

Notes to Worksheet 1

A CV or resume

Learning aims:

- to write a CV that projects a positive image
- to use positive verbs to make a CV more dynamic
- to use reduced past and present participles to present information in a concise way

Lead in by asking students the following questions: *When did you last write a CV? What information do you include in your CV? What words or phrases are useful when preparing a CV?* Explain that in British English, we say *CV* or *curriculum vitae*. In American English, we say *resume* (pronounced /rezju:meɪ/).

1 Organise the class into pairs. Ask them to read Paul Lyons' CV quickly and discuss the questions. In feedback, build up the answers on the board. Follow up by asking students what other positive adjectives could be used in a CV, for example, *enterprising, experienced, hardworking / industrious, organised, passionate, reliable*. Ask which are most important in their line of work.

Answers

- 1 He works for Kuwait Construction.
- 2 a dynamic company of motivated professionals, he's prepared to travel, so he may want to join an international company
- 3 motivated, enthusiasm, drive, dynamic, conscientious, quality

2 Go through the task with the students and ask them in pairs to match the verbs from the CV to their synonyms. Ask students to use the text to help them. In feedback, point out the use of prepositions: *assisting in, liaising with*.

Answers

- 1 examining 2 putting into action 3 helping
- 4 making certain 5 talking to 6 keeping up
- 7 showing 8 providing

3 Ask students to look at the rubric and the example and rewrite it as a class. Point out the use of reduced relative clauses in the CV to introduce the main clause. The subject is then in the main clause, e.g. **Prepared** to travel to projects around the world, **I am** committed to Ask students in pairs to complete the task. Explain that in a CV reduced

relative clauses can help to avoid repeated relative clauses, or clauses beginning with *I*.

Answers

- 2 An experienced engineer willing to work long hours, ...
- 3 A senior manager committed to improving the profile of his company, Andrew has the ambition required to take the company forward.
- 4 A well-regarded manager working in the oil industry, Stephen would like to gain experience in HR.

4 Ask students to prepare notes for their own CV. You could ask students to decide what information they will need to mention in the first place. You may also want to set this task as a discussion in small groups of three or four. After discussing ideas in feedback, ask students to write their CV in class, or, if short of time, as homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. This gives students a sense that they are supporting and teaching each other. It also makes full use of the business and language knowledge of all your students. After students have written their CVs in class or at home, organise the class into pairs and ask one pair to swap their CVs with another pair. Pairs then work together to make comments and corrections on the other students' CVs, according to the checklist below (which you could write up on the board).

As they do this, monitor to support and make suggestions, and to note any good or incorrect language that you could focus on as a class at the end of the session. When students have finished, mix pairs so that students can report back directly to each other on their CVs.

Writing a CV: a checklist

- Is the layout clear?
- Does the CV emphasise information that is relevant to the job applied for?
- Does it include positive, dynamic nouns, adjectives and verbs?
- Does it use reduced participle clauses accurately?

Notes to Worksheet 2

Meeting minutes

Learning aims:

- to assess what information from a meeting to include in the minutes
- to report what was said at a meeting using the present simple and past simple
- to use impersonal reporting phrases for a more objective tone

Lead in by asking students the following questions: *When did you last have a business meeting? Did you write anything down? What kind of information did you write?*

1 Ask students to read the extract and the notes below quickly, and cross out the information that should not be included. Ask students to check their answers with their partner.

ANSWER

Dan – queries arrival of new laptop—~~expresses disbelief that they're late~~

Peter – new shipment ~~has now arrived~~—arrived this morning – a week late

Colin – late payment fees apply—~~10% reduction~~

Dan – need to seek legal advice – agreed by all

2 Organise the class into pairs. Ask students to read and discuss the questions. Check the answers as a whole class. Ask the students what other reported speech phrases can be used in meeting minutes and elicit the following:

stated that, explained that, suggested that, announced that, pointed out that, argued that, agreed that.

Point out that in meeting minutes and similar reports, personal phrases are often changed to impersonal, for example, *John reported that ...* > *It was reported that ...*

NOTE Using impersonal reporting phrases makes meeting minutes more formal. They also make the writing sound more objective and neutral.

