



# MARKET LEADER

*a new language course for tomorrow's business leaders*

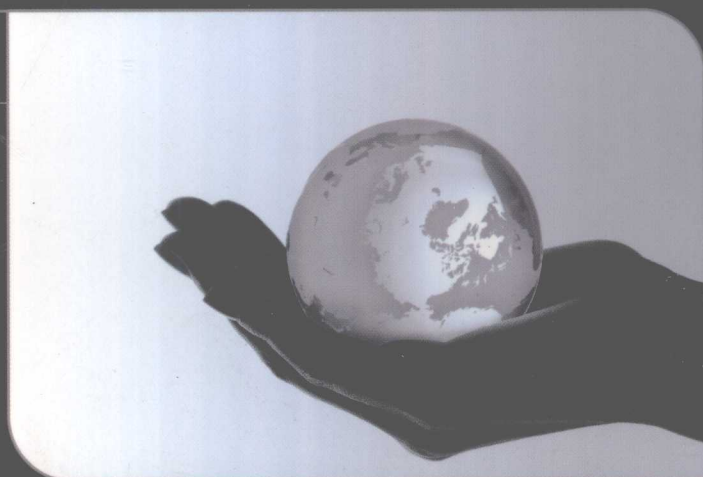
# 体验<sup>®</sup>商务英语

## 教师用书

## *Teacher's Resource Book*

# 1

Elementary Business English



Irene Barrall

《体验商务英语》改编组



高等教育出版社  
Higher Education Press

1172170

**MARKET**

**LEADER**

*a new language course for tomorrow's business leaders*

# 体验<sup>®</sup>商务英语

## 教师用书

## 1

*Teacher's Resource Book*

Elementary Business English

江苏工业学院图书馆  
藏书章

Irene Barrall

《体验商务英语》改编组



高等教育出版社  
Higher Education Press

图字: 01-2005-3330 号

Authorized Adaptation from the English language edition, entitled *Market Leader: Teacher's Resource Book (Elementary Level)*, first edition, 0582773326 by Irene Barrall published by Pearson Education, Inc., publishing as Pearson Education Limited Copyright© 2004.

All right reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Inc.

China Adapted edition published by Pearson Education Asia Limited and Higher Education Press, Copyright© 2005

This Adapted edition is manufactured in the People's Republic of China, and is authorized for sale only in the People's Republic of China (excluding Taiwan and the Special Administrative Regions of Hong Kong and Macau).

此书是高等教育出版社自培生教育出版集团引进改编的版本。

For sale and distribution in the People's Republic of China exclusively (except Taiwan, Hong Kong SAR and Macau SAR).

仅限于中华人民共和国境内(但不允许在中国香港、澳门特别行政区和中国台湾地区)销售发行。

本书封面贴有 Pearson Education (培生教育出版集团) 激光防伪标签。无标签者不得销售。

## 图书在版编目(CIP)数据

体验商务英语教师用书. 1/(英)巴拉尔(Barrall, I.)编;《体验商务英语》改编组改编. —北京:高等教育出版社, 2005.6

书名原文: Market Leader Teacher's Resource Book (Elementary)

ISBN 7-04-016321-7

I. 体... II. ①巴...②体... 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(2005)第060826号

书名 体验商务英语教师用书 1

作者 《体验商务英语》改编组

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街4号	免费咨询	800-810-0598
邮政编码	100011	网 址	<a href="http://www.hep.edu.cn">http://www.hep.edu.cn</a>
总 机	010-58581000		<a href="http://www.hep.com.cn">http://www.hep.com.cn</a>
经 销	北京蓝色畅想图书发行有限公司	网上订购	<a href="http://www.landtraco.com">http://www.landtraco.com</a>
印 刷	北京外文印刷厂		<a href="http://www.landtraco.com.cn">http://www.landtraco.com.cn</a>
开 本	880×1230 1/16	版 次	2005年6月第1版
印 张	10.75	印 次	2005年6月第1次印刷
字 数	420 000	定 价	20.00元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 16321-00

