

Communication

LANGUAGE

simple present and present continuous; action and state verbs ■ communication

1A Connected

- 1 How do you keep in touch with people? Order the communication phrases from 1 (I do this less often) to 6 (I do this most often). Compare your answers in pairs.



☐ get a text message



☐ share a photo



☐ give someone a call



☐ reply to an e-mail



☐ check your phone



☐ comment on a post



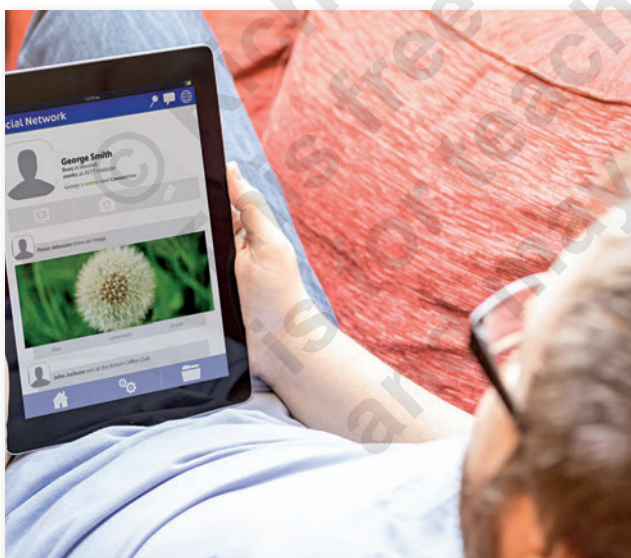
Go to Vocabulary practice: communication, page 136

- 2 Think of three people in your life. Tell your partner how you keep in touch with these people.

- 3 A Are sentences 1–6 true (T) or false (F)? Discuss your answers in pairs.

- 1 We speak to each other face-to-face more often nowadays. _____
- 2 Our phone calls are longer today compared to ten years ago. _____
- 3 These days, it seems we prefer text messages to phone calls. _____
- 4 People in the U.S. send more letters and packages nowadays. _____
- 5 We are sending a million e-mails per second, now. _____
- 6 More than half of the Internet pages we visit are social media sites. _____

- B Read the text and check your answers in 3A. Correct the false sentences.



THE CHANGING FACE OF COMMUNICATION

The way we communicate has never changed so much in such a short period of time. We look at the results of recent surveys that tell us about the changing face of communication.

We talk to each other less.

Ten years ago, 80% of our communication was face-to-face. Now, it's only 60%. Even our phone calls are shorter – on average, each call now lasts one minute, compared to three minutes ten years ago. It seems that people prefer texting to calling.

We use traditional postal services less.

In the U.S., over 200 billion letters and packages were sent in 2008, compared to 150 billion last year. These days, we usually write to people by text, messaging app, or e-mail. In fact, right now, people are sending two million e-mails per second!

We love social media.

Sixty percent of the pages we view on the Internet are social media pages, and we share nearly two billion photos on them every day. The average person has five social media accounts and spends about two hours a day looking at them.

Comments

Tina

It's a shame we **don't write** letters much, but the post office **seems** so slow nowadays compared to communicating online! I **need** the Internet to be in immediate contact with people, especially right now because I'm **planning** my wedding.

Rob

I agree with Tina, but I still try to send letters and cards on important occasions, and postcards when I'm on vacation. I don't know how people planned things with just snail mail!

- 4 Which piece of information in the text did you find most surprising? Do you agree with Tina and Rob?
- 5 A Look at the highlighted verbs in Tina's comment and answer the questions.
- Which four verbs are in the simple present? Which verb is in the present continuous?
 - Which two verbs describe actions? Which three verbs describe states?
- B Choose the correct options to complete the rules.
- We use the *simple present* / *present continuous* to talk about things that happen regularly or things that are always true.
 - We use the *simple present* / *present continuous* to talk about actions that are happening now or actions that are temporary.
 - We can't use the present continuous for *action* / *state* verbs.
- 6 Read the Grammar box. Then look at the sentences in exercise 3A again. Do they contain action or state verbs? What tense are they?



