American TESOL
Institute

Welcome to American TESOL Institute

American TESOL Business Course E-Book

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Submission Guidelines

Assignments are to be submitted and graded according to the following guidelines:

Grading Schedule

Assignments are graded on the next business day from when they are received. Sunday will be the only day that work will not be graded. Therefore, all assignments submitted on Saturday and Sunday (EST) will be graded and reviewed on Monday. All major holidays such as Thanksgiving, Christmas and New Year's Day will be the exception.

Grades

One half of a point is deducted for misspelled words.
Major grammatical errors will result in three deducted points.
Any average above 70 is considered a passing grade.
Your exact score for this course will not be reflected on the certificate.

Resubmission

Work may be resubmitted one time.

Depth and Scope of Assignments

Questions requiring a short response should be typed in paragraph form in 2-4 sentences, and key terms must be identified.
Essays should be about 2-3 paragraphs in length, which consist of about 4-5 sentences each.
The thesis for the Advanced Program should be 1-2 pages.
You may paraphrase or directly quote from the text or outside sources as long as you cite the source and page number.

English Competency

Students must demonstrate fluency in English in their answers. As stated on our website, American TESOL recommends that non-native English speakers have a 550 TOEFL score (220 CBT) or an IELTS score of 6.0 to enable them to successfully complete an online or in-class American TESOL certification.

Note:

We always recommend that you use a backup source to save your assignments for protection in cases of computer or internet malfunctions.

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TESOL Assignments 1-4:

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1. What are the acronyms for TESOL, SLA, L1 and L2?

_____

In your own words, explain five teaching approaches/methods for TESOL and which methods you think will work best for adult professionals. TESOL Method 1

_____

TESOL Method 2

_____

2. TESOL Method 3

_____

3. TESOL Method 4

TESOL – TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Today, you will find many students who can communicate in a second language (L2) in addition to their native tongue (L1). By the process of second language acquisition (SLA), some of these students have learned how to read and write English well. However, while being literate in English is one thing, speaking English is another. Therefore, the goal of pedagogy (the art of instruction, the functions or work of a teacher, or the science of teaching) in TESOL is to enable students to communicate fluently in English. Fluency means being able to not only read and write but to also understand and speak a language.

Speech and Pronunciation

Language is in part speech, which is communication by voice using arbitrary sounds in conventional ways. It includes sound vibrations formed by a wide variety of body parts. Let us take a look at the different body parts used to produce language.

Nasal Cavity
The cavity lying between the floor of the cranium and the roof of the mouth and extending from the nose to the pharynx

Alveolar Ridge
A ridge that forms the borders of the upper and lower jaws and contains the sockets of the teeth

Lips
Two fleshy folds that surround the opening of the mouth

Teeth
 One of a set of hard, bonelike structures rooted in sockets in the jaws of vertebrates, typically composed of a core of soft pulp surrounded by a layer of hard dentin that is coated with enamel at the crown and used for biting or chewing food or as a means of attack or defense

Ape
The highest point of the mouth

Lamina
A thin plate, sheet, or layer located in the rear of the mouth near the throat

Dorsum
The upper, outer surface of an organ, in this case the mouth

Larynx
The part of the breathing tract between the pharynx and the trachea that houses the vocal cords

Vocal cords
The organ consisting of cartilage, muscle, and folds of mucous membranes

Hard palate
The relatively hard, bony frontal portion on the roof of the mouth

Oral cavity
The opening through which sounds emerge audibly

Velum or soft palate
The muscular fold that is suspended from the rear of the hard palate and closes off the nasal cavity from the oral cavity during swallowing or sucking

Uvula
A small accumulation of tissue perched from the center of the soft palate

Pharynx
The opening section of the digestive tract that extends from the mouth and nasal cavities to the larynx where it becomes extends to the esophagus

Alimentary canal
The mucous membrane-lined tube collaborating with the digestive system, also including the pharynx and esophagus

Speech production involves four major processes: conceptualization, formulation, articulation and self-monitoring. Conceptualization is concerned with planning the message content. It draws on background knowledge about the topic, speech situation and patterns of discourse. The conceptualizer includes a monitor which checks everything that occurs in the interaction to ensure that the communication goes according to plan. This enables speakers to self-correct for expression, grammar and pronunciation. The formulator finds the words and phrases to express the meanings, sequencing them and putting in appropriate grammatical markers. It also prepares the sound patterns of the words to be used. Articulation involves the motor control of the articulatory organs which in English are the lips, tongue, teeth, alveolar palpate, velum, glottis,

mouth cavity and breath. Self-monitoring is concerned with language users being able to identify and self-correct mistakes.

Even though it cannot be denied that accurate pronunciation is useful in business communication, in assuring not only proper comprehension but also the impression of professionalism, it has come to be regarded as certainly not a must in the modern world and sometimes superfluous to be so much emphasized as long as the casual mistakes do not impede communication. There are many different approaches to teaching pronunciation. However, the important point to remember is that you must support your students in transforming the way they move their mouths during speech. This includes being conscious of the way you as an individual form words.

Teaching Business English
While pronunciation is a key component of any TESOL course, the objectives of the TESOL Business Course are as follows:

- To familiarize teachers in regards to the methods of teaching business English to foreign students that are both timeless and on the cutting edge

- To enable teachers to help students understand the key points and terms used in the everyday world of modern business English

- To help teachers learn how to assist students in the utilization of the many tools of communication in the modern business world

In contrast with teaching Standard English, it seems that the endeavor of teaching Business English represents some particularities both in the choice of methods and especially in that of the didactic materials. If the latter are clearly necessary to be authentic and specialized on the economic fields, the former do not obviously have to differ that much from the standard, though aspects as teaching grammar remain controversial.

Teaching is an activity that, like most human occupational approaches, can be both tiresome and rewarding, depending on an extraordinarily high number of factors, from the teacher's degree of preparation or qualification, communicational abilities or disposition, to the student's expectations and motivation, even to their tolerance and adaptability. As analysts note, "Students learn in many ways – by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. Teaching methods also vary. Some instructors lecture; others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. The students bring with them their own learning preferences, and how much they manage to learn depends partly on students' ability and prior preparation and also on the compatibility of his or her characteristic approach to learning and the instructor's characteristic approach to teaching."

Teaching English should be somewhat more pleasant and fulfilling for both instructor and learner as long as the subject, the English language, is an appealing one, being in itself more attractive and interesting than others. But is Business English of the same category and, likewise, does teaching it show similitude with teaching Standard English or, more likely, with teaching the somehow drier specialties such as economy or business?

From the instructors' mood for teaching English for special purposes or from their ability and propensity for class management, to the students' capacity of assimilating specific terminology and characteristic concepts or subject matters to discuss, there is a wide range of influential elements that cause either the success or the failure of the teacher-student professional relationship, hence the successful or deplorable teaching and learning of Business English. How much the teacher's effort accounts for this or to what degree it is a matter of students' wishes and preferences is a problem that can be found relevant in this respect.

It is not exactly that the methods implied shall differ to some extent when teaching Business English from those used for teaching English in general, due to the specific nature of the former, but the very content of the subject will require a different approach and will trigger a correlative response.

Not as appealing as plain English and consequently less capacitated to get assimilated passively by the learners, Business English proves a serious 'school subject' and may become a troublesome and painstaking endeavor addressing specialized target groups, be those students in economics, economists engaged in affairs with foreign or international companies, people involved in business activities that require knowledge of English for their job, translators specializing in the fields of commerce or other categories that might need it for various reasons and so on. At any rate, a remark can be straight forwardly depicted, and this is the fact that, generally, Business English is not a leisure time activity, not something coming out of a hobby or pleasure but more of a career need or requirement of the job. Thus the difficulties in approaching it – as in dealing with any kind of compulsory task – both as a teacher and as a learner are understandable and predicable. Is there any possibility to make Business English more attractive, to embroider it in the garments of Standard English for example and thus to follow the same strategies and to receive a similarly open or even enthusiastic disposition of the learners to tackle it?

