## Teacher's notes Intermediate

# **Objectives – Meetings**

#### **Speaking**

Can express opinions and attitudes using a range of basic expressions and sentences.

#### Listening

Can extract the key details from discussions in meetings conducted in clear, standard speech.

#### Writing

Can write the agenda for a meeting on a work-related topic.

#### Lesson deliverable

To plan, prepare and participate in a meeting.

#### **Performance review**

To review your own progress and performance against the lesson objectives at the end of the lesson.

## **A** SPEAKING

Open the lesson by proposing the idea that in business, meetings can vary in the way they are organised and length depending on the purpose of the meeting. In class, compare the differences between a **catch up meeting** and a **board meeting**. Students then work in pairs and answer the questions. Do a whole class review.

.....

#### Suggested answers

- 1 crisis meeting, planning meeting, project review meeting, brainstorming meeting, performance review meeting, budget setting/ cutting meeting, weekly, monthly, department, informal, catch-up
- 2 A concise meeting agenda helps the leader to keep the meeting on track and the participants to work towards clear outcomes, decisions and action points.
- 3 Circulating the agenda well in advance ensures that participants can request the addition of extra items and gives them time to prepare for the meeting.
- 4 Accents, different vocabulary and speed can all pose problems for participants in international meetings.

## **B** SPEAKING AND LISTENING

#### ■)) BSA1.1.1

1 Students complete the exercises in pairs. Do a whole-class review after each exercise.

#### Exercise 1

Agenda 1 is the model answer. It's shorter, clearer, and the numbers make it easier to follow. Agenda 2 is a mixture of questions and phrases, which makes it more confusing to read.

Students should aim to follow this model in D Listening and Writing and Part 1 of the Task.

#### **Exercise 2**

Yes, she states the aims, gives timing, is clear about the outcome and sets behavioural parameters (including international colleagues).

## **C** LISTENING

#### ■)) BSA1.1.2

#### Exercise 1

They are discussing Item 1 on the agenda, Key performance figures.

#### ■)) BSA1.1.3

#### Exercise 2

#### Agreeing

- Yes, absolutely.
- I agree with Amita.

#### Giving an opinion

 I don't think changing the customer mix is the right strategy.

#### Asking for an opinion

- Global trade is still on the increase, isn't it?
- What's your view?

You could ask students if they can add to the phrases in pairs/groups once they've done the exercise. You might also want to draw their attention to giving both positive and negative opinions.

## Teacher's notes Intermediate

## **D** LISTENING AND WRITING

■)) BSA1.1.4

#### Suggested answers

Wedding party cancellation

- Room sale strategy
- Identify potential clients
- Identify marketing strategy
- Assign responsibilities

#### **TASK**

#### Part 1: Preparation

- Divide the class into groups of 4-6. Ask students to read the context.
- Each group briefly brainstorms a location and name for their hotel.
- Conduct a quick whole-class information exchange.
- Next, each group prepares a separate agenda of points they need to consider for the design brief of their hotel.
- If necessary, direct students to Unit 2, page 16: the section on Hyatt Hotels and audio scripts 1.9-1.11 on page 153.
- Do a whole-class review of each group's agenda in turn. Place the emphasis on producing short, succinct bullet-pointed agenda items. Give feedback on their performance. Praise and highlight the well-written points.
- Tell the class that they can add one idea from each of the other groups to their own agenda if useful.

#### Part 2: Meeting

- Each group chooses roles for the first meeting.
   Give them a strict time limit.
- Each group holds their own meeting.
- Circulate and make notes on your own observations for feedback.
- If space (noise) and technology permit, groups can record their meetings (on phones), to enable

- a whole-class review and feedback. Remember that while this would greatly enhance the learning opportunity and no doubt increase learner engagement in some cases, considerably more time will be needed for review.
- After the meeting ask each observer to describe their observations to the whole group.
- Remind them that they need to state:
  - 1 how well the group met their meeting aims. Did they reach agreement on all of the points?
  - 2 how well they met the learning objective to express opinions and attitudes during the meeting. Encourage the observers to repeat phrases they noted each student saying.
- If there is time in the lesson, repeat the process for the second meeting. This should be based on one of the action points from the first meeting.
   Swap roles with a new meeting leader and (a) new observer(s).
- Add your own feedback.
- EXTRA PRACTICE: DVD CLIP AND WORKSHEET 8

## **E** PEER REVIEW

Encourage students to be positive about their own and each other's performance! Make sure they look back at the lesson objectives and try to tie their comments to those – as well as reflecting on the meeting(s)/as a whole.

## **F** SELF-ASSESSMENT

Refer students back to the objectives at the start of the lesson so they are assessing themselves against those objectives.

# **G** PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Students can discuss in pairs what opportunities they have had for meetings to write an agenda, and what points they made.

## Teacher's notes Intermediate

# **Objectives – Telephoning**

### **Speaking**

- Can carry out a work-related telephone conversation using polite fixed expressions.
- Can use simple appropriate language to check that information has been understood on the phone.
- Can ask for repetition or clarification on the phone in a simple way.

#### Listening

Can take messages, communicate enquiries and explain problems.

#### Lesson deliverable

To plan, prepare and participate in a telephone conversation in a business context and write a short follow-up document.

#### **Performance review**

To review your own progress and performance against the lesson objectives at the end of the lesson.

### A SPEAKING 1

- Encourage students to discuss the points in turn and to share ideas, so that they are aware that they are likely to experience similar problems and concerns when speaking in English on the phone. The idea of working towards drawing up a list of top tips is to give this speaking task a clear outcome that students can refer to during the lesson and use after the lesson in the workplace.
- Tips could range from useful phrases for different problems (such as not hearing or not understanding) to practical tips (such as having a copy of the international spelling alphabet in front of them when they make a call). If tips are not forthcoming, open up the discussion and encourage students to think about the challenges they face. Explain that the lesson has been designed to address some of these common problems, such as checking information, asking for repetition and asking for clarification.

1 Y (The telephone call does not make it explicit, but the name implies that the company works all over the world.) 2 N 3 N 4 Y 5 Y 6 Y

#### **Exercise 3**

**Exercise 2** 

- 1 How can I help
- 2 We're opening
- 3 Can you offer help
- 4 Can you give me some details
- 5 So that means, Is that right
- 6 what do you mean by
- 7 That's, isn't it
- 8 Can you repeat
- 9 that not correct
- 10'll call you, will put
- 4 Students may match the phrases to the flow chart in any way they choose, but probably the most useful for the subsequent activities is to rewrite the key element of the phrase in or beside the relevant box of the flow chart. For example, in or beside the box *Ask about the purpose of the call*, they can write *How can I help you*? When all phrases have been allocated and checked, you can then elicit phrases for the boxes that do not have any phrases allocated to them.

