

# 1 SPEAKING THE SAME LANGUAGE



1 a Work in pairs. Look at the welcome signs. How many different languages can you see? Do you know what they are?

b Match signs a-f to the places where they could appear.

on a beach   on the side of a building   on a motorway  
at a port   at a shopping centre   at a zoo

2 Work in pairs. How many languages can you say 'hello' and 'goodbye' in? Which country/countries do you associate with each language? Complete A in the KEY VOCABULARY PANEL .

3 a 1.1 Listen to Ellen and Ernesto talking about the languages they speak. Note the languages they mention.

Ellen: Welsh

Ernesto: Guarani

b What similarities did you notice about the two speakers?





e



f

4 a Listen again and match the statements to Ellen, Ernesto or both.

- 1 There are two **official languages**. .....
- 2 I have two **first languages**. .....
- 3 Guaraní is my **mother tongue**. .....
- 4 A lot of people are **bilingual** in my country. ....
- 5 I learnt Spanish as a **second language**. .....
- 6 I learnt French as a **foreign language**. .....

b Match the words in **bold** with definitions 1–5 in B in the **KEY VOCABULARY PANEL**.

5 a  Work in groups. Discuss the questions.

- What is your first language? Do you have a second language? Do you speak any other languages?
- What are the official languages in your country? Are any other languages popular? Are people bilingual?
- Which languages would you like to learn? Why?
- Which language would you not like to learn? Why?

b Share your answers with the class.

## KEY VOCABULARY

### Languages

#### A Languages & countries

- Match the language to the country/countries. One country has two languages.

Arabic	Australia	
Cantonese	Belgium	
Dutch	Brazil	
English	China	
French	Egypt	
Hindi	Holland	
Japanese	India	
Mandarin	Japan	
Portuguese	Kenya	
Spanish	Peru	
Swahili		

- Can you think of more countries and languages?

#### B Words to describe languages

- 1 to speak two languages fluently and comfortably *to be* .....
- 2 the language the government uses on forms, on road signs and in school books  
.....
- 3 the language you spoke as a child OR the language you speak at home  
..... OR .....
- 4 the language of government and business in the country where you live, which is not the same as your language  
.....
- 5 a language which is spoken in a different country  
.....



a



b



c

## READING

1 Work in pairs. Look at the photos. Discuss the questions.

- Which countries do you think the photos show?
- Which languages do the people speak there?
- Can you think of three countries which have more than one official language?

2 a Read the article *Being bilingual*. Match the people to the photos.

b Read the article again. Complete the sentences with the correct name: Marcela, Robert, Wotoro or Brad.

- 1 Robert lives in a country where French is an important language.
- 2 ..... is working as a teacher at the moment.
- 3 ..... goes to school five days a week.
- 4 ..... lives and works in two different countries.
- 5 ..... uses French when he/she is teaching.
- 6 ..... is learning a new language.
- 7 ..... regularly travels to a different part of the same country.

## Being bilingual



What's it like to be fluent in two or more languages? We interviewed four bilingual people to find out.

**Marcela:** 'I live in Tijuana in Mexico, but I work in San Diego in the USA five days a week. I speak English and Spanish well and I'm taking weekly Japanese classes at the moment. Sometimes I don't know how to say what I want to say in English, so I say it in Spanish. Luckily, most people I know speak both languages.'

**Robert:** 'I live in Belgium and I speak Flemish (which is like Dutch) and French. I live in Flanders and almost everyone here speaks Dutch and French. A lot of people also speak English, like me – I'm speaking English now! I visit the French-speaking part of Belgium every month because my grandmother lives there. A lot of people there don't know Flemish or English.'

**Wotoro:** 'There are over 60 languages in Kenya and there are two official languages, so it's common for people to speak at least three different languages – their mother tongue and English and Swahili. I speak Gikuyu with my family, English on Monday to Friday mornings when I go to school, and Swahili or Gikuyu when I buy things at the market. I think in all three languages. Right now, I'm thinking in English because I'm speaking English.'

**Brad:** 'I'm American, but I work at a French immersion school. I'm teaching beginner's French at the moment. I started to learn French when I was four and a half and then I majored in French at college and lived in France for a few years. Some people think that being bilingual makes you smarter. I don't know if that's true, but it's fun to know two languages.'





