

1 Introduction to *English365* Book 2

Welcome

Who is *English365* for?

This course is for working adults who want English for their working and personal lives. Students using Book 2:

- are at a lower-intermediate to 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 and by learning new language and communication skills.

How long is the course?

This book 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)
- two revision units with up to 60 minutes of extra classroom or self-study exercises to work on (2 hours).

The Teacher's Book provides an extra classroom activity linked to each unit, plus ten activities to develop students' learning strategies. Each activity takes at least 15 minutes to complete and some of them can occupy 30 minutes or more (10–20 hours).

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 emails, telephoning, presentations 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 low-intermediate learners to intermediate level (approximately through level B1 to the beginning of level B2). So by the time they complete *English365* Book 2, and with 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 converted into simplified texts for reading or rerecorded to make listening comprehension easier, but the reading and listening 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 in the Teacher's 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 plus two revision 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
- 10 extra photocopiable activities for better learning, designed to improve the effectiveness of students' learning, also 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
- 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, welcoming visitors, telephoning and communicating in meetings. They 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 social English dialogues in the Student's Book (type 3 units).

The **website** provides:

- information about the course
- information about the authors
- extra resources for students and teachers, including 30 tests for students to monitor their progress
- 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 plus two revision units. The 30 units 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:

- Reading on a work-related theme
- Work-related vocabulary
- Speaking
- Professional communication skills.

Rationale

Every second unit in the cluster presents professional vocabulary through the medium of a reading text on a work-related theme. Students develop reading skills like skimming and scanning 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 2 are:

- telephoning
- writing emails
- presentations
- communicating in meetings.

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

Type 3 units present and practise:

- Social phrases
- Listening on a general theme
- General vocabulary
- Speaking.

Rationale

Every third unit in the cluster begins with a focus on social English. Students listen to a series of short dialogues presenting language for a range of everyday situations. The listening is followed by practice exercises. The second part of each unit focuses on the presentation and practice of general vocabulary, introduced via a listening exercise. 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 in the Student's Book, one following Unit 15 and the other after 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* Book 1

Some or all of your students may have completed Book 1. If so, it is worth pointing out that Book 2 is organised along the same lines. Many of the early units revise and recycle language that appeared in Book 1, so remind them of the importance of revision and consolidation, and explain 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 that 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) 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 fairly slowly and clearly, and using simple language, introduce yourself and tell your students a few things about yourself. You might introduce yourself to each student in turn. 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 2 – 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* Book 1 and so will be familiar with the structure of the course, getting students to look through Book 2 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.

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 1, 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 Better learning activities to support this (see page 118). Unless you have received detailed briefing on your students, you will need to find out about their expectations and objectives during the first few 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.

Check metalanguage

Metalanguage or classroom language (the language you or the book use to give instructions, talk about language, etc.) can be a problem and you may want to introduce or check some words in English which are important to successful classroom communication and management at this stage. You can do this progressively or you can use the Language for language learning section in the Personal Study Book.

Break the ice

Use your own ice-breaking technique for starting up with a new group of lower-intermediate learners. The main content of the unit will then consolidate what you have already done. You may want to do this in the Warm up (see page 14).

If you don't have a favourite ice-breaking activity, try the following, when (some of) the students know each other, but you don't know them:

Take one student in turn (who must remain silent) and ask the others what they know about him or her. At the end of each round of the class, you can summarise the information and the student can say if each detail is true or not. Suggest sentences like:

- Maria works for Coca-Cola.
- Pierre has worked in England.
- Ali has two children.
- Francesco has a new job in marketing.

Dive in

You may prefer to go straight into the unit: it is about working life and they will hear an interesting person talking about his work.

And remember

Don't try all of these suggestions for starting up. Choose the one or two which you feel are most appropriate to your teaching style and to the group, as far as you can tell.

