



# 5 Teamwork

## Learning objectives in this unit

- Exploring team relationships
- Dealing with conflict
- Adding emphasis
- Responding to feedback

## Case study

- Developing a teamwork ethos

## Starting point

- 1 What problems can occur when working with other people?
- 2 What different types of personality are needed for a successful team?

## Working with words | Exploring team relationships

- 1 Dr Meredith Belbin of the Henley Management College developed nine team roles to show how different individuals behave in teams. Read the text and compare these team roles with your ideas in *Starting point*.

## What kind of team player are you?



Meredith Belbin

### 1 Plant

Valued in a team for their ability to come up with strange and innovative solutions. Like the absent-minded professor-inventor, they often spend time quietly working alone, which results in solutions to problems, but they may have trouble communicating their ideas effectively.

### 2 Resource investigator

This person contributes to the team with boundless enthusiasm at the start of the project. They are excellent networkers who express themselves clearly and they vigorously pursue opportunities outside the team. They tend to lose momentum towards the end of a project.

### 3 Coordinator

The natural chairperson, able to detach themselves from the detail, to see the bigger picture. They are mature, good at delegating and at helping the rest of the team to reach decisions. Their management and delegating powers may mean they don't pay enough attention to their own duties at work.

### 4 Shaper

They spur their team into action. You have to tread carefully with this person; they thrive on pressure and challenge, and often get results by pushing others hard to do the same. In their drive to get things done, they may upset other team members by seeming to treat them unfairly.

### 5 Team worker

Working closely with everyone, they like to steer clear of confrontation. They are good listeners and can help to calm situations by talking through problems with colleagues. However, as they don't like taking sides, they may find it difficult to make decisions.

### 6 Completer – Finisher

The team's perfectionist. They take themselves very seriously – **keeping to** schedules and maintaining quality are equally important to them, and they pay painstaking attention to detail. Colleagues may have trouble relating to them as they are poor delegators and they tend to worry excessively about minor details.

### 7 Monitor – Evaluator

They are good at judging the situation due to a great ability to analyse logically. They assess periodically and look at all the available options objectively. However, their work can **fall short of** expectations as they can lack drive and find it difficult to relate passionately to their work.

### 8 Implementer

This person is disciplined and can be relied on to perform to a high level and to **cope with** things practically. They tend not to deviate from a set path and can find it difficult to take new ideas on board.

### 9 Specialist

They are highly skilled and are usually viewed positively for providing specialized knowledge. They tend not to see the bigger picture, **focusing on** technicalities.





- 2** Read the text again and discuss questions 1–2 with a partner.
- 1 What is the main positive and negative characteristic of each role?
  - 2 Which team role best describes you?
- 3** Underline the adverb in *italics* which collocates with each verb in 1–8. Then check your answers in the text in 1.
- 1 communicate their ideas *thoroughly / effectively*
  - 2 express themselves *understandably / clearly*
  - 3 tread *carefully / well* with this person
  - 4 push others *hard / roughly*
  - 5 treat employees *unfairly / carelessly*
  - 6 work *tightly / closely* with a colleague
  - 7 look at (available options) *objectively / deliberately*
  - 8 be viewed *satisfactorily / positively*
- 4** Work with a partner. Use as many of the verb + adverb combinations in 3 as you can and give each other advice for successful working relationships at your work / in your job.
- 5** 26▶ Three people are talking about the roles they play in their teams at work. Listen to the extracts and identify the strengths and weaknesses of each person.
- 6** Which of the two Belbin roles best fits each of the people you listened to in 5?
- 1 Shaper / Team worker
  - 2 Coordinator / Completer – Finisher
  - 3 Resource investigator / Implementer
- 7** Work with a partner. Discuss which of the three people you would choose to work with you / in your team, and why.
- 8** Work with a partner. Replace the underlined words in sentences 1–6 with multi-word verbs in **bold** in the text in 1 with a similar meaning. Change the form of the verb where necessary.
- 1 I didn't spend enough time on the sales figures – I think they're actually incorrect. \_\_\_\_\_
  - 2 I'm capable of handling most complications by myself. \_\_\_\_\_
  - 3 There are some particularly tight deadlines to meet. \_\_\_\_\_
  - 4 I prefer to avoid any last-minute changes. \_\_\_\_\_
  - 5 Otherwise we would not achieve our sales targets, would we? \_\_\_\_\_
  - 6 I think we should concentrate on solving the problem, rather than discussing who was to blame. \_\_\_\_\_
- »» For more exercises, go to Practice file 5 on page 110.
- 9** Work with a partner. Take turns to describe a colleague / team leader you work with, using vocabulary from 3 and 8. How similar / different are their working styles?
- 10** Work with a partner. Ask and answer questions about recent projects you have worked on to find out which Belbin role you think you each play in a team. Consider the following aspects.
- 1 task / project
  - 2 colleagues / fellow team members
  - 3 schedules / pressure
  - 4 issues / problems
  - 5 confrontation / fairness
- Alternatively, turn to File 15 on page 139, for some project outlines. Discuss the projects, and work together to establish the best mix of Belbin roles for each.

## Context

Duverger is a well-established European kitchenware company and it is about to launch an exciting new range of branded kitchenware. The company intends to create a 'big splash' with an extensive promotional campaign across Europe, starting with a product launch at a convention in Vienna next week. The Sales, Marketing, and Production departments in Duverger are working together on the promotional campaign. The first box of brochures for the company's stand in Vienna has just been delivered, but they don't look quite right.

## Negotiating | Dealing with conflict



- 1** What can go wrong when brochures are printed? Why do these things happen?
- 2** 27▷ A meeting takes place between three managers – Jenny, Riccardo, and Paul – to discuss the situation. Listen to Extract 1 from the meeting. Compare your answers to **1** with what actually went wrong.
- 3** 27▷ The three managers handle the discussion and deal with conflict in different ways. Listen again and decide who – Jenny (*J*), Riccardo (*R*), or Paul (*P*) –
  - 1 attempts to clarify the situation \_\_\_\_\_
  - 2 encourages the others to keep to the facts \_\_\_\_\_
  - 3 expresses their concerns diplomatically \_\_\_\_\_
  - 4 expresses their concerns more directly. \_\_\_\_\_
- 4** Match phrases a–i from Extract 1 to these categories. Can you add any more phrases?
  - 1 Keeping to the facts / being objective: \_\_\_\_\_
  - 2 Talking about concerns directly: \_\_\_\_\_
  - 3 Talking about concerns more diplomatically: \_\_\_\_\_
  - 4 Clarifying / checking understanding: \_\_\_\_\_
  - a Do you understand what I'm trying to say?
  - b Would I be right in thinking ...?
  - c I don't know if you are aware, but ...?
  - d Let's try not to get personal here.
  - e Can we try and stay focused on the facts?
  - f I'm really not happy with ...
  - g Can I just make sure I've understood this correctly?
  - h I'm a bit worried about ...
  - i The real issue here is ...
- 5** Work with a partner. Discuss what you would say in these 'conflict' situations. Then have the conversations.
 

**Situation 1**

  - **Student A** Tell B about your boss's plans to get rid of the coffee area.
  - **Student B** You are surprised. Try to clarify what A has said.
  - **Student A** Confirm.
  - **Student B** You are very concerned and want to know what staff can do about this decision. Express your concerns directly.
  - **Student A** Tell B to focus on the facts – there has been no final decision yet. You are concerned that staff don't have enough informal meeting space. Be diplomatic.