## SPEAKING

**1 a** Match photos a–d to situations 1–4.

- 1 interviewing someone for a job
- 2 going on a first date
- 3 talking to a good friend
- 4 meeting someone for the first time

**b** What do people usually talk about in situations 1–4? Think of three ideas for each situation.

**2 a** 1.5 Listen and match conversations e–h to the situations.

**b** Listen again. Tick the things people talk about in conversations e–h.

	e	f	g	h
Name				
Age				
Nationality				
Languages you speak				
Hobbies				
Recent events				
Skills and experience				
Personality				
People you both know				
Family				

## GRAMMAR

**1 a** Read the questions from the conversations in **SPEAKING 2**. Can you remember the answers?

- 1 When do you play squash?
- 2 Who do you play with?
- 3 Why do you want to work here?
- 4 How many languages do you speak?
- 5 Are you a student?
- 6 What kind of music do you like?
- 7 Do you like going to concerts?
- 8 How often do you go?

**b** 1.5 Listen again and check.

**2** Which two questions in **1** have the answer 'yes' or 'no'?

**3 a** Underline six question words and expressions (e.g. *When*) in **1a**.

**b** Complete 1–6 in the **GRAMMAR PANEL** .

**4 a** Circle the main verbs and the auxiliary verbs (*Do/Does*) in **1a**.

**b** Choose the correct option for 7 and 8 in the **GRAMMAR PANEL** .

## Intonation in questions

1.6 Listen to four questions. Does the person's voice go up  or down  at the end of

- yes/no questions?
- questions with a question word?

Listen again and repeat.

### 5 Write questions for the answers.

My favourite actor is Johnny Depp.  
*Who is your favourite actor?*

- I like horror films and comedies.
- My favourite singer is Shakira.
- My birthday is on 11 May.
- I live on Calle de la Cruz in Vigo, Spain.
- I watch TV every night.
- I want to learn English because it is useful for my job.
- I speak two languages, English and Spanish.

### 6 Write four more questions you would like to ask the person sitting next to you.

### 7 a Work in pairs. Ask and answer your questions.

b What did you learn about your partner?

## QUESTIONS

### Types of questions

#### • Yes/No questions

We answer the questions with 'yes' or 'no'.  
*Are you a student? (Yes, I am./No, I'm not.)*  
*Do you work here? (Yes, I do./No, I don't.)*

#### • Question words/expressions (Wh- questions)

We form other questions with question words or expressions.

*Where* ..... (places),

(1) W ..... (people)

(2) W ..... (kind of) (things)

(3) W ..... (time)

(4) W ..... (reason)

(5) H ..... o ..... (frequency)

(6) H ..... m ..... (number)

*Who is your teacher? Where do you live?*

### Word order in questions

In present simple questions, we put *do* or *does*

(7) *after / before* the subject, and the main verb

(8) *after / before* the subject.

*Do you like your job? Where does he live?*

We don't use *do* or *does* in questions with *be*.

*Are you English? Who is that man?*

See page 140 for grammar reference and more practice.

## VOCABULARY: free time

### 1 Work in pairs. Look at the photos. Discuss the questions.

- Which of the things do you enjoy doing?
- Is there anything you don't enjoy doing? Why?



### 2 a Complete the activities. Use a dictionary to help you.

- I listening to music.
- going t... the gy...
- s...rfing the int...net
- pl...ying f...tb...ll
- having friends r...nd
- eating ...ut at rest...r...ts
- going clu...ing
- r...ding the n...sp...er
- sho...ing in town

b Match six activities to the photos.

### 3 Read the questions and make notes for your answers.

- What do you usually do in your free time in the evenings?
- What do you usually do in your free time at the weekend?

### 4 a Ask the questions in 3 to students in your class. Make notes of their answers.

b Who is the most similar to you? What are the most popular free-time activities?



## READING & SPEAKING

- 1 **a** Look at the photo. Where is it and what can you see there?
- b** Quickly read the online article about SETI and check your answer.
- 2 Read the article again. Match the Frequently Asked Questions (FAQs) about SETI to the answers.
- 3 Read the article again and answer the questions.
  - 1 What is SETI looking for?
  - 2 Are SETI methods the same now as in 1960?
  - 3 What is the Allen Telescope Array?
  - 4 Where are there SETI projects?
  - 5 What is the difference between SETI and METI?
  - 6 How long will the message from Ukraine to Gliese 581 take to arrive?

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### FAQS about The Search for Extra-Terrestrial Intelligence (SETI) organisation

- 1 Do we send messages to other planets?
- 2 What is SETI?
- 3 How many people are part of SETI?
- 4 When did SETI begin?
- 5 Why don't we try harder to communicate with aliens?
- 6 What does SETI do?

