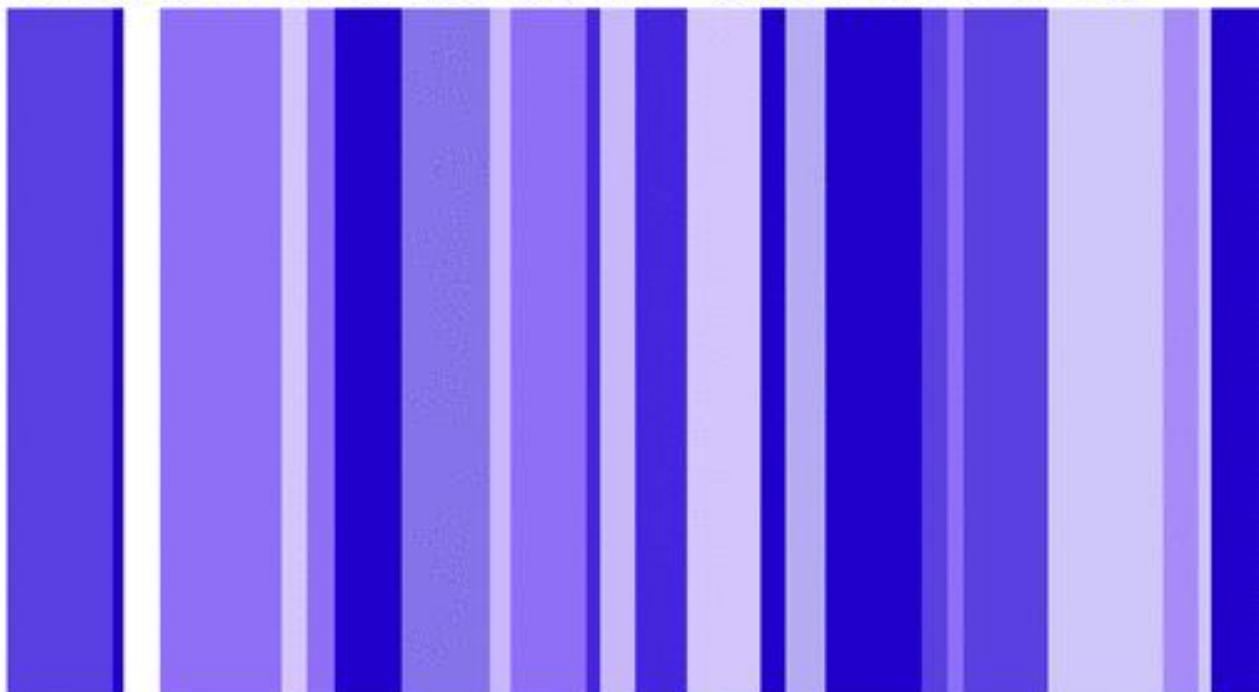


business

one : one

Rachel Appleby
John Bradley
Nina Leeke
Jim Scrivener

teacher's book advanced



course syllabus

managing people

- 01 How to **be assertive**
- 02 How to **train someone**
- 03 How to **evaluate someone**
- 04 How to **interview someone**
- 05 How to **be supportive**
- 06 How to **motivate someone**
- 07 How to **be an intermediary**

managing projects

- 08 How to **plan a project**
- 09 How to **discuss resources**
- 10 How to **discuss budgets**
- 11 How to **discuss problems**
- 12 How to **update**
- 13 How to **give feedback on a project**

meetings and presentations

- 14 How to **link ideas in a presentation**
- 15 How to **highlight key info**
- 16 How to **respond to questions**
- 17 How to **improvise in a meeting**
- 18 How to **lead a meeting**
- 19 How to **brainstorm ideas**
- 20 How to **reach a conclusion**
- 21 How to **follow up a meeting**

socializing

- 22 How to **make small talk**
- 23 How to **tell a story**
- 24 How to **host a formal event**
- 25 How to **gossip**
- 26 How to **make a speech**
- 27 How to **show someone round**

telephoning and email

- 28 How to **get through to the right person**
- 29 How to **make conference calls**
- 30 How to **give technical instructions**
- 31 How to **be concise in an email**
- 32 How to **be formal in an email**
- 33 How to **be clear in an email**
- 34 How to **check instructions**

working internationally

- 35 How to **make arrangements**
- 36 How to **present yourself in an interview**
- 37 How to **negotiate**
- 38 How to **talk about best practice**
- 39 How to **report back on a trip**
- 40 How to **write a report**

challenges

- 41 How to **use phrasal verbs**
- 42 How to **understand fast speech**
- 43 How to **improve your pronunciation**
- 44 How to **understand different Englishes**

How to teach with Business one : one

Syllabus

Business one:one is a non-linear course with easily comprehensible unit headings which allow you and your student to work through the book doing only those units which meet your immediate needs. At the start of the course, turn to the course syllabus on page 3 of the Student's Book. This is both a contents page and a needs analysis. Together read through the chapter headings, and tick the circles to mark which units you would like to cover.

Starter

The Starter is a warmer. The questions will either ask about the student's personal experience, or engage the student in a short task. This will allow a context for the lesson to be established, and provide the student with some initial input. It should be fun and engaging. The Starter should only last about five to ten minutes.

