CAMBRIDGE

Professional English

新剑桥

生活与商务英语

for work and life

English

365

Teacher's Book 1

教师用书

1

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Thanks and acknowledgements

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Welcome

Who is *English365* for?

This course is for working adults who want English for their working and personal lives. Students using Book 1:

- are at post-elementary to lower-intermediate level
- may have studied English in the past but need a new extensive course to refresh, practise and consolidate what they know as well as to learn new language
- need a supportive environment to build speaking skills by activating known language, which is largely passive at the moment, and by learning new language and communication skills.

How long is the course?

This book provides at least 60 hours of classroom teaching. The Student's Book contains:

- 30 units which each provide 90 minutes of classroom teaching material per lesson (45 hours)
- two revision units with up to 60 minutes of extra classroom or self-study exercises to work on (2 hours).

The Teacher's Book provides an extra classroom activity linked to each unit, plus ten activities to develop students' learning strategies. Each activity takes at least 15 minutes to complete and some of them can occupy 30 minutes or more (10–20 hours).

What does *English365* give to the learner?

The course aims to provide:

- a balance between English for work, travel and leisure
- a balance between grammar, vocabulary, pronunciation and professional communication skills (at this level: writing, telephoning and dealing with visitors)
- a balance between the skills of speaking, listening, reading and writing
- clear and relevant learning aims in every unit
- stimulating content and activities to motivate adult learners
- sensitive support to students who have problems achieving the transition from passive to active use of English
- a strong emphasis on recycling and consolidation
- motivation to students to achieve a useful balance between classroom and self-study.

What about levels?

We have provided references to the Council of Europe Common European Framework levels as this can provide a useful point of reference for teachers gauging the three levels of *English365*. However, please note that these are not meant as exact comparisons due to the different purpose and nature of these coursebooks.

English365 Book 1 aims to take post-elementary students (students who have reached the end of the Common European Framework level A2 approximately) up to lower-intermediate level (approximating to Common European Framework level B1). *English365* Book 2 aims to take lower-intermediate learners to intermediate level (approximately through level B1 to the beginning of level B2). So by the time they complete *English365* Book 2, having done sufficient exam preparation, students should be ready to sit the Cambridge Examinations Preliminary Business English Certificate (BEC Preliminary). *English365* Book 3 aims to take intermediate level learners to the beginning of upper-intermediate level (progressing part of the way through level B2).

How is it different?

1 **Authenticity** Much of the material is based on authentic interviews with real working people, many of them doing similar jobs and with similar personal and professional concerns as the people likely to be studying the book. Each unit focuses in part on a professional individual who provides the context for the subject matter. The original interviews have been converted into simplified texts for reading or rerecorded to make listening comprehension easier, but the reading and listening texts still retain the original flavour which we believe will be motivating and involving for your students.

2 **Organisation** The units are divided into three types (see Organisation of the Student's Book on page 12). We think that working through cycles of three units provides the right balance between learners' dual need for variety and for a sense of security.

3 **Vocabulary** The book has an ambitious lexical syllabus: we believe students can learn vocabulary successfully if exposed to it in the right way and that vocabulary is an important key to better understanding, better communication, progress and motivation.

4 **Grammar** The book's approach to grammar is based less on traditional PPP (Presentation – Practice – Production) and more on TTT (Teach – Test – Teach). We think that the majority of adult students at this level have been subjected to the grammar features of our syllabus through PPP already; they do need to revise and extend their existing knowledge but they don't want to be bored going through traditional presentations all over again.

5 **Self-study**

- The Teacher's notes for each unit offer suggestions to pass on to students about how they can consolidate their classroom learning.
- The Personal Study Book with Audio CD provides students with 15 to 30 minutes' worth of self-study material per unit and up to 15 minutes of listening material (recyclable) for each unit with a listening component.

6 Learner training Additional activities in the Teacher's Book, as well as the Teacher's notes to the units in the Student's Book, encourage teachers and learners to focus on the learning process itself.

