

# Business *Communication* Games

With Photocopiable *Game Sheets*

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# **Business** *Communication* **Games**

**Photocopiable games and activities  
for students of English for Business**

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# Introduction

**J**ust as communicative activities and games have become an integral part of most EFL classes, there is an increasing awareness that business English courses also benefit greatly from this approach. The notion that business English is unavoidably boring is disappearing fast. This book aims to provide games and activities which encourage and develop the students' business communication skills in English in an enjoyable way.

The majority of business English learners know, or can easily acquire, the specialized jargon of their particular field. The role of the teacher is to provide the language skills as a framework within which learners can achieve successful communication when presenting their products, taking part in meetings, speaking to clients, partners, colleagues, etc.

Some games in the collection have been developed to introduce and/or practise very specific language material where the emphasis is on accuracy and precise formulation, whereas others offer students the chance to develop their fluency; that is, to use the language at their disposal more freely. In all cases, our aim has been to initiate real communication among the students in the classroom in preparation for the real communication that will be demanded of them in their jobs.

Carrying out communicative tasks requires active involvement on the part of the learner, which in turn makes the lessons more motivating and more effective. These factors are crucial in any learning situation, but particularly so when the learners have to fit business English lessons into a very busy working day. This book is for teachers of both in-service learners, who can bring their own knowledge and expertise to the tasks, and of those preparing for a business career without work experience as yet. There are games and activities for large classes, small groups and one-to-one teaching.

This book is intended to be used as a supplement to and consolidation of work with any available coursebook of intermediate level and includes games which do not fit into a textbook format and which have an activating, kinaesthetic element. Business people are not used to being passive recipients in their work situations and these games encourage learners to take the initiative in their learning process to make it memorable and therefore successful.

The first part of the book contains 36 games which consist of one or more photocopiable worksheets (*see below*). The second part contains teacher's notes giving information under the following headings: activity type, number of students, function practised, lexical area, and grammar involved, followed by step-by-step instructions on setting up and playing the games. Finally, the index categorizes the games in order to help teachers to choose a suitable game.

## Photocopiable worksheets

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For the photocopiable worksheets, you will need to photocopy, then cut up the page as marked. The lines along which you will need to cut the photocopied page are indicated by a broken line, as below.



You may also find it useful to mount the boxes and sections you have cut out onto card, both to prevent the slips of paper from being lost or damaged, and for re-use later.

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# Contents

List of games	Business/social function practised
<b>1</b> <b>What's your position?</b>	<i>Describing company structure</i>
<b>2a-c</b> <b>Find the colleague who . . .</b>	<i>Introducing; exchanging information</i>
<b>3a-c</b> <b>What were you doing when the boss came in?</b>	<i>Describing office activities; persuading</i>
<b>4</b> <b>The ideal boss</b>	<i>Describing and evaluating character</i>
<b>5</b> <b>Priority pyramids</b>	<i>Discussing job satisfaction</i>
<b>6a-b</b> <b>Burnout</b>	<i>Analysing work situations</i>
<b>7a-d</b> <b>Where's the General Manager's office?</b>	<i>Describing the workplace</i>
<b>8a-b</b> <b>And where do you work?</b>	<i>Describing the advantages of different jobs</i>
<b>9a-b</b> <b>The snowball definition game</b>	<i>Learning vocabulary of sales and finance</i>
<b>10</b> <b>What's your product?</b>	<i>Advertising a product</i>
<b>11a-b</b> <b>A difficult choice</b>	<i>Expressing opinions; agreeing / disagreeing</i>
<b>12a-b</b> <b>Hold the line, please.</b>	<i>Practising telephone skills (1)</i>
<b>13a-d</b> <b>Who's calling, please?</b>	<i>Practising telephone skills (2)</i>
<b>14a-b</b> <b>Business letter memory</b>	<i>Studying writing style for business letters</i>
<b>15a-d</b> <b>Please take the floor.</b>	<i>Reviewing the language of meetings</i>
<b>16</b> <b>Business letter jigsaw</b>	<i>Learning standard formats for business letters</i>
<b>17a-d</b> <b>Bar graph bingo</b>	<i>Describing trends</i>
<b>18a-c</b> <b>Entrepreneurs' board game</b>	<i>Justifying decisions</i>
<b>19a-b</b> <b>Brag a little!</b>	<i>Describing accomplishments</i>
<b>20a-c</b> <b>A company profile</b>	<i>Describing a company and its history</i>

<b>21</b>	<b>A difficult day</b>	<i>Relating a chain of events</i>
<b>22a-b</b>	<b>Business appointments</b>	<i>Making arrangements</i>
<b>23a-d</b>	<b>The itinerary game</b>	<i>Talking about future plans</i>
<b>24a-c</b>	<b>Working it out</b>	<i>Negotiating an agreement</i>
<b>25</b>	<b>Meet your match</b>	<i>Using the language of negotiations</i>
<b>26a-b</b>	<b>Forming a subsidiary</b>	<i>Analysing criteria; expressing opinion</i>
<b>27a-b</b>	<b>Villa for sale</b>	<i>Describing; comparing; persuading</i>
<b>28</b>	<b>Situations vacant</b>	<i>Applying for jobs; interviewing</i>
<b>29a-b</b>	<b>How to get that job</b>	<i>Evaluating job-hunting strategies</i>
<b>30a-b</b>	<b>What would you do about it?</b>	<i>Discussing options</i>
<b>31a-b</b>	<b>I've got a solution</b>	<i>Offering advice</i>
<b>32a-f</b>	<b>Behave yourself</b>	<i>Inter-cultural competence</i>
<b>33a-d</b>	<b>Amazing facts</b>	<i>Comparing cultures</i>
<b>34</b>	<b>A night on the town</b>	<i>Making polite suggestions</i>
<b>35a-c</b>	<b>Headhunters, Inc.</b>	<i>Socializing; persuading</i>
<b>36a-b</b>	<b>Talking about the boss</b>	<i>Describing the executive lifestyle</i>

Teacher's Notes with game instructions

Indexes

# 1 What's your position?

<b>Managing Director</b>	Someone who heads a company and is responsible for its running.
<b>Executive Secretary</b>	Someone who does secretarial work for top management.
<b>Sales and Marketing Manager</b>	Someone who heads the department that advertises and sells the product.
<b>Sales Representative</b>	Someone who is responsible for selling the product to customers.
<b>Production Manager</b>	Someone who heads the department responsible for manufacturing the product.
<b>Personnel Manager</b>	Someone who heads the department responsible for staff matters, such as the hiring of employees.
<b>R &amp; D Manager</b> (research and development)	Someone who heads the department responsible for scientific research and the development of new products.
<b>Finance Director</b>	Someone responsible for running the company's financial affairs.
<b>Accountant</b>	Someone who keeps the accounts in the finance department.
<b>Receptionist</b>	Someone who sits in the lobby, answers the phone, and greets visitors.

## 2a Find the colleague who . . .

Role-cards

You are the Managing Director of the company and are in charge of running it. You've been with the company for 20 years. Your hobby is playing golf. You often play with business clients.

You are an executive secretary. You are the 'right hand' of the Managing Director. You've been with the company for 5 years. Your hobby is Italian cooking and in your free time you like to give dinner parties.

You are the Personnel Manager. You are in charge of staff matters, such as training programmes and hiring. You've been with the company for one year. Your hobby is gardening.

You are a sales representative. Your job is selling the company's product to customers. You've been with the company for 2 years. In your free time you take evening classes to learn Japanese.

You are the Sales and Marketing Manager. You are in charge of your company's sales and marketing strategy. You've been with the company for 7 years. In your free time you like to go hiking.

You are an accountant in the finance department. Your job is keeping the company's books and accounts. You've been with the company for 4 years and are hoping for a promotion soon! In your free time you like to read detective stories.

You are the company's Production Manager. You head the department that makes the product. You are a newcomer to the company. In your free time you like listening to classical music.

You are the R & D Manager and are in charge of scientific research and the development of new products. You've been with the company for 9 years. In your free time you like to collect butterflies.

You are the Finance Director and are in charge of the company's financial affairs. You've been with the company for 10 years. In your free time you take ballroom dancing lessons with your partner.

You are a technician in the production department and work on technical aspects of production. You've been with the company for 8 years. Your hobby is building and flying model planes. You spend every free minute on this hobby with your partner!

## 2b Find the colleague who . . .

Role-cards

You are the company's receptionist. You take all the incoming calls and greet and screen visitors. You've been with the company for 3 years. Your hobby is watching old movies on your home video. Your favourite is *Casablanca*.

You are the company's driver. You are in charge of taking company executives and important visitors to appointments and to the airport in the company limousine. You've been with the company for 6 years. In your free time you play cards with your friends.

You are a software expert. You are in charge of developing software programmes for your company. You've been with the company for 18 months. Your hobby is disco dancing.

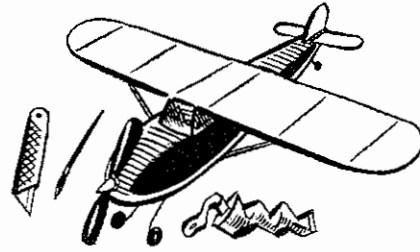
You are a security guard for the company and work the night shift. You've been with the company for 5 years. In your free time you like to watch wrestling on TV.

You are the company's head cook. You are in charge of planning and preparing the staff restaurant lunches. You've been with the company for 17 years. Your hobby is entering recipe competitions.

You are on the company's maintenance staff. Your job is keeping the building and grounds in good shape. You've been with the company only 6 months. In your free time you like to go hang-gliding.



## Find the colleague who . . .



**name**

**position**

collects butterflies

.....

is in charge of hiring

.....

is a newcomer to the company

.....

takes evening classes in Japanese

.....

loves cooking Italian food

.....

is in charge of marketing strategy

.....

is hoping for a promotion soon

.....

has been with the company for 18 months

.....

takes ballroom dancing lessons

.....

greet and screens visitors

.....

builds and flies model airplanes

.....

drives the executives to appointments

.....

works at night

.....

cooks your staff restaurant meals

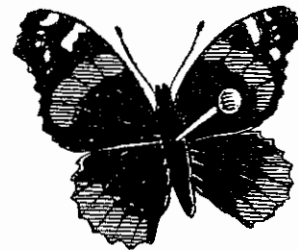
.....

goes hang-gliding

.....

plays golf with clients

.....



## 3a What were you doing when the boss came in?

Step 1

You were working at your computer when the boss came into your office. The colleague who shares the office with you was eating a chocolate bar.

You were eating a chocolate bar when the boss came into your office. The colleague who shares the office with you was working at the computer.

You were sorting the day's mail when the boss came into your office. The colleague who shares the office with you was stapling some papers together.

You were stapling some papers together when the boss came into your office. The colleague who shares the office with you was sorting the day's mail.

You were just leaving for an appointment when the boss came into your office. The colleague who shares the office with you was faxing a letter to a client.

You were faxing a letter to a client when the boss came into your office. The colleague who shares the office with you was just leaving for an appointment.

You were listening to messages on your answering machine when the boss came into your office. The colleague who shares an office with you was watering the potted plant.

You were watering the potted plant when the boss came into your office. The colleague who shares the office with you was listening to messages on the answering machine.

You were adding figures on your calculator when the boss came into your office. The colleague who shares the office with you was making some photocopies.

You were making some photocopies when the boss came into your office. The colleague who shares the office with you was adding some figures on the calculator.

## 3b What were you doing when the boss came in?

You were reading the newspaper when the boss came into your office. The colleague who shares the office with you was making a private long-distance telephone call.

You were making a private long-distance telephone call when the boss came into your office. The colleague who shares the office with you was reading the newspaper.

You were filing some important documents when the boss came into your office. The colleague who shares the office with you was reading a memo.

You were reading a memo when the boss came into your office. The colleague who shares the office with you was filing some important documents.

You were dictating a letter to your secretary when the boss came into your office. The colleague who shares the office with you was on the telephone with an important client.

You were on the telephone with an important client when the boss came into your office. The colleague who shares the office with you was dictating a letter to the secretary.

You were writing an appointment in your desk diary when the boss came into your office. The colleague who shares the office with you was snoozing in a swivel chair!

You were snoozing in a swivel chair when the boss came into your office. The colleague who shares the office with you was writing an appointment in his/her desk diary.

You were making espresso coffee when the boss came into your office. The colleague who shares the office with you was doing a yoga headstand!

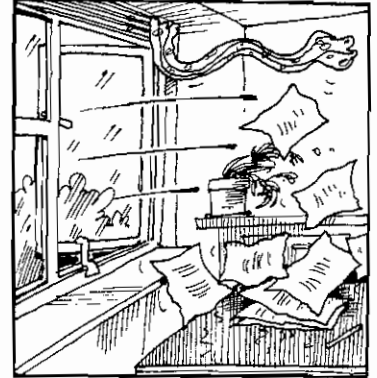
You were doing a yoga headstand when the boss came into your office. The colleague who shares the office with you was making espresso coffee.

# 3C What were you doing when the boss came in?

Step 2

PAIR ONE

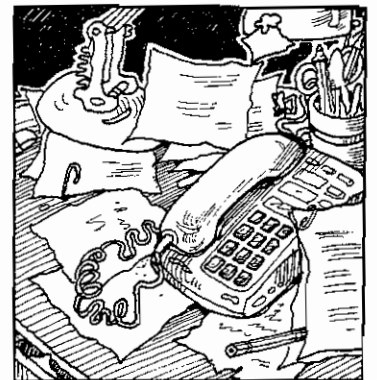
**Colleague A:** You are in your office. The colleague who shares the room with you has some annoying habits. He is a fresh air fanatic and is always opening the window without asking permission. He also makes herb tea in the office coffee-machine, often just when you want a cup of coffee! You have decided to have a talk with him today. Be tactful, but try to convince him to change.



**Colleague B:** You are in your office. The colleague who shares the room with you has some annoying habits. He is a heavy smoker and doesn't ask your permission before smoking in the office. He is also a big coffee-drinker, but he usually forgets to wash his cup and clean the machine at the end of the day. You are tired of doing it for him. You have decided to have a talk with him today. Be tactful, but try to convince him to change.



**Colleague C:** You are in your office. The colleague who shares the room with you has some annoying habits. He spends hours talking on the phone and many of his phone calls are of a private nature. You can't concentrate on your work while he's talking. And since you have the same extension number, you're sure you miss important incoming calls. He also has a very untidy desk. You have decided to have a talk with him today. Be tactful, but try to convince him to change.



PAIR TWO

**Colleague D:** You are in your office. The colleague who shares the room with you has some annoying habits. Every time you do some photocopying, he asks you to copy something for him, too, and then gives you a stack of papers, which means you waste a lot of time. In addition, he is always losing his pen and taking one of yours from your desk. Yesterday you could find nothing to write with! You have decided to have a talk with him today. Be tactful, but try to convince him to change.



## **4** The ideal boss

<b>hard-working</b>	<b>humorous</b>	<b>critical</b>
<b>polite</b>	<b>imaginative</b>	<b>ambitious</b>
<b>punctual</b>	<b>tidy</b>	<b>calm</b>
<b>experienced</b>	<b>supportive</b>	<b>decisive</b>
<b>generous</b>	<b>sociable</b>	<b>considerate</b>
<b>well-organized</b>	<b>diplomatic</b>	<b>authoritative</b>

## 5 Priority pyramids



real responsibility



job security



opportunity to be innovative  
and creative



good chances of promotion



good relationship with boss



within easy travelling distance



friendly colleagues



flexible working hours



a good salary



low level of stress

---

## Find someone who . . .

- |  | Name  |
|--|-------|
| 1 works from dawn to dusk.                           | ..... |
| 2 seldom takes their full holiday entitlement.       | ..... |
| 3 has little time to take any exercise.              | ..... |
| 4 is bad at time-management.                         | ..... |
| 5 spends their free time behind a desk.              | ..... |
| 6 drinks pints of coffee a day.                      | ..... |
| 7 is bad at delegating tasks.                        | ..... |
| 8 spends little time with their family.              | ..... |
| 9 has difficulty sleeping.                           | ..... |
| 10 is determined to make an impact in the workplace. | ..... |

---

## Find someone who . . .

- |  | Name  |
|--|-------|
| 1 works from dawn to dusk.                           | ..... |
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| 4 is bad at time-management.                         | ..... |
| 5 spends their free time behind a desk.              | ..... |
| 6 drinks pints of coffee a day.                      | ..... |
| 7 is bad at delegating tasks.                        | ..... |
| 8 spends little time with their family.              | ..... |
| 9 has difficulty sleeping.                           | ..... |
| 10 is determined to make an impact in the workplace. | ..... |

## 6b Burnout

Role-play cards

1

**You are the Boss.** You are pleased with the performance of your staff, but have noticed signs of burnout. You have therefore called a meeting of your top managers to decide how you can alleviate stress among the employees. You want to find an effective but not too costly way of preventing stress-related illnesses. Listen to the suggestions of your co-workers and decide on the best course of action.

2

**You are a top manager in a small but high-powered company.** You have been experiencing burnout recently. You have decided to get out of the rat-race and are planning to open an artist's supply shop in your town. (Your boss doesn't know this yet.) Your boss has called a meeting to hear suggestions on how to alleviate the staff's stress. You want to persuade the boss to encourage employees to take up water-colouring and sketching. It's inexpensive and relaxing.

3

**You are a top manager in a small but high-powered company.** A lot of the staff have been showing signs of burnout recently. Your boss has called a meeting to hear suggestions on how to alleviate the staff's stress. Your brother-in-law runs the only chauffeur service in town. You plan to suggest that the boss should arrange chauffeur-driven transport to and from work and to the airport for senior management. This would reduce the stress involved in traffic jams, aggressive driving, etc.

4

**You are a top manager in a small but high-powered company.** A lot of your colleagues have been showing signs of burnout recently. Your boss has called a meeting to hear suggestions on how to alleviate the staff's stress. Your partner is an aromatherapist and the only one in the area. You want to persuade the boss to run aromatherapy sessions for the employees. Treatments can be relaxing or invigorating and are always completely natural. The oils are inexpensive. And there are even treatments for jet-lag!

5

**You are a top manager in a small but high-powered company.** The staff have been showing signs of burnout recently. Your boss has called a meeting to hear suggestions on how to alleviate the staff's stress. Your brother is a qualified fitness trainer and you want to suggest providing personalized exercise programmes and work-out facilities for the employees. Working the body, heart, and lungs is good for general health and better than a drink at the bar for relaxing. And after initial expenses for equipment, it will be cheap!

6

**You are a top manager in a small but high-powered company.** The staff have been showing signs of burnout recently. Your boss has called a meeting to hear suggestions on how to alleviate the staff's stress. Your best friend, a qualified masseur/masseuse, is unemployed at the moment. You think it would be a good idea to employ him/her full-time to provide gentle or vigorous massage treatment whenever the need arises. This would not be too expensive and you're sure everyone would make use of the service.



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The company has decided to adopt American methods of staff motivation and give out an Employee of the Month award every four weeks. With your partner, put this floor plan together as quickly as you can. The first pair or group to finish and discover where the General Manager's office is will share this month's award.

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## **The reception area**

It has recently been redecorated and newly furnished. There is even a little white marble fountain in the middle! All the clients are very impressed. The reception area stretches across the whole front of the building. The lift is just behind it on the right-hand side of the building.

## **The post room**

It is between the Gents' and the After-Sales Service Department. It is important because all the correspondence passes through here and its staff know all the gossip.

## **The lift**

It is between the reception area and the conference room. Its doors open on to the main corridor. It is opposite the ladies' room. It was always very popular, but since it got stuck between the third and fourth floors last week people seem to be avoiding it.

## **The main corridor**

It runs down the centre of the building from the reception area at the front to the staff restaurant at the back. It is the heart of the company. At the moment there is a beautiful exhibition of Japanese prints on its walls.

## **The conference room**

It is between the lift and the Production Department on the right-hand side of the building. All the important meetings take place here. Sometimes discussions get very heated. In fact, just last week, someone banged her fist on the table.

## **The Accounts Department**

It is beside the Production Department, and across the corridor from the After-Sales Service Department. Its staff have had a lot of stress over the years and just don't seem able to relax.

## **The After-Sales Service Department**

It has got nothing but trouble at the moment. The telephone doesn't stop ringing and it even had a visit from the General Manager the other day. It is between the post room and the Sales and Marketing Department on the left-hand side of the building.

## **7b Where's the General Manager's office?** Information sheet 2

### **The Personnel Department**

Life has been stressful in this department because the company has had to make several employees redundant this year. Fortunately, it is opposite the staff fitness room so that its occupants have a chance to unwind there. It is also just in front of the staff restaurant – most convenient for that next cup of coffee.

### **The Research and Development Department (R & D)**

It is between the Sales and Marketing Department and the Personnel Department, on the left-hand side of the main corridor. The company is not very happy with its results at the moment.

### **The Production Department**

It is situated between the conference room, which can be very handy, and the Accounts Department. It is opposite the post room and After-Sales, where there are a lot of problems at the moment.

### **The Sales and Marketing Department**

It is located between R & D and After-Sales Service. Its motto is 'We aim to please', but recently products have not always been up to standard.

### **The Gents'**

It is opposite the conference room, between the Ladies' room and the post room. Unfortunately it is run-down and has been waiting for a face-lift for years.

### **The Ladies' room**

It is just behind the reception area on the left-hand side of the main corridor. The gents' is just behind it. It is definitely more attractive than the gents', especially with those pink satin toilet-roll covers.

### **The staff fitness room**

It is opposite the Personnel Department, next to the staff restaurant. It's becoming very popular with the staff. It certainly sees some strange sights.

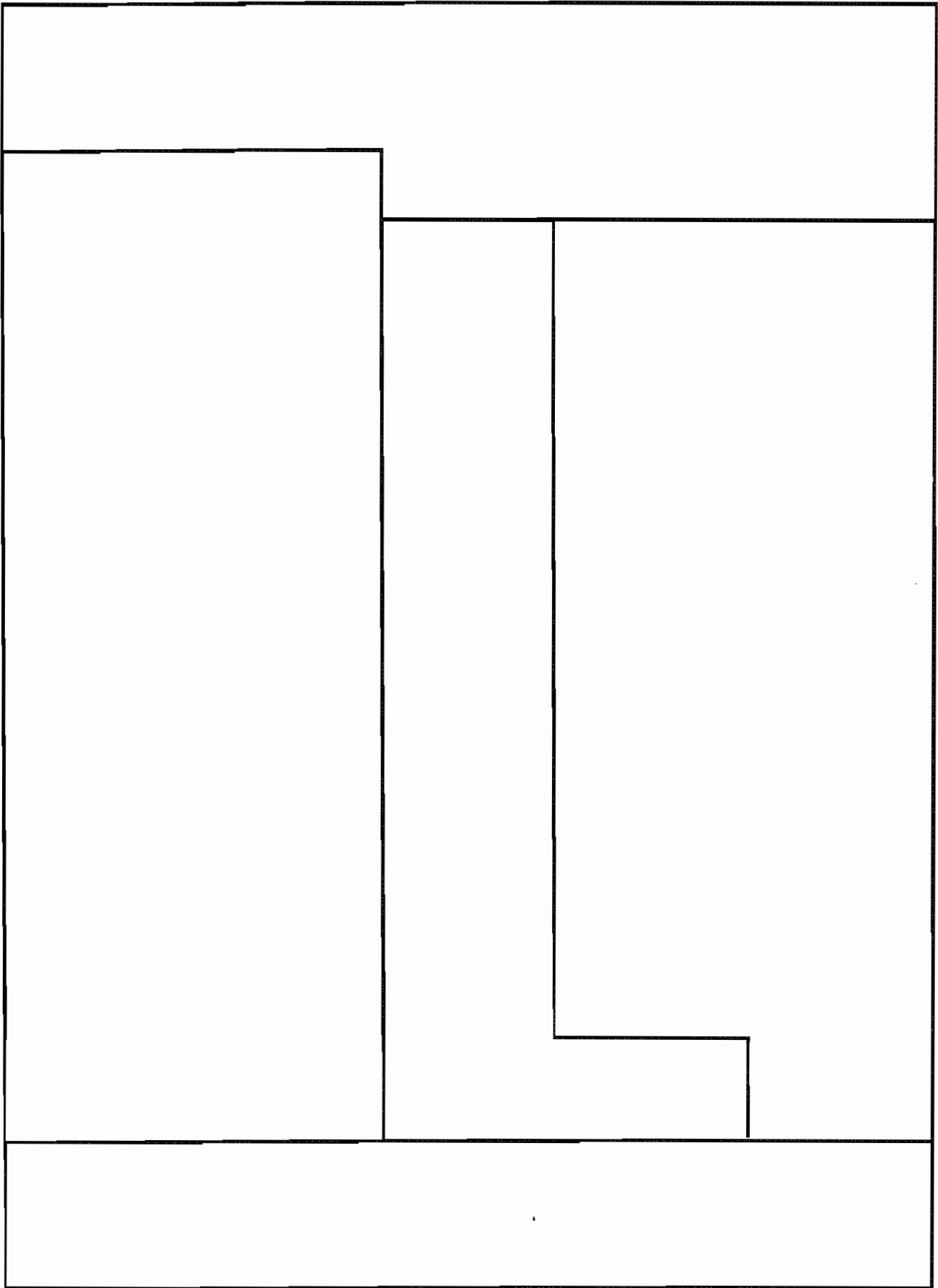
### **The staff restaurant**

It stretches all the way across the back of the building at the far end of the main corridor. It is large and ultra-modern. Everyone enjoys coming here. Today there is the delicious smell of seafood pasta in the air.

