

# 8

# Effective communication



## IN THIS UNIT YOU

- learn about the ways astronauts stay in touch from space
- read about an experiment in intercultural communication
- find out about a new app
- watch a TED Talk about how to have better conversations
- write an email of complaint



A group of young men chatting in the Sarawat Mountains, Saudi Arabia.

## 8A Getting your message out

### VOCABULARY Effective communication

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- Do men and women talk about different things? What are the differences?
- Do you use your hands much when you speak?
- What do you talk about with your friends? And with your parents?
- Do you like talking in large groups or do you prefer talking one to one? Why?
- Are you a good listener?

2 Match words in column A with words in column B to make expressions about communication.

A	B
1 get	a connections
2 interpersonal	b photos
3 make	c skills
4 pay	d distracted
5 share	e attention
6 connect	f my message out
7 get	g with
8 post	h texts
9 respond	i on social media
10 send	j to texts

3 Complete the comments about ways of communicating with expressions from Exercise 2. Which comments are about communicating using technology?

- 1 If I want to make a point, I prefer face-to-face conversations. I don't find it easy to \_\_\_\_\_ people if I'm not in the same room as them.
- 2 I know I can't \_\_\_\_\_ if I'm looking at my mobile. I get distracted.
- 3 I think I have good \_\_\_\_\_. My friends say I'm a good listener.
- 4 I probably \_\_\_\_\_ about ten times a day and I respond to my friends' messages straight away. It's rude to make them wait.
- 5 If I want to share a message or photo, I \_\_\_\_\_.
- 6 I join in on a lot of online forums. It's a great way to \_\_\_\_\_ and get my message out.

4 Work in pairs. Discuss the questions.

- 1 Are the comments in Exercise 3 true for you? Change them to make them true and tell your partner.  
*I find phone conversations just as easy as speaking face to face, except with my grandfather – he's terrible on the phone!*
- 2 Are any of the comments true for your parents?

5 What's the difference between these words?

an argument    a chat    a conversation    a debate    a discussion

6 MY PERSPECTIVE

Work in pairs. Discuss the questions.


- Who do you find it easy to have a chat with?
- When was the last time you had a bad argument? Is there anything you could have said to avoid the argument or make it less emotional?
- Have you ever taken part in a debate? What was the topic?




## LISTENING

7 Work in pairs. Discuss the questions.

- 1 How do you think astronauts on the International Space Station (ISS) communicate with:
  - a the mission controllers?
  - b their families?
  - c the public?
- 2 How do you communicate with people who live far away?

8 Listen to a conversation between two friends about how Chris Hadfield communicated with people on Earth while he was on the ISS. Match the ways of communicating (1–4) with the ways he used them (a–f).  49

- 1 YouTube
  - 2 video conferencing
  - 3 Twitter
  - 4 online chat forums
- a to post photos of Earth
  - b to send messages to his followers
  - c to share music videos
  - d to show experiments in space
  - e to talk to schools
  - f to take part in question-and-answer sessions with the public

9 Listen again. Complete the notes with one or two words or a number.  49

- 1 David Saint-Jacques and Chris Hadfield are astronauts from \_\_\_\_\_.
- 2 Hadfield's \_\_\_\_\_ managed his social media accounts for him.
- 3 He did experiments to show what happens to \_\_\_\_\_ in zero gravity.
- 4 He has \_\_\_\_\_ million followers on Twitter.
- 5 People loved talking to him while he was \_\_\_\_\_.

