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English 365

Teacher's Book 3

Matt Smelt-Webb

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1 Introduction to *English365* Book 3

Welcome

Who is *English365* for?

This course is for working adults who want English for their working and personal lives. Students using Book 3:

- are at an intermediate level
- will have studied English in the past but need a new extensive course to refresh, practise and consolidate what they know as well as to learn new language
- need a supportive environment to build speaking skills by activating known language, which is largely passive at the moment, and by learning new language and communication and social skills.

How long is the course?

This course provides at least 60 hours of classroom teaching. The Student's Book contains:

- 30 units which each provide 90 minutes of classroom teaching material per lesson (45 hours).

The Teacher's Book provides:

- 30 Extra classroom activities linked to each unit. Each activity takes at least 15 minutes to complete and some of them can occupy 30 minutes or more (10–20 hours).

The Personal Study Book with Audio CD provides:

- 30 self-study practice exercises linked to each unit in the Student's Book (15 to 30 minutes each)
- 12 self-study listening exercises which develop the social and professional communication work done in the Student's Book

- the pronunciation work from the Student's Book
- learning diaries for students.

The Website provides:

- two revision units with up to 60 minutes of extra classroom or self-study exercises to work on (2 hours)
- a worksheet for every unit in the Student's Book
- ten Better learning activities with accompanying Teacher's notes.

What does *English365* give to the learner?

The course aims to provide:

- a balance between English for work, travel and leisure
- a balance between grammar, vocabulary, pronunciation and professional communication skills (at this level: writing, presenting, negotiating and communicating in meetings)
- a balance between the skills of speaking, listening, reading and writing
- clear and relevant learning aims in every unit
- stimulating content and activities to motivate adult learners
- sensitive support to students who have problems achieving the transition from passive to active use of English

- a strong emphasis on recycling and consolidation
- motivation to students to achieve a useful balance between classroom and self-study.

What about levels?

We have provided references to the Council of Europe Common European Framework levels as this can provide a useful point of reference for teachers gauging the three levels of *English365*. However, please note that these are not meant as exact comparisons due to the different purpose and nature of these coursebooks.

English365 Book 1 aims to take post-elementary students (students who have reached the end of Common European Framework level A2 approximately) up to lower-intermediate level (approximating to Common European Framework level B1).

English365 Book 2 aims to take lower-intermediate learners to intermediate level (approximately through level B1 to the beginning of level B2). So by the time they complete *English365* Book 2, having done sufficient exam preparation, students should be ready to sit the Cambridge Examinations Preliminary Business English Certificate (BEC Preliminary).

English365 Book 3 aims to take intermediate level learners to the beginning of upper-intermediate level (progressing part of the way through level B2).

How is it different?

- 1 Authenticity** Much of the material is based on authentic interviews with real working people, many of them doing similar jobs and with similar personal and professional concerns as the people likely to be studying the book. Each unit focuses in part on a professional individual who provides the context for the subject matter. The original interviews have been rerecorded to make listening comprehension easier, but the texts still retain the original flavour which we believe will be motivating and involving for your students.
- 2 Organisation** The units are divided into three types (see Organisation of the Student's Book on page 9). We think that working through cycles of three units provides the right balance between learners' dual need for variety and for a sense of security.
- 3 Vocabulary** The book has an ambitious lexical syllabus: we believe students can learn vocabulary successfully if exposed to it in the right way and that vocabulary is an important key to better understanding, better communication, progress and motivation.
- 4 Grammar** The book's approach to grammar is based less on traditional PPP (Presentation – Practice – Production) and more on TTT (Teach – Test – Teach). We think that the majority of adult students at this level have been subjected to the grammar features of our syllabus through PPP already; they do need to revise and extend

their existing knowledge but they don't want to be bored going through traditional presentations all over again.

5 Self-study

- The Teacher's notes for each unit offer suggestions to pass on to students about how they can consolidate their classroom learning.
- The Personal Study Book with Audio CD provides students with 15 to 30 minutes' worth of self-study material per unit and up to 15 minutes of listening material (recyclable) for each unit with a listening component.

6 Learner training

Additional activities on the Website and in the Personal Study Book, as well as the Teacher's notes to the units in the Student's Book, encourage teachers and learners to focus on the learning process itself.

Course components

There are six components for this level:

- 1 Student's Book
- 2 Classroom Audio Cassettes/CDs
- 3 Personal Study Book
- 4 Personal Study CD
- 5 Teacher's Book
- 6 Website.

