

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

1998

Applying social functional theory to Business English as a foreign language instruction in Taiwan

Weizhen Yang

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Education Commons](#), and the [First and Second Language Acquisition Commons](#)

Recommended Citation

Yang, Weizhen, "Applying social functional theory to Business English as a foreign language instruction in Taiwan" (1998). *Theses Digitization Project*. 1361.

<https://scholarworks.lib.csusb.edu/etd-project/1361>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

APPLYING SOCIAL FUNCTIONAL THEORY TO BUSINESS ENGLISH
AS A FOREIGN LANGUAGE INSTRUCTION IN TAIWAN

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Wei-Chen Yang
December 1998

APPLYING SOCIAL FUNCTIONAL THEORY TO BUSINESS ENGLISH
AS A FOREIGN LANGUAGE INSTRUCTION IN TAIWAN

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Wei-Chen Yang
December 1998

Approved by:



Lynne Diaz-Rico, First Reader

November 25, 1998

Date



Esteban Diaz, Second Reader

ABSTRACT

As Business English teaching develops in diversity, richness, and depth, the demands placed on the teacher are ever increasing. Despite the efforts made to acknowledge and develop Business English as a foreign language (BEFL) in Taiwan in the past decades, both the students' needs and corporations' expectations are still far from satisfied. EFL Business English language instruction has resulted in students who have very limited ability to use English to communicate functionally and appropriately in business-oriented contexts.

Chapter One of this curriculum design project addresses the prospects and current practices of BEFL teaching and learning in Taiwan. Chapter Two first introduces the state of the art in BEFL and then explores some theoretical issues in second language acquisition that are relevant to BEFL. In Chapter Three, suggestions and teaching strategies in BEFL instruction are provided, based on the theoretical foundations reviewed in Chapter Two. Chapter Four presents the overall instruction of lesson plans. An assessment for this BEFL curriculum design project is contributed in Chapter Five, along with assessment sheets for students' performance, oral presentations, and criteria for grading written assignments. Finally, two units of lessons based on the principles of importance are included in Appendices A & B.

The application of social functional theory to BEFL teaching serves as a core of this project. Various activities, pair/group work, and technology applications in the units are used to help EFL Business English learners in Taiwan to develop communicative competence in a real-life interactions.

ACKNOWLEDGEMENTS

This project is dedicated to my parents and family in Taiwan. Because of their encouragement and support, I was able to accomplish this Master's degree. Meanwhile, my sincere appreciation goes to Dr. Lynne Diaz-Rico for her guidance, patience, and profound knowledge in helping me with this project.

I would also like to thank all the faculty in the program of Teaching English as a Second Language, in the College of Education, for the efforts they have made.

Finally, a special thanks to my wife, Li-Chiu Chen, for her love, understanding, and sacrifice.

TABLE OF CONTENTS

ABSTRACT.....	iii
ACKNOWLEDGMENTS.....	iv
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER ONE: INTRODUCTION.....	1
Business English as a Foreign Language in Taiwan.....	1
The Role of English in International Business in Taiwan.....	2
The Practice of Business English Education in Taiwan.....	3
Content of the Project.....	6
Significance of the Project.....	7
CHAPTER TWO: REVIEW OF THE LITERATURE.....	8
Business English.....	8
An Overview of Business English and ESP.....	8
The Characteristics of Business English.....	9
Social-Functional Theory.....	11
Halliday's Language Functions Theory.....	11
Functional-Notional Approach.....	12
Language Functions and Gambits in Business English.....	14
Relevant Research Approaches to Business English.....	17
Stylistics and Register Analysis.....	17

Communicative Competence.....	18
Discourse Analysis: Turn Taking.....	19
Genre Analysis.....	21
Crosscultural Aspects in Business English.....	22
What is Culture.....	23
Culture and Language Learning.....	24
Cultural Differences in Business English Learning.....	24
Authentic Materials.....	26
Different Types and Sources of Authentic Material.....	27
Computer-Assisted Language Learning.....	28
The Role of the Internet in Business English Language.....	29
CHAPTER THREE: THEORETICAL FRAMWORK.....	33
Principles of Curriculum Design and Teaching Method in BEFL.....	33
Focus on Business Skills in the Social Functional Syllabus.....	33
Focus on Communicative Language Teaching.....	34
Increase Crosscultural Awareness in Business Communication.....	35
Promoting Students' Interests by Using Authentic Materials.....	36
CALL as a Supplemental Instruction in the Business English	
Teaching Process.....	37
Theoretical Principles Applied to Instruction.....	38
CHAPTER FOUR: CURRICULUM DESIGN.....	41

Introduction.....	41
Description of Teaching Units.....	42
CHAPTER FIVE: ASSESSMENT IN BUSINESS ENGLISH LEARNING.....	43
Introduction.....	43
Testing for Achievement.....	43
Content of the Assessment.....	43
Assessment Techniques.....	44
APPENDIX A: TEACHING MATERIALS FOR UNIT ONE.....	49
APPENDIX B: TEACHING MATERIALS FOR UNIT TWO.....	110
REFERENCES.....	182

LIST OF TABLES

Table 1: Language Functions.....	12
Table 2: Gambits to Support Social Language Functions.....	15
Table 3: Theoretical Principles Applied to Instruction.....	39
Table 4: Overview of Theoretical Principles Applied to the Teaching Units.....	42

LIST OF FIGURES

Figure 1: Students' Performance Score Sheet.....	46
Figure 2: Oral Presentation Evaluation Checklist.....	47
Figure 3: Criteria for Grading Written Assignments.....	48

CHAPTER ONE: INTRODUCTION

Business English as a Foreign Language in Taiwan

English is a major language of international business, diplomacy, and the professions. It is the language that an Italian businessman and a Chinese businessman are likely to use to communicate. Important commodities such as silver, tin, and hard currency are traded in English. English is also an official language of many international organizations, including the United Nations and many professional organizations. It is frequently the language of international conferences. More than half of the professional papers published throughout the world are in English.

A foreign language, especially English, is now becoming a vital part of the basic preparation for an increasing number of careers in Taiwan. Even in those cases where knowledge of English does not help graduates obtain a first job, many report that their English language skills often enhance their mobility and improve their chances for promotion (Inman, 1987).

Many types of businesses seek employees who possess English language proficiency in addition to expertise in their particular discipline, but this is particularly true for management, tourism, and finance. As a result, proficiency in English, especially when combined with knowledge of, and skills in, another professional area, is highly desirable in the Taiwanese marketplace now.

In the past, Taiwanese multinational firms relied overwhelmingly on technical or professional ability as the primary criterion for selecting managers for international assignments. The ability to adapt to a new environment, along with previous

international experience, was viewed as of secondary importance, while foreign language capability in and of itself ranked far below the other attributes as a selection factor. In contrast, a number of Japanese companies require a specified proficiency level in a foreign language, generally English, before an employee may be sent abroad. In other cases, notably in European companies, proficiency in English may be a hiring criterion (Inman, 1983).

The Role of English in International Business in Taiwan

The multiplicity of language use has a constraining influence on the operation of international business. To a large degree, successful international business practice depends on communication, and improved language skills can be a prime means of improving communication. Wu (1996, November 15) reported for The Common Wealth Magazine that Mr. Nakasone, Japanese Prime Minister, attributed Japanese success in international business to Japanese businessmen possessing superior knowledge of culture and language of the foreign countries.

International communication has been recognized as the most salient potential problem when dealing in business with people whose language differs from one's own. In Taiwan, a survey conducted by Du-Babcock and Babcock (1987) indicated the following communication situations in most multinational corporations (MNCs): weekly progress reports, making phone calls to other branches throughout the world, interaction with the foreign general managers and the foreign clients, and meetings.

Wu (1996) continued to point out that many corporate executives in Taiwan cite the extensive use of English in international settings as a basic company policy. Some

note that the initial excitement of their employees is followed by discouragement and even frustration as they become fully aware of the magnitude of the effort required to develop any meaningful proficiency in another language. Other executive states that ideally their representative should speak the local language of an overseas branches other than English. In actual practice, however, it is a rare occasion when professional capability, language capability, and a job assignment all come together at the same time. For the most part, as the multinational corporate culture penetrates in Taiwan, the support provided by English language instruction in the schools is not yet developed or is not of sufficient quality to provide employees with the necessary proficiency in Business English needed by the corporations. Most college students finish school with little or no conversational ability in English. Major multinational companies' managers in Taiwan complain that they can hardly find a graduate who has the basic skills needed to cultivate working relationships with colleagues in foreign countries and gain access to new ideas and developments from abroad.

The Practice of Business English Education in Taiwan

The English language is of increasing importance in Taiwan because of two major factors: (a) more multinational corporations (MNCs) are setting up and expanding operations in Taiwan, and (b) a large number of Chinese firms are exporting to English-speaking markets and, of large significance to the U.S., out sourcing in the U.S (Du-Babcock & Babcock, 1987, p. 1).

In Taiwan all secondary-school students are required to take English. English-as-a-foreign language is a subject matter and studied from middle school through high

school. The curriculum in all of the different level is stipulated and standardized by the Ministry of Education, a ministry which is in charge of the promotion and supervision of the nation's educational programs (The Republic of China Yearbook, 1997, p. 296).

In the middle-school level, there is only one version of English textbook for all students in the nation; whereas there are three or four versions of high-school English textbooks available. Each high school has the right to choose its own textbook. Some high schools may choose two or three versions at one time and assign them simultaneously to the students.

The content of the English textbook for beginning middle-school students mainly focuses on phrases or dialogues for daily conversation. In later grades, the focus is on grammar. High-school English textbooks focus simply on reading comprehension and grammar.

As for students at college, Freshman English is required for all students at junior colleges and universities. Universities or even instructors can choose their own reading materials. The Freshman English textbooks are usually American-published books of readings. The purpose of the Freshman English is to enhance students' reading comprehension and to teach appreciate of literature.

In general, Business English education is only offered in senior vocational high schools, junior colleges and universities, for those students majoring in business who have special needs for their future careers after graduation from school. The level of Business English learned by students in Taiwan is based usually on the foundation of general English language education provided by their previous schooling, sometimes as

much as six years before entering a university or vocational school. The English proficiency of these students is from Novice-Mid to Advanced levels according to different grades and different schools; however, the average level of these students is around Intermediate-Low to Intermediate-High (Wang, 1997).

The goal of BEFL classes in Taiwan is to develop students' practical skills such as basic communicative competence and practical English proficiency in business fields, not to prepare students to pass the Joint College Entrance Examination as does the conventional academic high school (Smith, 1991).

Despite the amount of time, effort, and resources devoted to the study of BEFL in Taiwan; however, Taiwanese usually characterize themselves as "poor speakers of English." Most Taiwanese work hard to acquire oral and written skills, especially oral, yet hardly have confidence to use English in actual business communication situations. The primary reasons for causing such difficulty are (a) inappropriate curriculum design and materials development; and (b) ineffective methods for teaching English.

Planning the BEFL curriculum in Taiwan has presented definite problems. The purpose of learning English for students majoring in business is for job mobility and for enrichment (Du-Babcock & Babcock, 1987). Effective teaching should be based on assisting students to learn the language they need to function successfully in everyday life and in future situations where they will be using English (Rodrigues & White, 1993). The curriculum of English in Taiwan, however, begins to focus on reading and grammar after the second year of English education in high school. The focus on grammar other than communication causes problems in the learning of English as well as influences the

inappropriate development of Business English teaching.

In addition, poor teaching methodology and teachers' lack of business background knowledge are the primary cause of ineffective business English language teaching in Taiwan. The grammar-translation method still dominates the whole language teaching field. It is discouraging that most teaching is just a reproduction of bad tradition. Many teachers just teach the way they were taught. It is hard for teachers to motivate themselves to spend more time and effort to learn how to use new teaching methodology, especially when there is little tangible incentive for them to do so. Moreover, Arthur (1983) writes that the majority of BEFL teachers have little or no formal business experience. The lack of business knowledge may discomfort teachers and make them feel insecure in front of students. Most of the teachers who teach Business English in Taiwan have originally taught general English courses in school. They usually have little business experience to incorporate into Business English teaching and pay little attention to it since there is no national examination pressure on both students and teachers. This lack of practical experience combined with grammar-translation teaching methods makes Business English classes boring, and does not motivate students' interest.

Content of the Project

The content of the project includes an introduction of the role of BEFL in Taiwan and the current practice of Business English education in schools. Chapter Two reviews relevant literature about Business English teaching approaches, and Chapter Three provides some suggestions and teaching strategies for BEFL instruction which are based

on the theoretical foundations that have been reviewed. Chapter Four presents the overall introduction of lesson plans, and an assessment for this BEFL curriculum design project is contributed in Chapter Five. Finally, two units of lessons and teaching materials based on the principles of importance are included in Appendices A & B.

Significance of the Project

In an environment such as Taiwan which utilizes English as a language for global communication, English is vital for economical development and international communication. Effective English communication skills become essential for people's success in multinational industries. English is used to facilitate access to worldwide career-related information; to communicate with English-speaking colleagues, customers, suppliers, and visitors; to attend conferences; to participate in training programs abroad; to promote commerce and understanding between Taiwan and other countries; and to travel in English-speaking countries. To meet the growing demand for Business English communication skills, some EFL Business English courses are provided in the schools of Taiwan to help students to sharpen their skills. However, it is not clear that these courses are fulfilling the needs of students and corporations.

The purpose of the curriculum design project is to improve Business English language teachers' knowledge of the real needs of these students and corporations in Taiwan, and therefore to provide a firm basis of curriculum design for developing effective and efficient BEFL training courses.

CHAPTER TWO: REVIEW OF THE LITERATURE

Business English

Business English is a term more widely used among practitioners than theorists (Johnson, 1993). It is used to describe courses run by language schools, colleges and universities worldwide. In the last two decades, Business English has attracted increasing interest and awareness.

Yet, despite the enormous interest, Business English remains a little-researched area of ESP (English for Special Purposes). Johns (1986), comparing Business English with other varieties of ESP, wrote that the largest number of textbooks has been produced for business students, but EST (English for Science and Technology) dominates research.

An Overview of Business English and ESP

Business English must be seen in the overall context of ESP. Business English differs from other varieties of ESP in that it is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, albeit in business situations (Ellis & Johnson, 1994). Strevens (1978) supplies the following definition: Special purpose English teaching occurs whenever the content and aims of the teaching are determined by the requirements of the learners rather than by external factors. Industry and commerce was the first category put forward by Munby (1978) in his list of ESP fields, though Business English can be taught to a variety of different types of workers. Pickett (1986) acknowledges Business English as ESP but writes that it is much nearer to the everyday language

spoken by the general public than many other segments of ESP. Clearly, Business English learners have special requirements, but those requirements are not always very specific, and may not always be defined easily.

Ellis and Johnson (1994) point out that there have been many developments in the ways in which teachers and course designers look at Business English. In the late 1960s and early 1970s, specialist vocabulary was seen to be what distinguished Business English from General English, and there was a preoccupation with business-related words and terminology.

A second approach placed a greater emphasis on training the skills of communication in English speaking, writing, listening and reading within a business context. It assumed that the learners had already covered the fundamental grammar of English, but that they needed to continue to develop their knowledge in order to handle practical situations effectively.

In the mid-1970s and 1980s, following the trends in General English, Business English teaching began to focus more and more on functional areas, including formulaic language for recommending, giving opinions, showing agreement, and so on.

Since the late 1980s, Business English teaching has drawn on aspects of all the previous approaches, but also places much more emphasis on the need to develop the communicative skills for using the language learned.

The Characteristics of Business English

Business English is an area of ESP that is relatively poorly researched. Rigorous linguistic analysis is fragmented and is more frequently based on the written forms of

language such as correspondence, annual reports, and articles in business journals.

Some kinds of analysis have been carried out with respect to the language of meetings and discussions, but there is still little to support course developers beyond their own first-hand experience gained in the field.

The following is quoted from Ellis and Johnson (1994, p. 7-9) about their understanding of Business English:

Sense of purpose. The most important characteristic of exchanges in the context of business meetings, telephone calls, and discussions is a sense of purpose. Language is used to achieve an end, and its successful use is seen in terms of a successful outcome to the business transaction or event. Much of the language needed by people in business is transactional: getting what you want and persuading others to agree with the course of action you propose.

Social aspects. International business men and women have a need to make contact with others whom they have never met before, or know only slightly. There is a need for an internationally accepted way of doing things so that people from different cultures, and with different mother tongues, can quickly feel more comfortable with one another.

Clear communication. Information has to be conveyed with minimum risk of misunderstanding, and the time for processing needs to be short. Therefore, there is a preference for clear, logical process.

Social-Functional Theory

The study of the social functions of language has for a long time occupied an important place in linguistics as a field of theoretical investigation (Kress, 1976). The functional approach to language can be identified with the linguistic tradition of Firth (1951), Sweet (1964), and Jones (1977). This tradition is variously referred to as British linguistics. However, it has also influenced linguistic study in Canada (Gregory and Carroll, 1978), and in Germany (Geiger, 1981).

In essence, a social functional approach to language is based on an interest in performance, or actual language use. It is thus in decided contrast to the Chomskian concern with the linguistic competence of the ideal speaker-hearer (Chomsky, 1965). Language in the Firth (1951) view is interactional; it is interpersonal activity and has a clear relationship with society. In this view, language study then must look at the use (function) of language in context, both its linguistic context and its social, or situational, and context (Berns, 1983). Halliday (1973, 1978), a student of Firth, asserts further that a functional theory is not a theory about the mental processes involved in the learning of the mother tongue; it is a theory about the social processes involved.

Halliday's Language Functions Theory

Halliday's work (1973, 1978) in systemic linguistics focuses on Firth's concept of a functional approach to language teaching: function (see Table 1). Halliday concluded the functional origins of language are the following: the instrumental function; the regulatory function; the interactional function; the personal function; the heuristic function; the imaginative function; and finally the informative function.

Within the theory on the whole we can see these functions as serving language in the following ways: (1) to express “content” to give structure to experience and help to determine the speaker’s way of looking of things (ideational); (2) to establish and maintain social relations, to delimit social groups, to identify and reinforce the individual (interpersonal); and (3) to provide for making links with itself and with features of the situation in which it is used, to enable speaker to construct passages of discourse that are situationally relevant (Halliday, 1973).

Language Functions		
Function	Example	Meaning
Instrumental	I want	satisfying material needs
Regulatory	do as I tell you	controlling the behavior of others
Interactional	me and you	getting along with other people
Personal	here I come	identifying and expressing the self
Heuristic	tell me why	exploring the world around ones
Imaginative	let’s pretend	creating a world of one’s own
Informative	I’ve got something to tell you	communicating new information

Table 1. Language Functions (Halliday, 1978)

Functional-Notional Approach

The objective of second language teaching has now become to develop

communicative competence, which includes the central role of appropriateness and acceptability of the speech act in a particular sociocultural situation. While many teachers use an eclectic approach, presenting grammar, situation, and topic as they did in the past, but adding numerous communicative tasks and small-group or pair act, others have decided to adopt a functional-notional approach, which is designed to lead to communicative competence from the first day of learning (Finocchiaro, 1989).

To fulfill the purpose of communicative language teaching, the functional-notional syllabus focuses on functions of language such as identifying, reporting, denying, asking permission, and apologizing (Huang, 1996). The tremendous merit of the functional-notional approach is that it sets realistic learning tasks in instruction. It provides for the teaching of everyday, real-world language use in sociocultural situations in which items of phonology, lexicon, grammar, and culture are selected and graded and yet intermeshed meaningfully to serve the learner's immediate communicative purpose. The functional-notional approach has been criticized for ignoring form, but this is obviously not the case. In fact, Wilkins (1976) points out that "the advantage of the functional-notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors" (p. 19). Wilkins (1976) also maintains that the essence of a functional-notional syllabuses is to ensure that the students know how to express different types of meanings and the content is related to the needs of the learners.

Language Functions and Gambits in Business English

Many Business English researchers and trainers emphasize prosocial behaviors: ways students cooperate with each other, such as encouraging others when they ask for clarification, giving explanations, or using a variety of ways to request (or give) clarification (Kessler, 1992). Coehlo (1992) observed that many of these social skills resemble language notions and functions important for students acquiring English (see Table 2). Language notions are concepts which may be expressed in different ways within and across languages. Synonyms such as “salt” and “sodium chloride” and expressions such as “Would you please pass the salt” and “Pass the salt, please” are different ways to express the same basic notions within English. Students acquiring English may need practice with different ways to convey similar concepts. The process of restating, explaining, and clarifying that can occur during Business English interactions helps develop familiarity with comprehending and producing language notions.

Kessler (1992) points out the language functions refer to ways we can use language to achieve a communicative purpose. Variations in language forms can carry out the same function. For example, “Ahem,” “Well,” and “Ah,” can all function as attention holders during conversation or as ways to break into someone else’s speech.

Therefore, when students are taught prosocial skills such as asking for and giving explanations, they are also learning important language functions that can be used in situations outside class. One way to help students acquiring English is to teach gambits that support the prosocial skills being emphasized.

Gambits are formulas used in conversation to convey certain communicative purposes. The focus on gambits - in conjunction with the teaching of language functions - continues to be popular with coursebook writers today (Johnson, 1993). This approach is exemplified in both the general business coursebooks such as Knowles and Bailey (1987) and more specialized books such as Goodale (1987) on the language of meetings. The BBC/ELTDU coursebook, English for Business (1972) focuses on the presentation and practice of gambits, defined here as fixed expressions that can be used in meetings.

The teaching of gambits has, however, been strongly criticized, for example by Williams (1988), who pointed out that many of the expressions taught in the Business English coursebooks are in reality rarely used. In her analysis of a corpus of business meetings conducted by native speakers of English, she noted that overt expressions (e.g. of disagreement) were commonly avoided.

Social Skills	Functions	Gambits
Obtaining Information	Asking for information	I'd like to know... I'm interested in... Would you tell me...?
	Requesting clarification	Sorry, I didn't get the last part. You've lost me. I don't follow you.
	Requesting explanation	Can you explain why...? Do you mean to say...? How come...?

Table 2. Gambits to Support Social Language Functions (Kessler, 1992)

Social Skills	Functions	Gambits
	Interrupting	Excuse me. Well,... I'd like to add...
	Returning to the topic	Anyway,... As you were saying,... Where was I?
	Guessing	Could it be...? It looks like... It's hard to say, but I think...
Giving Information	Restating	Or, in other words,... Using this graph,... From another perspective,...
	Generalizing	Generally,... In most cases,... Most of the time...
	Making suggestions	Why not...? Have you thought about...? Here's an idea...
	Adding considerations	Bearing in mind... Considering... If you recall...
	Summarizing	To cut it short,... To sum up,... So,...
	Checking comprehension	Are you with me? Have you got that? Is that clear?
	Correcting yourself	What I mean is... Let me put it another way... Let me rephrase that... What I am saying is...

Relevant Research Approaches to Business English

Stylistics and Register Analysis

Feature analysis techniques have been applied to a variety of different types of oral and written discourse falling within the sphere of business and commerce. Early analyses of Business English were mainly based on written rather than oral texts. Johns (1980) defines two areas: the English of applied business (reports, letters) and the academic English of business and economics. In her research, she states lexical cohesion was found to be high in reports and textbooks but low in letters; but conjunction is important.

Pickett (1986) asks whether the term “register” can be usefully applied to Business English. He finds that insofar as register is defined by subject matter, Business English embraces at least two subject matters (specialist relating to particular kinds of business; and general common to all business).

One aspect of register is the selection of terms made by the speaker or writer according to the situation (Johnson, 1993). The field of business and commerce has a large number of terms which have to be selected to convey content-specific meanings. Adams (1982) refers to the number of independent but related fields of activity such as management, accounting and taxation, banking and finance, computer technology, shipping and insurance.

Pickett (1986) talks about a language of business-specific terms that may not occupy a neutral place in business use but may be preferred in certain business situations or texts. This includes terms like “purchase” rather than “buy” or “overdue” than “late”

in business letters. In a later article (1987), Pickett examined some of the words used in business and found that some are the same as in general English, such as “marketing” and “loan”; others would only be known to people with specialized knowledge; while still others may be guessable, misleading or obscure. Therefore, the way in which BEFL displays creativity and draws upon terms and patterns from the general language to express special meanings.

Communicative Competence

The term “communicative competence” was introduced by Hymes (1972), a sociolinguist who criticized Chomsky’s (1965) notion of competence as too limited in its failure to consider the social and functional rules of language. Communicative competence is different from linguistic competence. Linguistic competence is knowledge about language forms, but communicative competence contains knowledge and skills that enable people to communicate functionally and interactively (Brown, 1994). Therefore, communicative competence is the aspect of language learners’ competence that enables them to “convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 1994, p. 227). This is also the so-called strategy of using to learn (Howatt, 1984, p. 271-279): “all the communicative activities are based on topics which are relevant to the learners’ daily lives or concerns.” Thus learning Business English cannot be like studying an academic course which only focuses on the specific knowledge of grammatical forms. Instead, the emphasis is supposed to be placed on how the language is used.

For English, communicative competence includes four major competencies: listening, reading, speaking, and writing. Each type of competence can be very different and develop at different levels of proficiency in individuals. However, it is often not necessary for someone learning English as a foreign language to control all four types of competence with equal ease and ability (Gumperz, 1972). Within the four modalities of communicative competence, spoken and written are specific to business needs as indicated within Business English research.

In the oral mode, employees need, for example, a high level of listening comprehension, ability to use the telephone, and active speaking ability so that information and ideas can be exchanged and understood while interaction actually takes place. In the written mode, corporate demands are such that employees may have to both read and write English fluently. Typical writing tasks are internal correspondence such as business letters and faxes writing. For both modes, vocabulary specialization is crucial to enable an employee to use and understand topics such as “letter of credit,” “stock exchange,” “international trade agreements,” “bill of exchange,” and so on.

All of these skills may be called for by typical corporate communications. And common to all, in both oral and written modes, is understanding and giving explanations, an overarching ability that must be stressed at all levels of Business English instruction.

Discourse Analysis: Turn Taking

Lenz (1987) attempted to analyze a corpus of authentic data gathered from technical meetings held in English companies, using discourse models such as that used by Sinclair and Coulthard (1975), but found that existing models were inadequate to

describe large parts of the meetings. Lenz put forward the following hypothesis:

As long as discourse analysis neglects the turn-taking rules in operation, it cannot show consistent results as the discourse structure evolving at different phases of the speech event are dependent on the turn-taking rules employed by the participants. (p. 161).

Lenz found that some sections of the meetings - i.e. those in which the chairman moves on to the next point in the agenda - relied on selection techniques similar to the classroom format described by Sinclair and Coulthard (1975): teacher's opening move, pupil's answering move and teacher's follow-up move. Other sections of the meeting could be described more effectively using the systematics of turn-taking for conversation, following Sacks (1978): i.e., where speakers self-select, or where one speaker selects another without reference to the Chair. However, he concluded that some sections of the meeting could not be described by any of the models (see Johnson, 1993).

Another examination of turn-taking in discussions was made by Micheau and Billmeyer (1987), who compared the discourse strategies of native and non-native speaker groups in case study discussions at a business school in the USA. They reported that although the non-native speaker students had been selected for MBA programs on the basis of their high linguistic ability (based on TOEFL scores) their lack of knowledge of the rules for speaking led to a lack of success in case study discussions.

Micheau and Billmeyer (1987) suggested that the following were criteria for successful contributions to discussions: (1) quality of contribution rather than quantity; (2) display of knowledge in a creative and articulate way; (3) omitting irrelevancies, talking

for the sake of it and interrupting; (4) high involvement and demonstration of high interest; (5) orderly exchange of turns; (6) co-operation rather than competition.

In analyzing the non-native speaker group, they found that the main problems were the following: the violation of turn-taking, failure to use appropriate turn allocation strategies, turns that were too long or involved over-lengthy pauses without use of fillers or repetitions, and inappropriate use of gambits to gain a turn.

Genre Analysis

As pointed out by Dudley-Evans (1987), many systems of linguistic analysis aim to establish certain features of texts that are common to a wide range of texts. In other words, they look for similarities rather than differences between texts. He goes on to write that:

If we are to teach the writing of certain very specific texts, such as... the business letter or telex, or a business report we need a system of analysis that shows how each type of text differs from other types. (p. 72).

He points to the work of Swales in the area of genre analysis as an excellent example of this kind of analysis. Swales (1981) defined a genre as comprising a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a social or personal setting.

The later researchers, Anderson (1987) studied business negotiation data and identified a four-move pattern: (1) product establishment (negotiators establish which products are of mutual interest); (2) parameter establishment (taking around possible

prices, quantities, delivery times etc.); (3) bargaining; (4) confirmation.

Ross (1987) found a five-move pattern in company board meetings: (1) introducing the field; (2) reporting to the meeting; (3) discussion of matters arising out of the report stage; (4) decision; (5) discussion of future work.

Some analyses of genre have taken account of cultural differences. Jenkins and Hinds (1987) compared English, French and Japanese business letters and identified differences in the structural components of the English, French and Japanese models. For example, where the English letter consisted of Salutation, Body, Compliment, Close, the French model was composed of Introduction, Body, Salutation, and the Japanese model had Opening remarks, Body, Ending. The writers also demonstrated that in Japanese letters, there was a bigger reliance on stock phrases to establish an appropriate relation between reader and writer. Their conclusion was that while there is a need to present models for letter-writing in Business English teaching, students also need to understand the limitations of such models and to be aware of subtle variations in different cultures. This suggests communicative training within the various written games.

Crosscultural Aspects in Business English

Crosscultural communication is the growing concern about “multiculturalism” and “cultural diversity” (Chace, 1990; Gates, 1990). In addition to linguistic knowledge, many other elements, such as social and cultural influences, are also part of language formation. This is one reason that translation and interpretation of expressions and behaviors from culture to culture or ethnic group to ethnic group can be difficult.

