

Being Assertive



I. WARM-UP

Vocabulary

Match the words with their meanings.

A

1. assertive
2. request
3. staff
4. employ
5. qualifications
6. deadline
7. (to) bug
8. dig into
9. loads (of)

B

- a. bother
- b. to work oneself energetically
- c. describe someone who says his opinions clearly
- d. time and date by which something must be finished
- e. a large amount
- f. people who work for a company
- g. to hire the services of a person
- h. to ask politely
- i. qualities and skills needed to do a job

II. DIALOGUE BOX

HR Manager : I'm afraid I don't have much good news for you Mr. Lee.

Mr. Lee : Can you tell me about it anyway?

HR Manager : Well, your request for two additional staff will have to wait for another two weeks. And...

Mr. Lee : But I thought I made it clear in my letter that...

HR Manager : Wait a second. Let me finish what I was going to say. We are very aware of your situation and your needs Mr. Lee. But it is not easy to employ people with the right qualifications. I wish we could do that in a matter of seconds.

Mr. Lee : If only the deadline of the projects was not so soon I wouldn't bug you with this. Why don't you dig into the applicant's file you have already - There are loads. It saves you calling new applicants.

HR Manager : Oh if only we could do that. We would have done it.

Mr. Lee : Then why not? What's the problem?

Being Assertive

Comprehension Check

1. What is the concern of Mr. Lee?
2. Why does Mr. Lee insist on his request?
3. Why is the HR Manager acting assertive?
4. Do you think being assertive in this situation is good?

III. LANGUAGE BOX

Wish and **if only** are used to express desires or feelings.

- To express something you would like to be different now, use **wish** and **if only** with **the past simple form of the verb**.

I wish I received higher pay. (I would like a bigger pay than now)
If only I had a better job. (He would like a different job)

- To express something you want but which is impossible to achieve, use **wish** and **if only** with **could**.

I wish I could take a year-long vacation. (But it's impossible)
If only the company could give two meal breaks. (But they can't)

- To express your disapproval of someone's behavior, use **wish** and **if only** with **would**.

I wish the supervisor would stop shouting. (He does this frequently and I don't like it)
If only my boss wouldn't call me. (I answer too many phone calls from him)

Look for **wish** and **if only** in the Dialogue Box!

- IV. SAY IT!** You are working on a project which needs to be finished in two weeks. But a supplier has not delivered all your orders. As a result, the work has been delayed. Call the supplier informing them that you will not accept any more lapses.



Training People on Their Jobs



I. WARM-UP

Vocabulary

Guess the meaning of the underlined words.

1. It was difficult to follow the company's ground rules on tardiness. I hate waking up early.
2. Some workers were opposed to having a union.
3. Providing health insurance to workers is vital in every company.
4. The secretary complained because her boss had given her loads of paper work. She couldn't go home on time.
5. The HR manager carefully looked at the well-written resumes of the applicants.
6. She was awarded for her brilliant performance at work.
7. The company wasn't keen on hiring because some applicants gave false information.
8. The President really pondered whether to give salary increase or not.

II. DIALOGUE BOX

- Training Officer** : Welcome to our second day of training. Today, I'll teach you how to schedule applicants' interviews. There are no hard ground rules here as opposed to policies on attendance. But the most vital thing here is the way you organize the papers and schedules so you don't miss anything.
- Trainee** : Okay, I don't think that's difficult.
- Training Officer** : All right. Now, I have the loads of applicants' resumes. Do you think it's wise to go through each of these forms and call the applicants one by one?
- Trainee** : Hmmm. I think that would take a lot of time and effort. So, at no point will I do that. I'd rather determine the applicants who have the right qualifications then call them.
- Training Officer** : Brilliant. Seldom have we got someone as keen as you.
- Trainee** : Thank you, sir. I'm happy you're impressed with my answer.
- Training Officer** : Okay. Now, I'll show you a short film about an HR staff preparing some schedules. While watching, I want you to ponder on what she's doing wrong and how she could improve.

Training People on Their Jobs

Comprehension Check

1. What is the topic of the training session?
2. What is the first problem raised by the Training Officer?
3. How does the trainee answer the situation?
4. Do you think the trainee gave the best solution to the problem? Why or why not?

