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# 新剑桥职业英语 (3)

## Business Explorer 3

Cambridge  
Professional  
English

### 教师用书

### Teacher's Book

Gareth Knight  
Mark O'Neil



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Business Explorer 3

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## 新剑桥职业英语 (3) 教师用书

◆ 作者 加雷思·奈特 马克·奥尼尔  
策划 刘力 陆瑜  
责任编辑 王蕾

◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街 14 号 A 座  
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# CONTENTS

---

Introduction	3
Tips	6
UNIT 1 Getting in touch	8
UNIT 2 Email	11
UNIT 3 Crossing cultures	16
Review 1	19
UNIT 4 Working with others	20
UNIT 5 Performance at work	23
UNIT 6 Human resources	26
Review 2	28
UNIT 7 Business media	29
UNIT 8 Communication	32
UNIT 9 Time management	35
Review 3	38
UNIT 10 Corporate image	40
UNIT 11 Trading	43
UNIT 12 E-business	46
Review 4	49
UNIT 13 Finance	50
UNIT 14 Presentations	53
UNIT 15 Work in the future	56
Review 5	59
Photocopiable optional extra activities	60
Photocopiable homework activities	70
MODULE ONE TEST	100
MODULE TWO TEST	102
MODULE THREE TEST	104
MODULE FOUR TEST	106
MODULE FIVE TEST	108
Test answer key	110

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# CONTENTS

---

Introduction	3
Tips	6
UNIT 1 Getting in touch	8
UNIT 2 Email	11
UNIT 3 Crossing cultures	16
Review 1	19
UNIT 4 Working with others	20
UNIT 5 Performance at work	23
UNIT 6 Human resources	26
Review 2	28
UNIT 7 Business media	29
UNIT 8 Communication	32
UNIT 9 Time management	35
Review 3	38
UNIT 10 Corporate image	40
UNIT 11 Trading	43
UNIT 12 E-business	46
Review 4	49
UNIT 13 Finance	50
UNIT 14 Presentations	53
UNIT 15 Work in the future	56
Review 5	59
Photocopiable optional extra activities	60
Photocopiable homework activities	70
MODULE ONE TEST	100
MODULE TWO TEST	102
MODULE THREE TEST	104
MODULE FOUR TEST	106
MODULE FIVE TEST	108
Test answer key	110



# INTRODUCTION

Welcome to *Business Explorer 3*. In this Teacher's Book you will find not only a step-by-step guide to teaching each activity but also general teaching tips, and a host of photocopiable additional activities and tests. With further support available on the Business Explorer website <http://www.cambridge.org/elt/businessexplorer> we are sure that you and your students will enjoy an engaging teaching and learning experience with *Business Explorer 3*.

## What is Business Explorer?

Business Explorer is a business English course written specifically to meet the needs of Asian students. This is a short course of approximately 30–40 classroom hours per level. However the course is flexible, and optional activities can extend it to around 60–70 hours per level.

Business Explorer aims to help students build the self-confidence necessary to function in an English-speaking business environment, so the emphasis of the course is on speaking and listening within business contexts. Business Explorer aims to activate the language and skills students have studied in the past by providing them with plenty of communication practice. There are also plenty of opportunities for reading and writing, both in the Student's Book, and in the additional photocopiable activities provided in the Teacher's Book.

## Who is Business Explorer 3 for?

The material is suitable for young adults and adults who need English for their work. Tasks have been designed to accommodate both students who are in work, and students at school, college or university. The material aims to provide students with relevant language and activities which they can apply to their work situations.

The language in the Student's Book, while kept as authentic as possible, is aimed at intermediate students. More importantly, the tasks are carefully chosen to be realistically achieved by lower-level students.

## How is Business Explorer 3 organized?

*Business Explorer 3* consists of 15 units and five review units – one after each set of three units. Each unit is divided up into two lessons, A and B, of approximately one hour each. Each lesson, A and B, contains recurrent activities. A and B lessons are related to the central topic of the unit. They can be taught separately in different lessons or can be combined for a longer lesson.

## Talking point

The beginning of each unit contains a Talking point. This serves as a brief introduction to the topic of the unit, and gives students an idea of what they will be studying. It is important to allow students time to move from whatever they were doing or thinking about before the lesson to concentrating on the topic of the lesson. These activities allow time for students to activate schema. That is, they can recall their knowledge of the topic, and their own experiences related to it.

## Listening

The Listening activities are made as close to authentic as possible. Recordings include a mixture of non-native (mainly Asian) and native speaker (mainly North American) voices. International business communication more often than not takes place between non-native speakers of English. While there are plenty of native speaker voices included in the recordings, the international nature of business communication is reflected in the inclusion of non-native competent speakers of English.

The Listening activities are varied, and the tasks have been carefully graded. At times the listening is longer and challenging. At other times the listening is short and simple. At all times the tasks help the students to develop listening skills. If the listening is difficult, the task is fairly simple. If the listening is simple, then the task is more challenging. The tasks help listeners develop skills in bottom-up processing by requiring them to listen for specific information recoverable from the text, and in top-down processing by requiring them to make inferences from the text.

