

剑桥商务英语教程

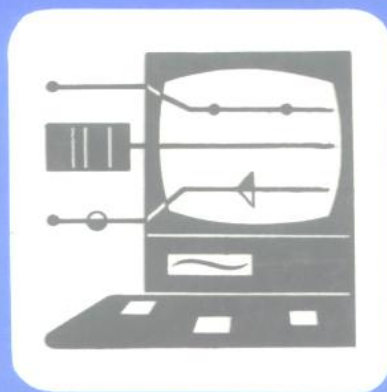
教师用书

BEC 1 考试丛书

# 剑桥商务英语教程

## Getting Ahead 教师用书

[英] Sarah Jones-Macziola and Greg White 著



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## 教师用书

〔英〕 Sarah Jones-Macziola and Greg White 著

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### 剑桥商务英语教程(教师用书)

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本书是英国剑桥大学考试委员会指定的 BECI 考试的配套教材,原书名为《Getting Ahead》(Teacher's Guide)。本书是配合学生用书使用,共设20个单元,提供了大量的、必备的商务背景知识和教学方法,是教师教学、学生自学过程中重要的参考用书,对提高教学和学习效果有直接的帮助。

# Introduction

*Getting Ahead* is a course for learners at pre-intermediate level who want to improve their English for business and professional purposes. It is suitable both for learners who are pre-work and those in employment already. The *Learner's Book* contains 20 units, four of which are review units. It provides material for between 50 and 70 hours of classroom work. The units are topically based but incorporate practice in all four skills, as well as a balance between controlled practice and meaningful communication activities. The course provides a clear structural progression, which can be seen in the *Map of the course* on pages 2–3. This map also explains the functional coverage and business content of the course.

The components of *Getting Ahead* are:

- *Learner's Book*
- *Learner's Book Cassette*
- *Teacher's Guide*
- *Home Study Book*
- *Home Study Book Cassette*
- *Home Study Book CD*

## The Teacher's Guide

The *Teacher's Guide* provides:

- detailed suggestions on how to exploit the material in the *Learner's Book*
- support for a wide variety of teachers, e.g. those teaching Business English for the first time as well as experienced teachers of Business English
- a full key and tapescript
- 35 photocopiable *Resource Activities*, to be used at the teacher's discretion. These activities supplement the *Learner's Book* content and are designed to be useful in a wide range of situations.

## Organization of the Teacher's Guide

The different stages of each unit are categorized into one (or a combination) of the following:

- Discussion
- Presentation
- Resource Activities
- Language focus
- Answers
- Tapescripts
- Reading
- Listening
- Pronunciation
- Speaking
- Vocabulary
- Writing

These categories are used for each separate task throughout the *Teacher's Guide*, although they are not used in the *Learner's Book*, where the tasks are designated by sequential lettering only.

### Discussion

These activities, while being limited by the learners' level of language, are meant to act as eliciting activities to set up presentation activities.

### Presentation

There is no standard means of presentation in the book. A variety of means is used including reading, listening and vocabulary exercises. The *Teacher's Guide* contains suggestions for utilizing the presentations.



### Resource Activities

These activities provide further practice in the relevant language points. They can also be used as warmers at the start of the next lesson or as revision exercises at a later point. They will be especially useful for classes where learners are pre-work or working in the same company.

### Language focus

Learners often feel the need for overt practice of the grammar points presented. In this section learners can practise the grammar point being presented, usually in the form of a written exercise. Repetition, choral and individual drills can also be used to reinforce the language points. Learners at pre-intermediate level will normally welcome the opportunity to get used to saying the phrase / language point being presented. Extra practice is given in the *Home Study Book* recordings, where there are repetition drills that learners can practise in their own time.

### Answers

A complete key to the *Learner's Book* activities is included within the notes on the units. In some cases these are designated as *Suggested* or *Possible answers*.

### Tapescripts

All of the tapescripts for the recorded material are contained within the notes on the units, including ones not at the back of the *Learner's Book*, e.g. for pronunciation exercises.

## Reading

The reading texts and accompanying activities are designed to provide learners with achievable goals. Suggestions on the presentation and extension of the reading tasks are included in the *Teacher's Guide*. These tasks practise the main ways of reading – skimming and scanning, intensive and extensive reading.

Most reading texts have graphics that provide learners with a context which the teacher can use to prepare the learners for the reading. The contextualisation of the text is vital for successful completion of the reading tasks set for the learner. The graphics also provide the teacher with possibilities for the extension of the topic or theme.

## Listening

Listening presents problems for the majority of learners, not only for those at pre-intermediate level. Plenty of practice is given in improving extensive and intensive listening skills, both in the tasks that accompany the recordings, but also in pronunciation work.

## Pronunciation

Plenty of practice is given in attuning the learner's ear to the rhythm and stress of English, improving the skill necessary to break language up into words or sound segments and not perceive it just as a stream of sound.

The *Home Study Book* recordings provide learners with repetition drills to give further pronunciation practice.

