



X32

Business English

Booklet



INTRODUCTION: PROGRAM

1	Describing companies – job ads	<i>Project tutorial: writing a job ad.</i>
2	Résumés and Cover letters	<i>Project tutorial: job application</i>
3	Trends	Professional language practice
4	Job interviews	<i>Project tutorial: interviews</i>
5	Telephoning, meeting, networking	Professional language practice
6	Advertising for products	<i>Project tutorial: selling your product</i>
7	Workplace happiness and motivation	Discussing work-related topics
8	Performance review	<i>Project tutorial: writing a performance review</i>
9	Workers' rights	Discussing work-related topics
10 to 12	Oral Presentations	<i>In-class presentations of your projects</i>

ATTENDANCE

Attendance is, of course, obligatory. Please remember to notify your group teacher (preferably in advance) if you cannot attend a lesson and to justify your absence through him or her.

Please note that, if unaccounted for, absences will lead to direct penalty on your CC grade.

VERY IMPORTANT: TESTS AND JUSTIFIED ABSENCES

For ANY justified absence you will have to take a resit (or get zero for the corresponding mark). To make sure you attend that resit, it is YOUR RESPONSIBILITY to justify your absence on <https://abs-sciences.univ-nantes.fr/> **AND** get in touch with the head of the module when you miss a test. (cecile-marie.lereste@univ-nantes.fr).

IMPORTANT: A NOTE TO NON-ATTENDEE STUDENTS (*étudiant-e-s dispensé-e-s d'assiduité*)

Assessment procedures for non-attendeed students are specific. If you have or acquire this status in the course of the semester, **you cannot be assessed through continuous assessment.** You are welcome to audit the lessons, but any grades you might obtain while auditing the lessons **will NOT count** towards your final grade in the module.

If you have or acquire this status in the course of the semester, you **MUST** contact christine.foucat@univ-nantes.fr as early as possible to discuss your assessment.

This **CANNOT** be arranged directly with your group teacher.

Also please note that we will communicate with you via your **univ email address** exclusively. You need to check your univ e-mail regularly or you will miss important information such as oral or written exam dates.

ASSESSMENT

The module will be assessed through a project assignment that has 2 components.

- 1) An oral presentation (40%)
- 2) A written dossier (60%)

Working in groups of 4, you will create your own imaginary business. You will decide which sector your business operates in, which products or services it will provide and where the business trades.

- Oral presentation:

*Your business has a job vacancy for an important position within your company. In order to attract candidates for the job, you are making a **presentation at an employment fair**.*

You will need to present your business to the class, detailing what your business does, its background and history, why the candidates should want to work there, what career opportunities your business offers and why your business is unique.

Group members may take on the roles of officers of the business (Managing director, sales director, head of human resources etc.).

Your presentation should be 10-15 minutes in length and all group members should participate equally.

- Written Dossier (10 to 15 pages; 2,500-3,500 words)

*You will compile a **human resources file** which documents the application process for the successful applicant for the position detailed in your oral presentation. Your dossier should contain at least:*

- 1) **The original job advertisement for the vacant position.**
- 2) **The candidate's letter of motivation and their CV.**
- 3) **Information about the business sent to the candidate prior to the interview** (eg. Instructions about the interview format, directions to access the interview location, requests for additional information about the position...)
- 4) **A transcript of the interview and the interviewer's notes.**
- 5) **The employee's first performance review** (a method by which the job performance of an employee is documented and evaluated. They are a part of career development and consist of regular reviews of employee performance within organizations).



The University has engaged in a fight against plagiarism.

Take good note of the rules reminded on the university website (keyword "plagiat"; "dossier plagiat")
http://www.univ-nantes.fr/69054405/0/fiche_pagelibre/&RH=INSTITUTIONNEL_FR

- Specifically, regarding your project, this may include copying passages from the internet or any other source without explicitly mentioning the source.
- Please note also that the use of automatic translator programmes will be easily detected and assimilated to plagiarism.
- We finally ask you to be vigilant, as if an instance of plagiarism is detected in a project, the whole group will be held responsible, and duly sanctioned.



UNIVERSITÉ DE NANTES

Charte anti-plagiat de l'Université de Nantes

Approuvée par le Conseil d'administration de l'Université de Nantes en date du 21 octobre 2011

Préambule

L'Université de Nantes est engagée contre le plagiat, afin de garantir la qualité de ses diplômes et l'originalité des publications pédagogiques et scientifiques de ses personnels enseignants et/ou chercheurs. Les travaux quels qu'ils soient (devoirs, compte-rendu, mémoire, cours, articles, thèses), réalisés aussi bien par les étudiants que par les personnels universitaires, doivent toujours avoir pour ambition de produire un savoir inédit et d'offrir une lecture nouvelle et personnelle d'un sujet. La présente charte définit les règles à respecter en la matière, par l'ensemble des étudiants et universitaires.

Article 1

Les étudiants et les personnels sont informés que le plagiat constitue la violation la plus grave de l'éthique universitaire. Le plagiat consiste à reproduire un texte, une partie d'un texte, toute production littéraire ou graphique, ou des idées originales d'un auteur, sans lui en reconnaître la paternité, par des guillemets appropriés et par une indication bibliographique convenable.

Article 2

Les étudiants et les personnels s'engagent à ne pas commettre de plagiat dans leurs travaux, quels qu'ils soient : devoirs et compte-rendu remis par les étudiants à un enseignant, mémoire, cours, articles de recherche, thèse. Le fait de commettre un plagiat en vue d'obtenir indûment une note, un diplôme ou un grade universitaire est une circonstance aggravante. Le fait de commettre un plagiat dans un document destiné à être publié, mémoire de master ou de thèse, article à paraître dans une revue, est aussi une circonstance aggravante. La reproduction d'une oeuvre originale sans le consentement de l'auteur est de plus qualifiée juridiquement de contrefaçon (articles L. 335-2 et L. 335-3 du code de la propriété intellectuelle).

Article 3

Les étudiants et les personnels s'engagent à citer, en respectant les règles de l'art, les travaux qu'ils utilisent ou reproduisent partiellement. Les reproductions de courts extraits en vue d'illustration, ou à des fins pédagogiques sont en effet autorisées sans nécessité de demander le consentement de l'auteur. Néanmoins, la méthodologie d'un travail universitaire, quel qu'il soit, implique que les emprunts soient clairement identifiés (guillemets) et que le nom de l'auteur et la source de l'extrait soient mentionnés. Les travaux universitaires ne consistent pas en la reproduction d'une ou de plusieurs sources, mais doivent toujours avoir pour ambition de produire un savoir inédit et d'offrir une lecture nouvelle et personnelle du sujet.

Article 4

L'Université de Nantes se réserve le droit de rechercher systématiquement les tentatives de plagiat par l'utilisation d'un logiciel de détection de plagiat. Les étudiants et les personnels s'engagent à communiquer, sur simple demande de l'Université, une version numérique de leur document avant publication, afin de permettre cette détection.

Article 5

Les manquements à la présente charte sont passibles de sanctions disciplinaires : avertissement, blâme, annulation du diplôme préparé, exclusion de l'Université pour une durée limitée, exclusion définitive de l'Université, exclusion de tout établissement public d'enseignement supérieur pour une durée limitée, exclusion définitive de tout établissement d'enseignement supérieur. Les auteurs présumés de plagiat seront systématiquement traduits devant la section disciplinaire compétente. La procédure disciplinaire ne présage pas d'éventuelles poursuites judiciaires dans les cas où le plagiat est aussi caractérisé comme étant une contrefaçon. Toute information complémentaire sur les textes législatifs et réglementaires en vigueur et les règles de l'art pour une citation, peut être consultée dans le dossier plagiat sur le site de l'Université de Nantes : <http://www.univ-nantes.fr/charte-antiplagiat>

INTERNATIONAL PHONETIC ALPHABET

CONSONANTS	
p	pen, spin, tip
b	but, web
t	two, sting, bet
d	do, odd
tʃ	chair, nature, teach
dʒ	gin, joy, edge
k	cat, kill, skin, queen, thick
g	go, get, beg
f	fool, enough, leaf
v	voice, have
θ	thing, teeth
ð	this, breathe, father
s	see, city, pass
z	zoo, rose
ʃ	she, sure, emotion, leash
ʒ	pleasure, beige
h	ham
m	man, ham
n	no, tin
ŋ	singer, ring
l	left, bell
r	run, very
w	we

J	yes
VOWELS	
ɑ:	father
i:	see
ɪ	city
E	bed
ɜ:	bird
Æ	lad, cat, ran
ʌ	run, enough
ɒ	not, wasp
ɔ:	law, caught
ʊ	put
u:	soon, through
ə	about
DIPHTHONGS	
eɪ	day
aɪ	my
ɔɪ	boy
əʊ	no
aʊ	now
ɪə	near, here
eə	hair, there
ʊə	tour
ju:	pupil

TOEIC

WHAT IS THE TOEIC TEST?

“TOEIC” stands for “Test Of English for International Communication.” The TOEIC test is a standardized test designed to measure the examinees’ English language skills in workplace situations.

There are two different TOEIC tests, the TOEIC Listening & Reading Test and the TOEIC Speaking & Writing Test, but most companies require only the Listening & Reading test.

The Listening & Reading test is a two-hour multiple choice test comprising 200 questions divided into two sections. Each of those is scored separately on a scale ranging from 5 to 495. The candidates also receive a total score ranging from 10 to 990. The score obtained corresponds to a proficiency level, so the TOEIC test is not an exam that one passes or fails.

CONTENTS OF THE TOEIC TEST

Section I: Listening Comprehension (100 items)

Part 1: Photographs: 6 items

Out of four possible choices, you have to choose the statement that best describes the picture printed in the test book.

Part 2: Question-Response: 25 items

You hear a question followed by three possible responses. You have to choose which is most appropriate.

Part 3: Conversations: 39 items

You hear 10 conversations between two speakers. For each dialogue, you have to answer three multiple choice questions.

Part 4: Short Talks: 30 items

Same as Part 3, except that there is only one speaker and the recordings are longer.

Section II: Reading comprehension (100 items)

Part 5: Incomplete Sentences: 30 items

You have to find which of four possible choices best completes each sentence.

Part 6: Text Completion: 16 items

Same as Part 5, but within a text.

Part 7: Reading Comprehension: 54 items

You have to answer multiple choice questions on a number of texts.

For more general information on the TOEIC test, you can go to ETS’s website (<http://www.ets.org/toEIC/>)

WHERE TO TAKE THE TOEIC TEST?

You can take the TOEIC test at the university. It is not free, but it costs less if you take it at the university while you are still a student.

For more information on test sessions, fees, and how to register, you can go to the webpage of the University’s Language Center (SUL) (<http://www.pratiquerleslangues.univ-nantes.fr/>).

The test itself lasts approximately two hours, but on the day of the test, you should allow for about 3 hours for biographical questions and completion of the test.

HOW TO PREPARE FOR THE TOEIC TEST?

The TOEIC test assesses both general English skills and workplace English skills, which means that working on your English skills generally is helpful.

However, there are strategies that can help you maximize your score, so if you plan on taking the TOEIC test, you should prepare accordingly. On the SUL’s webpage, you will find information on prep sessions organized at the University. You will also find useful resources at the library. To see sample questions and read the examinee’s handbook, log onto MADOC.

