2 Future uncertainty

Overview of the unit

2.1 Theory: STEEP analysis

> 'To be successful, STEEP analysis needs to be linked conceptually and practically to current planning operations.'
>
> *Benjamin Franklin*

STEEP analysis is a business tool that analyses the social, technological, economic, environmental and political/legal aspects of the general business environment that can affect the competitiveness of industries and companies. It is also known as PEST analysis, where PEST stands for political/legal, economic, social and technical factors.

STEEP sectors are not mutually exclusive and the analysis is often considered difficult to do effectively over time because of the range of environmental factors, which are considered to go beyond the direct influence of an individual company.

The social/socio-cultural category includes the cultural background of customers, percentage of the population in different income categories, value systems for the different social classes, birth and death rates.

The technological category includes patents, research and development budgets, the pace of technological change and bandwidth capacity.

The economic category includes the rate of economic growth, the inflation rate, the exchange rate, the interest rate, the availability of capital for small businesses and a country's balance of payments.

The environmental category includes air and water quality, the level of environmental regulation and the source of energy.

The political/legal category includes factors such as the policies of political parties, activism of government agencies, ability to influence political decisions through lobbying, nature of the power and decision-making structures in countries, public opinion and acts of terrorism.

2.2 Practice: Global consumer goods industry

Profile: The global consumer goods industry

The global consumer goods industry is a far-reaching term used to describe those manufacturers and retailers involved in making and selling a wide range of consumer products. More specifically, fast-moving consumer goods (FMCG) means those retail goods that are sold quickly at a low cost. Some FMCG products such as meat, dairy products, fruit and vegetables perish easily, while others such as tinned meals, soft drinks and cleaning products have a high turnover. Generally, products in the FMCG sector sell in extremely large quantities, so although the mark-up on each individual product is quite low, the cumulative profit is quite high.
In contrast to FMCG is the white goods and electrical appliances consumer goods industry, whose products are generally replaced over a period of a few years, although increasingly this is changing.

2.3 Skills: Presenting a case at a meeting

Meetings can be defined as a gathering of people with one or more goals to be achieved within a given timeframe. Making them work effectively often requires an understanding by the participants of the need for a meeting.

The formality of a meeting will depend on company culture, the nature of the business, the topic to be discussed, location and the hierarchical position of the participants.

Formal meetings are characterised by a formal procedure, structured agenda, and definite roles assigned for its smooth running. Informal meetings are often seen as more energetic, creative and inclusive and less routine and ordered.

Meetings can also be symbolically focused or functionally focused. A symbolic meeting will put across an organisation's values, beliefs and ideals, while a functional meeting will give information, generate ideas, make decisions or find out information.

Successful meetings should have good leadership, focus on the required outcomes and involve all opinions. Meetings often fail because of hidden agendas, a lack of focus, poor preparation and disrespect for etiquette.

2.1 Theory: STEEP analysis

Focus learners' attention on the picture and discuss what they understand by positive and negative thinking. Direct them to the quote by Benjamin Franklin. Do a word association around *nothing*, *certain*, *death* and *taxes*. In small groups, ask them to rewrite the quote in their own words.

Introduction

1 Divide the class into two groups. If you have a monolingual class, one group should think of as many positive statements as possible about their country or, if you have a multilingual class, about the world. The other group should think of as many negative statements as possible about either their country or the world depending on the class profile.

Pair learners from each group and instruct learner A to start with a positive statement and B to respond naturally with a negative statement, and A to respond, and so on.

2 Pair learners and assign each pair one or two of the change statements. Ask them to discuss the possible effect of the changes outlined on their future career and their company. Elicit the possible effects of the changes, then have a class vote on the change that will affect them the most.

3 Put the class into small groups to discuss the question before class feedback.

> **Suggested answer**
> No company or individual is able to fully control their own future. However, successful companies and individuals are the ones who are best able to predict the future accurately and take steps to respond in the best way possible – defending themselves from possible threats and positioning themselves to take advantage of opportunities.

Reading: STEEP analysis

Write *STEEP* on the board and brainstorm what learners think it stands for and possible factors contained within each category.

Ask one or two learners what *skim* and *scan* mean in a language-learning context and what types of text they skim and what types of text they scan.

1 Focus learners' attention on the question rubric and ask them what reading skill this is practising and why they think so. Learners work individually to find the words in the text with the same meaning before checking their answers in pairs and feedback.

> **Answers**
> 1 affect / shape
> 2 purchase
> 3 massive
> 4 organic
> 5 conversely
> 6 shortages
> 7 reconsidering

2 Draw learners' attention to the questions and encourage them to speculate on possible answers. Learners work individually to find the answers before feedback. In plenary, ask learners if they used scan skills and which words they focused on in the questions.

