

How much fear or anxiety do you experience when you must communicate in certain settings? What do you do when you experience writer's block? Are you bothered by public speaking or having to make small talk at a formal gathering? How do you cope with the nervousness, butterflies, and sweaty palms associated with communication anxiety? List some public speakers you think are effective. Which characteristics do you admire?

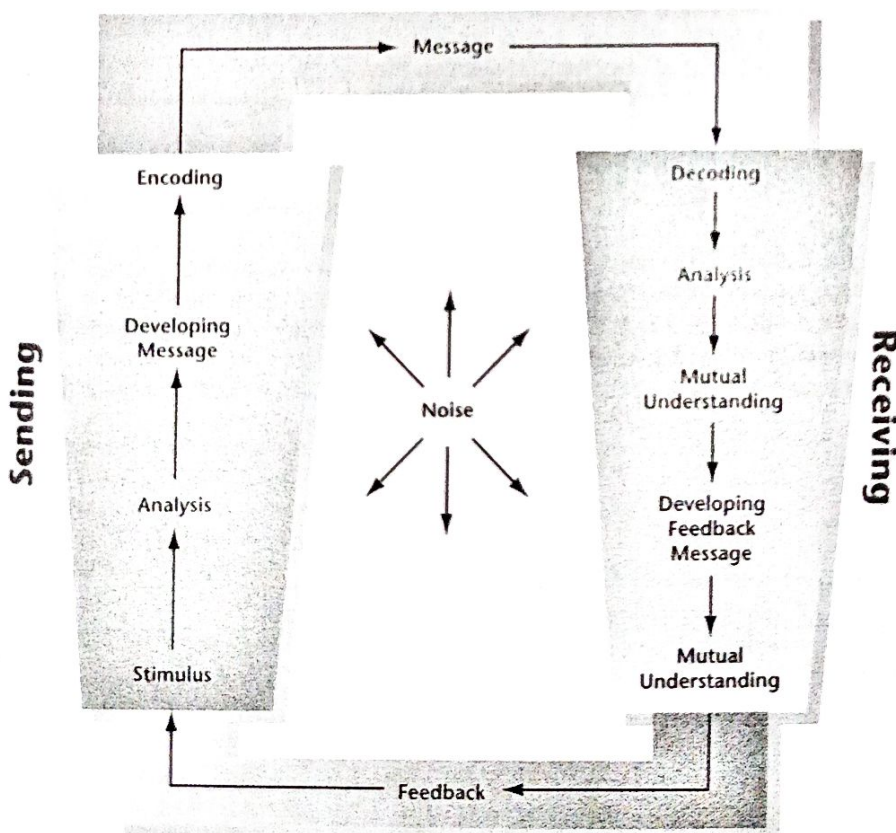
Now that we've looked at the importance of skills along with communication challenges and barriers, we'll move on to the communication process. The communication process identifies the components and skills you will need to be an effective communicator.

## THE COMMUNICATION PROCESS

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Communication is usually described as a flow of messages from a *sender* to a *receiver* using a *channel*. Receivers may or may not respond with a message (*feedback*). At any point in the process, *noise*—anything that disrupts the process—can occur and limit communication effectiveness.

Figure 1.5 provides an illustration of the business communication process. We can use this model to describe all types of communication. The process starts with a stimulus (bottom left) that activates a need to communicate. The process continues as communicators analyze, develop, and encode (send) messages. Once a message is sent, receivers must decode, analyze, and respond (give feedback) to the original message with one of their own. The goal of the communication is to produce mutual understanding between communicators so that the maximum amount of meaning can be shared. Let's look more closely at each stage of the process.



**Figure 1.5**  
The Communication Process



**Figure 1.6**  
Stimulus

## Stimulus

A *stimulus*, shown in Figure 1.6, is anything that causes you to consider the communication process. Stimuli could include a memo from your boss, a newspaper article, a speech given by the CEO of your company, an idea expressed by a colleague, or even a thought that comes to you as you wake up in the morning. Stimuli lead to ideas. Some ideas need time to gel before they are communicated (reporting results from a research project, terminating an employee). Other ideas are instantly developed into messages and sent to receivers (answering questions at a staff meeting, responding to an urgent e-mail message on your computer). For example, think of an advertisement that gave you an idea about how a company can expand globally.

## Analysis

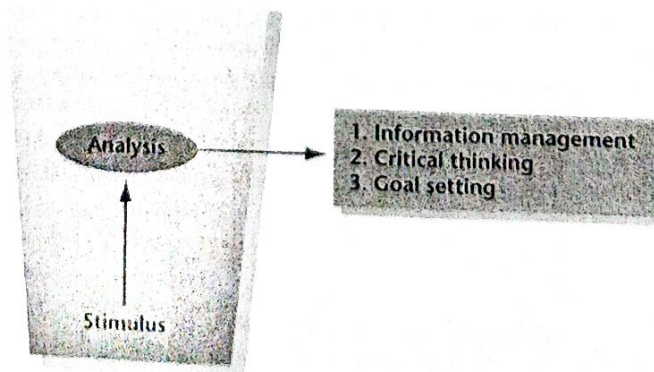
The next step in the process is *analysis*, shown in Figure 1.7. The analysis phase includes several steps. These are information management, critical thinking, and goal setting.

Careful analysis is necessary to transform ideas into messages. The time it takes to analyze an opportunity to communicate can vary from fractions of a second to years of deliberation. An administrative assistant who must put a sign on the copy machine indicating that it's out of order will conduct only a one- or two-second analysis, while a senior manager who is developing a plan for the global expansion of her unit can take a few years to analyze all of the relevant facts.

**Step 1: Information Management.** Information management is the first step of the analysis stage. Many of your ideas will spring from information you hear or read. You will want to analyze the source, validity, credibility, and value of such information. In some cases, you may need additional information when you construct an effective message. In other cases, you may need to reduce and synthesize a vast amount of information to highlight the most valuable parts. If your boss drops a two-inch-thick business report on your desk and asks for a one-page memo summarizing the results, you will want to know how to "get to the heart of the matter" rather quickly. Good communicators can separate meaningful information from superficial or supportive information.

**Step 2: Critical Thinking.** After you evaluate your information, you can engage critical thinking processes. Critical thinking is a process composed of several related operations. First, thinking critically involves a creativity process designed to promote unique and innovative ways of looking at issues or solving problems. Creative solutions to complex problems are some of the most important skills for a business professional. For example, Julie Johnson was a member of a work team assigned the task of developing new guidelines for allowing workers more flex time, or working their 40-

**Figure 1.7**  
Analysis



hour week at times of their choosing. The group had hit a dead end when Julie brought in three videotape segments of movies that depicted work life as dull and threatening. The group considered the themes of the movies and immediately developed new ideas for the flex time idea. Innovative solutions often require creative thinking as demonstrated by Julie Johnson.

Critical thinking also includes clarification and interpretation. The ability to clarify information, ideas, concepts, and issues is important to the communication process. All too often businesspeople pass on data or information that is not fully understood, resulting in mismanagement of information. One manager in a nonprofit fund-raising agency lost credibility among his co-workers because he sent out memos summarizing progress reports without understanding their significance. The ability to clarify and interpret information can give you confidence that the material you used to support your messages is accurate, defensible, and significant.

An important part of the critical thinking process is the ability to generate several different approaches or alternatives and then prioritize them. Comparing and contrasting different alternatives allows you to recognize the relative strengths and weaknesses of each alternative. For example, Bolanle Olaniran, an accountant in charge of an auditing department, was asked to develop a proposal for updating the procedures used during internal audits of the budgeting process. His research led him to five of the most innovative internal auditing techniques. After he clarified and interpreted these approaches, Bolanle listed their strengths and weaknesses, then prioritized the auditing procedures based on their comparative advantage. Bolanle felt confident in suggesting a new auditing procedure to the executive board, which implemented the new procedures in the next fiscal year.

**Step 3: Goal Setting.** Goal setting is indispensable to communication. A goal represents what a communicator is attempting to accomplish. It is best to have specific objectives in mind when you formulate goals. Goals allow you to understand, monitor, and gauge the specific requirements of communication. If you work for an environmental cleanup company and are asked to present a report on a recent innovation at the next meeting of the research and development council, specific goals will be important. The following goals might help you prepare your report.

- Provide a detailed analysis of Parts One, Two, and Three, but summarize the implementation section.
- Speak clearly using a microphone and overhead transparencies.
- Allow five minutes for questions and answers.

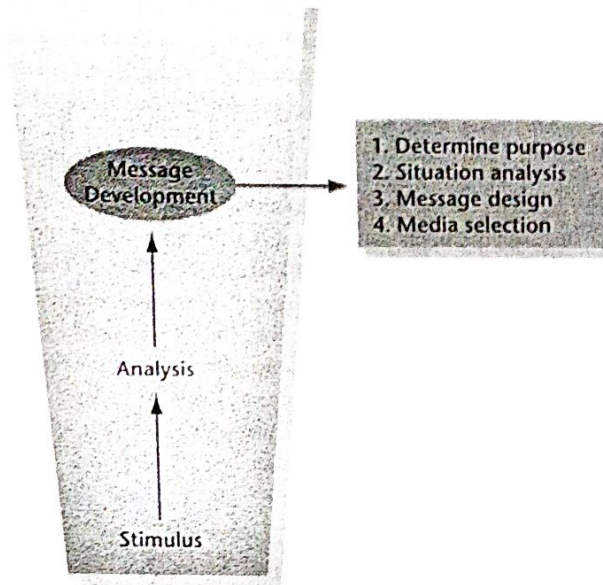
Sometimes vague goals can be useful. In a highly dynamic and uncertain business environment, specific goals may not address conditions that change rapidly. Debra Harris, a personnel manager who wants to improve employee morale, sets the following goal: "Write a detailed five-page proposal asking for funds to develop an on-site day care center for employees." After submitting the proposal, she learns that a similar program was implemented two years before she was hired, and it failed miserably. If she had set a more general goal of "Write a proposal asking for employee development funds," she would have saved herself some time and maintained more of her credibility.

Goals lead to improved performance because they direct your attention to the task at hand by mobilizing your energy, effort, and time. Think about some goals you set recently. Were they valuable in focusing your attention on the task? Are there certain aspects of your life where setting goals would be beneficial?

