

1 Gaining experience

Digital resources for Unit 1

eWorkbook

Language practice:

interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets

Listen: Student's Book audio, language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 1

Resources: PowerPoint Unit 1, business document Unit 1, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Subject background

An internship is a period of time that a student spends inside a company in order to get on-the-job work experience. Internships can be done after obtaining a degree or part-way through a course of study. The experience gained on an internship is helpful for getting a job or for completing one's studies. Internships sometimes come with a small salary and can be part-time or full-time. The word 'internship' is used for white collar (professional) careers. The word 'apprenticeship' is used for blue collar (manual/technical) careers. An apprenticeship combines practical on-the-job training with relevant study.

Students benefit from internships in many ways:

- They gain valuable work experience.
- They have an advantage in the job market.
- They may be able to continue working for the same company later.
- They can decide if this is the right career for them.
- They are likely to gain confidence.
- They have real work experience to put on their CV. This helps them stand out from graduates who have no work experience at all.

A socially concerned company may offer internships as a way of contributing to the wider education and training process in society. But companies also have an incentive to offer internships because they can receive money from the state for doing so, and also because they can cherry-pick the best interns for positions inside their company. Most interns, however, do not end up working for the same company at which they did their internship.

Useful websites

<http://careers.guardian.co.uk/internships>

(Constantly updated website with articles containing internship advice and best practice)

<http://www.internships.com>

(Explore 'Your Next Internship' and 'Resources' at the foot of the homepage)

As a person moves through their career, they are likely to come into contact with people from different cultures. How do cultural differences relate to work and business? Many academics and management consultants have developed theories about this. Google *the Hofstede model* and *the Trompenaars model* to find out more.

In practical terms, cultural differences are likely to be expressed through attitudes to:

- the importance of personal relationships in business
- punctuality
- making decisions (e.g. quick versus slow decision-making)
- formality (e.g. the use of first names)
- the treatment of women
- taking the initiative (e.g. whether consultation with superiors is required)
- work-life balance, etc.

Students may want to discuss the above areas in relation to their own culture, although comparison with other cultures might be difficult unless students have first-hand experience.

Training employees to develop their ability to be open-minded and tolerant of colleagues from other cultures is a key area of personal development for international managers. Training in this area may include raising awareness (e.g. of the do's and don'ts in specific cultures), using case studies to look at successful and unsuccessful behaviour, and asking participants to reflect on their own experiences.

In reality, intercultural skills come as much from direct personal experience as they do from reading and training. Most people have a natural ability to adapt their behaviour when working in another country or in a multicultural team. Business people in particular, who are task-oriented, tend to have good intercultural skills. The shared goal of doing business together is a good reason to get along well on a personal level.

Useful websites

www.worldbusinessculture.com

www.crossculture.com

(Under 'Services/Cross-Culture', see *The Lewis Model of Culture*. You could show the multimedia demonstration in class: <http://www.crossculture.com/r/cintro.html>)

1.1 About business

Internships abroad

This module focuses on internships and working across cultures. Becoming an intern in a company is a common way to gain work experience, and this module looks at the idea of doing this in another country. Working in a new culture is not always easy and it can be common to experience culture shock at the start of a period of living and working abroad. Students read an article about internships in China and listen to two people talking about their experiences of doing an internship.

Internet research

A search for the keywords *internships abroad* will bring up information about doing an internship in various countries. This research could be done before the lesson to help with the discussion in Exercise 1, or after the lesson as a follow-up activity. As an extension, students could look for information about doing an internship in a country which interests them.

LEAD-IN ACTIVITY

Before starting the unit and the course, you may want to do an ice-breaking warm-up activity. This is important to help develop the dynamic of the group, and to listen to the students in order to get an idea of their communicative level. One way is to ask students to interview each other in pairs. Provide some appropriate topic headers, such as: *favourite subject, free-time activities, countries visited, career plans*. If students are in work, then this is a good opportunity to find out details of their employer and job responsibilities. Each student takes one topic, interviews everyone in their group and reports back to the class. Take notes so that, at a later point, you can give students feedback on their strengths and the areas they need to work on.

Discussion

1 Before starting the discussion, write the following words on the board: *intern, internship*. Find out which of your students have experience of doing an internship. Briefly, elicit whether their experience was positive or negative. Divide the class into pairs or small groups in order to have the discussion. Monitor the discussions. Take notes on any serious language mistakes and go through these at the end of the activity or the lesson.

Reading for gist

2 Before looking at the article, focus students on the picture at the foot of page 11: a modern, industrial city in China. Find out what students know about China. Ask some of these questions, as appropriate: *Has anyone been to China?* (and find out about their experiences there); *Would you like to visit China? Why? / Why not?*; *What do you know about China?*; *How is China changing?*

Explain to students what reading for 'gist' is – reading quickly to get an approximate idea of what the text is about. Ask students to read the first three paragraphs for gist and answer the question.

SUGGESTED ANSWER:

It's a good idea because there are lots of opportunities to acquire experience, as China is the second biggest economy in the world. It offers the chance to learn a new language and to experience living and working in a different culture. Companies are very interested in candidates who have this type of experience.

Reading for detail

3 Students read the first three paragraphs again, but this time carefully. Check that they know the following words: *grade* (the level you reach in an exam, as in Grade A, Grade B, etc.), *acquire* (to obtain, e.g. experience), *uncertainty* (a feeling of not being sure about something). You will need to check that students know what the CBI, the Confederation of British Industry, is. This is a lobbying organization which represents businesses, trying to promote conditions in which they can grow. When checking answers in whole-class feedback, encourage students to explain where in the article they found them.

