

7

How do we communicate?

Listening

- I can recognize linking words/phrases signalling the sequence of events.
- I can extract key details from extended monologues.

Reading

- I can scan texts on the same topic to find specific information.
- I can follow the sequence of messages on social media.

Speaking

- I can make predictions about the future.
- I can answer questions about what I have done recently.

Writing

- I can write a story with a clear sequence of events.



1 Look at the picture and discuss.

- 1 What's the girl doing?
- 2 Who's she talking to?
- 3 Why is she using technology?

2 Read and make notes. Then compare your answers with a friend.

- 1 How do people send messages to each other?
- 2 How did people send messages in the past?
- 3 Which method is faster?

3 Look at the video still. What's the computer doing?



4 Watch the video and check your answer from Activity 3. Then watch again and check (✓) the true sentences.

- 1 Computers are capturing body movement to look for clues about human feelings.
- 2 Computers don't have to learn about human emotions.
- 3 Our face is the least expressive part of our body.
- 4 Combinations of gestures help computers to read human mental states.
- 5 Human facial expressions are easy to read.

Pre-reading 1

1 Discuss with a friend.

- How many hours a day do you use a smartphone/tablet?
- Which of the following uses of a smartphone/tablet are most important to you? Why?
 - social media
 - text messaging
 - phone and video calls
 - taking pictures
 - playing games



Reading strategy

Scan texts to find specific information.

2 Read and answer. What percentage of young people spend more than eight hours a day online?

Tanya Goodin, the founder of a digital detox company aimed at teenagers, took a survey of more than 500 young people aged 13 to 18. Of those, 29% said they spent more than eight hours a day online while 36% admitted they regularly fell asleep with their phone or laptop in bed. Two-thirds (67%) said they used their phone when they were bored, and almost 60% revealed they used their phone in uncomfortable social situations.

3 Read *Digital Detox*. How many hours a day do they spend on their phones or tablets?

Reading 1

Digital Detox

Do you check your smartphone every five minutes? Do you speak more on FaceTime than you do **face-to-face**? Do you spend all your time on messaging apps? If you answered "yes", it sounds like you need a digital detox! We **persuaded** three teens to give up their smartphones and tablets for a week! Let's see how they got on.

The Rules

- No access to smartphones, tablets, or laptops
- No TV
- Only calls on landline phones permitted

Ben, 13, San Francisco, United States



I spend about five hours a day on my phone or tablet, mainly messaging my friends and playing video games. My mom **convinced** me to take part in the digital detox. At first, it was really difficult and I was really bored. I used my landline to call my best friend but it was strange talking on the phone – you can't see the expression of the person you're speaking to. I had so much time on my hands that I decided to research old methods of **non-verbal** communication. To do my research I had to go to the library, of course! Native Americans used smoke signals to **communicate** over long distances and other ancient cultures used drums. My dad wasn't keen on me doing either of those in my bedroom! It was fun not using my phone. I might do another detox in the future.

Khadejah, 14, Birmingham, U.K.

I use my phone all the time, about six hours a day. Even when my friends come to visit we use our phones for **messaging** each other and other friends, and looking at social media. I think we've created a whole new language group with emojis and hashtags. But emojis can lead to more **misunderstanding** than **written** or verbal communication.

During my digital detox, I saw my friends face-to-face a lot more. I found myself using hand **gestures** more often during conversations to **express** myself. I even **imitated** emojis with facial expressions and did hashtag signs with my hands! It was liberating not to have my phone for a week. I definitely spent more time actually talking to my friends and family, and I did more homework! I was happy to get my phone back after the end of the week, but I won't use it as much as I did.



Lauren, 15, Austin, United States

I'm partially deaf, so messaging apps and FaceTime have been a breakthrough for me and the rest of the non-hearing world. I use my phone for at least four hours a day. Over the last 20 years, everyone has gone from verbal to more written forms of communication like email, SMS, and messaging apps – it's great for the deaf community!

