

● 大学英语拓展课程系列

拓展课程



English for Business

Teacher's Resource Book

成功商务职场英语

教师用书

Ivor Williams



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出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”，并提出：“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”《大学英语课程教学要求》明确要求大学英语教学中开设选修课，以满足大学生的实际需求。

依据《大学英语课程教学要求》，上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材，通过教材的出版引领、促进了大学英语选修课程设置的发展，丰富了我国大学英语教学。这些教材品种丰富，涵盖面广，包括以下多个系列：大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来，全国数百所高校使用了这些教材，部分老师对教材的内容和编写形式提出了宝贵的建议，为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”，该系列教材包括EAP、ESP和EOP三个子系列。

- ESP (English for Specific Purposes)

专业英语类，侧重提升专业英语能力，在培养学生听、说、读、写、译等基本语言技能的基础上，教授与该专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习，针对性强。

- EAP (English for Academic Purposes)

学术英语类，侧重高级水平英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：演讲听说、跨文化交际、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

- EOP (English for Occupational Purposes)

职场英语类，侧重提升职场英语能力，为大学生将来在英语环境中工作打下扎实的职场交际基本功。此类课程多数适合所有大学生使用，有部分教程与专业结合，适合相应专业学生使用。

除了重新修订已出版的教材外，我们还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

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《成功商务职场英语》(English for Business) 由上海外语教育出版社与圣智学习出版公司合作出版。

与仅注重阅读和专业词汇的传统专业英语教材不同, 本教程将专业知识融入真实的职场情景中, 旨在培养职场英语交际能力, 使大学生在未来的英语职场中能脱颖而出。本教程以商务专业的话题为主线进行编写, 适合商务专业学生或职场人士学习使用。

本教程由5个单元组成, 每单元6课, 各单元围绕一个主题展开, 每个单元后有一个Team Project。所选内容为真实职场环境中的交际话题, 可以激发学生的学习兴趣, 提高学习积极性。训练形式多样化, 旨在培养听、说、读、写技能, 促使学生掌握职场环境中的种种英语交际能力。书后为每个单元配备了附加活动、阅读材料、写作材料、复习题和单元测试, 丰富了学习内容。此外, 还提供了语法要点、专业词汇表, 方便学生查阅。

本教程配有教师用书。

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Introduction

English for Business is a four-skill course designed to build both fluency and accuracy in tertiary students enrolled in business programs. By setting language activities in the context of their future professional lives, it motivates learners to develop the language skills they will need for success in their careers.

Program components

- Student Book
- Teacher's Resource Book
- Audio CD

Organization of the Student Book

The five units of the **English for Business** Student Book focus on five fundamental areas of business:

- Making your way: making career choices, preparing a resume, applying for a job, job interviews
- Selling is what it's all about: jobs in sales, sales techniques, analyzing sales data, dealing with customers, dealing with complaints, e-commerce
- Marketing the product: advertising, brands, market research, marketing strategies, marketing life cycles
- Financial Matters: personal expenses, bank accounts, managing expenses, economic issues, investments
- Global Concerns: cultural issues, corporate culture, changes in the workplace, global perspectives

Every unit contains six two-page lessons, integrating the four language skills and reviewing and extending grammar points that students have previously studied. For every unit, there are a number of listening activities, reading passages, and writing activities. Students have numerous opportunities to practice and improve their communication skills, including role plays, pair and group discussions, and whole-class speaking activities. Every unit culminates in a Team Project, in which groups utilize their ideas and language skills together to produce a tangible product such as a dossier, a report, or a multimedia presentation.

Contents of this Teacher's Resource Book

This Teacher's Resource Book contains everything you will need to successfully teach **English for Business** and adapt it to the specific classroom needs of your students.

For each unit of the Student Book, you will find the following:

- Detailed teaching notes for each lesson. Instructions are given for presenting every activity in the classroom, and answer keys are provided following each activity, for easy reference.
- An Additional Activity for each lesson, giving further practice in objectives from the lesson.
- Reading texts plus activities in the Reading Resources, related to the theme of the unit.
- Two writing activities in the Writing Resources, designed to build and reinforce students' skills at the paragraph level. Among the objectives practiced are generating and organizing ideas, writing topic sentences, and paragraph unity. In addition to single paragraphs, these tasks give practice in useful writing formats such as articles, reports, advertisements, essays, material for manuals, etc.
- Teaching notes for the Extra Activities, Writing Resources, and Reading Resources incorporated into the unit notes, in the suggested place for each activity in the unit sequence.
- A two-page Unit Test, along with role cards and a script for assessing students' listening and speaking ability.
- Complete audio scripts of the listening contexts in the student Book are provided at the end of the book.