### **B** LISTENING

■)) BSA1.2.5

#### Exercise 1

- 1 Y (The word *global* should provide a clue here.)
- 2 N (A company that moves furniture and possessions would be called a removals company.)
- **3** N (A company that transports another company's products would be known as a *shipping company*, a *haulage company* or a number of other terms, but not a *relocation company*.)
- 4 Y (Most relocation companies offer this service.)
- 5 M (Many relocation companies offer this service.)
- 6 M (Many relocation companies offer this service.)

## Teacher's notes Intermediate

#### Exercise 4

- 1 Asks about the purpose of the call.
- 2, 3 Explains the purpose of the call.
- 4 Asks for more details.
- 5, 7, 9 Check understanding.
- **6,8** Ask for clarification.
- **10** Summarises the action points.

### **G** SPEAKING 2

Remind students to look at the flow chart and use the phrases while they carry out this activity.

#### **TASK**

#### Part 1: Telephoning

Part 1 explains that all students will take part in three calls. Ask the pairs to read the information and give them time to think about the task and plan their calls. You may like to rotate pairings in the classroom, so that students hold each conversation with a different partner.

#### Part 2: Follow up

If you are short of time, this activity can be done for homework.

### D PEER REVIEW

- In Exercise D1, students read the follow-up document from the phone conversation and check for accuracy.
- Exercise D2 can be done in the original pairs, in groups of four or with the whole class, depending on class size.

### **E** SELF-ASSESSMENT

Refer students to the objectives at the start of the lesson so that they are assessing themselves against those objectives, rather than against a hypothetical 'perfect' telephone call.

# F PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

The purpose of this section is for students to think about what they have done in the lesson, how they might apply what they have practised and learnt and take it outside the classroom and into the workplace. Hopefully, they will come up with their own ideas but, if prompting is needed, these are some possibilities:

Next time I make a call in English, I will write a list of points to ask about / write a list of useful phrases to use before I make the call.

Next time I receive a call in English, I will ask the caller to spell names if necessary / ask the caller to repeat facts if I don't hear them the first time.

During calls I make or receive in English, I will check that I have understood important details / ask the caller to clarify details I have not understood.

## Teacher's notes Intermediate

# **Objectives – Small talk**

#### **Speaking**

Can use a basic repertoire of conversation strategies to maintain a discussion.

#### Listening

Can follow most of an everyday conversation if speakers avoid very idiomatic usage.

#### Lesson deliverable

To participate in an activity to practise small talk in a business context.

#### Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

## A SPEAKING 1

- Students are asked to think about the value of small talk and perhaps they may introduce the question of cultural differences, which will be looked at in more detail in B Reading. One definition of small talk is polite conversation that takes place in social or business contexts about general, safe (uncontroversial) topics.
- 2 Students can discuss how they personally feel about small talk and consider their skills at this stage.
- 3 Students can work with one another to make a list of interesting things to say about themselves, their work and company.
- 4 Students are asked to think about the importance of body language. Ensure that they understand what we mean when we say 'body language'. You can explain it as the 'unsaid' part of communication.

## **B** READING

- The first part of the reading is a continuation of A Speaking 1, question 1 and covers cultural attitudes towards small talk and cultural differences with respect to body language. The second part is about aspects of body language and you may want to elicit more about this area before students read the text.
- If there are different nationalities in the class, they may be able to give additional information about countries that are not already mentioned. It is important to stress that these cultural norms may not apply to everyone in a country. In today's multinational business world, people from many different cultures are used to working together and have changed their own approaches to facilitate communication.

 Extra activity: If you have time, you may wish to extend the reading with the following extra comprehension questions:

#### Which cultures like:

- 1 small talk
- 2 using titles
- 3 eye contact

#### Which cultures don't like:

- 4 being touched
- 5 standing too close
- 6 constant eye contact

#### Suggested answers for the Extra activity

- 1 Indian, American, Brazilian
- 2 Mexican, Chinese, German
- **3** Russian
- 4 Chinese, Indian
- 5 Chinese, Indian
- **6** Japanese

## **G** LISTENING

#### ■)) BSA2.1.6

In the first exercise, students are asked to listen for the language that indicates whether people have met before. When they have finished the exercise, encourage them to write down any useful phrases and expressions in a 'small talk notebook'.

#### Exercise 1

- 1 Magda and Grant, Magda and Dr Sun
- 2 Grant and Dr Sun
- 3 He pats Dr Sun on the back. / He addresses him incorrectly.

## Teacher's notes Intermediate

#### ■)) BSA2.1.6

2 Discuss with students the difficulty of talking to people who find small talk difficult or unnecessary. Tell them that native speakers can also have problems with cultures that are not used to small talk. It's important that students do not feel offended by what may seem abrupt responses due to cultural backgrounds.

#### Exercise 2

- 1 Great ... again
- 2 in ages
- 3 in Sales
- 4 fantastic ... how's
- 5 it going with
- 6 Can ... introduce you to
- 7 two have something in

After the students have done this exercise, discuss the way in which intonation can add to the meaning of a word or phrase. Take the simple word 'yes' and say it with different intonation and discuss the 'hidden' meanings (there are many more than the examples given).

#### For example:

- slow rising intonation = I'm not sure what you want.
- short sharp level intonation = I'm busy or I'm not interested.
- long starting high and ending low = I'm really interested.

.....

#### ■)) BSA2.1.7

3 Play the second conversation. Encourage students to give reasons for their answers.

#### Exercise 3

1 annoyed 2 surprised

#### ■)) BSA2.1.8

4 Discuss the use of the phrase at last. In this scenario, it has a positive use indicating that you've been waiting some time to meet someone. However, in another situation it can indicate frustration, e.g. when someone has taken too long to arrive or do something. 'I see you're here at last.' The difference in meaning is dependent on the subtle difference in the stress and intonation. The first use (positive) is light and upbeat and has a short vowel sound for 'last'. In the second (indicating annoyance), the intonation usually goes down and the vowel sound in 'last' is drawn out more.

#### Exercise 4

- 1 She's been in a video conference with him, but not met him in person.
- Extra activity: If time allows, you may wish to give students extra practice with the following extension exercise. Dictate or write the sentences on the board, leaving gaps where indicated and ask students to listen again and complete the sentences:
  - Where are you ......?
     The company ......over 100 years ago.
     I hear you're ......a new .........
     I think we may be able to .........
     We've got .........................in Brisbane and Perth.

