

Photocopiable worksheets:

Contents and Teacher's notes

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1A Networking Nicholas Sheard	30–40 minutes	To practise initiating and maintaining a conversation, and showing interest	To prepare for and take part in a mingling activity about an imaginary job
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2 The right connections Jon Hird	40 minutes	To practise and consolidate telephone expressions	To rephrase a telephone conversation and voicemail message using appropriate language and register
3 Yank's or Chez Antoine? Paul Dummett	30 minutes	To practise the language of comparison	To assess the pros and cons of two business opportunities, make a choice between the two and justify it
4 Active listening Helena Gomm	40 minutes	To practise active listening	To read a nonsense poem in pairs, taking turns to listen actively
5A Destination desktop Jon Hird	30 minutes	To practise reading for detail	To read an article, identify referents of collocations and discuss the pros and cons of videoconferencing
5B Valerie's trip Colin Benn	40 minutes	To recycle and practise the language of travel arrangements	To exchange information and finalize an itinerary
6 Calculated guess Mark Powell	30 minutes	To practise collocations	To play a team game assigning verbs to the nouns they collocate with
7A Devil's advocate Gina Cuciniello	30 minutes	To practise language for agreeing, disagreeing and clarifying	To discuss controversial statements
7B Making decisions Paul Dummett	30–40 minutes	To practise idiomatic expressions relating to decision-making	To complete sentences with idiomatic expressions relating to decision-making and use them to talk about one's own experiences
8 Influencing people Helena Gomm	30 minutes	To promote discussion about communication skills that create a good impression	To identify the moral of a story, complete advice for successful communication and think of more advice on influencing people by building good relationships with them
9 Small talk Jon Hird	30 minutes	To practise expressions used in making small talk	To categorize expressions used in making small talk and use them in a roleplay
10A A business trip Paul Emmerson	40 minutes	To practise writing emails	To plan a business trip by email and perform a roleplay based on this situation
10B Spam Simon Clarke	40 minutes	To practise reading for detail and giving opinions	To complete a cloze text about spam and then discuss spamming and other ways of marketing a product
11A Employees' centre Colin Benn	40 minutes–1 hour	To practise using presentation techniques for impact and persuasion	To brainstorm, prepare and deliver a presentation
11B I am a DVD Mark Powell	30–45 minutes	To practise listening for specific information	To listen for collocational phrases containing the verbs <i>give</i> , <i>take</i> , <i>make</i> and <i>do</i>
12 Stories with impact Helena Gomm	30 minutes	To practise reading for detail and to discuss the use of stories in presentations	To put a jumbled story in order, decide on the moral of the story and then discuss how it might be used in a business presentation
13A The good consultant Nicholas Sheard	35–45 minutes	To discuss the role of business consultants and to practise using modal verbs	To read a story and discuss the role of business consultants

Worksheet & author		Timing	Aim	Task
13B	Business behaviour Jon Hird	30 minutes	To discuss cultural differences in the business world	To assess the importance of specific behaviour and explain cultural characteristics in the business world
14	Selling the company Gina Cuciniello	45 minutes	To raise awareness of appropriate language for a formal letter	To select and use appropriate expressions to write a formal letter
15A	Dragon boat racing Nicholas Sheard	40 minutes	To practise reading for detail and to practise conditionals (past reference)	To read a story, put it in order and discuss the problem-solving technique used in the story
15B	Consultancy team Gina Cuciniello	1 hour	To practise the language of suggestions and opinions	To solve the problem of inappropriate behaviour in meetings
16	Teamwork jigsaw Helena Gomm	30 minutes	To practise teamwork by doing a jigsaw puzzle together	To make larger copies of individual jigsaw pieces and then work together to assemble them into a picture
17A	Teleconferences Helena Gomm	30 minutes	To discuss teleconferences and practise making recommendations	To come up with solutions to problems associated with teleconferencing and produce a list of Dos and Don'ts
17B	A memorable meal Mark Powell	25 minutes	To practise describing food and drink and to foster anecdote-telling skills	To listen to an anecdote and supply the missing information
18A	Boss or Big Brother? Simon Clarke	30–40 minutes	To practise the language of agreement, disagreement and neutrality	To complete a cloze text and discuss the ideas in it
18B	A quality problem Paul Emmerson	45–50 minutes	To address a business problem and to practise writing emails	To put a text in order and to write emails about a particular problem from different perspectives
19A	Peasants 1000 AD Paul Emmerson	45 minutes–1 hour	To practise the language and skills of negotiating	To negotiate the best deal
19B	Mini-negotiations Paul Dummett	45–50 minutes	To practise the language and skills of negotiating	To take part in a negotiation
20	How assertive are you? Helena Gomm	35 minutes	To promote discussion about assertiveness	To complete a questionnaire about assertiveness and talk about other things they could do in the situations described
CASE STUDY A: Management style Rebecca Utteridge		1 hour	To analyse different management styles and apply that analysis to a case study	To match management styles to their advantages and disadvantages, analyse a case study and make recommendations
CASE STUDY B: Brands and culture Rebecca Utteridge		30–40 minutes	To increase awareness of cultural differences when launching brands and advertising campaigns	To match unsuccessful brands and advertising campaigns with the cultural reasons for their failure and to write a checklist for launching brands in a foreign country
CASE STUDY C: Body language Rebecca Utteridge		30 minutes	To consider how body language is interpreted differently in different cultures	To match body language to its cultural interpretation and write a list of recommendations for presentations in their country
CASE STUDY D: Cultural differences Rebecca Utteridge		50 minutes	To learn about cultural differences in terms of uncertainty avoidance and individualism/collectivism	To read about uncertainty avoidance and individualism/collectivism and apply the suggestions to several scenarios
CASE STUDY E: The perfect team Rebecca Utteridge		1 hour	To analyze personalities and the strengths and weaknesses of teams	To apply the results of a personality test to a case study

