

Communicating

LESSON A

- Language-learning tips
- Present perfect continuous

LESSON B

- Expressing interest
- Offering options

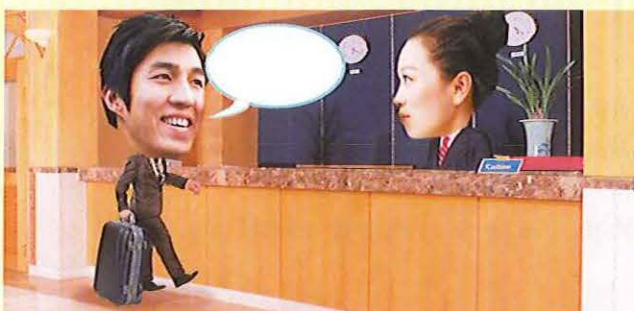
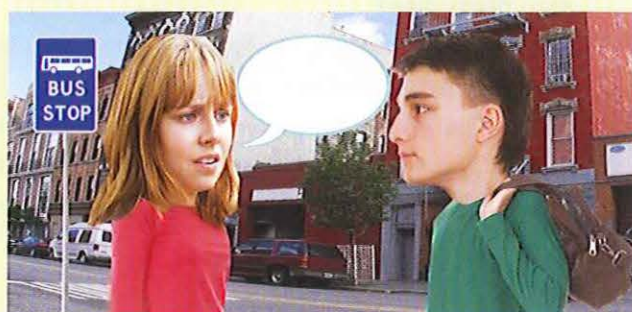
LESSON C

- Communicate . . . or not?
- Verb + object + verb

LESSON D

- Reading: "Too Much Information"
- Writing: A conversation in writing


Warm-up



A Look at the pictures. What do you think the people are saying?

B Imagine you are going to travel to an English-speaking country. What do you think are the most useful English phrases or questions to know? Why?

1 Vocabulary Language-learning tips


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


Tips for Successful Language Learning	To remember vocabulary
Watch online video clips.	<i>Make flash cards.</i>
Keep a vocabulary notebook.	Keep a vocabulary notebook
✓ Make flash cards.	To increase speaking fluency
Talk with native speakers.	talk with native speakers
Watch movies with subtitles.	talk to yourself out loud
Talk to yourself out loud.	To improve listening comprehension
	Watch movies with subtitles
	Watch online video clips

B Pair work What's your number one language-learning goal? Which tips in Part A do you use to reach your goal? Tell your partner.

"My number one goal is to improve my listening comprehension. I often watch online video clips in English."

2 Language in context Improving communication skills

A  Read this online chat between a teacher and some of his students. What are they discussing?



Mr. Phillips: I hope you've been enjoying your vacation. And I hope you haven't forgotten your English! So, what have you been doing recently to improve your English?

Luisa: Hello, Mr. Phillips. Hi, everybody! I've been reading magazines and comic books in English.

Mr. Phillips: Excellent!

Jin: I've been making vocabulary flash cards. They really work! And I've been keeping a vocabulary notebook.

Marcus: I've been chatting online in English.

Mr. Phillips: Fantastic! Have you been doing anything to improve your speaking?

Pedro: I have. Omar and I have been starting conversations with native speakers. We were nervous about it at first, but we've been making new friends that way.

Luisa: I've been having the best conversations of all. I've been talking to myself out loud in front of a mirror.

Marcus: Very funny! 😊

Mr. Phillips: But very helpful, too. Good job, everyone! I'll see you in class on Monday.

B What about you? Which tips would you like to try? Which would you probably not want to try? Why?

3 Grammar Present perfect continuous

Use the present perfect continuous to emphasize the duration of an action that is in progress. How long, recently, and lately are often used with the present perfect continuous.

What **have** you **been doing** recently?

I've **been reading** magazines.

How long **has** he **been writing** in his notebook?

He's **been writing** in it for about a month.

Have they **been talking** to native speakers lately?

Yes, they **have**. No, they **haven't**.

Remember: some verbs are not usually used in the continuous form.

believe	like
belong	love
forget	need
hate	own
hope	remember
know	want

A Complete the conversations with the present perfect continuous forms of the verbs. Then practice with a partner.

1. A: Have you been doing (do) anything recently to improve your vocabulary?

B: Yes, I have. I have been keeping (keep) a vocabulary notebook.

2. A: How long have you been studying (study) English?

B: I have been studying (study) English since last year.

3. A: What have you been doing (do) in class lately?

B: We have been making (make) vocabulary flash cards.

