

Marjorie Rosenberg

# Communicative

Business English

# Activities



Express Publishing

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The activities 'Buying and Seiling' (No. 29.1, pp. 157, 158, 159) 'The Marketing Mix (No. 30.1, pp. 163, 164, 165, 166) 'The Meeting Role Play' (No. 32.2, pp. 180, 181 and 182 and 'Presenting and Giving Feedback' (No. 34.2, pp. 190, 191, 192, 193 and 194) first appeared in *In Business* by Marjorie Rosenberg published by Cambridge University Press and are used with permission.

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## About the author:

Marjorie Rosenberg began in business in 1976 and worked for two major advertising companies (Benton & Bowles and D'Arcy, MacMannus & Masius) as a media buyer for five years in New York City.

Upon her arrival in Austria in 1981, she began teaching for the Chamber of Commerce where she designed and held general and business English classes both there and in private companies as well as for the local state government. Her own professional background includes extensive courses in suggestopedia, brain-friendly learning and adult education in addition to being an NLP trainer. She has been an active teacher trainer in Business English for many years, working with teachers all over Europe and in the USA training them in Business English, NLP techniques, learning styles, cooperative learning and multiple intelligences. Marjorie spent nine years at the University of Graz in the Language Department teaching both general and business English. She currently teaches at a local company, give talks and workshops at international conferences, and writes materials. Marjorie was the Coordinator of the Business English Special Interest Group (BESIG) of IATEFL, served as IATEFL President from 2015-2017 and served as an IATEFL Trustee until April 2018. Her other publications include *In Business* and two workbooks for the *Business Advantage Series* for Cambridge University Press, *English for Banking and Finance 2* for Pearson, *Spotlight on Learning Styles* for Delta, *Creating Activities for Different Learner Types* for Wayzgoose Press and is currently part of an international authoring team for *Business Partner* by Pearson.

# Communicative Business English Activities

## Methodology

There is little difference between the methodology of teaching general English and that of teaching business English. In both cases, activities can be a major contribution to the success of a class. In addition to reinforcing and consolidating grammar rules and vocabulary, and encouraging learners to speak freely, activities can be a tool for reaching different learner types. When we create activities, we need to keep in mind the diversity of our classrooms. We will have visual, auditory, and kinaesthetic motoric and kinaesthetic emotional learners who perceive, process and recall information through one of these sensory channels. In addition, the average classroom will be made up of a combination of global and analytic thinkers. By creating activities which include pictures, words, and movement; activities which can be done in group work by communicating with others, or alone by thinking and reflecting; activities which are to be approached systematically or in a more random style, the chances of reaching learners of all types are greatly increased. The activities also help us to create both a supportive and energetic atmosphere in the classroom. Real learning occurs when we address our learners' needs and preferences, helping to create the motivation for them to participate in the activities which we offer them. They need to develop a sense of personal accountability making them responsible for their own learning. In order to do this, they need to become involved in the learning process as well as the material to be learned. By recognising our learners as individuals and helping them to reach their objectives in learning a foreign language, we provide them with the basics of a learning atmosphere which puts them into a learning state. Students who are confronted with new material as well as adults who have been working hard outside the classroom are grateful for activities which are varied, interesting and fun. The following quote from Bob Pike, President of Creative Training Techniques, International, Inc. and Resources for Organisations, Inc. sums up what I believe to be necessary in educational situations. After hours spent in classrooms working with many different types of learners, Bob Pike has come to the conclusion that, "Learning is directly proportional to the amount of fun you have."

For the teacher, it is also necessary that preparation time be kept to a minimum. Therefore, many of the games are designed so that photocopied materials can be used for a variety of activities. When photocopying, the most time-efficient way is to photocopy onto colored card stock (160 gram paper) using different colored paper for each batch of copies. This way, the cards can be laminated or covered with plastic and kept for years. By using different colors, the cards can be sorted out immediately after using them in the classroom, thereby saving a great deal of time. Then the cards can be used over and over again, putting the activities into the category of 'NTP' (No Teacher Preparation), a welcome addition to teachers' busy schedules.