1A Networking

Overview

Students prepare for and take part in a mingling activity about an imaginary job. They practise initiating and maintaining a conversation and showing interest in what someone is saying.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Students read the list of jobs and choose three they'd like to do and three they wouldn't. Monitor as they discuss the personal qualities and training required for these jobs, helping with vocabulary and pronunciation.
- 2 Students choose one of the jobs in exercise 1 and imagine it's their real job. Ask them to write three facts about the job: one neutral, one negative and one positive.
- 3 Give students a few minutes to complete and memorize the key phrases in exercise 3 before the mingling activity.
- 4 In the mingling activity, students practise starting and maintaining a conversation, and showing interest. Encourage them to use the expressions in the box. Monitor the activity.

1B Fugitives

Overview

Students categorize vocabulary for describing criminals, write a description of someone and then roleplay describing a suspected fugitive to an FBI agent.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Students read the introduction about the FBI's *Ten Most Wanted Fugitives*.
- 2 For each category in exercise 1, students decide on the appropriate verb to use when describing someone. Check the answers with the class.
- 3 Students assign the characteristics in exercise 2 to a category by writing a category number in the boxes. Check the answers with the class.
- 4 If students have access to the Internet, they go to the FBI website and choose a criminal to describe in exercise 3. If not, they can describe a secretly chosen member of the class in similar terms, and their classmates decide who it is they are describing.
- 5 Students conduct the roleplay in exercise 4. Monitor the activity.

SUGGESTED ANSWERS

- 2 black: 6, 9 olive: 8 white: 8, 9 stocky: 4
tattoo on upper arm: 11 security guard: 5 medium: 2, 3, 4
green: 7 salt and pepper: 6 bald: 6
mole below left eye: 11 American: 10 blue: 7
scar on chest: 11 dark/medium: 8 light: 8 male: 12
1.7 to 1.8 m: 2 Whitey: 1 approximately 73 kg: 3
is known to frequent libraries and historic sites: 12
white/silver: 6 thin: 4 El Comandante: 1 large: 4
uses disguises to alter his appearance: 12

2 The right connections

Overview

Students rephrase a telephone conversation and voicemail message using appropriate language to practise and consolidate telephone expressions.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Individually or in pairs, students rewrite the dialogue in exercise 1 using more appropriate language. There are several possible alternatives.
- 2 Students compare what they have written with others before sharing their ideas with the rest of the class.
- 3 Students act out their reformulated dialogues.
- 4 They repeat the task with the voicemail message in exercise 2. Ask students to discuss the possible scenario and the likely roles of Barry and Silvia.

SAMPLE ANSWERS

- 1 A Hello. CCC.
B Is that Crystal Communications Consultants?
A Yes, it is. How can I help you?
B Could I speak to Silvia Garcia please?
A Certainly. Hold the line. I'll see if she's available.
B OK, thank you.
A I'm afraid she's in a meeting at the moment.
B OK. Do you know when she'll be available?
A I'm afraid I couldn't say. Could you phone back this afternoon?
B That will be difficult for me. Could I leave a message?
A Of course.
B Could you ask her to phone me, please?
A Certainly. Can I have your name?
B Barry Clough.
A Sorry, could you repeat that, please?
B Yes, it's Barry Clough.
A And could you spell that?
B B-A-R-R-Y, C-L-O-U-G-H.
A OK, Mr Clough, I'll make sure she gets that.
B Thank you.
A Goodbye.
- 2 Hello. This is a message for Silvia from Barry Clough. I'm in Zurich. I'm rather concerned that you didn't return my call. Please could you ring me as soon as you can. The publicity material for the Zurich Expo hasn't arrived. The courier firm doesn't seem to know about it. Have you any idea what's happened, Silvia? Look, the Expo starts tomorrow – could you please organize a new courier? It's really very worrying.

3 Yank's or Chez Antoine?

Overview

Students choose which of two restaurants in a tourist town would make the better investment and justify their choice using the language of comparison.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask students if they have ever wanted to own or run a restaurant. Ask them what factors would be the most critical to its success. Check/Pre-teach: *turnover, rates*.
- 2 Elicit the language of comparison by asking the students if they had to choose between two hotels to buy in a seaside resort which they would choose, e.g. *The one with **more** rooms. The one **nearer** the beach. The one in **better** condition. The **cheaper** one etc.*
- 3 Hand out copies of the worksheet and ask students to read the text at the top. Explain that they are buying a licensed business and its goodwill, not a piece of real estate. Focus their attention on the map, the restaurant fronts and the key facts and give them five minutes to study the information.
- 4 In pairs, students discuss and decide which restaurant they would prefer to buy.
- 5 Have a class feedback session where students explain their choices.

4 Active listening

Overview

Students work in pairs, taking turns to practise active listening skills while their partner reads out a nonsense poem. By removing the element of understanding, the activity gives students the opportunity to practise their listening techniques without worrying about the meaning of the words.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Hand out copies of the worksheet and discuss exercise 1 with the class.
- 2 Go through the instructions for exercise 2. Make it clear that all the shaded words are nonsense words (though a couple of them have now passed into the English language – *burble* means to talk unintelligibly or to murmur and *galumphing* is used to describe moving in a noisy, heavy-footed way) and that the students' task is just to use their knowledge of grammar to work out what kind of words they probably are. This will make it easier when they are doing exercise 3. To help them, you might like to say that there are (probably!) nine nouns/noun phrases, six verbs, eight adjectives and one adverb.
- 3 Divide the class into pairs and go through the instructions and the example dialogue with them.

