

Notes to Worksheet 1

The terms of an agreement

Learning aims:

- to write emails from a supplier and a purchaser to discuss the terms of an agreement
- to identify key words and phrases connected with ordering
- to revise and extend prepositions used in standard business correspondence

1 Discuss the initial questions as a class. If students do not have any dangerous jobs or need any special health and safety equipment in their company, then ask students to list two or three different jobs that do need special equipment or clothing. For example, people in the construction industry need special hats and breathing equipment, and people in the chemicals industry need special clothing to protect their hands and bodies.

2 Before students read the emails, ask them to look at the title of the lesson and discuss the meaning of the words *terms* ('rules' or 'arrangements'). They then read the emails quickly and answer the gist question.

Answers

email 1 is from R Boars (Environmental Health and Safety Officer) about an order for chemical protection clothing, asking for details of terms.

email 2 from Rita Lowell (Purchasing Manager), answering the queries and suggesting the terms of the agreement.

3 Students read the emails again and decide if the sentences are true or false. Students can check with a partner before checking the answers as a class. They should also underline any key words or phrases in the emails that explain their answer (see the key extracts in brackets).

Answers

- 1 False (*Further to our phone conversation*)
- 2 False (*before I confirm this order*)
- 3 True (*please would you clarify the following points*)
- 4 False (*the items you mention are in stock*)
- 5 True (*Please find an order form attached, or you can order online at www.chemprotex.com.*)

4 Students can work in pairs and find the words and phrases.

Answers

- 1 delivery time
- 2 terms of payment
- 3 discount
- 4 in the region of
- 5 enquiry
- 6 confirmation
- 7 out of stock
- 8 (30 days') credit
- 9 guarantee

Extension:

If any of your students deal with terms of agreement in their work, ask them if the terms outlined in the two emails are similar and to explain their typical terms for trading,

5 The combinations of these words already appear in the emails so students can use the examples in the two texts to help them choose their answers.

Answers

- | | |
|-------------|--------------|
| 1 to, for | 2 in, from |
| 3 in, of | 4 to, from |
| 5 for, with | 6 within, of |
| 7 in, out | 8 on, of |

6 Students can either work alone or they could work in pairs and write the email together. They should follow the basic structure and language of the first email. Make sure they check their writing before swapping with another student or pair.

7 Again, this email will be similar in format and style to the second email. The only difference is that the items are not currently in stock so the students will need to say when they will be stock.

At the end, students review their writing and evaluate their work with the checklist.

Notes to Worksheet 2

Comparing options and recommending

Learning aims:

- to compare two or more options and make recommendations
- to revise and extend linking words from Student's Book Unit 2e

1 If students are unfamiliar with the terms renewable and non-renewable energy then illustrate the meaning by giving the answers to the first two words. You could also explain the meaning by saying that renewable energy is energy with an unlimited supply and non-renewable energy is energy that we use until it is finished.

Answers

wind R oil N solar R wood N gas N
hydroelectric R

2 Students discuss the questions in groups, then they can present their answers to the rest of the class. If students don't know the answer to question 1, about their own companies, they should find out before the next lesson. Possible answers to question b are given below.

Possible answers

Companies might use renewable energy such as wind power or solar energy because it allows them to be self-sufficient, it will be cheaper in the long-term, it's clean energy, and it's ethical and environmentally friendly.

The disadvantages of renewable energy include that it's expensive to set up initially, and it relies on a good supply of wind and sun to work effectively.

3 Students read the email and find the answers with a partner.

Answers

- 1 To consider the introduction of renewable energy sources at the manufacturing facilities.
- 2 10%
- 3 By selling extra energy back to the grid.
- 4 That they carry out a detailed feasibility study before any real decisions are made.

4 Assuming students have completed page 29 of the Student's Book, this exercise should provide some revision and extension.

