UNIT 6

On the Move

PREVIEW

A LOST PROPERTY | Listen to a podcast about a common hassle in airline travel. What is the problem the speaker is discussing? What does the speaker suggest doing?

B ZOOM-IN | Read and listen to two colleagues discussing Internet security. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Jason = American English (standard)
David = American English (regional)



Jason: Oh no. Not again. Can't they just leave me be?
David: What's the matter?
Jason: This pop-up asking me to enable two-factor authentication. It's like the umpteenth time.
David: You mean you don't have it? You're playing with fire if you don't.
Jason: David, I'm pretty careful about my passwords. I even have a password manager. What could go wrong?
David: Plenty.
Jason: Like what?
David: You could get hacked.
Jason: Even with a password manager? How likely is that?
David: What if you forget your master password? And I've heard password managers aren't 100% secure. They say they can be hacked if your device is infected with malware.
Jason: Come on. I'm a pretty careful guy. I don't ever click on links or download files from a source I don't trust. What are the odds of getting infected if I'm that careful?
David: I'm not sure, but they say that adding two-factor authentication really increases security. You just can't be too careful these days.
Jason: No offense, but I think that's a little over the top. That two-factor authentication is a real pain in the neck. You can't get into anything without waiting for a 4-digit code. Some of those things even ask you to answer a bunch of security questions!
David: Jason, take my word for it. A little hassle's nothing compared to dealing with identity theft. Get the two-factor. You just can't beat the security it provides.

C UNDERSTAND FROM CONTEXT | With a partner, discuss and complete the definition for each featured word or phrase from Zoom-In. Then use them in your own sentences.

1 If something happens for "the umpteenth time," it has happened ..... .
2 If you ask, "What are the odds," it means you don't think something is very ..... .
3 If you call something "a little over the top," you mean that it's ..... .
4 If you tell someone to "take your word for it," you mean you want the person to ..... .
5 If you say, "You just can't beat" something, you mean that it's ..... .

D THINK AND EXPLAIN | Answer the questions.

1 Why does Jason say, "Can't they just leave me be?"
2 Why does David tell Jason he's "playing with fire"?
3 Why does David say, "You just can't be too careful these days"?

E LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

F DISCUSSION | Do you think having both a password manager and using two-factor authentication is over the top? Is David too much of a worrywart? Explain.

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UNIT 6
COMMUNICATION GOALS

Lesson 1 Describe how you deal with commuting
Lesson 2 Help others avoid hassles while traveling
Lesson 3 Talk about property lost, damaged, or stolen on a trip
Lesson 4 Discuss protecting Internet security

G TALKING POINTS | Take the self-test.

ARE YOU AN EXPERIENCED TRAVELER?

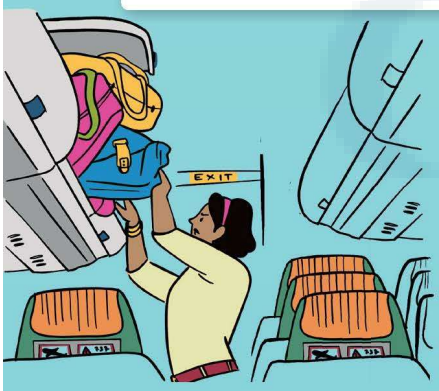
Check the travel hassles you've faced on trips you've taken by car, plane, bus, or train.

☐ inedible or disgusting airline food	☐ no cell phone service or Wi-Fi
☐ no meals on a long flight	☐ uncomfortable seating
☐ insufficient room in overhead bins	☐ an aggressive driver
☐ an overbooked flight	☐ a huge traffic jam
☐ lost luggage	☐ finding a bathroom
☐ a long line	☐ finding something to eat
☐ a long delay	☐ getting towed
☐ a flat tire	☐ getting lost
☐ a mechanical breakdown	☐ missing a connection
☐ poor air-conditioning or heating	☐ other ____











HOW MANY HASSLES DID YOU CHECK?

1–5	**Novice traveler:** You have a lot to learn.
6–10	**Intermediate traveler:** You're getting better at dealing with hassles.
11–15	**Experienced traveler:** You know how to avoid trouble.
16–20	**Seasoned traveler:** You've seen it all! Nothing freaks you out.

H PAIR WORK | Compare scores on Talking Points. Which of you has experienced more hassles? Tell your partner about your worst experience while traveling. Ask and answer questions about your partner's experiences.

