

Module

1

- Talk about communication and give opinions.
- Read about animal communication, social networking and unusual languages.
- Listen to short conversations.
- Write about safety online.
- Learn more about present tenses.

Communication

Get Ready

- 1 Look at the Key Words. What forms of communication do you use?



Key Words: Communication

blog body language computer network
email face-to-face conversation intranet
instant messaging micro-blog mobile phone
(US = cellphone) netbook postal service
sign language smart phone tablet telegraph
telephone (landline) texting (SMS messages)

- 2 Work in pairs. Complete the information with the Key Words. Check your answers on page 91.

- 900 BC Early ¹ postal service in China. Messages are carried on horseback.
- 1874 A.G. Bell has the first successful ² _____ conversation.
- 1969 The first computer ³ _____ links universities in the United States.
- 1972 The first ⁴ _____ is sent. The message explains how to use the @ symbol.
- 1983 Motorola make their first ⁵ _____. It measures 25 centimetres x 8 centimetres!
- 1996 ⁶ _____ is invented. You can now chat to your friends on your computer.
- 2006 The ⁷ _____ site Twitter starts. A message can't be longer than 140 characters.
- 2010 Apple launches the first ⁸ _____ with a touch screen. Bigger than a smart phone but smaller than a netbook, it doesn't have a keyboard.



- 3 Listen to the people in the photo. Match their names with the information (A = Abi, E = Ellie, S = Steve, T = Tanya).

- 1 E and had the idea for an online radio station.
- 2 seems quite artistic.
- 3 is interested in 'green' issues.
- 4 and were not born in Bristol.
- 5 and like football.
- 6 is very keen on music.

4 Read the advert for 'radiochill.org'. What programme would you like to listen to?

The best music in town with Bristol's hottest new bands.

Daily news about what's really happening in Bristol.

Special weekend programmes:
What's On, Where To Go,
Sports Round-up and Cool Clothes.

www.radiochill.org

Abi

Ellie


Steve

Tanya

5 Work in pairs. Read the questions and then tell your partner about yourself.

- 1 What do you use your phone for most?
a) phoning c) taking photos e) playing games
b) texting d) downloading music
- 2 How do you prefer to chat to your friends?
a) face to face c) by texting e) by email
b) on the phone d) by instant messaging
- 3 What do you use the Internet for?
a) email c) buying things e) Skype
b) instant messaging d) homework
- 4 Which of these things do you send by post?
a) postcards c) personal letters e) formal letters
b) birthday cards d) Valentine cards



6  **Speak Out** Do you agree or disagree with the statement below? Tell the class.

Nowadays teenagers use computers and mobiles to communicate with friends but spend most of their time on their own.

1 Animal Talk

Warm-up

1 Look at the photos of animals. What do you know about them? Think about:

- where they live • what they eat
- their size and weight • characteristic features

Reading



2 Read the text about animal communication. How do these animals communicate?

- rats • ants • bees • birds • frogs
- elephants • whales



'My dog is sitting in front of my desk, wagging his tail and looking at me intensely. What is he trying to tell me?'

Jane Roberts investigates.

People have always been interested in how animals communicate and scientists are doing a lot of research in this area.

Most animals communicate by smell; they produce chemical substances called 'pheromones'. Scientists have discovered that a rat can identify another rat: its age, sex and social status, just by smelling its urine. Ants spread pheromones to guide other ants to a food source. Bees not only use pheromones but also 'dance' to tell other bees where to find food. For example, if a bee flies straight upwards, it means they should fly directly towards the sun.

Everyone has heard birds singing. Research has shown that many other animals use sound to communicate. Some male frogs make two-part calls: the first part can only be heard by other male frogs, and it is a warning. Females only hear the second part, which is a mating call!

Scientists have known for some time that many animals, like bats, whales and elephants, communicate with sounds that people cannot hear. Their calls produce waves that travel through the ground, water or air. We know that elephants probably receive these signals with their feet or trunks. However, we know little about how whales hear. Ecologists say that nowadays loud noise from ships is interfering with whales' communication.

3 Have you got a pet? How does it communicate?

Grammar: Present tenses review

4 Identify the tenses in the examples (1–6): Present Simple, Present Continuous or Present Perfect. Then match them with the uses (a–f).

