

## 7.1

## A Match the beginnings and endings to make questions and sentences.

1. Could you send	'How can I help you?' to customers.
2. The boss has given	a lot of complaints this week.
3. I haven't replied	it very well.
4. Our call centre has received	me something about yourself?
5. It's polite to say	I me the sales figures for last month?
6. Can someone answer	more slowly, please?
7. Can you speak	our suppliers two more days for the delivery.
8. The e-mail doesn't explain	the phone, please?
9. Can you tell	to my e-mails yet.
10. I want to talk	to you about the holiday rota.

## B Complete each sentence with a suitable verb from the box. Make any necessary changes to the verb.

answer   ask   explain   give   receive   reply   send   speak   talk   tell

- Please *send* me the information as soon as possible.
- Could you \_\_\_\_\_ her my message?  
• Yes, I'll \_\_\_\_\_ her tomorrow.
- I \_\_\_\_\_ him a question.  
• Did he \_\_\_\_\_ to you?
- Can you \_\_\_\_\_ Chinese?
- I \_\_\_\_\_ an e-mail from an angry customer yesterday.  
• Did you \_\_\_\_\_ it?
- It is important to \_\_\_\_\_ to customers politely.
- Can you \_\_\_\_\_ it to me?

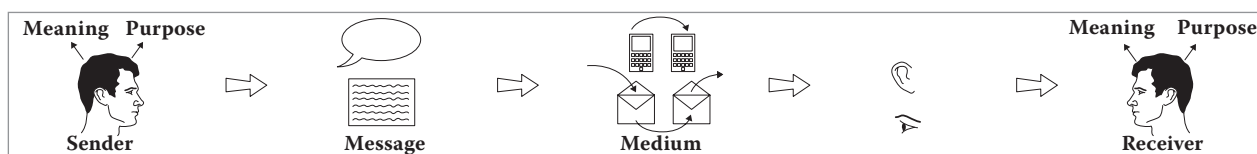


Figure 1: The process of communication

## C Complete the text about Figure 1.

Communication involves a sender and a *receiver*. The \_\_\_\_\_ wants to tell the receiver something. The sender has a purpose for the \_\_\_\_\_. The sender talks to the receiver or \_\_\_\_\_ to the receiver. The receiver \_\_\_\_\_ to the message or reads the message. The receiver understands the \_\_\_\_\_ of the message. The receiver also understands the \_\_\_\_\_ of the message.

D Have you *sent* or *received* a message recently?

- What was the *meaning* of the message? \_\_\_\_\_
- What was the *purpose*? (making arrangements? asking for something at work?) \_\_\_\_\_
- Who was the *sender*? \_\_\_\_\_
- Who was the *receiver*? \_\_\_\_\_
- What was the *medium*? \_\_\_\_\_

# 7.2

## A 36 Listen to the words.

- How many syllables are there in each?
- Which syllable is stressed?

a. medium	3	f. receiver	
b. correct		g. colleagues	
c. mustn't		h. concise	
d. can't		i. clear	
e. communication		j. considerate	

- 36 Listen again and practise.

## B 37 Listen to sentences with *can* and *must*.

- Is each sentence positive (P) or negative (N)?
- Listen again. Write the sentences.

1: We can send messages by text or e-mail.

P

## C Tick the correct way to complete each sentence.

- I can ...
  - communicate with customers very well.
  - with customers communicate very well.
- You can't ...
  - to smoke anywhere in the building.
  - smoke anywhere in the building.
- I'm sorry ...
  - I can't find the sales report.
  - I no can find the sales report.
- You must ...
  - to speak to people in a considerate way.
  - speak to people in a considerate way.
- Your message ...
  - doesn't must too long.
  - mustn't be too long.
- He sent ...
  - me a very long e-mail.
  - a very long e-mail me.

## D Study the words in the box.

- The same letter is missing from every word. Which is it?
- How do you pronounce each word?
- 38 Listen and practise.

ni\_ht li\_ht fli\_ht hi\_h ri\_ht  
si\_n desi\_n throu\_h ei\_ht enou\_h

## E How is the letter *g* pronounced in the words in the table?

- Is the *g* pronounced /dʒ/ as in *manager* (1) or /g/ as in *sugar* (2)? Write 1 or 2 in the table.
- 39 Listen and check. Practise the words.

agency	1	message	
colleague	2	organize	
diagram		range	
engineer		storage	
figures		strategy	
forget		suggest	
gigabyte		target	

- Complete the rule for /dʒ/ pronunciation of *g*. In most cases, we pronounce the letter *g* with the sound /dʒ/ in words with *g* + \_\_\_\_\_ and *g* + \_\_\_\_\_, for example, *message*, *agency*, *strategy*. The exceptions include the words \_\_\_\_\_, *target* and *engineer*.

