

Relationships

Level: Advanced

Age: Adults

Time: Up to 90 minutes

Lesson aim:

- To explain how to deal with relationships at work

Skills: Listening, Speaking

Materials:

- Worksheet
- Live from London: Business “Relationships” video
- Transcript

Before you watch

A

The aim of this activity is to enable students to briefly share information and experiences regarding relationships at work. It also prepares the learners for the video content. They ask and answer questions in pairs – no need for specific details at this stage.

Video

A

Students watch the video from 0:00–1:52. They make notes on the two speakers’ ideas. Students then discuss the summary questions.

Key:

1. Vivek
2. Tolani
3. Students’ own views

B

Students watch the next part of the video from 1:52–3:18. They record the responses from each speaker to the question *Do you think it’s important to socialise with your team?* They also add notes expanding on each speaker’s response.

When they finish, they compare notes with a partner. They also discuss whether any of the ideas mentioned were the same as those they discussed in the ‘before you watch’ activity.

Key:

Prad— Yes; it’s important to get to know colleagues, know how they work and build relationships.

Anne— Yes; ‘you don’t just work for work, otherwise I would stay at home.’

Jenny— Yes; it [socialising] helps with work. It’s useful.

Chris— Yes; incredibly important; makes for a more efficient and open team; people share ideas and are more willing to engage.

C

This activity begins with learners sharing their own personal views— which topics would they discuss during a free moment?

The discussion familiarises learners with the topics to listen out for. Play the remainder of the video from 3:18–4:19. Students listen and tick the topics mentioned by the speakers. They then reflect on how similar their ideas are to the speakers in the video.

Key:

Topics mentioned:

sport, food, work, the future of the company (Prad mentions ‘prospects’), customers, relationships, family

Other topics mentioned that were not listed:

how tired you are, moving house, ‘random topics’

Language focus

A

This activity draws attention to some interesting topic-related language used by the speakers. Given the level of the learners, some of these phrases may already be known, hence a variety have been provided.

First, ask the learners to scan their transcript and highlight the phrases listed in Language focus A. This is for support. It gives them a chance to see each phrase used in its full context.

Students then discuss the questions, exploring the language— do they know any of the phrases or can they guess their meaning from the context?

B

After checking prior knowledge and predicting the meaning of unknown words, students match the word to the correct paraphrased versions.

Key:

1. get on with your team
2. a more efficient team
3. nurture that relationship
4. we actually appreciate that
5. a more open team
6. what motivates them, what drives them
7. it has an impact
8. bounce ideas off [someone]

C

The purpose of this activity is to build knowledge of some possible new words introduced. At advanced level, it is important to expand vocabulary and to raise more awareness of word-formation patterns.

Students complete the table of different word forms for the three examples given. Note: some words may not be used in each form.

Key:

efficient (adj.): efficiency (noun), efficiently (adv.)

collocations: energy efficient/efficiency

opposite: inefficient

motivate (verb): motivator (noun, not frequent), motivated/motivating (adj.)

collocations: highly motivated

opposites: demotivate, demotivated (adj.)

appreciate (verb): appreciation (noun), appreciative (adj.), appreciatively (adv.)

collocation: lack of appreciation

opposite: unappreciative (adj.)

Communication focus

A

The communication focus is a straightforward discussion task. Students read the scenarios about a relationship issue among work colleagues. They discuss the issue together, first considering possible solutions and then choosing the best one.

When they finish, students can work with another partner or pair and discuss their views on each scenario again.

Note: each description of the scenario includes some of the language-focus phrases from the lesson.