

Designing Activities for Skills Lessons in Business English Teaching

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Abstract: *In China, English teaching has always been focused on improving students' English application ability and giving consideration to cultivating students' intercultural communication ability. Based on the unique characteristics of the three English skills reading, speaking and writing, this paper designs the corresponding class activities with "careers" as the theme, in an effort to improve students' learning enthusiasm. Through the learning of these skills lessons, students can further improve their cultural confidence and cross-cultural communication skills.*

Keywords: *designing, business English teaching, cultural confidence, skills lessons*

1. Introduction (learners and teaching context)

As Harmer (2007) pointed out, in making decisions about how to teach and what to teach, the age of the target students should be regarded as a vital variable. The learners involved in these skills lessons are 20 Chinese students, including 14 female and 6 male, aged from 19 to 21 who are junior college students in year one majoring in Business English. Before they entered into college study, they have been learning English for six years or more, therefore their English level could be depicted as upper-intermediate.

In order to describe the language needs of these target students well, the development of Business English teaching should be mentioned first. In China, the teaching of Business English in China could date back to the early 1950s (Chen, 2001). The business courses and English language courses coexisted from the right beginning, however, these two kinds of course were rarely integrated together. In 1970s, when China started to take an open policy to the world, students majored in English got more and more chance to learn business knowledge in addition to language skills. In 1990s, business English teaching was enlarged fairly board with business subject knowledge courses being complemented in large amount. In 2007, business English was issued as an undergraduate major by the Ministry of Education. Now in China, both language skills and business practices are of prime importance in business English teaching. According to Ellis and Johnson (1994), the learners who want to learn Business English (BE) can usually be categorized into two types: job-experienced language learners who work in business field and pre-experienced (low-experienced) language learners who are students in full-time education preparing for a business career. For our target learners, they are pre-experienced language learners who have little or no experience of the business world. During their learning process of Business English, besides basic grammar language learning, language use related to business is extremely essential. Moreover, mixed abilities in four skills (listening, speaking, reading, and writing) are served as the criteria in evaluating their learning outcomes (e.g., talking to clients, mail and faxes, telephoning, meetings, negotiating, and so on).

Both the teaching and learning of these skills lessons take place in an EFL (English as foreign language) classroom in Xiamen University Tan Kah Kee College, a college in Fujian province in southern China. After four years' full-time learning, with expected qualified achievement, students can gain the institution certificate through which they may get jobs in most of small and medium-sized enterprises. The class size in the English department of this college is small, generally with 20 to 25 students in a class, rather than large classes with more than 100. Most of the students are monolingual who only speaks Mandarin, while some can Mandarin and their dialects. For English is the foreign language, the use of first language (L1) may be beneficial when it is used appropriately (Atkinson, 1993, as cited in Stevenson 2012). In this specific context, L1 use is also allowable to better improve students' understanding of certain business terminology.

Before entering into college study, learners learned English through approaches more focused on

grammar and imitation which could help them to grasp the language rules in English. Their learning strategies are also connected with imitation and repetition. As time passes, most students lose their interest in learning English, even for those who are going to be majored in English. In order to arouse students' learning interests, it is beneficial to engage students in participation of classroom practice as more as possible. In order to achieve this, activities designed in following skills lessons would be more task-based to motivate students' participation. According to the above learners' characteristics and teaching context in China, the theme I chose in designing activities is "careers". The three skill lessons (reading, speaking, and writing) will be demonstrated in next part, followed by the rationale to explain the decision I made in my activities.

2. Skills lessons

In the development of teaching activities that can involve learners as active participants in the process of implementing, communicative language teaching (CLT) approach is applied in designing and implementing. In the purpose of developing students' communicative competence, the context of these three skills lessons is set on the theme of career.

2.1. Reading

Main aim: to be able to read for detail.

Sub-aim: to be able to share information to others and integrate information together.