## 《体验® 商务英语》系列教材改编委员会

总主编：李 平 陈 洁

总策划：刘 援

主 任：陈准民 陈建平

副主任 (以姓氏笔画为序)：

王关富 李 平 陈 洁 宫桓刚 蔡 芸

编 委 (以姓氏笔画为序)：

王关富 车丽娟 龙梦晖 刘 援 李 平 李俊儒 吴云娣 杨 洁 陈 洁 宫桓刚  
唐桂民 宿玉荣 蔡 芸

《体验® 商务英语教师用书1》

主 编：龙梦晖

编 者 (以姓氏笔画为序)：

王福平 龙梦晖 李金香 杨俊青

策划编辑 贾 巍 张毅达

项目编辑 张毅达

责任编辑 张毅达

封面设计 王凌波

版式设计 孙 伟

责任校对 张毅达 梁 宇

责任印制 陈伟光



## 前 言

自加入世界贸易组织以来,我国的国际经济贸易地位不断提升,国际商务交往更加频繁,对具有国际竞争力的复合型商务人才的需求越来越旺盛,对商务人才的培养提出了更高的要求,也对商务英语教材提出了更高的要求。

培生教育出版集团出版的Market Leader 商务英语系列教材由David Cotton、David Falvey、Simon Kent等商务英语教育专家联合《金融时报》编写,Powerhouse系列教材由商务英语教学专家David Evans等编写。自出版以来,这两套教材以其独特的编写风格、新颖的内容编排、原汁原味的材料、真实的商务场景以及简明实用的商务知识而广受欢迎和好评。为了更好地满足我国相关院校和广大学习者的需求,高等教育出版社引进改编了这两套教材。

《体验商务英语》系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材是具有全球化视野和鲜明时代特色的新一代综合性商务英语教材,其特色主要表现在以下几个方面:

将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

教学设计严谨,为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富,为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学

习使用。

从学习者的需求和兴趣出发编写，使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选，反映了大部分学习者的需要和兴趣，可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合，在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小，内容精练，例句生动，书后还附有语法复习部分，使语法学习更加方便。此外，活泼的版式，具有启发性的图片，使商务英语的学习更加形象、直观。

《体验商务英语》系列教材的适用面广，既可以作为国际经贸、国际金融等涉外专业的商务英语教材，也可以作为英语专业商务英语教材，还可以作为大学英语选修课教材和行业培训教材。

我们相信本系列教材的出版将促进我国的商务英语教学和研究，为更好地满足社会需求，培养新一代的具有全球视野和国际竞争力的商务人才做出贡献。

改编组  
2005年4月

# Introduction

## 1 Course aims

Market Leader is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strongly task-based approach. Role plays and case studies are regular features of each unit. Throughout the course students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which students have, including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. Market Leader offers teachers and course planners a unique range of flexible materials to help meet these needs. This book makes suggestions on how to use the unit material extensively or intensively and indicates how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text bank and the Resource bank.

## 2 The main course components

### Course Book

This provides the main part of the teaching material, divided into 12 topic-based units, plus four revision units. The topics have been chosen following research among teachers to establish the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks as well. Every unit contains vocabulary development activities, essential grammar and opportunities for speaking practice. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit. For more details on the Course Book units, see *Overview of a Course Book unit* below.

### Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business writing. In each unit students work with text models and useful language, and then do a writing task to consolidate the

learning. The Practice File provides regular self-study pronunciation work (with an audio CD and exercises), and a valuable survival business English section for students. Five tests are available to students for them to monitor their own progress through the course. There are an entry test, three progress tests and an exit test, which reviews the work done throughout the course.

### Audio materials

All the listening activities from the Course Book (Interviews with business practitioners and input for other activities such as role plays and case studies) and the Practice File (pronunciation exercises, tests) are available on cassettes and audio CDs, depending on the user's preference.

### Teacher's Resource Book

This book provides teachers with an overview of the whole course, together with detailed teaching notes, background briefings on business content, the Text bank (24 optional extra reading texts), the Resource bank (photocopiable worksheets practising communication skills) and Audio scripts.

## 3 Overview of a Course Book unit

A typical unit consists of the following sections:

### Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering quiz questions and completing charts. Throughout, students are encouraged to draw upon their life and business experience.

### Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt.

There is further vocabulary practice in the Practice File.

### Reading

Students read interesting and relevant adapted authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

## Listening

The listening texts are based on interviews with businesspeople and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note taking.

## Language focus

These sections focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation, they are referred to the Grammar reference at the end of the Course Book.

There is further grammar practice in the Practice File.

## Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box, which provides students with the support and phrases they need to carry out the business tasks in the regular role play activities.

## Case studies

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically, students will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see *Case studies that work* below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for Business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

## 4 Using the course

### Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English daunting. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. Market Leader sets out to provide the maximum support for teachers. The Business brief section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms.

These briefs have been written at native speaker level and are not intended for Elementary students.

## Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems, and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course.

## Flexibility of use

Demands of Business English courses vary greatly, and materials accordingly need to be flexible and adaptable. Market Leader has been designed to give teachers and course planners maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in this book are suggestions for a fast route through the unit if time is short. This intensive route focusses mainly on speaking and listening skills. If the teacher wants to extend this concentration on particular skills, optional components are available in the course (see *Extending the course* below).

## 5 Case studies that work

The following teaching tips will help when using case studies.

- 1 Involve all the students at every stage of the class. Encourage everyone to participate.
- 2 Draw on the students' knowledge of business and the world.
- 3 Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in this book for detailed suggestions on introducing the case study.)
- 4 Ensure that all students have understood the case and the key vocabulary.
- 5 Encourage the students to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.
- 6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end. Make a record of important errors and give students feedback at the end in a sympathetic and constructive way. Note good language use, too, and comment on it favourably.
- 7 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 8 Allow students to reach their own conclusions. Many students expect there to be a correct answer. Teachers can give their opinions but should stress that there usually is no single 'right' answer.
- 9 Encourage creative and imaginative solutions to the problems expressed.

- 10 Encourage students to use people management skills such as working in teams, leading teams, delegating and interacting effectively with each other.
- 11 Allocate sufficient time for the major tasks such as negotiating. At the same time do not allow activities to drag on too long. You want the students to have enough time to perform the task and yet the lesson needs to have pace.
- 12 Students should identify the key issues of the case and discuss all the options before reaching a decision.
- 13 Encourage students to actively listen to each other. This is essential for both language practice and effective teamwork.

## 6 Extending the course

Some students' needs will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, Market Leader provides a wide range of optional extra materials and components to choose from.

### Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides photocopiable worksheet-based communication activities, linked to the skills introduced in the Course Book units. Their main purpose is to build up students' confidence in expressing themselves in English.

### Video

Market Leader videos are available at the pre-intermediate, intermediate and upper intermediate levels. The videos are accompanied by a *Video Resource Book*, which provides extensive activities for pre-viewing, while-viewing and post-viewing language work, plus a complete transcript. The videos are:

Video	Recommended level
<i>Market Leader Portfolio</i>	Pre-intermediate
<i>Alliance</i>	Intermediate
<i>Business Leader Briefings</i>	Upper intermediate

