

HOW YOU COME ACROSS

IN THIS UNIT

- Grammar: Modals and related verbs; Patterns with abstract nouns and relative clauses
- Vocabulary: Polite social behaviour; Image; Communication
- Task: Deal with a problem tactfully
- Language live: Asking people to do things by email; Getting people to do things



Speaking and vocabulary Polite social behaviour

- 1 Read the text. Then work in groups and discuss the questions.
 - What is Fowey Community School doing?
 - What do you think of the idea?
 - Do you know of anything similar in schools in your country?

A Cornish school is giving teenage boys lessons in the art of etiquette. Something you might expect at an exclusive private school, perhaps, but Fowey Community School is a state comprehensive. Male pupils from the school have started a six-month course to learn key skills such as personal grooming, table manners and how to greet a lady. Female pupils at the school complain about the rudeness, bad language and personal hygiene of their male peers, but the boys are taking the lessons surprisingly seriously, spurred on, no doubt, by the hope that it might help create the right impression with girls. Their head teacher John Perry, however, has other motives. He believes that, along with good academic qualifications, it will also help them to impress future employers.

- 2 Write six things you were taught about good and bad manners by your parents/at school. Compare your list with other students'.

Is it the right thing to do ?

- | | |
|---|---|
| <p>? standing up when a boss, guest, etc. enters or leaves the room</p> <p>? men opening doors for women and helping them to take off and put on their coats</p> <p>? calling people you don't know very well by their first name</p> <p>? dropping in at someone's house without being invited</p> <p>? doing things on your phone when you are socialising with other people</p> <p>? asking people how much they earn or how old they are</p> <p>? a man paying for a woman's meal and drinks</p> <p>? coughing, sniffing, sneezing or yawning without putting your hand over your mouth</p> | <p>? touching people when you talk to them, e.g. patting them on the back or putting your arm round them</p> <p>? shouting, rowing or holding loud conversations in public places</p> <p>? swearing or blaspheming in formal situations (such as a meeting)</p> <p>? men whistling or shouting comments at women they find attractive</p> <p>? couples kissing and cuddling in public</p> <p>? arriving half an hour late to a social engagement (without a good reason)</p> <p>? phoning people after ten o'clock in the evening</p> |
|---|---|

3a Check the meaning of the words/phrases in bold. Then underline three that can be used to describe polite behaviour.


- It's **disrespectful**.
- It **creates** a good impression.
- It's **inconsiderate**.
- It's **over the top**.
- It's a way of **showing respect** to older people.
- It might make other people feel **awkward**.
- It's **revolting**.
- It's **overly familiar**.
- It's considered **gentlemanly**.
- It's **sexist**.
- It's not **the done thing**.
- It's a real **turn-off**.
- It's **unhygienic**.
- It's **unprofessional**.
- It might seem **pushy**.
- It might be **offensive** to some people.
- It could be **misinterpreted**.
- It's completely **taboo**.

b Describe your ideas in exercise 2 using some of the words/phrases in bold in exercise 3a.

4a Social behaviour varies in different situations. Read the list above and decide:

- which of these is always/never acceptable.
- which depends on people's ages or the social context (e.g. at work, with friends, etc.).
- the right way to behave in these situations.

b Work in groups and compare your answers. Explain your opinions using phrases from exercise 3a.

5  5.1 Listen to five people talking about behaviour they find rude or unacceptable. Make notes about the questions.

- 1 What exactly is the behaviour that annoys them and why?
- 2 Do you agree with what they say? Why?/Why not?

6a You are going to give a short talk. Choose one of the topics below and spend a few minutes preparing your talk.

- the kind of rude behaviour that infuriates you
- the six most important things a child should be taught about manners
- good manners between men and women
- the social taboos in your country that a foreigner should know about

b Work in groups and give your talks. Explain your opinions, giving examples from your own experience.

