

**BỘ LAO ĐỘNG THƯỜNG BINH VÀ XÃ HỘI
TRƯỜNG CAO ĐẲNG THƯƠNG MẠI VÀ DU LỊCH**



GIÁO TRÌNH
MÔN HỌC : TIẾNG ANH THƯƠNG MẠI
NGÀNH : KINH DOANH THƯƠNG MẠI
TRÌNH ĐỘ : CAO ĐẲNG

(Ban hành kèm theo Quyết định số 401 /QĐ- CĐTMDL ngày 05 tháng 07 năm 2022 của Hiệu trưởng Trường Cao đẳng Thương mại và Du lịch)

Thái Nguyên, năm 2022

TUYÊN BỐ BẢN QUYỀN

Tài liệu này thuộc loại sách giáo trình nên các nguồn thông tin có thể được phép dùng nguyên bản hoặc trích dùng cho các mục đích về đào tạo và tham khảo.

Mọi mục đích khác mang tính lệch lạc hoặc sử dụng với mục đích kinh doanh thiếu lành mạnh sẽ bị nghiêm cấm.

LỜI GIỚI THIỆU

Trong những năm gần đây, nhờ chính sách mở cửa, Việt Nam đã phát triển quan hệ hợp tác trên nhiều lĩnh vực với các nước khác trong khu vực và trên thế giới. Để góp phần vào công cuộc công nghiệp hoá, hiện đại hoá đất nước và mở rộng quan hệ hợp tác kinh tế quốc tế, việc giảng dạy và học tập ngoại ngữ trong các trường phổ thông cũng như trong các trường chuyên nghiệp đang ngày càng được chú trọng. Trường Cao đẳng Thương mại và Du lịch cũng nằm trong xu thế phát triển chung đó. Việc dạy ngoại ngữ cho học sinh, sinh viên thuộc các chuyên ngành đào tạo khác nhau luôn được Nhà trường quan tâm. Bên cạnh các học phần Tiếng Anh Cơ Bản, học sinh, sinh viên còn được học các học phần Tiếng Anh chuyên ngành, giúp cho học sinh, sinh viên có thể vận dụng vào công việc tương lai của mình sau khi ra trường.

Tuy nhiên, để giảng dạy tiếng Anh chuyên ngành một cách hiệu quả thì cần phải có giáo trình phù hợp. Vì vậy, Bộ môn Ngoại ngữ - Trường Cao đẳng Thương mại và Du lịch đã nghiên cứu biên soạn giáo trình Ngoại Ngữ Chuyên Ngành Thương Mại.

Giáo trình được biên soạn dựa trên một số tài liệu Ngoại Ngữ Chuyên Ngành Thương Mại của các tác giả trong và ngoài nước theo hướng chọn lựa những nội dung quan trọng và cần thiết đáp ứng được các yêu cầu đặt ra trong chương trình đào tạo của Nhà trường và nhu cầu sử dụng Tiếng Anh sau khi ra trường của học sinh, sinh viên theo học chuyên ngành Kế toán doanh nghiệp.

Trong quá trình biên soạn, giáo trình chắc chắn không tránh khỏi những thiếu sót, bất cập. Bộ môn Ngoại ngữ rất mong nhận được những ý kiến đóng góp của các đồng nghiệp và học sinh, sinh viên để từng bước hoàn thiện giáo trình này trong các lần tái bản sau.

NHÓM TÁC GIẢ

MỤC LỤC

Nội dung	Trang
Tuyên bố bản quyền.....	
Lời giới thiệu.....	
Unit 1: Introduction.....	
Unit 2: Work and leisure.....	
Unit 3: Problems.....	
Unit 4: Travel.....	
Unit 5: Food and entertaining.....	
Unit 6: Sales.....	
Unit 7: People.....	
Unit 8: Markets.....	
Unit 9: Companies.....	

GIÁO TRÌNH MÔN HỌC

1. Tên môn học: Tiếng Anh Thương Mại

2. Mã môn học: MH14

3. Vị trí, tính chất, ý nghĩa và vai trò của môn học:

3.1. Vị trí: Tiếng Anh Thương Mại là học phần thuộc kiến thức chuyên môn nghề. Học phần này được bố trí giảng dạy trong chương trình đào tạo kinh doanh Thương Mại hệ cao đẳng.

3.2. Tính chất: Tiếng Anh Thương Mại là môn học quan trọng cung cấp cho sinh viên những kiến thức cơ bản về thương mại và giao tiếp trong kinh doanh.

3.3. Ý nghĩa và vai trò của môn học: Môn học này nhằm trang bị cho người học những kiến thức và kỹ năng về tiếng Anh chuyên ngành thương mại. Trong mỗi bài học đều cung cấp cho người học một khối lượng về từ vựng, ngữ pháp, và các kỹ năng trong giao tiếp kinh doanh, những thành ngữ thông dụng trong giới kinh doanh quốc tế, trên nội dung là những sinh hoạt thường ngày ở một văn phòng đại diện thương mại, một công ty, xí nghiệp. Người học sẽ nắm được cách viết thư thương mại, cách thành lập các văn đơn, chứng từ, giao tiếp kinh doanh.

4. Mục tiêu của môn học:

4.1. Về kiến thức: Trang bị cho người học các kiến thức về giao tiếp tiếng Anh trong kinh doanh thương mại, viết đơn xin việc, báo cáo công tác, hợp đồng, đơn đặt hàng, chứng từ kế toán, thư tín giao dịch telex, fax và đặc biệt là các thông tin thương mại như: quảng cáo, giao vật, thông tin thị trường, bình luận kinh tế.

4.2. Về kỹ năng: Phát triển kiến thức và kỹ năng (nghe, nói, đọc, viết) tiếng Anh cho người học trình độ cao đẳng để giao tiếp, nghiên cứu, dịch tài liệu chuyên ngành kế toán doanh nghiệp. Sau khi hoàn thành môn học, người học sẽ sử dụng thành thạo Tiếng Anh trong các lĩnh vực hoạt động kinh doanh và thương mại quốc tế; có kiến thức kinh tế, kinh doanh và quản lý cần thiết để thích ứng với môi trường kinh doanh quốc tế; hiểu biết về văn hoá, xã hội, kinh tế, chính trị và phong tục của các nước bản ngữ.

Sử dụng tốt các chủ đề ngữ pháp liên quan đến: Thì hiện tại đơn, thì hiện tại tiếp diễn, các động từ chỉ trạng thái; Thì quá khứ đơn, thì quá khứ tiếp diễn; Thì hiện tại hoàn thành; Thì tương lai gần, thì tương lai đơn,....

Người học tốt nghiệp ra trường có thể làm việc tại các doanh nghiệp trong nước, các văn phòng đại diện, các doanh nghiệp có vốn đầu tư nước ngoài, các tổ chức kinh tế và tài chính quốc tế và khu vực.

4.3. Về năng lực tự chủ và chịu trách nhiệm:

Có khả năng làm việc theo nhóm, chủ động trong công việc, có tinh thần thái độ nghiêm túc, trung thực đáp ứng yêu cầu đòi hỏi ngày càng cao của xã hội. Có phẩm chất chính trị, đạo đức nghề nghiệp và sức khoẻ tốt, có kiến thức cơ bản về ngôn ngữ và khả năng sử dụng tiếng Anh thành thạo.

Tích cực tìm tòi các tình huống, tài liệu trong lĩnh vực kinh doanh thương mại và dịch vụ để giao tiếp, học tập và nghiên cứu

5. Nội dung của môn học:

5.1. Chương trình khung

Mã MH	Tên môn học	Số tín chỉ	Thời gian học tập (giờ)			
			Tổng số	Trong đó		
				Lý thuyết	Thực hành/ thực tập/thí nghiệm/ bài tập/thảo luận	Thi/ Kiểm tra
I	Các môn học chung	20	435	157	255	23
MH01	Chính trị	4	75	41	29	5
MH02	Pháp luật	2	30	18	10	2
MH03	Giáo dục thể chất	2	60	5	51	4
MH04	Giáo dục Quốc phòng -An ninh	4	75	36	35	4
MH05	Tin học	3	75	15	58	2
MH06	Ngoại ngữ	5	120	42	72	6
II	Các môn học chuyên môn	84	1980	752	1153	75
II.1	Môn học cơ sở	18	270	256		14
MH07	Nguyên lý kế toán	3	45	43	-	2
MH08	Quản trị học	3	45	43	-	2
MH09	Pháp luật trong kinh doanh thương mại	2	30	28	-	2
MH10	Kinh tế vi mô	2	30	28	-	2
MH11	Khoa học hàng hóa	3	45	43	-	2
MH12	Thống kê kinh doanh	2	30	28	-	2
MH13	Tài chính doanh nghiệp	3	45	43	-	2
II.2	Môn học chuyên môn	62	1650	440	1153	57
MH14	Tiếng Anh thương mại	4	60	57	-	3
MH15	Kinh tế thương mại	3	45	43	-	2
MH16	Nghiệp vụ kinh doanh thương mại	4	60	57	-	3
MH17	Marketing kinh doanh	3	45	43	-	2
MH18	Tâm lý khách hàng	2	30	28	-	2
MH19	Đàm phán kinh doanh	2	30	28	-	2
MH20	Kỹ năng bán hàng trực tuyến	2	30	28	-	2
MH21	Quản trị doanh nghiệp thương mại	4	60	57	-	3
MH22	Quản lý chất lượng	2	30	28	-	2
MH23	Thương mại điện tử	2	30	28	-	2
MH24	Phân tích hoạt động kinh doanh	3	45	43	-	2
MH25	Thực hành tổng hợp I	6	180	-	166	14
MH26	Thực hành tổng hợp II	8	240	-	222	18
MH27	Thực tập TN	17	765	-	765	-
II.3	Môn học tự chọn (chọn 2 trong 4)	4	60	56		4
MH28	Khởi sự kinh doanh	2	30	28	-	2

MH29	Nghiệp vụ kinh doanh XNK	2	30	28	-	2
MH30	Kế toán thương mại dịch vụ	2	30	28	-	2
MH31	Tín dụng và thanh toán quốc tế	2	30	28	-	2
	Tổng cộng	104	2415	909	1408	98

5.2. Chương trình chi tiết môn học

Số TT	Tên chương, mục	Thời gian (giờ)			
		Tổng số	Lý thuyết	Thực hành, thí nghiệm, thảo luận, bài tập	Kiểm tra
1	Unit 1: Introductions	7	7		
2	Unit 2: Work and leisure	7	7		
3	Unit 3: Problems	8	7		1
4	Unit 4: Travels	7	7		
5	Unit 5: Food and entertaining	7	6		
6	Unit 6: Sales	8	7		1
7	Unit 7: People	7	7		
8	Unit 8: Markets	9	8		1
	Cộng	60	57		3

6. Điều kiện thực hiện môn học:

6.1. Phòng học chuyên môn/nhà xưởng:

- Phòng học lý thuyết được trang bị hệ thống đèn đủ ánh sáng
- Bàn ghế cho sinh viên
- Bàn ghế giáo viên, bảng, phấn

6.2. Trang thiết bị máy móc:

- Máy chiếu, máy tính, loa

6.3. Học liệu, dụng cụ, nguyên vật liệu:

- Giảng viên sử dụng giáo trình dùng chung và tham khảo các tài liệu giảng dạy khác hỗ trợ bài giảng

6.4. Các điều kiện khác: Không

7. Nội dung và phương pháp, đánh giá:

7.1. Nội dung:

1.1. Kiến thức: Mỗi bài đều củng cố cho người học kiến thức ngữ pháp, từ vựng, mẫu câu thông dụng trong tình huống giao tiếp thương mại bằng Tiếng Anh.