**Situation 2**

  - **Student A** Tell B (the senior manager) you are not happy that a colleague who has been at the company for less time than you has been promoted above you and is now your line manager. Express your concerns directly.
  - **Student B** Tell A to focus on the facts – the new line manager is very capable and is qualified for the job. Be diplomatic.





## Key expressions

### Clarifying the situation

Can I just make sure I've understood this correctly?  
Would I be right in thinking ...?  
Do you understand what I'm trying to say?

### Staying focused on the facts

Let's try not to get personal here.  
Can we try and stay focused on the facts?

### Expressing concerns diplomatically

I'm a bit worried about ...  
I don't know if you are aware, but ...?

### Expressing concerns directly

I'm really not happy with ...  
The real issue here is ...

### Chairing the negotiation

How do you propose we deal with this issue?  
Look, can we try and avoid any ...?  
I need to know ...  
Can I leave you to ...?

### Expressing points of disagreement

I can't just ...  
I just don't understand how ...  
I see what you mean, but ...  
I just won't be able to ..., if ...

### Offering a compromise

I'm prepared to ... if ...  
Look, would it help if ...?  
I'd be more than happy to ...

>> Interactive Workbook  
>> Phrasebank

**6** 28▷ Listen to Extract 2. What are the options for Duverger? What course of action do they successfully negotiate?

- 7** During the negotiation in Extract 2, who
- a plays the role of chairperson?
  - b expresses points of disagreement?
  - c offers a compromise?

**8** 28▷ Listen to Extract 2 again. Replace the words in *italics* with phrases from the audio with a similar meaning.

- 1 Well, Riccardo, *what do you think we should do about this?*  
\_\_\_\_\_
- 2 To be frank, *don't expect me to sit around and wait for you to sort this out.*  
\_\_\_\_\_
- 3 And *how can you possibly* be contemplating a reprint?  
\_\_\_\_\_
- 4 OK, Paul, *that's fair enough, but* surely we need to get this right now?  
\_\_\_\_\_
- 5 Oh, come on, that's just not practical. *I'm cancelling* the launch in Vienna if ...  
\_\_\_\_\_
- 6 Look, Paul, Riccardo, *I don't want* any serious setbacks ...  
\_\_\_\_\_
- 7 Thinking about this sensibly, the problems with the artwork *I can live with*, if ...  
\_\_\_\_\_
- 8 I mean, *why don't I give* the printer another call?  
\_\_\_\_\_
- 9 Paul, *do we have* your approval on this?  
\_\_\_\_\_
- 10 In which case, Riccardo, *would you be happy to liaise* with the printer ...?  
\_\_\_\_\_

**9** Match the phrases you noted in 8 to a–c in 7.

>>> For more exercises, go to Practice file 5 on page 110.

**10** Work in groups of three. Student A, turn to File 17 on page 140, Student B, turn to File 36 on page 144, and Student C, turn to File 49 on page 147. Negotiate the situations, following the steps below.

- 1 Establish the point of conflict.
- 2 Discuss any disagreements.
- 3 Try to reach a solution / compromise.

>> Interactive Workbook >> Email



## Culture question

- How do you deal with conflict in your culture?
- Do you know how it is dealt with in other cultures?
- How can differences in the approach to conflict affect working relationships?



## Language at work | Adding emphasis

### 1 29▶ Listen to extracts 1–9. How do the speakers add emphasis to each sentence (e.g. word order, intonation, adding words or phrases)?

- 1 The reason why I say this is because if we get it right this time, any future campaigns should run more smoothly.
- 2 Which is why this whole thing is just so frustrating.
- 3 How we resolve this is the issue now.
- 4 It's the Vienna convention which really worries me.
- 5 In which case, Riccardo, can I leave you to liaise with the printer ...?
- 6 What really concerns me is the way this has been handled so badly by the printers.
- 7 The problems with the artwork I'm prepared to overlook.
- 8 The thing that bothers me is that we just don't have time.
- 9 Not only do we have a major error on our hands, but we're also not sure how this happened.

### 2 Which techniques for adding emphasis from a–d are used in the sentences in 1? More than one technique may be used in each sentence.

- a cleft sentences: *it's ... which / that; what ... is ...* \_\_\_\_\_
- b fixed phrases used to add emphasis \_\_\_\_\_
- c fronting (putting a topic at the start of a sentence for emphasis) \_\_\_\_\_
- d adverbs of degree \_\_\_\_\_

» For more information, go to **Language reference Unit 5** on page 128.

### 3 Look at conversations 1–6 below. In each case, add emphasis to B's reply using one of the phrases from the list.

*What we must be clear about is ...*

*What I'd really like to know is ...*

*It's ... which ...*

*Not only ... but also ...*

*Which is why ...*

*In which case ...*

- 1 A I really don't know how to fill in this document.  
B Wouldn't it be a good idea to sit down and sort this out properly?
- 2 A Apparently there are hardly any tickets left for the conference.  
B I told you to book early.
- 3 A How should I reply to their email?  
B It's absolutely essential that the contract is signed by the 5th.
- 4 A I can't believe there's no budget left to complete the project!  
B What'll happen to the team if the project is abandoned?
- 5 A So they didn't attend?  
B They didn't attend the meeting. They forgot to let us know.
- 6 A The job is challenging enough, without all these extra changes they're asking for.  
B The changes make the job interesting.

### 4 Add emphasis to the following sentences, using the fronting technique.

- 1 We need to think about how we go about this.
- 2 It's absolutely crucial that we get this right.

» For more exercises, go to **Practice file 5** on page 111.

### 5 Work in groups of three. You are members of a team set up to produce the company news section on the intranet. The deadline for a first draft is the end of next week. However, poor communication in the team has slowed the project down. You decide to hold a meeting to discuss the problems. Student A, turn to File 20 on page 140, Student B, turn to File 40 on page 145, and Student C turn to File 27 on page 142.

- 1 Discuss each problem on the agenda. Use techniques for emphasizing the points you make to each other.
- 2 End the meeting by deciding how you are going to resolve these issues.

#### Agenda

Communication problems in the intranet team

- 1 Unfocused meetings
- 2 Team members with different working styles
- 3 Lack of communication outside team meetings



## Practically speaking | Responding to feedback

### 1 Work with a partner. Discuss the following questions.

- 1 Is feedback necessarily the same as criticism?
- 2 How can negative feedback be made constructive?
- 3 How do you normally react to negative / positive feedback?



### 2 30▶ Listen to three conversations. In which conversation does somebody

- 1 respond to positive feedback?
- 2 accept negative feedback?
- 3 challenge negative feedback?

### 3 30▶ Match phrases a–k to 1–3 in 2. Then listen again to check your answers.

- a I see what you're saying ..., but ... \_\_\_\_
- b Thanks for your support – it's good to know I'm on the right track. \_\_\_\_
- c I'm sorry, I didn't realize – thanks for pointing that out. \_\_\_\_
- d Oh, I see, well it seems a pity to ..., but maybe you're right. \_\_\_\_
- e Oh, really? Why do you think that? \_\_\_\_
- f ... to be honest, I just don't have time to ... \_\_\_\_
- g No, I'm sorry, I don't see what you're getting at. \_\_\_\_
- h Thanks. Though I have to admit, I got the idea from ... \_\_\_\_
- i Actually, I'm very happy to have some honest feedback. I'll just keep working on it. \_\_\_\_
- j So how do you think I could improve it? \_\_\_\_
- k Look, you're entitled to your opinion, but ... \_\_\_\_

»» For extension and revision go to **Useful phrases** on page 134.