Examples

- 1 What **is he trying** to tell me?
- 2 Scientists **are doing** a lot of research in this area.
- 3 Scientists **have discovered** that a rat can identify another rat.
- 4 Ants **spread** pheromones.
- 5 Everyone **has heard** birds singing
- 6 We **know** little about how whales hear.

Uses

- a) an activity that happens regularly
- b) a past event with consequences in the present
- c) a present state
- d) an activity happening now
- e) an event that happened in the past but it doesn't matter when
- f) an activity happening around now



- 5 Read the sentence. Choose the meaning (a or b) for the verb in **bold**.

Scientists **have known** for some time that many animals communicate with sounds that people cannot hear.

- a) situation that started in the past and continues up till now
b) situation that happened in the past

- 6 Match the sentences (1–2) with the timelines (a–b).

- 1 I've had a cat **for two years**.
2 I had a cat **for two years**.



Practice

- 7 Match the sentences (1–3) with the pictures (a–c).

- 1 I've fed the animals.
2 I'm feeding the animals.
3 I feed the animals.



- 8 Complete the text with the verbs in brackets in the Present Simple, Present Continuous or Present Perfect.

I ¹ have (have) two dogs, Choc and Ginger. Ginger ² _____ (be) in our family for seven years and Choc ³ _____ (be) just two years old. They ⁴ _____ (not like) each other very much. Choc ⁵ _____ (sleep) in my bedroom and I ⁶ _____ (think) Ginger ⁷ _____ (be) jealous. Ginger ⁸ _____ (bite) Choc a few times and she often ⁹ _____ (bark) at her. At the moment, we ¹⁰ _____ (try) to train them. I ¹¹ _____ (find) a good dog trainer and I ¹² _____ (take) the dogs to her three times a week. She's really great!

- 9 Use the cues to write about Catherine, who studies elephant behaviour.


- 1 live in Africa / for ten years
She has lived in Africa for ten years.
2 love animals / always
3 have a pet / never
4 investigate elephants' family life / this summer
5 take photos of elephant calves / now
6 write her observations / every day
7 observe the animals at night / often
8 not published many articles / yet

Your Turn

- 10 Use the cues to write a questionnaire about how people feel about animals. Use the correct tenses.

- 1 you / be afraid of any animals?
Are you afraid of any animals?
2 you / get on well with animals?
3 you / ever / be bitten by an animal?
4 you / ever / have a pet?
5 How often / you / watch programmes about animals?
6 you / look after an animal / now?
7 you / be allergic to any animals?
8 you / enjoy this lesson about animals?

- 11 Work in pairs. Ask and answer the questions.

- 12  **Speak Out** Report your partner's answers to the class.

2 Social Networking

Warm-up

- 1 Work in pairs. Imagine your school is starting an intranet site. Think about four headings for the student profile page.

school events

Reading



- 2 Read the texts about social networking (1–3) and match them with the text types (a–c).

- a) a leaflet for parents
- b) an online reference book
- c) a TV guide



1

STAR PICK Tonight at 9.00: *The Social Network*

A film about Mark Zuckerberg who started Facebook when he was a student at Harvard University. The story of how the world's favourite social network started in 2004 is fascinating. ★★★★★

2

WEBPEDIA the online encyclopaedia

Facebook

Facebook is the most visited site on the Internet with more than 600 million users. Research in 2011 found that an average user:

- has 130 friends on the site
- ² _____, visits it forty times a month
- spends twenty-three minutes on each visit

3

Facebook: Know the facts

Many teens **keep up with** their friends on Facebook so you can't ignore it. If you don't understand social networking, you must **bring up** the subject with your kids and **find out** how it works. Discuss it and ask them to help you to **set up** your own page. Then you can friend your child. That way, you can **keep in touch with** the things they are doing online. You don't have to **join in with** their conversations or post things on their wall but ³ _____ – like you do in the real world.

It's important to agree rules with your kids. **Check out** the security settings so you can talk to them about safety on the Internet.

- 3 Put the sentences (1–3) in the correct places in the texts in Exercise 2.

- 1 you need to know they are safe
- 2 starring Jesse Eisenberg and Justin Timberlake.
- 3 sends eight friend requests per month

- 4 Are the statements true (T), false (F) or is there no information (NI)?

