

英国文化协会推荐博思 (BULATS) 考试用书

新剑桥职业英语 (1)

Business Explorer 1

Cambridge
Professional
English

教师用书

Teacher's Book

Gareth Knight
Mark O'Neil
with James Hunter



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INTRODUCTION

Welcome to *Business Explorer 1*. 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 1

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. However, the course is flexible and optional activities can extend it to around 60–70 hours.

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 1* 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 college or university. Support is provided for students with little or no business experience, either on the page in the Student's Book or as an optional activity in the Teacher's Book.

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

How is Business Explorer organized?

Business Explorer 1 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 focus

The Vocabulary focus 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 a lot of grammar instruction before taking this course. These Language focus activities aim to remind students of grammar previously learned 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 don't 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 miscommunication/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 prompts them to think how other cultures may vary.

Exploring

These activities are more open-ended than the communication activities. These are seen as 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.

Reading

The reading activities in *Business Explorer 1* 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 in order that the lesson doesn't become dominated by long reading periods. More intensive reading passages related to the unit topics can be found in this Teacher's Book and are photocopiable. These longer readings can be used in class or given as homework.

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/pair's ideas. There are no correct answers to these tasks and students are encouraged to be creative and imaginative.

Writing

Some of the units contain short writing tasks. These range from replying to an email to accepting/declining an invitation. The writing tasks in the Student's Book are kept to a minimum in case teachers would rather not spend too much class time on writing. Instead, extra writing activities can be found in this Teacher's Book. You can choose to spend as much time as you like on the writing, and can give out the writing assignments in class or for homework.

Help folder

Each unit has a corresponding Help folder at the end of the book. These comprise extra language and vocabulary presentation and practice exercises related closely to 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 through the Help folders alone as reinforcement exercises.

The Help folder also contains the tapescripts, so that students are able to 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 quickly provide students 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 opportunity to use English to communicate the other way. 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 aims of each unit and how these aims 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 7 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 lesson, etc.

Additional activities

For each unit there are numerous additional activities including reading and writing activities, many with photocopyable worksheets. There is a pronunciation activity for each unit.

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

Business Explorer is supported by a website featuring extra activities such as: downloadable projects for extended group work and revision, a speaking test, 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 1*.

Mark O'Neil

Gareth Knight

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?

While there are times when a one-way interview style may be an appropriate way for students to ask each other questions, 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 don't 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. As a teacher, you can take responsibility by assigning pairs — it is good practice to vary the way you do this.

TIP 4 Setting the scene

Getting the students thinking about what they will be listening to before they listen is important, because 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 tape

It may seem obvious, but always cue the tape before you come to class. Don't waste the students' time. Cueing the tape 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 even a bag of 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 and/or sizes. Then, move the blocks representing *I* and *from* apart, and put in another new block. The student will immediately realize that there is a word missing and will attempt to self-correct. In the same way, words in the

wrong order can be moved around by moving the corresponding rods. As you become used to using rods, blocks or counters, 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, blocks, or counters 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. Don't 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 studied 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 that 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 activities.

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. The teacher should observe the students’ use of the tense in unrestricted or “authentic” speaking situations in subsequent classes to see whether the students can really use the tense.

TIP 11 Information gap

There are many ways to get students to exchange information in a gap activity. The teacher should make sure that 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 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. For example, for a simple activity, you may set a time limit of three minutes for the first time that the students do the activity. Repeat the same activity with new pairs, but reduce the time limit to two minutes. Repeat again with new pairs, reducing the time limit to one minute.

TIP 13 Checking answers with the whole class

After an activity where the students have worked in pairs or in groups to answer questions, you need to check how they have done and provide the correct answers. Here are some ways of doing that:

- Ask students to call out the answers, either voluntarily or in turns. Write the answers on the board.
- Have the students call out the answers, either voluntarily or in turns. One student that you choose writes the answers on the board.
- 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, regardless of whether they think it is relevant or correct. To encourage students who are shy or reluctant, you could offer a prize for the person who writes or says the most, regardless of the quality of the language.

TIP 15 Reading

The readings included in the Homework section of this book are all approximately 350 words in length and 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 that 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 comprehension questions that accompany the readings are designed to develop those skills. If the students wish to use the texts for other purposes (say, to develop vocabulary or practice pronunciation), it is recommended that they do the reading exercises first.

