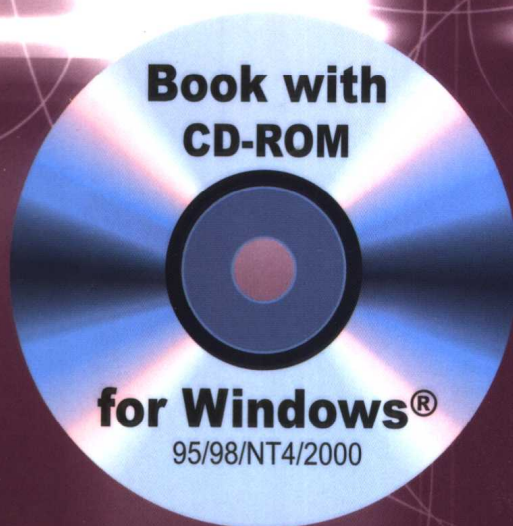


剑桥大学考试委员会推荐BEC中级考试用书

# 新剑桥商务英语 (中级)

## Working in English

Cambridge  
Professional  
English



### 教师用书

### Teacher's Book

Leo Jones



人民邮电出版社  
POSTS & TELECOM PRESS

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## 新剑桥商务英语 (中级) 教师用书

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# INTRODUCTION

## What is *Working in English*?

*Working in English* is a course in communication skills for intermediate-level learners. It is for people who use or will use English in their work when dealing with co-workers, clients and customers.

The course is divided into 7 Modules, each divided into 5 or 6 sixty-minute Units, covering:

- situations students might find themselves in during their work where English would be used, dealing with clients, suppliers and co-workers
- functional language – developing a polite and friendly tone of voice, with exercises and tasks, including role play and pronunciation work
- listening skills
- reading skills
- writing skills
- discussion activities to encourage students to improve their communication skills generally and develop confidence and fluency.

## Who is *Working in English* for?

The material works best at intermediate level, but it is designed to be flexible and can also be used with mixed-ability classes.

The students may have studied English for some years at school, with varying degrees of success, and there is likely to be a wide range of English ability within each class. They may share an unfamiliarity with pair and group work and a fear of making mistakes when they speak. They need to build up their confidence and fluency, expand their vocabulary, get better at understanding spoken English easily, and improve their accuracy. Also, they may need to develop a polite, friendly, confident tone of voice and way of behaving in English.

## How is *Working in English* organized?

Each Module focuses on a different theme.

Within each Module there are five or six Units. The Modules are colour-coded in the Student's Book for ease of use:

Units	1–5
Module	<b>Person to person</b>
Theme	Dealing with clients in face-to-face situations
Units	6–10
Module	<b>Phone calls</b>
Theme	Using the telephone with clients and co-workers
Units	11–16
Module	<b>Writing</b>
Theme	Writing and replying to letters, e-mails, faxes and memos
Units	17–22
Module	<b>Exchanging information</b>
Theme	Asking and answering questions
Units	23–28
Module	<b>Meetings</b>
Theme	Taking part in meetings
Units	29–34
Module	<b>Entertaining visitors</b>
Theme	Socializing and looking after foreign colleagues and clients
Units	35–40
Module	<b>Explaining and presenting</b>
Theme	Explaining processes and procedures, and delivering a presentation

And at the end of the Student's Book:

**Grammar Reference** (see page 86)

**Transcripts** of the audio recordings (see page 102)

**Files** (see page 118)

Each Unit is a double-page spread and contains material for a 60-minute classroom session. Each Unit is divided into two to four sections (A, B, C, and so on), each of which is usually divided into a series of steps (1, 2, 3, and so on).

Units 5, 10, 16, 22 and 34 focus on solving problems – they are the final units in their respective Modules.

Units 3, 21, 27 and part of 31 focus on developing cultural awareness.

If you find that there's more material in the book than you can cover in the time you have available, you may need to **SELECT** the sections within a Unit (or perhaps Units within a Module) that will be of most benefit to your students. Not everything in the book is likely to be equally relevant to every group of students. The Modules are 'free standing' and don't depend on the work in a previous Module. If you decide to deal with the Modules in a different sequence from the way they are presented in the Student's Book, this won't affect the way that the course works. However, the later Modules are rather more difficult than the earlier ones. *Working in English* is designed to be flexible. Feel free to select the sections within a Unit that are most relevant for your class.





If your classroom sessions are shorter than 60 minutes, you may have to skip some sections. Alternatively, you may prefer to continue a Unit in the next classroom session. This is easily done because each Unit in *Working in English* is split into two to four separate sections.

