

前言

高等职业教育的办学方针是“以服务为宗旨，以就业为导向”，培养面向生产、建设、服务和管理第一线所需要的技术技能型人才。高职院校的课程必须反映职业岗位对人才的要求以及学生未来职业发展的要求，体现职业性与实践性的特点，能满足培养学生综合能力的需要。英语作为高职院校一门重要的必修课，长期以来一直被看作是孤立的公共基础课程，所教授的内容未能与学生未来的职业有效结合，很难满足不同工作岗位的实际需要。这一现状与培养目标之间的差距对新时期的高职高专英语教学提出了新的课题和新的要求，高职高专公共英语教学改革势在必行。

我们通过广泛调研与充分论证，在深入了解社会单位用人要求和各学校教学需求的基础上，精心策划并开发了“高职高专新职业英语立体化系列教材”。“新职业英语”系列教材是针对高职高专院校公共英语课程开发的全新英语教材，以“工学结合、能力为本”的职业教育理念为指导，以培养学生在未来工作中所需要的英语应用能力为目标，在帮助学生打好语言基础的同时，重点提高听、说、读、写等应用能力，特别是工作过程中的英语交际能力，真正体现高职公共英语教学的职业性、实践性和实用性。

“新职业英语”系列教材于2009年陆续出现在广大高职高专院校的公共英语教学课堂上。在之后的几年里，编者与出版社一直关注和跟踪本套教材的使用情况，做了多次使用情况回访。大部分使用者认为本套教材编写理念新颖、结构合理、内容实用，体现了最新的《高等职业教育英语课程教学基本要求》（试行），对高职高专公共英语教学改革起到良好的支撑与辅助作用。

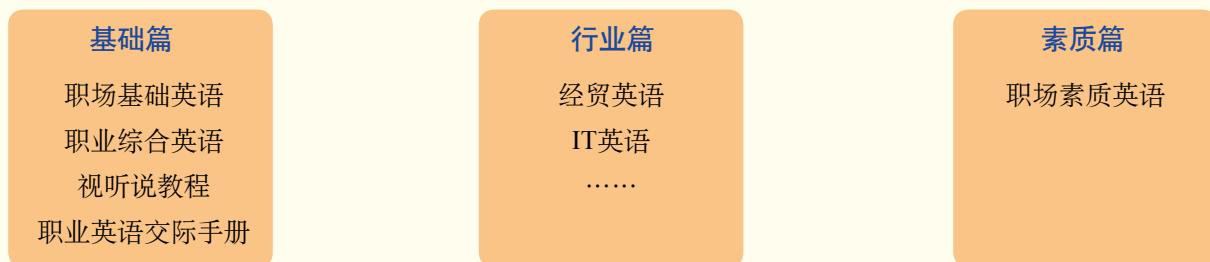
随着近年高职高专英语教学改革的深入发展，公共英语课程不仅要着重培养学生在职场环境下运用英语的基本能力，特别是听说能力，同时还要提高学生的综合文化素养和跨文化交际意识，培养学生的持续学习兴趣和自主学习能力。因此，众多院校在积极实施语言与职业密切融合的教学改革的过程中，不仅重视教学内容的职业性，同时提高对教学资源的人文性、生动性、适性和课堂易操作性的要求。鉴于此，编者和出版社适时对本系列教材进行了修订。

教材结构

为满足基础英语与相关职业英语学习的需要，实现基础阶段与行业阶段的有机衔接，同时兼顾素质教育和个性需要，“新职业英语”系列教材根据实际教学需求，分为基础篇、行业篇和素质篇三部分。各组成部分的结构和关系如下图所示：

为确保教材的针对性、实用性与够用度，“新职业英语”系列教材的内容均通过对各行业及职业岗位的深入调研与分析确定。基础篇与行业篇主要供高职高专英语课程必修阶段教学使用，专业篇和素质篇主要供高职高专院校专业英语课程或选修课使用。各高职高专院校也可根据自身的实际情况灵活安排，选择使用。

新职业英语



基础篇

涵盖不同职业涉外工作中共性的典型英语交际任务，以典型工作活动中需要的英语知识和技能为线索组织教学内容，培养学生职业英语应用能力，并为其进一步学习英语打好语言基础。包括《职业综合英语》（共两级）、《视听说教程》（共两级）和《职业英语交际手册》。其中《职业英语交际手册》是口语专项训练用书，突出口头交际能力的培养。

行业篇

立足于高职高专院校各专业群所面向的行业，依据企业的工作流程、典型工作环节或场景设计教学内容，力求使学生具备在本行业领域内运用英语进行基本交流的能力，包括《机电英语》、《IT英语》、《经贸英语》、《医护英语》、《汽车英语》、《艺术设计英语》、《包装印刷英语》、《土建英语》、《化生英语》、《物流英语》、《市场营销英语》、《旅游英语》、《轨道交通英语》等。

素质篇

旨在提高高职学生的综合素质，兼顾学生社会发展的需求和个性发展的需要，从而实现其全面发展。包括英语技能类、英语文化类、英语应用类等。可在基础英语教学阶段和行业英语教学阶段供感兴趣的学生选用，也可在之后的提高阶段供与英语联系紧密的专业的学生选用。

教材特色

“新职业英语”系列教材是一套顺应高职高专公共英语教学改革发展趋势、真正体现职业英语教学理念的教材，主要具有以下几方面的特点：

一、创新的教学理念

“新职业英语”系列教材以“工学结合、能力为本”的教育理念为指导，将语言学习与职业技能培养有机融合，确保教学内容与教学过程真正体现职业性与应用性，提高学生的英语交际能力与综合职业素质，从而提升他们的就业能力。

二、完备的教学体系

“新职业英语”系列教材根据高职高专公共英语基础阶段与高级阶段的教学需求，包含基础篇、行业篇和素质篇三个模块，既循序渐进、层层递进，又相互协调、相得益彰，构成了一个系统、完备的高职公共英语教学体系。不同层次、不同类别的学校，可根据地域差别、行业异同、个性需要、专业与英语的关联度等，实现公共英语教学的分类安排、因材施教。

