

1

Communication

Unit overview

TOPIC: Methods of communication; how different people communicate; how animals communicate

TEXTS

Listening: different methods of communication

Reading and listening: communication between twins

Listening: body language

Reading: communication between elephants

Writing: a description of an old friend

SPEAKING AND FUNCTIONS

Talking about impressive experiences

Being a good listener

Asking and answering questions with *say* and *tell*

LANGUAGE

Grammar: past simple vs. present perfect simple review; *for*, *since*, *just*, *already*, *yet*, *ever* and *never*

Vocabulary: *say* and *tell*

Pronunciation: Sentence stress: rhythm in questions

of the hands; and the movement of the hands. Sign language is not universal; British Sign Language is different to American Sign Language, and neither is based on English or any other spoken language.

Morse Code: This is a form of electronic communication developed by Samuel Morse in the early 1840s. Morse Code consists of a series of dots and dashes which represent the letters of the alphabet and numbers 0–10 (e.g. S is represented by ●●●, O by — — —, A by ● — .) It was tapped out on a machine and sent by an electric current along cables. It was then decoded at the other end of the cable. Morse Code was still used by international air forces and navies until the late 1990s.

Warm up

Books closed. To introduce the topic of communication, write these letters on the board:
n c m o a i t i m n u c o

Ask students to work with a partner and make as many words from them as possible. Tell them that it is possible to make one 13-letter word (*communication*). Give them a two-minute time limit. In open class, brainstorm answers (e.g. *it*, *count*, *can*, *mountain*) and give students one point for each correct word. If nobody finds *communication*, write it on the board and ask students to define it.

1 Speak and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Body language: An important part of our communication is *non-verbal*. It consists of gestures, body movements and facial expressions. However, these gestures and expressions are not always universal. For example, nodding the head means 'yes' in most countries. However, it also means 'no' in some parts of Greece, Bulgaria and Turkey. Eye contact is important in America and Europe, but it can be rude in most Asian countries and in Africa. Closing your eyes in Western cultures often means 'I'm bored or sleepy'. However, in Japan, Thailand and China it can mean 'I'm listening and concentrating'.

Telepathy: A person who is telepathic is said to be able to read the thoughts and stored information in the brains of others.

Sign language: This is a method of communication, especially used by people who are deaf or hard of hearing. It uses a system of facial, hand and other body movements to express meaning. Each sign has three distinct parts: the hand shape; the position

- a** In pairs, students discuss which method of communication they use most, and the advantages and disadvantages of each method. You may like to give them some ideas of your own to get them started. Listen to some of their thoughts in open class as feedback.

- b** ▶ **CD1 T2** Tell students they are going to hear somebody talking about different methods of communication. Play the recording while they listen and decide which of the communication methods in the box are not mentioned. As you check answers, ask students to describe each of the methods of communication. Who uses them and why? You may like to refer to the background information above.

Answers

body language, telepathy

TAPESCRIPT

There are many different methods we can use to get a message across to someone. Of course, speaking is one of the most obvious. And, if the

person we want to communicate with isn't close to us, we can contact them by phone, send them an e-mail or even, though this happens less and less these days, write them a letter.

But there are other less common methods of communication that people use in special circumstances. There is, for example, sign language, used to communicate with people who have hearing problems. And there's Braille, which communicates the written word to people with sight problems.

Other more unusual methods include Morse Code, a series of short and long beeps used, for example, during wartime in the old days, and also semaphore, a method of communicating using two flags ... one in each hand. These methods are slow, spelling words one letter at a time – no good for the fast world of today!

- C** Students think about the advantages and disadvantages of the communication methods in Exercise 1b and decide which they think is most effective. Divide the class into pairs and ask them to discuss their ideas. Circulate and monitor to help with any questions. Listen to some of their ideas in open class and encourage further discussion.

* OPTIONAL ACTIVITY

Ask students if they send text messages. Ask them if they know any special abbreviations in English (or in their own language) to make texting faster. Write the following on the board and ask students to work in pairs to work out the answers. Check answers.

1 B4 2 GR8 3 LOL 4 RUOK 5 BCNU
 6 2MORO 7 PLS 8 XXX 9 THNQ 10 EZ

Answers

1 before 2 great 3 laugh out loud/
 lots of love 4 are you OK? 5 Be seeing you
 6 tomorrow 7 please 8 kiss kiss kiss
 9 thank you 10 easy

2 Read and listen

- a** Read the questions and listen to students' answers. You may like to ask students what they think the advantages and disadvantages of being a twin are. Do they know any funny stories concerning twins?
- b** Tell students they are going to read an article about communication between twins. Students read the text quickly to find the answers to the questions. Tell them it is not important to understand every word.