## Developing Messages

After your analysis is complete, you are ready to develop your message. Developing the right messages requires a five-step process: *Decision making*, *context analysis*, *message design*, *media selection*, and *evaluation*. Message development is the final step before you

**Figure 1.8**  
Message Development



actually produce and send your messages to other communicators. A model for *message development* is shown in Figure 1.8.

**Step 1: Determine Purpose.** Decision making, the first step in message development, involves three elements. You must first determine the purpose that you are trying to serve with your communication. Are you attempting to persuade someone to do something, or are you simply attempting to send information? Chapter 3 presents more information about the purposes of different messages. Next, you will test some basic assumptions about your potential message. The most basic assumption to test is, "Is this message really necessary?" Finally, you will want to use the critical analysis that you conducted in the previous step. Using what you learned from the critical analysis will lead to specific goals for developing your message.

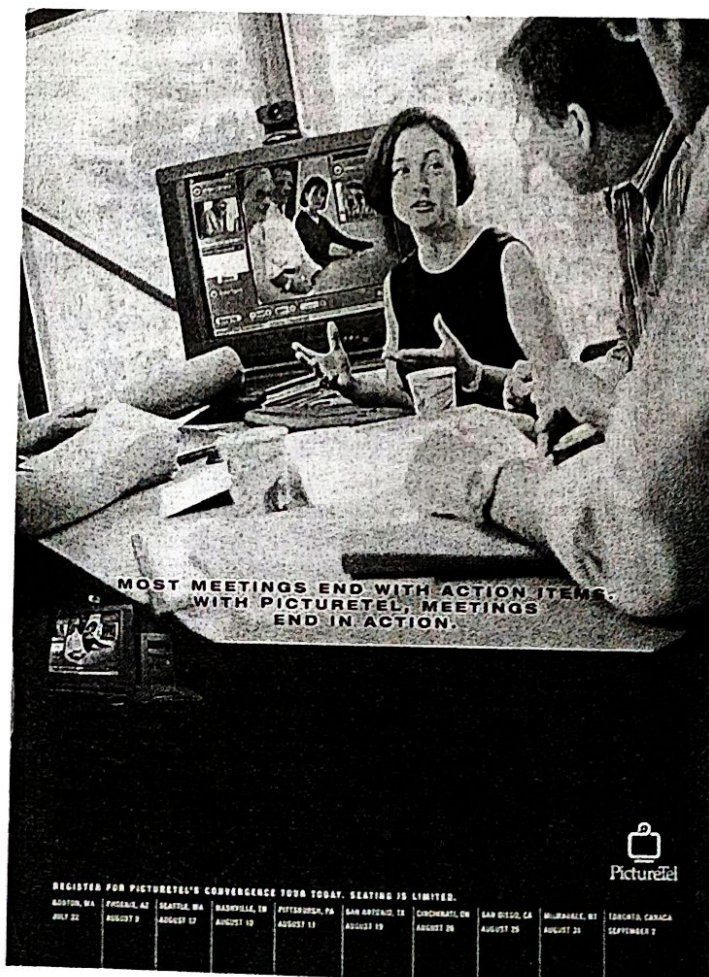
**Step 2: Situation Analysis.** You must carefully analyze the situation to ensure that your business messages are effective and appropriate. Situation refers to you, the sender; the setting; receivers; and relationships between you and receivers. By analyzing all four elements you have a better chance of sending messages that your receivers can understand and act upon. You must always consider environmental and cultural factors. If you are sending a letter to a foreign colleague, it would be a good idea to know the norms and rules of that colleague's culture. If you have been asked to give a speech before a professional group, you should expect the audience to be culturally diverse and plan your message accordingly. Other important issues to keep in mind are technological effects, demographic changes in the workforce, the global market, and the culture of the unit or organization. You will also want to consider factors such as your audience's age, education level, organizational position; your relationship with the receiver; and even the receiver's goals, values, and personality characteristics. You will examine these factors more carefully in a later chapter.

**Step 3: Message Design.** At this stage, you design a message that is most appropriate for your context. To begin, you must limit your subject area and develop a thesis or purpose statement. Organizing and outlining your information is the next step.

With a carefully constructed outline in hand, you will be ready to select the message properties that are most appropriate for your context (for example, style and tone). Composing, the next step in this process, includes drafting your message, whether it is notes to speak from or a letter or document. In composing, you must assess your message, so that you can edit and revise as necessary.

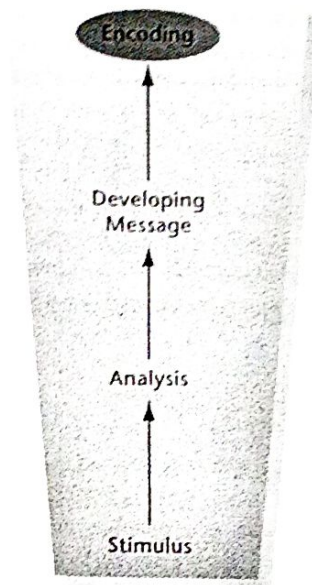
**Step 4: Media Selection.** Communication media are the mechanisms by which a message travels to its destination. Sometimes referred to as *channels*, media come in many forms including, but not limited to, face-to-face conversation, telephones, letters and memos, e-mail, and public speaking. Sometimes, someone else has chosen the medium, and you won't have much choice in the matter. For example, your boss may tell you to give a presentation to the Rotary Club on a topic of your choice next Tuesday. She has already determined which medium to use—public speaking. When you do have a choice among media options, you should keep in mind the person, situation, and the message. You should ask yourself, "What medium puts these elements together?" Chapter 3 explains media use in more depth.

Examine the message from Picturetel shown in Figure 1.9. Can you detect that critical analysis and message development processes were effectively used? What other aspects of the message do you find noteworthy?



**Figure 1.9**  
Example of a Message  
Delivered through an  
Advertisement  
Courtesy PictureTel

**Figure 1.10**  
Encoding



### Encoding

Encoding, shown in Figure 1.10, is the process of sending a message through a medium destined for a receiver. When you encode, you actually produce the message. The encoding of a message follows from these previous stages. Table 1.5 illustrates how a message begins with an idea and is eventually encoded through a media channel.

#### Encoding

The process of sending a message through a medium destined for a receiver; producing a message.

**Table 1.5**

Encoding a Message

Steps in the Communication Process	Example
An idea is analyzed and elevated to a communication goal.	Bill Cherry hears a rumor that the regional headquarters where he works is moving from Scranton to Pittsburgh. He wants to confirm this rumor (idea). His analysis of material (memo, reports) suggests that the rumors may be accurate. He sets a goal: "I'll ask my boss about the rumor."
The goal is developed into an organizational format.	I. Is the regional headquarters moving? II. If so, what is the effective date? III. Will I be relocated to Pittsburgh? IV. How will the relocation affect me?
The message is developed.	"Tracy, I have it on good authority that the regional headquarters is relocating to Pittsburgh. What do you know about this rumor? When will our operation move? Will I be a part of the relocation? Will my status or job description change as a result of the relocation?"
The message is transmitted through the most effective medium.	Bill decided to send his message to Tracy by speaking to her face-to-face. The sensitive nature of the topic and the number of follow-up questions that Bill developed in his goal statement required a medium that was direct, immediate, and spontaneous.

Many communication experts refer to this process as "encoding a message through a channel predestined for a particular receiver." We prefer to view this process as messages traveling through media designated for a receiver with the goal of mutual understanding.

Your skill in managing the mental and physical stress usually present during communication can greatly affect your ability to send a message through a media channel. Not only does communication anxiety cause problems in encoding or sending messages, but anxiety may force you to avoid communication altogether. You can learn to control your anxiety or nervousness. The Student Manual and other sections of this book will show you how you can use the energy produced from anxiety in a productive way.

## Decoding

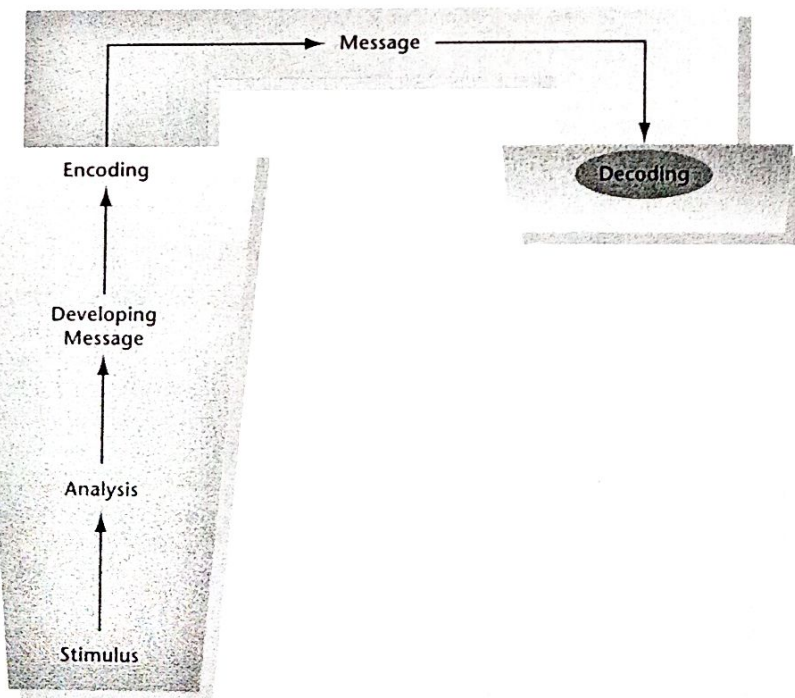
The communication process involves both senders and receivers of messages. Once a message is sent, it is the receivers' turn to play their role in this process. There are both differences and similarities in the roles of senders and receivers of messages. Let's turn our attention to the receiving process.

**Decoding**, shown in Figure 1.11, refers to receiving and processing messages. When you decode a message, you are a receiver trying to make sense of that message as it was sent by other communicators.

Before you can decode a message, you must receive that message. Many messages never reach you. Letters and memos can be lost in the mail, e-mail transmission can be disrupted by technical problems, a noisy cafeteria can drown out a conversation, and the poor acoustics of a large auditorium may prevent you from hearing a speaker. Anything that adversely affects the quality of a message is considered *noise*. We will discuss noise in more detail in a later section.