Please note that TOEIC preparation is going to be part of requirements for your master’s course (if studying at the Science Faculty in Nantes). You will therefore have the opportunity to take the test for free in your second year of training. Unless it is necessary for you to take it now, it is hence advisable to wait until then.

SESSION 1 DESCRIBING COMPANIES - JOB ADS

I. Language practice

A. Job ads

Store Manager for a busy high street shop.

We are looking for a responsible individual to manage our retail store in Covent Garden, London.

Our company is 'Exquisite Teas From Around The World' and we sell the finest teas from many different countries. Our customers are people who enjoy only the best products and visit us from all around the UK. We are looking for someone who is experienced in the sales sector and also has experience of delivering high levels of service to their customers.

The successful applicant will have at least 2 years of managerial experience and knowledge of the food industry.

Please send your CV with a covering letter to our Covent Garden Store.

A. After reading the above job ad, what aspect of your CV is going to be most significant?

- 1) Your personal details.
- 2) Your studies.
- 3) Your employment history.
- 4) Your hobbies.

B. What skill(s) should you try to demonstrate through your experience? Rank skills from most important to least important.

- 1) Your leadership.
- 2) Your culinary skills.
- 3) Your computer literacy.
- 4) Your language skills.

C. What documents should you send with your CV? Rank documents from most important to least important.

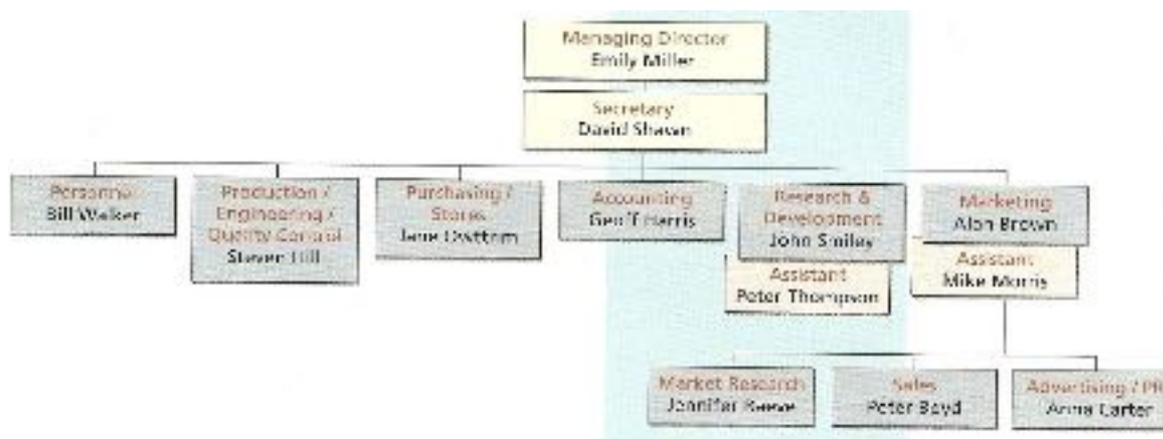
- 1) A recommendation letter.
- 2) A motivation letter.
- 3) A certificate of proficiency in blind tea tasting.
- 4) Your high school certificate.

D. When you create your CV for this ad, should you...

- 1) copy-paste the CV you sent last time to another company?
- 2) create fake experience for the elements you lack?
- 3) include only information mentioned in the job ad?
- 4) see how you can adapt your existing CV to the specificities of the job ad?

SESSION 1 DESCRIBING COMPANIES - JOB ADS

B. Company Profile:



A) Study the organisation tree of Power Engines Ltd. and complete the text with the following words:

surveys – customers – checks – purchasing – hires – departments – CEO

At the head is the President, or _____. Below the President is the Managing Director, who has overall responsibility for the day-to-day running of the company. The company is divided into different _____, each with its own director. The _____ department orders new goods for production, while the Quality Control department _____ the quality of all products. The Sales department will advise _____, and the Accounting department pay employees' salaries. Advertisements placed in special interest magazines are part of the work of the Advertising department, while the Market Research department does _____ and collects statistics. It is the Stores department which stores raw materials and finished goods in big warehouses. Finally, the Personnel department _____ new employees, some of whom will plan and design new products in the Research and Development department.

Sources: Büchel, W., R. Mattes, H. Mattes, M. Schäfer, and W. Schäfer. *English for Industry*. Paris: Belin, 2004.

B) Talking about the history of a company: Complete the following sentences with the correct verb in the correct form.

to split into – to list – to set up – to found – to sell off – to float – to merge – to locate

- We ... in 1981 in Ottawa. Our headquarters ... still ... in Canada.
- We ... with X company in 1990.
- We ... a subsidiary in the UK.
- The subsidiary ... two years after and the remaining company ... five different divisions.
- We ... on the stock exchange last year, and we ... now ... on the London Stock Exchange.

Source: <http://www.english-at-home.com/business/talking-about-your-company/>

SESSION 1 DESCRIBING COMPANIES - JOB ADS

C) Company performance: put the letters of the missing words in the correct order

A) We are the ... in three countries. **kmtare / dealres**

B) We have ... our operations. **deapenxd**

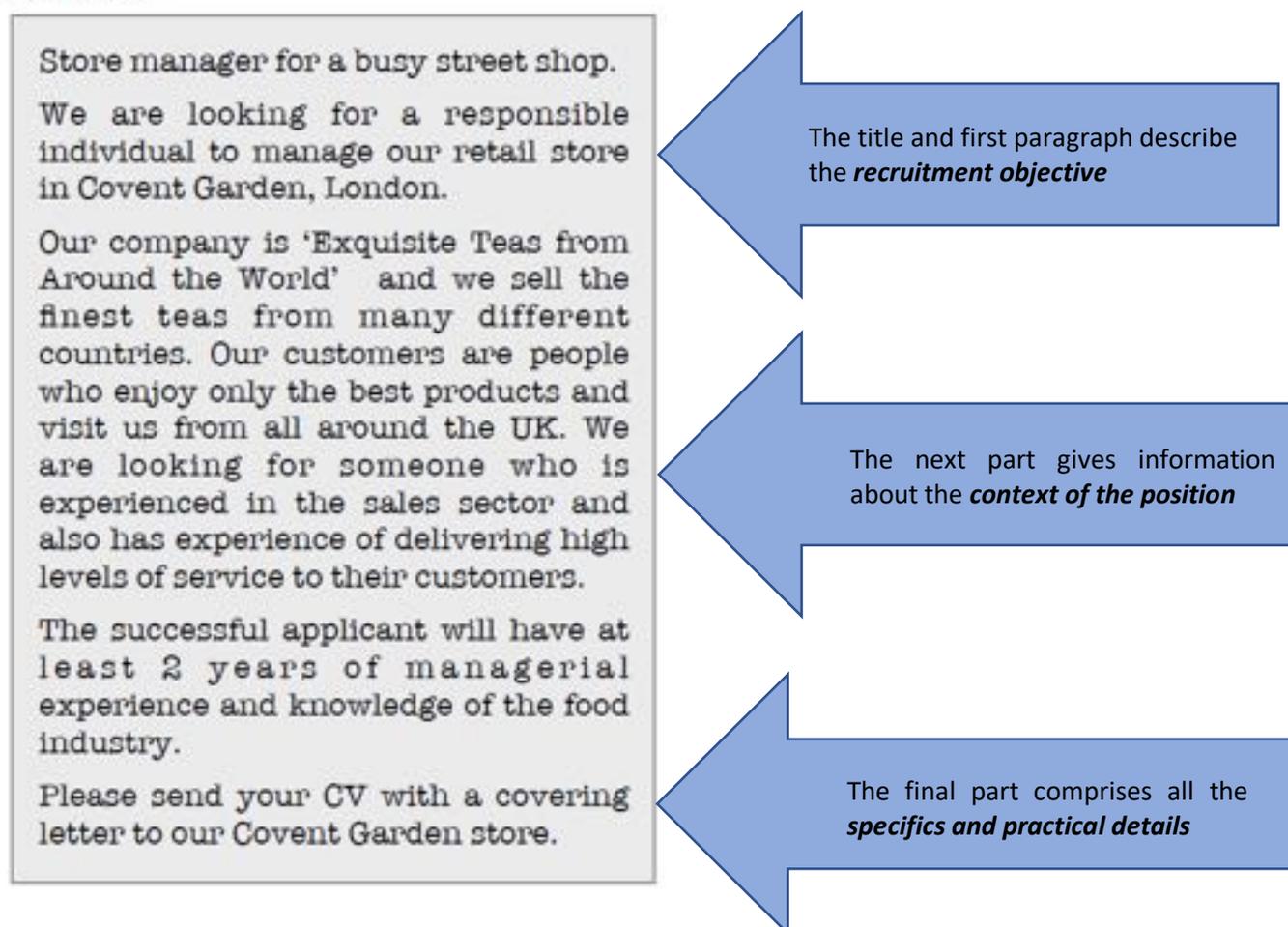
C) Our company has ... by one-third. **wogrn**

D) Our ... is in excess of \$2 million. **tournrev**

Source: <http://www.english-at-home.com/business/talking-about-your-company/>

II. Project tutorial: creating a job ad

A. Note the typical structure of a job ad



SESSION 1 DESCRIBING COMPANIES - JOB ADS

B. Practice

You are part of the head committee of a corporation. Your firm is looking for new talents: to make sure you get the right people, present your business and needs accurately and prepare for selection interviews!

Define your business	
Name, product or service offered	
Full reference (address, phone number etc...)	
Members of the board, function	
Present the position offered – you may choose not to disclose everything.	
Function	
Location	
Salary	
Describe the profile of the ideal candidate	
Former experience	
Character	
Application details	
Explain who the candidate should apply to (name, address, function)	
Feel free to add anything you think is necessary and/or interesting!	

Appearance matters!

Once you have written down your job ad details, it is also important to think about visual aspects:

- Firm logo
- Ad layout
- Language → don't forget to directly address potential applicants and convince them to apply

SESSION 2 RESUMES & COVER LETTERS

I. Language Practice

a. What makes a good résumé? Answer the following questions

a) *What is a résumé?*

- 1) A tool for marketing yourself.
- 2) A very brief summary of your accomplishments.
- 3) A complete history of all your accomplishments.

b) *What is the main purpose of a résumé?*

- 1) To get you a job.
- 2) To highlight your accomplishments.
- 3) To get you an interview.

c) *How many résumés should you have?*

- 1) One
- 2) One tailored to each job you apply for
- 3) At least 10, all in different colors and fonts

d) *It's generally best to start your résumé sentences with*

- 1) Pronouns ("I" or "My")
- 2) Nouns
- 3) Verbs

e) *Students with very little experience, especially minimal experience in their chosen field, should consider this resume technique:*

- 1) Skillful exploitation of transferable and applicable skills
- 2) Listing internships, volunteer work, sports, extracurricular activities, and other unpaid experience
- 3) Descriptions of class projects and coursework that are relevant to the chosen field
- 4) All of the above

f) *True or false?*

1) A CV should be word-processed and never handwritten.	<input checked="" type="checkbox"/> <input type="checkbox"/>
2) Your CV should be laid out in reverse chronological order.	<input checked="" type="checkbox"/> <input type="checkbox"/>
3) A CV should never be more than one side.	<input checked="" type="checkbox"/> <input type="checkbox"/>
4) Employers have no need to know your age, sex, race, or marital status.	<input checked="" type="checkbox"/> <input type="checkbox"/>
5) Action verbs and job-specific keywords need to be included in all résumés.	<input checked="" type="checkbox"/> <input type="checkbox"/>
6) You should always include a section on hobbies in your CV.	<input checked="" type="checkbox"/> <input type="checkbox"/>

