

Teaching Business English

Online Lesson Plan Pack



A1 Lesson 1 - Vocabulary (Shopping)

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

Material 1: Aeroplane image

Material 2: Vocabulary match-up task

Material 3: Going to the airport

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

CCQ - Concept checking questions

Lesson aim:	<ol style="list-style-type: none">1. To learn vocabulary related to airports and travel.2. To learn and practise verb phrases related to airports and travel.
Lesson structure	PPP
Level:	A1
Duration:	45 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Vocabulary related to airports and travel<ul style="list-style-type: none">◦ <i>Passport</i>◦ <i>Gate</i>◦ <i>Airport</i>◦ <i>Check in</i>◦ <i>Arrivals</i>◦ <i>Departures</i>◦ <i>Gate</i>◦ <i>Boarding Card</i>◦ <i>Queue</i>◦ <i>Security (check)</i>◦ <i>Aeroplane (UK) / Airplane (USA)</i>• Verb phrases:<ul style="list-style-type: none">◦ <i>They arrive at the airport.</i>◦ <i>They check in at the desk.</i>◦ <i>They go to security.</i>◦ <i>They buy a present in the shop.</i>◦ <i>They wait at the gate.</i>◦ <i>The aeroplane takes off.</i>
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction												
5 mins	Lead-in	<p>Share Material 1.</p> <p>As a group, ask ss to say what they can see and brainstorm language related to the image on the virtual whiteboard:</p> <ul style="list-style-type: none"> - What can they see? - What language related to the image do they know? - Where is the image taken from? - What happens there? - Have you been on an aeroplane? 	To introduce the topic and activate schemata.	T-S S-T												
10 mins	Presentation: Vocabulary & verb phrases	<p>Share Material 2 - reveal the images only, keep the words covered.</p> <p>Ask the ss to look at the images and say one word related to the images they see. The teacher should write the words on the board as the ss say them (even if they are not correct).</p> <p>When all the images have a word next to them, ask the ss if they think they are all correct and if not, take suggestions and change the answers.</p> <p>Reveal the words at the bottom of the page. Ask the ss to each draw a line from a word to its corresponding image.</p> <p>Elicit the answers from the learners, noting a few sentences on the board and drawing ss' attention to the verbs. Ask CCQ'S.</p> <p>Possible example words from the image (there could be lots more):</p> <table border="0"> <tr> <td><i>Passport</i></td> <td><i>Gate</i></td> </tr> <tr> <td><i>Gate</i></td> <td><i>Boarding Card</i></td> </tr> <tr> <td><i>Airport</i></td> <td><i>Queue</i></td> </tr> <tr> <td><i>Check in</i></td> <td><i>Security (check)</i></td> </tr> <tr> <td><i>Arrivals</i></td> <td><i>Aeroplane (UK) / Airplane (USA)</i></td> </tr> <tr> <td><i>Departures</i></td> <td></td> </tr> </table>	<i>Passport</i>	<i>Gate</i>	<i>Gate</i>	<i>Boarding Card</i>	<i>Airport</i>	<i>Queue</i>	<i>Check in</i>	<i>Security (check)</i>	<i>Arrivals</i>	<i>Aeroplane (UK) / Airplane (USA)</i>	<i>Departures</i>		To introduce the TL and provide the opportunity for the ss to demonstrate any existing knowledge on the topic of travel.	T-S S-T
<i>Passport</i>	<i>Gate</i>															
<i>Gate</i>	<i>Boarding Card</i>															
<i>Airport</i>	<i>Queue</i>															
<i>Check in</i>	<i>Security (check)</i>															
<i>Arrivals</i>	<i>Aeroplane (UK) / Airplane (USA)</i>															
<i>Departures</i>																

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Controlled practice	<p>Share Material 3.</p> <p>In breakout rooms, ask ss to work in pairs and number the steps 1-6 in the order they usually happen.</p> <p>Group feedback. T notes the numbers on each image.</p> <p>T asks the class what is happening in image 1 and elicits a sentence from the group, writing it underneath the image. E.g. They arrive at the airport.</p> <p>T goes around the class asking each s to provide one sentence per image. The focus is on (a) using the vocabulary from the previous stage correctly, (b) using a suitable verb phrase.</p> <p>T guides and assists learners. Typical sentences may be: <i>They arrive at the airport.</i> <i>They check in at the desk.</i> <i>They go to security.</i> <i>They buy a present in the shop.</i> <i>They wait at the gate.</i> <i>The aeroplane takes off.</i></p> <p>Note: Sentences could be in Present Simple or Present Continuous, depending on the ability of the group. The main focus is providing a suitable verb phrase with the relevant vocabulary. If the level of the group is low, the T could write sentences as a gap fill task in which the ss have to provide the verb and the noun only.</p>	To provide guided practice of the vocabulary and associated verb phrases.	S-S S-T T-S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Production Task	<p>Roleplay</p> <p>Split the ss into pairs in breakout rooms. Each pair should roleplay various stages of the airport experience from the 6 listed in Material 3. One s will be the airport traveller, the other a worker in the airport. Ss must roleplay simple typical interactions at each stage.</p> <p>Change roles, and after a few minutes, go on to the next situation.</p> <p>At the end, demonstrate some of the roleplays as a class. The T should note and provide delayed correction when the roleplays are over.</p>	To provide ss with freer practice of the TL.	S-S S-T
5-10 mins	Alternative production task/ filler	<p>Game</p> <p>If the ss cannot carry out a roleplay satisfactorily (or if you need a filler), choose one s and ask them to think of one piece of vocabulary from the lesson related to airports and travel. They must describe the vocabulary without saying the actual word. The class must guess the word, and the first s to get it right gets a turn at describing a new piece of language.</p>	<p>To provide an extra filler activity in case the class is ahead of schedule.</p> <p>Or</p> <p>To provide a lower-level production activity to suit a lower ability class.</p>	S

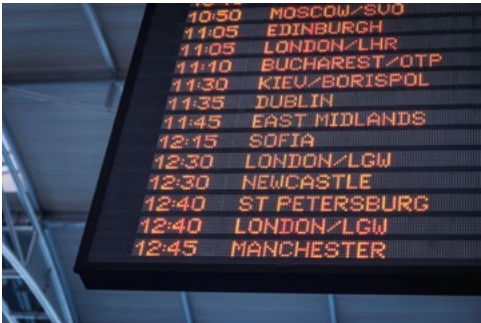


Material 1: Commercial plane at the airport.





Material 2: Vocabulary match-up



Queue

Security (check)

Gate

Aeroplane (UK)

Departures

Arrivals

Airplane (USA)

Boarding Card

Passport

Airport

Check in



Material 3: Going to the airport



A1 Lesson 2 - Skills: Basic Greetings & Small Talk in Business

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

Material 1: Gap-fill

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	1. To learn and practise language for greetings, introductions and small talk in a business context.
Lesson structure	Skills: Speaking
Level:	A1
Duration:	45 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Language used in basic greetings:<ul style="list-style-type: none">○ <i>It's a pleasure to meet you.</i>○ <i>Nice to meet you.</i>○ <i>Glad to meet you</i>• Jobs<ul style="list-style-type: none">○ <i>Tour guide</i>○ <i>Receptionist</i>○ <i>Engineer</i>○ <i>Teacher</i>• Small talk
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead in	<p>Show your ss the video about basic greetings and introductions at work. Link: https://www.youtube.com/watch?v=gaKgwx6gZXc</p> <p>Ss should watch the video, then when it's finished, discuss the following questions in pairs or as a group:</p> <ul style="list-style-type: none"> • <i>Where are they?</i> • <i>Which jobs are mentioned in the video?</i> • <i>How many jobs does Bob claim to have?</i> • <i>What was his real job?</i> 	To introduce the topic of basic greetings by watching a fun and interactive video.	S S-S T-S
5 mins	Introduction of language for basic greetings.	<p>Play the video again until 0:35.</p> <p>Elicit from the class the language that was used to introduce the man. Transcript: <i>Hi!</i> <i>Are you Mr. Rashid?</i> <i>Yes, I am.</i> <i>It's a pleasure to meet you.</i></p> <p>Ask the ss: How did he introduce himself? Was he happy to meet him? Why?</p> <p>Watch the rest of the video. Ask the ss to take note of any other language used to introduce themselves. E.g. <i>Welcome to Top Notch, I'm Marie.</i> Nice to meet you. <i>Hi, I'm Paul. I'm a tour guide.</i> Glad to meet you. <i>Hi, I'm Cheryl.</i></p> <p>Ask ss what other ways to say "pleased to meet you" they heard in the video (in bold above). Elicit answers from the class.</p>	To introduce language to do with basic greetings.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Introduction to small talk	<p>Small talk</p> <p>Write the word “small talk” in the middle of a new page on the virtual whiteboard and elicit its meaning from the class.</p> <p>Ask ss what topics can be used for business small talk. Write any ideas on the board.</p> <p>Ask ss to think about some rules/ advice for making good small talk. Ss should spend one minute on their own writing down a few rules to making good small talk.</p> <p>Group feedback - T writes some ideas on the board.</p> <p>Watch the video “<i>Rules of Small Talk</i>” until the end. Ask the ss to see if any of their ideas feature in the video, and if not, which ideas do they suggest? Link: https://www.youtube.com/watch?v=cPxbQbyLmW8</p> <p>Group feedback.</p>	To introduce the idea of “small talk” and get ss thinking of tips and advice on how to engage in successful small talk.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Controlled practice: Gap fill & listening	<p>Upload Material 1 - *Before the class, the teacher should record themselves reading material 1 to play to the class later on*</p> <p>Ask ss to guess the missing words and fill in the gaps.</p> <p>Answers: [D] (Hi), I'm David. Nice to (meet) you. [J] Hi, (I'm Javi). How are you? [D] I'm good thanks, (glad to meet you), Javi. I'm from London. Where are you from? [J] I'm from (Madrid). [D] Wow, Spain! I love Spanish (food). [J] Yes, it's delicious. But when I am in England I love to eat English (fish) and (chips). [D] What do you do? [J] I'm a (teacher). And you? [D] I'm an (engineer). [J] Wow! Do you make cars? [D] No, I make aeroplanes. What subject do you (teach)? [J] Maths, but I sometimes teach (English), too.</p> <p>Self-check: Ss listen to the audio and check if their answers are correct. If not, write in the correct answers.</p> <p>Go through the answers as a group.</p>	To provide controlled practice of the TL.	S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Production	<p>Role play</p> <p>Ss work in pairs and practise business role plays in which they introduce themselves to a new person (e.g. at a conference). Ss should spend one minute before the role play deciding who they are, where they are from and what they do.</p> <p>The role plays should focus on the following aspects:</p> <ol style="list-style-type: none"> <i>Greetings and introductions</i> <i>Explaining your job</i> <i>Having light small talk</i> <p>Put ss in breakout rooms to practise their role plays.</p> <p>If time, swap partners and roles.</p>	To provide freer practice of TL.	S-S
10 mins	Further production & error correction.	As a class, listen to some of the ss' role plays. Afterwards, the other ss could provide feedback on good language that they heard. The T can note down some errors which are to be corrected as a class.	To consolidate ss' speaking skills using the TL and correct any major errors.	S-S T-S



Greetings & Small Talk

[D] _____, I'm David. Nice to _____ you.

