

- 4 Elicit answers from the class and write up key phrases on the board:
 Making requests: *Excuse me, ..., Would you/Could you + infinitive without to, Would you mind + -ing, Do you mind if + clause, If you don't mind, + clause, Would it be possible (for me) + to-infinitive*
 Introducing a negative point: *I'm afraid ..., Unfortunately ..., This seems to be ..., It seems that ..., I believe/think that ...*
 Apologising: *I'm really/very/terribly/awfully sorry.*
 Thanking: *Thanks so/very much, It's very kind of you + to-infinitive*
 Moving away from a conversation: *Would you excuse me?*
 Stating something you believe to be true: *I understand ..., Am I right in thinking that ...*
 Also highlight the use 'softening' modifiers such as *so/very/really/terribly.*
- 5 Have students perform the roleplays in exercise 2 in pairs. Encourage them to act out the situations as realistically as possible e.g. sitting together as if at the dinner table. Get students to change partners and practise the situations twice.

Possible answers

- a I know a lot of people like (sushi), but I'm afraid it's not my favourite. Would it be possible for me to order something else? / I'm sure this is delicious, but I don't usually eat (squid). Do you mind if I have something else?/If you don't mind, I'd like to order something else.
- b Excuse me, but I believe this is/this seems to be a no-smoking area. / Would you mind putting out your cigarette? This restaurant has a no-smoking policy.
- c I know we've met before, so would you mind telling me your name again? / I'm sure we've met before, but could you remind me of your name?
- d Would you excuse me? There's someone over there I'd like to talk to. / I'm really/very sorry, but I've just seen someone I need to talk to. Would you excuse me?
- e I'm terribly/awfully sorry but I'm afraid/unfortunately I'm extremely tired after (the journey here). / I really appreciate/Thanks so much for the invitation, but I'm really tired from (the flight). / It's very kind of you to invite me, but I think I'd be too tired to enjoy (the performance). It was a very long flight.
- f I understand you are no longer with the company. / Am I right in thinking that you've moved on from your previous job?

10a Survival

Overview

Students hold meetings to decide which items to choose in a survival situation and then discuss which personalities they would like to be with in the same situation.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask students to suggest what they would need to survive for 48 hours cut off from the rest of the world.

- 2 Hand out copies of the worksheet to each student and have them read the scenario. Emphasise that there is no prospect of escaping from the lift before Monday morning, so students must focus on surviving.
- 3 Give students a few moments to choose their eight objects, working individually. Then divide the class into groups (ideally groups of four, but other numbers are also possible). Set a time limit of about 15 minutes for the discussion and remind students that they have to agree on all eight objects. Monitor the activity.
- 4 If a group finishes early, ask them to justify their choice – this will usually restart the discussion. If you have time, you can ask groups to report back on their decisions.
- 5 Students decide which one additional object they would like to have and give reasons.
- 6 Students discuss who they would like to be stuck in the lift with them and give reasons.

10b No U-turn?

Overview

Students read a case study on a takeover in the auto industry to provide background information for a meeting roleplay. Using role cards, they reach a decision on company strategy.

Preparation

One copy of the worksheet for each student. Cut up the role cards. With smaller classes, reduce the number of role cards by leaving out first F, then E, then D.

Procedure

- 1 Find out if any students work in companies that have been part of a merger/takeover recently and ask what happened. Hand out copies of the worksheet to each student. In pairs/small groups, have students discuss the questions in exercise 1. Hold a short feedback session (possible answers: cultural differences, unequal power issues, resentments of outsiders 'taking over', poor communication etc.)
- 2 Check/Pre-teach: *niche market, brand consolidation, ailing, past their best, to diversify, synergy, hands-off, reluctant, doomed.*
- 3 Students read the case study. Make sure everyone understands the situation by asking some short check questions: *Which company has taken over which? Why? What are the main problems for each company?*
- 4 Explain that the students are going to roleplay a meeting between members of the company to agree on a way forward. Depending on class size, try to form groups of six students for the roleplay. If necessary, reduce the number of roles as described in *Preparation*. Hand out the role cards and give students time to prepare their arguments for the meeting.
- 5 Students roleplay the meeting and come up with a proposal for the way forward. Remind them to take notes of the key decisions. Monitor the activity.
- 6 Hold a short feedback session where students report and explain their decisions. If you have more than one group, ask the class to compare the decisions and choose the best way forward for the company.