If your classroom sessions last 90 minutes, you may find that many Units provide enough material, especially if your students are rather weak in English and need to take their time with the role plays. However, the 'extra' 30 minutes in your classroom sessions can be devoted to extra work on grammar (see page 15) or topical or locally-relevant reading texts (see page 15) or one of the Extra activities or 'If there's time ...' activities suggested here in this Teacher's Book.

The **Extra activities** for photocopying and shorter **If there's time ...** activities in this

Teacher's Book are for use if the theme is particularly relevant to your students, or if they require or would enjoy extra work – and if there's time.

## Pair work and Group work

-  = Work in pairs (students working in pairs + one group of three, if necessary).
-  = Work in small groups (three to six students working together).
-  +  = Join another pair (two pairs joining up to form a group together).

Most of the activities in *Working in English* work best with learners working together in pairs or in small groups of three to five students. The larger the class, the more these student-centred activities make sense, because they:

- give everyone a chance to speak
- allow real conversations to develop, as opposed to having isolated language practice
- free learners from the fear of making mistakes or losing face when speaking in front of the whole class and the teacher.

Of course, it's true that learners are more likely to make mistakes in this situation, but it's far better for everyone in the class to be talking, with mistakes. The alternative is for them all to listen to the teacher and answer questions one at a time in turn, and perhaps feel tongue-tied when asked to speak with everyone else listening.

While the students are working in pairs or groups, you should spend this time going around the class, eavesdropping on the students. If you think it's helpful, join in sometimes and offer encouragement, advice or suggestions. Make notes on any important mistakes you hear while you're going around – but don't interrupt and correct the students' mistakes while they're trying to express themselves. You should encourage them, not discourage them. But do take time to point out the mistakes later when the activity is over. Involve the class in this feedback session by saying: 'I heard someone say *What means this word?* What should they have said?'

The teacher has three main things to do while the students are involved in working in pairs or groups:

- 1 Get things started. Make sure everyone knows what to do and possesses the necessary vocabulary to do it.
- 2 Monitor the groups at work and decide when to stop the activity.
- 3 Lead a short follow-up discussion after each activity. Answer any questions, point out any significant mistakes, and perhaps do some remedial work if necessary.

Although improving accuracy (reducing the number of mistakes) is an important aspect of language learning and should never be ignored, it's far more important for students to learn to communicate effectively. Most grammatical mistakes don't seriously affect communication. No learner should be (or even can be) corrected every time he or she makes a mistake. Indeed, if that happened, many students would become so inhibited that they'd be afraid to speak at all! No one can learn a foreign language without making mistakes, and mistakes are actually an essential indicator of what learners still need to learn. On the basis of mistakes you overhear, together with the questions you're asked, you can plan any remedial teaching your class may require. It's only when students actually make mistakes that you can find out what their difficulties are – and then you should take action. There's no point in trying to anticipate mistakes.

It's a good idea to rearrange groups and pairs frequently: this will help to keep the class feeling fresh and receptive to different people's ideas. It may, however, sometimes be necessary to make sure that the more outgoing learners are kept together in the same group, so that they don't intimidate the less confident ones.

Similarly, the shyest learners may gain more confidence if they're in a group together, at least for a while. You may have to compromise between offering variety and playing safe when arranging pairs and groups. Old friends might resent being separated, but they will always benefit from another partner's fresh point of view and different experiences.

## How to discourage students from using their mother tongue

While using *Working in English* your learners will be participating in enjoyable speaking activities. But the problem is that their enjoyment may tempt them to lapse into their mother tongue from time to time. When this happens, you might find it helpful to remind them that every member of the class has a common aim: to improve their English. Indeed, one of the guiding principles of the material offered here is to foster a spirit of co-operation and friendship in the class – you are all members of a TEAM with a common purpose, and each member has a part to play in the success of the course. Agree together on this rule:

'Only English may be spoken in our class.'

That may sound like a tall order, but it's something everyone should aim for. (It's OK, of course, for students to ask: 'How do you say *so-and-so* in English?' or 'What's the English word for *so-and-so*?')

Here are some ideas that may help if your students are finding it difficult to follow this rule:

- Remind them that your class is their only opportunity to use English during the week.
- Go round monitoring, and whenever you overhear a pair or group speaking their mother tongue, remind them firmly of the English-only rule.
- Introduce a system of 'fines' (rather like a swear box) for students who don't use English.
- Demonstrate what to do before the students are split into pairs or groups, using one of your more confident students as your own partner while the others listen. This will help everyone to get into the discussion or role play more quickly.
- Separate students who persistently use their mother tongue and put them with students who do use English in class – but not if they have a bad influence on anyone they sit with.
- Make sure everyone knows simple transactional phrases they can use to manage their interaction. Quite often these phrases come so naturally in the mother tongue that

it's difficult to break the habit. To help everyone to learn and remember this, make a list of phrases like these on the board (or put them on a poster for the classroom):

*Who's going to begin?  
You begin.  
Which role are you going to take?  
Whose turn is it?  
What are we supposed to do?  
What do you think?  
I didn't hear what you said.  
I don't agree.  
What does this word mean?  
Let's ask the teacher about this.  
How much longer have we got?  
I think we've finished. What should we do now?*

– and add further similar phrases to the list or poster as the need arises.

