

A man and a woman in business attire are looking at a document together. The man is on the left, leaning over the table, and the woman is on the right, smiling. They are both wearing light blue shirts. The background is bright and out of focus.

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Business English Lesson Plans Pack

Suitable for elementary to intermediate level learners

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Elementary

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TARGET LANGUAGE: Introductions

Objective: Sts will be understand what makes an introduction appropriate/inappropriate and will be able to use a number of suitable introductory phrases

Assumed knowledge: Students are mid Elementary level and know how to introduce themselves informally, but not in a business-appropriate context.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Weekend description game | 5 mins W/C |
| Lead in | Introduction cards | 10 mins P/W |
| Presentation (meaning, form & pronunciation) | Elicit what makes an introduction appropriate or inappropriate. Elicit suitable introductory phrases. Drill pronunciation individually and as a group. | 15 mins G/W |
| Practice (controlled) | Word order activity Sts come up with good/bad sentence starters – seated pairs activity to try out the sentences. | 20 mins P/W |
| Production (freer) | Group mingle using sts' choice of introductory phrases. Group feedback. | 10 mins G/W |
| Homework | Free writing | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | Each student thinks of 4 individual words to describe what they did on the weekend – include a verb, noun, adjective, and person - all must all be individual. Read out and others have to guess what they did – eg watch /ticket/exciting/Tom Cruise (watched the new Tom Cruise movie at the cinema) | 5 mins |
| Lead in | Put sts into pairs A+B and seat each pair face to face. Give all the As a conversation starter card face down (Resource 1). When you say “go”, sts should turn over their card and read out what is on it to their partner, who has to respond accordingly to start a short conversation. Stop after 30 seconds. Ask the class who think they had a good introductory card – ask them to read out the introduction and explain why they think it worked well. Ask class if they agree/disagree. Ask who had a bad introduction card –sts read out and explain why they think it’s bad. Ask class if the agree/disagree. Now do the same again with Bs starting the conversation. Work your way through the cards switching between A+B each time, doing feedback after each round. | 10 mins |
| Presentation (meaning, form & pronunciation) | As a group elicit what sts felt made an introduction phrase good or bad, and write in 2 columns on the board, headed “Appropriate” and “Inappropriate”. Appropriate will include: polite, formal, not too personal, relevant, topical etc. Inappropriate will include: Abrupt, too personal, vague, impolite etc. Elicit from sts the good introductory phrases and write these on the board. Sts can suggest more – if appropriate write these up too. Drill pronunciation as a group and individually, including focus on intonation. | 15 mins |

| | | |
|---|--|----------------|
| <p>Practice (controlled)</p> | <p>Resource 2 – sts reorder the words to create correct introductory phrases (cover the board for this). Sts in pairs A+B. Each pair should come up with 1 inappropriate introductory phrase, and 1 appropriate of their own. Each pair should read out the inappropriate phrase and group decides if it is inappropriate and why. Now move Bs one seat clockwise so they are with a new A and sit face to face. Sts try out their good phrase on each other as in the lead-in, with As going first. After both A and B have had a turn feedback as a class – do sts agree the phrases were appropriate and why?</p> | <p>20 mins</p> |
| <p>Production (freer)</p> | <p>Whole group activity. Each sts should now think of a good introductory phrase – it could be one they’ve used or heard in the lesson, or a new one. The group should stand up and start to mingle around the room – when you say “stop” they turn to the closest person to them and one tries out their phrase. After 20 seconds they move on until you say “stop”, they turn to a new partner and try out their phrase etc. Have at least 5 rounds of this. Feedback as a class – were all the phrases appropriate?</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Sts should write a suitable introductory phrase and first few lines of dialogue for the following situations:</p> <ol style="list-style-type: none"> 1. A job interview. 2. Meeting the CEO of their company. 3. Meeting a more junior member of staff. 4. Meeting someone they admire. <p>Feedback in the next lesson.</p> | |

Resource 1

Introduction cards

| | |
|---|----------------------------------|
| I'd like to introduce myself. I'm (name), from (company). | Who are you? |
| Hello. My name is.... I work in the (...) department. | Aren't you Daniel from accounts? |
| Allow me to introduce myself. My name is.... | What's your name again? |
| I don't think we've been introduced. I'm (name) from (company) | Have we met before? |
| Pleased to meet you. | Freezing, isn't it! |
| How do you do? | So, why are you here? |

Resource 2

Rearrange the words to form an introductory phrase

1. do do you how ?
2. myself like I'd to introduce. from Technix David Blunt I'm.
3. is my department David Blunt. work I name in the Accounts. Hello.
4. introduce myself allow to me. is my name David Blunt.
5. we've don't I think introduced been.
6. meet you to pleased.

TARGET LANGUAGE: Emails

Objective: Sts will learn how to write formal and semi-formal emails and language which is suitable for both in a business context.

Assumed knowledge: Sts are pre-intermediate level, familiar with a range of tenses and vocabulary.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Word association memory game | 5 mins W/C |
| Lead in | True or false statements | 5-10 mins G/W |
| Presentation (meaning, form & pronunciation) | Email divide and sort Elicit formal/semi-formal/informal checklist Elicit set language for formal and semi-formal emails – drill pronunciation | 15-20 mins G/W |
| Practice (controlled) | Rewrite informal email to make it formal or semi-formal | 15 mins G/W |
| Production (freer) | Email writing – topic and style specific | 10 mins P/W |
| Homework | Pairs of sts will email and respond to each other in agreed style. Bring both emails to the next lesson to feedback. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | <p>Word association memory game.</p> <p>Sts stand in a circle. You say a word – e.g. work/holiday/house/car etc. The first student has to repeat your word and then say a word associated with your word – e.g. work, office. The next student says the first 2 words, and then adds a word of their own associated with the latest word – e.g. work, office, desk. Continue around the group until there is a mistake. Choose a new starter word and continue until everyone has had a couple of turns.</p> | 5 mins |
| Lead in | <p>True or false statements. Give out a pair of true/false cards to small groups of sts. Read out the statements regarding business emails in resource 1 – if sts think a statement is true they should hold up their “true” card – if they think it’s false hold up the “false” card. Confirm for sts if the statement is true or false as you go.</p> | 5-10 mins |
| Presentation (meaning, form & pronunciation) | <p>Put sts into small groups and give each group a set of cards (Resource 2). The cards have the content of 3 separate emails mixed together – one informal, one semi-formal and one formal. Sts should sort the cards into the 3 separate emails and then put them into the correct order.</p> <p>Have one large set of the cards. When doing feedback and checking sts work, have the groups blu-tack the large cards onto the wall so the whole class can see the correct forms of the 3 emails.</p> <p>Elicit from the sts what makes each of the emails formal/semi-formal/informal and write these on the board in 3 columns. Points should include sentence structure and phrasing, salutations, colloquial language, etc.</p> <p>Elicit sentence starters and specific language from sts that is appropriate in formal and semi-formal emails and write these on the board.</p> <p>Drill pronunciation.</p> | 15-20 mins |

| | | |
|---|---|----------------|
| <p>Practice (controlled)</p> | <p>Put sts into small groups. Hand out the informal email from the presentation. Half the groups should rewrite it to make it semi-formal (i.e. to someone within the company), and the other half should rewrite it to make it formal (it to someone outside the company). Get sts to swap their emails over and proofread each other's work. Correct as necessary as a group.</p> | <p>15 mins</p> |
| <p>Production (freer)</p> | <p>Put sts in pairs. Sts should choose a paper at random (Resource 3) which details a topic and "formal" or "semi-formal". Sts should work in their pairs to write a suitable email on their topic in the stated style. Review the emails as a group.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Pair sts together, A+B. A must email B, and B must respond accordingly. Bring both email to the next lesson and sts feedback on the email they received (errors/appropriateness etc.). Sts can decide in advance if their email should be formal or semi-formal.</p> | |

Resource 1

Are these statements true or false regarding business emails?