[J] Hi, _____ How are you?

[D] I'm good thanks, _____, Javi.

I'm from London. Where are you from?

[J] I'm from _____

[D] Wow, Spain! I love Spanish _____

[J] Yes, it's delicious. But when I am in England I love to eat English _____ and _____

[D] What do you do?

[J] I'm a _____ And you?

[D] I'm an _____

[J] Wow! Do you make cars?

[D] No, I make aeroplanes. What subject do you _____?

[J] Maths, but I sometimes teach _____, too.

A2 Lesson 3 - Grammar: Present Continuous

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

Material 1: Collocations

Material 2: Make & Do collocations

Material 3: Gap fill task

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none">1. To learn job-related collocations with “make” and “do”.2. To produce a 50-75 word piece of writing focusing on “make/do” collocations and jobs.
Lesson structure	PPP
Level:	A2
Duration:	45 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• “Make” and “do” collocations:<ul style="list-style-type: none">○ Do business○ Do/ make a deal○ Make plans○ Make a complaint○ Make a decision○ Do your job○ Do a good job○ Make a profit○ Make a call○ Do well
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead in	<p>Write the following question on the virtual whiteboard:</p> <p><i>What do you do at work?</i></p> <p>Put the ss into breakout rooms in pairs and ask them to discuss between them what they do at work. What are their daily responsibilities?</p> <p>Pair feedback - ask the pairs to tell the class what their partner does at work. Listen and note down any “do” or “make” collocations.</p>	To introduce the topic of “work” and try to get ss thinking about potential collocations.	T-S S-T
10 mins	Presentation of collocations	<p>Upload Material 1.</p> <p>Reveal the two images only and cover all the words on the page.</p> <p>Elicit the names of the images from the ss (money and course).</p> <p>Ask ss to think of a verb which can be used with each of the images.</p> <p>Group feedback.</p> <p>Still using Material 1, reveal the words “make” and “do”. Ask ss to think about which noun does each verb collocate with.</p> <p>Ask one s to draw a line for each word. Group discussion about why two words might go together but the other verb+noun pairing doesn’t.</p> <p>Focus on the idea of a “collocation” / “chunk of language” being a set phrase. <i>Collocations are two or more words which are frequently found and grouped together.</i> Note to the learners that in English, “make” and “do” have quite different meanings, but in other languages they use the same word.</p>	To introduce the TL.	T-S S-T S-S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Controlled practice	<p>Upload Material 2.</p> <p>Ss work in pairs and match up all the collocations with “make or do”.</p> <p>Group feedback.</p> <p>Still in pairs, ask ss to brainstorm other business-related nouns which collocate with “make” and “do”. Half the groups should collocate words with “make”, the other half with “do”.</p> <p>Group feedback. Write ideas in a large brainstorm on the board. Highlight any incorrect collocations and allow the other ss to error correct these.</p>	To provide controlled practice of the TL.	S-S S-T
5 mins	Further controlled practice	<p>Upload Material 3.</p> <p>Ask ss to read through the examples and fill in the spaces with the correct verb in each case.</p> <p>Group feedback - ask one s to write an answer on the board for each question.</p>	To provide further controlled practice of the TL.	S-S T-S
10 mins	Written production	<p>Ask ss to write a 50-75 word piece of writing titled “My Job”. Ss should focus on:</p> <ul style="list-style-type: none"> - <i>What they do at work</i> - <i>What their responsibilities are</i> - <i>Correct use of “make” and “do” collocations.</i> 	To allow the ss to use the TL in a piece of writing related to their job and use the TL in a freer manner.	S-S

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Feedback and error correction	<p>Group feedback.</p> <p>Ss can either upload an image of their piece of writing, or they can read it aloud. As they listen, the other students should be listening for “make” and “do” collocations that were used. Try to listen to as many essays as possible, providing suitable feedback.</p> <p>Note down any errors and correct them at the very end.</p>	To consolidate ss’ knowledge of the TL and to correct any errors that may have occurred.	T-S S-T

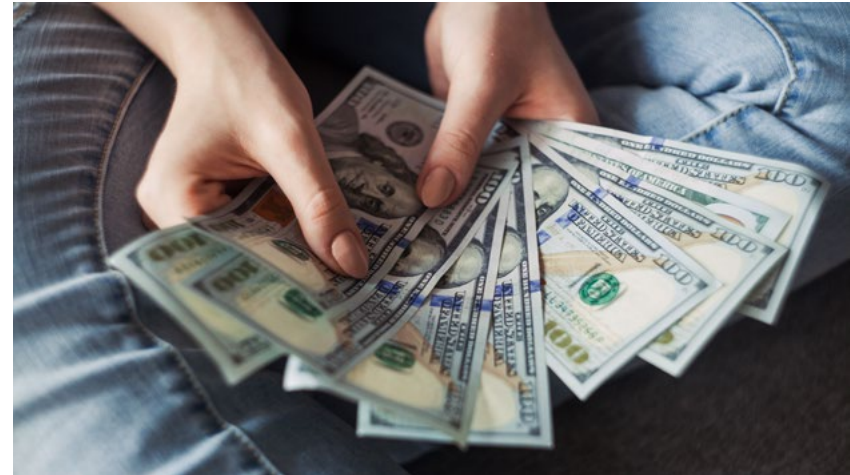


Make

Do



Course



Money



Material 2: Make & Do collocations

Make

Do

business

a deal

plans

a complaint

a decision

your job

a good job

a profit

a call

well

a presentation

work

a cup of tea



Material 3: Gap Fill Task

Make/do

1. I always need to _____ a good job.
 2. I _____ a cup of tea in the morning when I get to the office.
 3. I _____ a lot of decisions in my job.
 4. I _____ a call to my boss every morning.
 5. Before we start a project, we _____ plans.
 6. I am happy when we _____ a profit.
-

A2

Lesson 4 - Vocabulary: Collocations

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** Graphs
2. **Material 2:** Line graphs
3. **Material 3:** Describing line graphs
4. **Material 4:** Line graph trends task

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none"> 1. To learn vocabulary used to describe graphs and trends. 2. To practise writing short descriptions of graph trends.
Lesson structure	PPP
Level:	A2
Duration:	45 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none"> • Vocabulary related to line graphs and trends: <ul style="list-style-type: none"> ○ <i>Graph</i> ○ <i>Go up / go down</i> ○ <i>Increase / decrease</i> ○ <i>Line graph</i> ○ <i>Bar chart</i> ○ <i>Results</i> ○ <i>Bigger/ smaller</i> ○ <i>Trend</i> ○ <i>Sharply</i> ○ <i>Gradually</i> ○ <i>Trend</i>
Group size:	3-6

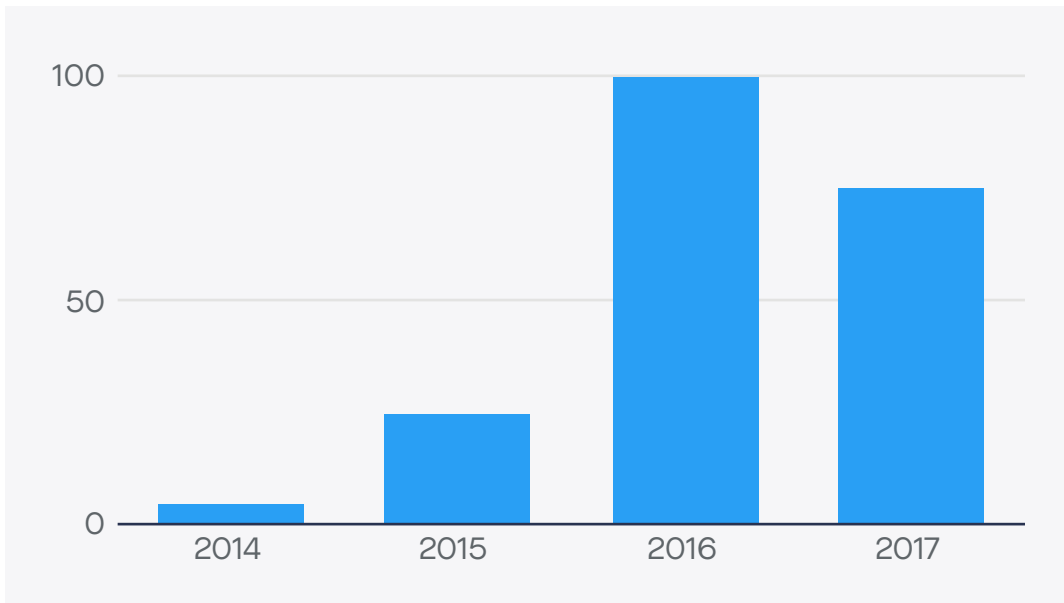
Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead in	<p>Upload Material 1.</p> <p>Elicit ideas and language from ss about the graphs. Write them up on the board as ss talk about them.</p> <p>Example answers: <i>Graph</i> <i>Go up / go down</i> <i>Increase / decrease</i> <i>Line graph</i> <i>Bar chart</i> <i>Results</i> <i>Bigger/ smaller</i> <i>Trend</i></p>	To introduce graphs and the TL to describe them.	T-S S-T
10 mins	Presentation of graphs and trends	<p>Upload Material 2.</p> <p>Ask ss to describe the two line graphs as well as they can. Guide the students to notice that one graph goes up quickly and one slowly. Key words: <i>Sharply</i> <i>Gradually</i> <i>Trend</i></p> <p>Ask the learners to brainstorm (by themselves) any other language related to graph trends.</p> <p>Elicit answers from the group.</p>	To provide further introduction of the TL and get ss thinking about other related language they already know.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Controlled practice of language for describing graphs	<p>Upload Material 3.</p> <p>Ask ss to match each graph to a piece of vocabulary below it. Ss can either do this on paper individually, or you could go around the class and ask each student to draw a line and match each graph to one piece of vocabulary.</p> <p>The T should assist if ss are unsure of any vocabulary. It is possible that there is more than one piece of suitable vocabulary per image.</p>	To provide controlled practice of the TL.	T-S S-T T-S
10 mins	Further controlled practice Free production	<p>Upload Material 4.</p> <p>As a group, ss read one sentence each and the other ss have to then draw a graph to illustrate it (either on paper or in the virtual classroom). Compare answers as a class.</p> <p>Continue until all 6 sentences have been read and as a class, you have 6 correct graphs.</p> <p>Ask ss to draw three graphs and write short, 20 word descriptions of their trends. This should be done individually on paper/ on the computer.</p> <p>When finished, ss should show their answers to a partner and they should provide each other with constructive feedback.</p> <p>Choose various ss to demonstrate their graphs and descriptions, correcting where required.</p>	To provide further practice of the TL. To provide ss with freer practice of the TL.	S-S S S-S