三、职业的教学设计

“新职业英语”系列教材在对院校及行业、企业广泛调研的基础上确定编写方案，针对行业和企业对高职高专毕业生英语技能的要求，根据企业的工作流程、典型工作任务或场景设计教学内容，每单元浓缩一个典型工作环节，学习任务与工作任务协调，实现“教、学、做”一体化。

四、实用的选材内容

“新职业英语”系列教材特别选择各行业和职业活动中实际应用的真实语料作为教学材料，注重时代性、信息性与实用性，既适用于提高语言能力，又有利于培养学生的职业素质与技能。来自于现实工作中的真实选材，会为学生营造真实的语境，并通过学习内容与将来工作内容的结合提高他们的兴趣。

五、科学的测评手段

“新职业英语”系列教材采用形成性测评和终结性评估相结合的评价方法，着重考查学生的英语综合应用能力，培养学生的自主学习策略。本系列教材将提供专门的《形成性评估手册》及许多经过教学检验的形成性评估手段，既能引导学生不断进步，也不会增加教师负担。

六、立体化的教学资源

“新职业英语”系列教材根据各教学环节的需要，配备教师用书、MP3光盘、教学课件与网络资源，提供合理的教学建议与丰富的辅助资源，方便教师备课与授课，促进教师与学生之间的互动与交流。

编写队伍

“新职业英语”系列教材由外语教学与研究出版社与深圳职业技术学院应用外国语学院共同策划开发。各分册在对不同行业特点与需求以及高职院校教学情况等调研的基础上，由各行业领域中著名本科院校及高职院校的英语教师、专业教师及企业人员共商方案，合作编写。

编写说明

《新职业英语视听说教程》是高职高专“新职业英语”系列教材基础篇的主干教材，涵盖不同职业涉外活动中共有的典型英语交际场景，采用视、听、说三种模态形式，强化训练学生在职场环境中的听说能力。本教材在主题上与《职业综合英语》保持一致，可与其配套使用，也可单独作为职场英语的视听说教材。《新职业英语视听说教程》共两册，每册八个单元，包括学生用书和教师用书，并配有视听光盘和PPT课件。每单元计划用时4—5个学时，每册计划用时32—40个学时，可供一学期使用。本次修订主要增加了配套的数字课程、外研随身学App以及iTest配套试题库，以探索数字教学模式。

教学设计

一、基于工作流程的内容组织

本教材在内容组织上首先关注的是工作过程的构成要素而不是英语知识的构成要素。每单元提供四段听力材料和四段视频材料，基本涵盖了本单元工作任务所涉及的典型工作环节或场景。在这种组织形式下，学生在未来职业岗位中所需要的英语知识在数量上并没有减少，只是在排序的方式上发生变化，而这种变化更有利于学生语言技能和职业技能的同步发展。

二、基于语言理论的任务设计

本教材的编写充分吸纳了广为接受的听说教学理论。在听力教学方面，主要借鉴了Pre-listening、Listening和Post-listening三个阶段的概念，以及Top-down Interpretation和Bottom-up Processing的观点；在口语教学方面则继承了交际能力由语法能力、篇章能力、社会语言能力和策略能力构成的理论，同时参考了Guided Communication和Free Communication的区分。

三、基于能力本位的教学目标

在目前高职英语教育的现状下，很多毕业生储备了比较丰富的英语语言知识，但不具备未来职业岗位所要求的英语应用能力。本教材从高职高专学生的实际需要出发，把能力的培养放在最重要的地位，帮助学生掌握未来工作中涉外交际所需要的听说技能。通过单元目标、项目和自我评估等环节，学生能够在单元学习前明确需要具备的技能，在单元学习后能对是否达到目标进行自我评价，并能将课堂所学知识和技能应用到生活及未来的工作中。

四、基于模块结构的体例设计

本教材每单元都包括技能、知识和拓展三个主要模块。技能模块强调听说技能的训练，主要供课内教学使用；知识模块是对技能训练部分所涉及词汇和语言点的提炼，并补充了相关商务知识和文化知识，可供学生课外自学；拓展部分为补充听力练习，供学有余力的同学进一步强化自己的听力能

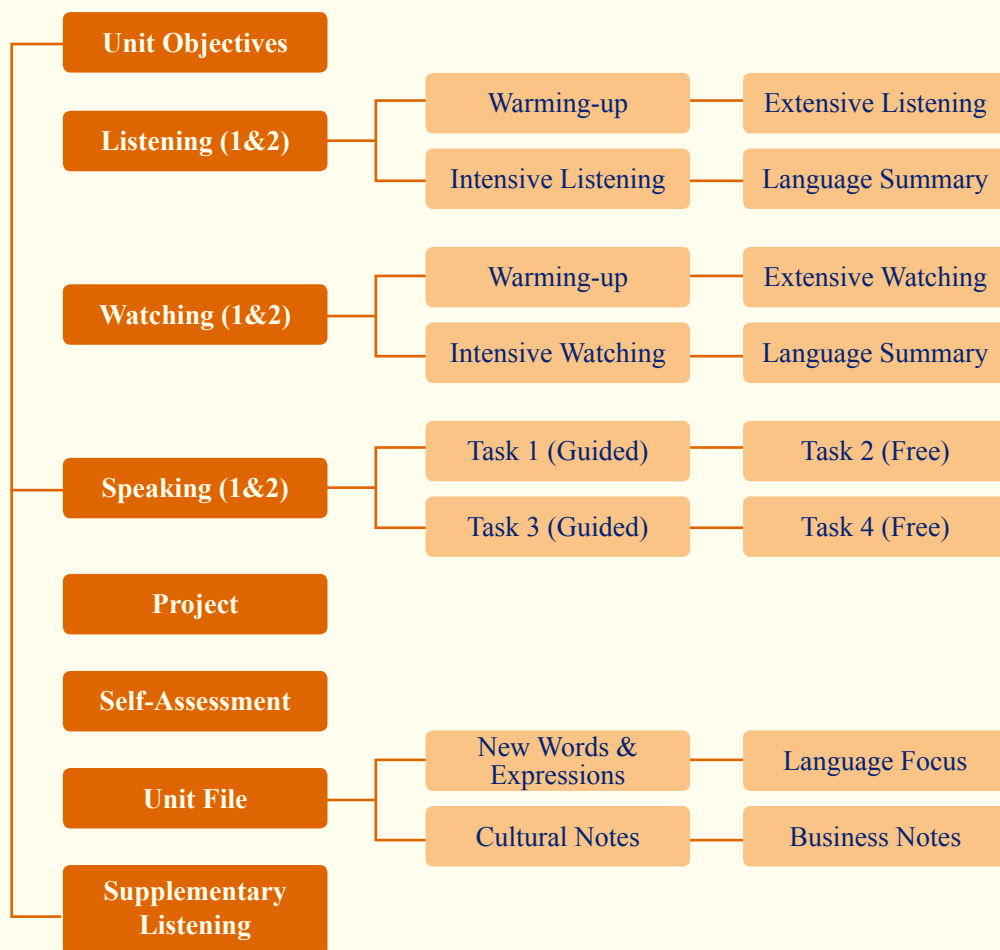
力。这种模块化的设计既方便教师根据教学实际设计自己的教学流程和模式，也有助于学生根据自己的个性化的要求循序渐进地安排学习。