### **The General Manager's office**

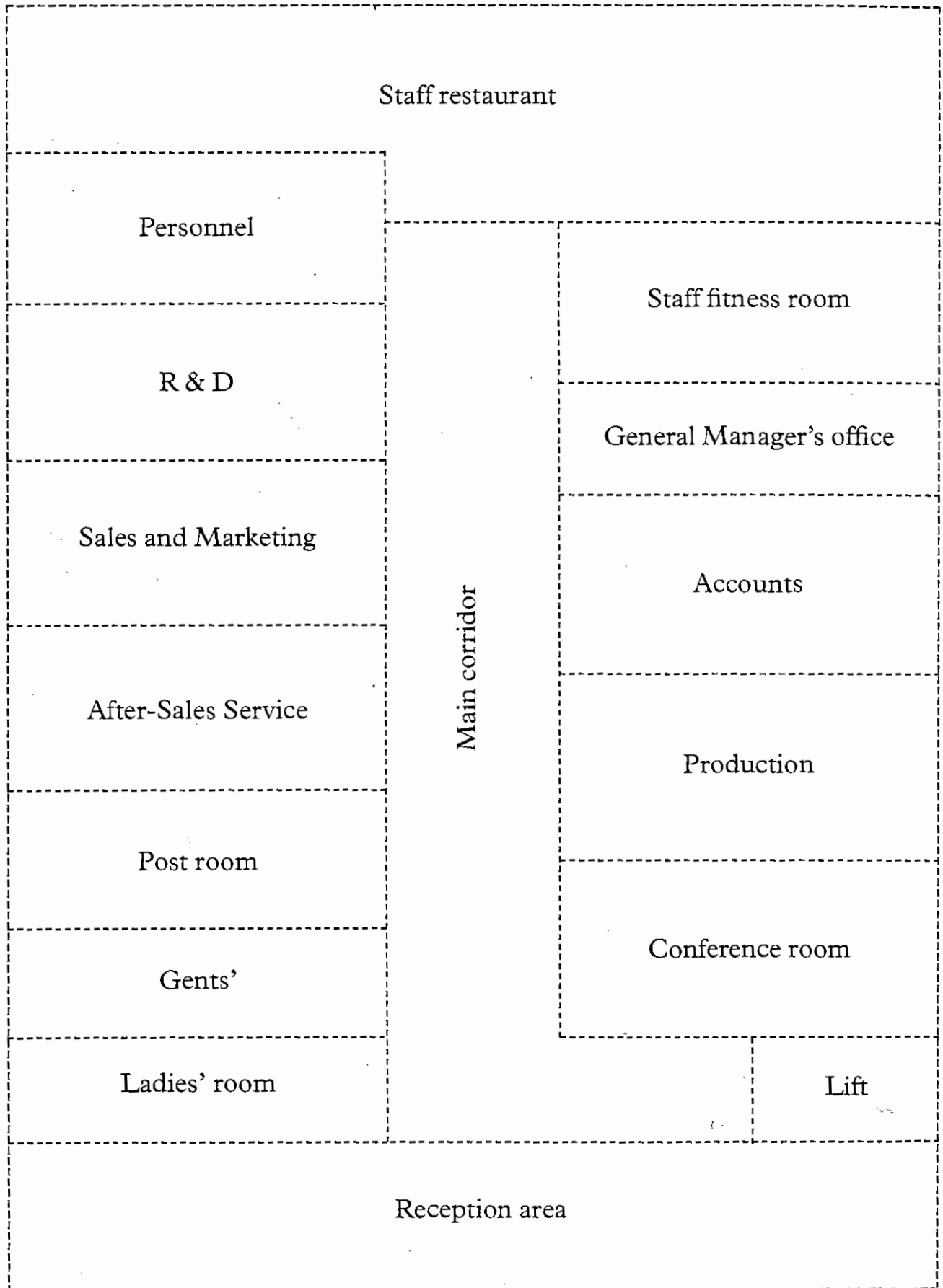
# 7C Where's the General Manager's office?

Floorplan

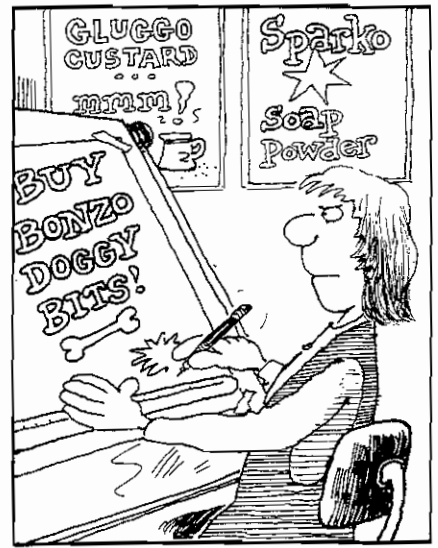
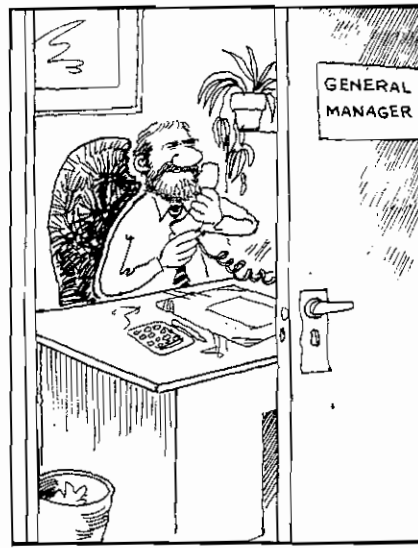
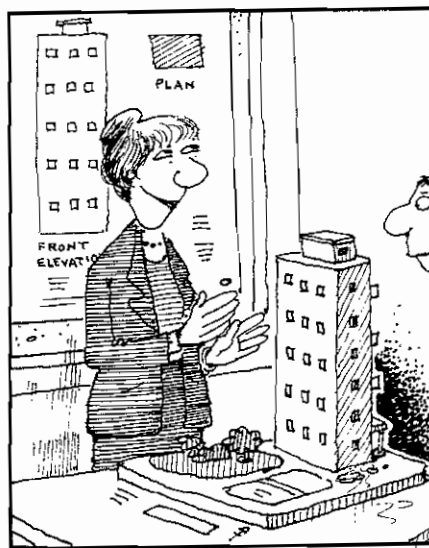


# 7d Where's the General Manager's office?

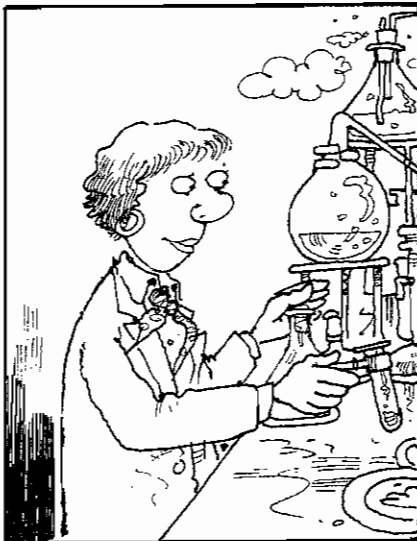
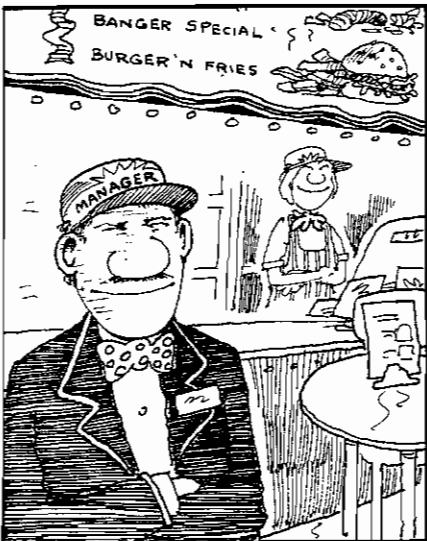
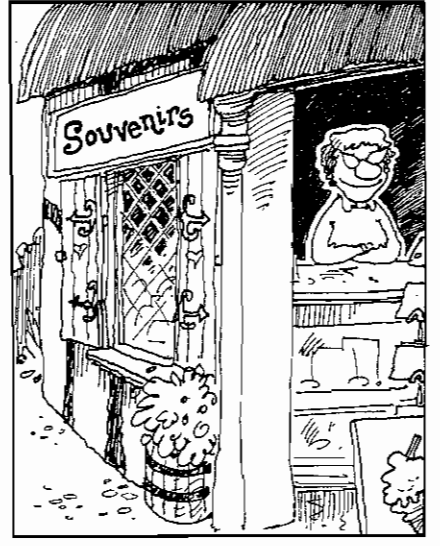
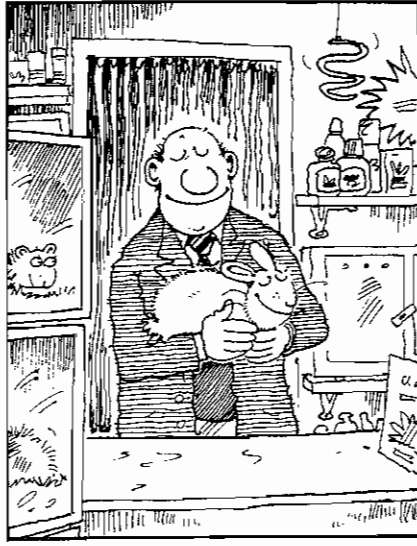
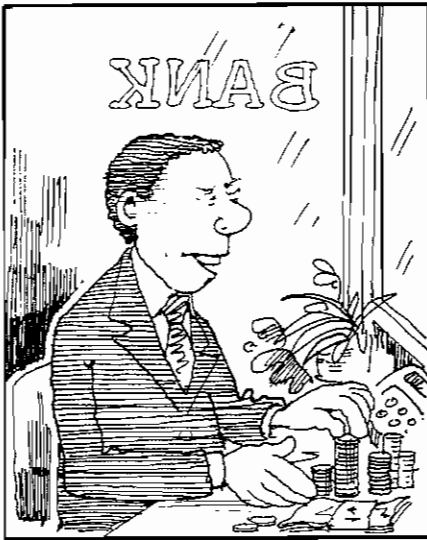
Floorplan to be cut up



# 8a And where do you work?



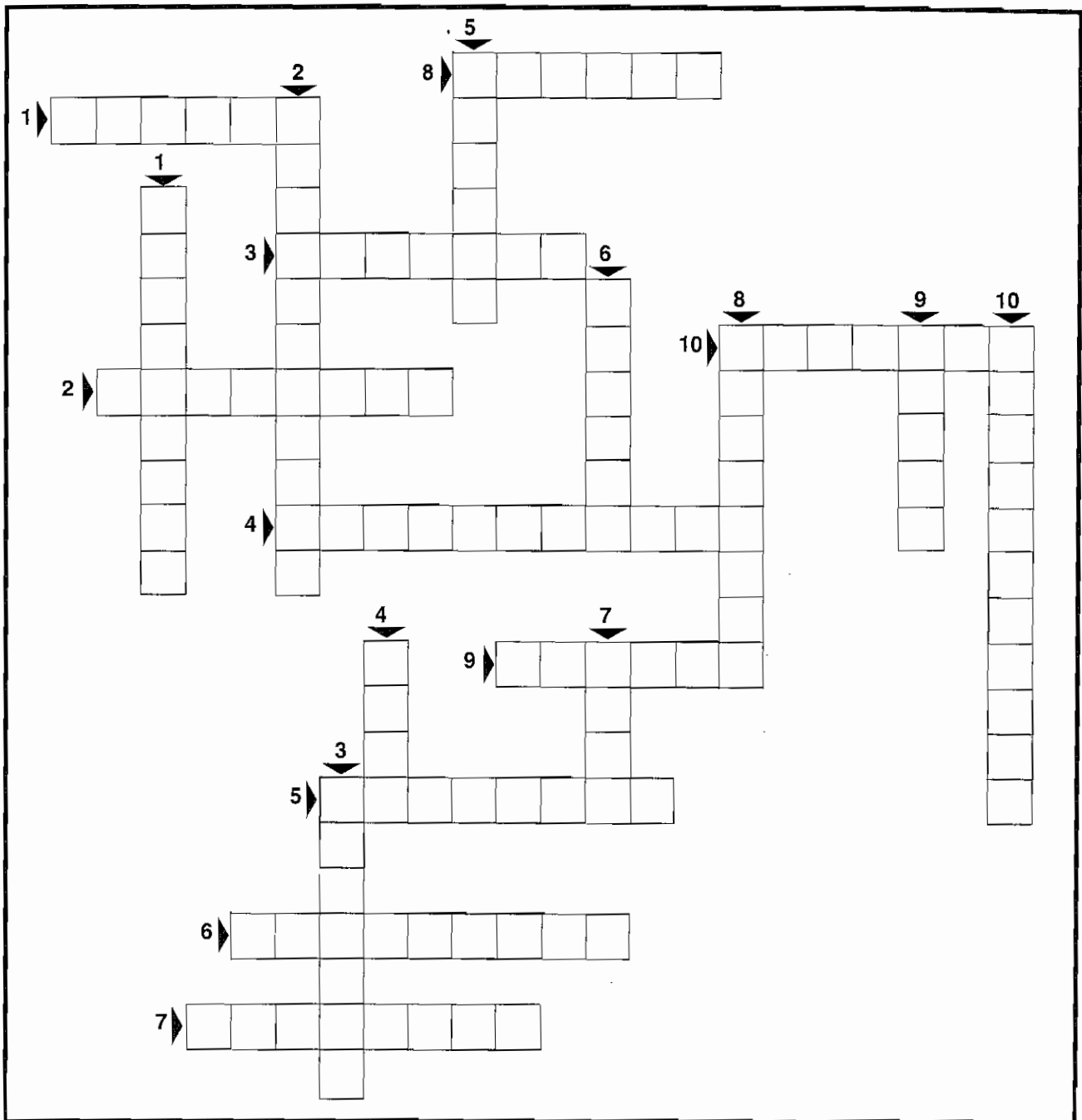
# 8b And where do you work?



## 9a The snowball definition game

<p>What you get when sales are higher than production costs (<i>profit</i>)</p>	<p>Money borrowed from a person or bank (<i>loan</i>)</p>
<p>A document that shows you've paid for something (<i>receipt</i>)</p>	<p>The result when costs are higher than total sales (<i>loss</i>)</p>
<p>The money you get back when you are not satisfied with a product (<i>refund</i>)</p>	<p>A business that sells products to the general public (<i>retail</i>)</p>
<p>Everything a company or person owns that is worth money (<i>assets</i>)</p>	<p>The money that you earn from your job (<i>salary</i>)</p>
<p>The money needed to start a business (<i>capital</i>)</p>	<p>A person who has bought parts or shares of a company (<i>shareholder</i>)</p>
<p>The people that buy products and services (<i>consumers</i>)</p>	<p>Money that people or companies have to pay to their government (<i>taxes</i>)</p>
<p>A reduction in price (<i>discount</i>)</p>	<p>The total sales of a company (<i>turnover</i>)</p>
<p>Money spent on goods or services (<i>expenditure</i>)</p>	<p>A business that sells goods in large quantities to retail stores (<i>wholesale</i>)</p>
<p>The money a bank charges for a loan (<i>interest</i>)</p>	<p>The money a country uses (<i>currency</i>)</p>
<p>A bill listing the products delivered (<i>invoice</i>)</p>	<p>Money that a company owes (<i>liabilities</i>)</p>

## 9b The snowball definition game



### across

- 1 Everything a company or person owns.
- 2 The total sales of a company.
- 3 A document showing you've paid.
- 4 Money spent on goods and services.
- 5 What a bank charges for a loan.
- 6 A business selling goods to retail stores.
- 7 A reduction in price.
- 8 When you get your money back.
- 9 The money you earn at your job.
- 10 Money needed to start a business.

### down

- 1 The people who buy products.
- 2 A person owning shares of a company.
- 3 A bill listing the products delivered.
- 4 Money borrowed from a bank.
- 5 A business selling products to the public.
- 6 When revenue is higher than costs.
- 7 When costs are higher than sales.
- 8 The money a country uses.
- 9 Money you pay to the government.
- 10 Money that a company owes.



# 10 What's your product?

high-quality components	a choice of fashionable colours	30-day money-back guarantee
unequalled performance	state-of-the-art design	eye-catching packaging
standard and deluxe models available	available in small, medium, and large	compact
high-tech design	all natural materials	user-friendly
completely reliable at all temperatures	on-site maintenance	sophisticated technology
distinctive style	durable	maximum speed of . . .
easy to use	48-hour delivery guaranteed	width of . . .
robust construction	one-year warranty	height of . . .
laboratory tested	portable	built-in safety features

# 11a A difficult choice!

Product information sheet

The Polar Bear Ice Cream Company, Ltd plans to introduce one of the following to the market next year:

- a) **Teddy bars:** chocolate ice-cream on a stick shaped like teddy bears to appeal to children.
- b) **Multivitamin bars:** A 10-fruit sherbet on a stick with vitamins added for the health-conscious.
- c) **Champagne-truffle bars:** champagne-flavoured ice-cream with a chocolate truffle coating to appeal to adults.

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# 11b A difficult choice!

**You are the Managing Director** of the Polar Bear Ice Cream Company Ltd. You will chair the meeting which is being held to choose your company's new product. Everyone at the meeting will help to make the decision. You are very interested in hearing the arguments and hope the group can achieve consensus. You personally favour option **b** and are against option **c**. When presenting your opinion, emphasize your concern for the image of the company and with making a profit.

1

**You are the Export Sales Manager** of the Polar Bear Ice Cream Company Ltd. The General Manager has called a meeting to choose a new product. You are very much for option **c** and definitely against option **b**. When presenting your opinion at the meeting, remember to bring up your knowledge of the export market to support your argument.

2

**You are the Marketing Manager** of the Polar Bear Ice Cream Company Ltd. The General Manager has called a meeting to choose a new product. You are very much for option **a** and definitely against option **b**. When presenting your opinion at the meeting, remember to bring up market research reports and promotional issues to support your argument.

3

**You are the Production Manager** of the Polar Bear Ice Cream Company Ltd. The General Manager has called a meeting to choose a new product. You are very much for option **b** and definitely against option **a**. When presenting your opinion, remember to bring up issues of production costs and feasibility to support your argument.

4

**You are the Domestic Sales Manager** of the Polar Bear Ice Cream Company Ltd. The General Manager has called a meeting to choose a new product. You are very much for option **c** and definitely against option **a**. When presenting your opinion at the meeting, remember to bring up your knowledge of the domestic market to support your argument.

5

**You are the Purchasing Manager** of the Polar Bear Ice Cream Company Ltd. The General Manager has called a meeting to choose a new product. You are very much for option **a** and against option **c**. When presenting your opinion at the meeting, remember to bring up the varying costs for the different ingredients involved to support your argument.

6

# 12a Hold the line, please.



Let me read that  
back to you.  
Your number is  
801-6402.



Yes. That's  
correct.



When can I reach  
him?



He'll be in at  
10 o'clock.



Can you hold the  
line, please?



Certainly. I'll wait.



May I speak to Ms  
Wagner, please?



One moment,  
please. I'll connect  
you.



Who's calling,  
please?



This is Paula  
White.

# 12b Hold the line, please.

A



Thanks for calling. Have a nice day.

B



Thank you.  
Goodbye.

A



Can you spell your name for me, please?

B



Certainly.  
S-C-H-W-A-R-T-Z.

A



May I take a message?

B



Yes, thanks.  
Could you ask her to ring me at 210-1635?

A



Directory enquiries. May I help you?

B



I'd like a London number, please.  
Ms Paula White in Kensington.

A



Certainly. Your name and number, please?

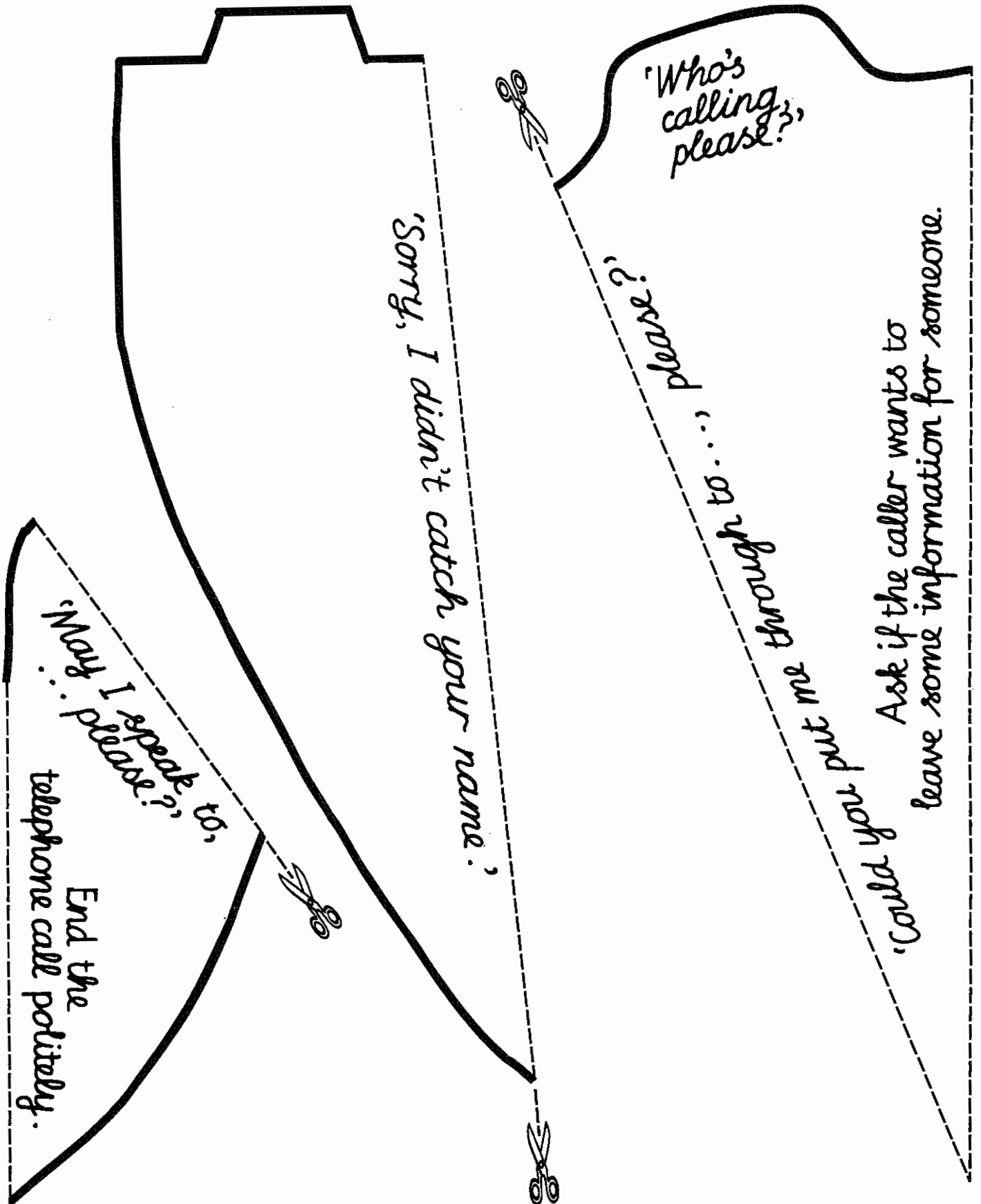
B



Could you ask him to return my call?

