

# Best Practice *Elementary*

## 情境 国际商务英语 (初级)

### 教师用书

**BUSINESS  
ENGLISH IN  
CONTEXT**

*Teacher's  
Resource  
Book*

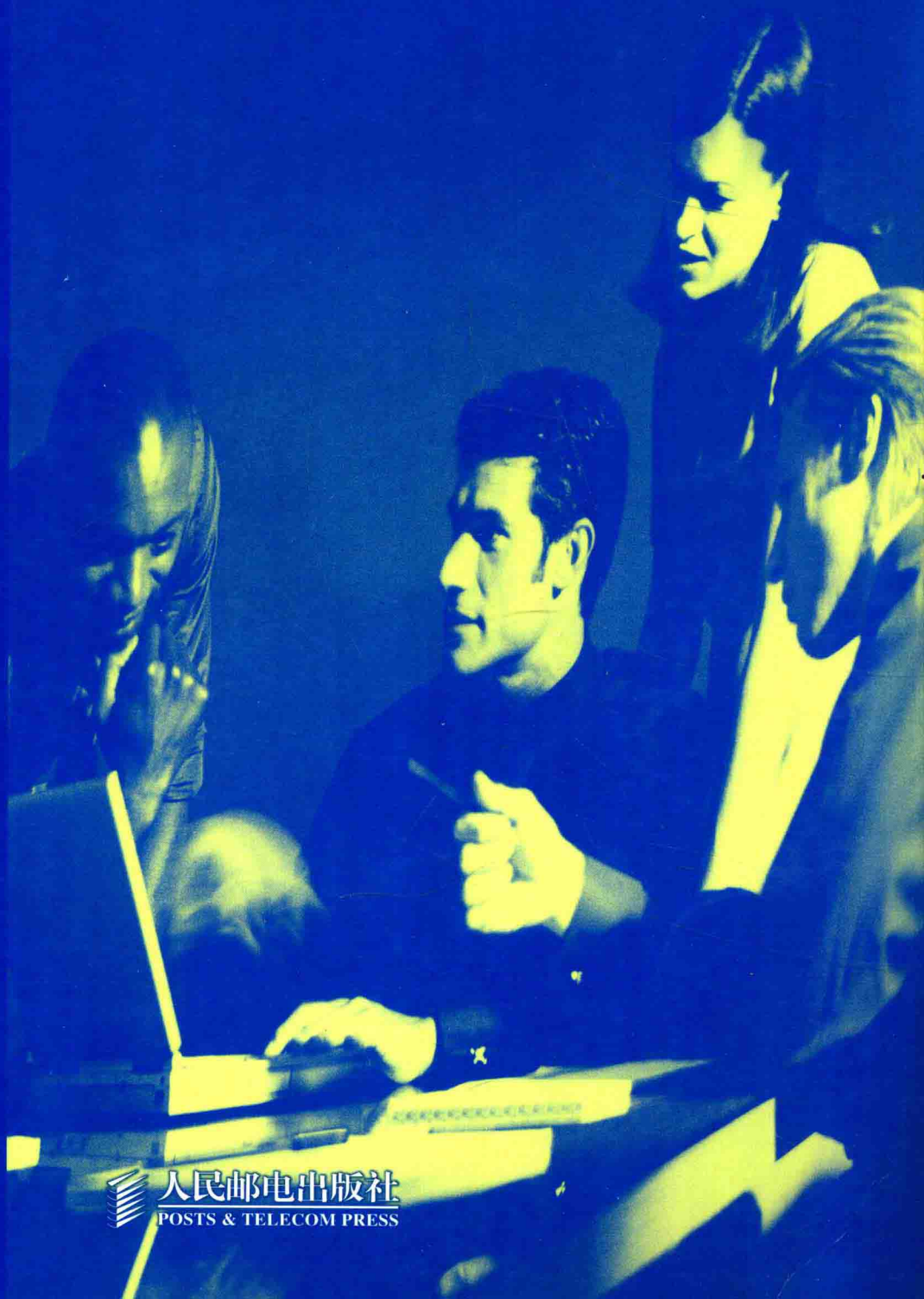
本书适用于:

- 职业学校商务英语课程初级教材
- BEC初级教材
- BULATS 1, 2级

DAVID KERRIDGE



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## 情境国际商务英语 (初级) 教师用书

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pages 4–19

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2 I'm a designer	<i>a/an</i> possessive adjectives	job names	saying who you are asking for someone	
3 How many showrooms?	<i>be</i> negative and question forms <i>there is; there are; how many</i>	numbers 0–500 phone numbers	asking to speak to someone	
4 We make cars	present simple	workplaces	taking messages	
5 She goes to Spain	present simple – routines	prepositions of time and place	saying where you are	
6 How do you relax?	present simple with question words	free time	asking about times	an e-mail to a friend
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pages 20–35

Sven Karlsson works for Splash Pools, a company that sells pools and saunas. Energy Gyms places a big order, but the saunas are delivered late and the customer wants to know why.

