Answers

A

B

C

D

E

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J

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V

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X

Y

Z

6b A meeting on meetings

Overview

Students prepare for and participate in a meeting on how to improve the meetings they have in their workplace.

Preparation

One copy of the worksheet for each student.

Procedure

1. Ask students to give examples of what they like and dislike about the way meetings are run when they work.
2. Explain to the students that they are going to participate in a meeting on meetings and hand out copies of the worksheet to each student. Check they understand that they have to complete items 2-5 of the agenda in order to prepare for their meeting. Refer students to the task hints to help them. Allow about 15 minutes for the preparation stage. (With larger groups, have students prepare in pairs.)
3. Divide the class into small groups and appoint or allow the students to choose a chairperson. Set a time limit of about 30 minutes for the meeting. Monitor the activity.
4. After the meeting, ask students to complete the evaluation checklist. Ask them to reflect on the meeting and evaluate their group’s performance against the targets they set for an effective meeting. Students then compare their evaluation with other members of their group.
5. Hold a short feedback session on the most popular suggested changes for meetings in the students’ workplace.

8a Options and choices

Overview

Students review phrasal verbs for presenting options and choices. In pairs, students hold a meeting to decide which choices to make for a new business and then present their decisions to the rest of the group.

Preparation

One copy of the worksheet for each student.

Procedure

1. Students complete the phrasal verbs in exercise 1. Check the answers.
2. In pairs, students hold a meeting to evaluate the alternatives for the scenario in exercise 2. Monitor them as they need to choose just one solution for each point on the agenda. Monitor the activity.
3. Refer students back to the useful verbs in exercise 1. In pairs, students present their choices to the rest of the class, who play the part of business coaches. The coaches should open up discussion and give feedback on the feasibility of the plans.

Answers

A into b out c with d away e for f up g for choose – plump for: go for: not to choose – rule out, stay away from

8b A radical proposal

Overview

Students prepare and give presentations on a controversial scheme. They then ask/answer searching/difficult questions.

Preparation

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

Procedure

1. Ask students if they have ever had to make a difficult presentation, or persuade someone to do something that was unpopular or controversial.
2. Check/Preen teach: emissions, greenhouse-gases, global warming, business, industry, quota, tax, taxus, allocations, smart-card, to debit, register, to hurried, reassessment, to recover, to dispose.
3. Divide the class into All pairs. Hand out the correct half of the worksheet to each student and have them read the information. Monitor and give further help with vocabulary as necessary. Ask students for initial reactions to the ideas, and check that the information about the schemes is clear.
4. Ask students to prepare their presentation and make notes on the key questions. Allow plenty of time for this. Monitor, helping with vocabulary and the organisation of the presentation as necessary.
5. Give students their presentations to a partner/small group. (Alternatively, students can give team presentations.) Allow enough time for both the A and B students/teams to give their presentations. Ask the audience to make notes and to prepare key questions. Feed in language from the box below to help students with this. Have students a question and answer follow-up after the presentations.

Presentation: asking questions

Could you just explain/describe how X will work? How will you deal with the problem of …? How will you organise …? I’m not sure I understand …

You mentioned … in your presentation. I’d like to know …

You used a phrase, … that I am not familiar with. …

Can I just pick up on the point you made about? …

It was very interesting in what you said about … Could you tell us a little more? …

Are you seriously suggesting that …?

If I understand correctly, you’re saying that … 

How should that work in practice?

9b Socialising with confidence

Overview

Students practise polite language in awkward social situations.

Preparation

One copy of the worksheet for each student.

Procedure

1. Ask students to give examples of social situations in business e.g. corporate entertaining including lunch, dinner, drinks, parties/receptions and business-related events/functions like meetings, seminars, conferences, presentations, telephone and trade fairs.
2. Explicit examples of students’ own experience in uncomfortable social situations.
3. Hand out copies of the worksheet to each student. Students role-play the language in exercise 1, working individually or in pairs. Remind students to think of two ways of explaining the language for each situation and that in English people expect an explanation/justification for refusing an invitation, leaving an event early etc.