



UNIT

8

# SENDING THE RIGHT MESSAGE

This art project shows thousands of personal video diaries posted online. It is part of the Big Bang Data exhibit at the Centre de Cultura Contemporània de Barcelona, Spain.

## IN THIS UNIT

- ▶ Analyze communication across generations
- ▶ Communicate tone in a message
- ▶ Brainstorm tips for texting
- ▶ Choose appropriate communication
- ▶ Write a formal email

## SKILLS

**READING**  
Understand pronoun reference

**WRITING**  
Write an email to a teacher

**GRAMMAR**  
Review of the present continuous

Review of the future

**CRITICAL THINKING**  
Determine appropriate communication

## CONNECT TO THE TOPIC

1. Why do people make video diaries?
2. How has the Internet changed the way people communicate?

**WATCH**



People on their phones at a mall in Beijing, China

# PHONE FOCUS

**A PREVIEW** Look at the photo. Answer the questions.

- Does this scene look normal? \_\_\_\_\_
- Do you think people use their cell phones more for texting or for calling? \_\_\_\_\_
- When people use their phones, can they do other things at the same time? \_\_\_\_\_

**B** Watch the video. Read the sentences. Write T for *True* or F for *False*. ▶ 8.1

- \_\_\_\_ The invitation is to watch a game on television.
- \_\_\_\_ The person inviting them will have pizza.
- \_\_\_\_ Everyone invited will go.
- \_\_\_\_ Other people offer to bring food, too.
- \_\_\_\_ Someone will bring chocolate dessert.

**C** Watch again. What is happening in the background? Take notes. Then compare your notes with a partner. ▶ 8.1

**D** Watch part of the video again. Do the text messages use correct capitalization, punctuation, and grammar? Take notes on examples. Then discuss with a small group. ▶ 8.2

# PREPARE TO READ

**A VOCABULARY** Complete the sentences with the correct form of the words.

comment (n)    generation (n)    probably (adv)    required (adj)    sort (n)  
 generally (adv)    informal (adj)    purpose (n)    shout (v)    technology (n)

- I always buy the same \_\_\_\_\_ of running shoes. I've tried other kinds but I don't like them.
- We use technology for many different \_\_\_\_\_.
- Young people often have different opinions than people in their parents' \_\_\_\_\_.
- Andrew is \_\_\_\_\_ at home because his car is parked in front.
- You don't need to \_\_\_\_\_. I can hear you.
- Some people have difficulty learning to use new \_\_\_\_\_, including phones.
- I usually take the subway to work. It is \_\_\_\_\_ faster than driving. It's almost never slower.
- The party will be very \_\_\_\_\_. You can wear casual clothes.
- His \_\_\_\_\_ on my paper were helpful. Now I will revise it.
- English 101 is a(n) \_\_\_\_\_ class. All first-year students have to take it.

**REFLECT** Analyze communication across generations.

You are going to read about how people communicate using the Internet. Think about your experiences. Then work with a partner to complete the chart.

| Communication style | Your generation | Older generations |
|---------------------|-----------------|-------------------|
| Technology used     |                 |                   |
| Formal or informal  |                 |                   |
| Use of punctuation  |                 |                   |

## READ

# WRITING ON THE INTERNET

Teenagers like these girls in Los Angeles, CA, USA, are ready to try new things and explore new ways to communicate and express themselves.



**A PREDICT** Skim the article. Then read the messages on the right. What is each person saying? How do these writers communicate their feelings?

hey  
how's it going

But whyyyyy

WHAT HAVE YOU DONE

Sounds good!!!!

8.1

1 How is the Internet changing the way we write? Gretchen McCulloch answers this question in her 2019 book, *Because Internet*. McCulloch is a Canadian language researcher. She studies **informal** writing online. She looks at social media posts and blog **comments**. Some people think the Internet is making writing worse. McCulloch disagrees. She thinks changes from one **generation** to the next show the language is healthy. She has found some interesting patterns on changes in writing.

2 **The Internet is changing writing in many ways.** There are new words such as *vlog* and abbreviations such as *lol*. The use of correct grammar is no longer always **required**. Perhaps the most interesting changes are in the use of letters, spaces, punctuation, and emoji. Writers use them instead of tone of voice<sup>1</sup> or gestures<sup>2</sup>. Writers can **shout** or show strong feeling with ALL CAPS. Repeating letters or using spaces (y e s s s s) can also show feelings such as friendliness or excitement. Punctuation shows tone, too. Exclamation points (!) are more common now, especially more than one. Also, informal writers don't always end sentences with periods. Many writers use emoji such as 😊, 👍, or 🤝 instead of gestures to communicate their ideas.

