

GETTING STARTED

My battery was flat.



THIS UNIT INCLUDES:

VOCABULARY

Communication forms and communication technology

PRONUNCIATION

Stress in words ending in *-ity* and *-itive*

GRAMMAR

Future continuous: review
V+ *to*-infinitive

COMMUNICATION

Talking about communication now and in the future

Using *netiquette* when communicating online

Listen and read.

Phuc: Hi Nick. What happened today? We were waiting for ages and you never showed up!

Nick: Hi Phuc. Well I wanted to ask you the same question.

Phuc: Why? We planned to meet outside the cinema, didn't we? We waited and then Mai decided to go in without you. She didn't want to miss the start of *Frozen* you know. Did you oversleep or something?

Nick: No, I was there on time, and it was me who waited for you two.

Phuc: Are you kidding? We didn't see you there. We tried to call you but couldn't get through.

Nick: I couldn't call you either. My battery was flat.

Phuc: Never mind. We can try again. How about this Sunday afternoon at 2.30 p.m.? There's *Superman 3*.

Nick: Great ..., but I'll be having my Vietnamese class then. Let's go for the 4.15 p.m. show. I'll need to take the bus to Nguyen Du Street and it's quite far.

Phuc: But it's not Galaxy Nguyen Du! We'll be seeing it at Galaxy Nguyen Trai ... Wait ... Which cinema did you go to today?

Nick: Oh no, I went to Galaxy Nguyen Du. I wish my mobile phone had a better battery!

Objectives:

By the end of this unit, students can:

- pronounce the words ending in *-ity* and *-itive* correctly in isolation and in context
- use lexical items related to the topic 'Communication'
- use some verbs that are followed by *to*-infinitive
- read for general and specific information about communication in the future
- talk about communication now and in the future
- listen for general and specific information about netiquette
- write an email using netiquette

GETTING STARTED

My battery was flat.

Introduction

Before starting this unit, do a quick whole-class activity to review the past perfect learnt in Unit 9. For example, write two sentences on the board and ask Ss to change them into one sentence using past perfect.

I missed the school bus. I was annoyed.

(I was annoyed, as I had missed the school bus. / I had missed the school bus so I was annoyed.)

Now start the new lesson. T can prepare one of these lead-ins for this unit.

1) Prepare two photos: one of people talking to each other face-to-face using verbal language, gestures, facial expressions, body language etc, and one of people communicating with animals. Ask Ss to guess the topic of this unit. Once Ss have got the answer, ask them to work in pairs to list down as many ideas as they can about how people communicate.

2) Bring your mobile phone into the class. Elicit the phone's functions from Ss and write them on the board. Then discuss with Ss which functions are helpful for communicating, and which functions are not. Ask Ss to explain their choice.

- 1** Ask Ss to open their books and look at the pictures but cover the conversation. Introduce Phuc and Nick talking on...; the phone and the other pictures of Phuc, Mai, and Nick. Brainstorm questions with Ss and write them on the board. Questions may include:

What do you think Phuc and Nick are talking about on the phone?

Where are Mai and Phuc in the first picture?

What are they doing there?

Where is Nick in the second picture? What is he doing there?

What is it in the third picture? What does it mean?

What is a possible connection between pictures 1, 2 and 3?

Accept all possible answers from Ss. Remember not to give correction at this stage.

For a more able class and if time allows, ask Ss to work in pairs to build a story based on the pictures. Have Ss report their stories. Accept all versions.

Tell Ss they are going to listen to the conversation between Phuc and Nick. Play the recording. Elicit the connection between the pictures. Were their earlier guesses correct?

a Find words or phrases in the conversation that mean:

1. to wait for a very long time
2. to arrive
3. to succeed in talking to someone on the phone
4. "My battery had no electrical power left."
5. "Are you making a joke?"
6. "Let's do that again."

b Decide if the statements are true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Phuc, Mai and Nick wanted to see a film today at <i>Galaxy</i> cinema. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Only Mai and Phuc watched the film. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Nick was asleep at home at that time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mai and Phuc could not reach Nick on the phone. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nick went to the wrong <i>Galaxy</i> cinema. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Nick will not be able to go to the cinema at 2.30 p.m. this Sunday because he will be having a class. | <input type="checkbox"/> | <input type="checkbox"/> |

c Why couldn't Phuc, Mai, and Nick see the film together as was their plan? What was the problem? Was it *only* because of Nick's mobile phone?

2 Match the words/ phrases with the photos about ways of communication. Then listen to check your answers.

- | | |
|------------------------------|-----------------|
| using social media | emailing |
| meeting face-to-face (F2F) | video chatting |
| having a video conference | using telepathy |
| sending letters (snail mail) | |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

3 Fill the gaps with the correct form of the words/ phrases from the box in **2**.

1. _____ including Facebook, YouTube, etc. as a means of communication has become very popular among young people.
2. Our group has worked online the whole time! Now let's _____!
3. If you want to write to a friend in another country, _____ is a faster and cheaper way than _____.
4. _____ is a way to communicate instantly by thought.
5. In the future, maybe voice calls will disappear. We will use _____ to talk to and see a friend at the same time.
6. We should _____ this week. Kate will be able to join us from Hong Kong, and perhaps Tim from England too.

