

# Photocopiable worksheets:

## Contents and Teacher's notes

Worksheet & author	Timing	Aim	Task
<b>1A</b> All about you Jon Hird	30–40 minutes	To practise tenses and verb structures	To complete, ask and answer questions
<b>1B</b> Getting connected Jeremy Taylor/ Jon Wright	30 minutes	To practise the language of networking	To brainstorm and roleplay language in social situations
<b>2A</b> The language of meetings Paul Emmerson	30 minutes	To practise collocations	To find language that does not collocate and complete a closing text
<b>2B</b> If ... Jon Hird	30–40 minutes	To practise conditionals	To play a board game in which students complete sentences / answer questions
<b>3</b> Creating productive teams Marjorie Rosenberg	45 minutes–1 hour	To reach a group consensus on a range of scenarios	To read about and roleplay three thinking types
<b>4A</b> There was a ... John Allison	45 minutes	To raise awareness of stress, weak forms and linking	To identify and practise stress, weak forms and linking in limericks
<b>4B</b> Business language Pete Sharma	1 hour	To practise the language and skills of presenting and decision-making	To roleplay consultants and choose the best language providers for a client
<b>5A</b> Problems, problems Jon Hird	30–40 minutes	To practise the language of dealing with problems and of making and dealing with complaints	To roleplay situations using given phrases
<b>5B</b> Effective phoning Rosemary Richey	30–40 minutes	To practise customer friendly phone language	To rephrase unhelpful phone language and roleplay complaint situations
<b>6A</b> The missing million John Allison	45 minutes–1 hour	To promote fluency in managing discussion	To hold a meeting to solve a logic puzzle
<b>6B</b> A meeting on meetings Pete Sharma	45 minutes	To practise the language of meetings	To take part in a meeting on how to improve the running of workplace meetings
<b>7</b> From caterpillar to butterfly Helena Gomm	30 minutes	To promote discussion about the nature of business coaching	To identify the moral of a story, complete sentences about good business coaches and think about what clients need to do to make a coaching relationship successful
<b>8A</b> Options and choices John Allison	45 minutes	To practise the language and skills of decision-making and presenting	To select and present options for a new business
<b>8B</b> A radical proposal Nicholas Sheard	40 minutes–1 hour	To practise giving presentations and asking challenging questions	To give a presentation on a controversial scheme and ask challenging questions
<b>9A</b> Gaining a competitive advantage Marjorie Rosenberg	1 hour	To practise prediction and reading for detail	To read a report on competitive strategies and give a group presentation on one of the strategies
<b>9B</b> Socializing with confidence Rosemary Richey	30–40 minutes	To practise social English	To rephrase negative language and roleplay awkward situations
<b>10A</b> Survival John Allison	30–45 minutes	To practise the language of meetings and decision-making	To play a survival game
<b>10B</b> No U-turn? Chris Murray	30–45 minutes	To practise the language of decision-making	To read a case study on a failing company and decide on a way forward
<b>11</b> Stress Helena Gomm	30 minutes	To promote discussion about stress and how to deal with it	To complete a joke with a punchline, discuss stress at work, complete advice for avoiding and dealing with stress and think of more good advice