......

#### Answers for the Extra activity

- 1 based
- 2 was founded
- 3 looking for ... supplier
- 4 help each other
- 5 subsidiaries

## D SPEAKING 2

- Students work in pairs using the role cards in the Student's Book on page vii. Discuss with students what kind of questions they could ask someone about their work and companies.
- Give students about 5 minutes to complete the exercise. When they have finished, elicit feedback from the pairs. Find out how well they thought the conversations went, what problems they might have had and ways in which they could resolve them.

## Teacher's notes Intermediate

#### **TASK**

#### **Pre-task: Discussion**

- Weather, traffic, accommodation, jobs, company are probably the 'safest' topics you can talk about when you first meet someone from any culture. Remind them that some cultures are averse to talking about personal relationships and situations when they don't know someone well. It's important to listen carefully to people's responses to know what other topics are acceptable. Some clues include observing body language or facial expressions and checking the person's tone of voice as they respond. If they seem unwilling to continue with the current topic, then move on to another topic.
- Some suitable opening questions include: Have you been here before? This is a great venue, isn't it? Have you had any coffee yet? Would you like some coffee? Did you go to the last conference/ workshop/seminar in London/Paris? What did you think of the last speaker?

#### Part 1: Preparation

- To prepare, you may wish to refer students back to the language learnt from C Listening. Point out all the elements they need to include when meeting someone new for the first time: greetings, introductions (self and others), general small talk topics, dealing with communication problems as well as uncomfortable body language situations. You could mention to students that even native speakers can find it difficult to do small talk and need to find strategies to help them do it well.
- There are four role cards for each group on page vii. You can use some of them twice depending on the size of your class. Each student will have a role card with a job title which they can use or students can choose their own job title. The card also has a particular characteristic or aspect of body language and a potentially unsuitable topic to introduce into the conversations.

#### Part 2: Small talk

 Both groups meet each other and talk to as many of the other group as possible. After a few minutes, instruct students to either move to someone else, or to introduce another person into the conversation. Be prepared to step in and guide them to move around if necessary.

#### Part 3: Reporting back

 This section is a chance for students to regroup and consider what they learnt and to report back to each other. Elicit what unsuitable topics were introduced and how they dealt with them. Find out how many students recognised uncomfortable body language and how they dealt with it.

Extra activity: Ask students to role play the conversation again. This time include only appropriate conversation topics and body language. Get students to compare their first and second versions of the conversations. Which conversation made them feel more comfortable? Why?

EXTRA PRACTICE: DVD CLIP AND WORKSHEET 9

### **PEER REVIEW**

Some students may find this section quite difficult, from a cultural point of view or because they lack self-confidence in English. Remind them that native speakers also have problems. Encourage students to focus on positive aspects first and to make any criticisms in a constructive way. Refer them to the lesson objectives to help them assess their performance and that of their peers.

# **■** SELF-ASSESSMENT

Encourage students to look back at the lesson objectives as they answer.

# **G** PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Examples of ways to improve student skills inside and outside the classroom:

- practising with other students / work colleagues for 5 minutes a day, e.g. over coffee.
- meeting English-speaking visitors.
- joining an English-speaking group.
- spending a few minutes at the start of a lesson having small talk conversations with fellow students.
- having dinner with friends and speaking in English.

## Teacher's notes Intermediate

# **Objectives – Presentations**

### **Speaking**

- Can summarise the main message from simple diagrams (e.g. graphs, bar charts).
- Can make comments about graphs and charts, using simple language.
- Can use a few basic linking expressions to signal transitions within a presentation.

#### Listening

Can ask for confirmation of understanding during a live discussion.

#### Lesson deliverable

To plan, prepare and give a presentation using figures and graphs/charts.

#### Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

## A SPEAKING 1

- Start by checking that the students know the names for the kinds of chart on page viii of the Students' Book (1 line graph, 2 pie chart, 3 bar chart, 4 table).
- If appropriate to your students, brainstorm a list
  of visual aids they might include in a presentation
  (e.g. photos, pictures, maps, plans, etc.). Elicit the
  purpose of the visual in a presentation (e.g. helps
  people to understand information more clearly,
  helps to make the presentation more interesting/
  memorable).

#### Exercise 1

**a)** 2 **b)** 1 **c)** 4 **d)** 3

Explain that students should decide which visual each sentence describes. Students practise describing the different types of graphs and charts. Give students the opportunity to say more about the visuals if they can, using the same kinds of sentences.

#### Exercise 2

**a)** 4 **b)** 3 **c)** 2 **d)** 1

## **B** READING

 This exercise provides students with contextual support to help them understand the presentation they are about to hear and models information for the description of their company in the Task later.

They make soft drink concentrates (drinks that you need to add water to) and syrups (a mix of sugar, water and flavours). They sell through local partnerships with bottling companies in many different countries.

### **G** LISTENING

- These exercises introduce students to describing charts.
- Ask students to look at the graphs and discuss what they think has happened to net profit and net revenue over the last year.
- Check students understand that net revenue
  is total sales, minus discounts and/or returns.
   Net profit describes the total profit after
  accounting for all costs of sales and overheads.

#### ■)) BSA2.2.9

#### Exercise 2

Both net revenue and profit have fallen this year.

#### ■)) BSA2.2.10

 Students check their ability to understand a work-related presentation and identify language to signal transitions. Allow students to read the gapped notes before they listen. If necessary, play the recording a second time.

#### Exercise 3

- 1 Europe, the United States, to fall
- 2 rose, higher
- 3 invested, China, India
- Elicit or explain the difference between the three verbs see (the ability to see), look (the instruction to direct attention somewhere in particular) and show (indicate).

#### Exercise 4

1 seen 2 look 3 Looking/Look 4 see

5 shows 6 see

## Teacher's notes Intermediate

#### ■)) BSA2.2.11

5 Students focus on checking and confirming understanding. They notice how to interrupt a speaker. Interrupting to clarify meaning is generally acceptable in most English-speaking cultures, unless it is a very formal occasion. If appropriate for your students, you may need to discuss the cultural acceptance of interrupting a speaker.

#### Exercise 5

- Overall, the sales volume of carbonated drinks stayed flat / There's been a four per cent increase (in the volume of juice).
- 2 other markets, that is, markets outside the USA and Europe
- 3 Sales of products are up by 11 per cent in India and 10 per cent in China.

