

# 4 | Departments

## Unit content

By the end of this unit, students will be able to

- talk about responsibilities and departments
- ask about people and departments
- describe departments
- take and leave a message on the phone.

## Context

Having been introduced to language for giving basic personal details, talking about their jobs, and describing parts of their companies, this unit introduces students to the language they'll need to talk about working with other people, both in a department or as part of a team. They also learn the language they need to describe the basic details of their role at work. This language will be helpful when introducing themselves to business contacts for the first time.

So far, students have used the verb *to be* in its present simple form, but this is the first time that the tense is formally looked at with the *I / you / we / they* forms. (Note that the *he / she / it* form is dealt with in the next unit.) The verbs used have already been presented in *Working with words* so the main challenge for students will be to use the auxiliary *do / don't* in negatives, questions, and short answers. In addition, *Practically speaking* introduces *there is / are* in its affirmative form so that students can talk about their company and how it is organized in more detail. By the end of this section, students will be in a position to give short but effective presentations of introduction.

In *Unit 2*, students learnt the basic phrases to start and end a phone call. Now they build on this language in *Business communication* by recycling the language and extending it to include expressions for taking and leaving phone messages. It also revises saying letters, emails, websites, and numbers from previous units so that, by the end, students will have developed a very useful telephoning skill.

## Starting point

From previous lessons, you probably have a good idea of which department students work in or the type of team they are part of. Work through the questions as a class and introduce any necessary words to help students talk about their department. If you have students who don't work in a department, focus on question 3 and ask about whether they work in a team or on their own.

## Pre-work learners

If your students are at a college or university, write these alternative *Starting point* questions on the board for them to discuss:

*What departments are in the university / college?*

*Which department are you in?*

## Working with words

- 1 **30** ▶ After students listen and read the two texts once, you could play the listening again and ask students to speak along with the person on the listening to practise saying the new words in the text.
- 2 Students read the two texts and complete the table.

## Alternative

With false beginners and stronger classes, you could make the activity into a listening task where students listen to the texts instead of reading them and fill in the table. Afterwards, let them read the texts to check their answers.

### Answers

Name	Home	Job	What you do	Number of people
Joanna	Hungary	Sales rep	Meet customers, sell the products	3
Fred Meesmaecker	England	Project manager	Manage a team	8

- 3 Do the first two or three together as a class and then students underline the rest of the verbs. Note that the text includes forms of the verb *to be*, but it isn't necessary for students to underline these.

### Answers

Text 1: live, work, make, meet, sell, have, work

Text 2: live, work, have, manage, have, manage, have

## Extension

You could draw attention to the prepositions that often follow certain verbs by writing these on the board: *work for*, *live in*. With the other verbs, it might be helpful to note how the verbs *make* and *sell* are followed by words related to products (*make CD-ROMs*, *sell the products*, etc.). The verbs *meet*, *have*, and *manage* are sometimes followed by words connected with people (*meet customers*, *have three people*, *manage a team of IT specialists*, etc.). This kind of analysis will help students to see patterns and to help them complete the next activity.

- 4 Students complete the text with the verbs. Ask them to check with a partner before giving the answers as a class.

### Answers

1 live	4 manage	7 sell
2 work	5 have	
3 make	6 meet	

- 5 31 ▶ Play the listening and then check everyone can say the verbs in 4. In particular, check that they put the stress on the first syllable of the word *manage*.
- 6 Students write a similar text about themselves, using the verbs in 4. Encourage them to try and use all seven verbs if they can, though some might not be relevant. Afterwards, students read their texts to each other.

## Pre-work learners

To adapt the activity for pre-work learners, teach them the verb *study*. Then they can write a description with the verbs *live*, *study*, *meet*, *have*. Alternatively, they could make up a person with a job title and write about their fictional life.

- 7 32 ▶ Allow time for students to study the company and the pictures of the six departments at work. Then students listen and repeat the departments.

## Extension

32 ▶ You could also ask students to listen and write the number of syllables and underline the stressed syllables in each department name (except, of course, IT).

Answers

Logistics (3)	Finance (2)
Sales (1)	Human Resources (3)
Production (3)	

- 8 This activity clarifies students' understanding of what each person and their department is responsible for in a company.

### Answers

1 Carlos	4 Antony	7 Anne-Marie
2 Greta	5 Andreas	
3 Carl and Dan	6 Ilse	

## Extension

Ask students to name some of the departments in their company. Then ask them to write one sentence about each department. The students can begin each sentence with *They*, e.g. *They make car parts*. (Avoid constructions beginning with *It ...* or *The department ...* because the third person form with *-s* is presented in *Unit 5*.)

- 9 33 ▶ Students now know numbers 0–9, so it's easy to present the idea of plurals. Ask them to find the plural forms for all the words in the texts in 1, 4, and 8. Students can listen and check their answers.

