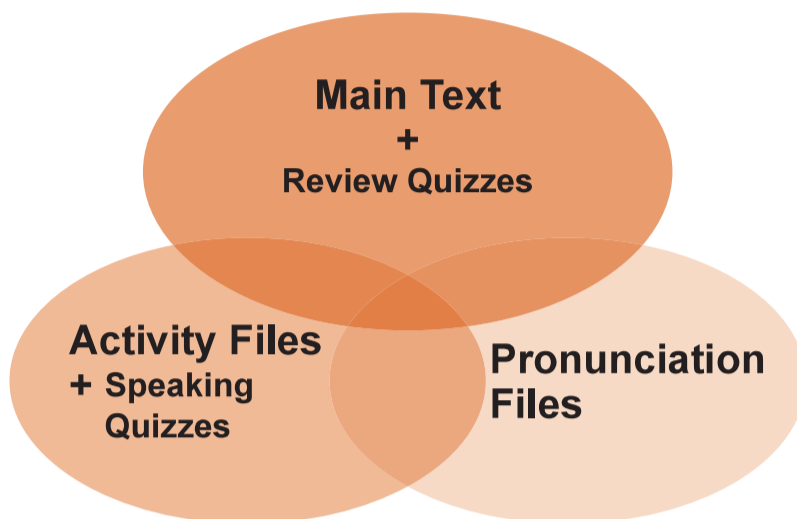


Preface

This book contains three main components:



Business vocabulary is presented in context and incorporated into speaking drills. By integrating **Japanese language support** into the materials, teachers can reduce time spent on explanations, enabling students to concentrate more on **COMMUNICATION**. Throughout the textbook, **new words are recycled in different contexts** to facilitate **memory retention and consolidation**. While this repetition may appear **redundant** at times, the **spaced reinforcement** is vital for **transferring target vocabulary from short-term to long-term memory**. Making **logical inferences using context clues** is also encouraged.

Explicit grammar instruction is kept to a minimum. Many Japanese students struggle most with English speaking because they tend to translate from Japanese before speaking. To **reduce their cognitive load** and enhance fluency, it is necessary to keep the English simple. This textbook is designed to avoid burdening learners with complex grammar rules, thereby allowing students to focus on developing communicative competency and fluency through interaction. The main objective is not grammatical accuracy, and **students should not worry about making grammar mistakes** during speaking practice. Instead, they are encouraged to actively participate and engage in meaningful exchanges that serve a practical function.

This textbook includes a **one- to two-page review quiz** for each unit, primarily for **rehearsing vocabulary and key phrases** for business communication. The quizzes include **translation exercises** that students can work on independently or in pairs during class. Teachers can provide **model answers for self-assessment** by learners. The eight review quizzes also serve as a

Biz. Comm x Vocabulary is a compact, **output-focused business text** designed to **maximize opportunities for English speaking** in the classroom. The primary goal is to develop **practical communication skills and fluency**. Each unit revolves around a model dialogue, which is broken down into smaller segments and expanded into various **pair-work substitution drills**. In addition to practicing listening skills, students will focus on working through the drills step-by-step, fully immersing themselves in speaking practice without worrying about grammar or content. **Repetition** through these substitution drills helps students **internalize key language patterns subconsciously, without the need for explicit instruction**. Encouraging students to **switch partners** and **redo each drill without relying on the textbook** can further enhance their fluency. The **social interaction** of pair and group work also boosts learners' motivation and provides emotional support to reduce anxiety.

handy reference—a “**glossary**” for students to consult for words and phrases throughout the semester. The **mid-term** and **final speaking quizzes** can be utilized as **speaking exams**.

Activity files are an essential component of this textbook, designed to add variety and provide a **greater range and depth of ideas** to complement the main text. Some are short and easy, requiring a minimal workload (10-15 minutes), while others are more challenging and time-intensive. Additionally, games are included to add an element of fun to the lesson. They are **non-unit-specific**, so it is not necessary to “synchronize” the main text with any of the activity files. Depending on factors such as time constraints, student interests and proficiency levels, and even the classroom atmosphere of the day, **feel free to adapt flexibly** and select supplementary activities as needed for the occasion. Teachers can also take advantage of the **time lag** and use the activity files as an opportunity to **revisit previous language points**.

Pronunciation files aim to help students improve both speaking and listening comprehension, with a main focus on **stressed and unstressed syllables**. To fully benefit from these activities, it is advisable to work through them in **numerical order from Part 1 to Part 9**.