How different from classic teaching is it to approach, as a teacher of English, this specialized subject of Business English? Of course, as specialists in teaching methodology note and advise, the Business English teacher's role is – luckily, we might say – not to present business concepts to the learners or to instruct them on how to conduct their business. On the contrary, it is to enable such learners to develop their language skills within a business context. So, teaching Business English differs from teaching Standard English in the choice of contexts for listening and reading texts and in the choice of lexis in grammar and vocabulary exercises. As an illustrative and yet very short exemplification, we may notice that the same lexical structures and

grammar pattern can be discussed on a sentence such as "We have just received the invoice,"for Business English, as in a simple one taken out of everyday situations, characteristic for Standard English, of the type "We have just met Jane," where it is quite obvious that the only supplementary item to be discussed – and, nevertheless, compulsory to – is the vocabulary, the choice of words being relevant for the field of Economy.

Teaching Vocabulary
Normally there shouldn't be a relevant difference in the choice of methods for teaching vocabulary of Standard English and Business English, as vocabulary in itself implies possibility of getting accustomed – following the same procedures – to any specialized language of any particular field of human activity.

We can approach new business terms in the same way we would approach other vocabulary by:
- Introducing vocabulary in context, and by using it in a variety of sentences.
- Having students listen to and repeat dialogues (which illustrate business practices and language) with repetition drills, examples, questions and answers and by participating in role-play (or mini dramas) in groups of two or more.
- Using written and oral exercises.

(Cypres, L., – "Introducing Business English into the ESL Classroom: A Simple Approach.")

Additionally, we may want to review grammatical structures and idiomatic expressions, as well as add listening comprehension and writing exercises .

Teaching Grammar Within Business English
Highly controversial as this matter could be, the usefulness of teaching grammar or insisting on it, with students whose main aim is learning specific terminology and managing English in the field of Economics, still haunts the teachers who regard accuracy of the language spoken as extremely important regardless of its purpose. The need for grammatical Business English might be uncertain and the process of introducing such an attempt to the students disdainfully received, but this however does not differ much from teaching grammar with Standard English as grammar in itself is regarded as less fun than mere conversational classes centered on reading and discussing communicative exercises. Still, the need for it is seemingly exactly the same as in the regular English classes, as long as the objective of Business English is the same as the one of the Standard but with the only addition that the terminology would be a specific one.

Users of Business English shall use the same rules of language and the same grammar structures, and they will have to undergo conversational situations using such structures. They will also have to deal with the collocutors' flow of words following the various grammatical norms, exactly as regular speakers of the language. To successfully cope with factual situations, grammar accuracy is sometimes useful, so learning it becomes a necessary evil, as some might see it. Teaching it is no problem at all, no bigger challenge than teaching it within

Standard English classes, as long as the only thing to adapt would be vocabulary.

Thus, teaching past simple – or tenses in general, as a matter of fact – would be the same using either an example such as "The CEO convened a problem-solving session last Monday" or one as "Our friend invited us to his birthday party some days ago." Such will be teaching, for example, comparison of adjectives and related structures, as in "Although analysts say that keeping up with the more and more sophisticated technology has lately become a bigger problem than inflation, we still face the highest rate of that ever, and, the higher the wages, the worse" or in "Although people say that finding friends in this busier and busier age is harder than anything, loneliness is not the biggest problem of the modern world if not the fact that the lonelier someone is the busier he will become as he gets involved in all sorts of unnecessary activities." The usefulness of learning grammar proves true if we only take into account this last example, a sentence almost impossible to understand by someone who does not master the rules of grammar implied in it, no matter how expert that person might be in the field of economy and how clearly he/she understands the specific vocabulary.

Methods of/Approaches to TESOL
One of the first steps of TESOL is learning the various techniques and methods teachers utilize. There are many different approaches, and they can all be used interchangeably to suit your teaching style. Familiarize yourself with methods and approaches.

Approach

- **A theory of the nature of language: Basic units of structure, definition of L2 proficiency**
- **A theory of the nature of language learning: Psycholinguistic & cognitive process; conditions for success**
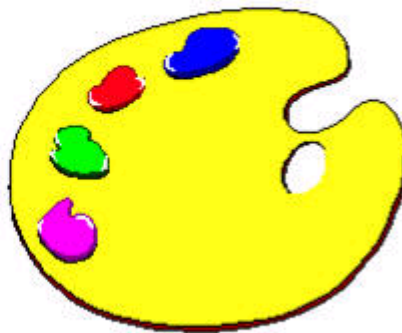
The Audiolingual Method
Guiding Principles

- Structural patterns taught using repetition drills so material is "over-learned"
- Teaching points based on contrastive linguistics
- Student errors prevented & correct forms reinforced
- Grammar taught inductively
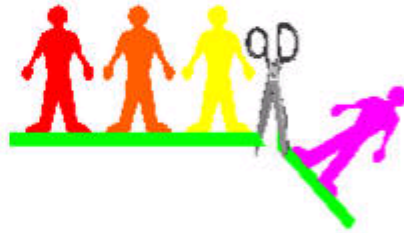
Steps in Total Physical Response

1. Teacher says command & performs the action.

2. Teacher says command & both teacher & students perform the action.

3. Teacher says command-Students perform action.

4. Teacher tells one student to perform action.

5. Reverse the roles or students give each other commands.

Total Physical Response
Guiding Principles

- Uses psycho-motor systems to teach vocabulary & sentence forms
- Students not forced to speak until ready
- Command forms used to convey information
- Builds gradually in complexity
- Supports kinesthetic learning style

Communicative Approach
Lesson Planning

- **Communication goals**
- **Specific vocabulary & expressions needed to accomplish communicative intent**
- **Visuals, graphs or displays**
- **Dialogue prepared by teacher or students**
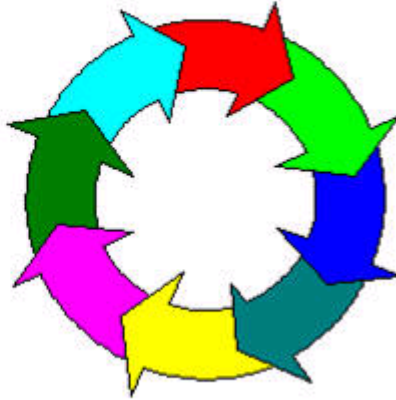
The Communicative Approach

Guiding Principles

- **Comprehension precedes production.**
- **Production emerges in stages.**
- **Goal is meaningful communication.**
- **Affective filter is lowered.**
- **Language is "acquired" through interaction as well as "learned" from the teacher.**

Additional Teaching Approaches

Art/Musical

This is where the students learn using art and music. Utilizing both sides of the brain, it is a great key to learning another language. Graphs and flow charts are a wonderful way to demonstrate new vocabulary.

Lexical Method

This philosophy, based on the research of Michael Lewis, holds that learning language primarily occurs through the development of words and word combinations. It views language acquisition through a more varied approach than traditional grammar-based methods which involve learning perceived patterns of language. Grammatical acquisition has always been looked upon as the crucial cornerstone of language excellence. However, through lexis, meaning words or phrases, the lexical approach of language can be taught through commonly occurring, fixed expressions from everyday speech. Words, polywords (i.e. turn around), word partnerships (i.e.. pleasantly surprised), and idioms (i.e. get the phone) give rise to the basis of language. Instead of emphasis on individual vocabulary words, teachers go through larger groups of words for easier comprehension. Also, for learning prefabricated words and phrases, the lexical approach helps

build language fluency because that is mainly the manner in which people speak. Furthermore, intensive reading and listening lead to the learner's awareness of the target language.

A core component of the lexical approach is the teaching of words to students in units that are alike. Themes could consist of scientific words, measurement words, etc. Words commonly used in business create a semantic world that is very clear to see. The lexis found could be encapsulated to a large extent within a limited number of semantic categories. These categories include business people, companies, institutions, money, business events, places of business, time, modes of communication and lexis concerned with technology.

TESOL for Business Assignments 5-9:

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5. Write a sample lesson plan for each of the five teaching approaches/methods.

