

Unit 1a Work roles

Objectives:	To enable Ss to talk about their jobs and duties To enable Ss to write reports To practise reading for specific information To practise listening for gist and specific information To review the present simple and present continuous
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Unit overview

- **Describing work roles**

Speaking	Ss exchange brief job descriptions.
Reading 1	Ss read about WorkSet and explain the use of colour. Ss then discuss the differences between two pie charts showing a job brief and an employee's feedback.
Language	Ss match verbs with WorkSet colours and think of further verbs.
Listening	Ss listen to five speakers talk about their jobs and decide what each speaker would like to improve (<i>Listening Test Part Two</i>).
Language	Ss focus on the present simple and present continuous.
Speaking	Ss interview a partner to produce a WorkSet pie chart for their partner's job.

- **Report writing**

Reading 2	Ss read a report about a seminar on team leadership and say how WorkSet was used. Ss then answer comprehension questions.
Writing	Ss focus on report layout and phrases. Ss write a report about their own jobs based on WorkSet pie charts (<i>Writing Test Part Two</i>).

Describing work roles

- 1 **Ex ①:** Ss work in pairs to exchange information about their jobs and responsibilities. T asks one or two Ss to report back to the group.
- 2 **Ex ②:** Ss read the brochure extract to find out how WorkSet uses colour to clarify work roles.



Suggested answer:

WorkSet allows companies to clarify work roles by classifying different aspects of the job according to colour. Companies can use colour to specify the exact level of responsibility to be given to a number of key tasks. These specifications can be changed as the job changes. Employees can use the same system to give feedback on the job from their point of view, ensuring that job descriptions remain relevant.

- 3 **Ex ③:** Ss look at the pie charts and discuss the differences between them based on the information in the WorkSet extract. T may wish to elicit possible reasons for the disparity. (T discourages Ss from discussing their own jobs and job descriptions at this stage since this forms the basis of **Ex ⑦**.)



Suggested answer:

According to the manager's brief, about half of the employee's time should be spent taking personal responsibility for meeting objectives (yellow work). However, the employee feels that this is not the case. Blue work (i.e. work carried out in a prescribed way) is double the amount envisaged in the brief. As can be seen from the grey, white and pink segments, the employee also perceives him/herself to be involved in certain activities outside the job brief. While the small amount of white (creative) work appears to be positive, the pink time serves no useful purpose. Moreover, the incidental grey work which the employee is asked to do in addition to his/her job may be detracting from the core yellow work.

- 4 **Ex ④:** T asks Ss to assign a colour to each verb. Ss may need to look at the extract again first.



*schedule – yellow
operate – blue
co-operate – orange
participate – orange
decide – yellow*

*support – green
design – yellow
assist – green
comply – blue
follow – blue*

T then elicits at least one more verb for each core colour.



Suggested answer:

*blue – carry out, execute
yellow – plan, research*

*green – aid, cover
orange – take part, brainstorm*



1.01–1.05

- 5 Ex ⑤:** T introduces Ss to Listening Test Part Two. T then asks Ss to read through the list of improvements and think of the words or phrases they would expect to hear connected with each one. For example, for *more responsibility*, Ss might expect to hear phrases such as *my boss should delegate more, greater decision-making powers*.

T may like to ask Ss to assign WorkSet colours to the different tasks the speakers describe.



1 H 2 D 3 B 4 E 5 A

Exam focus: Listening Test Part Two

Candidates listen to five short topic-related extracts and complete two tasks, which may involve identifying any combination of the following for each extract: speaker, topic, function, opinion or feelings. The five extracts are heard twice. Both tasks test candidates' ability to listen for gist and specific information.

Candidates should be aware that each extract contains both a Task One answer and a Task Two answer. Some candidates may prefer to deal with Task One during the first listening and Task Two during the second listening, or they may choose to attempt the two tasks simultaneously. For each task, they have a list of eight options to choose from. Incorrect options are included in the recordings in order to distract unwary candidates.

This exercise differs from the exam in that here there is only one task. In the exam itself candidates have to do two tasks for each extract.

- 6 Ex ⑥:** T refers Ss to the example sentences. Ss then look through the audioscript to find further examples of the present simple and present continuous and discuss how they are used. Ss should be encouraged to categorise examples of the tenses rather than discuss every occurrence separately. (See the end of this unit for further information on the present simple and present continuous.)



