

# UNIT 7

# CAN WE TALK?

## 7.1

## A COMMON LANGUAGE

### 1 VOCABULARY: Describing communication

A Use the words in the box to describe the quotes. Sometimes there is more than one correct answer.

catch up with	congratulate	criticize for
explain	gossip	keep in touch with
persuade to	reply	respond to



1 We were so excited to hear about the new baby. We're so happy for you!

congratulate

2 Well, I got a new job, and the baby is now walking! What's new with you?

3 Well, the reason that I was late was that my car broke down.

4 I just got your message. Yes, I will buy milk and bread.

5 Here are all the reasons we should get a dog.

6 Mike didn't do a great job on this report. He made several mistakes.

7 Hey. It's been a while since we talked, so I figured I'd call and say "hi."

8 Did you hear the news? Diana and Bernardo have broken up.

B Circle the correct words to complete the sentences.

- No one *informed* / *contacted* me that the date of the party had changed.
- Raquel was angry until Eduardo *gossiped* / *explained* that the reason he missed the party was that he was sick.
- Julio didn't know about the hurricane until he saw it *reported* / *informed* on TV.
- While we were catching up, Ben also *mentioned* / *recalled* that he got a new dog.

### 2 GRAMMAR: Reported speech

A Read the conversation. Then circle the correct words. Sometimes both words are correct.

- |      |                                |   |                                                                                      |
|------|--------------------------------|---|--------------------------------------------------------------------------------------|
| Emma | I like your hat.               | 1 | Emma said / <u>told</u> Amin that she <i>likes</i> / <u>liked</u> his hat.           |
| Amin | I have had it for a long time. | 2 | Amin said / <i>told</i> that he <i>has</i> / <i>had had</i> it for a long time.      |
| Emma | Well, it's very nice.          | 3 | Emma said / <i>told</i> that it <i>is</i> / <i>was</i> very nice.                    |
| Amin | I've been ill.                 | 4 | Amin said / <i>told</i> Emma that he <i>is</i> / <i>had been</i> ill.                |
| Emma | I'm sorry to hear that.        | 5 | Emma said / <i>told</i> that she <i>was</i> / <i>has been</i> sorry to hear that.    |
| Amin | I still don't feel well.       | 6 | Amin said / <i>told</i> that he still <i>doesn't feel</i> / <i>didn't feel</i> well. |

**B Rewrite the sentences in reported speech.**

1 "I haven't gotten any messages in a week."

*She said that she hadn't gotten any messages in a week.*

2 "Sorry I'm late. I didn't know where to go."

He told us \_\_\_\_\_.

3 "I haven't really kept in touch with Mike."

She said that \_\_\_\_\_.

4 "I'm trying to persuade my husband to get a dog."

She told us that \_\_\_\_\_.

5 "My boss criticized me for being late a couple times last week."

He explained that \_\_\_\_\_.

6 "I don't recall having sent that email."

He claimed that \_\_\_\_\_.

**3 GRAMMAR AND VOCABULARY**

**A Report what the people said. Replace *said* or *told* with one of the verbs in the box.**

commented   ~~explained~~   informed   persuaded   recalled   replied   reported

1 "Jake needs to fill in two different forms," Risa said.

*Risa explained that Jake needed to fill in two different forms.*

2 "No, I haven't been able to contact Jane," Yumi said.

3 "The post is very funny," Victor said.

4 "There was an accident at your home in the morning," the police officer told Mr. Santiago.

5 "Take plenty of warm clothes on your trip," Sara told John. (He did what she said.)

6 Mike said, "In 1998, I saw the Statue of Liberty."

7 "You paid too much in taxes last year," the accountant said.



## 7.2

## TO TEXT OR NOT TO TEXT

## 1 VOCABULARY: Talking about online communication

A Complete the definitions with the words in the box.

clickbait	geo-tag	hashtag	lurker	meme	newsfeed
podcaster	profile	status update	tag	timeline	trending topic

- A lurker reads other people's comments and posts, but doesn't make their own comments or posts.
- \_\_\_\_\_ is an article that is designed to get attention but that may not be true.
- A \_\_\_\_\_ shows information about important things happening around the world.
- You can find someone's photos and posts on their \_\_\_\_\_.
- A \_\_\_\_\_ is a piece of information (usually funny) that spreads very quickly on the Internet.
- A \_\_\_\_\_ is something that a lot of people are currently posting about.
- When you \_\_\_\_\_ a photo online, people know where the picture was taken.
- When you post a \_\_\_\_\_, you put new information online about yourself.
- Your \_\_\_\_\_ has a description of you and your interests on a website.
- When you \_\_\_\_\_ something online, you add information to it.
- A \_\_\_\_\_ helps to connect an online post with other posts on the same topic.
- If you are a \_\_\_\_\_ you host an online talk show.