1. You should write long, elaborate sentences to demonstrate how educated and intelligent you are. (F)
2. You should always proofread your emails before sending. (T)
3. You should start and end your email with a salutation. (T)
4. Appropriate salutations for business emails are Dear/Hi and Cheers/Bye for now. (F)
5. You shouldn't use emoticons in business emails. (T)
6. You should write in capitals so your email is easy to read. (F)
7. Do write in text speak to keep emails short – eg l8r, thx, sry! (F)
8. Business emails are the same as business letters – the layout and content should be the same. (F)

Resource 2

Formal Email

| |
|--|
| Dear Sir/Madam, |
| I am writing to enquire about your training courses, as advertised on your website. |
| I would like to know whether you are able to offer training in-house to company employees. |
| With regards to this, do you offer certification to employees on completion of the course, and is this included in the price or at an additional cost? |
| I would be grateful for any information you can give me. |
| I look forward to hearing from you soon. |
| Kind regards, |
| David Blunt |
| Human Resources Manager |

Semi-formal Email

| |
|--|
| Dear John, |
| Just writing to confirm we're still meeting in your office at 4. |
| Steve from accounts would like to join us – do you mind if he attends too? |
| I'll bring the presentation material so we can go over it together – it shouldn't take more than half an hour. |
| Are you all set for next week's trip? |
| If you could let me know about Steve that would be great. |
| Many thanks, |
| Debbie |

Informal Email

| |
|--|
| Hi Bob, |
| How r u? |
| Congrats on the promotion – it was long time coming!! What exactly are you going to be doing? |
| So when are you gonna move to the new place? I heard your new office is twice the size of the one you're in now! 😊 |
| Anyway, it would be great to catch up to hear all about the new job – my numbers the same so give me a call. |
| Cheers – and CONGRATS again! |
| Steve |

Resource 3

Topic cards

| | | |
|---|--|--|
| <p>Arrange a meeting</p> <p>Formal</p> | <p>Cancel lunch</p> <p>Semi-formal</p> | <p>Accept a job</p> <p>Formal</p> |
| <p>Get a department update</p> <p>Semi-formal</p> | <p>Organise in-company training</p> <p>Semi-formal</p> | <p>Check travel arrangements</p> <p>Formal</p> |

TARGET LANGUAGE: Corporate Finance Vocabulary

Objective: Students will understand and be able to use 10 pieces of vocabulary related to corporate finance.

Assumed knowledge: Students are low to mid-elementary level.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | Question cards | 5 mins T-S |
| Lead in | Card match game | 5-10 mins S-T |
| Presentation (meaning, form & pronunciation) | Vocab and definition board work Pronunciation drilling | 15-20 mins S-S |
| Practice (controlled) | Line match handout Definition bingo | 15 mins P/W |
| Production (freer) | Sts definitions. | 10 mins P/W |
| Homework | Definition writing task | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | Students write a question on a piece of paper – it could be work-related, travel related, food related, whatever they want. Collect all the questions slips together and hand them out randomly. Sts can choose 1 person in the group to ask the question to, whoever they would most like to answer it. | 5 mins |
| Lead in | Cut out 2 sets of the words cards in resource 1 and place them all face down on the table (have more than 1 set for a larger class). Sts should take turns to choose and turn over 2 cards and read out what's written on them. If the cards match (i.e. are a pair) they get to keep them, if not they return them face down to the table. The aim is to collect as many pairs as you can. | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Working with the same cards, sts should sort them into 2 piles – cards which are related to finance, and cards which are not. Once in agreement you can remove the non-finance related cards. Go through the finance related cards one at a time, eliciting a definition for each one from the sts. Now sts match the definition cards to the name cards (resource 2). Elicit corrections as required. Drill pronunciation chorally and individually. | 15-20 mins |
| Practice (controlled) | Give sts the handout on resource 3 with the words on one side of the page, and the definitions on the other out of order. Sts should work in pairs to draw a line between the word and the correct definition. Correct as a class. Now give out pre-prepared bingo cards (cards with 6 of the words on – each student should have a different card – EXAMPLE on resource 4). Read out the definitions – sts should call out the word it describes and if it is on their card, cross it out. The winner is the first to cross out all their words. | 15 mins |

| | | |
|--------------------------------------|---|----------------|
| <p>Production (freer)</p> | <p>Sts choose 5 of the words – sit face to face with partner and give a definition of the word. Partner should write down which word they think it is. Check and correct.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Sts can rewrite the definitions for each of the words.</p> | |

Resource 1

| | | |
|----------------------|--------------------|-------------------------|
| Inflation | Budget | Income Statement |
| Assets | Liabilities | Invoice |
| Gross Profit | Capital | Staff |
| Balance Sheet | Cashflow | Department |
| Contract | Meeting | Net Profit |

Resource 2

| | | | |
|---|---|--|---|
| Inflation | Budget | Income Statement | Balance Sheet |
| The increase of prices over time | An amount of money a company plans to spend | Measures profitability | Shows what assets the company owns |
| Assets | Liabilities | Invoice | Cashflow |
| Anything owned by the company that is worth money | What the business owes | A bill for buying products or services | The movement of cash in and out of a business |
| Gross Profit | Capital | Net Profit | |
| Sales minus cost of goods or services sold | The money a business has, not including debts | Profit after all deductions | |

Resource 3

Draw a line between the noun and the correct definition.

| | |
|------------------|---|
| Inflation | Profit after all deductions |
| Budget | The movement of cash in and out of a business |
| Income Statement | Shows what assets the company owns |
| Balance Sheet | Measures profitability |
| Assets | A bill for buying products or services |
| Liabilities | The money a business has, not including debts |
| Invoice | What the business owes |
| Cashflow | An amount of money a company plans to spend |
| Gross Profit | The increase of prices over time |
| Capital | Anything owned by a company that is worth money |
| Net Profit | Sales minus cost of goods or services sold |

Resource 4

Sample bingo card

| | | |
|------------------|----------------|-------------------|
| Budget | Invoice | Net Profit |
| Inflation | Assets | Cashflow |

TARGET LANGUAGE: Giving Instructions

Objective: Sts will learn suitable language for giving instructions in a business context

Assumed knowledge: Sts are high elementary level

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | Word disassociation | 5 mins W/C |
| Lead in | Order the instructions activity | 5-10 mins G/W |
| Presentation (meaning, form & pronunciation) | Elicit language used to give instructions Drill pronunciation chorally and individually | 15-20 mins W/C & G/W |
| Practice (controlled) | Action cards | 15 mins G/W |
| Production (freer) | Sts give instructions for something they are good at. Group discussion. | 10 mins G/W & W/C |
| Homework | Write the instructions from the production activity - review as a group in the next lesson | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | Sts in a circle. You say a word. The first sts has to say a word with no connection to the word you have said (e.g. egg – mountain). The next sts continues and says a word with no connection to the second word (eg mountain – cash) and so on. Sts only have 5 seconds to think of their word and if their word <u>is</u> connected they have to sit down. The last student standing is the winner. | 5 mins |
| Lead in | Give out the instruction cards (resource 1). Sts should work in small groups to put the cards into the correct order. Get sts to read them out. What do they think the instructions are for? | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Look again at the instructions cards and elicit from sts the TL used to give the instructions. Give out the phrase cards (resource 2) and ask sts to divide these into the following groups – sequencers/beginning/continuing/finishing. Elicit corrections from the class. Drill pronunciation chorally and individually. | 15-20 mins |
| Practice (controlled) | Put sts into groups of 3 (A, B + C). Student A should take an action card (resource 3). They must describe to student B the instructions to do the action on the card using the TL and student B must decide what the action is. Student C should listen to student A and make a note of any incorrect use of the TL and feedback to student A at the end. Switch around until all 3 students have had a go in each of the roles (describer/guesser/corrector). | 15 mins |

| | | |
|--------------------------------------|--|----------------|
| <p>Production (freer)</p> | <p>Ask sts to choose 1 thing they think they are really good at – it could be something to do with their job, or something outside of work. Sts should present the instructions to do this thing to the rest of the group. Feedback as a group – which would they like to try themselves. Does it sound easier/harder than they thought?</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Ask students to write the instructions from the free practice and bring to the next lesson for peer correction.</p> | |

Resource 1

Instruction Cards

How to make a cup of tea

Before you begin, you should pick a good quality brand. You can find bags or loose leaves, and Earl Grey is a real classic.

The first thing you do is boil the water. You can use a kettle or a pot for this.

The next step is to prepare the cup. Some people add the milk first – anything from a dash to a couple of fingers' width. You can also add the milk later. Put the bag in the cup too.

Then pour the boiling water into the cup. Leave to stand for 2-3 minutes. You can also add the milk now.

The last step is to look for the right colour. The perfect cup will have a dark orange/brown colour when ready.

When you've finished enjoy your drink!

Resource 2

Phrase cards

Sequencing

First...

Then...

Next...

Lastly...

Beginning

The first thing you do is...

I would start by...

To begin with...

Before you begin, you should...

Continuing

| |
|-------------------------------|
| The next step is to... |
| After that... |
| Once you've done that, you... |
| When you finish that, then... |

Finishing

| |
|-----------------------------|
| At the end... |
| The last step is... |
| The last thing you do is... |
| When you've finished... |

Resource 3

Action cards

| | | |
|---------------------------------|-------------------------|------------------------------|
| Check your email | Drive a car | Make a phone call |
| Start your computer | Put on a tie | Clean your teeth |

TARGET LANGUAGE: Making and changing appointments

Objective: Sts will learn and practice simple phrases to make and change appointments.

