

# Unit 1a Teamwork

**Objectives:** To enable Ss to talk about teams and teamwork  
To practise reading for gist and specific information  
To enable Ss to make and change arrangements

## Unit overview

- **Assessing teams**

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|------------|---|
| Speaking   | Ss work in pairs and rank requirements for successful teamwork. Ss then discuss these factors related to their own experiences and whether or not they make team work successful.                               |
| Reading 1  | Ss read through an article and decide how PZ Cussons improved teamwork at its Polish subsidiary. Ss then read the text again and match endings with sentence stems ( <i>Reading Test Part Three Practice</i> ). |
| Vocabulary | Ss match verbs, prepositions and nouns from the text, then summarise what happened at Cussons.  |
| Speaking   | Ss discuss how companies effectively use teamwork.  |

- **Arranging a course**

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|----------------|--|
| Reading 2      | Ss read an email from the Polish subsidiary about team-building courses and answer comprehension questions.  |
| Speaking       | Ss make a telephone call (using <b>Activity sheets</b> ) to change the arrangements for the meeting mentioned in the email. Students discuss what is important when deciding on team building ( <i>Speaking Test Part Two</i> ). |
| Language focus | Ss focus on language for making arrangements.  |
| Speaking       | Ss assess the merits of different types of team-building courses and choose the most suitable for the team.  |

## Assessing teams

- 1 Warmer (books closed):** T briefly asks about Ss' experiences of being a member of a team and their role in the team. For pre-experience Ss, T could refer to sports teams, school experiences or being a member of a family.
- 2 Ex ①:** Ss work in pairs and rank the characteristics of a good team. They then focus on the aspects they have personally experienced and whether these have led to the success of the team.

### Alternative activity

Alternatively, if such an activity is not too sensitive, T asks Ss to use the list of characteristics as a questionnaire and to ask each other questions in pairs about a specific team (e.g. *Do you all work towards a common objective?*). T asks Ss to score their partner's answer as follows:

3 = *always*

2 = *sometimes*

1 = *rarely*

0 = *never*

T then elicits the scores and reads out feedback from the following:

### Team assessment results

**0-14:** Are you sure you work in a team or just in a room with a group of other people? It sounds as if communication isn't a problem in your team; it just doesn't exist.

**15-25:** Your team probably works quite happily together and could even be fairly productive. But have you ever stopped to ask yourselves what your values and objectives are? With a little more thought, your team could become a truly high-performance unit.

**26-36:** Congratulations! Your team is an effective, high-performance unit that should produce great results.

T and Ss then discuss how effective this assessment is and whether it corresponds with Ss' perceptions of their teams.

- 3 Ex ②:** Ss scan the article to find out how PZ Cussons developed teamwork when it acquired subsidiaries in Poland and how this has helped with the success of the company.



### Suggested answer:

*Cussons brought in three expatriate managers to work with the local sales staff in project teams. It also brought in a consultant, who organised two one-week courses, working on team-building and developing creative thinking. Cussons has seen financial benefits, reporting savings of £200,000 from the first course and expected savings of £700,000 from the second. The courses have also allowed the participants to measure progress against targets set on the course and have made people excited about their jobs. Cussons continues to work towards strong team-building within the company. When recruiting new staff, they look for those whose values meet those of the company and reward staff based on their talent and performance.*

4 Ex ③: Ss read the article again and complete the sentence stems below the article.

1 D      2 C      3 B      4 F

#### Exam focus: Reading Test Part Three

Candidates read a 450–550 word text and answer six multiple-choice questions with four options each. These may be in the form of a question or sentence stem completions. This tests candidates' understanding of specific information.

Candidates read the questions (which appear in the order of the text) before reading the text for the relevant information. They then read the relevant passages for detail. This will help them select the correct option. Grammatically, all options will fit, so candidates should concentrate on selecting an item with the correct meaning so paraphrasing skills should be taught as practice for this part of the exam.

