

English for Secretaries

Teacher's Book



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Introductory notes

Aim of the course	The course is designed to improve the secretary's ability to function efficiently and confidently in English in her job. Emphasis is therefore placed on developing those language skills that are most frequently required of a secretary, within the situations in which she commonly finds herself in her office.
Length of the course	The course provides material for a minimum of 72 lessons of 45 minutes (54 clock hours) in the classroom and language laboratory, and a further 12 clock hours' homework.
Level of entry	The course is intended for secretaries who are at an intermediate level of attainment. It presupposes that the student has already covered, but not thoroughly mastered, the common grammatical structures of English.
Size of classes	The course is best suited to classes of not more than ten students.

Material

The course consists of:

A **Student's Book** containing all the student's material and a glossary.

A **Teacher's Book** containing Unit Summaries, Comprehension Questions, Keys to the Exercises, Tapescripts and Roles.

A set of six twin-track **Language Laboratory Tapes** or **Cassettes**.

Structure and aims of the course

The course consists of twelve units. Each unit comprises:

Introductory Recording	The purpose of the Introductory Recording is to present a common office situation with which the students can identify—eg taking a message for the boss, or talking to a visitor. These recordings are episodes in the working lives of secretaries in Schweibur, an imaginary Swiss company manufacturing office equipment. Each recording is linked to the Text that follows and thus acts as a stimulating entry point into the work of the unit.
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Text	The purpose of the Text is to introduce in an appropriate context the
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vocabulary and grammatical structures to be dealt with in the unit. Each Text is in a form relevant to the work of a secretary, such as a letter, a memo, etc.

Vocabulary Exercise(s)

The purpose of the Vocabulary Exercise(s) is to increase the student's active command of relevant vocabulary, and to provide practice in distinguishing between shades of meaning and usage of apparently similar words.

Remedial Grammar Exercises and Drills

It is assumed throughout the course that students will already have covered the basic grammatical structures of English, either through previous participation in a training programme, or at school.

As it is unlikely, however, that students will have thoroughly mastered these structures, each unit contains two or three grammatical structures for remedial treatment. The structures dealt with are those known to cause difficulty to learners. The tools provided for the teacher to handle these structures are firstly Exercises designed primarily for oral, classroom use, and secondly Language Laboratory Drills.

Pronunciation Practice

The secretary is frequently the first person in any organization whom members of the public have any contact with, whether they are telephoning or visiting. It is important, therefore, that the secretary's pronunciation of English should be clear, and preferably without any marked accent.

The course provides ear-training and practice in vowel sounds that learners frequently confuse, in the rhythm of English, and in those intonation patterns which are most likely to be required by the secretary in the course of her duties.

Dialogue

The purpose of the Dialogue is to provide practice in pronunciation and in intonation, and also to improve the secretary's ability to handle common, clearly defined situations with which she is likely to be confronted during the course of her work. In the second half of the course the secretary is given the opportunity to substitute alternative expressions.

Correspondence

The ability to handle correspondence in English is of great importance to the secretary in her daily work. A task she often has to undertake is the correction of drafts and letters written in English by her boss, or by other members of her department.

Each unit therefore contains a draft letter containing typical mistakes in English, to be corrected in class under the guidance of the teacher.

The grammatical mistakes written into these draft letters are confined to points that have already been covered in the course.

The purpose of this section of each unit is to provide the student with the opportunity to develop her skill in spotting and correcting mistakes

made in correspondence, and also to act as revision and reinforcement of the structures and vocabulary already studied.

Telegrams

The purpose of this section is to provide practice in decoding and encoding telegrams.

'Gambit' Drills

The term 'Gambit' in this course is used to refer to formulae or expressions that a secretary whose mother tongue is English uses in certain clearly defined situations. She uses these formulae to achieve a particular object or to carry out a particular function, frequently on behalf of her boss.

For example, a secretary frequently has to relay messages from her boss to others. A suitable expression to use when performing this function would be:

I'm afraid Mr Gräber is in a meeting at the moment, Mr Smith. Would Friday at twelve be convenient?

As the ability to use these 'gambits' in their appropriate context is important for the efficient secretary, each unit contains two 'Gambit' Drills.

Active Listening

Each unit contains passages for Active Listening. The number and form of the passages varies from unit to unit, and a brief summary of the passages is given in each Unit Summary.

The purpose of the passages for Active Listening is to improve the student's ability to understand telephone messages, recorded instructions from the boss, dictated letters, etc, so that she can take the required action.