- 1 F Jesse Eisenberg started Facebook.
- 2 *The Social Network* is about how people use social networks now.
- 3 Facebook is less popular than video-sharing websites.
- 4 The average Facebook user visits the site more than once a day.
- 5 The average Facebook user belongs to fifty interest groups.
- 6 Parents need to understand social networking.
- 7 Parents shouldn't look at their teenage children's online profile.

- 5 Look at the Word Builder and find the verbs in text 3 from Exercise 2.

Word Builder

two words

- 1 bring _____ (something)
- 2 find _____ (something)
- 3 set _____ (something)
- 4 check _____ (something)

three words

- 5 join _____ (something)
- 6 keep _____ (something)

four words

- 7 keep in touch _____ (somebody)

- 6 Complete the sentences with the verbs from Exercise 5 in the correct form.

- 1 I use Skype to keep in touch with my cousins in Australia. We speak to each other most weekends.
- 2 He's very quiet. He never _____ class discussions.
- 3 Why did you _____ the topic of homework? It always leads to an argument.
- 4 Let's _____ that video on YouTube.
- 5 I _____ a Facebook page for my grandparents so they can see my photos.
- 6 Do you _____ the news online? Or do you still read a newspaper?
- 7 We need to _____ some information for our project on the environment.

- 7 **Game** How many sentences can you make with the verbs in the box?

get off get up go out with put on
put up take care of

- Word Bank, page 104

- 8 Look at the Sentence Builder. When do we use *for* and *since* – with a period of time or a point in time?

Sentence Builder

I've been with her **for** two weeks.

I haven't seen him **for** ages.

Micro-blogs have been around **since** 2005.

I haven't seen him **since** March.

- 9 Write true sentences with *for* or *since* and the time expressions in the box.

two hours eight o'clock Tuesday
a few days three years 2011
Christmas ages

I haven't eaten for two hours.

Writing and Speaking

- 10 Work in pairs. Write social networking rules to go in an advice leaflet for young teenagers.

Think about:

- safety • posts • bullying
- privacy • parents

Use these words to help you:

- a friend request • a password • a profile
- to block • to friend/unfriend • to post
- to report

- 11 Compare your advice with other students.

Fact or Fiction?

In 2011 a couple named their baby Facebook.

Answer on page 91.





Warm-up

1 Look at the body language of Ellie, Steve, Tanya and Abi in the photo. Who do you think ...

- 1 likes looking cool?
- 2 doesn't say much?
- 3 is very enthusiastic?
- 4 has a good sense of humour?

Reading and Listening



2 Read and listen to the dialogue. Check your answers from Exercise 1.

The group meet at the radiochill.org studio in Ellie's house.

Ellie Okay, we're ready to start next week. We'll do an hour a day at first.

Abi I don't think an hour's very much.

Steve It's a long time on the radio.

Ellie That's true. We could start the first programme with an introduction about ourselves.

Abi What about music? If you ask me, music's much cooler than chatting.

Tanya I don't think so. I agree with Ellie. An intro would be good. What do you think, Steve?

Steve Fine.

Ellie What about news? Didn't we agree on that before?

Abi We haven't got any news yet! We've got to find some.

Tanya 'Radio reporter, sixteen, pushes girl into fountain in Millennium Square.'

Abi Yeah, that was funny, wasn't it?

Tanya Yeah, it was for you but not for me!

Ellie Come on you two, let's get back to the subject.

Tanya Well, there's an athletics competition in Bristol next week. I think it'll be interesting. Don't you think so?

Steve Yeah, definitely.

Ellie I think so, too. We can have that later with the news. So we have the intro and then some music. Then the news, then more music.

Tanya Yeah. We can add more programmes later. You've got plenty of music, haven't you, Abi?

Abi Lots of cool stuff!

Ellie Okay, let's get down to some work!

3 Look at the Sentence Builder. We use negative questions when we want the listener to agree with us or to show surprise.

Sentence Builder

Didn't we agree on that?

Don't you think so?

4 Complete the dialogue with negative questions. Use the cues in brackets.

A I think that CD's great. (you / like / it?)

Don't you like it?

B Yeah, but I prefer Green Day's new album.

A I've heard it's good but I think Foo Fighters are better. (you / think / so?)

B Yeah, I do. They're great. They were on TV last week. (you / see / them?)

A No, I didn't. I was on holiday.

B Really?

A Yeah, (you / know / that?)



