

How We Communicate

10

ACADEMIC PATHWAYS

Lesson A: Listening to a News Report
Talking about the Recent Past

Lesson B: Listening to a Telephone Conversation
Giving a Presentation and Answering Questions



Think and Discuss

1. Look at the photo. What do you think these men are talking about?
2. Do you think they know each other well? Explain.
3. What kinds of topics do you think you will discuss in this unit?

Exploring the Theme: How We Communicate

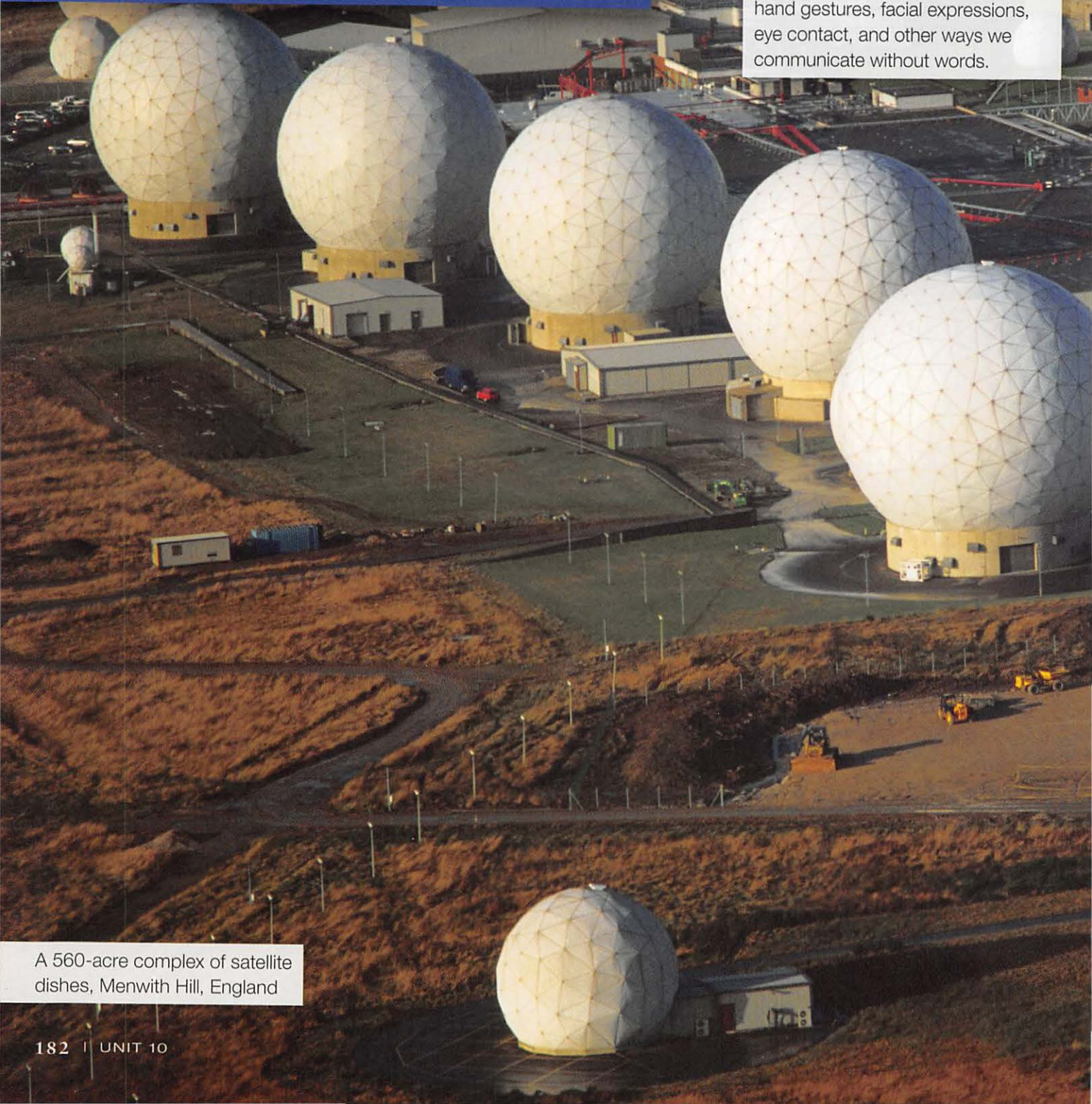
Look at the photos and read the captions. Then discuss the questions.

1. What kinds of communication do you see on these pages?
2. In human history, what kinds of communication are the oldest? The newest?
3. What kinds of communication do you use every day? How do you use them?

Non-Verbal Communication



Non-verbal communication includes hand gestures, facial expressions, eye contact, and other ways we communicate without words.



A 560-acre complex of satellite dishes, Menwith Hill, England

Verbal Communication



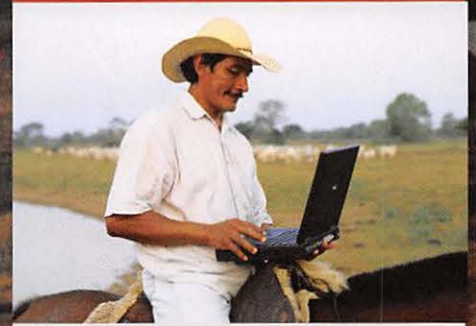
Verbal communication is all about words and speech. We use verbal communication when we speak.