ANSWERS:

1 b) 2 b) 3 c) 4 a)

4 Ask students to read the four questions first, and predict the answers to questions 2–4. Elicit students' ideas. Encourage them to make notes as they read the last three paragraphs. Elicit students' answers, asking them to tell you what they think about some of the ideas in the text. Ask: *Are 'experience and skills' more important than grades? Would it be difficult to live and work in China?*

ANSWERS:

- 1 She works for an agency that sends students to work in multinational firms in Beijing.
- 2 Intercultural sensitivity, managing uncertainty, adjusting communication style, and the ability to build relationships with people from different cultures are all essential.
- 3 In Asia, they prefer to take more time to make a decision rather than rushing and making the wrong one.
- 4 It is important to respect and be very diplomatic with your boss. Team spirit is very important: co-workers eat lunch together and go out together after work.

Listening for gist

5 1:07–1:08 Tell students they will hear about the experience of two interns and they should decide how happy each of them is about their experience. Encourage students to note down any words or phrases which helped them decide. Take whole-class feedback and elicit the reasons for their answers.

ANSWERS:

Speaker 1: No, she isn't happy.
Speaker 2: Yes, he is.

RECORDING SCRIPT

1:07

Lena: I really want to work in the film industry, but with just a degree, it's impossible to get a job. So my parents paid an agency nearly ten thousand dollars to arrange this internship in a film studio. Yes, ten thousand dollars! So, here I am in Hollywood, and do you know how I demonstrate my ability to adapt to a different culture? I make coffee and cook burgers for the film crew! Well, I suppose it's good for team spirit, but I'm not learning about managing uncertainty or how to build relationships! I live in a terrible, cheap hotel and I don't even get paid! I call the agency every week, but they say it's the only job available in the film industry. Making coffee and cooking burgers is show business? I don't think so!

1:08

Jamie: I have a degree in economics. To get a good job, I need to acquire some professional experience, so I found this internship here in Brazil with an agency. It was expensive – about five thousand dollars – but they organized everything for me: my visa, my flight, an apartment near the beach, language lessons ...

I work for an international firm of consultants. Cultural values are different here, so I'm learning a lot about intercultural sensitivity. For example, it's very important to adjust my communication to the local style – Brazilians are informal and direct. The company pays me a small salary, and maybe I can get a permanent job at the end of my internship. So, yes, I'm very satisfied. Like they say at the agency, it's an investment in my future.

Listening for detail

6 1:07–1:08 Before playing the recording again, you may wish to check some of the vocabulary, e.g. *team spirit* (a positive feeling experienced by groups of people who work together). Ask students to work individually. When they have finished, take whole-class feedback. Ask students to tell you which of the internships they think is better and why.

ANSWERS:

	Lena	Jamie
1 Where is the internship?	Hollywood, California	Brazil
2 What type of business do they work in?	film studio	international firm of consultants
3 Where do they live?	in a cheap hotel	in an apartment near the beach
4 Are they paid for their work?	no	yes

Discussion

7 Give students a few moments to think about their own answers to the discussion questions. Then, divide the class into groups of three or four and ask them to discuss the questions. Monitor and note down any good language students use, and any serious mistakes. Finish the lesson by giving feedback where necessary.

EXTENSION ACTIVITY

Ask students to research details of a specific internship which is interesting and relevant for them. They can report back to the class on this. Alternatively, they can do the same activity for a country they would like to visit, and report on cultural information which a visitor needs to know in order to integrate successfully.

1.2 Vocabulary

Personal details

This module focuses on saying numbers and the letters of the alphabet. Students often continue to have problems saying numbers, especially complex numbers, even when they have reached a more advanced level, so review is important. Spelling is an important skill when dictating names in a phone call, for example. The module also practises telling the time, giving dates and exchanging personal details.

Internet research

A search for the keywords *key historical dates* will bring up some interesting historical dates. Ideally, this research should be done for homework, and then you could start the next lesson with a quiz.

LEAD-IN ACTIVITY

Ask students: *Do you think you are good at numbers? Did you enjoy or hate maths at school?* Encourage students to give reasons for their answers.

Numbers

1 Before starting this activity, give students a quick, fun example of counting together. For example, ask the class to count to 50 in fives (5, 10, 15, etc.). Then divide the class into small groups to do this exercise. Monitor the groups and give feedback as appropriate.

2 1:09 Give students a few moments to practise saying the numbers individually and then in pairs. Monitor and find out if there are any problematic areas. For example, the position of the word *and* is often problematic with longer numbers, as in: *seven thousand, seven hundred and seventy-seven*. Also, there are two possible ways of saying 1,500. Play the recording, pausing as required, so that students have time to repeat any tricky numbers.

RECORDING SCRIPT

1:09
 ninety-nine
 one hundred and one
 one thousand
 one thousand five hundred or fifteen hundred
 seven thousand, seven hundred and seventy-seven
 eighty-eight thousand, eight hundred and eighty-eight
 one hundred thousand
 nine hundred thousand, nine hundred and ninety-nine
 one million
 three point five million
 two point five billion
 two point five seven five
 a hundred and ten dollars
 fifteen euros ninety-nine

EXTENSION ACTIVITY

For extra practice in saying longer, more complex numbers, ask students to write a list of five to ten long numbers, and exchange their list with a partner, who practises saying these numbers.

