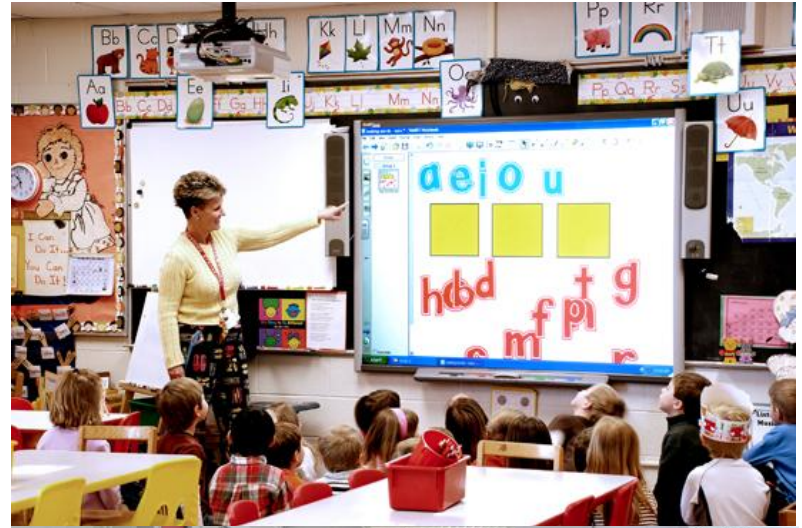


ALWAYS
LEARNING

Tackling Task Based Learning



Kindergarten

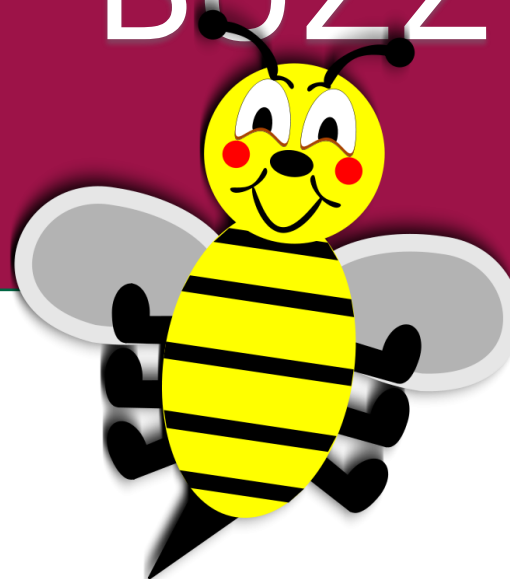


TPR

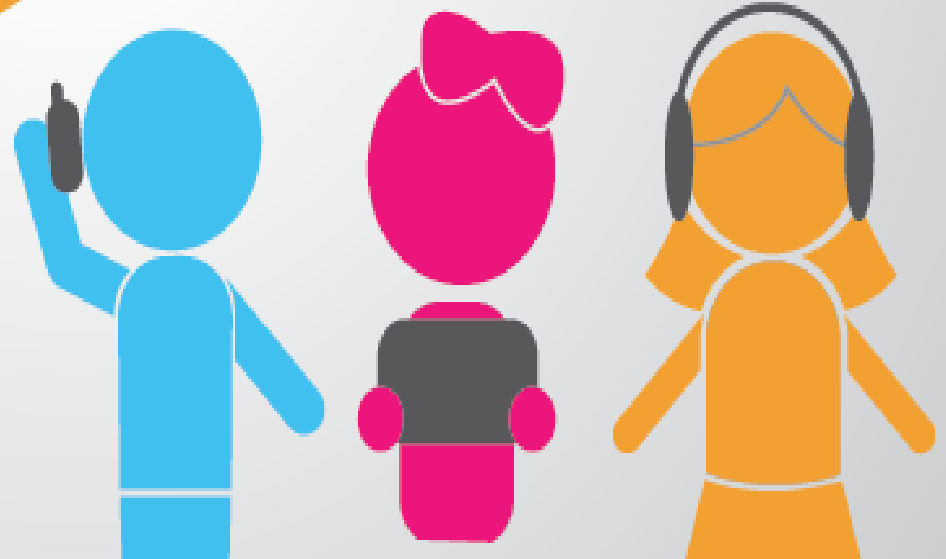
RING



BUZZ



the multi-screen generation



Ready or not here they
come!