Assumed knowledge: Sts are mid-elementary level and are familiar with the present simple and present continuous tenses.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Word search race | 5 mins G/W |
| Lead in | Meetings mind maps Class discussion | 5 mins G/W |
| Presentation (meaning, form & pronunciation) | Card sorting exercise. Elicit extra phrases. Pronunciation drilling. | 15-20 mins G/W |
| Practice (controlled) | Word jumble sentences. Set calendars – pairs give tasks to arrange/accept/decline/rearrange meetings based on the calendars given to them | 15 mins P/W |
| Production (freer) | Sts fill in 2-week calendars and agree on 5 arrangements with their partner. | 15 mins P/W |
| Homework | Free writing | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | <p>Put sts into small teams (3 or 4 sts) and give each team a board pen and a copy of the word search (you should make this – approx. 10 spaces across and 10 down). If you have access to small handheld wipeable boards give each team one too – if not they can use the main board for this. The word search should contain a variety of words you have taught the sts recently.</p> <p>Give sts a <u>definition</u> of one of the words. Sts should find the word the definition refers to in the word search, and race to write it on their handheld board/the classroom board. First team to do so correctly gets a point. Continue until you have done all the words.</p> | 5 mins |
| Lead in | <p>Sts do a group mind map listing all the people they meet with in a typical week. They should also detail where they meet, who arranges the meeting and what happens if they have to reschedule or cancel the meetings. Each group presents their mind map to the rest of the class.</p> | 5 mins |
| Presentation (meaning, form & pronunciation) | <p>Draw 3 columns on the board, headed 1) Requesting a meeting 2) Accepting/Declining a meeting 3) Changing a meeting. Hand out the cards in resource 1 and some blu-tack and ask sts to stick them on the board in the correct column. Review as a group. Now ask sts in pairs to come up with 1 new phrase for each of the columns and write them on the board. Review and correct as necessary as a group.</p> <p>Drill pronunciation of the phrases as a group and individually.</p> | 15-20 mins |

| | | |
|---|--|----------------|
| <p>Practice (controlled)</p> | <p>Put sts in pairs and give them the word jumble sentences (resource 2). Ask sts to reorder the words to make correct sentences.</p> <p>Give out set calendars and give sts a series of tasks to do – e.g. pair 1 arrange a meeting on Friday afternoon, pair 2 rearrange Wednesday’s meeting for Thursday morning, pair 3 arrange lunch with pair 1 for sometime this week, etc.</p> <p>Ask pairs to demonstrate in front of the class.</p> | <p>15 mins</p> |
| <p>Production (freer)</p> | <p>Give sts blank calendars that cover the next 2 weeks. Sts should fill in some of the things they have planned for the fortnight, including social activities, work meetings, English lessons, etc. They can make these up if they prefer.</p> <p>Go through some of the calendars together as a group with sts describing some of the things they have planned using the present continuous tense (e.g. I’m meeting Bob on Thursday at 3, I’m going for dinner at 8, etc.).</p> <p>Sts use their calendars from the lead-in and work in pairs to book 5 meetings with each other in the next 2 weeks. Sit sts face to face but make sure they can’t see each other’s calendars. Sts can use as many of the phrases from the board as they wish. Move sts around to repeat with another partner.</p> | <p>15 mins</p> |
| <p>Homework</p> | <p>Sts write a short dialogue between 2 people making/changing 3 arrangements for the week.</p> | |

Resource 1

| REQUESTING A MEETING | ACCEPTING/DECLINING A MEETING | CHANGING A MEETING |
|--|--|---|
| Could we arrange a meeting at... | I'm sorry, I'm busy that day | How about next Friday instead? |
| Are you available on... | I'm afraid we're presenting to the head of department then | Maybe 11am instead? |
| Are you free at... | I wish I could, but I'm having a meeting then | Could you do it at 3? |
| Could we get together on... | That day is not good for me, sorry | I'm meeting David at 3 - can you do 3:30? |
| Is there a good time for us to meet on Monday? | That's fine, I'll see you then | Can we push it back a little, from 10 to 10:30? |
| What are you doing on...? | Yes, let's try that | |
| | That sounds good to me | |

Resource 2

Reorder the words to make correct sentences.

1.

A: Could a arrange at Friday 3 on we meeting?

B: I'm busy, I'm sorry that day.

A: next How Friday instead about?

B: you fine, I'll That's see then

2.

A: Are available the you on 17th Tuesday?

B: then I'm meeting the afraid head we're of department.

A: Could the do it you on 18th?

B: sounds That good me to.

3.

A: there Is a us time for to meet good Monday on?

B: That is good day for me, not sorry

A: How Friday next about instead?

B: Yes try, that let's.

4.

A: Could Tuesday we together get on 2 at?

B: I could wish, I meeting having but I'm a then.

A: Maybe instead 11am ?

B: That me good to sounds

TARGET LANGUAGE: Socialising

Objective: Sts will learn appropriate language and behavior to socialise outside of a formal business setting, when networking or at a conference

Assumed knowledge: Students are high elementary level

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Question cards | 5 mins S & W/C |
| Lead in | Business socialising discussion | 5-10 mins T-S |
| Presentation (meaning, form & pronunciation) | Conversation starter cards | 15-20 mins G/W |
| Practice (controlled) | Controlled conversations using set starter cards | 15 mins P/W |
| Production (freer) | Class mingle | 10 mins P/W |
| Homework | Topic and conversation starter match | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | Sts take a folded question card at random when they come into class (Resource 1). The sts read the question to themselves, and then read out their answer to the question to the class. The other sts have to decide what the question was. | 5 mins |
| Lead in | Elicit from sts some situations when they would have to socialise with other business people – eg conferences, meetings, networking events etc. Discuss how important it is to socialise and make new contacts in these situations (a lot of new business contacts are made in this way). Now elicit from sts suitable topics to talk about when socialising with new people in a business context – eg your work, the weather, sport, where you're from etc. Now elicit a list of topics you should avoid talking about with people you have just met – eg politics, how bad the food is, how much you hate socialising/going to events, etc. | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Give the conversation starter cards (Resource 2) to sts in small groups and ask them to sort them into 2 piles – good and bad. Feedback as a group and discuss what makes each one good or bad. Ask sts to suggest a few more good phrases. Drill pronunciation chorally and individually. | 15-20 mins |
| Practice (controlled) | Hand out the good conversation starter cards. Put them in pairs – sts should start a conversation with what is on their cards and try to make the conversation last for 30 seconds. Swap around so sts get to try a variety of good conversation starters. | 10-15 mins |

| | | |
|--------------------------------------|--|----------------|
| <p>Production (freer)</p> | <p>In pairs sts should demonstrate introducing themselves with their choice of conversations starter. Ask the class to feedback each time on the choice of TL, the intonation and delivery of the phrase. All the sts should have a turn. Then get sts to walk around the class in a group mingle introducing themselves to each other using the TL.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Sts should choose 5 topics from the lesson lead-in and write a suitable conversation starter for each one. Use in the next lesson's warmer.</p> | |

Resource 1
Question Cards

| |
|---|
| What is the last thing you did before you left your house this morning? |
| What is your dream holiday destination and why? |
| What do you usually have for breakfast? |
| How do you usually travel to work? |
| What do you enjoy most about your job? |
| What special skills do you need to be able to do your job well? |
| What do you have in your pockets right now? |
| What is your favourite thing to do in your spare time? |

Resource 2

| | | |
|------------------------------------|---|---|
| What company do you work for? | How is the recession affecting your business? | Hi. |
| Great speech, wasn't it? | Who are you? | Do you know where the coffee is? |
| Have we met before? | It's freezing in here. | What product does your business provide? |
| Did you see the news this morning? | I hear the lunch is good here. | Last year's conference was much better than this. |
| Do you live locally? | We haven't met, I'm... | Terrible speech, don't you think? |

TARGET LANGUAGE: Understanding on the telephone

Objective: To improve sts' listening comprehension skills on the telephone, without visual cues, and be able to accurately record and relay information on the telephone.

