

1a 60-second pitch

Overview

Students read a definition of a 60-second pitch, then order the transcript of a 60-second pitch by matching common word partnerships and collocations. Then using the transcript as a model, they make a 60-second pitch about a business idea.

Preparation

One copy of the worksheet for each student.

Procedure

- Hand out copies of the worksheet. Introduce the topic of a 60-second pitch by reading the definition in exercise 1 with the class. Explain that it is similar to the elevator pitch on page 4 of the Student's Book but that it is used to describe quickly a business idea you have, rather than promote your company to a potential client.
- Write *customer loyalty scheme* on the board and make sure everybody understands what it means. Brainstorm arguments which could be included in a 60-second pitch about this type of scheme, e.g. repeat business, new customers if attractive benefits, etc.
- Individually or in pairs, students put the two sections of the pitch in exercise 2 in order. Monitor, helping with vocabulary as necessary.
- Check the sequence by asking students to read the pitch aloud in the correct order. Explain the meaning of any unfamiliar collocations or word partnerships. Then focus students' attention on the discourse markers used in the pitch (*First, Second, Third, Finally*) to introduce each new argument.
- In exercise 3, students prepare and make a 60-second pitch on one of the topics. Monitor, helping with vocabulary as necessary. (You may like to have students work in pairs during this preparation stage, and then divide students into new pairs to make the pitch.)

Answers

1 d 2 b 3 h 4 f 5 c 6 a 7 g 8 i 9 e 10 n 11 r
12 j 13 o 14 l 15 q 16 m 17 p 18 k

1b Answering machine

Overview

Students review how to say a variety of numbers, then take turns to read out answering machine messages for their partner to take notes on the main points (dates, times, flight numbers, telephone numbers, e-mail addresses, etc.).

Preparation

One copy of the worksheet for each pair of students. Cut the worksheet into two.

Procedure

- Review saying numbers, dates, telephone numbers, product reference numbers, letters of the alphabet and times with the class, e.g.

2,363	two thousand, three hundred and sixty-three
7.4	seven point four
1 March 1999	the first of March, nineteen ninety-nine
23 June 2003	the twenty-third of June, two thousand and three

020 7491 6692 (tel number) oh two oh, seven four nine one, double six nine two
 DZK345 D-Z-K, 3-4-5
 5:15 five fifteen (or a quarter past five)
 8:45 eight forty-five (or a quarter to nine)

- Teach/Review the symbols used in e-mail addresses, e.g.

@	at
.	dot
/	forward slash
-	hyphen
_	underscore
com	pronounced /kɒm/
uk	pronounced U-K
- Divide the class into pairs and give each student one half of the worksheet. Explain that students are answering machines and they are going to 'play' their messages for their partner to note down the important information, e.g. dates, times, phone numbers, etc. Tell students not to show each other their messages. Give students time to prepare to read their messages and to check any unfamiliar vocabulary.
- Students take turns to read their messages for their partner to take notes. Monitor, helping with pronunciation as necessary. Students can 'play' their messages as often as they like, but they cannot ask their 'answering machine' any questions or stop him/her while the message is playing.
- Give students time at the end to compare their notes with the original message. Did they write down all the important information?

2a Ideal company

Overview

Students discuss the importance of different criteria for an ideal company and write sentences using adverbs of frequency to describe an ideal boss.

Preparation

One copy of the worksheet for each student.

Procedure

- Write *My ideal company* and *My ideal boss* on the board. Brainstorm suggestions for each category with the class. Encourage students to describe the best company and/or boss they have ever worked for.
- Divide the class into pairs and give each student a copy of the worksheet. Look at the criteria in exercise 1 with the class and explain any unfamiliar vocabulary. Working in pairs, give students five minutes to discuss the items and to choose the five most and five least important. Monitor, helping with vocabulary if necessary. Have a short feedback session. Can the class as a whole agree on the five most and least important?
- Read through the prompts in exercise 2 with the class and explain any unfamiliar vocabulary. Ask students to make sentences from the prompts which are true for them using the adverbs of frequency in the box. Then they compare their sentences with a partner.
- Have a feedback session. Ask students to share their ideas with the class.