The **Student's Book** contains:

- an introduction to the student
- 30 classroom units
- file cards for pair and groupwork exercises
- a grammar reference section
- a tapescript of the Classroom Audio Cassettes/CDs
- the answer key to the exercises.

The **Classroom Audio Cassettes/CDs** contain:

- all the tracks relating to listening work in the Student's Book.

The **Teacher's Book** provides:

- an introduction to the course and how to work with it
- detailed notes on the units in the Student's Book
- 30 extra photocopiable classroom activities, each one linked to a unit in the Student's Book, supported by Teacher's notes.

The **Personal Study Book** contains:

- Language for language learning – two alphabetical lists of the grammatical and other terms used in the Student's Book together with definitions taken from the *Cambridge Learner's Dictionary*
- one page of self-study exercises per unit of the Student's Book for additional practice
- the answer key to the exercises
- learning diaries for the students
- a tapescript of the contents of the Personal Study CD.

The **Personal Study CD** contains:

- self-study listening exercises – these encourage students to practise talking about their job and personal life, communicating in meetings, presenting and negotiating, and are designed to support and consolidate the work in the Student's Book
- the listening material relating to pronunciation work in the Student's Book (type 1 units).

The **Website** provides:

- information about the course and the authors
- two revision units
- 30 worksheets, linked to the Student's Book units, for students to monitor their progress
- ten extra photocopiable activities for better learning, designed to improve the effectiveness of students' learning, also supported by Teacher's notes (see page 11)
- links to organisations referred to in the Background briefings in the Teacher's Book.

See www.cambridge.org/elt/english365.

Organisation of the Student's Book

The Student's Book has 30 units. They are clustered into ten groups of three, over which a full range of language items and communication elements are presented and practised.

Whilst the units are designed to be delivered sequentially, their flexibility is such that they may be dealt with out of sequence if a specific need or occasion arises.

Each type of unit is designed as follows. All units contain a section called 'It's time to talk' which provides opportunities for transfer and freer practice of the main learning points. See page 15 for teaching approaches to each type of unit.

Type 1 units (Units 1, 4, 7, 10, 13, 16, 19, 22, 25 and 28)

Type 1 units present and practise:

- Listening on a work-related theme
- Grammar
- Pronunciation
- Speaking.

Rationale

Type 1 units present and practise a grammar point, introduced first through the medium of a listening exercise. The theme is work-related and the listening text also permits the passive presentation of useful vocabulary. The grammar point is then formally presented and practised and there is also extrapolation to presentation and practice of a discrete pronunciation point. The unit finishes with a supported but freer speaking practice activity which enables students to gain fluency and confidence with the grammar, whilst expressing their ideas on relevant work-related topics.

Type 2 units (Units 2, 5, 8, 11, 14, 17, 20, 23, 26 and 29)

Type 2 units present and practise:

- Listening on a work-related theme
- Work-related vocabulary
- Speaking
- Communication skills for work.

Rationale

Every second unit in the cluster presents professional vocabulary through the medium of a listening exercise on a work-related theme. Students develop listening skills like listening for gist and listening for specific information and also have the opportunity (in 'What do you think?') to briefly discuss the issues raised in the text. There is explicit presentation and practice of vocabulary followed by a short fluency activity designed to enable students to use the

vocabulary in freer and realistic exchanges. The unit finishes with a focus on professional communication, with presentation and practice of key phrases and skills. These are often introduced by means of a short listening text. The professional communication skills targeted in *English365* Book 3 are:

- writing
- presentations
- language for meetings
- language for negotiations.

Type 3 units (Units 3, 6, 9, 12, 15, 18, 21, 24, 27 and 30)

Type 3 units present and practise:

- Social skills
- Reading on a general theme
- General vocabulary
- Speaking.

Rationale

Every third unit in the cluster begins with a focus on social skills. Students listen to two dialogues. The first is a poor version and the second an improvement. Students will consider how the dialogue has been improved. The listening is followed by practice exercises. The second part of each unit focuses on reading skills such as skimming and scanning. This then leads into work on vocabulary related to the topic of the reading text.

The unit finishes with a speaking activity designed to practise the vocabulary and to foster fluency and confidence when speaking about general topics.

Revision units

There are two revision units on the Website, one to follow Unit 15 and the other to follow Unit 30. These contain exercises summarising the work covered thus far. They can be used in a variety of ways, including:

- to test students' knowledge
- as supplementary classroom material
- as supplementary self-study material.

