

Saying it clearly



1 Listen to these two questions.

Note how the words in **bold** are connected to create new sounds.

- 1 So, what **do you** do exactly?
- 2 How **did you** get here?

2 Listen again to the two sentences and repeat them.

Saying it appropriately



1 When starting a conversation, it is important to sound friendly and enthusiastic. Listen to the speakers and decide whether they sound friendly or unfriendly.

- | | | |
|------------------------------|----------|------------|
| 1 What do you do? | friendly | unfriendly |
| 2 Where are you from? | friendly | unfriendly |
| 3 How did you get here? | friendly | unfriendly |
| 4 Have you been here before? | friendly | unfriendly |
| 5 Paris is great, isn't it? | friendly | unfriendly |



2 Listen again to the sentences, now said in a friendly tone, and repeat them.

Get speaking



1 You are attending the conference in Marseilles with the speakers from the dialogues at the beginning of this unit. Play the audio CD to listen to questions that your fellow delegates ask. When you hear the beep, respond with a suitable answer. Remember to follow the strategies in *Useful tips*.

Cue *So, what do you do exactly?*

Example *I'm a journalist. I specialize in writing stories about economics and finance.*

2 Imagine you are attending a training course at a beautiful chateau in France and you meet another attendee over lunch. Write a dialogue similar to those in *Saying it accurately* 3 and 4, showing how you might start up a conversation. Follow the example of the first question, already done for you.

You: *This chateau is beautiful, isn't it?*

Attendee:

Read the dialogue aloud. If possible, record it for review.

2

Talking about jobs

It's a very challenging profession.

USEFUL TIPS: When telling people about your job:

- Be brief and precise.
- Show how your job benefits people or organizations.
- Make sure that your description is relevant to the person you are talking to.
- Avoid technical terms or acronyms unless talking to a fellow expert.
- Accentuate the positive aspects rather than the negative.

Conversation



Jenny Harris works for a charity organization called Foodaid. She's attending a careers fair at a university where students can talk to representatives from lots of companies to see if they would like to join them.

Student: Excuse me, are you working on the Foodaid stand?

Jenny: Yes, can I help you?

S: Well, can you tell me what jobs at Foodaid involve?

J: There are lots of jobs at Foodaid which **involve doing** all sorts of different things. What subject do you study at university?

S: Engineering.

J: Very important for Foodaid. My colleague, Hassan Sahin, for example, is a mechanical engineer and **he is responsible for helping** farmers in countries such as Chad or Pakistan where we work as an NGO to drill water wells.

S: Er... an NGO?

J: Sorry, a Non-Governmental Organization.

S: Right, of course. And what do you do?

J: Well, actually **I'm a lawyer. I'm in charge of managing** the legal department and we make sure that Foodaid understands any legal issues that might crop up in the work it does.

S: I hope I don't sound rude, but you look very young to do that.

J: That's what's so good about Foodaid! You get important responsibilities very quickly. A friend of mine is working in Somalia and **she manages** a development budget of about two million dollars and **she supplies** the whole of West Africa with trucks for transporting food and equipment. **It's a very challenging job** and she's only 23!

S: I see. But, as it's a charity, do you get paid for your work?

J: Yes, of course. You'll never be rich working for Foodaid, but you get paid. Very often people like you work with us for a few years to gain experience and then they move on to other jobs. Lots of companies like the fact that you've worked for a charity.



- S: Hmm. So, what makes a job with Foodaid interesting, then?
- J: **It's very rewarding.** You feel you are doing something useful with your skills, not just making some company shareholders rich. And even if **the work is demanding**, it's never boring.
- S: It sounds really interesting. Thanks for telling me about it.
- J: That's fine. Here's some more information about what we do and my card. If you have any more questions, just give me a ring...

Understanding

Look again at the strategies outlined in *Useful tips*. Which strategies does Jenny employ successfully when talking to the student? Underline the relevant parts in the conversation and note the strategy in the margin. Does Jenny make any mistakes?

