

Notes to Worksheet 1

Formal and informal correspondence

Learning aims:

- to extend work on an informal email from Student's Book Unit 1 to a business context
- to differentiate between formal or neutral and informal phrases
- to use phrases of varying formality in emails

1 Find out if students' workplaces tend to be more formal or informal and if students have encountered cultures with different expectations regarding formality. Discuss the questions as a class.

2 Students should read the three emails quickly in order to assess the level of formality. Ask them to say what they think makes the correspondence more formal or more informal.

Answers

1 Fairly neutral. The writer is on a first-name basis with the correspondent, but the tone is quite formal. The request is indirect (*I'd be grateful if you could ...*) and the conclusion is neutral (*best regards*).

2 Informal. It is clear that the correspondents know each other well. No names are used and the tone is chatty. The request is more direct (*Can you ...*).

3 Formal. The form of address is formal (*Mr Baker*), and many phrases used are formal.

3a This exercise draws attention to formal and informal verbs with similar meaning. As an extension, ask students to write a sentence with each formal verb, then rewrite it with the informal verb, changing the grammar as necessary.

Answers

1 tell 2 ask for 3 say sorry 4 get 5 help 6 ask about 7 change 8 stop 9 need 10 give

3b Knowing the different forms of words helps students to increase flexibility with language. Ask students to make a table with the verbs and their corresponding nouns. Check the pronunciation of the words, especially changes in the stress pattern.

Answers

request can be used as a noun or verb with no change. The other verbs change as follows to form nouns:

apologise > apology; assist > assistance / assistant; enquire > enquiry; alter > alternative; terminate > termination; require > requirement; provide > provision; receive > receipt

4 Students find expressions from the texts to complete the table.

Answers

1 Dear ... (*Dear Mr / Mrs / Ms* etc are more formal)

2 Hi 3 I am writing in response to ...

4 With regard to your interest in ...

5 Please find attached ...

6 I'd be delighted to ... 7 Unfortunately ...

8 I'm afraid ... 9 I'd be grateful if you could ...

10 Can you ... ?

11 I look forward to hearing from you.

12 We thank you for your interest.

13 See you soon 14 Best regards

15 Yours sincerely (used when the name of the addressee is known; if not, use *Yours faithfully*.)

5 Ask students to first highlight the formal expressions in the email. This will help them see which parts to rewrite. Refer them back to the language in Exercises 3 and 4.

Suggested answer

Hi Bruce

About your visit to Italy next week, here are the details of your flights and hotel reservations. I'm afraid the business college in Perugia has cancelled the appointment on Wednesday. Can you give the same presentation in Bologna?

Please confirm the flight times as soon as possible.

Email me if you need any more help.

Bye

Maddie

6 Students should highlight the informal expressions first, then refer to the language in Exercises 3 and 4 to rewrite the email.

Suggested answer

Dear Maddie

I'm writing about flight times to Italy. Unfortunately, I can't fly out on Monday morning. Would it be possible for you to change it to Monday evening? Regarding the presentation, I'd be happy to talk in Bologna instead.

Kind regards,

Bruce

Notes to Worksheet 2

Online reviews and recommendations

Learning aims:

- to write a review and recommendation for a company's products or services
- to practise using adjective + noun collocations
- to recycle the language of storytelling and review past tenses from Student's Book Unit 2

1 Ask students what social media they use in their private life. Put students into groups to discuss the questions. Take feedback from the class and find out how important online reviews are for the students' business.

2 Ask students to read the three reviews quickly to answer the questions. As this is a gist-reading exercise, dictionary use should be avoided. In feedback, ask students to tell you what clues they used to decide their answers. Question 2 is asking for students' personal opinions. Ask them to give reasons, which will encourage critical thinking.

Answers

- 1** A: a service (the company offers a service which links customers to hotels); B: a product (a computer); C: a person (the reviewer recommends Mark as a consultant)
- 2** A positive; the language suggests that the reviewer is very happy with the service (*perfect partner, maximum exposure, remarkable growth*, etc); there are no negative comments.
B quite positive; the reviewer lists several positive features, but also gives a negative.
C positive; the reviewer uses language that emphasises Mark's positive attributes and ways he has helped the company.
- 3** The adjective + noun combinations are common collocations. Give students some time to complete the task, either in pairs or on their own. As a follow-up, ask students to name something or someone from their company that exemplifies each collocation, e.g. *The Internet is important for the day-to-day running of my company.*

Answers

- 1 day-to-day running 2 insightful opinions
3 important asset 4 maximum exposure
5 trusted friend 6 remarkable growth

7 user-friendly design 8 good value
9 perfect partner 10 immediate effect

4 This exercise extends the work on collocations further. As a follow-up or for homework, ask students to read online recommendations to find more positive adjective + noun combinations.

