

# 3

## Working with others

### Curriculum coverage

#### *Listening and speaking*

- Follow and participate in discussions at work
- Clarify and summarise problems
- Follow and give explanations, instructions and accounts
- Criticise constructively, respond to criticism and complaints

Lr/E2.1b, 4a; Sc/L2.3b, 4a; Sd/L2.2c  
Sc/L2.3b, 4a, 4b, 4d; Lr/L2.2d, 3a  
Lr/L2.2c; Sc/L2.4b, 4d  
Sc/L2.2a; Sd/L2.2b, 5a; Lr/L2.2b

#### *Skills*

#### *Reading and writing*

- Read and write memos, letters and e-mails
- Look for information in official documents and other texts
- Write guidelines in a work context

Rt/L2.1a, 3a, 5a; Rs/L2.2a; Rw/L2.3a; Wt/L2.1a, 4a, 5a;  
Ws/L2.3a, 4a  
Rt/L2.4a, 7a  
Wt/L2.4a

#### *Skills*

#### *Key functions*

- Making requests in formal and informal situations
- Asking for and giving explanations
- Narrating events
- Making suggestions and giving advice
- Giving instructions

#### *Key grammar*

- Modal verbs
- Review of tenses (past, past perfect)
- Conditionals

#### *Resources to support the unit*

- Audio player and recording
- Dictionaries
- Access to computers and the Internet if possible
- OHP and blank transparencies
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Photos of bakery and products to contextualise, e.g. printout from websites (teacher's own)
- Handbooks/Articles on office communication
- Downloads from Internet on different aspects of communication in the office (teacher's own)
- A watch that shows seconds for skimming/scanning activities (teacher's own)
- Examples of office documents, e.g. letter, report, minutes of meeting, manual, guidelines etc. (teacher's own)
- Examples of guidelines or sets of instructions that use numbered steps, bullet points, flow chart or questionnaire format (teacher's own)
- Selection of local and national newspapers and magazines (teacher's own)

## Page 1

### Working with others

#### Materials

- Photos of bakery and products to contextualise, e.g. printout from websites (teacher's own)

#### Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

#### Task

- Learners look at the pictures and text and think about the questions.
- Typical tasks for a general manager, e.g. dealing with office administration, answering phone, paperwork, dealing with customers/suppliers, managing staff (holidays, sickness, personal problems), dealing with day-to-day problems, acting as the interface between the owner/director and the staff.
- Also ask what kind of problems a small business could face as it grows, e.g. owners/directors may be too focused on customers and may lose touch with their staff, they may be too busy to manage efficiently or reluctant to delegate. Too many new staff joining could upset the balance of the team, leading to friction – there may not be enough time to train new staff well.
- Ask if anyone has worked in a small business, especially in the catering industry: what were their experiences?
- Focus on the need for good communication (in the job advert). Ask if learners have experienced problems at work resulting from poor communication.

## Pages 2 and 3

### Good communication

#### Materials

- Examples of handbooks/articles on topics relating to office communication (teacher's own)
- Watch that shows seconds (teacher's own)
- Dictionaries

#### Rationale

To develop the theme of communication at work; to develop skills for predicting content before starting to read; to develop reading strategies for finding information in texts; to develop understanding of how arguments are structured; to improve clarity in writing by using pronouns and other reference words to avoid repetition

#### Activity A

#### *Reading: predicting content*

#### Task

- Before the learners look at the task 1, put the title of the book on the board or an OHT and elicit answers to the questions.
- Discuss why it can be useful to predict the content (e.g. of a book or article in a magazine) before starting to read it.
- Discuss what kind of information is typically contained in a handbook. Also discuss the idea of personal development and show any other books you have brought in and discuss what sort of people might be interested in reading them.

#### Differentiation

- For groups with less business experience, make a list of topics in the extract and put them on the board. As learners find the information, they can tick the topics off.

#### Activity B *Skimming the text to find out what it is about*

#### Task

- Put the questions for the task on the board or an OHT.
- Tell the learners they will have only 30 seconds to find the three main sections and the purpose of each of them. They should look for key words in each section and not try to read sentences.
- Tell them when to start the task. After 30 seconds, tell them to close their books. Check answers. If necessary, allow a further 20 seconds. Check answers again. Allow a third skim if not all points are found.

## Activity C Scanning text for specific information

- Learners work individually to scan the text for the answers to the five questions. Use a watch to keep track of time. Don't limit the time but give a signal after each 30-second period is up so that each learner can roughly time himself or herself.
- As necessary go through the 'Remember' box with tips for scanning.
- Learners can compare answers before class feedback.
- Learners now read the text again, taking as much time as they like.
- Ask learners what they think of the ideas in the extract.

### Differentiation

- Devise a more detailed gist question.

