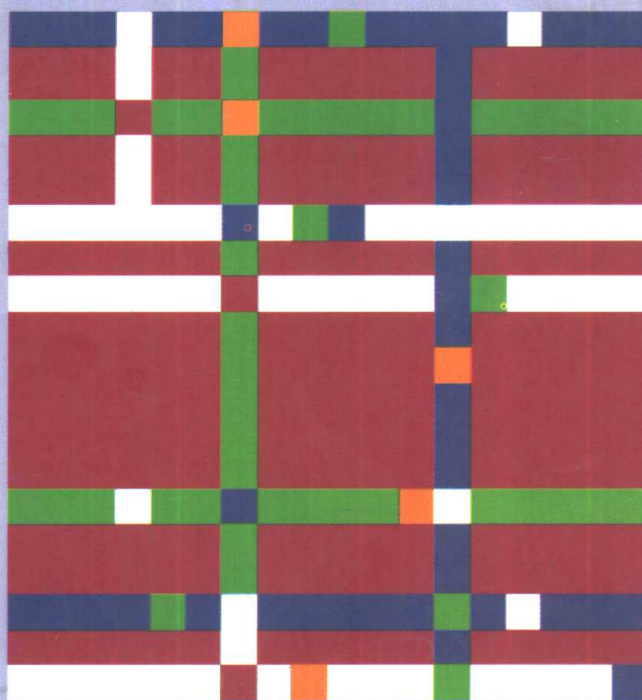


新版

剑桥大学考试委员会推荐BEC2考试用书

剑桥国际商务英语

New International Business English



教师用书 Teacher's Book

第三版

Cambridge
Professional
English

Leo Jones
Richard Alexander

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剑桥国际商务英语

——商务英语的沟通技巧

教师用书

Leo Jones
Richard Alexander



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出版说明

商务英语证书(BEC)考试是由英国剑桥大学考试委员会与教育部考试中心联合推出的权威性考试。剑桥大学考试委员会负责命题、阅卷、颁发证书,教育部考试中心实施考试。该考试分三个级别,每年举办两次(上半年5、6月和下半年11、12月)。现已在全国27个省、自治区、直辖市的36个城市共设有59个考点。考试报考人数至1999年底累计已达14余万人。考生持有的由剑桥大学签发的BEC证书可在各类经济部门、特别是涉外经济部门和“三资”企业招聘、晋升时作为英语能力的权威性证明。

本套丛书是剑桥大学考试委员会和教育部考试中心1994年联合指定的BEC2考试配套教材。经剑桥大学出版社和教育部考试中心授权,华夏出版社在中国大陆独家出版。这次再版是经过几年的使用,作者汲取了读者的反馈意见,并根据快速变化的国际商务背景以及不断涌现出的新商务词汇等情况,对本套教材做了一定幅度的修订。与考试之间的联系比较紧密了。

本书是英国剑桥大学考试委员会指定的BEC2考试的学习教材,原书名为:***New International Business English:Teacher's Book***。全书共设15个单元,对学生用书中的每一个单元的课程都进行了具体详细的讲解,提供必要的商务背景知识和教程中每一单元的语音部分的文字材料及答案。因此,该书十分有助于教师教学和学生自学。

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兰州商学院商务英语系

Introduction

About the course

New International Business English is a course in communication skills in English for students who need, or will soon need, to use English in their work. There are 15 units, each centred around a different business situation, divided into sections, many of which involve students in a variety of task-oriented 'integrated activities'. The situations reflect the kind of standard business practice that most students of Business English are likely to encounter in their working environments.

We have called this course *New International Business English* because English is the major means of communication between business people in different countries. This may involve, for example, a Swede talking to a German or a Japanese talking to an Italian in English – and not just foreigners talking to native speakers of English. As there's no international standard form of English, we have incorporated both British and American usage into the book.

The recordings include a wide variety of different speakers, not all of whom are native speakers of English. The standard business situations covered in the course are ones that are common to all businesses. We have ensured that even in an activity that seems to focus on a special skill like, for example, taking an order over the phone, the kind of language practice that students are getting will also be relevant and useful to students who are themselves unlikely to need to use the phone in this particular way. Similarly, in role-plays that involve buying and selling (a central part of any business), even a student who is a professional salesperson will benefit from playing the role of buyer and seeing a familiar process from a different point of view.

