

# 1.1 At work

## Pay and benefits

### Type of activity

Matching + gap-fill

### Time

20 minutes

### Level

Intermediate / B1

### Language focus

Common collocations dealing with pay and benefits

### Group formation

Pairs or small groups

### Preparation

Copy and cut up the dominoes, one set for each group.  
Copy the sheet with sentences, one for each learner.

### Lead-in

Brainstorm types of payment and benefits available to employees.  
Elicit collocations such as *dental plan, minimum wage, fringe benefits* (or other collocations from the sentences that you feel might be difficult for your learners).

### Procedure

- Divide the class into pairs or small groups and give out the dominoes.
- Explain how the game of dominoes is played: when the first domino has been put down, players must look for the domino which joins on to it, i.e. having a word on the left which goes with the word on the right on the domino that has been put down.
- Give out the sheet with the sentences and explain that each of the gaps will be filled by a two-word phrase which can be found when all the dominoes have been laid out in order.
- Instruct the learners to find the domino marked with an asterisk (\*) next to the word on the right. Explain that the word on the right (*redundancy*) is the first part of the phrase which goes into the first gap in sentence number 1. Then tell them to look for a word on the left side of one of the dominoes which completes the phrase (*package*).
- When the learners have found this, tell them to complete the sentence and then read it to check the meaning.

- Explain that the first word fitting into the gaps in the second sentence is found on the right side of this second domino and tell the learners to continue working in this way, laying the dominoes out so that they are in the correct order corresponding with the sentences.
- When the learners have completed the exercise correctly, the last word completing sentence number 18 is the word to the left of *redundancy* (*sharing*).
- Discuss the answers with the learners (see Introduction).

### Follow-up

Discuss benefits which participants receive, in small groups or with the whole class. Groups could also prioritize the benefits and discuss which ones are most important to them. The participants can decide among themselves which benefits they could more easily give up and which ones might influence their choice of a company to work for. If the learners are in management, the discussion could include management’s view of the benefits offered to employees.

### One-to-one

The teacher gives the sentences and dominoes to the learner. They discuss the results. The discussion can also include a prioritizing of benefits.

### Vocabulary

- cash bonus** extra money paid to employees when they have done an exceptional job or the company has performed well
- expense account** money which a business person is allowed to spend on meals, travel, hotels, entertaining clients, etc.
- flexible hours** working hours which allow employees to choose when to start and finish work
- fringe benefits** extras given to an employee in addition to pay, such as a company car or health insurance
- maternity leave** time off from work after a woman has had a baby (often with pay, sometimes only with job guarantee)
- perk** an extra benefit for employees, such as free equipment, use of a company car or flat, etc.
- redundancy package** money paid to employees when they lose their jobs
- spouse** husband or wife
- stock options** the opportunity to buy company shares at below market price or to receive shares instead of cash bonuses
- subsidized** partially paid for by a company or government, e.g. a staff canteen

Gapped sentences

- 1 When people lose their jobs, they often get a \_\_\_\_\_.
- 2 Some companies offer \_\_\_\_\_ in addition to or instead of cash bonuses.
- 3 The lowest legal amount of money which can be paid to workers is called the \_\_\_\_\_.
- 4 Managers often receive \_\_\_\_\_ when their departments reach specific goals.
- 5 Some companies have a \_\_\_\_\_ for their employees so that they can buy lunch at a reasonable price.
- 6 A company car and health insurance can be part of the \_\_\_\_\_ of a job.
- 7 Most companies pay into a \_\_\_\_\_ so their employees can have an income when they retire.
- 8 Some job advertisements give the \_\_\_\_\_, and some give the hourly or monthly one.
- 9 Part of the health insurance package includes a \_\_\_\_\_ so that people can take care of their teeth.
- 10 Women who have a baby can get time off, called \_\_\_\_\_.
- 11 \_\_\_\_\_ are offered by companies for people with small children.
- 12 An extra benefit is often offered as a form of \_\_\_\_\_, which helps a spouse or family in the case of death of the wage earner.
- 13 People working in retail businesses get \_\_\_\_\_ as part of their benefit packages.
- 14 A common perk for senior management is a \_\_\_\_\_.
- 15 People in companies who often have to entertain clients usually have an \_\_\_\_\_.
- 16 When employees fall ill, they can receive \_\_\_\_\_ until they can return to work.
- 17 When employees work \_\_\_\_\_, they have a certain amount of freedom to decide when they want to start and finish work.
- 18 Companies have found that \_\_\_\_\_ is a way to deal with part-time workers.