### 4 Work with a partner. Discuss how you would respond to the feedback in 1–6 below. Use phrases in 3 to help you.

- 1 'I basically liked the way you presented your arguments, but I did feel you need to sound more sure of yourself.'
- 2 'Some of the ideas you came up with in that meeting were really creative. I'm sure Gian Luca is going to want to explore some of those further.'
- 3 'Did you read the report through before submitting it? It's just that there were several inconsistencies. It just doesn't seem like your normal standard, that's all.'
- 4 'We've just had some feedback from the client – I know it's a bit late, but basically they're not very happy with the colours we've selected.'
- 5 'I know the team's been under a lot of pressure recently, but I can't help feeling it's compromising the quality of the work.'
- 6 'We've got deadlines to meet, and we all have to do our bit. The delay from your group has meant that the production team are sitting around waiting for us to deliver.'

### 5 Work with a partner. Student A, turn to File 22 on page 141, Student B, turn to File 39 on page 145. Take turns to respond to each other's feedback.

## Key word | *only*

Match phrases 1–5 with *only* in italics to synonyms a–e.

- 1 I'm sorry, *only* I didn't realize.
- 2 I'm *only too* happy to have some honest feedback.
- 3 I'm *only* trying to help.
- 4 I think my *only* real doubt is the line you've taken on absenteeism.
- 5 Apparently the same issue came up *only* last week.

- a very
- b as recently as
- c single
- d just
- e but



## Company profile Southwest Airlines

Southwest Airlines is the largest airline in the world based on numbers of passengers. It's also the sixth largest US airline based on revenue. The company was founded in 1971 by Herb Kelleher in Dallas, Texas. It now operates more than 5,000 Boeing 737 aircraft between 64 cities with more than 3,300 flights a day. The company boasts that the 2006 year-end results marked their 34th consecutive year of profitability.

## Developing a teamwork ethos

### Background

## The power of teamwork

How does a major airline turn a plane around and get it ready for take-off within 20 minutes of landing? Whereas some airlines say this is impossible, Southwest Airlines pride themselves on their ability to get a plane ready for departure in record time, and they put it all down to teamwork. Everyone helps out; the cabin staff double as cleaners, the captain helps people on to the plane or helps with the cleaning, while outside the plane is being serviced by ground staff who work with the precision of a grand prix pit lane crew.

The efficiency of the turnaround shocks first-time Southwest flyers, who moments before can often be heard grumbling that they will be late taking off. This turnaround time means Southwest can fly up to 35 fewer planes than their competitors, which

leads to lower prices and higher profits. The teamwork ethos all started back in 1971 when Southwest was facing financial meltdown. They had just sold a plane to a competitor to raise capital to pay staff, but needed to continue to meet demand with one less aircraft. It was then that they realized the importance of tight turnaround times. This led to a policy of everyone pitching in. Since then Southwest has become a model for successful teamwork and employee relations.

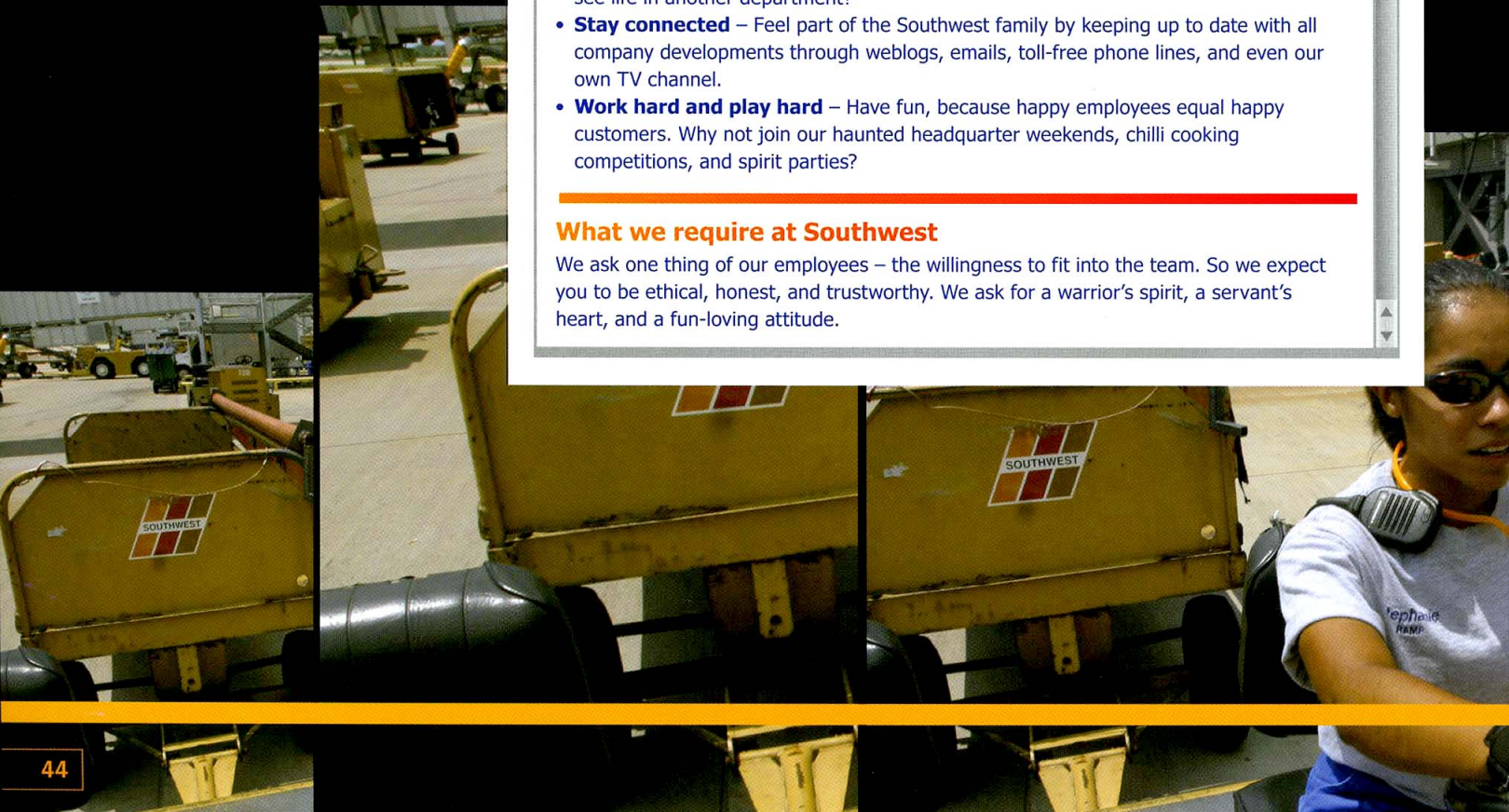
It's an inspiring company to work for and is well-regarded by its employees – they know that success will be rewarded. 'Everyone works hard', says one blogger on the company website, 'but it doesn't feel like hard work when you're having so much fun'.

## Come and work for Southwest Airlines! Here are just some of the benefits we offer!

- **Continuing education** – We offer personal and professional development in our state-of-the-art educational facilities. Why not try our 'Days in the Field' programme to see life in another department?
- **Stay connected** – Feel part of the Southwest family by keeping up to date with all company developments through weblogs, emails, toll-free phone lines, and even our own TV channel.
- **Work hard and play hard** – Have fun, because happy employees equal happy customers. Why not join our haunted headquarter weekends, chilli cooking competitions, and spirit parties?

### What we require at Southwest

We ask one thing of our employees – the willingness to fit into the team. So we expect you to be ethical, honest, and trustworthy. We ask for a warrior's spirit, a servant's heart, and a fun-loving attitude.





