

Organisation

1

› 'The best place to work is a place where you can be your best.'

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Unit overview

1.1 > A news organisation

Lesson outcome: Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Video: A news organisation

Vocabulary: Roles and responsibilities

Project: Showing someone around a department or campus

1.2 > Innovative organisations

Lesson outcome: Learners can use a range of future forms to talk about intentions, plans, arrangements and predictions.

Listening: Two company profiles: flat and tall organisations

Grammar: Future forms: Present Simple, Present Continuous and *be going to*

Writing: An email about future plans and arrangements

1.3 > Communication skills: Managing first meetings

Lesson outcome: Learners are aware of different ways to manage first meetings and can use a range of phrases for greetings, introductions and goodbyes.

Video: Managing first meetings

Functional language: Greetings, introductions and goodbyes

Task: Making introductions and contacts at an event

1.4 > Business skills: Small talk in first meetings

Lesson outcome: Learners can use a range of questions and responses to make small talk in first meetings.

Listening: Interview with a communication coach; Small talk between colleagues

Functional language: Asking and answering questions in first meetings

Task: Meet a visitor and manage small talk during a first meeting

1.5 > Writing: Emails – Organising information

Lesson outcome: Learners can organise information in a work-related email and write a reply to a work invitation.

Model text: Invitation to an induction day

Functional language: Ordering information in an email

Grammar: Present Simple and Present Continuous

Task: Write a reply to a work-related invitation

1.1

A news organisation

Lesson outcome

Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Lead-in 1 Discuss these questions.

- 1 These are some typical departments in a company. What do you think each one does? Use some of the key words and phrases in the second box to help you.

finance human resources marketing operations production sales

brand image cash flow customer service health and safety invoicing
manufacturing pricing promotion quality control recruitment supply chain

- 2 Can you name any other departments?
3 Which departments do you think do the most important work? Why?

VIDEO 2A Would you like to work for a news organisation? What do you imagine it is like?

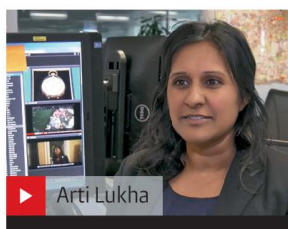
B In what ways do you think working for a news organisation is:

- a stressful? b glamorous? c interesting?

3A Watch the video and match the five speakers with the jobs.

Director of Human Resources Finance Supervisor News Editor
Programme Director News Reporter

Autentyczny materiał wideo dostępny jest wyłącznie na platformie MyEnglishLab.



1 _____



2 _____



3 _____



4 _____



5 _____

B Which of these people probably work closely together on a daily basis?

4 Watch the video again and complete the information. Use one word in each gap.

- 1 It is important that individuals and teams understand their _____ and responsibilities.
2 Staff [in the newsroom] are responsible for _____ the teams gathering* news globally.
3 Arti gives a(n) _____ the task of covering a news story.
4 Nick works with a camera _____ to make sure they are getting the right pictures.
5 John's role is to lead the production _____.
6 He describes his job as similar to the _____ of an orchestra.
7 The HR director has several strategic and _____ priorities.
8 Ray says it's important to make sure the _____ come in on time.

T Teacher's resources:
extra activities

5 Work in pairs or small groups. What do you think each person likes most and least about their job?

Vocabulary Roles and responsibilities

6 What do the words in the box mean? Complete the extracts from the video using the words and phrases in the box.

involves lead make sure
running

- 1 My job _____ newsgathering for a major news organisation.
2 My role as Programme Director is to _____ the production team.
3 I'm responsible for _____ the human resources team.
4 We need to _____ we're getting cash in.

7 Look at some expressions people use to talk about their jobs. Complete the expressions in bold using the prepositions in the box.

after for of of of to with with

- 1 I **report** _____ the IT Director.
- 2 I'm the **Head** _____ Sales.
- 3 I **work closely** _____ the Head of Marketing.
- 4 I **look** _____ the company website.
- 5 I **take care** _____ the export documentation.
- 6 I'm **responsible** _____ coordinating the production team.
- 7 I'm **in charge** _____ the research and development team.
- 8 I **coordinate** _____ all departments to ensure customer satisfaction.

8 Read how two more people at the news organisation describe their jobs. Complete the texts using words from Exercises 6 and 7. Use one word in each gap.

My name's Frances Mullan. I'm the Head of Marketing. I ¹ _____ a small team of two marketing managers and a video producer. Our work ² _____ a variety of marketing strategies to promote the business, including events, social media and printed advertising. I'm in ³ _____ of attracting new customers, retaining existing customers and positioning the business as innovative and creative. I ⁴ _____ directly to the Head of Strategy and Development.