- 4 Ask pairs to take turns being the reader and the listener. Go round, monitoring and assisting where necessary.
- 5 Get pairs to perform their dialogues for the class. Tell them that their aim is to give the impression that they both know what they are talking about. Award marks, or get the rest of the class to vote, for the most natural-sounding conversation, the best demonstration of listening skills, the most convincing explanation of the poem, the pair who got to the end of the poem without laughing, without stopping, etc.

ANSWERS

exercise 2

Suggested answers

Noun	Verb	Adjective	Adverb
brillig	gyre	slithy	snicker-snack
toves	gimble	mimsy	
wabe	outgrabe	mome	
borogoves	whiffing	frumious	
raths	burbled	vorpal	
Jabberwork	galumphing	manxome	
Jubjub bird		uffish	
Bandersnatch		tulgey	
Tumtum tree			

5A Destination desktop

Overview

Students read an article and discuss the advantages and disadvantages of electronic business communication, as opposed to conventional business travel.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 In exercise 1 students, in pairs or small groups, look at the title of the article and predict what the article is about. Then students read the article and check their predictions. Elicit from them the main points of the article.
- 2 Individually or in pairs, students find the words in the text and explain what nouns or noun phrases they refer to in exercise 2. Check understanding as they do this.
- 3 Ask students what else in the business world each of the items in exercise 2 could be used to describe e.g. *increasingly powerful: mobile phones, IT companies, top footballers etc.*
- 4 Students discuss the questions in exercise 3, and report to the class anything interesting from their discussions.

ANSWERS

- b** business communication
c desire for conventional business travel
d cost of electronic conferencing
e Internet, desktop computers
f email, instant messaging and other applications
g assumption that corporate travel and in-person meetings is the only real way to do business

5B Valerie's trip

Overview

Students work in pairs exchanging information to update a business trip itinerary. This activity recycles and practises the language of travel arrangements, dates, times and spellings.

Preparation

One copy of the worksheet for each pair of students. Cut the worksheet into two.

Procedure

- 1 Depending on the class, you may want to start by revising prepositions of time and place (*in, on, at* etc), the alphabet and question forms.
- 2 Students work in pairs to discuss Valerie's itinerary, asking and answering questions but not showing each other their sheets. Monitor the activity and help with question forms if necessary. At the end of the allotted time, students should have negotiated an itinerary between them, which they should note down.
- 3 Ask them to look at the form (beginnings and endings) and language of Student A's email and to pick out any useful phrases which they could use in their own email messages.

6 Calculated guess

Overview

This fast-paced, competitive team game receptively exposes students to 96 common verb–noun collocations and increases students' lexical spontaneity.

Preparation

One copy of the worksheet for each student. Distribute copies after the game. To play, photocopy the word boxes onto an OHP transparency or write them on the board.

Procedure

- 1 Ask students to work in teams and explain that they are going to compete in a vocabulary contest.
- 2 Explain that there are three rounds. In Round 1 the context is 'In the office'. Set the scene by asking students to think of things they have in their office, e.g. PCs, phone, fax machines, reports etc.
- 3 Write up the nouns for Round 1 on the board or display them on an OHP. Explain that you are going to read out sets of verbs (see items 1–8 on the worksheet). There are four verbs in each set and every verb in the set will combine with just one of the nouns they can see. They must guess which noun it is as quickly as possible.
- 4 Read out each item slowly. The first team to guess correctly wins a point, but they must be careful! Some of the verbs will collocate with more than one of the nouns (but only one noun with all four verbs). Give the score at the end of Round 1.

- 5 For Round 2 'On the road', set the scene by asking your students to think about business trips they've been on. Then display the second set of nouns. Conduct the activity at a brisker pace this time and keep track of the score.
- 6 Repeat for Round 3 'In the meeting'. Ask students to think about what they discuss in meetings and then play the guessing game. Give out the final scores.
- 7 Now distribute the worksheets. Students write in the nouns next to the verb lists. This could be done collaboratively after the previous competitive stage.

ANSWERS

- Round 1:** 1 a phone call 2 your computer 3 a report
4 a letter 5 a form 6 a computer file 7 a message
8 your email
- Round 2:** 1 your hotel 2 a presentation 3 an agreement
4 your flight 5 an appointment 6 lunch 7 a meeting
8 your office
- Round 3:** 1 problems 2 ideas 3 proposals 4 figures
5 decisions 6 your colleagues 7 views 8 excuses

7A Devil's advocate

Overview

Students practise using language for agreeing and disagreeing, and asking for clarification in a group discussion activity. (NB Explain the expression *devil's advocate* at the end of the activity during the class feedback session.)

Preparation

One copy of the worksheet for each group. Cut the worksheet into three. (There should be a minimum of six students in the class for this activity.)

Procedure

- 1 Divide students into groups of three or four. Give a student in each group a card: A, B or C. It's a good idea to allocate C cards to more extrovert students if possible. It does not matter if one or two students do not have cards. Tell students not to show each other their cards.
- 2 Explain that the students with cards are going to lead a discussion on a controversial topic and get the group to reach a consensus. Give students a few moments to read their cards. During this time go round explaining to Students C that they are to take an extreme, opposing view to provoke an argument (i.e. to play devil's advocate).
- 3 Give Students A five minutes for their discussion. Then the groups complete the manifesto statement before starting Student B's discussion.
- 4 Have a class feedback session to listen to the different groups' opinions on their chosen topics.
- 5 Ask a Student C to explain why they were difficult and show the picture on their card. Explain the expression *devil's advocate* (a person who disagrees in order to provoke a debate or test the strength of the opposing arguments).