Answers

- 1 further to
- 2 while, even though
- 3 in addition (to this)
- 4 in contrast
- 5 however
- 6 therefore, as a result

5 Students check their understanding of the use of the linkers in Exercise 4 by completing the sentences.

Answers

- 1 Further to
- 2 Therefore / As a result
- 3 In addition
- 4 While / Even though
- 5 However
- 6 In contrast

6 Students write an email to their manager which takes a similar form to the email on the worksheet. Monitor the writing and make sure they are trying to use linking words and phrases from Exercise 4. They could also look at the list of linking words on page 29 of the Student's Book for further help. Before they give you their final piece of writing for feedback, tell them to use the checklist to be certain they have included all the key target language.

Notes to Worksheet 3

A company newsletter

Language aims:

- to write a short informational or news article about a company
- to revise and extend use of interesting language from Student's Book Unit 3
- to use more formal business language in writing

1 Students think about how they receive news and information about their companies and then discuss their ideas as a whole class. Point out that they can tick as many ways as they like; it may well depend on the type of news. Formal news will come through channels such as a company website. Less formal news such as office gossip will come through other colleagues.

2 Students discuss the types of articles and try to reach an agreement over their ranking. Afterwards, they can present and compare their group view with the other groups in the class.

3 Students read and identify the purpose of the article.

Answer

The article is a report about a large company project.

4 Students read the article again and can answer and check with a partner.

Answers

- 1 Six months
- 2 Yes
- 3 Because China currently has the largest dam-building and hydroelectric programme in the world and Sinodams is already working on three dam construction projects in the country.
- 4 Because Sinodams would like Brobuck to provide technology and specialist expertise on future projects.
- 5 On 1st March
- 6 Some great Chinese hospitality
- 7 Project manager, Mike Ayree

Extension:

Ask the students if their companies have foreign partnerships. If they have, ask them to describe the reasons and benefits for the partnership.

5 This activity follows on from the writing skill exercise in Student's Book Unit 3e. Students have to find more interesting language in the text, but they are also looking for more formal business words or phrases.

Answers

- 1 pleased
- 2 announce
- 3 development
- 4 working on
- 5 expertise
- 6 impressive
- 7 huge

6 Students complete the text on their own and then check in pairs.

Answers

- 1 pleased
- 2 announce
- 3 position
- 4 exciting
- 5 development
- 6 working on
- 7 an impressive
- 8 expertise

7 Students can write alone, or if they work for the same company they could work together. As a fun alternative, students could decide whether they want to write true news or to make some up. Afterwards, they read their news out to the class and the other students have to guess if they think it is true or not.

Notes to Worksheet 4

A formal invitation

Language aims:

- to write a letter of invitation to a formal work-related event
- to recycle vocabulary from Student's Book Unit 4
- to revise and extend the use of formal language in letters in Student's Book Unit 4e

1 Students discuss invitations in general and how they invite people to their workplace. Most invitations will be less formal, but sometimes students will need to either write or respond to more formal invitations, to events such as an interview or a training event.

2 Ask students to read the email and answer the questions. You could also ask them to comment on how formal they think it is.

Answers

- 1 for a job interview
- 2 Paragraph 1: b giving an invitation
Paragraph 2: c giving further details and instructions
Paragraph 3: a giving directions

3 Students decide if the sentences are true or false. Ask them to quote the words in the letter which explain their answers (see the key extracts in brackets).

Answers

- 1 True (*at 14.00*)
- 2 True (*please confirm your attendance invitation by the end of tomorrow at the latest*)
- 3 False (*The interview will last approximately one hour*)
- 4 False (*the interview panel will consist of three people*)
- 5 False (*based on the attached job description and selection criteria*)
- 6 False (*parking cannot be offered*)
- 7 True (*The hotel is three minutes' walk from Green Park underground station, or buses 141 and 143 stop in front of the main entrance.*)
- 8 True (*Please let me know if you have any special requirements which we might need to consider in relation to the interview arrangements.*)

4 Students underline the phrases in the invitation that match 1–7 in the exercise, and write them next to the correct phrase.

Answers

- 1 Further to ...
- 2 I am writing to invite you to ...
- 3 please confirm your attendance by ...
- 4 will last approximately ...
- 5 We advise you to arrive at ... by ...
- 6 Please let me know if you have any special requirements ... in relation to ...
- 7 We look forward to meeting you.

