

1 Building a career

Subject background

In the United States, post-secondary education is known as 'college' (informal, and often for institutions only offering a bachelor's degree) or 'university' (formal, and for institutions offering a range of degrees). It consists of four years of full-time study, these years being called freshman, sophomore, junior, and senior years. There is a mix of public and private institutions, with private ones generally being more prestigious. Admissions criteria can involve:

- grades earned in high school
- class ranking
- standardized test scores (such as the SAT test)
- commitment to extracurricular activities
- a personal essay
- an interview

Once admitted, students take part in 'undergraduate study' which leads to a bachelor's degree in a main field of study known as a 'major'. Other fields of study are 'minors'. The most common degrees are Bachelor of Arts (BA) and Bachelor of Science (BSc), although there are others. Degrees in law and medicine are not offered at undergraduate level, but are completed as graduate study afterwards. Some students choose to attend a 'community college' for two years before doing their four-year university course.

Graduate study, conducted after obtaining an initial degree, leads to a more advanced degree such as a Master's degree. However only around 10% of students ever receive postgraduate degrees – most just go directly into the workforce after their undergraduate course.

In the UK the system is similar, but there are a few differences. Linguistically, the word 'college' does not refer to university, instead it refers either a) to an institution like a further education college (for vocational, non-academic qualifications) or b) to a sixth-form college (for students aged approximately 16–18 to prepare for two years before entering university) or c) to a constituent part of collegiate universities like Oxford and Cambridge that defines where students live, which sports teams they belong to, etc. Also, the term 'higher education' is often used as a synonym for university.

Practically, there are other differences. An undergraduate course in England lasts three years, not four (although four in Scotland), and it is possible to study medicine and law at undergraduate level.

There is a major cultural difference between the university experience of young people in the US / UK and that of people in mainland Europe. This is the fact that many university students in the US / UK move away from their home town to attend university. They live in accommodation provided 'on campus' or in shared student households in the local town. This period of life is strongly associated with independence from the family. After university, students go wherever they can find a job: staying in their university town, or going back home, or going somewhere else. This creates high levels of social mobility.

University students following *The Business Upper Intermediate* are likely to be very interested in the topics of CV / resume, cover letters, and job interviews. Note that in the earlier *Intermediate* level of *The Business* there is a lot of material on this topic (unit 4), and the unit you are currently looking at is designed to complement and extend that material.

Note these general points:

- an American-style resume is one side of A4 only, and is written in note form; a European-style CV can be a little longer
- educational and work experience are written in reverse chronological order
- modern resumes and CVs emphasize achievements (measurable things that have been done) as much as skills

Useful websites

Typing any of the words resume, CV, job interview or cover letter into a search engine will give many useful links. You could start with:

<http://www.resume-resource.com/>

<http://www.cvtips.com>

1.1 About business

The education business

This module focuses on selection procedures at universities, and the strategies that they use to recruit the most able students.

Internet research

A search for *best business schools* will find a number of websites on business schools and programmes. The students probably already have an idea of where they would like to go and why. Elicit some suggestions from students first (schools either at home or abroad) and then get students to do more research about their chosen school, as well as other alternatives. You could get students to do a one-minute presentation on their chosen school, or simply to give four reasons why they would select their chosen one.

You could ask students to do this search as a follow-up at the end of the module.

Discussion

1 Before doing the discussion activity, ask students how they selected their university or college. You could initially discuss your own choices of university, touching on some of the issues raised in exercise 1.

Check students' understanding of *faculty* and *alumni*. Refer students to the Wordlist on page 144 of the Student's Book. Also pre-teach *innovative* (new and interesting); *curriculum* (subjects included in a course of study) and *earning potential* (what you might earn in the future). Let students work for a few minutes alone, then discuss their choices in pairs. Then ask each pair to work with another pair to compare and justify answers. Take whole-class feedback, but keep this feedback stage brief.

Predicting and reading

2 Introduce the article: it is from a business magazine; show students the visual and the title. Elicit from students what 'best' and 'brightest' refer to and explain the focus of the article: it is a description of the recruitment drive of the Harvard Admissions Committee. Elicit why it is so important to attract the best students for Harvard. Try to elicit a few predictions regarding Harvard's strategies, focusing on the marketing techniques given in exercise 2. Some of these may need further explanation, e.g. *travelling shows* (a 'show' which goes around the country, to different venues, trying to attract new students).

3 Students read the text to find out which marketing techniques Harvard actually uses. Students could underline in the text where these techniques are actually mentioned. Take whole-class feedback on the strategies mentioned, and discuss anything students find surprising.

ANSWERS:

telemarketing, personal referrals, weekends at Harvard, mail shots, travelling shows

Scan reading

4 As this is a scan-reading exercise, allocate a short time for the activity, e.g. two minutes. Students should circle the number and what it refers to. Conduct this activity as a competition, to encourage students to work within the time limit. Allow for whole-class feedback.

ANSWERS:

- a 23,000 applications for the new academic year
- b 9% of applications were accepted
- c 80% ultimately decided to attend
- d 10% of admitted students came from abroad
- e 35 staff in Fitzsimmons' team
- f \$43,700 - the annual tab for tuition, room and board
- g \$60,000 - parents who make less aren't expected to pay
- h 8000 alumni volunteers

Reading for detail

5 Pre-teach the following items: *a stellar test score*; *budding genius*; *cutthroat* (see Wordlist); *elite* (perceived as having a higher level, often with snob value); *selective* (very careful in choosing).