Assumed knowledge: Sts are elementary level.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | True or false. | 5 mins G/W |
| Lead in | Telephone conversation recording. Review with sts information they heard. | 5-10 mins S |
| Presentation (meaning, form & pronunciation) | Elicit checklist regarding giving information over the telephone. Drill examples with the class. | 15 mins W/C |
| Practice (controlled) | Order telephone conversation in pairs. Back to back pair work – information gap fill. | 15 mins P/W |
| Production (freer) | Free conversation on speakerphone | 15 mins P/W |
| Homework | Sts write a list of 6 key things to remember when speaking on the phone/things they think they need to improve on | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | True or false. Sts think of 2 statements about themselves – one must be true and the other false. Get sts in a circle. The first student says their 2 statements and nominates 1 person to decide which is true and which is false. That student then takes the next turn. Continue until everyone has had a go. | 5 mins |
| Lead in | Recording of telephone conversation. Record yourself or someone else having a conversation where you are giving information over the telephone. Use language which is very informal, speak fast, mumble etc. Ask sts to write down as much information as they can when you play the recording. They should be missing quite a bit. Go through with sts asking how well they understood, if they thought it was a well-structured conversation and what was wrong with it (too fast/not clear/no repetition etc.). | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Elicit from sts the correct way to give and receive information on the telephone e.g.: <ul style="list-style-type: none"> • How we read telephone numbers in English (single digits), addresses (house number first – postcode last), email addresses (“at” for @/”underscore” for _ etc.) • The speed and why it is important to speak slowly (no visual cues to back up meaning) • Pause after giving information to give listener a chance to record it • To enunciate words and sounds to make them as clear as possible | 15 mins |

| | | |
|---------------------------------|---|---------|
| | <ul style="list-style-type: none"> • To ask clear questions regarding information • To clarify or ask for confirmation of information <p>Drill examples with the class.</p> | |
| Practice (controlled) | Give out information cards (resource 1) to sts. Sit sts in pairs back to back and ask them to have a conversation as if they were on the phone to record the information given to them on their partner's card. Sts can compare cards at the end. | 15 mins |
| Production (freer) | <p>Ask sts to write down some key information about themselves (or make some up) – e.g. email address/telephone number/postal address/full name etc.</p> <p>Send half the sts to another room or office with a telephone (you need a phone in both rooms – you can also use mobiles for this). Put on speakerphone and call the other room. Sts must take turns to give and receive a minimum of 3 pieces of information accurately.</p> <p>When all the sts have had a turn sts can compare information to see how accurately they did the exercise.</p> | 15 mins |
| Homework | Sts write a list of 6 key things to remember when speaking on the phone/things they think they need to improve on | |

Resource 1

| | |
|---|---|
| <p>Caller A Name: David Blunt Address: 75 Lincoln Lane, Portsmouth, Hampshire, PO77 3PR Telephone: 07730987650 Email address: d_blunt@bluntenterprises.co.uk</p> | <p>Caller B Name: Pauline Cook Address: 115 Brent Lane, London W44 3PP Telephone: 02234 876900 Email address: cook.p@one-to- one.com</p> |
|---|---|

TARGET LANGUAGE: Writing a letter of complaint

Objective: Sts will learn appropriate language to write a formal letter of complaint, and how to structure a formal letter.

Assumed knowledge: Sts are high elementary level.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | Noun chains | 5 mins W/C |
| Lead in | Ways of complaining pros and cons list | 5-10 min G/W |
| Presentation (meaning, form & pronunciation) | Formal letter layout and content check Elicit alternative content from sts Pronunciation work | 15-20 mins G/W |
| Practice (controlled) | Rearrange the letter so it is in order | 15 mins P/W |
| Production (freer) | Class letter writing activity | 10 mins P/W |
| Homework | Write a full complaints letter at home. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | Sts in a circle. You start by saying a noun – e.g. table. The first student has to say a noun, which starts with the last letter of your word – e.g. egg. The next sts continues with a word with starts with the last letter of that word, e.g. garden. Continue until everyone has had a couple of turns. | 5 mins |
| Lead in | Elicit from sts the different ways you can complain when unhappy with a service or product (telephone/email/online/letter etc.). Put sts into small groups and allocate one of these to each group. Ask sts to discuss the pros and cons of their way of complaining – they should come up with at least 4 pros and cons (e.g. telephone no permanent record, email quick but may be directed to general address, online quick and convenient, letter formal, usually gets a serious response, permanent record of complaint, etc.). Feedback and discuss as a group. | 5-10 min |
| Presentation (meaning, form & pronunciation) | Elicit from sts how they think the style and format of a letter of complaint is different to the other written forms of complaining – e.g. include postal contact details, date, formal salutations, formal sentence structure etc. Put sts into small groups and handout the sample letter and email (resource 1). Ask sts to compare them and build a list on the board of what should be included in a formal letter. Go through some of the set vocabulary with sts (salutations) and check pronunciation. Get sts to suggest some alternative language for each section. | 15-20 mins |
| Practice (controlled) | Give sts the cut up letter (resource 2) and ask them to work in pairs to reassemble them in the right order and with the correct layout. Have one large set and get the group to blu-tack them on the wall so you can check as a whole class. Elicit any corrections from the class. | 15 mins |

| | | |
|--------------------------------------|---|----------------|
| <p>Production (freer)</p> | <p>Keep sts in pairs. Allocate each pair a part of a formal letter – e.g. opening sentence/salutation/closing statement etc. Elicit from the sts something they want to complain about. Once you have agreed on the topic, each pair should write their part of the letter on their own without consulting the other sts. When everyone has written their section, put them together to create a complete letter. Sts should critique their work regarding how well the letter comes together as a whole.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Ask sts to think about a product or service they have been unhappy with in the last month and write a complete letter of complaint about it. Bring letters to the next lesson where sts can peer correct each other's work.</p> | |

Resource 1

Sample letter and email

From: dblunt@bluntenterprises.net
Subject: Faulty charger
Date: 2nd July 2014
To: complaints@chargersrus.com
CC: contact@complaintswatch.com

Dear Sir/Madam,

I want to complain about the charger I bought on 22nd June at your store.

The charger doesn't work properly - it doesn't fully charge the phone. I would like my money back and for you to send me a new charger free of charge.

When this first happened I called customer services at your company, and was told that nothing could be done about this. I think this is unfair. I would like to know what your company's position on this is and what you will do about my complaint.

Can you contact me as soon as possible to fix this problem. If I don't hear from you in 7 days I will contact the appropriate consumer agencies and consider my legal options.

I am attaching copies of my receipt.

You may reply to me at this email.

Regards,

David Blunt

David Blunt
4 Walton Drive
London
W44 5PL

Chargers R Us
4 Castletown Road
London
SW5 5MM

2 July 2014

RE: Complaint about faulty goods

Dear Sir or Madam,

I am writing to complain about a telephone charger I purchased from you on 22nd June.

I now find the goods have the following fault:

The charger does not fully charge the telephone.

To resolve this problem I would like you to refund my money in full and send me a replacement charger free of charge.

When I first learned of this problem, I contacted customer services at your company, and was told that nothing could be done about my problem. I believe that this response is unfair. I would like a written statement explaining your company's position and what you will do about my complaint.

I look forward to hearing from you as soon as possible to resolve this problem. If I do not hear from you within 7 days I will file complaints with the appropriate consumer agencies and consider my legal alternatives.

I have enclosed a copy of the receipt in support of my claim.

Please respond within 14 days of receiving this letter.

Yours faithfully,

David Blunt

Resource 2

David Blunt
4 Walton Drive
London
W44 5PL

Chargers R Us
4 Castletown Road
London
SW5 5MM

2 July 2014

RE: Complaint about faulty goods

Dear Sir or Madam,

I am writing to complain about a telephone charger I purchased from you on 22nd June.

I now find the goods have the following fault:
The charger does not fully charge the telephone.

To resolve this problem I would like you to refund my money in full and send me a replacement charger free of charge.

When I first learned of this problem, I contacted customer services at your company, and was told that nothing could be done about my problem. I believe that this response is unfair. I would like a written statement explaining your company's position and what you will do about my complaint.

I look forward to hearing from you as soon as possible to resolve this problem. If I do not hear from you within 7 days I will file complaints with the appropriate consumer agencies and consider my legal alternatives.

I have enclosed a copy of the receipt in support of my claim.

Please respond within 14 days of receiving this letter.

Yours faithfully,

David Blunt

TARGET LANGUAGE: Asking for opinion

Objective: Sts will learn and practice ways of politely asking for opinion in a business setting.