5 Students use the notes given to write a similar invitation to the one on the worksheet. As a variation, your students could think of an event connected with their own company or job, and write an invitation to that. While writing, students should use the checklist to make sure they have included everything.

Notes to Worksheet 5

Internal messages and abbreviations

Lesson aims:

- to write internal messages to colleagues at work
- to learn commonly used abbreviations in business writing
- to recycle and extend the language for an informal style in Student's Book Unit 5

1 If students say they use all three text types at work for informal correspondence and messages at work, then ask them to be more specific about when they use a certain text type and to whom. For example, who do they text when travelling? Who do they leave notes for? Internal messages tend to use very direct language which uses imperative forms and avoids more formal polite forms.

2 Students work together and answer the questions. The aim is that they recognise who the recipient of each message is, and what the main purpose is. With question 3, students will need to give examples of the language used to support their answer.

Answers

- 1 a 2 b 1 c 3
2 a 2 b 1 c 3
3 Rather than being informal, the messages tend to be businesslike and very direct. There is regular use of abbreviations for brevity, the verb 'need' and Please + the imperative form. So the focus of all three messages is on getting information across quickly and getting things done quickly.

3–4 After students have circled the abbreviations and acronyms, they should add them to the table. Explain what 'Latin' is and that the English language contains many uses of the Latin language.

Answers

BCC	PA	e.g.	GPS	RE
ATB	HR	i.e.	PIN	ASAP
CC		NB		FYI
BW				ETA

Extension:

Ask students to keep this table as reference so when they come across more abbreviations in their business writing they can add them to the five categories or add new categories as necessary.

5 Students check their understanding of the meaning for each abbreviation.

Answers

CC	carbon copy
BCC	blind carbon copy
GPS	global positioning system
BW	best wishes
PA	Personal Assistant
ASAP	as soon as possible
ETA	estimated time of arrival
FYI	for your information
i.e.	<i>id est</i> (that is)
RE	regarding; on the subject of
e.g.	<i>exempli gratia</i> (for example)
PIN	personal identification number
HR	Human Resources
NB	<i>nota bene</i> (please note)
ATB	all the best

6 These questions are to concept check the meaning of BCC and CC with students. Presumably Sergi doesn't want his Project Manager to know that the CEO has also received this message. You can follow up this question by asking students to say which of the abbreviations listed in Exercise 5 they have already met or used themselves in their writing. Clarify any that are completely new for students.

7 This is an extension activity focusing on how we often use abbreviations for jobs and departments. Students can guess, or they could search for the meaning on the internet or in a dictionary if necessary.

Answers

CEO	Chief executive Officer
MD	Managing Director (or) Medical Doctor
CFO	Chief Financial Officer
PR	Public Relations
IT	Information Technology
R&D	Research and development

8 Students choose a situation and write a message which they swap with a partner. Then they write a reply. To extend the activity, students could write all three messages and write replies. Although it might not be totally realistic, encourage students to try and use as many abbreviations as possible for the purposes of the exercise, and then use the checklist afterwards to evaluate their writing.

Notes to Worksheet 6

A memo

Learning aims:

- to plan and write an internal memo
- to recycle the language for describing consequences from Student's Book Unit 6e

1 If you are unsure whether your students are familiar with memos, ask them if they ever receive or write them. Note that memos are nowadays replaced by emails sent to a large number of people. However, the style and tone is the same as a traditional hard-copy memo.

Students read the memo for gist, and focus on the structure.

Answers

Section 1: b

Section 2: a

Section 3: c

2 Students match the words in bold to the definitions.

Answers

1 delegates 2 venue 3 dietary requirements
4 satisfaction survey 5 sessions 6 procedures
7 rates 8 options

3 Students re-use some of the new language in context.

Answers

1 venue 2 sessions 3 options
4 dietary requirements 5 rates 6 delegates

Extension:

Ask students to choose three new words in Exercise 2 that are relevant to their work and use them in three sentences which relate to their work.