Who the course is for

New International Business English is suitable for a wide variety of learners: ranging from young students or trainees with no work experience to senior business people with a lot of experience of dealing with foreign business partners – and ranging from intermediate to more advanced level classes, including mixed-ability classes.

This may seem an ambitious claim, but as so many of the activities are open-ended, students can perform them according to their own abilities, experience and knowledge. As we have discovered from teachers who have been using *International Business English* (the First Edition of this course) this material really does work in a surprisingly wide range of classes. Of course, the teacher may need to adapt material to suit particular students' needs – this may involve selecting particular activities and leaving out others, and it may sometimes involve supplementing this book with material from other sources. Sometimes this may involve using exercises from the Workbook with your students in class.

New International Business English is extremely flexible. It's designed to be used with all kinds of people who need to be able to use English effectively in their work.

New International Business English is suitable for students who:

- are still studying business and who have little practical experience of business practice
- are participating in a training course and have had no work experience

and for business people who:

- all work in the same field or in entirely different fields
- work within the same company or in different firms
- are managers – or people who hold more lowly jobs

and for students who intend to take an examination in Business English, such as:

- the International Certificate Conference (ICC) *English for Business Purposes* examination
- the University of Cambridge Local Examinations Syndicate (UCLES) *Certificate in English for International Business & Trade* (CEIBT) or *Business English Certificate* (BEC)
- one of the London Chamber of Commerce and Industry (LCCI) *English for Business* examinations
- or a local, national, college or university examination in Business English or Commercial English

and for people from different walks of life who:

- will appreciate a practical and purposeful approach that a 'general English' course may not offer, and who may need to use English in their work as well as in social situations

'Business English'

Business English isn't a special language with a special grammar – it's simply ENGLISH USED IN BUSINESS SITUATIONS.

The words professional people tend to use and understand when talking about their own or other people's working lives might justifiably be defined as 'Business English'. But such language is nowadays also widely used in contemporary industrial societies. Hence vocabulary like *marketing, fax, report, memo, order, correspondence, customer, product, profit, proceeds, paperwork, negotiate, expenditure* and so on are words that practically every adult English speaker uses or understands – they aren't specialized terms only used by business people. Presumably a ballet dancer or a forestry worker might not use the terms so frequently as an office worker, but he or she would certainly have them at his or her disposal.

Most of the vocabulary that's used in business situations is, by any definition, 'general' English vocabulary. Students must strive to widen all aspects of their vocabulary and grammar if they want to improve their communication skills beyond the survival level and be respected and appreciated for their contributions when talking with foreign people in English.

When commentators wish to point up the 'special' character of business language, they normally allude to the specialized, and even 'academic', terms used by people working in a particular profession. Every trade (including forestry and ballet) and every firm has its own jargon and its own ways of doing business – and every department within a company may use its own special terminology to describe what it does and its products.

This course doesn't cover this kind of technical, academic or specialist vocabulary, but it does cover the basic business or commercial terms that most business people use in the course of their work. Any specialist or technical vocabulary that your students require they may either know already or will have to research for themselves, perhaps by using a technical dictionary or by consulting colleagues at work. We assume that students already know (or can be relied upon to learn) all the English terminology they need to talk about their own firm's product or services. This terminology is best learned 'on the job' – which may have to wait until your students are employed if

they're still training and have no experience of working yet.

Active focus on business

The emphasis of *New International Business English* is on performing tasks and carrying out activities, not just discussing what you WOULD do. Students should be encouraged to use their judgement, business or general knowledge and skills as they participate in the activities. In speaking and using English in business settings, students should try to be creative in both their actions and their thoughts. Students won't only be improving their English, adding to their vocabulary and language skills, but actually using their English throughout the course. The course thus aims to be both stimulating and motivating.

The course aims to help students to improve their English so that they'll be able to use English effectively and confidently in their work. Using English in business always involves drawing on both business skills and language skills – someone whose English is excellent, for example, may not be able to make a phone call complaining about poor service as effectively as someone who has the appropriate knowledge and experience. Using English in business involves both knowing how to use English and knowing how to do business.

While the course does not presuppose any previous business experience, students who do have work experience are encouraged to apply their business knowledge and experience as they work through the book. The course draws on the insights of management training techniques as well as the communicative approach in language learning. Students without work experience will benefit from the opportunity to practise and rehearse the kinds of business skills required in a wide range of professions and business organizations.