- a** Are we alone? This is the question human beings asked when we first realised that there are other planets in our solar system. SETI is the name of the organisation that looks for evidence of life in the universe. SETI projects use scientific methods to search for signals from beings on other planets.
- b** SETI began in 1960. The SETI methods and equipment are improving all the time. SETI researchers say that as the methods get better the chances of finding extra-terrestrial life also get better.
- c** SETI uses radio telescopes to try to find signals from other planets. The biggest project is the Allen Telescope Array which has 42 radio telescopes near San Francisco, California.
- d** Today there are 15,000 members of SETI in 60 countries on all seven continents of the world and there are SETI projects in the USA, Australia and Italy.
- e** SETI doesn't send signals into space; it only listens to find out if there are other life forms. The organisation that sends messages into space is METI ('Messaging to Extra-Terrestrial Intelligence').
- f** Many scientists don't think it is a good idea to send messages to other planets, because they think it is dangerous to tell other planets about the location of Earth. Sending messages to other planets is also very slow! The National Space Agency in Ukraine sent a message to the planet Gliese 581 in October 2008 and they won't receive this message until 2029.

4  Work in groups. Discuss the questions.

- Do you think SETI or METI is a good idea? Why/Why not?
- Do you think there is life on other planets? Why/Why not?
- Do you know about any theories or research into life on other planets?
- Would you like to talk to beings from other planets? What would you ask them?

## VOCABULARY: communication

1 Complete the sentences with the correct form of the verbs in the box.

receive listen send tell



- 1 The organisation that ..... messages into space is called METI.
- 2 Some scientists think it is dangerous to ..... other planets about Earth.



- 3 SETI ..... to find out if there are other life forms.
- 4 The planet Gliese 581 won't ..... the message until 2029.

2 a  Work in pairs. What is the difference between the expressions?

- 1 I usually tell *the truth* / *lies*.
- 2 I like talking *about* / *to* other people.
- 3 I like to write *about* / *to* my friends.
- 4 I like *listening to* / *hearing about* interesting news stories.

b Which option in each sentence describes you?

## LISTENING & SPEAKING

1 Read about the *Earth Speaks* project. Answer the questions.

- 1 What is the purpose of the project?
- 2 What can people send?

2  1.7 Listen to this *Earth Speaks* message. Are the statements true or false? Correct the false statements.

- 1 They like living on Earth.
- 2 People are very selfish.
- 3 People on Earth like to know about other places.
- 4 They don't expect to hear from the other planet.

3 a  Work in pairs. What do you want to tell aliens about Earth? Make your own message for the *Earth Speaks* project and record it or write it.

b Listen to or read all the messages. Which messages were the most serious/funniest and why?

Welcome to **Earth Speaks**, a research project that investigates this question:

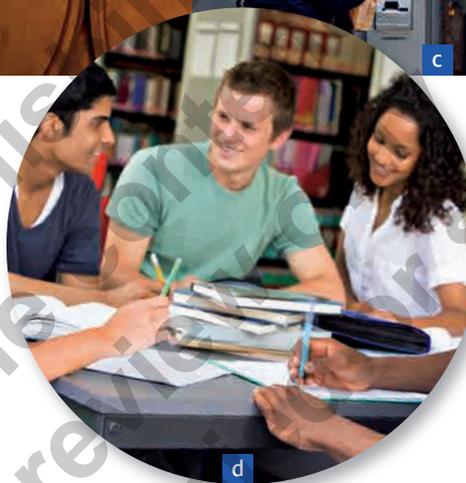
***'If we discover intelligent life beyond Earth, should we reply, and if so, what should we say?'***

We invite people from around the world to send pictures, sounds and text messages that they want to send to other worlds. The project aims to answer two questions: Can we talk to aliens? What can we tell them?



## TUNE IN

- 1 Work in pairs. Look at photos a–d. Where are the people and what are they doing?
- 2 1.8 Listen and match conversations 1–4 to the photos.
- 3 What is the problem in each conversation?
  - speaking too quietly
  - the person doesn't understand a word
  - the person doesn't know how to say the word in English
  - speaking too quickly
- 4 Listen again and complete the sentences.
  - 1 Could you ..... more ....., please?
  - 2 I'm ..... I didn't ..... you.
  - 3 What ..... 'deposit slip' .....
  - 4 How ..... you ..... it in .....



## OVER TO YOU

- 7 Work in groups. Choose a new word. Get your group to describe it without saying the word.  
*What do you call it when someone is saying things that are not true?*
- 8 Work in pairs. Student A, imagine you are staying with an English-speaking friend. You need one of the items in photos e–h. Explain what you need to student B, without saying the name of the item.

Student B, you have a friend staying with you. He/She needs one of the items in photos e–h. Listen and try to identify the item. Check your answer on page 158.