#### Exercise 6

**a)** 2 **b)** 3 **c)** 1

## **D** SPEAKING 2

Note: This exercise is controlled practice to allow students to rehearse some target techniques and language. A class of stronger students may not need to do this stage of the lesson.

- In pairs, students turn to the back of the book pages ix and x. They rehearse describing charts and sequencing information.
- Give students 2 or 3 minutes to think about what they will say. Discourage them from reading aloud from a script.
- If appropriate, students could record this
  practice presentation on their mobiles or another
  recording device, so that they can listen and
  review their own performance ahead of the Task.

#### **TASK**

#### Pre-task: Research

• This is the information-gathering stage of the Task. Refer students to the information at the back of the Students' Book on page x. Let students work together and share ideas about the company for a few minutes. You may want to give students the option of using data on the performance of a company of their choice, using online resources if appropriate.

#### Part 1: Preparation

- Refer students to the Task box. Tell them they
  have 10 minutes to prepare a presentation. Make
  sure that students assign roles to introduce the
  talk, discuss each main point and end the talk.
  Students can prepare a presentation on their
  own company, or they can use the extra materials
  on page x and prepare a presentation for Storm
  Technology.
- Students plan their presentation in detail. Go through the points on structure, and techniques and language to remind students what to include.
- Ask students to prepare a title slide, two data slides/reasons, and a slide to conclude, on computer slides or A4 paper. If presenting Storm Technology, students can refer to the charts in the book if this is easier than transferring them.
- Monitor and help students during the preparation stage.
- Give students time to rehearse for 2–3 minutes before doing the presentation.
- If appropriate, you might like to record the presentations on video equipment (e.g. a tablet) for review purposes.

#### Part 2: Presentation

- Students present their company sales. Remind the audience to take notes while they listen and think of questions, as understanding oral presentations on work-related topics with help from visual support is one of the lesson objectives.
- Encourage the audience to practise the skill of politely interrupting to ask for clarification.

**■**()) EXTRA PRACTICE: DVD CLIP AND WORKSHEET 10

## **E** PEER REVIEW

Encourage students to give positive, constructive criticism, highlighting things that were done well, and identifying areas to work on.

## **F** SELF-ASSESSMENT

Students look at the objectives to guide their answers.

•••••••

# **G** PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Ask students to consider how they might use the target skills in their work and to set themselves objectives for professional development. If appropriate for your students, ask them to research their own company, or another company online. There are plenty of reports in the business section of news sites.

## Teacher's notes Intermediate

# **Objectives – Negotiations**

#### **Speaking**

- Can negotiate a change in price in a simple transaction using basic language.
- Can negotiate simple terms and conditions of a basic sale or contract.
- Can use simple language to convey the basic facts about a negotiating position.

#### Lesson deliverable

To participate in a business negotiation, negotiating price and simple terms and conditions, and practising language for possible present or future outcomes.

#### Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

## **A** SPEAKING

#### Suggested answers

- a) Daily situations when we negotiate in our own language: at work, with clients or suppliers, prices, delivery dates, terms and conditions for products or services; holiday dates with colleagues, deadlines, distribution of workload and time off with bosses; in your private life, who does the cooking and cleaning at home, what to do with friends or partners in your free time, what film / TV channel to watch, where to go on holiday, with your bank about a loan, with your landlord about rent, etc.
  - b) in English: similar to a).
- 2 Strategies that help when you have to negotiate: have clear objectives, aim high, plan your negotiation, be aware of your negotiating position and plan a strategy in advance, decide what is your bottom line or BATNA (Best alternative to a negotiated agreement), find out as much as you can about the other party and their negotiating position, ask questions, listen, don't just talk, take notes, negotiate as a group to seem more powerful, check and confirm everyone has understood the same outcome, summarise action points, confirm in writing, reach a win-win outcome, walk away if you're too far apart.
- 3 Some of the difficulties of negotiating with people from other cultures: ways of working and negotiation styles and tactics may be different, e.g. more or less direct; more or less time spent on getting to know each other; it may be more difficult to trust people from a different culture because it takes more time to build trust and check understanding; communication problems, e.g. assuming the other party has understood the same thing; 'yes' doesn't always mean 'yes' in certain cultures and 'maybe/perhaps' might mean 'no'; you may not be negotiating with someone in a

higher/lower position of authority; the other parties may be speaking in their own language during the negotiation to each other and playing for time. Finally, it's very frustrating not having the vocabulary and skills in English when you may have them in your own language!

Extra activity: If students are not familiar with negotiations, you might want to dictate or explain the following terms to students at the start of the lesson or before the Task.

# Match the negotiation concepts (1-5) with the correct definitions (A-E).

- 1 negotiating position
- 2 concessions
- 3 win-lose negotiation
- 4 win-win negotiation
- 5 bargain
- A situation when both parties have reached an agreement after taking into account each others' interests and there is nothing 'left on the table'.
- **B** The official interests which a negotiator defends. One party often explains these interests to the other party when they make proposals.
- C A situation when one party is successful, but the other party isn't because both parties are competing to get the most from the negotiation.
- **D** To discuss the conditions of a sale or agreement, for example to try and get a lower price.
- E Something that you allow someone to have in order to come to an agreement, also called 'tradeoffs'. You can give these if you want to or because you have to.

#### **Answers for the Extra activity**

1 B 2 E 3 C 4 A 5 D

## Teacher's notes Intermediate

## **B** LISTENING

#### ■)) BSA3.1.12

- Students listen to the first part of the negotiation. With weaker groups, ask students to listen to just the first few lines of the dialogue and answer only question 1.
- Check students understand the expression, When in Rome, do as the Romans do. This means when you travel to another country, you should try to adopt the customs of its culture. Then continue with the other questions.
- Question 3: students probably won't know 'zips' at this level, but you can point to a zip in clothing or someone's bag or purse.

#### Exercise 1

When in Rome, do as the Romans do."

.....

- 2 The quality of the supplier's materials: the silk that tears easily and the zips used in handbags that break.
- 3 Rahul suggests showing some samples of stronger zips to Luca who can choose the zips that work best for their designs.
- 4 Rahul says he can sell Luca better quality silks, but at a higher price.
- As follow-up questions, ask if the speakers know each other and which speaker they find easier to understand, and have a brief discussion about accents.

#### ■)) BSA3.1.13

2 Before listening, go through the questions and check understanding of linkers in conditional sentences: as long as and provided which both mean 'on condition that'.

