

新版

剑桥大学考试委员会推荐BEC1考试用书

剑桥商务英语教程

Getting Ahead

A communication skill course for Business English



教师用书 Teacher's Book

第二版

Sarah Jones-Macziola
and Greg White

华夏出版社
HUAXIA PUBLISHING HOUSE

CAMBRIDGE
UNIVERSITY PRESS

Cambridge
Professional
English

新版

剑桥商务英语教程

——商务英语的沟通技巧

教师用书

第二版

Sarah Jones-Macziola
and Greg White



华夏出版社
HUAXIA PUBLISHING HOUSE



CAMBRIDGE
UNIVERSITY PRESS

图书在版编目(CIP)数据

剑桥商务英语教程:教师用书/(英)麦克齐奥拉(Macziola, S. J.), (英)怀特(White, G.)著.
- 北京:华夏出版社, 2000.9

ISBN 7-5080-2224-6

I. 剑… II. ①麦… ②怀… III. 商务-英语-教材 IV. H31

中国版本图书馆 CIP 数据核字(2000)第 46183 号

Getting Ahead: Teacher's Book by Sarah Jones - Macziola and Grag White

© Cambridge University Press 2000, 1993

This edition of *Getting Ahead: Teacher's Book* by Sarah Jones - Macziola and Grag White, second edition is published by arrangement with the Syndicate of the press of the university of Cambridge, Cambridge, England.

Licensed edition for sale in People's Republic of China only, not for export elsewhere.

本书由英国剑桥大学出版社授权华夏出版社在中国大陆独家出版发行
版权所有,翻印必究

北京市版权局著作权合同登记号:图字 01-2000-2390 号

剑桥商务英语教程:教师用书

[英] 麦克齐奥拉、怀特 著

出版者: 华夏出版社

北京东直门外香河园北里 4 号, 邮编: 100028, 电话: 64663331 转

印刷者: 北京房山先锋印刷厂

经销者: 新华书店

开 本: 16 开

字 数: 220 千字

版 次: 2001 年 1 月第 1 版 2001 年 1 月第 1 次印刷

定 价: 22.00 元

Map of the course

	Students will learn how to	Grammar points	Business content	Resource activities (Teacher's Guide)/ File Cards (Learner's Book)
UNIT 1	Introduce themselves and others Identify themselves and others Ask and say where people are from	Verb to be	Vocabulary: office company countries	Find your visitor Class survey <i>Files 1 to 4 – Introducing yourself</i> <i>Files 5 to 13 – Introducing a third person</i>
UNIT 2	Ask for and give personal and job-related information Answer/get through on the phone Say letters and spell Say telephone numbers	Wh- questions	Job description and types Business sectors	Find someone who ... The business card <i>Files 14 and 15 – Dictation</i> <i>Files 16 and 17 – Finding out about people</i>
UNIT 3	Ask for and give information on companies and products Say large numbers Lay out a business letter	Adjectives of nationality Present time Present simple Questions and short answers with <i>do/does</i>	Types of businesses Products and services Business letters	What nationality is ...? Company profiles Company details <i>Files 18 and 19 – Companies</i>
UNIT 4	Ask for and give directions Talk about departments Give and take telephone messages	Ordinal numbers Prepositions of location	Company departments	Where's the ... department? <i>Files 20 and 21 – Giving directions</i>
UNIT 5 Revision and consolidation				
UNIT 6	Describe work activities Ask for and give information on working routines (times and conditions) Express likes and dislikes	Prepositions of time Adverbs of frequency Verb patterns Verbs followed by <i>-ing</i>	The workplace: the working day working conditions	Working hours Class survey
UNIT 7	Make and respond to requests Express obligation Give advice	Modals	The workplace	General dogsbody <i>Files 22 and 23 – Ask your partner to ...</i>
UNIT 8	Make plans and arrangements Make appointments	Future time Present progressive for future arrangements <i>Wh-</i> questions	Business travel and appointments	What's she doing at ...? Find your colleague The week's appointments <i>Files 24 and 25 – Asad Latif's trip</i>
UNIT 9	Book a hotel room Welcome visitors and make <i>small talk</i> Describe business events Write a letter requesting information	Past time Past simple Adjectives	Business events Business and leisure facilities and equipment	Small talk What was it like? <i>Files 26 to 28 – Finding a hotel</i>
UNIT 10 Revision and consolidation				

