

# 1

## Communication

### In this unit

#### Grammar

- the continuous aspect
- the perfect aspect

#### Vocabulary

- communication
- idioms

#### Scenario

- Flat sharing

#### Study skills

- note-taking

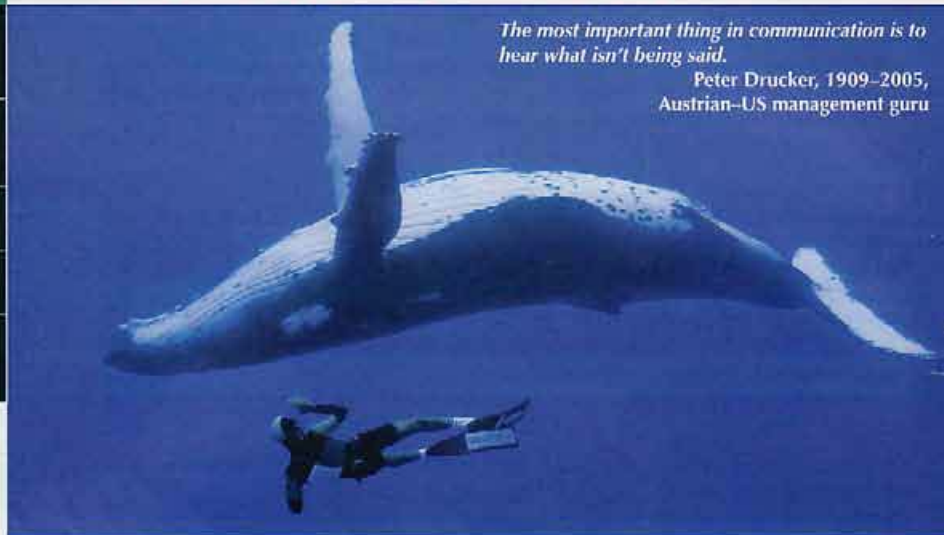
#### Writing skills

- writing and checking emails

### 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



# 1.2

## 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

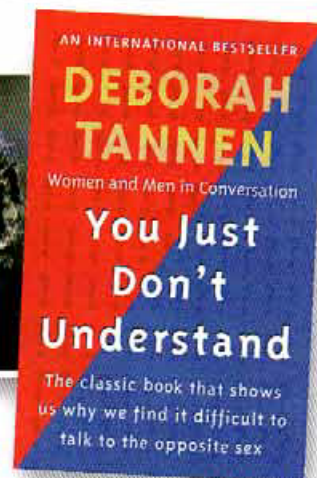
5 Complete this report about a communications company with the verbs in the box in the past simple or a perfect tense.

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

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

## WHO DOES THE TALKING?

1.3

### 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  
5 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  
10 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.'
- 15 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  
20 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  
25 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.  
30 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  
35 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  
5 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  
10 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!"

- 15 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  
20 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  
25 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



## 1.4

## SCENARIO

## 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?

# Flat sharing

1.4



**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

# WRITING SKILLS

1.5

**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.