11 Blurring and stretching

Overview

Students read an article about two marketing techniques and then brainstorm and present new product concepts by mixing and matching existing products, brands and packaging. Students feed back on each other's ideas.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Check/Pre-teach: *to blur and to stretch*. Hand out copies of the worksheet to each student. Ask the question in exercise 1 and have students read the article and find the answer. Students discuss the questions in exercise 2 and feed back to the class.
- 2 Divide the class into two teams and focus attention on exercise 3. Ask students to recall/suggest guidelines for productive brainstorming e.g. *suspend judgement – no idea is too crazy, suspend constraints – nothing is impossible, produce as many ideas as possible, record all ideas* etc.
- 3 Write an example on the board of a new product concept made by mixing brand, product and packaging e.g. Nike chocolate in a toothpaste tube. Set a time limit for the brainstorming session and monitor the activity.
- 4 Ask students to choose their three best ideas, and to give the information in the list in exercise 3. They should present their ideas as a product overview e.g.
 New product: soft chocolate
 (New) brand name: Nikolate
 Packaging: in a toothpaste tube
 Positioning: high-energy food for athletes during sport
 Promotional idea: sponsor tennis players to use product during matches
- 5 Ask each team to give their ideas to the other group. Each group should decide how many marks out of ten to award to each idea.
- 6 Students then cross-pair to give feedback and justify the marks awarded.

12a Who's first?

Overview

Students read and prioritise a series of e-mails and then discuss how they would like to respond to each message. As a follow-up, they choose to write a reply to the most important message or roleplay one of the situations.

Preparation

One copy of the worksheet for each student.

Procedure

- 1 Ask students some general discussion questions about e-mails e.g. *Do you remember life before e-mail? How many messages do you send every day? Do you send jokes etc. or do you stick to business matters?* If appropriate, tell the students the following anecdote: An author once sent an e-mail to a publisher apologising for being a little 'busty' recently. He didn't notice his error until after he had sent the message and the spell check didn't pick it up!

- 2 Check/Pre-teach: *frost, to go through the roof, asap, shop floor, shift, to leak, damp, packaging plant*. Hand out copies of the worksheet to each student. Have them read the e-mails and prioritise them. Monitor quietly but don't interfere at this stage. Have students compare their order of priority in pairs.
- 3 Elicit answers and see how far different students agree. (There are no right or wrong answers here, though a quick response to Angela would be a good idea and the Polish project can probably wait.) Focus attention on the greetings and closing phrases for each e-mail and ask students which are formal and which are informal and why. Elicit examples of less formal language than would be found in a letter (*go through the roof, get my hands on, asap, Interested?*)
- 4 Have students discuss the questions in exercise 2 and elicit a range of answers.
- 5 Allow students to choose a task in exercise 3. The roleplay can be done either as a telephone call or as a face-to-face meeting and the writing task could be given for homework.

12b Manager on the move

Overview

Students participate in an e-mail project. They write and respond to e-mails based on a series of problems. The project can be done in two ways:

- the students write the e-mails by hand on the photocopiable template on page 184. The messages are then 'delivered' by the teacher or by the students themselves.
- students with access to a computer network with internal e-mail can type their messages and send them across the network. The teacher can also ask learners to print out the e-mails in order to correct them later.

Preparation

- One copy of the worksheet for each pair/small group of students. Cut the worksheet into two.
- For students doing the e-mails by hand, three copies of the e-mail template on page 184 for each student; for students working on computers, check you know the e-mail address of the computers they are sending the messages to/from.

Procedure

- 1 Ask students if they can pick up e-mail remotely and if they find this convenient or if it just creates more work.
- 2 Students should ideally draft the e-mails in pairs/small groups but, in smaller classes, they can work individually. Divide the class into AB pairs/small groups. Hand out the correct half of the worksheet to each student/group. Give students time to read the role card and the problem cards. Check vocabulary as necessary and that each student/group knows the name of the person they will be e-mailing.
- 3 Give students time to compose and send their e-mails. Tell them to keep the e-mails short and to focus on the main information in the problem cards. (You could set a time limit of five minutes per e-mail to keep the e-mail exchange moving.) Remind students that they may need to write more than three messages if they need to clarify something or to ask for additional information. Monitor the activity and be prepared to 'deliver' the messages across the classroom.
- 4 Take the e-mails in for marking if appropriate. Students working on a network can print off the e-mails.