



1

- A Tense overview
- B Question forms
- C Emails
- D **Communication strategies** Developing conversations
- E **Interaction** Making a good impression



Connections

Tense overview

Reading: First impressions

1 Discuss these questions.

- 1 Some psychologists say that it takes people 20 seconds to form a first impression. Do you agree? How long does it take you?
- 2 People who have to speak in front of an audience generally try to make a good first impression. How do they do it?

2 Read the magazine article below. Do you agree with what the author says about presentations? Why?/Why not?

3 Find an example of each of the following in the article.

- 1 the present simple
- 2 the past simple
- 3 the present perfect
- 4 the past perfect
- 5 a future form

Looking for maximum impact

As the saying goes, you never get a second chance to make a first impression.

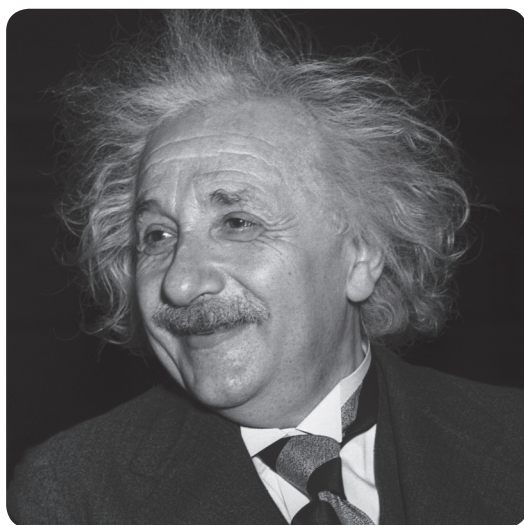
Have you ever wondered why first impressions are so important? According to communication experts, their importance can be explained by the fact that people not only hold on to them, but also seek to reinforce them. In other words, when you make a great first impression, people keep looking for the good points in you. On the other hand, if you mess up, you have to work really hard afterwards to project a positive image.

A few years ago, I attended an international conference and was struck by how most presenters started their talk. All of them had already been introduced; most of them had a slide behind them with the title of their talk, their name and affiliation. Everyone in the audience had received a programme with the same information and an abstract of the talk. Yet, how did the talk start? 'Good afternoon. My name is John Smith and I work for Waits Academy. My presentation today is about ...' How could you be more uninspiring?

No wonder that the workshop I remember best is the one where the presenter adopted a radically different approach. Her very first words were: 'Where do people learn languages?' Complete silence in the audience. After a few seconds, she then replied: 'Between their ears.' She had us. We all thought it was a brilliant opener, we all expected the talk to get even better, and it did.

So, next time you're going to give a presentation, make an important phone call or write an email, ask yourself these two questions: 'How am I going to command attention? How am I going to enter the other person's world?'





Listening: Getting it right

4 Read these quotes. How do they relate to first impressions?

A *'Luck is what happens when preparation meets opportunity.'*
(Seneca)

B *'It's always the badly dressed people who are the most interesting.'*
(Jean-Paul Gaultier)

C *'I don't like that man. I must get to know him better.'*
(Abraham Lincoln)

5 **1.1** Listen to three people talking about first impressions. Match the quotes in exercise 4 to the conversations.

- 1 Vladimir Quote _____
2 Rick Quote _____
3 Liliana Quote _____

6 Listen again and complete the sentences.

Conversation 1

- 1 When _____ you first _____ her?
2 She _____ biochemistry.
3 I _____ already _____ her once without being aware of it.

Conversation 2

- 4 _____ you _____ what it _____ to really know someone?
5 I _____ always _____ in that idea.

Conversation 3

- 6 But competition _____ fierce, no doubt about that.
7 I _____ *How To Make A Positive First Impression*.

Grammar: Tense overview

7 Look at the tenses used in the sentences in exercise 6. Then write 1–7 in the appropriate spaces in the table below.

	Present	Past	will future
Simple			
Continuous			
Perfect			
Perfect continuous			

>> For more information on the English tense system, see pages 156–162.