START TALKING

DISCUSSION Discuss the questions.

- How can travelers plan for and avoid some of the hassles in Talking Points?

> "It's a good idea to schedule enough time between connecting flights. You just can't be too careful about that."

- Are you more like Jason in Zoom-In, and hassled by security reminders and pop-ups on your phone? Or are you more like David, and appreciative of reminders? Explain.

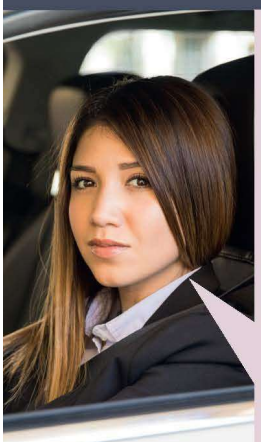
> "I'm more like Jason. If you ask me, David's attitude is a little over the top."

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1 COMMUNICATION GOAL Describe how you deal with commuting

A GRAMMAR CLOSE-UP | Read about each person's commute. Notice the featured grammar.

Tell us about your commute to work or school.



There are other options, but I choose to drive to work every day in the comfort and safety of my own car. If I weren't driving, I'd have to take three buses to get there. And unfortunately, in this town the buses aren't always safe. I've been pickpocketed on the bus twice. There's sometimes traffic on my route during the evening rush hour, but parking is probably the biggest hassle I have to deal with. Just last week I got a parking ticket because I had forgotten to renew my parking pass. If I hadn't been working such long hours, I probably wouldn't have forgotten to renew that pass.



There are never enough hours in the day to both work and exercise, so I have to multi-task to stay fit. How? I walk to work. I figure if I weren't walking to work and back five days a week, I'd be huffing and puffing on a treadmill—and paying for an expensive gym membership. The downsides? It takes me about forty minutes door-to-door, and the bus only takes ten. But my worst hassle is that drivers are inconsiderate and don't always respect the pedestrian right of way, which can be dangerous. But if I hadn't made a resolution to get my exercise this way, I'd be spending all my exercise hours in a car in traffic or waiting around for a bus or train. I prefer it my way.



I use a rideshare app to get to my job at the university. I only work three days a week, so it doesn't cost me an arm and a leg, and I don't have to own a car. I would take the subway if the city weren't constantly making track repairs and rerouting trains. And if it weren't for my rideshare, I'd be constantly worrying about how long it would be till the next train arrived.

B PAIR WORK | Is your commute a hassle? Tell your partner about its upsides and downsides.

C GRAMMAR | The unreal conditional: continuous forms for actions in progress

Unreal conditional sentences can describe actions in progress. You can use the continuous in one or both clauses, depending on your meaning.

Present unreal conditional sentences

Use were / weren't + a present participle in the if clause.
Use would / wouldn't + a present participle in the result clause.

If they **were driving** home right now, they **wouldn't be wasting** time at that bus stop! [continuous in both clauses]

If buses were more frequent, we**'d be riding** on one now. [continuous only in the result clause]

Past unreal conditional sentences

Use had / hadn't been + a present participle in the if clause. Use would / wouldn't have been + a present participle in the result clause.

If I **hadn't been talking** on the phone, I **would have been watching** the news of the bridge collapse on TV. [continuous in both clauses]

We **would have been parking** there every day if they hadn't closed the garage. [continuous in the result clause only]

Sentences with mixed time frames

All unreal conditional sentences can mix present and past time frames within the same sentence to reflect meaning. The continuous form can be in one or both clauses, depending on meaning.

If the travel agent **had been** honest about how much time is needed between flights, I **wouldn't be spending** the night in the airport waiting for the next flight. [past condition / present result]

I **would have had to join** a gym if I **weren't walking** to work every day. [past result / present condition]

Remember: Conditional sentences contain an if clause and a result clause.

Real conditional sentences describe the present or future results of real conditions.

If I **go** to sleep early, I **wake up** early. (present)
If you **take** the bus, you**'ll arrive** late. (future)

Unreal conditional sentences describe the present or past results of unreal conditions.

If I **were** you, I **would take** the train. (present)
If he **had driven**, he **would have gotten** lost. (past)

Be careful! Don't use would in the if clause in any unreal conditional sentence.

If **I were taking** the late train, . . .
NOT If I ~~would be taking~~ the late train . . .