Procedure

Pre-reading phase:	<p>a. show students a list of images on PPT and ask them to guess the job titles. The images can be seen in Exercise 1 in Warm-up in Appendix 1.</p> <p>b. after their guessing, ask them to match the job titles (see Exercise 2 in Warm-up in Appendix 1) shown on PPT to the images and check if their guessing is correct or not.</p> <p>c. after contextualizing the topic of "career", students are made in groups of two to discuss which jobs he/she would like to do if he/she can do two or more jobs (see Exercise 3 in Warm-up in Appendix 1). This step aims to activate students' prediction of the topic.</p>
Reading phase:	<p>a. after the discussion, students will be told that they are going to read a biography of a famous person without telling them who the famous person is. And the reading task will be carried out in a different way from previous activities, which can be called jigsaw. Before giving them the texts, clear instructions are provided (see Exercise 1 in Reading in Appendix 1).</p> <p>b. deliver text A, B and C to student A, B and C respectively.</p> <p>c. students follow the instructions on the given text. Specific questions are made for them to answer and ask (see Exercise 1 in Reading in Appendix 1). Students work individually to make sure they can answer the questions above the text.</p> <p>d. in each group, discuss with the other two and finish the questions below the texts (see Exercise 1 in Reading in Appendix 1).</p> <p>e. after their discussion, present group's opinion about who Charlotte Dutton is (see Exercise 2 in Reading in Appendix 1).</p>
Post-reading phase:	<p>a. follow up a gap filling exercise focused on chunks (see Exercise 3 in Reading in Appendix 1).</p>

2.2. Speaking

Main aim: to be able to make a business phone call.

Sub-aim: to be able to open and close conversations.

Procedure

Pre-speaking phase:	a. ask students to discuss in pairs what did they do when they answered phone calls made by someone to members of their family while they were out. Pay attention to the expressions used in telephoning (e.g., This is ..., Is that ..., Could I speak to ..., and so on).
Speaking phase:	a. after brainstorming, students watch a video on YouTube (with transcript in Appendix 3) and answer questions provided (see Exercise 2 in Speaking in Appendix 1). b. watch the video again and write down some sentence patterns that can be used in business phone calls. Compare with peers. Teacher will observe and give some feedback on the language use in business phone calls (e.g., in answering a phone: Good morning/Hello, company name; in finishing a phone: Bye/I'll get back to you/Thank you for calling). c. discuss the differences of expressions between casual telephoning and business telephoning. d. role-play one of the given tasks in pairs which are about telephoning (see Exercise 4 in Speaking in Appendix 1). e. after practicing by themselves, role-play in front of the class voluntarily.
Post-speaking phase:	a. ask students to work in groups and discuss the differences of making business phone calls in Chinese culture and Western culture.

2.3. Writing

Main aim: to be able to write curriculum vitae.

Sub-aim: to be able to learn how to write coherently.

Procedure

Pre-writing phase:	a. give students a curriculum vitae (CV) in Australian style to read (see Exercise 1 in Writing in Appendix 1). b. features of the CV are pointed out, e.g., headings and language use. c. students are asked to line down the headings contained in this CV and fill in their personal information in accordance with the given CV. Then discuss with others if their filling information is appropriate.
Writing phase:	a. students are shown a job advertisement of receptionist (see Appendix 2) and asked to answer some general questions by reading it quickly (see Exercise 3 in Writing in Appendix 1). b. students write their own CV to apply for the job on this advertisement (see Exercise 4 in Writing in Appendix 1).
Post-writing phase:	a. students are organized to get peer feedback by choosing one of their classmates as the manager of the company in the advertisement, show their CV to the manager, and ask if he/she will be recruited. b. free activity after class: search other styles of CV from other countries on the internet

3. Rationale

These skills lessons are designed for business English majors with the emphasis on improving their communicative competence. The theme setting on “career” is also supported by literature. And for the teaching method used in these lessons, I have chosen CLT among the many teaching methods. As Byram (2008) pointed out, CLT, one of the most influential teaching methodologies today, is identified to be the methodology that most language teachers use in their classrooms. Meanwhile, CLT puts the focus on learners (Byram, 2000). For the target learners, their communicative needs can be interpreted as successful communication in business. The theme “career” fits their communicative needs.