8 Match these sentence halves. Then complete the table in exercise 7 by writing a–e in the appropriate spaces.

- a By the end of this year, well before the deadline.
b I was exhausted on Tuesday because I'd been entertaining guests till 2 a.m.
c I've been working all morning, but I still have a lot to do.
d This time next week, I'll be we'll have been going out for three years.
e We'll have finished everything heading for Singapore.

9 Explain the use of the different tenses in these pairs of sentences.

- 1 a We work for a Canadian NGO.
b We are working on an educational exchange programme.
2 a What did you do when the head nurse came in?
b What were you doing when the head nurse came in?
3 a When the visitors arrived, they were redecorating the office.
b When the visitors arrived, they had redecorated the office.
4 a She's given some lectures on Brazilian culture.
b She gave some lectures on Brazilian culture.
5 a I've been filling in forms all day.
b I've filled in my visa application form.

Speaking: What makes you tick?

10 What is most important for you about someone you meet for the first time? Add your own ideas to the list. Then work in pairs and agree on the three most important points.

- They have a firm handshake.
- They tell you a lot about themselves.
- ...

TALKING POINT

How can companies make a good impression when emailing a potential customer?

And when phoning a business contact for the first time?



Listening: Speed is the word**1** Discuss these questions.

- 1 How can people make new business contacts?
- 2 What questions would you ask when meeting a potential business contact for the first time?



2 What do you understand by 'speed business networking'? Look at the text and see if you are right. Do you think it can work?

Looking extremely graceful in her smart two-piece suit, Louise Delville is casually holding a drink in one hand and a list of names in the other. She is listening intently to a man who is talking to her with genuine enthusiasm. They frequently exchange warm smiles.

You'd be forgiven for believing that these two are at an ordinary party. But after a few minutes, a gong sounds and each moves to a different partner. 'Ah,' you think, 'speed-dating!'

You are not far from the truth, although Louise is not looking for someone romantically compatible. She has just received an MBA from a prestigious business school, and her ambition is to become a business development manager.

This evening, together with dozens of other graduates and as many executives, she is attending a speed-networking event. The aim of this particular event is to enable young graduates and business executives alike to establish valuable connections.

3 Look at the text again and make questions for these answers.

- 1 A smart two-piece suit.
- 2 A list of names.
- 3 Just a few minutes.
- 4 No, it isn't.
- 5 She'd like to become a business development manager.
- 6 Because they hope to make useful professional connections.

4 Write three questions about speed networking – things you'd really like to know about it. Then work in pairs and compare your questions.

5 **1.2** Listen to a radio programme about speed networking. Which of your questions, if any, does it address?


6 Listen again and complete the interviewer's questions.

- 1 _____ ask you a couple of questions?
- 2 How _____ work?
- 3 _____ you _____ job seekers and employers, for instance?
- 4 _____ people attend such events, by the way?
- 5 _____ people _____ to walk around and mingle in any way they like?
- 6 How long _____ they _____ to one another?
- 7 _____ during those six minutes?
- 8 _____ effective?

7 Do you agree with the woman's assessment of how effective speed-networking events are? Why/Why not?

Grammar: Question forms

8 Put the questions in exercise 6 into two groups and complete the sentence below.

yes / no questions	wh- questions
Questions number 1 _____, _____ and _____	Questions number 2 _____, _____ and _____
The usual word order in yes / no questions is: auxiliary before subject. The auxiliary can be any form of <i>be</i> , <i>have</i> or <i>do</i> , or a modal like <i>can</i> , <i>will</i> , <i>should</i> , etc.	The usual word order in wh- questions is: question word + auxiliary + subject. Question words are <i>how</i> , <i>why</i> , <i>when</i> , <i>who</i> , <i>whose</i> , <i>which</i> , <i>what</i> and <i>where</i> .
 When a question word is the subject of a question, we do not use <i>do does did</i> : see for example questions 4 and 7 in exercise 6.	
>> For more information on question forms, see pages 162–163.	