1.2. Kỹ năng: Người học tiếp tục rèn luyện các kỹ năng nghe, nói, đọc, viết, vận dụng các kỹ năng trong giao tiếp như thuyết trình, phân tích, hoạt động nhóm...

1.3. Về năng lực tự chủ và trách nhiệm: Người học có thái độ nghiêm túc khi nghiên cứu môn học, tích cực, chủ động, sáng tạo trong học tập.

7.2. Phương pháp:

Việc đánh giá kết quả học tập của người học được thực hiện theo quy định tại Thông tư 09/2017/TT-BLĐTBXH của Bộ lao động – Thương binh và Xã

hội; Quy chế Tổ chức đào tạo trình độ trung cấp, trình độ cao đẳng theo phương thức tích lũy mô đun, tín chỉ của Nhà trường ban hành kèm theo Quyết định số 246/QĐ-CĐTMDL ngày 01/6/2022 và hướng dẫn cụ thể theo từng môn học/ mô đun trong chương trình đào tạo.

STT	Phương pháp	Hình thức
1	Kiểm tra thường xuyên	Tự luận
2	Kiểm tra định kỳ	Tự luận
3	Thi kết thúc môn học	Tự luận

8. Hướng dẫn về phương pháp giảng dạy, học tập môn học:

8.1.1. Đối với người dạy: Khi giảng dạy môn học này cần kết hợp giữa giảng dạy lý thuyết với hướng dẫn sử dụng phương pháp dạy học tích cực, tăng cường phát vấn, kiểm tra đánh giá kết quả học tập.

8.2.2. Đối với người học: Phải có giáo trình và tài liệu tham khảo, tích cực chuẩn bị bài, làm bài đầy đủ trước khi đến lớp, thường xuyên thảo luận.

9. Tài liệu tham khảo:

- (1) (Giáo trình bắt buộc): Giáo trình nội bộ - Tiếng anh chuyên ngành Thương Mại, Trường Cao đẳng Thương mại & Du lịch, 2019.
- (2) Business Basics (David Grant and Robert McLarty).
- (3) English for Sales and Purchasing (Lothar Gutjahr/ Sean Mahoney).

UNIT 1: INTRODUCTION

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Have a solid grasp of vocabulary related to professions, nationalities, and proficient pronunciation of those words.

Use verb "to be" grammar rules effectively, as well as the usage of the indefinite articles "a" and "an."

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 1) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials.
- + Participate in the full duration of the course
- + Serious in the learning process.

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 1

2.1. STARTING UP

A. Listen to four businesspeople. Match the speakers to their business cards

B. Listen again and complete the introductions. Use the words from the box

Good morning. My..... Erika Schulz. I'm a product manager from Germany. I'm in marketing.

Hello. I'm Nikolai Ivanov. I'm from Russia.an accountant.

Hi. I'm Bo Cheng.....China. I'm a university student.

Hi. I'm from Argentina. I'm a senior manager. name's Eva Rosado.

C. Talk about yourself

Hello. I'm from ...

2.2. VOCABULARY 1: Job titles

accountant

cashier

sales assistant

engineer

telephone operator

receptionist

A. Write the words from the box under the correct heading

accountant finance marketing manager

technician engineer cashier production

director doctor telephone operator

human resources receptionist lawyer

sales assistant personal assistant (PA)

B. Work in pairs. Talk about your job or studies

I'm a technician. / I'm a student. / I'm in finance.

2.3. VOCABULARY 2: Nationalities

Country	Nationality	Country	Nationality
Brazil	- <i>an</i> Brazilian	Poland	- <i>ish</i> Polish
Germany	German	Spain	Spanish
Italy	Italian	Sweden	Swedish
Russia	Russian	Turkey	Turkish

Japan China	- ese Japanese Chinese	France Greece the US the UK	Others French Greek British American
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B. Work in pairs. Student A: turn to page 136. Student B: turn to page 143.

Ask and answer questions about the nationality of the companies

A Is Sony Japanese?

B Yes, it is

B Is Givenchy Swedish?

A No, it isn't. It's French

Student A Ask about:	Student B Ask about:
Sony Volvo Gucci Michelin McDonald's	Givenchy Zara Aeroflot Siemens Olympic Airways

C. Think of three companies you know. Give their nationalities

2.4. READING: Meet Phil Knight

What do you know about this man?

He is the founder and CEO of Nike

A. Read the article. Then complete the chart

Phil Knight	
Age	65
Nationality	American
Family	Married – 2 sons and 1 daughter
Job	Founder and CEO of Nike
Type of company	Sports and Fitness company
Interests	Asia, especially Japan

2. Are you a sales manager? B) No, she's Polish.
 3. Are you married? C) No, I'm Italian.
 4. Is your wife a manager? D) No, she's a lawyer.
 5. Is she Italian? E) Yes, I am. That's a picture of my wife.

F. Work in pairs. Ask and answer questions from exercise A about Ingrid

2.6. LANGUAGE FOCUS 2

*a/an with jobs; wh – questions

- We use *a* before words beginning with a consonant sound. Eg: a receptionist
 + We use *an* before words beginning with a vowel sound. Eg: an astronaut
 + We do not use *a* or *an* with plural nouns. Eg: They are architects

We use question words such as what, who and where to ask for information

Eg: What's your job? I'm a lawyer.

Who's your boss? He's Peter.

Where are you from? / Where's he from?

What's your job? I'm an engineer.

A. Write the jobs from the box under the correct heading

trainee accountant executive optician lawyer analyst director
 architect manager consultant engineer doctor pilot

A	An
Trainee	Accountant
lawyer	analyst
consultant	executive
director	optician
doctor	engineer
pilot	architect
manager	

B. Work in pairs. Talk about your job and the jobs of your family and friends

I'm a sales manager. My husband / wife /partner / is a doctor.

My brother is an engineer. My sister is a housewife. My friend is an architect.

2.7. LISTENING: Talking about yourself

Three people talk about their jobs. Listen and complete the chart

	Pierre	Olga	Anna
--	--------	------	------

1.What is her job?	An architect	An engineer	A lawyer
2. Where is he or she from?	Switzerland	Russia	Polish
3. Where is his or her office?	Zurich	Moscow	Poznan
4.Who is his or her boss?	Irene	Eugenia	Alex

2.8. SKILLS: *Introducing yourself and others*

A. 1.4. Listen to three conversations. Mark each statement true or false

Conversation one

- 1.Patrick is a sales assistant. T
- 2.Diana Vincent is a sales manager. F

Conversation two

- 3. Hiroshi Ito is Mayumi’s assistant. F
- 4. Dan Marshall is in finance. F

Conversation three

- 5. Jimmy is pleased to meet Dave. T
- 6. Business is good. F

B. 1.4. Listen again and complete the conversations. Use words from the Useful language box

From conversation one

- A: Hello.....I’m.....(1)Patrick Keller. I’m.....(2) the new sales assistant.
- B: Oh, Hello.....Pleased.....(3) to meet you. I’m Diana Vincent.

From conversation two

- A: Good morning. My name’s.....(4) Hiroshi Ito. This.....(5) is Mayumi Nitta, my assistant.
- B: Nice to ...meet.....(6) you both. I’m Dan Marshall from Marketing.

From conversation three

- A: Hello, Jimmy.
- B: Hi, Dave.
- A:.....Good.....(7) to see you again.
- B: You, too. How’s bussiness.....(8)?
- A: Not too good.
- B: Oh, really? Sorry to hear that. What’s the problem?

2.9. CASE STUDY

Offering a drink

Would you like a drink?

How about a coffee?

Another drink?

Saying good bye

See you later

Nice talking to you

Replying

Thanks very much. I'd love one.

Yes, please / No, thanks

Good bye. See you soon

UNIT 2 : WORK AND LEISURE

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary related to days, months, years and leisure activities.

Present simple tense grammar and adverbs of frequency effectively.

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 2) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 2

2.1. STARTING UP

A. 2.1. What do people want from work? Listen to four people. Make three word partnerships they use from the words in each box

- | | |
|-------------|---------------|
| 1. high | colleagues |
| long | salary |
| helpful | holidays |
| 2. friendly | office |
| travel | opportunities |
| large | boss |

B. Match some word partnerships from exercise A to their meaning 1 to 6

1. A lot of money *high salary*
2. A lot of time away from work *long holidays*
3. Good people to work with *travel oppportunities*
4. The chance to go to different places on business *travel oppotunities*
5. Move quickly to a higher position at work *fast promotion*
6. You can change the times when you start and finish work *flexible hours*

C. What do you want from work? Use the word partnerships from Exercise A and make a list. Work in pairs. Compare your lists and choose the five most important things

2.2. VOCABULARY 1: Days, months, dates

Say the days of the week

A. Put the days of the week in order. Which days are “the weekend”?

- | | |
|---------|-----------|
| Friday | Thursday |
| Sunday | Saturday |
| Monday | Wednesday |
| Tuesday | |

B. Write the months of the year under the correct seasons

Spring	Summer	Autumn	Winter
February	May	August	November
March	June	September	December
April	July	October	January

C. Complete the time phrases with *in*, *at* or *on*. Then write the phrases under the correct preposition

- | | |
|------------------|-----------------------|
| 1. at night | 6. on Tuesday evening |
| 2. in the autumn | 7. in June |

- | | |
|----------------------------|-------------------|
| 3. on 15 th May | 8. at New Year |
| 4. on Thursday | 9. at the weekend |
| 5. in the afternoon | |

D. Complete the sentences with *in, at or on*

1. We have a lot of big orders in March.
2. The office closes for three days at New Year.
3. There is an important meeting on 15th June.
4. The CEO visits our brand in the summer.
5. We deliver large goods on Monday afternoons.

E. Work in pairs. When are you busy during the day, week and year? What are the quiet times? Ask your partner

Eg: A: When are you busy during the day?

B: I'm very busy in the morning. What are the quiet times for you?

A: Business is quiet in the summer. Which days are you busy during the week?

B: I'm always busy on Mondays.

2.3. READING: Describing your routine

Michael Dell's working day

New words

chairman (n)	corporation (n)
customer (n)	organization (n)
own (v)	overseas (adv)
to make plan (v)	trip (n)
to go biking (v)	

A. What time does Michael Dell:

1. get up?

He gets up at 5:00 am

2. do exercises?

He does exercises at 6:00 am

3. arrive at his office?

He arrives at his office at 8:00 am

4. leave the office?

He leaves the office at about 6:15 pm

B. Mark each statement true or false

1. Michael Dell makes three trips to Asia each year. F

2. He lives in Europe. F

3. He has four children. T

4. His wife has a shop in Austin, Texas. T

5. He has dinner with customers. F
 6. He works on his computer in the evening. T

C. Match the words in each box to make word partnerships

- | | |
|-----------|--------------|
| 1. go | a) football |
| 2. play | b) exercise |
| 3. do | c) running |
| 4. travel | a) time |
| 5. meet | b) customers |
| 6. spend | c) overseas |

2.4. LANGUAGE FOCUS 1: Present simple

- We use present simple to talk about habits and work routines

Eg: I travel overseas.

He reads stories to his children.

Does he talk to customers? Yes, he does / No, he doesn't.

We don't drive to work.

She has a good job.

A. Complete the article about Romani's working day. Use the verbs from the box

Giorgio Armani wakes (1) up at 7 a.m. He goes (2) to the gym and spends (3) an hour there . He has (4) breakfast and then goes (5) to the office with his bodyguard. He has pasta and a salad for lunch and then he sleeps (6) for 10 minutes.

