

TAPESCRIP T S

UNIT 1

Lesson 1

Moving On (p. 1)

Listen and read.

Gina: Ivan, is that you?

Ivan: Gina? What are you doing here?

Gina: I'm just picking up some supplies. I'm working as a buyer's assistant, and I run errands for her. I'm finally working in the fashion industry! Next week I go to San Francisco with my boss, and the week after that I'm helping to arrange a charity fashion show here in Riverside. How are you doing?

Ivan: Fine, . . . great, . . . a little sleepy. I'm finishing up a training course at the technical college. I'm trying to get a job as a help-desk technician.

Gina: You look a little tired. You should get more sleep.

Ivan: I can't. I have a part-time job as a security guard, and my hours are crazy. Tonight I start work at 9:00, and all this week I'm working nights until 6 A.M. Then next week after I finish my classes, I switch to days. It's a crazy schedule. I can't wait to get a better job.

Gina: Don't worry. You will. Help-desk technicians are really in demand these days. Hey, I'm not going back to work for a couple of hours. Do you have time for coffee? I haven't seen you in a while. We can catch up on our old classmates.

Ivan: Sure . . . and I'd also like to ask your advice about a presentation I'm giving in class next week.

Lesson 2

I'll ask him to give you a call. (p. 5)

Listen and read.

Ivan: I'm going to order another drink. Do you want another one?

Gina: Sure, I'll have another ginger ale. Did you say you had an e-mail from Tony?

Ivan: Yes. He works at a small factory that makes toasters.

Gina: I thought he was interested in journalism.

Ivan: Yes, but he wants to experience the life of a U.S. worker before he goes to college.

Gina: Interesting. Oh, guess what Sofia's doing.

Ivan: Working at a hospital?

Gina: Close. She's working as a paramedic right now. She wants to get more experience in the medical field before she applies to pre-med.

Ivan: That makes sense. What about Yumiko?

Gina: She went back to Japan. And . . . Lynn and I are sharing an apartment. Right now she's working for a government agency that helps immigrants find jobs. She wants to be a social worker, so she's going to college at night. By the way, have you heard from Nelson? I heard he's in the computer business.

Ivan: Yes, I talked to him the other day. He just got a job with a company that designs websites.

Gina: That's great. I may need his help. I'd like to design a website for people studying English—a place for people to share their experiences and get support. I'm sure similar websites already exist, but mine is going to be unique.

Ivan: That sounds great. I'll ask him to give you a call.

1 When would be a good time for us to get together? (p. 6)

Gina and Nelson are talking on the phone trying to make an appointment to see each other. Listen to their conversation and complete their calendars.

Nelson: Hi, Gina. This is Nelson.

Gina: Hi, Nelson. How are you doing?

Nelson: I'm doing fine, thanks. Ivan said you need help with your website.

Gina: Yes, I was wondering if we could meet and talk about it. I work every day in the morning, but we may be able to get

together in the afternoon or evening.

Nelson: Sure. When's a good time for you?

Gina: How about Monday evening?

Nelson: That's not a good time for me. I'm picking up a friend at the airport. I could meet you for lunch, though.

Gina: I can't. I'm having lunch with a friend. Maybe Tuesday, oh wait, no, Tuesday won't work either. I have to go to the dentist in the morning, and I'm having dinner with my boyfriend, John, in the evening. How does your Wednesday look? Mine is open.

Nelson: Wednesday is out for me. I'm attending a workshop the whole day. Do you have any free time on Thursday? I need to go to the bank in the afternoon, but I'm free in the evening.

Gina: I have a long day at work, and then I'm going shopping with Lynn in the evening.

Nelson: And Friday I'm busy the whole day. By the way, I'm going out with Ivan and Tony in the evening. Would you like to join us?

Gina: No, I can't. I have to get the oil changed in my car and then I'm going to a birthday party.

Nelson: Do you work on Saturday? We may be able to meet in the afternoon after I finish my report on Wednesday's workshop.

Gina: No, I don't work on Saturday, but I'm swamped all day. In the morning, I'm going to the gym and cleaning the apartment. I have a hair appointment in the afternoon, and I'm going out with John in the evening. Well, listen! I really do want to talk to you about my website. Let's try again next week. I'm sure we can find some time in our busy schedules. I'll call you this weekend.

Nelson: OK, sounds good.

Lesson 3

Working across Cultures (p. 8)

Have you ever thought about working in another country? Listen and read an article with some useful tips.

Relocation within one's own country involves changing cities, homes, schools, and offices. Moving

abroad involves these changes, but in addition, this relocation includes lifestyle and cultural changes and different work ethics and attitudes.

If you have had previous experience conducting business overseas, you will certainly have a more realistic idea of what life and work will be like in your new country. Yet, there is no substitute for living there. When you actually relocate abroad, it will help if you attempt to be flexible, tolerant, and open-minded when you meet people with different cultural values.

To succeed in international business efforts, you must first understand the country's culture and manners as well as what is considered acceptable business protocol—in short, how individuals within this culture think. For example, in some countries, it is important to establish a more personal relationship, such as at a social dinner, with your business associates before you meet with them professionally. Likewise, some managers will be appalled if you begin a business transaction before the standard “getting to know you chat.” In other countries, the business dealings may take precedence over social gatherings and may even replace them.

In addition, little things such as the proper presentation of business cards or addressing people only by their last names can have a tremendous impact on whether or not you will succeed in business within a particular country.

If your new assignment requires another language, you should at least have a basic knowledge of that language before you begin working in the country. After that, any sincere effort to learn the language will be highly regarded and valued by your foreign colleagues.

1 Didn't the mailroom use to be here? (p. 9)

Tony's boss, Ms. Simms, is showing the floor plan of the newly remodeled factory to an employee who just came back from an overseas assignment. Listen to their conversation.

Ms. Simms: Well, tell me, Bob, how did you enjoy working overseas?

Bob: It was great. I met some very interesting people and learned a lot about their customs and business practices. By the way, what's new around here?

Ms. Simms: Oh, haven't you heard? The company's building a new factory. As a matter of fact, I was just looking at the floor plan. Here, take a look.

Bob: Hmm, quite impressive. I see where they've made a number of changes. (pause) Didn't the mailroom use to be here?

Ms. Simms: Yes, it did. But now it's the supply room.

Bob: And didn't accounting use to be here?

Ms. Simms: No. Maintenance has always been here.

UNIT 2

Lesson 1

Learning the Corporate Culture (p. 14)

Yumiko has a job at the Fujifilm™ lab in Japan. Her job is testing the newest color film. Listen as she reads her letter to Lynn.

Yukimo: Hi, Lynn,

Guess what? I got the job at Fujifilm I was telling you about. I'm working in the film-processing lab. My title is Film Specialist, and, as a new hire, I'm in the Class F salary range. That means that the salary I'm getting now is my base pay, and, according to my present contract, I get a 5 percent increase each year over that salary level.

The company has an excellent benefits program. I'll get a bonus in the summer and in the winter. I also have 10 paid vacation or sick days a year, plus government-approved holidays—some as long as an entire week! Those long holidays are a definite perk. Don't you agree?

As a junior employee, I'm expected to organize office parties and functions like the spring flower viewing in the park. I can anticipate working long hours, and I'm never supposed to leave the office before my boss does.

All decisions are considered group decisions and they require unanimous support from all the members of our team. This slows down the process a bit, but it allows everyone to share in the reward or blame. I think it's a very good policy.

Well, tell everyone in Riverside I send my regards. Write soon.

Yumiko

4 Fujifilm saves the koala. (p. 16)

Listen to the news broadcast about one of Fujifilm's local projects. Mark the sentence True or False.

Hanimex, Fujifilm's distributor in Australia, is supporting a project to relocate koalas from land under development to secure areas. The Australian Koala Hospital Association is focusing its work on

the Gold Coast, using satellites to monitor the koalas in their new location. Hanimex saw a natural common interest: "We thought it particularly appropriate to assist in such a worthwhile project, as the koala must be one of the most photographed animals in the world." One of the relocated koalas, Fuji, has become a TV star as crews follow her care program.

Lesson 2

Training to Be a Chef (p. 18)

Oscar is back in Spain training to be a chef in his uncle's restaurant. Listen as he explains his plans to Tony.

Oscar: Hey, Tony, how's it going?

Tony: Wow, Oscar, are you calling from Spain?

Oscar: Yeah, I'm at my uncle's restaurant. I practically live here now.

Tony: You're finally in the restaurant business. So, how's it going?

Oscar: Well, I work long hours—every night of the week—and sometimes I feel totally exhausted. But then I look out into the dining room and see people happily eating my paella or my roasted chicken. And I feel happy, too.

Tony: You talk like a true chef. Do you plan to open your own restaurant sometime?

Oscar: Oh, yeah, sure. I'm actually learning a lot here, but my uncle makes all the decisions. It's his place. He's the boss.

Tony: Well, I know you can cook beautifully, but what about the business side of it? Are you learning enough to handle the money on your own?

Oscar: Once in a while I do some ordering, but you're right, I need a lot more training in the business. And that's why I'm here! Well, I have to go now. Send me an e-mail.

Tony: Sure. Tomorrow. Take care. Bye.

Oscar: Bye.

4 The restaurant is busiest on Saturday nights. (p. 21)

Listen to the conversation between Oscar and his uncle. Circle the correct answer to complete each sentence.