   Lesson Plan 1

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6. Lesson Plan 2

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7. Lesson Plan 3

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8. Lesson Plan 4

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9. Lesson Plan 5
LESSON PLANNING
Brainstorming
Things to take into consideration are:

1. The theme of the lesson: What is the basis or intention of themes to be covered?
2. Proficiency level: On which level are your students practicing? If you find yourself to be in a situation where they are all on different levels, then finding a common ground for advancement in learning on all levels will be necessary.
3. Skill objectives: Upon which skills will you focus? These include the basics of what we unknowingly do each day, sharpening our communicative skills.
4. Methodology: Which one of the methods discussed is necessary?
5. Key objects for learning: How do I get these key ideas across to my students? These include any props, visual aids or learning materials that may be needed.

Lesson Components
1. Warm-up of previously learned material.
2. Five new words or phrases for the students to learn .
3. An overview of the lesson in which the teacher answers any questions.
4. The continuation of lesson topics, building a foundation of the English language, for TESOL students to utilize in the real world.

Class-Time Action
Warm-up Exercises
(5 minutes) The purpose of the warm up is to get students' minds on the subject of English. Making this transition will help make in-class activities run more smoothly and efficiently. These can be direct or indirect questions asked to the class as a whole with an emphasis on the newly learned vocabulary in conversation.

Introduction to Teaching Objectives
(2-3 minutes) Here the students will get to know the activities and expectations of the day. This is the best time to introduce attention-getters such as short games.

Teaching/In-Class Assignments
(Bulk of class time) Teachers will carry out the skills needed for the students to achieve their learning goals using the key objects for learning. Students can practice and integrate the newly learned skills while the teacher can evaluate the level of mastery for further pursuit of educational goals. The former is the teacher-oriented portion of class, and the latter would be the student-oriented portion of the learning period.

Review/Out-of-Class Assignments
(10 minutes) The content of the day is relayed and discussed, possibly with an introduction of the next lesson and how it relates to make up a cohesive unit with earlier instruction. Now is the time to introduce the expected skills of the assignment to be due on the continuation of the class. Last, but not least, previously dated assignments are returned and can be corrected before or during class. There is always the tried and tested method of mixing up the papers in-class, then giving out the correct answers to the class and the final giving back of the papers to the original owner.

Putting It All Together
It is handy here for a notebook to be kept regarding how long certain lessons last. You may find that you are running out of time or need to make the work a little bit more challenging by adding time-fillers. There are other things that you may need improvement on or students that you want to single out for extraordinary or deficient work. You can compile notes at the end of the given term because you may be asked to make a list of suggestions or a progress report for each of the students. Waiting until the last minute does not work in those situations, so be prepared to improvise and take action.

Sample Lesson Plans
General Sample Lesson Plan
Review adjectives for describing people. Say: My best friend is friendly, helpful, and talkative. Write the adjectives on the board, and ask: How would you describe your best friend? Write students' ideas on the board.

Introduction
1.   Ask students which of the adjectives on the board are important for an employee.

2.   State the objective: Today we're going to learn how to give feedback and accept correction.

Materials
1.   Three pictures illustrating three different employees with work habits that need to be corrected
2.   A recording the following script:

A: Sandy, can I see you for a moment?

B: Yes, Mr. Smith. What is it?

A: You're a good worker, Sandy. You're the most organized person in the office.

B: Thanks, Mr. Smith.

A: But Sandy, you're always late. You have to come to work on time.

B: I'm sorry, Mr. Smith. I'll try to do better.

A: Thank you, Sandy.

Presentation
1.   Direct students to look at the pictures and ask: Which workers
have a problem?
2.   Tell students that they're going to listen to a boss talking to
each of these workers. Point out that he has positive feedback for them,
but he also wants them to correct certain behaviors. Play the audio. Give
students time to match the adjectives to the workers. Go over the answers
as a class.

Guided Practice
1.   Play the audio. Ask students to read along silently and listen for
the answer to this question: What behavior does Sandy need to correct?
Elicit the answer.

2.   Ask students to read the conversation with a partner. Circulate
and monitor pronunciation. Model and have students repeat words or phrases
that they are having difficulty pronouncing.

3.   Say and have students repeat the expressions in the "In other words"
box. Elicit the replacement of the expressions in the conversation. Ask
volunteers to read the conversation using expressions from the box.

In other words…

I'll try to do better.

You won't have to tell me again.

Thanks for letting me know.

4.   Ask students to act out the role-play in both roles.

5.   Have students role-play the following scenario using the script to
make a new conversation:

The office manager at your company is very efficient, but he or she makes
too many phone calls to friends. Tell him or her to spend less time on the
phone.

An Audiolingual Approach Lesson Plan
Objective
Using a textbook as a guide, L2 learners will be asked to do "listen and repeat" drills as well as

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other drills that include understanding inflection and intonation of the voice of L1 speakers and body language. The instructor plays a significant part in correcting grammar and other mistakes while trying to create an atmosphere for students to speak freely and smoothly.

Introduction
Students will be asked about making hotel reservations using different ways (ie. internet, fax, phone etc.). Then they will be asked to describe their own experiences making reservations while on business. The lesson will focus on using the phone.   This is important because the speakers will not be looking at each other as is usual with phone conversations. Listening skills will be highlighted. 10 mins

Body
Students will be asked to listen to a CD/tape of people who are making reservations by phone. They will then answer a series of questions regarding the conversation. The teacher will speak an assortment of terms from the dialog, and students will repeat the terms. (Pronunciation and intonation/inflection are checked for accuracy.) All phrases will concentrate on the idea of making reservations at a hotel so that the students are totally focused on these most commonly used phrases. 15 mins.

Body II
Students will then work in pairs practicing reading these same phrases over and over to their partners. The instructor will ask the students to create their own dialog using the previous conversation as a guide. They should be free to use whatever ideas they want, and any mistakes will be corrected. They then will sit back-to-back and practice the new dialog trying to memorize the lines over and over again, trying to make the dialog as smooth and as clear as possible, as if it was spoken by a native speaker. 15 mins.

Conclusion: Students are asked to discuss the pros and cons of making reservations by phone as opposed to the other forms of making reservations.

A Lexical Approach Lesson Plan
Objective
To teach L2 students how to recognize word phrases and "chunks" from written material. This will be for intermediate and advanced business students. The material will help them understand more phrases used primarily by L1 speakers.

Introduction
Students talk about their first day(s) on the job for the company they currently work for or they could also talk about a previous job. And they are asked to discuss some "memorable" moments. They are talked about in length and expanded upon by the teacher, who might have a few of her/his own. 10 mins.

Body
Students are given a written short story that is about 1 or 2
paragraphs in length about someone who had a very memorable moment at
work. Unless the students are a seriously high level, the length should be
no longer. They are asked to read it silently. After reading it once, they
are then told to turn over the paper and then asked questions by the
instructor. From the answers you can draw out phrases and colloquial sets
of words.   10 mins.

Body II
The instructor can read out to the students passages from the
short story leaving blanks in the sentence for the students to call out
and fill in. This is especially good for recognizing collocations. 10 mins.

Body III
Learners are also given certain lexical phrases from the story
in which they can fill in their own ideas, so the teacher can set up
lexical chunks and let the students make their own. This will help them
expand on the original story. 10 mins.

Review
Discuss their impressions of the story, and ask them to bring in
another story of their own to be used in class the next time. 5 mins.

Lexical items that can be taught:
People in Business -- customer business, manager investment, supplier delivery, distributor
payment, shareholder development, employee
production, staff communication, partner competition, management boss
Business Activities -- takeover, distribution
Business Actions -- sell high stakes, manage big, receive low, confirm global, provide
international, send local, develop competitive, discuss corporate, achieve strategic
Business Descriptions -- Stock Brokers, Distributor, Business Events and Entities, sale, merger,
trade, package, export, service, market, earnings, performance, product
Two word phrases -- interest rates, cash flow, market share, stock market, Wall Street
Three word phrases -- a lot of, one of the, the end of, in order to, we need to

Class Activities

Take Action: Have students summarize an article from an English speaking business journal. The students can post the article on a presentation board and can be prepared to give a speech in front of the class while clearly illustrating all concepts of the article using visual props.

