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# THE BROKER GAME

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## MAKE A FORTUNE – NOW!

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Type of module	Creative Communication
Target group	14–17-year-old learners
Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative Communication
<b>DESCRIPTION OF MODULE</b>	In this module Ls do a simulation of a mini stock exchange. They set up little broker companies and have to make decisions as to which shares they would like to buy.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To give Ls practice in assessing information from different sources to make decisions</li> <li>■ To give Ls plenty of practice in speaking and negotiating</li> <li>■ To give Ls practice in working in groups to solve complex problems</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	14–17-year-old learners
<b>LANGUAGE LEVEL</b>	A2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ exchange factual information and assess the value of that information with regard to more complex decision-making processes</li> <li>■ use functional language for agreeing, disagreeing, giving and contradicting opinion, giving reasons, making suggestions and decisions</li> </ul> <p>Ls have sufficient vocabulary and foundation in grammar to</p> <ul style="list-style-type: none"> <li>■ discuss dilemmas, talk about processes, negotiate sometimes contradictory information and express simple ideas about ‘business’</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Life skills

**FOCI OF SKILLS-  
DEVELOPMENT**

**Communicative language  
skills**

- Exchanging factual information
- Engaging in discussions and decision-making
- Using functional language for agreeing
- Disagreeing
- Making suggestions
- Using language for giving reasons

**General, educational skills**

- Learning independently and in co-operation with others
- Understanding and predicting basic economic processes
- Developing a critical approach to information received

**EVALUATION**

Evaluation is based on how successfully Ls interpreted the information they received and what decisions they made on the basis of that information. Since it is a 'broker game', their success can be measured by how much they made/lost in the transactions they engaged in.

**SUGGESTIONS**

The module introduces an area that some Ls might not be familiar with (some might even feel a certain degree of reluctance to engage in 'business-like' activities). It is, therefore, really important to present all the information clearly and give Ls plenty of opportunity to ask questions and reflect on the task.

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	To introduce Ls to the topic of decision-making and creative problem solving Speaking: reacting to real problems and discussing possible solutions Reading: some 30 cards describing problems and possible solutions to them	Board game: decision-making Introduction to the topic (picture description)	Functional vocabulary: to do with decision-making: putting forward an idea, agreeing, disagreeing	1.1 Problem drawings 1.2 Decision-making board game (with 10 problem cards and 20 solution cards) 1.2 Debating handout (+ language boxes)
2	Speaking: information exchange that is absolutely crucial to a successful decision-making process Decision-making: Ls present their own companies Writing: creating a list of information gathered during the lesson	Setting up the companies Information exchange (round 1)	Thematic vocabulary: business	2.3.A Information cards (Set 1) 2.3.B Information cards (Set 2) 2.3 Grid for collecting information on the companies
3	Gathering information (information exchange, round 2) Speaking: Information exchange (factual information) Writing: Designing a preliminary portfolio Co-operative work: gathering and assessing value of information	Information exchange (round 2) Designing the first portfolio	Decision-making: comparing and contrasting pieces of information	Ls' homework from Lesson 2, 3.1 Sample graph for predicting share prices 3.2.A Information slips (Set 3) 3.2.B Information cards (Set 4) Portfolio template
4	Speaking: Comparing individual portfolios Decision-making: Designing the final versions of the portfolios	Designing the final version of the companies' portfolios	Decision-making Evaluating information to predict trends and tendencies	Ls' homework from Lesson 3 (individual portfolios) Portfolio template

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Speaking: presenting your offer Evaluating the project	Assessing Ls' performance (the moment of truth) in the game Evaluating the project	Expressing opinion	Ls' finalised portfolios Blank slips of paper

# PROCEDURE

## LESSON 1: SOLVING A PROBLEM

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ Introducing Ls to the topic of decision-making and creative problem solving</li><li>■ Functional vocabulary: to do with decision-making (putting forward an idea, agreeing, disagreeing)</li><li>■ Speaking: reacting to real problems and discussing possible solutions</li><li>■ Reading: some 30 cards describing problems and possible solutions to them</li></ul>
<b>MATERIALS AND RESOURCES</b>	1.1 Problem drawings; 1.2 Decision-making board game (with 10 problem cards and 20 solution cards) 1.2 Debating handout (+ language boxes)
<b>STAGE 1</b>	<b>Introduction to the module (a world of decisions)</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Frontal, pairs, whole group
<b>AIDS AND MATERIALS</b>	Set of pictures (1.1)