At the beginning of the course, comprehension questions are provided in the Student's Book. These comprehension questions should be regarded as prompts to the student, in that they draw the student's attention to the salient points of the passage she is listening to. The number of these questions is progressively reduced until the only instruction to the students is, for example, *Write down the message*. At the beginning of the course the student is encouraged to listen to the passage more than once before answering the questions, but as the course progresses, the student is told not to rewind the tape. During the course, telephone distortion is added to the recordings. On completion of the course the secretary will have had extensive practice in taking telephone messages and recorded instructions in a lifelike situation.

Role Simulation

One of the secretary's most important functions is to meet her boss's visitors. If her boss is in any way delayed, she is expected to look after the visitors until he comes, and this naturally involves conversation. Furthermore, visitors frequently come to a secretary for information, etc. This may range from a request for paper clips to advice on where to buy presents.

In order to provide practice in handling visitors, each unit contains a Role Simulation. This revolves round a central situational theme. For example, the students may be asked to imagine that they have to help a visitor deal with a problem, or that they have to relay information from their boss. The teacher's material contains ten variations on each theme in the form of 'roles' which provide the necessary background information and set guidelines for the ensuing conversation. Sometimes these roles are intended for distribution to the students to help them play their role of secretary. In other units, the roles are intended only for the use of the teacher, who is required to play the part of the visitor. In such cases, the student is given no help in the acting out of her role other than a general explanation by the teacher of the situational theme.

The Role Simulation thus provides practice in handling visitors in certain common situations. It also provides a realistic framework within which the student can activate the vocabulary, gambits and structures she has already practised in more controlled situations in the classroom and language laboratory.

Homework

Each unit contains a letter to be written for homework. The purpose of this component of the course is to introduce the students to certain common formulae frequently found in correspondence, such as:

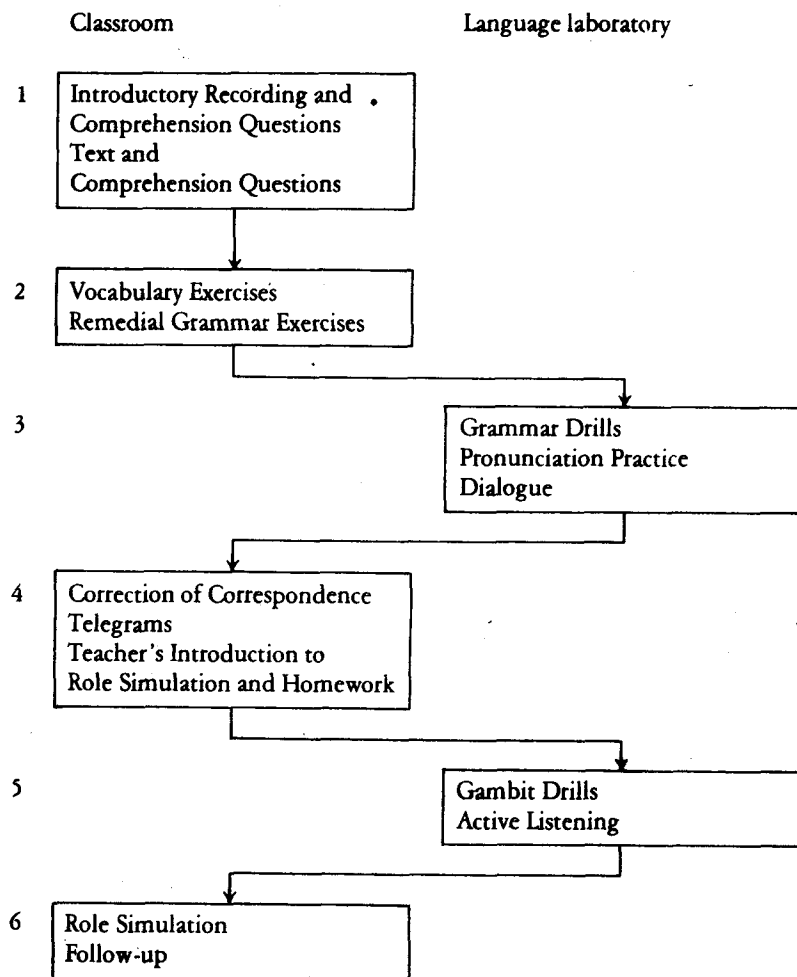
Would you please confirm that . . .

and to give them practice in their use.

