



# How to write business English activities

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# Getting the idea

# Getting the idea

- Choosing a topic
  - Finding an article \*
  - Getting information from a website
  - Using a video \*
  - Using printed or published material \*
  - Other sources \*
- 
- \* These can only be used with permission.



# Lead-in activities



# Creating a lead-in activity

- Choosing the correct definition
- Discussing or creating a definition
- Matching words to definitions
- Discussing the topic
- Using guided questions

# Different types of lead-in activities

## **Lead-in**

Work with a partner and choose the definition which best fits the term 'reverse innovation'.

- A. making a complicated product simpler to use
- B. using ideas from emerging markets in developed countries
- C. globally marketing innovative products from around the world
- D. finding ways to make products from natural resources

## **Lead-in**

Work in a small group and write out a definition of what you feel best suits the word 'sustainability'. Read your definition to the class. Work in open class to come up with a class definition of the term.

## **Lead-in**

Work on your own and write down four factors that motivate you in your job or study situation. Then work with a partner and compare your answers. Make a complete list and rank these in order of importance to you both. You must agree on the order.

# Additional lead-in activities

## **Lead-in**

Read this definition of disruptive technology and discuss its meaning with your partner.

'A disruptive technology is a new way of doing something or a new invention which completely changes the way business is done.'

You and your partner now have three minutes to write down as many disruptive technologies as you can think of.

## **Lead-in**

Work in small groups and answer these questions.

- How do you define a new market for products?
- What factors need to be considered when considering entry into a new market?
- What are the pros and cons of entering a new market?
- Have you had experience of doing this? If so, how did you go about it? If not, what do you think the first steps would be?



# Preparing the learners





# Preparing the learners

- Matching words and definitions
- Making word partnerships
- Heads and tails sentences
- Multiple choice sentences
- Using graphic organisers
- Finding words in text
- Predicting what will come

# Matching words to definitions

## Vocabulary

Match these words to their definitions.

- |                      |  |
|----------------------|--|
| 1 perspective        | A related to information that can be shown in numbers or amounts                           |
| 2 focus group        | B to promise to do or buy something  |
| 3 quantitative       | C real and what it appears to be   |
| 4 anonymous          | D a large building for storing things before they are sold                                 |
| 5 genuine            | E involving different subjects in one activity   |
| 6 multi-disciplinary | F a group of people brought together to discuss what they think about a product or service |
| 7 to commit          | G extremely important  |
| 8 warehouse          | H a particular way of considering something  |
| 9 vital              | I done by someone whose name is not known or made public                                   |

# Making word partnerships

## Reading and Vocabulary

Read the leaflet from a seminar on branding below. Fill in the missing words to make word partnerships with *brand*.

evolution   audit   architecture   champion   personality   equity   positioning   strategy

