

Get Ready

Background

Online radio has taken off massively in the last few years. There are two types: conventional radio stations that also have their programmes streamed on the Net; and small local stations that are just online and often run by young people.

Bristol is a city in the west of England with a population of about 420,000. It was a very important port in the eighteenth and nineteenth centuries, but now the port is a few miles outside the city at Avonmouth. The centre was bombed badly in the Second World War, but there are still some historic buildings. The most beautiful area in Bristol is Clifton with its eighteenth-century streets and squares. The Clifton Suspension Bridge, probably the most famous construction in Bristol, was designed by Isambard Brunel and completed in 1864.



Exercise 1

- Play the recording for the students to listen and repeat the Key Words. Check word stress and students' understanding. Pay particular attention to the main stress in expressions such as *face-to-face conversation*. Check that students understand that *SMS* stands for *Short Message Service*.
- Students work in groups or as a whole class, saying what forms of communication they use. They can find out the most popular form of communication for their class and if there is any form of communication that none of them uses.

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 telegraph conversation.
- 1969 The first computer ³ network links universities in the United States.
- 1972 The first ⁴ email is sent. The message explains how to use the @ symbol.
- 1983 Motorola make their first ⁵ mobile phone. It measures 25 centimetres x 8 centimetres!
- 1996 ⁶ Instant messaging is invented. You can now chat to your friends on your computer.
- 2006 The ⁷ micro-blog site Twitter starts. A message can't be longer than 140 characters.
- 2010 Apple launches the first ⁸ tablet with a touch screen. Bigger than a smart phone but smaller than a netbook, it doesn't have a keyboard.

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

Exercise 2

- Give students time to read through the gapped sentences and check the meaning of any new words.
- Students check their answers on page 91 of the Students' Book.

Answers → student page

Extra

Ask individuals to read aloud the sentences. Correct any serious pronunciation errors. Encourage students to say what they know about the people or things, e.g. A.G. Bell, Apple.



Exercise 3

Audioscript → page 108

- Ask students to look at and talk about the four people in the photo, e.g. appearance and clothes, where they are, what their banner is about.
- Give students time to read through the sentences before you play the recording.
- Play the recording once for students to listen and match the names with the information. Tell students not to worry about understanding everything on the recording at this stage.

Answers → student page

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

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

Extra

Encourage students to discuss their favourite radio stations and radio programmes. Ask:
What local radio stations do you listen to? Do you listen online?

Exercise 5

- Read through the questions with the class. Check that students understand any new vocabulary.
- Students work in pairs, discussing their answers to the questions. Tell the pairs to remember their answers because they will need them in Exercise 6.

Extra

The pairs tell the class some of their answers, e.g. *I use my mobile phone mostly for texting, but (Anna) uses hers mostly for playing games. (Anna) and I both prefer to use instant messages to chat to our friends.* Students can find out which is the most popular answer to each question for their class.

Exercise 6

- Ask one of the students to read aloud the statement.
- Give students time to think of their answers and reasons.
- Students work in groups or as a class, saying whether they agree with the statement and explaining their point of view.
- Encourage students to think of situations when they would choose to email or text rather than phone or speak face-to-face and vice versa.



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.

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Extra

Divide the class into four groups. Ask each group to listen carefully to one of the speakers and make a note of extra information about the person. Play the recording. Each group then tells the class their extra information. Check that students understand any new vocabulary.

Exercise 4

- Encourage students to say what they know about Bristol. If you have a large map of the UK, display it for students to find Bristol.
- Give students time to read the advert. Encourage students to guess the meaning of 'hottest new bands' (*latest and very exciting*) and check understanding of any new vocabulary.
- In turn, students say which programme they would like to listen to.

1 Animal Talk

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 8, 9 and 10) and shorten the feedback in Exercise 12

More time: do the Extra activity

Background

Animals use various means of communication: smell (pheromones produced with urine or by special glands), sound (sounds that can be heard by people as well as very high and low frequency sounds we can't hear, e.g. produced by bats and whales), movement or position (bee dances, tail wagging in dogs), etc.

Visit:

www.yptenc.org.uk

www.acp.eugraph.com

for more information.

Warm-up

Exercise 1

- Give students a few minutes to work in small groups, discussing what they know about the animals.
- The groups then share their information as a class.

Reading

1.8 Exercise 2

- Play the recording for students to read and listen for general comprehension.
- Students work individually, reading the text and noting down how the seven animals communicate.
- When checking answers, ask students to read aloud the section of the text that gives the answer.