# Contents

## Notes on units

### Unit 1 Introductions

At a glance	8
Business brief	9
Lesson notes	10

### Unit 2 Work and leisure

At a glance	16
Business brief	17
Lesson notes	18

### Unit 3 Problems

At a glance	24
Business brief	25
Lesson notes	26

### Revision

Unit A	31
--------	----

### Unit 4 Travel

At a glance	34
Business brief	35
Lesson notes	36

### Unit 5 Food and entertaining

At a glance	42
Business brief	43
Lesson notes	44

### Unit 6 Sales

At a glance	50
Business brief	51
Lesson notes	52

### Revision

Unit B	57
--------	----

### Unit 7 People

At a glance	60
Business brief	61
Lesson notes	62

### Unit 8 Markets

At a glance	68
Business brief	69
Lesson notes	70

### Unit 9 Companies

At a glance	76
Business brief	77
Lesson notes	78

### Revision

Unit C	84
--------	----

### Unit 10 The Web

At a glance	86
Business brief	87
Lesson notes	88

### Unit 11 Cultures

At a glance	94
Business brief	95
Lesson notes	96

### Unit 12 Jobs

At a glance	102
Business brief	103
Lesson notes	104

### Revision

Unit D	110
--------	-----

## Text bank

### Teacher's notes

	113
--	-----

### Unit 1 Introductions

Welcome to the company	114
Welcome to Insead	115

### Unit 2 Work and leisure

The working week	116
Rush hour commuting	117

### Unit 3 Problems

A job-sharing couple	118
Choosing the right staff	119

### Unit 4 Travel

The travelling office	120
Travel agents or the Internet?	121

**Unit 5 Food and entertaining**

'Power tea' – the new lunch?	122
A successful business lunch	123

**Unit 6 Sales**

Mail order entrepreneur	124
Buying almost anything	125

**Unit 7 People**

Booksellers	126
Young manager	127

**Unit 8 Markets**

Marketing an energy drink	128
New markets for older people	129

**Unit 9 Companies**

Respected companies	130
Doughnut chain	131

**Unit 10 The Web**

Spam	132
Online shopping	133

**Unit 11 Cultures**

Living in another culture	134
Learning languages	135

**Unit 12 Jobs**

Business school	136
Unemployment	137

<b>Text bank answer key</b>	139
-----------------------------	-----

**Unit 6 Sales**

Presenting a product	153
----------------------	-----

**Unit 7 People**

Negotiating: dealing with problems	154
------------------------------------	-----

**Unit 8 Markets**

Participating in discussions	155
------------------------------	-----

**Unit 9 Companies**

Starting a presentation	156
-------------------------	-----

**Unit 10 The Web**

Making arrangements	157
---------------------	-----

**Unit 11 Cultures**

Identifying problems and agreeing action	158
--	-----

**Unit 12 Jobs**

Interview skills	159
------------------	-----

**Audio scripts**

160

**Resource bank**

<b>Teacher's notes</b>	143
------------------------	-----

**Unit 1 Introductions**

Introducing yourself and others	148
---------------------------------	-----

**Unit 2 Work and leisure**

Talking about work and leisure	149
--------------------------------	-----

**Unit 3 Problems**

Telephoning: solving problems	150
-------------------------------	-----

**Unit 4 Travel**

Making bookings and checking arrangements	151
---	-----

**Unit 5 Food and entertaining**

Entertaining	152
--------------	-----

# Introductions

## At a glance

	Classwork – Course Book	Further work
<p>Lesson 1</p> <p><i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i></p>	<p><b>Starting up</b> Ss listen to four businesspeople and match the speakers to their business cards.</p> <p><b>Vocabulary 1: Job titles</b> Ss list words as job titles or departments. Then Ss talk about their jobs or studies.</p> <p><b>Vocabulary 2: Nationalities</b> Ss match countries and nationalities.</p> <p><b>Reading: Describing people</b> This reading section can be completed in two parts. Ss can start preparatory work on the article about Phil Knight, the founder and CEO of Nike, and complete Exercise A.</p>	<p><b>Practice File</b> Vocabulary (page 4)</p>
Lesson 2	<p><b>Reading: Describing people</b> Ss complete more detailed comprehension questions about Phil Knight (Exercises B and C).</p> <p><b>Language focus 1: to be</b> Ss are introduced to positive and negative forms of the verb <i>to be</i>.</p> <p><b>Language focus 2: a/an with jobs; wh- questions</b> Ss look at the use of <i>a/an</i> before vowels and consonants and are introduced to <i>what</i>, <i>who</i> and <i>where</i> question words.</p>	<p><b>Text bank</b> (pages 114 and 115)</p> <p><b>Practice File</b> Language review (page 5)</p>
Lesson 3	<p><b>Listening: Talking about yourself</b> Ss listen to three people talking about their jobs.</p> <p><b>Skills: Introducing yourself and others</b> Ss listen to three conversations where people introduce themselves and others. They then practise introductions.</p>	<p><b>Resource bank</b> (page 148)</p>
<p>Lesson 4</p> <p><i>Each case study is about 30 minutes to 1 hour.</i></p>	<p><b>Case study: Aloha in Hawaii</b> Ss find out information about people at a conference.</p> <p><b>Writing</b> Ss write an e-mail about two people from the conference.</p>	<p><b>Practice File</b> Writing (page 7)</p>

For a fast route through the unit focussing mainly on speaking skills, just use the underlined sections.

