PRESENTATION/ DESCRIPTION

Business English is addressed to participants who must work and interact in the Business World, mainly in the fields of Business Management, Accounting, Marketing, and Informatics (Information Science).

Business English is divided into three levels. Just one textbook is used for the three of them: *Best Practice Elementary, Business English in Context*. The book contains 36 units which are well-distributed in 6 modules. This first level is intended to cover modules I and II, that is, from unit 1 to unit 12. Module 1 (from unit 1 to unit 6) is an introduction to provide participants with the first basic tools to begin their learning process of the language specifically used in different business fields.

Module 2 takes participants to a progress and to an enrichment of the Business vocabulary, via some practical activities that include the four basic skills (*Speaking, Writing, Reading, and Listening*). The progress and development visualized in module 2 are determined by the gradual increased complexity of the material presented.

The purposes for this level are various, and they are thought to start the communicative competence development from the very beginning. They are:

- Learn how to introduce oneself;
- Ask for and give personal information;
- Talk about jobs and workplaces;
- Ask and answer questions in the simple present tense;
- Talk about everyday routines and activities to relax;
- Discuss quantities using: Many/ Much/ How much/ How many/ A lot;
- Ask for and give directions;
- Talk about dates and times;
- Make offers and requests;
- Talk about prices, orders, and deliveries;
- Leave and take phone messages;
- Discriminate between the simple present and present continuous.
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<tr>
<td>• Ask for and give personal information.</td>
<td>1. The use of “Who and Where” in simple questions.</td>
<td>• Pair work. Ask for and give personal information.</td>
<td>• A personal card. Workbook unit one exercises.</td>
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<td>• Make a personal card.</td>
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<td>• Talk about countries and nationalities.</td>
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<td>• Talk about one’s job.</td>
<td>1. Use of “A and An”.</td>
<td>• Pair work. Students will talk about their jobs.</td>
<td>• Reading comprehension practice: Pupils read a text about somebody’s job and answer questions about the reading. Workbook unit 2 exercises.</td>
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<td>• Identify people’s occupations.</td>
<td>2. Possessive adjectives.</td>
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<td>• Ask for someone on the phone.</td>
<td>3. There is and There are.</td>
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<td>• Ask for and give phone numbers.</td>
<td>1. “Be” in negative and question forms.</td>
<td>• Pair work. Ask questions using How many.</td>
<td>Workbook unit III exercises.</td>
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<td>• Ask for quantities.</td>
<td>2. How many.</td>
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<td>3. There is and There are.</td>
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<td>• Talk about one’s job daily routines.</td>
<td>Unit 4: We make cars.</td>
<td>• Oral presentation about one’s job daily tasks.</td>
<td>• Reading text. Students will read a text and will answer questions on the text. Workbook unit four exercises;</td>
<td>1. Mascull, Bill: Best Practice, Elementary: Business English in context: Coursebook and Workbook. Thomson, 2005.</td>
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<td>• Ask and answer questions in simple present.</td>
<td>1. Simple present tense: part I.</td>
<td>• Simulate a phone conversation to leave somebody a message.</td>
<td>Workbook unit four exercises;</td>
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<td>• Phone people and leave messages.</td>
<td>2. At/ In/ On.</td>
<td>• Pair work. Students practice questions and answer using the simple present tense.</td>
<td>Workbook unit four exercises;</td>
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<td>• Spell names and e-mail addresses.</td>
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<td>Workbook unit four exercises;</td>
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<td>• Tell the time we do some everyday activities.</td>
<td>Unit 5: She goes to Spain.</td>
<td>• Participants will simulate a conversation between two friends. They are talking on the phone; one of them is telling the other about the city where she/ he is at the moment of speaking.</td>
<td>• Writing about what one does on a typical day. Workbook unit 5 exercises.</td>
<td>1. Mascull, Bill: Best Practice, Elementary: Business English in context: Coursebook and Workbook. Thomson, 2005.</td>
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<td>• Learn the days of the week, months of the year, and the seasons of the year in context.</td>
<td>1. Present simple, part II; 2. At/ In/ On.</td>
<td>• Pair work. Participants will talk about what they do at certain times of the year.</td>
<td>Workbook unit 5 exercises.</td>
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| • Talk about our leisure time activities.  
• Ask and answer questions about times.  
• Say what we prefer to do to relax.  
• Talk about things we are planning to do on certain days (at weekends).  
• Read about what other people do to relax (reading texts).  
  