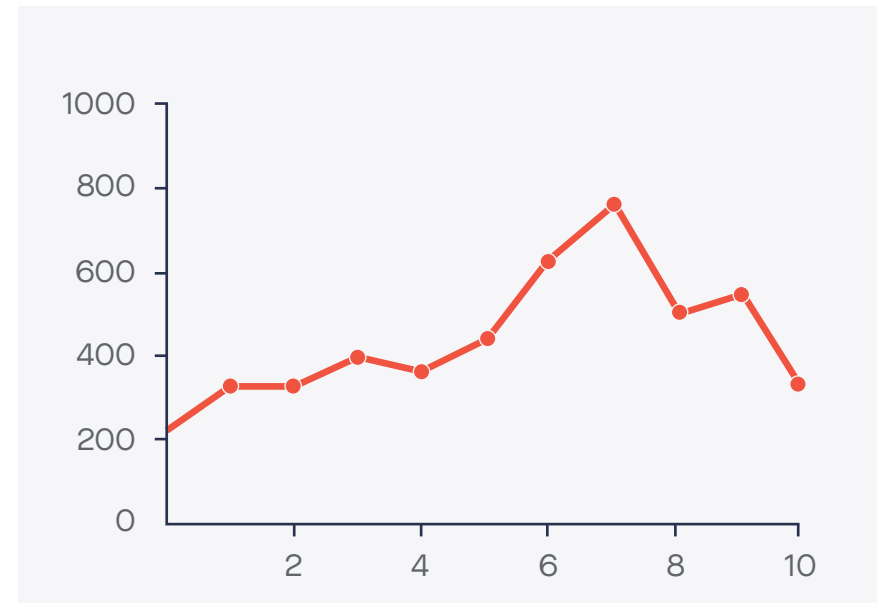
Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
<p>5-10 mins</p>	<p>Extension production task</p>	<p>One s leads the class, the rest write on one section of the virtual whiteboard. The s will be the “teacher” and describe a graph that the others need to draw on the page.</p> <p>The s could say, for example: <i>This graph starts at a high peak, drops slightly, remains steady then finishes.</i></p> <p>Swap the s around who is describing the graph trends to give as many people the chance to lead as possible.</p>	<p>To provide an extra filler activity in case the class is ahead of schedule</p>	<p>S-Ss</p>



Material 1: Bar chart & line graph examples



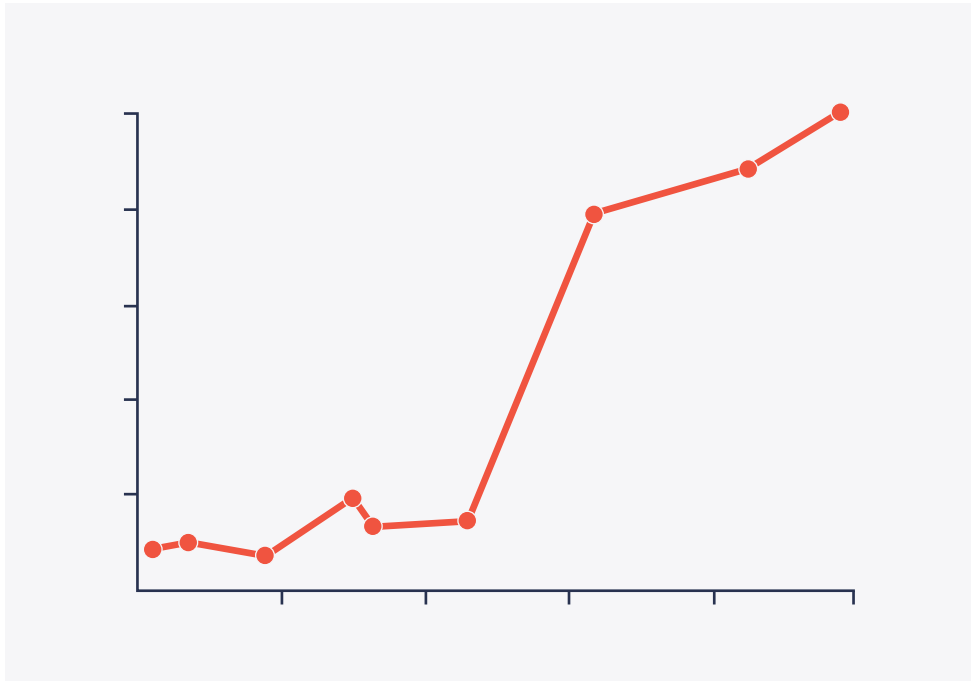
Bar Chart



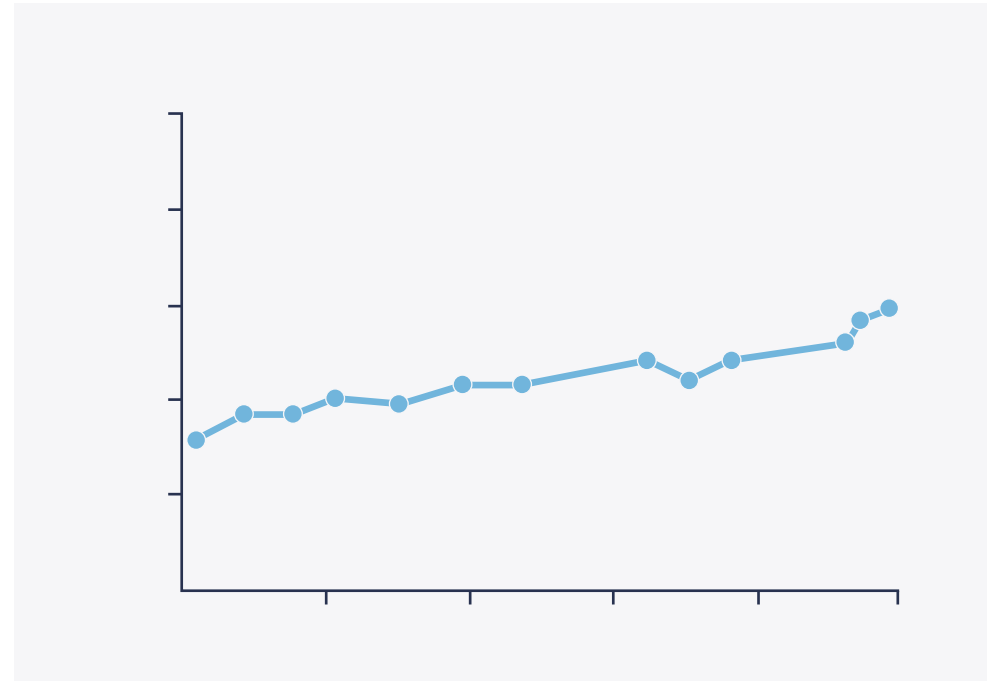
Line Graph



Material 2: Line graphs



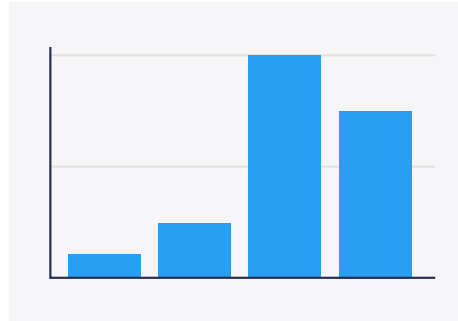
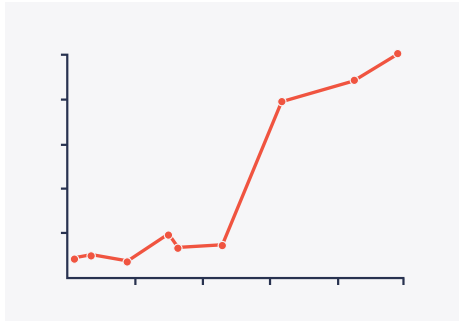
Business income from 2019-2020



