

Communication

In this unit

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- the continuous aspect
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Vocabulary

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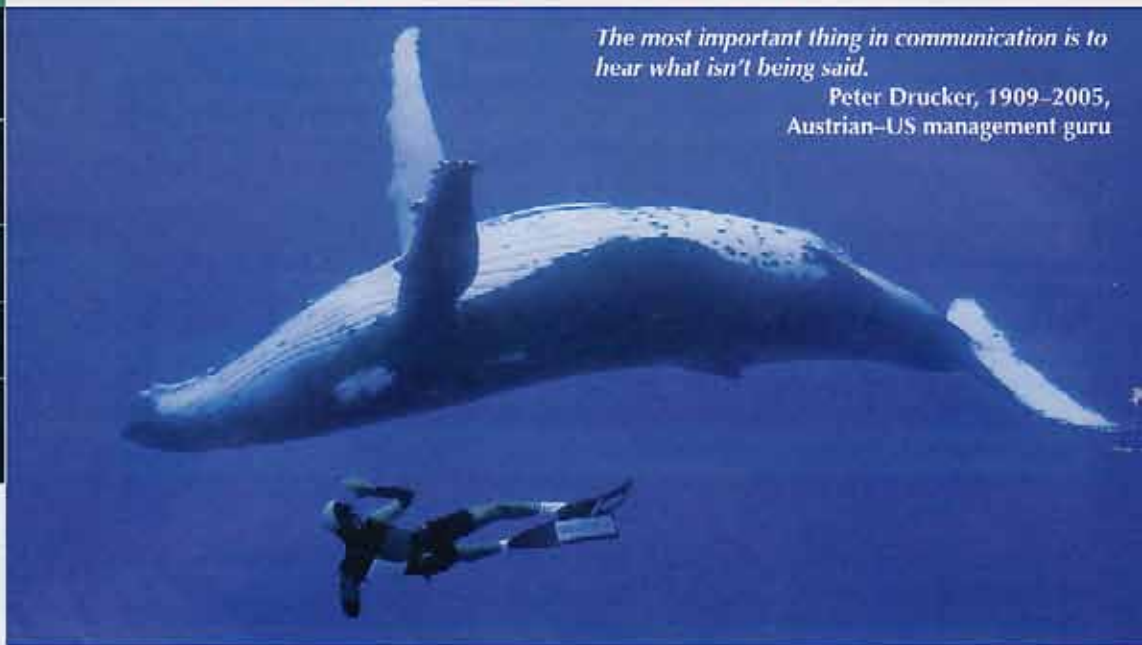
Study skills

- note-taking

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1.1 GREAT COMMUNICATORS



The most important thing in communication is to hear what isn't being said.

Peter Drucker, 1909–2005,
Austrian-US management guru

SPEAKING AND VOCABULARY

1 In small groups, discuss these questions.

- Who do you communicate with every day? Do you communicate well with them? Why / Why not?
- Who is the best communicator you know? Why?
- When did you last have a communication problem? Who was it with? What happened?

2a Complete the sentences on the right with the words in the box.

appearance charisma cultures digressions
eye humour language listener nerves
pace rambler vocabulary

2b Which of the points do you agree/disagree with? Is there anything else you would add?

LISTENING

3 **1.2** Listen to seven people talking about what makes a good communicator. Match the person with the main point they make.

They ...

- | | |
|-----------------------------------|-----------------------------|
| a) listen carefully. | e) don't confuse listeners. |
| b) don't ramble. / | f) explain clearly. |
| c) clarify difficult expressions. | g) don't interrupt. |
| d) don't digress too often. | |

What makes a good communicator?

A good communicator is someone who:

- is a good _____ and shows interest in other people.
- has an awareness of body _____.
- is not a _____ and doesn't get easily sidetracked.
- doesn't suffer from _____ and is relaxed when meeting new people.
- is sensitive to people from other _____.
- has an extensive _____.
- has a good sense of _____.
- has an attractive _____ and is well dressed.
- maintains _____ contact with the listener(s).
- speaks at a reasonable _____ - not too fast and not too slow.
- has _____ and can hold the attention of the listener(s).
- keeps to the point and doesn't have a lot of long _____.

4 Ask and answer the following questions.

- How do you feel when someone interrupts you?
- What do you do when someone isn't paying attention to you?
- How do you deal with someone who is rambling?
- What techniques do you use to explain complicated things?
- Is it always bad to digress when talking?



READING

5a Do you know of any great public speakers? What do you know about any of the people in the photos?

5b Read the speeches below and try to match them with the people.

