

# 3

## Working with others

### Wholesome Foods

Wholesale deliveries of High Quality Speciality Breads, Rolls, Pastries and Savouries to shops, sandwich units, caterers and hotels

### Wholesome Foods

Wholesome Foods seeks general manager to carry out general administrative tasks. The successful applicant must have at least two years' experience of running a busy office, preferably in the catering industry. Good communication skills required.

### Baker Rolls Out Success

Local businessman, Charles Ngwaba, wins the 'Small Business of the Year'. Mr Ngwaba, who set up 'Wholesome Foods' four years ago with just three assistants, now employs more than 40 staff at his company in Hanworth.



What kind of company is this?

What sort of job would the general manager have?

### What you will do

This unit is about the problems of people working in a bakery, the problems they face and how they solve them.

### Listening and speaking

#### Skill

- ☐ Follow and participate in discussions at work
- ☐ Clarify and summarise problems
- ☐ Follow and give explanations, instructions and accounts
- ☐ Criticise constructively, respond to criticism and complaints

#### Skill code

Lr/L2.1b, 4a; Sc/L2.3b, 4a; Sd/L2.2c  
Sc/L2.3b, 4a, 4d; Lr/L2.2d, 3a  
Lr/L2.2c; Sc/L2.4b, 4d  
Sc/L2.2a; Sd/L2.2b, 5a; Lr/L2.2b

### Reading and writing

#### Skill

- ☐ Read and write memos, letters and e-mails
- ☐ Look for information in official documents and other texts
- ☐ Write guidelines in a work context

#### Skill code

Rt/L2.1a, 3a, 5a; Rs/L2.2a; Rw/L2.3a;  
Wt/L2.1a, 4a, 5a; Ws/L2.3a, 4a  
Rt/L2.4a, 7a  
Wt/L2.4a

# Good communication

## Activity A • Reading: predicting content

You are going to read an extract from a handbook entitled *How to make the most of your potential at work*. What do you think it is about? Who do you think it is aimed at?

### The importance of good communication

- 1 Many job advertisements specify that applicants should have “good communication skills”; but what is good communication, and why do employers think it is so important?

Communication is the key to success in your transactions with others at work. You need communication skills and strategies to share ideas and experiences, get the information you need, and explain to people what you want and how they can help you. Poor communication can lead you to experience confusion, frustration and isolation in your dealings with others. Learning to communicate effectively is essential for your own success and the success of your team.

### Communicating well

Poor communicators are unable to get their own message across and also lack awareness of other people’s needs. They don’t listen effectively, and fail to notice the responses – both verbal and non-verbal – which tell them how the transaction is going.

To be a good communicator, you need to:

- know what you want to say
- be able to get the attention of the person you want to speak to
- understand the other person’s problems and interests
- choose an appropriate way to communicate the message
- be clear and concise
- listen actively
- be able to clarify information and get the details you need.

These are vital strategies for passing information and ideas from one person, or group, to another.

### Building good relationships

It is important to maintain good communication with the people you work with in the longer term – whether they are customers, suppliers or co-workers. Good communication helps to build trust and co-operation between you. Once a relationship that is open and supportive has been established, it becomes easier to solve problems and sort out differences of opinion. Those who communicate poorly will have poor relationships with others, often characterised by a stormy or awkward atmosphere. This will increase the chances of difficult situations arising, and will also make those situations harder to deal with.

In supportive relationships, people are open and honest with each other at all times, and can expect a favourable response when they ask for help. They are able to give and receive constructive criticism without shame or embarrassment. They value each other’s opinions and show respect for each other’s needs.

### Activity B • Skimming the text to find out what it is about

Look quickly through the text. What are the three main sections? What is the purpose of each section?



### Activity C • Scanning the text for specific information

Look quickly through the text on page 2 for the answer to these questions.

- a What three things can poor communication lead to?
- b Find four factors in the text that characterise a poor communicator.
- c How many strategies are suggested for passing information and ideas from one person to another?
- d What kinds of atmosphere often characterise poor relationships?
- e If people are in a supportive relationship, should they be able to criticise each other?

#### Remember

When you scan a text, you don't have to read every word or understand every detail.

- Let your eye go quickly over the text looking at each heading and paragraph.
- Look for words that are related to the topic you want to find.

### Activity D • Language: *It* or *this*?

- 1 Some words are underlined in the text. These words all refer back to something which was mentioned earlier in the text. What does each word refer to?
  - a *it* line 3    *good communication*
  - b *they* line 13
  - c *these* line 24
  - d *those* line 31
  - e *this* line 33
  - f *those situations* line 34
- 2 Avoid the repetition in the text below by replacing the underlined words or phrases with: *it*, *them*, *this*, *that*, *these* or *those*.

There are a number of blocks that occur in communication. One of the most common of blocks is misunderstanding. Misunderstanding can only be avoided if you recognise misunderstanding when misunderstanding happens. How do you know when communication isn't working? There are several signs to watch out for. Here are a few of the several signs to watch out for: inattentive behaviour, people interrupting before the speaker has finished.



# A problem at work

## Activity A • Listening: Aisha talks about her new job



- 1 Listen to Aisha. What kind of problems does she expect to have in her new job as general manager at Wholesome Foods?
- 2 Look at this photo taken in the bakery. What do you think is going on? Are the people getting on well?



