

CAMBRIDGE

Professional English

English 365

Teacher's Book 2

Bob Dignen Steve Flinders Simon Sweeney
Matt Smelt-Webb



CAMBRIDGE
UNIVERSITY PRESS

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

<http://www.cambridge.org/elt/english365>

© Cambridge University Press 2004

It is normally necessary for written permission for copying to be obtained in advance from the publisher. The Extra classroom activities and Better learning activities at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 2004

Printed in the United Kingdom at the University Press, Cambridge

Typeface Swift System QuarkXpress[®] [HMCL]

A catalogue record for this book is available from the British Library

ISBN 0 521 75368 6 Teacher's Book 2

ISBN 0 521 75367 8 Student's Book 2

ISBN 0 521 75369 4 Personal Study Book 2 with Audio CD

ISBN 0 521 75370 8 Student's Book 2 Audio Cassette Set

ISBN 0 521 75371 6 Student's Book 2 Audio CD Set

Contents

Thanks and acknowledgements 3

Student's Book Contents 6

1 Introduction to *English365* Book 2

Welcome	8
Course components	9
Organisation of the Student's Book	9
Starting up the course	10

2 Introduction to the Teacher's Book

Getting ready	12
Common elements	14
Teaching type 1 units	15
Teaching type 2 units	16
Teaching type 3 units	16

3 Teacher's notes: Units 1–30

1 Working internationally	18
2 Power for life	21
3 Edinburgh – the festival city	23
4 Changing direction	25
5 Job swap	28
6 Tourist attraction	30
7 From Mexico to Germany	31
8 Globalisation	34
9 Here is the news	35
10 Executive search	37
11 Making money	39
12 Ecotourism	41
13 Changing culture	42
14 The customer is always right	45
15 An interesting place to live	46
Revision 1 Units 1–15	48
16 Taiwan – still a tiger	49
17 RoboDog	51

18 Learning styles	52
19 Britain at work in 2010	54
20 How the rich travel	56
21 Great cinema	58
22 Your personal brand image	61
23 Managing people	63
24 Social issues	64
25 The coffee business	66
26 Intelligent skis	68
27 You are what you eat	70
28 That's entertainment!	72
29 Life coaching	74
30 Work or lifestyle?	76
Revision 2 Units 16–30	78

4 Extra classroom activities

Teacher's notes	79
1 Jobs and current projects	85
2 The organisation quiz	86
3 Finding your way round	87
4 Telling a story	88
5 Swapping jobs	89
6 How are you feeling?	90
7 How do things compare?	91
8 To move or not to move	92
9 Happy headlines	93
10 It's my turn	94
11 That's really rich!	95
12 Environmental case study	96
13 The future	97
14 Can you help?	98

15 Home improvements	99	5 Better learning activities	115
16 Promoting your organisation	100	Teacher's notes	115
17 What can it be?	101	1 Why do you want to learn English?	118
18 Can I help you?	102	2 Defining general targets	119
19 Solving problems	103	3 Fixing targets and making plans	120
20 Launching a new product	104	4 What kind of learner are you?	121
21 Film classics	105	5 Learning grammar	122
22 Responsibilities, rules and advice	106	6 Language learning resources	123
23 An appraisal interview	107	7 I can't find the word	124
24 A serious problem	108	8 Your vocabulary notebook	125
25 What would you do if ...?	109	9 Keeping a diary	126
26 There's a problem, I'm afraid	110	10 Metaphors for language learning	127
27 Guess who's coming to dinner	111	Teacher's diary	128
28 Useless facts	112		
29 The way things are	113		
30 Saying goodbye	114		

3 Teacher's notes: Units 1–30

1 Working internationally

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.

On the agenda

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 **meeting people** and **talking about jobs**
- to revise the **present simple** and **present 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 develop their **pronunciation** by focusing on **strong and weak stress**. You might give students one or two examples of this so that they are clear about what this means.

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

Classroom language

Check now or during the lesson that students understand the meanings of:

present continuous	present simple	true	false	stress
match	check	compare	correct	underline
				complete

Warm up

Ask students the questions in the Student's Book. Tell them to ask and answer quickly in pairs and write prompts on the board:

I'd like to work in another country because ...

Listen to this

From Jordan to Switzerland

- 1 • Ask students what they know about Jordan and Switzerland. Look at the picture of Iyad Takrouiri. Ask checking questions about what he does and where he lives. You might need to check that students understand the vocabulary in the caption. Do this by asking concept questions or perhaps draw pictures on the board to elicit *crops* and *insecticides*.

- Ask students to read the statements. Play track 1.1 and get them to indicate if they are true or false and then compare their answers with a partner before checking the answers with the whole class.

Answers

1 F 2 T 3 T 4 T 5 F

- 2 Ask students to read the questions and play track 1.1 again. Once again, get them to compare their answers with a partner before checking with the whole class. Write the answers on the board as you go through so that any weaker students are clear about the correct answers.

