Feedback

4.1 About business The project team

Discussion
1. With a partner, discuss the meaning of these statements. Choose the two that you think are closest to the truth. Explain your choice to another pair.

Project management and team-building quotes

Nothing is impossible for the person who doesn’t have to do it.
If you’re six months late on a milestone due next week but still believe you can make it, you’re a project manager.
There is no ‘I’ in teamwork.
If you don’t know where you’re going, any road will take you there.
Getting good players is easy. What’s difficult is getting them to play together.

Listening
2. Listen to part of a project review meeting. What is being built? Which two stages of the project caused the delays? Choose from the list.

a) Land purchase
e) Excavation for foundations
b) Project approval
f) Dam construction
c) Feasibility study
g) Resettlement
d) Geological survey
h) River diversion

3. The Gantt chart relates to the updated schedule. Listen again and complete the stages in the chart.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logistics</td>
<td>Feasibility study</td>
<td>Project approval</td>
<td>(2) Resettlement</td>
</tr>
<tr>
<td>Engineering</td>
<td>(1)</td>
<td>(3)</td>
<td>Excavation</td>
</tr>
</tbody>
</table>

Reading
4. Read the first three paragraphs of the article opposite. Answer these questions.

1. What examples of ‘ineffective team-building activities’ does the author mention?
2. Why do companies continue to run them?

5. Read the rest of the article. Match the advice a–d with gaps 1–4 in the article.

a) Create an open and honest atmosphere.
b) Learn from the best leaders.
c) Have a common plan.
d) Focus on a clear objective.

6. Which essential team-building characteristic is missing in each situation 1–4?

1. We’re going round in circles. It’s like a ship without a captain!
2. The project scope is too wide and unclear.
3. I think we all know where we’re going, but we have different views on how to get there.
4. We all get on OK, but everyone’s too politically correct.

Discussion
7. In small groups, discuss the questions.

1. Have you ever played volleyball? What are the principles of the game?
2. Volleyball has often been called the ultimate team sport. Why is this, and what lessons can be applied to project management?
3. What lessons can be learned from other team sports or group activities (e.g. playing in a band)?
Weekend retreats and touchy-feely exercises may do more to create bad feeling than build teams. Instead, take some lessons from a winning volleyball coach.

It’s time someone finally said it: most of what passes for team-building these days doesn’t really build teams. So why do companies spend millions of dollars annually to make their employees go through ineffective team-building activities: walking around in blindfolds, navigating rope courses, and sitting cross-legged on the floor with paper and crayons, illustrating their ‘life paths’?

There are three reasons. While it’s generally recognized that a great team will beat a mediocre team 99 times out of 100, little hard thinking goes on at most companies about how effective teams are actually built. Employees usually don’t complain about silly team-building efforts, whether out of apathy or for fear of being labelled ‘anti-team’. And thirdly, most team-building practitioners are well-meaning, sincere people whom no one wants to offend.

So if conventional team-building activities are largely ineffective, how do you build a great team? In 1978, I played a supporting role on a volleyball team that won the first National Championship in our university’s history. That team was made up of people who weren’t the most physically-gifted athletes in the world. But they merged into a force that was far greater than the sum of the players’ individual abilities.

Nearly 30 years later, what I learned that season remains one of the most important lessons of my life. Great teams – whether composed of athletes, businesspeople, fire-fighters, military commandos, or what have you – teach us four key lessons:

1. One of the most memorable features of my 1978 team was the level of intensity which the players brought to every practice and game. The atmosphere was charged with an emotional commitment that caused members of the team to constantly push each other to give everything in service of the goal.

Far too often, a company thinks it has a team-building problem when what it really has is a goal problem. If you want to build a great team, make sure its members share a determined passion to accomplish something. How do you get that kind of commitment? By involving everyone in the development of the goal.

2. It’s not enough to get a bunch of people together who care deeply about reaching a goal. They need to have a strategy for achieving it. The best team-building tool ever is a good strategy that everyone buys into. If you want to increase teamwork, don’t focus on the team, focus the team on the task.