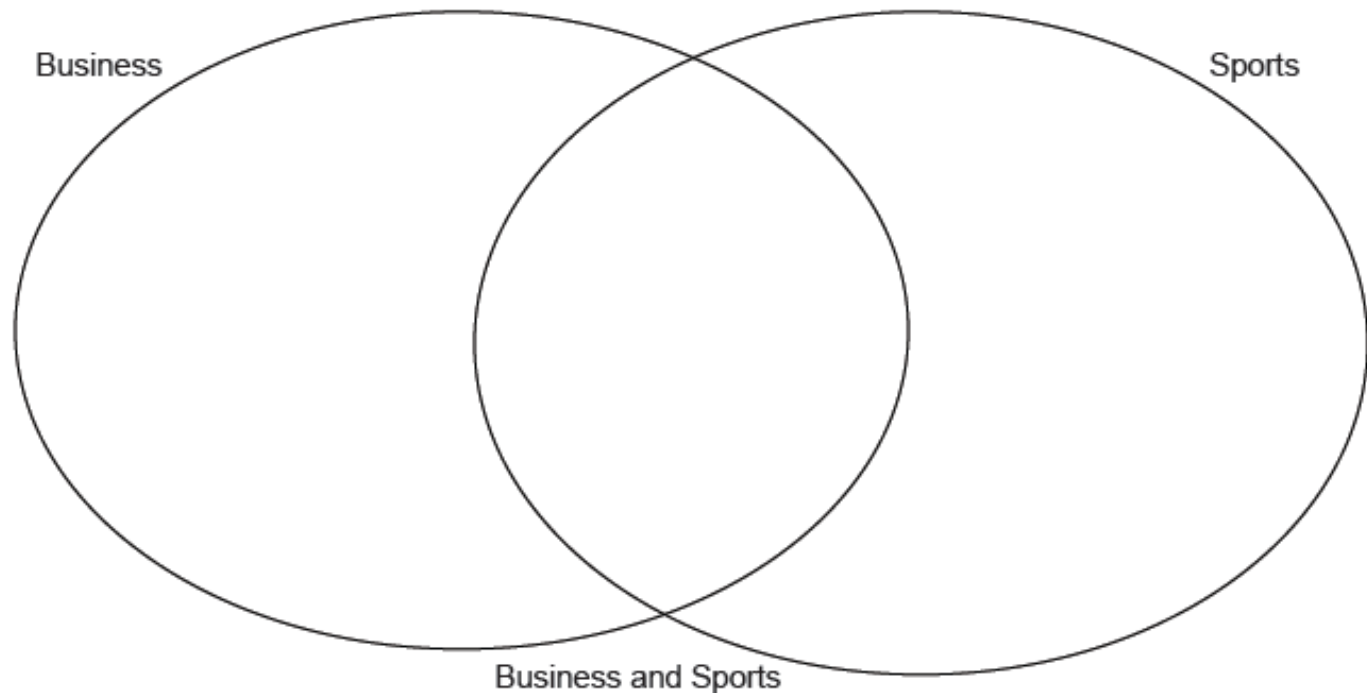
### One-day branding seminar

Companies interested in promoting their brands have to consider both internal and external factors, both of which will be dealt with in this seminar. In the morning we will discuss what can be done within the company, such as how to develop a detailed plan for successful marketing and development of the products, in other words a (1) **brand** \_\_\_\_\_. This is closely related to (2) **brand** \_\_\_\_\_, which is the process of improving the brand or the customers' opinion of the brand due to changes in the market. Another decision a company must make is (3) **brand** \_\_\_\_\_ which deals with how the brand is marketed in relation to its other products and competitors' products. Before a company can undertake some of these activities it is may be necessary to undertake a (4) **brand** \_\_\_\_\_, a detailed examination of all the activities relating to successful marketing of a brand as well as the (5) **brand** \_\_\_\_\_, the way the company organises and names its products to show customers where their differences and similarities lie within its own portfolio. We will also give you tips on how to create a true (6) **brand** \_\_\_\_\_, a set of characteristics that consumers then connect with your brands and look closely at (7) **brand** \_\_\_\_\_, the value of the particular brand for your company. In many cases it is helpful to appoint one manager in charge of a brand, a so-called (8) **brand** \_\_\_\_\_.

# Using graphic organisers

## The Venn Diagram

Sports and business are often compared with each other and are said to share many elements. Work together in your group to complete the Venn Diagram (a mathematical plan consisting of overlapping circles which show how things relate to each other). Find elements of business and of sports which you feel belong to one of these areas alone and write down the areas where they overlap in the middle. Share your ideas and create one Venn Diagram as a class.



# Finding words in a text

## Vocabulary

You are going to read an article from *Management Today*. There are a number of colloquial phrases as well as other important vocabulary in this text. Match the definitions below to the underlined words in the text.