## Vocabulary

The Vocabulary activities are designed to build the students' vocabulary related to the topic of the units. The vocabulary is presented before communication activities that are designed to give the students the opportunity to use it. The vocabulary is often recycled in later units. An emphasis has been placed on the most frequent verbs throughout the book, and ample opportunity is provided for students to use these verbs in a variety of contexts.

## Brainstorming

The Brainstorming activities are designed to get students pooling their knowledge. This kind of activity builds confidence, and a co-operative learning environment. It is also a useful tool for letting teachers know how much knowledge of English the learners already have.

Similar to the Talking point activities, brainstorming allows students to activate schema. Any ideas generated in brainstorming can be used by the students in subsequent communication and/or exploring activities.

### **Language focus**

It is assumed that students will have already had exposure to some grammar instruction before taking this course. These Language focus activities aim to remind students of grammar previously studied, and give them an opportunity to practice language which is useful (but not always essential) for completing the subsequent tasks in the lesson. Teachers can spend as much time as they like on these Language focus activities. Some teachers may decide that the students are already familiar with the language and do not need to spend time practicing it. Some may want to have their students attempt the subsequent tasks with whatever language they have. After monitoring the students' performance, the teacher can decide to focus on the language or not. Others will want to make sure students have models of language before attempting the tasks. It really depends on individual teaching styles, and the course is meant to be flexible in this way. Extra language support is given in the Help folders where necessary.

### **Communication activities**

There is a heavy emphasis on student-centered communication; students should be comfortable introducing their own experiences where possible. However, the Communication activities provide prompts for students to follow. In this way, they are more closed and practice-orientated than Exploring activities. The Communication activities are varied. In some lessons, these involve information-gap activities. In others, they involve role playing guided dialogs.

### **Culture focus**

Special attention is paid to culture, and the role of culture in business. These activities have been written specifically to deal with possible causes of mis- or non-communication involving Asian speakers. The activities also explore possible causes of culture shock, and aim to help students react well to strange or difficult situations. The activities invite students to speak about their own culture, and prompt them to think how other cultures may vary.

### **Exploring**

The Exploring activities are more open-ended than the Communication activities, and are an opportunity for students to use English to complete an engaging task. They should use all of their linguistic knowledge, and not simply restrict themselves to practicing discrete language items. The tasks represent a continuation of the previous activities in the lesson, and involve a greater

degree of personalization. These activities are mini-projects that aim to be so intrinsically interesting that students lose a lot of their inhibition, and are able to speak out without fear of correction by the teacher.

### **Reporting**

The Reporting activities are similar in outlook to the Exploring ones. That is, students are involved in working in small groups or pairs on mini-projects. The difference is that the students are required to present the results of their project work to other groups or the whole class. This involves an oral presentation of each group's/pair's ideas. There are no correct answers to these tasks, and students are encouraged to be creative and imaginative.

### **Reading**

The Reading activities in *Business Explorer 3* involve a range of short authentic texts from a variety of genres. These texts often provide exposure to lexis and/or structure, and provide a model for students to follow in their own language production. The texts are kept to a minimal length in the Student's Book so that the lesson does not become dominated by long reading periods. Intensive reading passages related to the unit topics can be found in the Help folders at the back of the Student's Book. For students who are less familiar with the unit topic or for students who wish to prepare for class it is recommended that this reading is assigned as homework prior to beginning the unit in class. Further photocopyable reading passages can be found in the Homework section of this Teacher's Book. These can be used in class or given as homework.

### **Writing**

Some of the units contain Writing tasks. These Writing tasks are kept to a minimum in case teachers would rather not spend too much class time on writing. Extra writing activities related to the Homework activities can be found in this Teacher's Book.

### **Help folder**

Each unit has a corresponding Help folder at the end of the Student's Book. These comprise extra language and vocabulary presentation, and practice exercises related closely to the unit plus an extra Reading activity that can be used to provide background information to the topic of the unit. The Help folder materials allow greater flexibility with lesson planning. If you feel that greater presentation of language is necessary for any particular lesson, the Help folder activities can be done at the start of a lesson. Alternatively, students can be assigned to work alone through the Help folders as reinforcement exercises. The extra Reading activities can be assigned as homework or they can be used in class on longer courses.

## Transcripts

The Transcripts are given at the end of the Student's Book so students can compare what they have said or written in each lesson with a native or near-native model.

## Methodology

Business Explorer has a very practical, functional syllabus, and aims to provide students quickly with the language exponents they need to start operating in English. Activities are created to help students achieve practical business goals whilst affecting a supportive, low-stress atmosphere that allows for student creativity. Students are expected to interact with each other, and to activate passive knowledge through risk-taking. Support is provided for the teacher to help facilitate motivational, engaging lessons.