## Speaking

The speaking activities are graded from very structured and supported to freer discussion-type activities later in the book. Most of the earlier freer speaking activities involve the use of the role cards in the *Files* at the back of the *Learner's Book*. It is important that learners have prepared their role thoroughly before attempting these activities, as this will help them to complete the task with a feeling of success. Preparation with other learners who have the same role and drilling language components in these groups will help learners' confidence.

## Vocabulary

There is a vocabulary list with phonetic transcriptions at the back of the *Learner's Book*. The sounds of the alphabet are dealt with in Unit 2, and we would suggest some familiarisation with the phonetic chart so that the vocabulary list can be a guide to pronunciation as well as spelling.

In this book, American English equivalents of the specifically British English language items are given. Although *Getting Ahead* has a strongly international focus, it follows British English models, unless the context is clearly North American.

## Writing

The writing tasks are often used as an extension or consolidation of the other skills. The main aim in the writing exercises (and in the example correspondence appearing elsewhere in the book) is to provide models of common business correspondence and to make learners aware of the role of register.

## Using the *Home Study Book*

It will be beneficial, especially at the beginning of the course, to look at the *Home Study Book* with learners in class in order to introduce the different types of activities and to ensure that it is clear what they are expected to do. Learners can then complete the activities at home. Integrating the *Home Study Book* into your course will let learners see that it is an important part of *Getting Ahead* and encourage them to work on their own, thereby maximizing their learning.

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We hope you find the materials useful and that your classes are more enjoyable and rewarding as a result of using them.

# Contents

<b>Map of the course</b>	<b>2</b>	<b>Unit 11 Work history</b>	<b>45</b>
<b>Unit 1 Introductions and greetings</b>	<b>4</b>	11.1 Finding someone a job	
1.1 Introducing yourself		11.2 Talking about your career	
1.2 Saying where you're from		11.3 Describing your first job	
1.3 Introducing other people		<b>Unit 12 Fairs and sales</b>	<b>50</b>
<b>Unit 2 Occupations</b>	<b>8</b>	12.1 Finding out about a trade fair	
2.1 Saying what you do		12.2 Talking about products	
2.2 Telephoning		12.3 Placing an order	
2.3 Finding out information about people		<b>Unit 13 Product description</b>	<b>55</b>
<b>Unit 3 Companies</b>	<b>13</b>	13.1 Comparing products	
3.1 Describing a company		13.2 Saying what's best	
3.2 Talking about types of business		13.3 Making suggestions	
3.3 Finding the perfect partner		<b>Unit 14 Entertaining</b>	<b>60</b>
<b>Unit 4 The place of work</b>	<b>18</b>	14.1 Taking a guest to dinner	
4.1 Giving directions		14.2 Making invitations	
4.2 Talking about departments		14.3 Describing food	
4.3 Taking a message		<b>Unit 15 Revision and consolidation</b>	<b>64</b>
<b>Unit 5 Revision and consolidation</b>	<b>23</b>	<b>Unit 16 Firms and factories</b>	<b>66</b>
<b>Unit 6 Day-to-day work</b>	<b>25</b>	16.1 Visiting a factory	
6.1 Talking about your work		16.2 Saying what you've done	
6.2 Describing routines		16.3 The company report	
6.3 Likes and dislikes		<b>Unit 17 The Business Pleasure Trip</b>	<b>71</b>
<b>Unit 7 The working environment</b>	<b>29</b>	17.1 Finding out about a city	
7.1 Asking people to do things		17.2 Making offers	
7.2 Talking about stress		17.3 Thanking	
7.3 Giving advice		<b>Unit 18 Problems, problems</b>	<b>75</b>
<b>Unit 8 Plans</b>	<b>33</b>	18.1 Dealing with problems	
8.1 Discussing arrangements		18.2 Complaining and apologizing	
8.2 Making appointments		18.3 Finding a solution	
8.3 Planning a trip		<b>Unit 19 Future trends</b>	<b>78</b>
<b>Unit 9 Visits and travel</b>	<b>38</b>	19.1 Making predictions	
9.1 Talking to a visitor		19.2 Talking about the future	
9.2 Attending business events		19.3 Changing the way we work	
9.3 Reserving a hotel room		<b>Unit 20 Revision and consolidation</b>	<b>82</b>
<b>Unit 10 Revision and consolidation</b>	<b>43</b>	<b>Resource Activities</b>	<b>84</b>
		<b>Acknowledgements</b>	<b>107</b>

