

Best Practice *Pre-Intermediate*

情境国际商务英语 (中级)

教师用书

BUSINESS ENGLISH IN CONTEXT

Teacher's Resource Book

DAVID KERRIDGE

江苏工业学院图书馆
藏书章

 **人民邮电出版社**
POSTS & TELECOM PRESS

图书在版编目 (CIP) 数据

情境国际商务英语 (中级) 教师用书 / (英) 克里奇 (Kerridge, D.) 著;

- 北京: 人民邮电出版社, 2006.8

ISBN 7-115-15102-4

I. 情... II. 克... III. 商务 - 英语 - 高等学校 - 教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2006) 第 090860 号

Best Practice pre-Intermediate: Teacher's Resource Book by David Kerridge

ISBN 1-4130-0912-3

Copyright © 2005 by Thomson ELT, a division of Thomson Learning, United States of America.

All Rights Reserved.

Reprinted for People's Republic of China by Thomson Asia Pte Ltd, POST and NCC under the authorization of Thomson Learning. NO part of this book may be reproduced in any form without the express written permission of Thomson Learning, POST and NCC.

由汤姆森学习出版集团授权, 人民邮电出版社在中国大陆出版发行。未经出版者书面许可, 不得以任何形式复制或抄袭本书的任何部分。

北京市版权局著作权合同登记号 图字: 01-2006-4741

版权所有, 侵权必究。举报盗版有奖, 联系电话: (010) 64981059 E-mail: marketing@ncc-pub.com

情境国际商务英语 (中级) 教师用书

◆ 作 者 戴维·克里奇

策 划 刘 力 陆 瑜

责任编辑 王 蕾

◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街 14 号 A 座

邮编 100061 电子函件 315@ptpress.com.cn

网址 <http://www.ptpress.com.cn>

电话 (编辑部) 010-64964059 (销售部) 010-64982639

北京京科印刷有限公司印刷

新华书店经销

◆ 开本: 889 × 1194 1/16

印张: 8

字数: 120 千字 2006 年 8 月第 1 版 2006 年 8 月第 1 次印刷

ISBN 7-115-15102-4/F·824

定价: 35.00 元

本书如有印装质量问题, 请与本社联系 电话: (010) 64981059

Contents

	Coursebook contents	4
	Introduction	6
	Entry test	9
	Teaching notes	15
MODULE 1	WORLD OF WORK	16
MODULE 2	THE BUSINESS OF LEISURE	31
MODULE 3	DON'T OVERDO IT!	46
MODULE 4	NEW PRODUCTS, NEW MARKETS	61
MODULE 5	TRAVEL AND COMMUNICATIONS	76
MODULE 6	GOING GLOBAL	88
MODULE 7	WRITING RESOURCE	103
	PHOTOCOPIABLE RESOURCE	114

Coursebook contents

MODULE 1 WORLD OF WORK

pages 4–15

This module looks at work around the world and at some of the things that almost everyone has to deal with: meetings, projects and working as part of a team.

	Grammar	Vocabulary	On the line	Writing
1 A working day	present continuous	work situations	when people are not available	
2 I spend all my time in meetings	present simple: <i>do/does</i>	ways of working	dealing with interruptions	
3 We're behind schedule	past simple	schedules and budgets	reassuring people about progress	
4 Are you a team player?	patterns with <i>-ing</i>	working styles	communication breakdowns	letting people know

Grammar review and development 1–4

MODULE 2 THE BUSINESS OF LEISURE

pages 16–27

Here we look at how people spend money on their homes, and at some of the leisure possibilities when they go out.

	Grammar	Vocabulary	On the line	Writing
5 Staying in	count and uncount nouns	design and style	ordering, exchange and refunds	
6 Museums and exhibitions	present perfect and past simple	museums as entertainment	making a booking for an exhibition	
7 Family entertainment		opinions	interrupting and disagreeing	an investment decision
8 Leisure in 2050	<i>will and might, may, could</i>	future trends	obtaining information; showing interest	

Grammar review and development 5–8

MODULE 3 DON'T OVERDO IT!

pages 28–39

This module deals with employee fitness, considers the pressures that many people at work are under, and looks at the balance between life at work and outside.