He works (7) until 8 p.m on design and administration. He travels (8) every two months-to the US, Russia or other parts of Europe. On his way home from the office, he often stops (9) for a drink at Nobu. At weekends he goes to his villa.

B. Complete the information about Patrick Ross. Use the correct form of the verbs in brackets

I'm Patrick Ross and I1 (work) for an American securities company in Tokyo. I2(live) near Shibuya, and I.....3 (travel) to work by subway. My wife is Japanese. She4 (work) part-time for a Japanese shipping company. She.....5 (drive) to work. We both.....6 (like) sports and traveling. We7 (play) golf at the weekend. Our two children.....8 (go) to an international school.

C. Write a paragraph like the one in exercise B about yourself

- name
- studies / work
- routine
- free time
-

2.5. VOCABULARY 2: Leisure activities

A. Match the leisure activities to the pictures

1. running 2. walking 3. biking 4. swimming

B. Complete the leisure activities below. Use words from the box. You can use each word more than once

- Going to playing watching listening to
- 1 golf 5.tennis
2.....TV 6.the cinema
3.....restaurants 7.....football
4.CDs 8.the gym

C. Talk about your leisure activities. Use the verbs in box 1 and the time phrases in box 2

Eg: I love running at the weekend.

I like goinh to the cinema on Friday night.

2.6. LANGUAGE FOCUS 2: Adverbs and expressions of frequency

- We often use adverbs of frequency and expressions of frequency with the present simple to say how often we do things

Eg: He often spends time in the evenings writing e-mails.

Each year he makes two trips to Asia.

How often does he get up at 5:30 a.m?

He always gets up at 5:30.

- Adverbs of frequency often go

+ before the main verb. Eg: Karla sometimes works from home.

+ after the verb to be. Eg: I am always at work before 9:00 a.m.

- Expressions of frequency go at the beginning or the end of a sentence

Eg: Two nights a week he works late at the office.

He works from home once a month.

A. Write the words in brackets in the correct place in the sentence

1. She gets up early. (usually)

2. They start their first meeting at 9 o'clock. (always)

3. We are late for meetings. (never)

4. I am busy in the afternoon. (often)

5. The office closes at 3 p.m. (sometimes)

B. Complete these expressions of frequency. Use words from the box

1. from..... to time

4.a month

2. now and

5. every

3. once a

6.times a week

C. Read the pairs of sentences. Cross out the incorrect words

1. a) He reads the papers everyday.
b) He always / sometimes read the papers.
2. a) We eat in the company cafeteria four times a week.
b) We usually / sometimes eat in the company cafeteria.
3. a) I work late once a month.
b) I usually / sometimes work late.
4. a) The managers don't go to business dinners at the weekend.
b) The manager never / sometimes go to business dinners at the weekend.
5. a) The company director travels on business twice a week.
b) The company director always / often travels on business.

D. 2.2. An interviewer asks people from different countries about their typical day. Listen and complete the chart

	Rodolfo (Mexican)	Isabel (Swiss)	Sigrid (Austrian)
1. What do you do when you get to work?	check e-mail	Look in my diary Have a coffee	Say hi to my colleagues Check e-mail
2. Where do you have lunch?	at home	At my desk	In the cafeteria
3. How often do travel on business?	once a month	Never	Twice a year

E. Work in pairs. Ask and answer the questions in Exercise D

F. Works in pairs. Ask and answer the questions. Add similar ones of your own

How often do you...

- | | |
|--|--------------------------------|
| 1. play sports? | 5. entertain at home? |
| 2. use a mobile phone? | 6. go on business trips? |
| 3. drive to work / college / university? | 7. go abroad on holiday? |
| 4. go to a gym / fitness centre? | 8. buy a newspaper / magazine? |

2.7. SKILLS: Talking about work and leisure

A. Match the questions with the answers

What do you like best about your job?	Usually about 6 o'clock. From time to time. We
---------------------------------------	---

How many hours a week do you work / study?	sometimes go for a meal.
When do you finish work?	I play golf
Do you meet your colleagues after work?	I work flexible hours, which is great.
What do you do in your free time?	Between 30 and 35 hours.

B. Work in pairs. Ask and answer the questions in Exercise A about yourself

C.2.3. Complete the conversation. Use words from the box. Then listen and check

keen enjoy really interested love

Pat: What do you do at the weekend?

Tim: I'm.....(1) on sport. I.....(2) like karate, and I.....(3) playing football. But I'm not really(4) in watching sport on TV. I don't(5) professional football matches , for example.

D. Work in pairs. Tell your partner how you feel about your work and studies. Use phrases from the useful language box

Eg: I enjoy having flexible hours.
I really like my boss / colleagues.
I don't enjoy doing overtime.
I don't like long meetings.

E. Work in pairs. Ask and answer questions about what you do in your free time

Eg: What do you do at the weekend? I usually visit friend

2.8. CASE STUDY

Asking questions:

What do you do.....
in your free time?
at the weekend?
after work?
in the evening?

How often do you...?

Do you like ...? Yes, I do. / No, I don't

Expressing feelings

I like / love... I don't like
I'm keen on ... He isn't really keen on....

UNIT 3: PROBLEMS

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary of descriptive adjectives

Grammar: "have got," the present simple tense

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 3) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Written test 1

2. CONTENT: UNIT 3

2.1. STARTING UP

A. Match the sentences about problems.

- | | |
|--|-------------------------------|
| 1. There isn't an invoice in the package | a) It's broken |
| 2. We can't find the documents | b) I'll be 10 minutes late |
| 3. The coffee machine doesn't work | c) It's missing |
| 4. The train isn't on time | d) I think they're lost |
| 5. I'm not ready for the meeting | e) It's delayed by 15 minutes |

B. 3.1. Listen to five telephone calls. Identify the product and the problem

Product	Problem
1. TV	delay
2. TV	instructions missing
3. Coffee machine	remote control missing
4. Books	broken
5. Drinking water	late delivery

2.2. VOCABULARY: Adjectives

A. Complete these sentences. Use the adjectives from the box

beautiful broken clean fast flexible
helpful high incorrect

1. Our employees enjoy having hours
2. The new sales assistant got a (n).....promotion
3. Marketing executives earn a (n).....salary at that company
4. My colleagues are usually very.....
5. We want a (n).....and well-furnished apartment
6. Your office has got a (n).....view
7. Their old printer is, so they want a new one
8. This invoice is; please can you send a new one

B. Match the adjectives with their opposites

- | | |
|-----------|--------------|
| 1. Long | a. Fast |
| 2. Heavy | b. Late |
| 3. Early | c. Short |
| 4. Slow | d. Dangerous |
| 5. Safe | e. Light |
| 6. Big | f. Wide |
| 7. Hot | g. Low |
| 8. Narrow | h. Hard |
| 9. High | i. Small |
| 10. Soft | j. Cold |

C. Look at these sentences

The bed is too hard. It isn't soft enough.

The seats aren't wide enough. They're too narrow.

Make sentences. Use too or enough and adjectives from exercise B

1. The report doesn't give much information. (too/enough)
2. I can't carry these suitcases. (too)
3. I can't meet you at 6 o'clock in the morning. (too)
4. I don't want this car. Its top speed is only 100 kilometres per hour. (too/enough)
5. Don't take any visitors to those areas late at night. (too/enough)
6. That camera doesn't fit in my pocket. (too/enough)
7. I can't get this car into the garage. (too)
8. Our trucks can't go under that bridge. (too/enough)

Answers:

1. The report doesn't give much information
It's too short / It isn't long enough
2. I can't carry these suitcases
They're too heavy
3. I can't meet you at 6 o'clock in the morning
It's too early
4. I don't want this car. Its top speed is only 100 kilometres per hour
It's too slow / It isn't fast enough
5. Don't take any visitors to those areas late at night
They are too dangerous / They aren't safe enough
6. That camera doesn't fit in my pocket
It's too big / It isn't small enough
7. I can't get this car into the garage
It's too big
8. Our trucks can't go under that bridge.
It's too low / It isn't high enough.

2.3. READING: Dealing with problems at work

New words

crowded (adj)

staff (n)

spacious (adj)

change (v,n)

popular (adj)

lose (v)

cut cost (v)

cash flow (n)

work well with (v)

team player (n)

on time (adv)

A. Four people answered the question ‘What are the biggest problems facing your company?’ Read their replies

Match the replies in exercise A with an appropriate heading

- | | |
|--------------------|---------------------|
| a) Changes at work | c) Money problems |
| b) Space problems | d) Difficult people |

B. Find words in the replies which mean the following

1. The money you pay regularly to use a building (reply 1)
2. When a place is too full of people (reply 1)
3. Large, with a lot of space (reply 1)
4. Unhappy about something (reply 2)
5. Someone who works well with other members of a group (reply 3)
6. People you work with (reply 3)
7. A piece of paper showing how much you have to pay for something (reply 4)
8. Amount of money coming into and going out of a company (reply 4)

Answers:

1. The money you pay regularly to use a building (reply 1)

=> rent

2. When a place is too full of people (reply 1)

=> crowded

3. Large, with a lot of space (reply 1)

=> spacious

4. Unhappy about something (reply 2)

=> worried

5. Someone who works well with other members of a group (reply 3)

=> team player

6. People you work with (reply 3)

=> colleagues

7. A piece of paper showing how much you have to pay for something (reply 4)

=> bill

8. Amount of money coming into and going out of a company (reply 4)

=> cash flow

C. Which of these are a problem where you live

1. transport
2. prices
3. crime
4. noise
5. other

2.4. LANGUAGE FOCUS 1: Present simple: negatives and questions

- We use the present simple to talk about habits and routines.

Negatives

They don't come to work on time.

He doesn't go to meetings.

Questions

Does he work well with colleagues?

Where do you work?

A. Work in pairs. Match the questions to the answers

1. What do you think about the new boss?
2. What time does the meeting start?
3. Where does she live?
4. Why does he need the money?
5. Who do I report to?
6. How does this work?
7. How much does this cost?
8. When do I finish work?

B. Put the words in the correct order to make questions

1. weekend work you Do at the?
2. Pierre in sales Does work?
3. you do travel abroad How often?
4. you spell How *business* do?
5. this word What mean does?
6. finish does the meeting When?

C. Make negative sentences. Use don't (do not) or doesn't (does not)

1. I like meetings. (presentations)
I like meetings, but I don't like presentations
2. Raj likes Fridays. (Mondays)
Raj likes Fridays, but he doesn't like Mondays
3. We agree about most things. (budgets)
We agree about most things, but we don't agree about (budgets)
4. Susan sends a lot of e-mails. (faxes)
Susan sends a lot of e-mails, but she doesn't send faxes
5. Alex and Connie speak Chinese. (Japanese)
Alex and Connie speak Chinese, but they don't speak Japanese

D. Work in pairs. Ask and answer the questions

1. What time / start work?
2. When / finish work?
3. Where / work?

4. Who / report / to?
5. How often / work at the weekend?

Student A

1. You start work at 9:00 a.m.
2. You finish work at 7:00 p.m.
3. You work in Frankfurt.
4. You report to the finance director.
5. You never work at the weekend

Student B

1. You start work at 5:00 a.m.
2. You finish work at 3:00 p.m.
3. You work in London.
4. You report to the head of Systems.
5. You work every Saturday morning.

2.5. LANGUAGE FOCUS 2: *have got*

We use *have got* to talk about possession.

We've got a new printer, but it doesn't work very well.

The office hasn't got a lift.

Have you got a problem with cash flow?

Yes, we have. / No, we haven't.

We use *some* with plurals in positive sentences.