We agree with others (see Willis, 1996) that three essential conditions for language learning are language use, exposure to language, and motivation. We often see examples of people who speak very good English, but have not been formally taught to reach that level. Good examples are taxi drivers. These people have had exposure to people using English to communicate with them. They have had the opportunity to use English to communicate in the other direction, and they are motivated to become better at English because it makes their jobs a lot easier and more pleasant. This book has been designed to give students exposure to language through the readings, audio transcripts, and examples. It is heavily focused on providing opportunities for students to use the language for real communication. Finally, the tasks have been created to be of intrinsic interest and of a very practical and functional nature, thereby maintaining the motivation that the students need. The opportunities for personalization also help to increase and maintain motivation.

## Teacher's Book

This Teacher's Book clearly explains the goals of each unit, and how these goals are broken up into two self-contained lessons. There is a step-by-step guide to setting up, carrying out, and following up each activity.

## Tips

On page 6 of this Teacher's Book there is a list of teaching tips. These tips are referred to within the teacher's notes for each unit, and are a useful reminder of how to monitor students' use of language, correct student errors, end a class, etc.

## Additional activities

For each unit there are numerous additional activities including communication activities and games, reading and writing activities, many with photocopiable worksheets. There is a pronunciation activity related to some of the recordings in each Review lesson.

## Tests

Included in the Teacher's Book are tests for each module (3 units plus a review). A speaking test is available on the Business Explorer website:

<http://www.cambridge.org/elt/businessexplorer>

## Website

The course is supported by the Business Explorer website:

<http://www.cambridge.org/elt/businessexplorer>

It features extra activities such as: downloadable projects for extended group work and revision, speaking tests, reading activities with pre-reading, reading skills-building, post-reading tasks, and more. The site also contains links to up-to-the-minute business information, such as exchange rates.

We wish you and your students every success with *Business Explorer 3*.

Gareth Knight

Mark O'Neil

# TIPS

## TIP 1 Look up and speak

Do not let the students read to each other in a speaking activity. They should read first if necessary, then look at their partners when they speak. This kind of speaking activity is “restricted” in nature (i.e. the students are told what to say – their choice of language is limited or “restricted”). For all book-based pairwork, encourage students to “Look up and speak.”

## TIP 2 How about you?

A one-way interview style may be an appropriate way for students to ask each other questions, but in general, it is more realistic to encourage them to have two-way conversations. When explaining or demonstrating activities for students, include words, phrases and questions that open up conversations, such as “How about you?”

## TIP 3 Choosing pairs

Sometimes students feel uncomfortable choosing a partner, especially if they do not know each other or have other reservations about each other. In some countries, the company hierarchy can have an effect on how well an activity works. You can take responsibility by assigning pairs – it is good practice to vary the way you do this.

## TIP 4 Setting the scene

Get the students thinking about what they will be listening to before they listen. It gives the listening a context and hence makes it a more realistic exercise. It also gives the students something to listen for.

## TIP 5 Cueing the recording

It may seem obvious, but always cue the recording before you come to class. Cueing the recording shows you are professional, prepared, and in control.

## TIP 6 Word order

A set of Cuisenaire™ rods (colored rods of different lengths) is a useful tool for getting students to think about word order. However, a small set of Lego™ blocks, plastic counters, or small change would work just as well. If a student has words missing in a sentence (e.g. *I from Beijing*), repeat the sentence with the mistake while laying down rods of different colors. Then, move the rods representing *I* and *from* apart, and put in another new rod. The student will immediately realize that there is a word missing, and will attempt to self-correct. As you become used to using rods, you will find that you can assign colors to certain parts of speech (e.g. green for verbs, red for nouns), or use different length or size rods to indicate different lengths of words.

## TIP 7 Error correction for communication activities

While the students are speaking, you should monitor and look for common errors. You should not interrupt any communication activity, but rather wait for the end to give feedback. This is to show that communication is the main focus, not form. If there is a common error that you wish to address, one way of dealing with it is to put an example on the board. Do not indicate whose error it is, because this may embarrass a student or cause a loss of confidence. If necessary, you may need to change the content of the sentence to hide where it came from. Ask the class as a whole to try to correct it. Make sure everyone writes down the corrected version. Repeat the entire communication activity with a shorter time limit, if you feel the situation warrants it.

## TIP 8 Ending a class

Ask the students what they learned in today's lesson. Write what they say on the board – or have them write it. The students' views on the goals of the lesson may be different from your own. This is OK. It is important that the students feel they are learning. Add your views if you think they are necessary.

## TIP 9 Monitoring

When the students are doing an activity that requires them to speak without restriction (an “authentic” speaking opportunity), the teacher should monitor each group in turn, but should not interfere, interrupt, or correct as the activity is taking place. This kind of activity is for fluency rather than accuracy. Make notes of any mistakes, particularly common mistakes or those which are hindering communication, and deal with them later with the whole class, so that all students get the benefit. You can always repeat the activity if necessary, but stopping the students in mid-flow can have an adverse effect on their willingness to speak out freely in future.

