

- 3 Divide the class into groups. Hand out the 12 information cards equally among the students (four per group of three, three per group of four etc. If you only have two students, you can take part yourself to provide a more realistic 'meeting'.) Tell students not to show their cards to each other and to memorise the information on each one. Stress the importance of this or they may not be able to solve the case. When they have memorised all the details, collect in the cards. (This stops students putting all the cards on the table, which decreases the authenticity and the length of discussion.)
- 4 Students pool and analyse their information to solve the case. Don't appoint a chairperson at this stage. Most groups will realise that they need a chairperson and probably a secretary – wait to see if and how this happens. Monitor the activity. If students are struggling with the case, suggest they use a table to organise the information (see below). We are not told specifically who chaired the meeting, but most people will conclude that it was Charles, especially as he's an accountant. If students can justify a different suspect, so much the better!
- 5 Students discuss their roles within the group during the discussion. If students feel defensive about their role, remind them that a silent thinker/evaluator is as important to the group as a talkative hypothesiser.

#### Answers

Anne	23	secretary	always scoring points
Brian	45	production	time waster
Charles	52	accountant	always pulls rank
Dianne	55	personnel	rarely contributes
Ellen	26	sales	always late

## 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 where they work.
- 2 Explain to the students that they are going to participate in a meeting on meetings! 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.

## 7 Information overload

#### Overview

Students predict figures from a text on information management and read the text as preparation for a ranking exercise and follow-up discussion.

#### Preparation

One copy of the worksheet for each student.

#### Procedure

- 1 As a warmer, ask students how much information they have to handle on a daily basis. Ask if they think it's too much and what can be done about it. Note down students' ideas on the board.
- 2 Check/Pre-teach: *to handle, to restrict, bombardment, to filter, distracted, thorough, to nurture, hierarchy*.
- 3 Hand out copies of the worksheet to each student. Have them cover the text when doing exercise 1. Students complete the prediction exercise based on their own experience and then discuss with a partner.
- 4 Have students read the first paragraph of the text to check their answers to exercise 1. Ask if they were surprised by any of the figures. Students then read the rest of the text and compare their experiences with those described by the writer and with a partner/rest of the group.
- 5 Individually, students rank the six skills in order of usefulness/feasibility for dealing with information overload. They then work in pairs/small groups to compare rankings and discuss. Hold a short feedback session.
- 6 If appropriate, ask students to relate the skills to their learning of English and choose the most useful tips for managing the information they receive both inside and outside the classroom.

## 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. Remind them 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 query the decisions 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 somebody to do something that was unpopular or controversial.
- 2 Check/Pre-teach: *emissions, greenhouse gases, global warming, scheme, ration, quota, to issue, to allocate, smart card, to debit, register, to bury, reservoirs, to recover, to dispose of*. Model the pronunciation of difficult words as necessary.
- 3 Divide the class into AB 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 Students give 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. Students have a question and answer follow-up after the presentations.

#### Presentations: asking questions

Could you just explain/describe how X will work?/how you will deal with the problem of ...?/how you will organise ...?

I'd be very interested to know ...

Could you just give us a bit more information about ...?

You mentioned ... in your presentation. I'd like to know ...

You used a phrase, ..., that I am not familiar with. What exactly does it mean?

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

I was very interested 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 would that work in practice?

## 9a First impressions last

#### Overview

Students read a text as a springboard for discussion of the significance of corporate colour.

#### Preparation

One copy of the worksheet for each student.

#### Procedure

- 1 Divide the class into pairs or small groups. Ask the students to discuss the importance of corporate colour and to give examples of colour associations with different products and services. Hold a short feedback session.
- 2 Hand out copies of the worksheet to each student. They work individually to think of companies/products and associated colours. Students read the text to check the appropriateness of the colours and then compare examples and ideas in pairs.
- 3 Hold a short feedback session and then encourage discussion with the students in pairs or small groups. You could ask some of the following questions: *Do the colours of the companies in the text appropriately reflect their products and services? Do the colours mentioned in the text have any other or different connotations and associations in your country or culture? What is your company's corporate colour? Is it appropriate for your company's products and/or services? What colour associations do other organisations, for example political parties, sports teams, in your country have?*
- 4 Students work in pairs or small groups to do exercise 2. If appropriate, allocate five items from the list to each pair/group for them to discuss. Ask the students to feed back anything interesting from their discussions.
- 5 As an optional follow-up, ask students to imagine that their company is going to change its corporate identity and to decide what the new colour(s) should be. The students then prepare a two-minute presentation to the board outlining the new identity. If you have students from the same company, they could give team presentations.

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