B Pair work Ask the questions in Part A. Answer with your own information.

4 Speaking Communicating successfully

A Group work What have these people been doing lately to improve their English? What language goals do you think they have been trying to reach?



B Class activity What else can you do to improve your speaking? learn more vocabulary? improve listening comprehension? Discuss your ideas and make a class list of tips.

5 Keep talking!

Go to page 125 for more practice.


I can give and discuss language-learning tips.



1 Interactions Interests and options


A How good is your English? Rate these areas 1 (good), 2 (fair), or 3 (not very good).

- | | | | |
|-------------------------------------|----------------------------------|--|------------------------------------|
| <input type="checkbox"/> reading | <input type="checkbox"/> writing | <input type="checkbox"/> speaking | <input type="checkbox"/> listening |
| <input type="checkbox"/> vocabulary | <input type="checkbox"/> grammar | <input type="checkbox"/> pronunciation | <input type="checkbox"/> idioms |

B  Listen to the conversation. What idiom did Ralph learn? Then practice the conversation.

- Ralph: Excuse me. Do you have a minute?
 Mr. Hill: Of course, Ralph. What's up?
 Ralph: Well, I'm trying to find a way to learn English idioms. Can you help me?
 Mr. Hill: Well, how about taking one of our conversation courses? I know Ms. Davis teaches a lot of idioms.
 Ralph: OK.
 Mr. Hill: But why are you so interested in idioms?
 Ralph: Oh, a friend and I were making plans, and he said, "Let's play it by ear." I asked him to repeat it, but I still didn't understand.
 Mr. Hill: I see. Well, "play it by ear" means you don't make plans ahead of time. You decide what seems best at the time.
 Ralph: Oh, I know that now. I looked it up online. But that's why I need to learn idioms.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Expressing interest

I'm interested in . . .
 I'm looking for . . .

Offering options

One possibility is . . .
 You might want to consider . . .


D Pair work Express interest in improving your skills in one of the areas in Part A. Your partner offers course options. Take turns.

Podcasting in English
 Vocabulary for Science

Advanced Grammar
 Intermediate Listening

Academic Test Prep
 Pronunciation Workshop

2 Pronunciation Unreleased final consonant sounds

A  Listen and repeat. Notice how the final sounds /b/, /g/, /d/, /p/, /k/, and /t/ are not fully pronounced before other consonant sounds.

Film Club Group Discussions


Advanced Grammar

Travel Blog Writing

Intermediate Conversation

Academic Listening

Test Prep Course

B  Listen. Cross out the final sounds that are not fully pronounced. Then practice with a partner.

Create flash cards.

Set realistic goals.

Join group discussions.

Read books in English.


Memorize verb tenses.

Write a blog for practice.

3 Listening Fun classes

A  Listen to a man ask about options for English classes. Write the class names.

	Class name	One interesting thing
1.	English and food classe	
2.	English listening music	
3.	Dramatic English	
4.	taking movies	

B  Listen again. Write one interesting thing about each class. Then circle the class the man chooses.

4 Speaking Consider all the options!

Pair work Role-play the situation. Then change roles.

Student A: You are a new student at a language school. Student B has been taking classes at the school for a year. Ask about class options and choose one.

Student B: You have been taking classes at your language school for a year. Student A is a new student. Help Student A find the right class from the classes below.

Academic Listening	Vocabulary for Science	Reading for Business	Advanced Speaking
Tue. & Thur., 4:00–6:00 p.m. Practice note-taking and intensive listening.	Mon. & Fri., 7:00–8:30 a.m. Learn science vocabulary and academic skills.	Wed., 2:00–5:00 p.m. Practice reading notes, memos, and reports.	Tue. & Thur., 6:00–8:00 p.m. Improve your speaking skills.

A: *I'm interested in a way to improve my reading.*

B: *One class possibility is Reading for Business. They practice reading memos.*

A: *Really? I don't know about that. . . .*

I can express interests. 

I can offer options. 



Have her text me.

1 Vocabulary Communicate ... or not?

A Label the phrases C (ways to communicate) or A (ways to avoid communicating). Then listen and check your answers.

1. answer the phone C
2. call (someone) back C
3. don't check voice mail A
4. ignore a text A
5. leave (someone) a voice message C
6. let the call go to voice mail A
7. respond to an email C
8. screen your calls A
9. turn off the phone A
10. update your status online C



B Pair work How do you usually communicate? What things do you sometimes do to avoid communicating?