Expressions

Having completed the Starter, move on to the Expressions section. This section typically uses short listening scripts to present target structures and lexis in context. Students listen, find the answers, and then check what they have written against the listening script at the back of the book. Having completed the Starter and the Expressions, you have already covered the key target language of the unit. The rest of the content covers grammatical and other structures of the language as well as providing plenty of fluency practice. Feel free to tackle these in any order, based on whether your student is more in need of input or practice.

Hint

The Hint is a short piece of language information marked off from the rest of the page in a different colour. This is there for the student to read and raise questions about at a time of their choosing. You might prefer to save the Hint until the end of the lesson to use as a filler, if you have extra time. Although they look small, there is a lot of room for exploration inside each of these information boxes.

Speaking

The Speaking section is a practice exercise that allows the student to try to use the new structures they have encountered in Expressions. An important part of the methodology of Business one:one is that the student should get an opportunity to activate as much of the language as possible. Encourage your student to use lexis from Expressions during this section wherever they might need prompting. If you have already looked at the Hint and the Language box, you might want to encourage your student to use the new structures they

have encountered here too. The Speaking sections normally replicate the type of situation featured in Expressions. This gives the student the opportunity to base their work on a concrete example of how the language could be used. Encourage the student to read the listening scripts either before or after doing the task and to mine them for new language and structures.

Language box and Look

The Language box might be grammar-based, or focus further on idiomatic language and expressions. It is short and to the point, acting as a quick review of a language point that students have already seen in Expressions. The Language box always reviews language that appeared in the Expressions section. Following and accompanying the Language box is a Look section, which points out other places in the unit where students might find further examples of the Language box content.

Writing

Speaking practice alone is not enough support for the learning process. Writing gives the student time to think carefully about the new language they can use, and how they should best use it. This is why almost every unit of Business one:one ends with a discrete Writing section that provides an appropriate opportunity to practise all the target language of the unit in a realistic task. The task might be an email, a letter, or a report. You might want your student to complete this task for homework and then correct it in the next lesson. However, it can also be a very useful exercise to do the writing together with your student in class.

Lesson record

Business one:one is envisaged as being both a classroom book and a reference book that may be used by the student long after the lesson is over. For example, if the student has to run a meeting, they can take their copy of Business one:one from the shelf, and look up the unit they need, where they will find both the completed Expressions section, and the Lesson record box, which will be completed with the phrases that they personally thought were most useful. This ease of backward reference is very important to language learning, where many phrases and expressions are only half-remembered and need constant review.

The Lesson record plays a key role in ensuring that Business one:one has a life beyond the classroom.

How to be assertive

This lesson practises language for speaking assertively and making your position clear.

Starter

- 1 Student's own answers.

Expressions

- 1 1.1 ◦ Refer to the text about DESK. Ask the student if they agree with the approach. The student listens and answers the question.

Answers

Martin uses DESK because he first describes the problem (understaffed), then explains his feelings (overworked and frustrated), then states what he wants (two more staff), and finally he knows or has anticipated the outcome of his request because he has already prepared a report.

- 2 1.1 ◦ The student puts the words into the correct order and then listens again to check their answers.

Answers

- 1 As you're well aware, we have a big staffing problem.
- 2 Let me finish what I was going to say.
- 3 What I mean to say is that my team are feeling overworked.
- 4 You must agree that we're understaffed right now.
- 5 I want this to be perfectly clear.
- 6 I'm afraid I can't promise you anything though.
- 7 The way I see it we've got no other choice.

- 3 1.2 ◦ Ask the student to read the new situation and then listen to the second dialogue. The student answers the questions.

Answers

- 1 Not exactly. He is promised one more person, not two.
- 2 She is sympathetic but quite assertive – there's not much point in talking about this any more

- 4 Ask the student for ways of expressing the sentences more diplomatically.
- 5 1.2 ◦ The student listens to the dialogue again to compare their answers with the expressions that Jane or Martin use.

Answers

- 1 I'm afraid that taking on two more people is out of the question for the time being.
- 2 We do appreciate your situation.
- 3 I need to know when I can expect to get the staff I need.
- 4 I'll have to ask you to put up with the situation for the time being.
- 5 There's really not much point in talking about this any more.
- 6 I can assure you that you will have a replacement for Tony soon.

Speaking

- 1 There is one situation to role-play here.

Role-play help

You are responsible for paying expenses. Be prepared to resist on certain points so that the student has the opportunity to practise the language from the unit.

Look

The student finds examples of *wish* and *if only* in listening script 1.2.

Answers

If only he hadn't left the company like he did / But if only he'd stayed on for a couple of months / I wish he were still with us too / I wish we could hire more people straight away / I wish Peter wouldn't take so long on decisions like this / I wish I'd never agreed to the targets for this year!

Writing

- 1 Ask the student to read the situation. Elicit useful language and expressions that could be used for the email.

Model answer

I am writing to point out that there have been several mistakes and delays in your deliveries which have led to serious consequences for our firm. On several occasions we have been forced to make last-minute changes to our production schedule.

We are very dissatisfied with the poor level of service we have received from your sales department.

We need you to guarantee delivery dates in future on all orders.

I must inform you that if there is any repetition of late deliveries we will have no other choice but to look for another supplier.