# Map of the course

	<b>Students will learn how to</b>	<b>Grammar points</b>	<b>Business content</b>	<b>Resource Activities</b>
<b>Unit 1</b>	Introduce themselves and others Identify themselves and others Ask and say where people are from	Verb to be Possessive pronouns	Vocabulary: branch office company	Find your visitor ( <i>class information gap</i> ) Class survey
<b>Unit 2</b>	Ask for and give personal and job-related information Answer / get through on the phone Say telephone numbers Say letters and spell	Wh- questions	Job description and types Business sectors	Find someone who ... ( <i>class survey</i> ) Business cards ( <i>class information gap</i> )
<b>Unit 3</b>	Ask for and give information on companies and products Say large numbers Lay out a business letter	Adjectives of nationality Present simple tense Questions and answers with do	Types of businesses Products and services Business letters	What nationality is ... ? ( <i>quiz</i> ) Company profiles ( <i>information exchange</i> ) Company details ( <i>information exchange</i> )
<b>Unit 4</b>	Ask for and give directions Talk about departments and their function Give and take telephone messages	Cardinal numbers Collocation of prepositions of location	Company departments	Where's the ... department? ( <i>pairs information gap</i> )
<b>Unit 5 Revision and consolidation</b>				
<b>Unit 6</b>	Describe work activities Ask for and give information on working routines (times and conditions) Express likes and dislikes	Prepositions of time Adverbs of frequency Verbs + -ing	The workplace: the working day working conditions	Working hours ( <i>class information gap</i> ) Class survey
<b>Unit 7</b>	Make and respond to requests Express obligation Give advice	Modals	The workplace (continued)	General dogsbody ( <i>class information gap</i> )
<b>Unit 8</b>	Make plans and arrangements Make appointments	Present progressive for future arrangements Wh- questions on the future	Business travel and appointments	What's he doing at ... ? ( <i>class information gap</i> ) Find your colleague ( <i>class information gap</i> ) The week's appointments ( <i>pair work</i> )
<b>Unit 9</b>	Welcome visitors and make small talk Describe business events Write a letter requesting information	Simple past tense Question forms with the past tense Adjectives	Business events Business and leisure facilities and equipment	Small talk ( <i>pair work</i> ) What was it like? ( <i>information exchange</i> )
<b>Unit 10 Revision and consolidation</b>				

**Students will learn how to**

Express attitudes and feelings  
Describe their career and experience

**Grammar points**

Simple past tense – irregular verbs

**Business content**

Education, working experience and career

**Resource Activities**

Class survey  
What did she do after that? (pairs information gap)

Book accommodation  
Describe products  
Give and take an order

Countable and uncountable nouns  
Some and any

Trade fairs  
Product description  
Ordering goods

Business World (pairs information gap)  
Buyer and supplier (pairs information gap)

Describe and compare goods and products  
Describe conditions of sale  
Make suggestions and compare choices

Comparatives and superlatives

Conditions of sale  
Office equipment and facilities

Computer features (ranking)  
Computer details (info. exchange)  
Photocopier advertisement (pair work)  
Office equipment (matching)  
Price survey (problem-solving)

Use social skills and cultural awareness in business and entertaining guests

Make and accept or decline invitations

Take a business associate to dinner

Social situations and cultural differences

Writing invitations (pair work)  
Menu translation (pair work)

**Unit 15 Revision and consolidation**

Show visitors around a company or factory  
Warn visitors of dangers while in factories  
Describe recent events in a company

Present perfect tense (contrasted with the simple past)

Describing company performance

Warning signs (pair work)  
Company plan (pair work)  
Find someone who ... (class survey)  
The perfect assistant (class information gap)  
Operations review (information exchange)  
Planning a weekend (group work)  
What's on? (pair work)  
Hosts and guests (information exchange)

Explain leisure and entertainment possibilities to a visitor  
Make offers  
Thank

Looking after visiting business associates  
Thanking hosts for hospitality

Deal with problems and clients  
Complain and apologize

Will to express decisions made at the time of speaking

Departmental responsibilities  
Business problems and product problems

Express prediction of future trends  
Express degrees of certainty

Will for forecasts and predictions  
Degrees of certainty

Vocabulary of general business and economic concepts  
Work environment in the future

Predictions (matching)  
Group survey

**Unit 20 Revision and consolidation**



# Introductions and greetings

This unit deals with introductions and greetings, and revises the verb *to be*. The pace of this and the next unit is somewhat slower than the rest of the course. If your learners have been attending an English course recently, you'll probably find that you get through this and the next unit quite quickly.

## 1.1 Introducing yourself

If you are teaching a new class, start off by introducing yourself as follows:

- Introduce yourself to a few learners by going up to them and saying *My name's ... . Pleased to meet you*. Shake hands with them and see if they can reply. Do this a few times, but do not insist on a response if they feel uncomfortable. Use facial expressions to indicate responses that are not appropriate, but do not correct at this stage.
- Elicit ways of introducing yourself and how to reply. Write suggestions on the board, e.g.

INTRODUCTION	RESPONSE
<i>My name's ...</i>	<i>Pleased to meet you.</i>
<i>I'm ...</i>	<i>How do you do?</i>

- Drill if necessary and then reintroduce yourself to a few learners. Ask learners to introduce themselves to the person next to them.
- To round up, ask everyone to stand up and introduce themselves to all the other members of the class. Set a time limit for this (a couple of minutes!).