	Students will learn how to	Grammar points	Business content	Resource activities (Teacher's Guide)/ File Cards (Learner's Book)
UNIT 11	Express attitudes and feelings Describe career and experience	Past time Past simple regular and irregular verbs	Education, work experience and career	Class survey What did she do after that? <i>Files 29 and 30 – Job candidates</i>
UNIT 12	Book accommodation Describe products Give and take an order	Countable and uncountable nouns <i>some and any</i>	Trade fairs Product description Ordering goods	Business World <i>Files 31 and 32 – Booking a hotel room</i> <i>Files 33 to 35 – Product descriptions</i> <i>Files 36 to 39 – Completing an order form</i>
UNIT 13	Describe and compare goods and products Describe conditions of sale Make suggestions and compare choices	Comparative and superlative adjectives	Conditions of sale Office equipment and facilities	Computer features Computer details Photocopier advertisement Office equipment Price survey <i>Files 40 to 43 – Product information</i> <i>Files 44 to 46 – Buying office furniture</i>
UNIT 14	Use social skills and cultural awareness in business and entertaining guests Make and accept or decline invitations Take a business associate to dinner		Social situations and cultural differences	Writing invitations <i>Files 47 and 48 – Making an appointment</i>
UNIT 15 Revision and consolidation				
UNIT 16	Show visitors around a company or factory Warn visitors of dangers while in factories Describe recent events in a company	Past time Past simple and present perfect	Describing company performance	Find someone who ... The perfect assistant Warning signs Company plan Operations review <i>Files 49 and 50 – What have you done? I've ...</i>
UNIT 17	Deal with problems and clients Complain and apologize	Future time <i>will</i> future for decisions made at the time of speaking <i>will</i> future and present progressive	Departmental responsibilities Business problems and product problems	<i>Files 51 and 52 – Complaining</i> <i>Files 53 to 56 – Dealing with a problem</i>
UNIT 18	Express prediction of future trends Express degrees of certainty	Future time <i>will</i> future for forecasts and predictions Degrees of certainty	Vocabulary of general business and economic concepts Work environment in the future	Predictions Class survey <i>Files 57 and 58 – Making predictions</i>
UNIT 19	Explain leisure and entertainment possibilities to a visitor Make offers Thank people		Looking after business associates Thanking hosts for hospitality	Planning a weekend Hosts and guests
UNIT 20 Revision and consolidation				

Introduction

Getting Ahead is a course for learners at elementary/pre-intermediate level who want to improve their English for business and professional purposes. It is suitable both for learners who are pre-work and those already in employment. The *Learner's Book* contains 20 units, four of which are review units. It provides material for between 50 and 70 hours of classroom work. The units are topically based but incorporate practice in all four skills, as well as a balance between controlled practice and meaningful communication activities. The course provides a clear structural progression, which can be seen in the *Map of the course* on pages iv–v. This map also explains the functional coverage and business content of the course.

The components of *Getting Ahead* are:

- Learner's Book
- Learner's Book Cassette/CD
- Teacher's Guide
- Home Study Book
- Home Study Book Cassette/CD

The Teacher's Guide

The *Teacher's Guide* provides:

- detailed suggestions on how to exploit the material in the *Learner's Book*
- comprehensive support for those teaching Business English for the first time through to experienced teachers of Business English
- a full answer key
- complete transcripts integrated into the notes as they occur in each lesson
- 34 photocopiable *Resource activities*, to be used at the teacher's discretion. These activities supplement the *Learner's Book* content and are designed to be useful in a wide range of situations.

Organization of the Teacher's Guide

The different stages of each unit are categorized into one (or a combination) of the following:

- Warmer/Discussion
- Presentation
- Language focus
- Reading
- Listening
- Speaking
- Vocabulary
- Writing
- Resource activities

These categories are used for each separate task throughout the *Teacher's Guide*, although they are not used in the *Learner's Book*, where the tasks are designated by sequential lettering only.

Warmer/Discussion

These activities act as mini-discussions for the class, eliciting vocabulary, introducing the topic and heightening learner awareness and interest.

Presentation

There is no standard means of presentation in the book: a variety of means is used, including reading, listening and vocabulary exercises. The *Teacher's Guide* contains suggestions for utilizing the presentation.