Saying it accurately

1 Match the sentences on the left with their corresponding responsibilities on the right. Follow the example.

- | | |
|---|--|
| 1 I'm a nurse. | A I'm responsible for making sure that our projects come in on schedule and within budget. |
| 2 I work in marketing. | B My job involves managing my customers' money effectively and profitably. |
| 3 I'm a manager on a construction site. | C My company develops websites for clients. |
| 4 I'm a PA. | D My main responsibility is to promote new products ahead of their launch. |
| 5 I'm an IT programmer. | E I'm in charge of designing new buildings for our clients. |
| 6 I'm a project manager. | F I help to look after people when they are sick. |
| 7 I'm an architect. | G My job entails organizing my boss's affairs. |
| 8 I'm a banker. | H I oversee a team of 250 builders and twenty administrative staff. |

2 Use phrases from *Saying it accurately 1* to describe what these people do. Accentuate the positive features of each job, following the example.

- 1 I'm an estate agent. *I help people find the right house to buy.*
- 2 I'm a lawyer.
- 3 I'm an accountant.
- 4 I'm a pediatrician.
- 5 I'm a personnel manager.
- 6 I'm a professor.
- 7 I'm an IT support manager.
- 8 I'm an entrepreneur.

Practise saying the sentences aloud.

- 3** Complete the sentences with the verb *work*, using the correct preposition from the box. Note that in some sentences, more than one preposition is possible.

in with for to under as on a

- 1 I work a journalist. I investigate and write articles for newspapers.
- 2 I work the media. I'm an advertising executive.
- 3 I work underprivileged children, helping them to overcome disadvantages in life.
- 4 I work a multinational pharmaceutical company.
- 5 I work Lords and Sons. I'm training to be a solicitor.
- 6 I work large building projects, which often take up to two or three years to complete.
- 7 I work tight budgets and strict schedules.
- 8 I work a very inspiring manager, who has taught me everything I know.

- 4** Complete the following sentences with an appropriate adjective from the box. Note that in some sentences, more than one adjective is possible.

challenging monotonous rewarding fulfilling
interesting stressful absorbing demanding

- 1 My job doesn't vary very much on a day-to-day basis. It's quite
- 2 It's very to see the children's excited faces at the end of a really good lesson.
- 3 I find my job quite when my phone won't stop ringing and everyone wants to ask me something.
- 4 My job as an illustrator is very Sometimes hours go by and I don't even notice.
- 5 I'm always learning new things, which makes my job very but also very

Saying it clearly



- 1** Listen to the adjectives from *Saying it accurately 4* and mark the stressed syllable of each word, following the example.

- | | |
|----------------------|----------------------|
| 1 <i>challenging</i> | 5 <i>interesting</i> |
| 2 <i>monotonous</i> | 6 <i>stressful</i> |
| 3 <i>rewarding</i> | 7 <i>absorbing</i> |
| 4 <i>fulfilling</i> | 8 <i>demanding</i> |

- 2** Listen again to the adjectives and repeat them.

Saying it appropriately



- 1** Listen to the eight speakers from *Saying it accurately 1* talking about their jobs. Circle the correct words in this sentence.

The speakers are very enthusiastic/unenthusiastic, which helps them to accentuate the positive/negative aspects of their jobs.

- 2** Listen again to the sentences and repeat them.

Get speaking

- 1** Your old school or college has approached you and asked you to send them a short recording describing your job. It will be played to students who are interested in following your chosen field.

- Briefly explain what you do, using appropriate adjectives.
- Make it relevant to the students listening.
- Accentuate the positive aspects of your profession.

Record yourself if possible. Then, review your recording and consider how you can improve. Repeat the exercise.

- 2** Imagine that a work experience person is visiting your office and is asking each employee *'What do you do?'* How would you answer? Practise your answer aloud, using the correct tone. How would your colleagues describe their jobs? Imagine their answers and practise them aloud. If possible, record yourself for review.

Grammar note

Note how we use the *-ing* form after *involve*, *be responsible for*, and *be in charge of*.

Examples from the text:

There are lots of jobs at Foodaid which *involve doing* all sorts of different things.

He *is responsible for helping* farmers.

I'm *in charge of managing* the legal department.

My job *involves providing* people with the computer equipment they require.