Unit Tests

Each Unit Test checks understanding and mastery of the grammar, lexis, and language functions presented in the corresponding unit. Each test follows the same sequence:

- The first four to six exercises cover grammar and lexis in a variety of exercise formats including matching, error identification, multiple choice, etc.
- The next section, consisting of one or two exercises, covers listening, with a script provided for the teacher to read aloud.
- The final exercise is an optional speaking activity that tests fluency and the use of appropriate language through a role-play activity for pairs. Role cards are provided.

With the speaking section included, the test comprises 50 points. Without the speaking section, the test comprises 35 points.

The purpose of this book is to empower business students with the language and life skills they need to carry out their career goals. To this end, it provides ample opportunities for students to build awareness of and practice in language in real-life scenarios. Its integrated skills approach develops students' self-confidence to survive and succeed in professional and social encounters within an English-speaking global community.

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出版说明

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Making your way

Objectives

Language skills: discussing and evaluating ideas, listening and reading for specific information, understanding vocabulary in context, listening to and understanding a telephone conversation, listening and taking notes, identifying key ideas in a text, summarizing information, reading for the general idea, identifying formal and informal registers

Functions: making suggestions and recommendations, expressing opinions, giving reasons

Grammar: verb / noun collocations, phrasal verbs with *fill*, modals for obligation, recommendation, etc., connectors, phrases with *make* or *do*

Lesson 1 Time to make a decision

SB Pages 2-3

This lesson deals with the subject of career choices and how to go about finding a job. It includes discussion activities, listening comprehension activities, and reading comprehension activities. The listening activity presents suggestions for finding a job and vocabulary. The reading activity focuses on job ads and leads into vocabulary practice. The lesson finishes with a discussion activity in which students share and compare opinions.

- a**
- With books closed, ask students to share information about people they know who are looking for a job or who just found work. Invite them to talk about what the people they know did / are doing to find a job.
 - Have students open their books. Read aloud the suggestions. Then organize students into pairs and have them discuss which suggestions they agree with and why.
 - In a whole-class discussion, invite students to share and explain their opinions.
- b**
- Ask students to look at the photograph. Elicit that the two people are students and that they are talking about job hunting. Have students listen to the conversation once through without making any notes.
 - Ask students to read the list of ideas in their books. Then have them listen to the conversation again and check the suggestions that are mentioned. Check answers.
 - Invite students to comment on the relative merits of the suggestions in the list.

Answers

think about your specific interest in business, identify strengths and weaknesses in the area of business, look at some ads and see what is available, consult with different companies and find out what is required in each department, visit the college counselor and discuss

- c**
- Read aloud the sentence openers in the box. Elicit or point out that all of these phrases can be used to make a suggestion. Choose one of the phrases and read it aloud again. Elicit ways of finishing the sentence with appropriate suggestions about how to start looking for a job.
 - Arrange students in pairs and have them take turns making suggestions using the phrases in the box plus any other suitable phrases they know.
 - Finish up the activity by asking pairs of students to share their ideas with the rest of the class.
- d**
- Ask students to look at the texts. Elicit that they are job ads. (If necessary, clarify that *ad* is an abbreviation of *advertisement*.) Ask students where ads like this are typically found.
 - Ask students to read through the ads in silence. Then read aloud the instructions and have students read the ads again and underline the skills and qualifications that are needed for each job.
 - Point out to students that highlighting key information about skills and qualifications is a useful procedure to follow when comparing ads for different jobs. Check answers.

Answers

Secretary / Receptionist Skills: proficiency in MS office, good interpersonal skills, good telephone manners
Qualifications: diploma from a recognized business school

Accounts Manager Skills: take responsibility for existing accounts, develop new business
Qualifications: graduate, proven ability in accounting

Sales Representative Skills: enjoy all aspects of sales, ability to work in a team, strong interest in clients
Qualifications: none needed

- e**
- Read aloud the first question and elicit the correct answer.
 - Then have students work alone or in pairs answering the rest of the questions. Check answers.