## Background Information on Learner Preferences

As previously mentioned, our classrooms are made up of a variety of learner types. In order to reach all of our learners, we need to use a wide variety of materials. No attempt is being made here to put learners into categories. In fact, the majority of materials were designed to appeal to a broad spectrum by helping all learners to stretch and try out new strategies which can help them understand new vocabulary, concepts and ideas.

### VAK

The first model addressed in this book is the so-called modality model or 'VAK'. These visual, auditory and kinaesthetic channels are often seen as filters which help us to perceive the world around us. They refer to the way we take in, store and recall information.

Visual learners like to see things written down. They enjoy activities with pictures or words they can see and enjoy putting things into categories. They may remember where they have seen something so activities which make use of putting things in a different order can help them to remember better later.

Auditory learners need to listen or speak. They enjoy activities where they can exchange information orally with a partner or in a group. As they tend to learn sequentially, it is helpful for them to change the order of what they have learned, an element built into these activities.

Kinaesthetic motoric learners need to try things out for themselves. They learn by doing and through real-life experiences. They also enjoy activities using flashcards, role plays and board games. They often learn by moving about so having activities which combine movement and words can help them to recall the material later when they need it.

Kinaesthetic emotional learners rely on their feelings and need to connect what they learn with both positive and personal experiences. They like to be creative and imaginative, important aspects of these flexible activities. As they may need to separate themselves from their emotions, taking on a new role and observing themselves from outside the situation can be helpful for them in the learning process.

### Global-Analytic

The second model deals with cognitive processing and looks at the way we tend to process information, either on a more global or 'big-picture' level or a more analytical and detail-oriented one.

Global learners generally remember the whole experience more than the details. They usually enjoy working in groups, an element built into a number of the activities. As they do not usually enjoy competition, the cooperative learning concepts used in several of these games are perfect for them and help to create an atmosphere in which they can truly enjoy learning. They also value having choices, one of the reasons for the flexibility of the activities. They often overlook details which these activities take into account by recycling vocabulary in different ways.

Analytic learners like to have structured and detailed information. They tend to remember specifics and although they may prefer to work alone, they are also drawn towards activities which require logical thinking. They tend to be more task-oriented in groups and may take the lead when a group is formed. They may, however, need to be reminded of the overview which the activities encourage by presenting the material in a variety of formats.

As most learners make use of more than one channel and can adapt to different ways of processing information, the goal of these activities is to create space for all learners to be comfortable and enjoy learning. These activities have been designed to allow the flexibility to allow learners to make use of their strengths and to provide them with skills they can transfer to their lives outside the classroom.

Marjorie Rosenberg

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**Business English**

# Activities



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# Map of the Book

Lexical Area and Photocopiable Material	The Activities	Business Vocabulary	Grammar and Language Functions	Level	Learner Types	Grouping
<b>In the Office</b>						pp. 15-44
<b>1 Daily Office Activities</b> Daily Activity Picture Cards Daily Activity Name Cards	1.1 Matching 1.2 Memory 1.3 Bingo 1.4 When do you do it? 1.5 What is he/she doing?	Everyday office activities	1.2 Present Progressive 1.4 Present Simple 1.5 Present Continuous	1.1 A1-A2 1.2 A1-A2 1.3 A1-A2 1.4 A1-B1 1.5 A2-B1	1.1 V,A,KM / G 1.2 V,A,KM / G 1.3 V,A,KM / G 1.4 V,A,KM / G,A 1.5 V,A,KM,KE / G,A	1.1 1-1, PW, small groups 1.2 1-1, PW, small groups 1.3 whole class 1.4 1-1, small groups 1.5 1-1, whole class
<b>2 Daily Office Activities</b> Daily Activity Picture Cards Daily Activity Name Cards Adverbs of Frequency Cards Adverbial Time Phrases Cards Board Game	2.1: How often do you do it? When do you do it? 2.2: Office Routines Board Game	2.1 Everyday office activities 2.2 Everyday office activities	2.1 Present Simple Adverbs of Frequency & Adverbial Time Phrases Times of the Day 2.2 Present Simple Adverbs of Frequency & Adverbial Time Phrases Times of the Day Questions in Present Simple, Word Order	2.1 A2-B1 2.2 B1-B2	2.1 V,A,KM / G,A 2.2 V,A,KM / G,A	2.1 1-1, small groups 2.2 1-1, small groups
<b>3 Office Activities</b> Find Everyone Who ...cards	3 Find Everyone Who ...	3 Everyday and specialised office activities	3 Present Simple	3 B1-B2	3 V,A,KM / G,A	3 1-1, whole class
<b>4 Office Supplies</b> Office Supply Picture Cards Office Supply Name Cards	4.1 Matching Game 4.2 What am I? 4.3 How often do you use this item?	4.1 Office supplies and office articles 4.2 Office supplies and office articles 4.3 Office supplies and office articles	4.1 Present Simple 4.2 Present Simple Questions and Answers, Adjectives 4.3 Present Simple & Adverbs of Frequency, expansion: mixed tenses, modals	4.1 A2-B1 4.2 A2-B1 4.3 B1-B2	4.1 V,A,KM / G 4.2 A,KM / G,A 4.3 V,A,KM,KE / G,A	4.1 1-1, small groups 4.2 whole class 4.3 1-1, whole class
<b>5 Office Supplies</b> Domino Cards	5 Office Supplies Dominoes	5 Office supplies and uses	5 Present Simple Future Tenses Past Tense	5 A2	5 V,A,KM / G,A	5 1-1, small groups
<b>6 In the Office</b> Pictures A & B	6 What are the differences?	6 Articles and furniture in the office	6 Present Continuous Present Simple Spatial Prepositions	6 A2-B1	6 V,A / A	6 1-1, pairs