III. LANGUAGE BOX

Inversion

Normally, the word order of **auxiliary verb + subject** occurs in questions. But this form can also be used in some structures.

a. when a sentence starts with a comparative

- But **more important** is the way they cater to the needs of the customers.

b. when a sentence starts with a negative meaning

- **Not until** she took up rock climbing did she overcome her fear of heights.

c. when a sentence starts with word that suggests limitation or restriction

- **Seldom** has he seen anything strange.
- **Hardly** had he stepped outside when it started to rain.

d. after as to express a similarity

- She's a great team leader – as is the whole team.

IV. SAY IT! As the supervisor, your department head asks you to train the new employees on handling the machines they will use in their work area.

Guide questions:

1. What are the main things they need to know or understand?
2. What are the key things they will need to be able to do?
3. What are the most important rules and guidelines to warn them about?



What to Do in an Interview



I. WARM-UP

Vocabulary

Match the words with their meanings.

A

1. applicant
2. strengthened
3. public
4. exposure
5. media
6. cater
7. initiative
8. publications

B

- a. the means of communication, such as radio or television
- b. to make stronger
- c. a person who applies for a job position
- d. readiness in taking action
- e. public appearance
- f. people
- g. issues of printed material for sale or distribution
- h. provide

II. DIALOGUE BOX

HR Manager	: Wonderful! Dan, would you like to ask our applicant, Rob, anything?
Dan (manager)	: Yeah. Rob, tell us about a time when you built or strengthened your relationship with a client.
Rob (applicant)	: Well, I was responsible for the public relations of a British band touring in the US. I had to work closely with the media to create exposure for the band.
Dan	: How did you decide which media to approach?
Rob	: Well, my client plays music so I thought of radio station which cater to the kind of music the band's playing.
Dan	: Would it be more difficult if you didn't like music?
Rob	: Maybe, but still a challenge - that's why I love this work! It's about taking initiative and how to approach a project.
Dan	: Was the band satisfied with what you'd done?
Rob	: Oh, yes!
Dan	: Your experience is largely in America. Our ideal candidate is someone who can build and maintain regular contact with clients and the media. How would it work for you in the UK?
Rob	: I get to know people easily. And some of my contracts work internationally on English publications.
Dan	: Well, thank you Rob for your time. We'll give you a call.

What to Do in an Interview

Comprehension Check

1. What kind of job did Rob have?
2. Did Rob like it?
3. What kind of person is the company looking for?
4. Do you think Rob has the qualifications? Why or why not?

III. LANGUAGE BOX

Types of Questions in Job Interviews

1. **Open questions** can be WH-questions or statements beginning with Tell me about/ Describe...
 - a. What are your long and short range goals and objectives?
 - b. Tell me about an occasion when you were able to make a contribution to your company.
2. Statements reflecting the candidate's experience, followed by more open question, are then used to find specific evidences or highlight gaps in a candidate's experience.
 - a. What criteria are you using to evaluate the company which you hope to work in?
 - b. If you took the job, what would you accomplish in the first year?
3. Reflective questions can be used to round off a topic
 - a. What can you do for us that someone else can't ?
 - b. How do you feel about the company's decision?

IV. SAY IT! **Work with your teacher. You are the interviewee. Your teacher will ask you several questions. Be honest as possible with your answers.**



Questions:

1. Tell me about yourself?
2. Why did you choose the company?
3. What qualities do you have that fit you for the job?
4. What are your plans 5 years from now?
5. What salary do you expect to get?

Motivating Someone



I. WARM-UP

Vocabulary

Match the words with their meanings.

1. My managers have been criticizing how bad my presentation was last time.
 2. The supervisor is constantly updating the developments of the project.
 3. I quit my job because the last one didn't work for me.
 4. I have been coping with how rude our HR manager is.
 5. The company president complained on the workload he had to do.
- a. having a negative effect or influence on the mind or feelings of a person
 - b. to struggle or deal
 - c. the amount of work to be done
 - d. judging or discussing the good and bad of something
 - e. always or continuously

II. DIALOGUE BOX

- Chung** : I've come to see you because I don't think things are really working for me here, so I'm thinking that it'd be best if I could be transferred home.
- Greg** : Whoa! Hold on a minute! Why do you think that things are not working? I haven't heard any complaints. In fact, I've heard how hard you've been working.
- Chung** : That's because I have to. You know I've never worked totally using English before, and it takes me ages to deal with all my emails and go through all the documents. The others are always criticizing me for not being ready on time.
- Greg** : Are you sure they're not joking? You know they all miss deadlines from time to time.
- Chung** : I don't know. Maybe. I don't think my English is good enough. I'm constantly making mistakes. Maybe it'd best if I left.
- Greg** : Don't be so hard on yourself! Everyone makes mistakes sometimes. Look, I understand it's not easy to move to a new country, but you shouldn't give up so easily. I think you've been coping very well with the workload. OK, you're having some problems in the short term, but you can turn these around quite quickly. You just need to give yourself a bit more time. You've only worked here for two months so far.