Literal translation not only is insufficient to the needs of second language learners but is likely to create friction between the language learners and the native speakers. This friction arises from the speaker's ignorance of key background information which had been either left out of, or misrepresented in teaching materials. Native speakers acquire these culture connotations of communicative acts through implicit reinforcement from the community (Hymes, 1972, Gumperz, 1972); second language learners do not have this benefit. Therefore, if Business English teachers wish their students not only to learn a language but also to function in the target society which must be considered as an global environment, teachers must bring them to an awareness of cultural influences from their first moment of contact with the language (Seelye, 1990). O'Connor (1987, 1991) describes ways of incorporating crosscultural training into course design and course activities for Business English, especially in the context of social skills, meetings and negotiations. Julian (1989) also emphasizes the importance of taking cultural values into account when teaching English of negotiating. In order to discuss the cultural aspects in Business English, one must define both culture and the relationship of culture and language learning.

What is Culture?

Culture is a term that can refer to activities such as art, drama, and ballet or pop music, mass-media entertainment, and comic books (Chen, 1996). Humak (1983) states that culture is a secondary man-made environment that directs and guides our role in life situations, provides models from which we learn expected appropriate behavior, and stresses conformity. Diaz-Rico (personal communication, April 2, 1996) contributes a

definition for culture as a field of study:

The explicit and implicit patterns for living... the dynamic system of commonly-agreed-upon symbols and meanings, knowledge, beliefs, art, morals, law, customs, behaviors, traditions, and/or habits that are shared and make up the total way of life of a people.

Culture and Language Learning

Saville-Troike (1989) states that communication requires not only linguistic and sociolinguistic knowledge for interaction but also cultural rules and knowledge which constitutes the content and the process of meaningful communicative interaction. According to Labov (1972), the culture that underlies each language prescribes distinct patterns and conventions about when, where, and how to use the language. Using language to satisfy material needs, control the behavior of others, getting along with others, express one's personality, find out the world, and create an imaginative world or communicate information seems to be universal among all language. However, how these social functions are accomplished varies greatly among culture. Therefore, when people learn a foreign language, they should also learn and understand the culture in which it is used; otherwise, they cannot communicate effectively and appropriately with speakers of that language (Diaz-Rico & Weed, 1995).

Cultural Differences in Business English Learning

There are certain cultural differences which the Business English teachers need to take into account. Ellis and Johnson (1994) observed that people from different countries may behave quite differently in meetings discussion. In Sweden and the other

Nordic countries, participants in meetings pay strict attention to turn-taking, and seldom interrupt. In southern Europe this is not the case. In Britain, making a humorous remark during a presentation is often appreciated. As again in Germany this is rarely the case. In Norway, many teachers have noticed that participants in groups are often mutually supportive. The reaction of the group to constant individual criticism will be different to that of groups from other countries - i.e. the group will often feel uncomfortable. In Japan, open confrontation is avoided.

Interestingly, Kameda (1992) points out that many businessmen from countries other than those whose mother tongue is English are doing business with the English. In their business communication, however, minor grammatical errors hardly cause misunderstanding. The actual misunderstanding in their business communication takes place outside the scope of the style of English.

This is the misunderstanding caused by bypassing. As Haney (1979) observes, bypassing is the name for the miscommunication pattern which occurs when the sender and the receiver miss each other with their meaning. The following example (Kameda, 1992) obtained from business experience illustrates bypassing:

Many authors of Business English textbooks, suggest students should not write, "He is tall," which is only a subjective opinion. "He stands six feet four" allows no misconception, but another problem arises. Suppose the reader is not American, not familiar with measurement in feet and inches, and does not know the average height of American men. Can such a reader give a judgement, accurate or vague, whichever it may be? Unfortunately he can't. This anecdote condenses the causes of bypassing or

the three factors: the absence of general agreement, egocentric interpretation, and self-conceited conception.

Therefore, Ozaki (1975) concludes that being considerate of others and putting oneself into the position of the other person are keys to successful human-centered communication in English across business and cultures.

Authentic Materials

Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching (Ellis & Johnson, 1994). It can be text, visuals, or audio material; it can be realia such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models. Arthur (1983) expressed the view that good materials for Business English teaching should offer up-to-date information about a variety of relevant topics in the form of authentic articles, graphs, diagrams, etc. as well as audio and video material. Brammer and Sawyer-Laucanno (1990) propose the use in BEFL of authentic simulations and business games commonly used with native speakers in Business Schools and in-company management training courses in the USA. This increases familiarity not only with the target language but also with a range of business and cultural practices. Pilbeam (1988) evaluates role-plays and case studies as activities which can improve communication skills. He also discusses the use of authentic management simulations and business games. Mastery of the language as accomplished through the use of simulation and games encourage the students to become more enthusiastic and motivated in order to learn. These two activities facilitates the language learning process to

improve the communicative competence by involving active participation and addressing situations that the students may have faced themselves or may experience in the future (Huang, 1996).

Different Types and Sources of Authentic Material

Ellis and Johnson (1993) have contributed a list of the different types and sources of authentic material that are appropriate for Business English teaching.

Books, articles from journals, newspapers. Texts containing business topics are useful both for pre-experience learners and job-experienced learners. A prerequisite to setting a reading task based on a book or magazine article should be that the learner would be interested in reading the text if it were in his or her own language.

Advertisements. Job advertisements can be used with students who may want to apply for jobs in English. Product advertisements can be used for making comparisons, discussing advertising techniques, or relating the learners' own products.

Correspondence. Letters, faxes, etc. may be routine, non-routine, formal, or informal, and can have a range of different functions. Students can stimulate letters or faxes writing, and even interview role plays.

Realia. Realia such as airline tickets, hotel information, and menus are useful for anyone who needs English to travel abroad. They are very useful for secretaries and others who may need to make travel arrangements. Menus are useful for business people who have to entertain clients in restaurants.

TV and radio news. In general interest terms, TV and radio news can be useful for almost anybody since people who travel need to be able to follow and talk about

current events. Businesspeople often complain that they find it hard to carry on a conversation during a business lunch, for example; news items can often provide useful topics for conversation. The implications of news items for business, for companies, or for a nation provide useful discussion points.

In Taiwan, school texts and materials teachers use are based on an artificial sequencing of grammatical structure and stilted, irrelevant dialogues and topics (Huang, 1996). Thus, students rarely obtain efficient language they need to function successfully in everyday situations or in the future business settings where they will be using English. The above authentic materials introduced are easily to be found and helpful to be incorporated in the BEFL class. In this sight, when BEFL teachers provide authentic materials, students will get involved and be motivated to learn since they find they can quickly apply what they have learned from the classroom experience to real life.

Computer-Assisted Language Learning

Computer-assisted language learning (CALL) is another new development in English language teaching. CALL has a series of advantages over the traditional media (Jones, 1986). First of all, computers are patient, consistent, tolerant of repeated mistakes and can provide remedial material for slow students. Secondly, computers are flexible, capable of catering for different needs and pace of learning (Quirk & Widdowson, 1985).

Because of its flexibility CALL can easily be adapted to individualized study, pair work, group or class activities. But the major advantage of CALL probably lies in its interactiveness. Language learning should ideally be based on interaction in the real

environment, and the computer can be used to help create such an environment for both man-machine and man-man interaction, stimulating the learner to use the language.

Every piece of CALL activity is carried out by the students and the computer in co-operation. Language use is a negotiation between all the participating parties. CALL therefore provides a language use model, far better and far more flexible which is important to developing the interpretative strategies and communicative competence (Johns, 1986).

In a country like Taiwan where English is not a native language, most of the students of Business English have no access to native speakers. Intelligent, expert CALL systems, which provide the learner with far more flexible resources, will then become all the more important.

The Role of the Internet in Business English Language Learning

Research shows that by using computers, students become better problem solvers and better communicators (Belisle, 1996). Using the Internet can help learners create, analyze, and produce information and ideas more easily and efficiently.

The Internet is composed of hundreds of individual computers linked together in smaller interconnected networks. These computers have the capability to provide information to other nodes on the Internet through a common programming language (Chen, 1996). But how does all this help students in Business English language learning? Sperling (1997) states that an infinite number of resources available on the Internet can improve students, skills in reading, writing, grammar, listening, pronunciation, vocabulary, idioms, slang, and even conversation. Or one might contemplate the class

sharing their creativity with the entire world - essays, news, or communicating with text, voice, and live video. Information on the Internet is available on almost any topic. Moreover, students can also access experts in many fields, who act as knowledgeable others by making concepts clear and providing scaffolds for learning (Dixon-Krauss, 1996).

Meanwhile, many researchers (Graves, 1995; Wilkerson, 1995; McGlinn, 1995; Meagher, 1995; Dixon-Krauss, 1996) point out that in future, the Internet will be as much a part of culture as television, radio, and the telephone are today. In fact, researchers have found that the instant connections provided by the Internet furnish many opportunities for language learners to be immersed in the target language environment.

A lot of people think that the Internet is just a single entity, but the truth is that the Internet is made up of a combination of various software applications, each with their own unique function. Among these applications, E-mail and the World Wide Web (WWW) are the most familiar to people today.

Electronic mail (E-mail). E-mail over the Internet is experiencing explosive growth. Belisle (1996) lists some benefits of using E-mail in the language writing class. First, by using E-mail in the Business English class, students become familiar with a communication tool that is vital to their job security in the 21st century. In the world of business, E-mail is quickly taking the place of voice, paper, and fax communication. Employers will require this vital skill for their employees of today and tomorrow.

Secondly, a teacher can interact with a student or a group of students working on a project at times that are more mutually convenient. Another advantage to teachers of

using E-mail is the ability electronically to monitor the individual or group writing process from the brainstorming phase to the final draft.

World Wide Web (WWW). The World Wide Web (also called WWW, or the Web) is fast becoming the most popular area of the Internet. With its mixture of text and multimedia, the Web is a rich collection of interconnected documents from around the globe. A simple click of the mouse enables one to easily jump around the world: to read the latest news in the Los Angeles Times, search for jobs in Taiwan, chat with friends in Japan, download the newest software in California, and even participate in live videoconferencing with a meeting in another country.

To sum up, the World Wide Web provides immediately available and up-to-date business resources. It can easily be downloaded and tailored for individual needs. It is also genuinely authentic material and appeals to those who are used to using such resources in their daily lives.

After the U.S President Clinton announced a plan to develop an ideal information society based on a "National Information Infrastructure" (NII), today many countries including Taiwan are striving to develop national information infrastructure. The use of computers in English language teaching and research is still in its infancy in Taiwan. But it has made a sound start and has already shown great potential. Recently, the Ministry of Education tried to integrate CALL into the regular curriculum to improve the information environment (Yu, 1997). The goal for CALL in the BEFL class is to make students not only to learn English by computers, but also learn to apply the computer to professional subjects in preparation for future careers. Therefore, using CALL in BEFL

teaching, students will have chances to use the computer to interact with native English speakers, classmates, or qualified software, and English will not be boring to learn.

After reviewing these five important aspects of the literature, I am going to propose a way to apply these theories, approaches, and philosophies to improve BEFL instruction in Taiwan. In the following Chapters, five teaching principles will be incorporated into the construction of two curricular units.

CHAPTER THREE: THEORETICAL FRAMEWORK

Principles of Curriculum Design and Teaching Method in BEFL

Based on the findings gained by a review of the relevant literature in the last chapter, the following significant principles will be incorporated into the curriculum design of the teaching units.

Focus on Business Skills in the Social Functional Syllabus

Language training for business has increasingly focused on improving the communication skills necessary for dealing effectively with common business activities. By combining social functions with notions, we can produce practical language objectives, such as the following: (1) conduct a conversation within the general framework of professional business situations (requesting and giving information, exchanging opinions, discussion of problems, exposition of wishes and intentions, expression of approval or criticism, exchange of polite phrases, etc.); (2) write and understand business correspondence (questions, memos, offers, orders, complaints, job applications); (3) read and understand reports, articles, advertisements and instructions concerned with general business topics; (4) understand presentations on general economic and professional themes; (5) summarize the oral statements of others with the help of notes; and use technical communications media (listening to the radio, using the telephone, sending a fax, etc.).

Beyond grammatical issues, Business English teaching focuses on the nature of social, cultural, and pragmatic features of language. It explores pedagogical means for real life communication in the classroom, in order to get students to develop fluency, not

just accuracy in language use.

Focus on Communicative Language Teaching

Because the goal of Business English learning is to promote the effective use of English to meet the business needs of corporations, the training must be functional and clearly targeted. A communicative approach provides a general framework within the social functional context.

Taiwan is not an English-speaking country, so the chances for practicing English orally are limited. Most students' shy and conservative personalities also contribute to their difficulties in mastering the listening and speaking aspects of English. On the whole, they neither seek out English speaking and listening situations, nor make as much use of them as they could when such situations do arise. In addition, the typical classroom situation contributes to the difficulties. In class, students are supposed to sit properly, listen to the teacher attentively and take detailed notes. Questions and comments are not encouraged in the class. All in all, oral communicative competence in English is relatively hard to achieve in Taiwan.

Based on this assessment of the reasons for the difficulties Taiwanese students have in learning English, I have concluded that one way to address this problem is to increase the listening and speaking opportunities students have when learning English. It is time to change learning methods.

In adopting a communicative approach, Morrow (1981) and Johnson (1979) contribute five considerations that must be taken into account in language teaching: (1) a communicative teaching will need to provide students with the unity to engage in

extended discourse in context; (2) a communicative methodology will need to create notions in which students share information obviously known by all participants in the communication; (3) a communicative methodology will need to provide learners with opportunities to engage in unrehearsed and uncertainty, and learn to make appropriate content and linguistic choices accordingly; (4) a communicative methodology will need to provide learners with opportunities to negotiate conversations on topics which are goal-oriented and in which the learners have a vested interest; and (5) a communicative methodology will need to provide students with opportunities to engage in extended discourse on real topics, using real language and, most importantly, in real time.

When such an atmosphere is achieved, students can then feel free to exercise their own initiative in communicating and in directing their own learning.

Increase Crosscultural Awareness in Business Communication

Awareness of the importance of one's own culture in relation to those of others has become a growing issue in the field of Business English. This trend mirrors awareness in the business field of different management styles, and different attitudes and expectations as a result of varying cultural influences.

When students majoring in business enter the vocational level, they will be taught business-specific English with the assumption that they have previously acquired a basic ability in prevocational education. Therefore, they can focus on English for the business culture, such as the following:

- (1) Job advertisements in classified ads (complete with jargon and abbreviations), and trade journals.

- (2) Letters, memos, and faxes featuring cultural content. These illustrate a formal system in business practice, such as business formats. Other cultural points are the order of a name (which is first name? The last name?); the order of the date (month, day, year); capitalizing the months (January, October); the order of an address (number, street, city); having a house number vs. a postal box; using ink, not pencil; printing vs. signing; and markings (dash, an “x,” circling, crossing out).
- (3) The actual interview and role-play, which demands individuality, asserting oneself, and most importantly, asking for clarification.

In the Business English language classrooms, these kinds of cultural elements should be introduced and explained. Business English teachers need to train students to be culturally sensitive and aware in order to avoid violating cultural rules in conducting business communicative interactions. It is a formidable task for language teachers to prepare their students both functionally and culturally to interact and deal with these hidden dimensions of crosscultural communication.

Promoting Students’ Interests by Using Authentic Materials

Rodrigues and White (1993) state that effective language teaching should be based on helping students learn the language they need to function successfully in everyday situations or in future settings where they will be using English. Therefore, involving students in learning and motivating students to learn are very important to the success of language teaching.

When emphasizing the social functional approach of promoting real communication in teaching Business English language, the more students are involved in the teaching activities, the more they are active in the learning process. Using authentic materials, students will get involved and motivated to learn because they can quickly apply what they have learned from the class to real life. Therefore, in the curriculum design, posters, the letters and fax samples, articles in journals or newspapers, realia such as airline tickets and menus, films, video, advertisements, brochures, and computer applications are broadly used as teaching materials in Business English classes.

Meanwhile, Piotrowski (1986) recommends the use of the case study or role-play method suit properly for Business English learning students because it gives them the opportunity to discuss what interests them most. Grosse (1988) gives the rationale for case studies as enabling the teacher to teach language through content rather than through grammar and lexical exercises. The content must, however, be business-oriented and authentic and must involve an integrated skills approach.

CALL as a Supplemental Instruction in the Business English Teaching Process

Successful CALL encourages and enables students to use the target language. It seems to be the best practice to make CALL courseware part of a multimedia teaching package, which guides the students through necessary drills and provides a great variety of language activities. In the curriculum design, using the Internet as a resource in Business English learning and the E-mail practice is emphasized as a new supplement to traditional Business English classroom pedagogy.

The Internet improves language acquisition, and develops electronic literacy. This new genre enables students to freely access and obtain information they need. Moreover, the Internet facilitates natural language use, compelling students to achieve clear and logical meaning.

Engaging in creative E-mail activities promotes informal and relaxed classroom interactions where students enable themselves to become part of a community of thinkers and writers. This process reflects reading and writing as related activities. Therefore, assigning projects employing the Internet is an ideal CALL method for language which benefits students inside and outside the classroom.

Current trends indicate that teaching Business English is becoming increasingly more challenging. Teachers are required to be well informed about business practices, skills for social functions, and curriculum design. The above pedagogical principles aim at developing a functional ability in the use of Business English rather than developing the mastery of a single grammatical point, or linguistic skills. As far as methodologies are concerned, it appears that BEFL instruction in Taiwan should focus more on developing skills levels, providing social functions and crosscultural awareness about English use, and developing interpersonal communication skills for English use within the workplace. Utilizing the hand-on authentic materials and computer assisted instruction are also recommended.

Theoretical Principles Applied to Instruction

Applying principles with instructional techniques and strategies help instructors understand and predict the link among curriculum design and learners (Yu, 1997).

The following each principle relates to some applications of classroom instruction (see Table 3). Each principle is associated with strategies to explore, understand, and assist teaching. No principle can stand alone and only by integrating all teaching principles can students be effectively helped to achieve linguistic and communicative competence in BEFL learning.

Principles	Applications to Instruction
Focus on Business Skills in Social Functions	<ul style="list-style-type: none"> • Job search • Writing of English business letters • Writing the resume • Job interview • Meeting people • Telephoning • Business socializing • Business traveling • Marketing • Negotiation
Focus on Communicative Learning	<ul style="list-style-type: none"> • Group/pair work interactions • Role-plays • Presentations • Games • Tapes listening • Video watching • Written correspondence
Increase Crosscultural Awareness	<ul style="list-style-type: none"> • The ways of greeting • Different etiquette in dining • Rules for air traveling • Marketing in different countries • Styles of negotiation in different countries • Knowing the jargon

Table 3. Theoretical Principles Applied to Instruction

Principle	Application to Instruction
Using Authentic Materials	<ul style="list-style-type: none"> • Letters and fax samples • Articles in journals or newspapers • Air tickets • Menus • Videos • Advertisements • Brochures • Computer application
CALL Instruction	<ul style="list-style-type: none"> • Word processing application • Presentation software • The Internet • E-mail

CHAPTER FOUR: CURRICULUM DESIGN

Introduction

Two changes in curriculum planning have led to the growing interest in Business English courses. First, most business schools have recognized that to be successful, graduates must acquire international business communication skills. Today, even small businesses are involved in international trade and face international competitors. Tomorrow's business environment promises to be even more global. A second force influencing the interest in business communication is the growing concern about multiculturalism and cultural diversity.

With these concerns in mind and based on the teaching principles that presented in the previous chapter, two units are included in this project: Unit One - Job Search and Unit Two - Business Across Cultures.

Unit One - Job Search includes five lessons, teaching students job-search skills. This unit introduces job wanted advertisements, surveying job duties, writing letters of inquiry, resume writing, and interview simulation. In addition, it offers practice for the technique of finding a job using the Internet.

Unit Two - Business Across Cultures, combines six lessons that integrate a wide range of business language skills and cultural concepts students may confront in their future work. This unit explores language skills within a variety of functional business settings, including greeting, socializing, dining, traveling, marketing, and negotiation. Beyond these communication skills, students are helped to learn business practices in different countries around the world and compare them with their own ideas and values.

Finally, the teaching materials, including posters, focus sheets, work sheets, and test sheets, of Unit One are included in Appendix A and the materials of Unit Two in Appendix B.

Description of Teaching Units

Table 4 introduces an overview of theoretical principles that apply to the teaching units:

		Business Skill	Communicative Skill	Crosscultural Awareness	Authentic Material	CALL Instruction
Unit One	Lesson 1	Reading want ads	Reading	Abbreviation in the ads	Want ads	
	2	Learning job duties	Listening		Computer application	The Internet
	3	Writing letter of inquiry	Writing	Business letter formats	Business letter	E-mail
	4	Writing resume	Writing	Action sentences	Resume sample	
	5	Job interview	Speaking	Interview Q & A	Interview video	
Unit Two	1	Meeting people	Speaking; Listening	Uses of introduction	Poster of occupations	
	2	Socializing	Speaking; Reading	Ways of entertaining	Article from newspapers	
	3	Dining	Speaking; Listening	Table manners	Menu	
	4	Air travel	Speaking; Listening	Rules at the airport	Dictionary about the airport	E-mail
	5	Marketing	Speaking; Reading	Acquaintance with global brands	Ads from magazines	The Internet
	6	Negotiation	Speaking; Reading	Terms of sales	Poster of negotiation behavior	

Table 4. Overview of Theoretical Principles Applied to the Teaching Units

CHAPTER FIVE: ASSESSMENT IN BUSINESS ENGLISH LEARNING

Introduction

Language assessment of Business English education programs requires unusual considerations. Unlike most general English programs in which students strive to master the total linguistic system of English, in a vocational situation the language component is limited to that which is required for success on the job.

Testing for Achievement

The achievement tests for progress are simply periodic classroom test or quizzes which indicate to the teacher whether or not the student is successfully keeping up with the instruction. If the class as a whole responds scores below 80 percent on a given test, then the teacher should adjust the teaching techniques and/or help individually those students who are not achieving (Chen, 1996).

Content of the Assessment

The first step in determining the content of a Business English classroom evaluation is to identify the topics to be covered. The topics chosen will depend on input from the vocational instructor but, in essence, should be based on the topics covered in the EFL Business English class.

The second task is to determine the language skills to be assessed for each topic, depending on what is expected of the student in the Business English class. Therefore, based on this two principles, the tests and activities created in each lesson of this project are consistent with business-oriented topics and communicative language skills purposes.

In order to assess the students' performance, the lesson grade is composed of writing assignments (such as letter of inquiry or E-mail writing), oral presentation and classroom interaction (such as role plays, group discussion, and interaction with classmates), and unit tests in three categories.

Assessment Techniques

Just as does the content of assessment, the course evaluating techniques should reflect the learning activities employed during the course. These learning activities and consequent test items should reflect authentic business-related classroom activities as much as possible. It is important to reiterate that Business English students should not be burdened with having to learn language skills which are unnecessary to their success in the EFL Business English classroom.

In the test sheets and work sheets in the teaching units, I combined several test item types such as true-false, verbal multiple-choice, completion, short answer, matching, written identification, cloze passage, and written sequences which contain the basic vocabulary, grammar, reading, writing, and cultural awareness requirements. Figure 1: Students' Performance Score Sheet for each unit is provided as follows. In addition, to meet the emphasis of the students' oral practice and writing learning in EFL Business English class, the Oral Presentation Evaluation Checklist and Criteria for Grading Written Assignments (see Figure 2 & 3) are also used to help teachers evaluate the performance of students' presentations and written tasks.

At last, I will leave the proportion of the course scores in each lesson to the class instructors because instructors should determine the proportion of scores that will be

devoted to each topic. This should depend on input from the instructor and should correspond to the relative weight given to each topic during the class instruction. Meanwhile, evaluating students' performance can be flexible. It is hard to control class progress especially having many independent practices and unexpected technical problems. Teachers should modify their instruction depending on students' responses and time constraints. For example, unfinished worksheets can be assigned as homework; or teachers can move test sheets forward as guided or independent practice if there is more time allowed (Yu, 1997).

FIGURE 1: STUDENTS' PERFORMANCE SCORE SHEET

Student Name: _____ ; _____ Semester, 199 _____

Grade: 80-90: A; 70-79: B; 60-69: C; Below 60: Fail

	Unit One					Unit Two					
Lesson	1-1	1-2	1-3	1-4	1-5	2-1	2-2	2-3	2-4	2-5	2-6
Oral											
Written											
Test											
Total Grade											

General Comments:

Final Course Grade: _____

FIGURE 2: ORAL PRESENTATION EVALUATION CHECKLIST

Student Name: _____ Lesson: _____ Topic: _____

Grade: 80-90: Excellent 70-79: Good 60-69: Average Below 60: Needs work

Content and Organization: (40%)

- _____ The introduction "set up" the presentation with a preview of points
- _____ The main points were well developed and supported with facts and examples
- _____ Visual aids such as computer slides, overheads were used effectively
- _____ The conclusion and summarized the presentation effectively

Language Fluency: (40%)

- _____ Pronunciation
- _____ Grammar
- _____ Vocabulary
- _____ Comprehensible
- _____ Overall fluency

Delivery: Vocal and Physical Aspects (20%)

- _____ The language and tone were conversational
- _____ The delivery was free of vocalized pauses (such as "you know," "uh," "or "I mean")
- _____ Real eye contact was maintained
- _____ The speaker's appearance was confident and professional
- _____ Hand gestures and physical movement were used appropriately

General Comments:

Total Score: _____

FIGURE 3: CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

Student Name: _____ Lesson: _____ Topic: _____

Grade: 80-90: Excellent 70-79: Good 60-69: Average Below 60: Needs rewrite

Sophistication of Analysis (20%) _____

Organization & Logical Development (30%) _____

Clarity of Expression (30%) _____

Grammar, Punctuation, Spelling (20%) _____

1. Sophistication of Analysis

In the best papers, the authors do much more than just explain or describe. They show evidence that they have thought about a subject in depth. The subject is analyzed from several different perspectives and assessed critically. The author follows the instructor's guidelines for the paper.

2. Organization and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinions, and details explain the main point and lend credibility to each point being developed.

3. Clarity of Expression

In the best papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed exactly, precisely, and as clearly as possible.

4. Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs.

General Comments:

Total Score: _____

APPENDIX A: TEACHING MATERIALS FOR UNIT ONE

UNIT OVERVIEW

Unit One: Job Search

Goal:

This unit is created for the EFL Business English students in Taiwan, particularly for those students majoring in business at the intermediate level of English. By providing them with practice in job-search skills within a classroom setting, the unit leads EFL business students step by step from early and simple job-search tasks through later and more complex tasks. Language skill building--with a special emphasis on writing, speaking, reading, and vocabulary--is integrated throughout this unit. The unit provides communicative, interactive activities such as pair and group work, role play, computer use, and presentations that give extensive practice and reinforcement of language and skills required for job search. Meanwhile, business materials including posters, letters, advertisements, resumes, and videos, are all derived from authentic samples.

Content:

- Lesson One: Starting Your Job Search - Want Ads
- Lesson Two: Focusing on a Job Possibility
- Lesson Three: Letter of Inquiry
- Lesson Four: Writing the Resume
- Lesson Five: The Job Interview - Basic Interview Questions

LESSON ONE: STARTING YOUR JOB SEARCH - WANT ADS

Objective

Learn how to read want ads in the newspapers

Vocabulary: abbreviation, resume, temporary, permanent, bilingual, qualification, enthusiastic

Materials

Poster 1-A; Focus Sheet 1-1A, 1-1B, 1-1C, 1-1D; Work Sheet 1-1A, 1-1B, 1-1C, 1-1D; Test Sheet 1-1

Involving students' background, interests, and prior knowledge

Ask students the following questions:

How can you find job openings in your country?

What job information can you find out from want ads?

Teaching with variety

Visual: Use Poster 1-A to demonstrate what job information is provided in most want ads.

Activity:

1. Use the authentic reading in Focus Sheet 1-1A to teach students to become aware of the role and format of want ads; then distribute Work Sheet 1-1A to them for a comprehension check.
2. Use Focus Sheet 1-1B to teach students the abbreviations in want ads; then distribute Work Sheet 1-1B and have students work in pairs to practice the most commonly used abbreviations.
3. Use Focus Sheet 1-1C and 1-1D to teach students how to apply for a job, and how to understand information about job requirements, qualifications, duties, and other major information. Then, have students work in pairs to complete Work Sheet 1-1C.

Responding to diversity with a range of activities

Have students look at a local newspaper. Have them find want ads for three jobs that interest them and put the ads in the boxes at the top of Work Sheet 1-1D, then fill in the chart. Divide students into groups and practice asking one another about the jobs being advertised. Students should talk about the job requirements, pay,

etc.

ELD vocabulary support: Utilize Poster 1-A to offer visual vocabulary about want ads.

Primary language support: Label the new vocabulary on Poster 1-A in Chinese.

Take home: Find any want ads that contain descriptions what you cannot understand, then bring them to the next class to discuss with classmates.

Assessment

Use Test Sheet 1-1 to evaluate students' understanding about want ads.

LESSON TWO: FOCUSING ON A JOB POSSIBILITY

Objectives

1. Learn job duties
2. Learn to determine a job goal and explore personal qualities and skills.
3. Learn how to search ideal job openings on the Internet

Vocabulary: energetic, flexible, reliable, entry level, collate, accurately, clerk, duplicator

Materials

Poster 1-B; Focus Sheet 1-2A, 1-2B, 1-2C, 1-2D; Work Sheet 1-2A, 1-2B, 1-2C, 1-2D, 1-2E; Test Sheet 1-2

Involving students' background, interests, and prior knowledge

Ask students the following questions:

- Are you working now?
- What kind of job are you looking for?
- What qualities and skills helped you get the job?
- What is your ideal job? Give your reasons.
- Do you know how to use the Internet to look for a job?

Teaching with variety

- Visual:
1. Show Poster 1-B to give a visual support about job occupations and each job's duties.
 2. Use a notebook computer connected with a TV screen to demonstrate how to search for jobs on the Internet.

