

Reaching Potential: Listening and Speaking Level IV



Business

Ronan Scott



THE UNIVERSITY OF BRITISH COLUMBIA

English as an Additional Language Programs

Okanagan School of Education

Reaching Potential: Listening and Speaking Level IV

Post Secondary Education Skills: Upper Intermediate English

(cc) Ronan Scott and the University of British Columbia's Okanagan School of Education 2021



This work is licensed under a [Creative Commons Attribution-Non-commercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Under the terms of the license, you are free to:

Share—copy and redistribute the material in any medium or format

Adapt—remix, transform, and build upon the material The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NonCommercial — You may not use the material for commercial purposes.

ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

Director, EAL Programs: Scott Roy Douglas

Program Coordinator, EAL Programs: Amber McLeod

Author and Layout: Ronan Scott

This project was funded, in part, by the UBC Okanagan Open education Resources Grant Program.

Published by:

English as an Additional Language Programs

Okanagan School of Education, University of British Columbia

1137 Alumni Avenue

Kelowna, British Columbia V1V 1V7

The photographs and artwork used in these materials may not be altered in any way without permission from the copyright holder, all information is listed on page 34.



TABLE OF CONTENTS

Listening Skill: Identification	5
Activity A: Business Success Stories	5
Activity B: Discuss the Business	6
Core listening Vocabulary	7
Activity A: Discussion.....	7
Activity B: Research	8
Activity C: Questions.....	8
Listening Text: Canadian Business	9
Activity A: Listen to Radio Interviews.....	9
Activity B: Critical Thinking	10
Critical Thinking: Understanding and Analyzing	11
Activity A: A Business from my Country	11
Activity B: Wh- Questions to Find Information.....	12
Activity C: Analyze, Compare, and Evaluate	12
Grammar Skill: Complex Sentences	13
Activity A: Complex Sentence Subjects.....	14
Activity B: Match the Dependent Clause to the Independent Clause	15
Activity C: Identify Parts of Sentences	16
Activity D: Conjunctions.....	17
Activity E: Creating Complex Sentences	18
Pronunciation Skill: Closed and Open Questions	19
Activity A: Open and Closed Questions	19
Activity B: Open or Closed Questions and Intonation	20

Activity C: Intonation and Questions	21
Activity D: Create some Questions with Rising or Falling Intonation.....	22
Activity A: Avoiding Questions	23
Functional Speaking Skill	23
Activity B: Avoiding Questions Role Play	24
Core Speaking Vocabulary: Business Phrasal Verbs and Idioms	25
Activity A: Phrasal Verbs and Idioms	25
Activity B: Gap Fill	27
Activity C: Questions and Answers	28
Activity D: Create.....	28
Activity A: A Business from My Country	29
Speaking Text	29
Activity B: Conversations about Your Business	30
Activity A: Effective and Ineffective Rhetorical Questions.....	31
Presentation Skill: Rhetorical Questions.....	31
Activity B: Match the Rhetorical Questions.....	32
Unit Outcome: Business	33



Listening Skill: Identification

Activity A: Business Success Stories

Identifying key information when listening is an important skill when you go to university in Canada.

Listen to the following interview between two people discussing a successful business in Canada.

As you listen complete the table below with notes.