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. They are designed to enhance, not cramp your own teaching style. 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 slowly and clearly
- 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

Teachers disagree about whether students should be thrown in at the deep end at the beginning of a lesson or a course by being asked to produce language straightaway, or whether they should be allowed time to get used to the language and build confidence before having big demands made on them. Both schools of thought are right – about different students. The design of these units tries to take both possibilities into account. More confident students are given opportunities to talk from 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

Most students will understand the metalanguage in the book and the instructions you give them, but it is worth checking the main terms quickly. A list of words to check

appears in the early units of the Teacher's notes, but this dwindles away to zero as you progress through the book and repeatedly use the same terms. A complete list of all the terms also appears in the Personal Study Book. Some students may know most if not all of these words but it is important to be sensitive to the possibility that some will not.

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. For Book 1 we recommend the *Cambridge Essential English Dictionary* and for Books 2 and 3 the *Cambridge Learner's Dictionary*. See also www.dictionary.cambridge.org for online dictionaries. Dictionaries are not essential in the classroom but they are helpful, and students will benefit from access to them both for classroom work and for self-study. 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 rather than relying on a bilingual one.

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

One of the supreme advantages of these is that you can transfer what you have written on the board directly into a digital file on a computer instead of copying down everything you wrote up at the end of a lesson.

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. In this case, 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 not; or ask students to lead this part of the lesson; or ask students to work in pairs. In other words, exercises and checking can be carried out more or less passively or quite actively, depending on your and their mood and needs.

Pair and groupwork

Introduction

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.

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. If you remember that feedback will also take at least five minutes and students performing for their colleagues another five, you can see that without careful time management, too much of the lesson will be taken up in this way.

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 the activity. 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) – this is sometimes referred to in the Teacher's notes as doing a survey. For example, how many of them live in the town and how many in the country, how many travel by bus to work, how many by train, and by car, etc. If students were set to solve a problem, find out which solution was preferred and why. This may lead to more general discussion, so be conscious of the time available.

- 7 You may often invite selected pairs to perform the same activity in front of the others; or you may invite a new pair to do so. Encourage 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 on page 14). 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.
- 11 Ask students to assess the usefulness of the activity – in other words, for their feedback.

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 – usually 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. So keep a check on your watch, and be strict.

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, which is that on the telephone the speakers do not get non-verbal help and need to rely only on their listening skills, and so it is more realistic if they don't 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 or 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. It is probably better for you to organise this as it will save time.

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. They 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.

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 them 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 (see pages 79 and 85) and Better learning activities (see pages 115 and 118).

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, to 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 (in English or in their own language).

Teacher's diary

The Teacher's diary at the back of this book 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.

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:

- take risks with language
- ask questions when someone doesn't understand
- 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. 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.

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. No matter what their level, students need time to warm up and an introduction to the content of the lesson. The Warm up is intended to be a short activity involving looking at the picture of the unit personality, answering or briefly discussing one or two questions, doing a simple matching exercise, etc. Do not let the Warm up go on for too long. There will be opportunities to discuss related questions in a more open-ended way later in the lesson.

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 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 this 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. This will make all the difference to the amount of progress many of them make. Standard ways to do this are:

- 1 to reread the unit in the Student's Book
- 2 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.

Background briefings

In the Teacher's Book, some units have extra information about the company or event covered (e.g. Syngenta in Unit 1 and the Edinburgh Festival in Unit 3). These are intended as a brief introduction for teachers who are perhaps unfamiliar with the subjects. If you or your students want more information, you can go to their websites via the *English365* website: www.cambridge.org/elt/english365.

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. Give students time limits. They usually respond well to this and it can help to create a lively and pacy class. Be flexible. Don't allow too much planning to get between you and the students. Over-rigidity can stop you listening to your students and can destroy 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 minutes
On the agenda: Why are we doing this?	5 minutes
Warm up	5 minutes
Listen to this	10 minutes
What do you think?	5 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

Logistics

Always make sure that you are ready to switch on your cassette or CD in the right place before the lesson starts.

Introducing listening

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. As an alternative to students reading the rubrics, you could explain the activity yourself to provide variety.

