



# 4 Human interaction

## BACKGROUND

- 1 You are going to watch an edited version of a TED Talk by Amy Cuddy called *Your body language shapes who you are*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.
  - 1 What is Amy Cuddy's field of study? How do you think this field of study belongs in a business school?

- 2 What are the different elements of nonverbal behaviour? How much of our communication is nonverbal, do you think?
- 3 Are there any gestures or nonverbal signals that you often use in interactions with others?

## TED TALKS

**AMY CUDDY** suffered a severe head injury in a car accident early in her college career, and doctors said she would struggle to fully regain her mental capacity and finish her undergraduate degree. But she proved them wrong. Today, Amy Cuddy is a professor and researcher in social psychology at Harvard Business School, where she studies how nonverbal behaviour affects people in a variety of situations – from the classroom to the boardroom.

Amy Cuddy's idea worth spreading is that you can use body language not only to change others' perceptions of you, but also how you feel about yourself.







Hong Kong commute

## KEY WORDS

**2** Read the questions (1–6). The words in bold are used in the TED Talk. Match the words with their definitions (a–f). Then discuss the questions with your partner.

- 1 Which of these **hormones** – testosterone and cortisol – is related to stress and which is related to dominance?
  - 2 Is it wrong to **fake** being interested in what someone else is saying?
  - 3 What is an example of a dominant **posture** that people adopt when they want to show they are in control?
  - 4 If you see someone sitting in a **hunched** position, what do you conclude about them?
  - 5 How would you **pose** for a photograph if you wanted to appear as a confident type?
  - 6 Do you ever feel like an **impostor** when you go for an interview?
- a chemicals in the body that regulate certain organs and emotions
  - b the way you hold your body when sitting or standing
  - c to assume a certain body position, e.g. for a picture
  - d with the top of your body bent forward or over
  - e a person who pretends to be someone they are not
  - f to pretend or give a false impression

## AUTHENTIC LISTENING SKILLS **Linking:** assimilation and reduction

One feature of fast native speech is the linking together of words so that they become merged. In some cases the sounds are assimilated. This means two sounds are merged together and another sound is produced. In other combinations, sounds are also reduced or dropped.

Assimilation: 'You can wait, can't you?' sounds like 'You kn wait, kanchou?'

Reduction: 'I'm going to wait and see.' sounds like 'I'm gonna wait'n see.'

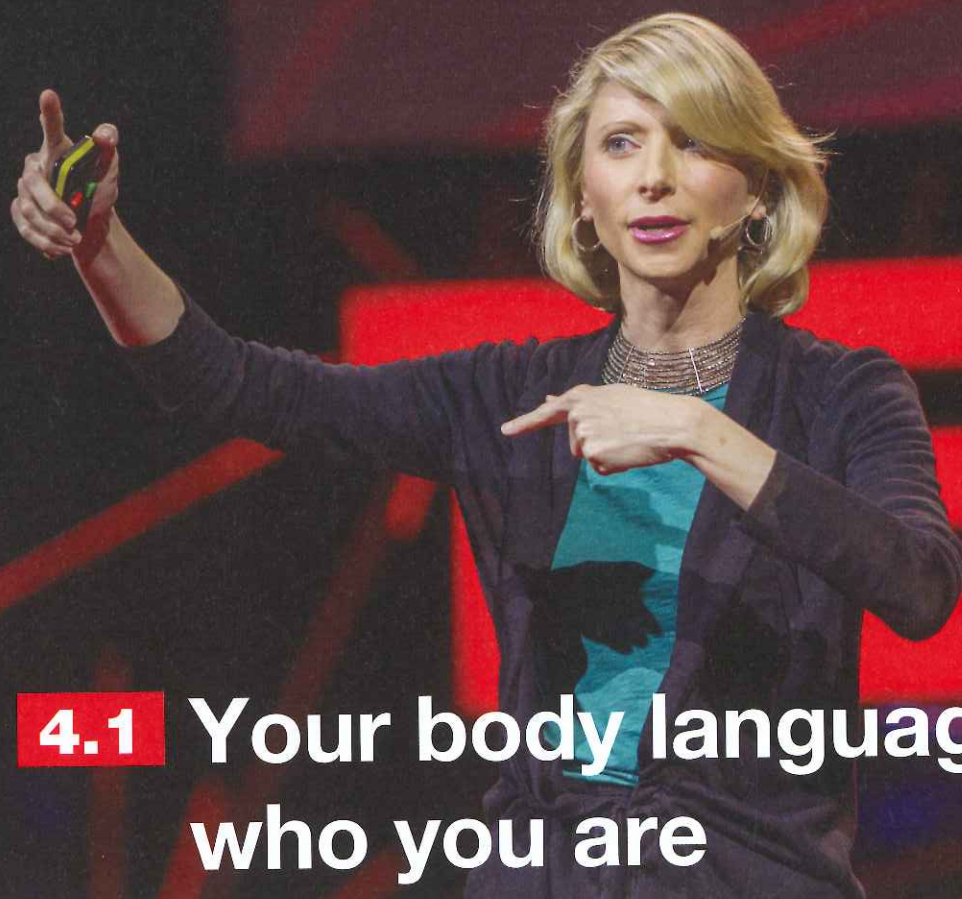
**3a** **12** Look at the Authentic listening skills box. Listen to three sentences from Amy Cuddy's talk. How does she pronounce the underlined phrases?

- 1 So I want to start by offering you a free no-tech life hack.
- 2 But before I give it away, I want to ask you to right now do a little audit of your body.
- 3 So how many of you are sort of making yourselves smaller?

