

Starting your career

Introduction to the unit

- ★ The topic of this unit is about how to make a good first impression and get prepared for a new job.
- ★ This unit aims to help students increase their social skills, improve their interview performances and enhance their careers.
- ★ The main *Reading* text provides students with job-seeker tips for making good first impressions. The *Extension* text tells students the importance of internships.
- ★ The featured activities are in the *Around the Topic* and *Project* sections. *Around the topic* makes students aware of the good employee traits desired by the employers; the *Project* helps students to hone their interview skills and present themselves as competitive job candidates.
- ★ Language focus
 - Grammar:** *As... as* structure
 - Vocabulary building:** Compound adjectives ending with *-ed*
 - Important words and phrases:** allotted, attire, cement, controversial, engage, essential, gossip, grooming, look the part, minimal, minimum, nail, overdressed, overwhelm, showboat, showcase, stay clear of, underdressed, well-pressed, wind-swept

Around the topic

1 Your ideas

The purpose of this section is to lead students into the topic of starting a career. Read and explain the instructions as a class. Ask students to work in groups and discuss the question. Invite some students who have internship or work experience to share their opinions with the whole class.

2 Vocabulary

This exercise aims to familiarise students with some words and expressions which can be used to describe some good qualities of career starters. Ask students to do the exercise in pairs. Check the answers by having students read out the meaning of each word. Expand their vocabulary by encouraging them to think of antonyms for each word.

Answers

Qualities	Meaning	Opposites
confident	<i>feeling sure you can do things well</i>	<i>unconfident; insecure</i>
organised	<i>achieving your aims in an effective, ordered, and sensible way</i>	<i>disorganised; messy; inefficient</i>
punctual	<i>arriving, happening, or being done at exactly the time that has been arranged</i>	<i>unpunctual; late; tardy</i>
cooperative	<i>willing to work together</i>	<i>uncooperative; unhelpful; unsupportive</i>
hard-working	<i>working with a lot of efforts</i>	<i>lazy; idle; shiftless</i>
modest	<i>unwilling to talk about their abilities and achievements</i>	<i>arrogant; boastful; immodest</i>
patient	<i>able to wait calmly for a long time or to accept difficulties, people's annoying behaviour etc. without becoming angry</i>	<i>impatient; intolerant; frustrated</i>

Qualities	Meaning	Opposites
vigorous	<i>strong, energetic, and active in mind or body</i>	<i>vulnerable; weak; inactive</i>
sociable	<i>being friendly and enjoying being with other people</i>	<i>introverted; shy; reserved</i>
sincere	<i>honest and true</i>	<i>insincere; dishonest; tricky</i>
responsible	<i>sensible and able to make good judgments, so that you can be trusted</i>	<i>unreliable; irresponsible; untrustworthy</i>
dedicated	<i>someone who is dedicated works very hard at what they do because they care a lot about it</i>	<i>uncommitted; uncaring; unenthusiastic</i>

3 Listening and speaking

A.

In this section, students will listen to the extracts from five interviews. Before playing the recording, remind students that the ability to answer questions properly during job interviews is a skill that needs to be mastered. Tell students to take a brief look at the listening questions before listening as this can help them mentally prepare for the listening material. Encourage students to take notes while they are listening. Check the answers when they finish.

Answers

Interviewee 2 → Interviewee 5 → Interviewee 3 → Interviewee 1 → Interviewee 4



Scripts

Interview 1

Ms Crystal: Let's get straight to the point. Why do you want this job?

Interviewee 1: Well, I read the job advertisement, and the salary you offer is much better than what I'm earning now.

Ms Crystal: Is money important to you?

Interviewee 1: Oh yeah! It's important to everyone, isn't it? But it's not just that. I believe you have a lot of hotels in the Caribbean and the Far East, and that the employees can get cheap holidays there...

Interview 2

Ms Crystal: Do you enjoy meeting people?

Interviewee 2: Mm, yeah, it's very interesting, um, I enjoy meeting, um, different people... you know what I mean. They're all, kind of, uh, so... um well, um, interesting...

Interview 3

Ms Crystal: You've worked in a bank for two years. Why are you interested in hotel reception work?

Interviewee 3: Well, I like meeting people and I have a lot of friends who work in the tourist industry. In fact, my friend Simon has just come back from Spain. He is a tour guide in China Tour Company. He's told me so much about the tourist industry. He really enjoys his work. As a tour guide, he can visit many different places and experience many different cultures.

