

Subject background

What is corporate culture? There are two answers to this question, one non-academic and one academic. In the non-academic approach, the basic definition of corporate culture is 'the personality of an organization', or simply 'how things are done around here'. It includes:

- core values and beliefs
- corporate ethics
- rules of behaviour.

Corporate culture can be expressed in the company's mission statement and other communications, in the architectural style or interior decoration of offices, by what people wear to work, by how people address each other, and in the titles given to various employees.

Then, there is the academic approach to corporate culture (often called 'organizational culture' in this context). There are many gurus in this field, and perhaps the best known is Geert Hofstede. He has developed a Cultural Orientation Model which classifies cultures based on where they fall on five continuums (highly simplified below):

- 1 Individual vs. collective
(At what level in the organization is behaviour regulated?)
- 2 Power distance
(Do less powerful parties accept the existing distribution of power?)
- 3 Uncertainty avoidance
(Do employees feel threatened by ambiguity? How important are rules?)
- 4 Dominant values
(What are the dominant values? Assertiveness? Money? Job satisfaction?)
- 5 Short-term vs. long-term
(Do employees expect immediate or deferred gratification?)

Company culture affects employees in many ways. For example:

- the hours you work, including options such as flextime and telecommuting.
- the work environment, including how employees interact, the degree of competition, and whether it's a fun or hostile environment.
- the dress code, including accepted styles of clothing and things such as casual days.
- the office space, including things such as cubicles, window offices, and rules regarding display of personal items.
- training and skills development available to employees.
- onsite perks, such as break rooms, gyms, daycare facilities, etc.
- the amount of time outside the office you're expected to spend with co-workers.
- interaction with other employees, including managers and top management.

Another key issue is whether the company hierarchy is 'tall' (with many layers) or 'flat' (with few layers). This links to the issue of the delegation (or not) of responsibilities.

The importance of corporate culture is growing as the result of several recent developments, some of which are listed below.

- Companies are encouraging employees to be more responsible and act and think like owners.
- With the decline of more traditional communities (e.g. neighbourhoods) companies are filling their employees' need to belong to a community.
- Companies are encouraging teamwork.

For all these reasons, organizations need to make their culture explicit, and it is increasingly referred to in mission statements and emphasized in company-sponsored training and company communications.

Useful websites

Websites with background information on company culture include:

<http://humanresources.about.com/od/organizationalculture>

<http://www.answers.com/topic/organizational-culture>

For individual companies, look for the 'investor relations' button on the company website. Download the annual report and look at the CEO's opening comments.

Job seekers might be interested in how to research a company before an interview. Try sites like this one: <http://interview.monster.com/articles/compculture>

1.1 About business

Work culture and placements

This module focuses on the culture of the workplace and the unwritten rules of behaviour that can be found in every organization.

Internet research

Students can be asked to do this search before the lesson which will help with the lead-in discussion or after the lesson as a follow-up activity for discussion at the start of the next lesson.

An Internet search of “*work fun*” will reveal references to office parties and outings, celebrating employees’ birthdays, competitions or contests in which employees win prizes, etc. However, having fun at work can produce benefits for a company. It can contribute to greater job satisfaction, help to improve productivity and morale, reduce absenteeism, and improve employee retention rates. Other factors that would make employees happier at work might be meaningful and challenging work; good people skills in their managers; a pleasant physical environment; good facilities.

LEAD-IN ACTIVITY

Ask students to tell you what their ideal workplace would be like. The purpose here is simply to get students thinking about the topic of corporate culture and what it entails. Encourage students to be as imaginative as they can and to talk about a range of topics: physical environment, working hours, managers, meetings, annual leave, physical environment, business travel, etc.

Discussion

1 Check that students know the meaning of *work placement* (a period of work, usually unpaid, that someone does in order to get experience in the world of work; also known as *work experience*, and in American English as an *internship*).

Ask students to discuss the questions in small groups. Useful words and expressions that may arise from this discussion are: *to conform* (to follow generally accepted rules) *to fit in* (to be in harmony with something or someone) *to step out of line* (to behave in a different way from what is expected) *to rock the boat* (to do something that causes problems or difficulties).

Take whole-class feedback.

SUGGESTED ANSWER:

It depends on company culture. New employees need to try to work out quickly what is expected in each of the three situations and to adjust to the company culture as soon as they can. To start off though, it’s probably safest to dress smartly, not be the first or the last to leave the office, maybe make one or two contributions to a meeting, but more importantly to listen and learn at first.

Scan reading

2 Ask students to read the first two paragraphs of the article quickly, then to close their books.

Get students to explain what happened in the experiment.

Read aloud the three pieces of information that students have to find in the article. Remind students what *scan reading* is (see page 7).

Students open their books, and read the whole article silently. Help with new vocabulary, if necessary. Remind students to use the *Wordlist* on page 148 in the Student’s Book.

Get students to compare their answers with a partner. Take whole-class feedback.

ANSWERS:

- The experiment demonstrated how an unwritten rule is created.
- Below are seven examples of unwritten rules.
 - Nobody should ever climb the ladder.
 - Working long hours is more important than achieving results.
 - The boss is always right, even when he’s wrong.
 - If you’re not at your desk, you’re not working.
 - Nobody complains, because nothing changes.
 - Women, ethnic minorities and the over 50s are not promoted.
 - The customer is king, but don’t tell anyone, because management are more interested in profitability.
- New staff quickly learn when their ideas and opinions are listened to and valued, and when it’s better to keep them to themselves; which assignments and aspects of their performance will be checked and evaluated, and whose objectives and instructions they can safely ignore. They learn from the way staff speak to management, to customers and to each other, and from the differences between what is said, decided or promised, and what actually gets done.

Discussion

3 Ask students to keep a list of points made in this discussion as they will be useful for exercise 6. After each question take whole-class feedback.

Question 1: Ask students to look at the unwritten rules they underlined in the article and to think about how companies can avoid them.

SUGGESTED ANSWER:

Organizations and companies can try to avoid negative unwritten rules by respecting commitments, giving and listening to feedback, defining and applying clear procedures, providing training to develop a positive work culture.

Question 2: Ask the whole class to describe the kind of work that goes on in each type of organization and to suggest some adjectives to describe them, e.g. a government department (*traditional, hierarchical*), a small public relations firm (*relaxed, informal*), a manufacturing company (*highly-structured, organized*).

SUGGESTED ANSWER:

A government department:

- Office etiquette: formal dress code, strict office hours, inflexible, subject to security constraints.
- Relationships with colleagues, management and clients / business partners: hierarchical and formalized.
- Autonomy and initiative: limited, strict procedures for everything.

A small public relations firm:

- Office etiquette: probably very informal, relaxed, flexible, results-orientated rather than time-conscious.
- Relationships with colleagues, management and clients / business partners: friendly and participative, little or no visible hierarchy.
- Autonomy and initiative: wide, but must be justified.

A manufacturing company:


- Answers will depend on national and corporate culture.

Question 3: Students' answers will vary, but aim to draw out the reasons for their answers.