Look out!

These nouns can be used as verbs. Can you add more words to the list?

- email → to email; emailing
 conference → to conference; conferencing
 text → to text; texting



4 GAME

In groups, brainstorm all the different ways you have communicated so far today. The person with the most ideas is the winner.

- a** Tell Ss they can uncover the text. Play the recording again. Have Ss work individually then in pairs to find the words/ phrases.

Key:

- | | | |
|---------------------------|-----------------------|------------------------|
| 1. wait for ages | 2. show up | 3. get through |
| 4. 'My battery was flat.' | 5. 'Are you kidding?' | 6. 'We can try again.' |

If time allows, encourage Ss to explain the words/ phrases in the conversation. For example, Ss may say 'Phuc is saying 'We were waiting for ages' and this means he and Mai had to wait for Nick for a very long time.'

- b** Have Ss work individually then in pairs to compare answers with each other. Correct the task as a class and encourage Ss to explain for both T and F options.

Key: 1. T 2. T 3. F (Nick was waiting outside the wrong cinema.)
4. T 5. T 6. T

- c** Ask Ss to work in groups of three or four and discuss the questions. For a more able class, ask the groups to play the roles of Phuc, Mai, and Nick. What would they do if they were them?

Key:

They couldn't see the film together because Nick went to the wrong cinema. They didn't communicate clearly the name and address of the cinema beforehand. Then they were not able to contact each other because the battery of Nick's mobile phone was flat.

- 2** Ss work in pairs to complete this task. After they have finished, go through each item as a whole class. Ask Ss to further explain the meaning of the words/ phrases in the box, and/or how they work. Allow Ss to use Vietnamese if necessary.

Key:

- | | | | |
|------------------------------|--------------------|---------------------------------|-------------------------------|
| 1. having a video conference | 2. emailing | 3. video chatting | 4. meeting face-to-face (F2F) |
| 5. using social media | 6. using telepathy | 7. sending letters (snail mail) | |

If there is time, ask Ss to work in pairs to tell each other if they have ever used these ways of communication.

- 3** Draw Ss' attention to the words/ phrases from the word box in **2** again. Tell them to do this task by first underlining the cues in each item. Also remind Ss to consider the part of speech of the missing words (where applicable). Explain the **Look out!** box.

Key:

- | | | |
|-----------------------|----------------------|--|
| 1. Using social media | 2. meet face-to-face | 3. emailing; sending letters/ snail mail |
| 4. Using telepathy | 5. video chatting | 6. have a video conference |

- 4** Ss work in groups. Set a time limit and ask Ss to write down as many different ways they have communicated so far today as they can. The person with the most ideas is the winner.

Alternatively, this can be a competition between groups where they collect information from each member and collate it to find the winning group with the most communication ways.

A CLOSER LOOK 1

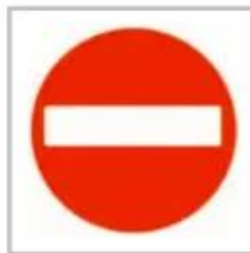
Vocabulary

1 Choose words/ phrases from the box to describe the photos about other ways of communication.

communicating non-verbally with animals
 leaving a note
 using codes
 using signs
 using body language
 sending flowers
 painting a picture
 using music



1.



2.



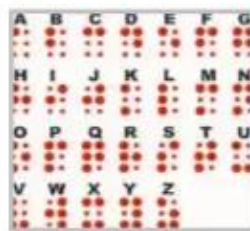
3.



4.



5.



6.



7.



8.

2 Communication technology. Match the words with the definitions.

- | | |
|-------------------|--|
| 1. chat room | a. An online discussion group in which you can leave messages or post questions. |
| 2. multimedia | b. A phone that uses a telephone line for transmission. |
| 3. landline phone | c. A device with a touchscreen with functions similar to a computer, a digital camera, and a GPS device, in addition to a phone. |
| 4. smart phone | d. People join this Internet area to communicate online. The conversations are sent immediately and are visible to everyone there. |
| 5. message board | e. Multiple forms of communication on a computer including sounds, videos, video-conferencing, graphics, and texts. |

3 Complete the diagram with the communication examples you have learnt so far. Some can be put in more than one category. Can you add more ideas?



4 Debate. Choose one or more pairs of ways of communicating. Which one is better? Why?

- | | | |
|------------------|----|----------------------|
| email | vs | snail mail |
| video conference | vs | F2F meeting |
| mobile phone | vs | landline phone |
| message board | vs | F2F discussion group |

A CLOSER LOOK 1

Vocabulary

- 1** Ss work individually first then in pairs. Encourage them to describe how the communication happens in each picture.

For a more able class, ask Ss to describe how each way of communication is different from the others.

Key:

- | | | |
|-----------------------|--|------------------------|
| 1. using music | 2. using signs | 3. leaving a note |
| 4. painting a picture | 5. communicating non-verbally with animals | |
| 6. using codes | 7. sending flowers | 8. using body language |

If time allows, after giving feedback, T may share with the class if he/ she has any experience of these ways of communication. Tell Ss when you did that, why, how, and how you felt about the experience. Ask Ss to do the same in pairs or as a whole class.