Present simple and present continuous forms are bolded in T's audioscript.

- 7 Ex ⑦:** Ss work in pairs and use WorkSet to produce a pie chart describing their partner's job. T points out that Ss should use both the core and employee feedback colours. T should encourage Ss to think about their work in an average week rather than in a single day.

Report writing

- 8 Ex ①:** T asks Ss to read the report and decide how Barrie Watson used WorkSet. T can accept brief answers only as Ss will focus on the details of how he used WorkSet in the questions in **Ex ②**.



Suggested answer:

Barrie Watson used WorkSet to ascertain that Ekstrom Team Leaders had different perceptions of the precise level of responsibility to be allocated to each of their key tasks. He then helped the company to use the WorkSet colours to select which level was most appropriate for each task and to communicate its expectations to the Team Leaders.

9 Ex ②: Ss read the report again and answer the questions.



- 1 To explain how they saw their roles.
- 2 Leaders had different perceptions of their roles.
- 3 To communicate the most appropriate approach to a series of key tasks.
- 4 Skills can be developed; attributes (i.e. the qualities people are born with) cannot.
- 5 It can set up assessment centres to screen applicants and team leaders.

10 Ex ③: T focuses on the structure and layout of the report, drawing Ss' attention to the overall title and the headings of the sections. T then asks Ss to read the report again and identify useful phrases for writing reports.



Introduction: The aim of this report is to ...
Findings: This disparity clearly showed ...
Conclusions: It is clear that ...
Recommendations: We strongly recommend that ...



The reports Ss write in the exam tend to be less business-like and more personal than the Belbin report. However, it is useful for Ss to focus on standard report layout and language before they write exam-style reports.

11 As Ss may be asked in the exam to write a report with recommendations, T may wish to spend a few minutes focusing on the possible structures following phrases such as *It is suggested ...* T ensures that Ss realise that *suggest* is never followed by *to*. (See the end of this unit for further information on making recommendations.)

12 Ex ④: T introduces Ss to Writing Test Part Two (Report). T may wish to ask Ss to prepare a detailed plan in class showing how they intend to organise their ideas before they write a report for homework. Alternatively, T may like to ask Ss to prepare the pie charts in class and discuss them briefly before completing the written task as homework.

T should refer Ss to the three bullet points to remind them to plan and organise their writing carefully.

T points out that Ss will probably write the report in the first person. (See the end of this unit for a sample report written in this way.) Alternatively, T may wish to ask Ss to write in the third person. This choice will have an impact on the language Ss use: a report written in the third person is likely to sound more formal and impersonal and is more likely to include the phrases taught in the unit.

Exam focus: Writing Test Part Two (Report)

For Writing Test Part Two, candidates write a 200–250 word proposal, piece of business correspondence or report. All the points in the rubric must be included in the answer. To generate the range of language required at this level, the task input is broad and non-specific, which means that a reasonably high background knowledge is needed by the candidate. To ensure that no candidate is disadvantaged a choice of tasks is given. The task tests the ability to produce an appropriate piece of extended directed writing.

For the report, candidates are expected to plan, organise and present their ideas clearly. Reports should be clearly set out, with paragraphs, headings (e.g. *Introduction*, *Findings*, *Conclusion*) and bullet points where appropriate. All reports are expected to have a title.

Present simple and present continuous

The uses of the present simple and present continuous which appear in the audioscript are as follows.

Present simple

- **To refer to permanent or long-term situations:**
*I **work** for the UK subsidiary of a Japanese company.*
- **To refer to regular actions:**
*I **produce** technical documents.*
- **To refer to states:**
*I **have** a lot more responsibility now.*
- **To refer to future time in subordinate clauses:**
*I always have to consult him before I **can** make even the smallest alteration.*
- **As part of a conditional clause:**
*If something **needs** doing, then I think whoever's available should do it.*

Present continuous

- **To refer to temporary situations:**
*I'm **travelling** around Europe a lot.*
- **To refer to current activities:**
*I'm a temp and I'm **working** as a PA for a law firm in London just now.*
- **To refer to an activity happening around a particular time:**
*Especially when you're **starting** a new job ...*
- **To emphasise that an activity is ongoing:**
*Everyone's still **clocking** in and out at the same time.*

In addition to these uses, T may wish to encourage an understanding of the fundamental difference between simple and continuous forms.