I've never used a landline phone because I can't hear the replies very well. I use my smartphone to communicate with friends a lot. I use FaceTime with my non-deaf friends as I can lip-read and have a two-way conversation. I use sign language on FaceTime with my deaf friends. **Sign language** is a language for the deaf which uses hand gestures to represent letters and words. We use a lot of facial expressions as well to show emotions. During my detox week I went out with friends a lot more. A group of teenagers not making any noise but all chatting away in sign language certainly gets attention!

I was so happy at the end of my digital detox week. I know teenagers are addicted to their phones, but I felt really isolated without mine.



4 What do you think would be the most difficult thing about a digital detox?

Comprehension 1

- 1** Read *Digital Detox* again and answer.
- 1 a** How did Ben find the digital detox in the beginning?
 - b** Which key word(s) helped you find the answer?
 - 2 a** What did Kadejah do during her digital detox?
 - b** Which key word(s) helped you find the answer?
 - 3 a** What does Lauren never use?
 - b** Which key word(s) helped you find the answer?

2 Who do you think says the following? Answer **B** (Ben), **K** (Kadejah), or **L** (Lauren).

- 1** Emojis can cause misunderstandings. I once used a crying-laughing emoji when I meant to use a crying-sad emoji, and my friend was really upset!
- 2** Modern forms of written and audio-visual communication have been life-changing for people like me.
- 3** Looking for answers in library books was fun but a lot slower than Google!

3 Work in groups of three.

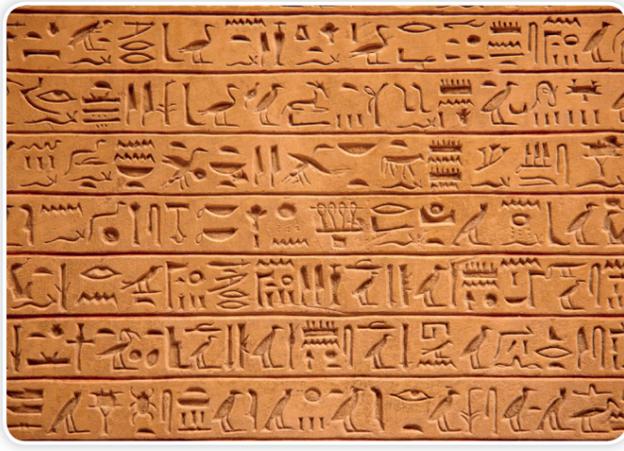
- 1** Compare how much you use digital technology each day.
- 2** Discuss which member should do a digital detox.

Listening 1

4 Without technology, how would you communicate with friends and family? Discuss with a friend.

Listening strategy
Listen for sequencers and dates to understand chronology.

5 Listen. What was the first form of written communication?



6 Listen again. Number the forms of communication in chronological order and write the dates when they started.

- Morse code 
- Cave painting 
- Chatrooms 
- Telephone 
- Pictograms 
- Blogs 

7 Which forms of communication in Activity 6 have you used? What advantages or disadvantages do they offer?



Vocabulary 1

1 Complete the chart. Then write the verbs as nouns.

communicate	convince	express	face-to-face	gesture	imitate
message	misunderstand	non-verbal	persuade	sign language	written

<u>Ways to communicate</u>	<u>Verbs</u>	<u>Nouns</u>

- 2** Listen and say.
- 3** Work in pairs. Brainstorm kinds of communication.

