

13 Patently absurd

Overview

Students match techniques for opening presentations to examples and then give a short, high-impact presentation of a new invention. The class vote for the best invention to back financially.

Preparation

One copy of the worksheet for each student. Cut up the invention cards. Depending on class size, either give an invention to each student in groups of four or with larger groups, have students work in pairs/small groups to present their invention.

Procedure

- 1 Elicit from students any techniques for creating high-impact presentations. Hand out copies of the worksheet to each student. Have them match the openings with the relevant technique. Ask which they think are the strongest/weakest, or in which situations they could be used.
- 2 Explain that the students are going to prepare a 3–5 minute presentation on a new invention to persuade venture capitalists to give them financial backing. Depending on class size, have the students work in groups of four and give one product card to each student. If there are more than four students, have them work in pairs to prepare a team presentation.
- 3 Ask the students to read the product cards. Use the pictures of the inventions to help them with vocabulary. Give the students time to prepare their presentations. Encourage them to use one of the presentation openings from the matching exercise and to make up any details about function, materials etc. Remind students they need to show how their invention will make money for investors. Monitor the activity.
- 4 Students give their presentations to the rest of the group/class. When they are not presenting, they should take the role of the venture capitalists and be prepared to ask tricky questions about the inventions' market chances.
- 5 Ask the class to choose the invention they would back and to give reasons.

Answers

a4 b5 c6 d2 e7 f1 g3

14a Flight to Rubovia

Overview

As an exercise in inter-cultural awareness, students think of questions to ask about the culture of 'Rubovia' – an imaginary country. They compare with other students' ideas, and also with a set of given suggestions.

Preparation

One copy of the worksheet for each student with the bottom section of suggested questions folded under.

Procedure

- 1 Before handing out the worksheets, read out the first line from the box: *You are on your first business trip to Rubovia*. Pause and look up, waiting for students to realise that it is an imaginary country. Perhaps play them along a little: *You know, it's next to Kabalia*.
- 2 When students realise that Rubovia is an imaginary country, continue reading the text in the box, pausing at each full stop for dramatic effect and the students' comments.
- 3 Hand out copies of the worksheet, with the bottom part folded under. Make sure the students understand that they shouldn't look at this part yet.
- 4 In pairs, students write their eight questions in the spaces provided. Make it clear that there are no 'right' answers, and the point of the exercise is awareness-raising for doing business in another culture.
- 5 Ask students to read out their questions to the class. (With larger classes, students can do this stage in small groups.) Write any interesting questions on the board and encourage discussion.
- 6 Ask students to look at the questions at the bottom of the page. Point out that these are just suggestions, and are not necessarily better or worse than the students' own ideas. Again, encourage comments and discussion.
- 7 Regroup the students into new pairs/threes and ask them to choose the ten most important/useful questions. If you have time, try to agree on the top ten questions for the whole class.

14b Business humour

Overview

Students discuss humour in the workplace and then read and re-tell a joke in pairs.

Preparation

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

Procedure

- 1 If you know a good joke, tell it to the students. Discuss their reactions to it. Ask them if they thought it was funny.
- 2 Divide the class into pairs/small groups and hand out the top of the worksheet. Students discuss the questions. Monitor, helping with vocabulary if necessary. Hold a short feedback session.
- 3 Explain that students are going to each read a different joke and then tell it to their partner. Divide the class into small groups (all A students working together and all the B students working together) to prepare to re-tell their joke. (In a small class, students can be divided in two equal AB groups.)
- 4 Hand out the correct part of the worksheet to each student. Monitor as students read their joke, helping with vocabulary as necessary. In joke A, make sure students understand the pun in *You have risen to where you are due to a large quantity of hot air* – literally hot air in the balloon and 'to talk hot air' means to sound impressive but to be meaningless.

16a Reporting activities

Overview

Students practise reporting by interviewing each other about business activities and then reporting back to the rest of the class.

Preparation

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

Procedure

- 1 Divide the class into AB pairs. Hand out the correct half of the worksheet to each student. Give them a few moments to read their cards and think about the questions they need to ask. If students work in the same company and know each other well, they should be encouraged to add questions appropriate to their functions in the company, or to adapt the questions to their real business activities. With a weaker class, you could elicit the wording of the questions before students interview each other.
- 2 Student A asks student B questions using the cues on the card and takes notes of B's answers. Students then swap roles. Set a time limit of 15 minutes for this stage. Monitor and check for correct question forms.
- 3 When pairs have finished the activity, each student reports their partner's activities to the rest of the class. If your class is very large, group three or four pairs together for the reporting stage.
- 4 As a follow-up or for homework, you could ask students to prepare a short written report of their partner's activities.

16b Can you see me?

Overview

Students order a jumbled dialogue based on a videoconference and then match verb-noun collocations connected to using equipment. As a follow-up, students discuss the pros and cons of videoconferencing.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 As a warmer, ask students some general questions to establish the topic e.g. *Have you ever used chat programs on the Internet? Was it for pleasure or business purposes? Have you ever tried videoconferencing? What was it like? Was it easy to use?*
- 2 Check/Pre-teach: *pretty* (used as a modifier to mean 'quite'), *to bear with someone*, *to adjust* and *lousy*.
- 3 Hand out copies of the worksheet to each student. Give them time to do the re-ordering task. Then check the answers.
- 4 Have students do exercise 2 and then check the answers. (Both volume and the focus can be adjusted but only volume can be turned up.) Divide the class into pairs and elicit further possible collocations.