I've got some problems with cash flow.

We use *any* with plurals in questions and negative sentences.

Have you got any meetings today?

A. Make sentences about Marco's possessions

Eg: Marco's got a Mercedes. He hasn't got any running shoes.

Mercedes	1	fax machine	0
running shoes	0	swimming pool	1
children	0	tennis court	0
telephones	2	computer	1

Marco hasn't got any children.

He has got 2 telephones.

He hasn't got a fax machine.

He has got a swimming pool.

He hasn't got a tennis court.

He has got a computer.

B. Work in pairs. Talk about these two offices

Office A has got a lift. Office B hasn't got a balcony

Office A	Office B
lift	no lift
view of the high street	view of the mountains
balcony	no balcony
very colorful walls	white walls
no car park	large car park
fax machine in next room	fax machine in the office
large windows	small windows
air conditioning	no air conditioning

C. Work in pairs. Answer these questions

1. Which office from exercise B would you choose?
2. Describe your own office / study room.

2.6. SKILLS: Telephoning - solving problems

A. 3.2: Listen to four phone calls. Write the number of the call after the problem. Some calls have two problems

1. There are no instructions. 3
2. A piece is missing. 4
3. The printer doesn't work. 1
4. The invoice is incorrect. 4
5. The air conditioning doesn't work. 2
6. The line is engaged. 2

B. 3.2: Listen again and complete the sentences

1. Please return it, and we canat it for you.
2. Would you like to?
No. Can heme back, please?
3. I'm sorry to hear that. Whichis it?
4. Right. Let medown the.....

C. Look at the Useful language box. Listen and tick the expressions you hear

2.7. CASE STUDY

Answering

Hello. This is Carl Fisher

Good morning. Marta Gomez speaking.

Apologising

I'm very sorry about that

Getting through

Can I speak to Janet Porter, please?

Can he call me back, please?

Stating the problem

I've got a problem with...

I'm sorry to hear that

Getting details

Can you give me some more information?

Which model is it?

Finding solutions

We can give you a refund

I can talk to the manager

We can send you a new one

There are some problems with...

Giving details

The invoice is incorrect

There 's a piece missing

It's the wrong part / model / item

Finishing a conversation

Thank you.

Thanks for your help.

D. Work in pairs. Student A is a sales representative. Student B is a customer. Role play the conversation. Use your role cards. Use some of the expressions from the useful language box

Student A – Sale representative

- Answer the phone
- Ask for details
- Apologise for first problem
- Apologise again and offer solutions
- Say good bye

Student B – Customer

- Introduce yourself. Say you have some problems with order
- Give details for first problem
(shirt are wrong colour and size)
- Give details of second problem
(want 2,000 not 200, as soon as possible)
- Thank the sales representative
- Say goodbye

2.8. TEST 1

I. Choose the best answer: (2 points)

1, I'm an accountant and I'm in.....

A. human resources B. finance C. marketing D. sales

2, To move a higher position at work means.....

A. to promote B. to have a long holiday C. expensive

D. incorrect

3, He is very..... because he wants to reach the top in his career.

A. reliable B. relax C. helpful D. ambitious

4, I usually spend a lot of time..... e-mails to customers.

A. write B. writing C. wrote D. writes

5, I enjoy my job because I like the people I work with. They are great.....

- A. customers B. colleagues C. suppliers D. companies
- 6, My company has.....hours, so I can choose when I start and finish work.
- A. interesting B. good C. flexible D. easy
- 7, He.....for this company since 1992.
- A. has worked B. has been C. has done D. has gone
- 8, If you buy something for £100 and sell it £150, you make a.....
- A. loss B. invest C. profit D. earn
- 9, I am in charge of training in the human.....department.
- A. support B. staff C. resources D. accountant
- 10,.....time do you spend learning english every day?
- A. How many B. How long C. How far D. How much

II. Read the passage and choose the best answer: (2 points)

Martin was born in Portugal.....(11).....30 July 1980. He went to live in Singapore with his parents when he was 11 years old. He.....(12).....the International School in Singapore. He finished school in 1998 with A levels in Geography, Maths, and Business Studies. During his last two years at school he....(13).....a sales assistant in a golf shop at weekends. After his final exams, Martin....(14)....a six month computing course at the Technical College of Singapore, where he learnt HTML, a computer programming language.(15) first full time job was with a company.....(16).....Airtent. He designed and managed their website. After a year with Airtent, he moved back to Portugal,(17)..... he got a job with Bestside, a company which offers web-page design services to all kind of bussiness worldwide. He now lives....(18).... 365Bua Boavista in Lisbon. Martin is a very keen golfer and he enjoys....(19)....chess. He speaks fluent English, Portuguese, and French, and has a working knowledge of german and Spanish. He is going to open his.....(20).....company in the future.

- 11, A. on B. in C. at D. for
- 12, A. went B. came C. attended D. studied
- 13, A. were B. worked as C. did D. worked
- 14, A. learnt B. went C. made D. did
- 15, A. His B. He C. Her D. Him
- 16, A. to call B. called C. calling D. calls
- 17, A. when B. which C. who D. where
- 18, A. on B. in C. at D. next
- 19, A. playing B. plays C. played D. to play
- 20, A. single B. a C. own D. the

III. Correct the mistakes in the following sentences: (2 points)

- 21, Last night he have to write the report on his trip to China.
- 22, The hotel has not much single rooms left.

- 23, I can picking you up from the airport if you want.
- 24, How long did it took you to get to the station?
- 25, There is a sales conference on September.
- 26, He work for Nissan – a car company.
- 27, Japan didn't exported a lot of cars last year
- 28, This room isn't enough large for 50 guests.
- 29, She wanted to be a fashion desginer when she is young.
- 30, The people you work with are your customers.

IV. Write complete sentences using the suggested words and phrases : (2 points)

- 31, There / not / enough / seats / guests /meeting hall.
.....
- 32, Phil Knight / founder / CEO / Nike.
.....
- 33, I / miss / meeting / yesterday / because / traffic jam.
.....
- 34, She / like / meet / people when / travel abroad.
.....
- 35, They / invest / lot / money / training / last year.
.....
- 36, I / look forward/ meeting you / 23 January.
.....
- 37, I love it / but / too expensive. Have / you / got / cheaper model?
.....
- 38, He / too / young / do / job.
.....
- 39, I / work / night / because / I / contact / colleagues / other / countries.
.....
- 40, She / like / meet / people when / travel abroad.
.....

V. Make question for the underlined part in the following answers: (2 points)

- 41, He went to Japan on business last month.
.....
- 42, The bank is opened at 7.30 every day.
.....
- 43, Mr. Warren often goes to work by car
.....
- 44, We have 20 orders for the new product this month.
.....
- 45, Anne studied business at Bristol University.
.....

46, I change jobs so often because I want to earn more money.

.....

47, It costs £10.15.

.....

48, They met an important customer last night.

.....

49, John Smith started working in Autotech in 1960.

.....

50, The chairman is very helpful and sociable.

.....

UNIT 4: TRAVEL

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

- Vocabulary related to travel details
- Modal verbs "can" and "can't"
- There is/There are"

Skills:

- Listening, speaking, reading and writing
- Working in pairs and in groups

Capacity for autonomy and responsibility:

- Have inspiration in learning
- Be aware of the importance and practical significance of the subject
- Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 4) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

- Regular check point
- Periodically check theory

2. CONTENT: UNIT 4

2.1. STARTING UP

A. How often do you travel? Where do you like to go? Do you ever travel on business?

B. When you travel, which of the following do you like or not like? Make sentences as in the examples

Eg: I love meeting new people

I like eating new food

- checking in
- waiting for luggage
- booking rooms
- speaking a foreign language
- packing suitcases

I don't like flying

I hate checking in

- being away from home
- travelling to the airport / station
- meeting new people
- flying
- eating new food

C. 4.1. Listen to these statements. Where do they take place?

Answers:

- a) in a taxi
- b) at an airport
- c) at the railway station
- d) at a hotel
- e) on a plane

2.2. VOCABULARY: Travel details

A. 4.2. Write the letter of the alphabet in the correct columns. Then listen and check

B. Now count the numbers

1. from one to ten.
2. from 11 to 25.
3. in tens, from 20 to 100.

C. 4.3 Say these flight details. Then listen and check

1. Flight BA 427
2. Flight LH 265
3. Flight UA 491
4. The plane leaves from gate 38
5. You fly from terminal 3.
6. The 4:40 flight to Frankfurt is now boarding.
7. You are in row 35, seat E.
8. The plane arrives at 12:10.

D. People often do these things when they travel. Match the verbs with the correct phrases

- 1. buy
- 2. confirm
- 3. collect
- a. security
- b. a ticket
- c. at the check-in

- | | |
|---------------|-----------------------|
| 4. go through | d. their flight |
| 5. queue | e. their luggage |
| 6. watch | a. a hotel room |
| 7. take | b. some shopping |
| 8. book | c. at the hotel |
| 9. do | d. at in-flight movie |
| 10. check in | e. a bus or taxi |

E. Work in pairs. Put actions 1 to 10 from exercise D into order

- | | |
|-------------------------------|-----------------------------|
| 1. buy a ticket | 4. go through security |
| 8. book a hotel room | 6. watch an in-flight movie |
| 2. confirm their flight | 3. collect their luggage |
| 9. do some shopping | 7. take a bus or taxi |
| 5. queue at the check-in desk | 10. check in at the hotel |

F. Complete these sentences. Use the nouns from the box

bill reservation booking receipt centre
 fax call luggage flight seat

At the ticket office

- I need to change my ...booking...
- Is there a direct ...flight...?

At the check-in desk

- Can I take this as hand...luggage...?
- Can I have an aisle ...sit...?

In a taxi

- Please take me to the city ...centre...
- Can I have a ...receipt..., please?

At the hotel

- I have a ...reservation...for two nights.
My name's Bukhard.
- Can I send a ...fax...from here?
- Can I have an alarm ...call... at 6:45,
please?
- I'm checking out today.
Can I have the...bill...please?

2.3. LISTENING: Listening for information

Listen to each part of the recording. Then answer the questions

Part 1

- What time is the next train to Manchester?

The next train to Manchester leaves at 4:40.

Part 2

2. Which flight is boarding at gate 23?
Flight BA 125 is boarding at gate 23.

Part 3

3. What time does the train leave?
It leaves at 8:25.
4. Which platform does it leave from?
It leaves from platform 7.

Part 4

5. The passenger chooses a flight. What time does it leave?
It leaves at 9:30
6. When does the flight arrive?
It arrives at 11:45.
7. What is the flight number?
BA 341
8. Which terminal does it leave from?
It leaves from terminal one

2.4. LANGUAGE FOCUS 1: Can/Can't

- We use *can* to say we are able to do something
Eg: He can program a computer.
- We use *Can I* or *Can we* to ask permission.
Eg: Can I use the phone, please?
Yes, of course. / Sorry. I'm afraid it's for staff only.
- We also use *can* to talk about what is possible.
Eg: Can I fly direct from Moscow to Sydney?
No, you can't. You need to change.

A. Put the dialogue into the correct order

Paolo: Hi, Judith

Judith: Well, I can't do Thursday, but Friday is OK

Paolo: Paolo Ranieri speaking

Judith: Oh, hello, Paolo. This is Judith Preiss here

Paolo: I'm sorry, Judith. I can't. But I can make Thursday or Friday

Judith: Paolo, I'm calling about that meeting. Can you make next Wednesday?

Paolo: Of course. I can pick you up from the station if you like

Judith: 10 o'clock's fine. Oh, and can I bring my colleague, Sabrina? You met her at the conference

Paolo: OK. Friday it is. Can we meet in the morning – say 10 o'clock?

