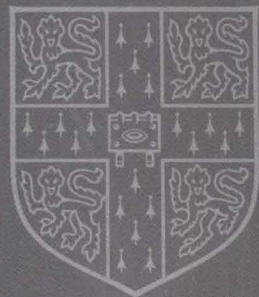


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剑桥标准商务英语教程

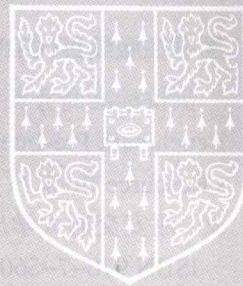
初级·教师用书

▣ Norman Whitby

Business
BENCHMARK



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初级·教师用书
Norman Whitby



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Introduction

Who this course is for

Business Benchmark Pre-Intermediate to Intermediate/Preliminary is designed as an interesting and stimulating course in Business English for pre-intermediate to intermediate students (Common European Framework level B1). It is suitable for people already working in business and pre-service students (people who are intending to work in business).

The course provides the necessary practical writing, reading, speaking and listening skills for people who will need English in a business environment. It builds up students' knowledge of essential business vocabulary and grammar in 24 short units designed to take a maximum of three hours' classroom time each.

For students who require a Business English qualification, the course provides students with a thorough preparation for the Business English Certificate (BEC) Preliminary level or the Business Language Testing Service (BULATS) test. It also includes **one complete exam** for BEC Preliminary supplied by **Cambridge ESOL**.

What the course contains

The Student's Book

The Student's Book contains:

- **24 topic- or skills-based units** designed to cover a wide range of the main topic and skills areas required by people working in modern business. The units are organised in 'clusters' of four, each cluster covering a broad topic area.

The units contain:

- **discussion and role-play activities** designed to build up essential business speaking skills such as those required for meetings, conferences and telephoning
- step-by-step work on writing skills in order to be able to write **emails, memos, faxes, letters and reports**
- a large number of authentic business articles from a wide variety of well-known business publications, together with examples of letters, reports and proposals, all designed to build up essential business reading skills
- specially designed listening materials with business people, intended to improve students'

listening proficiency and confidence

- numerous vocabulary exercises so that students studying the course will have an **ample business vocabulary** for most general business situations
- **grammar workshops and exercises** to extend and revise students' knowledge of English grammar at this level in a business context.

The units are also designed to provide students with the skills and training necessary for either the **Business English Certificate (BEC) Preliminary level**, or the **Business Language Testing Service (BULATS) test**.

- **An exam skills and exam practice section** which provides detailed advice on what each section of BEC Preliminary consists of (BEC Preliminary Edition), or what the BULATS test consists of (BULATS Pre-Intermediate to Intermediate Edition), together with information about what each section of the exam is testing and step-by-step advice on how to approach each question. The exam skills section also contains exercises designed to teach students exam skills. This section also contains a complete authentic **BEC Preliminary exam (BEC Preliminary Edition)** which is designed for students at this level supplied by **Cambridge ESOL**.
- **Answer key** to all the exercises in the book, including sample answers to the writing tasks so that students have a model to refer to.
- **Transcripts** for all the listening materials.

Personal Study Book

The Personal Study Book contains:

- 24 units, each relating to the 24 units of the Student's Book. These units contain:
 - vocabulary revision and consolidation work
 - grammar revision and consolidation work
 - further reading and writing exercises
- a Word list of the core business vocabulary and expressions which appear in the Student's Book.

Recorded materials

The recorded materials for the Student's Book are provided in the Student's Book pack on an MP3 format CD-ROM.

Teacher's Resource Book

The Teacher's Resource Book contains:

- information about how the activities in each unit relate to the BEC exam and the BULATS test
- notes on each unit in the Student's Book, with advice on how to handle activities in the unit and suggestions for alternative treatments for certain exercises
- a large number of extra **photocopiable activities**, including further **reading texts**, **discussion activities**, **role-plays** and **exam-style exercises**, intended to supplement and extend the work done in the Student's Book units and to provide a wider range of activities or a more in-depth study of certain business topics. The photocopiable activities also provide **extra writing tasks**, all with a step-by-step approach and a sample answer for students or teachers to refer to
- answer key to all exercises in the photocopiable activities
- answer key to all exercises and activities in the Student's Book, including the Exam skills and Exam practice section
- complete Student's Book transcripts with the words or sentences giving the correct answer to the listening exercise underlined
- information about the **Common European Framework** and how this course relates to it.

