

# Introduction

*Perspectives* encourages students to develop an open mind, a critical eye, and a clear voice in English. Here are some teaching tips to help you make this happen in your classroom.

## An open mind

As well as developing students' knowledge and use of English, every unit explores one theme from a variety of perspectives and fresh contexts. *Perspectives* encourages students to keep an open mind about the information that they encounter throughout the course, and to look at the world in new ways so that they leave every lesson a little smarter.

### My Perspective activities

In every unit there are several activities called My Perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you'll find a My Perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- Conduct a class discussion. Let students read the questions, then call on individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- Put students into discussion groups. Group work can get more students talking, even quieter, less confident class members. Consider giving students specific roles like chairperson and spokesperson, the chairperson's job being to make sure everyone is focused and gets to speak, while the spokesperson summarizes the group's discussion to the whole class.
- Let students work on their own to answer the questions in writing or by recording themselves speaking. Not only does this allow students time to prepare, it also provides a private space, which some students need to be able to express themselves.

### Choose activities

Students are motivated by greater control in their learning. In every unit they get an activity where they have the chance to choose an activity. There are three options, which include one or more speaking and writing activities. Which activity is best depends on several things, such as what skills the students need to work on, what is possible with the technology available, and how much time you have. If you expect students to make good decisions, they need to be well informed, so make them aware of the issues. Here are three ways to approach Choose activities:

- Students choose which activity to work on and get into groups with others who made the same choice. This can create a happy, productive atmosphere, but keep in mind that some activities take longer than others, and require varying degrees of teacher input. Be prepared for these issues by having fast-finisher activities ready, for example.

- Have a vote to choose one activity that the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which activity is best and have another vote. If there is still a tie, you can make the decision. Consider having a secret vote, since students may be reluctant to choose an activity they like if they think it might be unpopular with the majority of students.
- There may be times when it is necessary for you to decide for the class. In cases like these, explain why, for example, there isn't enough time to do the others, or because one activity is better exam preparation than the others.
- Let students do more than one activity. For example, the writing activity may be suitable preparation for the speaking activity in a class that finds spontaneous speaking challenging.

## A critical eye

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming increasingly important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to: interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

### Critical Thinking and Challenge activities

Lesson B of every unit in *Perspectives* is based around a reading. The texts cover a variety of genres, and students are asked to interact with them in many different ways. Once comprehension has been checked, there is often a Critical Thinking focus which encourages students to practice a variety of skills in the context of specific texts. The Challenge activities in Lesson D get students to engage with the big idea of the TED Talk.

Both within the Critical Thinking activities and elsewhere, there will be plenty of times where students are asked to work together and discuss their ideas, opinions, thoughts, and feelings. Some students may not always be very enthusiastic about taking part in pair or group work, so it is important for them to realize its many benefits. These include:

- giving learners the chance to brainstorm ideas before they have to think about the best language to express those ideas in. To make things easier for lower levels, brainstorming activities can initially be done in the students' first language.
- giving learners the chance to use language they have just recently learned alongside language they are already able to use well.

- encouraging students to learn from each other. Obviously, this may mean learning new language, but it also means being exposed to new ideas and opinions.
- developing the class environment and improving relationships between students. This is especially true if you mix up the pairs and groups and make sure everyone talks to everyone else.
- giving you a chance to see how many ideas students have about a topic, the range of language they are using, and what content, grammar, and vocabulary you should focus on in feedback.

There are several things you can do to help students get more from pair and group work.

- Make sure you always explain the activity clearly before splitting students up into pairs/groups.
- Give models to show the kind of speaking you expect.
- Check understanding by asking the class to tell you what they are going to do before they do it.
- Give a clear time limit.
- Monitor the class carefully to check that everyone is doing what you want them to do, and to see how students are doing with the activity.
- Have extra activities ready for any students who finish before the others. There are Optional and Expansion activities provided in this book.
- Finish with some feedback. This may mean looking at errors, exploring new language, and/or asking students to share their ideas. After Critical Thinking activities, you may also want to comment and expand on students' ideas.

## A clear voice

Developing a clear voice in English is about learning language and expressing your own views, but it is also about how we can help students with pronunciation, become independent learners, and achieve the scores they need on exams.

### Help with pronunciation

There are activities that focus on aspects of pronunciation in every unit of *Perspectives* as well as the Authentic Listening Skills sections in Lesson D. These highlight features of natural speech that may be difficult. In these sections, students can attempt to copy speakers' pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and *find their own voice*, so:

- don't expect students to be perfectly accurate.
- treat the answer key as a guide.
- judge students' efforts according to their intelligibility.

You can also take the ideas in these sections and apply them to other language sections in the book. So as you go through a vocabulary or grammar activity, you might:

- drill individual words, collocations, or whole sentences.
- help with individual sounds.
- draw attention to word and sentence stress, elision, linking, etc., by marking these features on examples on the board.
- get students to experiment saying phrases at different speeds or with different intonation or emotion.

### Independent learners

We can't cover all the language students need in class, so it is important that we help them become independent learners. An essential part of that is for students to make good use of dictionaries, both bilingual and monolingual.

A bilingual dictionary is good for when they are looking for a word in English. You could encourage their use, for example, in the brainstorming activities mentioned earlier. You might give students the topic of the next unit and, for homework, get them to create a phrase book that they think may be useful to talk about the topic.

A monolingual dictionary is better when they have the English word and need to know not just the meaning, but also the grammar, collocations, and other aspects of usage connected with it. You can help students become independent by getting them to use a monolingual dictionary when doing vocabulary activities instead of preteaching the key language beforehand.

When you go through answers to activities, you can check the meaning and other aspects of the word by asking students questions, such as: *What other things can you X? Why might you Y? Can you give three examples of Z?*

You will see specific examples of such questions in the teaching notes. As well as asking questions like these, you can also: give extra examples, ask students to find examples in a dictionary, and get students to create sentences that are related to *their* lives.

### Exam skills

In the Lesson Planner you will find tips that you can share with students to help them achieve good scores on their exams. Some of these tips are about being an independent learner, using a dictionary, and knowing what to review. That's because (as you probably know), fundamentally, students do better when they know more language!

The exam skills also give advice on specific activity types in the Student Book that are commonly found on international and local exams. Some of these tips may be repeated at different levels, and you might want to reinforce the point by checking if students remember them each time the activity type comes up in class.

# Unit Walkthrough

## Vocabulary

Vocabulary gives students the language they need to respond while they think about the unit theme in new and interesting ways.