Write *Three-part battle plan* on the whiteboard, and get students to identify the phrases in the text that refer to the different parts of the plan: *The first phase begins...* (paragraph 5); *by then, Fitzsimmons will be deep into the second phase of his battle plan...* (paragraph 8); *Fitzsimmons and his team move to phase three...* (paragraph 9). This will help students understand the organization of the text. Then refer students to exercise 5 and the accompanying chart. Do the first two points together as a class, partly to highlight that different verbs are used, e.g. *purchase* and *send* (in the chart), *buy* and *mail* (in the text). Ensure that you monitor to allow sufficient time to complete the task, particularly for lower-level learners.

ANSWERS:

- 1 Purchase high school juniors' names from examination boards.
- 2 Send 70,000 personalised letters to high school juniors.
- 3 Visit 140 US cities and travel to other countries.
- 4 Send out 8,000 alumni volunteers to identify possible candidates.
- 5 Post applications and give a score from one to six.
- 6 Local subcommittees discuss the case for and against each candidate.
- 7 Professors, alumni, and students lobby successful candidates by phone.
- 8 Invite applicants to spend a weekend at Harvard in April.

Listening and discussion

6 and **7**  1:01 Allow students to read the differing opinions on the article and tick the one that they most agree with before listening. After playing it once, re-play the recording and ask students to listen for the speakers' reasons. Students discuss the points in exercise 7 in groups of three. Take whole-class feedback on the most extreme reactions.

ANSWERS

- a speaker 3
- b speaker 1
- c speaker 4
- d speaker 2

RECORDING SCRIPT

1:01

Speaker 1 : I don't care what they say about checks and balances: Harvard is part of a totally elitist, sexist and racist system. If you're not a white American male from a rich family with political connections, you can forget it – you'll never get into Harvard!

Speaker 2 : As Mr Fitzsimmons says, it makes sense to put the best students with the best faculty. Every country needs an intellectual elite to work in its government and key industries.

Speaker 3 : Forty thousand dollars a year! It's scandalous! Education should be accessible to everyone, and the government should pay for it. And it's completely absurd paying all those people just to recruit the best students!

Speaker 4 : I admire Harvard for practising what they preach. It's high time more schools and universities were run as businesses – they'd be more efficient and save taxpayers' money.

EXTENSION ACTIVITY

For further practice, ask students to select a maximum of seven words or phrases from the text which they consider useful, e.g. *brand name*; *second-to-none*; *an all-out push*, etc. They should compare their chosen lists in groups of four. Students then consider how to group the chosen words (e.g. grammatically, conceptually), and use the words to make posters for the classroom, with the heading: 'Harvard's battle plan'.

1.2 Vocabulary

Education and career

This module focuses on vocabulary related to careers and education, in particular lexis which would be useful for interviews or for writing a job application.

Internet research

A search for *action verbs for resumes cvs* will give a wealth of sites suggesting suitable words and phrases to help make your CV attention-grabbing and dynamic. As some of the sites only list frequently used verbs, students may have to check their precise meaning, as well as features of form and collocates. Students could do this research after exercise 9; they can then put some of the language into practice immediately by upgrading their own CVs.

Brainstorming

1 Ask students to work in threes to brainstorm ideas, then take whole-class feedback. One member of the group should write the ideas down, in preparation for exercise 3. Reasons, in addition to those in the letter (see task 2), might include: *to increase motivation*; *to make contacts for the future (to network)*; *to gain prestige*, etc.

2 and **3** Make the purpose of the letter clear (to persuade Sonia), as well as the author (say it is from an old friend of the family, a successful business person). Students should be able to choose the correct verbs simply because they 'sound' better, so encourage them to guess if necessary. If you have collocation dictionaries, get students to look up the words and check the correct pairings. Take whole-class feedback to make sure students have the correct answers, and then do exercise 3.

1. improve	2. boost	3. improve	4. boosting	5. have
6. going to	7. making	8. receive	9. obtain	10. enhance

4 Write up two columns on the board, with the headings *Professional experience* and *Personal experience*. Elicit an example for each and then ask students to work alone initially, before comparing answers. This exercise refocuses students on the collocations. Before students write some personalized sentences, provide some sentences starters, e.g. *I'm hoping to...*; *I'd like to...*; *My plan is to...*; *I believe this job will give me the opportunity to...*

SUGGESTED ANSWERS:

I worked in several departments and gained knowledge about all aspects of the business.
 I believe this job will allow me to acquire new skills and boost my earnings.
 My gap year in the States definitely improved my employability, and working for IBM certainly enhanced my CV. On my Business studies course I received tuition from practising managers and obtained experience on work placements.

Funding

5 Ask students to consider who usually pays for a business course. Elicit ways of financing studies, before getting students to read and complete the extract. They work alone initially, then check their answers in pairs.

ANSWERS:

1. finance	2. arrange	3. borrow	4. support	5. obtain
6. win	7. subsidize			



Sample marketing text © Macmillan Publishers Ltd

Discussion

6 First of all, get students to compare the points in the article with the situation in their own country. Then focus on the points in exercise 6.

7 After reading about Jacky, get students to discuss whether her education and career has been simple or complicated. Personalize this by asking one or two students how her education and training compares with their own, or with their future career plans.

ANSWERS:

Student A

I wasn't a very motivated student when I was younger, so I failed my exams in 1999 and had to retake them the following summer. I'd already decided I wanted to take a gap year then go to business school, so this time I completed all the coursework and revised thoroughly; I passed easily. I spent a year abroad as an assistant in a secondary school and then went to business school – I'd already applied and successfully attended an interview before resitting my exams.

In my second year as an undergraduate, I spent a semester as an intern at Hewlett Packard, which was very rewarding. In fact, I went straight into a job at HP after I graduated the following June. They encouraged me to do a Master's degree by correspondence – I just have to finish writing a dissertation. I need a break now, but I may take a sabbatical to study for an MBA in a few years' time.