Students who have finished *English365* Books 1 and 2

Some or all of your students may have completed Book 1 and Book 2. If so, it is worth pointing out that Book 3 is organised along similar lines. The early units revise and recycle language that appeared in Book 2, so it may be necessary to ensure that students do not feel that they are simply looking at language that they have studied previously. Remind students of the importance of revision and that while looking at items of vocabulary that they may have seen before, you are going to focus on the students' accurate and active use of these words. Tell them that recognising and understanding a word is one step along the road to learning it, but the ultimate aim is to use the word accurately in appropriate situations.

Starting up the course

This section suggests different approaches to starting up a new course with *English365*. The first lesson of a new course is obviously important and can be handled in many different ways. Your aim should be not just to teach the language of Unit 1 but to create a positive attitude towards learning English in general in the mind of each student and to create a good group dynamic which will help this learning to take place. You want students to leave the lesson believing that this course is going to be:

- comprehensible
- coherent
- useful and
- enjoyable – or even fun!

Think about how you can achieve these goals. You should choose the way that you and (as far as you can anticipate this) your students feel most comfortable with. You may know everyone in your group very well or you may never have met them. They may know each other, they may not. However, you should know something about them so, as you prepare, think about the best way to start up. Once you have told them what you plan to do in this lesson, there are many possibilities. You can't take up all of the suggestions which follow but doing one or two for five to ten minutes at the start of the lesson may help to tailor the book to your style and the style of your group.

Talk to your students

Tell them that you are going to talk to them for a few minutes so that all they have to do is relax and listen. Speaking clearly, and avoiding difficult language, introduce yourself and tell your students a few things about yourself. Talking to students at the beginning of a course in language they can understand can help them relax and attune their ears to the sounds and meanings of English. Remember that they will be nervous too – some of them very much so. If you know the group, clearly it won't be necessary to introduce yourself, but there may be newcomers as it is the start of the course and so it is important to make them feel welcome and comfortable with their new classmates. You could get students to ask you questions about yourself. Give them time to prepare some questions, perhaps in pairs – this will also give you some initial indication of their level of English. You will find that they will respond to you better if they can see you are open and willing to talk about yourself.

Tell them how you work

You may also wish to talk about how you like to work, what your objectives are, and about creating a winning team, the members of which will work together to achieve individual and group objectives. Working together will give better results for everyone.

Talk about the book

Give students the chance to look through their copies of *English365* Book 3 – to see how long each unit is, how many units there are, to find the grammar reference, etc. at the back of the book, and so on. You may want to ask questions to guide them, e.g. *Where is the grammar reference?* Even if students have completed *English365* Books 1 and 2 and so will be familiar with the structure of the course, getting students to look through Book 3 is worthwhile. The book is a prime learning tool for them. It's important for them to be able to find their way around and have an idea of its organisational principles. In particular, point out, or remind them of the colour coding for the three different types of unit and explain briefly what these are. Tell them too about the other components, and show them in particular a copy of the Personal Study Book and accompanying CD. Stress also that the Website is a useful resource.

Do a needs analysis

Unless you have already had the chance to do so with the students themselves, do a needs analysis of the expectations and objectives of the group or of the learning backgrounds of the learners either at the beginning of this lesson or later on. If the group is continuing from *English365* Book 2, it is still a good idea to review their expectations and objectives as these can change over time. And, of course, you may have new students joining the group. You can use any or all of the first three of the Better learning activities to support this (see the Website). Unless you have received detailed briefing on your students, you will need to find out all this information in any case during the first two or three lessons.

Do the admin

You may have administrative business to get out of the way: registers to take, attendance sheets to get signed, etc. Decide when in the lesson you want to do this.

Define principles

Get students to agree to a set of class rules for the course. For example:

- We will help each other to speak better English.
- We will not speak our own language in the classroom.

Break the ice

Use your own ice-breaking technique for starting up with a new group of intermediate learners. If you don't have a favourite ice-breaking activity, try the following.

Get students to work in groups of three. Student A should interview Student B and Student C should take notes. Then B should interview C and A takes notes, and so on. The person who took notes can then introduce that student to the rest of the class. If the students already know each other, get them to find out some information that they didn't know before.

Choose the ways of breaking the ice which you feel are most appropriate to your teaching style and to the group, as far as you can tell.

Better learning activities

The Better learning activities are a key part of *English365*. You will find the activities which accompany Book 3 on the Website.

These learning to learn activities can be done in parallel to the main course, though you may want to do the first three at the beginning of the course.

They do not necessarily take up a great deal of time, but they are important in getting students to think about how they learn and so learn better. Especially at this level, students should be taking on more responsibility for their learning and developing learner autonomy.