  **Unit 6:**  
  *How do you relax?*  
  1. Present simple: part III.  
  2. *Do* and *does* to make questions.  
  3. *Wh* questions with *do* and *does.*  
| | | • Students dialogue about what they do to relax.  
• Write an e-mail to invite a friend to do something this evening.  
• Drama: Talk to someone on the phone, and invite him/her to do something at the weekend. | • Dictation (A reading text about what some people do to relax)  
• Production: Write about what we do to relax and places we like to go on vacations.  

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| • Talk about the activities we do at weekends.  
• Write about the activities we do at weekends.  
• Review the days of the week (We write them with capital letters).  
  
  **Unit 7:**  
  *We get a lot of visitors.*  
  1. The use of *How many* and *How much* to ask for quantities.  
  2. The use of *A lot* for countable and noncountable nouns in the negative, affirmative, and interrogative forms.  
  3. The use of the prepositions *at and on* to refer to the days of the week and to weekends: *At the weekend/at weekends: on the weekend/on weekends.*  
| | | • An oral presentation of the services we give in our companies.  
• Written description of the hotel we’d like to visit (services it offers and activities you can do in there.)  
• An oral presentation of the specific activities we carry out in our jobs. | • Dictation (A reading text about a person’s job description).  
• Dictation (A reading text of the services given in a hotel).  

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| • Give and understand directions.  
• Make offers by using “Would”.  
• Accept or refuse offers.  
• Arrange meetings.  
• Describe the place in which one lives.  
  
  **Unit 8:**  
  *Turn left at the lights.*  
  1. The use of “Would” to make offers.  
  2. Prepositions of places to give directions: *Next to, between, in the back of, in front of, around, close to, far from, opposite...*  
| | | • A student tells another one the location of his/her place of work.  
• Pupils give directions of different places in their cities.  
• Students will talk about their communities. | • A written community description (suggested for homework).  
• Make up dialogues to practice the use of “Would” to make formal offers.  
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| • Talk about prices, orders and deliveries.  
  • Make offers and requests by using “Can and can’t”.  
  • Agree and disagree.  
  • Use “Can and can’t” to about abilities and skills.  | **Unit 9:** Can I help you?  
1. Can and can’t to make offers and requests.  
2. Can and can’t to refer to one’s abilities and skills.  
3. Be able to.  | • Every student will say what he/she can and can not do.  
• Students will write an e-mail to a company to order a product that company sells.  
• Drama: The receptionist takes the message for her/his boss.  | • Dictation (A reading text that describes what a person can and can not do).  
• Dictation (A reading text that says the products a company sells).  
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| • Use expressions to sell and buy things.  
  • Leave and take messages on the phone.  
  • Say what we are doing at the moment of speaking.  
  • Describe what other people are doing by looking at pictures.  | **Unit 10:** I'm buying a house  
1. Present continuous.  
2. Ing use basic rules.  
3. Present continuous versus present simple/simple present.  | • Students will look at pictures and will say what the people on them are doing.  
• Drama: A conversation on the phone to leave and take a message.  
• Drama: A conversation between a buyer and a seller.  | • Quiz. A practice to differentiate the use of the present continuous from the present simple.  
• A practice to apply the Ing use basic rules.  
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| • Use the present continuous to refer to future activities.  
  • Learn the ordinal numbers to say dates, street numbers, and floors.  
  • Review the months of the year.  
  • Talk about future celebrations to practice the telling of dates and times.  | **Unit 11:** What's Sven doing?  
1. Present continuous with question words.  
2. Present continuous versus present simple reinforcement.  
3. The ordinal numbers.  | • Students dialogue about especial celebrations and holidays.  | • Dictation (A reading text about holidays in a country)  
• Production: Write a birthday postcard to a friend.  
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| • Complain about bad services given in a company or an enterprise.  
  • Apologize and accept apologies.  
  • Make simple enquiries.  
  • Make confirmations of different types of information.  | **Unit 12:** The truck's leaving now.  
1. Present continuous to refer to future activities.  
2. Present continuous versus present simple reinforcement II.  | • Drama: A conversation of complaint on the phone.  
• An oral presentation in which we describe the services we give in our company or enterprise.  | • Production: A letter of complaint.  
• Production: A letter of apology for the bad service given by a company or enterprise.  