



CAMBRIDGE ENGLISH
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C1 BEC Higher

Reading for Reading Skills

Reading for Writing Skills

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PART 1 METHOD

How should students approach this task?

- 1) Read the instructions. There is important information there - in the sample it is - *five extracts from a book about staff appraisals and feedback.*
- 2) Read each of the statements and highlight keywords/expressions.
- 3) Read each extract quickly to get an idea what it focuses on. Some statements can be matched quite quickly.
NOTE: There are traps and distractors so be careful about word matching.
For example:- The word 'facilitate' in statement 3 is found in text C 'facilitates', but it is not correct.
- 4) Most students find that an effective method is to read an extract, then each statement and look for a match in meaning.

VOCABULARY

Below is the C1 & C2 vocabulary from both the statements and the texts. Unlisted means that it is not used by candidates in Cambridge English Exams to the extent that it can be level determined.

C1	C2	unlisted
associated	accountable	appraisals
assumptions	conceived	assertions
dedicated	fundamental	axiom
determining	hierarchy	earnest
evaluating	plausible	functioned
evaluation	ritual	hierarchically
facilitate	springs from	judgement
imposed	strive	misguided
injustices		objectivity
makes it		organisations
negotiated		overruling
notion		recognisable
premises		socially
rating		
related to		
unsafe		

ANALYSIS

	Statement		Extract
1	genuine feedback - release resources (B2)	E	When judgement is replaced by feedback(B2) in the true sense, organisations will have a lot more time to devote(B2) to their customers and their business.
2	enable(B2) their staff to work effectively(B2)	C	It is management's(B2) responsibility(B2) to ensure(B2) - facilitates (C1)their performance
3	Experts unlikely to facilitate(C1) - genuine feedback(B2)	E	almost certainly will not be forthcoming(B2) from human resources(B2) professionals
4	evaluating(C1) performance - negotiated(C1)	C	The measure(B2) has been worked out between the operators(B2) and their management.
5	the nature of the face-to-face relationship	D	a question of pleasing the boss, particularly in meetings
6	employees are responsible - seems reasonable	B	The notion(C1) - that workers should be held accountable(C2) - is plausible(C2)
7	Despite experts' assertions(unlisted) - management structures(B2) prevent genuine feedback(B2)	A	Human resource professionals(B2) claim(B2) - the nature of hierarchy(C2) distorts(C1) the concept(B2) of feedback
8	increasing effort - dedicated(C1) to appraisal process(B2)	A	enormous quantities of management hours spent in earnest(unlisted) ritual(C2) - practice is even more frequent

ADDITIONAL TASKS

Give students a list of words and expressions and get them to find similar meaning from the text.

genuine feedback	feedback in the true sense
enable	ensure
unlikely to	almost certainly will not
negotiated	worked out
face-to-face	meetings
responsible	held accountable
notion is reasonable	plausible
experts' assertions	professionals claim
increasing effort	even more frequent

This could be a re-cycling task.

PART ONE

Questions 1 - 8

- Look at the statements below and at the five extracts from a book about staff appraisal and feedback on the opposite page.
- Which extract (**A, B, C, D or E**) does each statement (1 - 8) refer to ?
- For each statement (1 - 8), mark one letter (**A, B, C, D or E**) on your Answer Sheet.
- You will need to use some of these letters more than once.

- 1 Genuine feedback would release resources to be used elsewhere.
- 2 Managers are expected to enable their staff to work effectively.
- 3 Experts are unlikely to facilitate a move to genuine feedback.
- 4 There are benefits when methods of evaluating performance have been negotiated.
- 5 Appraisals tend to focus on the nature of the face-to-face relationship between employees and their managers.
- 6 The idea that employees are responsible for what they do seems reasonable.
- 7 Despite experts' assertions, management structures prevent genuine feedback.
- 8 An increasing amount of effort is being dedicated to the appraisal process.

A1 25 types / 39 tokens 37.31% / 44.32% (Show words)	A2 5 types / 6 tokens 7.46% / 6.82% (Show words)	B1 17 types / 19 tokens 25.37% / 21.59% (Show words)
B2 12 types / 16 tokens 17.91% / 18.18% (Show words)	C1 4 types / 4 tokens 5.97% / 4.55% (Show words)	Unlisted 4 types / 4 tokens 5.97% / 4.55% (Show words)

Input

genuine B2 feedback B2 would A1 release B2 resources B2 to A1 be A1 used A1 elsewhere B2 managers A2
 are A1 expected B1 to A1 enable B2 their A1 staff A2 to A1 work A1 effectively B2 experts B1 are A1 unlikely B1
 to A1 facilitate C1 a A1 move A2 to A1 genuine B2 feedback B2 there A1 are A1 benefits B1 when A1 methods B1
 of A1 evaluating C1 performance B1 have A1 been A1 negotiated C1 appraisals tend to B2 focus B2 on A1 the A1
 nature A2 of A1 the A1 face to face B1 relationship B1 between A1 employees B1 and A1 their A1 managers A2
 the A1 idea A2 that A1 employees B1 are A1 responsible B1 for A1 what A1 they A1 do A1 seems B1
 reasonable B1 despite B1 experts B1 assertions management B2 structures B2 prevent B1 genuine B2 feedback B2
 an A1 increasing B1 amount B1 of A1 effort B1 is A1 being A1 dedicated C1 to A1 the A1 appraisal process B2

A

Performance appraisal is on the up and up. It used to represent the one time of year when getting on with the work was put on hold while enormous quantities of management hours were spent in the earnest ritual of rating and ranking performance. Now the practice is even more frequent. This of course makes it all the more important how appraisal is conducted. Human resources professionals claim that managers should strive for objectivity and thus for feedback rather than judgement. But the simple fact of the matter is that the nature of hierarchy distorts the concept of feedback because performance measures are conceived hierarchically. Unfortunately, all too many workers suffer from the injustices that this generates.