Language focus

Following the presentation, learners are given the opportunity to analyse new language and to practise it in a variety of ways, usually involving a written and/or listening exercise. Complete summaries of new grammar are given at the end of each *Revision and consolidation* unit, and extra practice is given in the *Home Study Book*.

Reading

The reading texts and accompanying activities are designed to provide learners with achievable goals. Suggestions on the presentation and extension of the reading tasks are included in this *Teacher's Guide*. These tasks practise the main ways of reading – skimming and scanning, intensive and extensive reading.

Most reading texts have illustrations, charts or photographs that provide a context which the teacher can use to prepare the learners for the reading. Proper contextualization of the text will help the learner complete the reading tasks successfully. The graphics also provide the teacher with possibilities for the extension of the topic or theme.

Listening

Listening presents problems for the majority of learners, not only for those at elementary/pre-intermediate level. Plenty of practice is given in improving extensive and intensive listening skills, and full transcripts are given in the *Learner's Book*.

Speaking

The speaking activities are initially very structured and supported but quickly give way to freer discussion-type activities. Many of the freer speaking activities involve the use of the role cards in the *Files* at the back of the *Learner's Book*. It is important that learners have prepared their role thoroughly before attempting these activities, as this will help them to complete the task with a feeling of success. Preparation with other learners who have the same role and drilling language components in these groups will help learners' confidence.

Vocabulary

Key vocabulary and exponents are listed in the *Summary* sections of the *Revision and consolidation* units. These sections also give learners the opportunity to build their own personalized vocabulary lists. Throughout the book, American English equivalents of specifically British English language items are

given. Although *Getting Ahead* has a strongly international focus, it follows British English models, unless the context is clearly North American.

Writing

The main aim in the writing exercises (and in the example correspondence appearing elsewhere in the book) is to provide models of common business correspondence and to make learners aware of the role of register. The writing tasks are often used as an extension or consolidation of the other skills, for example, learners might have to write a letter to follow up a role play of a telephone call.

Resource activities

These activities provide further practice in the relevant language points. They can also be used as warmers at the start of the next lesson or as revision exercises at a later point. They will be especially useful for classes where learners are pre-work or working in the same company.

Using the *Home Study Book*

The *Home Study Book* provides learners with an opportunity to continue their studies at home and to reinforce learning. The listening material on the separate cassette/CD also provides learners with a chance to develop and improve their listening skills at their own pace.

It will be beneficial, especially at the beginning of the course, to look at the *Home Study Book* with learners in class in order to introduce the different types of activities and to ensure that it is clear what they are expected to do. Learners can then complete the activities at home. Integrating the *Home Study Book* into your course will let learners see that it is an important part of *Getting Ahead* and encourage them to work on their own, thereby maximizing their learning.

We hope you find the materials useful and that your classes are more enjoyable and rewarding as a result of using them.

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BEC1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BEC1考试的学习教材,原书名为:**Getting Ahead:Learner's Book**。该书内容覆盖商务活动的各个方面,对公司接待客户、公司自我介绍、商务合作洽谈、各种商务文件书写体例、各类商务通讯(电话、电传、书信)等语言规范都给出了清晰实用的范例。在学习商务规范语言的同时也学到了基本的商务知识。全书是按50-70个课时设计的,分16个主要单元、4个复习单元和与教材同步使用的录音听力原文等。本书是参加BEC1考试学员的必读教材,同时也是商务工作者、大学生以及英语爱好者的一本好的学习材料。