#### Exercise 2

- 1 500, 20
- 2 man-made, increased
- 3 silk, quality
- 4 7 p.m., this evening

Extra activity: If you'd like to focus a little on the first and second conditional forms, do this alternative/additional exercise after the second part of the negotiation. You can dictate or write the sentences on the board.

Is there a difference in meaning between sentences A and B in each pair? Which sentences sound more possible/likely? Which ones sound less likely? Why?

- 1 A If you ordered more than 500 metres, I'd give you a 20 per cent discount.
  - B If you order more than 500 metres, I'll give you a 20 per cent discount.
- 2 A We'll offer you a good price on the man-made fabrics if you increase your order.
  - B We'd be prepared to offer you a good price on the man-made fabrics if you increased your order
- **3** A If you wear them tonight, you'll be able to test the material yourself.
  - B If you wore them tonight, you'd be able to test the material yourself.
- 4 A ... provided they're ready by 7 p.m. this evening.
  - B ... as long as they're ready by 7 p.m. this evening.

#### Answers for the Extra activity

- 1 There's a difference. Sentence A uses the second conditional which makes it sound less possible/likely. Sentence B uses the first conditional which makes it sound more possible/likely.
- 2 There's a difference. Sentence A uses the first conditional which makes it sound more possible/likely. Sentence B uses the second conditional which makes it sound less possible/likely.
- 3 There's a difference. Sentence A uses the first conditional which makes it sound more possible/likely. Sentence B uses the second conditional which makes it sound less possible/likely.
- 4 There's no difference. *Provided* and *as long as* have the same meaning: *on condition that*.
- The conditional sentences can be exploited for pronunciation practice of contracted forms: I'll, we'll, you'll, I'd, we'd. You could ask students to record the sentences on their phones as homework.

#### ■ BSA3.1.14

- 3 Students listen to the final part of the negotiation. Before they listen, ask students how they think the discussion will end.
- Ask students to read the e-mail and check understanding of vocabulary.

## Exercise 3

- 1 bags 2 complaints 3 renegotiate 4 return
- 5 €3.50 6 1.000m 7 75% 8 25% 9 air
- **10** 60 days

## Teacher's notes Intermediate

## **©** VOCABULARY

 When you go through the answers for this exercise, point out that not every negotiation will follow this model, e.g. in a less formal negotiation when you know the other party well, you might not have a formal agenda, as in the listening.

- 1 started 2 purpose 3 Agenda 4 Body 5 points 6 Concluding
- Ask students in which part of the negotiation they would bargain and make concessions (in the body of the negotiation).

#### **TASK**

#### Points for the teacher to evaluate during the task:

 Stating the purpose of the negotiation, aiming high, making concessions, bargaining, checking understanding, aiming to reach a win-win situation, signposting, monitoring how participants engage with the flow of the negotiation, how they check understanding, make and respond to interactions and proposals within the negotiation and whether they achieve a win-win outcome.

#### **Pre-task: Context**

- In smaller classes, students can discuss the context in open class. In larger classes, students can discuss in a group of 4-6.
- Allow students approx. 2-5 minutes for this stage.
- Ask students to think about why their company or organisation might ask staff to wear a company T-shirt, e.g. for everyday use, only for special promotions and events? Would all staff be obliged to wear it? What about management?

#### Part 1: Preparation

- Students work in pairs or small groups. Make half the groups 'Group A' and half 'Group B'.
- Allow students 8–10 minutes for this initial planning stage.
- Students look at their role cards on pages xi and xii. They need to think about the kind of T-shirt they need or can supply, prices, quantity, discounts, and terms and conditions for delivery dates and payment.
- When students have finished reading, ask them to prepare their negotiation positions and possible strategies.

#### Part 2: Negotiation 1

- Put each Group A with a Group B.
- Allow students approx. 8–10 minutes for this stage.

- Students get to know each other in this stage, ask questions and state their negotiation positions.
- Tell students to look at the Negotiations Planning Sheet on pages xi and xii. They should go through the first three stages on the sheet.
- At least one student in each party should take notes.

#### Part 3: Rethinking positions

- Allow students about 5 minutes for this consultation stage. Encourage students to consider any new information and change their negotiation positions and strategy if necessary.
- During this stage, you could give stronger students further information to make the task more challenging so that they change their negotiating positions or strategy. For example:

#### **Buyers**

- Your managing director has called, your other supplier has gone out of business and you have to close the deal as soon as possible.
- Your colleague has called and has doubled the quantity. Staff have asked for extra T-shirts for friends and family.

#### **Suppliers**

- You currently have only a very limited quantity of T-shirts in the basic colour range, and there will be no long-sleeved T-shirts available at all until the end of next month.
- Your boss has told you that you can now offer the buyer a better price for better quality materials, e.g. organic cotton.

#### Part 4: Negotiation 2

- Students should continue to use the Negotiations Planning Sheet for this second part of the negotiation.
- Encourage students to spend some time thinking of useful phrases for each section of the sheet prior to the negotiation.
- Allow students about 8–10 minutes for the main body of the negotiation.
- This is when they need to bargain and make any concessions and agree on the details: prices, discounts, terms and conditions. Remind students of the meaning of 'concession': something that you give someone in order to come to an agreement because you want to, or have to.
- Also check understanding of 'bargain': to discuss the conditions of a sale or agreement, for example to try and get a lower price.
- At least one student in each party should take notes.

## Teacher's notes Intermediate

#### Part 5: Final negotiation

- Allow students about 5 minutes for this final stage.
- One person in each group summarises the action points and they should end the negotiation in a professional way.
- It's a good idea for a stronger student, or the person who has taken notes to summarise, but make sure the same student hasn't dominated the discussion.

#### Extra activities:

- 1 Ask students to write an e-mail at the end of the negotiation, summarising key points agreed.
- 2 Extend the activity with a second negotiation. Write the following on the board or read it to the class.

**Buyers** receive the order on time, but the T-shirts have a mistake in the logo. Negotiate with the suppliers to find a solution. Decide what you want (refund, credit note, etc.).

**Suppliers** believe that there was a communication problem. They are sure that they used the information that was provided by the Buyer. Decide what you can offer (discount off next order, replace the T-shirts, etc.).

- 3 Stronger groups or students in work can decide on a product they are all familiar with, e.g. mobile devices for class use, staff uniforms, office supplies, etc. Students then plan a more open negotiation.
  - In the planning stage, ask students to think about: price, discounts for larger quantities, and terms and conditions for delivery dates and payment.
  - Make sure they still follow the six different stages of the negotiation and use the Negotiations Planning Sheet.
  - This open version of the Task will probably work best for students who already negotiate at work.