Ms Crystal: Mm. Do you speak any foreign languages?

Interviewee 3: No, but I'm good at painting. I really enjoy painting. It gives me passion and happiness.

Interview 4

Ms Crystal: Are there any questions you'd like to ask me?

Interviewee 4: Uh, no. I can't think of anything.

Ms Crystal: Would you enjoy hotel reception work?

Interviewee 4: I don't know. I think so. I don't know much about it, really.

Interview 5

Ms Crystal: Why did you have five different jobs in the last year?

Interviewee 5: Because of bad luck. Stupid things, really. One of the jobs was really good, but it was a long way from home. I had to spend a lot of time on the road and I was often caught in traffic jams. I couldn't bear it any longer so I quit. Things like that, you know.

Ms Crystal: Oh, I see.

Interviewee 5: Yeah, and then I was trained to be a flight attendant, but later I found I had airsickness...

B.

Play the recording again. Pause after each interview to give students time to write down the questions Ms. Crystal asked. Remind students to spell each word correctly. Check the answers when they finish.

Answers**Interview 1**

Why do you want this job?

Is money important to you?

Interview 2

Do you enjoy meeting people?

Interview 3

Why are you interested in hotel reception work?

Do you speak any foreign languages?

Interview 4

Are there any questions you'd like to ask me?

Would you enjoy hotel reception work?

Interview 5

Why did you have five different jobs in the last year?

C.

Ask students to discuss the DOs and DON'Ts at job interviews. Encourage them to speak out and express their opinions freely. After group discussion, invite some volunteers to share their ideas with the whole class. Provide students with more interview tips, which may benefit them when they hunt for jobs.

Suggested answers

<i>DOs</i>	<i>DON'Ts</i>
<ol style="list-style-type: none"> 1. Do your research and know the type of job interview you will be encountering. 2. Do dress professionally and appropriately for the job. Your clothes must be neat, clean and freshly pressed. Avoid excessive jewelry, excessive make-up or extremes of fashion. 3. Do arrive about 10 minutes early. Late arrival for a job interview is never excusable. 4. Do greet the receptionist or assistant with courtesy and respect. This is where you make your first impression. 	<ol style="list-style-type: none"> 1. Don't answer cell phone calls during the interview, and do turn off your cell phone or set it to silent ring. 2. Don't bring up or discuss personal issues or family problems. 3. Don't answer questions with a simple "yes" or "no". Explain whenever possible. 4. Don't rely on your application or resume to do the selling for you. No matter how qualified you are for the position, you will need to sell yourself to the interviewer.

<i>DOs</i>	<i>DON'Ts</i>
<ol style="list-style-type: none"> 5. Do reply clearly and to the point. 6. Do stress your achievements. Describe those things about yourself that showcase your talents, skills, and determination. 7. Do show enthusiasm in the position and the company. 8. Do make good eye contact with your interviewer(s). 9. Do remember that the interview is also an important time for you to evaluate the interviewer(s) and the company he or she represents. 10. Do show what you can do for the company rather than what the company can do for you. 11. Do write thank-you letters within 24 hours to each person who interviewed you. 	<ol style="list-style-type: none"> 5. Don't be overly aggressive. 6. Don't ever lie. Answer questions truthfully, frankly and succinctly. And don't over-answer questions. 7. Don't inquire about salary, vacations, bonuses, retirement, or other benefits until after you've received an offer. 8. Don't give the impression that you are only interested in an organisation because of its attractive salary. 9. Don't act as though you would take any job or are desperate for employment. 10. Don't say anything negative about former colleagues, supervisors, or employers. 11. Don't place too much importance on one job or one interview; there will be other opportunities for you.

Reading

1 Pre-reading tasks

a.

Ask students if they know anything about the story of Tarzan. Encourage some volunteers to share their information. Then introduce Tarzan's story to the class.

Additional material

Tarzan is a fictional character, a child raised in the African jungle by Great apes, who later returns to civilisation only to largely reject it and return to the wild as a heroic adventurer. His wife is Jane, a young American woman whom he met in the jungle and fell in love with. Created by Edgar Rice Burroughs, Tarzan first appeared in the novel *Tarzan of the Apes* (magazine publication 1912, book publication 1914), and then in twenty-five sequels, three authorized books by other authors, and innumerable works in other media, authorized or not. Walt Disney Pictures *Tarzan* is the biggest box office success Disney's animation team has seen since *The Lion King*.

b.