In addition, in terms of the goal of CLT, Richards (n.d.) proclaimed the goal of CLT as the teaching of communicative competence, compared with the concept of grammatical competence. He said that it is not sufficient for language learners to only master the grammatical competence in a language. Without communicative competence, learners could not succeed in communicating meaningfully. Moreover, Savignon (2001, p. 17) defined communicative competence as the use of language in social context, which consist of “grammatical competence”, “discourse competence”, “sociocultural competence”, and

“strategic competence”. Furthermore, in the teaching of Business English, Frendo (2005) once mentioned that communicative competence could be focused on three key components in particular, which are linguistic competence, discourse competence, and intercultural competence. However, cultural competence of language learning is often neglected among communicative approaches (Martin, 2012). In this paper, I hope that these targeted designs can effectively improve students’ intercultural communication skills in class and further enhance their cultural confidence. Combining the classification of communicative competence by Savignon (2001) and Frendo (2005) together, the context “career” can involve all these four sub-competencies well in the development of classroom activities. Each sub-competency is explained in each skill lesson in detail as follows:

The reading lesson develops both strategic competence and grammatical competence. Strategic competence is depicted as the ability to make use of strategies to avoid or reduce failure or distraction in language learning; while grammatical competence or linguistic competence refers to the ability to recognize language features (pronunciation, morpheme, vocabulary, sentence structure, and language use) and to utilize these features to interpret and form words and sentences (Savignon, 2001). Students’ strategic competence is developed by being asked to do a jigsaw reading (see Exercise 1 in Reading in Appendix) to practice the way of reading to integrate information. In order to complete the jigsaw activity, students have to integrate information together to understand the whole text by reading their own separate one. Before the jigsaw reading, students are exposed to vocabulary (i.e., job titles) that is connected to the theme-career. After the jigsaw reading, students are asked to finish a gap filling exercise which helps them to understand the meaning of the phrases and the usage. These types of exercises are of low difficulties for students, and most students can participate in the exercises regardless of their levels. By doing these two exercises, grammatical competence is developed.

The speaking lesson develops grammatical competence and sociocultural competence. Grammatical competence focuses on the mastery of language use; while sociocultural competence means the ability to use appropriate language to communicate successfully in specific social context (Savignon, 2001). In business telephoning, because of the absence of the visual image which is present in face to face conversations, many words and expressions are used only on the telephone, for example, This is ..., Is that ..., Could I speak to ..., and so on. Although the target students might have been exposed to the language patterns in this lesson before, since the language used on the telephone is highly conventional and formalized (Ellis & Johnson, 1994), the ability to recognize language features on the telephone and use them effectively seems to be so much important for students learning Business English. In Exercise 1 in speaking (see Appendix 1), students are encouraged to recall their experience of casual telephoning. During the video watching, students are asked to pay attention to expressions used in opening and closing a conversation on telephone (e.g., in answering a phone: Good morning/Hello, company name; in finishing a phone: Bye/I’ll get back to you/Thank you for calling). Then they should discuss the differences of expressions between casual telephoning and business telephoning. In these teaching procedures, students’ grammatical competence of language use on telephone is developed step by step with the observation and feedback from the teacher. After the input, students get the chance to put the language acquisition into practice. In the purpose of examining whether the input is comprehensible to students or not, they are asked to role-play either of the tasks about telephoning to further improve their grammatical competence.

In order to help students to acquire the sociocultural competence in this speaking lesson, they are asked to discuss the difference of making business phone calls in Chinese context and Western context. Because telephone etiquette can be very different in different parts of the world, for non-native English speakers, the ability to understand the cultural differences on telephone and to use the telephone effectively become obviously important if they are to survive in an international office environment (Donna, 2000). The language use in telephoning is quite different between Chinese and Westerner. Taking Chinese greeting for example, *Have you eaten?* In Chinese may sounds strange to foreigners. However, before getting down to business, a casual greeting of using this expression is quite common in China. By recognizing this small difference, students would change their greeting expression of *Have you eaten* which is translated directly from Chinese to *How are you* or *Good morning/ afternoon/ evening*. The opening line of a phone call can directly affect the person’s attitude and perception of you. Pay attention to the use of polite words when making phone calls, such as “hello”, “thank you”, “excuse me”, “have a good day”, “goodbye” and so on. When on the phone, speak kindly and clearly, neither pretentious nor pushy. Another example is that most Chinese students would forget to mention their phone number or the company name first when answering a phone, which results in the mistake of opening a conversation on telephone by using the expression like *Hello, who are you please*. However, volunteering your name is a sign of respect for the other party. Even if you know someone well, you should also volunteer your name, because it is not always easy to identify the caller by voice. In addition, there is another layer of