Grammar simple present and present continuous; action and state verbs

Simple present with action and state verbs:

I **call** my brother at least once a week. I'm so thirsty right now. I **need** some water. NOT ~~I'm needing some water.~~

Present continuous with action verbs:

I'm **calling** you from New York! We're **studying** French this year.

Personal
Best

Go to Grammar practice: simple present and present continuous; action and state verbs, page 112

- 7 A 1.3 **Pronunciation:** sentence stress Listen to the sentences. Do we stress the auxiliary verbs *be* and *do*?
- Are you trying to access the Internet?
 - Do you need a new laptop?
 - The Internet doesn't seem slow right now.
 - Why are you using my tablet?
- B 1.3 Listen, check, and repeat.
- 8 A Complete the sentences with the correct tense of the verbs in parentheses.
- I _____ (not check) my text messages when I'm having coffee with friends.
 - The price of desktop computers _____ (go) down at the moment.
 - I _____ (like) looking at the selfie photos that my friends post on social media.
 - I'm studying English online, right now, so I _____ (need) the Internet on my phone.
 - I _____ (look) for a new phone because my phone is very old.
 - Most people _____ (have) friends on Facebook that they never talk to face-to-face.
- B In pairs, discuss the sentences in 8A. Which sentences do you agree with or are true for you?

Go to Communication practice: Student A page 156, Student B page 166

- 9 Complete the questionnaire and discuss your answers in pairs.

How do you communicate?

- When I want to get together with friends, I normally ...
message them on Facebook. ☐ text them. ☐
call them. ☐
- When I'm feeling happy and I want to share good news with people that live far away, I ...
send a text message. ☐ send a letter. ☐
make plans to get together. ☐
- When I'm feeling sad, I prefer to speak to people ...
on the phone. ☐ on Skype. ☐ face-to-face. ☐
- On my best friend's birthday, I usually send ...
a message on social media. ☐ a text. ☐ a card. ☐
- I usually share important photos ...
using a messaging app. ☐ by e-mail. ☐
on social media. ☐
- When I want to keep in touch with old friends, I usually ...
contact them on social media. ☐ e-mail them. ☐
give them a call. ☐

1B Smart living?

- 1 What do you use your smartphone for? What do you think of people who constantly check their phones?

Skill skimming a text

Before you read a text in detail, get a general idea of the topic of the text and of each paragraph.

- Read the title of the text and look at any images. Can you predict what the text is about?
- Quickly read the first paragraph. This will confirm the topic and can give you an idea of the text content and organization.
- Read the first sentence of each paragraph. This can give you information about the main idea of each paragraph.



- 2 Read the Skill box. Then look at the title of the text, the picture, and the first paragraph on page 7. Do you think the writer had a positive or negative experience without his smartphone?
- 3 Read the first sentences of paragraphs 2–6. What is the main idea of each paragraph? Match the paragraphs with ideas a–e.
- | | |
|--|--|
| a With no smartphone, he felt less tired. | d There were more advantages than disadvantages. |
| b He worked better. | e He found things to do to entertain himself. |
| c He communicated more often face-to-face. | |
- 4 Read the complete text. Are the sentences true (T) or false (F)? Correct the false sentences.
- The writer stopped using his smartphone because of an article he read. _____
 - Normally his smartphone distracts him when he's working. _____
 - He has become a better listener when he's with friends. _____
 - He doesn't enjoy reading books and newspapers any more. _____
 - The light from smartphone screens helps us sleep. _____
 - The writer now uses his smartphone differently than before. _____
- 5 Read this sentence from the text. Which word is used to express surprise that something unexpected happened?
 "I actually talked to people more and felt more connected to them, although we weren't in constant contact online."

Text builder *actually, in fact*

To say that something is surprising or unexpected, we can use *actually* or *in fact*:

*I was worried that I would be bored without my phone as entertainment, but, **actually**, I enjoyed it.*

*I thought living without a smartphone would be hard, but, **in fact**, it was pretty easy.*

Look! We can use **actually** at the start of a phrase, before a main verb, or after *be*.
 We usually use **in fact** at the start of a phrase.