Written Communication

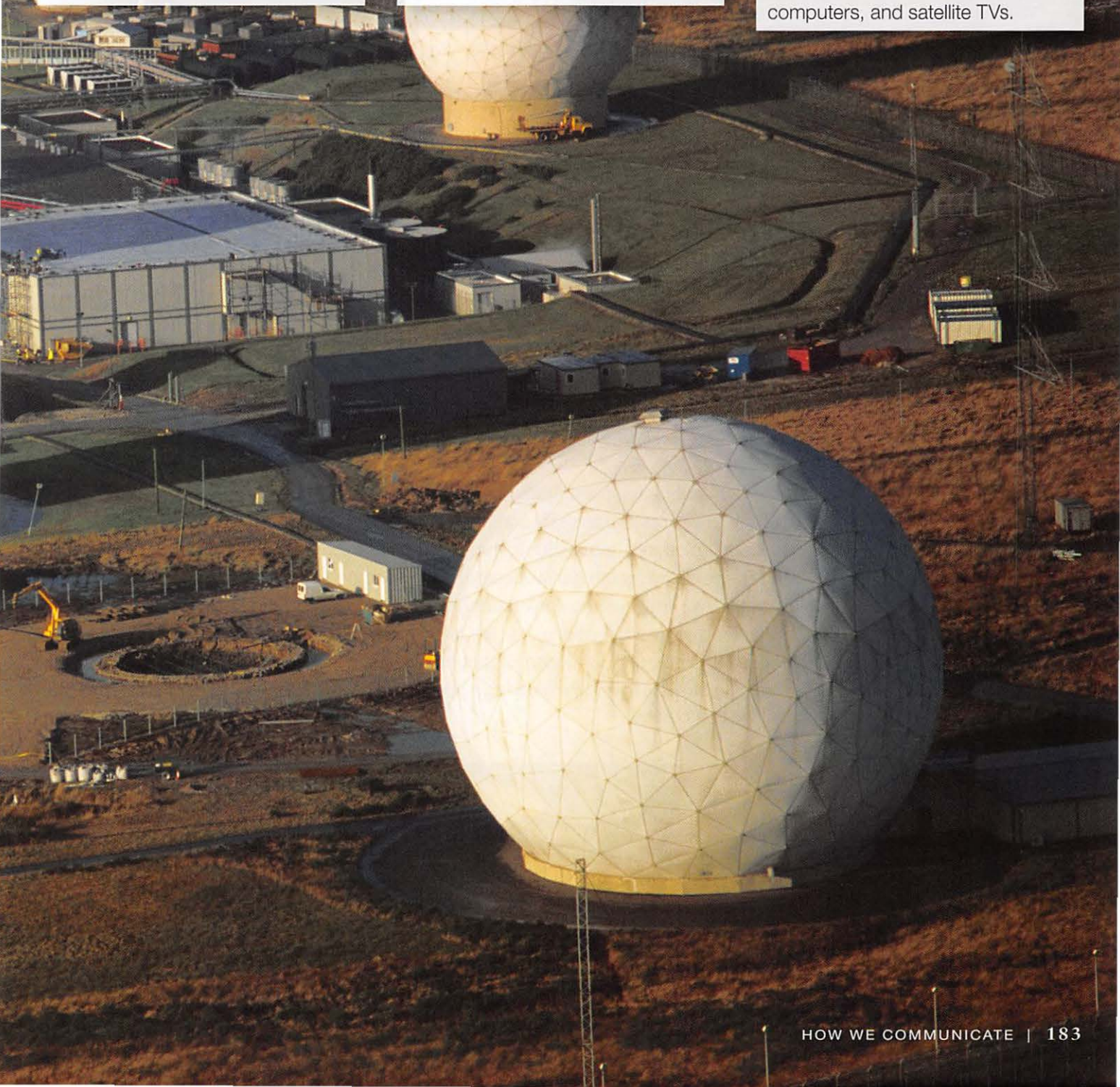


Written communication uses letters and other symbols to represent spoken words.

Technology for Communication



Modern technology has given us many devices for communication such as radios, telephones, computers, and satellite TVs.





track 3-27

A | Using a Dictionary. Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson A.

- access (v.) connect (v.) device (n.) message (n.) speed (n.)
 basic (adj.) contact (v.) involved (adj.) represent (v.) unfortunately (adv.)

B | Write each word from exercise **A** next to its definition.

1. _____ taking part in something
2. _____ how fast something moves or happens
3. _____ to join or form a relationship with something or someone
4. _____ to stand for or to mean another thing
5. _____ a piece of equipment invented for a certain purpose
6. _____ a piece of information that someone sends
7. _____ simplest or most important
8. _____ to telephone someone or send them a message or letter
9. _____ to find or get something
10. _____ sadly or unluckily, used to express regret about what you are saying




track 3-28

C | Meaning from Context. Circle the correct word in **blue** to complete each sentence. Then listen and check your answers.

1. Non-verbal communication is more (**basic/involved**) than speaking a language. Babies, for example, are able to communicate with their parents by crying or smiling.
2. I'm not feeling well, so I need to (**contact/connect**) my boss and tell her I can't work today.
3. An MP3 player is a popular (**basic/device**) for playing music.
4. It's easy to (**represent/access**) some kinds of information on the Internet.
5. Most computers are, (**speed/unfortunately**), quite expensive.
6. Many parts of the mouth are (**access/involved**) in speaking.
7. I tried to go online, but I couldn't (**connect/unfortunately**) to the Internet.
8. Anna didn't answer her phone, so I left a (**contact/message**) for her.
9. For many people, the dollar sign (\$) (**accesses/represents**) money.
10. Information travels at a high (**message/speed**) from one computer to another computer.