7B Making decisions

Overview

Students learn some idiomatic expressions relating to decisions, apply these to situations they have experienced and suggest good principles for decision-making.

Preparation

One copy of the worksheet for each student. Cut the worksheet into two.

Procedure

- 1 Explain that students are going to look at some idiomatic phrases to do with making and changing decisions. Hand out copies of the top part of the worksheet and ask them, in pairs or small groups, to complete the phrases in exercise 1. When they have finished, check the answers and the meaning of each phrase.
- 2 Hand out the bottom part of the worksheet and give the students five minutes to look at exercise 2 and think of situations from their own experience. They do not need to think of situations for all the idioms. Students describe the situations to their partner. Monitor the activity, helping with vocabulary as necessary.
- 3 In pairs, students discuss the principles in exercise 3 and suggest others. Ask pairs to share their thoughts and contribute to a definitive list drawn up by consensus of the class.

ANSWERS

a mind b thought c say d thought/consideration
e decision f consideration g mind h issue i mind
j decision

8 Influencing people

Overview

Students read a story about two politicians and choose the moral of the story. They then complete advice for communicating with other people and try to add two more pieces of advice to the list.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Hand out copies of the worksheet and ask students to discuss the questions in exercise 1 in pairs. If anyone has met a famous person, encourage them to tell the class about the meeting and find out what impression the famous person left on them. After you have done exercise 2, you could return to this student and ask them if the person they met was a 'Disraeli' or a 'Gladstone'.
- 2 Read the story in exercise 2 and the morals underneath. Ask students to decide which moral fits the story best. Check answers with the class before moving on to exercise 3.

- 3 Ask students to work individually or in pairs to read the advice and complete it with the words in the box. Check answers and ask students to say whether or not they agree with the advice.
- 4 Put students in pairs to think of two more pieces of advice to add to the list.

ANSWERS

exercise 2

b

exercise 3

1 attention 2 greater 3 competition 4 shoes 5 stranger
6 balance 7 important 8 relationships

9 Small talk

Overview

Students categorize and practise useful language for small talk: opening, directing and closing a conversation, and showing interest.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 In pairs, students categorize the phrases and expressions by completing the table in exercise 1.
- 2 Check the answers with the class. Ask some of the students to improvise sentences to illustrate and check meaning and use.
- 3 Ask students to imagine they are at a conference reception and to mingle around the classroom having brief conversations with each other. Encourage them to use the phrases and expressions in exercise 1. Monitor the activity.

SUGGESTED ANSWERS

Opening a conversation: b, f, h, l, n, p, r, v

Directing a conversation: c, o, q, t, u, w

Showing interest: d, g, j, s

Closing a conversation: a, e, i, k, m

10A A business trip

Overview

Students write emails and perform a roleplay based on a real or imaginary business trip.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask the students about their experiences of business trips and how they prepare in advance to maximize their time.
- 2 Students then work individually to plan the details for a real or imaginary business trip in exercise 1.
- 3 Students write email 1 in exercise 2. Email 2 is optional, but it gives extra writing practice and a chance to prepare more ideas for the roleplay.
- 4 Divide the class into pairs with as similar a business background as possible. Ask students to exchange their emails, discuss the situation, and discuss what sort of reply they expect in exercise 3. Monitor the activity.
- 5 Students work individually to write their reply email in exercise 4.
- 6 Students act out the roleplay in exercise 5. Stress that the host is told to have a short business discussion, not a full negotiation. The pairs then change roles and repeat the roleplay.
- 7 Hold a short feedback session to give students a chance to mention any problems they encountered.

10B Spam

Overview

Students complete a cloze text about spam. They then discuss spamming and other ways of marketing a product.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Introduce the idea of *spam* to students, i.e. unsolicited email messages. (Spam is the trade name of a meat product sold in tins.) Check/Pre-teach: *junk, cold calling, hoax, chain*.
- 2 Students read the text and fill in the gaps in exercise 1. Ask them to answer and discuss the follow-up questions in pairs or small groups.
- 3 Students discuss the promotion ideas in pairs in exercise 2.
- 4 Have a class feedback session. You can award points to pairs for each new idea introduced into the discussion and for using the phrases.

ANSWERS

- 1 unlikely 2 guess 3 carried 4 spend 5 hoax
6 colleagues 7 harmless 8 headache 9 adopt 10 set
11 receive 12 dealing 13 work 14 wage

11A Employees' centre

Overview

In groups, students plan and present their ideas for a new employees' centre at work. They practise the language of presentations and use delivery techniques to be persuasive.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 In groups of three, students read about the competition in exercise 1 and decide what sort of employees' centre they wish to propose.
- 2 In exercise 2, students draw a floor plan and transfer it onto an OHT or flipchart, if appropriate.
- 3 Students each prepare one stage of the presentation in exercise 3, bearing in mind the points on the checklist. Monitor the activity.
- 4 Invite each group to present their idea and hold a feedback session for each. Ask the class which project should be chosen, and why.

11B I am a DVD

Overview

Generative verbs such as *give*, *take*, *make* and *do* form the basis of many English expressions useful to a presenter. Students listen to a presentation given by their teacher ('the DVD player') and identify 24 such expressions.

Preparation

One copy of the worksheet for each student. Cut the worksheets into two. Distribute the soundtrack after the task.