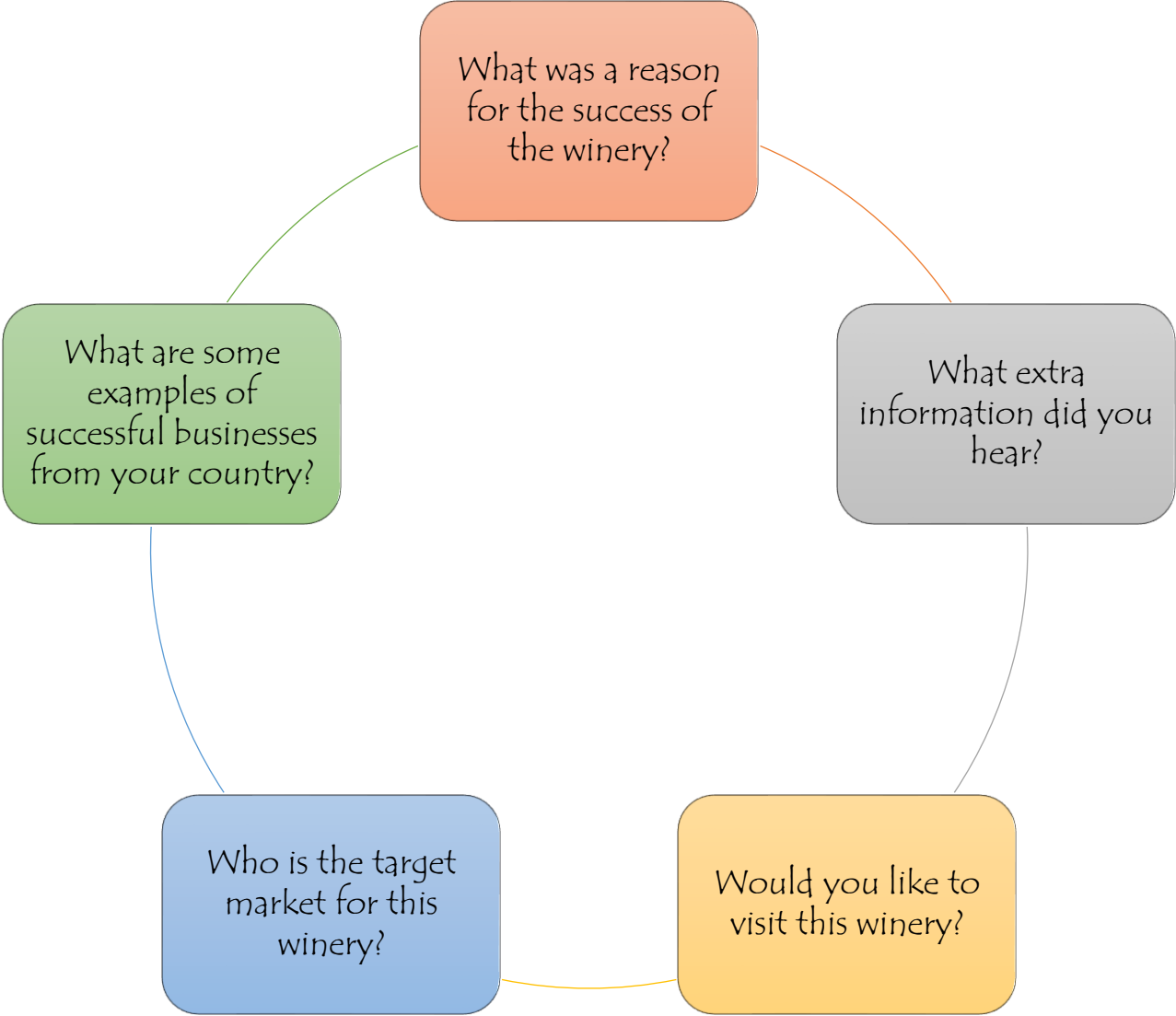
Listen to Track 1

Business Name	Reasons for Success	Extra Information
Hit a Note Winery		



Activity B: Discuss the Business

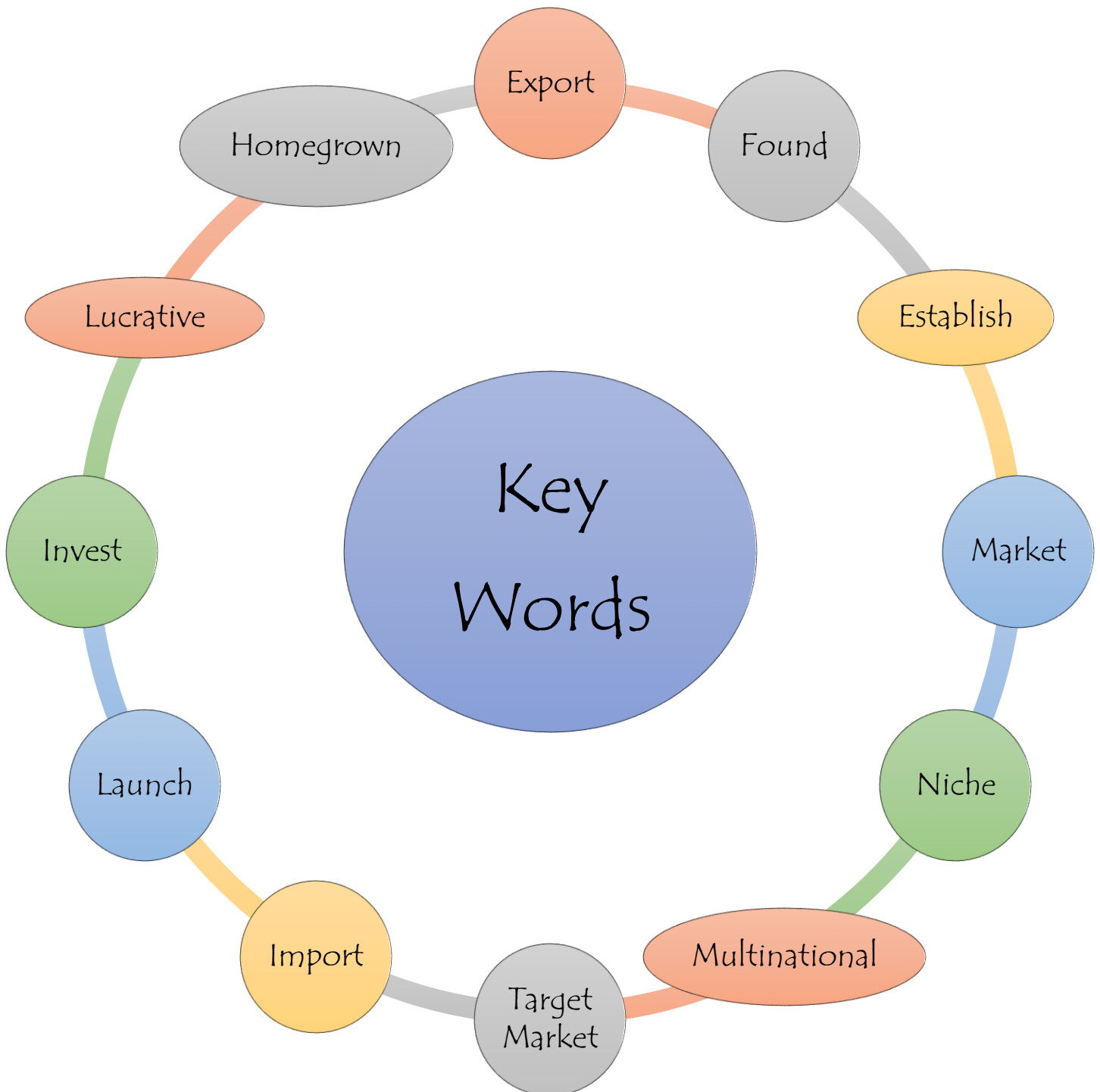
Share and compare your notes with a classmate or in small groups and answer the following questions:



Core listening Vocabulary

Activity A: Discussion

Read the following words. Then, discuss which words are new and figure out what they mean with a classmate or in small groups.



Activity B: Research

Research online to find the definitions for the words in the box below.

<u>Key Word</u>	<u>Word Type</u>	<u>Word Definition</u>
Export	Verb, Noun	
Found	Verb	
Establish	Verb	
Market	Noun	
Niche	Noun	
Multinational	Adjective	
Target market	Noun	
Import	Verb, Noun	
Launch	Verb, Noun	
Invest	Verb	
Lucrative	Adjective	
Homegrown	Adjective	

Activity C: Questions

Write five questions related to the theme of business using some of the key words above. Ask the questions to a classmate or in small groups.



Listening Text: Canadian Business

Activity A: Listen to Radio Interviews

Listen to the radio interviews about Canadian businesses. As you listen take notes in the box provided.



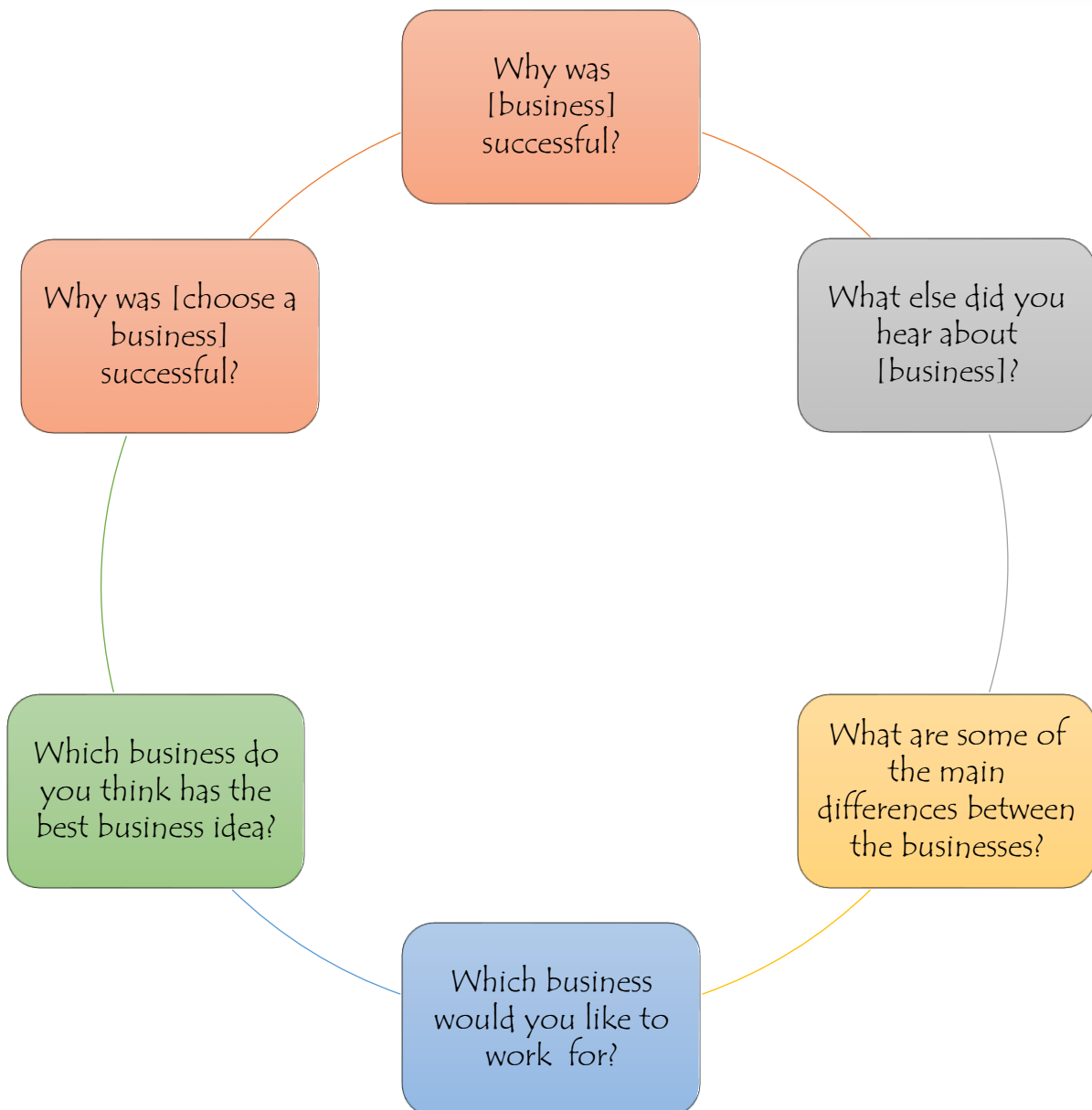
Listen to Track 2



Business Name	Reasons for Success	Extra Information
Hit a Note Winery		
Violet Fashion		
OK Coffee		