The students may need reminding of these phrases from time to time if they continually seem to be using their own language to manage their interactions. If these little phrases are in English, then the role play or discussion will seem to follow more naturally in English.

If two students are using their mother tongue, don't ignore them and say to yourself: 'Well, if they want to waste their time, that's their bad luck.' It may be that one of them does want to talk English and is being dominated by or feels sorry for the other. Just go over and say 'English, please!' to them – and if necessary, split them up and assign them to different pairs.

### **What if an activity seems too hard for the students?**

Some of the more open-ended activities in this course are quite challenging. Students won't possess all the language they require to participate easily and fluently. There are several ways of getting around this problem, not all of which will be necessary at the same time:

- Quickly go through a few vocabulary items they can use in the activity.
- Act out or demonstrate what has to be done before they start.
- Make sure they read the role information through carefully and ask questions before they begin (and as necessary during the activity).

- Encourage the students to rehearse role plays before starting them. This may take a few extra minutes but is preferable to the students struggling hesitantly through the activity.
- Re-run any role plays that go badly, after giving helpful feedback. Doing a role play again, and better, helps students to feel they have made progress.
- Remind the students that in real life they won't have anyone to help them out, and they'll have to cope with their limited English resources in similar situations. The activities in this course will help them to feel more confident in real-life business situations.

### **What if there is an odd number of students in the class?**

If your class doesn't contain an even number of students, there will be an odd person out for pair work. Rather than becoming his or her partner yourself, it's best in such cases to make one 'pair' a group of three, with two members of the group sharing one of the roles. Make sure it's not always the same three who have to do this every time, though!

### **Mistakes and correction**

To speak English fluently it's important to develop confidence, and this is impossible if you're afraid of making mistakes. Students shouldn't be corrected too often as this may discourage them and make them 'mistake-conscious'. In real life, after all, people have to communicate with each other IN SPITE OF the mistakes they may be making and the limited amount of English they know.

Students should certainly be corrected when they make serious errors, but it's usually best to point out any mistakes that were made AFTER everyone has completed an activity, rather than interrupting DURING the activity. While students are working in pairs or groups, and you're going from group to group listening in, you might be able to make the occasional discreet correction without interrupting the flow of the conversation, but usually it's better to make a note of some of the errors you overhear and point them out later.

While your students are speaking, you may overhear them making mistakes in pronunciation, intonation, grammar, vocabulary or style, but rather than mentioning every single mistake you've noticed, it's more helpful to be selective and to draw attention to certain points that you think your students can improve. It's less confusing to focus on just ONE type of error at a time by, for example, drawing attention to pronunciation errors after one activity and then to vocabulary errors after another and to grammar errors after another. Improved accuracy is something that takes a long time to develop, and it can't be achieved overnight! Total accuracy can never be achieved (unless students play safe all the time and restrict their answers to *Yes, No, or I don't know*).

In writing, where errors are more noticeable, accuracy is much more important. When marking students' written work, you can't really overlook some of their mistakes as you might do if they were talking. However, it's helpful to show students which of their mistakes are more or less serious and to distinguish between different kinds of mistakes.

When your students submit written work to you, ask them to leave a wide margin so that there's plenty of room for you to add comments later. Give students a chance to correct their own mistakes by underlining the incorrect parts and showing in the margin whether there's a mistake in grammar (**G**), word order (**WO**), vocabulary (**V**), punctuation (**P**) or spelling (**Sp**). (You may prefer to use your own method instead.) If there's a better way of saying something, or a better word to use, write that in as a suggestion.

And don't just highlight mistakes: give encouragement in equal measure. A tick (✓) is a nice way of showing that an idea has been well expressed. Words of encouragement are even more appreciated, especially if a student seems to have put a lot of effort into his or her work.

## Vocabulary

As they work through *Working in English*, the students will be learning more and more vocabulary. Some of this occurs in context in

the letters and other documents, some is heard in the recordings, and some is encountered within the instructions and questions in the Student's Book.