Answers

1 own language, telepathy
 2 They have a reaction and know that something has happened to their twin.

- C** ▶ **CD1 T2** Read through the sentences with students and check understanding. Pre-teach some of the more difficult words, e.g. *bond*, *weird*, *sound-proof*, *wired up*, *far apart*. Students read the text again and listen, then decide if the statements are true or false, and correct any false statements. Students check their answers with a partner before feedback.

Answers

1 F (Nobody else understood them.) 2 T
 3 F (It is quite usual.) 4 T 5 T

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

* OPTIONAL ACTIVITY

As follow-up, you could divide students into pairs and ask them to imagine that they are twins and to think about how their lives would be different. Listen to some of their ideas in open class as feedback.

3 Grammar

* Past simple vs. present perfect simple

- a** **Weaker classes:** Books closed. Write on the board:
Paul lived in Paris for three months.
Sally has lived in Paris for three months.
 Ask students who lives in Paris now (Sally). Ask students to identify the tenses in each sentence. Elicit or explain the use of the present perfect tense to indicate unfinished time and elicit the construction of each tense. Point out that regular verbs have the same past form and past participle. Students now open their books at page 13 and follow the procedure for stronger classes.
- Stronger classes:** Students decide which sentences are in the past simple and the present perfect. Remind students of the construction of the present perfect (*have/has + past participle*).

Answers

present perfect simple; past simple; past simple;
 present perfect simple

- b** Students underline sentences in the past simple from the text in Exercise 2 and circle sentences in the present perfect. Go through a few examples if necessary.

Answers

Past simple:

Line 4: were Line 5: were, had Line 7: knew, understood
 Line 8: didn't understand
 Line 12: was, had
 Line 13: broke, happened, got Line 17: involved
 Line 19: measured Line 21: put Line 22: went, was
 Line 23: happened, reacted

Present perfect:

Line 4: have had Line 8: 've got, 've started
 Line 12: 've always known
 Line 16: has been, has proved Line 24: have been

- c** Write on the board:
Owen and I have had a special bond between us since birth.
When we were very small, we had our own language.

Ask students if Owen and Gerald have a special bond now (yes). Ask students if they still have their own language (no). Students complete the rules with the name of the tense.

Answers

past simple; present perfect simple

- d** Explain that there are often time expressions which determine which tense you should use. Ask students to read the rules and complete with the correct tense name.

Answers

past simple; present perfect; present perfect;
 present perfect

Language note

Students often make mistakes like: *I am working here since two years ago*. Remind them that in English we only use *ago* with the past simple.

- e** Students complete the paragraph using verbs in the present perfect or the past simple. Encourage students to use the time expressions in the text to help them decide which tense to use.

Answers

1 left 2 didn't go 3 did 4 took
 5 has travelled 6 has spent 7 hasn't learnt
 8 has tried 9 have ... wanted 10 have ... visited

*** OPTIONAL ACTIVITY**

Weaker classes: Write these sentences on the board:

- When Petra (leave) school?
- What she (do) in September?
- How many countries she (travel) to?
- How long she (spend) in each country?
- Which language she (try) to learn?

Students complete the questions in the past simple or present perfect tense using the text in Exercise 3e as a reference. Then students take it in turn to ask and answer them with a partner, based on the information in the text.

Answers

1 did, leave 2 did, do 3 has, travelled
 5 has, spent 6 has, tried

Stronger classes: Ask students to write questions about the text in Exercise 3e using the past simple or present perfect simple tense, e.g.
When did Petra leave school?
Did she go straight on to university?
Has she learnt any new languages?

Students take it in turns to ask and answer the questions with a partner.

*** OPTIONAL ACTIVITY**

For further practice of the difference between *for* and *since*, write this table on the board:

| for | since |
|----------------|------------------|
| <i>one day</i> | <i>yesterday</i> |
| | |

Ask students to put the following phrases in the correct place in the table.

8.00am three hours two days this morning
 five months ten minutes Christmas
 30 minutes ago seven years my wedding day
 ten years my birthday 1885

Grammar notebook

Remind students to note down the rules for the past simple and present perfect simple and to write a few example sentences of their own.