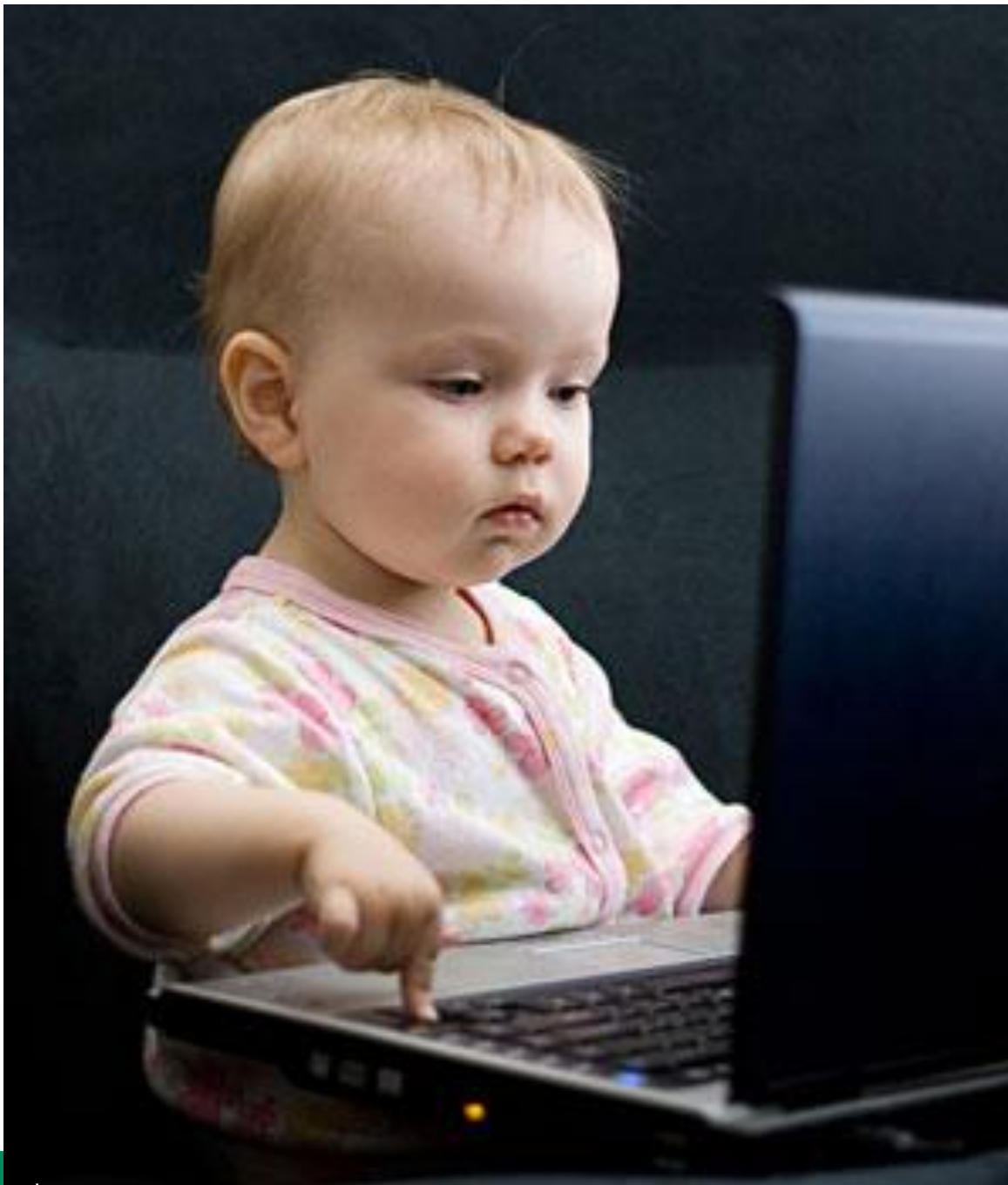




















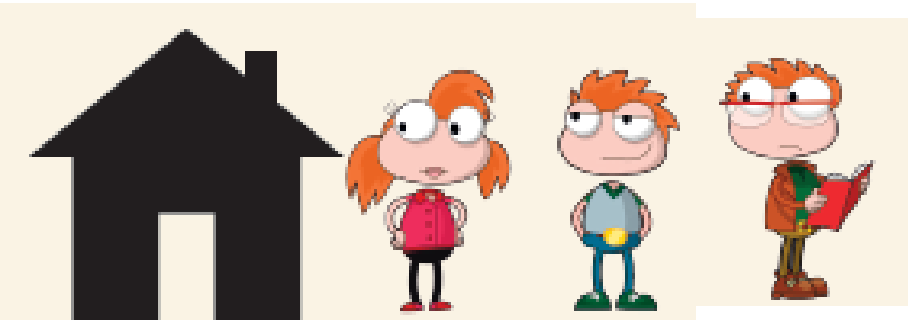
GAME
OVER

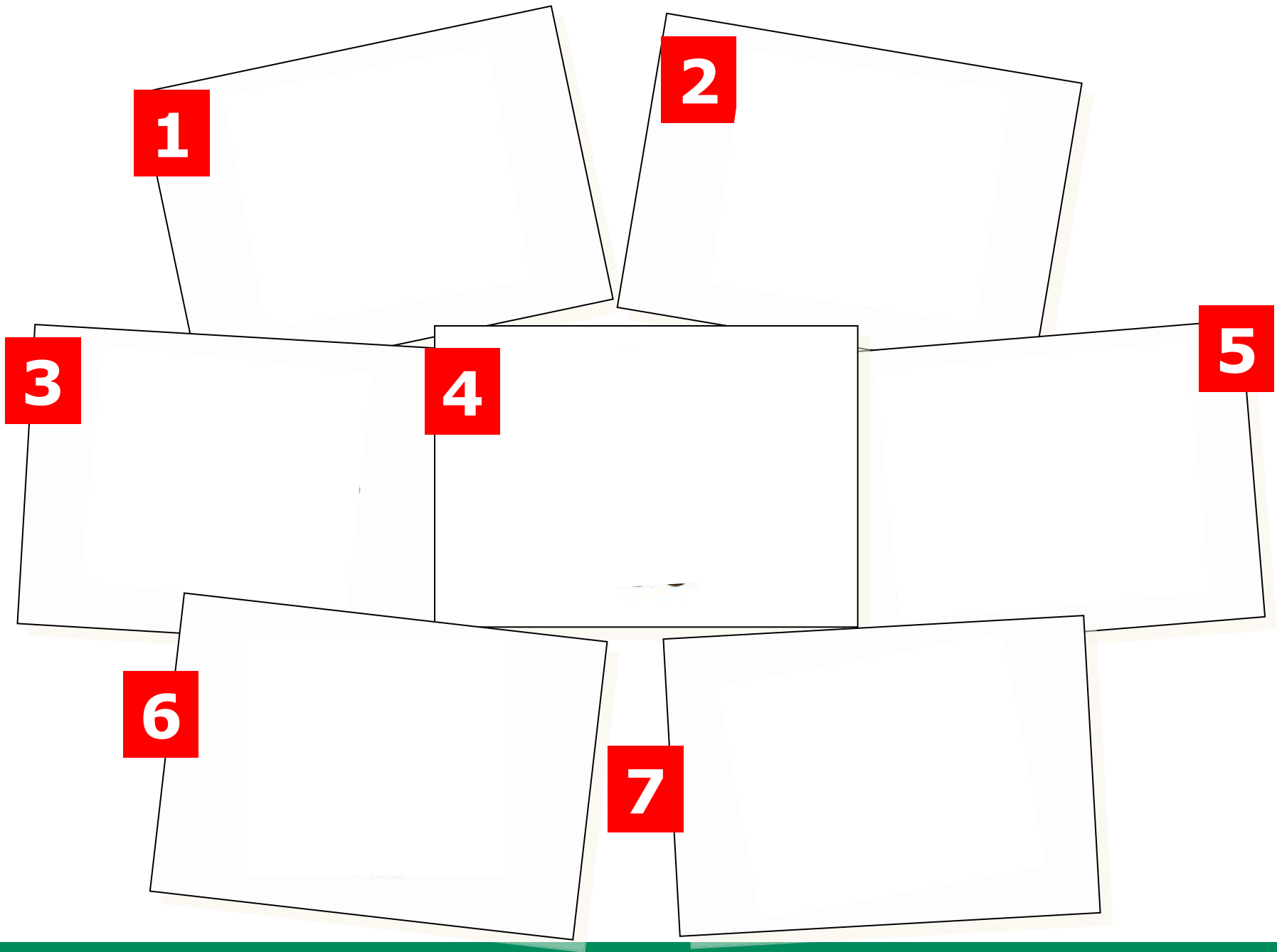


- **Action packed!**
(energetic and enthusiastic)
- **Constant movement and change of activity**
(variety of exercises)
- **Continual achievable challenges**
(avoid frustration)
- **Attention sustained by frequent intermmittent rewards.**
(constant encouragement)

Let's Play!

Using Flashcards



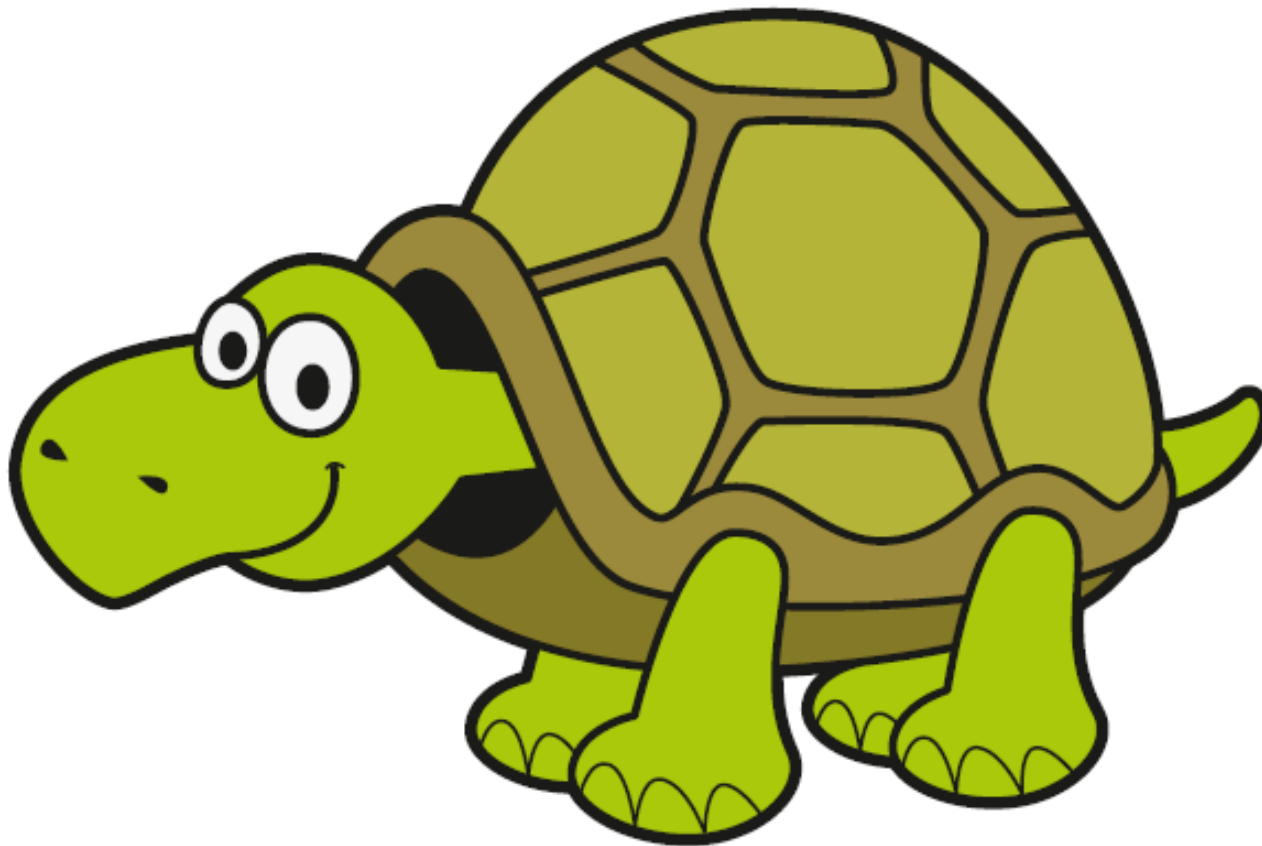


If what you see is what
you hear, clap your
hands three times!

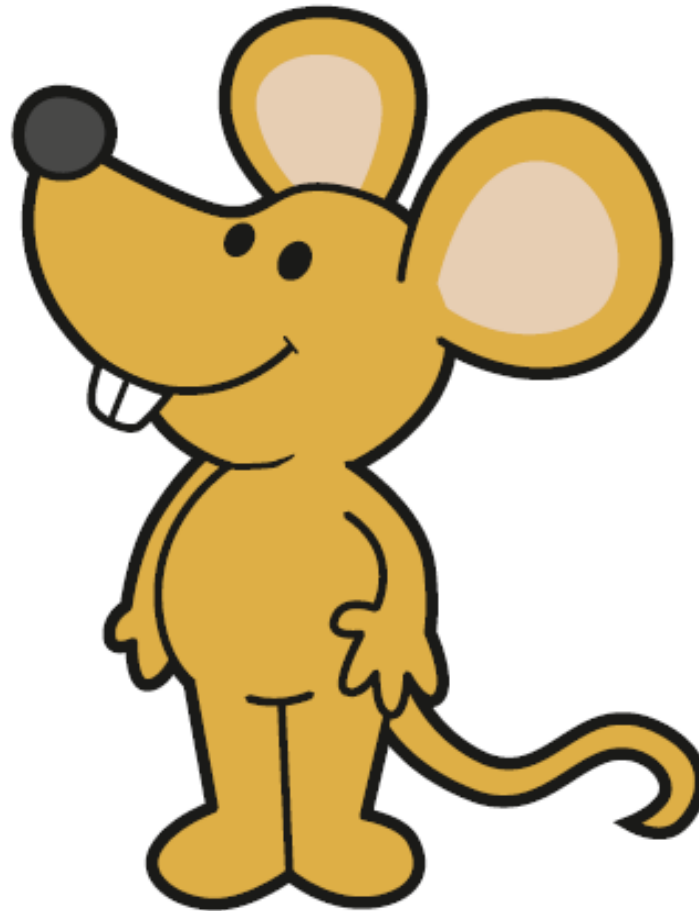




If he isn't right, stamp
your feet three times!







Now that's going to be
tough!



Add the keyhole

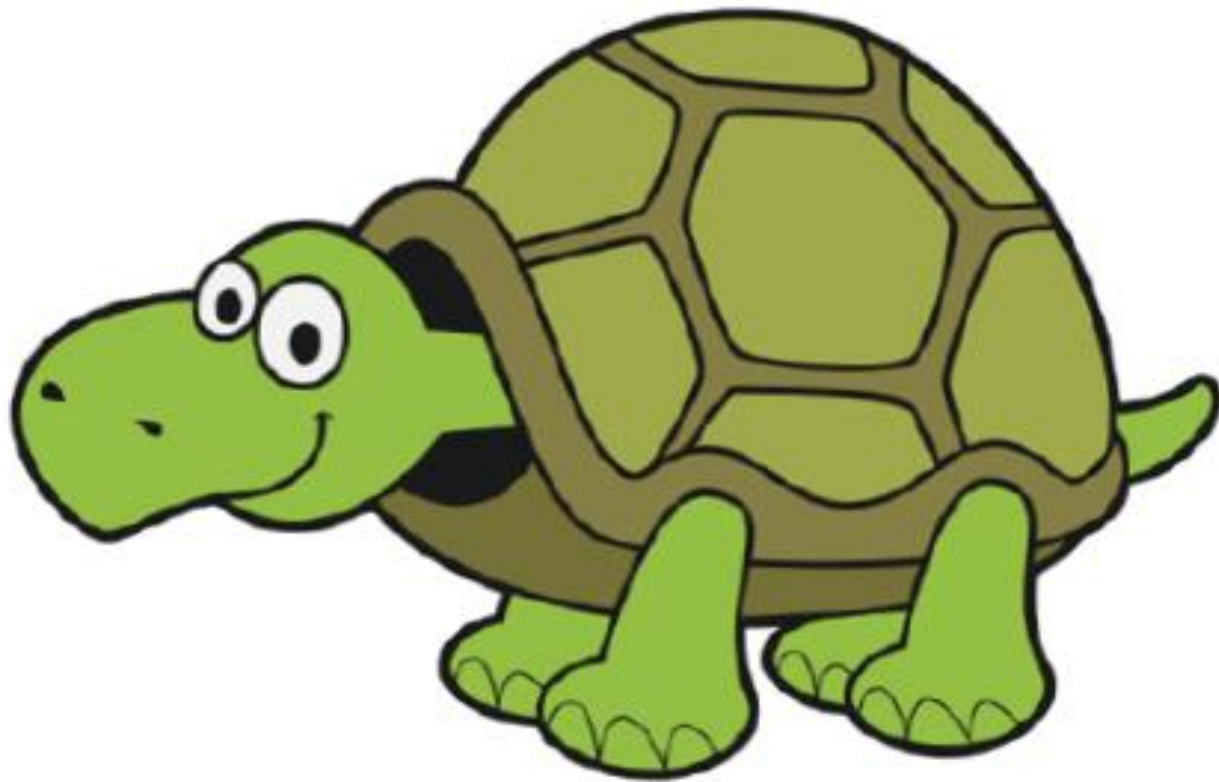














PPPPP



- **P**resentation
- **P**ractice
- **P**roduction
- **P**ersonalization
- **P**ronunciation



Tongue Twisters

Red Lorry Yellow Lorry (x3)

Fried Fish Fresh

Fresh Fried Fish

Fish Fried Fresh

Sherman shops at cheap chop suey shops.