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Lexical Area and Photocopiable Material	The Activities	Business Vocabulary	Grammar and Language Functions	Level	Learner Types	Grouping
<b>Jobs</b>						pp. 45-74
<b>7 Jobs</b> Jobs Picture Cards Jobs Name Cards	7.1 Job Memory 7.2 What's my line?	7.1 Names of jobs 7.2 Functions of jobs	7.1 Present Simple 7.2 Present Simple & Modal Verbs	7.1 A1-A2, 7.2 A2-B1	7.1 V, A, KM / G 7.2 V,A / G,A	7.1 1-1, small groups 7.2 1-1, small groups, whole class
<b>8 Jobs</b> Job Dominoes	8 Jobs Dominoes	8 Names of jobs	8 Present Simple	8 A2-B1	8 V,A,KM / G	8 1-1, small groups
<b>9 Business Jobs</b> Business Jobs Name Cards	9.1 The Job Envelope 9.2 Create an Organigram	9.1 Names of jobs and work entailed 9.2 Functions of jobs, vocabulary referring to positions and organisational charts	9.1 Mixed Tenses & Comparisons 9.2 Mixed Tenses	9.1 B1-B2 9.2 B1-B2	9.1 V,A,KM, KE / G,A 9.2 B,A,KM / G,A	9.1 whole class 9.2 1-1, small groups
<b>10 Business Jobs</b> Cooperative Crossword Clues – Learners A,B,C,D	10 The Jobs Cooperative Crossword Puzzle	10 Names and descriptions of jobs	10 Mixed Tenses	10 B1-B2	10 V,A / G, A	10 groups of four
<b>11 Job Applications</b> Applicants' Cards Employers' Cards	11 Job Search – Information Exchange	11 Job descriptions and skills	11 Mixed Tenses	11 B1-B2	11 V,A,KM,KE / G,A	11 whole class
<b>12 Job Advertisements</b> Find Someone Who Cards Dominoes Gap Text Vocabulary Grid Unusual Jobs Cards	12.1 Find Someone Who 12.2 Job Ad Domino and Gap Text 12.3 The Vocabulary Grid 12.4 Writing an Ad	12.1 Language of job advertisements 12.2 Language of job advertisements 12.3 Language of job advertisements 12.4 Language of job advertisements	12.1 Mixed Tenses 12.2 Mixed Tenses 12.3 Mixed Tenses 12.4 Mixed Tenses	12.1 B2-C1 12.2 B2-C1 12.3 B2-C1 12.4 B2-C1	12.1 V,A,KM,KE / G,A 12.2 V,A,KM/ G,A 12.3 V,A / A 12.4 V,A,KM, KE / G,A	12.1 1-1, whole class 12.2 1-1, pairs, small groups 12.3 groups of three 12.4 individual, small groups
<b>Telephoning</b>						pp. 75-93
<b>13 Telephoning</b> Telephone Gap Phrases Cards Preposition Cards	13 Complete the Phrase	13 Telephone phrases	13 Prepositions, Phrasal Verbs	13 A2-B1	13 V,A,KM / G,A	13 1-1, pairs, small groups, whole class
<b>14 Telephoning</b> Telephone Dialogue Phrases & Answers Cards Telephone Functions and Phrases Cards	14.1 Mini Dialogues 14.2 Functions and Phrases	14.1 Telephone phrases and responses 14.2 Telephone functions and responses	14.1 Mixed Tenses 14.2 Mixed Tenses	14.1 A2-B1 14.2 A2-B1	14.1 V,A,KM / A 14.2 V,A,KM / A	14.1 1-1, pairs, small groups, whole class 14.2 1-1, pairs, small groups, whole class