Answers

1 value 2 maximum 3 user-friendly 4 growth 5 running
6 trusted 7 assets 8 partner
9 insightful 10 immediate

5 Students underline the verbs and identify each tense. Draw attention to the tense change in the second sentence in review B: *I travel all the time, so I knew I needed something built to last but portable.* *Travel* is in the present because it is a continuing routine, but *knew* and *needed* are in the past because they are past, completed actions.

Answers

Six tenses and two modals are used:

Present simple: A *are, is, have*; B *travel, makes, is, is*; C *make*

Past simple: A *signed up with*; B *died, knew, needed, liked, bought*; C *went*

Past continuous: B *was telling*; C *were looking*

Present perfect: A *have seen*; B *hasn't disappointed, have noticed, hasn't crashed*; C *has proved*

Present perfect continuous: C *have been working*

Past perfect continuous: A *had been trying*; B *had only been working*

Modal: B *can be, would say*

Suggested answer: to give evidence from their past experiences for their positive review.

6 Students should read the text first to get the gist, then put the verbs into the correct tense. Ask students to say which tense is used.

Answers

1 recommend 2 didn't offer 3 was 4 were
starting to / started 5 haven't had 6 like
7 provide 8 have been / are 9 are gaining

7 Students should write a review or recommendation similar to the ones on the worksheet. First, ask them to brainstorm what is good about their company's products or services, then think of adjective + noun combinations. After they have written their reviews, you might want to ask students to swap papers to read and evaluate each other's review.

Notes to Worksheet 3

Reporting trends and figures

Learning aims:

- to write a report giving trends and figures
- to extend the use of future forms from Student's Book Unit 3

1 Put students in groups to discuss the questions. They can either form groups of different nationalities to share information about each other's countries, or in mono-cultural classes, students can pool their knowledge. If they prefer, they can talk about a different country they know well.

2 Ask students to read the questions first, then give them one minute to scan the text to find the answers. Make sure that students understand that durable goods are those that last a long time.

Answers

- 1 Soybean, orange juice and sugar increased; iron ore, oil and coffee decreased.
- 2 consumer durable goods (e.g. cars and electronics)
- 3 China and the USA
- 4 Future exports won't change; future imports will increase more than ever.

3 This exercise asks students to find the language to describe trends. Explain that the arrows in the table relate to whether the language describes an increase, decrease or no change. Students should also identify the parts of speech, which will help them to use the language correctly.

Once students have completed the table, organise them into pairs and ask them to take turns making sentences with the phrases. Circulate and note down any errors to flag up in feedback.

Answers

↑	↓	→
fastest (adj) growing (adj)	to decrease (v) slightly (adv)	to remain (v) at similar levels
to rise (v) steadily (adv)	a sharp (adj) fall (n)	
to reach (v) a peak (n)	falls (n, pl)	
major (adj) growth (n)	to go down (v)	
increasing (adj)		
to reach (v) an all-time (adj) high (n)		

4 Ask students to work in groups (pairs could join together) to brainstorm further phrases.

5 This exercise briefly reviews language for giving reasons. You could do a quick oral revision by first brainstorming some other phrases for giving reasons, then asking students to work in pairs to ask and answer *why* questions.

Answers

- 1 economic pressures in China and the USA
- 2 because of growing demand for consumer products
- 3 *due to, because of*

6 Prepositions often pose problems for students. Start by asking students to read the sentences in the box, paying close attention to the prepositions in bold. Check they have understood the meaning by asking concept check questions, e.g. *In the first sentence, what was the final figure?* (15,549 USD). *In the second sentence, do we know what the actual figure is?* (no) *What do we know?* (only the amount of the decrease).

Check students' understanding of how to write large numbers. In English, thousands are separated by commas, e.g. 15,549, and we use a decimal point, e.g. 2.8%. Many other countries use a dot for thousands, e.g. 15.549, and a comma where we would use a decimal point, e.g. 2,8%.

Make sure that students can say the figures correctly, e.g. one point two million, one point one five million, thirty thousand million, etc.