The sixth sheik's sixth sheep's sick.

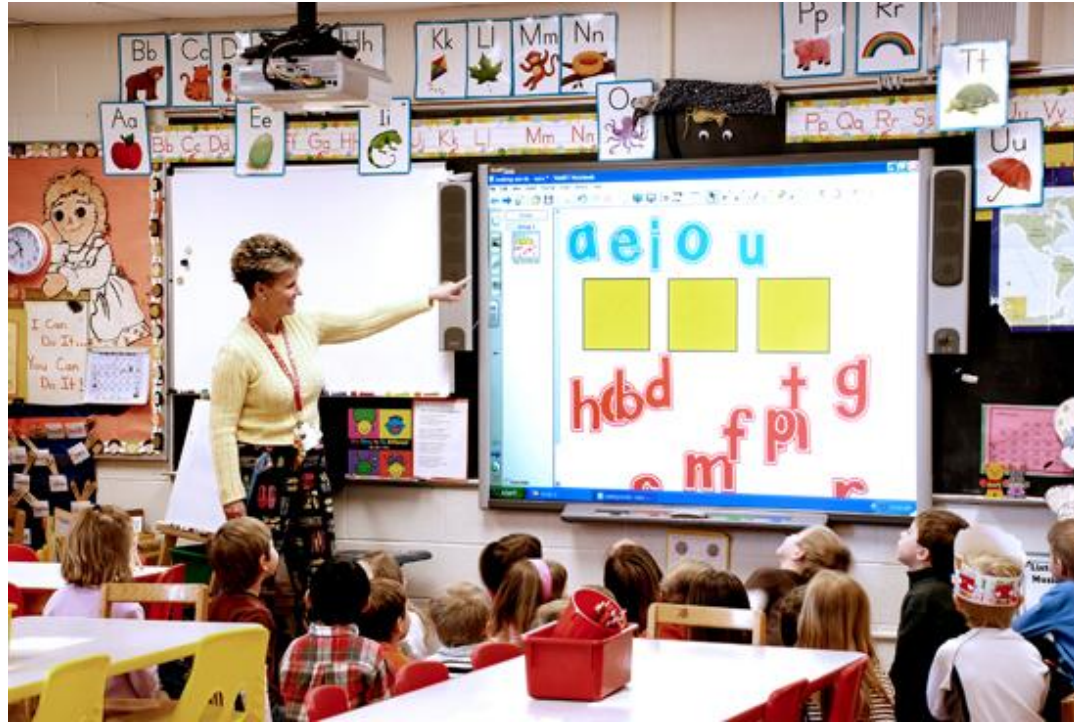
Pass the pink peas please.

Three free through trains.(x3)

Truly Rural(x3)



Primary







Natural context for learning

- **Learning through engagement in meaningful experiences**
- **Learning through play**
- **Learning through representing**
- **Learning through reflection**

Learning through engagement in meaningful experiences

- **experiences that allow children to use all their senses;**
- **activities with a variety of materials and media;**
- **physical activity, movement, and dance;**
- **drama, music, and visual arts;**
- **opportunities to create and read stories,**

Learning through engagement in meaningful experiences

- **poems, and a variety of non-fiction;**
- **opportunities to share personal experiences;**
- **activities that call for language, literacy, and numeracy;**
- **explicit instruction (including opportunities to observe demonstrations and receive explanations).**

13 Listen, point and say. Then say the number.

CD
1.44



1  2  3 





14 Look and say the number.



1  2  3 

15 Make a poster.



11 Listen and guess.  

3

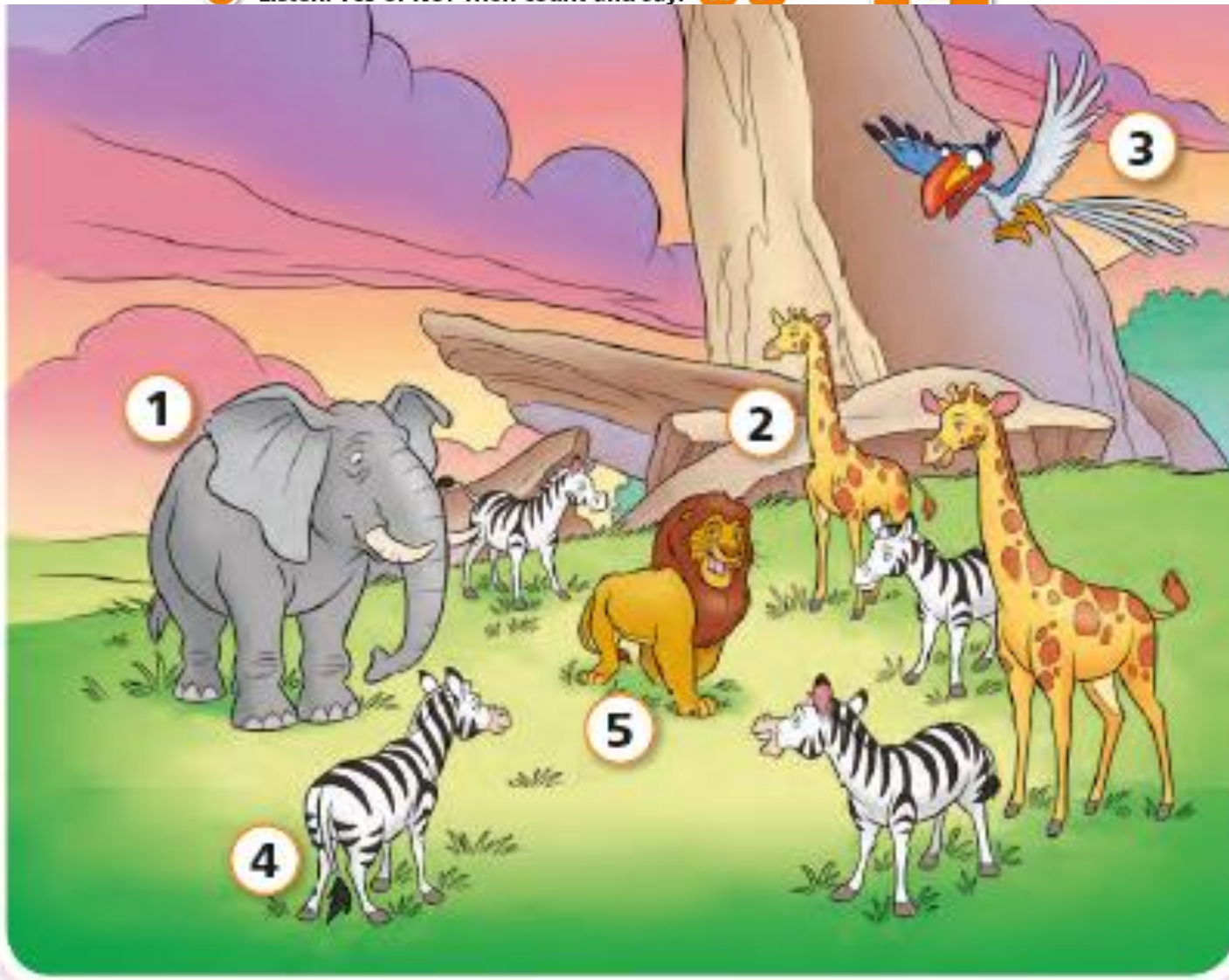


12 Cut out and colour. Then listen and play.   



16 Listen: Yes or No? Then count and say.

CD 1.45

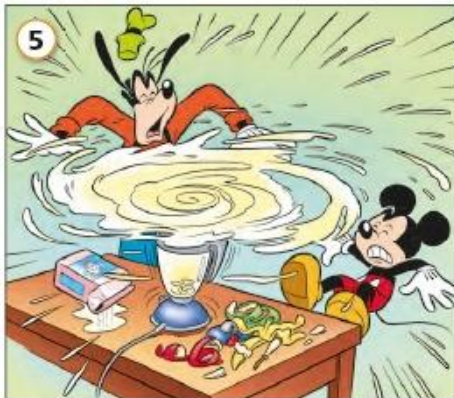
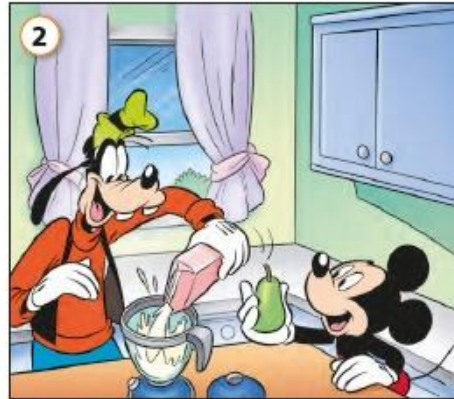


9

Listen and answer.

CD
2.12

CD
2.13



10

Now act the story out.



PPPPP PP



Secondary



Tough Young Teachers



Let's kick-off...

What do teenage learners say about what ***motivates*** them?

I'm learning more eagerly when...

...the subject is easy	72.8%
...I like the teacher	57.3%
...I can be better than my peers	45.5%
...the teacher is demanding	35.4%
...I know that the knowledge is useful	19.8%
...the subject interests me	17.6%
...I'm learning for my parents	16.6%
...the lessons are interesting	16.2%
...I'm not falling behind with the material	5.2%

I'm learning more eagerly when...