Activity B: Critical Thinking

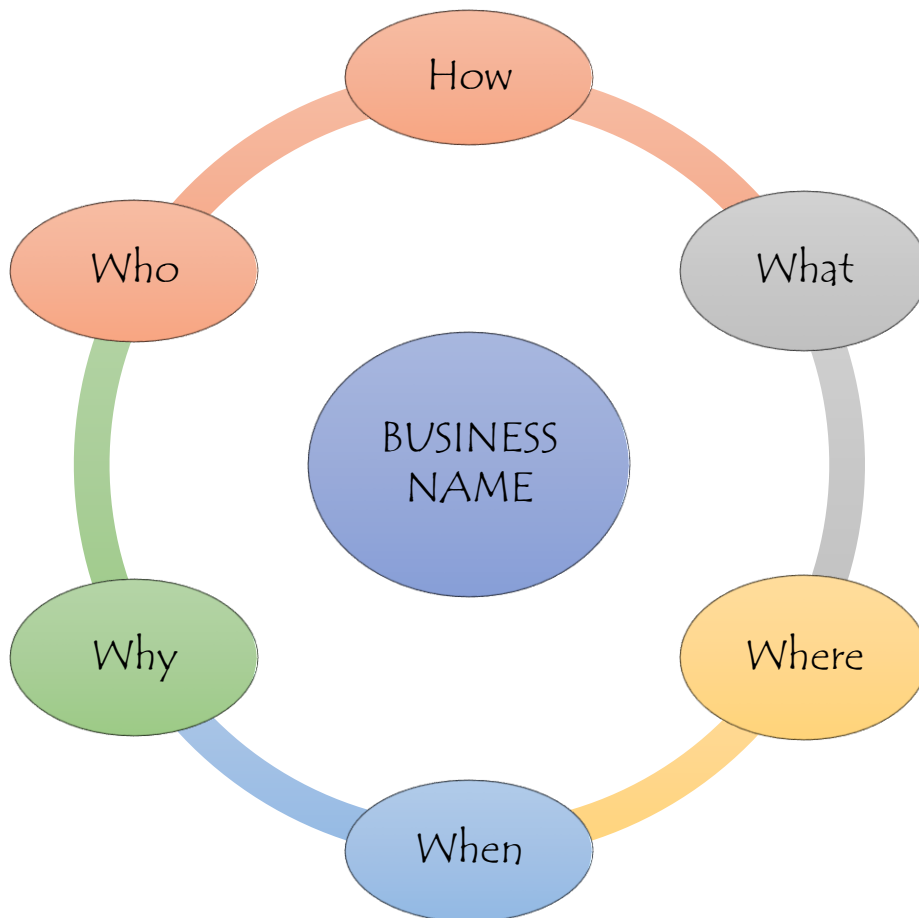
Discuss the following questions about the businesses mentioned on page 9 with a classmate or in small groups.



Critical Thinking: Understanding and Analyzing

Activity A: A Business from my Country

Research a business from your own country. Find out as much information as you can about this business. Use *wh-* question words to guide your research.



Study Tip

Ask yourself *Wh-* Words to revise your notes.

- Who is the business for?
- What does this business do?
- Where is the business located?
- Why do I like/dislike this business?
- How does this business operate?

Language Tip

When using *Wh-* Words to categorize information, try using each word more than once.

- **Who** set up the company?
- **Who** are the main customers?
- **Where** is the business located?
- **Where** is the headquarters for this business?

Activity B: Wh- Questions to Find Information

With a classmate or in small groups ask your classmate(s) several *WH- questions* about the business they researched in Activity A.

Activity C: Analyze, Compare, and Evaluate

With the same classmate(s) from Activity B, identify some similarities or differences between the two businesses ye have researched.

When you have finished, be prepared to share your findings with your class.

Language Tip

Wh- Question Words

Who

What

Where

When

Why

Which

Other Useful Question Words

How

Grammar Skill: Complex Sentences

Using complex sentences is an effective way to present engaging information.
A complex sentence consists of a dependent clause and an independent clause.

Dependent Clauses

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought.

A dependent clause cannot be a sentence.

Independent Clauses

An independent clause is a group of words that contains a subject and verb and expresses a complete thought.

An independent clause is a sentence.

Complex Sentences

A sentence with one independent clause and at least one dependent clause.

Activity A: Complex Sentence Subjects

Listen to the following complex sentences.
Write the subjects of the sentences in the box below.



Listen to Track 3

Example:
While **Hit a Note Winery** was starting off in 2010, **they** hit a lot of bumps but managed to navigate through these issues.

Sentence	Subject
1.	Hit a Note Winery
2.	
3.	
4.	
5.	



Casks in a winery



Activity B: Match the Dependent Clause to the Independent Clause

Read the following dependent clauses.