Contents

Map of the course	iv	Unit 11 Work history	49
Introduction	vi	11.1 Finding someone a job	49
Acknowledgements	viii	11.2 Talking about your career	51
Unit 1 Introductions and greetings	1	11.3 Describing your first job	53
1.1 Introducing yourself	1	Unit 12 Fairs and sales	55
1.2 Saying where you're from	3	12.1 Finding out about a trade fair	55
1.3 Introducing other people	4	12.2 Talking about products	56
Unit 2 Occupations	7	12.3 Placing an order	58
2.1 Saying what you do	7	Unit 13 Product description	62
2.2 Telephoning	8	13.1 Comparing products	62
2.3 Finding out information about people	10	13.2 Saying what's best	63
Unit 3 Companies	13	13.3 Making suggestions	65
3.1 Describing a company	13	Unit 14 Entertaining	67
3.2 Talking about types of business	15	14.1 Taking a guest to dinner	67
3.3 Finding the perfect partner	16	14.2 Making invitations	68
Unit 4 The place of work	19	14.3 Describing food	70
4.1 Giving directions	19	Unit 15 Revision and consolidation	72
4.2 Talking about departments	21	Unit 16 Firms and factories	75
4.3 Taking a message	22	16.1 Saying what you've done	75
Unit 5 Revision and consolidation	25	16.2 Visiting a factory	76
Unit 6 Day-to-day work	27	16.3 The company report	78
6.1 Talking about your work	27	Unit 17 Problems, problems	80
6.2 Describing routines	28	17.1 Dealing with problems	80
6.3 Likes and dislikes	29	17.2 Complaining and apologizing	81
Unit 7 The working environment	31	17.3 Finding a solution	82
7.1 Asking people to do things	31	Unit 18 Future trends	84
7.2 Talking about stress	33	18.1 Making predictions	84
7.3 Giving advice	34	18.2 Talking about the future	86
Unit 8 Plans	36	18.3 Changing the way we work	87
8.1 Discussing arrangements	36	Unit 19 Enjoying a business trip	89
8.2 Making arrangements	37	19.1 Finding out about a city	89
8.3 Planning a trip	39	19.2 Making offers	90
Unit 9 Visits and travel	41	19.3 Thanking	92
9.1 Finding out about hotels	41	Unit 20 Revision and consolidation	94
9.2 Talking to a visitor	42	Resource activities	97
9.3 Attending business events	44		
Unit 10 Revision and consolidation	46		

1 Introductions and greetings

This unit deals with introductions and greetings and revises the verb to be. The pace of Units 1 and 2 is somewhat slower than the rest of the course: it is possible that you'll get through these units quite quickly. The material is designed to help you get to know your learners and for them to get to know each other. Also introduced are the Files and Resource activities, which rely heavily on learner:learner cooperation.

1.1 Introducing yourself

If you are teaching a new class, start off by introducing yourself as follows:

- Introduce yourself to a few learners by going up to them and saying *My name's ... Pleased to meet you*. Shake hands with them and see if they can reply. Do this a few times, but do not insist on a response if they feel uncomfortable. Use facial expressions to indicate responses that are not appropriate, but do not correct yet.
- Elicit ways of introducing yourself and how to reply. Write suggestions on the board (and leave them there for part B), e.g:

<i>Introduction</i>	<i>Response</i>
<i>My name's ...</i>	<i>Pleased to meet you.</i>
<i>I'm ...</i>	<i>How do you do?</i>

- Drill if necessary and then reintroduce yourself to a few learners. Ask learners to introduce themselves to the person next to them.
- To round up, ask everyone to stand up and introduce themselves to **all** the other members of the class. Set a time limit for this (a couple of minutes!).

A Discussion

This is a cultural awareness exercise.

- Ask learners to look at the photos. Elicit what learners do in their country and what is done in other cultures.
- Point out that people usually shake hands in Anglo-Saxon cultures when they meet for the first time.

B Presentation

The listenings present ways of introducing yourself and responding to introductions.

- Elicit ways of introducing yourself and the appropriate replies. Add any new suggestions to those already on the board as suggested above.
- Play the recording. Learners should listen with their books closed. Ask them if the introductions are the same as their suggestions. If they are different, ask them if they can remember what the people said and add these suggestions to those on the board.
- Play the recording with books open. This time, ask learners to decide which conversation goes with which picture. The more informal second conversation goes with picture 1, and the more formal first conversation goes with picture 2.
- Point out the difference in formality between *Pleased to meet you* and *How do you do?* You may also need to point out that *How do you do?* is not really a question and the correct response is *How do you do?* (not *How are you?*). This is actually contrasted in 1.2.
- If necessary, drill the introductions and responses. Alternatively, learners could work in pairs to role play the conversations in the pictures.
- Ask learners to stand up and introduce themselves to all the other people in the class. Give them a couple of minutes to do this.

- Use of first names. Point out that in Anglo-Saxon cultures, it is common to use first names regardless of status. Use your discretion with your learners: if they all work in the same company, they may feel uncomfortable with first names, so do not insist on it.
- Draw attention to the use of *Ms*. Focus on its pronunciation and, if necessary, explain its increasingly popular use as an alternative to *Mrs/Miss*.