4 The aim of this task is for students to develop a planning and note-taking strategy that they will use in exercise 6.

Answers

PROBLEMS AND CAUSES	CONSEQUENCES
a small fire and emergency procedures not explained no vegetarian options	some confusion not satisfied with opening dinner delegates too hot
air conditioning didn't work for two hours venue increasing rates	find a new venue for next year

5 This exercise is a brief review of the language introduced in the Student's Book for describing consequences. Afterwards, ask students if they remember any other linkers for consequences from the book (e.g. *lead to*, *means*, *therefore*, etc.)

Answers

The venue had not explained procedures in case of emergency. As a result there was some confusion. Some delegates had requested vegetarian options but on the first evening these dietary requirements were not met. Consequently, a number of people were not satisfied with the opening dinner. The air conditioning didn't work for two hours in the middle of the day, so delegates were too hot. In addition to this, the venue is increasing its rates by nearly 10% for next year. Consequently, I'd ask you all to start researching an alternative venue for next year and send me your suggestions.

6–7 Students work in pairs to think of problems, causes and consequences in the context of their workplace. When they have three problems and consequences they can write their memo. Remind them to use linkers for explaining consequences.

If you need to speed up the activity, miss out Exercise 6 by writing the following ideas on the board, and ask students to write a memo based on these.

PROBLEMS AND CAUSES	CONSEQUENCES
limited parking and only one public bus an hour offices designed for two people have three or four people long distance from place of work to shops and cafés	staff are often late for work difficult to work in small space nothing to do or nowhere to go at lunch breaks

Notes to Worksheet 7

A report on a location

Learning aims:

- to write a short report comparing three options
- to recycle and extend the vocabulary from Student's Book Unit 7

1 If students have completed Unit 7 of the Student's Book they will have already described different aspects of places, so all of the vocabulary here should be familiar. In this exercise they focus on their place of work.

2 As the groups discuss each point you could assign one person to take notes, and then have a class discussion.

Possible answers

Comments may include the following:

type of city: needs to be large and a centre for other businesses

transport networks: needs good links to an airport and public transport or good road system and parking

other business in the area: with more businesses in the same area, you are more likely to attract visitors

housing for staff: if staff are going to work at the office they will need to live near their workplace. If it's in a city centre this may cause problems.

costs and rent: these need to be reasonable and within budget

local facilities: visitors will be more attracted to the location if there are good shopping, eating and entertainment facilities

3 To answer this, students only need to read the first line of the report. The exercise highlights the need for students to be succinct and clear in their own writing so that the reader knows exactly what it is about.

Answers

The company wants to open a new sales office in Asia and has chosen the city of Hong Kong. They are comparing three locations.

4 Now students read the whole email in detail and match the sentences.

Answers

a 3 b 1 c 2 (though the writer says traffic is 'chaotic' everywhere in Hong Kong)

d 1 e 2 f 3 g 3 h 2

5 Students find more interesting synonyms in the text to describe different locations.

Answers

Location 1: old = traditional beautiful = elegant
incredible = amazing very good = excellent
very high = exorbitant

Location 2: new = modern fair = reasonable
selection = range a small amount = limited busy
and unpredictable = chaotic

becoming popular = up and coming

Location 3: friendly = welcoming
area where lots of people live = residential
near or easy to travel to = convenient

6 Discuss the question as a class. Note that if you have completed Unit 7 in the Student's Book, this is a good moment for students to make use of the language taught in that unit, including comparatives and superlatives and the language for expressing preferences.

Suggested answer

The location in Hysan Place is attractive because it's up and coming as a business district and the rents are more reasonable than in the Central Business District. Even though it isn't residential like Kowloon East, there's good public transport to the area and there are good facilities for shopping and eating out.

7 Students could either write their report on their own, in class or for homework, or they could work in pairs.

Extension:

After they have written their reports, you could also ask students to present their recommendations to the class and explain which location they prefer. This recycles the language in Unit 7d of the Student's Book and should generate class discussion as students will probably have different views on the best location.

Notes to Worksheet 8

Complaining and apologising

Learning aims:

- to write a complaint and an apology
- to revise and extend use and understanding of *-ly* adverbs

1 Students discuss the questions in their groups, then feed back to the class. Students have seen the words *refund*, *repair* and *replacement* in previous units and levels of *Life Student's Books* but concept check the meaning again to be sure they understand.