# Map of the Book

Lexical Area and Photocopiable Material	The Activities	Business Vocabulary	Grammar and Language Functions	Level	Learner Types	Grouping
<b>15 Telephoning</b> Spelling Worksheet	15 Spelling Names and Places	15 The alphabet and punctuation	15 Mixed Tenses	15 A2-B1	15 V,A / A	15 1-1, pairs
<b>16 Telephoning</b> Telephone Phrases	16 Communicative Crossword Puzzle	16 Telephone phrases & vocabulary	16 Mixed Tenses	16 B1-B2	16 V,A / G,A	16 1-1 whole class, large groups
<b>17 Telephoning</b> Telephone Board Game and Situations Cards	17 The Telephone Game	17 Telephone phrases & vocabulary	17 Mixed Tenses	17 B1-B2	17 V,A,KM,KE / G	17 1-1, small groups
<b>Social English</b>						pp. 94-106
<b>18 Social English</b> Social English Dialogue Cards Functions and Phrases Cards	18.1 Mini Dialogues 18.2 Functions and Phrases	18.1 Social English phrases & responses 18.2 Social English functions and responses	18.1 Mixed Tenses 18.2 Mixed Tenses	18.1 A2-B1 18.2 A2-B1	18.1 V,A,KM / G,A 18.2 V,A,KM / G,A	18 1-1, pairs, small groups, whole class 18.2 1-1, pairs, small groups, whole class
<b>19 Social English</b> Social English Board Game and Situation Cards	19.1 The Social English Game 19.2 What should I say?	19 Social English situations and responses	19.1 Mixed Tenses 19.2 Mixed Tenses Modals	19.1 A2-B2 19.2 B1-B2	19.1 V,A,KM,KE / G 19.2 A,KM, KE / G,A	19.1 1-1, pairs, small groups 19.2 1-1, small groups
<b>20 Social English</b> "Five in a Row" Page	20 Five in a Row	20 Social English phrases and responses	20 Mixed Tenses Modals	20 B1-B2	20 V,A / A	20 1-1, pairs
<b>Correspondence</b>						pp. 107-124
<b>21 Business Correspondence</b> Half Correspondence Phrases Correspondence Grid Abbreviation Cards and Phrases Cards	21.1 Put the Phrases Together 21.2 Where do the phrases belong? 21.3 What do the abbreviations mean?	21.1. Business correspondence phrases 21.2 Parts of a business letter or email 21.3 Abbreviations in Correspondence	21.1 Mixed Tenses Phrasal Verbs 21.2 Mixed Tenses Phrasal Verbs 21.3 Abbreviations	21.1 B1-B2 21.2 B1-B2 21.3 A2-B1	21.1 V,A,KM / A 21.2 V,A, KM / A 21.3 V,A,KM / A	21.1 1-1, pairs, small groups 21.2 1-1, pairs, small groups 21.3 1-1, pairs, small groups
<b>22 Business Correspondence</b> Formal and Informal Phrases Functions Grid	22.1 Formal or Informal? 22.2 What function do these phrases have? 22.3 Formal and Informal Emails	22.1 Business correspondence formal & informal phrases 22.2 Parts of a business letter 22.3 Formal and informal emails	22.1 Mixed Tenses 22.2 Mixed Tenses 22.3 Mixed Tenses	22.1 B1-B2 22.2 B1-B2 22.3 B1-B2	22.1 V,A,KM / A 22.2 V,A,KM / A 22.3 V,A,KM / G,A	22.1 1-1, pairs, small groups 22.2 1-1, pairs, small groups 22.3 1-1, pairs, small groups
<b>23 Punctuation</b> Symbol Cards Name Cards Emoticon Dictation Grid	23.1 What is the symbol called? 23.2 Emoticon Dictation	23.1 Punctuation symbol names 23.2 Emoticons	23.1 Present Simple 23.2 Present Simple	23.1 A2-B1 23.2 A2-B1	23.1 V,A,KM / G,A 23.2 V,A,KM,KE / G,A	23.1 1-1, pairs, small groups 23.2 1-1, pairs