High-impact photo engages students' interest in the topic.

Students relate the content to themselves and their own world.



### 8A Getting Your Message Out

#### VOCABULARY Effective communication

- 1 Work in pairs. Look at the photo and read the caption. Discuss the questions.
- 1 Do men and women talk about different things? What are the differences?
  - 2 Do you use your hands much when you speak? Are you a good listener?
  - 3 What do you talk about with your friends? And with your parents?
  - 4 Do you like talking in large groups or do you prefer one-to-one conversations? Why?

- 2 Match words in column A with words in column B to make expressions about communication.

A	B
1 get	a connections
2 interpersonal	b photos
3 make	c skills
4 pay	d distracted
5 share	e attention
6 connect	f my message out
7 get	g with
8 post	h texts
9 respond	i on social media
10 send	j to texts

- 3 Complete the statements with expressions from Activity 2. Which are about communicating using technology?

- 1 If I want to make a point, I prefer face-to-face conversations. I don't find it easy to \_\_\_\_\_ people if I'm not in the room with them.
- 2 I know I can't \_\_\_\_\_ if I'm looking at my cell phone. I get distracted.
- 3 I think I have good \_\_\_\_\_. My friends say I'm a good listener.
- 4 I probably \_\_\_\_\_ about ten times a day and I respond to my friends' messages right away. It's rude to make them wait.
- 5 If I want to share a message or a photo, I \_\_\_\_\_.
- 6 I participate in a lot of online forums. It's a great way to \_\_\_\_\_ and get my message out.

- 4 Work in pairs. Discuss the questions.

- 1 Are the statements in Activity 3 true for you? Change them to make them true.
- 2 Are any of the comments true for your parents?  
*I find phone conversations just as easy as speaking face to face, except with my grandfather—he's terrible on the phone!*

- 5 What's the difference between these words?

an argument    a chat    a conversation    a debate    a discussion

#### MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Who do you find it easy to chat with?
- 2 When was the last time you had a bad argument? Is there anything you could have said to avoid the argument or make it less emotional?
- 3 Have you ever taken part in a debate? What was the topic?

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My Perspective activities get students reflecting on their attitudes and actions related to the main idea of the unit.

Words are taught with collocations, definitions, and/or opposites and practiced in context.

# Listening and Grammar 1

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it.

Engaging content teaches students about the world as well as contextualizing the target grammar.

Sustained context provides meaningful and motivating practice.

### LISTENING

**7** Work in pairs. Discuss the questions.

- How do you think astronauts on the International Space Station (ISS) communicate with:
  - the mission controllers?
  - their families?
  - the public?
- How do you communicate with people who live far away?

**8** Listen to a conversation between two friends about how Chris Hadfield communicated with people on Earth while he was on the ISS. Match the ways of communicating (1–4) with his purpose (a–f). **10** **11** **12**

- YouTube
- video conferencing
- Twitter
- online chat forums

- to post photos of Earth
- to send messages to his followers
- to share music videos
- to show experiments in space
- to talk to schools
- to participate in question-and-answer sessions with the public

**9** Listen again. Complete the notes with one or two words or a number. **13** **14** **15**

- David Saint-Jacques and Chris Hadfield are astronauts from \_\_\_\_\_.
- Hadfield's \_\_\_\_\_ managed his social media accounts for him.
- He did experiments to show what happens to \_\_\_\_\_ in zero gravity.
- He has \_\_\_\_\_ million followers on Twitter.
- People loved talking to him while he was \_\_\_\_\_.

### GRAMMAR

Reported speech (1)

**10** Read some questions Chris Hadfield was asked during an online chat (1–8). Match them with his responses (a–h).

- "You'll be away from Earth for five months. Will you get lonely?"
- "What does it feel like to look down at Earth during a spacewalk?"
- "Did you take a guitar to space?"
- "I want to be an astronaut. I'm seven years old. What do I need to do?"
- "What is it like to sleep without gravity?"
- "I'm wondering—how often do you hit your head each day?"
- "Which part of the world looks the coolest from space?"
- "Where are you right now?"

- "It is beautiful. The colors and textures, the global view, the chance to have Everest and the Himalayas under your feet."
- "There was already one waiting for me! It's been up here since 2001."
- "The most beautiful to me are the Bahamas—you can see every shade of blue there. But honestly, it's difficult to have one favorite place. Everywhere looks amazing."
- "At the moment, we're flying over the west coast of Australia."
- "About once a day!"
- "Not on the ISS there are people on the radio, family are just a phone call away, and I have the other team members to chat with. I also have experiments and work to do."
- "It is wonderful—you can relax every part of your body."
- "You must be healthy (eat your vegetables and do some exercise) and smart (do your homework)."

#### Reported statements and questions

"What is it like to sleep without gravity?" → Someone asked Chris what it was like to sleep without gravity.

"Will you get lonely?" → Someone asked him if he would get lonely.

"Did you take your guitar to space?" → One person asked whether he had taken his guitar to space.

"A guitar has been up here since 2001." → Chris said that a guitar had been up there since 2001.

"How often do you hit your head each day?" → He was asked how often he hit his head each day.

Check page 142 for more information and practice.

**11** In reported direct speech, some changes are made to tenses, pronouns, word order, and punctuation. Read the Grammar box and answer the questions.

- When we report statements and questions, verbs usually stay the same / change to a past tense.
- Pronouns and time expressions (e.g., you, my, now, this) often / never change.
- When we report questions with a question word / Yes/No questions, we use if / or whether.
- At the end of reported questions, there is a question mark / period.
- In reported questions, the subject is before / after the auxiliary verb.
- In reported questions, the auxiliary verb do, does, or did is necessary / not necessary.

**12** Complete the reported speech with these words.

could    felt    had    had    was    was

- "What does it feel like to look down at Earth during a spacewalk?" "It is beautiful."  
One person asked what it \_\_\_\_\_ like to look down at Earth. Chris replied that it was beautiful.

- "I have hit my head about once a day!"  
Chris admitted that he \_\_\_\_\_ hit his head about once a day.
- "Honestly, it's difficult to have one favorite place."  
He complained that it \_\_\_\_\_ difficult to have a favorite place.
- "Sleeping without gravity feels wonderful—you can totally relax."  
He claimed that sleeping without gravity \_\_\_\_\_ wonderful. He added that you \_\_\_\_\_ totally relax.
- "To be an astronaut you must be healthy and smart."  
He explained that to be an astronaut you \_\_\_\_\_ to be healthy and smart.

