

Unit Overview

Unit Working Situation: Teaching contents are sequenced according to the typical working process or situations of a certain working task chosen as the theme of this unit. The following table maps the typical working situations in the workplace to the teaching contents of this unit, which helps provide an overview of the vocational skills covered in the unit, and make a general teaching plan of the unit accordingly.

Typical Working Situations	Asking for Leave → Relieving Stress → Gender Equality → Team Cooperation			
Main Teaching Contents	Listening 1/Task 1 Speaking 1/I	Listening 1/Task 2 Speaking 1/II	Watching 1/Task 1 Speaking 1/III	Watching 1/Task 2 Speaking 1/IV
Typical Working Situations	Work Inspection → Rumors → Rumors Clarified → Self-Evaluation			
Main Teaching Contents	Listening 2/Task 1 Speaking 2/I	Listening 2/Task 2 Speaking 2/II	Watching 2/Task 1 Speaking 2/III	Watching 2/Task 2 Speaking 2/IV

Unit Teaching Plan: Based on the specifics of your class, choose one of the teaching models outlined in *Introduction to Teacher's Book* on Pages VII-VIII, or design your own individual model. The following is based on Model 1 on Page VII for your reference.

In Class

Period 1: Listening 1 → Speaking 1 (I - II)



Period 2: Watching 1 → Speaking 1 (III - IV)



Period 3: Listening 2 → Speaking 2 (I - II)



Period 4: Watching 2 → Speaking 2 (III - IV)

After Class

Unit File + Supplementary Listening + Project

Unit Time Arrangement: Overall teaching efficiency is supported by effective coordination of tasks. However, teachers should attend to the specifics of each class, and build flexibility into their plans accordingly. The following takes one task from each of *Listening*, *Watching* and *Speaking* as an example. Follow suit to form your own time arrangement.

L 13'	
Warming-up 2'	Extensive Listening 4'
Intensive Listening 5'	Language Summary 2'
W 13'	
Warming-up 2'	Extensive Watching 4'
Intensive Watching 5'	Language Summary 2'
S 24'	
I: Guided 10'	II: Free 14'

Unit Objectives

Objective: Ss are introduced to the vocational skills covered in this unit and get a general idea of the typical working situations in the workplace.

Procedures:

- Step 1: Elicit typical workplace situations from Ss.
- Step 2: Ask Ss to read *Unit Objectives* to get a clearer idea.
- Step 3: Remind Ss to bear the objectives in mind while studying.
- Step 4: Explain new words or expressions if necessary.

1 Listening

TASK 1 Asking for Leave

Objective: Ss learn how to ask for leave and how to grant leave.

Procedures:

- Step 1: Ss get prepared for the conversation of asking for leave by finishing **Warming-up**.
- Step 2: Ss listen to the conversation extensively to get a global understanding. Check Ss' comprehension by finishing **Extensive Listening**.
- Step 3: Ss listen to the conversation intensively to get a detailed understanding. Check Ss' comprehension by finishing **Intensive Listening**.
- Step 4: Ss review expressions concerning asking for leave in **Language Summary**.

Script:

(Frank, a sales representative in the Sales & Marketing Department, comes to his manager, Bill Smith's office, to ask for sick leave.)

Bill: Good morning, Frank. You look pale. What's the matter?

Frank: Mr. Smith, I know it's not a good time to ask for some time off as we're up to our eyeballs, but I really have to. I've got a terrible headache.

Bill: Have you caught a cold?

Frank: No. But recently I've been feeling really stressed and I've not been sleeping well.

Bill: Perhaps you need to slow down a bit.

Frank: That's the reason why I've come to ask for leave. And on top of it all, my mother had a heart attack yesterday. She's in hospital.

Bill: I'm really sorry to hear that.

Frank: I really need some personal time to spend with my mother. Could I have a week off?

Bill: That's going to be difficult as we're so understaffed at the moment... But Frank, family come first, so take some time off. All I ask is: could you please submit a detailed progress report before you go?

Frank: Yes, of course. I can get that done this afternoon. By the way, Lisa has offered to do some work on my project while I'm away. And I'll get back as soon as possible.

Bill: Good, thanks for that. Give my best wishes to your mother. I hope she gets better soon.

Frank: Thank you.