EXTENSION ACTIVITY

Ask students to compare the three types of organization in exercise 3 with their own companies or organizations or ones they know. Encourage them to mention the topics listed in exercise 3.

Listening for gist

4  1:01, 1:02 Remind students that they are listening for gist (see page 7). Get students to compare their answers with a partner after listening. Check answers with the whole class.

ANSWERS:

- 1 Alessandra was not accepted by her colleagues. David upset an intern.
- 2 Alessandra misunderstood the (unwritten) office rules on working hours. David assumed Monica would know to inform him she had a dentist's appointment, but she didn't; Monica misinterpreted David's friendliness as changing the supervisor-intern relationship.

RECORDING SCRIPT

 1:01

I got my first placement in a PR firm in Paris, which I was pleased about, 'cos I'm really interested in communication and image management. We'd been well prepared, and our teachers had warned us about dress code, being on time, respecting our commitments ... you know, all the usual things. But I had a problem I really wasn't expecting.

The first day, I arrived at 8.30 and I was a bit surprised because I had to wait an hour and a half for my supervisor to turn up. In fact, most people seemed to get in at about 11 o'clock – and by the time they'd had their coffee and read their mail, and so on, they didn't really start work much before 12. But everybody was very relaxed and very friendly. My supervisor gave me a project to work on and told me to be autonomous and take initiative, you know, which I enjoy. So, I thought, great, I can really do a good job here and, you know, make a really good impression.

Anyway, for the first two weeks I worked from nine in the morning to about seven in the evening. I didn't really talk to other people very much, because when they arrived I was already working, and when I stopped for lunch, they were all busy. My boyfriend wasn't very happy about me getting home late, but, like I said, I wanted to impress the company, and I've never been afraid of hard work. But then, after the first couple of weeks, people seemed to be less friendly than when I started. I couldn't understand why they were giving me these funny looks, especially when I went home in the evening. Anyway, in the end, I went and asked my supervisor what I'd done wrong. And it turned out that it wasn't the done thing to go home until 11 or midnight – and, because I left at about seven, I was breaking the unwritten rules. They all thought I was just some lazy student skiving off work! I mean, I knew I was the first to leave, but I'd been there since 9am, and I was working really hard, you know?! But as far as they were concerned, you couldn't do any work before 12, so being in the office from nine in the morning didn't count!

 1:02


I'm a department manager in the civil service. My office is just a few minutes' walk from the Houses of Parliament. Contrary to what you might think, we're actually very informal and friendly in the department – we're all quite young and everyone's on first name terms. We all have lunch together in the canteen and we'll often go to the pub for a drink together after work. We have one or two interns per year and we try to make them feel

at home and part of the team, and usually it's fine.

But, a year or two ago, I had a problem with a student I was supervising. At first, everything was fine. She was very bright and friendly, and immediately got on well with everybody. For example, the whole department was invited to her birthday party. But then, one day we had a bit of a crisis in the office. We'd got behind schedule on one particular project, which Monica, the intern, was working on, and my manager wanted a report for a meeting at 10am. Of course, Monica was the only person who knew where the file was – only that day she didn't arrive at the office until 10.15. In fact, she'd been to the dentist's, but she hadn't told me that she'd be late. Well, as you can imagine, I was pretty stressed out and I made it very clear that this was unacceptable. I suppose I sounded angrier than I really was. And Monica just burst into tears, so I had to tell her that, you know, that was unprofessional too.

Anyway, after that, things were never the same. She became very quiet and reserved and stopped socializing with the rest of the team. She wouldn't say anything in meetings and she didn't even eat in the canteen with us any more. Obviously, her work suffered and I don't think she enjoyed the placement. I tried to explain that I was her boss and that it was my job to tell her when there was a problem, but that it wasn't personal and it didn't mean we couldn't be friendly. But she didn't seem able to accept that. For her, a boss was a boss, and a friend was a friend, and you couldn't be a boss and a friend.

Listening for detail

5 Play  1:01 and 1:02 again. Pause the recording at appropriate places and ask students to use their own words to describe the mistakes each student and supervisor made.

ANSWERS:

Students' mistakes:

Alessandra's story: didn't ask about / was not sensitive to unwritten rules; didn't talk to colleagues

David's story: took friendly culture at face value; didn't accept criticism; didn't learn from the problem

Supervisors' mistakes:

Alessandra's story: didn't tell student about unwritten rules; gave student too much autonomy; didn't make sure student met colleagues

David's story: didn't explain local work culture; didn't keep enough distance from intern; didn't understand the intern's confusion

EXTENSION ACTIVITY

Ask students to work in small groups and describe any experiences they have had themselves as an intern or as a supervisor. They should explain what happened and what mistakes were made. Each group then chooses one story to share with the whole class.

Brainstorming and presentation

6 Remind students what brainstorming is (see page 7). Students could use the ideas they noted down in exercise 3 to help them write the guidelines.

1.2 Vocabulary

Work organization and responsibility

This module focuses on the vocabulary of organizational structure, roles and responsibilities, and employment.

Internet research

Some possible results for this search might be: CIO (Chief Information Officer), CMO (Chief Medical Officer), COPE (Chief Officer for Planning and Environment), CTO (Chief Technology Officer), CSO (Chief Security Officer), CCO (Chief Compliance Officer – responsible for ensuring that a company and its employees are in compliance with government regulations and internal policies), CNO (Chief Nursing Officer), CPO (Chief Police Officer), CFO (Chief Fire Officer).

Students could do a search under “*Chief x-Officer*”. CXO is now frequently used as a generic term covering all Chief ‘Something’ Officers (x = something). Students may come across some humorous examples, such as: CCO (Chief Chocolate Officer), CIO (Chief Intimidation Officer) and CXO (Chief Xeroxing Officer).

Discussion


1 Ask some students to read the words aloud and check pronunciation. Explain any new vocabulary, e.g. *subsidiary* (owned or controlled by another company) or allow students to use their dictionaries. Some answers may vary, especially in 2.

Check answers with the whole class.

SUGGESTED ANSWERS:

- foreman, supervisor, project leader, line manager, director (by hierarchical status)
- section, department, office, branch, unit, subsidiary, division, company (by size)
- task, job, assignment, project (by importance)

Listening for detail

2  1:03 Ask students why organigrams are useful. In this context, it helps an intern to get a clear picture of the structure of the organization and where responsibilities lie. In other contexts, if the organigram is from a customer's company, it can help you identify contacts; if it is from a competitor, it can help you understand how they run their business.

Give students a few minutes to look at the organigram. Get them to try to predict the words that are needed to complete it.

Remind students that they are only listening for departments and job titles. Play the recording again if necessary. Check answers with the whole class.

ANSWERS:

David Darren = COO

Administration: Monica Overstreet = Office Manager + two accountants

Marketing and Sales: Bertram Newman = Marketing and Sales

Manager + one art director, one PR officer and two salesmen

R&D: Douglas Pearson = R&D Manager + seven research scientists

Engineering: Herb Munroe = Program Manager + two software engineers and one technical writer

IT and Technical Support: Roxane Pawle = IT Manager + one web developer and two support engineers

RECORDING SCRIPT

 1:03

A: All right, Samantha, welcome to San Antonio. Now, I just want to give you an overview of the company and who does what, so you know who to ask when you need information, OK?