Taking Phone Messages

Use tablets to record accurate and complete information. Be sure to include these factors in the message:
* Name of person for whom the message is intended
* Caller's name, company and number
* Date and time
* Message
* Phone request (i.e., Please Call, Will call back, or Call back ASAP)
*The best time to reach the caller. It is important to deliver the message as soon as possible and maintain confidentiality with all messages.
Either turn the message over or fold it in half, so there is no danger that it can be read by other staff or visitors.

Receiving Inbound Calls

* LARGER OFFICES - "Thank you for calling (dept name). How may I direct your call?"
* SMALLER OFFICES - "Thank you for calling (dept name). How may I assist you?"
* DEPARTMENTS - "(dept name), John Smith, .." OR "John Smith, how may I assist you?"
* "May I put you on hold?" - Use this instead of Hold on.
* "May I say who is calling please?" Use this instead of "Who is this?"
* "I am having a little difficulty hearing you. Can you please speak-up?" Use this instead of "I can't hear you."
* "I need to transfer your call to (dept.) so that they can answer your question. May I do so?" Use this instead of "I'll transfer you."

Call Waiting/Transferring

Always ask the caller's permission before you put them on hold. Do not place handset on cradle until you have depressed the hold button.
Always ask the caller's permission before you put them on hold. Do not place handset on cradle until you have depressed the hold button.
Check the line every 30-45 seconds and give the person the option to call back later if the retrieval of information should take longer.

Making Outbound Calls

Identify yourself and explain the purpose of your call.

Closing the Conversation

Professional ways to close the conversation:
* Use phrases such as "Great to have talked with you" or "I am glad that I could have been of assistance."
* State the action you will take "I will let them know right away."
* Spell out follow-up action, including time frames/deadlines.
* Thank them for calling and say "Good-bye" instead of "Bye-bye," "Okie-dokie" "Alrighty," or any other slang phrase.

Leaving a Message

The 5 Main Components
1. Introduce yourself. Then spell your last name aloud. Recite your phone number.
2. Give the time, day and reason for call.
3. Request action to be taken.
4. Repeat your phone number.
5. End call with a courteous goodbye. Action is to have students telephone the teacher's home and let the answering machine pick it up.
They can leave a sample message. The names and numbers can all be deciphered together in class.

Business Dining

Be sure to select a good restaurant so that the dining experience will be a positive reflection of your service. Walk behind guests if you are being seated by the maitre'd. For finding your party's own table, take the lead. Give the better seat to your client, facing the entrance, and sit yourself facing away from the entrance. Place your napkin on your lap as soon as the party is seated to indicate that the meal is about to begin. If you are someone's guest, wait to sit until you receive a signal. You will most likely be given the "power seat." If you are a host, point out chairs for your guests. Do not order alcoholic beverages. Drinking too much when dining out is one of the most disliked behaviors. Sit up straight at the table. It makes a good impression. Never spit a piece of bad food or tough gristle into your napkin. Remove the food from your mouth using the same utensil it went in with. Place the piece of food on the edge of your plate. If possible, cover it with some other food from your plate. Remove the food from your mouth using the same utensil it went in with. Place the piece of food on the edge of your plate. If possible, cover it with some other food from your plate. It is best to order food that can be eaten with a knife and fork. Finger foods can be messy and are best left for informal dining. Give your guests the first choice from items in the bread basket, condiments, dressings, etc.

Business Meetings

a. Starting a meeting: "Well, ladies and gentlemen, I think we should begin. I think we should get down to business. Shall we start?"
b. Stating key points: "The purpose of this meeting is, first, to . . . and secondly to . . . The main objective of our meeting is."
c. Keeping the meeting going: "Would you like to start? Shall we continue?" Presenting and supporting opinions.
a. Asking for opinions: "What are your views on . . . ? What do you think about . . . ?"
b. Giving opinions: (Strong) "I feel quite sure that . . . (Neutral) As I see it .../I believe that .... (Tentative) It seems to me that . . ."
c. Agreeing: (Strong) "Yes, definitely. I quite agree." (Neutral) "I think you're right. / That's true"
d. Disagreeing: (Strong) "That's out of the question." (Neutral) "I don't agree." (Balancing points of view) "I accept what you say but ..... The
project may be profitable, but on the other hand it may be bad for our public relations. What is more .... And another thing .... If we .... it will/may create/cause."
Making suggestions
a. Requesting suggestions: "I'd like to hear some of your suggestions. What would you suggest? I suggest we ... What do you think?"
b. Making suggestions and recommendations: (Strong) "We must ....." (Neutral) "I think we should ...." (Tentative) "It might be a good idea
to ...." (Presenting alternatives) "One possibility is to .... Either we ... or ..... As I see it .... If we ... then .... can .... The advantage of ... is that ...., whereas ....."
Accepting and rejecting proposals:
a. Accepting: "I'm in favor of that. I have absolutely no objections."
b. Rejecting: "I'm sorry, but I really don't think that is a good idea." "I'm sorry but I'm not very happy about that." "That's very interesting, but ...."
Building up arguments.:
"I'm afraid that is not possible. First ... . Secondly ... .. If we put off this decision any longer it will mean further delays. As a result ...."
Summarizing and concluding the meeting:
"To return to the main point. . . " "So, we've talked about .... Can we now reach a decision? If everyone is in favor, I would like to recommend ...." "If nobody has anything else to add, I think we can stop here. Thank you very much."

Sample Test
1. As far as _____ goes, higher risks create the opportunity for higher benefits. Funds that seek _____returns usually bring wider short-term changes than safer and less rewarding investment opportunities.
2. The _____ stands for the _____. It is an international group that fosters trading relations amongst its members consisting of _____ _____.
3. The possibility that a bond or investment will fail to repay the value and interest is known as a _____ _____.

4. A _____ is the likelihood that returns on investments will be lower than projected. An example is _____ _____.

5. The Net Asset Value is determined by dividing the Fund's _____ . _____ (i.e. Value of its securities and other assets less its liabilities)

5. The Net Asset Value is determined by dividing the Fund's _____ . _____ (i.e. Value of its securities and other assets less its liabilities)

by the total sum of _____. Usually is defined on a per _____ basis.

6. _____ _____ are financial techniques for measure of special marketplace features such as capital protection for investments.

Other types of _____ _____ refer to leverage on investments rather than principle leverage.

7. Portfolio Management is also known as _____ _____. It describes the process that aids in the decisions that are made regarding the choices in investment compositions to be held by an individual or groups.

TESOL for Business Assignment 10:

_____

10. Write a Business Resume.

UNDERSTANDING AND TEACHING RESUME WRITING
Steps of Writing a Resume
* Choose a format and organizational approach
* Collect and organize data for a resume
* Review sample resumes
* Write a resume
* Write a resume to be sent via e-mail
* Arrange for a resume critique
* Select reproduction process

Purpose Of A Resume

Here are the guiding principles that will complete a student's knowledge in resume design. The resume documents one's qualifications for a position. It is a marketing tool and should be unique in both content and format to highlight facts about an individual as they relate to a career or position. A resume is a summary of one's personal, educational, and work experience

qualifications. Remember, the purpose of a resume is to help secure an interview; it need not be a novel.

Style Of A Resume
sign
There are traditional ways to carry out resume design writing that have become standard. The descriptions which follow are intended to help you create a resume that will serve your individual needs and represent your individual qualifications. The style in which you choose to write your resume will give it tone and a personal flavor. It can either enhance your resume or detract from it. Don't forget: a resume is a sales device and must present a positive image. Keep in mind that while a resume is an essential tool in the job campaign, it is not meant as a substitute for the interview (even though it usually precedes the interview). Because of the above, and because the resume is a summary, you may (and most do) use incomplete sentences (examples: analyzed survey data...led small group recreation activities.... supervised secretary... etc.).

