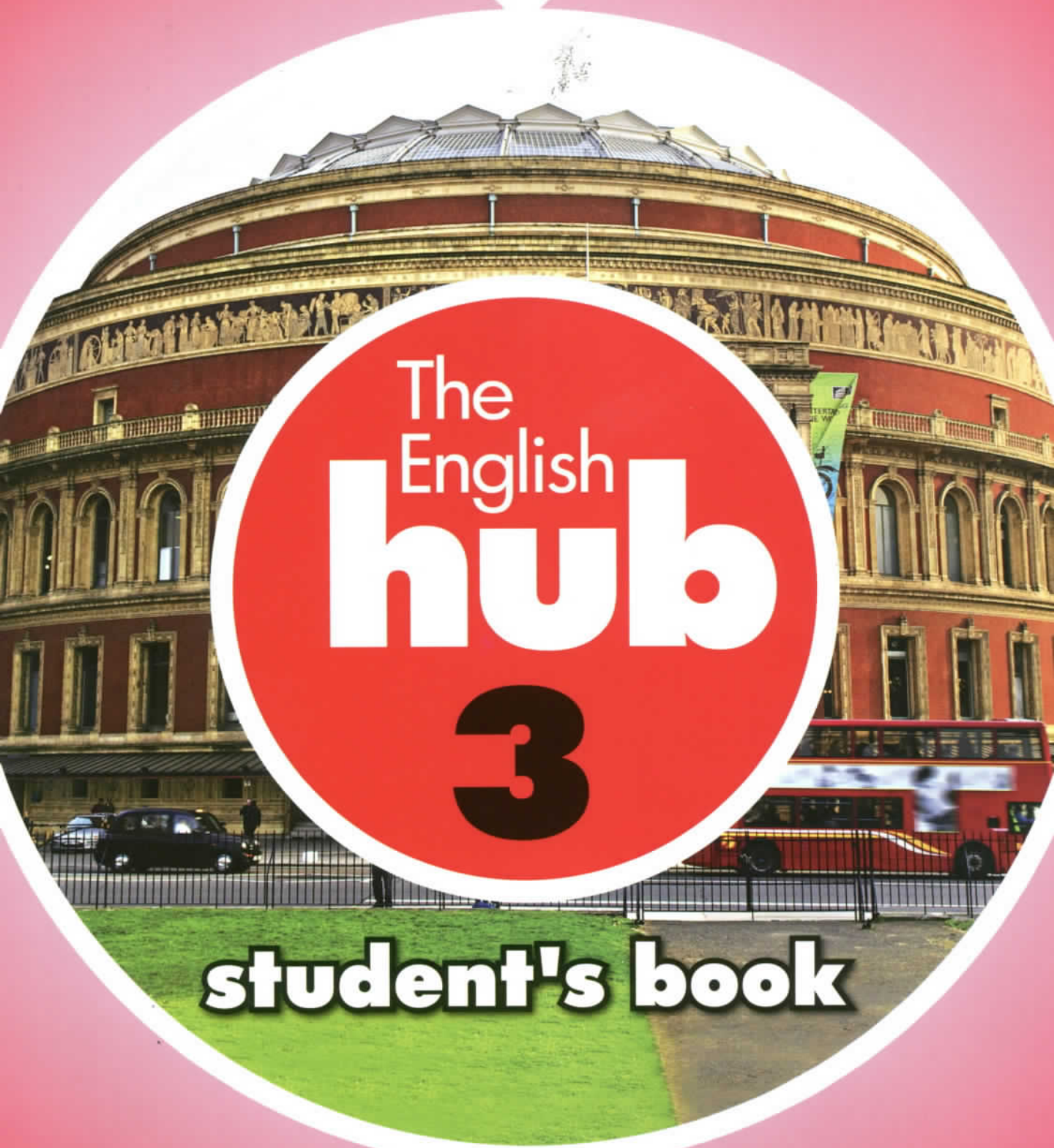


H. Q. MITCHELL  
MARILENI MALKOGIANNI

  
mm publications



The  
English  
**hub**  
**3**

**student's book**

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## Speaking

## Writing

## Functions

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## Writing

## Functions

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## VOCABULARY

## A. Match.

- |             |             |
|-------------|-------------|
| 1. computer | a. hands    |
| 2. keep in  | b. language |
| 3. shake    | c. literate |
| 4. free     | d. phone    |
| 5. sign     | e. touch    |
| 6. pay      | f. time     |