Once you have received a message, you use all of your senses to decode that message. The senses of vision, hearing, touch, and even smell can serve as receptors for messages. Research suggests that many messages may escape your attention because either you are unaware of them or you don't care about their influence on your life. As

**Decoding**  
Receiving and processing messages.



**Figure 1.11**  
Decoding

a receiver, you must concentrate on the decoding process so that you don't miss important messages.

*Perception* is the part of the decoding process in which you assign meaning to a stimulus. It's a natural tendency to perceive the world, especially communication, from your own specialized viewpoint. Many of the problems associated with business communication can be blamed on poor perception. For example, think about an instance where you met someone for the first time. As you began to size up this person, did you use previous experiences with other people who looked, sounded, and acted like this new person? How did your perception affect your communication with this person?

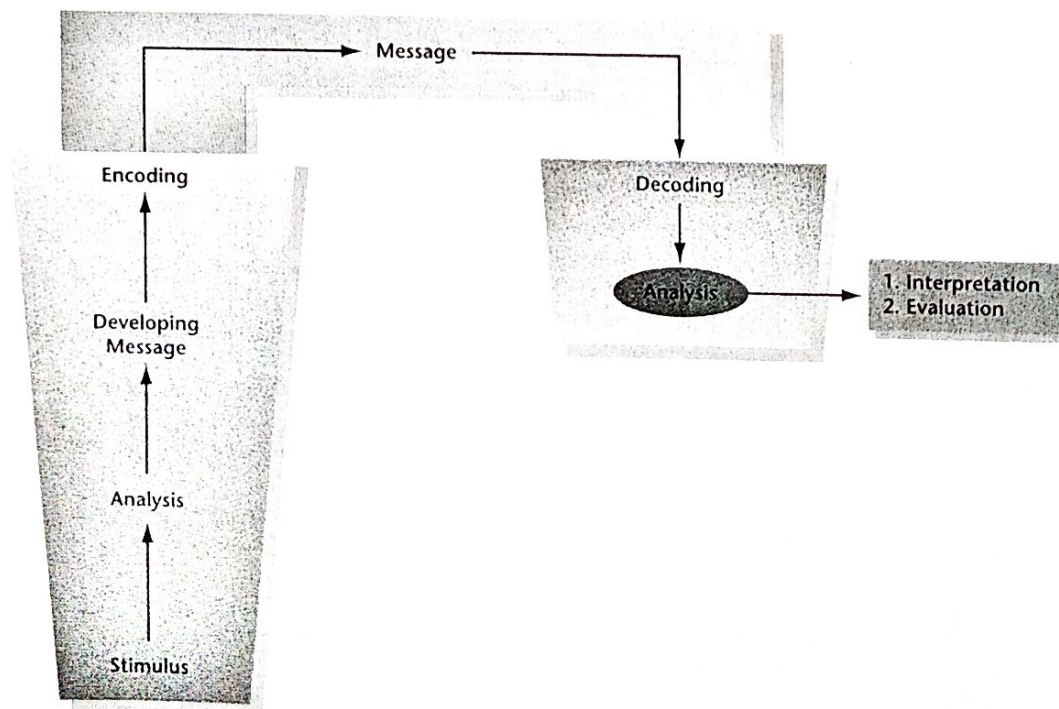
Anxiety or apprehension can also affect perception. The stress associated with receiving important information can interrupt normal processes to a point where cues are missed, information is misinterpreted, and messages are clouded. For example, Beth Davidson heard a rumor through the grapevine that everyone in her department was going to be laid off. When her boss, Liz McCall, called her in to discuss her *new raise*, she was so distracted by her misperception that all she heard was "Thanks for your effort," thinking she was fired.

The attitudes you hold toward the sender of a message can affect your perceptions. If you like an individual, you are more likely to screen out negative information and focus on his or her positive qualities. The reverse would be true for communicators you dislike. The same message can be perceived very differently depending on whether it came from a hateful boss or a trusted friend.

## Analysis

Analysis of a message that you have received, shown in Figure 1.12, involves two interrelated processes: interpretation and evaluation. When you interpret a message, you take the information that you have decoded and try to make sense of it. Next, you evaluate the message and place value on it. How you evaluate a message is determined, to a large extent, by the particular response that you as a receiver will make to that message.

**Figure 1.12**  
Analysis





**Step 1: Interpretation.** You can use a number of criteria when interpreting a message. Do you find relevance in the message? Does it really affect you? How much? Because so many messages compete for your attention, you are wise to search for those that are most useful to your needs, in order to maximize your time as a receiver. If you are at a meeting listening to a report and your neighbor starts talking about her opinion of the report, you have to decide which speaker is more important to you. Or, if you are meeting with someone in your office and you have a call come through, do you take the call in front of your visitor or ignore it?

There is another viewpoint to consider. Are you interpreting the message as the sender intended? You cannot assume that you will always be accurate. Environmental and cultural forces can influence how you interpret messages, especially if these factors are ambiguous. Recall the problems cited in Wiio's Laws. You may assume that you know better than the sender what he means by his message. Forming hasty assumptions can hurt your chances of becoming an effective receiver.

Your preferences for communication media will also affect how you interpret messages. Recall from our earlier discussion that preference for a medium, even as a receiver of messages, varies according to your ability to use it (for example, computer conferencing, e-mail) and your perceptions of the effectiveness and appropriateness of the medium that a sender used. We know several business communicators who do not like to conduct certain types of business over the telephone. Others prefer the messages they receive to be in written form. Still others are flexible about media use, and feel that it depends on the message.

**Step 2: Evaluation.** Once messages are interpreted, it is time to make an evaluation. You evaluate messages based on the same competency factors you used when developing messages as a sender. As a receiver of messages you will make an evaluation about:

- *Reception*—Did I receive the message as it was intended?
- *Comprehension*—Do I understand the message?
- *Value*—How much will this message help me?
- *Timeliness*—Did the message arrive at the right time?
- *Appropriateness*—Does the message seem suitable for this situation?
- *Credibility*—Do I trust the message and the communicator?
- *Influence*—Does this message cause me to act in the way the sender intended?

## Mutual Understanding

**Mutual understanding**, shown in Figure 1.13, is a primary goal of the communication process. The idea behind mutual understanding is that not only do you understand the message as communicated, but that your communication partner (the person who sent the message if you're the receiver, or the receiver if you are the sender) knows this as well.<sup>22</sup> You must understand a message sent by a sender, the sender must know that you understand the message, and you must know that the sender knows that you understand the message.

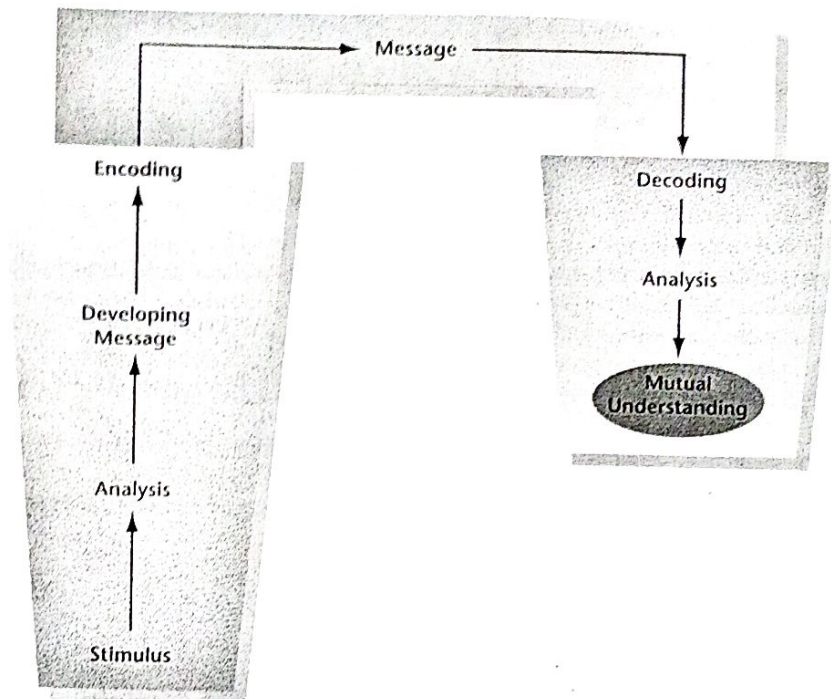
The first level of mutual understanding occurs when you, as a receiver, feel you understand the meaning conveyed by the sender. Once the sender receives your feedback, he or she develops a sense of how much meaning you developed from the original message. This second level of mutual knowledge depends on several factors. First, was the feedback interpreted and analyzed properly by the original sender? Second, how informative is the feedback in revealing your level of shared knowledge? Third, how much meaning does the sender think is shared by both of you at this point? Fourth, is feedback by the original sender necessary for you to understand that the sender believes that the message was understood by both of you? Table 1.6 may help you better comprehend mutual understanding.<sup>23</sup>

Where communicators stop in determining the level of mutual understanding depends on time, effort, motivation, and importance of the communication issue. Most

### Mutual understanding

Both the sender and receiver of a message understand its meaning; the sender determines the receiver's understanding of the message through feedback.

**Figure 1.13**  
Mutual Understanding



communication transactions stop at Level 2. This may account for some of the problems discussed earlier in this chapter.

Let's consider the following example of mutual understanding.

*Arlene and Melissa are colleagues at a consumer electronics manufacturing company. Arlene calls Melissa and reports that one of their silicon chip suppliers is a month late delivering some advanced chips for a new line of products. Since Melissa developed the product line, Arlene feels that it is Melissa's responsibility to ensure that the supplier follows through with its commitment. Arlene states, "Melissa, can you help me get the supplier to send the chips more quickly?" Melissa replies, "I'll get back to you about it." Melissa understands the message because she knows the track record of the supplier—they are reliable, but slow. Arlene knows that Melissa understands the message because "I'll get back to you" from Melissa always means "Right, I'll follow up and let you know." Melissa knows that Arlene knows that she understands because Arlene would never let her off the phone unless she knew that Melissa understood the message. And, Arlene knows that Melissa knows this as well.*

**Table 1.6**  
Levels of Mutual Understanding

Level 1	Receiver understands sender's message.	Ted knows from Alice's memo that she wants him to curtail travel expenses.
Level 2	Sender believes that receiver understands original message.	Alice is certain that Ted knows that she wants his travel expenses reduced. He said so.
Level 3	Receiver believes that sender understands receiver's level of knowledge of original message.	Ted feels that Alice understands that he realizes that she wants him to reduce travel expenses.
Level 4	Continuous process if desired or warranted.	Ted's expenses are curtailed, indicating understanding of the original message.