### TEACHER'S ACTIVITIES

1. Ask your Ls whether they ever had to make important decisions. Try to elicit some. If you feel your Ls are not willing to share this type of information, start by telling them about an important decision in your life. Next, ask Ls to work in pairs and give each pair a picture with a situation that needs to be solved. Ask them to
  - a) discuss what the situation is in the drawings
  - b) say what possible solutions they could imagine
  - c) say what they would do.Then, ask them to either share their opinion with another pair or, if they are willing, present their picture to the whole group.

### LEARNERS' ACTIVITIES

1. Ls receive a set of pictures and discuss what problems they might depict.

<b>STAGE 2</b>	<b>Decision-making board game</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Small groups (max. 4) or pairs
<b>AIDS AND MATERIALS</b>	1.2 Board game (with a board, problem cards and solution cards and counters) 1.2, Debating handout (+ language boxes) 1.2 (optional activity)

#### TEACHER'S ACTIVITIES

1. Tell your Ls that they are going to play a board game in which the decisions they make are going to be important.
2. Ls choose their counters and take it in turns to read a problem card. If Ls work in groups of 4, two of them are in one group and these two Ls should decide upon what the best decision would be in the situation described on the cards. After they have made up their mind, they should read the corresponding solution card and do as the card says.

#### LEARNERS' ACTIVITIES

1. Ls get the board and the cards.
2. Ls play the decision-making board game.

<b>STAGE 3</b>	<b>Homework – designing the company image</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Frontal

### TEACHER'S ACTIVITIES

1. Tell Ls that in this creative project they are going to have to design broker companies and will have to buy shares.  
Also, make groups of 3 or 4 in the class (Note: if possible, create groups of equal size. In the activities that follow, access to information is a crucial point and groups with more people have a somewhat easier task. Alternatively, you might put weaker Ls in larger groups as their lack of linguistic skills is usually balanced by their access to more information). If there is little time, you might use the groups they had when playing the decision-making board game – Stage 2.  
Ask Ls to
  - a) look up some information as to what brokers do
  - b) come up with a name, a logo and possibly a catchy slogan for their company.
2. Tell Ls that they are going to have to present their company to the rest of the class in no more than 1 minute in the next lesson.

### LEARNERS' ACTIVITIES

1. Ls might read the information on this website: <[http://en.wikipedia.org/wiki/Stock\\_broker](http://en.wikipedia.org/wiki/Stock_broker)>  
or go to [www.google.com](http://www.google.com) <<http://www.google.com>> and type 'broker' to get results.

## LESSON 2: SETTING UP THE BROKER COMPANIES

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ Speaking: information exchange that is absolutely crucial to a successful decision-making process</li> <li>■ Decision-making: Ls present their own companies</li> <li>■ Writing: creating a list of information gathered during the lesson</li> </ul>
<b>MATERIALS AND RESOURCES</b>	2.3.A Information cards (Set 1); 2.3.B Information cards (Set 2); 2.3 Grid for collecting information on the companies

<b>STAGE 1</b>	<b>Introducing the companies</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Frontal, whole group

### TEACHER'S ACTIVITIES

1. Tell Ls that there is going to be a mini stock exchange with 5 companies where they will all work as brokers.  
Investors make money by commissioning brokers to buy (and sell) their shares. The key to being a successful broker is making the right decisions at the right time. To do this, the most important factor is information.  
Explain to Ls that there are going to be 5 companies, about each of which they are going to learn a lot of things. Some of the information is positive, some negative. They have to gather ALL the information in order to see clearly which company/ companies might prove to be lucrative businesses in the future. Based on their assessment of the situation, each of the broker companies is going to have to buy shares!  
Put the following information about the 5 companies on the blackboard and ask Ls to copy it in the exercise books.

