

*The Writing
Process*

INTERNATIONAL EXPRESS

UPPER-INTERMEDIATE
Student's Book

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to International Express

Upper-Intermediate

STUDENT'S BOOK

There are ten main units and five Review units in the Student's Book. Each unit has four main parts: Language focus, Wordpower, Focus on functions, and Skills focus. The unit begins with an Overview of the contents.

Language focus

This section presents and reviews grammar through authentic listening exercises and reading texts. You work out the grammar rules by yourself and apply them in short written exercises and then in speaking activities.

Wordpower

This section is designed for you to develop strategies to consolidate and increase your range of active and passive vocabulary. Most sections are introduced with a reading or listening activity which sets the context of the vocabulary that you are going to review and learn.


Focus on functions

In this section you learn the typical phrases and language you will need in various work and social situations, for example, on the telephone or at a restaurant. You will also learn key phrases and strategies to help you make your point clearly and understand others.

Skills focus

This is the final section of each unit. It aims to improve above all your listening and speaking skills, but also suggests ways of improving your writing skills, for example, in emails and letters.

A note on the listening exercises

About half of the listening exercises in this book are authentic: either they are interviews with real people or they are improvisations carried out in a recording studio. This means that you will hear people as they really speak. This is a difficult and challenging task, and you will certainly not be expected to understand every word you hear. You will learn strategies for deciphering natural speech in order to build up your listening skills. Those activities marked  Understanding natural speech are not contained in the Student's Book, but only in the Teacher's Book.

Review units

There is a Review unit after every two units. You choose what to revise and complete the review exercises. You can use the Self-check boxes to plan and check your learning.

Listening scripts

The scripts of the listening material are at the back of the Student's Book.

POCKET BOOK

At the back of the Student's Book there is a mini grammar and phrase book. This contains additional information on the key grammar points covered in each unit along with summaries of useful social and functional expressions.

WORKBOOK

The Workbook, with its own Student's cassette or CD, is a separate book containing extra exercises on grammar, reading, writing, and listening. Such exercises not only revise the work done in the Student's Book, but can also help you to prepare, if necessary, for the First Certificate and Business English Certificate examinations.

Needs and requirements analysis

1 What do you need English for?

- work meeting new people
 holidays chatlines
 other (specify) _____

2 If you need English for work, which of these areas will you use it most in?

- phone with visitors
 emails writing letters and documents
 presentations customer support
 meetings travel

3 How long have you been studying English?

- less than two years four years
 three years more than four years

4 Which area of English do you find the most difficult, and would most like to improve?

- speaking vocabulary
 pronunciation writing
 grammar listening
 reading

5 How much of your English lesson do you think should be spent on the following?

- speaking _____ writing _____
 listening _____ vocabulary _____
 grammar _____

6 When should the teacher spend time talking during a lesson?

- only to give instructions and explain grammatical rules
 to talk about himself/herself and his/her experiences
 to give general information about his/her culture

7 When you are having a discussion in your group should the teacher:

- interrupt you every time you make a mistake?
 interrupt you only if you keep making the same mistake?
 never interrupt, but note down the mistakes for explanation later?

8 Which do you think is better?

- to speak slowly and very accurately
 to speak more fluently but making quite a few mistakes

9 If you are given a course book, do you expect to:

- do every exercise in the book?
 do most exercises?
 use the book principally as a reference point?
 whatever the teacher thinks is best?

10 How much homework do you think you should do and how much do you think you will really do?

- an hour or more a day two hours a week
 three to six hours a week none

Roles and relationships

OVERVIEW

- Present tenses review
- Present Perfect Simple vs Continuous
- Techniques for learning new vocabulary
- False friends
- Adjectives – personal characteristics
- Introductions and greetings: levels of formality putting yourself in context
- Conversation conventions: breaking the ice building rapport