- Activity:
1. Distribute Work Sheet 1-2A to students. Students will work in groups to make a dictionary of job titles and the job duties for each picture in Poster 1-B.
 2. Use Focus Sheet 1-2A as a listening exercise to teach students how to find a job goal, then distribute Work Sheet 1-2B to students as a listening comprehension check.
 3. Use Focus Sheet 1-2B as a listening exercise to teach students about personal qualities, then distribute Work Sheet 1-2C to have students match the correct letters they heard from listening.

4. Use Focus Sheets 1-2C along with computer demonstrations to teach students how to use the Internet search engines and what techniques to use in job search on the Internet.

Responding to diversity with a range of activities

My Dream Job: Have students analyze their job goals and personal qualities needed for the job, then try to find out the possible employers from the Internet.

- Learning center:
1. Distribute Work Sheet 1-2D to students to check off things that are true about themselves and discuss each vocabulary term in pairs.
 2. Distribute Work Sheet 1-2E to students to evaluate the best jobs they might be qualified for.
 3. Lead students to computer labs and provide Focus Sheet 1-2D, some popular job search web sites for students to help them find possible employers in the real world.

ELD vocabulary support: Write on the board about vocabulary for office tasks and job families that are shown in Work Sheet 1-2D and 1-2E.

Primary language support: Label the vocabulary in Chinese.

Take home: Have students to choose one job area in which they are interested. Write a paper about their job goals, their skills and personal qualities they have, their education history, past jobs, etc. Also explain how will they find the possible jobs or employers.

Assessment

1. Students will hand in the job search analysis that is required at home at the next class. Refer to Figure 3: Criteria for Grading Written Assignment for assessment.
2. Use Test Sheet 1-2 to evaluate students' understanding about this lesson.

LESSON THREE: LETTER OF INQUIRY

Objective

Learn the standard formats and formal writing of English business letters of inquiry

Vocabulary: human resources, secretary, receptionist, schedule, sincerely, enclosure, salutation, complimentary, signature, capitalized

Materials

Poster 1-C; Focus Sheet 1-3A, 1-3B, 1-3C, 1-3D, 1-3E; Work Sheet 1-3A, 1-3B, 1-3C, 1-3D, 1-3E; Test Sheet 1-3

Involving students' background, interests, and prior knowledge

Ask students the following questions:

How can you contact a company that has advertised a vacant position?

Have you ever written an English letter before?

What are the differences between business and regular letters?

Teaching with variety

Visual: Show Poster 1-C to students to demonstrate the standard parts of a letter.

- Activity:
1. Distribute Work Sheet 1-3A to the class to do the comprehension check after discussing the content of Poster 1-3C.
 2. Use Focus Sheet 1-3A to teach students the systems of Return/Inside Address and Date in a business letter. Then distribute Work Sheet 1-3B, and ask students to do some exercises about writing addresses and dates.
 3. Use Focus Sheet 1-3B to demonstrate the common salutations and complimentary closes used in a business letter; then distribute Work Sheet 1-3C to students to practice the appropriate usage of salutations and complimentary closes.
 4. Use Focus Sheet 1-3C and 1-3D to teach students how to compose the body of an application letter and introduce the common end notations used in a business letter. Then distribute Work Sheet 1-3D for students to do the cloze exercise.

Responding to diversity with a range of activities

Work in Groups: Divide students into groups. Use Focus Sheet 1-3E containing four position ads and have students ask each other the following questions: a. Where were these position advertised? b. What were the dates of these ads? c. What are the positions offered? d. To whom do you write? Then distribute Work Sheet 1-3E and ask each group to put the letter in the right order.

ELD vocabulary support: Write the new vocabulary on the board that is shown in Focus Sheet 1-3E and Work Sheet 1-3E.

Primary language support: Label the new vocabulary in Chinese.

Take home: Have students write a letter of application and E-mail the letter to three classmates for peer editing. Then print it and hand it in as a formal paper.

Assessment

1. Students will hand in a letter of application that is required at the next class. Refer to Poster 1-C as a sample for assessment.
2. Use Test Sheet 1-3 to do the error correction of an application letter.

LESSON FOUR: WRITING THE RESUME

Objectives

1. Learn the layout of English resume writing
2. Learn the action sentences that are used in a resume
3. Learn to promote individual job skills

Vocabulary: BBA, GPA, distinguish, coordinated, adaptable, versatile, competent, considerate, alert, loyal

Materials

Poster 1-D; Focus Sheet 1-4A, 1-4B, 1-4C, 1-4D; Work Sheet 1-4A, 1-4B; Test Sheet 1-4

Involving students' background, interests, and prior knowledge:

Ask students the following questions:

- What is the purpose of a resume?
- What are the common features in a resume?
- What abilities do you have in your resume?

Teaching with variety

Visual: Show Poster 1-D to provide a visual example of an English resume.

- Activity:
1. Use Poster 1-D to demonstrate what the main layout and aspects are in a resume; then distribute Work Sheet 1-4A to students as a comprehension check.
 2. Use Focus Sheet 1-4A to teach students the action sentences used for strategic writing in a resume. Then have students find out where action sentences are used in Poster 1-D.
 3. Use Focus Sheet 1-4B to teach students a list of words that they might use to describe themselves in their resume. Then distribute Work Sheet 1-4B to students to choose the appropriate words from Focus Sheet 1-4B that might meet the specific job requirement. Have them use these words to explain how it/they will help employers.

Responding to diversity with a range of activities

Work in pairs. Use the chart of Focus Sheet 1-4C to have students work in pairs to practice oral conversations in skills description. Ask students to decide on one job that each person might look for. Find at least three job skills that both partners have and find at least three job skills one student has that the other does not.

ELD vocabulary support: Provide Focus Sheet 1-4D, with visual vocabulary about occupations and job skills.

Primary language support: Label the vocabulary in Chinese.

Take home: Have students create their own resume. It must be typed, and look neat and professional.

Assessment

1. Students will incorporate all the techniques learned in this lesson and write a personal resume at home to hand in at the next class. Refer to Poster 1-D as a sample for assessment.
2. Use Test Sheet 1-4 to do the resume cloze test.

LESSON FIVE: THE JOB INTERVIEW-BASIC INTERVIEW QUESTIONS

Objective

Learn basic interview questions and how to respond to them appropriately

Vocabulary: interviewer, shift, salary, reference, supervisor

Materials

Focus Sheet 1-5A, 1-5B; Work Sheet 1-5A, 1-5B, 1-5C; Test Sheet 1-5

Involving students' background, interests, and prior knowledge

Ask students the following questions:

Can you think of three questions you might be asked at a job interview?

What difficult questions were you asked at a job interview?

In an interview, do you always have to be completely honest?

Teaching with variety

Visual: Show videos about job interview scenarios to demonstrate the proper appearance and body language an applicant should have in a job interview.

- Activity:
1. Have students listen to the eight basic interview questions in advance. Then provide the tapescript in Focus Sheet 1-5A for students' comprehensive review. Distribute Work Sheet 1-5A to the class and have them listen again to questions, circling the right letter or letters.
 2. Use Focus Sheet 1-5B to teach students how to answer basic interview questions. Distribute Work Sheet 1-5B for students to do the writing exercise individually. Then pair students to practice the conversations between the interviewer and the applicant on Work Sheet 1-5B.

Responding to diversity with a range of activities

Divide students into four groups of four or six. Make four copies of the questions on Focus Sheet 1-5A. Cut up the questions and put them in four envelopes. Have each group work together to take turns to draw one of eight questions. Whatever question one draws, he/she has to answer the question immediately.

ELD vocabulary support: Utilize Work Sheet 1-5A & 1-5B to provide different answers for basic interview questions.

Primary language support: Label the vocabulary in Chinese.

Take home: Have students work in pairs on the job interview role-play. One acts as the interviewer, and the other one acts as the applicant. Create a scenario and conversation in the job interview. Each pair will give a formal presentation at the next class and classmates will score each pair's performance (see Work Sheet 1-5C for a job interview checklist used for skills evaluation.)

Assessment

1. Students will present a job interview role-play that is required to practice at home at the next class. Refer to Figure 2: Oral Presentation Evaluation Checklist for assessment.
2. Use Test Sheet 1-5 to do the job interview dialogue test.

POSTER 1-A

Want Ads

HELP WANTED ADS

ACCOUNTANT needed at prestigious N. Y. company (**Embozzlers Inc.**) call 582-2129 for appt.

Our **FINANCIAL ANALYST** quit. We need help immediately (*Go-for-Broke, Inc.*) CALL 621-9357

BANKER - Experience necessary. Cur last one is now in Brazil. Call G. Nebeker 234-4026

BARTENDER: Al's Bar is looking for a good listener. Experience a must. Teetotalers only! 761-3344

BUSINESSMEN & WOMEN
Get rich quick!!!

Call Sticky Joe's Pyramid Marketing Systems (PMS) at 453-2100. Ask for Joe.

CABINET MINISTER Prime Minister & Deposed Dictator looking for experienced cabinet minster to help form new government. Call Castro Bros. at 987-5643.

CASHIER - Elegant Scottish restaurant is now hiring cashiers. No Exp. needed.
Call McDarnolds 453-1200

CEO - Chief Executive Officer needed at Wall Street firm. Earnest & Whiney 762-1734

COMPUTER PROGRAMMER
Sonny Corp. is looking for an experienced computer programmer. Call Mr. Mori 583-1927

CONSTRUCTION WORKERS White & Blue Collar workers needed desperately by TITANIC SHIPYARDS. Send resume to TSY NY Harbor, NY. 10011

ARCHITECT WANTED NOW:
Dynamic company urgently needs an experienced architect to work on project in Saudi Arabia.
CALL 497-3631 A.S.A.P.

ADVERTISING EXECUTIVE
needed by major publisher. Write now to: ILLITERATES ILLUSTRATED 234-1290.

DENTIST: Small Nebraska town needs dentist. Good pay & benefits. Write: Mayor D. Floss
Flouride, Nebraska

DECORATOR Famous entertainer's estate is looking for a skilled interior decorator to redecorate mansion. Call Presley Mansion at 793-4876.

ENVIRONMENTALIST - Call now. Smokey Bear Enterprises 978-6542

JUDGE - Needed for TV program. Last judge in hospital after attack on TV. Call WOPNER ASSOCIATES 392-7584

ENGINEER/INVENTOR wanted by first-rate manufacturing company. Call Edison Light Co. at 1-800-LITE

ENTERTAINER-Actors needed for upcoming sequel to famous film. Call 1-800-777-7111. Ask for director of "Gone out the Window."

General Manager needed by Real Estate Firm to head new branch in North Dakota. Contact Swen Swenson at P.O. Box 791. Fargo, N.D.

FACTORY WORKERS!! We need you now!. Top pay. Great benefits. Long term contracts. American Steel Co. (213) 798-3446.

Market Forecaster needed by Herbert Hoover Investment Co. "We know our stuff" 654-3210

TRUCK DRIVER wanted by U-MAUL MOVERS. No exp. needed. 345-4545

Secretary to CEO needed by large company. Call Mr. I. Yakoka. 786-3333.



SITUATION WANTED ADS

CHAIRMAN OF STOCK BROKERAGE FIRM DESIRES NEW CHALLENGES. Write c/o Leavenworth Federal Penitentiary, Basky, KS

DESIGNER: Homes, offices, etc. I design anything. Reasonable prices. Frank Write. 325-8791

ENTREPRENEUR worked for major computer manufacturer for 23 years. Call Steve Jobs at (714) 632-1288.

BILLIONAIRE FINANCIER has money to invest and no place to spend it. If interested call: SPRUCE GOOSE CO. (Mr. Hughes) (702) 792-1133

MECHANIC with lots of experience. Call Joe Goodwrench. 293-4777

LAWYER - Once worked for U.S. President . Lots of contacts. Write: Arizona State Prison
Call 718
Tucson, AZ 87564

SALES REPRESENTATIVE for Chrysler Corp. at Tokyo Office. Want work in car company.
Write P.O. Box 999

Unemployed Politicians--Lots of contacts and lots of experience. Contact Ford & Carter Associates

SURGEON - 17 yrs. experience at military hospital. Call Hawkeye at 778-M-A-S-H

EX-SOLDIER looking for Action. Cheap!! Call RAINBO : 987-1111

Retired person looking for something to do. Phone 225-3456

Personnel Manager for large shoe company. Call 487-6901. Ask for Mike.

UNEMPLOYED for years. I need and want a job badly. Former used car salesman. Call R. Nixon 581-6666

(Sudlow & Grow, 1993, p. 39)

FOCUS SHEET 1-1A

Want Ads

Headings

You can look for jobs in the newspaper. First you need to find the classified ads. When people talk about classified ads, they often say want ads. There are many different parts in the classified ads called headings. You need to find the heading that is about jobs. Different newspapers have different headings for jobs in the classified ads. Sometimes you need to look under these headings to find jobs: Help Wanted, Job Opportunities, or Employment.

Subheadings

After you find the heading Employment, Job Opportunities, or Help Wanted, you will sometimes find other headings that can help you find a particular kind of job. These are called subheadings. For example, you can look under the subheading Skilled Trades if you have special skills. A driver, an auto body repair person, and a carpenter have special skills and can find a job under Skilled Trades.

You can sometimes find a job under two different subheadings. For example, if you are looking for a job as a driver, you should look under the subheadings Skilled Trades and General/Miscellaneous.

The Least Creative Place to Look

About 50% of job seekers use the want ads. You won't find any hidden jobs here. You might find jobs that employers are desperate to fill. They might be for low-paying jobs, or jobs that require very specialized skills. Some are even phony jobs.

Only 14 in every 100 job seekers will find work using the want ads. Nevertheless, you should read them just to cover the bases.

(Johnson, Levey & Chafcouloff, 1996, p. 41)

FOCUS SHEET 1-1B

How To Understand Abbreviations

Businesses usually use abbreviations in want ads. Want ads cost less money when businesses use abbreviations. An abbreviation is a short way to write a word. These rules will help you read abbreviations in want ads. Sometimes, people use different abbreviations. For example, experience = exp., expr., exper.

Here are some examples of abbreviations you can find in the want ads:

Rule 1: Some abbreviations are the first letters of words.

sal.	=	salary
co.	=	company

Rule 2: Sometimes people take out letters (especially vowels).

intvw.	=	interview
appt.	=	appointment

Rule 3: Some abbreviations are the first letter of each word. Sometimes these abbreviations have a slash (/).

m/f	=	male/female
FT	=	full time

(Johnson, Levey & Chafcouloff, 1996, p. 43)

FOCUS SHEET 1-1C
How To Apply For A Job

A want ad gives a lot of information in a small space. When you find an ad for a job that you want, you need to read it carefully to find out how to apply for the job. There are three ways to apply for a job:

Here are some examples how you should apply for a job you can find in the want ads:

Rule 1: Call the company and make an appointment.

Painter. M/F. Need own car and tools. Temp. position. Call 914-0201. Ask for Ben.

Rule 2: Go to the company and fill out an application.

Security guard. F/T. M-F, 8-5. Good pay. No exp. Needed. Apply Tu-F, 9-12 at 43 Montgomery #600.

Rule 3: Send or fax a resume to the company.

Retail sales. F/T-P/T. Fashion Jewelry. Eves and wknds. Fax resume to Betsy. (617) 235-0137

(Johnson, Levey & Chafcouloff, 1996, p. 46)

FOCUS SHEET 1-1D
How To Understand Information About The Job

Here is some information you can find in want ads:

Requirements: Skills, experience, personal qualities, and other things you need for the job.

FAMILY DAY CARE CENTER
AIDE seeking energetic,
creative indiv. for F/T pos. to
help organize games, music and
art. Exper. nec. Must be 21 yrs.
or older. Bilingual preferred.

Preferred Qualifications: Skills, experience, and other things that employers want.

FAMILY DAY CARE CENTER
AIDE seeking energetic,
creative indiv. for F/T pos. to
help organize games, music and
art. Exper. nec. Must be 21 yrs.
or older. Bilingual preferred.

Job Duties: The work you will do at a job.

FAMILY DAY CARE CENTER
AIDE seeking energetic,
creative indiv. for F/T pos. to
help organize games, music
and art. Exper. nec. Must be 21
yrs. or older. Bilingual preferred.

Other Information: The hours, the salary, if the job is part-time or full-time, if the job is temporary or permanent.

RETAIL SALES. F/T perm.
pos. M-F, 8-5. Gd. pay. Must
know IBM computers. Fax res.
to Service Mgr. (414)321-1124

WORK SHEET 1-1A

Want Ads

- A. *Here are some classified ad headings. Under which heading can you look for a job? Check the correct headings.*

_____ EMPLOYMENT
_____ REAL ESTATE
_____ SERVICES
_____ JOBS WANTED
_____ JOB OPPORTUNITIES
_____ HELP WANTED
_____ POSITIONS WANTED
_____ RENTALS

- B. *Where can you find the following jobs? Match the subheading to the jobs.*

Jobs

_____ child care worker
_____ sales clerk
_____ waiter/waitress
_____ office worker
_____ housekeeper
_____ home health aide
_____ painter
_____ hospital orderly
_____ security guard

Subheadings

a. DOMESTIC HELP / CHILD CARE
b. GENERAL / MISCELLANEOUS
c. SKILLED TRADES
d. OFFICE / CLERICAL
e. RESTAURANT / HOTEL
f. MEDICAL / HEALTH CARE
g. SALES / RETAIL

(Johnson, Levey & Chafcouloff, 1996, p. 41-42)

WORK SHEET 1-1B

Understanding Abbreviations

Write the number of the correct word next to each abbreviation.

1. The office hours are 8 in the morning to 5 in the afternoon, Monday through Friday.
 a. ofc. 1 b. P.M. 4 c. A.M. 3 d. hrs 2 e. M-F 5
2. Driver, male or female, with a minimum of 2 years experience.
 a. yrs 1 b. exp. 2 c. min. 3 d. w/ 4 e. m/f 5
3. Good position in small business. Equal Opportunity Employer.
 a. sm. 1 b. EOE 2 c. gd. 3 d. pos. 4 e. bus. 5
4. Great opportunity. For interview, call Peter Cole at (909) 478-2837, extension 345, between 10 and 2.
 a. intrvw. 1 b. ext. 2 c. btwn. 3 d. oppty. 4 e. grt. 5
5. Full-time sales clerk. Experience or training necessary. Management background preferred.
 a. pref. 1 b. F/T 2 c. nec. 3 d. bkgd. 4 e. trng. 5
6. Assistant manager, restaurant. Motivated, organized, high school graduate, second language a plus.
 a. organ. 1 b. a+ 2 c. mgr. 3 d. asst. 4 e. H.S. grad. 5
7. Permanent, part-time position. Must work weekends. Begins immediately.
 a. immed. 1 b. P/T 2 c. wknds. 3 d. perm. 4 e. beg. 5
8. Large business seeks flexible individual for stock clerk. Write Post Office Box #384, L.A., CA 94846.
 a. sks. 1 b. flex. 2 c. lg. 3 d. P.O. 4 e. indiv. 5
9. Temporary positions available for qualified technicians, experienced only. Days and evenings. Hourly wage.
 a. temp. 1 b. exp'd. 2 c. hrly. 3 d. dys./eves. 4 e. avail. 5
10. Busy office needs people with excellent communication skills. Salary from \$18,000. Send resume to
 3839 D Street, Seattle, WA 98137
 a. excl. 1 b. St. 2 c. res. 3 d. nds. 4 e. 18K 5

(Johnson, Levey & Chafcouloff, 1996, p. 44)

WORK SHEET 1-1C
Understanding Information About The Job

Work with a classmate. Read the want ads. Then fill in the chart.

Want Ads Information in the Want Ads	CHILD CARE / HOUSEKEEPER Enthusiastic person to care for 2 children. Includes housekeeping. Must own car. Nonsmoker only. Bilingual a+. Excl. sal. Call 325-3312	COPY OPERATOR / COUNTER SALES Eve. shift. 4:30-12. Busy copy center nds. organized, energetic person to work copy machines and counter. 1+ yrs exp. pref. Apply in person at 4540 3 rd St. NE, Washington, DC 20111	COMPUTER TECHNICIAN Day shift in PC service co. Respon. for computer repair. Gd. pay. F/T perm pos. 2 yrs exp. req'd. Must know IBM computers. Fax res. to Service Mgr. (321)444-1243
Job Title	Child care / Housekeeper		
How to Apply			
Job Requirements			
Preferred Qualifications		1 + year's experience	
Job Duties			
Other Information about the Job			Day shift in PC company. Good Pay Full Time Permanent

(Johnson, Levey & Chafcouloff, 1996, p. 49)

WORK SHEET 1-1D

Apply Yourself

Look at a local newspaper. Find want ads for three jobs that interest you. Put the ads in the boxes at the top. Then fill in the chart.

Want Ads Information in the Want Ads	Want Ad #1	Want Ad #2	Want Ad #3
Job Title			
How to Apply			
Job Requirements			
Preferred Qualifications			
Job Duties			
Other Information			

(Johnson, Levey & Chafcouloff, 1996, p. 50)

TEST SHEET 1-1

A. Match the abbreviations with the words.

a. Monday	d. Good	g. Male or Female	j. Service
b. Experience	e. Trainee	h. Driver	k. Part Time
c. Salary	f. Street	i. License	l. Application
_____ Gd	_____ Trnee	_____ Exp	_____ Mon
_____ Pt (or P/T)	_____ St	_____ Lic	_____ Serv
_____ Sal	_____ App	_____ M/F	_____ Drv

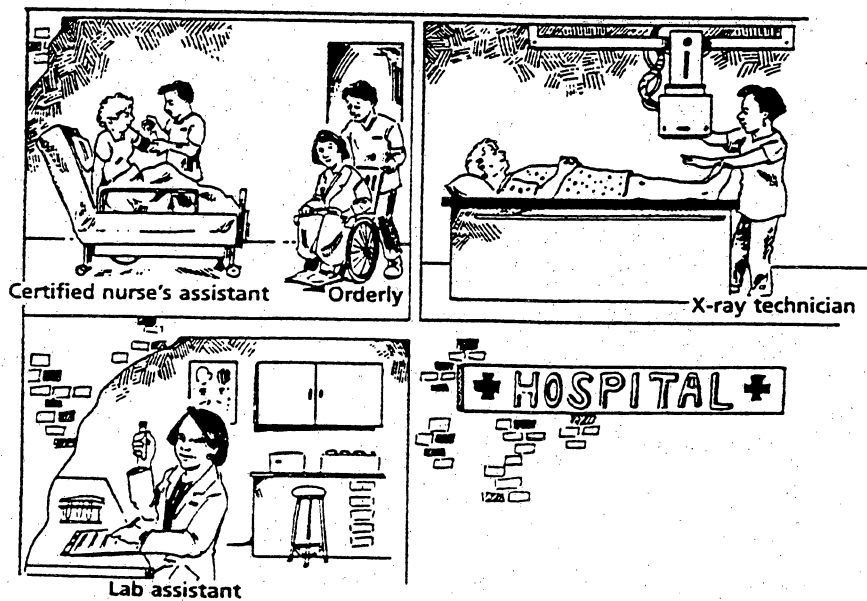
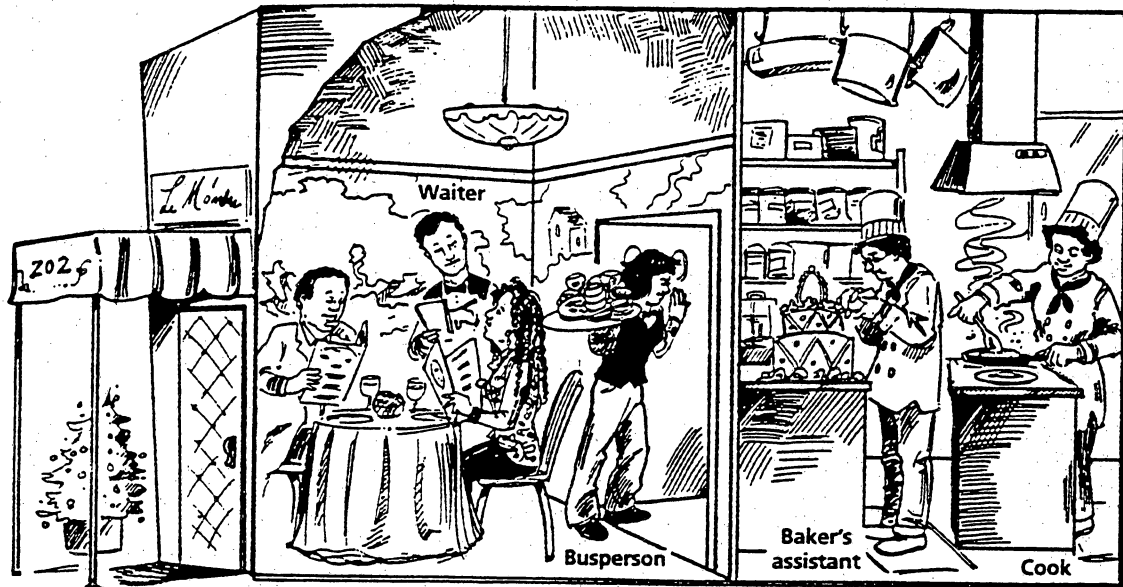
B. Below is a quiz about want ads. Circle "T" for true and "F" for false.

1. **T F** You should try to get the want ads as soon as they come out. You could get an afternoon newspaper for job openings the next day.
2. **T F** Sunday papers are a good source of want ads for the next week.
3. **T F** Read all the want ads. Secretary can appear under Office, Administrative, etc.
4. **T F** Most employers write their ads for the ideal worker. They write down classes or experience or skills the ideal worker would have. Few people have all these skills. If you have some of them, you should still apply for the job. This is because the ideal person may not exist or may already be employed.
5. **T F** "Apply in person" means you can call if you don't have a car.
6. **T F** Some want ads don't give an address or phone number. They ask you to send a resume or letter to a newspaper PO box. This is often because the employer doesn't want employees to know about a new hire. Or they don't want to be bothered with phone calls. This could be true because the employer may be wanting to replace someone. Want ads without addresses and phone numbers are all right to apply for.
7. **T F** Short want ads don't give much information. This usually means they are hiding something bad about the job. Skip over these jobs.
8. **T F** Some people write their own Job Wanted ads to let employers know they have skills and want to work.

(Kimeldorf, 1994, p. 151)

POSTER 1-B

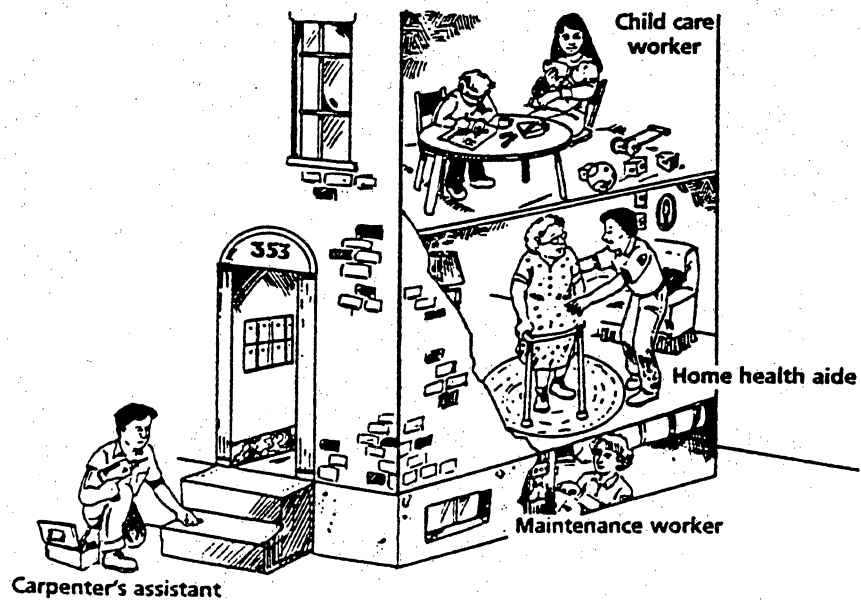
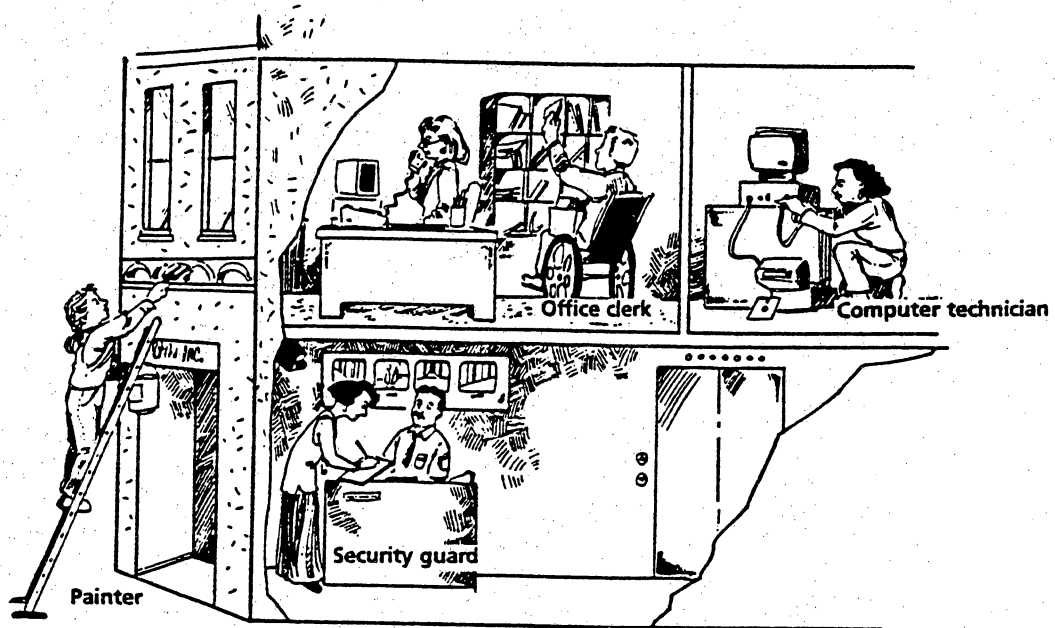
Job Duties



(Continued)

POSTER 1-B

Job Duties



(Johnson, Levey & Chafcouloff, 1996, p. 12-13)

FOCUS SHEET 1-2A
What Is Your Job Goal?