Procedure

- 1 As a warm-up, elicit a few examples of business expressions using the verbs *give*, *take*, *make* and *do*, e.g. *give an overview*, *give an example*, *make progress*, *make a point* etc.
- 2 Explain that students are going to 'watch' a film of a business presentation which contains 24 examples of business expressions with *give*, *take*, *make* and *do*. However, as you don't have a DVD player with you, you are going to be the DVD and they are going to operate you by remote control!
- 3 Hand out the top part of the worksheet. Students fill in the functions of the buttons on a DVD player: *rewind*, *play*, *fast forward*, *stop* and *pause*.
- 4 Explain that you will give the presentation and that every time your students hear an expression using one of the four verbs, they should pause you and write down the whole expression in their notebooks. They can rewind and fast forward you as they need to. Students will have to listen very carefully, as the verbs do not always precede the expressions they belong to. To make the task easier, read the whole presentation and simply ask students to raise their hand when they hear a key expression but to write nothing at this stage. Or, reduce the number of verbs the students are listening for or give different groups different verbs to listen for.
- 5 Students compare their answers in pairs.
- 6 Distribute the soundtrack. Students highlight the key expressions and check them against the ones they wrote down. Explain any unfamiliar vocabulary from the soundtrack to the class.

ANSWERS

- give: It gives me great pleasure to; to give you a brief overview; given the extra resources; give you a chance to; giving a short talk on; to give you just one example; give you almost complete access to
- take: I'd like to take this opportunity to; you'll be taken on a preliminary tour; we can take the lead; take as much time as you need; take notes; take a few minutes to
- make: make the most of; made the final breakthrough; making such a discovery; have made considerable progress; to make headway; the point I want to make is
- do: hope to be doing business with; do everything we can to; the work we're currently doing; the tests we've done; they'll do their best to

12 Stories with impact

Overview

Students put a jumbled story in order. This provides revision of features of discourse. They choose a possible moral for the story from a list and think of their own. They then discuss how the story might be used to illustrate a point in a presentation in a business context.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Hand out copies of the worksheet and explain the meaning of the title. A story with impact is one which leaves an impression on people. It can be a powerful tool for making a point in a business presentation.
- 2 Individually or in pairs, students put the sections of the story in order. Monitor, helping as necessary. Then check answers with the class and explain any unfamiliar vocabulary.
- 3 Ask students, in pairs, to discuss the possible morals in exercise 2 and decide which one they think is most appropriate. Encourage them to write their own. Then have a class feedback session.
- 4 Go through the instructions for exercise 3 with the class. Then ask students, working in pairs or small groups, to discuss how a presenter might use the story and to report back to the class anything interesting from their discussions.

ANSWERS

exercise 1

1 D 2 F 3 C 4 A 5 E 6 G 7 B

exercise 2

Students' own answers, though d may be the best choice.

13A The good consultant

Overview

Students read a text to stimulate a discussion on the role of business consultants.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask students to work in pairs or small groups and brainstorm reasons why companies use consultants.
- 2 Hand out the worksheets and ask students to match the sentence halves in exercise 1.
- 3 Check the answers with the class. Then ask students to brainstorm any disadvantages associated with using consultants.
- 4 Explain that students are going to read a story which contains a consultant, a shepherd, sheep and a sheepdog. Check/Pre-teach: *flock (of sheep)*, *log on to (a website)*, *scrutinize (an area)*.
- 5 Give students five minutes to read the text in exercise 2.
- 6 In pairs students complete the sentences in exercise 3 using their choice of modals. Monitor the activity.
- 7 Invite individual students to read their sentences to the class.

ANSWERS

a 3 b 5 c 1 d 7 e 2 f 4 g 6

13B Business behaviour

Overview

Students assess the importance of specific behaviour in the business world and explain their culture's characteristics.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Students read the characteristics and grade them according to importance by placing a cross at the appropriate place on each line.
- 2 In groups, students share their views by comparing their completed worksheets. Encourage them to elaborate on each point, giving examples from their own experience where appropriate.

NB For monocultural classes, you could shift the emphasis onto differences between workplaces/companies. For multicultural classes, the emphasis can be on differences between cultures/countries.

14 Selling the company

Overview

Students choose the most appropriate extracts to use in a letter introducing their company to a new client. They then use some of these extracts to create their own letters.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 In pairs, students decide in exercise 1 which extracts from letters are appropriate to use in a letter introducing their company to a new client.
- 2 Reconvene as a group and discuss the extracts students selected. Ask them why the other extracts were not appropriate, e.g. too informal/too formal, unnecessarily long, too rude or abrupt.
- 3 In exercise 2 students use at least eight of their selected extracts to make a complete letter, using their imagination to flesh out the details. Monitor the activity.
- 4 Ask individual students to read their letters out to the class.

SUGGESTED ANSWERS

c, e, h, i, n, o, p, t, v, w, x, y

15A Dragon boat racing

Overview

Students complete a jigsaw reading about a management solution to a particular problem. They give their reactions to the solution using conditionals (past reference).

Preparation

One copy of the worksheet for each student. Cut the text into strips if you feel this will be helpful to students.

Procedure

- 1 Students read and discuss the questions in exercise 1 in pairs or small groups. Have a short class feedback session.
- 2 In pairs, students put the story in exercise 2 in order. Monitor, helping with vocabulary if necessary.
- 3 Check answers with the whole class.
- 4 Students discuss the question in exercise 3 in pairs or small groups. Encourage students to use the past conditional.
- 5 Ask students to give real examples of how problems are solved in their company and to talk about their roles in the decision-making process.