Then listen to six independent clauses.

Match the dependent and independent clauses together.

Write the correct letter, A-F, beside the correct number. The first one is done for you.

When you have finished, share your answers with a classmate or in small groups.



Listen to Track 4

Dependent Clause

1. When the business was launched in 2010,
2. Although OK Coffee's sales were slow at the start,
3. Since Violet Fashion started exporting to Europe,
4. Despite not having great sales,
5. Because Hit a Note Winery hosts concerts,
6. Despite encountering several problems in the first two years,

Independent Clause (A-F)

D



Would you like to work in the fashion industry? Explain your answer.

Activity C: Identify Parts of Sentences

Read the transcript for Activity B and do the following:

- Underline the independent clauses
- Circle the subjects
- Draw a box around the conjunction words.

1. When the business was launched in 2010, OK Coffee was just a shack at a local farmer's market.
2. Although OK Coffee's sales were slow at the start, OK Coffee has expanded and now has four locations in BC.
3. Violet Fashion started exporting to Europe several years ago, their sales have since skyrocketed.
4. Despite having great sales, Violet Fashion plans to expand their target market.
5. Because Hit a Note Winery hosts concerts, it attracts a wide range of people, not just wine lovers.
6. Despite encountering several problems in the first two years, OK Coffee has become a leading coffee business in Canada

Language Tip

Notice how the independent clause gives more information about the subject in the dependent clause.

We use conjunctions in the dependent clause.

Activity D: Conjunctions

We often use **conjunctions** in the dependent clauses to guide the idea of the sentence. This is called an **adverb clause**.

Conjunctions and Dependent Clauses

- **While** Hit a Note winery was starting off in 2010, ...
- **Despite** having great sales, ...

A. Listen to sentences 1-8 As you listen, identify the conjunctions. Write the conjunctions in the box below.



Listen to Track 5

Sentence	Conjunction
1.	
2.	
3.	
4.	

Sentence	Conjunction
5.	
6.	
7.	
8.	

B. Categorize the conjunctions above into the boxes below. When you have finished, share your answers with a classmate or in small groups.

Contrast

Time

Condition

Reason

Activity E: Creating Complex Sentences

Read the sentences below.

Try to create one complex sentence using the word in brackets at the end of the sentence.

Then, share your answers with a classmate or in small groups.

The first one is done for you.

1. OK Coffee was launched in 2010. OK Coffee was just a shack at a local farmers market in 2010. **[When]**

Suggested Answer: When the business was launched in 2010, OK Coffee was just a shack at a local farmer's market.

2. OK Coffee sales were slow at first. OK Coffee has become a leading coffee house in Canada. **[Although]**

3. Violet Fashion started exporting to Europe. Violet Fashions sales skyrocketed. **[Since]**

4. Violet Fashion has great sales. Violet Fashion plan to expand their target market. **[Despite]**

5. Hit a Note winery hosts concerts. The concerts attract a wide range of people. **[Because]**

6. Hit a Note winery encountered several problems in the first two years. Hit a Note Winery expanded and now has three locations in BC. **[Despite]**

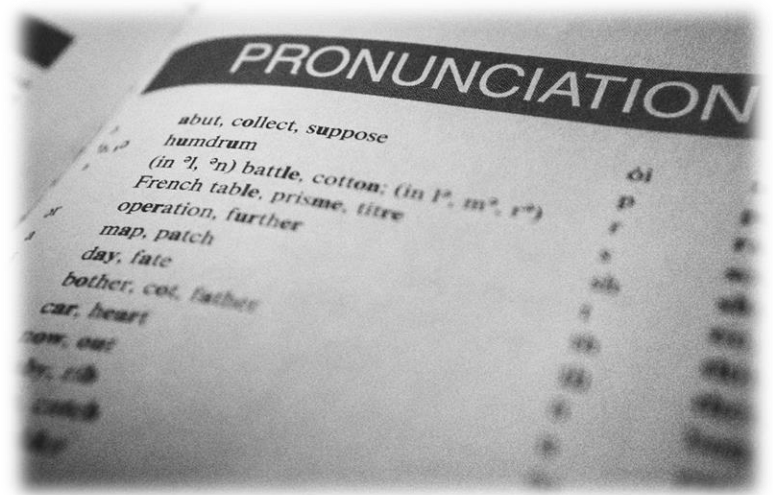
Language Skill Practice

Look at your notes from the listening at the start of this unit. Present some points of information about the text using complex sentences.

Pronunciation Skill: Closed and Open Questions

When we are asking questions, our intonation will either rise or fall. When asking questions, we use rising and falling intonation for three different reasons:

1. Open and Closed Questions.
2. Questions we know the answer for
3. Questions we do not know the answer for.



Activity A: Open and Closed Questions

There are two types of questions, open and closed questions.

Open Question

Questions which you can answer with a long answer.

Closed Question

Questions which you can answer with 'Yes' or 'No'

Listen to the following sentences. As you listen, identify if the questions are open or closed questions. Then, share your answers with a classmate or in small groups.



Listen to Track 6

Questions	Open	Closed
1		
2		
3		
4		
5		
6		
7		

Activity B: Open or Closed Questions and Intonation

Read and/or listen to the following questions. As you read and/or listen, identify if the intonation rises or falls. Put an X in correct box. The first one is done for you. Share your answers with a classmate or in small groups.