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Lexical Area and Photocopiable Material	The Activities	Business Vocabulary	Grammar and Language Functions	Level	Learner Types	Grouping
<b>Making Appointments and Plans</b>						pp. 125-135
<b>24 Making Appointments</b> A,B,C,D Appointment Book Pages	24 Making an Appointment (information gap)	24 Telephone phrases & vocabulary Office activities Times of the day, days of the week	24 Future Tenses	24 A2-B1	24 V,A / G,A	24 pairs, then groups of four
<b>25 Making Plans</b> Itineraries A,B,C,D, Email	25 The Business Trip and The Email	25 Timetable of a business trip	25 Future Tenses First Conditional	25 B1-B2	25 V,A / A	25 pairs, then groups of four
<b>Around the Company</b>						pp. 136-148
<b>26 Departments</b> Department Name Cards Department Responsibility Cards Department Description Cards Office Layout	26.1 What is the name of the department? 26.2 What does the department do? 26.3 Where are the departments?	26.1 Company departments and responsibilities 26.2 Company departments and responsibilities 26.3 Responsibilities of departments & office layout	26.1 Present Simple 26.2 Present Simple 26.3 Present Simple and Spatial Prepositions	26.1 B2 26.2 B2-C1 26.3 B2	26.1 V,A,KM / G,A 26.2 V,A,KM / G,A 26.3 V,A,KM / A	26.1 1-1, pairs, small groups, whole class 26.2 1-1, small groups 26.3 1-1, pairs, small groups
<b>27 The Factory</b> Sections of a Factory and Descriptions Worksheet Pictures A & B	27.1 What happens where? 27.2 Where is the workshop?	27.1 Sections of a manufacturing company 27.2 Sections of a manufacturing company Directions	27.1 Present Simple 27.2 Present Simple Spatial Prepositions	27.1 B2-C1 27.2 B1-B2	27.1 V,A / A 27.2 V,A / G,A	27.1 1-1, pairs 27.2 1-1, pairs
<b>Products</b>						pp. 149-169
<b>28 Products</b> Half Collocation Cards Consumer Goods Picture Cards Consumer Goods Name Cards Industrial Goods Picture Cards Industrial Goods Name Cards	28.1 Name the Product 28.2 What's the collocation and what product does it describe? 28.3 Guess the Product 28.4 What does it look like?	28.1 Consumer goods and capital goods 28.2 Consumer goods and capital goods & descriptions, collocations 28.3 Products & descriptions 28.4 Products & descriptions	28.1 Present Simple 28.2 Present Simple & Adjectives/ Adjective phrases and Collocations 28.3 Present Simple & Adjectives 28.4 Present Simple, Adjectives and Shapes	28.1 A2-B1 28.2 B1-B2 28.3 B1 28.4 B1-B2	28.1 V,A,KM / G 28.2 V,A,KM / G,A 28.3 V,A / G.A 28.4 V,A,KM / G,A	28.1 1-1, pairs, small groups, whole class 28.2 1-1, pairs, small groups 28.3 1-1, large groups, whole class 28.4 1-1, pairs
<b>29 Buying and Selling</b> Phrases Cards Role Play Cards	29.1 Hard and Soft Sell 29.2 Role Play	29.1 Sales pitches, language for buying and selling 29.2 Sales pitches, language for buying and selling	29.1 Mixed Tenses, Conditionals 29.2 Mixed Tenses, Conditionals	29.1 B2-C1 29.2 B2-C1	29.1 V,A,KM,KE / G 29.2 V,A,KM,KE / G	29.1 1-1, pairs, small groups 29.2 whole class