Answers

rats: By smell – smell of urine

ants: By smell – spread pheromones

bees: By smell and by 'dance'

birds: By singing

frogs: By making two-part calls

elephants: With sounds that people cannot hear

whales: With sounds that people cannot hear

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

1.8 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.

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

Grammar: Present tenses review

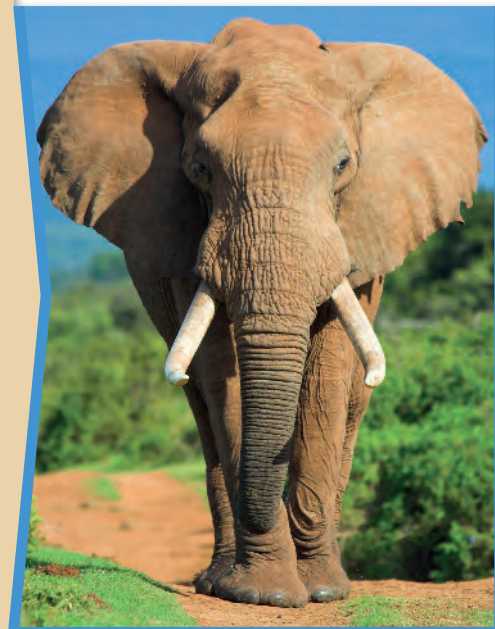
4 Identify the tenses in the examples (1–6): Present Simple, Present Continuous or Present Perfect. Then match them with the uses (a–f).

Examples

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

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



Exercise 3

- Students discuss the questions in groups or as a whole class. If some of them haven't got a pet, encourage them to talk about pets that their friends or relatives have.

Grammar: Present tenses review

Exercise 4

- Students can compare answers in pairs before checking answers as a class.

Answers → student page

Exercise 5

Answer → student page

Exercise 6

Answers → student page

Extra

After checking answers, draw two timelines on the board. Ask individuals to mark points on the timelines and say pairs of sentences about themselves, e.g. *I've lived in this city for five years. I lived in a very small village for three years when I was a child.*

- 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).

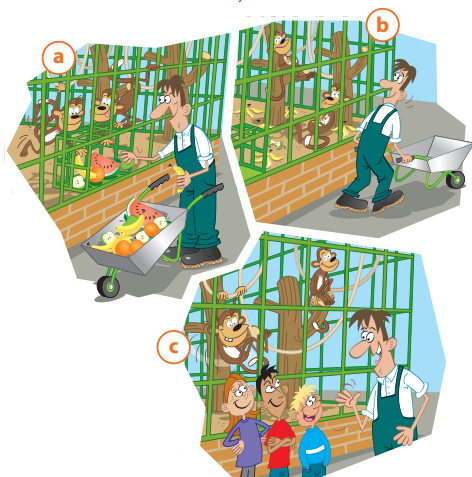
- 1 I've had a cat **for two years**. a)
2 I had a cat **for two years**. b)



Practice

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

- 1 I've fed the animals. b)
2 I'm feeding the animals. a)
3 I feed the animals. c)



- 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 has been (be) in our family for seven years and Choc ³ is (be) just two years old. They ⁴ don't like (not like) each other very much. Choc ⁵ sleeps (sleep) in my bedroom and I ⁶ think (think) Ginger ⁷ is (be) jealous. Ginger ⁸ has bitten (bite) Choc a few times and she often ⁹ barks (bark) at her. At the moment, we ¹⁰ are trying (try) to train them. I ¹¹ 've found (find) a good dog trainer and I ¹² take (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.

Your Turn

Exercise 10

- Students write the questions working individually.
- Check the questions before students do the pair activity in Exercise 11.

Answers

- 2 Do you get on well with animals?
3 Have you ever been bitten by an animal?
4 Have you ever had a pet?
5 How often do you watch programmes about animals?
6 Are you looking after an animal now?
7 Are you allergic to any animals?
8 Are you enjoying this lesson about animals?

Exercise 11

- Tell students to remember their partner's answers.
- Monitor the pair activity but do not interrupt students' fluency. Make a note of any general problems to go over with the class afterwards.

Exercise 12

- In turn, students report their partner's answers to the class.
- Choose two or three questions and find out how many students have answered 'yes', e.g. question 1 and question 3.

TIMEOUT! ▶ Page 92, Exercise 1

Photocopiable activity 1, Active Teach

Practice

Exercise 7

Answers → student page

Exercise 8

- Advise students to read quickly through the text for general understanding before they start completing it.
- Check answers by asking individuals to read aloud the sentences.

