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#### **UNIT OBJECTIVES**

- discuss the importance of messaging apps
- discuss written vs. spoken communication
- recount conversations, news, and stories
- write an email in a formal and informal register
- create and conduct a communication survey

# CAN WE TALK?

#### START SPEAKING

- A Look at the picture. What is the man doing? How do you think the other people feel?
- B Is this a realistic situation? Why or why not? What does it say about the use of phones in our society?
- C What other situations can you think of where you shouldn't use your phone? For ideas, watch Seung Geyong's video.



Do you agree with Seung Geyong?



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7.1

Α

# A COMMON LANGUAGE

#### LESSON OBJECTIVE

 discuss the importance of messaging apps

#### LANGUAGE IN CONTEXT

**PAIR WORK** Look at the picture and the title of the article. What are the people doing? Where are they? Read and check your answers.

# 🗍 Smartphone lifeline

We use smartphone apps to **keep in touch with** family, **catch up with** friends, **congratulate** people on special events, **respond to** invitations, and even **gossip** about our favorite celebrities.

But for migrants who leave their families behind in search of a better

life, messaging apps provide the best (sometimes the only) way to **inform their families of** their progress. Many migrants have limited resources, but their relatives **persuade** them to buy a device. Refugee camps now provide charging stations. Greenpeace recently **reported** that use of their stations had increased greatly.

Some recent immigrants to the U.S. **commented** that WhatsApp had eased their sense of isolation. One new arrival **explained** that the app allowed him to **contact** his family: "I tell them about things I wouldn't have **mentioned** in a once-a-week phone call, and they can **reply to** me at once. You feel they are really close."

For most of us, smartphones apps make daily life easier and more fun, and we even **criticize** people for using them too much. For migrants, however, messaging apps are an absolute lifeline.

#### GLOSSARY

lifeline (n) something that you depend on

#### B Choose the correct phrase to complete the statements.

- 1 For migrants, a messaging app is often a fun way / the only way to communicate with family.
- 2 Charities now provide charging stations / messaging apps to help refugees stay in touch with family.

#### 2 VOCABULARY: Describing communication

#### A **1** 2.02 Categorize the words in the box according to similar meaning. Listen and check.

catch up with explain	comment gossip	congratulate inform of	contact reply to
respond to, mention, repor			1
keep in touch v criticize, persua			/
Now go to pa	ge 147. Do the	vocabulary exerci	ises for 7.1.

#### C PAIR WORK Answer the questions.

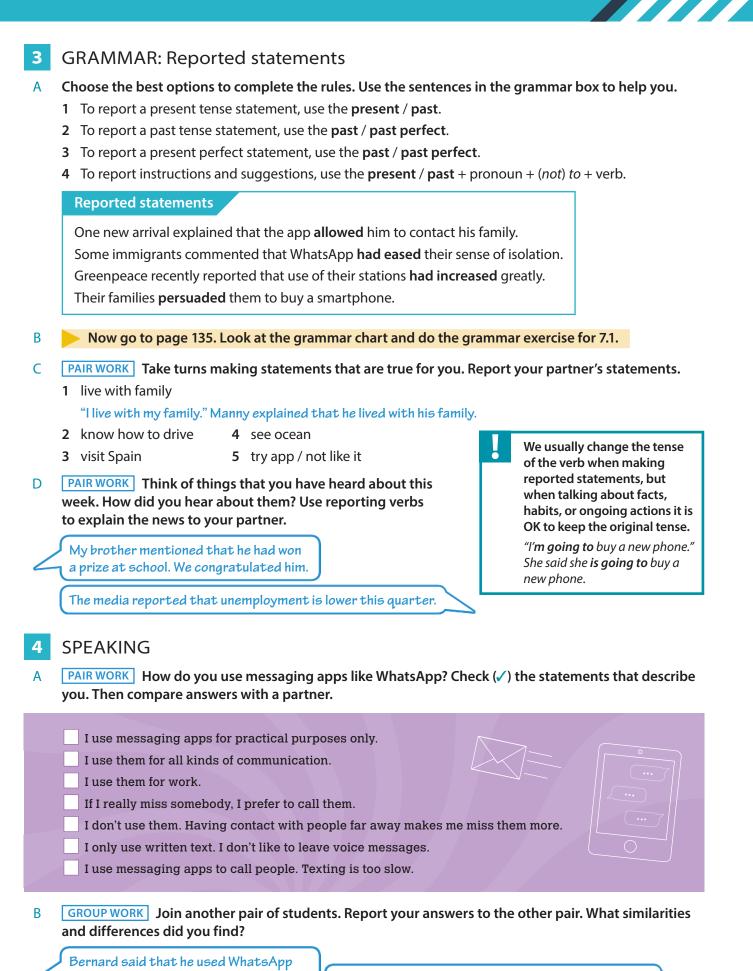
- How do you keep in touch with people who live far away?
- When was the last time that you congratulated a friend on something? What was it?
- When did you persuade somebody to do something? What was it?