Answers

- | | | |
|------------|------------|------|
| 1 from, to | 2 at | 3 by |
| 4 at | 5 from, to | 6 by |

6 For their report, students can use real figures from their company, or they can invent figures if they feel the information is sensitive. One idea is to ask students to get figures from their company website. To contextualise the activity, tell students they are preparing a short report for their shareholders or for a press conference. Ask them to focus on one or more areas. Ideas include: sales, profits, number of branches, stock prices, employees, etc. They might like to create a table of figures to help them in their planning, and you could ask them to discuss the trends with a partner before writing the short report.

Notes to Worksheet 4

Summarising results

Learning aims:

- to write a short report summarising tables of results and key information
- to extend the use of quantifiers and determiners from Student's Book Unit 4

1 Lead into the discussion with a quick brainstorm about different types of energy, then put students into groups to discuss the questions. You could extend the discussion by finding out how the students' countries are investing in cleaner energies – by lowering taxes for companies using cleaner energy sources or by subsidising the cost of moves towards fewer emissions, for example.

2 Ask students to read the instructions, then give them 30 seconds to skim the report to answer the question. Ask them to discuss the answer in pairs before checking as a class.

Suggested answers

The table shows the top three producing countries in the world for five of the major global energy resources, and the amount of energy they produce in a year.

3 For the second reading, give students more time to read and interpret the information and answer the questions. Make sure students understand they should choose the *don't know* option when the information is not given *in the report*. You might also draw their attention to the key below the table which explains what the abbreviation Mtoe means. Ask students why they think such abbreviations are used and why a key is necessary.

Answers

- 1 Don't know (the information says five of the major resources; they might also be the top five, we don't know)
- 2 No (once every three years)
- 3 Yes
- 4 Yes
- 5 Don't know (the table does not give information about solar power)
- 6 Yes (France, Germany and Spain).
- 7 Don't know (the information is not given in the report)

8 Don't know (according to the table it isn't one of the top producers, but that doesn't mean that it doesn't produce any)

4 This section recycles and extends the work done on determiners and expressions of quantity from Student's Book Unit 4. As a quick oral review, ask students to work in pairs to make sentences with the quantifiers and determiners. Ask them to monitor each other for correct verb or noun choice (e.g. *each country is; a few countries are ...*)

Answers

100%: each, all

three or more: several of, a few

two: both

0%: neither... nor, not ... any

5 This exercise extends the use of quantity words and leads students towards summarising information from a table. Students have to pay close attention to the grammar and meaning of the sentence when choosing the correct word or phrase. You may wish to point out that *none* can take a singular or plural verb (though a singular verb has traditionally been considered more correct in formal writing).

Answers

1 All 2 Both 3 Every / Each 4 None

5 many / a lot of 6 either 7 A few / Several (Finland, Ireland, Germany, Spain) 8 Neither

6 For the writing exercise, ask students to bring in a table of results from their company, or search for one connected with their area of work (there are several internet sites where tables can be found). Make sure students choose a table that is not too large, or ask them to summarise just a small section of the table. Before asking students to write, ask them to summarise their tables in pairs. Getting them to summarise orally will show them where they need to be clearer in order to be understood. Ask them to start with the sentence: *This table shows ...*, and then to highlight some key results. For the writing, ask students to follow the format of the summary report in the worksheet, and to include their table for reference.

Notes to Worksheet 5

A letter of intent

Learning aims:

- to write a letter of intent
- to introduce standard phrases used in letters of intent

1 The lead-in questions allow a lot of scope for discussion of differences in business culture around the world. For countries where the written word is emphasised, contracts and letters of agreement are crucial – no deal is final until written down. Other cultures may perceive agreements differently and may consider an oral agreement fully binding. Find out how much students rely on written or oral agreements and whether these agreements can be changed or at what point in a negotiation they become binding. You might also find out if students doing business in other countries have had any cultural misunderstandings related to agreements.

2 Ask students to read the questions first, then scan the text quickly for the answers. Ask them to compare with a partner. They could underline the text that gives them the answer.

Answers

- 1 Yes
- 2 Yes
- 3 No
- 4 No. He will pay the first \$750,000 in two weeks, then Reese Construction is authorised to do work to a value of up to \$1,200,000.
- 5 No. The Director of Finance still has to finalise the details.

3 This section aims to check that students understand the difference between a letter of intent and a letter of agreement or contract. A letter of intent states the plan or intention of the writer whereas a letter of agreement or contract is a legally binding promise. As different cultures may view letters of intent, letters of agreement and contracts differently, it may be useful to discuss these cultural differences.