Audio radio
 Visual blogs
 Audio-visual TV

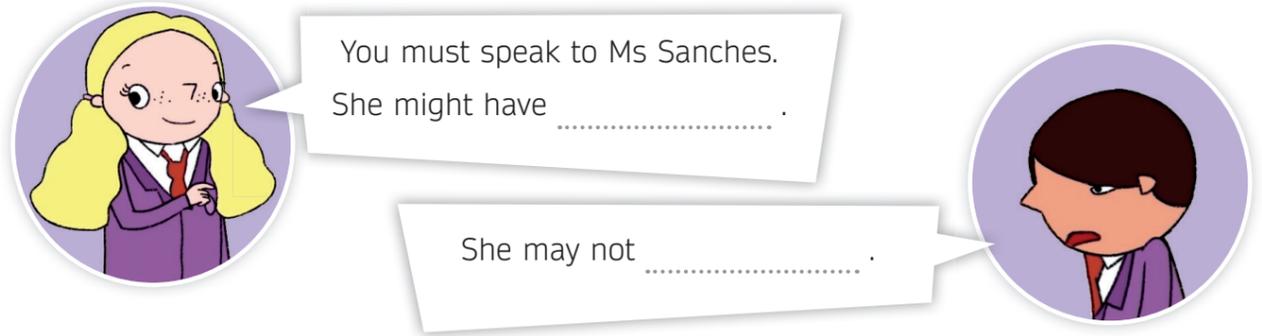
4 Discuss with a friend. When do you use different kinds of communication?

I use the landline telephone to speak to my grandma.

Really? My grandma has a smartphone so we have video calls.

Grammar 1

1  Watch Parts 1 and 2 of the story video. Who are the two new people at school? What do Jade and Oli say?



You must speak to Ms Sanches. She might have

She may not

2  Watch Part 2 of the story video again. What's Oli's problem? Check (✓).

- 1 He doesn't like the new boy.
- 2 He doesn't know how to roleplay.
- 3 The role-play situation reflects his real life situation.

3 Read the grammar box and circle.

Grammar

Future using *may* / *might*

In the future, people **might** travel to other planets.
 In the future, we **may not** write letters.
 I **won't** be available on Saturday. My sister **will** be there.

- 1 We use **may (not)** and **might (not)** to express **certainty** / **possibility** in the future.
- 2 We use **will** and **won't** to **make predictions** / **express certainty** for the future.

4 Read *Digital Detox* again. Circle sentences expressing certainty and possibility for the future.

5 Read and circle.

- 1 I definitely **will** / **won't** be able to come after school. I'm too busy.
- 2 Quick! If we leave now, we **won't** / **might** make it in time.
- 3 We **may not** / **'ll** meet you outside the shopping mall at 8 p.m. See you soon!
- 4 Mom says we **may** / **won't** have pizza for dinner, if we're good.

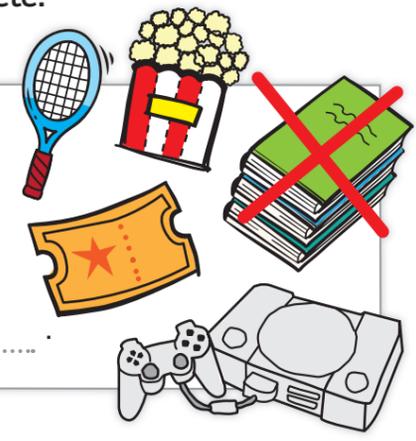
6 Look at the weather forecast. Read and complete.

Day	Weather	Probability
Friday		100%
		50%
Saturday		35%
		40%
Sunday		0%
		65%

- 1 On Friday it be sunny.
- 2 It rain on Friday.
- 3 It be sunny on Saturday.
- 4 It rain on Saturday.
- 5 On Sunday it be sunny.
- 6 It snow on Sunday.

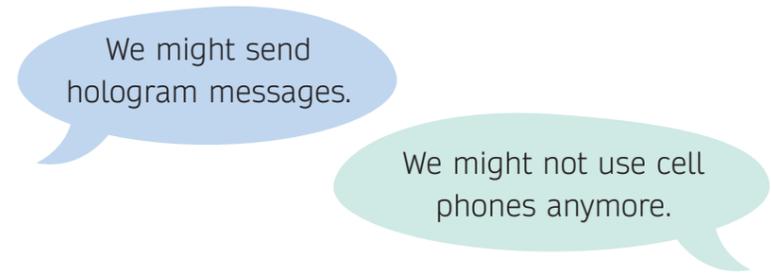
7 Look at Hazel's possible plans for the weekend and complete.