Oscar: It's not very busy today, is it?

Uncle Alonzo: It's never busy in the afternoon, especially on Saturdays. But we do have a few customers outside.

Oscar: Oh yeah, a few people are drinking coffee at the tables outside, but they aren't ordering any food.

Uncle Alonzo: Well, you'd be surprised how all those espressos add up.

Oscar: Really?

Uncle Alonzo: Yeah, besides, people like to go out, but they don't always want a full meal. I enjoy providing a relaxed atmosphere where people can sit and talk or just watch the people walk by. They usually order something, even if it's only a cup of coffee and a pastry. By the way, how was the lunch crowd today? I got held up at the bank.

Oscar: It was crazy. It seemed as though everyone came in at once and filled all the tables. They gobbled down their food, and then they all wanted to pay at the same time. We couldn't move them out fast enough.

Uncle Alonzo: It didn't use to be like that. People used to take their time and relax at noon, but these days everyone is in a hurry. Their lunch break is too short! (*sighs*)

Oscar: That's the modern world. Always in a rush! . . . We serve most of our meals at lunchtime, don't we?

Uncle Alonzo: Oh no, it just seems that way because you're so busy. We serve most of our meals at dinnertime. Remember, we serve dinner from 7 P.M. to midnight. It's just not so rushed.

Oscar: Hmm, well, we have more people on staff during the day, don't we?

Uncle Alonzo: Actually, we have more staff on at night. I guess you feel more rushed at lunchtime because you're fixing lunch and preparing for dinner at the same time.

Oscar: Maybe so . . . You know what? Everybody *loved* that new chicken dish I made for lunch today. Fantastico, they said.

5 I'm going to start simply. (p. 21)

Listen to the conversation between Oscar and his father and write notes about how each person handles the situation.

Oscar's father: Oscar, sit down for a minute. Your aunt Petra tells me you've been working nonstop at the restaurant every day.

Oscar: It's true. Last Saturday was a good example. We were busy getting the specials ready when a tourist group showed up. We hadn't even opened yet, but they would have gone somewhere else if we didn't let them in. Uncle Alonzo was running around screaming hysterically at the kitchen staff, and Aunt Petra was patiently trying to calm him down. The waiters hadn't arrived yet, so I yanked off my apron and went out to take the drink orders.

Oscar's father: Had you ever waited tables before that?

Oscar: No, I hadn't. But I was able to handle it just fine. Then Aunt Petra came out to take the food orders, so I could go back in the kitchen and start cooking.

Oscar's father: I guess there are a lot of skills involved in running a fine restaurant.

Oscar: That's for sure. You have to treat customers politely, deal with the staff patiently, keep the books accurately, and my favorite: you have to cook like a maestro.

Oscar's father: I'm impressed. Are you thinking of opening up your own business, someday, or do you want to stay with Alonzo?

Oscar: Well . . . actually, I've been thinking about it a lot. I've been planning to ask you if you would like to go into business with me.

Oscar's father: I've been thinking about it too. I don't want to do anything in a hurry, but it's a definite possibility. Let's keep talking about it.

Lesson 3

Planning for Retirement (p. 22)

Listen and read the article about recent changes in Japan's working conditions.

Tomoki Sato can't wait until he can pack up the things in his office and never return to it. That day is coming up soon for him. Mr. Sato is one of the millions of aging Japanese workers who are approaching their retirement.

Japan's public and private pension systems face serious problems because of the nation's rapidly aging population. The Institute of Population Problems at the Ministry of Health and Welfare estimates that the number of people age 65 and older will nearly double by 2020, reaching 32 million. Senior citizens will make up about 25 percent of Japan's population, the highest proportion in any major industrial country.

Because return on investments has been low and the number of retirees has been rising, companies have been forced to increase employee pension-plan contributions.

There are two basic corporate pension schemes: employee pension funds, which are managed by outside organizations, and tax qualified pensions, managed by companies in-house. These pensions are completely separated from the public pension insurance system.

At retirement, employees are usually paid their pensions in one of three ways: lump sum, annuity (a portion each year), or a combination of the two. The current eligible age for public pension payments is 60.

Mr. Sato has already made plans for his days away from the corporate world. But he could not afford some of those plans if he were merely relying on his pension. Thanks to his wise investment strategies, he will have enough money to take a cruise or buy a farm.

UNIT 3

Lesson 1

I'm suffering from test anxiety. (p. 28)

Listen and read.

- Tony:** Do you know what I hate?
Sofia: No, Tony. What do you hate?
Tony: Tests. I don't see how I can go to the university.
Sofia: You'll have to pass the Test of English as a Foreign Language, the TOEFL.

Then you might have to take other examinations. And that's before classes begin.

- Tony:** Yeah, I know what the TOEFL is, but I don't know how I can possibly pass it.
Sofia: What you have is a bad case of test anxiety. Think about the cover letter you have to write with your admission application and you won't feel so bad about the TOEFL.
Tony: But . . . I can be creative with a cover letter. Besides, I'll have you to help me write it. I have to take the TOEFL all by myself.
Sofia: Well, what's wrong with that? You need to know that stuff if you want to get into the university. Journalists are writers, you know.
Tony: Yeah, but I want to go into broadcast journalism.
Sofia: You've still got to know how sentences are put together. Anyway, the TOEFL is not going to be that difficult.
Tony: It won't be for you. You probably don't even need to study.
Sofia: Yes, I do, and if we don't get started, neither of us will pass. I wonder why we came here. We could have had this conversation in a coffee shop.
Tony: OK, I promise. I won't talk until I know every grammar rule.
Sofia: It's a deal.

2 Do you know what my score is? (p. 29)

Tony and Sofia have gotten the results of their TOEFL. Listen to their conversation and write their scores in each section.

- Sofia:** Hello?
Tony: What did you get?
Sofia: What did you get?
Tony: I asked you first.
Sofia: You passed. I can hear it in your voice.
Tony: I did pretty well. I guess I do know English grammar.
Sofia: I'm not surprised. I did OK, too.
Tony: You don't even have to tell me. You are so smart, it's not even funny.
Sofia: What are your scores?
Tony: OK, are you ready for this? A 24 in Listening and 26 in Reading.
Sofia: That's impressive. I got 28 in Reading, but I only got a 20 in Listening.

Tony: You're kidding . . . a 20 in Listening?
Sofia: Don't rub it in. I don't know what happened.
Tony: But you got a 28 in Reading. That's not too shabby. What did you get in the Structure and Writing section?
Sofia: 26.
Tony: Wow! That's good.
Sofia: Yes, What about you?
Tony: 24.
Sofia: So . . . our scores are pretty close overall.
Tony: Yes. The main thing is that our scores are high enough to qualify us for the university! I'm so relieved—I think I'm finally going to be able to get a good night's sleep.
Sofia: What a way to celebrate! My uncle is taking us out to dinner.
Tony: That's great. Have a good time.
Sofia: OK. Thanks for calling. Bye.
Tony: Bye.

Lesson 2

I need some time to adjust. (p. 32)

Listen and read.

Steve: So how do you like the class?
Nelson: You mean the graphic design class? Oh, I love the class, but I need some time to adjust.
Steve: What do you mean?
Nelson: Well, I've never been in a class with Americans before.
Steve: Oh . . . I think I understand. It's a different culture. I'd probably feel the same if I were going to school in your country.
Nelson: Yes. Part of it is cultural, and part of it has to do with my English. When I'm with native speakers, I'm worried that I might make a mistake and be laughed at.
Steve: I think your English is very good. Of course you have an accent, but hey, who doesn't? How long had you studied English before you came here?
Nelson: For three years in high school, but I didn't learn much. It was kind of like the Spanish you learn here in high school.
Steve: I know what you mean. I had studied Spanish for a couple of years before I

went to Mexico, but I had such a hard time communicating with people there. The nice thing about this class, though, is that most of it is hands-on, so you don't really have to talk much. By looking at your first assignment, I can tell you're very good at working on the computer.

Nelson: So are you.

Steve: I'm OK now, but I didn't know a thing about computers two years ago. Before I started my new job, I hadn't even touched a computer. I never thought I'd be interested in it.

Nelson: I hadn't had any experience with computers before I came here either. As soon as I arrived, though, I bought a used computer and started using it in my spare time. Now my love affair with the computer is really paying off.

UNIT 4

Lesson 1

Starting Work (p. 42)

Ivan has just completed a training program for help-desk technicians, and he's starting his new job at Sanchez Sports Design. He's getting some advice from Gina.

Ivan: Hello.
Gina: Hi, Ivan. I'm sorry I cut you off, but I had to answer the other line.
Ivan: Oh, hi, Gina. Thanks for calling me back.
Gina: So you want some advice about your new job at Sanchez Sports Design?
Ivan: Yes, I was wondering how I can start off on the right foot, so to speak . . .
Gina: Well, from my own experience, companies want to find out if new employees can do the job and if they can get along with their co-workers and supervisors. Both are important.
Ivan: I guess the company thinks I can do the job since they hired me.
Gina: Yes, but to get ahead, you have to do your work well *and* on time. Companies also value people who are easy to get along with and responsible. The way you do your work and how you act can either make or break you.
Ivan: Well, what can I do to get ahead?
Gina: Your supervisor will usually show you

how to do something. Listen carefully, watch, and then follow directions. If you don't understand, ask questions. If you're having trouble doing something, don't give up. And don't be afraid to ask others for help.