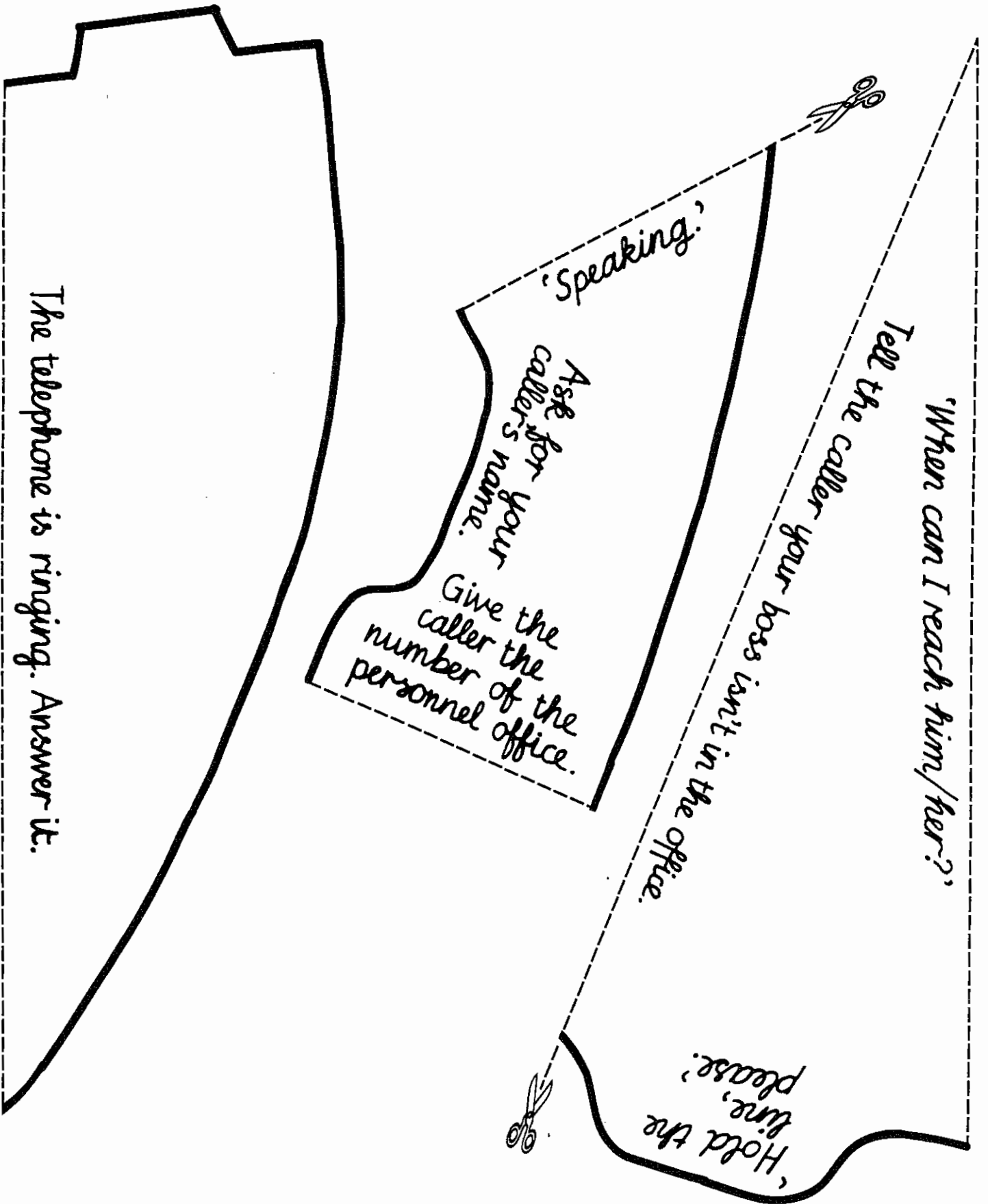
# 13a Who's calling, please?

Puzzle pieces 1, 2, and 3



# 13b Who's calling, please?

Puzzle pieces 4, 5, and 6



# 13C Who's calling, please?

Puzzle pieces 7, 8, and 9

'May I take a message?'

Ask when the person you want to speak to will be available.

You are the caller.  
Give your name.

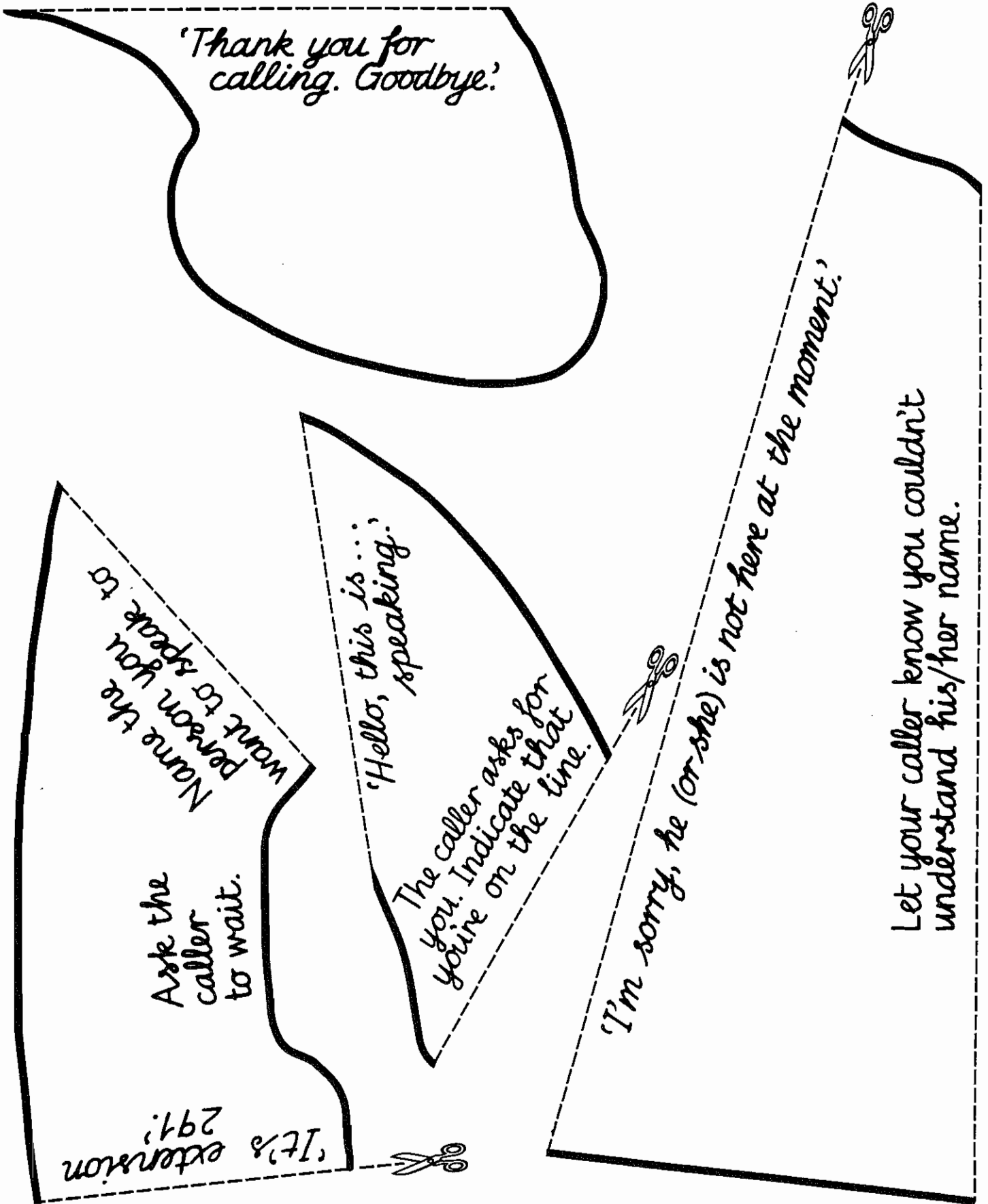
'Oxford 26431/Hotel Cambridge. Good morning!'

Ask the switchboard operator to connect you with someone.



# 13d Who's calling, please?

Puzzle pieces 10, 11, 12, and 13



# 14a Business letter memory

## Greeting

Dear Sir or Madam

## Greeting

Dear Ms Jones / Dear Mary

## Reference

With reference to your letter of  
June 1, . . .

## Reference

Thank you for your letter of  
June 1.

## Enquiry

I'm writing to enquire about . . .

## Enquiry

Could you please tell me . . . ?

## Request

I would be grateful if you  
could . . .

## Request

Could you possibly . . . ?

## Enclosure

Please find enclosed . . .

## Enclosure

I am sending you . . .

# 14b Business letter memory

## Expressing regret

I regret that . . . has happened.

## Expressing regret

I was sorry to hear about . . .

## Giving information

I wish to inform you . . .

## Giving information

I'm pleased to tell you . . .

## Offering help

Please let me know if I can  
be of assistance.

## Offering help

Let me know if I can help  
in any way.

## Closing remarks

I look forward to your reply.

## Closing remarks

I hope to hear from you soon.

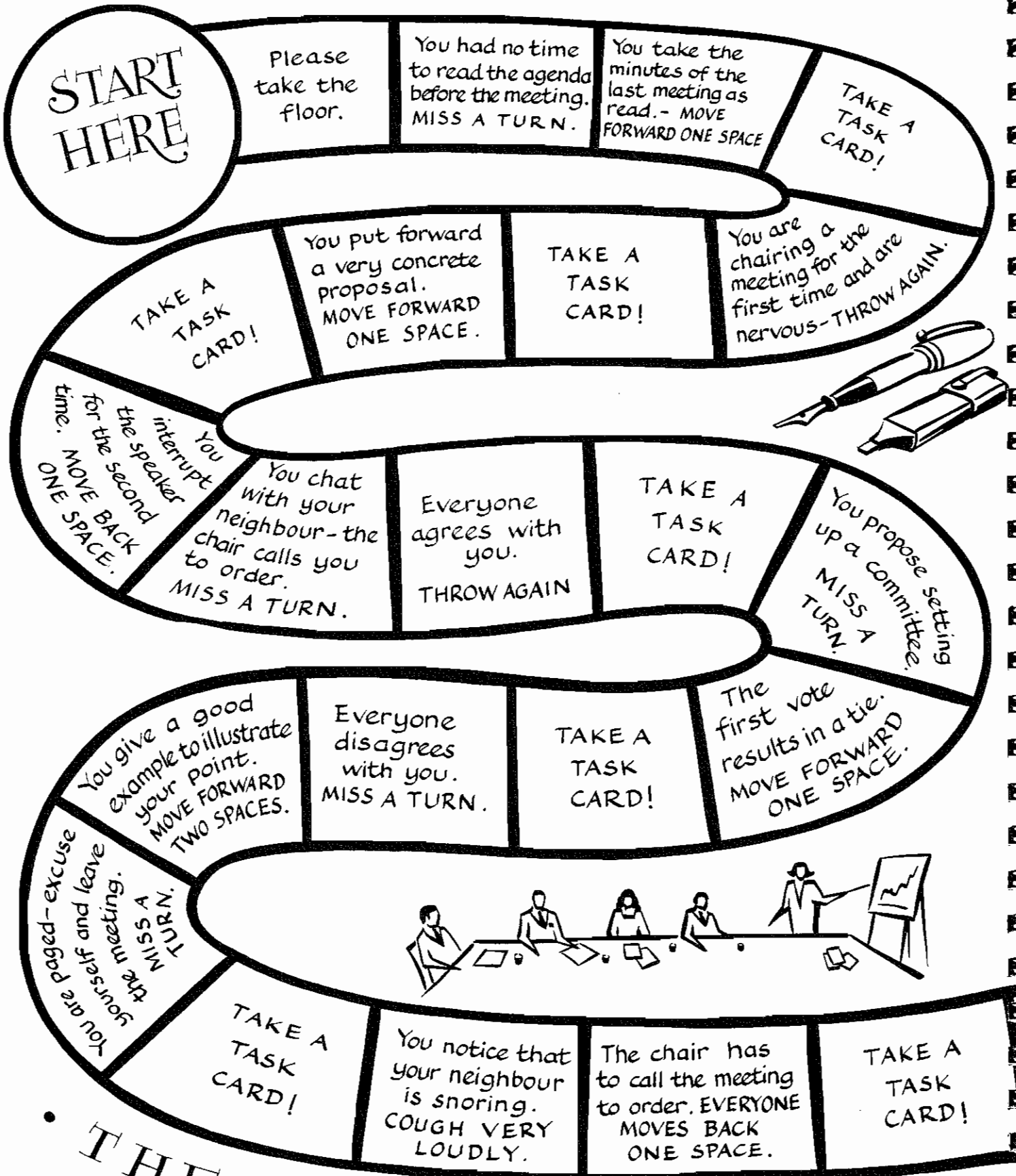
## Farewell

Yours faithfully

## Farewell

Regards

# 15a Please take the floor.



# THE LANGUAGE OF

# 15b Please take the floor.

Everyone is interested in your views on the topic. **THROW AGAIN.**

You fall asleep. **MISS TWO TURNS.**

**TAKE A TASK CARD!**

You propose adjourning the meeting. **MOVE FORWARD ONE SPACE.**

You declare this meeting closed.

**TAKE A TASK CARD!**

You spill your coffee. **MOVE BACK ONE SPACE.**

You have a point for AOB. **EVERYONE GROANS.**

Your proposal is put to the vote. **MOVE FORWARD ONE SPACE.**

**TAKE A TASK CARD!**

**TAKE A TASK CARD!**

Your suggestion scores a consensus. **THROW AGAIN.**

You have forgotten to bring the consumer trial reports to the meeting. **MISS A TURN.**

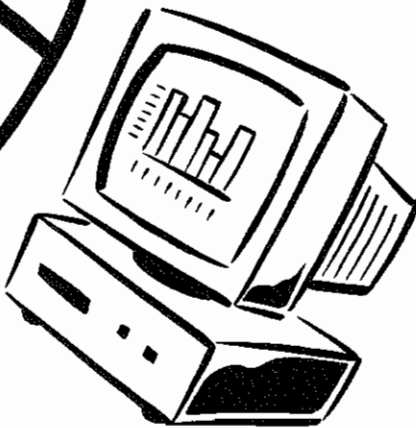

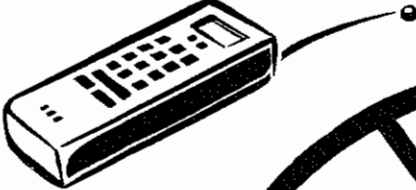
You abstain from voting. **MOVE BACK ONE SPACE.**

**TAKE A TASK CARD!**

You suggest postponing the next item on the agenda. **MOVE FORWARD ONE SPACE.**

**TAKE A TASK CARD!**

**TAKE A TASK CARD!**



## MEETINGS.

# 15C Please take the floor.

Task cards

<p><b>Question</b></p> <p>If everyone at a meeting votes the same way, the decision is ...</p> <hr/> <p><b>Answer</b></p> <p>unanimous</p>	<p><b>Question</b></p> <p>How do you as chairperson end an informal meeting?</p> <hr/> <p><b>Answer</b></p> <p>a) Well, I think that just about wraps it up for today.          b) Can we leave it at that for today?</p>	<p><b>Question</b></p> <p>How do you as chairperson postpone a decision?</p> <hr/> <p><b>Answer</b></p> <p>a) If no one objects, I suggest we leave this matter until ...          b) With your approval, I propose we defer this until ...</p>
<p><b>Question</b></p> <p>How can you interrupt a speaker politely?</p> <hr/> <p><b>Answer</b></p> <p>a) Sorry to interrupt, but could I ask for clarification?          b) Could I come in here for a moment?</p>	<p><b>Question</b></p> <p>How can you show complete agreement with the last speaker's suggestions?</p> <hr/> <p><b>Answer</b></p> <p>a) If no one has anything to add, can we move on to ...?          b) Now I'd like to turn to item number ...</p>	<p><b>Question</b></p> <p>How can you politely avoid answering a question?</p> <hr/> <p><b>Answer</b></p> <p>a) Well, it's rather difficult to say at the moment ...          b) I'm not in a position to comment on that just now.</p>
<p><b>Question</b></p> <p>How can you show disagreement politely?</p> <hr/> <p><b>Answer</b></p> <p>a) I'm sorry, but I can't agree with that.          b) I can see what you mean, but ...</p>	<p><b>Question</b></p> <p>How do you as chairperson move on to the next point?</p> <hr/> <p><b>Answer</b></p> <p>a) I couldn't agree more!          b) I'm all in favour of that!</p>	<p><b>Question</b></p> <p>What non-verbal communication shows you are listening?</p> <hr/> <p><b>Answer</b></p> <p>Nodding occasionally; smiling from time to time; keeping eye-contact with the speaker.</p>

**Question**

You are the chairperson and are opening a meeting. What do you say?

---

- a) Ladies and gentlemen, I declare the meeting open.
- b) Let's get down to business, everyone!

**Answer**

**Question**

You are the chairperson. The discussion is getting away from the point. What do you say?

---

- a) Could we stick to the agenda, please?
- b) I think we're getting side-tracked here.

**Answer**

**Question**

You are the chairperson and think it is time to vote. What do you say?

---

- a) I propose we take a formal vote on it.
- b) Can we move to vote on this?

**Answer**

**Question**

You are at a formal meeting and would like to speak. What do you say?

---

- a) Mr/Madam Chairman, may I have the floor?
- b) With the Chair's permission, I'd like to comment on...

**Answer**

**Question**

You are at a formal meeting and would like to make a proposal. What do you say?

---

- a) I would like to propose the motion that...
- b) I would like to move that.

**Answer**

**Question**

What should the agenda of a meeting include?

---

- a) apologies for absence
- b) minutes of last meeting
- c) matters arising from minutes
- d) items on today's agenda
- e) AOB (Any Other Business)
- f) date of next meeting

**Answer**

**Question**

If you second a motion at a formal meeting, what are you doing?

---

You're showing that you give your complete support to the proposal.

**Answer**

**Question**

What is the casting vote?

---

In the event of a tie (same number of votes for and against), the Chair has the deciding vote.

**Answer**

**Question**

What does 'to abstain from voting' mean?

---

It means that you decide not to vote. This is called an abstention.

**Answer**

# 16 Business letter jigsaw



## Sea Star Sports Articles

100 Hayward Road, London NW2 4HF tel/fax: 0171-886 6789

Mr J. Wilson  
Manager  
Brighton Sports  
10 Putney Street  
Brighton BN3 6FE

19 May 1996

Dear Mr Wilson

Thank you for your letter of 3 May 1996 enquiring about our new sales catalogue and price list. We are pleased to hear of your shop's interest in stocking our products. Unfortunately, the new catalogue is not yet back from the printers. I will send it to you under separate cover as soon as possible. Please note our new line of children's water toys which has been selling very well.

You asked about a quantity discount. We will be happy to discuss this with you if you can give us some idea of the quantity you are thinking of ordering. Our terms of payment are one month after receipt of invoice. Don't hesitate to contact us if you have any further questions.

I look forward to hearing from you in the near future.

Yours sincerely

Mary Bates  
Sales Manager



## Sheet A

fall	slow	slump
growth	gradual	peak
dramatic	exceed	decrease

## Sheet B

expand	trough	boom
rise	increase	rapid
slight	sudden	decline

# 17b Bar graph bingo

Sheets C+D

## Sheet C

fall short of	trough	reduce
growth	rapid	increase
dramatic	sudden	rise

## Sheet D

slump	peak	expand
decline	exceed	decrease
slight	gradual	fall

The opposite of *rise*.

The opposite of *fall*.

The opposite of *boom*.

The opposite of *slump*.

The opposite of *increase*.

The opposite of *decrease*.

The opposite of *peak*.

The opposite of *trough*.

The opposite of *slight*.

The opposite of *dramatic*.

The opposite of *exceed*.

The opposite of *fall short of*.

The opposite of *gradual*.

The opposite of *sudden*.

The opposite of *growth*.

The opposite of *decline*.

The opposite of *slow*.

The opposite of *rapid*.

The opposite of *expand*.

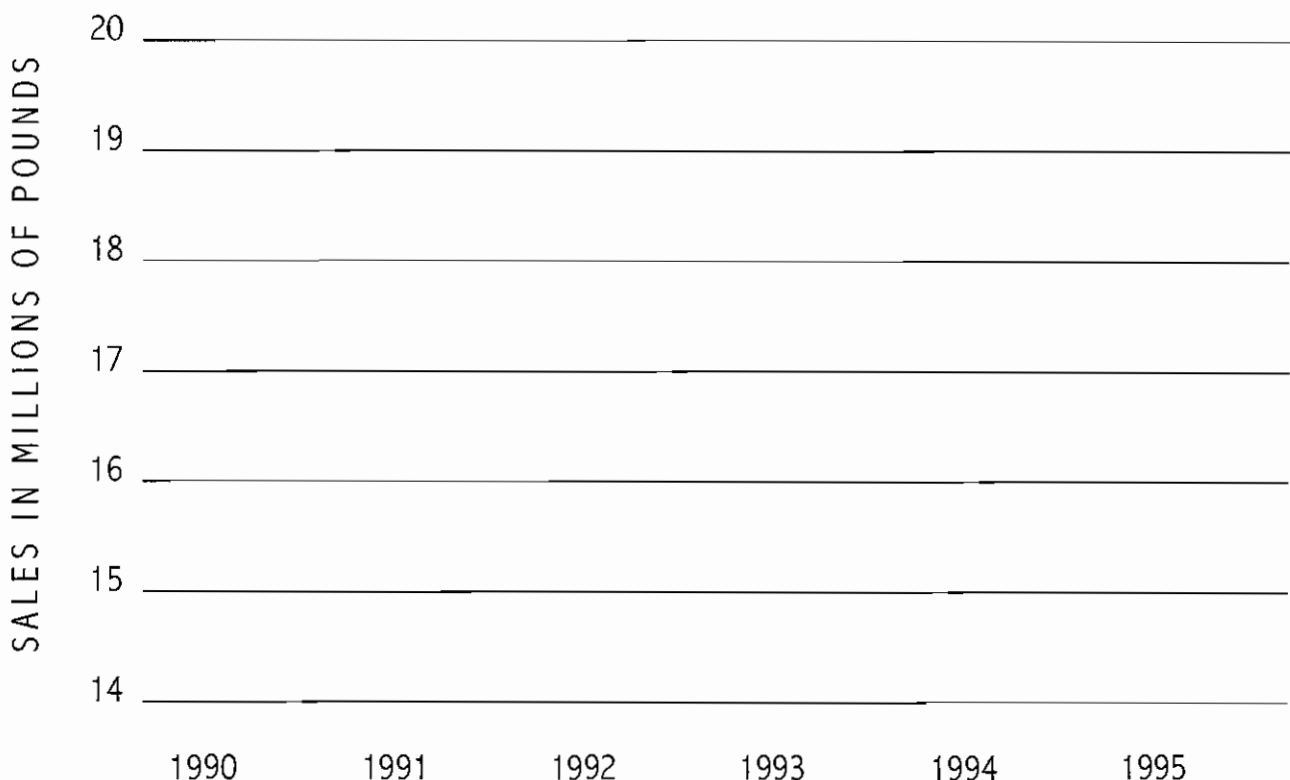
The opposite of *reduce*.

# 17d Bar graph bingo

Graph information sheet

- 1 In 1990, company sales were 16 million pounds.
- 2 In 1991, company sales increased gradually, reaching 16.5 million pounds by the end of the year.
- 3 1992 was a year of healthy growth. Sales exceeded those of the previous year by 1.5 million pounds.
- 4 In 1993, sales decreased sharply to 15 million pounds due to the launch of a rival product.
- 5 In 1994, sales recovered slightly, totalling 15.5 million pounds.
- 6 In 1995, sales improved dramatically, reaching a peak of 19 million pounds.