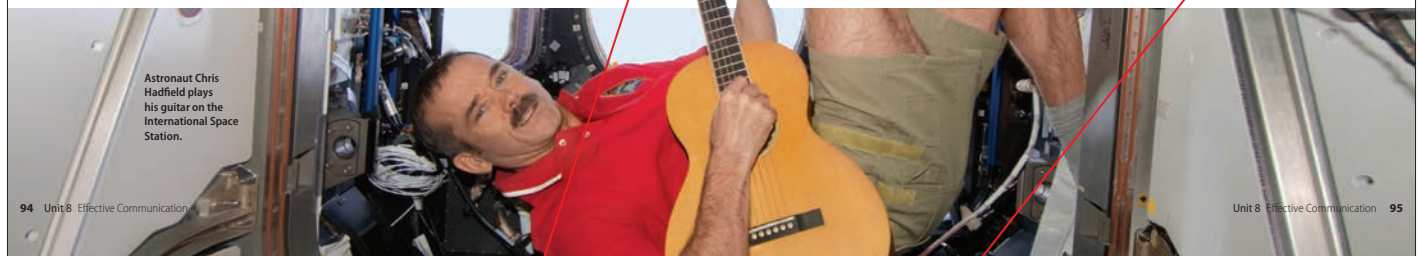
**13** Look at the verbs in bold in Activity 12. Match six of the verbs with the definitions (1–6).

- say something in answer to someone else **reply**
- say something more
- say something so the listener understands it clearly
- say that something is true, especially when you are unhappy or sorry about it
- say that you are not happy about something
- say that something is true, even when it is not certain

**14** Use the prompts to report more statements and questions about the ISS mission.

- "Do you do experiments every day?" someone / ask  
Someone asked Chris if he did experiments every day.
- "I do, but I don't do many experiments on Saturdays and Sundays." Chris / reply
- "I can help to educate the public about space exploration with social media." he / explain
- "How long did it take you to learn how to move around in zero gravity?" one person / ask
- "I'm still learning!" he / admit
- "Will it take long to get used to gravity again after living in space?" someone / ask

**15** Work in pairs. Write five questions you would like to ask Chris Hadfield. Take turns interviewing each other as Chris. Then report your interviews to the class.



Astronaut Chris Hadfield plays his guitar on the International Space Station.

Grammar explanations and additional practice at the back of the book give students extra support.

A final open-ended activity allows students to personalize the language.

# Vocabulary Building, Reading, and Critical Thinking

Reading helps students to become critical consumers of information.

The focus on building vocabulary helps students understand the way words work together.

The focus on critical thinking teaches students the skills and strategies they need to evaluate new information.

## 8B Intercultural Communication

### READING

**1** Work in pairs. You are going to read an article about what happened when students from different nationalities spent time together. Discuss the questions. Use these adjectives and your own ideas.

direct emotional formal honest patient polite rude

- 1 What do you think people in other countries believe about people in your country?
- 2 How true do you think these views are?

**2** Read the article. Match the headings (a–f) with the paragraphs (1–5). There is one heading you do not need.

- a Let's Get Together
- b A Two-Way Thing
- c Body Language
- d Communication Styles
- e Communicating without Words
- f Accurate Opinions?

**3** Read the article again. Are the sentences *true* or *false*, or is the information *not given*?

- 1 Messages can be communicated in two forms: spoken language and body language.
- 2 Intercultural understanding is important because different nationalities communicate so often these days.
- 3 The goal of the experiment was to compare Moroccan and Chinese communication skills.
- 4 The students were not feeling relaxed about meeting new people.
- 5 The ideas they had about each other before they met did not match the facts.
- 6 Hyan Yu was annoyed because Eleni wasn't listening to him.
- 7 The Chinese students spoke the best English.
- 8 The most direct group was the Americans.
- 9 The students had to change their communication styles for the others to understand and accept them.

**4** Match the words from the article (1–6) with their definitions (a–f).

- |                        |                          |
|------------------------|--------------------------|
| 1 urgent (line 14)     | 4 fluent (line 29)       |
| 2 background (line 15) | 5 direct (line 49)       |
| 3 stereotype (line 23) | 6 passionately (line 50) |
- a the culture and family someone comes from
  - b set ideas about people or nationalities, often not true
  - c with emotion
  - d important, high-priority
  - e clear and honest
  - f able to speak a foreign language well

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### CRITICAL THINKING Using direct speech

- 5 The author uses direct speech in the article. Find four quotes. Why is direct speech used?
- 6 Match the quotes in the article with the points (1–4).  
It is important to:  
1 be aware of your own culture and be able to explain it.  
2 understand why miscommunication happens.  
3 recognize how all communications help understanding.  
4 want to know the truth about other cultures.

### VOCABULARY BUILDING

#### Negative prefixes

Make adjectives negative by adding the prefixes *un-*, *im-*, *in-*, or *ir-*.

comfortable → uncomfortable    polite → impolite  
correct → incorrect    responsible → irresponsible

**7** Add the correct prefix to make each adjective negative.

- |                |                 |
|----------------|-----------------|
| 1 _____patient | 6 _____personal |
| 2 _____aware   | 7 _____regular  |
| 3 _____direct  | 8 _____possible |
| 4 _____usual   | 9 _____relevant |
| 5 _____formal  | 10 _____true    |

**8** Choose the correct option to complete each sentence.

- 1 This intercultural experiment was quite *usual* / *unusual*, but everyone needs to be able to communicate with people from different cultures these days.
- 2 The Americans were surprised at how *personal* / *impersonal* and friendly the Moroccans were.
- 3 The Moroccans realized their ideas about stereotypes were *true* / *untrue*.
- 4 Eleni was *aware* / *unaware* she was annoying Hyan Yu.
- 5 Behavior that is normal in one culture can appear *polite* / *impolite* in other cultures.
- 6 It's important to be *patient* / *impatient* when you communicate with people from other cultures.
- 7 Chinese people probably think Moroccans are quite *direct* / *indirect*.

### 9 MY PERSPECTIVE

Work in groups. Discuss the questions.

- 1 Which of the communication styles in the article is most similar to your country's? Why?
- 2 What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?



## AN EXPERIMENT IN

Rochd and David discuss stereotypes and communication styles.

## INTERCULTURAL COMMUNICATION

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**1** \_\_\_\_\_  
We think about communication as someone sending a message and another person receiving it. However, this view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in more emotional, nonverbal forms such as facial expressions, tone of voice, and body language. In an increasingly interconnected world, the need to understand other cultures is more urgent than ever. So what happens when people from different cultures, who speak different languages, meet?