- 2** If it is possible, prepare some photos of the technology mentioned. If you have a computer connected to the Internet in the classroom, go online and show Ss an example of how these communication channels work, especially a chat room and a message board.

Some useful websites (for learning and teaching English):

Chat room:

- <https://www.englishclub.com/esl-chat/>
- <http://www.tolearnenglish.com/chat.php>
- <http://www.learnenglish.de/englishchat.html>

Message board:

- <http://www.bbc.co.uk/dna/mble/home>
- <http://forum.wordreference.com/forumdisplay.php?f=6>
- <http://www.usingenglish.com/forum/forums/3-Learning-English>

Ss then work individually or in pairs to complete the exercise. Similar to exercise **1**, after giving corrections, T can share with Ss some of their own experiences of using these technologies.

- Key:** 1. d 2. e 3. b 4. c 5. a

- 3** This task can be done in groups where Ss discuss and write down their ideas. Encourage Ss to think of all communication forms they have learnt, or the ones they know, and put them in the correct categories.
- 4** T can arrange a debate where two teams compete with each other. Each team is assigned one form of communication. The rest of the class will be the audience. The two competing teams have to try every way possible to convince the audience their communication form is better. Then the audience will decide which team is the winner.

For a less able class where debating might be too challenging, this can be done as pair work. Ss discuss each of the communication pairs and decide which one is better. Tell Ss they will need to think about both the advantages and the disadvantages. Back as a class, elicit some ideas from pairs of Ss, or ask for a show of hands about which mode of communication is better. Then elicit why.

Pronunciation

Stress in words ending in *-ity* and *-itive*

For words ending *-ity* and *-itive*, place the stress on the syllable before the suffix.

Example:

oppo'r'tunity

She got the opportunity to see *Frozen*.

'po'sitive

His answer is positive! Great!



5 Mark the stress for the following words, then listen and repeat.

- | | |
|----------------|----------------|
| 1. competitive | 5. ability |
| 2. infinitive | 6. possibility |
| 3. repetitive | 7. curiosity |
| 4. positive | 8. nationality |

6 Fill the gaps with the words in **5** and practise saying the sentences. Then listen and check.

1. What's his _____? - He's Japanese.
2. Try not to use this word too often otherwise your text will become _____.
3. Sport can be either _____ or non-competitive.
4. There's a good _____ that they will win.
5. Her dancing _____ is impressive!

A CLOSER LOOK 2

Grammar

Future continuous: review

1 Listen again to part of the conversation in GETTING STARTED. Underline the future continuous tense and answer the questions.

Phuc: ... How about this Sunday afternoon at 2.30 p.m.? There's *Superman 3*.

Nick: Great..., but I'll be having my Vietnamese class then. Let's go for the 4.15 p.m. show. I'll need to take the bus to Nguyen Du Street and it's quite far.

Phuc: But it's not Galaxy Nguyen Du! We'll be seeing it at Galaxy Nguyen Trai ...

1. What will Nick be doing at 2.30 p.m. this Sunday?
2. What will Phuc and Nick be doing at about 4.15 p.m. this Sunday?

Review

We use the future continuous tense to express being in the process of doing something at a specific time in the future.

Example:

Tonight at 8.30 p.m. Mai will be watching *Frozen* again at home. She loves it!

(She will be in the process of watching the film at 8.30 p.m.)

2 Complete the sentences with the future continuous.

1. _____ he still (sleep) _____ this time tomorrow? - No, he (study) _____ in the library.
2. She's now in Ho Chi Minh City but she (have) _____ a holiday in Da Nang at the end of this month.
3. They (eat) _____ dinner at 8 p.m.
4. _____ she (stay) _____ in her classroom during the break today? - Yes, she (write) _____ an email to her friend.
5. Mona says the children (play) _____ in the garden when you arrive.
6. This time next year Phuc (learn) _____ a new language.

Look out!

We often include a specific time when using the future continuous.



Pronunciation

Stress in words ending in *-ity* and *-itive*

Ask Ss to cover the pronunciation box. Write the words 'opportunity' and 'positive' on the board. Ask Ss to read them aloud and try to identify which syllable is stressed. Find two more words ending with the suffixes *-ity* and *-itive*. Ask Ss to say them aloud. Then elicit the pronunciation rule with the class. Have Ss read the pronunciation box and check if their rule is correct.

- 5 Ss work individually then in pairs to compare their answers. Tell Ss to mark the word stress. Play the recording and have Ss check the answers. Have Ss practise these words.

Key: 1. com'petitive 2. in'finitive 3. re'petitive 4. 'positive
5. a'bility 6. possi'bility 7. curi'osity 8. natio'nality

- 6 Ss work individually then compare the answers with their partners. Play the recording for Ss to check. Allow them plenty of time to practise these sentences with correct stress.

Key: 1. nationality 2. repetitive 3. competitive 4. possibility 5. ability



Audio script:

1. What's his nationality? - He's Japanese.
2. Try not to use this word too often otherwise your text will become repetitive.
3. Sport can be either competitive or non-competitive.
4. There's a good possibility that they will win.
5. Her dancing ability is impressive!