В

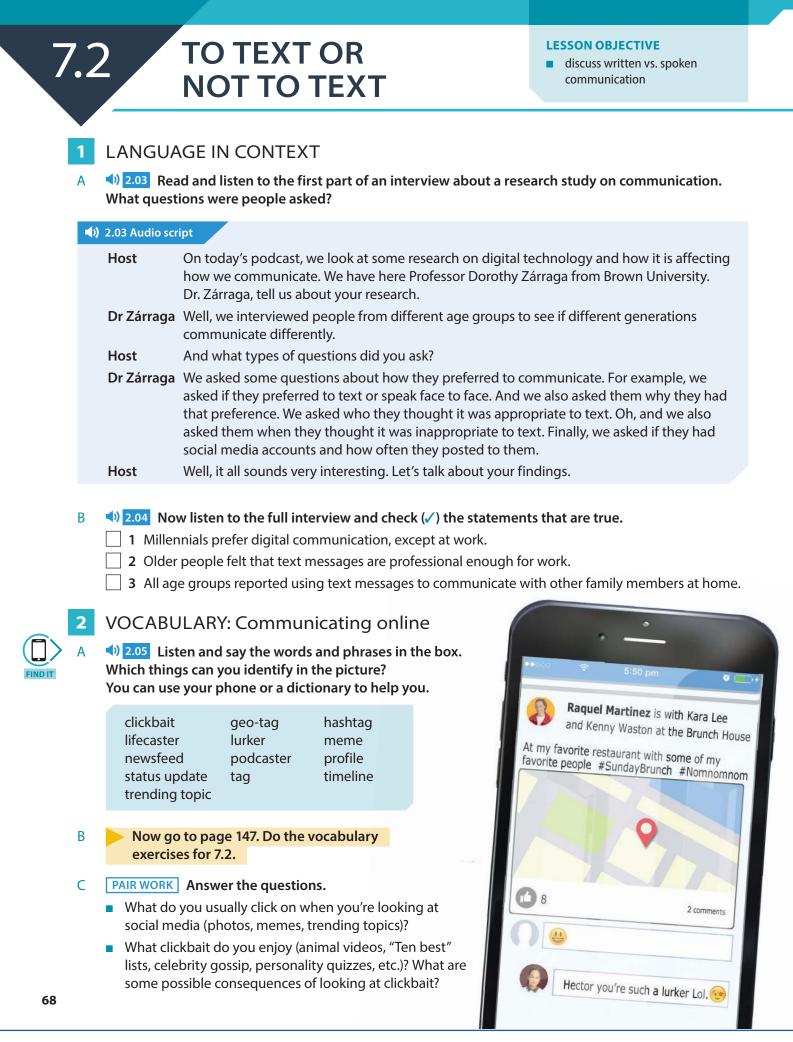
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