Answers

1. A diploma from a recognized business school. 2. Responsibility for a number of key existing accounts and the development of new business. 3. Experience not a necessity. 4. No, but it is preferable. 5. The on-the-job training and the commission on car sales.

- f**
- Read aloud the first sentence and elicit the correct answer, making clear to students that the missing word can be found in one of the three job ads.
 - Then have students work alone or in pairs completing the rest of the exercise. Check answers.
 - At this point, review any doubts that students may have regarding items of vocabulary in the job ads. Explain, for example, that *remuneration* is a formal word meaning one's pay or salary.

Answers

1. negotiable 2. essential 3. advantage 4. necessary

- g**
- Organize students into pairs and have them discuss and compare the relative merits of the three jobs advertised in the ads. Remind students that some of the reading comprehension questions mention advantages that some of the jobs offer.
 - Ask pairs of students to get together in groups of four and have them share and discuss their ideas. Then open up the discussion for the whole class.



Additional Activity 1.1

page 72; SB page 77

Answers

- 1** 1. qualifications 2. salary 3. duties 4. candidate 5. negotiable 6. benefits 7. skills 8. experience
9. recruitment agency 10. counselor
2 Answers will vary.



Writing Resource 1A

page 97; SB page 102

In this activity, students write a job advertisement similar to the ones in Lesson 1. They will select one of the posts to write about. In their ads, they include the qualifications, skills, and experience required for the job along with the duties and responsibilities that the job involves.

Lesson 2 Following through

SB Pages 4-5

In this lesson, students look at some of the practical steps that they can take when looking for a job. They complete, listen to, and then practice a telephone conversation. Students then study language commonly used in resumes and then they listen to the advice of a career counselor. The lesson ends with a discussion activity in which students share and compare opinions.

- a** ■ With books closed, ask students if they can recall the conversation they listened to in the previous lesson between Martha and John. Remind students that one of the things that they decided to do was to call to make an appointment to speak with the college career counselor.
- Ask students to open their books. Read aloud the discussion questions. Then organize students into pairs or small groups to discuss them. Finally, open up the discussion for the whole class.
- b** ■ Direct students' attention to the photograph and the telephone conversation. Elicit or point out that the photograph shows Mrs. Mills' personal assistant (PA).
- Read aloud the opening exchange between Martha and the PA. Then have students work alone or in pairs reading and completing the rest of the conversation using the expressions in the box.
- c** ■ Ask students to listen to the audio to check their answers.
- Draw to their attention the use of indirect questions such as *Can I ask why you are calling?* and *May I ask who is calling?* Ask students to say how they would ask for this same information using simple, direct questions (*Why are you calling? Who is calling?*) and then talk about the differences between the two forms. Elicit or point out that the indirect question form is more formal and polite.

Answers

1. d 2. b 3. e 4. a 5. c

- d** ■ Organize students into pairs and have them practice the completed conversation. Make sure each student takes a turn doing each of roles.
- Invite pairs of students to present the conversation for the rest of the class.
- e** ■ With books closed, ask students what a resume is. Elicit or explain that the word comes from the French verb *resumer*, which means to summarize, and point out that the word is sometimes spelled *résumé*. Also, elicit or explain, that another (British English) term for resume is *curriculum vitae* (or C.V.), an expression from Latin meaning "the course of one's life".
- Ask students to open their books and to look at the words and phrases in the box. Then direct students' attention to the chart below where expressions are sorted into different categories. Read aloud the first item in the box and have students say which category they think it belongs in.
- Then have students work alone or in pairs sorting the remaining words and phrases into the correct categories. Check answers.

Answers

personality: efficient, hard-working, independent

skills: familiar with Microsoft Office, competent in conversational Spanish, fluent in French, knowledge of the Internet

qualifications: high school diploma, diploma in computer science, B.A.

hobbies / interests: swimming, theater and film



f

CD
T-3

- Remind students about Mrs. Mills, the college counselor whom Martha made an appointment to see. Elicit ideas about what a college counselor does and how a college counselor can help students start to look for work.
- Ask students to listen to the audio once through without making any notes. Then, draw their attention to the incomplete notes to the right. Have students listen again and complete the notes. Remind students to write just key words and phrases. Check answers.