USING VOCABULARY

-  **A** | Look at the photos and read the information. Then discuss the questions below with a partner.



There are many ways to **contact** people these days. The telephone is often **involved**, either for calling someone or sending a text **message**.



Life moves at a slower **speed** in rural areas. These men are taking the time to enjoy a conversation. **Unfortunately**, many people in big cities may not have time to speak with their neighbors.



For these boys, shaking hands with the other players is a **basic** part of any baseball game. It **represents** a feeling of respect and friendliness.

1. How do you usually **contact** your close friends? Your family members?
2. What are some things that move at a low or slow **speed**? At a high **speed**?
3. What are the **basic** parts of a presentation? What information do you need to include?
4. What does each of these five symbols **represent**?
 - a. #
 - b. &
 - c. +
 - d. %
 - e. !
5. What sports or other leisure activities are you **involved** in? Why do you take part in them?

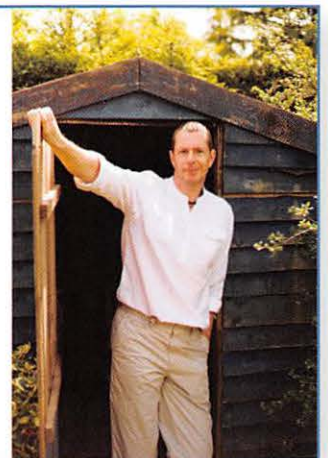
- B** | Read the article. Fill in each blank with a word from the box. There is one extra word.

access connect device message represent

National Geographic Emerging Explorer Ken Banks

Each year, National Geographic names several new Emerging Explorers. They receive an award of \$10,000. The money supports the work of young people at the beginning of their careers in many fields—biology, engineering, music, and others.

Ken Banks is one of the Emerging Explorers. In places where people can't (1)_____ the Internet, his software¹ lets them send a (2)_____ or other kinds of information with an inexpensive (3)_____: a basic cellular telephone. They just (4)_____ the phone to a computer. Then they can send information from the computer without using the Internet.



¹Programs used to operate a computer are called **software**.

Pronunciation

Thought Groups

When we speak, we usually do not pronounce each word separately. In Unit 8, you learned that two words can be linked, or joined together. In a similar way, groups of words are often pronounced together as phrases, or *thought groups*.

If you practice using *thought groups*, you can make your pronunciation smoother and improve your listening comprehension.



track 3-29

Examples:

I'll call you later,/or I'll send you/an email.

My older brother/has always been/my best friend.



track 3-30

A | Read part of a news report. Then listen and notice how the speaker uses thought groups.

With that software/on your computer,/you just need a device/that connects the computer/to a cell phone. Then the computer/uses the cell phone/to send messages/to a lot of different people./It's pretty cool!/And the Internet/is not involved.



These birds in Hungary have their own ideas about the purpose of a cell phone tower.



track 3-31

B | Listen to the sentences. Notice the thought groups. Then practice saying each sentence with a partner.

1. Professor Jones/is the oldest professor/at the university.
2. I almost never/send a real letter/to anyone.
3. Lily has a phone,/but she doesn't have/a computer.
4. We had a good conversation/about our families.
5. Tom and Marsha/are my only friends/in the city.
6. The assignment/is to read a chapter/and write some questions/for discussion.

Before Listening



Work with a partner. Read the information and discuss the question below. You are going to listen to a news report about Ken Banks, a man who does work in places where people do not have access to the Internet.

How do you think life might be difficult for people who don't have access to the Internet?

Listening: A News Report



A | Listening for Main Ideas. Listen to the news report. Choose the correct word or phrase to complete each statement.

- Ken Banks does a lot of work in _____.
a. Asia b. Africa c. Europe
- The United Nations has said that being able to access the Internet is a basic human _____.
a. need b. right c. wish
- Ken Banks worked on a project at the _____ National Park.
a. Borjomi b. Lauca c. Kruger



B | Making Inferences. Read the statements. Then listen again and circle **T** for *true* or **F** for *false*. The answers are not in the speakers' exact words. You need to think about what you hear.

- | | | |
|--|----------|----------|
| 1. The UN says that countries should limit people's use of the Internet. | T | F |
| 2. Ken Banks invented software because he saw a need for it. | T | F |
| 3. Everyone uses Banks' software in the same way. | T | F |
| 4. Banks' software can be used in poor countries. | T | F |

After Listening



A | Critical Thinking. Discuss the questions with a partner.

- Can you access the Internet easily? Explain.
- If you can access the Internet, how do you use it in your daily life? Explain.
- Rank the following ways people use the Internet from most important (1) to least important (6).

_____ chat online with friends	_____ look up facts and information
_____ do online banking or pay bills	_____ shop online for clothes, music, etc.
_____ read or hear the news	_____ create a business or personal Web site



B | Join another pair of students. Compare your rankings from exercise **A**. If your rankings are different, explain your decisions.

Grammar

The Present Perfect Tense

We form the present perfect tense with *have* or *has* + the past participle of a verb.
*I **have talked** to Melinda three times this week.*

We use the present perfect tense to talk about:


- actions that began in the past and continue until now.
*We **have lived** on Mountain Street since 2004.*
- actions that have happened several times already.
*Matthew **has bought** three different smartphones this year.*
- actions that happened at some time in the past and are connected with the present.
*I **haven't read** that book, so I can't tell you anything about it.*

Regular Past Participles

walked talked closed finished
 called allowed traveled improved

Irregular Past Participles

been eaten left had given
 gone slept fallen read seen

 With a partner, use the words and phrases to say complete sentences. Use the present perfect tense of the underlined verbs.

