

## 7 Calculated guess

### Overview

This fast-paced, competitive team game receptively exposes students to 96 common verb-noun collocations and increases students' lexical spontaneity.

### Preparation

One copy of the worksheet for each student. Distribute copies **after** the game. To play, photocopy the word boxes onto an OHP transparency or write them on the board.

### Procedure

- 1 Ask students to work in teams and explain that they are going to compete in a vocabulary contest.
- 2 Explain that there are three rounds. In Round 1 the context is 'In the office'. Set the scene by asking students to think of things they have in their office, e.g. PCs, phone, fax machines, reports, etc.
- 3 Write up the nouns for Round 1 on the board or display them on an OHP. Explain that you are going to read out sets of verbs (see items 1–8 on the worksheet). There are four verbs in each set and every verb in the set will combine with just one of the nouns they can see. They must guess which noun it is as quickly as possible.
- 4 Read out each item slowly. The first team to guess correctly wins a point, but they must be careful! Some of the verbs will collocate with more than one of the nouns (but only one noun with all four verbs). Give the score at the end of Round 1.
- 5 For Round 2 'On the road', set the scene by asking your students to think about business trips they've been on. Then display the second set of nouns. Conduct the activity at a brisker pace this time and keep track of the score.
- 6 Repeat for Round 3 'In the meeting'. Ask students to think about what they discuss in meetings and then play the guessing game. Give out the final scores.
- 7 Now distribute the worksheets. Students write in the nouns next to the verb lists. This could be done collaboratively after the previous competitive stage.

### Answers

- Round 1: 1 a phone call 2 your computer 3 a report  
4 a letter 5 a form 6 a computer file 7 a message  
8 your e-mail
- Round 2: 1 your hotel 2 a presentation 3 an agreement  
4 your flight 5 an appointment 6 lunch  
7 a meeting 8 your office
- Round 3: 1 problems 2 ideas 3 proposals 4 figures  
5 decisions 6 your colleagues 7 views 8 excuses

## 8a Devil's advocate

### Overview

Students practise using language for agreeing and disagreeing, and asking for clarification in a group discussion activity. (NB Explain the expression *devil's advocate* **at the end of the activity** during the class feedback session.)

### Preparation

One copy of the worksheet for each group. Cut the worksheet into three. (There should be a minimum of six students in the class for this activity.)

### Procedure

- 1 Divide students into groups of three or four. Give a student in each group a card: A, B or C. It's a good idea to allocate C cards to more extrovert students if possible. It does not matter if one or two students do not have cards. Tell students not to show each other their cards.
- 2 Explain that the students with cards are going to lead a discussion on a controversial topic and get the group to reach a consensus. Give students a few moments to read their cards. During this time go round checking that Students C understand that they are to take an extreme, opposing view to provoke an argument (i.e. to play devil's advocate).
- 3 Give Students A five minutes for their discussion. Then the groups complete the manifesto statement before starting Student B's discussion.
- 4 Have a class feedback session to listen to the different groups' opinion on their chosen topics.
- 5 Ask a Student C to explain why they were difficult and show the picture on their card. Explain the expression *devil's advocate* (a person who disagrees in order to provoke a debate or test the strength of the opposing arguments).

## 8b Making decisions

### Overview

Students learn some idiomatic expressions relating to decisions, apply these to situations they have experienced and suggest good principles for decision-making.

### Preparation

One copy of the worksheet for each student. Cut the worksheet into two.

### Procedure

- 1 Explain that students are going to look at some idiomatic phrases to do with making and changing decisions. Hand out copies of the top part of the worksheet and ask them, in pairs or small groups, to complete the phrases in Exercise 1. When they have finished, check the answers and the meaning of each phrase.
- 2 Hand out the bottom part of the worksheet and give the students five minutes to look at Exercise 2 and think of situations from their own experience. They do not need to think of situations for all the idioms. Students describe the situations to their partner. Monitor the activity, helping with vocabulary as necessary.
- 3 In pairs, students discuss the principles in Exercise 3 and suggest others. Ask pairs to share their thoughts and contribute to a definitive list drawn up by consensus of the class.

### Answers

- a) mind b) thought c) say d) thought/consideration  
e) decision f) consideration g) mind h) issue i) mind  
j) decision

## 9 What the CEO said

### Overview

Students read the advice of well-known CEOs on various aspects of running a business. Before reading the quotations, they give their own views on these aspects.

### Preparation

One copy of the worksheet for each student. Cut the worksheet into two.

### Procedure

- 1 Hand out copies of the top half of the worksheet and ask the students to do Exercise 1 individually. Students then discuss the questions in Exercise 2 in pairs. Spend a little more than a third of class time on this stage. Go round helping with vocabulary as necessary.
- 2 Check/Pre-teach: *but = except, steamroller, nimble, trembling*. Then hand out the bottom half of the worksheet and get the students, one at a time, to read out each quotation, making sure they understand them. As you go, find out what their views were on each question and whether they agree with what the CEO said.
- 3 Ask if anyone has a favourite business quotation or memorable piece of advice given by a manager or CEO. If nothing is immediately forthcoming, ask students to bring one to the next lesson.

## 10 Small talk

### Overview

Students categorise and practise useful language for small talk: opening, directing and closing a conversation, and showing interest.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 In pairs, students categorise the phrases and expressions by completing the table in Exercise 1.
- 2 Check the answers with the class. Ask some of the students to improvise sentences to illustrate and check meaning and use.
- 3 Ask students to imagine they are at a conference reception and to mingle around the classroom having brief conversations with each other. Encourage them to use the phrases and expressions in Exercise 1. Monitor the activity.

### Answers

- Opening a conversation: b, f, h, l, n, p, r, v.  
Directing a conversation: c, o, q, t, u, w.  
Showing interest: d, g, j, s.  
Closing a conversation: a, e, i, k, m.

## 11a A business trip

### Overview

Students write e-mails and perform a roleplay based on a real or imaginary business trip.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Ask the students about their experiences of business trips and how they prepare in advance to maximise their time.
- 2 Students then work individually to plan the details for a real or imaginary business trip in Exercise 1.
- 3 Students write e-mail 1 in Exercise 2. E-mail 2 is optional, but it gives extra writing practice and a chance to prepare more ideas for the roleplay.
- 4 Divide the class into pairs with as similar a business background as possible. Ask students to exchange their e-mails, discuss the situation, and discuss what sort of reply they expect in Exercise 3. Monitor the activity.
- 5 Students work individually to write their reply e-mail in Exercise 4.
- 6 Students act out the roleplay in Exercise 5. Stress that the host is told to have a short business discussion, not a full negotiation. The pairs then change roles and repeat the roleplay.
- 7 Hold a short feedback session to give students a chance to mention any problems they encountered.

## 11b Spam

### Overview

Students complete a cloze text about spam. They then discuss spamming and other ways of marketing a product.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Introduce the idea of *spam* to students, i.e. unsolicited e-mail messages. (Spam is the trade name of a poor-quality meat product sold in tins.) Check/Pre-teach: *junk, cold calling, hoax, chain*.
- 2 Students read the text and fill in the gaps in Exercise 1. Ask them to answer and discuss the follow-up questions in pairs or small groups.
- 3 Students discuss the promotion ideas in pairs in Exercise 2.
- 4 Have a class feedback session. You can award points to pairs for each new idea introduced into the discussion and for using the phrases.

### Answers

- 1 unlikely 2 guess 3 carried 4 spend 5 hoax  
6 colleagues 7 harmless 8 headache 9 adopt  
10 set 11 receive 12 dealing 13 work 14 wage