I'm *responsible for overseeing* the production of all our fashion lines.

He's *in charge of bringing in* as many advertisements as possible for our magazine.

3

Showing interest in other people

Oh, I know what you mean.

USEFUL TIPS: When you are in conversation:

- Echo the key information to encourage further explanation, for example, *I'm allergic to shellfish. To shellfish?*
- Empathize. Use phrases to show that you understand how your partner feels, for example, *That's amazing!* or *Really?*
- Paraphrase. Reformulate in your own words what has been said to show that you are listening, for example, *So what you're telling me is...*

Conversation



Emily is having lunch in the company canteen with a new team member, Casper.

- Casper: It's a very different way to do business here in Singapore, compared to Germany.
- Emily: **I know what you mean.** Do you find it difficult?
- C: No, not at all. It's interesting.
- E: Interesting?
- C: Yes. For example, in Singapore you discuss prices much earlier in a negotiation than we do in Germany.
- E: **Really? So, you mean that** you leave price negotiations till the end of a discussion?
- C: Oh, yes. In Singapore you start talking about prices for products when in Germany we're still trying to define exactly what's wanted.
- E: **How amazing!** I didn't realize. I suppose we think it's a waste of time discussing something if the price is always going to be unrealistic.
- C: **I see.**
- E: Whereas in Germany you feel you can't begin to think about price until you know all the details.
- C: **That's right.**
- E: So, do you like Singapore?
- C: Oh, yes. Very much, especially the food. But I need to do some sport. I've put on two kilos already! Back in Berlin I play centre forward for the company football team.
- E: **Really?**
- C: Yes, um... anyway, um...
- E: Do you notice any other differences between business life here and in Germany?
- C: Well, another difference is the flexibility that a manager has here.
- E: Flexibility?
- C: Yes. In Germany it's very difficult to be a manager because every time you want to introduce a change in the organization or in communication processes, you have to ask the Workers' Council for

permission. This makes innovation very slow, which isn't good for the employees at all.

- E: **So, what you're saying is** that the Workers' Council in Germany makes things more difficult for employees, not easier.
- C: Sometimes, yes.
- E: **That's terrible!**

Saying it accurately

1 Complete the phrases with words from the box.

saying that's mean how really other know terrible

To show empathy

- 1 I what you mean.
- 2?
- 3 That's!
- 4 so true.
- 5 amazing!

To paraphrase

- 6 So in words...
- 7 So what you're is...
- 8 So you that...

2 Group these expressions that show empathy under the correct heading, following the example.

- | | |
|------------------------|---------------------|
| 1 That's wonderful! | 6 How amazing! |
| 2 How terrible! | 7 Great! |
| 3 Fantastic! | 8 Oh no! |
| 4 That's unbelievable! | 9 How incredible! |
| 5 That's awful! | 10 That's dreadful! |

To show empathy about something good: 1

To show empathy about something bad:

To show disbelief:

3 Rachel uses all three strategies to show interest in what Tess says. Number Rachel's responses to Tess's statements. Each time, note the strategy Rachel uses.

Tess: I feel terrible.

1 *Echoing*

Tess: I've got such a headache.

2

Tess: I think it was brought on by sitting in a car for three hours.

3

Tess: Yes, it took me three hours to travel ten kilometres.

4

Tess: I know, but at least I'm here now. And I've got some exciting news!

5

Tess: Yes, I've been promoted!

6

Tess: Uh-huh, it happened while you were away.

7

Tess: That's right! And it means I get a pay rise and a company car!

8

[] Rachel: How awful!

[1] Rachel: Terrible?

[] Rachel: That's unbelievable!

[] Rachel: So what you're saying is I went on holiday for a week and come back to find you're a senior manager?!

[] Rachel: You mean that you were stuck in traffic for three hours!

[] Rachel: Really?

[] Rachel: Promoted?

[] Rachel: How amazing! Congratulations!

Saying it clearly



1 Listen to these three extracts from the conversations.

Note how Emily and Rachel show interest.

Casper: No, not at all. It's interesting.

Emily: Interesting?

Tess: I feel terrible.

