Teacher’s Notes

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/in my opinion …
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?
Saying something you believe to be true: I understand …
Am I right in thinking that …
Also highlight the use of ‘swimming’ modifiers such as so/very/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. I’d be willing to try something else if you don’t mind, I’d like to try something else.
b Excuse me, but you see, 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 sorry, but I’ve just seen someone I need to talk to. Would you excuse me?
e I’m terribly sorry, but I’m afraid I can’t tell you right now. I’m extremely tired after the (journey/shift). I really appreciate (Thank you so much for the invitation, but I’m really tired from the travel.) 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?

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 removing one from each D, 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: nudge, market consolidation, ailing, post their best, to diversify, synergy, hands-off, reluctantly, 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?
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 them to take notes of the key decisions. Monitor them to take notes of the key decisions. Monitor them to take notes of the key decisions. Monitor them to take notes of the key decisions.
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.

Teacher’s Notes

2 Check/Pre-teach: frost, to go through the roof, soap, shop floor, shift, to leak, dump, 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 priorities and which one they think is the best. (The British and the Polish project can probably wait.) Focus attention on the greetings and closing phrases for each e-mail and ask students which formals are formal and which are informal. Why? Elicit examples of less formal language than would be found in a letter (go through the roof, get my hands on, soap, Internet?)
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 photocopying template on page 184. The teacher is the ‘deliverer’ 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.
• 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 computer, check you know the e-mail address of the computer they are sending the messages to/from.

Procedure
1 Ask students if they can pick up e-mails remotely and if they find this convenient or if it just creates more work.
2 Ask students if they ideally draft the e-mails in pairs/small groups but, in smaller classes, they can work individually. Divide the class into All 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 class.
4 Take the e-mails in for marking if appropriate. Students working on a network can print off the e-mails.