

UNIT 3

UNIT 3

SPEAKING

- ▶ Discuss attitudes now/earlier in life
- ▶ Talk about predictions
- ▶ Explain misunderstandings
- ▶ Discuss the best ways to communicate

LISTENING

- ▶ Listen to people discussing the future of communication
- ▶ Listen to a series of misunderstandings
- ▶ Watch a BBC documentary about the internet's impact

READING

- ▶ Read an article about teenage communication
- ▶ Read a story about a misunderstanding

WRITING

- ▶ Write a series of messages
- ▶ Write a memo

BBC CONTENT

- ▶ Video podcast: Can new technology help communication?
- ▶ DVD: The Virtual Revolution

contact



▶ You're going where? p32



▶ Getting connected p35



▶ In other words ... p38



▶ The virtual revolution p40



SPEAKING

1 Work in groups and discuss.

- 1 What problems do teenagers and parents of teenagers have? Why?
- 2 What is the best thing a parent can do for a teenager?

READING

2A Read the article. Does it mention anything you discussed in Exercise 1? What is the main problem it mentions?

B Complete the summary of the article. Use one or two words for each gap.

The writer is worried about the way she communicates with her ¹_____. She is always asking them questions about their ²_____, but most of the time they ³_____. She thinks that mobile phones and text messages mean that arrangements are always ⁴_____. In the end, she decides to ⁵_____ her own way of making plans. Next time she arranges to meet someone, she's going to be ⁶_____.

C Are the statements 1–5 true (T) or false (F)?

- 1 Simon usually arrives late.
- 2 The mother's teenage children always answer her questions.
- 3 The mother worries about her children when she doesn't know where they are.
- 4 The teenagers tend to make their plans early.
- 5 In the end the mother decides to change her behaviour.

D Find words or phrases in the text that match meanings 1–6.

- 1 changing an opinion or decision (paragraph 1)
- 2 manage a situation (paragraph 1)
- 3 too interested in other people's business (paragraph 5)
- 4 a fear that terrible things might happen (paragraph 5)
- 5 plans that you make just before they happen (paragraph 7)
- 6 if you can't change how people behave, then change your behaviour to be like them (paragraph 9)

3 Discuss the questions.

- 1 Do you think it is important for parents to know about their teenagers' plans?
- 2 Do you agree that mobile phones have changed the way that people make plans? How?

Life on planet teen

1 My friend Simon is always changing his mind about things. He's never quite sure where he's going to be or whether he'll be busy, and he never arrives when he says he will. This is sad, but I can cope with it. He doesn't live in my house.

2 But I don't like the same situation when it's happening under my own roof. Every day I ask my teenagers questions like an eager reporter. 'Where are you going? When are you coming back? How are you getting home?' And what do I get? If I'm lucky, a small bit of information.

3 'I think it's football after school,' says my fourteen-year-old. 'Unless that was last week.'

4 'I'm going out on Saturday,' says my sixteen-year-old. But most of my questions, however, go unanswered.

5 I don't want to be nosy. I really don't. But I would so love to have a rough idea of where members of the family are going to be. The problem is that I have an over-active imagination. The logic goes: you haven't got football, you didn't say you'd be late, therefore you must be under the wheels of a bus. But while I'm watching the clock in an attempt to stop my panic, my teenagers are changing their arrangements again ...



6 Mobile phones and text-messaging means that dates and times are always flexible. 'That's why I don't know what I'm doing on Saturday,' says my eldest. 'I won't know until five minutes before.'

7 I can, of course, keep up with all this instant mind-changing by spending my Saturday nights texting 'R U OK?' But I can't help thinking that they enjoy the last-minute arrangements because it gives parents less time to object ('You're going where?').

8 After a series of questions, I finally give up. It's obvious that while I want to carefully plan the details of our family arrangements, my sons want more freedom.

