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Second Edition

# MARKET LEADER

Pre-intermediate Business English Teacher's Resource Book



## 体验<sup>®</sup>商务英语 教师用书 2

(第二版)

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《体验商务英语》改编组

## 第二版前言

《体验商务英语》系列教材自 2005 年 8 月出版以来,以其鲜明的特色、真实生动的内容、较强的教学操作性,在国内高等院校商务英语教学实践中,得到了广泛认可,并荣获普通高等教育“十一五”国家级规划教材称号。

2011 年,中国加入世界贸易组织已十年。随着我国融入全球商务大环境的进程不断加快,对具备英语语言技能和专业商务知识的复合型人才的需求日益增长;而商务英语教学的范围不断扩展,尤其是各高校商务英语专业的正式设立,也促使商务英语教学与研究不断向专业化迈进。同时,网络技术、数字技术、多媒体技术等高新技术在教育领域的广泛应用,为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下,高等教育出版社于 2011 年组织专家力量,推出了《体验商务英语》系列教材的第二版。

《体验商务英语》系列教材(第二版)的改编原则如下:

### 教材体系更加完善

1. 综合教程由四册增至五册,即增编了高级教程,能够更加灵活地满足读者的多样化需求。
2. 为第一版《体验商务英语听说教程》增加了视频资源及配套练习,并与原版教材的配套视频资源材料(Video Resource Book)整合,成为全新的《体验商务英语视听说教程》,增强了课堂教学的直观性与丰富性。

### 内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析,做到与时俱进。
2. 改编组对第一册的语言点和语法知识作了部分增加和替换,使其更能适应我国学生的英语学习特点;在《同步练习》中增加了英汉、汉英互译练习,帮助学生巩固相关知识的理解及运用。

### 建立商务英语立体化配套教学资源

1. 综合教程(1—5)均配有多媒体学习光盘,包括 MP3 和自主学习软件(Self-Study CD-ROMs)。自主学习软件以单元主题为主线,设置了大量练习,从语言运用、商务背景知识及重点案例分析等方面强化课堂学习内容。视频模块(Videos)以情景剧模拟商务场景,为学生自学时扩大知识面、增强交际能力提供全方位支持。
2. 教学参考书(1—5)均配有测试软件(Test Master CD-ROMs),提供了丰富的教学参考资源,包括各单元介绍、入门测验、进度测验、单元测验等各类测验,以及相关音、视频材料等,使用灵活方便。

《体验商务英语》系列教程(第一版)面世以来,高等教育出版社为配合教材的推广,以论坛、教学培训、科研立项等形式,开展了一系列活动,使体验式的商务英语教学深入人心。相信《体验商务英语》系列教材(第二版)将为我国的商务英语教学注入更新的活力,为人才培养和社会发展做出进一步的贡献。

改编组

2011 年 12 月



## 第一版前言

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 *Powerhouse* 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。

本书是《综合教程》第2册,共有12个单元和4个复习课,内容涉及现代商务活动,包括职业、网上销售、公司、创意、压力、娱乐、市场营销、计划、人员管理、冲突、新企业及产品等主题。书后附语法总结(Grammar reference)、写作活动(Writing file)、角色扮演(Activity file)以及改编的词汇和注释(Glossary and notes)。

《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

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# 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. Additionally, 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.

### 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) are available on 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), Chinese translations of Business brief and Reading and the Audio scripts for the Course Book.

### Test File

Six photocopiable tests are available to teachers and course planners to monitor students' progress through the course. There are an entry test, four progress tests and an exit test, which reviews the work done throughout the course.

## 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 business people 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 and suggesting a list of titles for further reading and information.

### 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 focuses 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 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.

### The Test Master CD-ROM

The Teacher's Resource Book includes a Test Master CD-ROM which provides an invaluable testing resource to accompany the course.

- The tests are based strictly on the content of the corresponding level of *Market Leader* Second Edition, providing a fair measure of students' progress.
- An interactive menu makes it easy to find the test you are looking for.
- Keys and audio scripts are provided to make marking the tests as straightforward as possible.
- Most tests come in A and B versions. This makes it easier for you to invigilate the test by making it harder for students to copy from each other.
- The audio files for the listening tests are conveniently located on the same CD.