ANSWERS

1 A 2 F 3 I 4 C 5 H 6 E 7 B 8 G 9 D 10 J

15B Consultancy team

Overview

Students work as teams of management consultants to solve problems of inappropriate behaviour in meetings.

Preparation

One copy of the worksheet per two groups of students. Cut the worksheet into two.

Procedure

- 1 Divide students into an even number of groups of two or more students: A and B. Give Groups A worksheet A, and Groups B worksheet B.
- 2 Ask students to read the instructions. Make sure students understand that they are going to take on the role of both management consultants and directors.
- 3 Pair up Groups A and Groups B and ask students to discuss the problem they have been given as management consultants and to think of suggestions to give the directors to remedy the situation. Monitor the activity, helping with vocabulary if necessary.

16 Teamwork jigsaw

Overview

Students each receive a square cut from a larger picture. They are told they must draw an exact replica of this, but five times larger. They then have to work as a team to reconstruct a copy of the original, using the squares they have produced.

Preparation

Two copies of the picture on the worksheet. One picture should be cut into even-sized squares, one for each student in the class (with a large class, put students in groups and cut up one copy of the picture for each group), the other picture should be kept for reference. Make sure students have access to paper, pens, rulers, erasers, crayons, etc.

Procedure

- 1 Do not show students the original picture. Hand out the cut-up squares at random and ask each student to draw a replica of the square they receive, but five times larger. Tell them to try to make it as exact a copy as possible, but not to worry if they think they are not very artistic. They will have no idea how their piece contributes to the final picture, but they should work individually and not consult anyone else at this stage. Provide paper, pens, rulers, erasers, crayons, etc if necessary. When they have finished, collect in the original pieces of the worksheet.
- 2 Working as a team, students place their pieces on a table and then have to put the jigsaw together, discussing where they think each piece will fit in order to produce a larger version of the original picture.
- 3 When they have finished and the whole team is satisfied that their arrangement is correct, allow them to compare it with the original.
- 4 Have a discussion about how easy or difficult the task was and how much teamwork was required to achieve the end result.

17A Teleconferences

Overview

Students discuss what they like and dislike about teleconferencing. They then read some complaints about teleconferencing and think of possible solutions. Finally, they compile a list of Dos and Don'ts for setting up teleconferences.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Hand out copies of the worksheet. Have a class discussion on students' likes and dislikes about teleconferencing.
- 2 Students read the texts in exercise 2 and see if any of their ideas from exercise 1 are mentioned.
- 3 Divide the class into pairs and ask them to take each problem in turn and try to suggest a solution. When they have finished, they compare solutions with another pair and work together to produce a list of Dos and Don'ts. Encourage them to add their own idea, perhaps related to problems they identified in exercise 1 that were not covered in the texts in exercise 2.

17B A memorable meal

Overview

Students help the teacher tell an anecdote by supplying information the teacher has 'forgotten'. This activity recycles food and drink vocabulary and fosters anecdote-telling skills, the language of paraphrase and approximation and the skill of supplying other speakers with the vocabulary they need.

Preparation

One copy of the worksheet for each student.
Distribute the worksheet after the task.

Procedure

- 1 Tell students that you are going to try to tell them about a meal you had at a restaurant recently but you may need their help to describe some of the food.
- 2 Read out the script on the worksheet to them, supplying your own information in the gaps and struggling to recall the words marked in bold. Students should intervene to help you find the right words when you struggle. Here are a few tips on how to do this:
 - Read the script, but don't be too word-perfect. Um and er a bit.
 - Embellish the story a little. Add extra details to set the scene without digressing too much.
 - When you get to the words in bold, hesitate, use fillers, say what you don't mean and ask for help.
 - Don't reject any suggestions from your class out of hand. Encourage them to speculate as to what you might mean.

- If no-one can guess exactly what you're trying to say, accept the nearest synonym and then supply the word you wanted as well.
 - If no-one has a clue what word you're looking for, suddenly remember it.
- 3 Hand out copies of the worksheet for students to keep as a reference.
 - 4 Ask students to prepare the story of a meal they had to read out to the others in the same way. You may want to set this for homework.

18A Boss or Big Brother?

Overview

Students complete a cloze text on employers screening employees' email correspondence. They then discuss the ideas in the text using the language of agreeing and disagreeing.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Introduce the subject of employers screening employees' email correspondence. Ask students about their companies' policy on email use. Check/Pre-teach: *survey, liable, halt, snoop, perk, scan*.
- 2 In pairs, students complete exercise 1. Then check the answers with the class.
- 3 Go over the expressions in exercise 2 and encourage students to use them in their discussion. One possibility is to make the activity into a game by awarding points: one point for an argument, two points for a counter argument and a bonus point for every time they use one of the phrases correctly.

ANSWERS

- 1 offensive + language
- 2 scanning + managers
- 3 systems + snooping
- 4 customers + worried
- 5 liable + emails
- 6 want + money
- 7 case + pay
- 8 says + issue
- 9 conducted + behalf
- 10 sexism + pathetic
- 11 thinks + halt
- 12 emails + words
- 13 take + telephone
- 14 email + tool
- 15 perk + hot

18B A quality problem

Overview

Students practise writing emails about a particular problem from a variety of perspectives, wording their emails appropriately.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 As a warm-up, write *A quality problem* on the board and ask students what kinds of problem in business are referred to as quality problems. (NB *quality* can refer to customer service, production, the service sector and manufacturing.)
- 2 Hand out the worksheets. Students complete exercise 1 individually or in pairs. Check the answers with the class.
- 3 Students write the first email in exercise 2. Before they write, remind them of particular language or style points that they looked at in Units 19 (or 11) in the Student's Book. Monitor and make notes on good/bad language use.
- 4 Ask students to work in pairs to correct the language and improve the style of each other's emails.
- 5 Repeat steps 3 and 4 for emails 2 and 3. Build up a collective class version on the board using ideas from all the emails. Before email 3 you may want to elicit some diplomatic language, e.g. *It seems to me that ...*, *It might be a good idea to ...*, *I think we need to consider ... (+ing)*.
- 6 Individually students prepare a real-life situation in exercise 3 and then write an email.
- 7 In exercise 4, students take on the role of the receiver of their own email and write a reply to it. In this case this is more appropriate than exchanging with a partner as students are likely to know about their own individual problems and find it interesting to see things from another point of view. Monitor, helping with vocabulary as before.