Ivan: I don't want to make mistakes, so I'd better face up to the fact that I need to be careful.

Gina: Right. Don't try to do too much too soon. And don't look down on your co-workers or supervisor. Above all, don't get into gossiping about the company, your supervisors, and co-workers.

Ivan: Gee, thanks, Gina. I knew I could count on you for sound advice.

Lesson 2

Meeting the Boss! (p. 46)

Ivan is meeting his new boss, Mr. Sanchez, for the first time. Listen and read.

Mr. Sanchez: Come in, Ivan. Have a seat.

Ivan: Thanks.

Mr. Sanchez: How do you like your job so far?

Ivan: I love it. This is the kind of company I've always wanted to work for.

Mr. Sanchez: I'm glad to hear that. Is all your paperwork completed?

Ivan: No, sir. I have an orientation with Human Resources tomorrow. I guess we'll get it done there.

Mr. Sanchez: This is your first job as a help-desk technician, isn't it?

Ivan: Yes, it is. I just finished my training about a month ago. I came here from Russia a couple of years ago.

Mr. Sanchez: Interesting. I have a brother who used to work in Kiev in Ukraine.

Ivan: Oh, I have relatives in Ukraine. How long did he work there?

Mr. Sanchez: For a couple of years. Would you mind if I gave him your e-mail address? I'm sure he'd like to talk with you.

Ivan: I wouldn't mind at all.

Mr. Sanchez: I come from Mexico myself, so I know how it feels to live and work in a new country. It takes a while

to feel completely adjusted. I've been here about ten years now.

Ivan: Yes . . . but it's been a great learning experience for me.

Mr. Sanchez: I'm sure it has. Well, listen. Let me know if there's anything I can do to help. My door is always open.

Ivan: Thank you, sir.

Mr. Sanchez: You're welcome. It's been nice to meet you.

3 Ivan's Benefits Package (p. 48)

Listen as Susan explains Ivan's benefits package. Under Ivan's name, write notes about each of the benefits listed.

Susan: I'll run through the list of benefits you're entitled to. If you have any questions, stop me and I'll answer them. You have two weeks vacation with three personal days and five sick days, as well as ten paid holidays.

Ivan: Sounds good to me! Three personal days . . . they're for personal business, right?

Susan: That's right. We have full medical coverage and some dental coverage. Employees pay a percentage of the costs.

Ivan: I guess that's the way most plans are.

Susan: Yes . . . The work week is forty hours.

Ivan: Will I get paid overtime if I work more than forty hours?

Susan: No, I'm afraid not—because you're on a weekly salary, not an hourly wage.

Ivan: I see . . . Well, what about a bonus? Will I get one?

Susan: That depends on how your work goes. Now about retirement plans . . . we have a 401-K plan. I'll give you some materials to read about it. Then you can come back with questions if you have them.

Ivan: OK. Thanks a lot.

Lesson 3

Why I Hate E-mail (p. 50)

Listen and read.

Why I Hate E-mail
by Beverly Marks

Ever since e-mail came into my life, things have been getting progressively worse at the office. Sure e-mail makes it more convenient, but convenient for

whom exactly? Certainly not me. My former identity as a one-thing-at-a-time goof-off is gradually being replaced by a multi-tasking fiend.

Ever since the beeping red light started announcing “you’ve got mail,” I have been learning more about company policy and issues; I have been working longer hours; I’ve been staying later at the office; and darn it, I have become more efficient. This may be good for the company, but it sure does take a lot out of me.

E-mail means my superiors can send me memos in seconds, and they can prove that I received them. E-mail means I have to think up creative new ways of pretending that I have not gotten instructions or documents that I should have read before a certain meeting. “Sorry, my computer crashed” will only work so many times. And not only do my various bosses have better lines of communication with me, but I am also expected to respond to them in grammatical English. I miss the old days of the phone call when I could get through a conversation without having to worry about where I’m putting my commas.

E-mail has also severely diminished gossip time at the water cooler. I used to enjoy hearing about my colleagues’ misadventures in boardroom meetings and out in the field, but now my colleagues keep large bottles of water on their desks, and all personal information comes electronically. However, due to the public nature of e-mail, I no longer get the juicy bits. Instead, I receive cautiously worded announcements. But, once in a while, I would like to laugh the way I did when Rita from Accounting told the story of the executive who showed up at an important presentation wearing two different-colored shoes.

Beverly Marks lives, works, and writes e-mail in St Louis, Missouri.

3 I design websites. (p. 51)

Listen to Ivan and Nelson talking about their jobs. Then read the statements. Write I next to the tasks Ivan performs. Write N next to the ones Nelson performs. Write I/N if they both do the task.

Nelson: I hear you’re very popular with your co-workers.

Ivan: Yes, everyone is nice to the help-desk technician. When I first started, I was wondering if I would fit in, but everyone has been pleasant.

Nelson: You must be very important to them.

Ivan: They do call me a lot. Last week,

Human Resources had to post some policy changes on the interoffice e-mail list, and they were having problems. They couldn’t figure out where the address book they needed was located.

Nelson: Hmm, I’m surprised they couldn’t figure *that* out!

Ivan: They say they’re people people, not technology people.

Nelson: I see. I wish I were a people person. I’ve been having trouble with some clients recently. I was supposed to get their website finished by the first of last month, but we kept having trouble with the design. One partner gave me the specifications and information, and I had everything completed. Then his partner came along and said I had done it all wrong. It wasn’t my fault, but I had to change it anyway. The second guy insisted that he wanted a complicated cityscape in the background. I couldn’t get him to keep it simple to use and easy to download. But in the end I had to do it his way.

Ivan: You had to make a website that you didn’t like? That must be frustrating.

Nelson: It sure is . . . Hey, do you ever get to work on your company’s website?

Ivan: I don’t get to do any design work like you do, but I maintain it. I help the different departments keep information up to date, but I don’t do the creative stuff.

Nelson: That’s too bad; it’s fun designing. I wish I could just design the sites, but I have to do the maintenance as well.

Ivan: I also have to train people; that’s kind of fun.

Nelson: I bet you’re a good instructor.

Ivan: I hope I am. If my training session is effective, there’ll be less work for me to do.

Nelson: Yeah, people won’t be calling you for every little thing.

Ivan: I’m so busy anyway! They call, they send e-mail, and they even come down to the basement to talk to me in person. But it’s nice to be needed. And I do enjoy my job.

UNIT 5

Lesson 1

A Learning Experience (p. 55)

Ivan is talking to Mr. Sanchez after his first technical assisting job. He had a hard time trying to fix the sales manager's computer.

Mr. Sanchez: Ivan, have you finished fixing Rick Dillon's computer yet?

Ivan: Is he the sales manager?

Mr. Sanchez: Yes, the one who reported that he couldn't open his files.

Ivan: Well, I had a really hard time trying to fix his computer.

Mr. Sanchez: Why's that?

Ivan: First of all, I tried the disk that was in the computer.

Mr. Sanchez: And?

Ivan: I got an error message. So I asked him if he had any other disks, and he pointed to a diskette box that was on the bookcase.

Mr. Sanchez: I see.

Ivan: But when I tried another disk, I still got an error message.

Mr. Sanchez: So what did you do?

Ivan: Well, I rebooted the computer and tried again, but I got the same error message. Then I tried a computer that was in the next office, but the same thing happened.

Mr. Sanchez: Ivan, do you remember the woman I introduced you to in my office last week? Judith Wu?

Ivan: Yes?

Mr. Sanchez: Well, she has a manual that I want you to look at. Look up the section that deals with magnetic media. Then come back and tell me what the problem was.

Ivan: I'm on my way, Mr. Sanchez.

Mr. Sanchez: By the way, Ivan, don't ever hesitate to talk to me about a problem. My door is always open.

Ivan: Thanks, Mr. Sanchez.

Mr. Sanchez: And Ivan, we appreciate the work you're doing for us. You're a valued member of our team.

4 The man who is the sales manager used to work in a department store. (p. 57)

Look at the list of employees who work at Sanchez Sports Designs. Ivan is telling Gina about them. Listen and write what they did before.

Gina: Tell me about the people at work.

Ivan: Well, the man who is the sales manager used to work in a department store. His name's Rick Dillon. And I think I told you that the man who owns the company used to be a tennis player.

Gina: Carlos Sanchez?

Ivan: Uh-huh. And my friend Ben Yakamura was a student. He just graduated from college; he's Mr. Sanchez's assistant.

Gina: His assistant?

Ivan: Yes. And the woman who supervises the Human Resources Department used to work in an insurance company. That's Susan Sullivan. I think I've mentioned her name before.

Gina: Yes, I think you have. She's the one who gave you all those forms to sign.

Ivan: That's right. Then there's our receptionist, Sara Gleason. She used to be a teacher. And the person who designs our web pages used to work for a fashion magazine. Her name's Maria Artigas.

Gina: Hmm . . . I'd like to meet her sometime.

Ivan: And let's see. Judith Wu, the woman who heads up our Network Management Team, was a college professor. And Cindy Hoffart, who's our office manager, used to work for a large import-export company.

Gina: That sounds like an interesting group of people.

Ivan: Yes . . . And they're all very nice too.

