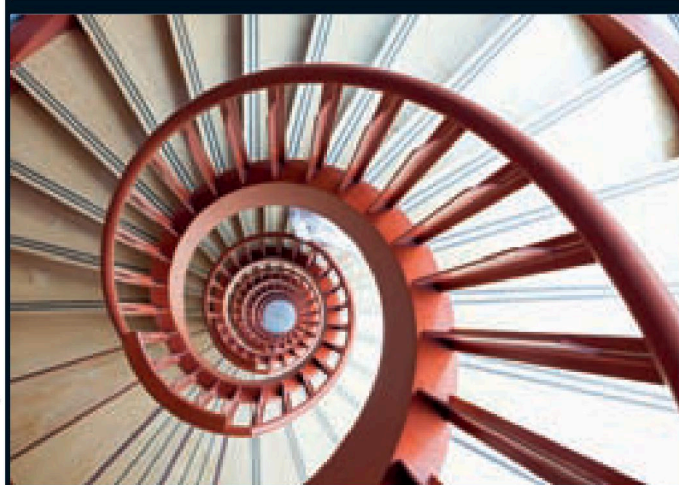


NEW

Language  
**LEADER**

UPPER INTERMEDIATE







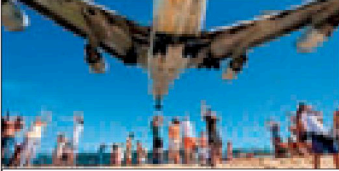
COURSEBOOK

DAVID COTTON | DAVID FALVEY | SIMON KENT



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	Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
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# 1

# Communication

## 1.1 CONNECTIONS

### IN THIS UNIT

#### GRAMMAR

- the continuous aspect
- the perfect aspect

#### VOCABULARY

- phrasal verbs
- scientific study
- idioms
- collocations

#### SCENARIO

- outlining problems, offering solutions, reacting to suggestions
- solving communication problems

#### STUDY SKILLS

- note-taking from listening to a talk

#### WRITING SKILLS

- writing and checking written communication



*The more elaborate our means of communication, the less we communicate.* J.B. Priestley, 1894–1984, British novelist

## SPEAKING AND LISTENING

### 1 Discuss these questions in small groups.

- 1 How do you communicate with the people below, and how often?
  - friends
  - neighbours
  - online/virtualfriends
  - followers (on social media)
  - familymembers
  - colleagues
- 2 When did you last ...
  - send an SMS/text message?
  - sendanemail ?
  - write a letter (on paper)?
  - send a greeting card?
  - make a phone call?
  - use social media to contact someone?
  - speak to someone face to face?
  - make a presentation/speech?
- 3 How do you prefer people to communicate with you?
- 4 Which forms of communication do you use most often?
- 5 Which forms of communication are most common in your country?

### 2a 1.1 Listen to five people talking about their communication habits and answer the questions.

Which person/people (1–5):

- 1 prefers conversations?
- 2 met someone by accident?
- 3 sometimes has technical problems with communication?
- 4 was suddenly contacted by someone?
- 5 thinks they are not up-to-date in their habits?
- 6 is interested in famous people?

### 2b Which forms of communication does each person mention?

### 3 Which person is most like you and least like you?

## VOCABULARY

### PHRASAL VERBS

### 4 Match the phrasal verbs from the listening with their meanings.

- |                      |                                |
|----------------------|--------------------------------|
| 1 get in touch with  | a meet by accident             |
| 2 track down         | b maintain a relationship with |
| 3 bump into          | c follow what is happening     |
| 4 lose touch with    | d find                         |
| 5 stay in touch with | e have no contact with         |
| 6 keep track of      | f exchange the latest news     |
| 7 catch up with      | g contact                      |

**5** Complete these sentences to make them true for you. Compare your ideas with a partner.

- 1 The best way to track down a person who doesn't use social media is ...
- 2 I like to stay in touch with people who ...
- 3 If I bumped into an old friend after ten years, I'd ...
- 4 I like to keep track of what my friends are doing by ...
- 5 A person I have lost contact with who I wish I hadn't is ...
- 6 It is easier to get in touch with people when ...
- 7 The best time of day to catch up with people is ...

