

Digital resources for Unit 4**eWorkbook****Language practice:**

interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets

Listen: Student's Book audio, language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 4

Resources: PowerPoint Unit 4, review test 1 (Units 1–4) business document Unit 4, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Subject background

This unit has a focus on teams. First, notice that the terms 'team building' and 'team working' are not the same. Teambuilding is the first stage, and involves the team leader giving people a sense of direction, getting to know each other, recognizing skills and abilities, and establishing a method of working. Once this has been achieved, team working itself can begin, and this involves sharing ideas, co-operating, being open and supporting other team members.

Crucial to the success of any team is the team leader. Leadership styles include: the 'controller', who issues instructions and supervises closely; the 'guide', who clarifies the task but then stands back, offering advice when needed and encouraging members to do the task their own way; and the 'facilitator', who gives overall direction and then delegates responsibility and expects team members to report back on progress.

The team leader has to see the bigger picture: why the team was created, how it will be judged, what resources are available to it, etc. The leader also needs skills such as giving people appropriate roles, making sure team meetings are productive, monitoring progress and giving feedback.

It is also important for the team leader to read the group dynamics. The leader has to be able to spot the two elements that are always present when people communicate:

- content (the issue on which they are working)
- process (what's happening at an interpersonal level between individuals).

Failing to notice and deal with the process of communication will result in a bad atmosphere and unnecessary conflict.

The dynamics of the team change over time, and one of the best-known descriptions of this process is BW Tuckman's four stages of team development:

- 1 Forming: the group gets together for the first time. Rules/Methods of working are not yet established.
- 2 Storming: after the relatively polite forming stage, members grow in confidence and some in-fighting is likely.
- 3 Norming: now the group moves on to establish norms in the form of systems and procedures for working and decision-making.
- 4 Performing: finally, the group becomes cohesive as a unit and starts to perform as a team.

Teams are not always successful and may take time to produce results. There are many potential problems and conflict is unavoidable. Some conflict is productive (it brings out new ideas and raises new issues), but other conflict is not (personal comments, previous issues are raised). Conflict is natural – it is up to the team leader to turn it into a creative force. Possible problems with teams include:

- A skills shortage: the mix and breadth of skills are not sufficient
- Performance issues: how is poor performance corrected? how is good performance rewarded?
- A lack of support within the organization: false expectations of a quick fix to a serious problem, the changing of rules/members/deadlines, the withdrawal of resources
- Scattered locations.

Useful websites

Further information about teamwork can be found at:

<http://www.teamtechnology.co.uk/>

<http://reviewing.co.uk/toolkit/teams-and-teamwork.htm>

http://www.businessballs.com/dtiresources/TQM_development_people_teams.pdf

4.1 About business

The project team

This module explores the key principles behind building an effective team of any kind. It also touches on issues relating to project management and on the use of Gantt charts as useful tools in project planning.


Internet research

An Internet search for *Gantt charts* will give information on the creator of these charts, their uses and limitations, and even software which can be downloaded by potential users. As well as reporting their findings to the class, as suggested, students could be encouraged to use the chart for their own purposes: they may have a study or business-related project which can be broken down into its constituent parts. If this is the case, get one or two volunteers willing to experiment with using the chart, and ask them to give feedback on it to the class. This research could be done after completing the Gantt chart in Exercise 3.

Discussion

1 Students work alone at first to try and understand the statements, before discussing in pairs. Ask them to select the one they find most relevant. Take brief whole-class feedback.

Listening

2  1:58 Students read the stages and decide what is being built, before listening. Be prepared to clarify any of the lexis, e.g. *feasibility study* (a study done in advance of a project to see if a plan is likely to work); *excavation for foundations* (digging out the land at the beginning of the actual project, in preparing for laying the supports underground); *resettlement* (moving inhabitants away from the area to other locations). Focus students on the gist questions in Exercise 2, and play the recording. Take whole-class feedback.

ANSWERS:


- A dam
- b) Project approval
- h) River diversion

RECORDING SCRIPT

 1:58

OK. I think everyone's here apart from Mr Wong, who'll be joining us on the video link in half an hour. So, perhaps we can start? The purpose of today's meeting is to review the dam project schedule to date, look at why things have slipped and see what we can do to get things back on track. First, I'd like to take a look at the original schedule on the Gantt chart here, to put our current situation into perspective. I think you'll all agree, things ran pretty smoothly in Year 1 and we reached the first milestones, completion of the feasibility study and the geological survey bang on target at the end of August. Unfortunately, we got bogged down in bureaucracy – you know, the usual red tape – at the project approval stage. That set us back four months and we could only begin buying the land in May of Year 2. Land purchase went pretty much according to plan, despite some delays for legal reasons, but it still took twelve months. We were able to start population resettlement on time, but we had to postpone diverting the river for six months as it had to be done in the summer months, when the river was at its lowest, which meant starting June of Year 3. So, that's how things stand today. We've just completed the two tunnels to divert the river,

so that's almost complete, and we're beginning excavations for the dam foundations next week – one year behind schedule! Which means we won't be able to begin work on the dam wall until at least September of Year 4. Of course, due to this schedule slippage, we're also facing considerable cost overruns. So, I'd like your suggestions on how we can crash the schedule – yes, I mean, accelerate things – to try to respect the original delivery date at the end of Year 7. Any ideas ...?