Lesson 2

Trial and Error (p. 59)

Ivan and Mr. Sanchez continue to discuss the problem with Rick Dillon's computer. Listen and read.

Mr. Sanchez: Did you get the book from Ms. Wu, Ivan?

Ivan: No, I went to get it, but she wasn't in her office.

Mr. Sanchez: You could've left her a message.
Ivan: Yes, I guess I could have. But I did figure out the problem.
Mr. Sanchez: Great. So what was the problem?
Ivan: There was nothing wrong with the computer. The problem was with the diskette.
Mr. Sanchez: The diskette?
Ivan: Yes, you see, the diskette I was using was damaged, probably because it'd been sitting in bright sunshine.
Mr. Sanchez: I see.
Ivan: And when I tried another diskette, it was from the same box sitting in the direct sunlight.
Mr. Sanchez: So how did you finally figure out the problem?
Ivan: I got one of my own diskettes that I was sure was fine and tried it on Mr. Dillon's computer, and it worked. I should've known better.
Mr. Sanchez: You did what I would've done. You followed a trial-and-error pattern.
Ivan: Thank you, Mr. Sanchez. Oh, I'm just curious . . . you knew what was wrong, didn't you?
Mr. Sanchez: Yes, I did, and I could've told you right there, but I wanted you to figure it out yourself. Frankly, I wanted to test your problem-solving skills.
Ivan: And did I pass?
Mr. Sanchez: You sure did, Ivan. You sure did.

Lesson 3

E-mail Connections Unlimited (p. 63)

Listen and read the following ad.

Find True Love in the Comfort of Your Own Home.
 Read three stories of e-mail romance and draw your own conclusions.

Jeanette Harrison is flying to England next week to take up permanent residence as Mrs. Robert Elliot. "One year ago, if you had told me that I was going to marry an Englishman and move to London, I would have laughed in your face," said the future Mrs. Elliot, who currently resides in Pocatello, Idaho. "But that's not true any longer. Thanks to E-mail Connections Unlimited, I'm going to start a whole new life." Ms. Harrison says she thoroughly

enjoyed her online courtship of eight months. "We wrote to each other every day and sometimes more than once a day. You can really get to know a lot about the person that way. By the time Robert flew out to Pocatello to meet me, I was pretty sure that he was the one."

Anthony Mari, of Carson City, Nevada, says that he had given up on regular dating services. "I used to use the newspaper ads, but not anymore. I would go out with a different girl every couple of weeks, but none of them worked out because I wasn't ready to get serious. So, not only did I feel bad about not calling the girl back, but I would also see her around town sometimes, which was usually embarrassing, if not totally awkward. As a result, I like the idea of getting to know someone anonymously. My e-mail connection may sit next to me on the bus and never know who I am unless we decide to take it to the next level."

"I hate blind dates, I hate singles bars, and I'm too busy to take a class or any of those other social activities that people suggest," says Lucille Kinkaid, a literature teacher from Baton Rouge, Louisiana, who is currently involved with a bookstore owner. "Basically, if I hadn't discovered E-mail Connections, I'd still be alone with my books. But I don't feel alone any longer. Not only does Adrian share my love of literature, but he also has a wonderful way with language. When we met in person for the first time, I actually suggested that we continue to e-mail because I enjoy reading his messages so much."

UNIT 6

Lesson 1

Coping at Work (p. 69)

Listen and read.

Nelson: I'm glad Gina got these tickets. I wouldn't have had time to even think about going out if she hadn't called.

Lynn: Busy, huh?

Nelson: Yeah, I'm either working or sleeping.

Lynn: You don't sound happy.

Nelson: I'm going nuts! I've got to finish three websites by the end of next week! I need some support, but everyone they send to help me is incompetent. I don't know what to do.

Lynn: What do you mean, everyone is incompetent?

Nelson: I mean they don't know what they're

doing. I have to teach them everything. What would you do in my situation?

Lynn: I don't know what I'd do in your situation. But when I have to work with new people, I always take the time to get to know them. If we can establish a good working relationship, I find it easier to make the projects go more smoothly.

Nelson: How do you find the time?

Lynn: Either I postpone something that's less important or I stay late. Once in a while I do both.

Nelson: Hmm, I'm used to figuring out everything by myself. Maybe I should come to you for advice more often.

1 If you work late too often, you should do some work on your schedule. (p. 70)

Now listen to the cassette. Put a check next to the letter of each sentence that matches Lynn's advice. Did Lynn give Nelson the advice that you agreed with? Discuss your answers.

Nelson: I have trouble working with other people. I always feel that I can get the work done more quickly if I just do it myself.

Lynn: Well, I agree that you can get work done more quickly if you do it yourself, but sometimes a team can produce a better product than an individual. You remember the old saying that two heads are better than one?

Nelson: Yeah, so what should I do?

Lynn: Well, I got a great deal out of the workshop on collaboration I took. It was difficult for me because I wasn't used to thinking about my role in groups. It helped me a lot and I think it would help you.

Nelson: You think I should take a course in getting along with people?

Lynn: I know you already get along with other people socially. This workshop deals with working with other people on specific work projects.

Nelson: Oh.

Lynn: Yeah, in the workshop, I learned to learn from other people who had skills I didn't have and to see teamwork as an opportunity to improve my own skills. I bet you will too.

Nelson: I think I see what you're getting at. It's a challenge to learn from someone who's different from you.

Lynn: Exactly!

Nelson: But what if that person doesn't want to learn from me? I'll lose control of the project. I don't know how to tell people I don't agree with their ideas, so it seems that I either have to shut my mouth and let them have their way or make them angry.

Lynn: Oh, Nelson, you have more choices than that. You'll see when you take the workshop that there are ways of asking questions and learning about the other person's perspective that can open things up for discussion without making the person angry. Here's the number of the organization that does these workshops. Here I'll write it on this card . . .

Nelson: Thanks a lot, Lynn.

Lynn: No problem. I have to go now. See you soon.

Nelson: Bye.

Lesson 2

That's how it is. (p. 73)

Listen and read.

Nelson: Can I talk with you for a moment, Ms. Ho?

Ms. Ho: Make it quick, Nelson. I've got to give this report to the Sales Department by the end of the day.

Nelson: Well, it's about my work schedule. I've already worked thirty hours this week, and it's only Wednesday. I've been working most weekends, too.

Ms. Ho: I understand, Nelson. But that's how it is. We're building a new company here, and we need to be a step ahead of our competitors. If we don't give our customers excellent service, someone else will.

Nelson: Then I guess there isn't any hope of getting a fixed schedule, is there?

Ms. Ho: You'd have to work at a bigger, more established company to be able to work regular hours.

Nelson: I really like working here, though. It's exciting to design websites. And, because this is a small company, I'm

getting so much opportunity to do that. But I have no time for my family and friends.

Ms. Ho: Neither of us has time for our families, Nelson. That's a choice for you to make. I can't make it for you. I can tell you this though. You're really doing great work here, and you could end up making a lot more money—we all could—if we succeed.

4 Hi, Nelson, this is Gina. (p. 75)

Listen to the recorded messages that Nelson received today and the messages he left for other people. Write each caller's name and the request that was made.

Carolyn: At 8:00 A.M. Carolyn Ho called and left a message for Nelson. Nelson, this is Carolyn. I won't be back until next Wednesday. Will you please photocopy the monthly sales report for me? Thanks.

Nelson: At 9:30 Nelson called Mary Wright in the Photocopy Department and left a message. Mary, this is Nelson Balewa in the Design Department. I'm sending you a sales report. Could you make me a copy, please? Oh, and could you send it to me when it's ready? Thanks.

Gina: At noon Gina called Nelson. Hi, Nelson. It's Gina. I'm sorry to bother you at work, but could you buy me some ice cream for the dinner party tonight? Thanks. See you around 6:00.

Jim: At 3:30 Jim Baker from Sales called Nelson. Hello, Nelson, this is Jim Baker in the Sales Department. Can you e-mail me your latest web page design?

Nelson: At 4:00 Nelson called Jim Baker in the Sales Department. Hi, Jim. Sorry I didn't get your message earlier. My e-mail is down. Can I fax you a copy of the design?

Lesson 3

Search Engines (p. 77)

Listen and read.

Search Engines

A search engine is a computer software program that helps find information on the World Wide Web (WWW). When you use a search engine, you're asking it to look in its index to find matches with the words you type in.

Many search engines are now becoming reference sites containing much more than just search capability. They may also have news, weather, free software, picture indexes, ratings of websites, and other features.

Most engines allow you to type in a word, a phrase, or a question to find information. Chris Sherman, an authority on the Internet, suggests following these three steps to use search engines most effectively.

Before you begin your search, you should have a clear intention to either locate, browse, or consult. This will both help you to select an appropriate search tool and save a great deal of time.

Second, select the appropriate tool for your search. There are three types of search facilities available on the web: indexes, such as AltaVista and Hotbot, which are comprehensive, unstructured catalogs of just about everything published on the web; directories, like Yahoo and Excite, which are far more selective and are set up much like a library card catalog; and guides, like About.com and Look Smart, which are like online consultants, providing annotated descriptions of websites written by experts or editors.

The final step in the search process is to take a critical look at your results before you examine pages in detail. There are two key areas to look at. Titles in search results are the actual links to documents. A descriptive title can usually be one of the best indicators that you've found what you're looking for. The URL will also provide useful clues about a document's value. Most search engines provide both the title and the URL of a website.