LANGUAGE FOCUS Present time

- 1 Do men really have more advantages than women in the world of work? With a partner, discuss whether or not you agree with these statements.
- 1 Generally speaking, men have a better deal than women.
 - 2 In all age groups, men earn more than women.
 - 3 Women have fewer choices in life than men.
 - 4 On the basis of time spent working inside and outside the home, women work more hours than men.
 - 5 The worst jobs are generally done by men.
 - 6 In the modern world, men need to take on both masculine and feminine traits and roles.
 - 7 Women who work full time shouldn't have children.
 - 8 Men's life expectancy has increased at the same rate as women's.
 - 9 For many years more money has been spent on research into women's health than research into men's health.
 - 10 The idea of the man being the sole provider for the family is no longer acceptable.
- 2 1.1 Listen to two people talking about the role of men in today's society. Which of the points in 1 do they mention? Do they agree?



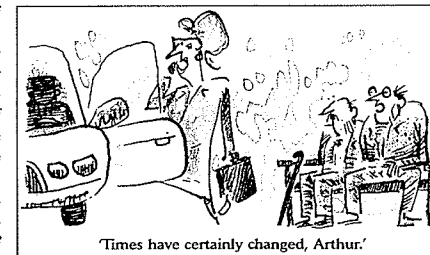
- 3 1.1 Listen again.
- 1 According to the speakers, what is:
 - the main difficulty that men have to face?
 - the main choice facing working women?
 - 2 Are the speakers' opinions different from yours? How?

Understanding natural speech

- 4 You are going to read an article about changes in the number of women in employment.
- 1 In pairs, discuss these questions.
 - a Are there more men than women in your workplace?
 - b Is the number of women in your workplace increasing? Why, or why not?
 - c How has women's influence in the workplace changed?
 - d What effect has this been having on men?
 - 2 Read the article. Does it support your answers to these questions?

The number of women working in the UK has been rising steadily for several decades. In the mid-1960s, around 42% of women of working age were in employment; in the late 1990s, this number increased to nearly 70%. Today women have actually overtaken men in the job market – men have never been in such a position before and it now appears to be affecting the way they view their role in life.

This phenomenon is spreading rapidly around the world. The number of working women in the labour force in China has increased from 49% in 1980 to nearly 60% today – the highest of any country in the world. At the other extreme, only about



10% of women in Iraq and Saudi Arabia currently work. Although their numbers have been increasing, only 3% of the directors of the UK's top 1,500 companies are female. Moreover, despite the fact that women have made progress in areas such as child-care and increased flexibility in working hours, they are still facing strong discrimination. Tina Knight, who has had various jobs in industry and is now chair of Women Into Business, is currently lobbying Parliament on these issues. 'One big mistake that successful women make is to try to shut men out. We have to work alongside each other'.

The Guardian

Present tenses review

- 1 Look at the verbs in italics in the article. Find one or more examples of:
- a an action which takes place at the moment of speaking/a current trend
 - a completed action at an unspecified time in the past with a connection to the present
 - a permanent or usual situation/an action that happens repeatedly
 - a action that began in the past, is relevant now, and will continue into the future.
- 2 Match each description with one of these tenses: Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous.
- 3 Look at the verbs in italics again. In which cases, if any, could you replace:
- a the Present Simple with the Present Continuous?
 - b the Present Continuous with the Present Simple or the Present Perfect Continuous?
 - c the Present Perfect Simple with the Present Perfect Continuous?
 - d the Present Perfect Continuous with the Present Continuous or the Present Perfect Simple?

Pocket Book page 16

- 5 How has the role of a secretary changed over the last twenty years? What has led to this change? Think about the duties secretaries have to fulfil, and the assets, skills, and qualifications they need to have.
- 6 Read the article and put the verbs in brackets into an appropriate form. If more than one form seems possible, choose the best one.

GONE are the days when young women spent long, boring hours typing and taking notes.

The 21st-century secretary is still more likely to be a woman, but there the similarities end. Today she's a key part of any working team, making decisions, running vital parts of a company and keeping everyone in line – especially when it comes to new technology. In exchange she 1 _____ (earn) more money than ever before.