五、基于高职层次的难度控制

本教材以职场交际为背景，对没有任何工作经历的在校生来说会有一定的距离感，所涉及的职场知识也会在一定程度上增加语言学习的难度。因此，本教材在难度上进行了精心的控制：听力材料控制在7个话轮，15行左右；视频材料控制在10个话轮，20行左右；语速为110—115词/分钟左右；词汇量、生词率、复现率也根据大纲和学生实际水平进行了合理安排；学习任务则通过增加真实性、明确操作步骤、减少环节等措施，将难度控制在绝大部分学生都能接受的范围。

教材结构

每单元围绕一个典型的职场工作任务或工作场景安排内容和设计活动，涵盖该任务或场景的主要工作环节，分为课内、课外和拓展三个部分。课内部分包括Unit Objectives、Listening (1&2)、Watching (1&2)、Speaking (1&2)、Project 和Self-Assessment；课外部分即Unit File，包括New Words & Expressions、Language Focus、Cultural Notes和Business Notes；拓展部分即Supplementary Listening，包括五项听力练习。单元总体结构如下图所示：



一、课内部分

1. Unit Objectives

单元目标，提供本单元所涉及的主要职业技能，帮助在学习之前了解单元的职业技能目标。

2. Listening (1&2)

听力训练，围绕单元主题提供四段听力材料，每段材料均设计为听前、听时和听后三个环节，共四项任务：Warming-up通过图片、讨论、表演等方式，激发学生兴趣，导入后面听力活动所需的重要词汇或背景信息；Extensive Listening考查学生对听力材料的整体大意理解；Intensive Listening检查学生对听力材料的细节理解；Language Summary是对所听材料中语言点和功能句型的提炼和总结。

3. Watching (1&2)

视频部分，以公司环境为背景，以公司职员的学习、工作和职业发展为主线，涵盖涉外活动中共有的典型英语交际场景，情景真实，语言地道，有很强的故事性和趣味性。在体例和任务设计上与听力部分基本一致。

4. Speaking (1&2)

口语训练，共设计四项任务，所涉及的工作环节（场景）和语言功能与听力和视频活动一一对应，强调语言的输出，帮助学生在体会典型交际场景的同时，掌握相关的交际功能。任务形式包括对话、小组活动、角色扮演、个人陈述等。在难度上，Task 1 和Task 3一般是句子或小句群层面上的指导式交际活动，Task 2 和Task 4则是自由的语段层面上的交际活动。

5. Project

项目实践，以项目活动的形式让学生实践本单元涉及的语言技能和职业技能，一般会贯穿该单元所有的工作环节（场景），提供明确的操作指令，学生在课上或课后以小组的形式完成。

6. Self-Assessment

自我评估，与单元目标相呼应，从语言学习的角度引导学生自行检查学习效果，进而培养一定的英语学习策略和自主学习能力。

二、课外部分

1. New Words & Expressions

单词和短语部分，包括听力和视频材料中涉及的生词、短语、术语等，提供音标、词性和释义。本部分可让学生课外自学，也可根据需要在课堂上讲解。

2. Language Focus

语言知识部分，包括功能短语和常用表达两个板块，前者是对听力和视频材料从语言功能和交际情景角度的提炼，后者是对固定表达、常用词块、俗语等的归纳。

3. Cultural Notes

文化知识部分，对听力和视频材料所涉及的文化点，特别是与中国文化有差异的内容进行简短注释，帮助学生逐步积累文化知识和提高跨文化交际意识。

4. Business Notes

商务知识部分，对听力和视频材料所涉及的重要商务知识进行简短注释，帮助学生对听力和视频的理解并积累一些泛商务知识。

三、拓展部分

包括五项听力练习，在主题上与各单元涵盖的典型职业场景保持一致，练习形式包括判断、填空、问答、匹配等，可供学有余力的学生课外强化听力训练，也可根据实际需要用于课堂教学。

使用建议

一、关于教学模式

本教材的主体模块包括听、视、说三个部分，在模态和参与性上逐步增加，其中Listening 1、Watching 1 和Speaking 1 组成一个循环，Listening 2、Watching 2 和Speaking 2 组成另一个循环。在实际教学中，可根据具体情况采用下列三种模式之一：