Transcript

1
 WOMAN: Good morning. My name's Tessa Saunders.
 MAN: Pleased to meet you, Ms Saunders.

2
 MAN: Hello, I'm Paul Timmerman.
 WOMAN: How do you do, Mr Timmerman?
 MAN: Please, call me Paul.

C Presentation

This exercise introduces the basic question form *Are you ...?* and short answers.

- Ask a learner *Are you Maria?* Give the answer if necessary. Do this a few times and then write on the board with the learners' help:

Are you Maria?
 ✓ Yes, I am.
 ✗ No, I'm not.

- Likewise with the alternative:

Is your name ...?
 ✓ Yes, it is.
 ✗ No, it isn't.

- Ask learners to look at the pictures in their books. Can they guess what the people might be saying?
- Learners listen to the recording and check their guesses. Point out the more informal greeting *Nice to meet you*.
- Play the recording again before giving learners the opportunity to role play the conversations.

Transcript

1
 WOMAN: Excuse me, are you Mr Robinson?
 MAN 1: No, I'm not.
 WOMAN: Oh, I'm sorry.

2
 WOMAN: Excuse me, is your name Robinson?

MAN 2: Yes, it is.

WOMAN: I'm Sandra Felton. Nice to meet you.

Resource activity 1: Find your visitor

The *Teacher's Guide* contains a number of extra **Resource activities**. In contrast to the Files, most of these are whole-group activities and will involve a certain amount of moving around, and might provide a welcome change of pace and focus. There is no reference to the Resource activities in the *Learner's Book*, so it is up to you to decide if and when you want to use them, e.g. you may feel your learners need extra practice of a certain language point. You can also use them at the beginning of the next lesson as a warmer or in a later lesson as a language review. The photocopiable material for students for these activities is at the back of this book.

The aim of this activity is for learners to find their visitor.

- Photocopy one card (from Resource activity 1 on page 97) for each learner and fill in the 'visitor's' name with names of your learners before you do this activity. If the people in the group know one another, use fictitious names.
- In class, distribute the cards randomly, although you need to ensure that learners do not receive a card with their own name on it. Learners fill in their own information (name and company).
- To find 'their' visitor, learners walk around the class asking *Are you ...?* When they find 'their' visitor, they should introduce themselves.

D Language focus

This exercise revises the verb *to be*.

- Ask learners to look at the examples. Go through them to check pronunciation and to deal with any questions.
- Do the first conversation together, but don't let learners write.
- Alone or in pairs, learners complete the conversations. Go round and help while they are doing this. Then check their answers and get them to practise the conversations with a partner.
- Finally, play the recording, stopping after each exchange for learners to check their answers. You could also use the recording to drill the forms.



Transcript and answers

- A: Excuse me, is **your** name Marriot?
 B: No, it **isn't**. **My** name's Crossman.
 A: Oh, I'm sorry, Ms Crossman.
 C: Excuse me, **are you** Mike Watson?
 D: Yes, **I am**.
 C: **I'm** Roger Miller. Pleased to meet you.
 E: **Excuse me**, are you Mr Nawab?
 F: No, **I'm not**. I'm Mohammed Farique.
 E: Oh, **I'm sorry**, Mr Farique.

1.2 Saying where you're from

As you will probably be doing this at the beginning of a lesson, start by greeting your learners, e.g. *How are you? Nice to see you again*, and elicit or teach appropriate responses; contrast these with the introductions dealt with in the previous section.

A Reading

The advertisement introduces the vocabulary of different countries and also *office*.

- Preteach *office* using examples from your area.
- Ask learners to read the advertisement and establish which countries one or two of the cities are in.
- Go through one or two examples with learners, e.g. *Does Fujitsu have an office in Paris? Is there an office in Moscow?*
- Learners complete the task on their own. When they have finished, let them compare their results with a partner to instil an element of confidence before they reveal their answers to the class as a whole. Answers are based on those cities named in the advertisement.

Answers

1T 2T 3F 4T 5F 6T 7T 8F 9T

B Listening

There are five short conversations in which people are registering at a conference.

- Ask learners to look at the task and show them what they have to do. They can probably predict where most people are from by looking at their names. Play the five conversations without stopping. Learners match the guest's name to the office.