3  1:58 Before looking at Exercise 3, students work in pairs to try to put the stages of construction from Exercise 2 into the correct order. Students then look at the Gantt chart. Ask: *Have you ever used one of these?* Students listen again to complete the gaps. If necessary, replay some or all of the recording again, before checking students' answers.

ANSWERS:

- 1 Geological survey
- 2 Land purchase
- 3 River diversion
- 4 Dam construction

Reading

4 Students initially tell the class of any team-building exercises they have tried or heard of. Elicit students' reactions: *Do you think they are useful? Would you like to take part in one of these? Why? Why not? What do you think critics say about them?* Focus students on the two questions in Exercise 4, reminding them that these relate to the first three paragraphs only. Take whole-class feedback.

ANSWERS:

- 1 walking around in blindfolds
navigating rope courses
sitting cross-legged on the floor with paper and crayons
illustrating 'life paths'
- 2 companies don't think about how effective teams are actually built
employees usually don't complain about silly team-building efforts, whether out of apathy or for fear of being labelled 'anti-team'
people don't want to offend well-meaning team-building practitioners

5 and **6** First, students close their books and write down three key features of a good team, even a non-business team, such as a sports team. If necessary, put the following prompts on the board and ask students to expand on them: *a leader, a coach, relationship between members, ambition, individual versus group, different talents, level of commitment*, etc. Students compare and discuss their key features in threes. They then work alone on Exercises 5 and 6, checking their answers in pairs at the end. Early finishers can identify two points in the text which they find useful or interesting, and report these to the class later.

ANSWERS:

- Exercise 5
- 1 d) 2 c) 3 a) 4 b)
- Exercise 6
- 1 Lack of leadership
- 2 No clear objective
- 3 No common plan
- 4 Lack of an open and honest atmosphere

Discussion

7 If possible, show a video clip of people playing volleyball, or bring in some relevant visuals. Students read the points and have a few minutes to consider them alone. Before grouping them into threes, tell students they will need to draw up a list of at least three useful points for question 2, as well as some details for question 3. Warn students that they need to select one speaker in their group to present their points to the class. Assign a time limit of 12 minutes for preparation. Take notes as they are giving their presentations, for remedial work later.

SUGGESTED ANSWERS:

- The basic principle of the game is for one team to hit the ball so that it touches the ground on the opposing team's side of the net, or so that the opposing team is unable to return the ball.
- Volleyball has often been called the ultimate team sport because a team is only as strong as its weakest player. Unlike other sports where the objective is to keep possession of the ball, in volleyball a team can target the weakest member of the opposing team in the hope that they will be unable to return the ball. The main lesson for project management is that teamwork is essential if a common target (like winning in volleyball) is to be reached. The whole team has to work together and cover for any deficiencies of weaker members.
- The need to share common goals, to work together to achieve these goals, to give mutual support and encouragement and to 'play in harmony'.

4.2 Vocabulary

Managing people and projects

This module focuses on different personalities within a project team, and vocabulary associated with these personality types and with project management itself.

Internet research

A search for *project management tips* will reveal several websites giving useful suggestions. Select the two websites which you feel to be the most accessible to your particular group, and divide students into pairs. Give Student A one website address, and Student B the other. Instruct students to find eight tips which they consider to be crucial, then they compare their suggestions in pairs. This search could be done at any point in the module.

Discussion

1 Check students know the words *maverick* (someone who thinks or acts in an independent way) and also *bully* (someone who hurts or frightens other people who are usually weaker). Students work in pairs on the matching task, then respond to the questions in Exercise 1. If students are comfortable talking about themselves publicly, then elicit their self-perceptions, but keep this brief (see Exercise 9).

ANSWERS:

- the maverick
- the leader
- the workaholic
- the bully
- the team player

2 Clarify the following, either before students tackle the exercise or after: *charismatic* (someone who has a lot of personal charm, and has the power to attract others) and *single-minded* (someone who is very determined, and has one clear purpose). After checking the matching exercise, focus on pronunciation. Ask students to put the adjectives into a blank table (see below) according to their word-stress pattern, giving one example for each column. Students should first attempt to complete the table in pairs, then check the ones they are unsure of in a dictionary. If students are unfamiliar with the dictionary symbols, explain how to interpret them. Early finishers should practise saying the words to each other. Round off this pronunciation focus with a quick choral and individual drill, as appropriate.

Main stress on the:		
First syllable	Second syllable	Third syllable
<i>e.g. helpful</i>	<i>e.g. aggressive</i>	<i>e.g. single-minded*</i>
anxious	cooperative	charismatic*
confident	decisive	easy-going*
friendly	impatient	independent*
motivating	obsessive	individual*
		over-critical*
		unpredictable*

* these words also have secondary stresses

ANSWERS:

The bully: aggressive, impatient, over-critical
 The leader: charismatic, confident, decisive, motivating
 The maverick: independent, individual, single-minded, unpredictable
 The team player: cooperative, easy-going, friendly, helpful
 The workaholic: anxious, obsessive, stressed

Listening

3 and **4** **1:59** Students first identify which of these three people are male (Bjorn). Elicit from students which of the personality types or adjectives from 1 and 2 are stereotypically associated with males, and which females, to promote some discussion (and possibly humour). Then do Exercises 3 and 4, taking whole-class feedback after each task.