### Extension

- Discuss the difference in meaning between *transaction* and *interaction*, referring to a dictionary if necessary.
- Ask learners to find synonyms for *very important* in the text (essential, vital).
- Ask what they think is meant by non-verbal (line 14), *an awkward atmosphere* (line 33) and *constructive criticism* (line 38).
- Ask learners to underline the verbs which collocate with these nouns: *trust* and *co-operation*, *problems*, *differences of opinion*, *constructive criticism*

## Activity D Language: It or this?

### Pre-task activity

- Revise pronouns and demonstratives, e.g. *this*, *that*, *those* *these*. Put up some examples to demonstrate use.

### Task

- Do task 1 individually and then go through answers.
- Discuss the use of *it* versus *this* and *this* versus *that* (often a matter of style and emphasis). Review uses:
  - *It/they* are used in place of a noun (thing or abstract idea) that went before.

- *This/these* does the same, but with more emphasis. *This/these* are usually used to start a sentence, or to refer to a whole idea (not just one word).
- *This/these* can also point to something that follows. *That/those* is the same as *this/these* but less common.
- Learners can try task 2 individually or in pairs. Explain that it is not only a question of replacing the extra words, but rewriting and improving the text so that it flows well. Could be done as draft correcting task on computer.
- Learners could prepare final versions on OHTs so that different versions can be compared.
- Discuss the different answers for task 2.

## Page 4

## A problem at work

### Materials

- Audio – Aisha Kahn talks about her new job
- Audio – Aisha hears about a problem
- Pictures of people expressing different emotions – extension (teacher's own)

### Rationale

To encourage further discussion about communication problems at work and the role of a manager/supervisor; to listen to a description of a job; extracting information from a conversation; recognising feelings and distinguishing fact from opinion; to practise taking part in a discussion, expressing views and opinions

## Activity A Listening: Aisha talks about her new job

### Pre-task activity

- Ask learners' what they think Aisha will have to do in her job as general manager and ask to predict any challenges Aisha will face.

### Task

- Play the audio to see if the learners predictions were correct.
- Discuss any points that were not predicted.
- For task 2, learners look at the photo and discuss what it shows. Ask the learners to suggest what might be going on.

- Ask them what Jason and Paola seem to be feeling (e.g. anger, frustration, distress). Ask them what in the photographs gives them that impression.
- Extend into a discussion about body language and gestures and what they mean.
- Introduce the characters they will hear on the audio, in the order they will speak:
  - Paola – one of the more senior staff
  - Aisha – the new general manager
  - Ahmed – one of the kitchen workers who hasn't been at the bakery very long
  - Jason – in charge of the bakery

### **Activity B**      *Listening: Aisha hears about a problem*

#### **Task**

- Play the audio straight through for task 1. Ask learners to guess the meaning of mites from Ahmed's description. Discuss the answers to the questions. If some parts were not fully understood, play the audio again. Help with any difficult words or phrases, except those in Activity B2.
- Focus on the vocabulary items for task 2. For each phrase, say each of the words aloud yourself or get the learners to work out what meaning they convey and what tone voice they would be said with.
- Play the part of the audio where the target phrases are and ask the learners to identify them.
- Ask learners to think of other situations where these words or phrases might be used and practise them with the right tone of voice. Ask for other similar expressions.

#### **Differentiation**

- Less confident learners can check the audio script after the second playing.

#### **Extension**

- Bring in some pictures of people expressing different emotions – anger, disinterest, attentiveness, etc. Learners work in groups to work out what is going on in the pictures and to interpret the body language, gestures and facial expressions. They can then compare with other groups to see if they have the same ideas.

Follow up with a discussion on differences and similarities in gestures and body language in their own cultures.

- In pairs, learners role play some of the situations they thought of, using the target language. Go round and listen to the role plays. Encourage learners to use an appropriate tone of voice.

### **Activity C**      *Discussing strategies for dealing with a problem*

#### **Task**

- Learners discuss tasks 1 and 2 in mixed ability groups. Make sure there is someone in each group who can lead the discussion. Learners can refer to the script if they want.
- Each group should prepare answers to the two tasks, and also be ready to give reasons for their answers, referring to relevant parts of the audio where possible.
- For task 2, encourage learners to add their own ideas for improving relationships in the bakery and to list their preferred strategies in order, e.g. those for dealing with the problem in the short term and those for the longer term.
- When all groups are ready, ask someone from each group to present their answers and reasons. If the answers of different groups vary, generate class discussion on these points.

## **Page 5** **Clarifying the problem**

### **Materials**

- Audio – Aisha clarifies a problem

### **Rationale**

To listen for different question types, to be able to identify the purpose and use of various question forms; to use different types of questions to find out details about something that happened; to give factual accounts and respond to different types of questions

## Activity A *Listening and language: finding out what happened*

### Pre-task activity

- Point out that misunderstandings can often occur when things go wrong at work. If a problem arises, different people may interpret what happened in different ways. It is important to check the details to find out what really happened.
- Ask learners about their experiences of misunderstandings.
- Describe an incident or situation which could be interpreted in different ways.
- Ask learners to look at the photo for task 1 and describe what they think is happening. Ask them to identify the characters they already know. Point out Joe, another worker whose voice they will hear on the next audio. Ask how the staff may feel, e.g. guilty and uncomfortable about what happened or reluctant to own up to their own weaknesses, especially in front of colleagues.