B: OK, Mr Newman.

A: And please call me Bertram, Samantha – we're very informal here in Texas.

B: All right, Mr New- er, Bertram. And, er, everyone calls me Sam.

A: Right, Sam. Now, as you know, my role is to manage Marketing and Sales; you'll be working with Jake, our Art Director, and Saidah, who's our PR Officer, but you're going to report directly to me. I'll introduce you to Saidah and Jake in a few minutes.

B: All right.

A: As I told you, we're a small company, so the organization is simple for the moment, but we're growing fast, so that's going to change as we hire new staff. For example, right now we don't have an HR department as such – Monica Overstreet, our Office Manager, takes care of personnel, so she's the person to see if you have any administrative questions.

B: Yes, I met Ms Overstreet last time I was here.

A: That's right. She also looks after finance, and she has two Accountants working under her. Now then, as you probably know, Warndar Technologies was founded by Marilyn Warner, our CEO, and David Darren, who's now COO.

B: COO?

A: Yuh. Chief Operating Officer. Basically, David runs the business on a day-to-day basis. Marilyn deals with strategy, and she's on the board of our parent company, so she's often away in Houston.

B: Uh-huh – and Warndar is a subsidiary of the Irysis group, right?


A: That's right. They took us over a couple of years ago. Anyway, as well as Monica and myself, there are three other department heads who all report to David. The woman we met just now in the corridor is Roxane Pawle. Roxane is in charge of IT and Technical Support. She's new – she joined six months ago when our old IT Manager resigned. He was appointed Head of IT at one of the big consultancy firms up in Washington. Nice job, but too much stress. They fired him after three months. He's working as a bar tender now!

B: Wow!

A: Yeah. Glad you chose marketing, eh? It's dog eat dog in IT. Anyway, Roxane has a web developer and two support engineers reporting to her. OK? Now, the biggest department here is R&D. We have seven research scientists in the lab, plus Doug Pearson who coordinates our development programmes. He liaises with me in Marketing and with our Program Manager, Herb Monroe. Herb manages the Engineering Department, and he's responsible for building our product package – CD-ROMs, user manuals, and so on. Herb has a team of three: two software engineers and a technical writer.

B: OK.

A: All right, I think that's everyone. Unless you have any questions, we'll go and meet Saidah and Jake. Oh, and I think David wants to see you in his office ... don't look so worried ... he's not going to fire you on your first day!

3  1:03 Ask students to read the questions before they listen to 1:03 again. With lower-level classes, you could pause the recording at appropriate places to allow students to answer the questions one by one.

ANSWERS:

- 1 Because Warndar is a small company.
- 2 Because Warndar is growing fast, so it's going to change as they hire new staff.
- 3 Because right now they don't have an HR department as such.
- 4 The COO runs the business on a day-to-day basis. The CEO deals with strategy and she's on the board of the parent company.
- 5 Irysis is Warndar's parent company. They took Warndar over a couple of years ago.
- 6 He resigned when he was appointed Head of IT at a big consultancy firm, but was fired after three months.
- 7 Research and Development, Engineering, and Marketing.
- 8 Doug Pearson coordinates development programmes; he liaises with Marketing and Engineering.

4 Set a time limit for students to do the exercise, then ask them to check their answers with a partner. Make a list of the key words and phrases on the board: *report to, look after, work under, run (something) on, deal with, take care of, responsible for, in charge of, my role is to ..., liaise with.*

ANSWERS:

- 1 c) 2 e) 3 d) 4 a) 5 b)
6 i) 7 h) 8 j) 9 f) 10 g)

FURTHER PRACTICE 1

Working with a partner, students take turns to make true / false statements about the organigram in exercise 2, using the words and phrases they have practised, e.g.:
Herb Monroe is responsible for two software engineers. (True)
Monica Overstreet is in charge of two salesmen. (False)
This could also be done in small groups or as a whole-class activity.

FURTHER PRACTICE 2

Prepare some sentences about the organigram using the words and phrases in exercise 4. Read them aloud or write them on the board and ask students to correct them, e.g.:
Three accountants report to the Office Manager. (Two, not three accountants report to the Office Manager.)
The R&D Manager manages seven technical writers. (He manages seven research scientists, not seven technical writers.)
The IT Manager is in charge of one support engineer...., etc.

Students could also prepare their own sentences.

Prepositions

5 This exercise focuses on the use of various prepositions with *to work*. When students have completed the exercise, these phrases can be added to the list compiled in exercise 4. Students can then refer to this list when they are doing exercise 6.

ANSWERS:

- 1 alongside 2 under 3 as 4 at 5 in 6 on

EXTENSION ACTIVITY

To personalize the activity in exercise 5, ask students to make sentences about their own company or job (or a company or job they know), using words and phrases from exercises 1–5, e.g.:

I report to the Product Development Manager. My role is to research new products for the over-50s market.

Or: My sister is a research scientist. She is in charge of a project team with five engineers working under her. She reports to the R&D manager.

Students could also bring in organigrams for their own companies or companies they know for comparison and discussion.

Discussion and presentation

6 To introduce the topic, ask if any students have ever had music lessons at a music school. If any have, get the other students to ask questions about the music school. If not, ask students to brainstorm (see page 7) what they think a music school might be like and what might happen there, e.g. they provide lessons in singing and playing instruments; you can get qualifications in music; they put on concerts, etc.

Check that students know the vocabulary in the box. Explain or give examples, if necessary.

7 Circulate while students are speaking. Without interrupting the activity, make a list of any mistakes in the target language for remedial work later. For example, note down the exact words that were used wrongly and write them on the board, but without identifying the student who said them. Get the class to correct the mistakes.

When students have finished their presentations, display the organigrams on a table or wall so that students can see the similarities and differences. Get students to explain why they chose the structure they did.

Defining words

8 This crossword activity focuses on the vocabulary of employment: *demotion, transfer, fire, hire, dismiss, promotion, retire, join, resign, appoint.*

With lower-level classes, you could model one or two simple ways of defining words, perhaps by using some words from exercise 7, and get them to guess the word:
this means the same as buying (purchasing)
when you pay someone money for working you give them this (salary), etc.

EXTENSION ACTIVITY

When students have completed and checked their answers, focus on the meaning and use of these words. For example, ask students the following questions:

Which pairs of words have the same or similar meanings?

(hire, appoint; fire, dismiss; resign, join)

Which pairs of words have opposite meanings?

(promotion, demotion; hire, fire)

What's the difference between resign and transfer?

(*resign* – you leave the company completely; *transfer* – you move to another department or branch)

What's the difference between resign and fire?

(*resign* – it is your choice to leave the company; *fire* – you are forced to leave the company)

What's the difference between resign and join?

(*resign* – you leave a job; *join* – you start a job)

What's the difference between appoint and retire?