	Grammar	Vocabulary	On the line	Writing
9 Getting fit	comparatives and superlatives	describing facilities	prices and discounts	
10 Asleep on the job?		how people feel	a research interview	a report about working habits
11 Dealing with stress	<i>must and should</i>	health and stress	phoning to say you can't come to work	
12 Work-life balance	present perfect with <i>for</i> and <i>since</i>	job applications	an invitation to an interview	an e-mail job application

Grammar review and development 9–12

MODULE 4 NEW PRODUCTS, NEW MARKETS

pages 40–51

This module looks at some new products and services and the secrets of their success. Two of the companies in the units are relatively new; two have been in existence for longer, but are innovating to reach new markets.

	Grammar	Vocabulary	On the line	Writing
13 Low-cost airlines	past simple with <i>ago</i>	company development	changing a booking	
14 Bright ideas	past continuous	product development and finance	obtaining a meeting	
15 Consumer electronics	first conditional	product features	negotiating an order	order confirmation
16 Cosmetics and pharmaceuticals	passive	research, production and distribution	getting through	

Grammar review and development 13–16

MODULE 5 TRAVEL AND COMMUNICATIONS

pages 52–63

This module looks at some of the problems of people travelling to work, and asks if people need to travel at all in order to work or to have meetings.

	Grammar	Vocabulary	On the line	Writing
17 I'm running late	second conditional	traffic and jams; adjective opposites	delays	
18 Are you considerate?	should/shouldn't	driving adjectives	saying you phoned earlier	
19 New ways of working		remote working; trends	mobile phone problems	
20 Why travel?	verbs + prepositions and particles		a conference call	a follow-up e-mail
Grammar review and development 17–20				

MODULE 6 GOING GLOBAL

pages 64–73

This module looks at some of the issues and trends affecting the world today – manufacturing in developing countries, the growth of tourism, and business and the environment.

	Grammar	Vocabulary	On the line	Writing
21 Today's trends	present continuous for trends	linking words; graph language	showing that you understand	a graph description
22 Made in Cambodia	present perfect with <i>already</i> and <i>yet</i>	brands and manufacturing	asking about progress	
23 Tourists are everywhere	verb patterns: <i>ask, tell</i> , etc.	customer delight and dissatisfaction	dealing with unhappy customers	
24 Eco-friendly business		<i>raise, increase, decrease, lower</i> ; the environment	ending calls	a memo about a company's environmental policies

Grammar review and development 21–24

MODULE 7 WRITING RESOURCE

pages 76–91

25 A delayed project	a company memo	an informal e-mail exchange	
26 Consumer complaints	a letter of complaint	a reply to a letter of complaint	a company memo
27 A new opening	sending, accepting and declining invitations		
28 Finding an agent	a fax exchange		
29 Remote working	a company memo	an exchange e-mail	
30 A world trip	a text message	an informal e-mail	a postcard

Grammar review and development 25–30

Vocabulary builder	pages 92–96
Grammar overview	pages 97–107
Audio script	pages 108–123
Answer key	pages 124–148
Student B material	pages 149–159

Introduction

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

It is suitable for:

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

Course components

- Coursebook
- This Teacher's Resource Book
- Workbook
- Audio cassette / CD
- Testing and evaluation
- Website

Learning approach

The Coursebook has been designed with an intentionally short core of 30 lessons, with an additional range of built-in reference and resource sections. Together, and combined with the other course components such as the Workbook, these elements provide great flexibility in course planning for **varying periods of study** and for **learners with different needs**.

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

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

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

Unit structure

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

The **language syllabus** is based around:

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

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

Vocabulary. A range of general and business areas is included. Key vocabulary areas for the level are presented. Emphasis is also put on word combinations, and this idea is further developed in the **Vocabulary builder** section (pages 92–96 of the Coursebook.)