Class plan timing depends on various variables: class size, average proficiency level, and amount of time spent teaching materials (e.g., vocabulary, pronunciation), reviewing, checking homework, and administering unit quizzes. Of course, cramming too many activities into one lesson is never a good idea. Do not rush the learners. **Allow students plenty of time to complete each task in a relaxed manner**.

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Breaking the Ice: Informal Introductions

Welcome to *Biz.Comm.* Let's get to know your classmates!

Stand up and walk around the classroom. Introduce yourself to as many classmates as you can (**Step 1**). Then find out more about each other (**Step 2**). Write down the answers in the table below.

Step 1:

A: Hi, my name is Shohei Hanamaki. How do you do?
B: Hi, Shohei, I'm Yuki Hojo. Nice to meet you. (maintain eye contact)



Step 2:

Partner's first name and last name	Where are you from?	What year are you in?	What do you major in?	Do you play any sports?	Do you have a part-time job?	Do you smoke / drink?	(Your original question)
<i>Yuki Hojo</i>	<i>Nara</i>	<i>First year</i>	<i>Law</i>	<i>Yes, tennis</i>	<i>Yes, sales clerk</i>	<i>No</i>	
1.							
2.							
3.							
4.							
5.							

Well done!



How many classmates did you talk to? _____ people


Did you make eye contact with everyone? Yes No Sometimes

Did you try to speak a lot of English? Yes No Not sure



“Conversation Ball Game”



A good conversation is like a ball game. Listen to the audio ( 02, 03) and compare these 2 conversations. Which Conversation Ball Game do you think is better and more successful?

Conversation 1 02

T: Tom J: Jerry

T: Hello. Nice to meet you.
J: Hi.
T: What is your name?
J: Jerry.
T: I'm Thomas. I am a freshman here.
J: ...
T: So, Jerry, where are you from?
J: The Philippines.
T: Umm ... So, are you studying English here?
J: Yes.
T: Uh ... how long will you be staying in America?
J: ... I don't know.
T: Umm ... What do you do in your free time?
J: Ah ... TV games.
T: Well ... I have to go now. Bye, Jerry.
J: Bye.

Conversation 2 03

S: Sara D: Diego

S: Hello. I'm Sara. Nice to meet you.
D: Hi, Sara. My name is Diego. Pleased to meet you.
S: So, Diego, where are you from?
D: I'm from Peru, the land of the great Machu Picchu. What about you, where are you from?
S: Oh, I'm from Japan, the Tokyo area. Have you ever been to Japan?
D: No, but I'd love to visit someday. Japanese comics and animation are very popular.
S: I know. Are you a freshman here?
D: Yes, I'm here to study English. I want to be a tour guide and travel around the world.
S: That sounds wonderful.
D: What about you? How long will you be staying in America?
S: Well, I am in this 3-month homestay program now ...

Conversation 1 is better

Conversation 2 is better

Why? Discuss with a partner.

Introducing the First Two Missions of *Biz. Comm*



TRY TO SPEAK IN ENGLISH AS MUCH AS YOU CAN.
IF YOU DO NOT UNDERSTAND, FEEL FREE TO ASK.

Use these useful expressions in class to help you communicate effectively.

Work with a partner. Fill in the blanks with the appropriate words / phrases:

What do you say if you ...	Useful Expressions
... want to ask a question?	→ "Excuse me, may I ask a question?"
... don't know the meaning of a word?	→ "What _____ mean?"
... don't know the spelling of a word?	→ "How _____ spell that?"
... don't know the pronunciation of a word?	→ "How _____ pronounce that?"
... don't know how to say something in English?	→ "How _____ say that in _____?"
... don't know the answer to a question?	→ "Sorry, I don't know."
... can't hear someone clearly?	→ "Pardon me?"
... want someone to repeat something?	→ "Could you _____ again?"
... want someone to speak more slowly?	→ "Could you _____?"
... are not sure if someone says '13' or '30'?	→ "_____ say '13' or '30'?"



For **PAIR-WORK ACTIVITIES**, use these expressions.

Try to **SPEAK IN FULL SENTENCES** as much as possible.

1a. Who wants to start first?

1b. I'll start first. / You start first.

2a. Are you ready?

2b. Yes, go ahead. / Sorry, wait a second.

3a. That's all. Got it?

3b. Yeah, got it!

4a. Let's change roles and do it again.

4b. OK!

What Is Business Etiquette? (日本語翻訳 p.110)

Business etiquette refers to a set of manners required in a profession to facilitate social interactions and avoid being rude.