For 1 to 1 situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.



# Business brief

'You never get a second chance to make a first impression.' \*

The tone of a business relationship can be set by an initial introduction. It is important to make a good impression right from the first handshake.

When meeting businesspeople for the first time, is it better to be formal or informal? If in doubt, advise students to adopt a more formal approach. Here are some points to remember when making business introductions in English-speaking Western countries:

- Introduce businesspeople in order of professional rank – the person of highest authority is introduced to others in the group in descending order, depending on their professional position. Gender does not affect the order of introductions.
- When possible, stand up when introductions are being made.
- If clients are present, they should be introduced first.
- The name and title of the person being introduced is followed by the name and title of the other person. It is also helpful to include a small piece of information about each person to start the conversation.
- If you are being introduced to someone, shake hands and say 'Hello' (informal) or 'Pleased to meet you'/'How do you do' (formal), followed by the person's name.
- Treat business cards with respect. Take a moment to read them and carefully put them somewhere safe.
- Address people by their first names only if they indicate that they want you to.

Of course, in practice we often break these rules – but knowing they exist provides a starting point.

It is also worth remembering that many aspects of etiquette are not universal – **cultural norms** vary from country to country. What passes for good manners in one country may be frowned on in another. A firm handshake may be appreciated in the US, UK and Australia but a French businessperson is more likely to offer a single, light handshake. In Japan it is more usual to bow. Preparation is important in order to avoid **culture clash**. Doing some background research to get acquainted with local **business etiquette** and **social customs** can spare the blushes of both visitor and host and avoid causing offence.

Elementary students may find introducing themselves and others intimidating. Help students to navigate these situations by highlighting key phrases such as those in the Useful language box (see *Course Book page 12*). Drill pronunciation and intonation and give students plenty of opportunity to use the language with short role plays. Imagine what you would feel like if you were in a strange city meeting business contacts for the first time, using an unfamiliar language. A few well-practised phrases may help to give enough confidence to make that first impression count.

\* anecdotal saying

# Lesson notes

## Warmer

- ⊗ This activity will build Ss' confidence by reminding them of international English and basic English words that they already know.
- ⊗ Divide the class into two teams. Name one team noughts (o) and the other crosses (X).
- ⊗ Draw a noughts and crosses grid on the board.
- ⊗ Demonstrate that teams need to get three noughts or crosses in a row (horizontally, vertically or diagonally).
- ⊗ To place a nought or a cross on the grid, teams have to say the English word for a picture that you draw.
- ⊗ Demonstrate by drawing a television and asking the crosses team to call out what the object is. If they say the correct word, write *television* on the board (say the word as you write it to model pronunciation) and ask one of the team to come to the board and place a cross on the grid.
- ⊗ Continue until one team wins. Possible words to include are: *pen, book, pizza, football, camera, hamburger, car*. Include other English words that your class knows.
- ⊗ If teams reach a stalemate, then draw a picture on the board and the first team to say the word wins.

## Overview

- ⊗ Introduce Ss to the Overview section on page 6. Point to each heading and elicit or explain a little about each. Point to the sections you will be covering in this lesson, using the table on page 8 of this book as a guide.

## Quotation

- ⊗ Write the quotation on the board.
- ⊗ Ask the class to say it.
- ⊗ Check if Ss know who James Bond is.
- ⊗ *Dr No* is one of a series of action films about the secret agent James Bond. Many famous actors have played James Bond including Sean Connery, Roger Moore, Timothy Dalton and Pierce Brosnan.

## Starting up

**Ss listen to four businesspeople and match the speakers to their business cards.**

If this is your first lesson with the group and they have not done a listening exercise before, take time over Exercises A and B. Reassure the class that they will hear the listening more than once.

If you have a business card, show it to the class and try to elicit what it is. If not, draw a large business card on the board. Ask Ss what information is normally on a business card (*name, position, company*). Complete the card with details about yourself. Encourage Ss to show their own business cards to the class if they have them.