9 So, if you can't beat them, join them. Simon, I'm going to follow your lead. The next time I arrange to meet someone, I'll be late. Or I might not turn up at all.

GRAMMAR the future (plans)

4A Read the conversations about plans and complete the rules with the phrases in the box.

the present continuous going to + infinitive will + infinitive
might + infinitive

- 1 A: Are you going to Joel's party?
B: I might stay at home. I'm very tired.
- 2 A: Have you spoken to your teacher yet?
B: No, I'm going to speak to her later.
- 3 A: What time are you meeting Adam?
B: At six o'clock.
- 4 A: Do you want to come with us?
B: No, thanks. I'll see you at the stadium.

Rules:

- 1 Use _____ to talk about plans or arrangements which have already been made.
- 2 Use _____ to talk about a plan or intention. You have decided that you want to do this, but you may not have made the arrangements.
- 3 Use _____ when you are not sure what the plan is.
- 4 Use _____ to talk about the future when you have no specific plan, or you make the decision at the time of speaking.

B Look at the article above again. Find examples of the structures described below.

- 1 present continuous for talking about future arrangements
- 2 going to + infinitive for future plans
- 3 will + infinitive for a decision made at the time of speaking
- 4 might + infinitive for a plan which is undecided

▶▶▶ page 132 LANGUAGEBANK

5A ▶▶▶ 3.1 Listen and complete the sentences.

- 1 What _____ at the weekend?
- 2 We _____ my brother and his family.
- 3 Where _____ for them?
- 4 They _____ a party on Friday.
- 5 _____ with us tomorrow?
- 6 I'll ask Marion when she _____.

B Listen again. Notice how they pronounce *going to* in fast speech. Does *going to* have the same pronunciation in sentences and questions? Do we always pronounce *going to* like this? When is it different?

C Listen again and practise saying the sentences fast.

What are you going to do at the weekend?

PRACTICE

6 Underline the correct alternatives to complete the conversation.

- Pete:** Hey Dax. What ¹*are you two doing / will you two do* on Saturday night?
- Dax:** I don't know. We ²*might / will* go to the Death City Dread concert. What about you?
- Pete:** ³*I'll have / I'm going to have* a bit of a party. My parents ⁴*are going / will* go away for the weekend, so I've asked a few people to come over to my place. Kris ⁵*will bring / is bringing* his DJ equipment round, so ⁶*we're having / we'll have* music. And everyone ⁷*is going to bring / might bring* some food and drink. Euan ⁸*will come / is coming* with a few friends. Do you think you can make it?
- Dax:** It sounds great. ⁹*I'm going to text / I'll text* Leyla to ask her what she thinks. Then ¹⁰*I'm calling / I'll call* you back to let you know. Is that OK?
- Pete:** That's fine. ¹¹*I'll speak / I'm going to speak* to you later. Bye.

7A Write sentences for situations 1–6 below. Think about whether you have made arrangements already, then decide which tenses to use.

- 1 something you plan to do at the weekend
Some friends are coming to stay. (I've already arranged this)
I might go out for a pizza on Friday night. (I don't know yet.)
- 2 something you are going to do after the class
- 3 something you might buy in the near future
- 4 something that someone in your family is planning to do
- 5 a plan or ambition you have, related to your work/studies
- 6 something that you plan to do for your next holiday

B Work in pairs. Compare your ideas. Ask and answer questions to find out more information.

My sister's moving to Poland.
Really? That sounds exciting. Which city?



Invitation

EVENT NAME – Softball game

Start time: Friday, 11 March 18:00

End Time: Friday, 11 March 20:00

Location: Hove park

VOCABULARY communication

8A Match the words in the box with sentences 1–8.

gossip compliment moan boast
argue warn chat apologise

- 1 Have you heard about Vicki? She's got a new boyfriend! gossip
- 2 I just wanted to say I'm really sorry I missed the match. _____
- 3 So, how was your day? Did it go well? _____
- 4 I was the best rugby player in my school, you know. _____
- 5 No, that's not true. I didn't say that you could borrow my mp3 player! _____
- 6 Listen, it's very important that you don't get into cars with people who you don't know. _____
- 7 You look lovely. That top looks really nice on you. _____
- 8 And when I got home, the house was in a complete mess. They're so lazy. They never help. _____

B Decide who is talking in sentences 1–8, parents (P) or teenagers (T).