2 Introduction to the Teacher's Book

Getting ready

The language of the Teacher's notes

The 30 sets of notes in the next section are intended to provide you with ideas and support if you need them. They are not prescriptive. The imperative style (as in 'Ask', 'Check', 'Tell', etc.) is therefore only to keep the notes short and simple, not to tell you how best to do something. The less imperative style 'You could also ...', 'You may like to ...' signals additional ideas not directly found in the Student's Book.

Talking to students

While most students at this level will be able to understand you, there may be some variation in their profiles. Some students may not have studied English for some time, some may have continued on from another course. It is worth repeating that when we speak to our students, we should remember to:

- speak clearly and fairly slowly
- use vocabulary and structures (most of which) they can understand
- as far as possible, use intonation and pronunciation patterns which replicate speech at normal speed. So, for example, try to keep unstressed words and syllables unstressed even when you are speaking more slowly than usual.

It's your responsibility to make sure students understand what you say. You can help them maximise the usefulness of what language they already possess.

From passive to active

Some students may be happy to produce language straightaway – others may need more time. More confident students are given opportunities to talk in the Warm up right at the start. On the other hand, more hesitant students can focus on the objectives at this stage without having to say very much. Some students may have a relatively good knowledge of English and it is important to stress that though some of the vocabulary and grammar work, especially, might have been covered before, you want to activate that language and get them to use it accurately.

Classroom language

While most students will probably understand the metalanguage used in the Student's Book and the instructions you give them, it's worth remembering always to give instructions clearly – it is important, of course, that students know what you want them to do.

Classroom resources

The range of resources and equipment available to teachers ranges from the rudimentary, or worse, to the very

sophisticated. If equipment is not so good, remember that in any case your best resources are your students and yourself.

Dictionaries

Students are recommended to buy a good learner's dictionary. *The Cambridge Learner's Dictionary* is excellent. See also www.dictionary.cambridge.org for online dictionaries. If students don't have their own dictionaries, it helps to have one or two available for them in class. At this level students should be using an English–English dictionary.

The whiteboard

The Teacher's notes often recommend you to use the whiteboard to build up sets of vocabulary and collocations during a lesson both to develop students' vocabulary and also because it's good for students' morale when they can see how many words they can recognise and use.

The electronic whiteboard

The advent of interactive whiteboards in the classroom creates exciting new opportunities for different ways of teaching. *English365* is at the forefront of this technology. For more information on interactive whiteboard software for the course, see www.cambridge.org/elt/english365.

The overhead projector

OHPs are especially useful for pairs or small groups reporting back work in writing after an activity. They can write directly onto a transparency and then show other students the results. If you write your feedback – for example for a pairwork activity – on a transparency, you can also project it straightaway to the whole group.

Computers

Computers are especially useful for writing in the classroom. Whether you have time to provide individual correction for all your students' work outside class time is another issue!

Doing written exercises and checking answers

Written exercises can be approached in a number of different ways and you should try to vary what you ask students to do. Be attentive to their mood and level of concentration. They may welcome the opportunity to do two or three exercises alone in order to assimilate input thus far in the lesson and take a rest from the requirements of active language manipulation and production. A quiet class does not mean that it is a boring one. Give them time to do one or more exercises on their own (although don't always wait for the last student to finish before moving on). Then check the answers by going round the class. However, you don't always have to say immediately whether the answer given is correct or not. Write a suggestion up on the board and ask the others to reach agreement on whether it is right; or ask students to lead this part of the lesson; or ask students to work in pairs.

Pair and groupwork

Pairwork is an opportunity not just for practice but also for students to develop support for each other and, potentially, for them to learn from each other in terms of language competence and learning style. Ensure that students work with different partners from lesson to lesson and within lessons. You may find that there is some resistance to pairwork from some students. It is, therefore, perhaps useful to stress that doing pairwork maximises the amount of time that they can spend speaking English, as they will not be able to talk to you the whole time.

Timing

Timing is important in pair and groupwork activities, especially more open ones as in *It's time to talk* sections. Decide how much time you want to spend on the activity. In many cases, ten minutes is plenty.