Using search engines to find information can be both confusing and time-consuming. Following these three steps can make your search more fruitful. Happy searching.

UNIT 7

Lesson 1

Planning a Visit (p. 83)

Ivan and Nelson are going to visit Pablo at the Sterling Flight Center Aviation School in south Florida. Read and listen to Pablo's e-mail to Nelson.

Pablo: Hi Nelson.

I'm really looking forward to seeing you and Ivan next week. Since you want me to plan the visit, here's what I have in mind. On Thursday, I've asked my flight instructor to show you our flight simulator. You'll really seem to take off and make adjustments to speed and altitude.

Then, on Friday, we'll grab our sleeping bags and head out to a river or lake somewhere and kick back and listen to the sounds of nature. Tell Ivan to bring along his fishing pole and we can catch ourselves some supper. Saturday, we can take a walk on the wild side at Lion Country Safari, which is the nation's first drive-through "cageless" zoo. The Safari invites us to drive past more than a thousand animals from around the world, and they expect us to give the animals the right of way!

On Sunday, if you don't mind a long ride, we can visit the National Archaeological Park in St. Augustine, the oldest historic site in the United States. We can even drink from the prehistoric Indian Spring that Ponce de Leon hoped was the Fountain of Youth. Oh, and Ivan wanted me to get tickets for a baseball game, but the season hasn't officially begun yet. Tell him to let me know if he wants to see an exhibition game, though.

I'll pick you up at the airport on Wednesday, the 13th, at 9:00. See you then.

1 Ready for Take-off (p. 84)

Pablo's flight instructor is showing Nelson and Ivan how to make a simulated take-off. Listen and complete the chart as he gives them instructions.

Flight Instructor: We'll start flying almost completely relying on the automatic pilot. At first, we'll be doing simple things, such as making adjustments to heading, speed, and altitude.

Ivan: Are we actually going to take off?

Flight Instructor: Well, for all practical purposes, we are. However, we'll never really leave the ground.

Ivan: That's even better.

Flight Instructor: Ready for take-off. Check that the parking brake is set, and then apply full throttle by pressing F4. Then, wait for the engines to build up thrust and release the parking brake by pushing CTRL-DOT.

Nelson: Like this?

Flight Instructor: Yes, that's very good. Now keep an eye on the speed. At 150 knots gently pull the joystick back and the nose of the plane will rise.

Ivan: Cool.

Flight Instructor: The Boeing 737-300 owned by the Belgian airline Sabena has just taken off.

Ivan: Where are the flight attendants? I'm hungry. (*Nelson chuckles.*)

Flight Instructor: Next you need to check and ensure that the speed of the plane is increasing during the manual climb.

Nelson: Well, the speed is still 150 knots.

Flight Instructor: Push the joystick a bit forward.

Nelson: It's now up to 170 knots.

Flight Instructor: Good. Now that we're airborne and with a positive climb, you can gear up by pressing G.

Nelson: Speed is now 190 knots.

Flight Instructor: Then retract the flaps by pressing F5 and activate the autopilot.

Nelson: Which controls are they?

Flight Instructor: The ones to your right: AP, Altitude, A/T arm.

Nelson: We're now ascending to 12,500 feet by climbing 1,800 feet per minute!

Flight Instructor: Yes, the first critical step has been taken. The autopilot is controlling the plane.

Ivan: Look, Mom, no hands!

Lesson 2

Lifelong Learning (p. 87)

Listen and read.

Gina: I'm exhausted. Working during the day and taking classes in the evening is tough.

Lynn: Tell me about it. After working all day long, I just want to come home and crash. I'm exhausted. You know what's funny though . . . I have classmates who could be my grandparents, and they're full of energy.

Gina: Me too. One of the students in my class is over 60, and she's so motivated.

Lynn: Why do you think someone at that age would go back to school?

Gina: I asked Melinda, my classmate, the same question. She said she always wanted to study fashion, so after retiring from her job, she went back to school.

Lynn: Personally, I'd rather spend time with my grandchildren after I retire.

Gina: I guess lifelong learning has become an American phenomenon. As far as I know, there are only a few countries where there's no age restriction for attending college.

Lynn: I think it's great to have senior citizens sitting in the same class with younger students. It benefits both.

Gina: I agree. I really feel inspired by students like Melinda. When I'm talking to her, I feel her passion for learning and her determination to get another degree.

Lynn: And I think they find it stimulating to be around younger students too.

Gina: Yes, especially when we have class discussions. And, having a lot of life experience and a different perspective, they can teach us a lot.

Lynn: I'm sure our professors love to have senior citizens in their classes. I would if I were a teacher.

Gina: Me too.

2 Before starting out, list your reasons for wanting to go into business. (p. 88)

Gina is taking a course on "How to Start a Small Business." Listen to the instructor's advice and check the items that contain that same advice.

Starting and managing your own business takes motivation, desire, and talent. It also takes research and planning. Before starting out, list your reasons for wanting to go into business. Some of the most common reasons for starting a business are: You

want to be your own boss. You want financial independence. You want creative freedom. You want to fully use your skills and knowledge.

Next you need to determine what business is "right for you." Ask yourself these questions: What do I like to do with my time? What technical skills have I learned or developed? Do I have any hobbies or interests that are marketable?

Then you should identify the niche your business will fill. Conduct the necessary research to answer these questions: Is my idea practical? What is my competition? Can I deliver a better-quality service?

Before developing your plan, you should consult the pre-business checklist. Answering the following questions will prove to be very beneficial: What services or products will I sell? Where will I be located? What skills and experience do I bring to the business? What equipment or supplies will I need? What financing will I need? What are my resources?

Answering these questions will help you create a focused, well-researched business plan that can serve as a blueprint. It should detail how the business will be operated, managed, and financed.

Lesson 3

Work in the 21st Century (p. 91)

Listen and read.

A New Model for Workplace Effectiveness
By Vivian Bradshaw

A new model of management has been slowly spreading throughout the corporate world. Called workplace synergy, it marks a shift away from the old model of competition among employees to an emphasis on developing systems that reward cooperation.

There are on-the-job workshops and training sessions on self-awareness and listening to and valuing others' point of view. Whereas once managers ruled by the fear principle, "Work harder than the next guy or lose that promotion," they now try to foster a "one for all, and all for one" way of thinking.

"We recognized that competitive models did not do a thing for our productivity. Instead, they created unnecessary tension in relationships among people who needed to work with each other," says Sara Cohen, who oversees an advertising agency in downtown Cincinnati.

The changes are evident from the moment one steps off the elevator on the 14th floor of a downtown office building. Overstuffed couches,

plants, and rustic wooden tables give the work areas a homelike feel. Walls and partitions have been redesigned to allow for community as well as privacy, and it is possible to see clusters of people talking and laughing around an espresso machine.

Changing the atmosphere is only one aspect of workplace synergy. At Cartwright and Wiseman, a San Francisco investment firm, Carol Stephanopolis-Schmidt recently led employees through a workshop where they identified their personality types. "We find that after the training, people not only become more tolerant of one another's differences, but they begin to see how different preferences might benefit them," she says. "You find out that the other guy wants to do the part of the project that you dread, and suddenly it all makes sense."

The hardest part is getting people to stop trying to change other people. "Someone is always asking me for advice on getting a coworker to be more flexible, but that's the wrong approach. You can't do anything about the other guy. What you can do is work on yourself and developing your understanding."

UNIT 8

Lesson 1

Advancement in the Workplace (p. 97)

Listen and read.

Gina: So what's the exciting news, Nelson?

Ivan: Are you getting married?

Nelson: No, not yet. The news is that . . . I was promoted. Now I'm leading the design team at my company.

Sofia: That's great. Congratulations.

Ivan: Does it mean more money as well as more work?

Nelson: Well, I've already been given more responsibilities, but we haven't talked about the raise yet.

Gina: You're working very hard there. I'm sure you'll get a good raise.

Nelson: Yes, and I should get it soon. I owe this promotion in part to Ms. Ho, my boss. She's not only supported my growth in the company, but she's also been a mentor for me.

Sofia: What do you mean?

Nelson: I mean I've learned a lot from her diligence and responsibility and her ability to balance work and leisure. In

fact, she was promoted to a higher management position because of her hard work.

Ivan: How about a company car? I hope you get one.

Gina: Ivan, stop it!

Nelson: I don't know. Maybe if I need to travel on business . . .

Ivan: And an office to yourself.

Nelson: Actually, yes. I'm getting Ms. Ho's office.

Gina: I'm really happy for you, Nelson. We all are. You really deserve it.

Nelson: Thank you. I feel very lucky right now, having friends like you and a job I love—even though it makes me crazy sometimes.

2 Many changes will be made under Nelson's leadership. (p. 98)

Listen as Nelson tells his team about the changes he foresees in the company. Then write a sentence briefly explaining what he said about each of the following.

Nelson: Good Morning,

First, I'd like to thank you for your nice words on my new position at the company. I feel happy and excited about working with such a creative and hard-working team. My goal is to make our company among the best in the business, and I'm confident I can count on each one of you to reach this goal.