Answers

- | | |
|-------------|---------------|
| 1 Anopow | [7] Brussels |
| 2 Brown | [6] Beijing |
| 3 Hernández | [4] New Delhi |
| 4 Singh | [3] Colombia |
| 5 Narayan | [1] Moscow |
| 6 Yin | [5] New Delhi |
| 7 Pousset | [2] New York |

- Play the first conversation again and ask learners to listen for what the people actually say. Proceed in the same way with the other recordings, completing the blanks in the exercise. At this point, you and your learners may want to refer to the Transcript on page 000 of the *Learner's Book*. This can be a useful classroom activity.

Answers

- Not too bad, thanks.
- Pleased to meet you.
- How do you do?
- Nice to see you, too.
- Hello.

- Establish whether it is the first time the speakers meet or not (it is in conversations 2, 3 and 5), drawing attention to the effect that the relationship of the speakers has on the greeting used. Use this as a chance to elicit other introductions and greetings that learners know and write them on the board under different headings:

Introduction

How do you do?

Nice to meet you.

Greeting

How are you?

Nice to see you.

- Complete each phrase with its corresponding introduction or response. Add a couple of phrases if necessary. This could lead into a drill practice of the phrases. Wipe off or cover up the phrases on the board.



Transcript

1

RECEPTION: Hello, Ms Anopow. How are you?

ANOPOW: Not too bad, thanks. And you?

RECEPTION: Oh, fine. How are things in Moscow?

ANOPOW: Quite busy at the moment. In fact, we've had a lot of orders for new computing systems.

2

BROWN: Good morning. My name's Brown and I'm from the New York office.

RECEPTION: Good morning, Mr Brown. I'm Antonetta Buscotti. Pleased to meet you.

BROWN: Pleased to meet you, too.

3

HERNÁNDEZ: Good morning. My name's Hernández and I'm from Colombia.

RECEPTION: I'm Antonetta Buscotti. How do you do, Mr Hernández?

HERNÁNDEZ: How do you do?

RECEPTION: Please go through to the lounge and help yourself to coffee.

4

RECEPTION: Hello Ms Singh. It's nice to see you again.

SINGH: Nice to see you, too.

RECEPTION: Is Mr Narayan with you as well?

SINGH: No, he's still in New Delhi.

5

YIN: Hello. I don't think we've met. My name's Yin.

POUSSET: Hi. I'm Jacqueline Pousset. Where are you from, Mr Yin?

YIN: China. I work in Beijing. And you?

POUSSET: I'm from Belgium. Brussels, to be exact.

C Pronunciation

This exercise practises sentence stress.

- * Play the recording and get learners to underline the word which carries the main stress in each sentence.

Transcript and answers

- 1 How do you do?
- 2 Nice to see you again.
- 3 Pleased to meet you.
- 4 Hello, how are you?

D Speaking

This is the first time the **Files** at the back of the *Learner's Book* are used. These contain pair work activities involving an information gap, or short role plays. As a rule, we suggest that learners prepare their part with a partner, with your help if necessary, before moving on to the actual task with a new partner. It is important that learners are well prepared and feel confident if they are to get the most out of these activities. Do not interrupt learners while they are doing these tasks. It will be sufficient to make notes on problems that occur during the task to discuss later. Answers have been provided for some of these activities where

they are not immediately apparent from looking at the two Files.

This activity provides learners with a chance to practise formal and informal greetings.

- * Divide the class into two groups. Group A looks at File 1 on page 116 of the *Learner's Book* and Group B at File 2 on page 118. Give them a few minutes to think about what they might say in each situation.
- * Divide the class into pairs. Learners practise the dialogue. They can do this a few times until they feel confident. You could ask one or two pairs to demonstrate for the class.
- * The pairs now take on new roles. If your class is very confident, you could try going straight on to the role play using Files 3 and 4. However, if you feel they need help, repeat the process above, dividing the class into groups to think about what they would say before re-grouping to do the dialogue.
- * Once they have done the dialogues a few times in pairs, again have a few pairs perform their dialogue for the whole class. You could then open it up by assigning roles at random to pairs and having them perform without preparation. Only do this if they are confident, as the idea is that this should be an enjoyable way of rounding up the class and not something that challenges the learners' confidence.

1.3 Introducing other people

A Listening

This listening presents ways of introducing a third person.

- * Play the recording. Learners listen with books closed. Check their comprehension by asking a couple of questions, e.g. Where is Giovanni from? (Italy) What is his surname? (Toncini).
- * Learners use the phrases from the box to complete the dialogue. Let learners check their answers in pairs, then play the recording again to check their answers.

