

Teacher's notes | Reading file 1

Learning objectives for this lesson

Reading for specific information and detailed comprehension of the text. Finding useful expressions in the text to recycle and extend functional language in Unit 1 of the Student's Book. To introduce the learning skill of word building from words in a text.

- 1 Students begin the lesson by reading the first paragraph only. The aim is to introduce the meaning of the skill of networking. Students may already know the terms 'socializing' or 'making contacts', but they need to understand the wider meaning of 'networking', as defined in the text.

Answers

- to make and increase your contacts
- when you want a new job or promotion
- to help friends and colleagues with information and contacts

- 2 Having clarified the meaning and uses of effective networking, open up the discussion as a class on how the students network and the kind of events they might network at. If some students don't go to any special networking events, talk about how they can network when on the phone or via the Internet. For example, there are networking Internet tools such as *Facebook* or *LinkedIn*.

Extension

With stronger learners, you could put them into groups before starting exercise 3 and ask them to think of three tips for effective networking. Then make a list on the board with everyone's ideas. Afterwards, compare the ideas on the board with those listed in exercise 3. Does the class agree with the ideas in the list?

- 3 Students read the rest of the article and find out which statements the writer agrees with.

Answers

The writer agrees with 1, 2 and 4 but would disagree with the rest.

- 4 This exercise provides revision of social expressions which students will have been working on in Unit 1 of the Student's Book.

Answers

- 1 Hello, my name's ... I work for ... I'm an ... we provide ...
- 2 Is this seat free? Who do you work for? What do you specialize in?

- 3 See you next Tuesday at ten.
- 4 Can I introduce you to ...?

- 5 Students can try to remember some of the expressions they learnt in the Student's Book and also add a few of their own. After working in pairs they can join with other pairs to compare and share their expressions so they have a list. You could also let them check their ideas for expressions in the Student's book pages 10–11.
- 6 If students are unfamiliar with this kind of word building table, spend a few minutes talking about how it's always useful, when you learn a new word, to write it down but also write down other forms of the root word (e.g. the verb, adjective, adverb, and noun form). In this way, students develop a useful strategy for quickly expanding their vocabulary.

Answers

verb	activity	person
network	networking	networker
present	presenting	presenter
make conversation	making conversation	-----
manage	managing / management	manager

- 7 Students create sentences so they practise using the different forms of the words in different sentences. Monitor closely for correct use but also correct pronunciation of the word stress. Students should also think about other words such as their job titles. If this is at the beginning of your course, then this is a good chance to ask students about their jobs and find out if their job title can be easily translated. Then they can take parts of their job title and word build with it.
- 8 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.
- 9 The expression is commonly said in English and it is quite possible that students have a similar one in their language. You can open up the discussion with the questions, by talking about how different cultures view the idea of someone getting a new job or being promoted because of who they are rather than on merit. For example, in Anglo or North American cultures, the idea of promotion through knowing people instead of through personal ability is sometimes regarded critically. However, most people have received helping hands at some stage in their career through knowing the 'right person'. Discuss if the students' own culture has a similar view or not.