



普通高等教育“十一五”国家级规划教材



MARKET LEADER

a new language course for tomorrow's business leaders

体验[®]商务英语

教师用书

Teacher's Resource Book

2

Pre-intermediate Business English

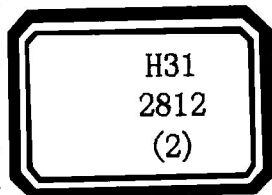


Bill Mascull

《体验商务英语》改编组



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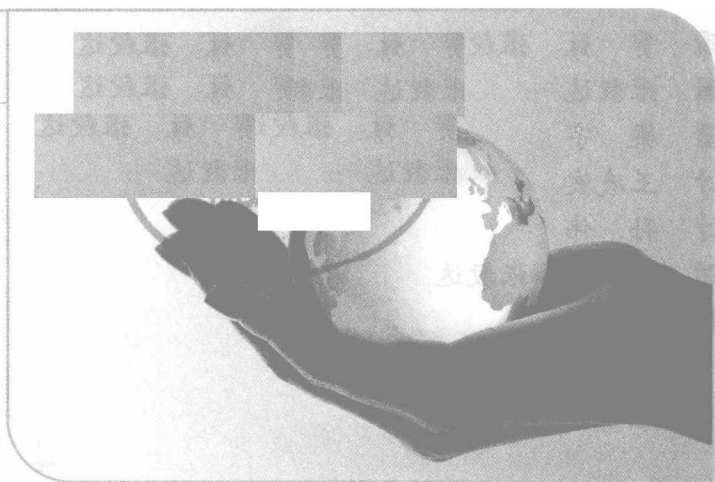
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前 言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育出版集团出版的*Market Leader*和*Power House*系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材具有全球化视野和时代特色,其特点主要表现在以下几个方面:

将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。

《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

教学设计严谨,为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富,为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学习使用。

从学习者的需求和兴趣出发编写,使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。

改编组

2005年4月

Introduction

1 Course aims

Market Leader is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strongly task-based approach. Role plays and case studies are regular features of each unit. Throughout the course students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which students have, including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. Market Leader offers teachers and course planners a unique range of flexible materials to help meet these needs. This book makes suggestions on how to use the unit material extensively or intensively and indicates how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text bank and the Resource bank.

2 The main course components

Course Book

This provides the main part of the teaching material, divided into 12 topic-based units, plus four revision units. The topics have been chosen following research among teachers to establish the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks as well. Every unit contains vocabulary development activities and a rapid review of essential grammar. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit. For more details on the Course Book units, see *Overview of a Course Book unit* below.

Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business writing. In each unit students work with text models and useful language, and then do a writing task to consolidate the learning. The Practice File provides regular self-study pronunciation work (with an audio CD and exercises), and a

valuable survival language section for students when travelling. Five tests are available to students for them to monitor their own progress through the course. There are an entry test, three progress tests and an exit test, which reviews the work done throughout the course.

Audio materials

All the listening activities from the Course Book (interviews with business practitioners and input for other activities such as role plays and case studies) and the Practice File (pronunciation exercises, tests) are available on cassettes and audio CDs, depending on the user's preference.

Teacher's Resource Book

This book provides teachers with an overview of the whole course, together with detailed teaching notes, background briefings on business content, the Text bank (24 optional extra reading texts), the Resource bank (photocopiable worksheets practising communication skills) and Audio scripts.

3 Overview of a Course Book unit

A typical unit consists of the following sections:

Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering quiz questions, reflecting on difficult decisions, prioritising options and completing charts. Throughout, students are encouraged to draw upon their life and business experience.

Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt.

There is further vocabulary practice in the Practice File.

Discussion

There are a number of discussion activities in the book. Their main purpose is to build up students' confidence in expressing their views in English and to improve their fluency.

Reading

Students read interesting and relevant authentic texts from the *Financial Times* and other business sources. They develop their

reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

Listening

The authentic listening texts are based on interviews with businesspeople and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note taking.

Language review

These sections develop students' awareness of the common problems at pre-intermediate level. They focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation, they are referred to the Grammar reference at the end of the Course Book.

There is further grammar practice in the Practice File.

Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box, which provides students with the support and phrases they need to carry out the business tasks in the regular role play activities.

Case studies

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically, students will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see Case studies that work below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for Business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

4 Using the course

Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English daunting. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. Market Leader sets out to provide the maximum support for teachers. The Business brief section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms.

Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems, and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course.

Flexibility of use

Demands of Business English courses vary greatly, and materials accordingly need to be flexible and adaptable. Market Leader has been designed to give teachers and course planners the maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in this book are suggestions for a fast route through the unit if time is short. This intensive route focusses mainly on speaking and listening skills. If the teacher wants to extend this concentration on particular skills, optional components are available in the course (see *Extending the course* below).