Source: Adapted from http://www.quintcareers.com/teen_resume_quiz_scoring.html
<https://www.kent.ac.uk/careers/cvquiz.htm>
<https://www.livecareer.com/career/advice/resume/new-grad-resume-quiz>

SESSION 2 RESUMES & COVER LETTERS

b. Résumé writing advice: Watch the video and answer the following questions

- a. *What should you pay attention to first before you send out your résumé?*
- 1) That there are no spelling mistakes and that it is well formatted
 - 2) That it is very short
 - 3) That it contains as much information as possible about your life
- b. *What is the purpose of a résumé according to Alex Davis?*
- 1) To give all the information that will be mentioned during the interview
 - 2) To give a very personal picture of the applicant
 - 3) To get a picture of what the applicant's qualifications, skills, and experience are.
- c. *Should you go into a lot of detail in your résumé?*
- 1) Yes, it will give you a better chance for the interview.
 - 2) No. Recruiters get lots of CVs and cover letters, so you should put enough detail that employers will get a clear picture of who you are but not too much detail that they won't read your résumé.
 - 3) Not necessarily, but it should contain all your work experience.
- d. *What are the three adjectives that are used by Max Lucas to describe a good résumé?*
- _____, _____, and _____
- e. *What does Martine Ainsworth-Wells recommend people do when writing their résumé?*
- 1) She recommends that they be honest. But when you explain why you might not have some skills right now, you also need to say how you plan on learning them and/or how you have already taken steps to address the situation, or how this opportunity will help you learn them with the organization.
 - 2) She recommends that they try to be honest, because if their résumé is too dishonest, the employer will notice it, but if some skills are missing, they should pretend that they possess them.
 - 3) She recommends that they be honest about their skills, but not necessarily always about their work experience.
- f. *How can you make a recruiter take notice of your résumé?*
- _____
- _____
- g. *What can you do to show that you are a well-rounded person?*
- 1) You can list your extra-curricular activities.
 - 2) You can list your professional activities.
 - 3) You can try to show that you are very smart.
- h. *What does Tony Harris advise people against?*
- _____
- _____
- i. *What examples does Peter Panayotou give to show how you can tailor your résumé to the industry you are going into?*
- _____
- _____

SESSION 2 RESUMES & COVER LETTERS

j. Script - Fill in the blanks:

Patrick Forsyth: The other thing to say is that while CVs go with the format they normally go out with a covering letter and you need to give some sensible thought to that and perhaps you can get a little bit more _____ of yourself into that more easily than into the CV itself.

Neil Godber: Now, the standard of covering letters is _____ and that creates quite an easy way to _____ most people's CVs.

Tim Davis: I don't necessarily want anything that's too quirky or too _____, but I'm just looking for a letter that _____ that _____ to _____ in a bit more detail and really gives me a feel for the way they would be in the role.

Got it! The basics are covered, it's not an essay, it's oozing personality, paper not bamboo and a _____! This is bound to get me _____ the _____.

Video from <http://www.careerplayer.com>

c. Vocabulary building: action verbs.

Rephrase the following job descriptions using action verbs (remember not to use personal pronouns)

a) I was responsible for the analysis of samples.

I was in charge of the employee feedback sessions.

I was in charge of the development of communication strategies.

I was the representative for University College London at a series of conferences.

I was in charge of the organization of two-week training sessions for new employees.

I was responsible for a team of five employees.

I did a presentation of a 50-page report on the habitability of Earth-like exoplanets around nearby stars.

Log onto MADOC to see more sample CVs, lists of action verbs and skill set descriptions.

SESSION 2 RESUMES & COVER LETTERS

d. Cover letter organization

Put the following cover letter back in the correct order

Ms. Janice Wilson
Personnel Director
Anderson Construction Company
3507 Rockville Pike
Rockville, MD 20895

Dear Ms. Wilson:

Every summer for the last five years I have worked at various levels in the construction industry. As indicated on my enclosed resume, I have worked as a general laborer, and moved up to skilled carpentry work, and last summer served as assistant construction manager on a two million dollar residential construction project.

Thank you for your consideration.

Sincerely,
(handwritten signature)
Steve Mason

Encl.: résumé

I read in the March 24th *Washington Post* classified section of your need for a Civil Engineer or Building Construction graduate for one of your Washington, DC, area sites. I will be returning to the Washington area after graduation in May and believe that I have the necessary credentials for the project.

The Anderson Construction Company projects are familiar to me, and my aspiration is to work for a company that has your excellent reputation. I would welcome the opportunity to interview with you. I will be in the Washington area during the week of April 12th and would be available to speak with you at that time. In the next week to ten days I will contact you to answer any questions you may have.

In addition to this practical experience, I will complete requirements for my B.S. in Building Construction in May. As you may know, Virginia Tech is one of the few universities in the country that offers such a specialized degree for the construction industry. I am confident that my degree, along with my years of construction industry experience, make me an excellent candidate for your job.

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Blacksburg, VA 24060
(540) 555-4523
stevemason@vt.edu

March 25, 2010

SESSION 2 RESUMES & COVER LETTERS

e. Business letter format: fill in the blanks

Country		UK	US
Date		2 June (2.6.) 2004 or “.....”	June 2 (6.2.), 2004 or “.....”
With name	Salutation	Dear Mr Godwin, Dear Ms Godwin,	Dear Mr. Godwin: Dear Ms. Godwin:
	Complimentary close	Yours,	Sincerely, Sincerely yours, Very truly yours,
Name unknown	Salutation	Dear, Dear,	Dear: Dear:
	Complimentary close	Yours,, Sincerely, Very,
Already introduced and on first-name	Salutation	Dear William, Dear Mary,	Dear William: Dear Mary:
	Complimentary close	(With) kind, (With) best,	Kind, Best,
Person unknown	Salutation	Dear or, To Whom It May Concern,	Dear or: To Whom It May Concern:
	Complimentary close	Yours,	See [name unknown]

Note: Enclosure(s): Abbreviated as and listed at the end of the letter. In an e-mail, enclosures are called “attachments”.

SESSION 2 RESUMES & COVER LETTERS

f. Language: Explain and correct the following mistakes:

- a) I am writing in ~~reply~~ of your advertisement ~~wich~~ appeared in *Jobs Magazine*.
- b) I was also responsible of ~~an other~~ important project during my time at Big Company Inc.
- c) I look forward to ~~hear~~ from you.
- d) I ~~graduate~~ from Nantes University in 2012, and I am ~~actually~~ working in the Customer Services department of a large company.
- e) Last year I ~~have implemented~~ a new ~~systeme~~ for ~~deal~~ with ~~customers complaints~~.
- f) I would like ~~developping~~ my ~~professionnal~~ skills.
- g) I am also ~~interesting~~ by working in Oxford because it will give me the opportunity to improve my English.

II. Project tutorial: applying for a job or a placement.

Study the job ads your colleagues have published and prepare your individual application for at least one of them. Your application should consist in a CV and cover letter.

Make sure you understand the company's expectations so you can make a difference and get an interview!

SUGGESTED STRUCTURE FOR YOUR COVER LETTER

First Paragraph

- State the job you're applying for.
- Where you found out about it (advert in The Guardian newspaper etc. - organisations like to know which of their advertising sources are being successful)
- When you're available to start work (and end if it's a placement)

Second Paragraph

- Why you're interested in that type of work
- Why the company attracts you (if it's a small company say you prefer to work for a small friendly organisation!)

Third Paragraph

- Summarise your strengths and how they might be an advantage to the organisation.
- Relate your skills to the competencies required in the job.

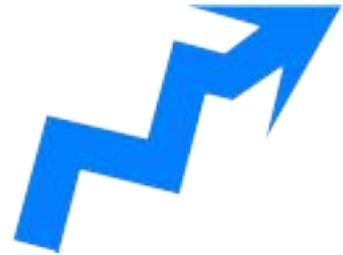
Last Paragraph

- Mention any dates that you won't be available for interview
- Thank the employer and say you look forward to hearing from them soon.

If you start with a name (e.g. "Dear Mr Bloggs") you should end with "Yours sincerely". If you start with "Dear Sir or Madam" you should end with "Yours faithfully".

SESSION 3 TRENDS

I. Reading comprehension



ILO warns of youth unemployment “crisis”

BBC News, 22 May 2012

Almost 13% of young people worldwide are out of work, and their situation is unlikely to improve for four years, a report by the International Labour Organization (ILO) says.

[The report] warns of a “crisis” with more than six million people so disillusioned they have given up looking for work.

- 5 The ILO wants governments to make job creation a priority. It wants more training schemes, and also tax breaks for employers.

“The youth unemployment crisis can be beaten but only if job creation for young people becomes a key priority in policymaking and private sector investment picks up significantly,” said Jose Manuel Salazar-Xirinachs, executive director of the ILO’s employment sector.

- 10 Since 2007, the number of young people without jobs has risen by four million—up from less than 12%, the Global Employment Trends for Youth report says.

Almost 13% of people aged between 15 and 24—or almost 75 million—have no work, although this is slightly down on its peak in 2009.

In the European Union, one in five young people are looking for work, the report claims.

- 15 Some 27.9% of youths were unemployed in North Africa last year following the Arab Spring uprisings—a rise of five percentage points on 2010.

In the Middle East, the figure stood at 26.5% in the report’s regional breakdown.

- 20 “Even in East Asia, perhaps the most economically dynamic region, the unemployment rate was 2.8 times higher for young people than for adults,” the report said.

Detached from society

But, the ILO report reveals, the true picture of youth unemployment is even more pessimistic.

Many young people are extending their time in higher education because they cannot find jobs.

- 25 Others are taking part-time unskilled work because they cannot find work in the fields they trained for.

The ILO says that more than six million young people worldwide have given up looking for work and are becoming increasingly detached from society.

- 30 By not using their skills they are losing them, the report says, and if there is no improvement in the jobs market soon, they may be not only unemployed, but unemployable.

The ILO suggests offering tax breaks and other incentives to businesses hiring young people and offering more entrepreneurship programmes to help kick-start careers.



worldtimes.com

SESSION 3 TRENDS

A. Comprehension questions

- A) Are the following sentences true or false?
- The unemployment figure for young people in the UK is almost 13%.
 - The situation is definitely going to improve in 4 years.
 - The ILO thinks that the situation can be reversed.
 - The unemployment figure for young people was worse in 2009.
 - The situation is worse in East Asia than in North Africa.
- B) Answer the following questions about the text
- Why is “the true picture of youth unemployment even more pessimistic”?
 - What does the ILO recommend governments do to help young people find jobs?