### Task

- Refer to task 1. In groups, ask learners to think about the best strategy Aisha can use to find out what really happened.
- Each group can report back to the class. Then ask learners to predict what questions Aisha will ask. Don't worry about the wording of questions – just focus on the areas of questioning.
- Refer to task 2. Remind learners about closed/open and direct/indirect questions (see 'Remember' box).
- If learners are not sure about these, put up examples on the board and get them to identify different types.
- Practise converting direct to indirect and open to closed, and vice versa as necessary.
- Ask learners: *In what situations would you use closed or open questions? In what situations would you use direct or indirect questions?*
- Ask what type of questions they think would help to get to the bottom of the problem for task 2.
- Listen to the whole audio for task 3. Get learners to say what new information they have got. Check understanding of new points.

- Play the audio again, stopping immediately after each question. Get learners to say what kind of question it is. Discuss why this type of question is appropriate in this situation.
- Point out that some questions need a lead-in phrase either to make it clear what the question is about, or to prepare people for a difficult or embarrassing question. Ask learners to identify the lead-in phrases and put them on the board as they come up:  
*Now, I'm afraid I have to ask this.*  
*Now, this morning, Ahmed, when you found the mites ...*

### Differentiation

- Less confident learners can refer to the audio script for the focus on question forms.

## Activity B *Speaking: finding out what happened*

### Task

- In pairs, learners look at each situation for tasks 1a and 1b and think about what information they need to get and questions they could ask. They should work together to make a list of points and appropriate questions. Encourage them to use a variety of question types.
- Ask different pairs to read out their questions and put some of them on the board or on an OHT.
- In the same pairs, each learner should think of a real incident or problem they have experienced to tell the other person for task 2. The learner telling the story only needs to give an account in vague terms so that the other person has to ask questions to arrive at the details. Put this framework on the board to help structure the task.

#### A

Describe what happened  
Be brief – don't give too much detail.

#### B

Ask questions to find out what happened.  
Use different kinds of questions.

Answer the other person's questions.

### Extension

- As a final step, the learners asking questions can relate the story to the whole class. With the class, discuss any further details that could be learned about the situation and other questions that could be asked.

## Page 6

### Summarising problems

#### Materials

- Audio – Aisha summarises the problem

#### Rationale

To provide strategies and language for giving a clear account of something that happened in the past; to listen for verb tenses and time markers for making time relations clear; to introduce language for distinguishing known facts from hearsay

### Activity A *Language for describing what happened*

#### Task

- Point out that, in work situations, it is often important to be able to explain things as briefly and concisely as possible. Explain that certain phrases can be used as signals to help make the parts of a explanation clearer for the listener.
- In task 1 learners match the stages in the table with the appropriate phrase to introduce it.
- For task 2 group more and less confident learners together, and get them to go through all the details of the problem at the bakery. They should think about how to organise the story into stages, which signals to use to introduce each stage and then prepare a concise summary of the events.
- Ask different groups to present their version of the story. Each person in the group should present at least one stage.
- Highlight any differences in the versions of the story each group presents.

#### Extension

- Get the learners to develop a summary for their own stories from Page 5, Activity B2.

### Activity B

### *Listening: Aisha summarises the problem*

#### Task

- Refer to task 1. Play the audio. Ask learners to identify aspects of Aisha's version which were the same as or different from their own. These may be differences in details of the story or in the way of organising the stages of the story.
- Refer to task 2. Play the audio again, pausing so that learners can complete the two sentences. Ask learners to write the verbs in full. Check their answers.
- Then point out the use of the past perfect tense, as in the 'Remember' box. If learners are unsure, give more examples and practise as necessary.
- You may like to add a reminder about using the past continuous tense in narrating a series of events, e.g. *I was walking along the street when a car stopped beside me.*
- Discuss with the class the difference between 'known facts' and 'hearsay'. Maybe point out that people don't necessarily intend to lie, but may have a different interpretation of events, depending on their own experience. Ask learners if they know any words or phrases that we normally use to:
  - introduce a fact
  - introduce what someone thinks or says.
- Play the audio again for task 3 and ask the class to pick out the language that Aisha uses to introduce what people said which may or may not be true. Write the language on the board (see Answer key).

#### Extension

- Ask learners to tell stories of their own, narrating them in the past.
- When giving feedback, focus on:
  - the organisation of the story into stages
  - the use of language for introducing the stages
  - the use of correct past tenses
  - the use of language for distinguishing fact from hearsay.



