

# Unit 1

## Report an activity

### Motivating



#### About the unit

Employees in a multinational company are often from diverse cultural backgrounds. Good communication and co-operation among them are vital to the success of the company. Team building is believed to be an effective way to improve employees' mutual understanding. It can involve structured activities and exercises led by team members. Or, with proper budget and goals, companies can invite professionals to run team building workshops for their employees. External facilitation by professionals can give a team building event a boost.

This unit mainly focuses on delivering an oral report about a team building activity. In “Inputting”, Ss will learn the content, the words and expressions concerning team building, and how to structure an activity report effectively before they complete the task in “Outputting”. “Extending” will help Ss get more information about team building activities and learn some ways to solve the problem of cultural differences in the workplace. After studying this unit, Ss will be able to deliver an oral report about a team building event and understand the importance of bridging cultural differences.



#### Teaching objectives

Upon completion of this unit, the T is expected to enable Ss to:

- list the words and expressions concerning team building (Listening & Reading: Form)

- note down the specific information about an activity (Listening & Reading: Content)
- describe the structure of an activity report (Structuring)
- list three key points about team building (Listening & Reading: Content)
- deliver an oral report about an activity (Outputting)



## Teaching suggestions

A production-orientated approach is suggested here. By adopting this approach, the T needs to make clear the unit setting, the production task and the learning objectives in “Motivating”. With the content, language and structure learned in “Inputting”, the T can help Ss get prepared for the production task in “Outputting”. “Extending” is the final stage where follow-up listening and reading are carried out.

Sections	Tips
<p><b>Motivating</b> (Period 1)</p>	<p><b>Warming-up</b></p> <ul style="list-style-type: none"> <li>• Present the scenario of communication to Ss.</li> </ul> <p><b>Trying-out</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to try out the communicative task.</li> <li>• Help Ss realise their gap in completing the task and arouse their interest in learning.</li> </ul> <p><b>Taking aim</b></p> <ul style="list-style-type: none"> <li>• Explain the learning objectives and the output task.</li> <li>• Make sure Ss can distinguish between the communication and the language objectives.</li> <li>• Make sure Ss are clear about the type and content of the output task.</li> </ul>
<p><b>Inputting</b> (Periods 2-3)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Play the audio and ask Ss to do Task 1 to get the details of the team building workshop, such as time, place, participants, etc; check their answers and provide assistance when necessary.</li> <li>• Play the audio again and ask Ss to finish Task 2 to get further information about the workshop; check their answers and provide assistance when necessary.</li> <li>• Explain the Language Points (the T might explain the Language Points before the first listening).</li> <li>• Explain the Cultural Point and the Business Point.</li> <li>• Lead Ss to summarise the language that can be used to complete the output task.</li> </ul>

## Reading

- Guide Ss to read and understand the passage by finishing the two tasks in “Content” (Task 2 might be finished before Task 1 if necessary) to gather information about a specific activity; check their answers and provide assistance when necessary.
- Explain the Language Points, the Cultural Point and the Business Point, as well as any part of the passage that might be necessary for Ss.
- Guide Ss to finish the three tasks in “Form” (some of the tasks such as Task 3 might also be finished flexibly while the T is explaining the Language Points); check their answers and provide assistance when necessary.
- Lead Ss to note down more information about the team building activity and collect more language structures that are useful for the output task.

## Structuring

- Explain the structure of an oral report.
- Guide Ss to grasp the structure of an oral report by finishing the task; check their answers and provide assistance when necessary.
- Make sure Ss have grasped the structure of an oral report before moving to the next part of the unit.

## Outputting (Period 4)

- Describe the output task so that Ss are clear about each step of the task and the relevant requirements of each step.
- Guide Ss to finish the output task step by step and carry out the self-assessment.
- Assess Ss’ performance by working with them together (construct the assessment criteria with Ss in advance and make a timely assessment in or after class according to the time available).
- Provide assistance when necessary.

## Extending (after class)

### Listening & Reading

- Assign Ss to finish the tasks and provide the channel through which Ss can check their answers; provide assistance when necessary.
- If time permits, the T can also guide Ss to finish the tasks in class and roughly follow the procedures of “Listening” and “Reading” in “Inputting”.