B

The notion behind performance appraisal - that workers should be held accountable for their performance - is plausible. However, the evidence suggests that the premises is wrong. Contrary to assumptions, appraisal is not an effective means of performance improvement - it is judgement imposed rather than feedback; a judgement imposed by the hierarchy. Useful feedback, on the other hand, would be information that told both the manager and worker how well the work system functioned, and suggested ways to make it better.

C

Within the production system at the car manufacturer Toyota, there is nothing that is recognisable as performance appraisal. Every operation in the system has an associated measure. The measure has been worked out between the operators and their manager. In every case, the measure is related to the purpose of the work. That measure is the basis of feedback to the manager and worker alike. Toyota's basic idea is expressed in the axiom 'bad news first'. Both managers and workers are psychologically safe in the knowledge that it is the system - not the worker - that is the primary influence on performance. It is management's responsibility to ensure that the workers operate in a system that facilitates their performance.

D

In many companies, performance appraisal springs from misguided assumptions. To judge achievement, managers use data about each worker's activity, not an evaluation of the process or system's achievement of purpose. The result is that performance appraisal involves managers' judgement overruling their staff's, ignoring the true influences on performance. Thus the appraisal experience becomes a question of pleasing the boss, particularly in meetings, which is psychologically unsafe and socially driven, determining who is 'in' and who is 'out'.

E

When judgement is replaced by feedback in the true sense, organisations will have a lot more time to devote to their customers and their business. No time will be wasted in appraisal. This requires a fundamental shift in the way we think about the organisation of performance appraisals, which almost certainly will not be forthcoming from the human resources profession.

A

performance B1 appraisal is A1 on A1 the A1 up A1 and A1 up A1 it A1 used to B1 represent B2 the A1 one A1
time A1 of A1 year A1 when A1 getting on with B2 the A1 work A1 was A1 put on A2 hold A2 while A2
enormous B1 quantities B1 of A1 management B2 hours A1 were A2 spent A2 in A1 the A1 earnest ritual C2
of A1 rating C1 and A1 ranking C1 performance B1 now A1 the A1 practice A2 is A1 even A2 more A1 frequent B1
this A1 of A1 course A1 makes it C1 all A1 the A1 more A1 important A1 how A1 appraisal is A1 conducted B2
human B1 resources B2 professionals B2 claim B2 that A1 managers A2 should A2 strive C2 for A1 objectivity
and A1 thus B2 for A1 feedback B2 rather B1 than A1 judgement but A1 the A1 simple A2 fact A2 of A1 the A1
matter A2 is A1 that A1 the A1 nature A2 of A1 hierarchy C2 distorts C1 the A1 concept B2 of A1 feedback B2
because A1 performance B1 measures B2 are A1 conceived C2 hierarchically unfortunately A2 all A1 too A1 many A1
workers A2 suffer from B1 the A1 injustices C1 that A1 this A1 generates B2

B

the A1 notion C1 behind A1 performance B1 appraisal that A1 workers A2 should A2 be A1 held A2 accountable C2
for A1 their A1 performance B1 is A1 plausible C2 however A2 the A1 evidence B2 suggests B1 that A1 the A1
premises C1 is A1 wrong A1 contrary B2 to A1 assumptions C1 appraisal is A1 not A1 an A1 effective B2
means A2 of A1 performance B1 improvement B1 it A1 is A1 judgement imposed C1 rather B1 than A1 feedback B2
a A1 judgement imposed C1 by A2 the A1 hierarchy C2 useful A2 feedback B2 on A1 the A1 other A1 hand A1
would A1 be A1 information A2 that A1 told A1 both A1 the A1 manager A2 and A1 worker A2 how A1 well A1
the A1 work A1 system B1 functioned and A1 suggested B1 ways A2 to A1 make it C1 better A1

C

within B1 the A1 production B2 system B1 at A1 the A1 car A1 manufacturer B2 toyota there A1 is A1 nothing A2
that A1 is A1 recognisable as A1 performance B1 appraisal every A1 operation B1 in A1 the A1 system B1 has A1
an A1 associated C1 measure B2 the A1 measure B2 has A1 been A1 worked out B1 between A1 the A1
operators B2 and A1 their A1 manager A2 in A1 every A1 case A2 the A1 measure B2 is A1 related to C1 the A1
purpose B1 of A1 the A1 work A1 that A1 measure B2 is A1 the A1 basis B2 of A1 feedback B2 to A1 the A1
manager A2 and A1 worker A2 alike B1 toyota s basic B1 idea A2 is A1 expressed B2 in A1 the A1 axiom
bad A1 news A2 first A1 both A1 managers A2 and A1 workers A2 are A1 psychologically B2 safe A1 in A1 the A1
knowledge B1 that A1 it A1 is A1 the A1 system B1 not A1 the A1 worker A2 that A1 is A1 the A1 primary B2
influence B2 on A1 performance B1 it A1 is A1 management B2 s responsibility B2 to A1 ensure B2 that A1 the A1
workers A2 operate B1 in A1 a A1 system B1 that A1 facilitates C1 their A1 performance B1