*This exercise gives Ss practice in choosing the correct answer from a selection but is not an actual exam task.*

5 Ex ④: Ss match verbs, prepositions and nouns from the article. Obviously, Ss should use each preposition more than once. T asks Ss to check their answers by referring back to the article. T ensures that Ss realise that these verbs can be used more broadly by eliciting other nouns, e.g. *take on responsibility/a new job/additional duties, bring in a consultant/an expert, put on discos/events/plays.*

2 *take on responsibility*  
3 *bring in a consultant*  
4 *work on managerial skills*  
5 *come up with ideas*  
6 *sell at a profit*  
7 *look for people*

6 In pairs Ss then summarise what happened at Cussons using the verbs, prepositions and nouns from Ex ④.

**Suggested answer:**  
*Earlier at Cussons people did not work well in teams. Everyone had to **wait for decisions** made by the manager and it was not easy to get people to **take on responsibility** for anything. Cussons decided to try and deal with the problems and **brought in a consultant** called Keith Edmonds to **work on managerial skills**. He organised team-building courses. The participants worked together and **came up with** creative **ideas**. For example, they bought products at the border and **sold them at a profit**. Today they continue to improve and **look for people** whose values match those of the company.*

7 Ex ⑤: Ss discuss other companies they know of where teamwork has been successful. This can be expanded to methods of working in class as a team and coming up with ideas to help each other.

## Arranging a course

8 Ex ①: Ss read the questions and scan the email for the relevant information.

1 *Five*  
2 *London in the week of 9 February*  
3 *To build the team and agree on objectives, roles and schedules for the launch. They also need to discuss communication.*  
4 *asap (as soon as possible)*  
5 *The type of training to choose*

- 9 **Ex ②:** T throws Ss in at the deep end and asks them to do an activity arranging a meeting. The week commencing 9 February, which Tom mentioned in his email, is not convenient. Ss therefore work in pairs and use the **Activity sheets** on pages 152 and 157 to arrange a new date for the meeting in London. Ss may find the task problematic as it is difficult to find dates which suit both parties. If Ss cannot find a solution, T may wish to suggest that they find a way round the problem, such as choosing dates which straddle a weekend. T may wish to note down common errors on the board and ask Ss to correct the mistakes at the end of the activity.
- 10 If Ss have experienced any problems with language for making arrangements, T refers them to the **Don't forget** section.
- 11 For homework, T may wish to ask Ss to write an email from Gina following up on Tom's email and the subsequent telephone call. In the letter Ss confirm the dates agreed in the telephone activity.
- 12 To lead into **Ex ③**, T briefly asks Ss if they have taken part in any team-building courses and, if so, in what ways they and their team benefited from the course.
- 13 **Ex ③:** Ss read the advertisements for the team-building courses. In pairs Ss discuss which course would suit the Carmichael team best and why. T asks Ss which course they chose and how it would benefit the five team members and the project. Ss then discuss which programme they would prefer, and why.

#### Exam Focus: Speaking Test Part Two

Part Two is known as the long-turn in which candidates are expected to give a mini-presentation of about one-minute. They are given a choice of three topics, each with two prompts, and have one minute to prepare their presentation. When they have finished their partner asks a question about the presentation. They are expected to use discourse markers and linking words. Candidates are evaluated on their ability to organise a piece of extended discourse, give information and express and justify opinions.

*This exercise is similar to Speaking Test Part Two although in the exam the Ss give a mini-presentation alone and here they speak in pairs.*

#### Supplementary activity

**Ex ③** may provide the basis of a report writing activity for homework later in the course. It would be unfair to ask Ss to write a report at this stage as the language of reports is introduced only in Unit 5a. However, nearer the exam, T could ask Ss to write a report recommending a provider of a team-building course for the Carmichael Group.

## Essential vocabulary

### Teamwork

accountable  
to allocate (roles)  
to assign (tasks)  
to contribute/make a contribution  
to co-operate  
to take on (responsibility)  
to trust

### Training

to agree on (objectives)  
approach  
benefit  
to bring in (a consultant)  
to come up with (ideas)  
to measure (progress)  
to set (targets)  
survival course  
to work on (managerial skills)  
to work towards (objectives)

### General

advertisement  
attitude  
convenient  
effective  
expatriate  
honest  
to make (arrangements)  
schedule  
subsidiary  
under pressure

# Unit 1b Communication

<b>Objectives:</b>	To enable Ss to take and leave telephone messages To raise awareness of clarity in spoken language To practise reading for gist and specific information To practise listening for gist and specific information
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## Unit overview

### ● Keeping in touch

Speaking	Ss work in pairs to find out about each other's use of various forms of business communication.
Reading	Ss read for gist through an article on English for international business and give each paragraph a heading. Ss then answer comprehension questions.
Speaking	Ss discuss what is important when talking with native speakers ( <i>Speaking Test Part Two</i> ).