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

Other elements of the Coursebook units are:

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

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

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

Course outcomes

At the end of the course, learners will:

- be able to perform **practical business tasks** such as arranging meetings, making travel arrangements, and so on
- be used to hearing a **range of accents** of people from different parts of the English-speaking world talking in business contexts
- be using **basic business vocabulary** to speak and write about a range of business topics: prices, delivery, specifications, etc.
- be able to handle a range of **professional situations on the phone** – asking to be connected, confirming information, etc.
- be **applying their grammatical knowledge** in different professional and personal contexts, rather than treating grammar as an end in itself
- have **learned how to learn** – this is actively developed in the course, for example in learning grammar by discovery, and in developing vocabulary through typical word combinations to build larger blocks of language.

Overall organisation of the coursebook

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

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

Module 1: World of work

This module looks at work around the world and at some of the things that almost everyone has to deal with: meetings, projects and working as part of a team.

Module 2: The business of leisure

Here we look at people's tastes in decorating their homes, and at some of the leisure possibilities when they go out.

Module 3: Don't overdo it!

This module deals with employee fitness, considers the pressures that many people at work are under, and looks at the balance between life at work and outside.

Module 4: New products, new markets

Learners look at some new products and services and the secrets of their success. Two of the companies in the units are relatively new; two have been in existence for longer, and are innovating to reach new markets.

Module 5: Travel and communications

We look at some of the problems of people travelling to work and ask if people need to travel at all in order to work or to have meetings.

Module 6: Going global

This module deals with some of the issues and trends affecting the world today – manufacturing in developing countries, the growth of tourism, and business and the environment.

Writing Resource

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

This resource gives further practice in writing letters, faxes, e-mails and short reports. It is based on some of the characters and situations in the earlier modules.

Further resources section

The final pages of the Coursebook contain:

Grammar overview. This reference section allows learners to check that they have grasped all the grammar they need to know at this level. It includes all the main grammar points covered in the book.

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

Audioscript. All listening material is included here.

Answer key. Answers to all exercises are included.

Student B. This section contains information for Student B for the two-part **On the line** activities and other role plays.

(This has been placed right at the end of the Coursebook for easy access by learners.)

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

The Workbook

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

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

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

There are basically two ways to exploit the Workbook: either at the end of each unit (the 'classic' method) or during the teaching of each unit as *different grammatical/functional* points arise. Exploitation of the Workbook will vary depending on the unit.

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

The audio materials

Listening materials are available on CD and audio cassette. These include the **On the line** telephoning material, plus the **Listening** activities.

This Teacher's Resource Book

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

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

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

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

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

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

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

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

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

Some general points

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

Normally, in the core units, it is specified whether students do a particular exercise individually or in pairs, with pair checking or whole class feedback. Again, the final decision is best left to the individual teacher.

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

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

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

Photocopiable resource. Each module includes two photocopiable activities, found on pages 114–128. Most of these are mini-role plays or information-exchanges suitable for pair exploitation in class. These activities have been designed to review/practise the main grammatical or functional features of the different modules, adding a personal element where possible. Detailed exploitation suggestions for each activity are given (see pages 114–115).

Testing and evaluation

A special Entry Test (see pages 9–14 of this Teacher's Resource Book and pages 3–7 of the Workbook) has been written to help you integrate students into *Best Practice Pre-Intermediate*. It consists of thirty multiple-choice questions.

Questions 1–15 are grammar-based, and replicate the grammatical progression of the Coursebook.

Questions 16–20 are based on functions and vocabulary.

Questions 21–25 deal with telephone language.

Questions 26–30 cover expressions or formulae used in writing.

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

- If students score well over **Questions 1–10** (i.e., 7 or 8 correct replies), it can be assumed that they have a good passive knowledge of basic verb tenses and their formal presentation can be kept to a minimum. In this case, concentrate on *practising* tenses (through the role play and information-exchange activities), as you will probably find that students' active use is less surefooted than test results indicate.
- Students' scores in **Parts 2–3** of the test (**Questions 16–25**) will probably be in function of their studies or professional experience, so they shouldn't present any surprises.
- However, this is not necessarily the case with writing skills (**Part 4, Questions 26–30**). This is an often-neglected area where the 'basics' still need to be taught. This is why the Coursebook includes a specific **Writing Resource**.