### Types of test

The Test Master CD contains five types of test.

- Placement Test(s)
- Module Tests
- Progress Tests
- Mid-Course Test
- End-of-Course Test

### Flexible

You can print the tests out and use them as they are, or you can adapt them. You can use Microsoft® Word to edit them as you wish to suit your teaching situation, your students or your syllabus.

### Levels

Test Master CDs are available for all levels of *Market Leader* Second Edition.

# Careers

## At a glance

|  | Classwork – Course Book  | Further work  |
|--|--|---|
| <b>Lesson 1</b><br><i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i> | <b><u>Starting up</u></b><br>Ss talk about their level of ambition and say what makes for a successful career.<br><b>Vocabulary: Career moves</b><br>Ss look at typical word combinations and verbs used with <i>career</i> .<br><b>Reading: Ten ways to improve your career</b><br>Ss read an article giving tips on how to get ahead.  | <b>Practice File</b><br>Vocabulary (page 4)   |
| <b>Lesson 2</b>  | <b><u>Listening: Improving your career</u></b><br>Ss listen to two people talking about the best ways to improve your career.<br><b>Language review: Modals 1: <i>can, could, would</i></b><br>Ss look at modals <i>can, could</i> and <i>would</i> used for ability, requests and offers and do exercises based around a job interview. | <b>Text bank</b><br>(pages 114 and 115)<br><b>Practice File</b><br>Language review (page 5) |
| <b>Lesson 3</b>  | <b><u>Skills: Telephoning: making contact</u></b><br>Ss listen to some calls and learn how to get through to who they want to speak to, leave messages, etc.   | <b>Resource bank</b><br>(page 146)  |
| <b>Lesson 4</b><br><i>Each case study is about 1 to 1½ hours.</i>  | <b><u>Case study: Fast-Track Inc.</u></b><br>Ss choose the right candidate for an internal promotion within an international training company.   | <b>Practice File</b><br>Writing (page 6)  |

For a fast route through the unit focusing 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 **de-layer** (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.

### Read on

The section on Management on FT.com is a good up-to-date source of information on this area:  
<http://www.ft.com/intl/management>

Charles Handy: *The Elephant and the Flea*, Hutchinson, 2001

Institute of Management: *Personal Effectiveness and Career Development*, Hodder & Stoughton, 1999

Tricia Jackson: *Career Development*, Chartered Institute of Personnel and Development, 2000



# 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 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. Make sure Ss understand the dual meaning of *work*.
- With the whole class, ask pairs for their opinions. (They may point out that *some things can be achieved with not much work*, and vice versa.)

## 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 d 3 b 4 a

### (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 such as the *Collins Cobuild Advanced Dictionary of English*. Circulate, monitor and assist if necessary.

- have
- take
- make
- 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.

- take early retirement
- work flexitime
- get a promotion
- do research
- earn a bonus

### Reading: Ten ways to improve your career

Ss read a list of tips giving advice on how to get ahead in your career and decide which are the most important.

(A)

- You may prefer to discuss the first question with the whole group, making two lists (personal and workplace) on the board, before asking Ss to work on the second question in pairs.
- Draw their attention to the Vocabulary file at the back of their books, where they will find useful vocabulary for their discussion.
- Bring the group together to compare Ss' lists.

(B)

- The idea behind this type of exercise is to get Ss to scan the article without trying to understand everything at the first attempt and to spot similar concepts, even if they are expressed differently. They can do this individually or in the same pairs as in Exercise A.

(C)

- This requires closer reading of the text to link the ideas. Get Ss to read through the article again and identify any words they don't understand. If you have time, encourage them to guess at the meaning by looking at the context or look the words up themselves in a dictionary.
- Go through the example with Ss, explaining why the sentence a fits at the end of tip 4 (i.e. *These* refers back to *professional development seminars*, which are places where you can network with people).
- Remind Ss that they only need to look at the three tips given as options in each case.
- Ss can work individually or in pairs. When they have finished, get Ss to explain which words/structures gave them clues to the answers.

a 4 b 6 c 8 d 5 e 2 f 7

(D)

- This is a simple matching exercise that can be done orally. See if Ss can do it without looking back at the article first.