Speaking

5 Look at the Key Expressions. Classify them.

- a) agreeing c) giving opinions
b) disagreeing d) asking for opinions

Key Expressions: Opinions

What do you think? <i>d</i>	I think (that) ...
Don't you think so?	I don't think (that) ...
	If you ask me, ...
I think so, too. / Yes, definitely.	I don't think so.
That's true. / I agree with ...	

6 Look at the Speaking Help.

Speaking Help: Class discussions

- Always use English except for names in your language (e.g. TV programmes, films, groups).
- Listen to your partner's opinions and wait for them to stop before you speak.
- Ask the others their opinions, too.

7 Work in groups. Use the advice in the Speaking Help and Key Expressions from Exercise 5 and talk about these things.

- the best football teams
- the best films
- the best radio/TV programmes at the moment
- the best websites/blogs
- the best tennis stars
- the best pop groups/singers

Tom *I think Chelsea are the best team.*

Ann *Yeah, definitely. Don't you agree, Simon?*

Simon *No, I don't think so. I think Liverpool are better.*

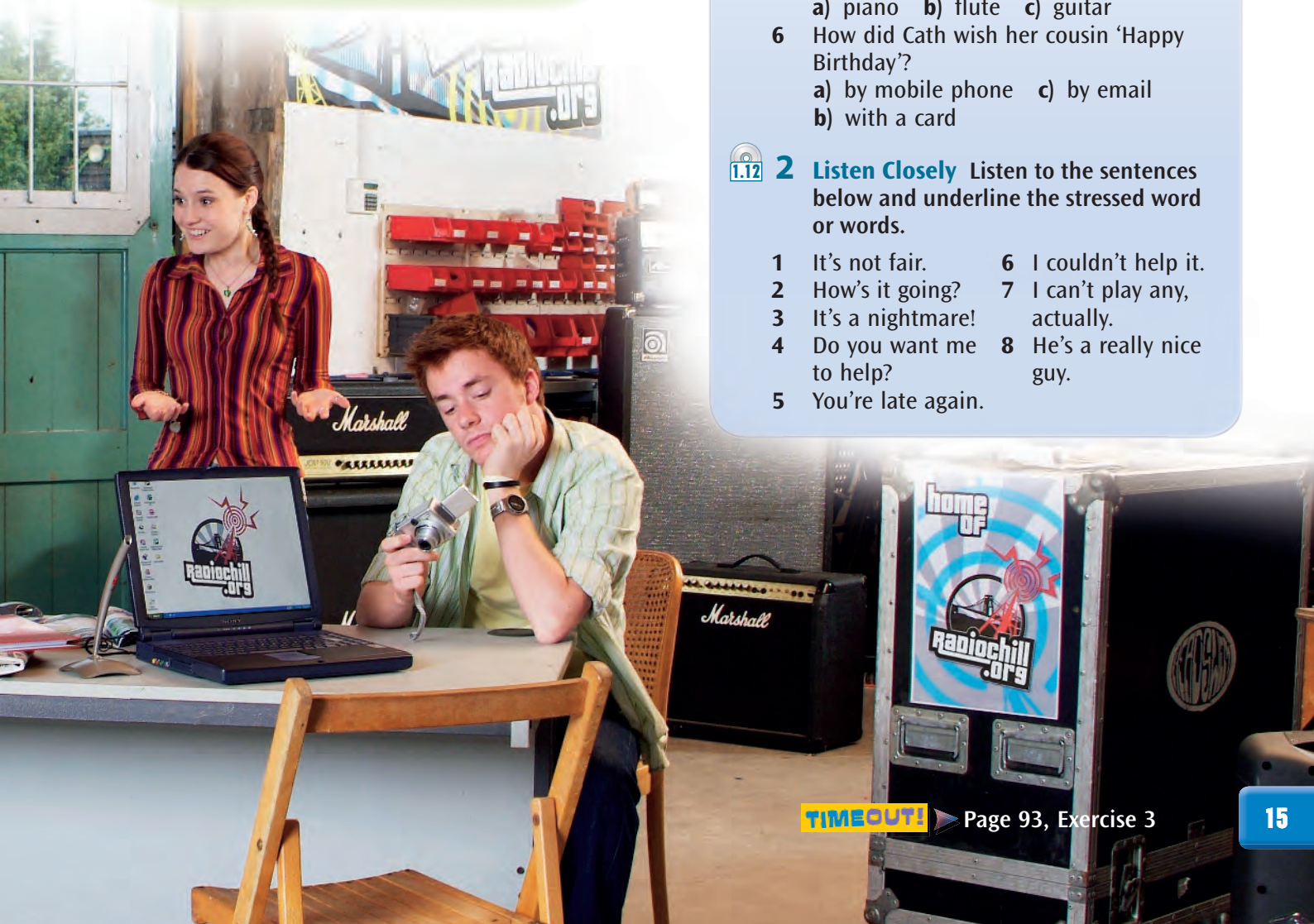
Everyday Listening

1.11 **1** Listen to six short conversations. Choose the correct answer, a, b or c.

- Where is Tim on holiday?
a) on the coast c) on a boat
b) in the mountains
- What are Roxy's favourite blogs about?
a) films b) pop music c) football
- What homework has Kelly not done?
a) maths b) chemistry c) geography
- How does Tom usually get to school?
a) by bus b) on foot c) by car
- What instrument can Susan play?
a) piano b) flute c) guitar
- How did Cath wish her cousin 'Happy Birthday'?
a) by mobile phone c) by email
b) with a card

1.12 **2** **Listen Closely** Listen to the sentences below and underline the stressed word or words.

- It's not fair.
- How's it going?
- It's a nightmare!
- Do you want me to help?
- You're late again.
- I couldn't help it.
- I can't play any, actually.
- He's a really nice guy.



Across Cultures 1

Warm-up

1 Look at the photos and guess if these sentences are true (T) or false (F).

- Smoke signals started in North America and China.
- You can send detailed information with smoke signals.
- You can hear 'talking drums' twenty kilometres away.
- Communicating with drums began in South America.
- Some children learn how to whistle messages at school.

Reading

- 1.13
- 2 Read the text and check your guesses from Exercise 1.
 - 3 What are the advantages and disadvantages of each type of communication?