Some people feel that the resume should be action-oriented and reflect a somewhat assertive and confident job seeker. Others are more comfortable with a neutral tone showing qualifications and interests without much attention to assertiveness or salesmanship. Ultimately, the tone and content of your resume is based on information obtained regarding your career field and prospective employer.

Resume Length
Most resumes are usually 1-3 pages. The resume should be as long as necessary to present your qualifications concisely. One page resumes are most common for traditional age (18-23) college students. E-mail resumes may be slightly shorter than the traditional resumes.

Resume Format
The format should attract attention and create interest. Choose appropriate categories for your information, and order them from most to least relevant to your objective. Use capital letters, underlining, bold face, indentations, and white space to emphasize important information. However, once you've selected a format, be consistent within categories. The resume should be easy to follow and pleasing to the eye. Two trends that may affect your resume format are the posting of resumes on the Internet, and the increasing popularity of resume scanning systems.

Resume Organization
In organizing the information to go into a resume, there are two basic approaches.

Chronological or General
This type of resume lists, describes, and dates the details of each job and educational experience separately. Listings under each category are placed in reverse chronological order, starting with the most recent schooling or job. This approach is most appropriate if you have extensive

uninterrupted work experience in the area in which you seek employment. It is also the most common approach.

Functional
This type of resume consists of selections from your total experience of only those parts which relate to the job you seek. Under each category you list qualifications, skills, experiences, etc. that logically support your job objectives in functional areas such as management, research, writing, teaching, sales, human relations, etc. This approach is more difficult to construct, but may be more effective in documenting the skills or functions you want to perform, especially if your background is varied.

Categories Of A Resume
As stated earlier, certain traditions in resume writing have become standard. Nowhere is this more evident than in the categories of information to be included in the resume. The following categories have come to be regarded as essential in resume writing.

Identification
Your name, full address and phone number with the area code should be the first items on your resume. If you are at a temporary address, you can include this in addition to or in place of your permanent address, depending on circumstances. You may also want to include your e-mail address.

Professional Objective (optional)
This should be your career objective stated as concisely as possible. In scope, it should be broad enough to cover any suitable employment and to interest a wide array of employers, yet be specific enough to give an element of sound career direction to your resume. If you are planning to seek employment in several different areas where the same objective would not be appropriate, consider writing a resume for each area.

Statements
Statements concerning your objectives should be continually reinforced and supported through the other parts or elements of your resume. You can focus on any one or more of the following: (a) position title, (b) career area, (c) kind of organization, (d) specific population, or (e) skills you wish to use.

Education
The highest level achieved should come first then continue backward with all other schools attended, degrees earned, or training received. It is not necessary to include high school. However, if some items in the high school background show high honors or generally reinforce the career objective, then pertinent data should be included. You should list the names of schools, dates attended or graduation date, degrees earned, and major/minor subjects. This is a good place for you to include honors, awards, Dean's list recognition, grades and other items

which may enhance this section of your resume. The possibilities for expansion in this category are unlimited, and you may decide to list selected courses you have taken as well as special projects and activities you have participated in. Beware! If you have a long list of these activities, it might be wise to select only the most important and omit the others or include them in separate categories such as Honors/Awards, Activities, etc. To include all of these items here might begin to dilute the image of the degree, not to mention the cluttered and confused look your resume may take on.

Experience
This category typically reflects your contact with.specific employers. It is permissible to include internships, volunteer work, summer jobs, special projects, or military experience under this category. If you have several experiences very much related to your objective, you may wish to list those under "Related Experience" and your other experiences under "Other Experience." List position titles, names of organizations, locations (city and state), dates and duties. Again, in presenting this information, choose a format where the most recent comes first.

Employers are mainly interested in the degree of responsibility you held and the skills you demonstrated. Try to outline your duties in such a way that throws the best possible light on that job experience, and at the same time relate it to your professional objective.
For example:
Lehman's, Tallahassee FL
Manager
(9/02 - 7/03)
Managed daily phone orders and other operations. Supervised co-workers, compiled inventory data, and maintained stock. Assisted in selecting, hiring, and training new employees.

Use the positive-action word list and positive-quality word list to help you identify skills and accomplishments from your work experiences. Remember, any experience in the world of work may be capable of demonstrating your dependability, resourcefulness, and responsibility, including: internships, volunteer experience, leadership positions, class projects, part-time work, etc. Choose whatever shows your qualifications and experience to your best advantage.

Personal (optional):
Sources vary on what to include and whether or not to include personal information on your resume. It is wise to consider the potential reactions of prospective employers to such information in evaluating its usefulness in your job search. If you choose to include information regarding birthdate, marital status, etc., it should appear near the end of your resume. The argument for putting it near the bottom is that an employer may be prejudiced by the information presented. This is an argument for omitting this category altogether, although, the choice is yours.

References

Choose one of the following:
* "References available upon request."
* Leave off the category or statement referring to your references. (It is implied that you will provide references if requested.)

On a separate page list the names, titles, addresses, telephone numbers and e-mail addresses (optional) of people (3 to 5) who can speak about your experience or knowledge of the subject matter. Include your name at the top of this reference page. Provide this list to the employer when requested. Remember to send copies of your resume to the references you plan to use.

Other Categories
The above categories are a foundation of a resume, but there are many more possibilities. If you have information, which you feel is important, that doesn't fit any of the above categories, create categories to fit your information.
Some possibilities are:
* Activities
* Background
* Certifications
* Computer Skills
* Honors/Awards
* Interests
* Languages
* Memberships
* Professional Activities
* Publications
* Recitals/Art Shows
* Special Skills
* Workshops/Seminars

Activity: Collect and Organize Data for Resume
Suggestions: Before you begin the task of actually writing your rough draft, thoroughly familiarize yourself with the Suggestions outlined below. By following these guidelines, you should increase the probability of producing a readable and straightforward account of your unique qualifications. While most sources agree that a resume composed along these lines is more competitive and successful, remember, the focus is on your needs and objectives. Consider which hints will help you write the resume most appropriate for your job objective.

Do
1. Be Brief, Clear, and Concise:
The resume stands a much better chance if it is easily readable, non-confusing and well-organized.

2. Be Consistent:
Experiment with the arrangement of headlines, captions, indentations, blocks of text, and the use of capitals and underscoring. Then choose a lay out which is readable and appealing to the eye, and stick with it. Make use of the white space surrounding the copy for emphasis.
3. Be Positive:
Start statements or phrases with verbs denoting positive activity (e.g., Successfully introduced, initiated, etc.) See the Positive-Action Word List for ideas. Avoid the use of the personal pronoun "I." Omit negative statements.
4. Be Honest
5. Be Careful:
Double-check for typographical errors and mistakes in grammar, spelling, or punctuation. Do not hesitate to consult a dictionary. When in doubt, check it out. Errors in detail may suggest careless and shoddy workmanship.
6. Be Neat:
Use lots of white space when typing your resume to avoid the cluttered look. Make sure you get a clear, unmarred copy. After creating your resume, have it printed using a quality printer.

Don't
1. State salary requirements.
2. Give reasons for changing past employers.
3. Limit geographical considerations unless necessary.
4. Expound on philosophy or values.
5. Offer any negative information.
6. Use standard resume templates found in popular computer software or books.