Image

- 1** Miriam Glassman, one of New York's top image consultants, is standing in front of a rack of jackets in a designer clothes shop. 'Can you give me an idea of what you are looking for?' she asks Lucy, her client. 'Something hip and cool,' says Lucy, 'but it mustn't be too hip. I don't want to look like a fashion victim.' Glassman pulls some jackets from the rack and marches off to the changing room with Lucy, chatting about Prada and Hermès. Lucy is nine years old. Glassman, who charges \$100 an hour, is not unique in working with such young clients. It is a growing trend and the reasons are obvious: we continually encourage our youth to be successful and success, as everyone knows, is partly down to having the right image. But when nine-year-olds hire image consultants, you have to wonder: could things have finally gone too far?
- 2** Some of the most image-obsessed people around are politicians. They know that everything about you – clothes, posture, voice and smile – influences what people think of you and hence has to be carefully managed. British Prime Minister Margaret Thatcher had to change her image before she could become electable – she was taught to speak in a less shrill voice and wear less frumpy clothes – and in the 1960 US presidential debate between Nixon and Kennedy, those listening on the radio believed that Nixon won, while those watching on TV believed Kennedy was the victor. The difference was that Kennedy was wearing make-up but Nixon wasn't, and the viewers were put off by his appearance. Even body fat can be important in this respect. A top-selling French magazine was widely criticised for removing President Sarkozy's 'love handles' in a photo of him paddling a boat. The magazine claimed it was unintentional, but suspicions remained that someone might have been trying to improve the president's image.
- 3** Of course, you need more than a Photoshop expert to ensure a good public image. Lady Gaga is said to have an entourage of up to 80 people who accompany her wherever she goes, mostly dedicated to looking after her tightly controlled image. Even fairly minor celebrities seek help from wardrobe and hair stylists, make-up artists, colour consultants, PR consultants and more just to manage their profile, and these professionals don't come cheap. Maria Moriati, stylist to some of Hollywood's A-listers, is said to be paid \$10,000–20,000 a time to choose the clothes for a celebrity on a press tour. She will pack each outfit, label it and include detailed instructions on how to wear the clothes ('roll up the sleeves twice and undo the top button of the shirt'). But she doesn't expect any thanks – not from the men, at least. 'Male stars,' she says, 'won't admit that they have a stylist. It's not cool – a bit like women and Botox.'
- 4** It's not just celebrities who need an image boost every now and then. Whole cities, too, try to give themselves the marketing equivalent of a style makeover. They know that most of us don't have the time to think in detail about where we want to go on holiday and instead rely on a few simple preconceptions of what a place is like. Those preconceptions are easy to manipulate with an advertising campaign, a celebrity endorsement or a catchy slogan. Successful slogans include: 'New York: the city that never sleeps' and 'Malaysia: truly Asia'. But perhaps the marketing men needn't have bothered with 'Dannevirke: take a liking to a Viking' (for a New Zealand city founded by Scandinavians) or 'Keep Austin Weird' (for Austin, Texas)?

Reading and vocabulary

Image

- 1** Why is image important to politicians / celebrities / young people? In what ways do they try to manage their image?
- 2** Check the meaning of the words/phrases in bold. Then discuss the questions. Give reasons.
- Would you rather hire an **image consultant**, a **make-up artist** or a **personal trainer**?
 - Would you rather pay for **Botox injections**, a **style makeover** or a **flattering portrait** of yourself?
 - Which would you least like to be seen as: someone who is **overdressed**, a **fashion victim** or someone having a **bad hair day**?
 - Would you rather be told you have good **posture**, **inner beauty** or **charisma**?
- 3** Read the article and match paragraphs 1–5 with headings a–f. You do not need to use one heading.
- The public faces of places
 - Are we too obsessed with image?
 - How image influences voters
 - How to become an image consultant
 - Can we change?
 - Styling celebrities
- 4** Read the article again and decide which statements are true. Find evidence to support your answers.
- Paragraph 1**
- Glassman is successful in her field.
 - Many young people hire image consultants.
 - Image is the only thing that matters for success.
- Paragraph 2**
- Mrs Thatcher wouldn't have won the election if she hadn't changed her image.
 - Nixon didn't look good without make-up.
 - Everyone believed the magazine's explanation.
- Paragraph 3**
- Image is purely about good photos.
 - Stylists, etc., can be expensive.
 - Male Hollywood stars are proud of using stylists.



'Male stars,' she says, 'won't admit that they have a stylist. It's not cool – a bit like women and Botox.'

So, perhaps we should step back for a moment from our image obsession and focus on what is important? Ignore the gossip, ignore the hype, ignore the websites telling us to manage our online reputation and build our 'personal brand' and instead rely on facts rather than image to reach decisions. All very sensible, but is it realistic? How much research are we really going to do before deciding which celebrity we like or where to go on our next holiday? And going back to our image consultant, surely Glassman must have reservations about taking on clients as young as Lucy? Apparently not. 'I get so many calls from teens,' she says. 'School is a competitive place and image is important. Lucy is just taking control of hers.'

Paragraph 4

- a Most people think carefully about where they go on holiday.
- b Advertising can easily influence our holiday choices.
- c Not all city slogans are effective.

Paragraph 5

- a We need to worry less about image.
- b Society's image obsession won't change any time soon.
- c Glassman believes it's fine to work with young children like Lucy.