C ▶ 3.2 Listen and notice the intonation. Then listen and repeat.

▶▶▶ page 150 **VOCABULARYBANK**

SPEAKING

9A Think about when you were a teenager. Make a note of things you:

- loved/hated/moaned about
- argued about with your parents/friends
- were warned about by parents/teachers

B Think about your life now. Make a note about people you:

- enjoy chatting to/gossiping with
- tend to argue with
- moan about
- have apologised to

C Work in pairs. Compare your experiences. How have your ideas changed since you were a teenager?

A: I really enjoy gossiping with my girl friends about who we like and who we don't.

B: Do you? Me too! It was the same when we were teenagers!

WRITING messages

10 Work in pairs. Look at messages 1–4 and answer the questions.

- 1 When do you usually write messages to people?
- 2 What do you think the relationship is between the writer and the person they are writing to in these messages?
- 3 Are the messages formal or informal?

1

Sal
Gone to the dentist.
Be back at 4pm.
Jen

Hope you had a good day. Dinner's in the oven.
Tx

2

Martin
Please call Tricia on 07679 437 562 asap
Lucy

Can you pick us up from football tonight?
See you later
Ben & Max

speakout TIP

Leave it out! When we write notes and messages we don't always write complete sentences. We often miss out small grammatical words to make the message shorter.

LEARN TO use note form

11A Look at the messages 1–4 above. The words in the box have been left out. Which message do they belong to?

I We'll Your I've Can you I'll

B Rewrite messages 1–4 below using fewer words.

1

Are you feeling hungry?
Do you want to meet me for lunch at Pavarotti's 1pm?
Rx

Pete called to say that he won't be able to come to dinner. Do you think you could call him back on 01954 627 823? Thanks.
Jayne

2

message
We're going to see Elton John in concert. Would you like me to book you a ticket?
Tonya

I'm really sorry but I can't come to the cinema tonight because I've got too much work to do. I hope you enjoy the film.
Bess

12 Write short messages for the situations below.

- 1 You're going away for the weekend and would like your flatmate to water the plants.
- 2 You want to invite a classmate to the cinema.
- 3 You need to apologise to a work colleague for missing a meeting.

**LISTENING**

1 Look at the photos and answer the questions.

- 1 What has replaced the objects in the pictures?
- 2 In your opinion, are the replacements better than the original things?

2A Work in pairs and discuss.

- a) In the future how will we communicate with people in other countries?
- b) In the future will we still use pen and paper to write?
- c) In the future will we watch TV the same way we do now?

B ▶ 3.3 Listen to some people discussing the questions above. Do they mention any of your ideas?

C Find and correct three factual mistakes in the notes. Listen again to check.

System for translating foreign languages
Talk to foreigner on the phone + his/her words = translated into your ear
Online translation services already exist BUT often make mistakes, e.g. English to Chinese

TV programme says handwriting will disappear in 100 years
Will use thumbprints/digital signatures, e.g. scans, instead
Man says people will still carry pens
Woman says 'kids' (10–12 yrs old) may stop writing

They think there'll still be a large TV in the living room
BUT TV programmes will be 'on demand' – watch what you want
Man thinks it'll change 'in the long term' – a long time in the future
Woman agrees

3 Look at the words and phrases in the box. What do you think they mean? Use audio script 3.3 on page 166 to help you.

an intermediary (that) will stop barriers thumbprints
retina scans the most straightforward way (to do something)
on demand a large screen method of delivery

VOCABULARY future time markers

4A Read sentences 1–9 and underline the time markers.