TIP 16 Writing

The writing activities in the Homework section of this 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

Getting your students to learn and practice correct word stress is a relatively easy way to improve their pronunciation. Spending a little time during each lesson on pronunciation will raise student awareness of pronunciation issues, which will encourage them to produce English that is clearer and more understandable. The Pronunciation activities in the Teacher's Book are designed to fit smoothly in the sequence of a lesson and give the teacher and class common reference points for correcting pronunciation at the appropriate times during a lesson. Discuss with the class what "good pronunciation" means to them: Do they want to sound like native speakers, or do they simply wish to be intelligible? In monolingual groups, especially, students have a tendency to reinforce each other's inaccurate pronunciation, and it is a good idea to point out frequently

that English speakers from other countries will not necessarily understand them. In the first few weeks of a course, spend a little time making sure that students learn and use the correct word-stress of new vocabulary items, especially during more controlled activities. As students become more proficient and confident, encourage them to work on some of the more difficult sounds (usually sounds that have no equivalent in their first language) and more sophisticated rhythm and intonation features. Resist the temptation to interrupt fluency activities to correct pronunciation. Instead, write several mispronounced words (or words containing a problem sound) on the board after an activity and have students mark the correct stress and practice pronouncing them.

UNIT 1 New faces

Unit goals

- introducing yourself
- introducing other people
- talking about yourself

Part A Introducing yourself

- common patterns of introduction (e.g., *My name is ... ; I'm ... ; I'm from ...*)
- personal information
- using the correct form of people's names

Part B Introducing others and being introduced

- common patterns for introducing others / being introduced (e.g., *This is ... ; These are ... ; He/She is ... ; They are ...*)
- using follow-up questions to extend conversation
- using people's names early in conversation

Talking point (page 6) 10 minutes

Read the questions with the whole class. Set a time limit of one minute for the students to answer the questions themselves.

Next, put them into pairs. Choose one student to be your partner and demonstrate the activity. Ask the first question to your partner so that the whole class can hear. Then, have students ask each other the questions.

Set a time limit for the activity – two minutes or so. Monitor the activity by listening to see if the students are having conversations or if they are interviewing each other. **TIP 1, 2**

Ask students to repeat the activity with new partners. Now that they know what to do, set a shorter time limit for the activity this time. **TIP 12**

PART A Introducing yourself

1 Listening (page 6) 10 minutes

Before playing the recording, set the scene by having the students work in pairs to guess the answers to the questions. **TIP 4**

Play the recording and have the students listen for the answers to the questions. Tell them to circle the topics that are talked about on the recording. **TIP 5**

Get the students to compare their answers. Play the recording again, if necessary, until they are confident that they have circled all the relevant topics. While the students are comparing answers, monitor and check for areas of difficulty. **TIP 9** If necessary, check all the answers with the class as a whole at the end. **TIP 13**

Answer key

1. Andrew Walsh
2. Lucy Chang
3. names, colleges, hometowns, departments

LUCY: Hello ... is this your first day?

ANDREW: Yes. Uh ... my name's Andrew Walsh. I'm joining the sales department.

LUCY: I'm Lucy Chang. Call me Lucy.

ANDREW: Nice to meet you, Lucy.

LUCY: Good to meet you too. Where are you from, Andrew?

ANDREW: I'm from Phoenix, Arizona, but I've been living in California since I was in college.

LUCY: Oh ... what did you study?

ANDREW: I majored in economics. How long have you been here, Lucy?

LUCY: Seven years. I was in the sales department for six years ... now I'm in the human resources department.

ANDREW: Oh ...

LUCY: Anyway. Nice to meet you. If you need anything, let me know.

ANDREW: Sure. I'm looking forward to working here.

LUCY: Bye.

ANDREW: Bye.

2 Language focus (page 6) 10 minutes

Have students look at the sentences in small groups and try to fill in the missing words. Then, get the groups to re-form with different members and ask the students to compare what they wrote. **TIP 6**

Finally, play the recording from Activity 1 (Listening) to check and write the answers on the board. Alternatively, get one student from each group to write one answer on the board. Then play the recording and have the students check the answers.

Answer key

1. name's
 2. I'm from
 3. I'm ... working here
1. I'm ... Call me
 2. Now I'm in
 3. I was

3 Communication activity (page 7) 10 minutes

Give the students one minute to complete the file card. Then, put the students into pairs. **TIP 3** Give them three minutes to practice introducing themselves to each other. Allow them to use their books for this stage, but encourage them to look up and speak. **TIP 1**

Then, get the pairs to join together to form groups of four. Have the students close their books and take turns introducing themselves. **TIP 7**

4 Culture focus (page 7) 10 minutes

Read the exercise with the students. Write your own name on the board. Ask the students how you could be addressed in English. For example:

Mark O'Neil can be addressed as "Mark" or "Mr. O'Neil" but not as "Mr. Mark."

Ask the students to explain the conventions in the country you are in and, if different, in each student's own country. Ask the students to write their examples on the board.

