever you fall, **pick up** something."* – Oswald Theodore Avery ➔

[8] **Check-out** – To settle one's bill and leave a hotel: ➔ "I'm **checking out** right after lunch."➔ / ➔ "**Check-out** time is 2:00 PM."➔ /// To leave: ➔ "The minute I get paid I'm **checking out**." ➔

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6.- Ordering Room Service, Calling a Cab, Asking for the Bill – Exercises

Some examples of what you have just seen:

[9] **That'll do it** – "**That'll do it** for today, I'm exhausted." / "**That'll do it!** I finished the bank reconciliation." / "He will say he's sorry and **that'll do it** for him." / "Just restart the computer and **that'll do it** in most cases:"

[10] **Excuse me –** "Could you please **excuse me**? I have to leave." / "**Excuse me**? I'm afraid I don't understand you." / "**Excuse me!** I didn't mean to bother you." / "**Excuse** my English, I'm just learning." / "Please **excuse me** for my tardiness."

[11] **Appreciate –** "I really **appreciate** your help." / "I don't think you **appreciate** his efforts." / "I'd really **appreciate** it if you show up on time for the meeting." / "The crowd cheered in **appreciation**." / "It's nice to have such an **appreciative** audience."

ENGLISH CLIPS ***DISC 3 – TRACK 41***

1. Cross your fingers – To hope that something happens the way you want it to. >> *("I'll keep my **fingers crossed** so everything will turn out okay")*
2. Out of stock – Not available for immediate sale. >> *"The toys are **out of stock** and we will have to wait several weeks before we get them."*

THOUGHTS ***DISC 3 – TRACK 48***

"Courage does not always roar. Sometimes, it is the quiet voice at the end of the day saying: *"I will try again tomorrow."*

"You'll always miss 100% of the shots you don't take."

LESSON 6 – STEP BY STEP GUIDE

6.- ORDERING ROOM SERVICE, CALLING A CAB, ASKING FOR THE BILL – PART 1 – DISC 3 TRACKS 28 –34

1. **Power Words**: ***TRACK 28*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 29*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 30*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Is the customer ordering breakfast, lunch or dinner?
   What type of drink does he order?

   Does he order any dessert?
   Does he pay in cash?

4. **Highlighted Words Practice**: ***TRACK 31*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 32*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 33*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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1.

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LESSON 6 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 44*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the name of the receptionist?
   How did the client find everything at the hotel?
   Is the client going to pay in cash or with his credit card?
   Is the client going to stay any longer?

4. **Highlighted Words Practice**: ***TRACK 45*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 46*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 47*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Thoughts**: ***TRACK 48*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

ORDERING ROOM SERVICE, CALLING A CAB, ASKING FOR THE BILL – TODAY'S TOPIC

LESSON 6.1 TODAY'S TOPIC *TRACK 33* – ENVIRONMENTAL POLICY

- Does your company have an environmental policy established? If so, please describe
- How does your company care for the environment?
- Do you work with any pollutants? If you do, please describe
- Do you think climate change is affecting our lives? If you do, please describe

LESSON 6.2 TODAY'S TOPIC *TRACK 40* – PERSONAL PROJECTS

- Do you have any personal projects you would like to talk about?
- Have you fulfilled your personal projects so far?

LESSON 6.3 TODAY'S TOPIC *TRACK 47* – BUSINESS PROJECTS

- Do you have any business projects you would like to talk about?
- Does your company encourage its personnel to submit projects for improvement?
- Do you work on your projects alone or as part of a team?

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7.- An Appointment at a Customer's Office

7.1

DISC 4 TRACKS 2 & 5

Good morning, I have an appointment [1] **to see Maggie Thompson.**
Good morning, may I have your name?
Ulysses Terry
Mr. Terry; Ms. Thompson will be with you as soon as she gets off [10] *the phone.*
Ok, I'll wait.
Please, have a seat. Would you like a cup of coffee?
That would be nice.
How do you want it?
Black please, with sugar.
Would you like some cookies too?
Just the coffee, please.

7.2

DISC 4 – TRACKS 9 & 12

Good morning, sir; how may I help you?
I have an appointment with Gary Matthews.
Mr. Bertrand?
Yours truly. [2]
Mr. Matthews is about to finish an interview. [3] Would you mind [6] *waiting for a few minutes?*
Not at all.
Did you have a nice trip from Mexico, Mr. Bertrand?
Oh, yes. It was quite [11] **a nice** trip. [4]

It seems that Mr. Matthews is free now; please go ahead. [7]
Thanks. Nice seeing you.
Likewise.

7.3

DISC 4 – TRACKS 16 & 19

Good morning, sir; how may I help you?
I have an appointment with Bill Rogers.
Mr. O'Donell?
Yes, I am.
Mr. Rogers is in a meeting right now. He apologizes [5] *and he asked me to introduce you to Victor Jenkins. He'll be* taking care of [8] *you.*
Will Mr. Rogers be available later on?
He'll be out of his meeting in about an hour or so: [12] *maybe you'll have a chance to see him then.*
I would like to say hello and talk to him for a couple of minutes if possible.
I'll let him know you want to see him.
I'd appreciate that.
Thank you, sir.
Mr. O'Donnell? Victor Jenkins…
Mr. Jenkins, it's a pleasure to meet you…
Bill says he's sorry, his boss called him for a last-hour meeting, and he's asked me to go over [9] *your proposal.*
That's very kind of him…

VOCABULARY

[1] **APPOINTMENT** – A meeting arranged in advance > *example: "She's so busy that she has to work by appointment only."*

[2] **YOURS TRULY** – An informal term for I, myself, or me > *example: "Just to let you know who Yours Truly is..."*

[3] **INTERVIEW** – A meeting at which information is obtained from a person > example: *"Candidates will be interviewed Monday morning."*

[4] **TRIP** – A going from one place to another; a journey > *example*: *"I promise I'll stay longer during my next trip."*

[5] **APOLOGIZE** – To make excuse for; or regretful acknowledgment of; a fault or offense > *example: "I apologize for being late."*

TIPS

DISC 4 – TRACK 7

A few, polite ways of saying goodbye:

"Nice seeing you!"
"It's been nice to see you!"
"It's been a pleasure to see you!"
"I'll be looking forward to seeing you again."
"Thanks for being so kind."

IDIOMS AND USES OF LANGUAGE

[6] **Would you mind** – Do you care? – Does it matter? "**Would you mind** if I sit in your chair?"🡐 / 🡒 "**Would you mind** lending me some money?"🡐 / 🡒 "**Would you mind** leaving me alone so I can finish my work?"🡐

[7] **Go ahead** – Indicating that one may proceed: 🡒 "Mr. Williams gave us the **go-ahead**."🡐 / 🡒 "Always be sure you're right; then **go ahead**."🡐 / 🡒 *"When I have fully decided that a result is worth getting, I **go ahead** and make trial after trial until it comes."* – Thomas Alva Edison 🡐

[8] **Take care of** – To attend the needs or treatment of: 🡒 "Robert will be **taking care of** customer service while you're out."🡐 / 🡒 *"Let every fox **take care of** his own tail."* – Italian Proverb🡐

[9] **Go over** – To examine and revise as necessary: 🡒 "Let's **go over** the records, I'm sure there's a mistake in them."🡐 / 🡒 *"Some couples **go over** their budgets very carefully each month. Others just **go over** them."* – Katherine Mansfield 🡐

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7.- An Appointment at a Customer's Office – Exercises

Some examples of what you have just seen:

[10] **Get off** – "I want to **get off** your list of customers." / "Why don't you **get off** early and take some rest?" / "We had an accident, fortunately we **got off** undamaged." / "Let's **get off** the train at the next stop." / "I can't **get** this stain **off** my shirt."

[11] **Quite** – "It's **quite** an easy task." / "You're **quite** right…" / "**Quite** the opposite, it's true; we're leaving tomorrow." / "This is **quite** a large order." / "I'm **quite** positive about it." / "It was **quite** an amusing movie."

[12] **Or so** – "I'll meet you in a couple of hours **or so**." / "In this line we have 50 **or so** workers." / "I seem to remember that Bill visited us last year **or so**." / "The price was right, **or so** they told me." / "Our catalog has 30,000 **or so** items for sale."

ENGLISH CLIPS **DISC 4 – TRACK 14**

1. Get over it – To move beyond something that is bothering you. >> *("It was hard for him but he will **get over it**")*
2. Last but not least – An introduction phrase to let the audience know that the last person mentioned is no less important than those introduced before him/her. >> *("**Last but not least**, we need to talk about this month's budget")*

DISC 4 – TRACK 21

RIDDLE

Jack has invited all his buddies to watch the game on his new TV. Come half time, he calls the local Pizza Parlor. They have a special "Buy one get one free" so he asks for two of the largest pizzas they have. Given that one large pizza can be cut into approximately twelve slices, how can he possibly ensure that it will be enough for thirty people?

LESSON 7 – STEP BY STEP GUIDE

7.- AN APPOINTMENT AT A CUSTOMER'S OFFICE – PART 1 – DISC 4 TRACKS 1 –7

1. **Power Words**: **TRACK 1** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: **TRACK 2** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** **TRACK 3** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why isn't Maggie Thompson available to attend Mr. Terry?
   What does the receptionist offer Ulysses?
   How does Mr. Terry like his coffee?
4. **Highlighted Words Practice**: **TRACK 4** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: **TRACK 5** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: **TRACK 6** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 7– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

7.- AN APPOINTMENT AT A CUSTOMER'S OFFICE – PART 2 – DISC 4 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Mr. Bertrand have an appointment with?
   Why can't Gary Matthews attend him?
   Where is Mr. Bertrand traveling from?
4. **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

7.- AN APPOINTMENT AT A CUSTOMER'S OFFICE – PART 3 – DISC 4 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 7 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why couldn't Bill Rogers see Mr. O'Donell?
   Who will be able to attend him?
   How long will Bill Rogers be in a meeting?

4. **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Riddle**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

AN APPOINTMENT AT A CUSTOMER'S OFFICE – TODAY'S TOPIC

LESSON 7.1 TODAY'S TOPIC *TRACK 6* – ACHIEVEMENTS

- Is there any particular achievement you are proud of? Would you like to share it?
- Does your company have any major achievement you would like to share?
- Is there any particular achievement you would like to fulfill?

LESSON 7.2 TODAY'S TOPIC *TRACK 13* – SCHOOL MEMORIES

- Do you have any good memories from your school years? Would you mind sharing them?
- Where did you go to school or university?
- Are you still in contact with your school buddies?

LESSON 7.3 TODAY'S TOPIC *TRACK 20* – WORST DAY AT WORK

- Have you ever had one of those days when everything went wrong? Mind sharing it with us?
- What could have been done to prevent that from happening?
- How would you be better prepared next time things start going south?

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8.- Introducing Yourself / Introducing your Company

8.1

DISC 4 – TRACKS 23 & 26

Well Chester, how can we do business together?
Please allow me to introduce myself and my company…
I'm in charge of Export Sales at IT Group in Mexico. As you may know, we are the largest supplier of spare parts and service for automated machinery, including robotics, in Northeastern Mexico.
Are you ISO certified?
Absolutely! [1] **We have been an ISO-certified company since 1998.**
Do you have any catalogs you can leave us?
Sure! I'll leave you a couple of catalogs. You can also visit our website and you can follow us on Facebook. The information is in our catalog.
Ok. How about some references? Are you currently [2] dealing with any American Companies?
Certainly. We've been working with some major firms for years; here is a list of our top customers and contacts.
What are your lead time [3] and payment terms? Are you able to supply rush [9] orders?
Our normal delivery time is three to five business days. We can give rated companies, such as yours, 30-day revolving [4] credit. And yes, we can supply rush orders too; in fact, [10] we can ship most of our stock overnight.

8.2

DISC 4 – TRACKS 30 & 33

Where did you say you're coming from?
IT Group, in Saltillo, Mexico.
I assume you're not far from the automotive cluster [5] in Ramos…
We are within an hour from all the major companies in the area.
What sort [11] of products do you manufacture?
We specialize in spare parts for automotive equipment.
We already have a couple of suppliers in that area. They are providing unsurpassed [6] service.
Yes, we know that. But I would like you to consider our quality and prices; we are pretty sure there is no one who can match [12] us in that area. And our service is also top of the line. [7]
Speaking of service, do you have any branch offices? We need a supplier with nationwide presence.
Right now we have local service in the top five industrial areas; we're growing rapidly and we'll surely be nationwide within a year or so.
That will surely be a plus.
Indeed!
Ok; we'll be in touch.

8.3

DISC 4 – TRACKS 37 & 40

Morning Todd; please have a seat.
Good morning, Anna. How you've been?
Quite good. How about yourself?
Couldn't be better; thanks for asking. Anna, did you receive our presentation?
I surely did; in fact, I need a price quote on a few products. I will need quote and actual samples. When can I get them?
About the price quote: I can mail it to you in a couple of days; the samples will take three to four days to get here.
Fair enough; [8] *please send them a.s.a.p., would you?*
Yes, I will take care of your request personally.
Sounds good to me!

VOCABULARY

[1] **ABSOLUTELY** – Yes; certainly; unquestionably > *example: "That's an absolutely brilliant idea."*

[2] **CURRENTLY** – Of the immediate present; in progress > example: *"The contract is currently under negotiation."*

[3] **LEAD TIME** – The time from the placing of an order to the delivery of the goods > example: *"We can adjust our lead time as needed."*

[4] **REVOLVING** – A credit which may be used repeatedly up to the limit specified after payments have been made > *example: "No need to pay now, use your revolving line of credit."*

[5] **CLUSTER** – A group of the same or similar elements gathered or occurring closely together > *example*: *"Auto parts suppliers are clustered in Ramos."*

DISC 4 – TRACK 28

TIPS: ACRONYMS

Acronyms are words formed with the initial letters of series of words. Here you have a few examples:

A.S.A.P. – As Soon As Possible
FYI – For Your Information
ETA – Estimated Time of Arrival
FCC – Federal Communications Commission
FAA – Federal Aviation Administration
WTO – World Trade Organization
NAFTA – North American Free Trade Agreement
OSHA – Occupational Safety and Health Act
ISO – International Organization for Standardization
APEC – Asian-Pacific Economic Cooperation
EU – European Union
ICC – Interstate Commerce Commission
WB – World Bank
IRS – Internal Revenue Service

IDIOMS AND USES OF LANGUAGE

[6] **Unsurpassed** – Surpassing all others in quality: ➔ "Our reputation is backed by our **unsurpassed** quality."🡐 / ➔ *"Our world revolves around the most beautifully crafted 3-D images engraved inside crystal with **unsurpassed** craftsmanship."*🡐

[7] **Top of the Line** – The best in a given line of products/services: ➔ "We are assembling a **top of the line** sales force."🡐 / ➔ "You'll feel great about buying a **top of the line** tool, and your hands will thank you for it."🡐

[8] **Fair enough** – That's reasonable; I agree: ➔ "I'm giving you one more week to pay, **fair enough**?" – "**Fair enough!**"🡐 / ➔ "I can't give you permission to leave tomorrow, but I can give you the afternoon off, **fair enough?**" 🡐

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8.- Introducing Yourself / Introducing your Company – Exercises

Some examples of what you have just seen:

[9] **Rush** – "Bill **rushed** to the bank to make the payment." / "I just made it before the **rush** hour." / "My ancestors moved to California during the **Gold Rush**." / "Don't **rush** into any decisions before considering all the facts."

[10] **In fact** – **"**She was, **in fact**, eager to join our sales force." / "**In fact**, teamwork has been critical to our success." / "Mr. Williams will be our Attorney-**in-fact**." / "**In fact**, only a few of us wanted to go camping, so we cancelled it."

[11] **Sort** – "I've been in all **sorts** of places." / "If we work together, we'll be able to **sort out** our problems." / "Our store sells souvenirs, postcards, that **sort** of thing." / "Paper, plastic and cans are **sorted** for recycling."

[12] **Match** – "The colors were a close **match**." / "Our competitors won't be able to **match** our prices." / "Our top salesman had met his **match**." / "We're having a soccer **match** this Saturday."

ENGLISH CLIPS ***DISC 4 – TRACK 35***

1. Get a raise – To get an increase in one's salary. >> *"My sister works hard and she recently **got a raise** in her new job."*
2. Dark horse – One who was previously unknown and is now prominent. >> *("Our team is considered the **dark horse** of the competition")*

DISC 4 – TRACK 42

THOUGHTS

"Teamwork means that we share a common ideal and embrace a common goal. Regardless of our differences, we strive shoulder to shoulder, confident in one another's faith, trust and commitment."

"In the end, teamwork can be summed up in five short words...'we believe in each other'."

LESSON 8 – STEP BY STEP GUIDE

8.- INTRODUCING YOURSELF / INTRODUCING YOUR COMPANY – PART 1 – DISC 4 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is Chester in charge of?
   Are they ISO certified?
   Can they supply rush orders?

4. **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 8– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

8.- INTRODUCING YOURSELF / INTRODUCING YOUR COMPANY – PART 2 – DISC 4 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   How far are they from the major companies in the area?
   What type of industry is the would-be supplier in?
   What would be a plus for the prospective supplier?
4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8.- INTRODUCING YOURSELF / INTRODUCING YOUR COMPANY – PART 3 – DISC 4 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 8 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the name of the person to whom Todd is speaking?
   How long are the samples going to take to get there?

4. **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Thoughts**: ***TRACK 42*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

INTRODUCING YOURSELF / INTRODUCING YOUR COMPANY – TODAY'S TOPIC

LESSON 8.1 TODAY'S TOPIC *TRACK 27* – FAVORITE MOVIES

- Please talk about one of your favorite movies
- Please talk about your favorite artist
- How do you prefer to see movies? At home, at the movies, online?

LESSON 8.2 TODAY'S TOPIC *TRACK 34* – BEST DAY AT WORK

- Have you ever had one of those days when everything went swimmingly? Mind sharing it with us?
- Was there any way it could have been even better?
- Would you like to have many "best days" at work? How can that happen?

LESSON 8.3 TODAY'S TOPIC *TRACK 41* – FAVORITE MUSIC

- Please describe your favorite kind of music
- Please talk about your favorite artist
- Have you ever gone to a concert? Mind sharing it with us?

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9.- Complaining About a Defective Product

9.1

DISC 5 – TRACKS 2 & 5

Twin City Automation…
May I have customer service, please?
Hold on [7] *a second; I'll transfer you.*
Customer Service, Ann speaking, how can I help you?
Ann, this is Robert Rabinowitz from IT Group in Mexico. I've just got an order from your company and I'm afraid some of the parts are defective. [1]
Can I have your Purchase Order number, Mr. Rabinowitz?
Yes, it's P.O. number 25-65-42. The SP-259's are just not working properly. [2]
Ok, let me make a note for our QC Department so they can open an investigation on this issue. In the meantime, [3] *do you want me to replace these items?*
Yes, of course, we need them right away. When can we have them?
Well, first of all, I need to issue [4] *a Return Label so we can pick up the defective items; and if you want, I can overnight the replacement parts. Will this be good enough for you?*
That would do it.

9.2

DISC 5 – TRACKS 9 & 12

Customer Service, Jill speaking…
Hi Jill, this is George from International Distributing Company in Mexico.
How can I help you?
We received a package from your company but the contents are broken.
Well, you'll have to present [10] *a* claim [5] *to the delivery company. Before shipping, all of our orders are double-checked for defects or damage.*
Ok, I will call them; but what else can you do? I need this order on hand at once. [8]
May I have the tracking number on the container?
Yes, it is 235 8966 6598.
Thanks; I can schedule a new order for immediate shipment; and as soon as you get an answer from the carrier, please let us know so we can issue you a credit for these broken pieces. If they broke them, they should take care of them.
Ok, let me call them right away. And please ship my order again.
I'm on it, sir. Oh, just be sure to have the tracking number handy; they'll ask for it.
I sure will.

9.3

DISC 5 – TRACKS 16 & 19

Customer service, this is Annette speaking, how can I help you today?
Good morning, I'm returning a faulty [6] **item; how do I do that?**
We need to find out what's causing the fault. Did you check the troubleshooting [11] *section in the installation manual?*
Yes, I did; and I just can't make it work.
Ok, in this case we need to have the product back in [12] *our plant so our quality control department can* take a look [9] *at it. I'll have the package picked up this afternoon. Please have it ready for shipping.*
I surely will. When will I have an answer?
Within [13] *five working days upon receiving the product back in our plant, sir. So, it'll be about a week or so.*
Ok.

VOCABULARY

[1] **DEFECTIVE** – Imperfect in form or function > *example: "The machine is malfunctioning; it has a defective component."*

[2] **PROPERLY** – Appropriate or suited for some purpose > example: *"You need to learn how to use the system properly."*

[3] **IN THE MEANTIME** – The intervening time or period, as between events.> example: *"In the meantime, if you have any questions, please contact Joe."*

[4] **ISSUE** – The act of publishing or officially giving out or making available > *example: "I will issue your permit immediately."*

[5] **CLAIM** – A demand for something as rightful or due > *example*: *"He came back to claim his benefits."*

[6] **FAULTY** – Containing defects; imperfect; not fit for the use intended > *example*: *"Jason submitted a faulty report."*

TIPS

DISC 5 – TRACK 7

Americans use different ways to greet people they meet, either in person or by phone; all of them have similar meanings. Here you have some examples:

How are you?
How's it going?
How're you doing?
What's up?
What's new?
How you've been?
What's going on?

IDIOMS AND USES OF LANGUAGE

[7] **Hold on** – To keep a telephone line open:➔ "Would you mind **holding on** for a moment?"➔ /// To keep or retain: ➔ "**Hold on** to your records, you might need them for the meeting."➔ / ➔ *"Stick to the basics, **hold on** to your family and friends – they will never go out of fashion."* – Niki Taylor ➔

[8] **At once** – Immediately; instantly:➔ "I need to see you in my office **at once**."➔ / ➔ "Please tell Oscar to call me **at once**, will you?"➔ / ➔ *"If you give yourself to your task **at once**, you won't have to do it twice"* – David Seabury ➔

[9] **Take a look** – Look at, see that:➔ **"Take a look** at this machine; isn't it impressive?"➔ / ➔ "I want you to **take a look** at this process to see if we can improve it."➔ / ➔ *"If you're ridin' ahead of a herd, **take a look** back every now and then to make sure it's still there"*– Will Rogers ➔

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9.- Complaining About a Defective Product – Exercises

Some examples of what you have just seen:

[10] **Present** – "Is everybody **present**?" / "You need to be **present** at the meeting." / "Please accept this birthday **present**." / "I want you to write a story in **present** tense." / "I want you to be **present** at my wedding."

[11] **Troubleshooting** – "Don't guess, it's better if you check the **troubleshooting** section in the manual." / "Jack is the only one capable of solving this problem, he's a real **troubleshooter**."

[12] **Back in** – "**Back in** the seventies…" / "We'll be **back in** business with this loan." / "I left the box **back in** the office." / "Join us as we step **back in** time to the days when we started the Company." / "I will be **back in** my office on Monday."

[13] **Within** – "I'm **within** ten miles from my office." / "You must pay this bill **within** three days." / "Live **within** your means." / "Sylvia will be back **within** a week:" / "We were **within** a few dollars of breaking our own sales record."

ENGLISH CLIPS ***DISC 5 – TRACK 14***

1. It's a small world – You frequently see the same people in different places. >> *"It turns out they use the same distributor as us. It really is **a small world**."*
2. A piece of cake – A task that can be accomplished very easily. >> *"I told you that securing the contract would be a **piece of cake**"*

DISC 6 – TRACK 21

RIDDLE:

There are 12 brothers in one family, each one has a sister. How many sisters are there?

LESSON 9 – STEP BY STEP GUIDE

9.- COMPLAINING ABOUT A DEFECTIVE PRODUCT – PART 1 – DISC 5 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Robert ask to speak to?
   Why does Robert want to return the parts?
   How is Twin City Automation going to help him?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 9– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

9.- COMPLAINING ABOUT A DEFECTIVE PRODUCT – PART 2 – DISC 5 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is wrong with the products George received?
   Why it could be the delivery's company's fault?
   What is going to happen with the new order?

4. **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

9.- COMPLAINING ABOUT A DEFECTIVE PRODUCT – PART 3 – DISC 5 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 9 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why is the client calling customer service?
   Where does the company need to have the product at?
   How long will it be before the client gets an answer?

4. **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Riddle**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

COMPLAINING ABOUT A DEFECTIVE PRODUCT – TODAY'S TOPIC

LESSON 9.1 TODAY'S TOPIC *TRACK 6* – TEAM WORK

- Please describe your experience working as part of a team.
- Is it easy to get along with everyone in a team?
- How can you deal if someone in the team doesn't work as he or she should?

LESSON 9.2 TODAY'S TOPIC *TRACK 13* – FAMILY REUNIONS

- Please describe a typical reunion with your family.
- What is the best time of the year for your family to get together?
- Who in your family do you miss the most? Why?

LESSON 9.3 TODAY'S TOPIC *TRACK 20* – CHANGING JOBS

- Have you ever changed jobs? Mind talking about it?
- Was it difficult getting used to a new job?
- Could you please describe your learning curve in a new job?

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10.- Notifying a Delay in Delivering a Product

10.1

DISC 5 – TRACKS 23 & 26

National Carriers; good morning.
May I speak with Marcus Glenshaw?
Speaking! Who's calling?
I'm Victoria Tyler, from Upper Valley Logistics. How are you today?
I'm doing pretty [12] **well so far, thanks.**
Marcus, my call is in reference to your order for four LG-6874's: We are undergoing [1] *final testing and we won't be able to ship tomorrow as scheduled* but [13] *on Wednesday. Will this be a big inconvenience for you, sir?*
If you ship'em on Wednesday, when will I get them?
We can ship them by second-day air service; this way you will get your order Friday afternoon.
Sounds great, but I'm not paying any extra shipping charges…
Of course not. We'll take care of that on our end.
Ok, I'll wait for the order.
Thanks! I really appreciate it.

10.2

DISC 5 – TRACKS 30 & 33

Engineering, this is Elliot speaking.
Hi Elliot! Drake Mitchell here…
Hi Drake, will you have my stuff [2] *on time?*
That's why I'm calling. I've just got a call from UVL. Looks like [7] **they're** still [14] **running some final testing and we won't get the LG-6874's until Friday afternoon. Will this be** so much [8] **of a problem for you?**
You bet it will! I can only wait a couple of days, three at the most. Can't you have them sooner? [3]
Well, let me call them back and see if they can overnight me the order. Sorry for the inconvenience, but this case is totally out of my hands.
Call me back as soon as you know something, will you?
'Course I will.

10.3

DISC 5 – TRACKS 37 & 40

RR Security Systems; good morning.
Mr. Dayton? Hi! This is James Wilkins, from IDU Systems.
Hey Jimmy, what's going on?
See, we're experiencing some temporary shipping problems due to a huge backlog [4] *of orders that we're trying to* cope with. [9] *We'll be shipping your order no later than this Friday.*
Are you shipping the whole [5] **order?**
That's the other reason I wanted to talk to you. We ran out [10] *of connectors, would it be ok if we* backorder [6] *them for next week?*
I have no problem with that, as long as [15] **you ship'em next week.**
Thanks, Mr. Dayton. I'll personally take care of your order and make sure [11] *it's shipped by Friday.*
That's fine. Thanks for letting me know.
You're more than welcome.

VOCABULARY

[1] **UNDERGOING** – To experience, endure, or sustain > *example: "The Company is undergoing some really difficult times."*

[2] **STUFF** – An unspecified material substance or aggregate of matter > example: *"What's this stuff?"*

[3] **SOONER** – Before the usual or appointed time; early.> example: *"Better sooner than later."*

[4] **BACKLOG** – An accumulation, especially of unfinished work or unfilled orders > *example: "We need to hire extra workers to expedite this production backlog."*

[5] **WHOLE** – Constituting the full amount, extent, or duration > *example: "We've got the whole contract!"*

[6] **BACKORDER** – An item not currently in stock but to be sold or delivered when it becomes available > *example: "We don't have this item in stock now; should I put it on backorder?"*

TIPS

DISC 5 – TRACK 28

In order to gain fluency, Americans tend to contract a lot of words; here we have some examples:

I'll = I will
I'd = I had or I would
I've = I have
don't = do not
shouldn't = should not
wouldn't = would not
what's = what is
we're = we are
I'm = I am
you're = you are

IDIOMS AND USES OF LANGUAGE

[7] **Look like** – Have the appearance of: ➔ "Your car **looks** a lot **like** Sylvia's."🡐 / ➔ *"Flattery **looks like** friendship, just like a wolf looks like a dog"* – Anonymous 🡐/// It seems likely that: ➔ *"***Looks like** they'll invite us to dinner." 🡐

[8] **So much** – In such a degree; to such an extent: ➔ "I didn't know this would be **so much** of an inconvenience." / ➔ *"Always forgive your enemies - nothing annoys them **so much**."* – Oscar Wilde 🡐

[9] **Cope with** – To deal successfully with or handle a situation: ➔ "You **coped** very well **with** the problem; congratulations!" 🡐 / ➔ *"The most effective way to **cope with** change is to help create it."* – Anonymous 🡐

[10] **Run out** – To exhaust or to become exhausted:➔ "The car **ran out** of gas." 🡐 / ➔ "I'd love to help you but I **ran out** of money." 🡐 / ➔ *"After about 25 medals, you **run out** of shoulder to put them on."* – Col. George Day 🡐

[11] **Make sure** – Be certain, check carefully: ➔ "**Make sure** you mail the letter. It must be sent today." 🡐 / ➔ *"Be careful whom you fall for; **make sure** they'll catch you."* – Becca Handel 🡐

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10.- Notifying a Delay in Delivering a Product – Exercises

Some examples of what you have just seen:

[12] **Pretty** – "She's such a **pretty** girl." / "You have a **pretty** large house." / "This situation is becoming **pretty** bad." / "I'm **pretty** sure it was Bob driving the blue car." / "I have a **pretty** good idea of how to get there." / "He knows the rules **pretty** well."

[13] **But** – "I want to go **but** I'm busy." / "Everyone **but** John attended the meeting." / "No one **but** me knows the truth." / "I need everybody to work on Sunday; no ifs, **buts** or maybes accepted." / "I'm almost done; all **but** one box is empty."

[14] **Still** – "I **still** don't know what you want." / "Do you **still** want to place the order?" / "Maybe you're mad at Peter, but he's **still** your brother." / "We're planning to extend our market **still** further." / "Would you please stand **still** for a moment?"

[15] **As long as** – "I'll stay **as long as** you need me." / "I will cooperate **as long as** I am notified on time." / "**As long as** you're going, I will go too." / "Keep the car **as long as** you need it." / "Please stay home **as long as** you feel sick."

ENGLISH CLIPS ***DISC 5 – TRACK 35***

1. Double-check – To check something again to confirm that it is correct. >> *"We plan to **double-check** the price of the new product before the price list is printed."*
2. Great minds think alike – Intelligent people think like each other. >> *"Luis and Hector make a great team. I told you… great minds **think alike.**"*

.

TONGUE TWISTERS ***DISC 5 – TRACK 42***

Sally sells seashells by the sea shore. The shells she sells are surely seashells.

LESSON 10 – STEP BY STEP GUIDE

10.- NOTIFYING A DELAY IN DELIVERING A PRODUCT – PART 1 – DISC 5 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who is calling Marcus Glenshaw?
   What day will they be able to ship the LG-6874's?
   When will Marcus receive his merchandise?

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 10– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

10.- NOTIFYING A DELAY IN DELIVERING A PRODUCT – PART 2 – DISC 5 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who is speaking with Drake Mitchell?

   Does Elliot need the LG-6874's right away or can he wait?

4 **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

10.- NOTIFYING A DELAY IN DELIVERING A PRODUCT – PART 3 – DISC 5 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 10 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   When will IDU systems ship Mr. Dayton's order?
   What did IDU systems run out of?
   When will the connectors be shipped?

4. **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Tongue Twister**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

NOTIFYING A DELAY IN DELIVERING A PRODUCT – TODAY'S TOPIC

LESSON 10.1 TODAY'S TOPIC *TRACK 27* – CHANGING CAREERS

- Are you working in your own profession or trade?
- Would you change your career/trade if needed?
- What else would you like to do besides your profession or trade?

LESSON 10.2 TODAY'S TOPIC *TRACK 34* – REPORTS

- Could you please describe the line of reporting in your company?
- Who do you report to? Who reports to you?
- Is it easy to fulfill the reporting requirements?

LESSON 10.3 TODAY'S TOPIC *TRACK 41* – LIVING OR WORKING ABROAD

- Have you ever considered working abroad?
- Where would you like to work if you could?
- How do you think you could adapt to new culture?

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COURSE EXAM NO. 2

LESSONS 6 – 10

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EXAM No. 2 / LESSONS 6 – 10

6. ***ORDERING ROOM SERVICE, CALLING A CAB, ASKING FOR THE BILL***
7. ***AN APPOINTMENT AT A CUSTOMER'S OFFICE***
8. ***INTRODUCING YOURSELF / INTRODUCING YOUR COMPANY***
9. ***COMPLAINING ABOUT A DEFECTIVE PRODUCT***
10. ***NOTIFYING A DELAY IN DELIVERING A PRODUCT***

DISC 5 – TRACK 43

1. ***LISTENING COMPREHENSION:*** Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. *Are you* currently *dealing with any American Companies?*

_____

_____

1.2. Yes, I'm calling from room 714. I'd like to order something for dinner.

_____

_____

1.3. In the meantime, *do you want me to replace these items?*

_____

_____

1.4. Would you mind waiting for a few minutes?

_____

_____

1.5. Hi Drake, will you have my stuff on time?

_____

_____

1.6. Ok, I will call them; but what else can you do? I need this order on hand at once.

_____

_____

1.7. We'll send a cab to pick you up at once.

_____

_____

1.8. Are you shipping the whole order?

_____

_____

1.9. What sort of products do you manufacture?

_____

_____

1.10. Mr. Terry; Ms. Thompson will be with you as soon as she gets off the phone.

_____

_____

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DISC 5 – TRACK 44

2. TIPS SECTION: Listen to the tips section from Lesson 10. *Please write down two sentences with contractions.*

2.1._____

_____

2.2._____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer.

DISC 5 – TRACK 45

3.1.

_____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column.

DISC 5 – TRACK 46

1	**CURRENTLY**		A taxi
2	**TRIP**		To experience, endure, or sustain
3	**DESSERT**		A credit which may be used repeatedly up to the limit specified after payments have been made
4	**SOONER**		To make excuse for; or regretful acknowledgment of; a fault or offense
5	**CLAIM**		A sweet served as the last course of a meal
6	**CAB**		Containing defects; imperfect; not fit for the use intended
7	**FAULTY**		Of the immediate present; in progress
8	**APOLOGIZE**		Before the usual or appointed time; early
9	**UNDERGOING**		A demand for something as rightful or due
10	**REVOLVING**		A going from one place to another; a journey

5. EXPRESSION: Listen to the sentence; then answer it with your own words.

DISC 5 – TRACK 47

5.1. Could you please have my bill ready?

5.2. Would you like a cup of coffee?

5.3. Anna, did you receive our presentation?

5.4. I surely will. When will I have an answer?

5.5. Will this be a big inconvenience for you, sir?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided. ***DISC 5 – TRACK 48***

I DON'T WANT TO MISS A THING

By: Aerosmith

I could stay awake just to hear you breathing,
Watch you smile while you are sleeping,
While you're far away and dreaming,
I could spend my life in this sweet surrender,
I could stay lost in this moment forever,
When every moment spent with you is a moment I treasure,

Don't wanna close my eyes, I don't wanna fall asleep,
Cause I'd miss you babe, and I don't wanna miss a thing,
Cause even when I dream of you,
The sweetest dream would never do,
I'd still miss you babe, and I don't wanna miss a thing.

Lying close to you,
feeling your heart beating,
And I'm wondering what you're dreaming,
Wondering if it's me you're seeing,
And then I kiss your eyes,
And thank God we're together,
I just wanna stay with you in this moment forever,
Forever and ever.

Don't wanna close my eyes, I don't wanna fall asleep,
Cause I'd miss you babe, and I don't wanna miss a thing,
Cause even when I dream of you,
The sweetest dream would never do,
I'd still miss you babe, and I don't wanna miss a thing.

And I don't wanna miss one smile,
I don't wanna miss one kiss,
I just wanna be with you,
Right here with you, just like this,
Well I just wanna hold you close,
And feel your heart so close to mine,
And just stay here in this moment,
For all the rest of time
Yeah (yeah) yeah (yeah) yeah

Don't wanna close my eyes, I don't wanna fall asleep,
Cause I'd miss you babe, and I don't wanna miss a thing,
Cause even when I dream of you,
The sweetest dream would never do,
I'd still miss you babe, and I don't wanna miss a thing.

Don't wanna close my eyes, I don't wanna fall asleep,
Cause I'd miss you babe, and I don't wanna miss a thing,
Cause even when I dream of you,
The sweetest dream would never do,
I'd still miss you babe, and I don't wanna miss a thing.

Don't wanna close my eyes, don't wanna fall asleep, yeah
I don't wanna miss a thing

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11.- Requesting Information About a Product

11.1

DISC 6 – TRACKS 2 & 5

Three River Container Company, good morning.
Good morning, I need information regarding your containers.
Very well sir. What kind of products do you need to pack? [1]
We sell a hand-cleaning solution which we buy in bulk [2] **and we want it packed in smaller containers.**
We have metallic and plastic containers, both [11] *of them appropriate for all kinds of industrial cleaning products.*
In what sizes do they come?
We've got them in 5, 10, 20 and 32 oz.
Do you have any samples on hand? [8]
Certainly. I'd be glad to send you some samples and our latest catalog. May I have your Company's name and address, please?

11.2

DISC 6 – TRACKS 9 & 12

This is Julius Seger, how may I help you?
Hi Julius! This is Christina Majors; I'm calling from Atlanta. I saw your page on Facebook and I'd like to have some additional information.
Of course! I'll be glad to answer any questions you might have.
That's great! We're interested in your HG-513's. Do you have these parts actually [12] *working in any of your customers' lines of production?*
Yes, as a matter of fact, [9] **we are supplying them on a regular basis to most of our customers. They are very sturdy** [3] **and last longer than any other brand. Besides,** [4] **we provide installation on-site** [5] **and we always carry enough in stock** [13] **so as to** [10] **provide quick service.**
I like that. What about your prices?
Very reasonable, considering the quality. I can mail you our price list if you wish.
Please do. My address is cmajors@abt.com.
Thanks; I'm mailing it even as we speak.

11.3

DISC 6 – TRACK 16 & 19

Boston Manufacturing, good morning!
Hi! Do you manufacture custom made [6] **industrial hoses?**
Yes sir, that's our business.
Could you please explain a little bit about your multi-purpose hoses?
Gladly; we make hoses to carry air, water and chemicals; they are available in a wide variety of designs, applications and costs.
Do you have a hose designed to carry water under heavy pressure?
'Course: our brand-new [7] *"Shark" water-transfer hoses are designed to withstand* [14] *the roughest work and handling conditions, including abrasion and weathering.*
What about warranty?
All our hoses carry a life-time guarantee against defects and malfunction when properly installed as long as they are installed in the same machinery. You can see our installation guide on YouTube.
That's exactly what we're looking for! I'm mailing you the exact specifications we require as well as expected lead time. Can you mail me back your price quote?
Absolutely! I'll be looking forward to your request. My mail is customerservice@bmc.com.
Ok, I'm mailing it right away.
Thank you for calling us!

VOCABULARY

[1] **PACK** – A small carton, or container, used to retail commodities > *example: "They're packed in sets of four."*

[2] **IN BULK** – In large quantities; unpacked > example: *"We can save some money if we buy in bulk."*

[3] **STURDY** – Something strongly built > example: *"The new work benches we bought are quite sturdy."*

[4] **BESIDES** – In addition to; also; moreover; furthermore > *example: "No one besides Hillary knows how to fix this problem."*

[5] **ON SITE** – Carried out or located at the place connected with a particular activity > *example*: *"Training will be provided on-site."*

[6] **CUSTOM-MADE** – Made to the specifications of an individual customer > *example*: *"All special orders are custom-made."*

[7] **BRAND NEW –** Absolutely new > *example*: *"I bought a brand-new car."*

DISC 6 – TRACK 7

TIPS: FAMILY TITLES

Americans usually structure their names using one Given or First Name (William) or Nickname (Bill) and one Family or Last Name (Jones) with a middle initial. Some families have a string of relatives with the same name (father, son, grandson, etc.), so they add a Title at the end of the name, such as:

William H. Jones, Sr.
William H. Jones, Jr.
William H. Jones, III
William H. Jones, IV

IDIOMS AND USES OF LANGUAGE

[8] **On hand** – Close by; present: ➔ "I'll be **on hand** to help you."🡐 / ➔ "The fire brigade must always be **on hand**."🡐 / ➔ "Are there enough people **on hand** to hold a meeting?" 🡐

[9] **As a matter of fact** – Reality; actuality; truth: ➔ "John didn't show up for work; **as a matter of fact**, he hasn't come in the whole week."🡐 / ➔ "**As a matter of fact**, Paul is several inches taller than his father."🡐

[10] **So as to** – In order to: ➔ "Mail the package early **so as to** ensure its timely arrival."🡐 / ➔ "We're holding a meeting **so as to** discuss this month's budget."🡐 / ➔ *"We must let go of the life we have planned, **so as to** accept the one that is waiting for us."* – Joseph Campbell 🡐

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11.- Requesting Information About a Product – Exercises

Some examples of what you have just seen:

[11] **Both** – "The problem with **both** of these plans is that they are way too expensive." / "**Both** trucks are loaded and ready to go." / "**Both** my children are engineers." / "You need to keep **both** hands on the steering wheel while you're driving."

[12] **Actually** – "I didn't **actually** see him; I just heard he's coming." / "He **actually** speaks Greek!" / "**Actually**, you can start without my help." / "I thought Andrew was Canadian." – **"Actually**, he's not."

[13] **In stock** – "We have all the line of products **in stock**." / "Keeping plenty of merchandise **in stock** is fundamental for good service." / "I'm sorry; this type of battery is temporarily **out of stock**."

[14] **Withstand** – "The roof is designed to **withstand** any kind of storms." / "His method will undoubtedly **withstand** the test of time." / "This equipment **withstands** almost any temperature; yet it´s still very economical."

ENGLISH CLIPS ***DISC 6 – TRACK 14***

1. On the same page – When multiple people agree on the same thing. >> *"We need to be **on the same page** before we make a decision."*
2. By a long shot – By a big difference. >> *"The soap company beat out the bids of the other company **by a long shot."***

DISC 6 – TRACK 21

TRUE OR FALSE

Doberman
This dog gets its name from the infamous 19th. century tax collector Louis Doberman, who reportedly brought the dogs along on his rounds.

True ☐ False ☐

LESSON 11 – STEP BY STEP GUIDE

11.- REQUESTING INFORMATION ABOUT A PRODUCT – PART 1 – DISC 6 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What kind of product is being discussed?
   What does the client want to pack in smaller containers?
   What is the company going to send to the potential customer?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 11– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

11.- REQUESTING INFORMATION ABOUT A PRODUCT – PART 2 – DISC 6 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where is Christina Majors calling from?
   How does Julius describe the HG-513's?
   What is Julius going to mail?

4. **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

11.- REQUESTING INFORMATION ABOUT A PRODUCT – PART 3 – DISC 6 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 11 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is the name of the manufacturing company?	***What do the multi-purpose hoses handle?***
What do they manufacture?	***What type of warranty do the hoses have?***

4. **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **True or False**: ***TRACK 21*** This section contains a fact that the student must guess whether it is true or false. Listen to the recording and read from the book. *Help your student think and discover the answer in a logical manner.* Ask your student defend his/her point of view. *Help him/her understand the uses and applications of each phrase.* All answers to these exercises are at the end of the book. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

REQUESTING INFORMATION ABOUT A PRODUCT – TODAY'S TOPIC

LESSON 11.1 TODAY'S TOPIC *TRACK 6* – BUYING A CAR

- Please describe how you bought your current car.
- What would be the car of your dreams?
- When are you planning to buy a new car?

LESSON 11.2 TODAY'S TOPIC *TRACK 13* – DREAM VACATION

- Have you ever fulfilled a dream vacation? Would you like to talk about it?
- Where would you like to go on a dream vacation? Please describe
- Would you like to go alone, with family or friends?

LESSON 11.3 TODAY'S TOPIC *TRACK 20* – YOUR PLANT

- Could you please describe your plant/office in full detail?
- Have you seen other plants of your company? Could you please describe them?
- Could you please describe you own work area?

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12.- Postponing / Canceling an Appointment

12.1

DISC 6 – TRACKS 23 & 26

Crystal Logan, good morning!
Christy, good morning, this is Frederick Barttlet.
Hey Freddie… What's up?
Well, not much. I'm calling concerning [7] the appointment we have today at 3:00 PM…
Yes?
I'm afraid I won't be able to make it [11] on time. I've been swamped with work…
Yes, I understand. Well, don't you worry. Want to reschedule?
Yes, I was thinking on getting there by 5:00 PM. Is that ok with you?
Nope. I have a conference call at that time. Why don't you contact me tomorrow morning to see if I have some time before lunch?
And what if I invite you to lunch tomorrow?
I can't then either. [12] I already have lunch scheduled for tomorrow. Please send me an Inbox in the morning, could you?
Sure. I'll text you tomorrow at about 8:30 AM, ok?
Yes.

12.2

DISC 6 – TRACKS 30 & 33

This is Clyde Shore; how may I help you?
Hi Clyde! This is Louis Tomlinson, from MLT Trucking.
Hi Lou; how you've been?
I've been fine. Say, will it be possible to move today's appointment up 30 minutes? I'm just wrapping up [8] those figures. I'm sorry about this, but your request [1] is really complicated and I don't want to make any blunders. I'm leaving my office as soon as I finish it.
Don't you worry, take your time. I'll be here all afternoon long. [13]
Oh! That's very kind [9] of you. I really appreciate it.
You're quite welcome.

12.3

DISC 6 – TRACKS 37 & 40

Engineering, this is Daniela speaking.
Hi Dani, this is Alfred Dickinson.
Hey Al… what's going on?
See, I'm having a problem with my computer here. Would it be possible to cancel today's meeting? I'd rather see you tomorrow since all the information I need to take with me is stuck [2] in my PC.
I don't think it'd be possible. Elliot is flying to the States tomorrow and he's counting on [10] your info for his report. Isn't there anything you can do?
Let me see if I can fix [3] the problem. Otherwise, [4] I will have to redo [5] the whole thing. Anyway, I didn't know Elliot was traveling tomorrow. I'll be there before closing time.
We'll be working until really late tonight; so that'll give you plenty [6] of time.
Well, that surely helps. Thanks Dani.
Yes, sir.

VOCABULARY

[1] **REQUEST** – The act of asking for anything desired; expression of desire or demand > *example: "These products are sold only upon request."*

[2] **STUCK** – To become fixed, blocked, or obstructed > example: *"The drawer got stuck and would not open."*

[3] **FIX** – To mend or repair > *example: "We should fix this problem before starting production."*

[4] **OTHERWISE** – In another way; under the circumstances; differently > *example: "I didn't know you had a problem, otherwise I might have helped you."*

[5] **REDO** – To do over again > *example: Products are coming out wrong, we'll have to redo them."*

[6] **PLENTY** – A great number, amount, or quantity; lots > *example: "We have plenty of time before the meeting."*

DISC 6 – TRACK 28

TIPS: U.S. INTERSTATE HIGHWAYS

Two-digit Interstate Highways are numbered according to direction and location. Highways running north-south are odd numbered (5, 15, 25, 35…) while highways running east-west are even numbered (10, 20, 30…). The lowest numbers are in the west and in the south. Three-digit Interstate Highway numbers represent beltways or loops (410, 635…), attached to a primary Interstate Highway (represented by the last two numbers of the beltway's number). San Antonio, TX's beltway is numbered 410, because its parent highway is I-10. I-10 is also the parent highway for Loop 610 in Houston. Dallas, TX's beltway is numbered 635, because its parent highway is I-35.

IDIOMS AND USES OF LANGUAGE

[7] **Concerning** – To have to do with or relate to. ➔ "This letter is **concerning** last year's results."🡐 / ➔ "I need to talk to you **concerning** some production issues."🡐 / ➔ "Her job is something **concerned** with computers."🡐

[8] **Wrap up** – Closing, conclusion: ➔ "During the **wrap-up,** the speaker thanked everyone for coming." 🡐 / ➔ ***"Wrap up** the 20th century; Fred Astaire is gone."* – Jack Kroll 🡐

[9] **Very kind** – Very pleasant; agreeable; mild: ➔ "Thanks, Mrs. Jones, you've been **very kind!**"🡐 / ➔ *"Mr. Jefferson was always **very kind** and indulgent to his servants. He would not allow them to be at all overworked."* 🡐

[10] **Count on** – Depend on, rely on ➔ "We can **count on** Tanya; she's always willing to help."🡐 / ➔*"You have to **count on** living every single day in a way you believe will make you feel good about your life– so that if it were over tomorrow, you'd be content with yourself"* – Jane Seymour🡐

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12.- Postponing / Canceling an Appointment – Exercises

Some examples of what you have just seen:

[11] **Make it** – "We're having a party tonight. Do you think you can **make it?**" / "I just barely **made it!** I almost missed my flight." / "I knew you could **make it!** Congratulations!" / "I feel sick; I don't think I will be able to **make it** to work tomorrow."

[12] **Either** – "You can use **either** program." / "**Either** we go now or we'll have to stay here forever." / "If you're not going out, I won't **either**." / "You can invite **either** Paul or Bob." / "I don't care, **either** will be fine."

[13] **All – long** – "I will be busy on my office **all morning long**." / I will be training **all week long**." / "I don't care if we have to work **all night long;** we need to solve this quality problem." / "Mr. Anderson's visit will last **all day long**."

ENGLISH CLIPS ***DISC 6 – TRACK 35***

1. Plug a product – To promote a product. >> *"The soccer star makes a lot of money when he agrees to **plug a product**."*
2. Preferred customer – A customer who does much business with you and who you give special discounts to. >> *"That offer is only available to **preferred costumers.**"*

DISC 6 – TRACK 42

RIDDLE

If a light oxygen tank were tied to a bird so that it can breathe on the moon, would the bird fly faster, slower or the same speed as it does on earth? (Remember that there is less gravity on the moon).

LESSON 12 – STEP BY STEP GUIDE

12.- POSTPONING / CANCELING AN APPOINTMENT – PART 1 – DISC 6 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is Crystal's nickname?	***Why can't she go to lunch with him?***
Why is Fred calling her?	***What does she suggest him to do?***

4. **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 12– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

12.- POSTPONING / CANCELING AN APPOINTMENT – PART 2 – DISC 6 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who is Clyde speaking with?
   What does Louis want to arrange with him?
   How long will Clyde be at his office?

4 **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

12.- POSTPONING / CANCELING AN APPOINTMENT – PART 3 – DISC 6 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 12 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Who is Alfred speaking with?	***Where is Elliot flying to?***
What kind of problem is he having?	***How long is Daniela going to work today?***

4. **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Riddle**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

POSTPONING / CANCELING AN APPOINTMENT – TODAY'S TOPIC

LESSON 12.1 TODAY'S TOPIC *TRACK 27* – GOING GREEN

- Does your company support any green initiatives?
- Why do you think going green is important both for the company and the employees?
- If your company doesn't have any green policy, what would be a good one to have?

LESSON 12.2 TODAY'S TOPIC *TRACK 34* – TRIPS

- Please describe a typical company trip.
- How do you prepare for a trip? What materials do you have to prepare for a trip?
- Please describe the hotels where you normally stay, how do you get to the company, etc.
- Do you do any personal activities after the business day is over?

LESSON 12.3 TODAY'S TOPIC *TRACK 41* – WORKING OUT

- Do you follow a workout program? Could you please describe?
- Have you ever joined a gym? Did you follow through?
- If you don't, are you planning on joining a gym?

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13.- Receiving a Visitor in your Office / Showing the Plant and Offices

13.1

DISC 7 – TRACKS 2 & 4

Good evening; I'm looking for Mr. Lawrence Schultz.
Mr. Roberts? I'm Larry Schultz. Welcome!
Hey, nice to meet you!
Nice meeting you too. Please come to my office. Would you care for some coffee, water?
No, thanks, I'm fine.
Very well. Mr. Roberts…
Please call me Steve, friends address each other by their first names; don't they?
Agreed! Thanks for the confidence!
So, what's on the agenda?
Steve, I've been working with my staff and we have everything ready; the first item is a tour of the offices and plant. Shall we proceed?
Let's start right away.

13.2

DISC 7 – TRACKS 8 & 11

Allow me to show you our offices and plant. This will take approximately 10 to 15 minutes if you don't mind. [12]
Not at all, [9] *I'd be glad to get acquainted* [10] *with the facilities.*
Let's start with the office area. We have twenty-five hundred-square feet of office space. From here we control administration, human resources, finances, purchasing, hiring, training, IT, etc. Through this door we access the plant. Safety glasses are mandatory; could you please put them on?
Sure.
This is the plant: the lunch room is on the right as well as [13] **the restrooms. Straight** [1] **through are the main production lines. As you can see, we have four production lines running all at once, all of them controlled by PLC's. Maintenance is on the far left; engineering and logistics are controlled from these booths.**
What about your storage [2] *areas?*
Oh, sure. We have several storage areas: also, all raw materials [3] **and supplies for production are piled up** [11] **next to the lines to be loaded onto the conveyors for assembly. Once finished, all products are moved with forklifts** [4] **to the finished product warehouse which is adjacent to the loading docks** [5] **towards the back of the plant. Let's see them.**

13.3

DISC 7 – TRACKS 15 & 18

And what about design?
Oh, yeah! This area is upstairs, [6] **come on, I'll show you.**
Let's go.
Up here we have all that has to do with design, new projects, R&D, [7] **and so forth.** [8] **Everything is run with state-of-the-art** [14] **technology. Here on the left is the War Room where we have our daily brainstorm meetings; our newest ideas come from this very room. We also have our own set to go live on Facebook when needed.**
Great! Looks like you have everything well organized.
Yes. The company has made huge investments in these areas. We are always looking for the newest and the best.
Do you have any sports facilities?
Of course! They are located outside; we have a couple of basketball courts, a tennis court and even a soccer field.
Marvelous!

