

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include administration and time spent going through homework.</p>	<p>Starting up Students listen to four businesspeople and match the speakers to their business cards.</p> <p>Vocabulary: Nationalities Students match countries and nationalities.</p> <p>Listening: Meeting business contacts A consultant introduces himself and then talks about meeting new business contacts.</p>	<p>Practice File Vocabulary (page 4)</p> <p>i-Glossary (DVD-ROM)</p> <p>Course Book Listening (DVD-ROM)</p> <p>Resource bank: Listening (page 175)</p>
<p>Lesson 2</p>	<p>Reading: Angela Ahrendts Students read an article about the American CEO of Burberry and complete comprehension questions. Students then use the information to ask and answer questions.</p> <p>Language focus 1: to be Students are introduced to positive and negative forms of the verb <i>to be</i>.</p>	<p>Text bank (pages 132–133)</p> <p>Practice File Language review (page 5)</p>
<p>Lesson 3</p>	<p>Language focus 2: a/an with jobs; wh- questions Students look at the use of <i>a/an</i> before vowels and consonants and are introduced to question words <i>what, who</i> and <i>where</i>.</p> <p>Skills: Introducing yourself and others Students listen to three conversations where people introduce themselves and others. They then practise introductions.</p>	<p>Course Book Skills Dialogues (DVD-ROM)</p> <p>Resource bank: Speaking (page 163)</p>
<p>Lesson 4 Each case study is about 30 minutes to 1 hour.</p>	<p>Case study: A job fair in Singapore Students find out information about people at a job fair.</p> <p>Writing Students write an e-mail about a person from the conference.</p>	<p>Resource bank: Writing (page 189)</p> <p>Practice File Writing (page 7)</p>

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

For one-to-one 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

The tone of a business relationship can be set by an initial introduction. It is important to make a good impression right from the first handshake.

When meeting businesspeople for the first time, is it better to be formal or informal? If in doubt, advise students to adopt a more formal approach. Here are some points to remember when making business introductions in English-speaking Western countries:

- Introduce businesspeople in order of professional rank – the person of highest authority is introduced to others in the group in descending order, depending on their professional position. Gender does not affect the order of introductions.
- When possible, stand up when introductions are being made.
- If clients are present, they should be introduced first.
- The name and title of the person being introduced is followed by the name and title of the other person. It is also helpful to include a small piece of information about each person to start the conversation.
- If you are being introduced to someone, shake hands and say *Hello* (informal) or *Pleased to meet you / How do you do* (formal), followed by the person's name.
- Treat business cards with respect. Take a moment to read them and carefully put them somewhere safe.
- Address people by their first names only if they indicate that they want you to.

Of course, in practice we often break these rules – but knowing they exist provides a starting point.

It is also worth remembering that many aspects of etiquette are not universal – **cultural norms** vary from country to country. What passes for good manners in one country may be frowned on in another. A firm handshake may be appreciated in the USA, the UK and Australia, but a French businessperson is more likely to offer a single, light handshake. In Japan, it is more usual to bow. Preparation is important in order to avoid **culture clash**. Doing some background research to get acquainted with local **business etiquette** and **social customs** can spare the blushes of both visitor and host and avoid causing offence.

Elementary students may find introducing themselves and others intimidating. Help students to navigate these situations by highlighting key phrases such as those in the Useful language box (see Course Book page 12). Drill pronunciation and intonation, and give students plenty of opportunity to use the language with short role plays. A few well-practised phrases may help to give students enough confidence to make that first impression count.