Assumed knowledge: Sts are at pre-intermediate level

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | Game – Would I Lie to You? | 5 mins G/W |
| Lead in | Opinions handout | 5-10 mins P/W |
| Presentation (meaning, form & pronunciation) | Elicit opinion phrases Rank by level of formality Drill pronunciation | 15 mins P/W |
| Practice (controlled) | Cups activity – opinion and topic | 15 mins G/W |
| Production (freer) | Group opinions discussion | 15 mins G/W |
| Homework | Free writing - scenarios | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | <p>Would I Lie to You?</p> <p>Put sts into small groups. 1 student comes forward and makes a statement about themselves (e.g. I have travelled to all the continents) – it can be true or made up. The opposing team can ask the student 5 questions about the statement (e.g. when did you go to each one?/what was your favourite thing about each one?/which country did you visit in each? etc.). Sts should confer, ask the questions and decide if the statement is true or false. Get sts to justify their reasoning.</p> | 5 mins |
| Lead in | <p>Put sts in pairs. Give each pair a copy of the handout in resource 1. Sts should ask each other the questions and record their partner's answers. Feedback as a group.</p> | 5-10 mins |
| Presentation (meaning, form & pronunciation) | <p>Look again at the handout and elicit from sts the language in the questions that asked for opinion. Write each of the phrases on the board and ask sts to rank them from formal to informal. Confirm the correct order with sts and then drill pronunciation of the phrases.</p> | 15-20 mins |
| Practice (controlled) | <p>Have 2 cups with folded papers in them. In one cup all the papers should have the formal and semi-formal phrases on them. In the other cup should be papers with topics on them. Sts should take one paper from each cup, so they have a phrase card and a topic card. They should use this content to ask the opinion of another student in the class. Elicit corrections as necessary. If you have a large class split the sts into groups of 4 or 5 for this.</p> | 15 mins |

| | | |
|--------------------------------------|--|----------------|
| <p>Production (freer)</p> | <p>In small groups ask sts to make a quick list of topics that are relevant to them/they are interested in and would like to ask the other sts about. Sts can use any of the phrases from the lesson to ask another group their opinion on one of their topics. Go around the group, each group taking a turn until they have discussed all of their topics.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Sts write 5 questions using the TL to ask their fellow sts in the next lesson's warmer.</p> | |

Resource 1

Opinions Handout

| | |
|---|--|
| Do you think that customer service important for successful businesses? | |
| Do you believe that working in a large multinational company is better than working in a small local company? | |
| In your experience is making money the only thing a company should be concerned about? | |
| Can you give me your thoughts on which type of company treats their staff better? | |
| What are your views on moving to another country to help your career? | |
| Is it better to be your own boss or to work for someone else? | |
| If I said that being well-paid is more important than enjoying your job, would you agree? | |
| Where do you stand on small companies being able to adapt more quickly to changes in the market than big companies? | |
| Am I justified in saying that more time is wasted during meetings than any other business activity? | |

TARGET LANGUAGE: Describing Graphs

Objective: Students will learn and practice suitable terminology to describe information shown in graphs

Assumed knowledge: They are low pre-intermediate level. Sts have limited knowledge of language to describe graphs so are looking at this in depth for the first time in this lesson.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Find Someone Who | 5 mins W/C |
| Lead in | Match brands to graphs | 5 mins G/W |
| Presentation (meaning, form & pronunciation) | Vocab list and sort Pronunciation drilling | 20 mins G/W |
| Practice (controlled) | Label graphs | 15 mins G/W |
| Production (freer) | Draw and describe own graphs | 15 mins P/W |
| Homework | Draw a graph and write a paragraph to describe it based on their company's performance, or their own job performance over the last year. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | Distribute "Find Someone Who" sheets (Resource 1). Sts should mingle asking questions of each other to find a different name for each of the statements. Feedback as a group. | 5 mins |
| Lead in | Put sts into small groups. Give each group a set of 3 graphs showing different company's performances in the last year (you can find these in financial reports/business section of newspapers/online etc). Try to have one company that has done very well, one that has performed adequately, and one whose performance has dropped significantly. Have the company names the graphs refer to on different cards and ask sts to match the names to the graphs they think they correspond to. Go through as a group and ask them to justify their ideas. Confirm which name matches which graph. | 5 mins |
| Presentation (meaning, form & pronunciation) | Keep sts in their groups and read out the vocabulary on Resource 2 (make sure you mix up the order). Students should write down each of the words, and decide if it describes an upwards movement on a graph, a downwards movement, or neither/both up and down. Create 3 columns on the board – 1) Upwards 2) Downwards 3) Neither/both up and down. Sts should list the words in the correct columns, and add a line drawing to each to show what movement the word shows – eg plummet ↓ gradual increase → Sts should check each other's spelling and correct as necessary. Drill pronunciation chorally and individually. | 20 mins |

| | | |
|---|---|----------------|
| <p>Practice (controlled)</p> | <p>Copy Resource 3 (graph) to A3 size or bigger so you have 1 graph per group and stick on the walls around the classroom. Give each group a different coloured pen and ask them to label their graphs with as many of the vocabulary words as possible from the presentation. Then move each group to the next group clockwise to look at the next group's graph and correct as they think necessary with their coloured pen. Continue to move the groups around until they have all seen and corrected each other's graphs.</p> <p>Review the graphs as a group and the corrections made (you can see which group made each correction from the colour of the pen). Ask sts to justify any corrections they made and agree as a group the different labels that should be used.</p> | <p>15 mins</p> |
| <p>Production (freer)</p> | <p>Put sts into pair A+B and sit them face to face. Both sts need a piece of paper. A should go first and draw a graph of their choice (without B being able to see it), with at least 5 different movements on it. B should draw the vertical and horizontal axis only. A describes their graph using the TL and B should draw the graph based on this description. Compare to see how similar the graphs look, then swap over and repeat.</p> | <p>15 mins</p> |
| <p>Homework</p> | <p>Sts draw a graph showing how they think their company/department/own performance has done in the last year, with an accompanying paragraph to describe it.</p> | |

Resource 1

Find Someone Who....

_____ travelled abroad for work in the last year

_____ used English outside of the classroom this week

_____ took public transport to work today

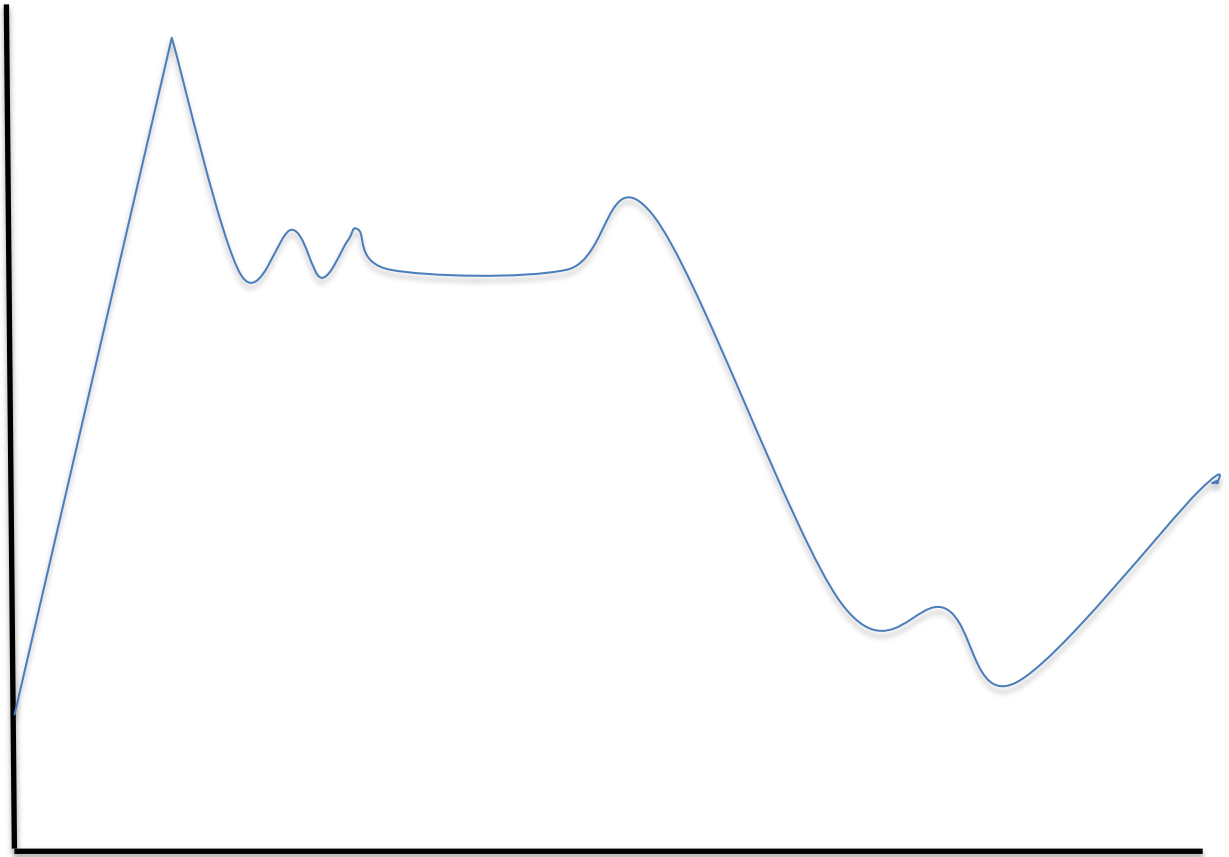
_____ ate something unusual this week

_____ spoke on the telephone this morning

Resource 2

| Upwards | Neither/both up and down | Downwards |
|------------------|---------------------------------|------------------|
| Rise | Plateau | Slight decline |
| Sharp increase | Fluctuate | Sharp decrease |
| Peak | | Fall |
| Soar | | Plummet |
| Recover | | Drop |
| Climb | | Slight decline |
| Gradual increase | | Trough |