The formulae are grouped together under such headings as 'Expressing dissatisfaction and complaining' or 'Asking for approval'. To practise these formulae, the students are given a letter to which they must reply. They are also given a draft outline for this reply which controls the overall framework of their letter but allows them to select appropriate phrases from their repertoire of formulae. The number of formulae introduced per unit is reduced as the course progresses, whilst the replying letter gradually becomes more complex.

Use of the material

Where timetabling permits, the materials are best handled as shown in the following diagram. In the diagram each block represents a lesson of forty-five minutes' duration.



Thus each unit contains material for a minimum of four and a half hours' work—three hours in the classroom and one and a half hours in the language laboratory. In addition, there is material for one hour of homework per unit, bringing the total up to five and a half hours' work per unit.

Naturally, this can only be a rough guide. It is left to the teacher to calculate the amount of time required for each part of a unit according to the needs of the particular class. It is recognized that adjustment of this order of presentation may well be necessary to suit local conditions.

Unit Summary

At the beginning of each unit there is a Unit Summary. This lists the contents of the unit and also contains any additional teaching notes required.

Introductory Recording

The recording should be played through to the students without stopping. Comprehension questions are provided in the Teacher's Book so that the teacher can check the students' general understanding of the passage. These questions only aim to ascertain whether the students have followed the broad outline of the story and the attitudes of the characters. The Introductory Recording should be regarded as stimulus material which sets the scene and provides interest value for the rest of the unit. It is not intended for intensive study. The illustrations which open many of the units in the Student's Book depict the situations in these recordings.

The material for this component of the course consists of:

Recording	(Unit Tape)
Tapescript	(Teacher's Book)
Comprehension questions	(Teacher's Book)
Illustration	(Student's Book)

Text

The teacher should begin by linking the Introductory Recording to the Text as outlined in the Unit Summary. The teacher may ask the students to prepare the Text in advance of the lesson, or deal with it in class. Whichever method is adopted, the teacher must make sure that the new vocabulary is understood by the students. For the convenience of the teacher, a number of comprehension questions on the Text are provided in the Teacher's Book.

The material for this component of the course consists of:

Text	(Student's Book)
Comprehension questions and suggested answers	(Teacher's Book)

Vocabulary Exercise(s)

The teacher should use these exercises not only to check comprehension of the meaning and usage of the key words, but also to explain other vocabulary used in these Exercises. The Vocabulary Exercises are best handled orally in the class, after completion of the Text.

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Remedial Grammar Exercises and Drills

The material for this component of the course consists of:

- | | |
|-----------------------|------------------|
| One or more exercises | (Student's Book) |
| Key to the exercises | (Teacher's Book) |

Each Unit Summary lists the grammatical points to be studied in that unit.

The Exercises can be done orally in class as supporting material for the teacher's own introduction to the structures, or as homework for revision purposes. The Language Laboratory Drills should be seen as an integral part of the establishment of the structure within the student's working knowledge of English, and they should therefore be used as a reinforcement of the teacher's work in the classroom. A possible approach to each grammatical item would be:

- | | |
|--------------|---|
| First Step: | Oral introduction by the teacher, leading from selected sentences in the Text or the Introductory Recording |
| Second Step: | The relevant exercise done orally in class (or as homework) |
| Third Step: | Intensive oral practice in the language laboratory |
| Fourth Step: | The transfer of this knowledge in a less tightly controlled situation, as provided by the Role Simulation. |

It is left to the teacher to decide on the amount of oral introduction necessary for a particular structure, according to the relative strengths or weakness of the class.

The material for this component of the course consists of:

- | | |
|------------------------------------|------------------|
| Two or three exercises | (Student's Book) |
| Key to the exercises | (Teacher's Book) |
| Language Laboratory | |
| Drills 1 and 2 | (Unit Tape) |
| Tapescript | (Teacher's Book) |
| Examples and notes for the student | (Student's Book) |

Pronunciation Practice

The Unit Summary lists the vowel sounds or intonation patterns to be practised in that unit.

Full instructions to the student are provided on the Unit Tape. In this component of the course, limericks are used as a device for practising the rhythm and vowel sounds of English. Since some of these limericks contain vocabulary that the student may not be familiar with, teachers would be advised to go over them very briefly at the beginning of the language laboratory period or in a preceding class.

The material for this component of the course consists of:

- | | |
|-----------------------|------------------|
| Recorded exercises | (Unit Tape) |
| Tapescript | (Teacher's Book) |
| Notes for the student | (Student's Book) |

Dialogue

The Unit Summary shows the theme of the Dialogue for that unit.

In Units 1 to 3 the student is asked to:

Listen to the Dialogue.

