

5 The rise and fall of Enron

Overview

Students read a jumbled text about the history of Enron and put it in order using discourse markers as a guide. They then discuss the causes of the company's downfall.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Introduce the topic by asking students to tell you what they know about the company, Enron. Help with vocabulary and check/pre-teach: *to be appointed, to launch, to invest, to acquire, to merge, to expand, to diversify, to lie, to go bankrupt, to be sacked, to resign, trading, share price, regulator*.
- 2 Divide the class into pairs and give each student a copy of the worksheet. In pairs, students put the events in exercise 1 in order. Tell students to first read through the sentences and decide if they relate to the initial successful stage of the company or if they relate to the collapse of the company. This will make ordering the sentences less daunting as they will be dealing with smaller chunks of the text. Monitor, helping with vocabulary as necessary.
- 3 Check the sequence by asking students to read the history of Enron aloud in the correct order.
- 4 Look at exercise 2 with the class and explain any unfamiliar vocabulary. In pairs or small groups, students discuss the question. Monitor, helping as necessary.
- 5 Have a class feedback session.

Answers

1 D 2 A 3 F 4 K 5 H 6 C 7 L 8 G 9 I 10 J
11 B 12 M 13 E

6 Get it write!

Overview

Students identify and correct common grammar and spelling mistakes in a job application letter. This provides practice in accuracy but also provides a model for a job application letter in English.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask students if they always read over something they have written in English, e.g. an e-mail, letter, etc. before they send it. Have a brief class discussion about the types of errors students make when they write in English.
- 2 Divide the class into pairs and give each student a copy of the worksheet. Explain that students are going to find and correct three grammar mistakes and two spelling mistakes in each paragraph of the job application letter. Tell them the types of grammar mistakes to look out for, e.g. tenses, prepositions, single/plural forms, relative pronouns, verb forms, etc.
- 3 Students find and correct the mistakes. Monitor, helping as necessary.
- 4 Check the answers with the class.

Answers

Paragraph 1: reply **to**, **which was** in today's (advertisement, Services)

Paragraph 2: graduated, **have** four years', companies (experience, **Great Britain**)

Paragraph 3: responsible **for**, Last year I **implemented**, for dealing (system, complaints)

Paragraph 4: would like **to**, interested, opportunity **to** (professional, opportunity)

Paragraph 5: your reference, to **come**, to **make** (enclose, necessary)

7 Away day

Overview

Students choose a venue for a company away day. The language of comparatives and superlatives is practised.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Introduce the topic of an away day by reading out the opening paragraph of the worksheet to the class. Make sure everybody understands. Then ask students to think of other reasons why a boss would want to send his/her staff on a day out like this, e.g. for staff to get to know each other better, to improve relations between departments, as a reward for hard work, etc.
- 2 Divide the class into pairs and give each student a copy of the worksheet. Read the rest of the instructions, the speech bubble text and the adverts for the four away-day venues with the class. Explain any unfamiliar vocabulary.
- 3 Ask students, in their pairs, to compare the venues, e.g. *The food and wine course is closer to London than the health spa. The wine tasting sounds more interesting than the opera. The adventure farm is the most exciting*, etc. They then try to choose the away day which they think would best suit everybody in the company. Monitor, helping with vocabulary as necessary. Encourage students to use the comparative and superlative forms when discussing the different venues.
- 4 Have a class feedback session. Ask pairs to tell the class the venue they have chosen and to explain why.

8 Storytelling

Overview

Students read and order a gapped story, completing the gaps with linking words, then build up an anecdote from prompts using past tenses, linking words and *did* for emphasis.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 You might like to start off by recounting a humorous short anecdote to your students, based on your own experience. Then hand out copies of the worksheet and go through the five stages of a story with the class, referring them back to the stages of your story.
- 2 Pre-teach the following vocabulary: *improvise, notes, speech, power cut, clap, translator*. Then give students, working in pairs, five minutes to read the story and put the five sections in the correct order according to the five stages. Tell them not to worry about the gaps in the text at this stage. Monitor, helping with vocabulary as necessary. Then check the answers with the class.