1. 模式一

1) 课内

第一节：Listening 1 + Speaking 1 Task 1-2

第二节：Watching 1 + Speaking 1 Task 3-4

第三节：Listening 2 + Speaking 2 Task 1-2

第四节：Watching 2 + Speaking 2 Task 3-4

2) 课外

Unit File + Supplementary Listening + Project (课外完成，课内检查和展示)

2. 模式二

1) 课内

第一节：Listening 1 + Watching 1 第二节：Speaking 1

第三节：Listening 2 + Watching 2 第四节：Speaking 2

2) 课外

Unit File + Supplementary Listening + Project (课外完成，课内检查和展示)

3. 模式三

1) 课内

第一节：Listening 1 + Watching 1 (Listening 1 + Listening 2)

第二节：Listening 2 + Watching 2 (Watching 1 + Watching 2)

第三节: Supplementary Listening

第四节: Unit File + 少量口语活动

2) 课外

Speaking + Project

当然, 教无定法。鉴于本教材内容采用模块化的体例设计, 教师可根据需要对教学任务进行删减, 并在不同模块、任务、模态间转换, 从而实现更符合实际需要的教学模式。

二、关于教师用书

为了方便教师使用, 使教师有更多的精力进行创造性的教学设计, 《教师用书》在编写理念与内容设计方面都有所创新: 不仅提供听力原文、练习参考答案, 而且为教师提供全面的教学支持, 包括单元教学概览、教学目标、个性化的教学设计建议以及指导性的教学步骤等, 具体说明如下:

1. 单元教学概览

单元教学概览 (Unit Overview) 帮助教师在单元教学前对本单元进行总体教学设计, 包括3个部分:

1) Unit Working Situation: 以表格的形式将单元的典型工作任务 (场景) 与对应学习任务的关系展现出来, 便于教师了解本单元所涉及到的职业技能, 并据此进行教学设计。

2) Unit Teaching Plan: 第一单元提供一种教学模式供教师参考, 教师在后面的各个单元中可根据各自的教学实际设计符合个性需求的教学模式。

3) Unit Time Arrangement: 第一单元提供“听、视、说”部分的时间安排供教师参考, 教师在后面的各个单元中可根据各自的教学实际设计符合个性需求的时间安排。

2. 课内部分

1) Listening/Watching: 提供教学目标、教学步骤、听力文本和练习答案。

2) Speaking: 提供教学目标、教学步骤和参考范文。

3) Project: 介绍编写理念, 提供教学步骤, 对实施中可能出现的困难给出参考建议。

4) Unit Objectives/Self-Assessment: 提供教学目标和教学步骤。

3. 课外部分

介绍Unit File各部分的编写理念和教学目标, 提供该部分内容的总体教学建议。

4. 拓展部分

介绍Supplementary Listening的编写理念和教学目标, 提供该部分内容的教学建议、听力文本和练习答案。

《教师用书》旨在为教师提供各种支持, 再辅以配套的PPT电子课件, 引导教师开拓思路, 鼓励多种教学方法的交流和共享, 促进教师之间的沟通, 探索如何发挥教材特色, 实现优化教学效果的目的。

编写队伍

“新职业英语”系列教材总主编为教育部高等学校高职高专英语类专业教学指导委员会副主任委员、深圳职业技术学院应用外国语学院院长徐小贞教授。《英语视听说教程 教师用书1》主编为马俊波教授和梁晴博士，编者为杨洋、李奇、徐郑慧和何永国。本教材的核心思想来源于深圳职业技术学院校长刘洪一教授所倡导的“职业外语教学改革”，刘校长本人及各级领导、兄弟院系的老师对职业外语教学改革给予了大力支持，并为教材编写前期的行业、企业调研等创造了诸多便利条件。深圳职业技术学院外籍教师Mike Kopko通读了全稿，并做了文字修订工作。在此一并表示衷心的感谢！

由于编者水平所限，疏漏在所难免，希望使用者不吝赐教，以便再版时更正和改进。

编者

2011年8月

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Workplace



Unit Objectives

After studying this unit, you should be able to:

- deal with work-related stress
- motivate employees in a corporate environment
- deal with inappropriate talks or rumors in the workplace
- give a job self-evaluation

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.

Listening 1



TASK 1 Asking for Leave

I Warming-up

Do you often feel stressed before an exam? Work in pairs and brainstorm as many signs or symptoms of stress as you can.



- feeling anxious _____
- _____
- _____
- _____
- _____

II Extensive Listening

Frank goes to Bill to ask for sick leave. Listen to the conversation and tick (✓) the reasons Frank puts forward in their talk.

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

III Intensive Listening

Listen to the conversation again and tick (✓) the correct answer to each question.

- For what reason does Frank ask for sick leave?
 - A. He has caught a cold.
 - B. He didn't sleep well last night.
 - C. He has got a headache.
- Which of the following is true about Frank's mother?
 - A. She works in a hospital.
 - B. She is in hospital because of a heart attack.
 - C. She has spent a week with Frank since she was ill.
- What does Bill ask Frank to do before he takes his leave?
 - A. Ask Lisa to help with his project.
 - B. Present a detailed progress report.
 - C. See his mother immediately.

IV Language Summary

Read aloud the following sentences about asking for leave, paying special attention to the italicized parts.

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

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

I Warming-up

People can find some ways to relieve work stress. Discuss with your partner and list as many ways as possible.



- get enough sleep
- _____
- _____
- _____
- _____

II Extensive Listening

Frank is talking with Jenny. Listen to the conversation and tick (✓) the correct answer to each question.

1. Where does this conversation take place?
 A. In a coffee bar.
 B. In the canteen.
 C. In the staff room.
2. What's the relationship between the two speakers?
 A. Diner and waiter.
 B. Doctor and patient.
 C. Colleagues.

III Intensive Listening

Listen to the conversation again and decide whether the following statements are true or false. Then write down the key words to support your answers.