VOCABULARY

[1] **STRAIGHT** – Not curved or crooked; continuing in the same direction without deviating > *example: "We keep a straight line of business."*

[2] **STORAGE** – Space for the safe keeping of goods > *example: "Our storage area is at full capacity."*

[3] **RAW MATERIAL** – Material that has not been subjected to a process of manufacture > example: *"Lumber is furniture's raw material."*

[4] **FORKLIFT** – A small vehicle used for loading in factories, warehouses, docks, etc. > *example: "Mark is an experienced forklift operator."*

[5] **DOCK** – A platform from which goods are loaded and unloaded > *example: "The truck is already parked in the loading dock."*

[6] **UPSTAIRS** – An upper floor or level > *example: "The copy machine is upstairs."*

[7] **R&D** – Research and development > *example: "Good idea, let's take it to the R&D people for them to investigate."*

[8] ***Continued on "Extra Vocabulary"***

DISC 7 – TRACK 6

TIPS: AVOID REDUNDANCY

Being concise is critical in English. Avoid redundancy:

DON'T SAY OR WRITE:	BETTER:
"See you at 12 noon"	*"see you at noon"*
"A total of 10 people"	*"10 people"*
"I'm going to my house"	*"I'm going home"*
"I work in the area of production"	*"I work in production"*

IDIOMS AND USES OF LANGUAGE

[9] **At all** – In any way or respect: ➔ "I'm not hungry **at all**."🡐 / ➔ "Jim is reporting no sales **at all**. Is anything wrong with him?"🡐 / ➔ "Solitary trees, if they grow **at all**, grow strong." – Winston Churchill 🡐

[10] **Acquainted** – To be more or less familiar with: ➔ "You need to get **acquainted** with your new job."🡐 / ➔ "Please **acquaint** us with your plans."🡐 / ➔ *"Avarice and Happiness never saw each other, how then should they become **acquainted**."* – Benjamin Franklin 🡐

[11] **Pile up** – ➔ To accumulate ➔ "Paperwork **piled up** on my desk."🡐 / ➔ "He **piled up** a fortune in the stock market."🡐 / ➔ "We don't store raw material; we have it **piled up** next to the lines."🡐 / ➔ *"Knowledge is a process of **piling up** facts; wisdom lies in their simplification."* – Martin S. Fischer 🡐

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13.- Receiving a Visitor in your Office / Showing the Plant and Offices – Exercises

Some examples of what you have just seen:

[12] **Mind** – "Do you **mind** if I smoke?" – "No, I **don't mind** at all." / "I said it from the top of my **mind**." / "Leo is acting as if he **doesn't mind**." / "What did you say?" – "Nothing important; **never mind**." / "Would you **mind** turning the volume down a little?"

[13] **As well as** – **"**Mike's an excellent musician **as well as** a skilled engineer." / "I want to see today's production log **as well as** the audit reports." / I brought the bank statements **as well**." / "Is your supply chain ethical **as well as** efficient?"

[14] **State-of-the-Art** ***(the most advanced)*** – *"*This new monitor reflects the **state of the art** in screen technology.*"* / "It is the most advanced computer, thanks to its **state of the art** technology."

ENGLISH CLIPS ***DISC 7 – TRACK 13***

1. Hold a meeting – To conduct a meeting. >> *"We plan to **hold a meeting** next week to discuss the problems with our product."*
2. The ball is in your court – It is your decision this time. >> *"This is my last offer. **The ball is in your court** now."*

THOUGHTS ***DISC 7 – TRACK 20***

"What we can easily see is only a small percentage of what is possible. Imagination is having the vision to see what is just below the surface; to picture that which is essential, but invisible to the eye."

LESSON 13 – STEP BY STEP GUIDE

13.- RECEIVING A VISITOR IN YOUR OFFICE / SHOWING THE PLANT AND OFFICES – PART 1 – DISC 7 TRACKS 1 –6

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the visitor's name?
   What does Larry offer him at first?
   What is the first item on the agenda?

4. **Rehearsal**: ***TRACK 4*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
5. **Today's Topic**: ***TRACK 5*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
6. **Tips**: ***TRACK 6*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

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LESSON 13– STEP BY STEP GUIDE (cont'd)

13.- RECEIVING A VISITOR IN YOUR OFFICE/SHOWING THE PLANT AND OFFICES – PART 2 – DISC 7 TRACKS 7 –13

1. **Power Words**: ***TRACK 7*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 8*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 9*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What departments are located in the office area?
   Inside the plant, what is located on the right side?
   How many production lines are running at once?

4. **Highlighted Words Practice**: ***TRACK 10*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 11*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 12*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 13*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

13.- RECEIVING A VISITOR IN YOUR OFFICE/SHOWING THE PLANT AND OFFICES–PART 3 – DISC 7 TRACKS 14 –20

1. **Power Words**: ***TRACK 14*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 15*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 13 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 16*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where is design located?
   Where do they have their daily brainstorm meetings?
   What type of sports facilities do they have?

4. **Highlighted Words Practice**: ***TRACK 17*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 18*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 19*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Thoughts**: ***TRACK 20*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

RECEIVING A VISITOR IN YOUR OFFICE / SHOWING THE PLANT AND OFFICES – TODAY'S TOPIC

LESSON 13.1 TODAY'S TOPIC *TRACK 5* – CHRISTMAS PARTY

- Does your company celebrate Christmas with a party for the personnel?
- How is the party?
- Are there any gifts given away?

LESSON 13.2 TODAY'S TOPIC *TRACK 12* – WINNING THE LOTTERY

- What would you do if you win the grand prize?
- Would you give away any money to family or friends? Please describe
- What could be the most extravagant expense you would make if you win the lottery?

LESSON 13.3 TODAY'S TOPIC *TRACK 19* – SOCIAL NETWORKS

- Do you use any social networks as part of your job? Could you please describe?
- Does your company use social networks for promotion, training, etc.?
- How can you describe the impact of social networks in your personal life?

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14.- A Slide Show Presentation

14.1

DISC 7 – TRACKS 22 & 25

Well Hugh, we're eager to see your presentation; please feel free to proceed.

I'd be glad [1] to. My name is Hugh Blumenthal From IT Group in Mexico. Our web page is www.itgroup.com, and we also have pages on Facebook, Twitter and YouTube.

- **Our company is dedicated to manufacturing, sales and service of spare parts for industrial machinery.**
- **Our offices are located close to all major industrial parks in five major cities.**
- **Our expansion project includes opening service offices in another five industrial cities during the next 36 months.**
- **We are renowned [2] for three basic features which are our trademark: Reliability, [3] Quality and Price.**
- **Our service is reliable. We provide prompt [4] service and we're also capable of producing custom orders.**
- **Our quality is unsurpassed. We are really tough [5] when it comes [17] to quality with our zero-defect policy.**
- **Price: we keep our customer's budget [6] in mind when pricing our products. You won't find higher quality at prices as affordable [7] as ours.**
- **We are well ahead [14] of our competitors in every aspect of the sales cycle. No one can match our service and quality.**
- **As far as sales volume: we are ranked [8] as one of the leading [9] corporations in the field.**
- **And, of course, we are ISO-certified, so you can trust [10] that each and every one of our products will meet and exceed even your toughest specifications.**
- **We have our own fleet of delivery trucks. Therefore [11] we don't depend on third parties [12] to have your order delivered just-in-time.**
- **We provide top quality service-after-the-sale, carried on [15] by expert, certified technicians.**

I thank you for your attention; please feel free to ask me any questions…

14.2

DISC 7 – TRACKS 29 & 32

Ok, now that we are all together here, Matthew Rutledge is going to report the first quarter results. Matt, please proceed.

Thanks, Oliver. These are the figures for the first quarter:

- This graph shows total sales and comparison against last year. Volume has increased by 12.6%, that is, 1.6% over the forecast.
- Concerning expenses, this graph shows our overhead[18] and all variable expenses. Total expenses increased slightly compared to last year.
- This graph includes a breakdown [19] by product and territory; on top are the most profitable.
- As far as [16] customer satisfaction, our service-after-the-sales policy is yielding [13] some very interesting results: as you can see in this graph, most areas have a remarkably high level of customer satisfaction.
- This table shows projected sales and profits for the second quarter, detailed by product, territory and total sales.
- And this information is available in our company's Intranet.

VOCABULARY

[1] **GLAD** – Happy and pleased; content > *example: "I'm so glad to see you again!"*

[2] **RENOWNED** – The state of being much known and talked of > example: *"Gold is renowned for its uniqueness."*

[3] **RELIABILITY** – Able to be trusted; predictable or dependable > *example: "Nancy is a very reliable supervisor."*

[4] **PROMPT** – Performed or executed without delay > *example*: *"It's better to choose a supplier that provides prompt service."*

[5] **TOUGH** – Strong-minded; resolute > *example: "Noah is a tough negotiator."*

[6] **BUDGET** – Total amount of money allocated for a specific purpose during a specific period > *example: "This year's budget comes with a 10% cut in traveling expenses."*

[7] **AFFORDABLE** – That you have the financial means for > *example: "We can afford to pay good salaries now."*

[8] **RANKED** – To range in a particular class, order, or division; to class > *example: "Our products are ranked among the best in the market."*

[9] **LEADING** – First or foremost position > *example: "We've been leading the market for the last 10 years."*

[10] – [11] – [12] – [13] ***Continued on "Extra Vocabulary"***

DISC 7 – TRACK 27

TIPS: WORDS W/SIMILAR ENDING

All these words have similar ending and mean motion or direction:

INWARD:	to the inside
OUTWARD	to the outside
FORWARD	to the front
BACKWARD	to the back
UPWARD	up
DOWNWARD	down

IDIOMS AND USES OF LANGUAGE

[14] **Well ahead** – To surpass; to get the better of: ➔ "This month's sales are **well ahead** of last month's."🡐 / ➔ "The construction on the Bridge may be completed **well ahead** of schedule."🡐

[15] **Carry on** – Continue, keep on: ➔ "**Carry on** with your chores. I'll wait until you finish."🡐 / ➔ "We're **carrying on** a very complicated task."🡐 / ➔ *"Man will occasionally stumble over the truth, but most times he will pick himself up and **carry on**."* – Winston Churchill 🡐

[16] **As far as** – To the extent, degree, or amount that: ➔ "Rosie is not here, **as far as** I know."🡐 / ➔ "You can go **as far as** you want if you work hard enough."🡐 / ➔ "You can drive this car **as far as** San Antonio with just one tank of gas."🡐 / ➔ *"The universe, **as far as** we can observe it, is a wonderful and immense engine"* – George Santayana 🡐

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14.- A Slide Show Presentation – Exercises

Some examples of what you have just seen:

[17] **When it comes** – "You can count on Sylvia **when it comes** to hard work." / "**When it comes** to design, keep it simple." / "**When it comes** to negotiation, Nick is the toughest." / "There are no second chances **when it comes** to shopping on the web…"

[18] **Overhead** – "The Company is in trouble because we have a huge **overhead**." / "We're always trying to keep our **overhead** expenses low." / "We need to install **overhead** lighting in the new plant." / "The **overhead** bridge connects both buildings."

[19] **Breakdown** – "Your bank statement shows a **breakdown** of all transactions you'd made in a given month." / "Your car **broke down** and we had to leave it on the street." / "Mr. Jones suffered a nervous **breakdown** a year ago."

ENGLISH CLIPS ***DISC 7 – TRACK 34***

1. Without a doubt – For certain. >> *"He is **without a doubt**, a tough competitor"*
2. Practice makes perfect – By constantly practicing, you will become better. >> *"You need to keep trying… remember that **practice makes perfect.**"*

DISC 7 – TRACK 35

TRUE OR FALSE

Sandwich

John Montagu, Fourth Earl of Sandwich, is the inspiration for the name sandwich.

True ☐ False ☐

LESSON 14 – STEP BY STEP GUIDE

14.- A SLIDE SHOW PRESENTATION – PART 1 – DISC 7 TRACKS 21 –27

1. **Power Words**: ***TRACK 21*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 22*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 23*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What kind of business is Hugh's company dedicated to?
   Are they located far away from the major industrial parks?
   What is the name of their certification?

4 **Highlighted Words Practice**: ***TRACK 24*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 25*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 26*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 14– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 27*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

14.- A SLIDE SHOW PRESENTATION – PART 2 – DISC 7 TRACKS 28 –35

1. **Power Words**: ***TRACK 28*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 29*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 30*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Oliver introduce?
   Has volume increased or decreased?
   How is the level of customer satisfaction?
   Where is the information also available?

4 **Highlighted Words Practice**: ***TRACK 31*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 32*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 33*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 34*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **True or False**: ***TRACK 35*** This section contains a fact that the student must guess whether it is true or false. Listen to the recording and read from the book. *Help your student think and discover the answer in a logical manner.* Ask your student defend his/her point of view. *Help him/her understand the uses and applications of each phrase*. All answers to these exercises are at the end of the book. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 14 – STEP BY STEP GUIDE (cont'd)

A SLIDE SHOW PRESENTATION – TODAY'S TOPIC

LESSON 14.1 TODAY'S TOPIC *TRACK 26* – QUALITY ASSURANCE

- Could you please describe the Quality Assurance process in your company/department?
- How are you involved in the Quality Assurance process?
- What are the consequences of not complying with the QA process?

LESSON 14.2 TODAY'S TOPIC *TRACK 33* – KEY PERFORMANCE INDICATORS

- What are the Key Performance Indicators for your job position?
- How and how often are your KPI measured?
- What happens if your performance is below your KPI?

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15.- Colloquial Talk Concerning Politics, Sports and Current Events

15.1

DISC 8– TRACKS 2 & 5

Tell me Malcolm, how's the political situation in Mexico nowadays?
Times are really tough, the global crisis we are going through. [7] is taking a toll in our society.
It seems to me that the President is having a rough time.
He does, the economy is in a standstill [1], the peso is regrettably [2] sinking against the US Dollar and it doesn't seem to reach its lowest yet. [3]
And the social media has been a nightmare for the President…
You're right, he and his cabinet are under constant scrutiny; everybody is freely expressing their opinion and the perception is that they are failing. I really hope [4] things can change for the better.
Can the President or the Congress be reelected?
No, reelection is not permissible for elected officers at any level.
Is there any majority party in any of the Congressional bodies? [5]
No, parties need to make alliances in order to get legislation passed, and that doesn't bring any help after all.

15.2

DISC 8 – TRACKS 9 & 12

Tell me, which is your favorite sport?
Well, I really like football and baseball too.
Are you a fan of any particular team?
Oh, yeah, I like the New England Patriots and the Atlanta Braves. How about you?
I like soccer (we call it football). I like baseball too.
I don't understand soccer. Is it really that [10] interesting?
Yes, it is; but you need to go and see some games before you start likin' it. My favorite team is playing on Sunday; wanna go?
Sure, why not?

15.3

DISC 8 – TRACKS 16 & 19

I wonder [11] where we can have lunch today.
What kind of food would you like?
Well, I'm craving for some Japanese food.
There are a couple of great Japanese restaurants in town. Do you want to go right away?
I'd love to, but I'm afraid we don't have enough time, though. [12] You'll need plenty of time to enjoy that kind of food. I'd rather have some fast food. Where can we go?
If that is the case, we have plenty of places we can go. Would you like burgers or tacos?
Are you kidding? Tacos would be much better for me. I'm fed up [8] with burgers back in Atlanta!
Yeah, I can figure that out. [9] Let's go for some tacos then; I'm starving! [6]
Great! Where are we going?
To an excellent taco joint just a couple of blocks from here, we can go walking.
Let's go at once!

VOCABULARY

[1] **STANDSTILL**– A state characterized by absence of motion or of progress > *example: "There was an accident on the highway and the traffic came to a standstill."*

[2] **REGRETTABLY** – To feel sorry, repentant, or upset about > *example: "Regrettably I won't be able to accept your invitation."*

[3] **YET** – So far; up until then or now > example: *"They're not here yet."*

[4] **HOPE** – To trust, expect, or believe > example: *"We're hoping to reach a satisfactory agreement."*

[5] **CONGRESSIONAL BODIES** – The Legislature Chambers.

[6] **STARVING** – Suffering or dying from extreme or prolonged lack of food > *example: "It's way after lunch time, I'm starving!"*

DISC 8 – TRACK 7

TIPS: ENGLISH SAYINGS

English and Spanish sayings are very similar, see if you catch these:

"I know this town like the back of my hand."

"After the storm comes the calm."

"It's hard to believe that you're a grandfather."

"You can't teach an old dog new tricks."

"Don't ask so many questions. Remember, curiosity killed the cat."

"He was a wolf in sheep's clothing."

IDIOMS AND USES OF LANGUAGE

[7] **Going through** – To experience, to suffer: ➔ "We're **going through** a great deal of trouble to solve this situation."🡐 / ➔ "She **went through** very hard times before she graduated."🡐 / ➔ *"The love of our neighbor in all its fullness simply means being able to say to him, "What are you **going through**?"* – Simone Weil 🡐

[8] **Fed up** – Tired of, disgusted with: ➔ "He's **fed up** with their laziness. I think he's angry at them."🡐 / ➔ "I'm **fed up** with my bank. I'm paying a lot of interest."🡐 / ➔ *"It's how we spend our time here and now that really matters. If you are **fed up** with the way you have come to interact with time, change it."* – Marcia Wieder 🡐

[9] **Figure out** – Analyze and understand, discover why: ➔ "Can you **figure out** why they didn't pay us?"🡐 / ➔ *"If you really want something you can **figure out** how to make it happen."* – Cher 🡐

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15.- Colloquial Talk Concerning Politics, Sports and Current Events – Exercises

Some examples of what you have just seen:

[10] **That** – "It's not **that** easy; you need to think more..." / "**That** department is on the first floor, **that is** the floor at street level…" / "I said no, and that's **that**." / "He laughed so hard **that** he fell off the chair." / "My car didn't start. **That's** why I'm late."

[11] **Wonder** – "No **wonder** the kids are so excited: they're on vacation now." / "I **wonder** what happened yesterday." / "I **wonder** how many customers will come today." / "This software works **wonders**." / "I was **wondering** how to get a credit card."

[12] **Though** – "I want to go on vacation, **though** I don't have enough money." / "I can't stay, **though** I can help you in the mean time" "Snow is not predicted; **though** we can expect some rain." / "We're having an audit next week, **though** I don't know which day."

ENGLISH CLIPS ***DISC 8 – TRACK 14***

1. Under the weather – Feeling ill or sick. >> *"I'm feeling a bit **under the weather**. I'll better get home soon"*
2. Line of products – A group or category of products that are similar to each other. >> "*Our company will introduce a new **line of products** in the autumn."*

DISC 8 – TRACK 21

RIDDLE: A sheik announced that a race would decide which of his two sons would inherit all his wealth. The sons were to ride their camels to a certain distant city. The son whose camel reached the city last would be given the entire sheik's wealth.
The two sons set out on the journey. After several days of aimless wandering, they met and agreed to seek the advice of a wise man. After listening to the wise man's advice, the two sons rode the camels as quickly as possible to the designated city.
What was it that the wise man told the two sons? They didn't agree to split the wealth, and their father's decree would be followed.

LESSON 15 – STEP BY STEP GUIDE

15.- COLLOQUIAL TALK CONCERNING POLITICS, SPORTS AND CURRENT EVENTS – PART 1 – DISC 8 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   How is the President being treated in the social media?
   How is the peso doing against the US Dollar?
   Is reelection an option for elected officers in Mexico?
   How does legislation gets passed in Mexico?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Brainstorming**: ***TRACK 6*** Please listen to the recording and discuss about it with your student. First of all, ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 15– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

15.- COLLOQUIAL TALK CONCERNING POLITICS, SPORTS AND CURRENT EVENTS–PART 2–DISC 8 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Which teams are the speaker's favorites in baseball and football?
   Which sport does the speaker not understand?
   What day are they going to a soccer game?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic** ***TRACK 13*** – Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

15.- COLLOQUIAL TALK CONCERNING POLITICS, SPORTS AND CURRENT EVENTS – PART 3 – DISC 8 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 15 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What kind of food does the speaker want at first?
   Where is the speaker from?
   What type of food do the two colleagues finally agree on?

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic** ***TRACK 20*** – Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

BRAINSTORMING / TODAY'S TOPIC

BRAINSTORMING ***TRACK 6*** – *The CEO is offering you a long-awaited promotion to a top-level position. This new position gives you a lot of perks (company car, corporate-paid expenses, performance bonus, so on and so forth), not to mention a fat, seven-figure compensation pack. You have worked really hard and you know you deserve this promotion, even though Sylvia and Raymond feel that they deserve that same promotion as well. You can't wait to take over your new position. However, there's a catch: Last night, you had dinner with the President of the Firm and he told you that, if you want to get this new job, you have to move out of town for at least two years. He mentioned two places where you can go: either Mexico City or the World Headquarters in Michigan. You have only forty eight hours to decide, so you have to think and decide fast.*

How are you going to face Sylvia and Raymond now that they know about your promotion? What would you do if you have to move alone? What are the pros and cons of moving to Mexico City? What are the pros and cons of moving to Michigan? How would you feel if you decline the offer?

LESSON 15.2 TODAY'S TOPIC ***TRACK 13*** – **COMPANY PERKS**

- Do you get any perks from your company? Could you please explain?
- Are there any perks above your position you would like to obtain?
- Are there any perks dependent on your performance/results?

LESSON 15.3 TODAY'S TOPIC ***TRACK 20*** – **ROLE MODELS**

- Do you have one or several role models? Please describe
- How have your role models influenced your personal and professional life?
- Are you or would you like to become a role model?

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COURSE EXAM NO. 3

LESSONS 11 – 15

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EXAM No. 3 / LESSONS 11 – 15

11. REQUESTING INFORMATION ABOUT A PRODUCT

12. POSTPONING / CANCELING AN APPOINTMENT

13. RECEIVING A VISITOR IN YOUR OFFICE / SHOWING THE PLANT AND OFFICES

14. A SLIDE SHOW PRESENTATION

15. COLLOQUIAL TALK CONCERNING POLITICS, SPORTS AND CURRENT EVENTS

DISC 8 – TRACK 22

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. I can't then either. I already have lunch scheduled for tomorrow.

_____

_____

1.2. Times are really tough, the global crisis we are going through. [7] is taking a toll in our society.

_____

_____

1.3. Do you have any samples on hand?

_____

_____

1.4. Not at all, I'd be glad to get acquainted with the facilities.

_____

_____

1.5. We are really tough when it comes to quality with our zero-defect policy.

_____

_____

1.6. I wonder where we can have lunch today.

_____

_____

1.7. I'm calling concerning the appointment we have today at 3:00 PM…

_____

_____

1.8. Oh yeah! This area is upstairs, come on, I'll show you.

_____

_____

1.9. Concerning expenses, this graph shows our overhead and all variable expenses.

_____

_____

1.10. Do you manufacture custom made industrial hoses?

_____

_____

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2. TIPS SECTION: Listen to the tips section from Lesson 14 and write down two examples using words ending on "ward":

DISC 8 – TRACK 23

2.1. _____

_____

2.2. _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer.

DISC 8 – TRACK 24

3.1.

_____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column.

DISC 8 – TRACK 25

1	**YET**		To mend or repair
2	**OTHERWISE**		Not curved or crooked; continuing in the same direction without deviating
3	**STRAIGHT**		Happy and pleased; content
4	**GLAD**		So far; up until then or now
5	**PACK**		Total amount of money allocated for a specific purpose during a specific period
6	**BUDGET**		In addition to; also; moreover; furthermore
7	**DOCK**		A state characterized by absence of motion or of progress
8	**BESIDES**		In another way; under the circumstances; differently
9	**FIX**		A platform from which goods are loaded and unloaded
10	**STANDSTILL**		A small carton, or container, used to retail commodities

5. EXPRESSION: Listen to the sentence; then answer it with your own words.

DISC 8 – TRACK 26

5.1. I like that. What about your prices?

5.2. Say… will it be possible to move today's appointment up 30 minutes?

5.3. What about your storage areas?

5.4. Would you care for some coffee, water?

5.5. Tell me, which is your favorite sport?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided. ***DISC 8 – TRACK 27***

MISUNDERSTANDING

By: Genesis

There must be some misunderstanding,
There must be some kind of mistake,
I waited in the rain for hours,
You were late,

Now it's not like me to say the right thing,
But you could've called to let me know,
I checked your number twice...didn't understand it,
So I went home,

Well I'd been waiting for this weekend,
I thought that maybe we could see a show,
Never dreamed I'd have this feeling,
But seeing you is believing,
That's why I don't know why,
You didn't show up that night,

There must be some misunderstanding,
There must be some kind of mistake,
I was waiting in the rain for hours,
You were late,

Since then I've been running around trying to find you,
I went to the places that we always go,
I rang your house but got no answer,
Jumped in my car, I went round there,
I still don't believe it,
He was just leaving,

There must be some misunderstanding,
There must be some kind of mistake,
There must be some misunderstanding,
There must be some kind of mistake,

Misunderstanding,
Misunderstanding,
Misunderstanding,
Misunderstanding,

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16.- Ordering Products Over the Phone

16.1

DISC 8 – TRACKS 29 & 32

Northeastern Supply Company, good morning.
Yes, I need to place [1] an order.
Where are you calling from?
IT Group, in Saltillo, Mexico. Our customer number is 412025.
What do you want to order today?
I need five RP-258's.
Ok.
And ten RP-567's.
You want them regular or heavy duty? [2]
Heavy duty, please.
Anything else? [11]
No, that'll be all.
Do you have a Purchase Order I may refer to, sir?
Yes, number 52698.
Very good, your total will be $895.36; do you want me to send your order C.O.D.? [3]
Yes, please.

16.2

DISC 8 – TRACKS 36 & 39

Royal Manufacturing, good morning.
Morning! I need to order some spare parts but I'm not sure how to order them, though.
What kind of machine will they be installed in?
It's an Evans 5698; it's an old equipment and I don't have a catalog to order the parts from.
Let me look it up [8]… Oh, it's a packaging machine. What seems to be the problem?
Well, the problem is that the machine is not wrapping the product. When the product passes through, [9] the plastic just gets loose and doesn't wrap well.
Ok, if I understand you correctly, you may have a problem with the heating element which closes in [10] when the plastic is enveloped [4] around the product. We have it in stock.
How much does it cost?
$750.00 dollars per unit.
Let me check really quickly [5] with the user and I'll call you right back, ok?
Ok, just write down the part number so you can order it. It's No. 89240.
If we order it, is it something we can install by ourselves?
Oh yes; we'll send you a video with installation instructions, or you can see the same video in our YouTube channel.

16.3

DISC 8 – TRACKS 43 & 46

Customer service, good morning.
I need to order 25 of your 52896, connecting rods. [6]
We don't carry that part any longer. [12] It has been replaced by number 52998.
Is it any better?
Yes, it's far [13] better. It's made of a new alloy [7] which makes it more durable and resistant. I can send you a couple of samples if you want.
Well, that'll be fine, but… are they more expensive?
The price is slightly [14] higher but, as I tell you, they're far better and longer lasting.
Seeing is believing! Please rush me some samples, will you?
Yes sir, I'm on it right away.

VOCABULARY

[1] **PLACE** – To make (an order, a bet, etc.) > *example: "I've already placed my order, Thank you!"*

[2] **HEAVY DUTY** – Made to withstand hard wear, bad weather, etc. > *example: "This equipment will need some heavy-duty batteries."*

[3] **C.O.D.** – "Collect on delivery" > example: *"We don't offer any credit; we ship all our orders C.O.D."*

[4] **ENVELOP** –To wrap or enclose in or as if in a covering > example: *"At dawn, the whole city was enveloped by thick fog."*

[5] **QUICKLY** – Doing something in a time that is shorter than normal > *example*: *"I'd rather go quickly or else I'll miss my bus."*

[6] **ROD** – A long thin implement made of metal or wood > *example*: *"The building has its own lightning rod on the roof."*

[7] **ALLOY** – Homogeneous mixture or solid solution of two or more metals > *example*: *"Brass is an alloy of zinc and copper."*

DISC 8 – TRACK 34

TIPS: WORDS WITH SIMILAR ENDING

All these words have similar ending and mean articles of the same kind or material

Hardware – Equipment
Software – Computer programs
Headware – Caps, hats, etc.
Sportswear – Sports clothing
Drinkware – Cups, mugs, etc.
Eyewear – Sun glasses, etc.
Shareware – Software free of charge

IDIOMS AND USES OF LANGUAGE

[8] **Look up** – To search for and find: ➔ "I told her to **look up** the word in the dictionary."🡐 / ➔ *"If your children **look up** to you, you've made a success of life's biggest job."* – Anonymous 🡐

[9] **Pass through** – Cause to move through: ➔ "We'll **pass through** a couple of check points before we get to the border."🡐 / ➔ "All candidates must **pass through** an interview process."🡐 / ➔ *"New ideas **pass through** three periods: 1) It can't be done. 2) It probably can be done, but it's not worth doing. 3) I knew it was a good idea all along!"* – Arthur C. Clarke 🡐

[10] **Close in** – To advance (on) so as to encircle or surround: ➔ "The airport was **closed in** by fog."🡐 / ➔ *"Love is missing someone whenever you're apart, but somehow feeling warm inside because you're **close in** heart."* – Kay Knudsen 🡐

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16.- Ordering Products Over the Phone – Exercises

Some examples of what you have just seen:

[11] **Else** – "There's nobody **else** here." / "Where **else** could Abe be?" / "Go away **or else** I won't finish my work today." / "Everybody **else** is accepting except for you." / "If it doesn't work, try something **else**." / "I said hi, but I didn't know what **else** to say."

[12] **Longer** – "I don't think we can carry on this situation any **longer**." / "Tell Albert I couldn't wait for him any **longer**" / "The **longer** side is the one facing the street." / "The farther the source, the **longer** the stream."

[13] **Far** – "Sylvia is such a good employee; she will go very **far**." / "He's strict, but he doesn't go that **far** as to be rude." / "This car is **far** better than the old one." / "He loses his temper **far** too often." / "The bank isn't **far**; we can walk from here."

[14] **Slightly** – "Sales are **slightly** lower than expected" / "Mary is **slightly** higher than Rebecca." / "We won the contract, but the profit margin is really **slight**." / "I've got a **slight** headache." / "I don't have the **slightest** idea what you're talking about."

ENGLISH CLIPS ***DISC 8 – TRACK 41***

1. Against the clock – Rushed and short on time. >> *"If we don't finish this today, tomorrow we'll be **against the clock**."*
2. In the works – To be in preparation, to be in the process of being planned or developed: >> *"The new software version is **in the works**."*

DISC 8 – TRACK 48

RIDDLE

You have a 3 and a 5-liter water container; each container has no markings except for that which gives you its total volume. You also have a running tap. You must use the containers and the tap in such a way as to exactly measure out 4 liters of water. How is this done?

LESSON 16 – STEP BY STEP GUIDE

16.- ORDERING PRODUCTS OVER THE PHONE – PART 1 – DISC 8 TRACKS 28 –34

1. **Power Words**: ***TRACK 28*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 29*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 30*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where is the client calling from?
   Does the buyer want the parts regular or heavy duty?
   Does the buyer have a purchase order to refer to?

4 **Highlighted Words Practice**: ***TRACK 31*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 32*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 33*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 16– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 34*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

16.- ORDERING PRODUCTS OVER THE PHONE – PART 2 – DISC 8 TRACKS 35 –41

1. **Power Words**: ***TRACK 35*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 36*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 37*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***What does the client want to order?***
> ***What happens to the plastic when the product passes through?***
> ***How much does the unit part cost?***

4 **Highlighted Words Practice**: ***TRACK 38*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 39*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 40*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 41*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

16.- ORDERING PRODUCTS OVER THE PHONE – PART 3 – DISC 8 TRACKS 42 –48

1. **Power Words**: ***TRACK 42*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 43*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 16 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 44*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why don't they have the 52896 connecting rods?
   Why is the new part far better than the old one?
   Are the new parts cheaper or more expensive?
   What does the buyer want to see to believe?

4. **Highlighted Words Practice**: ***TRACK 45*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 46*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 47*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Riddle**: ***TRACK 48*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

ORDERING PRODUCTS OVER THE PHONE – TODAY'S TOPIC

LESSON 16.1 TODAY'S TOPIC *TRACK 33* – CORPORATE CULTURE

- Could you please explain the corporate culture in your company?
- What kinds of employee achievements are recognized by the company?
- What kind of sponsorships or philanthropic activities does the company participate in?

LESSON 16.2 TODAY'S TOPIC *TRACK 40* – INTERNSHIPS

- Have you work with students doing internship in your company?
- Did you make internship work when you were a student? Please describe
- What do you think of the internship work in your company?

LESSON 16.3 TODAY'S TOPIC *TRACK 47* – COMMUTING TO WORK

- Do you commute to work alone or with co-workers?
- What do you like to do while you're commuting?
- How do you prepare to commute in bad weather?

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17.- Requesting a Technician's Visit to Service a Piece of Equipment

17.1

DISC 9 – TRACKS 2 & 5

Service department, may I help you?
I'm calling from Mexico; my customer number is 412025.
IT Group, in Saltillo. Is this correct?
Yes, it is. Would it be possible for you to send a technician to check a piece of equipment [1] we bought from your Company?
What kind of machine is it?
It's a Series 300 Automatic Controller.
What seems to be the problem with it?
It's malfunctioning.[2] The problem is that it is skipping [3] a couple of points in the process.
Let me see if you have a service policy for this piece of equipment.
Yes, we do, and I think it's still under warranty. [4]
Yes, it is. Now let me see the technician's schedule… He'll be in Ramos for three days starting on Monday. Should [11] I schedule your company for a service visit on Tuesday morning?
Tuesday morning is ok for us. What's his name?
Jim McKenzie.
Ok, I'll need to notify [5] plant security so he can get in [8] promptly.
Ok, if everything is covered by the guarantee there will be no charge. Although, [12] if there's anything out of the ordinary [9] the technician will give you an estimate in writing for your approval.
Ok, that's fine. I appreciate your help.
Not at all. That's what we're here for…

17.2

DISC 9 – TRACKS 9 & 12

Clark Manufacturers, good morning.
Hello. We purchased an air extractor from your company last year and we're having some problems with it. Could you send somebody to check it out?
Could you describe the problem to me?
Looks like it has a leak [6] or something like that. It's just not extracting enough air, and it's jerking [7] too.
It will need to be taken care of by a certified technician. Can I have the machine's serial number, please?
Yes, it is 432 134 656.
Let me schedule a technician to visit your place. Since this machine's guarantee is already expired, we will need to charge you for a service visit, plus any additional parts that may be needed for the repair.
How much [10] will it be?
The service visit charge is $75.00 Dollars. As for [13] the parts, though, the technician will let you know what will be needed.
It's ok. Please send the technician over asap.
The earliest possible will be Thursday morning. Is 9:00 o'clock ok for you?
It's too early. Would it be possible to schedule the visit for 10:30 AM?
10:30 will be fine, sir. Is there anything else I can help you with today?
No; thanks. That'll do it.
Thanks for calling Clark Manufacturers.
You're welcome.

VOCABULARY

[1] **PIECE OF EQUIPMENT** – Set of tools, devices, etc., assembled for a specific purpose; an equipment > *example: "This piece of equipment is just what we needed."*

[2] **MALFUNCTION** – Fail to operate in the normal or usual manner > *example: "It's really hot here: I think the air conditioning is malfunctioning."*

[3] **SKIP** – The act of passing over or omitting > example: *"My heart skipped a beat."*

[4] **WARRANTY** – Assurance by the seller that the goods are as represented or will be as promised > *example: "This copy machine carries a one-year limited warranty."*

[5] **NOTIFY** – To inform; tell, make known; announce > *example*: *"The bank just notified us they're increasing the interest rate."*

[6] **LEAK** – Entrance or escape of a fluid through a crack, fissure, or other aperture > *example: "The pipes are rusted and they're beginning to leak."*

[7] **JERKING** – To move in sudden abrupt motions > *example: "the pulley is jerking. I think we should check it."*

DISC 9 – TRACK 7

TIPS: BE CAREFUL WITH PLURALS

Some examples on how to write plurals:

"Water comes in a five-gallon bottle."
"We need a 20-ton crane."
"It's a 200-mile trip.
"It happened during a 20-year period."
"I saw a six-foot snake!"
"She purchased a 50-dollar pen."
"My boss has a 30-thousand dollar car."

IDIOMS AND USES OF LANGUAGE

[8] **Get in** – To enter: ➔ "I **get in** at 8:00 AM."🡐 / ➔ "We **got in** late last night."🡐 / ➔ "Please **get in**, have a seat."🡐 / ➔ *"Never let the fear of striking out **get in** your way."*– Babe Ruth🡐

[9] **Out of the ordinary** – Unusual, uncommon, exceptional: ➔ "This situation is **out of the ordinary**; never happened before."🡐 / ➔ "Don't get too excited, these sales are rather **out of the ordinary**." 🡐

[10] **How much** – To what extent: ➔ "**How much** money do you need?" 🡐 / ➔ "**How much** did he pay for your car?"🡐 / ➔ "**How much** information is needed?"🡐 / ➔ "**How much** is your Company worth today?"🡐 / ➔ *"It is wonderful **how much** may be done if we are always doing."* – Thomas Jefferson 🡐

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17.- Requesting a Technician's Visit to Service a Piece of Equipment – Exercises

Some examples of what you have just seen:

[11] **Should** – "I **should** go to the bank; I need to sign some paperwork." / "**Should** we finish this another time?" / "My car **should** be ready by now." / "You **shouldn't** be worried, he'll be here on time." / "If you don't agree with him, you **should** tell him so."

[12] **Although** – "**Although** she was ill, she worked hard." / "He's not willing to help us, **although** he has the time." / "He decided to give them credit, **although** we told him to be cautious." / "Simon is the smartest employee, **although** he doesn't admit it."

[13] **As for** – "**As for** dessert, I'd better skip it today." / "**As for** my past, I'm not telling you anything." / "**As for** your application, I'll need to ask you a couple more questions." / "**As for** now, we're keeping the same supplier."

ENGLISH CLIPS: ***DISC 9 – TRACK 14***

1. Over the Top – Very excessive. >> *"It may sound a bit **over the top**, but I think it's the solution."*
2. Field day – An enjoyable day or circumstance. >> *"It's the end of the month. The auditors will have a **field day**."*

THOUGHTS ***DISC 9 – TRACK 15***

"Excellence is never an accident; it is the result of high intention, sincere effort, intelligent direction, skillful execution and the vision to see obstacles as opportunities."

"Wisdom is knowing what path to take next… Integrity is taking it."

LESSON 17 – STEP BY STEP GUIDE

17.- REQUESTING A TECHNICIAN'S VISIT TO SERVICE A PIECE OF EQUIPMENT – PART 1 – DISC 9 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is IT Group requesting?	***When is the technician going to visit them?***
Is the machine still under warranty?	***What will happen if there is anything out the ordinary?***

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally without it, just making a summary. You can also encourage your student to make up a new conversation using the same main ideas. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Brainstorming**: ***TRACK 6*** Please listen to the recording and discuss about it with your student. First of all ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 17– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

17.- REQUESTING A TECHNICIAN'S VISIT TO SERVICE A PIECE OF EQUIPMENT – PART 2 – DISC 9 TRACKS 8 –15

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What type of machine is the client complaining about?
   What are the machine's problems?
   How much will the service visit cost?
   When is the technician scheduled to arrive at the plant?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally without it, just making a summary. You can also encourage your student to make up a new conversation using the same main ideas. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic** ***TRACK 13*** – Please listen to the recording and discuss it thoroughly with your student. No need to correct while you're debating; just let the conversation flow and have fun. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **Thoughts**: ***TRACK 15*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 17 – STEP BY STEP GUIDE (cont'd)

BRAINSTORMING / TODAY'S TOPIC

Brainstorming ***TRACK 6*** – *A few days ago, while working late in your office, you inadvertently heard a phone conversation your boss was having with a supplier. What you heard was really nasty. If everything was true, your boss was immersed in some rotten business that would put the whole Company in peril. As you understood, he was about to authorize some obscure dealings with a phony company which in turn would give him a good chunk of money under-the-table. This represented a serious conflict of interest and a clear infringement to the Company's Ethics Regulations. Some prison time would be the least your boss would get if caught red-handed. You know your obligations perfectly well. You know the procedure: you'll have to finger your boss with the Ethics Committee. You know you must do that, but… you start having second thoughts about this.*

Even though you know what you ought to do, on the other hand you have mixed feelings about this. Your boss is your personal friend; he invited you to join the Company so you owe him your job. Besides, you've learn that he is in the middle of a serious financial crisis and desperately needs the money. But you're afraid of ending up tangled in the problem.

You need to make up your own mind about this problem, you want to talk frankly with your boss about what you accidentally overheard but you're naturally afraid about this highly irregular matter. You wish all of this would have never happened.

Think about the consequences this might bring to all of you: the Company, your boss and yourself. Think about the most convenient way of handling this mess and come to a decision, if any, that could save the day.

Today's Topic ***TRACK 13*** – **CODE OF ETHICS**

- Does your company have a Code of Ethics in force? If it does, could you explain about it?
- How does it work? How is it enforced in case of any violation?
- If your company does not have a Code of Ethics, what could be included if you're asked to draft one?

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18.- Collecting a Current Account / Collecting a Past Due Account

18.1

DISC 9 – TRACKS 17 & 20

Huntington Distributing Co. Accounts Payable, good morning.
Good morning; who am I speaking with?
This is Adele…
Hi Adele! This is Robert from MBG.
Hi Bob, what can I do for you today?
I'm just calling to verify [1] payment of an invoice pending.
Your payment is scheduled two weeks from now.
Is there any way of expediting [2] the payment? This invoice is already due and you're asking me to wait a fortnight. It's not fair.
We can wire [3] you the money sooner but I'll need to get authorization from my boss.
I would really appreciate if you could get it.
I also need to confirm your bank's name, account number and routing number. [4]
Yes, let me e-mail you our bank's info. Can I have your address?
Yes, send it to adele.rivers@huntington.com
Thanks, Adele.

18.2

DISC 9 – TRACKS 24 & 27

Alexander Wholesales Accounting, good morning.
Good morning, I need to talk to someone in accounts payable, please.
This is Lance, may I have your name and Company's name, please?
Lance, this is Augustine from IT Group. We have an invoice which is past due. [5] Do you have any idea when it's going to be paid out? [9] It's invoice #258962.
Let me track [8] it. This invoice has not been released [6] for payment yet. It seems that it's missing [7] an authorization. Could you please call me back [12] either this afternoon or tomorrow morning?
Question: If you get this invoice authorized today or tomorrow, when will it be paid?
Our normal payment terms are 30 days from the invoice date. Let me see what I can do to speed up [10] the payment. If authorized by tomorrow, the system will release it for payment in a couple of days.
I sincerely appreciate whatever [13] you can do for us.
No need to; I'm just doing my job.
I'll get back to you tomorrow, first thing [11] in the morning.
Ok.

18.3

DISC 9 – TRACKS 31 & 34

Accounts Payable, Michelle speaking. May I help you?
Hi Michelle, this is William from RRB; I'm calling in reference to our Invoice that's way past due.
Willy, I'm glad you called: the Postal Service sent me back the check I mailed to you last week. May I verify your address?
Yes. Our mailing address is 8975 Huebner Road, San Antonio, Texas, 78059.
Now I see: we mailed it to 8975 Hubble Road. I suppose that's why it was returned. Don't you worry; I'll fix this problem at once and mail the check back to you.
So, when do you think we'll be getting our check?
I think you will get it day after tomorrow or three days at the most. [14]
Ok. Please make sure to write down the correct address.
I'm making sure of it.
Thanks!

VOCABULARY

[1] **VERIFY** – to establish the truth, accuracy, or reality of > *example: "I'll need to verify this information before signing anything."*

[2] **EXPEDITE** – to speed up the process of; accelerate > *example: "this computer will help us in expediting invoicing."*

[3] **WIRE** – an electronic transfer of funds > example: *"most payments are wired nowadays."*

[4] ***ROUTING NUMBER*** – standardized bank identification number. It's the set of numbers to the left of the account number on a regular check.

[5] **PAST DUE** – a scheduled loan payment that has not been paid on time > example: *"your account now has become past due."*

[6] **RELEASE** – to loosen; to relax; to remove the obligation of > *example: "we're not able to release shipment until we get the order."*

[7] **MISS** – not present; absent or lost > *example: "she has never missed a day of work."*

[8] **TRACK** – to follow the trail of > *example: "the shipment has not been delivered, please track it."*

DISC 9 – TRACK 22

TIPS: AVOID REDUNDANCY

Being concise is critical in English. Avoid redundancy:

DON'T SAY OR WRITE:	BETTER:
Period of time	Time
I'll be back again	I'll be back
Round in shape	Round
The future to come	Future
Completely finished	Finished
I know that you're here	I know you're here

IDIOMS AND USES OF LANGUAGE

[9] **Pay out** – Distribute money; disburse: ➔ "The Company just **paid out** dividends to shareholders."🡐 / ➔ "I'm **paying out** all my bills by Friday." 🡐 / ➔ *"My retirement plan allows dividends to be **paid out** or reinvested into the plan."* 🡐

[10] **Speed up** – To accelerate, to expedite: ➔ "It's difficult to **speed up** production without new equipment."🡐 / ➔ "Don't **speed up** when you come to an intersection. Slow down!" 🡐

[11] **First thing** – Right away; before anything else: ➔ "I want you to go to the bank **first thing** in the morning."🡐 / ➔ "You promised to have the checks ready **first thing** in the afternoon. Are they?"🡐 / ➔ *"If you find yourself in a hole, the **first thing** to do is stop digging."* – Cowboy Proverb🡐

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18.- Collecting a Current Account / Collecting a Past Due Account – Exercises

Some examples of what you have just seen:

[12] **Back** – "Please, **come back** in the afternoon." / "**Call me back** whenever you have some news." / "He will **send me back** the vacuum cleaner as soon as he finishes." / "I'll be **back** in a few minutes." / "I left my eyeglasses **back** at home."

[13] **Whatever** – "**Whatever** you need, just ask Paul." / "We need to ship the order today, **whatever** it takes." / "Go by bus, go by plane, go by train or **whatever**." / "**Whatever** she does, I approve it." / "Come to the party and bring **whatever** you want."

[14] **At the most** – "That car is worth $ 10,000.00 **at the most**." / "**At the most**, I can offer you a level 6 salary." / "Michael will be here for two hours **at the most**." / "Our network can handle eight computers **at the most**."

ENGLISH CLIPS ***DISC 9 – TRACK 29***

1. Rome was not built in one day – If you want something to be completely properly, then it's going to take time. >> *"The release date is tentative.* ***Rome was not built in one day****."*
2. At the drop of a hat – Willing to do something immediately. >> *"He would take that job at the drop of a hat."*

TRUE OR FALSE ***DISC 9 – TRACK 36***

Teddy Bear

This stuffed animal was named after President Theodore Roosevelt.

True ☐ False ☐

LESSON 18 – STEP BY STEP GUIDE

18.- COLLECTING A CURRENT ACCOUNT / COLLECTING A PAST DUE ACCOUNT – PART 1 – DISC 9 TRACKS 16 –22

1. **Power Words**: ***TRACK 16*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 17*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 18*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Where is the caller calling from?	***Is Robert ok with the scheduled payment date?***
Who answers the phone?	***How is Bob going to send his bank's info?***

4 **Highlighted Words Practice**: ***TRACK 19*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 20*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Just for Fun**: ***TRACK 21*** Please listen to the expressions and discuss them freely with your student. No need to correct while you're debating, just have fun. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 18– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 22*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

18.- COLLECTING A CURRENT ACCOUNT / COLLECTING A PAST DUE ACCOUNT – PART 2–DISC 9 TRACKS 23 –29

1. **Power Words**: ***TRACK 23*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 24*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 25*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What company owes the invoice?
   Why hasn't the invoice been paid yet?
   If the payment is authorized by tomorrow, when will it be paid?

4 **Highlighted Words Practice**: ***TRACK 26*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 27*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Just for Fun**: ***TRACK 28*** Please listen to the expressions and discuss them freely with your student. No need to correct while you're debating, just have fun. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 29*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

18.- COLLECTING A CURRENT ACCOUNT / COLLECTING A PAST DUE ACCOUNT – PART 3–DISC 9 TRACKS 30 –36

1. **Power Words**: ***TRACK 30*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 31*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 18 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 32*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   In what city is Willy's mailing address?
   Why was the check returned?
   When is the latest he will get his check?

4. **Highlighted Words Practice**: ***TRACK 33*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 34*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Just for Fun**: ***TRACK 35*** Please listen to the expressions and discuss them freely with your student. No need to correct while you're debating, just have fun. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **True or False**: ***TRACK 36*** This section contains a fact that the student must guess whether it is true or false. Listen to the recording and read from the book. *Help your student think and discover the answer in a logical manner.* Ask your student defend his/her point of view. *Help him/her understand the uses and applications of each phrase*. All answers to these exercises are at the end of the book. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

JUST FOR FUN

DISC 9 –LESSON 18 – PART 1 – TRACK 21	
Why do they sterilize the needles for lethal injections?	If a word is misspelled in the dictionary, is it misspelled? And if it is misspelled, how would we know?
Why do psychics have to ask for your name?	Why do "fat chance" and "slim chance" mean the same thing?
Why do we drive on the parkway and park in the driveway?	Doesn't "expecting the unexpected" make the unexpected expected?
DISC 9 – LESSON 18 – PART 2 – TRACK 28	
Why do "overlook" and "oversee" mean opposite things?	Why do kamikaze pilots wear helmets?
Why do you go "back and forth" to town if you really must go forth before you go back?	What hair color do they put on the driver's license of bald men?
If you try to fail, and succeed, which have you done?	If it's zero degrees outside today and it's supposed to be twice as cold tomorrow, how cold is it going to be then?
DISC 9 – LESSON 18 – PART 3 – TRACK 35	
If a fork was made of gold would it still be considered silverware?	If you dig a hole in the south pole are you digging up or down?
Why is it said that an alarm clock is going off when really it's coming on?	Why is it that when you're driving and looking for an address, you turn down the volume on the radio?
Why do we say we're head over heels when we're happy? Isn't that how we normally are?	Why is it called 'after dark', when it is really after light?

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19.- Dealing with Transportation Companies

19.1

DISC 10 – TRACKS 2 & 5

Global Carriers, this is Jonathan speaking…
Hello, Jonathan; do you provide international air cargo service?
We do. Where are you calling from?
INT Group, in Saltillo, Mexico, we need to make regular shipments to Philadelphia.
We'll need to set up an account. It can be done over the phone if you have your company's information handy, [10] *or I can send you an application if you wish.*
Please email it to eliseo.martinez@intgroup.com.mx.
I'm mailing it even as we speak. Are you shipping any hazardous materials?
Yes, indeed. [11] **We need to ship lithium batteries and other similar goods.**
Then you'll need to comply with the new regulations dated [3] *January 2017 regarding shipment of dangerous goods. I'll e-mail you the guide too.*
I thank you for that.
I'll send you an acknowledgment. [4] *as soon as I receive your application; and I'll have your account set up in a few hours, provided the information is complete.*
That'll be fine.
I'll keep in touch with you.

19.2

DISC 10 – TRACKS 9 & 12

Upper Valley Carriers, good afternoon, Charles speaking…
Hi Chuck! By any chance, do you provide Less-Than-Load ground service?
Sure we do ma'am. We provide LTL service to most locations in the country.
Great! I'm in hurry to ship several containers to Saginaw, Michigan.
Are you shipping items with special transportation requirements?
No, only plastic parts for automobiles. Is it too expensive if we don't ship by the truckload? I'm not so familiar with this service, we only use it once in a while. [8]
No, not too much. [12] *We consolidate shipments from several clients and you get the benefit of our preferential rates.*
It's better off [7] **this way. It doesn't make sense to wait until we have a full truck.**
You're right. Do you want to schedule this service?
Yes, let me get a hold of [9] **my account information. Do you mind waiting for a moment?**
Not at all, take your time.

19.3

DISC 10 – TRACKS 16 & 19

Shipping department…good morning.
Morning! Thomas Hampton, please.
Tom here…
Hi Tom! Vincent, from RWT Group. I need to overnight a truckload to Houston. Could you please send a 52-footer to pick up the cargo by 6:00 PM?
Absolutely! I'll send you a truck at 6:00 sharp.
How will you bill me for this? My account is not exactly clear with you, I've been hit by late charges [5] **for tardiness** [6] **in payments in the past.**
As agreed [2] *on our contract, special overnight shipments must be paid in advance, and you can get a 2% deduction* [1] *for prompt payment.*
Then my credit issues won't be a problem?
Not at all, we consider this a one-time operation and it's got nothing to do with your credit history with us.
Excellent!! Then send me the invoice so I can arrange your payment.

VOCABULARY

[1] **DEDUCTION** – Act of subtracting (removing a part from the whole) > *example: "Some benefits will be deducted from your paycheck."*

[2] **AGREED** – To come to an understanding or to terms > *example: "We'll deliver 500 pieces per week, as agreed."*

[3] **DATED** – Marked with or displaying a date > *example: "We can accept your check. It must be dated on or before the due date."*

[4] **ACKNOWLEDGMENT** – An answer or response in return for something done > *example: "I've just got the bank's acknowledgment."*

[5] **LATE CHARGE** – A fee charged to the debtor when paying after the due date > *example: "My account is past due, please let me know if I have to pay any late charges."*

[6] **TARDINESS** – Occurring, arriving, acting, or done after the scheduled, expected, or usual time > *example: "Henry's tardiness is slowing down the whole department."*

DISC 10 – TRACK 7

TIPS: ACRONYMS

Acronyms are words formed with the initial letters of series of words. Here you have a few examples:

BRB – Be Right Back
LOL – Laughing Out Loud
AKA – Also Known As
DBA – Doing Business As
TOC – Table of Contents
SWAT – Special Weapons and Tactics
RAM – Random Access Memory
CPU – Central Processing Unit
MODEM – Modulator – Demodulator
DOS – Disk Operating System
I/O – Input / Output

IDIOMS AND USES OF LANGUAGE

[7] **Better off** – In a better or more prosperous condition: ➔ "We're much **better off** now thanks to the new contracts." ➔ / ➔ "We're much **better off** since Bill took office." ➔ / ➔ *"Even if you've been fishing for 3 hours and haven't gotten anything except poison ivy and sunburn, you're still **better off** than the worm."* – Anonymous ➔

[8] **Once in a while** – Occasionally, not very often: ➔ "I like to go bowling every **once in a while**." ➔ / ➔ *"Winning is not a sometime thing, it's an all time thing. You don't win **once in a while**, you don't do things right **once in a while**, you do them right all the time. Winning is habit. Unfortunately, so is losing."* – Vince Lombardi ➔

[9] **Get ahold of** – Talk to, find somebody: ➔ "I'll try to **get ahold of** you on my next trip to Detroit." ➔ / ➔ "Peter was here just a moment ago, let me see if I can **get ahold of** him." ➔

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19.- Dealing with Transportation Companies – Exercises

Some examples of what you have just seen:

[10] **Handy** – "I found a **handy** spot for my tools." / "Keep this, it's a very **handy** reference book."/ "This is a good job for a **handy** person." / **"**Edward fixes all sorts of problems, he's a **handyman**."

[11] **Indeed** – "You're right: the sunset is **indeed** amazing." / "It's freezing outside." "Yes, it's very cold **indeed**." / "I told you the boss will be upset, and **indeed** he is." / "Do you like my new car?" – "**Indeed!**" / "I'm happy, **indeed** proud, to work here."

[12] **Too much** – "Albert is taking **too much** time on his errands." / "I put **too much** sugar in my coffee." / "This is **too much** of a big order for our capacity." / "Aren't you paying **too much** interest for that loan?" / "I didn't like that movie **too much**."

