

Exercise 1: Read expressions a-h. They can all be used in the first few minutes of a meeting. Match them with the functions 1-8.

1 Greet someone you've never met before.	a "Good to see you again!"
2 Check someone's name if you didn't hear it very well.	b "I'm John Cox, the Sales Manager."
3 Greet someone you often meet.	c "I'm sorry, I didn't catch your name. Can you say it again?"
4 Greet someone you haven't met though you've had contact with them by phone or email.	d "I'm sorry, I don't know your name."
5 Greet someone you've met before, some time ago.	e "Hi! How are you?"
6 Introduce yourself.	f "This is Gina Montes. She's in charge of exports."
7 Introduce a colleague.	g "Good morning. Pleased to meet you."
8 Ask someone what their name is.	h "Nice to meet you at last!"

1	2	3	4	5	6	7	8

1.1 Introducing yourself

Exercise 1: Introduce yourself to the other members of the group now. Mention some or all of the following items:

- name
- age
- previous school
- study programme in secondary school
- special interests in IT domains
- future job
- other activities

Exercise 2 Prepare the following questions that the other members may ask you:

- How did you get to know about this school?
- Why were you attracted by this IT study programme at PXL?
- How did your teachers/fellow-pupils/parents/family/... react to your decision to come here?
- What have you studied so far?
- Have you ever been abroad? On holiday? How long did you stay away? Were you alone?
- How's life in your town/village? How do you survive in the off-hours?

(When you haven't clearly understood what someone has just said, ask them to repeat or to explain. Make sure that you get acquainted with everybody!)

1.2 Introducing someone to someone else

Liz Cléziot, a colleague from France, is visiting the office in Brussels.

Ben Cox: Ms Smith, I'd like you to meet Ms Cléziot. Ms Cléziot is from our sales office in Paris.
Liz Cléziot: Hi!
Ann Smith: How do you do, Ms Cléziot? I've been looking forward to meeting you.
Liz Cléziot: Oh, please call me Liz.
Ann Smith: And I'm Ann.
Liz Cléziot: Hi.
Ann Smith: Well, Liz, did you have a good journey?
Liz Cléziot: Yeah, not too bad. God, there was all this fog at Brussels Airport, though.
Ann Smith: Oh no, what happened?
Liz Cléziot: Oh, it was... my flight was diverted to Antwerp, ye... and then we had to go by bus from there to Brussels. So... I didn't get to my hotel till lunchtime, it was crazy...

Ms Garcia, a visitor from Canada, is introduced to Mr Evans.

Ms Green: Mr Evans, um... have you met Ms Garcia? She's from Canada.
Mr Evans: Yes, I think we've met before. It's good to see you again!
Ms Garcia: That's right, hello again. How are you?
Mr Evans: Fine thanks. Er ... must be, what, a couple of years since we last met?
Ms Garcia: Oh, even longer – four years ago I think. In Munich, wasn't it?
Mr Evans: Yes! Yes, that was an interesting conference! Ha...W...would you both like some coffee?
Ms Garcia: Oh, yes, please. Black for me.
Ms Green: Oh, thanks a lot, Mr Evans. Er... white with sugar for me.
Mr Evans: Right.
Ms Green: Er...Ms Garcia, er... whereabouts do you come from in Canada?
Ms Garcia: Er...well...mm... I live in Toronto, but I was raised in Winnipeg.
Ms Green: Oh, was it... that's in the middle...

Exercise 3: Form groups of three people (two colleagues and a visitor/newcomer); one of the colleagues introduces the visitor/newcomer to the other colleague. Use the information from the previous activity (**Introducing yourself**).

Exercise 4: Do the same but now use your endless imagination to introduce one visitor/newcomer to another visitor/newcomer!

2 Good communicators

Exercise 1: What makes a good communicator? Choose the three most important factors.

- * fluency in the language
- * an extensive vocabulary
- * being a good listener
- * physical appearance
- * a sense of humour
- * grammatical accuracy
- * not being afraid of making mistakes
- * an awareness of body language

Exercise 2: What other factors are important for communication?

Exercise 3: Discuss these questions.

- What forms of written and spoken communication can you think of?
- Which of the above do you like using? Why?
- What problems can people have with them?
- How can these problems be solved?

Exercise 4: Which words below apply to good communicators? Which apply to bad communicators?

articulate	coherent	eloquent	fluent	focussed	hesitant	inhibited
extrovert	persuasive	rambling	responsive	sensitive	succinct	reserved

Exercise 5: Complete this talk by a communication expert with the verbs from the box.

listen	digress	interrupt	explain	engage	clarify	confuse	ramble
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'Good communicators really _____¹ to people and take in what is said. They maintain eye contact and have a relaxed body language, but they seldom _____² and stop people talking. If they don't understand and want to _____³ something they wait for a suitable opportunity.

When speaking, effective communicators are good at giving information. They do not _____⁴ their listener. They make their points clearly. They will avoid technical terms, abbreviations or jargon. If they do need to use unfamiliar terminology they _____⁵ by giving an easy to understand example. Furthermore, although they may _____⁶ and leave the main point to give additional information and details where appropriate, they will not _____⁷ and lose sight of their

main message. Really effective communicators who have the ability to _____⁸ with colleagues, employees, customers and suppliers are a valuable asset for any business.'