5 Case studies that work

The following teaching tips will help when using case studies.

- 1 Involve all the students at every stage of the class. Encourage everyone to participate.
- 2 Draw on the students' knowledge of business and the world.
- 3 Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in this book for detailed suggestions on introducing the case study.)
- 4 Ensure that all students have understood the case and the key vocabulary.
- 5 Encourage the students to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.
- 6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end.

Make a record of important errors and give students feedback at the end in a sympathetic and constructive way. Note good language use, too, and comment on it favourably.

- 7 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 8 Allow students to reach their own conclusions. Many students expect there to be a correct answer. Teachers can give their opinions but should stress that there usually is no single 'right' answer.
- 9 Encourage creative and imaginative solutions to the problems expressed.
- 10 Encourage students to use people management skills such as working in teams, leading teams, delegating and interacting effectively with each other.
- 11 Allocate sufficient time for the major tasks such as negotiating. At the same time do not allow activities to drag on too long. You want the students to have enough time to perform the task and yet the lesson needs to have pace.
- 12 Students should identify the key issues of the case and discuss all the options before reaching a decision.
- 13 Encourage students to actively listen to each other. This is essential for both language practice and effective teamwork.

6 Extending the course

Some students' needs will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, Market Leader provides a wide range of optional extra materials and components to choose from.

Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides photocopiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

Video

Market Leader videos are available at the pre-intermediate, intermediate and upper intermediate levels. The videos are accompanied by a *Video Resource Book*, which provides extensive activities for pre-viewing, while-viewing and post-viewing language work, plus a complete transcript. The videos are:

Video	Recommended level
<i>Market Leader Portfolio</i>	Pre-intermediate
<i>Alliance</i>	Intermediate
<i>Business leader briefings</i>	Upper intermediate

Market Leader Portfolio consists of four separate short films, each of which relates to the topics and language coverage of three units from the Course Book. Three of the

films are dramas and the fourth is a documentary-style business TV programme. The films use humour, drama and authentic situations to illustrate the business concepts and communication skills featured in the course.

Key business functions such as meetings, presentations, socialising and negotiating are covered, extending the work that students will have done in the Course Book. The three dramas each end with a commentary from an expert in the business area featured, giving their view on the issues raised in the film.

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Careers

At a glance

	Classwork – Course Book	Further work
Lesson 1 <i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i>	<u>Starting up</u> Ss talk about their level of ambition and say what makes for a successful career. Vocabulary: Career moves Ss look at typical word combinations and verbs used with <i>career</i> . Listening: Human resources and recruitment Ss listen to a public relations professional who advises companies on human resources and recruitment.	Practice File Vocabulary (page 4)
Lesson 2	Reading: Female train drivers Ss read an article about the recruitment of female underground train drivers in London. Language review: Modals 1 Ss look at modals used for ability, requests and offers (<i>can</i> , <i>could</i> and <i>would</i>) and do exercises based around a job interview.	Text bank (pages 114 and 115) Practice File Language review (page 5) Business Grammar and Usage
Lesson 3	Skills: Telephoning: making contact Ss listen to some calls and learn how to get through to who they want to speak to, leave messages, etc.	Resource bank (page 148)
Lesson 4 <i>Each case study is about 1 to 1½ hours.</i>	Case study: Fast-Track Inc. Ss choose the right candidate for an internal promotion within an international training company.	Practice File Writing (page 6)

For a fast route through the unit focussing mainly on speaking skills, just use the underlined sections.

For 1 to 1 situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

Business brief

Reports of the death of the traditional career have been greatly exaggerated. Despite the growth of **outsourcing** (buying in services that were previously performed by a company's employees from outside the organisation) and **teleworking** by freelancers working from home communicating via the Internet, most professional people still go to what is recognisably a job in a building that is recognisably an office. The average **tenure**, the length of time that people spend in a particular job, has remained unchanged (at about seven years) for two decades.

From the point of view of the **human resources department (HRD)** of a large company, managing people's careers can still be seen in the traditional activities of **selection procedures** and **recruitment**, managing **remuneration** (how much people are paid) and working with department managers on **performance reviews**: annual or more frequent meetings with employees to tell them how well they are doing and how they may progress further on the career ladder. The HRD will also be involved with **training** and **professional development** of the company's staff.

A company's HRD may also be involved in making people **redundant**. Redundancies may be the result of an economic downturn with reduced demand for the company's goods or services, but they may follow a decision by a company to **delayer** (to reduce the number of management levels) and **downsize**. It may offer **outplacement services**, advice to people on how they can find another job, perhaps after some **retraining**.

A manager made redundant in this way may become what Charles Handy calls a **portfolio worker**, offering their services to a number of clients. But there are also reports that many such managers describe themselves as **consultants** when in fact they would prefer to be working in a salaried job in an organisation like the one they have been forced to leave.