Repeat key words and phrases leading to complete utterances (backchaining).

Speak at the same time as the secretary (shadowing).

Take the part of the secretary.

In Units 4 and 5, shadowing is omitted.

In Units 6 to 12 the student is asked to:

Listen to the Dialogue.

Repeat key words and phrases leading to complete utterances (backchaining).

Take the part of the secretary.

Practise using the alternative expressions, with her book open.

Practise using the alternative expressions, with her book closed.

The material for this component of the course consists of:

Recorded dialogue (Unit Tape)

Tapescript (Teacher's Book)

The secretary's role in the Dialogue

+ alternative expressions (Student's Book)

Correspondence

This is best done orally in the classroom, thereby giving the teacher the opportunity to clarify mistakes immediately.

Since there is more than one correct way of expressing the ideas contained in the letters, the teacher can use this opportunity to discuss alternative correct versions.

The material for this component of the course consists of:

Draft letter (Student's Book)

Suggested correct version (Teacher's Book)

Telegrams

These are best handled orally in the classroom.

The material for this component of the course consists of:

Telegrams (Student's Book)

Suggested solutions (Teacher's Book)

Gambit Drills

The Unit Summary lists the gambits to be practised in that unit.

The material for this component of the course consists of:

Drills 3 and 4 (Unit Tape)

Tapescript (Teacher's Book)

Examples and notes for the student

(Student's Book)

Active Listening

The Unit Summary lists the tasks required of the student in that Unit.

The material for this component of the course consists of:

Recorded passages	(Unit Tape)
Tapescript	(Teacher's Book)
Questions	(Student's Book and Teacher's Book)
Key to the correct answers	(Teacher's Book)

Role Simulation

The following procedure is suggested for handling the Role Simulation:

Before the Role Simulation session

- First Step: Draw the students' attention to the explanation of the purpose of this component of the course as given in the Student's Book.
- Second Step: Describe the situational framework for the Role Simulation as outlined in the Teacher's Book.
- Third Step: In those units where roles are provided for the students the roles should be given out to the students in advance. (The roles may be copied from the Teacher's Book on to cards, for distribution.) Students should also be told of any other preparation needed for carrying out their roles.
- Fourth Step: The teacher should prepare his role of visitor.

During the Role Simulation session

- Fifth Step: The students and teacher should now act out their roles. The classroom should be made to look as much like an office as possible, and 'props' such as dummy telephones should be provided, if possible, in certain units.
- Sixth Step: As the teacher himself is required to play a prominent part in the Role Simulation, the proceedings should be tape-recorded. The recording can be played back later and the mistakes discussed. On no account should the teacher correct the students during the Role Simulation.

The material for this component of the course consists of:

Teacher's notes and Roles	(Teacher's Book)
Explanation for the students	(Student's Book)

Homework

The Homework may be set at any appropriate point as the class works through the unit. Some class time should be set aside for checking that students understand the meanings of the formulae listed.

The material for this component of the course consists of:

Notes for the student	(Student's Book)
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Glossary

The purpose of the Glossary is to help the student understand words which have been used in the course and which are likely to be outside her basic vocabulary. The *Englischer Mindestwortschatz* by Michael West and Hans G. Hoffmann, published by Hueber and Longman, has been taken as the basic vocabulary list, and only those words in the course

which are not included in this list have been defined. Definitions are restricted to the meanings occurring in the course: eg **column** is defined only in the sense of **newspaper column**. The Glossary is an aid to the student, but it is not a dictionary. It should be supplemented where necessary by the use of a good dictionary such as the *Oxford Advanced Learner's Dictionary of Current English* by A S Hornby (Oxford University Press).

Unit 1

Unit Summary

Introductory Recording	In this first episode entitled 'The Fiftieth Anniversary', Mary Malone, a secretary with Schweibur, is welcoming a group of visitors to the company and answering their questions.
Text	The Text is an extract from a brochure on the company's activities which the visitors have been invited to take.
Vocabulary	Exercise A is a three-part exercise on vocabulary which appears in the Text.
Structures	<ol style="list-style-type: none"> Present simple / Present continuous (Exercise B and Drill 1). <i>We keep</i> paper clips in the cupboard. <i>We're expanding</i> our production facilities. <i>It is / there is</i> (Exercise C). <i>It is</i> obvious that documents must be accessible. <i>There are</i> several ways of filing documents. Comparison of adjectives (Exercise D and Drill 2). <i>convenient / more convenient</i>.
Pronunciation Practice	This deals with the difference between the vowel sounds [i] as in <i>beat</i> and [ɪ] as in <i>bit</i> . There is an ear-training exercise followed by repetition of a limerick.
Dialogue	The situation is that of booking rooms at a hotel.
Correspondence	There is a draft letter for correction.
Telegrams	There are four telegrams, two to be decoded and two to be encoded.
Gambits	<p>Drill 3: Dealing with telephone calls in the absence of the boss. <i>I'm afraid Mr Gräber is . . . , Mr Can I . . . ?</i></p> <p>Drill 4: Politely delaying a visitor. <i>Mr Gräber is expecting you. He's just If you'd care to take a seat, he'll be</i></p>
Active Listening	<p>There are two passages in this unit.</p> <ol style="list-style-type: none"> A dictated letter. The student is not required to take down the whole