If time allows, ask Ss to make their own sentences with these words and read them aloud to their partners.

A CLOSER LOOK 2

Grammar

Future continuous: review

- 1 Remind Ss of the conversation in **GETTING STARTED**: how Phuc, Mai and Nick planned to see a film together but Nick went to the wrong cinema and they were not able to contact each other. Ask Ss what Phuc and Nick decided on the phone about how they would try it again this Sunday afternoon.

Write '2.30 p.m. show' and '4.15 p.m. show' on the board. Ask Ss if they remember which show Phuc and Nick chose and why.

Play the recording and ask Ss to answer the two questions.

Key:

1. He will be having his Vietnamese class. 2. They will be watching a film at the cinema.

Then draw Ss' attention to the **Review** box. Write different times of the day on the board (e.g. 7 a.m., 10 a.m., 12 p.m., etc.) and ask Ss to work in pairs to tell each other what they will be doing at these times tomorrow.

- 2 Draw Ss' attention to the **Look out!** box. Then ask them to underline the specific time expression in each item. Ss work individually then in pairs to compare their answers.

Key: 1. Will he still be sleeping; will be studying 4. Will she be staying; will be writing
2. will be having 5. will be playing
3. will be eating 6. will be learning

- 3** Look at the years provided. Work in groups to predict when the following may happen in the future. Then compare your answers with other groups.

2030

2214

2114

- We won't be using landline telephones in _____.
- We will still be sending snail mail in _____.
- We will be communicating with telepathy devices in _____.
- We will still be using art to communicate in _____.
- We won't be working F2F any more in _____.
- We will be using signs in _____, but the signs will be more interactive.



Verb + to-Infinitive

- 4** Look at the conversation in GETTING STARTED again and write down all the verbs that are followed by to-Infinitive that you can find.

Example:

*I also wanted to call you
→ want to call*

Verbs + to-Infinitive

If we want to follow a verb with another action, we must use either a gerund (Unit 1) or an infinitive.

Example:

They want to see Superman 3 this Sunday.

Some common verbs followed by to-Infinitive

- Verbs of thinking: *choose, decide, plan*
- Verbs of feeling: *love, hate, prefer*
- Other verbs: *try, want, need*

Watch out!

Some verbs such as **love, hate, prefer** can be followed by both a gerund and to-Infinitive without significant change in meaning.



5 Choose the best answer.

- We've decided _____ in Ho Chi Minh City for three more days.
a. stay b. staying c. to stay
- Do you want _____ a mobile phone battery that uses solar energy?
a. having b. to have c. has
- They chose _____ the bus there.
a. to take b. will take c. taking
- I tried _____ you lots of times but couldn't get through.
a. called b. call c. to call
- I think in the future many people will prefer _____ by using social media.
a. to communicate b. will communicate
c. communicate
- 6 The Dream List.** Imagine we are in the year 2050. Work in pairs and select three ways of communication that you think will be most common. Then make the list longer by sharing your ideas with another pair using full sentences.
Example: We'll be using video conferencing in every meeting.



- 3 Have Ss work in groups to decide which year to put in the gaps. Then go through each sentence with Ss, asking each group to call out their choice. If there is any difference in the answers among the groups, ask them for an explanation for their particular choice.

Verb + to-Infinitive

- 4 Ss work individually to complete the task. Write on the board:

I also wanted to call you → want to do something

Ask some volunteers to write the rest on the board in a similar way.

Tell Ss to look at the **Watch out!** box.

Provide the list of common verbs followed by *to*-infinitive. Ask Ss if they know any other verbs that are followed by *to*-infinitive.

Remind Ss that some verbs such as *love, hate, prefer* can be followed by both a gerund or *to*-infinitive without significant change in meaning.

Tell Ss they may want to look at Unit 1 again for more verbs that can be followed with both a gerund and *to*-infinitive.

If time allows, ask Ss to practise making sentences with these verbs.

- 5 Ss work individually then in pairs to compare their answers.

Key: 1. c 2. b 3. a 4. c 5. a

- 6 Remind Ss of the different ways of communicating from the beginning of the unit. Draw their attention to the time expression (year 2050) and ask them which verb tense should be used. Give an example if necessary. Then Ss work in pairs and share their ideas with other pairs to make a “Dream List”. If it is possible, this task can be done as a mingle activity where one pair has to talk to at least three other pairs. Remind them to use full sentences.

COMMUNICATION

Communication breakdown

Extra vocabulary

language barrier	shrug (shoulders)
cultural difference	glance
communication channel	

1 Match the following possible reasons for communication breakdown with the examples. Can you add in some more reasons and examples?

A. language barrier

B. cultural differences

C. a lack of communication channels

1. *Woman:* If you go down the corridor, you will see a sign saying *Entrée* ...
Man: What does *Entrée* mean? I'm afraid I don't understand.
2. In Sweden people call each other by their first names and this does not mean a lack of respect.
3. I can't contact him by mobile phone – the network signal is so weak here.
4. We haven't heard from him. It takes several weeks for the post to arrive in that area.
5. What is he texting here? I can't understand this crazy shorthand!
6. In some countries, yellow roses mean happiness and friendship, but in Russia, if you send someone yellow roses it means a separation.



