



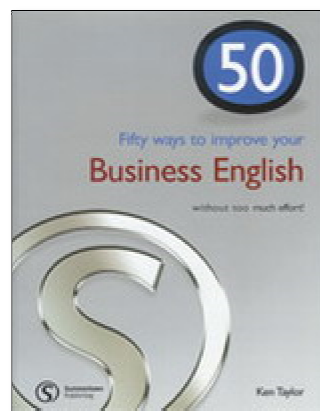
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50 WAYS TO IMPROVE YOUR BUSINESS ENGLISH LESSON PLANS



Lesson 1 Networking and Socializing: Introductions and Small Talk

Materials	Textbook units 1-5		
Stage	Inter-action	Procedure	Approx Time
Icebreaker	S-S	Ss introduce themselves to each other. Ask Ss to find out something interesting about each person they talk to and to remember the opening line their partner uses.	15
	T-Ss	Elicit some interesting things about some Ss and some sample opening lines.	
Presentation of the greetings	T-Ss	Ask a student to introduce another student to you. Respond with one of the 5 greetings in the book. Ask another student to do the same and tell the class to listen for the difference. Respond using another of the 5 greetings. Continue for all 5. Ask Ss why the different greetings might be used and how you should respond to these greeting. Ask Ss to read pages 2 – 3. Get some feedback on the question above.	10
Preparation for introductions	S	S read Unit 1 in the book.	15
	S-S	Put Ss in pairs and tell them they will be introducing each other to other Ss in the class. They work together and think of one formal situation and one informal and also the scenario (i.e., where the introduction happens). Examples: friend at a party, CEO at board meeting. Let them know they can also use the locations named in the book, such as Sweden or Germany.	
Practice of introductions	S-S / S-S	Pairs mingle with other pairs. One student from each pair introduces his/her partner to the other pair, but first explaining the scenario. The other pair has to respond with the appropriate greeting and then say their name. After each pair has introduced one member to the other pair, they switch pairs and, with the new pair, the other student sets the other scenario and does the corresponding introduction. Ss continue this pattern with other pairs.	15
Reading and preparation for role play	S	Ss read Unit 2.	15
	S-S-S	In groups of 3, Ss come up with 6 business-related scenarios where people would meet for the first time (e.g., NY manager meeting DC manager at head office in DC). For each scenario, they discuss possible W questions they could ask.	
Role play	S-S-S	In threes, Ss do role play starting with one of the scenarios. One S serves as the judge and the other two pretend that they've just met. They keep the conversation going by asking questions back and forth, like a tennis match. The judge writes down all the W question words beforehand. Each time one of the speakers asks the other a question he/she gets a point. The judge also crosses off the W words as they get used. The conversation ends when all have been used. Judge lets them know the score and the Ss switch roles and scenarios	20

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Stage	Inter-action	Procedure	Approx Time
Preparation for role play 2	S-S T-Ss S-S	Ss read Unit 3 and think of answers for the exercise. Elicit some answers. In pairs, Ss think of other types of personal info that they could find out about someone and write sentences for indirect ways that they could do it. Then they think of interests and ways to drop hints, writing sentences for those also. Elicit some of the sentences and write them on the board, correcting or remodeling as needed. Each S writes a profile for the role play. The profile should contain personal info and interests.	25
Role play 2	S-S	In pairs, Ss have a conversation starting from the introduction. They try to include W questions and also to drop hints about their interests. Each S tries to use indirect ways to find out the other's info.	15
Brainstorming	S-S-S	In small groups, Ss brainstorm non-verbal ways to appear friendly and interested in another person during a conversation. Elicit their ideas and get them on the board.	15
Reading	S T-Ss	Ss read Unit 4 to see how many they thought of. Ask them what they got and what they missed. Then ask them to close their books and ask why each of the aspects of SOFTEN is important. Make notes on the board for each aspect and then ask them to read the unit again to see if they've missed anything.	10
Role play	S-S-S	Two Ss do a role play starting from introductions and once they have done all aspects of SOFTEN, one S "switches off" the SOFTEN approach as it says in the book. A third S watches the role play and then gives the Ss the feedback afterwards. Ss switch roles and repeat.	20
Reading	S S-S	Ss read Unit 5. In pairs, Ss test each other to see how many of the ways to improve their English they can remember. One S closes their book and tries to name them all. The other has the book open and gives clues for the one the other S missed.	10
Brainstorming	S-S-S-S	In groups Ss look at the ideas mentioned in the book and brainstorm specific ways to do them (e.g., where to find international events or organizations to join) or they come up with alternatives, e.g., weekend outings/trips rather than holidays. Elicit some of their ideas.	15

Lesson 1 Networking and Socializing: Introductions and Small Talk

Stage	Inter-action	Procedure	Approx Time
Writing action plans	S	Ss write their "action plan" - ways that they are going to improve their English using some of the ideas mentioned.	15
Feedback (extra activity)	T-Ss	Have some Ss read their action plans and comment on them or elicit comments from Ss.	

