

1a All about you

Overview

To review tenses and verb structures by completing questions about jobs, and asking and answering these questions. This worksheet could be used as a 'getting to know you' activity.

Preparation

One copy of the worksheet for each student.

Procedure

- Hand out copies of the worksheet to each student. Ask them to complete the stems in any way they like in order to form questions about their classmates' jobs. Remind students to think carefully about the tenses and verb forms they use.
- Divide the class into pairs and get students to ask and answer each other's questions. They can write a brief answer in the spaces provided. Encourage them to ask follow-up questions to find out as much information as possible. Ask the students to feed back anything interesting from their discussions.
- As an optional follow-up, ask the students to walk round the classroom asking and answering their questions. They should try to talk to as many people as possible. Encourage students to ask their classmates what their job is to give a context to the questions.

Alternative procedure

- Hand out copies of the worksheet to each student. Ask them to write the names of all their classmates at random in the spaces next to the question stems. (In smaller classes, students can use classmates' names more than once.)
- Ask the students to complete each question specifically for the student whose name corresponds with the question. Remind students that the questions should all be about jobs and work and that they should think carefully about the tenses and verb forms they use.
- The students then walk around the classroom, asking and answering the questions. Encourage them to ask follow-up questions to find out as much information as possible and to ask their classmates what their job is to give a context to the questions. Ask the students to feed back anything interesting from their discussions.
- As an optional follow-up, ask the students to work in pairs and to ask and answer all of their questions.

1b Getting connected

Overview

Students focus on useful language in social situations and then roleplay networking at a social function.

Preparation

One copy of the worksheet for each student.

Procedure

- Divide the class into pairs/small groups. Hand out copies of the worksheet to each student. Have them discuss the question in exercise 1 and encourage them to give examples. Ask them to tell an anecdote that illustrates their behaviour as a host or guest.

- Explain that students need a range of language in high-frequency situations to avoid sounding repetitive. Encourage them to find two (or more) ways of saying the same thing for each situation in exercise 2. Then check the answers, writing the key language on the board.
- Divide the class into several small groups or ask students to stand in a line around the room until you signal the start of the roleplay. Remind students to keep their score as they network and that they only have 15 minutes. Encourage them to conduct the roleplay briskly but without appearing rude.

Possible answers

- Hello, are you here for (name of function/event)? / Good afternoon, welcome to the (name of function/event).
- Hi there, I'm ... and I work for ... / Hello, my name's ... and I'm a ... with (name of company). / Good to meet you. I'm ... and I work in (name of sector) at (name of company).
- Is this your first time at a function like this? / This is quite an event, isn't it? / Have you been to a (name of function/event) before?
- Could I have your business card? I'd like to keep your details on record. / Can you let me have your business card? / Do you have a business card on you?
- What do you think of the (name of function/event) so far? / Are you enjoying yourself here? / Are you having a good time?
- Would you like something to drink? / Can I get you something from the bar? / Can I get you a top-up?
- Can I introduce you to X? This is Y from (name of company). / (Paul), this is ... He/She's a ... with (name of company). You both have something in common.
- Would you excuse me? I've seen someone I must talk to./ It's been nice talking to you. See you later, I hope. / If you'll excuse me a moment. I'll be right back.

2a The language of meetings

Overview

Students study possible collocations for a wide range of 'meetings' language and decide which word in each group does not collocate. Then they review some of the collocations in a gap-fill task.

Preparation

One copy of the worksheet for each student.

Procedure

- As a warmer, introduce the idea of verb + noun collocations by writing on the board: *to reach a/an ...*. Elicit as many nouns collocations as possible, using prompts such as definitions, providing a few letters on the board etc. (Possible answers: *an agreement/a compromise/a conclusion/a consensus/a dead-end/a decision/a verdict*.) Clean the board when you finish, as some of these words appear on the worksheet.
- Hand out copies of the worksheet to each student. Explain that students have to focus on the words in italics in exercise 1 and cross out the ones that do not collocate. Students work in pairs and complete the exercise. Check the answers with the whole class and deal with any problems of wrong collocations. Where appropriate, point out what the other italicised words can collocate with.