Listen to Track 7

Questions

Rising Intonation

Falling Intonation

1. Did Violet Fashion start off at a farmer's market? Rising Intonation Falling Intonation
2. Where did Violet Fashion start off?
3. Did you say that there were four locations for OK Coffee?
4. There are four locations for OK Coffee, right?
5. What was the key to success with Hit a Note winery?
6. I think the combination of music and wine is the main success for Hit a Note winery, don't you agree?
7. OK Coffee is the best coffee shop in Kelowna, right?

Language Tip:

Open Questions

Open questions use falling intonations

Closed Questions

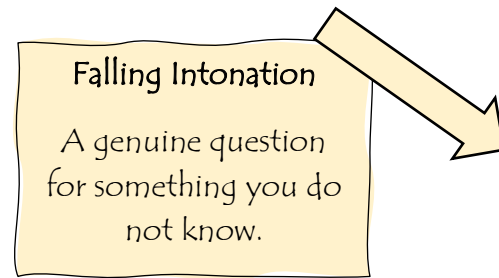
Closed questions use rising intonations

Activity C: Intonation and Questions

When asking questions it is important to use the correct intonation. Study the boxes below and then complete question 1.



Rising Intonation
Checking something you already know.



Falling Intonation
A genuine question for something you do not know.

1. Listen to the following questions which use rising or falling intonation. Put an X in the relevant box. The first one is done for you.



Listen to Track 8

Questions	Rising	Falling
1	X	
2		
3		
4		
5		
6		
7		
8		

Pronunciation Tip:

- We use **rising intonation** when we previously knew the answer before, but maybe we have forgotten it now.
- We use **falling intonation** when we never knew the answer and we are trying to find out the answer for the very first time.

This is important for when you are working in a group in university.

Activity D: Create some Questions with Rising or Falling Intonation

Read your notes from the critical thinking section of this unit. Then, ask and answer questions with a classmate or in small groups about the businesses you researched.

Make sure to:

- Practice using rising and falling intonation.
- Use a combination of open and closed questions.

Questions

Functional Speaking Skill

Activity A: Avoiding Questions

When you are in university, you may want to avoid answering some questions. Here are some phrases to help you avoid an awkward question. Listen to track 9, as you listen, write the phrase which is used to avoid a question in the box.



Listen to Track 9

Number	Phrase to Avoid the Question
1	
2	
3	
4	
5	
6	
7	
8	

Language Tip

When we want to avoid a question we can:

- Answer vaguely
- Ask a question in response
- State plainly how you feel about the question
- Admit we don't know the answer

What techniques did you hear in Track 9?

Discussion

1. What are some questions which might be impolite to ask a person you don't know very well?
2. Which of the phrases do you think are more informal and should not be used in academic situations?

Activity B: Avoiding Questions Role Play

Read some of the following questions to a classmate. They can either answer the question or they can avoid answering the questions using one of the phrases from Activity A.

Questions

1. How are you today?
2. What time is it?
3. Are you single?
4. Do you have any children?
5. Are you religious?
6. What's your favorite food?
7. What is your favorite time of year?
8. When is the last time you got drunk?
9. What do you think of the latest smartphones?
10. Do you think you'll work here for long?

Language Tip

Use some of the phrases from the Responding to Questions and Feedback back on the previous page

Language Tip

When we avoid answering questions we can do the following:

- Use a phrase to avoid answering
- Ask another question
- Answer the question with 'some might say' to avoid giving our own opinion

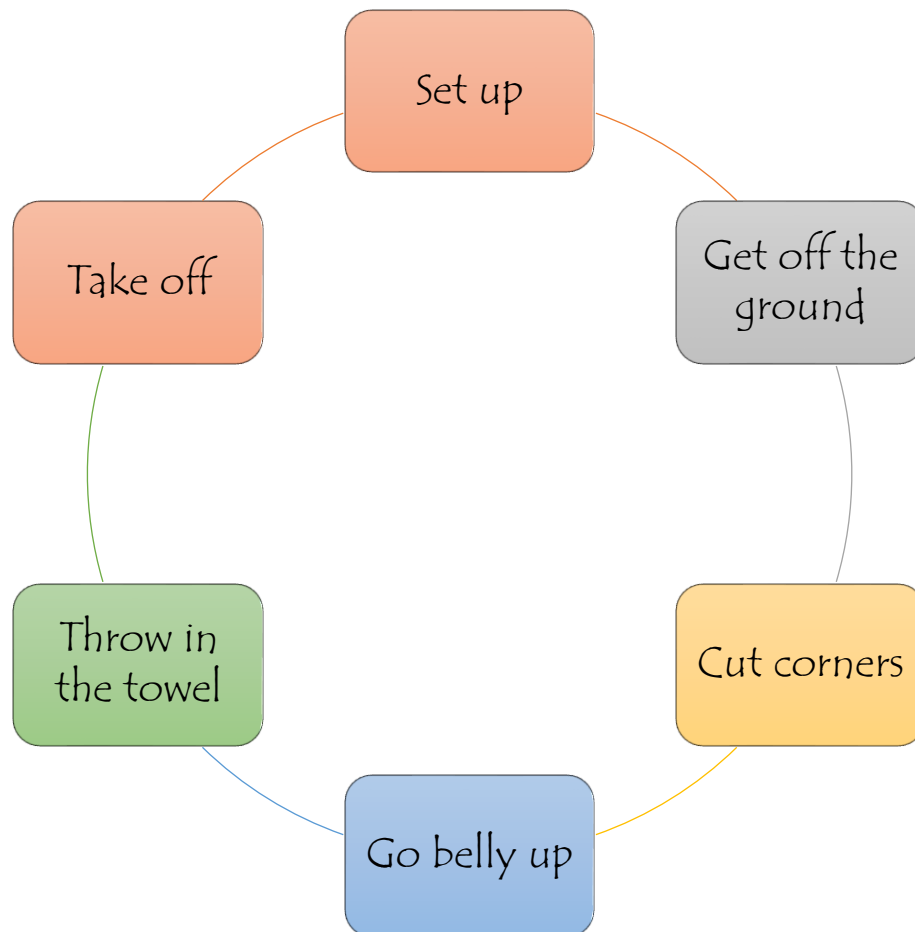
Core Speaking Vocabulary: Business Phrasal Verbs and Idioms