Background Knowledge:

Learn some basic differences in cross-cultural business norms

American Business Culture (more Informal)	Japanese Business Culture (more Formal)
Emphasis on efficiency Performance -based Disagreements are not considered impolite.	Emphasis on personal relationships and social ranking Seniority-based Tendency to avoid confrontations (emphasis on social harmony)
Eye contact is considered polite, friendly, and a sign of interest in the conversation. Looking down or looking away makes one look nervous.	Eye contact is typically shorter.
A firm handshake is preferable. Handshakes indicate strength of character. Frequent body contact	Body contact is not preferable. Bowing is the norm. Handshakes are often soft.
Direct and more straightforward style of communication	Implicit way of communication Things are often left “unspoken” and ambiguous. It is up to the listener to interpret what the speaker wants to convey.
First name basis	Last name basis

The key to success in any global business interaction is the ability to **understand and adapt flexibly to international business expectations**. In any business interaction, remember to:



1. Always **SMILE**.



2. Always maintain **EYE CONTACT**.



3. Offer a **FIRM HANDSHAKE**.

Tips on How to Make “Good” Eye Contact: The 50/70 Rule

(日本語翻訳 p.110)

There is no need to stare at the other person the whole time.

1. Maintain eye contact **50%** of the time while you are speaking and **70%** of the time while you are listening. - or -
2. Simply look the other person in the eye for **4-5 seconds** at a time.

Eye contact is an essential skill for all successful business professionals. Students are expected to master this skill in this course.

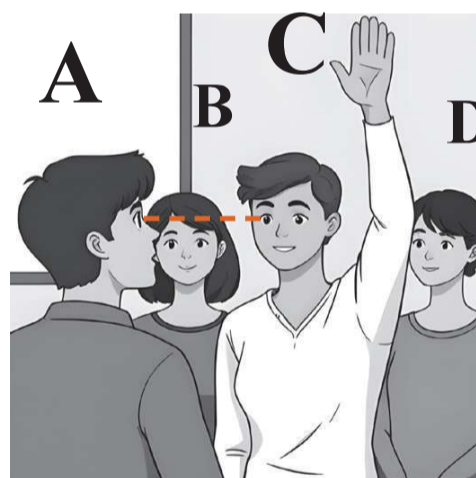
“Always maintain eye contact with the person you are talking to.”

Group Work: Practice Eye Contact and Formal Business Introductions

Divide yourself into groups of 4-5 people. Imagine you are attending an international business conference in America.

Step 1: Practice maintaining eye contact with your group members. Student A starts by looking at the eyes of B, C, and D randomly, each for about 4-5 seconds, while saying “1-2-3-4-5” very slowly. When eye contact is made, the other student raises their hand to signal eye contact has been made. Take turns and repeat the process until everyone feels more comfortable.

1 – 2 – 3 – 4 – 5



Step 2: Walk around and introduce yourself (formally) to each group member.

Recall what you have just learned about international business etiquette. Review p.10 and apply it to this conference in America!

For a larger class: All students stand up, walk around the classroom, and introduce yourselves (formally) to classmates you do not know.

Activity Files:
Warm-up: If You Don't Understand, Please Ask!
(p.71)

Pronunciation Files:
Warm-up: Word-pair Triangle Game (p.93)

“Welcome Aboard!”

— Business Introductions and Job Titles

Warm up: What kind of job would you like to do in the future? Work with a partner and try to expand your conversation (aim for 2-3 minutes). Reverse roles and do it again.

1. What kind of job would you like to do after college?

2. Well, I don't know yet ... maybe marketing?

3. Are you interested in working in a foreign company?

4. Sure ... global markets ... foreign travel ... work more interesting ...

Ask extra follow-up questions like:

Which company do you want to work for?

Why do you want to work there?

Where...?

When...?

Who...?

How long...?

etc.

Listening Task

Today is Kenji's first day at work. Listen to the audio (🎧 04). Take notes and answer the questions below.

Q1. What is the meaning of “Welcome aboard?”

- a) Have a good flight. b) Welcome to our company. c) Please come aboard.

Q2. Kenji will work as a

- a) sales clerk b) sales representative c) marketing clerk

Q3. Emily's job is to

- a) answer the phone b) receive visitors c) both of the above

Q4. What is Kenji's background?

He is from and

Q5. Who is Mr. Gaudi? He is

Q6. What does Kenji think of his new job so far?

Q7. **Bonus Question:** How can you make a good impression in a self-introduction?