(*appoint* – you employ someone; *retire* – an employee leaves a job at the end of their working life, usually at 60 or 65 years old)

1.3 Grammar

Past tenses and advice structures

This module focuses on the use of the past simple, past continuous and past perfect. It also introduces a set of advice structures. Students use this language to tell stories and give advice.

Internet research

An Internet search will reveal that present tenses are commonly used to tell jokes. This helps to give the joke immediacy. This search can be done before the lesson and used as a lead in to exercise 5.

Test yourself: Past tenses

1 Start by reading the *Refresh your memory box* with students. If students seem unsure of the difference between the three tenses, work through exercises 1 and 2 in the *Grammar and practice* section (page 118 in the Student's Book, answers on page 116 in this book) with them.

Before they complete the anecdote, check that students know the meaning of:

predecessor (a person who had your job or position before you)

successor (the opposite of the person who has your job or position after you)

to despair (to lose hope).

Ask students to work alone, and then compare their answers with a partner. Take whole-class feedback. Elicit from students or explain why each answer is correct.

ANSWERS:

- 1 told 2 had fallen 3 was beginning / had begun
4 had given 5 called 6 had improved 7 had learnt
8 had closed 9 were rising 10 closed

FURTHER PRACTICE

To focus on the meaning of the text and consolidate the use of the three past tenses, ask students the following questions (the answers are given in brackets):

What was the first thing to go wrong? (Sales fell by 10%.)

How did the CEO feel? (He began to despair.)

Ask students to complete this sentence:

The CEO called a press conference after he ... (had read / had opened the first envelope / read the first message).

Note that the past simple would also be possible here.

What was the second thing to go wrong? (The company had serious production problems.)

Ask students to complete this sentence:

After the CEO had read the second message, he ... (reorganized the company).

What was the third thing to go wrong? (Costs rose.)

Ask students to complete this sentence:

Before he opened the third envelope, the CEO ... (had gone to his office and had closed the door). Note that the past simple would also be possible here.

For further practice of past tenses, get students to do exercises 3–7 in the *Grammar and practice* section (page 118 in the Student's Book, answers on page 116 in this book).

Test yourself: Advice structures

2 Ask students to complete the sentences with a partner. Check answers with the whole class.

ANSWERS:

- 1 ask 2 asking 3 asking 4 to ask 5 asking 6 ask
7 to ask 8 ask 9 to ask 10 to ask 11 asking
12 to ask

EXTENSION ACTIVITY

Get students to group the advice structures under these three headings:

infinitive without *to* (*you should ...*, *you could ...*, *why don't you ...*)

infinitive with *to* (*it's a good idea ...*, *it's wise ...*, *you ought ...*, *you might want ...*, *it's important ...*)

-ing form (*have you considered ...*, *how about ...*, *have you thought of ...*, *have you tried ...*)

Working with a partner, students decide which phrases are strong recommendations and which phrases are careful or friendly suggestions. Check answers with the whole class.

ANSWERS:

- Strong recommendations: 1, 4, 7, 9, 12
Careful or friendly suggestions: 2, 3, 5, 6, 8, 10, 11


EXTENSION ACTIVITY

Ask students to discuss other situations when they might use strong recommendations (e.g. with a subordinate) and when they might use careful or friendly suggestions (e.g. with a colleague or a boss). Ask them to think of examples, e.g.:

You ought to get to work on time. (to a subordinate)

You might want to ask the other managers what they are doing about this problem. (to a boss)

Listening for detail

3  1:04 Check that students know the meaning of CFO (Chief Financial Officer). Ask the students to listen to the whole story once and answer the question: *Why did the CFO jump in?* (He didn't jump in, he was pushed in.)

Then ask individual students to read the sentences aloud.

Check pronunciation and explain any new vocabulary, e.g. *to do very well for yourself* (to be successful). The meaning of *crocodiles* will be clear from the photograph!

Play the recording and get students to identify the event that happened first in each pair of sentences. For lower-level classes, you could pause the recording at appropriate moments to allow them to answer the questions one by one. Check answers with the whole class.

ANSWERS:

- 1 The CEO did very well for himself.
2 He showed the executives the pool.
3 Everyone followed the CEO to the barbecue.
4 The CFO swam for his life.
5 The crocodiles tried to catch him.
6 The CFO climbed out of the pool.

RECORDING SCRIPT

1:04

Do you know the one about the CFO and the crocodiles? Well, there was this CEO, who was giving a party for his executive team. Over the years, the boss had done very well for himself, so he was proudly showing the executives around his luxurious country house. Anyway, at the back of the house, he had built the largest swimming pool any of them had ever seen. Absolutely huge, you know? But the pool was full of very hungry crocodiles. So, the CEO said to his executives, 'The most important quality for an executive is courage. Without it, you will never become a CEO like me. So, this is my challenge to each of you: if anyone can dive into the pool, swim through those crocodiles and reach the other side, I will give them anything they want. My job, my money, my house, anything!' Well, of course, everyone laughed at the challenge and nobody took it very seriously. Anyway, they had just started to follow the CEO towards the barbecue when suddenly there was a loud splash. Everyone turned around and ran back to the pool where the Chief Financial Officer was swimming for his life. The crocodiles had almost caught him when he reached the edge of the pool. He had just managed to climb out of the pool when he heard the mouth of the biggest crocodile close shut – snap – behind him. Well, the CEO shook the CFO's hand and said, 'I'm really impressed. Until you dived into that pool, I never imagined you had such courage. You accepted my challenge and now anything I own is yours. Tell me what I can do for you.' The CFO was still recovering from the swim. He looked up at the CEO and said, 'You can start by telling me who the hell pushed me into the pool!'

4 Ask students to try to complete the sentences with a partner. Remind them that they should choose one of the past tenses practised in this module – the past simple, the past continuous, or the past perfect.

Play 1:04 again, pausing after each sentence to allow students time to check or write in their answers. Check answers by getting students to read the completed sentences aloud.

ANSWERS:

- 1 had done; was proudly showing
- 2 had built
- 3 had just started; was
- 4 turned around; ran back; was swimming
- 5 had almost caught; reached
- 6 had / 'd just managed; heard

Telling a story

5 Before students do this activity, you could work through exercises 8–12 in the *Grammar and practice* section (page 118 in the Student's Book, answers on page 116 in this book). This will provide students with some useful phrases to use when they are telling their stories.

Give students a few minutes to work out the sequence of their stories. Circulate and assist with pronunciation or any new vocabulary, or allow students to consult their dictionaries.

While students are exchanging stories, circulate and monitor. Listen for correct use of the past tenses and make a list of any common mistakes for remedial teaching at a later stage.

ANSWERS:

Student A:

- 1 c) Two engineers had recently been promoted, so they decided to celebrate with a flight in a balloon.
- 2 e) After a while the wind became stronger and the balloon went out of control.
- 3 d) By the time they had managed to regain control, they realized they were lost.
- 4 i) A man was walking along the road below them so they called down to him:
- 5 b) 'Excuse me, sir, we're lost. Can you tell us where we are?'
- 6 h) After he had thought for a while the man looked down, looked up again and then shouted:
- 7 a) 'You're in a balloon!' and walked away down the road.
- 8 g) As the man was walking away, one engineer said to the other: 'That man must be a manager.'
- 9 j) 'Why?' asked the other engineer.
- 10 f) 'Three reasons. First he took a long time to answer. Second, he was perfectly correct. Third, his answer was perfectly useless!'