1. The Morgans/travel to Europe/four times.
2. Celine/not visit her family in Romania/since 2009.
3. Randal/cook/a delicious meal. Can you join us for dinner?
4. I/not see/the new action movie. Let's go see it tonight!
5. He/call me/twice today.
6. They/know each other/for a long time.

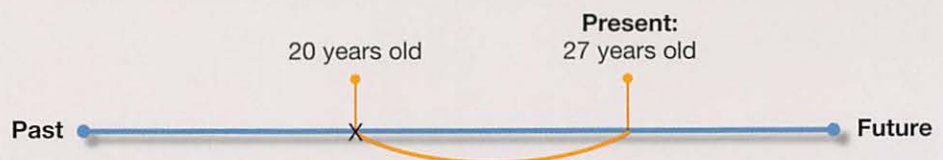
The Morgans have traveled to Europe four times.

Language Function

Talking about Duration: The Present Perfect Tense with *For* and *Since*

We use the present perfect tense with *for* to talk about how long a situation has existed. *For* is usually followed by a length of time.

*I started this job at the age of 20. I have had this job **for seven years**.*



We use the present perfect tense with *since* to talk about when a situation began. In a sentence, *since* is usually followed by a specific date or time in the past.

*I have worked here **since January, 2009**.*

*Molly and Brianna have been best friends since **high school**.*



A | Read the conversation. Fill in each blank with *for* or *since*. Then listen and check your answers.

Layla: Hi, David. I don't think I've seen your car before.
David: It's an old one. I've had it (1) _____ 2002.
Layla: It looks good. I've only had my car (2) _____ two years, and it already looks old.
David: By the way, have you seen Alice recently?
Layla: No, I haven't seen her (3) _____ several weeks.
David: Me neither. I sent her an email, but it bounced¹ back.
Layla: Oh, she changed her email address. She's had a new one (4) _____ February, I think.
David: Really? Could you give me her new email address?
Layla: Sure, no problem.

¹If an email **bounces back**, it is returned because the address is incorrect.



Early telephone



Radio-telephone



Cellular telephone

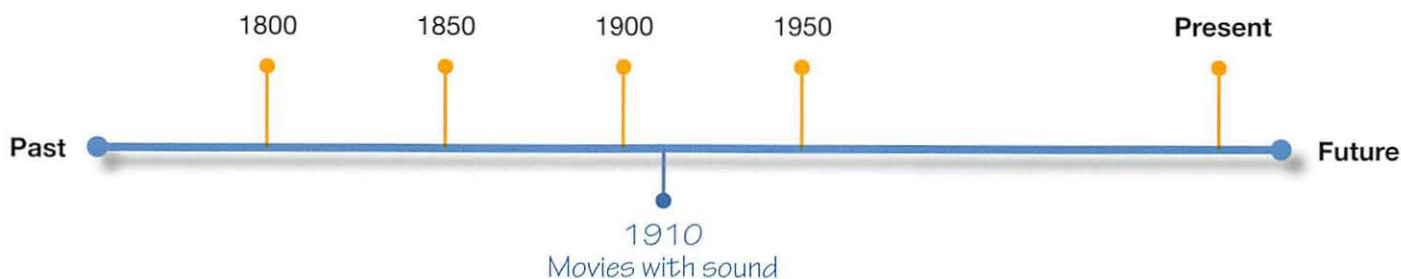


Internet video calling

B | Practice the conversation from exercise **A** with a partner. Then switch roles and practice it again.

C | **Collaboration.** Work with your partner. Read the list of important events and inventors in the history of communication. Then plot each event on the timeline below.

- 1829 Braille system of printing and reading for people who are blind (Louis Braille)
- 1910 Movies with sound (Thomas Edison)
- 1896 Early form of radio (Guglielmo Marconi)
- 1980s Personal computers (various inventors)
- 1979 Cellular telephone (Martin Cooper)
- 1927 Television (Philo Taylor Farnsworth)
- 1876 Telephone and microphone (Alexander Graham Bell)
- 1991 World Wide Web (Tim Berners-Lee)



D | Complete each conversation. Use information from the timeline in exercise **C**.

Ken: How long has Braille printing been around?
Miguel: A long time! It's been around since (1) _____.

Scott: How long has the telephone existed?
Rocio: It has (2) _____ for (3) _____ years.


Megan: How old is television?
Sandra: It's pretty old! There's been TV (4) _____ 1927.

Marta: How long have we had cellular telephones?
Li: We have (5) _____ cellular telephones since (6) _____.

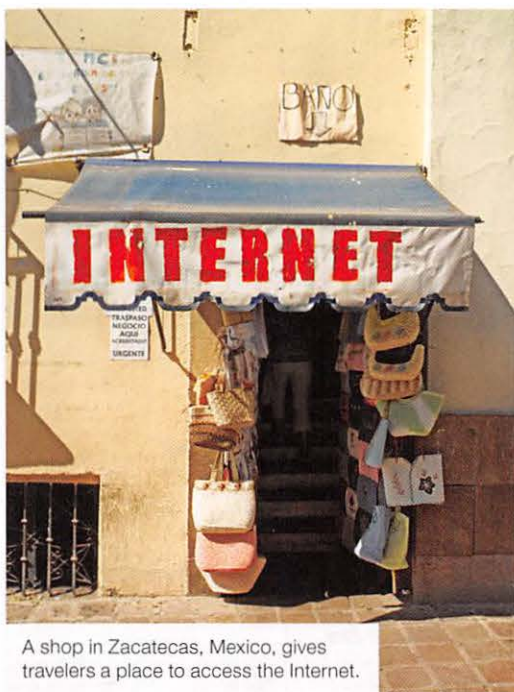
 **E** | Practice the conversations from exercise **D** with a partner. Then switch roles and practice them again.