Listening: *Alex and his friend are talking about Alex's goals, personal qualities, and skills.*

Alex: Hi, Regina. How are you doing?
Regina: Good. How about you?
Alex: Well, I am okay, but I really need a job and I don't know what to do. I've never looked for a job in this country.
Regina: Hum... Well, first you need to think about your **personal qualities**. What kind of person are you? Do you like to work with people? Do you learn quickly?
Alex: Oh yes, I'm very friendly. I work well with people, and I'm a fast learner.
Regina: Okay. What are your work skills?
Alex: What do you mean?
Regina: Well, can you use a computer? Can you cook? Can you help sick people?
Alex: I can help sick people.
Regina: Oh, really. What was your last job?
Alex: I was a nurse.
Regina: And what do you want to do here?
Alex: I want to be a nurse here, too.
Regina: Well, that's a good **long-term goal**. Maybe you can work as a nurse in a few years.
Alex: A few years? But I need a job now!
Regina: So, you need a **short-term job goal**. For example, you can be a home health aide now.
Alex: What's that?
Regina: You help sick people in their homes, maybe a very old person.
Alex: Oh, yeah. I can do that.
Regina: And then you can study at night to become a nurse.
Alex: Okay, but how can I start?
Regina: Well, your goals are good, but now you need to write down all your work skills and personal qualities.
Alex: Why?
Regina: Because you need to say good things about yourself to managers. Managers need to know that you are the best person for the job.

(Johnson, Levey & Chafcouloff, 1996, p. 220)

FOCUS SHEET 1-2B

Personal Qualities

Listening: *You will hear eight people talking about their personal qualities.*

1. I am a sales clerk. **I'm energetic. I'm good with numbers.**
2. I am a teacher's assistant. **I work well with people. I'm patient.**
3. I am an office clerk. **I'm organized. I'm flexible.**
4. I am a baggage porter. **I'm a hard worker. I'm strong.**
5. I am a cook. **I'm efficient. I work well under pressure.**
6. I am a musician. **I'm creative. I'm a fast learner.**
7. I am a painter. **I'm careful with details. I'm good with my hands.**
8. I am a computer technician. **I'm a good problem solver. I'm reliable.**

(Johnson, Levey & Chafcouloff, 1996, p. 220)

FOCUS SHEET 1-2C

Internet Job Search Techniques

Job Category:

Advertising; Banking;
Engineering; Health Care;
Sales; Information Systems;
Retail; Computer Industry;
Import/Export

Job Search Keyword:

Marketing; Management;
Sales; Customer Services;
Human Resource;
Public Relationship;

Job Level:

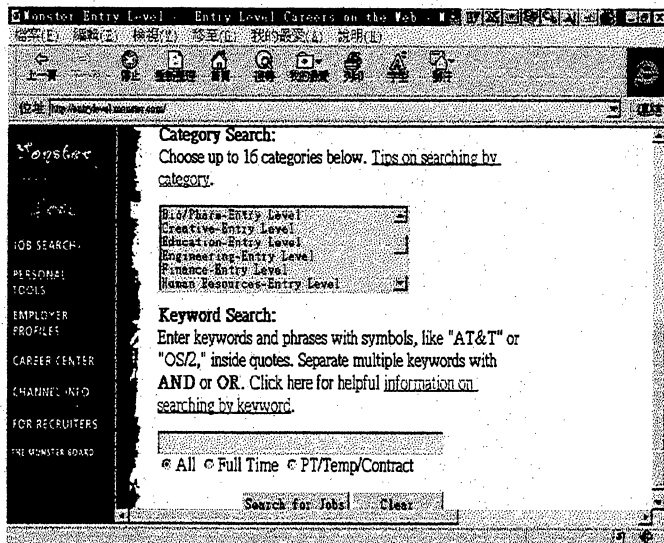
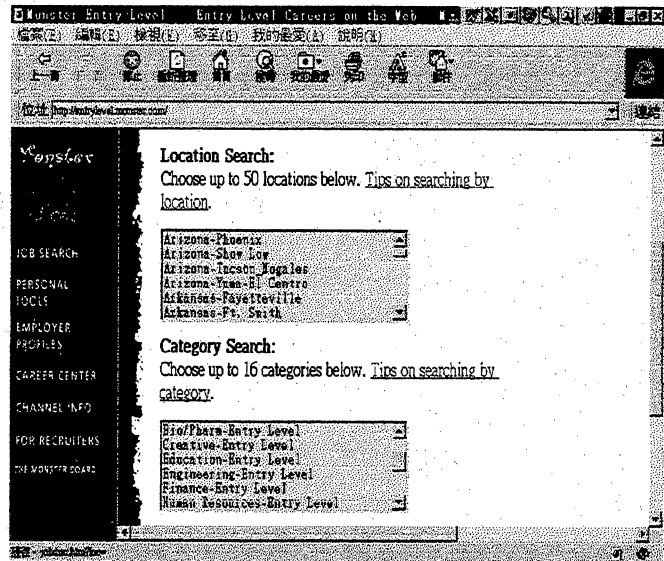
All Levels
Entry Level
Non-Management
Supervision Management
Executive Management

Education Level:

All Levels
Less Than High School
High School
Vocational College Degree
BA/BS
MA/MS/MBA
Ph.D./Post Doctorate

Others:

F/T or P/T
Temp./Perm.
Position



FOCUS SHEET 1-2D
Popular Web Sites In Job Search

College Grad Job Hunter
<http://www.collegegrad.com>

Job Web
<http://www.jobweb.org>

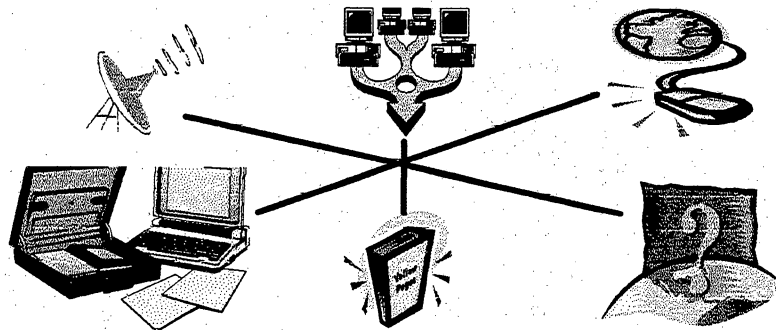
Job Trak
<http://www.jobtrak.com>

Monster Board
<http://www.monster.com>

Career Mosaic
<http://www.careermosaic.com>

E-Span
<http://www.espan.com>

Online Career Center
<http://www.occ.com>



WORK SHEET 1-2A

Job Dictionary

1. _____ Measure and mix ingredients. Use kitchen equipment. Prepare and cook food.	2. _____ Take customers' orders. Serve food. Answer customers' questions	3. _____ Mix and cut dough. Bake bread, and cakes. Clean kitchen.
4. _____ Set and clean tables. Help waitresses and waiters. Carry dishes and coffee.	5. _____ Move patients and equipment. Clean hospital rooms and halls. Feed and wash patients.	6. _____ Use X-ray equipment. Give instructions to patients. Move patients on table.
7. _____ Take temperature and blood pressure. Answer patients' questions. Help nurses and doctors.	8. _____ Clean and organize lab equipment. Do lab tests. Label test tubes.	9. _____ Install computer equipment. Repair computer equipment. Test computer equipment.
10. _____ Remove paint from walls. Use brushes and ladders. Paint houses, apartments, and offices	11. _____ Enter information into a computer. Sort mail. Make photocopies.	12. _____ Watch people and grounds. Check doors and windows. Respond to emergencies.
13. _____ Care for elderly people. Help disabled people. Give medicine to sick people.	14. _____ Clean building and grounds. Repair plumbing and wiring. Respond to tenants' requests.	15. _____ Organize children's games, art, and activities. Serve meals to children. Help children eat and dress.
16. _____ Use hand and power tools. Measure and cut wood. Build stairs and cabinets.		

(Johnson, Levey & Chafcouloff, 1996, p. 12-13)

WORK SHEET 1-2B
What Is Your Job Goal

Listening Check: *Read the questions. Then listen to the conversation on Focus Sheet 1-2A. Answer the correct letter or letters.*

- | | |
|--|--|
| <p>1. What are Alex's personal qualities?</p> <ul style="list-style-type: none">a. He can use a computerb. He can cookc. He works well with peopled. He is a fast learner <p>2. What are Alex's work skills?</p> <ul style="list-style-type: none">a. He is a fast learnerb. He can use a computerc. He can help sick peopled. He is friendly <p>3. What was Alex's past job?</p> <ul style="list-style-type: none">a. He was a painterb. He was a nursec. He used a computerd. He was a cook | <p>4. What is Alex's long-term goal?</p> <ul style="list-style-type: none">a. He wants to work in a big companyb. He wants to be a doctorc. He wants to work with computersd. He wants to be a nurse <p>5. What is Alex's short-term goal?</p> <ul style="list-style-type: none">a. He wants to work in a restaurantb. He wants to help sick people in their homec. He wants to be a nursed. He wants to work with computers <p>6. What will Alex start according to Regina's suggestions ?</p> <ul style="list-style-type: none">a. Ask his friendsb. write a resumec. go to school |
|--|--|

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

(Johnson, Levey & Chafcouloff, 1996, p. 2)

WORK SHEET 1-2C

Personal Qualities

Listening Check: *Which two personal qualities does each person talk about on Focus Sheet 1-2B? Answer the correct letters.*

- | | |
|--|---|
| 1. a. I'm patient
b. I'm energetic
c. I'm organized
d. I'm good with numbers | 5. a. I'm efficient
b. I work well under pressure
c. I'm energetic
d. I work well with people |
| 2. a. I work well with people
b. I'm efficient
c. I work well under pressure
d. I'm patient | 6. a. I'm creative
b. I'm flexible
c. I'm careful with details
d. I'm a fast learner |
| 3. a. I'm reliable
b. I'm a fast learner
c. I'm organized
d. I'm flexible | 7. a. I'm a good problem solver
b. I'm careful with details
c. I'm good with my hands
d. I'm good with numbers |
| 4. a. I'm creative
b. I'm a hard worker
c. I'm a fast learner
d. I'm strong | 8. a. I'm a good problem solver
b. I'm good with numbers
c. I'm reliable
d. I'm energetic |

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

(Johnson, Levey & Chafcouloff, 1996, p. 6)

WORK SHEET 1-2D

Job Choices

These are things I like to do

- | | | |
|---|--|--|
| <input type="checkbox"/> type | <input type="checkbox"/> copy things over | <input type="checkbox"/> talk with people |
| <input type="checkbox"/> write a diary | <input type="checkbox"/> use the phone | <input type="checkbox"/> persuade people |
| <input type="checkbox"/> mail letters | <input type="checkbox"/> keep records or collections | <input type="checkbox"/> organize parties |
| <input type="checkbox"/> read | <input type="checkbox"/> like recipes, stamps etc | <input type="checkbox"/> teach others or demonstrate |
| <input type="checkbox"/> use a computer | <input type="checkbox"/> take messages | <input type="checkbox"/> budget or use checkbooks |
| <input type="checkbox"/> do crossword puzzles | <input type="checkbox"/> buy from catalogs | <input type="checkbox"/> sell or trade things |

Other jobs I like to do with words or numbers or money are: _____

These are classes I have taken

- | | | |
|---|---|---|
| <input type="checkbox"/> Typing | <input type="checkbox"/> Business Math | <input type="checkbox"/> Salesmanship or Retail Trade |
| <input type="checkbox"/> Office Practices | <input type="checkbox"/> Business English | <input type="checkbox"/> Drama or Speech Classes |
| <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> Word Processing | <input type="checkbox"/> DECA (Distributive Education Clubs of America) |
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Programming | <input type="checkbox"/> FBLA (Future Business Leaders of America) |
- Other special classes or training I have had: _____
- _____
- _____
- _____

These are some of my experiences in business or sales

- ☐ I did a large mailing for: _____
- ☐ I did a lot of phoning for: _____
- ☐ I helped file a lot of papers for: _____
- ☐ I worked in an office. I did the following things: _____
- _____

I can do the following office tasks by myself:

- | | | |
|--|---|---|
| <input type="checkbox"/> alphabetize | <input type="checkbox"/> run off, collate, | <input type="checkbox"/> copy long lists or check |
| <input type="checkbox"/> file | <input type="checkbox"/> and staple reports | <input type="checkbox"/> them accurately |
| <input type="checkbox"/> sort mail | <input type="checkbox"/> take messages accurately | <input type="checkbox"/> compute postal rates |
| <input type="checkbox"/> run a photocopy machine | <input type="checkbox"/> sort papers or documents | <input type="checkbox"/> look things up in books |

I have done the following sales jobs:

- ☐ sold tickets ☐ sold in a concession ☐ sold door to door

Other ways I have sold things: _____

I can do the following sales tasks by myself:

- | | | |
|---|---|--|
| <input type="checkbox"/> take an inventory of stock | <input type="checkbox"/> operate cash registers | <input type="checkbox"/> help people decide to buy |
| <input type="checkbox"/> make change | <input type="checkbox"/> use calculators | <input type="checkbox"/> fill out receipts |

(Kimeldorf, 1994, p. 24)

WORK SHEET 1-2E

Job List

1. Under "Job Families" circle those jobs you think you are qualified for. If you don't have much experience or special training, circle *entry level* jobs. If you have a lot of experience or training, think about the *experienced level* jobs. If you don't see a job you like, look in a book on jobs. You can also write in jobs you know about that aren't listed.
2. Next, under "Possible Employers," try to think of at least 3 employers in your community who might hire you for the jobs you circled. For help, look under "suggestions" or ask others. If there are no employers in your area, maybe you should think about moving or trying another job.

JOB FAMILY		EMPLOYERS	SUGGESTIONS
(Entry Level)	(Experienced/Trained)	(Your Ideas)	
Financial-Clerical			Banks
Billing Clerk	Bookkeeper		Schools
Payroll Clerk	Claims Adjuster		Large Agencies
Collection Clerk	Mathematician		Hospitals
Data Handling-Clerical			
File Clerk	Secretary		Business Offices
Typist	Transcriber		Realtors
Addresser	Word Processor		Mail, Transport
Sorter/Mailer	Administrative Assistant		Companies
Coding Clerk	Scheduler		Warehouses
Information Services			
Receptionist	Librarian		Phone Company
Guide	Public Relations		Phone Service
Phone Operator			Companies
Machines & Supplies			Power Company
Duplicator Operator	Computer Operator		Bookkeeping
Quick Copy Worker	Billing Machine Operator		Companies
Postal Meter Operator			Newspapers
Supply Room			Printers
Inventory Clerk/Storeroom			Business/Office stores
Paying and Receiving			
Ticket Taker	Cashier		Banks
Toll Booth Collector	Bank Teller		Bridges
Meter Reader	Checking Service		Parking Lots
Retail & Direct Sales or Promotions			
Concession Stand Attendant	Travelling Sales Agent		Convention Centers
Catalog Sales	Wholesale Jobber		or Large Hotels
Counter Attendant	Travel Agent		Any small business
House-to-house Salesperson	Salesperson of specific products: (recreation equip., hi-fi, photography, clothes, food, household goods, cosmetics, etc.)		Discount places
Sample Distributor			Malls
Phone Sales Salesperson			See "Sales" in
Demonstrator			Want Ads
Rental Sales Salesperson			Rental places
Administration/Management			
Management Trainee	Statistician		Large businesses
Assistant Manager	Researcher		Consulting Firms
	Administrator		Franchise operations

(Kimeldorf, 1994, p. 25)

TEST SHEET 1-2

A. Read the following people who are looking for jobs. Which job are good for each person? There may be more than one correct answer.

1. Jana was a sales clerk. She likes to work with people. She also likes to cut her friends' hair.

_____ cook
_____ cashier
_____ computer technician
_____ cosmetology assistant

3. Angela stayed at home and took care of her house and children. She is patient, and she is very good at fixing things.

_____ automobile body repair person
_____ home health aide
_____ baker's assistant
_____ child care worker

2. Sergei was an electronics technician. He knows how to repair TVs and can use tools. His workplace is always very clean and organized.

_____ carpenter's assistant
_____ stock clerk
_____ hotel housekeeper
_____ maintenance worker

4. Eleni was a factory worker. She is efficient, and she is very careful with details.

_____ waitress
_____ security guard
_____ laboratory assistant
_____ general office clerk

B. Look at the personal qualities listed in the box. Then choose the right personal quality for each situation.

a. I am a hard worker	c. I am good with my hands
b. I am efficient	d. I am good with numbers

1. _____ I really like to work hard. In my last job, I was a baker's assistant in a busy bakery. When we were very busy, I stayed late to finish my work.
2. _____ In my last job, I worked in a bank. I took money from customers and gave money to them. I can count well, so my math was always correct.
3. _____ In my last job, I repaired watches. I worked with small parts, and I used many small tools. My watches always worked well.
4. _____ In my last job, I was a cashier in a grocery store. I worked on the express line because I was very fast and I didn't make mistakes.

(Johnson, Levey & Chafcouloff, 1996, p. 8, 21)

POSTER 1-C
Parts Of A Letter

16 North Road Berkely, California 95389	→	Return Address
June 29, 1997	→	Date
Mrs. R. E. Bok Human Resources Director Perle Employment Agency 1900 Grant Avenue Los Angeles, CA 92885	→	Inside Address
Dear Mrs. Bok:	→	Greeting / Salutation
I am applying for the position of secretary which was advertised in the Los Angeles Times of June 28.	→	Body
I have enclosed my resume, and I would like to schedule an interview. I will call you early next week.		
I look forward to discussing this position with you.		
Sincerely yours,	→	Complimentary Close
<i>Annette Lee</i> Annette Lee	→	Signature/ Typed Name
Enclosure	→	Enclosure

(Loughheed, 1993, p. 10)

FOCUS SHEET 1-3A
Return / Inside Address And Date

Return Address	Examples
The Return Address contains: The writer's street address City, state, and ZIP Code	1818 Kendall Drive San Bernardino, California 92407
A comma separates the state or province from the country	Berkeley, California Toronto, Ontario, Canada

Inside Address	Examples
The Inside Address contains: The addressee's title, full name Job title Company name Street address City, state, and ZIP Code	Mr. Bill Rubin Vice President of Operations Garnet Educational Services 1525 Dexter Avenue, Suite 200 Seattle, Washington 98390
In the United States, the house or building number comes before the street. In some countries, the number comes after the street	Leliegracht, 46 Amsterdam 1015 DH Netherlands

Date	Examples
Dates are not abbreviated in business letters. A comma separates the month and day from the year.	American Form: month / day / year June 12, 1997
In international correspondence dates can be confusing if only numbers are used. You must sometimes clarify the date.	Alternate Form: day / month / year 12 June, 1997

(Lougheed, 1993, p. 125-127)

FOCUS SHEET 1-3B **Salutations And Complimentary Closes**

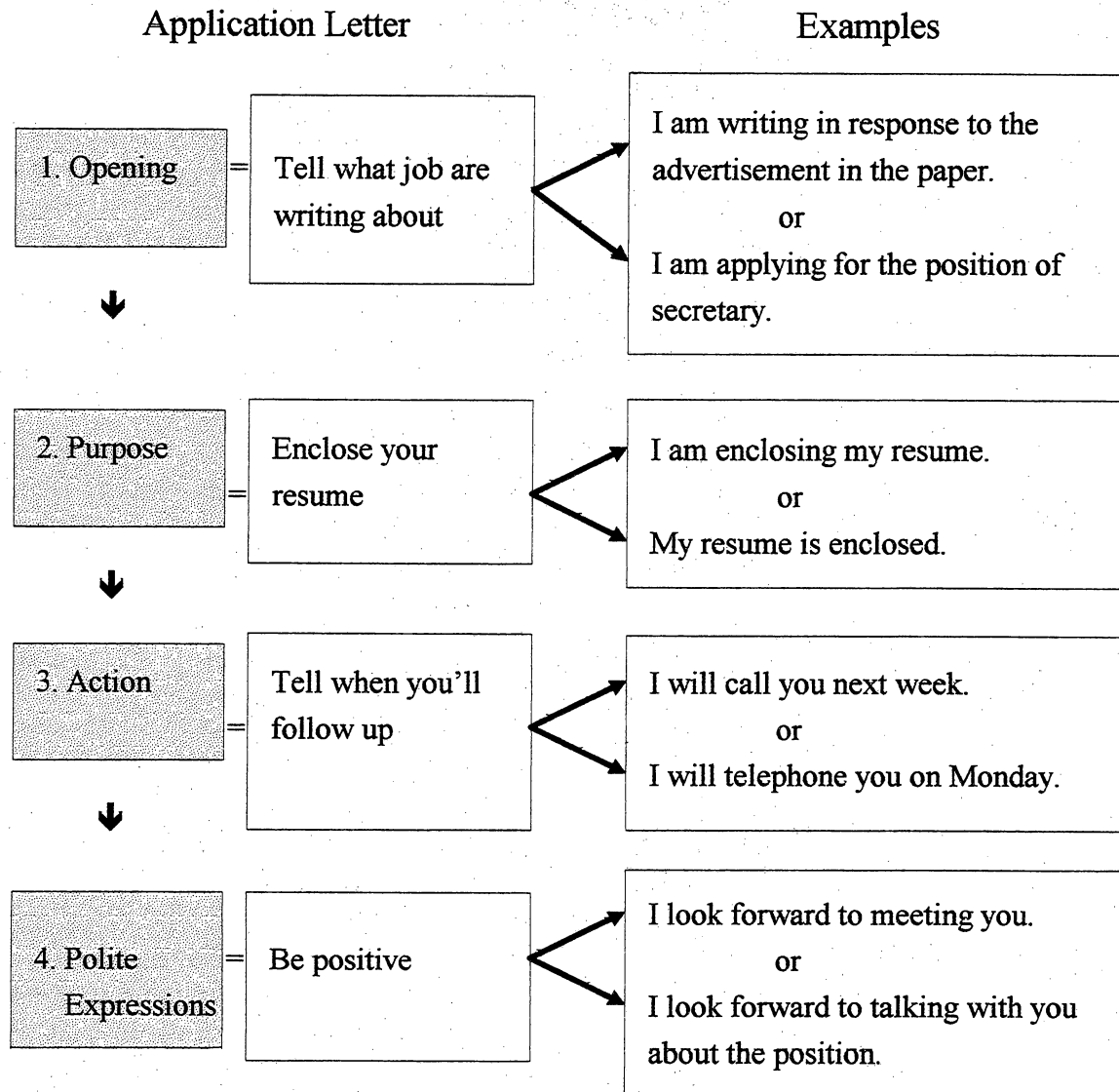
Use the chart below to match an appropriate salutation with a suitable complimentary close.

COMPLIMENTARY CLOSE	SALUTATION														
	Gentlemen:	Dear Sirs:	Sirs:	Dear Ladies:	Ladies:	Dear Sir:	Dear Madam:	Dear Mr. (family name):	Dear Mrs. (family name):	Dear Ms. (family name) :	Dear Doctor (family name):	Dear Governor (family name):	Dear Professor (family name):	Dear Senator (family name):	Dear (first name):
Very respectfully yours,											●	●	●	●	
Yours very respectfully,											●	●	●	●	
Respectfully yours,											●	●	●	●	
Yours respectfully,											●	●	●	●	
Very truly yours,	●			●	●			●	●	●	●				
Yours very truly,	●			●	●			●	●	●	●				
Truly yours,	●	●	●	●	●	●	●	●	●	●	●				
Yours truly,	●	●	●	●	●	●	●	●	●	●	●				
Very sincerely yours,								●	●	●					●
Yours very sincerely,								●	●	●					●
Sincerely yours,								●	●	●					●
Yours sincerely,								●	●	●					●
Sincerely,								●	●	●					●
Very cordially yours,															●
Yours very cordially,															●
Cordially yours,															●
Yours cordially,															●
Cordially,															●
Faithfully yours,															●
Yours faithfully,															●

● = OK to use

(Sudlow & Grow, 1993, p. 19)

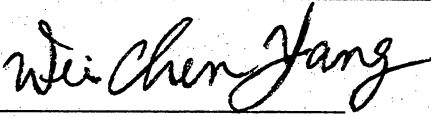
FOCUS SHEET 1-3C
Body Of An Application Letter



(Lougheed, 1993, p. 11)

FOCUS SHEET 1-3D

End Notations

Signature / Typed Name	Examples
<p>The writer of the letter will have his or her name typed at the bottom of the letter with his or her title. This person will then sign the letter.</p> <p>In some offices, a secretary will put his or her initials at the bottom of the letter. This shows who typed the letter. The writer's initials come first, and they are capitalized. The typist's initials come next, and they are not capitalized.</p>	 Wei-Chen Yang, General Manager WY/sh JK/rs

Enclosures	Examples
<p>In many business letters, extra information or extra sheet of paper is added in the envelopes of the letter. If there is just one Enclosure, the most common practice is to simply type the word enclosure in the appropriate location. If there are more than two items, the word Enclosure is abbreviated (encl.) followed by a colon and the numbers of extra items in the envelope.</p>	<p>Enclosure</p> <p>encl: 3</p>

CC:	Examples
<p>This notation, followed by people's names, means that a copy of the letter is being sent to other people also. The letters cc stand for carbon copy which is how copies were first made before photocopiers and computer printers.</p> <p>Note: cc is not capitalized.</p>	<p>cc: John Buehner Stacy Lyon</p>

(Sudlow & Grow, 1993, p. 20)

FOCUS SHEET 1-3E

Position Wanted Ads

San Francisco Chronicle
June 28, 1997

Secretary Wanted

Must be able to read and write Chinese, Japanese, and English, and type 60 wpm. Send resume to Mrs. R. E. Bok, Human Resources Director, Perle Employment Agency, 1900 Grant Avenue, San Francisco, CA 93739.

Milwaukee Post/August 15, 1996

Manager wanted. Must have experience. Send resume to Mr. Frederick Wolf, Director of Marketing, Smith Printing Company, 590 Sixth Avenue, Milwaukee, Wisconsin 39907.

Publisher's Monthly
July 31, 1998

File Clerk wanted. Must have high school education. Send resume to Mr. Paul Rook, Human Resources Director, Rascott Printing, 200 East 58th Street, New York, NY 39908.

Hong Kong Times
January 17, 1995

Receptionist wanted. Must speak Chinese and English. Send resume to Ms. Jane Goodman, World Communications, 64 Delrosa Avenue, Los Angeles, CA 98473.

(Lougheed, 1993, p. 9, 15-17)

WORK SHEET 1-3A

Parts Of A Letter

Read the following questions and choose the correct answer from Poster 1-C.

- _____ 1. Who wrote the letter?
 - a. Mrs. Bok
 - b. Annette Lee

- _____ 2. Who is the letter to?
 - a. Mrs. Bok
 - b. Annette Lee

- _____ 3. Where does Annette live?
 - a. 1900 Grant Avenue
 - b. 16 North Road

- _____ 4. What did Annette enclose?
 - a. The Los Angeles Times
 - b. Her resume

- _____ 5. What is Mrs. Bok's title?
 - a. Human Resources Director
 - b. Secretary

- _____ 6. When was the letter written?
 - a. June 29, 1997
 - b. June 28, 1997

(Lougheed, 1993, p. 10)

WORK SHEET 1-3B
Return / Inside Address and Date

Cross out the line that does not belong in the return address

- | | |
|---|---|
| 1. a. 806 Connecticut Avenue
b. Dear Mr. Brown
c. Washington, DC | 3. a. 680 Vine Street
b. Seattle, WA 09488
c. May 16, 1997 |
| 2. a. Sincerely yours,
b. 316 Anderson Road
c. Coral Gables, FL 33124 | 4. a. cc: Dr. Ralph Carson
b. 55 Chapel Street
c. Newton, Massachusetts 99377 |

These are addresses in the United States. Write them in the correct order

- | | |
|-----------------------------|------------------------------|
| 1. Adams Street 65
_____ | 3. Rowe Avenue 145
_____ |
| 2. Street Jones 21
_____ | 4. Fifth Avenue 105
_____ |

Rewrite the following dates to clarify the correct date

1. 1/6/90 Do you mean January 6, 1990 or June 1, 1990?
2. 8/12/95
3. 7/5/96
4. 11/4/97
5. 3/10/84
6. 9/2/98

(Lougheed, 1993, p. 125-127)

WORK SHEET 1-3C
Salutations and Complimentary Closes

Rewrite the following greetings correctly

1. Mr. Dear Komai, _____	4. Ms. Dear Burne; _____
2. Dear Locke Dr.: _____	5. Dear Mr. Sirs: _____
3. Dear Ms. Press _____	6. Dear Dean John, _____

Use the chart of Focus Sheet 1-3B, write all the possible closings for letters with the following greetings.

Greeting	Closing
1. Dear Mrs. Wilcox:	<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>
2. Dear Mary,	<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>
3. Dear Sir or Madam:	<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>
4. Dear Mr. White and Mr. Wong:	<div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>

(Lougheed, 1993, p. 127-128)

WORK SHEET 1-3D

Letter Practice

Complete the sentences in this letter. Use the appropriate words from the box:

1660 Kendall Drive
San Bernardino, CA 92407
July 1, 1997

_____ James Benawra
Personnel _____
The Superior Manufacturing _____
22 West _____
Merrytown, _____ 90390

Dear _____ Benawra:

Please _____ this letter an application for a secretarial position in your main office.

I graduated from XYZ High School in _____ 1995, after completing a three-year secretarial course. My typing and shorthand speeds are 60 and 120 words per minute respectively.