Student B

I wasn't a very motivated student when I was younger, so I had to retake my exams in 2000 after I failed them the year before. I'd already decided that before going to business school I wanted to take a gap year. I passed easily because this time I completed all the coursework and revised thoroughly. I'd already applied and successfully attended an interview at a business school, so after resitting my exams I spent a year abroad as an assistant in a secondary school.

I spent a semester as an intern in my second year as an undergraduate, which was very rewarding. In fact, after I graduated the following June I went straight into a job at HP. I'm now writing a dissertation for a Master's degree by correspondence which HP encouraged me to do. I may take a sabbatical to study for an MBA in a few years' time, but I need a break first.

8 Give students two minutes to prepare and to make notes on any similarities and differences regarding the suggested points. Give a time limit for the discussion, so that students know how much depth to go into (about three to four minutes each).

Action verbs

9 Beforehand, ask students to bring in their CVs to raise interest in the topic. Let students look at each other's CVs for a few minutes, discussing any points of interest. Students then work in pairs to complete the exercise, before checking answers with the whole class. If relevant (or possibly after the next extension task and/or the Internet research activity), get students to go back to their own CVs and see if there are any places where they could upgrade their CVs by adding the action verbs. Monitor carefully and assist.

ANSWERS:

- 1 contacted
- 2 presented
- 3 recruited
- 4 trained
- 5 met
- 6 exceeded
- 7 designed
- 8 implemented
- 9 managed / motivated
- 10 motivated / managed
- 11 chaired
- 12 drew up

FURTHER PRACTICE

As a revision activity, you could put the verb and noun collocations from the lesson on small cards for students to play pelmanism in threes, e.g. *contact + corporate clients (by phone)*; *train + new sales reps*; *acquire + skills*; *obtain + practical experience*, etc. Put all the cards face down on the desk and one student turns over two cards at a time. If the cards do not match, the student has to turn them face down again. It is then the turn of the next player. Once a player gets a matching pair, he or she has another turn. The winner is the person who finishes with the most correct pairs of collocations.

Career stages

10 If you have a lower-level group, have some dictionaries to hand. Otherwise, deal with any problem vocabulary as students are working on this task in pairs. To aid clarification, make sure at an appropriate stage that students know that some of the verbs are (partial) synonyms, e.g. *to be laid off = to be made redundant*; *to quit = to give in your notice* (quit is slightly more informal); *to take a sabbatical = to be resting*. Respond to any pronunciation problems in whole-class feedback on this task.

ANSWERS:

- 1 to be resting, to take a sabbatical
- 2 to be laid off, to be made redundant
- 3 to be promoted, to join a company
- 4 to quit, to give in your notice
- 5 to be on assignment, to be transferred
- 6 to be suspended, to be dismissed

Listening for gist

11 🎧 1:02 Play the recording, then allow students to compare answers before playing the recording again, stopping after each speaker. This is important, as you want students to apply the new lexis appropriately from exercise 10. Take whole-class feedback.

SUGGESTED ANSWERS:

- 1 He's intending to quit his job because his company keeps giving him assignments in different countries. He needs to give in his notice three months before he can leave.
- 2 She was laid off when they modernized the company, then made redundant when they couldn't find any work for her.
- 3 He's been suspended for not wearing a safety helmet, but he thinks the company want to dismiss him.
- 4 He joined the company four years ago and has just been promoted.
- 5 She's on secondment in Paris, and she's being transferred to Vancouver.
- 6 He's resting at the moment, and considering taking a sabbatical to write a book.

RECORDING SCRIPT

🎧 1:02

Speaker 1: I'm thinking of leaving actually. I've worked in China, Argentina and Alaska, and now they want me to go to South Africa for two years! But even if I resign, they'll make me work at least another three months. I'm just sick of being moved around all the time.

Speaker 2: When the company was modernized, they told me to stay at home for a week or two while they found me a different job – but they never did, so in the end they had to 'let me go', as they say. Replaced by a machine! Actually, I'm grateful – it was probably the best thing that could have happened to me.

Speaker 3: I've just been sent home for a week because I refused to wear a safety helmet – they're too hot and uncomfortable. They keep harassing me – I think they'd like to fire me actually!

Speaker 4: I was on the road for 30 years as a sales rep. Then I was lucky enough to get the job as sales manager here four years ago. I've just been made 'Director of Customer Satisfaction' – or as the boys in sales say, they've kicked me upstairs! Well, at my age, I'm over the moon!

Speaker 5: I'm based in London for the moment – actually, right now I'm doing audits in Paris for our French subsidiary – but it's just for three months. After that, they've asked me to move to the Vancouver office. It's a fantastic opportunity!

Speaker 6: Well, I'm not actually working at the moment. I'm an actor, and I finished a movie a couple of months ago. I'm thinking about taking a year off to write a book.

12 Pre-teach *harass* (if you harass someone, you cause problems for them on repeated occasions, perhaps through mental or physical abuse). Elicit some possible responses to the first situation and highlight the use of the second conditional structure, used here to describe an imaginary situation. Students initially prepare alone, then in groups. Indicate how long they will have for the discussion. As you monitor, remind students of the target structure. At the whole-class feedback stage, encourage students to give personal examples of similar cases, e.g. examples involving acquaintances or friends.

Listening and discussion

13 🎧 1:03–1:05 Before playing the recording, highlight the situation: these three people are all facing big career-related choices. Elicit one or two suggestions of the kind of problems they may be facing. Students listen and make notes. Lower-level students will need to hear the recording again. Let students compare answers before taking whole-class feedback. At this point, ask students if they know of any famous people who these cases remind them of. Let students refer to page 110 and discuss their reactions with their partner.

