

1 COMMUNICATION



a



b



d



e

1 a Work in pairs. Look at the photos. Answer the questions.

- 1 What do the photos show?
- 2 What is the connection between the photos and the unit title?
- 3 Which photo is the most striking? Why?

b Work in pairs. Complete **A** in the **KEY VOCABULARY PANEL**. Can you think of any other types of communication? Add them to the list.

2 Listen to six people talking about the photos. Match speakers 1–6 to photos a–f. Do you agree with their descriptions?

3 a Complete the extracts from transcript 1.1 with the verbs in the box. Match the extracts to the photos.

communicate say speak tell

- 1 They're not just with words...
- 2 This gesture a thousand words.
- 3 ... she's using a placard to her message.
- 4 ... each dance a story.
- 5 ... it's amazing how a hand gesture can so much!
- 6 ... or perhaps they're with someone else.

b Read transcript 1.1 on page 162 and check your answers.

4 Work in pairs. Complete **B** in the **KEY VOCABULARY PANEL**.

SPEAKING & VOCABULARY: communication

- 1 a Match the communication expressions in A to the categories in B. Use a dictionary to help you.

A

chat to friends and family on Facebook discuss politics
give talks/lectures/presentations/speeches have arguments
speak on Skype talk in public talk to children/the elderly/pets/strangers
text, tweet or email friends use my body to express myself

B

I do it a lot. I never do it. I can do it in English. I rarely do it.
I enjoy doing it. I hate doing it. I'm good at it. I'm bad at it.

- b How do you communicate in your everyday life?

- 2  Work in pairs. Compare your answers. What differences did you find?

READING

- 1 a Look at the images. What kinds of communication do they show?



- b Read texts 1–3 and match them to images a–c.

- 2 Match texts 1–3 to one or more of the types of communication in SPEAKING & VOCABULARY 1a.

- 1 I have a lot of trouble talking to people. I find it easier being with animals ... you can communicate in different ways with them. I've had lots of dogs. Playing with the ball or stroking the dog's back, these actions communicate simple things, everything is more simple and straightforward. Human communication is too complex.
- 2 When I first started dancing, I went to dance class every day. I was very tense, I don't think I realised what I could do with my body. At first I got really frustrated. But now I think I can say so much more with my body and I have real problems with speaking!
- 3 I often find myself in this situation. You're in the same room as someone, but you could be on the other side of the world because they're speaking, texting or tweeting on their phones. In the end, I think this technology will separate us, make us more introverted. I'm going to try and meet a friend every week from now on, just to chat face-to-face!

- 3 Work in pairs. Match each of the texts 1–3 to problems a–c described.
- a People may lose the art of talking face-to-face.
- b Human communication can be complicated and confusing.
- c Some people can't express themselves with words.
- 4 Read the texts in 2 again. Which of the people prefer another form of communication to speaking? Which form and why?
- 5  Work in small groups. Discuss the questions.
- Do you know anybody who communicates with their body? What are different ways you can do that (e.g. dance, mime)?
 - Do you sometimes prefer the company of animals to humans? Why/Why not?
 - Is face-to-face communication always preferable? Why/Why not?

GRAMMAR

1 a  Work in pairs. Match extracts 1–6 to images a–c without looking back at the texts in **READING 2**.

- 1 I have a lot of trouble talking to people.
- 2 When I first started dancing,...
- 3 ... this technology will separate us,...
- 4 I've had lots of dogs.
- 5 ... they're speaking, texting or tweeting on their phones...
- 6 I'm going to try and meet a friend every week...

b Look at the sentences in **1a** again. Underline the verbs. Which are talking about a) the present? b) the past? c) the future?

2 Complete 1–6 in the **GRAMMAR PANEL**  with the sentences in **1a**.

3 a Choose the correct form of the verb. In one sentence both are possible.

- 1 I've *never been* / *never went* to a photo exhibition.
- 2 I'm *speaking* / *speak* to my mother on the other line.
- 3 Children who grow up with animals *communicate* / *are communicating* better.
- 4 I don't think computers *will change* / *are going to change* the way we communicate in the future.
- 5 I've *done* / *did* a lot of dancing when I was younger.
- 6 I'm *going to study* / *'ll study* art at university next year.

b Match sentences 1–6 to the uses in the **GRAMMAR PANEL** .

TENSE REVIEW

A Present simple or present continuous?

- a We use the present simple to refer to habits and routines.
(1)
- b We use the present simple to refer to repeated actions or situations.
I go to dance class every day.
- c We use the present simple to describe things which are generally true.
Human communication is too complex.
- d We use the present continuous to talk about things that are happening now or around now.
(2)

B Past simple or present perfect?