Look out!

Communication breakdown means a lack of communication or a failure to exchange information.



2 If you don't understand body language, communication breakdown may happen. Match the body language with the meaning. Add more examples if you can.



1. You shrug your shoulders.



2. Your hands are on your hips.



3. You glance at your watch.



4. You give a big smile.



5. You raise your fists.

- | | |
|--------------------|--------------------------------------|
| a. 'I'm angry.' | d. 'It's wonderful! I'm so excited!' |
| b. 'I'm happy.' | e. 'Sorry, I need to go now.' |
| c. 'I don't know.' | |

3 Using abbreviations for online chatting and texting is not always easy to understand. Can you decode the following sentences written in texting/ chatting style without looking at the cues?

1. Where r u? We r @ Lotte on 2/F.
2. I'll b 5 mins late. CUS.
3. Wanna c a movie this wkd?
4. Pls call me rite bck. Thx.
5. Hi! Wot R U doin 2nite?
6. Did u c it? LOL.

CUS: See you soon
LOL: Laugh out loud
rite: right
pls: please
thx: thanks
Wot: What

4 Ideas Bank. Work in groups. For each communication breakdown mentioned in 1, think of a future technology idea that will help avoid it. Share your ideas with the class.

Example: Language barrier:

We will use an app on a smartphone to automatically translate what we are saying into the language of the listener.

COMMUNICATION

Communication breakdown

Introduction

First have Ss guess what they think *communication breakdown* means. Refer to the **Look out!** box. Remind Ss of what happened in the conversation in **GETTING STARTED**. Ask Ss why they think this communication breakdown happened and how to avoid it. T can share with Ss an experience of communication breakdown that T has had.

Then go through the **Extra vocabulary** box with Ss. Give examples to further explain each word where needed.

- 1** Do the first item with Ss. Then Ss work in pairs to complete this task. Once they have finished, encourage them to add in some more reasons and examples.

Key:

1. A 2. B 3. C 4. C 5. A 6. B

- 2** Elicit from Ss what body language is. Explain that understanding body language can help people avoid communication breakdown. T may give an example and ask Ss to guess what T is trying to say.

Ask Ss to cover the sentences and just to look at the pictures. In pairs Ss work out the messages from the pictures. Then Ss can uncover the sentences and do the matching.

Confirm the correct answers.

If time allows, ask Ss if they have ever used these body communication ways before. Ask them to add more examples and demonstrate these for the class to guess their meaning.

Key: 1. c 2. a 3. e 4. b 5. d

- 3** Write on the board some of the language for online communication learnt in Unit 1 and ask Ss if they can read them in the full form. Explain that using abbreviations for online chatting and texting is not always easy to understand. Ss then work in pairs to complete this task.

If time allows, ask Ss to add more online communication shorthand that they know and write a short message to their partner using this language.

Key:

1. Where are you? We are at Lotte on the second floor.
2. I'll be 5 minutes late. See you soon.
3. Do you want to see a movie this weekend?
4. Please call me right back. Thanks.
5. Hi! What are you doing tonight?
6. Did you see it? Laugh out loud!

- 4** Ss work in groups to make their group's Ideas Bank by discussing a *technology solution* that will help people avoid the communication breakdown mentioned in **1**. The groups then make a short presentation of their ideas to share with the class to make a big Ideas Bank.

SKILLS 1

Reading

- 1** Look at the letters the children from Viet Nam and Sweden sent to each other in a penfriend project. Why do you think they chose this way to communicate with each other?



- 2** Read the text.

COMMUNICATION IN THE FUTURE: WHAT IS THERE FOR US?

About fifty students in two schools in Ha Noi, Viet Nam and Umeå, Sweden have been exchanging letters in a penfriend project since 2013. 'I love to write. You can even stick something on the letter, like this tiny sweet!' said Linh, from Ha Noi about the project. From the Sweden end, Anders said, 'It's so nice to open and read real letters!' But will this be our

future communication? It's said that in a couple of decades we'll be using telepathy and holography.

Telepathy uses a tiny device placed into our head. Information will be sent and received directly to and from our brains. We'll be communicating just by thought over the **network**! Holography, a video-conference technology with **three-dimensional images**, will help us **interact in real time** in completely different places.

Impressed? Maybe, but not everyone thinks the **cyberworld** will replace the real world. Like the children in the penfriend project, I prefer to chat with my friends over a cup of tea and enjoy their company - life is more meaningful that way!



Look at the highlighted words and match them with their meanings.

1. immediately, without delay
2. to communicate with or react to
3. the opposite of a flat image
4. the digital world
5. a system of connected parts to share information

- 3** Answer the following questions.

1. What do the students like about the penfriend project?
2. What are the two ways of future communication mentioned in the text? Explain how they work.
3. Do you think the writer is happy with this future of communication? How do you know?

Speaking

- 4** In small groups, decide whether you agree with the author of this text. Why/Why not? Share your ideas with the class.