## Activity B • Listening: Aisha hears about a problem



- 1 Listen to a discussion about a problem at the bakery.
  - a What happened? What are the possible causes of the problem?
  - b Who do you think was to blame? Why?



- 2 Listen again for expressions with these meanings.
  - a I feel disgusted.
  - b You should do it, but you don't!
  - c You can't trust these people.

## Activity C • Discussing strategies for dealing with a problem

Work in groups and discuss these points.

- 1 How would you describe the working relations among the staff in the bakery?
- 2 What can Aisha do to solve the problem and improve working relationships at the bakery? Tick the points you think could help the situation. Add any other ideas of your own.
  - Discipline Ahmed for not cleaning out the flour bins.
  - Criticise Jason for not doing his job properly.
  - Try to find out how the problem occurred.
  - Leave the staff to sort the problem out on their own.
  - Train the staff to work together more efficiently.
  - Your ideas.

# Clarifying the problem

## Activity A • Listening and language: finding out what happened

- 1 Aisha calls a meeting to find out more about the problem. What does she need to find out? How should she approach the meeting and deal with the staff from the bakery?



- 2 What types of questions would help Aisha find out what really happened?

- Questions addressed to everybody in the group, or to individuals?
- Closed or open questions?
- Direct or indirect questions?
- Questions which begin with an apology (e.g. *Sorry to ask, but ...*)?

### Remember

- Closed questions – only one answer  
*Did you clean the bin?*
- Open questions – many possible answers  
*What happened?*
- Direct questions  
*What did you do?*
- Indirect questions  
*Can you tell me what you did?*



- 3 Listen. Which of the different types of questions does she use?

## Activity B • Speaking: finding out what happened

- 1 Work in pairs. Look at the situations below. You need to find out what happened and prevent it happening again. Make a list of things you need to find out. What questions can you ask?
  - a A visitor arrives for a meeting. There is no entry for this meeting in the diary. The visitor rang two weeks ago and spoke to someone. You're not sure who. The office manager is out today.
  - b An important file is missing from the filing cabinet and can't be found anywhere. You need this file urgently to deal with a customer enquiry. It isn't supposed to be taken out of the office.
- 2 Work in pairs. Take turns to describe a real incident or problem you have experienced. The other person asks questions to find out what happened.

# Summarising problems

## Activity A • Language for describing what happened

- 1 When you summarise a complex situation, it is important to be clear and concise. These are some phrases you can use at different stages of a summary. Match a phrase on the right to one of the stages.

Stages		Phrases
a	Describe the problem	<i>Firstly ...</i>
b	Say why it happened	<i>Secondly ...</i>
c	Start the first explanation	<i>There are two possible explanations: ...</i>
d	Start the second explanation	<i>We've had a problem with ...</i>
e	Say what happened next	<i>Then ...</i>

- 2 Work in groups. Prepare a concise summary of the problem at the bakery. Follow the stages and use the language above. Be ready to present your version to the rest of the class.

## Activity B • Listening: Aisha summarises the problem

- 1 Now listen to Aisha's explanation. How does her version of the story compare with your own?
- 2 Complete these sentences from Aisha's explanation by putting the verb into the correct tense:
  - a The flour bins ..... (*not clean*) for a long time.
  - b Ahmed accepted the delivery because he ..... (*not tell*) the correct procedure.
- 3 What words and phrases does Aisha use to show that she is reporting what other people said to her?

### Remember

You use the past perfect tense to describe something that happened before a particular time in the past:

*I asked him to clean it but **he'd** (he had) already done it.*

***They'd** (They had) never received any training before.*

# Getting the most from people

## Activity A • Discussion

Here are some things Aisha wants to say to Jason.



- 1 How do you think Jason will react if Aisha simply lists his shortcomings? What would be a better way to deal with him?
- 2 How can Aisha express her thoughts without appearing negative?

## Activity B • Language: giving constructive criticism

- 1 Jason may accept Aisha's criticisms more readily if she presents them in a constructive way. Look at some strategies she could use:
  - 1 Before making critical comments, start with something positive.
  - 2 Show understanding of the other person's position.
  - 3 Introduce the criticism with a softening phrase or apology.
  - 4 Give reasons.
  - 5 Make polite and positive suggestions.

These are some phrases Aisha could use in her conversation with Jason. Match each phrase to one of the strategies above.

- a *You could be a little more patient.*
  - b *I'm sorry I have to say this, but ...*
  - c *I know you're under a lot of pressure.*
  - d *Jason, you're an excellent baker and a really valued employee, but ...*
  - e *It wastes a lot of time when people make mistakes.*
- 2 Work in pairs. Discuss how you would deal with these situations. Then choose one of them and role play it.
    - a Someone you work with often leaves their personal belongings all over the workspace you share together, and never puts things away in the proper place. As a result, it is often difficult to find things and you waste a lot of time.
    - b Someone you work with never stops talking. He or she talks loudly on the phone and makes a lot of private phone calls. You find it difficult to concentrate on your own work.