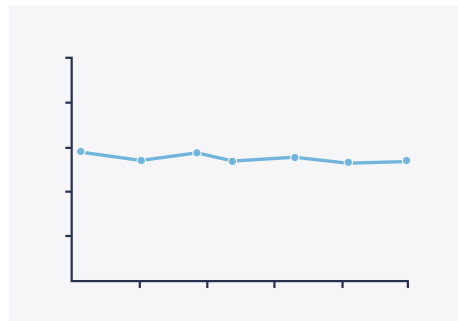
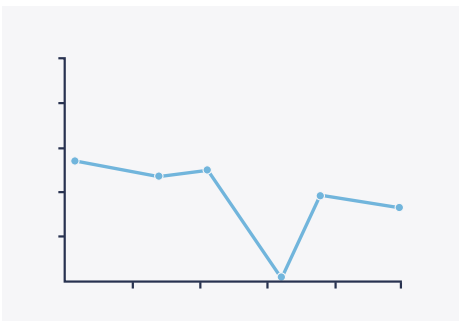
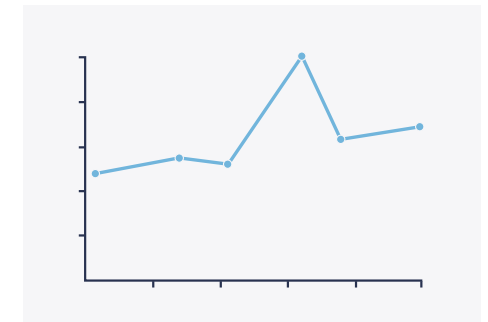
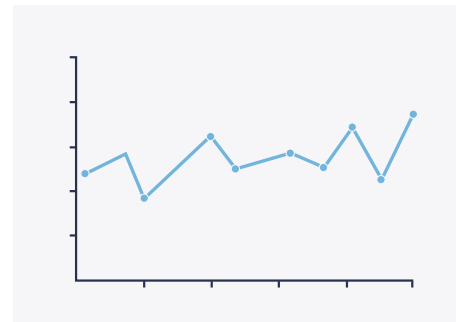
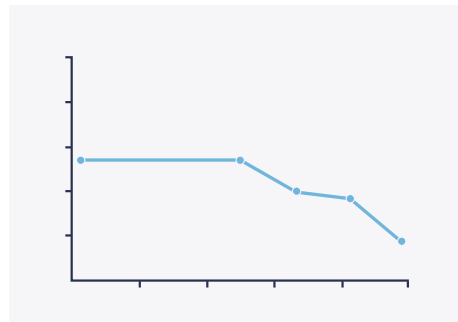
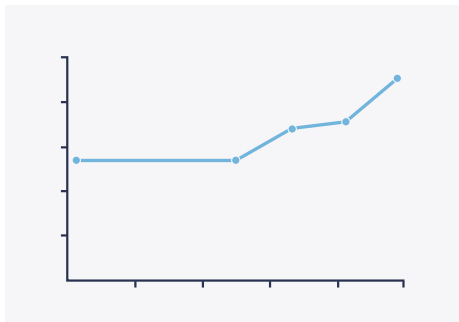
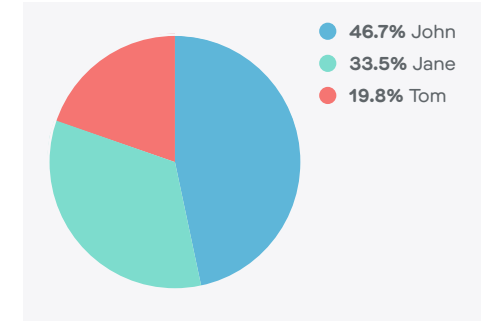
Business income from 2019-2020



Material 3: Describing graphs



Student	Study Time (Hours)	Grade
John	2	84
Jane	4	91
Tom	5	92



Bar Chart

Fluctuate

Increase/ rise

Remain steady

Pie Chart

Dip

Table Chart

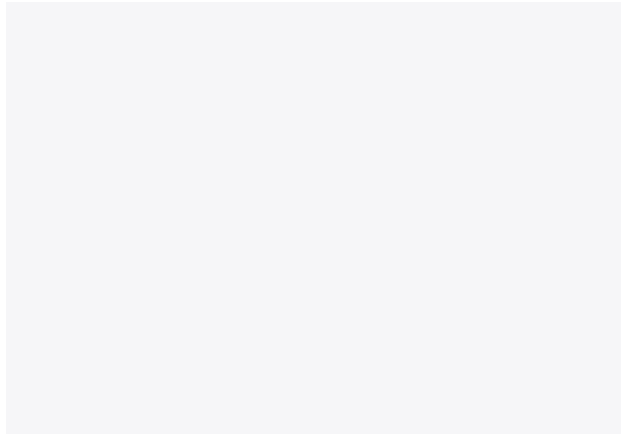
Peak

Line Graph

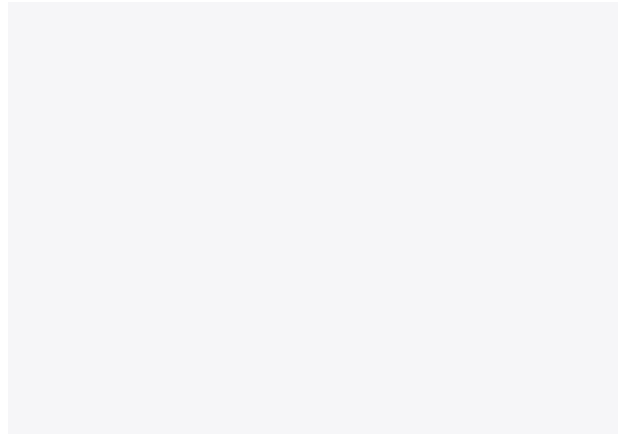
Decrease/ fall



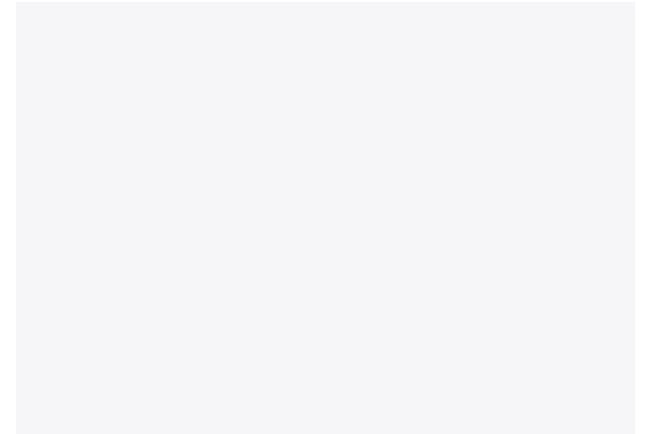
Material 4: Line graph trends task



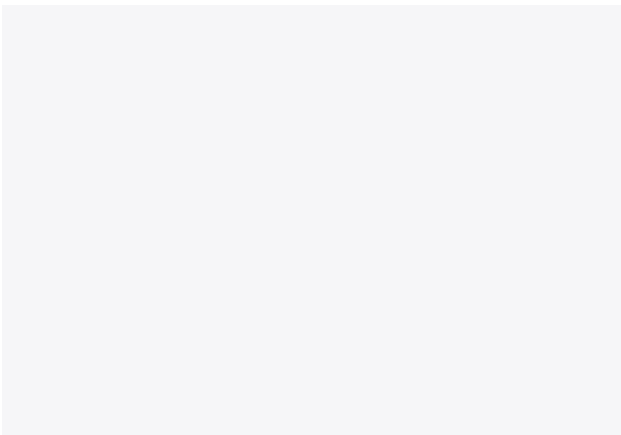
The overall trend of the graph increases, then it decreases and then finally it remains steady.



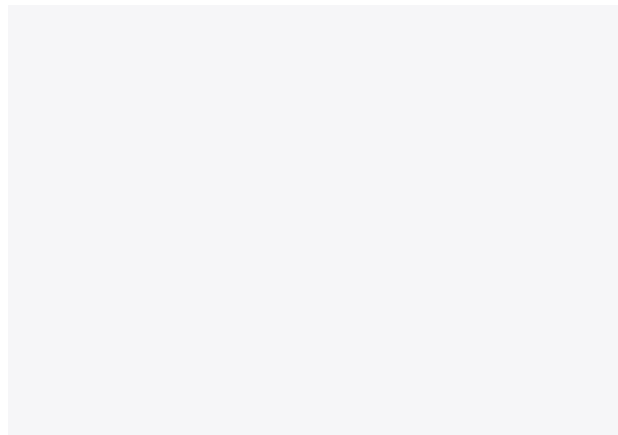
The overall trend of the graph falls, then it recovers, then it rises sharply.



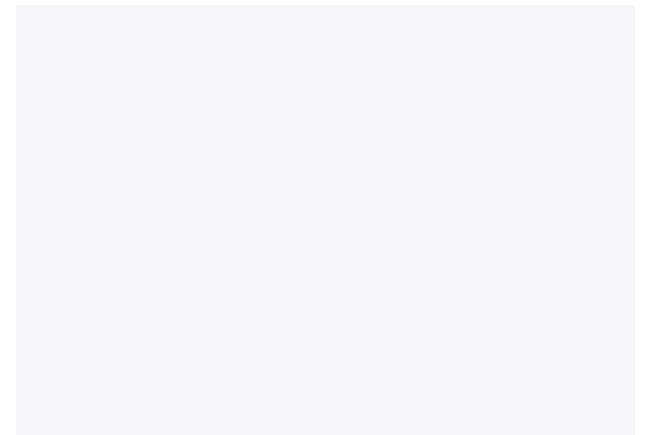
The overall trend of the graph remains steady for a long time then dips very low.



The overall trend of the graph fluctuates continuously.



The overall trend of the graph peaks very high very early then gradually decreases for the rest of the period.



The overall trend of the graph remains steady, fluctuates slightly then finally increases sharply.