- a) Be polite and friendly. b) Smile and maintain eye contact. c) Both of the above

Model Dialogue 04

K = Kenji (new recruit¹) E = Emily (coworker²)

G = Gaudi (head of department³)

K: Hello, how do you do? My name is Kenji Masuda. I am the new sales rep.⁴

E: Hi, I am Emily Galley, the secretary.⁵ Nice to meet you, Kenji.
Welcome to the team. *(2 people shake hands)*

K: Pleased to meet you, too.

E: So, are you from this area?⁶

K: No, I'm from New Jersey, but I went to college in Boston.

E: Really? Boston is a nice place.

K: You should come and visit someday.

E: Oh, have you met Mr. Gaudi? *(Mr. Gaudi approaching)*

Mr. Gaudi, this is Kenji Masuda, the new sales rep. Kenji, this is Mr. Gaudi, head of our marketing department.

K: How do you do, sir? It's a pleasure to meet you. *(shake hands)*

G: Welcome aboard,⁷ Kenji. So, how do you like⁸ our company so far?⁹

K: Oh, it's great. Everyone's very friendly and helpful here.

G: I'm glad to hear that. Hope you enjoy working here.

K: Thank you very much, Mr. Gaudi.

G: Well, keep up the good work.¹⁰

K: I'll do my best.¹¹ *(Mr. Gaudi enters his office)*

E: Well, Kenji, I should be going.¹² Let me know if you need anything.¹³

K: Thanks, Emily, I will.¹⁴ It's nice meeting you.

E: Nice meeting you, too. See you around.¹⁵

- 1 new recruit = new employee
新入社員
- 2 coworker 同僚
- 3 head of department = manager
部長
- 4 sales rep. = sales representative
営業担当者
- 5 secretary 秘書
- 6 Are you from this area?
この地域の出身ですか = 出身はどこですか
- 7 Welcome aboard. – Often used as a warm greeting to newcomers of a team / company
新人を受け入れるときによく使われる
- 8 How do you like...?
(新しい職場の) 感想はどうですか
- 9 so far 今のところ
- 10 Keep up the good work.
頑張ってください
- 11 I'll do my best. 頑張ります
- 12 I should be going.
そろそろ失礼します
- 13 Let me know if you need anything.
何か必要なことがあればおっしゃってください
- 14 I will. そうします
- 15 See you around.
(社内のどこかで) また会いましょう

(日本語翻訳 p.111)



*“Mr. Gaudi, this is Kenji Masuda, the new sales rep.
Kenji, this is Mr. Gaudi, head of our marketing department.”*

Useful Tips for Business Introductions

(日本語翻訳 p.111)

Today, we live in a globalized world where business is conducted across borders. When crossing cultural boundaries, even a simple gesture can be misunderstood. The “wrong” greeting can “*get you off on the wrong foot*” and create a negative first impression in a relationship. Developing an awareness of and sensitivity to differences in foreign customs will help you succeed in international business.

American Business Introductions	Japanese Business Introductions
1. Never bow; shaking hands is the norm, and maintaining eye contact is polite.	1. Mainly bow with little body contact.
2. Simply say, “Pleased to meet you.”	2. Say “よろしくお願ひします。”
3. Business card exchange is not a must. First names are often used.	3. After exchanging business cards, it is considered impolite to put them in your pocket. Use last names or titles to show status and rank.
4. Shake hands again before you leave.	4. Bow again before you leave.

“When in Rome, do as the Romans do.”

Role Play With these 4 tips in mind, practice the Model Dialogue with a partner. Remember to **take your eyes off the book. Act professionally, maintain eye contact, offer a firm handshake, and smile!**



Pair-work substitution practice: Listen to the audio (🎧 05-11) first. Then use the prompts provided to **CREATE AS MANY DIFFERENT DIALOGUES AS POSSIBLE** with your partner. Take time to memorize these basic patterns as you practice. Reverse roles and do the exercises again.
(If time permits, switch partners and practice again without relying on the textbook.)

Case 1: Introduce Yourself to a Coworker



1. Imagine this is your first day at work. You will meet and introduce yourself to many coworkers. It is important to **MAKE A GOOD FIRST IMPRESSION**: Be polite, professional (*shake hands*), and friendly (*smile!*)

Walk around the classroom and introduce yourself to as many “coworkers” as you can.

A: Hi, /
Good morning. /
Good afternoon. /
How do you do?

I'm /
My name is (Student A's name). Nice to meet you.