Keeping In Touch

In the dark days before mobile phones, people had different ways of communicating over long distances. Lucy Marr looks at some of these methods.

Smoke signals are well-known from Hollywood wild west films. They started in North America and China hundreds of years ago. By passing a blanket over a fire, you can make a puff of smoke. If you are **careful**, you can control the size and shape of the puffs to create signals. However, you can only send simple, **short** messages such as 'everything is okay', 'danger' or 'help!'. Smoke signals can be seen from a long way off but they are **useless** if you want to keep something secret. Everybody in the area knows what you're saying – it's a bit like listening to people on their mobile phones on the bus!

Talking drums can send quite **complicated** information. And they're **loud** – you can hear them up to eight kilometres away. They were first used in West Africa. When Europeans were first exploring the forests there, they were surprised to find the natives knew they were coming. The use of drums spread to South America and the Caribbean during the slave trade. In fact, talking drums were banned because slaves were using them to communicate in a secret code.

Whistling languages are very **rare**. People whistle messages to each other on the





4 Look at the Word Builder. Complete it with the words in blue from the text with the opposite meaning.

Word Builder

well-known	1	_____
long	2	_____
simple	3	_____
careless	4	_____
useful	5	_____
quiet	6	_____
common	7	_____

5 Write sentences about four of these things using words from the Word Builder.

- an animal
- heavy music
- a street
- a singer
- a maths problem
- a calculator
- a carpenter

Giraffes have got long necks. They are common in Africa.



Canary Island of La Gomera. The origins of the language are **unknown** but it probably came from the Berber people of Morocco. Until recently, it was dying out but now children on the island have to learn it at school. Silbo sounds a bit like a bird song and has a vocabulary of over 4000 words! People originally used it to communicate over the steep hills and valleys of the island but now it has other uses. Juan Cabello, a resident of the island, says: 'I use it for everything – to call my wife, to tell my kids something, or to find a friend in a crowd. It's useful for just about everything but not very good for romance – everyone on the island would hear what you were saying!'

