

## 14b Tricky decision

### Overview

Students discuss which of three secretaries should be made redundant and write an e-mail explaining their reasons.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Introduce the topic of having to make redundancies because of recession by asking students to brainstorm which factors they would consider when deciding who in a company should be made redundant, e.g. length of service, professional competence, legal complications, financial costs, etc.
- 2 Divide the class into pairs and give each student a copy of the worksheet. Read through the notes in exercise 1 with the class. Explain any unfamiliar vocabulary.
- 3 Remind students of useful phrases for discussion, e.g. *In my opinion ...*, *I (don't) agree ...*, *That's true, but ...*, etc. and practise them if necessary.
- 4 In pairs, students discuss the three candidates and decide which one to make redundant. Monitor, helping with vocabulary as necessary.
- 5 Have a class feedback session where students explain their choices.
- 6 Students write an e-mail in exercise 2 to their manager explaining their choice. Monitor, helping with vocabulary as necessary.

## 15 Plenty of time

### Overview

Students learn idiomatic expressions relating to time and then practise using them to talk about their own experience.

### Preparation

One copy of the worksheet for each student. Cut the worksheet into two. Each pair will need a die and each student a counter.

### Procedure

- 1 Explain that students are going to look at some idiomatic phrases relating to time. Hand out copies of the top part of the worksheet and ask students, in pairs or small groups, to complete the phrases in exercise 1. When they have finished, check the answers and the meaning of each phrase.
- 2 Divide the class into pairs. Hand out the bottom part of the worksheet and give each pair a die. Students can use pieces of paper with their names written on as counters. Tell students to take turns to throw the die to move around the board. They should think of something from their own experience to describe the situation they land on. Monitor, helping with vocabulary as necessary.
- 3 In pairs or small groups, students discuss the questions in exercise 3. Monitor, helping with vocabulary as necessary.

### Answers

b make up for c no d great e on f playing  
g passed h take i flew by j make k after  
l ran out

## 16 Things to do

### Overview

Students speak to different people in order to get things done in preparation for a foreign business trip or a trade exhibition. Students practise making requests, insisting and persuading, and saying yes and no politely.

### Preparation

One copy of the worksheet for each pair of students. Cut the worksheet into three.

### Procedure

- 1 Divide the class into pairs and explain that Student A is going on a business trip to give a sales presentation in Paris tomorrow, and Student B is going to man a stand for a holiday company at a trade fair. Ask students to think about the kind of preparations each will have to make. Have a brief class discussion.
- 2 Give pairs the first section of the worksheet with the useful language and quickly revise making requests.
- 3 Hand out the worksheets and ask students to read the instructions and look at their list of things to do. Ask them to think about how they are going to make each request, e.g. whether they need to ask politely or be firm, etc. Answer any questions they have about the items on their list and explain any unfamiliar vocabulary.
- 4 Explain to students that they are going to respond to each of their partner's requests, and that they will have to adopt different roles, e.g. a colleague, a sales assistant, etc. Ask students to look at their roles and the notes they have for responding to the request. Answer any questions they have about the items on their roles and explain any unfamiliar vocabulary.
- 5 When everybody is ready, students act out their situations. Student A makes all his/her requests, then Student B makes all his/her requests. Monitor the roleplays, helping with vocabulary as necessary.

## 17a Say something!

### Overview

Students learn the difference between *say*, *tell*, *speak*, *talk* and *discuss*, and some common expressions with *say*, *tell*, *talk*, *speak* and *give*. They practise the verbs by completing sentences and questions and then use the questions to talk about their own experiences.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Write *Can you say me the time?* and *He told that it was a very good idea* on the board. Ask the students to tell you what is wrong with each of these sentences (see notes in answer key).
- 2 Divide the class into pairs and give each student a copy of the worksheet. Ask students to choose the correct verb in sentences a–f in exercise 1. Then check the answers with the class and have a class discussion about the verbs (see notes in answer key). Students then complete sentences g–l. Check the answers with the class.

- 3 Focus students' attention on the expressions with the verbs in the speech bubbles in exercise 2. Explain any unfamiliar vocabulary.
- 4 Ask students to fold back the worksheet so that they cannot see the phrases at the top and then, in pairs, complete exercise 3. Students then discuss the questions. Monitor, helping with vocabulary as necessary.
- 5 Check the answers with the class.