1 c 2 d 3 e 4 a 5 b

(E)

- Ss work in pairs to rank the tips in the article. This leads in to the Listening section, so follow up with a whole-group discussion to see if everyone chose the same three tips; if not, get Ss to explain their choices.

### Listening: Improving your career

Ss listen to two women, Debbie and Nikola, discussing the article in the Reading section.

(A) 1.1

- Before playing the conversation, get Ss to read the article again quickly to remind themselves of the tips.
- Play the conversation through once. Debbie gives her answers first, so you may want to pause after she says *You can't make progress if you don't take risks sometimes* to check Ss' answers. Note that Debbie also makes a comparative assessment of their answers at the end.
- Once Ss have decided on their answers, play the whole conversation again, pausing after each answer to elicit the correct tip number.

|   | Debbie    | Nikola    |
|---|-----------|-----------|
| 1 | Tip no. 6 | Tip no. 6 |
| 2 | Tip no. 1 | Tip no. 4 |
| 3 | Tip no. 7 | Tip no. 7 |

(B)

- The discussion is probably best done as a whole group, inviting suggestions from Ss. Ask them to justify their opinions.
- The relationship between the two speakers is not specified, but the conversation is informal and they obviously know each other (Debbie shortens Nikola's name to 'Nik'), but they work for different companies (Nikola says *Some companies – like mine, for instance*).
- Their ages and nationalities are not specified either, but Debbie has an Irish accent and Nikola an Eastern European one.

(C) 1.2

- Play the three extracts from the conversation. Ss have to listen closely to fill in the gaps. Make sure that Ss understand that each gap needs between two and four words.
- Check answers quickly with the class.

1 what you're good at 2 work on 3 take it on  
4 into a routine 5 what you've already got

(D)

- Read out the quote (*If you always do what you've always done, you'll only get what you've already got*) and ask Ss what they think it means.
- Ask Ss whether they agree with it, giving reasons for their opinion.

## Language review: Modals 1: ability, requests and offers

Ss look at modals used for ability, requests and offers, and do exercises.

- 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.

- Can I get you anything? – making an offer
- Could I confirm your contact details? – making a request
- Can you use this software package? – asking about ability
- Can you speak any other languages? – asking about ability
- Could you tell us more about your present job? – making a request
- Could you tell me your current salary? – making a request
- Would you let us know your decision as soon as possible? – making a request
- When can you start? – asking about ability
- Would you like some more coffee? – making an 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**

- Have Ss complete the sentences in pairs. You may want to write the positive and negative forms of *can, could* and *would* on the board as a reminder. Circulate, monitor and assist if necessary.
- Discuss Ss' answers, clarifying any difficulties.

1 wouldn't 2 couldn't 3 can; can't 4 would 5 couldn't

**D**


- Go through the five sentences to ensure that Ss understand them, then allow Ss to work in pairs to discuss whether they are true or not for them.
- Ss may need help in rewriting sentences to make them true, as some sentences require more than the verb changing from positive to negative (or vice versa). For example, the first sentence might change to *I would like to work overtime, especially if the pay was very good, as I'm saving to go on holiday*.

## 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.

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.



## C 1.3

- Get Ss to listen again to the first call. Play it several times if necessary, stopping after each utterance to give them time to note it down. Circulate, monitor and assist if necessary.

1 I'd like to speak to ...  
 2 Thank you. Hold on.  
 3 I'll put you through.  
 4 Hello. Is that Carmen Diaz?  
 5 Speaking.  
 6 Yes, I'm phoning about your advert ...  
 7 Could you give me your name and address?

- Go round the class and ask individual Ss to say these expressions with friendly, polite intonation.