ANSWERS:

Exercise 3

Anna: the maverick
Bjorn: the workaholic
Katia: the team player

Exercise 4

Anna: independent, single-minded, selfish
Bjorn: stressed, organized, obsessive
Katia: friendly, easy-going, helpful, cooperative

RECORDING SCRIPT

1:59

Lucy: Well, Andrei, thanks for finding time to see me. I know things are very busy, what with the annual appraisal interviews. Anyway, perhaps you can just give me your impressions of Anna, Bjorn and Katia before we go through the interview results in a bit more detail.

Andrei: Sure, Lucy. So, first of all, Anna. Well, on the positive side, she's hard-working. But she's very independent and single-minded: she tends to do her own thing and she'll pass the buck if she feels it's not her problem, so the others in the team see her as selfish and a bit of a loner. They often think she's not pulling her weight and that she's letting the team down, just because she doesn't see things the same way. And she can be pretty direct, which of course the others interpret as being over-critical, but I don't think she means to be.

L: OK, so Anna has her good and bad points. Now, what about Bjorn?

A: Yes, Bjorn! To be honest, he seems very stressed and I'm worried that he may burn out. He works long hours – he's often in the office long after everyone's gone home. He's definitely organized – some of the others would say obsessive – but I'm not sure he's always really clear about what needs doing and what is less important, so he tends to create work for himself. He could certainly do with taking it easy sometimes, you know.

L: Yes, sounds as if he needs to learn to pace himself a little better!

A: Yeah, that's right. He could do with some time management training, in fact, and I'd like to come back to that when we look at the interview results in detail.

L: Good idea. But first, let's just finish with Katia.

A: Ah, Katia. Well, the first thing is she's new, but she's settling in really well. She's friendly and easy-going and gets on well with nearly everybody, except Anna! She's really helpful and she knows what it means to pull together in a team; and she's always ready to cover for somebody. On the other hand, she can be a bit messy, but she's definitely not incompetent. And I think she's very cooperative with her colleagues ...

Expressions

5 Students initially work alone, then check their answers in pairs. They are likely to know some of the phrases or to be able to make a logical guess, but one or two are more difficult, e.g. 4 and 7. Use this opportunity to teach students how to use their monolingual dictionaries. Ask students to predict which word they should look up in the two expressions: *pass the buck* and *pull your weight*. (The 'grammar' words are to be ignored, e.g. *the* and *your* in these examples.) In relation to the content words, the system could vary, depending on the dictionary. However, the idiom can typically be found under

the first main word, e.g. *pass*. If, however, the first word is very common, e.g. *have, be, get, pull*, look at the second main word in the idiom. Thus, in the phrase *pull one's weight*, a full explanation of meaning may be found under *weight*. Ensure that you as a teacher are familiar with the systems used in the students' dictionaries.

After completing and checking the exercise as a whole class, ask students which expressions they have either heard or actually used. Remind students that these are relatively informal and are more likely to be spoken or used in an informal written context, such as an email to a friend.

ANSWERS:

1 f) 2 h) 3 e) 4 c) 5 a) 6 d) 7 g) 8 b)

Defining words

6 and **7** Students compare their answers in pairs before whole-class feedback. If your students work, ask them to share their personal experience of being involved in projects. Encourage them to identify the people involved.

ANSWERS:

Exercise 6

1 b) 2 d) 3 e) 4 a) 5 c)

Exercise 7

- a) End users
- b) Sponsor
- c) Project manager
- d) Key stakeholders
- e) Project team members

Collocations

8 With higher-level learners, ask students to do this exercise without looking at the verb options. Have a small piece of paper ready to cover the list in the box. In whole-class feedback, comment on the strength of the collocations they have chosen, e.g. *achieve the deadline* is a weak collocation, whereas *meet the deadline* is strong. It is not a case of 'right' or 'wrong', but usually what sounds more natural or not. At the end, encourage students to record the new items of lexis as a 'chunk', i.e. *establish a timeframe*.

SUGGESTED ANSWERS:

1 meet 2 reach 3 establish 4 set
5 achieve 6 fix 7 miss 8 stick to

Discussion

9 If possible, give a personal anecdote of a time when you worked on a team project, where the other team members had key weaknesses or strengths. Explain the benefits or difficulties that their attributes caused. Alternatively, describe your own personality in terms of being part of a project, if appropriate. Group students in threes, ideally with people they feel comfortable with. Encourage them to be honest with each other!

4.3 Grammar

Regrets, speculation and habits

This module focuses on the use of past modals for various functions such as speculating and expressing regret, including their use in the third conditional structure. In addition, the module revises how to talk about past habits or states, and to talk about familiarity with new situations.