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8 Turn left at the lights		names of places	asking for and giving directions	
9 Can I help you?	<i>can and can't</i>	products, prices, orders and delivery	placing an order	an e-mail to place an order
10 I'm buying a house	present continuous		leaving and taking messages	
11 What's Sven doing?	present continuous with question words	dates, floors and streets	dealing with problems	
12 The truck's leaving now	present simple and present continuous compared	distribution and delivery	complaining about late delivery	an e-mail to confirm delivery
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## MODULE 3 MACPHERSON DESIGNS

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Fiona Macpherson is a Scottish designer who lives and works in France. Her brother's family come to stay, but she still has a lot of work to finish.

	Grammar	Vocabulary	On the line	Writing
13 I work from home	adverbs <i>always, usually, often, sometimes, never</i>	expressions with <i>work and home</i>	booking a trip	
14 We're arriving on Monday	present continuous for future plans irregular plurals		making a hotel reservation	
15 Can we order, please?	<i>was/were</i>	travel adjectives	talking about a trip	
16 I decided to move to France	past simple	homeworking		a report about homeworking
17 Did you get my message?		deadlines	dealing with messages about an urgent job	a business letter
18 Where did you go?	past simple with question words		checking information	an e-mail to confirm information
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pages 52–67

Astrid Schmidt works for Supersport, a big European chain of sports stores. Supersport opens new stores in the US, but the California store has low sales. Astrid tries to solve this problem.

	Grammar	Vocabulary	On the line	Writing
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20 Do you have any tents?	<i>some; any</i>	adjectives to describe products	making enquiries about products	
21 The service was slow		service numbers 600–999	percentages	
22 The smallest company	comparatives and superlatives	markets and competitors numbers: thousands, millions, billions		
23 You must improve training	<i>must</i>		confirming arrangements	an e-mail to confirm arrangements
24 Follow my advice	<i>advise, want, tell agree, disagree</i>		making a suggestion	a report to head office

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## MODULE 5 MIMOSA CARS

pages 68–83

The Malaysian group KL Industries buys Mimosa Cars, an Italian sports car company. KLI want to invest in Mimosa and produce new models. Mimosa's production manager, Paolo Ponte, goes to Malaysia to meet Saleem Bashir of KLI.

	Grammar	Vocabulary	On the line	Writing
25 Don't drive too fast!	adverbs		voice-mail calling someone back	
26 KLI are going to buy Mimosa	future with going to	job titles	call handling	
27 Have you ever been to Malaysia?	present perfect with <i>ever</i> and <i>never</i>			an e-mail about travel plans
28 You don't have to wear a jacket	<i>must/mustn't, don't have to</i> <i>how much</i> with uncountable nouns		dealing with mix-ups	
29 Welcome to the hotel	verbs + prepositions	hotels		a thank-you e-mail
30 It will be a big success	future with <i>will</i>	schedules		a memo about a schedule

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This module gives further practice in writing letters, faxes, e-mails and short reports. Canapub, a Canadian publishing multinational, launches a women's magazine in Latin America. Market research shows that sales will be good, and Canapub's Charlotte Ramsden recruits a marketing manager, Luisa Barcarem, to take care of the launch. Sales are even better than expected.

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32 A big market	letters with enclosures	a report based on key figures	
33 A marketing manager	a job advertisement	an e-mail applying for a job	a CV
34 An interview	an e-mail exchange	an e-mail offering a job	
35 Congratulations!	text messages	emoticons	
36 You're doing a great job!	a report with graphs	a thank-you e-mail	a postcard

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# Introduction

*Best Practice Elementary*, together with its companion book at pre-intermediate level, is a course designed for those learning English for international communication in business contexts.

It is suitable for:

- people working in companies and other organisations who use English for international communication
- pre-work students in business schools or further/higher education where business English is taught

## Course components

- Coursebook
- This Teacher's Resource Book
- Workbook
- Audio cassette set / CD set
- Testing software: ExamView®Pro
- Website extension activities

## Learning approach

The Coursebook has been designed with an intentionally short core of 35 lessons, with an additional range of built-in reference and resource sections. Together, and combined with the other course components such as the Workbook, these elements provide great flexibility in course planning for **varying periods of study** and for **learners with different needs**.