Rachel: Terrible?

Tess: Yes, I've been promoted!

Rachel: Promoted?

2 Listen again and repeat the echoing comments, using the same intonation.

Saying it appropriately



1 Emily's preferred topic of conversation – ways of doing business or football – is implied by her intonation. Compare the way that she says the word *really* in these two extracts. Then circle the correct words in the following sentences.

In the first extract, Emily's tone is keen/uninterested and her intonation is rising/falling. This response encourages Casper to continue/stop talking about the topic.

In the second extract, Emily's tone is keen/uninterested and her intonation is rising/falling. This response encourages Casper to continue/stop talking about the topic.



- 2** Listen again. Play the audio CD to start. When you hear the beep, say *really* in a way that shows interest and enthusiasm.



- 3** When you express empathy, it's important to use an enthusiastic tone of voice. Listen to the phrases from *Saying it accurately 2*. Tick those where the speaker sounds as though she means what she is saying.

- | | |
|---------------------|------------------------|
| 1 That's wonderful! | 6 That's awful! |
| 2 Fantastic! | 7 Oh no! |
| 3 How amazing! | 8 That's dreadful! |
| 4 Great! | 9 That's unbelievable! |
| 5 How terrible! | 10 How incredible! |



- 4** Listen again to the phrases, now all said with an appropriate tone, and repeat them.

Get speaking



- 1** Your boss has asked to talk to you. Play the audio CD to start. When you hear the beep, pause and respond suitably.

- 1 Empathize with your boss.
- 2 Echo what he says.
- 3 Paraphrase what he says.
- 4 Agree with him.



- 2** Play the audio CD to start. When you hear the beep, pause and respond with a suitable expression. Follow the example.

For example, you hear: *We've decided to give you an enormous bonus this year.*

You say: *An enormous bonus?* or *That's fantastic!*

Try to use all three strategies – *echoing*, *empathizing* and *paraphrasing* – during the exercise.

4

Exchanging information

I heard it on the grapevine.

USEFUL TIPS: Here are three ways to get the information you want within your organization:

- First offer appropriate information yourself. If you want to find out about a particular area, offer information of your own first to show you can be trusted. Think carefully about what information is appropriate to pass on to others.
- Ask questions indirectly. If you want to ask about somebody or something, use statements with question tags rather than direct questions, for example, *You know John, don't you?* rather than *Do you know John?* A direct question may frighten someone into remaining silent but a statement that sounds more like speculation will often be confirmed or corrected by somebody with better information.
- Create intimacy. If you don't know somebody very well, but want to exchange information with that person, you can use these techniques: Drop their name into conversation more than usual and use *we*, *us* and *our* as often as possible, for example, *I think **we're** going to see a lot of changes in **our** department soon, **Peter**.*

Conversation



Michael is driving with his colleague, Candy, to a meeting. They are talking about a colleague of theirs, Christine.

Candy: I really want to thank you, Michael, for taking me with you to the meeting. I just can't get used to driving on the left!

Michael: No problem.

C: You used to work for our new chief legal officer, Christine Bender, didn't you?

M: Yes, that's right. She and I started together in the legal department five years ago. Then I changed over to IT.

C: Christine is so successful. She did an amazing job for us dealing with that whole corruption scandal last year, don't you think?

M: Yes, she did. But, **between you and me**, Christine could never have managed that without her team.

C: That's so true, Michael. She always picks good people to work with her. By the way, **I heard on the grapevine** that she's going to move to our New York office next.

M: Yes, I heard that too. **I wonder how** her husband feels about it. He's a journalist, I think.

C: Well, **according to** Christine's assistant, Mrs Weber, that's not a problem. He's going to write articles about New York nightlife. Although **I can't imagine** who's going to look after the children then.

M: **Apparently**, they're going to have a nanny. **I overheard** Christine talking to the boss about it this morning. It must be very expensive, but they'll have enough money.

C: **I suppose** they might appoint somebody from Christine's team to carry on her work.

M: Ah, no! **It seems that** Christine didn't want to recommend any of them to the boss, so Gabriele from the commercial department will take over. Christine's team was really angry!