My name's Donovan Parsons. I'm a camera operator and I take ⁵ _____ of the camera equipment. I'm ⁶ _____ for interpreting what the director wants to happen and putting it on screen. I ⁷ _____ closely with other technical departments, such as lighting and sound. My duties also include supervising the work of the camera assistant. We're in a live television environment so we have to make ⁸ _____ we can do the job under pressure.

9 Work in pairs. How would you describe your own job, a job you would like to have in the future, or a job in the box? Use some of the vocabulary from Exercises 6 and 7.

actor hotel manager journalist personal shopper photographer sports trainer

T Teacher's resources:
extra activities

→ **page 114** See Pronunciation bank: Word stress

PROJECT: Showing someone around

10A Work in pairs or small groups. Imagine that you are going to show a new member of staff around the organisation where you work or a new/overseas student around the campus of the place where you study.

- Decide which departments/areas you would take the new employee/student to and why.
- Which key people would you introduce your new employee/student to?
- How would you briefly describe the roles and responsibilities of three people you meet?

B Roleplay the introductions with the new employee/student. What would be some good questions to ask the three people about their roles and responsibilities?



Self-assessment

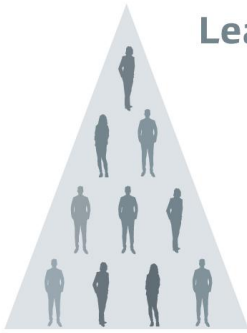
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.2

Innovative organisations

Lesson outcome

Learners can use a range of future forms to talk about intentions, plans, arrangements and predictions.



Tall organisation



Flat organisation

Listening

W. L. GORE
 CEO: Terri Kelly
 Sector: Manufacturing
 Number of staff: Over 10,000

ZAPPOS
 CEO: Tony Hsieh
 Sector: Online shoe and clothing sales
 Number of staff: Over 1,500

Lead-in 1 Look at the tall and flat organisational structures. What do you think are some advantages and disadvantages of each?

2A Match the words and phrases in the box with the definitions.

bureaucracy centralised decentralised hierarchy innovative promotion

- 1 a move to a more important job in a company or organisation
- 2 new, different and better than before
- 3 a system of organisation in which people are divided into levels of importance
- 4 a complicated official system that has a lot of rules and processes
- 5 organised the control of an organisation so that everything is done or decided in one place
- 6 moved parts of an organisation, etc. from a central place to several different smaller ones

B Work in pairs. Can you use any of the words in Exercise 2A to talk about the organisational structures in Exercise 1? Compare your ideas with the information on page 126.

3 Look at the two company profiles: W. L. Gore and Zappos. Do you think they are likely to have flat or tall structures? Why?

4 1.01 Listen to the radio discussion with Janet Wood, an organisation consultant. Check your answers in Exercise 3.

5 Listen again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Organisations with tall structures can change and innovate fast.
- 2 Bob and Genevieve Gore started their company in the 1960s.
- 3 Employees voted to decide who should be the CEO of Gore.
- 4 'Holacracy®' is a system without traditional managers.
- 5 All the functions at Zappos are now done by teams.
- 6 The transition at Zappos will take a few months to complete.

6 Choose the correct option. Listen to the discussion again if necessary.

- 1 Janet Wood seems
 - a critical of hierarchies.
 - b positive about hierarchies.
 - c sceptical about flat structures.
- 2 Which statement about W. L. Gore is true?
 - a Employees work in teams of 30.
 - b Staff are called associates.
 - c Nobody in the company has a job title.
- 3 Which statement about Zappos is true?
 - a The company started two years ago.
 - b Staff work in about 500 teams called circles.
 - c The lead link of a circle decides what everyone does.
- 4 What do W. L. Gore and Zappos have in common?
 - a Senior executives are elected by the employees.
 - b Any member of staff can start a new project team.
 - c Staff decide their own roles in a team.

7 Work in pairs. How would you feel about working in a flatter organisation with few or no managers?

Teacher's resources: extra activities

Grammar Future forms: Present Simple, Present Continuous and *be going to*

1 You decide what you **are going to contribute** to the team.

2 Zappos **has** a training session next week.

3 I'm **flying** to Las Vegas tomorrow.

4 I'm sure that's **going to be** a very interesting experience.

8A Look at these extracts from the discussion. Which one is:

- a a personal intention? c a prediction?
b a plan/arrangement? d a scheduled event?

B Which verb form is used in each example in Exercise 8A?