### Answers

Exercise 1

a told b said c talked d discussed e speak/talk  
f speak/talk g said h spoke/talked i discuss  
j speak/talk k told l talking

*Say* and *tell* are basically the same in meaning, but grammatically they are different. *Tell* must be followed by a person as a direct object: to tell *someone* something. *Say* does not have a direct object: to say something (*to* someone), e.g. *He told me that I should wait* (or *He told me to wait*). *He said that I should wait* (or *He said to me that I should wait*).

*Talk about* and *discuss* are basically the same in meaning, but *discuss* does not need *about* or any preposition after it.

*Speak* and *talk* are basically the same in meaning and grammatically – to speak or talk to someone about something is also the same.

Exercise 3

a give b speak c told d telling e say f talk g speak

## 17b But you said ...!

### Overview

Students read a telephone conversation between a client and a building contractor discussing some building work. The work didn't go to plan and students read about each person's grievances. They then roleplay the conversation where the client phones the contractor to complain about the work. Reported speech is practised.

### Preparation

One copy of the worksheet for each student with exercise 2 folded over and the rolecards for students A and B removed.

### Procedure

- 1 Introduce the topic by recounting a time when you contracted someone to do work for you and had been disappointed with the result, e.g. work at your office or home, etc. Invite students to share their own experiences.
- 2 Explain that students are going to read a phone conversation between the head of a modelling agency and a builder. Divide the class into pairs and give each student a copy of the worksheet with exercise 2 folded over. Read through the dialogue with the class and explain any unfamiliar vocabulary. Then ask students, in their pairs, to practise reading the dialogue aloud.
- 3 Ask students what they think of the situation. Do they think the work will go well? Why / Why not? Then explain that things did in fact go badly wrong. Both Ms Jones and Mr Owen are not happy.
- 4 Ask students to fold back exercise 2 and read the instructions. Then give each student in a pair a rolecard. Ask students to read their rolecard to find out why their character is not happy. (Make sure students realise that Ms Jones and Mr Owen have probably had subsequent phone conversations, so some of the information here will be new to what they read in the initial conversation.)

- 5 Tell pairs of students to prepare to roleplay the conversation when Ms Jones phones Mr Owen to complain. (You might like to have groups of students playing each role sitting together during the preparation stage.) Monitor, helping with vocabulary as necessary and encouraging students to use reported speech.
- 6 When everybody is ready, students roleplay the conversation using the example lines of the conversation at the bottom of the worksheet to start. Monitor, helping as necessary.

## 18a How wrong can you be?

### Overview

Students complete famous predictions with *will* and an appropriate verb, then match the predictions to the people who made them.

### Preparation

One copy of the worksheet for each student.

### Procedure

- 1 Hand out copies of the worksheet. Individually or in pairs, ask students to complete the predictions in exercise 1 using *will* and the verbs in the box. Monitor, helping with vocabulary as necessary. Then check the answers with the class and explain any unfamiliar vocabulary.
- 2 Ask students to match the predictions with the people who made them in exercise 2. Monitor, helping with vocabulary as necessary.
- 3 Check the answers with the class and explain any unfamiliar vocabulary. Ask students if they know of any similar predictions.

### Answers

Exercise 1

2 will (never) go 3 won't be able, will (soon) get  
5 will (never) work 7 will be used 8 will (ever) be  
10 will prove 11 will (never) be 13 will (forever) be  
14 will (never) reach

Exercise 2

1 g 2 c 3 j 4 d 5 m 6 b 7 f 8 k 9 e  
10 l 11 h 12 n 13 a 14 i

## 18b A–Z race

### Overview

Students play a timed team game identifying and correcting grammar mistakes in 26 sentences.

### Preparation

One copy of the worksheet for each group of two to four students.

### Procedure

- 1 Divide the class into teams of an equal number of two to four students.
- 2 Give each group a copy of the worksheet face down. Explain that they have ten minutes to find and correct the sentences with grammar mistakes. The mistakes cover all the grammar they have seen so far in the Student's Book. Make sure they realise that some of the sentences are correct.
- 3 When the time is up, tell students to put down their pens and swap their worksheet with another group for marking.