etiquette involved in self-identification, that is, directly tell the other party who you are, so that the other party has the choice of whether to call you or not, or the freedom to refuse to take the call. When making a phone call, politely ask, "Is this a good time to talk?" Also consider the other person's time. If you are calling the person at home, it is better to call after dinner or in the afternoon on the weekends. If you are calling the office, try mid-morning or after work. Because these are more free hours, more suitable for business. Through the discuss activity of cultural difference, students' sociocultural competence could be developed to some extent.

The writing lesson develops discourse competence. Savignon (2001) defined discourse competence as the ability to interpret what a text is talking about and understand the relationship of individual elements in the text. As Hyland (2002) discussed, the place of genre in product oriented writing is very important. A lot of writers construct their writing within a specific genre so that people can understand what kind of writing it is (Harmer, 2007). In this writing lesson, the specific text type of CV is taught to develop their discourse competence and to make their genre awareness arisen. By clearly mastering the structure and language use of a particular genre, students can be more skilled in their future job hunting and career. The sub-aim of teaching how to write coherently is also related to the development of discourse competence, because text coherence and cohesion are the other two familiar concepts with discourse competence (Savignon, 2001). By using product writing approach in teaching writing, the finished product of students' personal CV is emphasized at the end with respected. Harmer (2007) argued that when teachers concentrate on genre, before students embark on their own writing, they should study texts in the genre first. Thus, in this writing lesson, an example CV is presented to students at the very beginning to show them the structure of CV and language use in it. With the exercise of filling in their own information in accordance with the given CV, students practice the structure of CV before they get into write a real one.

Besides the influence of communicative competence in designing activities, many factors which are related to the learners' characteristics and the teaching context also influence the designing process. In the language classroom of Chinese context, learners are reluctant to participate in activities. Many measures are being exploring and making by language teachers to stimulate learners' interest and activate the classroom atmosphere. Harmer (2007) said in a jigsaw reading activity, everyone is reading for a purpose and unless all of them work hard to understand, the activity is impossible to complete. In reading lesson, jigsaw reading activity is applied to motivate students' participation what is also mandatory in such an activity. When learners are in year one of college, it is very important to help them to build a good value of future life. By presenting them the reading material of the colorful life of Charlotte Dutton, they might be motivated to be more optimistic to their following learning life in college and study harder in order to get colorful jobs after graduation.

In terms of speaking skill, some Chinese students are too shy to practice their oral English. In this speaking lesson, students are encouraged and get enough opportunities to practice their oral English and the specific business skill. As a basic business skill in Business English teaching, mastery the skills in telephoning could lay a solid foundation for other business skills' learning, such as negotiating, presenting, business correspondence and so on. In addition, setting telephoning as the topic in speaking is also due to the fact that the target students have to attend an oral Business English skills test in year three of college in which situational dialogues like telephoning are within the testing scope. As Samuda (2001) suggested, in setting up a task, the target language structures should be focused on either implicitly or explicitly. In the video from YouTube, the language use on telephone is involved explicitly.

When the target students decide to enter into the workplace, the first step they need to do is to submit their CV in order to get the interview chance. Therefore, the topic of CV is chosen as the writing task in the writing lesson. Being exposed to Australian style of CV, students can recognize that differences are existed in CV writing among different contexts. As a free activity after class, they are encouraged to search other styles of CV from other countries on the internet. In terms of writing feedback, peer feedback is expected in this writing lesson. Peer feedback refers to the process in which learners are regarded as a source of information, and the learners play the role of teachers and assume the responsibilities of teachers. They read classmates' compositions in groups, modify students' compositions and put forward suggestions. In the teaching process of business English writing, peer feedback helps students to pay attention to the learning process, pay attention to the accumulation of knowledge in daily life, change the problem of emphasizing the results and ignoring the learning process in the past, and cultivate students' consciousness of learning subject in the process. In a word, evaluating someone's text could help the person who evaluates (Stevenson, 2012). But in the process of carrying out peer feedback, teachers should keep in mind the level and characteristics of each student's business English writing. In peer feedback, teachers has to conduct a targeted focus and counseling, for example students who are poor in