Recruitment director Philip Ayling, whose company 2 _____ (place) hundreds of secretaries into the highly skilled area of banking and IT in the City of London in recent years, 3 _____ (say): 'In the banking field you need technology skills and academic qualifications, often to degree level. Secretaries have to understand what their team 4 _____ (do), and be prepared to fit in by working long hours and undertaking many duties.'

The basic salary for such a banking job 5 _____ (range) from



£20,000 to £30,000 in the City, with overtime up to £6,000 a year and often bonuses. Samantha Estrin, 23, 6 _____ (work) in the City since she graduated with a degree in English literature and language. 'The image of a secretary as a put-upon, worthless individual 7 _____ (disappear) entirely,' says Samantha. 'I 8 _____ (work)

very much as part of a team. My boss, who is a director, couldn't carry out his job without me. I feel needed and I know that I 9 _____ (make) a valuable contribution to the team.'

The big change, says Ayling, is due to the arrival of new technology. 'For several years now, bosses 10 _____ (do) a lot of their own correspondence.'

Now men, too, 11 _____ (enter) the profession. 'But senior males still have this feeling that they couldn't have a man working for them in a secretarial role,' says Janet Crawford, founder of Angel Human Resources, which 12 _____ (place) senior secretaries, administrators and PAs across the UK.

The Mirror

THEN AND NOW

Duties then: 'Take a note Miss Jones'; buying the boss's wife a birthday card; making tea.

And now: diary management; arranging and minuting meetings; organizing travel; preparing presentations; typing letters and reports; helping analysts with research.

Assets then: shorthand and typing skills; good looks.

And now: computer skills; ability to make important decisions; willingness to work hard.

- 7 Work in pairs and discuss these questions.
- 1 Do secretaries in your organization have similar qualifications and roles to those of Samantha Estrin?
 - 2 In your organization, how much of their written communication do people assign to secretaries?
 - 3 What qualifications do you need to do your job? How much overtime do you have to do? Do you get bonuses?
 - 4 What other jobs have changed significantly over the last fifty years?



- 8 12 Listen to an extract from an interview with Anthea Fraser, a self-employed businesswoman who started her own recruitment consultancy two years ago.
- 1 What evidence is there that the business is successful? Make a note of what she says about:
 - a client companies
 - b new staff
 - c new offices
 - d a web-based recruitment service.
 - 2 What are the main advantages and disadvantages of her situation?

More about the Present Perfect Simple and Continuous

We use the Present Perfect to link past actions and events with the present.

- 9 Listen to the interview again and look at the script on page 124. What is the difference between the highlighted forms in this sentence? Why does Andrea use two different forms?

... I've been running my own business for just over two years now, and in that time we've attracted about a hundred and twenty client companies, ...

What other similar examples can you find in the script?

- 10 Complete these sentences.

- 1 We normally use the Present Perfect _____ to refer to the length of time an activity has lasted, if it is still going on now.
- 2 We normally use the Present Perfect _____ to refer to the whole activity, or to give a sense of completion.

Pocket Book page 13

- 9 Work in pairs. Put the verbs in italics into an appropriate form. Choose some of the questions to ask your partner.
- 1 What field of work or study are you in? How long you *work/study* in that field?
 - 2 You *work/study* long hours?
 - 3 What project(s) you *work* on? How long you *work* on it/them?
 - 4 What subject(s) you *study*? How long you *study* them?
 - 5 Which areas of your work or study do you think go particularly well over the last few months?
 - 6 You ever *think* about changing your line of work or study completely?
- 10 Prepare a short talk about one of these topics.

- 1 A key aspect of your life or career. Include information about:
 - things you are involved in at the moment
 - regular or constant activities
 - important achievements
 - a situation or process which started in the past and is still going on.
- 2 An important issue or development in your field of work, or a key social, cultural, or political issue in your country. Include information about:
 - the general situation
 - current developments
 - recent and long-term changes.

Work in pairs or small groups. Listen to each other's talks and ask appropriate questions.