A problem with most business messages is a lack of follow-up that ensures mutual understanding. You may send a very clear and organized message, and a receiver may have no difficulty understanding the content and purpose of the message. However, if the receiver does not let you know that he understands, you may send an additional message to determine his level of mutual understanding. Mutual understanding is not a difficult process, but it does take effort to ensure that the meaning of a message is shared among all communicators involved in the process.

Once you have received, decoded, analyzed, and developed some sense of the sender's meaning, you begin to shift roles as a receiver of messages to a sender of feedback. Of course, you may decide not to respond to a message, or feel that you are not expected to do so. Many memos and letters are sent to groups of people simply to inform them of pending events and activities. Figure 1.14 is an example of a memo sent simply to inform employees that an orientation would be held to review new procedures for random drug testing.

## Developing A Feedback Message

Feedback, shown in Figure 1.15, is any response that you make to the sender of a message. Mutual understanding is more difficult without feedback. In developing a feedback message, you should indicate to the sender what you understand about the message ("Hazel, are you saying that we have to trim our budgets this year?"). Non-verbal communication such as nodding, frowning, shrugging, or raising your eyebrows can also indicate your level of understanding. Feedback also serves the purpose of communicating your own response to the original message ("OK, that sounds like a reasonable request").

When responding to messages, your choice of media will depend on factors mentioned in our earlier discussion of media. A primary concern is whether immediate feed-

### Feedback

A response to the sender of a message.



To: All Employees  
From: Charles Krayner, President  
Date: May 6, 2001

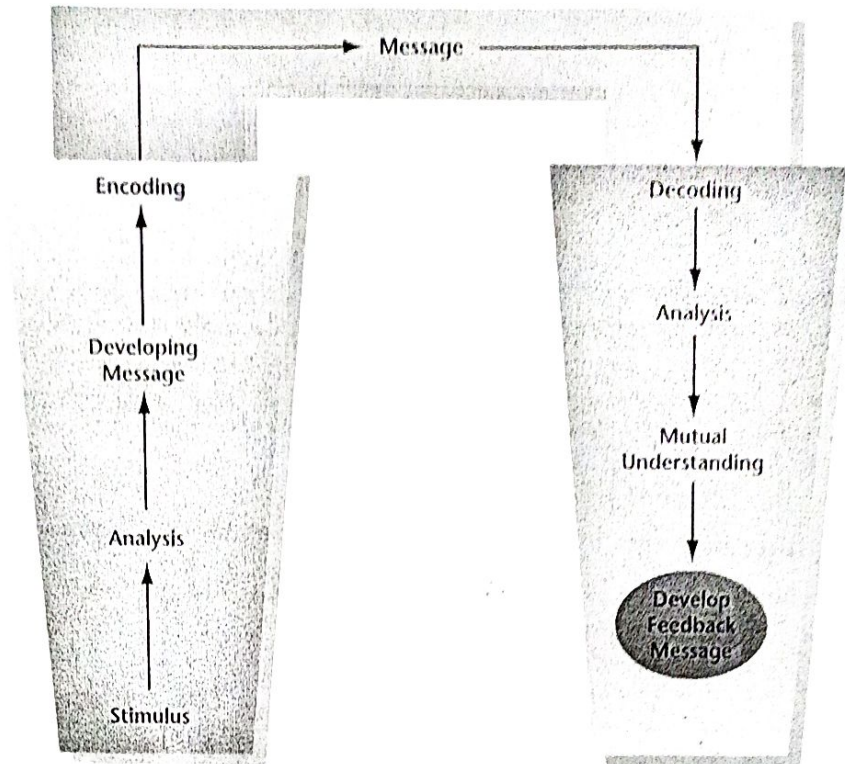
The Board of Directors approved a random drug-testing policy at the last board meeting. The random drug-testing program will be implemented effective July 1, 2001. Schubert Laboratories has been contracted to perform all testing procedures. Officials from Schubert will conduct four orientation sessions to familiarize employees with the testing procedures and protocol. Please plan to attend one of these sessions.

#### Orientation Sessions

May 15, 2001 (First Floor Conference Room)  
May 22, 2001 (Maybell Auditorium)  
May 29, 2001 (First Floor Conference Room)  
June 12, 2001 (Executive Dining Hall)

**Figure 1.14**  
Example of Memo Requiring  
No Response

**Figure 1.15**  
Feedback Development



back, tailored messages, and multiple messages are necessary for an effective response. Another issue is whether you are locked into a particular medium based on the sender's message. Some senders will ask or even require that certain media be used in the response ("Please reply by memo on or before August 10"). In other instances such as interviews, group meetings, or telephone conversations, the situation dictates the medium for the communicators. Even if you make no response at all, you are still sending feedback. In other words, the message "I am ignoring you" is sent to the sender. One of the most widely cited principles of communication is "You cannot *not* communicate." Even when you make no effort at feedback, the sender assumes some type of meaning ("I guess they got my note or they would have called").

### Noise

**Noise**  
Anything that interferes with, detracts from, or adversely affects a message.

A critical issue that affects all components of the communication process is noise. Noise is anything that interferes with, detracts from, or adversely affects the message. Noise creates problems for communication in two general ways: internal interference and external distortions. *Internal interference* comes in many forms and refers to processes within you, including your psychological, mental, emotional, and physical conditions. If you are in a business meeting and you find yourself preoccupied with the other demands of your job, you are going to miss out on the information being presented in the meeting. Being tired, worried, confused, tense, or even having a poor attitude about the communication situation, can interfere with efficient encoding and decoding of messages. Additionally, feelings and reactions to incidents in your personal life may contribute to your inability to focus on a message. If you are sad, joyous, angry, or anxiously anticipating an upcoming event, you are more likely to experience internal interference.

*External distortions* are types of noise coming from your environment that distort messages. Loud talking by other people outside an office, poorly lighted auditoriums or conference rooms, and misrouted e-mail messages are examples of external distortions. Even a poorly ventilated room could distract individuals and distort messages. In the remaining chapters, we will identify other instances of noise that adversely affect

effective business communication. Our goal is to help you recognize, prevent, and even eliminate sources of noise that can hinder you from realizing your full potential as a business communicator.

## MAXIMIZING YOUR POTENTIAL FOR COMMUNICATION SUCCESS

Our discussions so far point out the complexity of the communication process. An introductory chapter such as this one can only preview the material to come. All of the subsequent chapters provide an approach for learning this material and applying it in communication contexts. We look forward to doing that with you.

### SUMMARY

- 1** Describe how effective communication skills lead to personal and professional success. Effective communication improves your ability to present your ideas to other people. Communication skills are also necessary for getting noticed so that promotion opportunities come your way. When you communicate effectively you will also find more satisfaction with your work, and you will see a greater degree of productivity in your job.
- 2** List the special challenges facing business communicators. Communicators must include cultural diversity as a key element in communicating with others on the job. International communication is becoming more prevalent, requiring business communicators to remain sensitive to global conditions. Advanced technologies present challenges and opportunities for the business communicator. Communicators must conduct critical analyses in preparing messages for communication contexts. These include information management, critical thinking, and goal setting.
- 3** List the most common communication barriers in business. Communicators must remain aware of the problems associated with a lack of information and poor-quality information. Inadequate feedback can cause problems for communicators by failing to complete the communication process. All too often communication media/channels are poorly selected for conveying messages to others. Communicators must deal with the anxiety that accompanies communication performances.
- 4** Explain the different parts of the model of communication and their relationships. *Encoding* refers to the process of producing and sending messages through various media. *Decoding* refers to the process of intentionally processing the communication signals that carry messages. *Perception* is the process of assigning meaning to the signals sent by communicators. *Message interpretation* and *evaluation* serve to assign meaning to messages so that appropriate responses can be made. *Mutual understanding* is the process in which communicators recognize the relative knowledge each person has of the messages sent in the communication process. *Feedback* is any response that a receiver provides to a sender of a message. *Noise* is anything that adversely affects the communication process.

### KEY TERMS

communication skills  
information management  
cultural diversity  
globalization

technology  
ethics  
communication media  
encoding

decoding  
mutual understanding  
feedback  
noise

and oral skills were the most difficult to find in job applicants.<sup>1</sup> Another survey identified communication skills among the most important managerial competencies.<sup>2</sup> Although communication skills are critical, they seem to be lacking in many employees. In general, American corporations are quite critical of their employees' lack of communication skills. For example, although many professionals spend from 21 percent to 40 percent of their time writing, 34 percent of letters, memos, and reports are poorly written.<sup>3</sup>

This text focuses on those communication skills that executives consider most critical for business professionals. We based our conclusions on data from research conducted among business executives.<sup>4</sup> Most respondents report that, like technical skills (accounting, marketing, MIS, and management), communication practices are best learned while in college. College training provides you with an excellent opportunity to use evaluation and feedback to build skills in various communication situations. If you develop fundamental communication skills early in your college career, you can apply them later in advanced courses, in internships, and on the job. Furthermore, the better your communication skills the more earning potential you will have in life—up to three times more than those with poor communication skills.<sup>5</sup>

Why are CEOs, executives, and managers so concerned about communication skills? What experiences do you have to support these surveys? Can you identify someone who has succeeded in business largely due to his or her communication skills? Do you personally know people who give specific reasons for the importance of communication skills?

## 1 COMMUNICATION SKILLS ARE CRITICAL FOR A SUCCESSFUL CAREER

As an ambitious person, you want to be as successful as your intelligence, talents, and college training will allow. Yet your potential for a successful career is limited if you cannot communicate effectively. Four related consequences of effective business communication directly affect the success of your career.

### Improved Self-Presentation Skills

Effective communication skills enhance your ability to make a positive impression on your superiors and co-workers. You will appear more valuable when others easily understand your ideas, goals, and plans. For example, Jill Apodaca considered herself naturally shy and reticent. Jill took several communication courses in college in which she worked hard to develop her presentational abilities. After learning basic communication skills and applying them in her other courses, Jill rapidly built the confidence she needed for approaching the job market. Jill's first job interview was with a regional cotton wholesaler in the Southwest. The interviewers were so impressed with Jill's ability to express ideas and thoughts that she was hired for the job on the spot.