> **Answers**
> 1 People's attitudes to health and diet are changing.
> 2 Falling birth rates
> 3 Calls for greater investment in food production; countries that previously did not want to produce GM food are now having to rethink this policy.

3 Put students into groups of four and set up this jigsaw reading exercise by instructing each student in the group that they will be reading about the four different categories of STEEP analysis and directing them to the pages given (137, 142, 145 and 146). Tell them to read their text and underline what they think is the most important information.

If you have an odd number of students or a small group, you could join a group and read one of the texts yourself, or double up the students on one or two of the texts. Monitor for vocabulary problems and explain meanings as required.

When they are ready, ask them to tell each other about what they have read in their own words.

4 Refer learners back to question 2 in the Introduction and ask them to individually select the relevant STEEP factor for each change statement before class feedback.

> **Answers**
> 1 Political
> 2 Socio-cultural / Technological
> 3 Socio-cultural / Economic
> 4 Economic
> 5 Economic
> 6 Political
> 7 Technological
> 8 Environmental
> 9 Political
> 10 Technological

Listening 1: STEEP factors   1.08

Business view

Focus learners' attention on the photo of Dr Hans-Martin Beyer. Ask what predictions they think he will make about the future of global business and whether he is likely to be optimistic or pessimistic.

Review general and specific listening skills by asking one or two learners when they listen for general information and when for specific information, and why.

1 Focus learners' attention on the question and ask them what type of listening skill the exercise is practising. Instruct them to write the STEEP factors in the table and play 1.08 . Let learners check in pairs before feedback.

> **Answers**
> 1 Socio-cultural
> 2 Economic
> 3 Political
> 4 Technological
> 5 Environmental

2 Learners listen again, for more specific information. Instruct them to make notes about the factors. Play 1.08 before they check answers in pairs and feedback.

You could adapt this exercise by referring learners to the audio script on page 148 and asking one or two pairs to act out the interview while the rest of the group do the exercises.

> **Suggested answers**
> Socio-cultural – He believes that more people will be travelling between countries and that this will lead to more global products as tastes converge.
> Economic – He believes Asia will become more important especially as India and China continue to develop.
> Political – He thinks there will be a resistance to further increasing the size of the EU over the next ten years.
> Technological – He thinks that marketing and selling online will continue to grow. However, some people may become fed up with the amount of technology and move back to more face-to-face business.
> Environmental – He believes that CO_2 emissions will be the most important issue for business over the next few years.

3 Pair learners to discuss the questions. Make sure they focus on the automotive and computer industries before feedback.

> **Suggested answers**
> The global automotive industry will need to consider options such as more standardisation of the product across different country markets, opening up plants in India and/or China to supply new markets (opportunity), watch very carefully

> for any future environmental legislation that limits CO_2 emissions (threat), continue to invest in greener technologies (opportunity). Finally, they might even consider selling direct to the consumer via their own websites (opportunity).
> In the computer industry there will be more demand for mobile devices as more people travel (opportunity). Established companies need to watch carefully for new competitors from China and India making a move onto the international stage (threat). CO_2 issues in the future may mean that computer manufacturers need to focus more on recycling component parts to conform to possible future legislation (threat/opportunity).

4 Group students to discuss the questions.

Suggested answers
Trends that would be relevant for the car industry to monitor include predicting the price of oil and the continued future availability of oil. They need to monitor green legislation in different country markets. For the computer industry, monitoring changes in working and lifestyle patterns will provide key information to companies on future product development.

Audio script
1 I think people will be more mobile, travelling between countries, and as a result the demand for goods may grow together as tastes across different countries converge, so there may be more global products like Coca-Cola, which is drunk all over the world.
2 We will need to look to Asia if we want to look for future development in an economic field. We have China. We have India. They are extremely large markets and players.
3 Regarding the EU, I believe there is a certain resistance to further increase the size of the EU significantly in the next ten years. It takes time to integrate new countries, to stabilise them. At one point we may even see Russia join the EU but I believe that is something which is some time away.
4 In the field of e-business I believe we are just in the starting phase, or maybe at the end of the starting phase, if you wish. I think in future we will see that marketing and selling online will probably grow much further, particularly in certain fields of business like retail. The only inhibitor may be that we find a certain level where people get fed up with too much technology and want to go back to the previous face-to-face business relationships.
5 I think that the subject of CO_2 emissions will remain very high on the agenda. And it'll probably be the dominating subject over the next few years to come in business boardrooms.