"I update my status online every day. That way my friends know what I'm doing."

2 Conversation Where's Beth?

A Listen to the conversation. How has Pete been trying to contact Beth?

Akemi: Hello?

Pete: Hi, Akemi. It's Pete.

Akemi: Oh, hi, Pete. How are things?

Pete: Good, thanks. Listen, have you seen Beth? I've left her a lot of voice messages, but she hasn't returned my calls.

Akemi: That's strange. Maybe she's busy and just isn't checking her voice mail.

Pete: She's probably screening her calls. It's too bad, because I really need to ask her to help me with something.

Akemi: Have you tried emailing her?

Pete: Several times, but so far she's ignored my emails – and my texts. That's not like her.

Akemi: You know, I usually see her at the gym on Sundays.

Pete: Oh, really? Could you ask her to call me back or to text me?

Akemi: Sure, I can do that.



B Listen to a conversation between Pete and Beth. Why hasn't Beth been answering her phone? What's Pete planning?

3 Grammar

Verb + object + verb

Some verbs are commonly followed by an object and the base form of another verb.

Would you **let** me **help**?

Please **make** them **be** quiet.

Could you **have** her **text** me?

Please **help** me **call** people.

Some verbs are commonly followed by an object and an infinitive (to + verb).

I **invited** you **to come**.

I'll **ask** her **to help** me.

Would you **tell** her **to call** me?

Could you **remind** them **to come** early?

A Circle the correct forms of the verbs. Then compare with a partner.

- You're talking to a friend on the phone and you get another call. What do you do?
 - I tell the caller **call** / **to call** me back later.
 - I have my friend **call** / **to call** me back.
- Your grandmother can't input numbers into her cell phone. What do you do?
 - I have someone **input** / **to input** the numbers for her.
 - I say, "Let me **help** / **to help** you."
- Your phone rings in the middle of the night. What do you do?
 - I let the call **go** / **to go** to voice mail.
 - I answer but ask the person call / **to call** back in the morning.
- An uninvited stranger shows up at your party. What do you do?
 - I invite the person **come** / **to come** in.
 - I make the person **leave** / **to leave**.
- A friend is always phoning you in class. What do you do?
 - I remind my friend **call** / **to call** later.
 - I ask my friend **stop** / **to stop** calling.
- Your sister has been secretly using your phone to send texts. What do you do?
 - I make her **pay** / **to pay** for using my phone.
 - I let her **continue** / **to continue** to use my phone.

B Pair work Ask and answer the questions in Part A. Make the answers true for you.

4 Speaking Chat about it.

Group work Answer the questions. Give more information.

- Do you ever get texts, emails, or calls from companies trying to sell things? What do you do to make them stop calling?
- Has your computer or phone ever stopped working? Did you have someone fix it for you? Who?
- Would you let a stranger borrow your phone? Do you ever ask to borrow someone's phone? When?
- Have you ever sent an email to the wrong person? Who did you send it to? Did this person respond to your email? What did he or she say?

"I sometimes get calls from companies. I ask them to stop calling."

5 Keep talking!

Go to pages 126-127 for more practice.

I can talk about ways of communicating.



1 Reading

A Read the first paragraph of the article. What is “communication overload”?

TOO MUCH INFORMATION

Computers and cell phones let people communicate with each other by voice or text anytime, anywhere. The result: too much information! So let me offer these tips. They could help you manage communication overload.

TIP 1 – Stick to a schedule. Do you have a calendar? Use it to schedule study times, meetings, and appointments. But also, use it to schedule times to respond to email, read status updates, and check voice mail. How about also using it to schedule quiet time? That is, set aside time for no email, no texts, no phone calls, nothing! Then stick to it!

TIP 2 – Text or phone call? Texts are great for short messages, but not for long messages with emotional content. Phone calls are fine when you want a more personal touch, but not when you need to save information about a conversation. In those cases, an email or a letter may be better.

TIP 3 – Let it ring. You don't have to answer every phone call. If you don't want to talk, screen your calls and let the caller leave a message. Or turn off your phone. The same is true for text messages. It's usually OK to make people wait for your answer.

TIP 4 – Keep your in-box empty. After you've answered an email, delete it or file it. If you need to save an email, create folders – for school, for work, for friends. Find a way to organize your messages that works for you, and follow it.

TIP 5 – Pick one primary network. Many people have a profile on a social network site, like Facebook. Some people have profiles on many different sites. Choose one site as your primary place to communicate with people. Keep your profiles on the other sites, but check those sites less frequently.