ENGLISH CLIPS ***DISC 10 – TRACK 14***

1. Back to the drawing board – When an attempt fails and it's time to start all over. >> *"We tried and it didn't work out...**back to the drawing board**"*
2. Bottom line – The central issue of a discussion, the main point. >> *"As a teacher, the bottom line is whether my students are learning or not"*

TONGUE TWISTER ***DISC 10 – TRACK 21***

Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

LESSON 19 – STEP BY STEP GUIDE

19.- DEALING WITH TRANSPORTATION COMPANIES – PART 1 – DISC 10 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why is the client calling Global Carriers?
   What kind of HazMats are they shipping?
   Did they set up the account over the phone?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Brainstorming**: ***TRACK 6*** Please listen to the recording and discuss about it with your student. First of all ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 19– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

19.- DEALING WITH TRANSPORTATION COMPANIES – PART 2 – DISC 10 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What does LTL stand for?
   Where are the containers being shipped to?
   What products are being shipped?

4. **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

19.- DEALING WITH TRANSPORTATION COMPANIES – PART 3 – DISC 10 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 19 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***What type of service is required by Vincent?***
> ***How does it have to be paid?***
> ***Is there any deduction for prompt payment?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tongue Twisters**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

BRAINSTORMING / TODAY'S TOPIC

PART 1 ***TRACK 6*** – *This morning, you were suddenly summoned by your boss for an urgent meeting. Your boss wants you to become part of a selective task force he's putting together in order to put forward a proposal he's sure will improve the plant's results. You're under a lot of pressure since this project will be submitted to the brass of the company when they visit the plant next week for a three-day visit.*

What your boss wants you to do is to prepare an in-depth description of your job, including your responsibilities, daily chores, and proposals for improving the way you perform your duties. He wants this to be worked out in teams of two and you have been assigned a partner to work with.

Please rehearse with your partner how you would explain to a visitor the way you do your work.

Now, explain the same in writing. Detail every single activity you might remember, including technical stuff. Do not underestimate any thing you do; on the contrary, make your description as thorough as possible. Don't forget that this may be a once-in-a-lifetime opportunity for you to impress your hierarchy and this could lead to an opportunity for you to climb the corporate ladder.

Finally, brainstorm with your partner any ideas you may have to improve your own work, your department's performance and the company as a whole. When you're through, write a list of the top three or even five ideas you may come up with.

LESSON 19.2 TODAY'S TOPIC ***TRACK 13*** – **JOB BURNOUT**

- Do you find it difficult to stay productive and focused on your job?
- Do you feel that you're under an unhealthy amount of pressure? How do you handle it?
- Do the requirements of your job seem confusing or overwhelming? Who can you turn to for help?

LESSON 19.3 TODAY'S TOPIC ***TRACK 20*** – **OUTSOURCING**

- Does your company outsource any processes?
- How do you verify that the outsourcing company is reliable?
- How does outsourcing help your company being more competitive?

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20.- Requesting an Extension to Pay Off a Debt

20.1

DISC 10 – TRACKS 23 & 26

Accounts receivable, this is Sarah speaking, how may I help you?
Sally, good morning. We have an invoice pending with your company…
May I have the invoice number?
It is number 684321, and it is due today.
IT Group? What can I do for you?
I was wondering if there would be a problem in delaying [1] a payment for a week…
Let me bring up [9] the account… Ok, we'll be getting your payment a week from now. Is that correct?
Yes, we're short [12] of cash for a few days; but we'll have the payment ready by then.
No problem. I'm making a note of it to hold your invoice so you have time to make your payment. Anything else I can help you with?
I think that'll wrap it up for now. You've been very kind.
Don't mention it. [13] *It's a pleasure working with you.*
Likewise!

20.2

DISC 10 – TRACKS 30 & 33

Mid-Western Savings and Loan…
Good morning, I need to speak to Sandra Pearson, please.
Speaking! Who am I talking to?
Hi, Sandy! This is Henry from Global Cargo.
Morning, Harry. How are you today?
Well, not as good as [10] I'd like. That's the reason I'm callin' you. See, we are having some financial difficulties and we're not able to [11] pay our balance [2] in time. Do we have any options?
Let me take a quick look at your account… When can we get your payment?
I think we'll need a couple of weeks before we'd be able to make the payment.
I'm afraid the most I can give you is ten days paying late fees. After that, your account will be forwarded [3] to our collections [4] department as a delinquent [5] account; and that will affect your credit history.
Ok, I'll try to make the payment within ten days. I don't want to deal with any legal hassles. [6]
Please let me know as soon as you make your payment so I can clear [14] your account.
I'll let you know right away. Thanks a lot.
You're welcome, Harry. Talk to you later.

20.3

DISC 10 – TRACKS 37 & 40

Accounts Receivable…good morning.
Good morning. I need to make arrangements to pay an invoice.
What kind of arrangement do you wanna make?
I won't be able to pay for a few days and my account is already due.
Can you pay within this month?
Yes, I can; but I don't want to wreck [7] my credit record with you guys.
Why don't you postdate [8] a check? This way we'll hold your account until the check clears; and we don't charge you any late fees either.
Sounds good to me!
Ok, just make sure to write down the deposit date on your check.

VOCABULARY

[1] **DELAY** – To postpone until a later time; defer > *example: "The ceremony was delayed due to technical problems."*

[2] **BALANCE** – Something that remains or is left > *example: "You can't charge anything to your account unless you pay the balance due."*

[3] **FORWARD** – To send on to a subsequent destination or address > *example: "I think it's a good idea, Lets forward it to the Marketing Department."*

[4] **COLLECT** – To call for or receive payment of > *example: "We'll have to use a Collection Agency for all past due accounts."*

[5] **DELINQUENT** – Being overdue in payment > *example: "All 30-day past due accounts are considered delinquent."*

[6] **HASSLE** – Annoy continually or chronically > *example: "I'm sick and tired of Jonathan; he's always hassling everybody in the office."*

[7] **WRECK** – To cause to undergo ruin or disaster > *example: "He's drinking too much; he'll end up wrecking his life."*

[8] **POSTDATE** – To write a future date on a check > *example: "Would you take a postdated check?"*

DISC 10 – TRACK 28

TIPS: POINT, PERIOD, DOT?

Have you ever been puzzled about saying point, period or dot?

Point = use it for mathematical purposes or as a figure of speech (six point five, seven point one; turning point, point of view, starting point).

Period = mostly a punctuation mark at the end of a sentence.

Dot = commonly used for internet terms: pedro-dot-rivera-at-rivera-dot-com (pedro.rivera@rivera.com).

IDIOMS AND USES OF LANGUAGE

[9] **Bring up** – Introduce into discussion; mention: ➔ "Please don't **bring up** that point at the meeting. We can discuss it later." ➔ / ➔ *"Perhaps the greatest social service that can be rendered by anybody to the country and mankind is to **bring up** a family."* – George Bernard Shaw ➔

[10] **As good as** – Similar to, no less than: ➔ "Your check is **as good as** cash for us." ➔ / ➔ "Zachary is **as good as** Charlie when it comes to fixing computer problems." ➔ / ➔ *"You're only **as good as** the people you hire."* – Ray Kroc ➔

[11] **Able to** – Qualified, competent to do something: ➔ "Will you be **able to** take care of these customers?" – "Course I will!" ➔ / ➔ "We were **able to** get a loan for the new machinery." ➔/ ➔ *"Acting is not being emotional, but being **able to** express emotion."* – Kate Reid ➔

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20.- Requesting an Extension to Pay Off a Debt – Exercises

Some examples of what you have just seen:

[12] **Short** – "I was **short** of falling when I tripped." / "We came very **short** from getting the order." / " Nothing **short** of a miracle can save him now." / "He is called Jim for **short**." / "Melanie is always forgetting things; she has a **short** memory."

[13] **Don't mention it** – "Thanks for helping me," I said. "**Don't mention it**," he replied." / "Remember the order that got cancelled last month?" – "**Don't even mention it**, I'm still angry about it!"

[14] **Clear** – "This is a **clear** case of embezzlement." / "Yes, but Olivier is **clear** of any guilt." / "I need to tell you this to **clear** the air." / "I want to pay the whole amount, I want to have my account **cleared**." / "The shipment has to **clear** customs before entering the country:"

ENGLISH CLIPS ***DISC 10 – TRACK 35***

1. Buy off (someone) – To use a gift or money to divert someone from their duty or purpose (Similar to a bribe and sometimes legal) >> *"They are so desperate that they'll try to buy off the jury"*
2. Cut to the chase – Leave out all the unnecessary details and just get to the point. >> *"Please, forget all of this and cut to the chase."*

RIDDLE ***DISC 10 – TRACK 42***

When Jodie was six years old she hammered a nail into her favorite tree to mark her height. Ten years later, at age sixteen, Jodie returned to see how much higher the nail was. If the tree grew by five centimeters each year, how much higher would the nail be?

LESSON 20 – STEP BY STEP GUIDE

20.- REQUESTING AN EXTENSION TO PAY OFF A DEBT – PART 1 – DISC 10 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the girl's nickname?
   When is the invoice due?
   When will the invoice be paid?

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 20– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

20.- REQUESTING AN EXTENSION TO PAY OFF A DEBT – PART 2 – DISC 10 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Harry need to speak to?
   Why is him calling Sandra?
   When will the account be forwarded to the collection department?

4 **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

20.- REQUESTING AN EXTENSION TO PAY OFF A DEBT – PART 3 – DISC 10 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 20 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Which department receives the call?	***What does the company suggest in order to avoid late fees?***
What type of arrangement does the client want to make?	***What is the client asked to write on the check?***

4 **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

REQUESTING AN EXTENSION TO PAY OFF A DEBT – TODAY'S TOPIC

LESSON 20.1 TODAY'S TOPIC *TRACK 27* – WORK / FAMILY BALANCE

- How do you manage to balance your work and family lives?
- Have you ever been in a situation in which you have to decide between work and family? If so, could you please explain?
- Does your company have a policy intended to balance your work and personal lives?

LESSON 20.2 TODAY'S TOPIC *TRACK 34* – HIERARCHY / PECKING ORDER

- How is the hierarchy organized in your company?
- Can you "feel" the pecking order in your organization?
- Is it difficult to climb the hierarchy in your company?

LESSON 20.3 TODAY'S TOPIC *TRACK 41* – ENERGY CONSERVATION

- Does your company have an energy conservation policy in place?
- What do you do to save energy in your company?
- Why is it important to save energy?

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COURSE EXAM NO. 4

LESSONS 16 – 20

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EXAM No. 4 / LESSONS 16 – 20

16. ORDERING PRODUCTS OVER THE PHONE

17. REQUESTING A TECHNICIAN'S VISIT TO SERVICE A PIECE OF EQUIPMENT

18. COLLECTING A CURRENT ACCOUNT / COLLECTING A PAST DUE ACCOUNT

19. DEALING WITH TRANSPORTATION COMPANIES

20. REQUESTING AN EXTENSION TO PAY OFF A DEBT

DISC 10 – TRACK 43

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. Let me check really quickly with the user and I'll call you right back, ok?

_____

_____

1.2. I'm not so familiar with this service, we only use it once in a while.

_____

_____

1.3. See, we are having some financial difficulties and we're not able to pay our balance in time.

_____

_____

1.4. I sincerely appreciate whatever you can do for us.

_____

_____

1.5. The problem is that it is skipping a couple of points in the process.

_____

_____

1.6. Yes, I can; but I don't want to wreck my credit record with you guys.

_____

_____

1.7. We don't carry that part any longer.

_____

_____

1.8. Looks like it has a leak or something like that.

_____

_____

1.9. As agreed on our contract, special overnight shipments must be paid in advance.

_____

_____

1.10. I think you will get it day after tomorrow or three days at the most.

_____

_____

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DISC 10 – TRACK 44

2. TIPS SECTION: Listen to the tips section from Lesson 18 and simplify the sentences shown:

2.1. I can't to come tomorrow. _____

_____

2.2. Could you please repeat again what you said? _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer. ***DISC 10 – TRACK 45***

3.1.

_____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column.

DISC 10 – TRACK 46

1	**MISS**		To make (an order, a bet, etc.)
2	**ACKNOWLEDGMENT**		To speed up the process of; accelerate
3	**NOTIFY**		Annoy continually or chronically
4	**ALLOY**		Occurring, arriving, acting, or done after the scheduled, expected, or usual time
5	**DELINQUENT**		Fail to operate in the normal or usual manner
6	**MALFUNCTION**		Not present; absent or lost
7	**EXPEDITE**		Being overdue in payment
8	**HASSLE**		Homogeneous mixture or solid solution of two or more metals
9	**TARDINESS**		An answer or response in return for something done
10	**PLACE**		To inform; tell, make known; announce

5. EXPRESSION: Listen to the sentence; then answer it with your own words. ***DISC 10 – TRACK 47***

5.1. Where are you calling from?

5.2. Would it be possible to schedule the visit for 10:30 AM?

5.3. Could you please call me back either this afternoon or tomorrow morning?

5.4. How will you bill me for this?

5.5. What kind of arrangement do you wanna make?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

AFTER ALL ***DISC 10 – TRACK 48***

By: Peter Cetera & Cher

Well, here we are again
I guess it must be fate
We've tried it on our own
But deep inside we've known
We'd be back to set things straight
I still remember when
Your kiss was so brand new
Every memory repeats
Every step I take retreats
Every journey always brings me back to you

After All the stops and starts
We keep coming back to these two hearts
Two angels who've been rescued from the fall
After All that we've been through
It all comes down to me and you
I guess it's meant to be
Forever you and me, After All

When love is truly right
(This time it's truly right)
It lives from year to year
It changes as it goes
Oh, and on the way it grows
But it never disappears

After All the stops and starts
We keep coming back to these two hearts
Two angels who've been rescued from the fall
After All that we've been through
It all comes down to me and you
I guess it's meant to be
Forever you and me, After All
Always just beyond my touch
You know I needed you so much
After All, what else is livin' for?

After All the stops and starts
We keep coming back to these two hearts
Two angels who've been rescued from the fall
After All that we've been through
It all comes down to me and you
I guess it's meant to be
Forever you and me

After All the stops and starts
We keep coming back to these two hearts
Two angels who've been rescued from the fall
After All that we've been through
It all comes down to me and you
I guess it's meant to be
Forever you and me, After All

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21.- Arguing About the Quality of a Product

21.1

DISC 11 – TRACKS 2 & 5

Shannon speaking, how may I help you?
Shannon, this is Gabriel from IT Group. I don't know if I'm talking to the right [9] person… I've just received an order from you but I'm not satisfied with the quality.
I'm in charge of customer service. What seems to be the problem, sir?
You see, we bought five sets of purifiers and they aren't workin' right. They are extremely noisy [1] and don't really clean the air as they should.
How long ago did you purchase them, sir?
About a month ago. [12]
Did you install them the way it is indicated in the owner's manual?
Yes, our folks in Engineering installed them.
Then I think we need to issue a recall [2] so we can check them back in our plant.
I would rather have my money back. I'm dissatisfied [3] with the product; price is way too [13] high and quite frankly [4] they have no quality at all.
Well, that's out of my hands to resolve. You'll need to talk with the person in charge of claims. Lemme see if I can get ahold of her…
Please do.

21.2

DISC 11 – TRACKS 9 & 12

Quality, this is Lawrence speaking…
Hi, Larry! Can I talk to you for a moment?
Shoot!
I'm afraid we're having a problem.
What are you talking about?
We've just got your first shipment of KJ-65's and they didn't come as we ordered.
What do you mean? We made them up [10] as per [14] your specifications!
I think you'd better check the order. The problem is that they just don't fit [5] in our products. They're supposed to be *1¾"* wide and they are slightly wider than that.
It'll be difficult to argue about this over the phone. My production log [6] states [7] that they are exactly 1¾" wide. Why don't you send me a couple of samples for us to check them out?
I will; but, what am I supposed to do in the meantime? We're running out of stock and I need to have the correct pieces.
Benjamin, I apologize for this problem, but I insist, the products were checked before shipping and they were compliant. Let me check them in a hurry [15] and I'll get back to you with an answer as soon as possible.
I would certainly appreciate your prompt attention in this matter. This is a very serious problem for us.
Yes, I understand.

21.3

DISC 11 – TRACKS 16 & 19

Good evening, sir. May I help you?
Yes. I bought these earphones yesterday and I don't like the way they sound.
Oh, what a shame. [8] Do you want me to refund your money, or do you want to buy another product?
I don't know, I'm in kind of a hurry.
No problem. If you want, I can give you a rain check. [11]
Good idea. Please do, and I'll get back to you this weekend.
My pleasure. And I apologize for this problem.
Don't you worry, it's ok.

VOCABULARY

[1] **NOISY** – A loud, clamorous, vociferous, turbulent sound > *example: "The plant is quite noisy."*

[2] **RECALL** – Requesting return of a product, as for repairs or adjustments > *example: "Quality is asking us to recall last month's toasters."*

[3] **DISSATISFIED** – To render discontent, displeased > *example: "I'm really dissatisfied with your department's performance."*

[4] **FRANKLY** – In truth; to be honest > *example: "Quite frankly, I don't care about her any more."*

[5] **FIT** – Suitable to a purpose or design; appropriate > *example*: *"The uniform fits you very well."*

[6] **LOG** – A record > *example*: *"Please ask all visitors to register in the Visitors' Log."*

[7] **STATE** – To set; to settle; to establish > *example*: *"The manual states the procedure very clearly."*

[8] **SHAME** – An occasion for regret, disappointment > *example*: *"Your productivity has put the rest of us to shame."*

DISC 11 – TRACK 7

TIPS: WATCH THESE VERBS…

Americans make verbs out of words that become popular… see these examples:

Fax: *"Fax this document, please."*
Copy: *"Could you please xerox this document?"*
Shipping *"Do you want to overnight this package?"*
Hurry *"Rush me one sample, please."*
Transfer: *"I'll wire your payment at once."*
Shipping: *"I need to fedex this letter."*
Mail *"Why don't you e-mail me your résumé?"*

IDIOMS AND USES OF LANGUAGE

[9] **Right** – Fitting, proper, appropriate: ➔ "You always know what is **right** and what is wrong."🡐 / ➔ "This is the **right** time to act."🡐 / ➔ "I was driving on the **right** side of the road."🡐 / ➔ *"Management is doing things **right**; leadership is doing the **right** things."* – Peter F. Drucker🡐

[10] **Make up** – To construct; to compensate:➔ "Don't **make up** any excuses, I know you did wrong." 🡐 / ➔ "You need to **make up** your mind and decide right away." 🡐 / ➔ "Why don't you come tomorrow to **make up** for the class you missed?" 🡐

[11] **Rain check** – Using a service later, credit for a product: ➔ "The store had sold all the CD's, so they gave me a **rain check**:"🡐 / ➔ "She told me: 'I can't come to dinner Tuesday but I'll give you a **rain check**'." 🡐

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21.- Arguing About the Quality of a Product – Exercises

Some examples of what you have just seen:

[12] **Ago** – "That happened two years **ago**." / "I bought these shoes long **ago**." / "Simon left just a few minutes **ago**." / "I checked the bank balance a while **ago**; the check hasn't cleared yet."

[13] **Way too** – "I feel like I know **way too much** already." / "Thomas is **way too tall**." / "Liz is really annoying; she speaks **way too much**." / "**Way too many** people are going to the game." / "I think this is becoming **way too personal**."

[14] **As per** – "We're shipping today, **as per** your instructions." / "I'm holding the order **as per** your e-mail." / "We're rating our customer **as per** their purchase." / "This is a custom order, made **as per** our customer's request."

[15] **In a hurry** – "At 5 PM everyone leaves **in a hurry**." / "Mark is always **in a hurry**; what's wrong with him?" / "**Hurry up**! I'm hungry!" / "She **hurries** to answer the phone." / "Why are you **in such a hurry?**"

ENGLISH CLIPS **DISC 11 – TRACK 14**

1. Knock on wood – Knuckle tapping on wood in order to avoid some bad luck. >> *"We could lose the sponsorship. Knock on wood so it won't happen"*
2. Lend me your ear – To politely ask for someone's full attention. >> *"I will lend you my ear whenever you need it."*

THOUGHTS **DISC 11 – TRACK 21**

"Watch your thoughts, for they become words. Choose your words, for they become actions. Understand your actions, for they become habits. Study your habits, for they will become your character. Develop your character, for it becomes your destiny."

LESSON 21 – STEP BY STEP GUIDE

21.- ARGUING ABOUT THE QUALITY OF A PRODUCT – PART 1 – DISC 11 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What department received the call?	***How long ago did he purchase them?***
What is not working properly?	***Why is he dissatisfied with the product?***
How many sets did Gabriel buy?	

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Brainstorming**: ***TRACK 6*** Please listen to the recording and discuss about it with your student. First of all ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 21– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

21.- ARGUING ABOUT THE QUALITY OF A PRODUCT – PART 2 – DISC 11 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

In what department does Larry work?	***How wide are the KJ-65's supposed to be?***
What is the problem with the KJ-65's?	***How do they plan to solve this problem?***

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

21.- ARGUING ABOUT THE QUALITY OF A PRODUCT – PART 3 – DISC 8 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 21 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***What did the customer buy?***
> ***What will the clerk give the customer?***
> ***When might the customer return?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Thoughts**: ***TRACK 21*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

BRAINSTORMING / TODAY'S TOPIC

Brainstorming – *TRACK 6* – *The monthly review meeting is scheduled for 9:00 AM and you must have your information ready. You need to have some answers at hand for you'll be undoubtedly grilled by your coworkers about last month's problems. You know you're not the only one to blame so you'd better be sharp. You also have some strong points in your favor; therefore you're interested in addressing them at the proper time.*

The meeting will be anything but friendly, everybody will try to defend themselves and some of them will be ready to blame somebody else for their own shortcomings.

Make a list of the top five problems you faced last month. Also, make a list of the top five achievements you had in the same time.

The meeting is now in progress and you are under fire from your fellow workers. Defend your points of view in front of your audience.

Finally, stress your good deeds from last month. Do not understate any of your merits and emphasize how you're contributing to the company's overall performance.

LESSON 21.2 TODAY'S TOPIC *TRACK 13* – EDUCATIONAL OPPORTUNITIES (EXTERNAL)

- Do you seek any educational opportunities on your own? If you do, please explain
- Does your company have a scholarship program in place for external education?
- What would you like to study if given the opportunity?

LESSON 21.3 TODAY'S TOPIC *TRACK 20* – OPPORTUNITIES FOR DEVELOPMENT

- Does your company provide a clear path for you to grow in the organization?
- If you need to relocate in order to get a promotion, would you do it?
- Have you ever missed an opportunity because you weren't prepared? Could you please explain?

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22.- Requesting Information on an Applicant

22.1

DISC 11 – TRACKS 23 & 26

West Coast Manufacturing, Human Resources. Good morning.
I need to request information about a former [1] employee of your Company.
Where are you calling from?
From Specialized Chemicals, in Mexico; my name is Sebastian. We're opening an office in Texas and one of the applicants [2] wrote down on his application that he used to [9] work for your Company. I wonder if I can verify if he was indeed working with you.
Do you have his or her name and Social Security Number?
Yes, his name is Randolph Cruise, let me spell his last name for you… C as in cat, r, u, i, s as in Simon, e. His Social Security Number is 593-52-9524.
Let me verify. It'll take about a minute. Do you mind if I put you on hold for a moment?
I don't mind at all.
Sebastian? Thanks for holding. Yes indeed, we used to have a Randolph Cruise working for us a couple of years ago.
Great. Should I mail you our confirmation form?
Sure; e-mail it to mary.higgins@westcoast.com.
I really appreciate your help. Have a nice day.
Same to you!

22.2

DISC 11 – TRACKS 30 & 33

Advanced Construction Company, Vincent speaking…
Vincent, good morning. Are you the person in charge of Human Resources?
Not exactly, it's Martin Gonzalez, but he's out [12] for lunch. Maybe I'll be able to help you.
I'm Theodore Peterson from Ozark Consulting in Arkansas; and I need to ask you about [13] an individual by the name [14] of Gonzalo Torres. He's applying for a job here and he is putting your company as a former employer [3] Do you remember anything about this person?
Gonzalo Torres; that name rings a bell… Oh yes! I remember him; he used to work for us up to [15] last year. He was in design. [4]
Actually, he is asking for a position in our design department; how can you describe his teamwork [5] attitude? [6]
Well, he likes to work as a part of a team; he's a friendly and a very open minded [10] guy.
How about working under pressure?
He's like a fish in the water when working under pressure.
Finally, about his personal habits…
I don't know him as a troublemaker [7]. He is a very family-oriented man. He's a very positive person.
What was the reason he left your company?
Seems that he had the opportunity of immigrating to the States. As far as I know, his wife is a US citizen; so he quit [8] on friendly terms.
Would you recommend him for a job?
Absolutely!
Vincent, you've been very kind. May I have your last name? Just for the record. [11]
You're more than welcome. My last name is Kirkman. It's been nice talking to you.

VOCABULARY

[1] **FORMER** – Occurring earlier in time > *example: "Ronald is my former boss."*

[2] **APPLICANT** – Person who requests, as for a job, grant, support, etc. > *example: "We have 25 applicants just for the openings in accounting."*

[3] **EMPLOYER** – One that hires others to perform a service in exchange for compensation > example: *"Could we check with your former employer?"*

[4] **DESIGN** – To plan out in systematic, usually graphic form > *example: "Design department requires people who are creative and innovative."*

[5] **TEAMWORK** – Cooperative work done by a team > *example*: *"Teamwork is fundamental for our success."*

[6] **ATTITUDE** – A state of mind or a feeling; disposition > *example: "Fred has a positive attitude about work."*

[7] **TROUBLEMAKER** – A person who creates problems > *example: "Known troublemakers are not the best candidates for the job."*

[8] **QUIT** – To resign; give up (a job) > *example: "Alice quit her job today."*

DISC 11 – TRACK 28

TIPS: ENGLISH SAYINGS

Some English and Spanish sayings are very similar, see if you catch these:

"A bird in the hand is worth two in the bush."
"All cats are gray in the dark."
"All roads lead to Rome."
"All that glitters is not gold."
"Bad news have wings."
"Better be alone than in bad company."
"Better early than late."
"Better late than never."
"Divide and rule."
"Don't put all your eggs in one basket."
"Easier said than done."

IDIOMS AND USES OF LANGUAGE

[9] **Used to** – Accustomed to: ➔ "You'd better get **used to** the new software."🡐 / ➔ "**I'm used to** paying my debts on time."🡐 /// Indicates a past state: ➔ "I **used to** go to the movies when I had time."🡐 / ➔ "I **used to** smoke but I quit a year ago."🡐 / ➔ *"I **used to** go away for weeks in a state of confusion."*– Albert Einstein🡐

[10] **Open-minded** – Not biased or prejudiced: ➔ "A good manager needs to keep an **open mind**."🡐 / ➔ Things could be better in the work place if we all were a little more **open-minded**."🡐 / ➔ *"People are very **open-minded** about new things - as long as they're exactly like the old ones."* – Charles F. Kettering🡐

[11] **For the record** – To get things straight: ➔ "**Just for the record**, we never endorsed this idea." 🡐 / ➔ "**Just for the record**, not all problems have been caused by our declines in sales."🡐

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22.- Requesting Information on an Applicant – Exercises

Some examples of what you have just seen:

[12] **Out** – "I want to invite you **out** for lunch." / "Watch **out** for the viruses in your e-mails." / "Someone called you while you were **out**." / "Everybody jumped **out** of their chairs when the alarm went off." / "Susan's dress is **out** of style."

[13] **About** – "It's **about** lunch time." / "How **about** a salad?" / "I'm **about** to lose some weight." / "He's **about** 50 years old, I guess." / "I want to do something **about** workers' absenteeism." / "We'll pay that bill in **about** a week."

[14] **By the name of** – "Texas also goes **by the name of** 'The Lone Star State." / "He's also known **by the name of** his hometown." / "This Company was originally owned by an Irishman **by the name of** Louis Stevenson."

[15] **Up to** – **"**The Company's success is **up to** us." / "I'm **up to** chapter 15 in my book." / "I don't think Sam is **up to** the task." / "What are you **up to**?" / "This statement is **up to** date." / "You can hook **up to** 8 computers on the Internet."

ENGLISH CLIPS — ***DISC 11 – TRACK 35***

1. New kid on the block – Someone new to the group or area. >> *"The **new kid on the block** has started with the left foot."*
2. No dice – A response indicating total refusal or rejection. >> *"That was their final offer. Will you take it? **No dice!**"*

TRUE OR FALSE — ***DISC 11 – TRACK 36***

Orange – This fruit (and the color) gets its English name from the British King William and Queen Mary of the House of Orange.

True ☐ False ☐

LESSON 22 – STEP BY STEP GUIDE

22.- REQUESTING INFORMATION ON AN APPLICANT – PART 1 – DISC 11 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Where will Sebastian open an office?	***What other information is offered on the applicant?***
What is the applicant's name?	***What is Sebastian going to e-mail?***

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 22– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

22.- REQUESTING INFORMATION ON AN APPLICANT – PART 2 – DISC 11 TRACKS 29 –36

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where is Theodore Peterson calling from?
   Who is the applicant that worked at Advanced Construction?
   What department did he work in?
   How does Vincent describe the applicant?
   Why did he leave the company?
   Does Vincent recommend the applicant for the job?

4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*
8. **True or False**: ***TRACK 36*** This section contains a fact that the student must guess whether it is true or false. Listen to the recording and read from the book. *Help your student think and discover the answer in a logical manner.* Ask your student defend his/her point of view. *Help him/her understand the uses and applications of each phrase*. All answers to these exercises are at the end of the book. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

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WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

LESSON 22 – STEP BY STEP GUIDE (cont'd)

REQUESTING INFORMATION ON AN APPLICANT – TODAY'S TOPIC

LESSON 22.1 TODAY'S TOPIC *TRACK 27* – REWARDS TO INNOVATION

- Does your company have any initiatives for innovation? If it does, could you please explain?
- Have you ever been part of an innovation in your company? Could you please explain?
- How do you think innovation can have an impact in your organization?

LESSON 22.2 TODAY'S TOPIC *TRACK 34* – ATTENTION TO VISITORS

- Please describe a typical day with visitors
- If you need to take a visitor out for lunch, how would you explain Mexican food?
- Have you become friend of any visitor? Please explain

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23.- Speaking with Security Personnel at the Airport / Speaking with a Flight Attendant on the Plane

23.1

DISC 12 – TRACK 2 & 5

Good morning; where are you traveling, [1] *sir?*
Miami.
Can I see your flight [2] *ticket and passport?*
Sure. Here you go. What is this all about?
Oh, it's only routine security. May I see your luggage?
Sure, here's my bag.
Please step aside, [9] *sir. Our dog Rocky is going to check your luggage.*
What is he gonna do?
Rocky will sniff [3] *your luggage. He's searching for drugs, fire arms or money* hidden [4] *in the bags.*
Ok.
Well, looks like everything is clear. Here you have your documents and luggage. I thank you for your cooperation.
You're welcome.

23.2

DISC 12 – TRACK 9 & 12

Hello! Welcome aboard!
Hi! Could you please tell me where my seat is?
Let me see: 25F. Ok, it's right behind [5] *the* wing, *on the right side.*
How long are we gonna be here?
We're taking off in about twenty five minutes. Please have a seat and fasten [6] *your seat belt.*
Ok.

Would you like to have dinner, sir?
No; thanks. I'm ok.
Would you rather order something from the bar?
I just want a cup of coffee, if you would, please.
Of course! I'll bring it to you in a jiffy, [10]
By the way, [12] **do you have a pillow?**
Certainly, sir! Would you like a blanket too?
No, thanks. Just the pillow, please.

23.3

DISC 12 – TRACKS 16 & 19

Sir. Would you please straighten up [11] *your seat and fasten your seat belt?*
Why? What's going on?
We're experiencing some turbulence. [7] *The captain's already announced it but I'm afraid you were asleep.*
I'm sorry, I missed that.
That's ok. I hope [13] *it won't be very long before things get back to normal.*
How long before we get to Detroit?
Our estimated time of arrival is 5:00 PM… so we'll be landing [8] *in about 50 minutes.*
Can I go to the restroom?
You're not allowed [14] *to leave your seat while the plane is experiencing turbulence. I'm sorry.*
Oh, don't worry. I can wait.

VOCABULARY

[1] **TRAVEL** – A journey from one place to another > *example: "I love to travel by boat."*

[2] **FLIGHT** – A scheduled airline trip > *example: "Flight 907 for Chicago departs in two hours."*

[3] **SNIFF** – To inhale forcibly through the nose > example: *"Reporters came sniffing around for more details."*

[4] **HIDDEN** – Conceal (oneself or an object) from view or discovery > *example: "I can perceive some hidden intention behind his words."*

[5] **BEHIND** – At the rear of; at the back of > *example*: *"We're behind schedule – hurry up!"*

[6] **FASTEN –** To become attached or joined > example: *"Fasten the lock onto the door."*

[7] **TURBULENCE** – Instability in the atmosphere causing considerable gusty air current > example: *"The flight was smooth despite the turbulence."*

[8] **LANDING** – A termination, especially of a voyage or flight > example: *"The plane landed smoothly on runway C."*

DISC 12 – TRACK 7

TIPS: JUST ADD AN "A"

Lots of words in English can be made adjectives or put into action just by adding an "a":

Sleep – Asleep
Side – Aside
Wait – Await
Wake – Awake
Rise – Arise
Live – Alive
Like – Alike
Lone – Alone
Shame – Ashamed

IDIOMS AND USES OF LANGUAGE

[9] **Step aside** – Move out of the way:➔ "I can't pass, would you please **step aside?**"🡐 / ➔ **Step aside** or the dog will bite you." 🡐 /// Resign, quit:➔ "The manager decided to **step aside** for a younger colleague."🡐 / ➔ *"Should Charles **step aside** and let William be the heir to the throne?"*🡐

[10] **In a jiffy** – In a minute, very soon: ➔ "When Norman says he'll be here **in a jiffy**, he really means 20 minutes."🡐 / ➔ *"Keeping this in mind, we have included a lot of recipes which can be cooked **in a jiffy**."* 🡐

[11] **Straighten up** – To become or cause to become erect: ➔ "**Straighten up** in your chair or you'll end up with a back problem."🡐 / ➔ "Let's get the office **straightened up**."🡐

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23.- Speaking with Security Personnel at the Airport / Speaking with a Flight Attendant on the Plane – Exercises

Some examples of what you have just seen:

[12] **By the way** – "**By the way**, I heard that Ed resigned." / "**By the way,** tomorrow is casual dress day." / "**By the way**, yesterday you forgot your umbrella." / **By the way**, your wife called, she wants you to call her back."

[13] **Hope** – "Is there any **hope** of getting the loan?" / "This new order raised our **hopes** of having a profitable year." / "I'm **hopeless** about getting a job in the near future." / "I **hope** you're coming home for Christmas."

[14] **Allow** – "Kids are not **allowed** in the plant." / "We **allow** smoking only in designated areas." / "The schedule **allows** time for a coffee break." / "In calculating profit, retailers must **allow** for breakage and spoilage."

ENGLISH CLIPS ***DISC 12 – TRACK 14***

1. Off on the wrong foot – Getting a bad start on a relationship or on a task. >> *"Sometimes it's hard to fix things when you get **off on the wrong foot**."*
2. On the fence – Undecided. >> *"Have you decided if you'll take the job? ...No. I'm still on the fence."*

TONGUE TWISTER ***DISC 12 – TRACK 21***

If two witches were watching two watches, which witch would watch which watch?

LESSON 23 – STEP BY STEP GUIDE

23.- SPEAKING WITH SECURITY PERSONNEL AT THE AIRPORT / SPEAKING WITH A FLIGHT ATTENDANT ON THE PLANE – PART 1 – DISC 12 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where is the destination of the traveler?
   What does the inspector ask to see?
   How is the traveler's luggage checked?
   What is the dog searching for?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 23– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

23.- SPEAKING WITH SECURITY PERSONNEL AT THE AIRPORT / SPEAKING WITH A FLIGHT ATTENDANT ON THE PLANE – PART 2 – DISC 12 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   On what side is the passenger's seat located?
   How long before take off?
   What does he want to drink?
   What does he ask for at the end?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

23.- SPEAKING WITH SECURITY PERSONNEL AT THE AIRPORT / SPEAKING WITH A FLIGHT ATTENDANT THE PLANE – PART 3 – DISC 12 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 23 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***What is the plane experiencing?***
> ***When is the estimated time of arrival?***
> ***They will be landing in how many minutes?***
> ***Is the passenger allowed to use the restroom during turbulence?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tongue Twisters**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 23.1 TODAY'S TOPIC *TRACK 6* – MEETINGS

- How often are meetings held in your company?
- Could you please describe a typical meeting?
- How do you prepare for a typical meeting?

LESSON 23.2 TODAY'S TOPIC *TRACK 13* – TELEPHONE CONVERSATIONS

- How often do you need to make telephone calls as part of your job?
- Could you please practice a typical phone call with your instructor?
- Do you feel nervous when you need to make a phone call in English?

LESSON 23.3 TODAY'S TOPIC *TRACK 20* – YOUR E-MAILS

- Answering emails takes up so much of your time? Could you please explain?
- How do emails help you in your daily activities?
- Have you ever been in trouble for an email containing viruses?

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24.- Shopping at a Store

24.1

DISC 12 – TRACKS 23 & 26

Good morning, sir. May I help you with something?
I'm just looking around. Thanks.
Ok; I'm here; let me know if you need anything.
I will. Oh! by the way, do you have any executive gifts?
Certainly, sir. Please come with me. Looking for anything special?
Well, I was thinking [1] of a letter opener set.
We have a beautiful letter opener and scissors set in a wood case. [2] Here they are.
Yes, they're nice. How much do they cost?
Forty nine dollars and fifty cents plus tax.
Ok, I'll take it. Put it on [9] my credit card…
Very well, sir; would you like it gift-wrapped?
Good idea; how much does it cost?
Only five dollars.
Cool! Put in on my credit card as well.

24.2

DISC 12 – TRACKS 30 & 33

Good evening! How can I help you?
I'm looking for some holiday [3] gifts. I'm thinking about [10] some food baskets.
Those are special products. We need to order [4] them for Christmas delivery [5]. Would you mind looking through our catalogs?
Let me take a look at them.
Will these be personal gifts or corporate gifts?
Most of them will be corporate gifts; just a few will be personal.
All of these products can be customized [6] with your Company's logo. And, if you want, they can be shipped directly to the people on your gift list, with a personalized note as well. [12].
Nice! But do I have to pay up front [11] if I order today?
Not really, [13]. We can bill [7] your Company and you can pay online before the actual [14] shipping date.
Are there any other charges?
Only shipping; and design charges if you want them customized.
Ok. Let me order some of these food baskets…
Ok; just give me the item number and how many you would like to order.
Fine.

24.3

DISC 12 – TRACKS 37 & 40

Good afternoon, I need to buy a tablet for my daughter.
Sir, you came to the right place. What type of tablet do you have in mind?
I want the best one you have.
We have the Universe 5.0; it's amazing: it has a 1.9GHz quad-core processor and it comes with Android 5.0.2 and you can upgrade it to Android 6.0.1.
Sounds nice. How about its memory?
It has 3GB RAM memory installed [8] and you can easily expand it to 32 gigabytes.
Perfect! How much it cost?
$899.00 Dollars plus tax and it's worth every penny.
That includes the case?
Yes, it includes USB cable, charger and case.

VOCABULARY

[1] **THINKING** – To make the mental choice (of) > *example: "I was thinking of a number for the lottery."*

[2] **CASE** – A container, such as a box or chest > *example: "I like your new briefcase."*

[3] **HOLIDAY** – A religious feast day > example: *"We like holidays 'cause we don't have to work then."*

[4] **ORDER** – To request (something) to be supplied or made, esp. in return for payment > *example*: *"Go ahead and order any supplies you may need."*

[5] **DELIVERY** – The voluntary transfer of something from one party to another > *example: "We need to hire somebody to take care of the deliveries."*

[6] **CUSTOMIZED** – Make according to requirements > example: *"We can customize our products for customers with special needs."*

[7] **BILL –** A printed statement of money owed > example: *"We've got the electric bill today; it's way too high!"*

[8] **INSTALL** – To place in position, connect and adjust for use > example: *"They're installing the software today."*

DISC 12 – TRACK 28

TIPS: U.S.A. HOLIDAYS

January 1st - New Year's Day
3rd Monday of Jan - Martin Luther King Day
3rd Monday of February - President's Day
2nd Sunday of May - Mother's Day
Last Monday of May - Memorial Day
2nd Sunday of June - Father's Day
July 4th - Independence Day
1st Monday of September - Labor Day
2nd Monday of October - Columbus Day
2nd Monday of November - Veterans Day
Last Thursday of Nov - Thanksgiving Day
December 25th - Christmas Dav

IDIOMS AND USES OF LANGUAGE

[9] **Put it on** – Charge a purchase:➔ "If I decide to buy a perfume, I'll **put it on** my card."➔ / ➔ **Put it on** Jonathan's account."➔ ///
To apply; activate: ➔ "**Put on** the new CD we got today."➔ / ➔ "This is the new schedule; **put it on** the board."➔

[10] **Think about** – A careful assessment: ➔ "Let's **think about** next year's sales."➔ / ➔ "Don't **think about** that any more."➔ / ➔ "I'm **thinking about** my old folks."➔ / ➔ *"If you don't **think about** the future, you can't have one."* – John Galsworthy ➔

[11] **Up front** – In advance; beforehand: ➔ "They won't deliver the order today, unless we pay **up front**."➔ / ➔ *"I have found that being honest is the best technique I can use. Right **up front**, tell people what you're trying to accomplish and what you're willing to sacrifice to accomplish it."* – Lee Iacocca ➔

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24.- Shopping at a Store – Exercises

Some examples of what you have just seen:

[12] **As well** – "He referred to other matters **as well**." / "Mary is going to Italy and France **as well**" / "Since he can't get there on time, he might **as well** stay at home." / "Tim is correct; but you might **as well** be right."

[13] **Not really** – "I'm **not really** upset, I'm just disappointed." / "This is **not really** a problem; I'd rather see it as a challenge." / "Are you busy?" – **"Not really;** what can I do for you?" / I'm **not really** interested in your products; sorry."

[14] **Actual** – "I want to know the **actual** number of days you worked last week." / "What **actually** happened is that Richard got drunk." / "Have you seen my brother" – "**Actually**, no, I haven't seen him." / "The **actual** temperature is higher than expected."

ENGLISH CLIPS ***DISC 12 – TRACK 35***

1. Out of the blue – Something that suddenly and unexpectedly occurs. >> "*We were at the meeting when **out of the blue** the boss announced his retirement."*
2. Pull the plug – To stop something. To bring something to an end. >> *"We will have to pull the plug on this project."*

RIDDLE ***DISC 12 – TRACK 42***

Two mothers and two daughters were fishing. They managed to catch one bass, one catfish, and one perch. Since only three fish were caught, how is it possible that they each took home a fish?

LESSON 24 – STEP BY STEP GUIDE

24.- SHOPPING AT A STORE – PART 1 – DISC 12 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What time of the day is it?	***How much does the letter opener set cost?***
What type of gift is the customer looking for?	***What is his method of payment?***

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 24– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

24.- SHOPPING AT A STORE – PART 2 – DISC 12 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What does the customer wish to purchase?	***Does she have to pay up front?***
What holiday will the gifts be for?	***What are the additional charges?***

4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

24.- SHOPPING AT A STORE – PART 3 – DISC 12 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 24 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give the student time to answer. *If he/she doesn't know the answer, provide some clues and hints so he/she can guess the correct answer.*

> ***What does the customer want to buy?***
> ***What brand is the one the employee recommends?***
> ***Can the memory be expanded?***
> ***What is included in the price?***

4 **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

SHOPPING AT A STORE – TODAY'S TOPIC

LESSON 24.1 TODAY'S TOPIC *TRACK 27* – HIRING PROCESS

- Could you please describe the hiring process in your company or department?
- Is English a decisive factor for hiring?
- Could you please describe your own hiring process?

LESSON 24.2 TODAY'S TOPIC *TRACK 34* – GIFTS OR BRIBES

- Does your company have a policy in place regarding gifts or bribes?
- What could be the penalty if caught red-handed?
- What kind of gifts could be acceptable?

LESSON 24.3 TODAY'S TOPIC *TRACK 41* – COMPETITORS

- How does your company perform among its competitors?
- Is there competition or rivalry in your workplace?
- How is it handled?

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25.- Complaining About Bad Service at a Hotel or when Renting a Car

25.1

DISC 13 – TRACKS 2 & 5

Room Service. May I help you?
I'm calling from room 436. I ordered a meal [1] and I haven't gotten it yet.
We're sorry sir; we have so many [12] orders we're working on. [9] I'll try to have it ready in a moment.
How long do you think it will take? I'm starving!
It shouldn't take more than ten minutes.
Can't you speed it up?
I'm doing the best I can. I will try to have it faster.
Well. I would really appreciate it if you sent it right away.
I'm on it, sir. Sorry again!

25.2

DISC 13 TRACKS 9 & 12

Good morning, sir. How can I help you?
I'm returning a car I rented.
Very good. Did you find everything ok?
Actually, I didn't. I had a few problems with the car.
How come? What kind of problems did you have?
First of all, the alarm wasn't working right. Sometimes it didn't work at all. Also, it shimmies [2] when you're driving down the highway. And there's some black smoke coming out of the muffler. It badly needs maintenance. [3]
This is really embarrassing. [7] We always take good care of our cars; I don't know what could go wrong.
To tell you the truth, you're about to lose [4] a customer. I wouldn't like to rent a car from you in the future.
I understand. I'll talk to the manager about this issue.
You know, you guys are really expensive. [5] We surely deserve [6] a lot [13] better service.
Let me call the manager at once.
Ok. I'll wait.

25.3

DISC 13 – TRACKS 16 & 19

Front desk, may I help you?
I'm calling from room 3654. Is anybody coming up to clean my room?
They should've been on their way up, sir. Is there a problem with your room?
Yes, there is. It's about noon and the room isn't done [10] yet. I don't have any clean towels and the room's a mess. [11] It should have been done by now. [14]
Let me call our people on your floor.

Sir? We'll take care of your room in a moment.
I'm afraid now it's really late [8]. Right now I just wanna have some clean towels. You can do the room after I leave.
Ok. I'm sending your towels right away.
Fine!

VOCABULARY

[1] **MEAL** – The food served and eaten > *example: "Wendy specializes in preparing delicious meals."*

[2] **SHIMMING** – To vibrate or wobble abnormally > *example: "I think one of the wheels is shimming."*

[3] **MAINTENANCE** – The work of keeping something in proper condition > example: *"We shutdown the plant in July for maintenance work."*

[4] **LOSE** – To fail to keep or maintain> *example: "You're always losing the car keys: here they are."*

[5] **EXPENSIVE** – High-priced; costly > *example: "That's an expensive car you're driving."*

[6] **DESERVE** – To be worthy of; merit > example: *"I think Julian deserves to be promoted to line supervisor."*

[7] **EMBARRASING** – To place in doubt, perplexity, or difficulties > example: *"We were so embarrassed when the computer failed to work in the middle of the presentation."*

[8] **LATE** – Occurring after the correct or expected time > example: *"Look at Sandra: she's always running 'cause she's always late."*

DISC 13 – TRACK 7

TIPS: AVOID RUN-ON SENTENCES

Being concise is critical in English. Avoid run-on sentences; in other words, don't link too many sentences or you'll end up losing consistency.

Example: "Next chapter has a lot of difficult information in it, you should start studying right away."

It's better to use a period to separate: "Next chapter has a lot of difficult information in it. You should start studying right away."

IDIOMS AND USES OF LANGUAGE

[9] **Working on** – To exert effort in order to do: ➔ "We're **working on** your orders even as we speak."🡐 / ➔ "I've been **working on** this project since October."🡐 / ➔ *"If you don't make mistakes, you're not **working on** hard enough problems. And that's a big mistake."* – F. Wikzek🡐

[10] **Done** – To perform or execute: ➔ "I want this **done** by noon today."🡐 / ➔ "What happened to your hair? – "I just had it **done**."🡐 / ➔ "How do you want your steak?" – "Well **done**, please."🡐 / ➔ "**Done!** – I'm outta here."🡐 / ➔ *"Only Robinson Crusoe had everything **done** by Friday."* – Anonymous 🡐

[11] **A Mess** – A chaotic state of affairs: ➔ "Felix left **a mess** in his work station."🡐 / ➔ "The office was **a mess** after the party."🡐 / ➔ "Some employees waste their time **messing** around during their breaks."🡐 / ➔*"The past is never there when you try to go back. It exists, but only in memory. To pretend otherwise is to invite **a mess**."*– Chris Cobbs 🡐

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25.- Complaining About Bad Service at a Hotel or when Renting a Car – Exercises

Some examples of what you have just seen:

[12] **So many** – "We have **so many** orders that it's difficult to track them all." / "We had **so many** guests at the inauguration; it was a success!" / "I wonder why **so many** workers show up late for work." / "I told you **so many** times to fix that faucet."

[13] **A lot** – "I've got **a lot** of things to do." / "That watch probably cost you **a lot**." / "**A lot** of people have made reservations for this weekend." / "I've told you **a lot** of times not to be disrespectful." / "How long is Jim delayed?" – "**A lot!**"

[14] **By now** – "You should have closed that sale **by now**." / "Your shipment must be arriving **by now**." / "That's all **by now**." / "I can replace you **by now**, but I'm leaving at 1:00 PM." / "We should have been paid **by now**."

ENGLISH CLIPS **DISC 13 – TRACK 14**

1. Red tape – Rules and regulations that seem unnecessary (often from the government). >> *"I had to go through a bunch of **red tape** to get my medicine."*
2. Sell like hot cakes – To sell very quickly. >> *"You'd better buy them now. They are selling like hot cakes!"*

THOUGHTS **DISC 13 – TRACK 21**

"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles...they don't flock, you find them one at a time."

LESSON 25 – STEP BY STEP GUIDE

25.- COMPLAINING ABOUT BAD SERVICE AT A HOTEL OR WHEN RENTING A CAR – PART 1 – DISC 13 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What was ordered from room service?
   Why did the guest call room service again?
   How long before the food is ready?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 25– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

25.- COMPLAINING ABOUT BAD SERVICE AT A HOTEL / WHEN RENTING A CAR – PART 2 – DISC 13 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Did the customer find everything ok with the car?
   What was wrong with the vehicle?
   Will he rent a car from them in the future?
   According to the customer, is the company cheap or expensive?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

25.- COMPLAINING ABOUT BAD SERVICE AT A HOTEL. WHEN RENTING A CAR – PART 3 – DISC 13 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 25 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***What did the guest ask the person at the front desk?***
> ***Should the room have been cleaned by now?***
> ***How does the customer describe the room?***
> ***What is the only item he needs right now?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Thoughts**: ***TRACK 21*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 25.1 TODAY'S TOPIC *TRACK 6* – OBSOLESCENCE

- Does your company have a process to prevent obsolescence in equipment, machinery, etc.?
- How do you manage yourself to keep updated in your job or trade?
- What could be the consequences of not upgrading at all times?

LESSON 25.2 TODAY'S TOPIC *TRACK 13* – CHANGE MANAGEMENT / RESISTANCE

- How does your company manage resistance to change?
- Why do you think is it difficult for people to accept change?
- Have you ever worked in overcoming the resistance to change of an employee? Could you please explain?

LESSON 25.3 TODAY'S TOPIC *TRACK 20* – HEALTH COVERAGE

- Does your company provide public or private health coverage?
- Do you have a private medical insurance?
- Is there a medical department in your company? What does it cover?

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COURSE EXAM NO. 5
LESSONS 21 – 25

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EXAM No. 5 / LESSONS 21 – 25

21. ARGUING ABOUT THE QUALITY OF A PRODUCT

22. REQUESTING INFORMATION ON AN APPLICANT

23. SPEAKING WITH SECURITY PERSONNEL AT THE AIRPORT / SPEAKING WITH A FLIGHT ATTENDANT ON THE PLANE

24. SHOPPING AT A STORE

25. COMPLAINING ABOUT BAD SERVICE AT A HOTEL OR WHEN RENTING A CAR

DISC 13 – TRACK 22

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. Of course! I'll bring it to you in a jiffy.

_____

_____

1.2. I'm calling from room 436. I ordered a meal and I haven't gotten it yet.

_____

_____

1.3. I don't know if I'm talking to the right person…

_____

_____

1.4. Well, I was thinking of a letter opener set.

_____

_____

1.5. As far as I know, his wife is a US citizen; so he quit on friendly terms.

_____

_____

1.6. The problem is that they just don't fit in our products.

_____

_____

1.7. I don't have any clean towels and the room's a mess.

_____

_____

1.8. All of these products can be customized with your Company's logo.

_____

_____

1.9. I need to request information about a former employee of your Company.

_____

_____

1.10. Sir. Would you please straighten up your seat and fasten your seat belt?

_____

_____

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2. TIPS SECTION: Listen to the tips section from Lesson 23 and write down two examples using "a-adjectives"

DISC 13 – TRACK 23

2.1. _____

_____

2.2. _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer.

DISC 13 – TRACK 24

3.1. _____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column.

DISC 13 – TRACK 25

1	**SNIFF**		A religious feast day
2	**APPLICANT**		Requesting return of a product, as for repairs or adjustments
3	**HOLIDAY**		At the rear of; at the back of
4	**SHIMMING**		To inhale forcibly through the nose
5	**FRANKLY**		To place in position, connect and adjust for use
6	**ATTITUDE**		Occurring after the correct or expected time
7	**INSTALL**		Person who requests, as for a job, grant, support, etc.
8	**RECALL**		To vibrate or wobble abnormally
9	**LATE**		In truth; to be honest
10	**BEHIND**		A state of mind or a feeling; disposition

5. EXPRESSION: Listen to the sentence; then answer it with your own words.

DISC 13 – TRACK 26

5.1. I'm in charge of customer service. What seems to be the problem, sir?

5.2. Are you the person in charge of Human Resources?

5.3. How long are we gonna be here?

5.4. Nice! But do I have to pay up front if I order today?

5.5. Very good. Did you find everything ok?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

ALMOST PARADISE

DISC 13 – TRACK 27

By: Mike Reno & Ann Wilson

I thought that dreams belonged to other men
'Cause each time I got close they'd fall apart again
I feared my heart would beat in secrecy
I faced the nights alone
Oh how could I have known
That all my life I only needed you

Oooh almost paradise we're knocking on heaven's door
Almost paradise how could we ask for more?
I swear that I can see forever in your eyes
Paradise

It seems like perfect love is so hard to find
I'd almost given up; you must have read my mind
And all these dreams I saved for a rainy day
They're finally coming true;
I'll share them all with you
'Cause now we hold the future in our hands

Oooh almost paradise we're knocking on heaven's door
Almost paradise how could we ask for more?
I swear that I can see forever in your eyes
Paradise

And in your arms salvation's not so far away
It's getting closer, closer every day

Almost paradise we're knocking on heaven's door
Almost paradise how could we ask for more?
I swear that I can see forever in your eyes

Paradise
Paradise
Paradise

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26.- Refusing to Pay a Bill

26.1

DISC 13 – TRACKS 29 & 32

Good morning, are you the manager?
I am; how can I help you?
I just want to tell you that I refuse [1] to pay this restaurant bill.
Excuse me, I don't understand. Was there any problem with the food or with the service?
I ordered dinner and it took more than an hour to get to my room. Everything was cold but the lemonade. I just didn't like it, but I was starving and it was too late [12] to go out for dinner.
Well, you signed [2] the bill and you didn't return the food. I'm afraid you will have to pay for it.
I'm telling you I'm not. I called room service 45 minutes after I had ordered and, although they promised to send my order at once, it still took some 30 minutes to get to my room. And I had to sign for it so I could have my dinner. Afterwards [3] I realized the food was totally cold.
Why didn't you call the front desk to complain? There's an evening manager on duty to take care of any problem you might have.
I didn't know I could. So, what's it gonna be?
I'll give you credit [13] this time; but I suggest you call the front desk whenever you have any reason to complain.
You bet I will!

