

Photocopiable worksheets:

Contents and Teacher's notes

By Helena Gomm

Worksheet		Timing	Aim	Task
01	Prospecting	25–30 minutes	To correct sentences connected to prospecting for new customers.	Compete to identify mistakes in sentences in order to win squares on a grid.
02	Planning	20 minutes	To learn common business collocations.	Play a game of pelmanism, matching up the two halves of common business collocations.
03	Product development	35–40 minutes	To explain features and benefits in order to 'sell' everyday objects.	Choose and draw eight objects. Compete to describe the features and benefits of one of the objects and 'sell' it as the ideal solution for a given situation.
04	New business	30 minutes	To read about the value of personal phone calls and handwritten messages in establishing new business relationships.	Answer warm-up questions on making phone calls and writing thank-you notes. Read and complete a text on the value of old-fashioned courtesy in winning new business.
05	Pitching	35 minutes	To read about the place of storytelling in pitches to potential customers.	Read a text about telling stories when making a pitch and answer comprehension questions. Discuss advice for telling stories when making a pitch.
06	Closing	40 minutes	To discuss ways to overcome customers' objections.	Answer questions on a text in pairs, and then match what the customers said to types of objections. Roleplay a company sales team, who have been given the task of devising ways to overcome customer objections.
07	Customer retention	40 minutes	To read about examples of successful customer service in unusual circumstances.	Read and answer questions on two different stories about food outlets. In pairs, tell each other their stories and try to find five similarities and five differences.
08	Customer care	35 minutes	To discuss good and bad examples of customer care and produce a list of do's and don'ts.	Share own good and bad experiences of customer care. Read the first part of some good and bad stories and decide what the outcomes were. Discuss what makes good or bad customer service.

01 Prospecting

Four-square challenge

Timing

25–30 minutes

Aim

To correct sentences connected to prospecting for new customers.

Task

The students compete to identify mistakes in sentences in order to win squares on a grid.

Preparation

Make one copy of each grid on the worksheet and one copy of each set of the answers for each group of three students.

Procedure

- 1 Divide the class into groups of three. Ask each group to choose a referee, and tell the other students to decide whether they will be A or B. Give each group a copy of Grid 1. Give the referee a copy of the answers to Grid 1, which should not be shown to the others.
- 2 Explain that each box on the sheet contains a sentence. In some cases, there is a word or phrase missing; in others, there is a mistake. Students A and B must correct the mistakes and supply the missing words.
- 3 Student A begins by choosing one of the sentences (any sentence: the numbers are for reference only). If it has a word or phrase missing, they must say what it is. If it has a mistake, they must correct it. The referee tells them if the answer is right or wrong. If they are right, they write *A* in the box containing that sentence. If they are wrong, the box is automatically awarded to Student B, who writes *B* in the box. It is then Student B's turn to choose a sentence. The aim of the activity is for Student A and Student B to try to win four boxes together, either in a vertical or horizontal row, or in a square. Also, they should try to prevent the other student from doing so.
- 4 Once a student has won four boxes together, the referee swaps roles with the student who lost the game. Give the groups Grid 2 and the new referees a copy of the answers to Grid 2 and play the game again.

02 Planning

Collocation pelmanism

Timing

20 minutes

Aim

To learn common business collocations.

Task

The students play a game of pelmanism, matching up the two halves of common business collocations.

Preparation

Make one copy of the worksheet (cut into separate cards and jumbled) for each group of three to four students. Keep an intact copy for yourself for reference and to act as an answer sheet.

Procedure

- 1 Put the students into groups and give each group a set of jumbled cards in a face down pile. Tell them to lay the cards out (face down) in an 8 x 5 or 10 x 4 formation on the desk in front of them.
- 2 The students take turns to choose two cards and turn them over. If they form a collocation, the student wins those cards and removes them from the set. The same student then has another turn. If the cards do not form a collocation, they are turned face down again and it is then the next student's turn. If the students are not sure if a collocation is valid or not, they can ask you to adjudicate.
- 3 The winner is the student who wins the most cards. As the students may come up with valid collocations that aren't reflected on the answer sheet (e.g. *make a presentation* or *win an order*), the game may end with some unmatched cards being left on the table.
- 4 Early finishers can be asked to make sentences using the collocations they have won.
- 5 As a follow-up or an alternative, you can make this into a race between teams or individuals. Each student or team is given a set of cards and all the cards are placed face up on the table and the students compete to be the first to match all the cards in their set.