

## Classroom implementation

*Collins English for Business: Reading* aims to develop learners' reading skills in a number of different areas. 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 follows the same format:

#### **How to ...**

This section gives advice to learners on reading the type of written communication dealt with in the unit and provides a lead-in to the unit.

#### **Getting started**

Learners work on a reading task involving a particular reading skill, such as skimming or scanning.

#### **Understanding**

Here, learners further develop their understanding of the unit's specific reading inputs, and develop their vocabulary.

#### **Developing your reading skills**

In this section, learners work on reading techniques and strategies that can be applied to similar types of reading that they might encounter elsewhere.

#### **Language focus**

This section concentrates learners' attention on the language features of the task at hand, and provides further exercise material. The unit-specific lesson plans suggest ways in which the usage points can be further practised, with cross-references to useful units in *Collins Intermediate Business Grammar & Practice*.

#### **Review**

Here, learners are given advice, answer questions or work on other tasks relating to the subject of the unit.

#### **Extended Learning through COBUILD**

This appendix, starting on page 101 of the book, provides sample sentences from the Collins COBUILD Corpus demonstrating usage of one or more of the key words in the units. These are real examples taken from the COBUILD database of written and spoken English. The unit-specific teacher's notes provide guidance on the *Extended Learning* material, which can be used in conjunction with the main units.

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

#### **Homework task**

A task for homework is suggested for each unit. This is a writing task related to the content of the unit.

---

### CLASSROOM EXTENSION

#### **Suggestions for additional communicative activities**

The main skill that the book is designed to develop is, of course, reading. However, the reading inputs can also be used as lead-ins to speaking and writing activities. You are free to decide on how many of these you ask your learners to do, depending on their requirements, interests, and the amount of time that you have available.

The tasks often follow on from the inputs in a way that mirrors real communication in business life. For example, activities may include role-playing phone calls that follow up on material in the unit, or additional written tasks.

### **Speaking tasks**

The suggested speaking tasks are often in the form of pair role-plays. This is one way of using them.

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 doing well. Note down any points that are causing difficulty.
3. Call the class to order. Go over any points that caused problems, getting learners to use the correct wording in each case.

4. Ask one or two of the pairs to perform the activity to 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 pointing out new language that they chose to use (if appropriate). You can then exchange parts, encouraging the learner to incorporate this language.

### **Writing tasks**

The extension writing tasks also mirror the types of communication that your learners encounter, or will encounter, in their business lives – the types of text that learners are asked to complete are all business-related.