## Bar graph

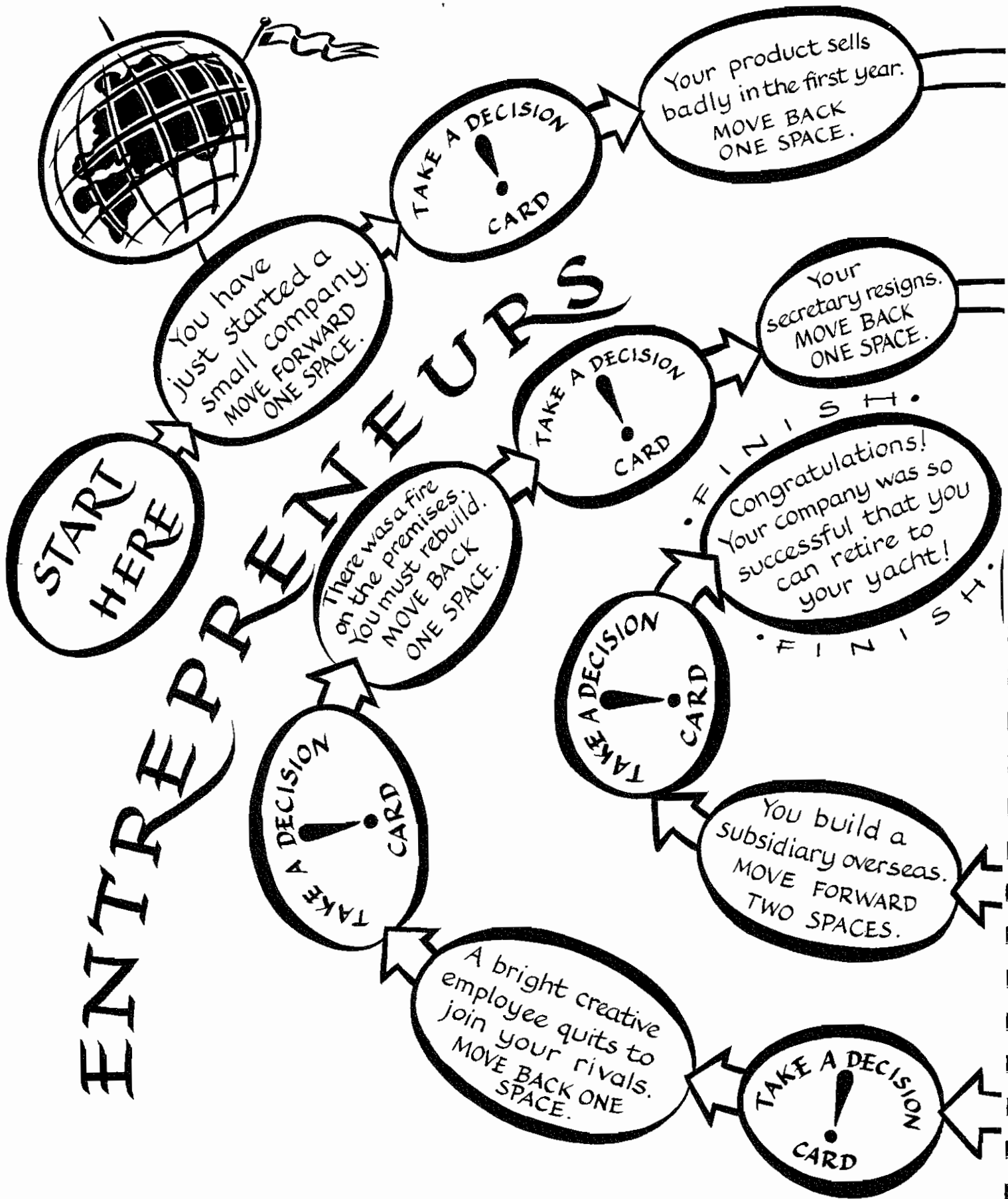


# 18a Entrepreneurs' board game

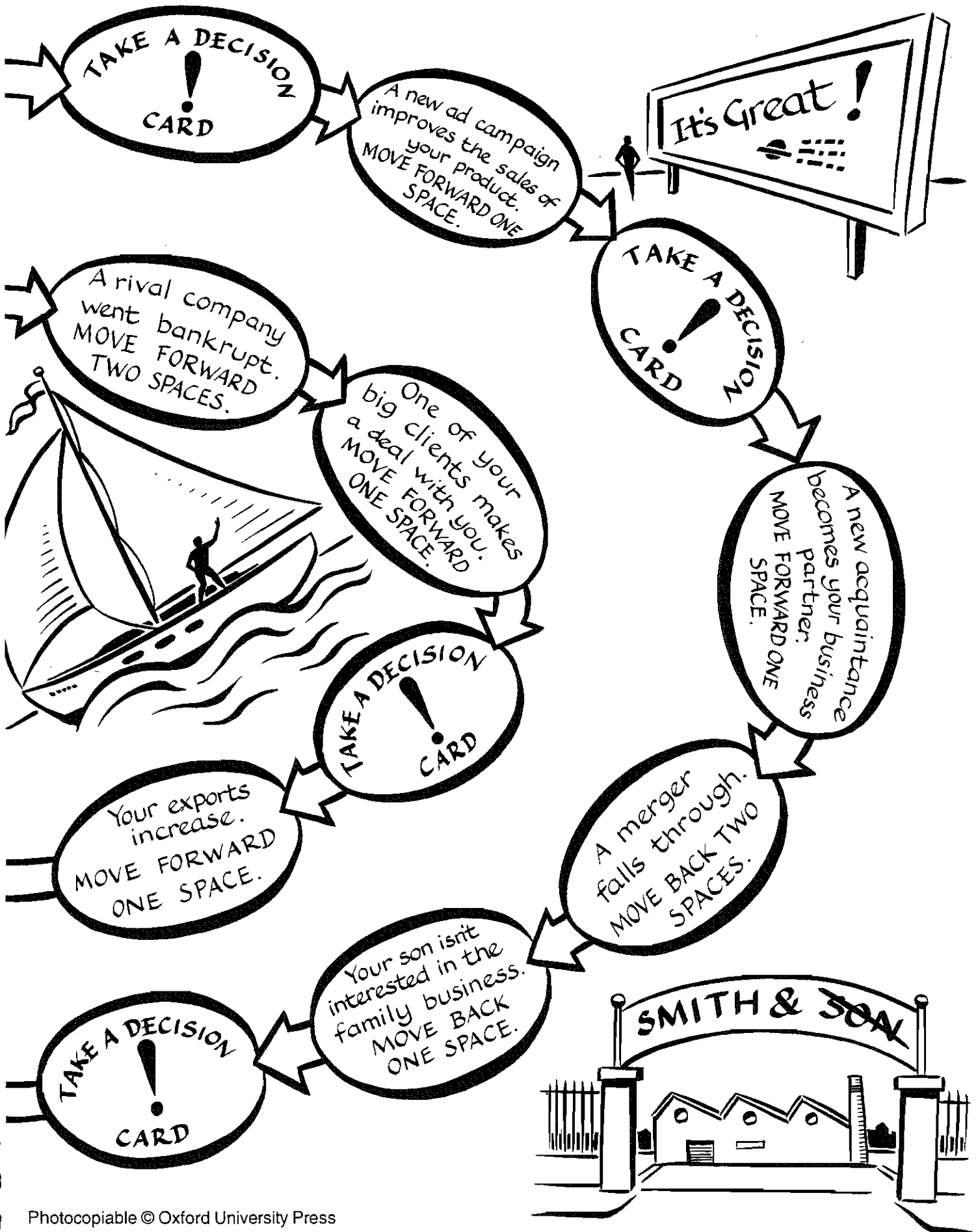
Decision cards

Will you pay higher than average salaries or will you introduce a profit-sharing scheme? Defend your decision.	Will you send your senior managers to expensive training seminars to improve their performance? Why or why not?
Will you limit smoking on your company's premises to one smokers' lounge, or will you permit it in all rooms? Defend your decision.	Will you spend a large amount of money on long-term research and development projects? Why or why not?
Will you offer in-company language training for staff during working hours? Defend your decision.	Will you give your Sales Reps company cars to drive or will you reimburse them for the kilometres they drive in their own cars? Defend your decision.
Will you send your managers to anti-stress seminars at company expense? Why or why not?	Will you ask bosses to write yearly appraisals of their subordinates before pay rises and promotions are given? Why or why not?
Will you have a dress code at your company? What kind of clothes will be expected and why?	Will your company give public support and company money to environmental organizations? Why or why not?
Will <b>you</b> make most of the decisions or will you have a team-style management? Defend your decision.	Would you consider hiring someone for a responsible job who has not had a traditional academic education? Why or why not?
Will you add a second product line after a few years or will you improve the quality of the first product instead? Defend your decision.	Will you make a long-term or a short-term plan for your company's growth and development? (3, 5, or 10 years?) Defend your decision.
Will you turn the basement into a company fitness room for the staff to use during lunch-break and after hours? Why or why not?	Will you have one large yearly party for all the employees and their partners or encourage departments to organize their own celebrations? Explain.
Will you make your staff travel economy class rather than business class to save money? Defend your decision.	Will you allow everyone interested to attend international conferences or only those giving presentations? Defend your decision.
Will you hire teleworkers or 'mobile employees' (people who work at home and stay in touch by phone and computer)? Why or why not?	You call yourself an 'Equal Opportunities' employer. What measures would you introduce for employees who are older, disabled, or have young children?

# 18b Entrepreneurs' board game



# 18C Entrepreneurs' board game



# 19a Brag a little!

Role-cards

You are a successful business person. You have been with the same company for 25 years. You were given a 25-year award at the last office party. You are proud that you have been so loyal!

You are a successful business person. You've changed jobs and companies at least 6 times during your career. Each change was a step up the ladder for you. You are proud that you've been so mobile!

You finished a very important report for your company a week before it was due. You did it early because you don't work well under pressure. You are glad that you've learned to be so well-organized.

You've just stayed up all night to finish a very important report for the company. You are tired but happy that you can hand the report in on time. You are proud that you have always worked so well under pressure!

You are an unsuccessful Sales Rep. You thought about making a major career change. But you attended some seminars on selling instead. Since then you've had more success and you enjoy your work more. You're glad you don't give up easily!

You are an unsuccessful Sales Rep. You've finally found the courage to make a major career change and find a job that suits your personality better. You are happier and more successful in the new job. You are proud of your new-found flexibility!

You have begun a new job as a department head in a company. You have many new ideas, but you haven't made any big changes yet. First you want to earn the trust of your team. You are proud that you have been so sensitive!

You have begun a new job as a department head in a company. You are full of new ideas and have begun to reorganize the department. You've already noticed positive results and are pleased that you have shown so much initiative!

You were self-employed for many years. It was very stressful. You finally sold the business and found a good employer. Since then you have had fewer worries. You are glad you knew when to quit!

You have recently given up the security of a good job to become self-employed. It has been difficult, but you are happy to be your own boss. You're glad you've learned to take risks!



You have just been recruited by a new company. They made you a very good offer so you accepted! The new job is exciting and the pay is better. You are proud of your success!

A new company has just tried to recruit you. They made you quite a good offer but you refused. You feel it is unethical to recruit employees from rival companies. You are proud of your high moral standards.

You were asked to help organize an exhibition for your company, but you have also had many other projects and deadlines to meet. You've worked overtime to meet all your goals. You are proud of your hard work and productivity!

You were asked to help organize an exhibition for your company, but you've also had many other projects and deadlines to meet. Therefore you've delegated some of your other tasks. You're glad you've learned to set priorities!

You are an executive. Two members of your team have not got on well recently. As a result their work has not been productive. Finally you removed one from his job. Now things are going well and you are glad you were so decisive.

You are an executive. Two members of your team have not got on well recently. As a result, their work has not been productive. You've met with them and helped them work out their problems. Now things are going well and you are proud of your diplomatic skills!

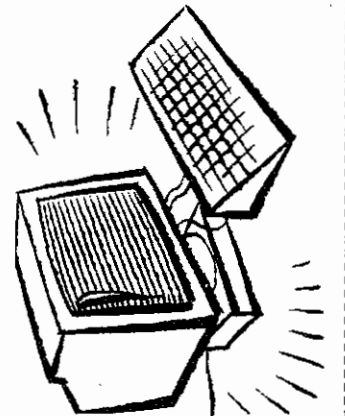
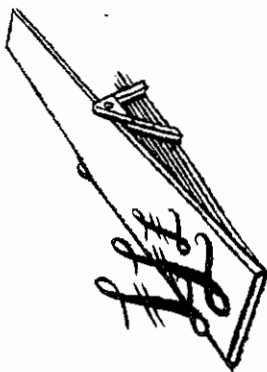
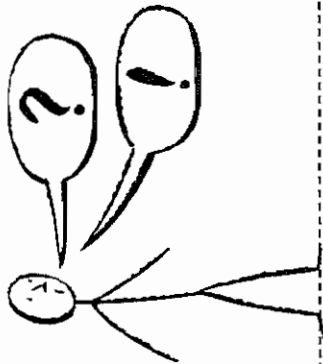
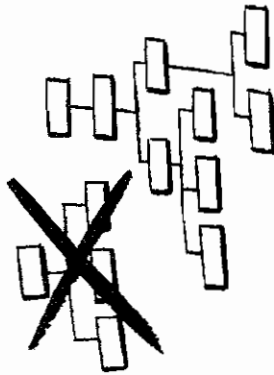
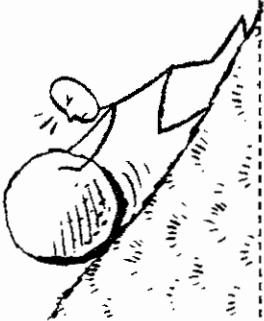
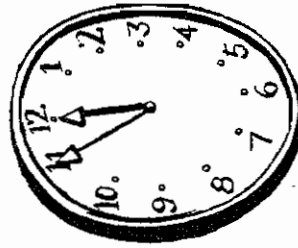
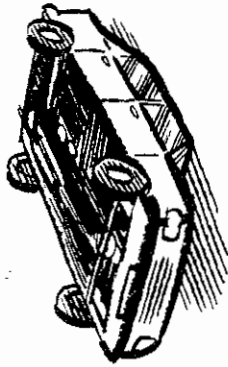
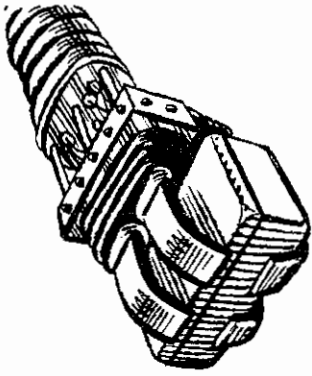
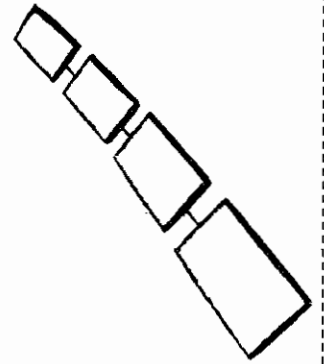
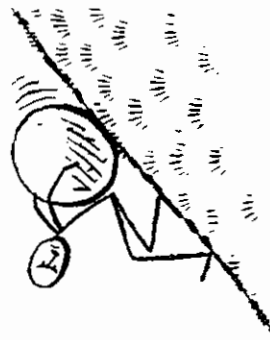
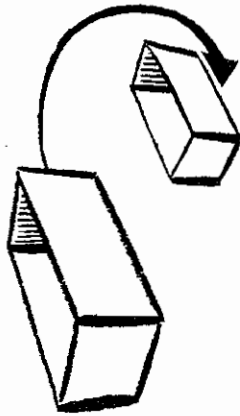
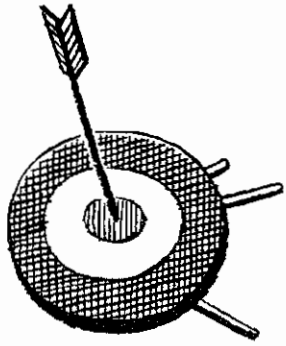
# 20a A company profile

Vocabulary sheet

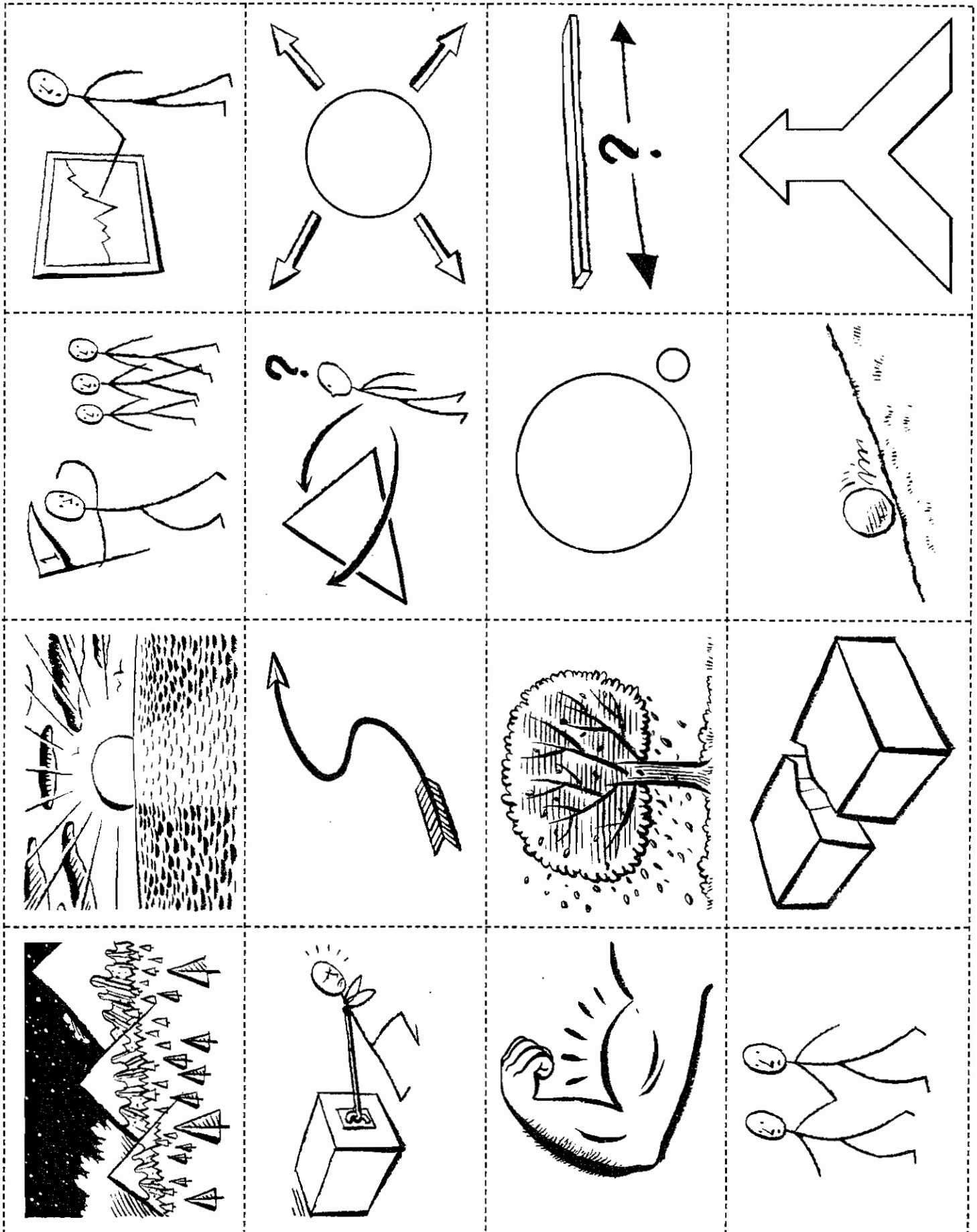
merger  
joint venture  
takeover bid  
structural reorganization  
increase in product range  
period of heavy investment  
new production methods  
annual turnover of . . .  
foundation of a company  
opening a subsidiary  
market leaders  
slump  
training programmes  
new era  
launching a new product  
purchasing new equipment  
period of expansion  
staff redundancies  
diversification  
production target / sales target

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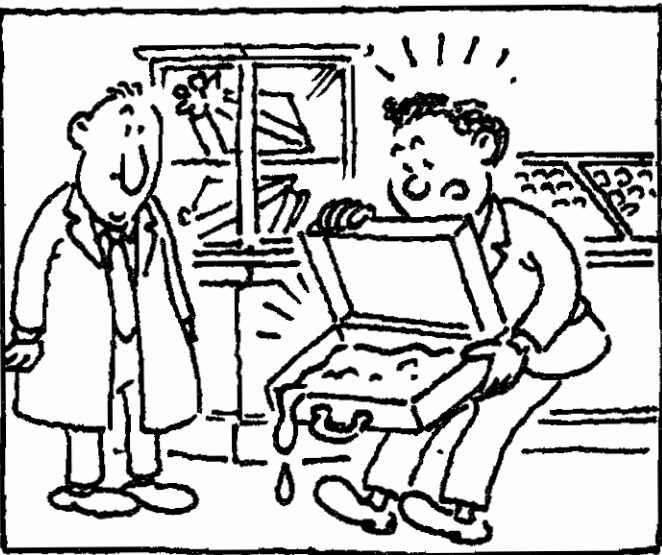
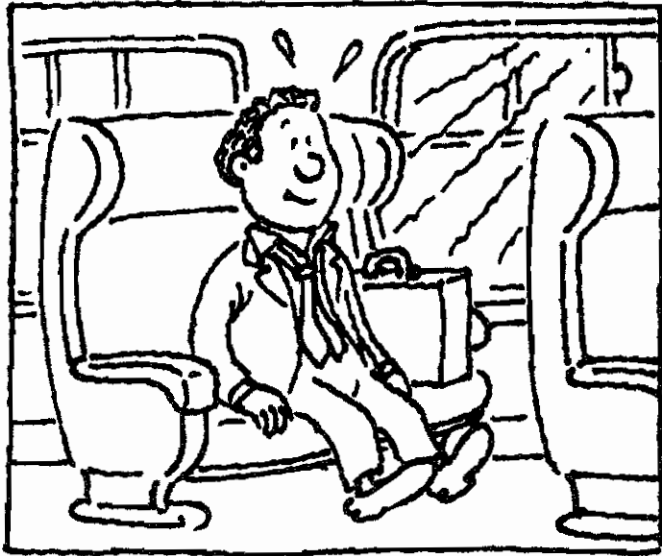
# 200 A company profile



# 20c A company profile



# 21 A difficult day



## 22a Business appointments

Role-cards

You are the European-based Sales Manager of an automobile plant in the USA. You are visiting the American plant. You want to meet your colleague, the US Sales Manager.

You are the US Sales Manager of an American automobile plant. Your overseas colleague, the Sales Manager for Europe, is visiting the American plant. Suggest a time for a meeting in your office.

You are an R & D Manager from Germany attending an international conference in Las Vegas. You expect to see a French colleague there and would like to have a chat with him.

You are an R & D Manager from France attending an international conference in Las Vegas. You run into a colleague from Germany. Make a date with him for a drink at the *Gold Nugget* bar.

You want to buy some computer software for your company in Scotland. You are in the USA and want to meet the Sales Rep of an American computer software company.

You are the Sales Representative for an American computer software company. A prospective client from a Scottish company is in town. Invite him to a round of golf at your private club.

You are an American Production Manager visiting a German factory in Munich to purchase some of their equipment. You have many questions for the German Sales Rep.

You are the Sales Representative of a factory in Munich, Germany. A Production Manager from the USA is in town to buy some of the equipment your factory produces. It is autumn. Offer to take your visitor to the city's famous *Oktoberfest* beer festival.

You are the Managing Director of a bank that's thinking of making a major investment in a large telecommunications company. You have just arrived at the company and will be meeting the Chief Executive Officer soon.

You are the Managing Director of a telecommunications company. A large bank is thinking of making a major investment in your firm. The Director has just arrived for negotiations and you will be meeting him. He is an opera fan. Invite him to fly with you to the Bayreuth Wagner festival in your private plane!

# 22b Business appointments

Role-cards

You are an American computer expert. You are visiting the British branch of an American bank to help them set up a new computer system. This morning you have an appointment with the Branch Manager.

You are the Branch Manager of an American bank in London. An American computer expert is helping your bank set up a new computer system. Offer to show your guest the sights of London. Arrange a time and a meeting place with him or her.

You are an Italian engineer attending the Leipzig trade fair in Germany. You are very interested in a German company's stand there and hope to have a talk with the sales rep. Call in to see him.

You are a German Sales Representative working at your company's booth at the trade fair in Leipzig. You know an Italian engineer who is very interested in your product and expect to see him at your stand. Make a date for coffee with him.

You are a freelance British English teacher living on the continent. You have applied for an in-company teaching job at a large pharmaceutical company. You drop off your application at the Personnel office.

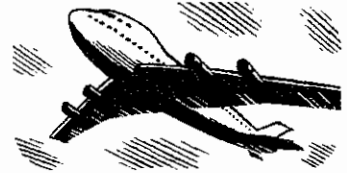
You are the Personnel Manager of a large European pharmaceutical company that wants to offer in-company language training to its employees. A freelance British English teacher is in the office applying for the job. Make an interview date with him or her.

You are a major shareholder in a California-based company which you are visiting. Now you are due to meet the Chief Executive Officer.

You are Chief Executive Officer of a California-based company and a major shareholder is in town. Invite him to a meal this evening in one of San Francisco's best Chinese restaurants. Offer to pick him up at his hotel and fix a time.

# 23a The itinerary game

Mr Braun, Marketing Manager from a large German company, is going to the States on a business trip. He is going to visit several different places and he has scheduled many appointments and activities. Help him put his itinerary together.



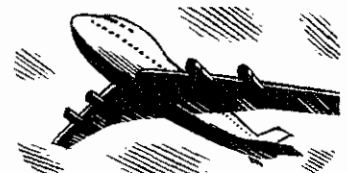
**Partner A** Complete this part of Mr Braun's itinerary.

Thursday June 22:      *1.00 p.m. flight to New York for Marketing Conference, LH 1608*

Friday June 23:

Saturday June 24:

Mr Braun, Marketing Manager from a large German company, is going to the States on a business trip. He is going to visit several different places and he has scheduled many appointments and activities. Help him put his itinerary together.