SUGGESTED NOTES

Name: Bob	Name: Lucy	Name: Mel
Problem: Started up successful electronics company. Resigned when he disagreed with his CEO. Sell shares? What next?	Problem: previously worked as researcher, teacher, then secretary. Fired for writing stories at work. Do creative writing course, or look for another job?	Problem: Designed and sold product to local govt. when in high school. Drop out of prestigious business school to start own business?

RECORDING SCRIPT

🎧 1:03 – 1:05

1
Bob: Hi. My name's Bob. A few years ago I started up an electronics company which has been very successful. So successful in fact that I had to hire a CEO to give me time for my creative work. I brought in Jack, a manager from a completely different business, a soda manufacturer in fact. I thought he would be the right man to help my company grow, but now I know I made a big mistake. Recently we disagreed about strategy. Believe it or not, the board decided he was right and I was wrong, and stripped me of my duties. Of course, I resigned. Well, what would you have done? I still hold my shares in the company, but I think I'm going to sell them. I don't know what I'll do next. Maybe I'll invest the money from the shares and retire somewhere cheap and sunny. Or I suppose I could start over and build a new company. Or join a competitor. What do you think I should do?

2
Lucy: Hello, I'm Lucy, and my problem is that I've never really known what sort of career to choose. I studied languages at university, which was great, but it doesn't really qualify you to do anything. After graduating, I worked as a researcher for a charity, then I went abroad and worked as an English teacher for a while. Now I'm a secretary; or I should say I was a secretary, because I've just been fired for writing stories at work! I love writing – but it's not easy to make a living from it. I suppose I'd need to go back to school and do a creative writing course. Perhaps I could work part-time, waitressing or something. Or should I just look for another secretarial job? Or go back to being a researcher, or a teacher maybe; at least that's more creative. What do you think?

3
Mel: Hi. I'm Mel. I've wanted to run my own business for as long as I can remember. When I was in high school, a friend and I designed a product which we managed to sell to local government departments. But my parents were really keen on sending me to business school, so now I'm in my third year at a really prestigious, expensive school. The thing is, my friend and I have a fantastic opportunity to start our own business; we have a new product, and a big company is really interested in buying it. But to develop our idea, I'll have to drop out of school, and I know my parents will be really upset. What do you think I should do?

EXTENSION ACTIVITY

Pairs choose one of the three people from exercise 13, e.g. Bob, Lucy or Mel, and one student adopts this role (role A). They have to ask for advice from their partner (role B), a friend / colleague who they respect. B makes several sensible and helpful suggestions while A listens and reacts. Start like this: (A) *Hi X, can I have a word? I wanted to discuss something important with you.*

1.3 Grammar**Tense review**

This module is a review of various tenses, including: narrative tenses (past simple, past continuous, past perfect), the present tenses (present simple and continuous) and forms used for the future (present continuous, 'going to' and 'will'). It also reviews conditionals (zero, first and second) and the present perfect simple and continuous. Finally, it revises time markers and phrases typically associated with the different tenses.

Internet research

Students will find numerous websites citing the advantages of using *accomplishment statements*, and the techniques for composing them. First you identify the problem or need in the company; then you state what you did to counter this; finally you need to state the resulting benefits which occurred, in as concrete terms as possible, e.g. staff morale was low, so individuals were given one-on-one interviews, where the main source of negative feeling was discussed. As a result of this, some staff were moved to different departments and the atmosphere and morale improved considerably.

Students could do this research before exercise 7, or at the end of the module.

Refresh your memory

Give students the example sentences alone from here, on an OHT, screen or handout. They work in pairs to give the name of the tense / structure. Students then check their answers in the book.

Test yourself

Before reading, ask students to quickly order the events of Lindsey's career in a logical order, putting the events on the whiteboard, jumbled:

applied for university; decided not ready to go to university; watched a TV documentary about Ethiopia; decided on her plans; left school; discovered her interest in business while abroad; revised for exams; read about Africa

Guide students here, making sure that their chronological order of events corresponds with the text. Students then read and find the mistakes individually, considering why they are wrong and correcting them. Students check their choices and rationale in pairs before whole-class feedback. Be prepared to clarify with concept questions and other techniques such as timelines, as appropriate, e.g. I was applying for a place at university: *When did she apply for a place at university?* (before she left school); when I watched a TV drama: *Which tense do we use to give background information?* (past continuous). For lower-level students, give out the text in exercise 1 with the mistakes already underlined.

ANSWERS:

When I left school I wasn't sure what to do next. I had applied for a place at university, but while I was revising for my exams I had already decided that I didn't feel ready for university. I had read a lot about East Africa, and one day when I was watching a TV documentary about Ethiopia, I suddenly knew that that was where I was going. In fact it was while I was working with an NGO in Ethiopia that I became interested in business.



Sample marketing text © Macmillan Publishers Ltd

2 Students close their books and listen to you reading the completed gap-filled text, as if you were Lindsey. This will help students to understand the overall content, before the language focus work. Students then work individually on the exercise, before checking answers in pairs. Monitor carefully to see where students are having difficulties.

If students seem unsure of the different tenses, work through some or all of exercises 1–7 in the *Grammar and practice* section on page 116 in the Student's Book (answers on page 116 in this book).

ANSWERS:

- 1 have just finished
- 2 am currently working
- 3 consider
- 4 has left
- 5 have agreed
- 6 have been designing
- 7 have been looking
- 8 seems

3 Establish the context, e.g. Lindsey's responses in a job interview. You could first let students work alone, and then put them with different partners to discuss their answers.