Course components

There are six components for this level:

1 Student's Book
2 Classroom Audio Cassettes/CDs
3 Personal Study Book
4 Personal Study CD
5 Teacher's Book
6 website.

The **Student's Book** contains:

- an introduction to the student
- 30 classroom units plus two revision units
- file cards for pair and groupwork exercises
- a grammar reference section
- a tapescript of the Classroom Audio Cassettes/CDs
- the answer key to the exercises.

The **Classroom Audio Cassettes/CDs** contain:

- all the tracks relating to listening work in the Student's Book.

The **Teacher's Book** provides:

- an introduction to the course and how to work with it
- detailed notes on the units in the Student's Book
- 30 extra photocopiable classroom activities, each one linked to a unit in the Student's Book, supported by Teacher's notes
- 10 extra photocopiable activities for better learning, designed to improve the effectiveness of students' learning, also supported by Teacher's notes.

The **Personal Study Book** contains:

- Language for language learning – an alphabetical list of all the grammatical and other terms used in the Student's Book together with definitions taken from the *Cambridge Learner's Dictionary*
- one page of self-study exercises per unit of the Student's Book for additional practice
- the answer key to the exercises
- a tapescript of the contents of the Personal Study CD.

The **Personal Study CD** contains:

- self-study listening exercises. These encourage students to practise basics like the alphabet, numbers, dates and times, etc. and are designed as remedial support for learners at this level who, we believe, often need to do consolidation work in these areas.
- the listening material relating to pronunciation work in the Student's Book (type 1 units)
- the social English dialogues in the Student's Book (type 3 units).

The **website** provides:

- information about the course
- information about the authors
- extra resources for students and teachers.

See www.cambridge.org/elt/english365

Organisation of the Student's Book

The Student's Book has 30 units plus two revision units. The 30 units are clustered into ten groups of three, over which a full range of language items and communication elements are presented and practised.

Whilst the units are designed to be delivered sequentially, their flexibility is such that they may be dealt with out of sequence if a specific need or occasion arises.

Each type of unit is designed as follows. All units contain a section called 'It's time to talk' which provides opportunities for transfer and freer practice of the main learning points. See page 18 for teaching approaches to each type of unit.

Type 1 units (Units 1, 4, 7, 10, 13, 16, 19, 22, 25 and 28)
Type 1 units present and practise:

- Listening on a work-related theme
- Grammar
- Pronunciation
- Speaking.

Rationale
Type 1 units present and practise a grammar point, introduced first through the medium of a listening exercise. The theme is work-related and the listening text also permits the passive presentation of useful vocabulary. The grammar point is then formally presented and practised and there is also extrapolation to presentation and practice of a discrete pronunciation point. The unit finishes with a supported but freer speaking practice activity which enables students to gain fluency and confidence with the grammar, whilst expressing their ideas on relevant work-related topics.

Type 2 units (Units 2, 5, 8, 11, 14, 17, 20, 23, 26 and 29)
Type 2 units present and practise:

- Reading on a work-related theme
- Work-related vocabulary
- Speaking
- Professional communication skills.

Rationale
Every second unit in the cluster presents professional vocabulary through the medium of a reading text on a work-related theme. Students develop reading skills like skimming and scanning and also have the opportunity (in 'What do you think?') to briefly discuss the issues raised in the text. There is explicit presentation and practice of vocabulary followed by a short fluency activity designed to enable students to use the vocabulary in freer and realistic exchanges. The unit finishes with a focus on professional communication, with presentation and practice of key phrases and skills. These are often introduced by means of a short listening text. The professional communication skills targeted in *English365* Book 1 are:

- telephoning
- writing emails
- basic language for welcoming and dealing with visitors.

Type 3 units (Units 3, 6, 9, 12, 15, 18, 21, 24, 27 and 30)
Type 3 units present and practise:
• Social phrases
• Listening on a general theme
• General vocabulary
• Speaking.