4 Speak

Warm up

Tell students something you've just done, e.g. *I've just had lunch with the headmaster / bought a new car*, etc. Elicit the communicative meaning of the sentence (you are trying to impress them).

Ask students to imagine that they also want to impress you. Elicit what they could say in reply, e.g. You: *I've just had lunch with the headmaster.* Student: *Oh, really? I have lunch with him most days or I'm having lunch with him tomorrow.*

Language note

Check that students understand that we use *just* with the present perfect to describe recently completed actions. One communicative function of this structure is when you want to impress people, e.g. *I've just bought a new car!*

Students note down five things they have just done that are impressive. If they need ideas, write these verbs on the board: *meet, buy, see, have lunch/dinner with, read (a book), write*. Remind students to use the present perfect with *just*.

In pairs, students tell their partner what they have just done. Their partner should try and reply with a more impressive statement. Refer them to the example dialogue. Encourage them to use their imagination!

* OPTIONAL ACTIVITY

Write these expressions on the board:

Fantastic! Oh dear! Thank you!
You're joking! No!

Ask students to work in pairs and write short dialogues using the expressions as replies to someone telling them about something which has just happened.

A: I've just won the lottery!

B: You're joking!

5 Listening and vocabulary

If you set the background information as a homework research task, ask students to tell the class what they have found out.

Warm up

Elicit from students examples of body language (see the background information for Exercise 1). What body language do they commonly use and what does it mean?

- a** ▶ **CD1 T11** Students read through items 1 to 10 and look at the pictures. Match the first item as an example, and see if students can match any of the others. Ask them to complete the exercise. Play the recording for students to check answers. Play the recording again, pausing after each item for students to repeat.

TAPESCRIPT/ANSWERS

- 1 J make eye contact
- 2 H fold your arms
- 3 D lean forward
- 4 E sit back
- 5 C avoid eye contact
- 6 I gesture
- 7 B raise your eyebrows
- 8 F look nervous
- 9 G give someone a warm smile
- 10 A nod your head

- b** Explain that some kinds of body language 'help' communication, that is they encourage it, and some kinds are negative and discourage it. Students decide which of the examples of body language (a–j) help communication and which might discourage it. Ask students to decide which of the types of body language they use themselves.

Possible answers

Body language that helps communication: 1, 3, 4, 6, 9, 10

Body language that does not help communication: 2, 5, 7, 8

- c** ▶ **CD1 T12** Explain that students are going to listen to two teenagers doing a quiz about body language. Ask the students to read through questions 1 to 6, and explain any difficult vocabulary: *mirroring* (displaying the same body language as the person you are talking to), *like* (similar), *flash* (a short and quick expression). Encourage students to predict the answers first and then play the recording. Students choose the correct answers: a, b or c. Ask students to check their answers with a partner. Then repeat the listening, with pauses if necessary.

TAPESCRIPT

Oliver: Hey Francesca, look! It's a quiz about body language ... you know ... all those things we do without knowing it which tell people how we feel or what we're thinking.

Francesca: I know what body language is, Oliver.

Oliver: Oh, OK, so ... first question ... if someone you were talking to suddenly folded their arms, it would tell us they were a) happy, b) feeling defensive, or c) about to cry?

Francesca: I'd say b, wouldn't you? People fold their arms to sort of protect themselves.

Oliver: Yes, and sometimes when they're cross! My teacher used to do that! Anyway, we're right – it is b. Now, next question ... How much of what we say is actually communicated through body language and gestures rather than spoken? Is it a) 50 percent, b) 75 percent, or c) 90 percent?

Francesca: Er ... I'd say a, 50 percent

Oliver: I've read about this and I think it's more than that. I'll say 75 percent. Now ... let me check ... wow, no! It's 90 percent! That's amazing! I didn't think it was so reliable!

Francesca: I don't think it is always reliable, actually, Oliver.

Oliver: OK, well, here's another question for you. If you are out with a friend and they start doing the same things as you're doing, can you tell me what it means? a) they like you, b) they dislike you, or c) they're bored.

Francesca: I have a feeling it means they like you, so I'm going to say a. Do you agree?

Oliver: Yes, I do ... and we're ... right! It says here that's called mirroring, and when people do that it means they like us a lot. I can't say I've ever noticed anyone doing it with me.

Francesca: Don't worry! It doesn't mean nobody likes you!

