
The World's Worst Bosses

When Ann arrived at work one day, she slipped on a wet floor and fell. Although Ann was sure that she had broken her leg, her boss refused to let anyone take her to the emergency room until all of the day's work was completed. Only after five hours was Ann finally allowed to leave to the hospital, where she learned that yes,
5 her leg was broken. Her boss' reaction? "The job is more important than a stupid worker."

That story is only one of many told by angry workers competing for first prize in a "worst boss" story contest. Although many of the stories are humorous, it's
10 frightening to see how bosses use and abuse* their power so badly. In some cases all they want is to make their employees* unhappy, but in other cases, they do it for personal gain. For example, Barbara, a maid in a large hotel, wrote that her boss always came to work an hour before the maids. Whenever the boss saw a family leaving the hotel, she went into
15 their room in order to "help the maids by taking the sheets off the beds." In reality, she was stealing the tips left for the maids, who got a low salary and therefore really needed the extra money.

There are bosses who are also detectives, looking through their workers' belongings and reading their private letters so that they can discover secret details about their
20 employees. While those bosses care *too much* about their workers' personal lives, many employees complain about bosses who don't care about anything that's happening to them. One such worker, George, received a phone call from a relative telling him that his grandmother was dying. When he told his boss that he needed to leave work so that he could be with his grandmother, his boss answered, "She's not
25 dead yet, so I don't have to let you go." (George ignored that and went anyway.)

The statistics of bad bosses are shocking. Surveys of employees show that approximately fifty percent of American workers have experienced bullying* by a boss at some point in their career. According to Dr. Gary Namie, a psychologist and consultant at a firm that helps companies stop bullying in the workplace, bullying
30 is repeated, health-harming mistreatment. That usually includes verbal* violence, threatening* behavior, embarrassing employees, and interfering* with employees' work.



While many employees with bullying bosses just decide to quit, Dr. Namie reminds workers that the boss is the problem, not them, and lists three steps that workers should take to solve that problem. First, he says, don't pretend that everything is fine at work. Talk about the situation with your friends and family, who will look at the problem from different points of view and may help you find new ways of dealing with* it. Second, take time off from work and try to find proof that your boss' behavior is negatively affecting the company. For example, call other employees and ask how often they don't come to work because they want to avoid their bullying boss. Third, take that information and show it to someone higher up in the company. Of course, there are cases where the firm prefers to listen to the boss rather than to the bullied worker, but generally, employees' complaints about bullying are taken seriously.

Obviously, these suggestions will not work in a small business where there is only one boss. There, you must decide whether you can work in a stress-filled atmosphere or not. Just remember that if you do choose to stay with your bullying boss, you have a chance of winning the next "bad boss" story competition.

*abuse = יסוּיַע מַעֲמַלָּה = יתמשים לרעה, עובדים, עמאל

*bullying = הַצָּקָה, בְּרִיוֹנוֹת, מִזְאִיפָה, עֲנַף = מילולית, חרפית, כִּלְמִי

*threatening = מֵאִימָה, תְּהַד = התערבות, תַּדְחָה

*dealing with = לְהִתְמוּדָד עִם, יוֹאֲגֵה =

Questions About the Text

A. Complete the sentences.

- 1) The writer tells the stories in lines 1–6 in order to _____.
- 2) Ann wasn't allowed to leave for five hours because _____ (lines 1–6)
- 3) Barbara's boss is an example of _____ (lines 7–17)
- 4) At the same time that Barbara's boss _____, she _____ (lines 7–17)

- 5) In lines 18–25, the writer compares _____ with _____.
- 6) George’s boss didn’t give him permission to _____ because _____ . (lines 18–25)
- 7) Nonstop yelling and pointing a gun at employees are both examples of _____ . (lines 26–32)
- 8) Instead of pretending that the problem doesn’t exist, workers should share _____ . (lines 33–44)
- 9) If you can prove that employees are taking time off work because of your bullying boss, the company will usually _____ . (lines 33–44)
- 10) Dr. Namie’s three steps of how to deal with a bullying boss will only work in _____ . (lines 45–48)

B. True or false? Copy the sentence(s) or phrase(s) from the text on pages 51–52 which proves (prove) your answer.

- ___ 1) Ann’s boss didn’t let anyone take her to the emergency room even though the boss knew that Ann’s leg was broken.
Proof: _____
- ___ 2) Barbara lost a lot of money as a result of her boss’s behavior.
Proof: _____
- ___ 3) George wasn’t able to see his grandmother before she died.
Proof: _____
- ___ 4) According to the article, half of American bosses admit that they have bullied their workers.
Proof: _____
- ___ 5) According to Dr. Namie, a boss who once makes fun of an employee in front of other workers is a bully.
Proof: _____
- ___ 6) A bullying boss can harm the company he or she works for.
Proof: _____

C. Some articles are written in an objective tone of voice, which means that the writer only gives facts and doesn't include his own opinion. Other articles, however, are written in a subjective tone of voice, which means that the writer has included his own opinion. The article on pages 51–52 is an example of a subjectively written article.