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Lexical Area and Photocopiable Material	The Activities	Business Vocabulary	Grammar and Language Functions	Level	Learner Types	Grouping
<b>30 Marketing</b> Marketing Mix Cards Marketing Strategy Worksheet	30.1 The Marketing Mix 30.2 The Marketing Strategy	30.1 Marketing mix terms 30.2 Marketing terms	30.1 Mixed Tenses 30.2 Mixed Tenses	30.1 B2-C1 30.2 B2-C1	30.1 V,A,KM / G,A 30.2 V,A / G,A	30.1 1-1, pairs, small groups 30.2 -1, pairs, small groups
<b>Meetings</b>						pp. 170-184
<b>31 Meetings Phrases</b> Meetings Phrases Function Grid 'VAK' Meetings Phrases 'VAK' Grid	31.1 Order the Phrases 31.2 Hold a Meeting - Use the Phrases 31.3 'VAK' Meetings Phrases	31.1 Language of meetings 31.2 Language of meetings 31.3 Language of meetings in visual, auditory and kinesthetic phrases	31.1 Mixed Tenses 31.2 Mixed Tenses 31.3 Mixed Tenses	31.1 B2-C1 31.2 B2-C1 31.3 B2-C1	31.1 V,A,KM / A 31.2 V,A,KM,KE / A,G 31.3 V,A,KM / A	31.1 1-1, pairs, small groups 31.2 whole class 31.3 1-1, pairs, small groups
<b>32 Meeting Role Play</b> Information and Role Cards Topic Cards Situation Cards Role Play Cards	32.1 Disney Strategy Role Play 32.2 Meeting Role Play	32.1 Language of meetings and language used by different types of people 32.2 Language of meetings	32.1 Mixed Tenses 32.2 Mixed Tenses	32.1 B2-C1 32.2 B2-C1	32.1 V,A,KE / G,A 32.2 V,A,KE / G,A	32.1 Groups of four to six 32.2 Groups of four to six
<b>Presentations</b>						pp. 185-196
<b>33 Presentations</b> Presentation Dominoes	33 Presentation Dominoes	33 Language of presentations	33 Mixed Tenses	33 B2	33 V,A,KM / A	33 1-1, pairs, small groups
<b>34 Presentations</b> Presentation Phrases Parts of a Presentation Worksheet The Structure of a Presentation - Worksheet Topic Cards Feedback Sheet	34.1 Where do these phrases belong? 34.2 Presenting and Giving Feedback	34.1 Language of presentations Parts of a presentation 34.2 Feedback	34.1 Mixed Tenses 34.2 Mixed Tenses Discourse Markers	34.1 B2-C1 34.2 B2-C1	34.1 V,A,KM / G,A 34.2 V,A,KM,KE / G,A	34.1 1-1, pairs 34.2 whole class
<b>Economic Indicators</b>						pp. 197-204
<b>35 Trends</b> Trend Words Cards Adjectives & Adverbs Cards	35.1 Where do the words belong? 35.2 Building Sentences 35.3 Drawing Graphs	35.1 Language of movement and trends 35.2 Language of movements and trends 35.3 Language of movements and trends	35.1 Mixed Tenses 35.2 Mixed Tenses 35.3 Mixed Tenses	35.1 B2-C1 35.2 B2-C1 35.3 B2-C1	35.1 V,A,KM / G,A 35.2 V,A,KM / G,A 35.3 V,A,KM / G,A	35.1 1-1, pairs, small groups 35.2 1-1, pairs, small groups 35.3 1-1, pairs
<b>36 Trends</b> Chart and Gap Text	36 The Graph Gap Text	36 Language of movement and trends	36 Mixed Tenses	36 B2-C1	36 V,A / G,A	36 1-1, pairs, small groups