Answers → student page

Exercise 9

- Elicit the answers to items 2 and 3 before students work individually, completing the exercise.

Answers

- 2 She has always loved animals.
3 She has never had a pet.
4 She is investigating/has investigated elephants' family life this summer.
5 She is taking photos of elephant calves now.
6 She writes her observations every day.
7 She often observes the animals at night.
8 She hasn't published many articles yet.

TIMEOUT! ▶ Page 92, Exercise 1

11

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 4 and 6)

More time: do the Extra activities

Background

Students using *New Challenges* today will all be *digital natives*. Unlike their teachers, who probably grew up in a time when digital technologies were not widespread, the current generation cannot easily conceive of a life without the Internet, tablet computers, smartphones and the like. Much work is underway to revise teaching practices in light of this new generation's expectations. More information about both the social networking phenomena and digital natives is available on the Internet.

Warm-up

Exercise 1

- Check that students understand that an *intranet site* is similar to a website but only available on an internal network within an organisation. In turn, pairs tell the class possible headings for the student profile page.

Extra

Find out how many of the students use social networking sites. Encourage them to tell the class about them. Ask students to say which social networking sites they prefer using and why.

Reading



Exercise 2

- Students work individually, matching the texts with the text types.

Answers → student page

2 Social Networking

Warm-up

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

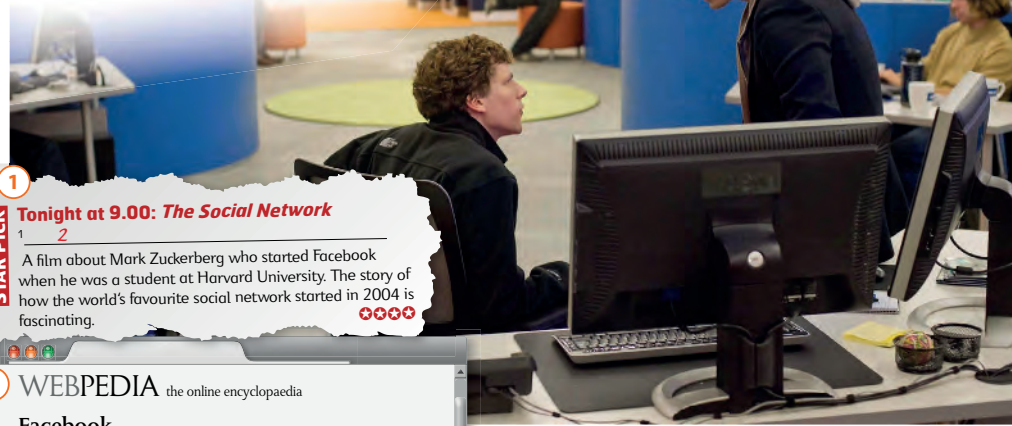
school events

Reading



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

- a leaflet for parents 3
- an online reference book 2
- a TV guide 1



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
- 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 **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.

12

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

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

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

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

Exercise 3

- Tell students not to worry about understanding every word but to read for gist comprehension in order to put the sentences in the correct places.

Answers → student page

Exercise 4

- When checking answers, ask students to correct the false sentences.

Answers → student page

- F – Jesse Eisenberg stars in the film about Facebook.
- F – *The Social Network* is about how Facebook started.
- F – Facebook is the most visited site on the Internet.
- F – Parents should friend their children so they can see what they are doing online.

Exercise 5

- Students work individually or in pairs, finding the verbs and completing the expressions with the correct prepositions.

Answers → student page

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

Word Builder

two words

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

three words

- 5 join in with (something)
 6 keep up with (something)

four words

- 7 keep in touch with (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 joins in with class discussions.
 3 Why did you bring up the topic of homework? It always leads to an argument.
 4 Let's check out that video on YouTube.
 5 I set up a Facebook page for my grandparents so they can see my photos.
 6 Do you keep up with the news online? Or do you still read a newspaper?
 7 We need to find out 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.

TIMEOUT! ► Page 92, Exercise 2

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Exercise 6

Answers → student page

Exercise 7

- Give students time to read through the verbs. Elicit one or two sentences from the class.
- Give students time to look at the Multi-part Verbs section in the Word Bank before they write their own sentences.
- Working individually or in pairs, students write as many sentences as they can. If you wish, give a time limit of two minutes. Monitor and check students' sentences.

Exercise 8

- Read the sentences with the students.