1

'In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.' (1961)

2

'I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.' (1963)

3

'I know full well the responsibilities that await me as I enter the door of No. 10 and I'll strive unceasingly to try to fulfil the trust and confidence that the British people have placed in me and the things in which I believe. And I would just like to remember some words of St Francis of Assisi which I think are really just particularly apt at the moment. "Where there is discord, may we bring harmony. Where there is error, may we bring truth. Where there is doubt, may we bring faith. And where there is despair, may we bring hope."' (1979)

6 What is the main topic of each speech? Choose from the following.

- a) clean forms of energy
- b) the defence of liberty
- c) racial equality
- d) moving into a new home
- e) going to the moon
- f) signing a treaty
- g) becoming prime minister

7a Which speech does the following? There is one extra option.

- a) gives a warning
- b) outlines a hope
- c) asks people to make a choice
- d) makes a promise

7b Find examples in the speeches of the following:

- a) repetition
- b) tripling (saying things in threes), e.g. past, present and future; the sun, moon and stars
- c) contrast, e.g. love → hate
- d) a quote (repeating another person's words exactly)

8 'Good communicators are born, not made.' Do you agree with this statement?

9a **13** Now listen to the speeches. Which impresses you most? Why?

9b Listen again and follow the text. Mark where the speaker pauses and which words they emphasise. Practise saying one of the speeches.

WRITING

10 Write the beginning of your own speech. Choose from the following situations.

- 1 the opening of a new building
- 2 accepting an award for an achievement
- 3 your hope for the future of your town

READING

1a In groups, tell each other how you feel when you have to:

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

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

2 Read the leaflet on the right quickly. Are any of the points similar to your answer to Exercise 1b?

3 Read the leaflet again. Match the following extracts from Andrea Barnard'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 US 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'.

4a Read the statements below. With your partner, decide whether they are true or false.

This course ...

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

Do you want to communicate confidently?



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.

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

The course lasts for 12 weeks and aims to help you communicate more effectively.

You will learn how to:

Week

- 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

Dates: 10 Sept to 30 Nov

Location: Frobisher Library meeting room

How to join: Please ring Student Services on 020 5312 3310

Facilitator: Andrea Barnard

Andrea is currently carrying out research for her doctorate on communication barriers. She was voted best communicator of the year while she was studying for her Masters at Edinburgh University.

4b Which communication skills mentioned in the leaflet are you good at? Which areas do you need to develop?

VOCABULARY: idioms

5a Match the idioms with their definitions.

- 1 actions speak louder than words
 - 2 think before you speak
 - 3 (can't) 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) (not) 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

5b In pairs, answer the following 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

6a Look at these examples of the continuous aspect from the leaflet and course handouts.

- 1 Andrea *is currently carrying out* research ...
- 2 She *was voted* best communicator of the year while she *was studying* ...
- 3 More and more people *are taking* communication courses these days ...
- 4 ... your body *is communicating* with everyone in the audience.

6b Tick the four words/phrases below that can describe the continuous aspect.

temporary habitual complete permanent
unfinished in progress changing

The three words you did not tick can describe the simple aspect.

7 In pairs, look at the verb forms in the sentences below. Name the verb form and say why it is used.

- 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) She wrote the report on the flight home.
b) She was writing the report on the flight home.

GRAMMAR TIP

The following verbs are rarely used with the continuous aspect: *agree, believe, know, like, want, hear, see*.

I'm liking this course very much: X

➡ Language reference and extra practice, pages 134–135

8 Five of the following sentences are wrong. In pairs, identify which they are and discuss why they are wrong.

- 1 You're absolutely right! I am agreeing with you.
- 2 I was writing a letter to my mum on the train, but I didn't have time to finish it.
- 3 She's working as an au pair until she goes to university.
- 4 We stay with my parents until the work on our house is finished.
- 5 My grandfather is knowing how to text.
- 6 Look. He talks to the Linguistics professor.
- 7 Peter is studying telecommunications at the moment.
- 8 These days mobile phones get smaller.

SPEAKING

9 The present continuous is often used to talk about trends. In groups, talk about current trends in communication. Think about:

reading texting the Internet audiobooks
telephoning writing letters writing emails
using libraries for research

People are reading less these days because they're using computers more.

LISTENING

1 Look at the front cover of a well-known academic book on the right. What is it about?

2a **1.4** Listen to an introduction to a radio programme about Deborah Tannen. Check your answer to Exercise 1 and say what she is famous for.

2b Listen again. Say when Deborah Tannen did these things, or if the information is not given.

- 1 publish *You Just Don't Understand*
- 2 write *Talking from 9 to 5*
- 3 appear on the Larry King and Oprah shows
- 4 join the Linguistics Faculty at Georgetown University

GRAMMAR: the perfect aspect

3 Look at Track 1.4 on page 175 and underline examples of the present perfect, past perfect and past simple.

4 Complete the following explanations with *past simple*, *past perfect* and *present perfect*.

We use the perfect aspect to look back from one time to another:

- the ____ looks back from now to a time before now.
- the ____ looks back from a time in the past to another time before that.
- the ____ refers to a completed event at a definite time in the past.

