18a Piracy

Overview

Students read statistics and a text on piracy. They then reconstruct sentences containing passives.

Preparation

One copy of the worksheet for each student.

Procedure

1. Introduce the idea of piracy and types of commercial piracy. Have students ever come across this sort of thing? Is their company affected in any way by the problem? What parts of the world do they think are most affected by this problem? For what reasons?
2. Hand out the worksheet. Go over Exercise 1. Have a feedback session after students have discussed the questions in pairs.
3. Ask students to read the text to find the answers to the questions in Exercise 1. Explain any unfamiliar vocabulary.
4. Write the following on the board:
   1) estimate = $12.2 billion
   2) 108,000 = lost
   3) 91% = sold
   4) burned = $1
   5) carried out = corporate level
   6) issue = address
   7) revenue = link
   8) legitimate software market = affect

   Explain that students, in pairs, are going to reconstrue sentences from the text using the prompts. Do the first one together (losses due to piracy) each year are estimated to be $12.2 billion) and highlight the use of the passive.
5. Have a class feedback session to check the sentences.
6. Students discuss the questions in Exercise 3 in pairs.
7. Students match the sentence halves and decide if they agree with each statement. Students report their ideas to the class.

Answers

Procedure a 2) Up to 100,000 jobs a year are lost due to software piracy. 3) 91% of software (which is) sold on Internet Auction sites is pirated. 4) Many copies of software are burned for $1 a CD. 5) A lot of piracy is carried out at corporate level. 6) In the US and Western Europe, the issue is addressed very seriously. 7) Revenue rates are not directly linked to piracy rates. 8) The growth of the legitimate software market is affected as developers face the possibility of pirate copies outnumbering legal ones.

Exercise 4 a b c d e 2

19a Boss or Big Brother?

Overview

Students complete a cloze text on employers screening employees’ e-mail. They then discuss the ideas in the text using the language of agreeing and disagreeing.

Preparation

One copy of the worksheet for each student.

Procedure

1. Introduce the subject of employees screening employees’ e-mail. Ask students about their companies’ policy on e-mail use. Check/Pre-teach: survey, liable, halt, snoop, perk, scan.
2. In pairs, students do Exercise 1. Then check the answers with the class.
3. Go over the expressions in Exercise 2 and encourage students to use them in their discussion. One possibility is to make the activity into a game by awarding points: one point for an argument, two points for a counter argument and a bonus point for every time they use one of the phrases correctly.

Answers

1 b 2 c 5 a 4 f 5 d 6 e

20a Peasants 1000 AD

Overview

In pairs, students practice the language and skills of negotiating in the role of a medieval peasant.

Preparation

One copy of the worksheet for each pair. Cut the worksheet into two.

Procedure

1. Write peasant on the board and elicit the meaning (a person, especially in the past, who works on a small piece of land growing food and keeping animals to feed the family). Tell students that they are going to be medieval peasants, and that they are going to practice negotiating.
2. Ask students how their own real-life negotiations usually begin, and elicit the importance of relationship building. Elicit, e.g. greeting, offering a drink, small talk about the journey to the meeting, weather, etc.
3. Ask students what relationship building will be like between the peasants.
4. Divide the class into two groups: A and B. Give out the correct half of the worksheet to each student. Give students time to read the instructions and to check any unfamiliar vocabulary.
5. Groups spend a few minutes preparing ideas together.
6. Ask each student from Group A to work with a student from Group B to form pairs of neighbours. Start the activity, circulate and make a note of good/inappropriate language use to go over at the end.
7. Ask students, in their pairs, how effective they were at negotiating. Have a short class feedback session to discuss any points that arise.