- e We use the past simple to talk about completed actions in the past.
(3)
- f We use the past simple to talk about habitual actions in the past.
I went to dance class every day.
- g We use the present perfect to talk about experiences you have had in your life up to the present. You do not say when it happened.
(4)

C Future: will or going to?

- h We use both *will* and *going to* to make predictions.
(5), *this technology is going to change us.*
- i We use *going to* to talk about intentions and plans.
(6)

See page 140 for grammar reference and more practice.

PRONUNCIATION: -es & -ed verb endings

1 a  Work in pairs. Write the third person present simple and the past simple forms of the verbs.

	Present	Past
start	<i>starts</i>	<i>started</i>
watch		
text		
dance		

b Read the verbs out loud. Underline the verb forms that have two syllables.

2 a  1.2 Listen and check. Answer the questions.

- 1 When do we add -es, and not -s, to a verb in the present simple?
- 2 When do we pronounce the -ed ending as an extra syllable?

b Check your answers on page 158.

3 a  1.3 Listen and write the ten verbs you hear.

b Read transcript 1.3 on page 162 out loud. Pay attention to the -ed endings.

SPEAKING

1  Work in pairs. Think about three or four different situations where people have difficulty communicating, e.g. when they don't speak each other's language or when the internet connection is weak. What can you do to repair the communication in each situation? Add some of your own ideas to the list.

Use sign language, use simpler language, ask someone to help...

2 a Think about the situations below. What do you think would be the best way to repair the communication?

- You make a joke in an online chat room, but your friend thinks you're being serious and takes offence.
- A friend asks you for advice, but you're distracted, watching your favourite programme on TV and you answer without really listening. Your friend looks hurt.

b  Share your ideas with the class. Who has the best solutions?



a



b

SPEAKING & VOCABULARY: communicating

1 Work in pairs. Look at the photos. Answer the questions.

- Where do you think the people are?
- What is the purpose of each sign?
- Which are protests? Which are giving information?
- Which is the most effective? Why?

2 **a** Match sentences 1–6 to one (or more) of photos a–d.

- 1 This person is **making a** very serious **point**.
- 2 This person isn't trying to **change** anybody's **mind**.
- 3 This person doesn't really have a particular message to **put across**.
- 4 This person isn't trying to persuade anyone, they're simply **speaking their mind**.
- 5 This person is **standing up for** animal rights.
- 6 This sign certainly makes you stop and **pay attention**.

b Match the words and expressions in **bold** in 2a to definitions a–f.

- | | | |
|---|---|-------|
| a | express a personal opinion | |
| b | support and fight for something | |
| c | transmit information successfully | |
| d | influence someone's opinion | |
| e | express a particular argument | |
| f | look at or listen to something very carefully | |

3 **a** Complete the questions with the expressions in 2a.

- 1 Which sign do you think makes people the most? Why?
- 2 What rights is the man in the masking for?
- 3 Do you think any of these signs can actually people's? If yes, which?
- 4 Which sign do you think ising the most important?
- 5 Do you think making a sign is the best way to a message? Why/Why not? What other ways are there?
- 6 Do you ever your in public like this? Why/Why not?

b 1.4 Listen and check.

4 Work in pairs. Ask and answer the questions in 3a.



c

LISTENING

1 **a** 1.5 Listen to interviews with the four people in the photos. Match interviews 1–4 with photos a–d.

b Listen again. Match statements 1–4 to photos a–d. More than one answer may be correct.

- 1 The person wanted to be funny and serious at the same time.
- 2 The person made the sign with a friend.
- 3 The person talks about how the problem is affecting their mood.
- 4 The person wants to be the first.

2 Work in groups. Discuss the questions.

- Do you ever see people carrying signs?
- What types of signs are they?
- In what way are they similar to the signs in the photos?



d

GRAMMAR

- 1 a** Match questions 1–8 to answers a–h.
- How long will you stay here for?
 - What made you want to dress like a polar bear?
 - How long did it take to make the sign?
 - How long have you been here?
 - Who gave you the idea?
 - Do you think the sign will work?
 - Did he say anything to you?
 - Who is the sign for?
- It's a powerful symbol...
 - Nobody. I just love this footballer.
 - Well, about an hour, I think.
 - Well, for nobody really... it was just a joke.
 - ... as long as necessary...
 - I hope so, but I just don't know...
 - No, unfortunately not.
 - Twenty-four hours, I slept here overnight.
- b** 1.5 Listen again and check.
- 2 a** Look at the questions in 1a again. Underline all the question words, circle all the subject pronouns and highlight all the auxiliary verbs.
- b** Which questions don't have a) question words? b) subject pronouns? c) auxiliary verbs?