D

in A1 many A1 companies A2 performance B1 appraisal springs from C2 misguided assumptions C1 to A1 judge B1
achievement B1 managers A2 use A1 data B2 about A1 each A1 worker A2 s activity A2 not A1 an A1
evaluation C1 of A1 the A1 process B2 or A1 system B1 s achievement B1 of A1 purpose B1 the A1 result B1
is A1 that A1 performance B1 appraisal involves B1 managers A2 judgement overruling their A1 staff A2 s
ignoring B2 the A1 true A2 influences B2 on A1 performance B1 thus B2 the A1 appraisal experience B1
becomes A2 a A1 question A1 of A1 pleasing B1 the A1 boss A2 particularly B1 in A1 meetings A2 which A1 is A1
psychologically B2 unsafe C1 and A1 socially driven A1 determining C1 who A1 is A1 in A1 and A1 who A1 is A1
out A2

E

when A1 judgement is A1 replaced B1 by A2 feedback B2 in A1 the A1 true A2 sense B1 organisations will A1
have A1 a A1 lot A1 more A1 time A1 to A1 devote B2 to A1 their A1 customers A2 and A1 their A1 business A1
no A1 time A1 will A1 be A1 wasted B1 in A1 appraisal this A1 requires B1 a A1 fundamental C2 shift B2 in A1
the A1 way A2 we A1 think A1 about A1 the A1 organisation of A1 performance B1 appraisals which A1
almost A2 certainly A2 will A1 not A1 be A1 forthcoming B2 from A1 the A1 human B1 resources B2 profession B1

PART 2 METHOD

BEC H Reading Part 2 is the sentence gapped text exercise.

Seven sentences have been taken out of a text. One is an example and you should get your students to write it into the text as it helps the flow of the text in the first paragraph.

Of the remaining six gaps there are seven sentences to choose from.

- Students should identify the topic of each paragraph and list it in the worksheet. In BEC H some paragraphs may have more than one sentence missing. Nevertheless, it is important for your students to understand how the text evolves. In the sample the text has 7 paragraphs each with a gap, including the example. Then they should read the jumbled sentences and list briefly what each one is about.

MAIN TEXT	JUMBLED SENTENCES
i)	A
ii)	B
iii)	C
iv)	D
v)	E
vi)	F
vii)	G
	H

- Here is the list of C1/C2 & Unlisted vocabulary

BEC H Reading Pt 2 Vocabulary

C1	C2	unlisted
diversity	constraints	acquisitions
equivalent	formulating	conflicting
frustrated	mergers	emphasising
indications	quests	expatriates
perspectives	underway	globalisation
recruitment	ventures	industrialised

		packaged
--	--	----------

3. Students should look at the jumbled sentences to identify critical words.

A	From the moment THEY join the company	Who are THEY?
B	THIS can be through involvement	What is THIS?
C	Should, FOR EXAMPLE , only a few	Where is an EXAMPLE needed?
D	THESE problems mean that developing	What problems?
E	-	-
F	Jet-setting	Find an example
G	-	-
H	THESE trends	What trends?

4. Once your students have completed the exercise you could give them the entire text with the sentences in the correct place and ask them to identify the like within the text.

PART TWO

Questions 9 - 14

- read this text from an article about the development of international managers.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap (9 - 14), mark one letter (**A - H**) on your Answer Sheet.
- Do not use any letter more than once.
- There is an example at the beginning, (0).

SEARCH FOR THE 'WORLDLY-WISE'
COMPANY EXECUTIVES

The quest for international managers is underway in virtually every industrialised economy. The search has been made urgent by the globalisation of world markets and the growth in cross-border mergers and acquisitions. (0) ...H... Many firms report being so stretched that they simply do not have enough of the high-quality people they require to lead their global expansion.

Other companies are having difficulties releasing experienced people from existing operations in order to lead new international ventures. There are indications that a shortage of internationally skilled people may be an important constraint on firms' international ambitions. (9) However, identifying the need for international managers is easier than developing them.

So what makes an international manager? Paul Evans, a professor at INSEAD, the European business school, does not believe that any particular nationality produces a more international manager. Neither does he believe that it's a matter of having the ability to cope with a lifestyle that involves working in Madrid one day, London the next and Berlin the day after. (10) Rather, he believes that the secret of being a good international manager is being comfortable with managing diversity.

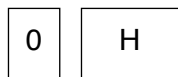
Ford of Europe, which has encouraged the development of international managers for more than 20 years, says that its managers are globally-minded before they become global operators. (11) A car you buy in the UK, for example, is going to be the same car that sells in Germany, Finland and Poland, so the people who are involved in the car's development have to be aware of the market requirements in all those different countries.

Generally, it seems that the only effective way to develop international skills and perspectives is through direct international experience. (12) Such experiences open people's minds to the fact that things are done differently elsewhere and encourages them to think in a wider context.