### A 1.1

- ⊗ Play the recording from beginning to end and ask Ss how many speakers they can hear (4).
- ⊗ Play the first part of the listening and elicit which business card matches the speaker. (*Speaker 1 is Erika Schulz, card B.*)
- ⊗ Ask Ss to complete the exercise in pairs. Play the recording at least twice and ask the class if they need to hear it again.
- ⊗ Play the recording again. Pause after each speaker and elicit the answers.

1 B 2 A 3 D 4 C

### B 1.1

- ⊗ With the whole class, see if Ss can say which words in the box complete the introductions.
- ⊗ Play the recording again. Get Ss to complete the introductions.
- ⊗ Check the answers around the class.

1 name's 2 I'm 3 from 4 My

- ⊗ Ask Ss what other words mean *Hello* (*Good morning, Hi*). Can they add any others to the list (*Good afternoon, Good evening*)?
- ⊗ Ask what the opposite of *hello* is (*goodbye, bye*).
- ⊗ See if Ss can say two ways to introduce themselves (*Hello, I'm ... / My name's ...*).
- ⊗ Model how to say the sentences and ask Ss to repeat.

### C

- ⊗ On the board write  
*Hello, I'm ..., I'm from ..., I'm a ...*  
Introduce yourself to the class using the prompts.
- ⊗ Encourage Ss to use dictionaries to check the vocabulary for their own jobs.
- ⊗ Divide the class into pairs. Tell Ss to take turns to tell their partner about themselves. Circulate, monitor and encourage.
- ⊗ Depending on your class, you could ask Ss to change partners two or three times to continue practising the language. This is also useful to help the class get to know each other.

### 1 to 1

If this is your first lesson with your student, use the exercises as an opportunity to get to know each other better. This would also be a good time to check or supplement the information in the needs analysis, if there is one.

## Vocabulary 1: Job titles

Ss are introduced to vocabulary for jobs and departments.

This may be a good time to ask Ss what techniques they use for noting and learning new vocabulary. Use L1 if appropriate. If they do not have a method, suggest they keep a vocabulary notebook and note new words in topic groups with an example sentence in English. Demonstrate on the board with some vocabulary from the lesson. Include any other techniques that you know. You could also draw their attention to the Vocabulary file at the back of the Course Book.

### A

- Point to the examples. On the board write *Job* and *Department*. Ask Ss to look at the words in the box and identify another *job* and another *department*.
- Get Ss to complete the exercise.
- Check the answers around the class.

Job	Department
accountant	finance
manager	marketing
technician	production
engineer	human resources
cashier	
director	
doctor	
telephone operator	
receptionist	
lawyer	
sales assistant	
personal assistant (PA)	

- See if Ss can add any other jobs or departments to the lists.
- Go through the lists with the class, modelling pronunciation and word stress. Ask Ss to repeat.

### B

- In pairs, Ss talk about their jobs. Deal tactfully with students who are not career-orientated. If appropriate for your class, Ss can swap partners three or four times.

## Vocabulary 2: Nationalities

Ss complete a chart of countries and nationalities and ask and answer questions about companies.

### A

- Look at the chart together. Highlight the endings in each section: *-an*, *-ese*, *-i*, and *-ish*.
- Point to the first example. Say *The country is Brazil, the nationality is Brazilian*.
- Point to the second example. Say *The nationality is German, the country is ...? (Germany)*.

- Point to the next entry in the chart (*Italy*). Ask Ss to find the nationality from the box.
- Divide the class into groups of three or four.
- Get Ss to complete the chart using countries and nationalities from the box.
- Check the answers together.