A2 Lesson 5 - Writing: Email of Complaint for Ordering Online

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** Online shopping discussion questions
2. **Material 2:** The cycle of ordering online
3. **Material 3:** Example email
4. **Material 4:** Blank email template

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none">1. To learn language about ordering a product online.2. To write an email to complain about a delivery.
Lesson structure	Skills: Writing
Level:	A2
Duration:	60 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Vocabulary related to ordering products online<ul style="list-style-type: none">○ <i>Search for the product online</i>○ <i>Place an order</i>○ <i>Track the shipment</i>○ <i>Transport the order</i>○ <i>Deliver the order</i>○ <i>Email phrases for complaining</i>• Language to express dissatisfaction:<ul style="list-style-type: none">○ <i>I am very disappointed</i>○ <i>I am quite worried</i>
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5-10 mins	Lead in discussion questions.	<p>Write the following question on the board:</p> <p><i>Where can you buy goods online?</i></p> <p>Write answers from ss on the board.</p> <p>Upload Material 1.</p> <p>As a group, discuss the following questions:</p> <p><i>Do you ever do online shopping? How often?</i> <i>What do you buy online? Where from?</i> <i>What products are bought online for personal use and business?</i> <i>What are the advantages and disadvantages of buying products online?</i></p>	To activate schemata related to buying products online.	T-S S-T
10 mins	Pre-task language input	<p>Upload Material 2 - <i>*The teacher must cover the answers before showing the class*</i>.</p> <p>Put ss into breakout rooms in pairs. Ss must use images to talk about the cycle of ordering products online by using the visuals as prompts.</p> <p>After some discussion, ask one or two groups to demonstrate their discussion and write any useful language on the board.</p> <p>Reveal the example phrases for each stage below for ss to check their answers to:</p> <p><i>Search for the product online</i> <i>Place an order</i> <i>Track the shipment</i> <i>Transport the order</i> <i>Deliver the order</i></p> <p>Group feedback.</p>	To introduce phrases related to ordering a product online.	S-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Studying a model email	<p>Write the following question on the board:</p> <p><i>Q: What do you do if you order a product online and you are not happy with it?</i></p> <p><i>A: Email the company asking them to fix the problem.</i></p> <p>Ask ss:</p> <p><i>Why would you make a complaint about a product you bought?</i></p> <p>Group discussion, T writes ideas on the board.</p> <p>Upload Material 3 - *The teacher must cover the text before showing the class*</p> <p>Ss look through the model email that is complaining about an online purchase and fill in the gaps by using the phrases learnt from the previous stage of the lesson.</p> <p>Group feedback - reveal the answers as you go along. Other phrases may also be suitable. Elicit phrases used to show that the write isn't happy:</p> <p><i>I am very disappointed</i> <i>I am quite worried</i></p> <p>Extension: Elicit further information that could be added. E.g. <i>Contact details</i> <i>A booking number of the product</i> <i>A request for it to be refunded/ re-sent</i></p>	To provide a model email for ss to understand the structure, language, tone and register of the email.	T-S S-T S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
20 mins	Production task	<p>Upload Material 4.</p> <p>Write the following situation on the board:</p> <p><i>You ordered 10 new office computers but they didn't send the monitors. Send an email to the company explaining what's happened and ask them to fix this problem.</i></p> <p>Ask ss what their email should include and write the points up on the board: E.g. Structure:</p> <ul style="list-style-type: none"> • <i>Dear...</i> • <i>Explanation of the problem</i> • <i>Further details of the problem</i> • <i>A possible solution</i> • <i>Kind regards</i> <p>Language:</p> <ul style="list-style-type: none"> • <i>The five stages of ordering online</i> • <i>Language to show you are not happy</i> • <i>Neutral/ formal register</i> <p>Ss must use the TL and previous email template to write a short email (50-75 words) asking the company to fix their problem.</p>	To provide ss an opportunity to write their own email after learning the structure and language necessary.	T-S S-T S
10 mins	Consolidation task	<p>Group feedback</p> <p>Ask ss to read out their emails to the class. While listening, the other ss should think about:</p> <ul style="list-style-type: none"> • <i>Does the email use the TL correctly?</i> • <i>Is the email clear and has all the right information?</i> • <i>If you were the company, would you understand the problem?</i> • <i>How could they improve their email further?</i> 	To provide feedback on ss' emails and help them to improve further.	S-T S-S



Material 1: Online shopping habits



amazon



eBay™



Etsy



Alibaba.com™

Do you ever do online shopping? How often?

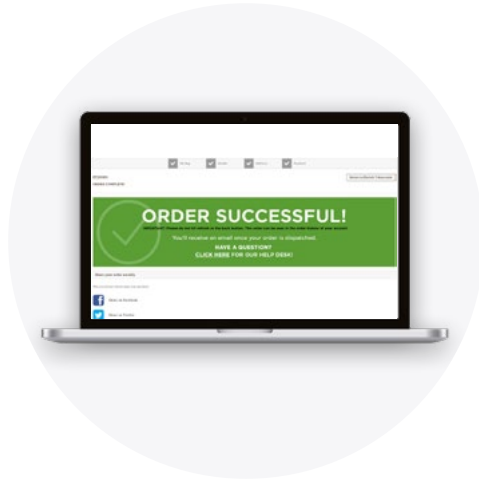
*What do you buy online?
Where from?*

What products are bought online for personal use and business?

What are the advantages and disadvantages of buying products online?



Material 2: The Online Purchasing Cycle





Material 3: Example gap-fill email

Dear Amazon Customer Services,

After _____ (searching for the product online), I _____ (placed an order) with you for a new laptop two weeks' ago on the 24th. As I have already paid for the laptop, I can _____ (track the shipment) and it says "out for delivery" but I haven't received the laptop yet and my delivery was due last week. I am very disappointed in the service so far from your company. When will you _____ (transport the order)? I am quite worried because I need to have this computer for my business trip next week so please could you _____ (deliver the order) as soon as possible.

Could you please help me with this problem?

Kind regards,

Joe Blake



Material 4: Blank email template

Dear _____ ,

Kind regards,

A2 B1 Lesson 6 - Grammar: 2nd Conditional in Business

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** The 2nd Conditional: Form
2. **Material 2:** The 2nd Conditional: Meaning & use
3. **Material 3:** Gap fill
4. **Material 4:** Complete the sentences

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher
S - Student
Ss - Students
TL - Target language

Lesson aim:	1. To understand the use of the 2nd conditional. 2. To use the second conditional in appropriate business context
Lesson structure	PPP
Level:	A2/B1 (Pre-Intermediate)
Duration:	45-60 minutes
Age of Learners:	Adults
Target Language:	2nd conditional structure: Positive: <i>If my company didn't pay enough tax, I would speak with the director.</i> <i>If + past tense + subject + would + verb (bare infinitive)</i> Negative: <i>If my company didn't pay enough tax, I wouldn't speak with the director.</i> <i>If + past tense + subject + would + not + verb (bare infinitive)</i> Interrogative: <i>If my company didn't pay enough tax, would you speak with the director?</i> <i>If + past tense + would + subject + verb (bare infinitive)?</i>
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead in	<p>Write the following discussion question on the board:</p> <p><i>If your company was making lots of money but you found out that they were not paying enough tax, what would you do?</i></p> <p>Group discussion. T guides the ss by giving them all the opportunity to speak, and writing any good language on the board.</p>	To introduce the TL through a question related to business.	T-S S-T
10 mins	Presentation: Form	<p>Write the following phrase on the board:</p> <p><i>If my company didn't pay enough tax, I would speak with the director.</i></p> <p>Elicit the structure (2nd conditional). Ask ss to highlight which parts of the sentence form the 2nd conditional:</p> <p><i>If my company didn't pay</i> enough tax, <i>I would speak</i> with the director.</p> <p>Ask ss to write down the form of the 2nd conditional and elicit the answer as a group, writing it up on the board.</p> <p><i>If + past tense + subject + would + verb (bare infinitive)</i></p> <p>Elicit negative and interrogative forms of the sentence above and write them on the board:</p> <p>Negative: <i>If my company didn't pay</i> enough tax, <i>I wouldn't speak</i> with the director. <i>If + past tense + subject + would + not + verb (bare infinitive)</i></p> <p>Interrogative: <i>If my company didn't pay</i> enough tax, <i>would you speak</i> with the director? <i>If + past tense + would + subject + verb (bare infinitive)?</i></p> <p>Upload Material 1 for ss to check their answers.</p>	To present the form of the grammatical structure.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Presentation: Meaning & Use	<p>Upload Material 2 - <i>*The teacher must cover the Uses section at the bottom of the page*</i>.</p> <p>Ask ss to read the two sentences and answer the questions in pairs.</p> <p>After a few minutes, elicit answers from the group.</p> <p>Ask the ss: <i>When we use the 2nd conditional, is the suggested outcome likely? (no)</i> <i>Is it possible at all? (sometimes, but very unlikely)</i></p> <p>Reveal the 2nd conditional uses section at the bottom of Material 2 for ss to check their answers.</p>	To present the meaning and use of the grammatical structure.	T-S S-T S
10 mins	Controlled practice: Gap fill	<p>Upload Material 3.</p> <p>Ss must fill in the gaps, making sure each sentence contains the correct form of the 2nd Conditional.</p> <p>Group feedback - Ask each s to write one sentence on the board correctly. If there are any errors, discuss as a class.</p>	To provide controlled practice of the TL and note its position and form.	S S-S
5 mins	Controlled practice: Meaning & use	<p>Share Material 4.</p> <p>Ask ss quickly to recap the meaning and use of the 2nd conditional by choosing the correct words to make the sentences true.</p> <p>Elicit answers from the ss.</p>	To provide further controlled practice of the TL and note its meaning and use.	S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Semi-free production	<p>Write the following 3 questions on the virtual whiteboard:</p> <ol style="list-style-type: none"> <i>If you had the chance to work in another country, which country would you choose?</i> <i>If there was an extra hour in your daily life, how would you spend it?</i> <i>If you had the chance to work from home permanently, would you do it?</i> <p>Ss must write their answers down on a piece of paper using the correct form of the 2nd conditional.</p> <p>As feedback, ask one s to ask the question to another s who then reads their answers. Correct any mistakes as a class.</p>	To provide ss the opportunity to use the TL in a freer, but not completely free, manner.	S S-S
5-10 mins	Production: Extension task	Have one s think of a new 2nd conditional question on the topic of "my job" and ask another s. That s answers correctly, then creates a new question for another s, and so on.	To provide a more free production and extension of the TL.	S-S



Material 1: The 2nd Conditional form

Positive:

If my company didn't pay enough tax, I would speak with the director.

If + past tense + subject + would + verb (bare infinitive)

Negative:

If my company didn't pay enough tax, I wouldn't speak with the director.

If + past tense + subject + would + not + verb (bare infinitive)

Interrogative:

If my company didn't pay enough tax, would you speak with the director?