This weekend I might with my friends.
 We
 I with my
 We I might not



Speaking 1

8  What may be the future of communication? Discuss with a friend.



We might send hologram messages.

We might not use cell phones anymore.

Speaking strategy

Use phrases like *I thought so, too* and *I didn't think of that* to compare ideas.

Pre-reading 2

1 Think about the last message you wrote. Discuss with a friend.

- 1 Who were you messaging?
- 2 What were you chatting about?

Reading strategy

Describe a setting or event in detail.

2 Read the messages. Why do you think they decide to meet face-to-face?

The most amazing thing happened this morning.

What?! Tell me!

So I was visiting my friend Sara and I got talking to her dad.

Is that the friendly guy with a beard? 🧔

Yes! He's a film director, he's directed all sorts of really cool films!

I tell you what, Marta – shall we meet face-to-face so I can tell you properly?

3 Read *Head Boy Hearing*. How many different people message? Who writes the last message?

Reading 2

Head Boy Hearing

Well this is awkward. I'm Ben Bradley, Head Boy of Carlton Academy 2036-2037 and captain of the Hover Board Hockey team and I'm waiting for my hearing in front of the virtual school council. I find myself accused of vandalism. There is a new unfriendly system at school where any serious disciplinary matters are decided by the virtual school council online. I must represent myself in writing, which is a shame as I can't use my charm and humorous conversation skills. The school council site flashes on my laptop. My hearing is about to go live. I suddenly feel quite emotional about the situation.
beep

Virtual school council hearing #043 Ben Bradley

Ok, here we go. 500 words just aren't enough to prove I didn't do this, and I'm already down to 479. Well, my name is Ben Bradley as you already know. I'm Head Boy. I'm innocent.

@JJ_Bee We've all read the evidence already. We know that a can of spray paint was found in your locker. I think you're **#guilty**

Please don't use up my words. Now I've only got 429 left. I need my words. I'm head boy. I'm captain of the Hover Board Hockey team. Why would I want to vandalise the changing rooms? And why would I throw my own Hover Board through a window? Seriously?

@Amol_Chandra We've got eye-witness accounts and CCTV images showing you running from the scene. **#guilty**

Please, please – if your choice is guilty, make that all you say. My words are precious. Don't use up my words and waste my hearing time. This system is ridiculous.

@Teacher_Chair Let's keep to the point, please. If we **collaborate**, we can get through this quickly.

@Gregory.Adams You're not even trying to make an argument. I'm speechless. **#guilty**

Greg, listen to me – I know that you're an educated student, so listen to the truth. I never mentioned this before. I was protecting him – my brother, Cal. I love my brother, but he's jealous of me. He wants to be the captain of the Hover Board Hockey team and wants me out of the way. Do you understand what happens to me if there are more guilty than innocents? I will be suspended from school. I'll lose the title of Head Boy. I'll lose the scholarship I have to the best college in the country. That will harm my whole future! And, worst of all, without me the Hover Board Hockey team won't win the Tri-County school's cup for the first time in four years!

@RyanRox I believe you're being dishonest, but I don't want our team to start losing – you're a good captain! **#innocent**

Thank you, but I DIDN'T do it. It was my brother, Cal Bradley. He put the spray paint in my locker. It's his image on the CCTV.

@Rosie_Red Ben, I've seen your brother. He does resemble you with his hair style and clothes. I think you are **#innocent**

Anyone else? Anyone else to vote innocent? And please save my words.