3 **Teenagers (14–18) are leading the changes,** especially girls, and young people in cities. They have bigger and closer communities. And they are ready to try new things. Young people are setting new trends<sup>3</sup> in writing, just like they do in fashion and music. They are exploring all **sorts** of new ways to communicate.

4 **Change is happening quickly because of both close and casual relationships.** If one of your close friends uses a new word, you are more likely to pick it up<sup>4</sup>. However, close friends **probably** share the same vocabulary. New ideas, including new words, **generally** come from outside close relationships—from casual or online friends. The Internet connects

us to many more people, so language changes spread faster online. Think about how quickly a funny video becomes popular with millions of people.

5 McCulloch sees more change in the future. People will communicate online for many **purposes**. They will meet for work, take classes, and connect with people even more. New **technology** will help people communicate even better. And as they do, their language will certainly change and grow.

<sup>1</sup>**tone of voice** (n phr) the way a person speaks (volume, speed, etc.)

<sup>2</sup>**gesture** (n) a movement with your hand or body, such as smiling, pointing, or clapping

<sup>3</sup>**set a trend** (v phr) to start doing something that other people copy

<sup>4</sup>**pick up** (v phr) to learn

**B MAIN IDEAS** Read the sentences. Write T for *True*, F for *False*, or NG for *Not Given*.

- \_\_\_ Gretchen McCulloch studies informal writing on the Internet.
- \_\_\_ She only studies changes in the English language.
- \_\_\_ The way things look on the page (use of letters, spaces, etc.) shows tone of voice.
- \_\_\_ People in their 20s are most important in changing writing.
- \_\_\_ Our use of new language comes from close friends, not casual friends.
- \_\_\_ Healthy languages continue to change.

### READING SKILL Understand pronoun reference

As you read, pay attention to **pronouns**. Writers use pronouns instead of nouns so they don't have to repeat the same words. Pronouns take the place of nouns and noun phrases. To check your understanding, say the sentence and replace the pronoun with the noun or noun phrase.

**McCulloch** is a Canadian language researcher. **She** studies informal writing online.

If one of your close friends uses **a new word**, you are more likely to pick **it** up.

### C APPLY Find the underlined pronouns in the reading. Complete the sentences.

1. The pronoun *them* in paragraph 2 refers to \_\_\_\_\_.
2. The pronoun *They* in paragraph 3 refers to \_\_\_\_\_.
3. The pronoun *it* in paragraph 4 refers to \_\_\_\_\_.
4. The pronoun *They* in paragraph 5 refers to \_\_\_\_\_.

### D DETAILS Match the two sentence parts.

- |  |                              |
|--|------------------------------|
| 1. ____ The title of McCulloch's book is                     | a. more casual friends.      |
| 2. ____ Social media posts and blog comments are examples of | b. instead of gestures.      |
| 3. ____ Writers use emoji                                    | c. to shout.                 |
| 4. ____ You can use ALL CAPS, or capital letters,            | d. <i>Because Internet</i> . |
| 5. ____ Girls are more likely than boys                      | e. informal online writing.  |
| 6. ____ The Internet introduces us to                        | f. to lead language change.  |

### REFLECT Communicate tone in a message.

Write a message. Then use spaces, letters (capital/small, repeating, etc.), and punctuation to communicate three different meanings for the same message. Exchange messages with a partner and discuss possible meanings.

## PREPARE TO READ

### A VOCABULARY Complete the sentences with the correct form of the words. Then answer the questions with a partner.

choice (n)    enough (adj)    interrupt (v)    reply (v)    suggestion (n)  
distance (n)    immediately (adv)    polite (adj)    still (adv)    text message (n phr)

1. You are writing your teacher an email. Which is a more \_\_\_\_\_ way to end—*Regards* or *Bye*?
2. About how many \_\_\_\_\_ do you receive every day? Do you think that is normal?
3. What is the best way to travel a long \_\_\_\_\_?
4. Do you answer texts \_\_\_\_\_, or do you wait? Explain.
5. Do you usually \_\_\_\_\_ to emails the same day you receive them? Explain.
6. What is one \_\_\_\_\_ you can give to a new student about learning English?
7. Should students ever \_\_\_\_\_ their teachers? Or should they let them finish talking?
8. Do you have \_\_\_\_\_ information about writing emails in English? If not, what do you need to know?
9. Do you think a text message or a phone call is a better \_\_\_\_\_ for giving bad news?
10. What generation do you think \_\_\_\_\_ uses phones to talk most of the time?