Student B:

- 1 c) A young business student was interviewing a rich old businessman, and asked how he had made his money.
- 2 d) The old guy replied, 'Well son, times were hard, and I had spent everything except my last nickel.'
- 3 a) 'I invested that nickel in an apple, and I started to polish it.'
- 4 b) 'When I had polished that apple all day, I sold it for ten cents.'
- 5 h) 'The next day, after I had invested those ten cents in two apples, I spent the entire day polishing them and sold them at five o'clock for 20 cents.'
- 6 g) 'I continued this system for a month by the end of which I'd accumulated a fortune of \$1.37.'
- 7 e) 'And that's how you built an empire?' the boy asked.
- 8 f) 'Heavens, no!' the man replied. 'Then my wife's father died and left us two million dollars.'

Giving advice

6 Ask students to match the sentences halves individually. Then get them to read aloud the correct, complete sentences.

ANSWERS:

- 1 b) 2 d) 3 e) 4 c) 5 a)
6 g) 7 i) or h) 8 j) 9 f) 10 h) or i)

FURTHER PRACTICE

Working with a partner, get students to add one or two extra pieces of advice for new employees, perhaps referring back to earlier parts of the module, e.g.:

You should be punctual.

It's important to adapt to the culture of the company.

You ought to ask permission if you need to go to the doctor or dentist in working hours.

It's a good idea to be professional at all times.

7 Give students a few minutes to read their roleplay notes. Help with any new vocabulary, e.g. Student A, *black looks* (expressions of anger or disapproval); Student B, *sombre* (serious). Tell students not to read the sentences aloud, but to put the situation into their own words. Ask students to add ideas of their own to make it more interesting.

Circulate while students are speaking and assist if necessary. Make a note of any mistakes you hear for remedial work at a later stage.

For further practice of advice structures, get students to do exercises 13–16 in the *Grammar and practice* section (page 119 in the Student's Book, answers on page 116 in this book).

1.4 Speaking

Meetings - one-to-one

This module focuses on the ways of using diplomatic language to deal with difficult meetings.

Internet research

A search for the key words “*learn English*” will generate a wide range of possible resources for learning English. You could ask students to investigate one or two of them, and report back to the class on their usefulness. This search task can be done at any point: during, before or after this module.

Discussion


1 The questionnaire focuses on personal relationships and behaviour at work. Read through the statements with students before they answer them.

SUGGESTED ANSWERS:

Answers depend on local and work cultures.

- In most English-speaking cultures, this is the norm, with the notable exception of Africa, where superiors, and frequently peers, are addressed by their surname. Use of the first name is also unusual in much of Asia, and in Germany.
- Some cultures, like France, make a clear distinction between business and personal life. Others, like the Swedish furniture company Ikea, organize regular social events where all levels of staff are expected to mix freely.
- In most Latin cultures, managers will expect subordinates to perform tasks like making coffee. Some staff in Nordic cultures may be shocked and even insulted by such a request.
- This usually depends more on the type of work involved than on local or work culture. Personal calls for staff in production may be very unwelcome, whereas in departments like sales or marketing there is usually no particular problem.
- This is the case in many English-speaking and Nordic cultures, especially in the USA. In Latin and Asian countries, the opposite is often true, with a certain kudos or even machismo associated with working late.
- This probably depends on the organization as much as on the culture: in large scientific meetings, for example, the majority of attendees will not be expected to speak.
- Some organizations welcome and even encourage junior staff to suggest improvements; this is usually less well accepted in smaller companies, where the management feel more personally involved and responsible for the way things are done.
- Some companies have a policy of not hiring couples and will more or less actively dissuade staff from entering romantic relationships. Other companies accept that relationships will occur, but when they do, will move the partners to separate parts of the organization. In extreme cases, one member of the couple may be asked to resign.

Listening for detail

2  1:05 and 1:06 Check that students understand the adjectives. Remind them to use the *Wordlist* on page 148 in their books or explain any unfamiliar vocabulary, e.g.: *diplomatic* (being skilful or tactful) *frank* (honest, direct).

You could also get students to pick out the adjectives with negative connotations, e.g.: *impatient*, *dogmatic*, *threatening*, *insincere*, *weak*.

Remind students that they should listen not only to what Simon says, but also how he says it. Play both versions of the conversation. Get students to compare their initial impressions about Simon's behaviour with a partner and then play the recording again.

ANSWERS:

Version 1: impatient, firm, authoritarian, threatening, frank and possibly objective and dogmatic

Version 2: objective, a good listener, diplomatic, friendly, understanding, insincere and possibly weak

RECORDING SCRIPT

 1:05

Version 1

A: Morning, Tiffany. Good weekend?

B: Oh, yes, it was cool. And you?

A: No, not really. Listen, Tiffany, come into my office, I need to talk to you.

B: Oh no, what now?

A: Look, I hear you had a problem with Maureen on Friday.

B: Oh that. Yeah. That idiot refused to help me! Who does she think she is?!

A: You mustn't talk about your colleagues like that. Maureen is a very experienced assistant and a valuable member of the team.

B: Maybe, but she still refused to help me.

A: Yes, but she had a good reason to refuse. Maureen was very busy on Friday and you didn't ask for help: you demanded her immediate attention. As a future manager, you should show respect to all the staff.

B: But I was just trying to finish the job.

A: Well, you won't get results from people like Maureen if you're rude.

B: Look, I was tired. I had a difficult week, OK?

A: Tiffany, everyone gets tired, and I'm getting tired of your attitude. You apologize, or there'll be trouble. Do you understand?

B: Me? Apologize to some stupid little secretary? No way!

 1:06

Version 2

A: Morning, Tiffany. Good weekend?

B: Oh yes, it was cool and you?

A: Yeah I had a good weekend too – apart from having to finish off this report. How about you? What did you do?

B: I went to the swimming pool yesterday. Gorgeous weather.

A: Mm, sounds good. Er, Tiffany, have you got a minute?

B: Sure.

A: Come in. I just wanted to have a quick word. I hear you had a problem with Maureen on Friday.

B: Oh that. Yeah. That idiot refused to help me! Who does she think she is?!

A: Well, Tiffany, I think perhaps you should be more careful about how you talk about your colleagues. Maureen is a very experienced assistant and a valuable member of the team.

B: OK, but she still refused to help me.

A: Well, you might want to think about why she couldn't help you. Maureen was very busy on Friday, and I understand you didn't really ask for help so much as demand her immediate attention. We try hard to respect all our staff here. As a future manager, I think you ought to do the same.

B: But I was just trying to finish the job.

A: Well, I understand that, and I appreciate that you work hard and that you expect other people to show the same commitment. But, don't you think you might get better results from people like Maureen by being a little more diplomatic?

B: Yeah, OK. I'm sorry, you're right. I was tired. I didn't mean to be rude.