**Partner B** Complete this part of Mr Braun's itinerary.

Sunday June 25:      *8.45 a.m.: Harlem gospel and jazz tour.*  
                                 *4.00 p.m.: member of panel for closing session.*

Monday June 26:

Tuesday June 27:



**Mr Braun, Marketing Manager from a large German company, is going to the States on a business trip. He is going to visit several different places and he has scheduled many appointments and activities. Help him put his itinerary together.**



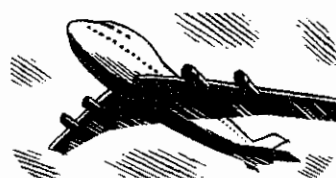
**Partner A** Complete this part of Mr Braun's itinerary.

Thursday June 22:

Friday June 23:      *3.00 – 6.00 p.m.: conference registration followed by buffet dinner.*  
                                 *9.00 p.m.: drink with Ed Ellis in hotel lounge.*

Saturday June 24:

**Mr Braun, Marketing Manager from a large German company, is going to the States on a business trip. He is going to visit several different places and he has scheduled many appointments and activities. Help him put his itinerary together.**



**Partner B** Complete this part of Mr Braun's itinerary.

Sunday June 25:

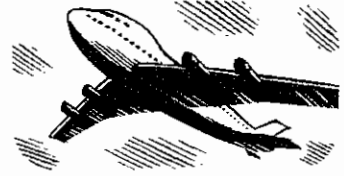
Monday June 26:      *12.30 p.m.: lunch with Peter Schmidt at the Olive Garden.*  
                                 *5 p.m.: UA flight 104 to Chicago. Visit sister in Evanston.*

Tuesday June 27:

## 23c The itinerary game

Sheet 3

**Mr Braun, Marketing Manager from a large German company, is going to the States on a business trip. He is going to visit several different places and he has scheduled many appointments and activities. Help him put his itinerary together.**



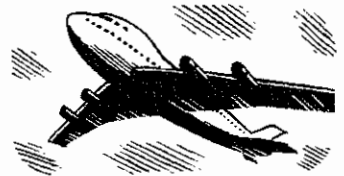
**Partner A** Complete this part of Mr Braun's itinerary.

Thursday June 22:

Friday June 23:

Saturday June 24:     *10.00 – 11.30 a.m.: listen to opening address.*  
                                  *8 p.m.: dinner with Bill Anderson in Chinatown.*

**Mr Braun, Marketing Manager from a large German company, is going to the States on a business trip. He is going to visit several different places and he has scheduled many appointments and activities. Help him put his itinerary together.**



**Partner B** Complete this part of Mr Braun's itinerary.

Sunday June 25:

Monday June 26:

Tuesday June 27:     *1.00 p.m.: Sightseeing tour of Chicago with sister and niece.*  
                                  *6.00 p.m.: LH flight 2061 to Frankfurt, Germany.*

Now look at your completed itinerary and fill in the missing words to find out why Mr Braun had to cancel his trip at the last minute. Write the first letter of each answer at the bottom of this questionnaire to solve the puzzle.

Mr Braun planned to attend a \_\_\_\_\_ conference.

He planned to meet Ed \_\_\_\_\_ for a drink.

On Saturday he wanted to listen to the opening \_\_\_\_\_.

He planned to go on the Harlem gospel and jazz tour on \_\_\_\_\_ morning.

He planned to have \_\_\_\_\_ with Peter Schmidt on Monday.

His sister lives in \_\_\_\_\_.

He planned to go on a \_\_\_\_\_ tour in Chicago.

**His trip was cancelled because he became ill with the \_\_\_\_\_!**

Now look at your completed itinerary and fill in the missing words to find out why Mr Braun had to cancel his trip at the last minute. Write the first letter of each answer at the bottom of this questionnaire to solve the puzzle.

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He planned to have \_\_\_\_\_ with Peter Schmidt on Monday.

His sister lives in \_\_\_\_\_.

He planned to go on a \_\_\_\_\_ tour in Chicago.

**His trip was cancelled because he became ill with the \_\_\_\_\_!**

# 24a Working it out

Role-cards

## Customers

## Suppliers

**You are a customer negotiating a sales contract.** You work for a company that produces yoghurt and want to buy 8 yoghurt-packaging machines from a supplier. Role-play the contract negotiations and remember to cover the following points:

- *price and form of payment*
- *delivery time*
- *credit period*
- *warranty*

**You are a supplier negotiating a sales contract.** Your company produces packaging machines and you are selling some of them to a company that produces yoghurt. You hope to sell at least 10 machines. Role-play the contract negotiations and remember to cover the following points:

- *price and form of payment*
- *delivery time*
- *credit period*
- *warranty*

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- *price and form of payment*
- *delivery time*
- *credit period*
- *warranty*

**C**

You should try to negotiate an earlier delivery date than your supplier would like.

**C**

You should try to negotiate a penalty clause for late delivery.

**C**

You should try to negotiate a longer warranty period than your supplier usually gives.

**C**

You should try to negotiate an inexpensive after-sales maintenance agreement.

**C**

You should try to negotiate a large discount for bulk purchase.  
(You want 8 machines.)

**C**

You should try to negotiate special features for the machines at no extra cost.

**C**

You should try to negotiate a longer credit period than your supplier usually gives.

**C**

You should try to negotiate a training course for operators, included in the final price.

**C**

You should try to negotiate free delivery and installation by the supplier.

**C**

You should try to negotiate for the supplier to pay for the insurance of the machines during transport.

## 24c Working it out

Suppliers' sheet

**S**

You should try to negotiate a training course for machine operators, at an additional charge.

**S**

You should try to negotiate a minimum order of at least 10 machines. (You are only prepared to offer a bulk discount for 10 or more.)

**S**

You should try to negotiate for delivery and installation charges to be paid by the customer.

**S**

You should try to negotiate a severe cancellation penalty.

**S**

You should try to negotiate a fairly expensive ten-year service contract for maintenance of the machines.

**S**

You should try to negotiate a shorter credit period than your customer wants.

**S**

You should try to negotiate a severe penalty for late payment.

**S**

You should try to negotiate a shorter warranty period than your customer wants.

**S**

You should try to negotiate a later delivery date than your customer wants.

**S**

You should try to negotiate payment in 3 instalments: one third immediately as down-payment, one third at delivery, and one third at the end of the credit period.

# 25 Meet your match!

I'm afraid that proposal is . . .	. . . not acceptable to us.
We seem to be talking . . .	. . . at cross purposes!
I'm afraid I haven't . . .	. . . made myself clear.
I'm not in a position . . .	. . . to comment on that.
Let me sum up . . .	. . . the discussion so far.
Let me put it . . .	. . . another way.
I'm not convinced . . .	. . . by your argument.
Could you send us . . .	. . . a fax to confirm that?
I suggest that we . . .	. . . discuss that point later.
I feel that this issue . . .	. . . is of major importance.

# 26a Forming a subsidiary

Product sheet

computer software

shoes

microwave dinners

x-ray machines

motor vehicles

household linens

bicycles

stationery and wrapping paper

cuddly toys

domestic electrical appliances



# 26b Forming a subsidiary

proximity to international airport	good cheap housing
good road links	tax incentives to attract new business to the area
availability of skilled workforce	loans for companies at attractive interest rates
availability of unskilled labour	good telecommunications system
good industrial relations	high quality of life
pleasant climate	large working population
good rail and sea links	high level of productivity
no language problems	low wage rates
availability of raw materials	large home market for product
low cost of business premises	good healthcare facilities

**Role A** Your company wishes to purchase a villa to use for small conferences, management training seminars, banquets and overnight accommodation for important guests, etc. You, the Public Relations Manager, and your team have been asked to look for a possible property to recommend to the board. Before you begin to contact estate agents, have a brief meeting to decide what important features you are looking for. Discuss:

- *size*
- *location / neighbourhood*
- *age of property*
- *number and kind of rooms necessary*
- *amenities you would like*
- *upper price limit*

Of course you realize you will have to remain flexible as you consult estate agents, since your ideal property may not be on the market.

**Role B** You are an estate agent with a wonderful property for sale. It is a country villa with several amenities. With your partners, prepare a detailed description of the property for interested customers, as well as deciding on a price. Be sure to include in your description:

- *size*
- *location / neighbourhood*
- *style*
- *year built*
- *number of rooms*
- *grounds*
- *amenities*

Then do your best to sell your property to interested customers.

**Role C** You are an estate agent with a wonderful property for sale. It is a villa in the city with several amenities. With your partners, prepare a detailed description of the property for interested customers, as well as deciding on a price. Be sure to include in your description:

- *size*
- *location / neighbourhood*
- *style*
- *year built*
- *number of rooms*
- *grounds*
- *amenities*

Then do your best to sell your property to interested customers.

<b>basement sauna</b>	<b>French doors onto garden</b>
<b>Japanese garden</b>	<b>private helicopter landing pad</b>
<b>ballroom with chandelier</b>	<b>central heating throughout</b>
<b>bathrooms with gold fixtures</b>	<b>brick outdoor barbeque on patio</b>
<b>heated outdoor swimming pool</b>	<b>double garage</b>
<b>brick fireplace</b>	<b>wonderful views</b>
<b>sunny ultra-modern kitchen</b>	<b>inner courtyard with fountain</b>
<b>rose garden</b>	<b>telephones in all rooms</b>
<b>marble-floored entrance hall</b>	<b>magnificent oak staircase</b>
<b>bay windows in lounge</b>	<b>wood parquet floors</b>

# 28 Situations vacant

## Job Description

Name of company: \_\_\_\_\_

Position offered: \_\_\_\_\_ Salary: \_\_\_\_\_

Job responsibilities: \_\_\_\_\_

Qualifications required: \_\_\_\_\_

Experience required: \_\_\_\_\_

Further comments: \_\_\_\_\_

## Curriculum Vitae

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Telephone: \_\_\_\_\_ Marital status: \_\_\_\_\_

Education and qualifications: \_\_\_\_\_

### Work experience

From: \_\_\_\_\_ To: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Employer: \_\_\_\_\_ Employer: \_\_\_\_\_

Responsibilities: \_\_\_\_\_ Responsibilities: \_\_\_\_\_

Interests: \_\_\_\_\_

References: \_\_\_\_\_

You make a list of questions you want to ask the interviewer.

You wear very flattering clothes for your job interview although the waistband pinches and you feel uncomfortable.

You meditate for half an hour before leaving for your job interview.

You decide to wear your most comfortable clothes for the job interview although they are not very smart.

Before sending off your letter of application, you show it to a few friends for their comments.

You have a small whisky before you leave for your interview, to calm your nerves.

You find out which newspaper carries ads for the kind of work you're looking for, and study the columns regularly.

You make it clear to a prospective employer that you have a number of other interesting interviews lined up.

You ask some friends to practise the interview situation with you before the big day.

When the interviewer asks you *'What job would you like to be doing in ten years' time?'*, your answer is *'Your job!'*.

## 29b How to get that job

Strategy cards

You phone your local employment office to see if they can offer you a job.

You have a very definite idea of how much money you want to earn.

You squeeze in a hair appointment just before an important job interview.

As you sit down, you tell the interviewer you are really nervous.

You send unsolicited letters of application to companies you are interested in working for.

Your interviewer is uncomfortable looking you in the eye, so you avoid his gaze and look elsewhere as you talk to him.

You see an interesting job advertisement in the newspaper while riding on a bus. You decide to get off and call immediately from a public call-box.

You go to the interview with some notes on how you would develop their product or some idea of improving customer service.

Before you start looking for a job, you decide what city or region you want to work in and exactly what kind of work you want to do.

Your interviewer has not prepared very interesting questions. You take the opportunity to direct the interview in your own way.

# 30a What would you do about it?

What would you do if your boss refused to let you take your holiday at a time convenient for you and your family?

**Answer:** \_\_\_\_\_

How would you deal with a colleague who always complains to the boss about other colleagues?

**Answer:** \_\_\_\_\_

You think the work procedures of your company are badly in need of change. How would you suggest this to the boss?

**Answer:** \_\_\_\_\_

What would be your advice to a friend who is preparing for a job interview?

**Answer:** \_\_\_\_\_

How would you entertain a very important client?

**Answer:** \_\_\_\_\_

The instruction manual (a very thick one!) for your latest piece of equipment is in Japanese only. What would you do?

**Answer:** \_\_\_\_\_

Staff motivation is very low at the moment. How would you suggest motivating people to work harder?

**Answer:** \_\_\_\_\_

How would you react if your boss (of the opposite sex) started taking a more than business-like interest in you?

**Answer:** \_\_\_\_\_

# 30b What would you do about it?

Adjective sheet

**risky**

**expensive**

**aggressive**

**impolite**

**impractical**

**tactful**

**cheap**

**cautious**

**dishonest**

**realistic**

**sensible**

**humorous**



## 31a I've got a solution

I am meeting a Japanese business partner tomorrow and am not sure how to behave.

I suspect that a colleague has been stealing money from my company and am not sure what to do.

I am stuck in a traffic jam on my way to a very important meeting. I have no mobile telephone in my car.

I have just arrived at a party at my boss's house. I thought it was a fancy-dress party and have come as a penguin, but everyone else is dressed normally.

I own a shop and have been having a lot of problems with shoplifting recently.

I am about to give a presentation of my company's new product. To my horror I discover that I have left my papers on the train!

My company wants its product (a line of cosmetics) to be less harmful to the environment. I must make some good suggestions to my boss.

I am finding it difficult to juggle my family and my work obligations. I enjoy my job and need the money, so quitting is not the solution.

I get a terrible headache every time I have a meeting with my boss!

I have been entertaining some business partners at an expensive restaurant hoping to sell them my new product. When the waiter comes with the bill, I discover I have forgotten my wallet with my money and credit cards.

## 31b I've got a solution!

I have a successful party-catering service in a country area. It's the only one around. To my horror I realize at 5 p.m. that the editor of the local newspaper has booked my services this evening for a Christmas party and I've overlooked his order.

I have been unemployed for the past three years. I would like to go back to work, but I feel more and more unsure of myself as time goes by. What can I do to increase my self-confidence?

I am meeting American business partners next week and would like to clinch a deal. Last time I met I felt that communication was not very successful. I need advice on how to improve my communication techniques.

I am the manager of an exclusive restaurant. The patrons of a nearby disco always park their old cars in the car park reserved for my customers because there is nowhere else to park nearby. I'm afraid I'll lose customers.

I am the manager of a large department store. I have received a number of complaints from customers about unfriendly service. I must think of some ways to encourage my staff to be more helpful.

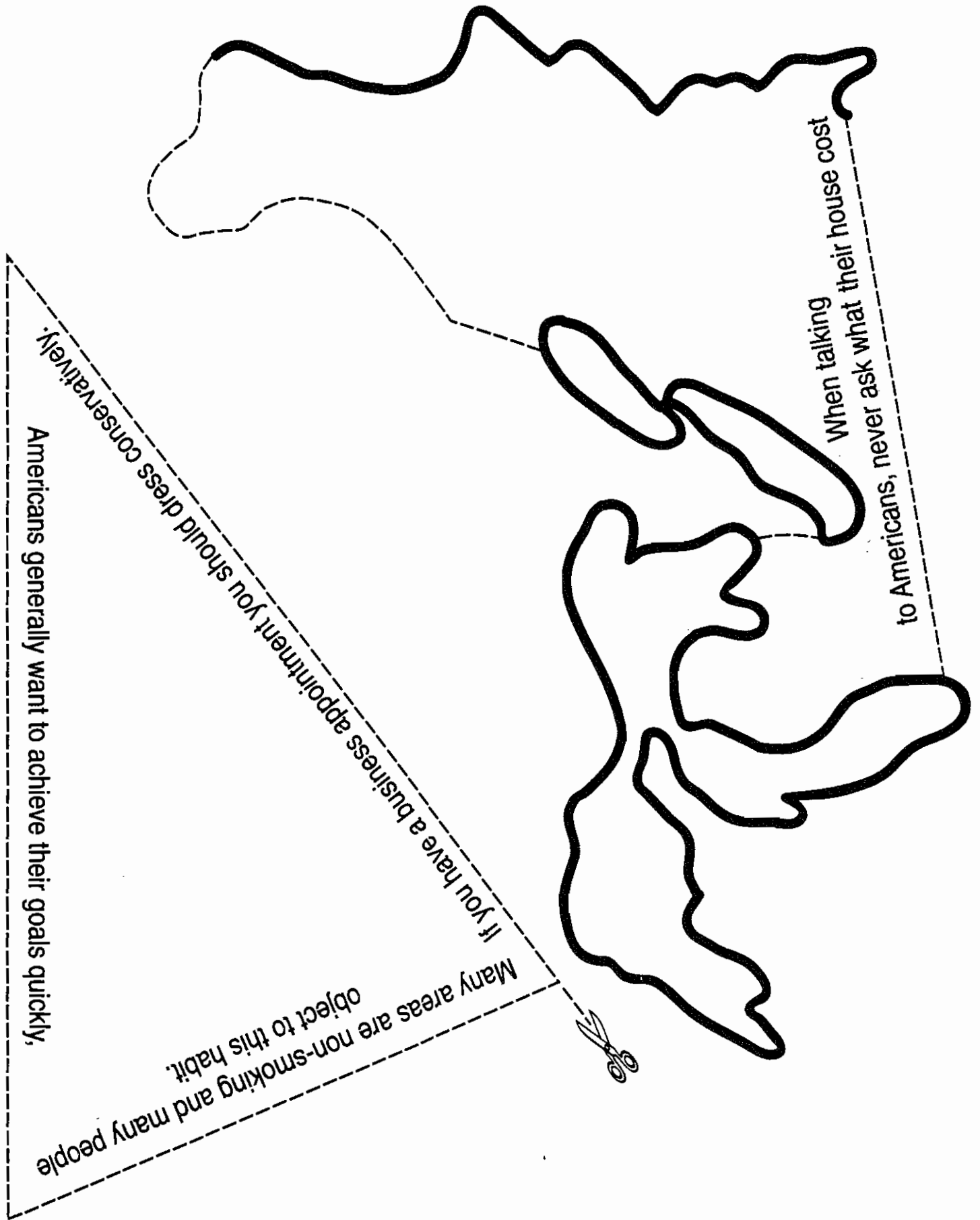
I'm very worried because an increasing number of my staff are arriving late for work. This is happening too often and their excuses seem rather feeble. This has to stop!

I have been offered a promotion which will enhance my career very much. It's an interesting position with an excellent salary in the Middle East, but my wife and three children do not want to move so far from home.

I was on a management training course last week. I saw a video film of myself giving a presentation and was horrified. My body language was a disaster! The course was too short to help me much and I can't take another course until next year.

There have been a number of cases of food poisoning in the company. Everyone affected had eaten at the staff restaurant. I am in charge of the restaurant and am very worried that it might happen again.

I am the Trade Union representative at my company. I have tried to negotiate a 5% wage increase, in line with inflation. The employers have refused to agree to more than 2%. This is definitely too little!



# 32b Behave yourself

Puzzle pieces 3 and 4



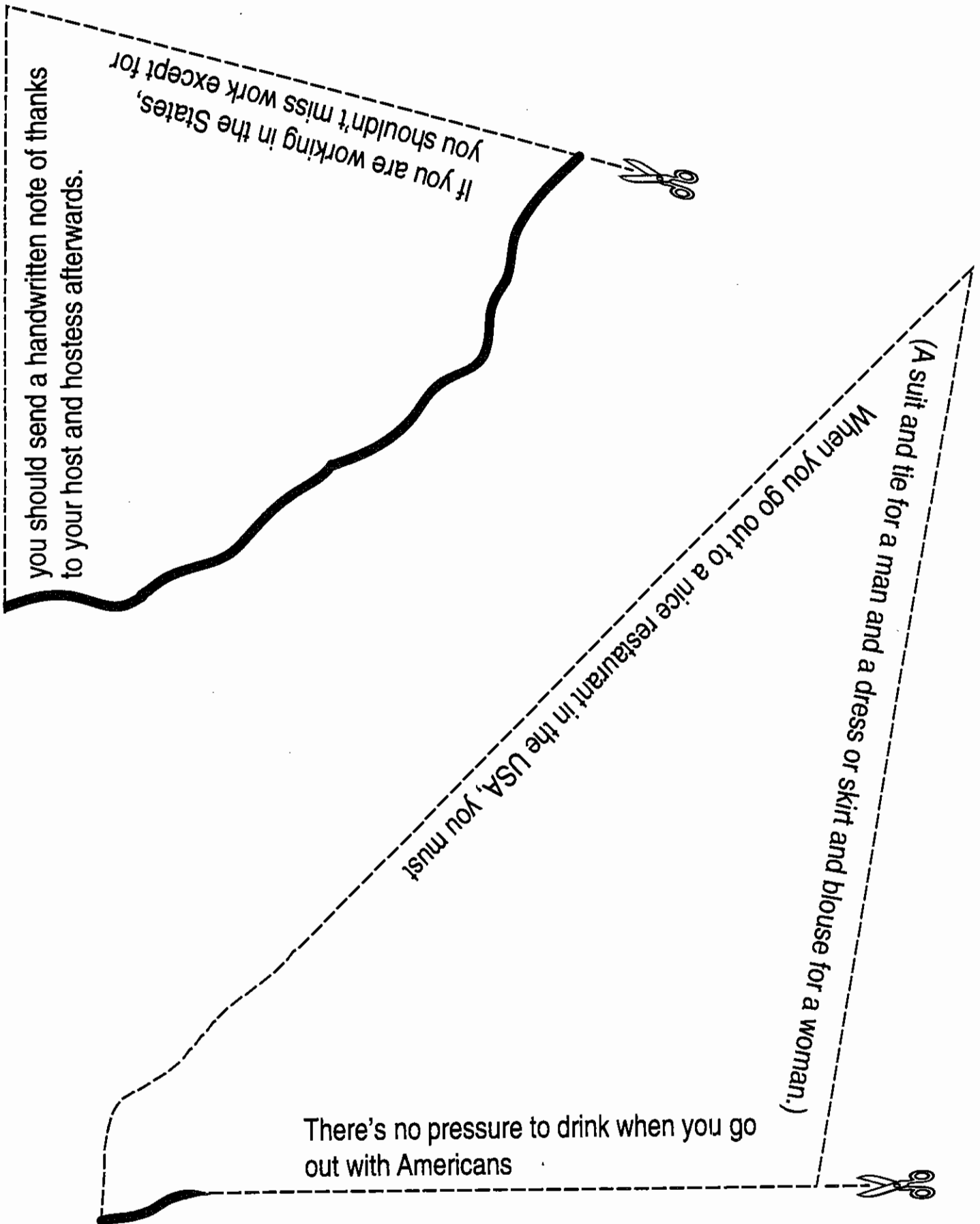
appreciate and expect some small talk, smiles, and humour.



if you are meeting for the first time.

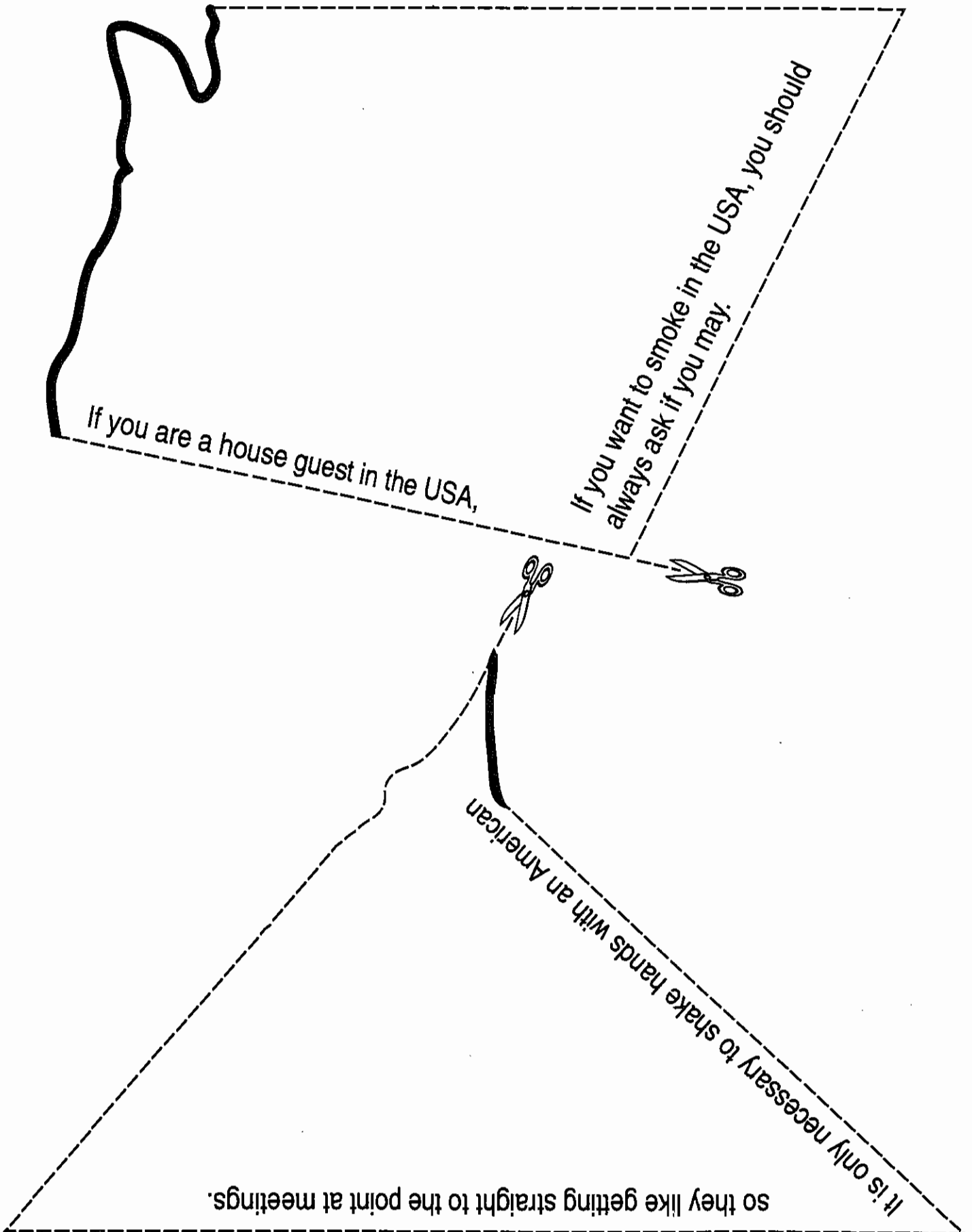
American business people usually use first names when addressing each other.