→ Language reference and extra practice, pages 134–135

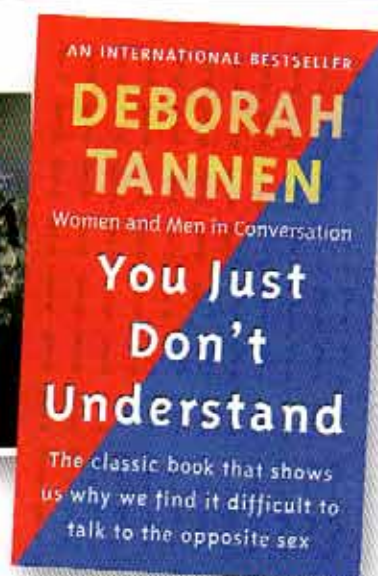
5 Complete this report about a communications company with the verbs in the box in the past simple or a perfect tense.

build contribute employ go up grow
have move reach rise start take on

Technicom ¹ ____ 15 years ago as a small training company dedicated to improving communication in the workplace. We ² ____ a reputation over the last 15 years for the delivery of quality information management solutions, and we ³ ____ just ____ another successful year. When we started the company, we ⁴ ____ only 12 people. By 2006, that figure ⁵ ____ to over 100. In 2007 we ⁶ ____ to larger premises near Dublin. Since then we ⁷ ____ a lot more staff and that number ⁸ ____ to the present 500. Although salary costs ⁹ ____ sharply over the last few years, profits have risen steadily as well. By early 2008, our turnover ¹⁰ ____ 27 million euros. Thank you to everyone who ¹¹ ____ to Technicom's success.



Deborah Tannen



READING

6 Do you agree with these statements?

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

7 The two extracts opposite are from *You Just Don't Understand*. Read them quickly. What does the author say about the statements above?

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

- 1 ____ like to stand out.
- 2 ____ prefer private speaking.
- 3 ____ often speak for longer.
- 4 ____ are concerned about their rank and position in society.
- 5 ____ like to find things that are almost the same between people.
- 6 ____ don't like speaking in front of large audiences.

8b Underline the sections that gave you this information and compare with your partner.

VOCABULARY: idioms

9a Match the expressions a–d with the ideas in 1–4.

- a) burst into (laughter)
 - b) run out of (things to say)
 - c) the life of the party
 - d) hold centre stage
- 1 get a lot of attention
 - 2 fun and exciting to be with
 - 3 suddenly start to do something (e.g. cry)
 - 4 use all of (something)

Extract 1

YOU JUST DON'T UNDERSTAND

- 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 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.'
- 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

"PUT DOWN THAT PAPER AND TALK TO ME!"

- woman expressed a similar paradox about her husband: '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?
...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, communications researchers Barbara and Gene Eakins tape-recorded and studied seven university faculty meetings. 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

- 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 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 can be approached like private speaking.

"PUT DOWN THAT PAPER AND TALK TO ME!"

- 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 verbal performance such as story telling, 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'. But even the most private situations can be approached like public speaking, more like giving a report than establishing rapport.

9b Complete the text with the four expressions.

Eduardo is a really good communicator. He puts people at ease and listens carefully to you. He never ¹ _____ topics of conversation. He doesn't try to ² _____ all the time and dominate a group, but he is always ³ _____. He doesn't really tell jokes but he's very funny and people often ⁴ _____ around him.

SPEAKING

10 In groups, talk about the following.

- problems you have experienced recently communicating with men and women
- problems you have experienced communicating in your life

SITUATION

1 Look at the poster and discuss the questions.

- 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?

Bradfield 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

2a **1.5** Listen to two counsellors from the Advice Centre discussing the problems of Marco, a student. What kind of problem does he have?

2b Listen again and answer the questions.

- 1 Why can't Marco pay his rent?
- 2 Why is it a 'difficult situation'?
- 3 What solution does Jean propose?

KEY LANGUAGE: outlining problems, offering solutions

3a Listen to the counsellors again and complete these sentences. Then check your answers in Track 1.5 on page 175.

- 1 ... you know. The _____ that he's been spending too much recently.
- 2 Well, _____, can't we?
- 3 The best way _____ is to tell him to get a loan.
- 4 It's the obvious solution, but _____ is that it's the third time he's run out of money.
- 5 It's _____ – he can't escape from it.
- 6 It's a _____ because it's not just about the rent.
- 7 Mmm, he's really got problems, hasn't he? It's _____, isn't it?
- 8 Give him some advice ... that might _____, – at least in the future.
- 9 Yes, that seems _____, but will he listen to us?



3b Match each expression you have written in Exercise 3a with the correct function.