9 Make questions from the groups of words in the box. Then match the questions to B's answers in the conversation below.

- a yourself five time see do years' where you in
- b hope what achieve you do to
- c this you career influenced choose what to
- d with up going anyone to you are follow
- e from you graduate did where
- f in are business of what you line
- g changed a college how person you has as
- h been Bonn how you in working have long

- 1 A: _____?
B: I'm in property investment.
- 2 A: _____?
B: Well, my favourite aunt was an estate agent. I used to help her in the summer.
- 3 A: _____?
B: Since I graduated in 2004.
- 4 A: _____?
B: The Munich Business College.
- 5 A: _____?
B: It's showed me the value of teamwork, and it's made me more goal-driven.
- 6 A: _____?
B: I'd like to set up my own international real estate agency.
- 7 A: _____?
B: Well, I want to make valuable business connections.
- 8 A: _____?
B: Sure! I'm having lunch with a realtor from California on Thursday.

Speaking: Question time

10 Work in pairs. Your task is to ask your partner questions until their reply consists exactly of the short sentence on your card.

Sentence on A's card: **No, never.**

A: Are you sometimes late for work?

B: Well, yes, but not very often.

A: Do you ever have breakfast in bed?

B: Only when I'm ill.

A: Have you ever been to Korea?

B: No, never.

Student A: Turn to File 1, page 114.

Student B: Turn to File 63, page 126.

11 Work in pairs. Take turns to ask (and answer) as many questions as you can to get to know each other better. You have three minutes altogether.

Find out which pair has asked the most questions.

Writing: An evaluation questionnaire

12 Work in pairs. You have just organized a speed-networking event for young graduates and employers. In order to continue to ensure quality, you want some written feedback from the participants on specific aspects of the event. Agree together on six key questions.

TALKING POINT Some big companies, such as Deloitte, organize speed-networking events for their own members of staff from different departments. What do you think of the idea?

1 Emails

Reading: Emailing dos and don'ts

1 Discuss these questions.

- 1 How many emails do you receive every day? How many do you send?
- 2 What kind of emails do you find difficult to deal with? Why?
- 3 What can sometimes be difficult about writing emails in English?

2 Complete the emailing guidelines with the words in the box.

asterisks attachments copy in details locate paragraphs
personal proofread relationship subject line



TOP 10 EMAILING TIPS

- 1 Think carefully and creatively about your _____. It should capture the reader's attention and state the purpose of the email clearly.
- 2 Focus on one subject per email, so that the reader can _____ the message easily and deal with it appropriately.
- 3 Always double-check that you are sending the message to the right person, and _____ any relevant individuals.
- 4 Remember that emails, just like letters, can be formal or informal: the style used depends on the writer/reader _____.
- 5 Use fancy fonts, colours and emoticons ('smileys') in _____ emails only.
- 6 Do not use CAPITAL LETTERS – it is like shouting; you can use _____ to make a point *stronger* if bold, italics and underlining don't come out clearly in your emails.
- 7 Use relatively short sentences, use _____ and, whenever appropriate, use headings and bullet points.
- 8 You can include a 'signature' (i.e. your contact _____, like on a business card), but keep it short and up-to-date.
- 9 Be careful with _____: if you have to send a large one, you might want to tell the recipient in advance.
- 10 Always _____ your emails and use spell-check and grammar check before sending them off.

3 Work in pairs. Discuss these questions.

- 1 Are the guidelines in exercise 2 valid in your country and in your company?
- 2 Which guideline would you say is the most useful? Why?
- 3 What other guidelines can you add to the list?

4 Read the email. Decide which three guidelines the writer did not follow. Then suggest improvements.

To: Edina Haver
From: Julian Peresti
Subject: Warm greetings

Dear Edina

It was great to meet you at the Debrecen Trade Fair earlier this month, and we are delighted that you have accepted our invitation to attend our annual conference in March.

Please note that WE HAVE HAD TO RESCHEDULE THIS EVENT FOR TUESDAY, 23 MARCH, INSTEAD OF WEDNESDAY 24.

Could you please confirm that you will be able to attend?

Sorry for any inconvenience.

We look forward to seeing you again.

With best wishes,

Julian

Julian Peresti,
PR Manager,
Stedex International

5 Test your knowledge of formal and informal email opening and closing expressions.
Student A: Turn to File 2, page 114. Student B: Turn to File 70, page 128.