## D 1.4

- Play the second call again and get Ss to complete the phrases, making sure that they get the exact words – *Could I speak to Andrea ...* rather than *Can*, etc.

1 Could I speak  
 2 I'm afraid  
 3 take  
 4 message  
 5 This is  
 6 Could  
 7 tell  
 8 make  
 9 call  
 10 back  
 11 on

## E 1.5

- Play the third call again and get Ss to choose the correct alternatives.

Dave Hi, John. Dave here.  
 John Oh, hello, Dave. How are you?  
 Dave Fine, thanks. Listen, just a quick word.  
 John Yeah, go ahead.  
 Dave Do you think you could let me have the fax number for Workplace Solutions? I can't get through to them. Their phone's always engaged.  
 John I've got it here. It's 020 7756 4237.  
 Dave Sorry, I didn't catch the last part. Did you say 4227?  
 John No, it's 4237.  
 Dave OK. Thanks. Bye.  
 John No problem. Bye.

- Get Ss to read the conversation in pairs, using the underlined expressions. Then get one pair to read the conversation for the whole class.
- If time permits, get Ss to practise reading the conversation with the alternative expressions, those they did not underline, which are all correct usage. Then get another pair to read the conversation for the whole class.

## F

- Ask your Ss to practise, in pairs, the expressions in the Useful language box. Circulate, monitor and assist with pronunciation and friendly intonation if necessary.
- Then move on to the role-play. Get Ss to look at the job advertisement. Help with any difficulties of understanding and then explain the background to the role-play.
- Allocate roles. Make sure that Ss are looking at the correct page for their role. Check that Ss with the A role understand that they will play two different people in the two role plays: Laurie Thompson's colleague and then Laurie Thompson. Students with the B role card play themselves.
- Get your Ss to role-play the first call in pairs. Use telephone equipment if available; otherwise get Ss to sit back-to-back. Circulate, monitor and assist if necessary, especially with expressions relating to making telephone calls and applying for jobs.
- Bring the class to order. Praise strong language points and work on two or three points that require it, getting individual Ss to say the improved versions.
- Then get one of the pairs to do the role-play for the whole class, integrating the improvements.
- Get Ss to role-play the second call in pairs. Circulate, monitor and assist if necessary.
- Again, praise strong language points and work on two or three points that require it, getting individual Ss to say the improved versions.
- Then get one of the pairs to do the role-play for the whole class, integrating the improvements.

## Case study

### Fast-Track Inc.

Ss choose a candidate for an internal promotion within an international training company.

#### Stage 1: Background

- Instruct the Ss to read silently the sections entitled 'Background' and 'A new appointment', including the extract of the job description giving the qualities required of the successful candidate. Circulate and answer any queries.
- While Ss are reading, write the headings from the left-hand column of the table below on the board. With the whole class, elicit information to complete the column on the right.

|   |   |
|---|---|
| Company                                       | Fast-Track Inc.   |
| Activity                                      | Training videos and management training courses   |
| Based in                                      | Boston, US, with a subsidiary in Warsaw, Poland   |
| Recent sales performance and reasons for this | Poor (30 per cent below target) because <ul style="list-style-type: none"> <li>● sales reps not motivated</li> <li>● high staff turnover</li> <li>● previous manager – no clear strategy</li> <li>● only a few contracts with senior managers at client companies</li> </ul>  |
| Nature of new sales position                  | <ul style="list-style-type: none"> <li>● developing sales and increasing numbers of customers</li> <li>● managing sales team – more motivated, dynamic, effective</li> </ul>  |
| Number of candidates                          | 3   |
| Qualities required                            | <ul style="list-style-type: none"> <li>● natural leader</li> <li>● energetic, enthusiastic and determined</li> <li>● confident, outgoing</li> <li>● strong sales ability</li> <li>● organisational and interpersonal skills</li> <li>● good academic background and experience</li> <li>● numeracy and admin skills</li> <li>● languages</li> <li>● must like travelling on business</li> </ul> |

- Without pre-empting the discussion to come in the task, clarify unfamiliar vocabulary and discuss some of the points above with the whole class. For example, ask students what it means to have *strong sales ability*.

