**Linguaskill Business Lesson Plans**

**Listening Lesson 5**

**Description**

The topic of this lesson is studying change in business. Practice of vocabulary related to launching new business ideas is used to give guidance on completing one question multi-matching tasks, one of the task types in the Linguaskill Business Listening Test.

**Teacher’s Notes**

|  |  |
| --- | --- |
| **Aims of the lesson** | * to present and practise vocabulary for discussing issues related to launching business ideas
* to raise awareness of the requirements of Listening one question multi-matching tasks
* to develop techniques and strategies for this task type based on practice of a Linguaskill Business sample task.
 |
| **Time required** | 60 minutes  |
| **Level** | The sample task is aimed at C1–C2 level. However, B2 level learners will be able to access the task awareness and vocabulary tasks, which will provide them with support for completing the task. |
| **Materials required** | * Student’s Worksheet 1: One question multi-matching task – task overview
* Student’s Worksheet 2: One question multi-matching task – useful language and sample task
 |

**Procedure**

1. Write on the board the word *Change.* Ask learners to talk in small groups about how and why change in business happens. Give learners a minute or two to talk in their groups, then come back as a whole group to share ideas. In feedback, encourage learners to talk about what businesses can do to make any changes successful. Use this feedback to elicit vocabulary from the sample task questions and options, i.e. *launch/modify a product, key to success, take risks, competitor, research, long term.* Check understanding as required. For B2 learners, you may find it helpful to give additional support with vocabulary at this stage, so that they are better prepared for the following activities.
2. Tell learners that *Launching business ideas* is the topic of a Linguaskill Business one question multi-matching task. The speakers they listen to will present different perspectives on the topic, just as learners have done in their own discussions. Ask learners what they know about this task type, then give them **Student’s** **Worksheet 1**, which outlines what the task involves and what learners should remember to do. Learners underline the correct words in the sentences, then check with a partner. In whole class feedback, clarify any points which are unclear to learners.
3. Refer learners to sentence 8 in the task on **Student’s Worksheet 1** and focus on how the speakers will use different language to express what is written in the options. These may be simple synonyms, or they may be longer phrases and structures which express the same idea. Give learners **Student’s Worksheet 2** and ask them to work on **Exercise 1**. They need to match the words and expressions on the left with an equivalent on the right. Learners check with a partner before checking as a whole class. **NOTE:** the words in this activity are adapted from the sample Linguaskill Business one question multi-matching task which learners will work on later. The target level of the sample task is C1/C2, so it will be challenging for B2 candidates. However, this activity focuses on B2 and C1 words, making it accessible to learners working at the lower level. Completing this activity will help prepare learners for the task itself.
4. Now ask learners to look at **Exercise 2** on **Worksheet 2**, which has the question and options from the sample one question multi-matching task on launching business ideas. Ask learners to underline the words and phrases from Exercise 1 Column 1 in the options (**NOTE:** some of the words are in a different form in the options, i.e. for F, the verb *modify* is a noun *modification* in the options). Then play the recording and ask learners to focus on the words in column 2. They need to write the numbers 1–5 to identify which speaker uses the words. Check answers as a whole class and discuss how identifying different ways of expressing the same ideas is a useful strategy for this task type. To confirm their match, learners will need to read the whole option and listen to the whole sentence from the speaker, because small differences in vocabulary or structure may change the meaning. (For example, Speaker 5 says *foresee exactly how things will pan out,* which looks like a match for option F, but the speaker says *it’s impossible* to do this, so the message is the opposite). Remind learners that they also need to keep the central question in mind, i.e. the question is about the *key to success*; that is, the most important thing, not just one of the contributing factors.
5. Now tell learners that you will play the whole recording again. This time, they need to listen and choose the correct match. Learners check with a partner before whole-group feedback. In feedback, ask learners to explain the reason for the correct match. **NOTE:** there will be some language in the recording that is above level for B2 learners, so additional support will be needed. For C1/C2 learners, you may wish to skip the pre-listening activity suggested above and move straight to the sample test practice.
6. Finish the lesson by asking learners to discuss whether they would like to run their own business, like speaker 2.

