Tell students you are going to dictate a five-line limerick and they should write down what they hear. Emphasise that the dictation is not a test and the aim is to help students with stress, weak forms and linking. Check/Pre-teach dinnertime and say: the sun sets in the west. Dictate the limerick at normal speed, then line by line.

Hand out copies of the worksheet to each student and have them check their dictation. Demonstrate the stress in the first line and then ask students to identify the stresses in the other four lines by marking a dot or circle above the appropriate syllable. Encourage students to try beating a regular rhythm with a finger as they read. Check the answers and then have students read the limerick aloud, focusing on the stressed syllables.

Demonstrate the weak forms in the first line and read the second line of the limerick aloud. Ask students to identify and mark weak forms in the rest of the limerick by lightly crossing out the relevant word/syllable. Check the answers and then have students practise reading the limerick aloud.

Mark the links in the first line and then ask students to find the links in the rest of the limerick by joining the appropriate letters at the base of the words. Check the answers. Check students understand elision (the disappearance of a sound that is linked to another) and then ask them to find two examples of elision – o(0) and pitch(-). Students practise reading the limerick aloud one final time.

Check/Pre-teach: mortar (an old-fashioned word for an alcoholic drink) and porter (an old-fashioned word for a dark brown beer). Students mark stress, weak forms and linking, and practise reading the second limerick. Check the answers by wriggling the limerick up on the board with the appropriate marks in place.

Ask students what they know about Richard Nixon and his unsuccessful TV debate with John F. Kennedy in 1960. (He participated in a TV debate with JFK as part of his presidential campaign and came across badly. Re-elected President in 1968 and re-elected in 1972, he was forced to resign in 1974 after Watergate scandal.) Ask students to identify Nixon’s ‘economic policy with the truth’ earned him the nickname ‘Tricky Dicky’. Check/Pre-teach: (homonym meaning ‘difficult’) and tricky (here meaning ‘untrustworthy’). Students re-order the limerick and then check the answers.

If students are enthusiastic about limericks, give them the ‘formula’ in the table below to help them write limericks. Then, ask them to think up a limerick and write the surname first, then the first line, then the second line, then the third line. Check the answers and then have students read the limericks aloud again.

**Answers**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was an old salesman named Creek, who pitched to his clients in Greek. He said, “While you doze, it’s much easier to close, and I do love to hear myself speak.”</td>
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Exercise 4

A young Irish chemist from Cork went nervous when giving a talk. He concocted a snorter from whiskey and porter, and now he can talk but not walk.

Exercise 5

An old politician called Richy found TV appearances sticky. His five o’clock stubble got him into trouble, and Richy became ‘Tricky Dicky’.

**4b Business language**

**Overview**

Students roleplay working for a consultancy. They prepare and deliver presentations on the pros and cons of different language training providers. Students then hold a meeting to choose the school they wish to recommend.

**Preparation**

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

**Procedure**

1. Ask students which language course they would prefer: one copy of the worksheet for each student. Cut the worksheet into four.

2. Divide the class into pairs and have each one copy of the cut-up cards, shuffled and face down. Tell the students that they are going to roleplay some of the problem situations on the board. As well as trying to reach a satisfactory agreement, the aim is also to use the expressions on the cards as part of their roleplay.

3. For each roleplay, the students should decide who will be the complaining student and who will deal with the complaint. They then choose a scenario from the board and spend a short time thinking about what they will say. Encourage the students to be imaginative.

4. Each student takes one of the cards from the top of the pile. The students begin the roleplay and as quickly as possible they should use the expression on the card in a complete sentence and in a natural way. Then say to have done this, and while continuing the roleplay, they take another card and repeat the process. The aim is to use as many of the expressions as they can during the roleplay.

5. The students choose a new situation, swap roles and repeat the process.

6. Hand out a complete worksheet to each student at the end of the activity.

**Alternative procedures**

1. Instead of taking the cards one by one, the students could take six cards per roleplay and try to use them in any order they like.

2. Instead of using the cards, the students give a complete copy of the worksheet. They refer to this and cross off the expressions as they use them.

**5b Effective phoning**

**Overview**

Students roleplay telephone situations and then roleplay customer complaint situations.

**Preparation**

One copy of the worksheet for each student.

**Procedure**

1. Students brainstorm their own positive and negative experiences of customer service on the phone. Establish what general problems/frustrations students have experienced.

