

3 Teacher's notes: Units 1–30

1 Martinique meets Paris

Starting up the course

Read the section on Starting up the course on page 10 and decide how you want to:

- introduce yourself
- introduce the students to each other
- introduce the material.

As a brief 'getting to know you' activity, you might want to ask pairs of students to interview each other and take notes. They can then introduce their partner to the rest of the class. Write the following prompts on the board:

- name
- job + what likes about his/her job
- main interests
- a future dream in life
- anything else.

On the agenda: Why are we doing this?

Read about Type 1 units on page 9 and Teaching type 1 units on page 15.

Explain that this is an example of the first of three types of unit. This type normally looks at grammar and pronunciation. Type 1 units also practise listening.

Tell the students the objectives of the lesson:

- to practise **making a positive impression**
- to revise the **present simple and continuous and the present perfect simple and continuous tenses**. You might need to remind students that although they may have studied these tenses before, you want to concentrate on using them correctly.
- to do some **pronunciation work on minimal pairs**. You might give students some examples of this so that they are clear about the aims of the lesson. You could write *seat* and *sit* on the board to demonstrate that students will be comparing the pronunciation of individual sounds.

Reinforce this by writing the key words on the board or OHP.

Warm up

Ask the students the questions or get them to answer in pairs. Don't spend too long on this as it is just intended as a brief introduction to the topic of the unit.

Background briefing: Martinique

Martinique is a Caribbean island with a population of around 400,000, the majority of which are of African origin. It is an overseas 'department' of France which means that it has full representation in the French National Assembly. So, not surprisingly, it has a distinctively French feel to it and

refers to itself as 'a little bit of France in the Caribbean'. It has become known for a form of music called 'zouk'. For more information about Martinique, go to the *English365* website: www.cambridge.org/elt/english365.

Listen to this

Caribbean roots

- Look at the picture of Marc and read the caption. You could add that he works for a telecommunications company.
 - Explain that students are going to listen to two different parts of an interview with Marc. Before you start, you might want to check the meaning of *unemployed*, *graduated* and *lack*. This will help students with their comprehension.
- 1 Ask students to read through the profile before you play track 1.1. They can compare their answers with a partner before you check the answers with the whole class.

Suggested answers

- 1 major telecom
- 2 1998
- 3 international environment
- 4 month, Italy
- 5 time
- 6 jazz / goes to jazz clubs / organises jazz events

Track 1.1 tapescript ►►

INTERVIEWER: So Marc, what do you do exactly?

MARC: So, I manage, lead a team of around 15 people and let's say that I work on sales and technical aspects for one, or my customer, a major telecom operator in France ... I have to cover all aspects of doing business with the customer. So I'm the single person accountable for that customer. In fact, our chairman regularly repeats the motto: 'One company in front of the customer.'

INTERVIEWER: So how long have you worked for your company?

MARC: Since 1998.

INTERVIEWER: And why telecoms?

MARC: The main reason was to work in an international environment. And over the last five years I've visited many many countries ... like Hong Kong, Israel, Ireland, Italy, Colombia, Chile, Singapore ... I was also in Miami in the sun, as well, so around ... 12 different countries over the world ... across all continents. In fact, I've been working in the domestic market, at the headquarters, for one year now. But I travel every month to Italy.

INTERVIEWER: So, Marc, with all this travel, where do you say you're from: Paris, Europe, Martinique ...?

MARC: I'd say that I'm from somewhere over the Atlantic, you know. I'd say that ... I have a mixture of cultures, like everybody. I still have some West Indian feelings, hot temperatures are very important for me. On the other hand, I have moved or changed a lot, say, with

the concept, my attitude ... to time. When I first came to France, it was very strange for me to notice a train left on time ... within one minute, or a few seconds. Caribbean people, like some southern countries, are more, let's say, relaxed about time. Time is really of less importance. But, on the other hand, people in the Caribbean have a very different approach to life, more positive, more taking time to actually enjoy life... more so than Europeans.

INTERVIEWER: So is your lifestyle very different?

MARC: Absolutely. In France I was surprised to see sunlight at 9 or 10 pm, it was very, very strange ... very, very, very ... because in tropical countries ... the sunset is around ... five-thirty ... six-thirty at the maximum. And the night comes very suddenly, you have only, maybe, half an hour's time ... but in France at night you can go out for a walk, see friends ... there are lots of things to do ... it's good for my social life.

INTERVIEWER: Do you still keep a contact with Martinique culture?

MARC: I love Creole jazz. In fact, in my spare time I work with an organisation that promotes Caribbean jazz in France. I try to because the job can be very stressful. So I love jazz, and I very often go to jazz clubs. We've got a lot of jazz clubs in Paris.

INTERVIEWER: And do you organise concerts and things like that?

MARC: Yes, exactly. We organise every year a Creole jazz festival in Paris in jazz clubs, yes. We've been doing that for ... for ... ten years, roughly.

- 2 • Doing this prediction exercise will help students to focus their listening and it might be useful to explain this before the activity.
- Allow for variation in the wording of the answers but encourage correct grammar and use of vocabulary.