### REFLECT Brainstorm tips for texting.

You are going to read about tips for different types of communication, including texting. Write five tips for older people about how to text younger people. Share your tips with someone from an older generation. Are the tips helpful? Then ask that person for tips about how to text older people. Take notes. Then compare ideas in a group.

# WHAT'S THE BEST CHOICE?

A mother celebrates her daughter's first birthday with friends and family with a virtual meeting in New York, NY, USA.

**A PREDICT** Read the first paragraph and the three headings. What do you think are the advantages and disadvantages of each type of communication? Then read and check your ideas.

8.2

1 Today, we share more information through technology. What is the best way to communicate clearly? The rules may depend on the type of communication—texting, email, or a virtual<sup>1</sup> meeting. Each type has its own advantages and disadvantages. To communicate well, we need to understand these differences.

**Texting**

2 Texting has many advantages. It's quick. You usually get an answer almost **immediately**. It's more informal and often more fun. It's better for close relationships. But it's not good for long messages or difficult ideas. Follow these **suggestions** for texting:

- ▶ **Reply to text messages** quickly.
- ▶ Be brief.
- ▶ Be careful texting when you're with other people. It may not be **polite**.
- ▶ Don't give bad news in a text.

**Email**

3 People **still** use email for longer messages, though it's not as popular with younger generations. There are several advantages. You can include more information. It gives people more time to answer. Email is more formal than texting. It is a good **choice** for more formal relationships, such as student and teacher. However, emails generally have a slower reply time. In emails, you should:

- ▶ Take **enough** time to answer carefully. If it is a group email, give others time to answer.
- ▶ Use the *To* line for the people you want to answer. Use the *CC* line for people who don't need to answer.
- ▶ Be clear in the *Subject* line. Write the topic of your email.

**Virtual meetings**

4 Virtual meetings—for work, school, etc.—have become more common. There are many benefits. You can see people's faces as they speak. You can hear their tone of voice. It is a good way

to discuss difficult problems and make decisions. But organizing and preparing for the meeting takes time. Tips for virtual meetings include:

- ▶ Prepare before the meeting. Look over your notes.
- ▶ Put your camera at eye level or a little higher. Check your audio and video.
- ▶ Turn your microphone<sup>2</sup> and camera on or off, as needed. People usually mute<sup>3</sup> the microphone when they aren't talking.
- ▶ Let others share their ideas. Don't **interrupt** them.

5 Technology makes it possible for people to communicate across long **distances** quickly and easily. If you follow the rules for each type of contact, you will be much more successful.

<sup>1</sup>**virtual** (adj) using a computer or the Internet to make something appear real

<sup>2</sup>**microphone** (n) a piece of equipment that you speak into so others can hear you

<sup>3</sup>**mute** (v) to turn off the sound

**B MAIN IDEAS** Check (✓) the four main ideas.

1. \_\_\_ Different types of communication have different advantages.
2. \_\_\_ Texting can be fun.
3. \_\_\_ Texting is better for close relationships and short messages.
4. \_\_\_ Email is good for longer messages and formal relationships.
5. \_\_\_ Older people use email more than teenagers.
6. \_\_\_ You shouldn't interrupt speakers in virtual meetings.
7. \_\_\_ Because you can see people, virtual meetings are good for solving problems.

**C DETAILS** The article has five paragraphs. Write the paragraph number next to each detail. You can write a paragraph number more than once.

- \_\_\_ Put the camera at eye level.
- \_\_\_ Be clear in the *Subject* line.
- \_\_\_ The *CC* line is for people who don't need to answer.
- \_\_\_ Be brief.
- \_\_\_ Look over notes to prepare.
- \_\_\_ Answer quickly.
- \_\_\_ Mute the microphone.

**D APPLY** Find the underlined pronouns in the reading. Complete the sentences.

- The pronoun *It* in paragraph 2 refers to \_\_\_\_\_.
- The pronoun *they* in paragraph 4 refers to \_\_\_\_\_.

### CRITICAL THINKING Determine appropriate communication

To communicate successfully, it is important to choose the **appropriate tone** and **type** of communication. Ask:

- ▶ Is the relationship with the other person formal or informal?
- ▶ Is the relationship with someone who is older or in a higher position?
- ▶ Does the person prefer to receive text messages or emails?

Formal language usually includes longer sentences, more formal words, and full forms, not contractions. When you write to someone in a higher position, use correct grammar, punctuation, and spelling.

### REFLECT Choose appropriate communication.

Write a text message or email to two different people: a close friend and an older relative, a teacher, or a boss. Explain that you will be late for an event with them the next day. Don't say who each message is for. Then exchange with a partner. Identify the people your partner wrote to and give feedback on his/her communication choices.