- 1 In the near future, there will be a system for translating foreign languages.
- 2 They don't think that handwriting will exist in the next ten years.
- 3 This new system for watching TV could happen in a month or two.
- 4 Certainly in the long term this will be the future.
- 5 I think these changes will happen in the short term.
- 6 In ten years' time children won't be able to write with pen and paper.
- 7 There will still be TV sets a long time from now.
- 8 I don't think there will be any big changes next year.
- 9 Phones that can translate languages will be with us shortly.

B Look at the time markers again. Put them under the correct heading below.

- 1 An exact time in the future
- 2 Not an exact time in the future – soon
in the near future
- 3 Not an exact time in the future – not very soon
in the next ten years

C Work in pairs. Ask and answer questions 1–3, using both parts of the question.

- 1 Will you still live in the same place: a) in the near future? b) in ten years' time?
- 2 Will you still attend classes: a) six months from now? b) next year?
- 3 What projects will you work on: a) in the short term? b) in the long term?

the future (predictions)

5A Read the preview of a programme. What is the programme about?

Visions of the future

In this new BBC three-part series, physicist and futurist Dr Michio Kaku explores the science of today, tomorrow, and beyond. He argues that we are at a turning point in history. In this century, we will move from being passive observers of nature to its active designers. This will give us amazing new possibilities but also great responsibilities.



B Read some of the predictions from the BBC programme. Are they certain (C) or possible (P)?

- Artificial intelligence will revolutionise homes, workplaces and lifestyles. **C**
- Robots with human-level intelligence may finally become a reality.
- The human body could be repaired as easily as a car.
- We are going to make the ... transition from the 'Age of Discovery' to the 'Age of Mastery'.
- We are likely to live longer because of developments in genetics and biotechnology.

C Look at the underlined words above. Complete the rules with *will*, *could*, *to* or *be*.

Rule:

- We use will + infinitive to make predictions about the future.
- We use going to + infinitive to make predictions when there is present evidence.
- We use may or could + infinitive to say something is possible but not certain.
- We use likely + infinitive with to to say something will probably happen.

▶▶ page 132 **LANGUAGEBANK**



PRACTICE

6A Circle the correct alternative, a), b) or c), to complete the programme review.

Dr Michio Kaku says that in the near future we ¹_____ new worlds that look like our own world. To prove it, he flies around in Second Life and tells us that virtual reality is ²_____ more like real reality.

Kaku then jumps into a remote controlled car, and tells us the car is so intelligent that the words 'traffic jam' and 'traffic accident' ³_____ from the language.

It isn't just cars that will be intelligent. In a few years' time microchips will be so cheap they ⁴_____ into every product we buy – our walls, our furniture, even our clothes. And they ⁵_____ to be so small we ⁶_____ they exist. The internet, he tells us, will also be everywhere. Kaku says our sunglasses ⁷_____ our future home entertainment centre.

Kaku then does a virtual dance using 3-D technology (his dance partner is hundreds of miles away) and explains that one day in the near future, 3-D technology ⁸_____ the telephone and ⁹_____ air travel.

Then he looks at the popularity of robots. He concludes that, in the long term, some of our closest friends ¹⁰_____ people.

- (a) will design (b) will be design (c) will to design
- (a) become (b) going become (c) going to become
- (a) going to disappear (b) are going to disappearing (c) are going to disappear
- (a) are could be built (b) could be built (c) could built
- (a) likely (b) likely are (c) are likely
- (a) won't to know (b) not will know (c) won't know
- (a) may become (b) may of become (c) may to become
- (a) could replace (b) is could replace (c) could be replace
- (a) reduce might (b) might to reduce (c) might reduce
- (a) not might be (b) might not be (c) might be not

B Discuss. Which predictions, if they come true, will be good/bad for the world? Why?

SPEAKING

7A Look at the picture of the future above. Is it realistic? Why?