Dominoes

sharing	redundancy *	package	stock
options	minimum	wage	performance-related
benefits	subsidized	canteen	fringe
benefits	pension	scheme	annual
salary	dental	plan	maternity
leave	childcare	facilities	life
insurance	employee	discounts	company
car	expense	account	sick
pay	flexible	hours	job

At work 1.1

## Key

- 1 When people lose their jobs, they often get a **redundancy package**.
- 2 Some companies offer **stock options** in addition to or instead of cash bonuses.
- 3 The lowest legal amount of money which can be paid to workers is called the **minimum wage**.
- 4 Managers often receive **performance-related benefits** when their departments reach specific goals.
- 5 Some companies have a **subsidized canteen** for their employees so that they can buy lunch at a reasonable price.
- 6 A company car and health insurance can be part of the **fringe benefits** of a job.
- 7 Most companies pay into a **pension scheme** so their employees can have an income when they retire.
- 8 Some job advertisements give the **annual salary**, and some give the hourly or monthly one.
- 9 Part of the health insurance package includes a **dental plan** so that people can take care of their teeth.
- 10 Women who have a baby can get time off, called **maternity leave**.
- 11 **Childcare facilities** are offered by companies for people with small children.
- 12 An extra benefit is often offered as a form of **life insurance**, which helps a spouse or family in the case of death of the wage earner.
- 13 People working in retail businesses get **employee discounts** as part of their benefit packages.
- 14 A common perk for senior management is a **company car**.
- 15 People in companies who often have to entertain clients usually have an **expense account**.
- 16 When employees fall ill, they can receive **sick pay** until they can return to work.
- 17 When employees work **flexible hours**, they have a certain amount of freedom to decide when they want to start and finish work.
- 18 Companies have found that **job sharing** is a way to deal with part-time workers.

# 1.2

## At work

### Pay and benefits crossword

#### Type of activity

Information gap

#### Time

20–30 minutes

#### Level

Intermediate / B1

#### Language focus

Defining terms dealing with pay and benefits

#### Group formation

Whole class, divided into two groups (A and B)

#### Preparation

Copy the half crosswords A and B so that there are enough for half the class to have A and half to have B.

#### Lead-in

Brainstorm types of payments and benefits available to employees and elicit collocations such as *dental plan*. Ask students to explain various terms, some of which could be ones they will have to explain when doing the activity.