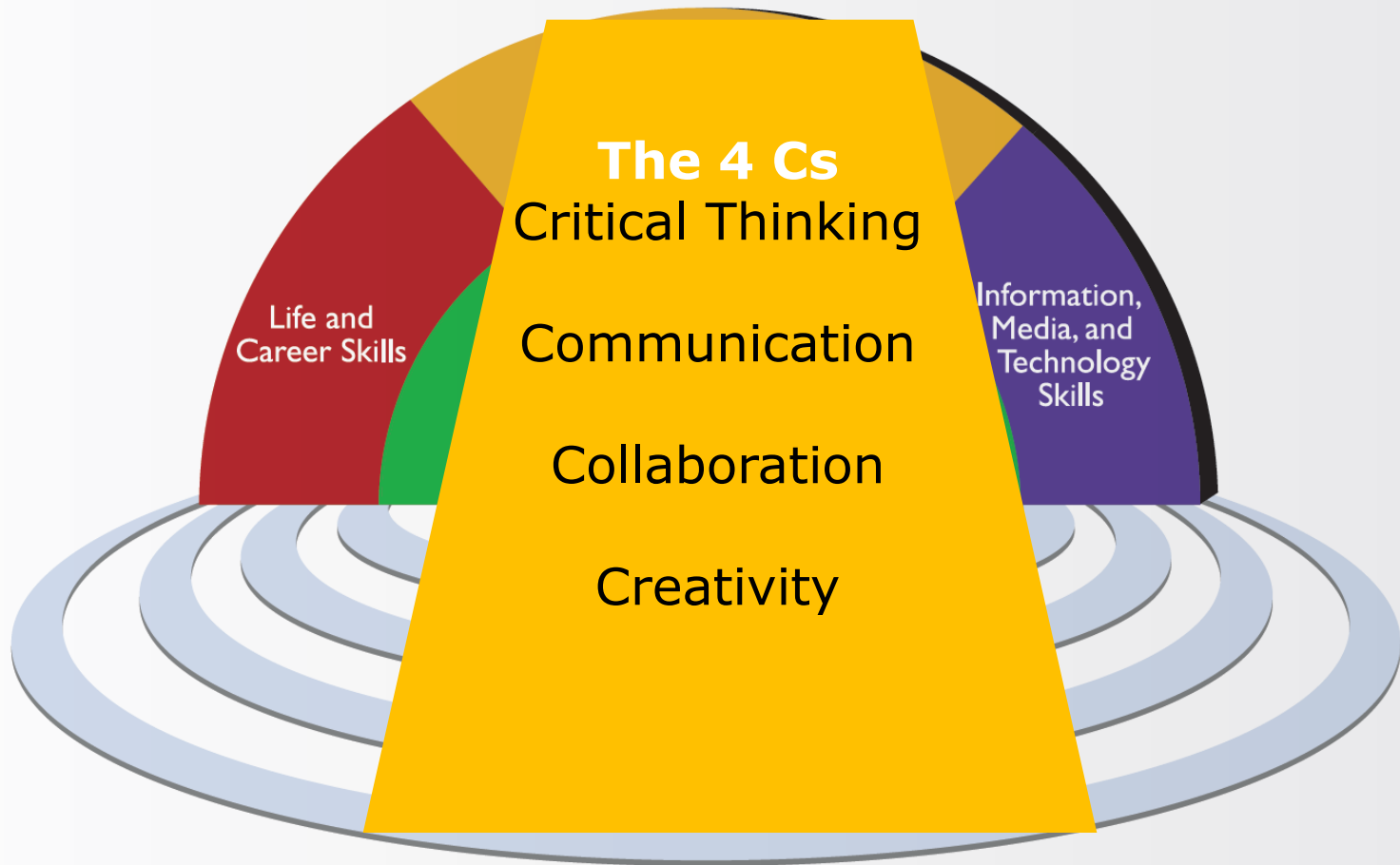
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What does Educational neuroscience tell us?



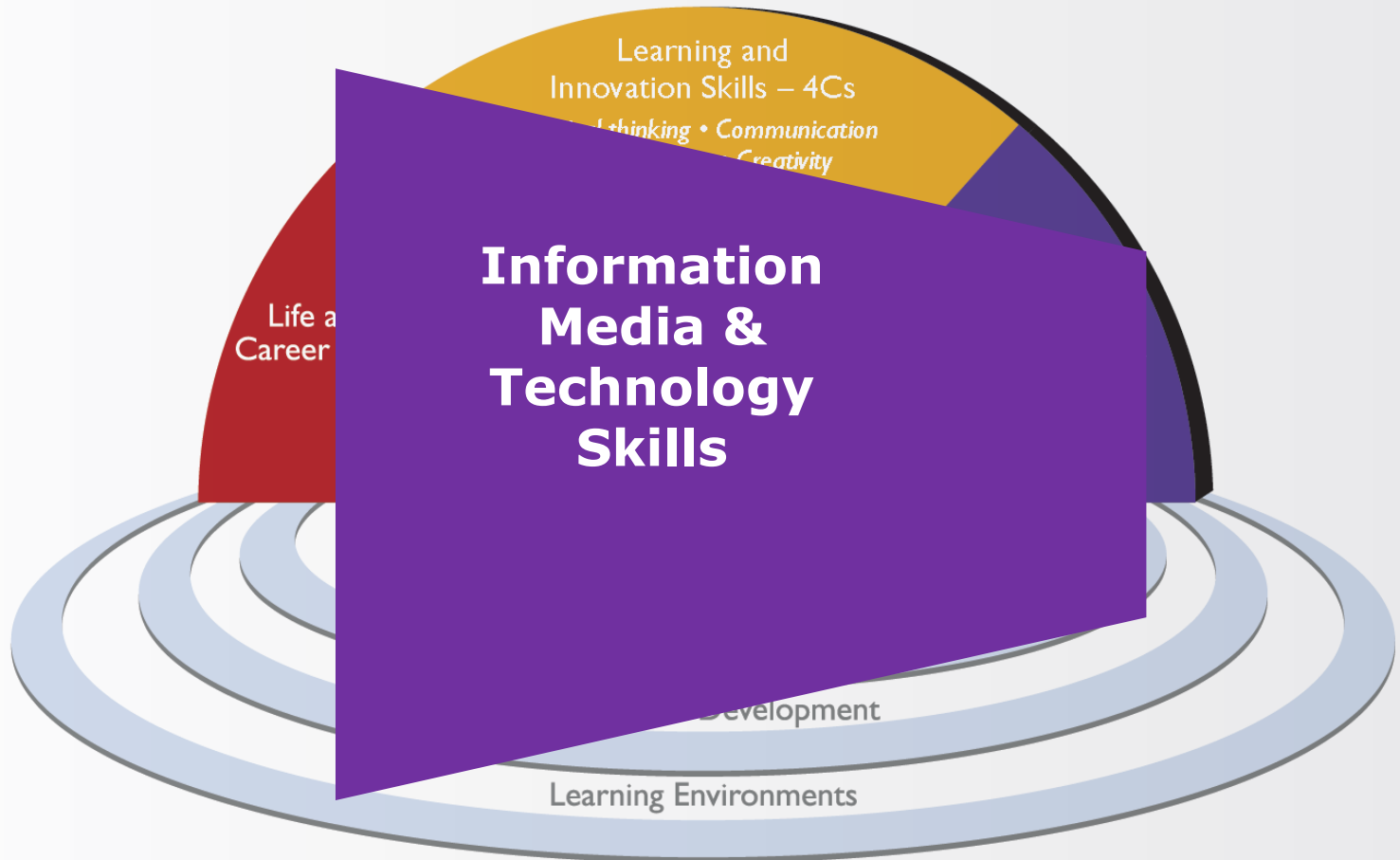
21st Century Skills

21st Century Student Outcomes and Support Systems



21st Century Skills

21st Century Student Outcomes and Support Systems





Meaningful,

Motivating &

Manageable

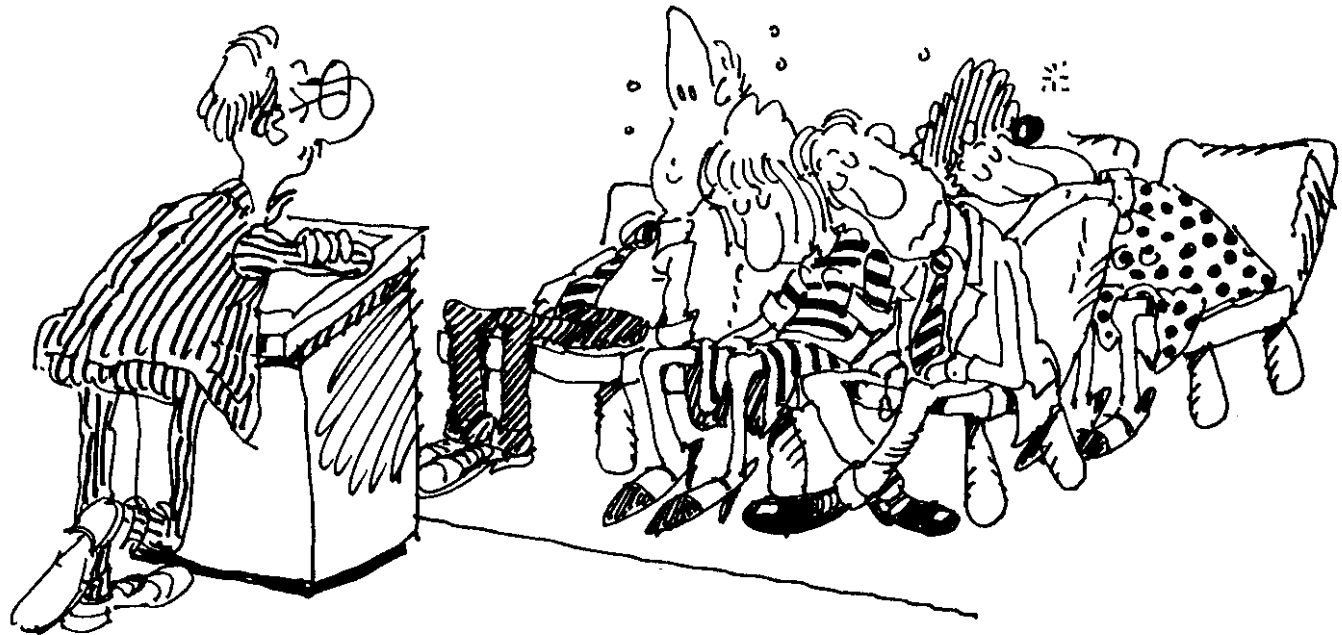
**backwards
classroom**

**reverse
teaching**

flip teaching

**The Thayer
Method**

The flipped classroom is a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing.



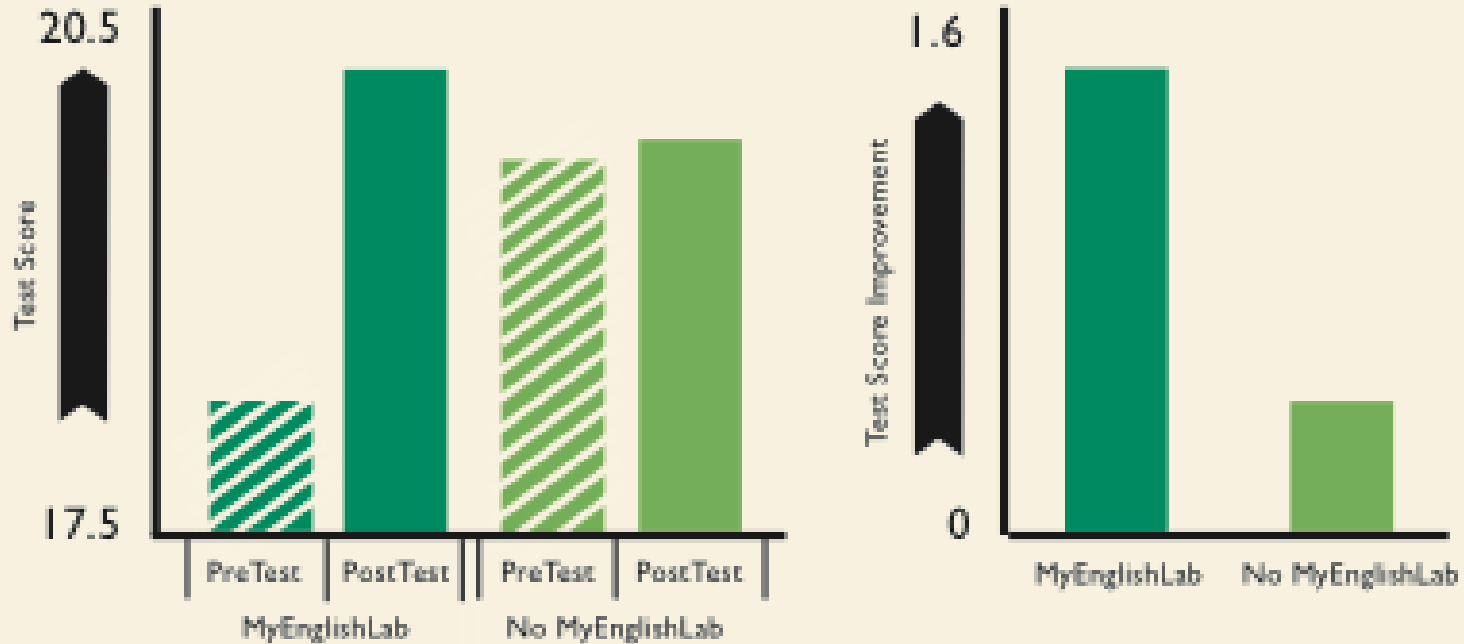
Flipping changes teachers from
"sage on the stage" to "guide on the side"

**Flipped Classroom
(with MyEnglishLab)**

Average pre-test score 18.84%
Average post-test score 20.26%
Average improvement 1.44%


**Control Group
(no MyEnglishLab)**

Average pre-test score 19.64%
Average post-test score 19.67%
Average Improvement 0.38%



Modelling and simulation

Use your English: Ask permission and respond

8  Listen and repeat. Then practise the conversation in pairs.

A: Can I put my books here?