B Think about the topics in the box. How do you think they will change in the future? Make some notes.

communication technology work habits cities
the environment food

C Work in pairs and discuss your ideas.

Communication: I think we will probably have video conference calls on our mobile phones. There probably won't be ...

PLUS idioms

Idiom /idiom/ [C] a group of words that have a different meaning from the usual meaning of the separate words. For example, 'under the weather' is an idiom meaning 'ill'.

8A Read the definition of an idiom and underline the idioms in sentences 1–5.

- In the future, mobile phones won't only be used for small talk or for taking photos.
- For people who work against the clock, new ways to communicate will be important.
- We'll use pen and paper for writing things that are on our mind and for personal notes.
- Home-made programmes won't be everyone's cup of tea, but that's the future of TV.
- Music is an issue that's close to my heart because my husband is a musician.

B Look at the underlined idioms and decide if these statements about idioms are true (T) or false (F)?

- Idioms are usually formal.
- You cannot usually change the order of words in an idiom.
- You can sometimes change the verb tense and the subject of an idiom.
- You can usually guess the meaning from one word in the idiom.

C Work in pairs and compare your answers. Then turn to page 160 to check your answers.

Speakout TIP

When you learn new idioms write them in a special place in your vocabulary notebook. To remember idioms better, record them in context and add your own examples. Do this for the idioms in Exercise 8A. Then try them out. Make sure it's the right situation and you remember to use the exact words.

9 Work in pairs. Look at the idioms organised by topic. What do the underlined idioms mean?

PROBLEMS

1 We forgot to pay our taxes. Now we're in hot water.

2 I said the wrong thing again. I always put my foot in it.

TIME

3 We're working against the clock. We have two hours to finish the project.

4 I'm sure we can win this match but we're running out of time.

10 Look at the idioms organised by key words. Match idioms 1–6 with meanings a)–f).

BODY PARTS

1 Keep an eye on him. **b**

2 Can you give me a hand?

FOOD AND DRINK

3 It's not my cup of tea.

4 It was a piece of cake.

ANIMALS

5 You're a dark horse!

6 I want to get out of the rat race.

a) I don't like it

b) watch

c) help me

d) the competitive world of work

e) you have a lot of secrets

f) easy

11A Find and correct the mistakes. There is a mistake in each sentence.

- When was the last time you gave someone the hand?
- Which student do you think is a horse dark?
- When's the last time you put your feet in it?
- Which issues are close by your heart?
- Do you often have to work against the clocks?
- When were you last in warm water?

B Write an answer to each question. Then compare your answers with other students.

▶▶ page 150 **VOCABULARYBANK**

FUNCTION dealing with misunderstandings

1A Work in pairs. Look at the cartoon and read the story. What do you think happened next?

One year a US TV show called *Late Night with David Letterman* was nominated for an award. To celebrate, the eighty people involved in the show went to a restaurant in Malibu, where they sat at twelve different tables and ate outside. That night someone told the show's producer that Johnny Carson, a famous American talk show host, was in the restaurant.

The producer went over to Carson's table and said, 'It would be so nice if you could say hello to David and meet some of the people. It would mean a lot to them.' So at the end of his dinner, Carson came over and said hello. He sat at the table, talked for a while and then left.

At the end of the evening the producer went to pay the bill.



B Read the end of the story on page 160.

C Work in pairs. Retell the story using the words in the box.

TV show nominated for an award celebrate restaurant
talk show host say hello pay the bill generous called
didn't know at the table ten thousand dollars

VOCABULARY misunderstandings

2A Complete sentences 1–8 with phrases a)–h).