Key Words
(This list is by no means complete. You are encouraged to add all the positive words which best describe your unique qualifications). When describing yourself and your qualifications use the following**:**

Positive-Quality Word List
Proven, ability, academic, accurate, qualified, administrative, resourceful, building, responsible, capability, significant, capable, significantly, capacity, sound, competence, special, competent, stable, completely, substantially, consistent, successful, detailed, team player, effective, technical, effectiveness, thorough, efficient, versatile, enlarging, vigorous, enthusiastic, well-rounded, evident, executive, expanding, experienced, extensive, flexible, increasing, judicious, knowledgeable, management, mature, maturity, original, particularly, pertinent, positive, potential, preference, productive, professional, proficient

Positive-Action Word List
Account, achieve, act, administer, advertise, advise, analyze, appraise, appeal, arrange, assemble, assign, assist, attend, audit, authorize, budget, build, calculate, catalogue, chart, clarify, collect,

communicate, compete, complete, compile, compose, conduct, contribute, control, coordinate, correct, counsel, create, delegate, demonstrate, decrease, decide, design, determine, develop, devise, diagnose, direct, discover, document, draft, draw, edit, engineer, entertain, establish, estimate, evaluate, exhibit, experiment, explain, facilitate, formulate, furnish, guide, manage, handle, manufacture, hire, market, implement, measure, improve, meet, increase, mobilize, influence, motivate, initiate, negotiate, inspect, operate, install, order, instruct, originate, interpret, organize, interview, paint, invent, perform, investigate, judge, lead, learn, listen, make, persuade, plan, predict, prepare, present, produce, program, promote, propose, provide, publish, purchase, qualify, raise, recommend, recruit, repair, report, research, review, schedule, select, sell, serve, solve, speak, start, structure, submit, supervise, supply, synthesize, talk, teach, test, train, translate, travel, type, understand, verify, write

Electronic and Scannable Resumes
The choice to communicate electronically with an employer depends on each individual employer. To find out what format the employer prefers, it is best to simply ask. Some employers use scanning technology to handle the large number of resumes they receive. This is done by a system that scans the resume into computer memory. Employers can then search the resume for skills that match those necessary for a particular job.

E-mail/Text Resume
An e-mail or text resume appears in the body of your e-mail and should appear below your cover letter.
* Follow similar guidelines for writing a traditional resume.
* Use all caps for headings, plus signs, dashes, and asterisks, because they are easier to distinguish within the body of an e-mail.
* Avoid using bold, underlining, bullets, or colored text.
* Text resumes look plain, but most employers expect that of text resumes.
* Make sure to e-mail your resume to yourself to see how it looks once the message is complete.
* Consider following up by sending a paper copy of your resume.

Resume as an Attachment
* Create your resume using a common program such as Microsoft Word.
* Next, e-mail it to yourself or a friend to make sure that it is easy to open and virus free and that the format looks as desired.
* Give the document a name that the e-recruiter can easily associate with you, e.g. R. Stein Resume. (Documents named Myresume.doc or Resume.doc are harder for employers to identify with you because employers receive multiple resumes. Also it is harder to recognize or locate Myresume when saved on the desktop.).

Web (HTML) Resume
A Web resume is a resume posted on your personal Web site that is easily accessible to employers.

* Be sure everything on the Web site is appropriate for potential employers to view.
* Resume may include a link to other Web pages you have designed that demonstrate your skills.
When constructing a resume, remember the following tips:
* Before sending your resume to an employer where it is likely to be scanned or indexed for internet bot crawling, learn about the organization's requirements and key words for search.
* Specify skills you have obtained using nouns as opposed to verbs. For example, "responsible for training..." should be worded, "trained
new employees."
* Use white space to aid the computer in recognizing the information.
* Avoid using underlining, bold facing, varied fonts, or other fancy formatting options. These can result in misread information and potentially could cost you an interview.
* Use words that everyone will be able to recognize. Scanning programs may not be designed with a thesaurus, so difficult words may be overlooked.
* Do not fold or staple a resume that will be scanned. If you are concerned about whether a particular employer scans resumes, you may wish to call in advance to check.

Internet Resumes
Another form of job hunting involves posting resumes on the Internet. This may or may not increase your chances of securing an interview.
* No line of text should be longer than 65 characters, including spaces.
* Pay close attention to your choice of words throughout your resume. Employers searching for online resumes typically use key word search programs to find resumes of interest. If your resume does not include these key words, it may not be retrieved during the search
process. To select keywords, consider the specific skills and qualifications necessary for success in the job or position of interest.
* Keep in mind that the information you place in your resume may be available to anyone who wants to see it, so avoid including confidential information.

TESOL for Business Assignment 11:

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11. Construct a plan for opening a business overseas.

UNDERSTANDING AND TEACHING BUSINESS PLAN BASICS
The Business Plan
A business plan is a blueprint of your company, presented in standard business format that is logical and well documented. A plan should include:
* Evidence of focus. What one thing (or several things) do you do exceptionally well?

* Understanding of who your target customers are. Define or list your target customers.
* An appreciation of investor or lender needs. What are some of the needs of the lender? Of an investor?

A good business plan is also:
* A strategic vision of your company .
* Your most important communication tool .
* A document to obtain working capital and/or investments .
* A tool for planning, measuring and improving performance .
* A basis for sound decision-making .
* A way to motivate employees.

What to Do in a Business Plan
* Describe how the business is/will be organized.
* Identify the current owners.
* Describe the opportunity the business is capitalizing on.
* Describe the business's products or services.
* Describe how the business and product/service are unique.
* Describe what makes the business qualified to succeed in the market.
* List your corporate objectives.
* Describe the legal structure of the company.

Why a Business Plan is Important
The success of your business depends largely upon the decisions you make. A business plan allocates resources and measures the results of your actions, helping you set realistic goals and make decisions. You may have asked yourself, Why should I spend my time and energy drawing up a business plan? Remember, first and foremost that lack of planning leaves you poorly equipped to anticipate future decisions and actions you must make or take to run your business successfully. On the other hand, a sound plan can act as:

A practicality gauge
The process of putting a business plan together, including the thought you put in before you begin to write it, forces you to take an objective, critical, unemotional look at your business project in its entirety.

A performance tool
Your written business plan is an operating tool which, when properly used, will help you manage your business and work effectively towards its success. Your business plan will allow you to set realistic goals and objectives for your company's performance, and, if maintained, will also provide a basis for evaluating and controlling the company's performance in the future.

A message sender

The completed business plan communicates your company's ideas and message to employees, outside directors, lenders, and potential investors outside your company. A business plan helps you do that in an organized, credible manner. Also, the process of planning helps you determine if your vision is realistic and tells you what you need to do in order to achieve it.

A motivation tool
The development of your business plan is one of the best ways for you to communicate how well you understand your business and describe your proposed vision of it. Without proper planning, it becomes impossible for you to get all of your employees reading off the same page of the book and generating energy through high levels of team work. It is impossible to motivate people when they do not know where they are going or what they are trying to achieve.

A management development tool
Putting together your business plan will help you develop as a manager because it can give you practice in thinking and figuring out problems about competitive conditions, promotional opportunities, and situations that are or may be beneficial or harmful to your business.

A compass
 Your business plan, once it is completed, will give you and your employees goals and direction. It will serve as a guiding light in business through the good and bad times. More than anything else, a business plan must clearly communicate your ideas and plans.

Components of a Business Plan
Assemble the contents in this order:
* Cover Page
* Executive Summary
* Mission Statement
* Company Description
* Website Plan
* Industry Analysis
* Product or Service
* Analysis of Customers and Competition
* Marketing Plan
* Design and Development Plan
* Operations Plan
* Management Team
* Financial Plan
* Appendices

Executive Summary
As an outline (usually only 2-4 pages long) of the complete business plan, the executive summary is best created when all other components of your plan have been finalized. Make this

as good as you can because most people do not read past it. The summary includes and describes principal markets, personnel, financial highlights, and the proposed deal structure. At times you may be asked for this section only, since the executive summary is a more concise version of the overall document.

This section should include:
* Company Overview
* Products and Services
* Market Analysis
* Funds Requested and Uses
* Summary of 3-Year Financial Projections
* Exit Strategy
* Management Team Bio's

When preparing the executive summary, keep in mind the following:
* Keep length between 2-4 pages.
* Include a description of all elements covered in the business plan; highlight key points.
* Include pertinent investment information and provide relevant data (i.e., clearly state and define the amount of funding required, when these funds are needed, the specific use of these funds, and the repayment method).

Identify the market being pursued.
* Identify the market opportunity or problem you are trying to solve.
* Articulate the strategy for attacking the market.
* Identify any significant risks as far as milestones, technical aspects, market response, and steps being taken to eliminate risks.
* Identify an exit strategy (merger, buy-out, go public, etc.).
* Consider including 10 PowerPoint slides.