## GRAMMAR Reported speech (1)

10 Read some questions Chris Hadfield was asked during an online chat (1–8). Match them with his responses (a–h).

- 1 'You'll be away from Earth for five months. Will you get lonely?'
  - 2 'What does it feel like to look down at Earth during a spacewalk?'
  - 3 'Did you take a guitar to space?'
  - 4 'I want to be an astronaut. I'm seven years old. What do I need to do?'
  - 5 'What is it like to sleep without gravity?'
  - 6 'I'm wondering – how often do you hit your head each day?'
  - 7 'Which part of the world looks the coolest from space?'
  - 8 'Where are you right now?'
- a 'It is beautiful. The colours and textures, the global view, the chance to have Everest and the Himalayas under your feet.'
  - b 'There was already one waiting for me! It's been up here since 2001.'
  - c 'The most beautiful to me are the Bahamas – you can see every shade of blue there. But honestly, it's difficult to have one favourite place. Everywhere looks amazing.'
  - d 'At the moment we're flying over the west coast of Australia.'
  - e 'About once a day!'
  - f 'No! On the ISS there are people on the radio, family are just a phone call away, and I have the other team members to chat with. I also have experiments and work to do.'
  - g 'It is wonderful – you can relax every part of your body.'
  - h 'You must be healthy (eat your vegetables and do some exercise) and smart (do your homework).'

Astronaut Chris Hadfield plays his guitar on the International Space Station.



## Reported statements and questions

'What is it like to sleep without gravity?' → Someone asked Chris what it was like to sleep without gravity.

'Will you get lonely?' → Someone asked him if he would get lonely.

'Did you take your guitar to space?' → One person asked whether he had taken his guitar to space.

'A guitar has been up here since 2001.' → Chris said that a guitar had been up there since 2001.

'How often do you hit your head each day?' → He was asked how often he hit his head each day.

**11** When we report direct speech, we make some changes to tenses, pronouns, word order and punctuation. Read the Grammar box and answer the questions.

- 1 When we report statements and questions, verbs usually *stay the same / change to a past tense*.
- 2 Pronouns and time expressions (*you, my, now, this, often / never*) change.
- 3 When we report *questions with a question word / yes/no questions*, we use *if* or *whether*.
- 4 At the end of reported questions, there is a *question mark / full stop*.
- 5 In reported questions the subject is *before / after* the auxiliary verb.
- 6 In reported questions the auxiliary verb *do, does, did* is *necessary / not necessary*.

Check your answers on page 142. Do Exercises 1–4.

**12** Complete the reported speech with these words.

could    felt    had    had    was    was

- 1 'What does it feel like to look down at Earth during a spacewalk?' 'It is beautiful.'  
One person **asked** what it \_\_\_\_\_ like to look down at Earth. Chris **replied** that it was beautiful.

- 2 'I have hit my head about once a day!'  
Chris **admitted** that he \_\_\_\_\_ hit his head about once a day.
- 3 'Honestly, it's difficult to have one favourite place.'  
He **complained** that it \_\_\_\_\_ difficult to have a favourite place.
- 4 'Sleeping without gravity is wonderful – you can totally relax.'  
He **claimed** that sleeping without gravity \_\_\_\_\_ wonderful. He **added** that you \_\_\_\_\_ totally relax.
- 5 'To be an astronaut you must be healthy and smart.'  
He **explained** that to be an astronaut you \_\_\_\_\_ to be healthy and smart.

**13** Look at the verbs in bold in Exercise 12. Match six of the verbs with these definitions.

- 1 say something in answer to someone else reply
- 2 say something more
- 3 say something so the listener understands it clearly
- 4 say that something is true, especially when you are unhappy or sorry about it
- 5 say that you are not happy about something
- 6 say that something is true, even when it is not certain

**14** Use the prompts to report more statements and questions about the ISS mission.

- 1 'Do you do experiments every day?' someone / ask
- 2 'I do, but I don't do many experiments on Saturdays and Sundays.' Chris / reply
- 3 'I can help to educate the public about space exploration with social media.' he / explain
- 4 'How long did it take you to learn how to move around in zero gravity?' one person / ask
- 5 'I'm still learning!' he / admit
- 6 'Will it take long to get used to gravity again after living in space?' someone / ask

**15** Work in pairs. Write five questions you would like to ask Chris Hadfield. Take turns to interview each other as Chris. Then report your interviews to the class.





# 8B Intercultural communication

## READING

- 1 Work in pairs. You are going to read an article about what happened when students from different nationalities spent time together. Discuss the questions. Use these adjectives and your own ideas.

direct emotional formal honest patient polite rude

- What do you think people in other countries believe about people in your country?
- How true do you think these views are?

