Career Paths: Management I is a new educational resource for management professionals who want to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. Career Paths: Management I addresses topics including office equipment, pay and benefits, networking, presentations, and negotiating. The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:
- A variety of realistic reading passages
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 400 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of terms and phrases

The Teacher’s Guide contains detailed lesson plans, a full answer key and audio scripts. The audio CDs contain all recorded material.

Henry Brown is currently the operations manager of a medium-sized enterprise in Chicago, Illinois. He earned his MBA in 1987. Since then, he has held management positions overseeing workforces from ten to two hundred employees.
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To: Joshua Hart  
From: Kate Stevens  
Re: Next Week’s Schedule  

Dear Joshua,

Next week is going to be busy, and I need your help to plan it. First, I need to make sure that we schedule extra salespeople for Friday. Then, I’d like you to set up an appointment for sales training. Make sure to ask everyone to RSVP so we can prepare the materials in advance.

Next, please arrange the weekly sales meeting. We need to compare our sales for the month to the goal we set. Make sure that you schedule it for a time that all salespeople can attend.

I want you to pencil in a day and time for our annual sales review. You will have to determine which day will work the best, and expect changes. Sometimes finding the appropriate day takes a while in order to accommodate everyone. The executive personnel are often out of the office on business trips.

Lastly, send apologies to Mr. Levens for my inability to attend his meeting next week. If it is important that I be there, ask him if he can postpone it. If he schedules it for the same time on Thursday, instead of Friday, I’ll be able to go.

Thank you,
Ms. Stevens

Get ready!
1 Before you read the passage, talk about these questions.

1. What are some common schedules?
2. What tools can be used to make and distribute schedules?

Reading
2 Read the email. Then, choose the correct answers.

1. What is the main purpose of the email?
   A. to plan the weekly production meeting
   B. to postpone the sales training
   C. to schedule a business trip
   D. to arrange the schedule for the upcoming week

2. Why might it be difficult to schedule the annual review?
   A. It only occurs once a year.
   B. Executives are often out of town.
   C. It lasts a long time.
   D. Everyone has other meetings to attend.

3. Why is it important that employees respond to the sales training invitation?
   A. so those who can’t come can schedule another time
   B. so the correct number of materials can be prepared
   C. so the manager can arrange the right room for the training
   D. so they know how much food to order for lunch

Vocabulary
3 Match the words or phrases (1-8) with the definitions (A-H).

1. ___ set up  
5. ___ appointment
2. ___ pencil in  
6. ___ in advance
3. ___ weekly  
7. ___ review
4. ___ postpone  
8. ___ annual

A. occurring once every seven days
B. to plan for an event knowing that it might change
C. occurring before another event
D. a meeting set for a certain time
E. to make arrangements for an activity
F. occurring once a year
G. to delay an event
H. an examination of events
Read the sentence pairs. Choose which word or phrase best fits each blank.

1 schedule / arrange
   A ________________ the meeting at 11:00 on Wednesday.
   B I’ll ________________ the handouts and chairs before the meeting.

2 RSVP / send apologies
   A The manager had to ________________ for missing the meeting.
   B The invitation says to ________________ by Friday.

Listen and read the email again. Why is it important to plan a meeting in advance?

Listen

Listen to a conversation between a secretary and a manager. Mark the following statements as true (T) or false (F).

1 ___ The weekly meeting will be postponed.
2 ___ The man canceled the appointment with Mr. Jackson.
3 ___ The woman will not attend the monthly sales goals meeting.

Listen again and complete the conversation.

Secretary: Well, Mr. Druss can’t make the weekly meeting.
Manager: Hmm, I really need him to be there. Can we 1 ____________ ?
Secretary: I can go ahead 2 ____________ it. I’ll check with him to see when he’s available.
Manager: That would be great. What 3 ____________ do we have?
Secretary: Mr. Jackson 4 ____________ a meeting as soon as possible.
Manager: Okay. What does tomorrow 5 ____________ ?
Secretary: You’re free from 11:30 until 2:00.
Manager: Go ahead and 6 ____________ a 1:00 meeting and see if that will work for him.

Speaking

With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We have some conflicts...
What are...?
Can we change...?

Student A: You are a secretary. Talk to Student B about:
- schedule conflicts
- changing meetings
- scheduling meetings

Student B: You are a manager. Talk to Student A about the scheduling conflicts.

Writing

Use the conversation from Task 8 and the email to complete the schedule. Include:
- appointments for each day
- the types of meetings
- changes to the schedule.

Sunday, March 4

Monday, March 5

Tuesday, March 6

Wednesday, March 7

Thursday, March 8

Friday, March 9
Get ready!

Before you read the passage, talk about these questions.

1. What are the most common office positions?
2. Why is it beneficial to get experience as an intern?

Reading

Read the job fair advertisement. Then, mark the statements true (T) or false (F).