Answers

The purpose of the letter is to state the writer's intention following a negotiation. The next step in the process would be a letter of agreement or a contract. At this point, the agreement is not legally binding and either party can still back out.

4 Ask students to re-read the letter to find words and phrases that mean the same as a–h.

Answers

- 1 on behalf of my company
- 2 initial funding
- 3 authorised to
- 4 exceeding
- 5 to enter into a formal agreement with
- 6 collaborating
- 7 finalise the details
- 8 approval

5 This exercise further contextualises the words and expressions used in letters of intent. Ask students to pay particular attention to the way the phrases are used in the sentences, both in the letter itself and in the exercise.

Answers

- 1 initial 2 approval 3 authorised
- 4 behalf 5 collaborating 6 enter

6 Ask students to work in pairs to brainstorm some ideas about what a letter of intent to an English language school might include. To extend this activity further, you could include the negotiation stage. Pair up students. One student works for the language school and the other works for the company. Ask each student to first prepare what they will offer, then negotiate with the other to reach an agreement. Once they have reached an agreement, they can write the letter of intent from the point of view of the company. Refer them back to the phrases in the previous exercises.

Notes to Worksheet 6

A letter of apology and compensation

Learning aims:

- to write a letter of apology or compensation
- to provide an extension for the letter of complaint written in Student's Book Unit 6
- to identify formal phrases used in letters of complaint

1 Rules for offering compensation vary from culture to culture and apologies can also take different forms. In some cultures apologies are used to establish culpability, while in others they are used to express remorse. These differences may affect views related to compensation. Ask students to discuss the questions briefly in pairs, then discuss as a class, paying particular attention to any cultural differences that arise. In the US or UK, for example, apologies generally precede some form of compensation from the company, either in terms of refund or replacement.

2 Students should evaluate the advice and discuss it in pairs. Encourage them to say why they think the advice is good or bad. There are no right or wrong answers, but suggested answers are listed below.

Suggested answers

- a Good advice. Listening or reading the complaint carefully can ensure understanding of the problem.
- b Good advice. Customers need to know that their complaint will be dealt with in a timely manner.
- c Bad advice. Waiting will only make the customer angry. It's important to deal with complaints immediately.
- d Good advice. It is important to establish what actually happened – whether the fault of the company or something outside its control. Discussing the issue with others involved will provide different perspectives.
- e It depends. Most of the time an apology and compensation are expected, but there may be times when admitting responsibility is inadvisable for legal reasons.
- f It depends. The threat of legal action is serious and ideally problems will have been dealt with before getting to this stage. If the company is not at fault, then there is nothing to fear from legal

action. If the customer has a clear case, then offering compensation may be the cheapest alternative.

- g Good advice. Having proof in writing provides security for the company if the complaint were to escalate into legal action. Keeping it polite and formal and offering compensation may smooth things over with the customer.

3 Ask students to read the letter and decide which pieces of advice from Exercise 2 the manager followed. Ask students to say briefly what phrases makes this a formal letter.

Answers

He followed b, d, g and possibly a.

4 This exercise looks at the structure of a letter of apology and compensation. As a follow-up, ask students how it compares to similar letters in their countries. Is the layout and level of formality the same or different?

Answers

a 2 b 4 c 1 d 3

5 Students now match the formal phrases in the letter to the meanings.

Answers

- 1 Further to your letter regarding ...
- 2 please accept my apology for ...
- 3 I sincerely regret the inconvenience ...
- 4 strive to ensure
- 5 failed in that responsibility
- 6 investigated your concerns / talked to the staff
- 7 a gesture of goodwill
- 8 I look forward to welcoming you in the future

6 This exercise prepares students for writing the letter of complaint. Students can brainstorm ideas in pairs or work alone. Ask them to think about the details of the imagined situation and what the letter of complaint might include. For further letter writing practice, you could ask students to write the letter of complaint, then 'send' it to another student who would then use it as the basis for the letter of apology in Exercise 7.

7 Ask students to follow the structure of the letter in the worksheet and use appropriate phrases when they write their letter. As an alternative, you could ask students to write a response to the letter of complaint that they wrote in Unit 6 of the Student's Book.

Notes to Worksheet 7

Introducing your company

Learning aims:

- to write a letter introducing a company
- to extend work on emotive language from Student's Book Unit 7 to a business context
- to learn formal ways to refer to or describe a company and its activities

1 Ask students to discuss the questions in pairs or small groups. You may need to pre-teach the phrases *word of mouth* and *cold calling*. When feeding back to the rest of the class, make sure students can state percentages correctly in a sentence, e.g. *About twenty-five per cent of our business comes through online advertising*. Find out which method students think is most effective in promoting their company.