Formulating effective strategies for developing a company's management resource is a demanding exercise, with conflicting issues to be solved. (13) Another dilemma is whether to use local managers or expatriates.

The recruitment and development of effective international managers requires considerable financial resources and can be hard to justify at budget meetings. (14) However, without them, companies will continue to find their expansion plans frustrated by a lack of internationally effective managers.

Example



- | | | | |
|---|---|---|---|
| A | From the moment they join the company, employees are faced with having to think internationally. | E | Language training, overseas visits and in-house management courses are all expensive to implement. |
| B | This can be through involvement in international task forces or through living and working abroad. | F | Jet-setting between international operations merely creates a business equivalent of the over-packaged tourist. |
| C | Should, for example, only an elite few receive international experience in preparation for top jobs or should it be offered to a wider group? | G | Companies are now emphasising the human skills involved in managing other people. |
| D | These problems mean that developing managers who think and operate globally is absolutely vital for companies operating in foreign markets. | H | These trends are pushing companies' existing management resources to the limit. |

From Cambridge University Press - BEC Higher 2 Exam Book

the A1 quest C2 for A1 international A2 managers A2 is A1 underway C2 in A1 virtually B2 every A1 industrialised economy B2 the A1 search B1 has A1 been A1 made A1 urgent B1 by A2 the A1 globalisation of A1 world A1 markets A2 and A1 the A1 growth B2 in A1 cross A1 border B1 mergers C2 and A1 acquisitions h many A1 firms B1 report B1 being A1 so A2 stretched B2 that A1 they A1 simply B2 do A1 not A1 have A1 enough A2 of A1 the A1 high A2 quality B1 people A1 they A1 require B1 to A1 lead B1 their A1 global B2 expansion B2 other A1 companies A2 are A1 having A1 difficulties B1 releasing B2 experienced B1 people A1 from A1 existing B1 operations B1 in A1 order A2 to A1 lead B1 new A1 international A2 ventures C2 there A1 are A1 indications C1 that A1 a A1 shortage B2 of A1 internationally B1 skilled B2 people A1 may A1 be A1 an A1 important A1 constraint C2 on A1 firms B1 international A2 ambitions B1 however A2 identifying B2 the A1 need A1 for A1 international A2 managers A2 is A1 easier A1 than A1 developing B1 them A1 so A2 what A1 makes A1 an A1 international A2 manager A2 paul evans a A1 professor B1 at A1 instead the A1 european business A1 school A1 does A1 not believe B1 that A1 any A1 particular B1 nationality A1 produces B1 a A1 more A1 international A2 manager A2 neither B2 does A1 he A1 believe A2 that A1 it A1 s a A1 matter A2 of A1 having A1 the A1 ability B1 to A1 cope B2 with A1 a A1 lifestyle B2 that A1 involves B1 working A1 in A1 madrid one A1 day A1 london the A1 next A1 and A1 berlin the A1 day A1 after A1 rather B1 he A1 believes A2 that A1 the A1 secret B1 of A1 being A1 a A1 good A1 international A2 manager A2 is A1 being A1 comfortable A2 with A1 managing B1 diversity C1 ford of A1 europe which A1 has A1 encouraged B1 the A1 development B1 of A1 international A2 managers A2 for A1 more A1 than A1 years A1 says A1 that A1 its A1 managers A2 are A1 globally B2 minded A2 before A1 they A1 become A2 global B2 operators B2 a A1 car A1 you A1 buy A1 in A1 the A1 uk for A1 example A1 is A1 going to A2 be A1 the A1 same A1 car A1 that A1 sells A2 in A1 germany finland and A1 poland so A2 the A1 people A1 who A1 are A1 involved B1 in A1 the A1 car A1 s development B1 have A1 to A1 be A1 aware B2 of A1 the A1 market A2 requirements B2 in A1 all A1 those A1 different A1 countries A1 generally B1 it seems B2 that A1 the A1 only A1 effective B2 way A2 to A1 develop B1 international A2 skills B1 and A1 perspectives C1 is A1 through A2 direct B1 international A2 experience B1 such A2 experiences B1 open A1 people A1 s minds A2 to A1 the A1 fact A2 that A1 things A1 are A1 done differently B1 elsewhere B2 and A1 encourages B1 them A1 to A1 think A1 in A1 a A1 wider A2 context B2 formulating C2 effective B2 strategies B2 for A1 developing B1 a A1 company A2 s management B2 resource B2 is A1 a A1 demanding B1 exercise A2 with A1 conflicting issues B1 to A1 be A1 solved B1 another A2 dilemma B2

is A1 whether B1 to A1 use A1 local B1 managers A2 or A1 expatriates the A1 recruitment C1 and A1 development B1 of A1 effective B2 international A2 managers A2 requires B1 considerable B2 financial B1 resources B2 and A1 can A1 be A1 hard A1 to A1 justify B2 at A1 budget B2 meetings A2 however A2 without A2 them A1 companies A2 will A1 continue B1 to A1 find A1 their A1 expansion B2 plans A2 frustrated C1 by A2 a A1 lack B1 of A1 internationally B1 effective B2 managers A2

A1 81 types / 196 tokens
36.99% / 52.83%
[\(Show words\)](#)

A2 32 types / 55 tokens
14.61% / 14.82%
[\(Show words\)](#)

B1 44 types / 50 tokens
20.09% / 13.48%
[\(Show words\)](#)