Internet research

A search for *downshifting* gives many interesting facts and personalised stories about this phenomenon. Help students to structure their presentation on their own imagined downshift by asking students to clearly identify the nature of their personal and ideal downshift, state what might prompt them to do it, explain how they would manage the change, indicate the major changes in their lifestyle, and note the potential benefits. If your class is too large to allow for all students to give their presentations, put them in groups of four and hold group votes.

This search could be done before the discussion in Exercises 9 and 10.

Past modals

1 Start by reading the Past modals section in the *Refresh your memory* box. Students work in pairs to think of one example of a past modal used to express a regret, and one to express speculation. Highlight the pronunciation of *have*, which is reduced in fluent speech to /əv/ and which also links to the word preceding it, e.g. *We couldn't have /'kʊd(ə)ntəv/ predicted*. Drill as appropriate.

If students seem unsure of past modals or would like some further practice, work through some or all of Exercises 1–4 in the *Grammar and practice* section (page 128 in the Student's Book, answers on page 100 in this book).

Ask students to look at the photo and elicit what it is (a boat balanced on a building) and where it is. Divide the class into pairs to speculate about the photo. When students have a few ideas, put them in groups to share ideas. Circulate and check how well students are using past modals to speculate.

SUGGESTED ANSWERS:

Someone might have dumped the boat.
The photo may have been created using computer software.
The boat must have broken down.
The level of water in the lake might have gone down.
It must have been put there for a joke.

Regrets and third conditionals

2 Start by reading the Third conditional section in the *Refresh your memory* box. Focus again on natural-sounding pronunciation: weak forms and linking, as well as the use of contractions. Model and drill some examples. If students seem unsure of the third conditional or would like some further practice, work through some or all of Exercises 5–7 in the *Grammar and practice* section (page 129 in the Student's Book, answers on page 100 in this book).

Ask students what they know about Fukushima and the tsunami. Pre-teach *tsunami* (a tidal wave) and *seismic area* (area with earthquake activity). Then ask students to read the information carefully. Put the students in pairs to use past modals to express regrets and criticism. When students have a few ideas, put them in groups to share ideas. Circulate and check how well students are using past modals.

SUGGESTED ANSWERS:

They shouldn't have built it in a seismic area.
If they'd designed the plant to resist 14-metre waves, there wouldn't have been an accident.
If they hadn't evacuated the people, a lot of them would have died.
TEPCO shouldn't have ignored the findings of the study.
If there had been electricity, they could have cooled the water.

Used to, be used to and get used to

3 Students first work through Exercises 8–9 in the *Grammar and practice* section (page 129 in the Student's Book, answers on page 100 in this book). It may help students to consider which structure functions adjectivally, with a meaning similar to *be accustomed to*, e.g. *I'm used to the bad weather here now*, and which structure is used like an auxiliary to express a habit or state in the past, e.g. *I used to wear glasses when I was a child*.

Divide the class into small groups to discuss the situation under the headings, using the topics given. Elicit one or two possible sentences to get students started. Again, circulate and check that students are using the structures correctly. In feedback, elicit ideas from the class.

EXTENSION ACTIVITY

Ask students to describe a natural disaster that recently struck their country or region, and to say how things have changed and what people have had to get used to.

FURTHER PRACTICE

Students write down three things that they used to do before they joined their present college or company, e.g. *I used to have much more free time*. Students write down three elements that they first found unusual or surprising in this new place, e.g. *At first I found the long hours quite difficult*. Finally, students write down *be/get used to* sentences to describe their present state of familiarity with those things, e.g. *I'm getting used to the long hours now*. Students then compare their sentences in threes. Take whole-class feedback on points of interest.

Regrets

4 and **5** Write the words *senior partner in an accountancy firm* and *farmer* up on the board. Students discuss, in pairs, the pros and cons of each job. Elicit some of their ideas. Students then do Exercises 4 and 5. They work alone first and then compare their answers in pairs, before whole-class feedback. Monitor carefully to see where they are having problems. Remind them to use contractions, e.g. *Grant could've had a career in ...*

ANSWERS:

Exercise 4
Kim regrets her decisions more.
Exercise 5
1 could have had
2 could have earned
3 should have stayed
4 should have studied
5 should have left
6 could have lived

6 Students work in pairs to finish the sentences, as imaginatively as they wish. Particularly with higher-level students, remind them that they can use different modals, or even adverbs, to show the degree of possibility that they feel, e.g. *If Grant had stayed at the accountancy firm, he might not have been so happy; If Grant had stayed, he probably wouldn't have been so happy*.

SUGGESTED ANSWERS:

- 1 If Grant had stayed at the accountancy firm, he would have earned a lot more money.
- 2 If Kim had studied to become a vet, she would have been happier.
- 3 If Grant hadn't become a farmer, he would have had a much more stressful life.
- 4 If Kim had helped Grant start his farm, they might have got married!

7 and **8** Do the first example together, referring clearly to the two choices of structures. Students are not required to use *get used to* in this exercise.

ANSWERS/SUGGESTED ANSWERS:

Exercise 7

Past: earn a lot of money, work in London, work under pressure

Now: have a slow pace of life, run my own business, work with animals

Exercise 8

He used to earn a lot of money.