- a) Outlining problems
- b) Offering solutions
- c) Reacting to suggestions

TASK: solving communication problems

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

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.



5a **1.6** The four flatmates talk about how to organise their life in the flat. Listen and note down which rules Martin wants to introduce.

5b Listen again. What does Martin say about each rule? Do the others agree with him?



Paul (American), aged 22, comes from a very wealthy family – both his parents are top lawyers in the United States. Encouraged by his parents, he also is 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.



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. He 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.



6a Work in groups of four. You are counsellors at the Advice Centre. Each of you has had a conversation with one of the flatmates. Read the extra information about your student and note down the key points.

Counsellor A: turn to page 158.

Counsellor B: turn to page 161.

Counsellor C: turn to page 167.

Counsellor D: turn to page 169.

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. These questions might be helpful to you:

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

7 As a class, discuss the solutions you have thought of. What's the best solution?

OTHER USEFUL PHRASES

Outlining problems

The trouble is ... (he can't pay the rent).

It's a delicate situation.

Offering solutions

We can remedy the situation by ... (giving him some financial advice).

The way to sort it out is to ... (find someone to lend him the money).

Reacting to suggestions

That might be the answer.

That could be the best thing to do.

I'm not sure it's the right thing to do.

STUDY SKILLS: note-taking

1a Read the extract from a radio guide on the right. What other topics do you think will be covered in the series?

1b What do you think will be covered in this week's episode of the radio series? 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 these headings with the examples.

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

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

3a 1.7 Note-taking Listen to Part 1 of the talk by James Hammond in the *Communication World* series, and take notes of the main points.

3b Compare your notes with another student and discuss these questions.

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

3c Which of the following techniques did you use?

- 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
- using one letter to mean a word or topic, e.g. S = speech, C = communication

4a 1.8 Listen to Part 2 of the talk and take notes of the main points. Try to use some of the techniques above which you think will be useful for you.

4b Compare your notes with your first set of notes. Is the second set of notes better/clearer?

5 In small groups, reconstruct what you heard from your notes. Check your ideas with Track 1.8 on page 176.

Communication World (Episode 3)

20:00–20:30

The new series produced by the ever-popular Louise Duncan looking at all aspects of human communication, from the earliest cave paintings to today's high-tech world. The 12 guest presenters all focus on their area of expertise in what has so far proved to be an entertaining and informative series. After last week's fascinating look at the history of codes and codebreaking, this week James Hammond (speechwriter to royalty, politicians, celebrities and the odd dictator or two) looks at public speaking.

WRITING SKILLS: writing and checking emails

6 What information do you find at the top of an email? In what ways is an email different from a letter?

7a Register Read the two emails sent to James Hammond, the speaker from the radio programme. In each case, what is the relationship between the writer and James? How do you know this?

1 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

2 Hi James,
Great talk last week on public speaking. Really enjoyed it.
Fancy giving a talk at an industry thing I'm getting together in Italy in May?
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

7b Complete the chart below with expressions from the emails.

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

8a The replies to the two emails are below, but they are jumbled. Decide which sentences go with which email and number them in the correct order.

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

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

8b Now complete the table with expressions from the two replies.

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

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

In informal language: missing out words, ...

10a Peer checking Work in pairs. Look at the following situations and choose one each. Write your chosen 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 50 years. Write an email inviting him/her to make a speech as part of the opening ceremony.
- You are getting married next summer. You are starting to plan and organise the wedding. Write an email to a friend who lives abroad, inviting him/her to make a speech at the wedding reception. Explain your reasons for choosing him/her.

10b Exchange your email with your partner. Check your partner's email for mistakes, using the system described 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.)

11 Write a suitable reply to your partner's email.

GRAMMAR

G1 The continuous aspect

Use the continuous aspect to talk about:

- an action which is in progress.
Answer the door! I'm **watching** something.
- an unfinished action.
She **was working** on a new novel when she died.
- a temporary action.
I'm **using** Jo's laptop while mine is being repaired.
- a trend, changing action or situation.
Scientists say the weather **is getting** hotter.

Compare the present simple and continuous:

I **live** in a small flat. (permanent situation)
I'm **living** with a host family for six weeks.
(temporary situation)

We can also use the present continuous for repeated actions which are happening around now.

I'm **watching** the new series of *The Sopranos*. It's fantastic. (I watch it every Thursday evening.)

We often use the past continuous and the past simple to talk about a longer background action in the past when a shorter action happens during it or interrupts it.

I was washing the car **when the phone rang**.

We can also use the present continuous to describe future arrangements.

We're collecting our new car **at the weekend**.

G2 State verbs

Some verbs describe something passive or a state. Examples of these verbs are: *agree, believe, belong, depend, hate, hear, know, like, love, prefer, see, understand, want*.