# Reading a memo

## Activity A • Reading: using layout to find key information

- 1 Quickly look through the memo for answers to these questions.
  - a What is the subject of the memo?
  - b Who wrote the memo?
- 2 Imagine you are one of the kitchen assistants. Where can you find out if this memo is intended for you to read? Which information is going to affect you most?
- 3 Imagine you are Jason. Which parts of the memo tell you about something you have to do?

## Memo

To	All staff
From	Charles Ngwaba, Director
Regarding	Food safety regulations
Date	16 March

There has been a serious incident which indicates a worrying drop in hygiene standards in recent weeks. It is absolutely vital that everyone follows the food safety regulations to the letter. If we fail to follow the regulations, the Food Safety Inspectorate could close us down.

- 5 We urgently need to make improvements in the following areas:

- cleaning of all work areas
- procedures for storage of foodstuffs
- training and supervision of staff.

These are the steps we need to take:

- 10 1 An immediate thorough cleaning of all work areas. (This includes: the main kitchen; the bakery; small kitchen for preparing sandwiches; the freezers and storage rooms.)
  - Jason Kipling will be in charge.
- 2 Everyone must take extra care to follow the procedures for storage and use  
15 of foodstuffs.
  - Jason Kipling and Paola Watson will prepare guidelines, which you should read carefully.
- 3 We are arranging a series of training sessions for all staff over the next few weeks. Everyone must attend their sessions without fail.  
20
  - Aisha Kahn will draw up a schedule.
  - All staff should check the schedule for dates.

I expect the very highest standards from everyone. I know I can count on you.

Charles Ngwaba



## Activity B • Reading: understanding the use of punctuation

Punctuation helps you find the information you need when you read.

- 1 Match the punctuation marks in the table with the description of its use.
- 2 Find examples of each in the memo on page 8.

<b>Colon</b> :	This looks like a dash but is used to join the parts of a compound word.
<b>Semi-colon</b> ;	These enclose additional information, less important information, explanations or comments not essential to the main text.
<b>Dash</b> –	This is often used to introduce a list of items.
<b>Hyphen</b> -	This is important for separating parts of a long compound sentence when the sentence already contains commas.
<b>Brackets</b> (..) [..]	When starting a new line, it gives emphasis to the sentence in the same way that bullets do.

## Activity C • Writing: punctuating a memo

Work in pairs. Read the memo from Aisha Kahn. She only uses commas and full stops. What other punctuation marks and numbering would make the memo easier to read and understand? How would you change the layout?

### Memo

To	All staff
From	Aisha Kahn, General Manager
Regarding	Summer holiday schedule
Date	16 May

The summer holiday schedule is now posted on the bulletin board outside the changing rooms. Everyone please check it carefully. If you want to make any changes, you should see me as soon as possible.

Please remember that we cannot manage if more than two people from the same team are away at the same time. We need as much notice as possible to plan cover for the whole period. The following people have priority at peak times especially during school holidays senior staff parents with schoolage children married staff if their husband or wife has fixed holidays.

# Dealing with criticism and complaints

## Activity A • Listening and discussing: Aisha receives a complaint



- 1 Aisha receives a complaint from a customer. Listen to the phone call. What do you think of the way she handles the call?
- 2 Now look at some of the things the caller said during the conversation. What do you think of Aisha's replies? How did she make the customer feel?

### Customer

'I'm phoning to complain about the delivery today ...'

'It's just arrived but the order's all wrong.'

'We ordered wholemeal rolls but you delivered white rolls.'

'It's really bad for business if we can't supply what our customers want.'

'So, what are you going to do about it?'

### Aisha

.....

.....

.....

.....

.....

.....

- 3 Look through these strategies for dealing with complaints. At which stage of the call could Aisha have used them?
  - Promise immediate action
  - Agree with the customer's point of view
  - Apologise (even if it isn't your fault)
  - Clarify the problem
  - Show understanding
- 4 What could Aisha have said to the customer instead? Improve her replies.
- 5 Your teacher will give you two situations to role play.

# Writing formal and informal letters

## Activity A • Comparing structure

- 1 Your teacher will give you jumbled extracts from a formal letter and an informal e-mail. Decide which extracts go together.
- 2 Reconstruct the letter and e-mail. Use the information below to help you.

### **CHAPTER 5** Writing in the office

#### **1** Formal business letters

**S**ubject: usually a subject line

**C**omplaint: complaint, problem or situation which needs to be dealt with

**R**esolution: what needs to be done

**A**ction: a request for action, or a promise to do something

**P**oliteness: always end with a positive and polite sentence

#### **2** Informal memos and e-mails

**S**ubject: Use the subject box effectively and give the main point in the first line of the e-mail

**A**ction: If you are asking people to do things, do it in the first paragraph

**G**ive explanations / background / reasons in the following paragraph(s)

**E**nd with a friendly or polite sentence

## Activity B • Comparing formal and informal language

- 1 How does the language of the more formal letter differ from that of the informal e-mail? Think about these points.
  - a the length of sentences
  - b short forms, e.g. *don't*
  - c choice of vocabulary
  - d ways of making requests
- 2 The following phrases are from the informal e-mail. What phrases with the same meaning would be more appropriate in a more formal e-mail or letter?
  - a Hi Charlie!
  - b a couple
  - c asking for
  - d Sorry to bother you
  - e Cheers!