## WRITE

### UNIT TASK Write a formal email.

You are going to write an email to a teacher. This is a common way to communicate in an academic setting. Use the ideas, vocabulary, and skills from the unit.

### A MODEL Read the email. Underline the subject.

To: Adam.Sharma@anyu.edu  
Cc:  
Bcc:  
Subject: EFL 103, Section 2—Project Topic

Dear Dr. Sharma,  
This is Halima Jones from your EFL 103, Section 2 class. I'm working on the project for next week, and I have some questions.

I'm going to be at school tomorrow. Will you be available to meet sometime in the afternoon?

Thank you for your time. I look forward to hearing from you.

Best regards,  
Halima Jones

### WRITING SKILL Write an email to a teacher

Writing an email to a teacher is an important skill. Reasons to email a teacher include:

- ▶ asking a question about an assignment or test
- ▶ scheduling a meeting
- ▶ sending a written assignment

Use a formal tone. Don't use texting language. Instead, use complete sentences and correct spelling and punctuation. Remember to:

- ▶ clearly identify your topic in the *Subject* line
- ▶ give your full name and include your class
- ▶ make your message brief and clear
- ▶ use a polite greeting (*Dear Professor/Dr./Mr./Ms. Sharma*) and closing (*Best regards* or *Sincerely*)

### COMMUNICATION TIP

To discuss complex or difficult ideas or problems, such as a grade or something personal, it's usually best to schedule a face-to-face meeting.

**B ANALYZE THE MODEL** Complete the outline of the model email.

1. **Subject:** \_\_\_\_\_
2. **Greeting:** \_\_\_\_\_
3. **Body:**
  - a. Identify self: \_\_\_\_\_
  - b. Give background information: \_\_\_\_\_  
\_\_\_\_\_
  - c. State purpose/Ask a question: \_\_\_\_\_  
\_\_\_\_\_
4. **Concluding sentence(s):** \_\_\_\_\_
5. **Closing:** \_\_\_\_\_

**GRAMMAR Review of the present continuous**

We use the **present continuous** to talk about things that are happening now.

*The Internet **is changing** writing in many ways.*

To form the present continuous, use *am/are/is (+ not) + verb + -ing*.

*You're **not communicating** clearly. You're **speaking** too fast.*

*Taylor **is playing** with her brother right now. She **isn't studying**.*

*Teenagers (14–18) **are leading** the change. They **aren't following** others.*

We use the present continuous with time expressions such as *now, right now, at the moment, and this month/year*.

**C GRAMMAR** Complete the sentences with the present continuous of the verbs.

1. I \_\_\_\_\_ (email) my teacher about the final project.
2. The group members \_\_\_\_\_ (try) to find a good topic.
3. We \_\_\_\_\_ (not, listen) to each other.
4. I \_\_\_\_\_ (prepare) my notes for a virtual meeting now.
5. You \_\_\_\_\_ (not, mute) your microphone right now.
6. Eva \_\_\_\_\_ (plan) her weekend schedule at the moment.

**GRAMMAR Review of the future**

We use *be going to* and *will* to talk about the **future**.

We use *be going to* with plans and predictions. Use *am/are/is (+ not) + going to + base form*.

*I **am going to study** hard this semester. (plan)*

*She's probably **going to check** her phone tonight. (prediction)*

*We're **not going to interrupt** our classmates anymore. (plan)*

***Are people going to decrease** their use of technology? (prediction)*

We use *will* for offers and predictions. Use *will (+ not) + base form*. You can use the contraction 'll with subject pronouns.

*I **will help** you with the homework assignment. (offer)*

*Internet language **won't stay** the same. (prediction)*

*We'll **give** you suggestions for your new website. (offer)*

***Will** you **receive** a good grade next week? (prediction)*

Use the future with expressions such as *tomorrow, next week, in 10 years, and in the future*.

**D GRAMMAR** Complete the sentences with a future form of the verbs. Use *be going to* in sentences 1–5. Use *will* in sentences 6–10.

1. In the future, people \_\_\_\_\_ (miss) face-to-face meetings.
2. I \_\_\_\_\_ (reply) to the message tomorrow.
3. We \_\_\_\_\_ (not, use) the same punctuation 10 years from now.
4. The teacher \_\_\_\_\_ (not, assign) homework this weekend.
5. They \_\_\_\_\_ (study) harder for the next test.
6. He \_\_\_\_\_ (join) the virtual meeting soon.
7. It \_\_\_\_\_ (not, start) immediately.
8. You \_\_\_\_\_ (need) a microphone.
9. Language \_\_\_\_\_ (change) from one generation to the next.
10. Technology \_\_\_\_\_ (provide) new choices for communication.