- 2 Read the article. Match the headings (a–f) with the paragraphs (1–5). There is one heading you do not need.

- a Let's get together
- b A two-way thing
- c Body language
- d Communication styles
- e Communicating without words
- f Accurate opinions?

- 3 Read the article again. Are these sentences true (T) or false (F), or is the information not given (NG)?

- 1 Messages can be communicated in two forms: spoken language and body language.
- 2 Intercultural understanding is important because different nationalities communicate so often these days.
- 3 The aim of the experiment was to compare Moroccan and Chinese communication skills.
- 4 The students were not feeling relaxed about meeting new people.
- 5 The ideas they had about each other before they met did not match the facts.
- 6 Hyan Yu was annoyed because Eleni wasn't listening to him.
- 7 The Chinese students spoke the best English.
- 8 The most direct group was the Americans.
- 9 The students had to change their communication styles for the others to understand and accept them.

- 4 Match the words from the article (1–6) with their definitions (a–f).

- |                        |                          |
|------------------------|--------------------------|
| 1 urgent (line 11)     | 4 fluent (line 30)       |
| 2 background (line 16) | 5 direct (line 49)       |
| 3 stereotype (line 24) | 6 passionately (line 52) |

- a the culture and family someone comes from
- b set ideas about people or nationalities, often not true
- c with emotion
- d important, high-priority
- e clear and honest
- f able to speak a foreign language well

## CRITICAL THINKING Using direct speech

- 5 The author uses direct speech in the article. Find four quotes. Why is direct speech used?

- 6 Match the quotes in the article with the points (1–4).

It is important to:

- 1 be aware of your own culture and be able to explain it.
- 2 understand why miscommunication happens.
- 3 recognize how all types of communication can help understanding.
- 4 be curious and want to know the truth about other cultures.

## VOCABULARY BUILDING Negative prefixes

We can make adjectives negative by adding the prefixes *un-*, *im-*, *in-* or *ir-*.

*comfortable* → *uncomfortable*     *polite* → *impolite*

*correct* → *incorrect*     *responsible* → *irresponsible*

- 7 Add the correct prefix to make these adjectives negative

- |                |                 |
|----------------|-----------------|
| 1 _____patient | 6 _____personal |
| 2 _____aware   | 7 _____regular  |
| 3 _____direct  | 8 _____possible |
| 4 _____usual   | 9 _____relevant |
| 5 _____formal  | 10 _____true    |

- 8 Choose the correct option to complete each sentence.

- 1 This intercultural experiment was quite *usual* / *unusual*, but everyone needs to be able to communicate with people from different cultures these days.
- 2 The Americans were surprised at how *personal* / *impersonal* and friendly the Moroccans were.
- 3 The Moroccans realized their ideas about stereotypes were *true* / *untrue*.
- 4 Eleni was *aware* / *unaware* she was annoying Hyan Yu.
- 5 Behaviour that is normal in one culture can appear *polite* / *impolite* in other cultures.
- 6 It's important to be *patient* / *impatient* when you communicate with people from other cultures.
- 7 Chinese people probably think Moroccans are quite *direct* / *indirect*.

- 9 MY PERSPECTIVE

Work in groups. Discuss the questions.

- Which of the communication styles in the article is most similar to your country's? Why?
- What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?





## AN EXPERIMENT IN

Rochd and David discuss stereotypes and communication styles.

# INTERCULTURAL COMMUNICATION

50

1 \_\_\_\_\_

We think about communication as someone sending a message and another person receiving it. However, this view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in more emotional non-verbal forms such as facial expressions, tone of voice and body language. In an increasingly interconnected world, the need to understand other cultures is more urgent than ever. So what happens when people from different cultures, who speak different languages, meet?

2 \_\_\_\_\_

This is what documentary makers Crossing Borders Films wanted to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face? Two of their films examine interactions between American, Moroccan and Chinese students. So what did they learn about each other, and themselves?