**2** \_\_\_\_\_  
This is what documentary makers Crossing Borders Films wanted to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face? Two of their films examine interactions between American, Moroccan, and Chinese students. So what did they learn about each other, and themselves?

**3** \_\_\_\_\_  
Before the Moroccans and Americans met, both sides were feeling uncomfortable. What would they think of each other? Both nationalities already had some ideas about stereotypes of the other in their heads. One of the Moroccan students, Fatima, explained, "I need to find out if the images I have of other nationalities are correct." However, when the groups got together, they found that their stereotypes were immediately replaced by the individual personalities of the group members.

**4** \_\_\_\_\_  
Not everyone was fluent in English, and sometimes in discussions people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who went to China, Eleni, noticed that Hyan Yu always seemed annoyed when he spoke to her. Eleni explained, "My sound to show I'm listening is 'Hm'. And for Hyan Yu, 'Hm' is a sign of disrespect." On the other hand, some of the differences in nonverbal communication helped the students to get along better. Rochd, one of the Moroccan students, demonstrated friendship in a Moroccan way by putting his arm around one of the visitors—Americans don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learned to accept them. One of the Moroccan students said, "Maybe we're not communicating a lot of information, but we're connecting."

**5** \_\_\_\_\_  
One of the Chinese groups was surprised by how direct the Americans were. Compared to the Moroccans, however, the Americans seemed less direct. The Moroccans were able to argue passionately one minute and laugh together the next. Rochd puts it clearly: "If we didn't speak with emotion, that wouldn't be a Moroccan discussion." Again, simply by understanding that certain ways of interacting seem rude to other cultures, the groups were able to get along better. The young people learned a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.

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Carefully chosen activity types provide practice of common question formats found on international exams.

Reading texts with a global perspective encourage students to think expansively about the world, and are also recorded for extra listening practice for classes who need it.

# Grammar 2

Grammar 2 continues to develop students' understanding of grammar.

Well-scaffolded pronunciation activities help students be better understood.



## 8C Ask Me Anything

### GRAMMAR Reported speech (2)

- 1 Work in pairs. Discuss the questions.
  - 1 What apps do you know that can help people learn languages? How?
  - 2 How will computers help us learn languages in the future?
  - 3 What could you do if you didn't know how to explain what you wanted?
- 2 Listen to an interview with Nick, who has developed a language learning app. Put the questions in the order you hear them. **01:53**
  - a Did the users know the app's secret?
  - b How does the app work?
  - c What do users need to do if they want to use the app?
  - d Where does the idea come from?
  - e What does your company do?
  - f Will the app be available for English learners soon?

- 3 Work in pairs. Listen again, then discuss the answers to the questions in Activity 2. **01:53**

- 4 Work in pairs. Who says these things? Match the speakers (1–5) with the comments (a–j). Then listen again to check. **01:53**

- |                   |                         |          |
|-------------------|-------------------------|----------|
| 1 the interviewer | 3 the app website       | 5 Javier |
| 2 Nick            | 4 anyone with an iPhone |          |

- a "Yes, of course I can tell you about it!"
- b "Can you tell me about the app?"
- c "Sir, find a good restaurant near here!"
- d "We should use texting as the way people communicate with the app."
- e "Text me and I'll help!"
- f "If you want to use the app, add this number to your phone contacts."
- g "Let's look at an example."
- h "It isn't actually a chat bot, it's me."
- i "I really think you should try this app. It's great."
- j "Remember to come back in five years, because computers will keep on learning."

#### Verb patterns with reporting verbs

- a The interviewer **asked** Nick to explain where the idea came from.
- b He **told** Siri to find a good restaurant near there.
- c Nick **agreed** to talk about his new project.
- d Nick **suggested** using texting as the way to communicate with the app.

Check page 142 for more information and practice.

- 3 Reporting verbs tell us what the speaker is doing, e.g., suggesting. They are sometimes followed by other verbs, but the structure isn't always the same. Match the verbs in bold in the Grammar box with these structures.

- 1 Some reporting verbs are followed by *to* + infinitive, e.g., \_\_\_\_\_.
- 2 Some reporting verbs are followed by *someone* + *to* + infinitive, e.g., \_\_\_\_\_.
- 3 Some reporting verbs are followed by the *-ing* form, e.g., \_\_\_\_\_.

- 6 Match the two parts of the sentences.

- 1 The app **promises**
- 2 The website **invited** people
- 3 Nick **offered**
- 4 Nick **admitted**
- 5 The first user **recommended**
- 6 Nick **reminds** us

- a being the app.
- b to help.
- c to add the app's number to their contacts.
- d to show how the app works with an example.
- e to come back in five years.
- f using Nick's app to others on Facebook.

- 7 Choose the correct options to complete the review of a new app.

A friend (1) *told / suggested* me to download a new app to help me learn vocabulary. He (2) *explained / admitted* to not using it himself, but he (3) *offered / suggested* trying it for a few days. It (4) *promises / reminds* to teach you ten new words every day. The premium version is \$5, but if you (5) *invite / suggest* a friend to sign up for it, you get \$3 off. (You can also (6) *promise / ask* your parents to pay for it—tell them it's for studying!) It's fun because it turns learning English into a game. Sometimes I (7) *invite / agree* to let my little sister play with it. I (8) *offered / told* to show my English teacher how it works. She thought that some of the vocabulary it teaches isn't very useful. She (9) *reminded / promised* me to do my homework as well, and not to only study with the app. I think she's right—I'd (10) *ask / recommend* spending ten minutes a day on the app, but no more.

- 8 Work in pairs. Read about the Turing test. Then read the items (1–7) and decide which are the best ones to find out if you are speaking to a human or a bot.

The Turing test is a competition for computer "bots"—programs that try to speak the way humans do. The person taking the test "chats" via text message and interacts with either the bot or with a human. The bot wins if the tester believes they are interacting with a human. These are good prompts to use in the test:

- 1 Could you give me your definition of love, please?
- 2 Would you like to ask me anything?
- 3 Why don't we play chess?
- 4 Are there any problems in your life you would like to talk about? I'd be happy to listen.
- 5 Add: 34,789 + 74,203.
- 6 Actually, I'm also a computer. How does that make you feel?
- 7 I think you should use more emoticons. It will make you seem more human.

- 9 Choose the correct verb. Report the sentences in Activity 8.