ANSWERS:

- 1 If I get the job, I will try to make myself available as soon as possible, but I wouldn't be able to start immediately unless JPC agreed to let me go.
- 2 You see, if I make a commitment, I do my best to respect it.
- 3 If by any chance the job were based in Kenya, I would take it anyway, even though I'd prefer to use my Amharic.

4 Handle this exercise as a dictation, for variety. Write the three different future forms on the board: *will*, *going to* and *present continuous*. Also put the base verbs on the whiteboard: 1 *become*, 2 *put*, 3 *get*, 4 *write*, 5 *be*. Read the script, but say 'beep' where there is a blank, and point to the relevant base verb on the whiteboard. Follow the same procedure for checking as earlier.

If students need more practice of either future forms or conditionals, refer them to exercises 8–13 in the *Grammar and practice* section on page 117 in the Student's Book (answers on page 116 in this book).

ANSWERS:

In the short term, I hope (1) I'll become a department manager quite quickly. I've learnt a lot about management on the MBA, and (2) I'm going to put the theory into practice as soon as I can. On the personal front, (3) I'm getting married next June; over the next couple of years my fiancé (4) is going to write TV and movie scripts, so (5) he is going to be totally mobile and happy to move as necessary.

Time markers

5 and **6** Write up four columns on the whiteboard or on a handout with *present simple*, *present continuous*, *past simple* and *present perfect* as headings, for exercises 5 and 6. Identify which two tenses are being dealt with in exercise 5 and give students the cut-up adverbials on cards. Let them decide in groups of three which of the two columns they go in. In whole-class feedback, encourage students to give you natural-sounding oral examples with the adverbial, e.g. *At the moment, I'm working as an assistant manager in a small plastics company*. Repeat this procedure for exercise 6.

ANSWERS:

Exercise 5	
usually	<i>present simple</i>
currently	<i>present continuous</i>
always	<i>present simple</i>
at present	<i>present continuous</i>
at the moment	<i>present continuous</i>
often	<i>present simple</i>
Exercise 6	
ever	<i>present perfect</i>
in	<i>past simple</i>
never	<i>present perfect</i>
ago	<i>past simple</i>
already	<i>present perfect</i>
(not) yet	<i>present perfect</i>
when	<i>past simple</i>
just	<i>present perfect</i>
since / for	<i>present perfect</i>
last	<i>past simple</i>

EXTENSION ACTIVITY

Students think of five questions about work or studies to ask their partner, using these adverbials, e.g. *What project are you working on at present?* Remind students that 'ago' and 'never' are not generally used in questions. Students work in pairs, then use the answers to write job-related, personalized sentences with the time markers, about their partner, e.g. *At present Sasha is working as a*

Listening

7 and **8** Students look at the photograph and read the introduction to task 7. Students suggest what Fraser and Jess might be talking about. Then they read the questions, before listening to the recording. Replay it if necessary, while students check their answers in pairs, before whole-class feedback. In exercise 8, with lower-level classes write the sentences on the board, asking why a given tense is used in each case.

ANSWERS:

- Exercise 8**
- a He's not doing very much at the moment; he's job-hunting.
 - b He worked for ITC for twenty years.
 - c He was made redundant.
 - d He has just got back from Nepal; he has been working on a book.
 - e She worked in several firms, and became a specialist in downsizing.
 - f She's currently managing a subsidiary up north.
 - g She's going to move down to London soon.
 - h Jess is taking over as group CEO of Morgan-Hoenshell, the company which made Fraser redundant.

RECORDING SCRIPT

 1:06

Jess: Fraser Orbell!

Fraser: Oh, hi.

J: Oh my God! Fancy meeting you here! You look great! Do you still go running?

F: Oh, thank you. Yes, I usually run two or three times a week. Um, I'm sorry, I'm afraid I always forget people's names ...

J: It's Jess! Jess Tomey!

F: Oh, Jess, of course! I'm so sorry ...

J: It's all right. People often don't recognize me. Too many business lunches, so I always tend to put on weight!

F: No, no, you look wonderful. As always!

J: Thank you Fraser! So, what are you doing these days?

F: Well, actually at the moment I'm not doing very much. Sort of job-hunting, you know ...

J: Oh, I see. Well, I hope you find something soon. But what did you do after graduation?

F: Well, you probably remember that I dropped out in my final year, so I didn't actually graduate. But I worked for ITC in Manchester for twenty years.

J: Oh, did you?

F: Yes, until they were taken over by Morgan-Hoenshell about a year ago. Twenty years of loyal service, but when Morgan-Hoenshell came along, I was made redundant without so much as a word of thanks.

J: Oh, how awful for you!

F: Yes, well, you know, that's life, isn't it? But, um, actually, I've just got back from Nepal.

J: Nepal? Wow!

F: Yeah, been, um, working on a book.

J: That's terrific, Fraser! So when can I buy it?

F: Well, I haven't finished it yet, but hopefully it'll be published next year – I promise I'll send you a copy. But anyway, that's enough about me – what have you done since you left Franklin? Did you get that job you wanted in finance?

J: Yes, I did. I worked in several firms, actually; I became a specialist in downsizing, cutting costs, streamlining, restructuring, you know ...

F: I see. A bit like Morgan-Hoenshell!

J: Well, yes, a bit ...

F: So where are you working now?

J: Oh, I'm currently managing one of our subsidiaries, um, up north.

F: Oh yeah – anywhere near Manchester?

J: Um, yes ... but I'm going to move down to London soon.

F: Oh really?

J: Yes, I've just had some rather good news.

F: Uh-huh?