B: Sure.

A: And is it OK if I sit here?

B: Actually, someone's sitting there. Sorry.

Ask permission

Can I/May I put my books here?

Is it all right/OK if I sit here?

Respond positively

Sure. Yes, of course.

Yes, OK. No problem!

Respond negatively

Sorry, it's a bit difficult.

Actually, there isn't much space.


Sorry, but someone's sitting there.

9 Practise similar conversations with the prompts. Respond positively and negatively each time.

- borrow your MP3 player
- watch TV
- use your camera
- stay at your house
- sit at your table
- use your laptop



Use your English: Ask permission and respond

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- watch TV
- use your camera
- stay at your house
- sit at your table
- use your laptop







'WOULD YOU LIKE ANOTHER ONE?'

- **In a bar**
- **In a classroom**
- **In a boxing ring**
- **In a police station**
- **In a clothes shop**
- **Two fishermen**
- **Grandma to grandson**
- **Boss to employee**

Two passengers, one concerned, one drunk

Short Conversations

Okay?

Yes ,Thanks.

Travelling for business or pleasure?

A Suspicious
Custom's Officer

Pleasure.

Really?

Two Old Friends

Well....

Alone?

Yes.

Right.

Two strangers attracted to each other

Social participation



Project

7 In your notebook, write a paragraph for a tourist guidebook about a holiday in your country. Answer the questions.

- When is it?
- Is there a special meal?
- How do people spend the day?
- What other things happen on this day?
- Do you know when this holiday started?

Project

7 In your notebook, write about a festival in your country.

- What's the name of the festival?
- Where is it?
- When is it?
- Is there special food at this festival?
- Is there music at this festival? What type?
- Are there special costumes? What kind of clothes do people wear?

Project

7 In your notebook, write a holiday guide about a popular area in your country.

- What's the area called?
- Where is it?
- What's the weather like there?
- What's it famous for?
- Suggest some things to do, see, visit, learn about, buy or eat there.

This is a photo of Mousehole in Cornwall.



Projects

- **In your notebook, write...**
- **In groups, make a poster...**
- **In groups, make a power-point presentation...**
- **In groups, make a vlog...**



Social participation in testing

A group of teenagers took an exam in Spanish as a FL;

After the exam they discussed the answers for 15 minutes

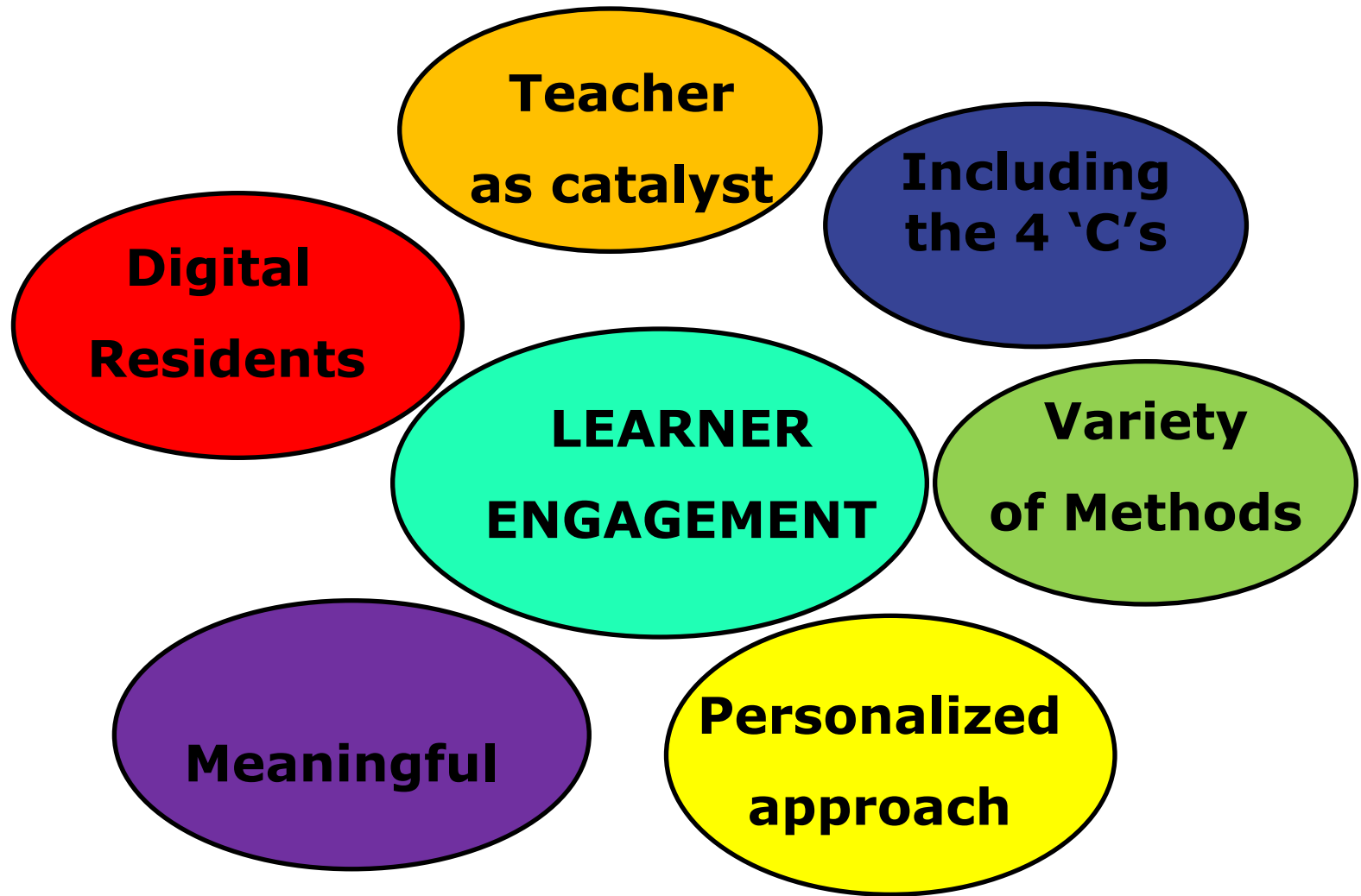
Next day they took another exam covering the same material

Procedure repeated for the whole semester (4 tests)

Social participation in testing

TEST 1		TEST 2		TEST 3		TEST 4	
1st attempt	2nd attempt	1st attempt	2nd attempt	1st attempt	2nd attempt	1st attempt	2nd attempt
72%	77%	76%	82%	78%	87%	82%	92%

Dr Don Cooper, Institute for Behavioral Genetics,
Department of Psychology and Neuroscience,
University of Colorado



The old and the new



3b You've got a lot of luggage!

Grammar Countable and uncountable nouns with *much, many, a lot of, a few, a little*

Vocabulary Common uncountable nouns

Function Ask permission and respond

Dialogue

1 Listen and read. Why must Emma hurry?

Mum: Wow! You've got **a lot of** luggage! How **much** luggage do you need for a week in Ireland?

Emma: A lot!

Mum: Well, hurry up. We haven't got **much** time. It's 11 now! The plane leaves in three hours.

Emma: Can I put these shoes in your suitcase? Mine's full.

Mum: More shoes? How **many** pairs have you got?

Emma: Not that **many**! Please, Mum!

Mum: OK, but there isn't **much** space in my suitcase and I want to put **a few** books in it. Now come on! There's **a lot of** traffic near the airport at this time of day.

Emma: Wait! Where's my MP3 player?

Mum: It's here, in your rucksack. Come on. It's time to go!

Comprehension

2 Answer the questions. Write the answers in your notebook.

Who:

1 likes music? 3 loves reading?

2 is worried about the 4 has two bags?

time?

SOLVE IT!

3 What time does the plane leave?

Vocabulary: Common uncountable nouns

4a Listen and repeat. In your notebook, match the uncountable nouns (1–10) to the countable nouns (a–i). Which uncountable noun has not got a countable noun?

1 – h

1 food a) an MP3 file

2 furniture b) a car

3 homework c) a rucksack

4 luggage d) a table

5 money e) a minute

6 music f) an exercise

7 rubbish g) a £5 note

8 time h) a pear

9 traffic i) a dirty plastic bottle

10 space

b In your notebook, add another countable noun to each uncountable noun in the list (1–9).

1 – a mushroom

Grammar

Countable and uncountable nouns with much, many, a lot of, a few, a little

Countable nouns	Uncountable nouns
Affirmative	Affirmative
There are a lot of books.	There's a lot of space.
There are a few books.	There's a little space.
Negative	Negative
There aren't many books.	There isn't much space.
Questions	Questions
Are there many books?	Is there much space?
How many books are there?	How much space is there?

5 Read the dialogue again. Notice the words in red.

Practice

6 Choose the correct answer. Write it in your notebook.



Dad: What's Emma got in her bag?

Mum: Her holiday things. She's got **a lot of** a little T-shirts and dresses.

Dad: How **many** / **much** pairs of shoes has she got?

Mum: She hasn't got **many** / **much** shoes, but she has got three pairs of flip-flops! Then she's got **a little** / **a few** magazines to read on the plane.

Dad: How **many** / **much** money has she got?

Mum: About £20. She wants to buy a drink at the airport.

Dad: Well, we haven't got **many** / **much** time. Hurry up, Emma!

7 Copy the sentences into your notebook and complete them with *much, many, a few, a little* or *a lot of* and the words from the box.