B. Vocabulary

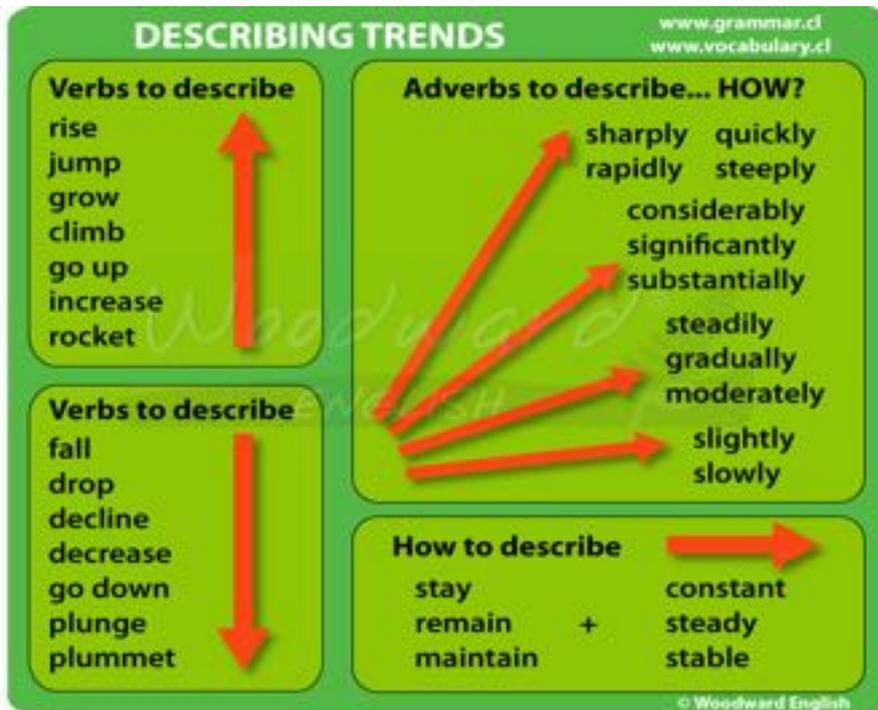
Find the words in the text that correspond to the following definitions

<i>Line</i>	<i>Word from the text</i>	<i>Definition</i>
		Unemployed, jobless
		A plan developed by a government or large organization in order to provide a particular service for people
		A reduction in the tax that you must pay
		To improve
		The moment when something is at its highest level
		Information that has been separated into different groups or categories
		Something that makes you want to do something because you know you will benefit by doing it
		To make something improve or become more active after it has stopped or slowed down.

SESSION 3 TRENDS

II. DESCRIBING TRENDS: TOOL BOX

A. Here are some words and phrases used to describe trends:



B. Choose the correct words in bold type to complete the report.

1. Sales began this year at 30,000 units in January and increased **slight / slightly** to 32,000 units in February.
2. There was a **sharp / sharply** rise **to / by** 38,000 in March **due / led** to the introduction of a new price discounting scheme.
3. This was followed by a **slight / slightly** fall in April when sales dropped **in / to** 36,000 units.
4. Our competitors launched a rival product in the spring and this resulted **in / from** a **dramatic / dramatically** fall to 25,000 in May.
5. But we ran a summer advertising campaign and sales increased **steady / steadily to / by** 2,000 units a month throughout June, July and August until they stood **in / at** 33,000 in September.
6. The **dramatic / dramatically** rise to 45,000 in October resulted **in / from** the launch of our new autumn range.
7. But then we experienced problems meeting demand and sales fell **sharp / sharply** in November and remained **steady / steadily at / by** 39,000 in December.

C. Translate the following sentences into English

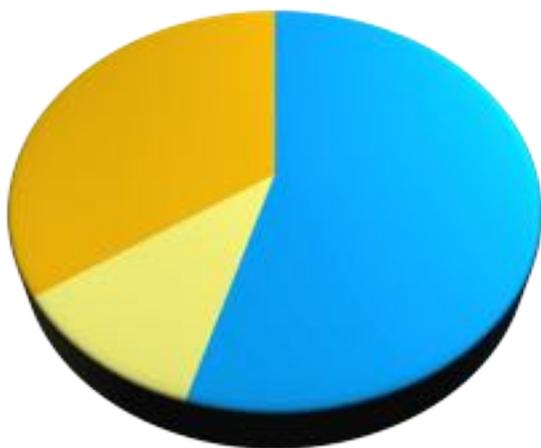
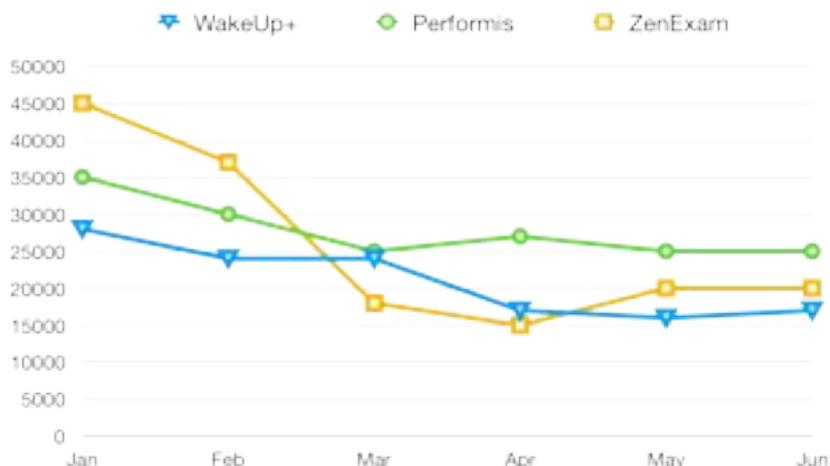
1. Il y a eu une augmentation lente mais régulière du nombre de cas entre 2002 et 2006.
2. Après avoir atteint un pic, la courbe s'est stabilisée en 2001, et le phénomène est resté stable depuis.
3. Neufs membres des conseils d'administration des grandes entreprises sur 10 sont des hommes.
4. Le chiffre d'affaires annuel s'élève à 150 milliards d'euros, une baisse de 2% par rapport à l'an passé.

SESSION 3 TRENDS

D. Writing: Choose one situation and write an email in about 150 words

Don't forget to use the vocabulary of business correspondence studied in Unit 2 (p. 15)

Situation 1: (line graph) You are the new manager for the French branch of a global pharmaceutical company. You need to explain the poor results of your sales aimed at students to your American boss and develop strategies for the future.



Situation 2: (pie chart) You are part of the University Health Commission and you have just finished a survey about food consumption among students. Write an email to all students explaining your findings and giving your views and advice on the matter.

Situation 3: (bar chart) You are part of the Student Council and have carried out a study among your fellow students to determine their motivation in class throughout the day. Write an email to explain your views to the Dean of the University in order to reorganise teaching schedules. Suggest concrete solutions.



SESSION 4 JOB INTERVIEWS



I. Talking about job interviews

A. Job Interview Quiz.



Test your knowledge of job interviews by answering the following questions.

1. The interviewer says, "Tell me about yourself." Which of these is the best answer?

- a) "I was born in Oregon and moved to the East Coast with my family when I was twelve. After graduating from high school, I attended college and worked a couple of part-time jobs."
- b) "I enjoy helping people and this drives my desire to master the art of fundraising. I have been volunteering with American Red Cross for the past two years and have learned many useful skills about organizing fundraisers. I think my experiences have prepared me to be a great Fundraising Coordinator."
- c) "I'm a pretty outgoing person with an open personality. I love meeting other people and visiting new places. One of my favorite things to do is spend time with friends. I also like to travel. Last summer, I took a trip to Europe with a couple of buddies. We had a great time."

2. You're asked a really difficult question. You don't know the answer off the top of your head, so you:

- a) answer, "That's a tough question. I'm really not sure."
- b) say the first thing that comes to mind.
- c) take a deep breath and think of an answer while paraphrasing the question.

3. You're asked what your biggest weakness is. What do you answer?

- a) "I can sometimes be disorganized. I have been trying to become more organized by creating a calendar for myself and categorizing things in folders. So far, these methods seem to be working."
- b) "Honestly, I don't really have one."
- c) "I'm a perfectionist. As a result, I often work very hard, perhaps even too hard. I'm usually at the office for more hours than the average employee."

4. Your interviewer asks you what you think about your previous boss. You didn't get along with your previous boss. You answer:

- a) "He was a good leader and really kept the team focused and on-task."
- b) "He was alright, but we weren't that close."
- c) "We didn't exactly get along because he made a lot of impossible demands and was constantly on the phone."

5. Your interviewer asks you what your greatest strengths are. How do you respond?

- a) By listing five or ten qualities you think are your best ones.
- b) Give two or three strengths and concrete examples of them.
- c) Say all the qualities and requirements that were listed on the job description.

6. Other than your responses, you need to also pay close attention to:

- a) your body language.
- b) your eye contact.
- c) both 1 and 2.

Source: Adapted from <http://www.nyc.gov/html/sbs/wf1/html/land/land.shtml>

SESSION 4 JOB INTERVIEWS

B. Do's and Don'ts of an interview. Watch the video and answer the questions.

1. Interviews are designed to assess which 4 key areas?

- a)
- b)
- c)
- d)



DOs



DON'Ts

2. How should you dress for a job interview?

- a. Men:
- b. Women:.....

3. Fill in the blanks:

Do give a 1)..... but not bone crushing handshake. The 2) to a good handshake is to get the 3)..... between your thumb and 4)..... fully in contact with that of the person with whom you're shaking hands. Also, don't forget to make 5).....and smile.

4. When answering the question "tell me about yourself" you should:

- a. List your entire life history, beginning with where you were born.
- b. Clearly describe your hobbies, interests and social life, so the interviewer gets a full picture of who you are as an individual.
- c. Concisely describe your professional and academic background, showing why you are a good candidate for the position.

5. Which of the following would be a suitable answer to the question "What is your biggest weakness?"

- a. I am lazy, so sometimes I get a bit behind with work.
- b. I find making presentations scary, so I am taking a course on publicspeaking.
- c. I don't have any weaknesses.

6. Does the interviewee plan to have a baby in the next few years? What is her response to the question?

.....

7. Do you think that the advice given in the video is valuable? Should any advice be added to the video?

.....

Log onto **Madoc** to find more tips and links to websites discussing interviews.



Video clip from www.vault.com

SESSION 4 JOB INTERVIEWS

II. Practice

A. STEPS IN AN INTERVIEW -

The interview is a conversation in which you and an employer exchange information. Your objective is **to get an offer of a job**, and the employer's objective is to find out the following:

- What you have to offer (your skills, abilities, basic knowledge).
- Who you are (your personality, character, interests).
- Why you should be hired (you have what they are seeking).

The interviewer will try to determine whether you will be an asset to the organization.

Your goal is to **present yourself as the best candidate** for the position and also to learn more about the position and the interviewer's organization to determine whether both are well suited for you and your career goals. Thus, the interview **is a two-way discussion rather than an interrogation**, as it is often perceived to be.

- The first few minutes of the interview are used to **establish rapport and to help the job applicants feel more at ease**. The interviewer may engage in **small talk or ask questions** about interests and hobbies. However, these first few minutes are where you **make a first and lasting impression**. This is a good opportunity to demonstrate your communication skills.
- The next portion of the interview is spent in an **exchange of information** to determine whether a good "match" exists between the employer's needs and your skills and career objectives. The interviewer will ask questions about your **qualifications, background, and career goals** and will present additional information about the position and the organization. You will be expected to **ask questions about the position and organization** that will help you decide whether the opportunity is right for you. Listen carefully to the questions and be sure you understand them. Answer the questions thoroughly by backing up your statements with **specific examples of your skills, experiences, and accomplishments**. However, do not give more information than what the interviewer is asking for. In addition, emphasize your strong points at every appropriate opportunity in the interview. You want to avoid negatives/weaknesses and avoid using phrases such as "I only" or "I really don't have much experience in that area." Show confidence in yourself and your ability to perform the job! Finally, establish good eye contact with the interviewer and take an active part in the interview.
- At some point in the interview, the interviewer will usually ask if you have any questions. **Prepare two or three questions, in advance**, that you want to ask during the interview. Ask questions that will help you form an opinion about whether the organization is right for you. Avoid asking questions for which answers could have been obtained in preparing for the interview.
- Be alert for signs that the interview is coming to an end. At the conclusion, **ask what the next step will be and when you can expect to know the results of the interview**. Restate your interest in working for the organization and thank the interviewer for taking time to talk with you. The interviewer will usually close by telling you what the next step will be, such as "We will be making our decision within the next two weeks and will notify you by mail."