Many sections are devoted to language skills and revision of language points: punctuation, functions, etc. However, particularly in the integrated activities, students will have the opportunity to sharpen their business and management skills – we have incorporated this element into the course because we want students' work in class to be both challenging and interesting. We believe that students who are using their intelligence, imagination and knowledge, as well as their knowledge of English, are more likely to remain highly motivated throughout a long course. We have also included a lot of discussion in the course – we believe that one of the main benefits students get from working in a class is exchanging ideas with other students and learning from each other – not just sitting attentively, trying to absorb all their teacher's knowledge.

How the course is organized

The Student's Book contains 15 units. Units 1 to 4 introduce the basic business skills, and Units 5 to 14 are centred on integrated skills, each organized round a different business situation. Most of the units contain a functions section, reading and listening material, and ample discussion opportunities. The way that the different types of section work is explained below.

To complete the material in a typical unit will take about four 90-minute lessons (a total of roughly sixty 90-minute periods). The exact time required depends on the length of the unit and the level of your class. If your students have less time available, you'll need to select the units and activities that will be most useful for them. The material is designed to be used selectively in this way.

Units 1 to 4

These units introduce the 'basic Business English skills' that students are expected to have some experience in before they embark on the work in Unit 5 onwards: Talking to people face-to-face, Writing letters, memos and faxes, Using the telephone and Writing summaries, notes and reports. These are skills that are fundamental to all business contexts where English is used, and will be practised throughout the course.

Students who already actually *use* these skills in English in their work might not need to spend quite so long on these units as students with less experience of using English at work. We recommend, however, that *all* students should do most of the work in these units – it will help to refresh their minds about the skills they use and build up confidence for the more demanding activities they'll be doing in later units.

If your students are finding a particular section in the first four units very easy, or if you anticipate that they will, we recommend that they do the section quickly rather than leave it out altogether. If your students are having difficulty with a particular basic Business English skill in a later unit, you may decide to return to one of the first four units to do some remedial work.

Units 5 to 14

Each unit contains at least one integrated activity lasting 45 to 90 minutes. There is a progression towards more open-ended simulations from Unit 11 onwards. Students should be aware that it's not just that they learn more English as they progress, but they learn a different way of employing and dealing in and with English. 'Progress' implies not only learning more English words and developing fluency

and accuracy but also pushing the use of one's English language resources to their limits and feeling more confident about using English in a wide variety of situations.

At the same time the extended role-plays, integrated activities and simulations are the means towards testing out the communication skills in Business English we have been dealing with.

In these units we have attempted to cover all the necessary basic skills (including vocabulary, standard business situations, reading, speaking, listening and writing skills) and these skills are practised in task-based activities and role-plays.

The extended role-plays, the integrated activities and the longish to full-scale simulations in later units reflect the reality that communication in business is multi-dimensional, many-sided, variable – and unpredictable. The purpose of a simulation is to provide opportunities for students to rehearse dealing with the unknown by employing the known means at their disposal.

In the same way as the first four units are the transition from the world of 'general' English for many of our students into the realm of Business English, the simulations in Units 11 to 14 provide a springboard from the classroom to the real business world of actually *doing it!*

Unit 15

Unit 15 is rather special: it takes the form of a full-scale simulation and revises the skills introduced and practised in the earlier units. The simulation can be spread over three 90-minute lessons. The procedure for the simulation is described in detail in the teaching notes for Unit 15.

No special equipment or facilities are required for this simulation, but some documents have to be photocopied from the Teacher's Book and given to selected participants. If you can manage to requisition an extra room for the simulation, the scenario may seem more realistic; if there's another class in your college or institute doing *New International Business English* you could arrange to combine the two classes at that stage and use both rooms.

Types of activities and exercises

In *New International Business English*, the various language skills are integrated into task-directed and communicative activities, wherever possible. In many of the speaking, writing, reading and listening activities students are expected to work together in pairs or groups. They are encouraged to play roles and to co-operate purposefully in solving a problem or performing a task.

Integrated activities

In these activities a variety of skills are used: for example, after reading a short text, students listen to a recorded phone message, discuss what they should do and then role-play a telephone call or draft a letter, e-mail or fax, and then receive further information which will lead to further discussion, role-playing or writing.