Answers

- 1 John uses the following phrases: *reported that ...*, *pointed out that ...*, *it was agreed that ...*. *It was agreed that ...* is impersonal.
- 2 John uses the present simple instead of the past simple, and the past simple instead of the past perfect tense, because these notes were written up immediately after the meeting. By not going one tense back, the notes are given a sense of immediacy and urgency.

3 Ask students to read through the sentence pairs and choose the best sentence.

Answers

- 1 a
- 2 a
- 3 b

4 Ask students to read through the notes from a board meeting and answer the question. Get students to compare their answers in pairs.

ANSWER

They agree to invest in core projects in the Middle East, but not globally

5 Ask students to remember when they last had a meeting and ask them to prepare meeting notes for their report using the reporting phrases in the box. Point out that they should use impersonal as well as personal reporting phrases and should not move tenses back.

You may ask students to write their meeting minutes in class, or, if short of time, as homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. Organise the class into pairs and ask one pair to swap their meeting minutes with another pair. Pairs then work together to make comments and corrections on the other students' work according to the checklist below (which you could write up on the board).

Writing meeting minutes: a checklist

- Do the minutes include all relevant information?
- Do the minutes use reporting phrases accurately and appropriately?
- Are the minutes a clear and accurate record of the meeting?

Notes to Worksheet 3

A business proposal

Learning aims:

- to write a clearly structured business proposal stating problems, proposing solutions and promising reliability
- to use linking words and expressions
- to extend the vocabulary of transport from Student's Book Unit 3 in a business context

Lead in by asking students if they have ever had to produce a business proposal, and, if so, what information they included.

- 1 Organise the class into pairs. Ask students to match the three sections to the summaries, then put the sections in the correct order. In feedback, build up the answers on the board.

Answers

A b 2
B c 3
C a 1

- 3 Ask students to read the proposal again and answer the questions.

Answers

- 1 Their research shows that rival publishing companies have increased their market share by 10 to 20% by adopting social media marketing techniques.
- 2 to promote the brand on social media platforms, to market its products for a younger audience, and to invite subscribers to join discussions and attend events

- 4 Ask students to look at the underlined linking words and expressions in the text and put them into three categories.

Answers

- 1 addition: in addition to, not only ... but also, moreover
- 2 contrast: in spite of, however, while, notwithstanding, in contrast to, although
- 3 result and consequence: this is a consequence of, as a direct result of

- 5 Give students some time to read through the text again and find five other expressions. In feedback, point out that it is common to use expressions with *it* in business proposals, because this makes the style more formal and impersonal.

Answers

It is strongly recommended that
It is vital that
It is essential that
It is advisable to
It is likely that

- 6 Ask students to rewrite the sentences using an expression with *it*. Do the first sentence as a class, then ask students in pairs to complete the task.

Answers

- 1 It is necessary to respond to a growing demand for our products in new markets.
- 2 It is recommended that Grey Industries restructures its sales department.
- 3 It is important to have personal contact with customers so we should open more local branches.

- 7 Divide the class into groups of three or four. Ask students to read the notes about the companies and prepare a business proposal using these notes. Ask students to use *it* expressions and the phrases expressing addition, contrast and result.

You could ask students to write their proposals in class, or, if short of time, as homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. Organise the class into pairs and ask one pair to swap their business proposals with another pair. Pairs then work together to make comments and corrections on the other students' work according to the checklist below (which you could write up on the board).

Writing a business proposal: a checklist

- Does the proposal have a clear layout and does it state problems, propose solutions and promise reliability?
- Does the proposal use linking words accurately?
- Does the proposal use *it* expressions accurately?
- Are the minutes a clear and accurate record of the meeting?

Notes to Worksheet 4

A mail shot

Learning aims:

- to write an effective mail shot using a personal, chatty style
- to use features such as a PS, a testimonial and a sense of urgency to persuade the reader to respond
- to use linking expressions

Lead in by asking students the following question: *What is a mail shot or e-shot?* (A promotional mailing or email informing regular customers about special offers, sales, etc.)

- 1 Divide the class into pairs or groups of three and get students to answer the questions.
- 2 Ask students to read the mail shot quickly and answer the questions. You could also ask students to try to predict the answers first in small groups then read and check their ideas.