My team coach had a detailed strategy for winning that the players bought into completely. A part of the strategy was to overcome our physical shortcomings with a commitment to superior conditioning and training. So, for two months the team endured a schedule so demanding that it was the talk of the campus.

3. Yes, trust and respect are key. But ironically, often the best way to increase levels of trust and respect on a team is to get them focused on the goal and the strategy. This gets people saying what they really think. When people say what they really think and are held accountable, trust and respect usually follow. Don’t impose an atmosphere of false politeness.

There was plenty of conflict on the team and people sometimes lost their tempers. But on the court an atmosphere of respect always prevailed. All great business teams share that same quality.

4. There’s no getting around it: great teams usually have great managers. My old team coach still coaches volleyball at that same university today. He has an unrivalled 426–162 win-loss record and has also coached a US team to a World Championship and an Olympic gold medal.

So, learn how to be a great coach. Aspiring business leaders would be a lot better off if they spent less time reading management literature and more time around people like my old coach. The great college coaches may know more about team-building than anyone else in the world. After all, their leadership and team-building skills are measured in real time, in front of real crowds. And they start from scratch with a new team every year.

Glossary
accomplish
aspiring
bunch
buy into
milestone
offend
scope
start from scratch
Discussion

1 With a partner, match the character types in the box with the descriptions a–e. Which type would be the most difficult to manage, and why? Which type are you?

- the bully
- the leader
- the maverick
- the team player
- the workaholic

a) This character does things their own way. They may be effective, but they're difficult to control.

b) This person has a natural ability to encourage others and take a project through to success.

c) This person doesn't know when to stop, and they often believe the office would collapse without them.

d) This person imposes their personality on others, making other people feel bad in the workplace.

e) This person has a natural ability to fit in. They make positive contributions and build good relationships.

2 Which character types in Exercise 1 do you associate with the adjectives in the box?

- aggressive
- anxious
- charismatic
- confident
- cooperative
- decisive
- easy-going
- friendly
- helpful
- impatient
- independent
- individual
- motivating
- obsessive
- over-critical
- single-minded
- stressed
- unpredictable

Listening

3 Listen to an HR manager and a line manager talking about three members of their team. Decide which of the character types in Exercise 1 describes each person.

Anna _______________ Bjorn _______________ Katia _______________

4 Listen again. Which adjectives do you hear that confirm your answers in Exercise 3?

Expressions

5 The expressions in bold were all in the recording. Match expressions 1–8 with the replies a–h. Use a dictionary to help you if necessary.

1 Marion is in danger of burning out.  a) Except Rob, but he doesn’t like anyone!
2 How are you settling in?  b) I wish I could, but things are just too hectic.
3 If we want to succeed, we must pull together.  c) I know. He asked me to do his report for him!
4 He’s always passing the buck!  d) No, you can rely on me.
5 She gets on well with everyone.  e) Perhaps we should run a team-building course?
6 Don’t let me down, will you?  f) Yes. She’s a workaholic. It’s affecting her health.
7 Dave isn’t pulling his weight!  g) You’re right, and that means more work for us!
8 You should learn to take it easy.  h) Fine, thanks, though I still don’t know everyone.
Defining words

6 Match the people involved in a project in 1–5 with the definitions a–e.

1 Sponsor
2 Project manager
3 Project team members
4 End users
5 Key stakeholders

a) The people who will benefit from the end results of the project on a day-to-day basis.
b) The person or group of people who decided the project was needed in the first place.
c) Anybody who might be affected by the project, whether positively or negatively.
d) The person responsible for running the project and delivering on time and within budget.
e) Staff chosen for the skills they can bring to the project, often from different departments.