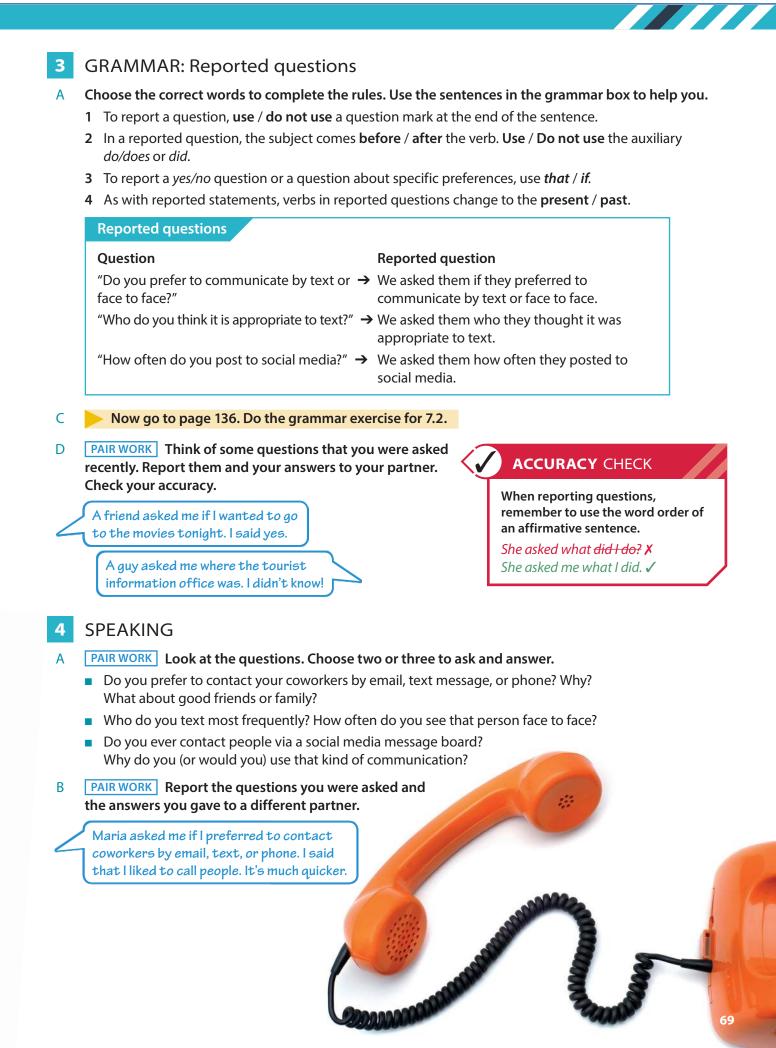
Celia stated that she only uses it for meeting friends.