B: Oh, hi, (Student A's name). * I'm (Student B's name).
Nice meeting you, too. **Welcome aboard.**

* It is nice to **repeat the person's name back to them**.
This shows that you are listening!



Departments of a Company

Work with a partner. Memorize these names now. Use them in your business introductions later.

 <p>Manufacturing 製造部</p>	 <p>Shipping 運送部</p>	 <p>Purchasing 購買部 / 仕入部</p>	 <p>Finance & Accounting 財務經理部</p>
 <p>HR Human Resources 人事部</p>	 <p>R & D Research & Development 商品開発部 / 研究開発部</p>	 <p>PR Public Relations 広報部</p>	 <p>IT Information Technology 情報技術部</p>



2. Introduce yourself to a coworker using job titles and departments.

Pair-work substitution drills: Work with a partner. Make as many different conversations as possible. Practice shaking hands and maintaining eye contact.

(In America, people have MORE specific job titles than “salaryman” / 会社員.)

A: Hi, my name is (Student A's name). How do you do?

I'm the new

secretary. 秘書 / office clerk. 事務員 /
receptionist. 受付 / accountant. 会計士

I work in

HR (Human Resources). / R&D (Research &
Development). / Public Relations. /
Finance & Accounting.



B: Hello, (Student A's name). I'm (Student B's name).

I'm a / an

IT engineer / sales clerk 店員 /
sales representative 営業担当者

in

the IT department. / Purchasing. /
Manufacturing. / Shipping.

Nice to meet you. **Welcome to our company / team.**

Reverse roles and do the exercise again.

3. **Breaking the ice = getting to know each other** Asking questions is not considered rude. Instead, it helps to keep the conversation going. When you meet someone for the first time, **show interest and friendliness** by asking questions that are **NOT** too personal. e.g.,

So, are you from this area?
 (= Where is your hometown?)
 So, have you been here long?
 So, how do you like working here so far?

Do you live near here now?
 So, how do you like living here?
 So, where did you go to school?
 What did you major in?

Pair work: Repeat exercise #2. Use some of these questions to make small talk and get to know each other. Feel free to make up your original answers. Expand your conversation (aim for 3-4 minutes).

Case 2: Introduce Yourself to a Superior (上司)



4. Imagine, Student B is your superior. Introduce yourself.

A: Mr. / Ms. (Student B's surname)? How do you do?
 I'm (Student A's name), the new (Student A's job title).

B: Hello, (Student A's name). Welcome aboard. So, how do you like our company so far? / your new job so far?

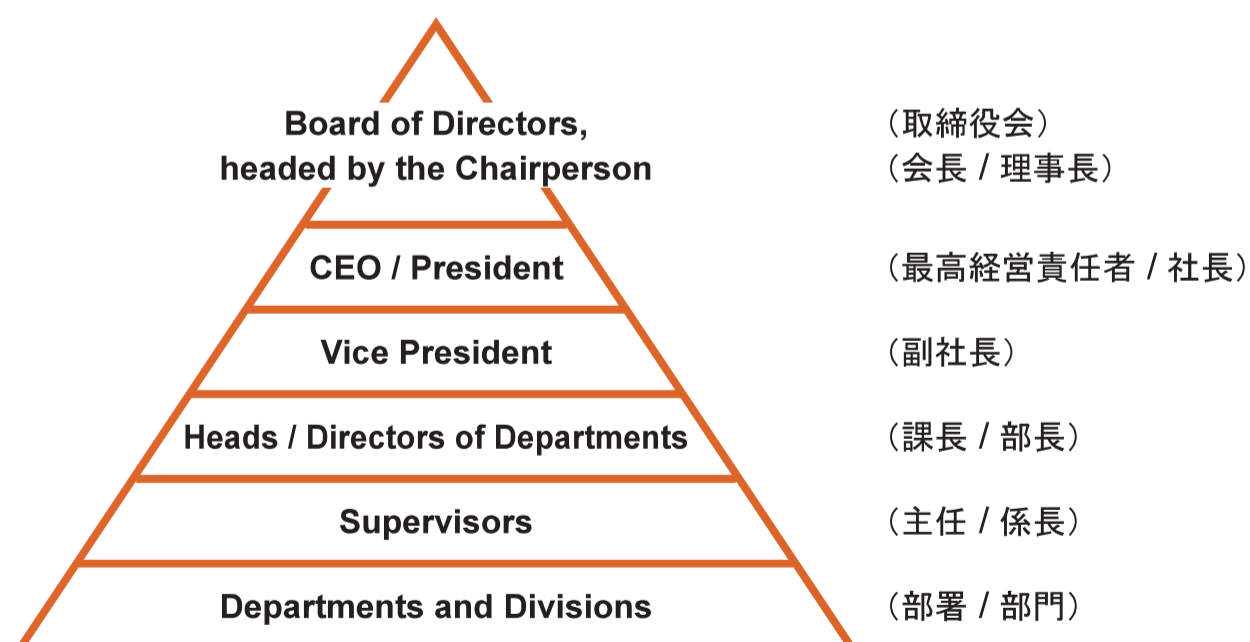
A: Oh, it's great. Everyone is very friendly and helpful. I learn many things every day.