- 6 Read the Text builder. Match 1–4 with a–d.
- | | |
|--|---|
| 1 My friends say I'm addicted to my new smartphone. | a but it was actually on yesterday, not today. |
| 2 My teacher's surprised because | b Actually, I don't use it as much as my old one. |
| 3 Tim thought the movie was on at 8:30 this evening, | c but, in fact, I'm staying at home. |
| 4 I thought I was going away this weekend, | d I actually passed the exam! |
- 7 Could you live without your smartphone for a week? In pairs, discuss what you think the experience would be like.

A WEEK WITHOUT MY *smartphone*

by David Sharpe

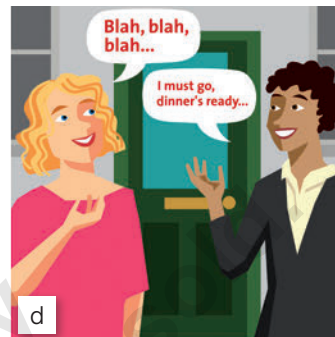
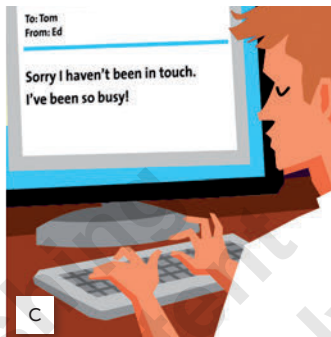
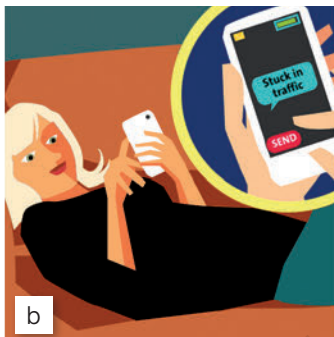
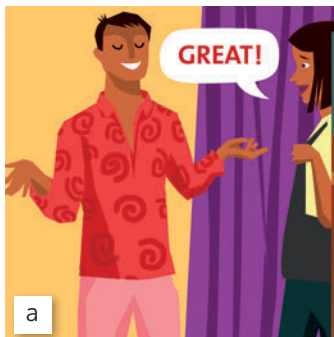


- 1** When I read that we spend three hours every day checking our smartphones, I was surprised. What was I missing in the real world when walking down the street, lost in a virtual world of social media updates and videos of dogs on bicycles? I promised myself I would use my smartphone less ... but it didn't happen. But then my phone died, and I had to wait a week for a new one. Would I survive? I thought it would be hard, but, in fact, it was pretty easy – and surprising, in a good way, for a number of reasons!
- 2** The first result was pretty amazing – on the first day in the office without my phone, I was thinking more deeply and concentrating more. I had rediscovered my brain! Not having access to my favorite apps meant that I wasn't interrupted every five minutes by social media alerts, soccer scores, and WhatsApp group messages. Without these distractions, I was more productive and felt satisfied that I'd done a better job.
- 3** Another result was that I actually talked to people more and felt more connected to them, although we weren't in constant contact online. At lunch with friends one day, I realized I was being more responsive to their news and sympathetic to their problems because I wasn't constantly checking my phone. Another day I was in a new city and I asked people for directions instead of using an app. Their kindness made me feel welcome, and I discovered my brain has a very good GPS!
- 4** I was worried that I would be bored without my phone as entertainment, but, actually, I enjoyed it – I'd forgotten how much I love books and newspapers. I'd also forgotten how much I enjoyed doing Sudoku puzzles. I had an app for that on my smartphone, but never used it. Doing one every day in the newspaper felt a lot more special, and it became part of my morning routine. My brain felt a lot sharper and much more ready for the day ahead as a result.
- 5** One completely unexpected result of not having a smartphone was that I slept so much better and felt more awake in the morning. At night, I relaxed with a book before going to sleep, instead of watching Netflix or reading the news on my phone. Apparently, the blue light from smartphone screens makes our brain think it's morning, so it's releasing chemicals to wake us up, just when we're trying to get to sleep. That's not very smart!
- 6** Of course, at times, it was extremely inconvenient to have no cell-phone Internet connection, but, all in all, there were a lot of benefits to not being connected 24/7. Although I was jumping for joy when my new smartphone arrived, I'm a lot more careful about how much I use it now. So, if you think you use your smartphone too much, put it away for a few days and see what happens. You never know, you may become smarter!