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# AND I'M LIKE ...

#### LESSON OBJECTIVE

 recount conversations, news, and stories

### 1 FUNCTIONAL LANGUAGE

A **1 2.06** Look at the photos. What do you think the story behind them is? Read and listen to the conversations. Which conversation are the photos about? What do the stories have in common?

#### 1) 2.06 Audio script

- 1 A I heard that David missed Andrew's wedding because he lost his phone. Apparently, he had all the info in there!
  - **B** That's not what I heard. **Someone told me** that he "accidentally" overslept.
  - A What? Who told you that?
  - B Lauren. She asked him if he was upset about missing the wedding, and he was like, "Of course!" But she was like, "You don't look upset." Well, turns out, he was mad at Andrew and just didn't want to go.
- 2 A You'll never believe what happened to Marta! She was in a meeting at work, and what happened was, she fell asleep, right there in front of her boss!
  - B You're kidding!
  - A The funny thing was, she had been up all night preparing for that meeting!
  - B What did her boss do?
  - A At first he looked angry, but **in the end**, he laughed about it. Now it's a big joke around the office.
  - B Really? I'm not sure that's any better!

#### **B** Complete the chart with the **bold** expressions from the conversations.

#### **Recounting a conversation or story |**<sup>1</sup> that (David missed the wedding). Apparently, ... Someone<sup>2</sup> me that ... He was<sup>3</sup> , "(Of course.)" Well, turns out, ... You'll never <sup>4</sup> / guess what happened to ... What ⁵ was, ... The funny / strange <sup>6</sup> was, ... In the 7 , (he laughed about it).



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- A Barbara didn't come to work yesterday. She said she was sick.
- **B** What? I sat with her on the bus. She wasn't sick.
- A I know! Well, <sup>1</sup>\_\_\_\_\_, she had an interview for another job.
- **B** I thought so! She was wearing a very nice suit, and I'm<sup>2</sup>\_\_\_\_\_, "You must have a job interview!" But she denied it.
- A The <sup>3</sup>\_\_\_\_\_ was, the person who interviewed her called me to ask if she was a good employee! <sup>4</sup> , Barbara wrote *me* down as a reference.
- B Ha! I guess her secret isn't a secret anymore!

#### REAL WORLD STRATEGY

#### **GETTING BACK ON TRACK**

Sometimes you get interrupted or go off the topic when you're telling a story. You can use these expressions to get back on track.

As I was saying ...

Where was I? Oh yeah, ...

What was I saying?

I lost my train of thought!

- A **1 2.08** Read the box about getting a conversation back on track. Then listen to another conversation. How does the listener interrupt? What does the speaker say to get them back on track?
- B PAIR WORK Student A: Tell one of the stories from exercise 1A. Deal with any interruptions from Student B. Student B: Interrupt Student A's story two times. Student A: Get the conversation back on track. Switch roles and tell the other story.

3

Α

PRONUNCIATION FOCUS: Saying s/ or z/ at the end of a word

- A **1 2.09** Listen and repeat. Focus on the sound of the **bold** letters.
- B **1 2.10** Listen. Write A for words with /s/. Write B for words with /z/.

 1 boss \_\_\_\_\_
 3 bus \_\_\_\_\_
 5 office \_\_\_\_

 2 as
 4 turns
 6 lose

C PAIR WORK Say the words in exercise 3B to your partner. Does your partner say the /s/ and /z/ sounds clearly?

4 SPEAKING

Work in pairs. Student A: Go to page 157. Student B: Go to page 158. Read each story and act out a conversation for each one. Add details as you go.

You'll never guess what happened! Gabrielle won first prize out of 20 candidates in the painting contest at school.

I know! And the funny thing is, she was the youngest one!

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# THE EMOJI CODE

#### LESSON OBJECTIVE

 write an email in a formal and informal register

### READING

A PAIR WORK Look at the pictures. In what contexts do you think the emoji and hashtag were used? In what situations do people generally use emojis, hashtags, and abbreviations (e.g. LOL)?

The #Paris might be to promote tourism.



B **READ FOR MAIN IDEAS** Read the article from a student website and take notes. What is Dr. Patel's main argument? What is Prof. Yilmaz's main argument?

# IT'S A **#WORLD**

We all know that languages grow and change over time, new words are added to the dictionary, and old ones are removed. But what do we do with things like emojis and hashtags? They help us communicate, but are they language? We asked two professors for their opinions.

Arundhati Patel, professor of linguistics, says yes. Emojis are language because when you send a or a (2), your message is immediately clear. Modern communication symbols are like body language – they help you express yourself.

Daniel Yilmaz, professor of English, disagrees. "There is a reason that the English language has more than 100,000 words in common use," he said. Real communication is complicated. Symbols reduce our thoughts to simple personal opinions: #IhateMondays, 😩. Language, on the other hand, expresses deeper thoughts and complex ideas. "But most of our daily communication needs are simple," Dr. Patel pointed out, "so why not satisfy them simply?" Prof. Yilmaz believes this "simplicity" is actually laziness. On most smartphones, for example, emoji menus come up automatically, so people take the easy road.