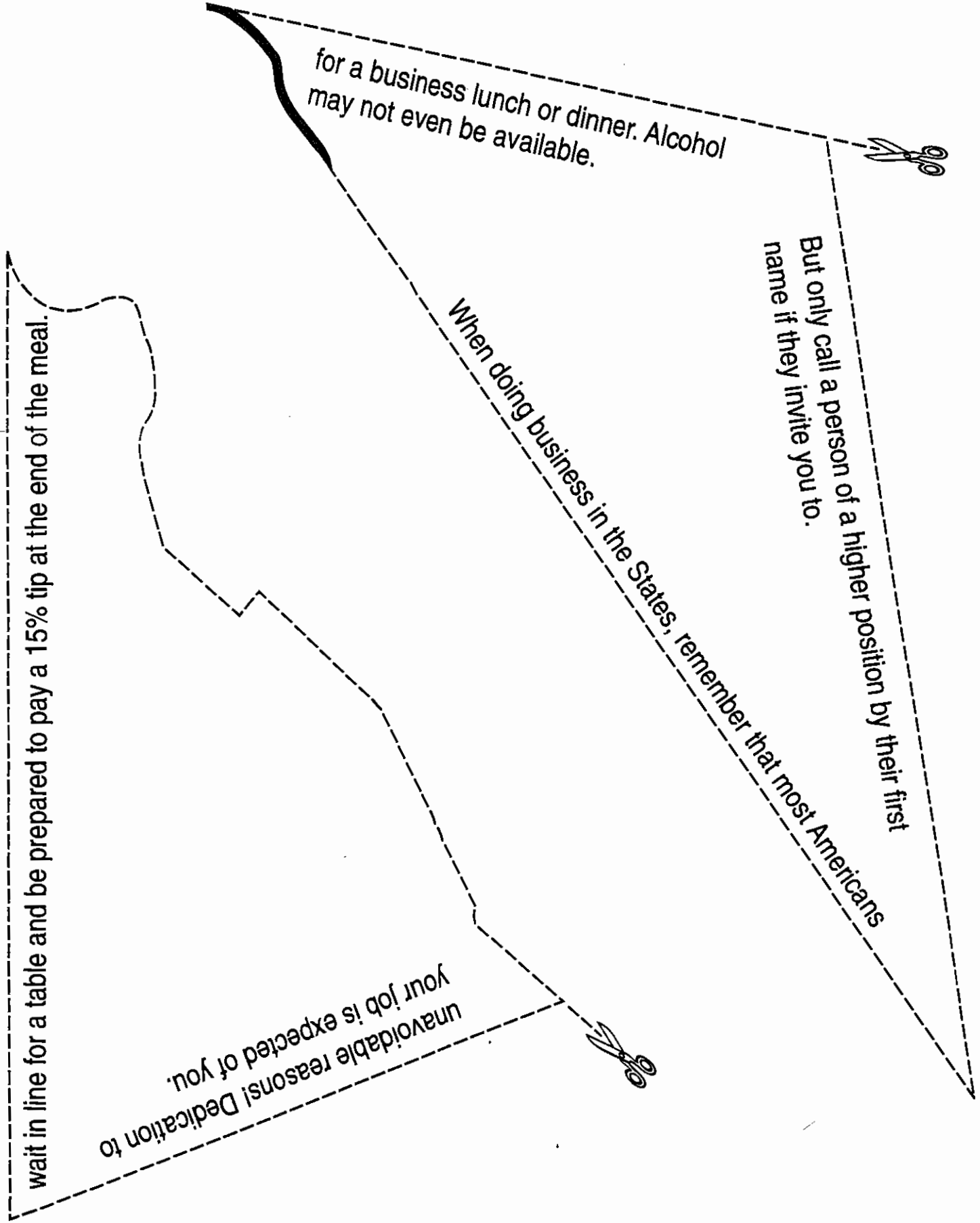
or how much rent they pay.



# 32d Behave yourself

Puzzle pieces 7 and 8





wait in line for a table and be prepared to pay a 15% tip at the end of the meal.

unavoidable reasons! Dedication to your job is expected of you.

for a business lunch or dinner. Alcohol may not even be available.

When doing business in the States, remember that most Americans  
But only call a person of a higher position by their first name if they invite you to.

## 32f Behave yourself

Information sheet

- 
- \* If you are a houseguest in the USA, you should send a handwritten note of thanks to your host and hostess afterwards.
- 
- \* If you have a business appointment, you should dress conservatively. (A suit and tie for a man and a dress or skirt and blouse for a woman.)
- 
- \* American business people usually use first names when addressing each other. But only call a person of a higher position by their first name if they invite you to.
- 
- \* It is only necessary to shake hands with an American if you are meeting for the first time.
- 
- \* When you go out to a nice restaurant in the States, you must wait in line for a table and be prepared to pay a 15% tip at the end of the meal.
- 
- \* When talking to Americans, never ask what their house cost or how much rent they pay.
- 
- \* When doing business in the States, remember that most Americans appreciate and expect some small talk, smiles, and humour.
- 
- \* If you are working in the States, you shouldn't miss work except for unavoidable reasons! Dedication to your job is expected of you.
- 
- \* If you want to smoke in the USA, you should always ask if you may. Many areas are non-smoking and many people object to this habit.
- 
- \* There's no pressure to drink when you go out with Americans for a business lunch or dinner. Alcohol may not even be available.
- 
- \* Americans generally want to achieve their goals quickly, so they like getting straight to the point at meetings.
-



**Question 1**

Which European country gives free but compulsory language lessons to refugees and immigrants?

- a) *Sweden*
- b) *Denmark*
- c) *UK*

**Question 6**

In what country will decisions made at formal meetings not necessarily be carried out?

- a) *USA*
- b) *Belgium*
- c) *Italy*

**Question 2**

In which country do employees often count sick days as holidays?

- a) *Germany*
- b) *Finland*
- c) *Japan*

**Question 7**

In which country is it still common for a man to kiss a woman's hand?

- a) *Austria*
- b) *Switzerland*
- c) *Italy*

**Question 3**

Which European workers work the shortest hours?

- a) *British*
- b) *German*
- c) *Italian*

**Question 8**

The smallest spread of earnings between the highest and the lowest-paid employees is in which EU country?

- a) *Ireland*
- b) *Germany*
- c) *Sweden*

**Question 4**

Which European country has the highest number of foreign-owned companies?

- a) *Portugal*
- b) *Ireland*
- c) *Finland*

**Question 9**

Which country has the largest proportion of people over 65 in the world?

- a) *Turkey*
- b) *Sweden*
- c) *Hungary*

**Question 5**

Which European country only gave the vote to women in 1971?

- a) *Switzerland*
- b) *Greece*
- c) *Spain*

**Question 10**

In which country is it most difficult to work your way from a junior position to a top one in a company?

- a) *Germany*
- b) *USA*
- c) *France*

# 33b Amazing facts

Question cards

## Question 11

In which country does the working day start early and finish at lunchtime?

- a) *Spain*
- b) *Greece*
- c) *Russia*

## Question 16

In which country is there a tradition of making business deals in the sauna?

- a) *Sweden*
- b) *Finland*
- c) *Russia*

## Question 12

Which country has mostly open-plan offices (also for senior staff)?

- a) *Japan*
- b) *Portugal*
- c) *USA*

## Question 17

Instructions should sound like polite requests in which country?

- a) *UK*
- b) *Netherlands*
- c) *Germany*

## Question 13

In which country is it very important to start a presentation with a joke or humorous anecdote?

- a) *France*
- b) *Greece*
- c) *UK*

## Question 18

In which country is written communication (reports, memos, etc.) an important aspect of business life?

- a) *Japan*
- b) *Germany*
- c) *France*

## Question 14

Which of the following countries has the lowest proportion of unionized workers?

- a) *USA*
- b) *Germany*
- c) *France*

## Question 19

In which country is there seldom a formal agenda for a meeting?

- a) *Russia*
- b) *Spain*
- c) *France*

## Question 15

In which country has unpunctuality been formalized so that it is almost impolite to be on time?

- a) *Spain*
- b) *UK*
- c) *Italy*

## Question 20

In which European country do people have the most positive attitude to life?

- a) *Netherlands*
- b) *Ireland*
- c) *Greece*

**Answer to question 1:**

- a) Right! It's Sweden. Move on to 3.
- b) Wrong! It's Sweden. Move on to 2.
- c) Wrong! It's Sweden. Move on to 2.

**Answer to question 2:**

- a) Wrong! It's Japan. Move on to 3.
- b) Wrong! It's Japan. Move on to 3.
- c) Right! It's Japan. Move on to 4.

**Answer to question 3:**

- a) Wrong! It's Germany. Move on to 4.
- b) Right! It's Germany. Move on to 5.
- c) Wrong! It's Germany. Move on to 4.

**Answer to question 4:**

- a) Wrong! It's Ireland. Move on to 5.
- b) Right! It's Ireland. Move on to 6.
- c) Wrong! It's Ireland. Move on to 5.

**Answer to question 5:**

- a) Right! It's Switzerland. Move on to 7.
- b) Wrong! It's Switzerland. Move on to 6.
- c) Wrong! It's Switzerland. Move on to 6.

**Answer to question 6:**

- a) Wrong! It's Italy. Move on to 7.
- b) Wrong! It's Italy. Move on to 7.
- c) Right! It's Italy. Move on to 8.

**Answer to question 7:**

- a) Right! It's Austria. Move on to 9.
- b) Wrong! It's Austria. Move on to 8.
- c) Wrong! It's Austria. Move on to 8.

**Answer to question 8:**

- a) Wrong! It's Germany. Move on to 9.
- b) Right! It's Germany. Move on to 10.
- c) Wrong! It's Germany. Move on to 9.

**Answer to question 9:**

- a) Wrong! It's Sweden. Move on to 10.
- b) Right! It's Sweden. Move on to 11.
- c) Wrong! It's Sweden. Move on to 10.

**Answer to question 10:**

- a) Wrong! It's France. Move on to 11.
- b) Wrong! It's France. Move on to 11.
- c) Right! It's France. Move on to 12.

**Answer to question 11:**

- a) Wrong! It's Greece. Move on to 12.
- b) Right! It's Greece. Move on to 13.
- c) Wrong! It's Greece. Move on to 12.

**Answer to question 12:**

- a) Right! It's Japan. Move on to 14.
- b) Wrong! It's Japan. Move on to 13.
- c) Wrong! It's Japan. Move on to 13.

**Answer to question 13:**

- a) Wrong! It's the UK Move on to 14.
- b) Wrong! It's the UK Move on to 14.
- c) Right! It's the UK Move on to 15.

**Answer to question 14:**

- a) Wrong! It's France. Move on to 15.
- b) Wrong! It's France. Move on to 15.
- c) Right! It's France. Move on to 16.

**Answer to question 15:**

- a) Wrong! It's the UK Move on to 16.
- b) Right! It's the UK Move on to 17.
- c) Wrong! It's the UK Move on to 16.

**Answer to question 16:**

- a) Wrong! It's Russia. Move on to 17.
- b) Wrong! It's Russia. Move on to 17.
- c) Right! It's Russia. Move on to 18.

**Answer to question 17:**

- a) Right! It's the UK Move on to 19.
- b) Wrong! It's the UK Move on to 18.
- c) Wrong! It's the UK Move on to 18.

**Answer to question 18:**

- a) Wrong! It's Germany. Move on to 19.
- b) Right! It's Germany. Move on to 20.
- c) Wrong! It's Germany. Move on to 19.

**Answer to question 19:**

- a) Wrong! It's Spain. Move on to 20.
- b) Right! It's Spain. Move on to 20.
- c) Wrong! It's Spain. Move on to 20.

**Answer to question 20:**

- a) and c) Wrong! It's Ireland.
- b) Right! It's Ireland! Congratulations!

## 33d Amazing facts

Information sheet for the teacher

Here is more detailed information about some of the questions in the game, which you might want to bring up in a class discussion when the activity is finished. The information was taken from *Mind your Manners* by John Mole.

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**Question 2** Japanese employees may work regularly on Saturdays and rarely take their full holiday entitlement.

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**Question 3** German employees have more paid holiday than most other employees. Including public holidays, Germans have an average of 39 days' paid holiday a year. In Britain the figure is 33 and in Italy, 34.

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**Question 4** There are over 900 majority foreign-owned companies controlling 50% of total turnover. The largest percentage of companies are American, followed by British and German.

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**Question 6** In Italy the purpose of a meeting is to enable the decision makers to evaluate the mood and opinions of others.

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**Question 10** This is particularly true in large companies. The top positions are usually reserved for family members or graduates of the *Grandes Ecoles*. An estimated 75% of senior managers are the sons of wealthy families, compared with 25% in Germany and 10% in the USA.

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**Question 11** Large companies are increasingly changing to northern European hours.

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**Question 12** Japan is a group-oriented society where everyone in a particular work group is kept informed of all details.

---

**Question 14** Only about 20% of the workforce is unionized. French labour laws are very comprehensive and contracts are strictly regulated.

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**Question 15** For social occasions it is polite to arrive about 20 minutes after the appointed time. Despite attempts to improve punctuality at work, it is not uncommon to be about 10 minutes late for work, meetings, etc.

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**Question 16** In Soviet times, state-owned companies maintained their own saunas.

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**Question 20** This information came from the *World Competitiveness Report*, published by the IMD management development school and the World Economic Forum.

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# 34 A night on the town

You are an American businessman or woman attending an international conference in a European city. You arrived only yesterday and are still suffering from jet-lag. Tonight you are going out with a small but international group of colleagues. You want to have dinner somewhere where you can try the local cuisine and then perhaps attend a quiet concert. And then you want to return to your hotel. Try to convince the others in your group.

You are an Argentinian businessman or woman attending an international conference in a European city. This is your first trip abroad and you want to do as much as possible while you're here. You are especially interested in the night-life of the city. You want to visit the night-clubs, bars, and discos. You love spicy food! Tonight you are going out with a small but international group of colleagues. Make your suggestions and try to convince the others.

You are an Australian businessman or woman attending an international conference in a European city. Tonight you are going out with a small but international group of colleagues. You would like to have a quick meal, such as a beer and a sandwich and then you would love to go to a musical or a jazz concert. Try to convince the others.

You are a Japanese businessman or woman attending an international conference in a European city. Tonight you are going out with a small but international group of colleagues. You would like to eat at a Japanese restaurant because you are afraid you won't like the local food. And then you'd like to go on an evening sightseeing tour. You want to take lots of films with your new video camera.

You are an Indian businessman or woman attending an international conference in a European city. Tonight you are going out with a small but international group of colleagues. You only eat vegetarian food. You are very interested in culture and would love to go to the opera, ballet or concert after dinner. Try to convince the others to do what interests you.

You are a European businessman or woman attending an international conference in the European city where you live. Tonight you plan to spend the evening with a small but international group of colleagues. Since your company will pay your expenses, you want to eat at an expensive restaurant with fine foods and wines and then do something exciting, such as seeing a good show or going to a casino. Try to convince the others.

# 35a Headhunters, Inc.

Role cards

**Role A** You work for *Headhunters, Inc.* Your company is interested in recruiting a certain person for an exciting job. A business conference in your town is just ending and you know that the person you are looking for will be at the closing cocktail party this evening. It is your job to find this person, who is a stranger to you, and clinch the deal! As discretion is most important, you have arranged to find each other by chatting about the same thing. When you meet the person whose topic of conversation is the same as yours, you will both try out a pre-arranged “password”. If sentence and response go together, you have found the right person and can explain your job offer.

**Role B** You have an interesting and well-paid job but you know that *Headhunters, Inc.* has been trying to reach you. It is the final day of a business conference and you plan to attend the closing cocktail party this evening. You have arranged to meet a contact person from *Headhunters, Inc.* who is a stranger to you, at the party. Since your present boss will also attend the party, you must be discreet, so you have arranged to find each other by chatting about the same thing. When you meet the person whose topic of conversation is the same as yours, you will both try out a pre-arranged “password”. If sentence and response go together, you have found your partner and can find out more about the job offer.

**Role A** You work for *Headhunters, Inc.* Your company is interested in recruiting a certain person for an exciting job. A business conference in your town is just ending and you know that the person you are looking for will be at the closing cocktail party this evening. It is your job to find this person, who is a stranger to you, and clinch the deal! As discretion is most important, you have arranged to find each other by chatting about the same thing. When you meet the person whose topic of conversation is the same as yours, you will both try out a pre-arranged “password”. If sentence and response go together, you have found the right person and can explain your job offer.

**Role B** You have an interesting and well-paid job but you know that *Headhunters, Inc.* has been trying to reach you. It is the final day of a business conference and you plan to attend the closing cocktail party this evening. You have arranged to meet a contact person from *Headhunters, Inc.*, who is a stranger to you, at the party. Since your present boss will also attend the party, you must be discreet, so you have arranged to find each other by chatting about the same thing. When you meet the person whose topic of conversation is the same as yours, you will both try out a pre-arranged “password”. If sentence and response go together, you have found your partner and can find out more about the job offer.

<p><b>Topic:</b> the weather <b>A</b></p> <p><b>Password:</b>  <b>You say</b>  <i>Please help yourself to a drink.</i>  <b>Your partner answers</b>  <i>Not just now, thanks.</i></p>	<p><b>Topic:</b> the weather <b>B</b></p> <p><b>Password:</b>  <b>Your partner says</b>  <i>Please help yourself to a drink.</i>  <b>You answer</b>  <i>Not just now, thanks.</i></p>
<p><b>Topic:</b> the conference <b>A</b></p> <p><b>Password:</b>  <b>You say</b>  <i>Can I give you a hand?</i>  <b>Your partner answers</b>  <i>There's no need, thanks.</i></p>	<p><b>Topic:</b> the conference <b>B</b></p> <p><b>Password:</b>  <b>Your partner says</b>  <i>Can I give you a hand?</i>  <b>You answer</b>  <i>There's no need, thanks.</i></p>
<p><b>Topic:</b> the hotel you're staying at <b>A</b></p> <p><b>Password:</b>  <b>You say</b>  <i>Have a good weekend.</i>  <b>Your partner answers</b>  <i>Thanks. The same to you.</i></p>	<p><b>Topic:</b> the hotel you're staying at <b>B</b></p> <p><b>Password:</b>  <b>Your partner says</b>  <i>Have a good weekend.</i>  <b>You answer</b>  <i>Thanks. The same to you.</i></p>
<p><b>Topic:</b> hobbies <b>A</b></p> <p><b>Password:</b>  <b>You say</b>  <i>I'm afraid I can't make it this evening.</i>  <b>Your partner answers</b>  <i>What a pity! Another time, perhaps.</i></p>	<p><b>Topic:</b> hobbies <b>B</b></p> <p><b>Password:</b>  <b>Your partner says</b>  <i>I'm afraid I can't make it this evening.</i>  <b>You answer</b>  <i>What a pity! Another time, perhaps.</i></p>
<p><b>Topic:</b> cars <b>A</b></p> <p><b>Password:</b>  <b>You say</b>  <i>Cold for the time of year, isn't it?</i>  <b>Your partner answers</b>  <i>It certainly is!</i></p>	<p><b>Topic:</b> cars <b>B</b></p> <p><b>Password:</b>  <b>Your partner says</b>  <i>Cold for the time of year, isn't it?</i>  <b>You answer</b>  <i>It certainly is!</i></p>





# 36a Talking about the boss

You are the boss's secretary.

You are the boss's driver.

You are the boss's tax-consultant.

You are the boss's solicitor.

You are the boss's bartender.

You are the boss's tailor  
or dressmaker.

You are the boss's barber  
or hairdresser.

You are the boss's mother-in-law.

You are the boss's dog.

You are the boss's travel agent.

## 36b Talking about the boss

You are the boss's employee.

You are the boss's tennis partner.

You are the boss's neighbour.

You are the boss's son.

You are the boss's business rival.

You are the boss's mother.

You are the boss's therapist.

You are the boss's doctor.

You are the boss's  
fitness-trainer.

You are the boss's wife/husband.

# **Teacher's Notes and game instructions**

# 1 What's your position?

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<b>Activity type</b>	Matching game
<b>Number of students</b>	Minimum 10; maximum 20, or one-to-one.
<b>Business function practised</b>	Describing company structure
<b>Lexical areas</b>	Job titles and job descriptions
<b>Typical syntax</b>	<i>Someone who . . .</i> <i>Someone responsible for . . .</i>
<b>Grammar involved</b>	Present Simple tense; relative clauses

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## Setting up

Photocopy Game Sheet 1 and cut it into twenty cards: ten job title cards and ten job description cards. Give half your students a job title role-card and the other half the corresponding job description role-cards.

## Playing the game

The object of the game is for students to find their partners. To do this, they must move around the room telling (not reading!) their roles to each other until they have found the student with the corresponding card. When all the students have found a partner, let them introduce themselves to the rest of the class to see if they are correctly paired.

## Variation

If you don't have enough students to play the game as suggested, you can give each individual student or pair of students a cut-out set of the twenty cards and ask them to lay out the matching job titles and descriptions.

## 2 Find the colleague who . . .

<b>Activity type</b>	Information search
<b>Number of students</b>	Minimum 8; maximum 16.
<b>Business functions practised</b>	Introducing oneself; asking for and giving information
<b>Lexical area</b>	Jobs, responsibilities, and hobbies
<b>Typical syntax</b>	<i>My job is __ing ...</i> <i>I'm in charge of ...</i> <i>I've been with X for ...</i> <i>In my free time I ...</i>
<b>Grammar involved</b>	The Present Simple, Present Perfect, and relative clauses

### Setting up

Photocopy Game Sheets 2a and 2b, and cut them up to provide a role-card for every student in your class. If you play with fewer than sixteen students, you must remove questions from the questionnaire and remove the corresponding role-cards. Copy as many questionnaires (Game Sheet 2c) as you will need, depending on which variation of the game you plan to play.

### Playing the game

*Variation 1* (for a lower level intermediate class)

Copy a questionnaire for each student. Distribute the role-cards and questionnaires to the students and give them a moment to read the information. The object of the game is to identify all the people described on the questionnaire. To do this, they must move around the room, introducing themselves and asking each other questions until they have found everyone mentioned on their list.

*Variation 2* (for a higher level intermediate class)

Do not hand out the questionnaire immediately. Just give the students role-cards, ask them to mingle and tell each other about themselves. Let them know that they should try to speak to as many colleagues as possible. After about ten to fifteen minutes, depending on how many players there are, stop them and put them into groups of three to five students. Now give each group a questionnaire and ask students to pool their knowledge. What do they remember about the colleagues they spoke to? The group that is able to complete the questionnaire first, or answer the most questions is the winner.

*Source:* This game was inspired by Jill Hadfield's 'Chit-chat' in *Elementary Communication Games*, (Thomas Nelson and Sons Ltd, 1984.)

