

12a Employees' centre

Overview

In groups, students plan and present their ideas for a new employees' centre at work. They practise the language of presentations and use delivery techniques to be persuasive.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 In groups of three, students read about the competition in Exercise 1 and decide what sort of employees' centre they wish to propose.
- 2 In Exercise 2, students draw a floor plan and transfer it onto an OHT or flipchart, if appropriate.
- 3 Students each prepare one stage of the presentation in Exercise 3, bearing in mind the points on the checklist. Monitor the activity.
- 4 Invite each group to present their idea and hold a feedback session for each. Ask the class which project should be chosen, and why.

12b I am a DVD

Overview

Generative verbs such as *give*, *take*, *make* and *do* form the basis of many English expressions useful to a presenter. Students listen to a presentation given by their teacher ('the DVD player') and identify 24 such expressions.

Preparation

One copy of the worksheet for each student. Cut the worksheets into two. Distribute the soundtrack **after** the task.

Procedure

- 1 As a warmer, elicit a few examples of business expressions using the verbs *give*, *take*, *make* and *do*, e.g. *give an overview*, *give an example*, *make progress*, *make a point*, etc.
- 2 Explain that students are going to 'watch' a film of a business presentation which contains 24 examples of business expressions with *give*, *take*, *make* and *do*. However, as you don't have a DVD player with you, you are going to be the DVD and they are going to operate you by remote control!
- 3 Hand out the top part of the worksheet. Students fill in the functions of the buttons on a DVD player: *rewind*, *play*, *fast forward*, *stop* and *pause*.
- 4 Explain that you will give the presentation and that every time your students hear an expression using one of the four verbs, they should pause you and write down the whole expression in their notebooks. They can rewind and fast forward you as they need to. Students will have to listen very carefully, as the verbs do not always precede the expressions they belong to.
- 5 Students compare the expressions they have written in pairs.
- 6 Distribute the soundtrack. Students highlight the key expressions and check them against the ones they wrote down. Explain any unfamiliar vocabulary from the soundtrack to the class.

To make the task easier, read the whole presentation and simply ask students to raise their hand when they hear a key expression but to write nothing at this stage. Or, reduce the number of verbs the students are listening for or give

different groups different verbs to listen for.

Answers

give: *It gives me great pleasure to; to give you a brief overview; given the extra resources; give you a chance to; giving a short talk on; To give you just one example; give you almost complete access to*

take: *I'd like to take this opportunity to; you'll be taken on a preliminary tour; we can take the lead; take as much time as you need; take notes; take a few minutes to*

make: *make the most of; made the final breakthrough; making such a discovery; have made considerable progress; to make headway; the point I want to make is*

do: *hope to be doing business with; do everything we can to; the work we're currently doing; the tests we've done; they'll do their best to*

13 Bioethics

Overview

Students discuss difficult ethical questions surrounding genetic engineering and cloning.

Preparation

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

Procedure

- 1 Ask the students what 'cloning' means and what its benefits and drawbacks are. Check/Pre-teach: *genes/genetic, science fiction, disease, cure, tissue, organs, embryo, foetus, abort, kidney/heart failure, cells, transplant*.
- 2 Ask students to work in pairs. Hand out the top part of the worksheet. Students read the introductory text. To check comprehension, ask students what cloning is and is not, according to the writer.
- 3 Hand out the definitions of embryonic stem cells and therapeutic cloning to alternate students and ask them to read and summarise their texts to one another.
- 4 Individually, students consider questions 1–5, then exchange their views in pairs. Monitor the activity.
- 5 Ask if anyone's opinion on these questions has changed from the beginning of the lesson and why.

14a The good consultant

Overview

Students read a text to stimulate a discussion on the role of business consultants.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask students to work in pairs or small groups and brainstorm reasons why companies use consultants.
- 2 Hand out the worksheets and ask students to match the sentence halves in Exercise 1.
- 3 Check the answers with the class. Then ask students to brainstorm any disadvantages associated with using consultants.
- 4 Explain that students are going to read a story which contains a consultant, a shepherd, sheep and a sheepdog. Check/Pre-teach: *flock (of sheep), log on to (a website), scrutinise (an area)*.

- 5 Give students five minutes to read the text in Exercise 2.
- 6 In pairs students complete the sentences in Exercise 3 using their choice of modals. Monitor the activity.
- 7 Invite individual students to read their sentences to the class.

Answers

a 3 b 5 c 1 d 7 e 2 f 4 g 6

14b Business behaviour

Overview

Students assess the importance of specific behaviour in the business world and explain their culture's characteristics.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Students read the characteristics and grade them according to importance by placing a cross at the appropriate place on each line.
- 2 In groups, students share their views by comparing their completed worksheets. Encourage them to elaborate on each point, giving examples from their own experience where appropriate.

NB For mono-cultural classes, you could shift the emphasis onto differences between workplaces/companies. For multi-cultural classes, the emphasis can be on differences between cultures/countries.

15 Selling the company

Overview

Students choose the most appropriate extracts to use in a letter introducing their company to a new client. They then use some of these extracts to create their own letters.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 In pairs, students decide in Exercise 1 which extracts from letters are appropriate to use in a letter introducing their company to a new client.
- 2 Reconvene as a group and discuss the extracts students selected. Ask them why the other extracts were not appropriate, e.g. too informal/too formal, unnecessarily long, too rude or abrupt.
- 3 In Exercise 2 students use at least eight of their selected extracts to make a complete letter, using their imagination to flesh out the details. Monitor the activity.
- 4 Ask individual students to read their letters out to the class.

Suggested answers

b, e, h, i, n, o, p, t, v, w, x, y.

16a Dragon boat racing

Overview

Students do a jigsaw reading about a management solution to a particular problem. They give their reactions to the solution using conditionals (past reference).

Preparation

One copy of the worksheet for each student. Cut the text into strips if you feel this will be helpful to students.

Procedure

- 1 Students read and discuss the questions in Exercise 1 in pairs or small groups. Have a short class feedback session.
- 2 In pairs, students put the story in Exercise 2 in order. Monitor, helping with vocabulary if necessary.
- 3 Check answers with the whole class.
- 4 Students discuss the question in Exercise 3 in pairs or small groups. Encourage students to use the past conditional.
- 5 Ask students to give real examples of how problems are solved in their company and to talk about their roles in the decision-making process.

Answers

1 A 2 F 3 I 4 C 5 H 6 E 7 B 8 G 9 D 10 J

16b Consultancy team

Overview

Students work as teams of management consultants to solve problems of inappropriate behaviour in meetings.

Preparation

One copy of the worksheet per two groups of students. Cut the worksheet into two.

Procedure

- 1 Divide students into an even number of groups of two or more students: A and B. Give Groups A worksheet A, and Groups B worksheet B.
- 2 Ask students to read the instructions. Make sure students understand that they are going to take on the role of both management consultants and directors.
- 3 Ask students to discuss the problem they have been given as management consultants and to think of suggestions to give the directors to remedy the situation. Monitor the activity, helping with vocabulary if necessary.

17 Cultural differences

Overview

Students match geographical groups to cultural descriptions and then discuss questions on cultural differences.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Write *Cultural differences* and the four box headings on the board, e.g. *company values*, etc. Elicit a few ideas for cultural differences under each heading. Then explain that students are going to read some ideas for each heading and then have a discussion.
- 2 Hand out copies of the worksheet and ask students to read the introduction and four boxes individually. Give students an opportunity to ask about any new vocabulary before they do the matching task.
- 3 Individually, students complete the matching exercise in Exercise 1.
- 4 Hold a feedback session and allow students to discuss their answers and the questions in Exercise 2.