Suggested answers

- 1 going to university
- 2 are unemployed
- 3 decreased, a) customer-focused, b) training in tourism, c) as something to commercialise
- 4 change, a new sense of customer focus

Track 1.2 tapescript ▶▶

INTERVIEWER: And in the Caribbean now, what's life like there now?

MARC: Some things on Martinique, are improving. So the level of education is increasing with more and more people going to university. But there's also a big employment issue. Half of young people are unemployed, even students who have graduated – and there are a lot – can't find jobs. It's a small country with very few job opportunities, a small job market, in fact ... so this is an issue really.

INTERVIEWER: What about the tourism?

MARC: The opposite. It's decreased. It's partly, let's say, the relationship with France ... French territories like Martinique, we don't promote tourism enough ... we're not very focused on customer service. We don't have it enough in the culture, as with other countries in the Caribbean. Of course, it's mainly a lack of training in the tourism field.

INTERVIEWER: So what's the future for the people in Martinique?

MARC: It's interesting. People who live with these jewels in the West Indies, tropical island jewels, just see them as natural and tend not to see them as things to commercialise. Outsiders often have a different perspective. It's like Eskimos ... they'd never promote

skiing. But the local people are starting bit by bit to change their ways by developing a new sense of customer focus, maybe like in my job ... so I think there is a real opportunity for the future.

What do you think?

You could also ask students what the advantages and disadvantages are of working in an international environment. If there is time, you could do a quick classroom survey to find out who works in such an environment and who would like to.

Check your grammar

Present simple and continuous; present perfect simple and continuous

- It is likely that students will have studied these tenses at least once if not many times before. Stress that it is important to review such areas of English grammar and to concentrate on using them correctly. You could also get them to look through the tapescript for other examples of the tenses.
- Students could do these activities individually or in pairs.
- Depending on how well the students cope with this, you might want to refer them to the Grammar reference section in the Student's Book at this point.

Answers

- 1 b present simple 2 d present perfect simple
3 c present continuous 4 a present perfect continuous
- 2 1 *I drive to work* describes a general fact or regular activity. *I'm driving to work* describes a temporary action around the present time, but not necessarily at the moment of speaking.
2 *I've written the report* describes a completed past activity with impact on the present (the report is finished and has been sent or is available for reading, etc.). *I've been writing the report* describes a recent past activity which may or may not be completed.
3 *How long are you working here?* is a question about a temporary period which potentially includes the past, present and future. *How long have you been working here?* is a question which focuses on the duration of an activity beginning in the past and continuing up to the present moment.
4 *I work at the London office for half a day every week* describes a regular or routine activity. *I've been working at the London office for half a day every week* describes the period of an activity beginning in the past and continuing to the present moment. The activity may or may not be finished, depending on the context.
5 *Do you ever visit Martinique?* is a question about a person's routine or regular activity. *Have you ever visited Martinique?* is a question about someone's past experience.
- 3 1 for 2 since
For is used with a period of time. *Since* is used with a point in time.

Do it yourself

Students can do these activities alone or in pairs. Set time limits for each activity and then get students to compare their answers in pairs before you check the answers with the whole class. If students find these activities challenging, it would be a good idea to write the answers on the board so that they are clear for the whole group.

- 1 You could do the first question with the whole class to check that everyone is clear about the activity.

Answers

- 1 I usually travel to work by tram.
- 2 Martinique has had this problem for many years.
- 3 I have been living / have lived here for five months.
- 4 How long have you worked / have you been working for the company?
- 5 How long have you known each other?

- 2 Get them to read the whole text through quickly before completing it with the correct verbs.

Answers

- 1 has worked / has been working 2 has 3 exports
 4 has grown 5 uses 6 is currently expanding
 7 is building 8 has 9 believes 10 has received 11 sees

- 3 After you have checked the answers, as a brief extension, you could get students to ask and answer similar questions about each other in pairs. Pay close attention to the correct use of the tenses.

Answers

- 1 do you do 2 does the company do 3 Has it been
 4 are you staying 5 Have you ever been
 6 have you been coming 7 do you always eat
 8 have you ordered

Sounds good

Minimal pairs

It is worth making a general point here that students should always try to identify areas of English that they have problems with. This will help them to become more efficient learners and so improve more rapidly. You may want to refer them to *Learner English* by Michael Swan and Bernard Smith, published by Cambridge University Press.

- 1
- Do the first word pair with the whole class so that the activity is clear. You could demonstrate it yourself before you play track 1.4.
 - In pairs, students could also create their own word sequences that their partner has to identify.

Answers

- 1 ABA 2 BBA 3 AAB 4 BAB 5 BBA 6 AAB

Track 1.3 tapescript ►►

- 1 sit – seat – sit
- 2 gate – gate – get
- 3 shop – shop – chop
- 4 yob – job – yob
- 5 worse – worse – worth
- 6 win – win – wing

- 2
- You will have to monitor this activity carefully as some students may not be aware of the words that they have difficulty with.
 - Once the sounds that students have difficulty pronouncing have been established, get them to write down five other words that contain the problem sounds.
 - Encourage students to make an effort to pronounce these sounds correctly in different contexts. It is often the case that students may have no problems with the sounds in class, but as soon as they go outside they revert to the incorrect pronunciation.