 **F** | With your partner, have more conversations about the timeline in exercise **C**.

How long have we had microphones?
 We've had them since 1876.

 **G** | **Discussion.** Form a group with another pair of students. Discuss the questions.

1. What information from exercise **C** was interesting or surprising to you? Explain.
2. Which technology for communication is the most important to you? Explain.
3. How many different telephone numbers have you had in your life?
4. Have you made any phone calls today? If so, whom did you call?
5. Have you checked your email today? If so, how many times?
6. Which of your friends do you talk to the most? How long have you known him or her?



A shop in Zacatecas, Mexico, gives travelers a place to access the Internet.

Talking about the Recent Past

A | Match each question to its answer.

- | | | |
|---|---------------|---|
| 1. Have you seen my cell phone? | <u> b </u> | a. I don't know. I haven't read it yet. |
| 2. Where will the meeting be? | <u> </u> | b. Yes, I saw it on the table. |
| 3. Have you gone to the theater lately? | <u> </u> | c. Only once. |
| 4. Is that a good book? | <u> </u> | d. They haven't told us yet. |
| 5. Why are you so tired? | <u> </u> | e. No, I prefer a good movie. |
| 6. Have you eaten tacos before? | <u> </u> | f. I haven't slept well in days! |

B | Practice saying the questions and answers from exercise **A** with a partner.

C | Read and listen to the conversation. Notice the verb tenses the speakers use. Then practice the conversation with your partner. Switch roles and practice it again.

Lionel: Have you written a letter to anyone recently?

Candice: Yes, I wrote a letter to my grandmother last week.

Lionel: A real letter—on paper?

Candice: Yes, my grandma doesn't use email.

Lionel: Oh, I see.

Candice: Have you used a videophone system recently?

Lionel: Yes, I talked with my brother last night. He's in Germany.

D | Read the list of ways to communicate. Add two of your own ideas.


- call someone on the phone
- use a videophone system
- send a text message
- have a face-to-face conversation
- use polite expressions, e.g., "thank you"
- make facial expressions
- _____
- _____

E | With a partner, ask and answer questions about ways to communicate using the present perfect. Use the list of ways to communicate from exercise **D**. Use the conversation from exercise **C** as a model.




Touching the Stars

Before Viewing

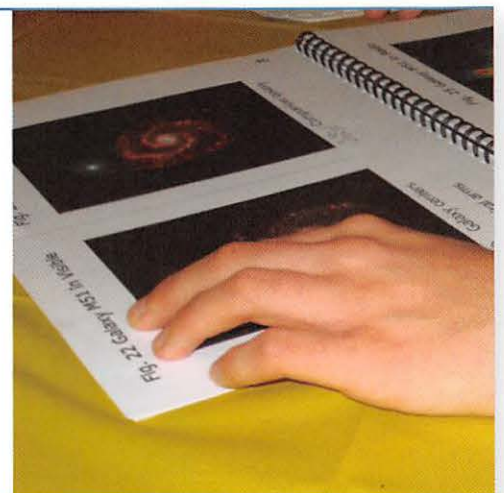
-  **A | Critical Thinking.** Form a group with two or three other students. Read the information below. Then discuss the questions.

In Lesson A of this unit, you discussed several different ways to communicate. Many of these ways require us to see (e.g., reading a text message) or to hear (e.g., talking on the telephone).

1. What kinds of communication challenges do you think a person who is blind might face? A person who is deaf?¹
2. What are some ways you know about for people who are blind and people who are deaf to communicate?

-  **B | Using the Present Perfect Tense.** Read the information and fill in each blank with the present perfect form of the verb in parentheses. Then listen and check your answers.

The Hubble Space Telescope (1) has been (be) in orbit since 1990, and people around the world (2) _____ (enjoy) the beautiful images that the telescope (3) _____ (send) back to Earth. One group of people, however, (4) _____ (have) no opportunity to enjoy Hubble's discoveries—until recently. The National Aeronautics and Space Administration (NASA) (5) _____ (create) a special book for people who are blind. It allows them to “see” images from Hubble and other telescopes with their fingers.



¹A person who is **deaf** has difficulty hearing or cannot hear at all.

While Viewing

A | Read the statements. Then watch the video and circle the correct information.

1. The students (have the same level of vision/have different levels of vision loss).
2. The students are helping NASA to (sell/change) the book.
3. The book has sheets of (plastic/paper) over the images.

B | Watch the video again and choose the correct answer to each question.