B2 30 types / 35 tokens
13.70% / 9.43%
[\(Show words\)](#)

C1 5 types / 5 tokens
2.28% / 1.35%
[\(Show words\)](#)

C2 6 types / 6 tokens
2.74% / 1.62%
[\(Show words\)](#)

Unlisted 21 types / 24 tokens
9.59% / 6.47%
[\(Show words\)](#)

from A1 the A1 moment A2 they A1 join A2 the A1 company A2 employees B1 are A1 faced B1 with A1 having A1
to A1 think A1 internationally B1 this A1 can A1 be A1 through A2 involvement B2 in A1 international A2 task B2
forces B2 or A1 through A2 living A1 and A1 working A1 abroad B1 should A2 for A1 example A1 only A1 an A1
elite C1 few A2 receive A2 international A2 experience B1 in A1 preparation B1 for A1 top A2 jobs A1 or A1
should A2 it A1 be A1 offered A2 to A1 a A1 wider A2 group A1 these A1 problems A1 mean A2 that A1
developing B1 managers A2 who A1 think A1 and A1 operate B1 globally B2 is A1 absolutely B1 vital B2 for A1
companies A2 operating B1 in A1 foreign A2 markets A2 language A1 training B1 overseas B2 visits A1 and A1 in A1
house A1 management B2 courses A1 are A1 all A1 expensive A1 to A1 implement B2 jet B1 setting B1 between A1
international A2 operations B1 merely B2 creates B1 a A1 business A1 equivalent C1 of A1 the A1 over A2
packaged tourist A2 companies A2 are A1 now A1 emphasising the A1 human B1 skills B1 involved B1 in A1
managing B1 other A1 people A1 these A1 trends B1 are A1 pushing A2 companies A2 existing B1 management B2
resources B2 to A1 the A1 limit B1

ANSWER SHEET

SEARCH FOR THE 'WORLDLY-WISE'
COMPANY EXECUTIVES

The quest for international managers is underway in virtually every industrialised economy. The search has been made urgent by the globalisation of world markets and the growth in cross-border mergers and acquisitions. **These trends are pushing companies' existing management resources to the limit.** Many firms report being so stretched that they simply do not have enough of the high-quality people they require to lead their global expansion.

Other companies are having difficulties releasing experienced people from existing operations in order to lead new international ventures. There are indications that a shortage of internationally skilled people may be an important constraint on firms' international ambitions. **These problems mean that developing managers who think and operate globally is absolutely vital for companies operating in foreign markets.** However, identifying the need for international managers is easier than developing them.

So what makes an international manager? Paul Evans, a professor at INSEAD, the European business school, does not believe that any particular nationality produces a more international manager. Neither does he believe that it's a matter of having the ability to cope with a lifestyle that involves working in Madrid one day, London the next and Berlin the day after. **Jet-setting between international operations merely creates a business equivalent of the over-packaged tourist.** Rather, he believes that the secret of being a good international manager is being comfortable with managing diversity.

Ford of Europe, which has encouraged the development of international managers for more than 20 years, says that its managers are globally-minded before they become global operators. **From the moment they join the company, employees are faced with having to think internationally.** A car you buy in the UK, for example, is going to be the same car that sells in Germany, Finland and Poland, so the people who are involved in the car's development have to be aware of the market requirements in all those different countries.

Generally, it seems that the only effective way to develop international skills and perspectives is through direct international experience. **This can be through involvement in international task forces or through living and working abroad.** Such experiences open people's minds to the fact that things are done differently elsewhere and encourages them to think in a wider context.

Formulating effective strategies for developing a company's management resource is a demanding exercise, with conflicting issues to be solved. **Should, for example, only an elite few receive international experience in preparation for top jobs or should it be offered to a wider group?** Another dilemma is whether to use local managers or expatriates.

The recruitment and development of effective international managers requires considerable financial resources and can be hard to justify at budget meetings. **Language training, overseas visits and in-house management courses are all expensive to implement.** However, without them, companies will continue to find their expansion plans frustrated by a lack of internationally effective managers.

PART 3 METHOD

This is the multiple-choice comprehension part.

1. Firstly, students should read the instruction as there is important information there - 'an article about incompetent employees'.
2. Quickly read the text for gist. Identify any vocabulary that is difficult. Here is the list:-

BEC H Reading Pt 3 Vocabulary

C1	C2	unlisted
attain	morale	appraisal
competence	confront	bracing
frustrating	favoured	deluded
inefficient	scenario	delusions
inevitability	let go	disinterested
pointless		dreariest
poorly		entrenched
productivity		exceedingly
tactic		exceedingly
		hypochondriac
		incompetent
		ineffective
		infrequently
		motivational
		organisation
		privatised
		resistant
		subordinate
		touchy
		variant

Identify other vocabulary

well-entrenched

management-resistant

infrequently adopted

desirable behaviour

best solution

touchy or sensitive

3. Ask students to identify 'trigger' words or phrases. These are words or phrases that indicate the importance of something.

more to do with *That is* *Traditionally* *inevitably leads to*
the most favoured *Alternatively* *not infrequently*
is thus confirmed *first wants* *then wants* *The net result*
This insists *The emphasis is on* *best solution* *A final strategy*

4. Ask students to identify phrasal verbs

go away *leads to* *getting away with it*
sold off *buy them out* *let go*

5. Give students the worksheet with just the questions. They should identify where in the text they can find the answer.

The reason to do this is that the 4 answer choices contain distractors. Often there is a reasonable answer offered but it is not fully reflected in the text itself. Warn your students not to overlay their own opinion onto the text.