## Getting the most from people

### Rationale

To introduce strategies for offering constructive criticism; help learners soften suggestions and advice so that it is polite and positive

### Activity A

### Discussion

#### Task

- Ask learners to comment on the photo and speech bubbles. Ask them questions like these: *What do you think Aisha has to do? What is she thinking?*
- Look at the things Aisha wanted to say to Jason. Check learners' understanding. Elicit *what she can say to Jason?* Put some of the ideas on the board or an OHT.
- You could ask the learners for their own experience, e.g. how they have felt in the past when someone has criticised them.
- Ask learners to suggest how criticism can be offered so that the person receiving the criticism feels positive rather than negative about it.

### Activity B

### Language: giving constructive criticism

#### Task

- Go through the strategies in the list. Compare with any suggestions the learners made in the discussion in Activity A, task 2.
- Learners match the strategies with the language in the task. Ask them to suggest any other language that could be used with each of the strategies.
- As necessary drill the phrases focusing on the intonation.
- In pairs, learners discuss the situations for task 2 and what the person making the criticism might say. Review ideas with the whole class.
- In pairs again, practise the situations: each person should take the role of critic for one situation. Go round and help as necessary.
- Have some pairs act out a situation in front of the class. The others comment on how sensitively/constructively the criticism was offered.

### Differentiation

- Before doing the tasks, review:
  - modal verbs for making strong/polite suggestions: *you must/you have to/you need to/you should/you could ...*
  - other forms of suggestions and the force of each: *you'd better/why don't you/if I were you/it would be a good idea to ...* etc.

### Extension

- Discuss other softening language: *well/you know/actually/I have to say ...* etc. and the tone of voice often used when giving criticism.
- Encourage learners to use an appropriate stress and tone when offering criticism.

## Pages 8 and 9

## Reading a memo

### Materials

- Examples of office documents, e.g. letter, report, minutes of meeting, manual, guidelines etc. (teacher's own)
- OHTs and access to computers if possible

### Rationale

To develop skills in identifying main points in a memo; to read critically to identify relevant information; to make learners more aware of how certain punctuation is used to make texts easier to read; to practise using appropriate punctuation to make a memo clear

### Pre-task activity

- Brainstorm different types of office documents.
- Ask learners what kinds of documents they have to read at work. Ask if they find these easy or difficult to read and why. Ask if they usually try to read the whole document or just the parts that are relevant.
- Show the various documents you have brought. Ask learners to identify them and to comment on the layout of each (headings, paragraphing, numbering of lists, use of bullet points, use of capitals/bold/underlining/italics, etc.).

## **Activity A**     *Reading: using layout to find key information*

### **Task**

- Ask what a memo is and what one looks like (if not covered in pre-task activity). Ask what it is used for, e.g. internal communication.
- Set the tasks 1–3 before learners look at the text. You could put them on the board or an OHT. Point out that for tasks 2 and 3 they can underline the relevant sections in the text.
- When learners have understood what they are looking for, they can begin the task. Encourage them to work as quickly as possible.
- Learners compare answers in pairs and then answers with the class.
- Ask three or four individuals to summarise parts of the memo in their own words.

### **Extension**

- Ask learners to find words in the text that add emphasis. They should find: *serious, worrying, absolutely vital, urgently*, etc.
- Ask learners to think of other words or phrases that add emphasis (e.g. *essential, crucial*).

## **Activity B**     *Reading: understanding the use of punctuation*

### **Task**

- Quickly review the names of different types of punctuation (full stop, comma, etc.)
- Look at the punctuation marks and the explanations. The learners match each kind of punctuation with its function or use. Check answers.
- In task 2 ask learners to find examples of each of these punctuation marks in the memo. Discuss how each is used.

## **Activity C**     *Writing: punctuating a memo*

### **Task**

- In pairs, learners discuss the memo and its meaning, and decide on any changes they want to make.
- If possible, copy the memo onto a transparency and place on OHP, paragraph by paragraph. Discuss with the class any changes to layout and what punctuation they would add.

- Write notes on the transparency with a coloured pen.
- Where there is more than one answer, discuss the effect of each answer.
- Learners then prepare a final version of the memo. If possible put the memo on disk so that learners can work and edit on screen, printing out their corrected version for discussion in pairs or with the class.

### **Differentiation**

- Remove punctuation from the suggested model for the task and learners can add the punctuation.

## **Page 10** **Dealing with criticism and complaints**

### **Materials**

- Audio – Aisha receives a complaint
- Photocopiable resource – role cards

### **Rationale**

To introduce strategies for responding to a customer complaint; to listen and respond to a complaint on the phone; to introduce language for reassuring, showing appreciation of others, point of view, apologising, promising action

## **Activity A**     *Listening and discussion: Aisha receives a complaint*

### **Pre-task activity**

- Ask learners if they have ever complained or felt like complaining about goods or services. Have they dealt with customer complaints at work?
- Tell learners about the saying: *The customer is always right*. Do they agree? Do they have a similar saying in their own language?
- Ask learners to look at the photo and elicit what is happening.