Does the cartoon contain humour? How is humour conveyed within the cartoon? Ask students to work in groups and discuss the cartoon pictures. Give students some hints to enhance their understanding of the message conveyed by the cartoon.

Suggested answers

Tarzan is trying to introduce himself to Jane who is attracted to him. He prepares various greetings and rehearses them very well before seeing Jane. But he is so shy and nervous that he is unable to speak a complete sentence when he finally meets her.

2**Reading comprehension**

Life is all about making good first impressions with the people we meet. This article provides tips for making good first impressions in business and networking situations, in job interviews, and when we are starting a new job. Remind students to apply what they've learnt from this article in the real world.

A.**Answers**

1. b 2. c 3. d 4. a

B.**Answers**

In business and networking situations	In job interviews	When starting a new job
<ol style="list-style-type: none"> 1. Dress for the specific occasion. 2. Grooming is also an important part of first impressions. 3. Wear the name tag on your right shoulder area. 4. Handshakes should be simple—extend right hand and grasp gently but firmly. 5. The greeting should be short and simple; pay attention to the other person's name. 	<ol style="list-style-type: none"> 1. Arrive about 15 minutes early. 2. Conduct a final grooming check in the restroom before the interview. 3. Be polite to the support staff. 4. Do not smoke right before the interview. 5. Turn off your cell phone. 6. Smile and make strong eye contact. 	<ol style="list-style-type: none"> 1. Arrive a bit early; leave no earlier than the majority of the others in your area. 2. Take no more than your allotted breaks during the day. 3. Avoid calling in sick or taking personal days. 4. Show your team spirit by supporting the team. 5. Listen more and talk less. 6. Stay clear of all office politics and gossip.

In business and networking situations	In job interviews	When starting a new job
<p>6. Engage the other person in conversation. Look for common ground with the person you're talking to.</p> <p>7. Avoid talking about the controversial subjects.</p>	<p>7. Answer interview questions with ease and ask questions of the interviewer.</p> <p>8. Write a thank-you note after the interview.</p>	<p>7. Keep your personal communications—email, IM, and phone—to a minimum while at work.</p>

C.**Answers**

1. F 2. F 3. F 4. F 5. T

Language points

- allotted** *adj.* giving a particular share of something to someone
e.g. The department has spent its *allotted* budget.
- attire** *n.* clothes
e.g. business *attire*; formal evening *attire*
- cement** *v.* to make a relationship between people, countries, or organisations firm and strong
e.g. They want to *cement* a good working relationship between the government and trade unions.
- common ground**: a shared topic or subject
e.g. Despite our disagreements, we have been able to find some *common ground*.
- engage** *v.* to attract someone's attention and keep them interested
e.g. The toy didn't *engage* her interest for long.
- essential** *adj.* extremely important and necessary
e.g. A good diet is *essential* for health.
It is *essential* that our pilots are given the best possible training.
It is *essential* to book in advance.
- grooming** *n.* taking care of your own appearance by keeping your hair and clothes clean and tidy
e.g. *Grooming* plays an important role in making a good first impression.
- It goes without saying that**: used to say that something is so clearly true that it does not need to be said
e.g. *It goes without saying that* the Internet is a good source of information.

9. **look the part:** to look suitable for a particular situation
e.g. In his smart suit, he certainly *looked the part*.
10. **minimal** *adj.* very small in degree or amount, especially the smallest degree or amount possible
e.g. The storm caused only *minimal* damage.
The cost to taxpayers would be *minimal*.
11. **nail** *v.* if you nail something, you succeed in getting it, after a lot of time or effort
e.g. She finally *nailed* her dream job.
The police use radar to *nail* speeding drivers.
12. **naturally** *adv.* used to say that something is normal and not surprising
e.g. *Naturally* enough, she wanted her child to grow up fit and strong.
13. **overdressed** *adj.* dressed in clothes that are too formal for the occasion
e.g. She felt *overdressed* in her new and smart suit.
14. **overwhelm** *v.* if work or a problem overwhelms someone, it is too much or too difficult to deal with
e.g. We were *overwhelmed* by the number of applications.
15. **paperwork** *n.* the documents that you need for a business deal, a journey etc.
e.g. Police work involves so much *paperwork* these days.
16. **showcase** *v.* to show the good qualities of a person, organisation, product etc.
e.g. He got an opportunity to *showcase* his ability.
Jack found a film role that *showcased* all his talents.
17. **showboat** *v.* if someone playing a sport is showboating, they are trying to make people admire them by doing skillful tricks, but are not playing effectively for their team
e.g. What did he ever do other than *showboat* around the pitch, beat five players, and end up losing the ball to the sixth?
18. **well-pressed** *adj.* making clothes smooth and using a hot iron
e.g. The clothes are clean and *well-pressed*.
19. **wind-swept** *adj.* hair, clothes etc. that are windswept have been blown around by the wind
e.g. a high *wind-swept* plain
The surrounding countryside is *wind-swept* and rocky.