### Opportunities for Promotion

The old adage that "you have to demonstrate skills at the next level before you can advance" might be even more true today, given the high level of competition for attractive positions. Most supervisory and managerial positions require organization and leadership skills. These skills are demonstrated through oral, nonverbal, and written communication activities. An oil company executive makes this case rather dramatically:

*Effective communication will be even more important in the smaller, faster moving corporations of tomorrow. As communicators, we have a wonderful opportunity to show our stuff. If not, they will find someone who will.*<sup>6</sup>

Responsibilities	Required Communication Skills
Operations planning	Writing reports and memos; planning and conducting meetings; goal setting
Coordinating	Planning and conducting meetings; developing interpersonal relations; writing proposals
Decision making	Interpersonal communication; writing memos; critical thinking
Team building	Group communication; listening; interpersonal skills
Creativity/innovation	Critical thinking; goal setting; persuasive messages
Motivating employees	Nonverbal communication; listening; interpersonal communication; making presentations
Hiring employees	Interviewing skills; listening; interpersonal communication
Managing information	Mastering communication technology; reading skills
Budgeting	Conducting research; writing reports; defending proposals
Promoting goods and services	Persuasive messages; designing communications/advertising campaigns

**Table 1.1**  
Communication Skills Meeting  
Business Responsibilities

If you cannot effectively express yourself through letters, reports, memos, interviews, business conversations, presentations, and negotiations, you may be passed over for those better, higher-level jobs.

Table 1.1 illustrates some of the communication skills that meet the responsibilities of business professionals. The responsibilities listed in the table correspond to higher-level skills on the job.

## Increased Satisfaction

Effective communication can improve your self-esteem, the way you think of yourself. If you manage a data processing department and can showcase the outstanding job you did in creating a new cost-overrun system, you will develop a very healthy sense of self-worth. At meetings you will be able to articulate the success of new projects. In hallways and elevators you will be able to promote the exciting programs that your unit is working on. In reports and presentations you will be able to convey how valuable your department is to the organization. Effective communication is often the only way to make these results known to others in a competitive business environment, the only way to promote your own achievement. As you develop more proficient skills in writing, speaking, reading, and listening, you will take greater pride in exchanging information with others, reporting on projects, and leading task forces.

Recent advances in communication technology offer another way that you can increase your satisfaction with work. By effectively communicating via computer, fax, and telephone, more and more employees are working from home or remote sites. Recent estimates suggest that more than nine million telecommuters now work out of their homes or a remote location.<sup>7</sup> Hewlett-Packard, AT&T, Pacific Bell, and the Dallas Museum of Art are just a few organizations that support telecommuting. This increasingly popular option for workers and employers allows more flexible schedules and reduces overhead office costs. Additional advantages include the ability to hire parents with young children, disabled workers, and spouses in dual-career couples. If you like



to work in solitude and can effectively communicate using a computer, fax, and telephone, you could be a candidate for telecommuting.

### Increased Productivity

It is estimated that 10 percent of all business failures result from poor communication practices.<sup>8</sup> More effective communication can increase productivity. Your job efficiency improves when ignorance, duplication, and redundancy are diminished. Clear and accurate memos reduce the need for unnecessary and costly follow-up meetings or telephone calls. Managers and supervisors can devote their expertise to other tasks if they delegate responsibilities to an employee who demonstrates competent communication skills. Millions of employee hours per year can be saved if a message is communicated only once instead of being repeated because it was misunderstood.

Norma Tipton, a vice-president at a bank in the Pacific Northwest, was overwhelmed by hundreds of employee inquiries about the new health insurance plan. Norma planned three orientations to introduce the new plan and to answer employee questions. Tipton designed sample tables and graphs to emphasize her key points. Further, she included in her presentation an insurance agent from the company who was sponsoring the plan. The agent reinforced the goals of the new plan. Tipton invested thirteen hours in preparing and delivering this effective communication performance. She saved hundreds of hours over the next year by not having to answer questions from individual employees. Strong communication skills maximize productivity for everyone in the organization.



Have you ever been part of a committee or a study team? What kinds of problems did the group face? As a result of corporate reorganization, one of the fastest-growing trends in business is the use of work teams. Many of your job responsibilities will require working with other people on common tasks. Knowing how to communicate in teams and groups will make you a valued member of the organization. However, communicating in groups is not always easy. Effective oral and written communication skills are needed for diverse individuals to produce a report or final project that satisfies the requirements of the job. Once people communicate effectively as a group, productivity will increase beyond the combined levels of those individuals working independently. It is difficult to find a business organization that is not committed to the team concept. A few recent examples include the following:

- Republic Steel has a new plant in Gary, Indiana, that is run entirely by self-directed teams.
- Shell Exploration and Production Company in Houston is so committed to the team concept that it has designated 50 coaches who educate and support its groups of teams.
- United Airlines Component Maintenance Center in San Francisco has restructured its departments into independent groups (teams) called Product Centers.

In this text, we provide numerous opportunities and assignments in which you can develop skills that enhance your collaborative or team efforts on the job.

Communication skills are necessary for being productive in your chosen profession. Table 1.2 shows the various responsibilities that are required for particular business specialties.

## 2

## CHALLENGES FACING THE BUSINESS COMMUNICATOR

Communication skills enliven our personal and professional lives. As the needs of people and business organizations change, business communication practices must change to address those needs. The dynamic nature of information, cultural diversity,



# New friends

## LESSON A

- Names and titles
- The verb *be*; possessive adjectives

## LESSON B

- Asking for spelling

## LESSON C

- Interesting jobs
- Subject pronouns; *yes / no* questions with *be*

## LESSON D

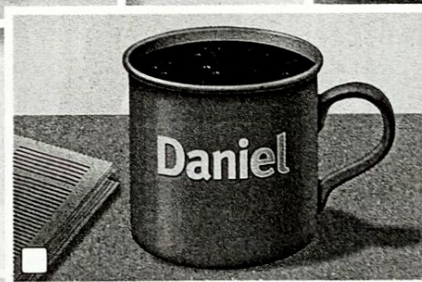
- Reading: "Famous Names"
- Writing: My name

## Warm-up

### Popular names in the United States



1. Jacob
2. Michael
3. Ethan
4. Joshua
5. Daniel



1. Emma
2. Isabella
3. Emily
4. Madison
5. Ava



Source: [www.ssa.gov/OACT/babynames/](http://www.ssa.gov/OACT/babynames/)

**A** Check (✓) the popular names.

**B** Say ten popular names in your country.

# What's your name?

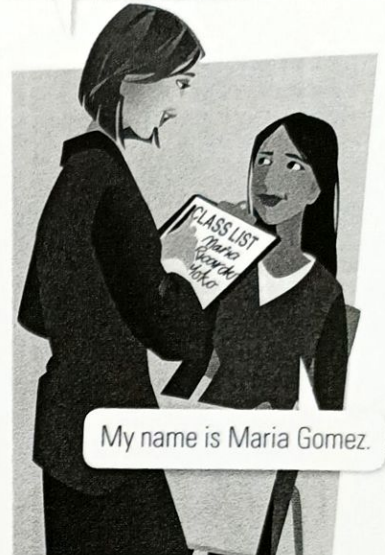
## 1 Language in context First day of class

Listen to Ms. Peters meet her students on the first day of class. Underline the names.

Hello, everyone. I'm your teacher, Ms. Peters. My first name is Linda.

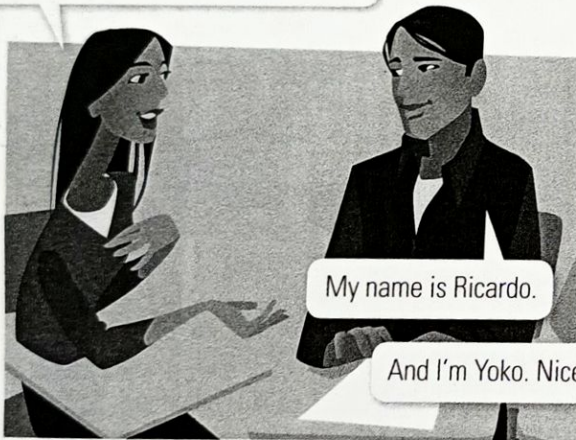


Hi. What's your name?



My name is Maria Gomez.

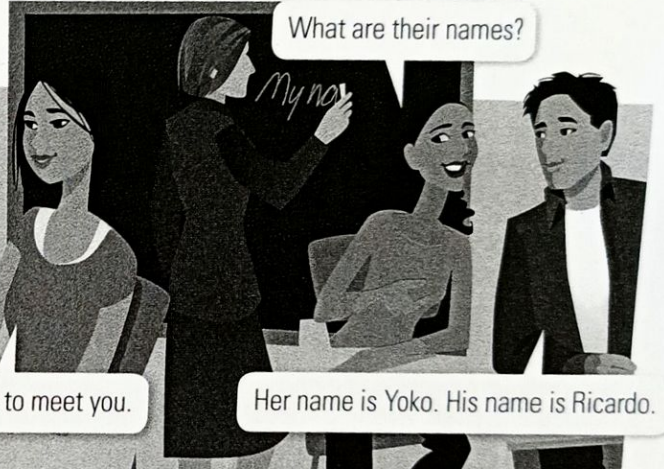
Hi. I'm Maria. What are your names?



My name is Ricardo.

And I'm Yoko. Nice to meet you.

What are their names?



Her name is Yoko. His name is Ricardo.

## 2 Vocabulary Names and titles

Listen and repeat.

first name      middle name      last / family name

**Jennifer Ann Wilson**

full name

Miss Gomez = a single woman

Mrs. Chow = a married woman

Ms. Peters = a single or married woman

Mr. Adams = a single or married man

**B Pair work** Complete the sentences with your own information. Then compare answers.

My first name is \_\_\_\_\_.

My full name is \_\_\_\_\_.

My family name is \_\_\_\_\_.

My teacher's name is \_\_\_\_\_.