He didn't use to have a slow pace of life./Now he's used to having a slow pace of life.

He didn't use to run his own business./Now he's used to running his own business.

He used to work in London.

He used to work under pressure.

He didn't use to work with animals./Now he's used to working with animals.

Discussion

9 and **10** Students read Exercise 9. Put the following prompts on the board: *What exactly was your job before? Which city did you live in? What made you leave? What kind of farm do you work on? What is your role? Where is the farm? How happy are you now?* Students consider the points on the board for two minutes individually, and then go back to the Student's Book and make notes on their ideas. After a few minutes, group the students into threes so that they can exchange opinions. Remind students to use the target structures, eliciting an example of each. Students start their conversations: *So, how are you enjoying your new life?*

4.4 Speaking**Coaching**

This module looks at the importance of giving clear and constructive criticism and of recognizing merit when in a managerial position, with particular attention to the message organization, language and delivery used in verbal feedback.

Internet research

A search for how to manage difficult people will bring up a selection of sites, with references to a broad range of issues, such as the need to empathize, to understand personality types, the need to be proactive when dealing with difficult staff, etc. These sites often cover related areas such as how to deal with bosses and customers too. You could extend the search to cover these areas as well. This research could be done at any point during or after the module.

Discussion

1 Write the situation in number 1 on the board, before letting students open their books. Ask: *What would you do if you were the manager?* and elicit responses, encouraging students to start their response with *I'd ...* Students do the exercise alone, before discussing their answers in threes.

SUGGESTED ANSWERS:

- 1 Probably b): explain how their performance was less than expected, set new objectives and deadlines, and supervise the employee more closely.
- 2 Probably d): ask the employee to analyse their own performance and the reasons why it has fallen below their usual standards, and try to find out if there is a problem; remind them of what you expect from them, and temporarily set and check shorter-term goals.
- 3 Probably h): congratulate them on their performance, and give them longer-term goals, more autonomy, and more freedom to take the initiative.
- 4 Probably i): thank them for their hard work, and perhaps give a bonus, a promotion or wider responsibility.


Reading

2 Pre-teach any difficult lexis such as *recognize merit* (to acknowledge and praise someone for an aspect of their personality or for something they have done). Ask students to read through the procedures then put them in pairs to discuss the incorrect opinions a–f. In feedback, elicit students' ideas before providing answers.

ANSWERS:

- a) You should give specific examples of the facts or results you appreciate.
- b) You should set the scene and describe the problems, stating facts not opinions.
- c) You should point out the personal qualities which contributed to success.
- d) You should elicit the causes of the problem.
- e) You should avoid discussing other subjects.
- f) You should recognize the employee's good points and invite the employee to make comments.

Listening

3  1:60–1:61 Before listening, ask students to speculate on the nature of the relationship between Mrs Gómez and Rafael (Mrs Gómez is not called by her first name, perhaps to retain some distance between her as a store manager and the rest of her staff). Students listen and answer the questions. Let them check their answers in pairs. Allow students to listen to one or both of the interviews again, if necessary, and then take whole-class feedback.

ANSWERS:

- 1 a) Rafael took initiative in covering for a colleague and working extra hours during her absence.
 b) He lost his patience with a difficult customer.
 2 happy and motivated after the first interview; reassured and determined to do better after the second.

RECORDING SCRIPT

1:60

Mrs Gómez: Rafael?

Rafael: Yes, Mrs Gómez?

G: Do you have a moment?

R: Yes, of course.

G: Come in, Rafael. Have a seat. As you know, the last three weeks have been really busy. We could have lost a lot of business while Maria was off sick but, thanks to you, everything has gone really smoothly. So I just wanted to thank you for taking care of Maria's section and staying late while she was off sick.

R: Oh, it was no problem. I was glad to help.

G: Well, you've worked a lot of extra hours, and you've been very supportive of Maria's team. You're not only hard-working and conscientious, but you've shown that you can take initiative: these are qualities the company values highly.

R: Well, thank you.

G: I want to say how much I appreciate your dedication to the company and your solidarity with your colleagues. What's more, I'm very grateful for the support you have shown me personally by dealing with this difficult situation yourself.

R: It was my pleasure. And I enjoyed the chance to work with a bigger team.

G: Well, I'm sure there'll be opportunities for you to take on more responsibility in the very near future, and it's really good to know we can count on you. Well done, Rafael, and thank you!

1:61

Mrs Gómez: Rafael?

Rafael: Yes, Mrs Gómez?

G: Could I just have a word?

R: Yes, of course.

G: Come in Rafael. Have a seat. Now, it seems there was a problem with Mr Baitan last Friday. He called me to say he was very upset. Can you tell me exactly what happened?

R: I'm sorry, I messed up. I was really tired: it was 6pm, I had two sales assistants off sick and Mr Baitan was being really difficult: I just lost my patience. He wouldn't stop asking me the same questions!

G: Well, Rafael, you're a good supervisor, but you can't afford to forget your basic customer care skills, can you?

R: No, I understand. I realize I didn't set a very good example for the team.