Read on

Jeanette S. Martin and Lillian H. Chaney: *Global Business Etiquette: A Guide to International Communication and Customs*, Greenwood Press, second edition 2012

Roy. A. Cook and Gwen. O. Cook: *Guide to Business Etiquette*, Prentice Hall, second edition 2010

<http://www.kwintessential.co.uk/cultural-services/articles>

Articles which look at various aspects of general global etiquette

<http://www.modern-manners-and-etiquette.com>

Etiquette tips covering a variety of business and social contexts

LESSON NOTES

Warmer

- This activity will build students' confidence by reminding them of international English and basic English words that they already know.
- Divide the class into two teams. Name one team 'noughts' (O) and the other 'crosses' (X).
- Draw a noughts-and-crosses grid on the board.
- Demonstrate that teams need to get three noughts or crosses in a row (horizontally, vertically or diagonally).
- To place a nought or a cross on the grid, teams have to say the English word for a picture that you draw.
- Demonstrate by drawing a television and asking the 'crosses' team to call out what the object is. If they say the correct word, write *television* on the board (say the word as you write it to model pronunciation) and ask one of the team to come to the board and place a cross on the grid.
- Continue until one team wins. Possible words to include are: *pen, book, pizza, football, camera, hamburger, car*. Include other English words that your class knows.
- If teams reach a stalemate, then draw a picture on the board and the first team to say the word wins.

Overview

- Introduce students to the Overview section on page 6. Point to each heading and elicit or explain a little about each. Point to the sections you will be covering in this lesson, using the table on page 8 of this book as a guide.

Quotation

- Point to the picture and ask what the people are doing (shaking hands).
- Write the quotation on the board.
- Ask the class to say it.
- Check that students know who James Bond is.
- See if students can name any other actors who played James Bond (*Roger Moore, George Lazenby, Timothy Dalton, Pierce Brosnan and Daniel Craig*).

Starting up

Students listen to four businesspeople and match the speakers to their business cards, then practise the alphabet and spelling names.

- If this is your first lesson with the group and they have not done a listening exercise before, take time over Exercises B and C. Reassure the class that they will hear the listening more than once.
- If you have a business card, show it to the class and

try to elicit what it is. If not, draw a large business card on the board. Ask students what information is normally on a business card (*name, position, company, contact details*). Complete the card with details about yourself. Encourage students to show their own business cards to the class if they have them.

A

- This is a warmer exercise designed to remind students of the language they are likely to hear in introductions. The sentences come from the listening in Exercise B, so will 'sensitise' students to what they will hear and familiarise them with the names.
- Allow students to work in pairs to complete the four sentences. Make sure that students are aware that there are two words in the box (*you* and *she*) that they will not need.
- You can either check students' answers now, or let them check themselves when they listen in Exercise B.

1 I'm 2 My 3 name's 4 from

- Draw students' attention to *Good morning* and *How do you do*. Ask students if they say this when they first meet someone or when they say goodbye (*when they first meet someone*). Can students think of other phrases that have a similar meaning to *Good morning*? (*Hi, Hello, Good afternoon, Good evening*.) See if they know any phrases that are similar to *How do you do*? (*Pleased to meet you*.)
- Ask what the opposite of *hello* is (*goodbye, bye*).
- See if students can say two ways to introduce themselves (*Hello, I'm ... / My name's ...*).
- Model how to say the sentences and ask students to repeat.

B  CD1.1–1.4

- Play the recording from beginning to end and ask students how many speakers they can hear (*four*).
- Play the first part of the listening (recording 1.1) and elicit which business card matches the speaker. (*Speaker 1 is Emma Schneider, card B*.)
- Ask students to complete the exercise in pairs. Play the recording at least twice and ask them if they need to hear it again.
- Play the recording again. Pause after each speaker and elicit the answers.

1 B 2 D 3 A 4 C

C  CD1.1–1.4

- Briefly check students know each of the places a–d.

LESSON NOTES

- Do this as a quick-fire whole-class exercise.

1 d 2 a 3 c 4 b

- Ask questions to find out what words or phrases helped students to decide on each location and write these on the board.
- See if students can add one or two more words/phrases connected to each location.

D

- On the board write:
Hello, my name's ..., I'm from ...
- Introduce yourself to the class using the prompts.
- Divide the class into pairs. Tell students to take turns to tell their partner about themselves. Circulate, monitor and encourage.
- Depending on your class, you could ask students to change partners two or three times to continue practising the language. This is also useful to help the class get to know each other.

One-to-one

If this is your first lesson with your student, use the exercises as an opportunity to get to know each other better. This would also be a good time to check or supplement the information in the needs analysis, if there is one.