Transcript and answers

ALICE: Hello, Giovanni. Good to see you again. **How are things?**
GIOVANNI: Just fine, fine. And you?

- ALICE: Oh, not too bad. Giovanni, **do you know Brian Turner**, our new Personnel manager? Brian, this is Giovanni Toncini. He's from Italy. **He works in Milan.**
- BRIAN: **Pleased to meet you, Mr Toncini.**
- GIOVANNI: Please, call me Giovanni.
- BRIAN: And I'm Brian.
- ALICE: **Have a seat, Giovanni.**
- GIOVANNI: Thank you.
- ALICE: How about some coffee?
Giovanni?
- GIOVANNI: Yes, please. **Cream and sugar, please.**

B Language focus

- Ask learners if they remember how the woman introduced Mr Toncini to Brian. Write as much of this dialogue on the board as learners remember. You might also play the first part of the recording again to help them.
- Look at the examples. Point out the differences in register between the less formal *This is ...* and the more formal *I'd like to introduce ...* and the third person singular *s*.
- In groups of three, learners role play the situation from the recording, using the language boxes and changing roles so that all have a chance to do the introducing.
- Now ask learners to practise introducing their neighbour to another learner. Ask a few to introduce someone to you to check language.
- Once you are sure that they are confident using the language, divide them into three groups (A, B and C) and have them look at Files 5, 6 and 7 on pages 116, 121 and 122 of the *Learner's Book*. One learner will introduce someone to a third person. In turn, they will each play one of three roles: the person being introduced, the person making the introduction, and the person meeting someone.
- Ask the learners to look at their Files and answer any questions. Make sure that they understand that they have to follow the instructions on the Files, which will take them on to Files 8–13.
- Once they have finished, you could ask a few learners to perform their role play for the class.

C Presentation

This exercise focuses on ways of saying goodbye.

- To introduce the activity, elicit ways of saying goodbye and appropriate responses. Write these on the board if you feel it will be useful.
- Ask learners to match the phrases. Then play the recording and let them check their answers.

Answers

1c 2b 3d 4a

Transcript

1

A: OK, I think that's everything for now.
Bye.

B: See you on Friday.

2

C: That's it. I'm off now. Have a nice weekend.

D: Thank you. You too.

3

E: That's answered a lot of my questions.
Nice to talk to you.

F: It was nice talking to you, too.

4

G: Good, that finishes everything we had to discuss. Goodbye, and thank you for your help.

H: That's all right. Goodbye.

- Elicit the situations in which these are said and to whom, e.g. colleagues, business partners.

- Review the days of the week. Encourage learners to use and practise the days of the week in their responses.

- Learners practise the conversations.

D Writing

This is a very simple writing activity based on the pictures in the book. It also provides a review of some of the material covered in this unit. This encourages learners to do written work and gives you a chance to assess any problems they have.

- Together, look at the first illustration. Ask learners to suggest what the people might be saying to each other.

Suggested answer


JILL KNIGHT: Good morning. My name's Jill Knight.

MR. ROBERTSON: Pleased to meet you,
Ms Knight. I'm Bill
Robertson.

- Individually or in pairs, learners look at the other illustration and complete what the character is saying.

Suggested answer

MR. CHOUDHRY: This is Mrs Gupta. She's
from Madras. She's the
Head of Personnel.

 **Resource activity 2: Class survey**

The aim of the activity is to find out information about other people. In a monocultural class (from the same country), you will either need to produce role cards for your class or to ask learners to make up their own information. In a multicultural class learners should use their own information.

- Learners walk around and collect information and fill in the grid (from Resource activity 2 on page 97).
- Tell learners to stop when they reach the heavy line in the grid, that is after they have interviewed four other learners. The survey will be completed in the next stage of the activity.
- Tell learners to stay with the last person they spoke to. They now introduce their partner to learners who do not already have their details.

2 Occupations

This unit deals with jobs in the context of business cards; spelling and getting through on the telephone; finding out basic information about someone.

2.1 Saying what you do

A Listening and presentation

This listening presents the main language points of the unit.

- Ask learners to look at the business cards and establish what information is on them, i.e. *name, position, company address, telephone and fax numbers and e-mail address*. Ask a few questions around the class, e.g. *Who does Robert Braun work for? What's his telephone number? Is he a software engineer? What does George Braun do?*
- Play the recording. Learners decide who the caller wants to speak to.