G: Quite. Now, do you have any ideas as to why Mr Baitan was so upset?

R: Well, I understand that he expects VIP treatment. I'm afraid I was probably a bit rude to him.

G: Look Rafael, you've been with us for, what, three years now? You do realize that this kind of problem can have serious consequences, don't you?

R: Yes, of course.

G: All right then, so what do you think we can do to make sure this doesn't happen again?

R: Well, I've been thinking about doing the stress management course. I think it could help me a lot. And, perhaps Maria could let me have someone to help out in my section when things are really busy?

G: Right. I think that's a good plan. I know you've been under pressure, so if you need help, you will get back to me, won't you?

R: Yes, thank you.

G: Good. Is there anything else you'd like to add?

R: No.

G: So, before you go, let's just summarize what we have agreed. I'll book you on the course next week, and I'll ask Maria to give you some help during the really busy periods. OK? And let's meet again in a month's time to see how you're getting on. Are you comfortable with that?

R: Yes, that's fine Mrs Gómez. Thank you very much.

- 4 1:60–1:61 Students complete the expressions in the checklist in pairs. Play the recordings again for students to check their answers. Play and pause if necessary.

ANSWERS:**Setting the scene**As you know, the last three weeks have been really busy.It seems there was a problem with ...**Giving praise**

Thanks to you, everything has gone really smoothly.

I want to say how much I appreciate your ...I'm very grateful for the support you have shown me personallyThese are qualities the company values highly.**Diagnosing a problem**Can you tell me exactly what happened?Do you have any ideas as to why ...?**Committing to action**What do you think we can do to make sure this doesn't happen again?So if you need help, you will get back to me, won't you?**Concluding**Let's just summarize what we have agreed.Let's meet again in a month's time to see how you're getting on.

Well done, Rafael, and thank you!

- 5 Students put the words in order then check with a partner. When checking students' suggestions for Exercise 5 as a whole class, focus on intonation and stress. They should be polite but firm in their delivery. Raising the pitch (not volume) of their voices slightly can often help.

ANSWERS:

- Could I just have a word?
- You can't afford to forget your basic customer care skills, can you?
- You've been with us for, what, three years now?
- You do realize this kind of problem can have serious consequences, don't you?
- Is there anything else you'd like to add?
- Are you comfortable with that?

Roleplay

- 6 With lower-level learners, initially put As together in pairs, and Bs together in pairs, so that they can read their information and discuss what they are going to say in each of the situations. Ask As and Bs to identify the situations in which they are going to give feedback, and in which they are going to receive it. After a few minutes, regroup students into mixed pairs and start the roleplays. Monitor carefully and give feedback at the end, particularly in relation to choice of words and delivery. Encourage more confident pairs to show the rest of the class too. Students should give feedback on the clarity and delivery of the feedback, paying attention to their own language when giving feedback.

4.5 Writing

Reports

This module develops students' abilities to write effective reports. It looks at organizational issues and useful linking phrases and style.

Internet research

There are several Internet sites giving a wide range of information on how to write clear and accessible reports. Although these are primarily aimed at native English or fluent speakers, at upper intermediate level this should not pose too many problems. Advise students to research at least three different sites, before putting together a report. With lower-level students, resources allowing, you could pair up students and do the research and compilation in class time, where you can guide and assist students more helpfully. If necessary, refer students to the template in Exercise 9, and elicit typical points which will arise under each section.

This research and writing could come at the end of the module, to give students further practice in report writing.

Discussion

1 Ask students if they have ever received or given a performance appraisal, and write these two words on the board. Elicit some examples of when, where and who with, and briefly what it involved, etc. Ask students who appraisals are intended to help: employer or employee? Then put students in threes to discuss the points in Exercise 1, before taking whole-class feedback.

SUGGESTED ANSWERS:

Employer: encouraging communication, identifying strengths and weaknesses, reviewing progress, setting achievable goals
Employee: discussing rewards, planning training, stating career objectives

2 In whole-class feedback, elicit the correct order onto the board, for students to refer to in Exercise 3.

SUGGESTED ANSWERS:

- 1 Title
- 2 Executive summary
- 3 Introduction
- 4 Procedure
- 5 Findings
- 6 Conclusions
- 7 Recommendations

Model

3 Students read and number the paragraphs. Alternatively, cut up the report into paragraphs and give a cut-up set to each pair of students, to order logically. In feedback, check the order.

ANSWERS:

Paragraphs beginning:

- 1 A survey ...
- 2 The Management Committee ...
- 3 Firstly, Webwide Consulting ...
- 4 Three main areas of concern ...
- 5 In conclusion ...
- 6 1 We should ...

Analysis

4 Let students discuss the two questions in pairs, before taking whole-class feedback.

ANSWERS:

- 1 Executive summary: A survey ...
Introduction: The Management Committee ...
Procedure: Firstly, Webwide Consulting ...
Findings: Three main areas of concern ...
Conclusion: In conclusion, ...
Recommendations: 1 We should ...
- 2 Suggested answers:
Bullet points, numbers, letters

Language focus

5 and **6** For Exercise 6, encourage students to read the sentence first to try and understand the context. From this, they will be able to conclude what sort of word is needed, e.g. a sequencing word. In whole-class feedback, raise students' awareness of the form of these linking words, if appropriate. Most of them can be used at the start of a clause and are adverbials. *Due to* acts as a conjunction and is therefore used either at the beginning of the sentence or in the middle (at the start of the subordinate clause).