- 1 Make sure you go to the King's Street in the centre of town because ...
 - 2 We mistakenly left home at 5.30 because ...
 - 3 I was expecting to see Pete, my old school friend, but ...
 - 4 I didn't do the homework because ...
 - 5 We thought her birthday was 16th July but ...
 - 6 I ended up at the wrong house because ...
 - 7 When I called Mary Lou, she thought I was a stranger because ...
 - 8 I answered the phone but ...
- a) it was a **wrong number**.
b) I'd got the **wrong address**.
c) we **got the date wrong**.
d) **we thought** it started at six.
e) it was a **different** Peter Smith.
f) there are two streets **with the same name**.
g) she **didn't recognise** my voice.
h) I **didn't realise** it was for today.

B Which expressions in bold do you know? Which have you used?

FUNCTION dealing with misunderstandings

3A Listen to four telephone conversations involving misunderstandings. What type of misunderstandings are they?

B Listen again and answer the questions.

Conversation 1

- 1 Who did the woman want to speak to?
- 2 Who did she speak to?

Conversation 2

- 3 How did David make his hotel reservation?
- 4 What hotel does he want to stay in?

Conversation 3

- 5 What time does the show finish?
- 6 What time did the show start?

Conversation 4

- 7 What does the woman want to rent?
- 8 What is the date?

C Complete expressions 1–7 with the words in the box.

tell that me (x2) saying mean name again

- 1 I didn't catch any of _____.
- 2 You've lost _____.
- 3 Could you repeat the last _____?
- 4 Can you say that _____?
- 5 What exactly do you _____?
- 6 I don't get what you're _____.
- 7 Do you mean to _____ ... ?

D Listen and check. Then listen again and copy the intonation.

page 132 LANGUAGEBANK



4A There is one word missing in each response. Complete the responses with the missing word.

- 1 A: Oh no! I can't find the key.
B: Do you ^{mean} to say we're going to be locked out all night?
- 2 A: And after Jimmy left Minnie, he married Millie, who used to be married to Billy.
B: You've me. Who are all these people?
- 3 A: There was a little accident with the spaghetti bolognese and your sofa.
B: What exactly you mean?
- 4 A: The boss wants to see you. It's about the money that's missing from the accounts.
B: I don't what you're saying.
- 5 A: Um, er, I think my new phone number is, um, 654 0987 6743.
B: I catch any of that. What's the number?
- 6 A: My home address is 39 Kings Street, Manchester, Lancashire, M8 2TO.
B: Can you that again? I didn't hear.
- 7 A: We're leaving Los Angeles at 11.00p.m., OK? Then we arrive in Sydney at 5.50a.m.
B: Could you the last part? I didn't hear you.

B Work in pairs. What does speaker A say next? Continue the conversations with your own words.

LEARN TO reformulate

5A Read the extracts from the audio 3.4. Underline five examples of how the speaker reformulates what he/she heard.

- 1 A: We've got no reservations in the name of Cullinan, and we're fully booked tonight.
B: So you're saying I can't stay here. This is the Sheldon Hotel, yes?
- 2 C: Didn't you say it starts at 7.00?
D: No, it starts at 5.00 and finishes at 7.00!
C: So what you mean is I've missed the whole show.
- 3 E: Yes, but today's a holiday and all the cars have been booked already.
F: Do you mean to tell me that there's nothing at all? No cars available!
E: There's nothing till tomorrow, I'm afraid.
F: But I definitely booked a car for today, the third of July.
E: It's the fourth of July today. In other words, your booking was for yesterday.

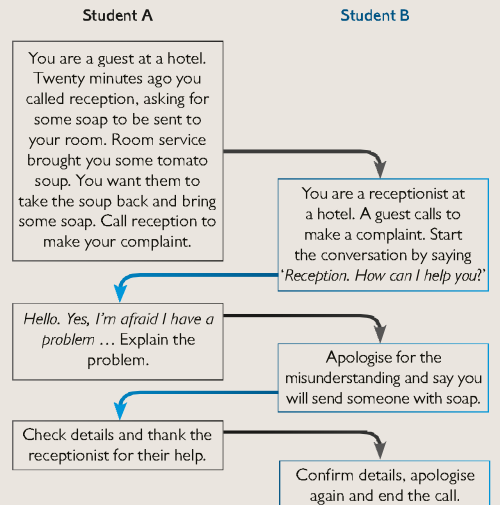
B Listen to the phrases. Notice how the words are linked together in fast speech.