## Extension

When you play the listening for students to listen and repeat, you might want to draw attention to the fact that the *-s* ending can have three different sounds: /s/, /z/, and /ɪz/. These are shown in the answer key below in case you would like to focus on this area.

Answers

departments /s/	people
companies /z/	products /s/
employees /z/	technicians /z/
customers /z/	countries /z/
offices /ɪz/	

**Tip** So that students understand the spelling rules behind plurals, ask them to read the *Tip*. Note that none of the words on this page is followed by *-es* (e.g. *boxes*, *churches*). In particular, student should notice that some nouns can be irregular, and you could show them that a good dictionary indicates when a noun has an irregular plural form by asking them to look up the word *person*. Also advise students to make a note of the plural form when they write down nouns in the future.

- ▶▶ If students need more practice, go to **Practice file 4** on page 60 of the **Student's Book**.

- 10 Note that the activity limits the structure to six departments. Some students might want to draw the whole structure, but with very large companies, students should just choose part of the company such as a division with a few departments. In some cases, it will be easier if the students simplify the structure in order to focus on practising the target language.

If some of your students work for the same company, they could work in a group and draw their company structure. If the whole class is from the same company, they can draw in groups and then compare their drawings to see if they agree.

## Pre-work learners and extension

For pre-work learners or as a fun follow-up to **10**, ask students to work in pairs or groups of three. Tell them to make up a company. They write its name and what it produces. Then they draw the structure for their imaginary company in the style of the company shown in **7**. If possible, have students draw the structures on large pieces of paper or design it as a PowerPoint slide so they have a visual aid. Then ask students to give short presentations to the class.

## Feedback focus

Focus on correct use of the verbs and pronunciation of the names of the departments and any plural forms.

-  Refer students to the **Interactive Workbook Glossary** for further study.

## Language at work

- 1 34** ▶ Students read the details and then listen to the beginning of the meeting.

### Answers

Karla – Human Resources   Astrid – Sales   Mark – Finance

- 2 34** ▶ Students could try to complete the sentences before listening if they are false beginners. Then they can listen and check.

### Answers

**1** manage   **3** live   **5** do   **7** work  
**2** don't   **4** work   **6** do   **8** don't

- 3** You could begin by asking students to look back at the sentences in **2** and identify the positive sentences, negative sentences, questions, and short answers. Then ask them to complete the table with *do* or *don't*.

### Answers

Positive	Negative	Question	Short answers
I / you / we / they manage a department.	I / you / we / they <i>don't</i> work in Sales.	Do you / they live in Germany?	Yes, I / we / they <i>do</i> . No, I / we / they <i>don't</i> .

- 4** Note that there are more than six questions, so allow students to make different possibilities.

### Possible answers

Do you manage a department / people / a team?  
Do you live in Spain / India?  
Do you work in a department / Spain / a team / India?  
Do you meet people?  
Do you sell products?  
Do you make products?

## Extension

Ask students if they can make more questions with the same verbs. Ideally they might relate to their specific business such as: *Do you manage a sales office? Do you live in Germany? Do you work in a factory?*

- 5** Students work in pairs and ask and answer the questions in **4**. If you did the extension task above, students could add some of these questions as well.
- 6** Students used these *Wh-* question words with the verb *to be* in the previous unit, so they should be familiar with them.

### Answers

**1** What   **2** Who   **3** Where

**Tip** Because students have already learnt the question *What's your job?* (see *Unit 1*), refer them to the *Tip* so they see that *What do you do?* has the same meaning.

## Pronunciation

For additional pronunciation work, you can look at sentence stress in the question forms. Write the three questions from **6** on the board and underline the words as shown here:

*What do you do? Who do you work for? Where do you live?*

Model and drill the three questions so you stress the *Wh-* question and the main verb.

- 7** Students read eight answers and make questions for each one.

### Answers

What do you do? I'm a production manager. / We manage training courses. / I make computers. / I'm an engineer. / I sell products.  
Who do you work for? We work for a small IT company. / I work for Alcatel-Lucent.  
Where do you live? We live in Lima.

## Extension and one-to-one

Working in their pairs from **7**, students can ask each other the three questions before the final task. With a one-to-one lesson, miss out the next activity and practise the three questions with your student.

» If students need more practice, go to **Practice file 4** on page 61 of the **Student's Book**.

- 8** The whole class stands and walks around asking each other the three questions. If the class is too large, put students into smaller groups of five or six.

## Feedback focus

As students do **8**, you can join in the activity in order to listen to individual students and give help where necessary. Anticipate that some students will have difficulty with the auxiliary *do* and word order in their questions.

## Practically speaking

- 1** We use *there is ('s) / there are* to say that something exists, but at this level avoid any description like this. Present the structure through the context of the sentences in **1**. Once students have underlined the verbs, draw attention to the fact that *there are* is used with plurals and *there's* with singular nouns.