- 1 You could ask it to give you its definition of love. (ask / offer)
- 2 You could \_\_\_\_\_ you a question. (invite / promise)
- 3 You could \_\_\_\_\_ chess. (admit / suggest)
- 4 You could \_\_\_\_\_ to its problems. (offer / tell)
- 5 You could \_\_\_\_\_ an addition. (recommend / tell)
- 6 You could \_\_\_\_\_ a computer. (admit / ask)
- 7 You could \_\_\_\_\_ emoticons. (invite / recommend)

- 10 PRONUNCIATION Contrastive stress

The same sentence can have different meanings depending on which words are stressed.

- a Listen to three sentences. Underline the words that the speaker stresses. **01:53**

- 1 Nick suggested using texting as the way to communicate with the app. (He didn't tell people to use texting.)
- 2 Nick suggested using texting as the way to communicate with the app. (No one else suggested it.)
- 3 Nick suggested using texting as the way to communicate with the app. (He didn't suggest using voice activation.)

- b Listen to the first part of the sentence and choose the correct ending: 1, 2, or 3. **01:53**

- 1 Felipe didn't promise me anything.
- 2 and now she's saying she doesn't have time!
- 3 not what it looked like.

- c Work in pairs. Practice saying the sentences in a and b in different ways. Can your partner provide the correct ending?

- 11 Work in pairs. Ask and answer questions you would use to find out if you are chatting to a human or a computer.

- 12 CHOOSE Choose one of the following activities.

- 1 Report the best questions and answers from Activity 11 to your group.
- 2 Write a summary of the best questions and answers from Activity 11. Use reported speech.  
*My partner asked me to tell her a joke. I said I didn't know any jokes in English.*
- 3 Search online for a chat bot and have a conversation with it. Tell a partner about your conversation. Decide which chat bot was the best and why.

Students are guided through an analysis of the grammar that gives them a deeper understanding of how it works.

Examples in a grammar box provide clear models for students.

A Choose activity gives students an opportunity for independent learning.

# Authentic Listening Skills and TED Talk

TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter.

The focus on skills needed to deal with authentic pieces of listening prepare students for real-world interactions.

Vocabulary in Context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

8D 10 Ways to Have a Better Conversation

“Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.”

CELESTE HEADLEE

Read about Celeste Headlee and get ready to watch her TED Talk. ▶ 18.0

### AUTHENTIC LISTENING SKILLS

Understanding fast speech

Some people speak very fast, often because they are enthusiastic about what they are saying. Groups of words can sound like one long word. To deal with this:

- listen for words you do understand.
- try to get the main idea.

- 1** Read the Authentic Listening Skills box. Listen to the first sentence of the talk. Write down the words you hear. ▶ 18.4
- 2** Listen again. What does Celeste want the audience to do? Choose the correct option. ▶ 18.4
  - a Unfriend someone on Facebook.
  - b Put their hands up.
- 3** Listen to five more short sentences. Write what you think Celeste says. ▶ 18.5

#### WATCH

- 4** Work in pairs. Discuss the questions.
  - 1 When you talk to people you don't know very well, what are "safe" topics to talk about?
  - 2 Which topics should you definitely avoid?
  - 3 Who do you have good conversations with? What do you talk about?
  - 4 What does a good listener do?

- 5** Watch Part 1 of the talk. According to Celeste, are the sentences *true or false*? ▶ 18.1
  - 1 Even the weather and your health aren't safe topics of conversation anymore.
  - 2 Smartphones are helping kids improve their interpersonal skills.
  - 3 Celeste agrees with the advice everyone has heard about how to show that you are paying attention.
- 6** Watch Part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use ten of these words. ▶ 18.2
 

brief	details	experience	flow	know	learn
listen	multitask	open-ended	quiet	repeat	talk

  - 1 Don't \_\_\_\_\_.
  - 2 Enter every conversation assuming that you have something to \_\_\_\_\_.
  - 3 Use \_\_\_\_\_ questions. Start questions with *who, what, when, where, why, or how*.
  - 4 Go with the \_\_\_\_\_. Though it will come into your mind and you need to let them go out of your mind.
  - 5 If you don't \_\_\_\_\_, say that you don't know.
  - 6 Don't equate your \_\_\_\_\_ with theirs.
  - 7 Try not to \_\_\_\_\_ yourself.
  - 8 Leave out the \_\_\_\_\_.
  - 9 \_\_\_\_\_. It's the number one most important skill that you can develop.
  - 10 Be \_\_\_\_\_.
- 7** Choose the correct option to complete each tip. Then watch Part 2 of the talk again to check. ▶ 18.2
  - 1 Be *present / available*. Be in that moment.
  - 2 If you want to state your opinion, write an *email / a blog*.
  - 3 Because then they might have to stop for a moment and think about it, and you're going to get a much more *complete / interesting* response.
  - 4 Don't stop listening when *information / stories* and ideas come to you. Let them come and let them go.
  - 5 Be careful about what you claim to be an *expert / a listener* in and know for sure.
  - 6 It's not about *who is right / you*.
  - 7 We have a point to make, so we just keep *rephrasing / repeating* it over and over. Don't do that.
  - 8 People care about you, not the *names and addresses / dates*.
  - 9 If your mouth is open, you're *not learning / listening*.
  - 10 In short: be interested in *everything / other people*.
- 3** In which professions is good speaking and listening important to *making a living*? How will you make a living?
- 4** What do you *care about* most in your life?

CHALLENGE

Watch Part 3 of the talk. Celeste says that "everyone has some hidden, amazing thing about them." What is your hidden, amazing thing? Tell a partner. ▶ 18.3

- 9** **VOCABULARY IN CONTEXT**
  - a** Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 18.4
  - b** Work in pairs. Discuss the questions.
    - 1 If you want to *avoid* someone, what can you do?
    - 2 What conversations do you enjoy most? Is it *due* to the people you're speaking to, the topic you're talking about, or something else? What?

### CRITICAL THINKING Investigating opinions

- 9** Work in pairs. Read the comments (1–3). Discuss how Celeste would respond to them.\*
  - 1 "Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face to face."
  - 2 "Celeste says we shouldn't compare other people's experiences to our own, but I've always thought that this shows good listening skills—it shows that you really understand how the other person is feeling."
  - 3 "Doesn't it depend on what kind of conversation you are having? Normally both people should be allowed to give their opinions."

\*These comments were created for this activity.
- 10** Work in groups. Discuss the questions.
  - Which of Celeste's suggestions are going to be most difficult for you to do? Why?
  - She says that just making one change is a good start. Which tip will you work on? Why?
  - How are you going to put your good intentions into practice?