E  CD1.5

- Write the alphabet on the board and ask students if they can say it in English. You can either do this in chorus, or by going round the class asking each student to say a letter. Pay particular attention to letters that are likely to cause students problems.
- Once you are happy that students are reasonably confident with the English alphabet, ask them to look at the way the letters are grouped in this exercise and see if students can explain why they are grouped like that. (*Each group contains the same vowel sound.*) If necessary, encourage students to read each group aloud.
- Play the recording, then ask students to repeat the letter groups.

F  CD1.6

- Write your name on the board and ask students to spell it.
- In pairs, ask students to spell their own name or company name for their partner.
- Point to Shi Jiabao's business card and ask students to say the e-mail address.

- Explain to students that they are going to hear four people speaking. Each of them is going to say a sentence that includes a name that they spell out. (Two of the names have already appeared in Exercises A and B, but you may prefer not to tell students this.) Tell students that they will also hear an e-mail address.
- Play the recording and ask students to write just the four names and the e-mail address that are spelled out.
- Play the recording again if necessary and check answers.

1 Emma 2 Payton 3 Anyukov
4 Davieson; sosa@rtas.com.ar

G

- Students work in pairs to spell out three names and e-mail addresses each.
- Have one or two pairs come to the front to model; one student speaks, while the other writes the name on the board.
- For extra practice, ask pairs to continue with names of friends or colleagues. Student A says and spells the name, and Student B writes the name down. Alternatively, this could be done as a class activity, with a student coming to the board to write down names spelled by other students.

Vocabulary: Nationalities

Students complete a chart of countries and nationalities and ask and answer questions about companies.

A

- Look at the chart together. Highlight the endings in each section: *-an*, *-ese*, *-i* and *-ish*.
- Point to the first example. Say: 'The country is Brazil, the nationality is Brazilian.'
- Point to the second example. Say: 'The nationality is German, the country is ...?' (*Germany*).
- Point to the next entry in the chart (India). Ask students to find the nationality from the box (*Indian*).
- Divide the class into groups of three or four.
- Get students to complete the chart using countries and nationalities from the box.
- Check the answers together.

LESSON NOTES

Country	Nationality
	-an
Brazil	Brazilian
Germany	German
India	Indian
Mexico	Mexican
Italy	Italian
Russia	Russian
Korea	Korean
	-ese
Japan	Japanese
China	Chinese
	-i
Kuwait	Kuwaiti
Oman	Omani
	-ish
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
	others
France	French
Greece	Greek
the UK	British
the USA	American

- Ask students if they know any other countries and nationalities and write them on the board.

B  CD1.7

- Play the recording for students to check their answers. Ask students what they notice about the stress patterns of each ending (with *-(i)an*, *-i* and *-ish* endings, the stress falls on the syllable before the ending; with *-ese* endings, the stress is on the ending).
- Spend some time comparing the word stress for countries and nationalities.
- For extra practice, ask students to ‘test’ each other in pairs, taking it in turns to prompt one another:
A: She’s Brazilian. B: Yes, and he’s from Brazil, too.
A: He’s from Germany. B: Yes, and she’s German, too.

C

- Ask students to say the names of the companies in the box with you.
- Highlight the example, particularly the short answers *Yes, it is* and *No, it isn’t*.
- Get two students to read the example to the class.
- Write *Ikea* on the board. Ask students to suggest a question and answer about the company similar to the example.
- Divide the class into pairs. Tell Student A to turn to page 132 and Student B to turn to page 138. Explain to students that they should take turns to ask a question about a company.
- They should use the information in the Activity file to answer their partner’s questions.
- Circulate and monitor, helping if necessary.
- Have a brief feedback session with the class. Ask students to expand on their answers and say what else they know about each company.