- In pairs, students do exercise 2. Check the answers.
- As an optional follow-up, students can write the closing comments to a real meeting they have attended recently.

Answers

Exercise 1

The following words do *not* collocate:

a the situation b make; anticipate it c halt; a promise d advance; material e viable; a concord f soon; take g full; study h treat; hostilities to i feel; small j have; register

Exercise 2

a discussion b issues c decision d implications e conclusions f study g opinion h account

2b If ...

Overview

Students practise and consolidate conditionals by playing a board game.

Preparation

One copy of the worksheet, enlarged to A3 if possible, for each group of two to four students. One copy of the worksheet for each student to be given out at the end of the activity. Each group will also need a die and counters for each student.

Procedure

- Divide the class into groups of two to four and hand out copies of the game. Explain the rules as follows:
 - Each student places their counter on the 'Start' square. Player A rolls the die, moves to the appropriate square and completes the sentence with anything he/she likes which is grammatically correct and is true for the student. He/She then continues to talk about this statement giving further information/details/explanation/justification for 30 seconds. The other students can ask questions.
 - The other players then roll the die and the process is repeated.
 - If a student lands on a question square (beginning with *What ...?*), he/she asks the other group members a question of his/her choice beginning with the words given. Each group member must answer the question in turn.
 - The game is over when the first player reaches the 'Finish' square.
- Monitor the game to help with any language queries.
- After the game, ask students to report back anything interesting from their discussions.
- As an extension or homework exercise, ask the students to complete (some of) the sentences in writing.

3 Quote, unquote ...

Overview

Students work with and discuss famous quotations on the subject of success and money (as a possible lead-in to Unit 3 *Material world*). They then prepare and deliver a short team presentation on one of the themes in the quotations.

Preparation

One copy of the worksheet per student. Alternatively, cut the quotation halves into individual slips (see *Alternative procedure* below).

Procedure

- Hand out copies of the worksheet to each student. Learners work individually to complete the well-known quotation 'If at first you don't succeed, ...' in three different ways. (The proverbial version is, of course, 'try, try again', but other popular versions have included 'find someone who knows what they're doing', 'destroy all evidence that you tried', 'failure may be your style' and 'quit - what are you trying to prove?'). Allow a few minutes for comparison. If appropriate, have the class vote for the best ending.
- Divide the class into pairs and get them to match the beginning and endings of the quotations. Check the answers with pairs as they finish and then have them choose the quotation that they like.
- When each pair of students has done the matching task and chosen a quotation that they like, ask them to prepare a 90-second presentation on it. They should try to open with a rhetorical question e.g. *How important are success and money? What does success mean to you?* and finish with the quotation itself. Encourage both students in each pair to contribute, but allow them to organise the preparation stage how they like.
- The pairs of students give their presentations and the rest of the class can ask questions if they want to.

Alternative procedure

- Cut the quotation halves into individual slips before the class and hand them out to the students. With a large group, give the students one or two slips each, making sure there is an ending for every beginning. (It doesn't matter if some people have two slips and some only one.) With smaller groups, give the students more slips. The students then mingle trying to find 'their other halves'. When they do so, encourage them to chat about the quotation they share for a few seconds and then go in search of another match. Tell them it's fine to interrupt or join pairs who are already talking to see if they have a match.
- At the team presentation stage, see if the groups can predict which quotation the presenters are talking about before they complete their talk. This encourages them to listen to each other's talks more closely.

Answers

a8 b4 c11 d9 e10 f12 g2 h3 i5 j1 k6 l7

4a There was a ...

Overview

Students read a series of limericks to identify and practise stress, weak forms and linking. They then unscramble the words in a limerick about Richard Nixon.

Preparation

One copy of the worksheet for each student. Hand out the copies after the dictation in step 2.

Procedure

- Tell students that they are going to do a worksheet on aspects of pronunciation. Explain that they are going to use some humorous poems called limericks, which illustrate stress, weak forms and linking. Point out that these features of spoken English are especially important when giving a presentation.