Rationale

Every third unit in the cluster begins with a focus on social English. Students listen to a series of short dialogues presenting language for a range of everyday situations. The listening is followed by practice exercises. The second part of each unit focuses on the presentation and practice of general vocabulary, introduced via a listening exercise. The unit finishes with a speaking activity designed to practise the vocabulary and to foster fluency and confidence when speaking about general topics.

Revision units

There are two revision units in the Student's Book, one following Unit 15 and the other after Unit 30. These contain exercises summarising the work covered thus far. They can be used in a variety of ways, including:
• to test students' knowledge
• as supplementary classroom material
• as supplementary self-study material.

Starting up the course

This section suggests different approaches to starting up a new course with *English365*. The first lesson of a new course is obviously important and can be handled in many different ways. Your aim should be not just to teach the language of Unit 1 but to create a positive attitude towards learning English in general in the mind of each student and to create a good group dynamic which will help this learning to take place. You want students to leave the lesson believing that this course is going to be:
• comprehensible
• coherent
• useful and
• enjoyable – or even fun!

Think about how you can achieve these goals. You should choose the way that you and (as far as you can anticipate this) your students feel most comfortable with. You may know everyone in your group very well or you may never have met them. They may know each other, they may not. However, you should know something about them so, as you prepare, think about the best way to start up. Once you have told them what you plan to do in this lesson, there are many possibilities. You can't take up all of the suggestions which follow but doing one or two for five to ten minutes at the start of the lesson may help to tailor the book to your style and the style of your group.

Talk to your students

Tell them that you are going to talk to them for a few minutes so that all they have to do is relax and listen. Speaking slowly and clearly, and using simple language, introduce yourself and tell your students a few things about yourself. You might introduce yourself to each student in turn. Talking to students at the beginning of a course in language they can understand (this is your challenge!) can help them relax and attune their ears to the sounds and meanings of English. Remember that they will be nervous too – some of them very much so. Use this approach to show them that you don't want them to feel under too much pressure to produce language straightaway.

Tell them how you work

You may also wish to talk about how *you* like to work, what your objectives are, and about creating a winning team, the members of which will work together to achieve individual and group objectives. Working together will give better results for everyone.

Talk about the book

Give students the chance to look through their copies of *English365* Book 1 – to see how long each unit is, how many units there are, to find the grammar reference, etc. at the back of the book, and so on. The book is a prime learning tool for them. It's important for them to be able to find their way around and have an idea of its organisational principles. In particular, point out to them the colour coding for the three different types of unit and explain briefly what these are. Tell them too about the other components, and show them in particular a copy of the Personal Study Book and accompanying CD.

Do a needs analysis

Unless you have already had the chance to do so with the students themselves, do a needs analysis of the expectations and objectives of the group or of the learning backgrounds of the learners either at the beginning of this lesson or later on. You can use any or all of the first three of the Better learning activities to support this (see page 113). Unless you have received detailed briefing on your students, you will need to find out all this information in any case during the first two or three lessons.

Do the admin

You may have administrative business to get out of the way: registers to take, attendance sheets to get signed, etc. Decide when in the lesson you want to do this.

Define principles

Get students to agree to a set of class rules for the course. For example:
• We will help each other to speak better English.
• We will not speak our own language in the classroom.

Check metalanguage

Metalanguage or classroom language (the language you or the book use to give instructions, talk about language, etc.) can be a problem and you may want to introduce or check some words in English which are important to successful classroom communication and management at this stage. You can do this progressively (see below) or you can use the Language for language learning section in the Personal Study Book.

Break the ice

Use your own ice-breaking technique for starting up with a new group of low level learners. The main content of the unit will then consolidate what you have already done. You may want to do this in the Warm up (see page 17).

If you don't have a favourite ice-breaking activity, try the following, when (some of) the students know each other, but you don't know them:

Take one victim in turn (who must remain silent) and ask the others what they know about him or her. At the end of each round of the class, you can summarise the information and the victim can say if each detail is true or not. Keep it simple by suggesting sentences like:

- Max works for IBM.
- Eva has a dog.
- Santi has four children.
- Margot lives in Madrid.

Dive in

You may prefer to go straight into the unit: it is about introducing yourself and getting to know people, so is very appropriate material for a first lesson.