SCORE  6

## B. Complete with the words in the box.

change patient invented waved  
store extinction complain message

- My parents always \_\_\_\_\_ about the traffic on the roads.
- There's a \_\_\_\_\_ of plans. We're meeting at 8, not at 9.
- Be \_\_\_\_\_, Mary. The cake needs another twenty minutes in the oven.
- Mr Barton's not in his office at the moment. Would you like to leave a \_\_\_\_\_?
- He got on the bus and \_\_\_\_\_ goodbye.
- Guglielmo Marconi \_\_\_\_\_ the radio.
- I can \_\_\_\_\_ lots of films on my new laptop.
- There are lots of languages in danger of \_\_\_\_\_.

SCORE  8

## C. Circle the correct words.

- We couldn't see the message on the piece of paper. It was **harmful** / **invisible**.
- Give Mummy a **kiss** / **hug** on the cheek.
- You mustn't shoplift. It's **against** / **out of** the law.
- The fire **deleted** / **destroyed** the building completely.
- Complete the application form **with** / **in** pen, please.
- I can drive you to the bank; it's **in** / **on** my way.
- In** / **On** the beginning, I liked him but now I don't.

SCORE  7

## GRAMMAR

D. Complete with *must* or *can't*.

- That \_\_\_\_\_ be Neil's car. He's in Brighton.
- Let's ask Sue where Ian is. She \_\_\_\_\_ know.
- A:** I called Jennifer but she hung up.  
**B:** She \_\_\_\_\_ be upset because you forgot to phone her.
- Linda \_\_\_\_\_ be at home. I just called her house and no one answered.
- You \_\_\_\_\_ be tired. The climb wasn't hard.
- He lives on an island by himself; he \_\_\_\_\_ feel very lonely.

SCORE  6

## E. Circle the correct words.

- Would** / **Could** you like me to help you with your bags?
- I **was able to** / **will be able to** get a car next year.
- John **might** / **must** come over later but I'm not sure.
- I **have to** / **don't have to** buy flowers because Mike has already bought some.
- May** / **Would** I go out, please?
- You **mustn't** / **don't need to** take that book out of the library. It's not allowed.
- I'm sorry but I **couldn't** / **wouldn't** call you last night; I was so busy.
- You **must** / **might** wear gloves otherwise your fingers will freeze.

SCORE  8

## F. Complete the sentences with the correct form of the verbs in brackets.

- Tina was very hungry, so she stopped \_\_\_\_\_ (get) a sandwich.
- I can't stand \_\_\_\_\_ (text). I prefer \_\_\_\_\_ (call) my friends.
- I was surprised \_\_\_\_\_ (see) Sylvia in my neighbourhood. She's moved to another town.
- Deaf people can \_\_\_\_\_ (understand) what you are saying by \_\_\_\_\_ (read) lips.
- Avoid \_\_\_\_\_ (sit) in front of the computer all the time. You may \_\_\_\_\_ (damage) your eyes.
- I remember \_\_\_\_\_ (put) my wallet in my bag but I can't find it now.
- It's easy \_\_\_\_\_ (lose) your way in this area.

SCORE  10

## COMMUNICATION

## G. Match.

- |  |                          |                                   |
|--|--------------------------|-----------------------------------|
| 1. What took you so long?                        | <input type="checkbox"/> | a. Great. I'm starving.           |
| 2. Could you show me the way to the post office? | <input type="checkbox"/> | b. Are you out of your mind?      |
| 3. How about getting something to eat?           | <input type="checkbox"/> | c. I was stuck in traffic.        |
| 4. I need to use the phone.                      | <input type="checkbox"/> | d. Sorry, it's out of order.      |
| 5. I'd like to try bungee jumping.               | <input type="checkbox"/> | e. Sure. I'm on my way there now. |

SCORE  5TOTAL SCORE  50

## Now I can...

- Turn back to the cover page of the unit.
- Read through the **In this unit you will learn** section again.
- Tick the points that you feel confident about.

## Discuss:

- How many ways of communicating do you know of?
- What's the best way of communicating?