Procedure

A basic procedure for pairwork is as follows:

- 1 Present the activity and read through the relevant input to check understanding. Pre-teach difficult vocabulary and provide any grammatical or other models which you would like students to use.
- 2 Choose pairs. If you have an odd number, work with the odd person yourself, or make a group of three.
- 3 If there is a preparation phase before the activity, decide whether to put some or all of the Student As and Bs together in separate groups or whether preparation should be done alone; or ask students to decide.
- 4 During the activity itself, walk round and monitor. Make notes of good and not so good language. You can write good language on the board even while the activity is still going on. You may also like to make notes directly onto a transparency to save time later.
- 5 You may wish students to reverse roles later. Watch the time so that both get an equal chance in both roles.
- 6 After the activity itself, students usually report back. The form of this will depend on the nature of the activity. You may want to summarise the findings on a problem or question for the class as a whole (or ask students to do so). If students were set to solve a problem, find out which solution was preferred and why.
- 7 You may often invite selected pairs to perform the same activity in front of the others. Encourage the others to provide constructive criticism of these performances.
- 8 As the first stage in the debriefing, ask students what language or communication difficulties they had.
- 9 You will then provide feedback on the activity as a whole (see the section on feedback which follows). Be conscious of the balance between feedback on the language and communication aspects of the activity.
- 10 Summarise the main points you want students to take away with them. Encourage them to write them down or make some other effort to retain them.

Serial pairwork

The non-alcoholic cocktail party is a variation on basic pairwork except that students talk to two or three others in turn during the activity. You should certainly encourage

students to get up and walk around for this: getting students up and about now and again is good for their energy levels and good for kinaesthetic learners – ones who like moving about, touching and handling things, and physical activity. They will need to have pen and paper – sometimes a photocopy of the activity – to note down the answers to their questions. Timing is again important here because you may need to tell them when partners should swap from asking to answering questions, and when students should swap partners each time.

Telephone pairwork

For pairwork on the telephone, you can suggest that students sit back-to-back, if you don't have telephone equipment for them. Some students may be surprised at this and perhaps resistant to the idea of sitting back-to-back, so it is a good idea to explain the rationale, i.e. on the telephone the speakers do not get non-verbal help and need to rely only on their listening skills, and so should not look at each other.

Groupwork

The Student's Book and Teacher's notes generally refer to pairwork, but you can vary things by putting students into groups of three and four. You can also put students into pairs and nominate one or two others as observers. One can provide feedback to the group, the other can provide language feedback to the pair after they have finished. Before the lesson, think about how you are going to divide the class up into groups.

File cards

If a lesson involves using the file cards at the back of the Student's Book, you should read the roles in advance so that you have a clear idea of what students will be required to do. Students will often need time to prepare questions for their partner. Either there is specific guidance on what questions to ask or they can prepare questions on the basis of the information on their own file cards. Once again, you could decide to put all the As together in one group and all the Bs in another at this stage.

Feedback and correction

In addition to all of the above:

- Be selective. Identify the main points you want to make.
- Be positive. Give feedback on good language as well as the not so good.
- Be constructive. Praise students for their efforts before suggesting ways of doing it better.
- Get them to be constructive with each other. This is part of building a team which will help all its members to achieve more. Create an environment of mutual support.
- Students will appreciate feedback on all the activities they do in class. It is easier to give immediate feedback and correction during grammar exercises, but it is no less important in freer speaking activities. One way of offering effective correction and feedback without hindering communication is to make a note of mistakes as you monitor so that you can go over them at the end of the activity with the whole group. Students will also

appreciate it if you type up their mistakes and go through them in a subsequent lesson.

- When checking answers after activities, it may not always be necessary to go round the whole class to get their answers before you say if they are right or not. It is a good idea to vary the way you check answers. You could, for example, simply tell the students the answers, or, if you have a smaller group, check them yourself while you are monitoring.
- You may want to refer to Unit 27, where the social skills section focuses on giving feedback.

Raising learner awareness

As students improve their level of English, it is a good idea to foster increased learner awareness and autonomy. Encourage them to reflect on how well they performed during an activity and how they can improve for next time. See the Better learning activities on the Website and the learning diaries in the Personal Study Book for more on this.

Self-study, consolidating learning and making progress

Students are more likely to make progress if you build lots of recycling into the course and encourage students to work on their English outside the classroom. There are a variety of suggestions about how to achieve this in this book. In sum, we recommend you to:

- 1 revise the previous lesson of the same type at the start of every class
- 2 clearly state lesson objectives and remind students of these at the end of every lesson
- 3 make regular use of the Extra classroom activities at the back of this book and the Better learning activities on the Website.

We recommend you encourage students to:

- 1 reread the unit in the Student's Book which they have just done with you
- 2 do self-study exercises for the equivalent unit in the Personal Study Book and, where applicable, use the Personal Study Audio CD
- 3 do follow-up activities suggested in the Teacher's notes for each unit
- 4 start and maintain vocabulary notebooks
- 5 keep learner diaries (see below about the Learning diaries in the Personal Study Book).