### Answers

There are four people in my department. There's a manager at head office. There are two IT technicians and there's an assistant.

- 2** Student compare the sentences and complete with 's or *are*.

### Answers

's / is  
are

## Pronunciation

Make sure students are saying the contraction *there's*. You could also drill the pronunciation of *there are* and draw students' attention to the linking /r/ sound that occurs like this: *there /r/ are*.

- 3** Students can work in pairs and practise reading the sentences aloud after they have completed them.

### Answers

**1** are      **2** 's      **3** are      **4** 's

» If students need more practice, go to **Practice file 4** on page 61 of the **Student's Book**.

- 4** Allow students some time to prepare their sentences with *there is / there are*. You could allow them to write the sentences in full before speaking. If you have students from the same company, they could work together on their sentences and give a small presentation to the class.

## Pre-work learners

As an alternative, students at universities or colleges could write sentences about a company they know well or they could write about their place of study including:

- *the number of classrooms*
- *different departments*
- *the number of teachers and / or lecturers.*

## Business communication

- 1** These lead-in questions introduce the context of making calls internally around the office and that many companies use English as their company language. Discuss both questions as a class. Miss the questions out with pre-work learners and go straight to **2**.
- 2** **35** ▶ Before students start listening, you could ask them to read the message and say what type of information is missing; for example, name of a department, type of website, end of web address, and a telephone number.

### Answers

**1** IT      **3** .co.uk?  
**2** sales      **4** 07700 897 833

- 3** **35** ▶ Play the listening again and students complete the conversation. Refer them to the *Key expressions* on the left of the page for help.

### Answers

**1** a message      **4** don't      **7** call, back  
**2** I'm calling      **5** repeat      **8** give, message  
**3** Go ahead      **6** Is there

- 4** Students play the parts of Martha and Janusz and read the conversation in **3**.

## Extension

Ask students to cover the conversation in **3** and role-play the telephone call again, but only using the notes in the message in **2**. They don't have to use exactly the same words, but they should try to follow the same structure and they can use phrases from *Key expressions*.

» If students need more practice, go to **Practice file 4** on page 60 of the **Student's Book**.

- 5** Students turn to the *Information files* and role-play two telephone conversations, so sit them back-to-back or use real phones. After they have done both role-plays, give feedback and then ask them to change partners and repeat the activities if necessary.

## Extra activity

Ask each student to prepare a message for a real person they work with in their own company. Then they work in pairs and take turns to telephone and leave the message for the person in their workplace.

## Feedback focus

Taking and leaving a message brings together a number of language points including some from previous units such as spelling, saying numbers, and saying websites as well as the new language on the page. Provide remedial help with any recurring errors. Note also that students should try to use friendly and polite intonation on the phone so you could drill some of the expressions in *Key expressions* if you feel students need to (or are ready to) work on this area.

- ② Refer students to the **Interactive Workbook Email and Phrasebank** sections for further study and to **Exercises and Tests** for revision.

## Activity

Unlike *Units 1 to 3*, this activity page is more like a case study, so you will need to lead students through it carefully, step-by-step. The basic scenario is that the students work at the head office of a company called Synox Solutions and they receive three voicemails. They have to note the key information and then decide which person on the company contacts list needs to receive the message.

- 1** Students read about the company and answer the questions.

### Answers

- 1** in Bristol in England
  - 2** They manage computer systems and write new software.
  - 3** Human Resources and Sales. The rest of the staff are IT technicians and they work in teams (not departments).
  - 4** This last question is subjective and what students answer may depend on the size of their own company. However, from the description it sounds like quite a large independent company.
- 2 36** ▶ Students may need to listen twice to make sure they have the key information. Make sure they aren't trying to write every word, but that they listen for the main words only. After each message, students can compare their answers with a partner.

### Suggested answers

Message 1  
 Caller: Raul Avasthi  
 Reason for call: A software problem in the office in Dubai  
 Message: Call 00941 775 7568

Message 2  
 Caller: Emily in HR  
 Reason for call: Problem with car  
 Message: Tell her team she's late

Message 3  
 Caller: Jan Wilders in Rotterdam  
 Reason for call: Problem with new software  
 Message: Call him on his mobile: 0031 476 4857. It's urgent!

- 3** Students work together and talk about which person on the list of names and departments needs to deal with the message. To complete the task, students need to think about the departments and what they are responsible for.

### Answers

Message 1 is for Tyler Khan-Yates because this is a new caller from Dubai with potential business. Tyler deals with the Middle East region so he should call first.  
 Message 2 is for Gill Reeves because she is Emily's assistant in HR.  
 Message 3 is from an existing customer so can probably go to Frank Rogers in IT Projects or to his assistant, Ray Searle-Jones.

- 4** The students should present their answers to the class and give their reasons.

» **Unit 4 Progress test and Speaking test, pages 54–55**