GRAMMAR EXPANDER p. 127
Real and unreal conditionals: summary and expansion

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D UNDERSTAND THE GRAMMAR | Choose the sentence that best explains the meaning of each quotation. Then, with a partner, make a statement with should have to indicate what could have prevented the problem.

If I'd bought gas yesterday on my way home, I wouldn't be walking to the gas station now!

You should have at least checked the gas gauge before you left this morning.

1 "If I'd taken the subway, I wouldn't be waiting around for a driver to confirm my rideshare."
   a I took the subway, so I don't have to wait for the rideshare driver's confirmation.
   b I didn't take the subway, so I'm waiting for the rideshare driver's confirmation.
   c I took the subway, and I'm waiting for the rideshare driver's confirmation.

2 "If I'd been walking to work instead of driving, I wouldn't have gotten a parking ticket."
   a I was walking to work, and I got a parking ticket.
   b I wasn't walking to work, but I didn't get a parking ticket.
   c I wasn't walking to work, and I got a parking ticket.

3 "I wouldn't be paying extra for my luggage if the airline didn't have a weight limit."
   a I'm paying extra for my luggage because the airline has a weight limit.
   b I'm not paying extra for my luggage because the airline doesn't have a weight limit.
   c I would pay extra for my luggage if the airline had a weight limit.

E GRAMMAR PRACTICE | Circle the correct verb or verb phrase to complete each statement.

1 If you (would be / were) driving home now, you (would be / would have been) sitting in traffic.
2 If my phone battery (weren't / isn't) dead, I'd (be calling / have called) the rideshare now.
3 She (wouldn't be paying / would have paid) a parking fine if she (wouldn't be parking / hadn't parked) in a no-parking zone.
4 If he (hadn't been / wouldn't have been) riding the subway during rush hour, he wouldn't (get / have gotten) pickpocketed.
5 If Jill (hadn't been / had been) paying attention to the time, she wouldn't (be waiting / wait) for a train that had already left.

F PAIR WORK | Take turns completing the unreal conditional statements, using continuous verb forms.

1 If it were the weekend, I'd be taking a walk right now.
2 I wouldn't have been late to class if ..... .
3 We would be watching a game right now if ..... .
4 If I were on vacation, I ..... .
5 I'd have seen the accident if ..... .

COMMUNICATION ACTIVATOR

Now let's describe how we deal with commuting.

A TALKING POINTS | Write about two commuting hassles you have (or someone you know has) experienced. Include statements about how each problem could have been avoided or prevented.

What was the hassle?	How I could have avoided or prevented it
On my way to an interview, I had a flat tire, and I was late.	I should have checked my tire pressure.

What was the hassle?	How I could have avoided or prevented it

Common hassles
- getting stuck in traffic
- a mechanical breakdown
- no parking spaces available
- crowded public transportation
- a flat tire
- rush hour traffic
- inconsiderate drivers
- getting pickpocketed
- other: ___

KEEP TALKING! ●●●

- **Ask about how your partner handled each hassle.**
- **Suggest ways the problem could have been avoided.**
- **Say as much as you can.**

Watch the video for ideas!

B DISCUSSION | Tell your partner about your two experiences from Talking Points in more detail. Include one statement beginning with If I had been + a present participle and / or one with If I hadn't been + a present participle.

"If I'd been checking the tire pressure regularly, I wouldn't have had a flat tire."

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2 COMMUNICATION GOAL

Help others avoid hassles while traveling

A VOCABULARY | Ways to politely ask for a favor | Read and listen. Then listen again and repeat.



Would you mind giving me a hand with this?



Do you think you could point me in the right direction?



Could I ask you to keep an eye on my things?



Could you possibly grab that for me?



Would you be nice enough to save my place in line?



Would you please let me through?

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation and write the letter of the favor that you predict the speaker will request.

..... 1	a	Could you possibly save my place in line?
..... 2	b	Would you mind giving me a hand with it?
..... 3	c	Do you think you could point me in the right direction?
..... 4	d	Would you please let me through?
..... 5	e	Would you be nice enough to grab it for me?
..... 6	f	Would you be nice enough to keep an eye on them?

C GRAMMAR | The unreal conditional: statements with If it weren't for . . . / If it hadn't been for . . .

Use If it weren't for . . . or If it hadn't been for . . . + an object in a present or past unreal conditional statement to express relief or regret that the circumstances didn't lead to a different outcome.