Learning new words

Learning tip

- 1 associate new words with a sound, a picture, or an experience
- 2 repeat new words aloud
- 3 learn a certain number of new words a day
- 4 learn words in useful phrases or sentences
- 5 practise using new words in sentences
- 6 associate new words with similar words you already know
- 7 associate new words with similar words in another language
- 8 select words to learn from objects in a room
- 9 try to visualize the way a new word looks
- 10 write lists of words and review them regularly

1 How often do you try to learn new words? Do you have a favourite technique? How many words do you try to learn at once? Look at tips 1–10 for learning new vocabulary. Which ones have you tried? Compare your techniques with a partner.

2 1.3 Listen to three people outlining the techniques they use to learn vocabulary in foreign languages. They are:

- Timothy Mitchell, an American businessman, on learning Italian
- Ruth Glasscock, a refugee worker, on learning Arabic
- James Lewin, a professional translator, on learning Russian and German.



Which techniques from the Learning tip in 1 does each of them use?

- 3 With a new partner, decide on the most effective techniques in the list in 1.
- 4 Here are some new words that have entered the English language very recently. Try learning them, using a technique you have not tried before. Test yourself in the next lesson.

docusoap *n* a television programme that combines the styles of a documentary and a soap opera

outsource *vb* to buy services from a source outside an organization

hot-desking *n* the activity of sharing desks or workstations in an office based on need, as a way of saving space and resources

stressed out *adj* very tired and nervous as a result of stress

sorted *adj* well-organized or under control

dress down *vb* to dress informally and casually at work (often on Fridays)

False friends

5 Remember that although a word in English looks similar to a word in your language, it might mean something completely different. These words are often called 'false friends'. Many false friends share the same origin in an older language (e.g. 40% of English words originate from Latin), or are borrowed by one language from another. For example:

- actually** In English, does this mean *currently, happening now, or in fact, in reality?*
- library** In English, is this a shop where you buy books, or a place where you can borrow books?
- sympathetic** In English, does this describes someone who is *nice or pleasant*, or someone who shares another person's feelings?

6 Japanese is one language that has borrowed a lot of words from English – about 50,000. These are some of them.

erebeta – elevator	mansion – flat
boss – leader of gang of criminals	bata – butter
terebi – television	happening – unexpected incident
famicon – family computer	pension – guesthouse
intelligent – computerized	intelibiru – high-tech office
waishattu – white shirt	sabotage – be absent from school / work

Do you know any words in your language that have been borrowed from English? Have the spelling and pronunciation changed? Has the meaning changed?

Adjectives – personal characteristics

7 These adjectives are often used to describe people's characters.

adventurous	creative	hard-working	outgoing	sensitive
aggressive	demanding	honest	passive	serious
agreeable	determined	independent	quiet	shy
ambitious	efficient	intelligent	reliable	sincere
aware	flexible	introvert	responsible	stubborn
boring	friendly	lazy	selfish	sympathetic
competent	fun	lively	self-motivated	talkative
confident	funny	meticulous	self-reliant	tolerant
conscientious	gentle	organized	sensible	warm

- 1 Check that you know what they all mean, using a dictionary.
- 2 Divide them into groups, depending on whether you think they are (a) mainly positive, (b) neutral, or (c) mainly negative.
- 3 Which words could be used to describe the way someone approaches their work?
- 4 Which techniques from the list in 1 would you use to memorize them? How would you deal with the false friends?
- 8 Add some more adjectives for describing people's characters to the words in 7. Choose three adjectives to describe the qualities of an ideal friend or partner. In some cases you may want to use the noun form, e.g. *honesty, sensitivity* (see page 83).

