

Answers

Company values: a 3 b 2 c 1
 Business relationships: a 1 b 3 c 2
 Meetings: a 3 b 1 c 2
 Presentations: a 2 b 3 c 1

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 and 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 + lose 3) 91% + sell 4) burn + \$1 5) carry out + corporate level 6) issue + address 7) revenue rates + link 8) legitimate software market + affect
 Explain that students, in pairs, are going to reconstruct 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 4: 2) Up to 108,000 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 5 b 3 c 4 d 1 e 2

18b A memorable meal

Overview

Students help the teacher tell an anecdote by supplying information the teacher has 'forgotten'. This activity recycles food and drink vocabulary and fosters anecdote-telling skills, the language of paraphrase and approximation and the skill of supplying other speakers with the vocabulary they need.

Preparation

One copy of the worksheet for each student. Distribute the worksheet **after** the task.

Procedure

- 1 Tell students that you are going to try to tell them about a meal you had at a restaurant recently but you may need their help to describe some of the food.
- 2 Read out the script on the worksheet to them, supplying your own information in the gaps and struggling to recall the words marked in **bold**. Students should intervene to help you find the right words when you struggle. Here are a few tips on how to do this:
 - Read the script, but don't be too word-perfect. *Um* and *er* a bit.
 - Embellish the story a little. Add extra details to set the scene without digressing too much.
 - When you get to the words in bold, hesitate, use fillers, say what you don't mean and ask for help.
 - Don't reject any suggestions from your class out of hand. Encourage them to speculate as to what you might mean.
 - If no-one can guess exactly what you're trying to say, accept the nearest synonym and then supply the word you wanted as well.
 - If no-one has a clue what word you're looking for, suddenly remember it.
- 3 Hand out copies of the worksheet for students to keep as a reference.
- 4 Ask students to prepare the story of a meal they had to read out to the others in the same way. You may want to set this for homework. Refer to the vocabulary in Unit 18 of the Student's Book and the Lexis link on page 113 to help them prepare.

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 employers screening employees' e-mail. Ask students about their companies' policy on e-mail use. Check/Pre-teach: *survey, liable, bait, 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

a) offensive + language b) scanning + managers
 c) systems + snooping d) customers + worried
 e) liable + e-mails f) want + money g) case + pay
 h) says + issue i) conducted + behalf j) sexism + pathetic
 k) thinks + halt l) e-mails + words m) take + telephone
 n) e-mail + tool o) perk + hot

19b A quality problem

Overview

Students practise writing e-mails about a particular problem from a variety of perspectives, wording their e-mails appropriately.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 As a warmer, write *A quality problem* on the board and ask students what kinds of problem in business are referred to as quality problems. (NB *quality* can refer to customer service as well as production, and to the service sector as well as manufacturing.)
- 2 Hand out the worksheets. Students do Exercise 1 individually or in pairs. Check the answers with the class.
- 3 Students begin by writing the first e-mail only in Exercise 2. Before they write, remind them of particular language or style points that they looked at in Units 19 (or 11) in the Student's Book. Monitor and make notes on good/bad language use.
- 4 Ask students to work in pairs to correct the language and improve the style of each other's e-mails.
- 5 Repeat steps 3 and 4 for e-mails 2 and 3. Build up a collective class version on the board using ideas from all the e-mails. Before e-mail 3 you may want to elicit some diplomatic language, e.g. *It seems to me that ...*, *It might be a good idea to ...*, *I think we need to consider ... (+ing)*.
- 6 Individually students prepare a real-life situation in Exercise 3 and then write an e-mail.
- 7 In Exercise 4, students take on the role of the receiver of their own e-mail and write a reply to it. In this case this is more appropriate than exchanging with a partner as students are likely to know about their own individual problems and find it interesting to see things from another point of view. Monitor, keeping with vocabulary as before.

Answers

1b 2c 3a 4f 5d 6e

20a Peasants 1000 AD

Overview

In pairs, students practise 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 practise 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.
- 8 Ask students, in their pairs, to discuss how effective they were at negotiating. Have a short class feedback session to discuss any points that arise.

20b Mini-negotiations

Overview

Students participate in two mini-negotiations using the language of negotiation presented in Unit 20 of the Student's Book.

Preparation

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

Procedure

- 1 Introduce the subject of working time by asking students about working hours in their country (for managers and workers). Check/Pre-teach: *to do overtime, basic salary, concession*.
- 2 Hand out copies of the first half of the worksheet and ask students to read the text and make notes on the position of each side in the negotiation in the spaces provided in the table.
- 3 Divide the class into two groups: managers and union representatives. Give groups a few minutes to decide at least two concessions they will allow, and write notes on negotiation strategy, bargaining points in the second section of the table, etc.
- 4 Put students into pairs of one manager and one union representative and give them time to negotiate. As they negotiate they fill in the final boxes – the terms of the productivity deal.
- 5 Have a feedback session to find out how the negotiating ended up.
- 6 For the Businessworks negotiation, follow the same steps as before, but open the subject of sales by asking students about targets that they have been set for this year. Check/Pre-teach: *to set a target, to achieve a target, a budget*.
- 7 Students plan in two groups: sales directors and area sales managers. Give them a few minutes to prepare. Tell them that they can be creative in developing concessions to achieve an agreement.
- 8 Put students into pairs and allow time for negotiations before having a final feedback session to discuss the outcome.