

How to Pass
如何通过
**Spoken English for
Industry and Commerce
(SEFIC)**

工商英语口语



EXAMINATIONS
BOARD

1

FIRST LEVEL

一级

Teacher's Guide

教师用书

The Official LCCI Examinations Board Guide

伦敦工商会考试局考试指南

海天出版社

How to Pass Spoken English for Industry and Commerce (SEFIC)



FIRST LEVEL
Teacher's Guide

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Range of Support Material				
指定教材系列				
Level 等级	Student's Book 学生用书	Teacher's Book 教师用书	Picture Book 图画用书	Cassette 磁带
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First 一级	✓	✓		✓
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About the author

Lisa Colclough is a freelance teacher, teacher trainer and author. She has over 14 years' experience in teaching English in Britain and Italy, and has worked in London as a teacher and teacher trainer since 1988. Ms Colclough has extensive experience of teaching English for business, and has been involved in materials writing in this area for the last 8 years.

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The games Grammar Tennis and Word Noughts and Crosses, described in Units 32 (page 210) and 46 (page 304), are adapted from Mario Rinvolucri's *Grammar Games*. Cambridge: Cambridge University Press, 1984.

Note on product names

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Introduction

The First Level Teacher's Guide, Candidate's Book and accompanying cassettes are the second set of materials in a series designed to prepare candidates for the 5 levels of the Spoken English for Industry and Commerce (SEFIC) examinations.

Organisation of the course

The books are divided into 60 units, each of which provides approximately 2 hours of classroom teaching. Every fifth unit is a revision unit, which consolidates the vocabulary and the structures and functions of the previous four, and which also provides practice in some or all of the various sections of the examination. In addition, the last 5 units of the book are entirely devoted to revision and examination practice to ensure that students are familiar with the structure of the examination and the types of task they will be asked to perform.

Towards the end of the course, some units are marked as optional (Units 47, 48, 49 and 54). These units are intended to provide students who are already working in a commercial environment with useful extra business vocabulary and to give them practice in performing tasks such as placing an order, discussing terms of trade, negotiating prices or discounts, and rectifying errors on invoices and order forms. The units are optional because they contain vocabulary and types of task that students do not necessarily need to know to pass the examination. They may therefore be omitted from the course if the class contains younger learners, students with no experience of business, or a class that is struggling linguistically. However, if the students are operating in a business environment, they will certainly benefit from working through these units both in terms of extending their business vocabulary and improving their communication skills. In addition, the units provide practice in the structures and functions already covered by the rest of the course.

The Teacher's Guide

This Guide provides detailed step-by-step guidance to each lesson. The main linguistic aims are listed at the beginning of each unit and before each stage of the lesson, together with any teaching aids needed (eg cassette player, cue cards, realia, magazine pictures), while the text provides more detailed information on each exercise or activity. The Guide is organised in a way specifically intended to support less experienced teachers and those who have little time to prepare. More experienced teachers will probably prefer to approach the lessons in their own way. However, they may find it useful to cast an eye over the Teacher's Guide before each lesson because some of the communicative tasks and role plays are not contained in the Candidate's Book. Please note that many of the units cannot be completed without the Teacher's Guide because it contains the cue cards and other essential information needed for many of the communicative activities. This extra material is included in Appendix 1: Worksheets. The Teacher's Guide also contains the answers to the written exercises.

Approach

The approach used in this course is generally termed 'communicative', and the books contain a wide variety of lesson design and activity type. This approach is intended to allow for a

range of learning styles and to provide teachers and students with realistic, interesting and motivating communication activities in the course of practising new language. Most of the activities require students to work in pairs or small groups for at least part of the time, and great emphasis is placed on the students' ability to help each other rather than relying solely on the teacher. The teacher is asked to take on several different roles, such as 'provider of information' (linguistic or factual) or 'facilitator', and is often encouraged to use information and vocabulary provided by the students as a starting point for teaching new language or revising items covered earlier in the book. This method should ensure students' active participation and involvement in the process of learning a new language, resulting in more efficient and effective new language acquisition.

Patterns of interaction

In addition to the variety of types of task, note that seating also varies depending on the type of activity the students are doing. Whenever possible, teachers should try to ensure that the seating patterns shown here are possible in the classroom and that, at the very least, chairs can be moved to form pairs or small groups.