## TIP 10 Teacher as observer

There is little point in focusing on teaching something that the students can already do well, whether it be an aspect of grammar, vocabulary, culture, or politeness. You should observe students' communication to ascertain where they “are” (i.e. what they can already do), and then seek to help them with what they struggle with and what they are unaware of. Note there is a distinction here between “do” and “understand.” A student, after a lesson on, say, the past simple tense, may understand the tense, and even use it well within practice or role-play situations. However, these practice exercises and role plays are by their very nature “restricted.” The student knows that he or she is expected to produce this tense.

### **TIP 11 Information gap**

There are many ways to get students to exchange information in a gap activity. The teacher should make sure the activity remains a speaking exercise rather than one where the students read each other's information. One way of ensuring this is to arrange the chairs so that Student A and Student B are sitting back to back. Before starting the activity, review phrases such as "How do you spell that?" and "Sorry? What was that?" Put these phrases on the board if necessary. Make sure that students check orally with their partners to confirm their answers when they have finished.

### **TIP 12 Time limits**

Setting a time limit for an activity gets the students used to speaking, without spending too much time formulating their sentences beforehand. It also gives you the opportunity to repeat the activity with shorter time limits and new pairs each time.

### **TIP 13 Checking answers with the whole class**

After an activity where the students have worked in pairs/groups to answer questions, you need to check how they have done, and provide the correct answers. You can:

- Ask students to call out the answers, either voluntarily or in turns. Write the answers on the board or choose one student to write them.
- Have the students come up to the board in turns, and write one answer at a time.
- As you observe students doing the activity, make notes of common mistakes. Put them on the board, deal with errors and word order, and finish with all the correct answers on the board.

### **TIP 14 Brainstorming**

In brainstorming exercises, there are no right or wrong answers. Explain to the students that they should say or write as much as possible, whether or not they think it is relevant or correct.

### **TIP 15 Reading**

The extra readings included in the Help folder for each unit at the back of the Student's Book are provided to give background to the topics of the units. These are adapted from authentic sources and can be assigned as homework before a unit is studied. This would be especially helpful for pre-service students. The readings in the Homework section of the Teacher's Book focus on topics of general interest to the student of business English. The readings are all adapted from authentic sources, so the reading level may be higher than the students are used to. It is important to stress to the students they should not try to understand every word.

Encourage them to use their knowledge of the world and of business to make predictions and educated guesses about what a text means, without focusing too much on how it achieves that meaning. Spending hours with a dictionary will help them to translate the text, and may help them to learn some vocabulary, but it will not help them to develop good reading skills, such as reading for main ideas, finding supporting details, understanding organization, and inferring meaning from context. The questions that accompany the readings are designed to develop those skills.

### **TIP 16 Writing**

The writing activities in the Homework section of the Teacher's Book provide an opportunity for students to develop their writing skills if they wish to do so. They cover a number of business-related topics, but are intended to help the students to achieve greater fluency in writing and to develop skills that can be applied to any kind of formal writing. To support the students in this, it is a good idea to do some preparatory work in class before giving the writing assignments, such as brainstorming topics, suggesting organizational patterns, and so on. In addition, discuss the issue of correction with the students: do they want to have every grammar and spelling mistake corrected, or do they simply want to know when their meaning is unclear? Remind them that in most real-life cases, they will not be expected to produce perfect English, but merely to communicate information clearly. To this end, encourage the students to show each other their work in order to get an indication of how clearly they are communicating.

### **TIP 17 Pronunciation**

Discuss with the class what "good pronunciation" means to them. Do the students want to sound like native speakers, or do they simply wish to be intelligible? In monolingual groups especially, students tend to reinforce each other's inaccurate pronunciation, and it is a good idea to point out often that English speakers will not necessarily understand them. The pronunciation activities contained in each of the Review sections focus on listening for pronunciation and intonation characteristics of competent speakers of English, such as blending or word stress. In order to produce a fluent-sounding rhythm and intonation, learners first need to recognize these characteristics when they hear them. Resist the temptation to interrupt fluency activities to correct pronunciation. Instead encourage students to listen to the recordings, mark the transcripts for stress, blending, and so on, and practice repeating them aloud at home.

# UNIT 1 Getting in touch

## Unit goals

- In this unit, students will learn how to call new contacts on the telephone, how to deal with unsolicited phone calls, and how to make small talk on the phone.
- In Part A, the focus is on calls to and from people you don't know, and on getting through to the right person.
- In Part B, the focus is on small talk at the beginning of a telephone conversation.

### Talking point (page 6) 5 minutes

Put the students into pairs. **TIP 3** Have the students ask each other the questions. Encourage the students to discuss the topic rather than just answer the questions. Tell them to talk about specific examples. **TIP 1, 2**

## PART A Getting through to the right person

### 1 Culture focus (page 6) 10 minutes

The reading passage gives tips on what to call people and the use of honorifics. (Honorifics are titles which are used to show respect for the person you are speaking to, for example, *Mr. Kwan*.) Introduce the task. Students discuss their preferences with a partner and then read the passage in pairs. **TIP 3**

Ask the students to get into groups of four and compare their preferences. Then get the students to read the tips again and to look for similarities and differences with customs in each student's own country/culture. Have the students make a list of tips to give to a foreigner visiting their country. Monitor and offer groups help where necessary.