I'm sure you agree that our first priority should be customer satisfaction. Therefore, to give high-quality service to our customers, I'd like to divide responsibilities based on each individual's strengths and talents. So we'll hold weekly meetings to discuss responsibilities and to share ideas. In addition, you can send your suggestions to me via e-mail. I'm going to ask for bonuses to give to the team members with the most innovative and effective ideas. Also, depending on the budget, we may hold annual meetings at a resort. To keep abreast of the developments in the field, I'll see to it that the company pays your travel expenses when you attend a conference.

I would also like to make some minor changes in our department. If you want, you can wear casual clothes to work. I think a more comfortable environment at work will increase our productivity.

Please let me know what you think about these changes. I'm open to your suggestions.

5 A Party for Nelson (p. 100)

Sofia, Ivan, and Gina are planning on throwing a party to celebrate Nelson's recent promotion. Listen and make a list of what will be done in preparation.

Sofia: Let's have a party to celebrate Nelson's promotion.

Gina: Sure. It can be at my house. I think we should make it a surprise party.

Sofia: I agree. He loves surprise parties. Do you remember the one for his birthday?

Gina: Yes, I do. Ivan, remember it's a surprise party. Don't mention a word about it when you see Nelson tomorrow.

Ivan: Sure thing.

Gina: What kind of food do you think we should have?

Sofia: He likes Middle Eastern food. I can call the Lebanese restaurant. They cater parties.

Gina: Good. And we can invite the guests by e-mail.

Ivan: Do we need a cake?

Sofia: I don't know. What do you think Gina?

Gina: I think it's a good idea. I know a bakery that makes fabulous cakes—Stella's. I'll order the cake.

Sofia: And don't forget the ice cream.

Ivan: How about providing a little entertainment? I have a friend who plays the guitar. Should I invite him?

Gina: Sure.

Ivan: And someone will need to drive Nelson to the party.

Sofia: I think it'll be a great party if someone that we all know doesn't spill the beans.

Ivan: Gina, are you listening? *(All three laugh.)*

Lesson 2

I'm just beginning to learn how things work. (p. 101)

Listen and read.

Ms. Pavlik: What's the matter, Nelson? Don't you like this place?

Nelson: Oh, yeah . . . um . . . I love it.

Ms. Pavlik: Nelson, you seem distracted. If it's about the website, I cleared the changes. Tyler shouldn't have suggested all those bells and whistles.

We're going clean and simple as you suggested.

Nelson: Uh-huh.

Ms. Pavlik: Nelson, are you here with me today?

Nelson: Oh, I'm sorry. I wasn't listening. But, Ms. Pavlik, I wouldn't dream of bothering you with my problems. I promise, I'll concentrate on the project.

Ms. Pavlik: Oh, I'm tired of talking business. Tell me what's on your mind. I love to talk about personal problems. And, please, call me Anna.

Nelson: How do you know it's a personal problem? Anyway, I don't want to complain.

Ms. Pavlik: Go ahead, tell me.

Nelson: I feel kind of embarrassed talking to a client, but I just got a promotion to team leader, and now one of my colleagues is giving me a hard time. I'm wondering if I could have done something wrong. But don't worry. It won't interfere with our work.

Ms. Pavlik: Ahhhh, don't worry about it. Come on, our table is ready. Let's go sit down and you can tell me about this coworker of yours. I'm an expert in office politics.

Nelson: And I'm just beginning to learn how things work.

4 I should have told you about my problems. (p. 103)

Listen to the conversation between Nelson and Paula.

Check the name of the person who has drawn each of the conclusions.

Nelson: Paula, do you have my disks for Anna Pavlik's website?

Paula: No, why are you asking me?

Nelson: Well, we're working on the site together, and I thought maybe you needed to borrow them.

Paula: Well, I did, but I put them back.

Nelson: Oh, OK, I guess I didn't look hard enough. Say, Paula?

Paula: Now what?

Nelson: What's wrong with you? You could be a little more polite.

Paula: *(defensively)* What do you mean?

You're the one who's always complaining. Other people like my ideas well enough.

Nelson: This isn't about your ideas. It's about you. It seems that you have a problem with me.

Paula: Uh-oh, now what did I do?

Nelson: You miss meetings, you don't respond to e-mail, you take things without asking, and you bring a lot of tension into the office. What did I do to you?

Paula: You think I'm doing this because I don't like you?

Nelson: All I know is that it's very upsetting when a colleague refuses to cooperate. You could have let me know that you'd miss the meeting or answered my e-mail. Is that too much to ask?

Paula: Wait a minute. Sit down, Nelson Tell me what I've been doing.

Nelson: (*calmer*) Well, this is my first assignment in the new position. I'm very nervous. I want it to work out well, and I need us to be able to rely on each other. I know you were being considered for the promotion, but just because I got it doesn't mean . . .

Paula: You think I want your job?

Nelson: Well, you are upset about something.

Paula: I didn't realize it was so obvious.

Nelson: What is so obvious?

Paula: Me, my problems. I have a lot of problems at home.

Nelson: You do?

Paula: (*controlling her emotion*) Yes, I guess I'm bringing my problems with me.

Nelson: Is that why you left early the other day?

Paula: Yes, and I truly forgot about the meeting. I would have told you if I had remembered. And I took the disks because I thought I could work at home. I'm sorry.

Nelson: I don't know what to say. I was so worried about my new position that I didn't notice. I should have paid attention.

Paula: It's OK. I'm glad you said something. I didn't realize.

Nelson: Well, I'm sorry I was so wound up about the project. I'm glad we cleared things up. You aren't mad at me?

Paula: No, of course not.

Nelson: I promise I won't jump to conclusions like that again. I should have asked you before I made those assumptions.

Lesson 3

Interpersonal Relations (p. 105)

Listen and read an article about communication skills.

Communication is the essence of social interaction. It influences what others think about you and how well they understand you. Look at the following advice for improving your communication skills.

Observe

Communication is a two-way operation that involves sending and receiving signals. Good communicators learn to receive signals so that they can be proactive rather than reactive to what they send. When communicating, step into the shoes of the other person. Read body language, tone of voice, statements, and silences. Investigate the person's motivation and fears.

Ask open-ended questions

Remember, your goal is to get enough information so that you can work with the person to resolve problems. A yes/no (or closed) question will only give you a yes or no answer. A question that begins with "why" puts people on the defensive. Think about how you react when asked questions such as, "Why were you late? Why do you act like that?" Who, what, where, and how questions involve the other person. "What leads you to make that decision? How can we work together on solving this problem? Who else is affected when you're late? When do you think you can start working toward this new goal?"

Frame your responses using the I-messages technique

Essentially you are taking responsibility for your feelings. To begin, comment on observable factual behaviors and state the consequences. Finish with involving the person in a collaborative resolution.

Here's an example: "When you give me your reports at the last minute (fact), I feel frustrated because I must rush and wonder if I'm not catching errors and I end up barking at you (give consequences that matter to them). I wish you would give me more lead time (ask for behavior change in terms of 'start doing *a*' versus 'stop doing *b*') so that we'll both be less stressed (state the benefits). What do you think?"

Match your words to your body language

If you're honest, your body language will confirm it. If you're feeling angry and denying it, your tone of voice might give you away. Be honest, then do a body check to make sure your words match your nonverbal gestures. Otherwise, you won't be taken seriously.

UNIT 9

Lesson 1

Friendship in the Workplace (p. 111)

Lynn and her coworker Eva, a social worker from Venezuela, are leaving work to go home. The two are friendly with each other but aren't close friends. Eva notices that Lynn seems upset about something and decides to ask her about it. Listen to their conversation.

Eva: Lynn, you seem worried about something. Is everything OK?

Lynn: Everything's fine.

Eva: Are you sure? You look upset.

Lynn: It's no big deal.

Eva: Well, you can always talk to me if you want. You might feel better if you do.

Lynn: Thanks, but I don't like to discuss my feelings at work.

Eva: Then it must have been very disappointing that I told Ms. Price how you felt about your promotion.

Lynn: Oh, Eva, you mustn't think that I'm upset with you! I'm just annoyed at myself for not being able to accept Ms. Price's praise of my work in front of the whole office.

Eva: Why was that difficult for you?

Lynn: Well, being singled out makes me feel awkward and embarrassed.

Eva: That's hard for me to understand, but I'm glad you explained it to me. As you know, I'm rather outspoken.

Lynn: Yes, I saw you the other day letting production know what you thought about their procedures.

Eva: And believe me, it worked. They're going to make a few adjustments to solve the delay problems we've been having lately.

Lynn: That'll be great for all of us.

Eva: I certainly hope so. By the way, I'm having a picnic at the park on Saturday. Would you like to come?

Lynn: I'd love to. Can I bring anything?

Eva: Just yourself!

Lynn: You know, I'm feeling better already.

3 You can read their faces like a book. (p. 113)

Listen to the cassette. Then read each statement and mark it T (true) or F (false).

People all over the world experience similar emotions, but sometimes they express them differently. Children see their parents expressing sadness or anger, say, and, when they grow up, they express them in more or less the same way. In some parts of the world, people express these emotions very freely and you can read their faces like a book. In other parts of the world, it is not always as easy to know what the other person is feeling. Americans often ask each other, "What's wrong?" if they see by a person's expression that something is bothering him or her. Many people think that you should say what is wrong instead of just acting upset or angry. If a person acts upset, angry, or bothered, but doesn't say anything about it, some Americans think that person is being immature.