## In this unit you will find:

- A comic strip: *Where are you dad?*
- Messages: e-mails, notes and text messages
- Three friends talking about sign language
- Secret messages from ancient times to the present
- A website: *Actions speak louder than words*
- A text about languages

## In this unit you will learn:

- to make a phone call
- to make requests and offer to help
- to ask for, give and refuse permission
- to express possibility
- to talk about what you must, mustn't, have to, don't have to, need to and don't need to do
- to make deductions
- to talk about the advantages and disadvantages of something

# 5

## Let's communicate

# Communication

transmission of information  
messages, or thoughts  
by speech, writing, signals  
as mail, telephone, telev

# 5.1

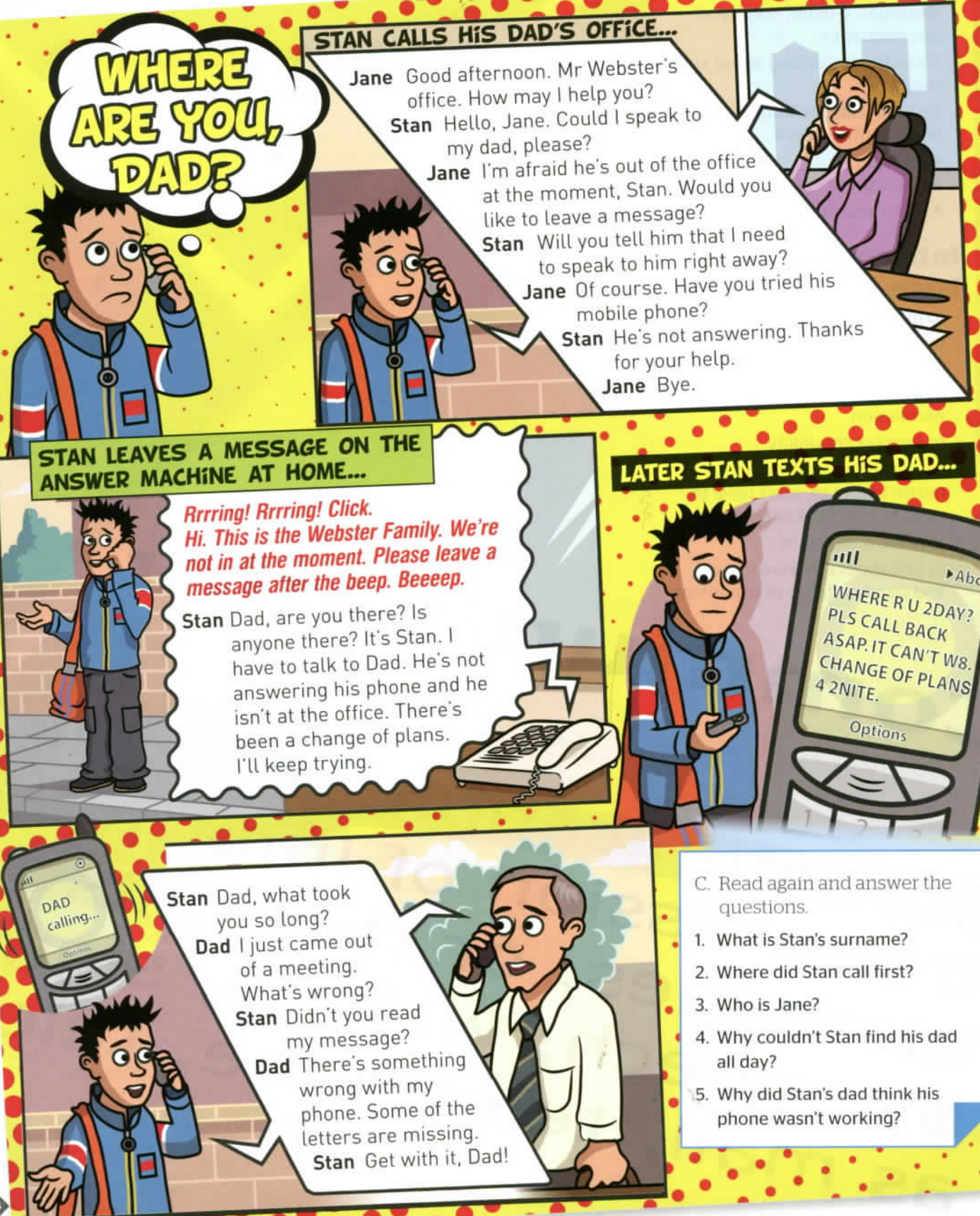
# Leave a message

## READ

A. Answer the following questions.

- How important is the telephone in your life?
- Do you have a smartphone? If yes, what do you use it for?

