

AT A GLANCE

| | Classwork – Course Book | Further work |
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| <p>Lesson 1 Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include time spent going through homework.</p> | <p>Starting up Students talk about their level of ambition and say what makes for a successful career.</p> <p>Vocabulary: Career moves Students look at typical word combinations and verbs used with <i>career</i>.</p> | <p>Practice File Vocabulary (page 4)</p> <p>Practice exercises: Vocabulary 1 & 2 (DVD-ROM)</p> <p>i-Glossary (DVD-ROM)</p> |
| <p>Lesson 2</p> | <p>Reading: Be aware of your online image Students read an article about how their social-networking profile could damage their employment prospects.</p> <p>Listening: Changing jobs Students listen to an interview with Melissa Foux, Finance Director of a UK television business.</p> | <p>Text bank (pages 116–119)</p> <p>Resource bank: Listening (page 189)</p> <p>Practice exercises: Listening (DVD-ROM)</p> |
| <p>Lesson 3</p> | <p>Language review: Modals 1: ability, requests and offers Students look at modals used for ability, requests and offers (<i>can, could</i> and <i>would</i>) and do exercises based around a job interview.</p> <p>Skills: Telephoning: making contact Students listen to some calls and learn how to get through to who they want to speak to, leave messages, etc.</p> | <p>Practice File Language review (page 5)</p> <p>Practice exercises: Language review 1 & 2 (DVD-ROM)</p> <p>ML Essential Business Grammar and Usage (Unit 27)</p> <p>Resource bank: Speaking (page 177)</p> <p>Practice exercises: Skills (DVD-ROM)</p> |
| <p>Lesson 4 Each case study is about 1 to 1½ hours.</p> | <p>Case study: YouJuice Students choose the right candidate for an internal promotion within an international drinks company.</p> | <p>Case study commentary (DVD-ROM)</p> <p>Resource bank: Writing (page 204)</p> <p>Practice File Writing (page 6)</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

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 (HR) department** 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 HR department will also be involved with **training** and **professional development** of the company's staff.

A company's HR department 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. Some managers describe themselves as **consultants** but 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 Careers, jobs and management on FT.com is a good up-to-date source of information on this area: <http://www.exec-appointments.com/>

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

Fifty Lessons: *Managing your Career (Harvard Lessons Learned)*, Harvard Business Press, 2007

Jane Yarnall: *Strategic Career Management: Developing Your Talent (The HR Series)*, Butterworth-Heinemann, 2008

LESSON NOTES

Warmer

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

Overview

- Ask the students 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 students to discuss it briefly in pairs. Make sure students understand that in one sense, *work* has the same meaning as *a job*, but in another sense, *work* also means *making an effort*.
- With the whole class, ask pairs for their opinions. Can they think of examples (without naming names!) of people they have known who avoid work on the job? What about people who are hard-working on the job?

Starting up

Students 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

- Get students 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.

B

- Get students to do this exercise in pairs.

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

C

- Get students to do the exercise in pairs or small groups. Circulate, monitor and assist if necessary.

One-to-one

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

Students look at typical noun combinations (collocations) with *career*, verbs used with the word *career*, 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 5 f 6 e

B  CD1.1–1.3

- Get students to look at question B and listen once or twice to the three speakers. Elicit their answers.

Person 1 middle
Person 2 beginning
Person 3 end

C  CD1.1–1.3

- Get students to look at question C and listen again to the three speakers. Elicit their answers.

Person 1 career break, career move
Person 2 career opportunities, career path
Person 3 career plan, career ladder

D

- Get students 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 *Longman Active Study Dictionary*. Circulate, monitor and assist if necessary.

LESSON NOTES

- 1 have
- 2 take
- 3 make
- 4 offer
- 5 decide
- 6 climb

E

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

Odd items out:

- 1 a training course
- 2 progress
- 3 a part-time job
- 4 a mistake
- 5 a pension
- 6 an office job

F

- Ask students to do this exercise in pairs or small groups.

- 1 make a fortune
- 2 work flexitime
- 3 earn commission
- 4 get a promotion
- 5 do part-time work
- 6 take early retirement

 i-Glossary

Reading: Be aware of your online image

Students read an article about how their social-networking profile could damage their employment prospects.

A

- Pre-teach the following vocabulary: *Facebook profile* – the information about yourself that you share on Facebook; *online image* – your ‘personality’ on the Internet as shown by pictures of you, comments you write, and so on; *online reputation* – the opinion people have of you because of what they see on the Internet; *faux pas* – (from French) an embarrassing mistake; *personal brand* – the image you want people to have of you.

- You may prefer to discuss the first question with the whole group, writing answers on the board, before asking students to work on the second question in pairs.
- Bring the group together to compare students’ answers.

B

- The idea behind this type of exercise is to get students 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.

- 1 70%
- 2 Facebook, Twitter
- 3 Peter Cullen: Microsoft; Farhan Yasin: Careerbuilder.co.uk

C

- This requires an understanding of the main idea of the article, which is found in the first sentence. Students can work individually or in pairs.

b) Facebook profile ‘could damage job prospects’

D

- This requires closer reading of the text to link the ideas. Get students 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 to look the words up themselves in a dictionary.

They can make your career because a strong online image could help you land your dream job. They can break your career because a huge number of employers take action against staff for writing negative comments on their social-networking page.

E

- Students work in pairs to write a list of things they should not do on their social-networking site. Follow up with a whole-group discussion to see if everyone had the same ideas.

F

- Students do the exercise in pairs or small groups. After the discussion, ask for a show of hands for and against using social-networking sites during work hours.

➔ Text bank (pages 116–119)

LESSON NOTES

Listening: Changing jobs

Students listen to an interview with Melissa Foux, Finance Director of CSC Media Limited.