## © EXTRA PRACTICE: DVD CLIP AND WORKSHEET 11

## **D** PEER REVIEW

• Students discuss whether they achieved a win-win or win-lose situation or outcome. Some students may not be familiar with the meaning of 'outcome', so you might want to explain it as a useful word for negotiating: the final result of a meeting, discussion, negotiation, etc. – used especially when no one knows what it will be until it actually happens (= result).

- Check that everyone understood the same prices, terms and conditions in the negotiation. Discuss any confusion or communication problems that arose, e.g. was it a listening problem or a language problem? Did they take notes?
- Encourage students to analyse their performance and that of their partner(s). Some students may find this section quite difficult, from a cultural point of view or because they lack self-confidence in English. Encourage students to focus on positive aspects first and to make two or three criticisms in a constructive way.

### **E** SELF-ASSESSMENT

- This will be a brief summary of the issues discussed above such as: whether they achieved a win-win situation or outcome; how they managed to use useful phrases and conditional sentences to keep the negotiation going; their ability to follow the negotiation and to ensure that their partner(s) understood the same thing; how they dealt with any conflictive situations and their observations about body language. Were they clear about their negotiating position or were they vague? Did they use positive body language or negative body language?, e.g. folding their arms, not giving eye contact, turning away from the other party, etc.
- With buyers and suppliers, ask about their strategy, e.g. Did they just want to buy the cheapest T-shirts? Were they demanding or accommodating as a client? Would the buyers work again with the supplier? How good were the suppliers at selling the client more T-shirts than they originally needed? Were they more direct or more polite when talking about terms and conditions?

# PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

- Ask students to think of ways to improve their negotiation skills outside class. They could practise basic negotiations with the teacher or other students over coffee or at the start or end of a lesson, e.g. what content or skills they would like to cover on the course, when they have a coffee break, how much homework they do, the date for an exam, etc.
- Students in work can obviously practise negotiating
  with colleagues and English-speaking visitors
  and clients. But point out this may not be a formal
  negotiation about prices, terms and conditions.
  They could negotiate the date and length of a
  meeting, what a visitor would like to do during their
  visit, where to go for lunch with a colleague, etc.

## Teacher's notes Intermediate

- If students record a short negotiation outside class, encourage them to listen to it before the next class and write down examples of useful language and conditional sentences used. At this level, they may be using zero, first or second conditional sentences, e.g. We'll give you a 20% discount if you order larger quantities.
- If students write a short summary of their recorded negotiation, they should use the e-mail in the Students' Book as a model, although they might want to make it sound less or more formal, depending on the relationship with the other party.

### Support material

#### Glossary

Adapted definitions (for weaker classes)

**negotiating position:** The official interests which a negotiator defends. One party often explains these interests to the other party when they make proposals.

concessions: Something that you allow someone to have in order to come to an agreement, also called 'trade-offs'. They can do this if they want to or because they have to.

win-lose negotiation: A situation when one party wins, but the other party loses because both parties are competing to get the most from the negotiation.

win-win negotiation: A situation when both parties have reached an agreement after taking into account each others' interests and there is nothing left on the table.

Original definitions (for stronger classes)

negotiating position: This is the official defined stance or standpoint which will be strongly defended by a negotiator. A position is usually determined by the interests of a negotiating party in the negotiation process. A position is often defined in the contract that a party puts forward or is proposing to their counterpart.

negotiation concessions: Negotiation concessions are also sometimes referred to as 'trade-offs' where one or more parties to a negotiation engage in conceding, yielding or compromising on issues under negotiation and do so either willingly or unwillingly. Negotiation concessions often include 'log rolling'.

win-lose negotiation: This term refers to a distributive negotiation whereby one party's gain is another party's loss. Both parties are competing to get the most value from the negotiation. Also called the 'fixed-pie' scenario, in that there is only a limited amount to be distributed (also known as lose-win negotiation).

win-win negotiation: A win-win negotiation settlement is an integrative negotiated agreement. In theory this means the negotiating parties have reached an agreement after fully taking into account each others' interests, such that the agreement cannot be improved upon further by any other agreement. By definition, there are no resources or 'gold' left on the table and all creative options have been thoroughly exploited. 'Win-win' has its roots in Economics and Game theory.

 ${\tt SOURCES: www.negotiations.com, www.ldoceonline.com}$ 

## Teacher's notes Intermediate

# **Objectives – E-mails**

### Writing

- Can write a simple e-mail requesting information, emphasising the most important points.
- Can write an e-mail giving some detail of work-related news and events.

#### Reading

- Can understand standard e-mails on work-related topics.
- Can understand factual details in work-related e-mails.

#### Lesson deliverable

To write two e-mails requesting/delivering key information.

#### Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

## **A** SPEAKING

- There are no right or wrong answers here; this
  is an opportunity for discussion and for raising
  awareness of some of the problems with e-mail.
- Writing e-mails can be challenging because people have very different ideas of what it means to write a clear, polite and professional e-mail. In the example, Olivia's English is correct grammatically. Her message is clear in the sense of which information is required and by when, and what happens if the information is not received. The impact of the e-mail is unclear, as we do not know if Tomasz will read the e-mail in time to supply the information, if he has the information to respond, or how he will react to an e-mail which he may find to be too direct and aggressive. He may react very negatively and decide not to reply.

## **B** LISTENING

■)) BSA3.2.15

The listening continues the scenario started in A Speaking.

#### Exercise 1

- 1 Rough forecasts for next year: top five products and customers; net of discount; to help with investment decisions.
- 2 End of this week.
- 3 A lack of time.
- 4 Ask in a nice way. / Check if the heads of sales need support.

#### Exercise 2

No right/wrong answers – but most people would say Richard's advice is good, because he sees the problem from the reader's point of view and offers support.

### **C** READING

After students have chosen their three most important tips, ask a few pairs to tell the class what their choices are and why.

## WRITING

This activity provides students with the language they might need later. You can ask students to do this on their own, then do a whole-class feedback, or get them to compare answers in pairs first.

#### Exercise 1

- **b** let me have
- c I wouldn't spend
- d you may need to
- e It would be great
- f you must send
- g I apologise for
- **h** it is essential that
- i feel free to call
- j there's no need to worry
- k thanks in advance

#### Exercise 2

1 b, c, d, e, f 2 j 3 b, e, g, h 4 a 5 i 6 d

7 b, c 8 f 9 c 10 h

## Teacher's notes Intermediate

#### **TASK**

#### E-mail 1

- Allow students sufficient time to prepare so that they are very clear about who they are, what they do and why they are writing. Time spent at this stage is generally time well-spent as it makes the following e-mails easier to write.
- Students may need some help in thinking of what kind of information they need to ask for, but it is likely that they will have sufficient experience between them to think of a suitable context.
- If possible, ask the students to actually e-mail their classmates. If not, provide paper so that they can write them out and deliver them.
- Decide if you want every person in the class to have a copy and set this up at the beginning.