Answers

for – a period of time
 since – a point in time

Extra

Elicit three or four more expressions with *for* or *since* to use in the example sentences, e.g. *I've been with her for four years.* or *I've been with her since April.*

Exercise 9

- Read through the expressions in the box and the example sentence with the students. Elicit two or three more sentences from the students.
- Students work individually, writing eight sentences containing the expressions. Monitor and point out any errors for students to correct. Help with vocabulary where necessary.
- In pairs or small groups, students exchange and read each other's sentences.

Writing and Speaking

Exercise 10

- Read through the instructions and check that students understand what to do.
- Students may find it helpful to think of a few example rules as a class first.
- Students then work in pairs, writing their social networking rules.

Exercise 11

- After pairs have read their rules aloud to the class, they can discuss as a class the relative importance of each rule.

Fact or Fiction?

- After checking the answer, encourage students to think about other cases where parents have given an unusual name to their child. What do students think about giving children strange names?

TIMEOUT! ► Page 92, Exercise 2

Photocopiable activity 2, Active Teach





This Unit

Short of time: set some of the exercises for homework (e.g. Exercise 4) and shorten the discussion in Exercises 1 and 7
More time: do the Extra activities

Background

The radiochill.org team meet in the radio's headquarters in Ellie's house and discuss the first broadcasts of 'radiochill'.

Warm-up

Exercise 1

- Ask students to look at and talk about the photo, saying where the people are, how they are feeling and what they could be talking about.
- Give students time to work in pairs, looking at the body language of the people and answering the questions.
- Students tell the class their answers and see how much general agreement there is.

Reading and Listening



Exercise 2

- Play the recording for students to read and listen and check their answers from Exercise 1.

Answers → student page

Extra

Play the recording for students to focus on pronunciation, stress and intonation patterns. Students work in groups of four, reading the dialogue and changing parts.

Exercise 3

- Read the sentences with the students and then read aloud the explanation.
- Ask students to repeat the questions after you. Check that they use a rising intonation at the end of the questions.

Warm-up

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

- 1 **A** likes looking cool?
- 2 **S** doesn't say much?
- 3 **E** is very enthusiastic?
- 4 **T** 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!

14

- 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?)



Extra

Write cues on the board for students to make into negative questions, e.g.

- 1 ... you born in this country?
- 2 ... you like pop music?
- 3 ... you done your homework yet?
- 4 ... you got a computer at home?
- 5 ... you ride a bike?
- 6 ... you coming to my party this evening?

Answers:

- 1 Weren't
- 2 Don't
- 3 Haven't
- 4 Haven't
- 5 Can't/Don't
- 6 Aren't

Exercise 4

- Students work individually, completing the dialogue.
- After checking answers, students work in pairs, reading the dialogue aloud.

Answers

Don't you think so?
 Didn't you see them?
 didn't you know that?