Boys and girls are sometimes taught different things about expressing sadness. Some American parents think it's fine for little girls to cry but feel uncomfortable when their sons cry. These parents may say, "Don't cry. Be a man!" This explains, in part, why men and women don't always express sadness in the same way. This is an example of how culture is learned, that is, how children learn to express emotions from those around them.

Lesson 2

Going Home for a Visit (p. 115)

Listen and read.

Gina: Are you crying?

Lynn: No. Just choked up. I think my mother's sick.

Gina: How do you know your mother's ill? You talked to her this morning, didn't you?

Lynn: Yes, I did, but she didn't sound so good. I think she's very sick.

Gina: She could have been tired.

Lynn: How about last week? I called several times, but she wasn't home. She may have been in the hospital.

Gina: You don't know that.

Lynn: I should have gone back in the

summer when she asked me to. I even booked a ticket, but then I changed my mind.

Gina: But you were busy with getting ready for college and your new job.

Lynn: Still, I could have gone before I started the job.

Gina: Stop that, Lynn.

Lynn: I wish I could take a week off and go, but I may lose my job if I do.

Gina: You can go back for Christmas. It's only three months away.

Lynn: Do you know what bothers me? I can't stop thinking that she might have been sick last summer, and that's why she wanted me to go back.

Gina: You just feel guilty because you said no to your mom.

Lynn: She sounded disappointed when I told her I was too busy to go back.

Gina: She might have been, but I'm sure she understands.

Lynn: I hope so . . . Anyway, thanks for being such a good friend. Maybe we can go to China together for Christmas.

Gina: I wish I could go, but my family and I are planning to spend the holidays together in Italy.

Lynn: Well, I guess we should have gone together last summer.

Gina: Stop all this *should have, could have*. Let's get something to eat and go see a movie. Call your sister and ask her if your mom's ill.

Lesson 3

Talking over Problems (p. 120)

Sofia and a classmate are looking at a poster of a conflict-resolution workshop. Listen to their conversation.

Sofia: Irene, look at this flyer . . . a workshop on conflict resolution. Hmm, do you ever go to things like this?

Irene: Sure. They're great. They probably save lots of relationships.

Sofia: Do people actually feel comfortable talking about these things outside of their families?

Irene: You don't have to talk about the details. These workshops just give you tools for solving problems. If you want to talk about something specific, you make an appointment to see a

counselor.

Sofia: A total stranger? I couldn't do that.

Irene: So what do you do when you have a problem?

Sofia: I tell a friend or someone in my family.

Irene: That's interesting. Come to think of it, I tend to trust professional therapists more than my family.

Sofia: I'm amazed to hear you say that.

Irene: It's not such a big deal if you see a counselor. I mean it's not embarrassing. No one thinks there's anything wrong with you.

Sofia: I'm not against it . . . really, but I'm not sure I'd be comfortable doing it. I was thinking about my cousin Jamileh and her parents. They're arguing a lot. Her parents want her to go to medical school, and she doesn't want to go. If she or her parents went to something like this, maybe they could get help to work out their differences. I bet they'd never do it though.

Irene: Why don't you go? Then maybe you can help them.

Sofia: Yeah, maybe I'll do that.

1 I'm willing to give up a lot to end this conflict. (p. 121)

Listen to the speaker talk about different styles for dealing with conflicts. Then match each term with its meaning.

Good afternoon, everyone.

It looks like we've had a good turnout for this workshop. There must be a lot of conflicts out there. Just kidding. I'm really glad you're all here because conflict resolution can make an enormous difference in the quality of our lives. I hope that today's presentation will help you not only with your work relationships but also at home.

I'd like to begin by describing five ways that people typically deal with conflicts. Unless you never get into conflicts you will probably find that you fit into one of these patterns, or perhaps several of them depending on the situation.

The first one is called avoidance. A person with this style tends to believe that if nothing is done, the problem may resolve itself. Even when they know about a conflict, they take an "it will all work itself out in the end" philosophy. Or they might make the excuse that the problem is not that big, so why get into it? However, people who practice avoidance may discover that problems that are not dealt with

only grow bigger.

The second one is called accommodation. People who accommodate hate conflict. As a result, they often give up their position and let the other person have his or her way for the sake of peace or to make sure the situation is resolved quickly. They are great to work with in some ways because they let others run the show. However, sometimes they may give in too much. Unless they are brought back into the community, they may feel unappreciated or even become angry due to their feeling that they have sacrificed for the common good.

The third style is aggression. Individuals with an aggressive style approach conflict with an eye toward winning the argument or battle. They believe that for each conflict there is a winner, and so there also has to be a loser. In trying to always be the winner, however, they may suffer in their relationships with others. Others may consider them hard to get along with and avoid working with them.

The fourth style is compromise. People who compromise seek to negotiate so that each side gives up something in order to find a happy middle ground. Instead of just trying to win, like the aggressors, or losing, like the accommodators, the compromising sort tries to split the difference. They generally have a sense of fairness, and this is a positive; however, neither side gets everything they want.

The final conflict-resolution style entails a problem-solving approach. These people are somewhat similar to those who compromise except for one very important difference. They believe that a conflict can be resolved so that there are two winners. How do they do this? By talking about the problem until they reach an understanding in which both sides get what they want. You are probably thinking, "Well, obviously, this is the best style," but unless you have the patience to really work on your conflict, this approach will only frustrate you. It is very time- and energy-intensive.

UNIT 10

Lesson 1

Getting Together (p. 125)

Ivan, Nelson, and Tony are getting together with Lynn and Gina in their apartment. They're reminiscing about old times. Listen and read.

Gina: Do you realize that we've known each other for three years?

Nelson: Has it been that long?

Lynn: I remember when I first met Yumiko . . . at the airport.

Tony: And I remember when I ran into you too . . . I had just had my courses approved and was on my way to the cafeteria.

Nelson: And how could we ever forget meeting Pablo on the beach in Mexico!

Ivan: The Piñata Caper!

Gina: Well, I certainly miss Mrs. Brennan. I wonder how she's doing.

Lynn: Oh, I forgot to tell you that Yumiko saw Mrs. Brennan in Tokyo.

Gina: In Tokyo? What was she doing in Tokyo?

Lynn: Mr. Brennan was on assignment there, and they looked Yumiko up to say hello. They'll be in Spain next month, Yumiko said.

Tony: Spain? I bet they'll visit Oscar.

Ivan: Hey, I have a thought. Pablo said he'd be spending his vacation with Oscar next month. How about a reunion in Spain?

Gina: That's a wonderful idea! My parents are spending two weeks in Milan, and I can stop off in Spain before I meet them there.

Nelson: Well, that leaves me out. We're upgrading our entire network system this summer, and I really can't get away.

Lynn: Me too. I'd love to go. But I have to go home to China to see my mother.

Tony: Well, I'm available. Count me in!

2 I'd like to have this film developed. (p. 126)

Listen to the conversation and practice it with a partner. Then make up a similar conversation about one of the items in the checklist.

A: Can I help you?

B: Yes, I'd like to have this camera repaired.

A: Will there be anything else?

B: Well, while I'm here, I might as well get this film developed.

4 He was truly an amazing artist. (p. 127)

Gina, Tony, Oscar, and Ivan are talking about their plans and their impressions of Spain. Listen to their conversation. Then read the sentences and mark each one T (True) or F (False).

- Gina:** That flamenco show was certainly lively! I loved the blending of singing, dancing, and guitar playing.
- Oscar:** Ah, that's the essence of flamenco—song, dance, and guitar.
- Ivan:** It's OK if you like a lot of shouting, tapping, and clapping. Personally, I prefer a good old Russian lullaby anytime!
- Tony:** Oh, Ivan . . . Well, I'm looking forward to the bullfight on Sunday. I love all the pageantry!
- Gina:** Count me out! I'm going to the museum. Bullfighting is not my thing!
- Ivan:** Personally, my favorite Spanish custom is eating! Have you ever seen such a variety of foods and recipes?
- Gina:** Tell me about it! I've already gained five pounds!
- Ivan:** My favorite is that rice dish—you know, the one with rice, saffron, seafood, chicken, and vegetables.
- Oscar:** Oh, you're talking about Paella Valenciana. That's one of my favorites, too.
- Gina:** Well, we can't spend all day eating. I want to go to the Prado Museum and see some of the Spanish masters, especially the works of Pablo Picasso.
- Tony:** Even his bullfighting ones?

Lesson 2

Dating in the Workplace (p. 129)

Lynn's co-workers are talking about her. Listen and read.

- Mrs. Chin:** Did you give Lynn a ride home yesterday?
- Lee:** Who told you that I did?
- Mrs. Chin:** Celia. She said you give her a ride quite often. I guess people have noticed that you're spending a lot of time with Lynn.
- Lee:** Oh, really? What else are people saying?
- Mrs. Chin:** Oh, well, people around here love to talk about everyone in the office . . . but, uh, are you interested in Lynn?

Lee: Lynn's a great person, and right now she's homesick.

Mrs. Chin: Uh-huh . . . , go on.

Lee: What? Did someone tell you that I spent too much time in Lynn's office?

Mrs. Chin: No, of course not, but Mr. Nichols asked me if you two were dating. I told him I'd try to find out.

Lee: Oh, man! Thank you for telling me.