(adapted from Oxi.com, Career development center)

SESSION 4 JOB INTERVIEWS

B. Now it's your turn !

a. Speed interviewing

In turns, you will interview and/or be interviewed for jobs. Be prepared to find the job of your dreams!

You have the right to imagine that you have finished your studies, but you cannot invent yourself a completely different life and background!



geeksincambodia.com

b. Project practice

IN GROUPS: prepare to interview applicants to your ad:

- Study the applications you have received and decide who you want to interview
- Agree on your interviewing strategy and prepare a few questions
- Once you have interviewed all applicants, decide who you are going to hire and prepare to explain why

INDIVIDUALLY: be ready to be interviewed... if you are selected!

c. Vocabulary: describing people at work

The words below can be used to describe the abilities, attitudes, and personality of people at work. Decide if they have a positive or negative connotation.

A collection of adjectives scattered around two baskets. On the left is a woven wicker basket labeled "positive". On the right is a metal mesh basket labeled "negative". The adjectives are: hopeless, diligent, insensitive, bossy, domineering, efficient, inadequate, competent, carefree, boorish, decisive, committed, conscientious, motivated, and loyal.

hopeless

diligent

insensitive

bossy

domineering

efficient

inadequate

competent

careless

boorish

decisive

committed

conscientious

motivated

loyal

positive

negative

SESSION 4 JOB INTERVIEWS

C. TOP 49 QUESTIONS AT AN INTERVIEW

- 1) Tell me a little about yourself.
- 2) Why do you want to work for this company?
- 3) Do you consider yourself successful?
- 4) Are you willing to travel?
- 5) What are your salary expectations?
- 6) What would you consider your greatest strengths & weakness?
- 7) What motivates you?
- 8) Tell me about your dream job.
- 9) Why did you leave your last job?
- 10) What experience do you have in this field?
- 11) What do co-workers say about you?
- 12) Why should we hire you?
- 13) Are you a team player?
- 14) What is your philosophy towards work?
- 15) What have you learned from mistakes on the job?
- 16) Describe your management style.
- 17) How would you know you were successful on this job?
- 18) Are you willing to work overtime?
Prepare for night shift and work on Weekends?
- 19) What will you do if you don't get this position?
- 20) What have you done to improve your knowledge in the last year?
- 21) How would you be an asset to this company?
- 22) How long would you expect to work for us in case you are hired?
- 23) Describe your ability to work under pressure.
- 24) Tell me about a problem you had with a supervisor.
- 25) Why do you think you would do well at this job?
- 26) What irritates you about co-workers?
- 27) Do your skills match this job or another job more closely?
- 28) What has disappointed you about work?
- 29) If you were hiring a manager for this job, what would you look for?
- 30) What role do you tend to play in a team?
- 31) What was the most difficult decision for you made?
- 32) Are you willing to make sacrifices for this company?
- 33) What are the qualities do you look for in a boss?
- 34) Are you applying to other companies as well?
- 35) Do you know anyone who works in our company?
- 36) How do you propose to compensate for your lack of experience?
- 37) Have you ever worked in a job that you hated?
- 38) What would your previous supervisor say your best point is?
- 39) What is the most challenging thing about working with you?
- 40) What suggestion/s have you made in your previous employment that was implemented?
- 41) Would you rather be liked or feared?
- 42) How do you cope with stress?
- 43) Would you rather work for money or job satisfaction?
- 44) Describe your work policy ethics.
- 45) What was your biggest challenge with your previous boss?
- 46) Do you enjoy working as part of a team?
- 47) Why do you think you deserve this job?
- 48) Has anything ever irritated you about people you've worked with?
- 49) Do you have any questions for me?

Source: career.guru99.com

SESSION 5 TELEPHONING, MEETING, NETWORKING

I. Telephoning

A. Choose the best answer to the following questions



1. What is the best way to ask politely to talk to someone?

- a) "May I please speak to ___?"
- b) "Is there?"
- c) "Hey, you!"
- d) "Can I talk to ___?"

2. If someone tells you that they will "transfer" your call, what do they mean?

- a) That they will call you back later
- b) That they will put you through to another person
- c) That they can answer your question
- d) That you have to wait for a few minutes

3. You are told to "please hold." What does that mean?

- a) That you dialed the wrong number
- b) That the person you are trying to reach is not in
- c) That you have to wait for a little bit
- d) That you have to leave a message

4. A friend of yours tells you that every time she tries to call you, she gets a "busy signal." What does she mean?

- a) That the line is always engaged
- b) That she always gets your answering machine
- c) That the dialing tone sounds weird
- d) That she always gets a message telling her that you are unlisted

5. You are at work and the switchboard operator asks you if you wish to "take a call." What does that mean?

- a) That you have a message
- b) That someone wants to talk to you on the phone
- c) That she wants to know if you want to call someone on the phone
- d) That your phone is not working

6. A friend of yours tells you to call their cell so you can meet up later. What is a "cell"?

- a) A mobile phone
- b) A landline
- c) A work phone
- d) A phone in a prison cell

7. At the end of a phone conversation you ... the phone.

- a) return
- b) redial
- c) turn off
- d) hang up



Source: Adapted from <http://www.englishtown.com/community/Channels/Quiz.aspx?quizId=20>

SESSION 5 TELEPHONING, MEETING, NETWORKING

B. Dealing with situations on the phone

a. Listen to the 3 conversations and fill in the chart.

Situation 1:	Situation 2:	Situation 3:
--	--	--

Solution 1:	Solution 2:	Solution 3:
---------------------------------------	---------------------------------------	---------------------------------------

b. Listen again and match statements 1-4 with responses a-d

- | | | | |
|---|-----------------------|-----------------------|---|
| 1. Sorry, but this will have to be quick, Renée, I'm about to board a plane! | <input type="radio"/> | <input type="radio"/> | a. Yes, I'm around for another hour, then I have a meeting. |
| 2. This is hopeless, this is really a bad line... | <input type="radio"/> | <input type="radio"/> | b. So now's not a good time to call? |
| 3. I'm afraid I didn't catch the last bit.... | <input type="radio"/> | <input type="radio"/> | c. OK, I'll hang up and call you back on the landline in 5 minutes. |
| 4. Look, I'm sorry but I have someone on the other line. Can I call you back? | <input type="radio"/> | <input type="radio"/> | d. I said, any chance of getting it to me by tomorrow? |

c. Practice: Work with a partner. Use these situations to have four short phone conversations, or use the cards given by your teacher.

1. You're on holiday in the Carribean when your manager calls about an unfinished report.
2. You've gone to visit a client in a remote country location. You call your assistant for some figures.
3. You're at the cinema and have forgotten to turn off your mobile. Your colleague calls and reminds you about an appointment.
4. You're at a crowded sports event. You need to call someone to rearrange a meeting.



SESSION 5 TELEPHONING, MEETING, NETWORKING

C. Telephoning toolbox



PROBLEMS IN COMMUNICATION

You're breaking up... I haven't got a very good signal Sorry, it's a really bad line...

I'm afraid I didn't catch that last bit. You're very faint, can you speak up a bit? Hold on while I go somewhere quieter. I'll hang up and call you on the landline. I'll hang up and try again later.

I'll hang up and go outside to call.

NOT A GOOD TIME TO CALL

I'm sorry but I have someone on the other line, can I call you back?

Sorry, but this will have to be quick. I'm about to board a plane / go into a meeting / enter a tunnel.

So now's not a good time to call?

I'm afraid I don't have much time today. Can I call you again tomorrow?

I'm just on my way out, can you call again later?

D. Translate these sentences into English



1. Ne quittez pas, je vous passe le poste 309.

.....

2. Quand vous entendrez la tonalité, vous pourrez composer votre numéro.

.....

3. C'est de la part de qui ?

.....

4. Jane Eyre à l'appareil.

.....

5. Pourriez-vous épeler votre nom, s'il vous plaît ?

.....

6. La ligne est si mauvaise que je peux à peine vous entendre.

.....

SESSION 5 TELEPHONING, MEETING, NETWORKING

II. Meeting and networking

A. Stages of a meeting

a. Here are the various stages of a meeting

Stage	Action / Situation	Expression
Introduction	Opening the meeting	
	Welcoming and introducing participants	
	Stating the principal objectives of a meeting	
	Giving apologies for someone who is absent	
Reviewing past business	Reading the minutes of the last meeting	
	Dealing with recent developments	
Beginning the meeting	Introducing the agenda	
	Allocating roles (secretary, participants)	
	Agreeing on the rules for meeting contributions, timing, decision-making, etc.)	
Discussing items	Introducing the first item on the agenda	
	Closing an item	
	Discussing other items	
Finishing the meeting	Summarizing	
	Suggesting and agreeing on time, date, and place for the next meeting	
	Thanking participants for attending	
	Closing the meeting	

b. Now look at the following expressions. Which action or situation are they used for?

- Before we close today's meeting, let me just quickly go over today's main points.
- Good morning, everyone. If we are all here, let's get started.
- Have you all received a copy of the agenda?
- I declare the meeting closed.
- I suggest we go round the table first.
- I think that takes care of the first item.
- I'd like to introduce Ms Doe, who has come here from Headquarters to give us an update on the company's new policy concerning communicating with the media.
- I've called this meeting in order to discuss our strategy for the next quarter.
- Jack, can you tell us how the XYZ project is coming along?
- Let's next meet on Wednesday, January 15 at 11 AM.
- Rob, would you mind taking the minutes?
- Thank you all for attending.
- The next item on today's agenda is the office move.
- To begin with I'd like to quickly go through the minutes of our last meeting.
- Unfortunately, Mr. Smith won't be with us today because he's at a conference in Seoul.
- Why don't we start by discussing the launch of our new website?

Source: Adapted from http://esl.about.com/od/businessspeaking/a/b_meetphrases.htm

SESSION 5 TELEPHONING, MEETING, NETWORKING

B. How to run a meeting?

- a. Meetings can be a productive way of making decisions, planning for the future, and communicating to a group of people. Take advice from Shawn Mc Pheat, from www.mtdtraining.com. Watch the video and take notes on the different sections.

PREPARATION	
FACILITATOR	
ROOM LAYOUT	
TIMING	
ICE BREAKER	
HANGER	
5-MINUTE BELL	
MINUTES	

- b. Do you agree with McPheat's advice?

Rank these sections, according to your views, from most to least relevant.

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

C. Networking: small talk

- a. Look at the following subjects. Are they appropriate for small talk?

- | | |
|---|---------------------------------|
| 1. The latest films | 8. Your last holiday |
| 2. The One True Path to Eternal life | 9. Your favorite movie-star |
| 3. The local basketball team | 10. The correct political party |
| 4. A product you would like to sell to everyone | 11. The weather |
| 5. The Death penalty | 12. Gardening |
| 6. Your home town | 13. Your health problems |
| 7. How much you make | 14. Your family |

- b. Now play the small talk game.