Answers

- 1 BigFlightSite, a site offering a flight-booking service. Jack is on the mail-list because he used the website to book a flight, so he will probably be interested in the site's special offers.
- 2 All of the techniques are used, except for using a formal, polite tone and giving a lot of detail about any offers made.

- 3 Ask students to read through the text again and match the phrases to their definitions. Get class feedback.

Answers

- 1 partial refund
- 2 unbeatable price
- 3 regular promotion
- 4 10% discount
- 5 special offer

- 4 Ask students to read the expressions in the box, then find their synonyms in the sentences. Do the first example as a class, then ask students in pairs to complete the task.

Answers

- 1 You can make great monthly savings **owing to** our unique way of tracking prices.
- 2 Join our website **so as to** take advantage of our very special offers.
- 3 We contact all major retailers, **so that** we can find the best price for you.
- 4 **As long as** you return the product in seven days, we won't charge you anything.
- 5 Our service will provide you with a full guarantee **on top of** lots of useful extras.
- 6 You'll want to take out our insurance protection **in case** something unforeseeable goes wrong.

- 5 Ask students to read the task and prepare notes for their own mail shot using as many techniques from Exercise 2 as they possibly can. Alternatively, you could ask students to discuss ideas first in small groups of three or four. After you've got the feedback, ask students to write their mail shots in class.

Alternatively, set the writing task as homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. Organise the class into pairs and ask one pair to swap their mail shots with another pair. Pairs then work together to make comments and corrections on the other students' work according to the checklist below (which you could write up on the board).

Writing a mail shot: a checklist

- Does the mail shot have an effective, personal, chatty style?
- Does the mail shot make good use of techniques – using testimonials, using a PS, etc.?
- Does the mail shot use money-saving expressions?
- Does the mail shot use linking expressions effectively?

Notes to Worksheet 5

Advertising copy

Learning aims:

- to write a product description using an attention-grabbing opening
- to use the correct prepositions with a range of verbs and adjectives
- to use a range of adjectives to give a positive impression of a product

Lead in by writing *coffee, shoes, computer* and *pan* on the board and asking students to think of the adjectives they would use to promote these types of products. Get class feedback.

1 Ask students to look at the four sets of adjectives and match them to the products in the box. Ask them to discuss in pairs how the use of adjectives creates a positive impression. For example, *unique* means that the product is the only one, etc.

2 Ask students to read the descriptions and check their answers to Exercise 1 in pairs.

Answers

- 1 a type of tea or coffee
- 2 a type of clothing or footwear
- 3 a type of tool or gadget
- 4 a type of pan

3 Ask students to match each opening sentence to its advertising aim. Do the first as an example as a class. Then ask students in pairs to complete the task.

Answers

- 1 c
- 2 a
- 3 b
- 4 d

4 Ask students to read the texts again and match the missing opening lines in Exercise 3 to the product descriptions.

Answers

- 1 Text B
- 2 Text D
- 3 Text A
- 4 Text C

5 Students complete the sentences with the missing prepositions.

Answers

- 1 for
- 2 to
- 3 with
- 4 for
- 5 of
- 6 for
- 7 from
- 8 for
- 9 with
- 10 of

6 Start by eliciting adjectives that could be used to describe the three products. Then ask students in pairs to choose one of the products and to prepare advertising copy.

If you do this activity in class, ask pairs to work together to assemble and compare ideas (as if they were advertising executives). Alternatively, set this activity for homework.

At Advanced level, it's a good idea to involve students in correcting and commenting on each other's work. After students have written their advertising copy in class or at home, organise the class into pairs and ask one pair to swap their advertising copy with another pair. Pairs then work together to make comments and corrections on the other students' copy according to the checklist below (which you could write up on the board).

As they do this, monitor to support and make suggestions, and to note any good or incorrect language that you could focus on as a class at the end. When students have finished, mix pairs so that students can report back directly to each other on their advertising copy.

Writing advertising copy: a checklist

- Is the layout clear?
- Does the advertising copy use an attention-grabbing opening?
- Does it use positive adjectives appropriately to describe the product?
- Does it use verbs and prepositions accurately?