grammar can correct the compositions of students who are good at grammar. In the process of reading and evaluation, students can learn the advantages of their peers in grammar. In peer feedback, teachers should help students create a win-win cooperation environment, and guide students to give and receive effective feedback. In peer feedback, teachers should strengthen the supervision of students, guide the normal direction of the whole mutual evaluation, and take the performance and evaluation quality of each student in the process of mutual evaluation as a part of the usual score into the final score of students, so as to attract students' attention and mobilize the enthusiasm of students to participate.

Finally, all these three skills lessons are designed to be more student-centered. In Wang's (2004) study on EFL classroom in China, he mentioned that it is necessary to make a shift from teacher-centered learning to student-centered learning. In the past, the majority of classes are teacher-centered, which means teachers talk all the time, students are just listeners. But now, such form has changed, teachers start to focus on students, they let students become more active in the class, student-centered class has many advantages. First, student-centered class involve more students, it can catch students' attention easily. Teachers are no longer the only roles, students play an active part in the class. They can catch up their teachers' idea quickly, students need to focus their attention highly, because the teacher will ask them question any minute. Second, students can enhance learning and ability of creativity. Student-centered class needs students to be active, teachers are trying to motivate their enthusiasm and let students free to talk about their ideas, so that they can enhance the ability of innovation, while innovation consciousness and innovation ability are the key for college students to acquire knowledge. In the era of knowledge economy, the growth rate of knowledge is accelerated, the obsolescence cycle of knowledge is constantly shortened, and the speed of knowledge transformation is soaring. In this case, the acceptance of knowledge becomes less important than the selection, integration, transformation and operation of knowledge. Students need to master are those who most package taken area wide, strong mobility, high degree of generalization knowledge of "core", and this knowledge is not rely on words can "teach", it can only through students' initiative to "build" and "re-creation" for, this needs college students' innovative consciousness and innovative ability in the active role.

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Appendix 1

Module 0 Careers

Warm-up

(Pictures Retrieved October 31, 2021, from <https://www.google.com.au/imghp?hl=en&tab=ii>)

1. Look at the images (1-12). What jobs do you think the people do?

		
1	2	3
		
4	5	6
		
7	8	9
		
10	11	12

2. Match the images (1-12) with the job titles (a-l) below.

a. actor	b. president	c. CEO	d. teacher
g. lawyer	e. househusband	f. manager	j. farmer
k. housewife	h. receptionist	i. baker	l. accountant

3. Imagine you can do two or more jobs. Which jobs would you like? Discuss with others in your group.
Reading

(Reading texts Retrieved October 31, 2021, from <http://www.womenseverything.com/charlotte-dutton-former-world-cup-snowboarder-and-model-c677.html> & <http://charlottedutton.blogspot.com.au/>)

1. You are going to read a biography of a famous person. Work in groups of three. In each group, one of you is A, one B and the third C. All of you will get a different text to read. Follow the instructions on the given text and keep your text a secret to others.

<p>Student A</p> <p>Read the text and make sure you understand the answers to the following question.</p> <p>a. What does Charlotte do?</p> <p>b. When did she begin snowboarding?</p> <p>c. What happened when she was 16?</p>



Charlotte mixes being a pro snowboarder and coach. She began snowboarding at the age of 11 on a family skiing holiday, and after that she took every opportunity to practice. At just 16 having made rapid progress through the ranks of UK boarders she was spotted whilst taking part in the Junior World Championships in Japan, by the legendary US snowboard coach Scott Palmer, who offered her the rare opportunity to attend the famous Stratton Mountain School in Vermont - she jumped at the chance.

Student B

Read the text and make sure you understand the answers to the following question.

- Which place did Charlotte get at the Junior World Championships?
- Which place did Charlotte get in the British Seniors Championship?
- Imagine what kind of sport Charlotte competed at.



