

11 A difficult choice!

Activity type	Role-play
Number of students	Minimum of 6. Groups.
Business functions practised	Expressing opinions, agreeing and disagreeing
Lexical area	Products
Typical syntax	<i>In my opinion ...</i> <i>That's a good idea.</i> <i>I quite agree.</i> <i>I'm afraid I see that differently.</i> <i>I'm afraid I don't think that is a good idea?</i> <i>Is that really such a good idea?</i> <i>Don't you think it would be better to ...?</i> <i>It is surely far more important to ...</i> <i>We can't ignore the fact that ...</i>
Grammar involved	Present Simple, modals

Setting up

Photocopy Game Sheets 11a and 11b so that there is a role-card and an information-card for every student in the class. Put the students in groups of six or more. Six of the students in the group will need the role-cards describing their position in a fictitious company; any extra students are observers with the task of listening for the proper use of exponents.

Playing the game

First review or brainstorm the language of expressing opinions, and agreeing and disagreeing politely. Then give the students time to read the information on their role-cards; make some notes to help them formulate their arguments and to study the exponents gathered on the board. When everyone is ready, let the Managing Director in each small group call the meeting to order. The Managing Director should listen to each individual's opinion as well as expressing his or her own. The aim of the game is to try to convince the others that the option you've chosen is best. However, the group must ultimately reach consensus.

After giving groups plenty of time to argue, the teacher should tell students that compromise will be necessary to make a decision. In a second round, every company member may cast a final vote, based on the arguments that convinced them most during the simulation. Make it clear that they do not have to vote for the product they argued for! The product with the most votes wins. If the observers are also given a vote, there is less danger that the result will be undecided. If the result is still a tie, the Managing Director may make the final decision. Compare the results and experiences of the small groups as a class. Ask any observers for their comments.

Variation: You could let six students carry out this role-play in front of the rest of the class, with all the watching students listening for the proper use of exponents. Then let the whole class vote on their favourite product.