

## 10b Velvet revolution

### Overview

Students read an e-mail from someone who has recently been elected leader of a developing country. In the e-mail, he asks for advice on how to rebuild the country. In groups, students discuss and prioritise the problems facing him, then write an e-mail giving him advice.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Explain that you went to university with a man called Harold, who has just become leader of a large developing country after a velvet revolution (one in which no blood is shed). He has e-mailed you for advice on the best way to rebuild the country.
- 2 Hand out copies of the worksheet and read the instructions and the e-mail with the class. Explain any unfamiliar vocabulary.
- 3 Divide the class into small groups and ask them to prioritise the problems facing Harold and his country. During the discussions, try to keep a low profile, though monitoring, helping as necessary.
- 4 Have a class feedback session. Ask each group to tell you their order. There are no 'correct' answers, as long as students can justify their answers.
- 5 Divide the groups into pairs and ask students to write the e-mail to Harold in exercise 2. Monitor, helping with vocabulary. (This could be set for homework.)

## 11a Nannies

### Overview

Students read an article about the huge sums of money nannies can now earn in Silicon Valley, and the fabulous perks they sometimes also get. They then roleplay a series of short job interviews. The language of exchanging personal information is revised and basic interviewing and negotiating skills are introduced.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Hand out copies of the worksheet. Look at the dictionary definition and discussion questions in exercise 1 with the class.
- 2 In pairs, ask students to read the article in exercise 2 and underline anything they find surprising. Go over any unfamiliar vocabulary at the end. Explain the meaning of the last sentence of the article by telling the students that the full expression is *the band that rocks the cradle is the band that rules the world*, and that it refers to the power of those who bring up children over their future lives. Then have a class feedback session for students' reactions to the article.
- 3 Set up the roleplay. With larger classes, get nannies and employers to prepare in groups. With small groups, it may be better if the teacher plays a number of different nannies and students decide which one they prefer. Make sure the cvs are very short – they're only intended to get students talking at the beginning. Monitor this preparation stage, helping with vocabulary as necessary.

- 4 During the roleplay, keep the interviews short by signalling every few minutes for students to form new pairs. Allow students to pair up with the same person again if they want to resume negotiations.
- 5 At the end, ask the nannies to write down their first (and perhaps second) choice of employer. Employers should likewise write down their first (and second) choice of nanny. Everyone reads out their choices and employment contracts are offered.

## 11b Top boss?

### Overview

Students complete a questionnaire about their attitudes to being a boss, and find out if they would make good bosses. Then they discuss the qualities necessary to be a good boss.

### Preparation

One copy of the worksheet for each student with the analysis section folded over.

### Procedure

- 1 Hand out copies of the worksheet and ask students to complete the questionnaire in exercise 1. You might like to point out that *them* has been used in the questionnaire rather than specifying he or she.
- 2 Divide the class into pairs and ask them to compare their answers, giving reasons for their choices. Monitor, helping with vocabulary as necessary.
- 3 Ask students to unfold the analysis section and work out their score, then read the analysis and discuss with their partner how accurate they think the analysis is.
- 4 Ask students, in their pairs, to discuss the qualities needed to be a good boss in exercise 3. You might like to write the following on the board to prompt them: *good administrative skills, good communication skills, competitiveness, consistency, decisiveness, dynamism, good education and qualifications, energy, experience, fairness, friendliness, imagination, loyalty, risk-taking, sense of humour, smart appearance, even temperament.*
- 5 Have a class feedback session.

## 12 Start it up!

### Overview

Students categorise expressions for starting up conversations into appropriate and inappropriate opening gambits. They think about situations in which they could use the appropriate ones and then practise using them in a series of roleplays.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Ask students if they find it difficult to think of the right thing to say when starting up a conversation in English.
- 2 Hand out copies of the worksheet. Students discuss the questions in exercise 1 in pairs.
- 3 Look at the statements and questions in exercise 2 with the class and explain any unfamiliar vocabulary. Ask students to identify inappropriate ones (1, 7, 8, 11, 13, 19). Model pronunciation of the appropriate ones and elicit situations in which they could be used.