The simple form expresses the idea of the state or action as basic information or a whole. It can be thought of as the neutral form, when the speaker has no reason to emphasise, or chooses not to emphasise, a time element.

The key idea of the continuous form is that the speaker is relating the action to a specific time, either now or in the future. The speaker may choose to use the continuous form to suggest that the situation has changed or will change.

Making recommendations

Particular attention should be paid to structures following *suggest*, *recommend* and *advise*.

*It is suggested **to set up** assessment centres.*

*It is suggested that Ekstrom **should set up** assessment centres.*

*It is suggested that Ekstrom **sets up** assessment centres.*

*It is suggested that Ekstrom **set up** assessment centres.**

*The subjunctive is sometimes used in a formal style when expressing the idea that something is important or desirable. The third person singular takes no **-s** in the present tense; the form looks like the infinitive. The subjunctive has only a limited use in contemporary English.

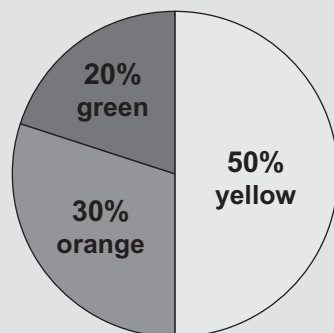
Ss need to ensure that they use a consistent style across a document, whether they are writing formally, neutrally or informally.

Report writing Ex ④:

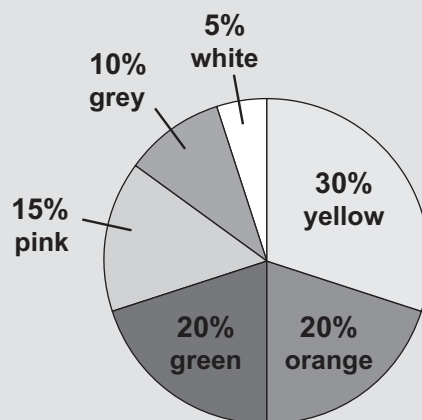


Sample answer: (235 words)

Reassessment of job description: Sue Pearson (PR Dept.)



Job brief



How time is actually spent

Introduction

This report sets out to use WorkSet colours to assess the accuracy of my job description as PR Officer and to suggest a number of changes.

Findings

It is clear that there is a difference between the way the company views the job and the reality as I perceive it. Firstly, a number of areas which demand a significant proportion of my time are not mentioned in the official job brief. The segment on the pie chart which provides most cause for concern is the pink sector; this relates to my attendance at a number of meetings to which I can contribute little. Another significant area is the grey segment; this refers to the unscheduled time which I spend sorting out computer problems. I feel that these activities are hampering my core work. As can be seen from the pie charts, the time I spend actively working to meet the goals agreed with my line manager is less than envisaged.

Conclusions

The above discrepancies clearly indicate that my current job brief is inaccurate.

Recommendations

I would recommend that my official job brief should be updated using the WorkSet colours. It would also be valuable to consider the proportion of non-core colours in the pie chart and to investigate whether work in these areas could be carried out by someone else more suited to these tasks.

Unit 1b Company structure

Objectives:	To enable Ss to talk about company structure To practise reading and listening for specific information To review the past simple, present perfect simple and present perfect continuous
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Unit overview

- **Types of company structure**

Speaking	Ss look at three diagrams showing company structures and say what kind of companies they could be.
Reading	Ss read a newspaper article about company structures and list the advantages and disadvantages of each structure. Ss then answer comprehension questions.
Speaking	Ss discuss the structure of their company.

- **Flexible working**

Listening	Ss listen to a manager of a manufacturing company talk about changes to the retirement age and summarise the programme he is discussing. Ss listen again and answer multiple-choice comprehension questions (<i>Listening Test Part Three</i>).
Language	Ss focus on the past simple, present perfect simple and present perfect continuous.
Speaking	Ss use a questionnaire to assess the suitability of their partner being redeployed in a training or mentoring role.
Writing	Ss write a proposal assessing the suitability of themselves or their partner to be redeployed in a training or mentoring role. (<i>Writing Test Part Two</i>).
Optional task	Ss visit Asda's recruitment website and identify how the company values its employees and builds team spirit within the workforce.