## READING

**6a** Read the title of the article. What do you think it will be about? What do you think are the 'Six degrees of separation'?

**6b** Now read the article and check your predictions.

**7** Complete the sentences with no more than three words and/or a number.

- 1 The majority of our communication is with \_\_\_\_\_ people.
- 2 The 'Six degrees of separation' idea dates from \_\_\_\_\_.
- 3 In the 1960s, an American sociologist attempted to \_\_\_\_\_.
- 4 The participants only had knowledge of the name, \_\_\_\_\_ location of the target.
- 5 The average number of steps to deliver the packets was between \_\_\_\_\_.
- 6 The results of the experiment appeared in \_\_\_\_\_.
- 7 A recreation of Milgram's experiment took place in \_\_\_\_\_.
- 8 The most recent experiment looked at the connections between \_\_\_\_\_ social-media users.

**8** Find verbs and nouns in the article that are connected to scientific study.

**9** **Reacting to the text** Discuss these questions in small groups.

- 1 What is your opinion of the ideas in the article about how closely people are connected?
- 2 How do you think the internet has improved communication?
- 3 What are the negative aspects of the internet in relation to communication?
- 4 Is any communication really 'private' these days?

## SPEAKING AND WRITING

**10a** Work in small groups. Discuss these questions about non-verbal communication in your culture.

- **Greetings and saying goodbye** – What do people do (shake hands, kiss, bow, wave, etc.)? Does age or gender make a difference?
- **Personal space** – How near do people usually stand when talking? Do they ever touch?
- **Silence** – How important is this?
- **Body language** – Do people use a lot of gestures? Which gestures are common? Are there any gestures you should avoid?
- **Eye contact** – Is this important at all times?

**10b** How important are the above in more formal situations (giving a presentation/speech, taking part in a seminar/meeting, etc.)?

**11** Write a list of the most important things to consider when communicating with people from your country.

'Think for a minute ... interesting ideas you need to know about'

## HOW CLOSELY CONNECTED ARE WE? or 'SIX DEGREES OF SEPARATION'

Research shows we have regular communication with between seven and fifteen people, and that most of our communication is in fact with the closest five to ten people. However, perhaps we are closer to the rest of the world than we think. 'Six degrees of separation' is the theory that any person on Earth can be connected to any other person through a chain of not more than five other people.

The concept goes back to a 1929 book of short stories called *Everything is Different* by Hungarian author Frigyes Karinthy. He was very interested in friendship networks and his ideas influenced many of the early ideas about social networks.

In the 1950s, two scientists tried to prove the theory mathematically, but after twenty years, they still had not been successful. In 1967, an American sociologist called Stanley Milgram tried a new method to test the theory, which he called the 'Small-world problem'. He chose at random a sample of people in the middle of America and asked them to send packages to a stranger in the state of Massachusetts. The people sending the packages only knew the name, job and general location of the people. Milgram told them to send the package to a person they knew personally who they thought might know the target person. This person would then send the parcel onto a contact of theirs until the parcel could be personally delivered to the correct person. Amazingly, it took only between five and seven people to get the packets delivered, and the results were published in the magazine *Psychology Today*. It was this research that inspired the phrase 'Six degrees of separation'.

In the last few decades, the theory and the phrase has appeared again. It was first the title of a play and then a film. Then, in the mid-1990s, two college students invented the game 'Six degrees of Kevin Bacon'. They wondered how many movies the actor had been in, and how many actors he had worked with. The idea of the game is to link any actor to Kevin Bacon through no more than six links.

In 2003, Columbia University tried to recreate Milgram's experiment on the internet. This became known as the Columbia Small World project. The experiment involved 24,163 email chains with eighteen target people in thirteen different countries. The results confirmed that the average number of links in the chain was six.

Most recently, an experiment in 2011 at the University of Milan analysed the relationship between 721 million social media users and found that 92 percent were connected by only four stages, or five degrees of separation.

So, think about it for a minute. How might you be connected to a celebrity, politician or sports star?