1. The company is currently hiring supervisors.
2. All of the downtown office positions come with benefits.
3. Interns should bring their applications to the downtown office.

Vocabulary

Match the words (1-7) with the definitions (A-G).

1. clerk  5. employee
2. intern  6. freelancer
3. co-worker 7. salesperson
4. executive

A. a person with a higher management position
B. a person who works with other people
C. a person who works for hire without a permanent position
D. someone who works for a company
E. a student getting on-the-job training
F. a full-time employee who does basic office tasks
G. someone who sells things on a company’s behalf
4 Write a word that is similar in meaning to the underlined part.

1. I left a message with Mr. Mason's assistant who does his administrative duties.
   __ c __ e t __ y
2. Shelley's direct manager who oversees her work asked her to do a new project.
   s __ r __ i __ r
3. Advice from a(n) fellow worker in your field can be very valuable.
   o __ e a u __

5 Listen and read the advertisement again. What does this company offer to their potential employees?

Listening

6 Listen to a conversation between a student and a recruiter. Mark the following statements as true (T) or false (F).

1. ___ The man is looking for an entry level position.
2. ___ The woman is studying business at the university.
3. ___ The internship position has low wages.

7 Listen again and complete the conversation.

Student: Hi, do you have any 1 _______ _______ positions open?
Recruiter: Hi there. Well, we have a few 2 _______ _______ open. Do you have any prior experience?
Student: No, I don't.
Recruiter: Okay, let's see. Are you a 3 _______ _______?
Student: Yeah, 4 _______ _______ at the university.
Recruiter: Okay, great. In that case, you could become an intern. Of course, the pay is 5 _______ _______.
Student: That's okay. I need the 6 _______ _______.
Recruiter: All right then, I'll get you an application.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you have any ...?
In that case ...?
Of course ...?

Student A: You are a job seeker. Talk to Student B about:
- what jobs are available
- what qualifications you have
- what positions you are eligible for

Student B: You are a recruiter at a job fair. Talk to Student A about available positions with your company.

Writing

9 Use the conversation from Task 8 to complete the job application.

Pahl Advertising
Application for Employment

Position desired: ____________________________________________

Please describe relevant experience:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
above [PREP-U8] If a number is above a second number, it means it is higher.

according to [PREP-U8] If information is according to a person or document, it means that person or document is the source of the information.


accrue [V-I-U14] To accrue is to build up over time.

add [V-T-U7] To add a number to another number is to increase it by that amount.

administrative assistant [N-COUNT-U6] An administrative assistant is an employee who performs a variety of office tasks to support the management.

and [CONJ-U7] And is used to show addition. For example, 1 and 1 is 2.

below [PREP-U8] If a number is below a second number, it means it is lower.

benefits [N-PLURAL-U11] Benefits are services, extra money, or advantages provided by employers to some employees in addition to paying regular wages.

bill [N-COUNT-U12] A bill is money in the form of paper worth a certain amount.

binder [N-COUNT-U1] A binder is a hard cover with three rings inside used to hold papers together.

bottom out [V-I-U15] To bottom out is to reach the lowest value.

break room [N-COUNT-U4] A break room is a room where employees take breaks and eat lunch.

calculator [N-COUNT-U2] A calculator is a handheld device used to perform basic mathematical functions.

cash [N-UNCOUNT-U12] Cash is the physical form of money represented in paper bank notes and coins.

change [N-UNCOUNT-U12] Change is money in smaller denomination given in exchange for money of greater value.

charge [V-I-U13] To charge is to use a credit card to pay for a product or service.

check [N-COUNT-U14] A check is a financial tool, in the form of a written statement, that directs a bank to pay funds from a checking account.

checking account [N-COUNT-U14] A checking account is a financial account that allows the account depositor to write checks against the funds held in the account.

clerk [N-COUNT-U5] A clerk is a full-time employee who does general office tasks and other clerical work.

close [V-T-U14] To close an account is to remove all funds from it.

coin [N-COUNT-U12] A coin is money that is made from a hard material like metal.

colleague [N-COUNT-U5] A colleague is a fellow worker within a profession.

comes to [V PHRASE-U7] If something comes to a number, it is equal to that number after a mathematical operation.

commercial bank [N-COUNT-U14] A commercial bank is a financial institution that focuses on savings and checking accounts and short-term loans.

computer [N-COUNT-U3] A computer is a machine used to run programs, store data, and process information.

conference room [N-COUNT-U4] A conference room is a large room where meetings are held.

consult [V-T-U10] To consult someone is to seek his or her advice or counsel.

consultant [N-COUNT-U6] A consultant is a person who gives professional advice on business matters.

co-operative [N-COUNT-U9] A co-operative is a business that is owned by the people who run it.
Career Paths: Management I is a new educational resource for management professionals who want to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. Career Paths: Management I addresses topics including office equipment, pay and benefits, networking, presentations, and negotiating.

The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

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The audio CDs contain all recorded material.

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