Emphasis is on developing **spoken communication**, with mini role-plays, information gap activities and listening activities.

**Using the phone** confidently is an important part of business communication, and the **On the line** sections have been designed to develop this skill.

**Writing** is also well covered, with a section of seven units that further develop writing skills in business contexts.

## Unit structure

The Coursebook is designed to develop the four skills of **listening, speaking, reading and writing**. Each unit provides material for 50–60 minutes of classroom activity and combines a variety of these elements.

The **language syllabus** is based around:

**Grammar.** All the key structures for the level are covered, and learners are often asked to complete grammar explanations using inference and their own prior knowledge as part of a discovery process.

**Functions.** The course covers key functional language for introductions, complaining, apologising, thanking, etc. There is also emphasis on social English in business contexts, which is often requested by learners and teachers.

**Vocabulary.** A range of general and business areas is included. Key vocabulary areas for the level are presented. Emphasis is also put on word combinations, and this idea is further developed in the Vocabulary builder section. (For a list of the business words that learners are expected to know by the end of the book, please see the page 101 of the Coursebook.)

These inputs are often contained in **short reading texts, simulated web pages** or **listening extracts**.

Other elements of the Coursebook units are:

**On the line.** Almost every unit contains a section based around a telephoning situation. The situations are similar to ones that learners will meet in their organisations, and become increasingly complex as the book progresses. Learners meet a wide variety of phone language appropriate for the level and then apply it in their own role-play activities.

**Your turn.** A key feature of *Best Practice Elementary* is the Your turn sections. These sections give learners systematic opportunities to apply and use the language that they have seen in the section, whether grammar, functions, vocabulary or On the line, often in the form of mini role-plays. The situations where they do this have been chosen to mirror the ones they are likely to encounter in their own work situations.

**Information boxes.** In each module, there are one or two information boxes, giving key snippets of information relating to the business area of the module.

## Course outcomes

At the end of the course, learners will:

- be able to perform **practical business tasks** such as arranging meetings, making travel arrangements, etc.
- be used to hearing a **range of accents** of people from different parts of the English-speaking world talking in business contexts
- be using **basic business vocabulary** to speak and write about a range of business topics: prices, delivery, specifications, etc.
- be able to handle a range of **professional situations on the phone**: asking to be connected, confirming information, etc.
- be **applying their grammatical knowledge** in different professional and personal contexts, rather than treating grammar as an end in itself

- have **learned how to learn** – this is actively developed in the course, for example in learning grammar by discovery, and in developing vocabulary through typical word combinations to build larger blocks of language.

## Overall organisation of the coursebook

The subject matter has been designed to **appeal to adult learners in a business context**.

The core units are grouped into **five main modules**.

The **initial module** introduces some of the main characters, companies and situations that learners will meet later in the book. It revises, consolidates and builds further on the basic grammatical structures and vocabulary that learners will have encountered in beginners' courses.

The four **story-based modules** are based around four different people and organisations:

**Splash Pools.** Sven Karlsson works for Splash Pools, a company in London that sells pools and saunas. Energy Gyms makes a big order, but the saunas are delivered late and the customer wants to know why.

**Macpherson Designs.** Fiona Macpherson is a Scottish designer who lives and works in France. Her brother's family come to stay, but she still has lots of work to finish.

**Supersport.** Astrid Schmidt works for Supersport, a German sporting goods company. Supersport opens new stores in the US, but the California store has low sales, and Astrid works on solving this problem.

**Mimosa Cars.** The Malaysian group KL Industries buys Mimosa Cars, an Italian sports car company. KLI want to invest in Mimosa and produce new models. Mimosa's production manager, Paolo Ponte, goes to Malaysia to meet Saleem Bashir of KLI.

## Writing resource

This section is a resource that gives **further practice in business writing**.

Canapub, a Canadian publishing multinational, launches a women's magazine in Latin America. Market research shows that sales will be good, and Canapub's Charlotte Ramsden recruits a marketing manager, Luisa Barcarem, to take care of the launch. Sales are even better than expected.

In this setting, learners get essential practice in writing letters, faxes, e-mails and short reports.