Listening

3 1:10 Tell students that they will hear three people playing a secret number game and they have to work out and explain the rules. Play the recording. Elicit students' answers. Then, divide the class into small groups to play the game. With lower-level classes, do a whole-class trial round of the game first, where you help as necessary.

ANSWER:

You have to think of a secret number between one and one million. The other players guess a number and you have to say whether your secret number is higher or lower than the guess. Continue until they guess the correct number.

RECORDING SCRIPT

1:10
 A: OK, I'll go first. So, I have to think of a secret number between one and one million. Is that right?
 B and C: Yes, that's right.
 A: OK, I'm ready.
 B: All right, I guess one hundred thousand.
 A: Too high.
 C: Er, one thousand?
 A: Too high.
 C: Oh!
 B: Five hundred.
 A: Too low.
 C: Aha! Eight hundred and fifty.
 A: Too low.
 B: Hm. Nine hundred?
 A: Too high.
 C: Eight hundred and eighty-five.
 A: Too low.
 B: Eight hundred and ninety-six.
 A: Too low.
 C: Eight hundred and ninety-nine?
 A: Yes, well done.
 C: Yeah!

Pronunciation and spelling

4 **1:11** Before doing the exercise, ask students to spell their name in English as quickly as they can. Explain that this diagram is very useful in order to remember the sounds of the letters. Let students work in groups to complete the table. Play the recording so that they can check their answers.

ANSWERS:

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
A, H, J, K	B, C, D, E, G, P, T, V, Z (US)	F, L, M, N, S, X, Z (UK)	I, Y	O	Q, U, W	R

RECORDING SCRIPT

1:11
 /eɪ/ A, H, J, K
 /i:/ B, C, D, E, G, P, T, V
 /e/ F, L, M, N, S, X, Z
 /aɪ/ I, Y
 /əʊ/ O
 /u:/ Q, U, W
 /ɑ:/ R

5 Do this as a whole-class activity, with students shouting out the correct answer. As a way of practising some of these, ask students to dictate a website URL and an email address to a partner and see which symbols they used. Note: Students can find the hash key on the keypad of their mobile phones.

ANSWERS:

1 at 2 colon 3 (forward) slash 4 underscore
 5 backslash 6 hash

6 Divide the class into pairs to do this exercise. Students will probably know that URL means web address; it stands for *Uniform Research Locator*. Note: the # is used on Twitter to show that the tweet is about a certain topic (#business) so that other Twitter users can search for all tweets about this topic.

Time

7 Before getting students to complete this exercise, you may wish to clarify the difference between analogue and digital in this context. 'Analogue' refers here to telling the time using phrases like *ten past* and *quarter past*, whereas 'digital' uses only numbers, such as *12.15 (twelve fifteen)*. Students compare their answers in pairs and then match the analogue and digital times. Check answers in whole-class feedback.

ANSWERS:

1 A	2 D	3 A	4 A	5 D	6 A	7 D	8 D	9 D	10 A
11 D	12 A	13 A	14 A	15 D	16 D				
1, 7	2, 10	3, 16	4, 8	5, 12	6, 15	9, 14	11, 13		

8 Ask students to work in the same pairs. Students ask and answer questions about their routines and practise the time. Monitor the activity and give instant feedback on any mistakes.

Dates

9 Ask students to check the information box before starting this exercise. Students can practise saying the dates to a partner. Monitor the activity and help if necessary. If students need further practice, ask them to tell each other when their birthdays are.

10 You can make this exercise into a light-hearted competition. Award one point for each correct answer with an extra point for the fastest group to finish.

ANSWERS:

- 3 August, 1492
- 11 March, 2011
- 9 November, 1989
- 21 July, 1969
- 22 January, 1901
- 11 February, 1990
- 4 July, 1776
- 1 January, 1999

Listening

11 **1:12** Divide the class into Student As and Student Bs. Tell students they will hear two students registering for a course. Ask Student As to complete Jen's details and Student Bs to complete Mo's details. With lower-level students, play the recording twice. The second time, pause after each piece of information to give students time to write in their answers. Take whole-class feedback.

ANSWERS:

	Jen	Mo
Name	Jennifer Oxenbury	Mohammad Qureshi
Date of birth	15 April, 1994	28 December, 1993
Passport number	07E1984502	08JG446669
Room number	A309	E214
Course reference	ASS67/GL	LEA43/JH
Start date	1 July	30 June
Start time	6.30pm	8.45am
Instructor	Professor Lockhart	Dr Higgs
Cost	\$545	\$455

RECORDING SCRIPT

1:12

Receptionist: Hello.

Mo: Hi.

Jen: Hello. We'd like to register, please.

R: Certainly. Can I have your names, please?

J: Yes, I'm Jennifer Oxenbury and this is Mo Qureshi. Sorry, I mean Mohammad Qureshi!

R: Can you spell those, please?

J: Yes, of course. J-E-double N-I-F-E-R, O-X-E-N-B-U-R-Y.

R: Thank you, and it's ...?

M: Mohammad, that's M-O-H-A-double M-A-D.

R: Sorry, was that M-E-D or M-A-D at the end?

M: Double M-A-D.

R: OK?

M: Qureshi. Q-U-R-E-S-H-I.