1. Frank is not eating much as he is on a diet.
 True False

2. Frank was given two projects and has just completed one.
 True False

3. Jenny often listens to music or reads novels to make her fresh and energetic.
 True False

4. Frank will probably do some physical exercise to relax.
 True False

IV Language Summary

Read aloud the following tips for reducing stress, paying special attention to the italicized parts. Add some more of your own.

1. Well, to *chill out* I often *listen to music* or *read novels*—perhaps that would help you?
2. Could you *go to the gym* after work or even just *go for a walk* every day?
3. _____
4. _____
5. _____

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.

Watching 1



TASK 1 Gender Equality

I Warming-up

Tick (✓) the traits and abilities you think a successful sales representative should possess and share the reasons with your partner.

<input type="checkbox"/>	1. Be able to cope with high-stress, high-pressure environments and deadlines.
<input type="checkbox"/>	2. Be comfortable with frequent traveling.
<input type="checkbox"/>	3. Have a friendly and outgoing personality, and enjoy approaching and meeting new people.
<input type="checkbox"/>	4. Be self-directed, self-motivated, and ambitious.
<input type="checkbox"/>	5. Possess excellent communication skills and good personal presentation.
<input type="checkbox"/>	6. Have the patience and persistence to negotiate a sale over the course of several months.

II Extensive Watching

Bill is talking to Jenny about a project. Watch the video clip and match the names with the related information.



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

Watch the video clip again and fill in the blanks with proper words.

Frank, John and Jenny are working on a project. Unfortunately, Frank asks for some time off because he isn't feeling very well, so **1** _____ takes over his work and she adapts to the new job very quickly. Nevertheless, John doesn't believe that Lisa is able to do the work as well as Frank does, as he thinks women are not as competent as men in **2** _____. On the contrary, Jenny believes that Lisa can do the work very well because she knows Lisa is not only **3** _____ and diligent but also **4** _____ her team to accomplish one of the most difficult projects in the company and won the "Person of the Year" **5** _____ from the headquarters in the previous year.

IV Language Summary

Fill in the blanks with a noun for each word given. Consult your dictionary if necessary.

competent	→	competence
talented	→	_____
diligent	→	_____
similar	→	_____
tough	→	_____

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

I Warming-up

Work in pairs. Cooperation is very important in the class or at school. Tick (✓) the methods you think best for teachers to build cooperation among students. Then tell your partner.

<input type="checkbox"/>	1. Design activities that encourage interaction to develop trust quickly.
<input type="checkbox"/>	2. Encourage study groups.
<input type="checkbox"/>	3. Design group projects or assignments.
<input type="checkbox"/>	4. Use techniques that foster cooperation: peer reviews, group projects, learning teams, etc.
<input type="checkbox"/>	5. Teach students cooperation skills.
<input type="checkbox"/>	6. Use peer assessment to encourage group interaction.

II Extensive Watching

Bill goes to see the project team. Watch the video clip and match the names with the related information.



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

Watch the video clip again and decide whether the following statements are true or false. Then write down the key words to support your answers.

- The new marketing plan was turned down again and all the team members feel very annoyed.
 True False

- John thinks that if Frank were in the team, they'd probably have managed to work out effective marketing strategies.
 True False

- Lisa has to learn to manage herself better now that she has joined the project team.
 True False

IV Language Summary

Review the sentences below and figure out how the "if-clause" is used in each sentence. Add more sentences of your own.

- If he *were* here, we'd probably *have managed* to work out effective marketing strategies that would have been accepted.
- In my opinion, *if* the work *is* difficult, it's better to use all the strengths of the team.
- _____
- _____
- _____

1 Watching

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.

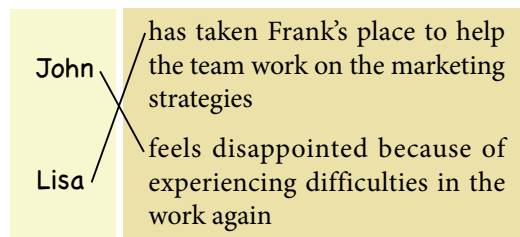
Bill: Wonderful. I'm happy to see that you

have self-confidence and the spirit of cooperation.

Jenny: Thanks very much.

Key:

II Extensive Watching



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.

Speaking 1



I Work in pairs. The following sentences are often used when we ask for and grant leave of absence. Substitute the underlined parts with your own expressions and read them aloud.

—I'm very sorry, manager. Perhaps it's not a good time to ask for some time off as we're up to our eyeballs, but I really have to as my mother is in hospital now.

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

II Work in pairs. Julia and Mike are discussing how to handle their stress before the final exam. Role-play a conversation according to the following instructions.

Student A: Julia

- * Tell Mike two common symptoms of stress which you often have before the final exam.
- * Ask for advice of reducing the stress.
- * Say that the advice doesn't work for you because of some reasons.
- * Agree and accept Mike's second piece of advice.

Student B: Mike

- * Show your sympathy and suggest that Julia should slow down a bit.
- * Offer a way which is very effective to remove your stress.
- * Give another piece of advice.
- * Hope that Julia will get better soon.



III Work in pairs. Tick (✓) the ways for the management to build trust in the workplace and then tell them to your class by the introductory remarks below.

<input type="checkbox"/>	1. Focus on shared, rather than personal goals.
<input type="checkbox"/>	2. Be closed-minded.
<input type="checkbox"/>	3. Consider all employees as equal partners.
<input type="checkbox"/>	4. Do what's right, regardless of personal risk.
<input type="checkbox"/>	5. Lie or tell half-truths.
<input type="checkbox"/>	6. Establish and maintain integrity.

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...

IV Work in groups and role-play the following situation.

  A new product is in its last phase of testing. However, a positive test result wasn't got again yesterday. A few team members begin to feel despair and make complaints. One day the manager of the R&D Department goes to the project team, encouraging the team members to keep on trying and seeing if he can do anything for them.