Worksheet & author	Timing	Aim	Task
<b>12A</b> Who's first? Jeremy Taylor/ Jon Wright	30–40 minutes	To promote discussion on the handling of email and to raise awareness of register	To prioritize a set of emails, discuss how to respond to them and choose a writing/roleplay follow-up
<b>12B</b> Manager on the move Pete Sharma	45 minutes–1 hour	To practise writing emails	To write and respond to emails based on a series of problems
<b>13</b> The office of the future Marjorie Rosenberg	45 minutes–1 hour	To raise awareness of new working trends	To match office trends to adverts and give mini-presentations on the advantages and disadvantages of each trend
<b>14A</b> Flight to Rubovia Paul Emmerson	45 minutes	To raise awareness of cross-cultural issues	To discuss what you need to know about another country to do business there
<b>14B</b> Business humour Nicholas Sheard	45 minutes	To practise telling jokes/anecdotes	To discuss humour in the workplace, and read and re-tell a joke
<b>15</b> Let someone else do it! Helena Gomm	30 minutes	To promote discussion about the delegation	To compile a list of the sorts of tasks that can be delegated, match people to the things they say about delegation and discuss their own experiences of having tasks delegated to them
<b>16A</b> Reporting activities Anne Watson	30 minutes	To practise reporting, using indirect speech	To find out and report information on future and past business activities
<b>16B</b> Can you see me? Jeremy Taylor/ Jon Wright	30 minutes	To practise the language of videoconferencing and using equipment	To reorder a jumbled dialogue and match collocations
<b>17A</b> Spin doctors Jeremy Taylor/ Jon Wright	30–40 minutes	To practise diplomatic language	To match sentences to ways of making language diplomatic and complete dialogues
<b>17B</b> Traffic trouble Pete Sharma	1 hour	To practise the language and skills of negotiating	To take part in a negotiation
<b>18</b> Mediation Helena Gomm	45 minutes	To practise vocabulary for describing office conflict and mediation	To complete a text with useful expressions for office conflicts, discuss their own experiences of conflict, suggest tactics for mediating a dispute and roleplay the mediation
<b>CASE STUDY A: You're having a laugh!</b> Helena Gomm	30 minutes	To practise reading for detail	To read a jumbled newspaper article, put it in order and then discuss the issues raised in it
<b>CASE STUDY B: In good company</b> Rebecca Utteridge	1 hour	To rank factors for good team morale and discuss effective team motivation	To read and rank factors for good team morale, and to answer questions about team motivation
<b>CASE STUDY C: Friend or foe</b> Rebecca Utteridge	1 hour	To raise awareness of competition and co-operation between companies	To analyse proverbs and read and discuss two texts on strategic alliances
<b>CASE STUDY D: Leading vs. managing</b> Rebecca Utteridge	45 minutes	To discuss management and leadership skills	To complete a text and discuss management and leadership skills
<b>CASE STUDY E: Here today ...</b> Rebecca Utteridge	45 minutes	To examine the differences between trends and fads	To read a text about trends and fads, order statements and take part in a group discussion

## 1A All about you

### Overview

To review tenses and verb structures by completing questions about jobs, and asking and answering these questions. This worksheet could be used as a 'getting to know you' activity.

### Preparation

One copy of the worksheet for each student.

### Procedure

- Hand out copies of the worksheet to each student. Ask them to complete the stems in any way they like in order to form questions about their classmates' jobs. Remind students to think carefully about the tenses and verb forms they use.
- Divide the class into pairs and get students to ask and answer each other's questions. They can write a brief answer in the spaces provided. Encourage them to ask follow-up questions to find out as much information as possible. Ask the students to feedback anything interesting from their discussions.
- As an optional follow-up, ask the students to walk round the classroom asking and answering their questions. They should try to talk to as many people as possible. Encourage students to ask their classmates what their job is to give a context to the questions.

### Alternative procedure

- Hand out copies of the worksheet to each student. Ask them to write the names of all their classmates at random in the spaces next to the question stems. (In smaller classes, students can use classmates' names more than once.)
- Ask the students to complete each question specifically for the student whose name corresponds with the question. Remind students that the questions should all be about jobs and work and that they should think carefully about the tenses and verb forms they use.
- The students then walk around the classroom, asking and answering the questions. Encourage them to ask follow-up questions to find out as much information as possible and to ask their classmates what their job is to give a context to the questions. Ask the students to feedback anything interesting from their discussions.
- As an optional follow-up, ask the students to work in pairs and to ask and answer all of their questions.

## 1B Getting connected

### Overview

Students focus on useful language in social situations and then roleplay networking at a social function.

### Preparation

One copy of the worksheet for each student.

### Procedure

- Divide the class into pairs/small groups. Hand out copies of the worksheet to each student. Have them discuss the question in 1 and encourage them to give examples. Ask them to tell an anecdote that illustrates their behaviour as a host or guest.
- Explain that students need a range of language in high-frequency situations to avoid sounding repetitive. Encourage them to find two (or more) ways of saying the same thing for each situation in 2. Then check the answers, writing the key language on the board.
- Divide the class into several small groups or ask students to stand in a line around the room until you signal the start of the roleplay. Remind students to keep their score as they network and that they only have 15 minutes. Encourage them to conduct the roleplay briskly but without appearing rude.