Relief

If it weren't for your help, we'd still be at the airport waiting for our bags. (But, in fact, you *did* help us. So everything turned out fine.)
I think I would have gotten lost **if it hadn't been for** my GPS. (But, in fact, I *didn't* get lost, thanks to my GPS.)

Regret

If it weren't for the rain, we would eat lunch outside. (But it's raining, so we won't.)
If it hadn't been for the terrible traffic, they wouldn't have been so late. (But they *were* late because the traffic was terrible.)

Remember: You can also express strong regret with If only + were or a past perfect form.
If only you **were** here.
If only it **hadn't been raining!**
If only the traffic **hadn't been** so terrible.

D NOTICE THE GRAMMAR | Find and underline examples of the unreal conditional expressing either relief or regret in Grammar Close-Up on page 58. Which does each express?

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E **UNDERSTAND THE GRAMMAR** | Listen to the conversations and infer whether the speakers are expressing relief or regret.

1 relief / regret
2 relief / regret
3 relief / regret
4 relief / regret
5 relief / regret
6 relief / regret

F **LISTEN TO ACTIVATE GRAMMAR** | Listen again. Complete the paraphrase of what happened in each conversation. Use <u>if it weren't for</u> or <u>if it hadn't been for</u>.

1 ..... the fact that they saw the other car, they might have had an accident.
2 Millie would love to go on the tour ..... her cold.
3 They might still be in line ..... the fact that she speaks Spanish.
4 They wouldn't be late for the play ..... the flat tire.
5 ..... her thoughtlessness, she thinks they wouldn't have divorced.
6 He might still be waiting for the bus ..... Ben.

G **GRAMMAR PRACTICE** | On a separate sheet of paper, restate each sentence as an unreal conditional statement with <u>if it weren't for</u> or <u>if it hadn't been for</u>.

Example: Because of the weather, they have to reschedule the game.

If it weren't for the weather, they wouldn't have to reschedule the game.

1 Because I have this terrible backache, I can't take you to the airport this evening.
2 Because I got a wake-up call, I didn't miss our appointment.
3 Because they made the announcement, we didn't go to the wrong departure gate.
4 Because of the flight attendant's help, I was able to put my bag in the overhead bin.
5 Because of the airline's automatic text message, we didn't arrive late.

H **GRAMMAR PRACTICE** | Complete the statements with true information, using <u>if it weren't for</u> or <u>if it hadn't been for</u>. Then, with a partner, take turns reading your statements aloud.

1 ....., I wouldn't be able to speak English as well as I can today.
2 I wouldn't have chosen to study English ..... .
3 ....., I would have chosen a different career path.
4 I would have slept late today ..... .

COMMUNICATION ACTIVATOR

Now let's help others avoid hassles while traveling.

A **CONVERSATION MODEL** | Read and listen.

A: Excuse me. I wonder if you could do me a favor.
B: Sure. How can I help?
A: I think I left my boarding pass at the counter. Would you mind keeping an eye on my things?
B: Not at all. I'd be happy to. The lines are so long today.

• • •

A: I'm back. Thanks so much.
B: No problem.
A: I'm not sure what I would have done if it hadn't been for your help.

Social language
Respond willingly to a request for a favor with "How can I help?"



B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **IN YOUR OWN WORDS** | Create a similar conversation, using the Vocabulary. Start like this: *Excuse me. I wonder if you could do me a favor?* Be sure to change roles and then partners. (Option: Use the Unit 6 Energizer Worksheet.)

KEEP TALKING! • • •

- Say more about why you need help.
- Explain the possible consequences if you don't get help.
- Continue the conversation with small talk.
- Say as much as you can.

Watch the video for ideas!