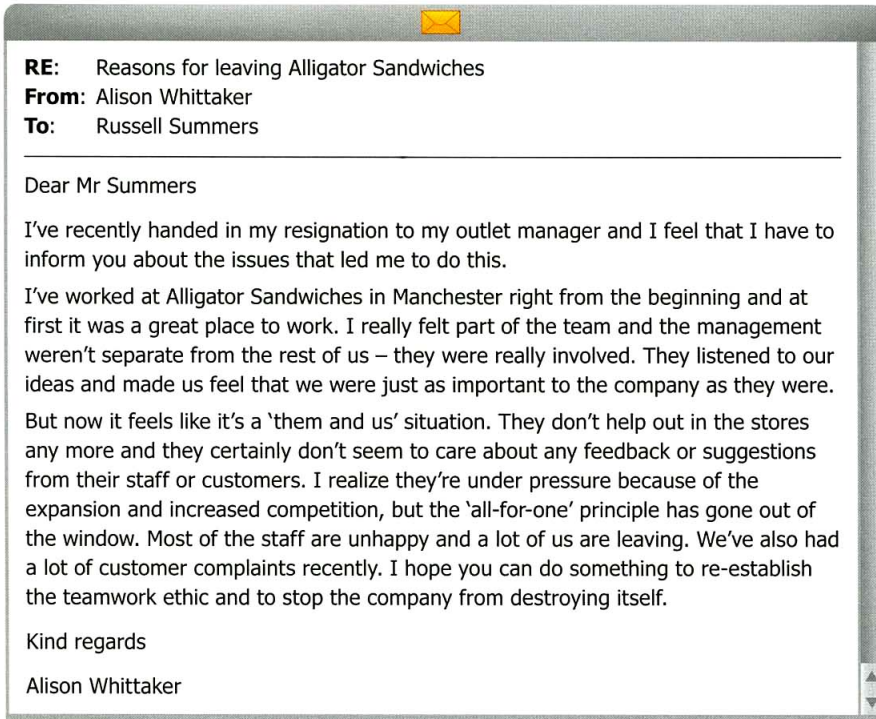


## Discussion

- 1 Based on the approach at Southwest Airlines, what are the main principles for fostering good teamwork in a company?
- 2 What are the pros / cons of the Southwest Airlines approach?
- 3 How does your company's attitude to teamwork compare to Southwest Airlines?

## Task

- 1 Alligator Sandwiches has outlets throughout Britain. It has a well-publicized 'all-for-one' principle, meaning that everyone in the company should have equal status – if a server has a business idea they are free to share it, and likewise managers are expected to take their turn behind the tills. The company has become very successful. However, this success has led to some serious problems at many of its outlets. Read this email to the CEO from a former employee at the Manchester outlet and make a note of the key problems.



- 2 Head Office has organized a meeting to discuss the problems and negotiate ways to improve teamwork. Work in groups of four.

Student A, you're Head of Finance. Turn to File 24 on page 141.  
 Student B, you're an outlet manager. Turn to File 44 on page 146.  
 Student C, you're a server. Turn to File 26 on page 142.  
 Student D, you're a representative from Head Office. Turn to File 51 on page 148.

Read the information and prepare for the meeting. Student D should start the meeting when all participants are ready.

- 3 Report back to the rest of the class on what was agreed during your negotiation.

## The Expert View

Teams are usually constructed because there is a belief that that the whole (team) could be greater than the sum of its parts (individuals) – i.e. the group can achieve more. In general, teams outperform individuals when tasks require multiple skills, judgement, and experience. However, often the biggest issue for managers is to decide if they need a specifically selected team or just a work group that already exists within the structure of the company. In a working group the skills of the group members are varied and random and there is individual accountability, whereas in a team the skills of the group members are complementary, there is individual and collective accountability, and everyone contributes to the overall outcome.

Joe Jaina, Senior Lecturer in Organizational Behaviour  
 Cranfield School of Management



# Case study



- 4 Use the future perfect continuous (*will + have + been + -ing* form) to stress the continuation of an action, seen from a later time in the future.

*Our companies will have been working together for ten years in May – we should plan a celebration.*

## Certainty and the future

- 1 Several modals can be used to make predictions about change in the future, with different degrees of certainty.

*The recession in Spain might / could / will affect sales across Europe.*

- 2 With similar meaning, *will + adverbial* (negative: *adverbial + won't*) is possible.

*The Spanish recession will perhaps affect pan-European sales.  
The euro's strength probably won't continue beyond June.*

We can also use a range of adjectives

- 3 with structures like *be ... to ...*

*The Spanish recession is (un)likely / expected / certain / bound to affect sales across Europe.*

- 4 with structures like *it's ... that ... will ...*

*It's (un)likely / probable / certain that the Spanish recession will affect sales across Europe.*

Note that not all these adjectives can be used with both structures. For example, we can say *bound to*, but not *bound that*, and *probable that*, but not *probable to*.

We can also use adverbs of degree (*quite, very, really*, etc.) with most of these structures, to add emphasis or distance.

*The Spanish recession is quite likely to affect sales across Europe.*

## Unit 4 | Pronouns *it, this, and that*

### Referring backwards

*It, this, and that* can be used to refer back to something that has just been mentioned.

All three words can refer back to a person or thing, a situation, or a thought / idea / proposition, etc.

*He said the greater the risk, the greater the potential reward. This might well be true.*

*Here's our prototype. It gives a pretty good idea of what we hope to make.*

*John was arguing for cuts in the R&D budget. That's the last thing we need.*

### Emphasis

- 1 *It* is used for neutral reference: as a simple way of continuing the discussion, without giving special emphasis to the information being referred to.

*There's also a subsidised canteen. It's OK, but no better than in most companies.*

- 2 *This* and *that* are more often used to add emphasis to the information: they draw our attention to what has just been said.

*And we have a gym exclusively for staff. That's one of the best things about working here.*

- 3 *This* in particular is used when there is something new or especially relevant about the information introduced.

*Finally, there's our final salary pension scheme. This has been praised throughout the industry.*

## Reference

- 1 In sentences where several things are mentioned, *it* is usually used to refer to the main topic, whereas *this / that* more often refer to the last topic mentioned.

*There's a meeting in the Kennedy Suite. It's very important and could go on for hours. (it = the meeting)*

*There's a meeting in the Kennedy Suite. That's on the third floor, by the lifts. (that = the Kennedy Suite)*

- 2 Generally, *this* refers to things that are near to us (in space, in time, or conceptually – thought of as close and relevant); *that* refers to things we think of as more distant.

*Carlos asked about the depreciation of the dollar. This will affect us all, he said.*

*Carlos asked about the depreciation of the euro. That was unlikely in the foreseeable future, Kate answered.*

## He, she, they, these, those

- 1 When we are referring to a person mentioned in the previous sentence, *he* or *she* is used in the same way as *it*.

*Heather was the first of the candidates to be interviewed. She was very impressive.*

- 2 When the information referred to has a plural form, *they* is used instead of *it*, *these* instead of *this*, and *those* instead of *that*.

*We discussed several options during the brainstorming sessions. They were all considered impractical, though.*

*We discussed several options during the brainstorming sessions. These were quite good fun, by the way, but hard work.*

## New information

*This* can refer forward to new information. We do not use *that* or *it* in this way.

*Craig isn't a great team player. This is his main problem, though – his lack of creativity. (refers forward to the new information about his lack of creativity)*

*Craig isn't a great team player. That's his main problem. (refers back to the information about the fact that he is not a great team player)*

Even when *this* is used to refer to old information, there is always a sense that what we are going to say about it is new.