## Task

- Play the audio for task 1. Learners make general comments on Aisha's way of handling the complaint (e.g. she has her mind on something else, she wasn't helpful/she didn't apologise/she doesn't sound interested/her company could lose business).
- Look at the customer's statements in task 2 and play the audio to focus on Aisha's responses. For each response, ask learners to say if it is appropriate or not. If not, why not? (Don't ask for alternatives yet.)
- Play audio again, stopping after each of Aisha's responses. Focus on Aisha's tone of voice. Ask: *How does she sound?*
- Go through strategies in the list in task 3. Learners say at which points in the conversation Aisha could use them (See Answer key for suggestions).
  - In task 4, collect ideas for more appropriate things she could say.
  - Promise immediate action: *I'll get some wholemeal rolls sent over to you right away. I'll look into the problem straight away and get back to you.*
  - Agree: *Yes of course.*
  - Apologise: *I'm sorry to hear you've had problems. I'm very sorry about that.*
  - Clarify the problem: *What did you order exactly? When did you place the order? Do you know who took the order?*
  - Show understanding: *Yes I see. I can understand that it's a problem for you.*
- In pairs, learners work out a more appropriate version of the conversation between Aisha and the customer and practise role playing it.
- Ask one or two more confident pairs to act out their role play in front of the others. Give feedback on stress and tone as well as language.
- For task 5, pair learners and hand out role cards for each situation in task 2. Alternate roles so that each person has a chance to play the role of responding to a complaint.
- Allow a few minutes for learners to prepare what they want to say.
- Spend a few minutes practising the role plays in pairs.

- Join up pairs into groups of four. One pair acts out situation 1, the other acts out situation 2. The pair not acting should observe and be ready to make comments on the effectiveness and politeness of handling the complaint.
- Feedback should focus on using the strategies and language appropriately, and on being polite at all times.

## Page 11

# Writing formal and informal letters

## Materials

- Photocopiable resource – letter and e-mail, cut into strips as marked and the strips mixed up
- Photocopiable resource – writing task
- Authentic letters and e-mails as available (teacher's own or learners may be asked to bring examples)

## Rationale

To develop skills in writing formal and informal letters and e-mails with an appropriate choice of structure and language; to help learners choose an appropriate format and structure for writing letters and e-mails; to develop greater awareness of formal and informal language for writing letters and e-mails

## Activity A

## Comparing structure

### Pre-task activity

- Ask learners if they often read business letters or e-mails. Ask which they find easier to read and why. Ask about their experience of writing letters or e-mails at work.

## Task

- Refer to the guidelines in the text, which give a suggested format/structure for formal letters and e-mails. Show examples of authentic letters and e-mails and see if they fit the structure. (Point out that not all writers follow these formats.) Compare the structure of British letters/e-mails with other cultures that learners are familiar with.

- For task 1, divide the class into groups of two or three. Hand out the prepared strips of the letter and e-mail mixed up. Learners sort the strips into two piles: the letter and the e-mail. (They can do this on the basis of content and also language – the letter is written in more formal language.)
- Check that groups have correctly sorted the letter from the e-mail. Then for task 2, ask them to put each one into the correct order. They should use the SCRAP and SAGE formats as a guide. Groups compare their solution with those of other groups.

### **Activity B**      *Comparing formal and informal language*

#### **Task**

- As a class discussion, ask learners to compare the language of the formal letter with that of the informal e-mail (See Answer key).
- In pairs, learners think of formal equivalents to the phrases in task 2. Collect and compare answers.

#### **Extension**

- Look for other examples of formal and informal language in the authentic letters and e-mails brought to the class.
- Ask learners for other examples of pairs of formal and informal words which have the same meaning (e.g. *get* versus *obtain*; *tell* versus *inform* or *advise*, *ask for* versus *request*).

### **Activity C**      *Writing formal and informal letters*

#### **Task**

- Give out the two situations for the writing task. Learners work in pairs to discuss the situations. They decide what they want to include in the letter/e-mail and choose a way to structure and organise the points.
- Learners write up their letters/e-mails individually.
- Copy a couple of good examples of learners' work (on OHT, if possible) and show them to the class. Invite comments on the structure and language used.
- Point out any common errors or problems you noticed when reading learners' work.

- Write comments for individuals on their own work and hand back.

## **Pages 12 and 13** **Getting colleagues to co-operate**

### **Materials**

- Audio – making polite requests
- Audio – giving instructions
- Blank cards or small pieces of paper: 6 per learner (teacher's own)

### **Rationale**

To develop awareness of different ways to make requests softer/stronger/formal/informal/polite; to follow instructions; to develop skills for giving instructions; to provide practice in giving instructions and explanations, using a clear structure and appropriate signals

### **Activity A**      *Speaking: making polite requests*

#### **Task**

- Learners look at photos in task 1 and discuss the most appropriate way to make requests for each situation. Play the audio of Aisha, Paola and Jason making their requests. Learners compare the wording of these requests with their own ideas.
- Generate discussion about what kind of situations require more polite/formal or softer requests. What kind of requests demand stronger language? When is it appropriate to be direct or informal? Discuss differences between British norms and other cultures.
- In pairs, learners work on suggestions for what to say in each of the situations in task 2. Whole class feedback.
- Play the audio for task 3, stopping after each request to discuss the language and intonation. Learners compare their answers.
- Get learners to notice that requests often have a lead-in part which prepares the other person for what is coming. This is especially useful in more difficult situations. Point out that giving the reason for a request often helps to persuade people to do things.