Learning new vocabulary is a slow and unpredictable process. Only by using new words again and again can students make them become part of their active vocabulary. The words they learn will be new words of all kinds – not just business terminology. Most of the time, in business, people aren't using special 'Business English', they are talking English and using common core vocabulary interspersed with the occasional technical term, like *invoice* or *conference call*. Students should be encouraged to widen all aspects of their English vocabulary, and not just focus on 'Business English vocabulary'.

It's impossible to predict which vocabulary items are 'new words' for your students – you and your students are the only people who can judge what vocabulary they may need to learn. The final choice about which 'new words' to highlight should be made by the students themselves, guided by you, their teacher.

There's a vocabulary list for each Unit in this Teacher's Book. These are the important words that the students need to know or learn in order to deal with the material in the lesson. All the difficult vocabulary items in the Student's Book are listed, but for the recordings only the key words are given. You may need to consult a dictionary for definitions and further examples of the words used in different contexts. Where different terms are used in British and American English, both items are included in the Vocabulary lists (**GB** = British English, **USA** = American English).

From these vocabulary items you should select the ones which your students need to remember: encourage them to **highlight** these items in their own books (see **Highlighting vocabulary** below). In some cases, if any of the words are likely to confuse or disconcert your students, you might decide to write up some of them on the board and discuss their meanings before everyone starts work on a particular section. You may find it helpful to highlight

these words in your own copy of the Student's Book, so that you can be ready to point out the words to your students and, if necessary, explain the meanings.

It's important to limit definition of vocabulary to those words that are essential to the task. Students can often understand a conversation or a written text and then successfully complete the activity **WITHOUT** understanding every word. In fact, learners should be encouraged to develop a tolerance for ambiguity, so that they don't panic or give up hope when they see an unfamiliar word. In addition, by dealing only with essential vocabulary you can prevent vocabulary work from taking up the entire classroom session. Where possible, urge students to guess the meaning of the word from its context.

Guessing meaning from context is a very important reading and listening skill. At first students may need your guidance, but as their skills develop they will be able to do this on their own. Explain to the students that guessing words from context involves:

- looking in the text for clues about the word's meaning
- thinking about what you know of similar words
- using your knowledge of the world.

If the students do work out meanings for themselves, they're more likely to remember the new words than if you define the word for them in English, or if you translate it into their own language.

There may be other words in each Unit (particularly in the recordings) which aren't in the vocabulary lists and which students may ask about. You should be prepared to answer questions about these words or have students look them up in their dictionaries.

Encourage students to pay attention to collocations: their vocabulary notes should always include a couple of examples of words used in phrases or sentences to remind them when the words can be used. When using a dictionary, they should also read the examples carefully, not just the definitions.

## Highlighting vocabulary

When students **highlight** vocabulary in their Student's Book, it turns their book into an 'instant revision aid'. Every time they look back at sections they have already done, the vocabulary they want to remember 'jumps out from the page', reminding them of the vocabulary items and showing the words in context. Just leafing back through previous units in a free moment (on the train, tram or bus, for example) will help them to revise vocabulary really easily.

What students should **NOT DO** is highlight whole paragraphs of text (as if they were memorizing passages from a text book for an exam). The selective approach of highlighting just a few chosen words on each page is much more effective. Highlighting whole phrases to show the collocation is also useful.

In the recordings the students should listen for information and not try to spot unfamiliar vocabulary. Indeed, students should be discouraged from worrying about vocabulary when their main task is to understand the information that the speakers are communicating – which is what happens when we really listen to people in the flesh or on the phone. The Vocabulary lists in this Teacher's Book only include the most important 'new words' used in the recordings. When preparing the lesson, you may find it helpful to go through the Transcript of the recording, highlighting in your Teacher's Book any more vocabulary which you think your students need to know before they hear the recording. These might be key words they don't know, or unfamiliar words that might distract them from concentrating on understanding the gist or from performing the task.

## Vocabulary notes

Apart from highlighting new words, students should be encouraged to store vocabulary in other ways: a loose-leaf personal organizer or Filofax is particularly useful for this. This is best done by topic, with each new topic starting on a new page. Fresh pages can be inserted whenever necessary, and the pages and topics can be rearranged easily.

## Specialized terminology

*Working in English* does not cover specialized terminology or 'jargon'. If all the members of your class are working in a particular industry, they will need extra work on the specialist vocabulary of that profession. Technical vocabulary or jargon that is special to a particular trade, industry or firm isn't covered in *Working in English*. You may need to devote special classroom sessions to this with your class, using supplementary exercises or reading texts covering your students' specialized area.

