

Classroom implementation

Collins English for Business: Speaking aims to develop learners' speaking skills.

The book is designed for self-study but is also suitable for use as supplementary material on business communication and business English courses.

These notes provide:

- ideas on how the materials can be used in the classroom, either with groups or one-to-one
- ideas for additional activities that extend beyond the materials.

This first document looks at some of the generic issues and ideas related to the exploitation and extension of the book in the classroom.

The other downloadable documents provide detailed lesson notes for the first three units of the book, giving step-by-step procedures for classroom exploitation of the components. The plans demonstrate how to make the exercises work best in a classroom environment, and also offer extension opportunities to really get the most from the content.

Another purpose of the detailed lesson notes is to provide illustrations of the sort of procedures and activities that you can apply to further units. You can use the activities as models of how to exploit and extend material in other parts of the book.

Of course, you are free to pick the sections you want to use in relation to the requirements and interests of your learners.

USING THE UNITS

Each unit normally follows the same format:

Useful tips

This first section provides a lead-in to the main topics in the unit with a useful start-up activity. See the unit-specific notes for the first three units for different ways of exploiting these.

Conversation(s)

The main input in each unit is in the form of listening material. By listening to how the target language should sound, learners are more likely to memorise the language correctly and thus be able to produce it correctly themselves. This applies to individual words and expressions, as well as longer stretches of language. The book uses a scripted recording, or a series of these, to introduce and illustrate some of the key points and key language of the unit.

Avoid playing the conversations 'cold' – use at least one pre-listening activity to prepare learners for what they are about to hear. Here are some ideas:

The basic pre-listening activity, of course, is to get learners to focus on the rubric (= instruction) relating to what they are going to hear. Make sure that they have understood the rubric, not by saying 'OK?' or 'Do you understand?' but by asking specific questions about meanings of words in the rubric that might cause difficulty, and explaining them where necessary.

Further pre-listening activities are suggested in each of the unit-specific lesson plans. Adjust these pre-listening activities to the level of your learners.

Understanding

This section looks at the strategies used by speakers in the conversation(s) to carry out particular communicative intentions.

Saying it accurately

Developing further the input from the conversation(s) section, this section looks at and practises *correct language* to be used by learners.

Saying it clearly

This section works on *correct pronunciation, stress and intonation* of key language.

Saying it appropriately

Tone is very important in what people say if they wish to have the desired effect on those they are speaking to. Examples of tone are sounding friendly or unfriendly, interested or uninterested, and so on.

Get speaking

In this section, learners get the opportunity to put into practice and use the key points and key language from the unit.

Grammar note

In some units there is a grammar note relating to a grammatical point from the unit. This can be developed further by getting learners to work on related exercises in *Collins Intermediate Business Grammar & Practice*.

Cultural note

There are also cultural notes in some units, warning of sensitive or difficult areas when communicating with people in other cultures. These sensitive areas are pointed out in relation to the subject of the unit.

Extended Learning through COBUILD

This appendix, starting on page 84 of the book, provides sample sentences from the Collins Corpus, demonstrating one or more of the key words in the units. These are real examples taken from the COBUILD database of written and spoken English.

This can be used in class or for homework. Learners can also refer online to the *COBUILD Advanced Dictionary* (www.collinsdictionary.com/COBUILD) for more information.

CLASSROOM EXTENSION

Suggestions for additional communicative activities

As well as walking you through the best uses of each of the sections of the units, these teacher resources provide additional ideas for further communicative activities. As with all the material in these teacher resources, you are free to pick and choose the activities you wish to do in relation to your learners' needs and interests.

The speaking activities in these teacher resources are often in the form of pair work and small group activities. The teacher resources for Units 1–3 provide some examples of these. A good procedure is as follows:

1. Explain the task clearly. If the task is complicated, ask a confident learner (but not the same one every time) to be your partner and act out the beginning with them, to demonstrate the task.

2. Make sure all your learners know who they are paired with. Start the task. Circulate, monitor and assist where necessary, but don't interrupt learners who are working well. Note down any points that are causing difficulty.
3. Call the class to order. Go over any points that caused problems, ensuring learners use the correct wording in each case.
4. Ask one or two of the pairs to perform the activity for the whole class, incorporating your corrections.
5. If doing pair work with a one-to-one learner, the teacher can take one of the parts and the learner the other part. Do this twice if necessary, with the learner incorporating any improvements/corrections, and the teacher, if appropriate, pointing out language that they chose to use. You can then exchange parts, encouraging the learner to incorporate this language.

Homework task

There are also some suggestions in the unit-specific teacher notes for homework tasks that can follow on from the classroom activities – for example, writing conversations that mirror ones in the unit and recording them to be played in the next class, or preparing for a role-play that will be held in the next class.