7 Read the list of people or groups involved in or affected by a motorway construction project. Match them with the key players 1–5 in Exercise 6.

a) truck and car drivers
b) the Ministry of Transport
c) a senior engineer in a major civil engineering company
d) a plant hire company, an environmental protection group and villagers living near the proposed route
e) a civil engineer, a surveyor, an environmental engineer and a transport consultant

Collocations

8 Complete the sentences with the correct form of the verbs in the box. In some sentences, more than one verb is possible.

achieve establish fix meet miss reach set stick to

1 Unless the team really pulls together, we'll never achieve the deadline on the Malaysian order.
2 The project has been difficult so far. However, once we reach the next milestone, everything should get easier.
3 To make sense of our tasks, we need to establish a timeframe within which we can all work.
4 Frank is such an unreasonable boss: he always miss our targets for overseas sales too high.
5 Congratulations! We've achieved our targets for quality this year due to all your hard work.
6 We've been vague about the schedule for too long. It's time we set a date for definite and moved on.
7 In the end, I missed my deadline for my accountancy project, but it didn't matter: everybody else was late too.
8 Sam's excellent at getting things done on time, but she finds it impossible to stick to her budget.

Discussion

9 In small groups, take turns to describe your personality, your strengths and weaknesses, and what you would be good or bad at doing in a project.
4.3 Grammar  Regrets, speculation and habits

Past modals

1. Work with a partner. Speculate about what happened in the photo and where it was taken. Then change partners and exchange your ideas.

There might have been a tornado.
The photo could have been taken in the USA.

Regrets and third conditionals

2. With a partner, read the Fukushima Facts below. Say how the Fukushima nuclear accident, which resulted from a tsunami, could have been avoided or its impact reduced. Take turns to suggest what they should/ought to/could have done (A) and react using the third conditional (B), as in the example.

A: They shouldn’t have built the power plant on the coast.
B: Yes, if they’d built it inland, it wouldn’t/might not have been damaged.

Fukushima Facts

- The Fukushima power plant was built on the coast.
- It was built in a seismic area.
- The tsunami wave was 14 metres high.
- The plant was designed to resist a wave of 5.7 metres high.
- 80,000 people living in a 20 km radius of the plant were evacuated.
- TEPCO, the plant’s operator, ignored the findings of a tsunami study in 2008.
- The plant’s electricity supply was completely cut off as emergency generators were destroyed by the tsunami.
- Without electricity, it was impossible to pump cooling water to cool the reactors.

Used to, be used to and get used to

3. In small groups, brainstorm the situation before and after the Fukushima disaster. Think about:

- how things used to be
- how things are now
- what people are used to/are not used to
- what people have had to get used to.

Use the topics in the box to help you. When you’ve finished, report your ideas to the class.

<table>
<thead>
<tr>
<th>business</th>
<th>college</th>
<th>housing</th>
<th>jobs</th>
<th>production</th>
<th>school</th>
<th>staff</th>
<th>transport</th>
</tr>
</thead>
</table>

I think many people used to work in businesses near the plant. A lot of businesses are probably still not up and running yet. I don’t think these people are used to their new lives yet. They’ve probably had to get used to working elsewhere.
Regrets

4 The photos show two people whose career paths have been very different. Which person regrets their decisions more?

Yeah, I remember Kim. I studied business administration at college with her. We had a great time. I took a job as a trainee accountant in London at the same firm as her. But I felt it just wasn’t for me. I was earning good money, and they offered me a salary of £45,000 just to stay, but I said no. Instead, I downshifted. I left to become a dairy farmer. When I look at the people I used to work with, we’re really different now. They live in nice houses and drive expensive cars. But overall, I think I made the right choice. I’m really happy on my farm. And I’m not at all stressed.

I studied business administration at college, but I didn’t really enjoy it. I always really wanted to be a vet, but I made the wrong study choices. In the end, I joined an accountancy firm. Now I’m a senior partner, which means I have a great salary. But I sometimes think there’s something missing. My friend Grant, who joined the same time as me, left after a few years to start a farm. He asked me to help him set it up, but I said no. I think it was the wrong choice. He says his job’s not at all stressful, but mine is constant pressure.