Notes to Worksheet 6

An internal report

Learning aims:

- to write a clear, precise internal report using bulleted or numbered points and imperative forms
- to organise a report, including terms of reference, findings, conclusions and recommendations
- to use passive constructions appropriately
- to use formal expressions for presenting findings

Lead in by asking students whether they have to write internal reports for their job. Ask what the specific features of internal report are in terms of style, register and language.

1 Ask students to read the tips for writing internal reports first and tick the three that are correct. Check the answers as a class.

Answers

1, 3 and 4 are correct

2 Students in pairs read the report and match the headings to the four sections. Get class feedback.

Answers

- 1 B
- 2 D
- 3 A
- 4 C

3 Students in pairs read the report quickly again and match the phrases with their synonyms.

Answers

- 1 it can be concluded
- 2 carried out
- 3 comment
- 4 considered
- 5 was commissioned by
- 6 was found
- 7 worth noting
- 8 reviews in detail

4 Divide the class into groups of three or four to discuss the questions. Then have whole-class feedback.

Answers

- 1 Whereas in sections 1–3 the writer is reporting context, findings and conclusions and uses the passive voice to be impersonal, in section 4 the writer is providing his/her personal recommendation.
- 2 To provide simplicity and clarity.
- 3 The modal verbs are used in the ‘conclusions’ section of the report to say where changes are needed.

5 Look at the two diagrams as a class. Ask a few questions to make sure that students understand what information is given in the pie diagram and the block graph. For example: *What percentage of employees are unsatisfied with the catering? Which specific problems are most important to employees? What recommendations would you make based on these findings?*

Students work in pairs to plan and write an internal report including terms of reference, findings, conclusions and recommendations based on the graphs.

Alternatively, set this writing task for homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other’s work. After students have written their reports in class or at home, organise the class into pairs and ask one pair to swap reports with another pair. Pairs then work together to make comments and corrections according to the checklist below (which you could write up on the board).

As they do this, monitor to support and make suggestions, and to note any good or incorrect uses that you could focus on as a class at the end. When students have finished, mix pairs so that students can report back directly to each other on their reports.

Writing an internal report: a checklist

- Is the report clear and precise?
- Does the report include terms of reference, findings, conclusions and recommendations?
- Does it use passive constructions appropriately?
- Does it use formal expressions for presenting findings?

Notes to Worksheet 7

A financial report

Learning aims:

- to write a clear, precise financial report using a variety of tenses
- to organise a financial report in terms of context, performance, outlook and recommendation
- to understand and use a range of verbs and idiomatic expressions for discussing financial information

Lead in by writing *rise* and *fall* on the board and brainstorming as many synonyms for these words as you can from the students.

1 Organise the class into pairs. Ask students to read the two financial reports and discuss the questions.

Answers

- 1 pharmaceutical and food processing sectors
- 2 The first report is broadly negative (although it says that it could be worth investing in Browning in the long run, it also says that is currently 'hit by the credit crunch' and that investors should be 'wary').
The second report is very positive (it advises investors that Danner is a 'consistent performer').

2 Ask students to match the section headings to the four parts of report A. Check answers as a class.

Answers

- 1 c
- 2 a
- 3 d
- 4 b

3 Divide the class into pairs to decide where in a financial report the extracts should go. Then discuss reasons why as a class.

Answers

- 1 Performance (writer uses the present continuous to state a temporary situation)
- 2 Outlook (the writer uses *will* + verb to talk about future facts and predictions)
- 3 Context (the writer uses the present perfect to talk about the situation over a period of time)

- 4 Recommendation (the writer is giving a recommendation using *should*, and using the passive voice to sound impersonal)
- 5 Outlook (the writer uses the modal verb *may* to be tentative and express future uncertainty)
- 6 Recommendation (the writer is giving a recommendation using *ought to*, and using the passive voice to sound impersonal)

4 Students categorise the words. Check answers as a class.

Answers

- 1 a rise / to rise: rocket, boost, grow, jump, climb, boom
- 2 a fall / to fall: be down, slump
- 3 a change / to change: diversify, overhaul, turn into, reposition, transform

5 Students match the definitions to the idiomatic expressions in the two texts. Get class feedback and check the answers.