Next, listen to the recording. Let the students ask each other the questions in the Student's Book about each speaker. Play the recording again if necessary. Monitor, and choose students to go to the board and add to the examples already there. **TIP 9**

Answer key

1.

PERSON A: According to the speaker, last names plus 'san' are used in Japan. For example, Koji Hirano is called "Hirano-san." Sometimes Hirano-san's boss just calls him "Hirano" (if he is angry).

PERSON B: Sometimes a person's first name is shortened or changed to make a nickname. For example, Elisabeth Reiser's friends and colleagues call her "Eli." Nicknames are usually used by people you know reasonably well, in informal situations.

PERSON C: Formally, the family name plus an honorific (Mr., Ms.) is used. Informally, first names are used on their own. For example, Pamela Bryson is almost always called "Pamela." Only people who don't know her and want to be very polite call her "Ms. Bryson."

2.

PERSON A: last names

PERSON B: first names / other names (nicknames)

PERSON C: first names / last names

PERSON A: My name is Koji Hirano. All of my colleagues call me by my last name, Hirano. Usually we add "san" to names in Japan. For example, my boss, Toru Nakamura, is always Nakamura-san and he calls me Hirano-san ... unless he's angry with me and then it's just "Hirano."

PERSON B: Everyone at the office calls me Pamela. My boss, new employees, everyone. My last name is Bryson, but usually only visiting sales people call me Ms. Bryson.

PERSON C: My name is Elisabeth Reiser. My friends and colleagues call me Eli but I really prefer my whole first name, Elisabeth.

TIP 8

PART B Introducing others and being introduced

1 Listening (page 8) 10 minutes

Before you play the recording, set the scene for the students, explaining that they will hear a woman introducing Joshua Travis to Mr. Haneda. **TIP 4**

a **5 minutes** Put the students into pairs or small groups.

TIP 3 Have them quickly make a list of what they think the people in the photograph are saying. Allow a few minutes only, then ask students to give their ideas to the class.

b **5 minutes** Get the groups to unscramble the sentences. They already have the context, so the task is quite simple. Push groups to complete this quickly.

Now play the recording, asking the students to check their answers.

Ask the students to check the answers with each other and finally, play the recording again to confirm.

Answer key

- b. 1. Mr. Haneda, I'd like to introduce you to Joshua Travis.
2. Joshua works in the marketing division of our company.
3. Mr. Haneda is a director of Yonegawa Industries.
4. Nice to meet you.
5. How long have you been at International Foods, Mr. Travis?

A: Mr. Haneda, I'd like to introduce you to Joshua Travis. Joshua works in the marketing division of our company. Mr. Haneda is a director of Yonegawa Industries.

B: It's nice to meet you, Mr. Haneda.

C: Nice to meet you too. How long have you been at International Foods, Mr. Travis?

2 Language focus (page 8) 15 minutes

Use the example to explain the flow chart to the students. Person B (the woman) introduces Mr. Haneda (Person A) to Joshua Travis (Person C). Person A then asks Person C a question.

Put students in small groups of three or four and ask them to write some conversations based on the given pattern. They should use their own names, jobs, departments, etc. Stress that they should write more than one question, so that the conversation develops between A and C. Tell them to look at the "Useful language" box for ideas.

Get groups to compare their ideas. Monitor and check for accuracy in the writing. **TIP 9**

Optional

Get students to practice speaking their conversations aloud. **TIP 1**

3 Culture focus (page 9) 10 minutes

Put the students into pairs. Get each student to read aloud first the questions, then the passage. Working together, they should compose their answers.

Each pair should check their answers with another pair. Write the answers on the board for confirmation.

If introductions are done differently in the students' own culture, invite a discussion of the differences.

Answer key

1. To help the people talk to each other.
2. To help you remember the person's name.

4 Communication activity (page 9) 15 minutes

Put students into groups of three and have them choose one business card each. First, the students should practice introducing themselves. Next, have them introduce each other. Stress that in both cases the idea is to develop conversations by asking each other follow-up questions. Students can find suggestions for topics to talk about in Part A, Activity 1 (Listening) on page 6 of the Student's Book. **TIP 9**

TIP 8

Help folder (page 83)

Answer key Language file

My name's Rick Howe.

I'm from Seattle, in the US.

I'm working in the human resources department.

I'm Rick Howe.

I'm in the human resources department.

I come from Seattle, in the US.

Optional extra activities

Communication

Truth or lie?

This is a good icebreaker, but is especially fun with students who already know each other. Ask the students to write down four sentences about themselves, but to make one of them untrue. Tell them to include surprising information about themselves, and not to make the untrue statement too obvious. Give them a time limit of four minutes to do this.