## FOCUS ON LANGUAGE

- 5 Match the responses in 4 with a similar way of saying the same thing.
  - 1 Can you repeat that, please?
  - 2 Can you say it again, please?
  - 3 What did you say?
  - 4 I don't know what ... means.
  - 5 What do you call this in English?
- 6 Match the two parts of these five conversations. Work in pairs. Practise saying them.
 

1 What do you call the things you use to read with?	a Sorry. Is this better? Where are you from?
2 What does 'Dutch' mean?	b I said – Do you want whipped cream with your coffee?
3 What did you say?	c Oh, do you mean 'glasses'?
4 Sorry, I didn't hear you.	d Sure. I asked if you would like a sandwich.
5 Could you say that again, please?	e It's the language of the Netherlands.



**TUNE IN**

- 1 Look at the advertisement. Do you think it's possible? How?
- 2  Work in groups. Discuss your own language-learning experiences.
  - What languages have you tried to learn and why?
  - When did you start? How successful were you?
  - Which things made it easier/harder for you?

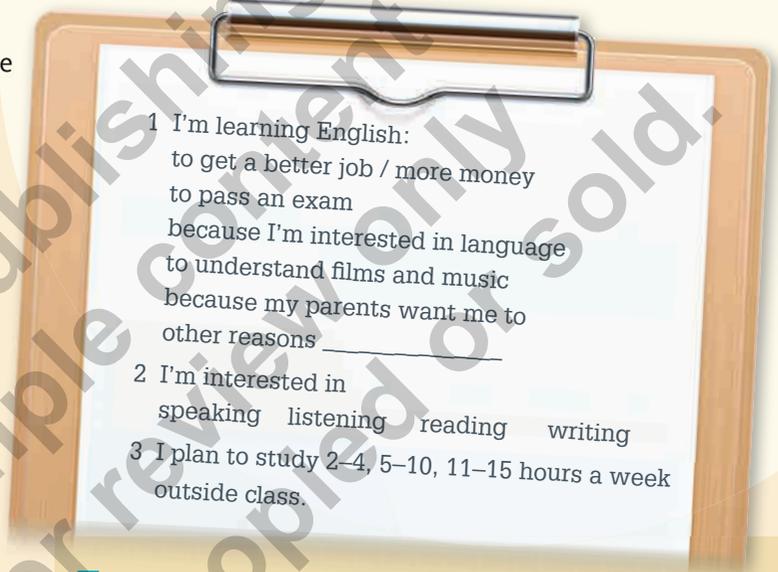
**PREPARE FOR TASK**

- 3 **a** Read the questionnaire extract. Which things are true for you? Which are not?
   
**b**  Work in pairs. Compare your answers with your partner.
- 4 Read the list of study skills and say how each one can help you. Which ones do you do?
  - study outside class
  - watch films in English
  - listen to music in English
  - check your notes before/after class
  - do your homework
  - memorise vocabulary
  - organise your lesson notes
  - read books and magazines in English
  - use a dictionary
  - speak to English-speaking people
- 5  1.9 Listen to Sandra and Max talking about learning English this year. Complete the form.

	SANDRA	MAX
I plan to spend ... hours a week outside class practising English.	<input type="text"/>	<input type="text"/>
I plan to...		
• watch films and TV	<input type="checkbox"/>	<input type="checkbox"/>
• listen to music	<input type="checkbox"/>	<input type="checkbox"/>
• read my notes before/after class	<input type="checkbox"/>	<input type="checkbox"/>
• do homework	<input type="checkbox"/>	<input type="checkbox"/>
• write down and study new vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
• read books and magazines	<input type="checkbox"/>	<input type="checkbox"/>
• use a dictionary	<input type="checkbox"/>	<input type="checkbox"/>
• practise exercises online	<input type="checkbox"/>	<input type="checkbox"/>

- 6  Work in groups. Compare your answers and decide who you think has the best plan.

**Learn a language** in just six weeks with our new system. You'll be speaking French, German, Spanish or Japanese in just six weeks or your money back! No boring classes, no hours of grammar study – just learn to speak.



**TASK**

- 7 Complete the form with your own answers.

Name:	<input type="text"/>
I plan to spend ... hours a week outside class practising English.	<input type="text"/>
I plan to...	
• watch films and TV	<input type="checkbox"/>
• listen to music	<input type="checkbox"/>
• read my notes before/after class	<input type="checkbox"/>
• do homework	<input type="checkbox"/>
• write down and study new vocabulary	<input type="checkbox"/>
• read books and magazines	<input type="checkbox"/>
• use a dictionary	<input type="checkbox"/>
• practise exercises online	<input type="checkbox"/>

- 8  Work in pairs. Talk about what you have written with your partner.

**REPORT BACK**

- 9  Work in groups or as a class. Compare language-learning plans. Who has the best plan?