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)

Listening 2

TASK 1 Work Inspection

I Warming-up

People often feel exhausted while working under heavy workloads. How do you feel under the same circumstances? Discuss with your partner and add more to the following chart.



exhausted

tired

pressure at work

II Extensive Listening

While on a routine visit, Bruce finds some employees in low spirits due to the pressure from work. Listen to the conversation and tick (✓) the ways Bruce uses to cheer them up.

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

III Intensive Listening

Listen to the conversation again and answer the following questions.

1. For what reason are the employees under so much pressure?

2. Why does Mr. Anderson always look confident and energetic?

3. What has the company done to help the employees in reducing their stress?

IV Language Summary

Compare the meaning of the italicized words in each of the sentence pairs.

Your team is responsible for the marketing of our new products and the *pressure* is certainly huge.

My father suffers from high blood *pressure*.

I go to a *fitness* class twice a week. I find it's really a good way to work off all my stress.

Her *fitness* for the job should not be questioned.

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.

It's a *physical* impossibility to be in two places at one time.

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

I Warming-up

Below are some most common reasons why people spread rumors. Match the phrases in the two boxes to make sentences.

- A. without any particular reason and just for the pleasure of it.
- B. employees are likely to speculate about the details of the change, and its effects.
- C. and they will tend to repeat them.
- D. they will gossip with each other to spend time.

1. When employees don't have enough work to do,
2. Some people are simply unaware that rumors are not the truth,
3. Some people will start a malicious rumor
4. When a major change takes place,

II Extensive Listening

Jenny and John are talking about a rumor. Listen to the conversation and decide whether the following statements are true or false. Then write down the key words to support your answers.

1. The new marketing plan will be put into practice very soon.
 True False

2. Jenny has decided how to deal with the rumors.
 True False

III Intensive Listening

Listen to the conversation again and tick (✓) the correct answer to each question.

1. There are some rumors about the new marketing plan Jenny's team has made, that is, the plan is _____.
 A. borrowed from some reference books
 B. copied from the Internet
 C. very similar to their competitor's
2. In order to deal with these rumors Jenny will _____.
 A. show the managers of the company in detail how the plan was formulated
 B. submit a detailed report to the CEO
 C. go to the Sales & Marketing manager to explain the ideation of the plan

IV Language Summary

Compare the meaning of the italicized words in each of the sentence pairs.

Some people in the company are saying that the plan was *copied* from the Internet.
 He asked his secretary to make a *copy* of the document.

Even though we've used some *online* resources for general reference, the plan was worked out entirely by ourselves.
 The majority of small businesses now do their banking *online*.

But now we've got to deal with these *rumors* before it can be accepted.
 He was *rumored* to be involved in the crime.

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

Watching 2

TASK 1 Rumors Clarified

I Warming-up

Suppose you hear a rumor about you being spread in the company. How would you handle it? Discuss with your partner and tick (✓) your ways to stop it.

<input type="checkbox"/>	1. State firmly that you are not interested.
<input type="checkbox"/>	2. Ask the person to stop spreading the rumor.
<input type="checkbox"/>	3. Stay calm and let the rumor run its course.
<input type="checkbox"/>	4. Avoid people who like to gossip and spread rumors.
<input type="checkbox"/>	5. Disprove the rumor quickly to avoid it spreading.

II Extensive Watching

Bruce is talking to Bill about the new marketing plan. Watch the video clip and tick (✓) those statements that are true.



<input type="checkbox"/>	1. Bruce is not very satisfied with Jenny's report at the meeting.
<input 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

Watch the video clip again and tick (✓) the correct answer to each question.

- Jenny's explanations for the marketing plan are _____.
 A. doubtful
 B. convincing
 C. interesting
- Bruce thinks that Jenny's team should be _____ for their accomplishments.
 A. praised
 B. rewarded
 C. encouraged with a prize
- From Bill's point of view, Jenny is _____.
 A. professional but not humorous
 B. hard-working and modest
 C. positive and creative
- The effective marketing plan will help the company _____.
 A. attract new customers
 B. expand the domestic market
 C. enter into the international markets

IV Language Summary

Fill in the blanks with an antonym for each word given. Consult your dictionary if necessary.

convincing	→	unconvincing
amateur	→	_____
fruitless	→	_____
negative	→	_____
subjective	→	_____
pessimistic	→	_____

TASK 1 Rumors Clarified

Objective: Students 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

I Warming-up

The words below are often used when making a self-evaluation. Work in pairs and put them into the correct categories.

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

Positive

honest

Negative

self-centered

II Extensive Watching

The Sales & Marketing Department is having a meeting. Watch the video clip and decide whether the following statements are true or false. Then write down the key words to support your answers.

1. The team members are discussing next year's marketing plan.

True False

2. The team will be offered a tour to Brazil due to their outstanding performance.

True False

III Intensive Watching

Watch the video clip again and match the names in the left column with the information in the right column. Each name should be used twice.



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

IV Language Summary

Read aloud the following sentences about performance review, paying special attention to the italicized parts.

- As the project manager, I've tried to motivate each team member in order to *maximize their ability to do their work well*.
- Well, I've always *thought of myself as honest*. But sometimes I think I *lack perseverance*.
- I'm absolutely *loyal to the company* and will try to do better.
- Compared with John, *I'm a newbie*, but I've *tried my best to do the work well*.

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
John	is the project manager
Lisa	has done extremely well over the past few months
Lisa	has been encouraging the team members to do the work well

Speaking 2



I Work in pairs. The following are some ways to motivate staff in the workplace. Combine the fragments into sentences after the example and then read them aloud.

Example:

productivity and cheerfulness / of / make sure / you're setting a good example

→ Make sure you're setting a good example of productivity and cheerfulness.

1. they're your hard workers / be open, friendly, and professional / and / with the staff / deserve to be treated with respect

2. who have to work together / among people / encourage communication

3. make it an atmosphere / is recognized and appreciated / where doing a good job

4. blind you / don't let your personal likes and dislikes / to who is actually productive on the job

II Work in pairs. Role-play a conversation between Linda, a staff member in the R&D Department and her manager, Tom, according to the following situation.