Judith: Great. See you on Friday. Bye

B. Listen again and practise the dialogue

Paolo: Paolo Ranieri speaking.

Judith: Oh, hello, Paolo. This is Judith Preiss here.

Paolo: Hi, Judith.

Judith: Paolo, I'm calling about that meeting. Can you make next Wednesday?

Paolo: I'm sorry, Judith. I can't. But I can make Thursday or Friday.

Judith: Well, I can't do Thursday, but Friday is OK.

Paolo: OK. Friday it is. Can we meet in the morning – say 10 o'clock?

Judith: 10 o'clock's fine. Oh, and can I bring my colleague, Sabrina? You met her at the conference.

Paolo: Of course. I can pick you up from the station if you like.

Judith: Great. See you on Friday. Bye.

C. Answer these questions about the dialogue in exercise A . Use yes, he / she / they can or No, he / she / they can't.

1. Can Paolo meet Judith on Wednesday?

No, he can't

2. Can Judith meet Paolo on Thursday?

No, she can't

3. Can Judith and Paolo meet on Friday?

Yes, they can

4. Can Paolo pick up Judith and Sabrina from the station

Yes, he can

E. Ask people in your class about the languages they can speak

A: Can you speak Japanese?

B: No, I can't.

- Work in pairs. Try to remember the languages people can and can't speak

Eg: John can speak English and German, but he can't speak Chinese.

F. Work in pairs. Role play this situation. Student A works at an overseas subsidiary of your company. Student B is going to visit next week: Look at this page

Student B

Ask student A for the following information:

- Take a taxi from the airport to the office?

Eg: Can I take a taxi from the airport to the office?

- Smoke in the building?

- Get lunch in the cafeteria?

- Get secretarial help?

- Use a computer

Student A: Use the notes to answer student B's questions

- Take a taxi from the airport to the office? Yes, but expensive. Use airport bus

B: Can I take a taxi from the airport to the office?

A: Yes, but it's expensive. You can use the airport bus.

+ Smoke in the building? No

+ Get lunch in the cafeteria? Yes, but long queues

+ Get secretarial help? No

+ Use a computer? Yes, in the afternoons

- Tick the facilities you expect to find in a business hotel

fitness centre

secretarial services

reception desk

function room

gift shop

childcare service

restaurant

fax machine

2.5. READING: Business hotels

B. Read the brochure. Underline the words from exercise A which are in the brochure

New words

executive lounge (n)

voice mail (n)

internet access (n)

entertainment (n)

multimedia equipment (n)

cuisine (n)

personal safe (n)

function room (n)

C. Ask and answer questions about The Tower Hotel

Eg: A: Can you watch TV programmes in English?

B: Yes, you can

1. watch TV programmes in English?

2. use your computer in your room?

3. swim at the hotel?

4. send a fax?

5. eat in the hotel?

6. play tennis at the hotel?

7. hold a meeting?

D. Answer these questions

1. How far is it from the airport to the hotel?

It's 75 kilometres

2. How long does it take to travel from the airport to the hotel by train?

It takes 90 minutes

E. Match the words on the left with the words on the right to make word partnerships from the text

- | | |
|------------------|---------------|
| 1. voice | a. centre |
| 2. personal | b. computer |
| 3. fitness | c. facilities |
| 4. executive | d. lounge |
| 5. check-out | e. mail |
| 6. coffee-making | f. service |
| 7. multimedia | g. equipment |

2.6. LANGUAGE FOCUS 2: *There is / There are*

- We often use *there is / there are* before a / an or some / any

Eg: There is an executive lounge.

There are two restaurants.

There isn't any secretarial help.

Are there any function room in the hotel?

Yes, there are. / No, there aren't.

A. Complete these sentences with the correct form of *there is* or *there are*

1. It's a very small airport.any shops in the terminal.
2.a problem with my ticket.
3.any aisle seats available.
4.a stopover in Frankfurt.
5.any flights to Zurich tonight?
6. I'm afraida flight to Warsaw this afternoon.
7.two cafés in the terminal.
8.any buses from the airport to the city centre?

B. Work in pairs

- Role play this situation: Student A has a new job in a city abroad and wants to know more about the city. Look at this page. Student B lives there

Student A: Ask student B about these items

Eg: Is there an international school?

- | | |
|-------------------------|-----------------------|
| - international school | - good health service |
| - golf course | - swimming pool |
| - luxury hotel | - universities |
| - cinemas and museums | - nightclubs |
| - good transport system | |

Student B:

- international school Yes, a good one
- golf course Yes, but very expensive
- luxury hotel No
- cinemas and museums Yes, a good choice
- good transport system Yes
- good health service No, not enough hospitals
- swimming pool Yes
- universities No
- nightclubs Yes

C. Ask and answer questions about a place that you know well

2.7. SKILLS: Making bookings and checking arrangements

A.4.6. Read the questions. Then listen to the dialogue and underline the correct answer

- | | |
|--|-----------------------|
| 1. When is Simon arriving? | Monday / Wednesday |
| 2. When is he leaving? | Tuesday / Wednesday |
| 3. What kind of room does he want? | Single / double |
| 4. How much does the room cost per night? | €120 / €150 |
| 5. How many nights is he staying at the hotel? | 1 night / 2 nights |
| 6. What time will he arrive? | 7 o'clock / 6 o'clock |

B. Work in pairs

- Student A is a receptionist at the Delta Hotel in Greece. Student B is a business traveller. Book rooms for yourself and a colleague. Study the Useful language box. Then role play the telephone call

A: Answer the phone. Give name of hotel

B: Give your name. Ask for two single rooms with bath from 16 to 20 July

A: Check booking is for four nights from 16 to 20 July

B: Price?

A: €150 per night per single room

B: Restaurant? Car park?

A: Restaurant: Yes

Car park: No

Ask for credit card details

B: Visa number: 4921445637141009

Expiry date: 12/09

2.8. CASE STUDY

Receptionist

- Hello. Capri Hotel. How can I help?

- Can I give you a single / double on the first floor? How much is it per night?
- Is there a restaurant in the hotel? Is there a car park?
- Would you like smoking or non-smoking?
- Can I pay with American Express Master card / Visa?
- What time do you expect to arrive?

Caller

- I'd like to book a room from Tuesday 4th to Thursday 6th
- So, that's a single room for two nights
- It's a Visa card. The number is...
- The expiry date is the 4th and the 5th
- Can I have your credit card details, please?
- Could you repeat that, please?

UNIT 5: FOOD AND ENTERTAINING

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

- Vocabulary related to dining out
- Some/any, countable and uncountable nouns

Skills:

- Listening, speaking, reading and writing
- Working in pairs and in groups

Capacity for autonomy and responsibility:

- Have inspiration in learning
- Be aware of the importance and practical significance of the subject
- Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 5) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

- Regular check point
- Periodically check theory

2. CONTENT: UNIT 5

2.1. STARTING UP

A. What kind of food do you like? Make adjectives

China Japan Thailand India Turkey Greece

France Germany Russia Sweden the UK

Eg: I like Chinese food. I love Italian food

B. Match the typical dishes on the left to the adjectives on the right. Then make sentences

Eg: Curry is an Indian dish

- | | |
|---------------------------|--------------|
| 1. Curry | a. American |
| 2. Snails | b. Italian |
| 3. Sushi | c. Indian |
| 4. Spaghetti | d. French |
| 5. Goulash | e. Hungarian |
| 7. Hamburger | f. Chinese |
| 8. Paella | g. Japanese |
| 9. Sweet and sour chicken | h. Spanish |

- Curry is an Indian dish
- Snails is a French dish
- Goulash is a Hungarian dish
- Hamburger is an American dish
- Paella is a Spanish dish
- Sweet and sour chicken is a Chinese dish
- What other typical dishes do you know?

C. In your country do businesspeople usually

1. have business breakfast?
2. entertain businesspeople at home?
3. entertain businesspeople at the weekend?

2.2. VOCABULARY: Eating out

A. Choose the odd one out in each group of food words. Use the words from the box to explain your answer

fish meat vegetable fruit

1. Salmon tuna cod onion

Onion – It's a kind of vegetable

2. Beef apple lamb chicken

Apple – It's a kind of fruit

3. Carrots peas trout broccoli

Trout – It's a kind of fish

B. Look at these words for parts of a menu. Write the dishes from the box under the headings on the menu

apple pie soup pate steak fruit ice cream grilled fish salad

C. Underline the correct word to complete each sentence

1. You ask for the *receipt* / menu at the start of a meal.
2. You ask for the *menu* / bill at the end of a meal.
3. You ask for the *bill* / receipt after you pay.

2.3. READING: Tipping

A. Match these people to the places where they work. Then make sentences

Eg: A hairdresser works in a salon.

- | | |
|-------------------|--------------------|
| Hairdresser | a) hotel room |
| Waiter / waitress | b) taxi |
| Porter | c) health centre |
| Dentist | d) restaurant |
| Maid | e) salon |
| Cab driver | f) hotel reception |

B. A tip is a small amount of extra money you give for good service. Which of the people in exercise A do you tip in your country? Do you tip other people? How much do people usually tip?

Eg: I tip my hairdresser. I usually give her five percent.

C. In which countries do people tip most often? Work in pairs. Complete the table with the countries in the box. (1= tips the most)

- | | |
|----------|-----------|
| 1..... | 6. France |
| 2. Egypt | 7..... |
| 3. Spain | 8. Norway |
| 4..... | 9. Japan |
| 5. Italy | 10..... |

D. Read the article. Then answer the questions

Take a tip from restaurants

New words

- | | |
|---------------|-----------------|
| diner (n) | effective (adj) |
| income (n) | speed (n) |
| factor (n) | order (n,v) |
| contact (v,n) | gift (n) |
| cartoon (n) | aperitif (n) |

1. How much do diners usually tip waiting staff, according to the article?
About 10 percent of the bill

2. What can increase tipping, according to the article? Tick three answers.

- a) giving extra things for free ✓
- b) quick service ✓
- c) dressing smartly
- d) playing music
- e) creating a good relationship with customers ✓

E. Which factors make you tip more?

- a sunny day
- being in a big group
- good food
- an attractive waiter or waitress
- pay day
- other

2.4. LANGUAGE FOCUS 1: Some / any

- We use *some* in positive statements

Eg: ...to get tips some things work and others do not

- We also use *some* in offers and suggestions

Eg: Would you like some more coffee? How about some tea?

- We use *any* in most questions

Do you have any beef?

- We also use *any* in negative statements

We haven't got any beef today.

A. Tick the correct sentences. Correct the mistakes in the other sentences

1. I'd like any water.

I'd like some water.

2. Could I have any more coffee, please?

Could I have some more coffee?

3. Are there any restaurants near here?

4. There isn't some wine left.

There isn't any wine left.

5. I'd like some cheese, please.

6. Do you have any soft drinks?

B. Read the dialogue about choosing a restaurant. Underline the correct words to complete it

Mina: There are *some / any* good restaurants in the centre.

Ivan: Yes, but there isn't *some / any* parking. We could go to the Texas Steakhouse near the airport.

Mina: Do they serve *some / any* vegetarian dishes?

Ivan: I don't think so. How about the Marina? They do *some / any* great fish dishes, and they have *some / any* vegetarians starters, too.

Mina: Good idea. I'll see if they've got a table for 9 o'clock.

2.5. LISTENING: Ordering a meal

5.1.A: A man and a woman are ordering a meal in a restaurant. Listen and write M for man and W for woman.