Country	Nationality
	<b>-an</b>
Brazil	Brazilian
Germany	German
Italy	Italian
Russia	Russian
	<b>-ese</b>
Japan	Japanese
China	Chinese
	<b>-i</b>
Kuwait	Kuwaiti
Oman	Omani
	<b>-ish</b>
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
	<b>others</b>
France	French
Greece	Greek
the UK	British
the US	American

- Spend some time comparing the word stress for countries and nationalities.
  - Ask Ss if they know any other countries and nationalities and write them on the board.
  - You could refer Ss to the Vocabulary file (countries and nationalities) at the back of the Course Book.
- ### B
- Highlight the example, particularly the short answers *Yes, it is* and *No, it isn't*.
  - Write *Volvo* on the board. Ask Ss to call out a question and answer about the company.
  - Divide the class into pairs. Tell Student A to turn to page 136 and Student B to turn to page 143. Explain to Ss that they should take turns to ask a question about a company. They should use the information in the Activity file to answer their partner's questions.
  - Circulate and monitor, helping if necessary.

## 1 Introductions

- |                     |                            |
|---------------------|----------------------------|
| 1 Sony – Japanese   | 6 Aeroflot – Russian       |
| 2 Givenchy – French | 7 Michelin – French        |
| 3 Volvo – Swedish   | 8 Siemens – German         |
| 4 Zara – Spanish    | 9 McDonald's – American    |
| 5 Gucci – Italian   | 10 Olympic Airways – Greek |

## C

- Say the name of a company you think the class will know and ask Ss to say the nationality. Elicit ideas around the class.
- In pairs, get Ss to think of three companies each. Make sure they choose companies that they know the nationality of. Ask them to take it in turns to say the name of a company and guess what nationality it is.
- Have a quick feedback session and help with pronunciation where needed.

## Reading: Describing people

This article is about the head of Nike, Phil Knight. After completing a chart with information from the article, Ss correct the mistakes in sentences and use the text to ask and answer questions.

In a work environment Ss need to be able to read a variety of documents in different ways. The reading sections in the Course Book give students an opportunity to develop their reading skills. Some activities get Ss to read for general gist, others to scan for specific information or answer comprehension questions that require a more detailed understanding of the text.

It may be useful to treat each paragraph differently. For example you could read one paragraph with the whole class and get Ss to read the other parts individually or in pairs. Depending on time, you could also exploit the articles further by focussing on useful language or by asking Ss to respond to ideas in the text.

## A

- Write *Nike* on the board. Ask Ss if they know the company. Do they recognise the swoosh logo? Do any of the class have any Nike products?
- Reassure Ss that they do not need to understand every word. The aim is to get a general sense of the article and complete the exercises.
- However, you may wish to pre-teach key terms (*founder, CEO, rich, married, wife, son, daughter, tattoo, left, advertising, full of, objects*). Alternatively, use this as an opportunity to introduce the class to dictionary work.
- Point to the article. Ask Ss *What's the title?* and *How many paragraphs are there in the article?* (3)
- Focus on the photograph and ask *What's his name?* (*Phil Knight*).
- Read the first paragraph with the class. Ask Ss *Is Phil Knight German?* (*No, he's American.*)
- Highlight the example. Ask the class to read the first paragraph again quickly, to themselves.

- Ask Ss to complete the chart. They can do this individually and then compare answers in pairs. Check the answers around the class.

Phil Knight	
Age	65
Nationality	American
Family	wife, 2 sons, 1 daughter
Job	CEO of Nike
Type of company	sports and fitness
Interests	sport, fast cars, Asia

## B

- Elicit or pre-teach some vocabulary for clothes (such as *suit, jeans, shirt, tie, jacket, shoes*). Write the words on the board. Ask Ss what clothes people wear to meetings. What clothes do Ss think Phil Knight wears to meetings?
- Get Ss to read the second paragraph individually. Circulate and help where needed. Elicit what clothes Phil Knight wears to meetings. Ask Ss if they are surprised. Do CEOs wear jeans to work in their company or country?
- Ask Ss to name some Asian countries. Ask the class to read the final paragraph quickly and name the Asian country that Phil Knight is interested in (*Japan*).
- Read the exercise questions with the class. Highlight the examples.
- Ask Ss to read the article from beginning to end, individually.
- Identify the correct sentences with the whole class.

1✓ 2× 3× 4✓ 5× 6✓ 7× 8×

- Then ask Ss to correct the mistakes in the remaining sentences.