26.2

DISC 13 – TRACKS 36 & 39

Customer service, good morning…
This is Betty Atwood from IMD. My account number is 405246-8.
Let me look it up. Ok, how can I help you?
We received a shipment of hard hats from your company and they're damaged. [4]
We're sending them back to you and I will need a credit memo for the invoice.
Wait a minute, if the goods are damaged, they might [14] have been damaged in transit, you should present a claim to the carrier. [5]
Look: I don't care who's to blame. [6] I no longer want the products and I'm not paying your bill.
The goods [7] left the factory undamaged. I insist that you should complain with the shipping company; otherwise we won't be able to accept the shipment back in our plant.
Well, then it will have to be going back and forth [9] because we don't want the goods either.
Ms. Atwood, we would issue a credit memo as soon as you submit your claim to the carrier. They have insurance and most likely [10] it will cover for the damaged goods. I know it's a hassle, but it's the procedure. [8].
Can't you present the claim to the carrier?
We can't; it has to be done on your side of the shipment. That's the way it is.
Ok. What am I supposed to do?
Just go ahead and call the shipper. Their phone number is 1-800-555-5023; and let them know about the problem. They'll pick up the shipment and ask their insurance company to pay for what's broken. They will issue your credit memo. In the meantime, I'll put a hold on your invoice so you won't become past due.
It better not. We don't want to mess up [11] our credit record.
No, don't worry. Call them and you can rest assured that your problem will be solved.

VOCABULARY

[1] **REFUSE** – To decline to accept (something offered) > *example: "She refused a promotion to supervisor."*

[2] **SIGN** – To approve or ratify by affixing a signature, seal, or other mark > *example: "The boss signed the new benefits package."*

[3] **AFTERWARDS** – After an earlier event or time; subsequently > example: *"The meeting ends at 3:00 PM; lunch will be served afterwards."*

[4] **DAMAGE** – Injury or harm impairing the function or condition of a person or thing > *example: "Unfair competition is damaging our business."*

[5] **CARRIER** – One that transports or conveys > *example: "They are very reliable carriers; they've been in business for over thirty years."*

[6] **BLAME** – To attribute responsibility to; accuse > *example: "Everybody blamed design for this failure."*

[7] **GOODS** – Something that has economic utility or satisfies an economic want > *example: "We use a truck to deliver the goods we sell."*

[8] **PROCEDURE** – Series of steps taken to accomplish an end > *example: "We practice evacuation procedures every month as a safety measure."*

DISC 13 – TRACK 34

TIPS: BETTER GET USED TO SAYING

Americans don't use articles as much as we do; see some examples:

"I leave home at 8:00 AM."
"Stay away from moving equipment."
"That happened on July 7th 1949."
"She was born on December 20th."
"User can print invoices from this screen."
"We can enjoy pasta at Carlo's."
"Minor adjustments will be needed when installing."
"Only 47 percent of adults read literature."

IDIOMS AND USES OF LANGUAGE

[9] **Back & forth** – Moving from one place to another and back again: ➔ "The plane travels **back and forth** to Houston every day."🡐 / ➔ "They were discussing the same issue **back and forth**."🡐 / ➔ *"Some people tap their feet, some people snap their fingers, and some people sway **back and forth**. I just shorta do'em all together, I guess."* – Elvis Presley 🡐

[10] **Likely** – Having good possibilities of happening: ➔ "He will quite **likely** require some help."🡐 / ➔ "There are several **likely** candidates for the job."🡐 / ➔ "My wife is **likely** to become very angry if I get home late tonight."🡐 / ➔ *"If you have no critics you'll **likely** have no success."* – Malcolm X 🡐

[11] **Mess up** – Do a bad job, ruin it: ➔ "The manager **messed up**. He spent too much." ➔ "I'm sorry; I **messed up** and lost my appointment."🡐 / ➔ "Children really **mess up** the house on rainy days."🡐

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26.- Refusing to Pay a Bill – Exercises

Some examples of what you have just seen:

[12] **Too late** – "It's **too late** to say you're sorry." / "Where you're going? – It's **too late**, the bank is already closed." / "Christmas' orders arrived **too late** to be delivered." / "Your payment came in a little bit **too late**, we had to charge late fees."

[13] **Credit** – "This order must be **credited** to Jack." / "We give you **credit** for a job well done." / "We're so proud in seeing your name in the pictures' **credits**." / "I bought my stereo on **credit**." / "We overcharged you, so we'll **credit** your account."

[14] **Might** – "He **might** have come yesterday." / "She **might** help if she knew about the subject." / "**Might** I express my opinion?" / "If you were older you **might** understand." / "He **might** as well be an engineer." / "You're so rude; you **might** at least apologize."

ENGLISH CLIPS — ***DISC 13 – TRACK 41***

1. Zero tolerance – No crime or law breaking big or small will be overlooked. >> *"The new manager implemented a **zero tolerance** policy."*
2. A chip on your shoulder – Being upset for something that happened in the past. >> *"Since she was removed from management, she has some kind of **chip on her shoulder**."*

DISC 13 – TRACK 42

TRUE OR FALSE

Tabloid – During the late 1800's, this word was taken from the name of Frank Tabloid, publisher of the *New York Dispatch.*

True ☐ False ☐

LESSON 26 – STEP BY STEP GUIDE

26.- REFUSING TO PAY A BILL – PART 1 – DISC 13 TRACKS 28 –34

1. **Power Words**: ***TRACK 28*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 29*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 30*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What does he refuse to pay?	***In what condition did the food arrive?***
How many times did he call room service?	***Why didn't he call the front desk to complain?***

4 **Highlighted Words Practice**: ***TRACK 31*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 32*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 33*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 26– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 34*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

26.- REFUSING TO PAY A BILL – PART 2 – DISC 13 TRACKS 35 –42

1. **Power Words**: ***TRACK 35*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 36*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 37*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What product arrived damaged?
   Who should a claim be presented to?
   Who will cover the cost of the damaged goods?
   Why will a hold be placed on Betty's invoice?

4 **Highlighted Words Practice**: ***TRACK 38*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 39*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 40*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 41*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **True or False**: ***TRACK 42*** This section contains a fact that the student must guess whether it is true or false. Listen to the recording and read from the book. *Help your student think and discover the answer in a logical manner.* Ask your student defend his/her point of view. *Help him/her understand the uses and applications of each phrase.* All answers to these exercises are at the end of the book. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

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LESSON 26 – STEP BY STEP GUIDE (cont'd)

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

REFUSING TO PAY A BILL – TODAY'S TOPIC

LESSON 26.1 TODAY'S TOPIC *TRACK 33* – REGULATORY COMPLIANCE

- Could you please describe your company's regulatory compliance program?
- What is the cost of not having an efficient compliance program?
- How does your organization organize a part/component reuse and recycling program?

LESSON 26.2 TODAY'S TOPIC *TRACK 40* – SICK-LEAVE POLICY

- Does your company have a sick-leave policy in place? Could you please explain?
- Have you ever taken sick days off?
- Who takes care of your duties if you take a day off?

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27.- Refusing to Honor a Warranty Claim on a Defective Product

27.1

DISC 14 – TRACKS 2 & 5

Technical Support, Doug speaking. May I help you?
Doug, this is Rex Sullivan from Superior Molding. I'm calling in reference to our claim on a defective compressor.
I'm sorry Mr. Sullivan, but your claim was not accepted.
What? I just can't believe it. We told you it was failing and we submitted our claim on time. It should be covered by the warranty.
You see, the technical report determined that the unit was incorrectly installed. It's out of my hands [14] *to resolve it.*
I just don't agree. Who do I have to talk to in order to [17] **get this solved?**
There is a temporary [1] *manager in charge of this department but he is out of town.*
Well, he better take care of this thing when he comes back; I really don't want to take any legal steps [2] **against you guys.**
You can email your complaint; it won't be easy but he may be able to help you.
I will, but if you don't honor the warranty I will have no choice [3] **but to** turn over [15] **this case to our Legal Department, ok?**
I hope it won't be necessary; the manager will have an answer very soon. [18]

27.2

DISC 14 – TRACK 9 & 12

Solar Energy Systems, Martin speaking…
Martin, this is Jewel Heinz, from Pike Construction. We need to return a CNC machine we acquired from your company; we purchased it less than six months ago, so I think it's still covered by warranty.
Mrs. Heinz, I regret to inform you that we are no longer honoring claims for warranty.
How come? I suppose you have a good explanation for this, Martin.
Well, the bad news is that the Company is in really bad shape and we are being forced to file Chapter 11 [4] *bankruptcy.*
These are shocking news! Is the situation that bad?
It's far worse than it looks. Our market tumbled [5] *and our sales took a* nose dive. [6] *We went* belly up. [7] *Customers are* fleeing [8] *for our competitors. It's really a major disaster.*
I think we have no option but to sue [9] **you; otherwise we'll be getting** pennies on the dollar [16] **This machine cost us a great** deal [19] **of money. You'll be hearing from our Legal Department soon.**
I understand how you feel. Do whatever you consider necessary. I'd do the same if I were you.
I appreciate it nonetheless. [11]

27.3

DISC 14 – TRACK 16 & 19

Eagle Enterprises…this is Stephanie…
Stephanie, this is Francisco, from Mexico… Did you make up your mind about our claim?
There you go again Frank; I told you time and again: you bought that product "as is" and therefore it's not covered by any warranty whatsoever.
I know you told me that, but I'm sure I'm entitled to a refund or something. I'm a long-time customer.
Well, sue me. I don't feel we owe [10] *you anything.*
This is really getting nasty. [12]**. I'll have my attorney taking a look into this matter. I'm just** warning [13] **you. You'll pay us to the last penny.**
Nice try Frankie; forget it, you're only wasting your time and money.

VOCABULARY

[1] **TEMPORARY** – Not permanent; provisional > *example: "This is our temporary office while the new one is under construction."*

[2] **LEGAL STEPS** – To undertake legal measures with a view to the attainment of some end.

[3] **CHOICE** – An alternative action or possibility > example: *"Richard may be the manager's choice for supervisor."*

[4] **CHAPTER 11** – A bankruptcy option in which a trustee is appointed to reorganize a bankrupt firm.

[5] **TUMBLE** – To collapse, to drop > *example*: *"Gasoline price tumbled because of excessive supply."*

[6] **NOSE DIVE** – A sudden drop or sharp decline > example: *"Markets took a nose dive because of the war."*

[7] **BELLY UP** – Relating to or being in bankruptcy > example: *"They lost their contracts and went belly up."*

[8] **FLEE** – To run away from > example: *"Everybody fled as soon as the police car arrived."*

[9 - 13] ***Cont. on "Extra Vocabulary"***

DISC 14 – TRACK 7

TIPS: ENGLISH SAYINGS

Some English sayings are particular to this language; find out their meaning:

"A broken friendship may be soldered, but it will never be sound."
"Save it for a rainy day."
"A good Jack makes a good Jill."
"After dinner sit a while; after supper walk a mile."
"As sober as a judge."
"As serious as a heart attack."
"Bacchus has drowned more men than Neptune."
"Caution is the mother of safety."
"Don't trouble trouble until trouble troubles you."

IDIOMS AND USES OF LANGUAGE

[14] **Out of hand** – Out of control: ➔ "Prices went **out of hand**. We couldn't control them." ➔ / ➔ "Employee absenteeism has gotten **out of hand**." ➔ / ➔ "Things went **out of hand** when the brawl started." ➔

[15] **Turn over** – To deliver; transfer: ➔ "The court is asking us to **turn over** our records."➔ / ➔ "This order will **turn over** more than one million in revenue."➔ / ➔ *"The nation behaves well if it treats the natural resources as assets which it must **turn over** to the next generation increased, and not impaired, in value."* – Theodore Roosevelt ➔

[16] **Pennies on the dollar** – Getting / paying part of what is owed: ➔ "This is such a bargain! –you'll be paying **pennies on the dollar**." ➔ / ➔ "I'm sorry for you, you'll be getting **pennies on the dollar** since your customer went bankrupt."➔

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27.- Refusing to Honor a Warranty Claim on a Defective Product – Exercises

Some examples of what you have just seen:

[17] **In order to** – "You need to go to school **in order to** get your diploma." / "I need to meet with Joe **in order to** coordinate today's meeting." / "**In order to** win, we have to work as a team." / "We're closing the gym **in order to** do some major repairs."

[18] **Soon** – "See you **soon**!" / "I'm leaving." – "Why so **soon**?" / "Come home a little **sooner** if you can." / "I guess I spoke too **soon** about moving to Boston; I didn't get the job after all." / "Mr. Williams will be here very **soon**.

[19] **Deal** – "He has a great **deal** of experience." / "It's a done **deal**." / "The committee will **deal** with this problem." / "Don't worry; that's not a big **deal**." / "You see: I finished all my work in just a couple of hours" – "Oh, yeah? **Big deal!**" / "Don't make a **big deal** out of that. It was a misunderstanding."

ENGLISH CLIPS **DISC 14 – TRACK 14**

1. Crack up – To make someone laugh. >> *"The boss always knows how to **crack someone up**."*
2. Float (someone) a loan – To loan someone money. >> *"They needed money, so they had to **float a loan**."*

TONGUE TWISTER **DISC 14 – TRACK 21**

If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

LESSON 27 – STEP BY STEP GUIDE

27.- REFUSING TO HONOR A WARRANTY CLAIM ON A DEFECTIVE PRODUCT – PART 1 – DISC 14 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   In what department is Doug working?
   Why is Rex calling Doug?
   Why isn't Rex's claim being honored?
   Who is in charge of the department?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 27– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

27.- REFUSING TO HONOR A WARRANTY CLAIM ON A DEFECTIVE PRODUCT – PART 2 – DISC 14 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why is Jewel calling Solar Energy Systems?
   What is Martin's response to Jewel's question?
   What is happening to the company?
   What does Jewel say she will do about the situation?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

27.- REFUSING TO HONOR A WARRANTY CLAIM ON A DEFECTIVE PRODUCT – PART 3 – DISC 14 TRACKS 15 –21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 27 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give the student time to answer. *If he/she doesn't know the answer, provide some clues and hints so he/she can guess the correct answer.*

> ***What is the name of Stephanie's company?***
> ***Why is Frank calling her?***
> ***Why is the item not covered by warranty?***
> ***Why does Frank think he is entitled to a refund?***
> ***What is Stephanie's response?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tongue Twisters**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 27.1 TODAY'S TOPIC *TRACK 6* – IT SECURITY

- How does IT security work in your company?
- Can you freely use Internet in your cell phone at work?
- Can you use you company email outside of the office?

LESSON 27.2 TODAY'S TOPIC *TRACK 13* – HOLIDAY POLICIES

- How does your company manage holidays?
- Do you exchange holidays for other days in order to have longer holiday weekends?
- Does your company observe only the official holidays?

LESSON 27.2 TODAY'S TOPIC *TRACK 20* – MATERNITY / BEREAVEMENT POLICIES

- Could you please describe your company's maternity policy?
- Does your company support its employees when a close relative passes away?
- Are there any additional benefits after the Maternity Leave period is over?

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28.- Describing a Business Trip Agenda

28.1

DISC 14 – TRACKS 23 & 26

Mary, have you arranged Mr. McMahon's trip for next week?
Certainly, Quentin. If you want, we can go over it.
Yes, yes; I need to know exactly all the details.
Ok. First, he's flying from Saltillo to Dallas at 7:00 AM tomorrow. He'll change planes in D-FW and leave for Chicago's O'Hare at 11:00 AM. At O'Hare, he has a rental car reserved under [12] his name and a room booked at the Downtown Marriot. That's all for tomorrow.
What about [13] day after tomorrow?
He has breakfast at Bojangle's with Mr. Wilcox and Ms. Romanowski. Then they'll have an appointment at 9:30 at the Cook County Court House to see about the Incorporation documents. He has all the documents ready in a sealed [1] envelope.
At what time is their meeting with the people from Singapore?
The meeting is in Milwaukee at 4:00 PM; they'll drive north from Chicago. They'll have plenty of time to make it to the meeting. Later on, they'll have dinner with them; and they'll decide about the restaurant since they are inviting Mr. McMahon and friends.
And the following day?
They're leaving the car in Milwaukee and flying to Toledo, Ohio to see about the milling machine [2] that we have ordered. They will check the progress and negotiate final payments, shipping, customhouse [3] arrangements, [4] etc. From Toledo, he will fly back to D-FW and then to Saltillo on Friday evening.
So, everything's been taken care of, hasn't it?
Yes, sir; everything's ready.
Cool!

28.2

DISC 14 – TRACKS 30 & 33

Francine… Do you have my schedule for tomorrow's trip?
Yes, sir. Do you want to check it out?
Yes, please.
Flight tickets and accommodations [5] have been booked, everything is in the envelope. You're leaving Saltillo at 9:00 AM tomorrow.
What's on the agenda?
You'll be arriving in Akron in the afternoon. You only have dinner with Mr. Jones at 9:00 PM in the hotel. On Thursday, you have a meeting with Research and Development people at 7:00 AM. At 8:30 you've got to see Hillary Newark about the training program for electrical, mechanical and maintenance personnel for the new conveyors [6] in the fall. At 10:00 you have a meeting with Finance people to see about the budget for the next semester; they're expecting a complete report for the first quarter. [7] I've just got the report for you to analyze it tonight. At 1:00 PM you have lunch with Larry and Abe. Then you have the afternoon free [14] in case [9] you want to wander [10] around the city.
I would like to go to see the Indians play. Cleveland is not far away. I'll rent a car.
Do you want me to book it for you, sir?
No, don't bother. [11] I'll decide that after lunch.
Ok. Next day you'll have more meetings: with Quality at 7:00AM, Marketing at 8:30, Logistics at 10:00 and again with Hillary at noon. You'll have plenty of time for lunch and then you'll fly back at 5:00 PM. That's it.
Well, it looks like I have plenty of things to do.
Well, you won't get bored, [8] I can tell.

VOCABULARY

[1] **SEAL** – Any substance or device used to close or fasten tightly > *example: "This container must be sealed before shipping."*

[2] **MILLING MACHINE** – A machine tool in which a horizontal arbor or vertical spindle rotates a cutting tool above a horizontal table.

[3] **CUSTOMHOUSE** – A government office, esp. at a port, where customs are collected and ships cleared for entry.

[4] **ARRANGEMENT** – A preparatory measure taken or plan made; preparation > *example: "Our legal department is making arrangements to negotiate the new contract."*

[5] **ACCOMMODATION** – Lodging or boarding and lodging > *example*: *"I've booked accommodation for all our guests in the same hotel."*

[6] **CONVEYOR** – A moving belt that transports objects > *example: "All pieces are moved with state-of-the-art conveyors."*

[7] **QUARTER** – One fourth of a year; three months > *example: "Sales soared during the year's last quarter."*

[8] **BORED** – To tire or make weary by being dull or uninteresting > *example: "Morning meetings are really boring."*

DISC 14 – TRACK 28

TIPS: WRITING LETTERS

Be concise when writing a letter. If you want to collect a payment due, avoid writing lengthy paragraphs; you can write something like this:

"This is in reference to our invoice 85269. Your prompt payment would be sincerely appreciated, as it is already due. If you have any concerns regarding this payment, please contact me as soon as possible."

Yours truly…

IDIOMS AND USES OF LANGUAGE

[9] **In case** – If it happens that; if: ➔ "Take your umbrella if you go out, just **in case**."➔ / ➔ "Call me at this number just **in case** of an emergency."➔ / ➔ *"The average pencil is seven inches long, with just a half-inch eraser – **in case** you thought optimism was dead."* – Robert Brault➔

[10] **Wander** – Moving without a definite destination or purpose: ➔ "I was **wandering** down the street when I met her."➔ / ➔ "Stop **wandering** about; you make me nervous."➔ / ➔ *"There is nothing worse for mortals than a **wandering** life."* – Homer➔

[11] **Bother** – A state of worry, trouble, or confusion: ➔ "Don't **bother** in showing up for work if you're late." ➔ "My back is constantly **bothering** me."➔ / ➔ "Thanks for the gift! – You shouldn't have **bothered!**" ➔ / ➔ *"He that has money is **bothered** about it; and he that has none is **bothered** without it."* – Anonymous ➔

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28.- Describing a Business Trip Agenda – Exercises

Some examples of what you have just seen:

[12] **Under** – "Is the car **under** your name?" / "I'm **under** the impression that she gets upset." / "Charles has more than 20 employees **under** him." / "You'll find that address **under** Government in the Yellow Pages." / "Frank is **under** my direct orders."

[13] **What about** – "So, **what about** renting the office we saw yesterday?" / "**What about** if you help me? – **What about** if I say no?" / "**What about** going bowling after work?" / "I'm ready to go; **what about** yourself?"

[14] **Free** – "Can I borrow your pen?" – "Please, feel **free!**" / "How do you spend your **free** time?" / "Are you **free** tomorrow?" / "I've got some **free** samples." / "Two more orders to deliver and I'll be home-**free**." / "Please, feel **free** to call me if you have any questions."

ENGLISH CLIPS: ***DISC 14 – TRACK 35***

1. Go the extra mile – Going above and beyond whatever is required for the task at hand. >> *"I like doing business with that company. They always go **the extra mile**"*
2. Hit the books – To study, especially for a test or exam. >> *"I´m going to hit the books this weekend while everyone else is having fun."*

RIDDLE ***DISC 14 – TRACK 36***

A cabdriver picked up a woman who was a notorious chatterbox. He didn't want to engage in conversation so he pretended to be deaf. He pointed to his ears and his mouth to indicate that he could neither speak nor hear. As she was getting out of the taxi, he pointed to the meter so she would read how much she owed. She paid him and walked off. Then she realized he could not have been a deaf-mute. How did she know?

LESSON 28 – STEP BY STEP GUIDE

28.- DESCRIBING A BUSINESS TRIP AGENDA – PART 1 – DISC 14 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the secretary's name?
   Where is Mr. McMahon traveling?
   At what hotel does Mr. McMahon have a reservation?

   What will Mr. McMahon, Mr. Wilcox and Ms. Romanowski do before going to the Cook County Court House at 9:30 AM?
   What day is Mr. McMahon flying back to Saltillo?

4. **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 28– STEP BY STEP GUIDE (cont'd)

7 **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

28.- DESCRIBING A BUSINESS TRIP AGENDA – PART 2 – DISC 14 TRACKS 29 –36

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***When is Pedro scheduled to leave?***
> ***What time does Pedro's plane leave Saltillo?***
> ***The day of arrival, what will Pedro do at 9:00 PM?***
> ***What baseball team does Pedro want to go see?***
> ***How does he plan to get to the game?***
> ***What's on his agenda for the following day?***

4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

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LESSON 28 – STEP BY STEP GUIDE (cont'd)

8 **Riddle**: ***TRACK 36*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

DESCRIBING A BUSINESS TRIP AGENDA – TODAY'S TOPIC

LESSON 28.1 TODAY'S TOPIC *TRACK 27* – DRESS CODE / SPECIAL DRESS POLICIES

- Could you please describe the dress code at your company?
- Does your company have a special dress code for special occasions?
- Is there any special dress code for safety reasons?

LESSON 28.2 TODAY'S TOPIC *TRACK 34* – OCCUPATIONAL SAFETY

- How does your company create awareness related with safety?
- How are newly hired employees trained on occupational safety?
- What are the benefits of implementing an efficient occupational safety program?

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29.- Negotiating Price and Sales Terms

29.1

DISC 15 – TRACKS 2 & 5

Purchasing, Walter speaking…
Hi, Wally, this is Jared Blackwell, from JBT Produce.
Hey buddy![1] What's up?
Nothing much. Listen, I have the final figures[2] for your requisition. Want to discuss'em now before sending it in writing?
'Course! We're in a hurry to get this stuff.
Ok, the best price we can give you is $ 12.50 per piece, plus shipping and tax.
Sounds better than last time, but... can't you put'em at $ 12.00 even?[13] We're talking about a rather large order.
I wish I could, but unfortunately I can't. We're giving you rock bottom[9] prices.
And how do we have to pay for this? Can you give us 30-day credit?
We'll run a credit check and we can give you credit if you qualify. You can prepay your first order if you don't want us to hold[14] your shipment. Fair enough?
Fair enough. Please send me your final price quote in writing and we'll take it from there.
Ok. I'll send it within the hour.
Cool!

29.2

DISC 15 – TRACKS 9 & 12

Rogers Media Consultants, Fernanda speaking...
Fer, good morning. This is Tom O'Reilly, from Advanced Educational Services. I wonder if you have our price quotation ready.
Oh, yes; as a matter of fact, I was about to call you. This is our proposal: We have two ways of working with your project: we can either charge you a fee[3] by the hour, or we can charge a lump sum[4] for the whole project.
What's the difference between them two?
Depends on the scope[5] of your project. We can perform a limited market survey[6] or we can perform a full-scale, in-depth survey. In the first case, it's more convenient for you if we charge it by the hour; otherwise, the second option will be better for you.
How much do they cost?
If it's by the hour, your price will be $50.00 an hour with a minimum charge of four hours a day. For the whole project, as stated in your price request, we'll charge you $7,500.00 regardless[15] the number of hours.
How about payment terms?
We require a 25% deposit, an additional 25% when we submit[7] preliminary results and the balance upon completion.
I like the second choice; but it's our policy not to advance any payments. You can run a credit check if you wish. We'll pay you as soon as you submit your final report.
I would really like to work the way you require, Tom, but please realize that our operation is quite expensive when performing a survey: personnel, paperwork,[8] phone calls, etc.
Well, think about it. Let me know if you can come up with[10] a good solution. As I told you, I like the way you work, but I have to play by the rules,[11] and the rule is crystal clear:[12] no advance payments allowed, no exceptions.
Ok. Let me talk to my boss and I'll get back to you.
All right, just don't take too long as we are considering some other offers.
I better hurry; talk to you soon.

VOCABULARY

[1] **BUDDY** – A good friend; a comrade > *example: "On Mondays I go to dinner with all my college buddies."*

[2] **FIGURES** – Amount expressed numerically > *example: "By seeing these figures I can sum up that we're losing money."*

[3] **FEE** – A charge for professional services > *example: "Doctor Jones' fees are really extreme."*

[4] **LUMP SUM** – A single sum of money that serves as complete payment > *example: "She opted to receive her pension benefit in one lump sum."*

[5] **SCOPE** – The area covered by an activity, topic, etc. > *example: "The scope of the new policies affects all departments alike."*

[6] **SURVEY** – The gathering of a sample of data or opinions considered to be representative of a whole > *example: "The survey shows who goes to the movies on weekdays."*

[7] **SUBMIT** – To present or propose to another for review, consideration, or decision > *example: "We are submitting our bid on that contract."*

[8] **PAPERWORK** – Clerical work, such as the completion of forms or the writing of reports or letters > *example: "There's just too much paperwork to get a visa."*

DISC 15 – TRACK 7

TIPS: WRITING LETTERS

Be concise when writing a letter. If you need to delay a payment due, don't write long paragraphs, instead:

"This is in reference to your invoice 23597, due the 10th. Regretfully, we don't have your check ready yet. It will be mailed to you no later than Friday, August 24th. We apologize for any inconvenience our delay has caused you. Yours truly

IDIOMS AND USES OF LANGUAGE

[9] **Rock Bottom** – The lowest possible level: ➔ "Our competitors are offering **rock bottom** prices."🡐 / ➔ "Our bank account will hit **rock bottom** if we don't get payments soon."🡐 / ➔ *"Since my last report, he has reached **rock bottom** and has started to dig."* – Anonymous 🡐

[10] **Come up with** – To produce or find: ➔ "You never know what the boss is going to **come up with**."🡐 / ➔ "Larry **came up with** a good idea."🡐 / ➔ *"Throw a lucky man into the sea, and he will **come up with** a fish in his mouth."* – Arabian Proverb 🡐

[11] **Play by the Rules** – Do exactly what the rule says: ➔ "He got what he deserves because he doesn't **play by the rules**." 🡐 / ➔ "Don is really stubborn, he always wants to **play by the rules**."🡐

[12] **Crystal Clear** – Very clear, well understood: ➔ "The boss was **crystal clear**: next time you're late you'll be fired." 🡐 / ➔ "I liked the seminar; the instructor explained everything so it was **crystal clear**."🡐

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29.- Negotiating Price and Sales Terms – Exercises

Some examples of what you have just seen:

[13] **Even** – "The picture is **even** with the window." / "Larry has an **even** temperament." / "It's an **even** bargain." / "Please copy all the **even** pages." / "The teams were **even** at halftime." / "He looked sick and felt **even** worse." / "He didn't **even** see the file."

[14] **Hold** – "Please **hold** your breath for a moment." / "They will **hold** our tickets until tomorrow." / "That cable won't **hold** much longer." / "**Hold** your horses! she told me when I got upset:" / "He **holds** a Law degree from Harvard."

[15] **Regardless** – "We'll keep on working **regardless** of the difficulties." / "The new job is available **regardless** the gender" / "We offer credit to everyone, **regardless** of their credit history." / "Both models feature extremely easy-to-read displays, **regardless** of mounting location."

ENGLISH CLIPS: ***DISC 15 – TRACK 14***

1. Hit the sack – Go to bed or go to sleep. >> *"I'm very tired. I think I'll **hit the sack** right now."*
2. In black and white – In writing. >> *"He just submitted his resignation in black and white."*

THOUGHTS ***DISC 15 – TRACK 15***

"Every morning in Africa, a gazelle wakes up. It knows it must run faster than the fastest lion or it will be killed. Every morning a lion wakes up. It knows it must outrun the slowest gazelle or it will starve to death. It doesn't matter whether you are a lion or a gazelle...when the sun comes up, you'd better be running."

LESSON 29 – STEP BY STEP GUIDE

29.- NEGOTIATING PRICE AND SALES TERMS – PART 1 – DISC 15 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who is Jared speaking to?
   What is the final price Jared and Walter agreed on?
   How is Jared going to pay for the merchandise?
   What are they going to run?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Brainstorming**: ***TRACK 6*** Please listen to the recording and discuss about it with your student. First of all ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 29– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

29.- NEGOTIATING PRICE AND SALES TERMS – PART 2 – DISC 15 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who works at Rogers Media Consultants?
   What are the two ways that Tom's company can be charged?
   How much will they charge by the hour?
   How much will they charge for the whole project?
   What is the company policy on advanced payments?
   What are some of the expenses incurred when performing a survey?
   Why does Tom advise Fernanda not to take too long?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **Thoughts**: ***TRACK 15*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 29 – STEP BY STEP GUIDE (cont'd)

BRAINSTORMING / TODAY'S TOPIC

Brainstorming ***TRACK 6*** *– You have a trip scheduled to visit your Company's Headquarters in Maine early next week. You are going alone; you have never been there before. You will also need to confirm a couple of appointments with your boss there. You will need to prepare some paperwork to report your most recent projects and, as the key point of your trip, you will need to prepare a slideshow presentation regarding the projections for next quarter. Even though you will be quite busy, you figure that on one of those evenings you can squeeze in a few hours to go out, get some air and take in some of the sights around the city.*

First, call your boss at Headquarters to confirm your Monday, 8 a.m. appointment with him, ask if you will need to bring any special documentation to this meeting. Just as soon as you hang up with him, prepare a detailed list of the items that you will need to consider in order to have a successful meeting. Include a summary of your most recent activities and make a list of questions and topics that you would like to discuss with your peers at HQ.

Prepare a slideshow presentation; highlight the most important details of your own projections for next quarter. Call Gerry at HQ and discuss the points of your presentation to make sure that you have not overlooked anything. Once you have set up the details of the presentation, and since Larry is your buddy, let him know that maybe you'll have some time to go out for a night on the town. Ask him if he has the time, and where would it be nice to go. Ask what is the attraction in the city and figure out a plan for the both of you to escape and relieve some of the daily stress.

LESSON 29.2 TODAY'S TOPIC ***TRACK 13*** **– CUSTOMER REQUIREMENTS**

- Could you please describe the importance of fulfilling the company's customer requirements?
- What happens when a dispute arises regarding compliance with your customer's requirements?
- What certification demands your customer in order to meet its requirements?

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30.- Screening [1] a Phone Call / Trying to Bypass [2] a Call Screener

30.1

DISC 15 – TRACKS 17 & 20

Riverfront Lumber Company, good morning...
Hi! May I speak to Jerome Brokaw, please?
Mr. Brokaw is in a meeting right now. Is there anything I can help [3] you with?
Well, I really needed to talk to Mr. Brokaw...
Do you want to leave a message so [12] he can call you back? [9]
I better call back later on. [10]
What is this in reference to?
My name is Bill Powell, from Casualty Life Insurance.
Do you want to leave your phone number?
I think it's better if I call back.
As you wish…

30.2

DISC 15 – TRACKS 24 & 27

Martin Logistics. How may I help you?
Good morning, may I speak to Mr. Martin, please?
Mr. Martin is on the other line at the moment, may I ask who's calling?
My name is Austin Thomas, from Mexico.
What is this in reference to, Mr. Thomas?
Mrs. Louise Tomlinson, from MLT Trucking gave me Mr. Martin's phone number. She recommended [4] his company as a prospective client.
What type of business are you in?
We supply [13] spare parts for maintenance and robots.
Do you have any information you can mail us?
I'd be glad if you give me your address. However, [5] I really wish I could talk to Mr. Martin; would it be possible to wait on the line for him?
Well, it may take a while [14] before he hangs up.[11] Why don't you give me your phone number so he can call you back in case he's interested?
Yes, of course, my number is 52-844-499-8025. Excuse me, when would it be more appropriate [6] to call him again?
Normally he's tied up with visitors, phone calls, and so on... If you send your information he can look it up and call if he's interested.
Ok. Let me mail it to you. What's his address?
His e-mail is mmartin@mlc.com.

30.3

DISC 15– TRACKS 31 & 34

Carrera Supply, good morning.
Can I speak to Mr. Bartholomew Carrera, please?
He's out of the office. May I ask who's calling?
I'm his friend. Can I have Bart's cellphone number?
Unfortunately, [7] I don't have Mr. Carrera's cellphone number. Do you wanna leave me your name and phone number so he can call you back?
Yes, this is Melanie Robinson. Lemme give you my cellphone number...
Very well, I'll give him your message as soon as he returns or calls.
Please tell him that I really need to talk to him. It's quite urgent.
Don't you worry, [8] I'll let him know.
Thanks.

VOCABULARY

[1] **SCREENING** – A system for selecting people, calls or situations > *example: "We need to screen all candidates to find who's best suited for the job."*

[2] **BYPASS** – To go around or avoid > *example: "We'll have to bypass the standard procedures to get the order."*

[3] **HELP** – To give assistance to; aid: > example: *"Daniel has been really helpful for us."*

[4] **RECOMMEND** – To praise or commend > example: *"To recommend a new book."*

[5] **HOWEVER** – On the other hand; by contrast > *example*: *"The book is expensive; however, it's worth it."*

[6] **APPROPRIATE** – Right or suitable; fitting > example: *"I think your dress is very appropriate for the occasion."*

[7] **UNFORTUNATELY** – Regrettable or unsuitable > example: *"Unfortunately, the train has already gone."*

[8] **WORRY** – To be or cause to be anxious or uneasy > example: *"We're worried about Jim: he didn't show up for work."*

DISC 15 – TRACK 22

TIPS: BUSINESS IDIOMS

Business World has its own idioms; here you have some of them:

At stake – Something to be lost or gained – *"There's a lot at stake in tomorrow's meeting with the union."*

Under the wire – At the very last moment – *"We finish the contract and sent it under the wire."*

Square one – From the beginning – *"We couldn't come to an agreement, so we're back to square one."*

Play hardball – Act strong and aggressive – *"It was difficult to negotiate with Tom; he was playing hardball all the time."*

IDIOMS AND USES OF LANGUAGE

[9] **Call back** – Return a call; ask to return: ➔ "She **called me back** at noon."🡐 / ➔ "Management **called back** the laid-off workers."🡐 / ➔ "He passed the test and he's waiting to be **called back**."🡐 / ➔ *"When you pass through, no one can pin you down, no one can **call you back**."* – Anonymous 🡐

[10] **Later on** – Subsequently, afterward ➔ "When can I use the computer?" – "**Later on**, when I'm done."🡐 / ➔ "Please print this document at once; you can finish your work **later on**."🡐 / ➔ *"Every difficulty slurred over will be a ghost to disturb your repose **later on**."* – Rabindranath Tagore 🡐

[11] **Hang up** – To put on a hook, hanger: ➔ "Please **hang up** your coat and have a seat."🡐 / ➔ "My wife didn't want to talk to me; I called her and she just **hung up**!"🡐 / ➔ Budget problems **hung up** the project for months." 🡐

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30.- Screening a Phone Call / Trying to Bypass a Call Screener – Exercises

Some examples of what you have just seen:

[12] **So** – "She's **so** excited about her new job." / "But the solution is **so** obvious; can't you figure it out?" / "**So** you think you've got troubles? Just listen to mine." / "I stayed late **so** I could talk to you." / She became a loyal friend and remained **so**."

[13] **Supply** – "We'll **supply** you everything you may need to do your job." / "The pharmacy **supplies** all the medicine we need" / "Ken was fired; who will **supply** for his family needs?" / "The bank will **supply** the funds we need to buy raw materials."

[14] **Take a while** – "It will **take a while** before everyone gets trained." / "The carrier said it will **take a while** before they deliver the shipment." / "This is a big file; it will **take a while** to download it." / "See you **in a while**!"

ENGLISH CLIPS: ***DISC 15 – TRACK 29***

1. In the bag – To have something secured. >> *"Don't worry, that contract it's already **in the bag**"*
2. Make an offer – To make a financial proposal for a product or service. >> *"I'll make him an offer that he will not refuse"*

DISC 15 – TRACK 36

IDIOM QUIZ Choose an idiom at the bottom to replace the expression in the brackets below:

The computer company had much trouble having the new operating system (make a successful start).

(a) in the red (b) get off the ground
(c) mean business (d) strike while the iron was hot

LESSON 30 – STEP BY STEP GUIDE

30.- SCREENING A PHONE CALL / TRYING TO BYPASS A CALL SCREENER – PART 1 – DISC 15 TRACKS 16 –22

1. **Power Words**: ***TRACK 16*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 17*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 18*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Why can't Jerome come to the phone?	***Where is Bill Powell calling from?***
Does the caller leave a message for him?	***Does he leave his phone number?***

4 **Highlighted Words Practice**: ***TRACK 19*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 20*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 21*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 30– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 22*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

30.- SCREENING A PHONE CALL / TRYING TO BYPASS A CALL SCREENER – PART 2 – DISC 15 TRACKS 23 –29

1. **Power Words**: ***TRACK 23*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 24*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 25*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is the name of the logistics company?	***What type of business is Austin in?***
Who does Mr. Thomas want to speak to?	***Why can't Austin speak to Mr. Martin?***
Who gave Austin this company's phone number?	***How is the information going to be sent?***

4. **Highlighted Words Practice**: ***TRACK 26*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 27*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 28*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 29*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

30.- SCREENING A PHONE CALL / TRYING TO BYPASS A CALL SCREENER – PART 3 – DISC 15 TRACKS 30 –36

1 **Power Words**: ***TRACK 30*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 31*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 30 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 32*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***Who is calling Bartholomew?***
> ***What does Melanie want?***
> ***What is the message Melanie leaves for Bart?***

4 **Highlighted Words Practice:** ***TRACK 33*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal:** ***TRACK 34*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic:** ***TRACK 35*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Idiom Quiz:** ***TRACK 36*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

SCREENING A PHONE CALL / TRYING TO BYPASS A CALL SCREENER – TODAY'S TOPIC

LESSON 30.1 TODAY'S TOPIC *TRACK 21* – FRIENDSHIPS FROM THE WORKPLACE

- Do you have one or several lifelong friends that you met in the workplace? Could you please explain?
- How does your company see courtships or engagements in the workplace?
- Do you like to meet with your friends after work? Would you like to comment about this?

LESSON 30.2 TODAY'S TOPIC *TRACK 28* – WORST-CASE SCENARIO

- What could be the worst-case scenario in your work area?
- Have you ever been in that situation? Would you like to comment about this?
- What can be done to prevent when something goes totally wrong?

LESSON 30.3 TODAY'S TOPIC *TRACK 35* – SENIORITY OR MERITOCRACY

- Does your company favor Seniority or Meritocracy?
- Which one do you think is best? Why?
- What are the pros and cons of each of them?

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COURSE EXAM NO. 6

LESSONS 26 – 30

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EXAM No. 6 / LESSONS 26 – 30

26. REFUSING TO PAY A BILL

27. REFUSING TO HONOR A WARRANTY CLAIM ON A DEFECTIVE PRODUCT

28. DESCRIBING A BUSINESS TRIP AGENDA

29. NEGOTIATING PRICE AND SALES TERMS

30. SCREENING A PHONE CALL / TRYING TO BYPASS A CALL SCREENER

DISC 15 – TRACK 37

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. We'll charge you $ 7,500.00 regardless the number of hours.

_____

_____

1.2. I just want to tell you that I refuse to pay this restaurant bill.

_____

_____

1.3. We supply spare parts for maintenance for robots.

_____

_____

1.4. At O'Hare he has a rental car reserved under his name.

_____

_____

1.5. It's out of my hands to resolve it.

_____

_____

1.6. Do you want to leave a message so he can call you back?

_____

_____

1.7. I don't feel we owe you anything.

_____

_____

1.8. They have insurance and most likely it will cover for the damaged goods.

_____

_____

1.9. Depends on the scope of your project.

_____

_____

1.10. No, don't bother. I'll decide that after lunch.

_____

_____

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2. TIPS SECTION: Listen to the tips section from Lesson 27 and explain two of the sayings. **DISC 15 – TRACK 38**

2.1. _____

_____

2.2. _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer. **DISC 15 – TRACK 39**

3.1. _____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column. **DISC 15 – TRACK 40**

1	**QUARTER**		To present or propose to another for review, consideration, or decision
2	**FEE**		Series of steps taken to accomplish an end
3	**CARRIER**		A preparatory measure taken or plan made; preparation
4	**CHOICE**		To go around or avoid
5	**HOWEVER**		A charge for professional services
6	**TEMPORARY**		One that transports or conveys
7	**ARRANGEMENT**		Not permanent; provisional
8	**BYPASS**		On the other hand; by contrast
9	**PROCEDURE**		One fourth of a year; three months
10	**SUBMIT**		An alternative action or possibility

5. EXPRESSION: Listen to the sentence; then answer it with your own words. **DISC 15 – TRACK 41**

5.1. Why didn't you call the front desk to complain?

5.2. Who do I have to talk to in order to get this solved?

5.3. What's on the agenda?

5.4. What's the difference between them two?

5.5. What type of business are you in?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

DISC 15 – TRACK 42

THE THINGS WE DO FOR LOVE

By: 10 CC

Too many broken hearts have fallen in the river
Too many lonely souls have drifted out to sea
You lay your bets and then you pay the price
The things we do for love
(The things we do for love)

Communication is the problem to the answer
You've got her number and your hand is on the phone
The weather's turned and all the lines are down
The things we do for love
(The things we do for love)

Like walking in the rain and the snow
When there's nowhere to go
When you're feeling like a part of you is dying
And you're looking for the answer in her eyes
You think you're gonna break up
Then she says she wants to make up

Ooh, you make me love you
Ooh, you've got a way
Ooh, you had me crawling on the floor

Like walking in the rain and the snow
When there's nowhere to go
And you're feeling like a part of you is dying
And you're looking for the answer in her eyes
You think you're gonna break up
Then she says she wants to make up

Ooh, you make me love you
Ooh, you've got a way
Ooh, you had me crawling on the floor

A compromise would surely help the situation
Agree to disagree, but disagree to part
When after all it's just a compromise
Of the things we do for love
(The things we do for love)
The things we do for love
(The things we do for love)
The things we do for love
(The things we do for love)
…

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31.- Negotiating a Prospective Job, including Salary, Benefits, etc.

31.1

DISC 16 – TRACKS 2 & 5

Nick, I'd like to have you on our team.[1] Would you be interested?
It depends...[12] *what do you offer?*
Well, we need a professional to run our sales department abroad.[2] This involves a lot of traveling, though, mostly within the States; dealing with customers, looking for new customers, service after the sale, so on and so forth.[3]
Do I have to relocate?
Absolutely! We'll need you at our headquarters.[4] We'll have you and your family moved and comfortably relocated.
And what is it exactly what you offer?
We can offer you Manager's Level Salary. Of course all business expenses paid, company car, corporate card and a percentage on the net sales. On a personal level, we'll help you relocate, find a house in town and a school for your kids.
I will need to discuss this with my wife. She's planning on opening a small business in our hometown.[5]
When can we expect your decision?
I'll let you know before the week's over.[13]
Ok. I'll hold our offer 'til then. I'll be looking forward to your answer.

31.2

DISC 16 – TRACKS 9 & 12

Ok, Blake, let's go over your application. You said that you have experience as a crane[6] operator. What kind of cranes can you operate?
I have worked with many types of industrial cranes... like gantry cranes, jib cranes, overhead traveling cranes, etc.
What other industrial equipment do you have experience with?
I have some experience with industrial presses and milling machines.
Have you had any job-related accidents?
Only minor bruises once in a while, nothing serious.
Have you ever been fired[7] from a job?
No, never.
Why did you quit your previous job?
I was laid off.[9] Seems that business was slow.
We can offer you $23.00 an hour, 40 hours a week. What do you think?
When can I start?

31.3

DISC 16 – TRACKS 15 & 18

Ok, Veronica, I want to offer you a position as line supervisor. Would you consider that?
What will my duties[8] be?
Most of all, you will have to make sure the line works smoothly.[14] You'll need to take care of the operators; see that everybody shows up[15] for work on time; check that everybody is wearing their PPE. You will report directly to Phil Watson, the Manufacturing Manager. He will give you your daily tasks and you must comply with them.
Sounds interesting.
Tell me, how do you feel working under pressure?
It's a piece of cake.[10]
How about working extra hours if needed, and making your personnel work extra hours as well?
That shouldn't be a problem. I think I'm up to the challenge.[11]
Great! That's what I wanted to hear!

VOCABULARY

[1] **TEAM** – A group organized to work together > *example: "Our team of engineers take care of planning."*

[2] **ABROAD** – In a foreign country or countries > *example: "Fifty per cent of our products are sold abroad."*

[3] **SO ON AND SO FORTH** – More of the same or a similar kind: > example: *"I travel one week to Mexico, the next to Houston, so on and so forth."*

[4] **HEADQUARTERS** – A center of operations or administration > example: *"The Company has its headquarters in Michigan."*

[5] **HOMETOWN** – The city of one's birth, rearing, or main residence > *example*: *"My parents still live in my hometown."*

[6] **CRANE** – A device for lifting and moving heavy objects > example: *"We use a crane to move heavier objects."*

[7] **FIRE** – To dismiss from employment > example: *"We had to fire Tom; he was not producing good results."*

[8] **DUTY** – A job or service allocated > example: *"Jill will explain your duties."*

DISC 16 – TRACK 7

TIPS: WORDS BEGINNING WITH "OUT"

Lots of words start with the prefix "out".

1. Outbid	***13. Outpatient***
2. Outburst	***14. Outplay***
3. Outcome	***15. Output***
4. Outdated	***16. Outrageous***
5. Outdo	***17. Outreach***
6. Outdoors	***18. Outride***
7. Outflow	***19. Outrun***
8. Outgrow	***20. Outsell***
9. Outlast	***21. Outskirts***
10. Outlaw	***22. Outsmart***
11. Outline	***23. Outspoken***
12. Outnumber	***24. Outwards***

IDIOMS AND USES OF LANGUAGE

[9] **Lay off** – To terminate the employment: ➔ "We had to **lay off** more than one hundred operators last month."🡐 / ➔ "It's not the same being **laid off** as it is to be fired."🡐 / ➔ "Six hundred workers at the automobile factory were recently **laid off.**"

[10] **Piece of cake –** Easy to do: ➔ "Solving that puzzle was a **piece of cake**."🡐 / ➔ "It was a **piece of cake**. I had everything done before lunch this morning."🡐 / ➔ *"It's a **piece of cake** until you get to the top. You find you can't stop playing the game the way you've always played it."* – Richard Nixon🡐

[11] **Up to the challenge –** Be prepared for: ➔ "The task is rather complicated, but we're **up to the challenge**."🡐 / ➔ "Don't take that job if you're not **up to the challenge**."🡐 / ➔ "He was beaten up badly; he was just not **up to the challenge**." 🡐

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31.- Negotiating a Prospective Job, including Salary, Benefits, etc. – Exercises

Some examples of what you have just seen:

[12] **It depends** – "Do you want to go to the party?" – "**It depends**; who else is going?" / "The decision will **depend** on the price." / "Much of the time, the success of a project **depends** on who's in charge of it." / "You can **depend** on his honesty."

[13] **Over** – "I can't tell you this **over** the phone." / "Why don't you stay **over** the weekend?" / "The Director presides **over** the meeting." / "I'll have to start all **over** again." / "Vacation is about to be **over**; I'm going back to work on Monday."

[14] **Smooth** – "You'll enjoy a **smooth** ride in our new planes." / "New technology conveys a very **smooth** operation." / "Let's put the plans into effect quickly and **smoothly**." / "The President's inauguration symbolizes a **smooth** transition of power."

[15] **Show up** – "Everybody must **show up** on time for training." / "Veronica **showed up** very late; what's wrong with her?" / "Poor planning **shows up** in poor results later." / "Now that you explained yourself, everything is **showing up** clearly."

ENGLISH CLIPS: **DISC 16 – TRACK 14**

1. Southpaw – Someone who is left handed. >> *"**Southpaw** boxers are usually very dangerous."*
2. Turn a profit – To make a profit. >> *"The supermarket has been **turning a profit** since it opened."*

TONGUE TWISTER **DISC 16 – TRACK 21**

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

LESSON 31 – STEP BY STEP GUIDE

31.- NEGOTIATING A PROSPECTIVE JOB, INCLUDING SALARY, BENEFITS, ETC.– PART 1 – DISC 16 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What position is Nick being offered?
   What benefits are included with the job?
   If he relocates, what will the company help him with?
   What are Nick's wife's plans?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 31– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book*. If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

31.- NEGOTIATING A PROSPECTIVE JOB, INCLUDING SALARY, BENEFITS, ETC.– PART 2 – DISC 16 TRACKS 8–14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What type of equipment operator is Blake?
   Has he had any job-related accidents?
   Why did Blake leave his previous job?
   What salary do they offer?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

31.- NEGOTIATING A PROSPECTIVE JOB, INCLUDING SALARY, BENEFITS, ETC.– PART 3– DISC 16 TRACKS 15–21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 31 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What position is offered to Veronica?
   Who will she directly report to?
   How does she feel working under pressure?
   How does she feel about working overtime?

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tongue Twisters**: ***TRACK 21*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 31.1 TODAY'S TOPIC *TRACK 6* – ACCIDENTS / INCIDENTS IN THE WORKPLACE

- How does your company prevent accidents/incidents/near misses in the workplace?
- What could happen if a near miss is not reported/handled in a timely manner?
- What could be the labor/personal impact of an accident for an employee?

LESSON 31.2 TODAY'S TOPIC *TRACK 13* – INTERNAL TRAINING

- What types of internal training does your company provide?
- Does your company bring external trainers? Could you please explain?
- Is training provided online or at the offices/plant?

LESSON 31.3 TODAY'S TOPIC *TRACK 20* – PROBLEM SOLVING

- How does your company solve internal problems? Is there an established procedure?
- How do you solve problems in your work area?
- How do you handle reocurring problems? What are the consequences of not solving a problem?

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32.- Reporting Work to a Supervisor

32.1

DISC 16 – TRACKS 23 & 26

Hi, Sarah, what do we have today?
I'm almost done with today's things-to-do list. Would you like to go over them?
What's pending?
I'm just waiting for Mr. Tanaka to confirm when he's traveling to Houston so I can book his flight. I already took care of everything else.
Did you order the gifts [1] for the Koreans coming next week?
Yes, I did. Everything will be here a couple of days before their arrival.
Did you confirm if Larry is coming with them?
Not yet. He'll let us know no later than [12] tomorrow afternoon.
Be sure to follow that up. [9] If Larry is not here on time I will have to take care of them.
Yes, I will. I'd also set [13] your doctor's appointment for tomorrow at 4:00 PM. Do you want me to go with you?
I think I can handle [2] it myself. I'd rather ask you to stay here so you can take care of the details with the Koreans' visit, ok?

32.2

DISC 16 – TRACKS 30 & 33

Hi Albert, what's going on?
Same old, same old. [10]
Are we done with the operators' hiring?
Not yet; I'm having some problems finding people who are really skilled [3] working with automatic machines.
If you hire non-skilled workers, how long will it take to train them?
At least a couple of weeks and we don't have that much time.
No, we don't; how many do you have ready to hire at once?
About half of them. The rest, I think we should either train non-skilled people or lure [4] some skilled ones away from [14] other companies.
But if you lure workers from other companies you will have to offer them more than what they're making now.
Well, that's for sure.
Well, see what you can find and let me know how much either of the options will cost, would you?
Yes, ma'am!

32.3

DISC 16 – TRACKS 37 & 40

Good morning Luke, how're you doing today?
Quite well, considering the circumstances.
Are we on schedule?
We are, but I had to pay extra meals and overtime [5] to make it. Producing those 5,000 pieces isn't just [15] an easy task. [6]
I know, but we must be producing those 5K a day, at least for a full month. Do you think you can handle it?
I can, but I'll have to put a lot of pressure on both workers and supervisors. I wonder if we can give them some sort of reward [7] if they work at top level all the way through.
You're right. What about some kind of incentive?
Let me think about something and I'll mail you any ideas I come up with.
Keep me updated [8] on this every other [11] day, ok?
Sure I will.