Key:

I Warming-up

- fatigue
- muscle tension
- stomach problems
- concentration trouble
- headaches
- restless sleep

II Extensive Listening

<input checked="" type="checkbox"/>	1. His headache
<input checked="" type="checkbox"/>	2. His stress
<input checked="" type="checkbox"/>	3. His bad sleep
<input type="checkbox"/>	4. His heart disease
<input checked="" type="checkbox"/>	5. His sick mother

III Intensive Listening

1. C 2. B 3. B

TASK 2 Relieving Stress

Objective: Ss can help co-workers deal with work-related stress and its effects.

Procedures: Refer to *Listening 1 Task 1* if necessary.

Script:

(Frank and his colleague Jenny, project manager in the Sales & Marketing Department, are having lunch in the company canteen.)

Jenny: Hi, Frank, you're not eating much. Are you on a diet?

Frank: No, I just feel really tired and I don't feel like eating.

Jenny: Have you got something on your mind? Can I help you?

Frank: Well, I'm really snowed under. I've been given two projects and the deadline is getting close and I haven't even finished the first one yet. What's more, my mother is still in hospital.

Jenny: Oh dear, that's tough but you must try and take it easy.

Frank: I know, but recently I've been feeling really down and I'm having trouble focusing.

Jenny: You really need some time off.

Frank: I know. How come you always seem so fresh and relaxed? Have you any tips? I need to get back on top of my game.

Jenny: Well, to chill out I often listen to music or read novels—perhaps that would help you?

Frank: That's a good idea but it's impossible with a three-year-old around.

Jenny: Oh yes, of course... Could you go to the gym after work or even just go for a walk every day?

Frank: Sounds a good idea. I need to do something.

Jenny: Yes, you can't just work and worry. You need some relaxation and enjoyment.

Key:

I Warming-up

- listen to music
- take a walk, yoga or exercise
- laugh
- take stress management classes
- have a good meal

II Extensive Listening

1. B 2. C

III Intensive Listening

1. False feel tired; don't feel like eating
2. False ... haven't even finished the first one yet.
3. True ... to chill out I often listen to music or read novels.
4. True Sounds a good idea. I need to do something.

IV Language Summary

3. You can *work out/do* vigorous exercise every day before you go to work.
4. *Give yourself a break* every couple of hours and *do something different* for a change.
5. If you're doing mental work, *stop, look out of the window* and *let your mind wander* for a few minutes.

1 Watching

TASK 1 Gender Equality

Objective: Ss can understand and communicate the importance of building mutual trust in their work relationships.

Procedures:

- Step 1: Ss get prepared for the video clip about gender equality by finishing **Warming-up**.
- Step 2: Ss watch the video clip extensively to get a global understanding. Check Ss' comprehension by finishing **Extensive Watching**.
- Step 3: Ss watch the video clip intensively to get a detailed understanding. Check Ss' comprehension by finishing **Intensive Watching**.
- Step 4: Ss review the change of part of speech in **Language Summary**.

Script:

(Bill is talking to Jenny about Lisa's performance in Frank's place.)

Bill: Hi, Jenny. How has the project been going now that Frank is away?

Jenny: Lisa has adapted very quickly after taking over from Frank. Everything is going smoothly.

Bill: But John was worried that Lisa probably wouldn't be up to the work in the way Frank did, as he thinks women are not as competent as men in marketing.

Jenny: It's ridiculous. I really can't understand this. Lisa is very talented and diligent. I believe she does very well.

Bill: Has Lisa ever worked on similar projects before?

Jenny: Yes. Last year she led her team to complete one of the toughest projects in the company and she won the "Person of the Year" award from the headquarters.

Bill: Terrific! People like her should be given more opportunities.

Jenny: I agree with you. And team members should believe in each other and help each other.

Bill: You're absolutely right.

Jenny: Anyway, I'll talk to John about it later.

Key:

II Extensive Watching

Lisa	is worried about the project outcomes
Jenny	thinks that the project is going very well
John	has taken on Frank's workload

III Intensive Watching

- | | |
|-------------|--------------|
| 1. Lisa | 2. marketing |
| 3. talented | 4. led |
| 5. award | |

IV Language Summary

talented	→	<u>talent</u>
diligent	→	<u>diligence</u>
similar	→	<u>similarity</u>
tough	→	<u>toughness</u>

TASK 2 Team Cooperation

Objective: Ss can talk about team building and cooperation in the workplace.