Lesson 5 Using Conditionals

Materials	Textbook units 13 Strips of paper Sheets of paper		
Stage	Inter-action	Procedure	Approx Time
Warmer	S-S	<p>In pairs, Ss take a piece of paper and write 4 (or 6) of questions to ask other Ss. Tell them that all the questions must start with "If" but they can be about anything.</p> <p>Ask the pairs to split the pile of papers in half so each student has 2 (or 3) questions. Tell them to mingle and ask the questions of everyone in the class and that they should report to their partner afterward on the answers they got. It can be a general statement about everyone or some individual answers that might have been interesting.</p> <p>Put Ss back in pairs, tell them to tell their partner about the answers they got. Then choose a few Ss and ask them for a question their partner asked and a statement about the responses.</p>	15
Writing	S	Hand out strips of papers to Ss. Ask each student to imagine that they were negotiating something and they reached a place in the negotiating where it seemed that a tradeoff was appropriate with each side conceding something. Ask them to write a sentence they would use and to start it with "If",	10
Grammar Presentation	T-Ss	<p>Collect the strips of paper and put them in two piles, those with errors and those without. You can choose to include all errors, not just those with 1st conditional structure.</p> <p>Choose two or three of the sentences with correct 1st conditional structure and write them on the board. Ask Ss to discuss with a partner the structure of the conditional sentences. Elicit the forms used and also the meaning.</p>	10
Practice of 1 st conditionals	S-S-S	<p>If there are enough strips with errors to allow for at least one per each group of three Ss, ask the Ss to correct them. Put them in groups of three and tell each group to come up and take a strip, discuss what is wrong, then confirm with you how it should be corrected. If they have found and corrected the problem, tell them to write it on the board with their initials beside it. Then they can take another strip and do the same. Tell them if it's too difficult to correct they can take another strip. When Ss are finished this, correct any they weren't about to correct and get them to explain the corrections they made on the board. Then have each group count up how many they corrected to determine a winner.</p> <p>If there weren't enough incorrect sentences to do the above activity, simply choose a few incorrect ones and write them on the board yourself. Then elicit the corrections from Ss</p>	10 - 25

Lesson 5 Using Conditionals

Stage	Inter-action	Procedure	Approx Time
Practice and preparation for role play	S	Ask Ss to read Unit 13 in their books but only to the end of # 1, which is about 1 st conditionals.	15
	S-S-S	Put Ss in groups of three (or four) and have them think of a business situation which would require negotiating. Give each group 4-6 strips of paper and have them write 4 – 6 1 st conditional sentences which could be used in the situation.	
Role play	S-S-S	<p>Groups put their sentences on the desk then role play their situation. They have to use all the conditional sentences in the role play and they should also try to use some that weren't scripted.</p> <p>While Ss are doing this, monitor and look for any incorrect conditional sentences on the strips. Make note of groups that have them and go around and ask them to correct them (with hints) after this role play.</p> <p>Have each group give their strips to another group and explain their situation.</p> <p>Repeat the role play and afterwards have the groups switch papers again.</p>	20
2 nd and 3 rd conditionals		Repeat the above procedure (without the warmer) for the 2 nd and 3 rd conditionals. Do the two conditionals together. For the stage where Ss have to write examples on strips, get them to write both conditionals on the strip. For the 2 nd , tell them to write a sentence with "If" for a situation which is hypothetical and for the 3 rd , ask them to write an "If" sentence for a mistake that someone made in the past.	80
Writing scripts	S-S-S	Put Ss in groups of three (or four) and have each group think of a business situation where all three conditionals might be used. They will have to write a script for a role play and include at least two (or more, if you'd like) examples of each conditional but specify that the total number of conditionals must be eight (or more) so that they have to write more than two of at least one. Tell them that all Ss in each group will have to write a copy of the script simultaneously. But before they do that, tell them to write just one summary of the situation on top of one of the scripts. The reason is that they will be giving their scripts to other groups to perform.	25
Practice of scripts	S-S-S	Ss give their scripts to other groups. Each group chooses their parts and practices the role play with the scripts.	10
Extra activity	S-S-S	<p>Groups do their role plays in front of the class. Ss who are watching have to count the number of each conditional that they used.</p> <p>Elicit the numbers after each performance</p>	