### ● Leaving voicemails

Listening 1	Ss listen to five voicemails and match each with its purpose ( <i>Listening Test Part Two</i> ). They then identify which of the calls they find difficult to understand and why.
Language focus	Ss focus on clarity in messages and phrases for leaving answer machine messages.
Speaking	Ss reformulate one of the voicemails to improve its clarity.

### ● Taking messages

Listening 2	Ss listen to two telephone calls and complete forms ( <i>Listening Test Part One</i> ).
Language focus	Ss focus on phrases for taking messages.
Speaking	Ss role-play leaving telephone messages (using <b>Activity sheets</b> ).

## Keeping in touch

- 1 Warmer (books closed):** T quickly brainstorms types of communication used at work, such as telephone and emails.
- 2** Before Ss open their books, T asks one S how often he/she writes emails (*very often, quite often, not very often* etc.) and how formal they usually are (*very, quite, not very* etc.). T sketches a graph similar to that in **Ex 1** on the board and marks the point which roughly represents the S's response. T might like to repeat with a different form of communication from the list and a different S to ensure that Ss are confident with the activity before opening their books.
- 3 Ex 1:** T asks Ss to open their books. Ss work in pairs and exchange information about their own use of these forms of communication and mark their partner's responses on the graph. Ss may want to talk about the forms of communication they use at home as well as at work or when they are travelling.
- 4** Ss discuss the advantages and disadvantages of the different forms of communication, such as how expensive, quick, convenient and time-consuming they are.
- 5 Ex 2:** T ensures that Ss realise that the article is taken from a magazine aimed at native English speakers. Ss read the whole article for gist, ignoring any difficult words or phrases. Ss read the text again, one paragraph at a time. T elicits the main idea of each paragraph and asks for suggestions for paragraph headings. T may like to write suggestions on the board and ask Ss to choose the most appropriate for each paragraph. Alternatively, Ss work in pairs and write headings for the paragraphs. Each pair then exchanges their headings with another pair. Ss then try to match the headings with the paragraphs.



### Suggested answers:

- 1 *Communicating internationally*
- 2 *Assuming too much*
- 3 *Keeping it simple*
- 4 *Understanding cultural differences*
- 5 *Raising awareness*

- 6 Ex 3:** Ss scan the article for the answers to the questions.



- 1 *Because English is the dominant language of international communication.*
- 2 *Make their message simple, use shorter chunks, keep one idea per sentence, speak more slowly, not raise their voice.*
- 3 *As English is spoken in their work environment, they do not have to understand other languages themselves.*
- 4 *Through language and cultural awareness seminars.*

- 7 Ex 4:** Ss discuss what is important when talking to English native speakers. (*speed, accent, idiomatic language* etc.).

### Exam Focus: Speaking Test Part Two

Part Two is known as the long-turn in which candidates are expected to give a mini-presentation of about one minute. They are given a choice of three topics, each with two prompts, and have one minute to prepare their presentation. When they have finished their partner asks a question about the presentation. They are expected to use discourse markers and linking words. Candidates are evaluated on their ability to organise a piece of extended discourse, give information and express and justify opinions.

## Leaving voicemails

8 T elicits briefly whether Ss leave voicemail messages. T asks what the purpose of the calls might be and what, if anything, Ss find difficult about leaving or understanding such messages.



1.01–1.05

9 **Ex 1:** T asks Ss to read the list of functions in the box. Before Ss listen, T asks them to think of possible phrases which could be used to express these functions. Ss then listen and match each voicemail with one of the purposes listed.



1 B      2 G      3 C      4 H      5 E

### Exam focus: Listening Test Part Two

This part is divided into two sections with the same format. Candidates hear five short monologues and have to match each of the speakers to a set of options. These options could be jobs, places, what the speakers are trying to do, etc. This tests candidates' ability on global listening skills, details and what the speakers are inferring. Incorrect options are included in the recording in order to distract candidates. Candidates should not make a final decision until they have heard each piece twice.