If you already know the class, proceed as below.

### A Discussion

This is a cultural awareness exercise.

- Ask learners to look at the illustrations. Elicit what learners do in their country and what is done in other cultures.
- Point out that people usually shake hands in Anglo-Saxon cultures when they meet for the first time.

### B Presentation

The listenings present ways of introducing yourself and responding to introductions.

- Elicit ways of introducing yourself and the appropriate replies. Write suggestions on the board.
- Play the recording. Learners should listen with their books closed. Ask them if it is the same as their suggestions. If it is different, ask them if they can remember what the people said.
- Play the recording again with books open. Point out the difference in formality between *Pleased to meet you* and *How do you do?* You may also need to point out that *How do you do?* is not really a question and the correct response is *How do you do?* (not *How are you?*). This is actually contrasted in 1.2.
- If necessary, drill the introductions and responses.
- Ask learners to stand up and introduce themselves to all the other people in the class. Give them a couple of minutes to do this.
- Use of first names. Point out that in Anglo-Saxon cultures, it is common to use first names regardless of status. Use your discretion with your learners: if they all work in the same company, they may feel uncomfortable with first names, so do not insist on it.
- Draw attention to the use of *Ms*. Focus on its pronunciation and, if necessary, explain its increasingly popular use as an alternative to *Mrs/Miss*.

### C Presentation

This exercise introduces the basic question form *Are you ... ?* and short answers.

- Ask a learner *Are you Maria?* Give the answer if necessary. Do this a few times and then write on the board with the learners' help:

*Are you Maria?*  
 ✓ Yes, I am.  
 ✗ No, I'm not.

- Likewise with the alternative:  
*Is your name ... ?*  
✓ *Yes, it is.*  
✗ *No, it isn't.*
- With weaker learners, it is probably a good idea to look at the grammar box and exercises before attempting the Resource Activity below. Otherwise, do the Resource Activity and use the grammar section as a round-up to this first section.

### Resource Activity: Find your visitor

The Teacher's Guide contains a number of extra Resource Activities. In contrast to the Files, most of these are whole group activities and will involve a certain amount of moving around, and might provide a welcome change of pace and focus. There is no reference to the Resource Activities in the *Learner's Book*, so it is up to you to decide if and when you want to use them, e.g. you may feel your learners need extra practice of a certain language point. You can also use them at the beginning of the next lesson as a warmer or in a later lesson as a language review. The photocopiable material for students for these activities is at the back of this book.

The aim of this activity is for learners to find their visitor.

- Photocopy one card (from Resource Activity 1 on page 84) for each learner and fill in the 'visitor's' name with names of your learners before you do this activity. If the people in the group know one another, use fictitious names.
- In class, distribute the cards randomly, although you need to ensure that learners do not receive a card with their own name on it. Learners fill in their own information (*name and company*).
- To find 'their' visitor, learners walk around the class asking *Are you ... ?* When they find 'their' visitor, they should introduce themselves.

### D Language focus

This exercise revises the verb *to be* and possessive pronouns.

- Ask learners to look at the grammar boxes. If you feel they can cope with it, elicit the full paradigm.
- Do the first conversation together, but don't let learners write.

- Alone or in pairs, learners complete the conversations. Go round and help while they are doing this. Then check their answers and get them to practise the conversations with a partner.

### Answers

- A: Excuse me, is your name Marriot?  
B: No, it isn't. My name's Crossman.  
A: Oh, I'm sorry, Mr Crossman.  
C: Excuse me, are you Mike Watson?  
D: Yes, I am.  
C: I'm Roger Miller. Pleased to meet you.  
E: Excuse me, are you Mr Nawab?  
F: No, I'm not. I'm Mohamed Farique.  
E: Oh, I'm sorry, Mr Farique.

## 1.2 Saying where you're from

As you will probably be doing this at the beginning of a lesson, start by greeting your learners, e.g. *How are you? Nice to see you again*, and elicit or teach appropriate responses; these can be contrasted with the introductions dealt with in the previous section.

### A Reading

The advertisement introduces the vocabulary of different countries, and also *branch* and *office*.

- Pre-teach *office* and *branch* using examples from your area.
- Ask learners to look at the advertisement and establish in which countries the cities are.
- Go through one or two examples with learners, e.g. *Does VIP have a branch in Paris? Is there an office in Moscow?*
- Learners complete the first part of the task on their own. When they have finished, let them compare their results with a partner to install an element of confidence before they reveal their answers to the class as a whole.

### Answers

1 T 2 T 3 F 4 T  
5 F 6 T 7 F 8 T 9 T

- Alone or in pairs, learners complete the second part of the task.

### Answers

- 1 USA    2 Great Britain    3 France  
4 Germany    5 Japan    6 Singapore  
7 Australia    8 Italy
- If your learners all work in the same company, ask them in what countries their company has offices and/or branches. Write these on the board.

## B Listening

These are five short conversations in which people are registering at a conference.

