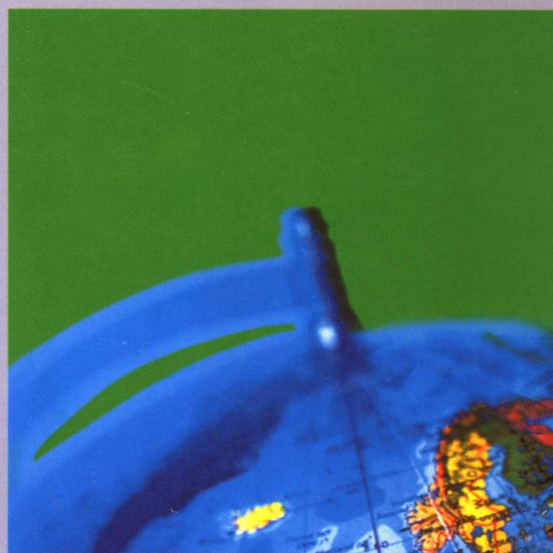


剑桥大学考试委员会推荐BEC初级考试用书

新剑桥商务英语（初级）

Further Ahead

A communication skills course for Business English



教师用书

Teacher's Guide

Sarah Jones-Macziola

Cambridge
Professional
English

人民邮电出版社
POSTS & TELECOM PRESS

Further Ahead

A communication skills course
for Business English

新 剑桥商务英语 (初级)

教师用书

Teacher's Guide

Sarah Jones-Macziola



人民邮电出版社
POSTS & TELECOM PRESS

图书在版编目 (CIP) 数据

新剑桥商务英语 (初级) 教师用书 / (英) 琼斯 - 麦克齐奥拉 (Jones-Macziola, S.) 著;

- 北京: 人民邮电出版社, 2004.8

ISBN 7-115-12550-3

I. 新… II. 琼… III. 商务—英语—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2004) 第 085776 号

Further Ahead: Teacher's Guide by Sarah Jones-Macziola

ISBN 0-521-59784-6

Copyright © Cambridge University Press 2002

Originally published by Cambridge University Press in 2002.

This reprint edition is published with the permission of the Syndicate of the Press of the University of Cambridge, Cambridge, England.

THIS EDITION IS LICENSED FOR DISTRIBUTION AND SALE IN THE PEOPLE'S REPUBLIC OF CHINA ONLY, EXCLUDING HONG KONG, TAIWAN AND MACAU AND MAY NOT BE DISTRIBUTED AND SOLD ELSEWHERE.