2 Students read the complaint, which could appear in a letter or an email, and answer the four questions.

Answers

- 1 a service
- 2 two problems:
 - internet use is often interrupted or download speeds are very slow
 - on 10th January there was no service at all
- 3 No, only to a recorded voice.
- 4 a repair

3 This exercise presents a useful paragraph structure to follow when writing a complaint.

Answers

- 1 b 2 c 3 a

4 Students begin by underlining the three sentences with *-ly* adverbs in the text, and then analyse them. In *Student's Book Unit 8e* students looked at the meaning of the *-ly* adverbs. This exercise extends this work and looks at position and what the adverb comments on.

Answers

Sentence 1: *Apparently this guarantees (according to your website) 'maximum download speeds and superfast broadband'.*

The *-ly* adverb is at the beginning of the sentence and comments on the whole sentence.

Sentence 2: *I was told by a recorded voice that the service was temporarily interrupted.*

The *-ly* adverb is before the main verb and comments on the verb.

Sentence 3: *I am writing to you to demand that a technician solves the problems immediately.*

The *-ly* adverb is at the end of the sentence and comments on the sentence (or in this case the clause).

5 The text in this exercise is an apology in response to the complaint in Exercise 2. Students choose the correct adverb according to the meaning, and then note the position and what it comments on.

Answers

- 1 sincerely (comments on *apologise*)
- 2 Unfortunately (comments on the whole sentence)
- 3 extremely (comments on *busy*)
- 4 apparently (comments on the whole sentence)
- 5 rapidly (comments on *being fixed*)
- 6 completely (comments on *satisfied*)

6 This time students analyse the paragraph structure of the reply, which is the standard structure of a written apology.

Answers

- 1 c 2 b 3 a

7 Students are given a choice in this exercise. As you monitor, make sure they are using paragraphs and *-ly* adverbs. As an alternative, if you have time, all students could write the complaint and then swap their writing with a partner. Then they write an apology in response to their partner's complaint.

Notes to Worksheet 9

Direct and indirect language

Learning aims:

- to distinguish between and use direct or indirect language in emails
- to write short emails for basic negotiating

1 This opening discussion builds on the topics of trade, negotiating, buying and selling introduced in Unit 9. Students describe what they have to negotiate in their job. Note that when we refer to negotiating it doesn't just have to mean agreeing a price with customers. We negotiate in many different ways, for example, asking for a few days extra holiday with your boss.

2 Students read the emails to understand the main purpose.

Answer

Both emails negotiate price and the delivery time.

3 Give time for the groups to discuss the questions and then ask them to present their answers to the rest of the class. Draw students' attention to the use of the imperative forms in email 1 and the use of modal verb constructions with *would*, *could*, *might*, etc. in email 2. These grammatical forms are commonly used to make the writing more direct or more indirect.

Answers

Email 1: The writer appears to know the other person well because the language is direct. This kind of tone can only be used with a regular contact.

Email 2: The writer uses indirect and more formal language so has not done much business with this contact before.

4 In this exercise, students see how they need to shorten sentences to make language more direct. Note that they will also need to change some questions into sentences by replacing the question mark with a full stop.

Answers

- ~~2 Could you~~ Please send me a price list?.
- ~~3 Further to our phone call yesterday morning,~~ Can we meet on Wednesday at 10?
- ~~4 Could you possibly Clarify for example~~ if this price includes delivery?.
- ~~5 I'm very Sorry,~~ but we have a delay of 24 hours because of the shipping company.
- ~~6 It seems that~~ Your prices have increased twice in the last six months already.
- ~~7 Would you possibly be able to~~ Send this year's brochure, please?.
- ~~8 I appreciate your offer but~~ We can't agree to it , to be honest.