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Lexical Area and Photocopiable Material	The Activities	Business Vocabulary	Grammar and Language Functions	Level	Learner Types	Grouping
<b>Business Vocabulary</b>						pp. 205-211
<b>37 Business Collocations</b> Cards (Half Phrases) Gap Text	37.1 Put the Collocation Together 37.2 Complete the Gap Text	37.1 Common business collocations 37.2 Common business collocations	37.1 Mixed Tenses 37.2 Mixed Tenses	37.1 B2-C1 37.2 B2-C1	37.1 V,KM / A 37.2 V,A,KM / G,A	37.1 1-1, pairs, small groups 37.2 1-1, pairs, small groups
<b>38 Business Collocations</b>	38 Communicative Crossword	38 Common business collocations	38 Mixed Tenses	38 B2-C1	38 V,A,KE / G,A	38 1-1, large groups, whole class
<b>Cross Cultural Awareness</b>						pp. 212-222
<b>39 Cross-Cultural Awareness</b> Information Cards Questionnaire	39 What do you know about ...?	39 Cross-cultural information	39 Mixed Tenses	39 B2-C1	39 V,A,KM,KE / G,A	39 1-1, whole class
<b>40 Cross-Cultural Awareness</b> Explanation Country Pages A,B,C Observer Page	40 The Country Game	40 Negotiating, Cross-Cultural Awareness	40 Conditionals, Mixed Tenses, Questions	40 B2-C1	40 V,A,KM,KE / G,A	40 whole class

## Key to Learner Types

V: Visual

A: Auditory

KM: Kinaesthetic Motoric

KE: Kinaesthetic Emotional

G: Global

A: Analytic

**Material**

- Daily Office Activity Picture Cards (pp. 20, 22)
- Daily Office Activities Word Cards (pp. 19, 21)

**Type of Activity**

- Matching game

**Language Focus**

- everyday office activities

**Level**

- beginner (A1) - elementary (A2)

**Group Size**

- one-to-one
- pairs or small groups

**Preparation**

- copy and cut up one set of cards per group

**Goal**

- become familiar with the vocabulary of daily office activities

**Skills**

- speaking

**Learner Types**

- visual, auditory and kinaesthetic motoric
- global

**Warm-up**

- Ask learners which daily office activities they know.

**Procedure**

- Learners are given the picture and word cards. Have them match them together. Check their work.

**Vocabulary**

**do the books** - do bookkeeping

**file documents** - put documents into a filing cabinet

**multi-task** - do many things at the same time

**out tray** - a container on a desk to put work in when it is finished

**punch in or out** - electronically record the time you begin and end work – this can also be done on a computer

**take minutes at a meeting** - to write down what was said as an official record of a meeting



**Material**

- Daily Office Activity Picture Cards (pp. 20, 22)
- Daily Office Activities Word Cards (pp. 19, 21)

**Type of Activity**

- Matching game - Memory

**Language Focus**

- present progressive tense
- everyday office activities

**Level**

- beginner (A1) - elementary (A2)

**Group Size**

- one-to-one
- pairs or small groups

**Preparation**

- copy and cut up one set of cards per group

**Goal**

- practice fluency using the present progressive and daily office activities

**Skills**

- speaking

**Learner Types**

- visual, auditory and kinaesthetic motoric
- global

**Warm-up**

- Pre-teach or review the present progressive tense. Brainstorm office activities with the group. Mime one or two activities and ask the learners, 'What am I doing?'

**Procedure**

- The cards are placed face down and the learners must match either pairs of pictures or the picture with the name of the activity. The learners must always use a sentence such as 'She is typing' when they turn over a card. When a learner finds a matching pair, he takes the pair of cards and has another turn. The person with the most cards in the end is the winner.

**Vocabulary**

- see 1.1

**Material**

- Daily Office Activity Picture Cards (pp. 20, 22)

**Type of Activity**

- Bingo

**Language Focus**

- everyday office activities
- gerund and infinitives

**Level**

- beginner (A1) - elementary (A2)

**Group Size**

- whole class, teacher-led activity

**Preparation**

- copy and cut up the cards for the whole class (you need enough for each learner to have 5 – 6 cards)

**Goal**

- recognise everyday office activities and improve listening skills

**Skills**

- listening

**Learner Types**

- visual, auditory and kinaesthetic motoric
- global

**Procedure**

- Each learner chooses five pictures and lays them out in front of him/her face up. The teacher calls out the names of the activities. When a learner hears one of his/her words called out, he/she turns the card over. The first person to turn over all his/her cards is the winner.