由英国剑桥大学出版社授权, 人民邮电出版社在中国大陆出版发行。未经出版者书面许可, 不得以任何形式复制或抄袭本书的任何部分。

北京市版权局著作权合同登记号 图字: 01-2004-4022

版权所有, 侵权必究。举报盗版有奖, 联系电话: (010) 64981059 E-mail: marketing@ncc-pub.com

新剑桥商务英语 (初级) 教师用书

◆ 作 者 萨拉·琼斯 - 麦克齐奥拉

策 划 刘 力 陆 瑜

责任编辑 詹弥艳

◆ 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

邮编 100061 电子函件 315@ptpress.com.cn

网址 <http://www.ptpress.com.cn>

电话 (编辑部) 010-64964059 (销售部) 010-64982639

北京京科印刷有限公司印刷

新华书店经销

◆ 开本: 889×1194 1/16

印张: 6

字数: 150 千字 2004 年 8 月第 1 版 2006 年 2 月第 2 次印刷

ISBN 7-115-12550-3/F·539

定价: 25.00 元

本书如有印装质量问题, 请与本社联系 电话: (010) 64981059

Map of the course

	Students will learn how to	Grammar points	Business content	Resource activities (Teacher's Guide)/ File Cards (Learner's Book)
UNIT 1	Introduce yourself and others Greet visitors Keep a conversation going Ask questions to find out more about people	Questions Question tags Question forms	Introductions, greetings, small talk	Introductions <i>Files 1 and 2 – Telephone call/info gap activity</i>
UNIT 2	Describe different types of companies Find out about companies Find out about a particular product	Past time Past simple – statements and questions Irregular verbs Questions <i>Who, What, etc.</i>	Vocabulary: kinds of businesses and industries Business letters and phone calls	Local industries My company <i>Files 3 to 6 – Telephone call/info gap activities</i>
UNIT 3	Talk about company organization Draft an advertisement for a vacancy Talk about your job and its responsibilities Ask to speak to someone and to leave a message	Present time Past simple and present progressive	Vocabulary: departments and jobs within a company responsibilities of different jobs Business calls	<i>Files 7 to 10 – Taking telephone messages</i>
UNIT 4	Make and accept/reject invitations Talk about hobbies and interests Get information Talk about likes and dislikes	Verb patterns verbs followed by -ing Adverbs of frequency	Make social arrangements Market research	Find someone who ... <i>Files 11 and 12 – Inviting a business associate to a social function</i>
UNIT 5 Revision and consolidation				
UNIT 6	Talk about infrastructure Describe facilities Compare advantages and disadvantages Deal with orders	Comparative and superlative adjectives Adjectives describing quality Punctuation and capitalization	Transportation of goods Types of cargo Writing faxes and memos	<i>Files 13 and 14 – Discussing and comparing transport facilities</i>
UNIT 7	Talk about imports and exports Talk about quantity Describe change: past and present	Quantity Mass and count nouns Expressions of quantity: a few, a little Past time Past simple and present perfect	Import and export industries Types of industries Trade between countries and what different countries produce	<i>Files 15 and 16 – Describing charts and diagrams</i>
UNIT 8	Talk about schedules Make and change arrangements and appointments Deal with correspondence Make a telephone call to arrange a meeting	Future time Present progressive and <i>will</i> future	Plan a business trip Discuss an itinerary Dealing with different kinds of correspondence and writing a fax Make and change appointments	<i>Files 17 and 18 – Discussing arrangements and an itinerary for a business trip</i> <i>Files 19 to 22 – Making and changing appointments for a business meeting</i>
UNIT 9	Describe a product Make and deal with complaints Apologize	Adjectives Materials/shapes/qualities	Banking and financial services Customer service: apologizing and providing information	<i>Files 23 to 26 – Dealing with a bank by telephone/providing good customer service</i> <i>Files 27 and 28 – Persuading someone to buy something</i>
UNIT 10 Revision and consolidation				

	Students will learn how to	Grammar points	Business content	Resource activities (Teacher's Guide)/ File Cards (Learner's Book)
UNIT 11	Discuss a company's image Talk about different ways of promoting a product Discuss the advantages and disadvantages of various forms of promotion	Relative pronouns <i>who, which</i>	Company image and promotional material Advertising a product Marketing Ordering promotional materials	Definitions
UNIT 12	Describe trends Talk about cause and effect Give reasons for changes in performance Discuss training programmes Make a short presentation	Adjectives and adverbs Sequencing language	Describe a business's performance In-house training programmes Making presentations	<i>Files 29 and 30 – Describing a graph</i> <i>Files 31 and 32 – Discussing product sales and giving reasons for increase/decrease</i> <i>Files 33 and 34 – Giving a short presentation/practise structuring a short talk</i>
UNIT 13	Take part in a business negotiation Write a letter chasing payment	Conditionals First conditional Time clauses <i>when and as soon as</i>	Negotiate prices and conditions Cash flow and debt problems Chasing letters	<i>Files 35 and 36 – Negotiating a sale</i> <i>Files 37 to 40 – Chasing payment, giving reasons</i>
UNIT 14	Discuss different countries' attitudes to gift giving Making arrangements for a free day in a foreign city Discuss food and its preparation	Indirect/polite questions <i>Could you tell me where ...</i>	Dealing with other cultures and customs Free time on a business trip Socializing in business	My home town
UNIT 15 Revision and consolidation				Cost of living guide
UNIT 16	Discuss a company's culture Express probability Give an opinion Express preference	Modal verbs <i>would/might/wouldn't</i>	Company culture Business ethics Women in business	Class survey <i>Files 41 – Women in work</i>
UNIT 17	Discuss green issues in the office Make recommendations Ask for an opinion and agree or disagree	Reported speech Reporting verbs	Business and the environment Budgets Business discussions	Be Green <i>Files 42 and 43 – Direct/indirect speech</i> <i>Files 44 to 47 – A company meeting to discuss budgets</i>
UNIT 18	Describe a process Describe a company's history Talk about work conditions	Modals <i>have to/must/can/don't have to/can't/mustn't</i> Passive past and present	Production methods	Company history
UNIT 19	Case study: organizing a conference and giving a brief presentation		Conference organization: arrangements schedules Correspondence: invitations answering queries Make a presentation	<i>Files 48 and 49 – Arranging a conference at a hotel</i>
UNIT 20 Revision and consolidation				