- 1) How does the writer feel about the problem of bad bosses? _____

- 2) Copy a phrase or sentence from the text which proves your answer.

Vocabulary Practice

D. In each line, circle two of the words and phrases which are connected to each other.

- | | | | | |
|-------------|-------------|--------------|----------|---------------|
| 1) employee | work | job | boss | hire |
| 2) fall | pretend | verb | slip | maid |
| 3) bullying | violence | in treatment | abuse | hit |
| 4) humorous | speech | conversation | verbal | case |
| 5) pretend | threatening | deal with | solve | gain |
| 6) opinion | gain | violence | think | point of view |
| 7) laugh | interfering | humorous | employee | funny |
| 8) bullying | slip | gain | pretend | accuse |

E. Fill in the sentences. What is the difference between ...

- 1) **a maid** and **a servant**?
Both may serve food, clean the house, and do other jobs around the house for their bosses, but _____ is a woman and _____ is a man.
- 2) **remind** and **remained**?
If you need to _____ your friend of something that happened a few years ago, then that occurrence has not _____ in your friend's memory.

3) **use and abuse?**

A country's leader can _____ his power wisely by doing things to improve his country, but he can also _____ his power by doing things to improve only his life and the lives of his close friends.

4) **compete and complete?**

Some people can't _____ their work unless they are in a race. Others get nervous when they have to _____ against others.

Language Tips and Practice

בשורה 5 שבטקסט בעמוד 51, כתוב: "Her boss' reaction?"
 בשורה 18, כתוב: "... looking through their workers' belongings..."

משתמשים בגרש (s) כדי לציין בעלות או שייכות. ה-s' מוסיפים לשם העצם (אדם או חפץ) אשר לו שייך דבר, לשהו, כלומר, הוא הבעלים של הקניין. לדוגמה: Keren's bag (התיק של קרן)

ישנם שמות עצם ביחיד המסתיימים ב-s, ויש גם שמות עצם במסותיים. כמו כן, רוב שמות העצם בצורת רבים מסתיימים ב-s (כגון: boys). בשני המקרים, לא נוסף עוד s למילה כדי להראות שייכות. אלא, שמים גרש (') לאחר ה-s. במילים אחרות, משתמשים באות s במילה נמצאת כבר במילה + גרש (s'). לדוגמה: the boys' behavior, the class' reaction

בדרך זו גם יותר גלוי יותר גם להתייחס בין יחסי קניין ביחיד וברבים—צריך רק לבדוק היכן נמצא הגרש. לדוגמה, the student's marks מתייחס לציוניו של תלמיד אחד, לעומת the students' marks המתייחס לציונים השייכים ליותר מתלמיד אחד.

שים לב: אם נדון הרבים של שם עצם הוא יוצא מן הכלל ואינו מסתיים ב-s, משתמשים ב-s'. לדוגמה: the children's room

في السطر 5 من النص صفحة 15 يقال: "Her boss' reaction?"
 في السطر 18 يقال: "... looking through their workers' belongings..."

عادة، نستعمل s apostrophe (s) لنشير إلى التبعية أو الملكية بإضافة s' في نهاية اسم الشخص أو الشيء الذي يمتلك - وليس بعد الشخص أو الشيء التابع ل-. مثلاً: Keren's bag

ومع ذلك توجد أسماء التي تنتهي ب-s, إن كان ذلك بسبب كيفية الهجاء بصيغة المفرد (مثلاً: class) أو بسبب إضافة s لتحويلها إلى صيغة الجمع (boys). في هاتين الحالتين، لا نضيف s آخر للكلمة لتشير

إلى التبعية أو الملكية. بدلاً من ذلك نضع **apostrophe** (') بعد ال-s . بعبارة أخرى، نستعمل (s) **apostrophe s**. مثلاً: the boys' behavior ,the class' reaction

بهذه الطريقة يصبح التمييز بين ضمير الملكية بالمفرد وضمير الملكية بالجمع شيئاً بسيطاً. فتش فقط عن مكان ال-**apostrophe**. مثلاً: the student's marks يشير إلى العلامات التي يحصل عليها طالب واحد، بينما the students' marks يشير إلى العلامات التي يحصل عليها أكثر من طالب واحد.

ملاحظة: إذا كان اسم بصيغة الجمع غير عادياً وبسبب ذلك لا ينتهي ب-s فنستعمل ال-s'.
مثلاً: the children's room

F. Add an apostrophe (') to the word in bold, either before or after the s.

- 1) Our sweaters are made of the finest **sheeps** wool.*
- 2) Mr. **Jones** boss is a bit bully.
- 3) Do you believe **Avi's** story?
- 4) Ron works in a supermarket. His job is to pack **customers** bags.
- 5) Bess and I have been best friends for many years, so **Bess** family is like a second family to me.
- 6) These **authors** books are especially popular.
- 7) Where can I find the **womens** bathroom?
- 8) His **boss** favorite hobby is making fun of employees.
- 9) Look! The wind blew that **girls** hat off! Will she catch it?
- 10) Most companies take their **employees** complaints seriously.

*wool = صوف , لأم