## 3 Grammar

The verb *be*; possessive adjectives

What is (What's)	your name?	<b>My</b> name <b>is</b> Maria.
	his name?	<b>His</b> name <b>is</b> Ricardo.
	her name?	<b>Her</b> name <b>is</b> Yoko.
What are	your names? their names?	<b>Our</b> names <b>are</b> Maria and Jason. <b>Their</b> names <b>are</b> Ricardo and Yoko.

**A** Circle the correct words. Then compare with a partner.

- Maria is a student. **His** / **Her** last name is Gomez.
- Ms. Peters **is** / **are** our teacher. **Her** / **Their** first name is Linda.
- My name is Jason. What's **our** / **your** name?
- Anna and Bruce **is** / **are** students. **Her** / **Their** teacher is Miss Brown.
- Their first names **is** / **are** Yoko and Ricardo.
- Hello, everyone. I'm Miss Diaz. What are **your** / **his** names?

**B** Complete the conversation with the correct words.  
Then practice in a group.

A: Hello. Welcome to English class.

What is your name, please?

B: \_\_\_\_\_ name is Pam.

A: And what's \_\_\_\_\_ last name, Pam?

B: My last name \_\_\_\_\_ Nelson.

A: OK. And \_\_\_\_\_ is your name?

C: Ji-ah. \_\_\_\_\_ family name is Lee.



## 4 Speaking My name is ...

**A Class activity** Meet your classmates. Say your first and last name.

A: Hello. My name is Oscar Martinez. What's your name?

B: Hi. My name is Susana Harris.

A: It's nice to meet you.

B: Nice to meet you, too.

**B** Share your information.

A: What's his name?

B: His name is Oscar Martinez. What's her name?

A: Sorry, I don't know.

## 5 Keep talking!

Go to page 125 for more practice.

I can ask for and say names.

# B

## How do you spell it?


### 1 The alphabet

A  Listen and repeat.



B **Pair work** Say a letter. Your partner points to it. Take turns.

### 2 Interactions **Spelling names**

A  Listen and practice.



Donald: Hello. My name is Donald Wang.  
Clerk: How do you spell your first name?  
Donald: D-O-N-A-L-D.  
Clerk: And how do you spell your last name?  
Donald: W-A-N-G.

#### Asking for spelling

How do you spell your first name?  
How do you spell your last name?

B **Pair work** Practice the conversation again with these names.

John Evans      Cindy Douglas      Antonia Lopez      Richard Wu

A: Hello. My name is John Evans.

B: Hello, John. How do you spell your first name?

A: J-O-H-N.

B: And how do you spell . . . ?

### 3 Listening Spell it!

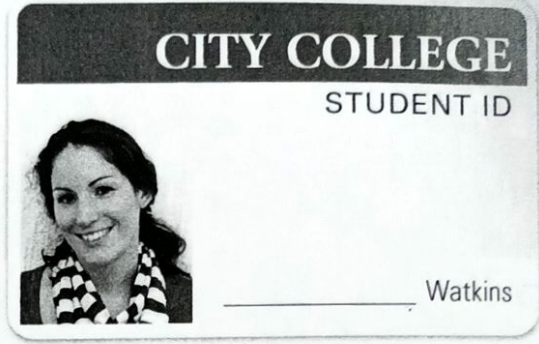
**A** Listen to four people spell their names. Check (✓) the correct answers.

1.  Steven      2.  Dina      3.  Kelly      4.  Bryan  
 Stephen       Dena       Kerry       Brian

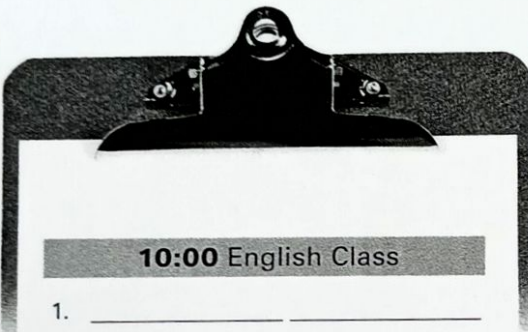
**B** Listen to the conversations. Write the names.



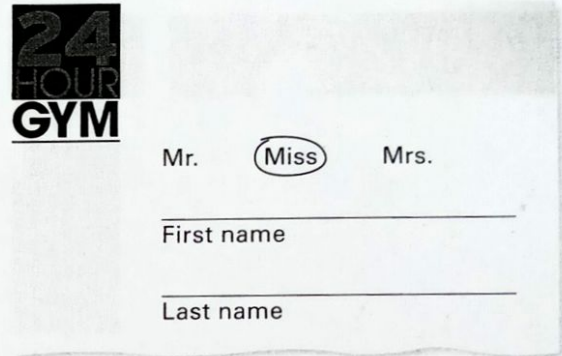
1.



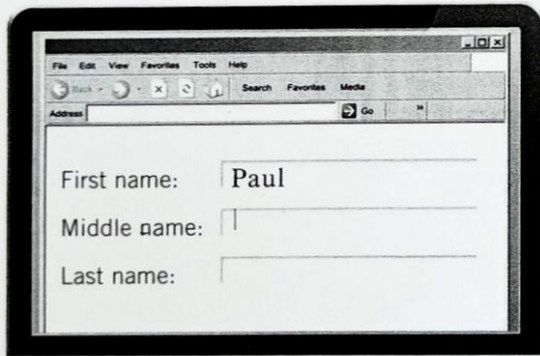
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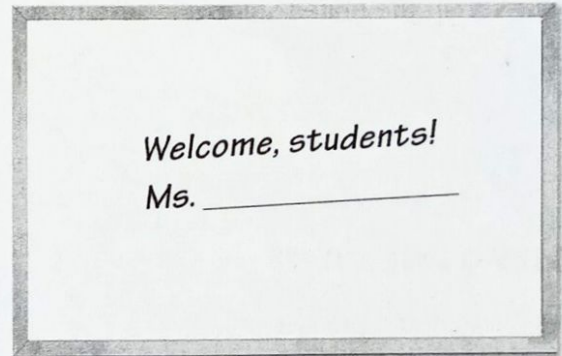
3.



4.



5.



6.

### 4 Speaking A class list

**Class activity** Ask your classmates for their names. Make a list.

A: What's your first name?

B: Tyler.

A: How do you spell it?

B: T-Y-L-E-R.

A: And what's your last name?

B: Larsen.

First names	Last names
Tyler	Larsen
Lindsey	Fisher
Marcela	Perez
Evan	Howley
Dmitri	Benos

I can spell names.



# Are you a student?

## 1 Vocabulary Interesting jobs

**A** Listen and repeat.



Gael García Bernal is an **actor**.  
He's from Mexico.



Jeon Do-yeon is an **actress**.  
She's from South Korea.



Alex Hornest is an **artist**.  
He's from Brazil.



Brooklyn Decker is a **model**.  
She's from the United States.



Lang Lang is a **musician**.  
He's from China.



Diana Krall is a **singer**.  
She's from Canada.

**B Pair work** Name other people for each job.

A: *Jet Li is an actor.*

B: *Yes. And Cate Blanchett is an actress.*

## 2 Conversation My friend the musician

Listen and practice.

Sandy: Hey, Jacob!

Jacob: Oh, hi, Sandy. How's it going?

Sandy: Good, thanks. This is my friend Kevin.

Jacob: Hi. Nice to meet you.

Kevin: Nice to meet you, Jacob.

Jacob: Are you a student here?

Kevin: No, I'm not. I'm a musician.

Sandy: Kevin is from England.

Jacob: Oh? Are you from London?

Kevin: No, I'm not. I'm from Liverpool.



### 3 Grammar

### Subject pronouns; yes / no questions with be

I'm a musician.

You're a student.

Kevin is from Liverpool.

He's from Liverpool.

Sandy is a student.

She's a student.

Liverpool is in England.

It's in England.

Am I in your class?

Yes, **you are**. No, **you're not**. / No, **you aren't**.

Are you from London?

Yes, **I am**. No, **I'm not**.

Is he a singer?

Yes, **he is**. No, **he's not**. / No, **he isn't**.

Is she from Canada?

Yes, **she is**. No, **she's not**. / No, **she isn't**.

Is your name John?

Yes, **it is**. No, **it's not**. / No, **it isn't**.

Contractions I'm = I am    you're = you are    he's = he is    she's = she is    it's = it is

**A** Match the questions and the answers. Then practice with a partner.

- |   |  |
|---|--|
| 1. Is your first name Jacob? <u>d</u>   | a. No, I'm not. I'm from London.         |
| 2. Are you from Liverpool? _____        | b. Yes, he is. He's a singer, too.       |
| 3. Is she from the United States? _____ | c. No, she's not. She's an artist.       |
| 4. Is she a musician? _____             | d. Yes, it is. And my last name is King. |
| 5. Is Will Smith an actor? _____        | e. No, it's not. It's in Venezuela.      |
| 6. Is Caracas in Peru? _____            | f. Yes, she is. She's from California.   |

**B** Complete the conversations with the correct words. Then practice with a partner.

- |  |  |
|--|--|
| 1. A: <u>Is</u> your first name Don?   | 3. A: _____ your teacher from England? |
| B: No, _____ not. It's Jeff.           | B: No, she _____.                      |
| 2. A: _____ you from Mexico?           | 4. A: _____ you a model?               |
| B: Yes, I _____. I'm from Mexico City. | B: No, _____ not. I'm a singer.        |

### 4 Pronunciation Contractions

Listen and repeat. Notice the reduction of contractions.

I am → I'm    he is → he's    it is → it's    are not → aren't  
 you are → you're    she is → she's    is not → isn't

### 5 Speaking Ten questions

**Group work** Think of a famous person with a job from Exercise 1. Your group asks ten questions and guesses the name. Take turns.

A: *Is the person a man?*

B: *No, she's not.*

C: *Is she an actress?*

### 6 Keep talking!

Student A go to page 126 and Student B go to page 128 for more practice.

*I can talk about where people are from and what they do.*

# D Names and jobs

## 1 Reading

**A** Look at the pictures. What are their names?

**B** Read the article. Are they all singers?

### ★ Famous Names



Actor **Tom Cruise** uses his middle name as his last name. His full name is Thomas Cruise Mapother. Tom is short for Thomas.



**Zhang Ziyi** is an actress from China. Zhang isn't her first name. It's her family name. In China, family names come first.