Speaking

5 Look at the Key Expressions. Classify them.

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

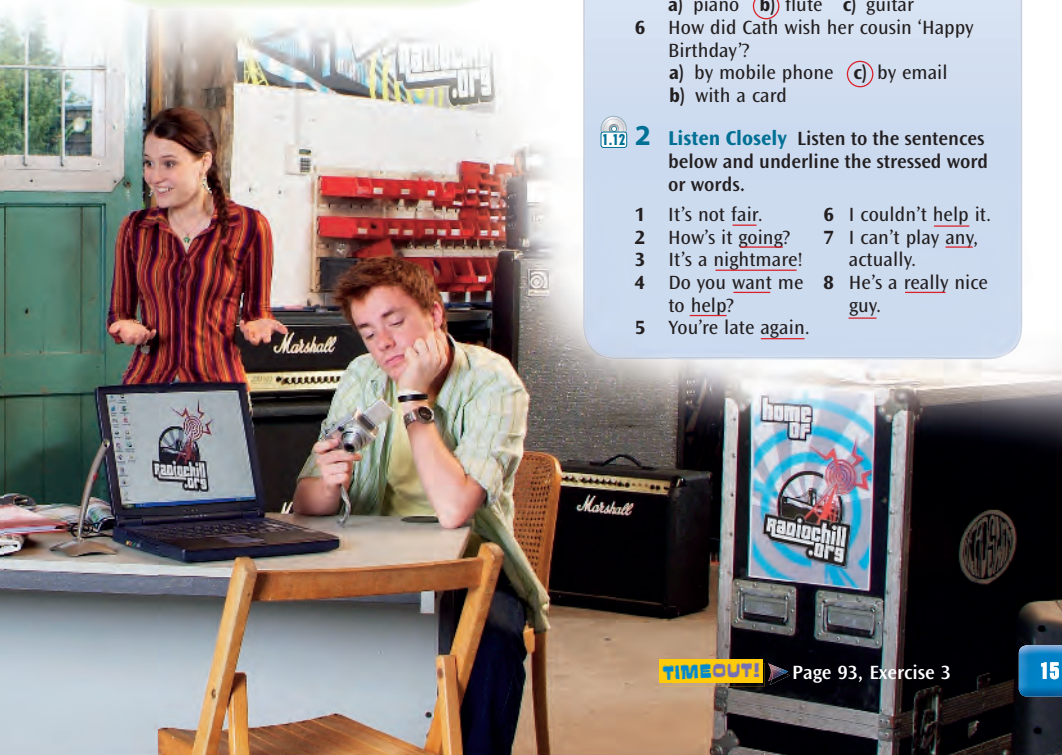
Key Expressions: Opinions

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

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.



TIMEOUT! Page 93, Exercise 3

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Speaking

Exercise 5

- Students can compare answers in pairs before checking answers as a class.

Answers → student page

Exercise 6

- Read aloud the advice.
- Ask students if they enjoy and feel confident when taking part in discussions in English and in their L1. Encourage them to discuss any difficulties they have in class discussions in English.

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 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 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.

Everyday Listening

1.11 Exercise 1

Audioscript → page 108

- Give students time to read through the questions and answers.
- Play the recording once for students to listen and answer the questions.
- Play the recording again and pause it after each conversation to check the answers.

Answers → student page

Extra

Play the recording for more intensive comprehension. Pause the recording after each conversation and ask one or two comprehension questions, e.g. Conversation 1: Where is the boat? (*in the Mediterranean*), How long will Tom and his friend be on the boat? (*for three weeks*) Conversation 2: What sport does the boy like? (*football*), Why doesn't Roxy like personal diary blogs? (*They're boring*.)

1.12 Exercise 2

- Play the recording, twice if necessary, for students to listen and underline the stressed word or words.

Answers → student page

Extra

Play the recording again for students to listen and repeat the sentences, stressing the words correctly.

TIMEOUT! Page 93, Exercise 3

Exercise 7

- Ask three students to read aloud the example dialogue.
- Give students time to think about each of the topics.
- Students work in groups of three to five, discussing each topic in turn. Monitor but do not interrupt students' fluency. Make a note of any general problems to go over with the class afterwards.

Across Cultures 1

Background

Silbo-like whistling has been found in pockets of Greece, Turkey, China and Mexico, but none is as highly-developed as the silbo language of La Gomera in the Canary Islands.

Warm-up

Exercise 1

- Ask students to look at and talk about the pictures, guessing where the people are and what is happening.
- Students work individually or in pairs, reading the sentences and guessing if they are true or false.

Reading



Exercise 2

- Play the recording for students to read, listen and check their guesses from Exercise 1.
- When checking answers, ask students to correct the false sentences.

Answers → student page

- 2 F – You can only send simple messages.
- 3 F – You can hear them up to eight kilometres away.
- 4 F – They were first used in West Africa.

Extra

Give students time to read the text again. Explain or encourage them to guess the meaning of any new vocabulary. Play the recording for students to read and listen, paying particular attention to pronunciation.

Across Cultures 1

Warm-up

- 1 Look at the photos and guess if these sentences are true (T) or false (F).
 - 1 Smoke signals started in North America and China.
 - 2 You can send detailed information with smoke signals.
 - 3 You can hear 'talking drums' twenty kilometres away.
 - 4 Communicating with drums began in South America.
 - 5 Some children learn how to whistle messages at school.

Reading



- 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



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Exercise 3

- Students say what advantages and disadvantages are mentioned in the text.
- Encourage students to think of advantages and disadvantages that are not mentioned in the text, e.g. *You don't need special equipment to send smoke signals.* (advantage)

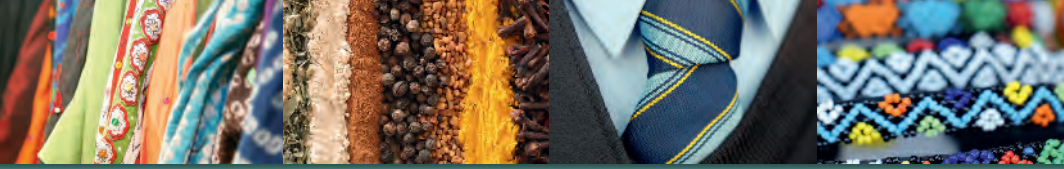
Exercise 4

- Students work individually, reading the text and completing the table.