- 3** Check your answers in the **GRAMMAR PANEL**. Complete 1–4.

- 4 a** Correct the mistakes.

- When the last protest was held in your town?
- What it was about?
- When played your local football team their last game?
- Who did win?
- You have ever queued to buy something?
- What you wanted to buy?

- b** Work in pairs. Ask and answer the questions in 4a.

QUESTION FORMS

Yes/No questions do not need a question word. The auxiliary verb always comes ⁽¹⁾ before / after the subject except with questions with the verb *to be*.

Did you make the sign?

Wh- questions begin with a question word such as *how, which, what, who, why, where* and *when*. Some *wh-* question words can also combine with other words. Add more examples.

How much/many/old/(2)? ...?

What sort/kind/type...?

In **Object questions** the question word is the object of the verb.

What did you make? We made a sign.

The auxiliary always comes ⁽³⁾ before / after the subject. We use *do* and *did* to form questions in the present and past simple.

Subject questions start with *who, what, which* or *how much/many*. The question word is the subject of the verb.

Who made the sign? We made the sign.

There is no subject pronoun and we ⁽⁴⁾ need / don't need to use *do/did* in the present and past simple.

Who made the sign? NOT Who they did make the sign?

See page 140 for grammar reference and more practice.

NOTICE QUESTIONS ENDING WITH PREPOSITIONS

We usually put prepositions at the end of a question.

What is he talking about? Who do you live with?

SPEAKING

- Work in pairs. Have you ever made a sign? What was it for? Tell your partner about it.
- Write your own sign. Think about
 - its purpose and its message. Is it funny or serious?
 - where you would like to show it.
 - who you would like to show it to.
- Show the sign to your partner. Ask and answer questions about your signs.

SPEAKING

- 1  Work in groups. Discuss the questions.
- Do you have a mobile phone? Is it a smartphone? What do you use it for?
 - What other technology do you use to communicate with other people?
 - What else can you use it for?

READING

- 1 a You are going to read a post from a blog called *Behind the Curtain*. Look at the headline and the description of the blogger. What do you think the post is going to be about?

b Read the blog post and check your answer.

- 2 a  Work in pairs. What is the connection between the images and the story?

- b Read the post again and answer the questions.

- 1 How has his new phone changed the writer's life?
- 2 What can he do now that he couldn't do before?
- 3 What two features of the iPhone does the writer talk about and how exactly do they work?
- 4 In what way do they change the way the writer communicates with his mother?
- 5 What else can he do with them?
- 6 Which application is the writer most impressed by? Why?

- 3 a Find words/phrases in the blog post that mean

- 1 switch something on
- 2 told you that something has happened
- 3 moved something across a surface
- 4 unclear images
- 5 walked around with no particular purpose or direction
- 6 makes something better or stronger

- b  Think of an adjective to describe the blog post. Tell the class why you chose it.

Behind the Curtain

My First Week with the iPhone

Posted by Austin Seraphin

Austin Seraphin, the man 'behind the curtain', has been blind from birth. In his blog he discusses a range of topics, including advances in computer technology that affect and help blind people.



Last Wednesday, my life changed forever. I got an iPhone. I consider it the greatest thing to happen to blind people for a very long time, possibly ever. It changed my life in 24 hours.

I went to the store with my mom. We asked the salesman about VoiceOver, a program that reads the text on the screen as you touch it. He knew about it and how to activate it, but he didn't know how to use it. 'Can he get text messages on this?' my mom asked. 'Well, yes, but it doesn't read the message,' the salesman said. Mom's hopes sunk, but mine didn't. 'Well, let's see, try it,' I suggested. She pulled out her phone and sent me a text message. Within seconds, my phone alerted me, and said her name. I simply swiped my finger and it read her message: Hi Austin. She almost cried.

The other night I downloaded an app that identifies colors. It uses the phone's camera and speaks the names of colors. Some of them have very surreal names, such as Atomic Orange, Cosmic, Hippie Green, Opium and Black-White. I have never experienced this before in my life. I can see some light and color, but just in blurs, and objects don't really have a color, just light sources.

The next day, I went outside. I looked at the sky. I heard colors such as 'Horizon', 'Outer Space' and many shades of blue and gray. I used color cues to find my pumpkin plants, by looking for the green among the brown and stone. I spent ten minutes looking at my pumpkin plants, with their leaves of green and lemon-ginger. I then roamed my yard and saw a blue flower. I then found the brown shed and returned to the gray house. My mind felt blown. I watched the sun set, listening to the colors change as the sky darkened. The next night, I had a conversation with mom about how the sky looked bluer tonight. Since I can see some light and color, I think hearing the color names helps my perception and enhances my visual experience. Amazing!