Put them in groups of four or five and ask each member of the group in turn to read all of his or her sentences out loud. The others in the group can ask questions to try to determine which statement is untrue – but of course, the speaker will have to make up information if he or she doesn't want to be caught out! Encourage a fast pace by limiting each round to three or four minutes.

Model the activity for the class if you feel it is necessary by writing up four sentences about yourself on the board and asking the whole class to try to find the lie.

Non-verbal communication game

The purpose of this game is to raise awareness of and to practice non-verbal communication signals. Of course, these signals have different meanings in different cultures, and it is important for people who have international contacts to become adept at reading these meanings, and using the signals correctly themselves.

Write the following words on the board, and elicit or demonstrate how the signals are done and what they mean.

nod your head (to show agreement)

shake your head (to show disagreement)

smile (to show amusement)

raise your eyebrows (to show surprise)

make eye contact (to show you are interested)

Explain that when the signals above are used in the right places during a conversation, they show the listener is paying attention to the speaker and following what is said. Write up and explain the following also.

shrug your shoulders (to show that you don't know something)

shake hands (when you meet someone for the first time)

wave your hand (to say hello or goodbye)

Before playing the game, point out to the students that most North Americans and Europeans expect listeners to give them non-verbal feedback, even if they are speaking to a group. Tell them they should practice this in every class, so that if you ask a question such as "Do you understand?" there should be plenty of nodding or shaking of heads – not silence and stillness!

Now, sit or stand with the students in a big circle. Make one of the signals above to the person on your right, who should then repeat it to the person on his or her right, and so on. At any point, a student can change the signal, but the direction changes. Stop the game when the students' enthusiasm wanes.

Pronunciation

Syllables

Explain to the students that every word in English has one or more syllables, or "sound groups." Learning to identify syllables will help them to speak English more smoothly and to understand it more easily. On the board, write the words from the list below, and ask the students to say how many syllables each has. It may help them if they clap or tap the desk on each syllable. Do not worry about how the syllables are divided, just focus on how many there are.

years (1) title (2) different (3) introducing (4)
age (1) major (2) department (3) activity (4)

Next, divide the class into two teams. Write one of the words from the list below on the board, and ask the first team to tell you how many syllables it contains. If a team

makes a mistake, pass it over to the next team for a bonus. For a more energetic game, have both teams confer at the same time and then send one student racing to the board. The first one to write the answer and slap the board wins a point for the team.

introduce (3)	interest (2)	hometown (2)
resources (3)	university (5)	college (2)
world (1)	business (2)	marketing (3)
industry (3)	Phoenix (2)	first (1)
conversation (4)	company (3)	example (3)
industries (3)	name (1)	information (4)
colleagues (2)	their (1)	

After finishing the game, ask the class (or individuals) to say all of the words while tapping their desks or clapping on each syllable.

Homework (see worksheet on page 80)

Reading TIP 15

This text offers a series of tips on business introductions. Remind students that the goal is not to look up every word and “translate” the article, but to try to answer the questions by understanding the main ideas, and making educated guesses about the meaning of new words. For this reason, they should try to do the task without using a dictionary. Of course, if they are still puzzled by words or phrases after doing this, they can look them up or bring their questions to class to discuss.

Answer key

1.
 1. c
 2. e
 3. f
 4. d
 5. b
 6. a
2.
 - a. You show the person you are greeting that you are giving him or her your full attention.
 - b. When you smile, it tells other people that you accept them.
 - c. If you look people in the eye, then they will think you are self-confident and a good listener, and will probably listen to you when you speak.
 - d. To avoid embarrassment if he or she does not remember your name.

Writing TIP 16

1. In preparation for this writing assignment, brainstorm a list of topics which could be discussed when meeting someone (e.g., hobbies, company experience). Add “family” and “personal information” (e.g., age, weight, income, political beliefs) if these do not come up. Next, ask whether any of the categories are considered too personal to discuss with people other than family and close friends, and if so, why.

After you have eliminated categories that are too personal, ask the students to write a paragraph introducing themselves for homework. Ask them to choose at least four of the categories you have listed, and to include as much detail as possible. For example, rather than saying *I live in Suido-cho* they might write *I live in a small apartment in Suido-cho, near a driving range.*

After grading and/or editing, the paragraphs can be passed around in a subsequent class to help the students get to know each other better. If they already know each other well, have them write the paragraph without using their names so that their classmates can read the paragraphs and try to identify the authors.

2. More confident students might like to try the second writing topic, which is about the rules for introducing yourself. Tell the students that a business acquaintance or friend of theirs from New Zealand is coming to their country on a business trip and would like some advice on how to behave when introduced to business contacts. Brainstorm the kind of advice this friend would need (e.g., *In my country it is polite to introduce yourself to the oldest person first*). For homework, ask them to write an email explaining the rules for introductions in their country.