### LEARNERS' ACTIVITIES

1. Ls learn about the companies on the mini stock exchange.

**TEACHER'S ACTIVITIES**

<u>COMPANIES</u>	<u>CURRENT PRICE OF SHARE</u>
TV 29 ( a media company).....	\$ 35
Beauty SpOts (dealing in cosmetics).....	\$ 150
Lucky Pipe (tobacco company) .....	\$ 200
Net Profit (internet company, developing websites) .....	\$ 25
Mikey (sports clothing and accessories).....	\$ 50

(Note: names of the companies are intended as puns)  
 NetProfit – Internet company making a lot of ‘net’ profit  
 Beauty spots – marks on a person’s face/body (‘anyajegy’)  
 Lucky Pipe – pun on Lucky Strike  
 Mikey – pronounced to rhyme with ‘Nike’)

**LEARNERS' ACTIVITIES**

<b>STAGE 2</b>	<b>Setting up the broker companies</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Groups of 3 or 4, whole group

**TEACHER'S ACTIVITIES**

1. Ask Ls to present their companies by telling the others the company’s name, its slogan and introducing and explaining the symbolism of the logo.

**LEARNERS' ACTIVITIES**

<b>STAGE 3 A</b>	<b>First round of information exchange</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Mingling
<b>AIDS AND MATERIALS</b>	2.3 A Information cards (Set 1), 2.3 Grid for gathering information

#### TEACHER'S ACTIVITIES

1. Give each L one slip with one piece of information and tell them to talk to as many people as they can and take notes of all the things they hear.  
(Note: tell Ls that although they are to 'compete' with each other, passing on fake information or modifying the information they have is not fair and cannot be done.)  
(Note 2: There are two sets of cards. If you have more than 15 learners, or you wish the information exchange to go faster and smoother, you might hand out more than one piece of information/L. This way the same piece of information will be circulated twice, making it more likely that it reaches all Ls.)

#### LEARNERS' ACTIVITIES

1. Ls read the information on their slip, and move around to gather as much information as they can within the time limit set.  
**They should take notes but must leave their slip behind on their desk (face down).**

<b>STAGE 3 B</b>	<b>First round of information exchange</b>
<b>TARGET GROUP</b>	Weaker Ls who might find the original cards difficult
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Mingling
<b>AIDS AND MATERIALS</b>	2.3 B Information cards (Set 2)

#### TEACHER'S ACTIVITIES

1. This version of the exercise is similar to 3 A above but the cards in Set 2 should be easier for Ls to digest and understand. The project is a complex one as it is, a lot of new vocabulary might prove too hard for some Ls to cope with.  
(Note: it might be worthwhile to read through both sets before deciding on the one suitable for your class.)
2. Give each L one slip with one piece of information and tell them to talk to as many people as they can and take notes of all the things they hear.  
(Note: tell Ls that although they are to 'compete' with each other, passing on fake information or modifying the information they have is not fair and cannot be done.)

#### LEARNERS' ACTIVITIES

1. Ls read the information on their slip and move around to gather as much information as they can within the time limit set.  
They should take notes and can take their slip with them if they feel they might need them.

<b>STAGE 4</b>	<b>Homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Writing
<b>ORGANISATION</b>	Individual

#### TEACHER'S ACTIVITIES

1. Tell Ls their homework is to work in their group (or broker company) and make a list of all the information they learnt during the lesson. Explain to Ls that it is absolutely crucial for future success to have all the information gathered. Therefore, tell Ls that they must do the homework together and gather all the information that they learned individually during the class.

#### LEARNERS' ACTIVITIES

1. Ls work outside class and prepare a list of information they have gathered during the lesson.

### LESSON 3: SECOND ROUND OF INFORMATION EXCHANGE

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ Gathering information (information exchange, round 2)</li> <li>■ Decision-making: comparing and contrasting pieces of information</li> <li>■ Speaking: information exchange (factual information)</li> <li>■ Writing: designing a preliminary portfolio</li> <li>■ Cooperative work: gathering and assessing value of information</li> </ul>
<b>MATERIALS AND RESOURCES</b>	Ls' homework from Lesson 2, 3.1 Sample graph for predicting share prices, 3.2.A Information cards (Set 3), 3.2.B Information cards (Set 4), 3.3 Portfolio template
<b>STAGE 1</b>	<b>Checking homework</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	Ls' homework

#### TEACHER'S ACTIVITIES

1. Tell Ls to work within their 'companies' and gather all the information they collected during the previous lesson.  
(Note: Explain to them again that the more information they have, the more likely they are to make good decisions in buying shares.)  
Tell Ls to produce one joint list of information.
2. When Ls are ready with their list, ask them to spend 5 minutes discussing which shares they at this moment consider to be good buys and also why.

