

Unit 5 - Change



The objectives for this unit are:

- vocabulary: learn words and phrases for discussing working practices.
- communication: practise giving a formal presentation.
- grammar: study how to speculate about future changes.

Unit 5 - Changes – Vocabulary I

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

era a particular period of time that is different from other periods.

When she left the firm, it was the end of an era.

aversion to a strong feeling of not liking something/somebody.

Sam is so lazy, she seems to have an aversion to work.

seamless without any difficulties or delays between one stage and the next.

There was a seamless transfer of power from the director to her replacement.

Discussing working practices: Read the text and complete the survey

Read the text. How good is your organization at changing with the times? Decide to what extent you agree with the statements below in relation to your workplace.



Quite a few organizations invest in new offices and information systems in order to improve efficiency, but they do comparatively little to **transform** a corporate culture that is often rooted in a previous era. Others seek to **implement** innovations in their working practices and **procedures** – such as flexible hours, teleworking, policies for work-life balance – without **putting in place** the necessary infrastructure of facilities and technology. Some companies manage to combine a poor infrastructure with an aversion to any kind of cultural change. But of course there are a few that get it right, combining both innovative working practices and the **means** to make them work.

HOW GOOD IS YOUR ORGANIZATION AT CHANGING WITH THE TIMES?

Decide to what extent you agree with the statements below in relation to your company. Write a number from 1–5 in the space provided.

- The company buildings create a **dynamic** working atmosphere. 1 2 3 4 5
- In order to be able to work here you need to **access** paper files. 1 2 3 4 5
- Staff can work wherever and whenever is most **effective** for the job in hand. 1 2 3 4 5
- Meetings have a sense of **purpose**, and result in decisions. 1 2 3 4 5
- Seamless technology across all our sites enables us to perform competitively. 1 2 3 4 5
- Most staff are given the **option** to work flexible hours. 1 2 3 4 5

Strongly agree 1 2 3 4 5 Strongly disagree

Are the words in green in the text adjectives, verbs or nouns? Put the word in the correct column.

Discussing working practices: Practice

David	How can we create a <input type="text"/> working environment?	effective
Nick	Well, we can <input type="text"/> measures in place to help motivate the staff.	transform
David	What would our <input type="text"/> be?	access
Nick	Well, for a start our <input type="text"/> needs to be clear and easy to understand.	implement
David	So this would enable staff to be at their most <input type="text"/> ?	dynamic
Nick	Exactly. Another thing we need to do is <input type="text"/> a training programme to help employees build their skills.	options
David	Yes. Staff should be able to <input type="text"/> information about courses and seminars on the intranet.	purpose
Nick	Also we need to completely <input type="text"/> the canteen and social areas.	put
David	What would be the <input type="text"/> of that?	procedures
Nick	Well, improving our facilities would be a <input type="text"/> of improving staff motivation.	means

Unit 5 - Changes – Vocabulary II

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

Lay out plan how something should look and arrange it in this way
Our office is laid out in an open plan style without individual cubicles.

ongoing continuing to exist or develop
Training is part of our ongoing career development programme.

sponsor a person who introduces and supports a proposal for a new law, plan, etc.
Larry Smith MP is a leading sponsor of the immigration bill.

Discussing working practices: Complete the collocations

Complete the verb + noun collocations.

1	accommodate	<input type="text"/>	<input type="text" value="results"/>
2	achieve	<input type="text"/>	<input type="text" value="progress"/>
3	anticipate	<input type="text"/>	<input type="text" value="information / knowledge"/>
4	facilitate	<input type="text"/>	<input type="text" value="needs / requirements"/>
5	generate	<input type="text"/>	<input type="text" value="enthusiasm"/>
6	exchange	<input type="text"/>	<input type="text" value="change"/>
7	assess	<input type="text"/>	<input type="text" value="problems"/>
8	measure	<input type="text"/>	<input type="text" value="success"/>

Discussing working practices: Match the collocations with the meanings

Match the collocations with the meanings.

1. Predict what things could go wrong or be difficult
2. Make it possible or easier for things to change
3. When two or more people share what they know
4. Judge how much something has developed
5. Make people excited about something
6. Provide what a particular person or group needs
7. Successfully produce or cause something good
8. Judge how much success has been achieved

facilitate change
generate enthusiasm
anticipate problems
assess progress
exchange knowledge / information
accommodate needs / requirements
achieve results
measure success

Unit 5 - Changes - Communication

Key words from the unit related to giving a formal presentation:

Outlining a structure I've divided my talk up into ... First of all, I'll ... After that, I'll ... I'll conclude with ... Beginning the presentation I'd like to start by saying ... Referring forwards / backwards / sideways I'll return to ... later. As I said earlier, ... I'll say more about ... in a moment. Just to digress for a second, ...	Signalling the next section OK, moving on ... Turning to ... This brings me to ... Ensuring understanding Just to fill you in on some of the background, ... By ... I mean ... Now I don't know if you're familiar with ... Well, ... refers to ... This is where ... And perhaps here I should explain what I mean by ... That's when ... So, for example, ...	Ending the presentation And this is my key point. To sum up, ... I'll be happy to take any questions now.
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Giving a formal presentation: Categorize the phrases

Match the phrases with the functions.