1. Starter	salad	snails M	soup W
2. Main course	spaghetti M	paella W	sushi
3. Dessert	ice cream	fruit W	apple pie M

B. Put the following dialogue into the correct order

- You should try a roast duck. It's delicious.
- No thanks. I'm full.
- Would you like a starter?
- Right. I'll get the bill.
- I'd like the soup, please.
- Would you like a dessert
- What do you recommend for the main course?
- Thanks very much. That was a lovely meal. I really enjoyed it.

C. Listen and check your answers

- Would you like a starter?
- I'd like the soup, please.
- What do you recommend for the main course?
- You should try a roast duck. It's delicious.
- Would you like a dessert?
- No thanks. I'm full.
- Right. I'll get the bill.
- Thanks very much. That was a lovely meal. I really enjoyed it.

2.6. LANGUAGE FOCUS 2: Countable and uncountable nouns

- Most nouns in English are countable. We can put *a / an* before them, and they have a plural form: tables, meals, restaurants, women...
- Some nouns are usually uncountable and are always singular: *water, tea, sugar, meal, bread...*
- *A lot of, many* and *much* mean a large quantity or number of something.
- We use *a lot of* in all types of sentences.
Eg: There aren't a lot of flights at the weekend.
- We use *many* with countable nouns.
Eg: How many people are coming to the conference?
- We use *much* with uncountable nouns.
Eg: Can you pay? I haven't got much money.

A. Tick the countable nouns

- | | | |
|---------------------|----------------|---------------|
| 1. reservation | 8. hotel ✓ | 15. overtime |
| 2. fax ✓ | 9. information | 16. receipt ✓ |
| 3. air conditioning | 10. seat ✓ | 17. table ✓ |
| 4. bathroom ✓ | 11. luggage | 18. tip ✓ |
| 5. bill ✓ | 12. flight ✓ | 19. transport |
| 6. employee ✓ | 13. menu ✓ | 20. soup |
| 7. equipment | 14. money | 21. work |

B. Correct the mistakes in these sentences. Use a lot of, many, or much

1. They don't have much vegetarian dishes here.
2. How many does it cost?
3. The restaurant hasn't got much tables left.
4. I don't have many time at the moment.
5. I drink much coffee.
6. There aren't much hotels in the city centre.
7. It costs much money.

C. Work in pairs. Complete the questions with *many* or *much*. Then ask and answer the questions with a partner

1. How.....cash do you have in your wallet?
2. Howkeys do you have in your bag / pocket?
3. Howpeople are there in your company?
4. Howtime do you have for lunch?
5. How.....days' holiday a year do you have?
6. How.....languages do you speak?
7. How.....do you usually tip in a restaurant?

2.7. SKILLS: Entertaining

A. Two managers are discussing how to entertain a group of important foreign visitors. Complete the dialogue with words from the box

Lee: How can we.....our visitors next week?

Cary: Why don't we.....them for dinner?

Lee: Good idea. Which restaurant do you.....?

Cary: The food is always good at Pierre's.

Lee: That's, but it's usually very busy.

Cary: How.....a restaurant by the river?

Lee: Yes. There's a good Italian restaurant there. Shall I
.....a table for Wednesday night?

Cary: Yes, please. Can you.....the restaurant as soon as possible, please?

B. You are in a restaurant. Match what you think to what you should say

You think	You say
I want a steak The fish is good. What is the best dish? I need to pay. I don't eat meat. I want to choose some wine. I'm not ready to order yet.	Can I have the bill, please? Are there any vegetarian dishes? I'd like the steak, please. I need a few more minutes. Can I have the wine list, please? What do you recommend? I recommend the fish.

C. 5.3 listen to a waiter in a restaurant. Use responses from the "you say" column in exercise B to reply.

E.g: You hear: Are you ready to order?

You say: *I need a few more minutes.*

2.8. CASE STUDY

Suggesting

Why don't we...?

Shall I...?

How about...?

Giving opinions

I think... is the best restaurant. The food is good.

We need to go to... restaurant. It's close to the office

Agreeing

Yes, because...

I agree because...

That's right.

Disagreeing

I see what you mean, but...

I don't know about that. I think... That's right, but...

UNIT 6: SALES

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

- Vocabulary related to buying and selling
- Useful expressions

Skills:

- Listening, speaking, reading and writing
- Working in pairs and in groups

Capacity for autonomy and responsibility:

- Have inspiration in learning
- Be aware of the importance and practical significance of the subject
- Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 6) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Written test 2

2. CONTENT: UNIT 6

2.1. STARTING UP

A. Listen to three people talking about the products they buy and when they buy them. Compare the chart

Speaker	Product	Place	How often
1	Clothes	Mail order	Once every three month
2	Food	Oline	Once a week
3	Electrical goods	Department stores	Once a year

B. Where do you buy the product in exercise A? How often do you buy them? Use the words from the box

usually once a week at the weekend sometimes every day

Eg: I buy clothes in high street stores. I usually buy them every month.

C. Work in pairs. Choose two other products you buy. Talk about where and how often you buy them

2.2. VOCABULARY 1: Buying and selling

A. Read the Delfos sales leaflet. Find expressions which mean the following

Delfos Computer
<ul style="list-style-type: none">➤ GREAT DEALS ON ALL NEW MODELS➤ 3- YEAR GUARANTEE➤ LOW DEPOSIT➤ PAY £50 NOW FOLLOWED BY 12 MONTHLY PAYMENT➤ INTEREST-FREE CREDIT

1. There are some good offers

Great deals

2. The buyer pays only a small amount of money at the beginning

Low deposit

3. The buyer pays some money every four weeks for a year

12 monthly payments

4. There is no cost for transporting the goods to the buyer

Free delivery

5. It doesn't cost extra to pay over 12 month.

Interest free credit

B. Read the sentences. Does the buyer or a seller say them? Write B or S in each box

- | | |
|---------------------------------|---|
| 1. We offer great deals. | S |
| 2. I'd like to place an order. | B |
| 3. Do you give a guarantee? | B |
| 4. I'd like to compare prices. | B |
| 5. Are the goods in stock? | B |
| 6. Can you pay a deposit? | S |
| 7. We always deliver on time. | S |
| 8. Can I make monthly payments? | B |

- Listen to a conversation between a buyer and a seller. Underline the correct answers.

1. Which model does Karl want?

PS7 / TX7

2. How long is the guarantee?

3 years / 2 years

3. How much deposit is needed for large order?

15% / 10%

4. What does the seller say is a large order?

Over 50 units / over 25 units

5. Does the seller always have goods in stock?

Yes / No

2.3. READING: Thirsty for success?

New words

launch (v)

sales force (n)

sales representative (n)

promote (v)

incentive scheme (n)

pension (n)

brand (n)

ad (advertisement) (n)

A. Before you read the ad, match these words to their meaning

- | | |
|-----------------|---|
| 1. ambitious | a) active and able to work hard |
| 2. energetic | b) showing a lot of excitement and interest |
| 3. enthusiastic | c) having a strong desire to be successful |

B. Read the ad quickly. Answer these questions

1. What salary is IBI offering?

£30,000 + car + benefits

2. Does IBI provide a company car?

Yes, it does

3. Does IBI provide a company pension?

Yes, it does

4. How can you get more information?

By telephoning Malissa Davis on 020 8320 1621

C. Now read the ad carefully. Mark each statement true or false

1. IBI sells soft drinks. T

2. Last year IBI increased profits by 15 percent. F

3. Last year IBI introduced new products. T

4. IBI is increasing the number of people in its sales team. T

5. IBI is looking for ambitious people with no sales experience. F

6. IBI wants its representatives to give advice to customers. T

D. Would you apply for a job like this? Why or why not?

E. Match a word on the left with a word on the right to make word partnerships from the ad

- | | |
|--------------|-------------|
| 1. increase | a) products |
| 2. launch | b) force |
| 3. sales | c) scheme |
| 4. customer | d) pension |
| 5. incentive | e) sales |
| 6. company | f) service |

F. Complete these sentences with the word partnerships from the ad

1. Retired employees often get a (n) ...company pensen...

2. Promote your products well and you will ...increase sales...

3. People work harder when they receive money from a(n)...incentive scheme...as well as their salary.

4. Answering the telephone quickly is an example of good... customer service...

5. When a company expands, it may need to increase its...sale force...

6. Competitive companies must ...launch...new ...products...from time to time.

2.4. LANGUAGE FOCUS 1: Past simple

- We use the past simple to talk about completed actions in the past

Eg: Last year we increased our sales by 15 percent.

- We usually form the past simple by adding – d or – ed to the verb

Eg: increase – increased launch – launched export - exported

- About 150 irregular verbs form the past simple differently

Eg: cost – cost

spend – spent

grow – grew

give – gave go – went ...

For the list of the most common irregular verbs, see page 123

A. Complete the sales report. Use the past simple of the verbs in brackets.

Report on sales trip – South Korea

Last December I (visit) our major customers from big department stores in South Korea. On 5th December I (meet) Mrs. Kyoung Ai Lee in Seoul. We.....(send) her 200 brochures in June. On 6th December I(make) a presentation to Mrs. Lee's sales staff on our products and (advise) them how to display them. The following day I.....(go) to Seoul, and our agent.....(introduce) me to Mrs. Ha, the chief buyer of a new department store in the capital. She (ask)... me to send her 500 brochure. I (give) her some samples of our products. I(fly) back to head office in Paris on the 9th.

2.5. VOCABULARY 2: Buying and selling

A. Put the words from the box into the correct place in the Dart leaflet

B. Mark these sentences about the Dart leaflet true or false

1. The buyer can get some deals for half price. T
2. The buyer can get 33% more time for the same price. T
3. There is an extra cost for insurance. F
4. The price is cheaper if the buyer is quick. F
5. The offer is only for a short time. T

2.6. LISTENING: Selling

A. Kevin Warren is Vice President, Sales and Marketing, of Coca-Cola Enterprises in the UK. He is giving some advice to salespeople. Listen to the first part and complete the advice.

1. Firstly, make sure you.....the sales call.
2. Secondly, be clear what your.....are.
3. Thirdly,more than you.....
4. Finally, after making your sale,.....as quickly as possible.

B. Listen to the second part and answer these questions

1. What mistake does Kevin mention?
They don't always know what the customer really wants.
2. What are the three good things about working in sales?
You get out of the office.
You make your own decisions.
You meet a lot of different people

3. What are the two bad things about working in sales?

It can be lonely working on your own

Sales people are often the first to lose their jobs if business is bad

2.7. LANGUAGE FOCUS 2: Past time references

- Some time references refer only to the past

Eg: The special deals ended two months ago.

Last week we sold 500 units – a record.

- The prepositions *on, from, for, in, to* and *during* often refer to periods of time in the past

Eg: He lived in France for five years. He moved to Germany in 1999.

The goods left the warehouse on 31st March.

They worked hard on the sales campaign from February to November.

During October we reached our sales target for the year.

A. Underline the correct words to complete this article

Profile

Miguel Perez studied business at Santiago de Compostela University in Spain in / from 1995 to 1998. During / at the summer holidays, he worked part-time as a salesman for Levi's. After graduating in / on July 1998, he wanted to continue in sales, so he worked for / at a year in the sales department of his family's company. He decided to improve business English. In / At September 1999, he went to London to study for a Diploma in Business with English. During / For that year, he worked part-time for the Students' Union. In / For July 2000, he began looking for a sales job. Six months later, he got a permanent position in a shipping company. However, a year since / ago, he changed his job and joined Futura Financial Services. He now works in the sales department. Next / Last month he was voted salesperson of the year.