## READING

**1a** Work in groups and discuss how you feel when you have to do these things.

- give a presentation
- participate in a seminar or meeting
- meet new people

**1b** What advice would you give to people who are nervous about all the situations above?

**2** Read the leaflet quickly. Are any of the points similar to your answers to Exercise 1b?

**3** Read the leaflet again. Match these extracts from Anika Bhaskar's course handouts with the weeks in the leaflet.

**A**

Decide what you want to say before the seminar. Review it in your mind. Keep rehearsing it until you can say it confidently. There's truth in the old saying, 'Think before you speak'.

**B**

People from Britain and the USA often leave more space around them than other nationalities. They are more likely to move away when they feel that others are invading their space.

**C**

People judge you very quickly, so it is very important to make a good first impression. You look much more confident and capable when you have made an effort to smarten your appearance.

**D**

Your voice gives people a clear indication of how you are feeling. If we are stressed, our voices can crack under pressure and get louder – giving away our emotions.

**E**

Even when you are sitting still, your body is communicating with everyone in the audience. Aim to look confident. Remember, 'Actions speak louder than words'.

**4** Are these sentences true, false or not given?

This course will:

- 1 help you if you have a speech impediment such as a stammer.
- 2 teach you how to walk properly.
- 3 teach you how to be assertive and aggressive.
- 4 teach you to understand and be aware of your listeners.
- 5 teach you how to interact successfully with other participants in a seminar.
- 6 not help you to prepare for a presentation.
- 7 help you to show your true nature.

**5** Which communication skills mentioned in the leaflet are you good at? Which areas do you need to develop?

## Do you want to communicate confidently?

The world of communication is changing rapidly.

The need for people to do public speaking in their work and studies is rising, be it face to face or via the web.

Stress in the workplace is increasing dramatically – and one of the main reasons given by people is their lack of confidence in giving presentations.

More and more people are taking communication courses these days to help them in both work and home life.

If you find it difficult to speak up during seminars, or if you feel you can't get a word in edgeways when others are talking, then this small, friendly group will help you to manage these situations with more ease and confidence.

The course lasts for twelve weeks and aims to help you communicate more effectively.

Week	Aim
1	Remain in control of your emotions and your voice
2	Maintain good posture
3	Prepare what you want to say before the event
4	Use tone to engage people with interest and excitement
5	Dress smartly to make a good impression
6	Communicate in an assertive and not a passive or aggressive style
7	Stay calm and polite at all times
8	Participate actively in seminars
9	Consider your potential listeners
10	Be a good listener
11	Understand cultural differences
12	Be yourself

### Facilitator: Anika Bhaskar

Anika is currently carrying out research for her doctorate on communication barriers. She became interested in communication skills while she was studying for her MBA at Edinburgh University.





## VOCABULARY

## IDIOMS

**6a Match these idioms with their meanings.**

- 1 actions speak louder than words
- 2 think before you speak
- 3 get a word in edgeways
- 4 hear it on the grapevine
- 5 be on the same wavelength
- 6 get straight to the point
- 7 have a quick word with someone
- a talk about the most important thing immediately
- b share similar ideas
- c hear about a rumour passed from one person to another
- d get a chance to say something
- e talk briefly to someone
- f what you do is more important than what you say
- g don't start talking until you have thought about what you want to say

**6b Work with a partner and discuss the questions.**

- 1 Does it irritate you when people do not get straight to the point?
- 2 When was the last time you felt you were really on the same wavelength as someone else?
- 3 Who was the last person to ask to have a quick word with you?
- 4 What have you heard on the grapevine recently?

## GRAMMAR

## THE CONTINUOUS ASPECT

**7a Underline the seven continuous forms in the leaflet and course handouts.**

*The world of communication is changing rapidly.*

**7b Look again at the leaflet and answer these questions.**

- 1 Is the amount of stress in the workplace changing?
- 2 Is the number of people taking communication courses staying the same?
- 3 Has Anika finished her research?
- 4 Is Anika's research for her doctorate temporary or permanent?
- 5 When did Anika become interested in communication skills?

**8 Work with a partner and look at the verb forms in the sentences below. What is the difference in meaning between each sentence?**

- 1 a I'm writing an email to my parents.  
b I write a letter to my parents every week.
- 2 a I work in London.  
b I'm working in London, but I'm looking for a job in Paris.
- 3 a When my colleague arrived, we were having dinner.  
b When my colleague arrived, we had dinner.
- 4 a Everyone around me cried and screamed.  
b Everyone around me was crying and screaming.
- 5 a I live in Istanbul.  
b I am living with my parents at the moment.
- 6 a I walk to work every day.  
b I am walking to work this week, as my car is broken.