Source: Adapted from http://esl.about.com/od/conversationlessonplans/a/lesson_smtalk.htm

SESSION 6 ADVERTISING FOR A PRODUCT

I. Presenting your product

A. Group work: sell that lemon.

For this activity, you will work in groups of 3 or 4. You will be given a picture of an object. Imagine that this is a prototype of a product that you would like to develop and manufacture. Unfortunately, you do not have the money to bring the project to fruition. You have therefore decided to use crowdfunding to get the project off the ground.

You need to shoot a video presenting your product for your project page on the crowdfunding site.

- Prepare the pitch for the video and present it to other groups. You need to think about:
- what your product is, what it does and what need it fills
- what its name is and what its slogan will be
- how much you will sell it for once it is manufactured who your target demographic is
- how much funding you need and what guarantees you can provide to your investors
- what your project timeline is.



Don't forget to start your pitch by introducing your team and remember that you have to convince people that they need / want your product, no matter how weird or useless it might seem!



Use the following questions to help you decide on a marketing strategy for your product.

The Four Ps

- What are the unique and special features of your product? How will you package it?
- Who are your target audience?
- What is the price of similar products already on the market? What type of market are you aiming at?
- What is a good price to gain maximum market penetration?

Source: Workman, Graham. Popular Films for Business English 1. Gem Publishing, 2008.

SESSION 6 ADVERTISING FOR A PRODUCT

B. Sell yourself: the elevator pitch

WHAT IS IT?

An elevator speech is a clear, brief message or “commercial” about you. It communicates who you are, what you’re looking for and how you can benefit a company or organization. It’s typically about 30 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator. (The idea behind having an elevator speech is that you are prepared to share this information with anyone, at anytime, even in an elevator). It is important to have your speech memorized and practiced to sound natural.

Get comfortable with what you have to say so you can breeze through it when the time comes.

This elevator speech is:

- absolutely not longer than 25 to 30 seconds
- or—in words—approximately 80 to 90 words
- or—in sentences—8 to 10 sentences



A SAMPLE ELEVATOR SPEECH OUTLINE

These 10 speech topics will help you write a carefully planned presentation that grabs attention and says a lot in a few words.

ABOUT YOU

1. Smile to your counterpart, and open with a statement or question that grabs attention: a hook that prompts your listener to ask questions.
2. Say who you are: describe yourself and your company.
3. Explain what you do and show enthusiasm.

WHAT DO YOU OFFER

4. Say what problems you have solved or contributions you have made.
5. Offer a vivid example.
6. Explain why you are interested in your listener.

WHAT ARE THE BENEFITS

7. Say what very special service, product or solutions you can offer him or her.
8. What are the advantages of working with you? In what do you differ from competitive companies?

HOW DO YOU DO IT

9. Give a concrete example or tell a short story, show your uniqueness and provide illustrations on how you work.

CALL FOR ACTION

10. What is the most wanted response after your elevator speech? Would you want a business card, a referral or an appointment for a presentation after your elevator speech?



Now it's your turn!!



Use each topic above (1-10) to write **ONE** short powerful sentence about yourself. You may also use the details available on the cards.

When you have finished writing your speech, memorize it and practice it with a partner

TIPS

- ✚✚✚ Cut the jargon and details. Make strong short and powerful sentences. Eliminate unnecessary words.
- ✚✚✚ Connect the phrases to each other. Your elevator address has to flow smoothly. Don't rush.
- ✚✚✚ Memorize key points and practice.

SESSION 6 ADVERTISING FOR A PRODUCT

C. Pronunciation

a. Here is a list of words that can be used in a business context. Underline the syllable which is stressed. Examples: Attention, Secretary, Strategy

- | | |
|---------------|--------------|
| 1. To produce | 5. Economics |
| 2. Product | 6. Economy |
| 3. To analyse | 7. Politics |
| 4. Analysis | 8. Political |

b. **Word stress and meaning.**

Listen to this excerpt from Mark Kermode and Simon Mayo's movie review podcast on BBC Radio 5 Live and answer the questions:

1. What mistake does Simon Mayo make when he first pronounces the title Kill List?
2. What impact does this pronunciation change have on the meaning of the expression?



c. Give the English words corresponding to the following transcriptions.

- | | |
|--------------|-----------|
| ɪ'kru:t | ɪ'sɔ:sɪz |
| ɒpə'tju:nəti | 'wi:knəs |
| ɪk'spɪriənts | 'ɪntəvju: |
- /əd'vɜ:.tɪs.mənt/ (UK) or /æd.vɜ:.'taɪz.mənt/ (US):

II. Project tutorial

Today's objective:

For your group project, you need to present your firm in the written dossier as well as during the job fair.

Presenting your company and your product is not just about giving facts and figures, it is also a means to advertise for your firm, and attract the best candidates.

Work on your firm presentation, using the advertising techniques introduced in the Unit.

Good luck!

SESSION 7 WORKPLACE HAPPINESS AND MOTIVATION

I. Reading

7 Things You Can Learn From The 'FIRE' Early Retirement Movement

Some laughingly call it a cult. They also swear it's the path to early retirement.

By Ann Brenoff, December 31, 2018,
[Huffpost.com](https://www.huffpost.com)



Meet the FIRE movement, a lifestyle system followed largely by millennials that's focused on the goal of achieving financial independence and retiring early.

FIRE adherents are uber-savers — they save 50 percent or more of their income — who strive to stop working for others sooner rather than later. They aren't interested in gaining more wealth in order to have more to spend; it's quite the opposite. They are intent on living their best lives for less. And it starts by rethinking their relationship with money with an eye to achieving financial independence.

Adherents closely track their spending and consider every purchase in terms of opportunity costs. Dollars spent are equated to "hours of life energy," a phrase coined by Vicki Robin, the now 72-year-old co-author of the 1992 bestseller *Your Money or Your Life* who unwittingly became an idol of the FIRE movement. So if you earn \$300 a day and want to buy a \$100 pair of shoes, you should ask yourself whether those shoes are really worth nearly a third of a day of your precious time on Earth, as *Time* explained earlier this month.

FIRE devotees gather in multiple forums, camps and retreats, and, of course, they write blogs and more blogs. There is also a growing FIRE subreddit called */r/financialindependence* that now has more than 365,000 subscribers. There, followers discuss strategies, techniques and lifestyles with the goal of simplifying and redesigning how they live so they can reduce their overall spending and instead save and invest their money for the future.

Success stories are celebrated, tips are shared and there is much conversation about separating needs from wants and how to find contentment with less. Those interested in gaining wealth for the purpose of excessive consumption are in the wrong subreddit, for sure.

But it quickly becomes clear reading the forum that FIRE is not a lifestyle choice free of issues. Those who adhere to a "financial independence, retire early" philosophy sometimes struggle finding partners who share their values and approach to money, and are often misunderstood by family members who conflate the idea of not wanting to work until a traditional retirement date with being "lazy" or "unambitious." Community acceptance among like-minded people seems to be one reason the subreddit thrives.

The message of the FIRE movement is this: Let's blow up the idea that we should work for 40 to 45 years of our life before having fun and getting to do what we want. Why spend the bulk of our healthy years working for someone else?

Even if retiring at a young age isn't necessarily your goal — or you're in a job that hardly pays enough to save at all — there are lots of practical tips to take from FIRE that will help you save and manage your money.

SESSION 7 WORKPLACE HAPPINESS AND MOTIVATION

A. Answer the following questions:

- a. How can you sum up the ethos (philosophy) of the FIRE movement?
.....
- b. “Dollars spent are equated to “hours of life energy””. Does this make sense to you?
.....
- c. Does this strike you as a sustainable way of life (one not dangerous for the planet)?
.....
- d. “They live so they can reduce their overall spending and instead save and invest their money for the future.” Can you think of the structural limit of such a system?
.....
- e. Some people will argue FIRE members are “lazy” or “unambitious”. Why? How do you feel about this?
.....

B. Watch the video from PBS News Hour: “What a well-off couple learned from cutting consumer habits”.

C. Discuss

In groups of 2 to 4: use your answers to the questions above and elements from the video to discuss the movement. Imagine some of you know nothing about the movement and/or are critical about it, while some are feeling enthusiastic.

II. Speaking (groups of 2 or 3)

Context

Starting from decreased productivity to damaged brand reputation, loss of revenue and loss of clients, unhappy employees are every entrepreneur’s nightmare. Such employees may display many signs of displeasure by showing up late for



work, not participating in meetings, being a bad influence on other employees and spreading negativity at work. Unhappy employees are a sign of not-so-good leadership as well. Firing the employee should be your last resort, because as a good businessman, you would know that it is much costlier to hire and train a replacement.

Starting point

The work atmosphere in your company is getting bad. The Human Resources Director and 1 or 2 union representatives are having a meeting. Work together to improve the situation as much as possible.

Roles

Human Resources Director (HRD): Find the reasons why workers are unhappy. Show them you are concerned and listen to them while they speak about the issue. Do your best to move a few things around to suit the employees, but do not agree to unreasonable requests. Remember the boss wants you all to be productive!

Union representative(s)

Explain what the problems are. It might be low performance at work, bullying by co-workers or seniors, lack of direction and motivation from the managing team, low salary, poor hours etc. Describe the negative consequences for the employees and for the firm. Listen to the HRD and try to improve the situation as much as possible.

If you’re a group of 3 people: 1 Union representative is more reasonable and just wants the key points to be improved, while the other is more aggressive and prefers to refuse some solutions in order to obtain more from the HRD.

SESSION 7 WORKPLACE HAPPINESS AND MOTIVATION

III. Video: “How to create motivation at work?”

a. Generalities

In pairs, discuss whether you think happiness at work is important or not. If you think it is, explain why to your partner and give concrete examples to back up your opinion.

b. Personal happiness

Which are for you the top 5 factors that make people happy at work. Discuss with your partner.



Reason	You	Partner

c. Watch the video and answer the questions.

a. Watch the video and answer the questions.

As you can see, the speaker is a non-native, his pronunciation is clearly foreign and he makes language errors, but communication does not have to be perfect. Keep this in mind when you have to do presentations in English. No need to be perfect, just understood.



SESSION 7 WORKPLACE HAPPINESS AND MOTIVATION

b. Questions on the video.

1. Complete: "Children possess that natural inner drive. They..."

- a) b)
c)

2. True or false: Creative workers produce more when they are rewarded.

- a) True b) False

3. Circle the right answer: What kind of tasks should be rewarded?

- a) Basic b) Complex

4. Choose one: Where does this reward theory come from?

- a) City life c) Higher salaries in cities
b) People flocking to cities d) Heavy industry

5. Explain: The phrase "carrot and stick" means...

.....

6. Answer: This mistaken principle is based on the fact that...

- a) workers are greedy c) workers are unmotivated
b) workers are disobedient d) bosses are clueless

7. Interpret this expression: "To take the money issue off the table" means to...

- a) take your salary home c) pay a decent salary
b) never talk about salary d) pay the salary under the table

8. Teams are more motivated if they are represented by...

- a) team leaders c) managers
b) CEOs d) colleagues

8. Which companies are mentioned as an example of workplace happiness?

- a) c)
b) d)



2021 topic!

is telecommuting compatible with happiness at work?

If you don't know what telecommuting is, check out the additional material on telecommuting on MADOC!

SESSION 8 PERFORMANCE REVIEW

I. What is a performance review – worksheet

Source: www.linguahouse.com

1 Performance review benefits

Why do companies give performance reviews? Complete the reasons below with the following words.