## Unit 5 | Adding emphasis

### Adverbs of degree

- 1 Adverbs of degree can add emphasis to most adjectives and adverbs. These include: *very, really, extremely, so, just so, very ... indeed*.

*It was just so short-sighted of them to risk upsetting our Japanese distributors.*

- 2 Some adjectives and adverbs are ungradable: they express extreme qualities such as perfection. With these words we use adverbs such as *completely, absolutely, utterly* (not *very*).

*It's absolutely vital that you inform me of things like that. (Not: It's very vital that you inform me of things like that.)*

» For more information on adverbs of degree, see [Language reference Unit 6](#) on page 129.



## 1 | Introducing yourself to a group

### Saying who you are

Hi, my name's X. I'm from the Y office.  
As most of you will know, I'm ...  
For those of you who don't know me already, I am ...

### Talking about your role

I'm accountable for ...  
My responsibilities include ...  
I'm empowered to ... and have the task of ...  
Lately I've been concentrating on ...  
Basically, my role is to coordinate ..., making sure ...  
This entails ...  
I'm responsible for ...

### Giving your reasons for being there

What's the point of me being here today?  
I hope to share some of my ideas with you.  
I'm here today to ...

### Updating people on achievements / activities

I'm pleased to say that ...  
I've now managed to ...  
I'd like to point out that over the years, I have been continually ...  
We've had a great few years.  
You'll be happy to know that ...

### Talking about your aspirations

And I can see ways of further improving ...  
We want to help out ...  
I guess I'm ready to take on board ...  
I can't wait to share our expertise with you and to help you ...

## 2 | Getting your point across

### Reformulating

Yes, sorry, let me rephrase that ...  
In other words, ...  
To put it another way, ...

### Clarifying what is meant

What I'm saying is that ...  
I was actually referring to ...  
What I mean by ... is ...  
To clarify, I'm saying that ...

### Illustrating or offering to illustrate a point

Would it help if I gave you an example?  
Well, if you look at ... you'll see ...

### Summarizing

The fact of the matter is ...  
But the point I'm trying to make is ...  
Basically, ...  
To summarize, ...

## 3 | Showing understanding

### Showing you understand the problem

I know what you mean.  
No, it hasn't, has it?  
I hear what you're saying ...  
I can see where you're coming from.  
I totally understand.

### Explaining why you understand

It's quite hectic over here, too.  
I know this is a tricky time for a lot of you.  
I had a similar problem at ...  
That happened to me, too.

### Offering practical solutions

It might be worth ... -ing ...  
I still think you should ...  
You might want to ...  
What about ... -ing?  
Have you tried ... -ing?

## 4 | Establishing rapport

### Recalling past events in common

It must be two years or more since we last met?  
Wasn't it at that conference in ...?  
Oh, yes, ... – it was really beautiful.  
Do you remember that ...?

### Paying a compliment

You're looking well.  
You look great – have you been on holiday?

### Asking a follow-up question

And are you still enjoying it? Really?  
And what do you think of it?

### Asking about someone's journey

How was the journey?  
Was the journey OK?  
How was the flight?  
Did you get here OK?

### Showing knowledge about a person you have just met

It's X, isn't it? I've seen your picture on the website.  
You're not the X who ..., are you?  
And anyway, X, I've heard quite a lot about you, too. You ..., didn't you?

### Giving a brief summary of your recent history

Well, I'd been working in ... for five years when ...  
So I've been in ... for the last ..., in a luxury apartment overlooking ...

### Echoing the other person to encourage them to say more

**A** I have had a few ups and downs.  
**B** Ups and downs?  
**A** I've just been on a business trip to Budapest.  
**B** Budapest?

### Picking up on a key word to extend the conversation

**A** ... but the job's pretty challenging.  
**B** ... Challenging in what way?  
**A** I'm not sure about Jack. I find him a bit distant.  
**B** Distant in what way?

### Joking about yourself

I may be old, but you can't get rid of me that easily.

### Being modest about achievements

Well, it wasn't just me. There was a whole team involved.  
Oh, it was nothing.  
I couldn't have done it without the team.

## 5 | Responding to feedback

### Responding to positive feedback

Thanks for your support – it's good to know I'm on the right track.  
Thanks, though I have to admit, I got the idea from ...  
Thanks. I'm glad you liked it.

### Taking on board negative feedback

I'm sorry, I didn't realize – thanks for pointing that out.  
Oh, I see. Well it seems a pity to ..., but maybe you're right.  
Oh, really? Why do you think that?  
So how do you think I could improve it?  
OK, I'll see if I can improve it.  
Actually, I'm very happy to have some honest feedback. I'll just keep working on it.

### Challenging negative feedback

Look, you're entitled to your opinion, but ...  
I see what you're saying, but ...  
To be honest, I just don't have time to ...  
Fair enough, but it's a bit late now.



## File 13 | Unit 9

Language at work, Exercise 5, page 74

YP fitness studio yearly review meeting

Last year

### 1 Past action / inaction and past results

- invest in new equipment → able to increase membership fee
- failed to develop competitive January special offer → lost potential customers to competition

### 2 Past action / inaction and present results

- failed to address HR crisis and recruit new personal trainers → only three personal trainers – all overworked, several customers on waiting lists
- developed partnership with local school → overweight teenagers now following fitness programme

Next year

### 3 Suggestions / predictions for next year plus results

- develop new membership packages → increase number of members
- start more initiatives with teenagers → improve gym reputation and get new young members
- employ more trainers → more personal programmes for customers and more profit
- renovate pool area → improve reputation, increase swimming prices

## File 14 | Unit 1

Case study, Task, Exercise 2, page 13

Group C

### Vancouver, Canada

- The commercial and cultural heart of Canada's West Coast, and a major convention and tourist destination.
- Attracts national and international tourists (particularly from the Far East).
- A major port. One of the most vibrant economies in Canada, particularly in the areas of technology, tourism, financial services, film production, education, and natural resources.
- Diverse ethnic communities have a strong influence on the restaurants which cater for every taste and budget, and there is also a varied programme of cultural events.
- Lots of pathways along the shoreline connecting up Vancouver's distinctive neighbourhoods. Spectacular coastal and mountain scenery.
- Lots of organized tours to Vancouver's surrounding outdoor attractions, including gourmet barbecue lunches on a remote beach, or seaside restaurant meals. Also combined tours, flexibility, and personalization offered.

## File 15 | Unit 5

Working with words, Exercise 10, page 39

Project outline 1

### 1 Task / project

International charity football match organized by two top teams and a charity promoting peace in an area of conflict.

### 2 Colleagues / team mates

Very varied, from the club president (who expects VIP treatment), to the charity volunteers.

### 3 Schedules / pressure

Deadline is fixed and non-negotiable because of the match timetable. Player availability is also a factor.

### 4 Issues / problems

The television scheduling – due to time zone differences, finding a good local kick-off time is problematic.

### 5 Confrontation / fairness

Differing attitudes to time is causing conflict. The culture of the charity is 'inclusive', so much consideration is given to finding a satisfactory solution for everyone.

Project outline 2

### 1 Task / project

A fashion show based in a luxury boutique to promote the new collection (especially the top-end jewellery).

### 2 Colleagues / team mates

Models  
Shop staff  
Caterers  
Lighting / sound crew  
Security staff  
Head Office staff

### 3 Schedules / pressure

The date and time of the show are published and invitations sent to the top 1,000 customers in the boutique's database. The new collection must be launched on time.