6 Read Edina's reply to Julian's email in exercise 4. Underline the most appropriate option each time.

¹ Dear Sir, / Hiya buddy! / Dear Julian,

² Thank you for your email of the 12th inst. / Thank you for your email. / Thanks for dropping me a line.

³ I'm sorry to hear that the conference has been rescheduled. / What a shame you've changed the date of the conference. / It is with profound regret that I hear your conference has been brought forward to 23rd March.

⁴ Because of previous arrangements between 9 and 11 a.m. on the 23rd, I'm afraid I won't be able to come. / Owing to prior engagements between 9 and 11 a.m. on the 23rd, I am afraid I will not be in a position to participate. / I've got zillions of things to do in the morning, so there's no way I could be there.


⁵ Nevertheless, being free after 11 o'clock, I might be able to be there early afternoon. / But I've got nothing to do after 11, so I could just make a dash for it. / However, I'm free after 11, so I could be there for the afternoon.

⁶ By the way, OK if I'm there just for the afternoon? / Please let me know if it's all right to attend only the afternoon sessions. / I would be grateful if you could inform me whether it is convenient to attend only the afternoon sessions.

⁷ Looking forward to hearing from you soon. / Write soon. / I look forward to receiving your reply in due course.

⁸ Bye bye, / Best wishes, / Sincerely,

Edina



Word focus: Making and changing arrangements

7 Complete these extracts from emails with the words and phrases in the box.

available come up do good got something on
instead postpone suits tied up work

- 1 We've got an appointment for 9:30, Monday 25th, but I'm afraid something's _____. Could we fix another time?
- 2 Sorry, I can't make Thursday or Friday. How about earlier in the week? Does Tuesday _____ for you?
- 3 I suggest we meet next week. What's a _____ day for you?
- 4 Would it be possible to _____ our meeting?
- 5 Wednesday is fine for me. What time _____ you?
- 6 I'm afraid I can't _____ 10:30 on Monday. I've _____ that morning.
- 7 I'm _____ all day on Friday, I'm afraid. How about next Monday _____?
- 8 Could you please let me know if you'd be _____ for a conference call next Tuesday from 10:00 to 11:30?

Speaking: Style in emails

8 Consider the three different registers in exercise 6 and discuss these questions.

- 1 If you used the most formal expressions in an email to someone you know well, what would they think?
- 2 If you used the most informal expressions in an email to someone you hardly know at all, what would they think?

9 Work in pairs. You both have half the sentences of an email, but all jumbled up. Your task is to reconstruct the email. You mustn't write anything or show each other your sentences.

Student A: Turn to File 3, page 114. Student B: Turn to File 68, page 127.

10 Work in pairs or in small groups. Think of three ways in which you could use email to improve your writing skills and further develop your English.

Compare with another group and come to a decision on the best four ways.

TALKING POINT Which emailing tips do people most often fail to follow? How does that make you feel?

1 Communication strategies

Developing conversations

Listening: It's good to talk

1 Discuss these questions.

- 1 What are the most usual small talk topics in your culture and which ones are best avoided?
- 2 Think about people you enjoy chatting with. What personal qualities do they have?
- 3 What makes a conversation successful and enjoyable?

2 1.3 Listen to six conversation extracts. How does the second speaker sound each time?

3 1.4 Listen to the questions from the same conversations (1–6) and match them to responses (a–f).

- a Yes, of course. Ben and I go back at least ten years.
- b They're really nice. I just feel as if we've been working together for years.
- c Not very. About 20 minutes in the morning. A bit longer in the evening, but it depends on the traffic.
- d No. I really want to see a bit more of my family.
- e Great idea. So we can catch up with all our news!
- f Fine, thank you. Our new project is really interesting, I find.

4 Work in pairs. Ask each other the questions from the conversations (use the audio script on page 137 to help you). Give your own answers, adding a comment each time.

5 Sometimes, a person can feel excluded from a conversation. Why does this happen? What can be done about it?

i In normal conversation, minimal answers are often taken as a sign of indifference, lack of interest, or even rudeness. Adding a simple comment would help the conversation to develop.