A _____ of my high school and previous work experience is _____. I have been employed as a part-time secretary for the past two years. If given the opportunity, I believe I would prove myself an asset to your company.

I would appreciate the opportunity to talk with you at your _____. I may be _____ at the above address or by telephone (555-2093).

_____ truly _____,

_____ Brown

1. Very	6. Director	11. resume
2. enclosed	7. Mr.	12. Ohio
3. June	8. reached	13. Alexander
4. yours	9. Company	14. Road
5. consider	10. convenience	15. Enclosure

(Starkey & Penn, 1994, p. 142)

WORK SHEET 1-3E

Fix The Letter

Jerry Sanchez wrote a letter to Century Trading Company for applying the position of office clerk. Put the letter in the right order by numbering the parts (1-12).

_____	Jerry Sanchez
_____	I look forward to hearing form you.
_____	Dear Sir or Madam:
_____	Personnel Director
_____	Century Trading Co.
_____	1490 Michigan Ave.
_____	Chicago, IL 90487
_____	I am enclosing my resume. As you can see, I will graduate from Honolulu City College next June.
_____	I am applying for the position of office clerk which was advertised in the Honolulu Times of February 20.
_____	Sincerely,
_____	February 23, 1997
_____	1800 Meyers Road
_____	San Francisco, CA 93768
_____	Enclosure
_____	My major is Business Administration. I can type, use a computer and speak English and Chinese.
_____	I would appreciate the opportunity for an interview.

(Helgesen & Adams, 1995, p. 109)

TEST SHEET 1-3

Letter Correction

Correct the 12 errors in the following letter. Write your answers on the list.

5658 South 23rd Road
Milwaukee; (1) Wisconsin 53271
August 14, 1997

Mr. Frederick Wolf (2)
Director of Marketing
Smith Printing Marketing
Sixth Avenue 589 (3)
Milwaukee, Wisconsin 74837

Dear Mr. Wolf, (4)

I am applying for the position (5) of secretary (6)
which were (7) advertised in the Milwaukee Post of
August 12.

I has (8) enclosed my resume; and I want (9) to
schedule an interview. I will call you early next
week.

I look forward to discussing this position with you.

Sincerely (10) yours,

Dorothy Jones (11)

Enclosr (12)

Type of Error

Correction

1. Punctuation

2. Capitalization

3. Word order

4. Punctuation

5. Spelling

6. Spelling

7. Grammar

8. Grammar

9. Style

10. Spelling

11. Capitalization

12. Spelling

(Loughheed, 1993, p. 15)

POSTER 1-D

The Resume

GINA SIMPSON

Temporary Address

1600 University Parkway
Houston, TX 77948
(409) 475-4847

Permanent Address

15777 Frostwood
Dallas, TX 55874
(387) 473-7574

EDUCATION

Texas A&M University. BBA, Finance, May 1987, GPA: 3.85

EXPERIENCE

Galaxy Nissan, College Station, TX
1986 - Present

- Enter accounting information into the company's computer system.
- Assist in inventory control.

Safeway Supermarkets, College Station, TX
1985 - 1986

- Cashier and assistant manager of customer service.

Heathcot interiors, Ltd., Houston, TX
1983 - 1985

- Management training program.
- Sold paint, wall coverings, and all interior decoration products.
- Handled customer complaints and maintained inventory levels.
- Responsible for data entry for inventory maintenance.

Foley's, Houston, TX
1981 - 1983

- Sold women's shoes and designed shoe displays.

COLLEGE HONORS AND ACTIVITIES

Alpha Kappa Psi National Business Fraternity (1985-1986) Chair, fund-raising committee
Distinguished Student Award, spring 1984, 1985, 1986
Residence Hall Association representative and tutor
Accounting Society
Ski Club

REFERENCES

Available on request.

(Tebeaux, 1990, p. 185)

FOCUS SHEET 1-4A

Writing Action Sentences

When you write a resume, it should be exciting, like an ad. In many sections, you will start each sentence with a verb or action statement. Leave out the word "I" as much as possible. Leave out extra words that are flabby. This is called writing action sentences.

Here is an example:

Regular Sentence	Action Sentences
I can manage my time well. I learn quickly and I enjoy working with people. In my Home Ec. Class I was elected monitor.	Manages time well, people-oriented. Elected Home Ec monitor and carried out leadership responsibilities.

More Examples of Action Sentences:

- Developed strong communication and public relations skills.
- Coordinated scheduling and inventory.
- Created employee work-efficiency program.
- Earned award for outstanding performance.
- Sold housewares.
- Trained and supervised 25 employees at retail sporting goods store.
- Raised \$5,600 for local Red Cross chapter during earthquake relief drive.
- Served as chairman of budget planning committee for Associated Students.
- Interviewed businesses for market research.
- Designed market plans for local business.
- Recruited students and faculty for European seminars.
- Monitored and analyzed contract financial status.
- Investigated and resolved contractual issues.
- Maintained accuracy of contract closeout procedures.
- Performed administrative functions for European seminars.
- Advised management on contract progress and changes.
- Demonstrated personnel counseling skills.
- Wrote detailed closeout procedures for government contracts.
- Conducted classroom presentation for seminars.

(Kimeldorf, 1994, p. 64; Stull & Baird, 1993, p. 58, 61-62)

FOCUS SHEET 1-4B

Words That Describe You

Accurate Precise	You pay attention to detail. You make few mistakes. You are careful.
Businesslike Mature Professional	You don't clown around or tease a lot. You treat people with respect. You don't try to treat everyone as a close friend. Instead you treat them like customers or co-workers. You don't use slang. People treat you like an adult.
Competitive	You like being the best at what you do. You like to win.
Efficient Organized Thorough	You can keep track of things. You don't like messes. You like order. You don't waste time. You write things down to remember them. You rarely lose things. You get the job done completely.
Creative	You always have new ideas. You solve problems in ways that nobody else has thought of.
Cheerful Friendly Outgoing	You like to meet new people. You have many friends. You are not shy. People say you are friendly. You smile a lot.
Independent Reliable Responsible	You don't have to be told what to do all the time. You can work on your own. When people give you a job, they know it will be done. When you give your word, you mean it. You hardly ever let people down.
Cooperative Flexible Adaptable	You are polite. You get along with people. You know how to compromise. Doing something new or in a different way doesn't bother you. If pressure builds, you can handle it. You know how to roll with the punches.
Handy Safe Skilled	You are good with your hands. You don't mind getting dirty. You work safely and carefully. You know how to use equipment and tools.
Considerate Customer- or People- Oriented	You consider other people's needs and feelings. You like helping others. You help others even when it is not your job. You volunteer.
Teachable Trainable	You like to learn things. You catch on quickly. You accept criticism and try to improve.
Energetic Alert	You have lots of energy. You get enough sleep. You are not lazy. You pay attention. You can think fast when you have to.
Loyal	You stick by your friends, or school or place of work. You are not a quitter.
Versatile Competent	You have many skills necessary to do the job. You can learn quickly.

(Kimeldorf, 1994, p. 63)

FOCUS SHEET 1-4C

Describing Skills

Work in pairs to practice the conversation based on the following chart.

✓ = Yes, ✗ = No, ● = A little, ? = He/she doesn't know, I don't know

Can she...? Can he...? Can you...?			Does she like...? Does he like...? Do you like...?			Is she good at...? Is he good at...? Are you good at...?		
⇓			⇓			⇓		
	Type	use a computer	speak another language	to meet people	to travel	math	selling things	public speaking
Karen	75 wpm. ✓	✓	● French	✗	✗	●	?	✗
Carl	65 wpm. ✓	✓	✗	✓	✗	✓	✗	?
Sofia	10 wpm. ✗	✗	✓ Spanish	✓	✓	●	✓	✓
Ken	35 wpm. ●	✓	● Japanese	✓	✗	✓	?	✗
Jan	60 wpm. ✓	✓	✗	✓	✓	✓	✓	●

* wpm = words per minute. Karen can type 75 words in one minute.

Examples:

A: Can Karen use a computer?

B: Yes, she can use a computer.

A: Is Karen good at selling things?

B: I don't know is she good at selling things.

A: Does Karen like to meet people?

B: No, she doesn't like to meet people.

A: Can Karen speak another language?

B: She can speak a little French.

(Helgesen & Adams, 1995, p. 20)

FOCUS SHEET 1-4D
Word Bank About Occupation And Job Skills

A. Occupations

Tour Guide	Travel Agent
Hotel Clerk	Secretary
Bank Clerk	Salesperson
Cashier	Teacher
Receptionist	Computer Technician

B. Job Skills

- Typing
- Using a computer
- Answering phones
- Operating cash registers
- Driving a truck
- Fixing machines
- Using equipment and tools

(Helgesen & Adams, 1995, p. 20)

WORK SHEET 1-4A

The Resume

Answer the following questions which are based on Poster 1-D.

1. Who wrote this resume?

2. Where does the writer live right now?

3. What is the writer's education level?

4. What was the writer's major in school?

5. Do you think is the writer a good student or not based on his/her GPA?

6. What company does the writer work for currently?

7. What companies did the writer work for between 1983 and 1986?

8. Which company do you think the writer worked as management trainee?

9. What kind of job do you think the writer had when she worked in Galaxy Nissan Co.?

10. What honors did the writer earn in school?

WORK SHEET 1-4B **Words That Describe You**

Use the words of abilities on Focus Sheet 1-4B. Choose one or two appropriate abilities that will probably need in the following job goals, and explain how it will help employers.

Example:

<u>Trainable</u>	Job Goal: Delivery
<u>Reliable</u>	How it/they will help employers: <u>I can learn the route quickly and insure that packages arrive on time.</u>

_____	Job Goal: Health Care Worker
_____	How it/they will help employers: _____
_____	_____
_____	Job Goal: Retail Sales
_____	How it/they will help employers: _____
_____	_____
_____	Job Goal: Auto Service
_____	How it/they will help employers: _____
_____	_____
_____	Job Goal: Food Service
_____	How it/they will help employers: _____
_____	_____
_____	Job Goal: Shipping Operator
_____	How it/they will help employers: _____
_____	_____
_____	Job Goal: Computer Operator
_____	How it/they will help employers: _____
_____	_____

(Kimeldorf, 1994, p. 66-67)

TEST SHEET 1-4

Read about Jerry Sanchez and complete Jerry's resume.

"My name is Jerry Sanchez. I live at 1405 Bay Street, Maui, Hawaii, 96811. My phone number is 808-555-3416. I was born on June 12, 1975. I graduated from Pacific High School in 1993. Three years ago, I started at Honolulu City College. I am studying Business Administration. I will graduate next June. I have a part-time job at Tower Records. I'm a clerk. I'm good at typing (65 wpm) and I can use a computer. I speak two foreign languages: Spanish (advanced) and Japanese (elementary)."

Jerry Sanchez		
1405	1	
	2	
	3	
Phone:	4	
Date of Birth:	5	
Employment Objective:		
To work for a trading company.		
Education:		
Honolulu City College.		
Major:	6	
September,	7	to present.
Degree will be earned in	8	next year.
	9	High School
Graduated in June	10	
Work Experience:		
11	to present,	12
(year)		(job)
		13
		(company)
Other Information:		
Business Skills:	Good	14
		(15 wpm)
		16
		skills.
Language:		
Spanish (17)
	18	(Elementary)
Reference on request		

- | | | |
|----------|-----------|-----------|
| 1. _____ | 7. _____ | 13. _____ |
| 2. _____ | 8. _____ | 14. _____ |
| 3. _____ | 9. _____ | 15. _____ |
| 4. _____ | 10. _____ | 16. _____ |
| 5. _____ | 11. _____ | 17. _____ |
| 6. _____ | 12. _____ | 18. _____ |

(Helgesen & Adams, 1995, p. 21)

FOCUS SHEET 1-5A
Basic Interview Questions

1. Are you working now?
2. Where did you work?
3. Are you interested in permanent or temporary work?
4. Do you want to work part-time or full-time?
5. What shift can you work?
6. When can you start?
7. What salary are you looking for?
8. Do you have a list of your references?



(Johnson, Levey & Chafcouloff, 1996, p. 229)

FOCUS SHEET 1-5B

How To Answer Basic Interview Questions

Before you go to an interview, it is important to think about your answer to questions an interviewer can ask you. Here are some ideas to help you prepare good answers:

- **Are you working now?** If you are working, you should say “ Yes “ and tell the interviewer where you are working. All of your work experience will help you in a new job.
- **Do you want permanent or temporary work? / Do you want full-time or part-time work? / What schedule can you work (shift/days/hours)?** It is important to be flexible. Sometimes a company does not have the type of job that you want. If you are flexible and you accept any position, the company might give you the type of job you want in the future.
- **When can you start?** Interviewers usually want job applicants to start work very soon. If you cannot begin to work very soon, you should wait to apply for a job.
- **What salary are you looking for?** Before you go to an interview, it’s a good idea to find out the usual salary for the job you are applying for. You can read want ads or talk to friends to learn more about usual salaries. When the interviewer asks you about salary, do not tell the interviewer the number of dollars that you want. Instead, you can say “ I am open (flexible about salary).” or “ I’d like the salary you usually pay for this position.”
- **Do you have any experience for this job?** Tell the interviewer a little about your experience. If the interviewer asks you for more information about your experience, talk about your past job duties and/or your job skills.
- **Could I call your supervisor?** It is usually a good idea to say “ Yes “ because your supervisor can be a reference for you. You should tell your supervisor that you are looking for a new job. If you do not want your supervisor to know that you are looking for a new job, you should explain this to the interviewer.
- **Do you have a list of your reference?** When an interviewer asks this question, he or she wants to see your reference. You should say “ Yes “ and give the interviewer your references.

(Johnson, Levey & Chafcouloff, 1996, p. 168)

WORK SHEET 1-5A
Basic Interview Questions

Listen again to the questions in Focus Sheet 1-5A. What should a job applicant say next? Circle the correct letter or letters.

1.
 - a. Yes, I do. I'm available immediately.
 - b. Yes, I am. I'm working at Rainbow cleaners.
 - c. Any schedule is fine.
2.
 - a. I worked for six years.
 - b. No, I didn't work here before.
 - c. I worked at the National Bank.
3.
 - a. Yes, I am very interested in this job.
 - b. Yes, I have a permanent job.
 - c. I prefer permanent work, but I'm flexible.
4.
 - a. I prefer full-time, but part-time is okay.
 - b. Yes, I do. And I can start tomorrow.
 - c. I'm available days or evenings.
5.
 - a. Yes, I can work evening hours.
 - b. I'm flexible about schedule.
 - c. In my last job, I worked ten hours every day.
6.
 - a. Yes, I can. I can work on the weekends.
 - b. I can work any shift.
 - c. I can start next Monday.
7.
 - a. I'm open. I'd like the salary you usually pay for this position.
 - b. My salary was \$8.00 an hour in my last job.
 - c. Yes, that's fine for me.
8.
 - a. I'm sorry. I don't want my supervisor to know I'm looking for a job.
 - b. Yes, I do. Here you are.
 - c. I'm open, but I've heard that the usual salary is \$9.00 to \$12.00 an hour.

(Johnson, Levey & Chafcouloff, 1996, p. 172)

WORK SHEET 1-5B
How To Answer Basic Interview Questions

Write the different ways to answer each question, using the answers in the box.

Part A:

1. When can you start?

- a. _____
- b. _____

2. Do you want permanent or temporary work?

- a. _____
- b. _____

3. Do you want full-time or part-time work?

- a. _____
- b. _____

4. What schedule can you work?

- a. _____
- b. _____

5. What salary are you looking for?

- a. _____
- b. _____

I prefer a permanent job, but I'm flexible.

I'd like to work part-time right now, but I can work full-time in August.

I can start immediately.

I prefer to work Monday to Friday, but anytime is okay.

I've heard the usual salary is \$6.00 to \$8.00 an hour. That's fine for me.

I can start on June 4th.

I'd like permanent work, but temporary work is okay, too.

Full-time is better for me, but I'm happy to accept part-time.

I can work any shift, but I prefer the day shift.

I'm open.

(Continued)

WORK SHEET 1-5B
How To Answer Basic Interview Questions

Write the different ways to answer each question, using the answers in the box.

Part B:

6. Do you have any experience for this job?

a. _____

b. _____

7. Are you working now?

a. _____

b. _____

8. Could I call your supervisor?

a. _____

b. _____

9. Do you have a list of your references?

a. _____

b. _____

Yes, Here you are.

No, I'm not working now.

Yes, I have three years' experience.

Yes, her name is Judie Belka. Her number is (900)485-4758.

Yes, I'm working at the Corner Café.

I'm sorry. I don't want my supervisor to know that I'm looking for a new job.

Yes, I worked at the Memorial Hospital for five years.

Yes, I do. I have it right here.

(Johnson, Levey & Chafcouloff, 1996, p. 169-170)

WORK SHEET 1-5C

Job Interview Checklist

Directions:

1. If you observed the skill put an " X " under the column observed. Otherwise draw a line through that skill.
2. Read the maximum points allowed for that skill.
3. Score the student, putting in the points you would give.
4. Write comments you think will help the job seeker.

Job Interview Skills	Observed	Maximum Points	Points Scored	Comments
Dress & appearance		3		
Courteous		1		
Voice: loud & clear		1		
Good eye contact		1		
Shake hands/Introduces Self		1		
Answers questions well				(Please record questions)
Gives minimal one or two-words answers only		-1 / question (-5 pts. max.)		
Gives at least 1 example when asked questions..... to prove answer.....		+2 / question (10 pts. max.)		
Gives detailed examples when asked questions including the following: * Tells where (1 pt.) * Tells what (1 pt.) * Tells when (1 pt.) * Tells results (1 pt.) * Tells how it will help employer (1 pt.)		+5 / question (15 pts. max.)		
At the end of the interview		1		
Shakes hand/Thanks you				
State interest in working for you / having job		1		
Leaves resume or card		1		
Asks to check back		3		

Suggested Scoring Range Totals

Max. 32 - 37 ... Very Good

26 - 22 ... Good

17 - 21 ... Satisfactory

(Kimeldorf, 1994, p. 124-125)

TEST SHEET 1-5

Select the best response for each of the questions below.

- _____ 1. When can you start work?
 - a. Anytime next week.
 - b. Will next week be okay with you?
 - c. Although I prefer Monday, I can start now, if you would like me to.
- _____ 2. Can you give me one or two references?
 - a. One of my teachers, I guess.
 - b. You can talk to the manager at SunRay Cleaners or my teachers.
 - c. You can contact Miss Anne Willis, my high school English teacher, and Mr. Randy Campos, the manager at Sunex Co. where I worked before.
- _____ 3. Why did you leave your last job?
 - a. I wasn't learning nothing, and I never was going to get ahead.
 - b. I couldn't get along with those people.
 - c. I wanted to find a company that offered opportunities for advancement and training for its new employees.
- _____ 4. I noticed on your application that you live all the way across town. Will you have any difficulty getting to work?
 - a. Yeah, that's why I started not to come here.
 - b. Well, this morning I caught a ride with a friend.
 - c. I've already considered that. And I can make arrangement to get to work every day, on time.
- _____ 5. What can you tell me about your experience on the cashier?
 - a. Ain't nothing to tell. I just used the register.
 - b. I operated the Accu-Count XL3 register while working at Sears Department store as a cashier.
 - c. I worked the register at Sears Department store.
- _____ 6. Why did you decide to try our company?
 - a. I don't know. I'm just trying everybody.
 - b. In today's tough job market, a person has to try every company with an opening that matches his/her qualifications and experiences.
 - c. I couldn't leave a stone unturned.
- _____ 7. Why did you decide to take a job while still in school?
 - a. There're some things I want to do, and a job will make it easier.
 - b. My mother said find a job... so here I am.
 - c. I'm old enough now to work a part-time job after school, and may family could really use the extra income.

(Starkey & Penn, 1994, p. 158-159)

APPENDIX B: TEACHING MATERIALS FOR UNIT TWO

UNIT OVERVIEW

Unit Two: Business Across Cultures

Goal:

The goal of this unit is to explore issues of crosscultural differences and possible resolution in the business context. Employing a broad range of communicative activities, this unit teaches students business practices in different countries around the world and helps them to compare these with their own ideas and values. This unit is designed for the business major to practice thinking critically, solving problems, acquiring crosscultural awareness, and developing oral communication skills while learning Business English. As the same, pair work/group work, simulation, presentation, and game are included to help students explore solutions creatively while increasing their fluency in English.

Content:

- Lesson One: Making Acquaintances in the World of Work
- Lesson Two: Business Socialing - Social Entertainment
- Lesson Three: Eating and Drinking Etiquette
- Lesson Four: Business Air Traveling
- Lesson Five: Cross-Cultural Marketing
- Lesson Six: Intercultural Negotiation - Making a Deal

LESSON ONE: MAKING ACQUAINTANCES IN THE WORLD OF WORK

Objectives

1. To learn vocabularies of occupations, and the ways for addressing people
2. To recognize countries and nationalities
3. Learn how to make initial contacts in business

Vocabulary: occupation, receptionist, accountant, deputy managing director, public relations officer, nickname, colleague

Materials

Poster 2-A; Focus Sheet 2-1A, 2-1B, 2-1C, 2-1D; Work Sheet 2-1A, 2-1B; Test Sheet 2-1

Involving students' background, interests, and prior knowledge

Ask students the following questions:

Could you name your ideal occupations in English?

How do you introduce yourself in a conversation in which you have never met the other person?

Can you tell me what country you are from and what is your nationality?

In your own workplace or place of study, whom do you call by their first names, and whom by their last names?

Teaching with variety

Visual: Use Poster 2-A to show how to interpret occupations in English.

- Activity:
1. Describe jobs and responsibilities among these occupations shown in Poster 2-A.
 2. Provide Focus Sheet 2-1A to demonstrate the introduction and address system.
 3. Distribute Work Sheet 2-1A to students, and have them work in pairs to answer the questions about titles in their culture.
 4. Distribute Work Sheet 2-1B to students, and work in groups to fill out the countries and nationalities exercise.
 5. Use Focus Sheet 2-1B to pair students to ask questions of each other about their names, nationalities, companies, jobs, positions, and responsibilities.

Responding to diversity with a range of activities

Game Competition: Use Focus Sheet 2-1D to practice the speaking exercises in meeting people through a group game.

ELD vocabulary support:

1. Use Poster 2-A to provide visual support for important vocabulary about occupations.
2. Use Focus Sheet 2-1A and 2-1C to give some useful and important phrases in introductions and job descriptions.

Primary language support:

Label the vocabularies about occupations, and countries in Chinese.

Take home:

Ask students to write an fictional profile about themselves by using the following topics: name, company, responsibilities, nationality, position in the company, and home town.

Assessment

Listening and Cloze Test: Use Test Sheet 2-1. Students will hear three conversations in which people are meeting and being introduced to each other. Students are expected to fill the blanks with the key words spoken in the three conversations.

LESSON TWO: BUSINESS SOCIALING - SOCIAL ENTERTAINMENT

Objectives

1. Socialing with colleagues
2. Entertaining business clients
3. Practicing social chit-chat

Vocabulary: acquainted, decline, casual, karaoke, racquetball, caviar, nachos, gin and tonic, margarita

Materials

Focus Sheet 2-2A, 2-2B; Work Sheet 2-2A, 2-2B, 2-2C; Test Sheet 2-2

Involving students' background, interests, and prior knowledge

Ask students the following questions:

- Is it common to socialize with employees from different levels of the company?
- What is different about socializing with friends and socializing with colleagues?
- What are common ways of socializing with business colleagues or entertaining business clients?
- What kind of topics do you usually talk about during business socializing?

Teaching with variety

- Activity:
1. Use Focus Sheet 2-2A to provide students with new vocabulary presented in a realistic context of business social activities.
 2. Distribute Work Sheet 2-2A to students; pair students to talk about the differences between socializing with friends and colleagues.
 3. Distribute Work Sheet 2-2B to students, and work in groups to discuss the ways of different cultures entertain business clients.
 4. Distribute Work Sheet 2-2C to students and match the proper reply to the right comment that happened in social conversations.

Responding to diversity with a range of activities

Social Chit-Chat: Have students work in groups and find out about each group member's interests.

ELD vocabulary support:

1. Provide cue cards created from Work Sheet 2-2C that offer useful expressions for conversational practice.
2. Use Focus Sheet 2-2B to provide visual vocabulary about recreation, social drinks and appetizers.

Primary language support:

Label visual vocabulary in Chinese.

Take home:

Plan a two-day entertaining agenda for a client who comes from the United States, and present it to the class.

Assessment

1. Students will present an individual entertainment agenda at the next class.
2. Use Test Sheet 2-2 to evaluate students' understanding in social conversations.

LESSON THREE: EATING & DRINKING ETIQUETTE

Objectives

1. To learn how to read menus and order food
2. To learn tips on eating and drinking etiquette
3. To practice table manners by role playing conversations

Vocabulary: dressing, entries, appetizer, cocktail, utensils, slurp, burp, napkin, etiquette

Materials

Poster 2-B; Focus Sheet 2-3A, 2-3B, 2-3C; Work Sheet 2-3A; Test Sheet 2-3

Involving students' background, interests, and prior knowledge

Ask students the following questions:

Have you ever eaten out in a Western restaurant?

What kind of Western food do you like?

How many rules do you know about Western table manners?

What table manners are polite or impolite in your country which are not that way in other countries?

Teaching with variety

- Visual:
1. Use Poster 2-B to show a menu.
 2. Use the pictures and vocabulary cards to show the vocabulary about menu facts and table manners.
 3. Play the video to introduce the proper table manners in dining.

- Activity:
1. Use Poster 2-B to introduce the food on a menu.
 2. Use Focus Sheet 2-3A to explain the tips on reading menus. Have students work in pairs or groups of three to role play the simulated conversations to practice offering and ordering expressions.
 3. Distribute Work Sheet 2-3A to students and work in groups to compare the different eating and drinking habits between people in the United States and those in your country.
 4. Use Focus Sheet 2-3B to discuss as a class the etiquette for attending a dinner and setting the table.

Responding to diversity with a range of activities

Cooperative Tasks: Divide students into groups. Students assign themselves to be the role of waiter/waitress, customers, host/hostess or guests, etc. In the role-play process, students need to imagine different situations and design conversations that are related to the language learning of eating & drinking. Then they make a formal presentation to the class.

ELD vocabulary support:

1. Use Focus Sheet 2-3C to provide visual vocabulary about the meals.
2. Offer useful expressions on the board about offering and ordering dialogues.

Primary language support:

Label the vocabulary and menus in Chinese.

Take home:

Prepare for the role-play presentation at the next class.

Assessment

Use Test Sheet 2-3 to evaluate students' understanding about this lesson.

LESSON FOUR: BUSINESS AIR TRAVELING

Objectives

1. Simulating the situations at the air traveling
2. Rules and regulations for air traveling
3. Hotel check-in
4. Learning business travel jargon

Vocabulary: boarding, cockpit, flight attendant, aisle, reservation, steward/stewardess, reconfirm, skycap, jet lag

Materials

Poster 2-C; Focus Sheet 2-4A, 2-4B, 2-4C; Work Sheet 2-4A, 2-4B, 2-4C; Test Sheet 2-4.

Involving students' background, interests, and prior knowledge

Ask students the following questions:

Who has traveled overseas?

Which means of transportation do you usually use for overseas travel in your country?

What kinds of knowledge should one have for overseas traveling?

Did you book the air ticket and make the hotel reservation by yourself on your overseas traveling?

Teaching with variety

Visual:

1. Use Poster 2-C to show important vocabulary about air travel.
2. Use a notebook computer connected to a TV screen to demonstrate how to use E-mail to communicate with one another.

Activity:

1. Use Focus Sheet 2-4A to simulate situations that might be met at an airport and what should be done.
2. Distribute Work Sheet 2-4A and Work Sheet 2-4B to students. Have them study the rules and regulations at the airport, then work in groups to practice how to solve problems encountered during air traveling.
3. Use Focus 2-4B, work in groups to practice dialogues that take place at hotel check-in.

4. Distribute Work Sheet 2-4C to students; go through the conversation of business travel jargon. Then try to figure it out the meaning in standard English.
5. Ask students to design an overseas travel plan and E-mail their itinerary to other classmates.

Responding to diversity with a range of activities

Simulations: Divide students into groups and have them simulate the different situations at the business travel such as airport check-in, hotel reservations, immigration, customs and so on.

ELD vocabulary support:

1. Utilize Poster 2-C to offer vocabulary about air travel.
2. Use Focus 2-4C to offer vocabulary about customs and hotel check-in.

Primary language support:

Label the vocabulary in Chinese.

Take home:

Have students summarize and create one paper about travel tips and present it to the next class.

Assessment:

1. Students will present an oral travel tips paper at the next class. Refer to Figure 2: Oral Presentation Evaluation Checklist for assessment.
2. Use Test Sheet 2-4 to do cloze exercise.

LESSON FIVE: CROSSCULTURAL MARKETING

Objectives

1. To learn ways to promote products and brands in marketing
2. To learn the differences in marketing products across cultures

Vocabulary: advertisement, commercial, coupon, brochure, catalogue, leaflet, exhibition

Materials:

Poster 2-D, 2-E, 2-F, 2-G, 2-H; Focus Sheet 2-5A, 2-5B, 2-5C; Work Sheet 2-5A, 2-5B, 2-5C, 2-5D; Test Sheet 2-5

Involving students' background, interests, and prior knowledge

Ask students the following questions:

Can you name ten well-known products and brands in the world?

What are the factors that might influence you when purchasing products?

What is the most unforgettable advertisement or commercial you have seen?

Teaching with variety

- Visual:
1. Use visual brands/logos of companies and advertisements in newspapers or magazines.
 2. Using a notebook computer connected to a TV screen, demonstrate how to use the Internet to access some famous companies' home pages and browse advertisements on Web sites.