@Zu_Chan I agree with @Rosie_Red – your brother does look really like you. And I know what his **behaviour** can be like sometimes. **#innocent**

YES! It's a draw. That's a draw, right? So I can request a second hearing, can't I? Then I can bring in the evidence against Cal. Oh YES! Thank you @RyanRox, @Rosie_Red and @Zu_Chan. You guys have saved my future! 453 words. Nearly there. Is there anyone else online? Anyone want to give me another #innocent to save us from a retrial?

@Teacher_Chair Anyone?

Ok. I'll quickly use up my word limit since we're not quite there yet blah blah blah 494 blah blah 497 blah.

@Cal_Bradley **#guilty**, brother.



4 Do you think this form of communication might be used in the future for trials and hearings? Why?



Comprehension 2

1 Read *Head Boy Hearing* again and answer the questions.

- 1 What was the verdict of the first three people to post responses?
- 2 Who was the first person to give a #innocent verdict?
- 3 Apart from Ben, which other person didn't give a verdict?

2 Read and complete.

Thank you for taking part in the student council hearing #043 of Ben Bradley. Before any further action can be taken against the defendant, we need you to resubmit your verdict with a reason.

@RyanRox # innocent
Reason:

@Gregory.Adams #
Reason:

@Amol_Chandra #
Reason:

@Zu_Chan #
Reason:

@Cal_Bradley #
Reason:

@JJ_Bee #
Reason:

@Rosie_Red #
Reason:

3 Listen to the school principal and @Teacher_Chair discussing the hearing. Check your answers from Activity 2.

Listening 2

4 Have you ever written a poem? Why do you think people write poetry?

Listening strategy
Follow an audio presentation of a poem.

5 Listen. What's the poem about?



6 Listen again. Write the different things the author does on the phone. Compare with a friend.

.....
.....
.....

7 Discuss the poem with a friend.

- 1 What do you think it means?
- 2 How does it make you feel?
- 3 What does communication mean to you?

Vocabulary 2

1 Work with a friend. Write a synonym for each word. Use a dictionary or a thesaurus.

British	American
behaviour	behavior

- | | |
|--------------------------|-------------------------|
| 1 conversation (n) | 7 argument (n) |
| 2 speechless (a) | 8 awkward (a) |
| 3 emotional (a) | 9 request (v) |
| 4 represent (v) | 10 unfriendly (a) |
| 5 behavior (n) | 11 hearing (n) |
| 6 collaborate (v) | 12 dishonest (a) |

2 Listen to definitions of the words in Activity 1. Which words do they refer to? Work with a friend.

3 Match the symbols to their names and uses on social media.

- | | | |
|-----|---------|--|
| 1 @ | emoji | precedes a word or phrase to give topic headings |
| 2 # | dot | used in email addresses and social media user names |
| 3 😊 | hashtag | separates a website's name from its domain (it's a period but for internet use we say <i>dot</i>) |
| 4 . | at | a little picture that shows an emotion or illustrates a topic of conversation |

4 Write a social media chat with a friend. Include words and symbols from this lesson.

.....

.....

.....

.....

.....

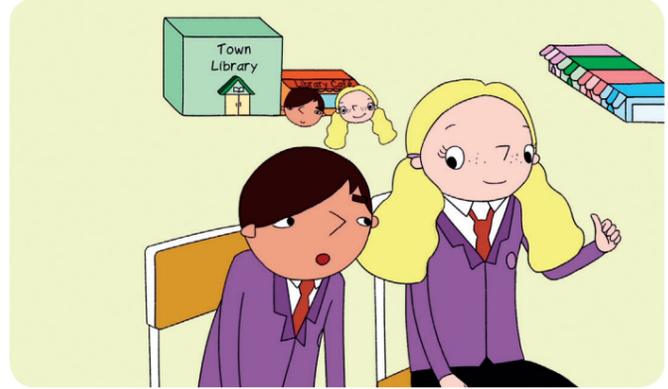
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Grammar 2

1  Watch Part 2 of the story video again and write what Jade says.



We can meet in the library café.
I've there before.

