

Learning objectives for this lesson

Understanding the discourse of a text, reading for detailed comprehension, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Get students to work in pairs to discuss the questions then take whole class feedback.

Suggested answers

Students may bring up a wide range of issues. These could cover changes in production and working practice, perhaps the outsourcing of some functions. They might talk about changes to the hierarchy of the company. Many firms seem to be de-layering their organizations and making hierarchies flatter for instance,

- 2 Hand out the text. Get students to read it through once, then put them into pairs to do the exercise. You may want to set a time limit of 7–8 minutes for this task before taking whole class feedback.

Answers

1 c 2 e 3 d 4 a 5 f 6 b

- 3 Get students to work in pairs to discuss the questions then take whole class feedback.

Answers

- 1 They are afraid of it.
- 2 With a top-down management style top managers make the decisions and their subordinates are supposed to execute them without discussion. With a bottom-up style decisions about change are discussed and made by people at the grass roots of the company.
- 3 Because they think that this is the way of making change more acceptable to the workforce. They will go along with change if they feel they have been properly consulted and that their views have been taken into consideration.
- 4 If people are consulted then their views are totally ignored, it can make them very angry and uncooperative.
- 5 External factors like foreign competition, exchange rates movements, the introduction of new technologies.
- 6 Because if they make them known, they can risk acts of sabotage and strike action from employees who will naturally oppose the change.
- 7 Because Machiavelli believed that the end justified the means. The state, or in this case, the business is more important than any other concern like fairness or openness.
- 8 It allowed the change from vinyl records to CDs to take place, and now people download music over the Internet, often illegally.

- 4 Do this as a quick whole class activity. Get students to scan the text for the verb phrases if they find the activity difficult.

Answers

1 c 2 e 3 a 4 b 5 d

- 5 Students use the context to help them understand the meanings. As a follow-up, you could ask students to create their own sentences with the verb phrases.

Answers

- 1 go ahead with = continue
- 2 win someone over = convince someone who didn't agree with you of your point of view
- 3 carry something out = perform
- 4 allow for = create the space or time to do something
- 5 shake something up = make an important and dramatic change to an organization or the way something is done

- 6 Ask students to discuss their answers in pairs before taking whole class feedback.

Answers

- 1 stakeholder
- 2 palatable
- 3 inevitable
- 4 obsolete
- 5 waverer
- 6 undercut
- 7 ride the wave
- 8 redeploy

- 7 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner giving reasons why.
- 8 Get the students to think of similar examples then have a whole class feedback. One example might be Marks and Spencer who saw a big downturn in the late 90s due to its slow response to consumer trends and refusal to accept major credit cards. If students find it difficult to think of examples, you could skip this exercise for the time being, but ask students to treat it as a small research project to report back on at the next lesson.
- 9 Get the students to discuss the questions in pairs or small groups and then take whole class feedback.