1. (to) be likely to achieve \_\_\_\_\_
2. people who own and operate their own businesses \_\_\_\_\_
3. a person or company whose job it is to construct something \_\_\_\_\_
4. (to) spend as much money as someone else does on something \_\_\_\_\_
5. used to describe a person or organisation that does not have enough money  
\_\_\_\_\_
6. (to) do something with another person or organisation, work together  
\_\_\_\_\_
7. (to) distribute or give to someone or something \_\_\_\_\_
8. (to) deal with deficiencies which have existed for a long time \_\_\_\_\_
9. a person or business that buys and sells goods \_\_\_\_\_
10. a company that is controlled by another \_\_\_\_\_
11. (to) use tangible assets on the balance sheet (such as machinery or vehicles)  
to get a loan \_\_\_\_\_
12. something that happens whether the people involved want it to happen or not  
\_\_\_\_\_
13. a period of economic difficulty when it is hard to borrow money from banks  
\_\_\_\_\_
14. bringing someone in to do a particular job \_\_\_\_\_
15. the type of activity a person or organisation has responsibility for \_\_\_\_\_

# Using prediction to prepare learners

## Predicting

You are going to watch a video about the challenges of design in a large multinational company. Work with a partner and discuss the topics below. Tick the ones you think will be mentioned in the talk.

1. Problems between corporate cultures and design cultures. ☐
2. Explaining what design means to others in the company. ☐
3. Reasons for high turnover of designers. ☐
4. Experimenting with design. ☐
5. Presenting designs to the decision-makers. ☐
6. The process of design. ☐



**Making use of  
input material**

# Making use of the input material

- Watching a video and making notes
- Reading a text and discussing it
- Looking for vocabulary in a text
- Matching headlines to parts of text
- Slotting sentences into gaps
- Confirming predictions
- Scanning material for information



# Watching the video

## Watching the video

You are going to watch a video of Jeremy Knopow, Senior Product Researcher at SC Johnson, a global manufacturer of household cleaning supplies and consumer chemicals.

Watch the video and check your answers.



# Looking for vocabulary

## Reading

Read the post. Look for the words and terms you have matched to definitions and notice how they are used. Then see how many of your predictions are in the blog.

### Management Today

#### BLOG: Love work. Meet young job-hunters

*Small business owner Victoria Whitbread enjoys a Lovework networking evening.*

By Victoria Whitbread Wednesday, 12 February 2014

Lovework's tagline 'Celebrating Enterprise' was a rather apt description for the start-up recruiter, which recently hosted its first birthday with a good-fun networking event at Sofa.com's fashionable showrooms.

It was an evening best described as an exciting job-hunting session, akin to speed-dating, for hundreds of the UK's brightest business hopes. Two floors were packed with mainly '20-30 somethings' enjoying delicious drinks and canapés while talking to many small business owners looking for the right individuals to join their company.

# Confirming predictions

## Reading

Read the text below. How many of your predictions appeared in the text? Did you have other suggestions for 'do's and 'don'ts'? Share them with the class.

### Conducting Performance Reviews

Most managers would agree that performance reviews are necessary in today's working world. They may be done using a variety of methods but all have the same purpose, evaluation and improvement of an employee's performance. There are several things to consider when conducting a performance review. Have a look at the Do's and Don'ts below.

#### Do's

- Look over the job description and check if it accurately reflects the responsibilities and tasks the person is doing.
- Write individual questions for each person you need to review.

#### Don'ts

- Don't let criticism of specific problems end up in an overall negative review.
- Don't make negative statements to an employee when other people are within hearing distance.

# Scanning an article

## Reading

Read the article and highlight figures. Which figures are related to...?

1) ...a stake in a company? 2) ...a return on an investment? 3) ...an outlay on an investment?

### **Trust Wellcomes Twitter and Facebook into its fold**

*It turns out the UK's biggest charity has a 1% stake in Twitter, plus a big holding in Facebook.*

The Wellcome Trust is one of the UK's most interesting charities and also the largest. The Trust, which funds scientific and medical research, almost bought the Athletes' Village at the Olympics site before being outbid by the Qatari sovereign wealth fund. It also owns a £255m slice of Marks & Spencer, a £216m stake in Vodafone and an undisclosed amount of Wonga, among its £14.5bn of investments.

Now it turns out the charity owns 'more than 1%' of Twitter, plus a \$185m slice of Facebook. Wellcome admitted it in its annual report this morning: 'our stake... was marked up by more than \$100m.' Looking at the company's current share price of \$56; that puts Wellcome's stake at about \$313m.