TIP 6 – Choose your friends carefully. If you belong to a social network site, are all your “friends” on the site real friends and family, or are some just casual acquaintances or even strangers? Limit the number of “friends” you welcome into your social network, and you will limit communication overload from people you don't care about.

Source: Adapted from www.ariadne.ac.uk/issue56/houghton-jan/

B Read the article. Find the words in **bold**. What do they mean? Write the words next to the correct definition.


- | | |
|--|--|
| 1. main <u>primary</u> | 4. save for later <u>set aside</u> |
| 2. continue to do it <u>stick to it</u> | 5. information about yourself <u>profile</u> |
| 3. people you don't know well <u>casual acquaintance</u> | 6. subject matter <u>content</u> |

C Check (✓) the statements the author would probably agree with.


- | | |
|---|---|
| <input type="checkbox"/> It's always better to call. | <input checked="" type="checkbox"/> It's OK to be on more than one social network site. |
| <input checked="" type="checkbox"/> Create several email folders. | <input type="checkbox"/> You should always communicate with people. |

D Do you think you suffer from communication overload? Why or why not?

2 Listening Communication preferences

A  Listen to four friends describe their favorite method of communicating. Write the method each person prefers.

	Method	Why he or she prefers it
Lynn	texting	<input checked="" type="checkbox"/> It's fast, cheap, and easy. <input type="checkbox"/> She dislikes checking her voice mail.
Alex	taking a phone	<input type="checkbox"/> He forgets to answer texts. <input checked="" type="checkbox"/> He can talk to the person right away.
Anita	social networking	<input checked="" type="checkbox"/> She can communicate with a lot of people at the same time. <input type="checkbox"/> She can see what her friends are doing.
Dean	Email and texting	<input checked="" type="checkbox"/> It's more personal. <input type="checkbox"/> He can respond to email by phone.

B  Listen again. Check (✓) why they prefer their method of communication.

3 Writing A conversation in writing

A Write an answer to the question "What's the best way to communicate with people?" Use the model to help you.

B Group work Pass your answer to the classmate on your right. Read and respond to your classmate's answer. Continue to pass, read, and respond to all of the answers in your group.

C Read the answers and responses. Which way to communicate is the best?

Ming: The best way to communicate with people is to talk in person.

Ella: I don't think so. Sometimes people are too far away.

Justine: Then one possibility is calling the person to talk.

Eduardo: I'm not sure about that. . .

4 Speaking How I communicate

A Group work Answer the questions. Give more information.

- What is your primary way of communicating?
- Who do you use it to communicate with?
- What do you like about it? Is there anything you dislike about it?
- Has your way of communicating with people changed in the past year? How?
- Do you think you'll still use this method in one year? five years? Why or why not?

"I usually use my phone. I talk to everyone this way. . . ."

B Class activity Take a class survey. What's the most popular way of communicating among your classmates?



Wrap-up

1 Quick pair review

Lesson A Test your partner! Say three sentences in the present continuous. Can your partner say them correctly in the present perfect continuous? Take turns. You and your partner have two minutes.

A: *I'm reading a good book.*

B: *I've been reading a good book lately.*

Lesson B Do you remember? Complete the sentences with the correct phrases to express interest and offer options. Write the letter of the correct phrase. You have two minutes.

- | | |
|-------------------------------------|---|
| 1. A: I'm interested ____ | a. getting an English-speaking tutor. |
| B: You might want to consider ____ | b. to understand English recipes. |
| 2. A: I'm looking ____ | c. in learning English for travel. |
| B: One possibility is ____ | d. about taking a cooking class in English? |
| 3. A: I'm trying to find a way ____ | e. for a way to improve my pronunciation. |
| B: How ____ | f. getting an English travel magazine. |

Lesson C Brainstorm! Make a list of ways to communicate and ways to avoid communicating. You have two minutes.

Lesson D Find out! Who are two people both you and your partner send text messages to – or would like to send messages to? You and your partner have one minute.

A: *I send text messages to my mom. Do you?*

B: *No, I don't. She doesn't have a cell phone. I send text messages to my sister. Do you?*

A: *Yes, I do.*

2 In the real world

How did your grandparents use to communicate with their friends and family? Talk to one of your grandparents or an older friend. How did they communicate before there were computers and cell phones? Write about it.

How My Grandparents Used to Communicate

My grandmother talked to her friends on a phone in her house. She also wrote them letters.