dictation, but has to answer questions of the type: *What were the last two words you heard?*

- 2 A telephone message. There are comprehension questions leading to the writing down of the message.

Role Simulation

The students are asked to imagine that they have been detailed to act as guides for a group of visitors to their company. They have to welcome the visitors, introduce themselves, offer to answer the visitors' questions and respond to the visitors' comments.

Homework

The written gambits introduced in this unit deal with:

Reference
Expressing wishes
Requests

Additional Notes

Exercise D

This is an oral exercise practising the comparative forms, designed to lead from simple responses to more open-ended discussion.

Step 1: The students should read the notes on the different hotels.

Step 2: Ask one student to say which hotel she would recommend for Mr Gräber and give a reason for it, eg:

I would recommend the Excelsior. It's very clean.

Ask the student why she chose the Excelsior rather than the George. Make sure that she answers using a comparative, eg:

Because it's cleaner.

Repeat this with each student, using different hotels. Only revise the forms of the comparative if this is necessary.

Step 3: Now ask a student to recommend a hotel. Instead of asking her why, as in Step 2, get a second student to disagree, using either Table A or Table B.

Step 4: Get the class to decide as a group which hotel to put Mr Gräber in.

Introductory Recording

Tapescript

In this course you will meet Mary Malone, personal secretary. She will carry out many of the normal jobs of a good secretary. She will show you how to do these effectively in English. Mary Malone works in Zurich, in Switzerland, for a company which produces office equipment. Its name is Schweibur.

The Fiftieth Anniversary

Schweibur, the well-known makers of office equipment, are fifty years old this month. Visitors are arriving in Zurich from branches and associated companies all over the world. They are gathering in the reception hall. Everyone has written his name on a label and pinned the label to his coat, for identification. Mary Malone, personal secretary to Mr Gräber, is acting as a guide. She is talking to a small group of visitors.

Malone: Good morning, and welcome to Zurich and welcome to Schweibur Head Office. We're very happy to have you with us on our fiftieth anniversary and we hope you are enjoying your visit to Switzerland and to us. I'd like to introduce myself to you all. I'm Mary Malone. I'm personal secretary to Mr Erich Gräber, who is the Assistant Manager of the Marketing Division—perhaps some of you have met him . . .

Chorus: (Mixed assent and dissent.)

Malone: Now . . . Mr Basri, how do you do? You've come a long way—from Djarkarta, I suppose.

Basri: Oh yes. Good morning.

Malone: Miss Chapman—Vancouver—that's even further, isn't it?

Chapman: Hi. How are you?

Malone: Mr Achebe. It's nice to have someone from our Lagos office.

Achebe: How do you do, Miss Malone. Thank you.

Malone: Mr Jensen—we've met before, of course. How's Copenhagen?

Jensen: Yes, Mary, we have. Copenhagen? It's better than ever.

Malone: Fine. Mr Takashi, welcome to Zurich.

Takashi: Ah, thank you.

Malone: And Mrs Sanchez—from Venezuela, I see.

Very pleased to see you. Now, if I can have your attention, a few words about our company. It is, of course, fifty years since Schweibur was started by Helmut Schranz, who died in 1957. At first there was just a small factory here in Zurich, and fewer than fifty employees. The company made mostly office furniture in wood and metal, for sale in Switzerland. In the 1930s there was a greater demand for . . . (Fade)

Malone: . . . and now we make every type of office equipment, from paper clips to closed circuit television. Now, from this reception hall I shall be going to one of our seminar rooms to watch a film about the company and its associates around the world—in Copenhagen, Dublin, my home city, Vancouver, Caracas, Lagos and Djarkarta. Just before we go . . . are there any questions you'd like to ask?

Takashi: I have a question. About turnover. What is the turnover of Schweibur last year, please?