**After reading or  
watching**

# After reading or watching

- Discussion questions
- Comprehension questions
- Sorting and classifying activities
- Matching activities
- Commenting on use of vocabulary
- Asking for clarification
- Working with words
- Creating a presentation

# Cooperative reading – instructions

## **Reading**

Work in groups of three. Each of you is an expert for one part of the text on the following pages. Read your section and answer the questions. When you have finished write a short summary of your text outlining the main points. Use the questions you have answered as a guide.



# Cooperative text and questions

## Expert A

### **Hotels and restaurants**

In this sector it is important to know exactly who your customers are and what is important to them. Once you have that information, it is possible to take action in order to improve guest or customer satisfaction. The quality department in such an organisation looks at the business from the perspective of the guest rather than the product. They have to know what the guest has been promised and report on how well these promises are carried out. As data is basically 'faceless', the quality manager invites senior executives to listen to what a focus group based on the data has to say. This is one way to help large organisations act like small ones when it comes to taking care of customers. In former times, hotels left surveys on the pillows in the rooms, but today surveys are carried out online. With a 33% response rate, this particular business hears from 70,000 customers a month, giving them quantitative data to work with. Rather than only using anonymous surveys, however, businesses in this sector are finding it necessary to turn research into relationships by talking to customers face-to-face in order to discover the little but important things that can turn into important business developments.

- 1 What does the quality department look at?
- 2 How does this sector 'give data a face'?
- 3 How has technology helped the industry obtain more quantitative data?
- 4 Why is it important for businesses to talk to customers personally?



# Cooperative reading output

## **Cooperative group discussions**

Work in groups of three. Explain your section of the article to your colleagues and answer any questions about your summary that they may have.

Work together in your groups of three and try to find similarities and differences between these sectors in dealing with customers. Then choose a sector you are familiar with and write up a short list of activities which can be used to manage customer relations. Consider these three steps.

- Match the customer's goals with those of the organisation
- Establish and maintain a good relationship with customers
- Create positive feelings in the organisation and with your customers

Tell the rest of the class your ideas and answer any questions which come up.

# Classifying / sorting activity

## HR areas of responsibility

Match the activities to the area they belong to. Write the letters next to the activities.

- |   |                                    |
|---|------------------------------------|
| <b>A. Hiring, placement and retention of talent</b> | <b>C. Performance management</b>   |
| <b>B. Compensation for employees</b>                | <b>D. Organisation development</b> |

1. Creating competitive and flexible benefit packages, including various types of insurance \_\_\_\_
2. Using exit interviews to improve employee satisfaction \_\_\_\_
3. Holding yearly performance reviews \_\_\_\_
4. Setting up group interviews, shortlisting candidates, final interviews \_\_\_\_
5. Creating teams from different departments to work together on projects \_\_\_\_
6. Offering surveys to gather training needs \_\_\_\_
7. Setting out ideas for employer branding \_\_\_\_
8. Looking into maternity and paternity leaves, sabbaticals, leaves for other purposes \_\_\_\_
9. Dealing with health and safety issues within the organisation \_\_\_\_
10. Setting pay according to the collective bargaining agreement for the sector \_\_\_\_
11. Involving staff in developments within the company and keeping them informed of changes \_\_\_\_
12. Setting up necessary training for employees at different levels to develop staff skills \_\_\_\_

Do you know any other tasks that HR does? Can you list them?

# Classifying information

## Vocabulary

Complete the agenda below with the terms in the box.

New business	Next meeting	AOB	Expected attendees	Matters arising	Reports
Date, Time, Location	Approval of minutes	Apologies	Responsible party		

### The agenda

- |    |       |  |
|----|-------|--|
| 1  | _____ | (basic information)  |
| 2  | _____ | (people most likely to take part)                                      |
| 3  | _____ | (explaining who will not be at the meeting)                            |
| 4  | _____ | (agreeing that the official record of the last meeting is correct)     |
| 5  | _____ | (items that were not discussed or completed in the previous meeting)   |
| 6  | _____ | (talking about past events or specific plans in a particular area)     |
| 7  | _____ | (items or action points for the future)                                |
| 8  | _____ | (the name of the person asked to lead a discussion on a topic)         |
| 9  | _____ | (items not included in the agenda which someone would like to discuss) |
| 10 | _____ | (date and location)  |

# Matching statements to parts of article

Match these statements to the suggestions in the article.