If + past tense + would + subject + verb (bare infinitive)?



Material 2: The 2nd Conditional: Meaning & use

1. If I go on holiday, I will buy some new sunglasses.
2. If I went on holiday, I would buy some new sunglasses.



- Which sentence would I use if:
 - (a) I never go on holiday so it's very unlikely that I will buy any sunglasses..
 - (b) I go on holiday regularly so buying new sunglasses could be likely.

The 2nd Conditional is used to express:

- Things that will probably not happen - If I won the lottery, I would buy a Ferrari.
 - Impossible or hypothetical situations - If I were fluent in Japanese, I would start my own school.
-



Material 3: Gap-fill activity

If your boss _____ (ask) you to give their son a job, _____ _____ (you/hire) him?

If your coworker _____ (go) home 30 minutes early every day, _____ _____ (you/tell) your boss?

If your customer _____ (give) you an expensive watch, _____ _____ (you/accept) it?

If your colleague _____ (is) rude to a client, _____ _____ (you/ask) them to be more polite?

What _____ _____ (you/do) if you _____ (find) \$100 on the floor outside your work?

What _____ _____ (you/say) if you were _____ _____ (not/promoted), even though you worked really hard?



Material 4: Complete the sentences

We use the second conditional tense to talk about **real / imaginary** events in the **past / future**

We form the second conditional with **If + present tense / If + past tense**, would + **past tense / bare infinitive**

You **can / can't** put the “if clause” in the second part of the sentence.

B1

Lesson 7 - Vocabulary: Business Idioms (B1)

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** Idiom: To get be sacked
2. **Material 2:** Idiom match up
3. **Material 3:** Idiom meanings
4. **Material 4:** Example report
5. **Material 5:** Report writing guidance notes

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none"> 1. To understand the use of a range of business idioms 2. To use idiomatic language correctly in specific situation
Lesson structure	PPP (Guided Discovery)
Level:	B1
Duration:	60 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none"> • Business idioms <ul style="list-style-type: none"> ○ <i>To get the sack/ be sacked</i> ○ <i>Give the green light</i> ○ <i>Make ends meet</i> ○ <i>Sit on the fence</i> ○ <i>Get the ball rolling</i> ○ <i>(To go) back to the drawing board</i> ○ <i>Raise red flags</i> ○ <i>Up in the air</i> ○ <i>In the pipeline</i>
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead-in	<p>Upload Material 1.</p> <p>Ask ss to look at the image and try to guess what it means.</p> <p>Example questions to help ss: <i>What can you see?</i> <i>What do the pictures refer to?</i> <i>Can you make a phrase related to the image?</i> <i>Is it a literal phrase?</i></p> <p>Guide ss to the idiom “to get the sack/ to be sacked”.</p> <p>Elicit from the ss the meaning of idiom: <i>“A group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own”*</i> *https://dictionary.cambridge.org/dictionary/english/idiom</p> <p>Ask the class if they know any idioms, business or otherwise, and note them on the board.</p>	To introduce the idea of business idioms.	T-S S-T
10 mins	Presentation of business idioms.	<p>Upload Material 2.</p> <p>Ask the ss to match the start and end of the phrases together to create business-related idioms.</p> <p>Ask each student in turn to draw a line between the beginning and end of a phrase. If any are incorrect, get the class to help until the right answers are found.</p>	To get ss thinking about how idioms are constructed.	T-S S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Guided discovery	<p>Upload Material 3 - <i>*Only the idioms, keep the meanings covered*</i></p> <p>In pairs, ss should try to determine the meanings of the idioms in the previous part of the lesson.</p> <p><i>Give the green light</i> <i>Make ends meet</i> <i>Sit on the fence</i> <i>Get the ball rolling</i> <i>(To go) back to the drawing board</i> <i>Raise red flags</i> <i>Up in the air</i> <i>In the pipeline</i></p>	To encourage learners to discover the meanings of the idioms by themselves in a guided manner.	S-S
5 mins	Guided discovery continued	<p>Reveal all of Material 3.</p> <p>Ss need to work in pairs or small groups and match two pictures correctly to make the idioms. Ss need to discuss the meaning of each idiom together and match them up with the correct definition.</p> <p>Answers: <i>To allow something to happen/ begin (give the green light)</i> <i>In the process of being developed (in the pipeline)</i> <i>Not yet decided between two options (sit on the fence)</i> <i>To go back to the very beginning (back to the drawing board)</i> <i>Uncertain or not sure (up in the air)</i> <i>To get started (to get the ball rolling)</i> <i>To alert someone of a possible danger or trouble (raise red flags)</i> <i>To (just about) get by, financially (to make ends meet)</i></p> <p>Group feedback.</p>	To encourage learners to discover the meanings of the idioms by themselves in a guided manner.	S-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Controlled practice	<p>Upload Material 4 - <i>*The teacher should cover up the answers before the class begins*</i></p> <p>Ask ss to read through the report individually. The phrases in bold are sections which must be replaced by idioms learnt in the lesson. Ss should substitute all 8 idioms into the report.</p> <p>Group feedback. When ss get the correct idiom, reveal the answer next to the phrases in bold.</p>	To provide controlled practice of the TL by having ss see it in context.	S S-T
20 mins	Freer production	<p>Report writing</p> <p>Upload Material 5.</p> <p>Ask ss to write a report, similar to the previous exercise, using all 8 idioms learnt in the lesson. Ss must use the guidance notes to help them. The focus of the task is to be able to use the idioms correctly.</p>	To provide freer production of the TL using the structure they have already seen.	S
5 mins	Error correction	<p>Ask some ss to read out their reports and have the rest of the class check their use of idioms. Error correct where necessary.</p>	To provide the opportunity of correcting any mistakes and consolidating knowledge.	S S-T



Material 1: To get the sack



To get the sack/ To be sacked



Material 2: Match up activity

give

(to go) back

make

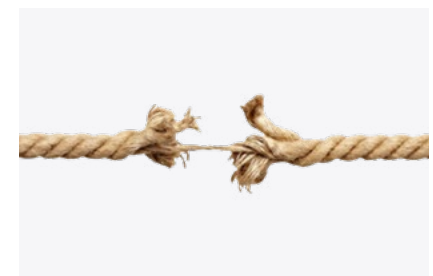
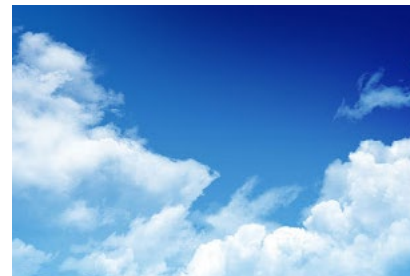
raise

sit

up in the

get

in the





Material 3: Idiom meanings



In the pipeline



Give the green light



Up in the air



Sit on the fence



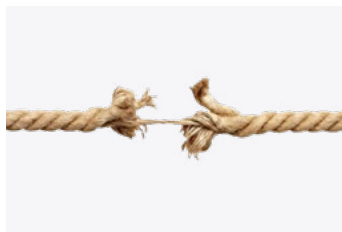
(To go) back to the drawing board



Get the ball rolling



Raise red flags



Make ends meet

To allow something to happen/ begin

In the process of being developed

Not yet decided between two options

To go back to the very beginning

Uncertain or not sure

To get started

To alert someone of a possible danger or trouble

To (just about) get by, financially



Material 4: Essay structure

Current Status Report - New Marketing Campaign

Wednesday 27th July

*After **not being able to decide about which way to go** (sitting on the fence) for several weeks, our manager, Michael, finally **gave permission to begin** (gave the green light) to move forward with the new marketing campaigns last Friday. Initially, we had some great ideas **being developed** (in the pipeline) for how to appeal to the younger customers, but some events occurred which **made us see a lot of potential problems** (raised a lot of red flags). To **get us started** (get the ball rolling), we have been working with the graphic design team to help us come up with good ideas and slogans. We were making really good progress until our manager suddenly quit yesterday due to personal reasons... We now have a new manager, Steve, who has completely different ideas to Michael on how to run this project so right now everything is **unsure** (up in the air) and we've had to **start again** (go back to the drawing board) completely! The company is already struggling to **make money and pay all their bills** (make ends meet), and with this 3-week delay, things are not going to get better any time soon!*



Material 5: A problem at work

Guidance notes:

Situation: **“A problem at work”**

100 words

Idioms can be in any order

If it is difficult to write a full report, ss can write 3 smaller paragraphs with two or three idioms in each.

B1

Lesson 8 - Vocabulary: Business Phrasal Verbs

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** Visual of a phone / computer
2. **Material 2:** Phrasal verb: cut off
3. **Material 3:** Phrasal verb listening text
4. **Material 4:** Phrasal verb match up
5. **Material 5:** Using phrasal verbs

