

How to be supportive

In this lesson you will learn how to sympathize with someone who has a problem.

Starter

- 1 You're walking along a corridor at work when you meet a colleague who seems worried or upset. How could you show that you understand and would like to help?
- 2 When being supportive, do you think it's more important to give advice or to listen?



Expressions

- 1 Tamara is the Human Resources Manager of La Cascada, a medium-sized hotel in a national park. Felipe, a junior employee, comes to talk to her. Listen and decide what problems are discussed.
 - 2 Tamara asks Felipe questions to show support and to allow him to tell his side of the story. Listen again and complete Tamara's questions.
- 1 What can _____ ?
 - 2 Was there _____ ?
 - 3 What makes _____ ?
 - 4 Could you _____ ?
 - 5 What do you _____ ?



Speaking

- 1 Your teacher will role-play a colleague who has the following problems. Listen, be supportive, and offer advice where appropriate. Try to use language from Expressions and the Language box.
 - I have too much work to do and I'm getting stressed out.
 - I think I made a bad mistake in my work last week.
 - I really don't get on with one of my colleagues.
 - Customers have made some complaints about me.

Language box

Adverbs can show your opinions and interpretations. Use them at the beginning of a clause to indicate your own view:

Stupidly, he's handed in his resignation.

Worryingly, the deadline is tomorrow.

Seemingly and *apparently* are often used at the start of a clause to say that you think you know something but are not 100% certain of the facts:

Apparently, it arrived too late.

Seemingly, no one went to the meeting.

When used before an adjective, an adverb can have a different meaning from the same adverb at the beginning of a clause:

Surprisingly, I felt tired. (= I was surprised that I felt tired)

Hint

Use adverb + **but** + adverb to describe how people do things:
Slowly but surely he's getting there.
You'll have to tell him politely but firmly to leave.

- 5.2.0
- 3 Listen to Tamara talking to Magda, the senior receptionist. What problems do Magda and Tamara discuss? How does Tamara show sympathy and support?
- 4 Make sentences to be supportive using the words below. You should use the words in the same order, but may need to change the tense of the verb or add words.
- Example: Not / worry.
Don't worry.
- 1 You / look / like / you / get / something / mind.
 - 2 Be / something / you / discuss?
 - 3 What / earth / wrong?
 - 4 I / not / help / unless / I / know / what / problem / be.
 - 5 I / so / sorry / hear / that.
 - 6 You / be / not / first / person / this / happen.
 - 7 Be / anything / I / do / help?
- 5.2.0
- 5 Tamara says all the sentences in 4. Listen again to check your answers.

Writing

- 1 Your friend Jack works for another company, but you both frequently use a live messaging program to gossip about work. Read the printout of a short chat you had this morning. Then write your missing responses to Jack's messages.

Jack: Hi

You: _____

Jack: Terrible – I'm in big trouble.

You: _____

Jack: Last week I got an email from a source I didn't recognize. I opened the attachment and it contained a virus. It's destroyed loads of files on the company computer!

You: _____

Jack: I know! But I still feel pretty stupid.

You: _____

Jack: No. But thanks for offering. I hope my boss is as understanding as you! Anyway – can't chat now. I'm talking to the IT department about recovering the work.

You: _____

Send

I felt surprisingly tired.

(= I was surprised by how tired I felt)

You can use adverbs to modify other adverbs. The adverbs positioned first are usually adverbs of degree, for example: *entirely, extremely, greatly, highly, hopelessly, moderately, quite, rather, really, very.*

They finished the meeting *extremely* quickly.

Look

Look at listening scripts 5.1 and 5.2 on pages 123–124. Find more examples of adverbs. Find one example of *seemingly* and one of *apparently*. Decide why Tamara uses these words.

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

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| 2 | 2 |
| 3 | 3 |

Things to remember

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