

## Go where the smart money is

**Level:** Intermediate (B1–B2)

**Time:** Approximately 90 minutes

**Business topics:** Stocks, dividends, investment

**Business language:** Useful business vocabulary, collocations, investment language, building an investment portfolio

**Activities:** Discussing investments, key words, understanding the text, business collocations, discussion, building an investment portfolio

**Groups:** Whole class, one-to-one, small groups

**Overview:** This article discusses how Meta's move to start paying out dividends payouts could signal an upcoming switch in investor mindset after two decades of very meagre payouts to investors.

### 1. Warmer

- a. Ask students to discuss the questions in pairs or small groups. Then, elicit the main ideas that arise from the discussion from the whole class.

### 2. Key words

- a. Have students scan the article, find the key words individually, and compare their answers in pairs. Elicit answers from the whole class.

**Key:**

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. <i>quarter</i>                   | 7. <i>payout</i>       |
| 2. <i>yield</i>                     | 8. <i>equity</i>       |
| 3. <i>shareholder, shareholders</i> | 9. <i>bond</i>         |
| 4. <i>disbursement</i>              | 10. <i>return</i>      |
| 5. <i>stock, stocks</i>             | 11. <i>gain, gains</i> |
| 6. <i>buyback</i>                   | 12. <i>mindset</i>     |

### 3. Understanding the article

- a. Ask students to scan the article individually to complete this activity and then to compare their answers. Remind them that they don't need to read the whole article each time but that they should rather look over it very quickly to locate the information and then read it carefully.

**Key:**

1. *half a dollar, 0.42*
2. *700*
3. *90*
4. *70*
5. *2*
6. *40, 0*
7. *26*
8. *39, 4*

### 4. Business language – collocations

- a. Students use the verbs to complete collocations from the article. Then, they find and circle each collocation in the article to check their answers.

**Key:**

1. *pay/receive*
2. *buy back*
3. *provide*
4. *create*
5. *put up*
6. *have*
7. *overcome*
8. *manage*

- b. Ask students to work in pairs or small groups to complete the sentences. This can be done as a speaking or writing activity.

**Key:**

1. *overcome the feeling*
2. *manages a fund*
3. *provide a boost*
4. *has created / is creating a hostile atmosphere*
5. *have a profound effect*
6. *receive ... dividends*

## 5. Discussion

- a. Put the students in pairs or small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions. Make a note of good examples of vocabulary and language on the board, as well as incorrect usage that needs to be corrected. Ask the class to identify which is which and help you with corrections.

## 6. Wider business theme – building an investment portfolio

- a. For this first step, ask students to work individually (or in pairs if they need peer support) to read through all the investment options. They do not need to provide any opinions at this stage.

Assign each student a letter from A to D. Ask students to now work individually (or students with the same letters to work together if peer support is required) to process the information about the companies and their role cards. Ask them to make notes on their opinions.

First, go over useful language with the class and elicit any phrases that might be useful for this meeting. For example:

**Agreeing:** *You're absolutely right. Absolutely. I completely/totally agree. That's a good point.*

**Interrupting:** *Excuse me, ..., Can I say something? Sorry to interrupt, but ...*

**Disagreeing:** *I don't think so. I see your point, but ... That's not always true.*

Now, divide the students into groups of four, so you have students A, B, C, and D working together. Let them have a meeting to make a decision together. Ask them to take minutes.

If time allows, get someone from each group to summarise their meeting outcome to the class briefly.

## Extension

Students can brainstorm in their original group if needed but can be asked to complete the writing activity individually. When they are finished, get them to peer edit. You can ask them to focus on the structure and clarity of ideas and use new language from the lesson.