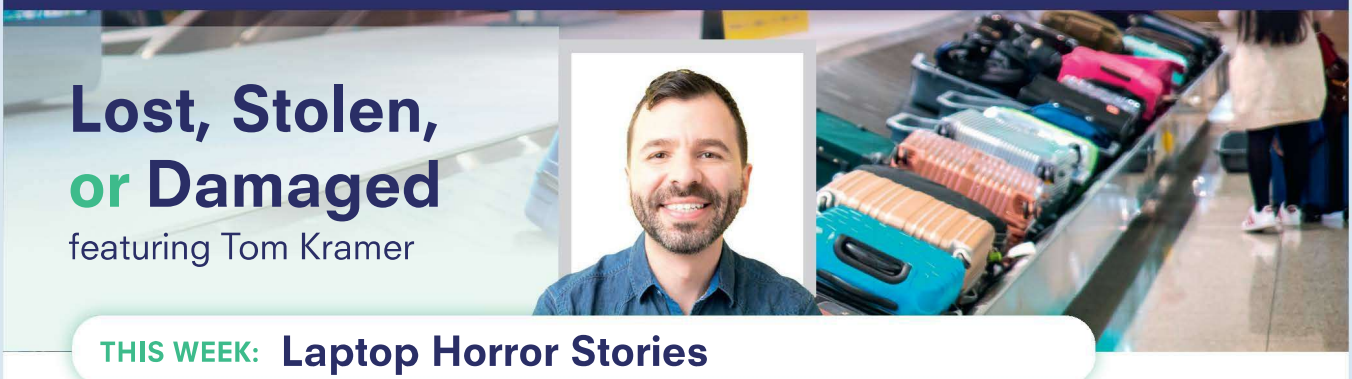
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3 COMMUNICATION GOAL

Talk about property lost, damaged, or stolen on a trip

A READING | Read about two losses. Which do you think was worse?

Home About Discussion Contact



Lost, Stolen, or Damaged

featuring Tom Kramer

THIS WEEK: Laptop Horror Stories

Here are two tales about laptop disasters on the road.

Dear Tom,

I recently visited Peru on business and had an early morning flight from Lima to Trujillo, so I stayed in the airport hotel. I unfortunately overslept and ended up rushing through security to catch my plane. Of course, I had to remove my laptop from my carry-on for inspection. It wasn't until I unpacked my bag in Trujillo that I realized the laptop wasn't in it. And then it dawned on me: Duh! I must have forgotten to put it back in my bag at Lima security. Since I don't speak Spanish, I had a local colleague contact the airline, but no one had turned in the lost device. On my way back to Lima, I checked again. I was able to inquire in English, but there was no record of anyone having found it. I could just kick myself. If it hadn't been for oversleeping and rushing through security, this never would have happened. Do you have any suggestions to help me keep my wits about me next time?

Kim Ho-suk, Seoul, South Korea



Sorry to hear about your misfortune. If it makes you feel any better, the US Transportation Security Administration (TSA) reports that between $800,000 and $1,000,000 in loose change is left behind by passengers going through security in U.S. airports in a typical year. Other items typically left behind are belts, keys, glasses, and . . . yes, laptops. Seasoned travelers make a short mental checklist they automatically review before leaving security for their gate. (Laptop? Wallet? Phone? Keys? . . .) Even better, when you get around to replacing the device, consider getting laptop tracking software that will locate it for you if you ever get separated from it again. The extra cost is well worth it.

Dear Tom,

Two months ago, I was attending a conference in Los Angeles and I had a freak accident with my laptop. I needed to do some work in my hotel room, so I set up my laptop on the coffee table in front of the sofa. Fortunately, I got up to make myself a cup of coffee. I say fortunately because as soon as I got up a big chunk of the ceiling crashed down right onto my laptop! If it hadn't been for that cup of coffee, the ceiling would have fallen onto my head. I called the front desk, and they sent up a repair crew—for the ceiling. But my laptop? Since it's still working, they offered to pay for a repair instead of a replacement. Tom, don't you think that's wrong? The screen is badly cracked and it's an absolute mess.

Helena Elyakim, Minneapolis, US



Well, you can thank your lucky stars for that coffee break, but shame on the hotel for not offering to cover the cost of a replacement! Even though you apparently didn't insist, it's not too late. I suggest you get a lawyer to contact them. I'm sure the hotel has insurance to pay for damages they cause to property. In the meantime, let this be a warning to all our readers to always look around your hotel room for any potential problems—such as cracks in the ceiling! Good luck, and let me know if this gets resolved.

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B **IDENTIFY SUPPORTING DETAILS** | Mark each statement T (true) or F (false). With a partner, correct the false statements, using information from the article.

..... 1 Mr. Kim had to rush through security because he left his laptop behind.
..... 2 Mr. Kim realized that his laptop was missing after he arrived at the hotel in Lima.
..... 3 Mr. Kim realized that he had forgotten to put the laptop back into his carry-on.
..... 4 Mr. Kramer suggests a mental checklist to avoid leaving things behind.
..... 5 Mr. Kramer points out that it's common for people to leave property behind at airport security.
..... 6 Ms. Elyakim's hotel agreed to pay for a replacement laptop.
..... 7 Mr. Kramer suggests Ms. Elyakim's situation is hopeless and she should just learn from the experience and buy a new laptop.