1C Liar, liar

1 In pairs, answer the questions.

- What are the people in the pictures lying about?
- What other things do people often tell lies about? Make a list.




Personal
Best

Go to Vocabulary practice: say, tell, speak, and talk, page 136

2 A In pairs, take the quiz "The truth about lying."

THE TRUTH ABOUT LYING



- How often do people tell lies?
 - twice a month
 - twice a week
 - twice a day
- What do people lie about most frequently?
 - work
 - money
 - unimportant things
- How do people usually answer the question, "When did you last tell a lie?"
 - "I never lie."
 - "I can't remember."
 - "Some time today."
- How can you know when people are lying?
 - They don't look directly at you.
 - They move their hands a lot.
 - They give unnecessary information.
- Is communication technology making us less honest?
 - yes
 - no
- Do men lie more often than women?
 - yes
 - no
- Do men and women lie about the same things?
 - yes
 - no

B 1.5 Listen and check your answers. Which answer surprised you most?

3 Cover the quiz. Complete the questions from memory. Then check your answers in the quiz.

- _____ lies?
- _____ most frequently?
- _____ last _____ a lie?
- _____ when people are lying?
- _____ us less honest?

4 A Look at questions 1–5 in exercise 3. How do we form most questions? Choose the correct structure, a or b.

a (question word/s) + auxiliary verb + subject + main verb

b (question word/s) + main verb

B Look at question 2 in exercise 3. Is the preposition before the question word or after the main verb?

- 5 **A**  1.6 Listen to people telling a lie in three conversations. What is each person lying about? Write the conversation number (1–3).

a receiving text messages _____ b eating chocolate _____ c liking someone's food _____

- 6 **B**  1.6 Listen again and complete the questions.

- 1 Who _____ all of my chocolate? 3 Who _____ more banana and potato sandwiches?
2 What _____ to you last night?

- 6 Look at the questions in exercise 5B. Choose the correct options to complete the sentences. Then read the Grammar box about the different question forms.

- 1 In these questions, we *know* / *don't know* the subject of the verb.
2 We use the *affirmative* / *question* form of the verb.

Grammar question forms

Object questions:

Where *do* you work?
What *are* you doing right now?
Where *did* you go to college?
Have you finished?

Questions with prepositions:

Where *do* they come *from*?
Who *did* you play tennis *with*?

Subject questions:

Who *called* me? NOT ~~Who did call me?~~
Who *wants* coffee? NOT ~~Who does want coffee?~~
Who *invented* the telephone? NOT ~~Who did invent the telephone?~~

Personal
Best

Go to Grammar practice: question forms, page 113

- 7  1.8 **Pronunciation: question intonation** Listen to four of the questions from this lesson. Does the intonation go up (↗) or down (↘) at the end of the questions?

- 1 Have you finished? 3 What happened to you last night?
2 How often do people tell lies? 4 Do men lie more often than women?

- 8 **A** Complete the questions with an auxiliary verb from the box if necessary. Which question doesn't need an auxiliary?

do (x2) did (x5) have

- 1 _____ you usually tell little white lies to protect people's feelings?
2 When _____ you last tell a little white lie? What _____ you lie about?
3 When you were younger, _____ you tell your parents lies? _____ you tell the truth later?
4 Who _____ tells the best jokes in your family?
5 _____ you usually say hello to people you don't know on the street?
6 _____ you ever told someone that he or she can't cook well? What _____ the person say?

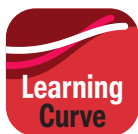
B In pairs, decide if the intonation goes up (↗) or down (↘) at the end of the questions in 8A. Then ask and answer the questions.

Go to Communication practice: Student A page 156, Student B page 166

- 9 Ask and answer the questions in pairs.

- 1 Who helped you with your homework as a child?
2 Who taught you how to ride a bike?
3 What happened on your first day of school?
4 Who taught you how to drive?
5 Which author wrote your favorite book?
6 What happened on your first day at work?





1D Small talk

- 1 **A** Read the definition of *small talk* and look at the topics. Which topics do people typically discuss when they make small talk?

small talk *noun* polite and informal conversation about light topics, often between people who don't know each other well.