→ page 118 See Grammar reference: Future forms

9 Decide which is the best option in each sentence and explain your choice. There may be more than one possible answer.

- What time _____ the first flight _____ on Sundays?
a does ... leave b is ... leaving c is ... going to leave
- When I get more free time, I _____ a gym.
a join b am joining c am going to join
- He can't remember what time he _____ the client tomorrow.
a visits b is visiting c is going to visit
- I _____ to her email until later today.
a don't reply b am not replying c am not going to reply
- We _____ some friends after work this evening.
a meet b are meeting c are going to meet
- Susan hasn't studied all year. She _____ her final exams next week.
a fails b is failing c is going to fail
- The conference _____ until 10 o'clock but let's get there early.
a doesn't start b isn't starting c isn't going to start
- There's a lot of traffic. _____ in time to catch the train?
a Do we arrive b Are we arriving c Are we going to arrive

10A Complete the conversation with appropriate future forms, using contractions where possible. There may be more than one possible answer.

A: Hi, Juliana. What time ¹ _____ (the department meeting / start) tomorrow?

B: At 10 o'clock as usual, but I think I ² _____ (be) about fifteen minutes late. I have a dentist's appointment.

A: ³ _____ (you/be) able to talk after your trip to the dentist's?

B: Yes, it's just a check-up. In fact, I ⁴ _____ (give) a presentation on the company restructuring.

A: I'm sure that ⁵ _____ (be) interesting. Is it true we ⁶ _____ (move) to offices outside the city?

B: I ⁷ _____ (not tell) you anything before the meeting. You know that.

A: Well, I ⁸ _____ (sit) right at the front. I don't want to miss anything.

B 1.02 Listen to the conversation in Exercise 10A. Which future forms do the speakers use in each case? Why do you think this is?

T Teacher's resources:
extra activities

Writing 11 Write an email to a friend or colleague about a real or imaginary trip you have planned for work or pleasure. Write 100–120 words.

- Say when and where you are going and how you are travelling there.
- Say where you are staying.
- Mention your predictions for the weather.
- Talk about your intentions and arrangements for the visit.

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.3

COMMUNICATION SKILLS
Managing first meetings

Lesson outcome

Learners are aware of different ways to manage first meetings and can use a range of phrases for greetings, introductions and goodbyes.

Lead-in 1 Work in pairs and discuss the questions.

- 1 When you meet someone for the first time, what do you usually do and say to be polite?
- 2 Across cultures, there are many ways of being polite in first meetings, e.g. some people shake hands, some people kiss, etc. How many different ways to be polite can you think of?
- 3 Is it more polite to invest time to build relationships with small talk first and then focus on the work or task, or is it better to focus directly on the task, and build a relationship later? Why?

VIDEO 2A  1.3.1 **Watch as Matt and Stefanie prepare to meet each other in London.**

- 1 Where do they work?
- 2 What is their usual job?
- 3 What is their project role?

B Watch the video again. Mark which qualities Matt (M) and Stefanie (S) use to describe themselves and their own communication style. Which words do the other speakers use to describe Stefanie? You do not need to use all the words.


efficient flexible work-focused rude informal friendly polite quiet
professional organised open effective


C Overall, do you think Matt and Stefanie will work well together? Why?**3A In small groups, discuss which is the best communication style (option A or B) for Matt to use in his first meeting with Stefanie. Give reasons for your answers. As a class, decide which video to watch first.**

Option A – Focus on the relationship first: Be polite by meeting Stefanie in an informal way and focusing on the relationship first before getting down to business.

Option B – Focus on work first: Be polite by meeting Stefanie in a formal way and focusing the conversation quickly onto work topics.


B Watch the videos in the sequence the class has decided, and answer the questions for each video.

- Option A**  1.3.2
- 1 How does Matt introduce himself?
 - 2 How does he begin the visit and why do you think he does this?
 - 3 Overall, how successful do you think the meeting is? Why?

- Option B**  1.3.3
- 1 How does Matt introduce himself?
 - 2 What two reasons does Matt give for discussing business immediately?
 - 3 Overall, how successful do you think the meeting is? Why?

4 In pairs, discuss the questions and agree what you can learn from Matt's experiences.

- 1 What did Matt do to be polite in each video?
- 2 What happened as a result?

5  1.3.4 **Watch the Conclusions section of the video.**

- 1 Compare what is said with your answers in Exercise 4.
- 2 Note down the three main learning points which are described.
- 3 Decide how far you agree with these points. Why?

Reflection 6 Think about the following questions. Then discuss your answers with a partner.

- 1 Which communication style (relationship-focused or work-focused) do you prefer when meeting people for the first time? Why?
- 2 What is one advantage and one possible disadvantage of your own personal style?