## Types of activities and exercises

Don't worry if the occasional activity fails to take off or seems to fizzle out with a particular class. Open-ended exercises in particular are inherently unpredictable. An activity that falls flat in one class might be very popular with a different class. Bear in mind the attitudes and prejudices of your class when you're selecting the sections you're going to do, and be prepared to 'sell' the idea of an activity to them if you believe it to be a worthwhile one. Some activities are 'easier' than others, but this may not depend so much on the nature of the activity or the level of English required as on the imaginations, opinions, experience, versatility and knowledge of the participants themselves. Above all, though, the activities are designed to be enjoyable – because students who are enjoying their course are still eager to continue improving their English and are receptive to new ideas. Students enjoy using their imaginations, finding creative solutions to problems, and using their brains.

## Role play

Many of the activities in *Working in English* involve students taking on specified roles in pairs.

Students are asked to play a role in order to simulate the kind of situations in which they may find themselves when dealing with clients, business associates or co-workers. This is an ideal way of preparing for real-life situations in which students may find themselves in their work.

Some of the role plays involve telephone conversations. Students should sit back to back or turn away from each other for these telephone role plays, so as to simulate the essential fact that we can't SEE the person we're talking to on the phone – we have to communicate only with our voices, not gestures and eye contact. They should never face each other and look at each other's reactions.

During a role play, you should go round the class monitoring, listening in to what is going on and offering individual advice and vocabulary suggestions. Make a note of the errors you overhear so that you can draw everyone's attention to them in the feedback/follow-up stage at the very end of the activity or section.

If you have a camcorder available, many of these role plays can be recorded for playback, analysis and discussion later. This will enable students to 'see themselves as others see them', which may be slightly traumatic at first, but very beneficial in the long run. If you are going to do this, keep a copy of one of the recordings you make at the beginning of the course – then you'll be able to play it again later in the course to show your students how much progress they have made. An audio cassette or MiniDisc recorder (with a good directional microphone) can be used in the same way.

## Speech balloons

Useful phrases are presented in speech balloons. Students should decide which of the phrases are going to be most useful to them and **highlight** them. The phrases they already know and use should not be highlighted. They have opportunities to use the phrases in the role play that follows in the same Unit – but, of course, they should try to remember them to use in later Units, too.

## Files

Many Units in *Working in English* contain a role play using information in separate Files at the back of the Student's Book. These role plays simulate real situations as closely as possible. When we're talking to another person, we don't usually know what information the other person

has or what the other person is going to say. In other words, there is usually an 'information gap'.

The Files are on pages 118 to 144 of the Student's Book. As you'll see, they are jumbled up in random order, so that it's not possible to find your way through them easily. This means that students will find it difficult to 'cheat' by looking at each other's information. The object is for the students to find out what their partners know and to tell their partners what they know. In this way an 'information gap' is created and bridged – and communication takes place.

In these information-gap activities two or three students are each given different information, such as different role descriptions, and then have to bridge the gap in a conversation or phone call: the Files work in the same sort of way as role cards.

As students perform the information-gap activities, you should go around the room and make yourself available for help with vocabulary and instructions, as needed.

Here is a brief description of each File, for quick reference:

Unit	Description	Files
1	Getting to know fellow-delegates at a conference	1 + 31
2	Finding out missing information about clients	2 + 32
3	Giving information about office rules and routines	3 + 34
4	Offering to help, making requests and asking permission in a series of mini-situations	4 + 35
5	Exchanging information from a price list	6 + 37
6	Making and receiving five phone calls	7 + 40
7	A series of four phone calls	9 + 42
8	Answers to the exercise on abbreviations	45
	Exchanging phone messages	10 + 41
9	Exchanging information over the phone, with one student observing the others and giving feedback (4 parts)	11 + 42 + 63
10	Breaking bad news over the phone (2 parts)	16 → 13 + 47 → 44
11	Model fax from Mr Brown	67
12	Model e-mail	30
	Three Model e-mail replies	65
13	Model letter	66
17	Exchanging information about a schedule	12 + 43
18	Answers to number-writing task and extra task	54
	Exchanging information about specifications and numbers	14 + 50
19	Exchanging information about availability of products	17 + 48
20	Arranging meetings	18 + 49
22	Mr Tucker's first reply	64
	Mr Tucker's second reply	33 → 20 or 51
24	A one-to-one meeting	19 + 53
25	A formal meeting with a chairperson	5 + 36 + 39
	Extra information for chairperson	52
26	Negotiating the purchase of equipment	21 + 55
29	Visitor and host meeting in an office	22 + 56
30	Socializing	15 + 46
32	Host recommending free time activities to guest	24 + 58
33	Guest and hotel receptionist	25 + 59
	E-mail writing activity	26 → 8 or 60
35	Discussing an organizational chart	23 + 57
36	How to replace an inkjet cartridge and a laser printer cartridge	27 + 61
37	How a calculator works	28 + 62
38	Two unusual products	29 + 68

## Discussion

Students should be encouraged to discuss the issues and activities they have been dealing with. Discussion is an ideal way of helping the students to develop their confidence and fluency in conversation. Moreover, particularly in small groups, discussion also gives everyone a chance to use and consolidate the vocabulary that they have encountered in the Unit. You'll find that discussion arises naturally after many of the activities throughout this course, particularly after students have taken part in a role play.