We often use a combination of phrasal verbs and idiomatic expressions when speaking English. We use phrasal verbs and idiomatic expressions to sound more engaging. We need to use phrasal verbs and idiomatic expressions which are relevant for the topic we are speaking about.

Activity A: Phrasal Verbs and Idioms

Study the list of phrasal verbs and idiomatic expressions below which are related to business.

Discuss which words are new and figure out what they mean with a classmate or in small groups.



Write a definition for each of the phrasal verbs and idioms

Phrasal Verbs and Idioms	Definition
1. Set up	
2. Get off the ground	
3. Cut corners	
4. Go belly up	
5. Throw in the towel	
6. Take off	

Activity B: Gap Fill

Read the following sentences and choose a phrasal verb or idiomatic expression from **Activity A** to put into the gap. When you have finished, share your answers with a classmate or in small groups. Then, you can listen to the recording to check your answers.

1. If you don't want your business to go _____, you need to work hard and not **cut corners**. At least that is what the CEO of the most successful winery in the Okanagan said.
2. The business was originally _____ in 2005; However it was ten years before the business turned a profit.
3. Despite launching the business in the early two thousands, it didn't _____ until COVID-19 hit. Their business was related to online shopping and that really **took off** during the pandemic.
4. Despite being tempted to _____, she never gave up because she really believed in her company. It was a long road but now she is the CEO of one of the biggest online companies in Canada.
5. When the company was originally **set up**, people said they would never **get off the ground**. Despite the criticism, their CEO was motivated and never _____ or gave up. Finally, their company _____ and now they are the biggest winery in the Okanagan Valley, BC.



Listen to Track 10

Activity C: Questions and Answers

Read questions 1-5 below and then listen to the answers A-E. Match the answers to the questions. When you have finished, share your answers with a classmate or in small groups.



Listen to Track 11

Question

1. What is your secret to success?
2. What makes your company special?
3. How did you get your idea for your company?
4. When did you start your company?
5. Did you ever feel like giving up?

Answer

Activity D: Create

Using the new words from Activity A, prepare four questions about a business. Ask your questions to a classmate or in small groups.

Questions

- 1.
- 2.
- 3.
- 4.

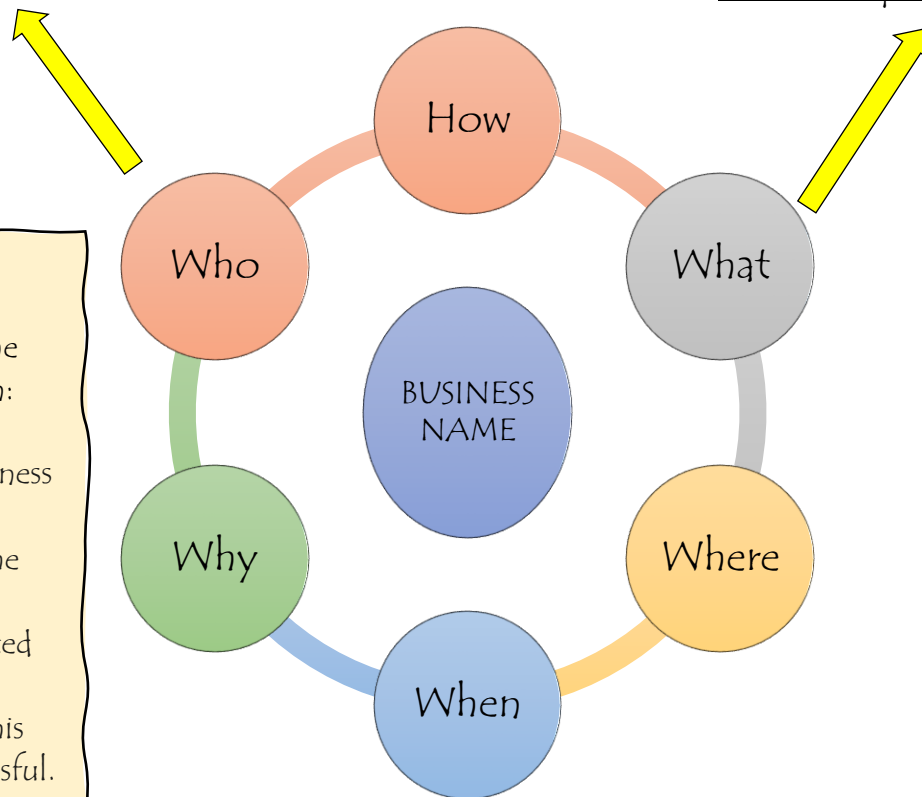
Speaking Text

Activity A: A Business from My Country

Research a business from your country and be prepared to share information about it with a classmate or in small groups. Use the diagram below to guide your research.