3 \_\_\_\_\_

Before the Moroccans and Americans met, both sides were feeling uncomfortable. What would they think of each other? Both nationalities already had some ideas about stereotypes of the other in their heads. One of the Moroccan students, Fatima, explained, 'I need to find out if the images I have of other nationalities are correct.' However, when the groups got together, they found that their stereotypes were immediately replaced by the individual personalities of the group members.

4 \_\_\_\_\_

Not everyone was fluent in English, and sometimes in discussions people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who went to China, Eleni, noticed that Hyan Yu always seemed annoyed when he spoke to her. Eleni explained, 'My sound to show I'm listening is *'Hm'*. And for Hyan Yu, *'Hm'* is a sign of disrespect.' On the other hand, some of the differences in non-verbal communication helped the students to get on better with each other. Rochd, one of the Moroccan students, demonstrated friendship in a Moroccan way by putting his arm around one of the visitors – Americans don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learned to accept them. One of the Moroccan students said, 'Maybe we're not communicating a lot of information, but we're connecting.'

5 \_\_\_\_\_

One of the Chinese group was surprised by how direct the Americans were. Compared to the Moroccans, however, the Americans seemed less direct. The Moroccans were able to argue passionately one minute and laugh together the next. Rochd puts it clearly: 'If we didn't speak with emotion, that wouldn't be a Moroccan discussion.' Again, simply by understanding that certain ways of interacting seem rude to other cultures, the groups were able to get on better. The young people learned a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.




## 8C Ask me anything


### GRAMMAR Reported speech (2)


1 Work in pairs. Discuss the questions.

- What apps do you know that can help people learn languages? What do they do?
- How will computers help us learn languages in the future?
- How could computer technology help if you didn't know how to explain what you wanted in English?

2 Listen to an interview with Nick, who has developed a language learning app. Put the questions the interviewer asks in the order you hear them.  51

- a Did the users know the app's secret?
- b How does the app work?
- c What do users need to do if they want to use the app?
- d Where does the idea come from?
- e What does your company do?
- f Will the app be available for English learners soon?

3 Work in pairs. Listen again, then discuss the answers to the questions in Exercise 2.  51

4 Work in pairs. Who says these things? Match the speakers (1–5) with the comments (a–j). Then listen again to check.  51

- |                   |                         |          |
|-------------------|-------------------------|----------|
| 1 the interviewer | 3 the app website       | 5 Javier |
| 2 Nick            | 4 anyone with an iPhone |          |

- a 'Yes, of course I can tell you about it!'
- b 'Can you tell me a bit about the app?'
- c 'Siri, find a good restaurant near here!'
- d 'We should use texting as the way people communicate with the app.'
- e 'Text me and I'll help!'
- f 'If you want to use the app, add this number to your phone contacts.'
- g 'Let's look at an example.'
- h 'It isn't actually a chat bot, it's me.'
- i 'I really think you should try this app. It's great.'
- j 'Remember to come back in five years' time, because computers will keep on learning.'

#### Verb patterns with reporting verbs

- a The interviewer **asked** Nick to explain where the idea came from.
- b He **told** Siri to find a good restaurant near there.
- c Nick **agreed** to talk about his new project.
- d Nick **suggested** using texting as the way to communicate with the app.

5 Reporting verbs tell us what the speaker is doing, e.g. suggesting. They are sometimes followed by other verbs, but the structure isn't always the same. Match the verbs in bold in the Grammar box with these structures.

- 1 Some reporting verbs are followed by *to* + infinitive, e.g. \_\_\_\_\_ .
- 2 Some reporting verbs are followed by *someone* + *to* + infinitive, e.g. \_\_\_\_\_ , \_\_\_\_\_ .
- 3 Some reporting verbs are followed by the *-ing* form, e.g. \_\_\_\_\_ .

Check your answers on page 142. Do Exercises 5 and 6.



6 Match the two parts of the sentences.

- 1 The app **promises**
  - 2 The website **invited** people
  - 3 Nick **offered**
  - 4 Nick **admitted**
  - 5 The first user **recommended**
  - 6 Nick **reminds** us
- a being the app.
  - b to help.
  - c to add the app's number to their contacts.
  - d to show how the app works with an example.
  - e to come back in five years' time.
  - f using Nick's app to others on Facebook.