6 1.5 Listen to three extracts from conversations. Which strategy from the table below does the third person use in each case?


Conversation 1: _____ Conversation 2: _____ Conversation 3: _____

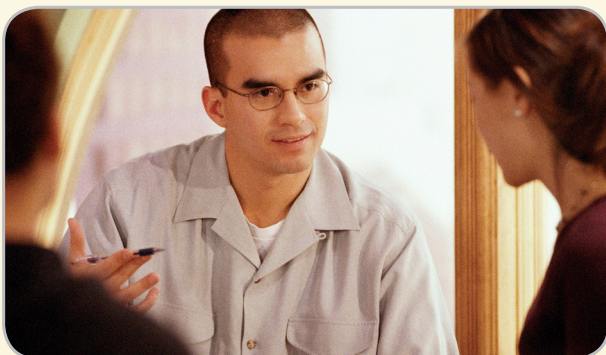
If nobody asks you a question directly and you would like to be included in a conversation, it is often enough for you to do one of the following:

- | | | |
|----------------------|------------------|----------------------------|
| a express an opinion | b make a comment | c ask a follow-up question |
|----------------------|------------------|----------------------------|


7 Work in pairs. A is having different conversations with B. What could C say to join the conversation? Use one of the strategies in exercise 6.

- 1 **A:** Ponte Vecchio is one of the best Italian restaurants in town.
B: Yeah. We had dinner there last Saturday. Fabulous!
C: _____
- 2 **A:** I thought the match was terrific.
B: Kerad's second goal was a thing of beauty.
C: _____
- 3 **A:** Simon's been on sick leave for more than a month.
B: And no one knows when he'll be back.
C: _____
- 4 **A:** I'm a tax inspector.
B: Mm. That can't be an easy job.
C: _____
- 5 **A:** This weather seems to be driving everyone mad.
B: It does, doesn't it. Absolutely dreadful.
C: _____
- 6 **A:** The guys in Accounts are looking exhausted.
B: They're all overworked, that's the problem.
C: _____

8  **1.6** Listen and compare C's responses to the ones you thought of in exercise 7.



9 How can an active participant in a conversation encourage a quieter one to take part? What exactly could they say?

10  **1.7** Listen to these conversations. Complete the questions that are used to involve the quieter person.

Conversation 1

B: ... I'd say they're just completely incompetent. ... What _____, Connie?

C: Well, I think those guys are quite good, actually.

Conversation 2

B: ... I doubt it will save us a lot of money. Have you got a _____, Carol?

C: Erm ... I think you're right, Bill. Besides, it will have a bad effect on morale.

Conversation 3

B: Erm ... You've been to Vietnam, haven't you, Stanley? What did you _____?

C: Well, I was there on holiday ...

Speaking: Count me in!

11 Work in pairs. Student A chooses a conversation starter; B answers; A comments and/or asks a follow-up question.

Change roles: B chooses another conversation starter, etc.

A: What line of business are you in?

B: I'm in the pharmaceutical industry.

A: Oh, really. What's your company called?

Conversation starters

What line of business are you in?

Thank goodness it's Friday!

Have you seen the headlines today?

So your company headquarters are now in Zurich.

How many people does your company employ?

I hope we can make it to the quarter finals.

Business travel is such a pain.

Pamela has changed her hairdo again.

12 Write four statements / questions that you could use as conversation starters. Then work in new pairs and have more mini-conversations like the ones in exercise 11.

13 Work in groups of three (A, B and C). Roleplay three conversations on these topics:

- Topic 1: The retirement age should be lowered, not raised.
- Topic 2: It's the individual's job – not the State's – to put money aside in case they fall ill.
- Topic 3: Working from home has more disadvantages than advantages.

Student A: Turn to File 4, page 114.

Student B: Turn to File 69, page 127.

Student C: Turn to File 76, page 129.

Reminder

Tense overview page 5 + Grammar reference pages 156–162

Question forms page 7 + Grammar reference pages 162–163

Developing conversations page 10

Reading: It's not just what you say

1 Discuss these questions.

1 Think of a presentation, a talk, a lecture or a workshop that you really enjoyed. Apart from the content, what exactly was it that you liked about it?