Seating patterns

The horseshoe

- Teacher
- Student

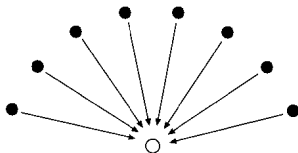


Figure T1.1

This seating plan is the most effective for focusing attention on the board, on a listening activity or on the teacher. It should be used during the presentation of new language or when giving feedback. It is also easy for students to work in pairs, or to stand up and move about in the central space during a 'mingling' activity, when they have to speak to a number of other students.

Open pairs

This pattern (see Figure T1.2) may be used when the students ask and answer questions across the class so that everyone, including the teacher, can hear what they say. Open pairs are very useful when drilling new language in a question-and-answer format because they allow the teacher to assess the students' understanding and accuracy. They also allow the teacher to correct or do remedial work with the whole class, as appropriate. Open pairs also allow the students to hear the new language many times before they have to use it in a communicative situation.

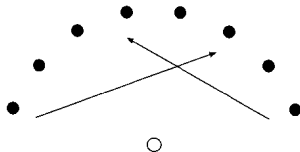


Figure T1.2

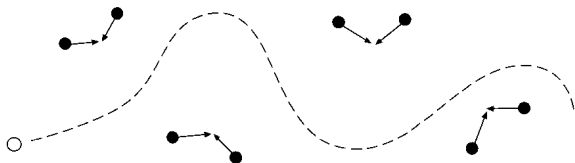
Closed pairs

Figure T1.3

Here, the students work in pairs, all at the same time. This pattern allows the teacher to move around the class, listening and helping when necessary. It is one of the most efficient interaction patterns because all the students are involved with the task for the duration of the activity. Closed pairs are suggested frequently throughout the course for the following tasks: information-gap activities, collaborative error correction and checking answers to written or listening activities.

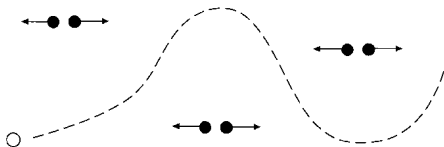
Back-to-back pairs

Figure T1.4

Pairs of this sort are useful for activities in which it is important for students not to see each other's books or cue cards.

Small-group work

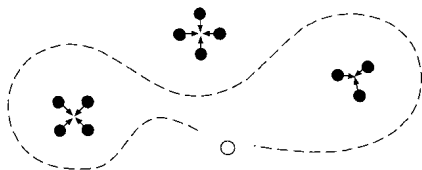


Figure T1.5

If possible, chairs or tables should be moved so that students are facing each other within each group of 3 or 4. It is most effective when each group is far enough away from the others not to be distracted by what is going on in the other groups. This pattern is very useful when students are preparing for role play.

The goldfish bowl

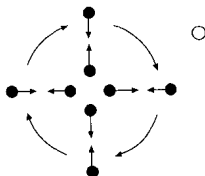


Figure T1.6

Here, students can easily be moved to sit with a different partner for activities that require the same language or task to be repeated several times with different people.

The mingle or mill-around pattern

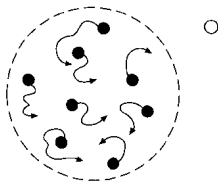


Figure T1.7

This interaction pattern requires enough space for students to be able to stand up and walk around freely so that they can speak to many of the other students in the class.

Teams

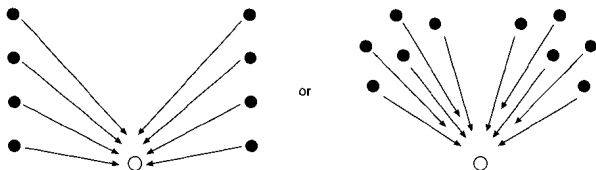


Figure T1.8

As with the small-group pattern, each team should be seated so that its members can interact easily. However, the teams should be far enough away from each other to prevent them distracting one another.

Using the Teacher's Guide

Model of English

A British model of English is used throughout the book but teachers are encouraged to point out significant differences between British English and (notably) American English when appropriate. Any of the main varieties of English (British, North American, Australasian) will be accepted in the examination as long as candidates are consistent in the variety they use.

Content

The content of the book is thematically based and loosely follows the relationship between 2 companies: Tansy Tableware and ABC Wholesale. The storyline moves from the first meeting of their sales staff at a conference to the successful conclusion of their first year of doing business together. The characters appear frequently but not necessarily in every unit, because learners are also encouraged to contribute their own experience and knowledge of the themes as a basis for conversation and discussion.