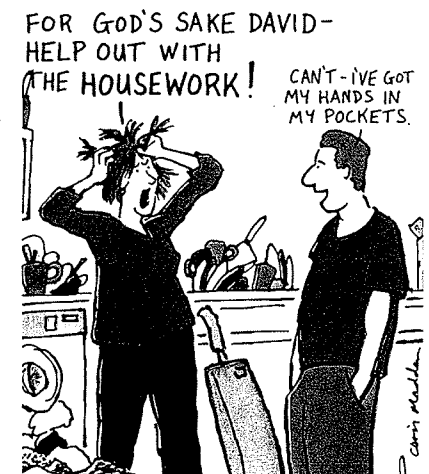
Pronunciation: Word stress

- 1 Look back at the adjectives in 7. Which ones have the main stress on the first syllable? Mark the main stress in the others. Say them out loud.
- 2 Most two-syllable English nouns and adjectives have the main stress on the first syllable. Sometimes the stress doesn't shift when a word changes from an adjective to a noun, even if a syllable is added:
honest (adjective) / honesty (noun), serious (adjective) / seriousness (noun)
Sometimes, though, the stress does change:
sensitive (adjective) / sensitivity (noun), sympathetic (adjective) / sympathy (noun)

Look at script 1.3 on page 124. Mark the main stress of the words in italics.

1.3 Listen and check your answers.

- 9 Work in groups and discuss these questions.
 - 1 What characteristics make an ideal (a) boss, (b) colleague, (c) employee?
 - 2 What characteristics do men and women look for in (a) a friendship, (b) a relationship?





Formal and informal greetings

- How do you greet people in your country? What differences are there between formal and informal greetings? Do you have more than one form of *you*? Do you use titles when addressing certain people? When do you use first names?
- Work in groups. Read the text and decide whether it refers to a country in Europe, North Africa, Latin America, or South-East Asia. Then discuss which country it might be.

If you hurry introductions with an _____, whether with the man at the roadside food-stall or the head of a major corporation, it will be interpreted as disrespect. On first introduction (both for *hello* and *goodbye*), _____s shake hands with a very light touch, slightly bow their heads and smile. Although the clasp is very gentle (nearly limp by American standards), it's of long duration, ten to fourteen seconds; firm grips aren't appreciated here. Afterwards, _____s often bring their hands back to their chests to show that the greeting is from the heart. After this, handshakes are only used to offer congratulations, to bid farewell to someone leaving on a long voyage, or conversely, to welcome them back again.

Because physical contact between the sexes (except between married and engaged couples) is near nil in Muslim and Hindu cultures, women should shake hands with an _____ man only if he initiates it. Otherwise a slight bow is appropriate. Traditional Muslims say *As salaam aleikum* (Peace upon you) when greeting each other and when entering a store or office. Older generation Hindus offer a *namaste*, a slight bow with the palms of the hands together.

Passport Guides

Note When you are greeting or introducing yourself to someone, especially for the first time, it is important to use the right level of formality. It is a good idea to put yourself in context when you are meeting someone for the first time, or if you have not spoken to them for a long time. It helps to tell them what you do or where you work (*I work for CPMD, I'm calling from CPMD in London*), or remind them of your last contact (*We met last year at the conference in Frankfurt, We spoke on the phone ..., I sent you an email ...*).

- Look at these greetings and introductions.

- Hi, Bill, how are *you* doing?
- How *are* you?
- Pleased to *meet* you.
- Hi, Kate, good to *see* you again.
- May I *introduce* myself?
- Hello, Sal, this is Riccardo.
- Good morning, I'm Angus Brogdon.
- Peter, this is Kim. Kim, this is Kate.
- Hi there!

- Decide whether they are formal (F), informal (I), or neutral (N). Then decide whether you would use them face to face, or on the phone, or both. Could any of them be used in an email?
- Which could you use when you have not met someone before?

Pocket Book page 32

Pronunciation

Which of the words in *italics* in phrases (a) to (e) should take the main stress?

1.4 Listen and check your answers.

As a general rule, pronouns don't usually take the main stress, unless:

- you want to show interest – *And you, how are you?*
- you want to specify one person rather than another – *I gave it to her, not to him.*

1.5 Listen and compare the difference.

- You're going to hear four short conversations where people greet and introduce each other. Before you listen, read the information and decide whether you think each one will be (a) informal, (b) formal, or (c) neutral.