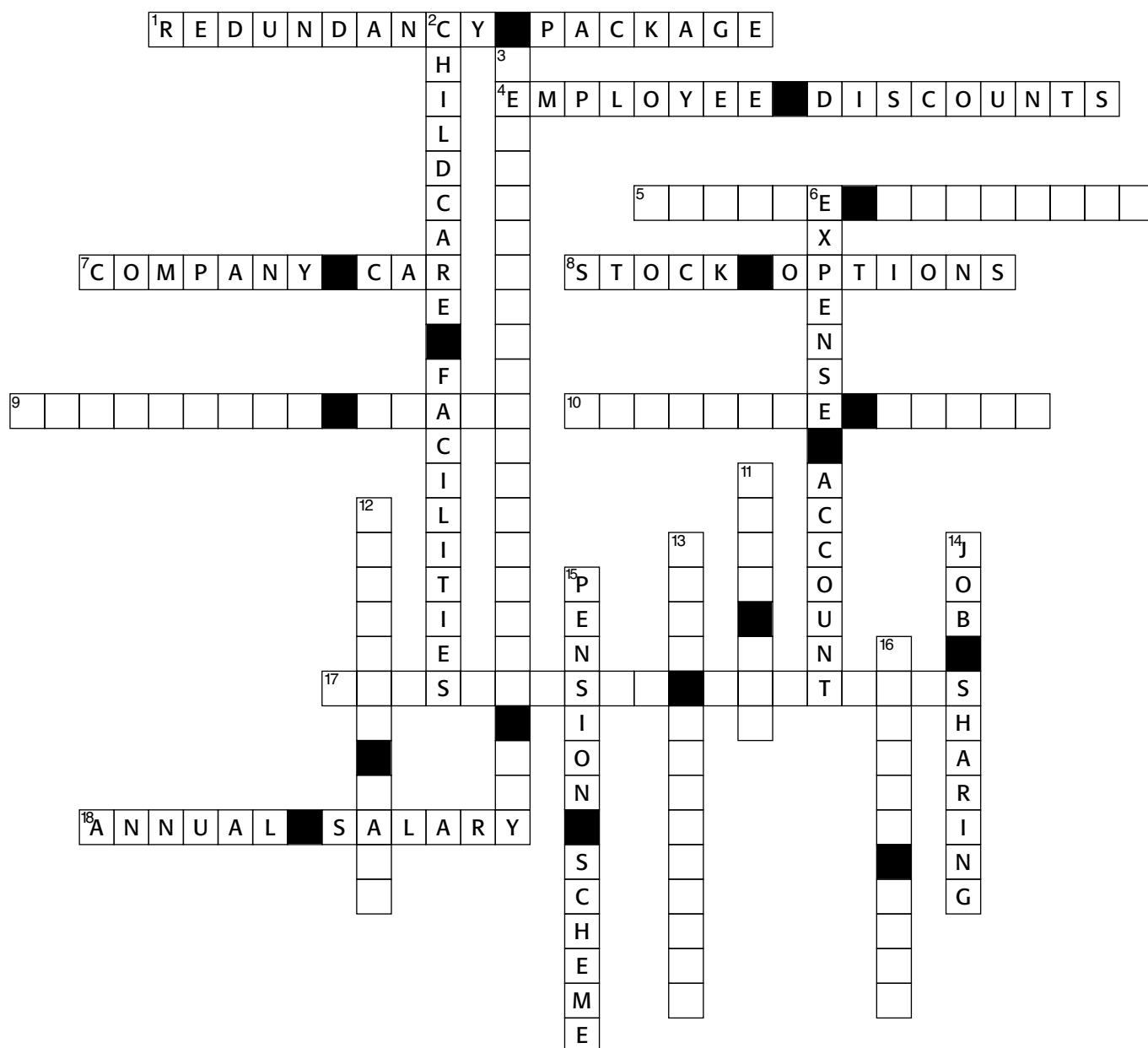
Activity 1.1 could also be used as a lead-in to this activity.

#### Procedure

- Divide the class into two groups (A and B) and give crossword A to group A and crossword B to group B.
- Give the groups time to work out definitions of the words they have, so that they can explain the words to the other group. They can either use dictionaries or work with the information from Activity 1.1.
- A and B take turns asking for words. They use language such as *What is 1 across? What is 2 down?* The other group responds with a definition and the first group guesses the word.
- Discuss the answers with the learners (see Introduction).

#### One-to-one

The teacher and learner have one half of the crossword each and work together to complete it.