Types of company structure

- 1 **Ex ①:** Ss discuss what kind of company structure they think is represented by each diagram.



Suggested answer:

- A Large established company. Hierarchical pyramid structure.
- B Small company (owner manager). Flat management structure.
- C Flexible company with project-based teams.

- 2 **Ex ②:** T asks Ss to read the article about company structure and label each diagram. Ss use the text to draw up a list of the advantages and disadvantages of each structure. To save time, T may wish to ask Ss to work in pairs and assign one structure per pair.



A Hierarchical organisation

Advantages: High level of control.

Disadvantages: Workers lack the authority and motivation to improve processes. Management's response time is slow. Only suitable for stable business environments.

B Entrepreneurial organisation

Advantages: Totally centralised authority and direct contact between owner and employees ensure responsiveness to external changes.

Disadvantages: Only suitable for small companies.

C Information age organisation

Advantages: Allows speed of response within a large complex structure. Retains control but gives quick access to information. Employees can constantly refine their actions and strategies. Organisational control is dynamic.

Disadvantages: Although IT makes all these advantages possible, it cannot motivate people to use the information they have.

- 3 **Ex ③:** Ss re-read the article in order to find the answers to the questions.



- 1 Operating processes are concerned with how a company produces and sells its products and services. Management processes are concerned with how a company directs and controls these operations.
- 2 Jobs are standardised and separated into sequential steps which are carried out under direct supervision.
- 3 There is daily personal interaction between the owner and employees.
- 4 Access to information alone cannot motivate people to use that information on behalf of the organisation. Organisations need to ensure that the information is used by managers and employees to accomplish the same goals.

- 4 **Ex ④:** Ss discuss which of the structures described in the article is most like the organisation they work for. T may wish to encourage Ss to think in terms of their own department as well as the company as a whole and say whether they have experienced any of the advantages or disadvantages mentioned in the article.

Flexible working



1.06

- 5 **Ex ①:** Ss listen and decide if Don McNally is looking forward to the changes and why.



Suggested answer:

He sees the changes as being essential for the future of the company and if handled properly, will be good for both motivation and productivity.

- 6 **Ex ②:** T introduces Ss to Listening Test Part Three. T asks Ss to read through the questions before listening, pointing out that the answers will appear in the same order. When checking the answers, T may wish to ask Ss to identify where the answers appeared in the audioscript.



1 B 2 C 3 A 4 B 5 A 6 C 7 B 8 A

Exam focus: Listening Test Part Three

Candidates listen to a 3–4 minute recording of two or three speakers and answer eight multiple-choice questions. The recording is heard twice. This task tests ability to listen for specific information.

The questions follow the order of the recording and are clearly signposted by the speaker(s). Incorrect options are included in the recording in order to distract unwary candidates.

- 7 **Ex ③:** T refers Ss to the example sentences. Ss then look through the audioscript to find further examples of the past simple, present perfect simple and present perfect continuous and discuss how they are used. To save time, T may wish to assign one tense per pair or small group. Ss should be encouraged to categorise examples of the tenses rather than discuss every occurrence separately. (See the end of this unit for further information on the past simple, present perfect simple and present perfect continuous.)



Past simple, present perfect simple and present perfect continuous forms are bolded in Ts audioscript.

- 8 **Ex ④:** Ss work in pairs and take turns to assess if their partner would be suitable for redeployment in either a training or mentoring role. T asks Ss to consider other factors that would make someone a good trainer or mentor. Make sure Ss understand the difference between training (more formal with clear objectives) and mentoring (informal and with no obligation from either party).

- 9 **Ex ⑤:** This exercise practises the skills needed for Writing Test Part Two. T may wish to ask Ss to prepare a detailed plan in class showing how they intend to organise their ideas before they write a report for homework. When setting the task, T may wish to refer Ss back to Unit 1a for useful report phrases. T reminds Ss, where necessary, that the report should be about their own job, not their partner's.