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VOCABULARY: senses

- 1 a Look at the extracts from the text in **READING 1b**. Underline the verbs and answer the questions.

- I looked at the sky.
- The sky looked bluer tonight.
- I can see some light and color.

In which sentence is the verb

- describing an ability?
- describing a conscious action (something you decide to do)?
- introducing a description?

- b Match the verbs in the box to the categories. Use a dictionary to help you. Some verbs can fit in more than one category.

feel hear listen look see smell
sound taste touch watch

Ability	Conscious action	Description
<i>feel</i>	<i>feel</i>	<i>feel</i>
<i>hear</i>	<i>listen</i>	

- 2 Complete the sentences with the verbs from **1b**. More than one verb may be possible.

- Don't that! It's hot!
- Can you that sound? What is it?
- Mm. That nice. What are you cooking?
- Is that Ana singing? She really good!

- 3 a Choose the correct verb to complete the questions.

- How well can you *look / see*? Do you need to wear glasses? Do either of your parents wear glasses?
- Do you prefer to *hear / listen* to music quietly or at full volume? Why?
- Does it get very cold in your hometown in winter? Do you *feel / touch* the cold?
- Do you like food that *feels / tastes* hot and spicy, or do you prefer more subtle flavours? Why?

- b  Work in pairs. Ask and answer the questions in **3a**. Which sense do you think is most important for you? Why?



GRAMMAR

- 1 a Which of the sentences are true for you at the moment?

- I'm looking out of the window.
- I can see something strange out of the corner of my eye!
- I can hear the sound of children playing in the distance.
- I'm thinking about this exercise.

- b  Work in pairs. Compare your answers. Answer the questions.

- Which sentences describe a conscious action that is in progress at the moment?
- Which describe perceptions (things you can sense using your five senses)?

- 2 Complete 1–4 in the **GRAMMAR PANEL** with the sentences in **1a**.

- 3 Choose the correct verb to complete the sentences.

- I've got a bad cold and *I can't smell / I'm not smelling* anything.
- I see / I'm seeing* the boss about my holiday dates tomorrow.
- What are you doing? *I taste / I'm tasting* the soup to see if it's got enough salt in it.
- I can feel / I'm feeling* the sun on my skin. It's so hot! I think *I burn / I'm burning*!

- 4 a Write three sentences describing what you are doing right now and three sentences describing what you can perceive through your senses.

- b  Work in pairs. Compare your sentences. How many of them are the same?

STATE & DYNAMIC VERBS

A State verbs

State verbs describe an emotion, a thought or a sense. They are not usually used in a continuous form.

I don't see very well without glasses NOT ~~*I'm not seeing very well without glasses.*~~

We often use the verbs of the senses (*see, hear, smell, taste, feel*) with *can* or *could*.

I can see some light and colour.

-
-

B Dynamic verbs

Dynamic (or action) verbs describe actions we decide to perform. We use dynamic verbs with continuous verb forms to talk about an action that is in progress.

I'm listening to a really interesting podcast.

-
-

Some verbs can be both state verbs and dynamic verbs, e.g. *see*.

I can't see without glasses. (*see* = sense)

I'm seeing Jane on Friday. (*see* = meet)

See page 140 for grammar reference and more practice.



TUNE IN

- 1** Work in pairs. Look at the images. Discuss the questions.
- Do you ever use these topics to start a conversation?
 - What other topics do you use?
 - What kinds of questions would you ask about them?

- 2** Work in pairs. Match verbs 1–6 to nouns a–f. More than one option may be possible.

- | | |
|---------|-------------|
| 1 hear | a wet |
| 2 watch | b better |
| 3 get | c the match |
| 4 have | d the news |
| 5 feel | e people |
| 6 know | f plans |

- 3 a** The expressions in 2 can all be used to start a conversation. Think of the conversation opener for each expression.

hear the news → *Have you heard the news about Jenny?*

- b** 1.6 Listen and compare.

- 4** 1.7 Listen and match conversations 1–5 to situations a–e.

- a strangers on a train
- b work colleagues at the coffee machine
- c work colleagues in the lift
- d a couple at home
- e strangers at a party

NOTICE HOW'S THINGS / HOW'S IT GOING?

These are common conversation starters. They are more informal than *How are you?*

How's things? is grammatically incorrect (it should be *How are things?*), but many people say it this way.