### 4 Issues / problems

There are health and safety issues regarding the maximum number of people who can be in the boutique at any time.

### 5 Confrontation / fairness

It's a challenge to manage a team made up of people from different companies and areas of expertise, who all come to the project with their own personal needs and agendas. The models are notoriously unreliable and temperamental.

## File 16 | Unit 2

Practically speaking, Exercise 4, page 19

Student B

The competition

The competition have been very active recently – you saw a number of very good presentations at the conference last week.

Travel budget

This has been greatly reduced this year, so only employees in senior positions are able to travel overseas.



## File 17 | Unit 5

Business communication skills, Exercise 10, page 41

### Student A

#### Situation 1

You are working on a project with very tight deadlines. You are expecting a piece of work from Student B tomorrow. Check with Student B that she / he will deliver on time. (The work is already a week late.)

#### Situation 2

You share an office with Student B and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 2.30 p.m. tomorrow. Student B will be on annual leave. Talk to Student C and see if she / he can look after the office for you while you are away from your desk.

#### Situation 3

You work in a team with Student B and Student C. The project you are all working on is seriously delayed because Student C is refusing to accept work from Student B, claiming it is of poor quality. Student B claims she / he followed the brief. Try to help them find a solution so that the project can continue to move forward.

## File 18 | Unit 2

Business communication skills, Exercise 9, page 17

### Student C

#### Item 1

- change opening hours
- close down the cafeteria
- other ideas?

#### Item 2

- employ more administrative staff
- improve communication by sending staff on a training course
- other ideas?

#### Item 3

- give employees the choice of which courses they take part in
- make sure certain training courses are completed before employees get promoted
- other ideas?

#### Item 4

- set up team-based pay so the onus is on the employees to make sure that everyone is there
- give employees greater flexibility in the hours worked
- other ideas?

## File 19 | Unit 9

Business communication skills, Exercise 6, page 73

### Students C and D

You support these original proposals from Floralope.

- 1 Investing in training for all staff on the new system is essential.
- 2 Using cash in the bank to invest in the system is necessary.
- 3 Going ahead with the new system as soon as the cost-benefit analysis has been done.

Discuss the advantages of these original proposals. Think about how the company's performance or reputation will be affected.

## File 20 | Unit 5

Language at work, Exercise 5, page 42

### Student A

#### Agenda

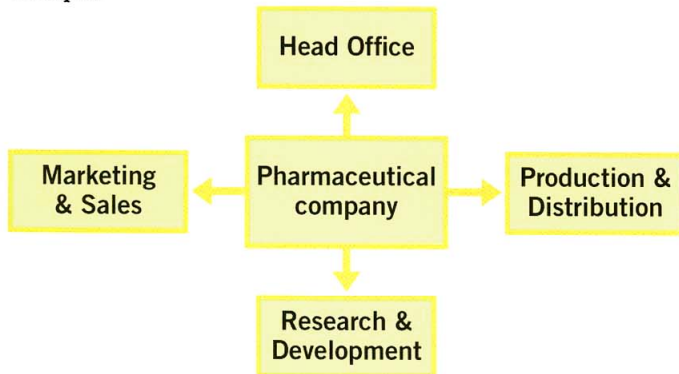
- 1 Unfocused meetings  
Team members have a tendency to go off track and not to focus on the agenda.
- 2 Team members with different working styles  
It's a new team, bringing together people from different departments who don't normally work together.
- 3 Lack of communication outside team meetings  
Instructions often lack clarity.



## File 21 | Unit 2

Case study, Task, Exercise 1, page 21

Group A



Due to the rapid expansion HR have employed staff on a short-term needs basis. They have had to give particular attention to

- R&D roles (e.g. research scientists)
- Head Office roles (e.g. legal, financial, HR, secretarial, IT).

Commercial roles (e.g. medical reps) and production / distribution roles (e.g. production operatives, supervisors) will become more important once the company has developed more commercially-viable products. This means that the Marketing, Sales, and Production departments are not yet fully resourced.

## File 22 | Unit 5

Practically speaking, Exercise 5, page 43

Student A

- 1 Give feedback to Student B on her / his report.  
The report your colleague wrote was incomplete. You are particularly concerned about the summary. Most of the summary doesn't link with the findings of the report. However, you thought the report was well presented and the findings that are included are very interesting.
- 2 Student B is going to give you some feedback.  
Your boss wants to talk to you. You think it is about the mistakes you made in the database management.

## File 23 | Unit 6

Business communication skills, Exercise 5, page 49

Students A and B

Choose two of these ideas to discuss in the meeting.

- Introduce a yearly summer ball for staff, with free food, wine, and entertainment.
- Provide in-house gym facilities with showers.
- Offer staff a 'work at home' option.
- Install in-house 'nap machines' to allow staff to power-sleep for 20 minutes when necessary.

Discuss the advantages of the ideas and how they would work. Think of possible disadvantages and prepare a counter-argument.

## File 24 | Unit 5

Case study, Task, Exercise 2, page 45

Student A

Head of Finance

You've just joined the company and your main objective is to increase profitability.

Your suggestions

- Lose the 'all-for-one' principle – the company is too big now for this to work.
- Create more of a hierarchical structure – several competitors are succeeding with this kind of structure and it may allow you to cut back on staff and save money.
- Servers should just get on with their jobs – they should serve customers as quickly and efficiently as possible and leave the 'ideas' to management.

Ideas that you do not support

- You do not support a continued lack of clarity in roles. Managers should manage and servers should serve.
- You do not want to spend more company profits on expensive Christmas parties or food-tasting days.

## File 25 | Unit 12

Case study, Task, Exercise 1, page 101

Student B

### Fact file: Brazil

**Country size:** 8.5 million square kilometres, fifth largest country in world

**Population:** 180 million

**Economic factors**

- Property price returns of 20% per annum in some locations.
- Good currency exchange rates, making it cheap for foreign investors.
- President's progressive policies have brought many improvements to Brazil, including a decrease in inflation to an all-time low of 5.7%.
- Active encouragement of and incentives for foreign investment – you can own 100% of land and property.
- Cost of living at only 20% of that in the UK / Europe, while property maintenance costs are extremely low.
- Increase in manufacturing industries relocating to Brazil and boosting the economy.
- Expected to be self-sufficient in oil reserves within the next year.
- Brazil believed by some economists to be amongst the leading economies of the future, along with Russia, India, and China.



## File 26 | Unit 5

Case study, Task, Exercise 2, page 45

### Student C

#### Server

You've been at the company for two years. You've been chosen to represent all servers at this meeting. The main objective for servers is to re-establish a good relationship with management and make the job fun again.

#### Your suggestions

- Outlet managers should help out with serving again to re-establish a good team atmosphere.
- More time should be allowed for servers to go on training courses to improve their skills.
- Have meetings where servers can discuss their ideas for new sandwiches and improved processes.

#### Ideas that you do not support

- You have heard rumours that team-building events like the food-tasting days and the parties might be cancelled. You do not support this, as these events are fun and help to improve teamwork. They're one of the reasons that people enjoy working for the company.
- You do not support any ideas that may result in job losses or pay cuts.

## File 27 | Unit 5

Language at work, Exercise 5, page 42

### Student C

#### Agenda

- 1 Unfocused meetings  
Not all team members attend team meetings – without regular updates, it's difficult to work out what stage the project has reached.
- 2 Team members with different working styles  
Some team members appear to be competing against each other.
- 3 Lack of communication outside team meetings  
It's not clear who is responsible for what.