ANSWERS

1 b 2 c 3 a 4 f 5 d 6 e

19A Peasants 1000 AD

Overview

In pairs, students practise the language and skills of negotiating in the role of a medieval peasant.

Preparation

One copy of the worksheet for each pair. Cut the worksheet into two.

Procedure

- 1 Write *peasant* on the board and elicit the meaning (a person, especially in the past, who works on a small piece of land growing food and keeping animals to feed the family). Tell students that they are going to be medieval peasants, and that they are going to practise negotiating.
- 2 Ask students how their own real-life negotiations usually begin, and elicit the importance of relationship-building. Elicit conversation topics, e.g. greeting, offering a drink, small talk about the journey to the meeting, weather etc.
- 3 Ask students what relationship-building will be like between the peasants.
- 4 Divide the class into two groups: A and B. Give out the correct half of the worksheet to each student. Give students time to read the instructions and to check any unfamiliar vocabulary.
- 5 Groups spend a few minutes preparing ideas together.
- 6 Ask each student from Group A to work with a student from Group B, to form pairs of neighbours. Start the activity, circulate and make a note of good/inappropriate language use to go over at the end.
- 7 Ask students, in their pairs, to discuss how effective they were at negotiating. Have a short class feedback session to discuss any points that arise.

19B Mini-negotiations

Overview

Students participate in two mini-negotiations using the language of negotiation.

Preparation

One copy of the worksheet for each student. Cut the worksheet into two.

Procedure

- 1 Introduce the subject of working time by asking students about working hours in their country (for managers and workers). Check/Pre-teach: *to do overtime, basic salary, concession*.
- 2 Hand out copies of the first half of the worksheet and ask students to read the text and make notes on the position of each side in the negotiation in the spaces provided in the table.
- 3 Divide the class into two groups: managers and union representatives. Give groups a few minutes to decide at least two concessions they will allow, and write notes on negotiation strategy, bargaining points, etc in the second section of the table.
- 4 Put students into pairs of one Manager and one Union Representative and give them time to negotiate. As they negotiate they fill in the final section of the table – the terms of the productivity deal.
- 5 Have a feedback session to find out how the negotiating ended up.
- 6 For the Businessworks negotiation, follow the same steps as before, but open the subject of sales by asking students about targets that they have been set for this year. Check/Pre-teach: *to set a target, to achieve a target, a budget*.
- 7 Students plan in two groups: sales directors and area sales managers. Give them a few minutes to prepare. Tell them that they can be creative in developing concessions to achieve an agreement.
- 8 Put students into pairs and allow time for negotiations before having a final feedback session to discuss the outcome.

20 How assertive are you?

Overview

Students answer a questionnaire about assertiveness and analyze their results, saying whether or not they agree with the analysis given. They then decide what else they could do in the situations described and discuss this with a partner.

Preparation

One copy of the worksheet for each student, with the analysis section folded over.

Procedure

- 1 Hand out copies of the worksheet and ask students to complete the questionnaire in exercise 1. Point out that they just have to choose the answer that is closest to what they would do – they will have the opportunity in exercise 3 to offer other courses of action.
- 2 Divide the class into pairs and ask them to compare their answers, giving reasons for their choices. Monitor, helping with vocabulary where necessary.
- 3 Ask students to unfold the analysis section and work out their scores. They should then read the analysis and discuss with their partner how accurate they think it is.
- 4 Ask students to work individually to think about what else they could do in the situations described in the questionnaire. They should write down their alternative answers and compare with a partner.

CASE STUDY A: Management style

Overview

Students read about three management styles and match them with the correct advantages and disadvantages. They then read a case study about the new CEO of an organisation and analyze his management style. Finally, they write and present a set of recommendations about how the CEO can improve staff motivation and company performance.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 As a warm-up, elicit different management styles that students are aware of or have experienced. To help generate ideas, describe one that you have experienced.
- 2 In exercise 1, students work in pairs and match each management style with an advantage or disadvantage. Have a class feedback session and then discuss students' opinions of these management styles.
- 3 Ask students to read the text individually then answer the questions in exercise 2 in pairs.
- 4 Check answers with the class.
- 5 Put students into small groups for exercise 3. Ask them to discuss how Mr Alston can improve staff motivation and company performance and write their recommendations as bullet points on a flip chart. They then present their recommendations to the rest of the class. Encourage the other students to ask questions and make comments.
- 6 At the end, ask students which recommendations they think are most useful and why.

ANSWERS

- 1 a 2 b 1 c 3 d 1 e 3 f 2
- 2 a Laissez-faire
 b Advantages: The former CEO was popular with staff.
 Disadvantages: There was a lack of harmony and efficiency.
 c Autocratic
 d He cut costs and increased profits.
 e Staff have begun to lack motivation and some of the most valued managers feel frustrated. Sales were poor last year.