**Student’s Worksheet 1**

**One question multiple-matching task – task overview**

**Read the overview of this task type. Underline the correct word choices in each sentence.**

1. You will hear five people speaking together / independently.
2. The speakers will talk about the same topic / different topics.
3. You will / will not be able to use specialist knowledge of the topic to find the answers.
4. You will have five / eight options to choose from.
5. You will / will not need to match each statement with a speaker.
6. One option / Several options can be correctly matched with each speaker.
7. There will / will not be time to read through the questions before you start listening.
8. The words the speaker uses will / will not be exactly the same as the words in the statements.

**KEY**

1. You will hear five people speaking together / **independently**.
2. The speakers will talk about **the same topic** / different topics.
3. You will / **will not** need to use specialist knowledge of the topic to find the answers.
4. You will have five / **eight** options to choose from.
5. You will / **will not** need to match each statement with a speaker.
6. **One option** / Several options can be correctly matched with each speaker.
7. There **will** / will not be time to read through the questions before you start listening.
8. The words the speaker uses will / **will not** be exactly the same as the words in the statements.

**Student’s Worksheet 2**

**One question multi-matching – useful language and sample task**

**Exercise 1**

**Match the words on the left with words with a similar meaning on the right.**

|  |  |
| --- | --- |
| 1. difficulty
 | radical |
| 1. prepare for
 | remodel / update |
| 1. motivation
 | criticism |
| 1. negative feedback
 | anticipate |
| 1. act on
 | become aware |
| 1. modify
 | rival company |
| 1. major
 | foresee |
| 1. recognise the need
 | respond to |
| 1. be willing to take risks
 | obstacle |
| 1. thorough customer research
 | drive |
| 1. competitor
 | extensive market analysis |
| 1. make plans for the long term
 | dare to |

**Exercise 2**

This is a sample Linguaskill one question multi-matching task on the topic of *Launching business ideas.*

**Underline the words and phrases from Exercise 1 Column 1.**

**What does each person say was key to the success of the business idea?**

|  |  |  |
| --- | --- | --- |
|  |  | **Speaker** |
|  |  | **1** | **2** | **3** | **4** | **5** |
| **A** | acting on negative feedback |  |  |  |  |  |
| **B** | doing thorough customer research |  |  |  |  |  |
| **C** | studying competitors closely |  |  |  |  |  |
| **D** | being willing to take risks |  |  |  |  |  |
| **E** | recognising the need for a major product modification |  |  |  |  |  |
| **F** | making plans for the long term |  |  |  |  |  |
| **G** | having a high level of motivation |  |  |  |  |  |
| **H** | taking action to prepare for difficulties |  |  |  |  |  |

**Listen to the speakers. Make a note of which speaker says the words in Exercise 1 Column 2.**

**KEY**

**Exercise 1**

|  |  |
| --- | --- |
| 1. difficulty
 | obstacle |
| 1. prepare for
 | anticipate |
| 1. motivation
 | drive |
| 1. negative feedback
 | criticism |
| 1. act on
 | respond to |
| 1. modify
 | remodel / update |
| 1. major
 | radical |
| 1. recognise the need
 | become aware |
| 1. be willing to take risks
 | dare to |
| 1. thorough customer research
 | extensive market analysis |
| 1. competitor
 | rival company |
| 1. make plans for the long term
 | foresee |

**Exercise 2**

What does each person say was key to the success of the business idea?

1. acting on negative feedback
2. doing thorough customer research
3. studying competitors closely
4. being willing to take risks
5. recognising the need for a major productmodification
6. making plans for the long term
7. having a high level ofmotivation
8. taking action to prepare fordifficulties

|  |
| --- |
| obstacle *Speaker 1* |
| anticipate *Speaker 1* |
| drive *Speaker 2* |
| criticism *Speaker 3* |
| respond to *Speaker 3* |
| remodel / update *Speaker 4* |
| radical *Speaker 4* |
| become aware *Speaker 4* |
| dare to *Speaker 5* |
| extensive market analysis *Speaker 4* |
| rival company *Speaker 4* |
| foresee *Speaker 5* |

**Keys**

**1.** H

**2.** G

**3.** A

**4.** E

**5.** D