ANSWERS:

- Exercise 5
a) next b) for example c) moreover d) due to, therefore
e) finally, overall, to sum up
- Exercise 6
1 Therefore 2 Next 3 Moreover 4 due to 5 Overall
6 due to 7 for example

Output

7 Without letting students see the course book, ask them which is more appropriate in a report: active or passive? Students are likely to say the passive. Inform them that both are possible, particularly nowadays where readers often favour a more direct approach. Students do the transformation Exercise in 7 alone, before comparing their answers in pairs. Monitor as students are doing this, assisting where necessary.

ANSWERS:

We held interviews ...
We took this decision ...
we gathered information ...
External consultants carried out a survey ...
The individual interviews revealed three main areas of concern.

8 and **9** With lower-level students, hold a reading race to ensure that they understand the initial context. With course books closed, dictate several questions such as: *What was set up last year? Who is supposed to write the first draft of the report and why? How did staff feel generally about the scheme? What's Berger's role in this? What did staff consider to be weaknesses of the scheme? When were the interviews carried out and who by?*

Students work in pairs to find the answers as quickly as possible. Then they continue to work in pairs to try and match the notes in Exercise 8 with the template sections in Exercise 9, e.g. *Procedure: first point in the notes; Findings: second point; Conclusions: third point; Recommendations: fourth and final points.*

Students submit their final versions to you for marking.

ANSWERS/SUGGESTED ANSWERS:

Exercise 8

Lou wants you to write the first draft of the Annual appraisal review report.

Exercise 9

*Annual Appraisal Scheme Review**Introduction*

An annual appraisal scheme was set up last year to improve staff motivation and communication within the company. We planned a review of the scheme after one year.

Procedure

Line managers ran appraisal interviews in December. Amongst other questions, staff were asked for their feedback on the scheme.

Findings

The feedback was mostly positive. The main criticisms of the scheme were that the interviews were too short (just 45 minutes) and that there was a lack of 'objective measurement of performance'.

Conclusions

The appraisal interview scheme should be maintained but with some minor adjustments.

Recommendations

Run one-hour appraisal interviews this year, subject to:

- 1 the development of more objective performance indicators (F Berger to report back in January), and
- 2 the final approval of the Board of Directors.

4.6 Case study**Trident Overseas**

This module examines problems between staff members and management in an oil company. The issues stem from differences in perceptions between individuals and between cultures, thereby making decision-making complicated. In the final roleplay, students draw on the language of feedback from module 4.4.

Internet research

An Internet search for *managing your manager* yields useful advice on this interesting area, and some sites give information on boss types. Some of the advice given is very specific, e.g. always write your manager an email as soon as you arrive at the office, to update on progress; once you've found out the best way to communicate with your manager, be proactive and inform him/her exactly what resources you need. Some is much more general, e.g. understand that you can either work with your boss or against him/her; speak the same language, so find out what your boss is interested in.

This research could be completed at the end of the module, to round off the topic, or prior to the roleplay in Exercises 5–8.

LEAD-IN ACTIVITY

Write the following points on the board or onto a handout and ask students to decide if these are true or false, working on their own:

A deadline is a deadline – it has to be met.

As an employee, if you do not understand your boss's instructions, you need to have this clarified.

Men and women usually work best in mixed teams. Giving gifts is a useful way to show respect.

Humour can help to develop good relationships in the work culture.

Shouting should be avoided in the workplace.

As a manager, it is not acceptable to employ your relatives.

Students discuss their responses, giving rationales, in threes. Take whole-class feedback on some or all of the points.

Where relevant, highlight that we are locked into our own cultural norms and expectations, e.g. in relation to the second point above, it is not acceptable to question people in authority in some cultures. Different cultures would probably give very different responses. Encourage students to draw on their own experience or knowledge of other cultures, in relation to the world of business, either anecdotal or real.

Discussion

1 Following on from the lead-in activity, students discuss Exercise 1 in different groups of three. Take whole-class feedback.

Reading for detail

2 and **3** Ask students to look at both texts and to identify what the genres are (a magazine article and an email). Read out the introduction in Exercise 2 and focus students on the heading of the article. Elicit the kind of 'station' it is referring to (petrol station). With lower-level students, include a gist reading task, to facilitate the next stage. Dictate these gist questions: *Do you think it is easy to sell petrol in Africa? Do you think Mr Thorpe's new job as a sales manager is going to be easy?* After quick whole-class feedback on these, allow students to answer the comprehension questions in Exercise 2 and to check their answers in pairs. Take whole-class feedback, then students complete the chart in Exercise 3.

