

# PRACTICAL ENGLISH

## CLASSROOM MATERIAL

teachers' guide





DOWNLOADABLE  
WORKSHEETS:



Language Review



Listening Skills:  
Listening for Key Words



Listening Skills:  
Understanding Pronunciation



Listening and Speaking



Speaking: Role-play



Speaking: Discussion



Lesson Summary



5 INTRODUCTION  
MINS

Write 'sales activities' on the board and get students to brainstorm all the things that salespeople do to sell a product.

**Optional**

Before using one of the listening worksheets, we recommend reminding students about the content of the listening transcript they heard in the online lesson. Write the table below on the whiteboard.

What?	Who?	When?	Why?

Tell students to make notes before comparing their answers and discussing what they remember about the text. If necessary, you can write a few key items of vocabulary from the transcript on the whiteboard to help students remember.



10 LANGUAGE  
REVIEW  
MINS

A. Explain that this lesson practices the key vocabulary from the online lesson, and that they need to complete the sentences using the words in the box. Do the first sentence with the students and then give them a few minutes to complete the activity alone. They check in pairs before you go through the answers with the whole class.



KEY:

brochure	made	calculated	saleswoman	client	make	team	sales
----------	------	------------	------------	--------	------	------	-------

1. She's an excellent saleswoman; she sold over 1,000 products last year.
2. There are fifteen people in our sales team.
3. We need to set our sales targets for next year.
4. I have already calculated our sales figures for last month.
5. We must contact that client. Can you make the call?
6. He made a presentation at the sales conference last week.
7. I need to meet the client to agree a price for the deal.
8. She sent out a brochure with prices and pictures of the products.

B. Explain what collocations are (i.e. two or three words that are often used together) and give students a few minutes to put in the necessary vowels to complete these collocations with *sale*. Then read through the definitions together and get students to think of examples of how to use the collocations in a sentence.

- KEY:**
1. **Sales growth** is an increase in sales.
  2. If something is **on sale**, it means it is available to be bought.
  3. A **sales forecast** is the prediction of sales figures for a period of time in the future.
  4. A **sales pitch** is a salesperson's speech to get someone to buy a product.

C. Explain that this activity is like the previous one but, this time, the collocations are with *make*.

- KEY:**
1. If you **make a sale**, it means you sell something.
  2. If you **make a decision**, it means you decide what to do.
  3. If you **make an appointment**, it means you formally agree a time to meet someone.
  4. If you **make a profit**, it means you earn money.

D. Explain that in this activity students need to insert collocations with *make* or *sale*. Do the first one with the students and then give them a few minutes to complete the activity alone. They check in pairs before you go through the answers with the whole class. Explain the difference between a *sales pitch* and a *sales presentation*. A *sales pitch* is a short persuasive monologue designed to get someone to buy something; a *sales presentation* is usually in a formal setting, e.g. a conference or a meeting with clients, and it may also include slides, samples, examples, etc.

**KEY:** **Salesman** I need to (1) make an appointment to see my client in her office. I'll give her the (2) sales pitch about our new software. She usually wants the latest technology, so I'm very hopeful I'll be able to (3) make a sale.

**Client** It's the best software I've seen (4) on sale this year, but it's expensive. I know you have to (5) make a profit, like all businesses, but I really need to think about it – I don't want to (6) make a decision yet.



10 LISTENING LISTENING FOR KEY WORDS  
MINS SKILLS

A. Tell students they are going to hear a passage. Explain that the words on their worksheet are in the passage, but in the wrong order. Their task is to number the words as they hear them. Give them a few seconds to read the words before listening.

TRANSCRIPT:

OK. Welcome to our sales team everybody! My name's Janet and I'm the Sales Manager. Now, I'll tell you about our work in Sales. Are you ready?

We sell our software products to small companies. We advertise on the Internet. Our sales people make a lot of calls to companies. Then we send them our lovely brochures.



KEY: brochures	<u>8</u>
Internet	<u>6</u>
advertise	<u>5</u>
sales team	<u>1</u>
Janet	<u>2</u>
calls	<u>7</u>
software products	<u>4</u>
Sales Manager	<u>3</u>

B. Give students a minute to try to complete the 'Key information' notes in pairs, before they listen again to check. Check the answers with the whole class.