3 Vocabulary and structure

A.

Answers

Words/expressions	Clues in the text
look the part	<i>In other words, you must dress for the specific occasion.</i>
attire	<i>... so make sure your clothing is clean and well-pressed.</i>
overdressed	<i>If you can't be certain, it's always better to be overdressed than underdressed.</i>
underdressed	<i>If you can't be certain, it's always better to be overdressed than underdressed.</i>
grooming	<i>Hair should be neat—and certainly not wind-swept. For men, facial hair should be either non-existent or well-maintained. For women, less make-up is always better than too much.</i>
cologne	<i>A light perfume or cologne is acceptable...</i>
bone-crushers	<i>... extend right hand and grasp gently but firmly. No bone-crushers and no four-handed, one-hand-over-the-other shakes.</i>
nail (a good impression)	<i>... the last tip when you're in this setting is not to make the conversation all about you. A great way to cement a strong first impression is...</i>
common ground	<i>... share stories about that common interest.</i>
crucial	<i>Because the job interview is usually your first face-to-face with the employers, first impressions are especially crucial. ... asking questions of the interviewer are vital to making a good impression.</i>
showcase	<i>Answering interview questions with ease (showcasing your interview preparation)...</i>
stay clear of	<i>And it should go without saying, but stay clear of all office politics and gossip. ... keep your personal communications... to a minimum while at work.</i>

B.**Answers**

- | | | | |
|--------------|------------------|-----------------|---------------|
| 1. essential | 2. specific | 3. non-existent | 4. acceptable |
| 5. tasteful | 6. controversial | 7. minimal | 8. proper |

C.**Answers**

- (S) 1. ... it's essential that you look the part.
- (S) 2. In other words, you must dress for the specific occasion.
- (MS) 3. For men, facial hair should be either non-existent or well-maintained.
- (S) 4. No bone-crushers and no four-handed, one-hand-over-the-other shakes.
- (S) 5. And no sweaty handshakes.
- (MS) 6. The greeting should be short and simple...
- (W) 7. You want to engage the other person in conversation...
- (W) 8. You can, of course, talk about yourself.
- (W) 9. If you're naturally funny, you might use humour, and show your serious side also.
- (W) 10. ... perhaps with a stop at a restroom to conduct a final grooming check—as well as possibly complete some paperwork before the interview starts.
- (S) 11. Never arrive with any kind of food in your mouth or on your teeth...

4**Writing**

Being sociable and having good relationships with other people is crucial in the modern world. Good social skills can help you meet interesting people, get the job you want, progress further in your career and relationships. This writing task aims to help students develop their social skills and gain more friends.

Additional material

Whether you're attending a new school or looking for a date, meeting people and making friends can be awkward and challenging. However, it doesn't have to be so hard. Try a few of these simple tips, and you'll go far in building good relationships.

1. Listen and ask questions

Other people like to know they're being heard and that their ideas are appreciated. By being a good listener, you let others know that you value what they have to say and, by extension, who they are. You can let others know you're paying attention by making eye contact while they're speaking, then asking a question or two about what they're saying.

2. Give a compliment

Everyone loves an ego boost. Noticing something you like about someone and sharing it with him or her is a great way to forge a connection and start a conversation. When giving a compliment, be honest and genuine. Even if you're complimenting something very small—like the colour of the person's shoes—it's likely to be appreciated. You might even receive a compliment in return!

3. Laugh

Letting others know that you think they're funny makes them feel good and shows them you're interested in what they think. It also shows you have a good sense of humour, which can help you to win friends. Laughter is a great social skill, which breaks the ice in many social situations.