VOCABULARY

[1] **GIFT** – Something acquired without compensation > *example: "He wants to buy a fine gift for a lady."*

[2] **HANDLE** – To manage successfully > *example: "A secretary must be able to handle clients."*

[3] **SKILLED** – Having specialized ability or training > example: *"Only the most skilled gymnasts make an Olympic team."*

[4] **LURE** – To attract by temptation; entice > example: *"Philip was lured by a global Company."*

[5] **OVERTIME** – Time in excess of a set period > *example*: *"Could you please ask your operators to stay overtime?"*

[6] **TASK** – Any piece of work that is undertaken or attempted > example: *"This task can only be carried out by skilled workers."*

[7] **REWARD** – A compensation given in gratitude for a service rendered > example: *"His model behavior was rewarded with a plaque."*

[8] **UPDATED** – Bringing up to date; supply with recent information > example: *"Training will keep personnel constantly updated."*

DISC 16 – TRACK 28

TIPS: ACRONYMS

Acronyms are words formed with the initial letters of series of words. Here you have a few examples:

BA – Bachelor of Arts
B&B – Bed and Breakfast
BLT – Bacon, Lettuce & Tomato
CEO – Chief Executive Officer
C/O – In Care Of
COO – Chief Operating Officer
DUI – Driving Under the Influence of..
IOU – I Owe You
MC – Master of Ceremonies
TBA – To Be Announced

IDIOMS AND USES OF LANGUAGE

[9] **Follow up** – To continue (action) after a beginning: ➔ "**Follow up** on your prospects. It makes good sales."🡐 / ➔ "Always **follow up** on a customer's complaint until they're satisfied." 🡐 / ➔ "I'm sending a **follow up** letter to our customers." 🡐

[10] **Same old, same old** – Nothing new: ➔ "What do you think of the candidates?" – "**Same old, same old**."🡐 / ➔ "We have a new manager but it's the **same old, same old**."🡐 / ➔"We need a change; we can't keep that **same old** attitude."

[11] **Every other**– Alternate, every second one: ➔ "She works **every other** Sunday."🡐 / ➔ "We hold our Class Reunion **every other** year."🡐 / ➔ "Internal audits are carried on **every other** month." 🡐/ ➔ *"A man with a soul is not like **every other** man."* – Eugene Ionesco🡐

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32.- Reporting Work to a Supervisor – Exercises

Some examples of what you have just seen:

[12] **Later than** – "Applications must be received no **later than** June 30th." / "They promise to deliver the order no **later than** Friday." / "I need this information on my desk no **later than** high noon." / "He means tomorrow if he said 'no **later than today**.'"

[13] **Set** – "I **set** the alarm clock for 5:30 AM." / "Will you please **set** a place for one more guest?" / "You need to **set** a precedent not allowing tardiness." / "We've **set** a new quality record!" / "My customer just **set** the rule very clearly: zero defects."

[14] **Away from** – "With my lap top I can work **away from** my office." / "I think you should stay **away from** Kelly; she's so lazy." / "We rather **stay away** from dealing with the government." / "Susan will be **away from** the office for six weeks."

[15] **Just** – "I've **just** closed the store." / "How is he? – He's **just** an ordinary guy." / "Pete **just** got there in time." / "It's **just** one o'clock." / "He **just** missed being hit by that car!" / "When do you need this report? – **Just** now! / "I **just** remember I have a doctor's appointment." / "I **just** can't wait any longer; I'm leaving." / "Don't get mad; it was **just** a joke!"

ENGLISH CLIPS: **DISC 16 – TRACK 35**

1. Work orvertime – To work more than one's regular hours. >> *"I had to **work overtime** every Friday last month."*
2. Write off (a debt or a loan) – To remove a loan/debt from a business record; to cancel a debt. >> *"As part of the deal, we'll **write off** the debt"*

RIDDLE **DISC 16 – TRACK 42**

A man wanted to enter an exclusive club but did not know the password that was required. He waited by the door and listened. A club member knocked on the door and the doorman said, "Twelve." The member replied, "Six" and was let in. A second member came to the door and the doorman said, "Six." The member replied, "Three" and was let in. The man thought he had heard enough and walked up to the door. The doorman said, "Ten" and the man replied, "Five." But he was not let in. What should have he said?

LESSON 32 – STEP BY STEP GUIDE

1.- REPORTING WORK TO A SUPERVISOR – PART 1 – DISC 16 TRACKS 22 – 28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the secretary's name?
   Who is coming next week?
   What has the secretary set up for tomorrow at 4:00 PM?

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 32– STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

32.- REPORTING WORK TO A SUPERVISOR – PART 2 – DISC 16 TRACKS 29 – 35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why is the hiring of operators not yet completed?

   How long will it take to train non-skilled people?

   How many are ready to be hired at once?

   If they lure workers from other companies, what will they have to offer them?
4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

32.- REPORTING WORK TO A SUPERVISOR – PART 3 – DISC 16 TRACKS 36 –42

1 **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask the student to tell you what he/she understood.* Listen to the conversation again, this time reading along with the book. *Ask the student to summarize the conversation.* Clarify any questions your student may have.

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LESSON 32 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give the student time to answer. *If he/she doesn't know the answer, provide some clues and hints so he/she can guess the correct answer.*

> ***What needs to be done in order to be on schedule?***
> ***How many pieces need to be produced?***
> ***What do they plan to offer if they work at top level?***

4 **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

REPORTING WORK TO A SUPERVISOR – TODAY'S TOPIC

LESSON 32.1 TODAY'S TOPIC *TRACK 27* – POLLUTION CONTROL / HAZMAT

- Do you or your company work with Hazardous Materials? Could you please describe?
- Does your company handle pollutants? How does it handle them?
- How does you company assure suppliers' compliance with HazMat regulations?

LESSON 32.2 TODAY'S TOPIC *TRACK 34* – SPORTS / ENTERTAINMENT IN THE WORKPLACE

- Are there any sports facilities in your workplace? Please describe
- Are there any sports teams in your workplace? Please describe
- Are there any recreational areas in your workplace? Please describe

LESSON 32.3 TODAY'S TOPIC *TRACK 41* – YOUR HIRING INTERVIEW

- Can you describe your most memorable hiring interview?
- Have you ever had a disappointing hiring interview? Could you please describe?
- What was your reaction when you were confirmed and offered your job?

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33.- Explaining Computer Functions, Internet Terms, etc.

33.1

DISC 17 – TRACKS 2 & 5

Hi, David. I'm missing today's report. Have you mailed it to me?
I'm sorry, I haven't. My computer is giving me problems.
What kind[12] of problems?
Don't know. I'm having problems accessing[1] my e-mail. Besides, it's really slow.
Could it be some sort of virus or something?
I don't think so; all our computers receive regular maintenance and updates; in fact, all equipment was checked last week.
Have you removed[2] the cookies from the system?
Yes, I've removed them. It might be something else. Maybe it doesn't have enough[13] memory or something like that. I'm not an expert in these things.
Just be careful with the stuff you receive through the Net; most viruses come in e-mails. Delete them if you don't trust or know the sender.[3]
Yeah, you're right. Actually, I'm getting one of those mail nuisances[4] even as[9] we speak. Let me get rid of[10] this pest at once.
Well, I'm closing reports from all branch[6] offices. Try to mail it to me asap.
Yes, I'm on it.

33.2

DISC 17 – TRACKS 9 & 12

Hi Felix, can I talk to you for a moment?
Of course, Hanna; what can I do for you?
I heard that you guys just launched a Web page. Is that true?
Yes! We've just loaded[5] all contents and we launched the page early this week.
How do I access your page?
You can find us at www.intgroup.com.mx.
I suppose you're also on the social networks…
Course! We have presence in Facebook, Twitter, Instagram, YouTube; and we also have a blog.
I'm interested in technical downloads; can I find them in your web site?
Yes, of course; we have our full line of installation instructions and spec sheets.
Ok, I'll take a look at it.
Your comments[7] are welcome[14] so we can improve[8] it.

33.3

DISC 17 – TRACKS 16 & 19

Good morning, I need some information about your products.
I'd be glad to help you.
You see, I purchased one of your GH-589's but I'm not quite sure how to install it.
Have you checked our web page? You can download a step-by-step[15] installation guide for your products.
How can I get there?
It's quite easy. Visit us at www.intgroup.com.mx; click on Our Products, then click on Technical Downloads/Installation Guides and you'll be there. You can also watch the installation video in our YouTube channel; you'll see how easy it is.
Ok, let me check on it.
Please call me back if we can help you any further.[11] Thanks for calling!

VOCABULARY

[1] **ACCESS** – A way or means of approach or entry > *example: "With this password you'll be able to access the system."*

[2] **REMOVE** – To take away and place elsewhere > *example: "All furniture was removed from Arthur's house."*

[3] **SENDER** – Someone who transmits a message > example: *"The sender of this letter is the President himself."*

[4] **NUISANCE** – One that is annoying, unpleasant, or obnoxious > example: *"Having to wait is such a nuisance."*

[5] **LOAD** – To transfer (a program) to a memory > *example*: *"I want you to load this document and work on it."*

[6] **BRANCH** – Division of a business or other organization > example: *"The bank is opening a branch office in Ramos."*

[7] **COMMENT** – A remark, criticism, or observation > example: *"The new program is receiving good comments."*

[8] **IMPROVE** – To become better > example: *"Sales improved over the last year's."*

DISC 17 – TRACK 7

TIPS: HOW DO THEY SAY IT?

Americans structure their sentences differently; check these examples:

"I want you to be our candidate."
"Do you want me to go with you?"
"I like Doris very much!"
"I think Doris likes me!"
"We want to invite you to the movies."
"Do you want me to book it for you?"
"Do you want me to install it for you?"
"I want to let you know about a payment."
"I would like you to consider our quality and prices."
"Do you want us to ship overnight?"

IDIOMS AND USES OF LANGUAGE

[9] **Even as** – At the same time as: ➔ "**Even as** we watched, the building collapsed."🡐 / ➔ "It's raining **even as** we speak." 🡐 / ➔ ***"Even as*** *the cell is the unit of the organic body, so the family is the unit of society."* – Ruth Nanda Anshen🡐

[10] **Get rid of** – Discard, throw away: ➔ "We bought a new car so we could **get rid of** the old one."🡐 / ➔"You need to **get rid of** all your junk mail." 🡐 / ➔ *"Hating people is like burning down your own house to* ***get rid of*** *a rat."* – Harry Emerson Fosdick🡐

[11] **Further** – To or at a more advanced point: ➔ "There will be **further** delays if bad weather continues."🡐 / ➔ "I can't go any **further**; I'm done!" 🡐 / ➔ "The place you're looking for is **further** down the road." 🡐 / ➔ "Sales are dropping **further** and **further**." 🡐

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33.- Explaining Computer Functions, Internet Terms, etc. – Exercises

Some examples of what you have just seen:

[12] **Kind** – "What **kind** of food would you like?" / "We have all **kinds** of support to finish the job." / "I'm **kind** of disappointed with Robert's results." / "My father and my uncle are two of a **kind**." / "She spoke to her daughter with **kind** words."

[13] **Enough** – "We've got **enough** work to keep us busy." / "Is your fish cooked **enough**?" / "We are glad **enough** to leave." / "**Enough!** I'm not discussing this anymore." / "Go home; you've worked hard **enough**."

[14] **Welcome** – "You are **welcome** to join us." / "His wife gave him a friendly **welcome** after the party." / "Please make our customers feel **welcome**." / "The new schedule got a really cold **welcome**: nobody liked it!"

[15] **Step-by-step** – "Let me explain it you **step-by-step**." / "This **step by step** tutorial shows you how to prepare soup." / "Along with the equipment there is an easy, **step by step** guide." / "We're reaching a solution **step by step**."

ENGLISH CLIPS: ***DISC 17 – TRACK 14***

1. Go for broke – To gamble everything you have. >> *"He decided to **go for broke** and started his own company."*
2. Jack up the price – To make a price higher. >> *"The steel company decided to **jack up the price** of steel at the beginning of the year."*

THOUGHTS ***DISC 17 – TRACK 21***

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life of a child."

"In the end, each of us will be judged by our standard of life, not by our standard of living; by our measure of giving, not by our measure of wealth; by our simple goodness, not by our seeming greatness."

LESSON 33 – STEP BY STEP GUIDE

33.- EXPLAINING COMPUTER FUNCTIONS, INTERNET TERMS, ETC.– PART 1 – DISC 17 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Why hasn't David mailed his report?
   What type of problems is David having with the computer?
   What do most viruses come in?
   What are you supposed to do with an e-mail, if you don't know or trust the sender?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Brainstorming**: ***TRACK 6*** Please listen to the recording and discuss about it with your student. First of all ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 33 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

33.- EXPLAINING COMPUTER FUNCTIONS, INTERNET TERMS, ETC.– PART 2 – DISC 17 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   When did they launch their web page?
   Are they present on social networks?
   Does it have technical downloads?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

33.- EXPLAINING COMPUTER FUNCTIONS, INTERNET TERMS, ETC.– PART 3 – DISC 17 TRACKS 15 – 21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 33 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

> ***What does the caller need help with?***
> ***What type of help is offered on the company`s web page?***
> ***Is there any instructional video available?***
> ***Where is the video available?***

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Thoughts**: ***TRACK 21*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

BRAINSTORMING / TODAY'S TOPIC

PART 1 ***TRACK 6*** *–You have been working for a fast-paced, career-oriented corporation for the past six years. Your efforts have been well recognized with promotions and increased salary, but you are still unsatisfied. You want more. Your working environment is very demanding. Your day begins at 7:30 AM-9:30 PM, traveling to satellite companies at least three times per week. Having to take work home, you absolutely have no time for your family. You are on call 24/7, you know that you have reached the peak in your department-the only thing left is Management — this seeming unobtainable due to the fact that all management positions have been filled with family members since the formation of the company. You commence to send out your CV to other corporations hoping a response. You become stressed and develop an ulcer, you're losing your hair and become edgy and nervous. A competitor contacts you and requests an interview. You are offered a lateral position with a minor pay increase. The stress level is equal, if not more, you must travel to Headquarters in the Capital. Depart on Sunday evening and return mid-day on Tuesday. You will be off as of noon on Friday. Just as you are called to a second interview and your decision, your CEO offers you a "Career Opportunity". It will require months of intense off-site training and an eight week hands-on program in the US, you know that accepting this offer will increase your salary and your management possibilities, the CEO is expecting you to jump at this offer.*

Pros/Cons of the competitor's lateral offer – Pros and Cons of current corporate offer

LESSON 33.2 TODAY'S TOPIC ***TRACK 13*** **– OUTDOOR ACTIVITIES / CAMPING**

- Do you like outdoor activities? Could you please describe?
- Have you ever spent a night out in the wilderness? Could you please describe?
- If you're not the outdoor type of person, which recreational activities do you prefer?

LESSON 33.3 TODAY'S TOPIC ***TRACK 20*** **– LEAN MANUFACTURING**

- Does your company have a Lean Manufacturing process established? How does it work?
- How does Lean Manufacturing benefit or affect your work?
- What are the advantages of having Lean Manufacturing implemented?

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34.- Notifying a Change in Prices, a Change in Payment Terms, etc.

34.1

DISC 17 – TRACKS 23 & 26

Purchasing... this is Ryan Jacobsen.
Ryan, how are you? Phillip Connors speaking.
Hi Phil, what's new?
I'm calling to let you know that, as of [9] the beginning of next month, we are increasing our prices by 10% all across the board. [10]
When did you say the prices will increase?
By the[13] first of the month. I'm calling you ahead of [14] time so you can place any orders you may have.
I'll check and let you know. Why are you making such a [15] big increase? [1] It's rather huge! [2]
Everything has gone up [11], raw materials, labor, overhead, and so on. We haven't increased our prices in a year, but we can no longer keep the current prices.
And how long do you think these new prices will be in effect? [3]
We are projecting this new price structure to last [16] at least for the rest of the year. I'll let you know if and whenever [4] we increase prices again.
Well, I would certainly appreciate that. I don't want to go low in stock and having to face a price increase.
Don't worry; I'll keep you updated.

34.2

DISC 17 – TRACKS 30 & 33

Hi Andrew, nice to meet you.
Hi Cameron, thanks for receiving me.
Andy, I'm concerned [5] about this change in terms [6] you mentioned in your email. What is this all about?
Thanks for bringing this up. Let me explain. We are not able to keep our present 60-day term for invoices over $25,000.00. We need to move our terms to 45 days for preferred customers like you, and 30 days for the rest of our portfolio.
Ok, I've got the general idea; but, what if we're not able to pay on time? Are you charging any late fees?
Sorry, but we must. Our suppliers are tightening [7] their terms; they are also penalizing us badly if we delay our payments. Therefore, we need to keep our receivables pretty tight as well. We hope you understand our situation.
I do, but I'm concerned too. Our cash flow [8] is pretty tight too. I'll see what I can do.
Please do. If there is a special need or situation, we can discuss it.

34.3

DISC 17 – TRACKS 37 & 40

Hello Elizabeth! Glad to see you! Have a seat.
Hey Nicholas, long time no see! How's business?
So far so good. How about yours?
Well, not as good as we would like. That's why I'm visiting you, Nick. Regrettably, we are no longer extending credit terms to any of our customers.
How come? [12]
Things have gone from bad to worse for us. We're really short on cash since we've lost some major clients to our competitors from abroad. I'm really sorry but that's the way things are nowadays.
So, we don't have any choice, have we?
I'm afraid not. And I'll understand if you have to look for better options.
To tell you the truth, we'll have to consider other suppliers even though we may not want to.
I'd do the same if I were you.

VOCABULARY

[1] **INCREASE** – To become progressively greater (as in size, amount, number, or intensity) > *example: "Temperature is increasing."*

[2] **HUGE** – Extremely large in size, amount, or scope > *example: "Caesar is a man with a huge talent."*

[3] **EFFECT** – Something that is produced by a cause or agent; result > example: *"This medication has an immediate effect on the pain."*

[4] **WHENEVER** – At every or at any time > example: *"I laugh whenever I see this movie."*

[5] **CONCERNED** – Interested, involved, anxious, troubled > *example*: *"My children are my main concern."*

[6] **TERMS** – Conditions of an agreement > example: *"We've leased this office space under excellent terms."*

[7] **TIGHT** – Difficult and problematic; hardly profitable > example: *"Markets are becoming really tight."*

[8] **CASH FLOW** – Movement of money into and out of a business > example: *"Saving costs will have a positive impact on our cash flow."*

DISC 17 – TRACK 28

TIPS: BUSINESS IDIOMS

Business World has its own idioms; here you have some of them:

Bail out – Help or rescue a company with financial problems – *"Government bailed out the banks."*

Sell like hotcakes – Sell very quickly – *"Children's toys sell like hotcakes at the end of the year."*

Bottom line – The total, the final figure on a balance sheet – *"We've got to save costs for they affect our bottom line."*

Write off – Cancel a debt – *"Seems impossible to collect this money; we'd better write it off."*

IDIOMS AND USES OF LANGUAGE

[9] **As of** – From, at, or until a given time: ➔ "**As of** five o'clock the store will be closed for inventory."🡐 / ➔ "**As of** now I'm not sure who's gonna be the new manager."🡐 / ➔ "**As of** today, these are the Company's goals."🡐

[10] **Across the board** – Affecting everyone or everything: ➔ "The Company decided to give an **across-the-board** salary increase."🡐 / ➔ "Government promised an **across-the-board** tax cut."🡐

[11] **Go up** – To increase in price or value: ➔ "Lawyers' fees have **gone up** sharply." 🡐 / ➔ "Workers' productivity has **gone up** for two months in a row." 🡐 / ➔ *"Law of inflation: whatever **goes up** will **go up** some more."* – Anonymous 🡐

[12] **How come?** – How is it that; why: ➔ "**How come** you're so late?"🡐 / ➔ "**How come** you never have enough time to finish your job?" 🡐 / ➔ ***"How come** anything you buy will go on sale next week?"* – Erma Bombeck🡐

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34.- Notifying a Change in Prices, a Change in Payment Terms, etc. – Exercises

Some examples of what you have just seen:

[13] **By the** – "See you at the restaurant **by the** lake." / "The manager came in **by the** back door." / "We have received letters **by the** thousands!" / "I recognized you **by the** sound of your voice.**'** / "I'll be back **by the** end of the month."

[14] **Ahead of** – "We finished our work well **ahead of** schedule." / "The share price rose **ahead of** the annual figures.*"* / "You were driving **ahead of** me on the highway." / "His ideas are so advanced that he is just **ahead of** his time."

[15] **Such a/as** – "We need supplies **such as** paper and bags."/ "Employees **such as** Lance and Louise made us feel proud." / "We never dreamed of getting **such an** order." / "Why are you in **such a** hurry?" /"Money **as such** will seldom bring total happiness."

[16] **Last** – "This is the **last** document to print." / "We're home **at last**." / "It looks like this crisis is gonna **last** forever." / "Sylvia is the **last** person we would have suspected of doing that." / "I want to buy a car that will **last**." / "Our products **last** longer."

ENGLISH CLIPS: ***DISC 17 – TRACK 35***

1. Adjourn a meeting – To end a meeting. >> *"We now **adjourn the meeting** until the beginning of the vote at 5.30 p.m."*
2. Bounce a check – To write a check in which you do not have enough money in your bank account. >> *"I haven't **bounced a check** and I am sticking to my new budget"*

DISC 17 – TRACK 42

IDIOM QUIZ Choose an idiom at the bottom to replace the expression in the brackets below:

The construction company (hired) hundreds of new workers last week

(a) took over (b) turned over
(c) took on (d) made a go of

LESSON 34 – STEP BY STEP GUIDE

34.- NOTIFYING A CHANGE IN PRICES, A CHANGE IN PAYMENT TERMS, ETC. – PART 1 – DISC 17 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

In what department does Ryan work?	***What is the reason for the price increase?***
What percentage is the price increase?	***How long will the increase be in effect?***
When will the price increase take effect?	

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 34 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

34.- NOTIFYING A CHANGE IN PRICES, A CHANGE IN PAYMENT TERMS, ETC. – PART 2 – DISC 17 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Who is Cameron speaking to?	***Do they charge late fees?***
What are the terms for preferred customers?	***What happens in a special need or situation?***

4. **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

34.- NOTIFYING A CHANGE IN PRICES, A CHANGE IN PAYMENT TERMS, ETC .– PART 3 – DISC 17 TRACKS 36 –42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 34 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

How does Elizabeth say business is doing?	***Why is Elizabet visiting Nick?***
How does Nicholas say business is doing?	***What does Nick have to consider?***

4 **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Idiom Quiz**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

NOTIFYING A CHANGE IN PRICES, A CHANGE IN PAYMENT TERMS, ETC.– TODAY'S TOPIC

LESSON 34.1 TODAY'S TOPIC *TRACK 27* – AUTOMATION

- Does your company have automation processes implemented? Could you please explain?
- How does automation make your company more competitive?
- How do you see the future of automation? What else is in the future?

LESSON 34.2 TODAY'S TOPIC *TRACK 34* – PREVENTIVE / CORRECTIVE ACTIONS

- Could you please provide a few examples of preventive actions?
- Could you please provide a few examples of corrective actions?
- How does your company create awareness regarding preventive or corrective actions?

LESSON 34.3 TODAY'S TOPIC *TRACK 41* – STANDARDIZED OPERATING PROCEDURES

- Could you please provide examples of SOPs regulating your job?
- What are the advantages of the Standardized Operating Procedures?
- Are there any exceptions to the SOPs?

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35.- Requesting a Personal or Company's Credit Report

35.1

DISC 18 – TRACKS 2 & 5

Credit Department, Jason speaking.
Jason, this is Nancy Willow. I'm calling from National Bank. Are you the one I need to talk to about credit references? [1]
I am. Do you need a credit reference of an individual [2] *or a Company?*
It is about a person by the name Katherine Martell; she's applying for credit with us and she's listing your company as a credit reference.
Let me look it up, Martell you said?
Yes, with double l.
Yes indeed. I have her file [3] *right in front of me. It looks like she's been a great customer. She has a five-figure credit line with us.*
Is the credit line clear?
Yes, she only owes $1,259.00 and is up to date with her payments. Quite noteworthy, [4].
Would you recommend her as a good customer?
Based on [9] *her record, yes, I can say she's a rather responsible customer.*
Thanks, Jason.

35.2

DISC 18 – TRACKS 9 & 12

AAA Credit Corporation, how may I help you?
Hello, I need to request credit information about a company.
What kind of report do you need?
What options do you offer?
We can run [13] *a basic credit report; its cost* ranges [5] *from $19.95 to $39.95, depending on the size of the Company. Or we can run a full,* in-depth [6] *report; its cost varies* anywhere [14] *from $59.95 to $99.95.*
I'm afraid I don't understand quite clearly. Could you please explain them a little better?
Of course: Our Basic Credit Report covers current credit standing [7] *for a* given [15] *Company, its payment history and credit amounts other companies are extending to them.* On the other hand, [10] *the* Enhanced [11] *Credit Report reviews the Company's history, gives you the names of its main stockholders and it informs you whether they've had any law suits filed against them, or bankruptcies, any* liens [8] *they've had on their assets, so on and so forth.*
I think I've got a better idea now. This company is asking for a $50,000.00 line of credit.
Obviously [16] *the best option would be the* latter: [12] *the Enhanced Credit Report. If you give me the company's information I could run a detailed report and email it to you right away.*
Fine; the company name is West Coast Manufacturing, and they are located in California.
Do you have their street address?
Yes, it's 12555 Interstate Highway 5, in Los Angeles. Phone number: 213-555-8259.
Ok, I've got it. Yes, they're in our files. I can have the credit report ready within five minutes and mail it to you right away. It will cost you $79.95.
It's ok with me. How should I pay for this? Do you bill me?
Well, since you're not in our customers' database, I'll have to ask you for a credit card to pay for this service. You can apply for account with us afterwards.
Very well, what information do you need?
I'll need your credit card number, expiration date, and the three-digit verification code on the back of the card.
Yes, it's 5412-8956-3021-5817, expires on March 2025, Code 010.

VOCABULARY

[1] **REFERENCE** – Consultation of sources of information > *example: "She's made reference to her previous job."*

[2] **INDIVIDUAL** – A human being regarded as a unique personality > *example: "This document contains the rights of all the individuals."*

[3] **FILE** – A collection of related data records > *example: "All the meetings' minutes have been properly filed."*

[4] **NOTEWORTHY** – Deserving notice or attention; notable > *example: "A noteworthy advance in cancer research."*

[5] **RANGE** – An amount or extent of variation > *example*: *"We carry a wide range of sizes."*

[6] **IN-DEPTH** – Profoundly, thoroughly > *example: "It will take years to cover this subject in depth."*

[7] **STANDING** – Social or financial position, status, or reputation > *example: "His social standing is that of a very respected gentleman."*

[8] **LIEN –** A legal claim against an asset which is used to secure a loan > *example: "If you ask for a loan, the Company will put a lien on your car."*

DISC 18 – TRACK 7

TIPS: WORDS BEGINNING WITH "OVER"-

Lots of words start with the prefix "over".

1. Overall	***11. Overhaul***
2. Overanxious	***12. Overhead***
3. Overbid	***13. Overheat***
4. Overcautious	***14. Overlook***
5. Overcharge	***15. Overpay***
6. Overcome	***16. Override***
7. Overdo	***17. Overseas***
8. Overdraft	***18. Oversee***
9. Overdue	***19. Oversleep***
10. Overestimate	***20. Overspend***

IDIOMS AND USES OF LANGUAGE

[9] **Based on** – Being founded on: ➔ "This model was made **based on** Al's design."🡐 / ➔ "We can't decide this issue **based on** rumors alone."🡐 / ➔ *"Our success has really been **based on** partnerships from the very beginning."* – Bill Gates 🡐

[10] **On the other hand** – From another standpoint: ➔ "**On the other hand**, you're right too."🡐 / ➔ "This contract is entered into, on the one hand, by ABC Company, and **on the other hand**, by XYZ Company."🡐

[11] **Enhanced** – Increased in quality, value, power: ➔ "This software provides **enhanced** security for your PC." 🡐 / ➔ "All the careful work performed by Ron resulted in an **enhanced** product."🡐 / ➔ "Careful planning **enhances** productivity."🡐

[12] **Latter** – The second mentioned of two; near the end: ➔ "From the two options, I prefer the **latter**." 🡐 / ➔ "This information is contained in the **latter** part of the book."🡐 / ➔ *The majority see obstacles; the few see objectives; history records the success of the **latter**, while oblivion is the reward of the former."* – Alfred A. Montapert 🡐

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35.- Requesting a Personal or Company's Credit Report – Exercises

Some examples of what you have just seen:

[13] **Run** – "David knows how to **run** the Company." / "Anderson is **running** for president." / "Water **ran** out of the broken pipe." / "The Company **runs** a big risk accepting this order." / "Could you please **run** this program on your PC?"

[14] **Anywhere** – "It took years before he got **anywhere**." / "Martin can be **anywhere** from 40 to 50 years old." / **"**The project isn't **anywhere** near completion." / "You can find this type of program **anywhere** on the Net."

[15] **Given** – "We'll meet at a **given** time and place." / "**Given** the way he looks, it's a wonder that he came to work at all." / "Mario is his **given** name." / "We will allocate a **given** amount of money for this program."

[16] **Obviously** – "That answer is **obviously** wrong." / "It seems **obvious** that this is a politically motivated problem." / "Never assume the **obvious** is true." / "The more original a discovery, the more **obvious** it seems afterwards."

ENGLISH CLIPS: ***DISC 18 – TRACK 14***

1. Flea market – A swap meet. A place where people gather to buy and sell inexpensive goods. >> *"I bought this camera at half price in the **flea market**"*
2. Give (someone) the green light – To give someone permission to go ahead with a project. >> *"The doctor gave me the **green light** to start training again"*

THAT'S HOW LIFE IS ***DISC 18 – TRACK 15***

"Columbus did not know where he was going. When he got back, he didn't know where he had been. And he did it all on borrowed money. There's hope for all of us."

"There is a theory which states that if ever anybody discovers exactly what the Universe is for and why it is here, it will instantly disappear and be replaced by something even more bizarre and inexplicable. There is another theory which states that this has already happened."

LESSON 35 – STEP BY STEP GUIDE

35.- REQUESTING A PERSONAL OR COMPANY'S CREDIT REPORT – PART 1 – DISC 18 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Who works in the credit department?	***In what range is the customer's line of credit?***
Who does Nancy need a credit reference for?	***Is Katherine up to date with her payments?***

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 35 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

35.- REQUESTING A PERSONAL OR COMPANY'S CREDIT REPORT – PART 2 – DISC 18 TRACKS 8 – 15

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What are the credit report options?
   How much line of credit is the company asking for?
   Which option is chosen?
   Where is West Coast Manufacturing located?
   How much will the credit report cost?
   How will the transaction be paid?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **That's How Life Is**: ***TRACK 15*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 35 – STEP BY STEP GUIDE (cont'd)

TODAY'S TOPIC

LESSON 35.1 TODAY'S TOPIC *TRACK 6* – COMPANY LEADERSHIP / OWN LEADERSHIP

- Could you please explain your company's leadership style?
- Could you please explain your own leadership style?
- How do you think you can improve your leadership skills?

LESSON 35.2 TODAY'S TOPIC *TRACK 13* – EMPLOYEE EMPOWERMENT

- Does your company effectively empower its employees? Could you please explain?
- What do you think are the benefits of empowerment?
- Why do you think empowerment is important in the workplace?

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COURSE EXAM NO. 7
LESSONS 31 – 35

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EXAM No. 7 / LESSONS 31 – 35

31. NEGOTIATING A PROSPECTIVE JOB, INCLUDING SALARY, BENEFITS, ETC.

32. REPORTING WORK TO A SUPERVISOR

33. EXPLAINING COMPUTER FUNCTIONS, INTERNET TERMS, ETC.

34. NOTIFYING A CHANGE IN PRICES, A CHANGE IN PAYMENT TERMS, ETC.

35. REQUESTING A PERSONAL OR COMPANY'S CREDIT REPORT

DISC 18 – TRACK 16

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. Don't know. I'm having problems accessing my e-mail.

_____

_____

1.2. As of the beginning of next month, we are increasing our prices by 10% all across the board.

_____

_____

1.3. Well, we need a professional to run our sales department abroad.

_____

_____

1.4. Based on her record, yes, I can say she's a rather responsible customer.

_____

_____

1.5. We are, but I had to pay extra meals and overtime to make it.

_____

_____

1.6. Andy, I'm concerned about this change in terms you mentioned in your email.

_____

_____

1.7. Obviously the best option would be the latter.

_____

_____

1.8. Most of all, you will have to make sure the line works smoothly.

_____

_____

1.9. Not yet. He'll let us know no later than tomorrow afternoon.

_____

_____

1.10. Please call me back if we can help you any further.

_____

_____

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2. TIPS SECTION: Listen to the tips section from Lesson 35; write down two examples using words starting with "over". **DISC 18 – TRACK 17**

2.1. _____

_____

2.2. _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer. **DISC 18 – TRACK 18**

3.1. _____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column. **DISC 18 – TRACK 19**

1	**REMOVE**		Someone who transmits a message
2	**HANDLE**		At every or at any time
3	**HOMETOWN**		To manage successfully
4	**RANGE**		To take away and place elsewhere
5	**WHENEVER**		Difficult and problematic; hardly profitable
6	**TASK**		A group organized to work together
7	**STANDING**		An amount or extent of variation
8	**TEAM**		Any piece of work that is undertaken or attempted
9	**TIGHT**		Social or financial position, status, or reputation
10	**SENDER**		The city of one's birth, rearing, or main residence

5. EXPRESSION: Listen to the sentence; then answer it with your own words. **DISC 18 – TRACK 20**

5.1. Tell me, how do you feel working under pressure?

5.2. You're right. What about some kind of incentive?

5.3. I'm missing today's report: have you mailed to me?

5.4. Ok, I've got the general idea; but, what if we're not able to pay on time?

5.5. What kind of report do you need?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

IRIS

By: Goo Goo Dolls

DISC 18 – TRACK 21

And I'd give up forever to touch you
'Cause I know that you feel me somehow
You're the closest to heaven that I'll ever be
And I don't want to go home right now

And all I can taste is this moment
And all I can breathe is your life
and sooner or later it's over
I just don't want to miss you tonight

And I don't want the world to see me
'Cause I don't think that they'd understand
When everything's made to be broken
I just want you to know who I am

And you can't fight the tears that ain't coming
Or the moment of truth in your lies
When everything feels like the movies
Yeah, you bleed just to know you're alive

And I don't want the world to see me
'Cause I don't think that they'd understand
When everything's made to be broken
I just want you to know who I am

And I don't want the world to see me
'Cause I don't think that they'd understand
When everything's made to be broken
I just want you to know who I am

And I don't want the world to see me
'Cause I don't think that they'd understand
When everything's made to be broken
I just want you to know who I am

I just want you to know who I am
I just want you to know who I am
I just want you to know who I am

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36.- Extending an Invitation for a Business Meal

36.1

DISC 18 – TRACKS 23 & 26

Hi Jacob, how's it going?
Everything's going swimmingly [1] *over here.*
I'm glad to hear that. Hey Jacob, I really need to talk to you as soon as possible.
Well, to tell [13] *you the* truth. [2] *I'm really tied up* throughout [9] *the week. It'll be* easier [14] *for me next week, if you don't mind.*
What do you mean next week? No. I really need to see you either today or tomorrow. How about [10] **having** lunch [3] **together?**
Lunch will be fine. How about tomorrow?
Tomorrow's fine with me. What kind of food do you like?
Italian's my favorite.
Oh! I know the perfect place. I'll pick you up tomorrow at 1:00 PM. Will it be ok?
Fine [15] *with me. See you tomorrow then.*
See ya.

36.2

DISC 18 – TRACKS 30 & 33

Mr. Aaronson, when are you arriving?
I'll be arriving on United, flight 5269, Sunday at 6:00 PM.
Would it be ok if I pick you up at the airport?
Only if this is not too much of a problem for you. I don't want to disturb [4] *your weekend.*
Not at all. I'd be glad to pick you up. Where are you staying?
I have a room reserved at the Airport Inn.
I'd like to invite you for some dinner once you have settled [11] **in. I'd like you to taste some real, authentic Mexican food.**
Sounds [12] *like a plan! I'll see you at the airport.*

36.3

DISC 18 – TRACKS 37 & 40

Michelle, I'd like to take you out to lunch.
Are we celebrating something?
Nothing special; it's just a small token [5] **of our appreciation for being such a good customer.**
Is anybody else invited?
Yes, I have two more guests. [6] **They're good customers as well.**
Do I know them?
Maybe, they're Christina Davis from Atlanta, and Justin Thomas from Seattle.
Yeah, they're good friends of mine. Oh, by the way, can I ask you a favor?
You name it.
Would you be so kind to bring with you a sample of your K-1852? I need one of them.
Absolutely! I'll have it ready for you. Lemme call warehouse [7] **right away.**
Where are we going to lunch?
We're gonna go to Delhi's. Does it sound good to you?
Sounds great, but I don't know where it is. How can I get there?
It's close [16] **to I-77. From where you are take I-77 North and exit on Kendall Road, turn left at the** underpass; [8] **pass three lights, then turn right at Bachman Road and Delhi's is half a block from there. It has its own parking lot in the back.**
Got it. See you there!

VOCABULARY

[1] **SWIMMINGLY** – Successfully, effortlessly, well > *example: "The New Year's parade went swimmingly."*

[2] **TRUTH** – Fidelity to an original or standard > *example: "I promised to say the truth at the trial."*

[3] **LUNCH** – A meal taken in the middle of the day > example: *"We get out for lunch at 12 noon."*

[4] **DISTURB** – To upset or agitate; trouble > example: *"Your news is rather disturbing."*

[5] **TOKEN** – A keepsake or souvenir > *example: "This is a token of our gratitude for your accomplishments."*

[6] **GUEST** – A person who receives hospitality > example: *"Paul and Sylvia will be our weekend guests."*

[7] **WAREHOUSE** – A place where goods are stored prior to their use > example: *"Our warehouse is located across the yard."*

[8] **UNDERPASS** – A section of a road that passes under another road > example: *"The store you're looking for is just beyond the underpass."*

DISC 18 – TRACK 28

TIPS: ENGLISH SAYINGS

Some English and Spanish sayings are very similar; see if you catch these:

"Experience is the mother of wisdom."
"False friends are worse than open enemies."
"First think, then speak."
"Four eyes see more than two."
"He who laughs last… laughs best."
"He who hesitates is lost."
"Health is not valued 'til sickness comes."
"Idleness rusts the mind."
"Man proposes but God disposes."
"Slow but sure."
"The last drop makes the cup run over."

IDIOMS AND USES OF LANGUAGE

[9] **Throughout** – During the whole time or action: ➔ "These prices will last **throughout** the year."🡐 / ➔ "We have offices **throughout** the country."🡐 / ➔ *"A vocabulary of truth and simplicity will be of service **throughout** your life."* – Winston Churchill🡐

[10] **How about** – What is your thought, feeling: ➔ "**How about** joining us for lunch tomorrow?"🡐 / ➔ "We need a specialist to fix the computer." – "**How about** Luke?"🡐 / ➔ "**How about** we start to work out?"🡐

[11] **Settle** – To put into order; arrange: ➔ "Darkness **settled** over the fields at night."🡐 / ➔ "She had to **settle** for a lower wage." 🡐 / ➔ *"When a man is known to have no **settled** convictions of his own he can't convince other people."* – Mark Twain 🡐

[12] **Sound** – To give the appearance of being: ➔ "It **sounds** like a good idea."🡐 / ➔ "It **sounds** like they mean business."🡐 / ➔ "It **sounds** interesting, please go on." 🡐 / ➔ "It **sounds** weird, but it's true." 🡐

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36.- Extending an Invitation for a Business Meal – Exercises

Some examples of what you have just seen:

[13] **Tell** – "I'm sure he was **telling** me truth." / "I **tell** you, the plan will work." / "Please **tell** my wife that I'll call her back right away." / "Promise me you won't **tell** this to anybody." / "Well, he came here and **told** us a bunch of lies."

[14] **Easier** – "Friendship is like money: **easier** made than kept." / "Let me explain it to you; it's **easier** than you think." / "Downloading programs has never been **easier!**" / "It was way **easier** to edit than I thought."

[15] **Fine** – "Be careful with the **fine** print in the contract."/ "How are you? – Doing **fine!**" / "Dorothy is such a **fine** lady." / "There will be an additional **fine** if not paid on time." / "Would you like another drink?" – "No thanks; I'm **fine**." / "There's a **fine** line between love and hate."

[16] **Close** – "Where is the **closest** bank?" / "That was a **close** call." / "The hotel is **close** to the station. / "I'm very **close** to my sister." / "Please pay **close** attention to the bank statement." / "We came very **close** to loosing our best customer."

ENGLISH CLIPS: ***DISC 18 – TRACK 35***

1. On pins and needles – Anxious or nervous, especially in anticipation of something. >> *"I was **on pins and needles** until she called to say she had arrived home."*
2. Put (something) on hold – To postpone a project. >> *"However, we have decided to **put on hold** any new additional spending for this project."*

RIDDLE ***DISC 18 – TRACK 42***

Dynamite is a tool used to cut down trees. To cut a tree 18 inches in diameter requires five sticks of dynamite: one on the north, south, east and west sides of the tree, and the fifth stick on the side on which the tree should fall. In a lake, a tree 18 inches in diameter was completely covered by water. Since the treetop was fouling the boat's propellers, it had to be cut down. A diver went down and put a stick of dynamite on the four sides of the tree. The current is flowing south at 2 knots per hour; on which side of the tree would you tell the diver to put the fifth stick of dynamite if you wanted the tree to fall north?

LESSON 36 – STEP BY STEP GUIDE

36.- EXTENDING AN INVITATION FOR A BUSINESS MEAL – PART 1 – DISC 18 TRACKS 22 –28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   When is it easier for Jacob to meet?
   When do they set-up a lunch meeting?

   What type of food will they have?
   What time will they meet?

4. **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 36 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

36.- EXTENDING AN INVITATION FOR A BUSINESS MEAL – PART 2 – DISC 18 TRACKS 29 –35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

When is Mr. Aaronson due to arrive?	***What type of authentic food will they have?***
Where will he be staying?	***Where are they going to meet?***

4 **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

36.- EXTENDING AN INVITATION FOR A BUSINESS MEAL – PART 3 – DISC 18 TRACKS 36 – 42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 36 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is the occasion for the luncheon?	***Where are they from?***
Who are the other invited guests?	***Where are they planning to go for lunch?***

4 **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

EXTENDING AN INVITATION FOR A BUSINESS MEAL – TODAY'S TOPIC

LESSON 36.1 TODAY'S TOPIC *TRACK 27* – BEST PLACE TO WORK

- Do you think your company is the best place to work?
- How can you company become a better place to work?
- How can you help your company in becoming a better place to work?

LESSON 36.2 TODAY'S TOPIC *TRACK 34* – USE OF ALTERNATIVE ENERGIES

- Does your company favor the use of alternative energies? Which ones?
- How does alternative energies benefit productivity?
- Would you use alternative energies for your personal needs? How?

LESSON 36.3 TODAY'S TOPIC *TRACK 41* – FOREIGN LANGUAGES IN THE WORKPLACE

- Is English or any other foreign language mandatory in your work place?
- How not communicating in a foreign language affects the possibility of growth?
- What other languages would you like to learn? Please explain

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37.- Discussing Details on a Ticket or Bill

37.1

DISC 19 – TRACKS 2 & 5

Good afternoon; how may I help you?
I'm checking out. Could I have my bill?
Of course, sir. Did you find everything ok during your stay? [1]
Everything was fine, thanks.
Here you go. Your total will be $257.97. Should I put it on your credit card?
Just let me go over it. What is this charge for?
Lemme see. There's a five-dollar surcharge [2] *for room service; you ordered dinner yesterday. The ticket is on the back.*
I don't know about that charge. Why didn't they tell me when I ordered?
It's written down on the menu, sir. We assumed [9] *you read it.*
I might have overlooked [10] **it. I'm sorry. Ok, yes, put it on my credit card.**

37.2

DISC 19 – TRACKS 9 & 12

Ohio Valley Suppliers, how may I help you?
I need to check on a bill I've got from your company. Your invoice number is 526895.
Very well, I have it up on my screen. What is it that you need to check?
First of all, there is a charge for $1,279.00 for 10 OP-25's that we didn't receive.
I see; this item is on our backorder and is being shipped today.
Ok with this. Now, on line four we have 10 OP-26 with a price of $159.95 each. However, your catalog shows a price of $149.95 for this item.
You're right, it must have been a mistake [3] *on our part. I'll issue a credit memo for this item. Anything else?*
Yes, you're charging shipping, [4] **and your prices are supposed to be FOB our plant.**
I think there's a misunderstanding, [13] *sir: we pay for shipping only on orders over $25,000.00 and unfortunately your order is for* less [14] *than ten thousand.*
Then I'll need to check with your sales rep. He told us about this free shipping.
If you want I can transfer you to his extension. Is that ok?
Yes, put me through…

37.3

DISC 19 – TRACKS 16 & 19

Credit Card Corporation, how may I help you?
Good morning, I've just downloaded my statement [5] **but I don't understand it quite well. Would you be kind enough to explain it to me, please?**
It'll be my pleasure. [15] *Do you have your statement with you?*
Yes, I do.
Ok. In the upper right hand [16] *corner appears your current balance. This is the whole amount you owe. If you want to pay this amount you will be* saving [6] *all interest. On the middle-left portion, just below your name and personal information, you will find a summary of all the transactions you made in the period covered by the statement, previous balance, any purchases and payments, and the new balance.* Underneath [12] *the* summary [7] *is the minimum payment* due [11] *and the due date. You will need to pay before that date; otherwise we'll apply late charges. Finally, on the bottom part, there is an* itemized [8] *list of all transactions you made during the period covered by the statement.*
Ok; then I need to pay by the 25th. or else you will charge late fees. Am I right?
You are correct, sir.
Ok, everything is now crystal clear. I thank you so much for your patience.
No need to thank me, sir. Have a nice day.

VOCABULARY

[1] **STAY** – To reside temporarily, esp. as a guest > example: "*To stay at a hotel.*"

[2] **SURCHARGE** – A fee in addition to the usual charge > *example: "Gasoline has a 50-cent surcharge."*

[3] **MISTAKE** – An error or blunder in action > example: *"You made a big mistake when you bought that car."*

[4] **SHIPPING** – The business of transporting freight: > example: *"We can ship 24/7 anywhere in the world."*

[5] **STATEMENT** – Monthly report sent to a debtor or bank depositor > *example*: *"I get my bank statements by e-mail."*

[6] **SAVING** – Reduction in cost or expenditure > example: "*We received 20% savings on shipping charges."*

[7] **SUMMARY** – Brief account giving the main points of something > example: *"This presentation is a summary of the entire project."*

[8] **ITEMIZED** – To place or include on a list of items > example: *"She itemized her expenses on the proper form."*

DISC 19 – TRACK 7

TIPS: BUSINESS IDIOMS – 3

Business World has its own idioms; here you have some of them:

Ball park figure – A rough estimate or figure – *"just give me a ballpark figure; you can fax me the final price later."*

Break even – Having expenses equal to profits – *"In just three months we were able to break even."*

Sell out – To sell all of a product – *"Most flowers are sold out on Valentine's Day."*

Pay off – Make a profit, be successful – *"The investment made on the new computers is finally paying off."*

IDIOMS AND USES OF LANGUAGE

[9] **Assume** – Take for granted; accept without proof: ➔ "We **assumed** that the price would rise."🡐 / ➔ "I **assumed** he was right so I asked no questions."🡐 / ➔ *"The only obligation which I have a right to **assume** is to do at any time what I think is right."* – Henry David Thoreau🡐

[10] **Overlook** – To fail to notice or take into account: ➔ I think I **overlooked** item two."🡐 / ➔ "He clearly **overlooked** this mistake."🡐 /// To look from above: ➔ "Our offices **overlook** the bay."🡐 / ➔ "I want you to **overlook** what she just did."🡐

[11] **Due** – Owed as a debt; owing: ➔ "Payment is **due** on Monday."🡐 / ➔ "The train is now **due**; it will arrive any moment now."🡐 / ➔ "Your account is now past **due,** please contact us." 🡐 / ➔ "It's time to pay your **dues**."🡐

[12] **Underneath** – A lower part, surface: ➔ "This machine is all dirty **underneath**."🡐 / ➔ "Energy comes from the power source located **underneath**."🡐 / ➔ *"**Underneath** this flabby exterior is an enormous lack of character."* – Oscar Levant🡐

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37.- Discussing Details on a Ticket or Bill – Exercises

Some examples of what you have just seen:

[13] **Misunderstanding** – "There must be a **misunderstanding**; I'm not in charge of sales." / "I think he **misunderstood** your question." / "Please don't **misunderstand** me; I meant it as a compliment."

[14] **Less** – "The **less** you run, the **less** you get tired." / I have **less** and **less** time to spend with my family." / I'm not blaming anyone, much **less** you." / "I think it will cost you **less** than five hundred dollars."

[15] **Pleasure** – "We enjoyed the **pleasure** of Nancy's company yesterday."/ "Please don't mention it; it's my **pleasure**." / "Please don't mix business with **pleasure**." / "That movie was a **pleasure** to watch." / "I have the **pleasure** of listening to good music on my I-Pod."

[16] **Hand** – "Could you please give me a **hand**?" / "Make sure this information doesn't fall in the wrong **hands**."/ "I only have a **handful** of friends." / "The letter was **hand** delivered." / "I'll be on **hand** to help you."

ENGLISH CLIPS: ***DISC 19 – TRACK 14***

1. Let's call it a day – Let us end what we are doing for the day. >> *"Nothing else to do. Sue:* ***Let's call it a day****."*
2. Up and running – If a system, an organization, or a machine is **up and running**, it is established and working. >> *"Just insert the wireless data card and you're* ***up and running****.*

THOUGHTS ***DISC 19 – TRACK 21***

"The rock that is an obstacle in the path of one person becomes a stepping stone in the path of another."

"Follow your heart, hang on and don't give up just because everyone else does. There is nobility in being the last one standing, because the persistent few are those who stretch boundaries, set brave new standards and secure the hope for a better tomorrow." - *Michael McKee*

LESSON 37 – STEP BY STEP GUIDE

37.- DISCUSSING DETAILS ON A TICKET OR BILL – PART 1 – DISC 19 TRACKS 1 –7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What does the guest ask for?
   How much is his bill?
   What is the five-dollar charge for?
   Where is the information about the surcharge written?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 37 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

37.- DISCUSSING DETAILS ON A TICKET OR BILL – PART 2 – DISC 19 TRACKS 8 –14

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Why had they not shipped the OP-25's?	***The company will pay shipping fees, on orders over what amount?***
How will they correct the billing mistake?	***Who told the client about free shipping?***

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

37.- DISCUSSING DETAILS ON A TICKET OR BILL – PART 3 – DISC 19 TRACKS 15 – 21

1. **Power Words**: ***TRACK 15*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 16*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 37 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 17*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What does the caller not understand?
   What will happen if the bill is not paid by the due date?
   When does he need to pay?

4 **Highlighted Words Practice**: ***TRACK 18*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 19*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 20*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Thoughts**: ***TRACK 21*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 37.1 TODAY'S TOPIC *TRACK 6* – GENDER EQUALITY IN THE WORKPLACE

- Could you please explain your company's policy regarding gender equality?
- Do you think gender equality is actually observed in the workplace? Please explain
- What could be done to attain gender equality?

LESSON 37.2 TODAY'S TOPIC *TRACK 13* – DIVERSITY IN THE WORKPLACE

- Could you please explain your company's policy regarding diversity?
- Do you think diversity is actually observed in the workplace? Please explain
- What could be done to attain true diversity?

LESSON 37.3 TODAY'S TOPIC *TRACK 20* – MEDICAL ATTENTION

- Does your company have medical service on site? Could you please explain?
- Does your company provide medical insurance? Could you please explain?
- Do you take regular check-ups? Why or why not?

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38.- Discussing Terms when Purchasing a Product or Service.

38.1

DISC 19 – TRACKS 23 & 26

Chloe, I will definitely buy this air compressor from your Company. What will be the final [13] price?

At best, I can offer [1] it to you for forty-five hundred dollars. I hope that fits your budget.

It does; price is fine. What kind of warranty does it have?

It carries a one-year full guarantee on moving parts, and a lifetime guarantee for the body. [2]

What about service?

Here's the list of service centers. Call the location nearest you if you need any further assistance.

Do they have spare parts too?

They do; besides, you can call our 24/7, toll-free [3] line, and order any parts you may need. You can also order spare parts online; just log onto our web site.

That's nice. I'll have your info at hand in case I need assistance.

38.2

DISC 19 – TRACKS 30 & 33

Felicity: we want to hire [4] your services for our market research.

Very good! When do we start?

As soon as we set up some details.

What kind of details?

For example: In this marketing survey we want to establish some issues [5] that are critical [14] for us and we want you to meet some criteria [6] we've already established.

Ok, just let me know.

I'm putting everything in writing on this document. Basically, what we need is to gather [9] information about buying habits [10] for urban families' top three brackets. We're also interested in knowing whether or not they're planning [15] to buy a new car in the next 12 months.

I can handle that, no problem.

About your fees: do you want to be paid weekly or every other week?

Every other week will be fine with me.

I'll need your bill a week in advance. It must comply with all tax requirements.

38.3

DISC 19 – TRACKS 37 & 40

Harold, we might decide to take your offer, but we're still not quite sure whether we are taking the right decision.

Do you have any second thoughts?

Well, all your information is very clear; quality is not an issue since your product is top of the line. To tell you the truth, it all comes down [11] to the price. We feel that your price is a wee [7] bit too high.

Samuel, you've said it yourself: our quality is second to none [12]. You may be paying a little bit more now, but you'll save a lot of money in the long run. [16] You'll save a lot in maintenance since this item is virtually maintenance-free. Besides, we provide 24/7 support with our toll-free line in case you need any further assistance. I'm pretty sure that our prices are more than fair.

I understand what you're telling me, but we need to decide considering everything that's important, one of them is price. We are weighing [8] several options and we'll come to a decision on Friday. Is there anything you can do regarding price?

What I can do for you is offer a 5% discount. I can't go any further.

Could you put that in writing?

Yes, I'll mail my proposal before the end of the day.

Do that, please. I thank you very much.

VOCABULARY

[1] **OFFER** – To propose something for acceptance or rejection > example: "*I'm offering my opinion on this issue.*"

[2] **BODY** – The largest or main part of anything > *examples: "The body of a vehicle; the body of a ship."*

[3] **TOLL FREE** – Having no charge levied for its use: > examples: *"Toll-free telephone; toll-free road."*

[4] **HIRE** – To engage the services of (a person) for a fee > example: *"Henry will be in charge of hiring."*

[5] **ISSUE** – A point or matter of discussion, debate, or dispute > *example*: *"We have to consider all sides of this issue before deciding about it."*

[6] **CRITERION (pl: criteria)** – A standard, rule, or test on which a judgment or decision can be based.