Who set up the business?

What is unique about this business?



Research Tip

Try to find some of the following information:

- When the business was started.
- Who started the business.
- Why they started the business.
- What makes this business successful.
- Three interesting facts about the business.
- Who the target market for this business is.
- Why you like or dislike this business.
- What niche does the business have.

Study Tip

Find a business that you personally like or enjoy visiting.

Search online to find information about the business.

Activity B: Conversations about Your Business

Using the business you researched in Activity A, role play a conversation as the **Business Owner** or the **Interviewer** with a classmate or in small groups.
Read the instructions below.

Interviewer

Ask your classmate several **wh-** questions about the business they run.

Make sure to use some of the skills from **Functional Speaking** section in this unit.

Business Owner

Be prepared to answer questions about the business you researched in Activity A.

You can make up information if you do not know the answers.

Make sure to use some of the skills from **Functional Speaking** section in this unit.

Try to use some of the following in your conversation:

- Business Vocabulary
- *Wh-* Questions
- Critical thinking in a business context
- Complex Sentences
- Responses to feedback
- Responses to questions



Presentation Skill: Rhetorical Questions

Activity A: Effective and Ineffective Rhetorical Questions

A rhetorical question is a question which the speaker asks but does not expect an answer. We use rhetorical questions to engage listeners and draw them in.

Rhetorical Questions

Here are several tips for using effective rhetorical questions

1. Make your questions easy to answer.
2. Keep your questions short.
3. Ask a curious question.
4. Know the answer, or make sure someone you are talking to knows the answer.
5. Occasionally ask two or three rhetorical questions in a row.
6. Ask questions throughout your presentation, not just at the start.
7. It is okay to have a person answer your rhetorical question.

Listen to the following examples of effective and ineffective rhetorical questions.

Identify the effective and ineffective rhetorical questions by putting an X in the relevant column.



Listen to Track 12

Number	Effective	Ineffective
1		
2		
3		
4		
5		
6		
7		

Activity B: Match the Rhetorical Questions

Read the following situations. Then, listen to the rhetorical questions. Match the rhetorical questions (A-G) to the situations (1-7).



Listen to Track 13

Situations

1. You are advertising your capital city to tourists.
2. You are giving a presentation about a great restaurant.
3. You are giving a speech about setting up a business.
4. You are trying to sell a new smartphone.
5. You are presenting about why online learning is more efficient than face to face learning.
6. You are explaining why electric cars are good for the environment.
7. You are giving a presentation about a coffee shop.

Rhetorical Questions

Extension Activity

Think of new rhetorical questions for the situations above.

Rhetorical Questions Language Tips

We often use the present perfect for rhetorical questions

Have you ever + past participle...?

Did you know that + fact...?

Where do you think...

Unit Outcome: Business

Activity A: Choose an Outcome Activity

Read the three unit outcomes activities. Complete one of the activities with a classmate or in a small group.

Activity 1: Pitch an Idea

Create a new business with a partner or in small groups.

Create a presentation to inform your classmates of your new business.

Activity 2: Research and Interview

Find a business that you like or admire. The business can be from anywhere in the world.

Think of seven to ten questions you would like to ask the owner.

Then, roleplay an interview between the business owner and a local news reporter asking those questions.

Activity 3: Create and Interview

Think of a **new** business idea with a partner or in small groups.

Then, think of 7 – 10 questions you could ask the business owner in an interview.

Role play the interview.

In this unit we have studied:

- Business Vocabulary
- Wh- Questions
- Critical thinking in a business context
- Information about several Canadian businesses
- Adverb Clauses
- Adverb Phrases
- Rhetorical Questions

Try to use some of these in your unit outcome activity

Did I include:

- Adverb Clauses / Phrases
- Vocabulary from this unit
- Wh- Questions
- Rhetorical Questions

Photo Credits

Cover Page: Photo by [fauxels](#) from [Pexels](#)

Page 5: Photo by [Chelsea Pridham](#) on [Unsplash](#)

Page 8: Photo by [Emily Morter](#) on [Unsplash](#)

Page 9: Photo by [Skylar Kang](#) from [Pexels](#)

Page 10: Photo by [Arie Wubben](#) on [Unsplash](#)

Page 14: Photo by [Pixabay](#) from [Pexels](#)

Page 15: Photo by [Ksenia Chernaya](#) from [Pexels](#)

Page 19: Photo by [Nothing Ahead](#) from [Pexels](#)

Page 30: Photo by [Brooke Cagle](#) on [Unsplash](#)