→ Language reference and extra practice, pages 126–149

**9a Read the beginning of the leaflet and answer these questions.**

- 1 How is the world of communication changing?
- 2 How is stress in the workplace increasing?

## GRAMMAR TIP

The present continuous is often used to talk about trends. Below are some of the most frequently used verbs, together with the adverbs they most commonly collocate with in academic texts.

change	constantly, dramatically, rapidly, frequently
increase	constantly, dramatically, rapidly
occur	frequently
expand	constantly, dramatically, rapidly
behave	differently

**9b Think of as many sentences as possible about these topics using verbs and adverbs from the Grammar tip box.**

*The web is changing our lives dramatically.*

- 1 The web
- 2 The use of tablets
- 3 The universe
- 4 Hurricanes
- 5 Men/behave
- 6 The population
- 7 Identity fraud

## SPEAKING

**10a Work in groups and talk about current trends in communication. Think about the following topics.**

- reading
- texting
- the internet
- tablets
- telephoning
- writing letters
- writing emails
- smartphones
- using Twitter

*People are reading fewer novels these days because they're using computers more.*

**10b Considering consequences** Choose the trend you think is most important, worrying or interesting, and explain why. Say how it affects different groups or parts of society (e.g. large families, business people, students, publishers, libraries, etc.).

*People are texting more and more these days because they find it so convenient. I find this worrying because it affects family relationships. I have even seen people texting at the dinner table or when they are out for a meal together. Personally, I find it very rude.*

## LISTENING

**1** Discuss this statement in small groups.

'Men don't know how to listen properly.'

**2** **1.2** Listen to two extracts about men and women communicating. In each case say who the people are and what the situation is.**3** Listen again and answer these questions.

- What are the following books about?
  - Talking from 9 to 5*
  - You Just Don't Understand*
  - You Were Always Mom's Favorite!*
- What is the essay *Would You Please Let Me Finish* about?
- What are the different factors that can affect conversational style?
- What have recent surveys shown?
- How long has May been married?
- Why is May feeling sad?
- How does May get on with her mother-in-law?
- Does May interrupt her husband a lot?

## GRAMMAR

## THE PERFECT ASPECT

**4a** Look at this extract from the listening and answer the questions.

M: We've had so many arguments recently and he has moved out.

R: Oh, when did he leave?

M: This evening. He phoned me from a café at 5 p.m. and asked me to meet him there after work to talk about our problems. But by the time I arrived at the café, he had left.

- Is May's husband living in her house now?
- Did he live in her house at some time in the past?
- Who was at the café first, May or her husband?
- Were they at the café at the same time?
- What did the husband do before May arrived?

**4b** Look at the extract again. Which tense do we use when we want to suggest a connection between these things?

- a past event and the present
- an earlier and a later past event

**4c** Look at Audio script 1.3 on page 168 and underline examples of the present perfect simple, the past perfect simple and the past simple.

→ Language reference and extra practice, pages 126–149

**5** Seven sentences contain a mistake. Find the mistakes and correct them.

- Tannen wrote many books.
- In 2009, Tannen has written *You Were Always Mom's Favorite!*
- Have you read any of Tannen's books?
- When has this book been published?
- I realised that we met before.
- Is this the first time she spoke in public?
- Last night there have been an all-women panel on the show.
- When I arrived at the conference, the main speaker already finished.

**6** Work with a partner to ask and answer questions about the following topics. Try to develop the conversation. Use the words and phrases in the box.

Have you ever?    How long ago?    When?    Who?