100 Unit 8 Effective Communication
Unit 8 Effective Communication 101

Background information and extra activities on the video help students tune into the themes and language of the TED Talk.

Challenge activities build student confidence through open-ended activities that go beyond the page.

# Speaking and Writing

Lesson E allows students to put their own voices to the themes they have been discussing, while developing key strategies for speaking and writing.

Useful language boxes highlight the language students need to communicate in person and in writing.

Each writing section focuses on a common text type and provides training in a useful writing skill.

Writing models provide the text for analysis as well as being a handy reference. Models are printed in the back of the book with writing skills and strategies annotated.

**8E I Hear What You're Saying**

**SPEAKING**

1 Listen to three conversations in which one person wants a change in their situation. Match the conversation with the speaker who wants: **101 | 102 | 103**

a a second chance to do something. Conversation \_\_\_\_\_  
 b to get some money back for something they bought. Conversation \_\_\_\_\_  
 c to replace something that isn't right. Conversation \_\_\_\_\_

2 **PRONUNCIATION** Sympathetic intonation

Being sympathetic means listening to understand how someone feels, and being kind if they have a problem. We show sympathy in the words we use and the way we sound. In general, sympathetic intonation goes up and down more than unsympathetic intonation.

a Listen to the same sentence said twice. Notice how the voice goes up and down in the second, more sympathetic-sounding sentence. **104 | 105 | 106**

I'm really sorry to hear that. I'm really sorry to hear that.

b Listen to the sentences. Does the speaker sound sympathetic (S) or unsympathetic (U)? **107 | 108 | 109**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

c Listen to the sentences again. Repeat the sympathetic-sounding sentences. Try to sound sympathetic. **110 | 111 | 112**

3 Work in pairs. Choose two of the situations (1–4). Roleplay them with your partner, using expressions from the Useful language box. Take turns being the sympathetic listener.

1 A friend lost a 1,000-word essay. He turned the computer off before he saved it.  
 2 A teammate can't play in the basketball final because he or she isn't good enough. You are the team captain.  
 3 A teacher failed a classmate in an exam because she saw him using his cell phone. He says he was only turning the sound off, but you know he was texting someone.  
 4 You forgot to lock the garage door last night. Your sister's motorcycle was stolen.

**WRITING** A complaint email

1 Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, or other items online.

2 Read the email on page 152 and answer the questions.

1 What did Park Seo-yeon want to buy?  
 2 What problem did she have paying for it? What other problem was there with the product?  
 3 Was her phone call to the company successful? Why?  
 4 What three things does she want the company to do?

3 **WRITING SKILL** Using formal connectors

a Look at the Useful language box. Find these words and phrases in Park's email on page 152. Which heading in the Useful language box could you put them under?

although consequently despite nevertheless what is more

b Complete these sentences in a way that makes sense.

1 I had to wait to be served for twenty minutes. As a result, ...  
 2 In my experience, customer service in your store is usually good. However, ...  
 3 The phone was not the right color. Also, ...  
 4 Even though the menu didn't look very exciting, ...  
 5 It took us over an hour to buy tickets. In spite of this, ...

4 Put the features of a complaint email or letter in the order that they appear in Park's email.

a a clear demand for a solution d a formal opening 7  
 b a description of what happened e details of any attachments  
 c a formal closing f the reason for writing

5 Choose one of the conversations from Activity 1 and write a complaint letter, or write a letter about an experience you've had. Use these instructions to help you.

1 Give the reasons for your complaint.  
 2 Decide what you think the company should do.  
 3 Underline any expressions from Park's email that you can use in your letter.  
 4 Make sure you include all the features in Activity 7.  
 5 Use connectors from Activity 6 to help you organize your writing.

6 Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.

**Useful language**

**Showing understanding**  
 I'm sorry to hear that.  
 Yes, that is frustrating.  
 That's (such) a shame / pity.  
 What a pity.  
 I see.

**Disagreeing politely**  
 I hear / see what you're saying, but ...  
 I understand, but ...

**Preparing the listener for bad news**  
 You see, the thing is ...  
 It's just that ...  
 Unfortunately ...  
 I'm afraid that ...  
 I'm sorry to say ...

**Useful language**

**Expressing contrast**  
 in spite of  
 even though  
 while  
 however  
 even so

**Expressing result**  
 as a result  
 because of this  
 therefore

**Expressing addition**  
 in addition  
 also  
 moreover  
 furthermore

102 Unit 8 Effective Communication

Unit 8 Effective Communication 103

Well-scaffolded pronunciation activities help students be better understood.

A final open-ended activity allows students to personalize the language.

# WELCOME TO PERSPECTIVES!

Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.

In *Perspectives*, learners develop:

## • AN OPEN MIND

Every unit explores one idea from different perspectives, giving learners opportunities for practicing language as they look at the world in new ways.

**8 Effective Communication**

A group of young men chatting in the Jeddah Mountains, Saudi Arabia

**IN THIS UNIT, YOU...**

- learn about the ways astronauts stay in touch from space.
- read about an experiment in intercultural communication.
- find out about a new app.
- watch a TED Talk about how to have better conversations.
- write a complaint email.

### 8A Getting Your Message Out

**VOCABULARY** Effective communication

- Work in pairs. Look at the photo and read the caption. Discuss the questions.
  - Do men and women talk about different things? What are the differences?
  - Do you use your hands much when you speak? Are you a good listener?
  - What do you talk about with your friends? And with your parents?
  - Do you like talking in large groups or do you prefer one-to-one conversations? Why?
- Match words in column A with words in column B to make expressions about communication.
 

A	B
1 get	a connections
2 interpersonal	b photos
3 make	c skills
4 say	d distracted
5 share	e attention
6 connect	f my message out
7 get	g with
8 post	h texts
9 respond	i on social media
10 send	j to texts
- Complete the statements with expressions from Activity 2. Which are about communicating using technology?
  - If I want to make a point, I prefer face-to-face conversations. I don't find it easy to \_\_\_\_\_ people if I'm not in the room with them.
  - I know I can't \_\_\_\_\_ if I'm looking at my cell phone. I get distracted.
  - I think I have good \_\_\_\_\_ . My friends say I'm a good listener.
  - I probably \_\_\_\_\_ about ten times a day and I respond to my friends' messages right away. It's rude to make them wait.
  - If I want to share a message or a photo, I \_\_\_\_\_ .
  - I participate in a lot of online forums. It's a great way to \_\_\_\_\_ and get my message out.
- Work in pairs. Discuss the questions.
  - Are the statements in Activity 3 true for you? Change them to make them true.
  - Are any of the comments true for your parents? (Find phone conversations just on my smartphone—no face-to-face, except with my grandfather—Ari's based on the phone!)
- What's the difference between these words?
 

an argument   a chat   a conversation   a debate   a discussion
- MY PERSPECTIVE**

Work in pairs. Discuss the questions.