With hard work and determination Charlotte was rewarded and became the first Brit ever to win prize money at the US Open. The following season at the Junior World Championships, against more experienced opponents, Charlotte achieved 4th place in the half-pipe, the best ever placing for a British athlete. Also that year she won the British Junior Championships in Half-Pipe, Border X and Giant Slalom, as well as finishing second in the British Seniors Championship. Charlotte won the US National Junior Slalom, represented Britain for 5 seasons, competed on three World Cup Tours and pulled off numerous races and competition wins.

Find answers to the following questions by asking Student A and C.

- What kind of sport did Charlotte specialize in?
- When did she become a pro athlete?
- Is there any other jobs that Charlotte does except being an athlete?
- Is she arrogant because of her achievement?

Student C

Read the text and make sure you understand the answers to the following question.

- What did Charlotte do when she was a model?
- Why did she decide to create her own clothing brand?
- What's the brand she owns?
- What are the characteristics of Charlotte?

After a chance meeting in Camden, London Charlotte began modeling and soon became the face of a year long Vidal Sassoon campaign. She has appeared on dozens of magazine covers, and has worked with top designers such as Jean Paul Gaultier and Dolce Gabbana, fronted campaigns for Topshop, Diesel, Samsung, O'Neill, Tired and Pretty Polly amongst others, as well as continuing to compete at the highest level in her chosen sport.



Inspired by 3 years of success with her sell-out signature range 'MOTO SNO' for Topshop, Charlotte decided to create a new clothing brand of her own, and so the idea for Misticon was born.

Perhaps though, the thing that surprises you most when you meet Charlotte, is that she is unaffected by the trappings of being a professional athlete and top-flight model. She is refreshingly down- to-earth, approachable, and easy going.

Find answers to the following questions by asking Student A and B.

- What kind of sport did Charlotte compete at?
- Is she good at that sport?
- When happened when she was 11?

2. Who is Charlotte Dutton? Present your group's opinion orally.

3. Fill the sentences with language chunks in the box.

dozens of	make progress	pull off
sell-out	take every opportunity	jump at the chance

1. There is always someone who _____ to beat the queues.
2. The National League for Democracy _____ a landslide victory.
3. Their concert there was a _____.
4. All these books may contain information about _____ places.
5. Scientists should _____ to study all possible causes of cancer.
6. Modesty helps one to _____ ; conceit makes one lag behind.

Speaking

1. Discuss in pairs what did do when you answered phone calls made by someone to members of your family while they were out.
2. Carl is calling Marty; the receptionist is answering Carl's calling. Watch the video and answer the following questions.
 - a. Is Marty Bickman in his office now?
 - b. Which company does the receptionist work in?
 - c. Does Carl leave a message?
 - d. What's the phone number of Marty?
3. Watch the video again. Write down some sentence patterns that could be used in business phone calls (e.g., Could you hold on a moment?). Compare your sentences with others. And discuss the differences of expressions between casual telephoning and business telephoning.
4. Role-play one of the following tasks in pairs.

Task 1

You are the secretary in Human Resources Department in Apple. A customer is calling Mr. Wang, the HR manger. Unfortunately, Mr. Wang is out now.

Task 2

You are the manager in Lenovo. Miss Li, the manager in IBM, is calling to change the dinner time.

5. Work in groups. Discuss the differences of making business phone calls in Chinese culture and Western culture.

Writing

(Curriculum Vitae sample Retrieved October 31, 2021, from http://www.migrationnews.com/australia/how_to_prepare_your_cv)

1. Read the Curriculum Vitae below quickly and line down the headings contained in this CV.

Curriculum Vitae Fred Noname	

<i>Personal Details</i>	
Name:	Fred Noname
Address:	123 Johnson Road London SW18 1EF United Kingdom
Home Phone:	020 666 6666
Mobile:	041 999 000
E-mail:	fred@noname.co.uk
Date of Birth:	29 January 1963
Nationality:	Dutch / British (Applying for permanent residence to Australia)
Languages:	Dutch (mother tongue) English (fluent) French and German (moderate)
Key Skills:	* Technical (design) management * Civil (hydraulic) engineering * Quality management (ISO 9000 series) * Computer literacy; Windows 95, Auto CAD, * Project management * Risk analysis