Teacher's diary

The Teacher's diary (on the Website) aims to help you in your own professional development. We suggest that you make multiple photocopies of it and put the copies in a separate file. The page is self-explanatory. It is designed – realistically we hope for busy teachers – for you to spend three minutes completing one sheet for every lesson. By getting into the habit of doing this and reflecting on what you do, we hope it will encourage you to experiment, develop and communicate with other teachers about the issues which interest and involve you.

Learning diaries

At the back of the Personal Study Book there are six learning diaries for students to use on a regular basis as they study

with both the Student's Book and the Personal Study Book. Explain to students that writing down personal reflections on their English learning will allow them to:

- see areas where they have improved (this is important for their motivation)
- understand the learning methods which enabled them to improve (this is important to maximise their success as learners)
- identify areas which continue to give them difficulty (this is important to overcome troublesome areas)
- think about where they should place their priorities within the language learning process (this is important for setting clear objectives).

Students will require guidance on which diary (or diaries) to use. At the beginning of the course, it would be useful to suggest that students select one or two diaries to focus on their own individual learning interests. Encourage students to discuss their selections with you.

It would be useful to review students' learning diaries from time to time in order to encourage their use and prove their value.

Creating a dynamic group

Last, but perhaps most importantly, aim to help create a lively, energised group of learners, a group which is ready to:

- get up and walk round to refocus when concentration dips
- offer support and positive criticism to all its members
- openly discuss language without fear of losing face
- take the initiative to lead the class.

Common elements

This section offers guidance on how to handle the lesson stages which are common to every unit.

Why are we doing this?

Always make clear what the objectives of each lesson are. Follow these steps at the start of every lesson.

- Explain which type of unit you are working on today.
- Then tell students the objectives of this lesson (see On the agenda).
- Identify the main points and write up key words on the board or OHP (see Teacher's notes for each unit).
- Leave them there through the lesson so that students have a clear idea of the basic structure of the lesson and also of where they are at any particular stage.

Thinking about what you are doing and where you are going helps consolidate learning.

Background briefings

In the Teacher's Book, some units have extra information about the company, people, place or event covered (e.g. Martinique in Unit 1 and PY Gerbeau in Unit 2). These are intended as a brief introduction for teachers who are perhaps unfamiliar with the subjects or want further information. If you or your students want more information, you can go to their websites via the *English365* website: www.cambridge.org/elt/english365.

Warm up

As the name suggests, this is intended as a quick way into the unit, to help you and the students focus on the main objectives and to get them used to speaking the language. The Warm up is intended as a short activity involving answering or briefly discussing some questions, doing a simple matching exercise, etc. As a matter of course, draw students' attention to the photo of the unit personality and the information about him/her.

It's time to talk

This is the open practice section of each unit, designed to consolidate the learning which you are aiming for learners to achieve within a relevant and useful context: a transfer from closed to open and from a generic to a more specific contextualisation, although this varies from unit to unit. See also the notes on pair and groupwork above.

Remember

Check this section quickly with the whole class. Then ask: 'What did we do today?' If necessary, remind students of the objectives of the lesson (by referring to your key lesson structure words on the board or On the agenda).

Follow up

For you: use the Extra (photocopiable) classroom activity in this book which corresponds to the unit you are teaching. For students: encourage students to consolidate their learning by doing regular homework and self-study between lessons. Standard ways to do this are:

- to reread the unit in the Student's Book
- to read the corresponding unit in the Personal Study Book and do the exercises.

See the Teacher's notes for each unit for other suggestions.

Timing

The timings suggested in the following sections are based on a 90-minute lesson. They are intended to provide broad guidance only. Your timings will obviously depend enormously on the specific lesson, the kind of class you have and the kind of teacher you are. Be flexible. Over-rigidity can stop you listening to your students and can interfere with real communication.

Teaching type 1 units

Unit structure and timing

The structure of type 1 units, together with suggested approximate timings, is:

What did we do last time?	5–10 minutes
On the agenda: Why are we doing this?	5 minutes
Warm up	5 minutes
Listen to this	10 minutes
Check your grammar	10 minutes
Do it yourself	10 minutes
Sounds good	15 minutes
It's time to talk	20 minutes
Remember → What did we do today?	5 minutes
→ Follow up	

Listen to this

Introduce each track by saying in broad terms what students are going to hear and why. Make sure students have read the rubrics and that they understand what they have to do.