Answer

George Braun

Ⓜ Transcript

ABC: Good morning, ABC Software.
 CALLER: Hello, this is Stephanie Ferguson from Morgan Enterprises. Could I speak to Mr Braun, please?
 ABC: Is that Mr Robert Brown or Mr George Braun?
 CALLER: I'm not sure. I want to talk to someone about installing software.
 ABC: Then you need to speak to George Braun. He's a software engineer. I'll transfer your call.
 BRAUN: Hello, George Braun ...

B Presentation

This exercise introduces the vocabulary of professions/company positions.

- To introduce the exercise, brainstorm jobs that learners already know. They can then look at the pictures and see if they are there.
- Ask learners to try to identify the jobs in the illustration (1 accounts clerk, 2 marketing assistant, 3 receptionist, 4 secretary, 5 executive, 6 engineer, 7 supervisor).
- Look at the words in the box and check that learners know all of them. Show them what to do by putting two or three of the jobs from the brainstorm session or the pictures on the board and getting learners to suggest which of the three categories they belong to.
- Alone or in pairs, learners look at the jobs in the box and put them under the appropriate headings. If necessary, they should use a bilingual dictionary to check the meaning.
- Learners add one more job under each heading, using those from before as necessary.

Answers

Professional and technical	Administrative	Clerical and office
lawyer	sales manager	secretary
accountant	executive	typist
engineer	supervisor	receptionist
doctor	administrator	sales clerk

C Pronunciation

This exercise practises word stress and revises the use of *a* and *an*.

- Play the recording, pausing if necessary after each sentence to give learners time to mark the main stress on the target word. Let learners compare their answers with a partner and then practise saying the words.

Transcript and answers

1 I'm an accountant. 2 I work in the export department. 3 I'm a secretary.
4 I'm an engineer. 5 I'm the marketing manager.

- Ask learners if they can remember any of the sentences, and write a few examples on the board. Point out the use of the indefinite article before the job and remind learners of the difference between *a* and *an*. Write on the board:

an + a, e, i, o, u

- Ask a learner *What do you do?* and help with the response if necessary. In some cases, learners will need to use a bilingual dictionary to find out what their job is in English. Some job titles are almost impossible to translate into English. Teach instead: *I work in the ... department.*
- Either ask learners to walk around and practise asking each other what their job is or use the Resource activity below for further practice.

Resource activity 3: Find someone who ...

This *yes/no* answer activity practises the vocabulary from above and questions with *to be*. However, you could easily adapt it to fit in with your particular class's professions.

- Give each learner a card with one of the jobs from the *Learner's Book* on it. This becomes 'their' profession. In addition, give each learner a copy of the questionnaire (from Resource activity 3 on page 98).
- Learners move around the classroom asking questions to find out the other learners' professions, e.g:
Are you an engineer?
Yes, I am. / No, I'm not.
- If you use this activity as a review at a later stage, adapt the questionnaire so that you can use your learners' own jobs.

D Listening

This activity provides an opportunity to revise basic numbers.

- Ask learners to look at the pie chart and see if they can predict the missing percentages.
- Play the recording and let them fill in the missing figures.

Answers

Professional and technical: 11.5%
Administrative: 7% Clerical: 15.5%
Production: 36%

Transcript

The majority of the people in Singapore work in manufacturing, commerce and the service sectors. A total of 11.5% of the workforce are professional or technical workers; by that I mean people like accountants, engineers and lawyers. A further 7% are employed in administrative jobs. These are executives and managers, supervisors and so on. 15.5% of the workforce have clerical or office jobs. That's not only office clerks, but also secretaries, typists and receptionists. Just over a third of all jobs are in production, 36% to be exact. The remaining 30% work in other fields, such as sales.

2.2 Telephoning

A Presentation and listening

This listening presents some of the routine formulas used on the phone. (You'll find more in **Unit 4**.) These are then practised in the final activity of this section.

- Play the recording straight through and ask learners to answer the questions in their books.

Answers

She talks to three people. She wants to talk to George Braun.

- Before a second listening, elicit the kind of things you expect to hear on the phone or see how many of these phrases learners remember, e.g. *This is ... I'd like to speak to ...*. Write them on the board and get learners to listen for these phrases. Learners should make a note of these phrases as they will be useful in **D**.