Resource 3



TARGET LANGUAGE: Interrupting

Objective: Sts will learn and practice a range of polite phrases for interrupting in a business context

Assumed knowledge: Sts are pre-intermediate level

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Taboo cards | 5 mins G/W |
| Lead in | Order dialogue cards | 5-10 mins G/W |
| Presentation (meaning, form & pronunciation) | Elicit phrases to interrupt politely – grade from most polite to least polite Drill pronunciation Insert into dialogue | 15-20 mins T-S |
| Practice (controlled) | Reorder phrase cards – peer correction Controlled dialogue practice | 10-15 mins P/W |
| Production (freer) | Free dialogues – sts interrupt each other with their choice of TL | 10 mins P/W |
| Homework | Script a dialogue for the next lesson | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | <p>Taboo cards.</p> <p>Put sts into 2 teams and give each student a taboo card (Resource 1). Sts have 30 seconds each to describe the word at the top of their card for their teammates to guess, without using any of the words on the card. 1 point per correct guess. Swap from team to team until everyone has had a turn.</p> | 5 mins |
| Lead in | <p>Give out dialogue cards (Resource 2). Sts should work in small groups to put the cards into the correct order. Ask sts what they think about the dialogue – is there anything missing? Is it polite and appropriate in a business context? (Answer: No, missing phrases to interrupt politely).</p> | 5-10 mins |
| Presentation (meaning, form & pronunciation) | <p>Elicit from sts phrases to interrupt politely in English (see Resource 3). Write these on the board and grade from most polite to least polite.</p> <p>Drill pronunciation.</p> <p>Now ask sts to insert the phrases into the dialogue (rephrase grammatically if necessary) from the lead-in and ask 2 sts to read out.</p> | 15-20 mins |
| Practice (controlled) | <p>Hand out the cards (resource 4) to pairs of sts and ask them to order them correctly. Get sts to rotate around the group correcting each other's work.</p> <p>Now in their pairs ask one st to begin speaking and the other to interrupt using the phrases they have in front of them. Get pairs of sts to demonstrate in front of the class.</p> | 15 mins |

| | | |
|--------------------------------------|---|----------------|
| <p>Production (freer)</p> | <p>Sts in pairs A+B. Write a topic on the board – eg Everyone in the company should get a payrise automatically every year. Student A will agree with the statement, student B will disagree. Give sts a minute or so to think about ideas to support their argument. Sts should now sit face to face but make sure they can still see you. Start with student A – they should begin explaining why they support the statement. After 20 seconds or so hold up a card which says “Interrupt” on it. Student B should now politely interrupt student A and explain why they disagree (they can choose the TL themselves). After 30 seconds or so hold the card again and so on. Continue until both sts have had a few turns at interrupting each other and the conversations have run for 2-3 minutes. Continue with other topics and make sure sts have a turn at agreeing and disagreeing. Feedback as a group.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Sts should write a short dialogue between 2 people interrupting each other. Sts will role play the dialogues in the next lesson.</p> | |

Resource 1
Taboo Cards

| | | | |
|---|--|--|--|
| <p>Promotion</p> <p>Job</p> <p>Salary</p> <p>Boss</p> | <p>Aeroplane</p> <p>Fly</p> <p>Pilot</p> <p>Boarding pass</p> | <p>Presentation</p> <p>Talk</p> <p>Powerpoint</p> <p>Conference</p> | <p>Suit</p> <p>Clothes</p> <p>Wear</p> <p>Shirt and tie</p> |
| <p>Mobile phone</p> <p>Call</p> <p>Text</p> <p>Network</p> | <p>Hong Kong</p> <p>China</p> <p>Skyline</p> <p>Cantonese</p> | <p>Laptop</p> <p>Computer</p> <p>Keyboard</p> <p>Internet</p> | <p>Calculator</p> <p>Numbers</p> <p>Accountant</p> <p>Add or subtract</p> |

Resource 2

| |
|--|
| A: So we're here today to talk about the upcoming conference. |
| B: I would like to talk about the new accounts project too. |
| A: We don't have time for that today, so we'll just talk about the conference. |
| B: I really think we should talk about the project too, it's due to start next week. |
| C: The project is more important right now than the conference. |
| A: The agenda for today's meeting is the conference. |
| C: We should add the project to the agenda then, in any other business. |
| A: We can't, we don't have enough time. |
| B: Let's add it, we can find time to talk about both. |
| C: I think that's best. |
| A: Ok, if we all agree we can add it. |

Resource 3

Interrupting phrases

| | |
|--|--|
| I would like to add something | I don't think that's necessarily true |
| Can I share an idea? | Well, I think that... |
| I don't mean to interrupt, but... | Could I add something here? |
| Just one thing | Could I interrupt you for a second |
| I'm not sure if I agree with that | Maybe you're right |
| Do you mind if I jump in here? | Just let me say... |
| Sorry, but... | May I interrupt? |

Resource 4

Sentence cards

| | | | | |
|-------|--------|-------|--------|-------------|
| CAN | I | SHARE | AN | IDEA? |
| JUST | LET | ME | SAY | |
| WELL | I | THINK | THAT | |
| I | DON'T | THINK | THAT'S | NECESSARILY |
| TRUE | | | | |
| DO | YOU | MIND | IF | I |
| JUMP | IN | HERE? | | |
| MAYBE | YOU'RE | RIGHT | | |

TARGET LANGUAGE: Business Idiomatic Expressions

Objective: By the end of the lesson students will be able to understand and use 10 business idioms.

Assumed knowledge: They are of a good intermediate level and are familiar with general English idioms, like “Off the top of my head”, “Pulling your leg” etc.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Guess who warmer. | 5 mins S & W/C |
| Lead in | Betting game – guess the idiom. Write idioms on the board as you play the game. | 10 mins G/W |
| Presentation (meaning, form & pronunciation) | Elicit idiom definitions. Idiom and definition card match (small groups). Pronunciation practice (whole group). Sts each relate an idiom to themselves/their company. | 15 mins T-S & G/W |
| Practice (controlled) | Handout Card/scenario activity | 15 mins G/W |
| Production (freer) | Sts discuss scenarios for each idiom | 15 mins P/W |
| Homework | Free writing using idioms learnt that day. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|--|----------------------|
| Warmer | <p>Each student writes 3 statements on a piece of paper:</p> <ol style="list-style-type: none"> 1. At 10 am I am usually.... 2. The main skill I need for my job is... 3. The best thing about my job is.... <p>Fold the papers up and place in the middle of the room. Each student randomly chooses a paper, reads it out to the group and tries to guess who wrote it.</p> | 5 mins |
| Lead in | <p>Put sts into 2 teams. Explain that each team starts with 100 points. When it is their turn to answer a question they have to decide how many points they will bet on getting the right answer. So if they bet 10 points, and get the answer correct, they will have 110 points – if they get it wrong they will have 90 points. When all the questions have been asked the winning team is the one with the most points. (See handout 1 for questions). As you go through the questions write the idioms one by one on the board.</p> | 10 mins |
| Presentation (meaning, form & pronunciation) | <p>Go through the list of idioms on the board and elicit from the sts what the definitions are. Students now match definition cards in small groups to the idioms on the board (handout 2) – each group corrects the next. Run through to practice pronunciation. Sts each relate an idiom to themselves (eg I'm a white collar worker/our company is ahead of the curve in distribution etc) to check understanding.</p> | 15 mins |

| | | |
|---|---|----------------|
| <p>Practice (controlled)</p> | <p>Handout 3 – sts fill in the correct idiom. Read out and correct as a group. Put sts into 2 groups and hand one group the idiom cards from the presentation, and the other groups the definition cards. Give sts a scenario – eg Apple have just released the iPhone 6. Sts must decide which idiom and definition this best refers to (eg they are ahead of the curve/they are more advanced than the competition). Continue for each of the idioms, then swap over.</p> | <p>15 mins</p> |
| <p>Production (freer)</p> | <p>Sts come up with their own scenarios based on their company/role for each of the idioms in pairs. Read out to the group.</p> | <p>15 mins</p> |
| <p>Homework</p> | <p>Sts write a paragraph relating to how they think their company or they personally will perform in the coming year, using as many of the idioms as they can.</p> | |