  - What do you find easy to do when you talk?

### 8D 10 Ways to Have a Better Conversation

**TED TALKS**

“Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.”

**CELESTE HEADLEE**

Read about Celeste Headlee and get ready to watch her TED Talk.

**AUTHENTIC LISTENING SKILLS**

**Understanding fast speech**

Some people speak very fast, often because they are enthusiastic about what they are saying. Groups of words can sound like one long word. To deal with this:

- listen for words you do understand.
- try to get the main idea.

- Read the Authentic Listening Skills box. Listen to the first sentence of the talk. Write down the words you hear.
- Listen again. What does Celeste want the audience to do? Choose the correct option.
  - Unfriend someone on Facebook.
  - Put their hands up.
- Listen to five more short sentences. Write what you think Celeste says.

**WATCH**

- Work in pairs. Discuss the questions.
  - When you talk to people you don't know very well, what are "safe" topics to talk about?
  - Which topics should you definitely avoid?
  - Who do you have good conversations with? What do you talk about?
  - What does a good listener do?
- Watch Part 1 of the talk. According to Celeste, are the sentences true or false?
  - Even the weather and your health aren't safe topics of conversation anymore.
  - Smartphones are helping kids improve their interpersonal skills.
  - Celeste agrees with the advice everyone has heard about how to show that you are paying attention.
- Watch Part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use ten of these words.
 

brief   details   experience   flow   know   learn   listen   multitask   open-ended   quiet   repeat   talk

  - I don't \_\_\_\_\_ .
  - Enter every conversation assuming that you have something to \_\_\_\_\_ .
  - With \_\_\_\_\_ questions, start conversations with who, what, where, when, why, or how.
  - Go with the \_\_\_\_\_ . Thoughts will come into your mind and you need to let them go out of your mind.
  - If you don't \_\_\_\_\_ , say that you don't know.
  - Don't equate your \_\_\_\_\_ with theirs.
  - Try not to \_\_\_\_\_ yourself.
  - Leave out the \_\_\_\_\_ .
  - \_\_\_\_\_ . It's the number one most important skill that you can develop.
  - Be \_\_\_\_\_ .
- Choose the correct option to complete each tip. Then watch Part 2 of the talk again to check.
  - Be present / available. Be in that moment.
  - If you want to state your opinion, write an email / a blog.
  - Because then they might have to stop for a moment and think about it, and you're going to get a much more complete / interesting response.
  - Don't stop listening when information / stories and ideas come to you. Let them come and let them go.
  - Be careful about what you claim to be an expert / a listener in and know for sure.
  - It's not about who is right / you.
  - We have a point to make, so we just keep repeating / reporting it over and over. Don't do that.
  - People care about you, not the names and addresses / dates.
  - If your mouth is open, you're not listening / listening.
  - In short: be interested in everything / other people.
- Watch Part 3 of the talk. Celeste says that "everyone has some hidden, amazing thing about them." What is your hidden, amazing thing? Tell a partner.

**CRITICAL THINKING** Investigating opinions

- Work in pairs. Read the comments (1–3). Discuss how Celeste would respond to them.
  - "Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face-to-face."
  - "Celeste says we shouldn't compare other people's experiences to our own, but I've always thought that this shows good listening skills—it shows that you really understand how the other person is feeling."
  - "Doesn't it depend on what kind of conversation you are having? Normally both people should be allowed to give their opinions."
- Work in groups. Discuss the questions.
  - Which of Celeste's suggestions are going to be most difficult for you to do? Why?
  - She says that just making one change is a good start. Which tip will you work on? Why?
  - How are you going to put your good intentions into practice?

## • A CRITICAL EYE

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share.

### 8B Intercultural Communication

**READING**

1 Work in pairs. You are going to read an article about what happened when students from different nationalities spent time together. Discuss the questions. Use these adjectives and your own ideas.

direct emotional formal honest patient polite rude

1 What do you think people in other countries believe about people in your country?  
2 How far do you think these views are?

2 Read the article. Match the headings (a-f) with the paragraphs (1-5). There is one heading you do not need.

a Let's Get Together  
b A Two-Way Thing  
c Body Language  
d Communication Styles  
e Communicating without Words  
f Accurate Opinions

3 Read the article again. Are the sentences true or false, or is the information not given?

1 Messages can be communicated in two forms: spoken language and body language.  
2 Intercultural understanding is important because different nationalities communicate so often these days.  
3 The goal of the experiment was to compare Moroccan and Chinese communication skills.  
4 The students were not feeling relaxed about meeting new people.  
5 The ideas they had about each other before they met did not match the facts.  
6 Hyun Yu was annoyed because Ellen wasn't listening to him.  
7 The Chinese students spoke the best English.  
8 The most direct group was the Americans.  
9 The students had to change their communication styles for the others to understand and accept them.

4 Match the words from the article (1-6) with their definitions (a-f).

1 urgent (line 10)      4 fluent (line 29)  
2 background (line 15)      5 direct (line 48)  
3 stereotype (line 23)      6 sensitivity (line 53)

a the culture and family someone comes from  
b set ideas about people or nationalities, often not true  
c with emotion  
d important, high priority  
e clear and honest  
f able to speak a foreign language well

**CRITICAL THINKING** Using direct speech

1 The author uses direct speech in the article. Find four quotes. Why is direct speech used?

2 Match the quotes in the article with the points (1-4). It is important to:

1 be aware of your own culture and be able to explain it.  
2 understand why miscommunication happens.  
3 recognize how all communications help understanding.  
4 want to know the truth about other cultures.