**Shakira** is a singer from Colombia. She uses only her first name. Her full name is Shakira Isabel Mebarak Ripoll.



**Jay-Z** is a hip-hop singer from the United States. Jay-Z is his nickname. His real name is Shawn Corey Carter.



**Kaká** is a soccer player from Brazil. His full name is Ricardo Izecson dos Santos Leite. Kaká is his nickname.



**Madonna** is not a nickname for this singer. It's her first name. Her full name is Madonna Louise Veronica Ciccone.

**C** Read the article again. Complete the sentences with the correct words.

1. Tom Cruise uses his middle name as his last name.
2. Shakira uses only her \_\_\_\_\_ name.
3. Ricardo Izecson dos Santos Leite's \_\_\_\_\_ is Kaká.
4. Ziyi is not Zhang Ziyi's \_\_\_\_\_ name.
5. Jay-Z's \_\_\_\_\_ name is Shawn Corey Carter.
6. Madonna Louise Veronica Ciccone is Madonna's \_\_\_\_\_ name.

**D Pair work** Tell your partner about another famous person's name.

*"Rain is a singer, actor, and model from South Korea. Rain is his nickname. His real name is Jeong Ji-hoon."*



# People and places

## LESSON A

- Nationalities
- Plural subject pronouns; questions with *be*

## LESSON B

- Asking for someone's phone number
- Asking for someone's email address

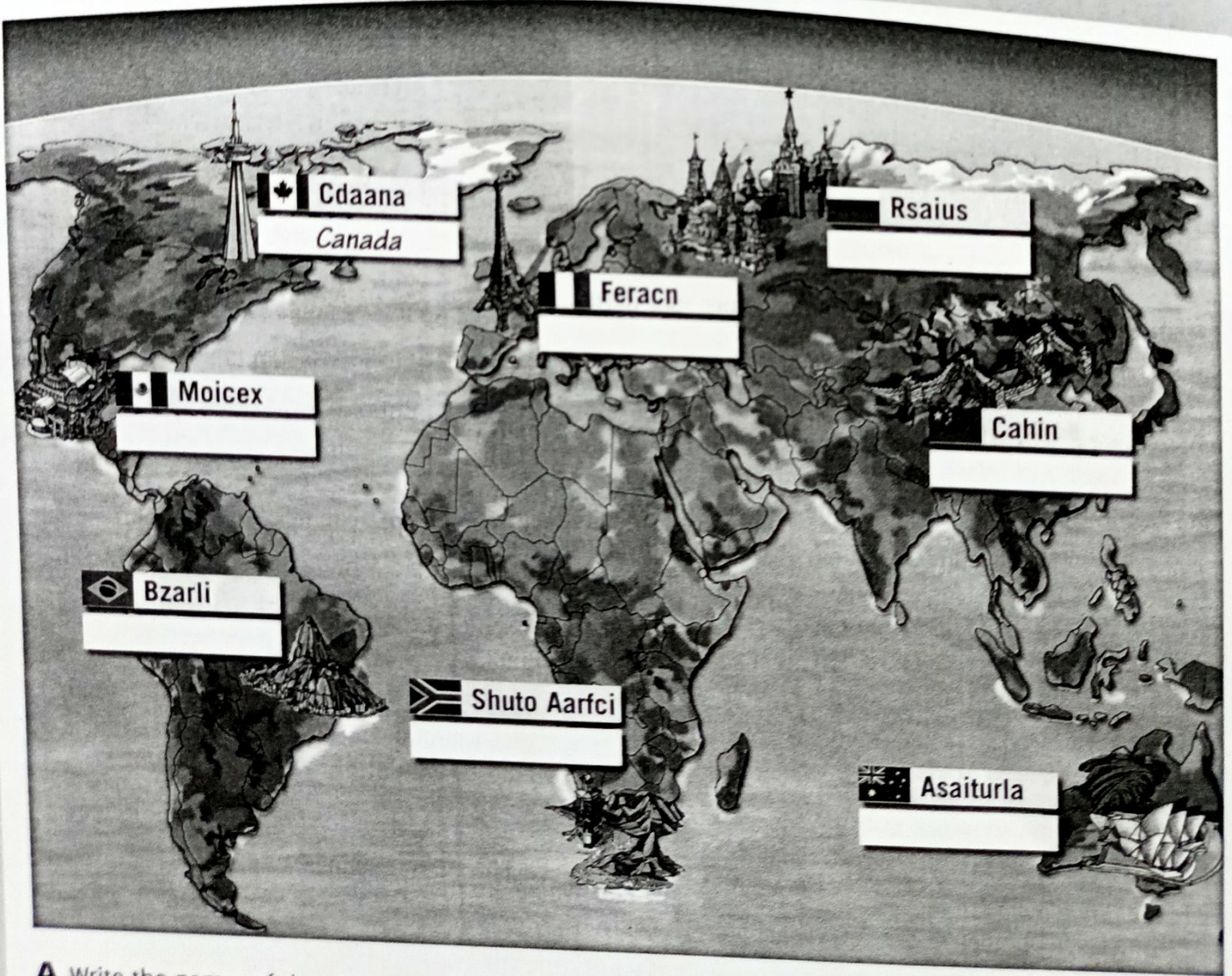
## LESSON C

- Family members
- *Who* and *How old* with *be*

## LESSON D

- Reading: "People in My Life"
- Writing: My friends

## Warm-up



- A** Write the names of the countries.
- B** Say the names of five other countries in English.















# A

# Where are you from?

## 1 Vocabulary Nationalities

**A** Complete the chart with the correct nationalities. Then listen and check your answers.

Mexican	American	South Korean	Chilean	Greek	Colombian
Spanish	Canadian	Brazilian	Saudi	Peruvian	Japanese
British	Chinese	Turkish	Thai	Ecuadorian	✓ Australian

Country	Nationality	Country	Nationality
 Australia	Australian	 Japan	
 Brazil		 Mexico	
 Britain		 Peru	
 Canada		 Saudi Arabia	
 Chile		 South Korea	
 China		 Spain	
 Colombia		 Thailand	
 Ecuador		 Turkey	
 Greece		 the United States	

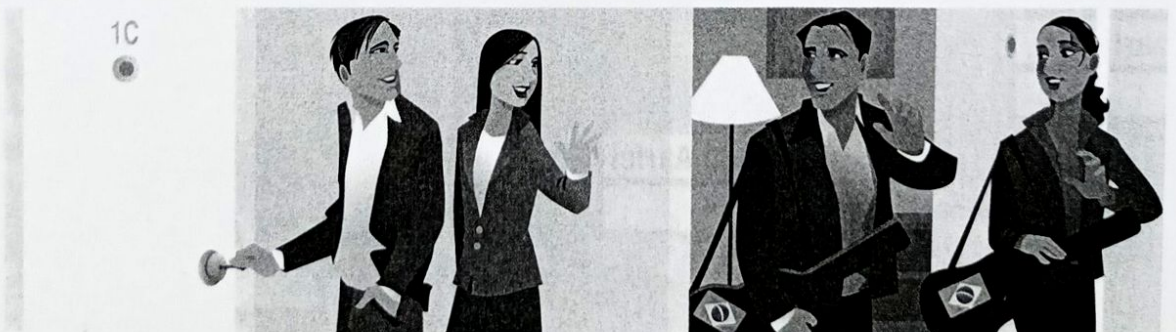
**B Pair work** Say a famous name. Your partner says his or her nationality. Take turns.

A: *Bill Gates.*

B: *He's from the United States. He's American.*

## 2 Language in context New neighbors

Listen to Brad and Emily Hill talk about their new neighbors. What are their names?



Brad: Who are they?  
 Emily: Oh, they're our new neighbors, Carlos and Claudia.  
 Brad: Are they musicians?  
 Emily: Yes, they are.

Brad: Where are they from?  
 Emily: They're from Brazil.  
 Brad: What city are they from?  
 Emily: They're from Manaus.

### 3 Grammar **Plural subject pronouns; questions with be**

**Where** are you and Sakura from?

**We're** from Japan.

**What** city are **you** from?

**We're** from Osaka.

**Are you** Japanese?

Yes, **we are**.

No, **we're not**. / No, **we aren't**.

**Where** are Carlos and Claudia from?

**They're** from Brazil.

**What** city are **they** from?

**They're** from Manaus.

**Are they** Brazilian?

Yes, **they are**.

No, **they're not**. / No, **they aren't**.

Contractions we're = we are

they're = they are

Complete the conversations with the correct words.

Then practice with a partner.

- A: Where are you from?

B: We're from Mexico.

A: Oh? \_\_\_\_\_ city are you from? Are you from Mexico City?

B: No, we \_\_\_\_\_ not. \_\_\_\_\_ from Monterrey.
- A: \_\_\_\_\_ Jim and Carly American?

B: No, they \_\_\_\_\_. They \_\_\_\_\_ Canadian.

A: What city in Canada are \_\_\_\_\_ from?

B: They \_\_\_\_\_ from Toronto.



### 4 Pronunciation Word stress

**A** Listen and repeat. Notice the stressed syllables in the nationalities.

●	●●	●●●	●●
Greek	British	Brazilian	Chinese

**B** Listen. Underline the stressed syllable in each nationality.

Japanese    Australian    Spanish    Thai

### 5 Speaking That's not correct!

**A** Write three false sentences about people, countries, or nationalities.

**B Group work** Share your sentences. Your group corrects them. Take turns.

A: *Toronto and Vancouver are in Greece.*

B: *No, they aren't. They're in Canada.*

1. *Toronto and Vancouver are in Greece.*

2. *Venus and Serena Williams are Ecuadorian.*

3. *Nicole Kidman and Russell Crowe are British.*

### 6 Keep talking!

Go to page 127 for more practice.

*I can ask for and say people's nationalities.*


# B

## What's your email address?

### 1 Numbers 0 to 10; phone numbers; email addresses


A  Listen and repeat.



B  Listen and repeat. Notice that people sometimes say "oh" for "zero" in phone numbers.

281-363-2301 = "two-eight-one, three-six-three, two-three-zero-one"


602-374-4188 = "six-oh-two, three-seven-four, four-one-eight-eight"

C  Listen and repeat. Notice the way people say email addresses.

susan8k@cup.org = "susan-eight-K-at-C-U-P-dot-org"

jun\_akita@email.com = "jun-underscore-akita-at-email-dot-com"

### 2 Interactions **Phone numbers and email addresses**

A  Listen and practice.