# Inputting



## Listening

### Language focus

- 1 Over this weekend in this beautiful holiday inn, you'll have the opportunity to get to know your co-workers better.**

**co-worker:** *n.* someone who works with you and has a similar position 同事; 合作者  
*e.g. In addition to co-workers who are easy to work with, you will also find difficult people at work.*

- 2 Your team is made up of people from different cultures, with different needs and personalities.**

**be made up of:** to be formed from the things or people mentioned, or to be the parts that form something 由……组成  
*e.g. This book is made up of 10 units.*

- 3 I hope you can learn to build a team based on everyone's strengths and weaknesses.**

**weakness:** *n.* a fault in someone's character or in a system, etc. 弱点; 缺点  
*e.g. His only weakness is his ill temper.*

- 4 At first, we are going to have an icebreaker to get everyone warmed up.**

**icebreaker:** *n.* something that you say or do, like a game or a joke, to make people feel less nervous when they first meet 破冰活动  
*e.g. A well-planned icebreaker can ease the tension of a new group.*

- 5 You need to talk with them until you find something in common with each other, then move on.**

**in common with:** in the same way as someone or something else 与……一样  
*e.g. I have a lot in common with my twin sister.*

### Reference answers

#### Task 1

- |                          |                |                |
|--------------------------|----------------|----------------|
| 1 beautiful holiday inn  | 2 get to know  | 3 build a team |
| 4 get everyone warmed up | 5 a trust game |                |

## Task 2

1 → 5 → 2 → 4 → 3

### Script

Welcome to this team building workshop! Over this weekend in this beautiful holiday inn, you'll have the opportunity to get to know your co-workers better. Your team is made up of people from different cultures, with different needs and personalities. Getting to know your co-workers, and helping them get to know each other, will build an efficient and trusting team. The workshop aims to encourage everyone to work well together as a team by participating in different kinds of activities. I hope you can learn to build a team based on everyone's strengths and weaknesses. At first, we are going to have an icebreaker to get everyone warmed up. Later and tomorrow, we'll have various activities including a balloon game, a trust game and a personality test. Now, please take a look at who is at the table with you. Maybe there are some people you have never met. This is your chance to break the ice. I'll give you five minutes to find at least three new faces. You need to talk with them until you find something in common with each other, then move on. Let's see who can find the most new friends in the least amount of time. Ready, steady, go!



## Reading

### Language focus

**1 The team leader brought us into a cafeteria, where all the tables and chairs had been put away.**

- 1) **cafeteria:** *n.* a restaurant where you choose from foods that have already been cooked and carry your own food to a table 自助餐厅; 食堂
- 2) **put away:** to put something in the place where it is usually kept 把……收起来 (放回原处)

*e.g. He put the notebook away and stood up.*

This sentence can be paraphrased as: *The team leader led us into a cafeteria. In the cafeteria, all the tables and chairs had been stopped using and placed somewhere else.*

**2 Placed around the room were hundreds of balloons of different colours.**

In this sentence, the predicate verb comes before the subject. Inversion is used here for emphasis. The natural order of this sentence is: *Hundreds of balloons of different colours were placed around the room.*

**3 ... the leader brought us back and announced that our next challenge was to find the balloon that we had left behind with our own name on it...**

**leave behind:** to not take someone or something with you when you leave a place 留下; 忘记带走

*e.g. When you go camping, please do not leave any rubbish behind.*

**4 He warned us again against popping any of the balloons.**

**warn (sb) against sth:** to advise someone not to do something because it may have dangerous or unpleasant results 告诫(某人)不要做某事

*e.g. I was warned against going to the coast because it was so full of tourists.*

**5 Oftentimes we create obstacles that get in the way of teamwork by solely focusing on our own pursuit and goals.**

1) **oftentimes:** *ad.* on many occasions 经常; 时常

*e.g. Oftentimes we have to wait more than 10 minutes for a bus.*

2) **get in the way of:** to prevent someone from doing something, or prevent something from happening 妨碍; 阻碍

*e.g. I never let unimportant details get in the way of a good plan.*

3) **solely:** *ad.* not involving anything or anyone else 唯一地; 仅仅

*e.g. Now you are solely responsible for the operation of the office.*

4) **pursuit:** *n.* the act of trying to achieve a plan, activity, or situation, usually over a long period of time 追求

*e.g. We work hard in pursuit of a happy life.*

This sentence can be paraphrased as: *If we only give special attention to our own aims or purposes, we often make it difficult to work together as a team to achieve something.*

**6 We keep information to ourselves, avoid collaboration and hold others at a distance.**

1) **keep... to oneself:** to not tell anyone about something 对某事保密; 守口如瓶

*e.g. He was determined to keep the information to himself.*

2) **collaboration:** *n.* the situation of two or more people working together to create or achieve the same thing 合作; 协作

*e.g. The project enables students to conduct research, share information and work in collaboration with others.*

3) **at a distance:** from a place that is not near 在远处; 隔一段距离

*e.g. The manager prefers to hold employees at a distance.*

**7 What I have learned from this experience is that we are much more efficient when we are willing to share with each other...**

**efficient:** *a.* working or operating quickly and effectively in an organised way 有效率的; 高效能的

*e.g. We need someone really efficient to organise the office and make it run smoothly.*

## Reference answers

### Content

#### Task 1

1 D      2 C      3 E      4 A      5 B

#### Task 2

1 A      2 A      3 D      4 B      5 B

### Form

#### Task 1

1 pursue      2 popped      3 efficiently      4 collaborated      5 sole

#### Task 2

1 kept; to herself      2 leave behind      3 put away  
4 get in the way of      5 at a distance

#### Task 3

##### Model 1

- 1 The old man decided to go back to Kunming, *where* he had worked for 20 years.
- 2 People are talking about the newly opened market, where they can get all they need.