### 3 What were you doing when the boss came in?

<b>Activity type</b>	Matching game and role-play
<b>Number of students</b>	Minimum 8; maximum 20.
<b>Business functions practised</b>	Describing office activities; negotiating and persuading
<b>Lexical area</b>	Routine office tasks and habits
<b>Grammar involved</b>	Past Continuous tense in combination with the Past Simple

#### Setting up

Photocopy Game Sheets 3a and 3b depending on the number of students in your class. Cut out as many of the ten role-card pairs as you will need. Give each student a role-card.

#### Playing the game

##### *Step 1*

The object of the game is for every student to find his or her partner with the corresponding role-card. To do this, students move around the room telling one another what they were doing when the boss came in and listening for the activity their office-mate was engaged in at the same time. When partners have been found, the pairs should describe their office activities to the class. New vocabulary can be gathered on the board.

##### *Step 2*

If you want to extend the activity, pairs can now be given the role-play cards for **Step 2** on Game Sheet 3c (Colleagues A, B, C, and D) and asked to work out their differences. End the activity with a brief discussion of the results as a class.

## 4 The ideal boss

<b>Activity type</b>	Rating activity, translation
<b>Number of students</b>	Any number including one-to-one, pairs, or threes. (NB: If the class is multilingual, students should be paired or grouped with speakers of the same mother tongue or should work alone.)
<b>Language function practised</b>	Describing and evaluating character
<b>Lexical area</b>	Character adjectives
<b>Grammar involved</b>	Present Simple, modals, comparatives, superlatives
<b>Extras</b>	For each pair, group, or individual player you will need dice and a dictionary.

*Note:* This game depends on translating into the student's first language and back again into English. It is therefore most suitable for monolingual classes or groups or pairs in multilingual classes that share the same first language. For advanced multilingual classes you could use synonyms or opposites instead of translations.

### Setting up

Students can work alone, in pairs, or in threes. Photocopy one copy of Game Sheet 4 for each student, pair or group. Cut out the adjectives and give each group a set. If your class is lower level, you might want to give them fewer words. A minimum of about twelve words is suggested.

### Playing the game

#### *Step 1*

Ask the students to look at the words and consider their meanings. By pooling their knowledge and/or using their dictionary, they should write a translation in their own language on the back of the card.

#### *Step 2 (practice phase)*

Ask students to arrange the cards English-side-up in a circle. Give each group (or student working alone) a dice. Decide which card to begin with. Now one student in the group rolls the dice. If a six is rolled, for example, he or she counts from this card moving clockwise and puts the dice on word number six. He or she must give the translation of this word and turn it over to see if it was right. The translation of the English word should now be left face up. The next student (or the same student if playing alone), starting at word number six, rolls the dice, moves clockwise, lands on a new word, and gives the translation as before. Students proceed, moving around the circle several times. If they land on the translation of an English word, they must say the English equivalent and turn the card over, leaving the English face up. Thus the students are moving back and forth between recognizing the meaning of English words when they see them and actually producing the new word from memory. You can suggest, as the game progresses, that students remove words when they feel they have mastered them, so that the circle of words gets smaller and smaller and students have a feeling of accomplishment. (This is a technique common in Suggestopedia.)

#### *Step 3*

Students should now choose the three character traits that they feel are most important for an ideal boss to have. Collect the words the groups have chosen on the board and let them vote on the single most important quality!

## 5 Priority pyramids

<b>Activity type</b>	Rating activity
<b>Number of students</b>	Any number, or one-to-one.
<b>Business/social function practised</b>	Rating and discussing factors contributing to job satisfaction
<b>Lexical area</b>	Various aspects of the work situation
<b>Typical syntax</b>	<i>X is not as important to me as Y, because . . .</i> <i>X is more important than Y</i> <i>. . . really matters to me.</i> <i>My priorities are . . .</i>
<b>Grammar involved</b>	Comparatives, superlatives

### Setting up

Photocopy one Game Sheet 5 per student and cut out the ten cards that make up the sheet. Mark each card in the set with a differently coloured dot or paste onto ten differently coloured and slightly larger squares of construction paper, using the same colour system for each student.

### Playing the game

#### *Step 1*

Students work individually. Ask each student to sort the ten job factors according to their importance to him or her, and then to put the cards in a resulting pyramid form that reflects his or her personal priorities.

#### *Step 2*

Pair students. Students compare their arrangements of cards, looking for differences and similarities and explaining their choices. The colour-coding enables students to see at a glance where their arrangements differ. If time allows, you could discuss the results with the whole class, or do a class survey about the students' priorities.



# 6 Burnout

<b>Activity type</b>	Information search and role-play
<b>Number of students</b>	Maximum of 6.
<b>Business functions practised</b>	Analysing work situation and personality; persuading
<b>Lexical area</b>	Stress in the workplace
<b>Grammar involved</b>	Question forms, Present simple, Present Perfect, Present Perfect Continuous, future, conditionals

## Setting up for Step 1

*Step 1:* The game begins with a 'Find someone who. . .' worksheet. Make enough photocopies of Game Sheet 6a so that each student has one. (There are two worksheets on the page, so if you have six students, you'll need three copies of sheet one.)

Copy and cut up as many of the role-cards from Game Sheet 6b as you have students in your class.

## Playing the game

### *Step 1*

Ask your students to walk around the room, asking each other questions from the worksheet in the second person. (Example: 'Do you work from dawn to dusk?') If they get an affirmative answer, they should note the name of the student who said 'yes'. Give students enough time to have real conversations, but try to stop this activity before the conversation dies out altogether! Then go through the worksheet as a class, letting the students share their findings and some anecdotes with the whole class. This activity is a nice mood-setter for the role-play to follow.

### *Step 2*

Put the students in groups of four to six and give each student in each group one of the six role-cards from Game Sheet 6b. Make sure that you have a boss (role-card 1) in each group.

Give the students time to read their texts, and then ask the 'bosses' to begin the role-play by opening the meeting. The role-play ends when all sides have been heard and the boss has made and given the reasons for his or her decision. Then compare the outcomes of the role-plays as a class. You might want to follow up by hearing other suggestions for combating burnout from your students.

## 7 Where's the General Manager's office?

<b>Activity type</b>	Arranging a floor plan
<b>Number of students</b>	Any number or one-to-one. Pairs or threes.
<b>Business function practised</b>	Describing the workplace
<b>Lexical area</b>	Office layout (rooms and departments)
<b>Grammar involved</b>	Present Simple, Past Simple, Present Perfect, Present Continuous; Prepositions and prepositional phrases

### Setting up

Plan to put your students in pairs or groups of three to work on the floor plans. Photocopy one of each of the following for each group: Game sheet 7a, 7b, 7c, and 7d. Cut up 7d into jigsaw pieces corresponding to the sixteen rooms. Time the activity.

### Playing the game

The aim of the game is to discover where the General Manager's office is as quickly as possible. Since there is no information about this room, the students must assemble the rest of the floor plan first to see where the last room will go. To arrange the rooms in the proper order, the students must read the information sheets and work the floor plan out together according to the information given. The pair or group to finish first are the winners. When a group finishes the floor plan, ask them to agree on a description of the missing room (the General Manager's office) and write it down. Listen to the written texts as a class.

## 8 And where do you work?

<b>Activity type</b>	Information exchange
<b>Number of students</b>	Minimum of 6
<b>Business functions practised</b>	Describing the advantages of various jobs; persuading
<b>Lexical area</b>	Various types of job and places of work
<b>Grammar involved</b>	Present Simple, Present Continuous, second conditional

### Setting up

Photocopy and cut out one job picture for every student. If you have more than eighteen students, you can give more than one student the same picture.

### Playing the game

Ask the students to look at their pictures, decide where they think the person in the picture works, and think for a moment about the advantages and disadvantages of this kind of work. What is good about the job itself, the work place, the opportunities, the pay, the people you meet, the prestige?

Now they must imagine that this is their own job. They move around the room describing their job and its advantages to each partner they meet. At the same time they will be listening to the job descriptions and evaluations of the other students. The object of the game is to try to swap jobs if they meet someone whose job sounds better. If the other person is unwilling to swap jobs, they must be more persuasive about the advantages of their own job. They can only swap jobs once. Pairs who have swapped sit down. When everyone is finished, discuss the results as a class. Find out who swapped jobs and why, or who tried to swap but was unsuccessful.

The jobs are as follows:

*Game Sheet 8a:* photographer, cook, market research consultant, sales representative, secretary, car dealer, architect, manager, advertising copywriter

*Game Sheet 8b:* bank teller, travel agent, sound engineer, hotel receptionist, pet shop owner, souvenir shop owner, fast food restaurant manager, scientist, accountant/tax consultant

*Source:* This activity was inspired by Jill Hadfield's 'Lifeswap' in *Intermediate Communication Games*, (Thomas Nelson and Sons Ltd, 1990.)

## 9 The snowball definition game

<b>Activity type</b>	Information exchange
<b>Number of students</b>	Minimum of 8.
<b>Function practised</b>	Learning or practising vocabulary
<b>Lexical area</b>	Sales and finance
<b>Grammar involved</b>	Present Simple, relative clauses

### Setting up

Copy enough of Game Sheet 9a for every student to have one of the word cards on the sheet. If your class is no larger than 20, you'll need only one copy. However, keep several spare cards yourself to prolong the activity if there are few students. Cut out the cards. Give one card to each student and make sure everyone understands his or her word and definition.

### Playing the game

#### *Step 1*

The object of the game is for the students to teach each other their words. To do so, they walk around, find a partner, and take turns giving their definitions. If the partner doesn't know the word being described, the student tells him or her, and vice-versa. Then the students exchange word cards and move on to a new partner with a new word. If there are only a few students in your class, let them replace their words with new word cards from you every so often to ensure that enough new vocabulary is learned. As a last step, ask your students to sit down and read out the definitions on their final slip. Now, with any luck, the whole class will be able to call out the corresponding word!

#### *Step 2*

If you want to extend the activity, you can give your students the word-grid (Game Sheet 9b) as a vocabulary revision activity.

*Source:* We learned this technique for teaching or revising vocabulary at a workshop given by Christine Frank in Berlin. The technique is also described in her book *Activity Bank* (Ernst Klett Verlag, Stuttgart, 1992).

# 10 What's your product?

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<b>Activity type</b>	Task-orientated discussion and role-play
<b>Number of students</b>	Minimum of 3. Groups or individuals.
<b>Business function practised</b>	Advertising a product
<b>Lexical area</b>	Descriptive phrases
<b>Grammar involved</b>	Present Simple tense, gerunds, adjectives, adverbs

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## Setting up

Photocopy Game Sheet 10. Cut out the word cards. Divide your class into a minimum of three groups. Give each group three word cards, chosen at random. If you have only three to five students, give each student three word cards and let them work on their own. Make sure the students understand the words or phrases on their cards.

## Playing the game

The object of the game is for each group to invent a new product that has all the features described on the three word cards. The groups then can either present their products to the class and vote on which is the most interesting, or students can mingle and try to 'sell' their products to the other students. Students may only vote for or buy one product, and it may not be their own group's product. The group or student that wins the most votes or sells the most products is the winner.

# 11 A difficult choice

<b>Activity type</b>	Role-play
<b>Number of students</b>	Minimum of 6. Groups.
<b>Business functions practised</b>	Expressing opinions, agreeing and disagreeing
<b>Lexical area</b>	Products
<b>Typical syntax</b>	<i>In my opinion ...</i> <i>That's a good idea.</i> <i>I quite agree.</i> <i>I'm afraid I see that differently.</i> <i>I'm afraid I don't think that is a good idea.</i> <i>Is that really such a good idea?</i> <i>Don't you think it would be better to ...?</i> <i>It is surely far more important to ...</i> <i>We can't ignore the fact that ...</i>
<b>Grammar involved</b>	Present Simple, modals

## Setting up

Photocopy Game Sheets 11a and 11b so that there is a role-card and an information-card for every student in the class. Put the students in groups of six or more. Six of the students in the group will need the role-cards describing their position in a fictitious company; any extra students are observers with the task of listening for the proper use of exponents.

## Playing the game

First review or brainstorm the language of expressing opinions, and agreeing and disagreeing politely. Then give the students time to read the information on their role-cards; make some notes to help them formulate their arguments and to study the exponents gathered on the board. When everyone is ready, let the Managing Director in each small group call the meeting to order. The Managing Director should listen to each individual's opinion as well as expressing his or her own. The aim of the game is to try to convince the others that the option you've chosen is best. However, the group must ultimately reach consensus.

After giving groups plenty of time to argue, the teacher should tell students that compromise will be necessary to make a decision. In a second round, every company member may cast a final vote, based on the arguments that convinced them most during the simulation. Make it clear that they do not have to vote for the product they argued for! The product with the most votes wins. If the observers are also given a vote, there is less danger that the result will be undecided. If the result is still a tie, the Managing Director may make the final decision. Compare the results and experiences of the small groups as a class. Ask any observers for their comments.

*Variation:* You could let six students carry out this role-play in front of the rest of the class, with all the watching students listening for the proper use of exponents. Then let the whole class vote on their favourite product.

# 12 Hold the line, please.

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<b>Activity type</b>	Card game
<b>Number of students</b>	Minimum of 3. Groups.
<b>Business function practised</b>	Telephone skills
<b>Lexical area</b>	Standard telephone English
<b>Grammar involved</b>	Present Simple, future

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## Setting up

Put students into groups of three to four. Photocopy one of both Game Sheets 12a and 12b per group. Cut out a set of twenty cards for each group.

## Playing the game

Ask students to shuffle the cards and deal them out. The object of the game is to collect as many 'tricks' or pairs of cards as possible. To do so, player one begins by reading out an 'A' card. The person on player one's left (player two) must see if he has the 'B' card that would be the proper response. If he does, he gives it to player one who wins the trick. All the players must agree that the 'A' and the 'B' card really go together. If player two does not have the proper response, player one must draw a card from player two's hand.

Now it is player two's turn to read out an 'A' card and see if player three has the appropriate response. As cards are changing hands constantly, students are exposed to many different phrases and must remain alert. The game ends when all the cards have been played, and the winner is the person who collected the most tricks. The teacher could go through the 'A' cards with the class at the end to make sure that all groups agree on the matching 'B' card.

# 13 Who's calling, please?

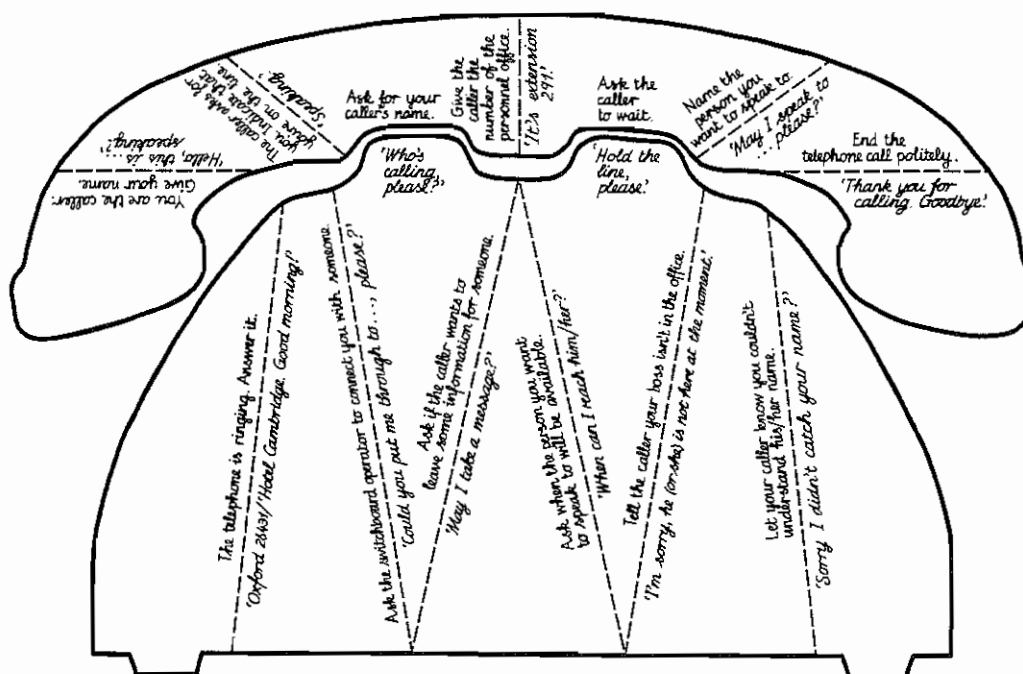
Activity type	Jigsaw puzzle
Number of students	Any number including one-to-one.
Business function practised	Telephone skills
Lexical area	Standard telephone English
Grammar involved	The imperative, Present simple, Past Simple, Present Continuous

## Setting up

One complete puzzle (Game Sheets 13 a-d) can be put together by a group of one to four students. Copy as many puzzles as you will need for your class. If you copy them on coloured card, they will look nicer and last longer. Use a different colour for each puzzle to help you keep them sorted. Cut the pieces out.

## Playing the game

Ask the students to fit the pieces together by matching up the functional task with the appropriate sentence. To make the task more challenging, do not tell them in advance that the pieces will form a telephone! The objective of the game is to assemble the puzzle correctly. Then go over these standard telephone phrases with your class, to be sure they have all been understood.





# 14 Business letter memory

<b>Activity type</b>	Pelmanism
<b>Number of students</b>	Any number, including one-to-one. Groups.
<b>Language practised</b>	Comparing more and less formal language for business letters
<b>Lexical area</b>	Standard English phrases for correspondence
<b>Grammar involved</b>	Present, Past Simple, Present Continuous, modals

## Setting up

This activity is a variation of Pelmanism also known as *Memory* or *Concentration*. Plan to put your students in groups of two to four. Copy one set of cards (Game Sheets 16a and 16b) per small group and cut out (or have your students cut out) the 20 cards in each set. Be sure to use paper that is not too thin; students must not be able to see through the cards.

## Playing the game

### Step 1

Students should shuffle the cards and lay them out in rows face down on the table. The first player turns up any two cards. If there is a match, he or she keeps the cards and gets another turn. If not, the next player turns up two cards. A match consists of two cards with phrases that express the same thought or have the same function, but using more or less formal language, (for example: the greetings 'Dear Madam' and 'Dear Mary'). The object of the game is to try to remember which card lies where, so as to collect as many card pairs as possible. The person with the most pairs is the winner.

### Step 2

When the game is over and all the pairs have been collected, ask your students to put the pairs face up on the table with all the more formal phrases lined up on one side and the more informal on the other. Check for correctness. If your time is limited, you could, of course, reduce the activity to the second step only.

*Follow-up activity:* Students write a short business letter using some of the phrases learned.

# 15 Please take the floor

<b>Activity type</b>	Board game
<b>Number of students</b>	Minimum of 2
<b>Language practised</b>	Reviewing the language of meetings
<b>Lexical area</b>	Formal and informal meetings
<b>Grammar involved</b>	Present Simple, Past Simple, Present Continuous, Present Perfect
<b>Extras</b>	You will need one die for each group and a game marker such as a small button for each player.

## Setting up

Divide your class into small groups of two to five players. Copy the two board game sheets (Game Sheets 15a and 15b) and a set of eighteen task cards (Game Sheets 15c and 15d) for each small group. Cut out the task cards.

## Playing the game

This game is intended as a revision activity. The winner of the game is the person who gets from start to finish first. But there are tasks along the way. Each time students land on a square that instructs them to take a task card, they must try to answer the question. If they can't, their fellow players may help them. If the task card asks for specific language to make a particular point at a meeting, two possible answers are suggested on the card. Of course there may be other possibilities, so students should be encouraged to make a note of their answers if they are different. Discuss diverging answers as a class at the end of the game.

# 16 Business letter jigsaw

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<b>Activity type</b>	Jigsaw letter
<b>Number of students</b>	Any number, including one-to-one. Groups.
<b>Business function practised</b>	Learning the standard format of a business letter
<b>Lexical area</b>	Standard phrasing of a business letter
<b>Grammar involved</b>	Present Simple, Past Simple, future

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## Setting up

Photocopy one complete letter (Game Sheet 16) for each group and cut it into strips. Keep each set of strips in separate envelopes or zip-lock bags. Make sure the strips are well shuffled. Put students in groups of three at the most.

## Playing the game

Give each group an envelope and ask them to put the letter into the proper order. Then read the text aloud so they can check their work. Discuss the sequencing. Point out typical phrases and go over any new vocabulary as a follow-up. Make sure your students replace all the strips in the envelopes, so that you can use them again.

# 17 Bar graph bingo

<b>Activity type</b>	Bingo game as a vocabulary revision exercise
<b>Number of students</b>	Minimum of 6
<b>Functions practised</b>	Recognizing word meanings; completing a graph
<b>Lexical area</b>	Vocabulary for describing trends
<b>Grammar involved</b>	Present Simple, Past Simple

## Setting up

Plan to put your students in small groups. Groups of three to four are ideal although a group of up to six is possible. Copy a bingo sheet (Game Sheets 17a and 17b) for each student in the group. There are four different bingo sheets: A, B, C, and D. Plan to give each student a different sheet. However, should you have a group with more than four players, you can give two students identical sheets. Copy one word sheet (Game Sheet 17c) and one bar graph information sheet (Game Sheet 17d) for each group. Cut out the twenty word cards from the word sheet as well as the six strips of bar graph information and the bar graph itself.

## Playing the game

The aim of the game is for students to complete the bar graph as quickly as possible. Students shuffle the cut-out word cards and put them face down in the middle of the table. They also make a pile face down of the bar graph information cards. They should take turns turning up the word cards and reading them out. They should not supply the answers; each student is expected to decide individually what the correct answer is. If students have the correct answer on their word sheet, they may cross the word out. When they have crossed out three words in a row, either horizontally, vertically, or diagonally, they call out 'bingo!'. Each time a student gets a bingo, he or she may take one of the bar graph information cards. When members of a group have a total of six bingos and have drawn all the information cards, they may stop the bingo game and begin to complete the graph. The group to complete the graph first is the winner.

## Variation

If you have a minimum of preparation time, you can skip the bar graph phase of the game and just play a straightforward bingo game with the whole class instead of groups. Then, of course, you won't need to cut up the word sheet. Just read all the definitions on your word sheet to the class until everyone in the class has had at least one bingo. It is fun (even with adult students) to reward each bingo with a small sweet or some other token prize.

# 18 Entrepreneurs' board game

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<b>Activity type</b>	Board game
<b>Number of students</b>	Minimum of 2. Groups.
<b>Business function practised</b>	Justifying decisions
<b>Lexical area</b>	Corporate cultures
<b>Typical syntax</b>	<i>In my company, people will ...</i> <i>I have decided to... because ...</i>
<b>Extras</b>	You will need one dice for each group and a game marker such as a small button for each player.

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## Setting up

Photocopy the sheet of decision cards (Game Sheet 18a) and the two halves of the board game (Game Sheets 18b and 18c) for every group of two to four students. Cut out a set of decision cards for each group. They place them in a pile, face down, beside the board.

## Playing the game

The scenario is that the students are setting up a new company. First they must decide what their product is going to be; this can also be a service, such as insurance. The decisions they will make throughout the game relate to company policy. The aim of the game is to get from start to finish as quickly as possible. Each time a student lands on a space labelled 'Take a decision card', he or she must choose a card from the pile, read it out, and then make a decision and justify it to the group. The game ends when one or all of the players have reached 'FINISH'. If time permits, hear profiles of the company from each group.

# 19 Brag a little!

<b>Activity type</b>	Matching game
<b>Number of students</b>	Minimum of 8
<b>Function practised</b>	Describing accomplishments
<b>Lexical area</b>	Work situation
<b>Grammar involved</b>	Present Simple, Past Simple, Present Perfect

## Setting up

Photocopy and cut out as many role-cards from Game Sheets 19a and 19b as you have students, making sure that you use corresponding role-cards.

## Playing the game

The aim of the game is for students to find the person whose role-card describes a similar work situation or problem, but a very different solution to the problem.

To do this, they must circulate and describe their situation and their accomplishments to each other. When partners have been found, ask the pairs to discuss how they would behave under similar circumstances and which of the accomplishments they can identify with.

## 20 A company profile

<b>Activity type</b>	Group story creation
<b>Number of students</b>	Any number or one-to-one
<b>Business function practised</b>	Describing a company, and/or a company's history
<b>Lexical area</b>	The business activities of companies
<b>Grammar involved</b>	Present Simple, Present Continuous, Past Simple, Present Perfect, future tenses

### Setting up

Photocopy the vocabulary sheet (Game Sheet 20a) enough times for every student in your class to have a word list. Photocopy and cut out one complete set of pictures (Game Sheets 20b and 20c) for each small group. Then put your students into groups of three or four.

### Playing the game

The aim of this activity is to use the available pictures to create a fictitious company profile or history. Ask students in the group to deal out the cards as in a card game. Appoint one student in the group to take notes. Another student (Student A) begins. He or she looks at the pictures in his or her hand and tries to associate them with events that could happen as a company does business. The student then makes a statement describing a fictitious company and puts down one of the pictures to illustrate this statement. The pictures are so designed as to stimulate the imagination without being totally concrete; they are open to personal interpretation.

