

Unit 2 - Performance



The objectives for this unit are:

- vocabulary: learn verbs for discussing employer and employee expectations.
- communication: practise giving impromptu presentations.
- grammar: study the different ways of asking questions.

Unit 2 - Performance – Vocabulary I

The following words and phrases appear in the text you are going to read in this section:

correlation a connection between two things in which one thing changes as the other does
There is a direct correlation between staff satisfaction and company profits.

atmosphere the feeling or mood in a place or situation
The hotel offers a friendly atmosphere and personal service.

derive get something from something
He always derives great pleasure from closing a deal.

worthwhile important, enjoyable; worth spending time, money, or energy on
It's worthwhile finding a second buyer just in case.



Employees make a difference to companies, and they are gaining recognition for their contribution. More and more employers are realizing that there is a real correlation between happy staff and a strong bottom line. But what makes us happy at work?

According to the HR Consultants Chiumento's 'Happiness at work' index, employees have interests that rank higher than a big pay cheque, which comes in at a lowly tenth place. Instead, it's people first – feeling part of a friendly, supportive atmosphere, where you have a say in what happens, and where people take care of each other. At Google, for example, they take pride in the fact that employees enjoy a 'fun workspace'.

Second in line on the 'Happiness at work' index comes enjoyable work, where employees derive satisfaction from their achievements. It also helps if you can relate to the values of the company where you work. According to a recent newspaper survey, Innocent, a young, fast-growing fruit drinks company, attracts employees who see a future for themselves in a company with clear values. Innocent 'innocently' claims they want to 'leave things a little better than we find them'.

At Google, where they receive 100,000 job applications a month, their philosophy is to make money 'without doing evil'. Employees are clearly keen to make the most of their opportunities, especially if they feel they are making a worthwhile contribution to their company while helping to improve the world they live in.

Discussing employer / employee expectations: Complete the combinations.

Choose the correct words on the right to complete the verb + noun + preposition combinations.

1 make <input type="text"/> to	<input type="text" value="a say"/>
2 gain <input type="text"/> for	<input type="text" value="recognition"/>
3 feel <input type="text"/> of	<input type="text" value="pride"/>
4 have <input type="text"/> in	<input type="text" value="a future"/>
5 take <input type="text"/> in	<input type="text" value="a difference"/>
6 see <input type="text"/> for	<input type="text" value="part"/>

Discussing employer / employee expectations: Match the combinations with the definitions

Match the combinations on the right with the definitions on the left.

1	get public praise or reward for work / actions	see a future for
2	be able to influence a decision by giving your opinion	feel part of
3	get satisfaction from doing something well	have a say in
4	have an effect on something	gain recognition for
5	know that you are included and involved	make a difference to
6	think that something / someone will do well	take pride in

Unit 2 - Performance – Vocabulary II

The following words and phrases appear in the recording from the online course:

prospective expected to do something or become something; potential
He showed a **prospective buyer** around the property.

know-how knowledge of how to do something and experience of doing it
We need skilled workers with **technical know-how**.

rapport a friendly relationship in which people understand each other very well
She understood the importance of **establishing a close rapport** with clients.

on-the-job while working; at work
We provide **on-the-job** training.

Discussing employer / employee expectations: Practice

Complete the sentences by choosing the correct endings.

- 1 We believe in .
- 2 The sales team has really built up .
- 3 I'm working too much. I need to strive for .
- 4 We would like to put the new software to .
- 5 He's never demonstrated .
- 6 The new staff have really lived up to .
- 7 We like managers to show .
- 8 You need to seek out .
- 9 This department would benefit from .
- 10 Let's ask Sandra to do the interview. She can really think on .

- the need to improve staff happiness
- the ability to work under pressure
- her feet when necessary
- more diversity of opinion
- the test before buying it
- expectations so far
- a healthier work-life balance
- a willingness to do the extra hours if needed
- opportunities for growth or you'll go bankrupt
- rapport with their customers

Discussing employer / employee expectations: Complete the combinations with prepositions.

Complete the combinations with the correct prepositions. You must only write one word in each space.

- 1 demonstrate the ability
- 2 seek opportunities
- 3 believe the need for ...
- 4 show a willingness
- 5 benefit diversity
- 6 build rapport
- 7 live to expectations
- 8 strive a healthy work-life balance
- 9 think your feet
- 10 put someone the test

Unit 2 - Performance – Communication

Key phrases:

Setting the context	Responding to questions and challenges	Responding to requests for detail
Where we are at the moment is ...	I was coming to that.	Let me check ... and I'll get back to you.
What I can tell you is that ...	I have to admit that ...	I can't remember exactly, but off the top of my head ...
I'd like to be able to ... but unfortunately I can't ...	You're quite right, we need to address this.	I can double check if you like?
You'll appreciate that I still need to ...	That's a good point.	I don't have the exact figures, but what if I ...?
Signalling intention	Highlighting key points	
Perhaps it would be a good idea if I just ...	So, the first thing is ...	
I'd just like to sketch out ...	And I think you should be aware that ...	
Let me just touch on ...	So that's one key point right there.	
I think that's covered everything.	... and I think this is a really important point ...	
	So, the main thing to remember is ...	