Answers → student page

Exercise 5

- Read through the cues with the class. Ask one of the students to read aloud the example sentences.
- Tell students to write at least two sentences about each of their four chosen topics. Monitor and help students correct any language errors.



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 <u>unknown</u>
long	2 <u>short</u>
simple	3 <u>complicated</u>
careless	4 <u>careful</u>
useful	5 <u>useless</u>
quiet	6 <u>loud</u>
common	7 <u>rare</u>

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.

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 ...

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Extra

Write two or three sentences on the board, each using a different secret code to communicate the message 'My name is Mike.', e.g. YM EMAN SI EKIM = My name is Mike.

13 25 14 1 13 5 9 19 13 9 11 5 = My name is Mike.

NB MZNV RH NRPV = My name is Mike.

Students work individually, breaking the three codes.

They then work in pairs, writing their own short sentence in code. They can use one of the three example codes or invent their own code.

The pairs write their sentence on the board for the rest of the class to decode.

Answers:

- 1 letters in the words are reversed
- 2 sequence of numbers matches sequence of letters
- 3 letters are counted from the beginning and the end of the alphabet

PROJECT

- Read through the stages of the project so that students understand what to do.
- Students work in groups of four or five. Each student in the group chooses a different type of communication to find out about.
- Give students time in class or at home to research their topic.
- Tell students to write four to seven sentences and include all the points from Stage 2.
- Each group checks grammar, spelling and punctuation in their articles. They can ask you if they are unsure about any corrections.
- The groups exchange and read each other's articles.

Exercise 6

- Ask individuals to read aloud the words in the box.
- Ask two students to read aloud the example question and answer.
- Give students time to check the opposites in the Word Bank on page 111.
- Students work in pairs, taking turns to ask and answer questions.

Extra

In pairs, students write six to eight sentences using some of the adjectives. The pairs then form groups of four students and read each other's sentences.

Speaking

Exercise 7

- Read through the questions with the class. Check comprehension of any new words, e.g. (to) make up.
- After the pair activity, students tell the class some of their answers. Students may like to see how many languages they can say 'hello' in.

Language Check

Exercises 1–3

Answers → student page

Exercise 4

Answers

- 16 have used
- 17 consists
- 18 represent
- 19 read
- 20 have started
- 21 are discussing

Exercises 5 and 6

Answers → student page



Feedback

- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- After checking answers to Exercise 6, students work in groups of three, reading the dialogue aloud. Correct any serious pronunciation errors.
- Students look at the table to see which sections in the Students' Book they need to look at again.
- Give students time in class or at home to do Language Check 1 of the Workbook.

Study Help: Using the Internet

- Read aloud the advice in the Study Help. Check that students understand any new words.
- Ask students which Internet sites they found most useful for their Project in Across Cultures 1.
- Encourage students who use the Internet a lot to add some of their own tips to the advice in the Study Help.
- Give students time to read through the list of topics and choose a topic to find out information about. Check that students understand that F.C. stands for *Football Club*.

Language Check

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

- micro-blog ¹ b • email ² c
- texting ³ d • instant messaging ⁴ a

- 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 up an online bank account.
- 6 Can you check out the train times, please?
- 7 She wants to bring up the subject of safety.
- 8 How did you find out about the party?
- 9 He loves keeping up with my friends' news.
- 10 I think it's unkind to join in with gossip.
- 11 She keeps in touch with 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 careless with my clothes.
- 13 She was unknown before she won the competition; now she's a well-known singer.
- 14 I thought this homework would be simple but it's quite complicated.
- 15 I had nine correct answers and only one incorrect 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 for two weeks.
- 23 We've lived here since 2008.
- 24 I haven't seen her since Friday.
- 25 She's taught in our school for 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 (true) / *right*.

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.

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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

Extra

In turn, students tell the class what they found out about their topic. The rest of the class listen and say if any of the information is surprising.

Module 1 Test, Active Teach

- Elicit possible Key Words for two or three of the topics.
- Give students time in class or at home (if they have access to the Internet) to find out information about their topic. Remind them to keep a list of the websites where they find their information. Tell students to copy useful parts of the websites onto their computer or print them out.
- Students who chose the same topic can compare which websites they found most useful.