• cars • DVDs • time • books • furniture
• food • minutes • homework

- I've got **a lot of homework** tonight: six exercises and an English project.
- Are there **?** on the road at 5 a.m.?
- I usually read magazines. I haven't got **?**
- I love films. I've got **?** at home; about forty.
- There's **?** in the fridge, but not much.
- 'What time does the programme start?' 'I think it begins in **?**.'
- Hurry up. We haven't got **?**
- 'Is there **?** in your bedroom?' 'No, just a bed and a wardrobe.'

Use your English: Ask permission and respond

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B: Actually, someone's sitting there. Sorry.

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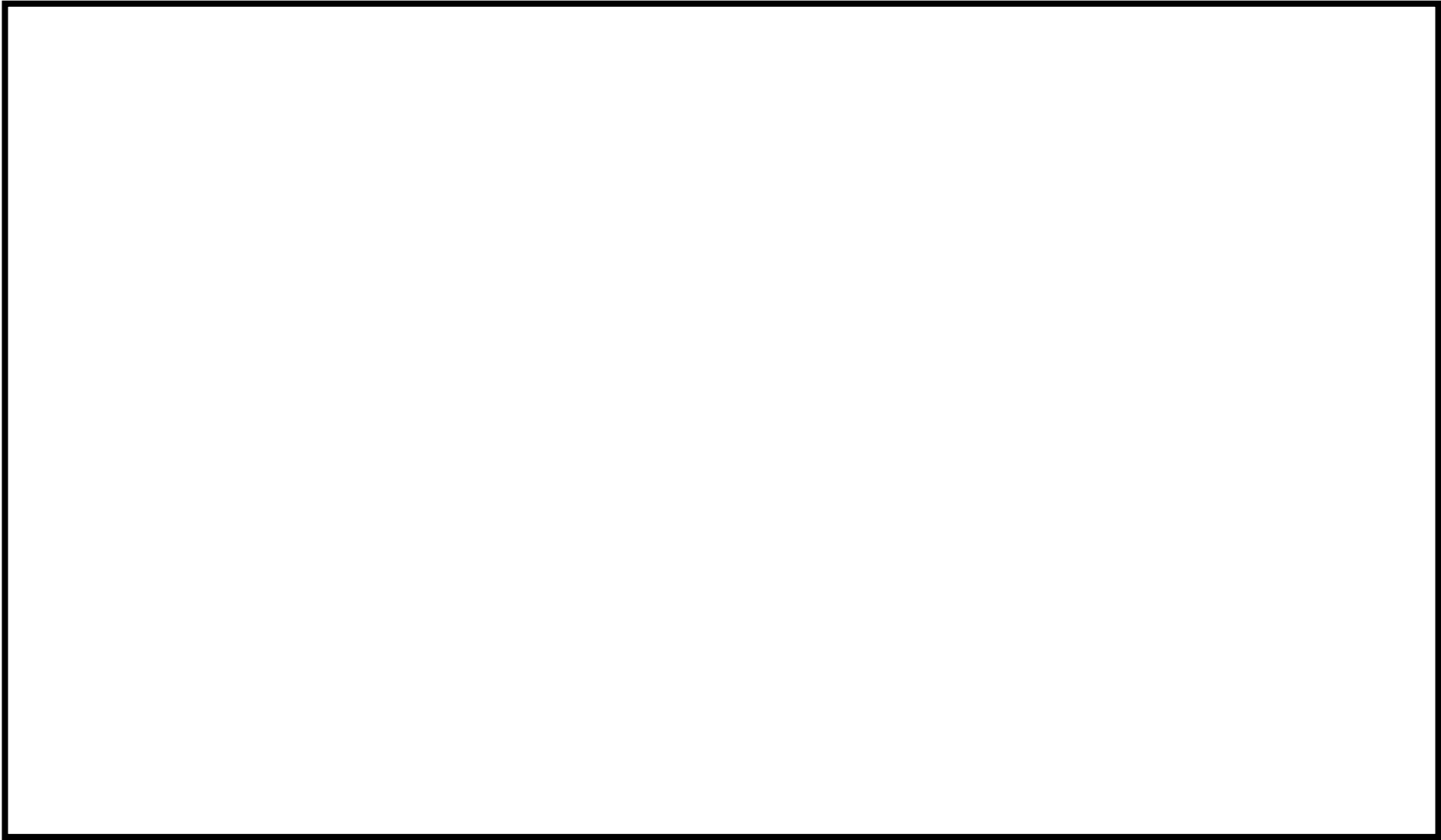
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• use your camera • stay at your house
• sit at your table • use your laptop

Extra practice

For more practice, go to page 104.





**BRING YOUR
ENGLISH TO LIFE
IN THE CLASSROOM**

with our new course for...



Tertiary



Teaching Language

Student-centred

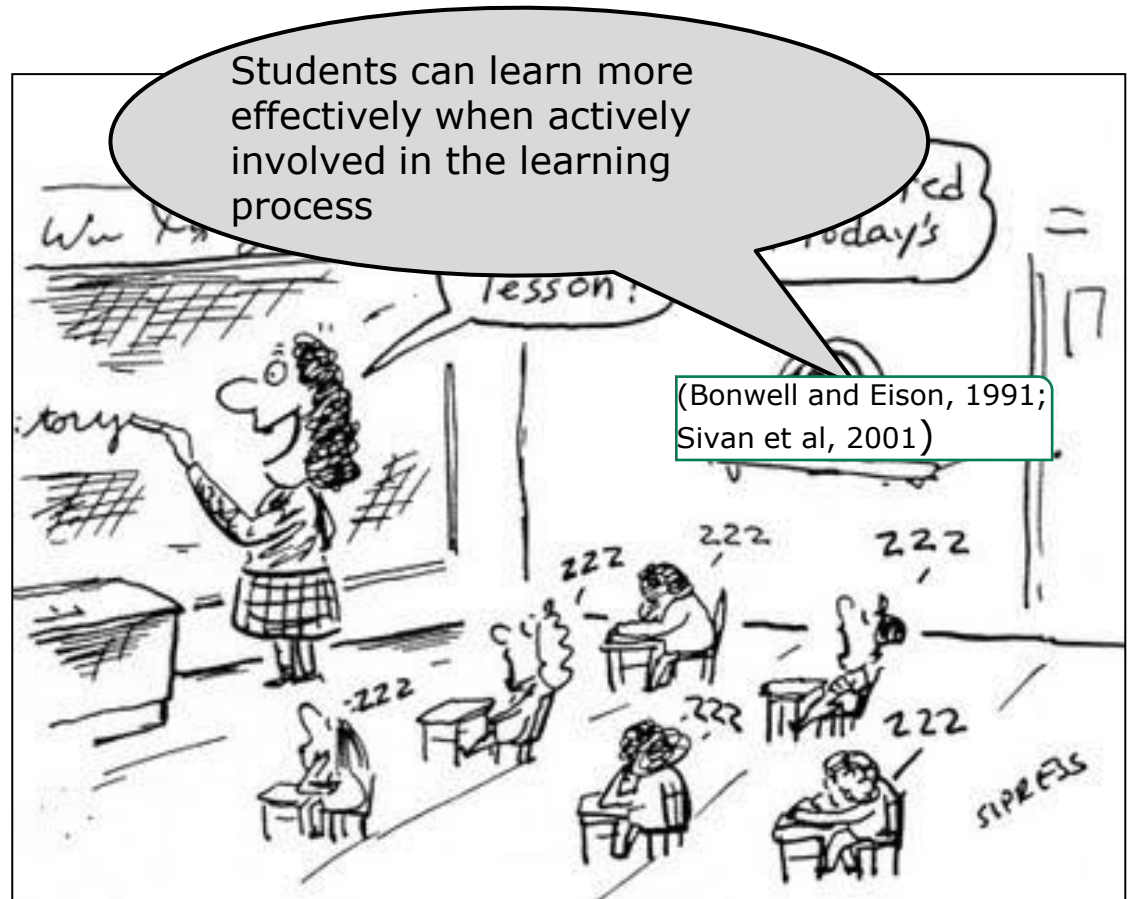
Output

Tasks

Fluency

Practice

Analytic



Role-plays & Simulations

Your boss needs to make someone redundant. Explain why you are indispensable.

You scored really badly on the last test. Tell your tutor why, and what you are going to do to ensure you pass the next one.

Convince your partner that you need a new phone.


Persuade your partner to cover you all next week.




'bridging the gap between the classroom and the real world' (Holden, 1983:89).

A Read these suggestions about ways of dealing with conflict. Put each of them under one of these headings: *Do* or *Don't*.

- 1 Delay taking action if possible.
- 2 Get angry from time to time with difficult members.
- 3 Try to see the problem from the point of view of the team.
- 4 Be truthful about how you see the situation.
- 5 Encourage open and frank discussion.
- 6 Try to ignore tensions within the team.
- 7 Bring potential conflict and disagreement to the attention of the team.
- 8 Give special attention to team members who are having problems.
- 9 Persist with 'impossible people' – you may be able to change their minds.
- 10 Try to find 'win-win' solutions.

B  CD2.29 Listen to the conversation between Karen, Head of Department, and Larissa. Which suggestions from Exercise A does Karen use to deal with the conflict between Larissa and her colleague, Sophie?

C  CD2.29 Listen again and note down the phrases Karen uses to deal with the conflict. Add them to the appropriate sections in the Useful language box below.

D Work in pairs. Role-play this situation. Use phrases from the Useful language box to discuss the problems.

A team of six multinational staff is managing a number of key accounts at an advertising agency. However, one of the team is unhappy. The employee is difficult to work with and

EXPRESSING YOUR FEELINGS

- My main concern is ...
- What really worries me is ...
- What concerns me is ...

MAKING SUGGESTIONS

- One thing you could do is ...
- It might be worth ...
- It could be helpful if you ...

EXPRESSING SATISFACTION

- Yes, that would be very helpful.
- Yes, that's a good idea.
- Mmm. I think that's the right approach to take.

EXPRESSING DISSATISFACTION

- I don't think that would do much good.
- I'm not sure that would work.
- I don't think that's the answer.

USEFUL LANGUAGE

EXPRESSING YOUR FEELINGS

- My main concern is ...
- What really worries me is ...
- What concerns me is ...

MAKING SUGGESTIONS

- One thing you could do is ...
- It might be worth ...
- It could be helpful if you ...

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EXPRESSING DISSATISFACTION

- I don't think that would do much good.
- I'm not sure that would work.
- I don't think that's the answer.

SHOWING SYMPATHY

- I know how you feel.
- I understand what you're saying.
- I can see where you're coming from, but ...

IDENTIFYING THE REAL PROBLEM

- What's really bothering you?
- What are you really worried about?
- What's the real problem?

RESOLVING THE PROBLEM

- How do you think you should deal with this?
- What's the best way to do you think?
- What's your suggestion?

REVIEWING THE SITUATION

- Let's look at this in a few days' / week's time.
- Let's meet next time to see how things are going.
- Let's review this situation's a bit later.

The Case for Case Studies

•Case studies are extremely rich in content and can provide the learner with the potential to consolidate already acquired knowledge and train specific language and managerial skills.

Daly (2002)

•The case study method has been used in many fields in third level education and also lends itself nicely to language learning.