Business English Certificate (BEC) Preliminary level

BEC Preliminary assesses language ability used in the context of business at the Council of Europe's Threshold Level (B1) for general language proficiency.

- in the **Reading** component, there are seven tasks of the following types: multiple choice, matching, right/wrong/doesn't say, multiple-choice gap-filling and form-filling. The reading component contributes 25% of the total marks.
- In the **Writing** component, candidates produce a piece of internal communication (approximately 30–40 words), and a piece of business communication (based on reading input, approximately 60–80 words). The writing component contributes 25% of the total marks.
- In the **Listening** component, there are four tasks of the following types: multiple choice, gap-filling and form-filling. Texts used are monologues and dialogues,

including interviews, discussions, telephone conversations and messages. The listening component contributes 25% of the total marks.

- The **Speaking Test** is conducted by two external examiners, and candidates are tested in pairs, or, if there is an uneven number of candidates, in groups of three. During the test each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking component contributes 25% of the total marks.

A single, overall grade is awarded, based on the aggregate of marks gained in the four components indicated above.

Business Language Testing Service (BULATS) test

BULATS makes use of a number of specially designed tests:

- The Computer Test
- The Standard Test
- The Speaking Test
- The Writing Test

Each test can be used independently of the others, or they can be used in various combinations. All the tests aim to be relevant to people using the language at work. They cover areas such as descriptions of jobs, companies and products, travel, management and marketing, customer service planning, reports, phone messages, business correspondence and presentations. The tasks in the test are generally practical ones, e.g. taking a phone message, checking a letter, giving a presentation, understanding an article, writing a report.

All the tests aim to assess candidates across the six levels of the ALTE Framework, i.e. the same test is used for all candidates whatever their level. (0–5 of the ALTE Framework correspond to the Council of Europe Framework levels A1–C2.) See the Appendix on page 147 for more information about the Council of Europe Framework.

The working day

This unit teaches language and vocabulary for describing jobs, responsibilities and daily routines at work. It also revises the difference between the present simple and the present continuous tenses.

Students are introduced to a number of skills for reading and listening which will be developed and practised in later units. The listening activity gives students practice in predicting the content of a talk before they hear the recording. The reading text requires students to skim in order to understand the overall meaning and then scan to check specific pieces of information.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

	BEC	BULATS
Getting started	Speaking Part 1	Speaking Part 1
Vocabulary: <i>Company departments</i>	Reading Part 2	
Talking point: <i>Personal assistants</i>	Speaking Part 1	Speaking Part 1
Photocopiable activity 1	Speaking Part 1	Speaking Part 1
Photocopiable activity 2	Reading Part 5	Reading Part 1 Section 3 Reading Part 2 Section 5

Notes on unit

Getting started

This section introduces some common job titles and ways of talking about responsibilities. It is also intended as a get-to-know-you activity in which students can introduce themselves and give a brief outline of their jobs. If students are in employment, they can exchange their own business cards at the end and point out any particular details on them.

Vocabulary: *Company departments*

As well as introducing some vocabulary to name common company departments, this activity introduces students to the kind of exercise they will find in Part 2 of the BEC Reading Paper. If you wish to begin exam preparation immediately, you could follow this up with the relevant exam skills section. If students are in employment, they could, of course, extend the activity by talking about the departments in their own companies and naming the main activities carried out and the people who work in each one.

Listening: *Personal assistants*

You will probably want to adapt the first speaking activity, according to how familiar students are with the job of a PA. For example, if students are already in employment, you could begin by asking them if they have a PA and what he or she does. The people with PAs could then work together and compare ideas for the initial brainstorming activity.

Some of the students might actually be PAs. In this case, the PAs could work together, or work alone, to brainstorm a list of things that they do. They then compare their list with what the rest of the class have thought of.

After students have listened to the complete interview, you could extend the activity by using it to practise guessing words from context. Ask students to turn to the transcript and find or underline the words *manic*, *hectic*, *meticulous* and *springboard*, or any others that you feel will be unfamiliar to them. They then talk in pairs and decide on the probable meaning of each word from the context. Emphasise that they should look at the whole sentence, and also the sentences before and after, to help them decide.

