

## Teaching new vocabulary

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Vocabulary is one of the major elements of any business English course because there is a lot of it! Clearly there is a lot of vocabulary for anyone to learn on any language course, but with a business English programme you will find that the participants are very, very anxious to acquire the correct vocabulary that they will need in their day-to-day interaction with their English-speaking colleagues. In some cases this will involve you in teaching them a very specific corpus of words that they will need. For example, if you were teaching people involved in the airline business, you would need to ensure that they had a very good grasp of the required vocabulary.

Learning vocabulary is something that the participants can do for their homework of course but it is also very important that you give them opportunities to practise the new language in class and to use it in dialogues, jigsaw activities, role play, formal letters, e-mails, information transfer tasks and so on.

Here is a selection of ways in which you can provide practice in vocabulary.

The word *market* is found in a wide range of different environments in business and the participants may find it very useful to explore the different ways in which it is used. One way to practise this would be to provide the participants with keywords where they would have to either add the word *market* before the keyword or after the keyword.

Here are some examples:

- ..... share .....
- ..... property .....
- ..... leader .....
- ..... labour .....
- ..... free .....
- ..... forces .....
- ..... target .....
- ..... segments .....

### Activity 9

You will be able to think of other words or expressions that can be practised in a similar way. See how many expressions you can think of that use the word *brand*.

The participants often find it helpful to think about new words and to link them with their meanings. These will not be words chosen at random, but will be words that will be important in an up-coming activity or they could perhaps be words that need to be revised. You could find examples in textbooks or you could devise your own table. Here is an example where the participants would have to link the terms on the left with their definitions.

monopoly	The general costs that a company has to bear such as electricity, rent, water, fuel and so on.
oligopoly	The different levels of authority within a company.
free market	Where one company has total dominance of a market.
convenience foods	Where companies are able to enter and leave a market without restriction.
distribution channels	Where a small number of companies control a market.
joint venture	Co-operation between two companies with a specific aim.
line management	Meals that have been processed so they are quick and easy to prepare. They often just need to be heated.
overheads	The means by which a product is moved around the country from manufacturer to seller.

Blank-filling is a commonly used method of practice. It is most likely that these will be words that the participants have already met and this will be an opportunity for them to practice using them or to revise their use. Here is one you could use with your participants.

### Activity 10

Complete the text using words from the list at the top. You will not need all of them.

**launched start consumers mass database experience  
consume cues establish channels**

Turning the shopping ..... into an event gets people talking, and word-of-mouth is what it's all about as today's young ..... are more responsive to ..... from their friends than from established ..... such as glossy magazines and ..... advertising. "Since we started, we have built an e-mail ..... of 1.6 million without really doing anything other than building a concept," says US-based Russ Miller, whose global company Vacant ..... some of the first pop-up operations in 2003.

Certain words in English are commonly misused by learners because they are so similar and their meanings overlap on occasions. For example, it would be perfectly acceptable for someone to say I'll do all the arrangements for the meeting or I'll make all the arrangements for the meeting. However, it would not be possible to exchange the two in the following sentence: I'll do all the preparatory work for the meeting. In other words, it would be incorrect to say I'll make all the preparatory work for the meeting.

Your participants would find it helpful to provide them with a chart of some sort to try to distinguish between uses of *make* and *do*.

<b>make</b>	<b>do</b>
changes, progress, an appointment, a change, a profit, an apology, a decision, a choice, a mistake, waves, certain, an attempt, money, love, amends, preparations	better, good, the accounts, something for someone, repairs, someone a favour, an activity, an exercise, a bit better, preparatory work