- Activity:
1. Show Poster 2-D, 2-E, 2-F, 2-G containing advertisements and discuss the questions on Work Sheet 2-5A.
 2. Distribute Work Sheet 2-5B to students; work in groups to discuss the best methods of promoting these products provided on Focus Sheet 2-5A.
 3. Use Focus Sheet 2-5B to recognize the famous global brands, then distribute Work Sheet 2-5C for students to answer the relevant questions.
 4. Utilize the reading on Focus Sheet 2-5C to emphasize the importance of cross-cultural awareness in marketing, then work on Work Sheet 2-5D for reading comprehension.

Responding to diversity with a range of activities

Work in Groups: Have students collect sale advertisements for grocery stores, and compare five products for sale in these stores. Decide which store has the most competitive prices and what kind of promotional methods does each store used.

Learning center: Use Focus Sheet 2-5C as an example of comparative analysis in soft drink advertisements.

ELD vocabulary support: Write on the board the main descriptions of each advertisement.

Primary language support: Label the important vocabulary on advertisements in Chinese.

Take home: Have students find their favorite advertisements in newspapers or magazines or on the Internet and present them during the next class, explaining why they think the ads are effective.

Assessment

1. Students will present individual favorite advertisements at the next class. Refer to Figure 2: Oral Presentation Evaluation Checklist for assessment.
2. Use Test Sheet 2-5 to practice word forms.

LESSON SIX: INTERCULTURAL NEGOTIATION - MAKING A DEAL

Objectives

1. To learn crosscultural awareness in business negotiation
2. To learn how to negotiate a business agreement

Vocabulary: bargain, concession, commitments, warranty, letter of credit, representative, penalty

Materials

Poster 2-I; Focus Sheet 2-6A, 2-6B, 2-6C; Work Sheet 2-6A, 2-6B, 2-6C, 2-6D; Test Sheet 2-6

Involving students' background, interests, and prior knowledge

Ask students the following questions:

In your country, is it common to negotiate the price of goods in a market?
What kinds of products or services are negotiable in your country?
What terms of sale in business negotiation do you emphasize the most?

Teaching with variety

- Activity:**
1. Showing Poster 2-I to the class, ask students what is wrong with each comic; then demonstrate the important strategies in business negotiation.
 2. Use the reading on Focus Sheet 2-6A to teach students about cultural differences in negotiation, then distribute Work Sheet 2-6A to have students do the comprehension check.
 3. Use Focus Sheet 2-6B to simulate a conversation in negotiating terms of sale. Distribute Work Sheet 2-6B to evaluate if students understand the meanings of the expressions in the dialogue, then have the class work in pairs to take turns being a customer and supplier to practice the conversation.
 4. Show Focus Sheet 2-6C to demonstrate the most common terms of sale in contracts; then distribute Work Sheets 2-6C and 2-6D to have students work on dialogues in negotiating these terms.

Responding to diversity with a range of activities

Simulation: Divide the class into two groups, A and B. Group A reads the seller's information in Focus Sheet 2-6C. Group B reads the buyer's information in Work Sheet 2-6C. In each group, decide what items are necessary and non-negotiable and what items may be given up in the negotiation as concessions. Next find a classmate from the other group and negotiate an agreement. Then write down your agreement and go back to your own group to find out which member got the best deal or the worst deal.

ELD vocabulary support: Utilize Focus Sheet 2-6C to offer some important vocabulary about the terms of sale in negotiation.

Primary language support: Label the terms of sale in Chinese.

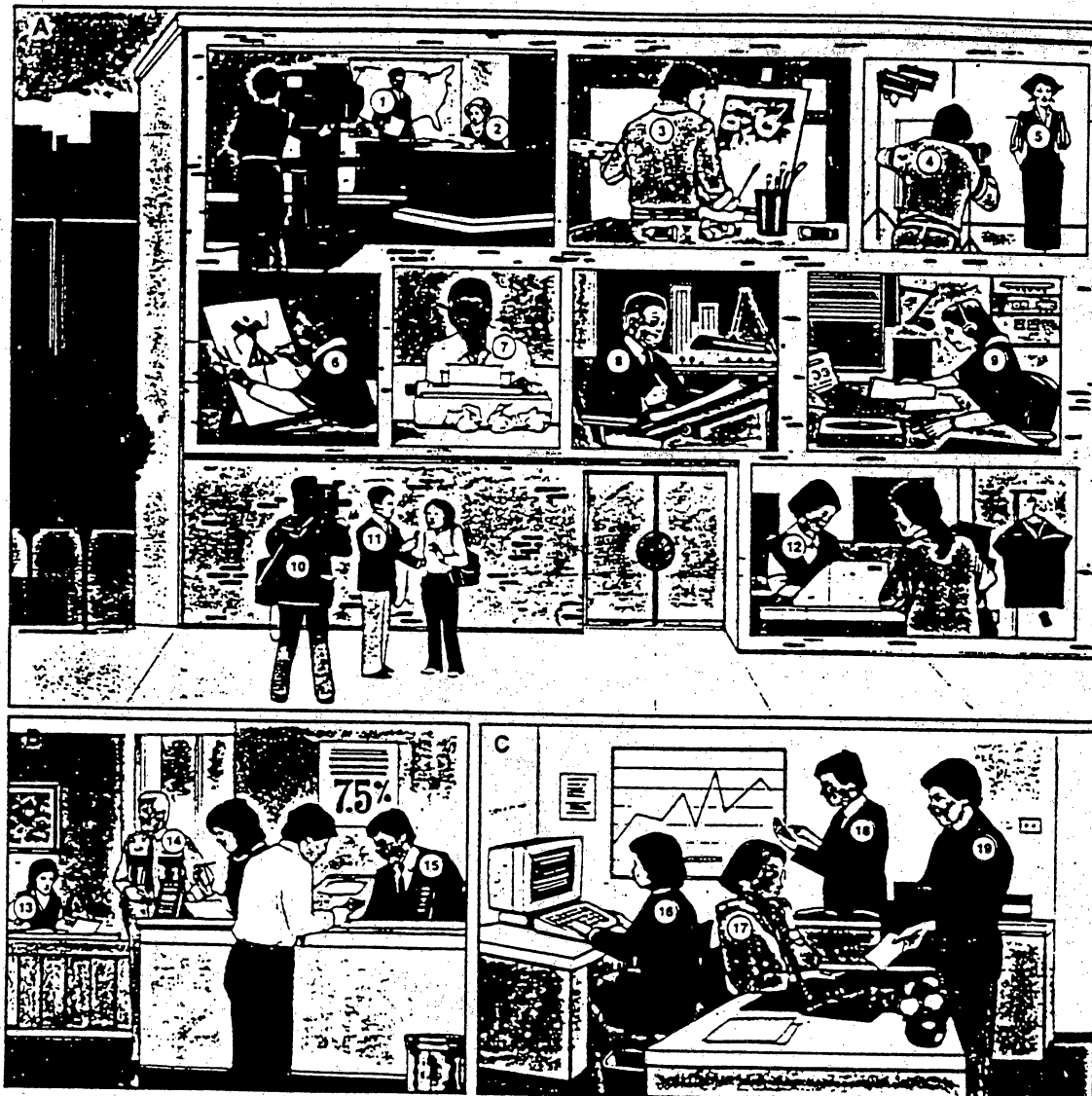
Take home: Write up a plan for the two groups that will result in a more successful negotiation, then share the plan with the class.

Assessment

1. Students will present their individual successful negotiation plan at the next class. Refer to Figure 2: Oral Presentation Evaluation Checklist for assessment.
2. Use Test Sheet 2-6 to do the word forms practice.

POSTER 2-A

Occupations



- A. Media and Arts**
1. weather forecaster
 2. newscaster
 3. artist
 4. photographer
 5. model
 6. fashion designer
 7. writer
 8. architect
 9. disc jockey (DJ)
 10. cameraperson
 11. reporter
 12. salesperson

- B. Banking**
13. officer
 14. security guard
 15. teller
- C. Business Workers**
16. computer programmer
 17. receptionist
 18. accountant
 19. messenger

(Parnwell, 1989, p. 86)

FOCUS SHEET 2-1A
Introductions and The Address System

Introductions

	Introducer	Response A	Response B
<i>More formal</i>	I'd like to introduce Henry Cheng.	How do you do?	How do you do?
↑	I'd like to introduce Marie Brandon.	Glad to meet you.	The pleasure in mine.
↓	I'd like you to meet Patricia Murphy.	Nice to meet you.	Nice to meet you.
	I'd like to introduce Tony Angelo.	Pleased to meet you.	Nice to meet you.
<i>Less formal</i>	I'd like you to meet Akiko Sato.	Nice to meet you.	I've heard so much about you.
	This is Ali Hassan.	Hi	Hi

Self-Introductions

	Self	Response
<i>More formal</i>	Hello. I'm John Plessis.	How do you do? I'm Julie Duarte.
↑	Hello. My name is George Kyrkostas.	Pleased to meet you. I'm Sue Washington.
↓	I don't think we've met. I'm Young Kim.	Nice to meet you. I'm Eva Beck.
<i>Less formal</i>	Hi. I'm Mike. What's your name?	Hi. I'm Margaret, but everyone calls me Peggy.

(Continued)

FOCUS SHEET 2-1A
Introductions and The Address System

Address Forms

	Address Forms	Function
<i>Formal</i>	Dr. Snow	<i>Title + last name</i>
	Professor Schultz	Used in formal situations
	Mr. Carnegie	<i>Mr.:</i> a man
	Miss Scaife	<i>Miss:</i> a single woman
	Mrs. Snow	<i>Mrs.:</i> a married woman
	Ms. Newman	<i>Ms.:</i> a single or married woman
	Susan Melanie Patricia	<i>Full first name</i> Note: Some people want their full first name used in all situations
<i>Informal</i>	Anderson Smith Pearson Polifroni	<i>Last name only</i> Used in sports or in the military, and in some offices. Used by a superior to a subordinate or among equals. Do not use this form unless you are certain that it is appropriate.
	Sue Barb Pat	<i>Short first name</i> Not all names have a short form, but many do.
	Bobby	<i>Diminutive first name</i> Some people consider this form childish, so make sure it is appropriate to use.
<i>Intimate</i>	Red Sunny Chip T.J. Flip	<i>Nickname</i> Very informal; should be used only when you are sure the person wants you to use this form. Some names are very personal and can be insulting if not used properly.

(Tillitt & Bruder, 1996, p. 16-18)

FOCUS SHEET 2-1B

Personal Details

What's his name?
(What is) her

What nationality is he?
she?

Who does he work for?

Where does she work?

What's his position in the company?
her

SKANESBANKEN

Birgitta Swenson
Deputy Managing Director

Hydrogatan 7
S - 15146 Stockholm
Tel: 08 863 50 40
Fax: 08 665 40 38



CEP

Margareta Vidal Romero
Public Relations Officer
Plaza de la Castellana 201
MADRID
Tel: 1 431 2647
Fax: 1 433 1314
Telex: 45991

BSCS

Dele Crowley
Vice President
10400 Diamond Drive
Santa Barbara
California
Tel: 805 962 9171
Fax: 805 962 9993

TE

Jean Claude Assolff
Technical Director
236 Rue Surcouf
75037 PARIS CEDEX 07
Tel: 78 32 96 34
Telex: 61711 - 09408 D

N! N! N! INFORMALINK KK

Headquarters
Informalink BLDG
237 Avenue - 106
Tennis - 10
Ottawa K1T
Tel: 64 506 2007
Telex: 02423022 INFOK J

Nature Tseng
Sales Representative

(Hollett, 1992, p. 10)

FOCUS SHEET 2-1C
Phrases Used in an International Conference Conversations

GREETINGS

Good afternoon!
Hello, Robert.
How nice to see you, Helen!
How are you doing?
What a pleasant surprise!
Long time, no see.

CLOSINGS

Well, I am afraid I have to be going.
I really must go now.
It's been a pleasure.
It was nice to see you.
Nice to see you again.
Talk to you later.

JOB DESCRIPTIONS


Where do you work?
What kind of company do you work for?
Whom do you work for?
Which field is your company in?
What's your position in the company?
What's your responsibility in the company?

COUNTRY / NATIONALITY

Where are you from?
Where do you come from?
What's your nationality?
Are you from another country?
What is your native language?
How many language can you speak?

FOCUS SHEET 2-1D

Talk It Over

Ask another person where they come from.	You see an old friend. Greet him / her.	Ask another persons about their companies.
Ask another person at the conference about their country.		Introduce two people to one another.
Ask another person at the conference what their job is.		Ask another person about the division or position they work in.
Introduce yourself to another person at the conference.		<div>INSTRUCTION</div> <p>You are all participants at an international conference. Toss a coin to move - Heads, move one square. Talls, move two squares. Follow the instructions on each square and start conversations. The first person to finish is the winner.</p>
	<div>START</div> <div>↓</div> <div>FINISH</div> <div>◎</div> <td>It's time to go home. Practice closing expression to close your conversation.</td>	

(Hollett, 1992, p. 13)

WORK SHEET 2-1A

Answer the following questions about titles in your culture. Share your answers with a partner and compare them to those of an American provided in the chart.

	You	Your Classmate	Americans
How do you address classmates in your home country?			<i>By first name or nickname.</i>
How do you address your business colleagues in your home country?			<i>By first name or nickname.</i>
What different titles do you use for women?			<i>We use Miss or Ms. for unmarried women and Mrs. or Ms. for married women.</i>
What different titles do you use for men?			<i>We always use Mr. for both young and old, married and unmarried.</i>
How do you address a person at your business / social level if you have just met?			<i>Usually by first name.</i>
How do you address a boss or supervisor?			<i>Usually by first name. If there is a large difference in power, we may use Mr. or Ms.</i>
How do you address a secretary or receptionist?			<i>By first name.</i>
Are there special titles for people in a company depending on their position or their education? Do you use these titles?			<i>In a company we do not use different titles for different positions. Educators and other professionals sometimes use their academic titles but mainly in business cards and letters.</i>

(English & Lynn, 1995, p. 26)

WORK SHEET 2-1B

Countries and Nationalities

Country	Nationality
Japan	Japanese
The USA	American
Italy	Italian
Sweden	Swedish
Norway	Norwegian
France	French
Switzerland	Swiss
Germany	German
The Netherlands	Dutch
Britain	British

Work in groups and discuss what are each company's country and nationality.

Company	Country / Nationality
Fiat	
Samsung	
Toyota	
L'Oreal	
Rolls-Royce	
Siemens	
Philips	
Acer	
MacDonald's	

(Hollett, 1992, p. 12)

TEST SHEET 2-1

You'll hear three conversations in which people are meeting and being introduced to each other. Listen to what they say to each other and fill the gaps below:

1. *Alex White, a new employee, meets Chris Grey.*

Alex White: I'd just like to _____. My name's Alex White and I'm the new export sales co-ordinator.

Chris Grey: Oh, yes. I've heard of you. How _____? I am

Chris Grey: _____ you.....

2. *Liz Jones, a colleague from Canada, is visiting the office in London.*

Tony Harris: Ms. Smith, I'd _____ Mrs. Jones. Mrs. Jones is from our sales office in Toronto.

Liz Jones: Hi !

Claire Smith: _____, Mrs. Jones? I've been _____ meeting you.

Liz Jones: Oh, please _____ Liz.

Claire Smith: And I'm Claire.

Liz Jones: Hi !

Claire Smith: Well, Liz, did you _____?

Liz Jones: Yeah, not too bad.....

3. *Miss Lucas, a visitor from Argentina, is introduced to Mr. Evans.*

Mrs. Green: Mr. Evans, _____ Miss Lucas? She's from Argentina.

Mr. Evans: Yes, I think we've met before. It's _____!

Miss Lucas: That's right, hello again. _____?

Mr. Evans: Fine, thanks.....

(Jones & Alexander, 1996, p. 8)

FOCUS SHEET 2-2A

An Office Party

An American manager by the name of Mill Morris worked for an American multinational firm. One year he was transferred to France. When he began working in the French office, he wanted to get to know his employees and show them that he was friendly and interested in a good work relationship. He decided to throw a party for the whole office. He thought it would be a good way to get acquainted with everyone in a less formal environment. He invited everyone in his office, including secretaries and executives, for a big party in his elegant apartment. Everyone accepted the invitation. He was pleased that no one had declined his invitation.

At his apartment Morris served a buffet of snack foods and drink. The employees could help themselves to whatever they liked. The manager liked this casual style of parties. As an informal and relaxed host of the party he could show them that he was an open person and easy to talk to. Morris feels these are important qualities of a manager and boss.

The party, however, was not a success. The employees were very uncomfortable as guests. They felt they didn't know Morris well enough to be in his home. They thought he was showing off his money by inviting them to his elegant apartment. They also were not comfortable with one another because they were not used to socializing together.

(Continued)

FOCUS SHEET 2-2A

Circle the words that are most similar in meaning to the words in italics (taken from the story).

1. He decided to *throw a party* for the whole office.
 - a. to go out with a group of people
 - b. to have a party
 - c. to go to a party
2. He thought it would be a good way to *get acquainted with* everyone.
 - a. to get to know
 - b. to get tired of
 - c. to please
3. He was pleased that no one *had declined* his invitation.
 - a. had said maybe to
 - b. had said yes to
 - c. had said no to
4. At the house he served *a buffet* of snack foods and drinks.
 - a. a small amount
 - b. a meal eaten around a table
 - c. food to be eaten away from the table
5. The manager liked this *casual* style of parties.
 - a. relaxed
 - b. impersonal
 - c. happy
6. They also were not used to *socializing* together.
 - a. spending time together while working
 - b. spending time together as friends
 - c. spending time together while eating

(English & Lynn, 1995, p. 33-34)

FOCUS SHEET 2-2B
Words Bank in Social Chit-Chat

Interests:	Karaoke	Bowling
	Raquetball	Cycling
	Cross Country Skiing	Hiking
	Golf	Camping
	Yoga	Fishing
Social Drinks:	Gin and Tonic	Beer
	Martini	Brandy
	Bloody Mary	Champagne
	Margarita	Long Island Ice Tea
	Scotch	Juice
Appetizers:	Shrimp Roll	Onion Rings
	Cheese Ball	Buffalo Wings
	Finger Sandwich	Nachos
	Melon Ball	Chicken Strips
	Caviar	Shrimp Cocktail

WORK SHEET 2-2A

Socializing With Colleagues

Check the places you go and things you do with friends and colleagues.

WITH FRIENDS	WITH COLLEAGUES
Where to Go	Where to Go
<input type="checkbox"/> Bar	<input type="checkbox"/> Bar
<input type="checkbox"/> Restaurant	<input type="checkbox"/> Restaurant
<input type="checkbox"/> Night club	<input type="checkbox"/> Night club
<input type="checkbox"/> Home	<input type="checkbox"/> Home
<input type="checkbox"/> Golf or tennis club	<input type="checkbox"/> Golf or tennis club
<input type="checkbox"/> Outdoors	<input type="checkbox"/> Outdoors
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
What to Do	What to Do
<input type="checkbox"/> Drink together	<input type="checkbox"/> Drink together
<input type="checkbox"/> Go out to lunch or dinner	<input type="checkbox"/> Go out to lunch or dinner
<input type="checkbox"/> Throw a party	<input type="checkbox"/> Throw a party
<input type="checkbox"/> Have a banquet	<input type="checkbox"/> Have a banquet
<input type="checkbox"/> Play a sport together	<input type="checkbox"/> Play a sport together
<input type="checkbox"/> Get together with family	<input type="checkbox"/> Get together with family
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

DISCUSSION

Answer the following questions as a class.

1. What is different about the social time you spend with friends and the colleagues?
2. How often do you go out with colleagues?
3. Do you think it is good to socialize with your colleagues? Why or why not?
4. In English there is a saying, "Never mix business with pleasure." Do you agree with this saying? Why or why not?

(English & Lynn, 1995, p. 38)

WORK SHEET 2-2B
Entertaining Business Clients

Cultures differ when it comes to entertaining business clients. Read the following examples and then say what is done in your culture.

South Korea	Dinner parties, drinking, and singing in Karaoke bars and sometimes in Ksaengs (night clubs with hostesses). Playing golf together. Spouses are not usually included.
Spain	Usually lunch or dinner in a restaurant, not someone's house. Spouses rarely come along. Guests may be accompanied or offered tickets to cultural events.
United States	Dinner in a restaurant or at home. Spouses are often included. Playing golf, tennis, or racquetball. Guests may be accompanied or offered tickets to cultural or sports events.
Your Country	

(English & Lynn, 1995, p. 39)

(Continued)



You go to a reception at an international conference in London. Talk to the other participants. Think of different replies.

WORK SHEET 2-2C

WORK SHEET 2-2C

Match these replies to the right comment.

- _____ a. Yes please. I'll have a gin and tonic.
- _____ b. Yes, it is. I didn't expect all this traffic.
- _____ c. It's very good of you but I'd like to walk.
- _____ d. Cheers!
- _____ e. That's right. I'm from Brazil.
- _____ f. Cheerio then. See you tomorrow.
- _____ g. It's Emma. Emma Tanner.
- _____ h. Yes it is, isn't it?
- _____ i. Don't worry. I'll have an orange juice instead.
- _____ j. The Sheraton. It's not far from here.
- _____ k. Very good indeed, thank you.
- _____ l. Thanks. They look delicious.

(Hollett, 1992, p. 55)

TEST SHEET 2-2

Decide which replies are possible. (More than one may be OK.)

SOCIAL CHIT-CHAT QUIZ


- | | |
|---|--|
| 1. Hello. How are you ?
a. I'm very fine, thank you.
b. Not too bad.
c. Fine thanks, and you? | 6. Why are you learning English?
a. For talking to my customers.
b. For to talk my customers.
c. To talk to my customers. |
| 2. This is Stewart Edwards.
a. How do you do?
b. How are you?
c. Pleased to meet you. | 7. Would you prefer red or white wine?
a. I prefer red.
b. I don't care.
c. I don't mind. |
| 3. Did you have a good trip?
a. Yes, thanks.
b. Yes, of course.
c. Well, I had a few problems. | 8. Is Thursday convenient?
a. What means convenient?
b. What does convenient mean?
c. Could you explain me convenient? |
| 4. Would you like to see around the factory?
a. Yes, I will.
b. Yes, I'd love to.
c. No. | 9. I'm terribly sorry about that.
a. You're welcome.
b. Don't mention it.
c. Don't worry about it. |
| 5. Do you want to by some?
a. Well, I'm interesting.
b. Well, I'm interested.
c. Yes, I want. | 10. Thank you very much.
a. Not at all.
b. It doesn't matter.
c. It was a pleasure. |
-

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

(Hollett, 1992, p. 54)

POSTER 2-B

Menu



10



1

Menu



9

STARTERS

Smoked Salmon
Slices of best Scottish salmon served with brown bread and butter

Cheese Tart
Light crisp pastry with a creamy cheese filling

Garden Soup
A delicate summer vegetable soup with herbs



2



8

MAIN COURSE

Duck with Green Peas
Duck stewed with spices, herbs and freshly picked peas

Dover Sole
Poached and served in a cream sauce with prawns and asparagus tips

Roast Leg of Welsh Lamb
Flavoured with garlic and rosemary, and served with onion sauce



3




7

PUDDINGS

Summer Pudding
A classic combination of summer fruits (cherries, raspberries, black- and redcurrants) and bread

Strawberries and Cream
Our own fresh English strawberries

Chocolate Fudge Cake
A rich, sticky chocolate cake



4



6

CHEESE
A wide selection of English cheeses

Liqueurs
Coffee



5

(Hollett, 1992, p. 50)

FOCUS SHEET 2-3A
Tips on Reading Menus



Tips on

Reading Menus

by Angela D'Mott

Think about the last time you ate a meal in a Western restaurant. Did you understand the menu? Or did you just order food that was familiar to you? If you find yourself struggling to understand English menus and are tired of eating hamburgers and salads, you'll love this lesson. It will make reading menus and eating Western food a new adventure!

Helpful Breakfast Menu Facts

- Eggs can be ordered *scrambled*, *fried*, *sunny-side up*, *poached* or *hard-boiled*.
- Breakfast meats include ham, sausage and bacon.
- Breakfast breads include *muffins*, *doughnuts*, *croissants*, *biscuits* and *toast*.

Conversation 1

Waitress: Good morning folks, may I take your order?

Marla: Yes, I'll have the continental breakfast.

Waitress: You have a choice of toast, a doughnut or a croissant.

Marla: A croissant, please. Can I have grapefruit juice instead of orange juice?

Waitress: Sure. That also comes with hot coffee, tea or cocoa.

Marla: Hot cocoa.

Donald: And I'll take the American breakfast with black coffee.

Waitress: O.K. Bacon or sausage?

Donald: Bacon. And make the eggs sunny-side up, please.

Waitress: O.K. I'll be right back with your coffee and cocoa.

Helpful Lunch Menu Facts

- A BLT is a bacon, lettuce and tomato sandwich.
- A club sandwich usually has ham, bacon, turkey and cheese on it.
- Choices of salads sometimes include *tossed*, *chef* and *Caesar*.
- Ask about daily specials. Many restaurants have different soups, salads or sandwiches each day.
- Iced tea never has any sugar in it. You'll need to add your own. Also, iced coffee is not a popular drink.

Conversation 2

Waitress: What will you have today? Would you like to hear about our lunch specials?

Claire: No, thanks. I'll just have the club sandwich. No *mayonnaise*, please.

Waitress: Would you like that on white or wheat toast?

(Continued)

FOCUS SHEET 2-3A

Tips on Reading Menus

Claire: Wheat. What is your soup of the day?

Waitress: Split pea.

Claire: Oh. Well, I think I'll have a green salad.

Waitress: All right. What kind of dressing would you like?

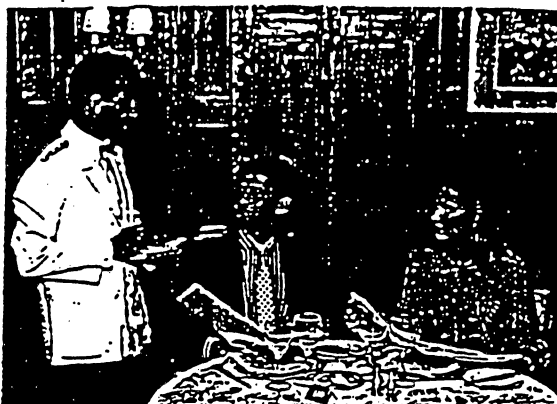
Claire: What kinds do you have?

Waitress: Thousand Island, Italian, French and blue cheese.

Claire: Blue cheese, please.

Waitress: Anything to drink?

Claire: I'll have a lemonade.



When you know how to order from the menu with confidence, eating out at a Western restaurant can be a real pleasure.

Helpful Dinner Menu Facts

- American orders are large. *Entrées* usually come with a choice of soup or salad, rice or potatoes and vegetables.
- Steaks and hamburgers can be ordered rare, medium-rare, medium-well and well-done.
- Potatoes can usually be ordered baked, mashed or fried.

Conversation 3

Waiter: Good evening. Would you like an appetizer to start with?

Stephen: Yes, I think so.

Waiter: I recommend the shrimp cocktail.

Stephen: That sounds good.

Rosalyn: One for me, too.

Waiter: And your *entrée*?

Rosalyn: I can't decide. There are too many choices.

Stephen: I'll have the filet mignon.

Rosalyn: The last time I ordered a steak, it was too rare. I like mine well-done.

Stephen: How about the chef's special? It's roasted chicken with a choice of potatoes and vegetables.

Rosalyn: That sounds good.

Menu Tips

- Order something you've never eaten before.
- Don't try to read every menu item. Choose a category you like and read the items in that section.

- Ask the waiter/waitress about menu items you don't understand.
- Ask the waiter/waitress about his/her favorite menu item.
- Ask if substitutions are available.
- Take an English-speaking friend or teacher to a Western restaurant. Ask him/her questions about the menu.

Word Bank

scrambled (adj)	['skræmbld]	炒飯的
poached (adj)	['pɔ:t]	水煮的
muffin (n)	['mʌfɪn]	鬆餅
doughnut (n)	['dɒ.nʌt]	甜甜圈
croissant (n)	['krwa'sa:n]	牛角麵包
biscuit (n)	['bɪskɪt]	小圓麵包
mayonnaise (n)	['meɪ'neɪz]	美乃滋
dressing (n)	['dresɪŋ]	沙拉醬
entrée (n)	['ɑ:tre]	主菜

More Information

sunny-side up (adj phr)	只煎一面的
tossed salad (n phr)	基本菜式沙拉(各種蔬菜切成小塊拌成)
chef salad (n phr)	主廚沙拉(通常加有肉類、起司和蛋)
Caesar salad (n phr)	凱撒沙拉(使用 Romaine 生菜及 Caesar 沙拉醬)
split pea (n phr)	加有大腿的豆子湯
appetizer (n)	開胃菜
shrimp cocktail (n phr)	蝦子開胃菜
filet mignon (n phr)	小牛排

(Brougham, 1995, p. 6-7)

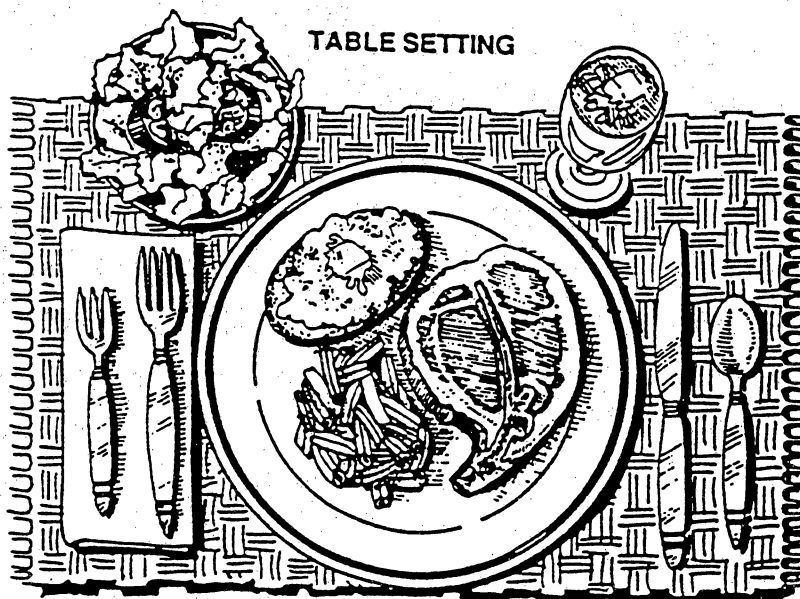
FOCUS SHEET 2-3B

Attending a Dinner and Table Setting

Much entertaining in the United States and in many European countries takes place in the home. As a businessperson, you may be invited to someone's home for an informal dinner party. Here are a few rules to remember:

- 1) If you receive an invitation with the letters RSVP written at the bottom, it means that the host or hostess would like you to tell them by a certain date by letter or phone whether you will be attending or not. Never ignore an RSVP.
- 2) Be on time. If you are going to be late, be sure to call the host or hostess as soon as possible and let him/her know when you expect to arrive. Tell them to please begin without you.
- 3) First names are commonly used at informal dinners.
Ex. Makoto, I'd like you to meet my wife Anne.
- 4) Do not start to eat until everyone has been served and the host begins eating or asks you to begin.
- 5) If you are unsure of which piece of silverware to use, watch your host or the other guests. As a rule, start with the silverware on the outside and work toward the plate as other dishes are served. (See diagram below).
- 6) Bring a small gift of flowers, candy, or wine (if you're sure they drink) as a token of your appreciation for the invitation.
- 7) Do not have more than two drinks.