R: Thank you. Now, I just need your dates of birth and passport numbers, please.

J: Really? OK, mine's the fifteenth of April 1994.

M: And mine's the twenty-eighth of December 1993.

R: Thank you. And your passport number, Mr Qureshi?

M: Just a second. Ah, here it is. 08-JG...

R: That's J for Juliet and G for Golf, right?

M: Right. 08-JG-double 4-double 6-69.

J: And mine is 07-EI-98-45-02.

R: Thanks. Sorry about that. New security regulations! So, here are your keys. Miss Oxenbury, you're in A309. That's on the third floor.

J: Thank you.

R: And Mr Qureshi, you're in E214, that's in the new building over there, on the second floor.

M: Thanks.

R: Your course reference numbers are on your badges.

Miss Oxenbury, you're doing the Assertiveness course, aren't you? That's ASS67/GL. And Mr Qureshi, Leadership Skills, that's LEA43/JH. Your course starts tomorrow, Mr Qureshi – that's June 30th – and it's at 8.45 with Dr Higgs.

M: OK, June 30th, quarter to nine, with Dr ...?

R: Higgs. H-I-double G-S. She's very nice!

M: Thanks.

J: And I start the day after tomorrow ... at the same time?

R: Um, Assertiveness ... Yes, July 1st. Oh, you start at 6.30.

J: 6.30am?

R: No, half past six in the evening. It's a late class, 6.30 to 10.30pm.

J: Oh.

R: Yes. But you're lucky. You're with Professor Lockhart. He's great!

J: Oh, good. Is that L-O-C-K-H-A-R-T?

R: Yes!

J: Great!

R: All right, then. So, for you Mr Qureshi, that's \$455, and for Miss Oxenbury, it's \$545. How would you like to pay?

12 Divide the class into pairs to complete the activity. Monitor the exchange and provide feedback as necessary.

EXTENSION ACTIVITY

Ask students to write down five numbers which are important to them. Divide the class into pairs and ask them to explain the significance of the numbers to a partner.

1.3 Grammar

Present simple

This module focuses on the present simple tense. Students often over-use the present continuous tense, instead of using the present simple, e.g. *I'm living in Spain* instead of *I live in Spain*. The module also practises adverbs of frequency and prepositions of time.

Internet research

A search for the keywords *national stereotypes* may bring up some sites containing inappropriate or rude information, and students will need to be careful to ignore these and focus on looking for useful or amusing information. This research could be done before the lesson as a lead-in to the topic, or after Exercise 4.

Discussion

1 Before starting the discussion, write the word *stereotype* on the board. Ask students to provide a definition. Point out that cultural identity is a sensitive topic. Thinking that all people are like a certain stereotype can be dangerous, the danger being in the words: *All ... are ...* However, within each stereotype, there is probably an element of truth.

Divide the class into small groups to discuss the photos. If appropriate, ask: *Do you know about any other stereotypes? Do you know any common stereotypes of your own nationality?* It is usually harder to look at one's own culture, since you are part of it and you may therefore be unaware of how you are seen by other people.

SUGGESTED ANSWERS:

The Chinese ride their bicycles a lot/everywhere.

British people enjoy drinking tea/enjoy afternoon tea.

There are a lot of sheep in New Zealand./Lots of sheep live in New Zealand.

Americans eat a lot of burgers./Americans enjoy eating fast food.

Present simple

2 Start by reading through the Present simple section of the *Refresh your memory* box. If students seem unsure of the present simple or would like some further practice, work through some or all of Exercises 1–6 in the *Grammar and practice* section (pages 124–125 in the Student's Book, answers on page 99 in this book).

Write a list of the countries mentioned in the exercise on the board: *Britain, USA, China, Brazil, Italy, New Zealand, Germany, Russia*, and see if students are aware of any stereotypes from these places. They can then check their own ideas with the examples in the exercise. Take whole-class feedback.

ANSWERS:

2 eats 3 ride 4 plays 5 talk 6 live 7 drive 8 wears

3 Divide the class into pairs to discuss whether they think these stereotypes are true or not. Read out the example question and answer with one student as a model. When they have finished, elicit feedback on each sentence to find out what level of agreement students had about the stereotypes.

4 Read out the first question. Ask students which words they think will be stressed in the response, and then read out the answer. Students continue the exercise in pairs. Monitor the activity and provide help and feedback with word stress and intonation patterns, as necessary. When students have completed the exercise, ask them if they agree with the responses, based on their own experience of travelling to any of the countries mentioned.

ANSWERS:

- 2 No, they don't shake hands every morning. They just say 'Good morning'.
- 3 No, they don't wear casual clothes to the office. They wear business clothes.
- 4 No, you don't disagree with a Chinese colleague in public. You only disagree in a private conversation.
- 5 No, he doesn't call senior colleagues by their first name. He uses their title and surname.
- 6 No, you don't receive anything in your left hand or point your finger; you use your right hand and point your thumb.

Adverbs of frequency


5 Start by reading the Adverbs of frequency section in the *Refresh your memory* box. If students seem unsure of how to use adverbs of frequency or would like some further practice, work through some or all of Exercises 7–10 in the *Grammar and practice* section (page 125 in the Student's Book, answers on page 99 in this book).

Before doing this exercise, ask students to look at the table. Check they know the expression *to set a good example* (where someone does something in a good way, so others can copy this behaviour). If necessary, remind students of the position of adverbs of frequency with the present simple, using the first answer as an example.