Introduction

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

The components of *Further Ahead* are:

- Learner's Book
- Learner's Book Cassette
- Learner's Book CD
- Teacher's Guide
- Home Study Book
- Home Study Book Cassette
- Home Study Book CD
- Video and Teacher's Guide
- Video Activity Book.

The Teacher's Guide

The *Teacher's Guide* provides:

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

Organization of the Teacher's Guide

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

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

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

Warmer/Discussion

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

Presentation

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

Language focus

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

Reading

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

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

Listening

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

Speaking

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

Vocabulary

Key vocabulary and exponents are listed in the *Summary* sections of the *Revision and consolidation* units. These sections also give learners the opportunity to build their own personalized vocabulary lists. Throughout the book, American English equivalents of specifically British English language items are given. Although *Further Ahead* has a strongly international focus, it follows British English models, unless the context is clearly North American.

Writing

The main aim in the writing exercises (and in the example correspondence appearing

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

Resource activities

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

Using the *Home Study Book*

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

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

Video

Further Ahead video is linked thematically with the *Learner's Book*. The video presents the coursebook's themes in a fresh and authentic context through four specifically filmed documentary sequences, and provides excellent extension and revision material.

The video relates to the coursebook as follows:

Sequence 1: *Welcome to Prince*

- describing company organization
- telephoning
- talking about product innovation
- dealing with customers
- discussing company culture

(Units 1–4)

Sequence 2: *The Delivery*

- dealing with an order
 - telephoning
 - transportation
 - making plans
- (Units 6–9)

Sequence 3: *What's in a brand name?*

- describing product ranges
 - comparing products
 - dealing with customers
 - talking about the past
- (Units 11–14)

Sequence 4: *The Solar Way*

- describing a technical process
 - defining market sectors
 - demonstrating application of technology
 - talking about the future
- (Units 16–19)

The video is sold with an A5 *Teacher's Guide*, which has photocopiable tasks for learners. A *Video Activity Book* is also available.

Contents

Map of the course	iv	Unit 11 Marketing	41
Introduction	vi	11.1 Projecting an image	41
Unit 1 People	1	11.2 Choosing your media	42
1.1 Meeting people	1	11.3 Choosing a promotional product for your company	43
1.2 Keeping the conversation going	2	Unit 12 Statistics	45
1.3 Finding out about people	3	12.1 Describing performance	45
Unit 2 Talking about companies	5	12.2 Cause and effect	46
2.1 Describing a company	5	12.3 Presenting information	47
2.2 Starting a business	6	Unit 13 Money	49
2.3 Getting product information	7	13.1 Negotiating the price	49
Unit 3 Jobs	10	13.2 Getting paid	49
3.1 Company structure	10	13.3 Chasing payment	51
3.2 Describing responsibilities	11	Unit 14 Socializing	53
3.3 Leaving a message	13	14.1 Gift-giving	53
Unit 4 Work and play	16	14.2 Planning a free day	54
4.1 Inviting	16	14.3 Eating out	55
4.2 Getting to know you	17	Unit 15 Revision and consolidation	57
4.3 Market research	18	Unit 16 Business culture and ethics	59
Unit 5 Revision and consolidation	20	16.1 Corporate culture	59
Unit 6 Transportation	23	16.2 Everyday dilemmas	60
6.1 Describing infrastructure	23	16.3 A woman's place	61
6.2 Forms of transport	24	Unit 17 Meetings	63
6.3 Dealing with an order	25	17.1 Greening the office	63
Unit 7 Imports and exports	27	17.2 Reporting	64
7.1 Talking about industries	27	17.3 Cutting costs	65
7.2 Talking about imports and exports	28	Unit 18 Processes	67
7.3 Made in America	29	18.1 Talking about regulations	67
Unit 8 Arrangements	30	18.2 Describing a process	68
8.1 Discussing an itinerary	30	18.3 Company history	69
8.2 Dealing with correspondence	31	Unit 19 Conferences	72
8.3 Making and changing an appointment	33	19.1 Finding a location	72
Unit 9 Products and services	35	19.2 Organizing the conference	73
9.1 Services	35	19.3 Presenting your product	75
9.2 Describing a product	36	Unit 20 Revision and consolidation	77
9.3 Keeping the customer happy	37	Resource activities	80
Unit 10 Revision and consolidation	39		

