

# Photocopiable worksheets:

## Contents and Teacher's notes

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Worksheet		Timing	Aim	Task
<b>01</b>	<b>Financial products</b>	30 minutes	To practise vocabulary associated with financial products.	In pairs, take turns to give definitions for words and phrases missing from a partner's crossword grid.
<b>02</b>	<b>Market analysis</b>	30 minutes	To read, discuss and complete a text about market superstitions.	In pairs, read versions of the same text with different words missing. Predict the words that complete the text, and then ask each other questions to find the correct information.
<b>03</b>	<b>Asset management</b>	20–30 minutes	To review vocabulary connected to asset management.	In groups, write definitions of words and phrases related to asset management, and then use these definitions to play a bingo-style game.
<b>04</b>	<b>Dealing with clients</b>	20–25 minutes	To review vocabulary connected to dealing with clients.	In pairs, match punchlines to jokes related to giving financial advice, and then create their own jokes in English.
<b>05</b>	<b>Risk management</b>	25 minutes	To work as a team to review language from Unit 5 of the Student's Book.	In two teams, compete to win cards by answering three questions correctly. A referee in each team has the answers to the other team's questions. They have to get all three questions right to keep a card.
<b>06</b>	<b>Compliance</b>	35 minutes	To read and talk about market abuse regulations.	Discuss 'grey areas' and then read a text about a man who is trying to make insider trading regulations easier to understand through a series of cartoons. Complete the text, answer comprehension questions and then discuss some statements, saying whether or not they agree with them.
<b>07</b>	<b>Initial public offering</b>	40 minutes	To discuss IPOs and questions that might be raised about new companies.	Read a text on a chain of coffee shops which wants to expand rapidly into Eastern Europe by means of an IPO. In pairs, discuss questions on the text. Then read three points made by some investment banks about the company's proposed IPO. In pairs, take the roles of the company's directors and discuss whether they should go ahead with the IPO. Then reflect on what they think is the best course of action for the company.
<b>08</b>	<b>Mergers and acquisitions</b>	25 minutes	To review the language of mergers and acquisitions.	In groups, join the two parts of sentences (in a dominoes-style activity).

# 01 Financial products

## Timing

30 minutes

## Aim

To practise vocabulary associated with financial products.

## Task

Pairs of students take turns to give definitions for words and phrases missing from a partner's crossword grid.

## Preparation

Make one copy of the crossword grid for Student A and one copy of the grid for Student B for each pair of students in the class.

## Procedure

- Put the students in pairs and give each student either the Student A crossword grid or the Student B crossword grid. Tell them not to show their grids to each other. Explain that they each have a partially-completed crossword grid. The words or phrases they have in their grid are missing from their partner's grid. They mustn't tell each other these words. They have to give their partner clues to help them guess what they are. Demonstrate by drawing an empty thirteen-letter crossword grid on the board. Say to the students: *It's a two-word noun for an organization that manages the sale of equities.* See if they can guess the answer (STOCK EXCHANGE). Pre-teach *across* and *down* as ways of referring to crossword clues.
- Give the students a few minutes to work alone to write clues for the words and phrases in their grids. With weaker classes, you could put all the Student As together and all the Student Bs together so they can work on their clues as a group.
- In their pairs, Student A starts by asking Student B for a clue to a missing word, e.g. *What's 1 down?* Student B gives the clue, without mentioning the word itself, e.g. *It's a noun that means raw materials, like metal, oil or agricultural products. People buy and sell them.* Where the answer is a two-word phrase, Student B can give this information to Student A, including, if necessary, the number of letters in each word or part of a word. Student A works out the answer, gets confirmation from Student B and writes the answer in the grid. It is then Student B's turn to ask for a clue to a missing word.
- When they have finished, they can compare their grids to make sure they have filled them in correctly.

## Answers

### Across

- 4 overexposed  
7 lump sum  
11 diversified fund  
13 risk  
14 return  
15 tracker  
16 security

### Down

- 1 commodities  
2 fees  
3 fixed income  
5 yield  
6 equities  
8 performance  
9 market trend  
10 currency  
12 stocks

## 02 Market analysis

### Timing

30 minutes

### Aim

To read, discuss and complete a text about market superstitions.

### Task

Pairs of students read versions of the same text with different words missing. They predict the words that complete the text, and then ask each other questions to find the correct information.

### Preparation

Make one copy of the worksheet for each pair of students in the class and divide it into two.

### Procedure

**Note:** Before proceeding with this activity, consider whether it is culturally appropriate to discuss superstitions with your particular group of students. If it is potentially problematic, you will need to avoid using this worksheet.

- 1 Put the students in pairs and give each student in a pair either the Student A text or the Student B text. Tell them not to show their texts to each other. Elicit or explain the meaning of the title (many people consider Friday 13th to be an unlucky day and the text is about superstitions). If appropriate, find out if the students regard themselves as superstitious.
- 2 Explain that they each have a text with words missing. The words or phrases that are missing from their text are present in their partner's text and vice versa. They mustn't tell each other these words and phrases. First, they have to read their own text and decide what words and phrases they think might fit. They note these down in pencil or on another sheet of paper.
- 3 Give the students a few minutes to work alone to read their texts and to think about how they could be completed. With weaker classes, you could put all the Student As together and all the Student Bs together so they can work as a group.
- 4 In their pairs, Student A starts by asking Student B a question to elicit the first missing word in their version of the text, e.g. *What do sailors never get on a boat with?* Student B gives the answer, e.g. *their left foot first*. Student B then asks a question to elicit the first missing word in their text, e.g. *What do actors say to each other instead of 'Good luck'?*
- 5 When they have finished, they can compare their texts to make sure they have filled them in correctly. Then encourage them to discuss any 'professional' superstitions that they know about and share any interesting information with the class.

### Answers

#### Student A

- a their left foot first
- b the sky
- c shares the same first and middle names
- d chair
- e lucky charms
- f puts the trainers on his feet
- g the same lunch
- h currency crash

#### Student B

- a 'Break a leg!'
- b clean their boots
- c buying more fish
- d the same bond trader
- e on his computer
- f lose money
- g eating something different
- h a particular cubicle in the company toilets