J: Well, if all goes well, I'm taking over as group CEO next year.

F: Wow, congratulations! Which company?

J: Um, you probably wouldn't be interested ...

F: Come on Jess, we go back a long way! No secrets between us, eh?

J: Well, it's Morgan-Hoenshell, actually.

Role-play

9 Ask students: *have you ever been to a college / school reunion?* Get some feedback on whether it was a negative or positive experience and why. Ask students if they keep in touch with any school / college friends. Then students look at the prompts and consider what the full questions are. If necessary, take whole-class feedback on this before beginning. Then start students off like this:

'I don't believe it! It's (name), isn't it? How are you?'

If necessary, do a demo with a confident student first, with exaggerated intonation.

Balloon debate

10 Students read through the task. Re-clarify what the situation is. Inform students they will need to make a choice after hearing all four presentations from their group; these presentations should be two minutes each; students will have a secret vote at the end. Put students into groups of four and let them choose their roles. Give students time to prepare what they are going to say, and to make notes if necessary. In their talk, they can use and embellish the details given about the past, present and future. Students start their presentations with the sentence: *There is no doubt that without me, this company would not be where it is today.*

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1.4 Speaking

Giving reasons in interviews

This module focuses on how to successfully expand on points when speaking, by giving reasons. The module centres around the theme of how to give a successful interview.

Internet research

Searching for *illegal interview questions* will give several sites with lists of examples (most of these sites are American and obviously there will be some national differences). The following questions would be considered illegal in the US: *Where were you born?; when were you born?; do you plan to have a family?; how tall are you?; what organizations do you belong to?; do you own or rent your home?; do you have any debts?; are you a religious person?*, etc. Some of the sites give strategies for answering the questions appropriately, so as not to jeopardize your job prospects, e.g. using humour; asking the interviewer questions to find out why he/she has asked that question; basing your response solely on the requirements of the job and your ability to perform, e.g. How old are you? I am young and fit enough to do this job successfully.

Students should ideally do this research at any point before the final role-play in exercise 6.

Listening and discussion

1  1:07 First ask students to talk about their last interviews and to say whether they were difficult or easy ones. Students talk about the kind of questions they were asked, particularly if they can remember difficult ones. Before playing the recording, elicit one example of a reasonable question, and one of an unreasonable question, e.g. *Could you tell me why you are single?* (unreasonable); *Can you tell us what attracted you to this company?* (reasonable). Then play the recording, stopping after each question to elicit opinions.

RECORDING SCRIPT

 1:07

- 1 Can you tell us why you chose your school or university?
- 2 Could you explain why you are single or married?
- 3 I'd like to know the reasons why you are, or are not, a member of a union.
- 4 Would you mind telling us why you do or don't have children?
- 5 Do you smoke or drink? Why, or why not?
- 6 What exactly made you chose to apply to this company?
- 7 I'd be interested to know why you are, or are not, a vegetarian.
- 8 Can you tell me where you want to live and work, and why?

Listening

2  1:08–1:09 Set the scene for the recording: Ruth and Anaïs are chasing the same job and discussing the business school they attended. Allow students time to read the points in exercise 2 before listening. If necessary, play the recording again and let students compare answers. In whole-class feedback, spend more time on questions 5–8 as these lead on to exercise 3. Ask students if they can recall any of the examples, or even the language used.

ANSWERS:

- | | | | |
|--------|---------|---------|---------|
| 1 Ruth | 2 Anaïs | 3 Anaïs | 4 Ruth |
| 5 Ruth | 6 Anaïs | 7 Ruth | 8 Anaïs |

RECORDING SCRIPT

 1:08–1:09

1

Interviewer: So, Ruth, Could you tell me what motivated you to study business, and why you chose to attend the Franklin School of Business?

Ruth : Um, yes. Um, well, I suppose mainly 'cos my boyfriend was going to Franklin. And I liked economics at school. I thought about some of the better-known business schools, but, you know, they're too expensive anyway ... I nearly chose French actually, 'cos my mother's French, but I thought business was better. More money in it, basically. And Franklin was great, you know. Really good school. I had a great time. But as I say, basically it was because my boyfriend was there – well, my ex-boyfriend I should say. And, erm, ... the teachers. The teachers were terrific of course.

2

Interviewer: Could you tell me what motivated you to study business, Anaïs, and why you chose to attend the Franklin School of Business?

Anaïs: Well, as regards choosing business, although I love languages, basically I've always wanted to go into management, and I felt that business was the obvious choice. It not only prepared me to work in more or less any department in a company, but it also means that I can use my language skills in an international career. In addition, a business degree always gets attention, interest and respect. So to sum up, I chose business rather than languages; if not I think it would have been more difficult to get into management. As far as my choice of business school is concerned, it's true that the big names open doors, but on the other hand, newer schools like Franklin have significant advantages. For one thing, they have better facilities, and for another, they're less expensive. What's more, their curricula are more innovative, their classes are smaller, and their student intake is more diverse. In the end I decided to choose a new university, simply because it represented better value for money overall.

3 Let students work individually, before comparing answers. Particularly for lower-level students, you may need to clarify some of the form and punctuation-related issues with these expressions, e.g.

As regards + noun phrase + comma + clause

As far as + noun phrase + *is concerned* + comma + clause

For one thing + comma + clause + *and for another* + comma + clause

ANSWERS:

Introducing a point

1, 4, 7

Seeing both sides

3, 8

Combining reasons

5, 9

Adding ideas

2, 6, 10

4 For lower-level students, ask them initially to match the three questions to the answers, 1, 2 and 3. Write these on the board, in jumbled order: *Why did you change your last job?; Why did you move to this part of the world?; Why do you play badminton?* Students then work in pairs to try and fill in the gaps, while you monitor and assist. Take whole-class feedback to conclude.