If Ss do the writing task in class, T may wish to ask Ss to exchange reports in pairs and give each other feedback using the **Writing Test Assessment Sheet** on page 78 of the Student's Book. Before the lesson, T should have made photocopies of the Assessment Sheet for Ss to use. (See the end of this unit for a sample report.)



T should ensure that the Assessment Sheet has been presented clearly to Ss. (See T's notes for the **How to succeed** section of **Exam focus: Writing** for further information.)

Exam focus: Writing Test Part Two (Report)

For Writing Test Part Two, candidates write a 200–250 word proposal, piece of business correspondence or report. All the points in the rubric must be included in the answer. To generate the range of language required at this level, the task input is broad and non-specific, which means that a reasonably high background knowledge is needed by the candidate. To ensure that no candidate is disadvantaged a choice of tasks is given. The task tests the ability to produce an appropriate piece of extended directed writing.

For the report, candidates are expected to plan, organise and present their ideas clearly. Reports should be clearly set out, with paragraphs, headings (e.g. *Introduction, Findings, Conclusion*) and bullet points where appropriate. All reports are expected to have a title.

- 10 **Ex ⑥:** This is the first Optional Task in the book, the aim of which is to give Ss an additional task (to be done as homework) which will link the lesson with the outside world.

When setting the Task, T may wish to elicit the sort of considerations the Ss expect to see mentioned by Asda. T points out to Ss that it may be necessary for them to look at more than one web-page in order to complete the task satisfactorily.

Past simple, present perfect simple and present perfect continuous

The uses of the past simple, present perfect simple and present perfect continuous which appear in the audioscript are as follows.

Past simple

- **To refer to actions started and finished in the past:**
Our research showed that the overwhelming majority of requests to continue working were accepted.
- **To refer to a definite time in the past:**
We started looking at this as a possible solution last year.

Present perfect simple

- **To refer to actions started in the past but unfinished:**
Well, we have had a reasonable degree of flexibility in retirement age for a long time now.
- **To refer to an indefinite time in the past:**
There has been some reluctance on the part of individuals.
- **To refer to past action with present consequences:**
Absenteeism has decreased ...
- **To refer to recent actions:**
We have already developed teams where ...

Present perfect continuous

- **To refer to actions started in the past and continuing into the future:**
... as older engineers have been gradually handing over decision making to their younger colleagues.
- **To refer to repeated or continuous actions in the past with present consequences:**
The young have been acquiring the working habits of their older colleagues.

In addition to these uses, T may wish to encourage an understanding of the fundamental differences between the three forms.

The past simple is used to talk about completed actions and facts related to past time.

Both forms of the present perfect contain the idea of a link between past and present time and in some cases it is possible to use either form.

e.g. *He's **worked** here for three years. ✓*
 *He's **been working** here for three years. ✓*

However, Ss need to be aware that there is a difference in emphasis between the two: the present perfect simple focuses on the completion or result of an activity (the product) whereas the present perfect continuous focuses on the continuity of an activity (the process).

e.g. *I've **written** the sales report. ✓*
 *I've **been** writing letters. ✓*

The continuous form of the present perfect is not possible with certain verbs.

e.g. *The new manager **has arrived**. ✓*
 *The new manager **has been arriving**. ✗*

Flexible working Ex 5:



Sample answer: (239 words)

Resource Planning Manager: Assessment of suitability for redeployment

Introduction

The purpose of this report is to assess the suitability of my position as a Resource Planning Manager for redeployment in a training or mentoring role, before taking retirement.

Findings

My work is largely office based, with some visits to production facilities on an irregular basis. Much of my working day is spent in meetings with junior staff, delegating tasks and overseeing the planning of workloads. Communication is key to my current position and I am often consulted by managers of other departments, drawing on my expertise, developed over more than twenty years experience.

As regards health, I have no known medical conditions that would prevent me from continuing to work in a full time capacity for the foreseeable future. I would like to remain with the company, although would prefer to reduce my workload over a period of time.

Conclusion

I am a highly skilled and experienced member of the management team. Over the years I have built a network of contacts throughout the industry, and have proved myself to be a valuable asset to the company. I believe my colleagues, especially the less experienced, have come to rely on my knowledge and help on a daily basis.

Recommendations

I would suggest that I should be considered for a training role for a trial period. After this time, further consultation should take place in order to reassess the situation.