**A.** Let's ask these customers what they think.

**B.** We can't use that information unless we know where it comes from.

**C.** Why do we need this information?

**D.** When we have all the information we can put the pieces together to tell us what is happening.

**E.** Can you check which information is available so we can start from there?

**F.** We have to find out what is going on in the industry.

**G.** What exactly do you plan to do with the information once you have it?

**H.** How safe are our trade secrets?

**I.** I'd like you to walk around the trade fair and see what's going on in the field.



# Activating the material



# Activating the material

- Guessing the vocabulary
- Using word grids
- Working on business skills
- Role plays
- Mini-meetings
- Mini-presentations
- Creating a poster / art work

# Activating vocabulary

## Say my word

Work with a partner. One of you chooses five words from the product or the customer and the other from the processes and the finances. The goal is to make your partner answer a question using the word you have chosen. Your teacher will give each of you three minutes to ask your partner your questions.

## Creating graphs

Using the text about sales, complete this graph. Work with a partner and use the words in the box to describe it rather than the words in the original text. Make sure you use the correct tense of the verbs.

hit a low    reach the highest level    finish    go up    plunge    rise quickly    start



# Using word grids

**Student A**

1	v	e	n	d	o	r											
2	c	u	s	t	o	m	e	r		s	u	p	p	o	r	t	
3	s	e	t		s	t	a	n	d	a	r	d	s				
4	d	i	s	t	r	i	b	u	t	e							
5	m	a	n	u	f	a	c	t	u	r	i	n	g				
6																	
7																	
8																	
9																	
10																	

**Student B**

1																	
2																	
3																	
4																	
5																	
6	i	n	b	o	u	n	d		l	o	g	i	s	t	i	c	s
7	w	a	r	e	h	o	u	s	i	n	g						
8	s	t	r	a	t	e	g	i	e	s							
9	d	e	f	e	c	t	s										
10	p	r	o	d	u	c	t	i	v	i	t	y					



# Role play

## The marketing meeting

Each of you takes one of the role cards. You have a few minutes to prepare your argument and can make additional notes to the ones on the card. Using the information on the card and the notes you have made, hold a meeting. Try to convince the others of your point of view. Suggest action points if possible and make notes for yourself during the discussion.

You are in favour of finding a local agent as you feel the target market is too different from your own. You feel a local agent has a better chance to sell your goods.

You feel that directly exporting to customers is the way to go. Your product is so specialised that you are sure there is a market for it and a local agent won't understand it well enough to sell it.

You think that a joint venture would be ideal. Then you could combine the technical knowledge you have with the local knowledge of a company on site.

# Creating presentation cards

Your job is to describe briefly how you will make use of the market research you have done and how you will implement the four Ps. To help you plan your presentation you have decided to put the different sections on index cards. It is usually a good idea to have some welcoming phrases and then a preview of what is coming in the presentation. You should finish up with a review of what you have said and a closing.

## Headings for the cards

Look at the cards below and write the headings on the correct cards. Check your answers before you go on.

Distribution channels, Results of questionnaires, Summing up and thanks, Thank people for coming, What will it cost?, Sections of presentation, How will we advertise it?, New features and USP.

1 Title: \_\_\_\_\_

- 
- 

(Welcome and preview)

5 Title: \_\_\_\_\_

- 
- 

(Price)

2 Title: \_\_\_\_\_

- 
- 

(Market Research)

6 Title: \_\_\_\_\_

- 
- 

(Promotion)

# Creating a marketing campaign & advert

## **The marketing campaign**

Continue in your groups and decide on how you are going to promote the product. Look at the information you have gathered and decide what type of promotional ideas will best suit your product. Answer the questions below.