## Activity C • Writing formal and informal letters

Work in pairs. Your teacher will give you two writing tasks.

# Getting colleagues to co-operate

## Activity A • Speaking: making polite requests



- 1 Look at the people in the pictures. How would you make requests in these situations? Listen and check.

a



*I need 4 packs of copier paper – tomorrow! They usually take three days!*

b



*In bad mood again! I bet he won't let me leave early for parents' evening.*

c



*I can't move these boxes on my own.*

d



*Who's going to look after the visitors if I'm late back from my meeting?*

- 2 Work in pairs. What would you say in these situations?

- a A man is delivering some photocopy paper. Ask him to put it by the photocopier.
- b You are delivering a package. Ask someone to sign for it.
- c You are expecting a call from a customer. Ask a colleague to take a message as you have to go out of the office for an hour.
- d It is the staff meeting in half an hour. Ask a colleague to help you set up the room.
- e You are phoning an office supplies company. You have run out of photocopy paper and need a delivery today urgently.
- f You have just finished preparing an invoice. Your manager is busy, but you need her to check it as you are not sure if the details are correct.



- 3 Listen to the requests. Are they the same as yours?
- 4 Repeat the requests using the same polite intonation and tone of voice.
- 5 Work in groups. Think of some situations of your own. Practise making polite requests.



### Activity B ● Speaking and listening: giving clear instructions

Jason has to instruct the kitchen staff about personal hygiene regulations. Look at his notes. Work in groups and discuss the best way to organise the information and present it to the staff.

*Put on overalls before start – dirt on clothes so cover everything.*

*Put overalls laundry bin end of day.*

*Wear cap – tuck in long hair.*

*Wash hands before start – v. important! get dirty travelling to work!*


*No outdoor shoes in kitchen.*

*NB! Cuts or grazes hands – no plasters! – get dirty.*

*Wear disposable gloves. Throw away after.*

*Wash hands between tasks – risk contamination.*

### Activity C ● Listening: how to organise a series of instructions

-  1 Listen to Jason giving his instructions to the staff. How similar were your ideas?
- 2 Listen again. Find examples of language he uses to do each of the things below.
  - a Organise instructions into areas *Before you start work ...*
  - b Signal the start of a new instruction
  - c Signal something important
  - d Give reasons
  - e Check understanding

### Activity D ● Speaking: giving clear instructions and explanations

Work in pairs. Choose a task that you are familiar with. It could be something you do at home or at work. Try to find something your partner doesn't know about. Give him or her a complete set of instructions for carrying out the task.

Remember to follow the points in task 2 above.

### Activity E ● Writing a set of guidelines

Write down the instructions for the task you chose for Activity D. Write them as a clear set of steps.

Set out the steps in a way that is easy to read and to follow. Choose one of these ways to set out your instructions.

- numbered list
- a list of bullet points
- a checklist
- a questionnaire.



# Project

## The situation

Your company sells crafts from around the world. They sell to retailers, or direct to customers through a mail order catalogue. You work in the office, taking orders from customers, passing orders to the warehouse, arranging deliveries and dealing with customer problems. The office manager is not in the office very often, so you have to solve problems on your own. Unfortunately, there aren't enough staff to deal with all the work. This means that everyone is stressed out trying to handle difficult situations. Customer service is often poor and the staff are becoming demotivated.



Work in groups of three. Today is Thursday. You arrive at work in the morning and find a new set of problems waiting to be dealt with.

### Activity A • Listen to explanations on the phone



Listen to the voicemail messages. Discuss what the problems are and how you should respond.

### Activity B • Read letters and e-mails

Read the letter and e-mail your teacher will give you. Discuss how you should respond.

### Activity C • Write responses and make phone calls

- 1 Make a list of tasks and number them in order of priority. Delegate tasks to each member of the group.
- 2 Plan and draft your writing. Make any phone calls.
- 3 Compare your drafts with other groups.

### Activity D • Make suggestions to your manager

Hold a meeting to decide how you can improve motivation and customer service in the longer term. When you have agreed on some solutions, decide how to present them to the general manager.



## Check it

### Activity A • Write guidelines

Your teacher will give you a text to read in which a manager instructs his staff on how to deal with customers on the phone.

Read the text and then draw up a set of written guidelines based on the information.

- Organise the guidelines into four or five main areas.
- Use concise, written language.
- Think about the layout and punctuation.
- Avoid the unnecessary comments and idiomatic expressions that are common in speech.

### Activity B • Write it more clearly

Avoid the confusing repetition in an extract from a letter below by replacing the underlined phrases with *it*, *they* or *this*.

**Re: Order for bread oven model SD 250, reference: 4872**

Unfortunately, there is likely to be a delay in supplying your order for our bread oven, model SD 250. The delay in supplying your order for bread oven model SD 250 is due to the very high demand we have had for bread oven model SD 250 in the last few weeks. As a result, bread oven model SD 250 is currently out of stock. We have asked our suppliers to estimate how long the delay will be, and our suppliers have reported that the delay is likely to be six weeks.

Please let us know if you wish to cancel your order in view of the delay of six weeks.