Procedures: Refer to *Watching 1 Task 1* if necessary.

Script:

(Bill goes to the project team to encourage them and to see if he can offer some help.)

Bill: I've heard that some team members have been complaining.

Jenny: It's because we've been working under great pressure recently.

John: Our marketing plan was turned down again yesterday. I feel very frustrated.

Bill: Well, frustration is not terrible. What's terrible is to expect failure.

John: What makes me despair is that Frank is not here. If he were here, we'd probably have managed to work out effective marketing strategies that would have been accepted.

Bill: Well, Lisa can help you. She's taken over Frank's work and will work with you on the strategy.

Lisa: I'll do my best to help. In my opinion, if the work is difficult, it's better to use all the strengths of the team. We can bring all our abilities and wisdom into full play.

John: Yeah, well, that sounds right. Maybe I have to learn to manage myself better. I have to realize the importance of cooperation.

Bill: Cooperation is most important for us all. Well, is there anything else I can do for your team, Jenny?

Jenny: No. Thanks. We'll probably encounter some more difficulties, but together we can get through them and achieve our goals.

Bill: Wonderful. I'm happy to see that you

have self-confidence and the spirit of cooperation.

Jenny: Thanks very much.

Key:

II Extensive Watching

John	has taken Frank's place to help the team work on the marketing strategies
Lisa	feels disappointed because of experiencing difficulties in the work again

III Intensive Watching

1. False ... some team members have been complaining.
2. True If he were here, we'd probably have managed to work out effective marketing strategies...
3. False Maybe I have to manage myself better.

1 Speaking

Objective: This part aims at guiding Ss to practice the skills they've learned in *Listening 1 & Watching 1*.

Note: *I & III* are guided tasks, which prepare Ss for *II & IV* respectively. The four tasks are designed to help Ss achieve communication skills in asking for leave, relieving stress, building mutual trust and team cooperation.

I Procedures:

- Step 1: Explain the task and lead Ss through the sentences given.
- Step 2: Put Ss into pairs and ask them to think of as many expressions or sentences as possible about asking for and granting leave of absence.
- Step 3: Ask Ss to take turns to read aloud the sentences. Circulate to provide help if necessary.
- Step 4: Call on volunteers or selected pairs to make a presentation to the class.

Sample:

... have a week off work... my father had a stroke due to high blood pressure.
... take a half-day off... I need to go for a health checkup.

... family is important... give my regards to your father... send an email to other team members.
... you have my approval to take this afternoon off... fill in the leave request form.

II Procedures:

- Step 1: Explain the task.
- Step 2: Pre-teach or elicit some key expressions or sentences which may be used in the

conversation (e.g. feel tired, have trouble concentrating, feel overwhelmed by, have little or no control over your work, work in a high-pressure environment, have enough free time to yourself, eat a healthy diet, exercise regularly, etc.) and write them on the board.

- Step 3: Put Ss into pairs and get them to role-play the conversation. Circulate to provide help if necessary.
- Step 4: Call on selected pairs to present their role-plays to the class.

Sample:

Mike: Hi, Julia. You don't look very well today. What's the matter?

Julia: I have a terrible headache this morning. I'm snowed under with all the extra tasks and project reports... I've got too much on my plate.

Mike: I see. You want everything to be perfect. But you should know that sometimes overloading yourself makes you less effective.

Julia: I think so. I seem to have little control over my work these days.

Mike: Have you checked with your doctor?

Julia: Yes. But the doctor said that my headache was caused by work-related stress. He advised me to slow down a bit and exercise regularly.

Mike: Yes. I play tennis with friends every morning before I go to class, so I feel fresh and energetic the whole day.

Julia: That's a good idea, but I am not good at sports and have no interest in that.

Mike: If that's not possible, take a walk after supper or find a way to walk 10,000 steps a day.

Julia: Sounds great. I really need to do something.

Mike: Yes, you can't just work and worry. I hope you get better very soon.

(to be continued on Page T-13)

TASK 1 Work Inspection

Objective: Ss can encourage staff members or offer them help on site inspections.

Procedures: Refer to *Listening 1 Task 1* if necessary.

Script:

(Bruce Anderson, CEO of TAF, goes to the Sales & Marketing Department to pay a routine visit.)

Bruce: Good morning, everyone. You look upset, John. What's the matter?

John: I'm worried because I have too much work to do these days.