Grammar

Grammar is presented and practised in a communicative framework. However, written activities are also provided when necessary to focus on grammatical form in a more structured way. Feedback stages are also built into every lesson to provide a whole-class forum for the teacher to focus attention on any problems with the language that have become evident during the course of an activity. These elements of the lesson are very important and should be made as student-centred as possible (ideas for a variety of student-centred approaches to feedback are suggested during the course). A summary of each new verb form is provided at the end of the unit in which it is first presented, but teachers may also wish to encourage students to obtain a more formal 'grammar book' for further study.

Vocabulary

Vocabulary is organised around the topical content of each unit and follows a steady lexical progression. Students should be encouraged to keep their own vocabulary books, and to

record words in context as well as simply writing down a translation. Thus an entry in a well-kept vocabulary book might record a translation of the word, a sample sentence in English, a phonemic record of the pronunciation and possibly other words commonly associated with the word in a 'mind-map' format (see Unit 26, for example), a labelled diagram, or a drawing. Students may also find it useful to have a suitable bilingual dictionary; teachers should be aware, however, that students may need help to make effective use of these, especially when there is more than one meaning for a particular word.

Pronunciation

Pronunciation is given a high profile in the first half of the course in particular. Students need to be able to understand spoken English and to make themselves comprehensible to others. Students and teachers are encouraged to use phonemic symbols. Although these may look worryingly difficult and unfamiliar at first, they are not difficult to learn and can be immensely useful in tackling the sound-spelling problem. Attention is also given to word and sentence stress, and to identifying unstressed vowels and weak forms of words.

Listening activities

Listening activities are included in every unit, with a cassette transcript provided at the back of the Candidate's Book. The activities vary in difficulty from the carefully structured and easily understood formulaic introductions in Unit 1 to much more complex conversations towards the end of the book. It is important that teachers help students to realise that they do *not* need to understand every word to get the information they require to complete the accompanying tasks. At times, the students' comprehension skills are deliberately stretched to help them cope with language that is beyond their level (as they will have to do in a real-life situation). However, if the recorded material is more complex, the accompanying task is correspondingly easier. With careful guidance, the students should be able to complete all that is asked of them.

Speaking

Above all, the books aim to present language as a means of communication rather than an end in itself; the successful giving and receiving of information is a more important skill to acquire than an ability to list grammatical, functional or lexical items. Students are therefore asked to *speak* as much as possible from the very first units. They are also introduced early to communication repair strategies that they should be encouraged to use throughout. By the end of this course, students should be able to tackle the First Level examination and to function in the workplace with confidence.

Role play

Role play is included in almost every unit because it is an important element of the examination and a very useful teaching tool. It is worth noting that any 'restricting information', such as appointment or train times, is there for a reason and will affect the questions and answers given accordingly. Teachers should train students to note these items of information carefully. Teachers must also make sure students are aware of them in the responses they give during the role play because students will be expected to note the items in the examination as well. Similarly, questions such as 'Can I help you?' invite the students to make a request or enquiry and not simply to answer 'Yes' (as many have been known to do under examination conditions).

Unit 1

Aims

Structures

To revise or teach and give students practice in understanding and using:

- the Present Simple affirmative, negative and question forms with 'be'
- pronouns: I, you, he, she, we, they
- possessive adjectives: my, your, his, her, our, their.

Areas of vocabulary

To teach students:

- the names of countries and capital cities
- standard greetings.

Phonology

- To introduce word stress.
- To introduce the schwa /ə/ as the weak form of vowels within words and sentences.
- To introduce the phonemes /ʌ/ and /ʊ/.

Function

- To enable students to greet people formally and informally, in a business context, and to say where they are from.

Other

- To break the ice for a new class.
- To provide a diagnostic for a teacher new to a class.

Extended Syllabus references

Candidates must be able to:

- 1.1 Exchange greetings, goodbyes and simple, predictable, social information
- 1.2 Elicit and provide simple personal information
- 6.3 Recognise and use the following types of adjectives:
 - 6.3.1 the possessive adjectives (eg *For my job...*, *In our company*)
- 8.1 Recognise and use the following biographical details:
 - 8.1.1 first name, surname and title plus the spelling of names etc
 - 8.1.3 place/date of birth (eg *I was born in* (place, country) *on* (date)) plus origin and nationality (eg *I am from Denmark*)

(continued)