#### LEARNERS' ACTIVITIES

## VARIATION PREDICTIONS ON SHARE VALUES IN GRAPHS

**AIDS AND MATERIALS** 3.1. Sample graph

**DESCRIPTION** If you have time and/or your Ls are interested, ask them to create a graph showing their current feelings about each of the shares.

<b>STAGE 2 A</b>	<b>Second round of information exchange</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking Reading
<b>ORGANISATION</b>	Mingling, small groups
<b>AIDS AND MATERIALS</b>	3.2 A Set 3 of Information cards

**TEACHER'S ACTIVITIES**

1. See Lesson 2.3.A (app. 15 mins).
2. As Ls to work in groups and pool all the information they have.  
(Note: Explain to them that this is the last chance they have to access information. Next, they have to make the decisions and spend their money.)

**LEARNERS' ACTIVITIES**

<b>STAGE 2 B</b>	<b>Second round of information exchange</b>
<b>TARGET GROUP</b>	see Lesson 2.3.B
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking Reading
<b>ORGANISATION</b>	Mingling, small groups
<b>AIDS AND MATERIALS</b>	3.2 B Set 4 of Information cards

#### TEACHER'S ACTIVITIES

1. See Lesson 2.3.B.
2. Ask Ls to work in groups and pool all the information they have.  
(Note: Explain to them that this is the last chance they have to access information.  
Next, they will have to make the decisions and spend their money.)

#### LEARNERS' ACTIVITIES

<b>STAGE 3</b>	<b>Homework: each member of each broker company creates a portfolio of shares they would like to buy</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3.3 Portfolio template

### TEACHER'S ACTIVITIES

1. Tell Ls that in the next lesson they are going to create their portfolio.  
A portfolio (in this game) is a short document that includes the following:
  - Creating a short profile for each of the companies mentioning all the positive and negative information about them that Ls gathered.
  - Creating in writing as to what shares they would like to buy.
  - Justifying their decisions.
  - Possibly some visual representation of their predictions (just like in the graph in Lesson 3 above).

(Important: Tell Ls that they are absolutely free to choose how to spend the money they are given. They might choose only 1 company and buy only one share but it's rather risky. Hint that the best solution is trying to establish which companies are going to be successful and buying shares accordingly. Also, tell Ls that they should spend all their money if possible but shouldn't worry if they have 20 dollars left.)

### VARIATION PORTFOLIO TEMPLATE

<b>AIDS AND MATERIALS</b>	3.3 Portfolio template
<b>DESCRIPTION</b>	If you feel your Ls would not enjoy the challenge of designing a portfolio, you might photocopy the template prepared and hand it out to them at the end of the class.

### LEARNERS' ACTIVITIES

1. Ls do the homework individually creating their own portfolio and making their own decisions.

## LESSON 4: CREATING THE PORTFOLIOS

### AIMS OF THE LESSON

- Speaking: comparing individual portfolios
- Decision-making: designing the final versions of the portfolios

### MATERIALS AND RESOURCES

Ls' homework from Lesson 3 (individual portfolios); 3.3 Portfolio template

### STAGE 1 **Checking the homework + a clash of opinions**

**TIME** 25 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening  
Speaking  
Reading

### ORGANISATION

Groups

### AIDS AND MATERIALS

Portfolios prepared by each member of the company individually

### TEACHER'S ACTIVITIES

1. Tell Ls to work in small groups and compare their portfolios. Each of them should suggest which shares and how many of them to buy in order to spend the money. Tell Ls they have 25 minutes to come up with a joint offer that would serve as the basis for the final portfolio the company is to create together.  
(Note: Ls MUST agree on something and there MUST be ONE joint offer. Explain to them that it is their joint project and the company must have just one final offer. Draw Ls' attention to the importance of negotiation and compromises.)

### LEARNERS' ACTIVITIES

<b>STAGE 2</b>	<b>The final offer + giving homework</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	3.3 Portfolio template

#### **TEACHER'S ACTIVITIES**

1. Tell Ls that now they have 15 minutes to design the outline of the final portfolio. Tell them that it is going to be their homework to finalise their offer. Tell Ls that rather than trying to finish the offer in class they should concentrate on making the decisions they need and organising what is left of the job to be done (e.g. what parts of the portfolio there are, who is going to do what, what the portfolio should look like, how they can make sure that the design of the portfolio is homogenous, i.e. they use the same fonts, the same size, etc. if they decide to use a computer).