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none">1. To understand the use of phrasal verbs when telephoning2. To be able to use and understand telephone phrasal verbs effectively
Lesson structure	PPP
Level:	B1
Duration:	60 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Vocabulary related to telephone language<ul style="list-style-type: none">○ A focus on phrasal verbs used on the telephone / internet calls
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead in	<p>Upload Material 1.</p> <p>Ask ss to describe what they can see in the picture.</p> <p>Ask ss to discuss the following questions:</p> <ul style="list-style-type: none"> • <i>How do you feel about speaking on the phone / over a conference call in English?</i> • <i>Discuss the advantages and disadvantages of speaking on the telephone in a business context compared to emailing. Reflect on your own personal experiences.</i> • <i>Talk about the biggest challenges making/ receiving a business call.</i> <p>Group discussion.</p>	To introduce the topic of the lesson through discussion.	T-S S-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Presentation of business phrasal verbs.	<p>Upload Material 2 - <i>*The T must cover up the possible meanings and examples of “cut off” at this stage*</i></p> <p>Ss look at the words “cut off” and discuss what it could mean. <i>Does it mean that something is “cut”?</i> <i>Does it mean that something is “off”?</i></p> <p>Elicit the idea of a phrasal verb from the ss. Explain that a phrasal verb is “<i>an expression which combines a verb with a preposition or adverb to produce a short phrase which has a different meaning to its separate parts</i>”[*] *https://dictionary.cambridge.org/dictionary/english/phrasal-verb</p> <p>Guide the ss 4 possible meanings of being “cut off” (then reveal them on the page): To suddenly stop being supported financially To end something abruptly To turn an electrical appliance off To interrupt someone from speaking</p> <p>Reveal the examples on the page and then ask ss to match the meanings to the examples.</p> <p>Group feedback.</p>	To introduce the business phrasal verbs.	T-S S-T
5 mins	Presentation: Guided brainstorm	<p>Ask ss to brainstorm any other business phrasal verbs that they know in English.</p> <p>Write them on the board, discussing their meanings and correcting where necessary. Try to elicit business-related phrasal verbs where possible.</p>	To get ss thinking about other phrasal verbs they may already know.	S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Controlled practice: listening & meanings	<p>Upload the pre-recorded voice clip of Material 3 - <i>*Note: The teacher must record themselves reading the text in Material 3 before the lesson and upload the sound clip to the virtual lesson. Alternatively, the teacher can read the text live to the class.*</i></p> <p>Ss must listen to the recording and note down any phrasal verbs they hear.</p> <p>Group feedback. Guide ss where necessary (answers below).</p> <p>Upload Material 4.</p> <p>In pairs, ss should match the phrasal verbs to their definitions.</p> <p>Answers <i>run (something) past (someone) - to present someone an idea which you want to get approval for</i> <i>cut off - to get disconnect e.g. on the phone</i> <i>dealing with - to handle a problem</i> <i>find out - to discover some information</i> <i>sign it off - to approve something officially</i> <i>(not) measuring up - not up to the required standard</i> <i>carry out - To perform or do something</i> <i>sort out - To organise or fix something</i></p> <p>Group feedback. Ask ss to draw lines from the phrasal verb to the definitions on the board.</p>	To improve listening for detail skills. To help ss discover the meaning of various business phrasal verbs.	T-S S-T
5 mins	Further controlled practice	<p>Upload Material 5 - <i>*Teacher must cover the phrasal verb and second sentence*</i></p> <p>Ask ss to look at the sentence and decide which phrasal verb from the lesson could be used. Elicit answers from the group and reveal the rest of the material.</p>	To provide further controlled practice of the TL	S-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Production Task	<p>Ask the ss to choose 5 phrasal verbs from the lesson and write one sentence for each with and without the phrasal verb.</p> <p>When finished, ask each s to read 1-2 sentences to the class without the phrasal verbs and have the rest of the class take turns to repeat the sentence but with an appropriate phrasal verb.</p> <p>Continue around the class until every s has read and answered at least one sentence (extend the task if there is time).</p>	To provide freer practice of TL	T-S S S-T
5 mins	Further production task	Ss work in pairs and create a role play dialogue using the phrasal verbs. Ss practice in their pairs before acting out the dialogue to the group.	To provide further freer practice of the TL.	S-S



Material 1: Images





"Cut off"

To suddenly stop being supported financially

To end something abruptly

To turn an electrical appliance off

To interrupt someone from speaking

*The phone call
was cut off
when I drove
through a
tunnel.*

*My friend
always cuts me
off when I am
speaking.*

*The TV cut off
when I was
watching it last
night, I don't
know what
happened.*

*Tom's dad
cut him off at
college, now he
has to get a job.*



Material 3: Idioms Table

This morning, Rosie the receptionist asked if she could **run** a new idea **past me** to help improve our telephone system so that customers wouldn't get **cut off** all the time. This was a great idea because it was a problem we've been **dealing with** for a long time. I said that I liked Rosie's idea but that I had to **find out** whether we could implement it from my boss, Sam, and get him to **sign it off** officially. Our old systems weren't **measuring up** at all so it was about time we did something to improve them. By the end of the afternoon, I got permission from Sam to **carry out** the changes in order to **sort out** the telephone problems once and for all. Great work, Rosie!



Material 4: Phrasal verb match up

Phrasal verbs

- run (something) past (someone)
- cut off
- dealing with
- find out
- sign it off
- (not) measuring up
- carry out
- sort out

Meanings

- to handle a problem
- to discover some information
- to present someone an idea which you want to get approval for
- to get disconnect e.g. on the phone
- To perform or do something
- To organise or fix something
- to approve something officially
- not up to the required standard



Material 5

I was speaking on the phone but then it suddenly stopped.

Phrasal verb: **cut off**

*I was speaking on the phone but we got **cut off**.*

B2 Lesson 9 - Reading: Working remotely

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** Working from home image
2. **Material 2:** Guess the word activity
3. **Material 3:** Reading article
4. **Material 4:** Questions for the reading article

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none">1. To develop reading for gist and reading for detail skills.2. To learn about and discuss the positive and negative aspects of working remotely from home.
Lesson structure	Skills - Reading
Level:	B2
Duration:	60 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Vocabulary related to working remotely from home:<ul style="list-style-type: none">○ productivity (n)○ close proximity (idiom)○ unstructured (adj)○ isolating (adj)○ well-equipped (adj)○ unplug (v - idiomatic)○ the latter (adj)○ embrace (v)
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Discussion lead in	<p>Upload Material 1.</p> <p>Ss must discuss the following questions as a class: <i>Have you ever worked from home?</i> <i>What are some of the benefits and drawbacks of working remotely from home?</i></p>	To introduce the main theme of the lesson.	T-S S-S
10 mins	Pre-reading task	<p>Upload Material 2.</p> <p>Ss must work on their own and match the phrases to their definitions.</p> <p>Group feedback.</p>	To pre-learn vocabulary from the reading task.	S S-T
5 mins	Reading for gist task 1: Title paragraph	<p>Upload Material 3.</p> <p>Ask the ss to quickly read the first two paragraphs then answer the following question: <i>According to the article, what are some of the possible difficulties faced by people who are working from home for the first time?</i></p> <p>Group feedback.</p>	To understand the topic of the text by reading the title paragraph.	T-S S-T
10 mins	Reading for gist task 2: Paragraph headings	<p>Still using Material 3, ask ss to quickly skim read the article and match the headings A-D with the paragraphs 1-4.</p> <p>Group feedback.</p>	To get a global understanding of the text.	S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
15 mins	Reading for detail task	<p>Upload Material 4.</p> <p>Ask ss to read the article again and answer the questions. Note: The text is quite large so the teacher must either:</p> <ul style="list-style-type: none"> • <i>Find a suitable space on the page for the questions</i> • <i>Write the questions in the chat box</i> • <i>Send the questions to the students to open themselves</i> <p>Ask ss to work individually and answer the questions based on the text.</p> <p>Group feedback - go round the class and ask each s to provide an answer. Discuss any incorrect answers together.</p>	To read for detail and understand the text in a greater depth.	S S-T
10 mins	Consolidation Task	<p>In pairs, ask ss to discuss the advice provided in the article and say:</p> <ul style="list-style-type: none"> • <i>Do you agree/ disagree with any of the advice? Why?</i> • <i>What further advice could you give people to work from home successfully?</i> • <i>Do you think that working from home will be a permanent option from now on for many people?</i> • <i>Will you be working from home in the future?</i> <p>Listen to some ideas from each pair and discuss as a group.</p>	To consolidate the lesson through related discussion.	S-S



Material 1: Working remotely



What are some of the benefits and drawbacks of working remotely from home?



Material 2: Guess the word activity

- | | |
|----------------------------|---|
| 1. productivity (n) | A. Without structure or organisation. |
| 2. close proximity (idiom) | B. To have enough equipment. |
| 3. unstructured (adj) | C. The rate at which goods, processes or services can be completed. |
| 4. isolating (adj) | D. The second of two things discussed. |
| 5. well-equipped (adj) | E. To cause isolation (being without others, alone). |
| 6. unplug (v - idiomatic) | F. Close to something. |
| 7. the latter (adj) | G. To take, receive or accept an idea. |
| 8. embrace (v) | H. To unwind or relax. |

Answers: 1:C 2:F 3:A 4:E 5:B 6:H 7:D 8:G



Material 3: Remote working

Remote working the right way

*Adapted from <https://www.bbc.com/worklife/article/20200312-coronavirus-covid-19-update-work-from-home-in-a-pandemic>

Everything is done via the internet these days; whether it's ordering a new pair of shoes, using your credit card in the shop or conference calling your office in New York. 2020 was the year that working remotely from home became standard practice for so many companies around the world. From huge multinational companies such as Google, Microsoft, Twitter and Apple right through to the three-person office above the supermarket on your high street: millions of people around the world have set their offices up at home.

Some employees will be working from home for the first time so they will have to learn a new set of skills such as figuring out how to stay on task in a new environment, setting clear goals and boundaries and maintaining **productivity**. But there are ways to deliver results and avoid going stir-crazy; from setting up a good workspace to the way you talk to your team.

1.

The key to working from home is clear communication with your boss – and knowing exactly what's expected of you.

Most people spend their days in **close proximity** to their boss, meaning communication is easy and effortless. But that's all out the window with remote work, and communication breakdown is even more likely if your workplace isn't used to remote working. Your manager might not be used to managing people virtually, for example, or your company might not have a ready-to-go suite of tools for remote workers, like the chat app Slack or video conferencing app Zoom.

But even for those accustomed to it, working from home can feel **unstructured** and **isolating**. Many people suffer from being physically cut off from their co-workers and appropriate steps need to be taken in order to reduce these negative feelings.

"Out of sight, out of mind can be a real problem for remote workers," says Sara Sutton, CEO and founder of FlexJobs, a remote job listing site. "The very best remote workers will reach out to co-workers and managers regularly" through a variety of tools.

2.

Working from home doesn't have to mean that you let your personal standards slip. For example, just because you can lounge around in your pyjamas doesn't mean you actually should. "Take a shower and get dressed. Treat it like a real job," says Barbara Larson, a professor of management at Northeastern University in Boston who studies remote working.

If you don't have a home office, do as much as you can to create a professional area in your home which is dedicated to your work. "Not having a **well-equipped** home office space when [people] begin remote working can cause a temporary decrease in productivity," Sutton explains. She says double monitors and a wireless keyboard and mouse make her more productive at home.