	* Policy analysis
<i>Employment History</i>	
April 1997-present	AUSCO / Large river Engineering Upgrading Project, United Kingdom Position: Interim Project Manager Key responsibilities: Project comprises: * large scale hydraulic research * design and engineering * contract preparations
March 1992-1997	Department for Drainage, The Netherlands Position: Head of coastal Engineering Department Key responsibilities: * Head of a department of 17 people of the Bouwdienst Rijkswaterstaat, the engineering branch of the Ministry. * Member of the management team of the hydraulic division of the “Bouwdienst”, the Government construction service. * Responsible for the quality of people within the department including recruitment, human resources management and education. * Contact with clients within several branches of the ministry.
July 1986-1992	Design and Construction Project (Principal’s Side) Position: Head of design – “Storm surge Barrier in the Amsterdam Waterway”. Key responsibilities: * Member of the management team for the project. * Responsible for the authorization of civil engineering and hydraulic research in a DFL 850 million project. * Leader of a team of approximately 15 specialists.
<i>Educational History</i>	
1992-1994	London Business School (UK) MBA in Project Management (Construction)
1979-1986	Delft University of Technology, Faculty of Civil Engineering
1976-1979	High School Christelijke Scholengemeenschap voorburg “t Loo”, The Netherlands
1966-1972	Primary School Voorburg, The Netherlands
<i>Qualifications</i>	
1994	MBA – Project Management (Construction)
1986	Civil Engineering, M.Sc Major: Coastal Engineering
1979	VWO Certificate, The Netherlands (University Entrance level)
Interests:	Hiking, DIY activities, Squash, Skiing, Travel, Gardening
<i>References</i>	
	1. Name Position Management of Hydraulic branch civil engineering Address Phone Fax

2. Fill in your personal information in accordance with the CV. Discuss with your partner what kind of information should be included.

3. Read the job advertisement in next page and answer the questions.

a. What kind of job does this advertisement offer?

b. Which company does the job belong to?

c. What are the duties of the job?

4. You are interested in this job and feel like that you suit the description. Write your CV for this job, including the following headings in your CV.

✧ Personal details

- ✧ Education and qualifications
- ✧ Career/ Work history
- ✧ Interest
- ✧ Personal references

5. Choose one classmate as the manager of the company in the advertisement. Show your CV to him/her. Ask his/her opinion about if he/she would recruit you and the reason to the decision.

6. Search other styles of CV from other countries on the internet after class.

Appendix 2

(Job advertisement Retrieved October 31, 2021, from <http://www.seek.com.au/Job/receptionist-full-time/in/sydney-north-west-hills-district/23432949>)

Receptionist

Barry Smith Automotive is a new and used car dealership located in Pennant Hills. We're looking for a new full time receptionist to join our busy and successful team. To suit this role you must be bubbly, hard-working and dedicated to the role.

We are looking for someone who is committed to full time hours and is looking for long term job security and stability. Experience is preferred, however full training will be provided. A generous salary is offered to the right candidate.

The role includes the following duties:

- Operating a switchboard
- Answering and directing incoming calls
- Managing incoming and outgoing mail
- Data entry
- Some filing responsibilities
- Greeting customers

The ideal candidate will possess the following attributes:

- Professional phone manner
- A positive and 'can do' attitude
- Attention to detail
- A willingness to learn

If you feel like you suit this description then email us your CV or call to arrange an interview.

Contact: Alex Burai
Email: alexburai@bigpond.com
Phone: 9483 3333

Appendix 3

(Video Retrieved October 31, 2021, from <https://www.youtube.com/watch?v=m-W6dXfm7YE>)

The transcript of the video in Speaking lesson

Receptionist: Good morning, Boston Multi-device. How can I help you?

Carl: Hi, could I speak with Marty Bickman, please?

Receptionist: Sure, one moment please.

Receptionist: (several seconds later) oh, I am sorry. But Mr. Bickman isn't in his office at the moment. Can I take a message?

Carl: Er, well, I really need to speak with him. Do you know when he will be back?

Receptionist: He should be back in about two hours or so. Would you like his mobile phone number?

Carl: I think I have it. It is 555679055, right?

Receptionist: Yes, that's right.

Carl: Thank you very much.

Receptionist: My pleasure. Thank you for calling. Goodbye.

Carl: Bye.