Talking point: *Personal assistants*

For this activity, some of the questions will not be suitable for pre-service students. As an alternative, you could ask them to think of a job that they would like to do in the future and ask the following questions (shown on the board or OHP).

- 1 *Why would you like to do this job?*
- 2 *Do you know anyone who already does this job?*
- 3 *What personal qualities do you think you need for this job?*
- 4 *Does the job have any disadvantages?*
- 5 *What do you think is the most difficult part of this job?*
- 6 *Do you think that this job could be a springboard for a different career?*

Reading: *Changing places*

As well as a reading text, this activity is intended as language presentation for the grammar work on the present simple and the present continuous. If students ask, you may need to point out that the present simple is also sometimes used for narrative, especially when giving a summary of a story or TV programme, as in the article (e.g. *In the kitchen he successfully **cooks** several pancakes and ... he **makes** the beds correctly*). The final section, which asks students for their reaction to the article, is best kept as a short discussion. This is because talking about it in depth will require language which is rather beyond students at this level (e.g. hypothesising). If students are all from the same company, it might also be a sensitive issue.

Grammar workshop

The grammar will be revision at this level, but students still often need practice with question and negative forms and with the correct use of the two tenses. This section aims to help them by linking the two tenses with common time phrases.

Photocopiable activity 1

This is intended as a first-day activity for students. It allows students to get to know each other by asking some basic questions about their jobs or studies. At the end of the activity, you can collect the handouts and use them as a record of each student's previous learning experience, and the reasons why they have chosen to study Business English.

Photocopiable activity 2

This text provides some further reinforcement of the difference between the present simple and the present continuous. It also introduces students to multiple-choice questions of the kind they will find in the BEC or BULATS exam. Exercises 4 and 5 give students another opportunity to record the difference between the two tenses (as in the Grammar workshop in the Student's Book). If your students are already confident with this, you may prefer to go straight to Exercise 6.

Getting started

Note down answers to the following three questions. Then compare your notes with a partner.

- 1 Where did you study English before this class?
- 2 When did you start studying English?
- 3 Why did you decide to study Business English? Choose A, B or C.
 - A I need to use English in my work.
 - B I will need to use English in my future job.
 - C I am still studying and I am not sure what my future job will be, but I think this type of English will be useful.

Talking point 1

1 Work in pairs. According to your partner's answers, choose four suitable questions from below to ask. Ask some further questions of your own, if you like.

- What is your job?
- Who do you work for?
- Where do you work?
- When do you use English in your job?
- Do you travel a lot in your job?
- What do you study?
- Where do you study normally?
- What are your plans for the future?
- What job would you like to do?

2 Now introduce your partner to the rest of the class.

Talking point 2

1 Which ways of communicating do you use most in your job, or which do you prefer? Choose two of the following.

- phone
- memo
- email
- text messages
- face-to-face conversation

2 Compare your preferences with a partner and talk about the means of communication that you chose. Ask and answer the following questions.

- What do you use (email/memos/the phone, etc.) for?
- What are the advantages of communicating with people in this way?
- What are the disadvantages?
- Are there any situations when communicating with people in this way is not a good idea?

Reading

1 Below you will find an article which describes a week in the life of the manager of a chain of hotels. Skim the article quickly and choose two adjectives to describe Piet Krens's week.

stressful ☐ organised ☐ hectic ☐ lonely ☐ boring ☐ exciting ☐ relaxing ☐

2 Compare your ideas with a partner.

My Week

TRAVELSTOP

A week in the life of Piet Krens, Chief Executive of the Dutch hotel chain Travelstop.

Monday October 10

I start each day with a session on the exercise bike before I leave for work. My normal routine is to spend Mondays at our Amsterdam office. Each day, before I meet anyone, I check my two text messages. One gives the number of the previous night's room occupancies and the other tells me how many reservations we took over the Internet. My first meeting on Mondays is usually with Mehmet Demircan, our sales and marketing director. Today, we're discussing plans for our new advertising campaign.

Later, I always have an 'A to Z meeting', looking at possible sites for new hotels with our executive team.