Discussions are by their very nature open-ended. This means that they may go on for a long time if everyone gets interested and wants to have their say. But sometimes nobody will have much to say: in this case there's no point in forcing the students to have opinions – instead, move on to the next step in the lesson. Many of the discussions are provoked by questions in the Student's Book. It's to be expected that some of the questions will be less provocative than others. And some sets of questions may fall flat with one class – but be a great success with another class.

If you anticipate silence or apathy when a discussion is proposed, it's possible to get things going by beginning the discussion as a whole class. Ask everyone to suggest some ideas and then, once ideas start to flow, divide the class into groups to continue their discussion.

Once the discussion is under way, you should go round the class monitoring, listening in to what is going on and offering individual advice and vocabulary suggestions. Make a note of the errors you overhear so that you can draw everyone's attention to them in the feedback/follow-up stage at the very end of the activity or section.

At the end of each Unit in *Working in English* students should be given a chance to raise any queries or doubts they have. Sometimes it may be a good idea to ask them to explain how they benefited from doing a particular section. This may sound like asking for trouble – and in some classes you might really be opening a can of worms by asking this kind of question! But it's

very reassuring for students to find out that the other members of the class have had similar difficulties and that others have found the activity useful.

At the end of each Unit you should also provide the students with feedback, pointing out errors you have noted down and congratulating them on the activities in which they have performed well.

## Pronunciation

The Pronunciation exercises in *Working in English* are all fairly straightforward. They begin with a closely-controlled repetition exercise with a recorded model, followed by practice in pairs. The emphasis in these exercises is more on a friendly, helpful tone of voice than on pronouncing individual words correctly. This is a recurring theme in *Working in English*: the need to adopt a tone of voice that others will perceive as friendly, efficient and helpful – together with a demeanour that shows that you are sincere, willing to listen and help, and friendly. A smile is worth a hundred words! Transcripts are not provided separately at the back of the Student's Book as the phrases are in speech balloons in the Units.

The Pronunciation exercises are all on the **Personal Study Book** Audio CD.

The first Pronunciation exercise is A3 in Unit 4.

### 'One-sided conversations' and 'Zig-zag conversations'

In a 'one-sided conversation' alternate lines are missing from a conversation. The students have to choose suitable phrases from speech balloons (and their own ideas) and write in the missing words. The first 'one-sided conversation' is B2 in Unit 1.

In a 'zig-zag conversation' the participants are given the content of what to say, but not how to say it. They have to work out suitable words to use to communicate the ideas given. The first 'zig-zag conversation' is B1 in Unit 4.

Recorded model conversations to play to the class after the exercises are not intended to be the 'perfect conversation'.

These exercises help the students to realize that life isn't a phrase book – there are many different ways of saying the same thing and many different ways of reacting to what other people say. These conversations are done in pairs so that the students can discuss different alternatives. There are usually several possible ways of completing each line.

## Listening

The purpose of the Listening exercises is to give students practice listening to spoken English and to develop skills to make them better listeners. There are tasks for the students to do which are designed to help them to understand the main points that are made – and discourage them from listening to every single word or worrying about what they don't understand.

Listening is a skill that requires the students to concentrate on what they DO understand and not to worry about all the things they don't understand. If, for example, a speaker says something unclearly, there's no point in worrying about this if it means that you stop listening to what he or she says next. In real life we have to ignore the words we don't understand and concentrate on the main points that are being made. It would be impossible for the students to acquire this skill if the only English that they were exposed to was always slow and simple. Using the recordings in *Working in English* will help the students to understand different voices and accents better.

Please discourage the students from looking at the Transcripts in the Student's Book when they listen to the recordings. The Transcripts are there to help them ONLY when they get into difficulty. If they used them all the time when listening to the recordings, this wouldn't help them to acquire the skill of understanding real-life conversations. In real life, the speakers don't hand out transcripts of what they're going to say!

Some of the recordings are totally authentic, and some are improvised so that they resemble English as it is actually spoken in a variety of realistic situations. The voices represent a variety of authentic accents, and the speech

contains the normal hesitations, false starts, pauses and interruptions that occur in authentic spoken language. These hesitations and false starts are reproduced in the Transcripts.