A: *Have you ever sent an aggressive email?*

B: *Yes, I have.*

A: *When did you do that?*

B: *In my first year at university.*

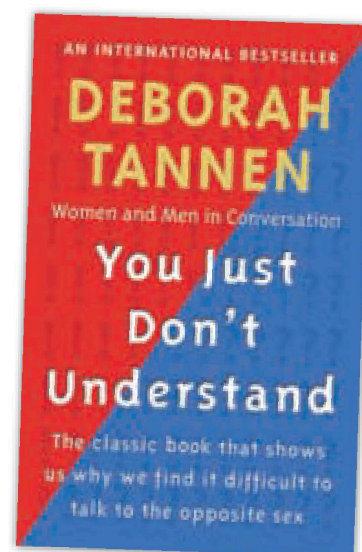
A: *Who did you send it to?*

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1 send an aggressive email        | 5 have dream in which ...  |
| 2 raise voice in a meeting        | 6 tell lie                 |
| 3 interrupt                       | 7 write a difficult letter |
| 4 upset a friend when just joking | 8 use sign language        |

## READING

**7a** Do you agree with these statements?

- Women talk far more than men.
- Men talk about sport. Women talk about their feelings.
- Women and men communicate differently.

**7b** Read the two extracts from *You Just Don't Understand* by the academic Deborah Tannen. What does the author say (if anything) about the statements above?

## Extract 1

## YOU JUST DON'T UNDERSTAND

**'Put down that paper and talk to me!'**

- I was sitting in a suburban living room, speaking to a women's group that had invited men to join them for the occasion of my talk about communication between women and men. During the discussion, one man was particularly talkative, full of lengthy
- 5 comments and explanations. When I made the observation that women often complain that their husbands don't talk to them enough, this man volunteered that he heartily agreed. He gestured toward his wife, who had sat silently beside him on the couch throughout the evening, and said, 'She's the talker in our family.'
- 10 Everyone in the room burst into laughter. The man looked puzzled and hurt. 'It's true,' he explained. 'When I come home from work, I usually have nothing to say, but she never runs out. If it weren't for her, we'd spend the whole evening in silence.'
- Another woman expressed a similar paradox about her husband:
- 15 'When we go out, he's the life of the party. If I happen to be in another room, I can always hear his voice above the others. But when we're home, he doesn't have that much to say. I do most of the talking.'
- Who talks more, women or men?
- 20 Women are believed to talk too much. Yet study after study finds that it is men who talk more – at meetings, in mixed-group discussions, and in classrooms where girls and young women sit next to boys or young men. For example, communication researchers Barbara and Gene Eakins recorded and studied seven university faculty meetings.
- 25 They found that, with one exception, men spoke more often and, without exception, spoke for a longer period.

## Extract 2

## YOU JUST DON'T UNDERSTAND

**'Put down that paper and talk to me!'**

- For most women, the language of conversation is primarily a language of rapport: a way of establishing connections and negotiating relationships. Emphasis is placed on displaying similarities and matching experiences. From childhood, girls
- 5 criticise peers who try to stand out or appear better than others. People feel their closest connections at home, or in settings where they feel at home – with one or a few people they feel close to and comfortable with – in other words, during private speaking. But even the most public situations
- 10 can be approached like private speaking.
- For most men, talk is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order. This is done by exhibiting knowledge and skill, and by holding centre stage through
- 15 verbal performance such as storytelling, joking or imparting information. From childhood, men learn to use talking as a way to get and keep attention. So they are more comfortable speaking in larger groups made up of people they know less well – in the broadest sense, 'public speaking'.
- 20 But even the most private situations can be approached like public speaking, more like giving a report than establishing rapport.

**8a** Read the two extracts again and complete these statements with M (men) or W (women).

- \_\_\_\_\_ like to stand out.
- \_\_\_\_\_ prefer private speaking.
- \_\_\_\_\_ often speak for longer.
- \_\_\_\_\_ are concerned about their rank and position in society.
- \_\_\_\_\_ like to find things that are almost the same between people.
- \_\_\_\_\_ often don't say much at home.

**8b** Underline the sections in the extracts that gave you this information.**9 Identifying stylistic devices** Look at the two extracts again and underline examples of the following stylistic devices.