These activities contain tasks that are similar to the kind of tasks students will have to perform in business life, where they'll be using a wide range of skills (language skills as well as business skills and knowledge) to operate effectively in English.

Each SECTION is sub-divided into several STEPS (A, B, C and so on) and sometimes the steps are sub-divided into smaller steps (1, 2, 3 and so on). A recommended **Procedure** for each activity is given in the Teacher's Book. If you decide to diverge from this procedure and leave out a step, for example, make sure everyone is fully aware of what they have to do and which step you're asking them to skip.

A real-life setting involves very detailed knowledge of the product, circumstances and personalities involved. The scenarios we have used are deliberately GENERAL and IDEALIZED – so that they can be swiftly understood and then discussed and dealt with. Any missing information that students request for the case or the activity may have to be sorted out by mutual agreement before work starts. We can't supply a full set of recent sales figures, complete customer files or personnel records! But in real life such information *would* be available – plus a whole range of other documents and data, colleagues with special knowledge to be consulted and background knowledge of company policy and practice. In real life, clearly, an enormous amount of information from all kinds of sources would be taken into account in reaching a decision.

So, find out if members of your class have specialist knowledge to contribute. If, for example, a knowledgeable member of the class says, *'I think we need to know whether the firm's cash flow is healthy before we can reach a decision'* or *'I need to know*

what the warehouse capacity is and whether the goods will deteriorate during storage', then be prepared to reach a consensus on this and perhaps make a ruling before resuming the activity. The alternative is for you to say, *'You can assume this aspect of the scenario works in the same way as it would in your own company'*.

Role-play

Many of the activities in *New International Business English* involve students taking on specified ROLES in pairs. These role-plays range from fairly simple activities, such as acting out face-to-face visits in **2.5B**, to more elaborate tasks, such as explaining how to do something in **12.2E**. The roles are explained in the main text of the Student's Book or explained in the **Files** (see below). Students are asked to play a role in order to simulate the kind of situations in which they may find themselves in business life.

Some of the role-plays involve TELEPHONE CONVERSATIONS. Students should sit back-to-back for telephone role-plays, to simulate the essential fact that we aren't able to *see* the person we're talking to on the phone, and have to communicate only with our voices, not gestures and eye contact.

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

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

Files

Many of the role-play activities involve an 'information gap'. Here students are directed to separate sections at the back of the book, called 'FILES', where each person is given some information but they can't see the other's information. Their purpose is then to find out what their partner knows and to tell him or her what they know.

The Files are on pages 146 to 175 of the Student's Book. As you'll see, they are jumbled up in random order, so that it's not possible to find your way through them easily. This means that students will find it difficult to 'cheat' by looking at each other's information. However, many of the Files are 'colour-coded' to show that they go together. For example, Files **6**, **37** and **64** are all printed on a green background to show that they are part of the same activity, whilst Files **7**, **38** and **65** are printed on a yellow background.

In these information-gap activities two or three students are each given different information, such as two halves of a price list or different role descriptions, and then have to bridge the gap in a conversation or phone call: the Files work in the same sort of way as role cards. An example of this is **6.1C**, where one member of each pair looks at File **12** while the other looks at File **44**: by asking each other questions they build up a complete picture of the price list.

Some of the Files contain information that students don't need to see until they have completed a certain number of steps in an activity. An example of this is in section **8.2**, where students are only given the information required for step **B** (in File **75**) when they have completed step **A**.

Some of the Files provide model answers to written tasks, which students aren't supposed to look at until they have completed the task. An example of this is in **2.5A** where students see a model memo in File **63**, but not until they have attempted the task themselves. Model answers to some of the other tasks are given in the Teacher's Book and you may photocopy these if you think your students will find it helpful to see them.

The Teacher's Book contains a brief summary of each activity where the Files are involved and a description of what will happen.


Guide to the Files in the Student's Book

As the Files are deliberately 'jumbled up' in the Student's Book, here is an index to help you find your way through them, showing which sections have Files belonging to them.