5 Complete the sentences with appropriate past modal forms of the verbs in brackets.

1 Grant ______ (have) a career as an accountant, but he left.
2 Grant ______ (earn) £45,000 or more, but he turned it down.
3 In the end, Grant doesn’t think that he ______ (stay) at the accountancy firm.
4 Kim thinks she ______ (study) to become a vet, not an accountant.
5 Kim now thinks that she ______ (leave) the accountancy firm and started a business with Grant, but she said no.
6 Kim ______ (live) a less stressful life on a farm.

6 Complete the sentences with your own ideas, based on the stories about Grant and Kim.

1 If Grant had stayed at the accountancy firm, ...
2 If Kim had studied to become a vet, ...
3 If Grant hadn’t become a farmer, ...
4 If Kim had helped Grant start his farm, ...

7 Look at the activities in the box. Which are part of Grant’s past? Which are part of his life now?

- earn a lot of money
- work under pressure
- have a slow pace of life
- run my own business
- work in London
- work with animals

8 Write sentences about Grant using the ideas in Exercise 7. Use used to or be used to and the correct form of the verb.

Discussion

9 Imagine you have recently quit a very well-paid business job to start a different life on a farm. Use the ideas in the box to imagine your life in the city and your life now.

- food
- holidays
- home
- how you spend your money
- means of transport
- social life
- typical day

10 In groups, exchange memories of how you used to live. Say what you are finding it hard to get used to now.
Discussion

1. Decide how you would respond as a manager to each of these situations. Choose options from the list a–l.

1. A new employee has failed to complete an important project.
2. An experienced employee has failed to complete an important project.
3. A new employee has delighted customers with exceptional service.
4. An experienced employee has delighted customers with exceptional service.

   a) fire the employee
   b) supervise the employee more closely
   c) scream and shout for twenty minutes
   d) have a heart-to-heart talk to identify the causes
   e) give them a final warning
   f) do nothing
   g) pay them a bonus
   h) give them more autonomy
   i) thank them for their hard work
   j) give them a promotion
   k) tell them not to overdo it
   l) something else

Reading

2. Read the two procedures for coaching team members and explain why opinions a–f below are incorrect.

**Make contact**
- Set the scene: describe the time, place and situation when the employee’s performance was exceptional.
- Refer to the work in question.

**Diagnose the problem**
- Elicit the causes of the problem (behaviour, method, equipment, organization, etc.).
- Express your opinion.
- Explain the consequences for the organization.

**Commit to action**
- Offer suggestions which recognize the employee’s good points but eliminate the faults.
- Invite the employee to make comments.

**Conclusion**
- Set new objectives, stating the methods to be used and a deadline.

Constructive criticism

1. Just let your people know if you’re happy with their work: you don’t need to go into details.
2. People know when they’ve messed up: they don’t need me to tell them. I just shout to let them know how I feel about it.
3. Never mention an employee’s qualities, next thing you know, they’ll want a pay rise.
4. Don’t expect your assistant to understand what went wrong: if she knew, she’d be doing your job!
5. Congratulating someone on a job well done is a good opportunity to set them more ambitious objectives.
6. If it works for the army, it works in business. Tell them to work harder, and no talking back!
Listening
3 1:60–1:61 Listen to two interviews between Mrs Gómez, a store manager in the Philippines, and Rafael, a department supervisor. Answer the questions.

1 What did Rafael a) do right and b) do wrong?
2 How do you think Rafael feels at the end of each interview?

4 1:60–1:61 With a partner, find suitable words to complete the useful expressions for coaching in the checklist. Then listen again and check your answers.

Useful expressions: Coaching

Setting the scene
As you ________, the last three weeks have been really busy.
It ________, there was a problem with …

Giving praise
I want to say how much I ________ your …
I'm very ________ for the support you have ________ me personally.
These are qualities the company ________.