We offer our apologies for any inconvenience the delay in supplying your order for bread oven model SD 250 may cause you.



# Mini-projects

## Activity A • Explain what happened

Look in the local or national newspapers for an interesting story about a problem affecting ordinary people in the workplace. Explain what happened to the rest of the class.

## Activity B • Find out about sick pay

What happens if you are sick and not able to work? Can you claim pay from your employer or from the government (statutory sick pay)? Research the problem and report back to the class.

You can look for information from:

- The Internet
- Your local social security office
- The personnel department where you work
- Your union representative (if you have one).

## How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with .....

.....

.....

I need more practice with .....

.....

.....

**Date** .....





## Audio scripts

### Page 4 A problem at work

#### Activity A1

Aisha: Well, I've just started my new job as general manager at Wholesome Foods. It's going to be a very exciting company to work for as it's growing very fast. Mr Ngwaba, the owner, is very active – going out and getting new business. But that means he's not in the office much. That's why he needs me to take care of the administration: dealing with customer enquiries, ordering supplies and making sure the whole operation is running smoothly. Evidently, Jason, who's in charge of the bakery, tried to do these things before, but he didn't have enough time to do everything. Mr Ngwaba told me that there are sometimes arguments among the kitchen staff. I think I'm going to have a few communication problems to sort out ...

#### Activity B1/2

Paola: Aisha! Come quickly. There's a problem in the bakery. Ahmed found something in the flour!

Aisha: Oh my goodness! Where? Show me!

Ahmed: Over here – look!

Aisha: Oh horrible! Where did this flour come from?

Ahmed: I took it from the bin to make the bread rolls. Look – tiny creatures crawling in it. Ugh – it's revolting!

Aisha: We must clear it up and get rid of it immediately.

Jason: I told him to clean out the flour bins and he didn't do it. So what do you expect?

Ahmed: I'm sorry, Jason, but you didn't tell me to clean out the flour bins. I've been here three months and nobody ever told me to clean out the flour bins.

Jason: I told you to clean the storeroom. It's the same thing. The bins are in the storeroom. When I say 'clean the storeroom', that means the bins. It's obvious, in it?

Ahmed: When you say 'clean the storeroom', I understand 'clean the floor and the shelves'.

Jason: Do I have to spell it out for you? I've got enough to do as it is, just making sure we get everything ready on time.

Paola: Maybe the mites were already in the flour when it was delivered. You are supposed to

check all the deliveries, Jason! Isn't it your job to make sure the quality's good before signing the delivery note?

Jason: Oh, give me a break! I can't be here to sign for every delivery! I can't be around every time a van comes.

Paola: Well, anyhow, I've always thought the suppliers were a bunch of crooks. We've had bad stuff from them before.

Jason: Look. I really don't have time to go round looking for new suppliers either.

Aisha: OK, OK, calm down everyone. It doesn't help to blame each other. The first thing we have to do is get rid of this flour and make sure it isn't used in the bread. Then we'll sort out what happened.

### Page 5 Clarifying the problem

#### Activity A3

Aisha: OK everyone. I've called you all together to discuss the incident with the flour. We need to find out how this happened so we can make sure it doesn't happen again. We need to know whether the suppliers are to blame here. So can anyone tell me when this flour was delivered?

Paola: I think it was Tuesday.

Jason: I wasn't here. My day off!

Aisha: OK. Now I'm afraid I have to ask this. Who signed for it? Someone must remember signing for it. If not, I can check the delivery note ... in the files...

Joe: Actually, it was me. I signed for the flour. It came early in the morning and I was the only one here.

Aisha: I see, Joe, and did you check if the flour was OK?

Joe: I didn't know I had to check it. I'm sorry.

Aisha: That's OK, Joe. You didn't know you had to check it, so it's not your fault. Now this morning, Ahmed, when you found the mites – was this the first time you'd used the new flour?

Ahmed: Well ... I'm not sure. It was mixed in with the other flour.

Aisha: So you don't know if it was the new flour or not?

Ahmed: No, I can't be sure.

Aisha: Is there a system for separating the old flour from the new?



Jason: Of course there is!  
Ahmed: Well I didn't know about it.  
Jason: Oh dear, oh dear – he didn't know about it!  
Aisha: Look Jason. That's not helping. Everybody's got to know what the correct procedures are – so if they're left in charge they know what to do. Perhaps what we need here is some staff training ...

## Page 6 Summarising problems

### Activity B1

Aisha: Excuse me, can I have a word?  
Charles: Yes of course, Aisha. Come in. What's the problem? You look worried.  
Aisha: There's been a serious hygiene problem in the bakery. Ahmed found some mites in the flour.  
Charles: That is a very serious problem! Has it been sorted out?  
Aisha: Yes, we threw out all the white flour and cleaned everything up. But we need to find out what happened, so we can prevent it happening again.  
Charles: Did you question the staff?  
Aisha: Yes. There are two possible explanations. Firstly, the flour bins hadn't been cleaned for a long time. Apparently, Jason told Ahmed to clean out the storeroom last week, but he didn't specify the flour bins. The instruction he gave to Ahmed wasn't clear and he didn't understand what he had to do. Secondly, it's possible that the mites were in the flour when it was delivered. According to Paola, the suppliers are not very reliable, and there've been problems with them before.  
Charles: Didn't Jason check the flour before signing for it? You know, once we've accepted it, we can't send it back. It becomes our responsibility.  
Aisha: Evidently, it was delivered on Tuesday when Jason had a day off. Joe accepted the delivery without checking it because he hadn't been told the correct procedure. Then, it seems that the new delivery got mixed up with the existing supplies. There

is supposed to be a system for keeping the new bags separate – so that old supplies are used up first. But the kitchen staff hadn't been following this procedure. They say they didn't know about it.