A: OK. It can happen to anyone. Why don't you ask Maureen to have a coffee with you, and just clear the air? OK?

B: OK. Thanks, Simon.

3 Elicit from students the main differences between Simon's language in the two versions of the conversation. Point out that the tone of voice he uses is also different. In Version 1 it sounds abrupt and slightly aggressive; in Version 2 it is firm but not aggressive.

ANSWER:

In Version 1, Simon's language is direct, with short, simple sentences; in Version 2, it is diplomatic, with longer, more complex phrases.

4 This exercise focuses on specific examples of Simon's language in the two versions of the conversation. Ask students to try to complete the sentences before they listen. Then play  1:05 and 1:06 again.

When they have completed the sentences correctly, get students to practise saying them to a partner using the appropriate intonation.

ANSWERS:

Version 1:

- 1 You mustn't talk about your colleagues like that.
- 2 Yes, but she had a good reason to refuse.
- 3 You won't get results from people like Maureen if you're rude.
- 4 You apologize, or there'll be trouble.


Version 2:

- 1 I think perhaps you should be more careful about how you talk about your colleagues.
- 2 You might want to think about why she couldn't help you.
- 3 Don't you think you might get better results from people like Maureen by being a little more diplomatic?
- 4 Why don't you ask Maureen to have a coffee with you, and just clear the air?

To draw attention to the effects of these two different approaches, ask students how Tiffany's response to Simon at the end of Version 2 differed from her response at the end of Version 1. (At the end of Version 1 she was angry and confrontational; at the end of Version 2 she apologized for her behaviour.)

Diplomatic advice

5 Before they do this exercise, ask students to give you examples from Version 2 of:
modal verbs (*might, should, ought*)
introductory phrases (*Have you got a minute?; I just wanted to have a quick word ...; I think perhaps ...; I understand that, but ...*)
negative questions: (*But don't you think ...?; Why don't you ...?*)

To do this, students could refer to exercise 4, listen to  1:06 again, or read the recording script at the back of the Student's Book.

Then, ask students to add the phrases to the correct category in the table.

ANSWER:

Modals *would, could* and *might*:

- You might want to ...
- Wouldn't you agree that ...?
- You could maybe ...
- Wouldn't it be better to ...?
- You'd do better to ...

Introductory phrases:

- I think perhaps ...
- It seems to me that ...
- Actually, I think ...
- You could maybe ...

Negative questions:

- Don't you think ...?
- Wouldn't you agree that ...?
- Wouldn't it be better to ...?
- Why don't you ...?

6 Students could work with a partner to make these comments more diplomatic. Point out that more than one answer is possible and encourage them to try two or three options in each case.

When they have finished, ask students to read their revised comments aloud, paying attention to intonation.

SUGGESTED ANSWERS:

- 1 Wouldn't it be better not to disturb your co-workers?
- 2 It seems to me that you need to prioritize if you want to meet deadlines.
- 3 You might want to delegate more if you want to finish the job.
- 4 I think perhaps you shouldn't eat at your desk.
- 5 You'd do better not to make personal calls at work.
- 6 Actually, I think if you ignore your colleagues, you can't expect them to help.
- 7 Wouldn't you agree that you should take care of your life-work balance if you don't want to get ill?

FURTHER PRACTICE

Give students a few more prompts and get them to create diplomatic statements, e.g.:

Don't take three-hour lunch breaks.

You shouldn't arrive late every morning.

You won't make a good impression if you fall asleep at meetings.


If you work too hard, you'll get stressed.

Pronunciation

7 Get students to underline the stressed keywords or syllables and then practice saying the sentences with the correct stress.

ANSWERS:

- 1 I hear you had a problem.
- 2 Perhaps you should be more careful.
- 3 You ought to do the same.
- 4 I appreciate that you work hard.
- 5 I didn't mean to be rude.
- 6 It can happen to anyone

8  1:07 Play the recording so that students can check their answers. Circulate while students are practising the sentences to check that they are putting the stress in the correct places.

RECORDING SCRIPT

🎧 1:07

- 1 I hear you had a problem.
- 2 Perhaps you should be more careful.
- 3 You ought to do the same.
- 4 I appreciate that you work hard.
- 5 I didn't mean to be rude.
- 6 It can happen to anyone.

9 Read the instructions aloud and get students to repeat the examples in italics. Play 🎧 1:07 again. First students should just listen for the regular rhythm; then play the recording again and get students to repeat the sentences as they listen.

FURTHER PRACTICE

Get students to close their books and repeat each sentence after you, paying attention to the appropriate stress and rhythm.

EXTENSION ACTIVITY

Get students to put the sentences in exercise 7 into the context of a short conversation. They do this by adding one or more sentences before or after the sentence, e.g.:

Sentence 3

A: *My team leader leaves at 3.30pm on Fridays.*

B: *You ought to do the same!*

Sentence 5

A: *I think I've upset Susie, but I didn't mean to be rude.*

B: *Why don't you explain the situation? I'm sure she'll understand.*

Students work with a partner to prepare the conversations and then present them to the class. Remind them to pay particular attention to stress and rhythm.

Roleplay

10 These roleplays review the language practised in this module and allow students the opportunity to develop their own skills in problem-solving.

Remind students to use the diplomatic language they practised in exercises 5–9.

Discuss the best kind of directive language to use, if they feel it is necessary. This is more likely to be the advice structures practised in module 1.3, exercises 2 and 6, than the language used by Simon in exercises 2–4. Remind students of the phrases they learnt to express strong recommendations, i.e. *you should ...*, *it's wise to ...*, *you ought to ...*, *it's important to ...*

Give students time to read roleplay 1 and think about what they want to say. Tell them to put the situation into their own words, adding ideas of their own to make it more interesting.

While students are speaking, circulate and assist where necessary. Make a note of any common mistakes in the target language for remedial teaching at a later stage.

When students have finished, choose or ask one or two pairs to present their roleplay to the class. Write these two headings on the board:

Things I liked:

Things that could be improved:

While the rest of the class is listening to the roleplay, they should make notes under these headings for a feedback discussion at the end.

Ask students to work with a new partner to do roleplay 2. Repeat the procedure.

1.5 Writing**A placement report**

This module focuses on writing reports and the language and style used in them.

Internet research

An Internet search for *find internships* will generate a wide range of websites which will undertake to match applicants to meaningful work placements. Internships are available in a number of industries, including retail, finance, banking, etc. The websites also offer guidance on how to make a successful application.

Discussion

1 Elicit ideas from students about what Henry's placement report might contain and the style it might be written in. Don't worry at this stage if the ideas are incomplete – the exercises that follow will draw out the important points that need to be made.

SUGGESTED ANSWER:

It will contain information about his work experience, colleagues and managers, the company, the department(s) he worked in and what he learned while he was at the company. It will be written in a formal style.

Skim reading

2 Ask students to cover the report extracts and just read the section headings. Ask them what kind of things they would expect to find in each section. Suggested answers in brackets.