6. Then ask your students to look at the 4 choices and decide which is correct.

PART THREE

Questions 15 - 20

- Read the following extract from an article about incompetent employees, and the questions on the opposite page.
- For each question 15 - 20, mark one letter (A, B, C or D) on your Answer Sheet for the answer you choose.

Every organisation has its share of employees-from-hell: the lazy, deluded, hypochondriac under performers. They are difficult to manage and miserable to work with. Their productivity is low and their ability to poison staff morale high. They are, alas, always well-entrenched and management-resistant. Interestingly, their numbers in any organisation have more to do with management's refusal to deal with the situation than with poor selection. That is, their existence in the organisation is nearly always due to a long line of weak managers who have declined to tackle the problem.

Traditionally, there are three classic ineffective ways of dealing with the incompetent. The first is to ignore the problem, hoping that it will go away. Rather than confront laziness or serious absenteeism, the manager gives the employees less work to do. This inevitably leads to frustration on the part of the good hardworking staff who see the problem employee getting away with it.

The second approach, which has traditionally been the most favoured, is to pass them on. There is usually a part of any business where people believe the poor performer can do no damage. Alternatively, poor performers can

be moved to another branch in the dreariest part of town, or to another town, or even to another country. A clever variant of this tactic is to herd all the incompetent employees into one part of the company that is then sold off or privatised.

There is a third approach which is to promote the incompetent. This sounds bizarre and exceedingly stupid but is not infrequently adopted. The idea is that, although these posts are quite senior and well-paid, the actual jobs are fairly pointless ones in which incompetent people can hide without doing any serious damage. The employee is thus confirmed in his or her delusions of competence.

All three of these strategies are the result of not dealing with the problem early on. Many managers find dealing with incompetence very difficult. The scenario that all managers hate is as follows: show a subordinate a low mark on their appraisal form. The employee first wants the behaviour defined; then wants an example of when this behaviour occurred; then argues about how this incident occurred and how typical it was. The net result is a row about the past and frustration on the part of both.

A different and more successful method is the problem-solving

approach. This insists that one still shows the low score but, rather than attempting to explain it, one describes what needs to be done differently to achieve a higher score. The emphasis is on the future not the past; on a clear description of the desirable behaviour, not the incompetent behaviour. The touchy or sensitive employee normally responds to this reasonably well. Nevertheless, there are those who cannot, or will not, respond to good management. They may be unable to do the job due to not having the ability to learn ever-changing tasks fast enough. They may be distracted by problems at home or more likely they have been managed very poorly in the past.

There is really only a very limited number of things that can be done with the really incompetent. Buy them out, which may be the best solution for all concerned; raise the game by making sure they are given ever higher but reachable targets. A final strategy is to insist that they have an annual psychological test where a disinterested outside consultant does a motivational analysis and has the power to recommend that they be let go - not encouraged to go to another part of the organisation, but into the bracing waters of the job market.

- 15 What criticism does the writer make of managers in the last paragraph?
- A They lose interest in the issue of incompetent employers.
 - B They fail to take a firm line with inefficient employees.
 - C They have little idea of what is really required of their staff.
 - D They often make bad decisions when choosing new staff.
- 16 What is the effect of the first of the methods suggested for dealing with incompetent staff?
- A It has only a short-term effect on the problem.
 - B It means that better workers will not have to work so hard.
 - C It makes good workers aware that problems are being dealt with.
 - D It sends a negative message to those who do their job well.
- 17 In both the second and third ineffective methods of dealing with incompetent employees, the managers' aim is to
- A have all of the incompetent staff working in the same part of the company.
 - B improve the attitude of the incompetent staff to work by giving them promotion.
 - C put the incompetent staff in a situation where they can do as little harm as possible.
 - D make the work so unattractive that the incompetent staff want to leave.
- 18 The writer says in the fifth paragraph that employees who are given a low mark on their appraisal form will
- A demand a detailed explanation of what they have done wrong.
 - B claim that special circumstances have had an effect on their work.
 - C deny that their work has been in any way unsatisfactory.
 - D argue that they find the work they have had to do frustrating.
- 19 In the sixth paragraph the writer says that when talking to an incompetent employee a manager should
- A make no reference to the most recent appraisal mark.
 - B compare the work of the employee with that of more efficient workers.
 - C make clear what will happen if performance does not improve.
 - D explain to the employee how he or she can gain a better mark.
- 20 What does the writer suggest as a way to deal with incompetent employees who fail to respond even to a problem-solving approach?
- A Set them targets which it would be impossible to attain.
 - B Give them a test designed to identify their strengths.
 - C Pay them a sum of money to leave the company.
 - D Get an outside consultant to find them another job.