KEY:

**Key information**

This talk is to welcome everyone to the sales team.

Janet is the Sales Manager.

The company sells software products.

They do this by advertising on the Internet, making calls, and sending out brochures.

C. Tell students that they will do the same type of activity as in section A, but with a different passage. Give them a few seconds to read the list of words on their worksheet before listening.


TRANSCRIPT:

We always try to arrange a meeting with new clients. At the meeting we can talk about our clients' needs. We also make an exciting presentation about our products.

Are you still awake?!

Hopefully, they'll think 'Oh, great! These guys are really good!' Then we can reach an agreement.

At the end of each month, you should calculate your sales figures and give me your sales report. If you reach your sales target, I'll buy you a bottle of champagne! Everybody likes champagne, right?

 KEY:	clients	<u>2</u>
	sales report	<u>5</u>
	meeting	<u>1</u>
	champagne	<u>7</u>
	sales figures	<u>4</u>
	sales target	<u>6</u>
	presentation	<u>3</u>

D. Put students in pairs. Give them a minute or two to try to summarize the passage in section C to each other, using the words they numbered. Tell them they shouldn't write anything. If necessary, let them hear the passage again.



10  
MINS

LISTENING UNDERSTANDING PRONUNCIATION  
SKILLS

A. Ask students to read all the *a* and *b* phrases on their worksheet. Explain that they will hear either *a* or *b*. They should tick whichever they hear. Give them a minute to check in pairs before you go through the answers with the whole class.

TRANSCRIPT:

- |  |   |
|--|---|
| 1. Welcome to our Sales team             | 6. We send them our lovely brochures    |
| 2. I'll tell you about our work in sales | 7. We can talk about our clients' needs |
| 3. We sell our software products         | 8. They'll think 'Oh, great!'           |
| 4. We advertise                          | 9. Give me your sales report            |
| 5. Our sales people make a lot of calls  | 10. If you reach your sales target      |



KEY:

- |   |                                     |
|---|-------------------------------------|
| 1. (a) Welcome to our sells steam                   | <input type="checkbox"/>            |
| (b) <b>Welcome to our Sales team</b>                | <input checked="" type="checkbox"/> |
| 2. (a) <b>I'll tell you about our work in sales</b> | <input checked="" type="checkbox"/> |
| (b) I'll tell you about hard working sales          | <input type="checkbox"/>            |
| 3. (a) <b>We sell our software products</b>         | <input checked="" type="checkbox"/> |
| (b) We set up software products                     | <input type="checkbox"/>            |
| 4. (a) We had the ties                              | <input type="checkbox"/>            |
| (b) <b>We advertise</b>                             | <input checked="" type="checkbox"/> |
| 5. (a) <b>Our sales people make a lot of calls</b>  | <input checked="" type="checkbox"/> |
| (b) Our sales people make a lot, of course          | <input type="checkbox"/>            |
| 6. (a) We sell them our lovely brochures            | <input type="checkbox"/>            |
| (b) <b>We send them our lovely brochures</b>        | <input checked="" type="checkbox"/> |
| 7. (a) We can talk about our client's knees         | <input type="checkbox"/>            |
| (b) <b>We can talk about our clients' needs</b>     | <input checked="" type="checkbox"/> |
| 8. (a) <b>They'll think 'Oh, great!'</b>            | <input checked="" type="checkbox"/> |
| (b) They'll think of grey                           | <input type="checkbox"/>            |
| 9. (a) Give me the sails you bought                 | <input type="checkbox"/>            |
| (b) <b>Give me your sales report</b>                | <input checked="" type="checkbox"/> |
| 10. (a) <b>If you reach your sales target</b>       | <input checked="" type="checkbox"/> |
| (b) If you each have sales to get                   | <input type="checkbox"/>            |

B. Put students in pairs. One student reads a phrase (*a* or *b*) from activity A. The other says which sentence he/she read. Get the student to read the phrases in random order (not 1–10) to make it more challenging. Then ask the other student to read the phrases in random order.



10 LISTENING AND SPEAKING  
MINS

Tell students they are going to hear the passage and they must try to add the missing words. Give them a couple of minutes to read through the gapped text before they listen.