B. Write an article about Kevin Warren's career like the one about Miguel Perez. Use these notes

- study law at Bristol University, 1979 – 1982
- holiday work: organize social events – sell tickets for events to students
- 1982 go to US to work for Disney Corporation, Florida
- 1984 return to UK to start business with partner – sell UK holidays
- 1987 leave – start own travel agency – worked there two years
- 1990 join Coca – Cola as a sales manager
- 1995 become Director of Cold Drinks Division
- 2000 become Vice President and General Manager of UK regions

Writing

- study law at Bristol University, 1979 – 1982

- Kevin Warren studied law at Bristol University from 1979 to 1982
- holiday work: organize social events – sell tickets for events to students

During the summer holidays, he organized social events. He sold tickets for events to students.
 - 1982 go to US to work for Disney Corporation, Florida

After graduating in 1982, he went to US to work for Disney Corporation in Florida for 2 years.
 - 1984 return to UK to start business with partner – sell UK holidays

In 1984, he returned to UK to start business with partner. He sold UK holidays.
 - 1987 leave – start own travel agency – worked there two years

In 1987, he left his partner to start his own travel agency. He worked there for two years.
 - 1990 join Coca – Cola as a sales manager

In 1990, he joined Coca – Cola as a sales manager.
 - 1995 become Director of Cold Drinks Division

In 1995, he became Director of Cold Drinks Division.
 - 2000 become Vice President and General Manager of UK regions

In 2000, he became Vice President and General Manager of UK regions.

2.8. SKILLS: Presenting a product

A. At the trade fair, a department store buyer talk to a sales person about microwave ovens. Listen and complete the chart

B. Look at the Useful language box. Listen to the conversation again. Tick the expressions you hear

Buyer	Seller
<i>Asking for information</i>	
Can you tell me about...?	Of course. What would you like to know?
I'd like some information about...?	Our most popular model is....
<i>Target market</i>	
Who is it for?	It's for people with / who...
<i>Colours</i>	
What about colours?	It comes in four colours.
<i>Features</i>	
Does it have any special features?	It has an unusual design.
<i>Price</i>	
How much is it / are they?	It's easy to use.
	The trade price is...
<i>Delivery</i>	
What about delivery?	We can deliver within three days.

C. Work in pairs. Role play this situation

You are at a trade fair

Student A: Store manager - Ask the manufacturer about the most popular model

- the features
- the colours
- the price
- the delivery
- the guarantee

Student B: Watch manufacturer - Answer the store manager's questions

- your most popular model: Quartz watch, Model P1005
- features: water proof to 600 feet;
very reliable; smart design
- colours: silver with black dial and black strap
- price: £450
- delivery: usually 10 days
- guarantee: 5 years

2.9. TEST 2

I. Choose the best answer: (2 points)

- 1, She doesn't have enough.....to pay her bills.
A.time B. old C. year D. money
- 2, Retired employees often get a company.....
A.pension B. salary C. wage D. money
- 3, An amount of money cut down from the price is the.....
A.deposit B. discount C. guarantee D. delivery
- 4, When a company expands, it may need to increase its.....
A.office B. workforce C. room D. time
- 5, After.....from University, I worked for an export company.
A.graduate B. graduated C. to graduate D. graduating
- 6, I usually deal.....all the paperwork while my personal assistant is away.
A.with B. for C. about D. at
- 7, Our.....department is responsible for recruitment.
A.personnel B. employee C. worker D. advertisement
- 8, His.....of the aero plane was correct in every detail and could really fly.
A.shape B. design C. plan D. model
- 9, My parents.....in Florida since 1999.
A.has lived B. have lived C. are living D. live
- 10, You can buy and sell.....on the Stock Exchange.

A. dividend B. shareholders C. real estate D. shares

II. Read the passage and choose the best answer: (2 points)

Michelin...(11)...a famous old family company with a dynamic young chairman. Edouard Michelin is the great-grandson of the founder of...(12)... company, which is based in Clermont Ferrand in the centre of France.

Michelin...(13)...tyres and sells them all...(14)...the world. The company...(15)...about 120.000 people and has annual...(16)...of over \$14 billion. Goodyear and Firestone are Michelin's main...(17)... Edouard Michelin manages the company using modern methods. At the moment, Michelin supplies tyres to the BMW Williams team. The company has two main...(18)..., Europe and the USA, but it plans to develop the Asia market. In the USA it owns the Uniroyal company. It advertises a lot on TV and in magazines and...(19)...racing events. It also publishes the famous Michelin guidebooks. Edouard Michelin and...(20)...wife have five children and live just outside Clermont Ferrand.

- | | | | |
|---------------------|-------------|--------------|------------|
| 11, A. is | B. are | C. in | D. for |
| 12, A. which | B. this | C. these | D. those |
| 13, A. manufactures | B. does | C. takes | D. works |
| 14, A. on | B. in | C. over | D. from |
| 15, A. employment | B. employee | C. employ | D. employs |
| 16, A. outlets | B. sales | C. branches | D. |
| headquarters | | | |
| 17, A. competition | B. compete | C. competing | D. |
| competitors | | | |
| 18, A. markets | B. places | C. regions | D. agents |
| 19, A. gives | B. sponsors | C. supplies | D. helps |
| 20, A. her | B. his | C. he's | D. him |

III. Correct the mistakes in the following sentences: (2 points)

- 21, When I travel on business, the company pay for my meals and my hotels.
22, I look forward to meet you all at our staff meeting on Thursday.
23, She never is on time, and she is very lazy.
24, The boss is extreme sociable.
25, I'd like booking a table for six people.
26, She is good at negotiate the prices.
27, How much languages can your father speak?
28, Last night I spend half an hour writing the sales report.
29, My boss is very energetic. He works about 12 hour a day.
30, They build a new technology centre in Spain at the moment.

IV. Write complete sentences using the suggested words and phrases : (2 points)

- 31, Sales / Asia / much / high / than / Europe.

.....
32, I / like / book / room / from / Monday 3rd / Wednesday 5th.
.....

33, Last night / I / write / report / on / business trip / Paris.
.....

34, I / would like / talk / about / new / marketing / strategy.
.....

35, They / introduce / new/ marketing / strategy / near future.
.....

36, I / not have / opportunity use / leadership skills / last year.
.....

37, It / not / necessary/ pay / delivery.
.....

38, At the moment / we / develope / new / game / adults.
.....

39, You / have / projects / last year?
.....

40, There / not / enough / space / staff.
.....

V. Make question for the underlined part in the following answers: (2 points)

41, The head of this company travels on business once a month.
.....

42, Fabio started the company 10 years ago.
.....

43, The manager was at the sales conference this morning
.....

44, Last year we planed to build 100.000 cars.
.....

45, I use the Internet for buying books and CDs.
.....

46, The company fired him because he shouted at a customers.
.....

47, She got to the course by car.
.....

48, She is creative and efficient.
.....

49, No. We can't hire any more staff at the moment.
.....

50, They are meeting an important supplier now.
.....

UNIT 7: PEOPLE

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary for describing people

Past simple tense in negative and interrogative forms

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 7) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 7

2.1. STARTING UP

A. What sort of person are you? For each question choose one answer

1. I like to work.....
a) alone b) in a team c) with a partner
2. For appointments I like to be....
a) early b) on time c) five minutes late
3. I prefer to work.....
a) at home b) in an office c) outside
4. I like to travel.....
a) to new places b) to places I know well c) only when I need to
5. In meetings I prefer....
a) not to speak much b) to speak a lot c) to be the chairperson
6. I work best
a) in the morning b) in the afternoon c) in the evening/ at night
7. I think a lot about
a) the future b) the past c) the present
8. I like my friends or colleagues to be
a) intelligent b) good-looking c) funny

2.2. VOCABULARY

A. Match the statements 1 to 10 to the adjectives a) to j)

They...

- | | |
|---|-----------------|
| 1. like to spend time with other people. | a) ambitious |
| 2. want to reach the top in their career. | b) creative |
| 3. have a lot of new ideas. | c) hard-working |
| 4. do what they promise to do. | d) motivating |
| 5. are usually calm. | e) helpful |
| 6. spend a lot of time doing a good job. | f) punctual |
| 7. like to be on time. | g) relaxed |
| 8. encourage other people to work well. | h) sociable |
| 9. are good at making things work. | i) practical |
| 10. like to do things for other people. | j) reliable |

Answers:

They...

- | | |
|---|--------------|
| 1. like to spend time with other people. | h) sociable |
| 2. want to reach the top in their career. | a) ambitious |
| 3. have a lot of new ideas. | b) creative |
| 4. do what they promise to do. | j) reliable |

- | | |
|--|-----------------|
| 5. are usually calm. | g) relaxed |
| 6. spend a lot of time doing a good job. | c) hard-working |
| 7. like to be on time. | f) punctual |
| 8. encourage other people to work well. | d) motivating |
| 9. are good at making things work. | i) practical |
| 10. like to do things for other people. | e) helpful |

B. Use adjectives from Ex. A to complete this Human Resources report

Maria is good in a team, and she gets on well with her colleagues. She is extremely ...sociable...(1). She is never late for meetings – she is always punctual...(2). She is very ...reliable...(3); she always meets deadlines. She is in the office at 8:00 a.m. every day and often stays late – she is very ...hard-working...(4). She is also a verycreative...(5) person with a lot of ideas for the future of the company.

C. Look again at the adjectives in ExA. Which types of colleague do you like to work with?

2.3. LISTENING

New words

motivate (v)	He knows how to motivate staff.
atmosphere (n)	The atmosphere in the office is good.
rude (adj)	He is rude to customers.
complaint (n)	We had a lot of complaints about him.
fire (v) = lay off	The company fired him.
to blame smb for smt	He blames everyone for problems.
to be good/ bad at smt	She is good at persuading people. He is bad at managing staff.

A. John Burnham is a property developer. He is talking about a colleague he worked with. Listen to the first part of the conversation. Mark each statement true or false.

- | | |
|--|---|
| 1. John's colleague was easy to work with. | F |
| 2. He was very rude to customers. | T |
| 3. He was good at managing people. | F |
| 4. He blamed other people for problems. | T |

B. Listen to the second part of the conversation. Then answer these questions

- How long did John work with this colleague?
- What were two good things about John's colleague?
- John says, 'The company fired him.' Why did they fire him?

2.4. LANGUAGE 1: Past simple: negatives and questions

- For negatives and questions in the past simple, we use the auxiliary *did* (*didn't*) and the *infinitive form* of the verb

Eg: You didn't like your colleague

Did he leave the company?

Why did the company fire him?

- Note the form with the verb to be

Eg: Was he a good colleague?

No, he wasn't

A. Put the words in the right order to make sentences from the conversation on page 63.

Negatives

1. You/ like/ didn't/ your colleague.

You didn't like your colleague.

2. how to/ people/ manage/ He/ know/ didn't.

He didn't know how to manage people.

3. at all/ his staff/ support/ didn't/ He.

He didn't support his staff at all.

Questions

4. Why/ he/ was/ to work with/ so difficult?

Why was he so difficult to work with?

5. his staff/ How did/ manage/ he?

How did he manage his staff?

6. at the company/ long/ was he/ How?

How long was he at the company?

7. he/ was/ good at/ What?

What was he good at?

8. did/ leave/ the company/ he/ Why?

Why did he leave the company?

B. Correct one mistake in each line of this message

Maris, I'm sorry. I'm having a bad day. I didn't sent the report out, and I not check the figures. I didn't get to the bank on time, and I didn't phoned the suppliers. I tried to call you this morning, but you not answer. I think I need to go home.