We rarely use state verbs in the continuous:

I'm **not understanding** this word. ✗
I **don't understand** this word. ✓

G3 The perfect aspect

Use the perfect aspect to look back from one time to another.

Present perfect

The present perfect looks back from now to a time before now. There are four main uses.

- a state that started in the past and is still continuing
I've **lived** here all my life.
- a completed action in the past which has some relevance to the present (e.g. a present result)
There **has been** a severe storm and the airport is now closed.
- finished actions in a period of time that is still continuing
I've **been** there once already today.
- actions in the past which may happen again
Deborah Tannen **has written** several books on communication. (She could write more books.)

- ! Use the past simple, not the present perfect, when talking about a definite time in the past.
Our lesson **has finished** at four o'clock. ✗
Our lesson **finished** at four o'clock. ✓

Past perfect

The past perfect looks back from a time in the past to another time before that.

She'd **applied** for ten jobs before she got this one.

We can use the past perfect to describe a sequence of events. The past perfect describes the first action.

When we arrived, the train **had left**. (First the train left, and then we arrived.)

We can use *just* or *already* to show that the first action happened recently or earlier than expected.

We arrived at six but the train **had just left**.

When they arrived, the film **had already started**.

We can use the past perfect for repeated earlier actions.

By 2006 Deborah Tannen **had written** 20 books.

KEY LANGUAGE

KL Outlining problems and offering solutions

Outlining problems

The problem is, ...

The trouble with that is ...

It's a very tricky situation.

It's a vicious circle.

It's a rather difficult situation.

Offering solutions

I think the best solution is ...

I agree we should ...

We can sort it out.

The best way to deal with this is ...

Reacting to suggestions

That might well solve the problem.

That seems to be the way forward.

VOCABULARY

V1 Communication

appearance, body language, charisma, cultures, digressions, eye contact, listener, nerves, pace, rambler, sense of humour, vocabulary

V2 Idioms to do with communication

actions speak louder than words, (can't) get a word in edgeways, get straight to the point, have a quick word with, hear it on the grapevine, be on the same wavelength, think before you speak

V3 More idioms

burst into laughter, hold centre stage, run out of things to say, the life of the party

G1 1 Read the sentences and choose the best explanation.

- 1 We were quite poor when I was growing up.
 - a) I'm an adult now.
 - b) I'm still a child.
- 2 She's on a diet so she isn't eating any ice cream.
 - a) She ate ice cream in the past.
 - b) She never eats ice cream.
- 3 By the end of the day we were feeling quite tired.
 - a) We got more tired as the day went on.
 - b) We felt tired all day.
- 4 I was checking my emails when my computer stopped working.
 - a) I managed to check all my emails.
 - b) I only managed to check some of my emails.
- 5 Michael's doing a project on wind farms.
 - a) Michael has finished the project.
 - b) Michael has not finished the project yet.
- 6 The family was living in a caravan at that time.
 - a) The family lived there for a temporary period.
 - b) The family always lived there.

G2 2 Make questions from the prompts. Use a continuous form if possible.

- 1 you / prefer / chicken or fish ?
- 2 you / read / anything interesting at the moment ?
- 3 this mobile phone / belong / to you ?
- 4 your course / get / more difficult ?
- 5 anyone / know / the answer to this question ?
- 6 you / agree / with him ?
- 7 the students / learn / about / pollution this week ?
- 8 your parents / know / how to send emails ?

G3 3 Complete the text with a), b) or c) on the right.

John Gray is a famous US psychologist and author. His best-known work is *Men Are from Mars, Women Are from Venus*, which he ¹_____ in 1992. By 2007 the book ²_____ over six million copies.

For over 20 years he ³_____ seminars and courses on relationships and communication, and he ⁴_____ frequently on television shows including *Oprah* and *The Today Show*.

Gray was born in Houston, Texas, in 1951. He ⁵_____ high school and the University of Texas, but instead of completing his degree he ⁶_____ to move to Switzerland. After he ⁷_____ in Switzerland for nine years Gray decided to return to the USA, where he ⁸_____ a doctorate in Psychology at Columbia Pacific University. The research for his PhD formed the basis of *Men Are from Mars, Women Are from Venus*. Following the success of that book, Gray ⁹_____ several more best-selling guides to relationships and communication. He now ¹⁰_____ in California with his wife and three children.

- 1 a) has written b) had written c) wrote
- 2 a) had sold b) has sold c) was selling
- 3 a) is leading b) had led c) has led
- 4 a) appeared b) has appeared c) is appearing
- 5 a) attended b) had attended c) was attending
- 6 a) has decided b) was deciding c) decided
- 7 a) had been b) has been c) was being
- 8 a) has completed b) completed c) was completing
- 9 a) had written b) was writing c) has written
- 10 a) had lived b) lives c) has lived

KL 4 Complete the dialogue with one word in each gap.