- Ask learners to look at the task and show them what they have to do. They can probably predict where most of the people are from by looking at the names. Play the five conversations without stopping and ask learners to match the name to the branch.

### Answers

- 1 Anopow    [7] Brussels  
2 Braun    [2] Frankfurt  
3 Brown    [8] Peking  
4 Santos    [5] Paris  
5 Girardin    [4] São Paulo  
6 Le Grand    [1] Moscow  
7 Pousset    [6] Paris  
8 Yin    [3] New York
- Play the first recording again and ask learners to listen for what the people actually say. Proceed in the same way with the other recordings. At this point, you and your learners may want to refer to the tapescript on page 123 of the *Learner's Book*. This can often be a useful classroom activity.

### Answers

- 1 Not too bad, thanks.  
2 Pleased to meet you.  
3 How do you do?  
4 Nice to see you, too.  
5 Hello.

- Establish whether it is the first time the speakers meet or not, drawing attention to the effect that the relationship of the speakers has on the greeting used. Use this as a chance to elicit other introductions and greetings that learners know and write them on the board under different headings:

INTRODUCTION	GREETING
<i>How do you do?</i>	<i>How are you?</i>
<i>Nice to meet you.</i>	<i>Nice to see you again.</i>

- Complete each phrase with its corresponding introduction or response. Add a couple of phrases if necessary. This could lead into a drill practice of the phrases. Wipe off or cover up the phrases on the board.

### Tapescript

#### 1

Recept: Hello, Ms Anopow. How are you?  
Anopow: Not too bad, thanks. And you?  
Recept: Oh fine. How are things in Moscow?  
Anopow: Oh, quite busy at the moment. In fact, we're about to open a new branch in St Petersburg.

#### 2

Braun: Good morning. My name's Braun.  
Recept: Is that Mr Brown from New York or Mr Braun from Frankfurt?  
Braun: Frankfurt.  
Recept: I'm Antonetta Buscotti. Pleased to meet you, Mr Braun.  
Braun: Pleased to meet you too.

#### 3

Santos: Good morning. My name's Santos.  
Recept: From São Paulo?  
Santos: That's right.  
Recept: I'm Antonetta Buscotti. How do you do, Mr Santos?  
Santos: How do you do?  
Recept: Now there's some coffee if you go through to the lounge.

#### 4

Recept: Hello Ms Girardin. It's nice to see you again.  
Girardin: Nice to see you, too.  
Recept: Is Mr Le Grand with you as well?  
Girardin: Er ... no. He's still in Paris.

#### 5

Yin: Hello. I don't think we've met. My name's Yin.  
Pousset: Hi. I'm Jacqueline Pousset. Where are you from, Mr Yin?  
Yin: China. I work in Peking. And you?  
Pousset: I'm from Belgium. Brussels, to be exact.

**C**  **Pronunciation**

This exercise practises sentence stress.

- Play the recording and get learners to mark the sentence stress.

**Answers**

- 1 How do you do.
- 2 Nice to see you again.
- 3 Pleased to meet you.
- 4 Hello, how are you?

**1.3 Introducing other people****A**  **Listening**

This listening presents ways of introducing a third person. There are four differences to the dialogue in the *Learner's Book*.

- Play the recording. Learners listen with books closed. Check their comprehension by asking a couple of questions, e.g. *Where is Giovanni from? What is his surname?*
- Play the recording again. Learners listen with open books and find the differences.

**Answers**

How are **things**?

Giovanni, do you know Bryan Turner, our **new Personnel Manager**?

He works in **Milan**.

**Cream and sugar**.

**Tapescript**

Woman: Hello Giovanni. Good to see you again. How are things?

Giovanni: Just fine, fine. And you?

Woman: Oh, not too bad. Giovanni, do you know Bryan Turner, our new Personnel Manager? Bryan, this is Giovanni Toncini. He's from Italy. He works in Milan.

Bryan: Pleased to meet you, Mr Toncini.

Giovanni: Please, call me Giovanni.

Bryan: And I'm Bryan.

Woman: Have a seat, Giovanni.

Giovanni: Thank you.

Woman: How about some coffee? Giovanni?

Giovanni: Yes, please. Cream and sugar, please.

**B** **Language focus**

- Ask learners to look at the examples in their books. Point out the difference in register between *This is ...* and *I'd like to introduce ...* and the third person singular *s*.
- Ask learners to introduce their neighbour to you.
- Learners introduce their neighbour to another learner. Get them to stand up and walk around to do this. Encourage them to expand the conversation if they are able to. Alternatively, use the Resource Activity below.

**Resource Activity: Class survey**

The aim of the activity is to find out information about other people. In a monocultural class (from the same city), you will either need to produce role cards for your class or to ask learners to make up their own information. In a multicultural class learners should use their own information.

- Learners walk around and collect information and fill in the grid (from Resource Activity 2 on page 84).
- Stop the activity when each learner has gathered information on approximately half the group. The survey will be completed in the next section.
- Tell learners to stay with the last person they spoke to and to introduce their partner to learners who do not already have their details.