**3b** **13** Listen to the next two sentences and write the words you hear. Then compare answers with your partner.

- 4 So \_\_\_\_\_ now.
- 5 \_\_\_\_\_ minutes.





## 4.1 Your body language shapes who you are

### TED TALKS Watch at home

- 1** ▶ **4.1** Watch the first part (0.00–3.06) of the edited TED Talk. Answer the questions.

- 1 What does Amy Cuddy ask her audience to do at the beginning of the talk? Why does she do this?
- 2 What happened with the policeman? What unfortunate impression did it give?
- 3 When we think about nonverbal signals, what do we consider? What do we often forget to consider?
- 4 In what environment was Amy Cuddy teaching when she became interested in power dynamics?

- 2** ▶ **4.1** Work in pairs. Watch the second part (3.06–5.14) of the talk. Explain and demonstrate to each other the following examples of body language.

- 1 Animals' expressions of power and dominance.
- 2 The 'pride' gesture shown by all humans, even the blind.
- 3 How both animals and humans express powerlessness.
- 4 The meeting of the powerful and non-powerful.
- 5 Confident and unconfident students in the classroom.

- 3** ▶ **4.1** Watch the third part (5.14–7.36) of the talk. Complete Amy Cuddy's ideas using one word in each space. The first letter is given for you.

- 1 W\_\_\_\_\_ generally feel less powerful than men and this affects their p\_\_\_\_\_ in class.

- 2 Can people pretend to feel powerful? Can you f\_\_\_\_\_ it till you m\_\_\_\_\_ it?
- 3 Evidence suggests when we are forced to s\_\_\_\_\_ we feel h\_\_\_\_\_.
- 4 The second question is: Can our b\_\_\_\_\_ change our minds? Can we influence our h\_\_\_\_\_?

- 4** ▶ **4.1** Read the summary. Then watch the fourth part (7.36–9.54) of the talk. Complete the facts.

In the lab, subjects were asked to adopt high and low-power poses for <sup>1</sup> \_\_\_\_\_ minutes at a time. The researchers took a <sup>2</sup> \_\_\_\_\_ sample before they did this. Then they gave the subjects an opportunity to <sup>3</sup> \_\_\_\_\_ : to take a risk. Then the researchers took another sample. The results were that <sup>4</sup> \_\_\_\_\_ per cent were prepared to take a risk after a high-power pose and <sup>5</sup> \_\_\_\_\_ per cent after a low-power pose. The former's testosterone increased by <sup>6</sup> \_\_\_\_\_ per cent, the latter had a ten per cent decrease. In cortisol, the high-power pose subjects had a 25 per cent decrease and the low-power a fifteen per cent <sup>7</sup> \_\_\_\_\_. In other words, high-power pose subjects were less likely to feel <sup>8</sup> \_\_\_\_\_.



- 5 ▶ 4.1 Watch the fifth part (9.54–12.21) of the talk. Choose the correct options to complete the sentences.

- 1 In the next experiment subjects adopted high-power and low-power poses *before* / *during* / *after* a job interview.
- 2 The judges at the interview adopted *high-power* / *low-power* / *neutral* poses.
- 3 The coders *knew* / *didn't know* / *guessed* who had adopted which type of pose.
- 4 The coders chose to hire the *high-power* / *low-power* / *both types of* posers.
- 5 Many people object to doing the power poses because they would feel like *fools* / *frauds* / *failures*.

- 6 ▶ 4.1 Watch the sixth part (12.21 to the end) of the talk. Answer the questions.

- 1 What happened to Amy Cuddy when she was nineteen? What was she told as a result? How did she feel?
- 2 How did she turn the situation around?
- 3 What did her advisor at Princeton say to her when Amy said she was going to quit? Did it work?
- 4 When Amy Cuddy's student at Harvard came to her feeling unconfident, what two things did Amy Cuddy realize?
- 5 What is Amy Cuddy's conclusion, which goes beyond 'fake it till you make it'?

## VOCABULARY IN CONTEXT

- 7 ▶ 4.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.
- 8 ▶ 4.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.
- 9 Complete the sentences in your own words. Then compare your sentences with a partner.
- 1 When giving a presentation, try to use slides that complement ...
  - 2 It's not important to me what my peers ...
  - 3 Listening to Amy Cuddy's theories has given me an opportunity to ...
  - 4 If you make a few tweaks to ... , you can ...

## CRITICAL THINKING Avoiding misinterpretation

- 10 An audience may oversimplify a speaker's message or perhaps even take away the wrong message. Work in pairs. How are these statements, while true, oversimplifications of Cuddy's message?
- 1 Our body language is important because it shows others how we feel.
  - 2 Power posing and faking confidence can help you, at least temporarily, through a stressful situation.

- 11 Read these comments\* about the TED Talk. Did either of the viewers misinterpret Amy Cuddy's message, do you think? How?

### Viewers' comments

**E** Ella – I found this very enlightening. It made me think about my boss, whose posture is always very relaxed and apparently confident. It makes me wonder if he does this on purpose to show his power and to get his way more often.

**W** William – Is there any link here to method acting, I wonder? It seems similar to the technique used by actors when they prepare for a role by 'living' the character they are going to play, putting themselves exactly in their mindset.

\*The comments were created for this activity.

## PRESENTATION SKILLS Structuring a talk

- 12 Work in pairs. Discuss how Amy Cuddy took us on 'a journey' in her talk. Did you like the way she structured her talk? Why? / Why not?
- 13 Look at the Presentation tips box. What are the three ways mentioned of structuring a talk? Can you think of other ways?