Answers:

Line 1: sent → send

C. Read the extract. Then write questions with each of the following word

Why How long What When Where

Monica grew up in France. She studied Italian at university in Paris. Then she worked in Italy for four years from 1999 until 2003. She left Italy because she wanted to study English. She went to London in 2003.

2.5. **READING: Stella McCartney**

New words and phrases

- fashion designer (n)
- meatpacking (n)
- vegetarian (n)
- to suit her style
- found (v)
- celebrity (n)
- bakery (n)
- property (n)
- zoom lens (n)
- to do research

A. Stella McCartney is Paul McCartney's daughter. Work in pairs. Answer this question. Is she:

- a) an actress?
- b) a musician?
- c) a fashion designer?

B. Read the article carefully. Are these statements true or false?

1. Stella does not eat meat. T
2. Her mother did not eat meat. T
3. Stella's company is a partnership with Chloe. F
4. All Stella's friends are famous. F
5. Stella can have British and US passports. T
6. Stella studied US style before she opened the shop. F

- Match the verbs and nouns to make word partnerships. Check your answers in the article.

Verbs	Nouns
1. open	a) time
2. do	b) research
3. found	c) a job
4. have got	d) a company
5. spend	e) a shop

- Discuss the following questions

1. What sort of business would you like to start?
2. Where would you start it?

3. What sort of person would you start a business with?

2.6. LANGUAGE FOCUS 2: Question forms

* Yes/ No questions:

- With be or modal verb: We put be or modal verb before the subject.

Eg: Is she your line manager? Yes, she is.

Can she see us now? Yes, she can.

- With other verbs: We use Do/ Does/ Did before the subject and the verb in the infinitive form.

Eg: Do you work at weekends? No, I don't.

Does he speak English? Yes, he does.

Did you go on business last week? Yes, I did.

A. Make yes/ no questions from these statements

1. He likes efficient people

Does he like efficient people?

2. He caught the plane

Did he catch the plane?

3. She can meet Simon on Wednesday

Can she meet Simon on Wednesday?

4. She was at the meeting

Was she at the meeting?

5. They went to the conference

Did they go to the conference?

6. You met the deadline

Did you meet the deadline?

B. Make questions from these statements. Use question words from the box.

The answer to each question is underlined

Where Who When Why How many How often

1. I bought five. How many did you buy?

2. They go there twice a week. How often do they go there?

3. I live in New York. Where do you live?

4. She wants the report tomorrow. When does she want the report?

5. We work with Susan. Who do you work with?

6. They came because they wanted to see me. Why did they come?

7. He is always late because he lives a long way away. Why is he always late?

8. I interviewed Pierre. Who did you interview?

C. Last week Amina went on a training course. Complete the questions on a questionnaire about the course. Listen and tick Amina's answers

BUSINESS TRAINING SOLUTIONS COURSE EVALUATION

1. choose this training course?
a) Location b) price c) reputation
2. get to the course?
a) By train b) by car c) by bus
3. start your journey?
a) in London b) outside London c) outside the UK
4. like the main presentation?
a) Yes, very much b) Yes, it was OK. c) No.
5. feel about the course?
a) Very satisfied b) satisfied c) not satisfied
6. the tutors helpful?
a) Yes, very helpful b) Yes, quite helpful c) No, not helpful
7. Which part find the most useful?
a) Presentation skills b) meeting skills c) negotiation skills

8. receive the pre-course information?
a) More than 3 weeks before the course
b) 2-3 weeks before the course
c) Less than 2 weeks before the course

2.7. SKILLS: Negotiating

A. Sophie Bond is a warehouse manager. She is talking to Jacques Martin, a director of the company. Listen and answer the questions

1. What time do Sophie's staff leave work?
2. What does Sophie suggest?
3. When will Jacques get back to Sophie?

2.8. CASE STUDY

EMPLOYEE

Describing the problem

There's too much...

There isn't enough...

Emphasizing the problem

It's really important...

We need to...

Making suggestions

Why don't you...?

We could...

MANAGER

Responding

I'm sorry but...

I understand but...

Explaining the reasons

The problem is...

The reason is...

Responding

Ok, I'll think about it.

All right. I'll get back to you.

UNIT 8: MARKETS

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary about different types of markets

Grammar related to adjective comparisons

The usage of "much/a lot" and "a little/a bit"

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 8) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 8

2.1. STARTING UP

A. Look at the pie chart and answer these questions

1. What is the population of North America?

What percentage of the world's population lives in Europe?

2. What percentage of the world's population lives in Europe?

B. Now ask and answer other questions about the chart

- Listen and repeat these numbers

1,255,500: one million two hundred and fifty-five thousand five hundred

10.5%: ten point five percent

- Listen and underline the correct number

Last year the company had a market share of 10.3/ 103 percent

Last year sales of the main brand increased by 30/ 13 percent

Last year the company sold more than 850,000/ 815,000 units of Sparkle

The company wants to increase its market share to 11.5/ 11.9 percent

Next year the company wants to sell 1,100/ 1,100,000 units of Sparkle

C. Match the beginnings of the sentences 1 to 5 with their endings a to e

1. Coca-Cola is a mass market product; it

2. Selling special interest holidays is a niche market; it

3. Rolex watches sell in a luxury market; they are

4. An export market

5. A home market

a) is a small but often profitable market.

b) is outside the producer's country.

c) is in the producer's country.

d) high quality and expensive goods.

e) sells to large number of people.

2.2. VOCABULARY: Types of market

*Now think of products which match the types of market in Exercise C

*Match the beginnings of the sentences 1 to 5 with their endings a to e

1. A new market

2. A growing market

3. A profitable market

4. A big market

5. An attractive market

a) is large

b) allows companies to make money

c) is good to enter

- d) is getting larger
- e) is at an early stage

***Match the adjectives from Exercise E with their opposite meaning a) to e)**

- a) unattractive 5
- b) unprofitable 3
- c) mature 1
- d) declining 2
- e) small 4

***Now choose adjectives from Exercise E to describe the markets in your country for the following products**

Laptop computers holidays abroad video phones
 self-help books bicycles beauty products

2.3. READING: The car market in China

New words

- boom (n)
- manufacturer (n)
- (driving) license (n)
- rise (v) = increase (v)
- consumer (n)
- double (v)
- single-lane road
- purchase (v)

A. Find these numbers in the article. Write them in figures

Eg: 1.3 billion/ 1,300,000,000

- 1. One point three billion 4. sixty
- 2. Four thousand 5. twelve thousand pounds
- 3. Six hundred thousand 6. ninety thousand pounds

B. What does each number in Exercise A refer to?

- 1.3 billion – the number of people in China
- Four thousand – the number of new cars arrive in Beijing every week
- Six thousand hundred – the number of new drivers will get the licenses this year
- Sixty – the number of cars Porsche hopes to sell next year
- Twelve thousand pounds – the price of a Jeep Cherokee
- Ninety thousand pounds – the price of a Porsche

C. Read the article carefully and complete these sentences

- 1. Car sales in China are a year ago.
 - a) the same as b) higher than c) lower than
- 2. China is a big market for

- a) Ford b) Volkswagen c) Porsche

3. The number ofcauses problems for other traffic.

- a) cars b) animals c) bicycles

4. The government wants to make roads

- a) wider b) longer c) cleaner

5. Mr. Zong owns a

- a) Jeep b) Porsche c) Ford

D. Find words in the article which means

1. Time of high sales (paragraph 1) boom

2. Makers (paragraph 2) manufacturers

3. People who buy (paragraph 4) consumers

4. Two times as many (paragraph 4) double

5. To damage very badly (paragraph 6) destroy

6. Bought (paragraph 7) purchased

E. Find three words in the article which refer to each of the following

1. people: salesman, manufacturer, consumers

2. business getting better: boom, rise, double

2.4. LANGUAGE FOCUS 1: Comparatives and Superlatives

- We compare two people or things with comparative forms of adjectives

Eg: Only government drivers went faster than bicycles.

For Volkswagen the Chinese market is more profitable than the German market

- We compare three or more people or things with superlative forms of adjectives

Eg: The country is now the biggest market for some car manufacturers.

What is the most expensive make of car?

A. Correct the mistakes in these sentences

1. It is more harder to break into export markets than home markets.

2. China is a more big market than Japan.

3. Our market share is more low than it was last year.

4. The rate of inflation is more bad this month than it was last month.

5. This month's sales are more high than last month's.

6. The Asian market is more good than the European market for rice

B. Complete the conversations using the superlative form of the adjectives

1. This is a good product.

Yes, it's product on the market.

2. This is an expensive hotel.

Yes, it'splace in the city.

3. She is a very popular manager.

Yes, she'shead of department in the company.

4. This is a cheap product.

Yes, it'sproduct in the catalogue.

5. This is a very competitive market.

Yes, it's market in Asia.

6. This is a bad year.

Yes, it'syear in the last ten years.

C. Complete the article with the appropriate form of the words in brackets

Profile

I opened a hairdressing salon last year. The most important (important) thing is to think about your target customers. My hairdressing salon is located in my parents' hotel. My customers are older and richer than my main competitor's. They like excellent service and a cup of coffee. My main competitor's customers are younger than mine. She offers a cheaper service than I do. However, my salon is more comfortable than hers. My most exciting customer is a famous model.

2.5. LANGUAGE 2: *Much/ a lot/ a little/ a bit*

- We use much/ a lot with comparative adjectives to talk about large differences. Much is more formal than a lot.

Eg: Fruit snacks are *much* healthier than sugary snacks.

New Zealand is a good market, but Australia is a lot more attractive.

- We use a little/ a bit with comparative adjectives to talk about small differences. A little is more formal than a bit.

Eg: The PDX100 is a little more expensive than the PDX200.

This month's sales are a bit higher than last month's.

A. Complete these sentences about the cars

1. The white car isbigger than the black car.

2. The black car isbigger than the red car.

B. Talk about sales in France and in Spain. Use the chart

In the first quarter, sales in France were a little higher than in Spain.

In France, sales in the second quarter were much higher than in the first quarter.

C. Compare these two pool tables using much, a lot, a little and a bit

	Trainer pool table	Classic pool table
Width	93 cm	95 cm
Length	176 cm	180 cm
Height	78 cm	80 cm
Weight	25 kg	50 kg

2.7. SKILLS: Participating in discussions

A. Three marketing executives, Jacek, Paul and Anna, talk about a new morning snack called Krakel. Listen to their conversation and underline the correct answer

1. Who does Jacek want to target with the new bar?
a) children b) rich women c) young workers
2. Jacek says more people these days
a) do not have breakfast
b) have breakfast on the way to work
c) eat breakfast at home
3. Krakel contains
a) no sugar b) a bit of sugar c) a lot of sugar
4. Krakel contains
a) no fruit b) a bit of fruit c) a lot of fruit

B. Listen to the conversation again. Complete the extracts

1. Sorry, Paul, I don't with you.
2. I we need to target young working people.
3. You're There is a big market for morning snacks.
4. How do you about this, Anna?
5. I really the idea.
6. OK. call a meeting and talk to the rest of the department.

C. Look at the extracts again. Decide whether the speaker is:

- Agreeing : 3,5
- Disagreeing: 1
- Asking for an opinion: 4
- Giving an opinion: 2
- Making a suggestion: 6

2.8. CASE STUDY

- * Agreeing: You're right.
I really like the idea.
- * Disagreeing: (Sorry) I don't agree with you.
I'm afraid I don't agree.
- * Asking for an opinion: What do you think?
How do you feel about this?
- * Giving an opinion: I think ...
In my opinion ...
- * Making a suggestion: Let's ...
How about ...?