Bruce: I'm sorry. I know your team is responsible for the marketing of our new products and the pressure is certainly huge. But you do need to relax as well.

Lisa: The deadline is approaching; we're all tense and exhausted.

Jenny: Yes, but we're doing our best and we will overcome the difficulties and try to stay on schedule.

Bruce: Well, I have every faith in you all. Thank you for all your hard work.

Bill: Thanks for your trust and encouragement. We'll try to keep our spirits up and keep up the good work.

Jenny: Mr. Anderson, you always look confident and energetic. Could you give us some tips on how you do it?

Bruce: I go to a fitness class twice a week. I find it's really a good way to work off all my stress. In fact, our company has applied for membership of a health club for all staff so you will be able to get some physical exercise after work. Hopefully, you will find that helps with the stress levels you are experiencing.

John: Great!

Lisa: Thank you very much. That's a wonderful benefit to have.

Key:

I Warming-up

fatigued, frustrated, irritated, stressed, anxious, worried, tense, etc.

II Extensive Listening

<input checked="" type="checkbox"/>	1. Trust and encourage the employees.
<input type="checkbox"/>	2. Provide opportunities for career development.
<input checked="" type="checkbox"/>	3. Offer employees membership of a health club for free.
<input type="checkbox"/>	4. Give employees paid vacations.

III Intensive Listening

1. Because they are responsible for the marketing of the company's new products.
2. Because he goes to a fitness class twice a week and it's a good way to work off his stress.
3. The company has applied for membership of a health club for all employees to help them reduce their stress.

TASK 2 Rumors

Objective: Ss can understand a company's internal communication and clarification of rumors.

Procedures: Refer to *Listening 1 Task 1* if necessary.

Script:

(There are rumors at TAF about the new marketing plan. Jenny and John are discussing how to deal with it.)

John: I've heard that Mr. Anderson appreciated our new marketing plan very much, so can we put it into practice now?

Jenny: I don't think so; it's not been finally decided yet. There are rumors about it.

John: What? Rumors?

Jenny: Yes, some people in the company are saying that the plan was copied from the Internet.

John: That's impossible. Even though we've used some online resources for general reference, the plan was worked out entirely by ourselves.

Jenny: Yes, I know that's true. We put a lot of time and effort into it. But now we've got to deal with these rumors before it can be accepted.

John: I'll do everything I can to help you.

Jenny: I know you collected a lot of information for reference during your research. Could you give it to me? I'll make a detailed report at the managers' meeting tomorrow—show them in detail how we formulated it.

John: No problem.

Jenny: At the meeting, I'll explain the ideation of the plan and with your reference materials to back me up, hopefully I'll convince them. I'll also try to get to the bottom of how these rumors got started.

John: Absolutely right. Good luck!

Key:

I Warming-up

1. D 2. C 3. A 4. B

II Extensive Listening

1. False ... it's not been finally decided yet.
There are rumors about it.
2. True I'll make a detailed report at the managers' meeting tomorrow—show them in detail how we formulated it.

III Intensive Listening

1. B 2. A

TASK 1 Rumors Clarified

Objective: Ss learn the skills of how to prevent or end rumors or gossip in the workplace.

Procedures: Refer to *Watching 1 Task 1* if necessary.

Script:

(Bruce is talking to Bill about the new marketing plan after the managers' meeting.)

Bruce: What do you think of this morning's meeting, Bill?

Bill: Very positive and productive, I think. Jenny's explanations were objective and convincing.

Bruce: Yes. After hearing her report, I'm convinced that the work was done completely by the team.

Bill: That's for sure. Jenny and her team spent a lot of time and effort on it.

Bruce: It really involves a lot of hard work developing an effective marketing plan. We should give them some financial rewards for their outstanding achievement.

Bill: Nothing makes me happier than knowing that you approve and the team appreciate having your recognition of their work. They really deserve all the praise.

Bruce: I'm very impressed with Jenny's report. She's not only professional but has a great sense of humor. Her remarks brought the meeting to life.

Bill: She's great—hard-working, positive and optimistic as well. I believe that with their creative work our new products will attract new customers for our company.

Bruce: That is exactly what we hope for. With more tactical marketing strategies, our

company will be able to expand into the international markets more quickly.

Bill: Sure. That's what we are working towards.