- 5** Class survey. What ways of communication do you use for the following purposes now and what will they be in the year 2030?

Purpose	At present	In the year 2030
1. working on a group project	<i>I (use)...</i>	<i>I'll be (using)...</i>
2. keeping in touch with a friend who lives far away		
3. contacting friends to meet to see a film		
4. asking your teacher something that you didn't understand in the lesson		
5. letting your parents know you want to say sorry		
6. showing love to your pet		

SKILLS 1

Reading

- 1 Ask Ss when was the last time they sent somebody a real letter, to whom, and on what occasion. Then ask Ss to look at the photos. Explain that these are the letters Ss from two schools in Viet Nam and Sweden sent to each other in a penfriend project. Ask Ss to brainstorm the reasons why they think these Ss chose this way to communicate with each other.
Then ask Ss what they think is happening in the two other photos in the text in **2**.
- 2 Ss read the text quickly for the first time. Ask them to pay attention to the highlighted words and do the matching task.

Key:

1. in real time 2. interact 3. three-dimensional images 4. cyberworld 5. network

- 3 Ss try to find the answers individually first then compare the answers in pairs. Once they have agreed on the answers they can practise asking and answering the questions with each other.

Key:

1. They love to write and read real letters. One student likes to send sweets with the letters as well.
2. They are telepathy and holography. Telepathy uses a tiny device in our head to communicate by thought over the network. Holography gives three-dimensional images and we will be able to interact with each other in real time.
3. She prefers to use real, face-to-face communication because she thinks this makes life more interesting.

Speaking

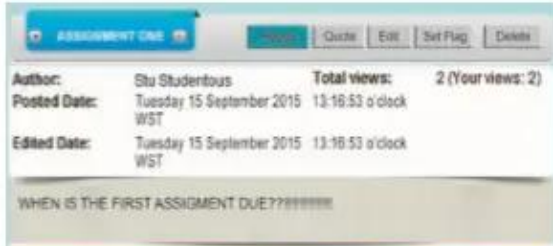
- 4 First ask Ss where in the text the author's opinion is expressed. Then they work in pairs or small groups to tell each other if they agree with the author's opinion or not, and explain why. Then call on some pairs/groups to share what they have discussed.
- 5 This can be done as a mingle activity where Ss stand up and talk to different classmates to complete the survey. Otherwise, Ss can do it in groups of five or six where each member completes the survey himself/herself and shares it with the group. The group leader will then report to the class either the ways of communication that are most mentioned or the ways of communication that the group likes best.

SKILLS 2

Listening

Netiquette

- 1** Look at the way this message is posted on an e-learning message board. Can you find any problems with it?



CAPS LOCK: a function that turns all letters into capital form

- 2** Listen to this interview between a *4Teen* magazine reporter and Dr Minh Vu about netiquette and answer the questions.

1. What is 'netiquette'?
2. What is the main rule of netiquette?
3. Besides the content of what we're communicating, what else should we pay attention to?

- 3** Listen again to the interview and complete the following grid.

	Should	Shouldn't	Why/Why not?
1. use CAPS LOCK in emails, posts, and comments			
2. check your email for mistakes or errors			
3. use a lot of shorthand			
4. respect discussion rules and use polite language			



- 4** Look at the message in **1**. Work with a partner to improve it with the netiquette you have learnt so far.

Writing

Writing an email using netiquette

REMEMBER!

- Always check that you've completed the Subject line and/ or have included the attachment
- An email to a senior person should be more formal than to a friend
- Keep the message short and accurate
- Always check your work for mistakes



- 5** Put the following parts in their correct place to make an email.

- a. Thank you very much.
- b. Please find attached my essay for week 5.
- c. Essay submission week 5
- d. Best regards,
- e. My name is Vu Minh Duc, and I am your student from class 8A.
- f. Dear Teacher,



- 6** Write a short email to your teacher to submit your group homework for this week. Check if you have used the netiquette learnt.



SKILLS 2

Listening

Netiquette

- 1 Ask Ss to look at the message board. Ask them who posted the message and who they think the message is for. Ask them to try to identify what problems in terms of communication politeness they think the message has.
- 2 Write on the board 'netiquette' and ask Ss what they think it means. Explain they are going to listen to a researcher talking about the way we communicate online. Explain CAPS LOCK in the box if necessary. Have Ss look at the questions first. Encourage them to give some answers. Then play the recording. Ss work individually then in pairs to compare their answers.

Key: 1. The word is a combination of 'net' and 'etiquette'. It's a set of rules for behaving properly online.
2. Don't say and do unpleasant things online, just like in real life.
3. It's *how* we communicate with each other online.

Play the recording again if necessary.

- 3 Before playing the recording again, first ask Ss to look at the grid and try to complete it with as much information from the recording as they can remember. Elicit the answers from Ss. If their answers are correct, move to the next activity. Otherwise, play the recording again.

Key:

	Should	Shouldn't	Why/Why not?
1. Use CAPS LOCK in emails, posts, and comments		✓	It looks like you are shouting at people.
2. Check your email for mistakes or errors	✓		It shows respect for your reader.
3. Use a lot of shorthand		✓	This may confuse your reader.
4. Respect discussion rules and use polite language	✓		People may not know who you are but you're judged by the quality of your writing.