Observations about the company (details about the company and the department he worked in); *Appendix* (extra information which may be of interest, but is not required in the main body of the report); *Introduction* (some background information answering some or all of the questions *who, what, when, why, how*); *Professional achievements* (the skills and experience he gained); *Experience during work placement* (the tasks Henry performed).

Remind students what skim reading is (see page 7). Get them to skim the report and do the matching task with a partner. Check answers with the whole class.

ANSWERS:

- 3 Observations about the company
- 5 Appendix
- 1 Introduction
- 4 Professional achievements
- 2 Experience from work placement

Reading for detail

3 Students to work with a partner. Check answers with the whole class. Get students to explain the reasons for their choices.

ANSWERS:

- 4 Conclusions
- 2 Analysis of successes and failures
- 1 Objectives of the internship
- 2 Details of your responsibilities
- 4 Analysis of what you learned
- 3 Evaluation of the company as a potential employer
- 4 Suggestions for the future
- 1 Description of the company and how it is organized
- 1 Practical details about the placement
- 3 Description of the company's culture and policies

4 You could do this as a whole-class activity, getting students to call out the formal phrases in the report as they find them.

ANSWERS:

- 1 under the supervision of Mr Geoffrey Thomson
- 2 customers were contacted by telephone
- 3 it became clear that
- 4 The order of the items was therefore modified ...
- 5 To obtain a similar result through media campaigns would cost millions.
- 6 most impressive
- 7 was a major challenge.
- 8 Fortunately, I was able to apply the knowledge I had acquired in marketing in year two of my degree ...
- 9 the results of my study were extremely well received


EXTENSION ACTIVITY

Get students to work in small groups to summarize some key differences between the informal language of the phrases in exercise 4 and the formal language of the corresponding phrases in the report in exercise 2.

In formal language:

- colloquial words and phrases are not used, e.g. *guy*, *cool*, *worth a fortune*
- passive tenses are used more often, e.g. *were contacted*, *was modified*, *were well received*
- sentences are longer and more complex
- things are expressed in a positive way, e.g. *a major challenge* not *difficult and exhausting*
- exclamation marks are not used.

Listening and note-taking

5  1:08 Ask students what things they think Jason might tell Alex about his placement. Use the headings in exercise 2 as prompts. Students listen and take notes individually, then compare their notes with a partner. Play the recording two or three times, if necessary.

Make sure students keep these notes for use in exercise 6. Check answers with the whole class.

SUGGESTED ANSWERS:

- three months near Birmingham at a place called Diftco
- they export construction equipment
- It was all right
- a bit crazy there – people worked really hard, sometimes from eight in the morning to nine or ten in the evening
- in charge of preparing shipping documents
- did international trade last semester – it helped a lot to understand what was going on
- boss very strict but, OK – she didn't scream at me when I did something wrong.
- once sent a container to Austria instead of Australia
- really strong accent – I didn't understand half of what he said
- sophisticated automatic system
- can't ever completely eliminate human error
- good placement for first-years, but second-years should have more management responsibility
- was hoping to get some management experience, but I mostly worked alone
- learned quite a lot in three months
- wouldn't like to work there

RECORDING SCRIPT

 1:08

- A: Hi, Jason!
 B: Oh hi, Alex.
 A: Do you fancy going out tonight? They're showing the new Will Smith movie at the Astoria!
 B: Oh yeah. Look, I'd love to, but I've got this essay to finish, and then I've got to write my placement report.
 A: Placement? Oh, that's interesting, I didn't know you did a placement. What did you do?
 B: I spent three months near Birmingham at a place called Diftco. They export construction equipment.
 A: Oh yeah, good job was it?
 B: It was all right. They're a bit crazy there. People worked really hard, sometimes from eight in the morning to nine or ten in the evening.
 A: Hm. Sounds like school!
 B: Yeah! Anyway, I was in charge of preparing shipping documents. Good job we did international trade last semester. It really helped me understand what was going on.
 A: Preparing shipping documents, eh? Sounds boring. Didn't like international trade much myself. Did you get on well with your boss?
 B: Oh, she was very strict. But, OK, I suppose. She didn't scream at me or anything when I did something wrong.
 A: Why, did you mess up a lot?
 B: Nah. Only once when I sent a container to Austria instead of Australia.
 A: You're joking!
 B: Well, it wasn't my fault. This guy on the phone had a really strong accent. I didn't understand half of what he said.
 A: So you sent a container to Austria? What an idiot!
 B: Well, I bet you wouldn't do any better. Anyway, it was interesting, 'cos they had this really sophisticated automatic system, but you can't ever completely eliminate human error.
 A: Yeah, Jason, the guys at IBM didn't expect you to be using their systems, otherwise they would've spent another ten years making it completely idiot-proof!
 B: OK, OK ... Now, if you've finished taking the mickey, I've got an essay to write.
 A: No, come on. I'm just joking. I'm really interested in Diftco. I need to find a placement for next summer.
 B: Well, it's a good placement for first-years, but I think second-years should have more management responsibility. I was hoping to get some management experience, but I mostly worked alone, so it wasn't that great.
 A: You wouldn't recommend it, then?
 B: No. I learned quite a lot in three months, but I certainly wouldn't like to work there.
 A: Mm, I see what you mean.
 B: Listen, now I've told you all about it, you couldn't help me with the report, could you? If we finish by nine, we can still make it in time for the movie. Look, I've already made these notes. You just have to write them up for me ...

Ordering and writing

6 With lower-level classes, you could again do this as a whole-class activity. Write down the headings from exercise 2 on the board: *Introduction*, *Experience during work placement*, *Observations about the company*, *Professional achievements* and *Appendix*.

Write up these notes and the notes from exercise 5 under the headings.

If you don't have time in class to write the whole placement report, you could write the introduction or the first sentence of each paragraph as a whole-class activity to get students started. Students then finish the report for homework.

MODEL ANSWER:

I was employed for three months at Diftco, near Birmingham, under the supervision of Ms Witten. The objective of the internship was to gain management experience in an industrial environment. Diftco exports construction equipment and is one of the most profitable firms in the region.

I worked in the Export Office most of time, where I was in charge of preparing shipping documents. I was also responsible for checking containers in the warehouse, where the equipment is assembled and packed. I successfully learnt to use the automatic bar code system used in the warehouse. This is a sophisticated automatic system, which assigns a code and a position to every component in the warehouse. However, it was interesting to discover that even such a sophisticated tool can never completely eliminate human error. Perhaps the most valuable lesson I learnt was to double-check information. The importance of careful checking was emphasized when I unfortunately sent a container to Austria instead of Australia, because I had misunderstood my correspondent on the telephone.

The company is successful and well organized, with a very motivated, hard-working and dedicated staff. However, I feel I would be more effective in an environment with more variety and less routine paperwork. One area of the company's activity leaves room for improvement, and that is the problem of waste in the warehouse. A more systematic policy of recycling would help to solve this problem.

The course module in international trade studied last semester was extremely valuable in understanding how a company like Diftco works. Thanks to this preparation, I was able to establish a good rapport with the export staff. On the other hand, communication with the warehousemen was much more difficult, mainly because many of them do not speak English.