every A1 organisation's its A1 share A2 of A1 employees B1 from A1 hell B2 the A1 lazy A2 deluded
 hypochondriac under A1 performers B1 they A1 are A1 difficult A1 to A1 manage B1 and A1 miserable B1 to A1
 work A1 with A1 their A1 productivity C1 is A1 low A2 and A1 their A1 ability B1 to A1 poison B2 staff A2
 morale C2 high A2 they A1 are A1 alas always A1 well A1 entrenched and A1 management B2 resistant
 interestingly their A1 numbers A1 in A1 any A1 organisation have A1 more A1 to do with B2 management B2 s
 refusal C1 to A1 deal with B1 the A1 situation B1 than A1 with A1 poor A1 selection B2 that A1 is A1 their A1
 existence B2 in A1 the A1 organisation is A1 nearly A2 always A1 due B1 to A1 a A1 long A1 line A2 of A1
 weak B1 managers A2 who A1 have A1 declined B2 to A1 tackle B2 the A1 problem A1 traditionally B2 there A1
 are A1 three A1 classic B2 ineffective ways A2 of A1 dealing with A1 the A1 incompetent the A1 first A1
 is A1 to A1 ignore B2 the A1 problem A1 hoping A2 that A1 it A1 will A1 go away B1 rather B1 than A1
 confront C2 laziness B2 or A1 serious B1 absenteeism the A1 manager A2 gives A1 the A1 employees B1 less A2
 work A1 to A1 do A1 this A1 inevitably C1 leads to B2 frustration B2 on A1 the A1 part A1 of A1 the A1 good A1
 hardworking staff A2 who A1 see A1 the A1 problem A1 employee B1 getting away with B2 it A1 the A1 second A1
 approach B1 which A1 has A1 traditionally B2 been A1 the A1 most A2 favoured C2 is A1 to A1 pass A2 them A1
 on A1 there A1 is A1 usually A2 a A1 part A1 of A1 any A1 business A1 where A1 people A1 believe A2 the A1
 poor A1 performer B1 can A1 do A1 no A1 damage B1 alternatively B2 poor A1 performers B1 can A1 be A1
 moved A2 to A1 another A2 branch B1 in A1 the A1 dreariest part A1 of A1 town A1 or A1 to A1 another A2
 town A1 or A1 even A2 to A1 another A2 country A1 a A1 clever A1 variant of A1 this A1 tactic C1 is A1 to A1
 herd all A1 the A1 incompetent employees B1 into A1 one A1 part A1 of A1 the A1 company A2 that A1 is A1
 then A1 sold A2 off A2 or A1 privatised there A1 is A1 a A1 third A2 approach B1 which A1 is A1 to A1
 promote B1 the A1 incompetent this A1 sounds A2 bizarre B2 and A1 exceedingly stupid B1 but A1 is A1 not A1
 infrequently adopted B2 the A1 idea A2 is A1 that A1 although B1 these A1 posts A2 are A1 quite A2 senior B2
 and A1 well A1 paid A1 the A1 actual B2 jobs A1 are A1 fairly B1 pointlessness in A1 which A1 incompetent
 people A1 can A1 hide B1 without A2 doing A1 any A1 serious B1 damage B1 the A1 employee B1 is A1 thus B2
 confirmed B1 in A1 his A1 or A1 her A1 delusions of A1 competence C1

all A1 three A1 of A1 these A1 strategies B2 are A1 the A1 result B1 of A1 not A1 dealing with B1 the A1
 problem A1 early A1 on A1 many A1 managers A2 find A1 dealing with B1 incompetence very A1 difficult A1 the A1
 scenario C2 that A1 all A1 managers A2 hate A2 is A1 as follows B2 show A1 a A1 subordinate a A1 low A2
 mark A2 on A1 their A1 appraisal form A2 the A1 employee B1 first A1 wants A1 the A1 behaviour B1 defined B2
 then A1 wants A1 an A1 example A1 of A1 when A1 this A1 behaviour B1 occurred B2 then A1 argues B1 about A1
 how A1 this A1 incident B2 occurred B2 and A1 how A1 typical B1 it A1 was A1 the A1 net A2 result B1 is A1
 a A1 row B1 about A1 the A1 past A1 and A1 frustration B2 on A1 the A1 part A1 of A1 both A1 a A1
 different A1 and A1 more A1 successful B1 method B1 is A1 the A1 problem A1 solving B1 approach B1 this A1
 insists B1 that A1 one A1 still A2 shows A1 the A1 low A2 score B1 but A1 rather B1 than A1 attempting B1 to A1
 explain A2 it A1 one A1 describes A2 what A1 needs to A1 be A1 done differently B1 to A1 achieve B1 a A1
 higher A2 score B1 the A1 emphasis B2 is A1 on A1 the A1 future A2 not A1 the A1 past A1 on A1 a A1 clear A2
 description B1 of A1 the A1 desirable B2 behaviour B1 not A1 the A1 incompetent behaviour B1 the A1 touchy
 or A1 sensitive B2 employee B1 normally B1 responds B2 to A1 this A1 reasonably B1 well A1 nevertheless B2
 there A1 are A1 those A1 who A1 cannot A1 or A1 will A1 not A1 respond B2 good A1 management B2 they A1
 may A1 be A1 unable B1 to A1 do A1 the A1 job A1 due B1 to A1 not A1 having A1 the A1 ability B1 to A1
 learn A1 ever A2 changing A1 tasks B2 fast A1 enough A2 they A1 may A1 be A1 distracted B2 by A2 problems A1
 at A1 home A1 or A1 more A1 likely B1 they A1 have A1 been A1 managed B1 very A1 poorly C1 in A1 the A1
 past A1 there A1 is A1 really A1 only A1 a A1 very A1 limited B1 number A1 of A1 things A1 that A1 can A1
 be A1 done with A1 the A1 really A1 incompetent buy A1 them A1 out A2 which A1 may A1 be A1 the A1
 best A1 solution B1 for A1 all A1 concerned B2 raise B1 the A1 game A1 by A2 making sure A2 they A1 are A1
 given A1 ever A2 higher A2 but A1 reachable targets B2 a A1 final A2 strategy B2 is A1 to A1 insist B1 that A1
 they A1 have A1 an A1 annual B1 psychological B2 test A1 where A1 a A1 disinterested outside A1 consultant B2
 does A1 a A1 motivational analysis B2 and A1 has A1 the A1 power B1 to A1 recommend B1 that A1 they A1
 be A1 let go C2 not A1 encouraged B1 to A1 go A1 to A1 another A2 part A1 of A1 the A1 organisation but A1
 into A1 the A1 bracing waters A1 of A1 the A1 job A1 market A2