Answers

- 1 Managing new product development
- 2 Salaries are lower
- 3 Once a year
- 4 The countryside
- 5 Because everybody speaks English

Background briefing: Syngenta

Syngenta is a world-leading agribusiness committed to sustainable agriculture through innovative research and technology. The company is a leader in crop protection, and ranks third in the high-value commercial seeds market. Sales in 2003 were approximately US\$ 6.6 billion. Syngenta employs more than 19,000 people in over 90 countries and is listed on the Swiss stock exchange. For more information about Syngenta, go to the *English365* website: www.cambridge.org/elt/english365.

Track 1.1 tapescript ►►

INTERVIEWER: So, Iyad, what do you do exactly?

IYAD: I work in Zurich for Syngenta as a technical manager. And, basically, my main responsibility is managing new product development. I work closely with people in our research and development department in Zurich to choose new products which I think – I hope – we can sell in my market areas. I like my job because it's very interesting.

INTERVIEWER: And how's business, Iyad? Is business increasing at the moment?

IYAD: Yes, it's very good in my area. Business is really increasing a lot. In Europe, there's a lot of discussion about the environment, it's very political. And so big farming organisations from Spain, from France and Italy, are transferring their business into places like Egypt and Morocco my area, to grow here. One reason why it makes sense for them to move is because salaries are not so high. But that's business.

INTERVIEWER: Very interesting. And which markets do you work with?

- IYAD: The Middle East and North Africa. This means Iran, Iraq, Syria, Lebanon, Jordan, the Gulf countries – that's Saudi, Kuwait, Emirates, Oman and Yemen – and then Egypt, Sudan, Libya, Algeria, Tunisia, Morocco. I really work internationally.
- INTERVIEWER: Absolutely. Very international. And do you travel to these countries?
- IYAD: Yes, I do. I visit all my sales areas – my countries you can say – once a year for business meetings with local employees and partners who sell our products. So I'm on the road a lot, you can say.
- INTERVIEWER: But you live in Zurich now, don't you? Do you enjoy living in Switzerland?
- IYAD: Yes, the best thing is the beautiful countryside. I also enjoy living in a country with such a high standard of living. Of course, it's a bit of a change. The Swiss are very precise, you know, about every detail. Time is very important – lunch is always between 12 and 1 – and this can be difficult for me, I'm not so precise. The social life is also very interesting, very different from Jordan. Here people don't mix so much after work. The Swiss like to have a private life alone with the family.
- INTERVIEWER: Are you learning Swiss German?
- IYAD: Well, I'm learning high German at a local college, which is the written language, for filling in official forms, reading letters, and so on. But the Swiss don't speak that very much – they use Swiss German, which is very different and very difficult for me to understand. You know, there's actually no written grammar. Anyway, I prefer to speak ... to work in English because everybody speaks English.
- INTERVIEWER: Yes, but you sound happy.
- IYAD: Oh, yes. We have a great team which is really international. There's one Swiss, one guy from Russia, South Africa, Romania, Egypt, two guys from the UK and one new guy from Italy.
- INTERVIEWER: Really?
- IYAD: Yes, so it's very international. Work can sometimes be quite hard, very busy, but the people I work with are fantastic, really nice, that's the best thing, in fact. So I'm very happy, yes!

What do you think?

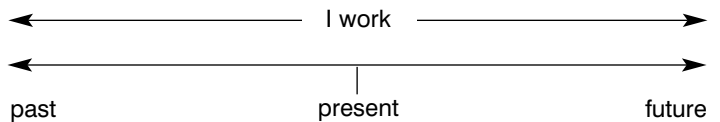
- Get students to discuss their answers to the questions in pairs or in small groups and write prompts on the board to help them. For example:
I'd like to travel to different countries because ...
The good thing about travelling is (that) ...
- While the students are talking, go round the class and write down any mistakes that you think would be useful for the whole class to consider. It will be especially useful to record any mistakes in the present simple and present continuous tenses.
- Go through the feedback with the whole class. You could write a list of positives and negatives on the board.
- Write some of the students' mistakes on the board – about five should be enough at this stage. Ask students to try and correct the sentences with a partner. Then go over the mistakes with the whole class, asking individual students to provide the correction. If you have some examples of the tenses, it will lead nicely to the next part of the lesson.

Check your grammar

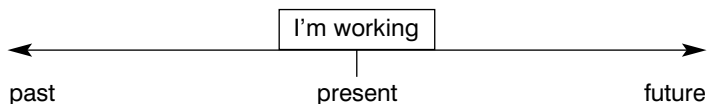
Present simple and present continuous

- Write examples **a** and **b** on the board and elicit from students the name of each tense. Then draw their attention to the Student's Book and ask them to match the examples of the different tenses with their descriptions.
- Ask students which description describes which tense. You could also draw a timeline for each tense and ask them to decide which line represents which tense. For example:

Present simple



Present continuous



- Explain that with some verbs we do not usually use the present continuous. Ask if they know any verbs that are not normally used in this tense. If they are not forthcoming, draw their attention to the note. Write up an incorrect sentence or two and then draw a line through to highlight the point. You can also refer students to the Grammar reference section on page 112 of the Student's Book, and, if appropriate, go through it with them.