Listening for gist

The instruction to the teacher in the Teacher's notes is usually simply to 'Play track 1.1'. It is for you to decide whether to play the track or part of the track more than once or not, but only up to a maximum of three or four times; in some cases advice is given for this in the Teacher's notes. Tell students that very often it's best to listen for the main message and not to worry about not understanding every word. In real life, there are rarely more than one or two chances.

Listening tasks

Specific suggestions are made in the Student's Book or the Teacher's notes for individual units, but you can also ask them:

- if they can predict part of a track from what they know about it before they listen
- if they can reproduce parts of a track after they have listened to it
- to listen for examples of particular words or types of word or grammar examples.

Tapescripts

You can encourage students to make use of the tapescripts at the back of the Student's Book for reading at the same time as they listen; and for doing grammar and vocabulary searches of texts they have already heard.

Check your grammar

The syllabus

- The grammar points taught in the type 1 units have been identified as being those of most use to working people. The grammar syllabus is selective rather than comprehensive in order to achieve a good balance between this and the other components of the syllabus – work-related and general vocabulary, communication skills, and so on.
- For information about particular grammar points and how to handle them in class, we strongly recommend *Grammar for English Language Teachers* by Martin Parrott (Cambridge University Press).

Activating passive knowledge

For any given grammar point, you can ask students some basic questions to check the extent of their knowledge. They may have notions of the point in question and the listening will have jogged their memory. Otherwise, you can vary your approach from lesson to lesson. For example:

- first present the information given in a grammar section, then practise the points by filling the gaps; or
- ask students to elicit rules from the listening extract they have heard or from the tapescript of the listening, and then do the gap-filling exercise; or
- ask students to do the gap-filling exercise and then to formulate rules alone, in pairs or as a whole class.

Grammar reference

Always refer them to the Grammar reference section. Make sure students know where it is, and, if appropriate, go through it with them.

Sounds good

Tell students each time that this is the pronunciation part of the lesson. Pronunciation is important but it can also be fun and can appeal to a different kind of learner, some of whom may be less confident about other areas of language. Encourage students to identify what aspects of pronunciation they have problems with and to concentrate on them.

Teaching type 2 units

Unit structure and timing

The structure of type 2 units, together with suggested approximate timings, is:

What did we do last time?	5–10 minutes
On the agenda: Why are we doing this?	5 minutes
Warm up	5 minutes
Listen to this	10 minutes
The words you need	10 minutes
It's time to talk	15 minutes
Communicating at work	35 minutes
Remember → What did we do today?	5 minutes
→ Follow up	

Listen to this

Procedure

See the guidelines above (in Type 1 units) for the basic procedure for dealing with listening activities.

Note-taking

In some units (e.g. Unit 2), students are asked to take notes. Since note-taking may be a new skill for many students, it is worth spending some time on the basics. You could try to elicit and then highlight the following:

- stress that students should try to listen for and note down only the main points
- they should write in their own words – they should not attempt to write what they hear verbatim
- they should not write full sentences and should only record key content words – these are usually nouns and verbs; stress that students should try to minimise the time they spend writing and maximise the time they spend listening
- the notes should be clear and concise and easy to understand at a later date
- the notes should be organised – where appropriate, encourage students to use numbering, underlining and headings to structure their notes
- before asking them to make notes, make sure students have some paper or their notebook as there will not always be enough room in the Student's Book
- when giving feedback on notes, of course there is no one right answer – it is possible to write the same thing in a number of different ways; one way to approach this, if

you have time, is to build up a set of notes on the whiteboard or OHP by asking students for their input on what should be included and how it should be written

- explain the rationale for focusing on note-taking – it can be a useful skill during presentations, meetings and conferences, as well as in academic lectures.

The words you need

At this level students should be taking on more and more responsibility for their own learning. You can encourage this by getting students to look back through the tapescripts to identify words that are new to them. Advise students to look at 'chunks' of language rather than just single words – this will help them to activate the language more easily. Get them to look at prepositions that follow certain words, for example, and record whole phrases. Suggestions are provided in each set of Teacher's notes.

It's time to talk

Suggestions are provided in each set of Teacher's notes.

Communicating at work

Suggestions are provided in each set of Teacher's notes.

Teaching type 3 units

Unit structure and timing

The structure of type 3 units, together with suggested approximate timings, is:

What did we do last time?	5–10 minutes
On the agenda: Why are we doing this?	5 minutes
Warm up	5 minutes
Social skills	15 minutes
Have a go	10 minutes
Read on	10 minutes
The words you need	10 minutes
It's time to talk	20 minutes
Remember → What did we do today?	5 minutes
→ Follow up	

Social skills

The objective of this section is to develop students' communication skills in social and work situations and not just their language. Each social skills section has two dialogues based on the same subject. The first dialogue is a poor version and the second an improvement. The aim is for students to compare them and focus on exactly what the makes the second one better.

