

Why your business English learners need graded readers

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What are your students reading? Material which is:

From: CV, Lakshi IN BLR
Sent: Monday, August 24, 2009 2:28 PM
To: Kim, Hok - SPS
Subject: RE: [req] epoch reset on
 \MedCom_i586_REL

Hello Kim,

We have reset the epoch and forced a sync to your replica.

Pls check.

Regards,

Lakshi CV

Obscure

1 – Losses from write-offs up to 2/2009

- > 837 billion € world wide, thereof USA 579 €, UK 68 €, Germany 60 €
- > IMF estimate for all necessary write-offs ca. 3 trillion € (April 2009)
- > According to this a mere 28% of write-offs have come about so far.

Alarmi

SoD news **Bigarre**

In January 2008 the SoD team were faced with a mountain of over 514,388 violations. To date this has been reduced to only 35,000 and the team is confident that by December 19 the zero violations target will have been reached. To this end the team continues to track progress and support relevant AREs when necessary.

What do students need to do in business English?

- Ø Rapidly read and comprehend a wide range of English texts
- Ø Accurately assess the importance and relevance of the information
- Ø Respond appropriately

How can we help our students achieve this?

Less class-centred learning because ...

- ∅ Not enough class-time to provide enough language exposure
- ∅ Conventional homework un motivating

Possible solutions ...

- ∅ English films, DVDs etc helpful BUT – require too much time, often unpopular with partners / families etc
- ∅ Best solution: 1) graded readers
2) extensive reading projects

1) Graded readers

∅ Comprehensible input (LL-1)

Level controlled vocabulary, grammar, idiomatic language material

Maximum of 2-3 new words per page

∅ Fiction

Narrative and dialogue easier to read than pure prose

Provides the variety of text that develops learner fluency

2) What is extensive reading?

- Ø An approach that emphasizes fluent reading of a lot of text at a comfortable pace (80-100 wpm) and with a high level of understanding
- Ø Reading is enjoyable and rewarding, not a struggle
- Ø Reading is done out of class, alone

What are the benefits of extensive reading?

Students will:

- ∅ Recycle and develop use of previously encountered words in meaningful contexts
- ∅ Learn to find and identify main ideas in texts
- ∅ Safely observe how the language they study in class is applied in a vast range of situations
- ∅ Develop ability to guess new words from context

Nadsat

There were three **devotchkas** sitting at the counter all together, but there were four of us **malchicks** and it was usually like one for all and all for one. These **sharps** were dressed in the height of fashion too, with purple and green and orange wigs on their **gullivers**, each one not costing less than three or four of those sharps' wages, I should reckon, and make-up to match (rainbows round the **glazzies**, that is and the **rot** painted very wide).

“Clockwork Orange” Anthony Burgess

How to introduce extensive reading

- ∅ Provide a range of readers at different levels
- ∅ Set aside an introductory session at start of course
- ∅ Allow students to select what they want to read
- ∅ Agree with students on a target number of books per semester / course
- ∅ Keep a record of what has been borrowed
- ∅ Request students provide a book report – free style or template based

Possible reader review template

“Double Trouble” is about

.....

.....

The main characters are

My favourite character is because

The best part was when

I didn't like

From 1 (fantastic) to 6 (rubbish) I give this book a score of

because

Business English readers from Summertown

- Ø 9 original graded readers, written for non-native speakers of English
- Ø Available for different levels
- Ø Range of genres – drama, comedy, suspense, crime
- Ø Optional language exercises available either in book or online
- Ø MP3 audio CD included
- Ø Sample audio and details [here](#)

Business English reader exercises

Exercises

Chapter 1

① Scanning

Read the chapter carefully and find out ...

- 1 why Emily needs a break.
- 2 why her friend Filippo knows Venice so well.
- 3 how Emily feels about Italians.
- 4 where Emily changes boats.

② Key vocabulary

Match the words to their explanations. Make a note of other useful words or expressions and check their meaning.

- | | | |
|-----------------|---|---|
| 1 fraud | a | the sound of an engine or motor |
| 2 pigeon | b | a type of large grey bird |
| 3 chug | c | complex, clever and refined |
| 4 sophisticated | d | limited to a small group of people |
| 5 exclusive | e | deliberate tricking or cheating to make money |
| 6 track | f | railway lines |

③ Word partners

Join the word partners in the columns below together. There might be more than one possibility.

