

The synonyms are important. Memorize how to spell the “equal” words in our vocabulary that I called “synonyms.”

The test has a matching section for vocabulary, and another for phrases or sayings.

There is no “short answer” section, though there are places to write or fix sentences, and several “circle the right answer” or “choose from terms in brackets] sections that will rely on your understanding or memorization of content.

There are no multiple choice sections, nor listening, nor dictation sections. Nothing from unit 21 is on the exam.

In addition to the “formats” shown on my “sample exam preview” (on line), I also assume that you will understand how to do any exercises similar to things in the homework.

Study Guide (Warm ups & Key ideas from PPT/lectures)

Be sure you understand my common abbreviations (e.g., sth, ans...). If needed, see <http://eflsuccess.com/abbreviations/>

Unit 2. Memorize how the Present Simple tense is used, according to this unit, as well as the following “warm up” information.

Warm up: 1. Last time, we said that (in certain business situations) you can use either present simple or present continuous verbs. BUT your choice tells your listener some important things. LIKE WHAT?

Ans: “simple” says you think this is normal, or allows you to talk about frequency or a process; “continuous” emphasizes that sth is temporary (in your way of thinking), or says you are dissatisfied or feel that something should change.

Unit 5. Presentation (#2)

--If someone uses a “possible conditional,” he is inviting/suggesting a positive response that is in agreement (or perhaps a “soft” objection).

--If someone uses an “improbable conditional,” he wants the listener to respond more “strongly” by saying, “That’s a good suggestion” or to give a more direct objection.

--In other words, the verb tense tells your opinion, and thus helps listeners know how/if to respond.

Warm up:

Match these:

1. possible conditional sentence
2. improbable condition sentence

- a. Uses a past simple verb
- b. Uses a present simple verb
- c. expresses realistic conditions
- d. invites the listener to respond more “strongly/honestly”
- e. it implies: “What do you think?” “Do you have a complaint or suggestion?”
- f. expresses definite outcomes
- g. the verb tense reveals your opinion, which helps listeners know how/if to respond. (true for both)
- h. invites a positive response that is in agreement (or perhaps a “soft” objection).

Unit 7.

The homework section (4) was the most important in this unit.

Warm up: (use the “-tion” form of one of these: produce, define, apply, contribute, satisfy, attend, classify)

1. If you are interested in the job, please return the ___ form to us as soon as possible.
2. Henry Ford made a significant ___ to management science.
3. It will help your English to learn ___ in English, not just in Chinese.
4. As you will see from the new job ___ system, we have created two new grades.
5. Good students pay ___ to the big picture as well as the details when listening to a lecture.
6. We hope that the plant will be in full ___ by the end of the year.
7. Job ___ is as important as high pay.

Unit 8.

Warm Up: Page 34. 3.2 (write your answers)

1. Although
- 2....; however,
- 3....; however,
4. Although

Hopefully, you know that punctuation is crucial in this exercise. These would also be correct:

- 2....; however,
2. Our customer base is very small, although we're building it steadily.
4. Although... (with no comma)
4. However, we have a strong after-sales team, even though our marketing effort as a whole is disappointing.

If I put this exercise on the exam, it will not be as easy! I'll also likely expect you to correctly use a comparative, superlative, or another word to modify the comparison. If you don't know those words, learn them!! See #2 (Presentation) of unit 8.

Class Discussion. (Very important—memorize this)

What were some of the “most effective” aspects of this presentation? What makes a presentation effective (especially in a foreign language)?

--He gave a short, clear outline (SWOT).

--He gave specific examples.

--He showed a knowledge of many things: product strengths, department weaknesses, competitors.

--Overall, I felt that it had a positive tone, which is important. People don't like to hear a lot of “negatives.”

--There wasn't much interaction; EFL participants need the chance to ask questions.

--Visual aids are important when using a foreign language.

On the one hand... , on the other hand....

These terms need to signal a contrast, not a similarity. If you are trying to show that two things are similar, use “in addition” or one of its synonyms.

Americans sometimes omit *the* from "On the one hand..." (but never omit *the* from "on the other hand").

Is this right or wrong:

On the one hand, a clean campus makes most people happy. On the other hand, a clean campus helps keep most people healthy.

It's wrong. (Happy and healthy are *both* positive, so use “in addition” or one of its synonyms.)

Many students also use “on the one hand” when they mean “on the contrary”; these are not synonyms! You can read more about it in my book, if you are interested. (around page 364; the library has copies...)

Using “much” (http://www.krigline.com.cn/using_much.htm)

MUCH can be used:

- (1) with non-countable nouns in *negative* sentences,
- (2) with non-countable nouns in positive or negative questions,
- (3) as “too much” or “much of the” with a non-countable noun (also positive or negative),

- (4) “as much as” or in front of a comparative for emphasis,
(5) with *certain* words (often an infinitive verb or a non-countable emotion, era, etc.) in certain **formal** positive sentences.