6 Adjective Quiz Work in pairs. Test your partner on the opposites of the words in the box.

► Word Bank, page 111

correct hard-working patient happy kind
 outgoing dangerous tidy tall pleasant
 strong experienced comfortable lucky
 healthy fair rich

- A *What's the opposite of 'correct'?*
 B *'Incorrect.' What's the opposite of...?*

Speaking


7 Work in pairs. Ask and answer the questions.

- 1 How many foreign languages can you understand a bit of?
- 2 How many languages can you say 'hello' in?
- 3 What other foreign language would you like to learn? Why?
- 4 Have you ever made up a secret code? If so, how did it work?
- 5 Are there any words that only you and your friends use?
- 6 If you spoke a secret language, when would you use it?

PROJECT

An article

- 1 Work in groups. Choose an important type of communication for each student (see the Key Words on page 8).
- 2 Find out more details about your type of communication and make notes.
 - say when and where it started
 - show an example of it
 - explain the advantages and disadvantages
- 3 Write your article and ask your group to check it.
- 4 Give your article to other students to read.

The ancient Egyptians had a system of picture writing called hieroglyphs. Each hieroglyph represented a thing or an idea. For example, this hieroglyph  represented ...

Study Corner 1

Language Check

1 Complete the phrases. Then match the words (1–4) with the definitions (a–d).

- micro-blog ¹ _____ • email ² _____
- texting ³ _____ • instant messaging ⁴ _____

- a) sending written messages by mobile phone
- b) an online diary with very short pieces of information
- c) a message sent by computer
- d) chatting to friends online

2 Complete the gaps with one word.

- 5 I set _____ an online bank account.
- 6 Can you check _____ the train times, please?
- 7 She wants to bring _____ the subject of safety.
- 8 How did you find _____ about the party?
- 9 He loves keeping _____ with my friends' news.
- 10 I think it's unkind to join in _____ gossip.
- 11 She keeps in touch _____ her old boyfriend.

3 Complete the sentences with the opposite of the underlined word.

- 12 I'm very careful with my phone and games but I'm a bit _____ with my clothes.
- 13 She was unknown before she won the competition; now she's a _____ singer.
- 14 I thought this homework would be simple but it's quite _____.
- 15 I had nine correct answers and only one _____ answer in the maths test.

Vocabulary / 15

4 Complete the text with the verbs in brackets in the correct tense: Present Simple, Present Continuous or Present Perfect.

Blind people ¹⁶ _____ (use) the Braille system for reading since the nineteenth century. Braille ¹⁷ _____ (consist) of a series of raised dots which ¹⁸ _____ (represent) letters of the Latin alphabet. There are about two million people in the UK with sight problems but only twenty thousand ¹⁹ _____ (read) with Braille. In the last few years, many young people ²⁰ _____ (start) to use electronic text instead of Braille. At the moment, experts ²¹ _____ (discuss) how to make Braille more attractive for young people.

5 Complete the sentences with *for* or *since*.

- 22 He hasn't phoned me _____ two weeks.
- 23 We've lived here _____ 2008.
- 24 I haven't seen her _____ Friday.
- 25 She's taught in our school _____ six years.

Grammar / 10

6 Choose the correct option in *italics*.

- Sue I ²⁶*think* / *believe* their new CD is great.
- Mel I don't think ²⁷*so* / *that*. I prefer the first one.
- Pat I agree ²⁸*with* / *in* Sue. It's better for dancing. Don't you think ²⁹*that* / *so*?
- Sue Yes, that's ³⁰*so* / *true*.

Key Expressions / 5

Feedback



- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Check where you made mistakes.

Wrong answers:	Look again at:
Numbers 1–4	Get Ready – Key Words
Numbers 5–11	Unit 2 – Word Builder
Numbers 12–15	Across Cultures 1 – Word Builder
Numbers 16–21	Unit 1 – Grammar
Numbers 22–25	Unit 2 – Sentence Builder
Numbers 26–30	Unit 3 – Key Expressions

- Now do the exercises in Language Check 1 of the Workbook.

Study Help: Using the Internet

- First, write key words in a search engine like Google (e.g. *ancient Egypt + language*).
- If you can't find any good sites, change the key words (e.g. *ancient Egypt + hieroglyphics*).
- When you find a good site, don't try to understand everything. Bookmark the site (Favourites) so you can return to it.
- Copy useful parts of a website onto your computer or print them out. Then you can read them more slowly and take notes.
- Always put a list of the websites where you got the information from at the end of your work.

- Use the Study Help to find out information about one of these people or things.

- sign language • Bristol • Liverpool F.C.
- Adele • Sebastian Vettel