Answers

Looking for a job: . . . training and qualifications

Business: . . . particular strengths and what you do not enjoy doing

Human Resources: . . . match person with position, recruitment, staff development, welfare, motivation

Sales & Marketing: . . . focus on convincing the customer to buy

Finances: . . . calculating expenses, profits, salaries, investment

g

- Read aloud the instructions. Then give students some "thinking time" and have them make notes about the qualifications, skills, and personality traits that are required or that are particularly important in their chosen job.

h

- Read aloud the sample text in the notebook paper. Then draw students' attention to the phrases that can be used for expressing opinions or for giving reasons. Elicit additional phrases.
- Organize students in pairs and have them share, compare, and discuss their ideas from the previous activity. Encourage them to use the language in the chart.
- Finally, open up the topic for a whole-class discussion. Encourage comment and debate.



Additional Activity 1.2

page 72; SB page 77

Answers

1 1. b 2. c 3. a 4. c 5. b 6. c 7. a



Reading Resource 1A

page 87; SB page 92

This reading is about two young graduates who turn their own job hunt into a job. Students answer various comprehension questions and use contextual clues to understand idiomatic expressions featured in the text.

Answers

A Answers will vary.

B 1. Dave Rosen and Alan Bailey graduated two years ago after . . . 2. Using their knowledge of business and their computer skills, . . . 3. They felt a bit disheartened and even thought about calling it a day. 4. Soon after launching the site, they were pleasantly surprised to receive . . .

C 1. with flying colors 2. a dog's breakfast 3. like hot cakes 4. take matters into their own hands 5. calling it a day 6. have it made 7. make a go of it 8. off the ground 9. an uphill struggle 10. kicking our heels

Lesson 3 Filling out forms

SB Pages 6–7

This lesson is about another important aspect of job-hunting, namely, filling out forms. Students work with some high-frequency collocations of verbs with noun phrases before completing a gap fill reading activity. They then focus on phrasal verbs derived from the verb *to fill*. The lesson ends with a listening comprehension exercise and a discussion activity.

- a**
- With books closed, elicit verbs that are frequently used with the noun *application*, i.e. an application for a job. Ask: *What does a person looking for a job do with an application? What does a company do with applications?* Try to elicit verbs like make, submit, receive, process, etc.
 - Ask students to open their books and have them read the instructions and the examples carefully. If necessary, explain briefly the idea of collocations – words that are often used together in relatively fixed combinations.
 - Organize students into pairs and have them combine the verbs from box A with the noun phrases from box B to produce appropriate collocations. Check and discuss answers.

Answers

make decisions, proofread your application, short-list candidates, submit your application, apply for a job, fill out the application form, follow instructions, follow the same steps, leave a section blank, list your abilities and skills, list your most recent jobs

- b**
- Draw students' attention to the photograph. Elicit or point out that the young woman is filling out an application form for a job. Then have students skim through the text quickly to grasp a general idea of its contents.
 - Ask students to read the text again, more carefully this time, and to complete each space with the correct word. Point out that the words they need in order to complete the text all come from the previous exercise. Check answers.

Answers

1. apply 2. submit 3. short-list 4. list 5. fill out 6. follow 7. leave 8. apply

- c**
- Ask students to work alone summarizing the two ideas in the notes with just the key information.
 - Then have students compare and discuss their answers in pairs. Check students' answers.
 - Finally, invite students to comment on the information in the text and encourage them to offer additional ideas or suggestions.

Answers

Makes comparison between candidates easier, Makes it easier to short-list candidates
Read the form carefully, Answer each question honestly and accurately

- d**
- With books closed, ask students what they know about phrasal verbs. Elicit or clarify that a phrasal verb is a compound verb made up of a base verb combined with a particle, which is usually a preposition but can also be an adverb. Discuss the fact that the meaning of a phrasal verb cannot always be deduced from the meaning of the individual words from which it is formed. Elicit some examples of phrasal verbs.
 - Ask students to open their books and to read the first sentence. Elicit the correct answer. Then have students work alone or in pairs completing the remaining sentences with *up* or *in*. Check answers.

Answers

1. in 2. up 3. in 4. up

- e** ■ Referring to the answers of the previous exercise, draw to students' attention the fact that there are a number of phrasal verbs that have more than one meaning. Also, remind students that not all phrasal verbs "behave" the same way. For example, some have no object, some can be divided by an object or an object pronoun while others cannot. Read aloud the first item from the list on the left and elicit the correct definition.
- Then ask students to work alone or in pairs completing the rest of the exercise.
- Check answers and focus students' attention on the small but significant difference between the meaning of, for example, to *fill up* with an object compared with to *fill up* without an object.