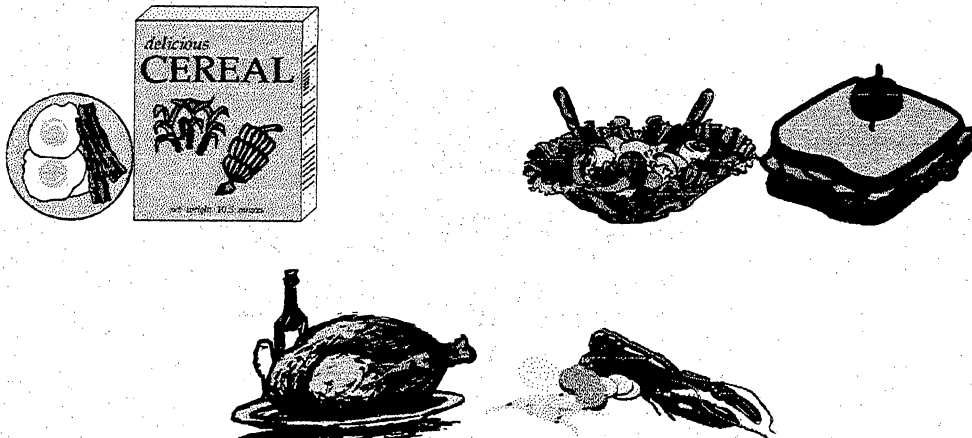
NOTE: If you invite a businessman to have dinner in the evening or on the weekend, be sure to extend the invitation to his wife as well. After work hours and weekends are reserved for the family. If you are married, your spouse will likely be invited to most dinners and other social functions. Please have him/her accompany you when possible.



(Sudlow & Grow, 1993, p. 133)

FOCUS SHEET 2-3C
Word Bank About Meals

	Breakfast	
Egg	Bacon	Ham
Sausage	Bread	Muffin
Waffle	Hash Brown	Cereal
	Lunch	
Club Sandwich	French Dip	Catfish Sandwich
BLT	Caesar Salad	Garden Salad
Chicken Salad	Vegetable Soup	Beef Soup
	Dinner	
Steak	Prime Rib	Pork Rib
Roast Turkey	Grilled Chicken	Filet Mignon
Shrimp	Lobster	Crab
Catfish	Salmon	Trout



WORK SHEET 2-3A
Tips on Eating Etiquette

Americans have different eating and drinking habits than many other people. What may be acceptable in your country, may be considered rude or unacceptable in the U.S. Please compare the differences of etiquette on eating between your country and the U.S.

THE UNITED STATES	YOUR COUNTRY
Eat Slowly Lunch or dinner is the time for small talk. Eat slowly in order to be able to make conversation. Should you have some food in your mouth when asked a question you should cover your mouth and say "excuse me" and swallow everything before talking.	
Never Make Noise When Eating When eating soup, never slurp. When chewing, chew silently. If you must burp, cover your mouth and say "excuse me."	
Never Pick Up Plate and Bowl Never lift the plate or bowl to bring it closer to your mouth. Eat only what you can pick up with your spoon or fork. Don't lean over to get closer to the food.	
Use Your Napkin Properly Napkin should be open and placed on your lap before the food comes. Leave the napkin on your lap after finishing your meal. Place the napkin on the table when you are ready to leave.	

(Continued)

WORK SHEET 2-3A
Tips on Eating Etiquette

THE UNITED STATES	YOUR COUNTRY
<p>Use the Utensils Properly Have more than one fork, spoon, and knife. The soup or salad will serve first and use the spoon or fork on the far right side. Leave the utensils on the plate once you have used so that it may be removed by the waiter or waitress.</p>	
<p>Other Pieces of Advice When eating bread, tear a small piece off, put butter on the piece and eat. When eating spaghetti, twirl the spaghetti around on your fork and then cut it with your knife. Unless something is in front of you, always ask the nearest person to that item to pass it to you. Do not point with your utensils.</p>	
<p>A Word on Toasts If you desire to propose a toast use one of the following expressions:</p> <p style="padding-left: 40px;">“Here is to our successful business.” “May our business relationship be long lasting.” “Here’s to our new friendship and business.”</p> <p>The other members usually say “Cheers” and tip their glass against the other member’s glass before taking a drink.</p>	

(Sudlow & Grow, 1993, p. 131)

TEST SHEET 2-3

A. Conversation Check: Answer the best response.

- | | |
|--|---|
| 1. Can I take your order?
a. To the kitchen.
b. Yes, thanks.
c. My order. | 6. What's the special?
a. \$8.75
b. A cheeseburger and French fries. |
| 2. What kind do you have?
a. Well done.
b. Vanilla, cherry, and chocolate. | 7. How much is a small salad?
a. It's very good.
b. 75 cents |
| 3. What would you like?
a. Vanilla ice cream, please.
b. Medium, please. | 8. Anything to drink?
a. No, thank you.
b. Small, please. |
| 4. I'd like some orange juice.
a. A cup or a bowl?
b. Large or small? | 9. Anything for dessert?
a. Chicken pie
b. Cheese pizza
c. Carrot cake |
| 5. How would you like your steak?
a. Rare.
b. Yes, I would. | 10. Anything else?
a. No, thanks.
b. Apple and cherry. |

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

(Continued)

(Walker, 1989, p. 43)

TEST SHEET 2-3

B. Etiquette Check: Decide whether the etiquette is good or bad in following reading, and explain why you choose the answer.

1) Roland is invited by Mr. & Mrs. Lyon to an informal dinner at 6:00 P.M. Friday. 2) He arrives at 6:30 apologizing for being late. 3) He sits down next to Mrs. Lyon who seats herself. 4) When the soup is served he slurps it up because it is very hot. 5) He lifts the bowl to finish the last of the soup. 6) Roland needs the salt and pepper so he reaches in front of Mrs. Lyon to get them. 7) While waiting for the main dish to come he lights up a cigarette. 8) Once the main dish arrives, he starts eating and begins a conversation with the other guests. 9) When he is finished he burps out loud. 10) Roland excused himself from the table and goes to get his coat as he has another appointment.

Answer Sheet:

- 1) Good. An invitation should always include the date, time and what kind of dress is expected.
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

(Sudlow & Grow, 1993, p. 125)

POSTER 2-C

Air Travel



- | | |
|-------|-------------------------|
| 機場登記 | Airport Check-in |
| 衣掛袋 | 1. garment bag |
| 掛包 | 2. carry-on bag |
| 旅客 | 3. traveler |
| 票 | 4. ticket |
| 搬運工 | 5. porter |
| 搬運 | 6. dolly |
| 衣箱 | 7. suitcase |
| 行李 | 8. baggage |
| 安全檢查門 | Security |
| 安全人員 | 9. security guard |
| 金屬檢測器 | 10. metal detector |
| X光掃描器 | 11. X-ray screener |
| 傳送帶 | 12. conveyor belt |

- | | |
|-------|-------------------------|
| 登機 | Boarding |
| 駕駛艙 | 13. cockpit |
| 儀器 | 14. instruments |
| 駕駛員 | 15. pilot |
| 副駕駛員 | 16. copilot |
| 空中機械師 | 17. flight engineer |
| 登機牌 | 18. boarding pass |
| 機艙 | 19. cabin |
| 機上服務員 | 20. flight attendant |
| 行李箱 | 21. luggage compartment |
| 折桌 | 22. tray table |
| 走道 | 23. aisle |

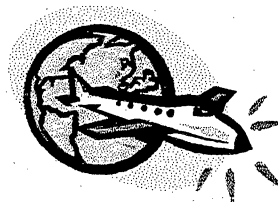
(Parnwell, 1989, p. 56)

FOCUS SHEET 2-4A
Situations at the Airport

Look at these situations and decide:

- ◆ Who would you speak to in each case to get the information you require?
- ◆ What exactly would you say in each situation?

Look at the phrases in the square below for some ideas.



1. You've heard that flight BZ 431 is delayed.
2. You want to reconfirm your seat on flight TR 998.
3. You want a plane ticket to Bangkok.
4. You're in a hurry to get to the airport.
5. You've arrived at the airport 3 hours before your flight.
6. You have 3 minutes before your plane leaves.
7. You've heard that your plane has been cancelled.

I'd like to reserve a seat on flight number GJ 414 to Toronto.
I'd like to change / reconfirm my reservation on flight number
AR 770 on the 16th of this month.
One business class / economy class return / single to
Melbourne, please.
Which gate does the BZ 334 to Glasgow leave from?
Can you tell me what time flight number SQ 060 is due to
arrive / depart?

(Jones & Alexander, 1996, p. 86)

FOCUS SHEET 2-4B

Hotel Check-In

Practice the conversation with your classmates. Then close your sheet. Have a conversation like this one.

A Good evening, sir. May I help you?
Do you have a reservation?

B Yes, I'd like a room for tonight.
That's OK. Would you like a single or a double?

C It's \$95.00 a night.
Fine, I'll take it.

D Yes, it's on the 20th floor. (twentieth)
Of course. By the way, is there a business center in the building?

ma'am
three nights
two nights
twin suite
price for a twin
charge for a suite
\$125.00
\$250.00
Would you mind filling
Would you fill
health club
swimming pool

(Helgesen & Adams, 1995, p. 22)

FOCUS SHEET 2-4C
Words Bank About Customs and Hotel Check-In

Customs
Customs Declaration Form
Country of Citizenship
Visa Expiration Date
Purpose of Trip
Expected Length of Stay
Hotel Check-In
<u>Room Type:</u>
Single, Double, Suite, Smoking, Non-Smoking
<u>Methods of Payment:</u>
Cash, Credit Card, Personal Check
<u>Others:</u>
Lobby, Front Desk, Room Service, Wake Up Call, Restaurant, Business Center, Pool, Sauna, Check-Out Time

WORK SHEET 2-4A
Rules and Regulations at the Airport

Study the table below then use proper verb to complete the regulations.

<i>Can</i>	possible
<i>Can't / Cannot</i>	impossible
<i>Must</i>	necessary or obligatory
<i>Have to</i>	
<i>Don't have to</i>	not necessary
<i>Mustn't</i>	prohibited or forbidden

1. Passengers _____ make sure their luggage is clearly labelled.
2. Passengers _____ take a small bag onto the plane with them.
3. Passengers _____ carry dangerous articles such as compressed gases, weapons, explosives, or fireworks.
4. Passengers _____ check in 60 minutes before departure on international flights.
5. Passengers _____ check in 60 minutes before departure on domestic flights, 30 minutes is sufficient.
6. The airline _____ accept responsibility for delays due to bad weather.
7. Passengers _____ use radio telephones because they interfere with the plane's electronic equipment.
8. Passengers _____ smoke when the plane is taking off or landing.

(Hollett, 1992, p. 120)

WORK SHEET 2-4B

Problems on Air Travel

Work in groups *Problems sometimes arise when people are away from home. Discuss these problems with your classmates and decide:*

- ♦ **What ACTION** would you take in each situation?
 - ♦ **Who** would you speak to?
 - ♦ **What EXACTLY** would you say to that person?
1. You arrive in good time at the airport but discover that you have lost your ticket. The ticket clerk says your name is not on the computer.
“ Could you check again, please? My name may not be spelt on the computer. If you still can’t find it, could I speak to your supervisor, please? ”
 2. You find that your travel agent has entered the wrong check-in time on your itinerary and you have missed your flight. Your hosts are meeting you at the airport but by now they will be on their way there.
 3. You are a non-smoker but the only seat available on the plane is in the smoking section. After take-off you find that your neighbor is a chain smoker and he doesn’t speak English and your native language.
 4. You arrive at an airport in a foreign country expecting to be met but there is no one there to meet you. You have a meeting in a couple of hours in the centre of the city.
 5. Your plane has missed the connection and now you’re going to be an hour late for your appointment. You have only five minutes to find a phone and make one call.
 6. You’re seeing off a visitor. You arrive at the airport for his/her flight home and discover that the check-in desk for his/her flight is closed. You go to Airport Information. They tell you that the airline is on strike.

➔ In some cases you may think “ It all depends...” but what exactly does it depend on?

(Jones & Alexander, 1996, p. 86)

WORK SHEET 2-4C
Business Travel Jargon

Dialogue

Joe boards the plane with just moments to spare.

Bob: What happened? I thought you were going to miss the flight!

Joe: As soon as I got to the airport, the **skycap** helped me **check my luggage** which suddenly sprang open and dumped all over the place. I guess that's what I get for not **traveling light**. Then, it turned out that the office **booked me** on the wrong flight, so I had to **go standby** on this one!

Bob: At least they **bumped you up to business class** so we could sit together. Now you won't have to eat the **plastic food** they serve you in **coach**.

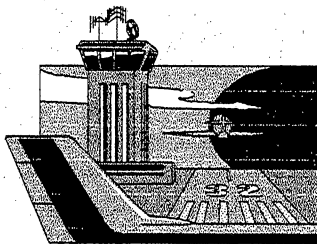
Joe: I think I'm just tired of taking these **red-eyes**.

Bob: At least it's nice **to get away**. Sure, I'd prefer to be able to **check into** a nice **B&B** somewhere and not have to worry about meetings, but at least we're away from the office.

Joe: I guess so. By the way, I heard we may be **laid over** in Chicago for a while because the other airport is **fogged in**.

Bob: Before you got **on board**, they announced from the **cockpit** that we'll be experiencing **head winds** so we're already going to be an hour late **getting in**, too. At least they said it should be **smooth sailing** most of the way.

Joe: I swear, when you travel, you either need to worry about delays or **jet lag**. Take your pick.



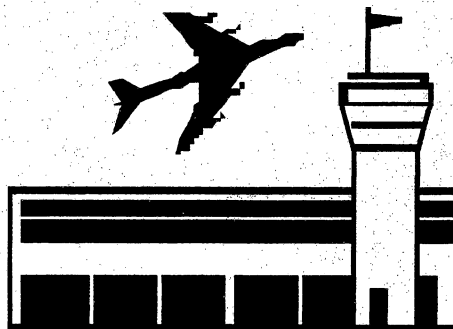
(Continued)

WORK SHEET 2-4C
Business Travel Jargon

Work in pairs: *Practice the above conversations and find the proper phrase below that can replace the bold marked phrases in the dialogue.*

airport attendant
arriving
delayed
pilot's compartment
standard class
the more expensive class
thick with fog
to leave town
traveling with less baggage
wait for an available seat
being tired due to the time change

register my luggage
a smooth flight
inn that offers bed and breakfast
winds blowing against us
all-night flights
institutional food
on the airplane
to register myself into
arranged to put me
upgraded you



(Burke, 1993, p. 94-95)

TEST SHEET 2-4

Travel by Air: An Airport

Use the following words to fill in the blanks in the paragraph below. Not all of the words will be used.

airport
control
airplane
luggage
stewardess
officer

hangar
propeller
passenger
customs
rotor
pilot

tail
steward
fuselage
runway
passport
engine

An _____ is a busy place. Many people work there. For example, if you are coming from a foreign country, you will have to go through _____ and show your _____ to a customs _____. Also many people work in the _____ tower to help guide _____s down the _____. Many people also work in the _____ where they repair planes and make sure that the jet _____s are working well. Of course, there are workers inside of the planes, too. Men, called _____s, and women, called _____es, help the _____s to be comfortable. They also help them with any extra _____ that they have. However, the most important person working on the plane is the _____. All of the workers at an airport help to make flying a safe and easy way to travel.

(Schimpff, 1981, p. 55)

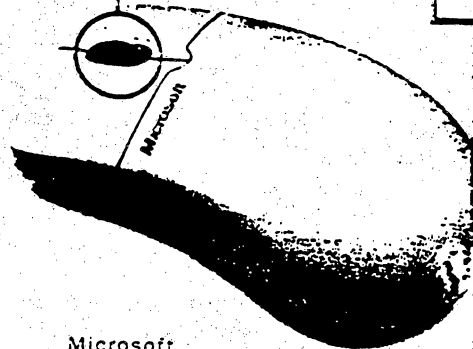
POSTER 2-D
Advertisement

A simple touch makes everything easier.



Close your hand around the new Microsoft IntelliMouse®. Right beneath your index finger is a raised rubber Wheel. In Microsoft Word 97 roll the Wheel forward. You zip up toward the top of your document. Roll it backward and you zip back toward the end. Roll it slowly to move just a few lines at a time. This is how the new IntelliMouse works with new Microsoft Office 97 and lots of other IntelliMouse-compatible programs to make getting your work done easier.

Go to Microsoft Excel 97. Press the CTRL key and push the Wheel forward or backward. You zoom in closer or zoom out farther. See how manageable even a massive spreadsheet becomes. A final touch. To scroll through Web pages with Microsoft Internet Explorer, press the Wheel once and move the mouse downward. Your computer goes into AutoScroll mode. Automatically, rolling line by line through your entire document. Without even lifting a finger.



Microsoft

Microsoft
IntelliMouse

Where do you want to go today? • www.microsoft.com/hardware/

© 1997 Microsoft Corporation. All rights reserved. Microsoft and Where do you want to go today? are registered trademarks and IntelliMouse is a trademark of Microsoft Corporation.

POSTER 2-E
Advertisement

Welcoming a new dawn.

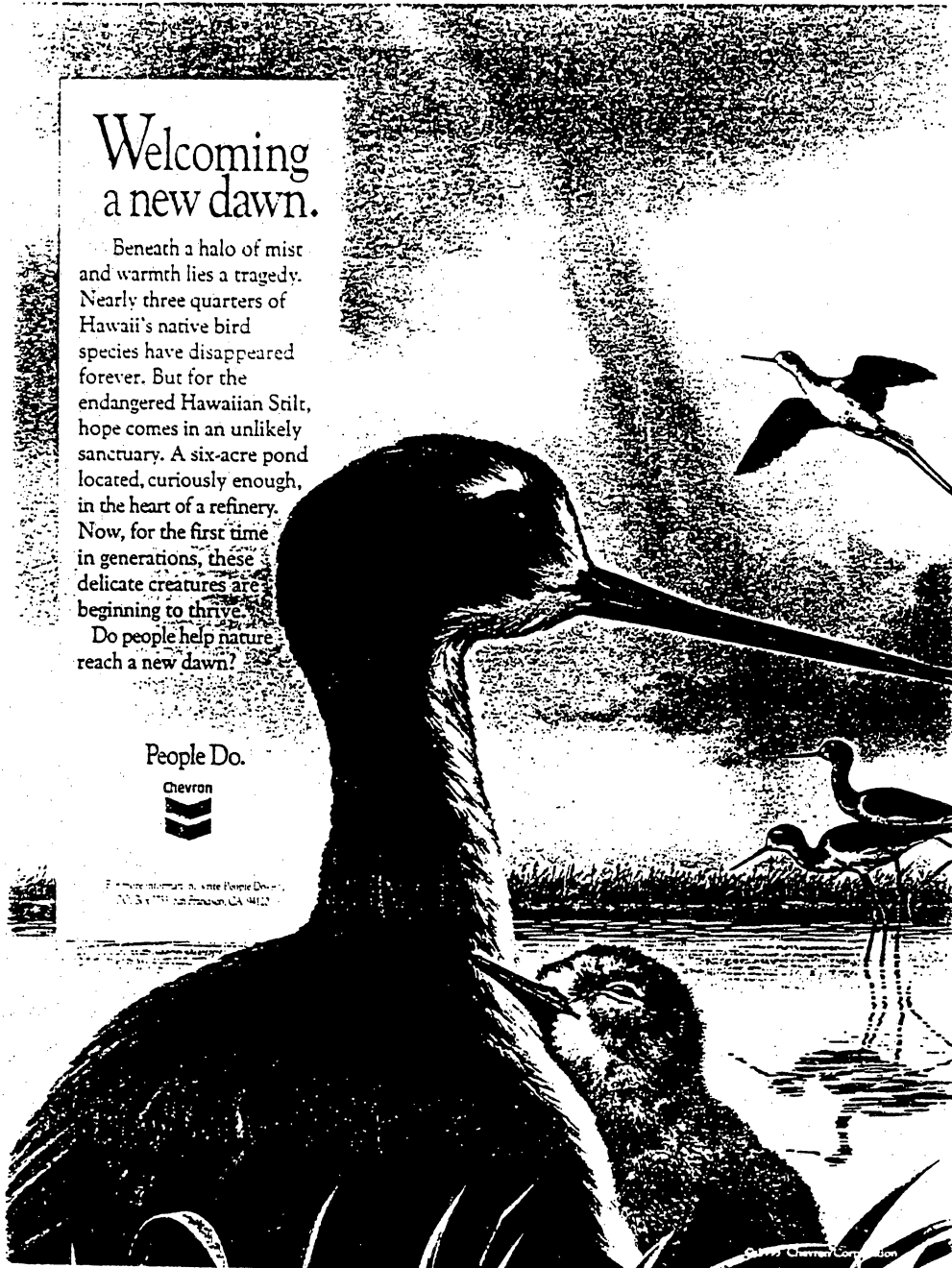
Beneath a halo of mist and warmth lies a tragedy. Nearly three quarters of Hawaii's native bird species have disappeared forever. But for the endangered Hawaiian Stilt, hope comes in an unlikely sanctuary. A six-acre pond located, curiously enough, in the heart of a refinery. Now, for the first time in generations, these delicate creatures are beginning to thrive.

Do people help nature reach a new dawn?

People Do.

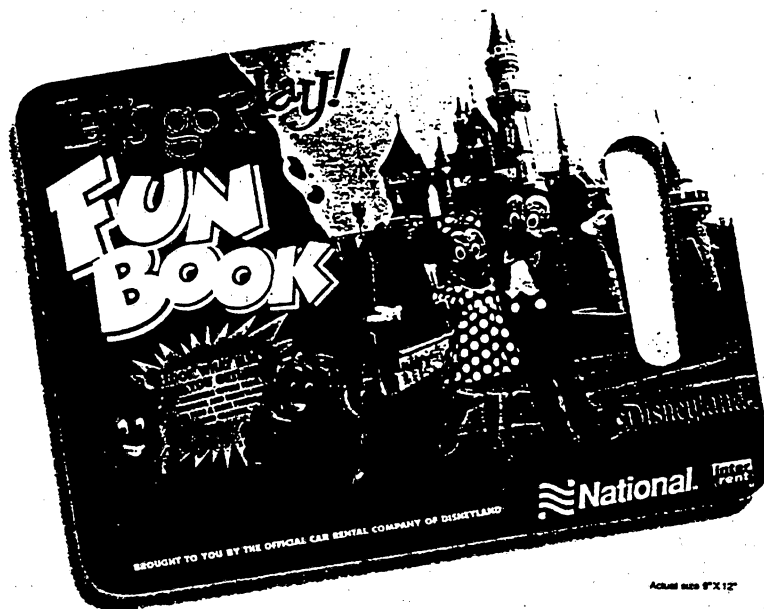


For more information, write: People Do,
700 S. 17th St., San Francisco, CA 94112



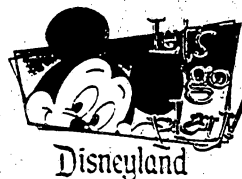
POSTER 2-F
Advertisement

**LET'S GO PLAY!
LET'S GO NATIONAL.**



Actual size 9"X 12"

**RECEIVE A FREE LET'S GO PLAY™ FUN BOOK WHEN YOU RENT
WITH NATIONAL® IN CALIFORNIA.**



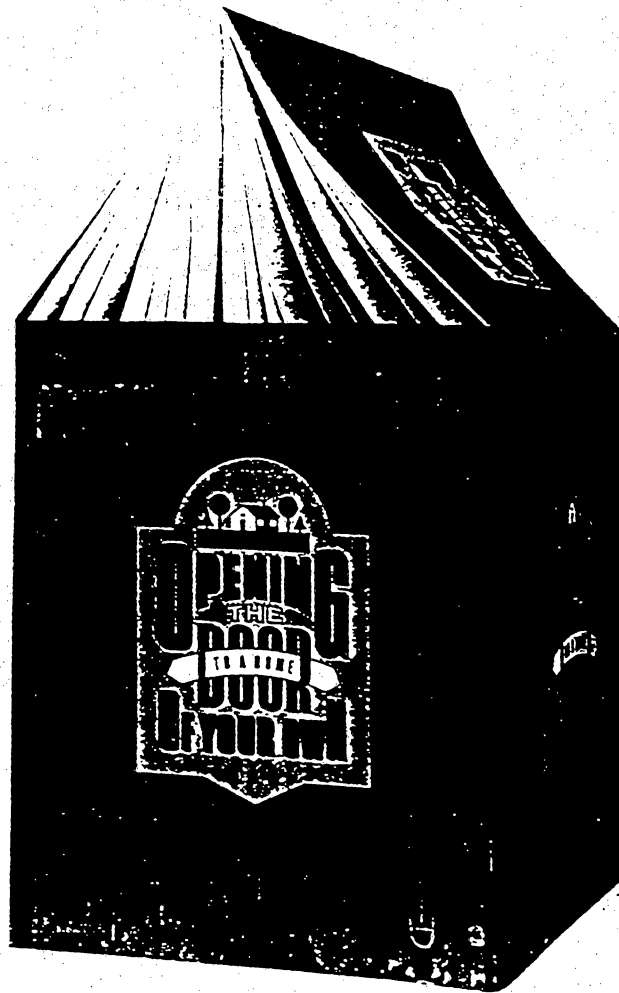
National is adding magic to your travels by offering you a free Let's Go Play™ Fun Book® with every qualifying weekend car rental in select California cities.** The Fun Book includes many great activities for kids, valuable National offers, and information on how you can purchase a Disneyland Flex Passport. With this Flex Passport, you get five consecutive days in Disneyland for the price of two. It's a special thank you from National, The Official Car Rental Company of Disneyland. So call your travel agent or National at 1-800-CAR-RENT and join in the fun!

© 1999 NATIONAL CAR RENTAL SYSTEM, INC. © DISNEY

YOU'VE GOT PLACES TO GO. WE'VE GOT THE KEYS.™

National InterRent

POSTER 2-G
Advertisement



Guess What Our Free Guide Helps You Buy?

If you said "a home," then you're one step closer to getting a home of your own. The next step is to call the Fannie Mae Foundation at 1-800-659-7557. We'll send you free step-by-step information that takes the guesswork out of buying your first home.



POSTER 2-H
Advertisement Analysis



**12 Pack-Pepsi, Diet Pepsi
 or Mountain Dew**
 or Caffeine Free Pepsi-Reg. or Diet-12 oz. cans-Plus CRV-each pack
 (12 Pack-Mug Root Beer or Slice-Plus CRV-or Lipton
 12 oz. cans \$2.99)

1.79

Additional
 Items At
 Regular
 Price

Save up to
 .50 each
 Limit Two
 Per Variety

**Thrifty
 Pay Less**

25¢ manufacturer's coupon Coupon Expires 5/28/97

SAVE 25¢ PER 6-PACK WITH THIS COUPON

Maximum Value \$1.25

Sale Price.....1.24
 Less Instant Coupon.....25¢

99¢

Pepsi 6-Pack
 12 OZ. CANS

Manufacturer's coupon for 25¢ off the regular price of 12 oz. cans of Pepsi 6-pack. This coupon is valid only on the purchase of 12 oz. cans of Pepsi 6-pack. It cannot be combined with any other offer. Limit one coupon per 6-pack. Good at participating locations only. ©1997 PepsiCo, Inc. All rights reserved. No cash value. No redemption. No transfer. No expiration. No void. No substitution. No other restrictions. No cash value. No redemption. No transfer. No expiration. No void. No substitution. No other restrictions. No cash value. No redemption. No transfer. No expiration. No void. No substitution. No other restrictions.



