

# Contents

<b>The author and series editor</b>	<b>1</b>
<b>Foreword</b>	<b>3</b>
<b>Introduction</b>	<b>5</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
<b>1 Needs analysis and course design</b>				
<b>1.1 Knowing the subject</b>	All levels	20–40	To familiarize yourself with the subject of the specialism of your students at the start of a course, so as to more easily identify their needs; to show the students that you are interested in and knowledgeable about their subject.	<b>17</b>
<b>1.2 What do you need?</b>	Elementary to advanced	45 + 20	To discover the students' needs for the course and to involve them in the creation of their own needs analysis.	<b>19</b>
<b>1.3 Function cards</b>	Elementary to advanced	20–30	To identify the functional language that students will need in their specialism; to diagnose level of language needs.	<b>22</b>
<b>1.4 What do you wear? What do you use?</b>	Elementary to intermediate	30	To introduce the vocabulary of job-specific clothing and equipment; to establish the idea of thinking in cross-sectoral terms.	<b>24</b>
<b>1.5 What do you need to read?</b>	Elementary to advanced	30	To identify the texts used in the specialism and the particular reading skills needed, which will then help you to select appropriate texts and write appropriate tasks.	<b>25</b>
<b>1.6 The authentic materials bank</b>	All levels	20–30	To establish an awareness of students' needs based on authentic materials to actively involve the students in course design and materials gathering.	<b>27</b>
<b>1.7 The A to Z of job skills</b>	Pre-intermediate to advanced	50 + 20 as home-work	To identify specific skills and needs of different jobs and vocations; to practise the language of talking about job skills.	<b>30</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
<b>1.8 Identifying workplace culture</b>	Intermediate to advanced	40	To identify the internal culture of a company or workplace.	<b>32</b>
<b>1.9 The classroom as workplace</b>	Elementary to advanced	30	To relate the language learning experience to the working experience.	<b>34</b>
<b>1.10 Identifying target events</b>	All levels	45–50	To design a detailed frame for the whole ESP course; to involve students in the ordering and organization of the course.	<b>35</b>

---

## **2 Organizational structures**

<b>2.1 Organograms</b>	Elementary to advanced	30–40	To look at organization charts (organograms) in different specialisms and compare with students' own specialism and place of work.	<b>40</b>
<b>2.2 Job descriptions and interviews</b>	Pre-intermediate to advanced	50–60	To look at the language of job descriptions.	<b>43</b>
<b>2.3 The photocopier</b>	Pre-intermediate to advanced	30–40	To examine organizational structures and instructions by focusing on a key piece of equipment and how it is used in the organization.	<b>44</b>
<b>2.4 Instruction dictation</b>	Elementary to advanced	30–40	To develop fluency, note-taking, and peer-listening skills when briefing a colleague.	<b>46</b>
<b>2.5 'To do' lists</b>	Elementary to advanced	30	To practise making and prioritizing lists of tasks.	<b>48</b>
<b>2.6 Organizing a trade fair and conference</b>	Intermediate to advanced	60	To encourage students to think about the organization, structure, and lines of responsibility and communication of their specialism.	<b>49</b>
<b>2.7 Job swap</b>	Intermediate to advanced	50	To practise language of instruction in relation to routines and tasks (at work and at home) and to encourage active listening skills and note-taking.	<b>51</b>

---

## **3 Vocabulary**

<b>3.1 Personal learning dictionaries</b>	All levels	40–50	To establish a learning strategy for storing and retrieving specialist vocabulary, which students can adapt to their personal style and needs.	<b>54</b>
<b>3.2 Word stew</b>	All levels	5–30	To provide an ongoing resource for vocabulary revision and practice.	<b>56</b>
<b>3.3 Abbreviation and acronym Scrabble®</b>	All levels	20–30	To practise typical abbreviations and acronyms of the specialism.	<b>57</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
<b>3.4 Word steps</b>	Intermediate to advanced	30	To practise word-building, in particular prefixes and suffixes.	<b>58</b>
<b>3.5 Job cards</b>	All levels	15–30	To practise jobs vocabulary of particular specialisms.	<b>60</b>
<b>3.6 The tool-box</b>	Pre-intermediate to advanced	40–50	To practise vocabulary of equipment for different specialisms, and the lexical chunks in describing their use and importance; to practise speaking skills to explain use of equipment and justify its importance.	<b>63</b>
<b>3.7 Genre switch</b>	Pre-intermediate to advanced	50–60	To identify the lexical features of different registers and genres.	<b>65</b>
<b>3.8 Corpora</b>	Intermediate to advanced	30 + 50–60	To introduce students to using reference and research sources for vocabulary work—such as corpora, dictionaries, internet search engines, and subject reference books; to present in which corpora can be exploited by the learners.	<b>67</b>