**C**  **Presentation**

This exercise focuses on ways of saying goodbye.

- To introduce the activity, elicit ways of saying goodbye and appropriate responses.
- Ask learners to match the phrases. Then play the recording and let them check their answers.

**Answers**

1 C 2 B 3 D 4 A

- Elicit the situations in which these are said and to whom, e.g. colleagues, business partners.
- Learners practise the conversations.

# 2 Occupations

This unit deals with the following points: jobs in the context of business cards; spelling and getting through on the telephone; finding out basic information about someone.

## 2.1 Saying what you do

### A Listening and presentation

This listening presents the main language points of the unit.

- Ask learners to look at the business cards and establish what information is on them, i.e. *name, position, company, address, telephone and fax numbers*. Ask a few questions around the class, e.g. *Who does Robert Brown work for? What's his telephone number? Is he a software engineer? What does George Braun do?*
- Play the recording. Learners decide which business card is being talked about.

#### Answer

George Braun

#### Tapescript

Lampl: I don't think we've met. I'm Richard Lampl.  
 Braun: Nice to meet you. My name's Braun, George Braun.  
 Lampl: Pleased to meet you, Mr Braun.  
 Braun: Please call me George.  
 Lampl: And I'm Richard. What do you do, George?  
 Braun: I'm in computers. I'm a software engineer.  
 Lampl: Really. Who do you work for?  
 Braun: I'm with ABC Software.  
 Lampl: Ah ... I need someone who can advise us about installing computers.  
 Braun: Well, give me a call some time. Look, here's my card.  
 Lampl: Thank you. I'll do that.

### B Presentation

This exercise introduces the vocabulary of professions/company positions and revises the use of *a* and *an*.

- To introduce the exercise, brainstorm jobs that learners already know. They can then look at the pictures and see if they are there.
- Ask learners to match the pictures to the sentences. They may find some of the pictures ambiguous, in which case focus on some of the vocabulary items in the pictures which suggest certain answers, e.g. *map, poster*, etc. A *sales clerk* could be a *sales assistant, secretary, bookkeeper* or *recordkeeper* in American English.

#### Answers

1 C 2 A 3 F 4 E 5 D 6 B

- Point out the use of the indefinite article before the job and remind learners of the difference between *a* and *an*. Write on the board:  
*an + a, e, i, o, u.*
- Ask a learner *What do you do?* and help with the response if necessary. In some cases, learners will need to use a bilingual dictionary to find out what their job is in English. Some job titles are almost impossible to translate into English. Teach instead: *I work in the ... department.*
- Either ask learners to walk around and practise asking each other what their job is or use the Resource Activity below for further practice.

### Resource Activity: Find someone who ...

This *yes/no* answer activity practises the vocabulary from above and questions with *to be*. However, you could easily adapt it to fit in with your particular class's professions.

- Give each learner a card with one of the jobs from the *Learner's Book* on it. This becomes 'their' profession. In addition, give each learner a copy of the questionnaire (from Resource Activity 3 on page 85).

- Learners move around the classroom asking questions to find out the other learners' professions, e.g.  
*Are you an engineer?*  
*Yes, I am. / No, I am not.*
- If you use this activity as a review at a later stage, adapt the questionnaire so that you can use your learners' own jobs.

**C**  **Pronunciation**

This exercise practises word stress.

- Play the recording, pausing if necessary after each sentence to give learners time to mark the stress on the word. Let learners compare their answers with a partner and then practise saying the words.

**Answer/Tapescript**

- 1 I'm an accountant.
- 2 I work in the export department.
- 3 I'm a secretary.
- 4 I'm an engineer.
- 5 I'm the marketing manager.

**D**  **Listening**

This activity introduces more professions and also provides an opportunity to revise basic numbers.

- Check that learners understand the three groups by putting some of the jobs from **B** on the board and getting them to suggest which category they belong to.
- Alone or in pairs, learners look at the jobs in the box and put them into groups. If necessary, they should use a bilingual dictionary to check the meaning.
- Play the recording and discuss any problems.

**Answers**

- Professional and technical: accountant, engineer, lawyer  
 Administrative: executive, sales manager, supervisor  
 Clerical: receptionist, secretary, typist
- Ask learners to look at the pie chart and see if they can predict the missing percentages. Maybe they remember some of them.
  - Play the recording again and let them fill in the missing figures.

**Answers**

- Professional and technical: 11.5%  
 Administrative: 7%  
 Clerical: 15.5%  
 Production: 36%

**Tapescript**

The majority of the people in Singapore work in manufacturing, commerce and the service sectors. A total of 11.5% of the workforce are professional or technical workers; by that I mean people like accountants, engineers and lawyers. A further 7% are employed in administrative jobs. These are executives and managers, supervisors and so on. 15.5% of the workforce have clerical or office jobs. That's not only office clerks, but also secretaries, typists and receptionists. Just over a third of all jobs are in production, 36% to be exact. The remaining 30% work in other fields, such as sales.