Answers

1. b 2. d 3. c 4. a

- f** ■ Read aloud the first sentence and elicit the phrasal verb based on *to fill* that best completes it.
- Then have students work alone or in pairs completing the remaining sentences with the correct forms of the correct phrasal verbs. Point out to students that it may be necessary to make changes to the verb tense of the phrasal verb. Check answers. At this point, it may be useful to mention that in British English, people typically *fill in* rather than *fill out* an application form or other types of official forms.

Answers

1. fill him in 2. fills up 3. fill in 4. filled up 5. fill in

- g** ■ Provide students with some examples of common phrasal verbs that have more than one meaning, for example, *to take off*. This can mean *to remove*, as in *I took off my jacket*. or it can mean *to leave the ground*, as in *The plane took off*.
- Encourage students to observe the use of phrasal verbs in texts that they read inside and outside class and to keep notes of the meaning (or meanings) of each one and how the verbs are used.

- h** ■ With books closed, remind students of the listening material they worked on in the previous lesson in which Mrs. Mills gave Martha and John some advice. Focus students' attention on the idea of strengths and weaknesses, which Mrs. Mills touched upon in her talk. Elicit or make clear the idea that these two words express contrasting ideas.
- With books still closed, have students listen to the conversation once all the way through for the general idea. Then ask students to open their books. Have them listen again and complete the table with notes about Martha and John's respective strengths and weaknesses. Ask students to compare their answers with those of a classmate. Then check answers as a whole class.

Answers

John's Strengths: good at networking, good with people **Weaknesses:** organizational skills, lazy
Martha's Strengths: organizational skills, drive and enthusiasm **Weaknesses:** impatient

- i** ■ Organize students into pairs and have them share ideas about their respective strengths and weaknesses. Encourage students to think of ways of presenting weaknesses or deficiencies in such a way as to make them sound less serious.
- Invite students to discuss this topic as a whole class.



Additional Activity 1.3

page 73; SB page 78

Answers

1. 1. out 2. in 3. in/out 4. for 5. at 6. up 7. up 8. down 9. about 10. in
 2. Answers will vary.

Lesson 4 Preparing your resume

SB Pages 8–9

In this lesson, students look more closely at how to prepare a good resume and what to include in it. The lesson begins with discussion, reading, and listening activities. The language focus for the speaking activity is on phrases—in particular, sentence openers—that are used for giving advice and for making recommendations. Students then read the resumes of two applicants for a job and evaluate the strengths and weaknesses of each candidate. Students then listen to a conversation and take notes of key ideas before writing their own resumes.

- a**
- With books closed, remind students of what they discussed in Lesson 2 regarding resumes. Invite students to share ideas and comments about resumes. Ask them if they or anyone they know have ever prepared a resume.
 - Ask students to open their books and to read the statements about preparing a resume. Working alone, have them read the suggestions and write whether they agree or disagree with each one. Then organize students in pairs and have them compare and discuss their answers. Open up the discussion for the whole class.
- b**
- With the whole class, discuss the importance of planning and preparing a resume carefully. Then ask students to work alone reading the steps and numbering them in the best order.
 - In pairs, have students compare and discuss their answers. Then check answers with the whole class. At this point, deal with any questions that students may have regarding vocabulary items.

Answers

5, 6, 1, 2, 4, 3

- c**
- With books closed, elicit ideas about the activities and responsibilities of a human resources manager. Then tell students that they are going to hear a human resources manager giving some advice about what to include in a resume.
 - With books still closed, have students listen to the audio once all the way through for the general idea.
 - Ask students to open their books and to read through the list of items. Then ask students to listen again and to check the items that they think should be included and to place a cross next to the ones that they think should not be included. Check answers.

Answers

To be included: address, education, references, e-mail, experience, interests, volunteer work

- d**
- Draw students' attention to the expressions in the box. Review and discuss the various ways of making suggestions and recommendations. Make sure that students understand that "not have to" is used for talking about things that are optional rather than obligatory.
 - Arrange students in pairs and have them take turns summarizing the advice offered by the human resources manager in the audio. Encourage students to experiment with language using the phrases in the box to express the human resources manager's points in their own words.