List of Business Idioms

- Bring something to the table (to have something to offer during a negotiation)
- Corner the market (dominate a market with your product)
- Fast track a project (make a project a priority)
- Pull the plug (put a stop to a project or initiative)
- A high-flier (very successful at their job)
- Cut corners (do something the cheapest or easiest way)
- Be ahead of the curve (be more advanced than the competition)
- Go back to the drawing board (go back to the planning stage of something)
- Blue collar worker (someone who works with their hands – eg construction, manufacturing)
- White collar worker (someone who works in an office – eg management, sales)

Handout 1

Quiz questions

1. To go back to the planning stage of something is to “go back to the...”
 - a. Drawing board
 - b. Painting board
 - c. Blackboard

2. To work in an office is to “be a...”
 - a. Green collar worker
 - b. Blue collar worker
 - c. White collar worker

3. To work with your hands, eg in construction or manufacturing, is to “be a...”
 - a. Blue collar worker
 - b. Brown collar worker
 - c. Green collar worker

4. To be more advanced than the competition is to “be ahead of the...”
 - a. Bend
 - b. Curve
 - c. Hill

5. To put a stop to a project is to “pull the...”
 - a. Leg
 - b. Plug
 - c. Table

6. To have something to offer during a negotiation is to “bring something to the...”
 - a. Table
 - b. Room
 - c. Job

7. To dominate the market with your product is to “...the market”
 - a. Capture
 - b. Corner
 - c. Cut off

8. To make a project a priority is to “...a project”
 - a. Speed track
 - b. Track
 - c. Fast track

9. Someone who is very successful at their job is a “high....”
 - a. Skater
 - b. Flier
 - c. Worker

10. To do something the cheapest or easiest way it to “cut...”
 - a. Edges
 - b. Copies
 - c. Corners

Handout 2

Definition cards

| | |
|------------------------------|---|
| Bring something to the table | Have something to offer during a negotiation |
| Corner the market | Dominate a market with your product |
| Fast track a project | Make a project a priority |
| Pull the plug | Put a stop to a project or initiative |
| High-flier | A person who is very successful at their job |
| Cut corners | Do something the cheapest or easiest way |
| Be ahead of the curve | Be more advanced than the competition |
| Go back to the drawing board | Go back to the planning stage of something |
| Blue collar worker | Someone who works with their hands – eg construction, manufacturing |
| White collar worker | Someone who works in an office – eg management, sales |

TARGET LANGUAGE: Business Idiomatic Expressions

Objective: By the end of the lesson students will be able to understand and use 10 business idioms.

Assumed knowledge: They are of a good intermediate level and are familiar with general English idioms, like “Off the top of my head”, “Pulling your leg” etc.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Guess who warmer. | 5 mins W/C |
| Lead in | Betting game – guess the idiom. Write idioms on the board as you play the game. | 10 mins G/W |
| Presentation (meaning, form & pronunciation) | Elicit idiom definitions. Idiom and definition card match (small groups). Pronunciation practice (whole group). Sts each relate an idiom to themselves/their company. | 15 mins G/W |
| Practice (controlled) | Handout Card/scenario activity | 15 mins G/W |
| Production (freer) | Sts discuss scenarios for each idiom | 15 mins P/W |
| Homework | Free writing using idioms learnt that day. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | <p>Each student writes 3 statements on a piece of paper:</p> <ol style="list-style-type: none"> 1. At 10 am I am usually.... 2. The main skill I need for my job is... 3. The best thing about my job is.... <p>Fold the papers up and place in the middle of the room. Each student randomly chooses a paper, reads it out to the group and tries to guess who wrote it.</p> | 5 mins |
| Lead in | <p>Put sts into 2 teams. Explain that each team starts with 100 points. When it is their turn to answer a question they have to decide how many points they will bet on getting the right answer. So if they bet 10 points, and get the answer correct, they will have 110 points – if they get it wrong they will have 90 points. When all the questions have been asked the winning team is the one with the most points. (See resource 1 for questions). As you go through the questions write the idioms one by one on the board.</p> | 10 mins |
| Presentation (meaning, form & pronunciation) | <p>Go through the list of idioms on the board and elicit from the sts what the definitions are. Students now match definition cards in small groups to the idioms on the board (resource 2) – each group corrects the next. Drill to practice pronunciation. Sts each relate an idiom to themselves (e.g. I'm a white collar worker/our company is ahead of the curve in distribution etc.) to check understanding.</p> | 15 mins |

| | | |
|---|--|----------------|
| <p>Practice (controlled)</p> | <p>Resource 3 – sts fill in the correct idiom. Read out and correct as a group. Put sts into 2 groups and hand one group the idiom cards from the presentation, and the other groups the definition cards. Give sts a scenario – e.g. Apple have just released the iPhone 6. Sts must decide which idiom and definition this best refers to (e.g. they are ahead of the curve/they are more advanced than the competition). Continue for each of the idioms, and then swap over.</p> | <p>15 mins</p> |
| <p>Production (freer)</p> | <p>Sts come up with their own scenarios based on their company/role for each of the idioms in pairs. Read out to the group.</p> | <p>15 mins</p> |
| <p>Homework</p> | <p>Sts write a paragraph relating to how they think their company or they personally will perform in the coming year, using as many of the idioms as they can.</p> | |

List of Business Idioms

- Bring something to the table (to have something to offer during a negotiation)
- Corner the market (dominate a market with your product)
- Fast track a project (make a project a priority)
- Pull the plug (put a stop to a project or initiative)
- A high-flier (very successful at their job)
- Cut corners (do something the cheapest or easiest way)
- Be ahead of the curve (be more advanced than the competition)
- Go back to the drawing board (go back to the planning stage of something)
- Blue collar worker (someone who works with their hands – eg construction, manufacturing)
- White collar worker (someone who works in an office – eg management, sales)

Resource 1

Quiz questions

1. To go back to the planning stage of something is to “go back to the...”
 - a. Drawing board
 - b. Painting board
 - c. Blackboard

2. To work in an office is to “be a...”
 - a. Green collar worker
 - b. Blue collar worker
 - c. White collar worker

3. To work with your hands, eg in construction or manufacturing, is to “be a...”
 - a. Blue collar worker
 - b. Brown collar worker
 - c. Green collar worker

4. To be more advanced than the competition is to “be ahead of the...”
 - a. Bend
 - b. Curve
 - c. Hill

5. To put a stop to a project is to “pull the...”
 - a. Leg
 - b. Plug
 - c. Table

6. To have something to offer during a negotiation is to “bring something to the...”
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 - b. Room
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7. To dominate the market with your product is to “...the market”
 - a. Capture
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 - c. Fast track

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 - a. Skater
 - b. Flier
 - c. Worker

10. To do something the cheapest or easiest way it to “cut...”
 - a. Edges
 - b. Copies
 - c. Corners

Resource 2

Definition cards

| | |
|------------------------------|---|
| Bring something to the table | Have something to offer during a negotiation |
| Corner the market | Dominate a market with your product |
| Fast track a project | Make a project a priority |
| Pull the plug | Put a stop to a project or initiative |
| High-flier | A person who is very successful at their job |
| Cut corners | Do something the cheapest or easiest way |
| Be ahead of the curve | Be more advanced than the competition |
| Go back to the drawing board | Go back to the planning stage of something |
| Blue collar worker | Someone who works with their hands – eg construction, manufacturing |
| White collar worker | Someone who works in an office – eg management, sales |

Resource 3

Fill in the blank with the correct idiom.

1. He's got a new job in construction. He _____.
2. I wonder what they will _____ when we start the negotiations.
3. They've really _____ with their new smartphone. Everybody wants one!
4. Let's _____. We need to get the product launched by the summer.
5. I think we should _____. Market research is telling us people want something faster and more user-friendly.
6. Did you hear Susan's been promoted again. That's the second time in the 18 months. She's a real _____.
7. I heard they really _____ on their new range of laptops. I don't they'll last for long.
8. This really isn't working. I suggest we _____ and come up with some new ideas.

Now write 2 sentences for the remaining 2 idioms you didn't use above.