**Explain these words to group B.**

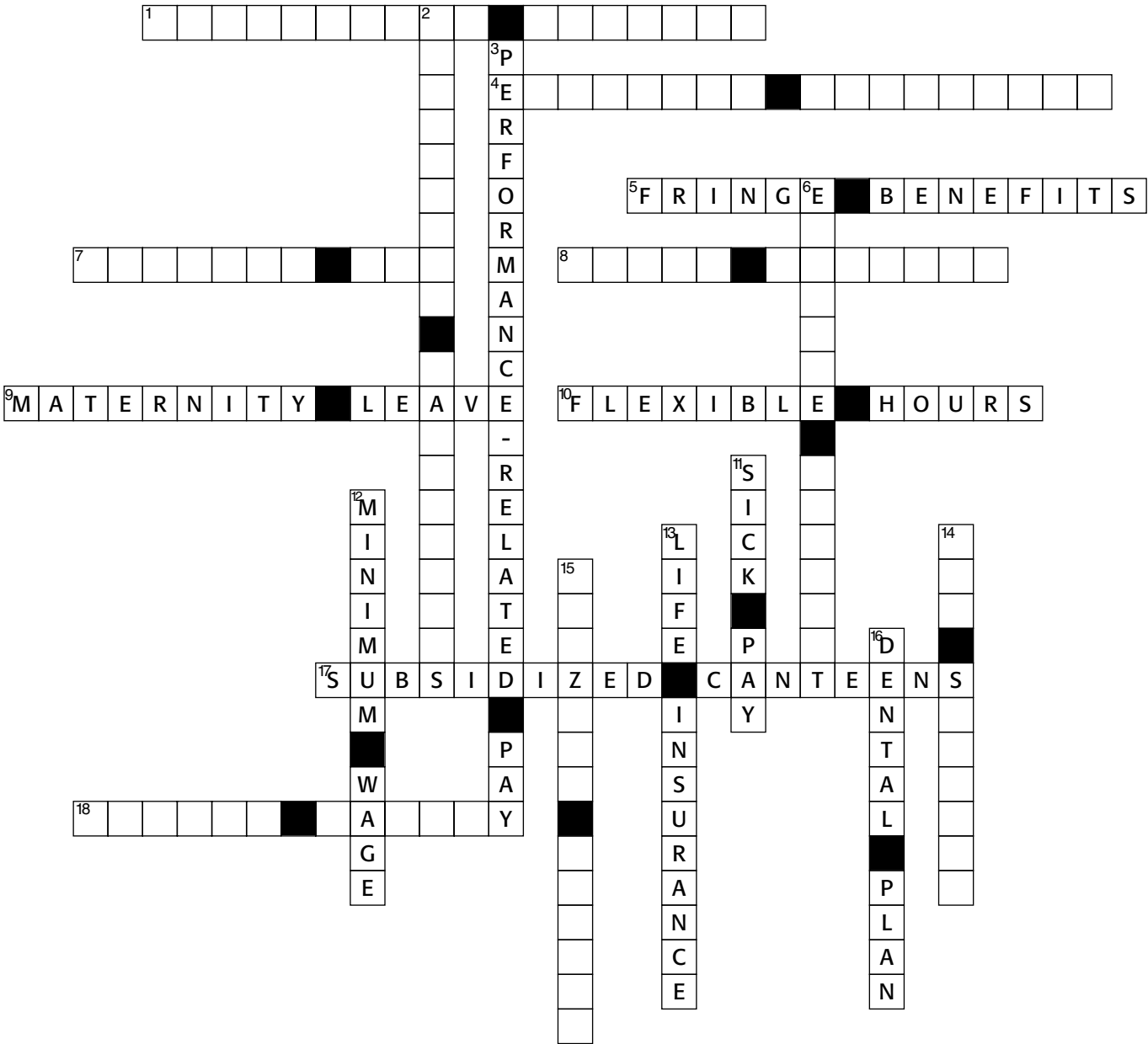
### Across

- 1 redundancy package
- 4 employee discounts
- 7 company car
- 8 stock options
- 18 annual salary

## Down

- 2 childcare facilities  
6 expense account  
14 job sharing  
15 pension scheme

Half crossword B



Explain these words to group A.

- Across**
- 5 fringe benefits
  - 9 maternity leave
  - 10 flexible hours
  - 17 subsidized canteens
- Down**
- 3 performance-related pay
  - 11 sick pay
  - 12 minimum wage
  - 13 life insurance
  - 16 dental plan

At work 1.2

# 1.3 At work

## Jobs and descriptions

### Type of activity

Matching

### Time

20–30 minutes

### Level

Intermediate / B1

### Language focus

Jobs and job descriptions

### Group formation

Whole class

### Preparation

Copy the cards and cut them up, so that each learner has one business card and one (not matching) job description. If there are six learners in the class, they must have six matching cards between them.

### Lead-in

Have a general discussion of companies and departments. Then brainstorm who might work in these departments and what they might do, e.g. a marketing manager works in the marketing department.

Elicit or revise questions about jobs and job responsibilities, such as: *What do you do? Do you work 9–5? Do you work in an office, in a factory?* and responses: *I'm a ... I'm responsible for ... I'm in charge of ... My job is to ensure that ..., etc.*

### Procedure

- Give each person a business card and a job description, which is not the same as the job on the business card.
- Tell the class they are at an international conference and they should mingle with the other learners. Their goal is to find the person who has the description which matches the job title he or she has got. The learners should ask each other questions based on the descriptions they have, such as *Do you work in the finance department? Are you in charge of human resources?*
- When a learner answers *Yes* to the questions asked, he or she collects the card containing the description of his or her job. He or she then asks the others about the job description he or she has got until he or she has found the person with the job title.

- Learners who have matched their cards can mingle with the others who have finished and introduce themselves and tell the others what they do.
- Discuss the answers with the learners (see Introduction).

### Follow-up

Learners choose a business card and describe some of the tasks the person in that job has to do. The others then guess the job.

The teacher can make an OHT of the jobs and the job descriptions. The learners then discuss people they know who have these jobs. They can talk about the job descriptions and add more information if possible.