- e** ■ With books closed, elicit places where job advertisements are commonly found. Write a list of students' suggestions on the board. Then elicit ideas about the sort of information that is typically included in a job advertisement.
- First, have students read through just the job ad. Then invite observation and comment about the job. Encourage students to say what they think the job would involve.
- Then direct students' attention to the two resumes below. Have them consider each candidate's strengths and weaknesses and try to decide which of the two they consider to be better suited to the job advertised.
- Have students compare and discuss their choices in pairs.

- f** ■ With books closed, start a discussion about what students think happens to a person's resume once it has been received by a company. Ask: *Who reads the resumes? Which people make decisions about hiring? How do they come to a decision?*
- With books still closed, tell students that they are going to hear two people discussing the relative merits of the two applicants from the previous exercise. Have students listen to the conversation once through for the general idea.
- Ask students to open their books and to look at the notes in the chart. Have them listen to the audio again and check the positive points that are mentioned about each of the two candidates. Check and discuss answers.

Answers

Applicant 1: years of experience, range of responsibilities

Applicant 2: overall qualifications, experience related to finance

- g** ■ Review the ideas and advice offered in this lesson about preparing a resume. Refer students back to previous exercises and elicit ideas about what information should and should not be included in a resume and in what order.
- Then have students work alone drafting their own resumes. After that, encourage students to work in pairs reading through each other's work and suggesting corrections, additions, deletions, and any other improvements.
- If students are comfortable with the idea, their resumes can be collected in a class dossier or they can be displayed around the walls of the classroom.



Additional Activity 1.4

page 73; SB page 78

Answers

1. Personal characteristics 2. Education 3. Skills 4. Experience 5. Extracurricular
2. Answers will vary.

This lesson covers another important step in the job-hunting process, the cover letter that accompanies an application for a job. Students begin by considering the important matter of formal and informal registers both in spoken and in written English. Students then focus on the use of connectors to add cohesiveness to their writing. The lesson ends with a listening task on the subject of e-mail etiquette and a writing activity.

- a**
- With books closed, introduce and explore the topic of formal and informal registers in speech, both in English and in the students' first language. Elicit observation and comment about the various ways that they address people of different ages, of different social backgrounds, etc. Encourage students to give examples from their own language to illustrate the appropriate use of a formal register in a given situation.
 - Ask students to open their books and to read through the statements. Read aloud the first statement and ask: *Is this formal or informal?* Then ask: *When is it appropriate to talk in this way? When is it inappropriate?* Have students work in pairs deciding which of the statements are examples of more formal speech and which exhibit informal speech. Then, considering each statement in turn, have students think of situations when a given statement would be appropriate or inappropriate.
- b**
- With books closed, ask students what a cover letter is. Elicit ideas about why an application form should be accompanied by a cover letter and ask for suggestions about the content of a cover letter. Also, discuss the fact that cover letters are written in a formal register and ask students to say why this is so.
 - Ask students to open their books and to read through the short texts. Elicit or clarify that these sentences come from two cover letters. Have students work alone reading the cover letter excerpts and labeling each one *formal* or *informal* according to the register that the writer used.
- c**
- Organize students into pairs and have them compare and discuss their answers to the previous exercise.
 - Check answers with the whole class and then ask students to make notes about the features (vocabulary, grammatical structures, tone) that make the informal excerpts inappropriate for a cover letter.
 - To finish this section, write some of the informal sentences from the mixed up cover letters on the board and invite individual students to come to the front and to rewrite the sentences in a more formal, more appropriate register. Encourage other students to comment on the changes.

Answers

1. informal 2. formal 3. formal 4. informal 5. informal 6. formal 7. formal 8. informal

- d**
- With books closed, remind students about the excerpts from the cover letters on the previous page. Focus their attention in particular on the excerpts that were written in a formal register. Now see if students can remember anything about the content of those excerpts. If they are stuck for ideas, read aloud the formal register excerpts from the text. Elicit ideas about what information should be included in a cover letter.
 - Tell students that so far they have looked at the degree of formality a cover letter should exhibit and what information it should contain. Now explain that a third — and very important — characteristic of a good cover letter is the clarity with which it is written. Point out that an employer is unlikely to call a candidate whose cover letter is confusing and difficult to read for an interview even if that candidate's resume is very good. Explain to students that the following exercise focuses on words called connectors, which are the linking words which give a piece of writing cohesiveness and clarity.