Functional language

Greetings, introductions and goodbyes

7 Complete the table with these phrases from the video.

- | | |
|---|---|
| 1 OK, so we need to leave it there. | 5 Sorry to [be in a rush like this / rush off so soon]. |
| 2 [Good/Great/Lovely/Nice] to finally meet you in person. | 6 [Good/Great/Lovely/Nice] to see you again. |
| 3 Do you know [the design guys]? | 7 Thank you for coming and have a [safe trip / good weekend]! |
| 4 [Guys,] this is Stefanie. | 8 So, first time in London? |

Meeting and greeting	Introducing people	Saying goodbye
How's it going? [Did you have a] good trip? Can I get you [a coffee]?	Let's go and [say hello to ...] I'd like to introduce you to ... Have you met [Miran] before? She works for / works with / runs ...	Excuse me. [I must take this call.]
_____	_____	_____
_____	_____	_____
_____	_____	_____

8A Look at the conversation between Suzanne Jones and her visitor. Match what Suzanne says (1–5) with the responses (a–e).

- | | |
|--|--|
| 1 Hello, I'm Suzanne Jones, Head of Planning. | a No thanks. I'm fine. |
| 2 How's it going? | b Hi, Suzanne. Nice to finally meet you in person. |
| 3 Everything's fine. Good trip? | c Great! Can't wait! |
| 4 It's always the same. Can I get you anything to drink? | d Not bad, not bad. How about you? |
| 5 Let's go and meet the rest of the team. | e A bit of a delay on the underground today. |

B Work in pairs. Use phrases from Exercises 7 and 8A to write your own dialogue between a host and business visitor. Then roleplay your dialogue.

C Work with another pair. Hosts: introduce your visitor to the other pair. Visitors: respond. One person should say goodbye to the group, giving a reason.

T Teacher's resources: extra activities

→ page 114 See Pronunciation bank: Intonation and politeness

9A Work in pairs. Choose an industry from the list and invent your roles. Think about your job titles, company name and geographical location.

architecture fashion movies music
toy makers video games

B You are at a large public event. Introduce yourself and your colleague to other people. If you find someone who could be a useful contact, make a note of their name. If not, say goodbye politely and move on.

C At the end, tell the class how many useful contacts you made. Why did you think these people could be useful?

D In your pairs, discuss which phrases you used from Exercise 7 and what you found difficult.

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.4

BUSINESS SKILLS Small talk in first meetings

Lesson outcome

Learners can use a range of questions and responses to make small talk in first meetings.

Lead-in

1 Work in pairs and discuss the following questions.

- 1 What is 'small talk'? How important is it during first meetings?
- 2 What questions would you normally ask when meeting someone for the first time?
- 3 Are there any problems with asking questions in a first meeting? Why?

Listening

2A 1.03 Listen to a short interview with Angela Dawson, a communication coach based in New York, about how to use small talk and manage first meetings. Then answer the questions.

- 1 Why is managing first meetings in international business often difficult?
- 2 What is the value of asking questions?
- 3 Which types of question are most effective? Why?
- 4 What should you ask questions about?

B Listen again and answer the questions.

- 1 What two things does Angela say about silence?
- 2 Why does she say that some questions don't matter?
- 3 What is the relationship between asking questions and building trust?

C In pairs, discuss these questions about Angela's ideas.

- 1 How far do you agree with Angela's ideas about asking questions? Why?
- 2 At the end of the interview, Angela talks about the need to find something in common: *When you and the other person have similar interests, the conversation often goes better.* Do you agree? Why / Why not?
- 3 What other things should you do, in your opinion, to make a conversation go well?

3A 1.04 Paul Robson works for a London-based international company. He is welcoming Eva Neumann, a colleague from another office of his company. Listen and decide if these sentences are *true* (T) or *false* (F).

- 1 Eva travelled directly from the airport to the meeting.
- 2 This is Eva's first visit to London.
- 3 Eva works full time in Geneva.
- 4 Paul is head of Customer Service.
- 5 Eva is leading a project called Service Excellence.

B Look at the list of tips for making small talk in first meetings. Listen again and tick (✓) which tips Paul uses in his conversation with Eva.

C How effectively do you think Paul handled the first meeting with Eva? Why?