1 People

This unit deals with introducing yourself and others, greeting visitors, keeping a conversation going and asking questions to find out more about other people. Question forms are reviewed, and question tags are introduced. As the main theme is meeting and greeting people, this unit provides a chance for you and the learners to get to know each other and develop group cohesion, which will be important in successfully completing tasks later in the book. Language input is fairly low at this point and the speaking and writing activities will provide you with a good opportunity to judge the level of your class.

Further Ahead Video Sequence 1, 'Welcome to Prince', covers the themes dealt with in Units 1 to 4 of the Learner's Book.

1.1 Meeting people



Tapescript

A Warmer

- Ask learners to look at the pictures in their books and tell you where the people are and if they think they know each other. Establish the context of introductions and greetings and elicit suggestions as to what the people could be saying. Write these on the board. Learners can compare them later with the listening in the next section.

- You could try to extend this step beyond the routine formula of introductions and greetings to include ideas as to how the conversations may continue, e.g.:

How are things ...?

Did you have a good flight?

Where are you from?

Is this your first visit to ...?

What do you do?

You will not need to go much beyond this as this is the topic of 1.2.

B Listening and presentation

- Play the first dialogue and ask learners to decide which picture it goes with.
- Play it again and ask learners to listen for key phrases (e.g. *My name's ...*, *Pleased to meet you*, etc.). Write these on the board and any alternatives which learners can provide.
- Proceed in the same way with the two remaining dialogues.

Answers

1c 2b 3a

Conversation one

WOMAN 1: Hello. I don't think we've met. My name's Gina Lee.

MAN 1: And I'm Paolo Mendes. Pleased to meet you, Ms Lee.

WOMAN 1: Where are you from, Mr Mendes?

MAN 1: Brazil, Rio de Janeiro, to be exact. I work for Ark. Perhaps you've heard of them? I'm a software engineer there. And what about you? What do you do?

WOMAN 1: I'm in hardware development with Cor.

MAN 1: That's interesting. Perhaps you can tell me something about ...

Conversation two

WOMAN 2: Wendy, do you know Dirk Dressler? Dirk, this is Wendy James from United Finance.

MAN 2: I don't think we've met before. Nice to meet you, Ms James.

WOMAN 3: How do you do? Please call me Wendy.

MAN 2: And I'm Dirk.

WOMAN 3: What exactly do you do, Dirk?

MAN 2: I'm responsible for quality control. I ...

Conversation three

MAN 3: Hello Mikiko. Nice to see you again.

WOMAN 4: Hi Oscar. How are you?

MAN 3: Fine thanks. And you?

WOMAN 4: Oh, not too bad. How are things in Sydney?

- MAN 3: Pretty good. We're quite busy at the moment. But I'll tell you about that later. Did you have a good flight?
- WOMAN 4: Well, we were late taking off, but ...

C Language focus

- Ask learners to look at the language boxes in their books. Read through the exponents and use them to practise pronunciation.
- Then give prompts and get learners to provide the correct responses, e.g.:
 T: *How do you do?*
 L: *How do you do?*
 T: *How are you?*
 L: *Fine, thanks.*
 T: ...
 L: ...
- Improvise one of the conversations with a learner, substituting information about yourself. Learners continue in twos and threes to practise the other two conversations, substituting their own information this time. If you feel it is appropriate, round up by asking one or two pairs to act out one of the conversations in front of the class.

D Speaking

This activity is a class survey.