Dr. Patel and Prof. Yilmaz agree on one thing: hashtags are not language, they are politics. They unite people around ideas and attitudes.

So the debate continues. Do these modern communication symbols belong in the dictionary or not? Do we really have to decide?



#### C IDENTIFY OPINIONS Read the article again and answer the questions.

- 1 Why does Dr. Patel think modern communication symbols are the same as language? What comparison does he make?
- 2 Why does Prof. Yilmaz claim emojis are not language? What does he think of emoji menus on smartphones?
- 3 What do the two professors agree on? What is their shared opinion?

D THINK CRITICALLY PAIR WORK Do you think symbols help people communicate better? Why or why not? You can use your phone to find examples to support your opinion. For ideas, watch Alessandra's video.



Do you agree with Alessandra?



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# WRITING

Look at the two emails. In what context would you read each one? How do you know? What is the difference between them?

Email A	Email B		
To: Patrick From: Melanie Subject: Final figures Hi Patrick, How's things? Strange day at the office. Very boring meeting! – if then big meal is. But can meet 2:30ish?? Have to be at the docs at 4 is Ok with you??? Let me know when you get a sec.	Reply Forward         To: Patrick         From: Melanie         Subject: Final figures         Dear Patrick,         I'm writing to see if we can find a time to meet later today. We need to go over the final figures together. I have a meeting all morning, and I'm meeting a client for lunch. I can meet around 2:30, but I'll need to leave at 4 for a doctor's appointment.         Does that time suit you? If not, could you		
Speak soon! ; Melanie	suggest another time? Looking forward to speaking with you, Melanie		

- В WRITING SKILL Identify the elements of informal register in email A and formal register in email B. How do the emojis change the register?
- С Find the formal equivalents in email B for these informal phrases in email A.

Informal	Formal
Very boring meeting!	l have a meeting all morning.
OK with you???	
Speak soon!	

**GROUP WORK** Think of other information that you could include in email B (formal). Check the D elements that would be appropriate. Which of them would be appropriate for an informal email, too?

a Gossip

- **d** Scheduling meetings
- **b** Your health

- c Changes at work

- e Free time weekend plans
- f Question about a work problem

# WRITE IT

- Е Write two short emails – one formal message to a coworker and one informal message to a friend. In both messages, update the person on what you have been doing at work or in your free time and include plans to meet. Be sure to use different registers in the two messages. Write a maximum of 100 words in each email.
- **PAIR WORK** Read your emails. Identify different elements of formal and informal register. Are the F appropriate words and phrases used in each message?



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# **TIME TO SPEAK** Online Communication Survey

**LESSON OBJECTIVE** create and conduct a

communication survey



- A **PREPARE** Look at the pictures. How are these people using their smartphones? What are some other ways to use a smartphone? How many of the uses are related to communicating with someone?
- **B DISCUSS** With a partner, read the survey about online communication and add some questions of your own. Then answer all of the questions and take notes on your answers.
  - 1 How many social media accounts do you have? What do you use each one for?
  - 2 How many text messages do you write every day? Who to?
  - 3 How many calls do you make every day? Who to?
  - 4 How do you keep up with the news? Which source do you use most? Why?
  - 5
  - 6 7
  - **PRESENT** Report your results to the class and listen to the other results. Then, with your partner, draw conclusions about the full results of the survey.

**AGREE** Share your conclusions with the class. Did everyone reach the same or similar conclusions? Discuss the points you disagree on.

To check your progress, go to page 155.

# **USEFUL PHRASES**

PREPARE



D

To me, these images mean ... I think they represent ...

$\smile$

#### DISCUSS

I think we should ask about ... So, which social media sites ... ? My favorite news source is ... because ...



#### PRESENT

The results of this survey clearly show ... From this survey, we can conclude ... The results don't give us enough information on ...