Listening 2: How industries plan for the future 🔊 1.09

Ask learners to predict answers to the questions. Tell them that they are going to listen to the second part of the interview twice and to make notes. Play 🔊 1.09 for the first time and then play it again before feedback.

Answers
1 It takes between two and four years.
2 They should always look to the future.
3 He correctly predicted that everybody would want a computer in their home.
4 They have an understanding of what people want and they have a vision.
5 They have underestimated or misunderstood how important CO_2 emissions and energy have become for the business agenda.
6 They are made in the boardrooms.
7 They are important, but the decisions that are made are more important.

Audio script
Interviewer: I imagine that future planning must be very important for an industry like the automotive industry where the lead time for product development can be very long.
Dr Hans-Martin Beyer: To develop new models from scratch it takes between two and four years, it may even be a bit more.
Interviewer: The world's going to be a very different place in three or four years' time. So future forecasting and prediction becomes pretty strategic, doesn't it?
Dr Hans-Martin Beyer: That's absolutely right. And that's always the problem with introducing new products in such kind of industries with complex products. It takes quite some time. It's a much longer lead time than with other highly technological products like mobile phones or things like that. And therefore you always have to look into the future to avoid mistakes and increase the probability of success.
Interviewer: Some companies have been very successful in anticipating future threats and opportunities, and some have not. I wonder if you could give us some examples of when companies have got it right, and when they've got it wrong.
Dr Hans-Martin Beyer: Well, this is a very interesting and difficult question, because if we look at history, there were people who were intuitively dealing with developing certain products. We can now talk about the electronic or micro-electronic industry. Somebody like Bill Gates got it right, with his expectation that every single person wants to have a computer in front of them. And of course there are other important companies in that field such as Apple. They get it right, because they have an understanding of what people basically want, and they have a vision. And well, there are other companies that have not always made the right decisions. And I have to say that some of the difficulties of some automotive companies are because they have underestimated and misunderstood the potential effects in the field of CO_2 and energy, which have now come higher up the agenda.
Interviewer: They were still producing cars which were producing a lot of CO_2 emissions, which were inefficient.
Dr Hans-Martin Beyer: Exactly, the American automotive industry, for example, has made some misjudgements in that field. There are other automotive companies around the world that may have read the future more correctly, but at the end of the day we need to be clear about one thing, that decisions are made in boardrooms, and it comes down, very often, simply, to the opinions of those who make the decisions. And therefore I believe that the methods which we can apply to forecast the future, or at least get a better understanding of what may happen, and to prepare for that, are one important aspect. But they are not the decision. It comes down finally to the decision-makers in business.

Critical analysis

1 & 2 Pair learners to discuss the questions. Elicit what 'getting it right' means.

You could adapt this section by putting the class into two groups. Ask group A to discuss question 1 and B to discuss question 2 and to delegate a member of their group to summarise their discussions. When they are ready, ask the delegate for group A to tell their summary to group B, who should then decide if they agree or not, then reverse roles.

Language focus: Future certainty and uncertainty 🔊 1.10 🔊 1.11 ◉

1 Focus learners' attention on the timeline and ask if they find this method helpful in explaining grammatical meaning and why/why not.

Learners work individually and place the sentences on the scale. While they are doing this, draw a timeline on the board. Elicit their answers and why they think each sentence goes where they put it.

> **Answers**
> Uncertain ⬅————————————➡ Certain
>   3   1   4   2

2 Ask students to close their books. Tell them they are going to listen to four pairs of sentences with predictions in them and to evaluate which sentence seems the most certain and why. Play ⊙ 1.10 and elicit their answers. The audio script is in the Student's Book. Instruct them to open their books, play the recording a second time and find out why they think the sentence seems more certain.

> **Answers**
> 1 B – *may* in B sounds more certain than *guess* in A.
> 2 B – The intonation in B is more certain than in A. Also the use of a question in A to check that the information is correct makes it sound much less certain.
> 3 A – The use of *definitely* in A makes this sound very certain and the intonation suggests that it is a fact.
> 4 A – The intonation and use of *going to* in A sound very certain. In B *suppose* and *might* make this sound less certain.

3 Write sentence 1B on the board and play ⊙ 1.11 . Ask learners which word is stressed and then encourage choral practice of the sentence. The audio script is in the Student's Book.

> **Answer**
> *May* is stressed, which makes it sound less definite.

4 Tell the learners to underline the verbs used to talk about the future individually before checking in pairs and feedback.

> **Answers**
> 1 may   2 will   3 will definitely, might well   4 going to, might

5 Ask learners to work individually to put the words and phrases into the table. Elicit their answers and then instruct them to put the underlined verbs from exercise 2 into the table before checking in pairs and feedback.