Diagnosing a problem
Can you tell me ________ what ________?
Do you have any ideas ________ why …?

Committing to action
What do you think we can do to ________ this doesn't happen again?
So if you need help, you will ________ to me, won't you?

Concluding
Let's just ________ what we have agreed.
________ in a month's time to see how you're getting on.
________, Rafael, and thank you!

5 When giving constructive criticism, asking questions rather than making statements helps to reduce tension and establish a dialogue. Translate Mrs Gómez's thoughts into the questions you heard her use by putting the words into the correct order.

1 I want to see you in my office, now!
   Could / a / have / I / word / just / ?
2 You should know better than to be rude to a customer!
   You / afford / basic / can / can't / care / customer / forget / skills / to / you / your / ?
3 You're not a beginner any more!
   You've / for / been / now / three / us / what / with / years / ?
4 If this happens again, you're out!
   You / can / consequences / do / don't / have / kind / problem / this / of / realize / serious / you / ?
5 That's all, we've already wasted enough time on this!
   Is / add / anything / like / else / there / to / you'd / ?
6 I take it you understand that.
   Are / comfortable / that / with / you / ?

Roleplay
6 With a partner, take turns to be a manager and an employee. Decide what the employee has done right or wrong, and roleplay interviews recognizing merit or giving constructive criticism. Follow the procedures in Exercise 2.
4.5 Writing | Reports

Discussion
1. Read the reasons for performance appraisals in the box. Decide which benefit the employer most and which benefit the employee.

- discussing rewards
- encouraging communication
- identifying strengths and weaknesses
- planning training
- reviewing progress
- setting achievable goals
- stating career objectives

2. With a partner, number the sections of a report in a logical order from 1–7.

- Introduction
- Procedure
- Findings
- Executive summary
- Conclusions
- Recommendations
- Title

Model
3. Read the report and number the paragraphs in the correct order 1–6.

Analysis
4. Answer the questions about the report in Exercise 3.

1. Which headings from Exercise 2 match the paragraphs in the report?
2. What other methods can be used to organize information in a report?
5 With a partner, match the linking words and expressions from the box with the categories a–e. Find examples of similar expressions in the report in Exercise 3.

due to  finally  for example  moreover  next  overall  therefore  to sum up

a) Sequencing  
   b) Giving examples  
   c) Adding  
   d) Expressing cause and result  
   e) Summarizing

6 Complete the sentences with appropriate linking phrases.
1 We wanted the survey to be anonymous ________, names did not appear on the questionnaire.
2 Firstly, staff completed questionnaires ________, they were interviewed by consultants.
3 The questionnaire covered job satisfaction ________, some questions touched on company image.
4 Interviews were limited to 30 minutes each ________, the very tight schedule.
5 ________, the results were positive but we agreed that there were lessons to learn.
6 Formal appraisal interviews will be introduced ________, dissatisfaction with the existing system.
7 There are several reasons for adopting appraisal interviews, ________, they can motivate staff.

7 It is possible to write a report in an active or passive style. An active style is more direct. A passive style is more impersonal. Make the report in Exercise 3 more direct by changing the phrases in bold to active sentences.

8 Look at the email and the notes below. What does your boss want you to do?

From: Lou Tyler
Subject: Annual appraisal review

Remember when we set up the appraisal scheme last year, we agreed on a review after one year? Well, the review is finished and I attended a meeting on it yesterday. I’ve left the notes I took on your desk. I don’t have much time to do the report so could you do a first draft?

APPRAISAL SCHEME REVIEW
- Appraisal interviews: done in December by line managers.
- During interviews: we asked for their feedback on the scheme. Most positive. One or two objections: lack of time (interviews too short – just 45 mins); and lack of ‘objective measurement of performance’.
- Overall, positive. Increase the time allocated (one hour? trial next year).
- Fred Berger (HR) to develop more objective performance indicators (targets to reach, etc.) will report in January.
- Final scheme to be approved by Board of Directors.