Answers

- 1 had a rough ride
- 2 once a safe bet
- 3 avoids the pitfalls
- 4 hit by the credit crunch
- 5 a wait and see approach
- 6 don't bet your bottom dollar on it
- 7 has its finger in lots of pies

6 Read the information about Swirling Guitars as a class. Ask a few questions about what information students would include in the context, performance, outlook and recommendation sections of the report.

Divide the class into pairs to write a financial report for Swirling Guitars. Ask pairs to compare their report with another pair.

Alternatively, set this task for homework.

Organise the class into pairs to make comments and corrections on each other's work according to the checklist below.

Writing a financial report: a checklist

- Is the financial report organised in terms of context, performance, outlook and recommendation?
- Does it use a range of verbs and idiomatic expressions for discussing financial information?

Notes to Worksheet 8

A newsletter

Learning aims:

- to organise and write the different sections of a newsletter
- to use sequencers to order news events
- to use a range of different tenses appropriate to giving news
- to use news vocabulary to make stories more dynamic and interesting

1 Discuss the questions in small groups or as a class.

2 Students match each element to one of the numbered sections of the newsletter.

Answers

- A 3
B 1
C 6
D 2
E 5
F 4

3 Students read quickly through section 2 and find the sequencers in bold to match the near synonyms. Ask students what they notice about the register of the newsletter and elicit any features that they notice (e.g. the use of idiomatic expressions – *who's on the move* and *who's staying put*; informal language – *brilliant*, *info*, *what's up?* and short sentences). Make sure students recognise that the style is very informal and chatty.

Answers

- 1 First up
2 In other news, Next up
3 Last but not least

4 Ask students to work in pairs to identify examples of the tenses, according to the instructions.

Answers

Section 2: *it's been* (present perfect active); *we've been doing* (present perfect continuous); *have been launched* (present perfect passive); *has been opened* (present perfect passive); *has raised* (present perfect active)

Section 3: *are booming* (present continuous); *are boasting* (present continuous); *are bidding* (present continuous)

5 Students match the underlined words in section 3 of the newsletter to their synonyms.

Answers

- 1 boost
2 boasting
3 hit the market
4 bidding
5 booming

6 Organise the class into pairs or groups to make their lists. If possible, try to pair students who are in the same company. If your students do not currently work for a company, tell them to choose a company they know well (for example, a major multinational).

Once students have their lists prepared, tell them to plan then write the newsletter.

Alternatively, set this task for homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. This gives students a sense that they are supporting and teaching each other. It also makes full use of the business and language knowledge of all your students. After students have written their newsletters in class or at home, organise the class into pairs and ask one pair to swap their newsletters with another pair. Pairs then work together to make comments and corrections on the other students' newsletters according to the checklist below (which you could write up on the board).

As they do this, monitor to support and make suggestions, and to note any good or incorrect uses that you could focus on as a class at the end. When students have finished, mix pairs so that students can report back directly to each other on their newsletters.

Writing a newsletter: a checklist

- Is the layout clear and well organised?
- Does the newsletter use sequencers to order news events?
- Does it use a range of different tenses appropriate to giving news?
- Does it use news vocabulary to make stories more dynamic and interesting?

Notes to Worksheet 9

A mission statement

Learning aims:

- to set out the aims and values of a company in a mission statement
- to use a more personal style, with simple concise sentences
- to use strong verbs to make a mission statement more effective
- to use strong adjectives and idioms

Lead in by going through the list of values with the class and checking their meaning by eliciting examples.

1 Organise the class into pairs or small groups to choose a company and discuss the importance of each of the values to that company. If your class is made up of students with little knowledge of any particular companies, tell them to think of major multinationals, and imagine what their core values might be.

In feedback, build up a list of any useful or key comments on the board.

2 Ask students to read the mission statement for Orbit Energy and match the headings from Exercise 1 to the numbered sections of the mission statement. In feedback, ask students to say which words or phrases helped them decide.