A  CD1.4

- Before playing the first part of the interview, get students to read the three questions in this section.
- Play the first part of the interview through once.
- Once students have decided on their answers, play the track again, pausing after each answer.

- 1 CSC Media Ltd, part of the Chart Show Channels Group, is the largest independent television business in the UK. It has a mixture of 16 channels, including music, children's and movie channels.
- 2 She was the Finance Director for a chocolate-pudding business.
- 3 Because the basic skills you need are the same.

B  CD1.5

- Before playing the next part of the interview, get students to read the text.
- Play the second part of the interview through once and ask students to listen for the answers, but not write them. Elicit answers from the whole class and ask students to complete the text.
- Play the recording again and have students check their answers.

- 1 chemistry
- 2 different
- 3 internship
- 4 accountancy
- 5 understanding
- 6 experience

C  CD1.6

- Play the third part of the interview.
- Check answers quickly with the class.

1 c 2 a 3 b

D  CD1.7

- Play the final part of the interview. Elicit the answer from the class.

c) How would you advise people who are starting their careers?

E

- Students do the exercise in small groups. Circulate, monitor and assist if necessary.
- Ask a few students to share with the class the answers of other members of their group.

→ Resource bank: Listening (page 189)

Language review: Modals 1: ability, requests and offers

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

- Check that students 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 students to match the functions with the examples in the Language review box.

1 c 2 a 3 b

A

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

- 1 Can I get you a drink? (b)
- 2 Could I confirm your e-mail address? (a)
- 3 Can you use spreadsheets? (c)
- 4 Can you speak any other languages? (c)
- 5 Could you tell us more about your present job? (a)
- 6 Could you tell me your current salary? (a)
- 7 Would you let us know your decision as soon as possible? (a)
- 8 When can you start? (a)
- 9 Would you like some more tea? (b)

- Discuss students' answers, clarifying any difficulties.

B

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

LESSON NOTES

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

- Get students in pairs to practise reading the exchanges with good 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 one or two pairs to perform some of the exchanges for the whole class.

C

- Get students to role-play the situation in parallel pairs, following the instructions in the role play box. Circulate and monitor.
- When the students have done the exercise once, praise strong points and mention one or two things that students should pay attention to when they change roles.
- Get students to change roles and again to role-play the situation in parallel pairs. Circulate and monitor.
- Get one or two pairs to repeat their role play for the whole class.

Skills: Telephoning: making contact

Students discuss how they use the telephone in English. They 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 students 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 students come up with on the board, preferably organising them into groups, such as *Getting through* or *Asking for someone*.

B  CD1.8–1.10

- Get students 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.

1 What is the purpose of the call?

Phone call 1: To ask about a job advert

Phone call 2: To tell Giovanna that he can't make the training course

Phone call 3: To ask for a phone number

2 Do the callers know each other?

Phone call 1: No

Phone call 2: No

Phone call 3: Yes

C  CD1.8

- Get students 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 like, speak
- 2 Hold on
- 3 put you through
- 4 Is that
- 5 Speaking
- 6 phoning about
- 7 Could you give me

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

D  CD1.9

- Before playing the recording, get students to read the conversation and try to remember the words and phrases that will go in the gaps.
- Play the second call again and get students to write the phrases, making sure that they get the exact words – *Could I speak to Giovanna ...* rather than *Can*, etc.

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

LESSON NOTES

E  CD1.10

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

- 1 you
- 2 word
- 3 let me have
- 4 engaged
- 5 here
- 6 catch
- 7 No problem

- Get students 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 students 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 students 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 Role play 1. Get students to look at the job advert. Help with any difficulties of understanding and then explain the background to the role play.

- Allocate roles. Make sure that students are looking at the correct page for their role. Check that students with the A role understand that they will play two different people in the two parts of Role play 1: Jamie Vincent's colleague and then Jamie Vincent. Students with the B role card play themselves.
- Get your students to role-play the first call in pairs. Use telephone equipment if available; otherwise get students 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 students to say the improved versions.
- Then get one of the pairs to do the role play for the whole class, integrating the improvements.
- Get students 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 students to say the improved versions.
- Then get one of the pairs to do the role play for the whole class, integrating the improvements.
- Repeat the above steps for the second role play. Check that students with the B role understand that they will play two different people in the two parts of Role play 2: Alex Frantzen's colleague and then Alex Frantzen. Students with the A role card play themselves.

➔ Resource bank: Speaking (page 177)

CASE STUDY

YouJuice

Students choose a candidate for an internal promotion within an international drinks company.

Stage 1: Background

- Instruct the students 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 students 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 | YouJuice Inc. |
| Activity | Sells ready-to-drink juices all over the world |
| Based in | Monterrey, Mexico but owned by a large US corporation |
| Recent sales performance and reasons for this | Poor (35 per cent below target) because: Sales reps not motivated Strong competition Previous manager – no clear strategy Limited market research done, limited results from customer database |
| Nature of new sales position | Increasing sales and developing marketing strategies Managing sales team – more motivated and effective Carrying out market research |
| Number of candidates | 3 |
| Qualities required | Good academic background and relevant experience Good organizational and interpersonal skills Numeracy skills and analytical ability Good linguistic ability Must like travelling on business |

- 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 CD1.11–1.16

- 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 Juana Ramos'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 whole-class 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, students 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: *X was rather aggressive at the interview whereas Y seemed nervous*.

CASE STUDY**One-to-one**

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.

- Students can watch the *Case study commentary* on the DVD-ROM.

Stage 4: Writing

- The students 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 and describe briefly the strengths of the candidate.

→ Writing file, page 126

→ Resource bank: Writing (page 204)