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

The website

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

We hope you and your students enjoy using *Best Practice Pre-Intermediate*, and its companion at Elementary level.

Entry test

INTRODUCTION

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

The test is easy to administer and should take no more than twenty minutes. Tell students not to worry if they don't know a particular answer, but to move on to the next question. Mention also that rather than trying to guess the answers, they should leave them blank. Guessing could lead to a false picture of their real level.

KEY

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



Entry test

Best Practice Pre-Intermediate

PART 1

Grammar

Choose the correct word or words to complete the sentence.

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

1 He _____ in Tokyo this week.

- a 's stay
- b 's staying
- c staying

a b c

2 _____ he go to a lot of meetings?

- a Does
- b Goes
- c Do

a b c

3 Did he finalise those figures?

- Yes, _____.
- a he finalised.
 - b he does.
 - c he did.

a b c

4 She finished _____ candidates yesterday.

- a to interview
- b interview
- c interviewing

a b c

5 He gave me some _____ that I never forgot.

- a advices
- b advice
- c advise

a b c

6 _____ you ever visited Mexico?

- a Have
- b Has
- c Did

a b c

7 I'm absolutely sure she _____ win the election.

- a could
- b will
- c may

a b c



8 London is the _____ of the three cities.

- a most expensive
- b more expensive
- c expensivest

a b c

9 He's worked in his present job _____ 18 months.

- a since
- b for
- c ago

a b c

10 _____ she been a web designer?

- a Since when did
- b For when has
- c Since when has

a b c

11 She _____ when the line went dead.

- a was talking
- b talked
- c was talked

a b c

12 If we _____ an agreement tomorrow, I'll send the contract next week.

- a reached
- b will reach
- c reach

a b c

13 Their products _____ mainly to South America.

- a are export
- b are exported
- c is exported

a b c

14 I _____ sell my car even if petrol prices _____.

- a wouldn't ... doubled
- b won't ... doubled
- c wouldn't ... double

a b c

15 I've _____ seen her, but we haven't agreed on prices _____.

- a yet ... just
- b just ... already
- c already ... yet

a b c



PART 2

Functions and vocabulary

Choose the best word/expression in the sentences.

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

16 She worked fast, and finished the job _____ schedule.

- a behind
- b in
- c ahead of

a b c

17 He faxed his CV and a letter of _____.

- a cover
- b motivation
- c application

a b c

18 "Hi, Jake, how are you?"

- a "A little overweight but otherwise OK, thank you."
- b "Fine, and you?"
- c "How do you do."

a b c

19 Our engineers started _____ last year, but some still prefer to commute.

- a remote working
- b away work
- c houseworking

a b c

20 Last month sales rose but then, sadly, they began to _____.

- a shoot up
- b fall
- c increase

a b c

PART 3

Telephoning

Choose the best expression in the sentences below.

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

21 "She's in a meeting, I'm afraid. Can you _____ later?"

- a come back
- b recall
- c call back

a b c

22 "Jimmie? ... I can't hear you ... The signal's _____."

- a getting through
- b breaking up
- c breaking down

a b c

23 "_____ in on Monday at 4?"

- a Come you
- b Is it possible for you to come
- c Are you free to come

a b c

24 "Sorry, but I can't make Monday. _____ Tuesday morning?"

- a How about
- b How around
- c What around

a b c

25 "Good morning. _____ Paula Connolly in R&D."

- a I want to talk
- b I'm trying to reach
- c I try to reach

a b c



Writing

Choose the best expression or formula below.