- Will you give away free samples or free gifts?
- Will you invite customers to try it out?
- Will you have a loyalty programme?
- Will you launch the product at a major event?
- Will you look for celebrity endorsements?
- What other ideas have you got?

## **Creating and presenting an advert**

Create an advert for your product which appeals to all of Maslow's needs. Decide what type of art work and copy (text) should be on the advert. Present your advert to the class. Ask the class which part of your advert was aimed at which particular need.



# Debriefing and results

# Debriefing and results

- Presenting results to group
- Writing a report
- Writing up minutes
- Class discussion
- Giving feedback



# Writing the minutes

## **Meeting minutes**

Write up the minutes of your meeting. Work with the others to reconstruct what you spoke about. Mention the arguments that people used and any action points which came up. Tell the class about your final decision if you reached one.

# Feedback on a presentation

## Giving the presentation

Finally, using only your index cards, give the presentation. See how fluently you can manage to speak by using notes and what you remember from what you have prepared. Use the feedback form to make notes about the others' presentations. Have a feedback session in which everyone gives and receives feedback from the others.

## Feedback sheet

Name and product	
Signposting language	
Powerful words and phrases	
What elements were successful?	

## Reflection

Make notes for yourself on what you learned and how you can improve your presentations in the future. Discuss this with those in your small group.



# Follow-up activities





# Follow-up activities

- Internet search
- Mini-presentation
- Writing activity
- Reporting on actual company
- Watching a video clip

# Follow-up activities

## **Follow up**

There are awards for the most sustainable companies. Search the internet for different awards and find an example of a company which won one. Look especially for new ideas that these companies are using. Be prepared to give a short presentation on your findings in the next class.

## **Follow-up**

Check the internet for design-led companies. Make some notes and be prepared to tell the others what you have found out.

You can also watch a video clip on the author of 'Orbiting the Giant Hairball':

<http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2098>

# Reflection

- Which of these steps do you think are essential?
- What was useful for you in this presentation?
- Which of these ideas are you going to try out?





The activities for this talk can be found on

<http://peo.cambridge.org/>

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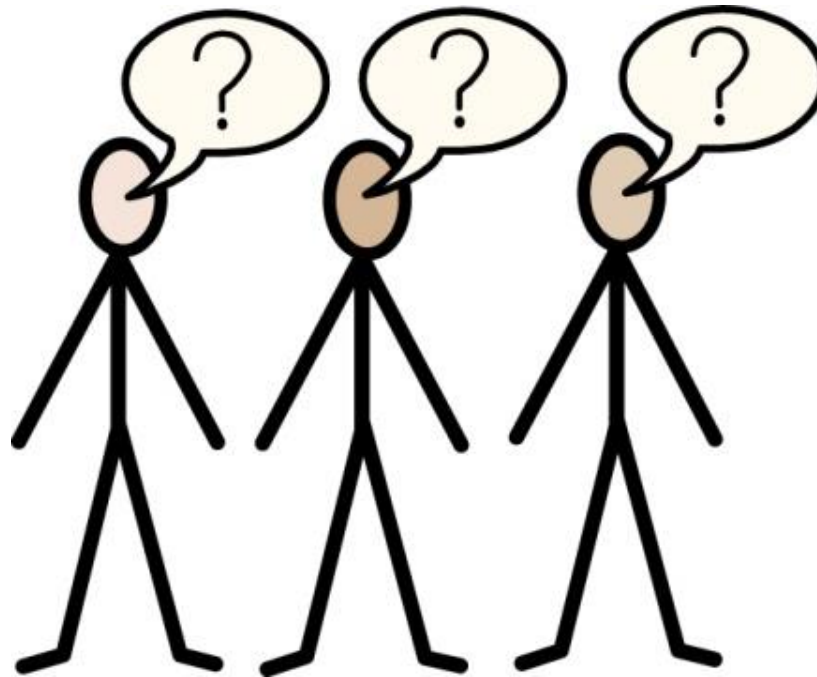
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# Questions





Thank you for  
your attention!

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