Alternatively, ask them to place the words that they underlined and the words from this exercise on the timeline from exercise 1 or ask individual learners to put them on the timeline you drew earlier on the board.

You could also ask them if they prefer the timeline or the table format as a tool to aid memory.

> **Answers**
> possible: may, could, guess, might, suppose
> probable: looks probable (that), is highly unlikely (that), might well
> certain: will, must, will definitely, going to
> Remember that the intonation will also affect how certain the person is when they use these words and phrases.

6 Group learners and refer them to the changes in the Introduction. Ask them to discuss how the listed companies and industries might benefit or lose out if the changes happen and why they think so.

> **Suggested answers**
> Companies with high debts will definitely benefit with lower interest rates.
> Tourism will suffer due to volcanic clouds and higher prices for flights due to higher price of oil.
> Publishers of educational textbooks may have opportunities to provide digital editions for textbooks for new online courses.
> Pizza home-delivery companies may benefit as more people stay at home with online friends on the computer.
> The online advertising industry and e-marketing consultancies would benefit as more people spend time and money online on mobile devices – this will mean that companies will pay more attention to selling online and will require more help from e-marketing consultancies.
> Global car manufacturers would reconsider investment in your country if it joined or left a regional trading bloc.
> Other possible winners might include importers and retailers supplying ethnic food for new immigrants, organisations running courses for people to follow in their extra free time. Possible losers would include airlines and aeroplane manufacturers as people travel less or switch to high-speed trains.

Output: Conduct an industry sector STEEP analysis

You may wish to remind learners about what STEEP means by eliciting some of the factors within each category on the board if you feel it is necessary.

Stage 1

Put learners into small mixed-nationality groups, if possible, and instruct them to discuss each segment of the automotive industry following STEEP guidelines. You could give them a few examples of each segment and/or direct them to the example if they are struggling with the exercise, e.g. luxury cars – Rolls-Royce, sports cars – Ferrari, etc.

Keeping learners in their groups, ask them to think about the situation in the automotive industry in their own country/countries and tell them to discuss the questions, making notes as they do so.

Stage 2

Form new groups by splitting members of the groups in stage 1 and ask them to discuss the previous stage's findings together and how they could affect competition as a whole in the automotive industry both nationally and globally. Then ask for feedback.

2.2 Practice: Global consumer goods industry

Profile: The global consumer goods industry

Ask students to look through the profile quickly and find any words they would associate with 'big'. Follow up by asking one or two learners what word they would associate with the global consumer goods industry and why.

Introduction

Focus learners' attention on the two pictures and elicit any differences between them.

1 Pair learners to discuss the questions. Ensure that they discuss both the advantages and disadvantages of shopping in small and large shops.

2 Draw a timeline on the board for your own lifetime and elicit from a few students how they think the way people shop for food has changed. Their answers will probably depend on the age profile of the class.

3 Put learners into small groups. Focus their attention on the question and encourage them to speculate about why consumer durables are now being sold in supermarkets.

Answers
Products now have shorter lifespans due to the increasing pace of technological change, ever-increasing consumer demand and greater general levels of consumer affluence. It is also often the case that manufacturers will build obsolescence into their products, 'forcing' consumers to upgrade after a relatively short period of time.

Language focus: Consumer goods sectors

1 Tell students the aim of the exercise is to match companies to the industry sector and the sub-sector, and use the example given. Students then work individually before checking their answers in pairs.

Answers
Procter & Gamble – 3 a
Tesco, etc. – 4 f
Johnson & Johnson – 5 b
Sony, etc. – 2 d
Nestlé, etc. – 1 e
Whirlpool, etc. – 6 c

2 Put learners into small groups. Set a time limit of three minutes and ask them to brainstorm examples for each sub-sector. Elicit one or two examples after the time is up.

3 Keeping learners in their groups, ask them to discuss the questions. Alternatively, you may wish to conduct a brief class feedback using the questions if time is short.

Procter & Gamble (USA)   LG (Korea)
Tesco (UK)   Philips (The Netherlands)
Walmart (USA)   Nestlé (Switzerland)
Carrefour (France)   Kraft (USA)
Metro (Germany)   Whirlpool (USA)
Johnson & Johnson (USA)   Bosch (Germany)
Sony (Japan)   Electrolux (Sweden)
Samsung (Korea)

Transferable skill: Speed-reading

As a class, discuss why learners think speed-reading is important. Ask when and how often they speed-read.

Phase 1

1, 2 & 3 Instruct learners to work individually to answer the questions. Monitor as they do so and encourage them to speculate, before checking in pairs and feedback.