3 Relevant idioms

Exercise 1 Complete these idioms with the missing words from the box.

point	bush nutshell	grapevine picture	stick tail	wavelength purposes	wires
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- 1 to put it in a _____
- 2 to get straight to the _____
- 3 to hear it on the _____
- 4 to put you in the _____
- 5 to get the wrong end of the _____
- 6 to be on the same _____
- 7 can't make head or _____ of it
- 1 to talk at cross _____
- 2 to beat about the _____
- 3 to get our _____ crossed

Exercise 2 Which of the idioms in exercise 1 mean the following?

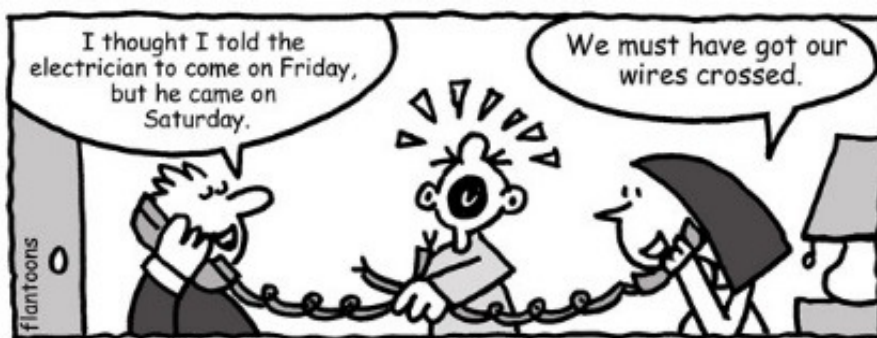
- 1 1 to fail to understand anything
- 2 to share similar opinions and ideas
- 3 to summarise briefly
- 4 to misunderstand
- 5 to delay talking about something
- 6 to give the latest information
- 7 to talk about the most important thing
- 8 to hear about something passed from one person to another

Exercise 3 Complete the sentences with the idioms from Exercise 1.

- 1 1 OK, I'll _____ I'm afraid we're going to have to sack you.
- 2 'You and your mother seem to agree on most things.' 'Yes, we are _____.'
- 3 Some important decisions were taken at yesterday's meeting. Let me _____.
- 4 I think we are _____. I mean next week, not this week.
- 5 He never gives you a straight answer. He's always _____.
- 6 I _____ that he's been fired. Is it true?
- 7 It's a very sophisticated system, but to _____ it works exactly like a bicycle.
- 8 If you think our biggest problem is distribution then you have _____.
- 9 This newspaper article makes no sense at all. I _____.
- 10 Everyone arrived for the meeting at different times. We must have _____.

Exercise 4 Ask your fellow-students the following questions.

- 1 1 What have you heard on the grapevine recently?
- 2 When was the last time you got the wrong end of the stick?
- 3 When is it necessary to put someone in the picture?
- 4 In what situations is it good to beat about the bush?
- 5 In what situations is it good to get straight to the point?
- 6 Can you give an example of when you were talking at cross purposes?
- 7 Is there anything you can't make head or tail of?



4 The art of conversation

Ten conversation tips that work:

When someone is talking you can show interest and develop the conversation by:

1. Reacting positively with phrases or exclamations, e.g. *That's interesting. Really? Exactly. Wow! Fantastic! Yeah. Uh huh. Right. I see.*
2. Asking a follow-up question, e.g. A: *Where did you go on holiday this summer?* B: *To Paris.* A: *Oh really? Did you go to the new musée de Branly?*
3. Restating a part of what the other person has said, e.g. A: *The food was terrible.* B: *Terrible?* A: *Yes, we went to this new restaurant and ...*
4. Paraphrasing or agreeing with what someone has just said, e.g. A: *That meeting yesterday was totally unproductive.* B: *Yeah, a complete waste of time.*
5. Transferring the speaker's original question back to them, e.g. *And what about you? Did you go anywhere interesting this summer?*
6. Asking them if they have had a similar experience, e.g. *Have you ever been to Paris?*
7. Asking them their opinion about the topic of conversation, e.g. *So what do you think...?*
8. Listening carefully and occasionally summarizing what they have said or making relevant comments that will encourage them to continue on the topic, e.g. *So you went to Paris by train. That must have saved a lot of time otherwise spent in bottlenecks.*
9. Going back to something the other person said earlier in the conversation, e.g. *You were saying that you went to Paris. Did you manage to visit other parts of France too?*
10. Beginning a new topic of conversation, e.g. *Have you heard they're going to raise taxes on tobacco again? Did you see that film on TV last night?*

Exercise 1: Work with a partner. Each chooses two of the topics below to talk about. Prepare by writing some questions and possible follow-up questions for each topic. Then have a conversation lasting at least three minutes.

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| a an interesting website | d an article in an IT magazine |
| b a new game | e social media (FB, YouTube, etc) |
| c your favourite app | f a PC problem |