- anecdotes (short interesting stories about a person or event)
- using questions to raise interest
- using contrast
- direct speech

## VOCABULARY

## COLLOCATIONS

**10a** Underline the nouns in Extract 2 which collocate with verbs 1–6.

- |                 |            |
|-----------------|------------|
| 1 establish(x2) | 4 maintain |
| 2 negotiate(x2) | 5 exhibit  |
| 3 display       | 6 impart   |

**10b** Complete the sentences using the collocations in Exercise 10a.

- Many businesses have \_\_\_\_\_ with local universities.
- Psychology students need to \_\_\_\_\_ of the differences in gender communication.
- This book looks at the difficulties young people can have when they \_\_\_\_\_ with friends and family.
- The Nordic countries \_\_\_\_\_ as well as differences in terms of culture.
- In sharp contrast to the communication style of men, which seeks to establish and \_\_\_\_\_ and dominance, women's communicating is more equal.
- Communication is the art and technique of using words effectively to \_\_\_\_\_ or ideas.

## SPEAKING

**11a** Work with a partner to think of three pieces of advice for men communicating with women, and women communicating with men. Use the information in this unit, and your own ideas.**11b** Work with another pair to share your ideas. Choose the three best pieces of advice.

## SITUATION

**1** Look at the poster below and discuss the questions with a partner.

- 1 What services does the Advice Centre offer?
- 2 Have you ever used a service like this? Would you use it?
- 3 What kind of problems do you think the Advice Centre has to deal with?

**2** **1.3** Two counsellors from the Advice Centre are discussing the financial problems of Marco, a student at the university. Listen and answer the questions.

- 1 What are the reasons why Marco cannot pay his rent?
- 2 Why is Marco in a 'difficult situation'?
- 3 What solutions does Carol propose to solve Marco's problems?

**Westfield University**

## Student Advice Centre

**Got a problem? We're here to help.**  
Come and see us with any problem, big or small.

We deal with emotional matters, financial difficulties, problems with studies, problems between flatmates ... anything you want.

Just make an appointment

## KEY LANGUAGE

OUTLINING PROBLEMS, OFFERING SOLUTIONS, REACTING TO SUGGESTIONS

**3a** Listen to the counsellors again and tick the expressions in the list that you hear.

- 1 The problem is, he's been spending too much money.
- 2 Well, the way to sort it out, surely, is to tell him to get a loan.
- 3 I'm not sure it's the right thing to do, Carol.
- 4 The trouble is, it's the third time he's run out of money.
- 5 He can't go on like that.
- 6 One way of dealing with this could be to look at his weekly expenses.
- 7 Mmm, great suggestion.
- 8 Well, there's an obvious solution.
- 9 We could talk to the owner of the flat.
- 10 That seems the best way to deal with it.

**3b** Match the expressions in Exercise 3a with these language functions.

- outlining problems
- offering solutions
- reacting to suggestions

**3c** Practise saying the expressions.

**3d** Match expressions a–g with the functions in Exercise 3b.

- a That seems to be the best way forward.
- b It's a tricky situation because ...
- c The best way to deal with it is to ...
- d It's a vicious circle.
- e That might well solve the problem.
- f The trouble is ...
- g That makes sense to me.

**4** Work with a partner to discuss the situation below and suggest solutions. Try to use some of the expressions from the Key language.

Marco works every evening in a cafe to make more money. As a result, he often oversleeps and misses early-morning lectures.



## TASK

## SOLVING COMMUNICATION PROBLEMS

**5** Martin, Paul, Stewart and Carlos are students sharing a flat for a year. Read about them and discuss what problems could arise because of their different personalities.

**6a** The students are having problems living together. Work in groups of four. You are counsellors at the Advice Centre and are helping the students to sort out their problems. Each of you has met one of the flatmates. Read the notes of your conversation.

Counsellor A: look at page 155.

Counsellor B: look at page 157.

Counsellor C: look at page 161.

Counsellor D: look at page 163.

**6b** In your group, share information about the four students. Explain the point of view of the student you met.

**6c** Discuss the flatmates' problems and suggest solutions. Think about the questions below to help you.

- 1 Why are the students having so many problems?
- 2 Do they need more rules to improve relations in the flat?
- 3 Should they continue to live together?
- 4 Should they try to cancel their contract with the owner of the flat?
- 5 What is the best solution to their problems?

