

Financial trouble in the Notting Hill Carnival food festival paradise

Level: Intermediate (B1–B2)

Time: Approximately 90 minutes

Overview: This article discusses the Notting Hill Carnival and how it has become more costly and complicated for the vendors to be there.

Business topic: Labour cost, food industry, public festivals

Business language: Reported speech

Activities: Key words, understanding the article, business language, reading comprehension, discussion, writing a memo

Groups: Whole class, pairs, small groups, one-to-one

Key:

1. poultry
2. revellers
3. buckle from
4. persistent
5. mitigate
6. threshold
7. input costs
8. soaring
9. lobby groups
10. carpenter
11. solidify
12. cultural touchstone
13. upmarket
14. owing to
15. watchdog
16. steeper
17. ongoing
18. base business
19. compiled
20. welfare
21. race riots
22. prompted

1. Warmer

- a. Ask students to discuss the questions in small groups. Monitor and write any useful vocabulary on the board. Elicit the main ideas that arise from the discussion from the whole class.

2. Reading for gist

- a. Have students skim the article and choose the main idea. Then ask them to scan for phrases that support their answer.

Key:

2

3. Key words

- a. Have students match the key words to the definitions individually and then compare their answers in pairs. Elicit answers from the whole class.

4. Understanding the article

- a. Ask students to read the article carefully. Then ask them to choose the correct option for each sentence.

Key:

1. b
2. a
3. b
4. a
5. b
6. b
7. c
8. a

5. Business language – reported speech

- a. Ask students if they remember what reported speech is. Then ask them what makes the sentences from the article reported speech. You can also choose a direct quote from the article and ask students to turn it into reported speech as a class. Then have them fill in the table by referring back to the examples from the article.

Key:

| Direct Speech | Indirect Speech |
|--|---|
| <i>to be (is / are)</i> | <i>was / were</i> |
| <i>Present Perfect have + past participle</i> | <i>Past Perfect had + past participle</i> |
| <i>Future Simple will + verb</i> | <i>would + verb</i> |
| <i>Future Continuous will + be + verb + -ing</i> | <i>would + be + verb + -ing</i> |

- b. Ask students to turn the sentences from the article in task a into direct speech.

Key:

- "The fees we are required to pay to the Royal Borough of Kensington and Chelsea have surged in recent years."*
- "The fees have on average risen by 2 British pounds per square metre a year in order to support toilets, safety checks and the clean-up."*
- "I will be working alone at the Jerk Pon Da Corner food stand."*
- "The company will also switch boneless chicken thighs to cheaper cuts of bone-in chicken in order to lower costs."*

- c. Now ask students to turn the quoted sentences into reported speech. Discuss the answers as a class.

Key:

- They said they would be cutting down on costs by reducing the staff.*
- They said that the cost of the basic produce they use to make the food for the festival had increased steeply.*

- They said that they were forced to pay higher rent fees this year because of the cost of security.*
- He said that he'd see how that year's festival would go and rethink his participation the following year.*

6. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

7. Wider business theme – memo about labour costs

- a. Explain that students are going to write a memo to a board of directors about government changes similar to the ones mentioned in the article.

- Ask students to work individually, read the text and fill in the gaps in the notes.

Key:

- 2
- 1.5
- welfare
- stability

- Have students write the memo to the board following the steps. Explain that a memo is usually short and to the point, so this should not be a long piece of writing.
- Ask students to exchange their memos with a partner and give each other feedback. You can follow up with a discussion on this topic; for example, ask if they have experienced a similar situation in their jobs.