So you're saying ...

C Listen again and repeat the phrases.

FUNCTION dealing with misunderstandings

6A Work in pairs and role-play the situation.



B Change roles and turn to page 162.

C Work in pairs and take turns. Student A: ring reception and make a complaint. Student B: apologise and offer a solution. Use the flow charts to help and role-play the situations.

DVD PREVIEW

1 Discuss. How has the internet changed the world?

2A Did you mention any of the following?

- 1 It creates wealth.
- 2 It allows us to challenge authority.
- 3 It allows authorities to spy and censor.
- 4 It has created a generation of web addicts.
- 5 It opens up new realms of knowledge.
- 6 It has allowed the pioneers and key players in technology to become powerful.
- 7 It has made e-shopping possible.

B Work in pairs. Check you understand the meaning of the words/expressions in bold.

3 Read the introduction to the programme. What is it about? Who does the presenter speak to?

BBC The Virtual Revolution

This BBC documentary looks at the revolutionary impact of the internet. Dr Aleks Krotoski tells the story of the internet from its early days through to its most recent successes and innovations. She looks at the good and bad sides of the internet, revealing statistics that show how much we use it and how it has changed the world. The programme also includes comments from some of the best-known internet pioneers.

DVD VIEW

4 Watch the DVD. Put the statistics in the order they are mentioned.

- a) 18 million people read blogs.
- b) People in the UK spend a billion pounds a week on the net.
- c) A quarter of the planet now uses the web.
- d) In the UK 35 million people log on to the internet every day.
- e) 5 million people in the UK use a dating website every month.

5A Match the people below to extracts a)–g).

- 1 Aleks Krotoski, the presenter (x 2)
- 2 Al Gore
- 3 Mark Zuckerberg
- 4 Stephen Fry
- 5 Bill Gates
- 6 Steve Wozniak

- a) In the ten years that I've been studying the web and writing about it as a journalist I've seen it take our world and shake it apart.
- b) Well, the web is how mankind communicates nowadays.
- c) It's like the internet has become a brain. It's the smartest brain in the world.
- d) It is an empowering tool that has more potential than any other that human civilisation has ever developed.
- e) The world is just going to keep on getting more and more open and there's going to be more information available about everything.
- f) This is astounding technology and we should just take a moment to celebrate the power and the reach that it gives us.
- g) The web is a revolution.

B Watch the DVD again to check.

C Discuss in groups.

- 1 Do you think there are any negative sides of the internet or is it all positive?
- 2 What do you like best about the internet: (a) it helps us to communicate, (b) it opens up new realms of knowledge, (c) it creates wealth or (d) other?
- 3 'Well, the web is how mankind communicates nowadays.' (Bill Gates). Do you agree?

speaktalk communication preferences

6A ▶ 3.7 Listen to a woman talking about how she prefers to communicate (via phone calls, emails, letters, text messages or face-to-face). What does she say about the first four topics below?

- giving good news
- giving bad news
- arranging social activities
- sending a 'thank you' message
- catching up with friends
- making a formal complaint
- asking for information, e.g. to get tickets
- giving opinions on issues

B Listen again and tick the key phrases you hear.

keyphrases

It depends (on ...)
 It's much better to ...
 I prefer to ...
 On the other hand,
 In those circumstances I'd rather ...
 The best way to do this is to send ...
 It's more convenient.
 People really appreciate ...
 I like it when ...

C How do you prefer to communicate? What does it depend on? Make some notes to prepare for the discussion.

D Work in groups and discuss your opinions. Which ways of communicating are the most popular in your class?

writeback a memo

7A Your company has decided to have email-free Fridays. Read the notes below. What are the reasons for doing this?