Daly (2002)

•Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point.

Fry et al (1999)

•One of the benefits of using case studies as an interactive learning strategy is shifting the emphasis from teacher-centred to more student-centred activities.

Grant (1997)

What is a Case Study?

The three parts of a case study are a **scenario-based story** that focuses on a specific, hypothetical problem, **supporting literature** that aligns with the main themes of the story, and **guiding questions** that help the learner gain the most from understanding the concepts and objectives of the case study by applying critical and higher order thinking skills.

Laura Trujillo-Jenks

The Case for Case Studies

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DRAGONS & ANGELS



Angel investors quiz entrepreneurs to find the best new ventures to support

Background

Dragons & Angels (D&A) is a small syndicate of angel investors based in Edinburgh that provides companies and entrepreneurs with capital and expertise. Being part of a syndicate allows investors to make larger and more frequent investments. Some are successful entrepreneurs themselves.

D&A is prepared to back start-ups or established companies that are seeking to expand. The typical investment is from £50,000 to £500,000. The investors often attend face-to-face 'speed-funding' events, where they interview entrepreneurs in five minutes.

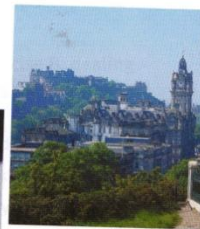
Angel investment is a risky business, but as one of D&A's senior partners puts it, 'Companies which might otherwise have financed growth plans through bank loans have had to consider equity, while investors who might traditionally have invested in the stock market or property are looking to diversify their portfolios to spread the risk.'

Research shows that business angels stand to make a significant profit by investing in start-up companies, with an average rate of return of 22 per cent over four years.

Task 1 Evaluating business ventures

You are investors from D&A and are planning to attend the next speed-funding event in Edinburgh. You can invest up to £500,000 in total and you may invest in more than one venture. Read the three profiles on the opposite page and evaluate the different entrepreneurs according to how successful and profitable you think their ventures will be. Then discuss these questions.

- 1 Which of the ventures sounds the most interesting and promising? Do any of the products have a distinct advantage in the marketplace?
- 2 How much money are you prepared to invest or lose?
- 3 Which business do you think will give you the best return on your investment?
- 4 What kind of stake would you be interested in as an investor, e.g. 30–40 per cent ownership?
- 5 What will your role be? Are you interested in being a 'sleeping' partner or taking an active role in the business?



ANGEL INVESTORS ASSOCIATION

THIS WEEK'S ENTREPRENEURS

1 Evan Griffiths, founder of E-sellers and maker of an e-reader



Investment required:
£400,000–£500,000, mainly product development for designing a smaller and smarter e-reader

Return on capital: 25%–30% over four years

'I'm the founder of E-sellers, an e-book publisher and online bookstore. We already have an 18 per cent share of the e-book market. I've now developed my own e-reader. I'm not worried by the competition from bigger companies. Their e-readers are over-priced or don't fit easily in a pocket or handbag like ours do. E-books and physical books will co-exist for many years. Whenever I buy a book, I usually buy two: one to have on the shelf and another to read on my e-reader.'

2 Agnes and Morag McQueen, cheese makers and co-directors of McQueen's, an Edinburgh-based family business



Investment required:
£100,000–£125,000 for investing in renewable energy, expanding the current premises and taking on more staff

Return on capital: 20% over four years

'I'm joint director of McQueen's. We make quality Scottish goat's cheese, which I'm passionate about. Our customers value our environmental standards, quality and years of experience. We pride ourselves on organic farming and using resources more sparingly. We're trying to become a carbon-neutral company. That means we would also need to invest in alternative energy, which would reduce our greenhouse gas emissions even more. I think that would give us an edge over our competitors.'

3 Danish adventurer Troels McClintock, Soul-air



Investment required:
£45–£55 million to build a solar-powered aircraft

Return on capital:
40%–45% over four years

Soul-air – the sky's the limit!
'My dream is to fly around the world in a solar plane. I want to demonstrate the potential of renewable energy. Airplane manufacturers are sceptical such a plane can be built, but I have always believed in thinking creatively and outside the box. Currently, we have a society based on oil dependency. The result is car manufacturers are going bankrupt. It's a typical example of people who did not make the turnaround early enough. Join me on this adventure of a lifetime – you won't regret it!'

▶ CD2.38 – 2.40 Listen to three investors at the speed-funding event asking the entrepreneurs questions and take notes. Which entrepreneur(s) dealt best with the questions? What other questions would you ask at this stage?

Task 2 Decision-making meeting

Work in groups. After the speed-funding event, compare notes as investors. Discuss these questions.

- 1 Which venture(s) will you invest in, and why? Does the product have a large and fast-growing market?
- 2 How much money will you invest collectively as a syndicate?
- 3 What will be your role in the business(es); for example, a mentor, a management advisor or a partner with a stake in the firm? How much control would you like?
- 4 What quality contacts could you pass on to the entrepreneur? Which of your family, friends or associates could be interested in the product(s) as potential customers?

Watch the Case study commentary on the DVD-ROM.

Writing

You are one of the investors at Dragons & Angels. Write an e-mail to a colleague who missed the presentations, proposing the business idea you would like to invest in. Include these points.

- Say why you want to invest in this particular venture.
- Mention the background and expertise of the entrepreneur or management team.
- Say how much money you have decided to invest and what kind of return on investment you expect (a minimum of 20 per cent at this stage).
- Briefly describe D&A's role in the venture.

➔ Writing file page 145

Advantages of Case Studies

- Motivating for Students
- Develops **C**ritical Speaking
- Improves **C**ommunication Skills
- Encourages **C**ollaboration
- Offers plenty of opportunity for **C**reativity
- Meaningful Language Practice
- Produces lots of Student Output
- Can combine both long-turn and short-turn speaking
- Easily extended to include transferable skills
- Can be used to teach other subjects

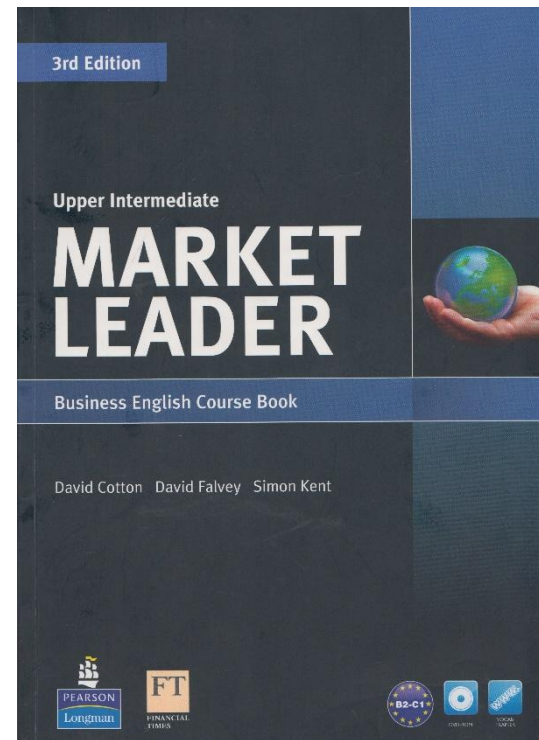


Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case.
(Boston University)

Case studies are also ideal platforms for practising soft skills in business contexts, getting students to negotiate contracts, organise discussions, run meetings, take part in debates etc.



Let's look at a Case Study.....



8 Motivating the sales team

Case study

A kitchenware company is having problems with its sales staff

Background

Designer Kitchen Products (DKP) is based in Leicester, England. It sells a range of high-class kitchenware to stores across Europe. A year ago, the company hired a new Sales Manager, David Seymour, to improve the sales revenue and create a high-performing team.

However, since David Seymour's appointment, the sales team has not met its targets, and morale in the department is low. The management is disappointed with the results in the UK, as they are planning to expand into Asia in the near future. In addition, the management needs a high-performing sales team to successfully launch several exciting new kitchenware products early next year.

The sales team consists of a mix of nationalities, but they are not working well together. David Seymour is considering various actions to improve the team's performance. He is well aware that if he cannot motivate the team to raise its performance, his own job will be on the line.



Before taking stronger action to generate more sales revenue, David Seymour made some notes on the team. Read about David Seymour, then read the notes on the sales team on the opposite page.

- To meet the target of increasing sales by 20%, each member of the sales team will be expected to increase sales by 20% in their area.
- Commissions will be based entirely on the team's monthly performance. There will be no individual commissions.
- The sales representative with the biggest percentage increase in sales over a six-month period will be given a prize.

- Monthly sales figures of each member of the team will be posted on a board in the company's head office. The person with the highest sales will be the 'top salesperson' and will receive a certificate of successful performance.
- Each month, I will call the 'outstanding salesperson' of the month. His/Her name will appear in the company newsletter.

David Seymour

When David Seymour was appointed Sales Manager, he was given the task of leading the sales team. He was disappointed by the results in the UK and decided to set up the team to expand into Asia. He was more confident about his performance in sales.

David Seymour's notes on the sales team

David Seymour's notes on the sales team

Background

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The sales team consists of a mix of nationalities, but they are not working well together. David Seymour is considering various actions to improve the team's performance. He is well aware that if he cannot motivate the team to raise its performance, his own job will be on the line.



She makes her reports on sales.



She makes reports on sales.



He works in meetings and speaking.


Study commentary

For, write a letter to the DKP outlining your problems. The manager. The of your salespeople is members of the team. rning them about d indicating what ey should make in



His job is on the line if he can't improve the team's performance!

David Seymour
Sales Manager

 **CD2.30** Listen to a sales meeting chaired by David Seymour. He makes a proposal about training for the team and asks members to comment.

What do you learn about the team's problems?

- To meet the target of increasing sales by 20%, each member of the sales team will be expected to increase sales by 20% in their area.
- Commissions will be based entirely on the team's monthly performance. There will be no individual commissions.
- The sales representative with the biggest percentage increase in sales over a six-month period will be given a prize.

- Monthly sales figures for each member of the team will be posted on a board at the company's head office, e.g. 1 = top salesperson, 7 = least successful performer.
- Each month, I will choose the 'outstanding salesperson of the month'. His/Her photo will appear in the company newsletter.

- Staff will attend webinars (web seminars) about new products twice a month. There will also be much more use of video conferences run by me.
- Staff must send in weekly reports about their activities.
- I will organise an informal dinner with each member of the sales team in the near future.

THE SALES TEAM Code for sales areas in terms of sales potential

***** Outstanding **** Very good *** Good ** Average * Poor

HANK (Canadian)

Area: South-East/West ***** Age: 36

Personality: Fun-loving, extrovert, sociable; most ambitious member of the team

Notes:

- Ranking: no. 3 in terms of sales revenue
- Exceeds 60% of monthly sales targets.
- Added five new accounts last year.
- Usually late sending in sales reports. Not good at paperwork.
- Argues a lot in meetings. Can be very disruptive.
- Thinks he could double sales if he had the West London area.
- Dislikes Max. Thinks meetings are mostly a waste of time.