Write a short report for your boss using the company template to help you.

Title
Introduction – Explain the background to the report and why you are writing it.
Procedure – How was information gathered?
Findings – What information was gathered?
Conclusions – What conclusions can you draw?
Recommendations – What recommendations can you make?
4.6 Case study  Trident Overseas

Discussion
1 Imagine you are working on a different continent from your own in which the business culture is different. Answer the questions.
1 In your opinion, can the same business methods and ethical standards be applied all over the world? Should they be adapted to local culture?
2 What cultural differences might you find? Consider these categories.

DiscussionINA

management style  personal development
productivity  recruitment  time management

Reading for detail
2 Trident is a British-based oil company which operates in Africa. Read the magazine article and the email from a sales manager. Answer the questions.
1 What determines petrol prices?
2 Why is customer service important?
3 How do local managers often behave?
4 Who owns the stations?
5 Why has John Thorpe been out of the office?
6 What did he find out?

Drivers in Europe and America have become accustomed to buying petrol in deserted, fully automated petrol stations. In Africa, however, customers are greeted with a friendly smile and a polite welcome as they are directed to the appropriate pump. They can then sit back and watch uniformed forecourt staff fill the tank, top up the oil and wash the windscreen.

With extreme driving conditions, few new cars and little available income for engine repairs, oil sales are strategic and highly profitable. In many African countries, petrol prices are government-regulated, so quality of service is the crucial factor in attracting customers who will buy oil as well as petrol. At Trident, staff training is a priority; management aim to ensure that customers keep coming back for friendly service and expert advice.

From: John Thorpe

Thanks for your email. Sorry I’ve taken so long to answer. Remember I told you I wanted to get out of the office more? Well, here I am in Kenya! I’ve just started a new job as sales manager for the southern region – from Nairobi to the Indian Ocean, down to Mombasa near the border with Tanzania.

Business in Africa can be very hierarchical; there are some really good managers, but for a lot of them, their idea of getting things done is to keep shouting until they get what they want. That’s going to change! I have three district managers, who each have a team of sales reps who travel around the district meeting dealers. Some of the dealers own their service stations, so we have to handle them with kid gloves, or they’ll just go over to the competition. More and more, we have what we call Young Dealers – employees who we train up to run the company-owned stations. So directly or indirectly, there are three layers of management between me and the forecourt staff and mechanics – sometimes all shouting as loud as they can!

In fact, there’s been a lot of shouting in the Lamu district, and I’ve just come back to Nairobi from a three-day fact-finding trip. Their development project is way behind schedule, so I went down to have a word with the people in the field. It turns out it’s quite a mess, and I could do with some help to sort it out, actually.
3 Complete the organizational chart for Trident in East Africa.

Sales manager

Forecourt staff

Mechanics

4 John Thorpe spoke to three Trident employees on his fact-finding trip. Before you listen, read the notes and add the four names mentioned to the organizational chart.

5 1:62–1:64 Listen to extracts from the interviews and complete the notes.

**Abbe, Mechanic**
Says they are losing (1) ____ as a result of bad morale.
Mr Mbugua sacked some staff in order to hire his (2) ____.
Mr Mbugua is Mr Wambugu’s (3) ____.

**Mr Mbugua, Young Dealer**
Would like Abbe to (4) ____.
Has not checked whether Mrs Mohamed agrees with his (5) ____ policy.
Says that the company gives him no (6) ____.

**Mrs Mohamed, Sales Rep**
Mr Wambugu gives her impossible (7) ____ so she has no time to visit dealers.
Mr Mbugua treats (8) ____ employees very badly.
She tried to (9) ____ Mr Mbugua’s appointment.
Believes that Mr Wambugu wants her to (10) ____.

6 John Thorpe has asked for your advice on handling the situation in the Lamu District. In small groups, discuss the problems and brainstorm possible solutions.

7 1:65 Listen to a voicemail message from Mr Wambugu. How does this affect your strategy?