(Note: unless you have seen MUCH used with a certain word, don’t assume it is acceptable! If in doubt, use “a lot/a lot of”!)

NOTICE that you can substitute “A LOT OF” for MUCH, ANY, or MANY in most sentences.

However, some teachers say “a lot” is too informal for academic writing. Often, the best solution is to rewrite the sentence without being so vague! Instead of “Articles give students much/a lot of trouble,” write: “Students often have trouble using articles.”

With your partner, decide if each of these 6 is right or wrong (if wrong, fix them):

1. The word “much” gives students much trouble.
2. We have too much homework and books.
3. There is much food at this party.
4. Gasoline engines produce much pollution.
5. We have much more books than we need.
6. There will be much lamentation after the exam. (There will be much crying after the exam.)

Unit 9

--You should know the Presentation material well.

Warm up:

1. “At Nanguang Canteen just before 6 a.m. yesterday, I was surprised to find that breakfast was _____ prepared for the students.”
2. It is 11:50 am; outside the West Gate, tourists are disappointed because the gate is _____ open for visitors. But students complain that after 12:30, the campus is _____ too crowded with tourists.
3. You like to study in the XMU Library because the air is _____ cool there in the summer. After a long, hot day, you reach the library at 23:00 and say, “What a pity; it’s _____ closed.” So you chat for a while and get hungry; although you know the Keli Lou shop closes at 23:30 you walk that way at 23:45 and say, “Wow, it’s _____ open!” Then you remember that you need to print an essay that is due tomorrow; you rush to your dorm, but at 23:50 you discover that your dorm’s electricity has _____ been cut off! Your friend says you’d better hurry to enter, but you say, “Even if I return after midnight, I can _____ enter with my student card.”

Unit 13

interruptions

Partner: What are some other ways to handle “interrupting” questions?

Er... If you don’t mind, I’ll come to that in a moment.

Er... Could we save all questions till the end, so that/because... (plus a reason)

Uh... I would prefer to answer all questions at the end...

Well, the simple answer is “yes,” but I’ll explain more fully in a moment.

That’s a great question, but I think you’ll hear the answer in a moment. If not, please ask again during the Q&A session. (Q&A means...; this is important for EFL...)

Unit 18

Be familiar with the Presentation—especially the three things needed to be effective on the phone.

Additional question (class discussion)

In the “Internet” and “Smart Phone” era, how has the business situation changed? Is the phone less important now? Is it easier to reach a person?

Ans: Some companies have eliminated secretarial positions; in others, computers handle phone calls, or calls are sent off-shore. Email isn’t always reliable, but it might make it easier to

exchange specific information (though not as quickly). There are many “social media” outlets, and the person you wish to see may not subscribe to the same one you use. Firewalls (and politics) also limit connections to certain websites or e-mail services (e.g., g-mail, sites that use Google fonts, etc.). Each of these can make it harder to reach a specific person in a timely manner.

Ending well. One of the biggest differences between phone use in China and the west is how a call is ended. What do Chinese people say to end a call?

In the west, you need to wait for each person to say goodbye (in one form or another). This isn't always as easy as you might think. First, one person normally drops hints to let the other know he/she wants to end the call.

Well, I need to be going now.

I really appreciate your call.

Cindy, I've got a meeting in a bit, and need to get back to my preparation. (Ms. Smith, if you'll excuse me, I've...)

Oh my, I didn't realize it's 4 pm already.

Ah... I have to go now. Don't forget to... (send, call, do...)

The other person acknowledges the comment, but doesn't say goodbye until “last”, which ends the call. Notice that this “polite” interchange involves *explanations/reasons*.

Warm up

Fill in the missing words (from memory), showing how to end a phone call in the West. When you finish, compare answers with your partner.

1. Person A drops a hint to let the other person know he/she wants to end the call. This “polite” interchange involves explanations/reasons.
2. Person B acknowledges what Person A has said, but doesn't say goodbye yet. If Person B still needs more information, he/she can ask a question to keep the conversation going.
3. If Person A senses that Person B is also ready to end the call, he/she says goodbye (in one form or another, such as *goodbye, bye, so long, take care, see ya, b'-bye*).
4. Finally, Person B also says goodbye and hangs up to end the call.

Unit 19

The Controlled Practice is important.

Unit 19. Page 84. Presentation.

What if you don't know an answer?

I'm sorry, but I'm not at liberty to give you that information.

I'm sorry, I don't have that number at my fingertips (on my screen), but I could send it to your phone later. Is that OK?

Unfortunately, that model is unavailable at the moment. Would you like me to keep you posted about it?

Sorry, that item does not seem to be in my files. You might try phoning...(e.g., White Star Lines directly).

Unit 21

Although this chapter has several interesting and helpful concepts, nothing from this unit is on the exam.