<i>Section number</i>	<i>File contents</i>	<i>File numbers</i>
1.1E	Information for A Team and B Team	A: 1 B: 31
2.2B	Addresses	57*
2.2C	Names and addresses	A: 2 B: 33
2.5A	Improved version of memo	63*
3.2C	Europrint & Utopia Products	A: 3 B: 34
3.3D	Medusa S.A. and head office – first call	A: 4 B: 35
	– second call	A: 5 B: 36
3.4C	Tanaka, Suarez and 'Observer'	A: 6 B: 37 C: 64
	Peterson, 'Observer' and LaRue	A: 7 B: 38 C: 65
	'Observer', Steiner and Restaurant	A: 8 B: 40 C: 66
	Robinson, Hotel and 'Observer'	A: 10 B: 41 C: 49
4.2B	Model report on health and safety	67*
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5.1D	Telephone role-play about Ms Trosborg's visit	A: 9 B: 39
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11.3C	Staff committee meeting	A: 24 B: 54 C: 78
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	Bulldog alarm & Customer role	A: 58 B: 83
14.4B	Customer, Supplier and 'Observer' roles	A: 29 B: 59 C: 84
14.5D	Buyers and Sellers roles	A: 30 B: 60
	Seller, Buyer and (optional) 'Observer' roles	A: 32 B: 61 C: 84

* This File contains a Model answer for students to refer to after they have completed a writing task.

Listening

Within the integrated activities, recorded information is given to provide input or stimulus for a discussion or role-play, shown by . This may be a message recorded on an answerphone, or an overheard telephone call or a conversation. These aren't 'listening comprehension exercises' with questions to answer, but essential components of the activity. An example of this is the telephone message in **8.2B**, where further information is supplied for the next step in the activity.

You may well need to play a recording to the class two or three times, while they take notes and concentrate on understanding the information given in the recording. In most cases, they won't need to understand every word that is spoken. If students listen to the recordings in pairs, rather than as individuals, they can help each other to understand. You may decide to introduce a few helpful questions to guide your students towards recognizing the relevant information, and often they are expected to make notes on the main points that are made (as they might do in real-life situations).

In the recordings of *New International Business English* you'll hear a wide variety of speakers – both British and American accents are heard and some of the speakers are non-native speakers with foreign accents.

Most of the recordings are simulated authentic conversations or telephone messages. Some of these recordings were improvised, some are loosely scripted and others are more closely scripted – though all the features of real conversations, telephone calls or messages (hesitation, false starts, slightly unclear phraseology or pronunciation, etc.) have been retained and not 'edited out'.

There are also some self-contained listening comprehension exercises in the Student's Book, with accompanying tasks. There are two kinds of listening exercise:

- Some exercises consist of extracts from conversations with questions to direct students' attention to the relevant information – an example of this is **8.1B**, where students have to listen very carefully to pick up the information.
- Some listening exercises are complete conversations. The procedure for these listening exercises usually involves a pre-listening step to prepare students for the text and establish certain expectations about its content, followed by a main task, then followed by a post-listening step where students compare notes with a partner and then discuss the topic in a larger group.

In the Workbook and on the Workbook recordings, there are further listening tasks, some of which you

may like to use in class. These introduce a different aspect of the theme of the unit and may be used as a lead-in for a discussion, for example.

Reading

Reading is integrated, like listening, into the units as an intrinsic part of the activities. For example, extracts from letters, faxes, e-mails, news articles or information on a database may provide the input for a speaking or writing activity. These aren't 'reading comprehension texts' with questions to answer but sources of information that will help students to cope with the task they are involved in. An example of this is the advertisement in **6.3A** which provides essential information for the steps that follow.

Clearly, in such activities, a skill like reading does not play an isolated role. Nor is this the case in most business situations: participants in a business situation switch from the spoken medium to the written medium and vice versa, frequently having to transfer information from one to the other, with little or no conscious focusing on the medium they are using. It is their COMMUNICATION PURPOSE that affects which skill is being used. So it is a tenet of this course that the practising of such skills needs to be as organic as the classroom situation allows.

At the same time, we have included some longer reading texts, involving aspects of the business world, which are of interest in themselves and relevant to the topics dealt with in the unit. Here different aspects of the reading skill are focused on: reading for gist, extracting specific information and reading to find particular details. Examples of this are in **13.1** and **13.2**.

These passages are accompanied by tasks, which are fully explained in the Teacher's Book. There are questions and tasks to help students to develop their reading skills. There are three basic types of tasks in these exercises:

- Reading for gist: to get the basic information from the text
- Scanning: looking through the text to find specific information as quickly as possible
- Reading for detail: understanding more detailed information in the text

And finally there's a discussion activity. The reading of the text – perhaps an advertisement or a longer passage – provides ideas and vocabulary input for a subsequent discussion.