5 Next, students do the reverse and make direct sentences less direct by adding indirect phrases.

Answers

- 1 We'd appreciate it if you would
- 2 I was wondering if you could
- 3 I'm afraid I'm unable to
- 4 If you have time, perhaps you should
- 5 It seems that
- 6 Why don't we
- 7 To be honest, the price you're asking
- 8 Could you possibly explain

6 Students can either write the emails on their own, or they can work in pairs. Afterwards, they can compare their versions with other students in the class and / or you could show them these versions for reference.

Example answers

Email 1

Thanks for your email. The items look great but please explain the price. It's 20% higher than last time – why is this? Please let me know asap.

Email 2

Further to your email with your prices, I'd like to express our interest in your offer. At this stage I'd appreciate it if you would clarify your delivery costs and times. Could you also possibly give me any information about discounts on larger orders? I look forward to hearing from you.

Notes to Worksheet 10

An incident report

Learning aims:

- to write a report on a workplace incident
- to recycle and extend the language for talking about injuries in Student's Book Unit 10d
- to revise the grammar rules for defining relative clauses in Student's Book Unit 10a

1 Ask students to discuss the question briefly in pairs. Then discuss their ideas as a class. Encourage descriptions of different rules and procedures for different types of business or industry.

2 Students match the equipment to the purpose.

Answers

- 1 hard hat
- 2 gloves
- 3 goggles
- 4 safety harness
- 5 safety vests
- 6 first aid kit

3 Ask students to say which equipment they use and why. This is a useful way to concept check that everyone understands the vocabulary in Exercise 2.

4 Before reading, it will be useful to explain that the word 'incident' means an event which is negative in some way or unusual. For example, it's used to describe when someone is injured at work. Ask students to read the three choices, and clarify the meaning of *fault* (problem) and *scaffolding* (draw a sketch of this against a building or show a picture). Then ask students to read the report and choose the correct problem.

Answer

- c (The man fell from the scaffolding but it was his fault.)

5 Students read the report again for more detailed information to answer the questions.

Answers

- 1 at the Olympic Park site
- 2 immediately
- 3 Raj Shaikh
- 4 a broken leg and serious bruising
- 5 inspecting electrical wiring
- 6 No. He was wearing a hard hat but not a safety harness.

- 7 to remind them of health and safety procedures
- 8 yes

6 This exercise is a revision of the work done in Student's Book Unit 10a.

Answers

who was working at our Olympic Park site
when there are a lot of people on the site
that were on the same floor
where the ambulance took him
which was faulty
who work at our sites
whose jobs involve working on the scaffolding
The purpose of the clauses is to give essential information.

7 Students can work in pairs to complete the sentences in this exercise.

Answers

- 1 The employee who had the accident with the chemicals was not wearing protective gloves.
- 2 The incident happened at a time when it was dark and not many people were on site.
- 3 The first aid kit was in the room where it is always kept.
- 4 All employees need equipment which protects the eyes from small metal parts.
- 5 Any person whose head is not protected cannot enter the site.

8 Students find the sentences where *that* can be used as the relative pronoun.

Answers

In sentences 1 and 4 you can use *that* instead of *who* and *which*.

- 1 The employee that had the accident with the chemicals was not wearing protective gloves.
- 4 All employees need equipment that protects the eyes from small metal parts.

9 Students create their imaginary scenario by answering the five questions. They could work in pairs or groups to come up with ideas and then discuss them with the class. Then they need to turn the ideas into a report. The incident report should follow the same structure as before: details of the incident, assessment and action taken. Remind students to incorporate defining relative clauses into the report for extra information.

Notes to Worksheet 11

Report of a meeting

Learning aims:

- to write a report (or minutes) of a meeting
- to revise and extend the grammar of reported speech and reporting verbs in Student's Book Unit 11

1 Students work alone and complete the questionnaire about meetings in their workplace. Alternatively, with one-to-one or smaller classes you could discuss each question. Draw attention to the glossary which teaches the words *agenda* and *minutes*. In Student's Book Unit 11e, the writing task is to prepare a report on a meeting. Note that in more formal work contexts such a report is often called 'the minutes of the meeting'.

2 Students talk about and compare their answers to the questionnaire.

3 The discussion is presented as the actual words of three people at a meeting. Make sure students realise that this is not the actual report. You could put students into groups of three and ask them to read the dialogue aloud before they answer questions 1–5.