- For task 4, play the audio again and ask learners to repeat the requests, copying the intonation pattern.
- Learners working in groups of three or four think of some situations of their own for task 5. They practise making appropriate requests to fit these situations.
- Ask someone from each group to demonstrate one of the request situations they discussed. Other groups listen and say whether the request made was soft/strong/formal/informal, etc.

### Differentiation

- For groups who still have less developed skills with grammar, review modal verbs: *can you, could you, would you, will you; also can I, may I, could I?*
- Review other request forms as necessary, e.g. *would you mind + -ing*; imperative + question tag (e.g. *Do X, would you?*) and the use or effect of the different forms.

## Activity B *Speaking and listening: giving clear instructions*

### Task

- Point out that in work situations people often have to give a long series of instructions or explanations to others. See if learners can give examples, e.g. how to use a piece of equipment, explain office procedures
- Introduce the context of Jason instructing the kitchen staff about hygiene. Use the hand-written notes to show how **not** to give instructions: read them aloud quickly and carelessly. (You can expand the notes into sentences but don't add any details, signals or organisation.) Ask if learners found the instructions clear and easy to remember.
- In pairs or small groups, learners look at the notes and decide how to organise the points. (For example, they may suggest: 1. clothes, 2. hands; or 1. before work, 2. during work, 3. after work.) Ask what else Jason could do to make the instructions clear and easy to follow. Collect answers from each group but do not comment.

## Activity C *Listening: how to organise a series of instructions*

### Task

- Play the audio for task 1 all through. Learners compare Jason's structure with their own ideas.
- Focus on Jason's introduction: is it appropriate for the audience? Why?
- Refer to the table in task 2. Tell learners they will listen again and find examples of language for each item in the table. Give an example of each so that learners know what to listen for.
- Play the audio again, stopping after each short section. Ask learners to listen for examples and to identify the purpose of each.

### Differentiation

- Some learners may need to be reminded about language forms: conditionals, modals, *before/after + -ing*, etc.
- Focus on useful phrases for giving instructions: *make sure, please see that ..., don't forget to ..., remember to ...*

### Extension

- Introduce other discourse markers: *by the way* (to diverge); *anyway* (to end a point or change to a new point); *so, as I was saying* (to come back after diverging), etc.

## Activity D *Speaking: giving clear instructions and explanations*

### Task

- Tell learners they are going to give a series of instructions or explanations to another person. Allow time for thinking of a topic. Give suggestions where necessary (e.g. how to operate a piece of equipment/a procedure at work, such as filing, dealing with enquiries, etc. how to play a game). The topic should be unfamiliar to the other person if possible.
- Allow further time for preparation (deciding how to organise and sequence the steps).
- Give out six blank cards or pieces of paper to each learner. Each learner chooses six language signals they want to use in their explanation, and writes one on each card/piece of paper.

- Put learners in pairs. Each learner explains/instructs the other person using the signals written on the cards. As he/she uses each signal, he/she should put the card down on the desk. The other person can ask as many questions as required to clarify or get more details.
- Ask one or two learners to summarise briefly the explanation/instructions they were given.

## Activity E

## Writing a set of guidelines

### Materials

- Examples of guidelines. (teacher's own – choose examples that are clearly laid out using numbered steps, bullet points, flow chart or questionnaire format)
- Access to computers if possible

### Task

- Look at the example guidelines and discuss how clear and easy they are to follow.
- Learners, in the same pairs as for Activity D, discuss different ways they could set out the instructions they gave in Activity D as written guidelines.
- Learners write up their guidelines individually. (Ideally, use computers for this.)
- Display all the guidelines: set them out on desks. Learners look at each other's guidelines and say what they like about each.

## Page 14

## Project

### Materials

- Audio – three voicemail messages
- Photocopiable resource – e-mails and letter
- Access to computers for writing tasks
- Access to internal phones for phone role play
- Blank cassettes for recording role play (teacher's own)

### Rationale

To bring together skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teachers Notes.

### Pre-task activity

- Learners look at the photo and describe it. What kind of company is depicted?
- Learners read the short written description of the company. Discuss what kinds of problems the staff are experiencing?
- Divide learners into groups of three or four. Explain that they represent the people in the photo, but can keep their own names and identities. Everyone in the group has the same job description: taking orders, passing orders to warehouse, arranging deliveries, dealing with customer problems. Emphasise that the objective is to work as a team, supporting and helping each other to do the job as efficiently as possible.
- Allow time to read through the activities. Make sure everything is clear. Explain that you will set a time limit for Activities A to C, as the task is to work efficiently under pressure, just like real life. (The suggested time limit is 30 minutes.)