- A: What's the problem?
 B: Well, it's a ¹_____ difficult situation. My boss keeps asking me to work late. And the more I do, the more she expects – it's a ²_____ circle.
 A: Don't worry. I'm sure you can ³_____ it out. Why don't you just say 'no'?
 B: The ⁴_____ with that is that then she'll think I'm lazy and I might lose my job ...
 A: I think the best ⁵_____ is to explain your situation to her. I'm sure she'll understand.
 B: I'm not sure. It's a very tricky ⁶_____.
 A: Well, maybe the best way to ⁷_____ with this is to talk to the area manager. He's very helpful.
 B: OK. That might well ⁸_____ the problem.

V1 5 Replace the words in *italics* with words from V1 with a similar meaning.

- 1 You speak very slowly. Try to talk at a faster *speed*.
- 2 A smart *look* is very important at a job interview.
- 3 I'm very interested in other *customs and lifestyles*.
- 4 To be a successful film star you need to have *charm and appeal*.
- 5 English has an amazing *number of words*.
- 6 I get *anxious feelings* when I meet new people.

V2,3 6 Choose a–g to continue the sentences.

- 1 Carol and Jim always have very different ideas.
- 2 I can't get a word in edgeways.
- 3 They spend ages talking about irrelevant things.
- 4 Rachel is always the life of the party.
- 5 Can I have a quick word with the manager?
- 6 It's important to see what they've actually done.
- 7 John burst into laughter when I told him that story.
 - a) I'm glad she's coming tonight.
 - b) After all, actions speak louder than words.
 - c) They're just not on the same wavelength.
 - d) They should get straight to the point.
 - e) But it wasn't really that funny!
 - f) They never stop talking.
 - g) It won't take very long.

COMMUNICATION

INFORMATION FOR STUDENT A

Lesson 1.4 Exercise 6a (page 13)

Martin came to see you last week and told you the following. Note down the key points.

He wants to have a system for buying food – the fridge is full of bottles of milk and packets of butter. There are four jars of coffee on the shelves. It's a waste of money, in his opinion.

He wants a rota for cleaning – the flat is always in a mess. 'I can't live like that any longer.'

Stewart's friend is still in the flat. He must leave – he uses too much electricity (without paying) and eats too much food.

Martin wants the flatmates to go out together at least twice a week for a meal or to a club, so that they can develop a friendlier relationship.

Lesson 2.1 Exercise 7a (page 17)

Look at the information from a survey (below) and answer the questions.

- 1 Where does the information come from?
- 2 What does it show?
- 3 Are there any trends? What are the main changes?
- 4 Is there any unusual or surprising information?

Cost of living (CoL) survey – Worldwide Rankings 2007/2006

Base city: New York, USA (=100) Rank 2007= 15 Rank 2006= 10

Rankings				CoL Index	
March 07	March 06	City	Country	March 07	March 06
1	1	Moscow	Russia	134.4	123.9
2	5	London	United Kingdom	126.3	121.74
3	2	Seoul	South Korea	122.4	119.1
4	3	Tokyo	Japan	122.1	116.3
5	4	Hong Kong	Hong Kong	119.4	110.6
6	8	Copenhagen	Denmark	108.3	108.3
7	7	Geneva	Switzerland	109.8	103
8	6	Osaka	Japan	108.4	101.1

Scores are based on Mercer's cost of living database and include housing and basket items.

Source: Mercer

Lesson 2.4 Exercise 5 (page 23)

Environmentalism

You want the wind farm to go ahead as soon as possible.

You are a member of an environmental pressure group 'Lovers of the Land' (LoL).

Your group is keen on renewable energy sources and supports the building of wind farms.

You think:

- there is an urgent need for sources of renewable energy.
- nuclear power is dangerous.
- the wind has been used as a clean and efficient source of power for centuries.
- the latest wind farms are much more efficient.
- the proposed wind farm is environmentally friendly.
- the wind farm sets a good example for other areas and countries.

You want to know what the disadvantages of wind farms are.

Lesson 5.1 Exercise 8a (page 49)

Read this quote from a representative of the Campaign for Better Driving. Discuss the points in it with your group.

'I agree that we need to do something about the number of accidents and injuries on the roads today, but I don't agree with all these restrictions and safety features that the police want to introduce, you know, like speed cameras. They affect everybody and penalise the good drivers as well as the bad ones. It's a fact that driving fast doesn't cause accidents – it's driving badly that causes them, so I think we should be looking at bad drivers. Now, most crashes are caused by young men, so why don't we raise the age for learning to drive, say to 20 for women and 22 for men? Another possibility is to retest young drivers every two years until they're 30 – make sure they're driving well. I firmly believe that educating and monitoring young people is the way to solve this problem.'