Answers

1 (present continuous) b, f 2 (present simple) a, c, d, e

Do it yourself

- 1 Ask students to correct the sentences. You might want to do the first one with the whole class so that everyone is clear about the task. Ask students to do this individually and give them a time limit of two minutes. Get them to check their answers with their neighbour before checking them with the whole class. Again, write the corrections on the board so that everyone is clear about them. This may not be necessary if you feel everyone is coping with the exercise well.

Answers

- 1 He works in Madrid.
- 2 Where do you come from originally? Are you German?
- 3 Sales are increasing a lot at the moment in China.
- 4 I usually go to work by car.
- 5 This meal is delicious. The meat tastes really good.

- 2 After going through the answers, students can practise asking and answering the questions. If they are doing this well, you could get them to provide their own answers to the questions. Monitor and write down any mistakes that you think would be useful to correct for the whole class.

Answers

- 1 What do you do?
- 2 What are you doing?
- 3 Do you specialise in project work?
- 4 How often do you come to Zurich?
- 5 Where are you staying?
- 6 Is your business expanding at the moment?

- 3 Set the scene of two former colleagues meeting in an airport. Ask students to complete the conversation using the verbs in the correct tense. Again, you could do the first one as an example with the whole class. They can compare their answers with a partner before you play track 1.2 so that they can check. Play the track again if necessary. Check the correct answers with the whole class.

Answers

- 1 are you doing
- 2 I'm going
- 3 does he work
- 4 How often do you see
- 5 We try to meet
- 6 Do you know
- 7 I don't go
- 8 I'm working
- 9 things aren't going well
- 10 your plane is boarding

Track 1.2 tapescript ►►

- A: Hi, Marina. Surprise, surprise.
 B: Karl! Good to see you. What are you doing here?
 A: I'm on my way to Nairobi for a business meeting.
 B: Really? I'm going to Paris to meet my brother for the weekend.
 A: Oh, does he work in Paris?
 B: No. He works in Budapest. Paris is just an easy place for us to meet.
 A: OK. How often do you see him?
 B: We try to meet twice a year in Paris.
 A: Sounds good.
 B: It is. Do you know Paris?
 A: Not very well. I don't go there very much. Anyway, how's work?
 B: Good. I'm working on a new product at the moment. And you?
 A: Well, things aren't going well, you know, because it's a very difficult market situation. Oh, I think your plane is boarding.
 B: You're right. I've got to go. Bye.
 A: Bye. Have a good trip! Really good to see you again.

Sounds good

Strong and weak stress

- 1 • You could write the first question on the board: *Where do you work?* Say it naturally with 'where' and 'work' clearly stressed. Try to elicit what the students notice about the pronunciation in order to introduce the concept of sentence stress.

- Explain that you are going to focus on improving students' pronunciation, specifically word stress. Then play track 1.3.
- Ask students the questions. Play the dialogues again or repeat some of the sentences yourself in an exaggerated way if they are not forthcoming initially.
- Read through the advice.
- You can now drill the class, making sure the correct words are stressed. Then practise in pairs.

Answers

The underlined words carry the main meaning in the sentences. 'You' is stressed where the speaker wants to give emphasis.

Track 1.3 tapescript ►►

See Student's Book.

- 2 After students have underlined the words, check the answers before getting them to practise the dialogues in pairs. Once again, monitor and check that they are stressing the correct words.

Answers and Track 1.4 tapescript ►►

- A: How often do you travel on business?
 B: About once a month. And you?
 A: Are you busy?
 B: Yes, I'm working on a big project in China.
 A: Do you know Madrid?
 B: No, I don't. Do you?
 A: What are you working on at the moment?
 B: A report – the deadline is next week.
 A: Did you have a good weekend?
 B: Great, thanks. How was yours?

It's time to talk

- 1 • Tell students that they will now practise what they have learnt in this lesson and have the opportunity to get to know each other better.
- Refer back to the conversation between Marina and Karl and ask if it is a successful conversation and why. Try to elicit the fact that it is dynamic because there are a lot of questions and the speakers show interest in what the other is saying. For example:

Questions

- What are you doing here?
- How often do you see him?
- And you?

Mention that 'and you?' is a good way to ask somebody the same question and to show interest in him/her.

Showing interest

- Really?
- Sounds good.
- You're right.

If students do not come up with these answers, get them to read the information in the Student's Book.

- 2 • Set the scene and give a time limit for students to make notes and prepare their questions. Remind them of what they should practise before they start.