### Task

- Learners carry out Activities A to B within the time limit if they can. Check their task lists at the end of this. Note that there are three main writing tasks. If there are four team members, the fourth can help in the planning and act as the draft reader.
- For Activity C, while some learners are writing their replies, pairs can be pulled out to do the telephone role plays. It will be helpful to record the phone calls so you can play them back later for comments.
- Encourage more confident learners to make phone calls to real courier companies and employment agencies so that they can provide authentic information in replies to the voicemail messages 1 and 2. Bring in a telephone directory or Yellow pages so that they can find numbers to ring.
- Learners will need to produce clean copies of the different writing for task 3 so that other groups can comment. They can be put on OHTs or keyed in and printed out.

- For Activity D, divide the class into groups of three or four and choose one person in each team to run the meeting, ensuring that everybody contributes. Each group should discuss ways to reduce the workload and stress levels amongst staff and improve customer care.
- When they have discussed their ideas, the team needs to think how best to present the information to the general manager. One person should lead the discussion. Suggested procedure:
  - 1 Go quickly round the group collecting suggestions. Someone should note down each idea.
  - 2 Discuss each of the ideas in turn, categorising them as good/possible/not possible.
  - 3 From the list of good and possible ideas they should select the best three or four ideas for their short-term and long-term strategy.

### Differentiation

- For groups with less business experience, provide a list of possible solutions which they can rank, decide on the best three or four solutions, e.g.
  - 1 Organise a party to make people feel part of the group.
  - 2 Hire an extra person.
  - 3 Organise a course in time management.
  - 4 Get rid of people who aren't pulling their weight.
  - 5 Update their computers and computer software.
  - 6 Get a bigger office.

## Page 15 Check it

### Materials

- Photocopiable resource – dealing with customers on the phone

### Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. make time to check progress and give feedback and help.

### Task

- Go through the two tasks to make sure everything is clear. Allow time to check work and discuss individual problems.

### Activity A *Write guidelines for dealing with customers on the phone*

- Photocopy and give out the text in the teacher's resources. Learners produce a set of written guidelines based on the script of spoken instructions.

### Activity B *Write it more clearly*

- Learners replace the underlined phrases in a letter with an appropriate pronoun or demonstrative.

## Page 16 Mini-projects

### Materials

- Selection of local and national newspapers and magazines

### Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both of the tasks. For more information, see the Introduction to the Teacher's Notes.

### Activity A *Explain what happened*

#### Pre-task activity

- Look again at page 6 of the Learner's Materials (Summarising problems). Point out that organisation, sequencing and signalling are important in telling any kind of story. Remind learners about past tenses.

### Task

- Learners look through newspapers and magazines to find a story that interests them. They prepare to tell the story to the class, using the language and strategies in the unit.

## **Activity B**     *Find out about sick pay*

- Learners research the topic, e.g. on the Internet or by visiting a local social security office, or the personnel department where they work.
- Learners should then prepare a summary of the main points and use them as the basis for a set of written guidelines for people starting work.

### **How am I doing?**

#### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.



# Photocopiable resources

## Page 10

### Dealing with criticism and complaints

#### Activity A5

##### Situation 1



##### **ROLE CARD A (complaining)**

You ordered a printer (model: HP 940c) for the company where you work. You were told that it would be delivered in four days. You have waited five days and it has not arrived. You need it by tomorrow. Phone the supplier to complain about the delay.

Use your own name or invent one.

##### **ROLE CARD B (responding)**

You work for a company that supplies computers, accessories and other electronic goods. You receive a call from a customer about an order. When you try to trace the order, you can't find any record of it. You have to ask the customer to place a new order. This means they'll have to wait three to four days for delivery.

There is an express delivery service which means you could deliver tomorrow. Normally there is an extra charge of £8 for this.

##### Situation 2

##### **ROLE CARD A (complaining)**

You took a day off work in order to be at home and receive delivery of a new fridge. The fridge didn't come and your day was wasted. You phone to complain. You can't keep taking days off work. Try to get the fridge delivered when you are not at work (evenings or Saturday).

##### **ROLE CARD B (responding)**

You work for a store that sells white goods (cookers, fridges, etc.). You receive a call from a customer. To help your customer, you need this information:

Deliveries are not made by your company: you use an outside company. They only deliver on weekdays, 08.00 till 17.00. There is another company that will deliver evenings and weekends, but they charge more. If a customer wants delivery outside the normal working day, you normally charge an extra £10 for this.

## Writing formal and informal letters

### Activity A1



Charles Ngwaba  
Wholesome Foods Ltd  
Unit 14, White Horse Industrial Estate  
Hanworth

Dear Mr Ngwaba

Re: A delivery this morning

Following my telephone conversation with your staff manager this morning, I am writing to make a formal complaint about one of your employees: the man who delivers to my shop. The man in question not only has very poor standards of hygiene, which are completely inappropriate for handling food, but has also caused offence to one of my staff.