SUGGESTED ANSWERS:

- 2 Francesca, because she rarely makes mistakes.
- 3 Tina, because she nearly always encourages her team.
- 4 Tina and Miroslav, because they nearly always help their colleagues.
- 5 Tina, because she always sets a good example.
- 6 Tina and Miroslav, because they usually share information.
- 7 Miroslav, because he usually finds solutions.
- 8 Francesca, because she never goes on holiday.

6 Give students a few minutes to ask further questions. Monitor the activity and offer support as necessary. Listen out for the correct usage of present simple positive and negative forms (e.g. *is/isn't*; *goes/doesn't go*; etc.) and the positioning of adverbs of frequency in sentences. Provide feedback as required.

7  1:13–1:15 Give students a few minutes to study the chart. Ask questions to elicit students' predictions, e.g. *In which European country do you think people watch TV the most/least?* Ask about the different activities shown in the chart. Play the recording and pause if necessary for students to complete the information.

They should then compare their predictions with the recording. Elicit students' reactions to the highest and lowest scoring countries in each category. Ask: *Are you surprised?* In addition, students can speculate on the situation in their own country.

ANSWERS:

- 1 EU average 27%, Bulgaria 5%, Holland 65%
- 2 EU average 19%, Denmark 74%, Italy 3%
- 3 EU average 9%, Italy 3%, Luxembourg 71%

RECORDING SCRIPT**1:13**

Presenter: So, how often do we Europeans travel abroad?
Journalist: Well, it depends. A lot of us often go abroad. On average, 27% of Europeans visit another country once a year, mostly in the summer.

A: But not everybody, right?

J: No. In Bulgaria, only 5% of people go abroad.

A: Only 5% of Bulgarians go abroad? Wow! And which country travels most?

J: Oh, the Netherlands. 65% of Dutch people leave Holland. They travel once or twice a year.

1:14

Presenter: What about watching TV in a foreign language? How often do we watch a foreign film?

Journalist: Well, nearly always in Denmark! 74% of Danes watch foreign language TV or films.

P: Wow! Well done, Denmark! 74%! And when do they do that?

J: All the time! At the weekend, on weekdays, in the evening ...

P: OK, and on average?

J: On average, 19% of Europeans watch foreign TV.

P: And which countries don't?

J: Well, Italy. Only 3% of Italians watch films in another language.

P: Only 3%? Oh, really?

1:15

Journalist: Finally, reading a newspaper in a foreign language. On average, 9% of Europeans read a foreign newspaper.

Presenter: Hm. 9% ... that's not much.

J: Well, I'm afraid only 3% of Italians read a foreign newspaper.

P: Probably the same ones who watch foreign films!


J: Perhaps!

P: Come on, Italy, you can do better! Just once every six months, or once a quarter?

J: But in Luxembourg, 71% of people read a foreign newspaper.

P: Excellent! 71%! Way to go, Luxembourg!

Prepositions of time

8  1:13–1:15 Start by reading the Prepositions of time section in the *Refresh your memory* box. If students seem unsure of how to use prepositions of time or would like some further practice, do Exercise 11 in the *Grammar and practice* section (page 125 in the Student's Book, answers on page 99 in this book). Play the recording again, pausing to give students time to write in their answers. Briefly check answers as a class.

ANSWERS:

1 often 2 once; twice 3 At; on; in 4 every; quarter

9 Ask students to study the questionnaire on page 114 and write their own questions at the end. While students interview their classmates, monitor the activity and take notes on any good use of target language and any errors you wish to correct. Provide feedback.

EXTENSION ACTIVITY

Revisit the table in Exercise 5 and ask students to add their own name. They should self-evaluate and add an appropriate adverb of frequency about each skill. Students then interview each other in pairs and tell each other their strengths and weaknesses.

1.4 Speaking

Meeting people and making conversation

This module focuses on expressions for meeting people. Socializing, or networking, is an important skill to develop in the business world. It is not easy, as some people are naturally shy, and socializing in a second language creates additional pressure. The module also covers expressions for making conversation in general and at a business conference.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *how to make conversation* will bring up information about successful networking in the business world. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

Discussion

1 Before starting this exercise, brainstorm common question words, such as: *What, When, Why, Where, How, How much*, etc. Remind students that question words in English have a specific pattern, such as: *When do you ...? When does he ...?*, etc. When students have completed the exercise, check answers and practise the intonation pattern for each one by asking different students to read out the questions.

ANSWERS:


1 are 2 do 3 is 4 Do 5 Do 6 Do 7 Are 8 is
9 do 10 Is

2 Divide the class into pairs to discuss the question. In whole-class feedback, elicit their ideas and encourage further discussion.

ANSWERS:

Students' own answers. Note: It is not appropriate in many cultures to ask questions about salaries or religion.

Listening

3  1:16–1:19 Ask students to look at the photo at the top of the page and guess where the people are (e.g. at a conference). Ask students: *Do you ever go, or have you ever been, to a conference in your field of interest? If so, is/was it difficult to meet new people?*

Tell students they will hear four conversations at a conference. Ask them to read the questions. Play the recording and pause between each of the conversations. Encourage students to take notes. Take whole-class feedback and play the recordings again if necessary.