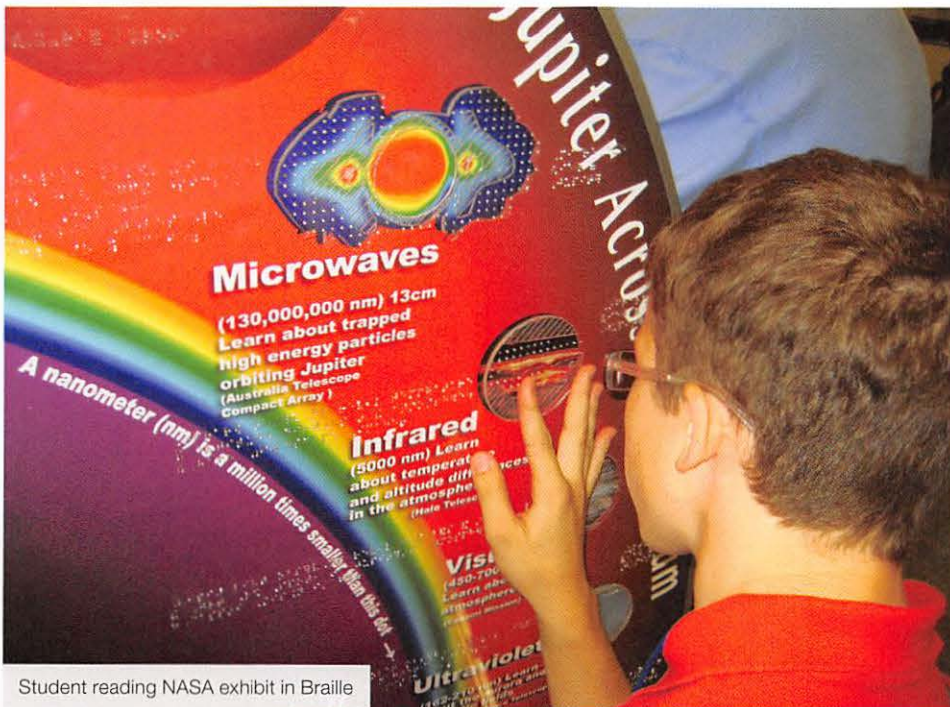
1. Where is the school? _____ a. too many dots and ridges
2. How do the students read the book? _____ b. onion rings
3. How does the book show details of images? _____ c. Colorado
4. What was wrong with the early version of the book? _____ d. with their fingers
5. One girl holds up a photo. What does it remind her of? _____ e. as raised dots and ridges

After Viewing

Critical Thinking. Form a group with two or three other students. Discuss the questions.

What do you know, or what can you imagine about the lives of people who are deaf or blind?
For example:

- How do people who are deaf communicate with other people? How do they hear music?
- How do people who are blind find their way around?
- How are the lives of people who are deaf or blind the same as the lives of people with hearing and vision? How are they different?





A | **Meaning from Context.** Look at the graphic and read the caption. Then read and listen to the article. Notice the words in **blue**. These are words you will hear and use in Lesson B.

Communications Satellites: How Many Is Too Many?

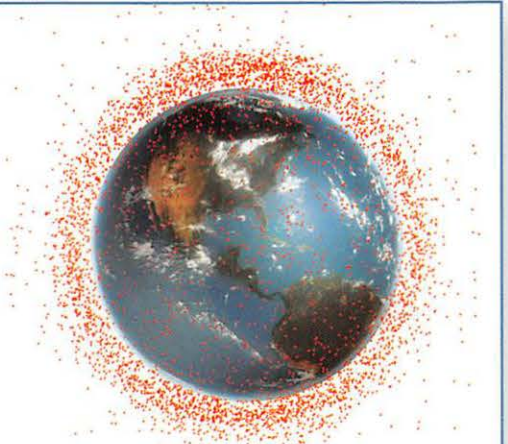
In one way or another, you probably use a satellite every day. If you watch TV, check the weather, or make a long-distance phone call, a satellite is involved. Satellites have changed the way we communicate, and they've also changed the space around Earth.

Back in the 1970s, former NASA scientist Donald Kessler **realized** that with thousands of satellites in orbit around the earth, a **collision** between two or more satellites was **probable**. He also knew that after such a collision, hundreds of small pieces of **metal** would be in orbit instead of two large satellites. Those pieces could cause even more collisions, and so on until the space around the earth was full of metal pieces. No satellite or spacecraft would be able to travel safely in space.

Then on February 10, 2009, a large communications satellite actually did collide with another satellite and added about 2000 pieces of space **garbage** to the cloud of objects in orbit. The **response** to the collision was an international conference to discuss ways to **reduce** the number of objects in orbit.

In 2007, the UN had already given some **sensible** advice to the world's space agencies. In order to **prevent** collisions, for example, countries should not use old satellites for missile¹ target practice.²

At the conference, scientists discussed ways to **get rid of** old satellites and metal pieces, such as a collector satellite to catch space garbage and bring it down into the earth's atmosphere to burn up. Such a solution, however, may be a long way away. Until then, space garbage will remain a danger to travel in space and communication on Earth.



The red dots represent the 11,500 objects larger than 4 inches (10 centimeters) across in a low orbit around the earth. Another 10,000 objects are smaller or in a higher orbit.

¹A **missile** is a large weapon on a rocket.

²In **target practice**, people try to improve their skills by shooting guns or other weapons at something.

B | Write each word or phrase in **blue** from exercise **A** next to its definition.

1. _____ (n.) the act of objects or people crashing into each other
2. _____ (n.) waste material, trash
3. _____ (n.) a reply or reaction to something
4. _____ (n.) a hard material such as iron, steel, gold, or silver
5. _____ (v.) became aware of something or understood it
6. _____ (adj.) good, based on reasons rather than emotions
7. _____ (phrase) to throw away
8. _____ (adj.) likely to happen
9. _____ (v.) to make sure that something does not happen
10. _____ (v.) to make less or smaller

USING VOCABULARY

A | Using a Dictionary. Use your dictionary to find other forms of the vocabulary words.