**VOCABULARY BUILDING**

**Negative prefixes**  
Make adjectives negative by adding the prefixes un-, im-, in-, or dis-.

comfortable → uncomfortable    polite → impolite  
correct → incorrect    responsible → irresponsible

**Add the correct prefix to make each adjective negative.**

1 patient      6 personal  
2 aware      7 regular  
3 direct      8 possible  
4 usual      9 relevant  
5 formal      10 true

3 Choose the correct option to complete each sentence.

1 This intercultural experiment was quite usual / unusual, but everyone needs to be able to communicate with people from different cultures these days.  
2 The Americans were surprised at how personal / impersonal and friendly the Moroccans were.  
3 The Moroccans realized their ideas about stereotypes were true / untrue.  
4 Ellen was aware / unaware she was annoying Hyun Yu.  
5 Behavior that is normal in one culture can appear polite / impolite in other cultures.  
6 It's important to be patient / impatient when you communicate with people from other cultures.  
7 Chinese people probably think Moroccans are quite direct / indirect.

**MY PERSPECTIVE**  
Work in groups. Discuss the questions.

1 Which of the communication styles in the article is most similar to your country's? Why?  
2 What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?



Rochd and David discuss stereotypes and communication styles.

### AN EXPERIMENT IN INTERCULTURAL COMMUNICATION

1 ———

"We think about communication as someone sending a message and another person receiving it. However, this view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in acute emotional, nonverbal forms such as facial expressions, tone of voice, and body language. In an increasingly interconnected world, the need to understand other cultures is more urgent than ever, so what happens when people from different cultures, who speak different languages, meet?"

2 ———

This is what documentary makers Gregory Bowles Films wanted to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face? Two of their film-creation collaborations between American, Moroccan, and Chinese students. So what did they learn about each other, and themselves?

3 ———

Before the Moroccan and American met, both sides were feeling uncomfortable. "What would they think of each other? Both nationalities already had some ideas about stereotypes of the other in their heads. One of the Moroccan students, Fatima, explained, "I need to find out if the images I have of other nationalities are correct." However, when the groups got together, they found that their preconceptions were immediately replaced by the individual personalities of the group members.

4 ———

Not everyone was fluent in English, and sometimes in discussions people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who went to China, Felix, noticed that Hyun Yu always seemed annoyed when he spoke to her. Felix explained, "He seemed to show his listening is there. And for Hyun Yu, there is a sign of disrespect." On the other hand, some of the differences in nonverbal communication helped the students to get along better. Rochd, one of the Moroccan students, demonstrated leadership in a Moroccan way by putting his arm around one of the student-American. Don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learned to accept them. One of the Moroccan students said, "Maybe we're not communicating a lot of information, but we're connecting."

5 ———

One of the Chinese groups was surprised by how direct the Americans were. Compared to the Moroccans, however, the Americans seemed less direct. The Moroccans were able to argue passionately over mistakes and laugh together the next. Rochd puts it clearly: "If we didn't speak with emotion, that wouldn't be a Moroccan discussion." Again, simply by understanding that certain ways of interacting seem new to other cultures, the groups were able to get along better. The young people learned a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.

## • A CLEAR VOICE

Students respond to the unit theme and express their own ideas confidently in English.

### 8E I Hear What You're Saying

**SPEAKING**

1 Listen to three conversations in which one person wants a change in their situation. Match the conversation with the speaker who wants:

a a second chance to do something.      Conversation \_\_\_\_\_  
b to get some money back for something they bought.      Conversation \_\_\_\_\_  
c to replace something that isn't right.      Conversation \_\_\_\_\_

**Pronunciation** Sympathetic intonation

Being sympathetic means listening to understand how someone feels, and being kind if they have a problem. We show sympathy in the words we use and the way we sound. In general, sympathetic intonation goes up and down more than unsympathetic intonation.

a Listen to the same sentence said twice. Notice how the voice goes up and down in the second, more sympathetic-sounding sentence.

I'm really sorry to hear that.      I'm really sorry to hear that.

b Listen to the sentences. Does the speaker sound sympathetic (S) or unsympathetic (U)?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

c Listen to the sentences again. Repeat the sympathetic-sounding sentences. Try to sound sympathetic.

1 Work in pairs. Choose two of the situations (1-4). Roleplay them with your partner, using expressions from the Useful language box. Take turns being the sympathetic listener.

1 A friend had a 1,000-watt cordless. He turned the computer off before he saved it.  
2 A basketball can't play in the basketball final because he or she isn't good enough. You are the team captain.  
3 A teacher failed a classmate in an exam because the classmate used his cell phone.  
4 He says he was only turning the sound off, but you know he was texting someone.  
5 You forgot to lock the garage door last night. Your sister's motorcycle was stolen.

**WRITING** A complaint email

1 Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, or other items online.

2 Read the email on page 152 and answer the questions.

1 What did Park Seo-yeon want to buy?  
2 What problem did she have paying for it? What other problem was there with the product?  
3 Was her phone call to the company successful? Why?  
4 What three things does she want the company to do?

**WRITING SKILL** Using formal connectors

a Look at the Useful language box. Find these words and phrases in Park's email on page 152. Which heading in the Useful language box could you put them under?

although    consequently    despite    nevertheless    what is more

b Complete these sentences in a way that makes sense.

1 I had to wait to be served for twenty minutes. As a result, \_\_\_\_\_  
2 In my experience, customer service in your store is usually good. However, \_\_\_\_\_  
3 The phone was not the right color. Also, \_\_\_\_\_  
4 Even though the menu didn't look very exciting, \_\_\_\_\_  
5 It took us over an hour to buy tickets. In spite of this, \_\_\_\_\_

3 Put the features of a complaint email or letter in the order that they appear in Park's email.

a a clear demand for a solution      d a formal opening / I  
b a description of what happened      e depth of any attachments  
c a formal closing      f the reason for writing

4 Choose one of the conversations from Activity 1 and write a complaint letter, or write a letter about an experience you've had. Use these instructions to help you.

1 Give the reasons for your complaint.  
2 Decide what you think the company should do.  
3 Underline any expressions from Park's email that you can use in your letter.  
4 Make sure you include all the features in Activity 7.  
5 Use connectors from Activity 6 to help you organize your writing.

5 Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.

**Useful language**

**Showing understanding**  
I'm sorry to hear that.  
Yes, that is frustrating.  
That's such a shame / pity.  
What a pity.  
I see.  
I understand.

**Disagreeing politely**  
I don't see what you're saying, but...  
I understand, but...  
I'm afraid that...  
I'm sorry to hear...

**Preparing the listener for bad news**  
You see the thing is...  
It's just that...  
Unfortunately...  
I'm afraid that...  
I'm sorry to hear...

**Expressing contrast**  
in spite of  
even though  
while  
however  
nevertheless

**Expressing result**  
as a result  
because of this  
therefore

**Expressing addition**  
in addition  
also  
moreover  
furthermore

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3