Answers
1 The source is 'Global Commerce Initiative'. It is likely that this report will favour the interests of the global consumer goods industry.
2 The text is likely to be about the future trends that will affect the Asian consumer goods market.
3 It is likely to be divided into three or four parts: urbanisation, ageing populations, polarisation of new middle class and the poor. (The last section could consist of two parts: rising incomes, poverty and low incomes.)

Phase 2

1, 2 & 3 Learners work individually before checking their answers in pairs and feedback.

Answers
2 Four blocks or sections
3 a before paragraph 6
  b before paragraph 2
  c before paragraph 8
  d before paragraph 3

Phase 3

Put learners into pairs to match the questions to the section where they will find the answer in the text and why they think so. Put the pairs into groups of four to check their answers before feedback.

Answers
1 In section on ageing
2 In section on low-income consumers
3 In section on urbanisation
4 In section on rising incomes

Phase 4

Learners work individually to answer the questions. When they are ready, let them check their answers in pairs, while you monitor and help out.

Then ask them to speculate on the final question after the text. As feedback, you could elicit some of their ideas regarding the factors mentioned and how they could impact the consumer goods industry in Asia.

Answers
1 spicier foods
2 governments and communities
3 500,000,000
4 it has revolutionised consumer aspirations

Output: Launching a new consumer product

Brainstorm what learners think a *sales pitch* is. Divide the class into four groups of roughly equal size and instruct them to read the information in the box. Check understanding of the task by asking a few questions, e.g. *What does launch a product mean? What is a target market?* Assign each group a role on page 137, and allow them time to read and discuss their roles. Set a time limit for preparation and ask them to design a sales pitch for their product. Prompt each group to appoint a presenter.

After the preparation time is up, ask the presenter from each group to make their pitch. After the presentations, ask each group which product the other three groups designed would be the best to invest in and why.

2.3 Skills: Presenting a case at a meeting

Introduction

1 Brainstorm this question as a whole group. Draw a table on the board with characteristics of meetings in one column and characteristics of presentations in the other as in the example below.

Characteristics of meetings	Characteristics of presentations
group participation speakers can take turns can be both formal and informal minutes taken	audience single speaker standard international procedure no record taken

2 Pair learners to discuss the question. Re-pair learners and ask them to tell their new partner what they discussed.

3 Discuss this question as a class. Make sure that they understand what a Q&A session involves and find out where their preferences lie.

4 Pair learners to complete the table before comparing with another pair.

> **Answers**
> There tends to be more focus on the individual at a presentation and less time for questions and answers.
>
> | | Formal presentation | Q&A session |
> |---|---|---|
> | Turn-taking | Not usually | Yes |
> | Spontaneous speech | No (hopefully!) | Yes |
> | Communication is one-way | Usually | No |
> | Questions and answers | Maybe | Yes |
> | Rhetorical questions (asked for effect, not for an answer) | Yes | Not usually |
> | Active listening (responses, e.g. *yes*, *uh-huh*) | No | Yes |
> | Immediate responses | Not usually | Yes |

5 Pair learners to discuss the questions. Elicit answers from two or three pairs and ask the others if they agree or not.

> **Answer**
> A presentation requires a lot more preparation and practice, but it is often possible to predict certain questions for a Q&A session.

6 Pair learners and focus their attention on the question. Ensure they understand they have a choice. When they are ready, put them into groups of four for the presentation stage.

Listening 1: Upgrading the operating system 1.12

Focus learners on the rubric and then brainstorm the word *upgrade* and predict what kind of information may be contained in the presentation. You could also find out what questions they would ask if their company or school were upgrading.

1 Pair learners to come up with two possible reasons why a company would install an up-to-date operating system and why upgrading is important.

> **Suggested answers**
> The reasons include: having a system that is compatible with the one their clients are using; making sure that they have the right support from their operating system suppliers; protecting the system from attacks and viruses.