### TIPS

In your talk, you are taking your audience on a journey. You want to lead them from a point of not knowing about an idea to the conclusion that it is an idea well worth thinking about. Think about how you can structure the journey – from beginning through middle to end – to do this. There is not a single right way. You may choose to:

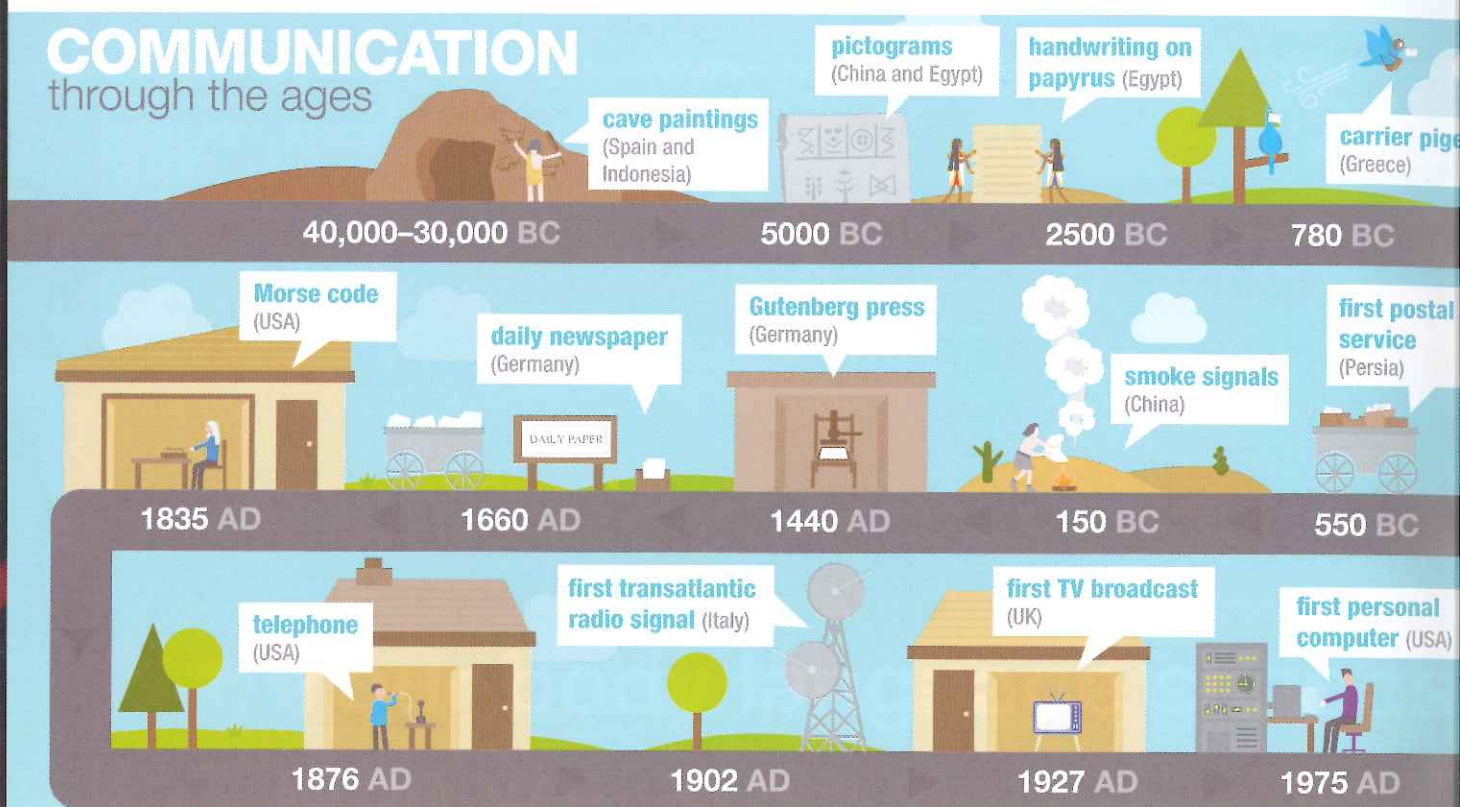
- establish your idea right at the beginning and then unpack it step by step, summarizing the idea again at the end
- create the need for an answer to a question or problem and then lead the listener to the answer nearer the end of the talk
- present certain benefits of your idea and then, when the audience has clearly got these, reveal further or greater benefits that they are unaware of

Whichever structure you choose, the important thing is to think about how the structure of your talk can a) best get your message across and b) keep the audience's attention.

- 14 ▶ 4.4 Watch the clip from the TED Talk. How does Amy Cuddy bring us to the end of the journey?
- 15 Imagine you have to give a talk on 'How I managed to learn English'. Write a short outline plan of the 'journey' you can take your audience on.
- 16 Work with a partner. Present your plan. Did your talks follow a similar structure?



## 4.2 How we communicate



### GRAMMAR Past forms

#### 1 Work in pairs. Answer the questions.

- How did people communicate over long distances 2,500 years ago? And 250 years ago?
- Do you think that human interactions in the past were less satisfactory because means of communication were more limited?

#### 2 Look at the infographic about the innovations in communication through the ages. What do you think was the particular significance of each innovation?

*cave paintings = perhaps the first time people recorded their ideas for others to look at*

#### 3 Listen to a short description of the history of communication. Answer the questions.

- Which mediums of communication from the infographic does the speaker mention?
- In what way does the speaker say each invention was significant?