[7] **WEE** – Very small; tiny; minute > example: *"This book was written for the wee ones."*

[8] **WEIGH** – To consider carefully > example: *"She weighed her alternatives and decided to stay with us."*

DISC 19 – TRACK 28

TIPS: WORDS BEGINNING WITH "UNDER"

Lots of words start with the prefix "under".

1. Underage	***11. Underfloor***
2. Underbid	***12. Undergraduate***
3. Undercharge	***13. Undergrown***
4. Underclass	***14. Underline***
5. Undercoat	***15. Undermine***
6. Undercover	***16. Undermost***
7. Undercut	***17. Underpaid***
8. Underdog	***18. Underprice***
9. Underdone	***19. Underside***
10. Underestimate	***20. Understate***

IDIOMS AND USES OF LANGUAGE

[9] **Gather** – To collect or be collected gradually: ➔ "I went to several sources to **gather** this information."🡐 / ➔ "We **gathered** our things together and left ."🡐 / ➔ *"On the fall of an oak, every man **gathers** wood."* – Menander of Athens🡐

[10] **Habit –** Customary manner or practice: ➔ "He has a **habit** of cleaning up his desk before leaving."🡐 / ➔ "Teach your children good **habits**."🡐 / ➔ "My son drives down the same road by force of **habit**."🡐

[11] **Come down –** Be the essential element: ➔ "It all **comes down** to your attitude."🡐 /// ➔ "Interest rates will **come down** when the economy recovers." 🡐 / ➔ *"Hail to the morning! **Come down** to me my beautiful unknown."* – Jessica Powers🡐

[12] **Second to none –** The best: ➔ "Mom's cooking is **second to none**."🡐 / ➔ "Our service and prices are **second to none**."🡐 / ➔ "The Olympic Games are **second to none** in sports." 🡐 / ➔ "Larry is **second to none** when it comes to sales."

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38.- Discussing Terms when Purchasing a Product or Service – Exercises

Some examples of what you have just seen:

[13] **Final** – "The committee's decisions are **final**." / "This is the **final** report from the audit." / "Spain is our **final** destination." / "It looks like technology never gets to a **final** frontier." / "I decided not to buy, and that's **final**."

[14] **Critical** – "These spare parts are **critical** to our operation." / "The candidate's speech marked a **critical** point in his campaign." / "A second income is **critical** to a family's well-being." / "The oil is reaching a **critical** temperature."

[15] **Plan** – "Do you have any **plans** for tonight?"/ "We're working on the retirement **plans**." / "They're **planning** to get married this year." / "We have to work-up a good sales **plan**." / "I need to see the construction **plans**." / "He's **planning** to go out of town this weekend."

[16] **Long run** – "We'll sell our entire inventory in the **long run**." / "The paint will not deteriorate in quality over the **long run**."/ "The **long run** effects of the health plan are a disaster." / "In the **long run** the scale of production can be increased or reduced."

ENGLISH CLIPS: ***DISC 19 – TRACK 35***

1. Daily grind – [Someone's] everyday work routine. >> *"I'm getting very tired of the **daily grind**."*
2. Someone of note – A person who is famous. >> *"The pianist of note will play tonight"*

DISC 19 – TRACK 42

IDIOM QUIZ Choose an idiom at the bottom to replace the expression in the brackets below:

Gas and oil were (in less than the amount needed) during the busy summer season.

(a) in short supply (b) in stock
(c) in the works (d) filling the bill

LESSON 38 – STEP BY STEP GUIDE

1.- DISCUSSING TERMS WHEN PURCHASING A PRODUCT OR SERVICE – PART 1 – DISC 19 TRACKS 22 – 28

1. **Power Words**: ***TRACK 22*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 23*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 24*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is being purchased from Chloe`s company? ***What is the final price?***	***What kind of guarantee does the air compressor have?***

4 **Highlighted Words Practice**: ***TRACK 25*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 26*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 27*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 38 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 28*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

38.- DISCUSSING TERMS WHEN PURCHASING A PRODUCT OR SERVICE – PART 2 – DISC 19 TRACKS 29 – 35

1. **Power Words**: ***TRACK 29*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 30*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 31*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Whose services are being considered for marketing research?
   What issues will Felicity`s research establish?
   The survey asks if families plan on buying a new car within what period of time?
   How often will Felicity receive her payment?

4 **Highlighted Words Practice**: ***TRACK 32*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 35*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

38.- DISCUSSING TERMS WHEN PURCHASING A PRODUCT OR SERVICE – PART 3 – DISC 19 TRACKS 36 – 42

1. **Power Words**: ***TRACK 36*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 37*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 38 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 38*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What are Samuel´s comments on the prices?	***How much of a discount does Harold offer?***
How will Sam save money in the long run?	***When will he mail the proposal?***
When will he come to a decision?	

4 **Highlighted Words Practice**: ***TRACK 39*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 40*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 41*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Idiom Quiz**: ***TRACK 42*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

DISCUSSING TERMS WHEN PURCHASING A PRODUCT OR SERVICE – TODAY'S TOPIC

LESSON 38.1 TODAY'S TOPIC *TRACK 24* – LUNCH ROOM

- Could you please describe the lunch room at your company?
- Do you usually use the lunch room? If not, how do you get your meals?
- How could the lunch room be improved?

LESSON 38.2 TODAY'S TOPIC *TRACK 31* – UNITED STATES - MEXICO RELATIONSHIP

- What do you think of the USA-Mexico relationship?
- How does NAFTA benefit your company?
- Have you traveled lately to the States? Is it easier or more difficult to travel?

LESSON 38.3 TODAY'S TOPIC *TRACK 41* – PERSONAL TAXES

- Are your personal taxes taken care of in your paycheck?
- Do you need an accountant to handle your personal taxes?
- Have you ever been audited by SAT?

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39.- Purchasing with a Credit Card.

39.1

DISC 20 – TRACKS 2 & 5

I would like to buy this book, please.
Very good sir. Will this be cash or charge? [9]
I would like to pay with my credit card, please.
I'm sorry, but we don't take this particular [1] *card. Do you* happen [13] *to have another card?*
How about this one?
This one is perfect. Let me run it…. I'll need your signature and your telephone number on the dotted line. [2].
There you go…
Very well; this is your copy and your book. Thanks for shopping with us.
You're welcome.

39.2

DISC 20 – TRACKS 9 & 12

Welcome to Flowers by Phone, Alyssa speaking. What kind of arrangement would you like to send? [14]
I want to send a dozen of red roses.
What zip code are you sending to?
Zip code is 10019.
10019? That's in Manhattan. May I please have the recipient's [3] *name and street address there?*
Recipient is Ms. Rachel Woodward. Her address is 1589 West 7th Avenue, 10th Floor, Suite 1048.
May I have a telephone number for Ms. Woodward?
212-555-2589
May I have your credit card number and its expiration date? [4]
5545-5628-9546-9287 and it expires on May 2024.
May I have your name as it appears [5] *on the credit card?*
Yannick Jameson.
May I have your billing address?
8975 Huebner Road, San Antonio, Texas, 78059.
Would you like to order anything else with your arrangement? We can add [15] *a teddy bear or a candy* jar [6] *if you want.*
How much for a candy jar?
It costs $19.95. Would you like to charge it, sir?
Yes. Please add that.
What message [10] *would you like to send with the arrangement?*
"Best wishes [7] **on your birthday, from your friends at Gator's."**
Very good, sir. Your total is $68.95 and your arrangement will be delivered [16] *tomorrow during* regular business hours. [8] *Anything else I can help you with?*
Could it be delivered today by any chance? [11]
We can rush your order and deliver it today before [12] *5:00 PM with a $10.00 charge.*
No problem, just make it for today, please.
Your total will be $78.95. Anything else?
That'll do it. Thanks.
Thanks for shopping with Flowers by Phone.

VOCABULARY

[1] **PARTICULAR** – Of or belonging to a single or specific person, thing, category, etc. > example: "*We've made an exception in this particular case.*"

[2] **DOTTED LINE** – A line of dots or dashes on a form or document; often used to indicate where you`re supposed to sign.

[3] **RECIPIENT** – One that receives or is receptive > examples: *"She's the recipient of this year's merit award."*

[4] **EXPIRATION DATE** – The date on which something is no longer valid or in effect > example: *"This medicine has an expiration date of 11/05."*

[5] **APPEAR** – To become published, present > *example*: *"Bill's name has to appear on the contract."*

[6] **JAR** – A cylindrical vessel with a wide mouth and usually no handles.

[7] **BEST WISHES** – Something desired or longed for > example: *"Best wishes in your matrimony."*

[8] **REGULAR BUSINESS HOURS** – The hours in which a business is regularly open > example: *"Our regular business hours are from 8:30 to 4:30."*

DISC 20 – TRACK 7

TIPS: ENGLISH SAYINGS

Some English sayings are particular to this language.

*"**Easy come, easy go**."*
*"My new pair of jeans **fit like a glove**."*
*"I feel **like a million bucks!** I think I`ll go out for a walk."*
*"He is **fighting tooth and nail** to get transferred to another department."*
*"He knew all the team members names **off the top of his head**."*
*"His new car has very powerful brakes and is able to stop **on a dime**."*

IDIOMS AND USES OF LANGUAGE

[9] **Charge**– To set or demand (a price): ➔ "He **charges** way too much for his services."🡐 / ➔ "You can **charge** your utilities' bills to your credit card."🡐 / ➔ *"Do good when you can, and **charge** when you think they will stand it."* – Mark Twain🡐

[10] **Message** – A communication, usually brief: ➔ "Our client's **message** is very clear, he demands better service."🡐 / ➔ "Yes sir; I've got your **message**."🡐 / ➔ *"Children are the living **messages** we send to a time we will not see."* – John W. Whitehead 🡐

[11] **By any chance** – Perhaps: ➔ "**By any chance,** do you have a room**?**"🡐 / ➔ "**By any chance,** is Tim your brother?"🡐 / ➔ It wouldn't **by any chance** be April 1st today, would it?" 🡐

[12] **Before** – Earlier in time; in front; ahead: ➔ "Please see me **before** you leave."🡐 / ➔ "I will resign **before** agreeing with you."🡐 / ➔ "We'll have to appear **before** a judge on Monday." 🡐 / ➔ "You're invited to present your proposal **before** the Board of Directors."

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39.- Purchasing with a Credit Card – Exercises

Some examples of what you have just seen:

[13] **Happen** – "What's **happening**?" / "It so **happens** that today is Betty's birthday." / "I **happen** to have just what you need." / "He's acting as if nothing **happened**." / "A smile **happens** in a flash, but its memory can last a lifetime."

[14] **Send** – "We'll **send** your order overnight." / "We're **sending** the auditors to check our branch offices." / "We're **sending** a strong message to our competitors." / "Let's **send** a reminder letter to all the past due accounts."

[15] **Add** – "The flowers **added** a beautiful look to the office."/ "You'll need to **add** memory to the computer." / "Roger will **add** a lot of experience to our staff." / "We **added** a couple of rooms to our house." / "Everything's perfect; there's nothing left to **add**."

[16] **Deliver** – "Do you **deliver** overseas?" / "We **delivered** that order three days ago." / "My sister **delivered** a baby girl." / "Our boss will **deliver** a speech at the luncheon." / "They'll **deliver** the pizza in about 30 minutes."

ENGLISH CLIPS: ***DISC 20 – TRACK 14***

1. Get something straight – To understand something clearly. >> *"Before the meeting begins, let's **get something straight** about this problem."*
2. Bring out the best – To cause someone to behave in the best manner. >> *"This new challenge **brings out the best** in them."*

TONGUE TWISTER ***DISC 20 – TRACK 15***

How much wood could a woodchuck chuck if a woodchuck could chuck wood?

LESSON 39 – STEP BY STEP GUIDE

39.- PURCHASING WITH A CREDIT CARD – PART 1 – DISC 20 TRACKS 1 – 7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What does the customer purchase?
   What is the method of payment?
   What does he need to do on the dotted line?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 39 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

39.- PURCHASING WITH A CREDIT CARD – PART 2 – DISC 20 TRACKS 8 –15

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the name of the florist?
   How many red roses will be in the arrangement?
   What city are the roses being delivered to?
   What's the recipient's name?
   Why is Yannick sending Rachel flowers?
   What will be added to the flower arrangement?
   How much does the candy jar cost?
   When does Yannick want the flowers delivered?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **Tongue Twisters**: ***TRACK 15*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 39 – STEP BY STEP GUIDE (cont'd)

TODAY'S TOPIC

LESSON 39.1 TODAY'S TOPIC *TRACK 6* – POLITICS IN THE WORKPLACE / COUNTRY

- Do you think politics play a role in your workplace? Could you please describe?
- Do you think that if you "play politics" could improve your chances for growth?
- What do you think of the political arena in Mexico?

LESSON 39.2 TODAY'S TOPIC *TRACK 13* – AGE FACTOR IN THE WORKPLACE

- Do you think older people benefits the workplace?
- Have you ever sought advice from people up in years?
- How do you think your skills will evolve with age?

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40.- Claiming Lost Luggage / Asking for Directions at the Airport

40.1

DISC 20 – TRACKS 17 & 20

Hello, sir! Welcome to World Airlines, how may I help you?
I've just arrived [1] on flight 258 and my luggage [2] is missing. [13]
May I see your luggage ticket so I can track it for you?
Here you go.
As soon as we have an answer I'll let you know. Where should we call you?
I'll be in my office; my phone number is 210-555-8902. How long will it take before I get an answer?
We must have an answer within 24 hours. I will also need you to fill out this form with your name and address so we can deliver your luggage as soon as we get it back. [9]
Will you send it to my office?
It's the least [3] we can do. I apologize for this inconvenience. [4]
Well, I hope it doesn't take too long to get it back.
It shouldn't take more than 48 hours to be delivered to you.

40.2

DISC 20 – TRACKS 24 & 27

Sorry to bother you: could you please tell me how to get [14] to gate 24?
Gate 24? You're going in the wrong direction. Go back to that corner… the one [15] with the big white light on top; [10] then turn [16] to your right. Gate 24 will be on your right, not far from there.
I thank you so much. I'm actually looking for a gift shop nearby gate 24.
Oh yes, you'll find a nice gift and souvenir [5] shop across [11] from the gate's entrance; [6] you can't miss it.
I appreciate your help.
My pleasure!

40.3

DISC 20 – TRACKS 31 & 34

Welcome to World Airlines, how may I help you?
Look, I have a little problem here and I need your help. I have this ticket for a round trip [7] Houston – Toledo – Houston. But now I have to make a change. I need to fly to Los Angeles right away, and on Monday I'm flying back to Houston. Is there any thing you can do?
Let me check our flight availability [12] to LA. Now, from LA you're flying back to Houston on Monday, is that correct?
That's correct, yes.
It looks like we can do something. I can book you on flight 8690 to Orange County Airport. This flight takes off in about an hour and a half. Then, on Monday, I can make a reservation for you either at 1:00 PM or 4:30 PM, or 7:30 PM Pacific Time. Which one would you like me to reserve for you?
Put me on the 4:30 PM flight, please. How much do I have to pay [8] for this?
Your total will be $439.95. Would you like to pay for it in cash or would you like to charge it to your credit card?
Charge it to my corporate card, please…
Very well. Do you have a personal identification?
I have my voter's card; is it ok?
Good enough!

VOCABULARY

[1] **ARRIVE** – To come to a certain place during or after a journey > example: "*I'm expecting my boss to arrive tomorrow.*"

[2] **LUGGAGE** – The cases and belongings of a traveler > *examples: "You need to pick up your luggage before clearing customs."*

[3] **THE LEAST** – The minimum > examples: *"The least you can do is be polite with your neighbor."*

[4] **INCONVENIENCE** – That which gives trouble, embarrassment, or uneasiness > example: *"Not having a car is such a big inconvenience."*

[5] **SOUVENIR** – A token of remembrance; a memento > *example*: *"I brought a bunch of souvenirs from my trip to Argentina."*

[6] **ENTRANCE** – A place for entering, such as a door or gate > *example*: *"The restaurant has an entrance on the other side."*

[7] **ROUND TRIP** – A trip to a place and back again > example: *"You'll save money if you book it round trip."*

[8] **PAY** – To give money in return for goods or services > example: *"Please allow me to pay for dinner."*

DISC 20 – TRACK 22

TIPS: BUSINESS IDIOMS

Business World has its own idioms; here you have some of them:

Cut Corners – Economize – *"We've been forced to cut corners during these severe economic times."*

Face Value – The official worth or trust of something – *"We can buy these shares at their face value."*

Go Public – Sell shares of a privately owned company to the public – *"The company stock rose when they went public."*

Heads Will Roll – Someone will be punished – *"Heads will roll when the boss learns about last month's sales results."*

IDIOMS AND USES OF LANGUAGE

[9] **Get back** – To recover or retrieve: ➔ "Ok, now let's **get back** to the subject."🡐 / ➔ "It's nice to **get back** to our old friends."🡐 / ➔ "Please **get back** to me as soon as you talk to the customer."🡐

[10] **On top** – At the highest point or peak ➔ "**On top**, we can offer you some extra benefits."🡐 / ➔ "**On top** of everything else my boss wants me to work on Sundays."🡐 / ➔ *"The man **on top** of the mountain did not fall there."* – Anonymous 🡐

[11] **Across** – On or to the other side: ➔ "Lilly's office is just **across** the hall."🡐 / ➔ "We were able to put our idea **across**." 🡐 / ➔ *"Never try to walk **across** a river just because it has an average depth of four feet."* – Martin Friedman 🡐

[12] **Available** – Present and ready for use; at hand: ➔ "We are required to have a fire extinguisher **available** at all times."🡐 / ➔ "You'll need to be **available** on weekends."🡐 / ➔ "Could you please call the hotel and check for **availability?**" 🡐

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40.- Claiming Lost Luggage / Asking for Directions at the Airport – Exercises

Some examples of what you have just seen:

[13] **Missing** – "You're **missing** the point!" / "Homer has never **missed** a work day." / "I **missed** my flight at the airport." / "I **miss** my family." / "The book has 12 **missing** pages." / "We're **missing** customers every single day."

[14] **Get** – "I'm **getting** nothing but problems from this client." / "**Get** me a napkin, would ya?" / "He **got** his information from the Internet." / "You can't **get** water out of a stone." / "She **got** on the plane just before takeoff."

[15] **One** – "I'm just **one** player on the team."/ "He will come **one** of these days." / "Michael is **one** fine person." / "We'll need to have an **one** on **one** interview." / "This is the **one** I like the most." / "Let me introduce you to the **one** and only, Victor Jones."

[16] **Turn** – "**Turn** the key to open the door." / "He's strong enough to **turn** a bar of steel."/ "The water had been **turned** to ice." / "We can **turn** the situation around to our advantage." / "Please **turn** to page 30." / "This problem dates back to the **turn** of the century."

ENGLISH CLIPS: ***DISC 20 – TRACK 29***

1. Under your belt – Already achieved or experienced. >> *"She had fourteen years as a manager **under her belt** and knew the job as well as anyone.."*
2. Can't hack it – unable to do the job. >> *"I thought delivering papers would be an easy job, but I just **can't hack it**."*

RIDDLE ***DISC 20 – TRACK 36***

There are 20 people in an empty, square room. Each person has full sight of the entire room and everyone in it without turning his head or body, or moving in any way (other than the eyes). So, where can you place an apple so that all but one person can see it?

LESSON 40 – STEP BY STEP GUIDE

40.- CLAIMING LOST LUGGAGE / ASKING FOR DIRECTIONS AT THE AIRPORT – PART 1 – DISC 20 TRACKS 16 – 22

1. **Power Words**: ***TRACK 16*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 17*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 18*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the name of the airline company?
   What happened to the traveler's luggage?
   How long will it take to get an answer?

4. **Highlighted Words Practice**: ***TRACK 19*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 20*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 21*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 40 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 22*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

40.- CLAIMING LOST LUGGAGE / ASKING FOR DIRECTIONS AT THE AIRPORT – PART 2 – DISC 20 TRACKS 23 –29

1. **Power Words**: ***TRACK 23*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 24*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 25*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What gate number is the traveler looking for?
   What else is the traveler looking for?
   Where is the gift shop located?

4. **Highlighted Words Practice**: ***TRACK 26*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 27*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 28*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 29*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

40.- CLAIMING LOST LUGGAGE / ASKING FOR DIRECTIONS AT THE AIRPORT – PART 3 – DISC 20 TRACKS 30 –36

1. **Power Words**: ***TRACK 30*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 31*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 40 – STEP BY STEP GUIDE (cont'd)

3. **Comprehension Questions:** ***TRACK 32*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Where does the traveler need to fly right now?	***How much is she charged for this last minute change?***
Where will she fly to on Monday?	***How does she pay for the additional charges?***

4 **Highlighted Words Practice**: ***TRACK 33*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 34*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 35*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Riddle**: ***TRACK 36*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

CLAIMING LOST LUGGAGE / ASKING FOR DIRECTIONS AT THE AIRPORT – TODAY'S TOPIC

LESSON 40.1 TODAY'S TOPIC *TRACK 21* – THE LEARNING CURVE

- Could you please describe the learning curve in your current job? Was it difficult?
- How does the company handle an employee who is not able to perform as expected during the learning curve process?
- What kind of support an employee receives during his/her learning curve?

LESSON 40.2 TODAY'S TOPIC *TRACK 28* – JOB SATISFACTION

- Does your company really care about you being satisfied in your workplace?
- What can you do to get more satisfaction from your job?
- How does the company deal with unsatisfied employees?

LESSON 40.3 TODAY'S TOPIC *TRACK 35* – DECISION-MAKING PROCESS

- Could you please describe your own decision-making process?
- Could you please describe your company's decision-making process?
- Are you truly free to make your own decisions at work? Could you please explain?

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COURSE EXAM NO. 8
LESSONS 36 – 40

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EXAM No. 8 / LESSONS 36 – 40

36. EXTENDING AN INVITATION FOR A BUSINESS MEAL

37. DISCUSSING DETAILS ON A TICKET OR BILL

38. DISCUSSING TERMS WHEN PURCHASING A PRODUCT OR SERVICE

39. PURCHASING WITH A CREDIT CARD

40. CLAIMING LOST LUGGAGE / ASKING FOR DIRECTIONS AT THE AIRPORT

DISC 20 – TRACK 37

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. Well, to tell you the truth, I'm really tied up throughout the week.

_____

_____

1.2. Do you happen to have another card?

_____

_____

1.3. Yes, you're charging shipping, and your prices are supposed to be FOB our plant.

_____

_____

1.4. It's the least we can do.

_____

_____

1.5. Felicity: we want to hire your services for our market research.

_____

_____

1.6. May I have your name as it appears on the credit card?

_____

_____

1.7. To tell you the truth, it all comes down to the price.

_____

_____

1.8. Underneath the summary is the minimum payment due and the due date.

_____

_____

1.9. Let me check our flight availability to LA.

_____

_____

1.10. I don't want to disturb your weekend.

_____

_____

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DISC 20 – TRACK 38

2. TIPS SECTION: Listen to the tips section from Lesson 37 and explain two of the business idioms.

2.1. ball park figure _____

_____

2.2. sell out _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer. ***DISC 20 – TRACK 39***

3.1. _____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column. ***DISC 20 – TRACK 40***

1	**SWIMMINGLY**		To reside temporarily, esp. as a guest
2	**ROUND TRIP**		A point or matter of discussion, debate, or dispute
3	**STAY**		A cylindrical vessel with a wide mouth and usually no handles.
4	**WEIGH**		A person who receives hospitality
5	**RECIPIENT**		That which gives trouble, embarrassment, or uneasiness
6	**ISSUE**		One that receives or is receptive
7	**INCONVENIENCE**		Successfully, effortless, well
8	**SUMMARY**		To consider carefully
9	**JAR**		A trip to a place and back again
10	**GUEST**		Brief account giving the main points of something

5. EXPRESSION: Listen to the sentence; then answer it with your own words. ***DISC 20 – TRACK 41***

5.1. Are we celebrating something?

5.2. What is it that you need to check?

5.3. About your fees: do you want to be paid weekly or every other week?

5.4. May I have your billing address?

5.5. As soon as we have an answer I'll let you know.

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

I GUESS THAT'S WHY THEY CALL IT THE BLUES ***DISC 20 – TRACK 42***

By: Elton John

Don't wish it away
Don't look at it like it's forever
Between me and you I could honestly say
That things can only get better

While I'm away
Dust out the demons inside
And it won't be long, before you and me run
To the place in our hearts where we hide

I guess that's why they call it the blues
Time on my hands could be time spent with you
Oh! Laughing like children
Living like lovers
Rolling like thunder under the covers
And I guess that's why they call it the blues

Stare into space
Oh! Picture my face in your hands
Live for each second without hesitation
And never forget I'm your man

Wait on me girl
Cry in the night if it helps
But more than ever I simply love you
More than I love life itself

I guess that's why they call it the blues
Time on my hands could be time spent with you
Oh! Laughing like children
Living like lovers
Rolling like thunder under the covers
I guess that's why they call it the blues

Wait on me girl
Cry in the night if it helps
But more than ever I simply love you
More than I love life itself

And I guess that's why they call it the blues
Time on my hands could be time spent with you
Oh! Laughing like children
Living like lovers
Rolling like thunder under the covers
I guess that's why they call it the blues

{Laughing like children, living like lovers}
I guess that's why they call it the blues

{Laughing like children, living like lovers}
I guess that's why they call it the blues

And I guess that's why they call it the blues

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41.- Booking a Flight / Booking Hotel Accommodations

41.1

DISC 21 – TRACKS 2 & 5

World Airlines Reservation Center; this is Nancy speaking. How may I help you today?
I wanna make a reservation. [1] **please.**
Certainly! Will this be a round trip?
It'll be a round trip between Monterrey, Mexico and Detroit's Wayne Airport.
May I have the departure and return [2] dates [13] *please?*
Departure date will be Sunday the 24th, in the morning; returning on Friday afternoon.
Very good; how many passengers? [3]
Two adults.
Let me summarize [9] *it for you. That'll be two, round-trip, adult tickets, departing from Monterrey, Mexico on flight 712 on Sunday, August 24th at 9:00 AM, arriving at Dallas-Fort Worth at 10:45 AM; changing planes and taking off from DFW on flight 890 at 1:00 PM, arriving at Detroit-Wayne Airport at 4:45 PM. Return will be from Detroit-Wayne on Friday, August 29th, flight 1026, scheduled for 5:15 PM, arriving at DFW at 7:15 PM and* leaving [10] *Dallas on flight 850 at 8:00 PM and arriving in Monterrey at 9:40 PM. Is that okay with you?*
Sounds [11] **perfect!**
May I have the passengers' names, please?
Passengers' names are: Chester Perkins and Jessica White.
May I have their Worldflyer miles numbers?
Yes, Mr. Perkins' number is AG-5986587. Ms. White's number is HG-8596587.
Do they have any special transportation requirements? [4]
Not at all.
May I have a day phone number [5] *where I can* contact [14] *you?*
Yes, my regular direct [15] **phone number is 619-525-8987 in San Diego.**
The total amount [6] *will be $958.28 including* taxes [7] *and fees. May I have a credit card number, please?*
Yes. It's a Travel Card: 9989-0256-8526-8960, expiration date March 2024.
May I have the name of the credit card holder [16] *as it appears on the credit card?*
Chester W. Perkins, Jr.
And the billing address? [8]
12597 Prospect Boulevard, Suite 256, San Diego, CA, 90589.
Well, everything is set up. [12] *Your flight departs at nine in the morning, so passengers need to be at the airport at least three hours before the scheduled take-off time. Please ask them to have their immigration documents ready for they will be required upon arrival at DFW.*
I'll make sure they have their documents handy.
Thanks for flying with World Airlines!

VOCABULARY

[1] **RESERVATION** – Arrangement to secure accommodations in advance > example: "*I already have reservations for our upcoming trip.*"

[2] **RETURN** – To go or to come back > examples: *"I'll return after Christmas."*

[3] **PASSENGER** – A person traveling in a car, train, boat, etc., not driven by him > example: *"The passengers are boarding the plane."*

[4] **REQUIREMENT** – Something obligatory; a prerequisite > *example*: *"You'll need to fulfill all requirements in order to qualify for credit."*

[5] **DAY PHONE NUMBER** – A phone number where you can be reached during regular business hours.

[6] **AMOUNT** – To add up in number or quantity > example: *"We'll need a considerable amount of money to pay for expenses."*

[7] **TAX** – A mandatory financial contribution imposed by a government to raise revenue.

[8] **BILLING ADDRESS** – The customer's designated address to receive invoices and statements to be paid.

DISC 21 – TRACK 7

TIPS: THE MANY USES OF "GET"

"Get" is a very versatile word, here you have some examples:

1. Get across	***9. Get out***
2. Get along	***10. Get over***
3. Get around	***11. Get through***
4. Get away	***12. Get up***
5. Get by	***13. Get even***
6. Get down	***14. Get going***
7. Get in	***15. Get there***
8. Get off	***16. Get on***

IDIOMS AND USES OF LANGUAGE

[9] **Summarize** – To express concisely: ➔ "This slide **summarizes** last year-sales."🡐 / ➔ "You need to learn how to **summarize** your investigation."🡐 / ➔ "It's time to **summarize** your accomplishments and what makes you unique."🡐

[10] **Leave** – To go out of or away from: ➔ "You're not allowed to **leave** the room."🡐 / ➔ "What will you do after you **leave** the Company?"🡐 / ➔ "My train **leaves** at six o'clock."🡐 / ➔ *"What is **left** when honor is lost?"* – Publilius Syrus 🡐

[11] **Sound** – Anything that can be heard: ➔ "Did you hear that **sound?**"🡐 / ➔ "Does it **sound** like a good idea to you?"🡐 / ➔ "Your voice **sounds** clear on the phone."🡐 / ➔ *"The sweetest **sound** of all is praise."* – Xenophon 🡐

[12] **Set up** – To begin or enable to begin: ➔ "Caesar will **set up** the new machine."🡐 / ➔ "The new sales results have really **set** the team **up**."🡐 / ➔ "This is your manual for **setting up** the computer." 🡐

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41.- Booking a Flight / Booking Hotel Accommodations – Exercises

Some examples of what you have just seen:

[13] **Date** – "This machine **dates** back to the 1950's." / "Could you please tell me the projected delivery **date** for this order?" / "What's today's **date**? – Today's **date** is August 11th" / "I have a **date** for tonight!" / "Would you please file these invoices by **date**?"

[14] **Contact** – "Please **contact** me at soon as possible." / "The pilot made **contact** with the tower." / "I can't reveal my government **contacts**" / "Don't let the glue come in **contact** with your skin!"

[15] **Direct** – "Please **direct** your comments to Susan." / "She was so kind **directing** us to the airport." / "There is a **direct** link between alcohol and absenteeism." / "I'm expecting a **direct** answer from you."

[16] **Holder** – "John is the majority **stock**holder."/ Charlie currently **holds** the title of "Union Representative." / "Our Company **holds** a great number of patents." / "Put the towel back on its **holder** will you?" / "He's the **holder** of the signed IOU."

ENGLISH CLIPS: ***DISC 21 – TRACK 8***

1. Get your walking papers – Get fired from your job. >> *"The young man **got his walking papers** for yelling at the customers."*
2. He lost his head – Angry and overcome by emotions. >> *"I'm sorry. I got upset and **lost my head**."*

THOUGHTS ***DISC 21 – TRACK 9***

"Service is the lifeblood of any organization. Everything flows from it and is nourished by it. Customer service is not a department...it's an attitude."

"The sea of change can pull customers in many directions. It is our responsibility to light the way and take care of them...before the competition does."

LESSON 41.1 – STEP BY STEP GUIDE

41.- BOOKING A FLIGHT / BOOKING HOTEL ACCOMMODATIONS – PART 1 – DISC 21 TRACKS 1 –9

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where are Chester and Jessica flying to?
   Will they require special transportation services?

   How are the tickets paid?
   What documents will the passengers need upon arrival to DFW?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

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41.- Booking a Flight / Booking Hotel Accommodations (cont'd)

41.2

DISC 21 – TRACKS 11 & 14

Intercontinental Hotel Reservations Center; this is Jill speaking. How may I help you?
Yes, I need to book two rooms for Sunday.
Very well, let me check room availability. Do you have the estimated [1] *time of arrival?*
ETA will be around 5:00 PM.
When will you be checking out?
Check-out will be Friday 29th.
How many people in each [13] *room?*
Only one adult per room.
Do you want standard [2] *rooms, or do you prefer* suites? [3]
We rather have standard rooms.
We have two rooms available at $110.00 per room per night, plus applicable [9] *tax and service fees. The total for five days will be $1,270.06 including tax and service fees. Do you want to go ahead and book the room?*
Yes. And I have a discount [14] coupon. [4]
May I have the redemption [10] code [5] *on the coupon, please?*
HY-8520365.
Very good. I've applied the coupon's discount. Your new total is $1,016.05
Ok. Go ahead with the reservation.
I will need to have a credit card number and the holder's information.
Of course…

Your reservation will be kept [15] *until 7:00 PM on Sunday. Your* confirmation [11] *number is KY-890. Prices are* definite [6] *only at check-out time so they may slightly* vary. [7]
Yes, I understand. You are located close to the Airport, aren't you?
Yes. We're very close to Wayne Airport. We're located [8] *just* off [16] *I-94, along the access road from exit 198. It's just a five-minute trip. And of course, we have* shuttle [12] *service to and from the Airport.*
Do you have any Internet access in the rooms?
Yes. We have free Wi-Fi access in all rooms; we'll give you your user and password upon arrival.
Excellent.
We also have a business center available, in case you need to hold meetings with clients; it's free of charge for our guests.
Very well. What other amenities does the hotel have?
We have a fitness room, indoor pool, spa and valet parking; likewise, all of them absolutely free.
Cool! I think we can make good use of your facilities.
Please feel free to try them all; and I wish you a nice stay.
Thanks!

VOCABULARY

[1] **ESTIMATED** – To calculate approximately > example: *"These are only estimated prices."*

[2] **STANDARD** – An accepted or approved example of something against which others are judged or measured > example: *"Our products set the standard for quality."*

[3] **SUITE** – A series of connected rooms used as a living unit > examples: *"He wants to stay in the Presidential Suite."*

[4] **COUPON** – A detachable part of a ticket or advertisement entitling the holder to a discount > example: *"I've got a coupon for the pizza parlor."*

[5] **CODE** – A system of letters or digits used for identification or selection purposes > *example*: *"Our products are coded for identification purposes."*

[6] **DEFINITE** – Clearly defined; explicitly precise > *example*: *"It is definite that we're getting the contract."*

[7] **VARY** – To undergo or show change > *example*: *"The temperature varied by 10 degrees throughout the day."*

[8] **LOCATED** – Situated or placed > example: *"We are located in the suburbs."*

DISC 21 – TRACK 16

TIPS: THE MANY USES OF "GO"

"Go" is a very versatile word, here you have some examples:

1. Go about	***9. Go over***
2. Go around	***10. Go under***
3. Go by	***11. Go through***
4. Go away	***12. Go up***
5. Go for	***13. Go with***
6. Go into	***14. Go back***
7. Go off	***15. Go steady***
8. Go on	***16. On the go***

IDIOMS AND USES OF LANGUAGE

[9] **Applicable** – Being appropriate or relevant: ➔ "We'll have to pay all **applicable** taxes."🡐 / ➔ "The new requirements are **applicable** to all new hires."🡐 / ➔ *"Leadership is **applicable** to all facets of life."* – John G: Agno 🡐

[10] **Redeem** – To exchange coupons for goods: ➔ "Shareholders can **redeem** their shares as of the close of the day."🡐 / ➔ "We'll need to **redeem** the Treasury bonds we have."🡐 / ➔ "Keep the coupon so you can **redeem** it later on."🡐

[11] **Confirm** – To make valid by a formal act; ratify: ➔ "Can you please **confirm** what you're saying?" 🡐 / ➔ "What you said has **confirmed** my doubts." 🡐 / ➔ "Have you **confirmed** this information?"

[12] **Shuttle** – A vehicle that offers a frequent service over a short route: ➔ "We took a **shuttle** across town." 🡐 / ➔ "A small train **shuttles** constantly between the concourse and the runways." 🡐 / ➔ *"Describing the Internet as the Network of Networks is like calling the Space **Shuttle** a thing that flies."* – John Lester🡐

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41.- Booking a Flight / Booking Hotel Accommodations (cont'd) – Exercises

Some examples of what you have just seen:

[13] **Each** – "I know **each** and every one of the workers." / "**Each** of us can have two slices of pizza." / "**Each** of the candidates were interviewed separately." / "The bill comes to $79, so that's about $10 **each**." / "To **each** his own."

[14] **Discount** – "They're offering a **discount**." / "It's just a rumor, **discount** it." / "Some of the shareholders are selling their titles at a **discount**." / "Will you **discount** part of the interest if I pay in advance?"

[15] **Keep** – "**Keep** the change!"/ "**Keep** it for yourself." / "Would you please **keep** an eye on the shop while I'm away?" / "Bill is in charge of **keeping** financial records." / "I **kept** my staff after hours to discuss tomorrow's audit."

[16] **Off** – "I need to take the afternoon **off**." / "Peter shaved **off** his moustache." / "I just turned **off** my computer." / "Thursday's my day **off**." / "I'm **off** to see my customer." / "September is less than a week **off**." / "Take your feet **off** that seat, will you?

ENGLISH CLIPS: ***DISC 21 – TRACK 17***

1. Curiosity killed the cat – Being inquisitive can lead you into a dangerous situation. >> *"Don't ask so many questions. Remember that **curiosity killed the cat**"*
2. Hold your horses – Be patient. >> *"**Hold your horses!** Everything will be ready in a few minutes."*

DISC 21 – TRACK 18

IDIOM QUIZ Choose an idiom at the bottom to replace the expression in the brackets below:

We tried to decide on a (rough estimate) for the cost of new computer printers for the company.

(a) Budget crunch (b) Number-cruncher
(c) Ball park figure (d) Sweetheart deal

8. **English Clips**: ***TRACK 8*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*
9. **Thoughts**: ***TRACK 9*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

LESSON 41.2 – STEP BY STEP GUIDE

41.- BOOKING A FLIGHT / BOOKING HOTEL ACCOMMODATIONS – PART 2 – DISC 21 TRACKS 10 –18

1. **Power Words**: ***TRACK 10*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 11*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 12*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

How many rooms are requested?
When is the estimated time of arrival?
How many adults will there be per room?
How far away is the hotel from the airport?

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LESSON 41.2 – STEP BY STEP GUIDE (cont'd)

4 **Highlighted Words Practice**: ***TRACK 13*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 14*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 15*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tips**: ***TRACK 16*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

8 **English Clips**: ***TRACK 17*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

9 **Idiom Quiz**: ***TRACK 18*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 41.1 TODAY'S TOPIC *TRACK 6* – MOBILE CONNECTIVITY AND ITS IMPACT

- Could you please describe the pros and cons of being able to connect anywhere and at any time?
- Being able to connect anywhere improves your productivity? How?
- Do you work from home after the day is over? Is it good for you?

LESSON 41.2 TODAY'S TOPIC *TRACK 15* – GROWTH IN YOUR COMPANY

- How is growth attained in your company?
- How would you prepare if a promotion is about to be up for grabs?
- Would you be willing to relocate in order to grow in your company?

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42.- Passing Through Immigration at an Airport or at the Border

42.1

DISC 21 – TRACKS 20 & 23

Good morning, sir. May I see your passport, please?
Yes. Here it is.
What's the purpose [9] *of your trip?*
Business.
How long are you planning to stay in the States, sir?
Only for a few weeks.
Are you carrying [1] *any cash over $ 10,000.00 dollars?*
No, sir.
Please fill out this form for me. Let me know when you're through with it.

Here you go…
Very well. Do you have anything else to declare? [2]
Just my luggage.

42.2

DISC 21 – TRACKS 27 & 30

What's the purpose of your trip, ma'am?
I'm on a business trip, but I'll take some [13] **days off on the weekends.**
How long are you staying here?
I'll be here for two months.
Are you planning to go back to Mexico during your stay?
No. I don't think I'll be going back to Mexico until the end of my trip.
I will need to see some proof [3] *of your job and residence in Mexico.*
Well, I have my voter's registration card and some bank statements as you can see.
Ok. How about your job?
This is my Company's ID card.
How much cash are you carrying?
I have about a thousand dollars.
And how are you going to pay for your stay and expenses while [14] *in the United States?*
I have my company's corporate card to pay for any business expenses.
Very well. This is your two-month permit. If you need to stay longer than [15] *two months in the United States, you'll need to go to the Immigration office nearest you to* apply [10] *for an* extension. [11] *When you leave the country you need to return this card at the bridge. Please go back to your car for* customs [4] *inspection.*

42.3

DISC 21 – TRACKS 34 & 37

I will need to check your car, sir. Could you please open the trunk [5] *and* hood? [6]
Of course.
Are you bringing [16] *any liquor or fruit from Mexico, sir?*
Yes, I have two bottles of tequila… gifts for customers.
Very well, you'll need to pay taxes on them right over there. [12]
Ok.
Anything else you want to declare?
Not at all.
Could you please open the glove [7] *compartment and your briefcase?*
Sure.
Thanks, everything seems to be ok. Please go ahead.
Thanks, officer.
You're welcome. Just stop at the booth [8] *to pay the liquor tax.*

VOCABULARY

[1] **CARRY** – To hold or support while moving > *example: "She's carrying her baby girl."*

[2] **DECLARE** – To make clearly known or announce officially > *example: "You have to declare your income on your tax return."*

[3] **PROOF** – Evidence that establishes the truth, validity, etc., of something> *example: "His curriculum is proof of his dependability."*

[4] **CUSTOMS** – Governmental agency authorized to collect import taxes > *example: "Customs and immigration are just across the bridge."*

[5] **TRUNK** – A compartment for luggage > *example*: *"VW's have the trunk in the front of the car."*

[6] **HOOD** – A metal lid over the engine of a motor vehicle > *example: "The hood opened while I was driving."*

[7] **GLOVE** – A fitted covering for the hand > *example: "She's wearing beautiful leather gloves."*

[8] **BOOTH** – A small compartment with a window, used to separate the occupant from others > *example: "A ticket booth."*

DISC 21 – TRACK 25

TIPS: THE MANY USES OF "UP"

"Up" is a very versatile word, here you have some examples:

1. Act up	***11. End up***
2. Add up	***12. Give up***
3. Back up	***13. Grow up***
4. Beat up	***14. Lighten up***
5. Break up	***15. Make up***
6. Buckle up	***16. Mix up***
7. Build up	***17. Pay up***
8. Catch up	***18. Pop up***
9. Cheer up	***19. Speed up***
10. Cover up	***20. Wrap up***

IDIOMS AND USES OF LANGUAGE

[9] **Purpose** – To intend or determine to do something: ➔ "The **purpose** of today's meeting is to review the budget."➔ / ➔ "I can't believe he did that on **purpose**."➔ / ➔ *"Great minds have great **purposes**; others have wishes."* – Washington Irving ➔

[10] **Apply** – To request employment or admission: ➔ "He'll have to **apply** for unemployment benefits."➔ / ➔ "My daughter will **apply** for college next year."➔ / ➔ "Please **apply** in writing to the address below." ➔

[11] **Extension** – A part constituting an addition: ➔ "When you call, ask for **extension** 3276." ➔ "My cousin is taking an **extension** course at the University."➔ / ➔ "We've got a three-month **extension** on the loan." ➔

[12] **Over there** – Across from one side to the other: ➔ "Could you please put your hat **over there**?" ➔ / ➔ "The bank is right **over there**."➔ / ➔ *"Take care, your worship, those things **over there** are not giants but windmills."* – Miguel de Cervantes ➔

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42.- Passing Through Immigration at an Airport or at the Border – Exercises

Some examples of what you have just seen:

[13] **Some** – "Would you like **some** sugar?" / "She's been managing for **some** time now." / "I did the assignment and then **some**." / "**Some** 40 people attended the conference." / "Show him **some** respect, will you?" / "That was **some** game!"

[14] **While** – "Please have some coffee **while** I make this call." / "I'll stay inside **while** it's raining." / **"**Will you be there for a **while?**" / "Meat is expensive, **while** bread is cheap." / "It was good **while** it lasted." / "Mr. Robinson called **while** you were out."

[15] **Than** – "She's a better accountant **than** I am." / "I'm more **than** happy today." / "My son is a taller **than** my daughter." / "You're earlier **than** usual." / "I spent more **than** I intended to." / "It cost less **than** I expected." / "It's easier said **than** done."

[16] **Bring** – "**Bring** me the hat, could you?" / "What you said **brings** me to the main point." / "**Bring** enough money with you." / "The hurricane **brought** along destruction." / "Don't **bring** me problems, **bring** me some solutions."

ENGLISH CLIPS: ***DISC 21 – TRACK 32***

1. Field day – An enjoyable day or circumstance.. >> *"The press is going to have a **field day** with this one."*
2. Keep track of something – To keep a count or record of something. >> *"You need to keep **track of** the quality process in all areas."*

TONGUE TWISTER ***DISC 21 – TRACK 39***

Imagine and imaginary menagerie manager managing an imaginary menagerie.

LESSON 42 – STEP BY STEP GUIDE

42.- PASSING THROUGH IMMIGRATION AT AN AIRPORT OR AT THE BORDER – PART 1 – DISC 21 TRACKS 19 – 25

1. **Power Words**: ***TRACK 19*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 20*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 21*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the traveler asked to show the customs officer?
   What is the purpose of his trip?
   How long is he planning to stay in the States?
   Does he have anything else to declare?

4 **Highlighted Words Practice**: ***TRACK 22*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 23*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 24*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 42 – STEP BY STEP GUIDE (cont'd)

7 **Tips**: ***TRACK 25*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

42.- PASSING THROUGH IMMIGRATION AT AN AIRPORT OR AT THE BORDER – PART 2 – DISC 21 TRACKS 26 – 32

1. **Power Words**: ***TRACK 26*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 27*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 28*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

How long is the traveler planning to stay in the States?	***How much cash is she carrying?***
When does she expect to return to Mexico?	***What does she need to do if she needs to stay longer than two months?***

4 **Highlighted Words Practice**: ***TRACK 29*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 30*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 31*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 32*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

42.- PASSING THROUGH IMMIGRATION AT AN AIRPORT OR AT THE BORDER – PART 3 – DISC 21 TRACKS 33 – 39

1 **Power Words**: ***TRACK 33*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

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LESSON 42 – STEP BY STEP GUIDE (cont'd)

2. **Listening**: ***TRACK 34*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 35*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What type of liquor is he bringing from Mexico?
   What does the traveler need to do concerning the liquor?
   What does the customs official ask him to open?

4 **Highlighted Words Practice**: ***TRACK 36*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 37*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 38*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tongue Twisters**: ***TRACK 39*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

4.- WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

PASSING THROUGH IMMIGRATION AT AN AIRPORT OR AT THE BORDER – TODAY'S TOPIC

LESSON 42.1 TODAY'S TOPIC *TRACK 24* – CANDOR IN THE WORKPLACE

- Is candor something you advocate in the workplace? Why/Why not?
- How can you handle candor so it's not confused with rudeness?
- What could be the consequence of not being candid?

LESSON 42.2 TODAY'S TOPIC *TRACK 31* – ACCOUNTABILITY ON YOUR JOB

- How are you accountable for the actions you take or the decisions you make?
- How do you share accountability with your co-workers?
- What are the consequences if you fail to perform as instructed?

LESSON 42.3 TODAY'S TOPIC *TRACK 38* – STRESS MANAGEMENT

- How do you handle stress in the workplace?
- Does the company have a stress-management program in place? How does it work?
- What could be the consequences of not handling stress properly?

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43.- Describing the Company's History, Mission, Vision and Values

43.1

DISC 22 – TRACKS 2 & 5

Victor, what does Innovative Technologies stand for? [9]
Well, Peter… I can tell you, Innovative Technologies is much more than just a name; there is a corporate philosophy behind this name.
I'd like to get to know your Company better.
Let me tell you about our Company: Innovative Technologies Corporation was founded [1] *almost a hundred years ago. This is the third generation of the Morgan family running the Company. Our Chairman of the Board and Chief Executive Officer, Rutherford W. Morgan III is the founder's grandson.*

Everything started back in the 1930's when Mr. Morgan's father's father decided to start a small business dedicated to the fascinating world of innovation [2] *in industrial processes. He started with only three employees in a small* shop [3] *in the* basement [4] *of his house. He started offering solutions to manufacturing processes, simplifying them and making them more* profitable [5] *for the companies. The Company grew throughout the years thanks to Mr. Morgan's father's leadership and now it's a nationwide Company* serving [6] *a wide range of industrial concerns.*

Nowadays, [7] *the Company is a* leader [13] *in its field, thanks to the things we* believe [10] *in. Everything is reflected in our mission, vision and values; for they are the* backbone [11] *of our Company.*

Our mission is to constantly exceed our customer's requirements and expectations. We've always strived [14] *to fulfill our customer's needs and we are always looking for ways to improve with excellence.*

Our vision is to become a Global Company in less than five years. We already have the products, the ideas and the will [15] *for doing so. We are* reaching [12] *global customers wanting to deal with world-class companies and we are fulfilling their requirements.*

Our values are the core [8] *of our entire organization. We believe in and* encourage [16] *respect, innovation and leadership and we take ownership of those values so our people can have a healthy and competitive environment.*

We also have the highest regard for candor, meritocracy and inclusion; that is, we speak openly and frankly so everything is always clear; also, promotions are based mostly on merit and not on seniority; and we welcome diversity from all corners of the globe and from all walks of life.

Finally, our social awareness is generous, always reaching out and giving back to society part of our earnings as a symbol of our gratefulness.

Very interesting. No wonder your company is so well positioned on the market.

That's right.

VOCABULARY

[1] **FOUND** – To establish or set up > example: *"The college was founded in 1872."*

[2] **INNOVATION** – Something newly introduced, a new method or device > example: *"Innovation is the central issue for economic prosperity."*

[3] **SHOP** – A place for the performance of a specific type of work > example: *"I had to send my car to the shop"*

[4] **BASEMENT** – A substructure or foundation of a building > example: *"The parking lot is in the basement."*

[5] **PROFITABLE** – Affording gain, benefit, or profit > *example*: *"Business is profitable again with the new manager."*

[6] **SERVING** – To supply goods or services to customers > *example*: *"We're serving customers at the border."*

[7] **NOWADAYS** – In these times > *example*: *"Nowadays I write out my own letters instead of dictating them."*

[8] **CORE** – The central or innermost part > example: *"Our Company's core business is retail."*

DISC 22 – TRACK 7

TIPS: BUSINESS IDIOMS

Business World has its own idioms; here you have some of them:

In black and white – In writing – *"We refuse the deal unless you put in black and white."*

Mean business – Be serious– *"The boss means business when he says he wants to see some results this month."*

Tight spot – A difficult situation– *"The Company has been in a tight spot since the recession started."*

In stock – Have something ready to sell – *"They don't have any toner in stock at the office supply store."*

IDIOMS AND USES OF LANGUAGE

[9] **Stand for** – To advocate or support; meaning: ➔ "We **stand for** our values."🡐 / ➔ "What does "OK" **stand for**?"🡐 / ➔ *"Self-praise is for losers. Be a winner. **Stand for** something. Always have class, and be humble."* – John Madden 🡐

[10] **Believe** – To accept as true or real: ➔ "I **believe** in my employees' loyalty."🡐 / ➔ "I **believe** in your ability to solve this problem."🡐 / ➔ "*The future belongs to those who **believe** in the beauty of their dreams.*" – Eleanor Roosevelt 🡐

[11] **Backbone** – Fortitude and determination: ➔ "The **backbone** of success is usually found in old-fashioned, basic concepts like hard work, determination, good planning and perseverance." 🡐 / ➔ *"Success depends on your **backbone**, not on your wishbone."* – Anonymous 🡐

[12] **Reach** – To arrive at; attain: ➔ "We have **reached** a conclusion."🡐 / ➔ "I'll be within **reach** in case you need me."🡐 / ➔ "Our sales **reached** a historic high." 🡐 / ➔ "Our products are **reaching** markets we never expected to **reach**."🡐

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43.- Describing the Company's History, Mission, Vision and Values – Exercises

Some examples of what you have just seen:

[13] **Leader** – "Sarah is the undisputed **leader** of the Union." / "**Leaders** must be able to relate to others." / "Please call all the Team **Leaders** for an urgent meeting." / "We're the top **leaders** in our market." / "True **leaders** always lead."

[14] **Strive** – "We need to keep hope alive and **strive** to be better." / "We **strive** to make our customers happy." / "He's **striving** for better paid positions." / "Nowadays, everyone is **striving** to make a living."

[15] **Will** – "Where there's a **will** there's a way."/ "My grandfather is preparing his **will**." / "I'm sorry for Duncan, he lacks the **will** to overcome his addiction." / "Let it be known that I made this decision against my **will**."

[16] **Encourage** – "Our policies are designed to **encourage** people's involvement." / "Government supports and **encourages** investments" / "I feel **encouraged** after attending the conference." / "I have found that my college students need **encouragement**."

ENGLISH CLIPS: ***DISC 22 – TRACK 8***

1. Know the ropes – To understand the details. >> *"Don't worry about the new employee, he already **knows the ropes**."*
2. Field day – An enjoyable day or circumstance.. >> *"The press is going to have a **field day** with this one."*

RIDDLE ***DISC 22 – TRACK 9***

A man has to get a fox, a chicken, and a sack of corn across the river. He has a rowboat, and it can only carry him and one other thing. If the fox and the chicken are left together, the fox will eat the chicken. If the chicken and the corn are left together, the chicken will eat the corn. How does the man do it?

LESSON 43 – STEP BY STEP GUIDE

43.- DESCRIBING THE COMPANY'S HISTORY, MISSION, VISION AND VALUES – PART 1 – DISC 22 TRACKS 1 –9

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   When was Innovative Technologies founded?
   How did the company get started?
   What is the company's vision?
   What are their core values?
   How is leadership seen within the company?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

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LESSON 43 – STEP BY STEP GUIDE (cont'd)

6 **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

8 **English Clips**: ***TRACK 8*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

9 **Riddle**: ***TRACK 9*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

TODAY'S TOPIC

LESSON 43.1 TODAY'S TOPIC *TRACK 6* – FOREIGNERS IN THE WORKPLACE

- Do you work with foreigners? How's your communication with them?
- Do you help them integrating to our culture? How?
- Do you find it easy getting along with them? How?