B: I'm glad to hear that. Hope you enjoy working here. Keep up the good work.

A: Thank you very much. I'll do my best.

Reverse roles and do it again.

Companies differ in their organizational structures. In general, these are the main **Job Titles**:



Work with a partner. Take some time to memorize these common vocabulary items and their spellings.

Case 3: Introduce Yourself to Colleagues Using a Formal Job Title



5. Imagine Student B is your colleague* or business acquaintance.* Introduce yourself.

e.g., A: Hello. I'm (Student A's name), **branch*** manager at ABC company.

B: How do you do? It's a pleasure to meet you. (*shake hands*)

Pair-work substitution drills: With a partner, take turns introducing yourself using these titles.

- a) marketing director of the head office*
- b) purchasing director
- c) director of Human Resources
- d) supervisor of Public Relations
- e) supervisor of Shipping
- f) chief engineer
- g) managing director
- h) vice president
- i) chairperson
- j) CEO

* colleague 同じ業界の知り合い * business acquaintance 仕事上の知り合い * branch 支店 * head office 本社

Case 4: Introducing Others (3 students in one group)



6. Imagine you are at work / a seminar / a conference / a factory tour / a cocktail party / a banquet.* Practice introducing another person.

e.g., A: John, I'd like you to meet **my supervisor**, Ms. Casey.
(*turn to Casey*) Ms. Casey, this is **my colleague**, John.

John: Hi, Ms. Casey, how do you do?

Ms. Casey: Pleased to meet you, John.

So, what do you do? /
What line of work* are you in?

John: I'm an engineer. (*job*) /
I work for NTC. (*employer*) /
I'm in construction. (*line of work*) /
(Your original ideas).



Substitution drills: Take turns and practice introducing 2 students.

Use people's **SURNAMES** if necessary.

- a) my supervisor — my colleague
- b) our new sales rep — my coworker
- c) my colleague — the shipping director of XYZ company
- d) the vice president of ABC company — the CEO of XYZ company
- e) the chairman of ABC company — the branch manager of XYZ company
- f) (Your original ideas)

* banquet 食事会 * line of work 業界、業種、職種

Case 5: Leave-Taking

7. Either side might say the first pre-closing statement. Take turns and practice these patterns with your partner. (Switch partners to improve your fluency.)



10

a) At work

A: I should be going. Let me know if you need anything.

B: Thanks, I will. Nice meeting you.

A: Nice meeting you, too. See you around. *(shake hands again before you leave.)*



11

b) At a seminar / conference / factory tour / cocktail party / banquet

A: Well, I should be going. Thank you very much.

The meal was delicious. /

The golf game was fantastic. /

The tour was very interesting. /

The presentation was very impressive.

B: Don't mention it. Glad you could come. /

Thanks for joining us. It was nice meeting you.

Role Play: At the welcome party Divide the class into two groups. Half of the students will act as new recruits. The other half will be coworkers or superiors. Begin by inventing your original job title, department, and company name. Then walk around the classroom, *introduce yourself to as many classmates as possible*, and engage in small talk (aim for 3-4 minutes in each round). Conclude each round by taking leave. Feel free to be creative! *(Try to use the new vocabulary and phrases you have learned in this chapter. Avoid looking at your book during the role play!)*



"Welcome aboard." "My name is..." "I'm in..."

"So, are you from this area?"

"Where did you go to school?"

"How do you like our company so far?"

"What line of business are you in?"

"Keep up the good work." "I'll do my best."

"Hope you enjoy working here."

"Well, I should be going." "Nice meeting you."

Turn to p.101 for the Review Quiz (Unit 1)

Activity Files:

Activity File 1:

Pantomime Game (p.71)

Pronunciation Files:

Part 1: What Are Syllables?

(p.94)