- A client phones a company he knows well, but talks to someone he has never spoken to before.
- A lawyer meets a very important client for the first time. They both introduce themselves and their colleagues to each other.
- A manager leaves a message for a person she has never met with someone at a company she's never contacted before.
- Two colleagues who know each other well meet for the first time in several weeks. One of them introduces a new colleague to the other.

1.6 Listen and check your ideas. Is the level of formality the same as you would expect in your country? What do the speakers say to:

- introduce themselves and put themselves in context?
- introduce another person and put them in context?

- 1.6 Listen to extracts from two of the conversations again. Compare the ways in which the speakers:

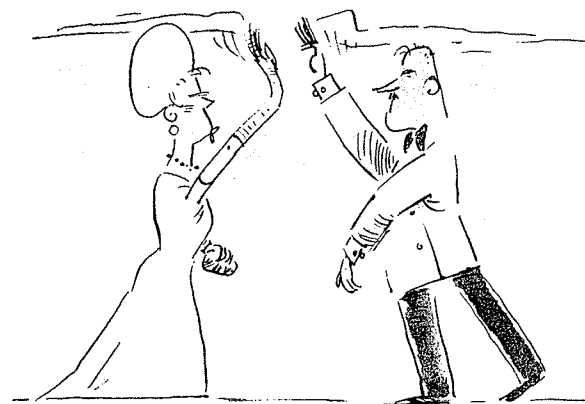
- address and greet each other
- introduce their colleagues
- ask about a journey / trip
- put themselves and their colleagues in context.

Turn to the listening scripts on pages 124–5 to help you.

- Work in pairs.

- Look at the following scenarios and decide what kind of language should be used, formal or informal, and why. Would it be appropriate to use first names, or not?

- You are at **an exhibition**. You want to **introduce yourself** to the Sales Manager of an American company you have **never met before**. You want to **find out more** about his company because you are interested in working for them.
- You are on a **fact-finding** visit to a **Korean company**. There is the possibility of a joint venture. You want to **introduce your** (female) colleague to a technician from the Korean company.



- You need **to contact** an **English person** you have only met **once before, socially**, about a year ago. They were very friendly last time you met, but you aren't sure if they'll **remember you**.

- You have been **working** in a **German company** for several months. You want to say **goodbye** to the CEO (Chief Executive Officer) who, until today, you haven't met since your first week.

- Act out each scenario.

- 1 What are your views on the rules of conversation? Look at these statements and decide if you agree or disagree with them. Tick the appropriate box.

	Agree	Disagree
1 I'm happy to start a conversation with anyone.	<input type="checkbox"/>	<input type="checkbox"/>
2 I usually wait for someone else to start a conversation with me.	<input type="checkbox"/>	<input type="checkbox"/>
3 Long silences during a conversation make me uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>
4 Silence during a conversation is OK – it's thinking time.	<input type="checkbox"/>	<input type="checkbox"/>
5 If someone talks for too long, it shows a lack of respect.	<input type="checkbox"/>	<input type="checkbox"/>
6 It's important to show interest when someone is speaking.	<input type="checkbox"/>	<input type="checkbox"/>
7 It's sometimes OK to interrupt someone who is speaking.	<input type="checkbox"/>	<input type="checkbox"/>

Compare your answers with a partner.

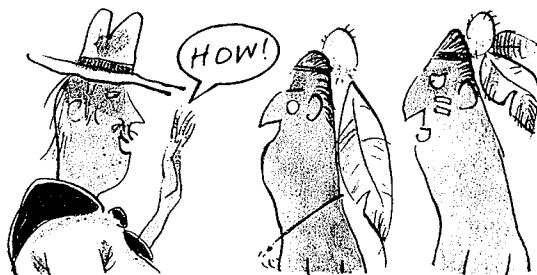
- 2 The Athabaskans and the Western Apaches are native North Americans. Work in pairs. Read these two articles and discuss the questions.

The Western Apaches do not feel obliged to 'introduce' people who don't know each other. Eventually, it is assumed, 'strangers' will begin to speak. 'Introductions' or other verbal routines are viewed as unnecessary.