#### 4 Read the sentences (1–7) in the Grammar box. Answer the questions (a–e).

### PAST FORMS

- The real revolution in written communication **came with** the invention of the printing press in 1440 AD.
- 40,000 years ago people in Spain and Indonesia **were making** paintings on the walls of caves.
- They conveyed messages far more quickly than people **had been** able to do before.
- Up until then, people **had been reading** handwritten documents.
- Horse riders **used to carry** documents from one posting station to another.
- They **would cover** distances of 2,000 kilometres or more.
- That **must have been** an extraordinary time.

- Which two sentences describe past actions that happened or were happening at a time even further in the past than the main action / event?
- Which sentence describes a single completed event in the past?
- Which sentence describes a continuing event at a particular time in the past?
- Which two sentences describe a habitual or repeated action in the past? Which of the two past forms used in these sentences cannot be used with stative verbs?
- Which sentence uses a modal verb to speculate about a past event?

Check your answers on page 148 and do Exercises 1–3.



- 5 Complete the history of the telephone exchange with the correct past tense form of the verb.



Not long after the invention of the telephone, a Hungarian engineer, Tivadar Puskas, <sup>1</sup> \_\_\_\_\_ (come) up with the idea for a telephone exchange while he <sup>2</sup> \_\_\_\_\_ (work) for the famous American inventor, Thomas Edison.

People <sup>3</sup> \_\_\_\_\_ (use) the telegraph system to send telegrams to each other since the 1850s, so the commercial potential of the telephone <sup>4</sup> \_\_\_\_\_ (be) apparent to all. But, in spite of that, people <sup>5</sup> \_\_\_\_\_ (not / seem) to appreciate the potential of a telephone switchboard. Instead, in the early days, companies <sup>6</sup> \_\_\_\_\_ (lease) pairs of phones to subscribers so that they could connect just to each other. But the use of multiplex exchanges <sup>7</sup> \_\_\_\_\_ (change) all that and by 1904 over three million telephone users <sup>8</sup> \_\_\_\_\_ (make and receive) calls to various points all over the United States. So strong was the telephone exchange's impact that by the end of the century almost every home had a phone.

- 6 Work in pairs. Talk about three ways in which you, your parents and / or your grandparents communicated with different people in the past.

*When I was younger, I used to write letters to my grandmother because she liked receiving them.*

### LANGUAGE FOCUS Inversion with adverbial phrases

- 7 Read the sentence in the box. Answer the questions (1–2).

*So strong was the telephone exchange's impact that by the end of the century almost every home had a phone.*

- Where would you normally expect to see the phrase 'so strong' in this sentence? Why has it been placed in this position?
- What is unusual about the word order in this sentence?

See page 149 for more information about inversion with adverbial phrases, and do Exercises 4–5.

- 8 Match the two sentence halves which use inversion with adverbial phrases.

- Not only** did the radio bring news to people,
  - Only by** using fresh riders at each station
  - Not until** smoke signals were used along the Great Wall of China
  - No sooner** had the printing press been invented
  - Such** was the impact of television on children
- did people realize long-distance messages could be transmitted so quickly.
  - than** more popular literature started appearing.
  - that** many parents were afraid of having one in their homes.
  - it **also** brought music into everyone's homes.
  - was it possible for the mail to keep moving.

- 9 Work in pairs. Answer the questions.

- In which sentences in Exercise 8 does the inversion occur in the second clause?
- What kind of word would you have to add in Sentence 5 if you substituted *such* with *so*?

- 10 Complete the sentences. Then compare sentences with your partner.

- Not only did the arrival of the Internet ...
- Not until the invention of TV ...
- Only when Skype had become widespread ...
- Such is the popularity of Facebook ...

### SPEAKING Being hyperconnected

#### 11 21st CENTURY OUTCOMES

In today's world many people are hyperconnected around the clock. Does this describe you? What do you find helpful and what do you dislike about being hyperconnected? Work in pairs and make a list of advantages and disadvantages.

- 12 Work with another pair. Discuss your lists of advantages and disadvantages from Exercise 11. Draw conclusions about what you think was better and what was not better in the past.

*A: There were many more chances for misunderstandings to occur in the past because of slow communication.*

*B: I don't agree. Not only do misunderstandings still arise with instant messaging, they're probably more frequent, because people often write without thinking.*



## 4.3 Negotiate better

### READING Business and life lessons

- 1 Work in pairs. Discuss when you last negotiated with the following people. What did you negotiate and was the outcome successful? Why? / Why not?
  - a your employer (e.g. salary, time off, etc.) or tutor (e.g. essay deadline extension)
  - b a service provider (e.g. bank charges, cost of insurance, mobile phone package)
  - c a shop or a private seller (e.g. a discount on a product, a second-hand car)
  - d a friend or a loved one (e.g. where to eat out, where to go on holiday)
- 2 Look at the six frequently asked questions in the blog about negotiating, but don't read the answers yet. Discuss your answers to each question.
- 3 Read the blog and compare the answers in the blog with your answers from Exercise 2. Did you mention any of the same things? Did you think your answers or the ones in the blog were more helpful?
- 4 Read the sentences (1–6). Write A, B or C according to the following criteria:
  - A the author would probably agree
  - B the author would probably disagree
  - C there's not enough information to say what the author would think
  - 1 If you really want something badly, just accept that you are going to have to pay a lot for it.
  - 2 A person who just keeps repeating their position has not thought enough about potential options.
  - 3 Silence is a useful tool because it forces the other person to expand on the reasons for their decision.
  - 4 Asking 'What if' is a way to find out how serious the other person is about making a deal.
  - 5 Personal negotiations are more gentle and unselfish than business negotiations, which can be tough and unprincipled.
  - 6 Staying fairly still and expressionless will prevent the other person from reading your thoughts and feelings.
- 5 Find words or phrases in the blog with the following meanings.
  - 1 ultimately (question 1)
  - 2 not moving at all (question 2)
  - 3 very confidently (question 2)
  - 4 angry at being treated unfairly (question 3)
  - 5 cause someone to speak freely (question 3)
  - 6 essential (question 4)
  - 7 provoke a reaction (question 5)
  - 8 fail or begin to collapse (question 5)
  - 9 lacking in morals or principles (question 5)
  - 10 revealing (question 6)