ANSWERS:

- 1 not only but also Besides / In addition / What's more
 2 in addition Besides
 3 For one thing for another besides / in addition / what's more
 1 Why did you change your last job?
 2 Why did you move to this part of the world?
 3 Why do you play badminton?

5 First put two headings from the first example on the board: *Living with your parents* and *Moving away and sharing with friends*. Students brainstorm as a class some advantages and disadvantages of each. Encourage one or two students to try and use the linkers to join ideas and formulate their opinion on this topic. Then ask students to read the example in the book and to do the same, in pairs, for the remaining topics. Provide sufficient time and assistance at this stage, and encourage all students to write their sentences down. Put the students into different pairs for them to compare their sentences, which they can read out. Students should listen and try to comment on their partners' ideas, e.g. *I agree with what you said about X, but don't you think ...?*

Role-play

6 To challenge stronger students in the group, encourage them to add one or two 'illegal interview questions' into their interview, e.g. *how old are you?* Put an outline of the stages of the role-play on the board, using points 1, 2, 3 and 4 (write in a time-limit for point 2), so that students know what is happening. During the role-play, monitor and note any problems for remedial teaching at a later stage. When groups A and B decide at the end who should get the job (point 3), encourage students to use the target phrases from exercises 3, 4 and 5, e.g. *I/we preferred candidate X for several reasons. Firstly... Moreover*, etc. At the end, invite comments on the interviewees' reaction to the 'illegal questions', if appropriate.

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1.5 Writing

Cover letters

This module focuses on how to write effective cover letters to accompany a CV, when applying for a new job or placement. It also looks at how to present oneself positively, using appropriate verbs.

Internet research

A search for the suggested keywords will reveal a host of sites with some useful, and at times amusing examples of *what not to put in your resume*. These touch on important issues such as whether to be honest about your weaknesses; of including only relevant information; of taking time to find good references; of not being too over-confident, etc.

This research can be done at any point in the module.

Brainstorming

1 Students work in threes to decide which are the Dos and Don'ts. Allow them sufficient time to read the useful information on page 110 and give them the chance to ask you further questions based on these points.

SUGGESTED ANSWERS:

Do

Ask directly for an interview.

Follow the AIDA model used in advertising – attention, interest, desire, action.

Don't

Start your letter 'Dear Sir or Madam'.

Write a formal introduction in the first paragraph.

Write at least 400 words.

Use sophisticated language to make a good impression.

2 and **3** For exercise 2, initially dictate the following gist questions: *Find out the job Kiara Pointer would like and how confident she sounds.* Give students one minute only to read the text, then take whole-class feedback. Students re-read the letter and fill in the missing words, first alone and then in pairs, before going on to exercise 3.

ANSWERS:

Exercise 2

1 exceeded

2 broken

3 obtained

4 developed

5 trained

6 modernized

7 doubled

8 capture

9 optimize

10 present

Exercise 3

request action 4

give details of the applicant's accomplishments 2

get the reader's attention 1

relate the applicant to the company, showing why the company should hire her 3

4 Ask students to work in pairs. They should cover column 2 (a–j) and decide how to finish the sentences. This focuses students on both the target lexis and grammar, as well as facilitating the ensuing matching task. Students then uncover the material and complete the matching task. After checking, ask students to record words and phrases that might be useful for them in their notebooks.

ANSWERS:

- | | |
|-------------------------------------|--|
| 1 my outgoing personality makes me | d a strong candidate. |
| 2 I recently graduated | h from the University of Oregon. |
| 3 I served as | j president of the debating society. |
| 4 I attended school | i in Michigan, Arizona and Oregon. |
| 5 I supported myself | g by working in radio advertising sales. |
| 6 Jobs such as bartending enhanced | a my formal education. |
| 7 I have the skills to embark on | e a career in insurance brokering. |
| 8 I would like very much to | f talk with you. |
| 9 I will follow up this letter with | c a phone call. |
| 10 I can arrange a time | b to meet with you. |

Brainstorming

5 Elicit what the two jobs are and also the companies involved and then ask students to read the job description. Elicit from the class one quality for the first job and one skill for the second, putting these on the board. Then students work in threes to complete the task in exercise 5. Ask for feedback and write other suggested key qualities and skills on the board.

Writing

6 Refer students back to the sample cover letter on the previous page and to the action verbs in exercise 4. With a smaller or higher-level group, let students work individually.

7 Ensure that you leave enough time for students to read all the cover letters. Warn them that they will need to give clear justifications for their choices. Take whole-class feedback.

EXTENSION ACTIVITY

If your students would benefit from more oral practice of job interviews, select the best two cover letters for each of the jobs, and then organize a 'panel interview', e.g. one candidate is interviewed by 3–4 people. Allow students a few minutes to prepare for this, and encourage the 'panel' to consider how to divide up their questions and roles.

1.6 Case study

Mangalia Business School

This module raises awareness of the financial options facing a business school, and provides opportunities for extensive oral fluency practice on this topic.

Internet research

Before doing this search, students should work in pairs to estimate how much a two-year MBA would cost. They should consider elements such as: tuition fees, living expenses, travel costs, study tools (books / stationery / computer / software, etc.), insurance, lost income, application and registration costs, etc. Students can then do the search and find out how their estimates compare with the suggestions. Get students to give feedback on their findings in class as there is likely to be some variation between the estimates.

This research could be done at any point in the module.