Charles: This gets worse and worse!

## Page 10 Dealing with criticism and complaints

### Activity A1/2

Aisha: Wholesome Foods, Aisha Kahn speaking.  
Carol: Good morning. This is Carol Goodman. I run the shop Good Health, which you supply with bread.  
Aisha: Oh yes.  
Carol: I'm phoning to complain about the delivery today...  
Aisha: Oh deliveries. Actually, they're not my responsibility.  
Carol: Well, perhaps I can tell you about the problem and you can inform the person who is responsible.  
Aisha: OK.  
Carol: I put in an order last week. It's just arrived, but the order's all wrong.  
Aisha: Really? That's very surprising. I don't think anyone else had problems. Could it be a mistake at your end? It does happen sometimes.  
Carol: It wasn't our mistake. We ordered wholemeal rolls, but you delivered white rolls.  
Aisha: Well, is there any way you could sell white rolls? They're very popular.  
Carol: Look. We're a health food shop. We sell wholemeal bread because it's healthier. Our customers expect wholemeal. It's really bad for business if we can't supply what our customers want!  
Aisha: Oh. Well – I'm sorry about what's happened, but I'm really surprised. Nobody else has complained.  
Carol: So what are you going to do about it?  
Aisha: Well, I'm afraid it's too late to do anything now. Today's bread has all gone out – there's no wholemeal left. So I don't see what we can do at the moment. I'm sure the next order will be OK ...



## Pages 12 and 13 Getting colleagues to co-operate

### Activity A1

- Aisha: I know your normal delivery time's three days, but is there any chance you could let us have twelve packs of copier paper tomorrow, please?
- Paola: It's the parents' evening at my daughter's school tomorrow. Would it be OK if I left early?
- Jason: I know it's late, but if you could help put away these boxes that'd be really great.
- Aisha: I may be a bit late getting back from my meeting. If the visitors arrive before I'm back, could I ask you to look after them for a few minutes?

### Activity A3

- a Man: Just put those boxes over there, would you?
- b Woman: Could you please sign this delivery note?
- c Man: I'm just going out for an hour. If John Jones calls, can you take a message?
- d Woman: Could you help me set up the meeting room? It won't take a minute.
- e Woman: We need those supplies rather urgently. Would it be possible to deliver today?
- f Man: Would you mind checking this invoice for me? I'm not sure I've got the right amounts.

### Activity C1

- Jason: OK, everybody. We're going to run through some points about personal hygiene. Now, you're probably all aware of the things I'm going to tell you. But I just want to make sure we're all doing the same thing. OK. So, before you start work, the first thing you do is put on your overall. I shouldn't be able to see any of your personal clothing, because there could be dirt on it that could get onto the food. OK? Now you also need to wear a cap, of course. And ladies especially – please see that all your hair's tucked up inside it. Oh, and don't forget to change your shoes. Even if you're in a hurry, I don't want to see anyone wearing outdoor shoes in the kitchen. Next – wash your hands. Sorry if I'm stating the obvious

here. Even if you washed before you left home, wash them again! You don't know what you've touched on the way here, on the bus or whatever. Now, if you've got any kind of cut or graze on your hands – you must wear some disposable gloves for handling food. It's not enough just to put a plaster on it. OK? This is important, because a plaster gets very dirty and unhygienic. Or it can even fall off into the food. Everything clear so far? Right. Now, during the day – I know it's obvious, but keep washing your hands regularly between each task. For instance, after peeling vegetables and before chopping them. Because one kind of food can contaminate another.

- Paola: Er – I have a question. If I use gloves, do I have to put on new ones between tasks?
- Jason: Well, yes. It's a good idea if you're handling different foods. OK?
- Paola: Right.
- Jason: Everyone clear then? Good. And finally, at the end of the day, put your dirty overalls in the laundry bin. OK. Any questions?

## Page 14 Project

### Activity A

- Announcer: The first voicemail message is from Tom, who works in deliveries.
- Tom: Hi. It's Tom. Sorry – I can't make it in to work today – my back's bad again. There's no way I can bend down and lift boxes. I know it's difficult for Alex to manage on his own. You'll need to get someone from the office to give him a hand or you won't get all the deliveries off today and there'll be more irate customers. Maybe Mr Watama will let you contact the agency and get some extra help in. You can always try. Sorry to be a bother when you're all so busy.
- Announcer: Here is a second voicemail message, from a customer.
- Rita: Hello. It's Rita Fox from East Trading in York. I have an urgent order for two lamps. The catalogue number is SL/12. A customer of ours wants to take them back to Turkey on Saturday. I know it's



not much notice, but could you get them couriered here by tomorrow? If you can, please get back to me with the name of the courier company and the cost so that I can pass it on to my customer when he comes in to pick them up late tomorrow afternoon, Friday. I'm in the office all day. Thanks very much.