2. Hand out copies of the worksheet to each student. They can work in pairs or small groups to complete the flowchart.

3. Encourage students to roleplay the situations in exercise 2. Encourage students to refer to the flowchart to help them decide the appropriate flow. Make sure they understand they will have to use the expressions on the cards.

4. Divide the class into pairs and have them roleplay the situations in exercise 2. Encourage students to refer to the flowchart to help them decide the appropriate flow. Make sure they understand they will have to use the expressions on the cards.

5. As an optional follow-up, ask students why a good telephone manner is important (it is a) professional image that takes care of customers, the key to maintaining customers and finding new ones). Students can brainstorm a checklist for making the right impression. They could also roleplay the call with customer information on hand, role play a constructive swap roles for each situation. Monitor the activity.

**Possible answers**

1. How can I help you today? What seems to be the problem?

2. I’ll look into it straightaway. I’m sure we can sort this out for you.

3. I’ll call you back on …/I’ll get back to you on …

4. Is there anything else I can help you with? Could I help with anything else today?

5. Could I suggest/recommend … Would you mind sending me a copy of your receipt?

6. Yes, there was a million dollars has gone missing. A brief feedback session raises awareness of different roles within group discussion.

**1a Effective phoning**

**Overview**

To practise and consolidate the language of dealing with problems, particularly making and dealing with complaints.

**Preparation**

One copy of the worksheet for each pair of students. Cut the worksheet into two. One copy of the complete worksheet for each student to be given out at the end of the activity.

**Procedure**

1. With the whole class, brainstorm common problems/complaints that people experience both at work and outside work e.g. in a hotel, at an airport, hiring a car, making a telephone booking, phoning customer services, in a restaurant, a faulty product, an incorrect invoic, a delayed delivery, an inaccurate report, a difficult meeting, a badly organised business trip. Write the ideas on the board.

2. Divide the class into pairs and give each one copy of the cut-up cards, shuffled and face down. Tell the students that they are going to roleplay some of the problem situations on the board. As well as trying to reach a satisfactory agreement, the aim is also to use the expressions on the cards as part of their roleplay.

3. For each roleplay, the students should decide who will be the complaining student and who will deal with the complaint. They then choose a scenario from the board and spend a short time thinking about what they will say. Encourage the students to be imaginative.

4. Each student takes one of the cards from the top of the pile. The students begin the roleplay and as quickly as possible they should use the expression on the card in a complete sentence and in a natural way. Then say to have done this, and while continuing the roleplay, they take another card and repeat the process. The aim is to use as many of the expressions as they can during the roleplay.

5. The students choose a new situation, swap roles and repeat the process.

6. Hand out a complete worksheet to each student at the end of the activity.

**Alternative procedures**

1. Instead of taking the cards one by one, the students could take six cards per roleplay and try to use them in any order they like.

2. Instead of using the cards, the students give a complete copy of the worksheet. They refer to this and cross off the expressions as they use them.

**5a Problems, problems**

**Overview**

To practise and consolidate the language of dealing with problems, particularly making and dealing with complaints.

**Preparation**

One copy of the worksheet for each pair of students. Cut the worksheet into two. One copy of the complete worksheet for each student to be given out at the end of the activity.

**Procedure**

1. With the whole class, brainstorm common problems/complaints that people experience both at work and outside work e.g. in a hotel, at an airport, hiring a car, making a telephone booking, phoning customer services, in a restaurant, a faulty product, an incorrect invoice, a delayed delivery, an inaccurate report, a difficult meeting, a badly organised business trip. Write the ideas on the board.

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6. Hand out a complete worksheet to each student at the end of the activity.

**Alternative procedures**

1. Instead of taking the cards one by one, the students could take six cards per roleplay and try to use them in any order they like.

2. Instead of using the cards, the students give a complete copy of the worksheet. They refer to this and cross off the expressions as they use them.

**5b Effective phoning**

**Overview**

Students roleplay telephone situations and then roleplay customer complaint situations.

**Preparation**

One copy of the worksheet for each student. Cut up the information cards.

**Procedure**

1. Hand out copies of the worksheet to each student. Ask them to think about the profile of a typical complaint. (This will point students in the right direction when identifying the culprit in the case.)

2. Students have read the scenario in exercise 2. Tell them the aim of the activity is to use the information you will give them to identify the profile of each person at the meeting and decide who was in the chair.