7 Choose the correct options to complete the review of a new app.

A friend (1) *told* / *suggested* me to download a new app to help me learn vocabulary. He (2) *explained* / *admitted* not using it himself, but he (3) *offered* / *suggested* trying it for a few days. It (4) *promises* / *reminds* to teach you ten new words every day. The premium version is \$5, but if you (5) *invite* / *suggest* a friend to sign up for it, you get \$3 off. (You can also (6) *promise* / *ask* your parents to pay for it – tell them it's for study!) It's quite good fun because it turns learning English into a game. Sometimes I (7) *invite* / *agree* to let my little sister play it. I (8) *offered* / *told* to show my English teacher how it works. She thought that some of the vocabulary it teaches isn't very useful. She (9) *reminded* / *promised* me to do my homework as well, and not to only study with the app. I think she's right – I'd (10) *ask* / *recommend* spending ten minutes a day on the app, but no more.

8 Work in pairs. Read about the Turing test. Then read items 1–7 and decide which are the best ones to find out if you are speaking to a human or a bot.

The Turing test is a competition for computer 'bots' – programs that try to speak in the way humans do. The person taking the test 'chats' via text message and interacts with either the bot or with a human. The bot wins if the tester believes they are interacting with a human. But what can you do in a Turing test to find out whether you are talking to a human or a computer? Here are some ideas.

- 1 Could you give me your definition of love, please?
- 2 Would you like to ask me anything?
- 3 Why don't we play chess?
- 4 Are there any problems in your life you would like to talk about? I'd be happy to listen.
- 5 Do this sum:  $34,789 + 74,203$ .
- 6 Actually, I'm also a computer. How does that make you feel?
- 7 I think you should use more emoticons. It will make you seem more human.

9 Choose the correct verb. Report the sentences in Exercise 8.


- 1 You could ask it to give you its definition of love. (ask / offer)
- 2 You could \_\_\_\_\_ you a question. (invite / promise)
- 3 You could \_\_\_\_\_ chess. (admit / suggest)
- 4 You could \_\_\_\_\_ to its problems. (offer / tell)
- 5 You could \_\_\_\_\_ a sum. (recommend / tell)
- 6 You could \_\_\_\_\_ a computer. (admit / ask)
- 7 You could \_\_\_\_\_ emoticons. (invite / recommend)

10 PRONUNCIATION Contrastive stress

The same sentence can have different meanings depending on which words are stressed.

a Listen to three sentences. Underline the words that the speaker stresses.  52

- 1 Nick suggested using texting as the way to communicate with the app. (He didn't tell people to use texting.)
- 2 Nick suggested using texting as the way to communicate with the app. (No one else suggested it.)
- 3 Nick suggested using texting as the way to communicate with the app. (He didn't suggest using voice activation.)

b Listen to the first part of the sentence and choose the correct ending: 1, 2 or 3.  53

- Ana promised to show me how it worked, ...
- 1 Felipe didn't promise me anything.
  - 2 and now she's saying she doesn't have time!
  - 3 not what it looked like.

c Work in pairs. Practise saying the sentences in a and b in different ways. Can your partner provide the correct ending?

11 Work in pairs. Write questions you would ask to find out if you are chatting to a human or a computer. Work with a different partner. Ask and answer your questions.

12 CHOOSE

- 1 Report the best questions and answers from Exercise 11 to your group.
- 2 Write a summary of the best questions and answers from Exercise 11. Use reported speech.  
*My partner asked me to tell her a joke. I said I didn't know any jokes in English.*
- 3 Search online for a chat bot and have a conversation with it. Tell a partner about your conversation. Decide which chat bot was the best and why.



## 8D 10 ways to have a better conversation

“Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.”

CELESTE HEADLEE

Read about Celeste Headlee and get ready to watch her TED Talk. ▶ 8.0

### AUTHENTIC LISTENING SKILLS

#### Understanding fast speech

Some people speak very fast – often because they are enthusiastic about what they are saying. Some groups of words can sound like one long word. To deal with this, you can:

- listen for words you *do* understand.
- try to get the main idea.