Lesson 1.4 Exercise 6a (page 13)

Paul came to see you last week and told you the following. Note down the key points.

He thinks the other flatmates don't understand his problems – they don't realise that law is very competitive. He must study day and night to keep up with the other students.

He sends emails to the other flatmates if he studies late in the library – he likes to keep in touch with them that way. But it seems to annoy Carlos and Martin as they think it's too formal.

He does not like Martin very much – Martin often makes fun of his American accent. Also, he puts up notes everywhere in the flat, telling people what to do. 'Martin is a real dictator!'

He is thinking of leaving the flat because of the unfriendly atmosphere, but he would have to pay to get out of the contract.

Lesson 2.1 Exercise 7a (page 17)

Look at the information from a survey (below) and answer the questions.

- 1 Where does the information come from?
- 2 What does it show?
- 3 Are there any trends? What are the main changes?
- 4 Is there any unusual or surprising information?

Quality of living survey – Worldwide Rankings 2007/2006

Base city: New York, USA (=100) Rank 2007= 48 Rank 2006= 46

Rank 07	Rank 06	City	Country	Index 07	Index 06
1	1	Zürich	Switzerland	108.1	108.2
2	2	Geneva	Switzerland	108.0	107.1
3	3	Vancouver	Canada	107.7	107.7
3	4	Vienna	Austria	107.7	107.5
5	5	Auckland	New Zealand	107.3	107.2
5	6	Düsseldorf	Germany	107.3	107.2
7	7	Frankfurt	Germany	107.1	107.0
8	8	Munich	Germany	106.9	106.8

Overall scores are based on an evaluation of 39 criteria, including the following environments: political and social, economic, natural, socio-cultural as well as medical and health considerations, public services and transport, recreation, consumer goods, housing.

Source: Mercer

Lesson 2.4 Exercise 5 (page 23)

Local resident 1

You are very much in favour of the wind farm.

You live in the area and own some of the land needed for the wind farm. You represent a number of farmers. You will receive money because the wind farm will be built on your land.

You think:

- wind farms are beautiful structures.
- the wind farm will attract visitors to the area. It will be the biggest in the country.
- the wind farm will provide cheap power for the local community.
- building the wind farm will create jobs for local people.
- the wind farm will attract international interest and publicity.

You want to know what the disadvantages of the wind farm would be.

Lesson 5.2 Exercise 4a (page 50)

B

What about road vehicles? How will they change in the next 50 years? It is obvious that we will have to find an alternative to petrol soon. Many experts think hydrogen could replace petrol, diesel and natural gas as the main fuel for cars, buses and trucks in the years to come. Cars run on hydrogen have enormous advantages: they do not emit exhaust gases or carbon dioxide fumes which contribute to global warming. Furthermore, they are not affected by worries about diminishing oil supplies and rising prices.

There are, however, technical difficulties to be overcome when using hydrogen as a source of power. It is difficult to store enough of it, in a compact space, on board a car to travel hundreds of miles. Also, there might be a huge explosion if a car crashed. This problem could perhaps be overcome if cars could store hydrogen in high pressure tanks similar to those used for natural gas. If hydrogen is handled properly, many experts believe it will not be any more dangerous as a fuel than petrol.

Recent technological advances, particularly in fuel cell design, have made hydrogen-powered cars a feasible alternative to petrol-driven ones. In the not-too-distant future, many of us could be driving non-polluting cars fuelled by hydrogen.

Lesson 1.4 Exercise 6a (page 13)

Stewart came to see you last week and told you the following. Note down the key points.

He is unhappy with the other flatmates, especially Martin and Paul – they don't like his friend Tom staying with him. They want Tom to leave the flat, but Stewart feels happier with a friend from home around.

He thinks Martin and Paul are very unfair and insensitive – Tom is unemployed and has no money.

He does not like Martin – Martin makes fun of him. He says Stewart is mean about money and 'eats like a little bird'.

He finds Carlos very annoying – Carlos never stops talking. He's always inviting friends to the flat. They play Brazilian music very loudly and it stops Stewart studying. Carlos telephones his family in Brazil late at night. It disturbs everyone in the flat.

Stewart just wants to be left alone. He doesn't really like the other flatmates and is happy as long as he stays in his room and studies.

Lesson 2.4 Exercise 5 (page 23)

Local resident 2

You are completely opposed to the wind farm.

You live in the local area and run a hotel. The area is popular with tourists who want relaxing walking holidays.

You think:

- the wind farm will damage the tourist industry and affect local property prices.
- the machinery used creates a lot of noise pollution and wind farms are not as efficient as other ways of producing electricity.
- wind farms are ugly and ruin the landscape.
- the flashing lights on the towers and the shadows from the blades can disturb and upset people.
- it will take five years to build the wind farm. There are certain to be traffic problems.

You want to know what the advantages of the wind farm would be.

