

Topics: Business by Adrian Tennant

LEVEL: Pre-intermediate
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Comparatives and superlatives, understanding vocabulary in context, topic words

LEAD-IN

Ask students to look at the pictures and match the words in the box to the correct one. Then put students in pairs and ask them to answer the questions. Monitor and help where necessary, then check the answers together.

Key _____
 A. New York financial district (Wall Street); B. business newspaper; C. business meeting; D. stock exchange

READING 1: HEADLINES

Ask students to read the headlines and circle all the words connected to business. Next, ask the pairs to discuss what they think happened in each of the situations. Monitor and help where necessary. Elicit ideas from students as a whole-class discussion but only check the answers to the circled words.

Key _____
 economy; banks; job(s); shares

READING 2: NEWS IN BRIEF

Ask students to read through the stories and match the headlines to the correct one. Tell them they don't need to understand every word (if you want you can give a short time limit, e.g. two minutes). Get students to check their answers in pairs before checking as a class.

Key a _____
 1. More problems for the banks; 2. Shares down again;
 3. Economy growing at last; 4. Young people can't get jobs;
 5. New job for inside man

Next, ask students to read the five statements and decide if each one is true (T), false (F) or not given (NG).

Note: You might want to point out that *not given* means that there is no direct information proving the sentence is either true or false. Again, get pairs to check their answers together before checking as a class.

Key b _____
 1. T (third time such a crisis has happened); 2. NG; 3. T;
 4. F; 5. NG

WORKING WITH THE LANGUAGE

Ask students to look at the extracts from the newspaper stories. Point out that these are words and phrases used when you compare two or more things. Next, ask the students to try and complete the five sentences with the words in the box (these are the same words as shown in the examples). Monitor and help where necessary. Put the students in pairs and get them to check their answers together before checking as a class.

Key _____
 1. the biggest; 2. more than; 3. not as bad as; 4. higher;
 5. the lowest

WORKING WITH VOCABULARY

Focus 1: Meaning

Ask students to look back at the newspaper stories, from the Reading 2: News in brief exercise, and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. The story numbers are given to help them.

Key _____
 1. collapse; 2. unauthorized; 3. succession; 4. claim;
 5. figure(s); 6. reduce(d); 7. workforce; 8. similar;
 9. internally; 10. base(d)

Focus 2: Topic-related words

Ask students to work together and complete the sentences with the correct words, *a*, *b* or *c*. Again, encourage them to look back at the newspaper stories as these might help them. Monitor and help where necessary. Check the answers as a class.

Key _____
 1. c; 2. b; 3. c; 4. a; 5. c; 6. c

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LISTENING

Ask students to listen to a short radio news report. Play the report and ask students which of the newspaper stories, from the Reading 2: News in brief exercise, it is about (number 5). Ask students to read the newspaper story again and circle any differences they can remember between it and the radio report. Put students in pairs and ask them to discuss their answers together. Monitor and help where necessary. Play the recording again, if necessary, and check the answers as a class.

Transcript:

And in business news, IGM, the international bank based in Hong Kong, is looking for a new chief executive after the resignation of Marcus Liebermann. Mr Liebermann had worked for the company for the past three years after joining from its closest rivals.

Key

IGM is a bank / details of IGM not given; IGM is based in Hong Kong / the Asian division is in Hong Kong; Marcus Liebermann has resigned as / has become chief executive; he worked for IGM for three years / has worked for IGM for thirty years; he had worked for a rival company / has only worked at IGM

SPEAKING

Put students in small groups and ask them to discuss the questions together.

Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

PROJECT

Ask students to carry out the project for homework, either individually or in pairs, and give their presentations in the next lesson.