ANSWERS:

Exercise 2

- 1 Petrol prices are fixed by the government in many African countries.
- 2 Because quality of service, and not petrol prices, is the crucial factor in attracting customers.
- 3 Some of them are very good, but many get things done by shouting at their staff.
- 4 Some are owned by independent dealers and some directly by Trident.
- 5 He has just been on a three-day fact-finding trip to the Lamu district.
- 6 The Lamu district development project is behind schedule and in a mess.

Exercise 3

**Listening**

4 and **5** 🎧 1:62–1:64 Before students listen to the recording in Exercise 5, let them read the notes. Higher-level students can try to predict the missing words in the first extract only (Abeba), before listening. Replay the recording if necessary, and let students compare answers before whole-class feedback. At the end, ask students to summarize Abeba's/Mrs Mohamed's opinion of Mr Mbugua, and Mr Mbugua's opinion of Mrs Mohamed.

ANSWERS:

Exercise 5

- 1 customers 2 friends and relatives 3 nephew 4 leave
5 recruitment 6 support 7 deadlines 8 female 9 stop
10 quit

RECORDING SCRIPT

🎧 1:62

John Thorpe: Abeba, you've been a mechanic in Witu for five and a half years, is that right?

Abeba: Yes, sir, that's right.

JT: So you worked for two other dealers before Mr Mbugua – and would you say that things have got worse since he became the Dealer here?

A: Yes, sir. Before Mr Mbugua arrived, we had a good team. Everyone pulled together and we enjoyed our work. Now, it's not at all the same. Morale is bad and the customers can see the difference. A lot of our regular customers have stopped coming. Mr Mbugua fired several good colleagues for no reason, just so he could hire his friends and relatives instead. They get the easy shifts and the rest of us do the hard work.

JT: Have you spoken to the sales rep about this?

A: Mrs Mohamed? Huh! We never see her. She's too busy with the development project. Anyway, she can't do anything – Mr Mbugua is Mr Wambugu's nephew, didn't you know? To be honest, I'd leave if there was any choice. But there aren't any other jobs around here, so I just have to put up with it.

🎧 1:63

John Thorpe: Mr Mbugua, I've been hearing accusations of favouritism – and that you've employed friends and members of your family in your service station?

Mr Mbugua: Oh, don't pay any attention to what Abeba says, Mr Thorpe. She's not a team player – she's only interested in herself. It would be better for her to leave, and the sooner she leaves, the better.

JT: But is it true that you employ members of your family?

M: Yes, of course it's true. As a Young Dealer, I work my fingers to the bone for Trident, Mr Thorpe, and I get very little thanks for it. I need staff who will work hard for the company too, and it's not easy to find them, I can tell you. I employ two of my cousins and a couple of friends because I know they're hard workers, like me. What's wrong with that?

JT: Does Mrs Mohamed agree with this recruitment policy?

M: I haven't asked her. Anyway, I don't think Mrs Mohamed is interested. Her big development project is far more important! I get absolutely no support from her, or from the company, for that matter. Other companies look after their dealers much better. I have to do everything myself. Everything!

🎧 1:64

Mrs Mohamed: Thank you for taking the time to see me, Mr Thorpe. I really need to talk to someone. I don't think I can go on much longer like this.

John Thorpe: That's what I'm here for, Mrs Mohamed. The more you can tell me about the problems, the better – and I promise I'll do my best to help.

M: Thank you. It's just – I always wanted to become a sales rep. But it's turned into a nightmare. Mr Wambugu, the District Manager, delegates everything to me and I just can't cope. He gives me impossible deadlines, then blames me when we fall behind schedule. And that means I have no time to visit the dealers, so they're not getting any support.

JT: Yes, I've just been speaking to Mr Mbugua in Witu.

M: Oh, don't talk to me about Mbugua! The way he treats his staff is a disgrace, especially the women!

JT: So how did he become a Young Dealer?

M: Didn't you know? He's Mr Wambugu's nephew! I tried to stop his appointment, but there was nothing I could do. I think Mr Wambugu got to hear about it and he's never forgiven me. I think he's giving me too much work because he hopes I'll quit.

Discussion and roleplay

6 and **7** 🎧 1:65 Students work in groups of three to compile a list of problems and possible solutions. Elicit some brief oral feedback from different groups, then play the recording. Assign a clear time limit for students to discuss the implications, and to decide what concrete steps to take.

RECORDING SCRIPT

🎧 1:65

Mr Wambugu: Mr Thorpe, this is Mr Wambugu. One of my sales reps, Mrs Mohamed, has just handed me her resignation. I intend to promote Mr Mbugua, currently the Young Dealer in Witu, to the position of sales rep. He is a hard-working young man with energy, ideas and enthusiasm who will do well in the job. As you are no doubt aware, I need you to authorize this appointment with the HR department in Nairobi. Personally, I think Corporate should stop interfering, and let us Kenyans manage our own affairs. However, since that's the procedure, I would appreciate it if you could deal with this matter as soon as possible.

8 Reshuffle students so that they are working with different partners. Tell them they are going to hold three meetings between Mr Thorpe and the three employees concerned, one after the other. Students decide who is going to play which role in each case. Monitor as they are talking, noting down any strengths in their general language performance, to give as feedback at the end. In whole-class feedback, share information on what happened.