Writing

The integrated activities contain all kinds of writing tasks, including making notes and drafting memos, letters, faxes, e-mails and short reports. Students are usually asked to 'DRAFT a letter, e-mail or fax ...' rather than 'write' one, since a first draft may be the most that students can realistically achieve in class. However, for homework, students can be asked to produce a revised final draft – perhaps word-processed or typed. The writing that they'll do within an activity is communicative and an integral part of the activity: what they have written is usually 'delivered' to another pair who have to reply or react to it.

Students are often expected to do their written drafts in pairs, so that they can help each other, and then the completed draft is shown to another pair for their comments. The purpose of this is to encourage co-operation within the class and to give students a chance to benefit from each other's ideas and experience. Usually such written drafts would then be collected and marked by you. Alternatively, students may be asked to prepare revised drafts for homework, and these are what you would collect and mark.

Students who are taking an examination may need to be encouraged to write letters during their course, rather than faxes or e-mails. This is because faxes and e-mails tend to be shorter, more informal and obey the conventions of style and layout less strictly. Moreover, with faxes or e-mails the reader's tolerance of errors is rather higher – business people are sometimes quite surprised if they get a fax or e-mail from another country with no mistakes in it!

Over the past 25 years or so, business letter writing in English has undergone something of a transformation: the traditional Dickensian style of business letters, using a multitude of formulae and clichés ('*We are in receipt of your esteemed favour of the 14th inst. ...*'), has been replaced by a much more straightforward, informal style of writing.

Moreover, many firms have come to realize that even a fax or e-mail message is a personal as well as a corporate piece of communication: a brief personal greeting often helps to maintain a relationship between two people in different parts of the world – and the closer the relationship, the more likely it is that the customer will remain loyal or that the supplier will do his or her best to satisfy the customer.

In some activities, there's a letter, e-mail or fax to read or reply to, which itself in turn becomes the model for a letter, e-mail or fax that the students will have to write later in the same activity. An example of this is **8.4**, where the students read an apologetic letter from a supplier in step **A3** and later use it as a

model for their own letter of apology to a customer in step **B3**.


Model versions of some of the writing tasks are given in the Teacher's Book. You may photocopy these to give your students further ideas. If there's an overhead projector in your classroom, you could photocopy these model versions onto OHP transparencies (most modern photocopiers can do this impressively well) and project them for the whole class to see.

In some cases, where it's essential for students to see a model version, this is hidden among the Files, so that students don't get to see the model until after they have completed the task.

Discussion and follow-up

At the end of every section, you should allow enough time to discuss with the class how they got on in the activities and give them time to raise any problems or queries they may have. This is a significant activity in its own right and can contribute much to the learning process. It may sometimes be better to skip the final step of an activity so as to allow time for this before the lesson ends.

Where an integrated activity raises any controversial issues, there are questions in the Student's Book for a follow-up discussion. At this stage you should also give feedback to the class on their performance in the activity and allow them to step outside their roles and consider the value of the tasks and how real-life business situations are different to (and usually more complex than) the simplified or idealized scenario they have enacted. A real-life setting involves very detailed knowledge of the product and situation you're in, whereas the scenarios we have used are more general, so that they are easier to understand and deal with. Like case studies in a training course, the issues that are raised must be localized to students' own circumstances.

Some discussions are provoked or led into by short recorded texts or interviews, shown by , or by short reading passages. The discussions are designed to work best in small groups – though if your whole class is small, a whole-class discussion may be best. An example of this is **8.6C**, where the value of good customer relations is discussed.

Students should be encouraged to reflect on the issues and activities they have been dealing with. One reason why this is particularly important is that the language required in a discussion to express opinions, evaluate ideas, agree and disagree and so on is fundamental to much business interaction – as well as contributing to one's broader educational development. You'll find that discussion naturally

arises after many of the activities throughout this course, such as reading a text, and particularly after students have taken part in an integrated activity.

Discussion about business topics is a regular feature of *New International Business English*. Participation in a language class gives everyone a valuable opportunity to exchange ideas with other people who may be in similar or in very different situations and this will perhaps encourage them to re-examine their own ideas and prejudices. Discussion, particularly in small groups, also gives everyone a chance to use and consolidate the vocabulary that they have encountered in the unit.