**2.2 Telephoning**

**A**  **Presentation and listening**

This listening presents some of the routine formulas used on the phone. (You'll find more in **Unit 4**.) These are then practised in the final activity of this section.

- Play the recording straight through and ask learners to answer the questions in their books.

**Answers**

- He talks to three people.  
 He wants to talk to George Braun.
- Before a second listening, elicit the kind of things you expect to hear on the phone, e.g. *This is ...* . *I'd like to speak to ...* . Write them on the board and get learners to listen for these phrases.

**Tapescript**

- Recept: ABC Software.  
 Lampl: This is Richard Lampl from Morgan Enterprises. I'd like to speak to Mr Braun.  
 Recept: Is that Robert Brown or George Braun?  
 Lampl: Er ... George Braun.  
 Recept: Hold the line, please.  
 Lampl: Thank you.
- Brown: Brown.  
 Lampl: This is Richard Lampl from Morgan Enterprises. Is that Mr George Braun?  
 Brown: Sorry, what's your name? ▶

Lampl: Lampl. L.A.M.P.L.  
 Brown: I'm sorry, Mr Lampl. This is Robert Brown. I think you've got the wrong extension.  
 Lampl: Oh, could you put me through to Mr George Braun, please?  
 Brown: Just a moment.  
  
 Braun: Braun.  
 Lampl: Is that Mr Braun? Mr George Braun?  
 Braun: Speaking.  
 Lampl: Oh, at last. My name's Lampl. We met a couple of ...  
 Braun: Sorry, who's speaking?  
 Lampl: Richard Lampl. L.A.M.P.L. From Morgan Enterprises. We met at a party ...

**B Language focus**

The aim of this exercise is to practise spelling and the pronunciation of letters. You'll probably find that even if learners are familiar with the alphabet, they still have problems with certain letters, e.g. *e, g, b, i, j, k, w, y*.

- Several of these companies are likely to be known to a business person in most parts of the world, but check learners can say them correctly.
- If learners have problems with pronouncing letters, get them to look at the chart grouping letters under different sounds. Point out the differences between the British English pronunciation of *z /zed/* and the American English */zi:/*.
- In pairs, learners make a list of other company acronyms. Set a time limit for this and then ask them to compare their lists with another pair.
- Make a (mental) note of the letters your learners find difficult and revise them from time to time by writing them on the board and getting them to practise saying them. This makes a useful five-minute filler!

**C Speaking**

This is the first time the Files at the back of the *Learner's Book* are used. These contain pairwork activities involving an information gap or short role-plays. As a rule, we suggest that learners prepare their part with a partner, with you helping if necessary, before moving on to the actual task with a new partner. It is important not to interrupt learners while they are doing these tasks. It will be sufficient

to make notes on problems that occur during the task to discuss later. Answers have been provided for some of these activities where they are not immediately apparent from looking at the two Files.

This particular activity provides further spelling practice. However, if your learners found **B** difficult, it may be better to come back to it another time. Instead introduce the exponents in the book and then let them practise spelling their own name (and address) to a partner.

- To introduce the activity, ask learners to look at the examples and practise with them, e.g. *Can you spell your surname?*
- Divide the class into pairs and ask them to look at their respective Files (File 1 on page 117 of the *Learner's Book* and File 2 on page 121). They should follow the instructions there. While they are spelling the names to each other, make a note of any problems that occur to discuss later.
- To round up, check answers around the class by getting them to spell a few of the names.

**D Language focus**

This is the first time a dialogue of this nature occurs. These occur in Units 2, 4, 8, 14 and 18 and mainly involve telephone conversations containing routine formulas. We suggest that you get learners to learn them off by heart. Either elicit the language or go through in open pairs (with two learners taking parts in front of the whole class with you monitoring) and then in closed pairs (with the whole class working simultaneously in pairs).

This exercise practises some of the telephoning language presented in the listening.

- Set up the situation, e.g. *Heidi Mann phones AT&T to speak to ...*. Elicit anything learners remember from the listening.
- Ask learners to look at the dialogue in their books. Point out that there is often more than one way of saying something and go through the dialogue with a learner. *Hold the line* is *Hold on* in American English.
- Practise in open pairs, paying attention to intonation.
- Learners practise in closed pairs, initially with their books open, but later from memory.
- To finish off, you could ask a couple of learners to act out the dialogue for the rest of the class.

**Alternative**

Build the dialogue with the whole class, eliciting each line in turn.

- Begin by setting the situation. Make the noise of a telephone and ask learners what you say when you pick up the phone. Model and drill this. Then elicit one of the alternatives that the caller can use to introduce him/herself. Practise the conversation from the beginning in open pairs.
- Proceed in the same way with the rest of the dialogue and then write it with the learners' help on the board.
- Elicit the alternatives for each line or ask learners to look at the alternatives in their books and practise these too.