Tuesday October 11

This is a day in the Hague, so once I have finished on the exercise bike, I drive up for a weekly meeting with the managing director, Natalie Jansson. Tuesday is usually my only day here so I try to be sure I go for a wander and meet the team. I enjoy catching up with them but I don't much care for the journey here because the traffic is so heavy. I have some special anti-stress music that I always listen to when I'm in the car. It helps me to relax.

Wednesday October 12

Today, I'm checking out our two most recent hotels in Arnhem and Eindhoven. Whenever I visit a hotel, I walk around and take notes. Then, depending on how urgent the matters are, I either phone when I'm back in the car or talk about them at our next meeting. This Wednesday, I'm also checking a possible new site for a hotel at Tilberg.

Thursday October 13

It's only a short session on the bike this morning as we have our board meeting on Thursdays. I meet over breakfast with our chairman, Eric du Vert, and Jan den Ouden, our chief financial officer. I always look forward to our breakfast meetings although our debates can sometimes frighten the other customers! Normally we spend most of the time on financial issues, but today we're also discussing the approval for the Tilberg site.

Friday October 14

I use Fridays as a day to meet key contacts in the industry and analysts. Usually the analyst and I carry out a review of the forecasts and we devote one Friday in each month to looking at the past month's results. In the afternoon, I review the week to come and organise papers. I'm not keen on formal communications and would rather pick up the phone than dictate a memo or write an email. Fortunately most of our management team feel the same, so our phone bills are high but our paper bills are not!

3 Scan the article to find out when Mr Krens does the following activities (1–9). Choose from: *every day*, *every week*, or *one particular day* (e.g. *Monday October 10*).

- | | |
|--|--|
| 1 do exercise ... <i>every day</i> | 6 receive sales figures via text message |
| 2 meet the MD in the Hague | 7 have an 'A to Z' meeting |
| 3 visit the hotel in Arnhem | 8 organise papers |
| 4 have breakfast with the chairman | 9 visit Tilberg |
| 5 discuss the advertising campaign | |

Photocopiable activity 2

The hotel manager

4 Put these things in the correct place in the table below, then answer the questions which follow.

- Things which he does every day
- Things which he does every week
- Things which are not part of his routine

Every day	Every week	Not part of his routine
<i>do exercise</i>		

- Which tense is used for the actions which he does every day or every week?
- Which tense is used for the things which are not part of his routine?

5 Complete the following sentences with a suitable verb in the correct tense.

- 1 Mr Krens *does* exercise every morning before he goes to work.
- 2 On Mondays, he usually the sales and marketing director.
- 3 On Wednesdays, he always one or two hotels outside Amsterdam. Today, he hotels in Arnhem and Eindhoven.
- 4 He still for approval of the Tilberg site.
- 5 On Friday afternoons, he his diary for the week to come.

6 Scan the article again and choose the correct answer, A, B or C.

- 1 What is the 'A to Z' meeting about?
 - A financial results
 - B** possible future hotels
 - C recently opened hotels
- 2 How does he feel about his breakfast meeting?
 - A He enjoys it.
 - B He is nervous about it.
 - C He feels bored by it.
- 3 How often does he review past results with the analyst?
 - A daily
 - B weekly
 - C monthly
- 4 What is his favourite method of communication?
 - A phone
 - B memo
 - C email

Vocabulary

1 The article contains a number of expressions to talk about likes and dislikes. Put the following expressions in the correct column, using the context in the article to help you.

I enjoy

I don't much care for

I look forward to

I'm not keen on

like	dislike
<i>I enjoy</i>	

2 Complete the following sentences about your likes and dislikes.

- 1 In my job/studies, I enjoy (activity)
- 2 I don't much care for (activity)
- 3 I look forward to (a day/time/month) because
- 4 I'm not keen on (a day/time/month) because
- 5 I'd rather than because

3 Work in pairs and read your sentences to each other. Do you like/dislike the same things?

Answer key

Photocopiable activity 2

Reading

1 Suggested answers

organised hectic

- 3 2 every week 3 Wednesday October 12 4 every week 5 Monday October 10 6 every day
7 every week 8 every week 9 Wednesday October 12

Every day	Every week	Not part of his routine
do exercise receive sales figures via text message	meet the MD in the Hague have breakfast with the chairman have an 'A to Z' meeting organise papers	visit the hotel in Arnhem discuss the advertising campaign visit Tilberg

- The present simple is used for actions which he does every day or every week.
- The present continuous is used for things which are not part of his routine.