Finally ask several students from each group to come to the board and write one or more of their tips. Get the class to discuss, agree with, disagree with or refine each tip. **TIP 9**

### 2 Language focus (page 7) 10 minutes

Have the students put the conversations in the correct order. Then, get them to compare their answers in pairs and to practice the conversations. Monitor and help where necessary.

Alternative (see worksheet on page 60)

Photocopy and cut up enough sets of cards for each pair of students in your class. Put the students into pairs and give each pair a set of cards (1-4 and a-d) for the first conversation. Have them put the conversation in order.

Monitor and help if necessary. Choose a pair to practice the conversation in front of the whole class. Then do the same for the second conversation with cards 5-8 and e-h.

### Answer key

- 1 ASSISTANT 1: Who's calling please?  
c RAVI SINGH: Ravi Singh.  
2 ASSISTANT 1: And your company?  
d RAVI SINGH: Health Consultants Ltd.  
3 ASSISTANT 1: I see. Is Mr. Yu expecting your call?  
a RAVI SINGH: No. I'm calling to introduce Mr. Yu to our company's products.  
4 ASSISTANT 1: Well, I'm afraid Mr. Yu isn't available at the moment. Could you please send your company catalog, and Mr. Yu will call you if he is interested?  
b RAVI SINGH: OK. I'll put one in the mail.  
5 ASSISTANT 2: Who's calling please?  
f RAVI SINGH: Ravi Singh of Health Consultants Ltd.  
6 ASSISTANT 2: Thank you. Are you a client?  
e RAVI SINGH: No, I'm not.  
7 ASSISTANT 2: Can I ask what it's about?  
h RAVI SINGH: My company supplies health insurance. I'm sure Mr. Platt will be interested.  
8 ASSISTANT 2: I'm sorry but Mr. Platt is busy today. Could I take a message?  
g RAVI SINGH: No, it's OK. I'll call again.

### 3 Listening (page 7) 10 minutes

**TIP 4, 5** Have the students read the questions first, then play the recording. You may need to play the recording twice. Have them compare their answers with a partner and then play the recording again for students to check.

You could refer students to the Help folder on Student's Book page 82.

### Answer key

- 1 Ravi wants to speak to someone in the Human Resources Department. 2 Yes. 3 He is successful because he says he'd like to talk to someone about the company's health insurance program. He doesn't say that he sells health insurance.

### 4 Communication activity (page 7) 10 minutes

Split the class into Student As and Student Bs. Put the As together in small groups, and do the same for the Bs. Student Bs look at the information on page 7. Student As look at the corresponding part on page 76. Give groups a few minutes to read the instructions.

Put the students into A/B pairs. Set a time limit and have the students role play the situations. Change partners and repeat the role plays with a shorter time limit. **TIP 12** Monitor the conversations. Make notes of what students say to try to get through to the person they want to speak to, as well as what they say to prevent callers getting through. **TIP 7, 10, 11**

Students then discuss the problems they had getting through to the right person in groups of four. **TIP 9**

Elicit examples from the groups of what students said. Using these examples and your notes, put up some examples of what students said on the board.

### Optional

Write these tasks on the board:

- 1 Make a list of things to say when calling new people.
- 2 Make a list of things to say to prevent new callers from getting through.

Put the students into groups of three or four and ask groups to choose one of the tasks. Make sure that not all the groups choose the same task. Monitor and help as necessary. Then have the groups report their ideas to the class. Make sure that each member of each group gets a chance to speak.

**TIP 8**

## PART B Staying in touch

### 1 Language focus (page 8) 15 minutes

Put the students into pairs. Have them decide on and note down the communication problem for each conversation. Students change partners to check answers. Check answers with the class. **TIP 13**

Ask pairs to role play the conversations putting the problems right. Monitor and offer help where necessary. Then choose some pairs to role play their ideas for the class. **TIP 9**

#### Answer key

- 1 The caller doesn't identify himself/herself.
- 2 There's too much small talk.
- 3 The caller doesn't give a reason for calling.

### 2 Listening (page 8) 10 minutes

**TIP 4, 5** Put the students into pairs. Tell students they will listen to the openings of four telephone conversations. Explain that they are listening for communication problems like the problems in Activity 1 (Language focus).

- a Play the recording again if necessary, then have the students change partners to check answers.
- b Before the students listen to the recording again, ask them to check reasons they remember. Then play the recording for students to complete the task. Give them time to check their answers with a partner, then check the answers with the class as a whole. **TIP 13**

#### Answer key

a

- 1 ☐ F 2 ☐ P The caller doesn't identify herself.
- 3 ☐ P There's too much small talk. 4 ☐ F

b

Called to check that you have received the catalogs I sent. Called to see if we can meet next week.