C **SUMMARIZE** | With a partner, take turns summarizing the two stories. Say as much as you can.

D **DISCUSSION** | Discuss the questions.

1 What would you do if you discovered that your laptop was missing when you arrived at your hotel?
2 What do you think is a good method to avoid leaving things behind when you are distracted or in a hurry?
3 What do you think the hotel should have done in response to Ms. Elyakim's situation with the damaged laptop?

COMMUNICATION ACTIVATOR

Now let's talk about property lost, damaged, or stolen on a trip.

A **TALKING POINTS** | Write notes about a time your property (or the property of someone you know) was lost, stolen, or damaged on a trip or a commute.

What happened? I left my watch behind.
When? last year Where? at a hotel in Chicago
Write a brief summary and what the outcome was: I was in a hurry for my flight home and accidentally left it on the dresser. I contacted the hotel and they sent it to me the next day.

What happened?
When? Where?
Write a brief summary and what the outcome was:

B **DISCUSSION** | Describe the events you wrote about in Talking Points. Ask about your partner's experience and discuss how to avoid having it happen again. (Option: Use the Unit 6 Soft Skills Booster, p. 159.)

When did you discover that your watch was missing?

When I was in line at the airport, I looked at my wrist to check the time, and it wasn't there.

RECYCLE THIS LANGUAGE
I [lost it] for the umpteenth time!
What are the odds of that?
You can't beat [making a list].
Take my word for it. . . .



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4 COMMUNICATION GOAL Discuss protecting Internet security

A **WORD STUDY** | **Participial adjectives as noun modifiers** | **The past participles of transitive verbs can function as noun modifiers. Read and listen. Then listen and repeat.**

a **hacked** email account → The email account was **hacked**.
a **damaged** reputation → His reputation is **damaged**.
an **encrypted** website → The website is **encrypted**.
a **required** username → The username is **required**.
a **lost** password → The password was **lost**.
stolen credentials → The credentials were **stolen**.
a **canceled** credit card → The credit card was **canceled**.
a **trusted** source → The source is **trusted**.



PRONUNCIATION LESSON p. 139
- Regular past participle endings
- Reduction in perfect modals

B **WORD STUDY PRACTICE** | **Rewrite each sentence that contains an underlined pronoun, using a participial adjective as a noun modifier.**

I asked the hotel to replace my damaged laptop.

1 (My laptop was damaged.) I asked the hotel to replace it.
.....
2 (Her identity was stolen.) She repaired it by going through a lot of complicated steps.
.....
3 (The plane was delayed.) It caused us to miss our connecting flight.
.....
4 (The hotel Wi-Fi was broken.) I couldn't log on to it for two hours.
.....
5 (My phone was lost.) I told the airline about it as soon as I arrived.
.....

C **LISTEN FOR MAIN IDEA** | **Listen to Part 1 of a podcast interview. What's Steve Lingen's main idea?**

☐ 1 When credit card fraud is detected, your card is canceled and replaced.
☐ 2 Sending personal information over the Internet can be dangerous.
☐ 3 Some people use the same username and password across many sites.

D **UNDERSTAND FROM CONTEXT** | **Read the words and phrases. Then listen to Part 1 again and, with a partner, explain the meaning of each one.**

1 connectivity 2 a fraud alert 3 log-on credentials 4 identity theft

E **LISTEN TO CONFIRM CONTENT** | **Now listen to Part 2 of the podcast. Mark each of the following statements T (true), F (false), or NI (no information).**

..... 1 Encrypted information is unintelligible.
..... 2 Unintelligible information is inaccessible to hackers.
..... 3 The three main ways we access the Internet while traveling are never secure.
..... 4 Airport public Wi-Fi hotspots are safer than the ones in cafés.
..... 5 Hotel Wi-Fi networks can be safe, but it's impossible to know.
..... 6 A VPN is worthwhile for people who travel a lot.
..... 7 Malware can protect your device from hackers.



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F LISTEN FOR SUPPORTING DETAILS | **Discuss these questions with a partner. Listen to Part 2 again to confirm your conclusions.**

1 Why should you not log on to financial institutions and online retailers while you're on a public Wi-Fi?
2 Why should we not assume a hotel's Wi-Fi network is secure?
3 What are three possible consequences of providing information on an unencrypted site?
4 What are two common ways you might enable hackers to install malware on your device?