**E GRAMMAR** Choose the correct words to complete the email.

Dear Dr. Lee,

I'm in your ENG 101 class. I'm <sup>1</sup>**read / reading** my notes from class today. I don't understand a few things.

According to the schedule, you're going <sup>2</sup>**give / to give** us a test next Thursday on this topic. I <sup>3</sup>**won't / not going to** have enough time on Tuesday after class to talk then. Some classmates and I <sup>4</sup>**am / are** going to study this weekend.

Are you going to <sup>5</sup>**be / being** in your office tomorrow? If so, could I stop by to discuss?

Thank you for your time.

Best regards,  
Jason Oluo

**F GRAMMAR** Answer the questions with your ideas.

1. What classes are you going to take next?

\_\_\_\_\_

2. How do you think classes will change in the next few years? Explain.

\_\_\_\_\_

3. What will you do when you finish school?

\_\_\_\_\_

**G EDIT** Read the email. Find and correct one error with the present progressive, three errors with the future, and two examples of informal language.

Hey Professor Tsao,

I'm in Eng 203. I'm study for the final test, and I have some questions. Will we having to write a paragraph on the final?

Also, I going to Peru next week. I will not to be here on Friday for the final. Is it possible to take the test early?

CU L8R,  
Tomas Milan

**PLAN & WRITE**

**H BRAINSTORM** Review the Writing Skill, including reasons to email the teacher. What do you want to email a teacher about? Write at least three ideas below. Then choose one as the topic for your email.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WRITING TIP**

Keep the email **brief** and **relevant**. As you write, ask yourself: *Is this information related to the topic? Is it important for the teacher (or other person) to know? Is there any information I need to add, to help the reader understand my situation?* If information is not on topic or important to know, it is not relevant. Don't include it. But be sure to include any details that are relevant to your situation.

**I OUTLINE** Complete the outline.

1. **Subject:** \_\_\_\_\_

2. **Greeting:** \_\_\_\_\_

3. **Body:**

a. Identify self: \_\_\_\_\_

b. Give background information: \_\_\_\_\_

\_\_\_\_\_

c. State purpose/Ask a question: \_\_\_\_\_

\_\_\_\_\_

4. **Concluding sentence(s):** \_\_\_\_\_

5. **Closing:** \_\_\_\_\_

**J FIRST DRAFT** Use your outline to write a first draft of your email.

**K REVISE** Use this list to write your second draft.

- Does your subject line give clear information?
- Do you use a formal tone throughout?
- Do you identify yourself?
- Are your greeting and closing polite?
- Are there any details you need to add?
- Is there any information that is not relevant to the topic?

**L EDIT** Use this list as you write your final draft.

- Do you use the present continuous and the future correctly?
- Do your subjects and verbs agree?
- Do you spell all the words correctly?
- Do you use correct capitalization and punctuation?

**M FINAL DRAFT** Reread your final draft and correct any errors. Then submit it to your teacher.



## REFLECT

**A** Check (✓) the Reflect activities you can do and the academic skills you can use.

- |   |  |
|---|--|
| <input type="checkbox"/> analyze communication across generations | <input type="checkbox"/> understand pronoun reference        |
| <input type="checkbox"/> communicate tone in a message            | <input type="checkbox"/> write an email to a teacher         |
| <input type="checkbox"/> brainstorm tips for texting              | <input type="checkbox"/> review of the present continuous    |
| <input type="checkbox"/> choose appropriate communication         | <input type="checkbox"/> review of the future                |
| <input type="checkbox"/> write a formal email                     | <input type="checkbox"/> determine appropriate communication |

**B** Check (✓) the vocabulary words from the unit that you know. Circle words you still need to practice. Add any other words that you learned.

| NOUN         | VERB      | ADJECTIVE | ADVERB & OTHER |
|--------------|-----------|-----------|----------------|
| choice       | interrupt | enough    | generally      |
| comment      | reply     | informal  | immediately    |
| distance     | shout     | polite    | probably       |
| generation   |           | required  | still          |
| purpose      |           |           |                |
| sort         |           |           |                |
| suggestion   |           |           |                |
| technology   |           |           |                |
| text message |           |           |                |

**C** Reflect on the ideas in the unit as you answer these questions.

1. In what ways could you communicate better through text messages, email, or virtual meetings?

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2. What ideas or skills in this unit will be most useful to you in the future?

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