Answers

- 1 personal engagement with customers
- 2 team spirit
- 3 innovation
- 4 shareholder commitment
- 5 integrity
- 6 sustainability

3 Ask students to discuss in pairs which verbs in bold in the mission statement have a similar meaning to the verbs in the box. Make sure they understand that some of the verbs in bold do not match any of the verbs in the box. Then elicit ideas from the class as a whole. After checking the answers, ask students why they think the statement uses *we* and *our*. Elicit that this makes the mission statement more personal and suggests pride and togetherness in the company (it's ours!). The statement also uses active more than passive forms for a more personal style.

Answers

rely = depend (value 2)
promote = encourage (value 2)
achieve = realise (value 2)
vow = promise (value 5)
strive = endeavour (value 3)
intend = aim (Orbit mission)
integrate = combine (Orbit mission)

4 Students choose the correct definition for the words and check in pairs.

Answers

- 1 a
- 2 a
- 3 b
- 4 a
- 5 b

5 Support students by eliciting the values that the three different types of business might have. Build up a list on the board for each company.

In class, ask students to work in pairs to prepare their mission statement. You could then pin the statements up on the walls, and ask students to circulate and read them, and decide which one is most effective.

Alternatively, ask students to write a mission statement for a company that they know well for homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. If you don't do the mingling task above, organise the class into pairs and ask one pair to swap their mission statements with another pair. Pairs then work together to make comments and corrections on the other students' work according to the checklist below (which you could write up on the board).

Writing a mission statement: a checklist

- Does the mission statement use simple concise sentences and a personal style?
- Does it use strong verbs effectively?
- Are the aims and values of the company clearly stated?

Notes to Worksheet 10

Email style

Learning aims:

- to understand the key features of effective emails and put them into practice
- to use a variety of styles and fixed expressions in emails
- to use adverb–adjective collocations in emails

Lead in by asking students the following questions: *How often do you send work emails? What are the most common types of email that you send? Who do you send emails to? Are most of your emails formal or informal?*

1 Discuss the pieces of advice as a class and decide which are appropriate, and why or why not.

Answers

1, 4 and 5 are appropriate.

Emails can be informal as well as formal, so using first names and contractions are acceptable in emails in a way that is not the case with letters.

2 Ask students to read the emails and match them to the types. Let students compare their answers in pairs before discussing as a class.

Answers

- A 2
B 1
C 3

All three are friendly but quite formal. 1 is most formal, and 3 is least formal.

3 Ask students to complete the emails with the missing phrases. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 c
2 g
3 h
4 i
5 e
6 j
7 f
8 a
9 b
10 d

4 Read through the examples of adverb–adjective collocations in bold in the emails. Then ask students to match the adverbs with the set of adjectives that they collocate with.

Answers

- 1 b
2 a
3 d
4 c

5 Start by brainstorming ideas for the subject line and any useful phrases students could use in each of the potential emails. Then ask students to choose one situation and to write the email.

In class, organise students into pairs to prepare and write their emails. When they have finished, ask them to exchange emails with another pair. Tell pairs to comment on the accuracy and use of language in their classmates' email.

Alternatively, set this task for homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. After students have written their emails in class or at home, organise the class into pairs and ask one pair to swap their emails with another pair. Pairs then work together to make comments and corrections on the other students' emails according to the checklist below (which you could write up on the board).

As they do this, monitor to support and make suggestions, and to note any good or incorrect uses that you could focus on as a class at the end. When students have finished, mix pairs so that students can report back directly to each other on their emails.

Writing emails: a checklist

- Does the email incorporate the key features of an effective email?
- Does it use fixed expressions?
- Does it use adverb–adjective collocations?

Notes to Worksheet 11

Emails to a client

Learning aims:

- to write formal and informal emails to a business client
- to request, negotiate and make demands or complaints
- to use a variety of modal verbs for being tentative

1 Discuss the questions as a class. Ask students if they have ever had to write a difficult email to a client (demanding money, for example), and, if so, what were the circumstances, and what language did they use.

2 Ask students to read the emails and answer the questions. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 Dan orders ten Saxon XR300 Magnetic Drill Presses, but Graham sends Saxon XR200 Magnetic Drill Presses instead.
- 2 The exchange is formal and businesslike at the beginning, then changes to more personal and friendly, then becomes formal and businesslike again when things go wrong.

