

**1a**

*It's a deal*

**Business cards**



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*It's a deal*

<b>CONTACT LIST</b>	
Name	Name
Job	Job
Company	Company
Tel	Tel
Name	Name
Job	Job
Company	Company
Tel	Tel
Name	Name
Job	Job
Company	Company
Tel	Tel
Name	Name
Job	Job
Company	Company
Tel	Tel
Name	Name
Job	Job
Company	Company
Tel	Tel
Name	Name
Job	Job
Company	Company
Tel	Tel

**Teacher's Notes**

*It's a deal* **Worksheet 1a**

NOTE: Two lesson plans are given for this material. The one on the back of Worksheet 1a uses Worksheets 1a and 1b and would suit a less fluent class. This one is more challenging, and uses only Worksheet 1a (Business cards).

**ACTIVITY**

Whole class: speaking

**AIM**

To find business openings

**GRAMMAR AND FUNCTIONS**

Asking questions

**VOCABULARY**

*sponsor, promote, collaborate, join forces, go into  
partnership, joint venture  
president, director, vice president*

**PREPARATION**

Make one copy of Worksheet 1a (Business cards) and cut it up as indicated.

**TIME**

10-30 minutes

**PROCEDURE**

1 Write the following on the board:

a bank	a chain of restaurants	a farm
a pop star	a soft drink	a travel agent

- 2 Brainstorm suggestions for how these different types of business could work together. For example, a bank could run a promotional competition with a free holiday as a prize, a pop star could endorse a soft drink, a farm could sell its produce to a chain of restaurants.
- 3 Tell the class that they are going to practise making contacts in English. Set up the situation: a group of business people is at a party.
- 4 Before the students begin the activity, elicit some of the language they will need to do the task: *May I introduce myself? And you are...? Who do you work for? What does your company do? What do you do? We could collaborate on... We could set up a joint venture to... We could go into partnership to...*
- 5 Give a business card to each student.
- 6 Tell the students they are now the people named on the business cards. Allow a moment for them to check vocabulary and thinking about their new identity. Ask them to choose a first name that fits the initial on their card.
- 7 Explain the activity. They are going to find ways their company could work with others at the party. The objective for each student is to get one or two contacts. Contacts only count if they have a specific idea about what the two companies could do together. Encourage them to be imaginative.  
There are many possible outcomes rather than a single solution. For example, the chemicals company could develop a new aerodynamic paint for the car manufacturer, the book publisher could publish books about the artists who record with the record company, the computer games designer and the soft drink company could organise a competition. Some companies will find it easier to make contacts than others.
- 8 Students make contacts and discuss their deals.
- 9 When all the students have finished, find out who made the most surprising contacts.

**Teacher's Notes**

*It's a deal* Worksheets **1a** and **1b**

NOTE: Two lesson plans are given for Worksheets 1a and 1b. This one is easier and uses both worksheets. If there are more than twelve students in your class you will need to divide the class into groups. In this case, make one copy of Worksheet 1a (Business cards) for each group. If there are fewer than twelve students you will not need all the business cards.

**ACTIVITY**

Whole class: speaking

**AIM**

To exchange basic personal information (name, job, company and phone number, etc.)

**GRAMMAR AND FUNCTIONS**

High frequency questions

**VOCABULARY**

*president, director, manager*

**PREPARATION**

Make one copy of Worksheet 1a (Business cards) for each group of 4-12 students in the class and cut it up as indicated. Make one copy of Worksheet 1b (Contact list) for each student in the class.

**TIME**

10-30 minutes (depending on the size of the class)

**PROCEDURE**

- 1 Explain to the class that they are going to practise making contacts in English. Set up the situation: a group of business people is at a party.
- 2 Give a business card and a contact list to each student.
- 3 Explain that they are now the people named on the business cards. Ask them to choose a first name that fits the initial on their card.
- 4 Explain the activity. They are going to make as many contacts as possible and fill in their contact lists.
- 5 Refer the students to the contact list and elicit some of the language they will need to do the task: *May I introduce myself? And you are...? How do you spell that? Who do you work for? What does your company do? What do you do? What's your phone number?*
- 6 Students walk around introducing themselves and recording their contacts.