Track 1.4 tapescript ►►

See the Student's Book.

It's time to talk

- Explain that the *It's time to talk* sections in *English365 Book 3* are intended to improve students' social skills as well as language.
- Set the scene and ask students what they would do while the visitor is waiting. Elicit the fact that they would probably talk to the visitor and in this way introduce the concept of small talk.
- Give students a few minutes to look at their file cards, read the small talk guide and prepare what they are going to say.
- Depending on how confident the group is, you might want to allow students to practise in pairs before they perform for the rest of the class.
- Make sure the class is clear about what they should be doing while listening to the role-plays.
- Monitor and take notes yourself. Give both positive and critical feedback at the end. Focus on both language and social skills.
- You may want to use the Extra classroom activity here (see pages 92 and 99).

What did we do today?

Check the Remember section quickly and remind students of the aims of the lesson.

Follow up

Encourage students to:

- write down expressions for making small talk
- concentrate on using tenses correctly in different situations
- be aware of the problems they have with pronouncing particular sounds in English and focus on pronouncing them correctly.

2 The art of management

What did we do last time?

Although you may want to do some review work from the previous unit we recommend that you do the main review work before the next type 1 unit, i.e. Unit 4. This is more challenging for your students, as it involves longer recall, and should ultimately provide more continuity and improve learning effectiveness.

On the agenda: Why are we doing this?

Read about Type 2 units on page 9 and Teaching type 2 units on page 16.

Explain that this is the second of three types of unit. This type looks at vocabulary for work and communication skills. The main professional skills in business English are presenting, meetings, negotiating, telephoning, writing and socialising. In *English365* Book 3 we focus on writing, presenting, meetings and negotiating.

Tell students the objectives of this lesson (see On the agenda):

- to talk about **management**
- to build **vocabulary** in the area of **managing organisations**
- to practise **writing emails** and increasing awareness of **register** and **'down-toning'**. You could explain at this point that *down-toning* means avoiding direct language.

Reinforce this by writing the key words on the board or OHP.

Warm up

Ask the students the questions or get them to ask and answer in pairs. You could also ask them to give real examples of the good management they have experienced.

Background briefing: PY Gerbeau

PY Gerbeau is the Chief Executive of X-Leisure and has worked in the leisure industry for over 18 years. Before this, he was Chief Executive of the Millennium Dome in London and Vice President of Park Operations at Disneyland, Paris. Before he became a management consultant he was a professional ice hockey player and qualified for the 1988 Winter Olympics. His initials stand for Pierre Yves. For more information about PY Gerbeau, go to the *English365* website: www.cambridge.org/elt/english365.

Listen to this

Good management

- Look at the picture of PY Gerbeau and read the caption. Check understanding of *runs* (a business) and the *art* of management.
 - Ask students if they have heard of PY Gerbeau. What do they know about him?
- 1 • Get students to read the priorities and deal with any vocabulary problems. You might need to explain *vision* and *knowledge management*. Ask if they thought of any of these priorities in the Warm up.

- Play track 2.1 and ask students to identify which of the priorities PY mentions and in what order. Students could check their answers with a partner before you check the answers with the whole class.

Answers

- 1 brand management 2 having the right people
 3 building relationships 4 knowledge management

Track 2.1 tapescript ►►

INTERVIEWER: What would you say are the most ... most important things a manager has to focus on? What makes for success in managing a business or organisation?

PY GERBEAU: Well, briefly I think the product has to be right. You need a brand that consumers will connect to your business. So that's the first thing – the product – brand management. That has to be first.

INTERVIEWER: Yes.

PY: The second thing is obviously people management. Because if you hire the right employees, if you hire the right management culture, management attitude, you've also got a winner.

INTERVIEWER: OK.

PY: The third one is relationships. No matter what you do, you know you'll have relationships with your investors, relationships with your peers, relationships with your employees, relationships with your consumers.

INTERVIEWER: Yes.

PY: Relationship with your suppliers. It's all about this. And the last one which, which comes back to people, is knowledge management.

INTERVIEWER: Hmm.

PY: You have information, you have to get the right information and use it in the right way – we call that knowledge management. It means you learn from the past. You can take advantage of the past, know it and use the past. Use what you know – what you can find out.

- 2 • Get students to discuss their predictions in pairs. You could then talk briefly about how to take effective notes (see page 16 in the Introduction). Encourage students to write key words only rather than full sentences, and to use bullet points. Suggest that students use a separate piece of paper with clear headings for their notes. Then play track 2.2.
- Make it clear that the answers are suggestions only. You could ask students to write their answers on the board or OHP and get them to agree as a class on the best set of notes.

Suggested answers

- 1 Everybody makes mistakes; it's important to learn from them.
- 2 People should be encouraged to try out ideas, take risks, be independent.
- 3 A good manager should talk to and look after all the people they work with (employees, suppliers, etc.).
- 4 Books can teach you a lot, but you can't learn experience from books; managers should manage by experience ('management by walking around').