- Ask learners to look at the questionnaire in their books and elicit the questions they need to ask other learners in order to complete the chart, e.g.:
What's your name?
What do you do?
Where are you from?
- If your learners are all from the same country, substitute this with city.
- Demonstrate what learners should do by going up to one learner and introducing yourself before you ask the questions. Encourage them to use the language they have been practising in this section, e.g.:
 T: *I don't think we've met? My name's Simon Black.*
 L: *I'm Wolfgang Lotz.*
 T: *Pleased to meet you, Wolfgang.*
 L: *How do you do, Simon?*
- Give learners a few minutes to mingle with each other and interview four other

members of the group. Stop when you think the first ones have got this far. Learners then take it in turns to introduce a couple of the people they talked to to the rest of the class, using the prompts in their books as a help.

If your learners already know each other, use the Resource activity.

Resource activity 1: Introductions

The *Teacher's Guide* contains a number of extra Resource activities. In contrast to the Files, most of these are whole group activities and will involve a certain amount of moving around. There is no reference to these activities in the *Learner's Book*, so it is up to you to decide if and when you want to use them, e.g. you may feel that your learners need extra practice and use them to provide this, or they might be useful as a warmer to the next lesson after presenting the material. The photocopiable material is at the back of this book.

- Copy the cards at Resource activity 1, page 80, and hand them out.
- The aim of this activity is for learners to introduce themselves and ask questions about their partner – this is based on the listening at 1.1B.

1.2 Keeping the conversation going

A Warmer

- Tell learners they will be dealing with a visitor to their company whom they are meeting for the first time. Elicit the kind of things they could talk about for the first few minutes before they start discussing business. Hopefully they will come up with topics such as the visitor's journey to the company, the hotel, etc. Note these on the board.
- In pairs, learners write down three questions they could ask a visitor in the situation outlined above. While they are doing this, go round and check their questions for both appropriacy and accuracy. This will give you an indication as to how your learners can cope with different tenses, question formation, etc.
- Stop the activity after a few minutes, even if your learners have not quite finished, and

ask each pair to read out their questions.
Write useful and/or common ones under
the appropriate headings on the board.

B Listening and presentation

- Play the tape and ask learners to compare the questions they hear (from both the host and the visitor) with their questions. Then play it again, pausing for learners to write down the questions they hear.

Answers

- 1 Is this your first trip to ...?
- 2 What do you think of it?
- 3 Do you live in ...?
- 4 Which part of ... are you from?
- 5 Have you ever been to ...?
- 6 How long are you staying?



Ⓢ Tapescript

- MAN: Are you Ms Novak?
WOMAN: Yes, that's right.
MAN: I'm Bruno Soares, the Sales Manager. How do you do?
WOMAN: How do you do? It's nice to finally meet you – to put a face to a name.
MAN: Yes, it is, isn't it? Now, come this way and we'll go up to my office.
Is this your first trip to Porto?
WOMAN: Yes, it is. I've been to Lisbon a couple of times before, but this is the first time I've been to Porto.
MAN: And what do you think of it?
WOMAN: It seems like a nice place. Do you live in Porto itself?
MAN: No, I don't. I live to the north. It's about twenty minutes from here, depending on the traffic. And what about yourself? Which part of the States are you from?
WOMAN: The Midwest. From Omaha, Nebraska. Have you ever been there?
MAN: No, I haven't, unfortunately. How long are you staying in Porto?
WOMAN: Until Friday. And then I'm heading north. To Belgium.
MAN: Right, here we are. Now can I get you a drink before we start ...

C Language focus

- If learners need pronunciation practice, drill the above questions from prompts, checking pronunciation and intonation as you go. Get learners to practise giving answers to the questions, making up information if necessary.

D Speaking

- Learners match each sentence with a picture.

Answers

1c 2a 3f 4d 5b 6e

- Then ask them to decide who says what (H = host; V = visitor; E = either) and to suggest a reply to each question.

Answers

- 1 Where are you staying? [H]
- 2 Is the traffic always like this? [V]
- 3 What do you think of the conference? [E]
- 4 Do you work here in Paris? [V]
- 5 Is it your first trip to New York? [H]
- 6 Did you have a good flight? [H]

Suggested answers

- 1 At the Hilton.
- 2 Unfortunately, yes. The rush hour starts at four.
- 3 It's very interesting.
- 4 No, I don't. I work in Lyon.
- 5 No, it isn't. I was here last year too.
- 6 Yes, thank you.