Tips for small talk in first meetings

- | | |
|--|-------------------------------------|
| a Give a clear and positive welcome. | <input checked="" type="checkbox"/> |
| b Offer to take the other person's coat. | <input type="checkbox"/> |
| c Ask about their journey to the office. | <input type="checkbox"/> |
| d Offer them a drink. | <input type="checkbox"/> |
| e Check if their hotel is OK. | <input type="checkbox"/> |
| f Offer help to organise a taxi. | <input type="checkbox"/> |
| g Ask if it's their first time in the city. | <input type="checkbox"/> |
| h Suggest going for dinner later in the evening. | <input type="checkbox"/> |
| i Ask where the other person works. | <input type="checkbox"/> |
| j Check when they joined the company. | <input type="checkbox"/> |
| k Make a positive comment about working with them. | <input type="checkbox"/> |



Functional language Asking and answering questions in first meetings

4A Complete the questions from the recording in Exercise 3A with the words in the box. If necessary, use the audioscript on page 146 to help you.

time join have free offer take work report

1 Offer help/hospitality	Can I ¹ _____ your [coat/bag]? Can I ² _____ you [something to drink / a coffee / a glass of water]? Can I order you a taxi?
2 Journey	Did you ³ _____ a good [flight/journey/trip]?
3 Experience	Is it your first ⁴ _____ [in the London office / at the conference]?
4 Place of work	Where do you ⁵ _____ exactly? Where are you based? Are you in the [Zurich] office at the moment?
5 Time with company	When did you ⁶ _____ the company?
6 Colleagues	Do you ⁷ _____ to [Paul Blaettner]? Do you work with [Davide in the Mexico office]?
7 Socialising	Are you ⁸ _____ for [lunch today / dinner this evening]?

B Match the answers (a–g) with the topics (1–7) in Exercise 4A.

- a I'm actually based in Warsaw at the moment.
- b About five years ago.
- c Sorry, I'm meeting a friend today. Are you free tomorrow?
- d Yes, I do. Do you know him?
- e That would be great, thanks.
- f Actually, I had a delay at the airport.
- g No, I was here last month, actually.

T Teacher's resources:
extra activities

TASK

5A Work in groups of three. Roleplay meeting a visitor and managing small talk during a first meeting. There are three scenarios. Each person will take the roles of host, observer and visitor once.

Host: You are welcoming a member of the project team to the London office, meeting in reception and moving to your office.

Visitor: You are visiting the London office.

Observer: You will observe and give feedback after the roleplay.

Student A: Look at your three role cards on page 126.

Student B: Look at your three role cards on page 128.

Student C: Look at your three role cards on page 137.

B Take a few minutes to prepare, then roleplay your meetings.

C When you have finished, listen to the observer's feedback and discuss how easy or difficult it is to manage a first meeting. Share your group's ideas with the class.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can organise information in a work-related email and write a reply to a work invitation.

- Lead-in 1** Read the email about an induction day. Complete it with the phrases in the box and add capital letters where necessary. Then compare in pairs.

after all the best dear Jill feel free to call me if you have any questions
firstly just a quick email to let you know then

1 _____ ,
2 _____ that we are organising an induction day for you on Thursday or Friday next week.
3 _____ , Mike Evans, the Production Supervisor, plans to show you around the factory at 8 a.m. 4 _____ , at 10 a.m. Anna Hargreave, who is responsible for Marketing, would like to introduce you to her team and explain the new projects they are working on. I think you'll find it very interesting.
5 _____ that you'll have lunch with the finance team in the staff canteen. In the afternoon Davina Porter, who deals with customer service, feels that it's a good idea for you to accompany her on a visit to some of our most important clients.
Let me know which day is best for you and 6 _____ or need any help.
7 _____
Greg

- Functional language 2A** Look at the email again. Write the words and phrases from Exercise 1 in the correct place in the table.

Greeting/Opening	
Reason for writing	
Ordering information	
Concluding email	
Closing	

- B** Write these words and phrases in the correct place in the table in Exercise 2A.

Dear Sir/Madam, I'm writing to inform you that ... Finally, Good morning Jacques Yours,
Further to our conversation, I confirm that ... Hope to hear from you soon. Kind regards,
Hello/Hi George I look forward to hearing from you. Thank you for your email. Thirdly,
Please do not hesitate to contact me if you have any questions. Regards, Yours sincerely,

→ **page 118** See Grammar reference: Present Simple and Continuous

T Teacher's resources: extra activities
L The email contains examples of the Present Simple and Present Continuous. Go to MyEnglishLab for optional grammar work.

- 3A** Work in pairs. Look at page 126 and discuss the best order to put the information in.
B Write a reply to Greg's email in around 80 words. Thank him and confirm which day you can attend and why you cannot attend on the other day.
C Exchange emails with your partner. How many of the words and phrases in Exercises 2A and 2B did your partner use? Did your partner use different phrases from you?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.