1 Refer to a later point

2 Outline the structure

3 Beginning the presentation

4 Explain the term 'demuting'

5 Explain the term 'career nomads'

By 'X' I mean ...

Well, 'X' refers to ...

I'll return to this point later.

I've divided my talk up into ...

I'd like to start by saying ...

Giving a formal presentation: Practice

Write the correct words to complete the sentences.

I'd like to start by *saying/speaking/telling* that the results of the focus groups were encouraging.

I've *cut/divided/structured* my talk up into four sections.

I'll *digress/repeat/return* again later to the focus-group findings.

As I have *said/said/told* earlier, this is not a reason to delay the start of the project.

Going to/Turning on/Turning to the new working conditions, we have found these have been well received.

Just to *digress/repeat/return* for a second, I'd like to tell you an interesting story.

Now I don't know if you are *aware/familiar/knowledgeable* with the American system.

To *conclude/finish/sum up*, we need to keep making progress.

And that brings me to my *best/key/major* point.

Just to *fill/say/tell* you in on some of the background information.

Unit 5 - Changes – Grammar: Future tenses

will / shall or going to

In many sentences and situations, either *will* or *going to* is possible.

However, in general use *will*

1 to make predictions based on experience

We've changed the job description so more people *will* apply.

2 to give or ask for information about the future

When *will* we need to be ready?

3 to make future promises, requests, and threats

Will you *give* me a hand?

4 to make spontaneous decisions (at the time of speaking)

You're running late? OK, well, I'll *start* the presentation without you.

Use *going to*

5 to make predictions based in our current feelings and thoughts

I'm *going to* get angry in a minute.

6 to talk or ask about plans or intentions

Sue's *going to* attend the Milan conference in June.

7 to talk about decisions that have already been made

I'm *going to* give Ed a written warning, no matter what he says.

8 Note that we also use the present continuous for arrangements.

Jeremy's *attending* the conference in Berlin in May.

Future continuous, future perfect, and future

perfect continuous

1 Use the future continuous (*will + be + -ing* form) to say that something will be in progress at a time in the future. The focus is on the future actions, rather than their result.

This time next year, I'll *be playing* golf on afternoons like this.

2 Note that *going to + be + -ing* form is also possible, especially for plans and intentions.

We're *going to be experimenting* with Internet campaigns from next March.

3 Use the future perfect (*will + have + past participle*) to say that something will be finished at a time in the future.

Our end-of-year figures *will have come out* by the time of our next meeting.

4 Use the future perfect continuous (*will + have + been + -ing* form) to stress the continuation of an action, seen from a later time in the future.

Our companies *will have been working* together for ten years in May – we should plan a celebration.

Certainty and the future

1 Several modals can be used to make predictions about change in the future, with different degrees of certainty.

The recession in Spain *might / could / will* affect sales across Europe.

2 With similar meaning, *will + adverbial* (negative: *adverbial + won't*) is possible.

The Spanish recession *will perhaps* affect pan-European sales.

The euro's strength *probably won't* continue beyond June.

We can also use a range of adjectives

3 with structures like *be ... to ...*

The Spanish recession *is (un)likely / expected / certain / bound to* affect sales across Europe.

4 with structures like *it's ... that ... will ...*

It's *(un)likely / probable / certain* that the Spanish recession *will* affect sales across Europe.

We can also use adverbs of degree (*quite, very, really*, etc.) with most of these structures, to add emphasis or distance.

The Spanish recession *is quite likely* to affect sales across Europe.

Speculating about future changes: Practice

Choose the correct word to complete the sentences.

1. By the end of the decade, more countries are expected to *adopted/be adopting/have adopted* the euro.
2. Increasing tolerance and cultural understanding *may/might/must* surely become the priority.
3. Levels of pollution are expected to *be reducing/have reduced/reduced* substantially by 2050.
4. We expect this trend *is going to/must/will* only increase over the next 20 years.
5. We will *be spending/have spent/spent* 15 million euros by the time the project is completed.
6. Although it may be *likely/possible/probable*, I think it's highly unlikely in this case.
7. Changes in working practices are bound to *be happening/happen/have happened* sooner or later.
8. The financial crisis *can/can't/could* affect our company, so we should be prepared.
9. John *is going to/probably/will* attend the sales conference next month.
10. In November, Mary will *be working/have been working/work* in the company for 20 years - we should buy her a gift.