8 With a partner from another group, roleplay meetings with Abbe, Mr Mbugua and Mr Wambugu to explain what action you have decided to take and, where appropriate, set new objectives.
Quality

1 Make expressions by matching a verb on the left with the words on the right.

<table>
<thead>
<tr>
<th>verbs</th>
<th>words</th>
</tr>
</thead>
<tbody>
<tr>
<td>struggle</td>
<td>a) something a number one priority</td>
</tr>
<tr>
<td>take</td>
<td>b) an end in itself</td>
</tr>
<tr>
<td>make</td>
<td>c) to keep up</td>
</tr>
<tr>
<td>fall into</td>
<td>d) something for granted</td>
</tr>
<tr>
<td>become</td>
<td>e) a person's aesthetic sense</td>
</tr>
<tr>
<td>appeal</td>
<td>f) a trap</td>
</tr>
<tr>
<td>get</td>
<td>g) TQM or other quality schemes</td>
</tr>
<tr>
<td>adopt</td>
<td>h) the job done</td>
</tr>
</tbody>
</table>

2 Find an expression in Exercise 1 that means:

- have difficulty in continuing to do something well
- expect something to always happen in a particular way, and not think about any possible problems
- develop into an activity you do for its own sake

3 Fill in the missing letters to complete the text about different ideas of quality.

To the marketing manager, quality is about (1) __________ing the customer's needs and (2) __________ions.
To the design engineer, who works with tight (3) __________ations and strict (4) __________es, quality is about whether the design is (5) ________ for __________e, and whether the product (6) ________ms its intended functions. To the process engineer, quality is about using (7) __________-n manufacturing to ensure that there is minimum (8) ________e (of effort, money, time and materials). To the quality auditor, quality means the correct application of (9) __________ures, and (10) __________-ce with international (11) __________ds such as ISO 9001. To the end user, quality means that the goods are not (12) __________ive or (13) __________ed in any way. Any service that is provided has to be (14) __________e.

4 Complete the sentences using the words in the box.

faults improvement practice requirements specifications standard

1. If you have a system of continuous __________, you should be able to eliminate all design __________.
2. The process of 'benchmarking' is where best __________ is based on the industry __________.
3. Technical __________ in areas like safety are often based on statutory __________ imposed by the government.

5 Add one word to each sentence to make correct passive forms.

- 1. this machine serviced regularly?
- 2. Is the machine serviced at the moment?
- 3. Has the machine been serviced recently?
- 4. the machine serviced last month?
- 5. Was the machine serviced during the lunch break yesterday, when production stopped for an hour?
- 6. is the machine going to be serviced next month?
- 7. The machine could be serviced last month.
- 8. The machine should have been serviced last month.

6 Match 1–7 with a–g so that both expressions have approximately the same use in a presentation.

- 1. This graph shows the ...
- 2. I think that covers ...
- 3. In other words, ...
- 4. Is that clear so far?
- 5. So, now let's turn to ...
- 6. Just to digress a moment, ...
- 7. Basically, ...

- a) By the way, ...
- b) Does that make sense?
- c) Now I'd like to look at ...
- d) What I mean is ...
- e) As you can see, ...
- f) That's all I want to say about ...
- g) I must emphasize that ...

7 Write the pairs of expressions from Exercise 6 next to the most appropriate headings below.

Referring to graphics: ______
Digressing: ______
Restating/Reformulating: ______
Emphasizing: ______
Checking understanding: ______
Ending one point: ______
Moving on: ______

8 Put the words in bold in the correct order to make some common email expressions. Mark the expressions I (informal), N (neutral) or F (formal).