Linda goes to Tom's office to tell him the rumor she has just heard in the company about their work. The rumor is like this: The package of the new product designed by them is very similar to their competitor's in color and pattern. Then they begin to discuss ways to stop it.

III Here are some tips that will teach you how to get out of rumors or gossips. Match the tips in the left column with their explanations in the right column and then tell the tips to your partner.

1. Be busy.

2. Don't participate.

3. Avoid the gossip.

4. Be direct.

A. Walk away from the story.

B. If you confront the gossip, tell him or her that such behavior is making you and other co-workers uncomfortable.

C. If you notice one person who consistently makes trouble, take the necessary actions to have as little interaction with that person as possible.

D. If you're preoccupied with your work, you can't be available to listen to the story.

IV Work in groups. Each group member tries to make a self-evaluation of his/her performance at school. The evaluation should at least include the following aspects.

- Interest in study
- Planning and organizing
- Creativity
- Interpersonal behavior

2 Speaking

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)

Project

Project Guidelines

This project aims to go through typical tasks related to workplace. The whole project is divided into three steps. Step One is about work stress and relieving stress. Step Two relates to mutual trust and team cooperation. Step Three concerns reviewing teamwork abilities.

Please follow the **TASK DESCRIPTION** to complete the project.



TASK DESCRIPTION

STEP One

- Organize a group of 4-6 students in your class;
- Select one member as the manager and the rest as staff members;
- While inspecting the team, the manager finds the employees are tense because of work pressure;
- Manager offers tips to deal with their workplace stress.

STEP Two

- Manager finds that one staff member is worried about a team member's competence to complete the project;
- Manager explains the importance of mutual trust and team cooperation.

STEP Three

- Each group member thinks about his/her strengths and weaknesses in performing the project;
- Manager holds a meeting to evaluate employee performance;
- Staff members discuss their own or each other's performance in the meeting.

Self-Assessment

Rate your progress in this unit.	D	M	P	F*
I can talk about job stress and ways to reduce it.				
I can understand and explain employee motivation.				
I know how to prevent workplace rumors.				
I can review the performance of myself and other employees'.				

* Distinction, Merit, Pass, Fail

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.

Unit File

1 New Words & Expressions

Listening 1/TASK 1

eyeball /'aɪbɔ:l/ *n.* 眼球
stressed /strest/ *a.* 焦虑的
understaffed /ˌʌndə'stɑ:f/ *a.* 人员不足的
submit /səb'mɪt/ *v.* 提交; 呈递
be up to one's eyeballs (in sth.) 忙于, 埋头于
slow down (尤指在紧张工作后) (使) 放松,
(使) 生活轻松
on top of 除...之外; 在...上面

Listening 1/TASK 2

relieve /rɪ'li:v/ *v.* 解除, 缓解
tip /tɪp/ *n.* 建议; 末端
chill /tʃɪl/ *v.* (使) 冷却
enjoyment /ɪn'dʒɔɪmənt/ *n.* 愉快, 欢乐; 令人愉快的
事物
be on a diet 控制饮食; 节食
snow under 使忙得不可开交

Watching 1/TASK 1

gender /'dʒendə(r)/ *n.* 性别
competent /'kɒmpɪtənt/ *a.* 有能力的, 能胜任的
ridiculous /rɪ'dɪkjʊləs/ *a.* 荒谬的
talented /'tæləntɪd/ *a.* 有才能的, 有才干的
diligent /'dɪlɪdʒənt/ *a.* 勤奋的, 勤勉的
terrific /tə'rɪfɪk/ *a.* 极好的, 绝妙的
take over 接管, 接手
up to 能胜任; 多达; 直到

Watching 1/TASK 2

frustrated /frʌ'streɪtɪd/ *a.* 灰心丧气的; 受挫的
frustration /frʌ'streɪʃən/ *n.* 挫折, 受挫; 懊丧
despair /dɪ'speə(r)/ *v. & n.* 绝望
encounter /ɪn'kaʊntə(r)/ *v.* 遇到
self-confidence /ˌself'kɒnfɪdəns/ *n.* 自信
turn down 拒绝 (提议、请求、邀请等)

Listening 2/TASK 1

inspection /ɪn'spekʃən/ *n.* 检查
routine /ru:'ti:n/ *a.* 例行的; 日常的
responsible /rɪ'spɒnsəbl/ *a.* (对某人/某事) 负责的
approach /ə'prəʊtʃ/ *v.* 接近

exhausted /ɪg'zɔ:stɪd/ *a.* 筋疲力尽的
overcome /ˌəʊvə'kʌm/ *v.* 克服
membership /'membəʃɪp/ *n.* 会员资格
fitness class 健身课
work off 发泄 (怒气、沮丧、窘迫之情)

Listening 2/TASK 2

resource /rɪ'sɔ:s/ *n.* 资料; 资源
reference /'refərəns/ *n.* 参考; 引证
formulate /'fɔ:mjʊleɪt/ *v.* 构想
ideation /ˌaɪdɪ'eɪʃən/ *n.* 形成概念; 构思过程
convince /kən'vɪns/ *v.* 使信服
back up 证实; 支持
get to the bottom of 找出 (问题或情况) 的真相

Watching 2/TASK 1

clarify /'klærɪfaɪ/ *v.* 澄清; 阐明
objective /əb'dʒektɪv/ *a.* 客观的
involve /ɪn'vɒlv/ *v.* 包含; 牵涉; 使卷入, 使参与
outstanding /ˌaʊt'stændɪŋ/ *a.* 杰出的
approve /ə'pru:v/ *v.* 赞成
recognition /ˌrekəg'nɪʃən/ *n.* 认可
creative /kri:'eɪtɪv/ *a.* 创造 (性) 的
tactical /'tæktɪkəl/ *a.* 有谋略的; 战术上的