Giving an impromptu presentation: Categorize the phrases

Read the phrases and decide if each one is used to **set the context** (for the whole talk) or to **signal intention** (of what the speaker wants to cover).

- Where we are at the moment is ... --
- What I can tell you is that ... --
- I'd like to be able to ... but unfortunately I can't ... --
- You'll appreciate that I still need to ... --
- Perhaps it would be a good idea if I just ... --
- I'd just like to sketch out ... --
- Let me just touch on ... --
- I think that's covered everything. --

Unit 2 - Performance - Grammar: Using questions.

yes / no questions

Yes / no questions are questions that could be answered *yes* or *no*. They usually begin with an auxiliary verb or *be*, followed by the subject. It is often polite and appropriate to give extra, more detailed information along with the answer.

A *Is this the best solution?*

B *Yes, after detailed research we're convinced that it is.*

wh- questions

Wh- questions ask for specific information about people, places, etc., and begin with *what*, *where*, *when*, *why*, *how*, *which*, *how many*, etc., followed by inversion of subject and auxiliary (note the inversion of *did* and *you* in the example below).

A *Where did you study for your MBA?*

B *In Stanford. Why do you ask?*

Using statements as questions

1 A statement can sometimes have the function of a question. In writing, this is shown by a question mark.

A *And you trained as a lawyer before moving into banking?*

B *Yes, that's right.*

2 Particularly in speech, we can sometimes use parts of statements to similar effect.

A *And your other interests?*

B *I like football and tennis.*

Question tags

1 We can follow a statement with a question tag to check or confirm information, or to check that the person we are talking to agrees with us or is following what we are saying. Usually a positive statement has a negative tag and vice versa.

They said they'd arrive around midday, didn't they?

It's probably best if we deal with that later, don't you think?

2 Note that it is possible to have a positive tag after a positive statement, to express, for example, a reaction to something you have just heard.

And you're happy with that decision, are you?

Indirect questions and modals in questions

1 In indirect questions, the question that asks for information is contained within another question or a statement. Unlike with standard questions, there is no inversion of subject and auxiliary.

I'd like to know how many days annual leave you offer. (More direct: How many days annual leave do you offer?)

2 Modal verbs are also used to make a question less direct.

Would you say that you're a team player? (More direct: Are you a team player?)

May I ask if you'd be likely to accept the job? (More direct: Are you likely to accept the job?)

Could I check whether you've signed in with security? (More direct: Did you sign in with security?)

Functions of questions

Questions can have a range of functions beyond asking for information. We can use them

1 to check that the audience is following or that they understand

It's not, is it, a question of threats, but of opportunities, do you see?

2 to set up or introduce a subject which you can then explain

What are our objectives for the coming year? Well, first of all, we hope to

...

3 to give yourself time to think, or to give the audience a pause in concentration

And then, erm, how can I put this? Well, we have decided that ...

4 to challenge what somebody has said

And you really believe that these measures will have an effect, do you?

5 to lead someone towards a specific point of view

That may not be a good thing, surely?

Don't you agree that it's better to wait?

Using questions: Match the questions to the structures.

Match the questions taken from the presentations with the correct structures: **wh- / how question**, **question tag**, **statement as question**, or **modal verb question**

1 Now, how can I put this? -- <input type="text"/>	6 It's probably best if I just highlight some of the ideas we came up with, don't you think? -- <input type="text"/>
2 If it was just one or two individuals, then just how useful are the results? -- <input type="text"/>	7 And you've still got time to do that, have you? -- <input type="text"/>
3 Anya, can you give us an overview of where we are with this? -- <input type="text"/>	8 Would you like to run through the union complaints briefly? -- <input type="text"/>
4 I assume everyone participated in the brainstorming, did they? -- <input type="text"/>	9 OK. How long do I have? -- <input type="text"/>
5 I don't know if you've heard of a 'balanced scorecard'? -- <input type="text"/>	10 Anya, you haven't said anything about management training? -- <input type="text"/>

Using questions: Practice.

Correct the mistake in each sentence.

1 You send a CV with the application form? I can't find it.
2 Would I just ask you for your name and contact details?
3 Where you did your MBA?
4 I like to know a bit more about the department, if possible.
5 The interview went well, it did?
6 Will you say you're happy in your current job?
7 Don't I know if you've met our HR Director before?
8 You will accept the job if they offer it to you, don't you?
9 I was wondering if could you tell me a bit more about the benefits package.
10 Could you tell me where is your office?