**2.3 Finding out information about people**

**A Reading**

This short text introduces the vocabulary to be used in the questions in the next activity.

- Brainstorm what information is normally on a business card (c.f. the beginning of the unit). Then ask learners to read the text and check they have everything: address; telephone number; (tele)fax number; profession/position; company name.

**B Presentation and listening**

These two listenings introduce the questions needed to find out the information missing on the business cards. The activity also presents the possessive pronouns *his* and *her*.

- Elicit what information is missing on the business cards and the questions you can ask to find out the answers, e.g. *What does s/he do? What's his/her position? Who does s/he work for? Where does s/he work? or What's his/her address?*
- Play the first recording and ask learners to complete the card. You may need to play it a couple of times for them to complete all the information. Then verify their answers and the spelling by writing them on the board.
- Deal with the second recording in the same way.

**Answers**

**APG S.A.**

**Maria Oliveira** (1)

Rua Cachambi 2  
Rio De Janeiro  
Brazil (2)

**Accountant**

Tel 55 21 395 7261  
Fax 55 21 394 6845 (3)

**Oceania** (4)

**Yoshi Takahashi**

**Sales representative** (5)

Tosabori 7-Chome

Nishi-Ku

Tokyo

**Tel 813 3827 4848** (6)

**Fax 813 3823 4266**

- If learners find the questions difficult, play the recordings again and ask them to write down the questions asked. Pause the tape after each one to give them time to write. In pairs, they practise asking and answering the questions.

**1**

Walker: Walker speaking.

Martin: Is that you, Barbara? It's Julian Martin.

Walker: Oh, hi Julian. How can I help?

Martin: Can you give me some information about Maria? You know, the accountant at APG.

Walker: Sure. What do you want to know?

Martin: What's her surname?

Walker: Oliveira.

Martin: Sorry, can you spell that?

Walker: Yes, O.L.I.V.E.I.R.A.

Martin: What's her address?

Walker: Rua Cachambi. That's C.A.C.H.A.M.B.I.

Martin: C.A.C.H.A.M.B.I.

Walker: Right. Rua Cachambi 2. Rio de Janeiro, Brazil.

Martin: Rio de Janeiro, Brazil. OK. Now, what's her fax number?

Walker: 55 21 394 6845.

Martin: I'm sorry, can you repeat that?

Walker: Sure. 55 21 394 6845. ♪



Martin: Right, thanks very much.  
Walker: You're welcome. See you at the meeting on Friday. Bye.  
Martin: Bye.

## 2

Recept: Sand & Sand.  
Spencer: This is Tamara Spencer. Can I speak to Tom Morrison, please?  
Recept: Hold the line, please.

Morrison: Morrison speaking.  
Spencer: Hello. It's Tamara Spencer.  
Morrison: Oh, hello Tamara. What can I do for you?  
Spencer: Well, I need some information about Yoshi Takahashi.  
Morrison: Sure. What do you want to know?  
Spencer: Who does he work for?  
Morrison: Oceania.  
Spencer: How do you spell that?  
Morrison: O.C.E.A.N.I.A.  
Spencer: O.C.E.A.N.I.A. Right. What does he do?  
Morrison: He's a sales representative.  
Spencer: Ah. What's his telephone number?  
Morrison: Just a minute. 813 3827 4848.  
Spencer: Sorry, can you say that again?  
Morrison: It's 813 3827 4848. Anything else?  
Spencer: No, that's everything, thanks.  
Morrison: You're welcome. Bye for now.  
Spencer: Bye.

- At this point, learners should find out information about the other members of the class and give information about themselves. This can be done either as a class survey or in pairs.



### Resource Activity: Business cards

The object of the activity is for learners to complete the information on their business card. Use it now or later as a warmer.

- Each learner receives a card (from Resource Activity 4 on page 85). In order to complete the missing information, learners have to move around the class asking questions until they have completed their card.

## C Presentation

This exercise focuses on ways of saying telephone numbers. Point out that the numbers are said individually, but clustered together in groups of three or four to reflect the way they are written.

- Ask learners to look at examples and point out that *one one two* is more common than *double one two* in American English.
- Either play the recording and pause to let learners practise saying the numbers, paying attention to intonation, or alternatively, use this as a dictation and get learners to write down the numbers they hear.

## D Speaking

This is an information gap activity which practises finding out information about a third person.

- Divide the class into two groups (A and B) and ask them to look at their respective Files (File 3 on page 122 of the *Learner's Book* and File 4 on page 118). If your learners are not familiar with European names, check that they know which ones are male and which ones are female.
- Alone or in pairs, learners work out the questions they need to ask to find out the missing information. They should write these down. While they are doing this, go round and check they are appropriate.
- Re-group learners so that they are in pairs (A+B). While they are exchanging information, make a note of any problems that crop up to discuss afterwards.
- To round up, check learners' answers by asking questions around the class, e.g. *Who does Anita Brinkman work for? What's Mr Timmer's telephone number? What does Dr Martin do?*