### One-to-one

The learner matches the business cards and descriptions. The teacher can then go on to the follow-up activity described above.

### Note

Depending on the size of the class, the teacher can decide which of the cards to use. They might want learners to repeat the activity with different cards at a later date.

This sheet could also be photocopied as is and then cut vertically down the middle, with each half then folded in half. This helps if mingling is difficult and teachers want to let learners read the descriptions and guess the names of the jobs, or vice-versa. This could be done in pairs or small groups.

### Vocabulary

**promotional materials** advertising flyers, brochures, giveaways, etc. which help to make products known to the consumers

**recruitment** looking for and hiring people to work in the company

**sales targets** a set amount of items which are expected to be sold



Cards

<ul style="list-style-type: none"><li>Responsible for the overall running of the company</li><li>Makes strategic decisions on its behalf</li></ul>	<p><b>Gina Hollander</b> Managing Director</p> <p><b>Newcom</b></p>	<ul style="list-style-type: none"><li>Organizes all aspects of the running of an office</li></ul>	<p>Bill Smith Office Manager</p> <p><u>Cardston</u></p>
<ul style="list-style-type: none"><li>Convinces customers to buy the company's products</li><li>Must meet sales targets</li></ul>	<p>Howard Hill Sales Representative</p> <p><b>KEYSTONE</b></p>	<ul style="list-style-type: none"><li>Makes sure that products are produced on time</li><li>Keeps assembly line working efficiently</li></ul>	<p>Carl Mayer Production Manager</p> <p><b>ANG</b></p>
<ul style="list-style-type: none"><li>Responsible for overseeing the investigation and innovation of new products</li></ul>	<p><b>Daniel Rose</b> Research and Development</p> <p><b>Flower Ltd*</b></p>	<ul style="list-style-type: none"><li>Responsibilities include deciding on financial strategic direction of the company</li></ul>	<p><b>JNL</b> Plc</p> <p>Carol Hess Finance Director</p>
<ul style="list-style-type: none"><li>Deals with warehousing and the movement of goods within the company and to and from other companies</li></ul>	<p>George Zell Logistics Manager</p> <p><b>Comtech</b></p>	<ul style="list-style-type: none"><li>Organizes the distribution of products to branches or to other companies</li></ul>	<p>Karolin Kowalski Distribution Manager</p> <p><b>Catty, Inc.</b></p>
<ul style="list-style-type: none"><li>Keeps MD's diary, makes arrangements, needs word-processing skills and communication skills</li></ul>	<p><b>Anna Klum</b> PA for Managing Director</p> <p><b>Canon Ltd</b></p>	<ul style="list-style-type: none"><li>In charge of the development of new computer programs</li></ul>	<p>Josep Gonzalez Software Engineer</p> <p><b>Dataform</b></p>
<ul style="list-style-type: none"><li>Responsible for advertising campaigns</li><li>Oversees the development of promotional materials</li></ul>	<p>Eileen Reiter Marketing Manager</p> <p><b>HNC</b></p>	<ul style="list-style-type: none"><li>Deals with the company's software and hardware</li><li>Responsible for company network systems</li></ul>	<p>Allan Bean IT Manager</p> <p><b>Broadcase, Plc</b></p>
<ul style="list-style-type: none"><li>Creates presentations and other artwork for products</li></ul>	<p>April North Graphic designer</p> <p><b>BASEtools, INC.</b></p>	<ul style="list-style-type: none"><li>Works with customer complaints and customer support</li></ul>	<p>Janet Fine Customer Services Representative</p> <p><i>Paper and Such Ltd.</i></p>
<ul style="list-style-type: none"><li>Makes sure that products are of the highest quality</li></ul>	<p>Robert Gregson Quality supervisor</p> <p><b>The Toy Company</b></p>	<ul style="list-style-type: none"><li>Keeps the books, prepares financial reports and works with tax authorities</li></ul>	<p><b>TEJ</b></p> <p>Mei Wu Accountant (CA)</p>
<ul style="list-style-type: none"><li>Responsible for recruitment, training and welfare issues of employees</li></ul>	<p>Laurel Jones HR Director</p> <p><b>Zenger, Inc.</b></p>	<ul style="list-style-type: none"><li>Makes sure that machines and buildings are in good working order</li></ul>	<p><b>Jim Williams</b> Maintenance</p> <p><b>Benny Tools Plc</b></p>

At work 1.3