Others may enjoy their new-found freedom and embrace the **flexibility** that it offers. (Companies too may talk about flexibility when they use the services of freelancers in this way, rather than relying on salaried employees.) Freelancers have to maintain their degree of **employability** by keeping up with the latest trends and skills in their profession or industry, for example by attending short courses. They may complain that working outside an organisation gives them fewer opportunities to learn these new skills. For many salaried employees, on the other hand, developing one's career in an (enlightened) organisation is a process of give-and-take – the environment they work in allows them to keep their skills up to speed.

Lesson notes

Warmer

- Write the word *career* in big letters at the top of the board.
- Ask Ss to suggest different stages in a typical career using expressions such as *go to school*, *go to university*, *get qualifications in ...*, *get a job in a company*, *move to another company*, *retire*, etc. Do this as a quick-fire activity – don't spend too long on it.

Overview

- Ask the Ss to look at the Overview section on page 6. Tell them a little about the things you will be doing, using the table on page 8 of this book as a guide. Tell them which sections you will be covering in this lesson and which in later lessons.

Quotation

- Write the quotation on the board and ask Ss to discuss it briefly in pairs.
- With the whole class, ask pairs for their opinions. (They may point out that much work can be boring and/or stressful, but that most people enjoy working in organisations for the contact with colleagues, pleasure of teamwork, etc.)

Starting up

Ss talk about their level of ambition and say what makes for a successful career.

If this is your first lesson with the group and they have done a needs analysis, this is a good opportunity to get more background information about people's jobs and their English-learning needs in relation to their future careers. You may have students whose careers depend on improving their level of English.

A–C

- For each activity, get Ss to discuss the points in groups of three or four. Circulate, monitor and assist if necessary, especially with career-related vocabulary.
- After the groups have discussed each point, get a spokesperson for each group to give the views of the group. Relate each group's points to those of other groups. Deal tactfully with the non-career-orientated students.
- Praise good language points and work on some areas that need it, especially in relation to career-related language.

1 to 1

If this is your first lesson with a one-to-one student, this will be a good opportunity to get to know them better and to supplement the information in the needs analysis, if there was one.

Vocabulary: Career moves

Ss look at typical noun combinations (collocations) with *career*, verbs used with the word and verbs used with other career-related nouns (operating verbs).

If it's the first lesson with the group, point out that memorising blocks of language – typical word combinations – is an important part of the learning process.

A

- Do this as a quick-fire activity with the whole class.

1 c 2 a 3 b 4 e 5 d

B

- Get Ss to do this exercise in pairs or small groups. Tell them they can use a good bilingual dictionary or a monolingual one. Circulate, monitor and assist if necessary.

- have
- take
- make
- climb
- offer
- decide

C

- Again, have Ss do the exercise in pairs or small groups. Circulate, monitor and assist if necessary.

Odd items out:

- a training course
- progress
- a part-time job
- a mistake
- a pension
- an office job

D

- Ask Ss to do this activity in pairs or small groups and give them time to think about their sentences. Have the groups present their sentences in a whole-class round-up and write the sentences on the board.

Listening: Human resources and recruitment

Ss listen to Colette Hill, who runs a public relations company advising clients on human resources and recruitment.

She talks about:

- three qualities or skills that people need to succeed in their careers.
- how to behave at job interviews.

A

- Do this activity in pairs or small groups before playing the recording. Circulate, monitor and assist if necessary.
- Ask a spokesperson from each group to give the views of the group. Discuss the findings with the whole class. (This is a good opportunity to find out about the attitudes of your Ss to work.)

B 1.1

- Play the first part of the interview once or twice, depending on the level of your Ss. Point out to your Ss that they don't have to understand everything, just get the three key points that Colette makes in answering the question.
- Elicit the answers and work on any language problems, such as *get on with someone* and the link between *adaptable* and *adaptability*.

- need to be able to get on with people
- need to be adaptable (adaptability)
- need a sense of humour

- If necessary, and if there is time and interest, play the first part of the recording again, stopping after each of the three points.

C 1.2

- Before playing the second part of the interview, go through the points that Ss will have to listen for. Explain any difficulties. Point out that *turnover* is a British English word that means money from sales.
- Play the recording once or twice and tell Ss to tick the points they hear.

- a, b, d
- a, b, c, f

- If necessary, play this part of the recording again, stopping after each of the points that Colette makes. Concentrate on these rather than trying to explain everything.

D

- Do this as a discussion activity with the whole class.

This is a good chance to gauge the culture of your Ss: are they risk-takers or not? Failure is less acceptable in some cultures than others, and failure to succeed in challenging work may put a permanent blight on a person's career in some places.