1. grateful / I / be / would / you / if / could ... reply by Wednesday.
2. me / posted / keep / .
3. sorry / I'm / about / very ... the trouble caused.
4. see / can / it / to / you / ?
5. find / solution / a / I'm / we / sure / can / .
6. informed / keep / of / please / you / could / me ... developments.
7. worry / don't / get / I'll / it / onto / .
8. sincere / please / our / apologies / accept / .
9. sure / make / I'll ... the goods reach you by Friday.
10. me / let / please / do / what / plan / know / you / to / .
Feedback

1 Fill in the missing letters to complete the sentences about team-building.

1 A to______y____ ly exercise is one where people express themselves honestly and physically.
2 If a lot of h____ d thinking goes on, then the thinking involves much effort.
3 A well-known saying states that ‘The whole is g______ er than the sum of its parts.’
4 If you have enthusiasm and the determination to work hard at something, then you show c______ment.
5 If you acc______ish a goal, it is the same as saying that you s______ve it (succeed in doing it).
6 If you believe in an idea or a strategy, then you b______ it. (phrasal verb)
7 No one is perfect, but with effort we can o______ me or our sh______nings.
8 If somebody is h______ d acc______ able for their thoughts and actions, then they have to explain them and be willing to be criticized.
9 Try to stay calm. Don’t lose your t______ r and get angry.
10 We have to go right back to the beginning and s______t from sc______ch.

2 Complete the descriptions using the two most appropriate adjectives from the box.

aggressive charismatic cooperative helpful impatient individual motivating obsessive predictable

1 A bully is _______ and _______.
2 A team player is _______ and _______.
3 A leader is _______ and _______.
4 A workaholic is _______ and _______.
5 A maverick is _______ and _______.

3 Match expressions 1–8 with their meanings a–h.

1 burn out 2 settle in 3 pull together 4 pass the buck 5 get on/along well 6 let someone down 7 pull your weight 8 take it easy

a) work with other people to achieve something b) relax and not let things worry you c) make someone else deal with something that you should take responsibility for d) become familiar with a new job e) have a friendly relationship with someone f) do your share of the work g) disappoint someone, because you didn’t do what you promised h) be unable to continue working because you have worked too hard

4 Match each verb with a noun. Several answers are possible, but the clues in brackets will guide you to one particular solution.

1 meet a) a budget (= not change)
2 set b) a date (= set/decide)
3 fix c) a deadline (= finish at the right time)
4 miss d) a deadline (= fail to reach)
5 achieve e) a milestone (= arrive at)
6 stick to f) a target (= decide/fix/establish)
7 establish g) a target (= be successful after effort)
8 reach h) a timeframe (= make it exist)

5 Complete the sentences using the correct form of the verbs in brackets. They are all past modals.

A: I regret what I did. I (1) ______ (should/do) things differently.
B: No, don’t blame yourself. You (2) ______ (could/not do) anything else. I (3) ______ (would/act) in exactly the same way if I’d been in your shoes.
A: You’re wrong. Things (4) ______ (might/be) very different if I hadn’t been so stupid. I (5) ______ (ought/not/pay) attention to that terrible advice in the astrology section of my magazine.

6 Cover Exercise 5 and complete the sentences below using third conditionals.

1 If I (be) in your shoes, I (act) in exactly the same way.
2 If I (not be) so stupid, things (be) very different.

Before you check your answers, look at the modal verb you used in the second part of each sentence. Did you use would both times? What two other modals are both possible and common?

7 Reformulate the aggressive remarks as diplomatic questions. Use the words in brackets.

1 Come to my office right now! (can/word/you/my office)?
2 Why did it happen? (do/have/idea/why)?
3 It would have been a disaster! (do/realize/could/happened)?

8 Underline a word or expression in the memo below that is similar in meaning to: consequently, due to, in conclusion, moreover.

Because of increased raw materials costs, it will be necessary to increase the price of all our products in the next quarter. Therefore, we need an urgent meeting to decide on the exact amount and timing of the increases. In addition, we need to discuss how to present this price rise to our customers. There might also be a case for reducing costs by outsourcing some of our production to a low-cost country. Overall, there is a lot to discuss, so please keep your schedules free for a full-day meeting on Monday 31 August.

Does using the new words in the instructions make the text more formal or more informal?