- In pairs, learners write a short dialogue based around one of these situations. Either let learners choose their own situation or, to ensure that learners work on different dialogues, number a set of cards from 1 to 6 and ask each pair to draw a card. This becomes their situation. The dialogue should incorporate about eight exchanges. If you wish to make it more of a challenge, set a limit to the number of words, e.g. 87.
- If you feel it is appropriate, ask learners to act out their dialogue once they have finished. If you think they will feel uncomfortable doing this, simply ask them to show their dialogue to another pair.

1.3 Finding out about people

A Reading

- Learners look at the form in their books and suggest what it could be for (magazine subscription).
- Put the headings from the subscription form on the board and elicit the questions learners need to ask you (i.e. second person) in order to complete the form, e.g. *What's your surname? What do you do? Who do you work for?* etc.

- In pairs, learners complete as much of the form as they can for Pamela Thomas. They will not be able to fill in how she wishes to pay as there is a choice between Mastercard and American Express. They will establish this from the listening in the next section. They will also find out her job title from the listening.

B Listening and presentation

- Learners complete the missing information, i.e. how Pamela Thomas wishes to pay and what her job title is.

Answer

Mastercard, Accountant



Tapescript

THOMAS: Pamela Thomas. Good morning.

CHANG: Good morning. This is Brenda Chang from Asia Business Publications. I'm calling about your subscription for *The Economist*.

THOMAS: Oh yes.

CHANG: I'm afraid your fax isn't very clear, so I'd just like to check some of the details.

THOMAS: Of course.

CHANG: Right. Your first name's Pamela, isn't it?

THOMAS: That's right.

CHANG: And you work for Extratour, don't you?

THOMAS: Yes.

CHANG: Now, I'm afraid I can't read your job title at all. What do you do, Ms Thomas?

THOMAS: I'm an accountant.

CHANG: Right. And I can't read the name of the street either.

THOMAS: That's Bourke Street. That's B-O-U-R-K-E.

CHANG: And that's in Melbourne, isn't it?

THOMAS: Yes, that's right.

CHANG: OK. Now, you want to pay by Mastercard, don't you?

THOMAS: Yes.

CHANG: Could you give me your account number?

THOMAS: Sure. It's 5412 0012 4567.

CHANG: Right then, I think that's everything. You should get your first copy in a couple of weeks.

THOMAS: Thanks very much.

- If your learners need the practice, ask them to role play the call, using their own information this time.

C Language focus

- Ask learners if they can remember how the caller checked Pamela Thomas's details. Write on the board the examples from the listening:

Your first name's Pamela, ...

You work for Extratour, ...

That's in Melbourne, ...

and ask them to complete the sentences. If necessary, replay them.

- Then establish the rule that the auxiliary verb is repeated in the tag. If you have a positive statement, the tag is negative and vice versa. Note also the falling intonation to confirm information. Give a few more examples around the class, using information you have about your learners, e.g. names, companies they work for, etc. It is probably best to keep to the present tense while you are doing this, unless you feel confident that your learners can cope with more.

- In pairs, learners complete the task.

Answers

2 You work for McCash, *don't you?*

3 You're the Assistant Manager, *aren't you?*

4 You live in Portland, *don't you?*

5 You're American, *aren't you?*

6 You're not married, *are you?*

- Give them a few minutes to write down some things about other learners in the class and then let them check their information. If you have a large class, split learners into groups of five or six to do this.

D Speaking

- Learners practise asking and answering questions about a third person, i.e. Paul Harris or Sharon Willis, in the context of a telephone call. Divide the class into two groups. Group A looks at File 1 on page 117 and Group B looks at File 2 on page 120. Give them a few minutes to write down the questions they need to ask in order to complete their form and then regroup learners so that they are sitting with a person from the other group. In pairs they then exchange information. While they are doing this, go round and make notes on use of language to give feedback on once the activity has finished.
- To round up, ask questions around the class to ensure that the information is correct and then give feedback on use of language.