Rules: no internal emails – last Friday of every month
 Short memos allowed
 Emails OK for external clients
 Reasons: Encourage face-to-face communication
 Encourage phone conversations
 Reduce time spent on emails
 Change routine
 Additional info: trial email-free Fridays for 6 months. Then review: questionnaire to all staff. Final decision made next year.

B Your boss has asked you to write a memo explaining the idea to the staff. Read the opening lines and complete the memo using the key phrases to help.

Subject: memo

Dear staff,
 Starting next month, we have a new initiative.

3.5 << LOOKBACK

COMMUNICATION

1 Work in pairs. Take turns to think of three different situations for each verb in the box.

moan argue chat gossip
warn apologise boast
compliment

A: OK. Moan. You moan when it's raining and you have to go on your bike.

B: And you moan when you have too much work to do.

A: Yes, and when the prices of things go up, so everything costs more.

THE FUTURE (PLANS)

2A Complete the paragraphs with phrases from the box.

'm going to have having
'm organising might
'm finishing are going I'll be
are coming will going to

I ¹ _____ work at the end of the month. I've been a teacher here for nearly twenty years, so ² _____ sad when I leave the school for the last time. But in the future, I ³ _____ more time to do some of the things I enjoy. My wife and I ⁴ _____ travelling. We ⁵ _____ visit Australia, which I've always wanted to do.

I'm ⁶ _____ be forty next month, so I'm ⁷ _____ a big party. Lots of people ⁸ _____ that I don't see very often, so I'm really looking forward to it. I ⁹ _____ a band, and lots of delicious food and drink, so everyone ¹⁰ _____ have a good time.

B Write a short paragraph describing a plan you have for the future. Then compare your ideas with a partner.

FUTURE TIME MARKERS

3A Match 1–6 with a)–f) to make sentences.

- I might live in *a foreign country* in the long
 - I hope to *be retired* in twenty years'
 - I will finish *this course* in a month
 - I hope to *write my autobiography* a long time
 - I want to buy *a new car* in the near
 - I'm going to *go travelling* next
- a) time.
b) year.
c) future.
d) term.
e) from now.
f) or two.

B Choose four of the sentences above. Change the words in italics so they are true for you.

THE FUTURE (PREDICTIONS)

4A Find and correct the mistakes. Seven of the predictions contain grammatical mistakes.

- Man not will fly for fifty years. (1901)
- There isn't going be any German reunification this century. (1984)
- Democracy will to be dead by 1950. (1936)
- By 1980 all power (electric, atomic, solar) is likely be almost free. (1956)
- The Japanese car industry isn't likely to be successful in the US market. (1968)
- Man will be never reach the Moon. (1957)
- Television won't very matter in your lifetime or mine. (1936)
- The internet may to become useful for business but never for the general public. (1989)

B Change the verbs so they mean the opposite and become intelligent predictions. You may need to change some other words.

Man will fly within fifty years.

There is going to be German reunification this century.

DEALING WITH MISUNDERSTANDINGS

5A Put the words in the correct order to make responses in dialogues 1–3.

- A:** I've heard that a lot of our employees like you.

B: get / I / saying / you're / what / don't

A: And I'm looking for someone to take over the business when I retire.

B: you / do / what / mean / exactly?
- A:** The flight should land at 4.00, but it's going to land at 4.15 or 4.20 because of the delay.

B: didn't / that / I / of / any / catch

A: Instead of landing at 4.00 we're going to land at 4.15 or 4.20 because of the late take off.

B: you / that / can / again / say?
- A:** David Johnson and Johnny Thomson are going to meet Tommy Davies tonight.

B: me / lost / you've

A: Johnson, Thomson and Davies are the company directors. They're meeting to discuss the company's future.

B: say / do / mean / to / you / they're meeting without me?

B Work in pairs and practise the conversations. Then change roles and repeat.

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