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44.- Describing the Company's Policies

44.1

DISC 22 – TRACKS 11 & 14

Heather, as a new employee of our company, you must learn about the Company's policies.[1] Let me go over them very quickly.
Should I take any notes?
No need to. I will provide[2] you with our policies' handbook.[3] Let me tell you about them: These policies are meant[18] to protect each and every one of us from having any negative influences that may confront[4] us. They also establish the guidelines[14] which will monitor our own[19] behavior[15] while working on the Company. If you stick[5] to our policies, you will cover yourself from getting into any kind of trouble.
Very good.
The very[20] first policy is Respect. We show respect to our stockholders, our customers, our suppliers, our personnel, our families, ourselves, etc.
We honor Truth above everything. Truth must be a rule in all of our thoughts and our actions as well.
We also appreciate fairness[21] in everything we do. We do not bribe[6] our customers neither we accept kickbacks from our suppliers. We play a fair game among all our employees; that is, we don't backstab[7] anybody in order to get a better position. And of course, we are strongly, decisively against sexual harassment, illegal drugs and money laundering.[8] Anybody who is caught red handed[9] in these illegal activities is immediately fired and turned over to the authorities.
I understood clearly. I assure you I'm not going to get into any of those situations.

44.2

DISC 22 – TRACKS 18 & 21

Kevin, I heard you had a good time on your trip to New York.
Well, I did have a good time. I closed some good business deals and I got to know some interesting people.
As far as I know, you took very good care of Theo and Sergio.
They're very nice guys. We went out for dinner and also had a few drinks. As you know, they're very important customers and I thought a little PR[10] wouldn't hurt[11].
I know that, Kevin, but the point is that it looks like you took them to some very expensive places; the "few" drinks were not a few but a lot; and I understand that you also paid for some "gifts" for them. And now you want us to pay for all those expenses?
Well, I consider all that as business expenses.
Have you forgotten about our Company's policies? We neither pay for expensive meals nor do we bribe our clients. Your behavior is highly irregular. I mean, if you have to do this just to please a customer you'll have to do this all the time in order to keep the business. We consider that we can compete only with our quality, prices and service and that we don't need to do "business after hours". Do you know what I mean?
And now, what is gonna happen?
I'm rejecting[12] your so-called[16] "business expenses"; you have an allowance[17] for travel expenses and that's it. And this is only a warning. Next time we will consider this as a major infringement to our policies and you will be expelled[13] from the job. Is that clear?
Crystal clear!

VOCABULARY

[1] **POLICY** – A plan of action adopted by an organization > example: "*There is a non-smoking policy in force.*"

[2] **PROVIDE** – To furnish; supply > example: *"The company provides uniforms for all workers."*

[3] **HANDBOOK** – Reference book on a subject or directions for maintenance or repair > example: *"Read the handbook before you operate the equipment."*

[4] **CONFRONT** – To come up against; encounter > example: *"You'll confront a lot of hostility from competitors."*

[5] **STICK** – To remain loyal or faithful > example: *"We should stick to our basic principles*

[6] ***BRIBE*** – To promise, offer, or give something, usually money, to procure services or gain influence, esp. illegally.

[7] **BACKSTAB** – To attack unfairly, especially in an underhand, deceitful manner > example: *"He backstabbed his best friend just to get a promotion."*

[8] **MONEY LAUNDERING** – Concealing the source of illegally gotten money.> example: *"The only way they could still be in business is by laundering money."*

[9 - 13] ***Cont. on "Extra Vocabulary"***

DISC 22 – TRACK 16

TIPS: THE MANY USES OF "OUT"

"Out" is a very versatile word, here you have some examples:

1. Act out	***11. Fight it out***
2. All out	***12. Figure out***
3. Branch out	***13. Fill out***
4. Bring out	***14. Find out***
5. Buy out	***15. Flat out***
6. Call out	***16. For crying out***
7. Carry out	***17. Get out of***
8. Clear out	***18. Give out***
9. Come out	***19. Grow out from***
10. Drop out	***20. Hammer out***

IDIOMS AND USES OF LANGUAGE

[14] **Guidelines**– A principle put forward to set standards: ➔ "We have to revise our **guidelines** on incentives."🡐 / ➔ *"Problems are not stop signs, they are **guidelines**."*– Robert H. Schuller🡐

[15] **Behavior** – The manner of conducting oneself: ➔ "Some people show poor **behavior** when drinking."🡐 / ➔ "Personal **behavior** is a key factor in determining a promotion."🡐 / ➔ "***Behavior** is a mirror in which you display your own image*."🡐 – Johann Wolfgang von Goethe

[16] **So-called** – Called by such a name: ➔ "My **so-called** friends are gossiping about me again."🡐 / ➔ "The **so-called** evidence they had was fake."🡐 / ➔ "The **so-called** "security" system was easily eluded by the thief." 🡐

[17] **Allowance** – To dispense in fixed quantities: ➔ "I already consumed my weekly **allowance** of two eggs."🡐 / ➔ "My e-mail has a storage **allowance** of 40 MB."🡐 / ➔ "You're entitled to a baggage **allowance** of 20 kg." 🡐

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44.- Describing the Company's Policies – Exercises

Some examples of what you have just seen:

[18] **Meant** – "What he **meant** was that you'll have to work extra hours." / "This guarantee is **meant** for the original purchaser only." / "This is not the way the program was **meant** to run." / "We practice honesty as it was **meant** to be."

[19] **Own** – "From this point forward, you're on your **own**." / "You have to make your **own** decisions." / "Samuel **owns** a chain of pharmacies." / "Put it in your **own** words." / "Now, I have my **own** car."

[20] **Very** – "Our manager is **very** much respected."/ "That's the **very** reason we're here today**.**" / "The **very** thought of devaluation is frightening." / "You'll find the information on the **very** next page." / "If you think I'm wrong, tell me this **very** moment."

[21] **Fair** – "We have **fair** skies this morning." / "She wanted to receive her **fair** share of the proceeds." / "What you did is not exactly **fair**." / "We always play **fair** with our competitors." / "Who said life is **fair**?" / "Make **fair** agreements and stick to them."

ENGLISH CLIPS: ***DISC 22 – TRACK 23***

1. Pay off – To succeed, to yield good results. >> *"Finally, all the hard work is **paying off**."*
2. Pick up your ears– To listen very carefully. >> *"**Pick up your ears**! I will only say this once."*

THOUGHTS ***DISC 22 – TRACK 24***

"What we can easily see is only a small percentage of what is possible. Imagination is having the vision to see what is just below the surface; to picture that which is essential, but invisible to the eye."

"Learn to embrace change, and you'll begin to recognize that life is in constant motion, and every change happens for a reason. When you see boundaries as opportunities, the world becomes a limitless place, and your life becomes a journey of change that always finds its way."

LESSON 44– STEP BY STEP GUIDE

44.- DESCRIBING THE COMPANY'S POLICIES – PART 1 – DISC 22 TRACKS 10 – 16

1. **Power Words**: ***TRACK 10*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 11*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 12*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   As a new employee what is explained to Heather?
   What is the very first policy?
   What is the company's policy on sexual harassment, illegal drugs and money laundering?

4. **Highlighted Words Practice**: ***TRACK 13*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 14*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

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LESSON 44 – STEP BY STEP GUIDE (cont'd)

6. **Today's Topic**: ***TRACK 15*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **Tips**: ***TRACK 16*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

44.- DESCRIBING THE COMPANY'S POLICIES – PART 2 – DISC 22 TRACKS 17 – 24

1. **Power Words**: ***TRACK 17*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 18*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 19*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where did Kevin go on business trip?
   Where did Kevin take Theo and Sergio?
   What did Kevin buy for them?
   What action did his boss take?
   What will happen if Kevin does this again?

4. **Highlighted Words Practice**: ***TRACK 20*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 21*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 22*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 44 – STEP BY STEP GUIDE (cont'd)

7. **English Clips**: ***TRACK 23*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*
8. **Thoughts**: ***TRACK 24*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life..

DESCRIBING THE COMPANY'S POLICIES – TODAY'S TOPIC

LESSON 44.1 TODAY'S TOPIC *TRACK 15* – EMPLOYEE MOTIVATION

- How does your company keep you motivated?
- How do you keep your employees motivated?
- How do you handle an employee who seems to be discouraged?

LESSON 44.2 TODAY'S TOPIC *TRACK 22* – EMPLOYEE RETENTION

- Does your company have an employee retention policy in place? Could you please explain?
- What could be the top causes of employee turnover?
- Does the company get feedback from employees when they are leaving?

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45.- Briefing on Today's Job Agenda

45.1

DISC 23 – TRACKS 2 & 5

Good morning Alison, what do we have today?
Well, you have quite a busy day. Do you want to review today's schedule?
Yes, I need to; I guess [25] *I have to make some changes on it.*
First, you have an appointment with Mr. Gates from Huntington. He called to say he's on his way [17] **here.**
Ok, offer him some coffee while I make a couple of phone calls, would you?
Very good; then you have a meeting with the people from the Union. [1] **They want to review the collective bargaining agreement and** benefit [2] **plan for the coming year.**
Ask Roger to see them; I need to get out of here with Mr. Gates. We need to go to the Bank. I think it'll take about an hour or so. When I get back I will need to have a recap [3] *with Charles and Bobbie; tell them to have their reports ready by that time.*
Ok. What about Reginald? He's asked to see you by 10:00 AM.
Move [26] *him to 11:30. I'll have some time then.*
You have lunch with Geraldine Parker at 12:30…
Oh… you know what? I'll need to give her a couple of promotional gifts. [4] *Would you please find them for me and have them ready before I leave? Something* simple, [27] *a desk calendar and a coffee mug will do.*
I'll get them. That's about it [18] **for now. Do you want to see this afternoon's** agenda [5]**?**
No. We'll see it after lunch. Mr. Gates may already be here and I still need to make some phone calls. Take care of him, will you?

45.2

DISC 23 – TRACKS 9 & 12

Good morning, Morgan.
Morning boss; [6] *everything ok?*
I'm afraid not. I'll need you to call Larry, John, Megan, and the new guy [7] **from materials... what's his name?**
Bernie. Boy, something must be going on! [9]
There is. We need to change today's program. Isaiah just sent me an Inbox. There's been a last minute [20] **change and now they need us to send them XP-20's** instead [8] **of XP-50's.**
Have they gone crazy? When do they want us to change the product?
What do you mean [28] **when? Right now, of course. They want us to** stop [29] **producing the 50's and they want the first shipment of 20's** by noon [9] **today. Have you got that? They are sending us the** release [30] **even as we speak.**
No wonder you need everybody right away. Let me call them at once.
Tell them that I want all of them in the meeting room in 5 minutes, no excuses. [10]

Hi everybody. As you know by now, we need to make this change and we need to make it right away. I will need some information from you so I can call them back to assure [11] **quantity and delivery time. This change is meant to last at least for a week; then we'll get back to shipping the 50's. Bernie, do we have raw material available for the 20's?**
Only for a couple of days. I will call the supplier so they can ship me enough for this order.
Good. John: how long does it take to shift [31] **production to 20's?**
It'll take at least three hours to prepare [12] *everything.*

Continued on page 215

VOCABULARY

[1] **UNION** – An organization of employees formed to bargain with the employer > example: "*You have to join the Union in order to get hired.*"

[2] **BENEFIT** – An entitlement available in accordance with a wage agreement.

[3] **RECAP** – A summary at the end that repeats the substance of a discussion > example: *"Recap should take no more than five minutes."*

[4] **PROMOTIONAL GIFT** – Custom imprinted items given away as goodwill items, or for advertising purposes.

[5] **AGENDA** – A list or program of things to be done or considered > example: *"My agenda is full for the week."*

[6] **BOSS** – A person in charge of or employing others > example: *"Robert is a very demanding boss."*

[7] **GUY** – Informal for man, fellow > example: *"I saw the guys this morning."*

[8] **INSTEAD** – In place of or as an alternative to > example: *"I will drive instead."*

DISC 23 – TRACK 7

TIPS: THE MANY USES OF "OUT"

"Out" is a very versatile word, here you have some examples:

1. Hang out	***11. Right out***
2. Head out	***12. Rule out***
3. Help out	***13. Run out of***
4. Hide out	***14. Set out***
5. Inside out	***15. Sign out***
6. Iron out	***16. Straighten out***
7. Leave out	***17. Walk out***
8. Let out	***18. Wear out***
9. Log out	***19. Work out***
10. Puzzle out	***20. Write out***

IDIOMS AND USES OF LANGUAGE

[17] **On his way** – Continue a journey, departing: ➔ "Before leaving, he'll take a cup of coffee and then be **on his way**."🡐 / ➔ "The shipment will be **on its way** tomorrow."🡐 / ➔ "My daughter will be **on her way** back by the end of the year."🡐

[18] **That's about it** – There's nothing more: ➔ "Well, it is a good idea, but **that's about it**."🡐 / ➔ "Anything you want to add?" – "No, **that's about it**." 🡐 / ➔ "When he finished his speech, we looked at each other and said: **that's about it!**"🡐

[19] **Going on** – To take place; happen: ➔ "Nobody knew what was **going on**."🡐 / ➔ "Billy is the only one who knows what's **going on** here."🡐 / ➔ *"Not only do I not know what's **going on**, I wouldn't know what to do about it if I did."* – George Carlin 🡐

[20] **Last minute** – The latest possible moment: ➔ "We're not able to be working on **last-minute** solutions."🡐 / ➔ "Why do you always wait until the **last minute** to do your shopping?" 🡐 / ➔ *"Nothing makes a person more productive than the **last minute**."* – Anonymous 🡐

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45.- Briefing on Today's Job Agenda – Exercises

Some examples of what you have just seen:

[25] **Guess** – "**Guess**, if you can; and choose, if you dare." / "**Guess** who's visiting us next week?" / "I can only **guess** why she works so hard." / "**Guess** if you don't know the answer." / "I **guess** the meeting will have to be adjourned."

[26] **Move** – "Could you please **move** away from the door?" / "She's **moving** up the corporate ladder." / "He's speech **moved** me to tears." / "I'm **moving** in to my new house." / "You better **move** soon or we'll lose the order."

[27] **Simple** – "To be **simple** is to be great."/ "This is such a **simple** task." / "My grandfather had a **simple** cold." / "Please answer with a **simple** 'yes' or 'no'." / "What I'm gonna tell you is the **simple** truth."

[28] **Mean** – "No one **means** all they say, and yet very few say all they **mean**." / "Mario's work **means** a lot for our sales department." / "This has been the **meanest** storm in years." / "You ought to live within your **means**."

ENGLISH CLIPS: ***DISC 23 – TRACK 14***

1. Your guess is as good as mine – I have no idea. >> *"Who's going to attend the meeting?* ***Your guess is as good as mine****."*
2. Finishing touches – A final adjustment of something. >> *"The room still needed a few* ***finishing touches****."*

DISC 23 – TRACK 15

IDIOM QUIZ Choose an idiom at the bottom to replace the expression in the brackets below:

My sister and her husband paid (much money) for their house.

(a) on a shoestring (b) an arm and a leg
(c) a rain check (d) two cents worth

LESSON 45– STEP BY STEP GUIDE

45.- BRIEFING ON TODAY'S JOB AGENDA – PART 1 – DISC 23 TRACKS 1 – 7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What will Alison offer Mr. Gates upon his arrival?
   What will Alison do with the people from the Union?
   What promotional gifts will be given to Geraldine Parker?
   When will Alison and her boss go through the afternoon's agenda?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 45 – STEP BY STEP GUIDE (cont'd)

7. **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

45.- BRIEFING ON TODAY'S JOB AGENDA – PART 2 – DISC 23 TRACKS 8 –15

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What changes are being discussed?
   When will the change take place?
   When will he meet with those involved?
   How long will the raw material for the XP-20's last?
   How long will it take to prepare everything for the change?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **Idiom Quiz**: ***TRACK 15*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 45 – STEP BY STEP GUIDE (cont'd)

TODAY'S TOPIC

LESSON 45.1 TODAY'S TOPIC *TRACK 6* – ARTIFICIAL INTELLIGENCE

- How is artificial intelligence helping you/your company?
- Are you afraid of artificial intelligence? Why?
- Do you think machines can develop intelligence as humans do?

LESSON 45.2 TODAY'S TOPIC *TRACK 13* – RELOCATION

- Have you ever moved because of a job? Could you please explain?
- Does your company have a policy in place to help expats relocating and integrating to the new place?
- How could be the impact of relocation for the family?

LESSON 45.3 TODAY'S TOPIC *TRACK 20* – PUBLIC EDUCATION OR PRIVATE EDUCATION

- What are the advantages/disadvantages of public vs. private education?
- Does the company prefer graduates from private or public universities? Why?
- How do you think public education could be improved?

LESSON 45.3– STEP BY STEP GUIDE

45.- BRIEFING ON TODAY'S JOB AGENDA – PART 3 – DISC 23 TRACKS 16 – 24

1. **Power Words**: ***TRACK 16*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 17*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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45.- Briefing on Today's Job Agenda (cont'd)

Then don't waste [21] your time with us and start making whatever changes are necessary to start production at once.
Larry: we'll need some bigger trucks to carry the 20's. Can you have them here on time [32] for the first shipment?
Don't worry; I'll get'em.
Ok, just make sure the 20's fit in them. I don't want to have any problems with that.
Morgan: prepare the orders and put me on the phone with Zachary, we'll need additional funding [13] for this order.
Should I transfer the call to your office?
Of course!
Ok everybody. Let's go to work!

45.3

DISC 23 – TRACKS 17 & 20

Valentine, do you have today's program?
Yes sir; everything's set up.
You have the program, don't you?
Yes, I do. Do you want to check [14] it?
Read it for me, please.
Our guests will arrive at the airport at 7:30 AM. HR people will go and pick them up and will bring them here after breakfast.
At 9:00 AM we'll welcome them and we'll show them the plant. Victor will be in charge from 9:30 to 12:00. There will be several workshops [15]; we'll be discussing the items agreed on the agenda.
At noon, we'll have the main event. It will be in the cafeteria. Lunch with the whole crew [16] and the awards ceremony. Mr. Dickerson will be the keynote [22] speaker. He'll address [23] the troops regarding excellence and rewards that everybody who walks the extra mile [24] will receive.
By 1:00 PM the awards will be handed to the winners and by 1:30 PM everything will be over. Victor will take them back to the airport.
Very good. Are you sure everything's ready?
Yes sir; I've checked every detail myself.
Better double-check everything. I don't want to make any mistakes with such guests in the house.

VOCABULARY

[9] **BY NOON** – No later than twelve o'clock in the daytime > example: "We *always have lunch by noon."*

[10] **EXCUSE** – To seek pardon or exemption for (a person, esp. oneself) > example: *"To excuse oneself for one's mistakes."*

[11] **ASSURE** – To promise; guarantee > example: *"He assured us that he would come before dark."*

[12] **PREPARE** – To make ready beforehand for a specific purpose > example: *"The trainer prepared the workers for their new job."*

[13] **FUNDING** – Financial resources provided to make some project possible.

[14] **CHECK** – To examine, investigate > example: *"We carefully check each and every unit before delivery."*

[15] **WORKSHOP** – A group of people engaged in study or work on a creative project or subject.

[16] **CREW** – A group of people working together > example: *"The crew went home at 5:00 PM today."*

DISC 23 – TRACK 22

TIPS: BUSINESS IDIOMS

Business World has its own idioms; here you have some of them:

Bring to terms – Make someone to agree – *"We were finally able to bring them to terms."*

Cut a deal – Arrange a deal – *"We cut a very positive deal with our supplier."*

Down to the wire – Nearing a deadline – *"Negotiations continued down to the wire but they came to a successful end."*

Drag on – Prolong, make longer – *"Talks between the Company and the lawyers dragged on for three weeks."*

IDIOMS AND USES OF LANGUAGE

[21] **Waste** – To use or expend carelessly: ➔ "Jimmy is only **wasting** your time."🡐 / ➔ "I think this new project is just a **waste** of time."🡐 / ➔ "You shouldn't **waste** an opportunity to close a sale."🡐 / ➔ "Is there a **waste** basket around here?"🡐

[22] **Keynote** – A central principle in a speech, literary work, etc.: ➔ "Mr. Aaronson will be the **keynote** speaker at the ceremony."🡐 / ➔ "The **keynote** of the revolution settlement was personal freedom under the law."🡐

[23] **Address** – To deal with; to speak to: ➔ "The issue of absenteeism was **addressed** in today's meeting."🡐 / ➔ "The manager **addressed** the staff about the situation at hand."🡐 / ➔ *"I will not answer until I'm **addressed** correctly."* – Mary Hamilton🡐

[24] **Extra mile** – Work longer or harder than expected: ➔ "If you are willing to go the **extra mile**, you will be successful."🡐 / ➔ "We'll go the **extra mile** for peace." 🡐 / ➔ "*It's never crowded along the **extra mile**."* – Wayne Dyer 🡐

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45.- Briefing on Today's Job Agenda (cont'd) – Exercises

Some examples of what you have just seen:

[29] **Stop** – "I need to **stop** working on weekends." / "We had to **stop** up the pipe due to leakage." / "We're **stopping** at nothing to make our sales quota." / "Robert **stopped** me to ask a question." / "Finally that sales person **stopped** calling."

[30] **Release** – "We'll **release** the details of the contract soon."/ "The new policy **released** a flood of questions." / "I've just got the new **release** of this software." / "The plant **releases** pollutants into the air ." / "Take the day off and **release** your stress."

[31] **Shift** – "We can perceive a **shift** in management style." / "You'll be working different **shifts**." / "You need to **shift** gears when driving uphill." / "The **shifts** of fortune test the reliability of friends." / "It's time to **shift** production to XR-20's."

[32] **On time** – "I hope my plane will be **on time**" / "She always arrive **on time** for work." / "I need to complete this report **on time**." / "It's critical to take your medication **on time**." / "Make it a habit of paying your debts **on time**."

ENGLISH CLIPS: ***DISC 23 – TRACK 23***

1. To steal someone's thunder – To take credit for something someone else did. >> *"They just **stole our thunder** by announcing this month's sales before time!."*
2. Saved by the bell – Saved at the last possible moment. >> *"You're very lucky, you were **saved by the bell**."*

RIDDLE ***DISC 23 – TRACK 24***

Two men are sitting opposite each other in a railway carriage and they are the only passengers in the carriage. The window is open and the train travels through a tunnel. When it emerges from the tunnel, one of the men has a very dirty face and the other has not. The man with the clean face however is the one who goes for a wash. Why is this?

LESSON 45.3– STEP BY STEP GUIDE

45.- BRIEFING ON TODAY'S JOB AGENDA – PART 3 – DISC 23 TRACKS 16 – 24

3. **Comprehension Questions:** ***TRACK 18*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What is the secretary's name?	***Where will the main event take place?***
What time will the guests be picked up at the airport?	***What is Valentine asked to do about the details?***
Who will be with the guests from 9:30 to 12?	

4 **Highlighted Words Practice**: ***TRACK 19*** Listen to the recording reading along with the book. *Ask your student to read the definitions or examples out loud.* Encourage your student to come up with examples of his/her own. *Think on more examples you can give your student to help clarify the meaning.* Provide examples with the various meanings of the words, if any.

5 **Rehearsal**: ***TRACK 20*** Choose the roles you will act. *Listen to the conversation and repeat in the spaces provided without stopping the recording.* Do this twice, then change roles and rehearse it twice again. *Practice the conversation with the help of the book and finally without it.* Keep rehearsing until both of you are satisfied. *You can also encourage your student to make up a new conversation using the same main ideas.*

6 **Today's Topic**: ***TRACK 21*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tips**: ***TRACK 22*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

8 **English Clips**: ***TRACK 23*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

9 **Riddle**: ***TRACK 24*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

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COURSE EXAM NO. 9

LESSONS 41 – 45

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EXAM No. 9 / LESSONS 41 – 45

41. BOOKING A FLIGHT / BOOKING HOTEL ACCOMMODATIONS

42. PASSING THROUGH IMMIGRATION AT AN AIRPORT OR AT THE BORDER

43. DESCRIBING THE COMPANY'S HISTORY, MISSION, VISION AND VALUES

44. DESCRIBING THE COMPANY'S POLICIES

45. BRIEFING ON TODAY'S JOB AGENDA

DISC 23 – TRACK 25

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. No need to, I will provide you with our policies' handbook.

_____

_____

1.2. I will need to see some proof of your job and residence in Mexico.

_____

_____

1.3. Nowadays, the Company is a leader in its field.

_____

_____

1.4. Do they have any special transportation requirements?

_____

_____

1.5. Yes, I need to; I guess I have to make some changes on it.

_____

_____

1.6. Our values are the core of our entire organization.

_____

_____

1.7. I'm rejecting your so-called "business expenses"

_____

_____

1.8. Do you have the estimated time of arrival?

_____

_____

1.9. Very well, you will need to pay taxes for them right over there.

_____

_____

1.10. Can you have them here on time for the first shipment?

_____

_____

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DISC 23 – TRACK 26

2. TIPS SECTION: Listen to the tips section from Lesson 43 and explain two of the business idioms.

2.1. in black and white _____

_____

2.2. in stock _____

_____

DISC 23 – TRACK 27

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer.

3.1. _____

DISC 23 – TRACK 28

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column.

1	**UNION**		A place for the performance of a specific type of work
2	**CUSTOMS**		A small compartment with a window, used to separate the occupant from others
3	**AMOUNT**		A person in charge of or employing others
4	**BACKSTAB**		Affording gain, benefit, or profit
5	**PROFITABLE**		An organization of employees formed to bargain with the employer
6	**BOSS**		To add up in number or quantity
7	**STANDARD**		A plan of action adopted by an organization
8	**SHOP**		To attack unfairly, especially in an underhand, deceitful manner
9	**BOOTH**		An accepted or approved example of something against which others are judged or measured
10	**POLICY**		Governmental agency authorized to collect import taxes

DISC 23 – TRACK 29

5. EXPRESSION: Listen to the sentence; then answer it with your own words.

5.1. May I have a day phone number where I can contact you?

5.2. What's the purpose of your trip?

5.3. I'd like to get to know your Company better.

5.4. Should I take any notes?

5.5. Do you want to review today's schedule?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

TIN MAN

By: America

DISC 23 – TRACK 30

Sometimes late when things are real
And people share the gift of gab between themselves
Some are quick to take the bait
And catch the perfect prize that waits among the shelves

But Oz never did give nothing to the Tin Man
That he didn't, didn't already have
And Cause never was the reason for the evening
Or the tropic of Sir Galahad.

So please believe in me
When I say I'm spinning round, round, round, round
Smoke glass stain bright color
Image going down, down, down, down
Soapsuds green like bubbles

Oh, Oz never did give nothing to the Tin Man
That he didn't, didn't already have
And Cause never was the reason for the evening
Or the tropic of Sir Galahad

So please believe in me
When I say I'm spinning round, round, round, round
Smoke glass stain bright color
Image going down, down, down, down
Soapsuds green like bubbles

No, Oz never did give nothing to the Tin Man
That he didn't, didn't already have
And Cause never was the reason for the evening
Or the tropic of Sir Galahad

So please believe in me….

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46.- Leaving a Message, Asking to Call Back

46.1

DISC 23 – TRACKS 32 & 35

General Manager's office, may I help you?
Good morning, may I speak to Donna Fargo?
I'm sorry [1] sir, Ms. Fargo is not available at the moment; may I ask who's calling?
This is Toshiro Miyasawa, from Archer Industries.
Mr. Miyasawa, Ms. Fargo will be back by noon today; do you want to leave a message for her?
Is there any way I can reach her right now? It's quite urgent.
I'm afraid not; she's in a meeting and she's not receiving calls even on her cell phone. Perhaps if you send her a WhatsApp message she may reply faster.
Ok, I'll try. Could you please anyway [9] ask her to call me back as soon as she can?
Certainly! May I have your phone number please?
She already [13] has my number, but let me give it to you. My number is 52-844 499-8025, in Mexico.
I'll give her your message as soon as she's out of the meeting.
Thanks a lot.

46.2

DISC 23 – TRACKS 39 & 42

"Hi! This is Forrest Cronkite. I'm not able to take [14] your call right now, but please leave your name and phone number and a brief [2] message after the beep [3] and I'll call you back as soon as I can."
Forrest, this is Jahid Singh from WI Steel. Please call me back. I need to talk to you about today's shipment.[4] My phone number is 844 499-8025. I'll be here until[15] five. After five you can reach me on my cell phone, the number is 844 952-6380.

46.3

DISC 23 – TRACKS 46 & 49

Sun Coast Bank, good morning…
Good morning, may I speak with Chen Kim?
Mr. Kim is on the other line. Do you want to call him back in ten minutes?
Well, I just want to leave him a message, can I?
Sure, go ahead.
He called me yesterday asking for a price quotation. [5] Please tell him that I won't be able to have a quote today. I'm still [6] putting together [10] the information he needs. I'll be sending the quote first thing in the morning.
Ok; I'll give him your message right away.
I really appreciate it. One more favor… [7] I also [16] need to speak [8] with Maureen Nightingale. Is she available?
She's not available either. She's out of [11] town for the rest of the week. Any messages for her?
Never mind. [12] I'll call her next week. Thanks.

VOCABULARY

[1] **SORRY** – Feeling or expressing sympathy, pity, or regret > example: "*I'm sorry I'm late again this morning.*"

[2] **BRIEF** – Short in time, duration, length, or extent > *examples: "He only made a brief statement and left."*

[3] **BEEP** – A short high-pitched sound, by an electronic apparatus > example: *"The truck beeps while backing up."*

[4] **SHIPMENT** – Goods carried by a large vehicle > example: *"Most of our shipments are made by boat."*

[5] **PRICE QUOTATION** – An estimate of costs submitted by a contractor to a prospective client.

[6] **STILL** – Up to this or that time; yet > example: *"I still don't know your name."*

[7] **FAVOR** – To make easier or more possible; facilitate > example: *"How do I respond to this favor?"*

[8] **SPEAK** – To express oneself > example: *"He has a very nice way of speaking."*

DISC 23 – TRACK 37

TIPS: ACRONYMS

Acronyms are words formed with the initial letters of series of words. Here you have a few examples

TBD – To Be Decided
ECG – Electrocardiogram
e.g. – For Example ("Exempli Gratia")
ER – Emergency Room
GNP – Gross National Product
PS – Post Script
RSVP – Reply Requested (Répondez S'il Vous Plaît)
TGIF – Thank God it's Friday!
VIP – Very Important Person
VP – Vice-President
BYOB – Bring Your Own Bottle
DIY – Do It Yourself
D J – Disc Jockey

IDIOMS AND USES OF LANGUAGE

[9] **Anyway** – Nevertheless; regardless: ➔ "It was raining but we played the game **anyway**."🡐 / ➔ "I don't know if he's at home or at the bank; **anyway**, he's gone."🡐 / ➔ *"As long as you're going to be thinking **anyway**; think big."* – Donald Trump 🡐

[10] **Put together** – Build, assemble, create: ➔ "We're **putting together** a new Code of Ethics."🡐 / ➔ "This is a step-by-step guide on how to **put together** a PC."🡐 / ➔ Andy's a disaster: he can't **put together** a coherent sentence."🡐

[11] **Out of** – Away from; not in: ➔ "That market is **out of** our reach."🡐 / ➔ "He's totally **out of** focus with the facts."🡐 / ➔ "Looks like Susan is **out of** practice."🡐

[12] **Never mind** – Don't bother; it doesn't matter: ➔ "I was hoping for some help, but **never mind**, I'll do it alone."🡐 / ➔ "**Never mind** the accent, just speak fluently." 🡐 *"**Never mind** whom you praise, but be very careful who you blame."* – Edmund Goose 🡐

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46.- Leaving a Message, Asking to Call Back – Exercises

Some examples of what you have just seen:

[13] **Already** – "Is it lunch time **already**?" / "Tom's **already** gone." / "Everybody was **already** asleep when I got home." / "I think we've **already** heard enough." / "I've **already** seen that movie." / "The secret of happiness is to be **already** happy."

[14] **Take** – "Please **take** a piece of paper." / "Your decision **took** me by surprise." / "I'm **taking** the last flight to Mexico." / "Ann is at the beach, **taking** in the sun." / "Our boss **took** our Company to first place." / "She **took** his side in the dispute."

[15] **Until** – "We danced **until** dawn."/ "I can't leave **until** Friday." / "He won't come **until** tomorrow." / "We laughed **until** we cried." / "We'll keep on working **until** we solve the problem." / "You're innocent **until** proven guilty."

[16] **Also** – "You can bring your girl-friend **also**." / "We're **also** stopping by the pharmacy."/ "Whoever purchased your first book will **also** buy the second one." / "We can **also** ship by the truck-load." / "The main island, which is **also** called Taiwan."

ENGLISH CLIPS: **DISC 23 – TRACK 44**

1. An arm and a leg – Very expensive. A large amount of money. >> *"Buying a house nowadays cost you **an arm and a leg**."*
2. Buy on credit – To buy something without paying cash. >> *"You can **buy it on credit** and pay for it in 12 months."*

DISC 23 – TRACK 51

THAT'S HOW LIFE IS: It happened at Kennedy Airport in New York. My plane from Atlanta arrived late, and I missed the last shuttle to Boston. I indignantly berated the airline clerk about the poor service, complaining that because of the delay I would not get home that night. The clerk explained agreeably that the airline would be happy to pay for a hotel for me. Still not satisfied, I told him that it was hours since I'd eaten, and the flight had not been a dinner flight. He handed me a meal ticket, good for whatever I wanted at the terminal restaurant. Somehow calmed by now, but still in a complaining mood, I said, "Were it not for your airline, I'd be with my wife tonight." The clerk was quick to reply, "I'm sorry, sir. But we have to draw the line *somewhere!*

LESSON 46– STEP BY STEP GUIDE

46.- LEAVING A MESSAGE, ASKING TO CALL BACK – PART 1 – DISC 23 TRACKS 31 –37

1. **Power Words**: ***TRACK 31*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 32*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 33*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Toshiro wish to speak with?
   When will Donna be available?
   Where is she right now?

4. **Highlighted Words Practice**: ***TRACK 34*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 35*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

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LESSON 46 – STEP BY STEP GUIDE (cont'd)

6 **Today's Topic**: ***TRACK 36*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Tips**: ***TRACK 37*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

46.- LEAVING A MESSAGE, ASKING TO CALL BACK – PART 2 – DISC 23 TRACKS 38 –44

1. **Power Words**: ***TRACK 38*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 39*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 40*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Who does Rajid want to speak to?
   What does he want to discuss?
   Until what time will he be available at the first number?
   Afterwards, how can Rajid be reached?
4. **Highlighted Words Practice**: ***TRACK 41*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 42*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 43*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 44*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

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LESSON 46 – STEP BY STEP GUIDE (cont'd)

46.- LEAVING A MESSAGE, ASKING TO CALL BACK – PART 3 – DISC 23 TRACKS 45 – 51

1. **Power Words**: ***TRACK 45*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 46*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 47*** Listen to each question stopping the recording to give the student time to answer. *If he/she doesn't know the answer, provide some clues and hints so he/she can guess the correct answer.*

What's the name of the bank?	***Why can't the caller speak to Maureen Nightingale?***
Who does the caller ask to speak to?	

4. **Highlighted Words Practice**: ***TRACK 48*** Listen to the recording reading along with the book. *Ask your student to read the definitions or examples out loud.* Encourage your student to come up with examples of his/her own. *Think on more examples you can give your student to help clarify the meaning.* Provide examples with the various meanings of the words, if any.
5. **Rehearsal**: ***TRACK 49*** Choose the roles you will act. *Listen to the conversation and repeat in the spaces provided without stopping the recording.* Do this twice, then change roles and rehearse it twice again. *Practice the conversation with the help of the book and finally without it.* Keep rehearsing until both of you are satisfied. *You can also encourage your student to make up a new conversation using the same main ideas.*
6. **Today's Topic**: ***TRACK 50*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **That's How Life Is**: ***TRACK 51*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

LEAVING A MESSAGE, ASKING TO CALL BACK – TODAY'S TOPIC

LESSON 46.1 TODAY'S TOPIC *TRACK 36* – CONFIDENTIALITY POLICIES

- How does your company protect its confidential information?
- Have you ever signed confidentiality agreements?
- What are the consequences of any breach to the confidentiality?

LESSON 46.2 TODAY'S TOPIC *TRACK 43* – HARASSMENT / VIOLENCE IN THE WORKPLACE

- Could you please explain your company's policy regarding harassment/violence?
- How does the company deal with infringements to this policy?
- Is there any counseling or support for the victims of harassment or violence?

LESSON 46.3 TODAY'S TOPIC *TRACK 50* – ABSENTEEISM IN THE WORKPLACE

- Is absenteeism a real concern in your workplace? Could you please explain?
- How do you deal with the absence of an employee?
- What are the main causes of absenteeism?

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47.- Rejecting Gifts or Bribes / Dealing with Policy Infringement Issues

47.1

DISC 24 – TRACKS 2 & 5

Nate, we're so happy with your outstanding [1] *service and we want to demonstrate our* appreciation [2] *for going above and beyond the call of duty.*

Rick, I'm flattered. [3] **Thank you so much for your kind words.**

My boss is sending you this Rolex watch as a sign of our deep [13] *appreciation for being such a good purchaser.*

A Rolex watch? Boy, it's a wonderful timepiece; quite impressive I might say.

I'm glad you like it!

I thank you very much for it, but I'm afraid I won't be able to accept it, though.

What are you saying? It's yours! You work hard and you deserve it.

Rick, there are two good reasons why I must not accept your gift. And I must say that I'm sorry if I'm blunt [4]**, but I rather tell you this really** straightforward. [5]

Tell me…

First of all, I get paid to do my job and don't expect any gratification whatsoever [14] **for doing it, much less such an expensive gift like this one.** Furthermore, [9] **we have a** strict [10] **policy** in regards [15] **to receiving gifts from suppliers: we are only allowed to receive inexpensive gifts like pens, coffee mugs, caps and so on. Anything unusual must be reported to our Code of Ethics Committee. I'm afraid I will have to report your offering; otherwise I will be in trouble.**

Oh, come on! Don't make such a big thing out of this. We're not trying to bribe you.

I understand you may not have any bad intention, but we must keep our relation squeaky clean. [6] **And I already told you that I'm sorry for being blunt, but that's the way our Company works and I like it the way it is. Please don't offer me any kind of expensive gifts; otherwise, we won't be able to keep on doing business.**

Ok Nate; I understand. I'll take the watch with me. No hard feelings?

It's ok. No hard feelings.

47.2

DISC 24 – TRACKS 9 & 12

Ok Raymond, the total amount for your order will be $52,029.00. I will give you our bank info so you can wire us the payment; or you can pay us with a certified check if you want.

Don't bother, Eva. We'll pay you in cash right away. We brought the cash with us.

Do you have fifty-two thousand dollars in cash in your car?

Yeah, we like to pay in cash. It's better for us.

The problem is… we don't take cash payments for our wholesale operations.

We don't have a bank account yet; we are just organizing our company. What's the problem with us paying in cash?

First of all, all our operations must be done through our bank account. We don't take any cash in any operation. Besides, we're not able to deposit such an amount of cash without filing out a bunch [7] **of papers to inform the bank, and the authorities too, about the origin of the funds we are depositing. And there is also our policy: we don't take any payments in cash, regardless the customer. It could raise** suspicions [8] **of money laundering. I suggest that you go to the bank and get a cashier's check. That way we'll be able to receive your payment and it will** bear [16] **your name or the name of your company on it.**

Come on Eva; let's avoid all the red tape. [11] *Just take the cash and I'll even put in a little extra for you to keep. We won't tell anybody about it.*

Well, that's unthinkable. If I get caught red-handed with this thing I will get fired and I will end up [12] **in jail. Let's just forget about this business.**

VOCABULARY

[1] **OUTSTANDING** – Superior to others of its kind; distinguished > example: "*The electrician did an outstanding job.*"

[2] **APPRECIATION** – An expression of gratitude > example: *"We showed our appreciation for Nancy on her birthday."*

[3] **FLATTER** – To play upon or gratify the vanity of a person > example: *"It flatters her to be praised on her success."*

[4] **BLUNT** – Abrupt in speech or manner > example: *"Mr. Jenkins is very blunt when he's upset."*

[5] **STRAIGHTFORWARD** – Honest, frank, or simple > example: *"Mary is a very straightforward manager."*

[6] **SQUEAKY CLEAN** – Very clean, innocent > example: *"I've checked Al's record. He's clean – squeaky clean."*

[7] **BUNCH** – A number of things growing, fastened, or grouped together > example: *"Tom's always carrying a bunch of keys."*

[8] **SUSPICION** – The feeling of mistrust of a person who suspects > example: *"His behavior makes him suspicious of doing something wrong."*

DISC 24 – TRACK 7

TIPS: THE MANY USES OF "HAND"

"Hand" is a very versatile word, here you have some examples:

1. A free hand	***11. Lend a hand***
2. A heavy hand	***12. Out of hand***
3. At hand	***13. In hand***
4. By hand	***14. Take in hand***
5. Come to hand	***15. Hand out***
6. Hand to hand	***16. Hand over***
7. Hand to mouth	***17. Bare hands***
8. Hand and foot	***18. Change hands***
9. Hold one's hand	***19. Second hand***
10. Show one's hand	***20. His own hand***

IDIOMS AND USES OF LANGUAGE

[9] **Furthermore** – In addition; moreover: ➔ "Their products are good, and **furthermore**, they're cheap."🡐 / ➔ *"A man of principles is generally as insufferable as a man of prejudices; **furthermore** he is more pretentious."* – Anonymous 🡐

[10] **Strict** – Severely correct in attention to rules: ➔ "Jim is a **strict** supervisor."🡐 / ➔ "This judge is renowned for his **strict** application of the law." 🡐 / ➔ *"You are already of consequence in the world if you are known as a man of **strict** integrity."* – Grenvile Kleiser🡐

[11] **Red tape** – Obstructive official routine or procedure: ➔ "An immigrant faces a lot of **red tape** – many interviews, forms to fill out, etc." 🡐 / ➔ "Increasing amounts of **red tape** are leading to crucial delays in patient care."🡐

[12] **End up** – Finally be or do something: ➔ "He'll **end up** buying the blue car." 🡐 / ➔ "My son **ended up** being a fire fighter." 🡐 / ➔ "If you limit the budget we'll **end up** producing low quality products." 🡐

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47.- Rejecting Gifts or Bribes / Dealing with Policy Infringement Issues – Exercises

Some examples of what you have just seen:

[13] **Deep** – "Take a **deep** breath and relax." / "We got into a **deep** discussion about the budget." / "You'll be in **deep** trouble if you don't solve the problem." / "We'll have to make **deep** cuts in expenses." / "His house is **deep** in the woods."

[14] **Whatsoever** – "He has no authority **whatsoever**." / "I have no opinion **whatsoever** about this matter." / "She's not afraid of anything **whatsoever**." / "As far as I am concerned, I have no enemies **whatsoever**."

[15] **Regards** – "She **regards** her coworkers highly."/ "Give the family my best **regards**." / I need someone to help me in **regards** to finding out the best suppliers." / "In **regards** to your kind letter received last Monday…"

[16] **Bear** – "She's **bearing** some tough responsibilities." / "Without courage, wisdom **bears** no fruit." / "You'll **bear** legal responsibility for this contract." / "I **bear** in mind what you told me last week." / "The stadium proudly **bears** our team's name."

ENGLISH CLIPS: **DISC 24– TRACK 14**

1. From the word go – From the very beginning. >> *"I knew **from the word go** that she was going to cause problems."*
2. Hit the hay – Go to bed or go to sleep. >> *"After having dinner, we were ready to **hit the hay**."*

RIDDLE **DISC 24 – TRACK 15**

1. Before Mount Everest was discovered, what was the highest mountain on Earth?
2. *In what year did Christmas and New Year's fall in the same year?*
3. Which is correct to say, "The yolk of the egg are white" or "The yolk of the egg is white"?
4. *A farmer has 17 sheep and all but 9 die. How many are left?*

LESSON 47– STEP BY STEP GUIDE

47.- REJECTING GIFTS OR BRIBES / DEALING WITH POLICY INFRINGEMENT ISSUES – PART 1 – DISC 24 TRACKS 1 – 7

1. **Power Words**: ***TRACK 1*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 2*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 3*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   How does the supplier describe the purchaser's performance?
   What gift was the supplier offering him?
   What was his reaction?
   What reasons he gives for rejecting the gift?

4. **Highlighted Words Practice**: ***TRACK 4*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 5*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 6*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 47 – STEP BY STEP GUIDE (cont'd)

7 **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

47.- REJECTING GIFTS OR BRIBES / DEALING WITH POLICY INFRINGEMENT ISSUES – PART 2 – DISC 24 TRACKS 8 –15

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What is the total amount of Raymond`s order?
   How does the client propose to pay for his order?
   Why doesn't Eva`s company accept cash payments?
   How does the company try to bribe Eva?
   What would happen if Eva takes cash for herself?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **Riddle**: ***TRACK 15*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 47 – STEP BY STEP GUIDE (cont'd)

TODAY'S TOPIC

LESSON 47.1 TODAY'S TOPIC *TRACK 6* – THE VERY BEST DAY IN YOUR LIFE

- Could you please comment about the very best day of your life?
- How do you think you can better that best day?
- What benefits brought that best day to your life?

LESSON 47.2 TODAY'S TOPIC *TRACK 13* – WASTEWATER / RESIDUES TREATMENT

- Does your company have a water conservation/treatment policy?
- What could be the potential danger in case of an accidental spill/release?
- Have you ever been in an emergency situation from a spill or release? Could you please comment?

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48.- Missing a Plane / Problems with Airline Companies, Hotels, etc.

48.1

DISC 24 – TRACKS 17 & 20

Excuse me, flight 525?
That flight has already departed, sir.
Oh no! I missed it. What am I gonna do now?
The only thing you can do is take a later flight.
But, what about the money I paid for this ticket?
I'm afraid you've lost out, [1] *sir. This ticket is* non-refundable. [2]
It's my mistake. I didn't realize [13] **the time. I still have Central Time on my watch.**
Yeah, we're in the Eastern Time Zone, so we are one hour ahead of Central time.
When is your next flight to Los Angeles?
It's scheduled to take off at 1:00 PM. Should I book you on it?
Yes, please; what else can I do?

48.2

DISC 24 – TRACKS 24 & 27

Good morning, I need a ticket to New York for next Monday, please.
It'll be $259.00; would you like to pay for it with a credit card?
Actually, I want to redeem an unused ticket I have. If there is any price difference, I'll pay for it in cash.
I'm sorry, but we are no longer accepting [14] unused [3] *tickets.*
But you normally [4] **take any unused tickets to pay for other flights, don't you?**
We used to, sir; but, as of September 1st. we are no longer honoring [9] *these tickets. As soon as the flight takes off, all unused tickets are no longer* valid, [10] *no* matter [15] *what.*
I didn't know that. So… now I have to pay the full price? [11]
That is correct. Do you still want your ticket?
Well, yes; but this is unfair. [5] **Who can I see to ask for a refund?**
You could talk to the manager but you won't get anywhere. It's a corporate decision; there's nothing we can do here.
Somebody should have told me when I bought the ticket.
It came as a surprise [6] *for all of us, sir. I'm* really [16] *sorry.*

48.3

DISC 24 – TRACKS 31 & 34

Accounting, this is Sarah speaking, good morning…
Good morning, Sarah, I need to discuss [7] **something about my bill, could you please tell me who can I talk to?**
I'm in charge of billing; your name is?
Brady, my name is Denzel Brady. I'm in room 2309. I'm checking my bill and it looks like you have charged me full price when I think I'm allowed to have a discount.
Did you show a coupon when you checked in, sir?
Of course I did; and I was supposed to have 25% off what you charged me for room and services.
I don't have any of that on record [8]. *Do you happen to have a copy of your coupon?*
Do you expect [12] **me to keep a copy of that coupon? I'd just had the one I gave you.**
I didn't keep a copy.
You're right; let me see if I can get special authorization from my boss and I will get back to you before the hour's over.
Very good, please do whatever is correct.
I'll surely will.

VOCABULARY

[1] **LOSE OUT** – To be defeated; to be unsuccessful > *example: "If I don't enroll today, I'll lose out on my chance."*

[2] **REFUND** – To give back, especially money > *example: "If you don't like the dress, we'll refund the purchase price."*

[3] **UNUSED** – Not being or never having been made use of > *example: "Can I have an unused envelope, please?"*

[4] **NORMALLY** – As a rule; usually; ordinarily > *example: "The train normally passes at 10:00 AM."*

[5] **UNFAIR** – Not just or evenhanded > *example: "Siegfried got unfair treatment at immigration today."*

[6] **SURPRISE** – An unexpected encounter, event, or gift > *example: "Let's throw a surprise party for Fred."*

[7] **DISCUSS** – To examine in detail or by disputation > *example: "Why don't we discuss this during lunch?"*

[8] **RECORD** – To register or indicate > *example: "We're keeping a record on all incoming telephone calls."*

DISC 24 – TRACK 22

TIPS: THE MANY USES OF "TAKE"

"Take" is a very versatile word, here you have some examples:

1. Take after	***11. Take off***
2. Take apart	***12. Take on***
3. Take away	***13. Take out***
4. Take back	***14. Take over***
5. Take care	***15. Take place***
6. Take down	***16. Take shape***
7. Take effect	***17. Take sides***
8. Take for granted	***18. Take the heat***
9. Take-home pay	***19. Take to***
10. Take in	***20. Take up***

IDIOMS AND USES OF LANGUAGE

[9] **Honor** – To accept or pay as valid; to praise: ➔ "We **honor** all credit cards."🡐 / ➔ "Lilly was **honored** for her charity deeds."🡐 / ➔ *"The man who fails while trying to do good has more **honor** than he who succeeds by accident."* – Anonymous🡐

[10] **Valid** – Having legal efficacy, force or basis: ➔ "My driver's license is **valid** in all states."🡐 / ➔ "This contract is **valid** upon its signature."🡐 / ➔ "You had some **valid** points in the debate."🡐 / ➔ "This certificate is no longer **valid**."🡐

[11] **Full price** – Price without discounts: ➔ "Don't charge him **full price,** he's a good customer." 🡐 /➔ "We charge **full price** to walk-in customers."🡐 / ➔ "Why have we been charged **full price** when we're entitled to a discount?" 🡐

[12] **Expect** – To decide that something is requisite/necessary: ➔ "The boss is **expecting** us to finish this work today." 🡐 / ➔ "She **expects** an apology after your rude behavior."🡐 / ➔ "Good results are **expected** with this new sales promotion." 🡐/ ➔ *"**Expect** more than others think is possible."* – Anonymous 🡐

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48.- Missing a Plane / Problems with Airline Companies, Hotels, etc. – Exercises

Some examples of what you have just seen:

[13] **Realize** – "Do you **realize** this is your second absence?" / "I **realize** this is a difficult job, but I know I can do it." / "She finally **realized** her dreams of getting married." / I **realized** a good profit when selling my car." / "I didn't **realize** you were here."

[14] **Accept** – "They finally **accepted** our bid." / "I was **accepted** into the Chess Club!" / **"**Informal dress is **acceptable** on Fridays." / "Once we **accept** our limits, we can go beyond them." / "If you can't **accept** losing, you can't win."

[15] **Matter** – "I'll be there in a **matter** of minutes." / "Please, don't address personal **matters** in the office." / "What's the **matter** with your car?" / "We have to deliver this order tomorrow, no **matter** what." / "For that **matter**, I don't care either."

[16] **Really** – "This is **really** friendly software." / "The ring he's wearing is not **really** made of gold." / "**Really,** you got it wrong." / "You're not **really** interested in buying, are you?" / "You won first prize!" – "**Really?**"

ENGLISH CLIPS: ***DISC 24 – TRACK 29***

1. If it weren't for – The situation would have been different without someone or something. >> *"**If it weren't for** your help, I would still be at the office."*
2. If it's not one thing is another – When one thing goes wrong, then another, and another. >> *"I need to redo the production reports for the third time. **If it's not one thing it's another**."*

THOUGHTS ***DISC 24 – TRACK 36***

"This is the beginning of a new day. You have been given this day to use as you will. You can waste it or use it for good. What you do today is important because you are exchanging a day of your life for it. When tomorrow comes, this day will be gone forever; in its place is something that you have left behind...let it be something good."

LESSON 48– STEP BY STEP GUIDE

48.- MISSING A PLANE / PROBLEMS WITH AIRLINE COMPANIES, HOTELS, ETC. – PART 1 – DISC 24 TRACKS 16 – 22

1. **Power Words**: ***TRACK 16*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 17*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 18*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Where is flight 525?	***What time does he have on his watch?***
Why has the customer lost what he paid for his ticket?	***What time is the next flight to Los Angeles?***
	Which time zone are they currently in?

4 **Highlighted Words Practice**: ***TRACK 19*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 20*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 21*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 48 – STEP BY STEP GUIDE (cont'd)

7 **Tips**: ***TRACK 22*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

48.- MISSING A PLANE / PROBLEMS WITH AIRLINE COMPANIES, HOTELS, ETC. – PART 2–DISC 17 TRACKS 23 – 29

1. **Power Words**: ***TRACK 23*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 24*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 25*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   Where is the customer requesting a ticket for?
   How would he like to pay for the ticket?
   As of when are they no longer honoring unused tickets?
   Who will he have to speak to about a refund?

4 **Highlighted Words Practice**: ***TRACK 26*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 27*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 28*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 29*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

48.- MISSING A PLANE / PROBLEMS WITH AIRLINE COMPANIES, HOTELS, ETC. – PART 3–DISC 24 TRACKS 30 – 36

1 **Power Words**: ***TRACK 30*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 31*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

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LESSON 48 – STEP BY STEP GUIDE (cont'd)

3 **Comprehension Questions:** ***TRACK 32*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Who does Denzel speak to in accounting?	***Did he keep a copy of his coupon?***
Why is Denzel calling Sarah?	***When will they call him back?***

4 **Highlighted Words Practice**: ***TRACK 33*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 34*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Brainstorming**: ***TRACK 35*** Please listen to the recording and discuss about it with your student. First of all, ask if he/she understood everything and clarify any doubts there might have. Then imagine all possible scenarios this situation will bring to your student's life, both personally and professionally; go over all pros and cons and debate on some possible decisions. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **Thoughts**: ***TRACK 36*** *Listen to the recording and read from the book.* This section contains inspirational texts or jokes about common things in life. Read them and discuss them with your student. Help your student understand the uses and applications of each phrase. ***Group Class:*** *Both students will listen and discuss on the thought or joke.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

MISSING A PLANE / PROBLEMS WITH AIRLINE COMPANIES, HOTELS, ETC. – TODAY'S TOPIC

LESSON 48.1 TODAY'S TOPIC *TRACK 21* – OUR CITY AS INDUSTRIAL CLUSTER

- Could you please describe the industrial parks in the area?
- Do you think our Industrial Cluster will keep on growing in years to come?
- Could you please describe what are the advantages of our cities?

LESSON 48.2 TODAY'S TOPIC *TRACK 28* – ASSOCIATIONS

- Have you joined any professional / recreational association? Could you please describe?
- What benefits can you get by being a member of an association?
- Do you have any charity of choice? Could you please explain?