## 7.3

**A Complete the conversation about a famous disaster. Use sentences 1–8 from the box.**

- A: I saw a great TV programme the other day.  
 B: 4  
 A: The Challenger Space Shuttle. It exploded and all the crew died.  
 B: \_\_\_  
 A: Yeah. It happened in 1986 – and all because of one small component.  
 B: \_\_\_  
 A: Well, the problem was a small part. A rubber ring, in fact.  
 B: \_\_\_  
 A: Well, they never tested it at low temperatures.  
 B: \_\_\_  
 A: And one of the rubber rings in the shuttle failed because it was very cold at the launch.  
 B: \_\_\_  
 A: Yes, they did. But there was another problem: Communication.  
 B: \_\_\_  
 A: Well, the engineers tried to tell the managers, but the managers didn't get the message.  
 B: \_\_\_  
 A: Exactly.



1	Sorry, I don't understand.
2	Oh, I see.
3	Oh, I get it now. The engineers knew about the problem, but the managers didn't.
4	Oh yes? What was it about?
5	But didn't the engineers know about the rubber ring problem?
6	Oh, that's terrible.
7	What do you mean 'communication'?
8	Really? Why was that a problem?

**B Study the sentences about a nuclear power disaster in Ukraine.**

- Choose the best way to complete each sentence.
- 🎧 40 Listen and check.

a. In April 1986, a nuclear power station in Ukraine <u>8</u>	1. radioactive smoke.
b. The explosion sent radioactive smoke high into ___	2. actual accident.
c. Thirty-one people died in the ___	3. reactor.
d. But scientists say that about 60,000 people ___	4. problem.
e. They died from the ___	5. explode?
f. Why did the power station ___	6. the air.
g. Some people say that the power station was not built ___	7. safety features.
h. But the main cause of the accident was a communication ___	8. exploded.
i. A group of workers started ___	9. the test.
j. They switched off some of the ___	10. well.
k. Another group of workers did not know about ___	11. died later.
l. They started the nuclear ___	12. a safety test.

## 7.4

### A Read the text by the owner of the Ziggy Hair Salon.

1. Complete the text with adjectives from the box.

clear friendly good happy  
~~important~~ large long nervous  
new relaxed right  
satisfied short small special

2. Read again and answer the questions.
- What *mediums* are mentioned?
  - What *messages* are they used for?
  - Who are the *senders* and *receivers* of the messages?
  - Why is good communication important in a hair salon?


Communication is really important in my job. I speak to customers face to face in the salon and on the phone. Nowadays, we also send \_\_\_\_\_ texts or e-mail reminders about appointments. We also tell customers about \_\_\_\_\_ offers.

We don't normally have problems with communication, but last week we had a \_\_\_\_\_ one. A customer phoned and changed her appointment, but the receptionist didn't put the \_\_\_\_\_ appointment on the computer. So, when the customer arrived, we weren't ready and she had to wait a \_\_\_\_\_ time, and we had to give her a \_\_\_\_\_ discount.

But \_\_\_\_\_ communication in a salon isn't only about making appointments. Customers must feel \_\_\_\_\_ and comfortable in the salon. So we must greet them at reception and look after them. Next, I must ask clients the \_\_\_\_\_ questions about their hair. Then they will be \_\_\_\_\_ with their new hairstyle.

I train my assistants to speak to our clients in a \_\_\_\_\_ and professional way. And their body language is really important too. Some people are \_\_\_\_\_ about going to a hair salon. So it's necessary for hairdressers to be \_\_\_\_\_ and polite. We must satisfy our customers. \_\_\_\_\_ customers will return.

### B Study the lines from a telephone conversation between Karen, a receptionist, and Jill, a customer.

1. Number the lines in order.  
2.  41 Listen and check.

\_\_\_ Karen: Great. Can I take your name, please?

\_\_\_ Karen: Is it for a cut and blow dry?