Noun	Verb	Adjective	Adverb
collision		X	X
metal	X		X
prevention	prevent		X
	X	probable	
response			X
	realize	X	X

B | Fill in each blank with a word from the box. There is one extra word.

garbage prevent probable realize reduce response sensible

- We need to _____ our phone bill! We're paying way too much!
- The driver in the red car tried to stop, but he couldn't _____ the collision. Fortunately, no one was hurt.
- If you only need the Internet occasionally, using an Internet café is a _____ choice.
- Smoking cigarettes is the _____ cause of some illnesses.
- Her business has lost a lot of money recently. When will she _____ that she has a bad business partner?
- I asked Bob a question, but I couldn't hear his _____.


C | Discussion. With a partner, discuss the questions.

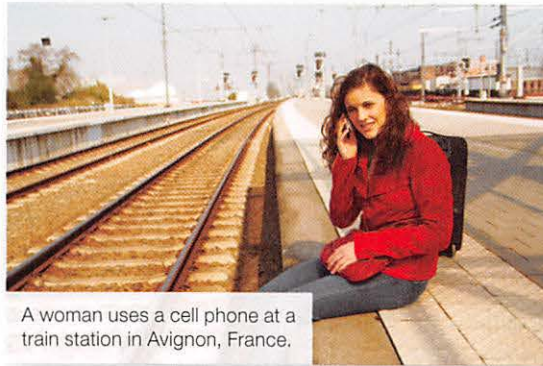
- What things in your classroom are made of **metal**?
- Have you ever seen a **collision**? Who or what collided? What happened?
- How do you **get rid of** the **garbage** where you live? What happens to the **garbage** after that?
- How can people **reduce** the amount of **garbage** they throw away?



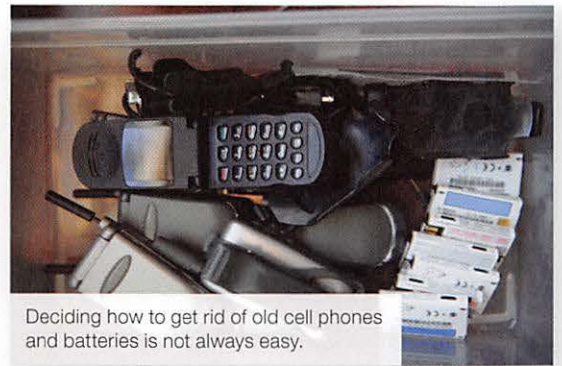
Satellites hanging from the ceiling at the National Air and Space Museum in Chantilly, Virginia

Before Listening

 **Discussion.** Look at the photos and read the captions. Then discuss the questions with a partner.



A woman uses a cell phone at a train station in Avignon, France.



Deciding how to get rid of old cell phones and batteries is not always easy.

1. Do you use a cell phone? If so, how and where do you use it?
2. Have you ever needed to get rid of an old telephone, computer, or other electronic device? If so, how did you get rid of it?
3. What things do people usually send away for recycling¹ instead of just throwing them away?

Student to Student: Having a Telephone Conversation

Here are some expressions you can use when making or answering a telephone call.

Calling: *Hi, this is/it's (your name).
Could I please speak to (name)?
Could I leave her/him a message?*

Answering a call: *Hello?
This is she/he.
Who is calling?
Would you like to leave a message?*

Listening: A Telephone Conversation



A | Note-Taking. Listen to the telephone conversation. Write short answers to the questions.

1. What happened when Todd's plane landed? _____
2. What did Todd see on the plane before the movie? _____
3. What does Todd say about the Web site? _____



B | Listening for Details. Listen again. Choose the correct word or phrase to complete each sentence.

1. Todd's plane landed in _____.
a. Cincinnati b. Chicago c. Cleveland
2. On the plane, Todd saw a commercial from a _____.
a. computer company b. comedy network c. cell phone service
3. Todd says the _____ in old electronics can be worth a lot of money.
a. chemicals b. metal c. glass
4. Some companies allow people to _____ their old electronic devices.
a. return b. keep c. buy

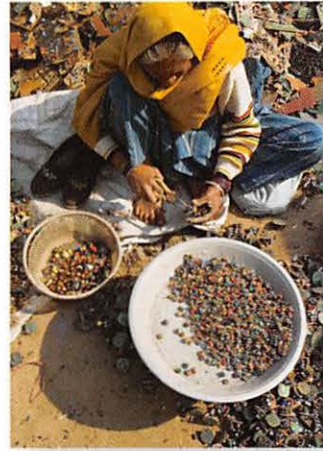
¹When you **recycle** materials such as paper or glass, you process them in order to use the materials again.


After Listening

Critical Thinking Focus: Drawing Conclusions

When we draw conclusions, we put together pieces of information and decide what else is likely to be true based on that information. For example, if our coworker walks into the office out of breath and wearing wet clothes, we might conclude that it is raining outside and he or she ran to get inside.

A woman in New Delhi, India, recycles circuit boards from old electronics.



 **A | Preparation.** Read and listen to the information below.

Low-Tech Recycling of Electronics

Where? Ghana, Nigeria, India, China

How? People take apart electronic garbage by hand. They may also burn some of the garbage. Dangerous chemicals go into the air or onto the ground. Most of the electronic garbage comes from Europe, the United States, and other wealthy parts of the world.

Why? In the United States and other places, people either can't or don't want to send old electronic devices to landfills.¹ Instead, they send them to recycling companies. Many recycling companies then send the garbage to other countries.

High-Tech Recycling of Electronics

Where? Ontario, Canada

How? A high-tech recycling company uses machines to separate different materials such as metal, glass, and plastic. Objects such as batteries² with dangerous chemicals inside are removed by hand. Ontario has strong laws to protect the environment and charges a fee to recycle old electronics. That money makes the recycling company possible.