'Strangers' who are quick to start a conversation are viewed with suspicion. A typical reaction to such individuals is that they 'want something' – money, labor, or transportation. Another common reaction to talkative 'strangers' is that they are drunk.

If a stranger is an Anglo, it is assumed that he 'wants to teach us something' (i.e. give orders or instructions) or that he 'wants to make friends in a hurry'. The second response is especially revealing, since the Western Apaches are extremely reluctant to be hurried into friendships with Anglos, or with each other. They believe that the establishment of social relationships is a serious matter which calls for caution, careful judgement and plenty of time.

K H Basso, *Speech and Situated Action*



'Be careful of this one, he talks too much.'

Among Athabaskan groups speech is avoided if there is doubt about social relationships and about how one should behave. And quite lengthy silences are readily tolerated. In interethnic communication, therefore, the English speakers start the conversation, because they want to set about establishing social relations and because the Athabaskans have remained silent. When there is a pause, the English speakers become uncomfortable about the silence well before the Athabaskans do, and therefore start speaking again.

The result is a 'conversation' where English speakers hold the floor for most of the time and control what topics are talked about. The Athabaskans go away from the conversation thinking that English speakers are rude, dominating, superior and self-centred. The English speakers, on the other hand, find the Athabaskans rude, superior, and withdrawn. In fact, hostility arises simply as a result of a failure by both parties to recognize that different groups of people have different norms concerning when and how language is used.

Peter Trudgill, *Sociolinguistics*

- Are there any similarities between the Western Apache and Athabaskan attitudes to conversation, and attitudes in your own culture? Do you know any other cultures that have similar attitudes to theirs?
- What is the effect of contrasting attitudes to norms of conversation like those illustrated in each of the articles?
- What lessons about making conversation can be learned from the articles?

Social exchange

- 3 1.7 Two people are meeting for the first time before a training course. Listen to the conversation and answer the questions.
- Do you think the man's behaviour is acceptable? Why, or why not?
 - What impression do you think the woman has of the man by the end of this conversation? Why do you think she formed this impression?

- 4 1.8 Listen to a different conversation. It takes place in the same situation.
- What makes it better than the first one?
 - How do the two speakers take responsibility for the development of the conversation? How do they keep the conversation going?
 - How do the speakers show interest in what the other person is saying?

Pronunciation

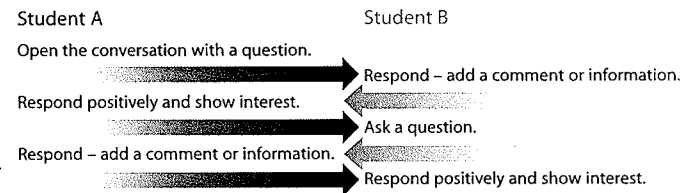
- 1.9 Listen to these responses. Does the speaker's intonation rise (↗) or fall (↘) at the end?

Oh, are you? That's excellent. OK, right.
Oh, is it? Oh, really? How interesting.

- 1.9 Listen again and repeat the responses. Try to use the same intonation as the speaker.

- 5 Work in pairs and act out a similar scenario. You have both arrived for the first day of a seminar. You have not met before. Coffee is provided. Make sure you:
- exchange greetings and introduce yourselves to each other
 - try to keep the conversation going
 - show interest in what the other person is saying.

Use this framework to help you.



- 6 Two other people are meeting before the seminar. This time, they have met before, but haven't seen each other for a few months. Work in pairs. Make a list of things they might talk about, then improvise a dialogue with your partner. Make sure you:
- take equal responsibility for keeping the conversation going
 - introduce any new topics in a natural way, i.e. don't jump from one topic to another indiscriminately, but link what you say to what the other person has just said
 - show interest in what the other person is saying.
- 7 1.10 Listen and compare the dialogue with yours. What questions did the speakers ask each other? How did they keep the conversation flowing?
- 8 Work in pairs and act out a similar scenario. You have met each other before, but not for some months. Last time you met, one of you was about to work abroad for three months, the other one was about to be promoted to a new job. Try to keep the conversation flowing naturally, and remember to sound positive.