10 T elicits which part of the calls were difficult to understand and why. (See the suggested answer to **Ex 2** below.)

11 T refers Ss to the **Don't forget** section.

12 **Ex 2:** In pairs Ss choose one voicemail to simplify. Each pair then presents their voicemail to the whole group, which offers feedback based on the points raised in the **Don't forget!** section. Alternatively, T may wish to give each pair the same voicemail to work on.



### Suggested answers:

Ss probably found Calls 1 and 2 clear and precise and Calls 4 and 5 quite difficult. Call 3 is intended to be in-between. Any answers suggested by the Ss which take into account the points below would be acceptable.

#### Call 3

Call 3 is relatively concise. However, the Ss might have difficulty because of the socialising added in before Sue gets down to the message (**How are you? I hope you're not too busy ...**). They may also find her use of phrasal verbs difficult (**work out, put back**). Sue also uses a rather British way of asking for a postponement (**I don't suppose ..., could we?**). It may be helpful for her to say when exactly she called and to give her number.


#### Call 4

Call 4 is longer and it is therefore difficult to retain the message. One reason is that Colin includes unnecessary information (e.g. **I'm travelling to a meeting with a client**). The purpose of the call comes rather late and the sentences are very long, with more than one idea in each. It may be more helpful to leave his number at the end rather than near the beginning of the message. Once again, it may be helpful to say exactly when he rang.

#### Call 5

Once again Call 5 is quite long. Steve uses many of the features of British English mentioned in the article: understatement (e.g. **a little bit on the optimistic side**), **get** used with different meanings (e.g. **which I'll get off to you today**), and a generally idiomatic approach to language. Again, Colin could say when he called and give a telephone or extension number.

## Taking messages

-  **13 Ex ①:** T asks Ss to read through the forms to check what type of information they are looking for. Ss listen and write in the missing information. In the first form T should alert Ss to the fact that in gap 4 they should not write more than two words or numbers. Therefore, only the following are acceptable: *Tuesday 23 or 23 November.*

1.06–1.07



- 1 *Trade Fair*
- 2 *S 126 25*
- 3 *3*
- 4 *Tuesday 23/23 November*
- 5 *(Kati) Gersel*
  
- 6 *the/your message*
- 7 *cancelled*
- 8 *not available*
- 9 *27 November*
- 10 *confirm*

### Exam focus: Listening Test Part One

Candidates listen to three telephone conversations or voicemails and complete each of the gaps in three gapped texts with one or two words or a number. Each text has four gaps. The recording is heard twice. This task tests candidates' ability to listen for specific information. Candidates have fifteen seconds to read through each form before listening and should use the time to predict the missing information. The questions follow the order of the recording. The audio will contain distractors so that candidates have to listen very carefully. Spelling is not stressed in this part of the test, but if a name is spelled out on the audio it must be written correctly.

*This listening exercise is similar to Listening Test Part One although in this case there are only two conversations.*

- 14** T elicits any useful language from the audio CD and refers Ss to the **Don't forget** section for language used for taking messages.
- 15 Ex ②:** Ss work in pairs and use the **Activity sheets** on pages 152 and 157 to give and take telephone messages. Before Ss begin, T should ask them to study the **Activity sheets**. They need to prepare who they are and the details of what they are going to say before they begin the calls (i.e. their name and job, the venue, date of the European Sales Conference, the deadline for the figures, and the reason for postponing the meeting). Ss should check each other's message at the end of the activity. T may wish to have Ss role-play their conversation to the rest of the group. T notes down errors made by each pair.