COMMUNICATION ACTIVATOR

Now let's discuss protecting Internet security.

A TALKING POINTS | **Complete the chart by indicating your Internet habits at home or on the move.**

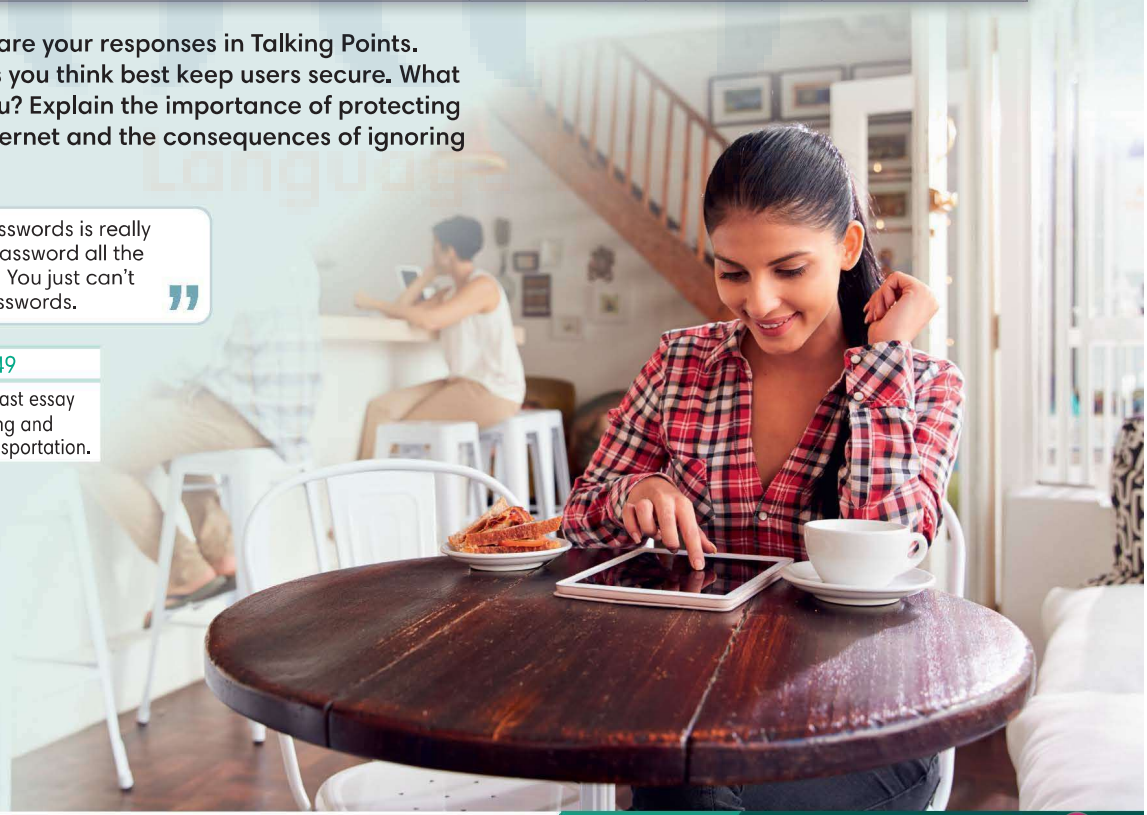
	Always	Sometimes	Never or rarely
I use public Wi-Fi hotspots.			
I check to see if the websites I visit are encrypted.			
I use a different password for each site that requires one.			
I use two-factor authentication.			
I use a password manager.			
I set my portable devices to automatically connect to Wi-Fi in the area.			
I set my device to automatically remember and fill in my passwords.			
I take actions to protect myself from identity theft.			
Add any other steps you take (or think you should take):			

B GROUP WORK | **Compare your responses in Talking Points. Discuss which practices you think best keep users secure. What practices are new to you? Explain the importance of protecting one's security on the Internet and the consequences of ignoring good practices.**

> "I think changing my passwords is really important. Using one password all the time is playing with fire. You just can't beat having secure passwords."