ANSWERS:

Conversation 1

1 On a bus 2 No 3 Greg works for Sanofi, Silke works for GSK. They're both going to a conference.

Conversation 2

1 At conference reception 2 Yes 3 Alan works for Merck, for the moment.

Conversation 3

1 At the coffee machine/coffee shop/café 2 No 3 Silke works for GSK in London, in R&D.

Conversation 4

1 In the restaurant 2 Yes 3 Alan works in France but he wants to move to London.

RECORDING SCRIPT

1:16

Greg: Excuse me. Is this seat free?

Silke: Yes, of course.

G: Thanks. The weather's terrible, isn't it?

S: Yes, it's really cold for May!

G: Mm. Are you here for the conference?

S: Yes. You too?

G: Yes. My name's Greg. Greg Baird. I'm with Sanofi.

S: Silke Werner, with GSK.

G: Pleased to meet you, Silke.

S: Pleased to meet you, too.

1:17

Greg: Hi. I'm Greg Baird, with Sanofi.

Receptionist: Welcome to the conference, Mr Baird. Here's your badge.

G: Thanks.

Alan: Hi, Greg!

G: Alan, great to see you!

A: Good to see you, too, Greg. How are you doing?

G: I'm good, thanks. And you? Still with Merck, I see?

A: Yes, for the moment anyway. Listen, talking of jobs, do you have time for a cup of coffee? I want to ask you a favour ...

1:18

Greg: Mm, it's good coffee! OK, Alan. I'll do my best. Oh, hi, Silke. Alan, do you know Silke Werner?

Alan: No, I don't think so.

G: Silke, this is Alan Banks, an old friend from Merck.

Silke: Nice to meet you.

A: Nice to meet you, too. Do you work with Greg?

S: No, we met on the shuttle bus. I'm with GSK in London.

A: London? Really?

S: Yes. I work in R&D.

A: Go on. Do tell me more!

G: Silke, Alan, do excuse me. I really must take my bags up to my room.

A: OK. See you later.

1:19

Alan: More bread?

Silke: No, thanks. I'm fine.

A: So, now I'm in France, in Lyon.

S: Uh-huh?

A: Yes. Nice town ... good rugby team ... but it's quite far from home.

S: I see.

A: That's why I'd really like to move to London. But, enough about me. Let's talk about you. Is this your first visit to Serbia?

S: Yes, it is, actually.

A: Me too. I love visiting new countries and meeting new people, don't you?

S: Yes, it's always good to see new places.

A: By the way, there's a tour of the old town this evening. Are you interested in coming?

S: Sorry, no. I have a meeting this evening. Anyway, Alan, I really must make some phone calls, so ...

A: Oh, OK. Well, it was nice talking to you.

S: Yes. See you later.

4 1:16–1:19 Elicit the first answer with the whole class as an example. Students complete the expressions in the checklist in pairs. Play the recordings again for students to check their answers, pausing as necessary. Draw students' attention to word stress, e.g. in *conference*, and intonation patterns, e.g. in *Nice to meet you, too*. Model these and ask students to copy the pattern, exaggerating where necessary.

ANSWERS:**Meeting people**

Is this seat free?

Are you here for the conference?

I'm with (company).

Pleased/Nice to meet you.

Pleased/Nice to meet you, too.

Alan, great to see you!

Good to see you, too!

Silke, this is Alan Banks.

Keeping the conversation going

London? Really?

Do tell me more!

Changing the subject

Listen, talking of ...

Enough about ... Let's talk about ...

By the way, ...

Finishing a conversation

Do excuse me. I really must ...

(It was) nice talking to you.

See you later.

Making conversation

5 When students have completed the exercise, put them into pairs to check their answers with a partner. Take whole-class feedback and encourage students to explain why some options are unsuitable. For example, in situation 5 b), the listener thinks the question is *What are you doing?* and not *How are you doing?*

ANSWERS:

Unsuitable options: 1 b) 2 a) 3 b) 4 c) 5 b) 6 b) 7 a) 8 c)

Ordering and speaking

6 and **7** Match question 1 with the correct response. Do this as an example with the whole class. Then divide the class into pairs to do Exercise 6. When students have finished, check answers quickly as a class. To do the ordering activity in Exercise 7, type the sentences onto separate strips of card and make a copy of the cards for each pair. Students work together to rearrange the sentences. When students have put the conversation in the correct order, they practise reading it out.

ANSWERS:**Exercise 6**

1 c) 2 f) 3 a) 4 g) 5 d) 6 b) 7 e)

Exercise 7

A: Is this your first visit to Greece?

B: No, I live here. On one of the islands, actually.

A: Oh, really? Lucky you! What do you do?

B: I'm a hotel manager. What about you? What sector do you work in?

A: I'm in the holiday business too, actually. I'm a travel agent.

B: Uh-huh. And where are you from?

A: I'm from Ireland, actually. But I work in London now.

B: Well, welcome to Greece. Where are you staying?

A: We're at the Mercure Hotel. My husband is here with me.

B: That's nice. Do you have children?

A: Yes, two. But they're at home with their grandparents. And you? Are you a family man?

B: Me? No! I'm single.

A: I see. By the way, can you recommend a good restaurant in town?

B: Sure. If you like fish, the Marina is very good. I love Greek food, don't you?

Roleplay

8 Before starting this exercise, ask students to study the conversation in Exercise 7 and notice how it develops: after answering a question, a speaker often asks another one. This helps the conversation to flow and is an important aspect of socializing.