The standard procedure is as follows.

- Ask students to discuss the Warm up questions quickly in pairs or small groups. This introduces the theme of the social skills section.
- Get students to read the questions and check any vocabulary problems before you play the first track.
- Check the answers.
- Get the students to read the questions for the second dialogue and play the second track.
- Check the answers.
- Play the second track again and get students to complete

the sentences. This focuses students on the language and skills used to create a better dialogue. You may need to play the track more than once, pausing after each sentence in order to give students time to write.

- Students work in pairs to think of other language and expressions they can use in different situations. There is, of course, no one right answer for this, so write up students' suggestions on the board or on an OHP. There are possible answers listed in the relevant section of the Teacher's notes.
- Refer them to the Remember section at the end of the unit.

This formula can be varied, of course. For example, you can:

- listen to dialogue 1 and get students to tell you how it can be improved before listening to dialogue 2
- ask students to identify useful language in dialogue 2
- listen to dialogue 2 and get students to role-play the situation in pairs.

Use the standard procedure in the first one or two units (Units 3 and 6) and then vary the formula thereafter.

Have a go

This section leads straight on from the previous one and provides opportunities for less controlled practice of the social skills techniques and language. Once again you can adopt a standard procedure as follows.

- Set the scene and make sure that students are clear about their roles – give time for preparation. A few minutes should be enough for this.
- Remind students to use the social skills and language presented in the previous section.
- The first two students perform the role-play and the third acts as the observer.
- The observer should listen carefully to the dialogue and prepare to give feedback on the students' use of language and social skills. The observer can use the advice at the end of the unit as a checklist against which to measure the performance of Student A and B. You should tell observers to take notes so they can report back to the students at the end of the activity. This role is very important as it encourages students to reflect on the activity and think about their performance and how it can be improved. Students should be honest in the assessment but they should also be positive and sensitive and provide suggestions as to how to improve.
- The students take it in turns to play the different roles. It is important to ensure the first observer also takes part in the role-play, but you may not always have time for the dialogues to be performed three times.
- Do some whole class feedback. Ask students how they felt the role-plays went and how they could be improved.

Read on

The Read on sections of these units are designed to help students with their ability to predict, skim, scan and read for gist. The tasks for each reading section vary. Students may, for example, be asked to predict the topics from headlines and then match the headlines to stories before doing more detailed comprehension questions.

A standard procedure is as follows. There is further guidance in each set of Teacher's notes.

- Get students to discuss the introductory questions in pairs or small groups.
- Do the prediction task, if appropriate.
- Read the rubric and the questions.
- Ask students to skim the text before answering the questions.
- Check the answers.

You may encounter some resistance to reading in class so it is worth making the rationale clear: you want students to improve their reading skills (skimming, for example) and this means reading texts in different ways. Consequently, you will need to vary your approach to reading in class. What you do will depend to a large extent on your students, but here are some possible suggestions.

- Always set time limits. This ensures that the pace of the class is kept up.
- Assign different paragraphs for students to summarise to their partner or group.
- Introduce an element of competition. If you are doing a scanning exercise, for example, put students in groups and award points to the group which finds the answer first.
- Do the readings as jigsaws. Give partners in a pair different halves of the text to read and different questions to answer.
- Get students to write their own questions for different parts of the text and then put them to a partner.
- Stress what an important learning resource a text can be. The texts in Book 3 are extremely rich in vocabulary.
- Ultimately, remember that some students enjoy reading. If they are quietly reading a text it does not necessarily mean that they are bored. They may be grateful for the chance to take a break from 'communicating'.

Reading in other contexts in the Student's Book

More generally, the instruction 'Read' in the Teacher's notes for any unit can be handled in various ways.

- Students can read silently.
- Individual students can take turns reading aloud.
- You can read aloud to them.
- Students can read to each other in pairs.

If there is no specific suggestion, do different things at different times; and ask the students what they want to do.

The words you need

Suggestions are provided in each set of Teacher's notes. This section often focuses on the texts from the reading section and is a useful way of encouraging students to develop their vocabulary range from reading texts. You can encourage them to read as much as possible outside the classroom too, and to try and develop their vocabulary range independently.

It's time to talk

This is an extension of the theme of the unit and an opportunity to practise speaking in English and use the vocabulary presented in the earlier sections.