And remember

Don't try all of these! Choose the one or two which you feel are most appropriate to your teaching style and to the group, as far as you can tell.

Getting ready

The language of the Teacher's notes

The 30 sets of notes in the next section are intended to provide you with ideas and support if you need them. They are not prescriptive. They are designed to enhance, not cramp your own teaching style. The imperative style (as in 'Ask', 'Check', 'Tell', etc.) is therefore only to keep the notes short and simple, not to tell you how best to do something. The less imperative style 'You could also . . .', 'You may like to . . .' signals additional ideas not directly found in the Student's Book.

Talking to students

How can you talk to students at this level so that they can understand you? It is worth repeating that when we speak to our students, we should remember to:

- speak slowly and clearly
- use vocabulary and structures (most of which) they can understand
- as far as possible, use intonation and pronunciation patterns which replicate speech at normal speed. So, for example, try to keep unstressed words and syllables unstressed even when you are speaking more slowly than usual.

It's your responsibility to make sure students understand what you say. On the other hand, it is possible to communicate a great deal to and with quite low level speakers by observing these principles; and it is also possible for students to communicate a great deal to you and to each other. One characteristic of good language learners is the extent to which they can make a little language go a long way. You can help them maximise the usefulness of what language they already possess.

From passive to active

Teachers disagree about whether lower level students should be thrown in at the deep end at the beginning of a lesson or a course by being asked to produce language straightaway, or whether they should be allowed time to get used to the language and build confidence before having big demands made on them. Both schools of thought are right – about different students. The design of these units tries to take both possibilities into account. More confident students are given opportunities to talk from the Warm up right at the start. On the other hand, more hesitant students can focus on the objectives at this stage without having to say very much.

Classroom language

It is important to check that students understand the metalanguage in the book and the instructions you give them. The load to check can be quite heavy in the early units but will dwindle away to zero as you progress through the book and repeatedly use the same terms. A list of words to check appears in every unit of Teacher's notes. A complete list of all the terms also appears in the Personal Study Book with space for students to write the translation into their own language. Encourage students to do this. Some students may know most if not all of these words but it is important to be sensitive to the possibility that some will not.

Classroom resources

The range of resources and equipment available to teachers ranges from the rudimentary, or worse, to the very sophisticated. If equipment is not so good, remember that in any case your best resources are your students and yourself.

Dictionaries

Students are recommended to buy a good learner's dictionary. For Book 1 we recommend the *Cambridge Essential Dictionary* and for Books 2 and 3 the *Cambridge Learner's Dictionary*. See also www.dictionary.cambridge.org for online dictionaries. Dictionaries are not essential in the classroom but they are helpful, and students will benefit from access to them both for classroom work and for self-study. Occasionally they can be especially useful, for example for the pronunciation work in Unit 19. If students don't have their own dictionaries, it helps to have one or two available for them in class.

The whiteboard

The Teacher's notes often recommend you to use the whiteboard to build up sets of vocabulary and collocations during a lesson both to develop students' vocabulary and also because it's good for students' morale when they can see how many words they can recognise and use.

The electronic whiteboard

One of the supreme advantages of these is that you can transfer what you have written on the board directly into a digital file on a computer instead of copying down everything you wrote up at the end of a lesson.

The overhead projector

OHPs are especially useful for pairs reporting back work in writing after a pairwork activity. They can write directly onto a transparency and then show other students the results. If you write your feedback – for example for a pairwork activity – on a transparency, you can also project it straightaway to the whole group.

Computers

Computers are especially useful for writing in the classroom. Whether you have time to provide individual correction for all your students' work outside class time is another issue!