Give students a few minutes to study the chart. Divide the class into groups of three: A, B and C. While students have their conversations, monitor the activity but don't intervene. Take notes on any good points you observe, and give feedback where needed.

9 Ask students to turn to page 121 to complete the questionnaire. Then ask them to stand up and socialize. Encourage them to try to 'meet' several people during the activity. You can set an alarm to ring every couple of minutes and tell students they should change partners every time they hear this. Monitor the activity and take notes on any good examples of socializing, or any areas you wish to comment on.

EXTENSION ACTIVITY

Ask students to rewrite the conversation in Exercise 7 to match a situation that is relevant and meaningful to them, such as a holiday they went on recently. Point out that they should include phrases which move the conversation along. Finish the activity by asking pairs of students to read out their conversation to the class.

FURTHER PRACTICE

This is a good time to discuss with students how they record new vocabulary. Divide them into groups and ask them to compare any systems they use, e.g. lexical notebook, mobile phone, index cards. You can round this off with a short quiz, reviewing some of the words in the unit so far to see if students can remember them, e.g. *What's the opposite of digital?* (analogue), *What's the noun from intern?* (internship), etc.

1.5 Writing

Informal emails

This module focuses on inferring meaning. This is a difficult skill in your first as well as your second language, since it is easy to misinterpret what someone says, or what someone omits. It is also a difficult skill to develop in emails, where there is scope for misunderstanding. The module also covers hellos, goodbyes and introductions, and writing informal emails.

Internet research

A search for the keywords *email etiquette tips* will bring up a large number of websites, all offering advice on good practice. Students should scan some of these and select their own favourite tips. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

Ask students to exchange email addresses with someone else in the group. Use this as a chance for students to revise any related language from module 1.2, such as the @ symbol, the underscore and using the word 'dot'.

Discussion

1 Before starting the discussion, do a quick show of hands to find out who needs to send emails in English. If nobody needs to do this in English, ask: *What kind of emails do you send in your own language – formal or informal? Who do you send them to? What are they about?* Tell students they will be focusing on emails in this unit.

Divide the class into small groups and monitor their discussion of the questions. Typical problems students have with email include: coming across as too direct or writing something which can be misinterpreted; misinterpreting other people's emails; not understanding common abbreviations; and making mistakes with spelling or register when the email is important or formal.

Model

2 Before starting, ask students to scan the email and underline any dates and times. To do this, suggest that they start from the bottom and go up to the top – this will ensure that they really are scanning for the specific figures, and not reading the email. Ask one or two individuals to read out the dates and times to check they are saying these correctly. Give students a few minutes to read the email, and then answer the questions. Take whole-class feedback.

ANSWERS:

1 to inform Rita 2 a week 3 plane 4 12 days

Analysis

3 Give students a few minutes to reread the email carefully and write their answers. Then check answers with the whole class. As students answer each question, encourage them to say how they found out the answer, e.g. *In question 1, they are probably good friends, because Gabi uses informal language (that's great; just let me know).*

ANSWERS:

1 b) 2 a), c) and d)

Language focus

4 Give students a few minutes to read through the ways of saying hello and goodbye. They then choose their answers. Check answers with the whole class. As a follow-up, ask students to write the beginning and ending of an email which they might send to one of the people from the list (family member, teacher, etc.).

ANSWERS:

1 a), d), e)
2 a), b), c), d)
3 b), c)

5 Students choose the most suitable word in the box in order to complete each of the eight sentences. After checking answers as a class, point out that many phrases are fixed, and it is important to be accurate when using them in writing. Elicit which of the phrases in the exercise students might use, e.g. *write to confirm something; write with more information.* Write the four words from the box on the board and ask students to write one useful sentence with each, e.g. *I'm writing because I cannot attend the lesson next week* (reason). To check accuracy, ask some students to read out their sentences to the class.

ANSWERS:

1 to 2 with 3 about 4 to 5 because 6 with
7 about 8 to

6 Check students know the word *bowling* (a leisure activity involving rolling a ball down a lane, to knock down as many skittles/pins as possible). Tell students they should match the sentences with the writer. Do the first one as an example with the whole class. Take whole-class feedback.

ANSWERS:

1 f) 2 e) 3 a) 4 c) 5 b) 6 d)

Output

7 If possible, ask students to write their emails on a computer. Monitor the writing activity and provide guidance and correction where necessary.

EXTENSION ACTIVITY

If appropriate, give your email address to your students. Ask students to email you, explaining what kind of emails they need to send at work and what problems they currently encounter. Store the information for future reference because it will help you prepare for and deliver the email modules in this course. It may also be useful to exchange email addresses so that students can submit homework to you, and you can email feedback to them.

1.6 Case study

The Intern Shop

This case study involves reading an internship advertisement, listening to interviews, completing profiles and presenting decisions.

Internet research

A search for the keywords *how to find internships* will bring up a lot of advice. This research could be done before the lesson to help with Exercise 1, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

Ask students how difficult they think finding an internship is in their country on a scale of 1–5, where 1 is very easy and 5 is very difficult. Encourage them to explain why they chose that figure.

Discussion

1 Give students an example of how they could find an internship, e.g. the university organizes a job fair every year, which companies attend in order to try and recruit students who may be interested in working for them. Divide the class into groups of three or four to brainstorm other ways you can find an internship. When you elicit students' ideas, encourage them to rank their ideas in order of how successful they think each one might be.