TRANSCRIPT:

OK. Welcome to our sales team everybody! My name's Janet and I'm the Sales Manager. Now, I'll tell you about our work in Sales. Are you ready?

We sell our software products to small companies. We advertise on the Internet. Our sales people make a lot of calls to companies. Then we send them our lovely brochures.

We always try to arrange a meeting with new clients. At the meeting we can talk about our clients' needs. We also make an exciting presentation about our products.

Are you still awake?!

Hopefully, they'll think 'Oh, great! These guys are really good!' Then we can reach an agreement.

At the end of each month, you should calculate your sales figures and give me your sales report. If you reach your sales target, I'll buy you a bottle of champagne! Everybody likes champagne, right?'

**KEY:**

OK.

Welcome **to our** sales team **everybody!**

**My** name's Janet **and** I'm **the** Sales Manager.

Now, **I'll** tell **you** about **our** work in Sales.

**Are you** ready?

We sell **our** software products **to** small companies.

**We** advertise **on the** Internet.

**Our** sales people make **a** lot **of** calls **to** companies.

**Then we** send **them our** lovely brochures.

**We** always try **to** arrange **a** meeting **with** new clients.

At **the** meeting **we can** talk about **our** clients' needs.

**We** also make **an** exciting presentation **about our** products.

**Are you** still awake?!

Hopefully, **they'll** think, 'Oh, great!

These guys **are really** good!'

Then **we can** reach **an** agreement.

**At the** end **of each** month, **you should** calculate **your** sales figures **and** give **me** **your** sales report.

**If you** reach **your** sales target, **I'll** buy **you a bottle of** champagne!

Everybody **likes** champagne, right?'

**B.** Put students in pairs. They work together to compare their answers and add all of the missing words. Check as a whole class.



**20** SPEAKING:  
**MINS** ROLE-PLAY

**A.** Explain that students are going to describe various sales activities to a partner. Put students in pairs and have them read their roles. Give them several minutes to learn their roles so they are not just reading during the role-play. Make sure student B is ready to take notes before student A starts.

**B.** Again, give the A and B students several minutes to read their new roles and make sure student A is ready to take notes. During the role-play, walk around the class monitoring and making a note of any mistakes, useful expressions that the students used, or expressions that would have been useful. Do a correction slot using the notes you took during the speaking activity.



20 SPEAKING:  
MINS DISCUSSION

A. Explain that students need to match various ways of selling products with descriptions of these methods. Do the first one together. Give students a few minutes to work alone. Check the answers with the whole class.



KEY:

- |                                       |          |
|---------------------------------------|----------|
| 1. Advertising in the media           | <u>D</u> |
| 2. Sales promotions or special offers | <u>A</u> |
| 3. Product launch                     | <u>G</u> |
| 4. Celebrity endorsement              | <u>E</u> |
| 5. Personal selling                   | <u>C</u> |
| 6. Word of mouth                      | <u>F</u> |
| 7. Direct mail                        | <u>B</u> |

- A. 10% reduction or free gift with every one you buy  
 B. Send brochures and leaflets  
 C. The sales team visits clients  
 D. Use TV, magazines, radio, Internet for commercials  
 E. Use a famous person to sell the product/service  
 F. People talk about a good product/service so it becomes well-known  
 G. Organize a big event to tell people about a new product/service

B. Put students into groups and have them discuss the questions about selling. After a few minutes, elicit some ideas.

C. Give students a few minutes to think about the questions in silence. Remind students of the difference between a *sales pitch* and a *sales presentation* (see note in LANGUAGE REVIEW). In their groups, they discuss the questions. Elicit any interesting stories or ideas from the students to share with the whole class at the end. During the discussion, walk around the class monitoring and making a note of any mistakes, useful expressions that the students used, or expressions that would have been useful. Do a correction slot using the notes you took during the speaking activity.



5 LESSON  
MINS SUMMARY

Get students into the habit of reviewing what they have studied in a lesson by eliciting the different skills they have practiced. Then have students read the statements in the self-assessment section and check the box that is correct for them. Remind students which statements correspond with the worksheets that you did in class. If you supplemented your lesson with other activities, have students write new statements about these. If you have made a note of any extra vocabulary that came up in the lesson, have students note it down in the useful language box so that they keep a written record.