This also serves as an important signal to those who live with you that you're 'at work'. "Create boundaries within your home that your family members understand: "When the door is closed, pretend I'm not there," says Kristen Shockley, an associate professor of psychology at the University of Georgia.

Yet it's also important to bookend your day. Many people find that they have an inability to **unplug** after work. If you can't commute or enter and leave a physical office, which provides clearer boundaries to the workday, Shockley suggests "psychological segues" that can help put you in the right mind set: like a 20-minute coffee in the morning and then exercise right after work to open and close the day.

3.

Still, even with these tools, the enforced and abrupt nature of the transition from an office to a home environment could leave some struggling to get accustomed to the change.

Nicholas Bloom, a professor of economics at Stanford University in California who's given TED Talks about remote work, says there are two types of working from home: short-term or occasional work from home, and permanent or full-time work from home. "It is kind of like comparing light exercise to marathon training," he says. **The latter** used to be rare, but in the current climate more and more people have been forced into working from home against their will.

Prolonged isolation could also potentially impact on morale and productivity. That's why Larson suggests teams try to sustain a semblance of normalcy and camaraderie in unconventional ways, like virtual pizza parties or remote happy hours where people dial in and share a cocktail on Slack or Skype.

"It's a good way to bond – it's kind of weird, but everyone's feeling weird, so it's fun," Larson says, describing the "we're all in this together" mentality. "It adds a little bit of levity and lightness to the otherwise difficult environment."

4.

Overall, whether you are working from home due to a carefully planned life choice, or whether you've been thrust into that position due to circumstances beyond your control it's important to **embrace** the change and take steps to ensure that your physical and mental well-being are taken care of.



Material 4: Questions & answers

Questions:

1. What is the key to working from home?
2. What can workers do to minimise feeling isolated and having a lack of structure whilst working remotely from home?
3. What can you do to improve your home working environment if you don't have space for an office?
4. Does having more equipment make any difference?
5. Why are boundaries important when working from home?
6. How can you start and end your day to psychologically help you get in and out of the "at work" mindset?
7. Which two types of "working from home" are mentioned? How has the shift between the two changed?
8. How could extended periods of isolation affect workers?
9. What can you do to increase morale and retain some level of "normality" when being forced to work from home?

Answers:

1. Clear communication with your boss
2. Reaching out to co-workers and managers regularly through a variety of tools.
3. a.) If you don't have a home office, do as much as you can to create a professional area in your home which is dedicated to your work.
b.) Yes - You can become less productive without a well-equipped office (e.g. double monitors and a wireless keyboard and mouse).
4. They are a signal to others that you're "at work" and will help you become less distracted and more productive.
5. Create little events such as having a coffee at the start of the day or exercising at the end of the day.
6. Short-term or occasional, permanent or full-time. Recently, full-time working from home has become much more prevalent.
7. It could impact their morale and productivity.
8. Keep up the team spirit - have parties, birthday celebrations, remote happy hours, bonding sessions as you would do over a coffee at work.

B2 Lesson 10 - Listening & Speaking: The Pitch

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are computer literate

Materials

1. **Material 1:** Text from Dragon's Den
2. **Material 2:** Do's and Don'ts table
3. **Material 3:** The pitch: A brief

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

Lesson aim:	<ol style="list-style-type: none">1. To understand how to give a pitch2. To deliver a pitch
Lesson structure	Skills: Speaking
Level:	B2
Duration:	75 minutes
Age of Learners:	Adults
Target Language:	<ul style="list-style-type: none">• Phrases related to delivering a pitch:<ul style="list-style-type: none">○ <i>We are convinced.....</i>○ <i>You will be blown away.....</i>○ <i>A bargain.....</i>○ <i>Don't miss this opportunity</i>○ <i>Unique</i>○ <i>You can't live without it</i>○ <i>A rare opportunity</i>○ <i>*Any superlatives</i>
Group size:	3-6

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Lead-in	<p>Write “The Pitch” in the middle of the board in large letters.</p> <p>Group discussion: <i>What does it mean?</i> <i>Have you ever been involved in one?</i> <i>How can you make a good pitch?</i> <i>What makes a bad pitch?</i></p>	To introduce the idea of a “pitch”.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Listening activity: The pitch	<p>Upload Material 1.</p> <p>Tell the ss they are going to watch two short pitches from a British TV show called “The Dragon’s Den”. This is a show in which people come and pitch their business ideas to a group of 5 successful “dragons” (business people). If the dragons like the pitch, they may offer investment for a percentage share of the company.</p> <p>Show the first video until 0:15: https://www.youtube.com/watch?v=spjM3LX4400</p> <p>Discuss:</p> <ul style="list-style-type: none"> • <i>What is his business?</i> • <i>How much investment does he want?</i> • <i>How much of his business (equity stake) will he sell for this investment?</i> • <i>Do you think this will be a successful pitch? Why? Why not?</i> <p>Play the video from 0:15-0:20 and ask ss:</p> <ul style="list-style-type: none"> • <i>Do you think his business will be worth £15 million?</i> <p>Play the second video until 0:38: https://www.youtube.com/watch?v=Odx8NV6dXOQ</p> <p>Discuss:</p> <ul style="list-style-type: none"> • <i>What is his business?</i> • <i>How much investment does he want?</i> • <i>How much of his business (equity stake) will he sell for this investment?</i> • <i>Do you think this will be a successful pitch? Why? Why not?</i> 	To give ss examples of a good and bad opening pitch.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Listening activity: The bad pitch	<p>Ask the ss: <i>Which business pitch do you think will get investment and which will not? Why?</i></p> <p>Play the first video again from 0:20-3:18 and ask the ss to make notes as to why it is a bad pitch that will not get any investment. Could he have done anything differently to secure investment? E.g.</p> <ul style="list-style-type: none"> • <i>He is overconfident</i> • <i>He argues with the dragons</i> • <i>His estimates market share is not accurate</i> • <i>He values his company far higher than it should be worth</i> • <i>He might have received investment from Deborah Meaden if he had produced a sensible company valuation.</i> <p>Group feedback.</p>	To highlight examples of bad practice in a pitch.	T-S S-T
5 mins	Listening activity: The good pitch	<p>Tell the ss they are going to watch the second video about the Reggae Reggae sauce. Play the second video from 0:38-2:08 and while watching, ask ss to think about the following questions:</p> <ul style="list-style-type: none"> • <i>Why do you think he will be more successful than the last businessman?</i> • <i>Why is his new sauce attractive to the dragons? How does he explain this?</i> • <i>Has he already had any success in selling his sauce?</i> • <i>What is his attitude like?</i> <p>Group feedback. Tell the ss they will watch the rest of the pitch at the end of the lesson.</p>	To highlight examples of bad practice in a pitch.	T-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
5 mins	Listening activity: The good pitch	<p>Based on the videos of a good pitch and a bad pitch they've just seen, split the ss into pairs and ask them to note down 3 do's and 3 don'ts for making a successful pitch.</p> <p>Group feedback. T writes ideas up on the board.</p> <p>Upload Material 2. Ss can look at the ideas presented and compare them to their own, discussing any differences.</p>	To highlight examples of bad practice in a pitch.	T-S S-T
10 mins	Strategy and idea generation	<p>Based on the videos of a good pitch and a bad pitch they've just seen, split the ss into pairs and ask them to note down 3 do's and 3 don'ts for making a successful pitch.</p> <p>Group feedback. T writes ideas up on the board.</p> <p>Upload Material 2. Ss can look at the ideas presented and compare them to their own, discussing any differences.</p>	To consolidate good and bad practises in a pitch.	S S-T
10 mins	Language development	<p>Ask ss to work in pairs and brainstorm key language needed for delivering an effective pitch. When finished, share ideas with the class by writing on the virtual whiteboard.</p> <p>Example language: <i>We are convinced.....</i> <i>You will be blown away.....</i> <i>A bargain.....</i> <i>Don't miss this opportunity</i> <i>Unique</i> <i>You can't live without it</i> <i>A rare opportunity</i> <i>*Any superlatives</i></p>	To develop useful language that can be used in a good pitch.	S-S S-T

Timing (mins)	Stage Name	Procedure	Stage Aim	Interaction
10 mins	Planning: The pitch	<p>Upload Material 3.</p> <p>Ask ss to read the brief for delivering a pitch and prepare their ideas by making notes and discussing them together.</p>	To introduce ss to the production task and give them time to plan their ideas.	S-S
15 mins	Production: The pitch	<p>Ask ss to deliver their pitches. The class will be the “dragons” and will listen to their ideas and comment on how successful their pitches were at the end. Once each pitch is finished, the other ss may ask one or two questions.</p> <p>At the end, vote for which pitch should get investment and why.</p>	To give ss the opportunity to freely pitch their idea using the TL and methods of good practice learnt.	S-S
10 mins	Consolidation	If time, play the rest of the Reggae Reggae Sauce video clip to see how Levi Roots got his investment and started his amazing career.	To consolidate the lesson by watching the end of a successful pitch.	S



Material 1: Dragons Den



RULE 1: THE PITCH

Entrepreneurs must start the meeting by stating their name, the name of the business, the amount of money they are pitching for and the percentage of equity they are willing to give away in their company.

They must follow this with a pitch of up to three minutes. If it exceeds three minutes, the Dragons can stop entrepreneurs at any point but they cannot interrupt the initial pitch.



Do

- Have confidence and charisma
- Be polite and listen to any advice
- Explain what your idea is clearly and without confusion
- Use powerful language such as “I firmly believe” and “I am convinced that”
- Use positive, friendly language in a neutral/ formal register

Don't

- Be overconfident or rude
- Make your idea sound confusing or exaggerated
- Be defensive and argumentative when asked questions
- Lie or “bend the truth” about the product, its cost, timelines and so on
- Use language which sounds aggressive, or an informal register as it's inappropriate



Material 3: The Pitch

Brief

Work in pairs and come up with a new product. You must deliver a pitch for your product and convince the Dragons to buy it. Your pitch must be no longer than two minutes long. Think about:

- The product you want to pitch (keep it simple)
- How you will discuss the details of the pitch (amount of investment, equity percentage you will give away etc.)
- The language you will use to “sell” your pitch