ANSWERS:

Students' own answers, e.g. networking, Internet sites, job ads, agencies, visiting/calling companies, at a job fair

Reading

2 Students scan the article for the relevant information to answer the questions. Elicit answers in whole-class feedback. Find out if any students have ever had a video interview. If so, encourage them to describe their experience. If not, ask: *What differences do you think there would be compared to a traditional interview?* (e.g. no travel problems; the worry that the technology might fail). Ask students if they would be happy to have such an interview.

ANSWERS:


- 1 The Intern Shop arranges paid and voluntary internships all over the world. It arranges a job, a place to live, visas, language training and even makes travel arrangements.
- 2 One or two years
- 3 There are paid and voluntary internships.
- 4 They use video interviews.

3 Before starting, find out if any of your students have been to China or Brazil. If so, ask: *What did you think about the country?* If not, ask: *What would you like to find out about the country?* e.g. climate, culture, what it would be like to work there. Ask: *Would you prefer to live in China or Brazil?* Give students a few minutes to read the articles and then ask them to decide which internship is the most attractive. Encourage students to give reasons.

ANSWER:

Students' own answers

Listening

4  1:20–1:22 Before starting, ask students the following questions: *Do you usually include a photo in your CV? If not, have you ever done so, or would you? Do you think a photo*

gives the applicant a better chance at the interview or would it create certain expectations in the interviewer? Give students a few moments to read the profiles. Play the recording and ask them to complete the profiles with the missing information.

ANSWERS:

- 1 Date of birth: 9 August, 1990; Nationality: Thai; Degree: Leavey School of Business; Professional objective: To see the world, to get some experience
- 2 Date of birth: 5 May, 1991; Nationality: *British, Irish or Northern Irish; Language skills: English, Hungarian and Japanese; Interests: Travelling and meeting people
- 3 Nationality: Mexican; Degree: University of the West Indies at Cave Hill; Language skills: Spanish and English; Interests: Computers and software; Professional objective: To be a software developer

* Technically, citizens of Northern Ireland are British. In practice, however, people differ as to how they regard themselves: British, Irish, Northern Irish or a combination of these identities.

RECORDING SCRIPT

1:20

Interviewer: Tai, can I just check how you spell your name?
Is it S-H-I-N-A-W-O-T-R-A?

Tai: That's nearly right – but it's W-A-T-R-A, not W-O.

I: OK, and you were born on September 8th, 1990?

T: No, August 9th, 1990.

I: Oh, yes. Sorry about that.

T: That's all right.

I: And you're from Thailand, but you studied in California. Is that right?

T: Right. At the Leavey School of Business, in Santa Clara.

I: L-E-A-V-E-Y?

T: Yes.

I: So, Tai, what's your professional objective?

T: Well, I don't know. Right now, I just want to see the world and get some experience, I guess.

1:21

Interviewer: Karen, I'm sorry, I don't have your date of birth here ...

Karen: It's the fifth of May, 1991.

I: Thank you. Now, you're Irish, aren't you?

K: I'm from Northern Ireland. From Belfast.

I: And you studied languages at Bradford University. Which languages?

K: Hungarian and Japanese.

I: An interesting choice!

K: Yes. I love exotic languages, don't you?

I: So, would you like to learn Chinese or Portuguese?

K: Oh, yes, absolutely!

I: What about your intercultural skills? Can you adapt to a different culture?

K: I'm sure I can. Bradford is an international university. I have friends from all over the world. And I love travelling and meeting people. That's my hobby!

1:22

Interviewer: Where are you from, Julio?

Julio: My parents are from Mexico City. But we live in Barbados.

I studied at the University of the West Indies at Cave Hill.

I: Can you spell Cave Hill for me, please?

J: Sure. C-A-V-E new word H-I-double L.

I: Thanks. So you're a Mexican national?

J: Yes. But I don't know Mexico very well!

I: But you speak Spanish. Any other languages?

J: No, I'm afraid not. Just Spanish and English.

I: Now, you studied physics, but you want to work in business.

Why is that?

J: Actually, my real interest is computers and software. I'd really like to be a software developer.

Discussion

5 Divide the class into small groups. Encourage students to discuss each of the candidates and choose the one they feel is strongest. Monitor the discussion.

Listening

6 1:23–1:25 Tell students they will now hear each of the candidates answering one final question. Ask them to work in the same groups to see if this recording changes their decision. Ask students: *How would you answer the same question?*

RECORDING SCRIPT

1:23

Interviewer: Just one last question, Tai. These days, a lot of internships are unpaid. Is that a problem for you?

Tai: Um, yes, that's a little difficult. I don't need a lot of money – just enough to live on and to pay for my ticket home.

1:24

Interviewer: Just one last question, Karen. These days, a lot of internships are unpaid. Is that a problem for you?

Karen: Not really. I hope to earn a good salary in a few years. I see this internship as an investment for the future.

1:25

Interviewer: Just one last question, Julio. These days, a lot of internships are unpaid. Is that a problem for you?

Julio: Well, I know I won't get rich. That's not a problem. But I need to pay for food and accommodation. My parents can't pay for everything.

Presentation

7 Ask each group to select a spokesperson to report their decision back to the whole class. Encourage the spokesperson to provide reasons for not only why the group selected their preferred candidate, but also why they rejected the unsuccessful candidates. Encourage questions from the other groups.

Take notes on any good language used, and any mistakes you wish to focus on. Finish the lesson with feedback.