### VOCABULARY Body language

- 6 Complete the phrases (1–3) with an appropriate part of the body. Then perform each action.
  - 1 to cross your \_\_\_\_\_ (or arms)
  - 2 to fold your \_\_\_\_\_
  - 3 to raise your \_\_\_\_\_
- 7 Work in pairs. Look at six more phrases to do with body language. Perform each action. In what situation would you do these things?
 

clench your fists	drum your fingers	roll your eyes
shake your head	shrug your shoulders	tap your feet
- 8 Match the facial expression in bold (1–6) with these emotions (a–f). Then take turns to show your partner what you think each facial expression looks like.
 

a pleasure	d pain
b displeasure	e amazement
c contempt	f boredom

  - 1 He **winc**ed when his friend trod on his injured foot.
  - 2 She **scow**led at him from across the table. How could he be so rude?
  - 3 As she **yawn**ed for the third time in twenty minutes, he realized it was going to be a long evening.
  - 4 'No, thank you,' he said, **sneer**ing at the offer of advice from someone he clearly thought was stupid.
  - 5 'I think we have a deal,' Jackson said. Sarah couldn't help **grin**ning.
  - 6 He stood there **gap**ing. 'How did you get here so quickly?'
- 9 Think of two different gestures or postures and two facial expressions that are a response to the question below. Then work in pairs and act out the gestures and facial expressions. Tell each other what you think they mean.
 

*'So what do you think about our proposal? Are you happy to go ahead?'*

### SPEAKING Can I have my money back?

- 10 **21st CENTURY OUTCOMES**

Work in groups of three. You are going to do a negotiation. Students A and B: You are the negotiators. Student C: You are the observer

  - Read the scenario on page 47 and decide on your roles.
  - The negotiators have four minutes to try to find a solution.
  - After four minutes, the observer can intervene. You then have another three minutes to find a solution.
- 11 Work with another group and compare results. Did you reach a solution? Did you invent extra or new options to find a solution?



# BUSINESS AND LIFE LESSONS

## NEGOTIATION – FAQs

Search my blog...

Regardless of what some people might have you think, there's no single right way to negotiate, because each situation is unique. But there are a few basic principles you can follow, as you will see from my answers to the following FAQs.

### #1 I see a second-hand car that I really want to buy. What's the best way to get a good deal on it and not risk letting it get away?

The trick, as one famous negotiator put it is to 'Care, really care, but not that much.' In other words, imagine you are playing a game. You want to win but at the end of the day, it's just a game. Never get too emotionally attached to something you want. If you do, you're sure to overpay for it.

### #2 I'm trying to negotiate with someone, but they just keep repeating their position without budging an inch. What should I do?

At the beginning of a negotiation, you should always outline your general position – what your global interests are – and get your negotiating partner to do the same. Within this framework you can both then explore the options. So if your partner keeps bullishly asserting a specific position, gently remind them of the general goals of the negotiation, so that you can move forward on the specifics in a more principled way.

### #3 I always feel uncomfortable when someone makes an offer I can't agree to. I feel like I'm either going to make them resentful of me by saying 'no' or compromise myself by half-agreeing to it. How can I respond in a way that avoids these things?

The writer, Jack Chapman, says that silence is often the best strategy in this situation. Even if the other party makes a pretty reasonable offer, say, in a salary negotiation, staying quiet can help to draw them out further, prompting them to offer more or at least to justify their position. It also gives you an appearance of being cool and calm.

### #4 Is there one killer question you can use in any negotiation?

There are two, actually. One is 'What are you really hoping to get out of this?' In a formal business negotiation, you may not actually ask this one directly, but you can ask indirectly, through a series of other questions. The other indispensable question is 'What if?' as in 'What if we doubled our order?' 'What if I took the washing machine now, rather than getting you to deliver it?' 'What if we went there next summer instead?' 'What if' forces the other person to really consider and perhaps re-evaluate their position.

### #5 Is there any difference between negotiating with loved ones and business partners?

The big difference is that your nearest and dearest know how to push your buttons – what you really care about, what will make you angry and so on – and vice versa. The key thing is not to let either side use this knowledge to manipulate the other, because the relationship and the future of it are what are important here, not the immediate object of negotiation. A business relationship is unlikely to flounder over a single negotiation, as long as neither side resorts to unscrupulous tactics.

### #6 I've read about people having certain body language signals that can give away their real feelings. Is this true?

It is true, but it works both ways. People send all sorts of signals with their bodies. If they fold their arms or cross their legs, for example, they could just be getting themselves more comfortable, but in a negotiation, more likely it's a sign that they are closing off – in other words that they didn't like something you suggested. Look out for inconsistencies in expression which betray someone's true feelings – a smiling mouth but unsmiling eyes – and certain micro-expressions – a momentary wince or a raised eyebrow. And try to avoid giving off any of these tell-tale signs yourself (easier said than done!).