- B** In pairs, discuss the questions.

- When did you last make small talk?
- Where were you?
- Who did you talk to?
- What did you talk about?

- 2 **1.9** Watch or listen to the first part of a webshow called *Learning Curve*. Ethan catches a train, and a passenger makes small talk with him. Who are sentences 1–6 about? Check (✓) *Ethan* or *passenger*.

- | | Ethan | passenger |
|--|--------------------------|--------------------------|
| 1 He starts the conversation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He asks where the other person is going. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He's going to City Island. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He asks where the other person is from. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 He's from Pennsylvania. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 He asks about the other person's job. | <input type="checkbox"/> | <input type="checkbox"/> |



- 3 **1.9** Complete the sentences from the conversation with the words in the box. Watch or listen again and check.

so nice mind ahead have excuse sounds living

- | | |
|---|-------------------------------------|
| 1 _____ me. Does this train go to the baseball stadium? | 5 What do you do for a _____? |
| 2 Would you _____ if I sit here? | 6 Well, that _____ interesting. |
| 3 Uh, no. Go right _____. | 7 Hey, it was _____ talking to you! |
| 4 _____, where are you going? | 8 _____ fun at the game! |



Conversation builder

making small talk

Starting the conversation

Excuse me ...
Is anyone sitting here?
Would you mind if I sit here?
Beautiful day, isn't it?

Asking about the person/situation

Are you having a good time/trip/day?
Are you from around here?
So, what do you do for a living?
And what does that involve?
I love your phone. Is it new?

Ending the conversation

Nice talking to you.
Great to meet you.
Have a nice evening.

- 4 Read the Conversation builder. Make small talk with your partner. Imagine it's your first English class and you've never met.



- 5 1.10 Watch or listen to the second part of the show. Ethan goes to a party and meets Cindy for the first time. Check (✓) the topics that Cindy and Ethan talk about.

- 1 Penny and Taylor's apartment ☐
- 2 their families ☐
- 3 their jobs ☐
- 4 how they know Penny and Taylor ☐
- 5 the food at the party ☐
- 6 the weather ☐



- 6 1.10 Put sentences (a–i) in order. Watch or listen again and check.

- a ☐ **Cindy** So, what do you do on your webshow?
- b ☐ **Ethan** Oh, you met at work! So, are you having a good time?
- c ☐ **Cindy** Sorry, I don't know Penny that well. By the way, I'm Cindy. I work with Taylor at the gym.
- d ☐ **Ethan** Well, I'm a presenter, a co-host, like Penny.
- e ☒ **Cindy** How do you know Penny and Taylor?
- f ☐ **Ethan** Mmm! Well, I love carrot cake.
- g ☐ **Cindy** It's a great party. I got here early so I could bring my famous carrot cake.
- h ☒ **Ethan** I'm Ethan. I work with Penny on *Learning Curve*. It's a webshow. We're presenters.
- i ☐ **Cindy** Hmm, a presenter, that's interesting. And what does that involve?



Skill keeping a conversation going

When we talk to someone we don't know well, we keep the conversation going so we don't run out of things to say.

- Give extra information when you answer a question, e.g., "Are you from around here?" "No. I moved here from Brazil six months ago."
- Respond to a statement with a positive comment, e.g., "That's interesting! I love Brazil. I've been there twice."
- Ask open questions to find out more information, e.g., "Really? What were you doing there?"

- 7 Read the Skill box. Answer the questions about the conversation in exercise 6.

- 1 What extra information does Ethan give when he explains how he knows Penny?
- 2 What positive comments do Ethan and Cindy make?
- 3 What open questions does Cindy ask?

- 8 In pairs, practice the conversation in exercise 6.

Go to Communication practice: Student A page 156, Student B page 166

- 9 **A PREPARE** In pairs, choose one of the situations below and think about how you could start a conversation with someone you don't know well.



- B PRACTICE** Take turns starting a conversation. Make small talk and keep the conversation going.

- C PERSONAL BEST** Was it easy to start the conversation and keep it going? What could you do differently next time? Choose another situation and have another conversation.