Sony – Japanese
Chanel – French
Ikea – Swedish
Zara – Spanish
Prada – Italian
Gazprom – Russian
Michelin – French
Mercedes – German
McDonald’s – American
Samsung – Korean
Petrobras – Brazilian
Tesco – British
Tata Group – Indian
Telcel – Mexican

D

- Ask students to call out ideas for famous companies. Write suggestions on the board.
- In pairs or small groups, get students to discuss which companies they think are most famous and which country they are from. If students have suggested a lot of companies, you could ask students to discuss which are the top three most famous.
- Have a quick feedback session and help with pronunciation where needed.

 i-Glossary

LESSON NOTES

Listening: Meeting business contacts

The listening is in two parts. In the first part, the speaker, consultant Jeremy Keeley, introduces himself. In the second part, he talks about meeting new business contacts and exchanging business cards.

In the first part, students listen for general understanding, and in the second part, they complete an extract by listening for specific information.

A  CD1.8

- Set the context of the recording by focusing on the photograph of Jeremy Keeley. Ask students to read the instructions carefully and then point to the photograph and ask: *What's his name? What's his job?*
- Tell students that they will hear the listening more than once.
- Check students understand the meaning of *true* and *false*.
- Play the recording as many times as necessary (twice is optimum). After the initial listening, it is useful to pause regularly to elicit whether the statements are true or false.
- Choose students around the class to correct the false statements.


- 1 F (He lives in St Albans.)
- 2 F (He has three teenagers.)
- 3 T
- 4 F (It works for organisations across the UK and Europe.)
- 5 T
- 6 T

B  CD1.9

- Before playing the second part of the listening, you could ask students to look at the exercise and see if they can predict any of the missing words.
- Play the recording all the way through and give students time to complete the extract.
- Play it again, pausing after the missing words to allow students to check their answers.
- Ask individual students to read out parts of the extract and check answers around the class.

- 1 how
- 2 Where
- 3 What
- 4 what
- 5 why
- 6 wait
- 7 offers
- 8 exchange

C

- Check that students understand the words. Demonstrate with actions where necessary.
- Divide students into pairs and ask them to discuss the question. Have a brief feedback session with the whole class.
-  Students can watch the interview with Jeremy Keeley on the DVD-ROM.
- ➔ Resource bank: Listening (page 175)

Reading: Angela Ahrendts

This article is about the CEO of Burberry, Angela Ahrendts. After completing a chart with information from the article, students do a true/false comprehension exercise and use the text to ask and answer questions.

In a work environment, students need to be able to read a variety of documents in different ways. The reading sections in the Course Book give students an opportunity to develop their reading skills. Some activities get students to read for general gist, others to scan for specific information or answer comprehension questions that require a more detailed understanding of the text.

It may be useful to treat each paragraph differently. For example, you could read one paragraph with the whole class and get students to read the other parts individually or in pairs.

Depending on time, you could also exploit the articles further by focusing on useful language or by asking students to respond to ideas in the text.

A

- Write *Burberry* on the board. Ask students if they know the company. Write down any ideas on the board.
- Reassure students that they do not need to understand every word. The aim is to get a general sense of the article and complete the exercises.
- However, you may wish to pre-teach some terms (*leader, luxury brand, married, son, daughter, quiet time, back-to-back meetings, takeaway*). Alternatively, use this as an opportunity to introduce the class to dictionary work.
- Point to the article. Ask students: *What's the title?* (From small town to global leader) and *How many paragraphs are there in the article?* (five).
- Focus on the top photograph and ask: *What's her name?* (Angela Ahrendts).
- Read the first paragraph with the class. Ask students: *Is Angela Ahrendts German?* (No, she's American.)
- Ask the class to read the rest of the article to themselves.

LESSON NOTES

- Ask students to complete the chart. Highlight the example. They can do this individually, then compare answers in pairs. Check the answers around the class.

Angela Ahrendts	
Age	50
Job	CEO of Burberry
Nationality	American
Family	Married to Greg. They have three children: one son, Jennings (15), and two daughters (14 and 11).
Interests outside work	Her family – likes having takeaway pizza with her children, playing basketball with them, visiting her family in Indiana.