Audio script:

Reporter: Dr Minh Vu, what exactly is 'netiquette'?

Dr Minh Vu: The word is a combination of 'net' and 'etiquette'. It's a set of rules for behaving properly online.

Reporter: Could you tell us the main rule of netiquette?

Dr Minh Vu: Remember that the people we're communicating with online are real people. Don't say and do unpleasant things online, just like in real life.

Reporter: But sometimes perhaps it's not *what* we communicate, but *how* we communicate...?

Dr Minh Vu: Absolutely. For example, if you write emails, or post comments using CAPS LOCK, this means you are shouting at people!

Reporter: Of course it's not polite at all. What else should we do when sending emails?

Dr Minh Vu: Check your message for spelling mistakes before you send it. It shows respect towards the other person. Don't use too much shorthand. This may confuse your reader.

Reporter: How about behaviour in chat rooms and on message boards?

Dr Minh Vu: Follow discussion rules. Use polite language. People may not know who you are but you're judged by the quality of your writing.

- 4 Ss work in pairs to complete this task. You may call two or three pairs to write their versions of the message on the board and the class votes for the best one.

Writing

Writing an email using netiquette

Draw Ss' attention to the **REMEMBER!** box. If possible, illustrate each of the bullet points mentioned by an example you find from the Internet, or those that you create yourself.

- 5 **Key:** 1. c 2. f 3. e 4. b 5. a 6. d
- 6 First Ss work in groups to discuss what information they would include in the email. They may look at the email in 5 for ideas. Then Ss work individually on this task. Ask them to pay attention to the netiquette they have learnt. When Ss have finished, they swap the writing with their partner to check before handing it in to T. For a more able class, T may ask Ss to try the following tasks as homework (Ss may look at 4 for more ideas):
 - Write a short post on your class message board to ask how many words the final essay should be.
 - Write a short post on a message board to help somebody answer the question *What does communication breakdown mean?*

LOOKING BACK

Vocabulary

1 Complete the sentences using the cues provided.

1. Using b_____ I _____ is an effective way for communication as long as you understand it!



2. M_____ technology makes today's communication so exciting with not only text but also sound, video, and graphics.



3. A lot of people prefer working f_____ than online.



4. Communication breakdown may happen due to c_____ d_____.



5. In the future we won't need to learn different languages to communicate if we use _____.



6. Everyone needs to learn n_____ when we communicate online.



2 Write the following text messages/ chat lines in shorthand form.

1. Thanks for your gift.
2. By the way, what are you doing this weekend?
3. Please call me right now.
4. Laugh out loud!
5. See you tonight.



3 Have you ever used music, art, codes, signs or any non-verbal ways to communicate? Tell a partner what you did. Was the communication successful?

Grammar

4 Underline the correct answer.

1. She (will not be sleeping/ was not sleeping) if you call at 9 p.m.
2. They (play/ will be playing) football at 10 a.m. tomorrow morning.
3. What (will he be doing/ will he do) this time next Monday?
4. I (am waiting/ will be waiting) at the bus stop when you arrive.
5. In 200 years we (will not be using/ do not use) mobile phones any more. We (will be using/ will use) telepathy.
6. Take the umbrella with you. It (rains/ will be raining) later today.



5 Gerund or to-Infinitive?

1. I don't mind (talk) _____ to her about this.
2. We plan (use) _____ video chatting to keep in touch with our family.
3. He's tried very hard (show) _____ his love to her by sending lots of flowers and presents.
4. She dislikes (communicate) _____ through message boards or online meetings.
5. Lena enjoyed (chat) _____ on the phone with her friends.
6. They've decided (have) _____ a video conference with their colleagues right away.

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

- 1** Ask Ss to complete the sentences by using the support from the pictures, the letter cues, and the meaning of the sentences. They work individually first and then compare with a partner.

Key:

- | | | |
|-------------------------|---------------|-----------------|
| 1. body language | 2. Multimedia | 3. face-to-face |
| 4. cultural differences | 5. telepathy | 6. netiquette |

- 2** Challenge Ss to try this task without looking back at **COMMUNICATION**. Have two or three Ss write their answers on the board.

Key:

- | | | |
|--------------------------|--------------------------------|---------------|
| 1. Thx 4 ur gift. | 2. BTW, wot r u doin this wkd? | |
| 3. Pls call me rite now. | 4. LOL! | 5. C U 2nite. |

- 3** Ss work in pairs for this task. Remind Ss that these are non-verbal ways of communication. Then call on some pairs to report their talk.

Grammar

- 4** Ss work individually then in pairs to compare their answers.

Key:

- | | | |
|-------------------------|-------------------------------------|---------------------|
| 1. will not be sleeping | 2. will be playing | 3. will he be doing |
| 4. will be waiting | 5. will not be using; will be using | 6. will be raining |

- 5** Ss work individually then in pairs to compare their answers. If time allows encourage Ss to think of other verbs that are followed by gerunds and by *to*-infinitives and make sentences using them.