5 Suggested answers (other verbs are possible)

2 meets 3 visits; is visiting 4 is still waiting 5 checks

- 6 2 A 3 C 4 A

Vocabulary

Like	Dislike
I enjoy I look forward to	I don't much care for I'm not keen on

Student's Book activities

Getting started

- 2 Diane 3 Bernard 4 Gamal 5 Leila 6 Beverley 7 Jenny 8 Guy 9 Richard

Company departments

Vocabulary

- 2 b 3 g 4 a 5 c 6 e

Personal assistants

Listening

- 2 taking phone calls, answering letters and emails, taking notes in meetings,
prioritising appointments, welcoming visitors, looking up information

- 4 2 f 3 b 4 d 5 a 6 e

Changing places

Reading

- 3 Donald Eisner: Paragraph 2

Alex Jennings: Paragraph 3

Both men: Paragraph 4

- 4 2 True 3 False 4 True 5 False 6 True 7 False 8 True

Grammar workshop

Present simple and present continuous

- 1 Present simple: usually, always, every week, twice a month, never, often, every month, sometimes, generally
Present continuous: now, at the moment, this week, currently, at this moment in time, this month, today
- 2 2 need 3 spend 4 Are you making 5 are reviewing
6 does not work 7 are also looking 8 do you want 9 reminds 10 don't realise

Transcript

2 Listening (page 11)

I = Interviewer; S = Sally

I: Sally, I'm not sure many people are clear about what the job of PA really is. So, what exactly do you do?

S: Well, normally I arrive at the office at about half past nine. My first job is to check my email. Every day there are lots of requests for meetings with Richard from producers, directors, lots of people. I prioritise these and I fit them into Richard's diary around his other appointments. Before any meeting, Richard needs background information, so I often do research or look up information. During meetings, I take notes and then afterwards I type the minutes and file them. And I deal with correspondence, take phone calls, and welcome visitors to the office.

I: What kind of atmosphere do you work in?

S: Oh, it's very busy. There are all kinds of people: producers, directors, actors, coming and going all the time. And sometimes it seems like the phone never stops ringing.

I: What do you like best about your job?

S: The people I work with. They're very positive and helpful.

I: And what do you like least?

S: Well, you can be under a lot of pressure to meet deadlines. There are always so many things happening. It can be quite manic sometimes.

I: Do you have a good working relationship with your boss?

S: Oh yes, we get on very well. He has a hectic schedule and he's out of the office a lot of the time, so trust is very important. He relies on me to work efficiently if he's not there.

I: What kind of qualities do you think a PA needs?

S: Organisation is the most important thing, definitely. You need to be quite meticulous when you're planning your employer's appointments.

I: Anything else?

S: Yes, you need to stay calm, even in a difficult situation. And you need a good telephone manner and good communication skills.

I: Do you have any words of encouragement for anyone who is thinking of becoming a PA?

S: Being a PA is a valuable career. It gives you a really good idea of how an organisation works and how people make decisions. And it can be an ideal springboard for a career in many other business areas, from marketing to finance.

UNIT 2 Corporate culture

This unit teaches language for describing companies and their cultures and values. It also focuses on the concept of collocation, an important principle in learning and recording vocabulary.

An awareness of collocation is also necessary for BEC Reading Part 6 and the 'open' and multiple-choice gap-fill questions in BULATS (e.g. Reading Part 1 Section 2, Part 1 Section 4, Part 2 Section 2).

The listening activity introduces students to the idea of listening for overall meaning, rather than details, by focusing on the opinions and mood of the speakers. The speaking activities give students practice in asking and answering correctly formed questions about their work or studies and in giving detailed answers.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

	BEC	BULATS
Speaking: <i>Asking for information</i>	Speaking Part 1	Speaking Part 1
Photocopiable activity 2	Speaking Part 1	Speaking Part 1 and Part 3

Notes on unit

Getting started

If students have had some experience of working in different companies (or have studied them) you could begin by asking them to decide on a definition for *corporate culture* in groups and then to brainstorm the kinds of things that it affects.