## File 28 | Unit 1

Case study, Task, Exercise 2, page 13

### Group A

#### Beijing, China

- International city undergoing rapid change, with new office blocks, hotels, and commercial plazas springing up.
- Wide variety of food-related venues / styles, e.g. street markets offering local snacks, tea houses, 'Red Mansion' banquets, and imperial food. The city's restaurant scene still not as vibrant as Shanghai's, though.
- The city is spread out, which means you may have to catch a taxi home, rather than taking a walk after eating out.
- Language: Mandarin. There was a huge drive for people in the service industries to improve their English for the 2008 Olympics.
- A lot of well-established competition – most hotels offer tours. Caters for domestic and international tourism. Walking tours available with English-speaking guides.

## File 29 | Unit 10

Language at work, Exercise 5, page 82

#### Memo

##### 3.1 Job shadowing initiative

**From:** Senior Management Team

**To:** all group heads – Juan C, Chris T, Anastasia G, Bruno R, Robert C, Suzanna H, Tim J, Andy W

##### Decision

We have approved a job-shadowing scheme within the division.

##### Objective

To foster cooperation and teamwork by helping staff to better understand what their colleagues do on a daily basis, and the demands of job roles outside their own discipline.

Departments involved: Finance, Operations, Marketing, Sales, Production, Customer Service, Logistics, Research & Development

##### Requirements

All members of staff at team leader grade and below will have to spend a minimum of four half-days (by the end of next month) shadowing a colleague in an appropriate department.

We want all individuals to

- set up and schedule their own shadowing programme
- report back on and evaluate their experiences
- agree with their line manager what changes to make to their work as a result of their participation in the scheme.

We will not allow extra time for work you don't complete within this period. We expect that staff will cover for absent colleagues.



## File 34 | Unit 8

Working with words, Exercise 10, page 63

### Company profiles

#### Company A

A is a multinational with offices in every major city in EMEA (Europe, Middle East, and Africa). A's core business is accountancy and auditing, but they have a small up-and-coming consultancy division which is gaining a lot of recognition. There is a rigid hierarchical structure and clear career path.

#### Company B

B is an SME (small and medium-sized enterprise) specializing in the provision of office supplies. They operate only within national borders, although some of their suppliers are found abroad. B values flexibility and rewards loyalty above all.

#### Company C

C is a franchise business which focuses on cleaning (commercial and domestic) and disaster-recovery services. It is a rapidly expanding business, although at the moment it has relatively few full-time employees. The master franchisee holds the licence for many further related brands which have not yet been exploited in your market. The master franchisee's Head Office is also based in your city.

#### Company D

D is a family business managed and owned by a husband and wife. Their core business is software development and they have made a name for themselves in the industry for their cutting-edge programming. Both the husband and wife also teach IT courses at the local university as well as an online master's degree in programming. There are three other employees.

## File 35 | Unit 2

Case study, Task, Exercise 1, page 21

### Group B

- Establish a system to find the right people to develop in order to fill existing and emerging roles in the company.
- Invest in training – e.g. how to conduct career development interviews.
- Invest in an IT programme for monitoring employees' career progression and to help managers to select the right 'internal' candidate.
- Establish a process to ensure that career development is a shared process between employee and employer.
- Establish a set list of questions that all managers ask in performance / career review interviews.
- Write role profiles for existing and emerging positions.
- Write achievement-orientated career plans and make them clear to employees from the outset.
- Other ideas?

## File 36 | Unit 5

Business communication skills, Exercise 10, page 41

### Student B

#### Situation 1

You are working on a project with very tight deadlines. You are supposed to hand over a piece of work to Student A tomorrow. You need a few more days. You've been ill and you also think the deadlines weren't very realistic. Student A is going to ask you about progress.

#### Situation 2

You share an office with Student A and Student C. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Student A and Student C both want some time away from the office tomorrow afternoon. Help them to reach an agreement. (You can't man the office for them, as you are on holiday tomorrow.)

#### Situation 3

You work in a team with Student B and Student C. Student C is refusing to accept work you have carried out. You don't want to do the work again because it would delay the whole project, and anyway, you carried out the work according to Student C's brief.

## File 37 | Unit 8

Practically speaking, Exercise 4, page 67

### Student B

- 1 You've just come out of a meeting where the suggestion was made to cut the budget on Student A's project and to push back the schedule date, because priorities have changed. Respond to Student A's difficult questions by
  - avoiding the question
  - distancing yourself from the situation.
- 2 You've heard from colleagues that your department is going to be restructured within the next year. Find out from Student A
  - who is ultimately responsible for the plan
  - if it would mean any redundancies.



## File 38 | Unit 9

Business communication skills, Exercise 6, page 73

Students A and B

You support these alternative suggestions from the Dutch parent company.

- 1 Replacing some of the older staff with more IT-literate staff.
- 2 Raising capital by selling off some unused property and getting a bank loan.
- 3 Delaying the decision for six months until more information has been gathered by
  - reviewing return on investment for a new IT system
  - analysing the company in comparison to the competition
  - conducting a customer satisfaction survey.

Discuss the advantages of these new suggestions. Think about how the company's performance or reputation will be affected.

## File 39 | Unit 5

Practically speaking, Exercise 5, page 43

Student B

- 1 Student A is going to give you some feedback on your report. You spent a lot of time preparing the report. With the deadline approaching you asked a colleague to help you with the summary, but the report is still yours.
- 2 Give feedback to Student B about a recent project. You want to congratulate Student B on the success of a recent database project which she / he was managing. You also want to mention concerns about difficulties one team member had with working long hours on the project.

## File 40 | Unit 5

Language at work, Exercise 5, page 42

Student B

### Agenda

- 1 Unfocused meetings  
Team members get too much information in meetings and forget it as soon as the meeting is over.
- 2 Team members with different working styles  
There are 'personality clashes' in the team – some members just don't get on.
- 3 Lack of communication outside team meetings  
Team members do not say what they think directly, and think that hints are enough.

## File 41 | Unit 9

Case study, Task, Exercise 5, page 77

Dear Steering Committee

There has been a press leak concerning our plans for our Nigerian plant – see below. We're not sure who the source can be as the facts are wrong. However, in the light of this, we need to consider carefully what our next move should be regarding the project.

*'QP Plastics is to close its main factory in Nigeria, putting 1,300 staff out of work. The site at Port Harcourt, in the south of the country, is to close while it looks for a buyer. QP Plastics said the move was not linked to the increasing wave of violence in the oil-rich Niger Delta where kidnappings of western workers has become increasingly common.'*

Obviously, our main concern is the social unrest in the area and the safety of our staff. We should also consider our shareholders and reputation. Please discuss this asap and let me know how we should proceed.

Many thanks

Jason Fletcher

## File 42 | Unit 10

Working with words, Exercise 4, page 79

Team leader A					
Please evaluate the following:					
	(1 = excellent, 5 = poor)				
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project	✓				
Honesty and openness			✓		
Ability to make decisions	✓				
Willingness to consult team about decisions					✓
Flexibility in dealing with change				✓	
Communication with team				✓	
Understanding of team's needs and concerns					✓
Allowing team to do their work unsupervised		✓			
Self-awareness					✓

Team leader B					
Please evaluate the following:					
	(1 = excellent, 5 = poor)				
	1	2	3	4	5
Ability to achieve results	✓				
Commitment to the project	✓				
Honesty and openness	✓				
Ability to make decisions			✓		
Willingness to consult team about decisions	✓				
Flexibility in dealing with change		✓			
Communication with team	✓				
Understanding of team's needs and concerns	✓				
Allowing team to do their work unsupervised		✓			
Self-awareness		✓			

## File 43 | Unit 10

Case study, Task, Exercise 2, page 85

Students A and B

Issue 1: The cost of cocoa beans

The company currently uses Criollo cocoa beans because they are known to be the best quality bean. However, they are also the most expensive bean.