My assistant, Jasmine Gupta, told me that the delivery man entered my shop this morning with engine oil on his hands and overalls. When Miss Gupta asked if he had had a problem with the van, he used some very bad language in his reply. Ms Gupta is extremely upset by his behaviour.

In view of this, I do not wish to have this man calling at my shop again. Could I ask that you arrange for someone who is both clean and polite to deliver our orders in future?

I trust that this matter can be resolved satisfactorily.

Yours sincerely,

*Peter Chowdery*

P. Chowdery.

**From: Peter Markham@esol.co.uk**

To: Charles Ngwaba

Subject: Non-dairy spread

Hi Charlie!

I've had a couple of customers asking for sandwiches with non-dairy spread. Do your sandwiches contain dairy or non-dairy?

If dairy – could you let us have some with non-dairy? Sorry to bother you, but they're good customers and can't eat dairy products for health reasons.

Cheers!

Pete

## Writing formal and informal letters

### Activity C

- 1 You run a delicatessen which sells sandwiches and filled pitta breads (supplied by Wholesome Foods ) as lunch snacks. These are often not delivered until about midday. Customers often want to buy them earlier than this. You have worked with Wholesome Foods for a long time and have got to know Charles Ngwaba well. Send an informal e-mail to Charles Ngwaba.
  
- 2 The situation is the same as the above, but you actually feel quite angry about the late deliveries. Delivery times are erratic and sometimes you don't get the sandwiches till 12.30. You are losing sales! Write a stronger and more formal letter to Charles Ngwaba to complain.

## Page 14

### Project

#### Activity B

e-mail A

Delivered to: sales\_watama@compuserve.co.uk

Date: Mon, 17 March 2003

Subject: African bedspread

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I ordered the African print bedspread with matching cushion covers (catalogue no: SB 4290), but a table cloth was delivered instead. I tried to phone three times yesterday, but your line was always engaged. The fourth time I rang someone answered, but put me on hold. I then waited 8 minutes before finally giving up.

I need the bedspread by Friday as it is a birthday gift. Can you deliver the correct item by then? Please e-mail me by return to confirm that you can.

#### Letter B

The Manager  
Watama Arts and Crafts  
Unit 49  
White Horse Industrial Estate  
Hanworth

J. Rawlings  
49 Stone Terrace  
Dertford  
Kent  
4 April 2003

Dear Sirs

I am writing to complain about the attitude of the staff in your office. I telephoned earlier today to ask when the soapstone elephants I ordered would be delivered, as I have been waiting for more than three weeks already. It was several minutes before someone answered my call. The man who dealt with my enquiry was extremely inefficient and unhelpful. He seemed to be in a rush and almost rang off without asking me my name and address. I had to remind him of my details and check that he had written them down. He rang off in a very offhand manner and I am still not sure if he took down the information correctly.

I ordered item number ES 2044 in the catalogue on 15th July and am still hoping to receive delivery as soon as possible.

Yours faithfully,

*Joan Rawlings*

J. Rawlings

## email C

**To: sales\_watama@compuserve.co.uk**

From: giftshops.co.uk

Subject: Purchase order 451

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I refer to purchase order 451 concerning delivery of 150 packs of Emperor T-shirts, 100 packs of Butterfly T-shirts, and 50 packs of Jungle Jewel sweatshirts. This order was due to be delivered yesterday but has not arrived. This is the third time I have placed an order with you and the third time that delivery has been delayed. This situation is completely unacceptable.

I have tried phoning your customer service number, but it is always engaged. I must have reassurance from you today that this order is on the way. If I do not hear from you, I shall cancel the order and look for a more reliable supplier in future.

P. Lopez

Buyer

**Page 15**  
**Check it**  
*Activity A*

Now when you answer the phone, I want you to sound nice and friendly. Don't give the impression you're half asleep! Put some enthusiasm into it! First thing you want to do is find out if the caller is an existing customer or a new one. Existing customers have a customer number – so find out what it is and tap it into the computer to get their details on the screen. If they can't remember their number, get their postcode. In fact, get the postcode anyway to confirm it's the right person. Only deal with the enquiry when you've got the customer details on the screen in front of you. Oh, and if it takes a while, don't sit there in silence. People will wonder if you've died or something. Keep the contact going – keep talking. If it's a new customer, get all the details before dealing with any enquiry. You need to enter their name, address and daytime phone number as a new data entry on the computer. And the numbers – read them all back to make sure you didn't get anything wrong. Once you've got the customer details, then you can deal with the enquiry. Remember to ask questions so you've got all the information you need. And stay polite at all times, even if they're rude to you. Oh – I forgot to mention, you should give your name at the start of the call, when you answer the phone, in fact. People like to feel they're talking to a real person. Besides, they might need to get back to you again later.