Questions

what A1 criticism B2 does A1 the A1 writer B1 make of A2 managers A2 in A1 the A1 last A1 paragraph B1 a A1
 they A1 lose A2 interest B1 in A1 the A1 issue B1 of A1 incompetent employers B1 b they A1 fail to B2 take A1
 a A1 firm B1 line A2 with A1 inefficient C1 employees B1 c they A1 have A1 little A1 idea A2 of A1 what A1
 is A1 really A1 required B1 of A1 their A1 staff A2 d they A1 often A1 make A1 bad A1 decisions B1 when A1
 choosing A1 new A1 staff A2 what A1 is A1 the A1 effect B1 of A1 the A1 first A1 of A1 the A1 methods B1
 suggested B1 for A1 dealing with B1 incompetent staff A2 a A1 it A1 has A1 only A1 a A1 short term B2 effect B1
 on A1 the A1 problem A1 b it A1 means A2 that A1 better A1 workers A2 will A1 not A1 have A1 to A1
 work A1 so A2 hard A1 c it A1 makes A1 good A1 workers A2 aware B2 that A1 problems A1 are A1 being A1
 dealt with B1 d it A1 sends A1 a A1 negative A2 message A1 to A1 those A1 who A1 do A1 their A1 job A1
 well A1 in A1 both A1 the A1 second A1 and A1 third A2 ineffective methods B1 of A1 dealing with B1
 incompetent employees B1 the A1 managers A2 aim B1 is A1 to A1 a A1 have A1 all A1 of A1 the A1
 incompetent staff A2 working A1 in A1 the A1 same A1 part A1 of A1 the A1 company A2 b improve A2 the A1
 attitude B1 pdf the A1 incompetent staff A2 to A1 work A1 by A2 giving A1 them A1 promotion B2 c put A1
 the A1 incompetent staff A2 in A1 a A1 situation B1 where A1 they A1 can A1 do A1 as A1 little A1 harm B2 s
 possible A1 d make A1 the A1 work A1 so A2 unattractive B2 that A1 the A1 incompetent staff A2 want A1
 to A1 leave A1 the A1 writer B1 says A1 in A1 the A1 fifth A2 paragraph B1 that A1 employees B1 who A1 are A1
 given A1 a A1 low A2 mark A2 on A1 their A1 appraisal form A2 will A1 a A1 demand B1 a A1 detailed B2
 explanation B1 of A1 what A1 they A1 have A1 done wrong A1 b claim B2 that A1 special A2 circumstances B2
 have A1 had A1 an A1 effect B1 on A1 their A1 work A1 c deny B2 that A1 their A1 work A1 has A1 been A1
 in A1 any A1 way A2 unsatisfactory B2 d argue B1 that A1 they A1 find A1 the A1 work A1 they A1 have A1
 had A1 to A1 do A1 frustrating C1 in A1 the A1 sixth A2 paragraph B1 the A1 writer B1 says A1 that A1 when A1
 talking A1 to A1 an A1 incompetent employee B1 a A1 manager A2 should A2 a A1 make A1 no A1 reference B2
 to A1 the A1 most A2 recent B1 appraisal mark A2 b compare B1 the A1 work A1 of A1 the A1 employee B1
 with A1 that A1 of A1 more A1 efficient B1 workers A2 c make A1 clear A2 what A1 will A1 happen A2 if A2
 performance B1 does A1 not A1 improve A2 d explain A2 to A1 the A1 employee B1 how A1 he A1 or A1 she A1
 can A1 gain B1 a A1 better A1 mark A2 what A1 does A1 the A1 writer B1 suggest B1 as A1 a A1 way A2 to A1
 deal with B1 incompetent employees B1 who A1 fail to B2 respond B2 even A2 to A1 a A1 problem A1 solving B1
 approach B1 a A1 set A2 them A1 targets B2 which A1 it A1 would A1 be A1 impossible B1 to A1 attain C1 b
 give A1 them A1 a A1 test A1 designed to B2 identify B2 their A1 strengths B2 c pay A1 them A1 a A1 sum B1
 of A1 money A1 to A1 leave A1 the A1 company A2 d get A1 an A1 outside A1 consultant B2 to A1 find A1
 them A1 another A2 job A1