The chocolate made by the company always has a high percentage of cocoa solids in it, at least 70%; some items have 85%.

You have to cut costs and you have two options with approximately the same cost-saving benefits. Decide which option to take.

- choose to use a cheaper, lower-quality bean
- reduce the cocoa content in the chocolate

When preparing your briefing, be aware that this decision will not be popular with the product managers and marketing managers because they have invested a lot of hard work in building up the company's brand image based on the quality of the products.

## File 44 | Unit 5

Case study, Task, Exercise 2, page 45

Student B

Outlet manager

You've been at the company since it began. You started work as a server and moved up to a management position. You've been chosen to represent all outlet managers at this meeting. The main objective for outlet managers is to improve team spirit and prevent more staff from leaving.

Your suggestions

- Re-establish the 'all-for-one' principle – reduce the amount of paperwork that outlet managers are expected to do so that there is more time to work alongside staff.
- Give servers the opportunity to take part in training courses to improve their skills and allow them to move up in the company.

Ideas that you do not support

- You do not support any change in the company's organizational structure. You see the original structure as one of the company's strengths.
- You do not think that servers should have influence over what sandwiches should be sold. These decisions should be based on customer feedback and sales figures.

## File 45 | Unit 11

Working with words, Exercise 2, page 86

Statement 1 = Microsoft

Statement 2 = Tata

## File 46 | Unit 11

Working with words, Exercise 9, page 87

Student A

### Company X fact file

- produces coffee, chocolate, and related food and drink products
- sources cocoa and coffee beans from a variety of producers in different parts of the world
- has used the Fairtrade label on a small number of its key products, suggesting that it treats its suppliers well and pays a fair price for the goods it buys



## Company X in Fairtrade scandal!

Company X has used the Fairtrade labelling in a bid to enhance its reputation, and has seen sales and profits on many of its non-Fairtrade products soar as a result. But is this about to change? An independent report has revealed that Company X does not abide by the terms of the Fairtrade agreement for most of its products, and actually puts pressure on producers to accept lower prices, driving many growers into poverty.

### Company X's situation following the news article

- Company directors moved quickly to limit the damage – they issued a press statement playing down the situation.
- Despite the press statement, the share price has fallen very quickly, and sales figures for most key products are much lower than expected.
- Customer surveys suggest the company is no longer trusted.

## File 47 | Unit 7

### Language at work, Exercise 6, page 58

#### Discuss what the speaker could say in situations 1–5.

*Example: I was going to bring a sample of our new product, but unfortunately I haven't brought it with me today.*

Past	Present
1 I intend to take a sample of the new product to the meeting.	I'm at the meeting. I have forgotten the sample of the new product.
2 I have to give a presentation at the conference in Moscow next week.	My boss has asked me to cancel all other arrangements and go to New York for a meeting next week.
3 We think we will make a profit this year.	Our products haven't sold as well as expected.
4 We're aiming to get a 10% discount on all orders over €20,000 during the negotiation.	They are telling us that they can't offer more than an 8% discount on any order.
5 I'm having lunch with Maria tomorrow.	Maria has cancelled our lunch appointment because she's too busy.

## File 48 | Unit 12

### Case study, Task, Exercise 1, page 101

#### Student C

### Doing business in Brazil

- Remember that relationships are one of the most important elements in Brazilian business culture.
- Cultivate close personal relationships and build trust – you will then have a greater chance of successfully doing business in Brazil.
- Be aware that great importance is placed on the family in Brazil. This means that you will often find a number of family members working for the same company.
- It is common practice in Brazil to hire a *despechante*, or middleman, to help you in your business dealings. A *despechante* will help you navigate Brazilian bureaucracy for a nominal fee.
- DON'T rush business dealings with your Brazilian colleagues and avoid pressing for final decisions.
- Allow time for socializing before and during meetings – this is an important part of the relationship-building process.
- DON'T publicly criticize your Brazilian counterparts. If you need to tell them something negative, do so in private so they do not lose face in front of others.

## File 49 | Unit 5

### Business communication skills, Exercise 10, page 41

#### Student C

##### Situation 1

You are working on a project with very tight deadlines. Student A is expecting a piece of work from Student B tomorrow. Student B is unable to meet the deadline. Help them to discuss the issue, and to reach the best solution for all concerned.

##### Situation 2

You share an office with Student A and Student B. The office has to be manned constantly so you can't go out at the same time, even for a few minutes. Think of a very important reason which means you have to be somewhere else at 3.00 p.m. tomorrow. Student B will be on annual leave. Talk to Student A and see if she / he can look after the office for you while you are away from your desk.

##### Situation 3

You work in a team with Student A and Student B. You are very dissatisfied with some work that Student B has just carried out. It's true, she / he followed your instructions, but the quality is very poor and the work seems rushed. You don't want to accept the work, and you would like her / him to do it again.



## File 50 | Unit 11

Business communication skills, Exercise 9, page 89

Student A

Employee

You are extremely busy at work and you have an hour's commute every day. You want to start working from home in order to save commuting time and avoid unnecessary interruptions at work. You have an office space at home and an Internet connection, so you feel that your work would not suffer at all from this change and you might even become more productive.

Student B is your line manager. Explain what you want and discuss the possibilities of this arrangement. State your position, try to negotiate some terms with B, and come to an agreement.

## File 51 | Unit 5

Case study, Task, Exercise 2, page 45

Student D

Head Office representative

You have been asked to chair the negotiation. You should do the following during the meeting.

- Invite each person to make their suggestions.
- Check that you have understood each suggestion.
- Ask the other participants for their opinions.
- Keep the discussion on track.
- Ask the participants to compromise and agree on at least two suggestions that you can take to Head Office.

## File 52 | Unit 11

Case study, Task, Exercise 2, page 93

Students C and D

What we would recommend

- Carbon emission reduction, rather than offsetting. It tends to be more popular with investors and customers.
- For a reduction programme suggest: paper-free bills, conference calls to replace some international travel, hybrid company cars to replace standard cars.
- A policy to educate customers as part of the reduction programme is recommended. Previous clients asked customers to charge phones only when the battery has run down and to unplug the charger once it has charged.

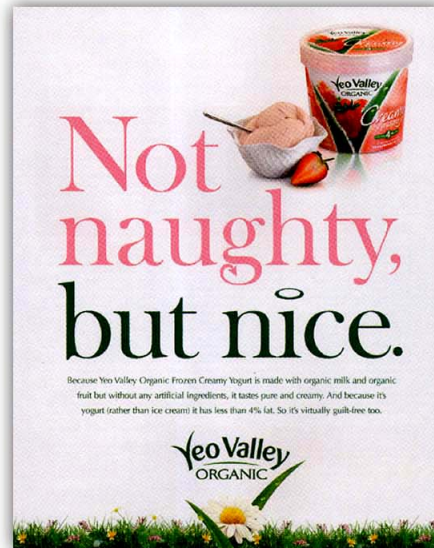
What we wouldn't recommend

- If the company insists on offsetting, investing in forests is not recommended. Studies show that forestry projects are less reliable in offsetting carbon emissions than first thought. This is because trees are vulnerable to a number of problems, e.g. fires. It would be better to invest in renewable energy.

## File 53 | Unit 12

Working with words, Exercise 4, page 95

1



2



3