- 1 Read the Authentic listening skills box. Listen to the first sentence of the talk. Write down the words you hear. 🎧 54
- 2 Listen again. What does Celeste want the audience to do? Choose the correct option. 🎧 54
  - a Unfriend someone on Facebook.
  - b Put their hands up.
- 3 Listen to five more short sentences. Write what you think Celeste says. 🎧 55

### WATCH

- 4 Work in pairs. Discuss the questions.
  - When you talk to people you don't know very well, what are 'safe' topics to talk about?
  - Which topics should you definitely avoid?
  - Who do you have good conversations with? What do you talk about?
  - What does a good listener do?

- 5 Watch Part 1 of the talk. According to Celeste, are the sentences true (T) or false (F)? ▶ 8.1

- 1 Even the weather and your health aren't safe topics of conversation any more.
- 2 Smartphones are helping kids improve their interpersonal skills.
- 3 Celeste agrees with the advice everyone has heard about how to show that you are paying attention.

- 6 Watch Part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use ten of these words. ▶ 8.2

brief details experience flow know learn  
listen multitask open-ended quiet repeat talk

- 1 Don't \_\_\_\_\_.
- 2 Enter every conversation assuming that you have something to \_\_\_\_\_.
- 3 Use \_\_\_\_\_ questions. Start questions with *who, what, when, where, why* or *how*.
- 4 Go with the \_\_\_\_\_. Thoughts will come into your mind and you need to let them go out of your mind.
- 5 If you don't \_\_\_\_\_, say that you don't know.
- 6 Don't equate your \_\_\_\_\_ with theirs.
- 7 Try not to \_\_\_\_\_ yourself.
- 8 Leave out the \_\_\_\_\_.
- 9 \_\_\_\_\_. It's the number one most important skill that you can develop.
- 10 Be \_\_\_\_\_.





**7** Choose the correct option to complete each tip. Then watch Part 2 of the talk again to check. ▶ **8.2**

- 1 Be *present* / *available*. Be in that moment.
- 2 If you want to state your opinion, write *an email* / *a blog*.
- 3 Because then they might have to stop for a moment and think about it, and you're going to get a much more *complete* / *interesting* response.
- 4 Don't stop listening when *information* / *stories* and ideas come to you. Let them come and let them go.
- 5 Be careful about what you claim to be *an expert* / *a listener* in and know for sure.
- 6 It's not about *who is right* / *you*.
- 7 We have a point to make, so we just keep *rephrasing* / *repeating* it over and over. Don't do that.
- 8 People care about you, not the names and *addresses* / *dates*.
- 9 If your mouth is open, you're not *learning* / *listening*.
- 10 In short: be interested in *everything* / *other people*.

### CHALLENGE

Watch Part 3 of the talk. Celeste says that 'everyone has some hidden, amazing thing about them'. What is your hidden, amazing thing? Tell a partner. ▶ **8.3**

### 8 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ **8.4**
- b Work in pairs. Discuss the questions.
  - If you want to *avoid* someone, what can you do?
  - What conversations do you enjoy most? Is this *due* to the people you're speaking to, the topic you're talking about, or something else? What?

- In which professions is good speaking and listening important to *make a living*? How will you make a living?
- What do you *care about* most in your life?

### CRITICAL THINKING Investigating opinions

**9** Work in pairs. Read the comments (1–3). Discuss how Celeste would respond to them.\*

- 1 'Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face to face.'
- 2 'Celeste says we shouldn't compare other people's experiences with our own, but I've always thought that this shows good listening skills – it shows that you really understand how the other person is feeling.'
- 3 'Doesn't it depend on what kind of conversation you are having? Normally both people should be allowed to give their opinions.'

\*These comments were created for this activity.

**10** Work in groups. Discuss the questions.

- Which of Celeste's suggestions are going to be most difficult for you to do? Why?
- She says that just making one change is a good start. Which tip will you work on? Why?
- How are you going to put your good intentions into practice?