## 2 GRAMMAR: Reporting questions

A Put the words in the reported questions in the correct order.

- 1 social media / asked / use / I / she / how often

*She asked how often I use social media.*

- 2 social media / asked / my parents / he / what / visited / sites / they

- 3 were / she / my favorite / what / blogs / asked

- 4 me / they / an iPad / used / if / asked / I / in high school / had

- 5 him / he / I / had / asked / met / if / anyone online

- 6 if / comment / asked / to / on / me / liked / videos / they / I



**B Write the direct questions from exercise 2A.**

- 1 *How often do you use social media?* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**3 GRAMMAR AND VOCABULARY**

**A An interviewer asked Maria questions. Complete her answers with words from exercise 1A.**

- 1 Maria replied, "No, I never tag myself in my photos."
- 2 "I use \_\_\_\_\_ because more people see my ideas that way."
- 3 "I \_\_\_\_\_ my photos so people can see where I've been."
- 4 "I update my professional \_\_\_\_\_ every six months."
- 5 "No, I don't get all of my news from \_\_\_\_\_."
- 6 "My favorite \_\_\_\_\_ is Francine Veronica. I love her show."
- 7 "I often read about \_\_\_\_\_, since everyone is talking about them."
- 8 "I only share \_\_\_\_\_ that I think are funny and harmless."

**B Report the questions the interviewer asked.**

- 1 *The interviewer asked Maria if she ever tagged herself in her photos.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_



## 7.3

## AND I'M LIKE ...

## 1 FUNCTIONAL LANGUAGE: Recounting stories

A Complete the conversations. Use the phrases in the box.

Apparently      ~~I heard that~~      What happened was that  
 Who told you that      Wow, that's terrible

**Gloria** So how was Tom's 30th birthday party? <sup>1</sup> I heard that Tom's brother, Steve, didn't go. <sup>2</sup> \_\_\_\_\_, he had the flu. He was too sick to get out of bed.

**Hope** <sup>3</sup> \_\_\_\_\_? That's all wrong. <sup>4</sup> \_\_\_\_\_ we had to change where the party was going to be. And anyway, nobody thought to call Steve and tell him. That's why he missed the party.

**Gloria** <sup>5</sup> \_\_\_\_\_!

in the end      it turns out that      someone told me that      was like      what happened was that

**Ray** Did you hear what happened to Ahsan last week?

**Ivan** <sup>6</sup> \_\_\_\_\_ he got fired for yelling at his boss.

**Ray** No, no, no. You see <sup>7</sup> \_\_\_\_\_ his boss told him he had to work over the weekend. And Ahsan <sup>8</sup> \_\_\_\_\_, "I can't. It's my daughter's birthday." Well, his boss told him that he had to work anyway, and Ahsan got mad and quit.

**Ivan** Really? Wow. That's too bad for Ahsan.

**Ray** Maybe not. You see, <sup>9</sup> \_\_\_\_\_ he was already thinking about looking for a new job. So, <sup>10</sup> \_\_\_\_\_ it might be for the best.



apparently      it turns out that      the funny thing is  
 you'll never believe this      what happened was

**Natasha** Hey Vince. Did you hear about Sara?

**Vince** No. What?

**Natasha** <sup>11</sup> \_\_\_\_\_, but she got married last weekend!

**Vince** Get out of here! I didn't even know she was dating anyone.

**Natasha** <sup>12</sup> \_\_\_\_\_ she wasn't.

<sup>13</sup> \_\_\_\_\_ she went to her

high school reunion last month, and her old boyfriend was there.

<sup>14</sup> \_\_\_\_\_ she still had feelings for him after all these years,

and <sup>15</sup> \_\_\_\_\_ he felt the same way about her. So anyway, now they're married.

**Vince** Well good for them. I hope it works out.



**2 REAL-WORLD STRATEGY: Getting back on track**

A Complete the conversation with the words in the box.