## RECENT POSTS

- > [The key to writing a good presentation](#)
- > [Dealing with difficult people in meetings](#)
- > [Raising your online profile](#)
- > [Brainfood: eating to boost your brainpower](#)

## SCENARIO

X bought a home cinema system (large screen, multiple speakers, controls, etc.) from a private seller, Y, for \$2,000. It was six months old but new and unused and the retail price was \$3,600. When X got the system home, he / she found the screen was too big for the room.

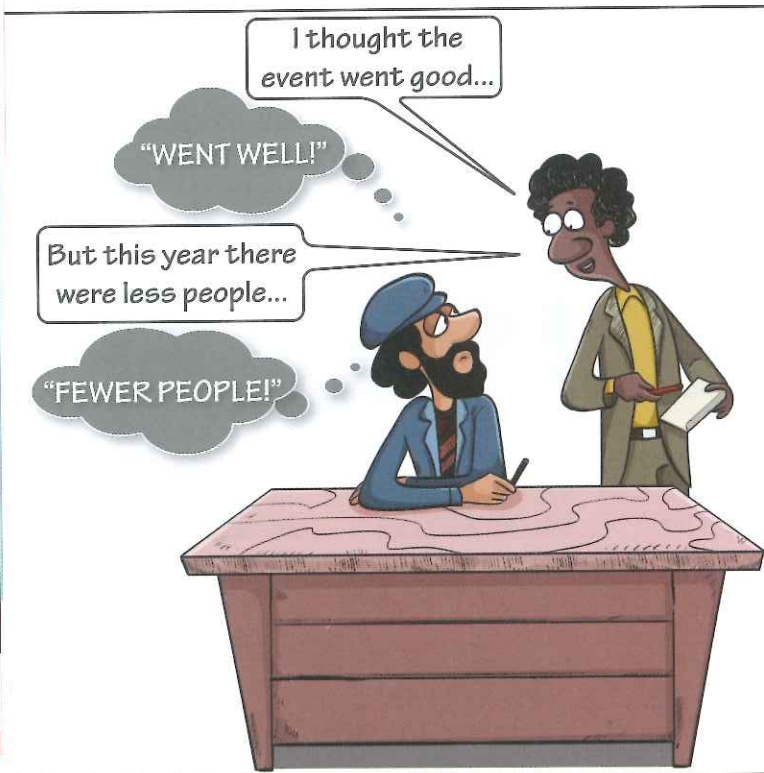
In the meantime, X has found a more suitable one on sale in a shop for \$1,800. So X goes back to Y to return the system and get his / her money back. Y spent three weeks and \$50 advertising the system and does not want to take it back. As it was a private sale, Y is under no legal obligation to take it back. Negotiate a solution.



## 4.4 Is that what you meant?

### READING Getting things wrong

- 1 Work in pairs. What mistakes do you remember making (or others making) when you began to learn English? Were they mistakes that affected the meaning?



## Getting things wrong

The TV news last night featured a report of a protest in London where a woman was holding up a placard saying 'Stop to arrest innocent people'. Inadvertently, the placard writer had ended up saying the exact opposite of what they had intended. Getting things slightly wrong in a language doesn't usually have such extreme consequences. Often the mistakes are just amusing: 'I put my name and address on the backside to make sure the letter didn't get lost.'; 'Kate and Jake love themselves very much.'

Fixed (and idiomatic) expressions in particular are a minefield for non-native speakers, because you have to get them exactly right. Consider these two mistakes: 'Give a ring to me sometime' and 'It's very good for you to help me.' Mistakes with English are not, of course, confined to those using it as a second language. Increasingly native speakers use language imprecisely or change grammatical forms, for example, 'If I'd have known that before ...'

- 2 Read an extract from an article about language. Look at the five examples of language mistakes mentioned and discuss the questions with your partner.

- 1 What do the sentences in the article mean as they stand?
- 2 How would you correct the mistakes to give the meaning the speaker intended?

### LISTENING Saying the right thing

- 3 15 Choose the options that most appropriately complete the sentences. Then listen to ten short conversations and check your answers.

- 1 Thanks, that's very good *for* / *of* you, but I can manage.
- 2 OK. I'll give *her a ring* / *a ring to her* later.
- 3 Thank you, but I really need to speak to her *in person* / *personally*.
- 4 I don't *mind* / *care* really. Up to you.
- 5 Yes, I'd like to *pay* / *pay for* the room now.
- 6 Great. Eight o'clock *suits* / *fits* me perfectly.
- 7 Oh, thank you for doing that. You *mustn't* / *shouldn't* have.
- 8 That's kind of you, but I don't want to put you *off* / *out*.
- 9 Oh, *that's a pity* / *I'm really sorry to hear that*. I hope he can find another job.
- 10 If it's *on* / *in* your way, that'd be great, thanks.

- 4 Complete the questions or statements from the conversations you heard in Exercise 3. Use two words per space.

- 1 Here – let me give you \_\_\_\_\_ with that suitcase.
- 2 Could I possibly have a \_\_\_\_\_ with Sarah, if she's free?
- 3 I'm sorry. She's \_\_\_\_\_ at the moment. Perhaps I can help you?
- 4 Do you \_\_\_\_\_ round for a drink later?
- 5 Hello, Sir, can I help you \_\_\_\_\_ ?
- 6 When \_\_\_\_\_ meet?
- 7 Thanks for the use of the car. By \_\_\_\_\_, I filled it up.
- 8 Can I \_\_\_\_\_ anything from the shops?
- 9 \_\_\_\_\_. My brother lost his job yesterday.
- 10 Can I \_\_\_\_\_ off at the station?