B

- Read the sentences with the class and check understanding. Clarify meaning where necessary (*global, teenagers, away on business*).
- Ask students to read the article again and decide whether the sentences are true or false.
- Tell students to correct the sentences that are false.
- Ask students to work in pairs and compare their answers.
- Go through the answers with the class.

- F (It's a British company, with its headquarters in London.)
- T
- F (One of her daughters is just 11.)
- F (They go to an American international school in London.)
- T
- F (She is away on business for about one week every month.)
- F (She is so busy that she only has time for work and her family.)
- T

- This may also be a good point to check what other vocabulary for the family students know (*mother, father, husband, wife, sister, brother, etc.*).

C

- Ask individual students to read out the example questions and ask them to find the answers in the text (*Yes, she is; Indiana in the USA*).
- On the board write:
Angela Ahrendts is a CEO.
Is Angela Ahrendts a CEO?
- Ask students to read out one or two more sentences from the article that use *to be*. Write the sentences on the board and elicit how to say them as questions. Ask the questions and elicit short answers.
- On the board write:
Burberry's headquarters are in London
- Ask: *What question do you need to ask to get this as an answer? (Where are Burberry's headquarters?).* Students will do more work on question words on page 11, but this may be a good opportunity to find out what question words they know.
- Ask students to work in pairs. Give them a few moments to look at the article and prepare five questions. Make sure that students know that they should both write the questions on separate pieces of paper, as they will need them in the next exercise. Circulate and help.

D

- Divide the class into new pairs and get students to ask and answer questions about Angela Ahrendts and her life.
- Circulate, paying attention to word order, question formation and short answers.
- Books closed. Ask pairs what they remember about Angela Ahrendts. Have a feedback session and encourage students to use sentences (*She is a CEO, She is American, etc.*).

➔ Text bank (pages 132–133)

Language focus 1: *to be*

Students look at the present simple positive and negative forms. To practise, they complete sentences about a woman called Maristella and listen to the answers before completing a chart about themselves and writing a paragraph about their partner. They also look at question forms.

- Give students a few moments to read the Language focus box.
- Emphasise that *to be* is usually used to describe people and things. You could give the examples *Burberry is a global company* (describes a company), *I'm a teacher* (describes a person), *We're in the classroom* (describes the class), etc.
- Focus on the form of the present simple. Highlight the contracted forms of *to be*.

LESSON NOTES

A

- Look at the example together. Invite students to call out suggestions for item 2 (*I'm*). Make sure students understand that they should use the short forms.

1 name's 2 I'm 3 I'm 4 I'm 5 I'm
6 They're 7 husband's 8 he's 9 sister's
10 She's 11 We're 12 son's

B  CD1.10

- Play the recording twice for students to check their answers.
- Elicit the long form of each of the answers.

C

- Tell the class some things about yourself, using the chart as a guide.
- Write the categories on the board. Clarify any unfamiliar vocabulary. Indicate that you want students to call out information about you. Add the information to the board. Demonstrate introducing yourself to a student, using the information (*Hello, I'm ...*).
- Ask students to complete the chart about themselves.
- Divide the class into pairs. Get students to use the information in the chart to tell their partner about themselves. They should make notes on what their partner says.
- Circulate and monitor. Note any problem areas to clarify with the class.

D

- Ask students to write a paragraph about their partner, using the notes they made in Exercise C.
- Tell students to use the first paragraph of the text from Exercise A as a model, but remind them that they are now using the third person form; write the sentence *He's/She's interested in ...* on the board to enable them to include information about their partner's interests and favourite sports.
- Ask students if they know any other ways of talking about likes and dislikes (e.g. *I like ...*, *I enjoy ...*).

E

- Point out that this exercise is concerned with negative forms of *to be*.
- Refer students back to the Language focus box.
- Go through the example with the class. Then tell students to complete the rest individually before comparing their answers with a partner.

- Elicit answers from the pairs.

1 she isn't 4 I'm not
2 they aren't 5 it isn't
3 he isn't 6 she isn't

F

- Briskly match the questions and answers around the class.