### SUGGESTED ANSWERS

- a** Hello, are you here for (name of function/event)? / Good afternoon, welcome to (name of function/event).
- b** Hi there, I'm ... and I work for ... / Hello, my name's ... and I'm a ... with (name of company). / Good to meet you. I'm ... and I work in (name of sector) at (name of company).
- c** Is this your first time at a function like this? / This is quite an event, isn't it? / Have you been to a (name of function/event) before?
- d** Could I have your business card? I'd like to keep your details on record. / Can you let me have your business card? / Do you have a business card on you?
- e** What do you think of the (name of function/event) so far? / Are you enjoying yourself here? / Are you having a good time?
- f** Would you like something to drink? / Can I get you something from the bar? / Can I get you a top-up?
- g** Can I introduce you to X? This is Y from (name of company). / (Paul), this is ... He/She's a ... with (name of company). You both have something in common.
- h** Would you excuse me? I've seen someone I must talk to. / It's been nice talking to you. See you later, I hope. / If you'll excuse me a moment. I'll be right back.

## 2A The language of meetings

### Overview

Students study possible collocations for a wide range of 'meetings' language and decide which word in each group does not collocate. Then they review some of the collocations in a gap-fill task.

### Preparation

One copy of the worksheet for each student.

### Procedure

- As a warmer, introduce the idea of verb + noun collocations by writing on the board: *to reach a/an ...*. Elicit as many noun collocations as possible, using prompts such as definitions, providing a few letters on the board, etc. (Possible answers: *an agreement/a compromise/a conclusion/a consensus/a dead end/a decision/a verdict*.) Clean the board when you finish, as some of these words appear on the worksheet.
- Hand out copies of the worksheet to each student.

Explain that students have to focus on the words in italics in 1 and cross out the ones that do not collocate. Students work in pairs and complete the exercise. Check the answers with the whole class and deal with any problems of wrong collocations. Where appropriate, point out what the other italicized words can collocate with.

- 3 In pairs, students do 2. Check the answers.
- 4 As an optional follow-up, students can write the closing comments to a real meeting they have attended recently.

#### ANSWERS

- 1**  
The following words do *not* collocate:  
**a** the situation **b** make; anticipate it **c** halt; a promise  
**d** advance; material **e** viable; a concord **f** soon; take  
**g** full; study **h** treat; hostilities to **i** feel; small **j** have; register
- 2**  
**a** discussion **b** issues **c** decision **d** implications  
**e** conclusions **f** study **g** opinion **h** account

## 2B If ...

### Overview

Students practise and consolidate conditionals by playing a board game.

### Preparation

One copy of the worksheet, enlarged to A3 if possible, for each group of two to four students. One copy of the worksheet for each student to be given out at the end of the activity. Each group will also need a die and counters for each student.

### Procedure

- 1 Divide the class into groups of two to four and hand out copies of the game. Explain the rules as follows:
  - Each student places their counter on the 'Start' square. Player A rolls the die, moves to the appropriate square and completes the sentence with anything he/she likes which is grammatically correct and is true for the student. He/She then continues to talk about this statement giving further information/details/explanation/justification for 30 seconds. The other students can ask questions.
  - The other players then roll the die and the process is repeated.
  - If a student lands on a question square (beginning with *What ...?*), he/she asks the other group members a question of his/her choice beginning with the words given. Each group member must answer the question in turn.
  - The game is over when the first player reaches the 'Finish' square.

- 2 Monitor the game to help with any language queries.
- 3 After the game, ask students to report back anything interesting from their discussions.
- 4 As an extension or homework exercise, ask the students to complete (some of) the sentences in writing.

## 3 Creating productive teams

### Overview

Students read about three styles of thinking patterns and then do a teamwork roleplay.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Give the students time to read through the information. Help them with any unfamiliar vocabulary and answer any questions they might have.
- 2 Have the students work in groups of three to brainstorm language the three thinking types might use. Encourage them to consider the roles carefully and to use their knowledge and creativity to produce language. These phrases could then be grouped together according to thinking styles and written on the board to use for the roleplay which follows.
- 3 Have the groups of three choose one of the scenarios. You can suggest that each group take a different one or have two groups take the same one in order to make comparisons later. Have them decide which role they would like to take on during the discussion. Tell them that they have to first hear from the dreamer, then the realist and lastly the critic. They have to allow each person to speak and to get their point of view across. Once the dreamer, realist and critic have expressed their points of view, the group continues discussing the matter until they reach a consensus. Alternatively, each group could have four people. The fourth person would act as an observer and write down the process and what happened in order to reach consensus.
- 4 Finally, ask each group to present their findings and explain the processes they went through. They can explain what happened, how the ideas changed, how they felt, etc. The goal here is to analyse the process rather than just the result.
- 5 This could be followed up by asking learners to think of colleagues who fit these different thinking patterns and to explain why they think so. They should give examples of specific situations and discuss how this was accepted by other colleagues. This could lead to an additional discussion or be used as a writing exercise.