**Teacher's Note:**

- Explain to beginner groups how the words will be read out, eg: 'telephoning' or 'to telephone'. If using the gerund explain that 'telephoning' indicates just the verb itself and not the progressive tense.

**Vocabulary**

- see 1.1

**Material**

- Daily Office Activity Picture Cards (pp. 20, 22)

**Type of Activity**

- Card game

**Language Focus**

- present simple tense
- everyday office activities

**Level**

- beginner (A1) - intermediate (B1)

**Group Size**

- one-to-one
- small groups

**Preparation**

- copy and cut up one set of cards per group

**Goal**

- practice fluency using the present simple tense, adverbs of frequency, time expressions and daily office activities

**Skills**

- speaking
- asking and answering questions

**Learner Types**

- visual, auditory and kinaesthetic motoric
- global and analytic

**Warm-up**

- Pre-teach or review the present simple tense and adverbs of frequency. Discuss the word order of sentences using adverbs of frequency and adverbs of time. Brainstorm office activities with the class. Give the learners examples of other questions in the present simple tense which they can use in the game. eg: 'Where do you do it?' 'When do you do it?' 'Do you need equipment to do it?'

**Procedure**

- The cards are put face down in the center of the table. The first learner chooses a card and the others try to guess the activity by asking questions about where, when, how often he/she does it. The person holding the card may not tell the others what it is, but must answer the questions as accurately as possible. When another learner guesses the activity he/she receives the card. Then the next learner takes a card and the others ask questions and try to guess the activity. The person with the most cards at the end of the game is the winner.

**Follow-up**

- Learners put together a typical office routine. Groups or pairs ask each other what they do first, what they do most often, what they enjoy doing, dislike doing, etc.

**Vocabulary**

- see 1.1

**send emails**

**attend  
meetings**

**make an  
appointment**

**do the books**

**have  
coffee/tea**

**multi-task**

**enter data into  
the computer**

**discuss work with  
a colleague**

**take a break**

**greet a  
visitor**

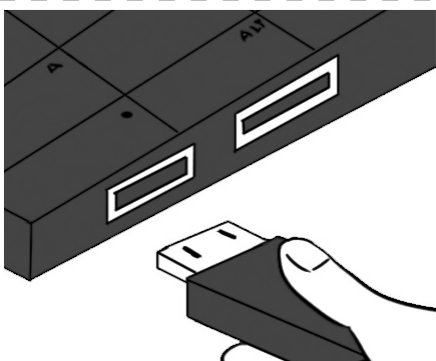
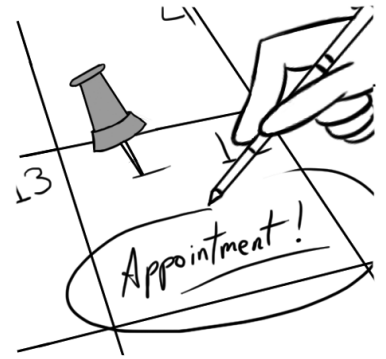
**give a  
presentation**

**work  
overtime**

**use a flash drive /  
pen drive**

**telephone**

**take part in a  
conference call**



Marjorie Rosenberg

# Communicative

## Business English

# Activities

This collection of interactive photocopiable activities can be used with a wide range of students and can be adapted to a variety of classroom and one-to-one teaching situations. Topics include business correspondence, telephoning, presentations, meetings, job applications, cross-cultural awareness, and social English. The activities are designed for different learner types and levels ranging from beginners to advanced and can be used on their own to introduce an area of business English or as supplementary material along with a course book.

### About the author:

**Marjorie Rosenberg** began her business career in the world of advertising in New York City. She has now worked in the field of business English in Austria for the last thirty years at the tertiary level and with corporate clients. Her interests in the field led to serving as the IATEFL BESIG Coordinator from 2009-2015 and since then has remained an enthusiastic volunteer in IATEFL. She is an active conference presenter and author in the field of business English and learner preferences.



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