1 c 2 a 3 e 4 d 5 b

G

- Draw students' attention to the example.
- Refer students back to the information about Maristella in Exercise A. Ask students to suggest another question and write it on the board. Elicit the answer. If students respond with a short form, indicate that you want more information.
- Give students a few moments to prepare questions individually. More confident classes can ask the questions without preparation.
- Divide the class into pairs and tell students to take turns to ask and answer questions.
- Circulate and monitor.

Language focus 2: *a/an* with jobs, *wh-* questions

Students look at the use of *a* before a consonant and *an* before a vowel in the context of jobs. They also look at the key question words (*what, who, where*) and their use with *to be*.

- Read the information in the Language focus box with the class.
- When presenting *a/an*, model the /ə/ sound of *a*. Write two or three jobs, such as *designer* and *engineer*, on the board and elicit whether they take *a* or *an*.
- Ask students to translate *what, who* and *where* into L1.
- Check whether students know any other *wh-* question words (*why, when, how* are usually included here, too).
- Model the intonation of the example questions.
- Ask students: *Is the verb before or after the question word?* (after)
- Highlight the contracted forms and elicit the long forms (e.g. *What's = What is*).

LESSON NOTES

A

- Encourage the class to check any unfamiliar jobs in a dictionary and model pronunciation for them.
- Tell students to decide whether each job is preceded by *a* or *an*.
- Check the answers around the class.

a	an
cashier	accountant
consultant	architect
director	artist
doctor	engineer
journalist	executive
lawyer	office worker
manager	optician
personal assistant (PA)	
pilot	
receptionist	
research analyst	
sales assistant	
technician	
telephone operator	
trainee	

B

- Quickly teach or revise vocabulary for the family (*mother, father, brother, sister, son, daughter, husband, wife*).
- Ask a student to read out the example.
- Tell the class about your job and the jobs of your family and friends.
- Divide the class into pairs. Tell students to take turns to talk about their job and the jobs of their family and friends.
- Get one or two pairs to tell you about the jobs of people they know.
- If appropriate, ask students to work in groups and list the jobs of everyone in the class. Nominate individuals to tell you the job of someone in the class.

C  CD1.11–1.13

- Go through the questions in the chart and check understanding.

- Tell students that they are going to hear three people talk about their jobs.
- Students listen and complete the table.
- Play the recording again to give students the opportunity to check their answers.
- Check answers around the class.

Pierre	Gustavo	Silvia
an engineer	a lawyer	an architect
Switzerland	Argentina	Sicily
Singapore	New York	Rome
an IT consultant	a journalist	a househusband

D

- Ask: *What is Pierre's job?* Elicit the answer (*an engineer*).
- Divide the class into pairs and get students to ask and answer questions about Pierre, Gustavo and Silvia.
- Circulate and help. Note any areas where students need more practice.
- You could nominate two or three pairs to ask and answer questions.

Skills: Introducing yourself and others

In this section, the class listens to three conversations. Students listen first for general information and say whether statements are true or false. They then listen for specific information and complete three extracts from the conversations. Finally, students use the language to practise similar conversations.

A  CD1.14–1.16

- Point out that the focus of this section is on people introducing themselves and other people in a natural way.
- Elicit any phrases students already have for introducing themselves and other people.
- Play Conversation 1 (recording 1.14). Pause to elicit how many people are speaking (*three*).
- Ask for a volunteer to read the two statements about Conversation 1. Ask students whether the statements are true or false. Encourage students to correct the statements using complete sentences (*Jim Davis works in sales; Paula will be an intern (in the company) for three months*).
- Play the other two conversations, pausing after each to elicit whether the statements are true or false and get students to correct false statements.

LESSON NOTES

Conversation 1

- 1 F (Jim Davis works in sales.)
- 2 F (Paula will be an intern for three months.)

Conversation 2

- 3
- 4 F (Jonathan Ross is an assistant to Lucy Collins.)

Conversation 3

- 5 F (They work for the same company.)
- 6 T

B  CD1.14–1.16

- Focus on the Useful language box. Read the phrases together and clarify any unfamiliar vocabulary.
- Play the three conversations again and pause after each while students fill in the gaps.
- Ask students to compare their answers with a partner.
- Play the recording a final time for students to check.