Language in use

1 Test your grammar

We use **as... as** with an adjective or adverb in between to say that something or someone is like something or someone else, or that one situation is like another. For example:

Basketball is as popular as football here.

He can't sing as well as his brother.

Negative forms of sentences like this can use either **not as** or **not so**. However, we use **not so** rather than **not as** in a number of common expressions. For example:

I'm not so sure.

The situation is not so bad.

Not so loud! (= be more quiet)

If you put a countable noun between the adjective and the second **as**, you should use **a/an** in front of the noun (if the noun is singular). For example:

Despite his disability, he tried to lead as normal a life as possible.

She was as patient a teacher as anyone could have had.

The negative form of sentences like this can use either **not as** or sometimes **not such**. For example:

He is not as good a player as he used to be.

He is not such a good player as he used to be.

Do not use **as** on its own before a noun or pronoun in comparisons. Instead, we use **like** to make such comparisons. For example:

A movie is not like a book. (NOT as a book)
Like other people, he values his privacy. (NOT as other people)

Answers

1. Jack isn't as old as he looks.
2. I didn't spend as much money as you did.
3. The station wasn't as far as I thought.
4. The meal didn't cost as much as I expected.
5. I don't go out as often as I used to.

2 Grammar development: *As... as structure*

A.

Answers

1. I am not as tall as you.
2. My salary is not as high as yours.
3. It is not as cold as it was yesterday.
4. He does not feel as tired today as he did yesterday.
5. They haven't lived here as long as we have.
6. I was not as nervous as I usually am (as usual) before the interview.
7. You know less about cars than me (I do).
8. Tickets are less expensive this year than we have expected.

B.

Answers

1. Not **so loud**... they're not **such bad** neighbours as we first thought.
2. The previous owner wanted **as much as** £75,000 for it, but £70,000 was **as high as** we could go.
3. In fact we can't get our car in, but that's not **too big a problem**.
4. It's **not such a** beautiful garden... a huge tree **as little as** three meters from the house...
5. Well, I'm **not so sure**... in the car for **as much as** three hours a day.

3 Vocabulary building: *Compound adjectives ending with -ed*

This section presents exercises about compound adjectives ending with *-ed*. Read and explain the instructions as a class. Ask students to finish the exercises. Check their answers in the end.

A.**Answers**

1. brown-eyed; bright-eyed; wide-eyed
2. warm-hearted; kind-hearted; light-hearted
3. bald-headed; pig-headed; empty-headed
4. absent-minded; serious-minded; narrow-minded

B.**Answers**

- | | | | |
|-------------------|-----------------|--------------------|-------------------|
| 1. sweet-tempered | 2. understaffed | 3. underdeveloped | 4. overemphasized |
| 5. strong-willed | 6. kind-hearted | 7. well-maintained | 8. well-pressed |

Project

This is a role-play activity, which aims to improve students' interview skills.

Step 1 Ask students to read through the eleven interview questions with a partner and classify them into five categories marked A, B, C, D and E.

Step 2 Ask students to work in groups and discuss the qualifications needed for the job. Walk around the classroom to monitor their discussion and offer necessary help.

Step 3 Divide the class into two groups—the interviewer group and the interviewee group. The interviewee group should make a list of questions they might encounter in the interview, and take notes as they discuss how to answer them. Similarly, the interviewer group should design interview questions and prepare to answer questions raised by interviewees. When they finish, pair up each interviewee with an interviewer. If there is an extra student, there can be two interviewers in one group of three students. The following are two role-play cards which can facilitate students' discussion. You may wish to photocopy them in advance.

Role-play 1: Interviewee

You are the interviewee. Answer the interviewer's questions. Ask these questions about the job.

1. What training and development is given to employees?
2. What are the day-to-day duties involved in this job?

...

Role-play 2: Interviewer

You are the interviewer. Ask questions and answer the interviewee's questions.

1. Why did you choose this course at university? What aspects of the course have you found most challenging?
2. How would you react to a situation where you were not in agreement with the rest of the team?

...

Step 4 When students finish Step 3, invite several pairs to act out the play in front of the class. Take notes while you observe students' performance, make comments and offer advice. Ask the rest of the class to observe and assess the interview with the help of the following interview assessment sheet.