2b Working style

Overview

Students read 30 statements about attitudes to work and tick the ones they agree with. Then they look at an analysis section to find out which type of working style they have: team worker, finisher, supporter or leader.

Preparation

One copy of the worksheet for each student with the analysis section folded over.

Procedure

- Introduce the topic of different working styles by writing *team worker, finisher, supporter* and *leader* on the board. Briefly discuss what each of these mean. (See the analysis section in the worksheet but don't go into too much detail at this stage.) Ask students to tell you which of the four working styles they think they have, and to explain why.
- Hand out copies of the worksheet. Ask students to read the statements and tick the ones they agree with. Set a time limit of ten minutes so that students do the activity quickly and don't ponder over each statement. Monitor, helping with vocabulary as necessary.
- Ask students to unfold the analysis section and check to see if they have scored mainly As, Bs, Cs or Ds. Then tell them to read the analysis text to find out what kind of working style they have.
- Have a class feedback session. Ask students if they agree with their analysis.

3a Could you tell me ...?

Overview

Students play a board game in which they ask and answer direct and indirect questions. When they answer a question, the aim is to speak for 30–60 seconds without pausing or repeating themselves.

Preparation

One copy of the worksheet for each group of two to four students. Each group will need a die and each student a counter.

Procedure

- Elicit/Remind students of the grammar of indirect questions, and of why and when we use them. (If necessary, direct them to the Grammar link on page 98 of the Student's Book.)
- Divide the class into groups of two to four students and give each group a copy of the worksheet and a die. Students can use pieces of paper with their names written on as counters.
- On the throw of a die, students take turns to move around the board. On landing on a square, the student to the player's left asks him/her a question beginning with the prompt on the square. The player answers the question, talking for approximately 30–60 seconds.
 - If the player doesn't talk for long enough or speaks with too many pauses, he/she goes back to the nearest 'too busy to play' square and starts from that square next turn.
 - If the student who asks the question uses the wrong form, he/she moves back to the nearest 'too busy to play' square.

- If a student lands on a 'too busy to play' square, he/she misses a turn.

The winner is the first student to reach the finish.

Monitor, helping with vocabulary as necessary.

3b Telephone trouble

Overview

Students prioritise eight phone messages and then roleplay returning the most important messages. The language of telephoning is practised.

Preparation

One copy of the worksheet for each student.

Procedure

- Divide the class into pairs and give each student a copy of the worksheet. Read the eight phone messages with the class and explain any unfamiliar vocabulary.
- In pairs, students discuss the messages and prioritise them according to the order in which they would return them. Monitor the activity, helping with vocabulary as necessary. Encourage students to explain their reasons.
- Have a class feedback session. Ask *Which calls represent business opportunities? Which calls would you ask someone else to do for you?*
- Students, in their pairs, prepare and then act out the three telephone calls they decided were the most important to return. Monitor, helping with vocabulary as necessary.

4 Did you, really?

Overview

Students practise keeping a conversation going by asking five follow-up questions to an initial question and reacting with interest to each response.

Preparation

One copy of the worksheet for each pair of students.

Procedure

- Write *What did you do yesterday evening?* on the board and ask individual students to answer the question. Write one answer on the board, e.g. *I went to the cinema.*
- Explain that students are going to practise keeping a conversation going. Elicit five follow-up questions from students, helping with vocabulary and question formation as necessary, e.g. *Who did you go with? What did you see?* etc.
- Point out to students that they also need to show interest when responding to the answers to their questions otherwise they may sound as if they are 'grilling' the other person. Brainstorm some useful phrases, e.g. *Really?, Did you?, That's interesting, That's funny, Wow, That's sounds great/fantastic/amazing,* etc.
- Divide the class into pairs and give each pair a copy of the worksheet. Students practise the example conversation, then take turns to start and keep a conversation going using one of the questions on the worksheet and asking five follow-up questions. Monitor, helping and correcting as necessary.
- Have a class feedback session. Ask students to report to the class any interesting information they discovered about each other.