2 Ask students to read the questions before giving them one minute to scan the letter to find the answers. Ask students if they have ever sent or received a letter of introduction such as this one.

Answers

1 to introduce the company 2 yes 3 a brochure
4 A representative will contact the customer.

3 Emotive language includes strong adjectives that are used to convey emotions and make the reader have similar feelings. Brainstorm some examples of emotive adjectives and write these on the board before setting the task to find examples in the text. Ask students to compare answers and say why they think the language is emotive or expressive. In some cases this may depend on culture or perspective. For example, the phrase *commitment to environmental and social responsibility* is emotive to some nationalities where this idea is currently important or fashionable. In other countries, it may not be a selling point at all. In a multi-cultural class, it would be interesting to discuss how different students view the language in the letter.

Suggested answers

established, reputable, swiftly, leading reputation, THE provider (meaning the number one provider), unique, exciting, modern, environmental and social responsibility, personal, cooperation

4 This exercise highlights some of the standard language used in formal contexts.

Answers

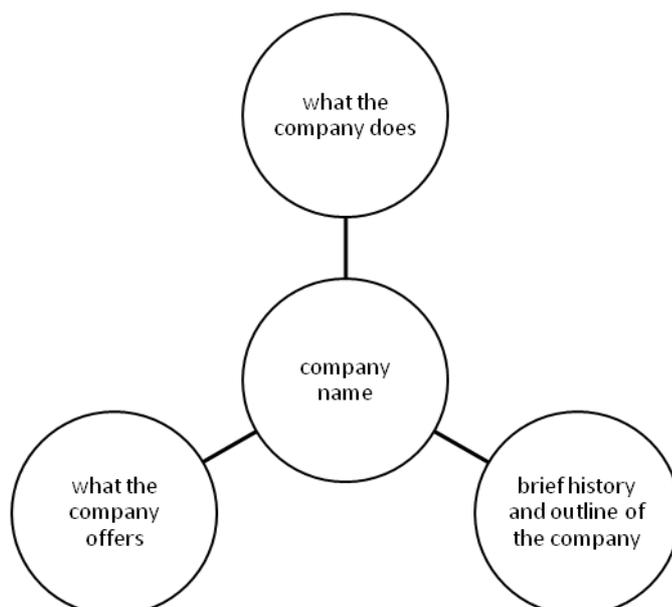
1 established 2 reputable 3 provision of
4 operate 5 swiftly 6 THE provider
7 the world of 8 industry standards
9 social responsibility 10 be in touch with
11 describe / outline 12 the benefits
13 cooperation

5 The words in the box are more emotive because they are generally stronger in meaning or they have a positive connotation in English-speaking society today.

Answers

1 delighted 2 established industry leader
3 quality 4 huge selection 5 without delay
6 highest standards 7 outline 8 exciting benefits

6 Ask students to brainstorm ideas using a mindmap based on the structure of the example letter. Students should compare mind maps and ask each other questions to add detail or clarify points. When writing the letter, ask students to follow the format of the example letter, being sure to tailor the language to their own situation. For example, their company may not have a brochure, so students might refer customers to their website instead. When they have finished the letters, ask students to exchange with a partner. The partner should comment on how attracted they are to the company based on the letter of introduction. Would they consider doing business with the company?



Notes to Worksheet 8

A formal report

Learning aims:

- to write a formal business report
- to extend the use of reporting verbs from Student's Book Unit 8
- to review passive verbs

1 As a lead-in, ask students what kinds of reports they write or receive. Brainstorm their ideas on the board and then ask how these reports can vary in tone, style and formality.

Ask students to discuss the questions in Exercise 1 in groups. Note that the answers can also depend on the purpose of the report and who the audience is.

Possible answers

Very formal: 2 (a board meeting is usually treated formally) and 4 (this is a serious issue)

Semi-formal: 1 and 5 (they refer to routine activities but may be read by a range of people)

Less formal: 3 (it's an existing client so it is a more routine report) and 6 (it refers to leisure activities).

2 Make sure students understand what each of the headings means, then ask them to match them to the extracts (note that these are not in order). Once students have matched the headings, find out if the report is similar to ones they are used to.

Answers (in paragraph order)

1 D 2 A, C 3 E 4 B

3 In this exercise, students are asked to note useful phrases used in reports. Note the sentence structure in the phrases for recommending:

I recommend / propose + -ing, or I recommend / that (we) should ...