Here's a recommended procedure for the Listening exercises:

- 1 Explain what the recording is about, how many speakers there are, who they are and where they are.
- 2 Ask everyone to read the questions or the task before you play the recording.
- 3 Set the counter to zero if using a cassette player. If using the audio CD, make a note of the track number. (Longer recordings are in two parts, with the Narrator speaking in the middle. These are two separate tracks on the CD. Timings given in this Teacher's Book are for the total time of the Listening exercises.)
- 4 Play the recording all the way through so that the students can imagine the situations, get used to the voices and get the gist of what is being said. (If the recording is too long for this, just play the first 15–20 seconds and then rewind to zero, or go back to the beginning of the track if using the CD.)
- 5 Play the recording again and this time ask everyone to decide on their answers to the questions in the Student's Book.
- 6 Get everyone to compare their answers. If they haven't managed to answer all the questions, they may need to hear the recording again.
- 7 If necessary, play the recording again so that everyone has another attempt at getting the answers they missed before.
- 8 Finally, play the recording for a third time and ask them just to sit back and listen. Maybe they could note down any questions they want to ask you at the end, or note down vocabulary or expressions that were used – or just relax and enjoy the conversations while soaking up ideas and vocabulary. (This would be a good time for the students to look at the Transcript.)

The first Listening exercise is A2 in Unit 1.

The Interviews in the **Personal Study Book** will give the students more practice in listening

to real people talking real English. The people at Marin and Waterford Wedgwood on the Video are also real people talking real English.

## Transcripts

A Transcript of each listening exercise is provided in the Student's Book (pages 102 to 117). The Transcripts include all the features of spontaneous spoken English, including hesitations, false starts and ungrammatical utterances. Students should be strongly discouraged from looking at these at the same time as doing a listening task. Advise your students to look at the Transcript only after they have made at least two attempts to understand a recording by relying on their ears. Relying on the Transcripts when listening to the recordings will not help students to acquire the skill of understanding real-life conversations. The Transcripts are there in case they are needed, and should only be referred to occasionally.

Of course, your students may just like to look at the Transcripts purely out of interest. They're particularly useful for reviewing each lesson privately at home.

## Writing

Although the work in *Working in English* is mostly about improving speaking and listening skills, Units 11–16 focus on correspondence and there is a writing task in most Modules.

The Teacher's Book contains model versions for some of the writing tasks, which you can photocopy as handouts for your students when they've made their own attempts. The Files also contain models for some of the writing tasks.

Here's a list of the writing tasks in *Working in English*.

Unit	Writing task
8 C3	Rewriting notes as a message
11 B2–3	Writing faxes (+ Model fax in File 67)
12 A3	Writing an e-mail (+ Model e-mail in File 30)
12 B1	Writing replies to three e-mails (+ Model e-mails in File 65)
14 B2	Writing a short report

15 B2	Writing replies to correspondence
16 A2	Rewriting an e-mail in a more formal style
16 C2	Breaking bad news in an e-mail or fax
16 D2	Pointing out mistakes in an e-mail
19 B2	Replying to an enquiry by e-mail
22 B1–2	Writing a series of faxes to a client
27 B4	Writing a short report
33 C2–3	Booking accommodation

Besides the above, there's plenty of practice in taking notes and filling out forms.

Encourage the students to read each other's work. Any piece of writing should be an attempt to communicate ideas to a reader. If students know that their peers are going to read their work, they are more likely to try to make it interesting, informative and entertaining! If you, their teacher and 'critic', are the only reader, the process of writing is much less motivating. Students can learn a lot from reading each other's ideas – and from each other's comments on their own work. A piece of written work should be regarded as a piece of communication, not simply an opportunity to spot the grammatical errors that the students make.

You'll probably also want to collect the work and take it away for marking.

When marking their work, give students a chance to correct their own mistakes by underlining the relevant parts or showing in the margin whether there's a mistake in grammar (**G**), word order (**WO**), vocabulary (**V**), punctuation (**P**) or spelling (**Sp**). (You may prefer to use your own method instead.) Also, don't just criticize: praise good work. A tick (✓) is a nice way of showing that an idea has been well expressed.

When you return the work to the class, allow everyone enough time to write their corrections. Go around the class answering questions and checking the corrections whilst the students are doing this.

## Reading

Most of the texts that the students have to read are letters, e-mails or faxes, extracts from catalogues, price lists, advertisements and flyers, and short informative passages. Usually these texts provide the input for an activity or role play or, sometimes, provoke discussion. Some longer texts have missing words or deliberate mistakes – this is to encourage the students to read them carefully.