#### E-mail 2

 Allow time for students to read the e-mails and understand them, before replying.

### **B** PEER REVIEW

Make sure students refer back to the lesson objectives and use these to inform the peer review.

## **E** SELF-ASSESSMENT

Encourage students to look back at the lesson objectives as they answer.

# **G** PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Students individualy reflect on how they can use skills they have learnt in their work and complete the sentences to create an action plan.

## Teacher's notes Intermediate

# **Objectives – Presentations**

#### **Speaking**

- Can respond to follow-up questions at a presentation using fixed expressions.
- Can ask for confirmation of understanding during a live discussion or presentation.

#### Listening

- Can extract the key details from a presentation if delivered slowly and clearly.
- Can follow most of a clearly structured presentation within their own field.

#### Lesson deliverable

To plan, prepare and give a presentation about a range of company issues and deal with audience questions.

#### Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

## A SPEAKING 1

- 1 Talk to students about their experiences of giving presentations and invite them to share their own experiences of presenting – good and bad. Then ask students to think about the characteristics of an effective presentation.
- 2 Check answers to sentence a) and try to reach a consensus answer. Elicit items for sentence b) from the whole class and discuss ideas.

#### **Exercise 2 (Suggested answers)**

- 1 The end of a presentation is important because the audience will generally remember best what they hear first and what they hear last.
- 2 At the end of a presentation the presenter should give a short summary, make a strong conclusion, thank the audience and take questions.

## **B** LISTENING 1

#### ■)) BSA4.1.16

Students listen for gist then discuss what they understood in pairs. Confirm the answer with whole class.

#### Exercise 1

A proposal to outsource manufacturing to Asia.

#### ■)) BSA4.1.16

2 Check students understand the activity and vocabulary (e.g. signal = indicate). Ask students to predict the order before listening again. Listen and check.

#### **Exercise 2**

- 1 b) Signal the end.
- 2 d) Summarise the main points.
- 3 e) Give a conclusion.
- 4 a) Thank the audience.
- 5 c) Invite questions.
- Refer students to the audio script at the back of the book and ask them to find expressions that help to signal and organise the points (discourse markers and linking expressions). For example, So that brings me to the end of my presentation., To sum up, Firstly, Secondly, Thirdly, In conclusion. Elicit a few alternative phrases, e.g. In the first place, To summarise, To conclude.
- 3 Make sure students are clear about the difference between the two terms. The ending of a presentation is often called the conclusion, but the word has a more specific meaning, as this text indicates. Remind students that a strong conclusion is good practice because it helps to make the message more memorable.

#### Exercise 3

- 1 summary
- 2 conclusion

A summary is not always necessary, but a conclusion is essential.

## Teacher's notes Intermediate

## **G** SPEAKING 2

- Students work individually, then compare and discuss their ideas and experiences in pairs.
   Monitor and listen out for any interesting relevant anecdotes. Then ask the student(s) to tell the story to the whole class.
- Ask students if they prefer to take questions during a presentation or at the end. Why? What are the pros and cons of each approach?

#### Suggested answers

- Sometimes true. Many people feel stressed about the Q&A stage. It is an essential part of many presentations to clarify understanding and exchange ideas. Good preparation will help reduce the stress.
- 2 False. Don't worry about admitting that you don't know the answer. Give the questioner a reason why you can't answer the question or, if appropriate, offer to get back to the questioner after the presentation with an answer, e.g. 'That's a good question ... Can I get back to you on that?'
- 3 False. It's polite to the rest of the audience not to dedicate too much time to one questioner or an issue that is not relevant. Explain politely to the questioner that it is not part of your presentation today and offer to talk individually afterwards.
- Intere's no right or wrong answer here. What's important is that students can share experiences and ideas. Most will argue that interaction with the audience throughout is natural in small informal group meetings when they give presentations. However, when non-native speakers are presenting in English, many students prefer to invite questions at the end only. In more formal presentations with larger audiences, it's more usual to limit interruptions and invite questions at the end only, if at all. It's common nowadays not to have a question and answer session in large conference presentations.

### D LISTENING 2

#### ■)) BSA4.1.17

- 1 Check students understand the activity and vocabulary. Students listen and compare answers in pairs, then check in whole class if necessary.
- Ask students if they think the Production Manager dealt with the Q&A session well and ask them to explain and justify their answers. They may have noticed how he deals with some tricky situations such as not hearing a question, and the tension with Lynne. This leads into the next section about Q&A strategies.

#### Exercise 1

- 1 The presenter doesn't know the answer. ✓
- 2 He doesn't want to answer a question. <
- 4 He doesn't hear a question. 🗸
- 5 He thinks the question is not relevant. ✓

#### ■)) BSA4.1.18

- 2 Check students understand the vocabulary (e.g. paraphrase = say it another way). Elicit why a presenter might show sympathy with the questioner (this is a useful strategy to diffuse tension).
- Allow students time to try to predict some answers before listening to the recording. Pause after each item to allow students time to write. Check answers. You may want to refer back to audio script BSA4.1.17 to show the examples in context.
- Drill pronunciation of difficult items.

#### Exercise 2

- a question is, that right?
- **b** Sorry,/Sorry (*name*), catch that., you repeat the question, please?

.....

- c That's a good
- d I understand your
- e this is important for you
- f I see your
- g made myself clear
- h that answer your questions
- I'm not in a position
- To round off this section, elicit suggestions in open class.

## Teacher's notes Intermediate

#### **Exercise 3 (Suggested answers)**

It's good not to end a presentation with the question and answer session, as this may take the discussion away from the main point of the presentation. Since people remember best what they hear first and what they hear last, it's good practice to do a mini-conclusion again so they leave with a reminder of the presenter's main message.

## **E** SPEAKING 3

Note: These exercises are controlled practice to allow students the opportunity to rehearse some target language and to practise taking and responding to questions. A class of stronger students may not need to do this stage of the lesson.