2 Talking about companies

Unit 2 deals with companies and products. Different lines of business are considered, and learners then work on questions to find out more about particular companies and products. The past simple for statements and questions is reviewed, together with irregular verbs and questions with *Who*, *What*, etc. Other points include a review of business letter style and a role play practising telephone calls to find out information.

2.1 Describing a company

A Warmer

- Start by giving learners the names of a few big, well-known companies and eliciting the line of business they are in, e.g.: Apple – computers, McDonalds – catering, etc.
- Ask learners to look at the list of industries in the box and think of other local examples. Use this as an opportunity to introduce and revise different lines of industry. Then ask your learners to match the company to a line of business. Make them do this fairly quickly and on their own in preparation for the discussion below.

B Language focus

- Draw learners' attention to the exponents in the speech bubbles and check they understand the differing degrees of certainty. Write on the board:
100% 75% 50%
I'm sure ... I think ... It could be ...
- Point out ways of agreeing and disagreeing and then ask learners what line of business they think the first company is (or is not!) in and encourage them to give reasons. In small groups of three or four, learners compare their answers to the preceding task, e.g. I think Monterrey Taco Company could be a transport company.

Answers

Containex: packaging; Bars and Stripes: bar coding; Iced Meals: transport; Jupiter Sciences: aerospace; Bolshoi Trading: financial services; Monterrey Taco Company: catering.

Resource activity 2: Local industries

- In pairs, learners write down the names of the ten biggest local companies.
- Then they join another pair and modify their lists so that they are in agreement.
- Finally, these groups modify their lists as a class. Once you have a 'definitive' list of the ten biggest local companies, establish which lines of business they are in.

C Reading

- Learners read the company profiles and match them with a name from A. In pairs or small groups, learners compare their answers using the exponents from B.

Answers

- 1 Jupiter Sciences
- 2 Monterrey Taco Company
- 3 Containex
- 4 Bolshoi Trading

- Have learners reread the texts and underline the words which helped them find the answers. They can then compare their answers in pairs or small groups.

D Language focus

- Learners look at the questions and then try to find the answers in the text.

Answers

- 1 Atlas Copco Group
- 2 compressor, construction and mining and industrial technologies
- 3 Answer given on cassette: compressors and other equipment for mining and construction
- 4 Over 21,000 world-wide
- 5 Answer given on cassette: Stockholm, Sweden
- 6 Answer given on cassette: European Union

- They then listen to the interview to check their answers and complete the missing information.

Tapescript

INTERVIEWER: What's the name of your company?
 EMPLOYEE: The Atlas Copco Group.
 INTERVIEWER: What line of business are you in?
 EMPLOYEE: We're in the mining and industrial sectors.
 INTERVIEWER: What goods or services does your company provide?
 EMPLOYEE: We make compressors and other equipment for the mining and construction industries.
 INTERVIEWER: How many employees does your company have?
 EMPLOYEE: Over 21,000 world-wide.
 INTERVIEWER: Where are your headquarters?
 EMPLOYEE: In Sweden, in the capital, Stockholm.
 INTERVIEWER: Where are your main markets?
 EMPLOYEE: Well, we operate world-wide, but our main market is the European Union.

- Before getting learners to practise the exchange of information, you may need to drill the question forms and practise falling intonation for *Wh-* questions.
- For additional practice, learners ask and answer questions about one of the companies in **A**.

E Speaking

- If learners are from different companies, get them to exchange information in pairs, using the questions from the previous section and making notes on what they find out. If they are from the same company or pre-work, use the Resource activity.

Resource activity 3: My Company

- Photocopy the cards (Resource activity 3, page 81) and hand them out to pairs of learners. Give learners a few minutes to read the cards and think about language they will need. Remind learners to use the listening exercise as a model for their conversations.

2.2 Starting a business

A Reading

- Learners scan the text to find out what kind of business Servcorp is in. Then ask them to reread the article and correct the statements.

Answers

- 1 Slater started her business in Sydney.
- 2 Servcorp was not a success from the start.
- 3 The first client was an overseas lawyer.
- 4 Servcorp provides offices and staff.
- 5 Servcorp doesn't operate in the USA.
- 6 The company's turnover was US\$28m last year.