3 Ask students to complete the emails with the missing phrases. Let students compare their answers in pairs before discussing as a class.

Answers

1 b 2 e 3 a 4 d 5 c

4 Ask students to match the nouns and verbs from the text to the definitions. Tell them to refer to the text to work out the meaning from context if necessary.

Answers

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

5 Ask students to discuss the use of modals in pairs first. Then have a class discussion.

Answers

- 1 ... **should** you require any further information.
Here, *should* means 'if' or 'in the event that'. It is a formal, polite, written use.

- 2 **Would** it be possible for us to ... ? Here, *would* is used as part of a fixed expression to form a very polite, formal, tentative request.
- 3 They **should** be with you by noon Here, *should* expresses an expectation. In the normal course of events, this is what is expected to happen.
- 4 these **would** be charged at Here, *would* is part of a second conditional sentence. It is also a formal, tentative way of expressing this idea.
- 5 **Could** you look into ... ? Here, *could* is used to make a polite request.
- 6 I **can** only apologise. Here, in this fixed expression, *can* is used to say, *the only option open to me is to ...* .

Note that using past modal forms (*could, should, would*) makes English seem polite, formal and tentative (i.e. it leaves the question open for discussion).

6 Start by brainstorming ideas about what information students need to include in each email. Then ask students to choose one situation and to write the emails.

In class, divide students into pairs to prepare and write their emails. When they have finished, ask them to exchange emails with another pair. Tell pairs to comment on the accuracy and language use in their classmates' emails.

Alternatively, set this task for homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. Organise the class into pairs and ask one pair to swap their emails with another pair. Pairs then work together to make comments and corrections on the other students' work according to the checklist below (which you could write up on the board).

Writing emails to a client: a checklist

- Does the email have the right level of formality?
- Does it use language effectively to request, negotiate and make demands or complaints?
- Does it use a variety of modal verbs for being tentative?

Notes to Worksheet 12

A formal letter of agreement

Learning aims:

- to write a formal letter of agreement
- to understand and follow formal rules for writing and setting out a letter
- to use formal fixed expressions

1 Discuss the questions as a class. Encourage students to tell you about letters they have sent or received in a business context.

Answers

Formal letters tend to be sent when the situation requires a document which is formal and legally binding. A job offer or official warning may be deleted and lost easily if in email form. Such documents need to be printed off and signed.

2 Ask students to read the formal letter and find answers to the two questions. Let them compare their answers in pairs.

Answers

- 1 He wants to charge Coffee Shakers a monthly rent on their coffee shops which is 10 per cent higher than has been suggested.
- 2 Mike has decided to write a letter, not an email, because this is effectively a tender for a contract, and, therefore, if accepted, is legally binding.

3 Read through the rules as a class. You could ask students to give you the rules first then check with this checklist if you prefer. Ask students how formal business letters in English vary from those in the students' L1.

Students read the letter again and find three errors.

Answers

- 1 12th Feb 2014
This should be February NOT Feb.
- 2 Dear Ms Cathy Hill
This should be Dear Ms Hill – don't use first names
- 3 Yours faithfully
This should be Yours sincerely

4 Students find the formal phrases in bold in the letter and match them to the informal phrases with similar meanings. Let students compare their answers in pairs.

Answers

- 1 subject to the following terms and conditions.
- 2 thus far
- 3 relating to an arrangement
- 4 further to our conversation
- 5 a considerable amendment
- 6 prior to going to contract
- 7 As you may be aware

5 Students match the adjectives and adverbs from the letter to their definitions.

Answers

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

6 Start by reading through the information from a meeting with the class. Ask students to explain what has happened and what information Frank needs to include in his letter.

In class, organise students into pairs to plan, map out and write their letter. If possible make sure students have computer access so that they can produce the letter correctly then print it out.

Alternatively, ask students to write letters for homework.

At Advanced level, it is a good idea to involve students in correcting and commenting on each other's work. Organise the class into pairs and ask one pair to swap their letters with another pair. Pairs then work together to make comments and corrections on the other students' work according to the checklist below (which you could write up on the board).

Writing a formal letter of agreement: a checklist

- Does the letter follow formal rules for writing and setting out a letter?
- Does it use formal fixed expressions appropriately?