## 8E I hear what you're saying

### SPEAKING

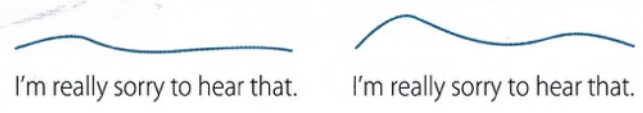
1 Listen to three conversations in which one person wants a change in their situation. Match the conversation with the speaker who wants: 56

- a a second chance to do something. Conversation \_\_\_\_\_
- b to get some money back for something they bought. Conversation \_\_\_\_\_
- c to replace something that isn't right. Conversation \_\_\_\_\_

2 **PRONUNCIATION** Sympathetic intonation

Being sympathetic means listening to understand how someone feels, and being kind if they have a problem. We show sympathy in the words we use and the way we sound. In general, sympathetic intonation goes up and down more than unsympathetic intonation.

a Listen to the same sentence said twice. Notice how the voice goes up and down in the second, more sympathetic-sounding sentence. 57



b Listen to the sentences. Does the speaker sound sympathetic (S) or unsympathetic (U)? 58

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

c Listen to the sentences again. Repeat them and try to sound sympathetic. 58

3 Work in pairs. Choose two of the situations (1–4). Roleplay them with your partner, using expressions from the Useful language box. Take turns to be the sympathetic listener.

- 1 A friend lost a 1,000-word essay. He turned the computer off before he saved it.
- 2 A teammate can't play in the basketball final because they aren't good enough. You are the team captain.
- 3 A teacher failed a classmate in an exam because they saw them using their mobile phone. They say they were only turning the sound off, but you are the teacher and you know they were texting someone.
- 4 You forgot to lock the garage door last night. Your sister's motorbike was stolen.

### Useful language

#### Showing understanding

- I'm sorry to hear that.*
- Yes, that is frustrating.*
- That's (such) a shame / pity.*
- What a pity.*
- I see.*

#### Disagreeing politely

- I hear / see what you're saying, but ...*
- I understand, but ...*

#### Preparing the listener for bad news

- You see, the thing is ...*
- It's just that ...*
- Unfortunately, ...*
- I'm afraid that ...*
- I'm sorry to say ...*





## WRITING An email of complaint

- 4 Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, online services, etc.
- 5 Read the email on page 152 and answer the questions.
- 1 What did Park Seo-yeon want to buy?
  - 2 What problem did she have paying for it? What other problem was there with the product?
  - 3 Was her phone call to the company successful? Why? / Why not?
  - 4 What three things does she want the company to do?
- 6 **WRITING SKILL** Using formal linkers
- a Look at the Useful language box. Find these words and phrases in Park's email on page 152. Which heading in the Useful language box could you put them under?
- 
- although    consequently    despite    nevertheless    what is more
- b Complete these sentences in a way that makes sense.
- 1 I had to wait to be served for twenty minutes. As a result, ...
  - 2 In my experience, customer service in your shop is usually good. However, ...
  - 3 The phone was not the right colour. As well as this, ...
  - 4 Even though the menu didn't look very exciting, ...
  - 5 It took us more than an hour to buy tickets for the concert. In spite of this, ...
- 7 Put the features of an email or letter of complaint in the order that they appear in Park's email.
- |                                  |                              |
|----------------------------------|------------------------------|
| a a clear demand for a solution  | d a formal opening 1         |
| b a description of what happened | e details of any attachments |
| c a formal closing               | f the reason for writing     |
- 8 Choose one of the conversations from Exercise 1 and write a letter of complaint, or write a letter about an experience you've had. Use these instructions to help you.
- Give the reasons for your complaint.
  - Decide what you think the company should do.
  - Underline any expressions from Park's email that you can use in your letter.
  - Make sure you include all the features in Exercise 7.
  - Use linkers from Exercise 6 to help you organize your writing.
- 9 Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.

### Useful language

#### Expressing contrast

*in spite of*  
*even though*  
*while*  
*however*  
*even so*

#### Expressing result

*as a result*  
*because of this*  
*therefore*

#### Expressing addition

*in addition*  
*as well as this*  
*moreover*  
*furthermore*