INTERVIEW ASSESSMENT SHEET

1. Which of the following facial expressions did the interviewee have during the interview?

<input type="checkbox"/> Always the same	<input type="checkbox"/> Shy	<input type="checkbox"/> Nervous	<input type="checkbox"/> Bored
<input type="checkbox"/> Interested	<input type="checkbox"/> Unhappy	<input type="checkbox"/> Worried	
2. How confident was the interviewee?

<input type="checkbox"/> Over-confident	<input type="checkbox"/> Confident	<input type="checkbox"/> Unconfident
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3. How often did the interviewee smile during the interview?

<input type="checkbox"/> All the time	<input type="checkbox"/> Often	<input type="checkbox"/> Hardly ever
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4. Did the interviewee do any of the following things during the interview?

<input type="checkbox"/> Touching hair or clothes	<input type="checkbox"/> Folding arms	<input type="checkbox"/> Crossing legs
<input type="checkbox"/> Avoiding eye contact	<input type="checkbox"/> Mirroring the interviewer's body language	
5. How did the interviewee speak?
 - Spoke clearly
 - Spoke too loudly or too softly
 - Spoke too quickly or too slowly
 - Answered questions well
 - Used good vocabulary
 - Sounded interested and enthusiastic
6. How often did the interviewee say "er", "uh", "um" or similar things?

<input type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Hardly ever
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Extension

This *Extension* text tells students the importance of internships. Ask students to read the text. Walk around the classroom to monitor and give them necessary help if they have problems. When they finish, ask them to do the exercises.

1 Comprehension check

Answers

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

2

Vocabulary check

Answers

1. **professionalism:** the competence or skill expected of a professional
2. **enhanced:** increased, improved or better
3. **excel:** to do something very well or much better than most people
4. **discipline:** the ability to control your own behaviour, so that you do what you are expected to do
5. **effective:** successful in producing a desired or intended result
6. **grant:** to give someone something
7. **naturally:** normally, not surprisingly
8. **mentoring:** a system where people with a lot of experience, knowledge etc. advise young people at work

3

Discussion

This activity aims to enhance students' awareness of the importance of internships through group discussion. Encourage students to speak out and express their opinions. Walk around the classroom to monitor their discussion and offer necessary help. When they finish, invite some students (especially those with internship experience) to share their ideas.

Culture tips

美资企业文化——以人为本、开放民主

美企的薪水待遇较高，对于员工的工作评估较为合理，同时机会也相对多一些。在美资公司里，大家不论职位高低，一律直呼对方的英文名，感觉很平等、很民主。公司对员工的创造力和工作效率要求很高，大家工作都很拼命，加班是常事。公司的学习氛围很浓厚，每个人都拥有一种特有的、健康的自信。

德资企业文化——严谨、冷静、内敛

德企的规章制度被细化到了让人难以想象的地步，在制度的执行上也是一丝不苟，不讲情面。奇怪的是，你并不会被这些制度束缚住，它们只是恰到好处地告诉你工作有哪些流程。只要按照流程做，没有人会来干扰你的具体操作，因为德国人更重视结果。德企的待遇优厚，但工作压力却很小，德企的人手总是比实际需要的宽松很多。一般不

加班，公司也不鼓励加班，因为德国人善于享受生活，不会把工作变成生活的全部。

日韩企业文化——约束个性、突出等级

日本企业具有很强的凝聚力，“和为贵”是企业文化的核心。管理严格是为了让员工能更努力地工作，也尽力在企业营造出家的氛围。众所周知的终身雇佣制和企业工会都是人情味的表现。员工过生日、结婚都能收到公司的祝福。日企的福利相当好，红利、津贴就不必说了，公司还兴建游泳池、体育馆，不定期举办一些健康咨询、心理培训方面的活动。但在部分日韩企业，日韩员工和中国员工的地位并不平等，这使中国员工颇有怨言。

Learning to learn

Public speaking is a common source of stress. Many of us would like to avoid this problem entirely, but this is hard to do. Whether we work alone or with other people, eventually we may need to speak in public to get certain tasks accomplished. And if we want to be leaders or achieve anything meaningful in our lives, we will often need to speak to groups, large or small, to be successful.

The truth about public speaking, however, is that IT DOES NOT HAVE TO BE STRESSFUL! If you correctly understand the hidden causes of public speaking stress, and if you keep just a few key principles in mind, speaking in public will soon become an invigorating and satisfying experience for you.