Reading: Female train drivers

Ss read an article about the recruitment of female underground train drivers and answer questions about it.

A–B

- Discuss these questions briefly with the whole class. Treat tactfully. There may be differing opinions, depending on where your Ss are from.

C

- The idea behind this type of exercise is to get Ss to scan the article without trying to understand everything at the first attempt. They can do this individually or in pairs. Depending on their level, they may find this quite difficult. If so, come back to it later after they have read the article in more detail.

- readers who applied for the job
- the time at which London Underground drivers have to get up
- the annual salary of London Underground drivers
- the number of weeks' holiday they get
- one of the reasons London Underground is keen to recruit more women
- the number of female drivers on the London Underground now
- the percentage of drivers who are women now

D

- Tell Ss to read the article again. They can go into it in more or less detail, depending on time available. Treat each section differently. For example, go through the first two paragraphs with the whole class, explaining difficult words such as *exceptional*, *applicant* and *compensation*.
- Then get the Ss to read the rest of the article in pairs. Circulate, monitor and assist with difficult words if necessary.
- Then, with the whole class, go through the words and expressions that have caused most difficulty, concentrating on the ones you think are most useful in relation to the rest of the unit, for example *traditional career patterns* (lines 15–16) and their general English requirements, for example *couldn't care less* (line 23).
- Elicit answers to the questions.

- 1 one (point out this use of *single* if you have not already done so)
- 2 advantages: salary of £27,650, eight weeks' holiday
disadvantage: getting up very early
- 3 that the train is on time
- 4 because they think women can break bad news (such as delays) more sympathetically to passengers

Language review: Modals 1: ability, requests and offers

Ss look at modals used for ability, requests and offers, do exercises and role play two telephone calls.

- Check that Ss know about modal verbs and their characteristics.

Modals are verbs like *may, might, can, could*, etc. They don't change with different persons (for example, *I can, you can, he can*).

The ones they will see here are *can, could* and *would*.

- Get Ss to fill in the gaps in the Language review box.

- Making a request • Describing ability
- Making an offer

A

- Instruct Ss to work in pairs on rearranging the words. Circulate, monitor and assist if necessary.
- Then get them to work out whether they are requests, offers or asking about ability.

- 1 Can I get you anything? – offer
- 2 Could I confirm your contact details? – request
- 3 Can you use this software package? – asking about ability
- 4 Can you speak any other languages? – asking about ability
- 5 Could you tell us more about your present job? – request
- 6 Could you tell me your current salary? – request
- 7 Would you let us know your decision as soon as possible? – request
- 8 When can you start? – asking about ability
- 9 Would you like some more coffee? – offer

- Discuss Ss' answers, clarifying any difficulties.

B

- Get Ss in pairs to match the questions and answers.
- Circulate, monitor and assist if necessary, for example, by explaining *currently* and *notice period*.

a 6 b 3 c 7 d 1 e 2 f 9 g 5 h 4 i 8

- Get Ss in pairs to practise reading the exchanges with pleasant intonation. Circulate, monitor and assist if necessary.
- Point out that the politeness in the requests is in the intonation: none of them involve *please*.
- Then get some performances from individual pairs for the whole class.

C

- Present the situation, explaining *spreadsheets* if necessary (= programs that show and calculate figures in tables, such as Microsoft Excel and Lotus 123).
- Get Ss to change the pairs in which they are working and then role play the situation. Circulate, monitor and assist if necessary.
- Get one or two individual pairs to perform the interview for the whole class.
- Praise strong points and work on any difficulties.

Skills: Telephoning: making contact

Ss discuss how they use the telephone in English, then listen to three telephone calls, do exercises based on them and role play a telephone call themselves.

A

- Point out that the focus of this section is on making contact and getting through.
- With the whole group, get Ss to discuss the calls they make and receive. Ask them what they find particularly difficult and bring their attention to points from the following activities that will help them.
- Write the telephone expressions Ss come up with on the board, preferably organising them into groups, such as *getting through* or *asking for someone*.

B 1.3, 1.4, 1.5

- Get Ss to listen to the calls once or twice, stopping after each call. Get them to describe the purpose of each call and say in complete sentences whether the callers know each other.

Conversation 1: Christophe Boiteaud phones about a job advertisement in a magazine called *Careers Now*. He wants Carmen Diaz to send him an application form for the job. The callers do not know each other.

Conversation 2: Jacques from Intec phones Andrea, but she is not there. He leaves a message to say that he will not be at a training course. Jacques implies that speaker B knows who he is, even if they do not know each other personally. (Point out to any puzzled Italian Ss that Andrea is normally a woman's name in the English-speaking world, unlike in Italy.)

Conversation 3: Dave phones John, whom he knows, to get the fax number for Workplace Solutions because he can't get through on the phone.