At the end of each section of *New International Business English* students should be given a chance to raise any queries or doubts they have. Sometimes it may be a good idea to ask them to explain how they benefited from doing a particular section. This may sound like asking for trouble, and in some classes you might really be opening a can of worms by asking this kind of question! But it's very reassuring for students to find out that the other members of the class have had similar difficulties and that others have found the activity useful.

You should also provide the students with feedback, pointing out errors you have noted down and congratulating them on the activities they have performed well.

In some sections we have suggested extra discussion ideas in the Teacher's Book, in the form of further questions you can present to the class.

Functions

Some units contain a complete section dealing with functions. The following groups of functions are covered:

Getting people to do things **3.2**
Exchanging information **6.1**
Complaining and apologizing **8.3**
Possibility, probability and certainty **10.4**
Explaining how to do something **12.2**


Others contain a function step within another section:

Agreeing and disagreeing **5.5C**
Telling stories **9.4B**
Taking part in meetings **11.1B & 11.2A**

One major emphasis of these sections in *New International Business English* is to make students aware of the need to select appropriate exponents to suit different situations they may encounter. This may often entail choosing an appropriate exponent (and commensurate tone of voice) which matches up with the type of people you're dealing with – whether they

are complete strangers, superiors, familiar colleagues, valued clients or acquaintances.

To a great extent, success in business depends on creating the right impression. Politeness and formality are often keys to achieving a desired communicative effect, whether you're apologizing for the late delivery of a product or attempting to sell something to a customer. The kind of language used also marks or characterizes the speaker as friendly or unfriendly, helpful or unhelpful. We are all aware of how such signals tend to aid (or hinder) the smooth running of everyday social interaction: in business situations this tendency may often be magnified. Unit 1 emphasizes various aspects of how to create the right impression.

These sections begin with a presentation step with recorded examples, shown by , in which the function and some typical exponents are introduced. Students are asked to look at the speech balloons and to listen to the recording. Here the recording can also be used for pronunciation practice, using a PLAY-PAUSE-REPEAT technique: students hear each exponent, the recording is paused and the class repeat it, trying to copy the intonation and tone of voice. This may sound slightly demeaning for more advanced students, but it's an extremely effective way of focusing attention on aspects of phonology that are difficult to define, such as 'sounding polite' or 'being deferential'.

This is followed by a series of activities in which students practise using the exponents in role-plays or a discussion. While they are doing these activities, you should go round the class listening in and discreetly offering advice, making notes on any points that should be made to the whole class afterwards.

In the Teacher's Book we also suggest an Extra activity to involve students in further communicative practice.

The Workbook contains follow-up exercises on all the functions covered in the Student's Book. If your class are having a lot of difficulty with a Functions section, you could supplement their work by using an exercise from the Workbook in class. Some of these Workbook exercises are recorded on the Workbook recordings.

Vocabulary

In the Teacher's Book you'll find a list of Vocabulary items for each section in the Student's Book: these are Business English terms and other English words and phrases which your students may be unfamiliar with. From these vocabulary items you should select the ones which your students need to remember: encourage them to **highlight** these items in their books. In some cases, if any of the words are likely to

confuse or disconcert your students, you might decide to write up some of them on the board and discuss their meanings before everyone starts work on a particular section.

The reason why we have taken this approach is because *New International Business English* is used with so many different kinds of students with varying levels of English and varying levels of business experience. It's impossible for us to predict which vocabulary items are 'new words' for your students – you are the only person who can judge what vocabulary your students may need to learn. But the final choice about which 'new words' to highlight should be made by the students themselves, guided by you, their teacher.

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

What students should NOT DO is highlight whole paragraphs of text (as if they were memorizing passages from a textbook for an exam). The selective approach of highlighting just a few chosen words on each page is much more effective.

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

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

This example shows a suitable method of organizing a vocabulary notebook:

Buying and Selling

a supplier /səplaiə
(to supply)

- Acme Inc is our sole Supplier
of these components

a contract /kɒntrækt
- We signed the contract with
Acme Inc to supply...