Why? A large amount of electronic garbage is produced nearby in the United States, and Canadian laws require recycling of electronics.

¹A **landfill** is a large area where communities take their garbage and cover it with earth.

²**Batteries** are small objects that provide electricity to things such as radios.

 **B | Critical Thinking.** Form a group with two or three other students. Follow the steps.

1. Find information in exercise **A** to answer these questions.
 - Where does electronic garbage come from?
 - Where does it go?
 - Is there a cost for recycling electronics?
 - What environmental damage does recycling cause?
2. What conclusions can you draw from the information you have?

Grammar

The Present Perfect Tense with *Ever*, *Already*, and *Yet*

The present perfect tense is often used with the signal words, *ever*, *already*, and *yet*. These words add extra information to questions and statements.

We use *ever* in questions with the present perfect to emphasize “anytime before now.”

*Have you **ever** made a phone call to Central Asia?*

We use *already* in questions and affirmative statements to emphasize that something happened before now or happened very soon or early.

*Toby has **already** read the newspaper. Would you like to read it now?*

*Have you **already** had lunch?*

*X We haven't **already** done our grocery shopping.*

We use *yet* in questions and negative statements to talk about or ask about something that we expected to happen before now.

*Has your father arrived **yet**? I'm looking forward to meeting him.*

*He has not arrived **yet**, but he will be here soon.*

*X Amber and Mina have finished the assignment **yet**.*



A | Collaboration. With a partner, choose the correct signal words to complete each conversation. Then practice the conversations. Switch roles and practice them again.

Carla: I'm surprised. The meeting hasn't started (1) (already/yet).

Lee: The director isn't here (2) (yet/ever), so we're waiting for her.

Juan: Has your son (3) (ever/yet) studied a foreign language?

Amy: Yes, he studied Japanese in high school.

Ali: Have you (4) (already/ever) given your presentation?

Oscar: No, I haven't given it (5) (yet/already).

Fatima: I'm worried about Celia. She's in London by herself.

Rosa: Has she (6) (yet/ever) been there before?



B | Fill in each blank with *ever*, *already*, or *yet*. There may be more than one correct answer. Then practice the conversation with your partner. Switch roles and practice it again.

Emily: I can't believe it! The airline lost my suitcase.
Mia: Oh, no! Have you called the airline (1) _____?
Emily: No, not (2) _____. I'll call in a few minutes.
Mia: Has this (3) _____ happened to you before?
Emily: No, never! I've been lucky, I guess.
Mia: Maybe you should use a different airline next time.
Emily: It's too late! I've (4) _____ bought my ticket for Istanbul.
Mia: Oh, well. I think you'll have a great trip.
Emily: Have you (5) _____ been to Istanbul?
Mia: No, but I hear it's wonderful.

C | Form a group with another pair of students. Follow the instructions.

1. Choose a person to be the secretary for the group. The secretary will write down your group's ideas. (See page 211 of the *Independent Student Handbook* for more information on doing group projects.)
2. With your group members, make a list of things you think everyone should do in their lifetime. Brainstorm as many things as possible; for example: *go to Paris, learn to play a musical instrument.*
3. Place your list where all the group members can see it. Then take turns asking and answering questions using items from your list and the present perfect tense.

Have you ever gone to Paris?

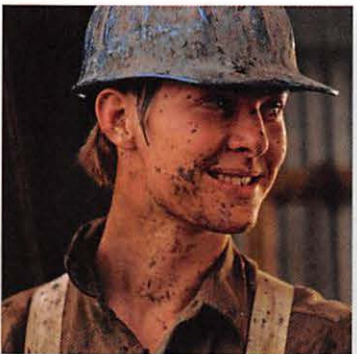
Yes, I have. It's beautiful!

No, I haven't, but I want to.

He's wearing work clothes, so I think he has just finished work.

He looks young. I think he has only had the job for a few months.

D | **Critical Thinking.** Look at the photos. With your group members, draw some conclusions about the people in the photos. Use the present perfect tense.



You are going to give a group presentation about one form of communication. At the end of your presentation, you will invite and answer questions from the audience.

Presentation Skills: Inviting and Answering Questions from the Audience


After you conclude a presentation, there is often time to invite and answer questions from the audience. Here are some ways to invite questions.

Are there any questions? I have time for a few questions. Does anyone have a question?

Sometimes, an audience member might ask about something you've already discussed in your presentation. However, it's important not to say, "As I said in my presentation . . ." That could make the audience member feel bad or uncomfortable. Instead, just answer the question clearly.

At other times, an audience member might ask a question that you don't know the answer to. You should not pretend to know the answer. Instead, you can use these expressions.

*I'm sorry, that's not something I know about. I'll need to find out and get back to you.
I'm afraid I don't know the answer to that question. Perhaps someone in the audience knows?*

-  **A** | Form a group with two other students and choose a topic for your presentation from the box below.


books	letters	radio	telephone calls
email	newspapers	social networking sites	television

-  **B** | **Planning a Presentation.** Follow the steps.

- As a group, brainstorm several advantages and disadvantages of the form of communication you chose for your topic. You can use a T-chart like the one below to help you organize your ideas.

Disadvantages	Advantages

- Discuss the reasons why you do or don't use that form of communication as well as your personal experiences with it.
- Assign one part of the presentation to each group member: Introduction and advantages; Disadvantages; Summary of personal experiences and conclusion.
- Practice your presentation.

-  **C** | **Presentation.** Give your presentation to the class. At the end of the presentation, invite and answer questions from the audience.