\_\_\_ Karen: OK. Thank you, Jill. We'll see you tomorrow afternoon at 4 o'clock.

\_\_\_ Karen: OK. Well, he's also got 2:30. Or Sara is free at 4 o'clock.

1 Karen: Good morning. Ziggy Hair Salon. Karen speaking. How can I help you?

\_\_\_ Karen: Well, Peter can do it at 10 a.m.

\_\_\_ Karen: Yes, certainly. When for?

\_\_\_ Jill: Er ... tomorrow, if possible, please.

\_\_\_ Jill: Jill Scott.

\_\_\_ Jill: Oh, hi. I'd like an appointment, please.

\_\_\_ Jill: Oh, I can't make it then.

\_\_\_ Jill: Thanks. Bye.

\_\_\_ Jill: Um ... I think 4 o'clock is better.

\_\_\_ Jill: Yes, it is.

## 7.5

## A Study the photograph and the newspaper article.

1. Read the headline and tick the best meaning.

- a. You are in trouble.
- b. You have lost your job.
- c. You have got a new job.

2. Write answers to the questions.

- a. What message did Tina receive?  
\_\_\_\_\_
- b. What was the medium?  
\_\_\_\_\_
- c. Who was the sender?  
\_\_\_\_\_
- d. What was the purpose of the message?  
\_\_\_\_\_
- e. Was the message considerate? Why (not)?  
\_\_\_\_\_
- f. What other mediums did Mr Bates try?  
\_\_\_\_\_
- g. What's the 'best' way to fire someone?  
\_\_\_\_\_



**U R fired!**

A shop manager from Sheffield received a text message last week. Tina Matthews, 28, of Total Sports, was on holiday when she got the message. It was from the General Manager of the company, Michael Bates. The message told her she was fired. She did not have a job

any more. Tina told our reporter: 'I was so shocked ... and then angry. I knew the company was in trouble, but you should not fire someone by text message.' Mr Bates, 54, said, 'I tried to phone Tina but she didn't answer. I also left a message on her voice mail.'

## B Find the verbs below in the article and write the form that each verb is in.

receive	received
get	
tell	
have	
know	
fire	
try	
answer	
leave	

## C Role play

**Student A:**

You are a reporter.

Ask questions to find out Tina's story.

- Age?
- Full name?
- Job?
- Company?
- What happened?

**Student B:**

You are Tina.

Answer the reporter's questions.

Give extra information about:

- your job
- your feelings

Change roles. Student B is **the reporter**; student A is **Mr Bates**, the General Manager.

# 7.6

## A Correct the spelling of each word or phrase.

1. please	please	6. infromation	
2. culd		7. posible	
3. copie		8. sails figers	
4. anser		9. fined out	
5. maneger		10. qite urjent	

## B Complete the e-mail with the correct form of the verbs in brackets.

**From:** michael.bates@totalsports.com  
**To:** tina34@gmail.com  
**Sent:** Monday 13/10 10.45  
**Subject:** A job offer

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Dear Tina

I am (be) really sorry about the text. It \_\_\_\_\_ (not be) very considerate of me. But I \_\_\_\_\_ (be) worried about the company and I \_\_\_\_\_ (not think) about my actions. I \_\_\_\_\_ (phone) you, but you \_\_\_\_\_ (be) away.

I am also sorry about your job. But we \_\_\_\_\_ (not make) any profit last year. The bank \_\_\_\_\_ (not lend) us any more money in the future. So we \_\_\_\_\_ (close) most of our shops next month. That's the bad news. But I \_\_\_\_\_ (have) some good news, too. You \_\_\_\_\_ (be) an excellent employee and there \_\_\_\_\_ (be) a vacancy at head office for a regional manager.

If you are interested in the job, I need some information from you.

- The salary is £32,000 p.a. \_\_\_\_\_ (be) that OK for you?
- The head office is in Manchester. \_\_\_\_\_ (be) you happy to move there?
- Can you \_\_\_\_\_ (start) in one month?

Please let me know your answers asap.

With best wishes  
 Michael

**Total Sports**  
 for the total sports solution

## C Write Tina's reply to Michael's e-mail.

**From:** \_\_\_\_\_  
**To:** \_\_\_\_\_  
**Sent:** \_\_\_\_\_  
**Subject:** \_\_\_\_\_