Announcer: And here is a third message, also from a customer:

Lesley: Hello? Hello? Why am I talking to an answering machine? It's only 4:30. You lot must go home early! Anyway – it's about an order for mugs. When they arrived yesterday, one of the boxes had broken open and all the mugs were broken and the other boxes were badly ripped. I have to say, the boxes you sent didn't seem to be very strong. I think you ought to use stronger boxes for breakable things. It's really not good enough. I'm going to have to let down a really important customer. I need to know what you're going to do about it. The order number is LM/135. I'll give you my contact details. My name's Lesley Phipps and the company name is Salaman Surprises and the address is 56 Ferndale Avenue, Twickenham, post code TW1 4TZ. Oh, and my phone number's 020 8928 9900. I'll just repeat that 020 8928 9900. Thank you. Bye.





## Pages 2 and 3 Good communication

### Activity B

The importance of good communication;  
Communicating well; Building good relationships

- Section 1: Introduces the topic; answers the question: why is communication important?
- Section 2: Provides a list of good communication skills
- Section 3: Emphasises the importance of good communication skills in building good relationships

### Activity C

- a confusion, frustration and isolation
- b inability to get message across, lack of awareness of other people's needs, not listening effectively, failure to notice people's responses
- c seven
- d stormy or awkward
- e Yes – in a constructive way

### Activity D1

- a good communication
- b poor communicators
- c strategies of good communication (all items in the list above)
- d people
- e the situation where people communicate poorly and have poor relationships with others
- f difficult situations

### Activity D2

There are a number of blocks that occur in communication. One of the most common of **these (blocks)** is misunderstanding. **This** can only be avoided if you recognise **it** when **it** happens. How do you know when communication isn't working? There are several signs to watch out for. Here are a few of **them**: inattentive behaviour, people interrupting before the speaker has finished ...

## Page 4 A problem at work

### Activity B1

See script.

### Activity B2

- 1 a *It's revolting* – Ahmed; b *you are supposed to* – Paola; c *They're a bunch of crooks* – Paola

## Page 5 Clarifying the problem

### Activity A2

All of these types of question would help Aisha find out what really happened.

### Activity A3

She uses all the different types of questions.

*So can anyone tell me when this flour was delivered?* – Indirect question to everyone

*OK. Now I'm afraid I have to ask this. Who signed for it?* – Open question beginning with apology

*Joe, and did you check if the flour was OK?* – Closed question to individual

*Now this morning, Ahmed, when you found the mites – was this the first time you'd used the new flour?* – Closed question to individual. Notice the lead-in phrase to contextualise it

*So you don't know if it was the new flour or not?* – closed question to check assumption

*Is there a system for separating the old flour from the new?* – closed question

## Page 6 Summarising problems

### Activity A1

- |                                |  |
|--------------------------------|--|
| 1 Describe the problem         | We've had a problem with ...             |
| 2 Say why it happened          | There are two possible explanations: ... |
| 3 Start the first explanation  | Firstly                                  |
| 4 Start the second explanation | Secondly ...                             |
| 5 Say what happened next       | Then ...                                 |

### Activity B2

- a hadn't been cleaned
- b hadn't been told

### Activity B3

*Apparently, According to Paola, Evidently, it seems that, They say ...*

## Page 7 Getting the most from people

### Activity B1

1d    2c    3b    4e    5a



## Pages 8 and 9 Reading a memo

### Activity A1

- a Food safety regulations
- b Charles Ngwaba, Director

### Activity A2

under 'To:' at the top

Point (1) – immediate thorough cleaning – means working longer hours!

Point (3) – training sessions – check schedule!

Also 'Food Safety Inspectorate could close us down' – though more indirectly

### Activity A3

Point (1) : organise thorough cleaning

Point (2) : prepare guidelines on storage procedures (with Paola)

### Activity B

<b>Colon</b>	:	This is used to introduce a list of items.
<b>Semi-colon</b>	;	This is important for separating parts of a long compound sentence when the sentence already contains commas.
<b>Dash</b>	–	When starting a new line, it gives emphasis to the sentence in the same way that bullets do.
<b>Hyphen</b>	-	This looks like a dash but is used to join the parts of a compound word.
<b>Brackets</b>	(..) [..]	These enclose additional information, less important information, explanations or comments not essential to the main text.

### Activity C

Suggested answer:

The summer holiday schedule is now posted on the bulletin board outside the changing rooms. Everyone please check it carefully. If you want to make any changes, you should see me as soon as possible.

Please remember that:

- we cannot manage if more than two people from the same team are away at the same time.
- we need as much notice as possible to plan cover for the whole period.

The following people have priority at peak times (especially during school holidays): senior staff; parents with school-age children; married staff (if their husband or wife has fixed holidays).

NB : the last three lines could also be set out as a list with bullets.

## Page 10 Dealing with criticism and complaints

### Activity A1 and A2

See the script.