B Vocabulary

- Learners reread the article, looking for words which fit the definitions given.

Answers

- a set up
- b business plan
- c temporary
- d facilities
- e expand

C Language focus

- Ask learners to look at the box and remind them how to form questions and negatives in the past. Then give them a couple of minutes to read through the text and find the irregular verbs.

Answers

be	was	have	had	make	made
become	became	get	got	say	said
do	did	go	went	think	thought

- In pairs, learners write down their questions. Stop them after a few minutes and check their answers.

Suggested answers

- 2 Where was her first office?
- 3 Who was her first client?
- 4 What was her turnover last year?
- 5 Why did she go to Japan?
- 6 When did she go to Japan?

D Speaking

- Working in the same pairs, learners write three more questions (in the past) to ask Joan Slater.

- Regroup learners so they are working with a new partner and get them to role play an interview with Joan Slater. Point out that if they do not have the answers to their partner's questions, they should make up the answers. While they are doing this, make a note of any errors to discuss with the class once they have finished the activity.


2.3 Getting product information

A Presentation

- Start with blank piece of paper and ask your learners what they would expect to find in a business letter. Try and elicit items such as the letterhead, reader's address, date, etc. List these on the board.
- Draw the outline of a page on the board and elicit where these components of the letter usually go. This also provides an opportunity to revise prepositions such as *on the right*, *at the top*, *above*, *below*, etc.
- Point out, if necessary, different ways of writing the date, in particular, that in American English (AmE) the month comes first (05.21.199-), whereas in British English (BE) the date comes first (21.05.199-).
- Ask learners to look at the letter in their books and decide what kind of letter it is, i.e. an enquiry. Alone or in pairs, they complete the task.

Answer

See below.



**X
ELECTRONICS**

Jaie Balmes 11
COL Los Morales
11510 Mexico D.F.
Mexico

ABC Computing
F8, no 142, Min-Chaun E. Rd.
Sec. 3 Taipei
Taiwan China

May 21, 199-

Dear Sir or Madam:

I saw your advertisement in this month's issue of *Asia-Pacific Computing World* and would like to receive more information on your range of electronic components.

I look forward to hearing from you.

Truly yours
M. A. Park
M. A. Park (Ms)
Sales Manager

B Writing

- Elicit what you might send the writer of the letter, e.g. brochures, price lists, catalogues, references, samples, etc.
- Elicit suggestions as to how learners can complete the phrases in their books.

Suggested answers

- 1 Thank you for your letter of May 21 | *enquiring about our products.*
| *asking*
- 2 We enclose | *our latest catalogue*
We are pleased to enclose | *and price list.*
We have pleasure in enclosing
- 3 Please contact me *if you need any further information.*

- Make sure learners realize they will be writing to Ms Parks and point out the change in the opening and closing salutations if we know the name of the reader:

Reader unknown

Dear Sir or Madam (AmE)

Dear Sir or Madam (BE)

Truly yours (AmE)

Yours faithfully (BE)

Reader known

Dear Mr/Ms ...

Sincerely yours/
Best regards (AmE)

Yours sincerely (BE)

In pairs, learners draft a reply on a blank piece of paper, paying attention to the layout of their letter. When they have finished, ask them to show their letter to another pair and to get their comments on it.

Answer

See below.

C Listening and presentation

- It is probably advisable to revise spelling at this point. A quick dictation to warm learners up or alert them to letters which may cause difficulty may be a good idea before you tackle the listening.
- Play the first phone call and ask learners to complete as much information as they can. They should compare their answers with a partner before listening a second time.
- Check their answers before proceeding in the same way with the second call.

ABC COMPUTING

F8, no 142, Min-Chuan E. Rd Sec. 3 Taipei Taiwan China

Ms M. A. Park
Sales Manager
X Electronics
Jaie Balmes 11
COL Los Morales
11510 Mexico D.F.
Mexico

May 28, 199-

Dear Ms Park:

Thank you for your letter of May 21, enquiring about our products.

We enclose our latest catalogue and price list and hope you will find it of interest.

Please contact me if you need any further information.

Best regards,

...
Sales Manager