CASE STUDY B: Brands and culture

Overview

In groups, students discuss the reasons why brands or brand advertising failed in certain cultures. They then create a checklist for companies who are considering launching their brand on a new foreign market.

Preparation

One copy of the worksheet for each group. Cut up the two sets of cards for each group.

Procedure

- 1 To demonstrate the task, read out card a (*A Swedish hotel chain ...*) and ask students why they think the hotel had problems getting people to book into that room. Don't give them the correct answer yet. Ask them what companies have to consider when launching a product or advertising campaign in a foreign market. For example, difficulties translating slogans, symbolism (numbers, colours, etc), different tastes etc. Do not allow students to go into too much detail at this stage as they will discuss this in depth during the final task.
- 2 Put students into small groups. Give each group the first set of cards and ask them to guess why the brands or brand advertising failed in certain countries.
- 3 Have a class feedback session but don't give them the answers.
- 4 Give the second set of cards to each group. Explain that these cards provide explanations for the problems described in the first set. Ask them to match the first set with the second set and find out if their own explanations were correct.
- 5 Check answers with the class.
- 6 Write *Launching a brand in a foreign market – Checklist:* on the board. Elicit one or two ideas, such as *Avoid symbolic numbers*. In groups, ask students to create a checklist on a flipchart.
- 7 Invite each group to present their ideas. Encourage the rest of the class to ask questions or make comments.

ANSWERS

- a 6 b 5 c 3 d 2 e 4 f 1

CASE STUDY C: Body language

Overview

Students consider examples of body language and try to work out how it might be interpreted in different cultures. They then write a list of tips for presenters/public speakers visiting their country.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Put students into pairs and ask them to answer the questions in exercise 1.
- 2 Have a class feedback session.
- 3 Put students into groups and ask them to complete exercise 2.
- 4 Check answers with the class. Ask students what the body language described in each scenario means in their own culture.
- 5 In a multicultural class, ask students to complete exercise 3 individually. They should prepare their tips and then present them to the rest of the class. Encourage the other students to ask questions and make comments. In a monocultural class, put students into groups to complete the task. They could then compare their tips with the other groups.
- 6 Work through exercise 4 as a whole-class activity.

ANSWERS

- 1 a Non-verbal communication = body language, gestures and facial expressions
b Studies show varying percentages: from 55% to 93%
c No
- 2 a immodest b a friendly warning c romantically interested
d not honest or trustworthy e excellent f embarrassed
g arrogant and disrespectful h bored or asleep

CASE STUDY D: Cultural differences

Overview

Students read about cultural differences in terms of uncertainty avoidance and individualism/collectivism and identify their own culture type. They then read four business scenarios and decide how to handle each situation according to the cultures of the people involved.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 As a warm-up, ask students the following questions:
Do you mind taking risks?
Do you prefer to make decisions with your colleagues rather than on your own?
Do you feel comfortable when confronting new situations or meeting new people?
Do you enjoy personal recognition for professional achievements?
Do you like to plan for events well in advance?
- 2 Put students into pairs and ask them to read the texts in exercise 1 and answer the questions.
- 3 Have a class feedback session. Point out that the examples of high/low uncertainty avoidance and individualism/collectivism are generalizations and that there are individual differences within cultures.
- 4 Put students into groups and ask them to complete exercise 2.
- 5 Have a class feedback session.

SUGGESTED ANSWERS

- 2 a Do not express your disagreement in front of the whole group. A private discussion would be appropriate.
b Collectivists do not like mediation as it shows that there is a problem within the group and can also cause loss of face. If a mediator has to be used, he or she should be internal and the process may need to involve the whole team. The communication style should be indirect and respectful.
c The managers from the USA and the Netherlands need to receive recognition for their individual achievements and to be made personally accountable for their actions.
d It is your job to manage such cultural differences in an international team. Make them aware of their own and each others' cultures. Take advantage of their different strengths: Lars could be more suited to planning and Jaslyn may be better at tackling creative issues, for example.

CASE STUDY E: The perfect team

Overview

Students analyze three individuals' responses to a personality test and discuss the strengths and weaknesses of those people working together in a business and how each person could contribute to the team.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 As a warm-up, ask students what problems they might encounter if they set up a business with some friends or family members.
- 2 Put students into groups and ask them to complete exercise 1.
- 3 Write *Strengths* and *Weaknesses* on the board and elicit examples from each group, writing them under the appropriate heading as you go along.
- 4 Ask students to complete exercise 2 in their groups and have a class feedback session.
- 5 Work through exercise 3 as a whole class activity. Write two headings on the board: *Personality* and *Skills* and elicit examples from students.
- 6 Ask students to do the personality test on their own. Then in small groups ask them to discuss the strengths and weaknesses of working together. What kind of person would they hire to join their team?
- 8 Have a class feedback session. When each group has described the type of person they require for their team, ask if anyone thinks they would make a suitable candidate and, if so, why.

SUGGESTED ANSWERS

Strengths: The main strength is creativity and innovation. Within the team, there are preferences for truth and directness as well as diplomacy. These contrasting approaches could be applied according to different types of negotiations, for example. There is also a good balance between task-oriented and person-oriented behaviour. Again, these could be applied to different activities, such as dealing with personnel (person-oriented) or developing new procedures (task-oriented).

Weaknesses: There may be a leadership struggle between Fabien and Sandrine as both like to lead. Alain and Sandrine are clearly person-oriented and like to communicate. They may think that Alain is 'not contributing' when he is working out solutions on his own. They all have a tendency to act immediately. As a result, they may not take enough time to explore all options and come up with the best solution.