## Audioscripts: Listening 1

### **(1.01) Call 1**

*Hello Frida. This is Margaret Brock here. It's 9.30 on Wednesday morning. I'm ringing about the half-year sales report. Could you send me a copy of your department's figures, please? I'm in Helsinki until Friday. Thanks very much. Bye.*

### **(1.02) Call 2**

*This is Frank Larsen from Scandinavian Conferences in Copenhagen. I'm ringing to tell you that this year's Danish Telecommunications Trade Fair's taking place in the week of November 22. If you'd like some complimentary tickets, please let me know how many you'll need. Please call me on 0045 33 346 766. Thank you. Bye.*

### **(1.03) Call 3**

*Hi Frida. It's Sue Mellor. How are you? I hope you're not too busy at the moment. I wanted to talk to you about my visit next month. You know we'd talked about the 13th? Well, I'm afraid it's not going to work out because of deadlines here. I don't suppose we could put it back a week or so, could we? Give me a ring and let me know. Thanks.*

### **(1.04) Call 4**

*Hi Frida. It's Colin. I'm on my mobile because I'm travelling to a meeting with a client but I need to talk to you urgently so could you call me on 0486 772 444? It's my mobile number. I need to talk to you about that contract we're trying to get in Helsinki because the customer accepted our proposal and I need to know whether it's all right if I just go ahead and sign the contracts or whether you want to get involved, as well. Could you get back to me asap? Thanks.*

### **(1.05) Call 5**

*Hello Frida. It's Steve Montgomery here. I got your proposal for the product launch and I've finally managed to get a look at it. It looks OK, but I think there could still be one or two minor problems with it. I think the time schedule looks a bit on the optimistic side, as well. I've got a couple of suggestions, which I'll get off to you today. Let me know what you think, OK? Bye.*

## Audioscripts: Listening 2

### (1.06) Conversation 1

- Tom Good afternoon. Scandinavian Conferences.  
Frida Good afternoon. Could I speak to Frank Larsen, please?  
Tom I'm afraid he's not here today. Can I help you?  
Frida I'm ringing about the Danish Telecommunications Trade Fair. Mr Larsen phoned to offer me some tickets and he asked me to let him know how many I'd need.  
Tom Well, I can send you the tickets. That's no problem. I'll just need your name and address.  
Frida Right. It's Frida Andersson from Sanderlin. The address is Torshamnsgatan, S-126 25 Stockholm.  
Tom So, that's Frida Andersson at Torshamnsgatan, S-126 25. OK. How many tickets do you need?  
Frida Three, please.  
Tom And which days would you like them for?  
Frida Just for Tuesday 23 November, please.  
Tom And could I have the other names for the tickets?  
Frida I'm afraid I can only confirm two names at the moment. Kati Gersel and myself.  
Tom Could you spell Gersel, please?  
Frida Yes, that's G-E-R-S-E-L.  
Tom Right I'll put the tickets in the post today.  
Frida Thanks very much. Bye.  
Tom Thank you for calling. Goodbye.

### (1.07) Conversation 2

- Receptionist Good afternoon. Can I help you?  
Frida Good afternoon. Could I speak to Sue Mellor, please?  
Receptionist May I ask who's calling?  
Frida It's Frida Andersson from Head Office.  
Receptionist One moment, please. I'll put you through.  
Receptionist Hello?  
Frida Hello?  
Receptionist I'm afraid she's not in her office at the moment. Can I take a message?  
Frida Yes. Could you tell her that I got her message and I've cancelled our meeting on the 13th. But I'm not available the following week, so I suggest meeting on 27 November.  
Receptionist OK. So, that's Frida Andersson from Head Office. The meeting on the 13th is cancelled and you suggest meeting on 27 November instead.  
Frida That's right. And could she call me to confirm the date?  
Receptionist OK. I'll give her the message and she'll get back to you as soon as possible.  
Frida Thank you.  
Receptionist Oh, does she have your number?  
Frida Yes, she does.  
Receptionist OK. Thanks for calling.  
Frida Thanks. Bye.

## Essential vocabulary

### Arrangements

asap (as soon as possible)  
to cancel (a meeting)  
to confirm (arrangements)  
deadline  
to postpone (a meeting)  
to put back (a meeting)

### Telephone phrases

Can I take a message?  
Could I ask who's calling?  
Could I speak to ...?  
Could you get back to me?  
Could you spell that, please?  
I'll ask her to call you  
I'll give him the message  
I'll put you through  
I'm afraid she's not here  
I'm ringing about ...  
Thanks for calling  
This is ...

### General

to adapt  
answering machine  
complimentary (tickets)  
to decline  
native speaker  
to raise (awareness)  
to raise (your voice)  
to return a call  
sensitive  
to simplify (your language)  
trade fair  
voicemail