## Further resources section

The final pages of the Coursebook contain:

**Vocabulary builder.** This sections gives tips for learners on how to enlarge their knowledge of words and how to use them. This is part of the course's wider purpose – to encourage autonomous learning and development. At the end of this section there is a **Telephone language** overview that recaps the main expressions from the On the line sections.

**Grammar overview.** This reference section allows learners to

check that they have grasped all the grammar they need to know at this level. It includes all the main grammar points covered in the book.

**Audio script.** All listening material is included here.

**Answer key.** Answers to all exercises are included.

**Student B material.** This section contains information for Student B for the two-part On the line activities and other role-plays. (This has been placed right at the end of the Coursebook for easy access by learners.)

For a full overview of the contents of the Coursebook, please see the **Coursebook contents**. If short of time and unable to cover all the material, you can use the Contents to select areas and activities of particular relevance for your learners.

## The Workbook

The Workbook of *Best Practice Elementary* has been designed to fulfil several functions, and can be used as a logical yet dynamic framework in which Coursebook materials can be reinforced.

The Workbook themes follow those of the Coursebook unit by unit. Each Workbook unit ends with a Writing exercise, most of which are ideal for homework activities.

At the end of each Workbook module there is an Extension unit in which the main grammatical structures and the functions are shown in a completely different context. New and useful vocabulary may occur in the Extension units.

There are basically two ways to exploit the Workbook: either at the end of each unit (the 'classic' method) or during the teaching of each unit as different grammatical/functional points arise. As with all pedagogical exploitation, routine is to be avoided, so exploitation of the Workbook should vary depending on the unit.

The Workbook has been designed and written to be more than a 'homework depository'. It is down to the teacher to provide an impetus for its use, and through dynamic classroom practices, to show how Coursebook and Workbook can form a 'learning synergy' for the benefit of students.

## The audio materials

Listening materials are available on a set of two audio CDs or audio cassettes.

## This Teacher's Resource Book

A 'maximalist' approach has been adopted in this Teacher's Resource Book, which has been written with two potential teachers in mind: teachers who are relatively inexperienced in teaching professional English and require step-by-step guidelines, and more experienced teachers who might welcome some of the suggestions but ignore others.

This approach is clear from the layout of the Teacher's Resource Book:

**Module overview.** At the beginning of each module there is an overview which gives all the necessary background information, including business and cultural notes.

**Preview.** At the beginning of each unit there is a short description of the grammar, functions and vocabulary to be encountered, pointing up grammar meanings and suggesting potential student difficulties.

**Introductory activities.** These are suggested at the beginning of each unit.

**Step by step notes.** The Teacher's Resource Book follows the Coursebook contents step by step, suggesting presentational, brainstorming and discussion activities as well as different ways of exploiting the audio component.

In many units stress and intonation exercises are suggested, as well as grammar consolidation and vocabulary-building with the help of the Grammar overview and Vocabulary builder sections.

Answer keys follow each exercise where appropriate, and all audio scripts are presented in full as they occur throughout the units.

At the end of each unit, the Checklist usually suggests a final review activity of the main grammatical/functional elements of the unit.

**Photocopiable resource.** Each module includes two photocopiable activities, found on pages 115–128. Most of these are mini role-plays or information exchanges suitable for pair exploitation in class. These activities have been designed to review/practise the main grammatical or functional features of the different modules, adding a personal element where possible. Detailed exploitation suggestions for each activity are given (see pages 116–117).

## Some general points

The exact number of audio plays is rarely indicated, as this depends on the listening level and motivation of the class – something best known to the teacher.

Normally, in the core units, it is not specified whether students do a particular exercise individually or in pairs, with pair checking or whole-class feedback. Again, this is best left to the individual teacher.

During the Your turn activities, it is important to go over the particular roles of Students A and B, checking that they understand the vocabulary and the requirements of the role. It may be necessary to help with question formation prior to beginning the activity.

Do not hesitate to skip exercises if the class seems not to need them. On the other hand, do review ill-assimilated elements (without repeating the exercises, if possible).

If you have a long (i.e. extensive) course, aim to vary the exploitation as much as possible, using the Workbook as review and the role-plays, information exchanges, Grammar overview and Vocabulary builder to a maximum. From Module 3 onwards, you could use simple or 'doctored' authentic materials as additional inputs. If you have a short (i.e. intensive) course, concentrate on the main grammar points, the most important vocabulary and functional areas to link with the students' needs, and the maximum possible listening input.