You may wish to supplement the reading passages in *Working in English* with your own choice of topical or more specialized texts photocopied from magazines or newspapers, according to your students' needs and interests. You can also find topical reading texts on the *Working in English Website for Teachers*.

There are longer reading texts in the **Personal Study Book**, together with vocabulary tasks and vocabulary lists.

## Functional language

Most Units include useful phrases (in the speech balloons) and give the students practice in using functional language in various situations.

## Grammar

There are no grammar exercises in the Student's Book of *Working in English* – these are in the **Personal Study Book**. Pages 86 to 101 of the Student's Book are **Grammar reference** pages, where the students can find rules and examples of the main problem areas of English grammar. These pages only cover the main problem areas for intermediate students, and are not supposed to be a substitute for a good grammar reference and practice book.

None of the tasks or exercises in *Working in English* require specific grammatical structures, and there is no grammatical syllabus underlying the course. That doesn't mean that grammar is unimportant. It means that grammar should be treated in a similar way to pronunciation – if students make mistakes using particular structures, that means they may need to spend

time doing some revision on that particular point. Refer them first to the relevant **Grammar reference** section, then to the relevant exercise in the **Personal Study Book** – and if there's time, do some supplementary grammar practice.

Grammatical errors should be corrected when they affect communication, but otherwise correction is best reserved as feedback after the students have completed a discussion or role play. (See **Mistakes and correction** on page 7.)

Here's a list of the **Grammar reference** sections:

Adverbs and word order	86
Articles and quantifiers	87
Comparing and contrasting	89
The future	89
If ... sentences	91
-ing and to ____	92
Joining sentences + relative clauses	93
Modal verbs	94
The passive	95
Past tenses	96
Phrasal verbs and Verbs + prepositions	97
Present tenses	98
Questions and question tags	100
Reported speech	101

## Advice boxes

Throughout the book there are advice boxes, marked with a gold ★. These suggest ways of behaving and dealing with people in business. The advice given in these boxes should be discussed, rather than taken at face value.

These helpful tips are a regular feature of the Student's Book. Make it clear to everyone that they should feel free to disagree with some of the advice – some students with experience of dealing with clients may feel that some of the advice is slightly patronising. Some of the tips may be controversial or may not accord with the customs or habits of people in your students' country. If your more experienced students find some of this advice blindingly obvious, they should ignore it or just consider it as a source of vocabulary.

# The *Working in English* Video

There are 8 programmes on the Video. The programmes were filmed in California at Marin, the mountain bike manufacturer, and in Ireland and the UK at Waterford Wedgwood, the manufacturers of crystal glassware and porcelain. Apart from the Presenter, who introduces each programme, all the speakers are real people, talking real English. They are not actors.

WELCOME TO MARIN AND WATERFORD is the first programme. This is an introduction to the two companies, where we learn about their history and how they are organized.

Subsequent programmes accompany each Module in the Student's Book:

- 1-5 PERSON TO PERSON
- 6-10 PHONE CALLS
- 11-16 WRITING
- 17-22 EXCHANGING INFORMATION
- 23-28 MEETINGS
- 29-34 ENTERTAINING VISITORS
- 35-40 EXPLAINING AND PRESENTING

All the information you need about the programmes is on pages 115 to 136 of this Teacher's Book. There you will find:

- a recommended procedure for using the Video
- helpful ideas on using video in class

- a photocopiable Worksheet for each programme, which you should photocopy for the students. The tasks on the Worksheet include vocabulary tasks, comprehension tasks and discussion activities. These tasks are designed to help the students to understand, not to catch them out.
- a complete Transcript of each programme
- notes on how to use the Video.

The programmes can be shown at the beginning of the Module, before doing the first Unit in the Student's Book.

Alternatively, they could be shown after the first Unit in the Student's Book has been completed, or later to revise ideas that have been discussed earlier in the Module. There is a list of recommended times to show each programme on pages 115 to 116.

Each clip is numbered on screen. The programme can be paused between each clip for the class to answer questions or discuss what they have just seen. Usually the students will watch a clip, then look at the questions, then watch the clip again before they begin their discussion.

**All the information you need about the Video is on pages 115 to 136. And all you need to use it is the Video itself and those pages in this Teacher's Book.**

# The Personal Study Book

The full colour Personal Study Book with its free Audio CD contains 74 exercises for the students to do on their own and is recommended for all students using *Working in English*.

The exercises in the Personal Study Book are organized in Modules, not Unit by Unit.

This means that students can do the exercises when they have time. Or, if you prefer, specific exercises can be set for homework after each Unit. To help with this, suitable homework exercises are recommended after each Unit in the Teacher's Book.