Answers

- 1 Mariusz is the chairperson.
- 2 an update on broadband installation for the sports stadium project
- 3 Roberto
- 4 The main construction is behind schedule, so the construction workers are on site and the telecom workers cannot do the work for the broadband installation.
- 5 Mariusz wants Roberto to call the client to get an answer, and he wants the workers at the site to move to a different project for a week.

4 Students complete the reported speech sentences from minutes to the meeting, by referring back to the actual words in the dialogue in Exercise 3, and using the reporting verbs in the box. Reporting verbs are also presented on page 133 of the Student's Book but some of the verbs here are new so you may need to check students' understanding.

Answers

- 1 asked
- 2 explained
- 3 thought
- 4 disagreed
- 5 told
- 6 concluded

5 To complete these sentences, students might want to refer back to their grammar notes from Unit 11.

Answers

- 1 Mariusz asked Jaden for the sales figures.
- 2 Robert explained that this was because the building materials were (or are*) very expensive.
- 3 Jaden thought that they should change their supplier.
- 4 Mariusz disagreed because the quality was (or is*) bad.
- 5 Mariusz told Jaden to send them an email with the plans.
- 6 Everyone concluded that it was a bad idea to buy concrete from them.

*Both tenses of *to be* are possible here.

6 Students think of a problem and discuss it. To help, the whole class could brainstorm possible problems on the board before starting. For example, these might include: *limited parking spaces, length of breaks, introducing flexitime and working from home etc.* Then the groups can choose one or two of the topics to discuss. During the discussion it's important that at least one person takes notes. If students want an example of how to set out their notes, they can refer to the example at the top of the page on page 137 in the Student's Book.

7 After the meeting, the students write up the notes into a report (or minutes). These could be written jointly in their groups of three from the meeting or students can work on their own.

Notes to Worksheet 12

Asking for payment

Learning aims:

- to write formal requests and demands for payments
- to recycle and revise the language for making apologies and grammar of *should have* and *could have* in Student's Book Unit 12

1 Discuss these questions as a class or ask students to discuss in pairs and then ask them to describe their mistakes to the class. In particular, ask students if they apologised. This issue can be an interesting topic for discussion because in some cultures it isn't the norm to apologise and in some companies there is a policy of not apologising to customers if mistakes are made.

2 Students read the extracts and number them in order. In feedback, ask students to say what language clues helped them.

Answers

1 1 D 2 A 3 C 4 B 5 E

2 After sending four demands for payment, the company realises the invoice is from the previous year and was paid.

Extra activities:

- Ask students if they write demands for payment from suppliers or if they ever receive such types of letters.
 - If you have taught the grammar on Student's Book page 142, ask students to find two sentences with the *should have* / *could have* construction (in extracts A and E).
- 3** The five extracts contain lots of formal and fixed words and expressions. Students match them to the explanations.

Answers

- 1 settle this account immediately
- 2 according to our records
- 3 Failure to do this
- 4 remains outstanding
- 5 overdue
- 6 remind you
- 7 Despite numerous requests
- 8 make the full payment
- 9 could have been due to
- 10 ignore

4 Students match the verbs in A and the words in B and can check their answers by looking for the same language in the five extracts. Then they complete the sentences with the collocations.

Answers

- 1 settle, account
- 2 check, records
- 3 ignore, reminder
- 4 remains, outstanding
- 5 make, payment
- 6 accept, apologies

5 When students start writing this short letter, ask them to think about how strong the demand for payment will be. Usually, the first letter will be a gentle reminder but in some cases you might use stronger language. You could extend the task and ask them to write another short letter which is sent a month later after two previous attempts to ask for payment. Then students will need to use stronger language and more expressions from Exercise 3. After writing, students could compare their letters to see who used stronger language.

6 This final task could be set for homework if time is short. Although the main part of the lesson hasn't focused too much on the language of apology, this task draws on the theme of Unit 12d of the Student's Book. They can also use extract E in Exercise 2 as a model version to follow.