Oliver: Right – what about this question ... what automatic gesture do people make when they first see someone they like? Do they a) smile and show their teeth, b) touch the person on the arm, or c) raise their eyebrows?

Francesca: Hmm ... tricky. I'd say a, they smile.

Oliver: I think it's b – well, we touch people when we like them, don't we?

Francesca: So ... who's right?

Oliver: Neither of us! It's c! It says we do something called the eyebrow flash when we see someone we like – we can't help it – it's automatic. Our eyebrows go up then down again very quickly. And ... it's the most common sign of a friendly greeting anywhere in the world!

Francesca: Really – this body language is quite something, isn't it. Now ... any more questions ...

Answers

1 b 2 c 3 b 4 a 5 b 6 c

6 Speak

- a** Tell students they are going to practise being a good listener using positive examples of body language. Student A talks about one of the subjects in the box for one minute. Student B should listen and give positive examples of body language. Then students change roles and repeat the exercise. Ask students to decide who they thought was the better listener.
- b** Ask students to choose another topic and repeat the exercise with Student B as a bad listener.
- c** Ask students to think about the differences between the conversations. With the class, discuss

the importance of the role of the listener in the conversations.

* OPTIONAL ACTIVITY

If your students enjoy this exercise, repeat it in groups of three. This time, Student C is an observer. They watch the speaker and the listener and record the number of times B shows positive kinds of body language. When they have finished, they should change roles until they have all had the opportunity to play each role. Ask groups to decide who the best listener was.

7 Vocabulary

* say and tell

- a** ▶ **CD1 T12** Check that students understand the difference between *say* and *tell* (see Language note). Ask students to complete the sentences from the interview in Exercise 5c using the correct form of *say* or *tell*. Play the recording again for students to check their answers.

Answers

2 tells 3 say 4 tell 5 say 6 says

- b** Students complete the sentences using the correct form of *say* and the words in the box. Students check their answers in pairs before feedback. Encourage students to write the expressions using *say* in their vocabulary notebooks.

Answers

1 said goodbye 2 say thank you
 3 saying sorry 4 say it out loud 5 say it again

Language note

The difference between *say* and *tell* is simple. Both have the same meaning but:

We use *say* with some specific nouns, e.g. *say goodbye/sorry/a prayer*.

We use *tell* with other specific nouns, e.g. *tell a joke/lie/story*.

You say something, e.g. *Alex said he was tired*.

You tell someone something, e.g. *Alex told me he was tired*.

- c** Students complete the sentences with the correct form of *tell* and the phrases in the box.

Answers

1 told me a joke 2 told my parents a lie
 3 tell the difference 4 told me off
 5 telling the truth 6 tell you a secret

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *say* and *tell* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

8 Speak

Student A completes the questions with the correct form of *say* or *tell*.

Students B turns to page 126 and does the same. Then students take turns to ask and answer their partner's questions. In feedback, ask some students to repeat their questions and answers. Check that students are using the correct tense of *say* or *tell*.

Answers (Student A)

1 say 2 said 3 tell 4 say 5 told

Answers (Student B)

1 say 2 said 3 tell 4 telling 5 told

9 Pronunciation

See notes on page 125.

Culture in mind**10 Read and listen****Warm up**

In pairs, ask students to make a list of all the types of communication mentioned so far in this unit. Write the words on the board and ask individual students to explain what each type of communication consists of. Ask students which of the methods of communication are used by animals.

- a** In open class, brainstorm ways animals might communicate. Write some of the best ideas on the board. Ask students to give examples of animal communication they have seen, perhaps from their pets.

Possible answers

sounds, body language, singing, giving off smells

- b** Students read the text quickly to see if any of their ideas from Exercise 10a are included. Tell them not to try to understand every word, but to focus on getting a general understanding of the text.

Answers

The text mentions the following methods of animal communication: dancing, barking, infrasonic communication.

- c** ▶ **CD1 T14** Students read through the text and listen. Check understanding of the questions. Students circle the correct answers and check their answers with a partner before feedback.

Answers

1 b 2 c 3 b 4 a

*** OPTIONAL ACTIVITY**

If you would like your students to do more close comprehension work on the text, then use the following *true/false/don't know* exercise. Ask students to correct the false sentences. The statements are in the order that they appear in the text, so to make it more challenging, write them on the board in a different order.