Overall, the internship was a positive experience, which allowed me to gain significant experience in three months. However, I mostly worked alone and therefore did not achieve the goal of acquiring management experience. A placement at Diftco would be most valuable for first-year students; second-year students would benefit from a position with greater management responsibility. Appendix: A Daily journal, B Copies of letters to and from Ms Witten, supervisor

EXTENSION ACTIVITY 1

Ask students to bring in some examples of reports they have received or written themselves. Compare them with the examples in this module – can they find the same elements? How would they change or improve their reports?

EXTENSION ACTIVITY 2

As a whole-class activity, get students to brainstorm a list of guidelines entitled 'Tips on writing effective reports'. This might include the points below.

- Use a clear structure.
- Use informative headings.
- Write in a formal style.
- Use a clear layout, e.g. bullet points, numbers, etc.
- Send it to the right people.
- Don't write too much – if it's too long, people may not read it.
- If the report is long, write a summary.
- Check it carefully for typing and factual mistakes.
- Get a colleague to read it for you before you send it.

1.6 Case study**Counselling**

This module focuses on living and working abroad and the use of counselling skills and counselling language to discuss problems.

Internet research

An Internet search about living and working in Japan, the UK or the USA will reveal numerous websites dealing with culture shock in general terms and the difficulties of adjusting to a new cultural environment. Many of them offer advice on how to tackle this problem. They also offer background information into the history of the country and practical information about everyday concerns such as work, study, accommodation, shopping, healthcare, banking, taxes, etc.

Students' investigations could be focused in various ways, e.g. they could research culture shock – what it is and what to do about it – or they could look into one or two topics in some detail.

Students could do this search before the lesson as preparation for the activity in exercise 7.

Discussion

1 Give students a few minutes to brainstorm with a partner. Then, collect ideas and make a list on the board. Keep this list of ideas – it will be useful for exercise 7.


SUGGESTED ANSWERS:

culture shock in general, language problems, homesickness, food, climate, housing, schools, family members don't make the adjustment, cultural differences at work and outside work

EXTENSION ACTIVITY

If any students have already worked abroad, ask them to share their experiences with the class.

Listening for detail

2  1:09 Read through the handout with students before they listen. Working with a partner, get them to predict which words might fill the blanks and which skills are needed. Then play the recording. Check answers with the whole class.

ANSWERS:

Counselling = helping someone manage a personal problem using their own resources

Counselling skills = listening, talking, helping, assisting, exploring problems

The three phases of counselling = Phase one = Talk; Phase two = Think; Phase three = Act

RECORDING SCRIPT

 1:09

Does that answer your question? Now, before we go on, I'll just summarize the three points we've already discussed. Firstly, the goal of counselling is to help another person manage a personal problem using their own resources. Secondly, counselling is about listening, not about telling. It's about talking to someone and helping, not about persuading or manipulating. And, counselling is about assisting and exploring problems. It's not about reassuring someone or solving their problems for them. Thirdly, the three phases of counselling. Phase one, talk. This is where you encourage the problem holder to talk about the problem, and to start to understand how they feel about the problem and why they feel that way.

Phase two, think. This is where you encourage them to think about the problem and reassess it. You help them to see their situation from a new perspective, so that they can consider the different options for dealing with the situation. And phase three, act. This is where you help them to choose their own solution and to establish an action plan to manage the problem. OK, are there any questions? OK, I now want to say a few words about some of the skills that counsellors need. I'm going to pass out another handout. As you can see, there are a number of ...

To consolidate understanding, get students to complete these sentences: *Counselling is about ...* and *Counselling is not about ...*. You could also elicit more details about the three phases of counselling.

3 Be aware that some students may not wish to discuss personal problems so point out that they could talk about less personal issues. Circulate while students are talking and assist where necessary.

Take whole-class feedback, drawing out the similarities and differences between students' own experiences and what was said in the lecture. Some possible differences might be:
you helped someone with a problem: you didn't know what to say or do; they asked you to come up with solutions; they talked for ages and you got bored; etc.
someone helped you with a problem: they didn't really listen to you; they didn't ask how you felt; they tried to tell you what to do; etc.

Counselling language

4 This handout gives a comprehensive list of important counselling skills. Read it through with students so that they get the overall idea of what is involved. You could then do the matching task as a whole-class activity.

ANSWERS:

- 1 How did you feel?
- 2 So you're saying that ...?
- 4 Right.
- 5 You were surprised?
- 6 So, to sum up, ...
- 7 What are the options?
- 8 What would happen if (+ past tense)?
- 9 What's your first priority?
- 10 Why not start by -ing ...?

5 Ask students to work with a partner to add more phrases to the counselling skills. Then take whole-class feedback, making a list of all the phrases students suggest. Keep this as it will be useful for exercise 6.

SUGGESTED ANSWERS:

- 1 What did you do?
- 2 So what you mean is ...
- 4 That's interesting.
- 5 Really? You actually (said) ...?
- 6 So, basically, ...
- 7 What alternatives can you see?
- 8 Would that get the result you want?
- 9 Where do you think you need to start?
- 10 Before you do anything else, why don't you ...?

EXTENSION ACTIVITY

To put the counselling language in exercises 4 and 5 into context in a whole-class activity, give students a few simple scenarios and get them to 'counsel' you, e.g.:

I have trouble getting on with my office mate. He's very untidy and noisy and is always making lengthy personal phone calls. He interrupts me a lot and I can't concentrate on my work.

I have too much work to do and I can't manage it all. I'm getting very tired and stressed. Last week I took two days sick leave because I couldn't face going into the office. My boss doesn't want to know – she just tells me to get on with it.

You will need to be able to respond spontaneously to what students say as the conversation unfolds. Encourage students to use as many of the counselling skills they practised in exercise 4 as possible.

Roleplay

6 These roleplays review the language practised in this module and allow students the opportunity to develop their own counselling skills.

Give students who are going to play *Problem holder A* time to read the notes and think about what they want to say. Remind them to put the situation into their own words, adding ideas of their own where possible. While they are doing this, the *Counsellor* can review the counselling skills language practised in exercises 4 and 5. The *Observer* should also review the handout in exercise 4.

While students are speaking, circulate and assist where necessary. Make a note of any common mistakes in the target language for remedial teaching at a later stage. When students have finished, take some whole-class feedback on how the roleplay went – what was easy, what was difficult, what they might do differently next time, etc.

Then, repeat the procedure with problems B and C.

Writing

7 Remind students about the discussion they had in exercise 1. If it's appropriate, get them to refer to the results of their Internet research. Read through the phrases in the box and check that students understand them.

Give students a few minutes to write their emails. With lower-level classes, or if time is limited, the emails could be quite short, mentioning just one problem. Then get students to exchange emails and write their responses. Remind them to use as many of the phrases in the box as possible.

With higher-level classes, students could give their problem email to two or more students. The responses should be written on separate pieces of paper. The writer of the problem could then choose which response helps them the most.

If there is time, or for homework, get students to write a second email to the person who responded to the problem. In this email, they could thank them for the advice and say what they plan to do next.