### Pronunciation Appropriate intonation

- 5 15 Listen to the conversations again and check your answers to Exercise 4. Notice how expressive the speakers' intonation is in their comments and responses. Practise the conversations with your partner using similar intonation.



## SPEAKING Everyday conversations

- 6** Work in pairs. Act out the following four situations as four-line dialogues. Then make up one more of your own. Use appropriate everyday expressions and responses. Use the expressions in the Useful language box to help you.

- 1 You're on a bus and someone picks up your jacket and starts to put it on.
- 2 A friend arrives for dinner with a large box of chocolates.
- 3 A colleague says they will collect you from the airport when you arrive.
- 4 A colleague invites you out for dinner and asks where and when you'd like to eat.

### EVERYDAY EXPRESSIONS

Question	Response
Can I / Let me give you a hand / a lift?	That's very kind of you, but I think I can manage.
Excuse me. That's my seat.	Oh sorry. I didn't realize.
This is just a little something to say thank you.	Oh, thank you. You shouldn't have.
I'll see Malcolm when I'm in Toronto.	Oh. Please say hello from me. / Please send him my best wishes.
Thanks so much for your help.	Not at all. / Don't mention it.
Sorry I missed your party.	Never mind. Another time.

- 7** Act out your dialogues in front of another pair. Discuss the differences in your dialogues.

## WRITING A formal letter or email

- 8** Look at the guidelines for clear letter writing. Then read the letter. Match the guidelines with features of the letter. Then compare your answers with a partner.

### Guidelines for clear letter writing

- 1 Greet the recipient warmly but correctly.
- 2 First establish the purpose of your communication.
- 3 Use bullet points for action points or points for consideration.
- 4 Explain further details of the situation concisely.
- 5 Display any instructions or directions clearly on the page.
- 6 Highlight the next steps.
- 7 End the letter by showing appreciation.

Dear Bill,

Thank you very much for your recent email expressing your concerns about the new supplier delivery scheduling system. Here is an update of where we are with it and some reassurances for the future.

- The system is in its testing phase from 11 April to 10 May. Thereafter, we aim to use feedback such as yours to iron out any glitches.
- The full working version will be up and running from 21 May.
- The system is already being used successfully by several of our competitors.

If you would like to be more closely involved in discussions around its development, you would be most welcome to join us at our supplier event at:

**11 a.m. Wed February 22: Jackson Conference Centre**

If you are not able to attend, please do not hesitate to contact me at any time by phone or email with your ideas or suggestions.

In the meantime, thank you once again for your comments.

Best regards

Michael

- 9** Work in pairs. What do you think the relationship is between Bill and Michael? What indicates this?

### Writing skill Checking for errors

- 10** It is very important to check your writing for errors. Work in pairs. Look at the sentences (1–5) and identify a) the function of each sentence in a letter and b) the mistake it contains.

- 1 I look very much forward to hearing from you.
- 2 I will wait to hear what the outcome of these negotiations are.
- 3 Thank you for taking a time to write to me.
- 4 This is a brief reminder to the upcoming sales event.
- 5 Any suggestions for discussion topics must to be sent to ...

### 11 21st CENTURY OUTCOMES

Write an email to a business colleague you know well. Include the following points. Write 150–180 words.

- Thank them for inviting you to speak to a group of their employees.
- Outline the topic(s) you will talk about and ask if this is OK.
- Say what day and time would suit you.
- Suggest a phone call to discuss it in more detail.

- 12** Work in pairs. Exchange emails with your partner. Check that they have included the points in Exercise 11. Then check their email for any errors.





## blindekuh

### A restaurant with a difference

Blindekuh (named after the game Blind Man's Buff) is a restaurant and cultural venue based in Zurich, where customers eat in complete darkness, served by waiters who are blind or partially sighted. As one of the largest private sector employers of people with visual impairments, Blindekuh helps to open minds and build understanding between those with full sight and impaired vision.

### LISTENING

**1** **16** Read the introduction about the restaurant Blindekuh. Then listen to a radio interview and complete the sentences using one word in each space.

- The idea originally came from people who were working as \_\_\_\_\_ at an exhibition called 'Dialogue in the Dark'.
- The exhibition was for \_\_\_\_\_-sighted people.
- Visitors to the exhibition experienced blindness in a number of \_\_\_\_\_ situations.
- About seventy per cent of severely visually-impaired people of working age in Europe are \_\_\_\_\_.
- At Blindekuh, the experience of eating and \_\_\_\_\_ are greatly intensified.
- The interviewer asks if people are scared that they might \_\_\_\_\_ their food or drink.
- To find your \_\_\_\_\_, you have to put your hand on the waiter's shoulder.
- One effect of eating in the dark is that you eat more \_\_\_\_\_ than normal.

### VOCABULARY Body idioms

**2** Look at the phrase from the interview. Then complete the other idioms (1–10) with the correct part of the body.

'It's quite an **eye-opener**, actually, if you'll forgive the expression.'

back	chest	finger	hand	head
heart	nose	thumb	tongue	tooth

- Could you give me a \_\_\_\_\_ with this table? It's really heavy.
- He helped us with the gardening for an hour and then said he was too tired to carry on. I didn't say anything, but I really had to bite my \_\_\_\_\_.
- Yes, I'd love some pudding. I've got rather a sweet \_\_\_\_\_, actually.
- I think it's a good rule of \_\_\_\_\_ always to confirm an appointment before turning up for it.
- You're looking worried. Is there something that you need to get off your \_\_\_\_\_?
- I didn't understand what Marcus was saying – that kind of technical detail goes straight over my \_\_\_\_\_.
- He's always making jokes about lawyers. It really gets my \_\_\_\_\_ up, because I'm training to become one.
- You've put your \_\_\_\_\_ on it there. They never see the consequences of their actions.
- No, I don't mind if you leave early today. It's no skin off my \_\_\_\_\_.
- She's got her \_\_\_\_\_ set on becoming an actress, but it's a very competitive world.