LESSON 48.3 BRAINSTORMING *TRACK 35* – *You will be planning the annual company picnic. It will be a fun-filled day for administration, employees and family. The forecast calls for 85°- sunny skies and low humidity. You are in charge of planning this event. The site has been chosen for you, it will all take place in the open field behind the company auditorium. Things to keep in mind: you will need to provide entertainment for all ages. There are vegetarians in the group. You need to keep with-in budget of $2,500.00. Pick a theme to build this picnic around.*

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49.- Being Pulled Over by the Police / Opening a Bank Account

49.1

DISC 25 – TRACKS 2 & 5

May I see you driver's license, car insurance and registration [1] *sir?*
Of course.
Is the car registered under your name?
No, I rented it. Is there a problem?
The reason I pulled you over [2] *is because you are driving over the speed limit; besides, you were* tailgating [3] *another car.*
I'm sorry about this, officer. I didn't realize I was speeding. [4] **And you're right, I was too close to the car in front of me. It's all my** fault. [5]
I'll have to run a routine [9] *check on your license and the vehicle's registration. Please wait inside the car.*
Yes.
Well, Mr. Roosevelt; it looks like this is your first offense. I'll only [13] *give you a warning. If this happens again you will be* fined [6] *with a minimum of $250.00.*
I'm pretty sure it won't happen again, officer.
Ok. You're free to go, please drive carefully.
I will!

49.2

DISC 25 – TRACKS 9 & 12

Good morning sir, how can I help you?
I need to open [14] **a checking account.**
Will this be a personal or a business account?
Personal.
I'd recommend our Personalized Checking Account. It has loads of convenient features [7] *I'm sure you'd like.*
Such as?
You'll need as low as $1,000.00 dollars to get started. [10] *We'll give you our exclusive WorldCard which you can use in* almost [15] *20 million* designated [11] *ATM's and in millions of businesses as well.* Plus, [16] *keeping a monthly minimum balance of $900.00 dollars you can write unlimited checks free of charge. Of course, you'll also have unlimited online banking and you can download our bank's App to your mobile devices. And, on top of that, for a small monthly fee, you'll have access to a whole lot of benefits such as Accidental Death Insurance, Travel Benefits, Dental Plan, and so on.*
Well, it sounds good to me; I'd like to open it with a thousand dollars.
Very good, sir; I'll need to fill out some information concerning yourself and your job. I'll also need a valid identification.
I'd like my wife added to this account.
You can have her as a co-signer. Would you like an ATM card for her too?
Yes, she will need it, that's for sure. [12]
Would you like me to include our Package-Plus with all the benefits I mentioned?
How much does it cost?
Only $3.00 per month and is charged to your checking account.
Yes, put it on, please.
Ok, we have everything set up: Please check all the information and sign here, here and here, and I also need your initials [8] *here and here. I'll make your deposit in the meantime.*
Thanks.

VOCABULARY

[1] **REGISTRATION** – An entry in a register > example: *"I have my car registered in my wife's name."*

[2] **PULL OVER** – Bring a vehicle to a stop at the side of a road > example: *"We pulled over to watch the sunset."*

[3] **TAILGATING** – Following another vehicle too closely > example: *"Tailgating is dangerous, it could cause an accident."*

[4] **SPEEDING** – Driving faster than is allowed by law > example: *"I was caught speeding and got a $200 fine."*

[5] **FAULT** – A mistake; an error > example: *"She finally admitted it was her fault."*

[6] **FINED** – Punished by the imposition of a penalty > example: *"Lucy was fined with $200.00 for a misdemeanor."*

[7] **FEATURE** – A prominent or distinctive aspect > example: *"Its high speed is this software's most notorious feature."*

[8] **INITIAL** – First letters of a person's name > example: *"Kate signed the painting with her initials: KET."*

DISC 25 – TRACK 7

TIPS: THE MANY USES OF "AS"

"As" is a very versatile word, here you have some examples:

1. As and when	***11. As opposed to***
2. As best	***12. As per***
3. As follows	***13. As regards***
4. As for	***14. As the case***
5. As if	***15. As to***
6. As is	***16. As well***
7. As it comes	***17. Act as***
8. as long as	***18. Even as***
9. As much	***19. Inasmuch as***
10. As of	***20. Such as***

IDIOMS AND USES OF LANGUAGE

[9] **Routine** – Having no special quality; ordinary: ➔ "Guards have to make **routine** rounds at night."🡐 / ➔ "We passed a routine immigration inspection."🡐 / ➔ *"The only **routine** with me is no **routine** at all."* – Jacqueline Kennedy Onassis 🡐

[10] **Get started** – Start to be active: ➔ "All I need is a PC to **get started**."🡐 / ➔ "Motivation is what **gets you started**. Habit is what keeps you going."🡐 / ➔ *"The way to **get started** is to quit talking and begin doing."* – Walt Disney🡐

[11] **Designated** – To give a name to; style; entitle: ➔ "Thompson has been **designated** to coordinate the task-force."🡐 / ➔ "Ken will be the **designated** driver tonight."🡐 / ➔ "The patio has been specially **designated** as a rest area."🡐

[12] **For sure** – Certainly; unquestionably: ➔ "I know **for sure** I'm not going to the party."🡐 / ➔ "One thing's **for sure**: we're not gonna lose this account."🡐 / ➔ "Don't worry: we'll be there **for sure**." 🡐 / ➔ "Do you know that **for sure?**" 🡐

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49.- Being Pulled Over by the Police / Opening a Bank Account – Exercises

Some examples of what you have just seen:

[13] **Only** – "I **only** have one more file to send." / "You have **only** one choice, and that is to pay in full." / "If I had **only** known, this would never have happened..." / "We met **only** an hour ago." / "She was **only** marvelous!" / "Your behavior is **only** making things worst." / "She bought a new car **only** to go out and have it stolen." / "This is the **only** pharmacy in the neighborhood."

[14] **Open** – "Leave the door **open**, please." / "We're **open** to negotiations." / "I think we should sign an **open**-ended contract." / "Tom is a very **open** person." / "Talk to me anytime, my door is always **open.**"

[15] **Almost** – "My wife is **almost** fifty."/ "I **almost** wish I hadn't invited Tom to the party." / It'll cost **almost** as much to repair it as it would to buy a new one." / "I **almost** forgot my daughter's birthday…" / "My uncle comes to visit us **almost** every day."

[16] **Plus** – "Two **plus** two equals four." / "We have a temperature of **plus** five degrees." / "Your knowledge about China is a **plus**." / "I was offered a promotion **plus** a higher salary." / "Total price will be five hundred dollars, **plus** tax."

ENGLISH CLIPS: **DISC 25 – TRACK 14**

1. Smell something fishy – Detecting that something isn't right and there might be a reason for it. >> *"Judging by his attitude. I **smell something fishy** in here."*
2. Work out – To have a specific result. >> *"If the new look of the product **works out**, we'll do the same with the rest of the line."*

DISC 25– TRACK 15

IDIOM QUIZ Choose an idiom at the bottom to replace the expression in the brackets below:

Our company has been (losing money) for over three years now.

(a) making a killing (b) in the red
(c) on a dime (d) putting in their two cents

LESSON 49– STEP BY STEP GUIDE

49.- BEING PULLED OVER BY THE POLICE / OPENING A BANK ACCOUNT – PART 1 – DISC 25 TRACKS 1 – 7

1. **Power Words**: **TRACK 1** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: **TRACK 2** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions: TRACK 3** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What documents does the officer request to see?	***Why was Mr. Roosevelt pulled-over?***
Is the car registered under Mr. Roosevelt's name?	***Is the officer going to issue him a ticket?***

4. **Highlighted Words Practice**: **TRACK 4** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: **TRACK 5** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: **TRACK 6** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 49– STEP BY STEP GUIDE (cont'd)

7 **Tips**: ***TRACK 7*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

49.- BEING PULLED OVER BY THE POLICE / OPENING A BANK ACCOUNT – PART 2 – DISC 25 TRACKS 8 –15

1. **Power Words**: ***TRACK 8*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 9*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 10*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What kind of account does the customer open?
   How much money does the customer need to get started?
   How many designated ATM's will be available to him?
   How much is the initial deposit to the account?
   Who else will be cosigner on the account?

4 **Highlighted Words Practice**: ***TRACK 11*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

5 **Rehearsal**: ***TRACK 12*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

6 **Today's Topic**: ***TRACK 13*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

7 **English Clips**: ***TRACK 14*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

8 **Idiom Quiz**: ***TRACK 15*** *Listen to the recording and read from the book.* Help your student think and discover the answer in a logical manner. *Ask your student to defend his/her point of view.* Help your student understand the uses and applications of each phrase. *All answers to these exercises are at the end of the book.* ***>> Group Class:*** *Both students will follow the same routine and they will discuss the possible answers, explaining which answer they chose and why they chose it.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

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LESSON 49 – STEP BY STEP GUIDE (cont'd)

TODAY'S TOPIC

LESSON 49.1 TODAY'S TOPIC *TRACK 6* – AFTER HOURS

- How do you relax and unwind after a long day at work?
- Do you have any other activities after work, a personal business, a club? Do you want to comment?
- Do you go out with friends, family? Do you want to comment?

LESSON 49.2 TODAY'S TOPIC *TRACK 13* – BOOKS

- Do you read any books? Could you please comment?
- Who is your favorite author? Could you please comment?
- What book has had the greatest impact in your life? Could you please comment?

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50.- Commending an Employee / Dismissing an Employee / Presenting Condolences for a Deceased Person / Congratulating a Person on His/Her Birthday

50.1

DISC 25 – TRACKS 17 & 20

Jesse, could you please come to my office?
Yes sir!
Jesse, I heard something about your ideas for reducing [1] costs.
And what do you think about them?
I must confess [2] that I'm very interested [3]. As a matter of fact, I wanted to talk to you about them. Would you like to start implementing [9] your ideas as soon as possible?
That's great! I know my plan can work [13] very well.
I know that too [14]; and I want to congratulate you for contributing to our bottom line. [4] Why don't you talk with Jenny in Personnel, she'll discuss with you the terms for your new job. Congratulations!
Thank you very much!

50.2

DISC 25 – TRACKS 24 & 27

Noah, could you please come to my office?
Yes, Mrs. Reynolds.
Noah, I'll get straight to the point. [10] Our Company is facing financial difficulties and we need to downsize [5] in all areas, personnel being one of them. We are cutting several positions in your department and you are one of the persons we are dismissing [6] as of this Friday.
I understand, Mrs. Reynolds.
We're trying to get back in shape and I would like to have you back with us in case you are available; but I don't have a specific [7] time in mind.
Ok.
If you apply for a job in another Company, please don't hesitate [11] in putting my name as a reference so I can recommend you to any potential [8] employers.
I sure will. Thanks.
Thank you for your excellent services. Again, [15] I hope we can rehire you when we have available openings. [12]

50.3

DISC 25 – TRACKS 31 & 33

Continental Bank, Joseph speaking…
Joseph, this is Emmanuel from Mexico. Is it true Mr. Jensen passed away?
Yes, he died last night.
I'm truly sorry; please express our deepest sympathy to Mrs. Jensen.
Thanks. I will.
When will the funeral services be?
This afternoon and tomorrow morning at the Funeral Home located on Broadway.
I'll be there this afternoon to present my condolences to every one of you.

50.4

DISC 25 – TRACKS 35 & 38

Accounting, Andrea speaking...
Good morning, Andrea.
Hi Robert, how's it going?
Everything's great. I'm just calling to wish [16] you Happy Birthday!
Oh! Thank you very much! I'm flattered that you remembered my birthday.
Of course, I remember your birthday. I wish you the best now and always.
I'm very grateful. You're so kind!
Please, don't mention it. Congratulations again!

VOCABULARY

[1] **REDUCE** – To make or become smaller in size, number, etc. > *example: "We've reduced our energy expense by 20%."*

[2] **CONFESS** – To admit or grant to be true; concede > *example: "She confessed she's not following her diet."*

[3] **INTEREST** – Feeling of wanting to be involved > *example: "I've always been interested in management."*

[4] **BOTTOM LINE** – The final line in the accounting which shows profit or loss > *example: "An increase in oil prices will affect our bottom line."*

[5] **DOWNSIZE** – To reduce the size of a Company > *example*: *"Businesses are downsizing in order to survive."*

[6] **DISMISS** – Remove or discharge from employment > *example: "Five employees were dismissed last week."*

[7] **SPECIFIC** – Explicit, particular, or definite > *example: "I'll need specific information about it."*

[8] **POTENTIAL** – Possible but not yet actual > *example: "With this product we'll reach many potential customers."*

DISC 25 – TRACK 22

CURIOUS IDIOMS

Did you know that Americans use a lot of "animal idioms"? Take a look:

Bark up the wrong tree *– Choosing the wrong course of action.*

Cat nap *– A short nap during the day.*

Cry wolf *– Giving a false alarm.*

Dark horse *– A candidate little known to the public.*

Eat like a horse *– To eat a lot.*

Go ape *– Become highly excited or angry.*

Hold your horses *– Be patient.*

Put the cart before the horse *– Do things in the wrong order.*

IDIOMS AND USES OF LANGUAGE

[9] **Implement** – To carry out; put into action: ➔ "This task can only be **implemented** by an expert."🡐 / ➔ *"You don't make progress by standing on the sidelines, whimpering and complaining. You make progress by **implementing** ideas."* – Shirley Hufsteddler 🡐

[10] **To the point** – Say what is important: ➔ "When answering questions, get **to the point**."🡐 / ➔ "Her comments were very apt and **to the point**."🡐 / ➔ *"Have common sense and stick **to the point**."* – William Somerset Maugham 🡐

[11] **Hesitate** – To hold back in acting; be uncertain: ➔ "She **hesitated** slightly before the judge." 🡐 / ➔ "Leave undone whatever you **hesitate** to do."🡐 / ➔ *"In matrimony, to **hesitate** is sometimes to be saved."* – Samuel Butler 🡐

[12] **Opening** – A vacant space; a commencement: ➔ "I went to the bank before **opening** hours." 🡐 / ➔ "We'll have many **openings** after the plant's expansion."🡐 / ➔ "Next Monday will be the **opening** of hunting season." 🡐

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50.- Commending an Employee / Dismissing an Employee / Presenting Condolences for a Deceased Person / Congratulating a Person on His/Her Birthday – Exercises

Some examples of what you have just seen:

[13] **Work** – "We're loaded down with **work** for the next couple of weeks." / "Do you have a **work** permit with you?" / "My PC is **working** really slow." / "We need to **work** out a good solution." / "Can I call you at **work**?" / "His last book is a **work** of art."

[14] **Too** – "He **too** is coming along" / "Don't worry **too** much." / "I think you went **too** far with your remarks." / "Noah drank one **too** many last night." / "I'm only **too** glad to help." / I think I spoke **too** soon about my promotion:" / "You're **too** kind!"

[15] **Again** – "Don't get disappointed; try **again**." / "When will I see you **again**?" / "I told you time and time **again**: don't drive Al's car." / "We had to start all over **again**." / "He might come and then **again** he might not." / "She is beautiful and, **again**, intelligent."

[16] **Wish** – "He **wished** her a good night." / "I **wish** you good luck." / "I **wish** I lived in Italy." / "I **wish** I were a little bit taller." / "He got his **wish** of going to Canada." / "Goals that are not written are just **wishes**." / "I **wish** you well in your new business."

ENGLISH CLIPS: ***DISC 25 – TRACK 29***

1. Notify someone of something – To inform someone about something. >> *"I need you to **notify everyone** about tomorrow's meeting."*
2. Scapegoat – Someone else who takes the blame. >> *"They simply wanted to find a **scapegoat** to blame for the product's failure."*

TONGUE TWISTER ***DISC 25 – TRACK 39***

You know New York
You need New York
You know you need
unique New York

LESSON 50– STEP BY STEP GUIDE

50.- COMMENDING AN EMPLOYEE / DISMISSING AN EMPLOYEE / PRESENTING CONDOLENCES FOR A DECEASED PERSON / CONGRATULATING A PERSON ON HIS/HER BIRTHDAY – PART 1 – DISC 25 TRACKS 16 – 22

1. **Power Words**: ***TRACK 16*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 17*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 18*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

   What are Jesse's ideas?
   What does his boss think about his ideas?
   Who does Jesse need to talk to in personnel?

4. **Highlighted Words Practice**: ***TRACK 19*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 20*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 21*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

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LESSON 50 – STEP BY STEP GUIDE (cont'd)

7 **Tips**: ***TRACK 22*** This section includes useful information on practical applications of English. *Listen to the recording while your student follows reading along with the book.* If needed, ask your student to read the examples out loud. Make sure he/she understands the meaning and uses of each tip.>> ***Group Class:*** *Both students listen to each sentence, reading along with the book. They can also read the sentences out loud if needed. Finally, both students discuss on the subject.*

50.- COMMENDING AN EMPLOYEE / DISMISSING AN EMPLOYEE / PRESENTING CONDOLENCES FOR A DECEASED PERSON / CONGRATULATING A PERSON ON HIS/HER BIRTHDAY – PART 2 – DISC 25 TRACKS 23 – 29

1. **Power Words**: ***TRACK 23*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.
2. **Listening**: ***TRACK 24*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.
3. **Comprehension Questions:** ***TRACK 25*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

Why does the company need to downsize?	***Does Mrs. Reynolds offer to be put as a reference?***
As of when will Noah be dismissed?	

4. **Highlighted Words Practice**: ***TRACK 26*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*
5. **Rehearsal**: ***TRACK 27*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*
6. **Today's Topic**: ***TRACK 28*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*
7. **English Clips**: ***TRACK 29*** This section contains English idioms and sayings along with their explanation and their use in Spanish. Please listen to the recording and discuss the idiom or saying with your student, making sure he/she understands its meaning. ***>> Group Class:*** *Both students will follow the same routine and they will discuss the idiom or saying. Please help them in clarifying any doubts they may have.*

50.- COMMENDING AN EMPLOYEE / DISMISSING AN EMPLOYEE / PRESENTING CONDOLENCES FOR A DECEASED PERSON / CONGRATULATING A PERSON ON HIS/HER BIRTHDAY – PART 3 – DISC 25 TRACKS 30 – 35

1 **Power Words**: ***TRACK 30*** Your student must try to repeat all 16 expressions in the spaces provided. Don't stop the recording. You don't need to provide any explanations because the words will be practiced in the very next exercise where you will have sufficient time to explain them. ***Please encourage your student to repeat all 16 expressions. >> Group Class:*** Each student will repeat one PowerWord at a time, alternating until they complete all 16 expressions; they can help each other if needed.

2 **Listening**: ***TRACK 31*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

3 **Comprehension Questions:** ***TRACK 32*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

What happened to Mr. Jensen?	***When will the funeral services be?***
When did he pass away?	***When will Joe arrive to express his condolences?***

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LESSON 50 – STEP BY STEP GUIDE (cont'd)

4 **Rehearsal**: ***TRACK 33*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

5 **Today's Topic**: ***TRACK 34*** Please listen to the recording and discuss the topic thoroughly with your student. No need to correct while you're debating, just let the conversation flow and have fun. If any correction is needed, please make it as a general comment at the end of the discussion. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class, helping each other or asking the Instructor to clarify their doubts.*

50.- COMMENDING AN EMPLOYEE / DISMISSING AN EMPLOYEE / PRESENTING CONDOLENCES FOR A DECEASED PERSON / CONGRATULATING A PERSON ON HIS/HER BIRTHDAY – PART 4 – DISC 25 TRACKS 36 – 39

1 **Listening**: ***TRACK 35*** Listen to the whole conversation once with your books closed. *Ask your student what he/she understood.* If needed, listen to the conversation again, with the book still closed. *Ask your student to summarize the conversation.* Clarify any questions your student may have. >> ***Group Class:*** Both students will listen once or twice; then both will summarize the conversation, one at a time, and will help each other if needed.

2 **Comprehension Questions:** ***TRACK 36*** Listen to each question stopping the recording to give your student time to answer. If your student doesn't know the answer, provide some clues and hints so he/she can guess the correct answer. ***>> Group Class:*** *Each student will answer one question, alternating until they complete all sentences; they will help each other if needed.*

In what department does Andrea work?	***What is Andrea's reaction to Bob's birthday wishes?***
Why is Robert calling her?	

3 **Highlighted Words Practice**: ***TRACK 37*** Listen to the recording reading along with the book. Ask your student to read the definitions or examples out loud. Encourage your student to come up with examples of his/her own. Provide examples to your student to help clarify the meaning. ***>> Group Class:*** *Each student will read one example out loud, alternating until they finish all the highlighted words. Both students will provide additional examples.*

4 **Rehearsal**: ***TRACK 38*** Choose the roles you will act. Listen to the conversation and repeat in the spaces provided without stopping the recording. Do this twice, then change roles and rehearse it twice again. Practice the conversation once with the help of the book and finally close your book and practice the conversation one more time writing it down in your notebook; the Instructor will stop the recording briefly and will help you in completing the sentences. ***>> Group Class:*** *Both students will follow the same routine as in the one-on-one class.*

5 **Tongue Twisters**: ***TRACK 39*** *Listen to the recording and read from the book.* Help your student to understand what the tongue twister says, and just have fun trying to repeat it from memory. ***>> Group Class:*** *Both students will follow the same routine and they will try to repeat the tongue twister; help them if needed.*

WRAP-UP: Take some time to talk to your student on how this lesson applies to his/her business, social and daily life.

COMMENDING AN EMPLOYEE / DISMISSING AN EMPLOYEE / PRESENTING CONDOLENCES FOR A DECEASED PERSON / CONGRATULATING A PERSON ON HIS/HER BIRTHDAY – TODAY'S TOPIC

LESSON 50.1 TODAY'S TOPIC *TRACK 21* – DEALING WITH SUPPLIERS

- Do you deal with any suppliers? Could you please describe?
- Have you ever had any problem with a supplier? How did you solve it?
- How do you select your suppliers?

LESSON 50.2 TODAY'S TOPIC *TRACK 28* – DEALING WITH CLIENTS

- Do you deal with any clients? Could you please describe?
- Have you ever had any problem with a client? How did you solve it?
- How do you try to keep your client satisfied?

LESSON 50.2 TODAY'S TOPIC *TRACK 34* – DEALING WITH AUTHORITIES

- Do you deal with any authorities? Could you please describe?
- How difficult is it to comply with the authorities' requirements?
- How can you solve any controversies with authorities?

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COURSE EXAM NO. 10

LESSONS 46 – 50

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EXAM No. 10 / LESSONS 46 – 50

46. LEAVING A MESSAGE, ASKING TO CALL BACK

47. REJECTING GIFTS OR BRIBES / DEALING WITH POLICY INFRINGEMENT ISSUES

48. MISSING A PLANE / PROBLEMS WITH AIRLINE COMPANIES, HOTELS, ETC.

49. BEING PULLED OVER BY THE POLICE / OPENING A BANK ACCOUNT

50. COMMENDING AN EMPLOYEE / DISMISSING AN EMPLOYEE

DISC 25 – TRACK 40

1. LISTENING COMPREHENSION: Listen to the expressions. *Please repeat them. Write down two examples of each one, based on the highlighted words.*

1.1. Never mind. I'll call her next week. Thanks.

_____

_____

1.2. Jesse, I heard something about your ideas for reducing costs.

_____

_____

1.3. It's my mistake. I didn't realize the time.

_____

_____

1.4. Furthermore, we have a strict policy in regards to receiving gifts from suppliers.

_____

_____

1.5. I'm sorry about this, officer. I didn't realize I was speeding.

_____

_____

1.6. I'm just calling to wish you Happy Birthday!

_____

_____

1.7. Do you expect me to keep a copy of that coupon?

_____

_____

1.8. You'll need as low as $1,000.00 to get started.

_____

_____

1.9. I need to talk to you about today's shipment.

_____

_____

1.10. If I get caught red-handed with this thing I will get fired and I will end up in jail.

_____

_____

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2. TIPS SECTION: Listen to the tips section from Lesson 49 and write down two sentences using the word "as" **DISC 25 – TRACK 41**

2.1. as if _____

_____

2.2. as opposed to _____

_____

3. RIDDLE SECTION: Please listen to the riddle and write down the correct answer. **DISC 25 – TRACK 42**

3.1.

_____

4. VOCABULARY: Please match each word on the left column with the correct answer on the right column. **DISC 25 – TRACK 43**

1	**FLATTER**		To give back, especially money
2	**BRIEF**		Up to this or that time; yet
3	**FAULT**		To admit or grant to be true; concede
4	**REFUND**		Possible but not yet actual
5	**CONFESS**		To play upon or gratify the vanity of a person
6	**FEATURE**		A mistake; an error
7	**STRAIGHTFORWARD**		Not just or evenhanded
8	**UNFAIR**		Short in time, duration, length, or extent
9	**POTENTIAL**		A prominent or distinctive aspect
10	**STILL**		Honest, frank, or simple

5. EXPRESSION: Listen to the sentence; then answer it with your own words. **DISC 25 – TRACK 44**

5.1. I also need to speak with Maureen Nightingale. Is she available?

5.2. What's the problem with us paying in cash?

5.3. Good morning, Sarah, I need to discuss something about my bill; could you please tell me who can I talk to?

5.4. Is the car registered under your name?

5.5. Would you like to start implementing your ideas as soon as possible?

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6. SONGS: Listen to the song twice; sing along with the lyrics provided.

THE RIVER OF DREAMS

DISC 25 – TRACK 45

By: Billy Joel

In the middle of the night
I go walking in my sleep
From the mountains of faith
To the river so deep
I must be looking for something
Something sacred I lost
But the river is wide
And it's too hard to cross

Even though I know the river is wide
I walk down every evening and I stand on the shore
I try to cross to the opposite side
So I can finally find out what I've been looking for

In the middle of the night
I go walking in my sleep
Through the valley of fear
To a river so deep
I've been searching for something
Taken out of my soul
Something I'd never lose
Something somebody stole

I don't know why I go walking at night
But now I'm tired and I don't want to walk anymore
I hope it doesn't take the rest of my life
Until I find what it is that I've been looking for

In the middle of the night
I go walking in my sleep
Through the jungle of doubt
To the river so deep
I know I'm searching for something
Something so undefined
That it can only be seen
By the eyes of the blind
In the middle of the night

I'm not sure about a life after this
God knows I've never been a spiritual man
Baptized by the fire, I wade into the river
That is running to the promise land

In the middle of the night
I go walking in my sleep
Through the desert of truth
To the river so deep
We all end in the ocean
We all start in the streams
We're all carried along
By the river of dreams
In the middle of the night
(*repeat:* I go walking in the… in the middle of the...)

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Extra Vocabulary

Answers to Riddles

Explanations & Meanings

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EXTRA VOCABULARY			
Ex #	**WORD**	**MEANING**	**EXAMPLE**
13[8]	So forth	Continuing in the same way.	*"At the mall, we shopped, had lunch, shopped some more, and so on and **so forth**."*
14[10]	Trust	Confidence in the truth, worth, reliability, etc., of a person.	*"We're in business because our customers **trust** us."*
14[11]	Therefore	Consequently; as a result.	*"It's the end of the month; **therefore** we have to pay salaries."*
14[12]	Third Party	One other than the principals involved in a transaction,	*"We pay rent to a **third party**, not directly to the landlord."*
14[13]	Yielding	To produce a return for effort or investment.	*"Training is **yielding** excellent results."*
27[9]	Sue	To institute legal proceedings against a person or Company.	*"As he didn't pay, the bank **sued** him."*
27[10]	Owe	To be under an obligation to pay someone a certain amount.	*"We still **owe** our home."*
27[11]	Nonetheless	Despite that; however; nevertheless.	*"While we disliked each other, **nonetheless** we agreed."*
27[12]	Nasty	Unpleasant, dangerous, or painful.	*"George is a man with a **nasty** reputation."*
27[13]	Warning	A hint, intimation, threat, etc., of harm or danger.	*"This is just a **warning**; next time I'll sue you."*
44[9]	Red handed	Caught with evidence.	*"Henry was caught **red handed** with illegal drugs in his office."*
44[10]	P. R.	Acronym for Public Relations.	*"Our **P. R.** Department is in charge of attending the media."*
44[11]	Hurt	To be detrimental to; to hinder or impair.	*"This crisis is really **hurting** our business."*
44[12]	Reject	To refuse to accept, acknowledge, use, believe.	*"His plan was bluntly **rejected** by the board."*
44[13]	Expel	To force to leave; deprive of membership.	*"John was caught stealing and he was **expelled**."*

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Answers to Riddles, Explanations & Meanings

Exercise 1: She wrote one hundred and twenty 3's.

Exercise 4: Eight.

Exercise 5: Four days. It takes four men to build one boat in one day and four boats in four days. Therefore, it takes one man to build one boat in four days.

Exercise 7: Everyone will get at least one slice of pizza. The offer was "Buy one, get one free." Therefore, when Jack ordered two, he got two free, giving him four pizzas with a total of forty eight slices.

Exercise 9: One, because the brothers are part of one family and if each one has "a" sister they only need one sister.

Exercise 11: **The answer is: true.** Louis Doberman was a tax collector in addition to being a dog breeder. Allegedly, he bred the Doberman dogs to help him on his rounds.

Exercise 12: Birds cannot fly on the moon because there is no air to suspend them.

Exercise 14: **The answer is: true.** In the 18th century John Montagu, the Fourth Earl of Sandwich, created the first sandwich – a few slices of beef between toast – in order to eat and have a hand free to play cards at the same time.

Exercise 15: The wise man told the sons to switch camels.

Exercise 16: There are two ways to solve this: Number 1:

Fill the 5-liter can from the tap.
Empty the 5-liter can into the 3-liter can - leaving 2 liters in the 5-liter can.
Pour away the contents of the 3-liter can.
Fill the 3-liter can with the 2 liters from the 5-liter can – leaving 2 liters in the 3-liter can.
Fill the 5-liter can from the tap.
Fill the remaining 1-liter space in the 3-liter can from the 5-liter can.
Leaving **4 liters** in the 5-liter can.

Number 2:

Fill the 3-liter can from the tap.
Empty the contents of the 3-liter can into the 5-liter can.
Fill the 3-liter can from the tap.
Empty the contents of the 3-liter can into the 5-liter can – Leaving the 5-liter can full and 1 liter in the 3-liter can.
Pour away the contents of the 5-liter can.
Pour the 1 liter from the 3-liter can into the 5-liter can.
Fill the 3-liter can from the tap.
Empty the contents of the 3-liter can into the 5-liter can.
Leaving **4 liters** in the 5-liter can.

Exercise 18: **The answer is: true.** Around 1902, stories circulated that while out hunting, President Theodore "Teddy" Roosevelt refused to shoot a bear cub because it was unsportsmanlike. The story produced a number of cartoons with references to Teddy's Bear, and novelty store owner Morris Michtom and his wife started making stuffed bears to cash in on the craze. They asked the President if they could use his name to market the bear. He agreed -- and the rest is history.

Exercise 20: The nail would be at the same height since trees grow at their tops.

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Exercise 22: **The answer is: false.** The word orange probably comes to the English language from Arabic. The Arabs first brought oranges to Spain in the Middle Ages, and their word for the fruit, *naranj,* eventually became the word we use today. It is a coincidence that the Royal House of Orange shares the same name.

Exercise 24: The fishing party consisted of three people: a grandmother, a mother and a daughter. The mother is both a mother and a daughter. Each one of them got one fish.

Exercise 26: **The answer is: false.** The word tabloid actually means medication in a condensed form. Tabloid newspapers got their name because they tend to condense information.

Exercise 27: Explanations to Sayings:

"A broken friendship may be soldered, but it will never be sound." – If a friendship has failed, it may be restored but it will never be solid again.

"Save it for a rainy day." – Save money (or something) for a time when you really need it, for an emergency.

"A good Jack makes a good Jill." – People or things will always find their match.

"After dinner sit a while; after supper walk a mile." – (English proverb for good health).

I'm sober as a judge." – I haven't drunk at all.

I'm serious as a heart attack." – I'm totally serious.

"Bacchus has drowned more men than Neptune" – More people have died by drinking than by drowning.

"Caution is the mother of safety." – Caution saves lives.

"Don't trouble trouble until trouble troubles you." – Don't pay too much attention to troubles if they're not present.

Exercise 28: The cabbie must have heard the initial instruction, or he would not have known where to take her.

Exercise 30: The answer is: **(b) get off the ground –** (make a successful beginning, go ahead).

Exercise 31:

1. outbid – To bid higher than: "We **outbid** our rivals at the auction."

2. outburst – A sudden, violent display, as of activity or emotion: *"The boss had an **outburst** of anger."*

3. outcome – An end result; a consequence: *"Failure is an **outcome** of poor planning."*

4. outdated – Old-fashioned or obsolete: *"Susan has been here so long that her ideas have become **outdated**."*

5. outdo – To surpass or exceed in performance or execution: *"Laptops **outdo** PC's because they're more versatile."*

6. outdoors – Far away from human habitation: *"I think it'll be better if we have the party **outdoors**."*

7. outflow – Something that flows out: *"An **outflow** of water from a power plant."*

8. outgrow – To grow larger or faster than: "*The child **outgrew** all his clothes."*

9. outlast – To exceed in duration; to survive: *"These batteries **outlast** all others."*

10. outlaw – A fugitive from the law: *"Robin Hood is one of the most famous **outlaws** of all times."*

11. outline – To give the main features or general idea: *"This document **outlines** everybody's duties."*

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12. outnumber – To be more numerous than: *"According to the census, women **outnumber** men."*

13. outpatient – A patient who is not hospitalized overnight: *"**Outpatient** treatment has a lot of advantages."*

14. outplay – To excel or defeat in a game: *"Our team **outplayed** their rivals and won the championship."*

15. output – The material produced, manufactured: *"This machine yields a tremendous **output**."*

16. outrageous – Being beyond all reason; extravagant: *"He spends an **outrageous** amount on entertainment."*

17. outreach – To surpass in reach: *"Demand has **outreached** supply."*

18. outride – To ride beyond or faster than: *"Michael's car **outrode** the rest and won the race."*

19. outrun – To run faster, farther, or better than: *"He **outran** the police and escaped."*

20. outsell – To be sold more often than other: *"His new book **outsold** his own previous books."*

21. outskirts –Bordering areas, districts, etc., as of a city: *"We used to live in the **outskirts** of Atlanta."*

22. outsmart – Defeat by more skillful maneuvering: *"I want to learn this new method so I can **outsmart** everyone in the office."*

23. outspoken – Direct and open in speech or expression: *"The governor is a very **outspoken** politician."*

24. outwards – Moving towards the outside or exterior: *"Look inwards before you can look **outwards**."*

Exercise 32: "Three." The doorman lets in those who answer with the number of letters in the word the doorman says.

Exercise 34: The answer is: **(c) took on –** (to give a job to or hire someone).

Exercise 35:

1. overall	Including or covering everything: *"The budget should include the **overall** cost."*
2. overanxious	Anxious in an excessive degree: *"Next week's audit is making everybody **overanxious** here."*
3. overbid	A bid higher than another bid: *"You need to **overbid** everybody in the auction if you want that antique."*
4. overcautious	Unnecessarily cautious: *"Sometimes it doesn't pay to be **overcautious** in business."*
5. overcharge	An excessive price or charge: *"I need to check the invoice before I pay. I think I've been **overcharged**."*
6. overcome	To get the better of in a conflict: *"We **overcome** all difficulties and keep the business running."*
7. overdo	To do too much; go to extremes: *"Govern a great nation as you would cook a small fish: Do not **overdo** it."*
8. overdraft	The amount by which withdrawals exceed deposits: *"Instead of getting charged about $25 for bouncing a check, **overdraft** protection will in effect provide the account holder with an instant loan."*
9. overdue	Being unpaid when due: *"I haven't paid my phone bill yet; by now it has become **overdue**."*
10. overestimate	Assign too high a value to: *"We **overestimated** sales for the third quarter. We sold 10% below the projections."*
11. overhaul	To make extensive renovations or revisions on: *"We need to **overhaul** three of our branch offices to make them profitable."*
12. overhead	The operating expenses of a business: *"We need to keep our **overhead** as low as possible to keep the business going."*
13. overheat	To cause (an economy) to tend towards inflation: *"The economy is **overheating** every day; I'm afraid we'll end up with a huge inflation."*

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"

14. overlook To fail to notice or take into account: *"I **overlooked** the fact that Jim was charging so much for his services; I'll review the account."*

15. overpay To pay too much: *"I think Jennifer is a little bit **overpaid** for the work she performs."*

16. override To declare null and void; set aside: *"The sales manager used his **override** power to authorize the order."*

17. overseas Beyond the sea; abroad: *"We're planning on opening several offices **overseas** next year."*

18. oversee To watch over and direct; supervise *"I want you to **oversee** all shipments so we don't send them to the wrong places."*

19. oversleep To sleep beyond the time for: *"I **overslept** and got late for work."*

20. overspend To spend in excess of: *"John **overspent** his allowance; his father will be upset."*

Exercise 36: It doesn't matter where the fifth stick is placed, since the tree won't fall in any direction. Being wood, it will float and rise to the surface.

Exercise 38:

1. underage Below the required or standard age: *"**Underage** drinking is prohibited in bars."*

2. underbid To submit a bid lower than that of (others): *"We had to **underbid** the rest of the dealers in order to get the contract."*

3. undercharge An insufficient or improper charge: *"The sales assistant made a mistake and **undercharged** them by $ 500.00"*

4. underclass A class consisting of the most disadvantaged people: *"The long-term unemployed now constitute a sort of **underclass**."*

5. undercoat A coat (as of paint) applied as a base for another coat: *"Those red walls will probably need two **undercoats**."*

6. undercover Done or acting in secret: *"He might be working as an **undercover** agent."*

7. undercut To diminish or destroy the effectiveness of; undermine: *"The company sales have been **undercut** by the attitude of some of the salespeople."*

8. underdog One at a disadvantage and expected to lose: *"He won the sales contest even though he started it as the **underdog**."*

9. underdone Insufficiently or lightly cooked: *"My steak is **underdone;** I won't eat it like that."*

10. underestimate To make too low an estimate of: *"We **underestimated** the indirect costs."*

11. underfloor Situated beneath the floor: *"We have an **underfloor** heating system."*

12. undergraduate A university student who has not yet received a first degree: *"We support **undergraduate** students working on their spare time."*

13. undergrown Not having the expected height: *"We must consider boys as **undergrown** men."*

14. underline To emphasize; stress: *"All new plans were **underlined** in yesterday's meeting."*

15. undermine To weaken gradually or insidiously: *"Rumors **undermine** confidence in the workplace."*

16. undermost Lowest in position, rank, or place; bottom: *"Would you say that Antarctica is the "**undermost** part" of the earth?"*

17. underpaid To pay insufficiently or less than is deserved: *"Teachers work pretty well even though they are **underpaid**."*

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	18. underprice	To sell at a lower price than (a competitor): *"They're forced to **underprice** their services in order to survive."*
	19. underside	The bottom or lower surface: *"The car had turned over in the ditch, and its **underside** was covered in oil and mud."*
	20. understate	to state something in restrained terms, often to obtain an ironic effect: *"Do official figures **understate** 'true' unemployment?"*

Exercise 38: The answer is: **(a) in short supply –** (Insufficient to meet a demand or requirement).

Exercise 39: Explanations to Sayings:

"Easy come, easy go"	Readily won and readily lost; whatever you get with no effort, you may lose it the same way.
"Fit like a glove"	Something that fits perfectly.
"Feel like a million dollars."	When you feel wonderful, satisfied.
"Fight tooth and nail"	Fight fiercely or with all one's might.
"Off the top of one's head."	From memory, spontaneously.
"On a dime."	In a very small or short space.

Exercise 40: 2. Place the apple on top of one person's head.

Exercise 41:

1. get across	To make understandable or clear***:*** *"Tried to **get** my point **across**."*
2. get along	To be or continue to be on harmonious terms: *"Jenny **gets along** very well with everybody."*
3. get around	To circumvent or evade: *"George always tries to **get around** the real issues."*
4. get away	To break free; escape: *"He **got away** as soon as the door was opened."*
5. get by	To succeed in managing; survive: *"We'll **get by** if we reduce some expenses."*
6. get down	To exhaust, discourage, or depress: *"The heat was **getting me down**."*
7. get in	To arrive: *"We **got in** late last night."*
8. get off	To escape, as from punishment or danger: *"We **got off** from that neighborhood just on time."*
9. get out	To leave: *"She **got out** of the office before lunch time."*
10. get over	To recover from: *"They finally **got over** their divorce."*
11. get through	To succeed in making contact; reach: *"My call to Brazil finally **got through**."*
12. get up	To arise from bed or rise to one's feet: *"I **get up** really late on Sundays."*
13. get even	To obtain revenge: *"You are angry, have had enough, and are determined to **get even**."*
14. get going	To make a beginning; get started: *"How can I **get going** without my coffee to start the day?"*
15. get there	To make progress or achieve success: *"It took a little time to work out precisely how to **get there** from here."*
16. get on	To be or continue on harmonious terms: *"She **gets on** well with the neighbors."*

Exercise 41:

1. go about	To set about to do; undertake: *"**Go about** your chores in a responsible way."*
2. go around	To go here and there; move from place to place: *"What **goes around** comes around."*
3. go by	To elapse; pass: *"As time **goes by** we're getting a little older."*

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4. go away	To leave: *"Some factories may **go away** if the crisis extends any longer."*
5. go for	To have a special liking for: *"I really **go for** progressive jazz."*
6. go into	To investigate or examine: *"To **go into** the recurrent problem of price increases."*
7. go off	To make a noise; sound: *"The siren **went off** at noon."*
8. go on	To continue: *"She **went on** to become a senator."*
9. go over	To examine or review: *"We need to **go over** the financial statements."*
10. go under	To be conquered or overwhelmed: *"The firm **went under** in the economic crisis."*
11. go through	To experience: *"We **went through** a lot of problems while working on this project."*
12. go up	To increase in price or value: *"Prices **went up** in January."*
13. go with	To select or choose: *"We decided to **go with** the bidder which offered the highest quality."*
14. go back	To return: *"Oil prices will **go back** to their original level as soon as the war is over."*
15. go steady	To date someone exclusively: *"I've been **going steady** with my girlfriend for more than two years."*
16. on the go	Constantly busy or active: *"These products are intended for people **on the go**."*

Exercise 41.2: The answer is: **(c) ball park figure –** (a rough estimate or figure).

Exercise 42:

1. act up	To behave in a troublesome way: *"The engine began to **act up**."*
2. add up	To amount to an expected total: *"The hospital bill **adds up** to fifty five-hundred dollars."*
3. back up	To cause to accumulate or undergo accumulation: *"The accident **backed** the traffic **up** for blocks."*
4. beat up	Strike repeatedly: *"She told the police some thugs had **beat up** her husband."*
5. break up	To bring or come to an end: *"How many times have you wanted to **break up** with someone, but didn't know how to do it?"*
6. buckle up	To use a safety belt, especially in an automobile: *"Please **buckle up,** or else the police can pull me over."*
7. build up	To accumulate or collect: *"Resistance to the manager's plan **built up** quickly."*
8. catch up	To move fast enough to attain the same progress as another: *"China will **catch up** with India in software in 3-5 years."*
9. cheer up	Become or make happy, raise the spirits of: *"The good news **cheered up** everybody in the office."*
10. cover up	Conceal something, especially a crime: *"The boss was furious after she learned that the supervisor tried to **cover up** the accident."*
11. end up	Finally be or do something: *"He **ended up** working for our competitors."*
12. give up	To desist from; stop: *"I **give up:** I can't convince my partner to make new investments."*
13. grow up	To reach maturity; become adult: *"Just **Grow Up**!" "How many times have we said this to our friends or family members?"*

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14. lighten up Become or cause to become less serious or gloomy, and more cheerful: *"Everything will work out fine, so stop worrying and **lighten up**."*

15. make up To compensate for: *"You need to **make up** for the time you lost last week."*

16. mix up To confuse; confound: *"His explanation just left us all **mixed up**."*

17. pay up Pay in full, discharge all that is owed: *"Our corporate sponsors **pay up** to 85% of the cost of research."*

18. pop up Appear suddenly or unexpectedly: *"The police officer suddenly **popped up** out of nowhere."*

19. speed up Accelerate, expedite, increase the rate: *"It's difficult to **speed up** production without new equipment."*

20. wrap up Bring to a conclusion, settle successfully: *"As soon as we **wrap up** this deal, we can go on vacation."*

Exercise 43: Man carries chicken; man leaves chicken and comes back; man gets fox; man leaves fox and gets chicken; man leaves chicken and gets corn; man leaves fox and corn to get chicken; man gets chicken.

Exercise 44:

1. act out Represent or perform as if in a play; *"She **acted out** what had happened earlier that day."*

2. all out With every possible effort: *"Everybody worked **all out** to make the deadline."*

3. branch out Separate into subdivisions; strike off in a new direction: *"Our retail business is **branching out** into more locations."*

4. bring out Expose or reveal; make conspicuous. *"His report **brought out** some new facts about the problems with the Union."*

5. buy out To purchase all the stock of a company or all the stock of a company owned by one investor or by a group of investors: *"Corporate management may decide to **buy out** Peter's shares in order to halt a potential takeover."*

6. call out Summon into action or service: *"The manager just **called out** for an urgent meeting."*

7. carry out To put into practice or effect: *"Ask John and Luis to **carry out** the new cost reduction plan."*

8. clear out Remove the contents, take something or someone away: *"I'll **clear out** this office so you can work in it."*

9. come out Become known, be discovered: *"The whole story **came out** when Robert confessed."*

10. drop out To withdraw from participation: *"We made a better offer and they **dropped out** of the bidding."*

11. fight it out Settle a dispute by fighting, either physically or verbally: *"The two sides couldn't agree on a budget but were determined to **fight it out** to the end."*

12. figure out To discover or decide: *"I just can't **figure out** how to solve this problem."*

13. fill out Write all the required information onto a form: *"Please **fill out** this questionnaire."*

14. find out Discover through examination or inquiry: *"You can **find out** about his behavior if you ask him some questions."*

15. flat out In a direct manner; bluntly: *"He spoke to us **flat out** about our mistakes."*

16. for crying out loud Used to express annoyance or astonishment: *"That's not true, **for crying out loud**."*

17. get out of Evade or avoid: *"He's trying to **get out of** his financial difficulties." "Please **get out of** the way so we can pass."*

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	18. give out	To hand out or distribute: *"They **gave out** free candies for children on Christmas."*
	19. grow out from	To develop or come into existence from: *"This is a Company that **grew out** of a brilliant idea."*
	20. hammer out	Work out with considerable effort: *"It took weeks of negotiations to **hammer out** an acceptable compromise."*
Exercise 45:	***1. hang out***	Spend one's free time in; also, loiter, pass time idly: *"My friends spent the evening just **hanging out**."*
	2. head out	Depart, begin a journey: *"The ship was **heading out** to the sea."*
	3. help out	Be of help, as in a particular situation of need: *"Can you **help out** tonight with the dinner guests?"*
	4. hide out	Be or go into hiding; keep out of sight, as for protection and safety: *"Jimmy **is hiding out** in a beach side resort in Mexico with his wife."*
	5. inside out	Extremely well, thoroughly, especially alluding to knowing something: *"He knows this system **inside out**."*
	6. iron out	Work out, resolve, settle: *"They managed to **iron out** all the problems with the conflictive workers."*
	7. leave out	Omit, fail to include: *"This order is incomplete; some items have been **left out**."*
	8. let out	To allow to go or run free; release: *"When we finally landed down in Pittsburgh, we all **let out** a sigh of relief."*
	9. log out (off)	To enter into a computer the command to end a session: *"Could you please **log out** for a couple of minutes?"*
	10. puzzle out	Clarify or solve something: *"It took him a while to **puzzle out** the significance of the statement*."
	11. right out	Plainly, without holding back: *"This is like **right out** of a science fiction movie*."
	12. rule out	Eliminate from consideration, exclude: *"The option of purchasing new equipment has been **ruled out**."*
	13. run out of	To exhaust the supply of: *"The car **ran out** of fuel."*
	14. set out	To give a full account of; explain exactly: *"He **set out** the matter in full."*
	15. sign out	Record the departure of a person or the removal of an object: *"I asked the librarian how many books I could **sign out**."*
	16. straighten out	Clear up disorder, a confusion, or a misunderstanding: *"This is an awful mess; I hope you'll **straighten it out***."
	17. walk out	Leave suddenly, especially as a sign of disapproval: *Their attitude was so mean that we **walked out** of the meeting right away."*
	18. wear out	Become or cause to become unusable through long or heavy use: *"This coupling is all **worn out**."*
	19. work out	To formulate or develop: *"We need to **work out** a sales plan for the next season."*
	20. write out	Put into writing; write in complete form: *"You'll need to **write out** a contract if you want us in the business."*

Exercise 45: The answer is: **(b) an arm and a leg –** (pay a very high price for something).

Exercise 45 (2): When the train emerges from the tunnel the man with the dirty face does not notice a change. The man with the clean face notices that the other passenger has a dirty face and assumes his must be dirty as well and goes for a wash.

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Exercise 47:

1. a free hand	Freedom to do as desired: *"You'll have **a free hand** to reorganize your department."*
2. a heavy hand	Tyranny, persecution, or oppression: *"Tom manages his area with **a heavy hand**."*
3. at hand	Within easy reach, nearby: *"I like to keep my tools close **at hand**."*
4. by hand	By manual rather than mechanical means: *"all special orders are made **by hand**."*
5. come to hand	To become available; be received: *"the funds to finance this month's purchasing finally **came to hand**."*
6. hand to hand	From one person to another; through a succession of persons: *"the instructions were passed **from hand to hand** until everyone understood them."*
7. hand to mouth	With barely enough money for immediate needs: *"We used to live **form hand to mouth** a couple of years ago."*
8. hand and foot	In all ways possible; completely: *"They served him **hand and foot** for over 20 years."*
9. hold one's hand	To support, help, or guide someone, esp. by giving sympathy or moral support: *"He was **holding her hand** while she was crying."*
10. show one's hand	To reveal one's stand, opinion, or plans: *"We have to be careful not to **show our hand** to our competitors."*
11. lend a hand	Be of assistance, be helpful: *"Lenny's always willing to **lend a** helping **hand** when needed."*
12. out of hand	Out of control: *"Employee horse-playing has gotten **out of hand**."*
13. in hand	In one's possession: *"She arrived with the check **in hand** to make a final offer."*
14. take in hand	Deal with, assume control of: *"We're going to **take** their debts **in hand** and pay them off."*
15. hand out	Distribute: *" H.R. **handed out** the newest newsletter."*
16. hand over	Release or relinquish to another's possession or control: *"Mr. Robinson decided to **hand** the Company **over** to his children."*
17. bare hands	Not covered by anything: *"Don't take the garbage with your **bare hands**; it's dangerous."*
18. change hands	Pass from one owner to another. *"The contract is valid only when money **changes hands**."*
19. second hand	An intermediary person or source: *"I heard the news from **second hand**."*
20. his own hand	A person's handwriting: *"the letter was in his **own hand**."*

Exercise 47

1. Mount Everest. It just hadn't been discovered.
2. They fall in the same year every year: New Year's date arrives very early in the year and Christmas arrives very late in the same year, every year.
3. Neither. The yolk of the egg is yellow.
4. Nine.

Exercise 48:

1. take after	Chase, try to catch: *"As soon as we launch our new line of product, our competitors will **take after** us."*
2. take apart	To separate (something) into component parts: *"We **took** the computer **apart** to see what the problem was."*
3. take away	To remove something: *"**Take away** these documents; I don't need them anymore."*
4. take back	To retract or withdraw: *"He had to **take back** what he said about Lisa; she's proved she's a really smart girl:"*

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	5. take care	Be careful, use caution: *"**Take care** or you will end up doing it wrong."*
	6. take down	To lower the arrogance or the self-esteem of (a person): *"She really **took** him **down** during the debate."*
	7. take effect	To produce the desired reaction: *"The new budget restrictions have started to **take effect**."*
	8. take for granted	Expect; assume: *"Don't **take for granted** the support you're getting from your parents."*
	9. take home pay	What is left of your pay after deductions: *"I have a good salary, but my **take-home pay** is only 75% of it."*
	10. take in	To include: *"The tour **takes in** the islands as well as the mainland:"*
	11. take off	To deduct as a discount: *"You can **take** 20 percent **off** if you buy right now."*
	12. take on	Agree to do, accept a responsibility: *"I'm very busy. I can't **take on** any more work right now..."*
	13. take out	To go out with; escort: *"I'm **taking** my girlfriend **out** for dinner tonight."*
	14. take over	To assume the control or management of: *"They're sending a new manager to **take over** this branch office."*
	15. take place	Happen, occur: *"Let me know where the ceremony will **take place**."*
	16. take shape	To start to develop a more clear form: *"The plan started to **take shape** at the brainstorm meeting."*
	17. take sides	Support or favor one party in a dispute: *"Most of the staff **took side** with the manager for next year's budget."*
	18. take the heat	Endure severe censure or criticism: *"He was known for being able to **take the heat** during last month's crisis*."
	19. take to	Develop as a habit or steady practice: *"He **took to** coming later and later."*
	20. take up	To start doing a particular job/activity: *"Larry's **taking up** a position as supervisor."*
Exercise 49	***1. as and when***	At the time that something happens: *"We'll rent a car **as and when** we need it."*
	2. as best	As well as you can: *"I know it's a difficult step, but try **as best** as you can."*
	3. as follows	Said to introduce a list of things: *"I'm planning to make my trip **as follows...**"*
	4. as for	As regards; with reference to: *"**As for** my last job, you can call my former boss for references."*
	5. as if	In the same way that it would be if / that: *"It seemed **as if** the meeting would never end."*
	6. as is	Just the way it is, with no changes: *"We saved a few dollars by buying the floor sample on an **as is** basis."*
	7. as it comes	The usual way is ok: *"How would you like your coffee?" – "Oh, **as it comes**."*
	8. as long as	On the condition that: *"I'll hold your invoice **as long as** you pay it within this month."*
	9. as much	The same: *"No need to thank me. I'm sure you'd do **as much** for me whenever I need it."*
	10. as of	From, at, or until a given time: *"These are the financial statements **as of** the first quarter of this year."*
	11. as opposed to	In contrast to: *"New cars are equipped with aluminum engines, **as opposed to** the cast-iron ones."*
	12. as per	According to instructions: *"I'm taking my medicine every eight hours, **as per** the doctor's orders."*

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13. as regards	In connection with: *"There is no problem **as regards to** financial arrangements."*
14. as the case	One of the stated possibilities which is true: *"…to the credit of such account or such fund, **as the case** may be, at the time of such payment."*
15. as to	About: *"We're uncertain **as to** which decision should be taken."*
16. as well	In addition, besides, also: *"Mary is going to Italy and to France **as well**."*
17. act as	To do a particular job: *"He was asked to **act as** an advisor to the project."*
18. even as	At the same time: *"I tried to convince him about his behavior, but **even as** I started to talk, he stood up to leave."*
19. inasmuch as	In the degree that; in like manner as: *"**Inasmuch as** you're in charge of maintenance, you are responsible for having everything running smoothly."*
20. such as	For example: *"Employees **such as** John, make us all proud to work for this Company."*

Exercise 49 The answer is: **(b) in the red –** (unprofitable, losing money – *"The company has been in the red for several months now and will soon have to go bankrupt*)."

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