课文译文

求职者如何给人留下美好的第一印象

生活中的重要一环是给我们初识的人留下美好的第一印象。本文就如何在商务和社交场合、求职面试场合以及新入职场时给别人留下好印象提出建议。

1. 商务及职场社交

无论是在职场社交场合还是与客户的会谈，第一次与人会面时，一定要看上去很体面。换句话说，你的衣着必须符合当时的场合。会面前对会面场合做一些了解或与主办方联系一下，有助于你选择合适的衣着。如果你还是不确定，穿得正式一点总比穿得随便要好一些。你不仅要考虑穿什么的问题，还要考虑怎么穿的问题，所以至少要保证你的衣服干净整洁而且熨烫平整。

仪容也是第一印象的重要组成部分。头发要整洁，绝对不能乱糟糟的。对于男士而言，胡子要么刮干净，要么修整齐。对女士来说，淡妆总是要比浓妆好。淡淡的香水或古龙水也是可以的，但不要将整个屋子都弄得香喷喷的，熏到别人。最后，可以选取一两件雅致的首饰略作点缀。

关于姓名胸牌，还有一个细微但鲜为人知的细节——胸牌应该佩戴在右肩位置，这样别人走过来打招呼、握手时就能一眼看到你的姓名，便于问候时相互称呼，否则需要将视线移到对方身体的另一侧去看胸牌。

接下来就是握手和问候。握手要简单——伸出右手，优雅而坚定地握对方的手。不要用力过猛，也不要四只手抱在一起交叉握手。手上有汗的时候不要握手。如果你因紧张而掌心出汗，那就准备一个手帕放在兜里，和别人握手之前把汗擦干净。问候时应该尽量简短，一定要认真听别人的名字。比方说，我可以在商务会面中这样介绍自己：“您好。我是兰德尔·汉森博士，精英网创始人。”谈吐应清晰、准确。

为确保在职场社交场合留下美好的第一印象，最后一条建议就是谈话时话题不要总是围绕自己。希望别人加入谈话，一定要记着称呼他（她）的名字。当然了，你可以谈论自己，但不要把话题始终放在自己身上，讲自己的事情时要尽量简短。寻找自己与对方的共同点，聊一聊双方都感兴趣的事情。当然还应避免谈论有争议的话题，比如宗教、政治和性。如果你性格风趣幽默，谈话中可以显露一些，但也要展现出自己严肃的一面。

2. 求职面试

由于求职面试通常是你与雇主第一次面对面的交流，第一印象至关重要。提前大约15分钟到达面试地点，这样可以有足够的时间找到确切的办公室，或者去洗手间最后整理一下仪容，也可以在面试之前再整理一下相关材料。要礼貌对待工作人员，你给他们留下的印象也是决定录用与否的一项因素。当然，讲究的穿着和得体的仪容是很重要的。到达面试地点后，嘴里不要吃东西，检查牙缝里是否沾了食物，面试之前不要吸烟，并关闭手机。面试过程中，应面带微笑，并与面试官有良好的目光交流，这些都是留下好印象的办法。从容自如地回答问题（充分展示自己之前做的准备），并向面试官问一些问题，都是留存良好印象的关键。如果能在面试后写一封感谢信，那么第一个好印象就基本上是铁板钉钉了。

3. 初入职场

你给同事和上级留下的第一印象对建立自己良好的声誉有着长远的影响。刚工作的最初几天或几周，应稍早一些到达单位，不要在不该休息时休息，下班时不要比部门里大多数人走得早，尽量不请病假、事假。在工作过程中，应发挥团队精神，甚至在团队需要时，可以主动承担更多的工作。多听少说，在为自己建立可靠、有团队精神的声誉

之前，不要自吹自擂。同时也应避免参与办公室内的拉帮结伙和八卦闲聊。最后要提醒的是在工作时间要尽量减少个人通讯，包括电子邮件、即时通讯和电话。

4. 结语

你可能觉得给人留下良好的第一印象主要是注意一些常识性的细节，没错。然而我们还是会时不时地听到招聘人员和用人单位说那些求职人员表现很糟糕的事情——从而形成了糟糕的第一印象（通常也是最后的印象）。运用你的常识，并遵循上文中的建议，你一定会给用人单位留下良好的第一印象。