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

26 *Beginning an e-mail to a friend, Maggie Horsley:*

_____. How's life?

- a Hi Horsley
- b Dear Ms Horsley
- c Hi Maggie

a b c

27 *Ending an e-mail to a friend:*

- a Regards,
- b Best wishes,
- c Salutations,

a b c

28 *Beginning and ending a letter to Mr Potter (a client):*

- a Dear Potter, ... Yours faithfully,
- b Dear Sir, ... Yours sincerely,
- c Dear Mr Potter, ... Yours sincerely,

a b c

29 *Reply to a formal invitation:*

- a Thank you for your kind invitation, which I ...
- b Thanks for the invite, and I'll ...
- c It is with the greatest pleasure that I ...

a b c

30 *Ending of a formal company memo to all staff:*

- a ...so tell us what you think by 5 November.
- b ...opinions by 5 November please.
- c ...so, please, let us have your reactions by 5 November.

a b c

TEACHING NOTES

World of work

MODULE OVERVIEW

AIMS AND OBJECTIVES

Module 1 reviews basic present and past time patterns within a variety of professional themes – work situations and methods, schedules, budgets and personal relationships.

At the end of the module, students should be able to:

- talk about past, current or temporary actions and events
- describe their personal and professional lives
- talk about themselves and their work-related preferences
- deal with interruptions and communication breakdowns on the phone
- describe the stages of a simple project
- discuss business problems related to schedules
- talk about personal likes and dislikes
- write an email to change arrangement

THEMATIC OVERVIEW

What do we mean by the **World of Work**? For most students of English at pre-intermediate level, the phrase evokes people doing, explaining or describing things in offices, at home or on the phone rather than images of triumphant or embattled CEOs at shareholders' meetings or on TV. From this point of view, Module 1 reflects and deepens students' initial perceptions.

It aims to cover a wide area of interlinked business themes which are each related to concrete professional activities which in turn give rise to opportunities to practise language exchanges in realistic contexts.

These contexts are varied, and cover both the work and leisure activities of the four principal characters – Alvaro, Daljit, Monique and Taro. Although this module features Daljit, the other characters re-appear later on in the Coursebook, only in secondary roles compared to the roles played by the characters in *Best Practice Elementary*.

Most of the language exchanges featured in Module 1 take place within an international setting – between the UK and India – and follow a storyline from Units 1–3, while Unit 4 concentrates on a stand-alone theme, equally related to the **World of Work**.

MAIN AUDIO CONTENTS

- UNIT 1: short telephone extracts, saying if, when and where people are available
- UNIT 2: short extracts, talking about personal qualities and criticising; dealing with interruptions on the phone
- UNIT 3: presentation about a project development schedule; expressing worry and reassurance on the phone
- UNIT 4: telephone extracts about misunderstandings and communication breakdowns

PHOTOCOPIABLE RESOURCES (PAGES 118–119)

- 1.1 can be used any time after Unit 4.
- 1.2 can be used any time after Unit 3.

BUSINESS AND CULTURAL NOTES

Availability. In recent years, there has been a reaction against the trend towards a “24/7 availability”, with business people willing to be phoned in the evenings, at weekends, etc. This reaction has been particularly strong in some countries and among certain categories of working people. Students should be encouraged to ask about “availability customs” before doing business with foreign countries. A good piece of advice is: unless business partners have specifically stated to the contrary, do not expect them to be available in the evenings or at weekends.

Working habits. Depending on the company and the culture, collaborative or individualistic working patterns are more or less acceptable. Much has been written about this subject, with the differences being exaggerated or played down. However, comparison between different working habits (working in a team, or alone, etc.) can lead to a potentially interesting discussion in multinational classes.

MODULE INTRODUCTION (COURSEBOOK PAGES 4–5)

This provides an overview of the language presented in Module 1, as well as an illustrative photo which could serve as a springboard for some of the vocabulary to be taught. Explain that each module is composed of four units and a Grammar review and development section. Before starting Unit 1, ask students to look at the photo on page 4 of the Coursebook, then ask some appropriate questions: *What are the people doing? Where do you think they work? How are they dressed?* Go briefly over the module contents on page 5. At the beginning of each unit of the module, ask students to refer to the key questions on the right (further details about these are given in the unit teaching notes).