**6d** As a class, discuss the solutions you have thought of. What is the best solution?

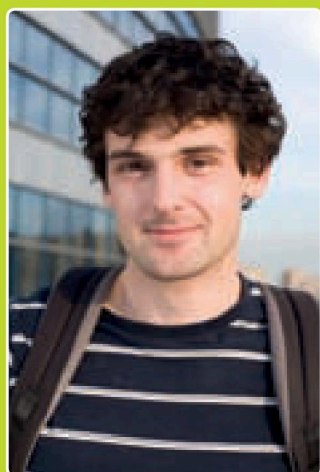
**7** Discuss which student you would most like to share a flat with, and give reasons. Which one would you least like to live with?



**Stewart (English)**, aged 20, is the youngest flatmate. He is studying Modern Languages. Shy and lacking confidence, he is a typical introvert. He loves travelling and spends his vacations going all over Asia, alone. He is continually saving money for these trips and eats little food. An unemployed friend of Stewart, Tom, has been staying in the flat for over two weeks. Stewart does not like face-to-face communication or telephoning.



**Carlos (Brazilian)**, aged 21, is studying Media. Easy-going, confident, he is always happy and relaxed. He spends a lot of time late at night telephoning his family in Rio de Janeiro, Brazil. He loves talking and chatting to friends. An untidy person, his favourite pastime is playing Brazilian music as loudly as possible.



**Martin (English)**, aged 21, is studying Engineering. A strong personality, he is extrovert and sociable. He can often upset people because he usually speaks his mind. He likes to organise things and plans his life carefully. A tidy person, he has already put up several notices reminding his flatmates to keep the flat clean.



**Paul (American)**, aged 26, is a postgraduate student. He comes from a very wealthy family – both his parents are top lawyers in the United States. Encouraged by his parents, he is also studying Law. Ambitious and very hard-working, he spends most of the day and night reading law books and writing assignments. He likes to communicate by email and often sends messages to his flatmates.

## STUDY SKILLS

## NOTE-TAKING FROM LISTENING TO A TALK

**1** You are going to watch someone giving a lecture about public speaking. Discuss these questions in small groups.

- 1 Have you ever made a speech? How did you feel?
- 2 What tips do you think will be given?
- 3 What would you like to know about?

**2a Structure of talks** Formal talks, such as lectures, are usually structured in a very clear way, with 'signposts' to help listeners. Match headings 1–5 with examples a–e.

- 1 Introducing what is to come
  - 2 Sequencing
  - 3 Signalling the main point
  - 4 Rephrasing
  - 5 Exemplifying
- a For instance, ...
  - b I intend to discuss ...
  - c In other words, ...
  - d The most important thing ...
  - e Firstly, I want to ...

**2b** What other phrases do you know for each heading?

**3** **1.1 Note-taking** Watch the first part of the lecture by James Hammond and make notes of the main points.

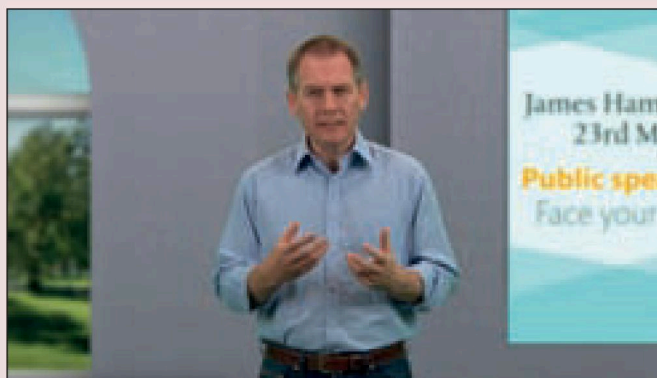
**4a** Compare your notes with a partner and discuss the questions.

- 1 Did you note the same information?
- 2 Did you make notes in the same way?
- 3 Which of the phrases from Exercise 2 did you hear? Which did you find most useful for your notes?

**4b** Which of these techniques did you use in your note-taking?

- arrows
- using headings/colours
- using a lot of space
- underlining key words
- using capital letters for very important ideas and points
- your own system of abbreviations and short forms (e.g. using one letter to mean a word or topic, S = speech, C = communication)

**5** **1.2** Watch the second part of the talk and make notes of the main points. Use techniques from Exercise 4 which you think might be useful.