- |   |  |
|---|--|
| 2 | He is very rich.                         |
| 3 | He is married with three children.       |
| 5 | His tattoo is on his left leg.           |
| 7 | His office is full of objects from Asia. |
| 8 | His office is in Beaverton, Oregon.      |

- Ask Ss to underline any difficult words. Spend a few minutes checking and explaining words with the whole class.
- This may also be a good point to check what other vocabulary for the family Ss know (*husband, mother, father, etc.*). You could also refer Ss to the Vocabulary file (Family) at the back of the Course Book.

## C

- Ask individual Ss to read out the example questions and answers.
- On the board write  
*Phil Knight is American.*  
*Is Phil Knight American?*

- Ask Ss to read out one or two more sentences from the article that use *to be*. Write the sentences on the board and elicit how to say them as questions. Ask the questions and elicit short answers.
- Give Ss a few moments to look at the article and prepare some questions. Circulate and help.
- Divide the class into pairs and get Ss to ask and answer questions about Phil Knight and his office.
- Circulate, paying attention to word order, question formation and short answers.
- Close books. Ask pairs what they remember about Phil Knight. Have a feedback session and encourage Ss to use sentences (*He is 65. He is American., etc.*).

### Language focus 1: *to be*

Ss look at the present simple positive and negative forms. To practise they complete sentences about a woman called Ingrid and listen to the answers before completing a chart about themselves. They also look at question forms.

- Give Ss a few moments to read the Language focus box.
- Emphasise that *to be* is usually used to describe people and things. You could give the examples *Nike's a sports and fitness company* (describes a company), *I'm a teacher* (describes a person), *We're in the classroom* (describes the class), etc.
- Focus on the form of the present simple. Highlight the contracted forms of *to be*.

**A**

- Look at the example together. Invite Ss to call out suggestions for item 2 (*I'm*). Make sure Ss understand that they should use the short forms.

1's 2'm 3'm 4'm 5'm 6're 7's 8's  
9're 10's

**B** 1.2

- Play the recording twice for Ss to check their answers.
- Elicit the long form of each of the answers.

**C**

- Tell the class some things about yourself, using the chart as a guide.
- Write the categories on the board. Clarify any unfamiliar vocabulary. Indicate that you want Ss to call out information about you. Add the information to the board. Demonstrate introducing yourself to a student, using the information (*Hello, I'm ...*).
- Ask Ss to complete the chart about themselves.
- Divide the class into pairs. Get Ss to use the information in the chart to tell their partner about themselves.
- Circulate and monitor. Note any problem areas to clarify with the class.

**D**

- Point out that this exercise is concerned with negative forms of *to be*.
- Refer Ss back to the Language focus box.
- Go through the example with the class. Then tell Ss to complete the rest individually before comparing their answers with a partner.
- Elicit answers from the pairs.

1 I'm not	4 I'm not
2 they aren't	5 you aren't
3 he isn't	6 she isn't

**E**

- Look at the example together. Briskly match the questions and answers around the class.

1 c 2 a 3 e 4 d 5 b

**F**

- Go through the example. Then ask *Is Ingrid a graphic designer?* and *Is Ingrid from Berlin?* Elicit responses around the class. If Ss answer simply *yes* or *no* indicate that you want a longer answer, such as *Yes, she is.* and *No, she isn't. She's from Munich.*
- Give Ss a few moments to prepare questions individually. More confident classes can ask the questions without preparation.
- Divide the class into pairs and tell Ss to take turns to ask and answer questions.
- Circulate and monitor.

### Language focus 2: *a/an* with jobs, *wh-* questions

Ss look at the use of *a* before a consonant and *an* before a vowel in the context of jobs. They also look at the key question words (*what, who, where*) and their use with *to be*.

- Read the information in the Language focus box with the class.
- When presenting *a/an*, model the /ə/ sound of *a*. Write two or three jobs, such as *designer* and *engineer*, on the board and elicit whether they take *a* or *an*.
- Ask Ss to translate *what, who* and *where* into L1.
- Check whether Ss know any other *wh-* question words (*why, when, how* are usually included here too.)
- Model the intonation of the questions.

What's your job?  
Who's your boss?  
Where are you from?  
Where's he from?