Stacy: Hey, Emma. What's your phone number?

Emma: It's 309-403-8708.

Stacy: What's your email address?

Emma: It's emma@cup.org.

Stacy: Thanks!

B  Listen to the expressions. Then practice the conversation again with the new expressions.

#### Asking for someone's phone number

What's your phone number?  
What's your number?

#### Asking for someone's email address

What's your email address?  
What's your email?

C **Pair work** Practice the conversation again with the information below.

978-887-8045

ej5@cup.org

604-608-4864

emma\_jones@email.com

### 3 Listening What name, please?

**A** Listen to four people call Directory Assistance for phone numbers. Check (✓) the correct answers.

- |                     |                                       |  |
|---------------------|---------------------------------------|--|
| 1. Carlos Moreno    | <input type="checkbox"/> 333-822-1607 | <input checked="" type="checkbox"/> 323-822-1607 |
| 2. Lucy Chang       | <input type="checkbox"/> 662-651-0410 | <input type="checkbox"/> 662-615-0410            |
| 3. Michael Ashcroft | <input type="checkbox"/> 866-279-9400 | <input type="checkbox"/> 866-279-9500            |
| 4. Beatriz J. Lago  | <input type="checkbox"/> 341-360-7450 | <input type="checkbox"/> 341-360-4570            |

**B** Listen to three people give their names, phone numbers, and email addresses. Complete the forms.



**MADISON ENGLISH SCHOOL**

**REGISTRATION**

First name: Michael

Middle name: John

Last name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_



**12-3 GYM**

**MEMBERSHIP**


First name: \_\_\_\_\_

Middle initial: P.

Last name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_



**City Library**

**CARD APPLICATION**

First name: \_\_\_\_\_

Family name: \_\_\_\_\_

City: Dallas

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### 4 Speaking A new number and email address

**A** Write a new phone number and email address.

My new phone number: \_\_\_\_\_ My new email address: \_\_\_\_\_

**B Class activity** Ask five classmates for their names, new phone numbers, and new email addresses. Complete the chart with their answers.

	Name	Phone number	Email address
1.			
2.			
3.			
4.			
5.			

**C** Share your information.

A: What's her name and phone number?

B: Her name is Fatima. Her phone number is 212-691-3239.


A: What's her email address?

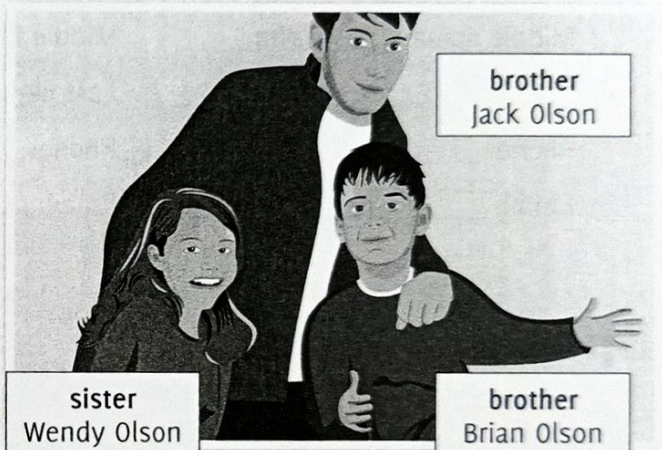
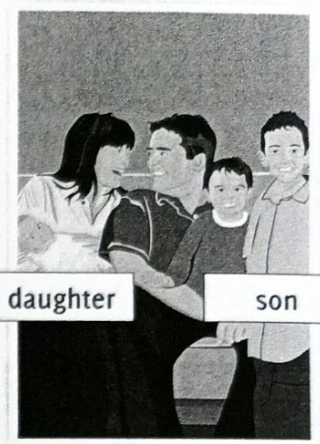
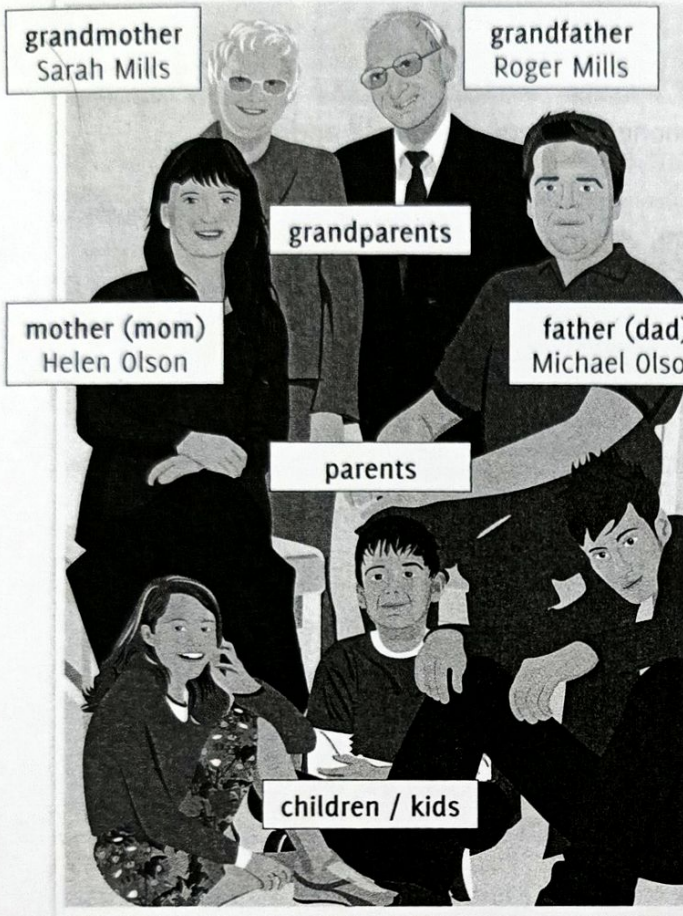
B: Her email is . . .

I can ask for and give phone numbers and email addresses.



## 1 Vocabulary Family members


**A**  Listen and repeat.



**B Pair work** Ask and answer the questions about the family in Part A.

1. Are Sarah and Roger Mills single?
2. Are Michael and Helen brother and sister?
3. Are Sarah and Roger grandparents?
4. Are Wendy and Jack parents?

## 2 Conversation Who's that?

 Listen and practice.

Lance: Who's that?

Jack: That's my sister. Her name is Wendy.

Lance: How old is she?

Jack: She's seven.

Lance: Is she your only sister?

Jack: Yeah.

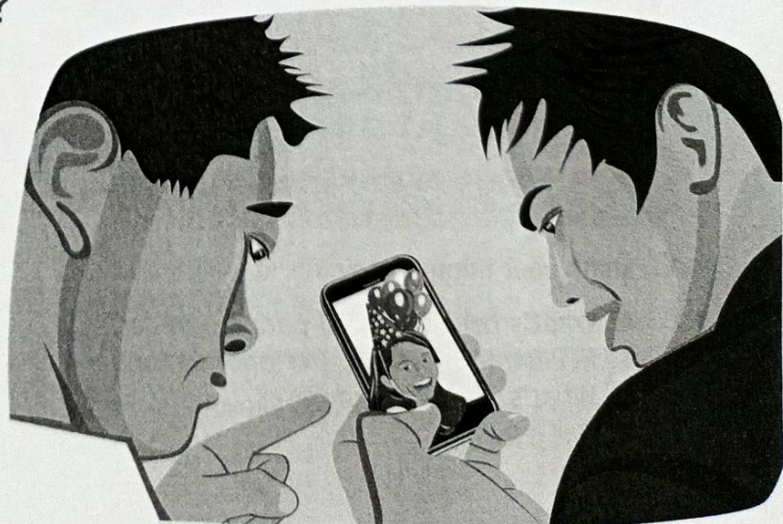
Lance: And who are they?

Jack: They're my grandparents.

Lance: Wow. They look young.

And who's he?

Jack: That's me!



### 3 Grammar **Who and How old with be**

**Who's that?**

That's my sister.

**How old is she?**

She's seven (years old).

**Who are they?**

They're my grandparents.

**How old are they?**

They're 70 and 66.

**A** Read the answers. Write the questions. Then practice with a partner.

A: Who's that?

B: Oh, that's my brother Ignacio.

A: \_\_\_\_\_

B: He's ten years old.

A: \_\_\_\_\_

B: They're my sisters Lucia, Antonia, and Carmen.

A: \_\_\_\_\_

B: They're 19, 16, and 11.

A: And \_\_\_\_\_

B: That's my grandfather.

A: \_\_\_\_\_

B: He's 62.

**B Pair work** Ask and answer questions about the family in Exercise 1.

A: *Who's that?*

B: *That's Jack Olson.*

### Numbers 11–101

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

101 one hundred (and) one

### 4 Speaking My family

**A** Complete the chart with information about three people in your family.

Family member	Name	How old . . . ?	Where . . . from?
1.			
2.			
3.			

**B Pair work** Tell your partner about your family. Ask and answer questions for more information.

A: *Keiko is my grandmother. She's 73.*

B: *Where is she from?*

### 5 Keep talking!

Go to page 129 for more practice.

# D

## Family and friends

### 1 Reading

**A** Look at the people in Isabel's photos. Who are they? Guess.

**B** Read the photo descriptions. Who are Isabel's family members? Who are her friends?

### People in My Life



I'm with my friends Fernando and Amy. Fernando is on the left. He's from Bogotá, Colombia. Amy is on the right. She's from Perth, Australia. I'm in the middle.



This is my brother Carlos and my sister Julia. Carlos is 18 years old and a good soccer player. Julia is only ten. She's a good tennis player.



This is my grandmother. Her name is Olivia, but her nickname is Nana. She's an artist, and she's 92 years old!



Here's my e-pal Dong-sun. His family name is Choi. He's from Pusan, South Korea. He's 18 years old. His sister is in the photo, too.

**C** Read the photo descriptions again. Correct the false sentences.

1. Isabel and Amy are sisters.
2. Carlos isn't a good soccer player.
3. Olivia is 90 years old.
4. Isabel and Dong-sun are classmates.

Isabel and Amy are friends.

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**D Pair work** Ask and answer the questions about Isabel's family and friends.

- Who are Fernando and Amy?
- How old is Julia?
- What's Olivia's nickname?
- What city is Dong-sun from?