A performance review is designed to ...

expect feedback get to know increase reward work

1. give employees _____ on their performance
2. let employees know which areas they need to _____ on
3. communicate decisions such as a salary _____ or a promotion
4. remind workers what their managers _____ of them
5. _____ employees who exceed expectations
6. help managers to _____ the employee better

2 Describing performance

Describe each worker's performance with the adjectives below.

excellent good poor satisfactory

1. Joe is often late for work and never achieves his sales targets: _____
2. Kate is very thorough but this often means that her work is a little slow: _____
3. Daniel always does what his manager expects of him: _____
4. Charlie always exceeds his sales targets. He often stays in the office later than everyone else: _____

3 Listening

You are going to listen to a performance review between Tony, a customer service agent, and his manager. Which of the benefits in Ex1 did you notice?

4 Checking understanding

Listen again and choose the best answer for each question below.

1. How does Tony's manager feel about his performance overall?
a. poor b. satisfactory c. excellent
2. What area does Tony need to work on?
a. quality of work b. efficiency c. building relationships
3. How many calls was Tony handling last year?
a. 7 b. 9 c. 11

SESSION 8 PERFORMANCE REVIEW

II. Project tutorial: your employee's performance review

Objective

The candidate you recruited in the previous sessions has now been working in your firm for several months. It is now time for a performance review.

- Prepare the format of the review, using if you want samples (below or online).
- Discuss the feedback you could give, and work more specifically on how you phrase your evaluation.

Remember: the evaluation of your dossier is based on the quality of your language, so simply checking cases will not be sufficient for the performance review.

Your Logo Here

Performance Appraisal

org/division/dept:		location/based at:	
name:	position:	ref:	
year or period covered:	time in present position:	length of service:	
appraisal date & time:	appraisal venue:	appraiser:	

Part A To be completed by appraisee before the interview

A1 State your understanding of your main duties and responsibilities.

A2 Discussion points:

1. Has the past year been good/bad/satisfactory or otherwise for you, and why?

2. What do you consider to be your most important achievements of the past year?

SESSION 9 WORKERS' RIGHTS

I. Reading – challenging

Labour is promising a "step-change" in women's working rights if it wins the general election, pledging an increase in the length of statutory maternity pay from nine months to a year.

Labour's maternity leave boost is a major step forward, but it won't do anything for gender equality

Ernestine Gheyoh Ndzi; [The conversation.com](https://www.theconversation.com) (November 12, 2019)

Mothers will be given maternity pay for a full year after the birth of their children under a package of new measures announced by Labour. The proposals that aim to change the way women are treated at work would involve an increase in statutory maternity pay – from nine to 12 months. This would allow all working mothers or parents to spend a full year with their new-born babies before going back to work.

Mothers are currently allowed up to 52 weeks maternity leave – but are only paid for nine of them. The first six weeks is paid at 90% of the woman's average weekly earnings before tax. The remaining 33 weeks is paid at £148.68 per week or 90% of their average weekly earnings, whichever is lower.

Under the current system, mothers going on maternity leave are faced with the challenge of low maternity pay, expensive childcare and lack of support on their return to work, so it's great that the Labour party recognises and plans to resolve the discrimination women face in the workplace. But, as it stands, Labour's plan of extending maternity leave pay for another three months at the statutory rate doesn't do enough to address gender inequality – at both work and home.



Maternity discrimination

Women have suffered various forms of maternity discrimination in the UK over the years, such as redundancy, loss of job, and being overlooked for promotions. And many UK employers see pregnancy as an unnecessary burden in the workplace – with little incentive for employers to support pregnant women, or women going on maternity leave.

Indeed, Labour's maternity proposal highlights how slow and late the UK is compared to other countries in making family-friendly policies that foster equality at home and in the workplace. And, even now, this extension of maternity pay, still falls short. This is because it endorses the cultural perception of fathers

being the breadwinners of the family and mothers the caregivers – highlighting the fact that women in the UK are not considered contributors to the labour market in the same way as men.

The proposal also fails to recognise the importance of a father's involvement in parenting. This is despite increasing numbers of dads sharing parenting responsibilities and the breadwinner role in modern families.

Labour proposals also seem to ignore the benefits of dads involvement in the care of their children. This is despite the fact that research has shown that having two parents involved in parenting from a young age is more beneficial for the child – and the couple.

Lessons from Sweden

In this sense then, Labour's proposal can be considered a missed opportunity to bring the UK in line with other countries that have better policies on gender equality.

SESSION 9 WORKERS' RIGHTS

35 Sweden, for example, is ranked the best place in the world to raise a family because of its generous parental leave policy. Reduced working hours for parents with young children, high-quality childcare and extensive out- of-school-hours care at a low prices are just some of the benefits available in family-friendly Sweden.

40 For more than 40 years, Sweden has recognised that mothers and fathers should have equal parenting roles – and policies aim to balance gender equality at home and in the workplace. The government gives each parent 240 days paid leave at about 80% of their salary – plus bonus days in cases of twins. Of that leave, 90 days are reserved for each parent and are non-transferable – making Sweden the country with the the highest amount of leave reserved for dads.

A. True or false?

1. The measures outlined in the text will be enforced from January 2020.
2. Currently, Statutory Maternity Pay (SMP) allows eligible employees to a maximum of £148.68 if they choose to stay on leave for longer than 6 weeks.
3. According to the journalist, this measure is all but positive.

B. Vocabulary – Find the words in the text that correspond to the following definitions:

Definition	Word from the text	Line
Of, relating to, enacted or regulated by a statute		
The state of being unemployed because one's job is no longer necessary; the dismissal of such an employee; a layoff		
A heavy load		
Something that motivates, rouses, or encourages. A bonus or reward, often monetary, to work harder.		
To cultivate and grow something.		
To support, to back, to give one's approval to, especially officially or by signature.		

C. Answer the following questions in your own words

How does the British legislation compare to that of Sweden?

What are gender stereotypes? Why and how should they be fought?

D. Writing

Your employer is willing to fire someone on unfair grounds (because they are pregnant, handicapped, sick, or because of the colour of their skin or sexual preferences). This is entirely illegal so they are hiding under false claims of incompetence. Write a letter to the press or your local MP to inform and organize protest against this injustice!

You might also want to make this an online appeal by creating a video of your speech!

SESSION 9 WORKERS' RIGHTS

II. Reading – average difficulty

'Right to disconnect' should be an EU-wide fundamental right, MEPs say

Press Releases – European Parliament, 01/21/21

Parliament calls for an EU law that grants workers the right to digitally disconnect from work without facing negative repercussions.

5 In their legislative initiative that passed with 472 votes in favour, 126 against and 83 abstentions, MEPs (Members of European Parliament) call on the Commission to propose a law that enables those who work digitally to disconnect outside their working hours. It should also establish minimum requirements for remote working and clarify working conditions, hours and rest periods.

10 The increase in digital resources being used for work purposes has resulted in an 'always on' culture, which has a negative impact on the work-life balance of employees, MEPs say. Although working from home has been instrumental in helping safeguard employment and business during the COVID-19 crisis, the combination of long working hours and higher demands also leads to more cases of anxiety, depression, burnout and other mental and physical health issues.

15 MEPs consider the right to disconnect a fundamental right that allows workers to refrain from engaging in work-related tasks – such as phone calls, emails and other digital communication – outside working hours. This includes holidays and other forms of leave. Member states are encouraged to take all necessary measures to allow workers to exercise this right, including via collective agreements between social partners. They should ensure that workers will not be subjected to discrimination, criticism, dismissal, or other adverse actions by employers.

20 “We cannot abandon millions of European workers who are exhausted by the pressure to be always 'on' and overly long working hours. Now is the moment to stand by their side and give them what they deserve: the right to disconnect. This is vital for our mental and physical health. It is time to update worker's rights so that they correspond to the new realities of the digital age”, rapporteur Alex Agius Saliba said after the vote.

Background

25 Since the outbreak of the COVID-19 pandemic, working from home has increased by almost 30%. This figure is expected to remain high or even increase. Research by Eurofound shows that people who work regularly from home are more than twice as likely to surpass the maximum of 48 working hours per week, compared to those working on their employer's premises. Almost 30% of those working from home report working in their free time every day or several times a week, compared to less than 5% of office workers.

Vocabulary:

To grant: *accorder*

Remote working, teleworking, telecommuting:
télétravail

To enable: *permettre*

To safeguard: *sauvegarder*

To refrain from: *se retenir de faire qqch*

Dismissal: *renvoi*

SESSION 9 WORKERS' RIGHTS

A. Questions on the text: how much have you understood?

1. Explain in your own words the content of the initiative voted by the European Commission.
2. What are the positive aspects of teleworking presented in the article?
3. What are its negative aspects?
4. Explain the expression: "the 'always on' culture" (l. 6)
5. What has changed in the workers' lives in the past decades, justifying the need to update their rights?
6. What changes have occurred in work conditions since the beginning of the COVID-19 pandemic?

B. Translate

Translate Alex Agius Saliba's statement into French.

"We cannot abandon millions of European workers who are exhausted by the pressure to be always 'on' and overly long working hours. Now is the moment to stand by their side and give them what they deserve: the right to disconnect. This is vital for our mental and physical health. It is time to update worker's rights so that they correspond to the new realities of the digital age",

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

C. Discuss (groups of 2 or 3 students)

Would you want to work from home, if your employer offered you this possibility?

Discuss with your classmates the pros and cons of teleworking, and list the reasons why you would accept or refuse to telework, if you had the choice.

SESSION 9 WORKERS' RIGHTS

III. Listening: minimum wages

Unions have pushed the \$15 minimum wage, but few members will benefit.

A. Choose the best answer.

1. What institution wants to raise the minimum wage?

- a) Unions
- b) Companies
- c) The national government
- d) The local government

2. What minimum are they aiming at?

- a) \$7.25
- b) \$15
- c) \$15.25
- d) \$50

3. Which city considering these targets is NOT mentioned in the document?

- a) Los Angeles
- b) San Francisco
- c) New York
- d) Seattle

4. Which industry started the protest movement?

- a) Retail
- b) Fast-food
- c. Hotel
- d. Car

5. According to Bergman, the chance that this industry will ever organize into unions is...

- a) unlikely
- b) plausible
- c) uncommon



6. For the past four decades, the development of unions in companies has been very...

- a) easy
- b) dangerous
- c) difficult
- d) controversial

7. When unions were first created they fought...

- a) to defend obsolete rights
- b) to defend fundamental human rights
- c) to increase productivity
- d) to negotiate complex contracts

8. When this social movement started it gathered...

- a) no workers at all
- b) very few workers
- c) an unknown number of workers
- d) a huge number of workers

9. What were the figures for unions in the 1950s?

- a) About 10% of workers were unionized
- b) About 16% of workers were unionized
- c) About 30% of workers were unionized
- d) About 50% of workers were unionized

10. What have been the figures for workers' unionization in LA for the past ten years?

- a) They have remained stable
- b) They have been increasing
- c) They have been dropping
- d) They have been improving

B. Choose the word which is closest in meaning to the following words from the recording.

11. Wage.

- a) Regular payment for work
- b) Unused or unwanted material
- c) Result of doing something wrong
- d) Tax paid by workers to the state

12. Union.

- a) State of harmony and agreement
- b) Unhappy marriage
- c) Organization representing workers
- d) Northern states of the US in the American Civil War

13. Strike.

- a) Act of mining for gold or oil
- b) Act of hitting a ball
- c) Sudden military attack
- d) Refusal to work as organized protest

14. Child labor.

- a) Children's rights
- b) Illegal employment of children
- c) Skilled workers
- d) Process of childbirth

SESSION 9 WORKERS' RIGHTS

C. Find the missing words in the following transcript:

BERGMAN: Because unionized workers earn far more than the minimum wage, in LA, an average of more than \$27 an hour. Still, Lichtenstein says having a (15)..... could be beneficial in future contract negotiations.