- 3 Ask students to find an example of *did* for emphasis in the story. Then briefly revise how this structure is used. (If necessary, refer students to page 39 of the Student's Book.)
- 4 Look at the linking words and phrases in exercise 2 with the class, eliciting contexts in which the phrases could be used. Ask students, in their pairs, to fill in the gaps in the text. Tell them to work through the story in order, i.e. starting with paragraph D rather than gap 1. Then check the answers with the class.
- 5 In their pairs, students choose five of the prompts in exercise 3 and create their own anecdote using the five stages. Monitor, helping with ideas and vocabulary as necessary. Encourage students to use *did* for emphasis at least once in their anecdote, as well as linking words.
- 6 Combine pairs of students to take turns to tell their story. Invite several pairs to tell their story to the class.

Answers

Exercise 1

1 D 2 C 3 E 4 A 5 B

Exercise 2

1 In the end 2 but 3 When 4 later 5 Just then
6 Because of this 7 However 8 but soon 9 So
10 and then eventually

9a The idea is easy ...

Overview

Students act out a meeting between a bank manager and an entrepreneur who is asking for a bank loan to develop and market a new invention. Finance vocabulary and the use of the Past Simple and Present Perfect is revised and practised.

Preparation

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

Procedure

- 1 Ask students to imagine that they have just invented one of the major global brands, e.g. Coca-Cola. Brainstorm how they would persuade a bank to lend them the money to launch the product. During this discussion, pre-teach the following vocabulary which students will need for the worksheet: *launch a product, lend, borrow, owe, pay back a loan, personal investment, entrepreneur, sales channel (e.g. wholesale, mail order), sales forecast, patent*.
- 2 Divide the class into pairs and give each student one half of the worksheet. Explain that Students A are entrepreneurs and they have a meeting with their bank manager, Students B, to try to secure a loan for their latest invention, a 'Button Fixer'. Give students time to read their instructions, check any unfamiliar vocabulary and prepare for the meeting.
- 3 In their pairs, students act out the meeting. Monitor, helping with vocabulary as necessary and making sure students use the Past Simple and Present Perfect tenses correctly.
- 4 Have a class feedback session. Ask Students A how effective they were at persuading the bank manager to lend them the money. Ask Students B how much money, if any, they agreed to lend.

9b Making money

Overview

Students work in pairs and take turns to play the part of Mr/Ms Money, a financial advisor, giving advice to different clients. Money verbs and financial vocabulary is practised.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Introduce the topic of money by asking students if they have ever had any advice from a financial advisor. Ask if the advice turned out to be good or bad. Have a brief class discussion.
- 2 Explain that students are going to be financial advisors and give advice to a variety of clients. Divide the class into pairs and give each student a copy of the worksheet. Give students time to read the different situations and to check any unfamiliar vocabulary. Make sure students understand the meaning of the money verbs in bold. (Explain that *afford* is usually used with *can/could*, e.g. *They bought the flat because they couldn't afford the house*.)
- 3 Quickly brainstorm some language the students might find useful when they come to play the role of Mr/Ms Money, e.g. *It's a good idea to ...*, *Have you thought about ...*, *I'd recommend ...*, etc.
- 4 Ask students, in their pairs, to choose two of the situations on the worksheet and to prepare to act them out. Students should take the part of Mr/Ms Money in one roleplay and the client in the other.
- 5 When everybody is ready, students act out the conversations. Monitor the roleplays, helping with vocabulary as necessary.

10a Time to relax

Overview

Students complete a crossword using vocabulary connected with stress in the workplace.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Divide the class into pairs and give each student a copy of the worksheet.
- 2 In their pairs, students read the clues and complete the crossword. Monitor, helping with vocabulary as necessary.
- 3 Check the answers with the class.

Answers

Across

3 user 5 relocated 7 disorder 9 exercise
10 pressure 11 deadline 12 economic 14 town
17 repetitive 18 linked 20 morale 21 thirteen
22 complained

Down

2 chief executive 4 severe 5 reduce 6 decisions
8 relax 9 expectations 13 creative 14 turnover
15 workaholic 16 promoted 19 degree