#### **4 Processes, procedures, and operating systems**

<b>4.1 Get in order</b>	Pre-intermediate to advanced	10–15 + 40–50	To establish the concepts of process and procedure.	<b>74</b>
<b>4.2 What does it do?</b>	Pre-intermediate to advanced	30–40	To explain the function of equipment and simple processes.	<b>77</b>
<b>4.3 Procedures brainstorm</b>	Elementary to advanced	15–20	To discuss procedures; to improve fluency by working within set time limits.	<b>79</b>
<b>4.4 Circulation and flow</b>	Intermediate to advanced	30–40	To practise language of describing technical processes; to identify language similarities between two different processes.	<b>80</b>
<b>4.5 Building a bridge</b>	Pre-intermediate to advanced	40–50	To examine how different systems, processes and procedures are used to achieve similar results.	<b>83</b>
<b>4.6 Living without it</b>	Elementary to advanced	15–20	To analyze the function of a piece of equipment and the process or procedure by which it is used.	<b>85</b>
<b>4.7 Routed calls</b>	Intermediate to advanced	50–60	To practise telephone service procedures through analysis of call-routing systems.	<b>86</b>
<b>4.8 Improving work procedures and time management</b>	Pre-intermediate to advanced	30–40	To promote discussion of job activities and procedures, including their frustrations and ways of improving time management, delegation, and other related skills.	<b>89</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
<b>4.9 Keeping to schedule</b>	Pre-intermediate to advanced	40–50	To look at longer term processes and procedures through 'Programmes of work'; to adapt such programmes according to changing events.	<b>91</b>
<b>4.10 Designing a flying machine</b>	Intermediate to advanced	50 + 50	To get students thinking about design and function; to get students working together on a practical material project that will involve them allocating roles and tasks and deciding on procedures and schedules of work.	<b>93</b>

## **5 Using numbers and figures**

<b>5.1 Number warmers</b>	Elementary to advanced	10–15	To break the ice and introduce idea of numbers.	<b>98</b>
<b>5.2 Important numbers</b>	Elementary to advanced	30–40	To break the ice to contextualize numbers and figures.	<b>99</b>
<b>5.3 Predicting numbers</b>	Elementary to advanced	30	To develop awareness of different number types in context of a reading activity.	<b>100</b>
<b>5.4 Graphs and statistics</b>	Pre-intermediate to advanced	40–50	To practise the language of graphs, charts and statistics; to discuss the best way of presenting different types of information and data.	<b>102</b>
<b>5.5 Specification bingo</b>	Elementary to advanced	30	To practise figures and numbers from the specialism, with particular emphasis on listening skills.	<b>104</b>
<b>5.6 Silly dimensions</b>	Pre-intermediate to advanced	50	To practise language of dimensions and calculations.	<b>106</b>
<b>5.7 Insurance claim dictation</b>	Intermediate to advanced	30–40	To practise describing and understanding a range of number-based information, in an insurance claim/telephoning context.	<b>108</b>
<b>5.8 Renovation project</b>	Pre-intermediate to advanced	30–40 +	To practise numbers, dimensions, measurements and calculations in the context of a broader project.	<b>109</b>
<b>5.9 Are you paid what you're worth?</b>	Pre-intermediate to advanced	40–50	To practise figures, numbers, and calculations in the context of rates of pay, tax, and deductions.	<b>111</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
<b>6 Customer care and quality assurance</b>				
6.1 <b>Best practice: personal experiences and customer identity</b>	Pre-intermediate to advanced	50–60	To introduce the idea of customer care and ‘best practice’ in relation to the students’ own personal experiences; to establish the identity of customers and clients within a specialism, and relate best practice ideas to specific situations.	<b>114</b>
6.2 <b>The customer journey</b>	Intermediate to advanced	50–60	To analyze and practise customer service at each step of the interaction between customer and provider; to introduce quality control and quality assurance techniques.	<b>116</b>
6.3 <b>Smiling on the phone</b>	All levels	15–20	To establish the fundamental customer service technique of smiling when you’re talking to someone, even when on the phone.	<b>118</b>
6.4 <b>Statement discussion</b>	Intermediate to advanced	50–60	To discuss issues involved in customer care and quality assurance.	<b>119</b>
6.5 <b>Dream Fulfilment Incorporated</b>	Intermediate to advanced	30–40	To discuss ways of meeting customer needs and wishes, and preparing practical steps to achieving them.	<b>121</b>
6.6 <b>Softening language</b>	Intermediate to advanced	40	To identify and practise language used to ‘soften’ difficult situations.	<b>123</b>
6.7 <b>Dealing with complaints, anger and crisis</b>	Intermediate to advanced	40–50	To practise the language of handling complaints and crises.	<b>125</b>
6.8 <b>Customer care or customer control?</b>	Pre-intermediate to advanced	50–60	To practise language of controlling or handling customers in situations which are potentially difficult or dangerous.	<b>126</b>
6.9 <b>Questionnaires and surveys</b>	Pre-intermediate to advanced	50	To analyze and design ways of discerning customer satisfaction.	<b>129</b>
6.10 <b>Flight attendant role-play</b>	Intermediate to advanced	60	To practise professional language skills when under pressure and dealing with awkward customers.	<b>131</b>