2 Ask learners to look at the stages and organise them into a logical order. Play 1.12. Check in pairs before feedback.

> **Answers**
> D E A B C

> **Audio script**
> **Alison:** OK, we may as well start. So, our Windows operating system. We've been using our present OS in Japan for at least four years and it's time to upgrade. It's more a question of what will happen if we don't upgrade because as many of you know Microsoft has already stopped support for the present OS and we are in the extended support phase.
> So, just to give you a bit of background. Mainstream support for the present system expired in the middle of last year. We paid Microsoft fifty thousand dollars for an extended support contract and we still have to pay Microsoft three hundred and fifty dollars an hour if we have any engineering for the present system. And as you can imagine, as time goes by, that figure's going to go up. Obviously, this creates a business risk for us because current software and hardware used by us is no longer supported by our vendors. The vendors are all migrating their products to the new system and they're not supporting the one we presently use any more. The longer we wait, the greater this risk becomes. We've already seen this with certain products on our desktops. And also more recently with our new Dell standard workstation, it doesn't actually give support.
> So why do we really want to upgrade besides the impact of not doing it?
> Well, we want to reduce the risk of maintaining and the cost of maintaining our outdated desktop environment. There is also the importance of global consistency too. Common desktop build allows the development teams to develop to a common desktop as opposed to what we do now which is we always ask, 'Oh what do they use in that region?' And having to tailor your product or have the support teams tailor their desktop so that your application will work in that place. So what is our basic approach going to be in Japan? On all previous desktop

> rollouts we've been able to do it in one fell swoop. We've been able to plan for all desktops as a whole, we have bought a big bunch of disks, built the new operating system in advance, and just swapped them all. But we can't do that this time because this time we're being forced to implement the new system on a departmental basis. Some departments simply might say, 'no we cannot afford it,' and some departments might say, 'I wanted one yesterday' and that's exactly what has happened. But because we're being forced to adopt this approach it really dictates the basic approach that we need to take. So, how do we start? Well, I've already done this. I have solicited the stakeholders, which is you guys and support. Then we need to sit with the department heads and analyse the costs and the risks and decide whether or not to proceed.
> And assuming that for a given department we get approval to proceed then we need to get it signed off and proceed as follows – which is to actually begin fixing the applications so that they work.

Intercultural analysis: Presentation styles

Direct learners' attention to the statement. If you have a monolingual class, elicit the presentation style preferred. If you have a multilingual class, you could put learners into groups for a brief discussion.

Discuss the questions as a class. You could brainstorm advantages and disadvantages of the different styles on the board in an 'American style' versus the 'Japanese style' format. An advantage/disadvantage of the American style could be that it is too direct, while an advantage/disadvantage of the Japanese style could be the level of formality.

> *Suggested answer*
> Introducing the main point at the beginning makes the presentation easy to understand, but introducing it later may engage the audience more.

Language focus: Discourse markers

Do a word association for *discourse* and *marker*. Elicit any more examples of discourse markers students may know.

1 Learners work individually and underline the discourse markers in the sentences before feedback.

> *Answers*
> 1 OK, we may as well start.
> 2 So, our Windows operating system. We've been using our present OS in Japan for at least four years and it's time to upgrade.
> 3 It's more a question of what will happen if we don't upgrade … Obviously, this creates a business risk for us because … The longer we wait, the greater this risk becomes.
> 4 So, how do we start? Well, I've already done this.
> 5 So, just to give you a bit of background. Mainstream support for the present system expired …

2 Learners work individually to match the sentences with the five stages in Listening 1 exercise 2. Elicit which words gave them the answer, e.g. *OK … start*, *upgrade*, *the longer … the greater*, etc.,during feedback.

> *Answers*
> 1 D   2 E   3 B   4 C   5 A

Listening 2: Q&A session   1.13

Focus learners' attention on the rubric and ask one or two concept check questions, e.g. *What is an audience? What does implement mean?* etc.

1 & 2 Tell learners to listen for the answer to the question. Play 1.13 . Elicit their answers.

> *Answers*
> 1 She doesn't give an answer to the question. She rephrases it and then says there isn't a black and white answer.
>
> 2 *Suggested answer*
>   She might not answer the question because she does not have the information; the change has not yet happened in other departments or countries; she may feel that the information is not relevant for their discussion.

3 Focus learners' attention on the format and elicit any other phrases they may know for rephrasing and checking the response. You may wish to teach other phrases such as *So …*, *What you're saying is …*, *Am I right in saying that …*, etc.

Play 1.13 again and elicit if the presenter uses the format or not.

> *Answer*
> She follows the format.

4 You may wish to give the learners a few topics, e.g. consumer products, future predictions, computer usage, etc., which they brainstorm a few questions around and can use to practise the format on the board.

> *Audio script*
> Alison: … OK. Any questions?
> Nigel: The global implementation of the new OS interests me. Has anyone else done it? So, for example, if our head office in Los Angeles has got some departments on the new OS, are they able to influence the implementation here, or give us some advice?
> Alison: So, you mean you want to know about whether other people have experienced any problems that we can learn from, is that right?
> Nigel: Yeah, basically.
> Alison: I don't think there's a black and white answer to that. It's being funded and deployed globally.
> Nigel: OK.