## Testing and evaluation

A special Entry Test (see pages 9–14 of this Teacher's Resource Book) has been written to help you integrate students into *Best Practice Elementary*. It consists of thirty multiple-choice questions:

**Questions 1–20** are grammar-based, and replicate the grammatical progression of the Coursebook. **Questions 21–25** are based on telephone expressions and **questions 26–30** involve the understanding of a written message with some work on prepositions.

The test has been designed as a practical tool, and its results can be used as follows:

- If students score well over Questions 1–10 (i.e. 7 or 8 correct replies), do the Module 1 units briefly, concentrating on the practical communication aspects (introductions, describing jobs, exchanging information, social language, etc.) rather than the grammar input. However, the present simple question/answer activities should be done thoroughly. Students' passive knowledge of these, shown by a test, does not always match their active use of them.
- If students score well up to Question 15 approximately, select just a few of the role-play and listening comprehension activities and the Extension unit from Module 1 as a review, then move onto Module 2, choosing the activities and exercises with care.

**ExamView®Pro:** this is a separate software component on CD-ROM that offers the teacher a flexible, customisable resource to test the vocabulary and grammar of each unit. These tests consist of true/false, gap fill and other typical testing items. A key feature of *ExamView®Pro* is that it offers teachers the facility to modify these tests by, for example, adding a new question, editing a question, scrambling the order of items in a bank of questions.

## The website

Additional extension activities are provided on a dedicated *Best Practice* website within the Thomson ELT site. Students are given web addresses which they can visit to extend outwards from the topic of each unit of the Coursebook, to read related texts and to answer questions.

We hope you and your students enjoy using *Best Practice Elementary*, and its follow-up at pre-intermediate level.



# Entry test

## INTRODUCTION

The aim of this test is to help teachers integrate their students into *Best Practice Elementary*. Complete details about the test, and recommendations about how to interpret the results, are given in the Introduction to this Teacher's Resource Book, page 8.

The test is easy to administer, and should take no more than twenty minutes to do. Tell students not to worry if they don't know a particular answer, but to move on to the next question. Mention also that if they have no idea after a certain stage (e.g. Question 10 onwards) they should stop. Guessing answers could lead to a false picture of their real level.

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### KEY

1 a	11 a	21 b
2 c	12 b	22 a
3 b	13 c	23 c
4 c	14 a	24 a
5 c	15 b	25 c
6 b	16 a	26 b
7 a	17 c	27 c
8 b	18 a	28 a
9 c	19 c	29 b
10 a	20 a	30 a

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# Entry test

## Best Practice Elementary

### PART 1

Choose the correct word or words to complete the sentence.

Circle the correct letter (a, b or c) in the column on the right.

1 My name's Astrid. I'm \_\_\_\_\_ Germany.

- a from
- b by
- c at

a      b      c

2 Riccardo and Alessandra work together. This is \_\_\_\_\_ office.

- a his
- b its
- c their

a      b      c

3 \_\_\_\_\_ from Glasgow? No, London.

- a Is you
- b Are you
- c Be you

a      b      c

4 Sven Karlsson \_\_\_\_\_ saunas.

- a sell
- b selling
- c sells

a      b      c

5 \_\_\_\_\_ to work by car?

- a Go you
- b Does you go
- c Do you go

a      b      c

6 \_\_\_\_\_ does she live? In France.

- a What
- b Where
- c Who

a      b      c

7 He \_\_\_\_\_ a report at the moment.

- a 's writing
- b write
- c 's writes

a      b      c



8 Usually they \_\_\_\_\_ by train, but ...

- a 're travelling
- b travel
- c travels

a b c

9 ... today they \_\_\_\_\_ to work.

- a drives
- b drive
- c 're driving

a b c

10 In 1998 the company \_\_\_\_\_ to Oxford.

- a moved
- b moves
- c move

a b c

11 \_\_\_\_\_ Saleem visit Italy? Last month.

- a When did
- b How does
- c Why do

a b c

12 \_\_\_\_\_ the company \_\_\_\_\_ a lot of money?

- a Has ... invest
- b Has ... invested
- c Have ... investing

a b c

13 Do you have \_\_\_\_\_ skis in stock?

- a much
- b some
- c any

a b c

14 Sportmart (with 25 stores) is \_\_\_\_\_ Supersport (with 10 stores).

- a bigger than
- b bigger that
- c biggest than

a b c

15 We must \_\_\_\_\_ our computer system.

- a to improve
- b improve
- c improving

a b c

16 She advised \_\_\_\_\_ a new job.

- a him to find
- b that he finds
- c him finding

a b c