The student to the left of Student A now adds a picture from his or her hand, expanding on the company description, but not contradicting anything said so far. If the new statement is about the present, the picture should be placed to the right of Student A's picture, but if it is about the company's past, the picture should be put on the left-hand side.

As the game continues, the students gradually build up a company profile and/or history. When the students have finished, ask the note-taker to re-tell the company's story to the class. If you wish, you can ask your students to write the stories down as a follow-up activity.

*Source:* We learned about using this kind of picture to describe business activities from Marcus Child in a workshop at the IATEFL conference in York, England, 1995.

## 21 A difficult day

<b>Activity type</b>	Information exchange about a picture
<b>Number of students</b>	Minimum of 5. Groups.
<b>Language practised</b>	Relating a finished chain of events
<b>Lexical area</b>	A Sales Rep's business trip
<b>Grammar involved</b>	Present Continuous and Past Simple

### Setting up

Photocopy Game Sheet 21 for each group and cut out the five pictures. Give each student in the group one of the five pictures. If you have groups with more than five players, you will have to make more copies of the picture story and give some members of the group the same picture. Divide your students into groups with a minimum of five students per group.

### Playing the game

Ask your students to study their picture carefully. Tell them it is part of a five-part story. It will be their job to describe their picture in detail (without showing the picture) to the other students in their group, as well as listening to the other students' descriptions and taking notes. Ask them to exchange information. When they have a description of all five pictures, they may sit down and try to work out the proper sequence. When someone thinks they understand the story, let them tell their version to the class or their group. Ask if the others agree. Then let them see the five pictures and lay the story out on the table, correcting the sequence or interpretation if necessary.

*Note:* Students will probably use the Present Continuous to describe what is happening in their picture. But when they have sequenced the story and realize that it is a finished chain of events, encourage them to use the Past Simple in relating the narrative.

### Variation

Divide the students into five groups. Give each group (not each student) one of the five pictures. Ask each student in the group to be prepared to describe the picture in detail. Then explain that their picture is one part of a five-part story and send them out to the other groups to exchange information and take notes about the five pictures. When a group has finished collecting information, they are ready to sit down and try to work out the proper sequence together. The first group to finish wins.



## 22 Business appointments

<b>Activity type</b>	Matching game and role-play
<b>Number of students</b>	Minimum 8; maximum 18.
<b>Business functions practised</b>	Making arrangements; apologizing and changing plans
<b>Lexical area</b>	Formal and informal business situations
<b>Typical syntax</b>	<i>Are you free on ... ?</i> <i>Can you make it at ... ?</i> <i>Good, I'll see you on ... at ...</i> <i>Look, I'm really sorry but could we change the date?</i> <i>I'm afraid I can't make it on ...</i> <i>I'm sorry to have to postpone our meeting.</i> <i>Could we rearrange the meeting for ... ?</i> <i>Would you mind if we changed the date?</i>
<b>Grammar involved</b>	Present Simple, Past Simple, modals, Present Continuous for the future, Past Continuous, Present Perfect.

### Setting up

Photocopy Game Sheets 22a and 22b and cut out as many pairs of corresponding role-cards as you will need to give one card to each student. Distribute the cards and ask the students to read their roles.

### Playing the game

#### *Step 1*

The object of the game in this first phase of the activity is for students to find the partner mentioned on their role-card as a person that they want to meet or do business with. To do so, they will have to mingle, explaining who they are and who they're looking for. When the students are correctly paired they can make arrangements for a meeting.

#### *Step 2*

Now ask one half of each pair to approach his or her partner with an apology and reason for having to change the appointment. Encourage them to use their imaginations! The game is over when a new date has been agreed upon. Pairs can now introduce themselves to the class as a whole and explain why they had to change the appointment and when and where they are meeting instead.

## 23 The itinerary game

<b>Activity type</b>	Information search
<b>Number of students</b>	Minimum of 6. Pairs.
<b>Function practised</b>	Talking about future plans
<b>Lexical area</b>	Schedules (dates, times, appointments)
<b>Grammar involved</b>	Present Continuous for the future

### Setting up

Photocopy the three incomplete itinerary sheets (Game Sheets 23a, 23b, and 23c), and a Questionnaire (Game Sheet 23d) for each pair. Each student will get half an itinerary sheet, so you will need only one copy of each sheet if you have six students. For every student above six, you need another half a sheet. Each partner in the pair has a different half of the itinerary to complete.

### Playing the game

#### Step 1

The object of this phase of the game is for students to fill in the missing information on their halves of the itinerary sheet as quickly as they can.

To do so, they must mingle with their fellow students, exchanging the information that appears on their sheets. Make sure that they don't just read or show each other the information, but that they explain Mr Braun's plans for that day using full sentences and the appropriate grammatical form (Present Continuous for the future). However, point out that they may fill in the itinerary sheets in note form. As soon as students have finished, they should see if their partner is nearly finished as well. If their partner is much slower, they can now help them complete their half of the itinerary. As soon as both are finished, they sit down together and the teacher proceeds with step 2.

#### Step 2

As soon as a pair sits down, give them a copy of the questionnaire. They should answer the questions and solve the word puzzle. (Answers: *marketing, Ellis, address, Sunday, lunch, Evanston, sightseeing.*) The pair to come up with the correct answer (*measles*) first is the winner.

## 24 Working it out

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<b>Activity type</b>	role-play
<b>Number of students</b>	Minimum of 4. Groups.
<b>Business function practised</b>	Negotiating an agreement
<b>Lexical area</b>	Sales contracts
<b>Grammar involved</b>	Future tense, conditional

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### Setting up

Plan to put your students in groups of four to six. Half of each small group will be customers and the other half suppliers. Photocopy and cut up the role-card sheet (Game Sheet 24a) and give your customers and suppliers the appropriate role-card. In addition, copy the customers' and suppliers' sheets (Game Sheets 24b and 24c) and cut them into slips. Each 'customer' will need at least two of the slips describing negotiation points from the customers' sheet (Game Sheet 24b) and each 'supplier' will need at least two slips from the suppliers' sheet. (Game Sheet 24c). Copy and cut out as many slips as you will need, depending on the size of your class, and let them choose the appropriate slips at random from you.

### Playing the game

Review the language and vocabulary of negotiation, if necessary. Then tell your students that, during the negotiation, they are particularly responsible for bringing up the points mentioned on their slips and for fighting for these conditions. Ask them to role-play the situation in their small groups simultaneously. The object of the game is for each side to try to negotiate a sales contract that is advantageous to them, while using appropriate language and strategy. Then discuss the results of the negotiations as a class.

### *Follow up*

As homework ask your students to write a brief written statement about the sales agreement.



## 25 Meet your match

<b>Activity type</b>	Matching
<b>Number of students</b>	Minimum 8; maximum 20, or one-to-one. Individual.
<b>Business function practised</b>	Learning the language of negotiations
<b>Lexical area</b>	Negotiations
<b>Grammar involved</b>	Present Simple

### Setting up

Game Sheet 25 consists of ten sentence beginnings down the left side of the page and the corresponding sentence endings down the right side of the page. Make one photocopy of the game sheet and cut out as many half-sentences as you have students, making sure that you have included matching sentence parts.

### Playing the game

This game is intended to practise typical phrases of negotiation that have already been introduced to the student. The aim of the game is for students to find their partner with the matching sentence half. To do this, they must mingle, repeating their half-sentence until they find the person whose half-sentence completes theirs. When everyone has found his or her partner, the pairs present their sentences to the rest of the class.

### *Variation*

For one-to-one teaching, cut out all the sentence halves and ask your student to lay out the ten correct sentences.

## 26 Forming a subsidiary

<b>Activity type</b>	Role-play
<b>Number of students</b>	Minimum of 4. Groups.
<b>Business functions practised</b>	Analysing criteria; expressing opinion; persuading
<b>Lexical area</b>	Choosing a factory site
<b>Grammar involved</b>	Present Simple, modals, comparatives, first conditional
<b>Extras</b>	A hat, basket, or paper bag to contain the cards

### Setting up

You will need one copy of the product sheet (Game Sheet 26a) and one copy of the criteria sheet (Game Sheet 26b) with all the cards cut out. Divide your students into small groups of even numbers. There should be no more than six in a group. Put the product cards in a hat and let a student choose one. The product on the card will be the product that all the groups are producing in their fictitious companies. Or, if you have a large class, give half the class one product and half the class another.

### Playing the game

#### Step 1

Give each group four or five of the twenty criteria cards, which you deal out at random. Each group's criteria will differ from those of its partner group. Tell the groups that they are members of a very successful company in their home country which wants to build a subsidiary abroad. Now they must propose an appropriate location. If it is a large country, they should specify the region as well. It should be a country that has the advantages mentioned on their criteria cards. But their partner group (a group producing the same product) will be proposing a different location and they must be prepared to argue and persuade. (*Note:* Be sure that the parallel groups producing the same product really do choose two different regions as potential sites, or they will have no conflict to work out when they meet for the role-play.) After choosing a potential site, the group should discuss which of the four or five advantages they will want to emphasize in the role-play. They may add any other advantages which they feel the country or region really has. Give them some time to prepare their arguments.

#### Step 2

Now the role-play can begin. The aim of the role-play is to convince your partner that your location is the better one. If your students' language skills are very good, you can pair up two from corresponding groups with the same product but different criteria. If some of the students are not so confident, you might prefer to do the role-play in groups of four (put two students from one group with two from another) so that they can share the task of persuading. Tell your students that although they should defend their proposal, at some point in the game they are going to have to make a decision. When the game is over, see how many pairs were able to reach consensus.

## 27 Villa for sale

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<b>Activity type</b>	Role-play
<b>Number of students</b>	Minimum of 6. Groups.
<b>Functions practised</b>	Describing, comparing, persuading
<b>Lexical area</b>	Property (US: Real estate)
<b>Grammar involved</b>	Present Simple, Present Perfect passive

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### Setting up

Plan to divide your students into three small groups of two to four. If you have a very large class, then form six groups for two parallel role-plays. Photocopy one role-card sheet (Game Sheet 27a) if you have three groups, and copy two sheets if you have six. Each group (not student) should receive a role-card. Make sure that you give out equal numbers of roles A, B, and C. Make one photocopy of the amenities sheet (Game Sheet 27b) and cut it up into slips. Let each group choose two or three slips at random. The group should include these features in their description of the property they are selling or looking for, as well as adding more of their own. The slips serve as a starting point and help fire the students' imaginations.

### Playing the game

The objective of this role-play is for the estate agents to try to sell their property, and for the company employees to buy the property which is closest to their ideal. When the groups have had enough time to prepare their descriptions, they are ready to begin the role-play. Divide your group or groups of potential customers in half, and send one half to estate agents (realtors) selling a country villa and the other half to estate agents (realtors) with a villa in the city. Let them listen to the property description and ask questions. Then ask the customers to switch groups, so that they can now hear the property description that the other members of their team have just heard. When this phase of information gathering is finished, put your students back into their original groups. Give the potential buyers five minutes to discuss the two alternatives and decide which property they will buy, which they then announce to the class. Discuss together what the deciding factors were.

## 28 Situations vacant

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<b>Activity type</b>	Role-play
<b>Number of students</b>	Minimum of 6.
<b>Business functions practised</b>	Applying for jobs and interviewing
<b>Lexical area</b>	CVs and job descriptions
<b>Grammar involved</b>	Present Simple, Past Simple, Present Perfect

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### Setting up

Make one photocopy of Game Sheet 28 for every two students. Give half the class CV sheets and the other half, job description sheets.

### Playing the game

Ask your students to fill in the sheets with information about a fictitious person or fictitious job. The object of the game is for the job applicants to try to find jobs and for employers to find appropriate employees. Tell the employers that they must hire someone, even if no candidate is ideal. After filling out the sheets, students mingle, interviewing or being interviewed as many times as possible in the course of the game. Ask students to sit down when you feel the game has gone on long enough. Then employers announce which person they would like to hire and why. This game leads naturally into a discussion of appropriate preparation for job interviews and strategies for impressing the interviewer.



## 29 How to get that job

<b>Activity type</b>	Rating activity
<b>Number of students</b>	Any number, or one-to-one. Pairs or small groups.
<b>Business functions practised</b>	Evaluating strategies; expressing opinion
<b>Lexical area</b>	Job-hunting and job interviews
<b>Grammar involved</b>	Present Simple, imperatives, modals

### Setting up

Your students can work in pairs or groups of three or four. For each pair or small group, photocopy one complete set of the twenty strategy cards (Game Sheets 29a and 29b) and cut them out.

### Playing the game

Ask your students to evaluate the job-hunting strategies on the cards and put them in three piles accordingly: one pile for good, one for bad, and one for neutral strategies. Afterwards, discuss the results with the whole class by asking, for example, what people consider to be unwise strategies.

## 30 What would you do about it?

<b>Activity type</b>	Guessing game
<b>Number of students</b>	Maximum 20; minimum 4
<b>Functions practised</b>	Discussing options; producing written material
<b>Lexical area</b>	Various problem situations; adjectives
<b>Grammar involved</b>	Second conditional, adjectives
<b>Extras</b>	Hat, basket, or paper bag to contain cards

### Setting up

Plan to divide your class into two or more small groups depending on the size of your class. There should be no more than five students in each group.

Make one photocopy each of the problem and adjective sheets (Game Sheets 30a and 30b). Cut the problem sheet into strips and give each group an equal number of problems. If you have more than two groups, then each group will get two problems each. If you have only two groups, each group could have half the page to work on. Cut up the adjective cards, mix them and put them in a hat, bag, or basket. Let each group draw as many adjective cards at random as they have problems to work on.

### Playing the game

Students must now create solutions suggested by the adjectives: if they drew 'risky' and 'humorous', they must write down a risky solution for one of their problems and a funny one for the other. (If a group is very unhappy with one of their adjectives, you have a few extra and could let them trade one in for a new one.) When everyone is ready, problems and solutions can either be read aloud to the class or handed to the next group to be studied. In either case, the students must now guess which adjective the other students had in mind when writing their solutions. Give one point for each correct guess and the group or student making the most points wins.

### Variation

An alternative way to play this game would be to photocopy the problem sheet several times and give each group the same problems. (But only three or four at the most, or your students will be stressed!) Then the fun will be in hearing different solutions to the same problems as well as guessing the different adjectives.

## 31 I've got a solution

<b>Activity type</b>	Guessing game
<b>Number of students</b>	Minimum 8; maximum 16
<b>Function practised</b>	Offering advice
<b>Lexical area</b>	Problems involving work situations
<b>Typical syntax</b>	<i>I think you should/ought to ...</i> <i>If I were you, I would ...</i> <i>If you ___ed, you would be able to ...</i> <i>You could try ___ing .../to ...</i> <i>Why don't you ...?</i> <i>Have you thought of ___ing?</i>
<b>Grammar involved</b>	Present Simple, Present Perfect, Present Continuous, modals, conditionals
<b>Extras</b>	Transparent adhesive tape

### Setting up

Photocopy one or both of Game Sheets 31a and 31b, depending on how large your class is. You will need one problem per student. Cut the problems out and tape one on the back of each student with adhesive tape.

### Playing the game

The object of the game is for students to guess as exactly as possible what their problem is. To do this, ask the students to stand up, walk around and find a partner. Student A reads student B's problem and volunteers one solution. Now student B reads A's problem and likewise gives one piece of advice. The student hearing the possible solution is not allowed to ask any questions, only to listen. After hearing each other's advice, students should move on to new partners, tell them what they know about their problem so far, and ask for new advice. For example:

*'I'm thinking of taking a course in communication skills. What else can I do?'*  
*—'You could try to meet more Americans!'*

After hearing several pieces of advice, students should be able to guess their problem. After that, they can continue to go around giving the benefit of their good advice to others who are still guessing.

# 32 Behave yourself

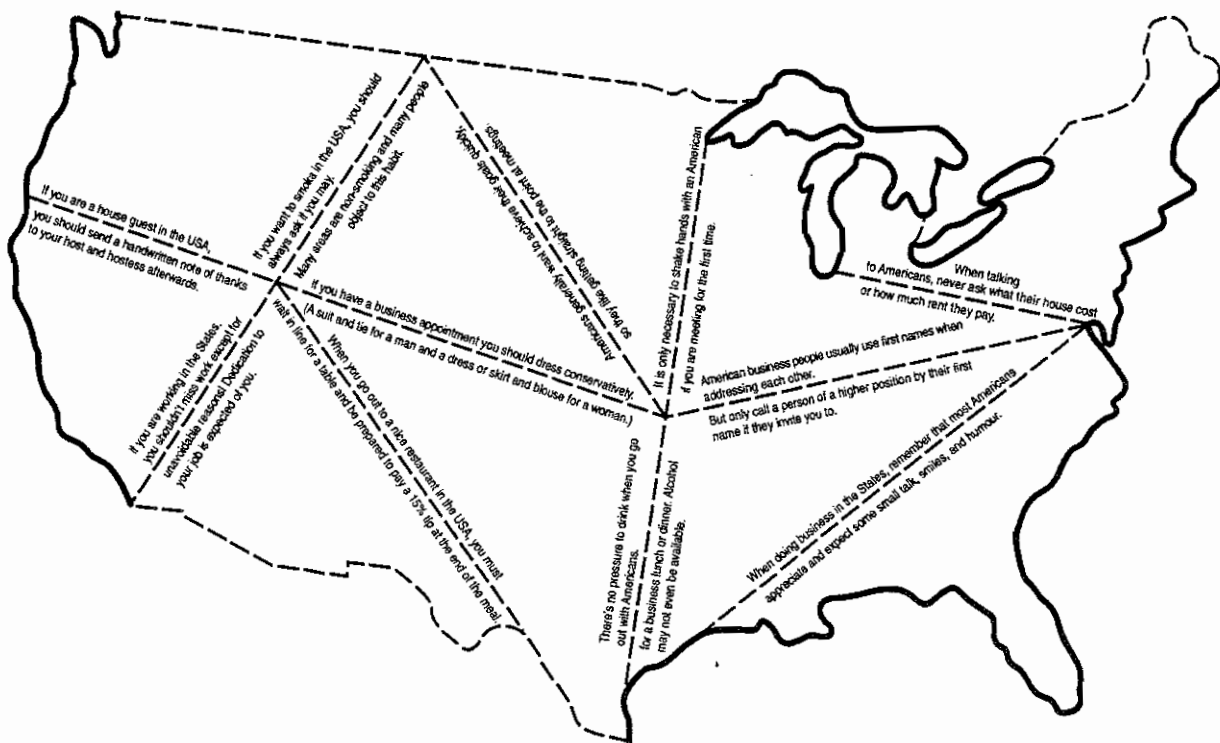
Activity type	Jigsaw puzzle
Number of students	Any number, or one-to-one. Groups.
Function practised	Intercultural competence
Lexical area	Cultural habits in the USA
Grammar involved	<i>If</i> and <i>when</i> , conditional

## Setting up

You will need one complete puzzle for every four to five people. Photocopy Game Sheets 32a–e and cut out the puzzle pieces. It's nice to copy them on coloured paper or thin card – a different colour for each puzzle. You might want to paste the puzzles onto cardboard before cutting them out, to make them more durable. In class, divide your students into small groups. Give each group one complete set of puzzle pieces. Photocopy information sheets (Game Sheet 32f) for each student if you would like them to keep the cultural tips.

## Playing the game

The aim of the game is to put the puzzle together. To do so, students must pay attention to the language on the puzzle pieces. Tell them that they will find incomplete sentences or ideas on the various pieces, and they must fit the pieces together so that the sentences are complete and make sense. The sentences will give the students information about cultural habits and norms in the USA: information that should be useful to someone doing business there. When all the groups have completed their puzzles, you can have a class discussion on the cultural information. You might want to give each student an information sheet to keep in their files.



## 33 Amazing facts

<b>Activity type</b>	Quiz
<b>Number of students</b>	Any number, or one-to-one. Groups.
<b>Business function practised</b>	Making international comparisons in order to expand international knowledge
<b>Lexical area</b>	Work and social situations
<b>Grammar involved</b>	Present Simple, Past Simple, Present Perfect, superlatives
<b>Extras</b>	Photocopier paper in two colours

### Setting up

Divide your class into small groups of 2-6. For each group, photocopy the two question card sheets (Game Sheets 33a and 33b) and an answer sheet (Game Sheet 33c) and cut them up into cards. We suggest that you copy the questions on one colour paper and use another colour for the answer cards. **It is important to write the question number on the back of your answer cards to avoid confusion.** Game Sheet 33d is information for the teacher for further discussion. The question and answer cards for each group should be arranged in the proper order, starting with question one.

### Playing the game

Give the sets of question and answer cards to each group and instruct them to put the answer cards face down on the table. A member of the group reads out question one and together the group decides on an answer. Groups should give a reason to back up each decision. Then they may turn up the corresponding answer card to see if they guessed correctly. The answer card will give them instructions on what question to answer next. The aim of the game is to finish the quiz as quickly as possible while answering as many questions as possible correctly! The more correct answers a group has, the faster they will finish because they may skip a question for every correct answer. Therefore, you should point out to your students that if they don't spend enough time discussing the possible solutions in order to make educated guesses, they will lose rather than gain time in the long run. The first group to finish is the winning team. When the activity is over, you may want to find out which groups got which answers right and why they guessed as they did. You can also discuss the information contained in the quiz in more detail. We have included a teacher's information sheet to provide additional facts for such a discussion.

*Source:* The information for this quiz was taken from *Mind Your Manners, Managing Business Cultures in Europe* by John Mole, Nicholas Brealey Publishing, 1995 with kind permission.

# 34 A night on the town

<b>Activity type</b>	Role-play
<b>Number of students</b>	Minimum 4. Groups.
<b>Business functions practised</b>	Making suggestions politely; achieving consensus
<b>Lexical area</b>	Evening entertainment
<b>Grammar involved</b>	Present Simple. <i>Going to</i> for the future
<b>Extras</b>	You will need some authentic material from the town or city nearest to your school. Authentic material could consist of some restaurant listings, possibly menus, and some copies of the evening entertainment section of your local newspaper. Each group will need several pieces of material to work with.

## Setting up

Each group of students should consist of four to six students. Photocopy Game Sheet 34 to ensure a role-card for every student.

## Playing the game

Give each group their role-cards and the local material and ask them to work out their group's evening plans, beginning with the evening meal. Individuals should communicate their likes and dislikes (as described on the role-card) to the group, but should practise polite forms of making suggestions. When the groups have reached consensus, let them present their plans to the class. Make sure they use the appropriate grammatical form for expressing future intentions.

## 35 Headhunters, Inc.

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<b>Activity type</b>	Matching and role-play
<b>Number of students</b>	Minimum 8; maximum 20. Groups.
<b>Business functions practised</b>	Socializing; persuading
<b>Lexical area</b>	Small talk
<b>Grammar involved</b>	Present Simple, Present Continuous, Present Perfect, future tenses

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### Setting up

Photocopy Game Sheet 35a and cut out enough role-cards for each student in the class to receive one. Give half your students role A and the other half role B. Copy and cut up one or both of the small talk sheets (Game Sheets 35b and 35c), depending on the size of your class. (One sheet has small talk topics for up to ten students.) Give each student one of the twenty small talk cards, making sure that the As and the Bs receive corresponding small talk cards.

### Playing the game

Go over the role-card texts with the class to make sure your students understand the task, which is to find the person who is chatting about the same topic, see if the passwords go together, and then go on to role-play a job offer. Then give your students a moment or two to think about their small talk topics and to prepare a few questions or comments. When everyone is ready, ask the students to stand up and mingle until they have found their partner and completed the role-play. When the role-play is over, students may sit down and you can gather the socializing topics and phrases on the board, as well as finding out what persuasion strategies the headhunters used successfully.

## 36 Talking about the boss

<b>Activity type</b>	Guessing game
<b>Number of students</b>	Minimum 6; maximum 20.
<b>Function practised</b>	Describing the executive lifestyle using student-generated language
<b>Lexical area</b>	Habits; past actions
<b>Grammar involved</b>	Most likely Present Simple and/or Past Simple

### Setting up

Photocopy as many role-cards from Game Sheets 36a and 36b as you have students in your class and cut them out. Let the class decide if they want a male or a female boss in the game. Give each student in your class a different role-card and explain that it names his or her relationship to the boss.

### Playing the game

Ask the students to think of one sentence that the person on their role-card might say about the boss. At the same time, this sentence should give some clue as to the identity of the person speaking. (For example, the son might say '*She doesn't give me enough spending money!*') Each student says his or her sentence to the class. Go around a second time, hearing the sentences once more and letting the class guess the relationships.

*Source:* We learned this game at a workshop in Berlin led by Bernard Dufeu, founder of 'Psychodramaturgie Linguistique'.



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