Mission Statement
This is a single statement that should be your corporate guiding light, the reason for the company's existence.
Example mission statement:
To be the most respected and successful sports league and sports marketing organization in the world (The NBA).

Website Description
If you're thinking of having a website constitute a large portion of your business, make sure you include this information. Include the
following:
* Destination of the site (What does it provide?).

As of August 2000, the highest price paid for a domain name was $7 million. In April of 2000, the owner of hell.com put the domain name on the market block and expects to make at least that much.

Considerations of Internet Trends
* How will you turn traffic into money?
* What is the key to making this a wise business decision?
* What is your market's most important need(s)?
* How do you plan on meeting these needs?
* Who are your main competitors (summary)?
* How is your site better than the competitions?

Traffic Forecast
* How and what do you plan on measuring (clicks, visits, etc.)?
* Explain growth rates.
* Provide background on due diligence.
* Why is your traffic forecast believable?

Front End
* Is the site graphic or HTML?
* How fast can it load?
* Is it aesthetically pleasing?
Back End
* What technology are you planning to utilize?
* How will you handle the dynamic parts of the site (newsletter, admin. page, registration and business database, contact page, etc.)?

Future Development
* Look ahead to future benefits and services you may want to provide.
* Present an outlook for future services.
* Is there a long-term service strategy?
* Is there a relationship between market segments, market demand, market needs, and service development?

Industry Analysis
Provide hard facts and statistics. You know that your industry is going to be big in the future. Not just big, but BIG. It's going to be the next Internet, right? That's all fine and dandy, but what is the likelihood of convincing your investors based on your gut instinct? In order to be

truly persuasive, you'll need to provide some cold hard facts. This is where your research skills will come in handy. Even five years ago it would have been very difficult to conduct all the research necessary to complete a business plan. Today, especially with available software, websites, and search engines on the Internet, this has become much easier, efficient and - dare we say - fun.

Websites to use in your research will depend on your industry.
However, every industry analysis should answer the following questions:
* What is the size, in units and dollars, of the market in which the company competes?
* What market trends, if any, are affecting the market size?
* How many competitors are there?
* What are the barriers to entry?
* How do these industry parameters favor the company?
Warning sign: Be sure to cite any possible legal and regulatory problems and the way in which they are being handled.

Products and Services
Now's when you get to showcase your idea. In this section, you will describe the stats. Inform potential investors of your product or service, and detail how you plan on bringing it to fruition, how it will be produced or delivered. While you'll want to provide enough information to satisfy your readers, try to remain as brief as possible while still covering any major questions that might arise. In summary, you should describe:
* Each of your products or services.
* The proprietary features of each product or service.
* The economic or other benefits to the customer that will drive demand (i.e., what is the value proposition?).
* The competitive element of the product or service.
* Patents or other forms of intellectual property protection being sought.

Customers and Competition
In this section you'll outline the demographics you'll be targeting for your product or service. This will include basic research, done principally by the entrepreneur, to identify a market niche for the product or service offered. Identify the size, dynamics, competition, and other factors affecting the proposed business operation prior to investing large sums of money or proceeding with a "missionary marketing" venture with little or no chance for success.

Be sure to answer the following questions:
* Who are the proposed customers?
* What are their demographics?
* What products/services are these customers presently buying to fulfill the need that the company hopes to fill?
* What are the customer's true needs, and what trends are affecting these needs?

* How do you plan to capture customers and generate growth?
* Who are the major competitors?
* How large are the major competitors?
* What are their strategies?
* What are the strengths and weaknesses of the competition?
* What are their strategies?
* What are the strengths and weaknesses of the competition?
* How will the competition respond?

Marketing Plans
Because many business plans fail to adequately cover marketing aspects, you'll want to make sure you are as thorough as possible. Be sure to include an outline of plans for:
* Pricing
* Distribution Channels
* Promotion
Provide a chart or table that provides a summary comparison of the competitors.

Be sure your material answers the following questions:
* How do you plan on introducing the product or service and generating long-term sales?
* What are the specifications of the product or service?
* At what price point will the offerings be sold?
* How does the company plan to promote the product or service?
* Who makes the purchase decisions?
* Is the industry seasonal or cyclical?
* What are the switching costs?
* What are your promotional strategies?
* How do you plan on distributing the product or service?
* What are the service and support requirements?

Design and Development Plans
While these next two sections are just as important as the rest of your business plan, they should be relatively brief.

* What is the current status of the product or service?
* When is the proposed "finish" date of development?
* What obstacles, if any, must be overcome?
* What specific tasks must be completed?
* Who, if anyone, outside the company will be involved?
* How is the company protecting proprietary information/technology?

Operation Plans
* What functions will be needed over time to make the venture a success?
* What specific tasks will be performed?

Management Team
Every successful business has a team of knowledgeable professionals behind it. Ensure your investors that you have assembled an
experienced, reliable team by providing the following information about your current staff:
* Key management personnel and their backgrounds.
* Other investors and/or shareholders.
* Members of the Board of Directors or Board of Advisors.
* Professional advisors (e.g., lawyer, accountant, etc.).
* Particular strengths of your management team.
* Your strategy, including a recruitment schedule, for filling the roles of missing members of the management team.

Financial Plan
Every business decision has financial implications. Assure your investors that your strategy is well thought out by providing the following assumptions in business forecasts:
* Sales
* Cost of Sales
* Product Development Expenses
* Other Expenses
* Balance Sheet
* Cash Flows
* Actual or Pro-Forma Income, Balance Sheets and Cash Flow, Statements
* Amount of needed capital, with a timetable
* Exit strategy

Warning: State and Federal Securities laws must be observed in all cases when seeking equity capital and debt financing. Prior to any action taken in raising funds, a securities attorney will be required to render an opinion on each project as to the requirements of the business.

Organization of the Business Plan
Now that you've created all the elements of your business plan, you'll want to make sure you've organized them in a presentable manner. Include a table of contents and any necessary charts/graphs/diagrams that you may have mentioned along the way.
You can even add the following as appendices:
* Financial spreadsheets and calculations
* Product or service specifications
* Copies of all pertinent legal documents
* Statistics and articles

Once you've created a table of contents - don't forget page numbers! - consider having your business plan professionally bound. This can be done either in-office (if you have the appropriate materials, i.e., a binding machine and/or report covers) or at a professional printer. The final look

of your business plan can make it stand out from the hundreds of others that are working their way amongst investors.

Do's
* Do be brief. Prepare an "Elevator Pitch," an explanation of your business in 30 seconds or less.
* Do let the reader know early on what business you're in.
* Do state the company's objectives.
* Do describe the strategy and tactics that will enable the company to meet objectives.
* Do cite clearly the amount of funding required.
* Do have a clear and logical description about the investor's exit strategy.
* Do be realistic in making estimates and forecasts.
* Do discuss the company's business risk.
* Do be specific.
* Do summarize and properly structure internal budgets and plans.
* Do enclose the proposal/business plan in an attractive but not overdone cover.
* Do provide extra copies of the plan to help speed up review.
* Do involve your management team in the business plan development process.

Don'ts
* Don't use highly technical descriptions of your product or services.
* Don't make vague or unsubstantiated statements.

Sample Business Plan Table of Contents

TESOL for Business Assignment 12:

_____

12.   Make a lesson plan describing procedures for assisting students to practice interviews in the classroom. Be specific.

UNDERSTANDING AND TEACHING INTERVIEW PROCEDURES

Prepare students for the interview process by having them participate in interviewer/interviewee role play. Familiarize them with the following:

A Week Before the Interview
* Think about why you want the job: Write down three reasons why you want the job and be prepared to explain them to the employer.
* Practice interviewing: Ask a friend or family member to practice interviewing with you, including your handshake, which should be firm,
but not too hard.
* Learn about the company: Research the company before you go to the interview; call the main office and ask them to send you information or read through the company's website.
* Get directions and plan your route: Find out exactly where you're going for the interview, how to get there and about how much time it will take you. Always leave extra time to get there.