- Dogs bark when they are scared. (Don't know)
- Humans can hear infrasonic communication. (False, they can't hear it.)
- Humans can hear shouts from 200 m away. (False, up to 100m.)
- Infrasound is not affected by grass and trees. (True)
- Elephants can hear infrasonic sounds from 4 kilometres away. (True)

- d** **Stronger classes:** Students may be able to complete the exercise without referring back to the text. Ask students to compare answers with a partner before checking in open class.

Weaker classes: Students can locate the vocabulary items in the text before selecting their answers.

Answers

1 a 2 b 3 a 4 a 5 a 6 b 7 b 8 b

- e** Students complete the sentences with words from Exercise 10d, and compare answers with a partner before feedback. If necessary, go through the first sentence as an example.

Answers

1 notice 2 warning 3 range 4 charged off
 5 animal kingdom 6 pitch

11 Speak

In small groups, students discuss the questions. Encourage them to give examples of how their pets communicate with them and to describe how things would be different if they couldn't communicate. Students might also think about what animals do when they are in danger. When students have some ideas, appoint a spokesperson from each group and ask them to summarise their discussion for the rest of the group. Hold a discussion in open class to expand on any interesting ideas.

12 Write

BACKGROUND INFORMATION

Techno: This is a type of fast, electronic dance music with a regular beat.

Green Day: This band, from California, USA, are a pop/punk band and have released albums called *Dookie* (1994), *Warning* (2000) and *Shenanigans* (2002).

- a** The planning for this exercise can be done in class and the writing can be set as homework. Ask students to read the composition quickly and answer the question (*No, Rebecca moved last year*).
- b** Ask students to read the composition again and find the two tenses she uses (present perfect and past simple). Discuss the structure of the text – the first paragraph is about how they met, the second and third paragraphs are about things that happened a few years ago and also about the situation now.
- c** Students think of one of their good friends and write a similar text about him/her. Remind them about the tenses they should use. In a subsequent lesson, encourage students to read each other's descriptions and vote on the most interesting or use them for a peer correction exercise.

Memo from Mario



Communication

Two contrastive present perfect / past simple activities

1 Enjoyable (or not) things

- ▶ Ask the students to work on their own and list things they have done so far this week under these three headings:

Things I enjoy

I've been to the swimming pool a couple of times.

Neutral things

I've been to my grandma's house twice.

Things I don't enjoy

I've been to school every day.

- ▶ Ask the students to write two or three sentences under each heading. Make it clear to them that they should use the present perfect and that there should be no time words in the sentences.
- ▶ Go round helping with vocabulary.
- ▶ Ask the students to get up, mingle, and compare the things they like doing and those they don't.
- ▶ Then elicit an example dialogue with a stronger student, e.g.
 Student: *I've been to the swimming pool a couple of times.*
 Teacher: *When did you go?*
 Student: *I went on Monday and on Thursday.*
- ▶ Repeat this sequence with a couple more students and make sure that they understand the difference here between the present perfect and the past simple.
- ▶ Ask a student to take over your role in the dialogue.
- ▶ Have several students take on the past simple questioning role.

RATIONALE

The idea of the three emotional categories is to focus the students' minds on the 'nowness' of the present perfect even though they are thinking about the preceding week.

They may need new vocabulary so your presence as a mobile dictionary is very important!

2 Present perfect chanting

- ▶ Many students from Indo-European languages want to use the present simple rather than the present perfect in sentences like *I am here since Monday*. The following chanting activity aims to help them *feel* the English pattern.
- ▶ In preparation, photocopy this text:
Why turn your face away?
I've loved you for an hour
I've loved you for a day
I've loved you for a week
I've loved you for a year
Why turn your face away?

What have I said wrong?
What have I done wrong?

Why turn your face away?
You've loved me for an hour
You've loved me for a day
You've loved me for a week
You've loved me for a year
Please turn your face this way!
- ▶ In class, give the students the text to read.
- ▶ Get them to stand up.
- ▶ Lead them in a choral reading in these ways:
 In a slow whisper
 In a fast whisper
 In a low voice slowly
 In a low voice fast
 In a high voice
 In a deep voice
 In a loud voice
 In a normal voice, but whispering the last word of each line.
- ▶ Pair the students and ask them to translate the text into their mother tongue. The point is for them to contrast the grammar point with their own language.
- ▶ Get one pair to write their translation on the board so you can check it with the whole class.
- ▶ Round off the activity by getting them to recite the text in canon. Divide the class into two groups. Group A starts reciting. As they begin the second verse, Group B starts reciting from the beginning.