Watching 2/TASK 2

evaluation /ˌɪvælju'eɪʃən/ *n.* 评估
evaluate /ɪ'væljueɪt/ *v.* 评估
motivate /'məʊtɪveɪt/ *v.* 激发
maximize /'mæksɪmaɪz/ *v.* 使增加到最大限度; 最大限度
地利用
exceptional /ɪk'sepʃənəl/ *a.* 杰出的; 不寻常的
joint /dʒɔɪnt/ *a.* 共同的; 联合的
perseverance /ˌpɜ:sɪ'vɪərəns/ *n.* 坚持不懈; 不屈不挠
loyal /'lɔɪəl/ *a.* 忠诚的
loyalty /'lɔɪəltɪ/ *n.* 忠诚
newbie /'nju:bi:/ *n.* 新手
generous /'dʒenərəs/ *a.* 慷慨的; 大量的
bonus /'bəʊnəs/ *n.* 奖金
pull one's weight 做好分内事
go through a rough patch 经历困难
in particular 尤其, 特别

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

Asking for Leave

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*.

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*.

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

Talking About Symptoms of Job Stress

But recently I've *been feeling* really *stressed* and I've *not been sleeping well*.

I just *feel* really *tired* and I *don't feel like eating*.

... but recently I've *been feeling* really *down* and I'm *having trouble focusing*.

Relieving Stress

... to chill out I often *listen to music* or *read novels*—perhaps that would help you?

Could you *go to the gym* after work or even just *go for a walk* every day?

I *go to a fitness class* twice a week. I find it's really a good way to work off all my stress.

... 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.

Talking About Personality or Competence

Lisa is very *talented and diligent*. I believe she does very well.

She's not only professional but *has a great sense of humor*.

She's *great*—*hard-working, positive and optimistic* as well.

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

I'm absolutely *loyal* to the company and I'll try to do better.

Talking About Cooperation

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*.

Cooperation is most important for us all.

We'll probably encounter some more difficulties, but *together* we can *get through them* and *achieve our goals*. I'm happy to see that you have self-confidence and *the spirit of cooperation*.

But it is due to the *joint efforts of all the team members* that we were able to *do things efficiently*.

Useful Expressions

... as we're up to our eyeballs...

Give my best wishes to...

Are you on a diet?

I'm really snowed under.

I'll also try to get to the bottom of...

3 Cultural Notes

★ Person of the Year

A "Person of the Year" usually refers to a person nominated as the most influential in an organization, or for a specific form of human endeavor recognized amongst society at large.

4 Business Notes

★ Workplace stress

Workplace stress is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the worker. Stress-related disorders often include psychological disorders, for example, depression, anxiety and other types of emotional strain, for example, dissatisfaction, fatigue, tension, etc. In turn, these conditions may lead to poor work performance or even injury.

★ Marketing strategy & marketing plan

Marketing strategy is a process that can allow an organization to concentrate its limited resources on the greatest opportunities to increase sales and achieve a sustainable competitive advantage. Solid marketing strategy is the foundation of a

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.

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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.

well-written marketing plan. While containing a list of actions, a marketing plan without a sound strategic foundation is of little use.

★ **Formal/Informal communication in the workplace**

Formal and informal communication channels are two general ways of delivering information in the workplace. Formal communication is organized and managed information that is shared with relevant individuals in order to secure coordinated action throughout the organization, while informal

communication is not based on the positions individuals occupy within the organization. It's relaxed, casual and tends to be spread by word of mouth quickly throughout a department or organization. One of its main disadvantages is that it's sometimes used to spread rumors or gossip. When rumors or gossip is being spread, people's reputations, careers, and lives can get destroyed very rapidly. So, the rumor mill needs to be managed to reduce the harm that rumors or gossip may cause.



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

I Listen to five statements and choose the best response to each of them.

- A. Perhaps you need to slow down a bit.
 B. You should stress how you are going to solve the problem.
 C. That's terrible! How can you deal with it?
- A. What's the problem?
 B. I suggest you go home immediately and have a good rest.
 C. All I ask is: is there anyone to cover you while you're away?
- A. We have put a lot of time and effort into it.
 B. I'll explain in detail how we formulated it.
 C. I'll do everything I can to help you.
- A. There is quite a long way to go.
 B. Do you want to quit your job here?
 C. I appreciate your loyalty to the company.
- A. That's nice to hear. Thank you.
 B. Robert has done much better than me.
 C. This is what the company requires us to work towards.

II Listen to a conversation between Angela and Mr. Black and fill in the blanks with proper words.

Angela didn't look very well this morning when she saw Mr. Black as she had recently been feeling stressed because of work pressure. Being a project **1** _____, Angela thought she had the duty to help all team members plan their work and advise them on the best ways to move **2** _____. Overloaded with work, she felt exhausted. However, Mr. Black suggested that she should give some of the **3** _____ work to the project secretary. If so, she would be **4** _____ to do her share of work. Thinking it a good idea, Angela decided to follow Mr. Black's advice.

III Listen to a conversation and fill in the table with the missing information.

Patient's Symptoms	Doctor's Suggestions
1 _____ aches; Feeling 2 _____ after a day's work; Unable to 3 _____	Go for a(n) 4 _____ a few times each week; While walking, keep the 5 _____ high and the back 6 _____.

IV Listen to a monolog about the tips to end workplace gossip and complete the answer with a word or short phrase in no more than three words.

- What possible consequences will be if tensions rise in the workplace?
People _____ other people and work is affected by it.
- What are you asked to do if you think your talk probably involves transmission of untrue statements?
Change _____.
- What are you advised to do if you happen to overhear gossip as you're taking a restroom break?
Don't _____.
- Why should we remind others to avoid gossip?
Because this proactive approach has _____ results.

V Listen to a conversation and answer the following questions.

- How does Anna evaluate Mike's work performance this year?

- What has the Board of Directors decided to do to award Mike?

- What does Mike have to finish writing before next Friday?

- What analysis does Mike have to make in his report?

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 gossiper 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)