Answers

- 1 The aim of this report is to assess ...
- 2 It was requested as a result of ...
- 3 In summary, the following points should be noted:
- 4/5 I recommend purchasing ... / I also propose that managers should ...

4 Exercise 4 requires that students consider the different voices within the report. It also reviews reported speech from Student's Book Unit 8.

Answers

- 1 heads of the sales and marketing departments (extract A, lines 3–4)
- 2 the writer of the report (extract B, line 1)
- 3 the writer of the report. (extract B, lines 2–3)
- 4 a supplier (extract C, lines 1–2)
- 5 a supplier (extract C, lines 2–3)
- 6 the writer of the report (extract E, bullet 2).

5 This exercise reviews passive verbs by asking students to recognise them within the text, then identify the agent and reason for using passive. Before students do this in pairs, brainstorm some of the main reasons for using the passive.

Paragraph A: *is spent*

- a known (the sales and marketing department)
- b to be impersonal and objective

Paragraph A: *was concluded*

- a unknown
- b The agent probably included several people.

Paragraph C: *are recouped*

- a unknown (we can infer the company)
- b The agent is understood.

Extract D: *was requested*

- a unknown
- b to make the request impersonal

Paragraph D: *was provided*

- a known (the heads of department and accounts)
- b The emphasis is on the data.

Paragraph E: *is expected*

- a unknown
- b The agent includes several people.

Paragraph E: *is needed*

- a known (the employees using the equipment).
- b The agent is understood.

Paragraph E: *to be allocated*

- a unknown
- b The agent is not important.

6 Put students into pairs to think of some ideas. You could group students together who work for the same company. You may need to give them time to collect or invent data for the *Findings* section. Ask them to think about: who requested the report; areas that cost the company a lot of money; what ideas different departments might have; how much money could be saved; recommendations.

Ask students to write up the report using the headings listed. They should also use some of the expressions from Exercise 3 and reported speech and the passive where appropriate.

Notes to Worksheet 9

A performance appraisal form

Learning aims:

- to complete a performance appraisal form
- to practise dependent prepositions in verb phrases for talking about job responsibilities
- to review and extend the language for describing skills, qualities and experience in Student's Book Unit 9

1 How much feedback your students receive in the workplace may vary considerably if they are from different companies and from different countries. Even students from the same company may have different experiences of receiving feedback depending on the department they work in or the type of boss they have. For this reason, handle the discussion of these questions sensitively and avoid any comments which will suggest one way of handling feedback or giving appraisals is better than another. The aim is to elicit comments about the topic in general. You will also find out if students are familiar with filling in appraisal forms. Even if they aren't, the language points in this worksheet will be useful for all students in terms of having to describe their jobs and talk about personal qualities.

2 The seven questions are typical of the questions you find on appraisal forms. Students read and match an employee's responses to the questions. As follow up, ask students what other types of questions they are asked on their company's appraisal forms.

Answers

1 c 2 b 3 g 4 e 5 d 6 a 7 f

3 Prepositions in verb phrases are commonly used when we talk about our responsibilities or skills. Students can refer to the responses in Exercise 2 if they need help.

Answers

1 in 2 of 3 for 4 to 5 in 6 at 7 on 8 in

4 Some of the personal qualities are positive and some are negative. The negative qualities often use a negative prefix (e.g. *indecisive*). You could extend the task by asking students to write the opposite adjective by adding or removing a prefix, or by thinking of a new word with the opposite meaning.

Answers

- 1 indecisive
- 2 motivated
- 3 confident
- 4 ambitious
- 5 knowledgeable
- 6 dedicated
- 7 impatient

5 Students discuss the questions with their partner. In 1 they say which adjectives describe them and could give examples of when, for example, they become impatient or what makes them ambitious. Extend this task by asking them to think of other adjectives to describe their qualities.

In 2 they will need to refer back to the responses.

Suggested answer

The overall impression this employee gives is very positive. He/she is generally positive about the job and the company (*I've enjoyed my first year; I think I'm suited to the company; Everyone seems friendly and dedicated*) and confident about his/her abilities (*I'm confident with ... , I think I'm good at communicating with people, I'm quite knowledgeable in this area*), but also honest about some areas of weakness (*I've been indecisive who to contact; I can be impatient with colleagues*). He or she seems ambitious to move up in the company and there is a sense that he/she is bored with the basic responsibilities of the job and would like to take on new challenges (*this is a skill which could be utilised more effectively; I suppose I'm quite ambitious! I thought I'd be responsible for more things. I'd feel more motivated with more challenges*).