- | | | |
|------------|---|----------------------|
| 1 nose to | a | and vegetables |
| 2 fruit | b | possible explanation |
| 3 set | c | tail |
| 4 need | d | in love |
| 5 offer | e | a break |
| 6 the only | f | the story |
| 7 fall | g | off |
| 8 full of | h | courses |

Peril in Venice

④ Practice

Read part of this online advertisement about the spa hotel where Emily is going on holiday. The words in bold are in the wrong place. Move them so that it makes sense.

Need a ¹ sophisticated but want a holiday that combines sightseeing with serious yoga and relaxation? The ² set 'Advanced Centre for Wellness and Meditation' on the island of Pacelli just next to the beautiful city of Venice could be the place for you. At our beautiful spa hotel we ³ break courses in Riitta yoga as handed down to yoga master Caliban Leone by the Tibetan guru Pandit Riitta Ranjani. Allow Master Leone to help you understand this ⁴ offer philosophy of life. When you are fully relaxed, take the chance to ⁵ chugging off and visit the historic canals and palaces of Venice and let yourself fall in ⁶ set with La Serenissima, as the city is called. Watch the sun ⁷ love over San Marco as you sit on a ferry ⁸ exclusive across the lagoon back to the Centre where dinner awaits you cooked by our cordon-bleu chef, Paolo ...

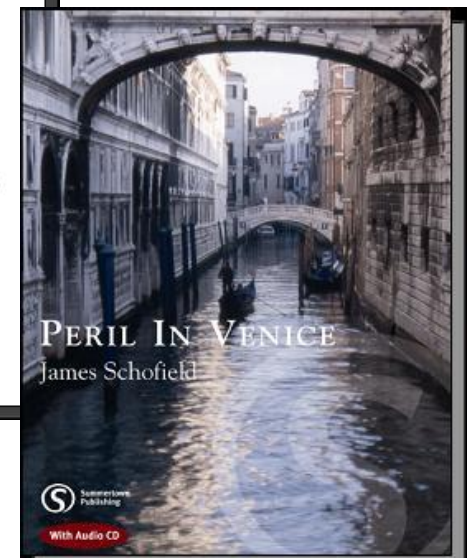
- 1 break 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

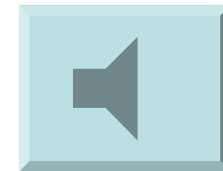
⑤ Summary

Read through the chapter one more time and complete the summary.

Emily Lee went on holiday to ¹ Venice where this year a ² _____ was seen swimming down the Grand Canal. Emily worked for a company called ³ _____ based in Germany. She was exhausted because at work earlier this year she had helped uncover a ⁴ _____ that was taking place in the company so she really needed a ⁵ _____.

Emily travelled to Venice by train and then took a ⁶ _____ to the island of ⁷ _____ where she was staying for a ⁸ _____. In the second week of her holiday her friend ⁹ _____ planned to visit her and ¹⁰ _____ her around Venice.





Business English readers from Summertown

Title and level	Author	Genre	Summary	ISBN
Meet me in Brazil (B1)	Julie Woodward	Suspense	An English businessman is kidnapped on an overseas business trip.	9780462098807
Superstar (B1)	Doug Campbell	Drama	John is an accountant, but wants to manage a rock band. Or thinks he does...	9780462098760
Room Service (B1)	James Schofield	Comedy	The romance, the accidents and the disasters that can happen in hotels around the world.	9781905992089
The Top Floor (B2)	David Evans	Suspense	Maha stays on illegally in the UK after university. But is the secretarial job she gets too dangerous?	9780462098821
Peril in Venice (B2)	James Schofield	Crime	Top executive Emily Lee is on holiday in Venice when she becomes involved in a murder.	9781902741918
Double Trouble (B2)	James Schofield	Comedy	Timothy works on a farm, his twin brother in London. What happens when they change places for a week?	9780462098814
Ekaterina (C1)	James Schofield	Crime	A diamond corporation is in serious trouble. But why? And who is Ekaterina?	9781902741925
Awayday (C1)	Chris Faram	Drama	Executive training programs can have strange consequences.	9780462098838
Sink or Swim (C1)	Andy Cowle	Drama	Eddie is on holiday when he meets an old enemy. The result is deadly.	9780462098845

*“Reading is like an infectious disease:
it is caught not taught.”*

Christine Nutall “Teaching reading skills in a foreign language” 1989 Oxford/Heinemann

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