1 This 2 Nice 3 name's 4 director 5 do
6 introduce 7 colleague 8 Pleased 9 in
10 work 11 going 12 colleagues

C


- Look at the audio scripts on pages 158–159. Ask students to read through the three conversations. Ask students: *Which conversation is most informal (friendly and relaxed)? Which is most formal (serious and official)?* Encourage students to give reasons for their answers.

- Most informal conversation: Conversation 3
Reason: The language is informal. For example, they greet each other with the words *Hi*, which is an informal greeting.
- Most formal conversation: Conversation 2
Reason: The use of formal language. For example *introduce* and *colleague*. Formal language is used to make the introduction. Also Lucy introduces herself formally, giving her position in the company.

- Ask students to choose one of the conversations to read in pairs. Encourage them to copy the intonation from the recording.
- Ask students to practise the conversations again. This time, encourage them to include other phrases from the Useful language box.
- Choose one or two pairs to read out their conversations.

D

- Divide the class into pairs. Once again, focus students on the Useful language box.
- Give students time to read the information on pages 134 and 140 and to prepare their conversations.
- Encourage students to try to improvise. Allow less-confident students to write the dialogue together before reading it, but then encourage them to try again without referring to their notes.
- Choose one or two pairs to read out their conversations. Praise phrases that students use.

 Students can watch the conversations on the DVD-ROM.

 Resource bank: Speaking (page 163)

CASE STUDY

A job fair in Singapore

Students role-play being at a job fair in Singapore. They talk about three young people who are looking for a job in sales. They then choose one of the candidates to talk to and give reasons for their choice. Finally, they role-play a conversation between a director of a company and the job seeker.

Background

- Read the background information together with the class. Clarify where necessary.
- Ask questions to check that students understand (*What sort of company is Treadlight? Where is the job fair? Why are you there? What job do the three young people want? etc.*).
- Point to the information about Jenny Wong. Ask check questions such as *What is her name? Where is she from? Is she an accountant?*

Task

- Ask students to work in pairs. Highlight the examples in the first section and ask individual students to read them out.
- Get students to talk about the three people.
- Circulate and help if necessary.
- In their pairs, students use the prompts in the second section to decide which candidate they want to meet.
- Give students a few minutes to make their decision. Encourage them to think of a reason why they chose their candidate.
- Get students to discuss their choice with their partner. Check that they understand that they can disagree with their partner's choice.
- Write the Student A question prompts from the third section on the board. Ask students to suggest ideas for the first question (*Where do you come from?*).
- Divide the class into two groups. Tell Group A that they are employees of Treadlight Film Company and ask them to use the prompts to make questions. More confident classes may wish to add an extra question. Tell Group B that they are job seekers. Ask them to look at the question prompts and think of answers to the questions. They can base their answers on the people in the profiles or use their own ideas.
- Ask students to work in A/B pairs and role-play the conversation. Remind the student playing the Treadlight Film Company employee to introduce himself/herself at the start of the conversation.
- Circulate and help where needed. Have a brief feedback session to ask pairs what went well with the conversation and what they would change.
- If you have time, you could ask students to change roles and role-play the conversation again.

Writing

- Ask students for ideas about how to begin and end an e-mail. Write suggestions on the board. If students suggest the formal phrases often used in a letter (*Dear, Yours sincerely, Yours faithfully, etc.*), contrast these with the more informal phrases typically used in an e-mail (*Hello, Hi, Regards, Best wishes, etc.*).
- Read the instructions and the example together. Refer students to the Writing file. Spend some time looking at the model together. Focus on how to begin and end the e-mail and compare with the phrases suggested by the class.
- Tell students to write an e-mail about one of the candidates to their boss.
- Circulate, helping and encouraging.
- In pairs, ask students to compare their e-mails.
- Ask one or two students to read out their e-mail.
- If practical, collect in the written e-mails and check for any areas where students may need extra work.

➔ Writing file (Course Book page 126)

➔ Resource bank: Writing (page 189)