### 3 Culture focus (page 9) 10 minutes

Students work in pairs. They look for questions that are used to start small talk in the dialogues in Activity 1 (Language focus) on Student's Book page 8 and in the transcripts for Activity 2 (Listening) on Student's Book page 112. They then discuss whether small talk is part of business telephone conversations in their country.

Ask pairs to list the small talk questions asked in the telephone conversations they have looked at. Tell pairs to add any ideas for small talk questions of their own to the list. Monitor and help if necessary. **TIP 9** Finally, get some students to write small talk questions from their lists on the board. **TIP 13**

#### Answer key

How are you? How are things? And you? And yourself?  
How was your weekend? How's your family? Busy?  
Vacation seems a long time ago now, doesn't it? When are you planning your next vacation? How's your little boy?

### 4 Communication activity (page 9) 15 minutes

Split the class in half and assign one half as Student As and the other as Student Bs. Put the As together in small groups and do the same for the Bs. Have them work together as groups to plan what they need to say. Then, put the students into A/B pairs and have them act out the four situations. Monitor and help. If necessary have the students change partners and repeat some or all of the role plays but set a shorter time limit. **TIP 7, 11, 12**

**TIP 8**

## Help folder (page 82)

#### Answer key

##### Language file

- 1 I can tell her you called. 8 Could I take a message? ☐ P
- 2 Who's calling please? ☐ P 7 Who's this?
- 3 Can I ask what it's concerning? ☐ P 5 Why are you calling?
- 4 He's too busy. 9 Mr. Kuan's in a meeting right now. ☐ P
- 6 Who do you work for? 10 Which company are you calling from? ☐ P

### While reading

3a and 3b You should state the person's name who answers the phone and the name of the company as soon as the phone is answered. When calling another business, you should give your name and the company's name you work for to whomever answers the telephone.  
4 You should speak slowly so that the person on the other end will have the feeling that you know what you are doing. If the other party cannot understand what you are saying, then you are wasting your time.

## Optional extra activities

### Communication

This is an activity to practice telephoning people you don't know. You could demonstrate the activity first yourself with a few students if necessary.

Give each student a small piece of paper. Ask them to write any name on their piece of paper. If the students know each other well, tell them not to use their own or each other's names.

Collect in the pieces of paper and randomly redistribute them to the students. Check that no-one has the name that they wrote. Students move around the room and make pairs. Each pair role plays two telephone calls. Students in each pair take turns asking for the person on the piece of paper they are holding. The student answering has to find out who is calling and why he/she wants to speak to the person. If the name asked for is the one the student answering originally wrote down, he/she puts the caller through. If not, he/she gets rid of the caller. Repeat the activity several times with students making different pairs. **TIP 7**

## Homework (see worksheets on pages 70–71)

### Reading TIP 15

This article gives tips for good telephone etiquette. The tasks are graded and help students develop various reading skills. Task 1 requires the students to read the five sentences (a–e). Once they are familiar with the sentences, they scan the five paragraphs of the article and match each of the sentences to one of the paragraphs.

With task 2, students should read the questions first and then the text to find the answers. Ask them to write answers in their own words, not simply copy text from the article.

Task 3 requires students to focus on some of the key points of the article and checks their understanding. They may be able to do the exercise without referring to the article. However if they are not sure, they should use the article to establish meaning from the context.

### Answer key

1

a 4 b 2 c 1 d 5 e 3

2

*Possible answers*

a So that the caller does not think they have called the wrong number. b Because they can decide whether to put you through to the right person or not. c Because the person may not have time to talk when you call unexpectedly. d Because you can repeat the main points discussed during the call. e Because if you are polite, the person you are calling may want to talk to you again.

3

identify yourself, say who is speaking handle the call, offer to help the caller calling unannounced, calling unexpectedly state the purpose of your call, say why you are calling recap, go over the main points discussed

### Writing TIP 16

The writing task requires students to write a memo to colleagues. You can decide whether this should be a formal printed memo or an informal email. In the memo, students need to write guidelines on how to answer the telephone in the office. There are three situations. You can decide whether students should write about all three, or choose one or two. If you decide writing about all three situations is too long a task, you could increase student motivation by letting the students choose which one they want to do individually. If students are unsure about what language to use, tell them to look at the article for examples.

# UNIT 2 Email

## Unit goals

- In this unit, students will explore different registers (levels of politeness) in written English which may also apply to spoken English and will learn to develop paragraph structure.
- In Part A, the students will learn to recognize different levels of formality and politeness in emails, and will practice writing a formal and an informal email message.
- In Part B, the students will learn how to develop topic sentences within paragraphs and generally learn to develop paragraphs which are coherent in structure.

### Talking point (page 10) 5 minutes

Allow students to work individually for a few moments to prepare their answers. Then, put them into pairs or small groups. Ask each student to tell their partner(s) about how often they send email and to whom. **TIP 1, 2** After a few minutes, when students have had a chance to exchange information, get some feedback from each pair/group. Do the students use email more regularly at work or at home? If students send emails every day, ask them to specify how many messages they send on average. Who do they send the majority of their email to? Ask students who it is easier to write to and why.