#### Stage 2: Profiles of the candidates

1.6, 1.7, 1.8

- Divide the class into groups of three or four. Get each group to analyse the written information about *all* the candidates. Circulate, monitor and assist if necessary. Get each group to appoint a spokesperson who takes notes of the key points for each candidate, without getting into comparing the merits of the candidates.
- Play the recordings to the whole class, stopping at the end of the recording for each candidate and explaining any difficulties.
- Alternatively, if the room is big enough and if you have sufficient equipment, allocate one to each group and get the groups to specialise in a particular candidate, so, for example, one or two of the groups listen only to Barbara Szarmach's interview. Circulate, monitor and assist if necessary. Then ask a spokesperson for each group to summarise for the whole class the interview that they listened to.

#### Stage 3: Task

- The discussion in part 2 of the task does not, strictly speaking, need a chairperson, but if you think this would be useful to help structure the discussion, appoint a chair. If this is the first role-play you have done with this class, choose a self-confident student to run the meeting. Do this while the group discussions below are still going on and brief the chair on what they should do – invite contributions, make sure everyone has a chance to speak, make sure that each candidate is given proper consideration, etc.
- Working in groups, Ss discuss the relative merits of each candidate for the job. Appoint a different spokesperson in each group (i.e. not the same person as in stage 2 above) to note down the main points of the discussion and the reasons for the choice of candidate. Circulate, monitor and assist if necessary.
- Then get the whole class to discuss who should be chosen for the job, under the direction of the chair if you have decided to appoint one.
- While the discussion is going on, note down strong language points plus half a dozen points that need improvement. Come back to them when a candidate has been selected and the discussion is over. You may want to concentrate on the language used to
  - describe people in the context of job interviews, such as *calm, relaxed, gets on well with others*.
  - make contrasts, for example *Szarmach was rather aggressive at the interview whereas Rheinberger seemed nervous*.

#### 1 to 1

Use the points above as the basis for discussion with your student. If there is time, you could go on to ask them how recruitment is done in their own organisation, whether internal promotion is favoured over looking for external candidates, etc.

**Stage 4: Writing**

- ⊗ The Ss write up the decision of the meeting in e-mail form as if they were the head of the interviewing team. This can be done for homework. Make sure that each student knows that they have to
  - say who was chosen
  - describe briefly the strengths of the candidate.



Writing file page 133



# Selling online

## At a glance

|  | Classwork – Course Book  | Further work  |
|--|--|---|
| <b>Lesson 1</b><br><i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i> | <b><u>Starting up</u></b><br>Ss talk about traditional shopping versus buying online and goods typically bought online.<br><b>Vocabulary: Shopping online</b><br>Ss work on words related to buying and selling.<br><b>Listening: Multi-channel retail</b><br>Ss listen to the Head of E-Commerce of Argos talk about how to succeed in online selling.  | <b>Practice File</b><br>Vocabulary (page 8)   |
| <b>Lesson 2</b>  | <b>Reading: Worry for retailers</b><br>Ss read an article about the impact that online shopping has had on traditional retailing.<br><b>Language review: Modals 2: <i>must, need to, have to, should</i></b><br>Ss apply modals for obligation, necessity and prohibition ( <i>must, need to, have to</i> and <i>should</i> ) in the context of rules for an online book club and in an interview. | <b>Text bank</b><br>(pages 116 and 117)<br><b>Practice File</b><br>Language review (page 9) |
| <b>Lesson 3</b>  | <b>Skills: Negotiating: reaching agreement</b><br>Ss discuss tips for successful negotiating, listen to a negotiation and then role play one themselves.   | <b>Resource bank</b><br>(page 147)  |
| <b>Lesson 4</b><br><i>Each case study is about 1 to 1½ hours.</i>  | <b>Case study: Lifetime Holidays</b><br>A traditional package holiday company wants to team up with an online business. Ss role play negotiations between the two companies.   | <b>Practice File</b><br>Writing (page 10)   |

For a fast route through the unit focusing 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.