Doing written exercises and checking answers

Written exercises can be approached in a number of different ways and you should try to vary what you ask students to do. Be attentive to their mood and level of concentration. They may welcome the opportunity to do two or three exercises alone in order to assimilate input thus far

in the lesson and take a rest from the requirements of active language manipulation and production. In this case, give them time to do one or more exercises on their own (although don't always wait for the last student to finish before moving on). Then check the answers by going round the class. However, you don't always have to say immediately whether the answer given is correct or not. Write a suggestion up on the board and ask the others to reach agreement on whether it is right or not; or ask students to lead this part of the lesson; or ask students to work in pairs. In other words, exercises and checking can be carried out more or less passively or quite actively, depending on your and their mood and needs.

Pair and groupwork

Introduction
Pairwork is an opportunity not just for practice but also for students to develop support for each other and, potentially, for them to learn from each other in terms of language competence and learning style. Encourage students to work with different partners from lesson to lesson and within lessons.

Timing
Timing is important in pair and groupwork activities, especially more open ones as in 'It's time to talk' sections. Decide how much time you want to spend on the activity. In many cases, ten minutes is plenty. If you remember that feedback will also take at least five minutes and students performing for their colleagues another five, you can see that without careful time management, too much of the lesson will be taken up in this way.

Procedure
A basic procedure for pairwork is as follows:

1 Present the activity and read through the relevant input to check understanding. Pre-teach difficult vocabulary and provide any grammatical or other models which you would like students to use.

2 Choose – or ask students to choose – pairs. If you have an odd number, work with the odd person yourself, or make a group of three.

3 If there is a preparation phase before the activity, decide whether to put some or all of the Student As and Bs together in separate groups or whether preparation should be done alone; or ask students to decide.

4 During the activity itself, walk round and monitor activity. Make notes of good and not so good language. You can write good language on the board even while the activity is still going on. You may also like to make notes directly onto a transparency to save time later.

5 You may wish students to reverse roles later. Watch the time so that both get an equal chance in both roles.

6 After the activity itself, students usually report back. The form of this will depend on the nature of the activity. You may want to summarise the findings on a problem or question for the class as a whole (or ask students to do so) – this is sometimes referred to in the Teacher's notes as doing a survey. For example, how many of them live in the town and how many in the country, how many travel by bus to work, how many by train, and by car, etc. If students were set to solve a problem, find out which solution was preferred and why. This may lead to more general discussion, so be conscious of the time available.

7 You may often invite selected pairs to perform the same activity in front of the others; or you may invite a new pair to do so. Encourage others to provide constructive criticism of these performances.

8 As the first stage in the debriefing, ask students what language or communication difficulties they had.

9 You will then provide feedback on the activity as a whole (see the section on feedback on page 17). Be conscious of the balance between feedback on the language and communication aspects of the activity.

10 Summarise the main points you want students to take away with them. Encourage them to write them down or make some other effort to retain them.

11 Ask students to assess the usefulness of the activity – in other words, for their feedback.

Serial pairwork
The non-alcoholic cocktail party is a variation on basic pairwork except that students talk to two or three others in turn during the activity. You should certainly encourage students to get up and walk around for this: getting students up and about now and again is good for their energy levels and good for kinaesthetic learners – ones who like moving about, touching and handling things, and physical activity. They will need to have pen and paper – usually a photocopy of the activity – to note down the answers to their questions. Timing is again important here because you may need to tell them when partners should swap from asking to answering questions, and when students should swap partners each time. So keep a check on your watch, and be strict.

Telephone pairwork
For pairwork on the telephone, you can suggest that students sit back-to-back, if you don't have telephone equipment for them all.

Groupwork
The Student's Book and Teacher's notes generally refer to pairwork, but you can vary things by putting students into groups of three and four. You can also put students into pairs and nominate one or two others as observers. One can provide feedback to the group, the other can provide language feedback to the pair after they have finished.

File cards
If a lesson involves using the file cards at the back of the Student's Book, you should read the roles in advance so that you have a clear idea of what students will be required to do. Most of the activities involving file cards are pairwork activities, but note that in Unit 10, for example, students work in groups of three, each with their own brief.

Students will often need time to prepare questions for their partner. Either there is specific guidance on what questions to ask or they can prepare questions on the basis of the information on their own file cards. Once again, you could decide to put all the As together in one group and all the Bs in another at this stage.