Output: Presenting a case

Stage 1

Refer learners back to Listening 1 and in particular the five stages in a presentation. Ask pairs to prepare a short 3-minute presentation on one of the topics given.

Direct them to the audio script on page 149 for help on organising the presentation and instruct each pair to try and predict possible questions their audience could ask and to practise them.

Stage 2

Put the pairs into groups of four and ask them to make their presentations to each other. Encourage the listening pair to ask follow-up questions after the presentation.

2 FUTURE UNCERTAINTY 21

Worksheet 2 (See page 132)

Improve your knowledge of the language of talking about the future

Level B2 +

Time 55–60 minutes

1 Lead-in (10 minutes)

Learners discuss the questions in small groups before feedback.

Commentary

1 This question may cause some debate. You can expect *will* as an answer, but many modals can be used to talk about the future if clarified by a future time phrase, as in *I might see her tomorrow* or *I should complete the report in a few days' time*.

2 The present simple and present continuous can be used to talk about the future. Some grammarians put 'going to' into this category, but because of its role in the formation of future in the past (*I was going to …*) some prefer to keep it separate.

3 There are many answers here. Examples include: *I intend to*, *I plan to*, *I hope to*, *It is bound to*, *She is about to*, etc.

4 The answer will depend on the national profile of your class. A lot of languages only have one way of talking about the future, or the future is thought to be in God's hands, which is why teaching ways of talking about the future is fraught with difficulties and many learners think *will* and *will not* can be used in all situations.

5 A synonym for certainty is *inevitable*, for probability *likely*, for possibility *feasible* and for uncertainty *not confident*.

2 Future tenses (10–15 minutes)

Learners match the tense names with their form and usage by drawing arrows on the table and then discuss the questions. Alternatively, you could cut up the table and add some example sentences such as *I'll see him tomorrow*, *She'll be working tomorrow night*, *We will have done that by this time tomorrow*, *We're going to crash!*, *I'm meeting my boss at 10*, *the plane leaves at 5.15 on Friday* and ask them to match name, form, usage and example and then discuss the questions.

Answers

Tense	Form	Usage
future simple	*will* + infinitive without *to* *won't* + infinitive without *to*	future prediction (no evidence) spontaneous decision about the future
future continuous	*will* + *be* + present participle *won't* + *be* + present participle	talk about an event ongoing at a particular point in the future
future perfect	*will* + *have* + past participle *won't* + *have* + past participle	completed action sometime in the future
going to	am/is/are *going to* am not/isn't/aren't *going to*	future prediction (with evidence) future intention/ plan
present continuous	am/is/are + present participle am not/isn't/aren't + present participle	future arrangements
present simple	I/you/we/they (+ don't) + infinitive without *to* he/she/it (+ doesn't) + infinitive without *to* + s	to talk about timetabled events

1 Passive forms are: *will/won't* + *be* + past participle, *going to* + *be* + past participle, *will/won't* + *have* + *been* + past participle.

2 Yes, they are often clarified by a future time expression. Examples include: *I might be working tomorrow*, *I might not be working in February*, *I could be going out later and I may be studying in England in September*.

3 The contracted form of *will* is *'ll*. It is more common with spontaneous decisions, as in *I think I'll have a salad for lunch* or *I'm not sure, maybe we'll go out for dinner*.

3 Other ways of talking about the future

(10 minutes)

Learners work in pairs to put numbers on the line.

> **Answers**
> The expressions are repeated here for clarity.
>
> 1 am/are/is likely to
> 2 am/are/is bound to
> 3 am/are/is due to
> 4 could possibly
> 5 might well
> 6 definitely won't
> 7 am/are/is about to
> 8 am/are/is expected to
> 9 are/is more than likely to
>
> Certain ◄――――――――――――――► Uncertain
>   7 6 3   2 9 1   8   5   4

4 Future opinions (10 minutes)

Ask learners to write sentences. Example sentences could include:

• The world may run out of oil in ten years' time.
• There'll be an election in my country next year.

They discuss their sentences in pairs or small groups. You could extend the exercise by asking them to discuss their sentences and the world next year, next week, today, their country in ten years' time, next week, today, etc.

5 Future predictions (15 minutes)

Put learners into groups and ask them to discuss the predictions. Their answers will depend on how they see themselves and the world.

Writing 1: Preparing presentation slides

Overview of the unit

In modern presentations, one of the key features is the use of different types of presentation software rather than the rather old-fashioned overhead transparencies. When using slides as a method of visualising what you are trying to say, it is worthwhile remembering a few very important points while you are preparing a presentation.