2 Read the grammar box and complete.

Grammar

Present Perfect with *already* and *yet*

Has she finished **yet**? She hasn't finished **yet**.
I've **already** finished!

..... is used in affirmative sentences.
Yet is used in and negative sentences.

3 Read *Head Boy Hearing* again. Circle sentences with *already* and *yet*.

4 Complete the sentences with *already* or *yet*.

- 1** Have we finished the experiment
- 2** I've finished all my homework for today.
- 3** We haven't started the exam
- 4** My brother hasn't come back from school
- 5** Have you been to the new skate park
- 6** Arthur has eaten his lunch.

5 Write the words in order to make sentences. Use correct punctuation.

- 1** called / Terri / Grandma / yet / has
.....
- 2** she / yet / the / answered / hasn't / phone
.....
- 3** emails / I've / today / already / three / sent
.....
- 4** yet / have / your / posted / blog / you
.....

6 Look at the pictures and write. Use *already* and *yet*.

- 1 Lucy:**
- Mark:** No, I haven't.
- 2 Emma:** Has Rania finished playing basketball?
- Tony:** No,
- 3 Rick:** Do you need to do any homework?
- Sam:** No, I don't.



Speaking 2

7 Look at the to-do list of tasks on a school day. Check (✓) what you have already done. Add three more tasks that you haven't done yet.

8  Look at the list in Activity 7. Ask and answer with a friend. Make questions with *yet* and answer with *already* or *yet*.

To-do list

- 1 send Mom a text
- 2 have lunch
- 3 do homework
- 4
- 5
- 6

Have you met your new teacher yet? Yes, I've met her twice already. Have you had lunch yet? No, I haven't had it yet.

Writing

- 1** Read the story. Is it set in the past or the present?



A Letter in a Bottle

Paul was feeling very emotional. If only there was a way he could contact his father. But it was impossible – his dad was already thousands of kilometers away on the other side of the ocean. Paul, his mother, and his little sisters were going to make the long voyage to Australia to join their father, but they couldn't go yet. Their ship was leaving in two months. Paul decided to write in a letter everything he wanted to say to his dad; how much he missed him, how excited he was to see him again, how he'd already grown two inches since he last saw him.

Paul rolled up his little letter, put it in a small bottle, and put the cork in very tightly. He ran down to the beach and threw the bottle into the ocean.

Years later, Paul and his father were walking along the beach. Paul saw something shiny in the waves. It was the letter he wrote all those years ago!

- 2** Read again and answer.

- Beginning:** Is Paul younger at the beginning or the end of the story?
- Middle:** What object is used to focus the reader's attention?
- End:** How does this object link earlier and later events?

Writing strategy

Organize an event sequence that unfolds naturally in a story.

Fourty years later, Laurie was waiting ...

- 3** **WB** Brainstorm ideas for your own story. Organize them in a mind map. Then go to the Workbook to do the writing activity.

Now I Know

- 1** How do we communicate? Look back through Unit 7, remember what you learned, and write.

- 2** Choose a project.

Research communication in the past.

- Use books or the internet to research past forms of communication.
- Create an infographic or a timeline about the history of communication.
- Present your research to the class.

Make a form of communication.

- Work with a friend. Imagine you are in apartments on either side of the street. You can see each other but you can't hear each other. You can't use any technology.
- Think of a way you can communicate. For non-verbal communication, write a language or code.
- Try out your communication method.

or

Self-assessment

Check (✓) or cross (x) for you.

- I can't do this yet. I can do this. I liked doing this.

I can recognize linking words/phrases signalling the sequence of events.

I can extract key details from extended monologues.

I can scan texts on the same topic to find specific information.

I can follow the sequence of messages on social media.

I can make predictions about the future.

I can answer questions about what I have done recently.

I can write a story with a clear sequence of events.