6 Students answer the questions on the form in Exercise 2 with their own real responses. If you think some students will feel uncomfortable being candid about their current jobs, you could suggest that they create an imaginary position for themselves and write from that perspective.

Notes to Worksheet 10

A procedure memo

Learning aims:

- to write a memo which outlines a procedure for staff to follow or procedural changes
- to recognise varieties of style, tone and levels of formality in a memo
- to recycle the grammar for describing habitual actions, and *used to / be used to and get used to* from Student's Book Unit 10

1 This task is a lead-in to the theme of procedures at work. If students have difficulty of thinking of a procedure, make some suggestions, e.g. fire exit procedures, claiming business expenses, requesting IT help, security procedures for visitors.

Students list the stages and tell their partner.

2 Students read the memo for the main meaning of each paragraph, and match them to the aims.

Answers

a 2 b 5 c 1 d 4 e 3

3 Procedure memos may include other information but they should always include the essential information that answers what, why and when. This task draws students' attention to that aspect of the content.

Answers

1

What is changing?	The presentation of the cleaning schedule
Why is it changing?	Because it is part of the main timetable and people are not following it.
When will it change?	As from next week.

2

What is changing?	Equipment for maintenance, cleaning and repairs will be kept in one storeroom. Staff will need a key.
Why is it changing?	At the moment it is kept in different places and not stored properly. There is the potential for confusion as well as posing a significant health and safety risk.
When will it change?	With immediate effect.

3

What is changing?	Signs and labelling in the warehouse.
Why is it changing?	To help new staff.
When will it change?	By the end of the month.

4 There is no right or wrong answer to this exercise. The main point to realise is that the writer of the memo varies the style and tone in subtle ways. It's quite typical of a manager who wishes to make management changes whilst at the same time maintaining good relations with the staff.

Suggested answer

The memo starts very politely with a personal message of thanks to everyone. It is friendly and the writer uses the subject pronoun 'I' a lot. However the writer also wants to introduce changes, and perhaps to establish his authority. So in parts of the memo he uses a more impersonal style. He mixes use of the 'I' form (*I plan to improve signs*) with the use of the more impersonal passive (*With immediate effect all such equipment will be stored in the storeroom next to the supervisor's office.*) In other places he is very direct: in point 1 he uses the imperative form (*Please read this regularly ...*) and makes some direct criticisms (*they are not being followed; ... as well as posing a significant health and safety risk*). He uses short sentences to be direct and to the point. The use of time phrases (*As from next week; With immediate effect*) add to the authoritative tone. In the final paragraph he returns to the formal but friendly style used in paragraph 1.

5 Some students might have changes they really want to make in their workplace so they could write about that. If students are short of ideas, they could think back to the ideas for procedures in Exercise 1 and consider what changes could be made to those procedures. If students want to be more creative, they could imagine a fictional company and make up some changes.

6 Students write their memos explaining the changes in Exercise 5. While writing, students can follow the same structure as in the version in the worksheet. When considering style, students should think about the tone and style explored in Exercise 4. If necessary, you could add to the context by telling them that they should write the memo as if they are the new boss at the company as this will affect the style of writing.

Notes to Worksheet 11

Clarifying and checking understanding

Learning aims:

- to introduce key vocabulary for the topic of transportation and logistics
- to practise writing short emails with phrases for clarifying and checking
- to review and extend the language for getting clarification and dealing with misunderstandings in Student's Book Unit 11

1 Discuss these questions as a class to get students thinking about the topic. Their answers will depend a great deal on the nature of their business, but most students will have made use of transportation services such as delivering packages with a courier firm or shipping larger items overseas.

2 If there are any unknown words, encourage students to guess at the category. The exercise that follows will clarify the exact meaning.

Answers

Documentation: packing list, bill of lading, delivery note

Places: warehouse, distribution centre, depot

Transport company: shipper, courier, carrier

The goods: shipment, consignment

3 Note that each sentence 1–4 matches a category in the table in Exercise 2: sentence 1 uses words from the 'documentation' category, 2 from 'places', 3 from 'transport company', and 4 from 'the goods'.

Answers

1 bill of lading 2 depot, distribution centre

3 carrier, shipper 4 consignment, shipment

4 Students read a series of emails about a delivery into the UK. For geographical background, you could explain that Southampton is an important port on the south coast of the UK and Wolverhampton is an industrial city in the middle of the country.