Technical vocabulary or jargon that is special to a particular trade, industry or firm isn't covered in *New International Business English*. The texts, instructions, exercises and recordings contain much of the 'business' vocabulary that students will require, thus enhancing the active nature of the book. The majority of this vocabulary is assimilated as students carry out a task-related activity and should not be taught 'separately' out of context.

In addition, the Workbook contains exercises on the vocabulary related to the particular theme of the unit. These exercises are designed to introduce business-related vocabulary and terms which have not occurred elsewhere in exercises or texts. Given that some of these exercises are to a certain extent test-like, they'll appeal variously to different types of students. Students should do these exercises on their own, checking their answers in the Answer Key and raising any problems they have in class. You should always allow time in class for students' questions arising from the exercises they have done in the Workbook.

As we are dealing with English as an international language, we have tried to show no normative bias towards one specific national variety of English. Both British and American vocabulary items are used in the text, in the vocabulary exercises and on the recordings.

Students should be encouraged to buy a general dictionary such as one of the following:

Cambridge International Dictionary of English
Collins COBUILD Learner's Dictionary
Longman Dictionary of Contemporary English
Oxford Advanced Learner's Dictionary of Contemporary English

In class there are considerable advantages in having SEVERAL different dictionaries available, so that when students look up words a larger number of examples of the words used in different contexts can be seen.

In monolingual learners' dictionaries, it's the examples which are usually more enlightening than the definitions!

A pocket-size bilingual dictionary (English-German, English-French, etc.) is liable to be more annoying than helpful, except perhaps when away from your desk or travelling. Such dictionaries contain so few examples that it's impossible to discover from them how a new word is used in context. Preferable to these might be a pocket-size learner's dictionary, such as the *Oxford Learner's Pocket Dictionary*, though it is no substitute for one of the larger general dictionaries listed above.

We feel that, for students at this level, a special dictionary of Business English terms is NOT NECESSARY. This is because all the Business English vocabulary students are likely to need is covered in any of the general dictionaries listed above anyway – together with the vast amounts of non-business vocabulary they are likely to come across. Your students probably need to learn far more 'general' multi-purpose English vocabulary to become more effective speakers and writers of English than 'Business English' vocabulary, after all.

However, for your own purposes it may be helpful to have one of these specialized Business English Dictionaries to refer to:

A Dictionary of Management by Derek French and Heather Saward (Pan Books)

Oxford Dictionary of Business English for Learners of English

Longman Dictionary of Business English

Extra activities

The Teacher's Book contains a number of Extra activities which you can do with your students if time allows, and if they would benefit from or enjoy more work on a particular topic.

Some of the Extra activities can be presented directly to the students (for example, the activity at the end of **6.1** on page 87 in the Teacher's Book).

Others are designed to be photocopied from the Teacher's Book and handed out to the students. These photocopiable activities look like this in the Teacher's Book:

New International Business English This document may be photocopied.

An example of such an activity is at the very end of **6.4** in the Teacher's Book, which is particularly suitable for students with work experience.

Another example is *Flying down to Rio* at the very end of Unit 9 in the Teacher's Book, which is an extra integrated activity.

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Mistakes and correction

Although accuracy is an important aspect of language learning and should never be ignored, it's far more important for learners to be able to communicate effectively. To speak English fluently it's important to develop confidence and this is impossible if you're afraid of making mistakes. Students shouldn't be corrected too often as this may have an inhibiting effect and make them 'mistake-conscious'. You can't learn a language without making mistakes, and mistakes are a useful indicator of what students still need to learn. In real life, after all, people have to communicate with each other IN SPITE OF the mistakes they may be making and the limited amount of English they know.

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

You may overhear your students making mistakes in pronunciation, intonation, grammar, vocabulary or style, but rather than mentioning every single mistake you've noticed, it's more helpful to be selective and to draw attention to certain points that you think your students can improve. It's less confusing to focus on just one type of error at a time by, for example, drawing attention to pronunciation errors after one activity and then to vocabulary errors after another and to grammar errors after another. Accuracy is something that takes a long time to develop and it can't be achieved overnight!

Written work

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

Give students a chance to correct their own mistakes by underlining the relevant parts or showing in the margin whether there's a mistake in grammar (**G**), word order (**WO**), vocabulary (**V**), punctuation (**P**), spelling (**Sp**) or style (**St**).

A tick (✓) is a nice way of showing that an idea has been well expressed.