On the Day of the Interview
* Dress to impress: A coat and tie for men and a dress or suit for women are appropriate.
* Bring supplies: Take an extra copy of your resume to the interview along with a pen and a small notebook in case you want to take notes.
* Be on time: Get to the interview about 10 minutes in advance -- not too early, not too late.

During the Interview
* Shake hands: Your handshake should be firm, but not too tight. (Don't squeeze really hard).
* Make eye contact: If you're uncomfortable looking directly into someone's eyes then look at their forehead.
* Speak clearly: Remind yourself to slow down when you talk, and say each word very clearly.
* Know something about the company: You should be able to weave in comments that make it clear you've researched the company and know how you can be an important part of its work.
* Look interested: Stay focused on what the employer is saying. If you look bored or are caught off-guard, then they won't think you'd make a very good employee.

* Ask questions: Listen to what they say and think about what questions you can ask (about the company, the job, etc.). This way, when the employer asks if you have any questions, it will be obvious that you've been paying attention and you're very interested.
* Thank them for their time. On the way out, make eye contact and shake hands again. Thank them and tell them that you're looking forward to hearing from them.

After the Interview
Within 24 hours after your interview, you should send a thank you letter.

Sample Thank You Letter

Jenny Ford
838 Cornhill Way.
Charleston, SC 27599.
(919) 555-1959.

Attention:
Dr. Joan Naquin
Technical Advisor Group Director
Leland Engineering Systems Inc.
81796 Guyuke Road
Sunny Hills, FL 32428

Nov. 15, 2006

Dear Dr. Naquin:
I want to thank you very much for interviewing me yesterday for the Associate Advisor position. I enjoyed meeting you and learning more about your research and design work. The interview strengthened my enthusiasm for the position and interest in working for Leland. I believe my education and cooperative education experiences fit nicely with the job requirements, and I am certain I could make a significant contribution to the firm over time. I would like to reiterate my strong interest in the position and in working with you and your staff. You provide the kind of opportunity I seek. Please feel free to call me at the telephone number listed above if I can provide you with any additional information. Again, thank you for the interview and for your consideration.

Sincerely,
Jenny Ford

Sample Questions
* What are your strengths and weaknesses?
* If you could have your choice of any job, what would it be and why?

* Why do you want to go into this field?
* What are your short- and long-range goals and how do you expect to achieve them?
* What does success mean to you? How do you measure it?
* What motivates you?
* Do you plan to further your education? If so, to what extent?
* What have you done to improve yourself during the past year?
* If you could relive the last 15 years, what changes would you make?
* Tell me about your greatest achievement and greatest disappointment?
* What are some of your weaknesses?
* Tell me about the best and worst bosses you've ever had.
* How do you handle your reaction when you don't get what you want? Give me a couple of examples.
* How do you handle stress?
* How do you pull a team together when it seems to be going nowhere?
* What qualities do you prize the most in those that report directly to you?
* What type of people do you have the most trouble getting along with in the workplace, and, how do you handle it?
* What constructive criticism have you received from employers?
* Everybody has pet peeves. What are yours?
* What else do you think I should know about you?

The interviewer will also want to learn about your experience and your reasons for seeking a new position and may ask the following
questions:
* When did you leave your last job and why?
* How long have you been out of work?
* At your last job, how much of the work did you perform independently?
* What did you like most and least about your last job?
* What are some of the problems you have encountered in your past jobs?
* How did you solve the problems?
* Do you prefer working independently or as part of a team?
* At your last job, how much was performed by a team?
* What prevented you from advancing in your former positions?
* What have you been doing since you left your last job?

To learn about your plans for the future and your motivation for applying for the job, the interviewer may ask the following questions:
* Why do you want to work here?
* What do you expect to experience in this job that you did not experience in your past jobs?
* How do you feel about evening work? Weekend work? Carrying a pager? Being on call?
* Assuming we make you an offer, what do you see as your future here?
* Why should we hire you?
* Are you considering other positions at this time?

* How does this job compare with them?
* If you feel you have any weaknesses with regard to this job, what would they be?
* What is your leadership style? Please give examples of this style. In a real situation.
* How do you feel about relocating?
* What could you contribute to our facility?

Sometimes the interviewer will ask vague questions that, if unexpected, may be difficult to answer.
* Tell me about yourself.
* What weaknesses in your work habits do you think you need most to work on?
* Why should I hire you?
* Why do you believe that you are the best candidate for this job?
* Why are you applying for a position for which you are obviously overqualified?
* Why are you applying for a position for which you are obviously under qualified?
* Why do you believe that you could handle this position?
* Since you are overqualified for this position, what do you hope to gain from it?
* What can you do for me?
* You don't have the necessary experience or background for this position, so why would my organization benefit from having you in this
role?
* How soon would you be able to start this position if we offer it to you?

Eventually, money will become an issue. Among the questions that may arise pertaining to compensation are the following:
* What exactly were you paid at your last job? (Tell the absolute truth here; no other answer is appropriate.)
* What is the minimum salary you will accept?
* What salary range are you wishing to be considered for?
* What are your financial needs?

TESOL for Business Assignment 13-14:

_____
13. Name and define at least 10 other key financial terms that were not mentioned in the text.

_____
14. Using one of the learning approaches prepared in the beginning of the assignments, create a lesson plan that utilizes financial terms.

FINANCIAL TERMS

Business Ethics
The new paradigm in business: ethical investing

Capital Markets
Purpose is to price assets regarding risks and returns that investors seek to establish

Credit Risk
Possibility that a bond or investment will fail to repay the value and interest

Credit Risk Management
Details on the techniques of fund management established that one should study while investing i.e. expected loss, loan pricing and credit derivatives

Diversification
Spreading investments amongst various companies, industries and/or asset types (stocks, bonds or cash)

Economic Sanctions
Restrictions placed upon trade between one country with another

Fair trading
Guarantees that the workers and farmers that produce a product receive a fair price for their efforts

Fund Manager
Occupation that is involved in the decision of where investors' money should go

GATT (General Agreement on Tariffs and Trade)
Organized by the United Nations, this agreement takes the WTO one step further

Interest Rate Risk
Refers to changes of value in a fixed income resulting from changes in interest rates expressed in percentages

International Trade
Exchange of a security or commodity from one country to another

Investments
As far as investing goes, higher risks create the opportunity for higher benefits. Funds that seek higher long-term returns usually bring wider short-term changes than safer and less rewarding investment opportunities

Junk Bonds
Lower-rated investment securities that are considered less than investment grade; also called "high yield bonds," because they have higher interest rates associated with higher risk

Mutual Funds
In the U.S.A., the purchaser of shares becomes a part owner of all the investments that a particular fund supports. Funds can refer to the ownership of stocks which invest in other companies. Also are known as "open end funds"

Net Asset Value
This is determined by dividing the Fund's net assets (i.e. value of its securities and other assets less its liabilities) by the total sum of shares. Usually is defined on a per share basis

Portfolio Management
Also known as "asset allocation," it describes the process that aids in the decisions that are made regarding the choices in investment compositions to be held by an individual or groups

Price Volatility
Principle that the value of a security will vary due to internal changes within the company as well as external changes in the market that are influenced both economically and politically

Proxy
Professional who acts on behalf of the investors through voting at corporate meetings

Risk
Likelihood that returns on investments will be lower than projected, i.e. credit risk

Securities Analyst
An advisor who follows companies and makes trading recommendations, also known as a financial analyst

Shareholder Advocates
Professional money managers that keep the investor in mind by holding prospective companies to ethical standards through monitoring behavior, and by using shareholder voting rights to oversee business practices.

Structured Products
Financial techniques for measure of special marketplace features such as capital protection for investments; other types of SP refer to leverage on investments rather than principle leverage.

Tariff

Tax placed upon a good or product when it is imported into another country

WTO (World Trade Organization)
International group that fosters trading relations amongst its members consisting of various nations

TESOL for Business Assignment 15:
<u>Barron's ESL Guide to American Business English – Final Essay</u>

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15. The final essay is to be completed using a topic from your hard copy text and is 300-400 words in length.