SONIA (Italian)

Area: North-East ** Age: 28

Personality: Dynamic, self-centred, a workaholic

Notes:

- Ranking: no. 4 in terms of sales revenue
- Always meets monthly sales targets.
- Added six new accounts last year.
- Most talented salesperson in the team.
- Excellent communicator with customers.
- Team members respect her, but no one likes her.
- Thinks she is underpaid for her contribution to sales.



MAX (English)

Area: West London ***** Age: 52

Personality: Serious, reserved, some say 'unfriendly'

Notes:

- Ranking: no. 1 in terms of sales revenue
- Added two new accounts last year.
- Very successful in keeping existing customers happy, but slow to promote new products.
- Rarely meets his monthly sales targets. Excellent paperwork.
- Speaks a lot at meetings. Very influential.
- Has a close relationship with Natalya. Always supports her at meetings.
- Thinks his sales targets are far too high.



LAURA (American)

Area: Midlands *** Age: 38

Personality: Outgoing, speaks her mind, argumentative.

Notes:

- Ranking: no. 6 in terms of sales revenue
- Added three new accounts last year.
- Meets about 30% of her monthly sales targets.
- Says that in present economic conditions, her area should be downgraded to one star.
- Very hard-working, sends in excellent sales reports.
- Good relations with customers.
- Not a team player. Dislikes Natalya and Sonia.



NATALYA (Russian)

Area: North-West/Scotland ** Age: 26

Personality: Reserved, organised, determined

Notes:

- Ranking: no. 5 in terms of sales revenue
- Added four new accounts last year.
- Meets 50% of her monthly sales targets.
- Is steadily improving her sales ability. Reliable paperwork.
- Has some good ideas to improve sales, but lacks confidence.
- Always supports Max in meetings.
- Hank thinks Natalya has the wrong personality for sales.



CHANG (Chinese)

Area: West/Wales *** Age: 45

Personality: Likeable, cooperative, most hard-working member of the team

Notes:

- Ranking: no. 2 in terms of sales revenue
- Very consistent salesman. Generally exceeds all his monthly sales targets.
- Added five new accounts last year.
- Enjoys team meetings. Needs to improve presentations of new products.
- An excellent salesman. Very good paperwork.
- Can be too polite and not assertive enough in meetings.
- He has a strong Chinese accent when speaking.



Task

You are Directors of DKP. Work in groups of four. Director 1 leads the meeting.

Director 1: Turn to page 136.

Director 2: Turn to page 142.

Director 2

You want to:

- keep David Seymour as manager. You are a close friend of David's. You think he's an excellent manager of a difficult team. He just needs more time to put things right.
- send David on a management training course which focuses on teambuilding.
- get rid of Hank. He is rude and immature, and upsets the other members of the team.

team's performance. Decide which should be put into effect.

5 Work out an action plan for the next month.

6 If there is more than one group of ideas, discuss your action plans.

Director 4

You want to:

- hear the opinions of the other directors before making up your mind. You are not sure whether to keep David Seymour or not.
- appoint Sonia as manager if the other directors think David should go. Sonia is tough, talented and dynamic, just what the team needs as a leader. She's also a very good communicator.

Director 1

You are the leader of the meeting. You want to:

- get rid of David Seymour by asking him to resign. You think he has some good ideas for improving sales, but he is not a suitable person to manage the sales team. He's not a 'people person'. He's been given more than enough time to turn things round.
- replace him with a new person from outside the company. A new manager should be appointed – someone with good people skills and better managerial ability.
- discuss David's proposals and find out what the other directors think about them.
- think of some other ways of motivating the sales staff and improve team spirit.

- have fewer reports, meetings and web communications, so that the sales reps can focus on increasing sales and looking after customers' needs.
- think of some other ways of motivating the sales staff and improving team spirit.

Director 3

You want to:

- move David Seymour to another department in the company.
- replace him with another member of the sales team. Chang might be a good choice.
- have a department meeting every two weeks, led by the new manager. Everyone should be encouraged to express their opinion.
- keep Hank in the sales team. You are Hank's closest friend – you went to school together. He is a difficult person, but a top-class salesman.
- reduce the sales team to five members and make the others work harder and be more productive (you decide who should go).
- reorganise the sales team (you decide how).
- think of other suggestions for improving the performance of the team.

- replace Max with one of the other sales reps. He is not a dynamic person and has a poor record at getting new business.
- insist that Hank attends a course to improve his interpersonal skills.
- to think of other suggestions for improving the performance of the sales team.


Watch the Case study commentary
on the **DVD-ROM**.



Writing

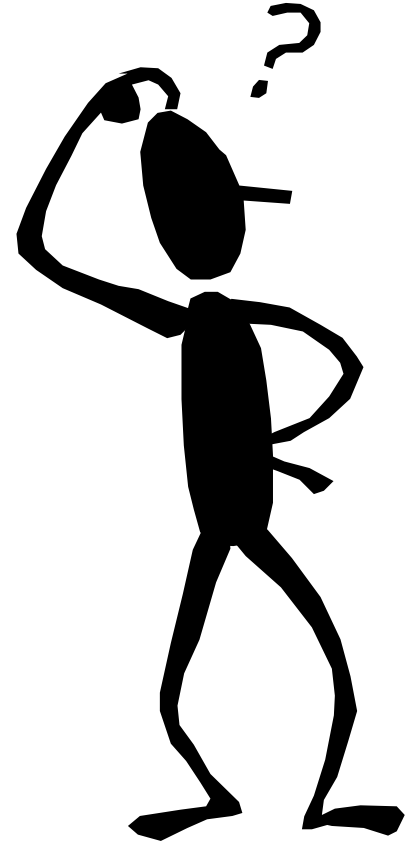
Either: As a director, write a letter to the Chief Executive of DKP outlining your solution to the problems.

Or: You are a sales manager. The behaviour of one of your salespeople is upsetting the other members of the team. Write a letter warning them about their conduct and indicating what improvements they should make in their behaviour.

 *Writing file page 126*

Potential Pitfalls of using Case Studies

- Difficult for some teachers to change focus
- Teacher has less control
- Students need to learn how to do them
- Difficult to set a clear time
- Not so easy to assess and grade performance
- Takes time to set up
- Classroom might need to be changed
- Participation can be uneven
- There is a need to clarify objectives
- Feedback needs to be given



Learner Training

The subject of group working comes up time and time again in student feedback. We originally provided ***no formal training for group work and soon recognised that this was an area we needed to address.*** We have developed a case study for some level1 students that incorporates group training including ***discussion of group dynamics, group functioning and group meetings.*** As outlined earlier, we also feel that formal group sessions are helpful for the students, particularly for longer case studies.

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UK Centre for
Materials Education**



Task-Based Learning

Setting up the task (Instructions)

On-task (Monitoring)

Feedback

Further Practice

Skills/Recycling

Giving Feedback

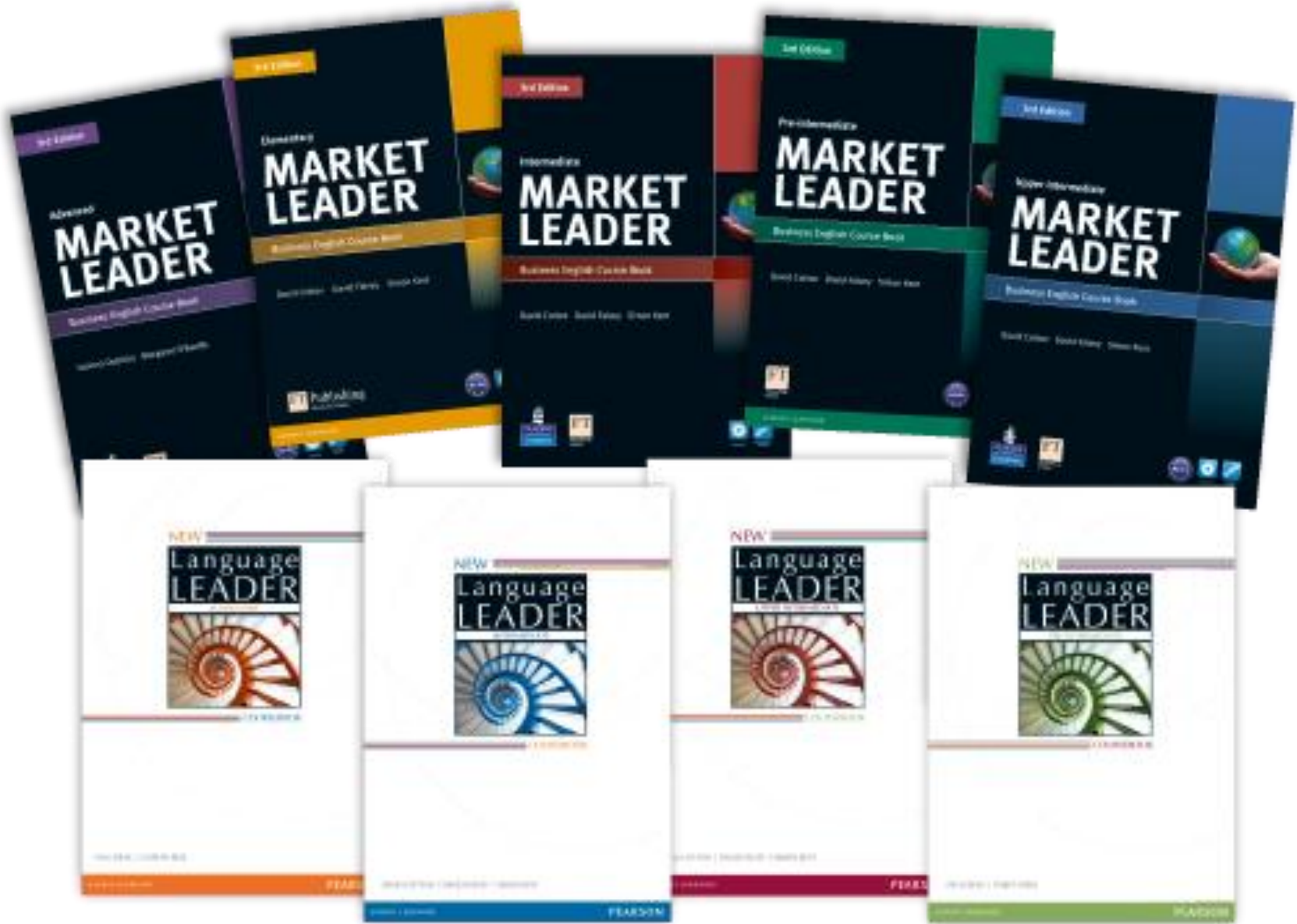


- Correcting errors.
- Giving praise.
- Further practice.
- Eliciting answers from students individually.
- Eliciting examples of student output.
- Introducing language functions.
- Introducing new language.
- Asking students the result of the activity.
- Eliciting task aims.
- Self-Assessment

Getting things done

- offering
- requesting
- suggesting
- making arrangements
- inviting
- reacting to offers, requests, invitations and suggestions
- reminding
- instructing
- advising
- persuading





Thanks for your time.....

Goodbye