Listening for gist

The instruction in the Teacher's notes is always 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. However, playing any track more than three or four times altogether is likely to lead to boredom, so avoid any temptation to do so. 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 2000).

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 or 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. Find out which students have a good ear and the ones who are good mimics, and exploit their talents in presentation and feedback.

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 minutes
On the agenda: Why are we doing this?	5 minutes
Warm up	5 minutes
Read on	15 minutes
What do you think?	5 minutes
The words you need	10 minutes
It's time to talk	15 minutes
Communicating at work	25 minutes
Remember → What did we do today?	5 minutes
→ Follow up	

Read on

The Read on sections of these units are designed to develop students' ability to skim, scan and read for gist. Tasks vary from unit to unit, for example sometimes the reading asks students to match headings with paragraphs, which involves reading for gist, and then to answer some comprehension questions.

Procedure

A standard procedure for this section is as follows. There are further suggestions in each set of Teacher's notes.

- 1 Read the rubric and the questions.
 - 2 Ask the students to skim the paragraphs before they answer the questions. Give them 20 or 30 seconds (more in the early units and less in the later ones).
 - 3 When they have finished, check their answers and ask them how they proceeded: which key words did they spot in the text which helped them to do the task?
- 2 Read the rubric and the questions.
 - 2 Ask them to read the paragraphs in more detail and do the exercise.
 - 3 Check their answers.
 - 4 Ask them to do a vocabulary search based on the theme of the text or the main vocabulary area of the unit, or to do a grammar-based search, for example to find adjectives or verbs of a certain kind.

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.

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 minutes
On the agenda: Why are we doing this?	5 minutes
Warm up	5 minutes
Social English dialogues	15 minutes
Have a go	10 minutes
Listen to this	10 minutes
What do you think?	5 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 English dialogues

The objective of these dialogues is to equip students with useful survival English with real takeaway value, and, although the format is the same in every type 3 unit, you can handle them in different ways from lesson to lesson.

The standard procedure (also given in the Teacher's notes to Unit 3) is as follows.

- Ask students what they can see in each of the four pictures accompanying the dialogues.
- Ask students to fill the gaps with phrases from the list, working alone or in pairs.
- Play the appropriate track so that students can listen and check their answers.
- Check the answers with the group. Do some vocabulary checking questions, if appropriate.
- Ask students to read the dialogues in pairs, reversing roles if you have time.
- Ask selected pairs to perform for the class and give feedback on their performances.

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

- ask students to listen to the appropriate track as they fill the gaps in the dialogues
- cover the list on the page and fill the gaps as they listen
- cover the list and predict the words which will fit the gaps and then check by looking at the list
- cover the list and predict the words which will fit the gaps and then check by listening to the track.

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 English dialogues. Once again you can adopt a standard procedure as follows.

- 1 Ask them to cover the dialogues.
- 2 Get students, working in pairs, to replicate the situation in each of the four dialogues. Stress that they are not expected to remember the exact words of the original dialogues but that they should try to produce appropriate language each time.
- 3 Ask selected pairs to perform for the class and give feedback on their performances.

The main variation on this procedure could be to ask students to think of and practise another dialogue relating to the same theme. They can then perform for other students, who have to identify the situation.

How you approach this part of the lesson will depend on the students in your particular class. Stronger students may be happy to go straight into freer practice. Others may appreciate more help, for example if you build a dialogue on the board.

One option would be to elicit a model dialogue, perhaps using symbols or pictures, for each situation. Drill the students to encourage good pronunciation, focusing on rhythm and sentence stress. Allow them time to practise the dialogue before giving them the chance to make up their own. You could choose when to write it on the board. As a variation, you could rub out key words, leaving only the first letters. This will encourage students to commit key words and phrases to memory and so help with freer reproduction in the later activity.

Potentially, there is a lot of new language to assimilate in the dialogues, so encourage students to focus on what they feel will be useful for them to learn. It will be impossible for them to learn all of the dialogues by heart.

After students have practised the dialogues in pairs, give feedback on their performance and ask them to practise again with another partner, trying to remember your advice.

The words you need

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