Key:

II Extensive Watching

<input type="checkbox"/>	1. Bruce is not very satisfied with Jenny's report at the meeting.
<input checked="" type="checkbox"/>	2. Bill believes that the project was completely done by Jenny and her team.
<input type="checkbox"/>	3. Bill suggests giving Jenny's team some financial rewards for their outstanding achievement.
<input type="checkbox"/>	4. With Jenny's creative work, their new products will attract new customers.

III Intensive Watching

1. B 2. B 3. C 4. A

IV Language Summary

amateur	→	<u>professional</u>
fruitless	→	<u>productive</u>
negative	→	<u>positive</u>
subjective	→	<u>objective</u>
pessimistic	→	<u>optimistic</u>

TASK 2 Self-Evaluation

Objective: Ss know how to make self or peer assessment.

Procedures: Refer to *Watching 1 Task 1* if necessary.

Script:

(The Sales & Marketing Department is holding a meeting to evaluate each staff member's performance.)

Bill: We're holding this meeting to evaluate employee performance. The purpose of the evaluation is to allow you to know more about yourself and one another. Jenny, as the team leader, what do you think of yourself?

Jenny: As the project manager, I've tried to motivate each team member in order to maximize their ability to do their work well.

Bill: Good job! Your team's performance this year has been exceptional.

Jenny: Thank you. But it is due to the joint efforts of all the team members that we were able to do things so efficiently.

Bill: How do you evaluate yourself, John?

John: Well, I've always thought of myself as honest. But sometimes I think I lack perseverance. I find it hard to keep going when the going gets tough.

Bill: You are known to be honest and responsible. And with this latest project you have worked very hard and pulled your weight in the team. By the way, how long have you worked for the company?

John: Five years. The company went through a rough patch last year, but I didn't think of changing my job. This year my performance is not among the best in the Department, but I'm absolutely loyal to the company and will try to do better.

Bill: I appreciate your loyalty. Well, Lisa, what do you think of yourself?

Lisa: Compared with John, I'm a newbie, but

I've tried my best to do the work well.

Bill: You've really done a great job this year. In particular, your performance over the past few months has exceeded our expectations.

Lisa: Thank you for your encouragement!

Bill: Well, based on the outstanding performance of your team, there will be a generous bonus in next month's pay packet.

John: Wonderful!

Lisa: Thank you very much, Mr. Smith.

Key:

I Warming-up

Positive	Negative
honest	self-centered
motivated	selfish
responsible	hostile
loyal	lazy
persevering	jealous

II Extensive Watching

1. False ... evaluate employee performance.
2. False ... a generous bonus in next month's pay packet.

III Intensive Watching

Jenny	is honest and loyal to the company
John	is the newcomer to the department
Lisa	sometimes lacks perseverance in the work
	is the project manager
	has done extremely well over the past few months
	has been encouraging the team members to do the work well

Objective: This part aims at guiding Ss to practice the skills they've learned in *Listening 2 & Watching 2*.

Note: *I & III* are guided tasks, which prepare Ss for *II & IV* respectively. The four tasks are designed to help Ss achieve communication skills in motivating employees during the work inspection, preventing rumors in the workplace and making a self or peer evaluation.

I Procedures:

- Step 1: Explain the task and ask Ss to combine the fragments into full sentences on their own. Circulate to provide help if necessary.
- Step 2: Put Ss into pairs and ask them to take turns to read aloud the sentences.
- Step 3: Call on volunteers or selected pairs to tell the class the ways to motivate employees in the workplace.

Key:

1. Be open, friendly, and professional with the staff; they're your hard workers and deserve to be treated with respect.
2. Encourage communication among people who have to work together.
3. Make it an atmosphere where doing a good job is recognized and appreciated.
4. Don't let your personal likes and dislikes blind you to who is actually productive on the job.

II Procedures:

- Step 1: Explain the task.
- Step 2: Pre-teach or elicit some key words or expressions which may be used in their conversation (e.g. spread the rumor, deal with/prevent/stop the rumor, get to the bottom of, etc.) and write them on the board.
- Step 3: Put Ss into pairs and get them to role-play the conversation. Circulate to

provide help if necessary.

- Step 4: Call on volunteers or selected pairs to role-play the conversation to the class.

Sample:

Linda: Hello, Tom, I'm sorry to trouble you but there is a problem.

Tom: Yes, what is it?

Linda: There is a rumor in the company. Some people whispered that the packaging design of the new product is similar in color and style to that of our competitor's.