#### **LEARNERS' ACTIVITIES**

## LESSON 5: THE MOMENT OF TRUTH

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ Speaking: presenting your offer</li> <li>■ Evaluating the project</li> </ul>
<b>MATERIALS AND RESOURCES</b>	Ls' finalised portfolios, blank slips of paper 5.2 Profit grid

<b>STAGE 1</b>	<b>Presenting your offer</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Presentation skills</li> </ul>
<b>ORGANISATION</b>	Presentations (whole group)
<b>AIDS AND MATERIALS</b>	Ls' final portfolios

### TEACHER'S ACTIVITIES

1. Tell Ls to summarise their offer in a one-minute mini presentation mentioning which shares they decided to buy and also why.
2. Ls decide upon a speaker for their company, who will present the company's offer to the rest of the class.

### VARIATION

<b>AIDS AND MATERIALS</b>	Ls' final portfolios
<b>DESCRIPTION</b>	<p>If your Ls are reluctant to speak in front of the whole class, you might regroup them so that they form 2 to 4 smaller groups where they can all share their final offers with each other.</p> <p>(Note: tell Ls that it is just the presentation of the portfolio that they are supposed to do now, there should be no discussion of any possible differences in assessing the future of the shares. This is important as a discussion at this point would derail the lesson by taking up too much time.)</p>

### LEARNERS' ACTIVITIES

<b>STAGE 2</b>	<b>Finding out about the future + assessment of the companies</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. Ask Ls to comment on what they think will happen to each company and tell them what really happened (see Learners' Activities column). Tell them not to count anything yet, just listen to the future of each company one by one.

### LEARNERS' ACTIVITIES

1. TV 29 \$ 5 (per share)  
TV 29 is on the way to bankruptcy. Although they have signed a contract with Bank Malaysia, the bank is going down, so it's no use. Alex Friday could help the company, but he has a drink problem, so he seems to have been a bad choice, too. They also have a contract with Lucky Pipe, but cigarette commercials will be banned from next year, so it can't help the company either.

Beauty Spots \$ 100 (per share)

Cindy Crawford might be a good idea; however, she is not that popular nowadays. Her being pregnant is actually good for the company, as she is back on the front pages again. Animal testing might bring the company down, but people didn't seem to mind it that much. They can't get away with the ozone layer thing, however!

Lucky Pipe \$ 250 (per share)

People who smoke are addicted (and their number is growing), so there's not much that could influence the income of the tobacco industry. It is (and will be) a profitable business, unfortunately.

Net Profit \$ 100 (per share)

(Reason: a lot of Internet companies went bankrupt, however, it means less competition for Net Profit. As most families are going to have Internet access at home, Net Profit becomes an extremely profitable business)

## TEACHER'S ACTIVITIES

2. When you are done discussing all the companies, ask them to calculate the profit (possibly the loss) they have made. This might take some time, the least time-consuming method proved to be the following:
  - a) Ls write down how many shares they bought of each company.
  - b) Next to this, they write the NEW price of the shares.
  - c) They multiply the two numbers in each case.
  - d) They add up the results.

## LEARNERS' ACTIVITIES

Mikey \$ 60 (per share)

Cheaper products might not be a good sign (it destroys the company's 'elite' image). Child labour is something they could not get away with, so the company's prospects were not so bright. Football, mighty football, saved them, however! The ad campaign was a great hit with people, so it saved the company from going down, and it could even make a moderate profit.

<b>STAGE 3</b>	<b>Evaluating the project</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	Pairs or small groups ('the companies')
<b>AIDS AND MATERIALS</b>	Blank slips of paper

#### TEACHER'S ACTIVITIES

1. Tell Ls to think of positive and negative aspects of what they have experienced while working with the project both concerning the topic and content of the broker game itself as well as the possible linguistic benefits they think the exercises might carry.
2. Let them work for 5-6 minutes and then collect the slips (ask each L to produce at least 3 slips).
3. Before the next lesson analyse the results and at the beginning of the next lesson share them with the class.

#### LEARNERS' ACTIVITIES