Students number the emails in order. You might want to point out that not all the emails reply to the one before. (In emails 6 and 7 Lana is not replying to Aidan but following up on her previous email.)

Answers

A1 B2 C6 D7 E4 F3 G5 H8

5 Students check their understanding by answering the six comprehension questions. Remind them that they should choose the *Don't know* option if there is no information in text to answer either *Yes* or *No*.

Answers

- 1 Yes (Aidan writes: *we have now dispatched the shipment of items*)
- 2 Don't know (it isn't mentioned)
- 3 No (Aidan writes: *so your carrier can collect it*)
- 4 Yes (*Do you mean your carrier isn't going to deliver it directly to our depot ... ?*)
- 5 Yes (*... that was when we thought the shipment would arrive this week. Given the delay ...*)
- 6 Don't know (although Aidan agrees to cover the extra costs it isn't made clear who made the original mistake over the delivery arrangements)

6 Explain that the list of phrases given could be used in emails and students need to find equivalent phrases in the emails between Aidan and Lana.

Answers

- 1 I'm just writing to
- 2 there's nothing attached
- 3 I'm not sure about this
- 4 Let me get back to you
- 5 I got it
- 6 I don't follow you
- 7 Do you mean ...
- 8 That's right.
- 9 My apologies. It's attached now.

7 If your students have done other *Life* business writing worksheets they will be familiar with the idea of writing short emails to their partner. They can use one blank sheet of paper and pass it back and forth to each other after they write each short email. Alternatively, they could write using real emails if you have the facilities in the classroom or set the task for homework with students using their own emails. Afterwards they can forward the emails to you for feedback or print them out and bring them to the next lesson.

Notes to Worksheet 12

Progress reports on a project

Learning aims:

- to write short progress reports on recent news summarising key information
- to review and extend the use of adverbs for emphasis from Student's Book Unit 12

1a This is a lead-in to the topic of a construction project and the different stages involved. Students work in pairs (or groups of three if necessary) and discuss the order of the stages.

Suggested answer

Pay an architect for designs
Get planning permission
Ask the bank for a loan
Choose building materials
Build the house
Move in

1b Students can make different suggestions for this task. Ask them to compare their answers with the rest of the class.

Suggested answers

prepare the foundations; put in electrical wiring; put in plumbing; put in the windows; paint / decorate the house

2 Tell the class that the emails are about the stages of large construction project. You might first want concept check students' understanding of the word 'harbour'. After they have completed the task, ask why subject lines are important and what makes a good subject line. Discuss the issues of providing subject lines which are short and summarise the essence of the email. Ask how effective the five subject lines are in this activity.

Answers

1 D New project 2 B No news 3 C Great news!
4 E More delays 5 A Resources

3 Students check their understanding of the emails by answering the questions.

Answers

- 1 the harbour
- 2 roads
- 3 To make the contracts available to the public so that any company can bid for them.
- 4 whether they won the contract or not

- 5 a report from the survey team
- 6 so that local people can present their complaints and the issues can be discussed in public
- 7 ten more workers

4 If students have completed Unit 12a in the Student's Book, this will review the use and position of these adverbs. By the end of the task, make sure students have recognised the two key points about these adverbs.

Answers

With the present perfect, the adverbs *just*, *now*, *already*, *also*, *only just* and *even* come between the auxiliary verb *has / have* and the past participle. The adverbs *yet* and *too* are always at the end of the clause.

5 Students match the adverbs to their meanings in this text.

Answers

a just, only just b also, too c even
d yet e already f now

6 In some sentences the adverb could be used in more than one position but the meaning or emphasis might be slightly different. Explain that for the context of writing a progress report, the position will usually be consistent with those presented in the five emails.

Answers

- 1 The results of the survey have just arrived.
- 2 They haven't paid for the work yet.
- 3 I've now told all staff to start work at eight o'clock tomorrow.
- 4 We've already gone over budget.
- 5 The team have cleared the area and they've also started building the walls.
- 6 I haven't had time to study the report because I've only just got back from holiday.
- 7 The staff have worked late today and they've even offered to work over the weekend!
- 8 I've asked them for more money and I've asked them for an extra week too.

7 If your students come from the same company or work in the same area of business then they could prepare this in pairs or small groups. Ask them to use a minimum of five adverbs from the worksheet. Afterwards they could swap their writing with a partner and peer review each other's use of adverbs.