1. _____

2. _____

TARGET LANGUAGE: Listening to podcasts

Objective: Sts will practice listening to podcasts and learn techniques for identifying relevant information

Assumed knowledge: Sts are intermediate level

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|--|---------------------------------|
| Warmer | Alphabet Game | 5 mins- P/W |
| Lead in | Podcasts discussion | 5-10 mins T-S |
| Presentation (meaning, form & pronunciation) | Elicit key information from podcast Drill pronunciation Discussion – how good is the podcast | 15 mins T-S |
| Practice (controlled) | Podcast listening task Feedback and discuss | 10 mins P/W |
| Production (freer) | Sts script their own podcast | 15 mins G/W |
| Homework | Find a podcast to share with the class. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | Put sts into small groups. You write a category on the board – eg food/sports/country/clothes, etc. Each team has 1 minute to come up with the longest word they can think of in that category, but they can only use a letter of the alphabet a maximum of twice in the word. After 1 minute feedback the words – the group with the longest word gets 10 points. Go through a few categories until you have a winner! | 5 mins |
| Lead in | Talk to sts about podcasts they follow. Talk to sts about how useful they are, how often they listen to podcasts, how helpful they are in terms of business/learning English etc. Find a couple in advance that are relevant to their business and are in English. | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Play one of the podcasts for sts. Elicit key information that is included – include key words that are relevant to their business, the purpose of the podcast (educational/marketing/sales etc) and all key phrases associated with these. Write these on the board and drill pronunciation with sts. Ask sts their opinion of the podcast – does it achieve its purpose, is it clear/succinct/too wordy/difficult to understand/too fast etc. Ask sts to justify their opinions as you go. What do they think would improve the podcast? | 15 mins |

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| <p>Practice (controlled)</p> | <p>Set some general comprehension and skimming and scanning questions on the podcast. Ask sts to work in pairs to predict the answers to the questions based on their initial viewing of the podcast. Play again without the visual this time (ie purely as a listening) for sts and ask sts to write down the correct answers. Play it twice, and then sts can compare their answers in pairs before feedback as a group. Sts discuss which answers they didn't get – why not? Was it something about the podcast that made it difficult to hear the answer (eg background noise/speed of speech/unclear explanation etc)?</p> | <p>10 mins</p> |
| <p>Production (freer)</p> | <p>Put sts into small groups. Discuss as a group what content they think would be most appropriate for them/their company/their English group to include in a podcast. Now allocate a different linguistic area of a podcast to each one – eg introduction/main/summary. Each group should script and then present their area of the podcast. Record sts as they present – play back to the whole group and sts should critique and correct each other.</p> | <p>15 mins</p> |
| <p>Homework</p> | <p>Find an interesting podcast to share with the class in the next lesson. You will have to explain why you chose it, why you think it will be relevant to the other sts, and what makes it a good podcast – 2 min presentation.</p> | |

TARGET LANGUAGE: Meetings – action points

Objective: Sts will learn the appropriate language for making action points in meetings

Assumed knowledge: Sts are intermediate level.

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | Hot Seat game | 5-10 mins G/W |
| Lead in | Meetings mindmaps | 5-10 mins G/W |
| Presentation (meaning, form & pronunciation) | Elicit TL for action points Drill pronunciation chorally and individually | 15 mins T-S & W/C |
| Practice (controlled) | Sts respond to action points using correct TL | 15 mins T-S & P/W |
| Production (freer) | Role plays | 10 mins G/W |
| Homework | Free writing – action plans to extend English practice outside the classroom. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | Put sts into 2 teams. Place a chair in front of the board and ask a student from Team A to sit in it so their back is to the board. Write 5 words on the board so the student in the chair can't see what they are. You should include a verb, an adjective, a job role, a place and something in the office. Team A have 1 minute to describe as many of the words as they can for the student in the hot seat to guess – they get 1 point per word. They can't say what letter the word starts with, or what it sounds like, and they can't use their hands. Then switch to Team B until everyone has had a turn in the Hot Seat. The team with the most points wins. | 5-10 mins |
| Lead in | Put sts into small groups and give each group a large sheet of paper with "Meetings" in the middle and a pen. Sts should work in their groups to write down as many actions that could take place in the meeting as possible – e.g. moving meeting on to a new point, suggesting a follow-up, taking a vote, agreeing a motion etc. Go through the ideas as a group and write a final list of actions on the board. | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Using the list on the board, go through each item and elicit from sts the appropriate TL for each one. Sts should correct each other here and agree on the appropriate language. They should consider the level of formality and politeness, as well as the phrasing. Once sts have agreed on the TL drill the pronunciation chorally and individually. | 15 mins |

| | | |
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| <p>Practice (controlled)</p> | <p>Cover the TL on the board. Go through the action points one by one in a random order. When you call out the action point sts should say the appropriate TL. You can throw a beanbag here to mix up the order sts take a turn. Elicit any corrections from the sts. Now give out papers with the action points to pairs of sts. They should work in their pairs to practice the TL for their allocated action points. Collect the papers together. Ask a student to come to the front of the class and randomly choose a paper. They should then say the appropriate TL for that action point. The other sts should then decide what action point the student had.</p> | <p>15 mins</p> |
| <p>Production (freer)</p> | <p>Put sts into small groups. First, ask sts to write 3 action points for a meeting on 3 separate pieces of paper. Fold up the papers and pass them over to the next group. Each member should take a paper and look at what their action point is. Now ask each member of the group to choose a role in the meeting. Sts should now role play their meetings in their groups and should include the action point they chose using their choice of TL. Ask groups to demonstrate in front of the group and elicit feedback and any corrections.</p> | <p>10 mins</p> |
| <p>Homework</p> | <p>Free writing practice – sts think about 3 action points they would like to suggest regarding their English language practice outside of the classroom – e.g. meet/call/email a fellow student once a week for further practice. Hold a short “meeting” in the next lesson where sts can make action plans to aid their learning - they can make suggestions, hold votes, agree on plans of action etc.</p> | |

TARGET LANGUAGE: Awareness of different cultures

Objective: Sts will have an understanding of some of the cultural differences of different nationalities they work with in a business setting

Assumed knowledge: Sts are intermediate level

Length of lesson: 60 mins

| Stage | Contents | Interaction & timing |
|--|---|---------------------------------|
| Warmer | Alphabet Game | 5 mins G/W |
| Lead in | Where in the world continents activity | 5-10 mins G/W |
| Presentation (meaning, form & pronunciation) | Business etiquette in host country and other countries list Discussion about how important awareness of other cultures is when doing business Elicit appropriate introductions and drill pronunciation. | 15-20 mins G/W |
| Practice (controlled) | Sts list cultural etiquette for a set country. | 15 mins P/W |
| Production (freer) | Role play – introducing yourself in a different country | 10 mins P/W |
| Homework | Research the next culture you will be working with – make a list of the differences in business etiquette. | |

TEACHERS' NOTES

| Stage | Contents | Interaction & timing |
|--|---|----------------------|
| Warmer | Alphabet game. Write the alphabet on the board. In a circle, sts 1 chooses a letter of the alphabet (e.g. M) – cross this off the board, sts 2 then thinks of a business related word that starts with that letter (e.g. Marketing), sts 3 then uses that word in a sentence (e.g. Most of our company's <u>marketing</u> is done online). Continue around the groups until everyone has had a couple of turns. | 5 mins |
| Lead in | Place slips of paper with a name of a continent face down on the table. Put sts into small groups and each group should each choose one piece of paper – don't let the other groups see which continent they have chosen. Write the following categories on the board: food/clothes/well-known people/drink/animals/well-known companies. Give sts a minute or 2 to come up with a few items for their continent for each of the categories. Read them out and the other groups should then decide which continent they think they have. This can lead on to a quick discussion about differences between countries and stereotypes about them. | 5-10 mins |
| Presentation (meaning, form & pronunciation) | Get sts to make a list of business etiquette in their culture/country when doing business. Allocate a different area to each group – include introductions/dress/arranging a meeting/level of formality etc. Go through them as a group and see if other sts agree and can add any other ideas. Now ask sts to think of any differences with other cultures they have had dealings with in business. Write the contrasting ideas on the board. Sts should discuss how important it is to adapt to other cultures when doing business – is it necessary?/ Can it affect the outcome of a negotiation?/Can you be easily misunderstood? Elicit some phrases from sts that they think are suitable for introducing themselves in other | 20-25 mins |

| | | |
|---------------------------------|--|---------|
| | countries. Also think about body language – should you shake hands? – if so whose hand should you shake first?/how and when should you give a business card? etc. Run through pronunciation of the phrases as a group. | |
| Practice (controlled) | Allocate each sts one of the countries/cultures from the presentation. Sts in pairs. One should describe a few things about the culture of that country when doing business and the other sts decides which country they have. | 10 mins |
| Production (freer) | Put sts in pairs. Each should choose a country/culture and role play introducing themselves in the appropriate way. Discuss and feedback as a group. | 10 mins |
| Homework | Sts research the next country/culture they will be working with (even if it's just with you!) and come up with a quick list of cultural differences to consider. | |