Discussion

1 Before students look at the discussion points, ask them to name local or regional business schools which they consider to be successful or not, and if possible elicit suggestions as to why. Ask students to look at the list of features in exercise 1. Students decide individually, then compare answers in pairs.

Reading

2 Before reading, show students a map of Romania and its location in Europe, if relevant. Elicit an example of a strength by asking students to read just the first line (e.g. it's new, it's private, it has an excellent reputation). Take whole-class feedback and invite personal reactions to the information, asking students if they themselves would be attracted to go there and why/why not.

SUGGESTED ANSWERS:

Strengths:

new school
private school
excellent reputation for quality
on the Black Sea coast – pleasant environment
close to the Romanian Business Centre
climate and cultural heritage
well-equipped campus
comfortable accommodation
internationally recognized undergraduate and Master's degrees
executive education
faculty recruited from successful companies
international placements

Weaknesses:

new school
private school
in southeast Romania
reputation for quality only in Central and Eastern Europe, not worldwide
accommodation for 300 students – small
faculty recruited from Central Europe, not worldwide
placements in Central Europe only
low proportion of MBA students
only 5% executive education – probably the most profitable sector
low international student intake

Listening

3  1:10 Tell students that the Dean, Radu Ionescu, is giving a presentation to a group of consultants, investors, marketing professionals and other interested parties. After listening, students compare notes. Monitor to see if students need to hear the recording again. In feedback, elicit the nature of the dilemma regarding Bumbescu's offer, as this is relevant to the discussion (his offer is extremely attractive for future growth but the conditions could be limiting).

ANSWERS:

- 1 The alternatives MBS is facing are either to lose students or to take risks and invest.
- 2 Radu Ionescu expects help in making a plan.
- 3 Ion Bumbescu has offered sponsorship on condition that the name changes.

RECORDING SCRIPT

 1:10

Radu Ionescu: First of all, I would like to thank you all for coming here today. We hope you will enjoy your visit, and experience for yourselves why Mangalia is such a wonderful place to live and study. As you know, institutions like MBS now compete on a global market. The days when we could rely on our contacts in Romania and Central Europe to fill our school are long gone. Today we compete with giants like Harvard and the London Business School. Small schools like MBS face a difficult choice: either we sit back and watch the brightest students and the best professors fly away to Massachusetts, Paris, Barcelona or London, or we take risks, invest, and develop new ways to be more competitive in the global marketplace. Here in Mangalia, we are not used to sitting back and doing nothing. We have chosen to draw up a five-year plan to make MBS a truly international business school, and we have invited you here to help us. We are not only relying on your experience, your know-how and your creativity to help us make the right decisions, but we are also counting on you to identify and promote the USPs, the unique selling propositions, that will give us a competitive advantage in attracting the best students and the most influential corporate clients. As far as finance is concerned, some of you will already have heard the excellent news that the prominent businessman and multi-millionaire Ion Bumbescu has offered to sponsor our school. This would have the immediate effect of doubling our budget. However, Mr Bumbescu's business methods are somewhat controversial, and his offer specifies that the school should be known as the Bumbescu Business School; consequently I must ask you to consider carefully all the implications of such a change.

Discussion

4 Initially students work alone, to prepare what they are going to say. Under point 3, they should tick the projects they like and add other ones they can think of (see the final point). They will need to give clear justifications, in response to all points 1–4. When ready, divide the class into groups of four and start the discussion. You may want to allocate a chairperson and note-taker in each group, who can guide the discussion and also give feedback later. This person should hold and record any votes on relevant issues.

After the discussion, students should collate their final decisions on the four points, using an OHP, board or poster. Hold brief whole-class feedback to discuss some of the groups' decisions. The main feedback occurs in exercise 6, so keep this feedback stage minimal.

EXTENSION ACTIVITY

You could allocate different roles to students at this point, if you feel that your students would be more willing to speak in role, e.g. Dean (Mr Ionescu); Manager of School; Senior Teacher; Principal; Student Representative; Marketing Consultant 1, Marketing Consultant 2, etc. If you feel your students will naturally have similar views, then also give some additional information on role cards, e.g.

Manager – you feel that there is a lot of competition and you need to take risks. You have a particular interest in developing the international recruitment / exchange programmes.

Senior Teacher – you have worked at the school a long time and are happy that the school has a good reputation. You are naturally conservative about change.

Marketing Consultant – you feel that the school has to move forward, in order to be a strong contender in an increasingly competitive market. You think that the school needs a maximum number of new projects.

Give students time to prepare what their own views are for the future of MBS before they discuss the issues together in a group.

Listening

5  1:11 Prepare and motivate students before playing this recording by telling them that they are going to hear a fairly surprising news report about Bumbescu, which could be very significant. Ask students to predict if it is going to be good or bad, and write these questions on the board: *What is the accusation?* (supplying arms for developing countries) *What else has he been doing recently and why?* (trying to improve his reputation by investing in education and research). Replay the recording if necessary, before taking whole-class feedback.

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RECORDING SCRIPT

 1:11

News broadcaster: In business news, controversial multi-millionaire Ion Bumbescu has again been accused of involvement in defence procurement for developing countries. Mr Bumbescu, who is believed to be travelling in Southeast Asia, was unavailable for comment, but in a short statement made earlier today, a spokesman for Bumbescu Holdings claimed that 'the group's companies had done nothing illegal.' Mr Bumbescu's business methods have been frequently criticized by his competitors. Recently his Bumbescu Foundation has been pouring millions into research and education projects, in what appears to be an attempt to improve his image.

Presentations

6 Give students some time to review their earlier decisions after listening to the recording, and warn them that they will soon have to present their proposals to the whole class. At feedback stage, allow stronger students to speak first, to serve as examples.