- 1 Introduce the activity by modelling one or two similar statements, e.g. The best thing about remote working is that you have more flexibility with your time. Get students to ask you questions, then reply using the target language in Exercise D2. (e.g. I'm glad you asked me that question.)
- Put students into A/B pairs and tell them to work individually to complete their sentences. Circulate and monitor.
- 2 Student A says a sentence in turn and student B asks a question. Student A should use phrases from Exercise D2 with their replies. Students swap and repeat the procedure. Make any corrections to language use and pronunciation. Feedback on the good use of target language, e.g. which phrases were used most.

#### **TASK**

#### Pre-task: Brainstorm

 Students split into three groups to brainstorm the three items for 2 minutes each. Be strict about the time for each item. Circulate and help with vocabulary. Do a quick feedback to see what ideas were generated.

#### Part 1: Preparation

- 1 Refer students to the Task box. Tell them they have 10–12 minutes to prepare their presentation.
- Put students in pairs A/B, C/D, E/F. If there are fewer than six students then drop the E/F role card. If there is not an even number of students then a stronger student can work alone. Refer students to the role cards at the back of the Students' Book on pages ix, xiii and xv and check they understand the vocabulary.
- 2 Go through the points in structure, and techniques and language to remind students what to include in their presentations.
- Monitor and help students during the preparation stage. Remind them of discourse markers and linking expressions from Exercise D2 (see the audio script for BSA4.1.16 on page iv).
- Give students time to rehearse the question and answer session for two or three minutes in their pairs before doing the presentation.

#### Part 2

- Students present the planned changes. In larger classes, students can work in groups of 4-6. Each pair gives their presentation in turn. Draw attention to the audience focus question before the presentations start. The audience makes notes and asks questions at the end. Ask someone in each group to time the activity (max. 5 minutes). Monitor and take notes.
- Do a short feedback and correction session at the end. Ask the students why they think the staff would/wouldn't support each proposal.

## **F** PEER REVIEW

Encourage students to give positive, constructive criticism, highlighting things that were done well, and identifying areas to work on.

## **G** SELF-ASSESSMENT

Students individually measure their performance against the lesson objectives, based on what they prepared in Task Part 1 and what their colleagues remarked on in Peer review.

# PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Students individually write some goals for themselves, e.g. *I will try to anticipate the questions when preparing my presentation*. Compare their goals in pairs/as a class if appropriate.

## Teacher's notes Intermediate

# **Objectives – Interviews**

### **Speaking**

- Can maintain professional etiquette in conversation using simple phrases and fixed expressions.
- Can provide a basic description of professional goals.

.....

#### Listening

Can understand information about a job role presented during a job interview.

#### Lesson deliverable

To prepare and participate in an appraisal interview.

#### **Performance review**

To review your own progress and performance against the lesson objectives at the end of the lesson.

## A SPEAKING 1

This activity identifies the main topics of an appraisal interview. Students can discuss the questions in pairs or in open class. If you have pre-work students, ask them to think about the job they would like to do: What will their main tasks be? What do they think they can do well? What difficulties might there be? What could they do to avoid them?

## B READING 1

- 1 Here, students consider the purpose of an appraisal interview.
- If your students have little or no experience of appraisals in the workplace, ask them to reflect on how feedback from teachers or others helps them to improve.

#### Exercise 1

An appraisal interview is a meeting between a manager and a worker to discuss the quality of the worker's work and how well they do their job.

- Encourage students to collate a list of ideas that they think are important. Again, if they have little or no experience of appraisals, you could prompt them with a few ideas (see suggested answers).
- 2 Either put students into pairs or small groups or hold the discussion with the whole class.

#### **Exercise 2 (Suggested answers)**

- Asking workers to complete a form on their performance before the meeting.
- Getting feedback on the worker from colleagues before the meeting.
- · Having clear goals for the meeting.
- Starting positively, identifying areas of weakness, then ending positively.
- Making suggestions rather than criticisms.

# **C** LISTENING

#### ■)) BSA4.2.19

- 1 Students listen to the first part of an appraisal interview, identifying the language of business etiquette used to describe situations.
- In Exercise C1, you could play recording BSA4.2.19 once so that students can identify the main stages Erin's appraisal takes (welcome and positive comment, the interviewer asks her to identify her strengths, then her weaknesses, then the interviewer makes suggestions on how to address those weaknesses and they end by discussing issues she needs help with).

.....

#### Exercise 1

Achievements: 1, 2

Challenges: 2, 3, 4, 5

Objectives for next year: 4, 5

#### ■)) BSA4.2.20

- 2 Ask students to think about the language choices Erin makes and discuss with them how her use of language helps her to give bad news and discuss difficulties. For example:
- We were expecting Erin's choice of verb and tense suggests the team were surprised and disappointed by the poor sales.
- It hasn't happened so far This suggests that Erin is hopeful that although the team are disappointed, they are still thinking positively.
- Well, to be honest This is a phrase that prepares the listener in advance of breaking news that may be disappointing.
- I was hoping This suggests that Erin is disappointed because she was not expecting staff to be so difficult.

## Teacher's notes Intermediate

 I'm afraid – This is a phrase that can be used before breaking bad news or discussing difficulties as a way to prepare the listener for what they are about to hear.

#### Exercise 2

- 1 were expecting, hasn't happened
- 2 to be honest, was hoping
- 3 afraid

### D SPEAKING 2

- Students practise describing their strengths, weaknesses and goals using the language from the lesson.
- Give students a time limit (3 minutes) to prepare their role. Ask them to think about language they can use while they read their instructions.
- In the Task, there will be more opportunity for interaction and managing the conversation. Here, ask students to focus on their language skills while they describe their past achievements.

#### **TASK**

#### Pre-task: Research

- Tell students to look at the information sheet on page xiv for the Task.
- This is the research phase of their appraisal interview. Students work in pairs, choose a scenario, assign roles and make notes.

#### Part 1: Preparation

- Students prepare the content of their interviews.
- Circulate, monitor and help where needed.

#### Part 2: Interview

- Students hold their interviews.
- Remind them to take notes at the end using the table in E Peer review and thinking about the lesson objectives.
- If appropriate for your students, you could record their interviews so that they can review their own performance at the end.
- If you have time, you might like to ask students to swap roles and repeat the activity using the scenario they didn't use.

### **1** PEER REVIEW

- Encourage students to give constructive reviews, highlighting things that were done well and identifying areas to work on.
- Remind students that this a great opportunity to put their new appraisal skills into practice!

## **F** SELF-ASSESSMENT

Encourage students to look back at the lesson objectives as they answer.

# **G** PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

If appropriate for your students, there are plenty of 'sample appraisal forms' or 'sample performance review forms' online that they could download and complete with their own information.