## **7 Health and safety**

7.1 <b>Health and safety questionnaire</b>	Intermediate to advanced	40–50	To explore the concept of health and safety by putting it in the general context of lifestyle; to practise writing and answering surveys and questionnaires.	<b>136</b>
7.2 <b>Don’t panic</b>	Pre-intermediate to advanced	30–40	To set the scene for dangerous situations and how to cope with them.	<b>137</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
<b>7.3 Read the label</b>	Intermediate to advanced	40–50	To understand safety instructions and health warnings; to write safety instructions and health warnings.	<b>139</b>
<b>7.4 Warning signs</b>	Pre-intermediate to advanced	30–40	To understand international warning symbols; to identify hazards specific to students' specialism.	<b>141</b>
<b>7.5 First aid</b>	Intermediate to advanced	30–40	To discuss emergency first aid.	<b>142</b>
<b>7.6 The accident book</b>	Intermediate to advanced	50–60	To look at the language of accidents, their causes and how they are logged in the workplace; report writing.	<b>143</b>
<b>7.7 Spot the danger—risk assessment</b>	Pre-intermediate to advanced	30–40 + 30	To raise awareness of health and safety issues through a look at hazards and risk assessment.	<b>146</b>
<b>7.8 The dangerous workplace game</b>	Intermediate to advanced	30–40	To practise language of dealing with hazards and dangers; to develop fluency skills.	<b>148</b>
<b>7.9 Disability awareness</b>	Intermediate to advanced	30–40	To look at the practicalities of adapting one's workplace to people with disabilities; to understand the work situation from the perspective of a disabled person.	<b>151</b>

## **8 Evaluation and review**

<b>8.1 Give yourself a star</b>	Elementary to advanced	20–30	To review recent achievements; to raise self-awareness and a sense of pride.	<b>154</b>
<b>8.2 Appraisal and targets</b>	Pre-intermediate to advanced	40–50	To review past achievements; to set targets for future achievements and discuss ways of reaching them.	<b>155</b>
<b>8.3 Car boot sale</b>	Pre-intermediate to advanced	40–50	To set targets and work towards achieving them, accepting compromise; to evaluate a task.	<b>157</b>
<b>8.4 Design a test</b>	Intermediate to advanced	40–50	To introduce the concept of quality tests; to design a quality test relevant to the specialism.	<b>158</b>
<b>8.5 Theory and practice tests</b>	Pre-intermediate to advanced	50–60	To look in detail at a proficiency test (driving) and transfer the same approach to designing a proficiency test for the specialism.	<b>160</b>
<b>8.6 Ten question test</b>	Elementary to advanced	10 + 30–40	To revise language and subject areas covered in the course; to involve students in the production of a quick test.	<b>163</b>

<b>Activity</b>	<b>Level</b>	<b>Time</b> (minutes)	<b>Aims</b>	
8.7 How did you do?		15 + 15	To evaluate your own performance as a teacher, and to set goals and targets for improving.	<b>164</b>
<b>Index</b>				<b>167</b>