WRITING HANDBOOK p. 149

- **Skill:** A comparison and contrast essay
- **Task:** Write an essay comparing and contrasting two means of transportation.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe how I deal with commuting.
- ☐ Help others avoid hassles while traveling.
- ☐ Talk about property lost, damaged, or stolen on a trip.
- ☐ Discuss protecting Internet security.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

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Soft Skills Workshop 3

A Sales Presentation

Outcome

You will make a sales presentation to convince people to buy a product or service.

1 TEAMWORK Choose a type of product or service and describe its features.*

Choose one of the products or services in the photos below for your team's sales presentation.

Create a name for the product or service, e.g., the name of your hotel.

Brainstorm the profile of your target clients and list the features you think would be appealing to them. Concentrate on ones you think are unique or better than competing products or services, e.g. *The Splendid Hotel has its own private air taxi.*

Tips for TEAMWORK

Respectfully confirm understanding of your colleagues' ideas.

If I understand correctly, you think ___ . Right?
Correct me if I'm wrong, but do you mean ___ ?
Let me get this straight. Are you saying that ___ ?



a dental clinic



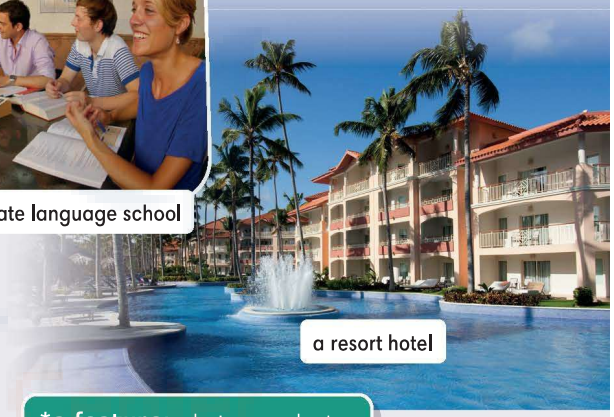
an airline



a private language school



a virtual psychotherapist



a resort hotel

***a feature:** what a product or service has, is, or does

Tips for COLLABORATION

Provide constructive feedback.

I love [your benefit statement], but you might want to ___ .
This is very good. However, I wonder if it would be [clearer] if ___ .
I think [that]'s great, but I wonder if it would be better to ___ .
That's so well said. I couldn't have done better myself.

2 COLLABORATION Create benefit* statements for each feature.

Discuss and agree on the three to five most appealing features you identified in Activity 1. Support your reasoning with examples.

In pairs, draft at least one benefit statement for each feature and write it on the board, a screen, or a shared piece of paper. For example, *The Splendid Hotel has a private air shuttle to the international airport* [feature], *so you'll never miss your flight back home.* [benefit]

Take turns reading each pair's benefit statements aloud to the team. Decide which benefits would be the most convincing to your clients. Revise any statements that could be improved.

***a benefit:** how the feature will make a client's life better or prevent something bad from happening

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Print out the **Evaluation Chart**.

3 PRESENTATION

Rehearse the sales presentation and present it to the class.

Rehearse: Elect an "announcer" who will tell the class what product or service your group is presenting. Brainstorm a short script for the announcer.

Decide which team member will present each feature and benefit. Decide on the order in which the features will be presented. Resequence them during the rehearsal if necessary.

Practice the presentation several times so you will sound convincing and enthusiastic and won't need to read your notes.

Present: Present your product or service to the class. Make sure the audience is convinced you believe in what you are saying. At the end, have the "announcer" make a brief summary of the features and benefits that were presented.

Tips for PRESENTATION

- **Act as if the audience were potential clients of your team's product or service. Describe the features and benefits with enthusiasm.**
- **Speak slowly and clearly so the audience can understand the connection between each feature and benefit.**
- **Make eye contact from person to person in the audience.**
- **Ask for confirmation from time to time.**
  Does that make sense?
  How does that sound?
  Is that important to you?

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each sales presentation. Discuss strengths and weakness and make suggestions about how each presentation might be improved.

- ☐ Did the presenters make a strong argument for why their product or service was better than what their competition offered?
- ☐ Did the presenters speak slowly enough to make the connection between each feature and benefit clear?
- ☐ Did the presenters speak with enough enthusiasm to convince the audience that they believed what they said about the product?
- ☐ Did the presenters ask the audience to confirm they were addressing their needs?
- ☐ Did the final presenter remind the audience of the product or service's most important features and benefits in the summary?

KEY

Y = yes
U = usually
S = sometimes
N = no



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