##### Model 2

- 1 *Present at the meeting today* are all the department managers and all the employees.
- 2 Gone are the days when physical strength was all that people needed to make a living.



## Structuring

### Structure extension

Delivering an oral report is one of the most common activities in the workplace. The first step of preparing an report should be getting a better idea of who the audience is and what the purpose of the report is. Then draft the notes. It is strongly recommended to make use of visual aids such as PowerPoint, which can help convey the idea clearly.

Choosing suitable expressions and learning them by heart will make an oral report more fluent and make you feel more relaxed. The followings are some useful expressions.

### Attracting people's attention

- Hello, everyone!
- Good morning/afternoon/evening, everyone!

### Starting an oral report

- Thank you for giving me the opportunity to tell you about...
- I'd like to present you with some information about...
- It's my great honour to present...

### Finishing an oral report

- That's all I have to say about...
- Thank you for listening.
- If you have any questions, I'd be delighted to answer them.

While giving an oral report, remember to look at the audience instead of the notes, and smile. Last but not least, dress in an appropriate way on such occasions. Looking neat and smart, you'll be able to earn the trust of the audience.

## Reference answers

### Introduction

- a. Good morning!
- b. The cause and effect of stress and how to cope with it.

### Body

- a. Many things might bring stress to college students and their life might be ruined without timely help from the teacher.
- b. The part-time job cost me much time and tired me out. I didn't have time and energy to do assignments. I had trouble sleeping, only ate junk food, and stopped hanging out with my friends.

### Conclusion

- a. To conclude, I'd like to say from my personal experience that, as college students we cannot avoid stress, but we can avoid being ruined by stress with the help of our teachers of course!
- b. If you feel that you are breaking down, don't forget to ask your teachers for help!



# Outputting

## Evaluation

<b>Content</b>	Does the oral report include enough information about the team building workshop?
<b>Structure</b>	Is the oral report completely and logically organised?
<b>Language</b>	Are the word choice and sentence structures appropriate?
<b>Communication strategy</b>	Is the oral report delivered clearly and effectively to the audience?

## Sample

Good morning, ladies and gentlemen. I am Cathy Zhu from the Administration Department. Thank you for giving me this opportunity to report on the team building workshop of our department which was held last week.

As we are a newly opened branch in China, there are many new employees in our department. In order to improve communication and co-operation among the staff from various cultural backgrounds, last weekend we invited UCreation to organise a team building workshop for us in a beautiful holiday inn. During the two-day workshop, we took part in several activities including an icebreaker, a balloon game, a trust game and a personality test.

Of all the activities, the balloon game was the most impressive to me. Now I'd like to share the unforgettable experience with you. The game was played in a cafeteria, where all the tables and chairs had been put away. At first, the team leader asked each of us to blow up a balloon and write our own name on it. Then we were asked to leave the balloons and exit the room. Five minutes later, the leader brought us back and let us find the balloon with our own name on it. Unfortunately, none of us was able to find the balloon within 15 minutes. Finally, the leader told us to find any balloon in the room with a name on it and give it to the right person. Within a few minutes, everyone succeeded in completing the task.

Every one of us really had fun and benefited a lot from the activities. This workshop helped us get to know each other better and encouraged us to build an efficient and trusting team based on everyone's strengths and weaknesses. We also found that there were some issues in our team such as competition, leadership and cultural clashes that we hope to deal with in future team building activities.

Lastly, I'd like to conclude my report by saying that team building is a necessary way to foster team spirit that can be carried over to the workplace. Working as a team will lead to the success of a company in the long run. That's all from me today. Thank you for your time!

# Extending



## Listening

### Reference answers

1 unforgettable

2 fun

3 good

4 trust game

5 personality test

### Script

**Cathy:** Hi, Mike! What do you say about the team building workshop last weekend?

**Mike:** Hi, Cathy! It was really an unforgettable experience.

**Cathy:** Do you think it did much good?

**Mike:** Well, a lot of the games were pretty fun.

**Cathy:** Yes. I think everyone had a good time. But I don't know how much it helped us to become a better team.

**Mike:** Having fun was an important part of the workshop though. Besides, we had the chance to see another side of our co-workers. We could see what they're like in their daily life as we worked together to complete the workshop tasks.

**Cathy:** Yeah, I guess you're right. By the way, what was your favourite game during the session?

**Mike:** The trust game. I think we've all got to learn to trust each other more in order to build a strong team. How about you?

**Cathy:** My favourite part was the personality test. If we know what kind of personality type we are, we'll have a much better understanding of how we can fit into a team.

**Mike:** That's true. And when you know what your colleagues' strengths are, you will understand them better.



## Reading

### Reference answers

1 A

2 D

3 C

4 D

5 D