Lesson 11.3 Exercise 5a (page 116)

Make sentences from these prompts.

Admit making a lot of mistakes in your life.

Tell your partners to phone you at the weekend with any news.

Encourage them to buy some designer clothes.

Lesson 5.1 Exercise 8a (page 49)

Read this quote from the head of a traffic police unit. Discuss the points in it with your group.

'I obviously think that we can help to solve the problem of deaths and injuries on the road by changing the law. Sure, you can make cars safer, and you can educate people, but I think the only way to make a difference is to hit people where it hurts – fine them or take away their licence. So, I think we should have tougher penalties for drivers who break the law, so maybe they should automatically lose their licence for a year for speeding, or they should be given a really large fine for driving carelessly, something like that. Of course, we can try to change the way drivers behave by having lower speed limits and using more speed cameras. We could then use the money we get from the fines for more road safety classes, and advanced driving courses. But you've got to make people see that breaking the law when they drive is very serious.'

Lesson 5.2 Exercise 4a (page 50)

C

Finally, rail transport could be revolutionised in the next 50 years with the development of Maglev technology. Maglev is short for MAGnetic LEVitation. Maglev trains are lifted by magnetic power and propelled along an elevated guideway by powerful magnets attached to the trains. They do not have any contact physically with the guideway, do not need engines and burn no fuel.

A Maglev train will be able to move passengers and freight at higher speeds than at present, using less energy. By 2020, it is predicted that Maglev trains will reach a speed of about 800km per hour. By 2050, they will run through vacuum tubes and reach speeds of 3,000km per hour. Thus, people will be able to go by train from England to the US in less than two hours.

At present, the only Maglev train running commercially is a shuttle from the Shanghai city centre to its new international airport. However, different types of Maglev trains are currently being developed in Germany and Japan.

The safety of Maglev trains has become a concern, however. When a Maglev train crashed into a maintenance wagon in northern Germany while on a test run, 23 people were killed and around ten were injured. It appears to have been the result of human error, not a technical fault.

Lesson 1.4 Exercise 6a (page 13)

Carlos came to see you last week and told you the following. Note down the key points.

Carlos quite likes Martin – Martin is friendly and sociable. He's a nice person, except he likes to put notes everywhere and he bosses everyone too much.

Carlos doesn't like Stewart – Carlos asked Stewart to go to a club with him. Stewart refused, saying, 'Sorry, but I don't have enough money to go with you.' He thinks Stewart doesn't like him.

Carlos thinks Paul is boring – Paul spends all his time studying. He emails them a lot when he's late in the library. Carlos can't understand why Paul bothers to do that.

Carlos would like the flatmates to have more fun and to get to know each other better. They never have parties in the flat or go out anywhere together. Carlos thinks that university should be fun and social as well as hard work.

Lesson 2.4 Exercise 5 (page 23)

Wildlife group representative

You are very hostile to the wind farm.

You are a member of a radical wildlife group: Flora and Fauna Protection (FFP). You are strongly against the building of wind farms in areas of natural beauty.

You think:

- wind farms are dangerous to all wildlife.
- birds and bats are often killed when they fly into the blades of wind turbines.
- the habitat of many birds, animals and plants will be destroyed during the building of the farm.
- the proposed site is home to several rare species of butterfly.
- the area currently attracts a large number of scientists and naturalists who study the wildlife of the area.
- wind farms are an expensive and wasteful way of producing electricity.

You want to know what the advantages of wind farms are.

Lesson 8.4 Exercise 5a (page 87)

Opposition party representative

You need to listen carefully to the chairperson and other guests. Ask them to clarify anything you are not sure about. You also need to make the following points.

You think Smithsons will have the following negative effects:

- be bad for the economy
- destroy jobs and small businesses
- use foreign suppliers, which is bad for local suppliers
- cause damage to the environment

Lesson 9.4 Exercise 7a (page 97)

Use the information in Exercise 2 and some of the following facts for your presentation.

JOHN LEACH

Age: 26

Nationality: British – living in Birmingham

Artwork: his graffiti are in many European and South American cities. Shows the dark side of life. Horrible, frightening images, especially for children – but very powerful impact on all who see them.



Reputation: some say he's a genius. Others say he just likes to shock people. Some cities ban his graffiti, other cities protect his artwork.

Personality: volatile person. Rather insecure, perhaps because he never knew his parents and grew up in an orphanage, then spent a year in a young offenders' institute when he was 16 (continual shoplifting). But enjoys giving talks. Willing to give three talks at any exhibition.

Here you have two facts about another artist who will be presented. You can use this information in the discussion in Exercise 8.

You know that Ingrid Tauber did not get permission to photograph some of her 'ordinary' people. She is involved in two court cases with people asking for compensation. You met her recently and she talked about herself all the time.