A slide show is a visual tool, not the focal point of a presentation and although it is very easy to get carried away with animations, it is best not to overdo them as they will detract from the message and quite possibly annoy your audience. Similarly, slides should be limited to your main points and easy to follow and should not be cluttered. It is also better to choose a well-known font style such as verdana and to keep the background off-white with a dark font to avoid screen glare.

Introduction

1 Focus learners' attention on the quote. Discuss if they agree or not and why.

2 Tell students to scan the Student's Book to find the images for each unit. Elicit the image for each unit, e.g. the reward poster in Unit 3, and if they are suitable for the unit title, e.g. reward = payment, reward is in the title, etc. Alternatively, in a larger class you could give each student or group a unit, ask them to find the image and elicit why it is suitable or not.

3 Hold a class discussion on the question and elicit a few examples of good and bad presentations. If learners haven't been to a presentation, discuss lectures they have been to.

Writing skill: Creating a strong visual impact

Ask learners to read the short introduction and to predict what the eight trends for the global consumer goods industry are, e.g. poverty, older consumers, etc.

1 Pair students to discuss what the presenter will talk about with each slide as a background before feedback.

2 Students label the slides before feedback.

> **Answers**
> Low income – bottom left photo
> Urbanisation – top right photo
> Ageing population – bottom right photo
> New middle class – top left photo

3 Discuss this question as a class or in groups. Elicit what students think is positive and negative about the slide, e.g. clear, bulleted points or use of humour.

4 & 5   Pair students to discuss the questions. Elicit their ideas for visualising the four bullet points, such as people walking with barrels on their head to get water, etc.

> **Answers**
> 4 It refers to the first bullet point.
> 5 *Possible images*
> 1st bullet: a graph showing increasing price of oil or wheat, etc.
> 2nd bullet: photo of an overcrowded food market in a developing country
> 3rd bullet: photo of damage to crops or land caused by the weather
> 4th bullet: photo of a demonstration in a city with protesters carrying placards about price inflation of basic foodstuffs

Intercultural analysis

Brainstorm what students understand by *humour*, such as cartoons, Mr Bean, etc. In pairs, students discuss the bulleted questions before feedback.

> **Suggested answer**
> The use of humour will depend on the individual style of the presenter and whether humour is acceptable in the context. You should always ask yourself: 'Who are the audience?' and 'What is the usual way of doing things?' in the particular organisation, industry or country where you are giving the presentation.

Language focus: Summarising information into concise bullet points

1 & 2   Pair students before comparing their answers with another pair and feedback.

> 1 *Suggested answers*
> Rising costs
> Population spikes
> Volatile climate
> Political instability
> 2 1 There is / will be a continuing rise in the cost …
> 2 Population spikes are putting / will put pressure …
> 3 An increasingly volatile climate is affecting / will affect production …
> 4 Rising costs are leading / will lead to political …
> … instability on the consumer goods industry?

3 Re-pair students and ask them to summarise the points and then extend the micro-bullets from slide 1 before feedback.

> *Suggested answers*
> 1 Increasing speed of urbanisation in developing world
> 2 Large segment of world's population still living on low incomes
> 3 Ageing populations create challenges and opportunities
> 4 Big increase in middle-class consumers in Asia

4 Students work individually to change the micro-bullet points into questions. Elicit a few of their ideas on the board.

> *Suggested answers*
> 1 What will happen if rapid urbanisation increases even faster?
> 2 What will be the results of a large segment of the world's population living on very low incomes?
> 3 What challenges and opportunities does an ageing population bring?
> 4 How will the increase in middle-class consumers in Asia have an impact on the consumer goods industry?

Critical analysis

1 Tell students they are going to discuss the 'dos and don'ts' of presentation slides. Pair them and tell Student As to look at pages 137–8 and Student Bs to look at pages 142–3. When they are ready, students close their books and tell each other what they have read.

2 In pairs, students look at the slides and decide which ones they prefer and why.

> *Answers*
> **Slides 3A and 3B**
> In the first pair of slides, both formats are acceptable, but slide 3B has more impact. Slide 3B should be used if the context is clear and the speaker wants to emphasise the figure of 72%.
>
> **Slides 4A and 4B**
> Slide 4A is better. Slide 4B has too many bullet points and too many colours. Also, at least one of the colours is difficult to read. The image in slide 4A is professional but not very exciting. The images in slide 4B are very basic – they might have come from a standard clip-art software package; it is best to avoid this kind of image.

Output: Designing effective presentation slides

Re-pair students and tell them they are going to design two slides on 'The future'. Give them some paper or use computers if available for them to design the slides from a focus of their choice. They then present the information to another pair or the whole group. You could display the slides around the room or on a smart board and take a vote on the best set of two.