**6** Compare your notes with the notes you made in Exercise 3. Is the second set of notes better or clearer?

**7** Work in small groups and reconstruct what you heard using your notes. Look at the Video script on page 168 and check your ideas.

**8** Discuss these questions.

- 1 Do you agree or disagree with any of the advice given by James?
- 2 Can you add anything else?
- 3 What is your opinion of the communication style of James?

## WRITING SKILLS

## WRITING AND CHECKING WRITTEN COMMUNICATION

**9** Work with a partner to discuss these questions.

- 1 How often do you write emails?
- 2 How often do you send letters (either on paper or attached to emails)?
- 3 Do you write more emails for formal or informal situations?
- 4 Can you remember the last three emails you wrote? Who were they to? What was their purpose?

**10 Register** Read the two emails sent to the lecturer James Hammond. In each case, what is the relationship between the writer and James? How do you know this?

Dear Mr Hammond,

I attended your lecture on public speaking at the Communication Skills conference in London last week and I was very impressed. I am involved in organising something similar and I would like to invite you to speak at our conference in Milan, Italy, on 15 May. The talk would need to last for 60 minutes (45 minutes for the talk and 15 minutes for questions).

Please find attached a document giving full details of the programme.

Should you have any further questions, please do not hesitate to contact me.

I look forward to hearing from you.

Yours sincerely,  
Elena Conti  
Conference Organiser

Hi James,

Great talk last week on public speaking. I really enjoyed it. Do you want to give a talk at an industry thing I'm getting together in Italy in May?

The session needs to be an hour (45 mins for the talk and 15 mins questions).

See attached for the full prog.

Any problems or queries, just let me know.

Hope to hear from you soon.

Best,  
Lisa

**11** Complete the table with expressions from the emails.

	Formal/Neutral	Informal
Greeting		
Request		
Mention of attachment		
Additional information		
Future contact		
Ending		

**12** The replies to the two emails are below, but they are jumbled. Decide which sentences go with which email and put them in the correct order.

	1	2	3	4	5	6	7
Email 1 (formal)	a						g
Email 2 (informal)	h						n

- a Dear Ms Conti,
- b Sorry, but I won't be able to make it this year as I've already got something on.
- c Once again I would like to apologise for not attending this year and for any inconvenience caused.
- d I am afraid that I will be unable to attend the conference this year due to a prior engagement.
- e If you want, I can see if I can find someone to step in.
- f Anyway, sorry again for not coming and I hope it doesn't put you out too much.
- g Yours sincerely, James Hammond
- h Hi Lisa,
- i Thank you for your email of 5 February inviting me to speak at the conference in Milan, Italy.
- j Please let me know about any other stuff you are doing in the future.
- k If you wish, I could recommend one of my colleagues to speak in my place.
- l Thanks for the invite to talk at the conference in Italy.
- m Please do not hesitate to contact me should you organise another conference in the future.
- n Best, James

**13** Complete the table with expressions from the two replies in Exercise 12.

	Formal/Neutral	Informal
Thanking		
Giving bad news		
Offering help		
Apologising		
Future contact		

**14** From your analysis of the four emails, list the general features of formal and informal language.

*In informal language: missing out words, ...*

**15a** Work with a partner. Choose one situation each and write an email.

- Your college or workplace is opening a new building. Last week, you saw a television news item about the project. There was an interview with a former employee who worked in the old building for fifty years. Write an email inviting him/her to make a speech as part of the opening ceremony.
- A friend is returning soon from a study trip abroad. Write an email inviting him/her to give a talk to a group who will go on the same study trip this year. The talk should be about his/her experiences, and give some 'survival' tips.

**15b Peer-checking** Exchange your email with your partner. Check your partner's email for mistakes, using the system below.

Unlike notes which are only for you to understand, writing needs to be accurate to communicate effectively. People will also judge you on the accuracy of your writing, whereas they may judge speaking on communicative ability alone. Readers need to GRASP your message:

- G** – Grammar: check it!
- R** – Register: is the level of formality correct and consistent?
- A** – Appropriacy of vocabulary: is it the right meaning and register?
- S** – Spelling
- P** – Punctuation (commas, full stops, capital letters, etc.)

**15c** Write a suitable reply to your partner's email.