Tom: That's impossible. Our packaging is novel and innovative. We put a lot of time and effort into it.

Linda: That's true. The team worked day and night to finish it.

Tom: What we're supposed to do is that we have to prevent these rumors.

Linda: I will do everything I can to help you.

Tom: Thank you. I know you've collected a lot of information for reference in your research. Could you give it to me? I'll write a detailed report on the design of the packaging and submit it to the CEO, Mr. Andrews tomorrow.

Linda: No problem. Even though some information was downloaded from the Internet, the design was created entirely by us.

Tom: In the report I'll explain our design concepts, show our project progress reports and with your reference materials to back me up, hopefully I'll convince Mr. Andrews. I'll also try to get to the bottom of how these rumors got started.

Linda: It really takes a lot of courage to make such a decision.

Tom: Yes, but we have to do it.

Linda: I believe you can do it. Good luck.

Tom: Thank you.

(to be continued on Page T-14)

This project is an integrated task that requires Ss to work together and go through the typical tasks related to workplace. In order to complete it successfully, Ss should recall the vocational skills and language skills they've learned in this unit. That is, they should know how to deal with work-related stress, how to motivate employees in a corporate environment and how to make a self or peer evaluation.

Procedures:

- Step 1: Grouping. Divide the class into groups. There are several ways: Ss pick their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- Step 2: Defining the project. Go through the project with the class and clarify requirements.
- Step 3: Timing & cooperation. Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. Make Ss fully aware that teamwork is the essential part of the practice. Remind them that different Ss have different work but everybody contributes to the project. They discuss

first and then decide who will do what.

- Step 4: Presentation. Ss present their evidence for completion usually in oral form, but written evidence or support may be required. In this project, Ss need to present practical and appropriate ways for dealing with work-related stress, motivating employees in a corporate environment and evaluating employees' performance. Visuals can support the oral presentation but in tasks where speaking is the focus, a reliance on written reports or text-heavy PowerPoint slides is to be discouraged.

Notes:

- 1. Since it takes time and effort to complete a project, it is advised to be done as homework.
- 2. The teacher randomly asks two or three groups to demonstrate their work in class each time, and gives some (usually positive) comments on their work.
- 3. It's impossible for Ss to do all the projects in the book. The teacher assigns the project to some Ss at the end of the unit, and the Ss present at the end of the following unit. Alternatively, Ss choose one of the projects near the end of the term and all groups present together in a time specially put aside for project presentation.

Self-Assessment

This part is to help Ss evaluate their language skills in accordance with the *Unit Objectives*.

Procedures:

- Step 1: Go through the evaluation list with Ss.
- Step 2: Ss tick the boxes on the list alone.
- Step 3: Ask several Ss to report their self-evaluation results.
- Step 4: Comment briefly.

1 New Words & Expressions

This part lists all the new words and expressions extracted from the scripts in this unit. The teacher may either ask Ss to preview them before the unit or review them after working through the whole unit. In the process of listening, watching or speaking, the teacher can direct Ss to refer to this part or even explain some important items. This part assists Ss in understanding the listening or watching tasks and enlarges their vocabulary as well.

(continued from Page T-6)

III Procedures:

- Step 1: Explain the task and lead Ss through the sentences given.
- Step 2: Put Ss into pairs and ask them to tick effective ways for management to build trust in the workplace.
- Step 3: Ask Ss to take turns to tell the tips to each other. Circulate to provide help if necessary.
- Step 4: Call on volunteers or selected pairs to make a presentation to the class.

Sample:

Trust is perhaps the most important element of a harmonious and efficient work environment. Organizations that have trust among employees are usually successful, and those that don't often are not.

I have found there are a few excellent ways for leaders to build trust into their teams. They are: One/First, focus on shared, rather than personal goals. Two/Then, consider all employees as equal partners. Three/Next, do what's right, regardless of personal risk. Four/Last, establish and maintain integrity.

IV Procedures:

- Step 1: Explain the task.
- Step 2: Pre-teach or elicit some key words or expressions which may be used in their conversation (e.g. feel frustrated and depressed, be overwhelmed, get sb. down, give up, work as a team, an excellent team player, be behind you, support, back, etc.) and write them on the board.
- Step 3: Put Ss into groups and get them to role-play

the conversation. Circulate to provide help if necessary.