2 What are the keys to a successful presentation? Make a list of useful tips.

2 Read the article. Are any of your tips mentioned?

According to Albert Mehrabian (Professor Emeritus of Psychology, UCLA), when we communicate feelings and attitudes, what makes people believe we're telling the truth depends mostly on our body language (55%) and our tone of voice (38%), while our words account for only 7%.

Although business and academic presentations are not just about feelings and attitudes, Mehrabian's findings are well worth bearing in mind. A key idea is that the verbal (the words we use; the content) and the non-verbal (our tone of voice and body language) need to be in harmony, to support each other.

Good presenters, of course, know their subject matter and are well prepared, but they are also aware of how their non-verbal communication affects their audience. For example, they know their voice is an instrument, so they turn the volume up or down, raise or lower the pitch, speed up or slow down as appropriate.

As regards body language, good presenters generally have four or five items on their checklist: appearance, posture, gestures, facial expressions and eye contact. They know that appearance matters, so they dress up or down depending on the context; they stand their full height and avoid moving from side to side or swaying; they control their gestures and facial expressions, using them to emphasize a point. They are also aware of the importance of eye contact. When talking to large groups, they often choose about ten friendly-looking people in different sections of the room and regularly make eye contact with them.



3 Work in groups of four. Ask and answer questions about the article.

Students A1 and A2: Turn to File 5, page 114.

Students B1 and B2: Read the information below.

Part 1

Work together. Put these words and phrases in the correct order to make questions.

You both need to write down all three questions.

1 Mehrabian's the is of key idea what theory ?

2 consist does communication what non-verbal of ?

3 do can contact what eye about presenters ?

Part 2

Use the article to work out the answers to questions 1–3 together. Make sure you remember the answers as you need them for Part 3.

Part 3

Each one of you now works with a partner from the other pair. Answer the questions your partner asks you.

Then ask your questions. Help or correct your partner whenever necessary.

Word focus: Structuring presentations

4 **1.8** Listen to the openings of four different presentations. How positive a first impression do they create? Rate them from 1 (= least positive) to 5 (= most positive). Compare your answers and tell each other which criteria you used.

1	1	2	3	4	5	3	1	2	3	4	5
2	1	2	3	4	5	4	1	2	3	4	5

5 Complete the opening expressions in the table.

Openings:	
Telling an anecdote	A funny thing ¹ _____ a few weeks ago. I was ...
Using a quote	² _____ was Jim Rohn, the great American entrepreneur, who said: 'Effective communication is 20% what you know and 80% how you feel about what you know.'
Asking a question / Mentioning a surprising fact	³ _____ that one of the most frequent employee complaints in large organizations is: 'We're kept in the dark'?

6 **1.9** Listen to the fourth presenter for a little bit longer this time and complete the table.

Introducing the topic:	This morning, I'd ⁴ _____ a programme which ... As you know, I'm here today to talk about ...
Outlining your talk:	I have divided my talk into three main parts. I'll begin with a brief overview of ... / Firstly, I'll give you ... Then I'll ⁵ _____ the consequences of ... / Secondly, I'll discuss ... And ⁶ _____, we'll look at ways in which ... / And, finally, I'll tell you about ...
Concluding:	Let me sum up. / To sum up then, ... To summarize the main points of my talk, ... I'd like to conclude by reminding you of ...

7 **1.10** Listen to parts of a talk on Tai Chi and complete the script.

Student A: Turn to File 7, page 115. Student B: Turn to File 75, page 129.

Speaking: Planning a presentation

8 Work in pairs. Choose one topic each and help each other prepare a presentation outline.

- My city
- Smoking
- Why we all need a pet
- How to make friends and be popular
- How to prepare for an exam
- My company
- Commuting made easy
- Working abroad: some advice
- How to be a great colleague
- How to achieve a work-life balance

1 Think of an opening that will make an impact.

2 Briefly introduce your topic.

3 Outline your talk (three parts). You do not need to provide the content.

4 Think of a strong conclusion.

5 Think about your tone of voice and body language as well as what you say!

9 Work in small groups. Take it in turns to present your outline to the group.