### Activity A3

*I'm phoning to complain about the delivery today.*

Possible strategies

Apologise

Clarify the problem

*It's just arrived but the order's all wrong.*

Possible strategies

Apologise (even if it isn't your fault)

Clarify the problem

*We ordered wholemeal rolls but you delivered white rolls.*

Possible strategies

Apologise (even if it isn't your fault)

Promise immediate action

*It's really bad for business if we can't supply what our customers want.*

Possible strategy

Agree with the customer's point of view

Show understanding

*So what are you going to do about it?*

Possible strategy

Promise immediate action

## Page 11 Writing formal and informal letters

### Activity A

#### Letter

Eastern Star Indian Deli  
10 The High Street  
Hanworth

Charles Ngwaba

Wholesome Foods Ltd.

Unit 14, White Horse Industrial Estate  
Hanworth

Dear Mr Ngwaba

#### Re: A delivery this morning

Following my telephone conversation with your staff manager this morning, I am writing to make a formal complaint about one of your employees: the man who delivers to my shop. The man in question not only has very poor standards of hygiene, which are completely inappropriate for handling food, but has also caused offence to one of my staff.



My assistant, Jasmine Gupta, told me that the delivery man entered my shop this morning with engine oil on his hands and overalls. When Miss Gupta asked if he had had a problem with the van, he used some very bad language in his reply.

Ms Gupta is extremely upset by this man's behaviour. In view of this, I do not wish to have this man calling at my shop again.

Could I ask that you arrange for someone who is both clean and polite to deliver our orders in future?

I trust that this matter can be resolved satisfactorily.

Yours sincerely,

**E-mail:**

Subject: Non-dairy spread

Hi Charlie!

I've had a couple of customers asking for sandwiches with non-dairy spread. Do your sandwiches contain dairy or non-dairy? If dairy – could you let us have some with non-dairy?

Sorry to bother you but they're good customers and can't eat dairy products for health reasons.

Cheers!

See you soon,  
Pete

### Activity B1

- a sentences are longer in the letter
- b the e-mail uses contractions, the letter doesn't
- c the letter uses more formal vocabulary (e.g. in view of, wish, trust, resolved etc)
- d Letter: Could I ask that you arrange ...?  
E-mail: Could you let us have ...?

### Activity B2

- a Dear Mr Ngwaba / Dear Charles
- b a few / some
- c requesting
- d I am sorry to trouble you
- e Yours / Yours sincerely, etc

### Activity C1

**Model answer**

Subject: Earlier delivery time?

Hi Charlie

We've got a bit of a problem with the delivery time. We often don't get your delivery till about midday. A lot of our customers want to buy their lunch snacks

earlier than this. Is it possible for you to deliver any earlier?

Sorry to bother you, but it isn't good for our business if we can't supply what our customers want. Hope you understand.

Cheers!

Pete

### Activity C2

**Model answer**

Charles Ngwaba

Wholesome Foods Ltd.

Unit 14, White Horse Industrial Estate  
Hanworth

Dear Mr Ngwaba

**Re: Delivery times**

I am writing to complain about the time of your deliveries to my shop.

Very often we do not receive deliveries of your sandwiches and pitta breads until around midday. This is far too late. Many of our customers would like to buy their lunch snacks earlier than this.

We would like to have sandwiches available to our customers from 11 o'clock onwards. If we cannot provide this, our business will suffer.

Could I ask you to change your delivery schedule so that we can receive our deliveries earlier in future?

Thank you for your cooperation.

Yours sincerely,

### Pages 12 and 13 Getting colleagues to co-operate

#### Activity A1

Suggested answers:

- a I know it's short notice, but is there any chance ... / could you possibly ...?
- b It's parents' evening at my son's school. Could I possibly / Would it be possible to leave early? I don't want to miss it.
- c Do you think you could help / Would you mind helping me with those boxes? They're really heavy.
- d Could you / Do you think you could look after them in case I'm not back in time?



### Activity C2

Organise instructions into areas	Before you start work ... During the day ... At the end of the day ...
Signal the start of a new instruction	So the first thing you do is ... Right! And finally ...
Signal something important	This is important ...
Give reasons	Because plaster gets very dirty.
Check understanding	OK? Everything clear so far? Any questions?

### Page 15 Check it

#### Activity A

##### Model Answer

##### Step 1

When you answer the phone:

- Give your name
- Make sure you sound friendly and enthusiastic!
- Ask whether the caller is an existing customer or a new one

##### Step 2 a

If the caller is an existing customer:

- Ask for their customer number
- Ask for their postcode
- Access their data on the computer
- Remember to keep the contact going!

##### Step 2 b

If it is a new customer:

- Ask for their name, address and daytime telephone number
- Enter data in the computer
- Don't forget to check the spelling!
- Confirm all numbers

##### Step 3

All customers:

- Deal with the enquiry
- Remember to get all the information
- Be polite at all times – never argue!

### Activity B

Unfortunately, there is likely to be a delay in supplying your order for our bread oven, model SD 250. **This** is due to the very high demand we have had for **it** in the last few weeks. As a result, **it** is currently out of stock. We have asked our suppliers to estimate how long the delay will be, and **they** have reported that **it** is likely to be six weeks.

Please let us know if you wish to cancel your order in view of **this**.

We offer our apologies for any inconvenience **this** may cause you.