Mrs. Chin: You're welcome, but is there anything going on between you two? I think it can be very awkward for two people who are dating to work together.

Lee: Mrs. Chin, Lynn and I are both professionals.

Mrs. Chin: Don't be so defensive, Lee. Anyone can see that you like each other.

Lee: I didn't know it was so obvious. Lynn's a very private person. She'd be very uncomfortable if she knew that people were gossiping about us.

Mrs. Chin: I understand. I just want to tell Mr. Nichols that there's nothing to worry about.

Lee: OK, please tell him we can handle it, and please don't tell Lynn about our conversation.

3 Mrs. Chin asked Lynn if she liked the company. (p. 131)

Mrs. Chin has made an appointment to talk to Lynn over lunch. Read the questions. Check the questions that would be appropriate for Mrs. Chin to ask.

- Mrs. Chin:** I'm so glad we had a chance to get together. I've been wanting to ask you how you like it here.
- Lynn:** I've only been here a few months, but so far I like it very much. You've all been very kind to me.
- Mrs. Chin:** Well, you've been doing an excellent job. I think Mr. Nichols did the right thing in hiring you.
- Lynn:** Really? . . . I've been kind of worried lately.
- Mrs. Chin:** What about?
- Lynn:** Well, it's kind of embarrassing . . .
- Mrs. Chin:** Oh, don't be embarrassed. If there's something you want to talk about, I might be able to help you. I've been working here for ten years, and I have a lot of experience.
- Lynn:** Um, (*giggles nervously*)

Mrs. Chin: I have a feeling this is about Lee.
Lynn: (*giggles again*) OK, yes, it is. He's been helping me a lot, and I . . . I don't know if I should accept his help.

Mrs. Chin: Don't tell me anything you don't want to, Lynn, but I may be able to help you as far as work goes. Does your supervisor know that you and Lee are spending time together?

Lynn: I don't know. And I certainly wouldn't know how to tell him. He makes me nervous. I just don't know how I could bring it up.

Mrs. Chin: Would you like me to tell him?
Lynn: No, not yet. Lee and I haven't actually begun dating.

Mrs. Chin: Well, here's something to consider: *Is your relationship interfering with your work?*

Lynn: Hmm, not really, um, . . . I mean, he's in a different department, so we don't work together too closely. I guess that's why people notice when he comes over to see me.

Mrs. Chin: Well, that's good, because if things don't work out, you won't have to see him too often.

Lynn: Yikes, I never thought about that. You're right.

Mrs. Chin: Are you aware of the company policy on employees' dating?
Lynn: No. What is it?
Mrs. Chin: It's against company policy to date someone who supervises you directly or whom you supervise.
Lynn: Oh, that makes a lot of sense.

Mrs. Chin: So neither one of you will be able to be the other's boss.
Lynn: I see. Yes, that would be very awkward. I don't think that will ever happen, but it is something to think about.

Mrs. Chin: Do you mind if I ask a personal question?
Lynn: Um, no, I guess not. Go ahead.

Mrs. Chin: Did you discuss the situation at work with Lee?
Lynn: Oh, no. I mean, we're co-workers, and that's all right now.

Mrs. Chin: Yes, but it's OK to be honest with him about your concerns. If your job is important to you, you have to make

sure that you're in control of the situation. You're an attractive and pleasant young woman. If not Lee, then other young men will be interested in you, and it's a good idea to get things out in the open.

Lynn: That's hard. I don't feel comfortable asking him about his feelings.

Mrs. Chin: I know. Just tell him that you heard that Mr. Nichols was asking about your relationship. Say, "I don't know what to tell him. What should I say?" That way, you can avoid bringing the subject up directly.

Lynn: Good idea. Thanks, Mrs. Chin. This has been a big help.

Mrs. Chin: I'm glad to be of assistance!

Lesson 3

Workplace Etiquette (p. 133)

Listen and read the advice of Dr. Iris Moody, author of Workplace Etiquette.

OK. So you have survived filling out job applications, doing the interviews, and waiting for the phone calls. The company you have dreamed about has offered you a job, and you have accepted it. All your worries are over now. Or are they?

New research shows that the most stressful part of a job search may be the first few days or weeks on the job. As a new employee, you are walking into an unfamiliar environment. At the same time, you want to make a good impression and build healthy relationships. After all, you may be "living" with these people five days a week for a long time. The following five pointers can help you with the hurdles of office etiquette as you ease into your new job:

Listen: Probably the single most important factor in creating a good relationship is listening. Make eye contact with the person speaking to you and give your full attention. Your colleagues will be willing to share information with you if you show you are willing to hear it.

Respond: When someone speaks, respond by addressing the issue he or she has brought up. Changing the subject abruptly or babbling can be offensive. You may add your own ideas, but do this after acknowledging the other person's point of view.

Do your homework: You may be eager to show your talents and skills in the first few days at your new job, but first you need to understand the

dynamics of the office. For example, you need to find out about the process by which decisions are made. Are they made through collaboration, or do they come from the top? In any case, collaborate with your co-workers.

Advance new ideas cautiously: Perhaps you are fresh out of college and full of new ideas, and you can't wait to share them with your colleagues. Although you may be sincere, your co-workers may think that you are criticizing their ways of doing things. This will very likely result in an unfriendly atmosphere. To avoid this unpleasant outcome, first acknowledge the positive aspects of the old methods before you make suggestions for improvement.

Find ways to build relationships: Bring a box of donuts or, if you work in a health-conscious environment, a more nutritious snack, like muffins or fruit, to the office. This will indicate your willingness to befriend others. Although you may be tempted to work through your breaks at first, it may result in your being isolated. Remember that chatting about the job with new colleagues is as important as getting your work done at your desk.

2 I can't say I agree with you. (p. 135)

Iris Moody is on a radio talk show, discussing her work with talk-show host Garth Night. Listen to the conversation and fill in the chart based on Garth Night's reaction to the strategies.

Garth Night: And now we have with us tonight Iris Moody, author of the popular book *Workplace Etiquette*. Mrs. Moody, welcome. Your book hit the best-seller list. Congratulations.

Iris Moody: Thanks, Garth. By the way, it's Dr. Moody.

Garth Night: Oh, yes, my apologies, Dr. Moody. But I have to ask you something. Don't you feel you're advising new employees to take a passive approach to their new job?

Iris Moody: What do you mean? Can you give an example?

Garth Night: Well, the listening thing. I'm all for listening, especially if other people are doing it. But I have to say: if a person listens too much, won't that person become invisible? I mean her ideas won't be heard, so I kind of disagree with that approach.

Iris Moody: On the contrary, listeners become powerful people in the work environment. Not only do they learn about the workplace and their colleagues, but they become magnets for people who like to talk through their ideas. By listening, they gain an understanding that can benefit them immensely.

Garth Night: I see your point, but I still disagree. However, I do think that the bit about *responding* is powerful. Nothing bothers me more than when I'm talking, and someone changes the subject.

Iris Moody: It's damaging to teamwork too. Good collaboration happens when all ideas receive the attention of all people involved.

Garth Night: And the strategy of doing your homework is very important to consider.

Iris Moody: You can become a valuable asset to a company by noticing, listening, and responding appropriately. In fact, "do your homework" plays an important role as soon as someone applies for a job. Employers like candidates who have taken the time to learn about the company.

Garth Night: Absolutely . . . Now, I'm not sure I agree with this notion of stopping work to hang out at the water cooler, so to speak. I've always gotten into trouble with my bosses when I spend too much time there. Not that I didn't enjoy it.

Iris Moody: Of course you enjoyed it, Garth. You're a talker; you get paid a lot of money just to talk to people.

Garth Night: OK, you've made your point, but it might not be the right choice for all employees.

Iris Moody: It's a strategic move, Garth. People don't go to the water cooler to avoid work; they go to learn about a project, to bounce an idea off someone else, or to find out who they can team up with. So it's work in disguise.

Garth Night: You mean like “Uh, yeah, boss, I’m not slacking off really; this is a meeting.”

Iris Moody: More or less.

Garth Night: But I still say that 90 percent of what happens at the water cooler is idle gossip.

Iris Moody: It could be. An observant employee will figure that out and stop going. Remember that these pointers are for the first couple of weeks on the job. If gossip is all that happens around the water cooler or the break room, you find out soon enough.

Garth Night: Finally, your idea of advancing new ideas cautiously. When I first read it, I couldn’t disagree more, but after I thought about it, I could see your point. Some people don’t want to hear from the up-and-comers right away. A new kid can really make a fool out of himself, but on the other hand, I work in an environment where being loud and assertive brings rewards. If you don’t speak up, you’ll never get heard.

Iris Moody: So you disagree.

Garth Night: I’m afraid I do.

Iris Moody: Let me tell you why I think it’s important to be cautious with new ideas at the beginning. You don’t want to pose a threat unless you know you’re posing a threat. I’ve seen so many unhappy new employees who made enemies during the first few weeks without even knowing it. So that’s why I say be sure to learn about your company and colleagues as much as you can before deciding on a role for yourself.

Garth Night: I see. Well, it’s been great talking with you, Dr. Moody.

Iris Moody: It’s been great talking to you too, Garth. I love a real challenge!

Garth Night: Remember to look for Dr. Moody’s book, *Workplace Etiquette*, at your local bookstore. And now here’s a word from our sponsor.