Key:

- | | | |
|------------------|-------------|------------|
| 1. talking | 2. to use | 3. to show |
| 4. communicating | 5. chatting | 6. to have |

Communication

- 6** Ss discuss this task in pairs. Remind them that they can choose to talk about forms of communication people will be using or will not be using in the year 2100 and they should give the reasons why they think so.

For a more able class, this can be done as a debate if some particular forms of communication are selected beforehand for Ss to discuss.

Ask Ss to complete the self-assessment box. Identify any difficulties or weak areas and provide further practice.

Communication

- 6 Choose *any* three forms of communication in this unit and work with a partner to decide if people will be using them in the year 2100 or not. Give at least two reasons for each decision.

Example:

- Will we be using music to communicate in the year 2100?
- I think so. People will always express themselves through music.



Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about forms of communication			
• use communication technology vocabulary			
• use the future continuous			
• use some verbs followed by <i>to</i> -infinitive			
• pronounce words ending in <i>-ity</i> and <i>-itive</i> correctly in isolation and in sentences			
• communicating online following netiquette			

PROJECT

‘Action. Take one! Action. Take two!’

In groups, prepare two versions of a short sketch involving a communication breakdown to perform in class.

- Perform version 1 where the communication breakdown takes place.
- Then ask the audience to explain what went wrong and how it could be avoided.
- Next, perform version 2, this time where no communication breakdown takes place.

You can ask your teacher for help with sketch ideas.

PROJECT

'Action. Take one! Action. Take two!'

Remind Ss of:

- the reasons for communication breakdown in **COMMUNICATION**
- different ways of communicating in **GETTING STARTED** and **A CLOSER LOOK 1**

Put them into groups and ask them to think of a sketch or a role-play of a communication breakdown. Give them time to brainstorm some ideas. Move around the class, giving help where necessary.

Alternatively, T can prepare the following scenarios if Ss are short of ideas or time. Print each sketch on a piece of paper and fold it up. Each group will pick one piece of paper and prepare their performance. More than one group can have the same sketch, because they will interpret it differently. Ss may prepare the sketch out of class if more time is needed. On the performance day, more than one group may act out a similar play, but look for their different interpretation of the communication breakdown as well as their solution. Make sure everyone gives each group lots of encouragement and praise for their acting attempts.

Sketch 1:

The confused teacher

Susan is a teacher from London who comes to a small town in Viet Nam to teach English. She has her first lesson today and is very impressed by one of her students – Lien. Lien speaks English very well and is very active in the class. Later that day Susan runs into Lien in the corridor. Susan wants to compliment Lien and she says, 'Lien, your English is excellent!'. And Lien answers, 'No, it's very bad.' Susan wants to assure Lien so she confirms, 'Yes, your English is very good!' To Susan's surprise, Lien repeats quietly, 'No, it's very bad.' Susan feels rather confused and she doesn't know why Lien responds to her this way.

Sketch 2:

The best restaurant

Jerry and Diana are from the USA and they are now on holiday in France. They eat out in a restaurant and they find the food and the wine excellent. At the end of the meal the chef asks how they have enjoyed the evening and Jerry holds up his thumb and index finger to make a circle. Seeing that, the chef's face suddenly falls and he leaves immediately without a word. Jerry and Diana are left wondering what they have done wrong.

Sketch 3:

The missing fork and the giant drink

Hoang Ly is from Ha Noi and now she's visiting her grandparents in Ho Chi Minh City. Minh Anh, her friend in Ho Chi Minh City is taking her to eat out. When the food is brought out, Ly notices there is one fork missing on the table, so she asks the waiter for one. 'Chú mang hộ cháu một cái đĩa nữa được không ạ?'. Then the waiter brings her a big plate. Ly thinks perhaps the restaurant is too noisy and the waiter couldn't hear what she said.

After that, Minh Anh comes and visits Ly's grandparents. They offer her tea and Minh Anh hears Ly's grandmother telling her, 'Cháu vào lấy cho bà thêm một cái chén nữa cho Minh Anh.' Minh Anh is a bit nervous because she doesn't feel like she wants to drink such a huge bowl of tea, especially after her big meal with Hoang Ly.

Key: (NB. Encourage each group to try to find their own reasons and provide these keys only if they ask for help.)

Sketch 1

Communication breakdown = cultural differences

In Viet Nam it is typical to deny the compliments you receive. This is a way to show your modesty. However, in western cultures, people who give compliments often expect you to take them, and denial of compliments, especially if it is repeated, may be rude and make the other person feel uncomfortable. In this situation, Lien may just politely thank her teacher.

Sketch 2

Communication breakdown = cultural differences

In the USA, holding up one thumb and index finger to make a circle means *OK, good, excellent*, while in France, this gesture means something not so good, even worthless.

Sketch 3

Communication breakdown = language barrier

When the people in Ha Noi and some other provinces in northern Viet Nam say 'đĩa' they mean a fork, while this word means a plate for the people in southern Viet Nam.

Meanwhile, 'chén' in northern Viet Nam means a small teacup whereas in southern Viet Nam the word means a bowl you use to eat when having meals.