Reading: *Corporate culture*

You may need to pre-teach some of the vocabulary in the quiz (e.g. *chat* or *challenge*), but encourage students to guess where appropriate. The two proverbs at the end will probably need to be pre-taught. Make sure that students understand that they convey opposite advice, as the first means 'be careful and don't take unnecessary risks' and the second means 'you can't achieve anything if you don't take risks and try something new'.

Vocabulary: *Collocations*

Students should be encouraged to make recording collocations an integral part of their vocabulary learning. They are encouraged to look for and record collocations from other texts throughout the book. You could also discuss with them the various ways of recording collocations in their vocabulary notebooks (e.g. word diagrams of the type that are demonstrated in Unit 1 of the Personal Study Book, or tables). Tables are often useful if

you want to record more than two words (e.g. verb + adjective + noun) as they show how different words can be slotted in, e.g.:

Follow the	standard normal	procedure
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Photocopiable activity 1

This activity gives students some training in dictionary use and introduces the idea of using the dictionary as a source of collocations. You might like to do it after the listening activity to follow up the work they have done on recording collocations from texts.

Speaking: *Asking for information*

This section suggests ways in which students can avoid short, one-word answers to questions, again an important skill in both the BEC and BULATS Speaking Tests. If you wish to proceed to overt exam practice immediately, you could follow this up by doing the exercises in the exam skills section.

Photocopiable activity 2

This activity offers further practice in asking questions, this time about companies rather than about personal information. Students will need to spell out the names correctly in this activity — an important skill in business and in the BEC and BULATS exams. You might want to quickly revise the names of the letters first.

Photocopiable activity 1

Using your dictionary

Vocabulary

1 Work in pairs and answer the following question.

- What kind of dictionary do you use when you study English: bilingual or English-English?

2 Look at the types of information given by dictionaries (1–5) below. Tick the information your dictionary gives.

- pronunciation ☐
- word type (e.g. verb, noun, adjective) ☐
- grammatical information (e.g. countable/uncountable for nouns) ☐
- example sentences ☐
- different varieties of English (e.g. British/American/Australian) ☐

3 The following information (1–14) appears in the Cambridge Advanced Learner's Dictionary for the words *corporation* and *achieve*. Separate the information for the two words and write a number (1–14) under the correct heading in the table below.

- to succeed in finishing something or reaching an aim, especially after a lot of work or effort.
- She finally achieved her ambition to visit South Africa.*
- group noun
- [C]
- achieve an objective*
- /ə'tʃi:v/
- She didn't want to work for a big corporation where everything was so impersonal.*
- /,kɔ:pər'eɪʃən/
- verb
- [ɹ]
- The government's training policy, he claimed, was achieving its objectives.*
- multinational corporation*
- A large company or group of companies that is controlled together as a single organisation.**
- achieve an ambition

	<i>corporation</i>	<i>achieve</i>
pronunciation		
word type		
grammar		10
definition		
example sentences		
collocations	12	

4 Look at the dictionary entries for the two words below and complete the verb-noun collocations.

challenge (DIFFICULT JOB)

Noun [C or U]

(the situation of being faced with) something needing great mental or physical effort in order to be done successfully and which therefore tests a person's ability.

Finding a solution to this problem is one of the greatest challenges faced by scientists today.

It's going to be a difficult job but I'm sure she'll rise to the challenge.

promote (ENCOURAGE)

Verb [T]

to encourage the popularity, sale, development or existence of something.

Advertising companies are always having to think up new ways to promote products.

The Institute is intended to promote an understanding of the politics and culture of the Arab world.

Greenpeace works to promote awareness of the dangers that threaten our planet today.

- the challenge
..... the challenge
- promote
promote
promote

5 Work in pairs. For the words below, only one of the three definitions is correct. Discuss which you think is the correct definition.

1 EMBEZZLE

- (verb) to lose value over a period of time (like factory machinery)
- (verb) to steal money from the company that you work for
- (noun) a special party for an employee who is leaving

2 WINDFALL

- (noun) a sum of money that you receive when you are not expecting it
- (noun) an illegal copy of another company's product (e.g. false designer clothes)
- (noun) a sudden fall in value of a currency

6 Check your guesses in a dictionary or with your teacher.

7 Now work in groups of three. Choose a word from a business dictionary, and write two false definitions. Then work with another group and see if they can choose the correct definition.