**Coke,
 Diet Coke,
 Sprite or Dr Pepper,
 Selected Varieties,
 12 Pack,
 12 Oz. Cans**

2.49
 .60
1.89

Limit 4 +CRV



**12-PACK
 7-UP**

• A&W • SUNKIST
 • HAWAIIAN PUNCH
 12 OUNCE CANS -CRV

1.79

WITH PURCHASE OF
 ANY TWO 12-PACKS
 AND COUPON
 AVAILABLE IN STORE
 PRICE WITHOUT COUPON 1.29
 LIMIT TWO 12-PACKS

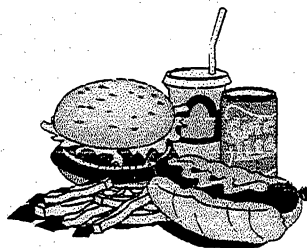
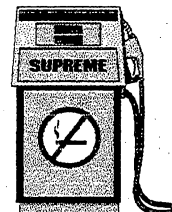
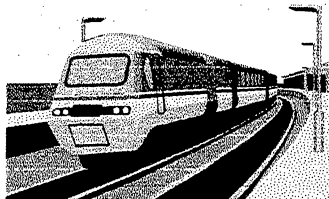
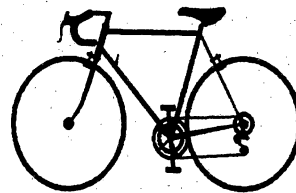
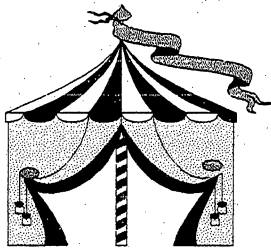
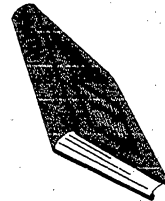
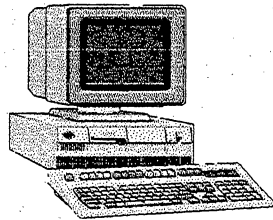
(Continued)

POSTER 2-H
Advertisement Analysis

Products Comparison: 12-packs, 12 oz. cans soft drinks sold in Ralphs, Lucky, Thrifty Payless and Hughes grocery stores.

Stores Analysis	Ralphs	Lucky	Thrifty Payless	Hughes
Original Price	\$2.99/12-packs	\$2.49/12-packs	\$1.24/6-packs \$2.48/12-packs	\$2.29/12-packs
Ad. Price	\$1.79/12-packs	\$1.89/12-packs	\$0.99/6-packs \$1.98/12-packs	\$1.79/12-packs
Purchase Limits (ad. price)	None	Only purchase with Lucky Rewards Card	Only purchase with coupon	Only purchase with coupon
Amount Limits (ad. price)	Two 12-packs	Four 12-packs	Four 6-packs	Two 12-packs

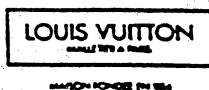
FOCUS SHEET 2-5A
Promoting Products



FOCUS SHEET 2-5B
Global Brands



Mercedes-Benz



(Jones & Alexander, 1996, p. 101)

FOCUS SHEET 2-5C

Marketing Across Cultures

Blue Diamond Almonds

What is the difference between the U.S. and Canadian markets? Not much, most people would say. But Blue Diamond, a food company based in California, found that there are indeed significant differences. Blue Diamond had run a successful advertising **campaign** for its almonds in the U.S. The TV ads used American almond farmers and a humorous message. But when tested in Canada, the same **commercials** didn't work. The Canadians found the ads too silly. They also said they prefer to buy products from Canadian farmers. So Blue Diamond hired a local advertising agency to create commercials that targeted its Canadian market. The new commercials expressed positive feelings for Canadians in both French and English. They used Shakespeare, Napoleon, and Michelangelo's David to promote "Blue Diamond Almonds - The Classic Snack." Since the development of this promotional campaign, Blue Diamond's sales in Canada have increased.

This is just one example of Blue Diamond's ability to adapt to different market tastes and **trends**. As a matter of fact, Blue Diamond has become so successful that it now exports 70 percent of its almonds to more than 90 different countries. It says the key to opening markets is market research. In each market it hires local agencies to research the region. The local agencies then develop a marketing **strategy** to plan how they will introduce the product and sell it. This process of research, planning, and testing can take as long as five years.

The product, as well as its ads, must be adapted to reach new markets. In the U.S., Blue Diamond offers eight different almond flavors that **appeal to** American tastes. The flavors include a spicy barbeque and a ranch style. In Japan it markets twelve different products, eight of which were developed just for the Japanese market. An example is *Calmond*, a snack of cut almonds and dried sardines. Another example is a miso soup mix with almonds. Blue Diamond also produces an almond cracker for Japan's many cracker consumers. In Mexico, Blue Diamond markets lemon and chili flavored almonds. In Korea, it markets soy flavored almonds. In Saudi Arabia it markets sweet honey almonds and in Canada it markets a salt and vinegar flavor.

Blue Diamond packaging also varies around the world. The words on the Blue Diamond can are translated into eighteen different languages. The actual can is smaller and thinner in Korea and Japan because consumers have less space for storage. Blue Diamond also plans to market the smaller can in Eastern Europe, so the product will be more affordable.

(English & Lynn, 1995, p. 113)

WORK SHEET 2-5A

Advertisement



Answering the following questions based on the advertisements of Poster 2-D, 2-E, 2-F, and 2-G.

- What is your first image of each advertisement?

- What exactly is the product being sold in each advertisement?

- How well does each advertisement attract the attention of potential customers?

- At what kind of customers is each advertisement directed?

- Where is the best place do you think each advertisement should be posted?

- What changes would have to be made in the advertisements to make them suitable for your country?

(Jones & Alexander, 1996, p. 98)

WORK SHEET 2-5B

Promoting Products

Work in groups: Use the products shown on Focus Sheet 2-5A and discuss these questions.

- What are the following methods of promoting products?
- Which of the following methods are used to promote each product?
- Which methods would probably not be suitable?

Methods	Meaning	Products Used	Products Not Used
brochures			
catalogues			
leaflets			
direct mail			
point of sale displays			
press releases			
showrooms			
sports sponsorship			
trade fairs and exhibitions			
Internet advertisement			
home visiting			

(Jones & Alexander, 1996, p. 100)

WORK SHEET 2-5C

Global Brands

1. *Can you name ten well-known brands in the world and their competitors?*

Global Brands	Competitors
<i>American Express</i>	<i>VISA, MasterCard</i>

2. *Name another ten famous global brands. What products are they famous for?*

Global Brands	Products
<i>IBM</i>	<i>Computers</i>

(Jones & Alexander, 1996, p. 101)

WORK SHEET 2-5D
Marketing Across Cultures

1. *Match the following words (taken from the story on focus sheet 2-5c) to their definitions.*

- | | |
|----------------------|--|
| _____ 1. campaign | a. current fashions |
| _____ 2. commercials | b. attract, to please |
| _____ 3. trends | c. advertisements on TV or radio |
| _____ 4. strategy | d. a plan |
| _____ 5. appeal to | e. a program for promoting a product or person |

2. *Give one example of how Blue Diamond adapted its strategy to its different markets for each of the following aspects of marketing.*

Promotion:
Products:
Package:

(English & Lynn, 1995, p. 114)

TEST SHEET 2-5

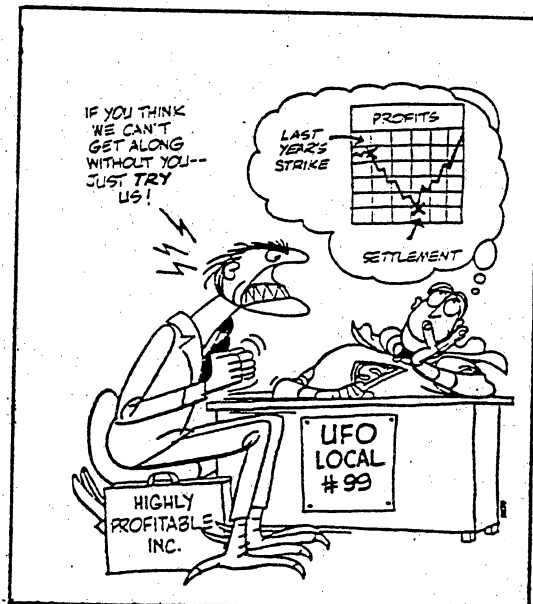
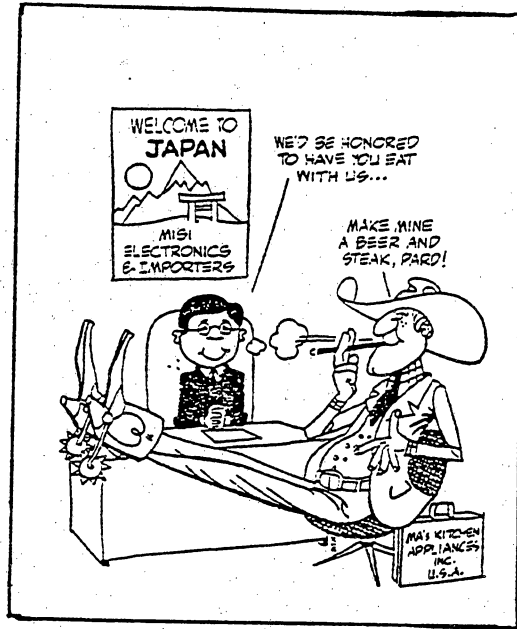
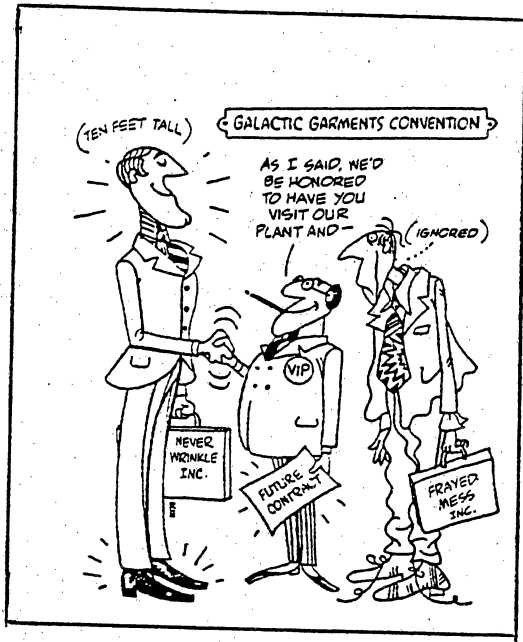
Complete the following sentences with the correct verb, noun, or adjective form of the words that provide in chart. Use one form of each word base, and do not repeat any words.

Verb	Noun	Adjective
prohibit		prohibited
	promotion	promotional
	consumer	consumable
restrict		restrictive
	standard	standard
target		targeted

1. If a company can _____ its products, instead of producing different versions of these products, then it will be able to reduce its expenses.
2. In Muslim states such as Saudi Arabia, the importation of alcohol is _____. Absolutely no alcohol is allowed.
3. Market tests showed that _____ didn't like the flavor of the new product.
4. Commercials often _____ teenagers, who are seen as having money to spend and not being already loyal to specific brands.
5. They _____ their products with advertising on radio and in newspapers but sales didn't increase.
6. All countries have _____ on what is permitted in an ad, but these vary from country to country.

(English & Lynn, 1995, p. 122-123)

POSTER 2-I **Behaviors in Negotiation**



(Coffin, 1976, p. 77,78,82,112)

FOCUS SHEET 2-6A
Negotiation Across Cultures

Japan and U.S. Candy Venture

A well-known U.S. candy company was interested in selling its product overseas. The company found a possible partner based in Tokyo, Japan. The Tokyo company seemed to be perfect for the deal. After many phone calls between the two parties, a decision was made to meet in Tokyo. The U.S. company chose one of their businessmen, Mike Waller, to represent it in Tokyo. He was the company's most persuasive negotiator.

Before Waller left the United States, he and the company lawyer worked together to write a detailed contract for the deal. The contract was fifty pages long. The deal would be advantageous for both companies. It promised big **profits**.

Waller left for Japan with the contract. He was pleased with his careful preparation. He thought his future partners would be satisfied with his work and would be ready to **bargain** about the details in the contract. He had studied their company interests and was sure they would want to change a few conditions in the contract. He planned to agree to those changes as **concessions**. He was certain the meetings would result in good negotiations and a quick final agreement.

One the day of the meeting in Tokyo, Waller entered the boardroom with copies of the contract for the Japanese businessman at the meeting. He handed them each a copy and began discussing the details. The representatives of the Tokyo company did not open their contracts. They didn't discuss the contract at all, but instead spoke about general business issues. They spoke about the **proposed** cooperation between the two companies but they didn't make any promises.

Waller then went back to the United States. He felt extremely surprised and disappointed. The Japanese businessman had never asked him one question about the contract. No agreements or **commitments** had been made. He wasn't even sure if there would be another round of negotiations.

(English & Lynn, 1995, P. 81)

FOCUS SHEET 2-6B
Negotiating Terms of Sale

Conversation of a customer and supplier who are negotiating a contract of sale.

Customer: What's the price?

Supplier: \$65 per piece.

Customer: That's rather high.

Supplier: It compares favourably with our competitors'. And on an order of this size we could offer a discount.

Customer: What discount could you offer?

Supplier: 5 percent.

Customer: We didn't expect it to be so low.

Supplier: What did you have in mind then?

Customer: 8 percent.

Supplier: I'm afraid that's not possible.

Customer: Supposing we agreed to a 5 percent discount. Would you agree to a 60-day credit period?

Supplier: No. Our terms of payment are 30 days. It's customary, I'm afraid.

(Hollett, 1992, p. 144)

FOCUS SHEET 2-6C
Understanding the Terms of Sale

Price	\$60 per piece
Discount	5 %
Credit period	30 days
Terms of payment	by cash, by letter of credit, by T/T
Delivery time	8 weeks
Minimum order	500 pieces
Warranty period	2 years
Late penalty	-15% for each month of delay
Cancellation penalty	50% for cancellation less than 4 weeks before delivery

(Hollett, 1992, p. 144)

WORK SHEET 2-6A

Negotiation Across Cultures

A. Comprehension Check: *Circle the words that are most similar in meaning to the words in bold (taken from the story on Focus Sheet 2-6A).*

1. It promised big **profits** for both parties.
 - a. money
 - b. future
 - c. vacations
2. He thought the Japanese company would be ready to **bargain** about the details in the contract.
 - a. make cheaper
 - b. discuss the conditions of
 - c. think about
3. He planned to agree to those changes as **concessions**.
 - a. giving up something to the other side
 - b. mistakes
 - c. promises
4. The Japanese spoke about the **proposed** cooperation between the two companies.
 - a. impossible
 - b. suggested
 - c. definite
5. No agreements or **commitments** had been made.
 - a. actions
 - b. promises
 - c. signatures

B. Reviewing the Case: *Answering the following questions and share your answers with classmates.*

1. How did the American representative prepare for the first meeting?
2. How did the Japanese businessmen respond to the contract?
3. Why do you think the Japanese representatives didn't look at the contract during the meeting? What did they expect from that meeting?
4. Why do you think the two parties failed to reach an agreement?

(English & Lynn, 1995, p. 82-83)

WORK SHEET 2-6B
Negotiating Terms of Sale

Work Individually: *Find phrases in the conversation that mean on Focus Sheet 2-6B, and tell what they mean.*

1. How much are they?	<i>What's the price?</i>
2. That's expensive!	
3. I'm surprised the discount isn't higher.	
4. What discount did you expect?	
5. You can't have 8 percent	
6. If we said "Yes" to 5 percent, would you give us 60 days' credit?	
7. I'm sorry but we always do this.	

(Hollett, 1992, p. 144)

WORK SHEET 2-6C
Understanding the Terms of Sale

Work in Pairs: *Take turns as the customer and supplier. Practice stating your position and asking for clarification. The role of customer uses the following information; the role of supplier uses the information on Focus Sheet 2-6C*

The customer wants:

● cheaper price	less \$10 per piece
● discount for bulk purchase	-8% on orders over 1,000 pieces
● longer credit period	60 days
● different terms of payment	by cash on delivery (COD)
● early delivery	the end of next month
● lower minimum order amount	200 pieces
● longer warranty period	5 years
● a penalty clause for late delivery	-50% for each month of delay
● a penalty clause for cancellation	15% for cancellation less than 4 weeks before delivery

Example:

Customer: We'd like a long warranty period.

Supplier: Could you be more specific?

Customer: Yes, we'd like a 5-year warranty period.

Supplier: That's rather difficult but 3 years might be possible.

(Hollett, 1992, p. 145)

WORK SHEET 2-6D

Making Compromises

A. A customer is buying some office furniture from a supplier. Look at the statements below and decide who could say them: the customer (C), the supplier (S), or either (C/S).

1. We'd like you to increase the discount.
2. We'd like you to pay in cash.
3. We'd like you to pay for delivery.
4. We'd like you to pay for installation.
5. We'd like you to reduce the price.
6. We'd like you to accept a penalty clause for cancellation.
7. We'd like you to accept a penalty clause for late delivery.
8. We'd like you to pay by letter of credit.
9. We'd like you to install the furniture over a weekend.
10. We'd like you to let us use your offices as a showroom for our customers.

C	S
C	
	S

B. Work with classmates. Take it in turns to be the part of the customer and supplier and suggest compromises regarding above situations

Example:

Supplier: We'd like you to pay in cash.

Customer: If we paid in cash, would you increase the discount?

Supplier: Yes, we would accept that. / No, I'm afraid that's not possible.

(Hollett, 1992, p. 146)

TEST SHEET 2-6

Complete the following sentences with the correct verb, noun, or adjective form of the words in the chart below. Use one form of each word base, and do not repeat any words.

Verb	Noun	Adjective
arrange		arranged
bargain		
	commitment	committed
	concession	concessionary
process		processed
profit		profitable
propose		proposed

1. The company, in an effort to improve its image in the community, _____ a million dollars to local charities every year.
2. Negotiating in a foreign country is a length _____. It requires months and even years of research and contact.
3. The company lost money in the fourth quarter. This meant it didn't make any _____ this year.
4. The partner _____ that they continue the discussion over dinner.
5. The company was going bankrupt so they sold all their remaining goods at very low prices. They gave some excellent _____.
6. They wanted to close the deal as soon as possible so they _____ on many points.
7. The company had _____ for the team to stay at the local hotel.

(English & Lynn, 1995, p. 93-94)

REFERENCES

- Adam, J. H. (1982). Longman dictionary of Business English. Harlow, Essex: Longman.
- Anderson, I. (1987). The language of collaborative negotiation: A genre and discourse analysis. Unpublished Master's thesis, University of Birmingham.
- Arthur, L. (1983). Survey review: Business English materials. ELT Journal, 37, (2), 75-166.
- BBC/ELTDU (1972). English for business/bellcrest file. Oxford: Oxford University Press.
- Belisle, R. (1996, December). E-mail activities in the ESL writing class. The Internet TESL Journal, II, (2). <http://www.aitech.ac.jp/~iteslj/>.
- Berns, M. S. (1983). Functional approaches to language and language teaching: Another look. In S. J. Savignon, & M. S. Berns (Eds.), Communicative language teaching: Where are we going? University of Illinois at Urbana-Champaign.
- Brammer, M. & Sawyer-Laucanno, C. (1990). Business and industry: Specific purpose language training. In D. Crookall & R. Oxford (Eds.), Simulation, gaming and language learning. New York: Newbury House.
- Brougham, D. (1995). I do not know how to behave well at table. Let's talk in English, 6, 6-15.
- Brown, H. D. (1994). Principles of language learning and teaching. Englewood Cliffs, NJ: Prentice Hall Regents.
- Burke, D. (1993). Biz talk - 1: American business slang & jargon. Los Angeles: Optima Books.
- Chace, W. M. (1990). The real challenge of multiculturalism. Academe, 76, (6), 20-23.
- Chen, S. (1996). A curriculum design project: Improving English communicative competence at the five-year vocational college level in Taiwan. Unpublished Master's thesis, California State University, San Bernardino.
- Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT Press.

- Coelho, E. (1992). Cooperative learning: Foundation for a communicative curriculum. In C. Kessler (Ed.), Cooperative language learning: A teacher resource book. Englewood Cliffs, NJ: Prentice Hall Regents.
- Coffin, R. A. (1976). The negotiator: A manual for winners. New York: Barnes & Noble Books.
- Diaz-Rico, L. & Weed, K. (1995). The crosscultural, language, and academic development handbook. Boston: Allyn and Bacon.
- Dixon-Krauss, L. (1996). Vygotsky in the classroom. New York: Longman.
- Du-Babcock & Babcock (1987). An analysis of English language education and its impact on business practice in Taiwan. Washington, DC: ERIC. ED 293332.
- Dudley-Evans, T. (1987). An outline of the value of genre training in LSP work. In Lauren and M. Nordmann (Eds.), Special language: From humans thinking to thinking machines. Clevedon: Multilingual Matters.
- Ellis, M. & Johnson, C. M. (1994). Teaching Business English. Oxford: Oxford University Press.
- English, L. M. & Lynn, S. (1995). Business across cultures: Effective communication strategies. New York: Addison-Wesley Publishing Company, Inc.
- Finocchiaro, M. (1989). English as a second/foreign language from theory to practice. Englewood Cliffs, NJ: Prentice Hall Regents.
- Firth, J. R. (1951). Modes of meaning. Essays and Studies of the English Association, N.S., 4, 118-149.
- Gates, H. L. (1990). The transforming of the American mind. New directions for teaching and learning, 44, 33-44.
- Geiger, A. (1981). Application of British contextualism to foreign-language teacher training. English Language Teaching, 35, 209-216.
- Goodale, M. (1987). The language of meetings. Hove, Sussex: Language Teaching Publications.
- Government Information Office Republic of China (1997). The Republic of China yearbook. Taiwan, ROC: China Color Printing Co., Inc.

- Graves, D. (1995). Using telecomputing technology to make world connections in the writing class. English Journal, 12, 41-44.
- Gregory, M., & Carroll, S. (1978). Language and situation: Language varieties and their social contexts. London: Routledge & Kegan Paul.
- Grosse, C. (1988). The case study approach to teaching Business English. English for Specific Purpose, 7, (2), 6-131.
- Gumperz, J. (1972a). The speech community. In P. P. Giglioli (Ed.), Language and social context. Harmondsworth: Penguin.
- Gumperz, J. J. (1972b). Social meaning in linguistic structures: Code-switching in Norway. In J. J. Gumperz & D. Hymes (Eds.), Directions in sociolinguistics: the ethnography of communication. New York: Holt, Rinehart and Inston, Inc.
- Halliday, M. A. K. (1978). Language as social semiotic: The social interpretation of language and meaning. Baltimore, Maryland: University Park Press.
- Halliday, M.A.K. (1973). Explorations in the functions of language. London: Edward Arnold.
- Haney, W. V. (1979). Communication and interpersonal relations. New York: Richard Irwin.
- Helgesen, M. & Adams, K. (1995). Workplace English: Office file. Essex, England: Longman Group Limited.
- Hollett, V. (1992). Business Objectives. Oxford: Oxford University Press.
- Howatt, A. (1984). A history of English language teaching. Oxford: Oxford University Press.
- Huang, S. H. (1996). Developing the English communicative competence of junior college students in Taiwan: A curriculum design project. Unpublished Master's thesis, California State University, San Bernardino.
- Humak, B. (1983). Cultural aspects of prevocational ESL. TESOL Newsletter, 49-50.
- Hymes, D. H. (1972). On communicative competence. In J. Pride & J. Holmes (Eds.), Sociolinguistics. Harmondsworth, UK: Penguin Books.

- Hymes, D. H. (1974). For foundation in sociolinguistics: An ethnographic approach. London: Tavistock.
- Inman, M. (1983). Interethnic communication in the international business environment. Southwest Journal of Linguistics, 6, 44-133.
- Inman, M. (1987). How foreign language study can enhance career possibilities. Washington, DC: ERIC. ED 289363.
- Jenkins, S. & Hinds, J. (1987). Business letter writing: English, French and Japanese. TESOL Quarterly, 21, (2), 47-327.
- Johns, A. M. (1980). Cohesion in written business discourse: Some contrasts. ESP Journal, 1, 35-44.
- Johns, A. M. (1986). The language of business. Annual Review of Applied Linguistics, 7, 3-17.
- Johns, K. (1986). Graded simulations. London: Longman.
- Johnson, C. (1993, October). Business English. Language Teaching, 26, 201-209.
- Johnson, K. (1979). Communicative approaches and communicative processes. In C. J. Brumfit & K. Johnson (Eds.), The communicative approach to language teaching. Oxford: Oxford University Press.
- Johnson, L., Levey, L. & Chafcouloff, E. (1996). Apply yourself: English for job search success. New York: Addison Wesley Longman.
- Jones, C. (1986). Using computers in the language classroom. New York: Longman.
- Jones, D. (1977). An English pronouncing dictionary. London: Dent.
- Jones, L. & Alexander, R. (1996). New international business English. Cambridge: Cambridge University Press.
- Julian, M. A. (1989, October). English for international negotiations. BESIG Newsletter.
- Kameda, N. (1992). Englishes in cross-cultural business communication. The Bulletin, 3-8.

- Kessler, C. (1992). Cooperative language learning: A teacher's resource book. Englewood Cliffs, NJ: Prentice Hall Regents.
- Kimeldorf, M. (1994). Job search education. New York: Educational Design, Inc.
- Knowles, P. L. & Bailey, F. (1987). Functioning in business. Harlow, Essex: Longman.
- Kress, G. R. (1976). Halliday: System and function in language. Oxford: Oxford University Press.
- Labov, W. (1972). The study of nonstandard English. Urbana, IL: National Council of Teachers of English.
- Lenz, F. (1987). Discourse analysis in occupational settings: Technical meetings. In C. Lauren and M. Nordmann (Eds.), Special language: From humans thinking to thinking machines. Clevedon: Multilingual Matters.
- Lougheed, L. (1993). Business correspondence: Letters, faxes, and memos. New York: Addison-Wesley Publishing Company, Inc.
- McGlinn, M. (1995). Moving and grooving on the information highway: One teacher's experience with the Internet. English Journal, 10, 45-47.
- Meagher, M. (1995). Learning English on the Internet. Technology & Learning, 10, 88-90.
- Micheau, C. & Billmeyer, K. (1987). Discourse strategies for foreign business students: Preliminary research findings. English for Specific Purposes, 8, (3), 54-239.
- Morrow, K. (1981). Introduction: Produce communicative methodology. In K. Johnson & K. Morrow (Eds.), Communicative classroom. Essex, England: Longman.
- Munby, J. (1978). Communicative syllabus design. Cambridge: Cambridge University Press.
- Ozaki, S. (1975). Business English from a human point of view. The Journal of Business Communication, 12, (2), 12-33.
- O'Connor, P. (1987). Trends in cross-cultural training. Language Training, 8, 4.

- O'Connor, P. (1991). Cross-cultural training and language training. Language Training, II, 4.
- Parnwell, E. C. (1989). The new Oxford picture dictionary. New York: Oxford University Press.
- Pickett, D. (1986). Business English: Falling between two styles. Comlon. No. 26.
- Pickett, D. (1987). The sleeping giant: Investigations in Business English. Language International, I, (1), 5-11.
- Pilbeam, A. (1988). Role-plays, simulations and management games in language training. Language International, I, (1), 5-11.
- Piotrowski, M. V. (1986). Business as usual: Using the case study method to teach ESL to executives. TESOL Quarterly, 16, (2), 38-229.
- Quirk, R. & Widdowson, H. G. (1985). English in the world: Teaching and learning the language and literatures. Cambridge: Cambridge University Press.
- Rodrigues, R. J. & White, R. H. (1993). From role play to real work. In J. W. Oller, Jr., (Ed.). Methods that work. Boston: Heinle & Heinle Publishers.
- Ross, C. (1987). A board meeting: An investigation of its genre and discourse features. Unpublished Master's thesis, University of Birmingham.
- Sacks, H. (1978). A simplest systematics for the organization of turn-taking for conversation. In J. Schenkein (Ed.), Studies in the organization of conversational interaction. New York: Academic Press.
- Saville-Troike, M (1989). The ethnography of communication: An introduction. Oxford, England: Basil Blackwell, Ltd.
- Schimpff, J. W. (1981). Oxford picture dictionary of American English workbook. Oxford: Oxford University Press.
- Seelye, H. N. (1990). Teaching culture: Strategies for international communication. Lincolnwood, IL: National Textbook Company.
- Sinclair, J. & Coulthard, M. (1975). Towards an analysis of discourse. London: Longman.
- Smith, D. C. (1991). The Confucian continuum. New York: Praeger Publishers.

- Sperling, D. (1997). The Internet guide for English language teachers. New Jersey: Prentice Hall Regents.
- Starkey, C. M. & Penn, N. W. (1994). Building real life English skills. Lincolnwood, Illinois: National Textbook Company.
- Stevens, P. (1978). Special purpose language learning: A perspective. In V. Kinsella (Ed.), Language teaching and linguistics surveys, 185-203. Cambridge: Cambridge University Press.
- Stull, J. B. & Baird, J. W. (1993). Business communication: A classroom simulation. New Jersey: Prentice Hall Career & Technology.
- Sudlow, M. F. & Grow, A. P. (1993). Business English in U.S.A.: A textbook of American business, culture, and etiquette for students of English as a second language. Salt Lake City, Utah: Excellence in Education Publications.
- Sweet, H. (1964). The practical study of language. Oxford: Oxford University Press.
- Swales, J. (1981). Aspects of article introductions. ESP research reports, 1, Aston University.
- Tebeaux, E. (1990). Design of business communications: The press and the product. New York: Macmillan Publishing Company.
- Tillitt, B. & Bruder, M. N. (1996). Speaking naturally: Communication skills in American English. Cambridge: Cambridge University Press.
- Walker, M. (1989). Addison-Wesley ESL. New York: Addison-Wesley Publishing.
- Wang, I. C. (1997). Reading in English as a foreign language in Taiwan. Unpublished Master's thesis, California State University, San Bernardino.
- Wilkerson, G. (1995). Teaching composition via computer and modem. Teaching English in the Two-Year College, 10, 202-210.
- Wilkins, D. A. (1976). Notional syllabuses. Oxford: Oxford University Press.
- Williams, M. (1988). Language taught for meetings and language used in meetings: Is there anything in common? Applied Linguistics, 9 (1), 45-58.
- Wu, W. Y. (1996, November). New trend of employment. Common Wealth Magazine, 29.

Yu, H. Y. (1997). Computer-assisted English as a foreign language curriculum design.
Unpublished Master's thesis, California State University, San Bernardino.