I lost my train of thought    so, as I was saying    what was I saying    where was I? Oh yeah,

**Irina** Last night I couldn't get my daughter to put her tablet down.  
**Megan** How is Olive? I heard that she won the swimming competition last week.  
**Irina** Yeah. It was great. We were proud of her. Sorry, <sup>1</sup> \_\_\_\_\_? So she wouldn't put the tablet away, and I was getting really annoyed. I wanted her to help clean up, and she'd been chatting with her friend Julia for hours.  
**Megan** I know exactly how you feel. Josh never helps clean up either.  
**Irina** It's super frustrating, right? <sup>2</sup> \_\_\_\_\_, she'd been chatting with her friend for hours and still wouldn't put the tablet away. So eventually, I took it and told her she couldn't have it back for a week.  
**Megan** Ha! I'll bet that caused a fight.  
**Irina** You better believe it. So she was yelling and screaming, and uh ...  
**Megan** Right, so she was yelling and screaming ...  
**Irina** Right. Sorry, <sup>3</sup> \_\_\_\_\_. So anyway my husband comes in, like right in the middle of this, and gives her the tablet back! I couldn't believe it. I was so angry.  
**Megan** I got angry with Mario last night. He was late for dinner, and I missed my meeting.  
**Irina** That's too bad. So, <sup>4</sup> \_\_\_\_\_ David and I got into a big argument and now we're not talking to each other.

**3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY**

A Imagine you know the woman in the picture. Make up a story about what happened to her. Write a conversation telling a friend about it. Your friend interrupts at least one time. Begin like this:

**You** You'll never believe what happened to \_\_\_\_\_  
**Friend** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Friend** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Friend** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Friend** \_\_\_\_\_



# 7.4

## THE EMOJI CODE

### 1 READING

A **READ FOR MAIN IDEA** Read the post. Underline the sentences that express the writer’s main idea.

Emojis | Blog | Add comment | Share

Are you someone like me who resists using emojis? Can you not understand why people prefer silly images over meaningful words? Well, I have news for you: You and I are the problem, not emojis. The world has moved on, and you and I must, too. Here’s why:

**Emojis are global.** When people speak different languages, they find it hard to communicate. But emojis mean the same thing to everyone. It doesn’t matter if they speak Chinese, English, or Spanish.

**Emojis are a big part of social media.** Emojis are all over social media. In some platforms, they are over 40% of text. In a few years, they will likely be over 50%. Future communication is certain to have more emojis and fewer words. People find emojis a simpler and faster way to communicate.

**Emojis are part of our everyday lives.** Now you can order pizza 🍕 with emojis in a Tweet. What will be next – ✈️ plane tickets? Why not?

Language changes slowly, but it is always happening. Emojis are part of today’s change. They are here to stay, until the next change. 🗣️

B **READ FOR OPINIONS** Read the post again. Circle the correct words to complete the statements.

- 1 The writer believes that people who resist using emojis *have good reasons / are part of the problem*.
- 2 The writer says that emojis are *helpful / unhelpful* when people speak different languages.
- 3 The writer believes that emojis *may be / will definitely be* more common in the future.

### 2 LISTENING

A **7.01** Listen to a discussion about using emojis in the classroom. Read the opinions. Write *G* for Gina’s opinion, *K* for Ken’s opinion, *B* for both, or *X* if something is not mentioned.

- |                                                                                           |       |
|-------------------------------------------------------------------------------------------|-------|
| 1 Emojis improve communication.                                                           | G     |
| 2 Emojis help make creative work easier and more fun.                                     | _____ |
| 3 Students like what is familiar. That’s why they prefer to use emojis to learn language. | _____ |
| 4 Emojis can help with students who have clear communication difficulties.                | _____ |
| 5 Emojis can’t help students understand difficult material like Shakespeare.              | _____ |
| 6 Just because students are interested doesn’t mean they learn something well.            | _____ |
| 7 There are more benefits from using emojis for younger students than older ones.         | _____ |
| 8 There are many different kinds of activities students can do with emojis.               | _____ |



**3** WRITING

A Write an informal email that does the following: tells the person you are going to miss a meeting, apologizes, and suggests a new time for the meeting.

---

---

---

---

---

---

---

---

B Now write a formal email that contains the same information from exercise 3A.

---

---

---

---

---

---

---

---

## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT 7</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
	<b>VOCABULARY</b> <input type="checkbox"/> use verbs and verb phrases to describe communication.	page 66
	<input type="checkbox"/> use terms for different types of online communication.	page 68
	<b>GRAMMAR</b> <input type="checkbox"/> report statements that were made in different tenses.	page 67
<input type="checkbox"/> report questions that were asked in different tenses.	page 69	
<b>FUNCTIONAL LANGUAGE</b> <input type="checkbox"/> recount conversations, news, and stories.	page 70	
<input type="checkbox"/> get back on track after an interruption.	page 71	
<b>SKILLS</b> <input type="checkbox"/> write a formal and an informal email.	page 73	