LICHTENSTEIN: If you can raise the wages in those sectors which have been (16)..... the general wage level, i.e. fast food or (17)..... for that matter, then, you know, it makes it easier for unions to create a (18)..... and then go on and try to get more stuff.

BERGMAN: There's also the fact it's rare now for workers to stay in the same job their whole career, so people are likely to (19)..... of unions. Robert Matsuda is a studio violinist represented by the American Federation of Musicians. He's all for a \$15 wage.

ROBERT MATSUDA: I might have to take a minimum-wage job in the near future, so it might directly affect me.

BERGMAN: Because even though Matsuda works for well above the minimum wage now, he worries that may not last. He's getting fewer gigs as more film and TV scoring work gets (20)..... For NPR News, I'm Ben Bergman in Los Angeles.

Audio from NPR, February 2015

IV. Speaking: business ethics role play/debate

Student A:

You are a rich American. Your country was founded on the work of entrepreneurs (businesspeople who took great risks) who worked hard to make their money. You believe in the free market economic system, which rewards people for their merit/achievement. You are against government regulation and high taxation on the strong. Think of other reasons to support your position. Student B will start the conversation.



Student B:

You are anti-big business. Corporations are basically psychopaths—they act selfishly without concern for others (e.g., society or the environment). Explain to student A (a rich American) why corporations need heavy regulation and taxation to protect the public good.



V. Language

Choose the correct option

1. This job is too (stressed-out/stressful).
2. There's a lot of work, but I can (deal/handle) it.
3. I've done a lot of (overtime/extratime/ultratime) recently. I feel (overworked/ultraworked) and (underpaid/overpaid).
4. He never switches off work and keeps checking his work e-mails every 5 minutes even when on holiday: He's really a true (workaholic/worker-addict).

APPENDIX 1 PREPARING FOR THE JOB FAIR

Preparing for the Job Fair

During the exam, you are going to present your business to a (a) student(s) who will play the role of potential recruits.

So let's have a look at the type of phrases and vocabulary you will need to do so



A) Translating.

- ▶ Translate these sentences with the help of your classmates.
- ▶ You must use the vocabulary below.
- ▶ These words appear in chronological order.

Doggedness | primordial | prospects | soon to be | players

Notre philosophie c'est de ne jamais baisser les bras. La ténacité, c'est une des qualités cardinales que nous recherchons chez nos futurs employés. Rejoignez une équipe jeune, ambitieuse et qui sera bientôt un des plus gros acteurs du secteur !

.....

.....

.....

.....

B) Linking ideas.

During the exam you will have to explain the history that allowed you to build a company from its foundation to its present state, whatever that is. So let's make sure you know how to assemble ideas so as to make a coherent argument.

Choose the correct link word below to fill the gaps

Afterwards | First | Soon after | While | Then | After | Once | In the end | Since

..... we had to pick a brand name that would suit all the founding partners.

..... we were doing this, we were also looking for a prime location for our headquarters. a period of time, we settled in Albuquerque, this is where it all began! we had our own offices, we started hiring everybody. Jeff was the first on board. came Maggy. Finding these two was the most difficult.

....., things were much less complicated. Everybody knew what they had to do and

..... our first products were released for sale. it took a full two years to make any profit. But 2011, we have been constantly in the black.

APPENDIX 2 SAMPLE CV (I)

Anonymous Person
555 avenue X
44000 Nantes, France
Phone: (33) 5 55 55 55 55
Email: ap@emailaddress.com
Full, clean driving license

PROFILE Professional, highly qualified Electrical Engineer with excellent organizational and team working skills. Ideal candidate for position requiring drive, initiative, responsibility and challenge.

EDUCATION

2011–2014 Licence de Génie Électrique (equivalent to a Bachelor's Degree in Electrical Engineering)

University of Grenoble, France

Final Year Subjects:

Applied Power Electronics & Motion	Digital Signal Processing
Electrical & Electronic Power Systems	Telecommunications
Microwave Electronics	Control Engineering

Projects:

Final Year: Team project which investigated X. Researched data, gained an in-depth knowledge of telecommunications. Used C++ and LINUX Operating System. Prepared and delivered a presentation to lecturer and classmates.

Third Year: Used Microsoft Excel to construct a spreadsheet that calculated X.

Other: Wrote programs in C, C++ and in VHDL code for digital signal processing. Implemented filters using micro converter code. Built, tested and debugged circuits.

2008–2011: Baccalauréat (French National High School Diploma)
Sciences with concentration in mathematics

WORK EXPERIENCE

2013–2014 **ABC CONSTRUCTION CONTRACTORS, MELBOURNE, AUSTRALIA**

Assistant Engineer

- Secured work experience as an Assistant Engineer reporting directly to the Project Manager.
- Liaised with Engineers and reported to Project Manager on all tasks.
- Conducted demolition work which included working with dangerous chemicals such as asbestos.
- Completed survey work using laser instruments.
- Ensured health & safety procedures were adhered to.

2012–2013 **X COMPANY, GRENOBLE**

Trainee Engineer

- Reported to the Senior Engineer.
- Assisted with designing and building of web pages.
- Liaised with Engineering staff on all aspects of web content relevant to the industry sector.
- Reported on progress at weekly team meetings.

APPENDIX 2 SAMPLE CV (II)

SKILLS

Computer:	Working knowledge of programming languages, C, C++. Highly proficient at Access, Excel, Word & PowerPoint. Knowledge of Matematica and Electronics Workbench and experience of HTML, VHDL and assembly code.
Presentation:	Developed ability to produce reports and presentations to a professional standard.
Analysis & Evaluation:	Proficient in assessing data and formulating solutions.
Organizational:	Effective at time management and prioritizing tasks to achieve deadlines.
Interpersonal:	Strong team working, leadership and communication skills.
Languages:	French: Native language English: fluent.

ACTIVITIES AND INTERESTS

Gourmet cooking

Alpine skiing

First-aid certified

References available upon request

Source: Adapted from <https://www.ucc.ie/en/media/support/careers/SampleEngineeringCV.pdf>

APPENDIX 3 SAMPLE PERFORMANCE REVIEW (I)



Employee Performance Review

Employee Name Date
 Position Department

Part 1: Circle the number that best represents employee's performance for each item.

1. Quality/accuracy of work

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

2. Quantity of work

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

3. Dependability

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

4. Attendance/Punctuality

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

5. Professional communication skills with co-workers/supervisors

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

6. Customer-focused communication skills

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

7. Ability to work as a member of a team; teamwork

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

8. Ability to work independently

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

9. Open to feedback

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

10. Willingness to take on additional responsibilities

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

APPENDIX 3 SAMPLE PERFORMANCE REVIEW (II)

Employee Performance Review

11. Complies with company policies and procedures

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

12. Exhibits effective problem solving skills

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

13. Eagerness to learn new job-related skills

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

14. Asks questions and seeks guidance as needed

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

15. Makes progress toward professional development goals

1	2	3	4	5
Deficient	Below Standard	Meets Expectations	Above Standard	Outstanding

Part 2: Explanation/description of concerns regarding any items with scores of 1 or 2, along with plans for making necessary improvements. Enter N/A for any items with scores of 3 or higher.

Item	Concerns:
1	N/O
2	N/O
3	youth
4	N/O
5	N/O
6	N/O
7	N/O
8	N/O
9	N/O
10	N/O
11	N/O
12	N/O
13	N/O
14	N/O
15	N/O

FILL THIS IN!!

APPENDIX 3 SAMPLE PERFORMANCE REVIEW (III)

Employee Performance Review

Part 3: Developmental Goals: Agree on and list 3 - 5 developmental goals for next review period.

1. Management of site
2. Operational Marketing
3. Communication
4. Safety
- 5.

Part 4: Training Needs: List any specific training needed to improve job performance or make progress toward achieving agreed-upon developmental goals.

Management training and safety training as well as the new standards to be complied with.

Part 5: Employee comments

I became aware of the ambitions of the company so I want to be part of this project

Completed by:

<input type="text" value="Jacques SAGERE"/> Employee Name (Please Print)	 Signature	<input type="text" value="18/06/2019"/> Date
<input type="text" value="Will STERLING"/> Supervisor Name (Please Print)	 Signature	<input type="text" value="18/06/2019"/> Date
<input type="text" value="Charles FOCKET"/> HR Representative (Please Print)	 Signature	<input type="text" value="18/06/2019"/> Date

APPENDIX 4 THE LANGUAGE OF NEGOTIATION

<p>Responding to ideas and suggestions</p> <p>I think that's a great idea. That's an excellent suggestion. Yes, I like that idea because... I like the idea that... That's a good idea. It means we could... Can I think about that for a moment? I'm not sure that's a good idea because... I think that might not work because... I don't think that'll work because...</p>	<p>Other expressions</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>Suggesting alternative ideas</p> <p>What if we...? Maybe we could... What do you think about the idea of...? Would it be an idea to...?</p>	<p>Other expressions</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>Agreeing on what has been decided</p> <p>So, what have we decided? Are we agreed on that? Do we agree on that? So, I think we've agreed on...</p>	<p>Other expressions</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Source: Workman, Graham. *Popular Films for Business English 1*. Gem Publishing, 2008.

APPENDIX 5 ADDITIONAL EXERCISES: GIVING DIRECTIONS

Giving directions: some vocabulary

When you organize a tour of the premises (des locaux) or of a venue (un lieu accueillant un événement) for visitors. You need to be able to use vocabulary that locate and describe the different areas.

A. Match the following expressions with their translation

- It's located above the main hall Il vous faut traverser le hall principal
- You need to go through the main hall Vous le trouverez juste à côté du hall principal
- You will reach it at the far end of the main hall Les couloirs mènent tous deux au hall principal
- You will find it right next to the main hall Vous l'atteindrez au bout du hall principal
- Both hallways lead to the main hall Il se situe au-dessus du hall principal

B. Choose the proper translation for the following expressions

1. It's located below a great sign that says 'Employees only' :
 - Ça se trouve à côté d'un grand panneau qui dit "réservé au personnel"
 - Ça se trouve en-dessous d'un grand panneau qui dit "réservé au personnel"
 - Ça se trouve derrière un grand panneau qui dit "réservé au personnel"
2. Over here we've got the information desk
 - Par ici nous avons le point information
 - Là-bas nous avons un bureau d'information
 - Un peu plus loin nous avons un centre d'information
3. You want to go past by the main entrance
 - Vous voulez retourner dans le passé vers l'entrée principale
 - Il vous faut passer devant l'entrée principale et continuer
 - Vous avez envie de ressortir par l'entrée principale

C. Translate

Le moyen le plus simple pour trouver la salle de réunion, depuis l'entrée du bâtiment, c'est de traverser le hall

.....

principal et de prendre le couloir au fond à gauche.

.....

La salle d'attente se situe sur le côté droit du couloir.

.....

Vous pouvez également prendre l'ascenseur jusqu'au

.....

deuxième étage afin de profiter de l'espace de détente

.....

réservé à nos collaborateurs.

.....