- Step 4: Call on volunteers or selected groups to present their role-plays to the class.

Sample:

Manager (M): I have heard that some team members have had a lot of complaints.

A: They've been working overtime for a month now, and it seems they are almost overwhelmed by the heavy load.

B: We failed to get a positive test result again yesterday and I feel upset.

M: Don't let this get you down. Everything will be all right.

C: I think so. Although all of my efforts were to no avail, I have learned something valuable from it.

B: What I'm worried about is that we'll probably meet tougher problems in the last phase of product testing.

M: If all the team players unite together, nothing will prevent you from achieving your goal. I'm right behind you.

C: When we use the team strength, we can bring our wisdom and abilities into full play.

M: Unity and cooperation are most important for us. Well, is there anything I can do for your team?

A: No, thanks. We're confident that we can accomplish the project in spite of the difficulties.

M: Wonderful. I'm happy to see that you have self-confidence and the spirit of cooperation.

A, B & C: Thank you very much.

2 Language Focus

Functional Phrases are some useful phrases extracted from the scripts in this unit. They are summed up into different categories according to their functions. As they are the key language points of the whole unit, the teacher may have a dictation first and then organize oral activities like sentence building and substitution to make sure each student fully masters the usage of these phrases.

Useful Expressions, also extracted from the scripts in this unit, are expressions widely used in everyday spoken English. They are either brief and concise or popular and up to date. The teacher may ask Ss about the context in which these expressions are used and require Ss to recite them until they can use them freely to convey their ideas. Finally, the teacher might divide Ss into pairs, making them role-play a mini conversation with as many these useful expressions as possible.

(continued from Page T-11)

III Procedures:

- Step 1: Explain the task and lead Ss through the sentences given.
- Step 2: Put Ss into pairs and ask them to match the tips with their explanations. Circulate to provide help if necessary.
- Step 3: Ask Ss to take turns to read aloud the sentences.
- Step 4: Call on volunteers or selected pairs to give the tips to the class.

Key:

1. D 2. A 3. C 4. B

IV Procedures:

- Step 1: Explain the task and put Ss into groups.
- Step 2: Pre-teach or elicit some key words or expressions which may be used in the role-plays (e.g. show high interest in, enthusiastic, offer new ideas, imaginative, have limited imagination, plan and organize work and time effectively, work in harmony with, an excellent team worker, quarrelsome. etc.) and write them on the board.
- Step 3: Ask Ss to practice role-plays. Circulate to provide help if necessary.
- Step 4: Call on volunteers or selected groups to perform their role-plays to the class.

Sample:

Max: We are having a meeting to evaluate each other's performance at school in this semester. Through the assessments you will

know more about yourself and one another. What do you think of yourself, Anna?

Anna: This semester I have been more interested in all the topics in class. I think I have done a good job of planning and organizing my work and time, so I have achieved a lot in English.

Max: Yes. We are still very impressed by your excellent performance in the English Speaking Contest held by the college last week.

Anna: Thank you.

Max: How about you, Arthur?

Arthur: Well, compared with Anna, I'm afraid I'm a poor talker, but I have tried to study how to speak in public this semester. As a result, my presentation skills have improved a lot.

Max: What's more, I think you are very imaginative. You enjoy developing new things and ideas.

Anna: I agree. Arthur offered new ideas in the final project for the Marketing Research course.

Lily: Yes. We worked together in a team, and got along very well with each other.

Max: So, you're a good team worker too.

Lily: I think so. I always work in harmony with others. It's important to feel that I'm part of a team.

Max: Great. Everyone has done a wonderful job this semester.

3 Cultural Notes

This part lists some distinct cultural phenomena extracted from the scripts in this unit.

After the study of the whole unit, Ss are given an after-class assignment to review the scripts quickly and do some research on the different etiquette and cultural experiences between China and Western countries. The teacher may divide Ss into two groups, with one group representing Chinese culture and the other group Western culture. They are encouraged to surf online and look for pictures and background information for the project. The teacher may ask either group to choose a representative to present the group's findings on the platform.

4 Business Notes

This part lists some business terms extracted from the scripts in this unit. The purpose is to help Ss learn some knowledge of business. The teacher may ask Ss to read this part either before the unit or after the study of the whole unit. As Ss don't have first-hand work experience, understanding of the concepts is enough.