Motivating Someone

Comprehension Check

1. Why does Chung want to be transferred?
2. What reason does Chung have for deciding to transfer?
3. What kind of an employee is Chung?
4. How does Greg try to make Chung feel better?

III. LANGUAGE BOX

Present Simple and Present Continuous

A. **Present Simple** is used to talk about habits, routines, long-term situations and facts. Everyday, always, every week/monthly/year are common time expressions used in the present simple.

- The company meets every last Friday of the month.
- The planning team always do their best to give the best product.
- I take the bus every day.

B. **Present Continuous** is used to talk about activities happening now, at the moment, or momentary actions. Adverbs of time such as always and constantly are commonly in present continuous sentences.

- The company is constantly changing the color of the company logo.
- We're always trying our best to give satisfaction to our customers.

Stative verbs like, believe, know, want and own are not usually used in the present continuous:

Businessmen believe that giving customer's satisfaction is the key to succeed in business.
(not *Businessmen are believing that giving customer's satisfaction is the key to succeed in business*)

IV. SAY IT! One of your sales representatives has failed to meet the last two months' targets, despite apparently working hard. They are feeling demotivated and not making as much effort as previously. You have a meeting to improve their motivation.



Questions:

1. What will be your motivating factors?
2. How would you convince them to stay?

Being an Intermediary



I. WARM-UP

Vocabulary

Match the words with their meanings.

1. The secretary became the intermediary of the conflict between the president and the vice-president.
2. The sales manager was blamed for the low income this year.
3. It would be a good idea to renovate the office because the furniture and paints is too old.
4. We need an urgent solution to the problems in our department.
5. In order to advertise our product more, it would be a good idea to give leaflets on the streets too.
 - a. small folded papers used as advertisements
 - b. a person acting between persons or parties
 - c. very important and needing immediate attention
 - d. to place the responsibility for an error or fault
 - e. to restore something to its good condition

II. DIALOGUE BOX

Miki : Hello, Lisa. How have you been?

Lisa : Hi, Miki. I'm pretty good. I've had an email from Victor.

Miki : Oh, I see. What has he been doing lately?

Lisa : Well he's back in town to advertise the new internet phone, called the "Magic Jack"

Miki : Wow! That sounds cool.

Lisa : After being an intermediary he became a sales agent.

Miki : So, what does he exactly do?

Lisa : Well, he gives leaflets to different offices and I think he loves his job. They don't have a permanent office yet because the building is under renovation.

Miki : Oh, I see. Well, Lisa, I have to go. I still have an urgent meeting with my manager. Let's find time to meet Victor.

Lisa : Okay, I don't want you to blame me for being late.

Miki : You are still funny. Bye.

Being an Intermediary

Comprehension Check

1. What news does Lisa have for Miki?
2. Who do you think Victor is?
3. Why do you think Lisa is excited for Miki about Victor?
4. Why is Miki in a hurry?

III. LANGUAGE BOX

Passives

We can use the passive to focus on what is done, and who or what is affected. Passive verbs are formed with be + the past participle of a transitive verb.

- The leaflets have been sent to the head office.
- The offices will be renovated at the end of next year.

We can also use the passive to be less personal, and distance ourselves from the action.

- Mistakes are made and can be rectified.
- The files weren't sent out in time.

To use the passive with reporting verbs, an empty subject "it" is used.

- It is said that the minister is likely to resign.
- It's been suggested that we change our working schedule.

IV. SAY IT! Your boss, the marketing manager, has gathered some designs for the new promotional leaflets. He is pleased with them and asks you to get feedback from the managing director. You are going to report the things written below to your boss. (The student will report it using the grammar structure learned).



Disappointing – *I don't like them. The layout on the leaflet is totally different to what we discussed.*

The colors are also different – *need bright, strong colors. Those pale colors are unattractive.*

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