- 5** Listen again. Which conversations change topic and which follow the topic in the opening line? What does this tell you about conversation starters?

FOCUS ON LANGUAGE

- 6 a** Look at the statements and questions. Which would you use with a) strangers? b) friends/family? c) both?

- 1 Do you know something? Your face is really familiar.
- 2 Excuse me, can I give you a hand with that?
- 3 How are you feeling today?
- 4 So, how do you know Sergio then?
- 5 What's the problem? You look terrible.
- 6 What did you say your name was again?
- 7 Hi, what are you up to?
- 8 Did you sleep OK?
- 9 Hi, what brings you here at this time?
- 10 You don't know me, but...

- b** Work in pairs. Which do you think might be useful for breaking the ice?

“Stress”

1.8 Listen to the statements and questions in 6a.

Underline the main stress.

Do you know something?

Listen again and repeat with the correct stress.

OVER TO YOU

- 7 a** Work in pairs. Choose one of the situations. Student A starts a conversation with Student B. You are strangers. How long can you keep the conversation going?

- 1 standing at a bus stop
- 2 sheltering from torrential rain
- 3 standing in a long queue for tickets
- 4 waiting to check in at an airport

- b** Act out your situation to the class. Can other students guess where you are?

- 8** Work in groups. How easy do you find it to break the ice if you are interested in talking to somebody? What other typical ways can you think of?

TUNE IN

- 1** Read the online article. Match statements a–d to paragraphs 1–4.
- a It can help create goodwill and a positive image for your product.
 - b It may be expensive and time-consuming.
 - c A personal touch can help a lot.
 - d It can help get people interested in what you offer.

HOW TO RUN A SUCCESSFUL CAMPAIGN

Communication has always been the most important process in the success of any business. Here are four ways to get your message across.



1 Advertising

Choose from radio or TV, print flyers, online sites, billboards and other digital resources. All these media can help you transmit your message to a lot of people. But costs are high and it can take time and effort. If that is the case, consider social networking sites.

2 Promotion

Consider product displays, product samples or different promotional offers like discounts or free trials. The main objective is to create interest with your strategy so that people recognise your brand.

3 Public Relations

What about sponsoring events and having product launches to introduce your business to your clients? You can have press conferences or stands at trade shows. This will all help the image that you want to present.

4 Direct Selling

Sometimes you need to go straight to your clients. Organise one-on-one meetings, so you can talk to your clients on a personal level. But don't forget, before anything else, make sure you know who to go to – always consider who your target market is!

- 2** Underline the different marketing strategies in the article.

PREPARE FOR TASK

- 3** Work in pairs. Discuss the pros and cons of
- email
 - wikis
 - Twitter
 - online banners
 - merchandising
 - cold-calling
 - word of mouth

It seems to me that cold-calling doesn't work for anything – people just hang up when they hear someone selling on the phone.

- 4** Work in pairs. Which of the marketing strategies in the article and in 3 could work for these products?

- events
- mobile phone service
- last-minute travel deals
- free invitation to concert
- football team

Print flyers and email can work well for events...

- 5** How would you design a promotional campaign for your English textbook? Brainstorm some initial thoughts about it.

TASK

- 6 a** Work in small groups. Outline a promotional campaign for *The Big Picture*. Include

- the customers you are targeting
- the promotions you are going to adopt
- the form of communication you are going to use for your campaign

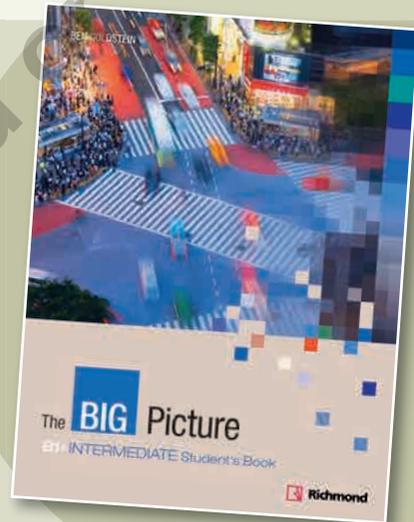
target: teachers

promotions: launches at events

communication: spread the word on Twitter, Facebook, YouTube

- b** Look at the strategies on page 158. Choose the one you think is the most effective for your campaign. Explain why and give more details where possible. Can you think of any other strategies?

I think a big event is important, it should give a good impression to the customers, so luxury hotels would be ideal.



REPORT BACK

- 7** Present your campaign to the rest of the class. Whose campaign is the most attractive, commercial, original? Which is the 'hardest sell'? Why?