### Optional

For students who use email a lot, or students who read the Help folder before class, ask each pair or group to make a list of the emoticons, for example, ;- ) or abbreviations, for example, LOL that they use in email.

## PART A Writing politely

### 1 Reading (page 10) 10 minutes

Put the students into pairs. **TIP 3** Tell them to decide which parts belong to which message and put them in the correct order. Ask the students to decide which message is more formal (polite) by looking at the subject lines, the salutations (*Dear/Hi*), and the signatures. Tell them to look at the level of formality of each part. Point out the example, the first part from message A, and the fact that the first paragraph of a message usually gives the reason for writing.

Encourage students to work with their partners and share ideas. If students have access to computers in class, they could type the parts of the messages up and rearrange them. Monitor and help as necessary.

When all the pairs have completed the task, ask them to compare their answers in groups of four. Then check answers with the whole class and find out if there were any particular areas of difficulty. Give explanations if necessary. **TIP 13**

### Answer key

#### A

- 1 I am writing to confirm your attendance at the "Forest of ideas" fair next week.
- 2 As I mentioned in our telephone conversation, the fair will be held at the Marlon Hotel on May 17 and 18. The founder of our company, Koji Ono, will be talking about his forthcoming book "Reaching the people" in the main session on May 17.
- 3 We hope you can arrive on May 16 to attend a special dinner that evening for our most valued customers.
- 4 I hope we will see you on May 16 and I look forward to talking to you again.

#### B

- a Thanks for setting up yesterday's meeting for Jane with your boss. I think it was successful :)
- b How about dinner tomorrow night? I can thank you personally and catch up on what's happened to you since your promotion.
- c Give me a call if you can make it.
- d Hope to see you tomorrow.

### 2 Language focus (page 11) 5 minutes

Explain that there are four pairs of sentences. In each pair, the sentences have similar meanings but one sentence is more polite (formal) than the other. Then get the students to put the sentences into pairs and decide which one is more polite by looking for lexical clues. You could give sentence 1 as an example. Ask students to find a sentence with a similar message (sentence 7). By comparing the key words *said*, *phone* (sentence 1) with *mentioned*, *telephone* (sentence 7) they should decide that sentence 7 is more polite.

Ask the students to complete the task and to compare their answers with a partner. Go through the answers with the whole class. **TIP 13**

### Optional

Have the students work in pairs to make lists of the key lexical items in the pairs of sentences to contrast the different levels of politeness/formality, for example, *said/mentioned*, *phone/telephone*, etc.

### Answer key

- 1 It's on Thursday, as I said on the phone. 7 As I mentioned in our telephone conversation, the event will be held in two days' time. [P]  
2 We are pleased to inform you that Ben Wood, president of Woods, will attend. [P] 8 Ben Wood is coming.  
3 Could I invite you to dinner to discuss business? [P]  
6 How about going out for a meal to talk it over?  
4 Give me a call if you can make it. 5 We would be grateful if you could let us know if you will attend. [P]

### 3 Listening (page 11) 10 minutes

**TIP 5** Students look at the email signature. Make sure that students know what information is presented, i.e. the person's name, job title, company, telephone number, fax number, company website address. Ask the students if they use a signature on their email and point out that most email software allows the user to prepare a signature that is automatically added to the bottom of every message. Get students who use signatures to tell the class what information they put into their signatures. You could also ask them if they separate the signature from the body of the email with a line, and, if so, what keyboard character they use to make the line, for example:

+++++  
~~~~~

Tell the students that they will hear John talk about politeness/formality in email messages. Have them read the statements 1–4 first. Get them to listen carefully and to decide if the statements are true or false according to the speaker. You may need to play the recording more than once. Students then compare their answers with a partner before you check the answers with the class.

#### TIP 13

Finally, ask the students to work in pairs and consider whether they agree with John's views. If they agree with his views, are they successful at putting these views into practice? Get students to discuss with their partners how they use emails.

#### Optional

Ask students to bring printouts of non-confidential email messages to class. Students can then work in pairs or small groups to consider politeness and formatting issues in email messages.

### Answer key

- 1 Email has made business communication less formal. [T] 2 You should use formal language with important customers. [T] 3 You don't need to use a greeting. [F] 4 Always use a "signature" for business email. [T]

### 4 Writing (page 11) 20 minutes

This activity follows on from the three previous tasks by giving students the opportunity to distinguish between different levels of formality by writing both a formal and less formal email message.

Put the students into pairs. Tell each pair to work together to write two email messages. The first is a message to a business associate the students know quite well which can therefore be less formal. The second message is addressed to an important customer and should be more formal. The students can refer to the emails in Activity 1 (Reading) and the sentences in Activity 2 (Language focus). Monitor the students during their writing, and look for any well-crafted emails that you could use later as examples for the class.

When pairs have completed writing both messages, get them to compare their emails with another pair. Tell them to discuss differences and any common areas of difficulty they experienced. Get the groups to report to the class. Then show your chosen examples of students' emails to the whole class.

#### Optional

If some pairs complete the task much faster than others, you can ask them to write replies to their messages.

#### TIP 8

## PART B Getting to the point

Students often have difficulty in following the rhetorical patterns of English in their written work with the result that the main points of the message are not always clear to the reader. This lesson aims to help students develop their message with a structure that accords with English language expectations.

### 1 Listening (page 12) 10 minutes

**TIP 5** If you feel that your students are not familiar with some technical language terms referring to paragraph writing, for example, *topic sentence*, you could teach them by asking students to look back at the first email message in Part A Activity 1 (Reading):

Dear Ms. White

I am writing to confirm your attendance at the "Forest of ideas" fair next week.

As I mentioned in our telephone conversation, the fair will be held at the Marlon Hotel on May 17 and 18. The founder of our company, Koji Ono, will be talking about his forthcoming book "Reaching the people" during the main session on May 17. We hope you can arrive on May 16 to attend a special dinner that evening for our most valued customers.

I hope we will see you on May 16 and I look forward to talking to you again.

Get students to work in pairs or small groups to identify the paragraphs. Then, ask them to identify the paragraph which contains the main point of the email (the reason for writing). Next, tell them to look at this paragraph to find topic sentences and supporting sentences.

Put the students into pairs and ask them to match the subject of the sentence, for example, *Paragraphs*, with the rest of the sentence, *should each contain only one idea*. When they are ready, tell the students that they will hear a speaker talking about how to write good email messages. As they listen, get students to check their answers to the matching exercise. Play the recording more than once if necessary and then ask students to compare answers with a partner. Check the answers with the class and make sure that the class understands the ideas. For example, as typing in capitals is like shouting, capitals should only be used for words the writer wants to emphasize, not for a whole email message. **TIP 13**

### Answer key

Topic sentences should each contain the main idea or the topic. Supporting sentences should each support the topic sentence. The main point of the email should be first in most cases. Typing in capital letters is just like shouting.

## 2 Language focus (page 12) 15 minutes

Tell the students to work in pairs and to look at the first “topic spider” and the first paragraph only. Ask them to underline the supporting information in the paragraph that is given on the “topic spider’s” legs. Then tell them to decide what the topic of the paragraph is and to identify and circle the topic sentence in the paragraph. Get them to fill in the topic on the “topic spider.” When students have completed the task, check the answers with the class and make sure everyone understands. **TIP 13**

Then ask students to read the second paragraph and to look at the second “topic spider.” Ask students to underline the supporting information in the second paragraph and to fill this in on the “topic spider’s” legs. Students compare answers with another pair. Then check the answers with the class. Point out that in both paragraphs the topic sentence is the first sentence. **TIP 13**

In the same pairs, ask students to incorporate each paragraph into two separate email messages. Explain that each message should have an opening paragraph with the reason for writing (you could point out that in both emails, the reason for writing is to reply to a previous message), the main body (one of the two paragraphs in the Student’s Book on page 12), and a closing paragraph with a reference to future action. Remind students to keep their emails simple, and monitor and help as necessary. When they have finished, pairs compare their work with another pair. Choose some examples to show the class as model answers.

### Answer key

Topic of first “topic spider”: meeting Ms. Murata  
Supporting information of second “topic spider”: records, tests, 5 occasions, first month, results, specifications

## 3 Exploring (page 13) 10 minutes

Put the students into pairs and tell them that what they have learned in this unit will help them to decide what is wrong with the email message in this activity. Students discuss what is wrong with the email and how it could be improved. Ask each pair to rewrite the message incorporating their suggested improvements. Pairs compare their finished message with another pair and make further changes if students feel they are necessary. Go through a model answer with the class.

### Answer key

Possible answer

To: “Jason Bell” <bell@dutton.com>

From: Terry Murray <murray@tallstorey.co.th>

Subject: Plastic containers – Urgent

Dear Mr. Bell

We have received complaints from several customers about the plastic containers you made for us. The containers leak and some of them have the wrong size lids.

We would like all containers replaced and your guarantee that this will not happen again in the future. Please let me know as soon as possible how you intend to deal with this.

Sincerely

Terry Murray

Quality Assurance Manager

Tallstorey Ltd.

+ 66 1 999 0054 (mobile)

## 4 Writing (page 13) 20 minutes

Ask students to do this activity as quickly as they can. Put the students into pairs and tell them to read the instructions. They can start by adding legs to the “topic spiders” with the supporting information for the main paragraph. Remind them not to spend too much time doing this. They can then use the topic and supporting information for the main paragraph of each email to write the three emails in full. Then ask students to provide an opening and closing paragraph for each email. Monitor and help as necessary.

Ask pairs to compare their messages with another pair and go through model answers with the class.

You could refer students to the Help folder on Student’s Book page 84.

**TIP 8**