- 4 Elicit possible reactions to the statements and questions in exercise 2, e.g. *Yes, of course. Go ahead. Thank you very much! No, I don't mind at all. In fact, I think I'll join you*, etc.
- 5 In pairs, students roleplay short conversations for the situations in exercise 3. Encourage students to react and to show interest in what their partner says, e.g. *What about you? How interesting! I see. Yes, it is, isn't it? No, I don't. Do you? I didn't know that. Have you?* etc. Monitor, helping with vocabulary as necessary.

## 13a How was your trip?

### Overview

Students look at some statements made by business travellers, all containing phrases with the word *trip*, then match phrases of opposite meaning before they go on to interview each other about business trips they have made.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Introduce the topic of business trips by asking students about trips they go on for their company. Ask a few students to give examples of trips they have made which were either a success or a disaster for whatever reason, e.g. the meetings themselves, the flight, the hotel, etc.
- 2 Divide the class into pairs and give each student a copy of the worksheet. Explain that the speech bubbles contain examples of phrases using the word *trip*. Ask students to look at the speech bubbles and try to work out the meaning of the phrases in bold from the context.
- 3 Look at the first pair of opposites given as an example with the class. Ask students to find the other pairs. Then check the answers with the class. Explain any unfamiliar vocabulary. Ask individual students to read out the speech bubbles to check pronunciation.
- 4 Look at exercise 2 with the class and brainstorm any vocabulary students may need for this activity. Then students think about a trip and make notes. When everybody is ready, students take turns to interview each other. Set a time limit of five minutes for each interview. Monitor, helping as necessary.
- 5 Have a class feedback session. Ask students to report back to the class anything interesting from the interviews.

### Answers

1 and 6, 2 and 7, 3 and 10, 4 and 9, 5 and 11, 8 and 12

## 13b Negotiating a deal

### Overview

Students discuss the basic principles of negotiating. Then they read a negotiation situation between a Finance Director who wants to reduce the cost of air travel for his company and a representative from an airline company. Students match useful phrases to different stages of the negotiation situation and then roleplay the negotiation.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Introduce the topic by asking students to tell you the basic principles of negotiating, e.g. saying what you want, listening to the first offer, rejecting the first offer, listening to the second offer, discussing the second offer, reaching a compromise.
- 2 Divide the class into pairs and give each student a copy of the worksheet. Read the negotiation situation with the class and explain any unfamiliar vocabulary.
- 3 Give students a few minutes to read their role which outlines their stages of the negotiation. Monitor, helping with vocabulary if necessary.
- 4 Ask students to match the phrases in the Useful phrases box with a particular stage in their negotiation and to prepare for the negotiation. Monitor, helping with the phrases as well as additional language the students might need.
- 5 Students act out the negotiation. Encourage them to use and expand on the phrases in the box.

### Answers

a B4, B5 b A3 c B6 d A1 e A3, A4 f A7  
g B3, B4, B5 h A2 i B3 j A6

## 14a Unfair dismissal?

### Overview

Students read two jumbled newspaper articles and put them in order. This provides revision and consolidation of language related to theme of sacking, and features of discourse and collocations. They then discuss the labour laws issues raised in the articles.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Hand out copies of the worksheet and explain the meaning of the worksheet title. Ask students what they could or would do if they had been unfairly dismissed.
- 2 Individually or in pairs, students separate out the two newspaper articles and put the sections in order. Monitor, helping as necessary. Then check the answers with the class and explain any unfamiliar vocabulary.
- 3 Ask students, in pairs, to answer the questions in exercise 2. Then check the answers with the class.
- 4 In pairs or small groups, ask students to discuss the questions in exercise 3, then report back to the class anything interesting from their discussions.

### Answers

Exercise 1  
Worker sacked over Bermuda shorts loses case  
1 A 2 I 3 F 4 C 5 E

Man 'sacked for working too hard' wins his job back  
1 B 2 G 3 H 4 D 5 J

### Exercise 2

- a He thought it was against his civil rights.
- b No.
- c He disobeyed their instructions.
- d No.