

## Unit 3: Showing interest in other people

### Useful tips

Go through the tips with learners, getting their reactions. Do they do these things? Do they feel natural? (They may point out that all these things should be used in moderation. Overuse could be seen as insincere.)

### Conversations

1. Ask your learners to close their books. Explain the situation (two colleagues talking about differences between the ways of doing business in Singapore and Germany) and ask the pre-question 'Which two main differences do they talk about?'
2. Play the recording once or twice, depending on the learners' level.
3. Elicit the answers. (*Likely answers: Prices being discussed earlier in Singapore than Germany in negotiations, and flexibility of doing business in Singapore vs. inflexibility of dealing with Workers' Councils in Germany.*)

4. Get learners to re-open their books and read the script, bringing their attention to the expressions in bold:

*I know what you mean. – empathize*

*Really? So, you mean that ... – paraphrase*

*How amazing! – empathize*

*I see. – empathize*

*That's right. – empathize*

*Really? – empathize*

*So, what you're saying is ... – paraphrase*

*That's terrible! – empathize*

Among the expressions in bold in the conversation, there are no examples of echoing as defined in the tips. Ask the class if they can spot two examples of echoing which are not in bold. (*Interesting?* – Emily's second turn; *Flexibility?* – Emily's last turn on page 12.)

### Saying it accurately

#### Exercises 1 & 2

1. Explain the tasks in Exercises 1 and 2 and ask the class to work on these in pairs.
2. Go through the answers to both exercises with the whole class. Then work on the stress and intonation of the expressions, asking individual learners to say them.

### Exercise 3

1. Instruct your learners to work on this exercise individually or in pairs. Elicit the answers and then ask what other options are possible in specific gaps – i.e. which ones they had as options but then used elsewhere. They could also be encouraged to think of another option that does not appear on the page for each gap.
2. Ask your learners to read the conversation in parallel pairs, and then ask one or two pairs to read it for the whole class.

### Say it clearly

#### Exercise 1

1. Ask your learners to listen to the recording.
2. Play the recording again and get individual learners to repeat Rachel's responses with the correct intonation.

#### Exercise 2

1. Work on getting the whole class to repeat the echoing comments.
2. Ask learners to work in parallel pairs on the exchanges.
3. Get one or two pairs to read the exchanges to the whole class.

### Saying it appropriately

#### Exercise 1

Explain the task and ask the class to listen to the recording.

#### Exercise 2

1. Practise saying *Really* with the whole class, getting learners to sound interested, but without too much exaggeration. (It's probably better not to get them to repeat the uninterested version!)
2. Play the recording and stop at each beep, asking individual learners to respond to each one.
3. Ask individual learners to volunteer the answers.

#### Exercises 3 and 4

Ensure your learners understand the tasks. Then play the recordings and elicit the answers. Explain any difficulties. When asking learners to repeat the expressions, make sure that they show empathy, but don't let them overdo it to the point of parody!

**Get speaking****Exercise 1**

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1. Explain the task and prepare your learners for it by going through the four responses. Ask learners to anticipate possibilities for each one (see key).
2. Play the recording and get individual learners to respond suitably after each beep. (Lower-level learners might need a complete run-through first, with them just listening, before you play the recording again and ask them to respond.)
3. Deal with any remaining difficulties.

**Exercise 2**

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Explain the task. Play the recording and get individual learners to respond appropriately. Ensure that learners use all three responses of echoing, empathizing and paraphrasing. (Again, for lower-level learners, play the recording right through before asking them to respond.)

**Extended Learning through COBUILD**

Bring learners' attention to page 85 of the book. Go through the examples and collocations (=typical word combinations) for 'negotiation', concentrating on any that have caused particular difficulty during the class. Encourage them to look for further information on the online *COBUILD Advanced Dictionary*: [www.collinsdictionary.com/COBUILD](http://www.collinsdictionary.com/COBUILD).

**Homework task**

1. Tell your learners that in the next lesson they will be role-playing people at a networking drinks event for people looking to move to another organization. They each have to invent a role, including this information. Write these headings on the board:
  - name
  - age
  - gender
  - profession
  - family situation
  - employment history
  - difficulties at work and why they want to move to another organization

2. In the next lesson, remind them to use the techniques of echoing, empathizing and paraphrasing in the role-play they will be doing.
3. Ask them to stand around the classroom and enact their role-play. Circulate, monitor and assist if necessary, but don't interrupt if they are working well. Note down language they are using correctly, especially in relation to the three techniques of echoing, empathizing and paraphrasing, and any areas that need improvement.
4. Call the class to order and go over 'good' and 'bad' points that you noted down, asking individual learners to repeat things for which you have suggested improvements.
5. Ask whether any aspects of the conversation surprised them and whether fellow guests' attempts to use echoing, empathy, etc. helped the conversation to flow.
6. Ask pairs of learners to redo parts of the role-play, incorporating improvements.