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V

Anna: Mike, you really did a good job. Your performance this year has been exceptional.

Mike: It's nice to hear that. Thank you!

Anna: You've never been late. You've never asked for a day's leave. And I'm always hearing your team members compliment you on your work.

Mike: I have a good bunch. They're really easy to work with.

Anna: Your project has made much profit for the company. And the Board of Directors has decided to give you a bonus.

Mike: Many thanks.

Anna: By the way, all of us need to submit an annual report based on our own performance before next Friday.

Mike: Can you show me how to do it? I've never done it before.

Anna: You can summarize your work achievements during this whole year, for example, how many of your objectives have been hit, how many sales you have made and how much you have improved yourself through your work. And it will be necessary to give an analysis of the reasons for these achievements.

Mike: I see. This will give me a good chance to

review my past activities. It'll surely be of great help to my future work.

Anna: I agree with you.

Key:

I

1. A 2. C 3. B 4. C 5. A

II

1. manager 2. forward
3. administrative 4. freed

III

1. Neck 2. tired
3. sleep well 4. walk
5. head 6. straight

IV

1. look down on/upon
2. the subject
3. repeat/spread it
4. positive

V

1. Anna thinks his performance this year has been exceptional.
2. To give him a bonus.
3. An annual report about his work performance.
4. Mike has to do some analysis of the reasons for his achievements.

Supplementary Listening

This part is to provide Ss with more practice to improve their listening skills. The five tasks are designed in accordance with the topic of this unit. So, Ss can recall the vocational skills as well as review the language skills learned in this unit by working through this part. The teacher may take this part as the self-study materials for Ss.

Script:

I

1. I've been feeling really stressed recently and I didn't sleep well last night.
2. I need to go for my annual check-up, so I have to take this morning off.
3. I have heard some people gossip about our plan. How can we stop this rumor from spreading?
4. I've been working here for six years, never thinking of changing my jobs. My loyalty to the company could not be questioned.
5. You have done a great job and your performance of this year has been exceptional.

II

- A:** Good morning, Mr. Black.
- B:** Good morning, Angela. You're not looking very well. What's the matter?
- A:** Well, I didn't sleep well last night. I feel stressed with all the work coming up.
- B:** I understand your project has put you under a lot of pressure, but you should learn to slow down a bit.
- A:** I want to but I can't. All the team members around me need my help with their work.
- B:** I know. As a project manager, you've done a lot for the team, helping them plan their work and advising them on the best ways to move forward.
- A:** I think it's my duty to do so.
- B:** That's true. But I think some of your tasks are administrative; perhaps you can give them to the project secretary. If so, it'll free up some time for you.
- A:** Sounds great. It'll allow me to work on those parts of my job that I have to do.
- B:** That's it. In this way, you'll become a lot happier at work.
- A:** I hope so. Thank you.

III

- A:** Doctor, my neck aches. I always feel tired after a day's work and I can't sleep well recently.
- B:** You don't get enough sleep because you work so hard. You need to do some exercise every day.
- A:** Can you recommend some ways to make me relaxed? I don't want any medicine, by the way.
- B:** Well, you can try walking a few times each week.
- A:** Walking?
- B:** Yes, walking can make you relaxed. Short walks can also make your neck problem less serious. While walking, keep your head high and your back straight.
- A:** OK, I see. A few times each week?
- B:** Yes. Drink a lot of water before and after each walk and also gently stretch the muscles.
- A:** I will do that. Thanks, doctor.
- B:** You are welcome.

IV

Gossip in the workplace creates an atmosphere that most of us don't want to be in. Tensions rise, people look down on other people and work is affected by it. Here are some tips to prevent workplace gossip:

1. Change your routines if they coincide with gossip sessions. If the key gossipers hang around the coffee pot in the morning, then stay away. Get your coffee earlier or later, so you won't be associated with any gossip.
2. Change the subject to avoid gossip. Say, "Oh, I didn't know. So how did you think the meeting went today?" If the gossipers doesn't take the hint that you're uninterested, walk away.
3. Discuss your concerns with the supervisor rather than a co-worker, who may spread gossip to others.
4. Do not spread gossip under any circumstances. If you happen to overhear gossip as you're taking a restroom break, for example, don't repeat it.
5. Remind others to avoid gossip. Being active to avoid gossip has positive results, rather than letting the gossip damage your work environment.

(to be continued on Page T-15)