### GRAMMAR

**3** Choose the correct options to complete a customer review of the Blindekuh restaurant.

Very interesting night out! <sup>1</sup> *I don't think / I'm not thinking* that <sup>2</sup> *I'm / I'm being* disrespectful if I say that the food was not the best <sup>3</sup> *I've had / I've been having*, but people <sup>4</sup> *don't go / aren't going* to Blindekuh for the food particularly – it's the experience they <sup>5</sup> *want / are wanting*. For those who <sup>6</sup> *wonder / are wondering* what Blindekuh is, it's a restaurant where you eat in total darkness – you <sup>7</sup> *don't see / aren't seeing* any light at all – and are served by blind or partially-sighted people.

That makes you focus much more on sound as well as taste. I noticed that our voices <sup>8</sup> *got / were getting* louder and louder as the evening went on. The staff <sup>9</sup> *were / were being* great and by the end of the evening I <sup>10</sup> *really felt / was feeling* that I understood better what it was like to be them. If you are someone who <sup>11</sup> *always looks / is always looking* for new and interesting experiences, I <sup>12</sup> *definitely recommend / am definitely recommending* it.



4 Rewrite the sentences to make them more emphatic.

- 1 You only realize how important your senses are when you lose one of them.  
Only when \_\_\_\_\_.
- 2 Most people don't think about how dependent we are on our sight.  
What \_\_\_\_\_.
- 3 We were shown to our table the moment that we arrived.  
No sooner \_\_\_\_\_.
- 4 Blindekuh has been so popular that other European cities have copied the idea.  
Such \_\_\_\_\_.
- 5 I find it shocking that so many visually-impaired people are without regular work.  
The thing \_\_\_\_\_.
- 6 It was not only a great experience, but the food was tasty too.  
Not only \_\_\_\_\_.
- 7 You would only find this kind of practical solution to a problem in Switzerland.  
Only \_\_\_\_\_.
- 8 I will remember the friendliness of the waiters most.  
It \_\_\_\_\_.

## VOCABULARY

- 5 Choose the correct verbs to complete the sentences. There are three extra verbs.

clenched	gaped	grinned	raised
rolled	scowled	shrugged	sneered
tapped	wincing	yawned	

- 1 The security man on the door of the restaurant looked very aggressive. He \_\_\_\_\_ his fists and \_\_\_\_\_ at us.
  - 2 I don't think she was in the least bit interested in the lecture. She turned to me, \_\_\_\_\_ her eyes and then \_\_\_\_\_ as if she was about to doze off.
  - 3 Our boss had the nerve to say that our department was lazy and good for nothing. Naomi stood there and \_\_\_\_\_ in disbelief, but Thierry just \_\_\_\_\_ his shoulders and walked away.
  - 4 It was a good offer and it \_\_\_\_\_ a few eyebrows when he refused it – particularly as he \_\_\_\_\_ at our attempts to reach a compromise.
- 6 Choose the correct adjective to complete the comments about the situations in Exercise 5.
- 1 It was a very *unsettling* / *stirring* experience, because we actually thought he was going to become violent.
  - 2 I found her attitude very *reassuring* / *off-putting*, because I thought what the speaker was saying was very *rousing* / *compelling*.
  - 3 It was *enticing* / *infuriating* that nobody said anything to the boss, but it was *reassuring* / *disconcerting* that others were as shocked as I was.

- 4 It was a(n) *enticing* / *stimulating* offer and I can't imagine why he didn't accept it.

## SPEAKING

- 7 Work in pairs. Answer the questions.

- 1 Do you like the idea of Blindekuh? Would you like to eat there? Why? / Why not?
- 2 Think of other experiences (e.g. concerts, food shopping) that could be made more interesting or intense for the customer by depriving them of one or more of their senses. Explain the benefits and how this could work.

## IMPROVE YOUR WRITING Checking your work

- 8 Look at the information about checking your work. Read the letter. Then identify and correct the mistake in each sentence.

Areas where students often make mistakes:

- a spelling and typing errors
- b mistakes with word order
- c grammatical errors
- d mistakes with vocabulary and idiom use

Dear Anna

Thank you for the proposal which you sent me last week and I apologize for not answering to you sooner. I needed to consult David Williams before sending you my thinking about it.

In principal, the company is open to the idea of job-sharing. This is particularly true when it allows female employees with children to make a better balance between their work life and home life. From a financial perspective, job-sharing could also in some cases be beneficial to the company. However, in this case we are not convinced that it should make practical sense. Louise, with whom you are proposing to combine roles, has already a very heavy workload already and could not be expected to take on more work. Having said all this, we recognize that the company needs to do something to take in account your family situation. Accordingly, David has suggested to meet on Thursday at 2 p.m. in his office to discuss possible solutions. Please inform me that this suits you.

Kind regards

Beatrice

- 9 Work in pairs. Compare your corrections to the letter in Exercise 8. Did you find the same mistakes and did you correct them in the same way?