5 Work in groups and discuss the questions below.

- 1 Do you agree with Glassman that Lucy is 'just taking control' of her image or does what she is doing worry you?
- 2 How do you try to manage your image on your online profile, in your CV, etc.?
- 3 To what extent do you think success is about having the right image?

Grammar review

Modals and related verbs

1 Underline the modals in sentences 1–9 from the text. Match them with explanations a–j. One sentence has two modals.

- 1 Can you give me an idea of what you are looking for?
- 2 It **mustn't** be too hip. I don't want to look like a fashion victim.
- 3 Margaret Thatcher **had to** change her image before she could become electable.
- 4 Even body fat can be important.
- 5 Someone **might** have been trying to improve the president's image.
- 6 Male stars **won't** admit that they have a stylist.
- 7 Perhaps the marketing men **needn't** have bothered.
- 8 We **should** step back from our image obsession and focus on what is important.
- 9 Surely Glassman **must** have reservations about taking on clients as young as Lucy?

- a the right/best thing to do
- b an obligation coming from the speaker
- c an obligation coming from circumstances outside the speaker's control
- d a general theoretical possibility
- e a possibility about the past
- f a logical deduction
- g (un)willingness
- h a request
- i ability
- j something that wasn't necessary

2 Choose the correct answers to complete the rules.

- 1 Modals generally describe a *speaker's opinion / facts*.
- 2 Modal questions and negatives are generally *regular / irregular*.
- 3 Modals generally have *regular / irregular* past forms.

3 Explain the meaning of the verbs in bold in each pair of sentences using explanations a–j in exercise 1. What is the difference between the two verbs in each pair?

- 1 a **Can** you give me some advice about what to wear?
b **Would** you thank Alison for the kind invitation?
Both are requests; 'would' is more formal than 'can'.
- 2 a You **must be** John's niece – it's a pleasure to meet you.
b You **can't be** Karina's mother, surely? You're far too young!
- 3 a Even in unexpected situations, Jon **could** stay calm.
b Many people protested, but the minister **managed to** win the audience round.
- 4 a We **didn't need to wear** formal clothes – we just dressed casually.
b Looking at other people, we realised we **needn't have dressed** so formally.
- 5 a You **shouldn't** worry about what you look like. How you behave is more important.
b I don't think you **ought to** be late again – the boss is getting a bit fed up about it.
- 6 a Many people **won't admit** they've had plastic surgery.
b She **wouldn't accept** that she was in the wrong.

Listening and vocabulary

Communication

- 1 Read the statistics. Are you surprised? Why do you think so many people want to improve their communication skills?

When asked in a survey, 60 percent of people said that they would like to improve their communication skills, 80 percent said that they had been shy at some point in their lives and 25 percent described themselves as chronically shy.

- 2 Read the list of situations opposite. Choose three where you think you would feel shy or nervous and two where you think you would be confident. Then work in pairs and compare your answers.

- 3a Tick the activities below which are good ways to behave, cross the ones which are not good ways to behave and write a question mark if you are not sure or it depends.

- ☐ circulate and make small talk
- ☐ gabble nervously about whatever comes into your head
- ☐ dry up because you can't think of anything to say
- ☐ ask questions and make the other people feel at ease
- ☐ make eye contact
- ☐ crack lots of jokes
- ☐ pause from time to time
- ☐ talk over other people and dominate the conversation
- ☐ become over-apologetic
- ☐ giggle nervously
- ☐ act cool and nonchalant
- ☐ stumble over your words
- ☐ listen carefully
- ☐ get emotional
- ☐ look stiff and uncomfortable
- ☐ blush, shake or sweat

- b Work in pairs and compare your answers. Use the phrases in exercise 3a to say:

- how you *would* behave in the situations in exercise 2.
- how you think you *should* behave in these situations.

How confident are you?

Do you sail through tricky social situations, or do you cower in a corner? How do you feel in these situations?

- ☐ socialising at a party where you only know one or two people
- ☐ suggesting a social arrangement (e.g. a drink) to a new acquaintance or colleague
- ☐ meeting your boyfriend or girlfriend's parents for the first time
- ☐ asking a friend or colleague to do you a big favour



- ☐ talking to someone you fancy for the first time
- ☐ talking about a subject you don't know much about
- ☐ socialising for the evening with a group of people you feel are senior to you (senior colleagues, your parents' friends, etc.)
- ☐ giving a ten-minute presentation to a group of 15 or 20 people

- ☐ making a light-hearted speech at a wedding or a party
- ☐ making a complaint (e.g. in a restaurant or shop)
- ☐ calling someone you should have called ages ago