B. Read the comic strip. What do you think Stan's message means? Listen and check your answers.



**WHERE ARE YOU, DAD?**

**STAN CALLS HIS DAD'S OFFICE...**

**Jane** Good afternoon. Mr Webster's office. How may I help you?  
**Stan** Hello, Jane. Could I speak to my dad, please?  
**Jane** I'm afraid he's out of the office at the moment, Stan. Would you like to leave a message?  
**Stan** Will you tell him that I need to speak to him right away?  
**Jane** Of course. Have you tried his mobile phone?  
**Stan** He's not answering. Thanks for your help.  
**Jane** Bye.

**STAN LEAVES A MESSAGE ON THE ANSWER MACHINE AT HOME...**

*Rrrring! Rrrring! Click. Hi. This is the Webster Family. We're not in at the moment. Please leave a message after the beep. Beeeep.*

**Stan** Dad, are you there? Is anyone there? It's Stan. I have to talk to Dad. He's not answering his phone and he isn't at the office. There's been a change of plans. I'll keep trying.

**LATER STAN TEXTS HIS DAD...**

WHERE R U 2DAY?  
 PLS CALL BACK ASAP. IT CAN'T W8.  
 CHANGE OF PLANS  
 4 2NITE.

**Stan** Dad, what took you so long?  
**Dad** I just came out of a meeting. What's wrong?  
**Stan** Didn't you read my message?  
**Dad** There's something wrong with my phone. Some of the letters are missing.  
**Stan** Get with it, Dad!

C. Read again and answer the questions.

1. What is Stan's surname?
2. Where did Stan call first?
3. Who is Jane?
4. Why couldn't Stan find his dad all day?
5. Why did Stan's dad think his phone wasn't working?



# VOCABULARY

Complete the dialogues using the words in the box. Then, listen and check your answers.

broken up hold message  
use call answer text  
number change

- A:** Hello?

**B:** Hello, is Tina there?

**A:** I'm not sure. (1) \_\_\_\_\_ on, I'll check. Tina! Tina! No, she's not here. Do you want to leave a (2) \_\_\_\_\_?

**B:** Well, it's strange. I called her earlier on her mobile phone and she just hung (3) \_\_\_\_\_. I tried again but she didn't (4) \_\_\_\_\_. She's not usually rude like that.

**A:** I think she said something about taking her mobile phone back to the shop.

**B:** Oh, maybe it's (5) \_\_\_\_\_.

**A:** Yeah. Why don't you (6) \_\_\_\_\_ back in an hour or (7) \_\_\_\_\_ her later?

**B:** OK, thanks.
- A:** Can you show me how to (8) \_\_\_\_\_ the pay phone?

**B:** Sure. Have you got (9) \_\_\_\_\_?

**A:** Yes, here.

**B:** OK. It's very easy. Oops, this phone is out of order. Let's try that one. OK. Just put the coins in the slot and dial the (10) \_\_\_\_\_.

**A:** That's it? Thanks.

# SPEAK

Talk in pairs. Student A go to page 143 and Student B go to page 148.

# WRITE

## Writing e-mails - notes - text messages

### e-mails

When you're writing an e-mail, write a greeting and sign off, just like you do in letters. Write full sentences and organise your information in paragraphs.

### notes

When you're writing a note, greet and sign off just by writing names. Keep the text short and give the important information. Don't write full sentences.

### text messages

When you're texting someone, you don't need to write a greeting or to sign off. You only give the important information and often you shorten words (eg. 2NITE).

# GRAMMAR A. Read the examples.

**can / could / may / will / would    must / have to / need to / can't**

*Can/May I help you?*

*Can/Could/May I use the phone?*

*Can/Could/May I have a cup of tea?*

*Can/Could/Will/Would you do the washing-up?*

*I **must/have to** leave now.*

*I **need to** speak to Jane before she leaves.*

*You **mustn't/can't** use your mobile phone in a hospital.*

*You **don't need to/don't have to** cook tonight. We're going out.*

B. Circle the correct words.

- A:** Excuse me. Is the lift out of order?

**B:** Yes. I'm afraid you'll **have to / must** take the stairs.

**A:** With all these shopping bags?

**B:** **Need / Can** I help you with them?

**A:** No, it's OK. You don't **need / need to** do that.
- A:** Dad, **will / can** I go to a fast food restaurant with my friends tonight?

**B:** Again? You **don't have to / mustn't** eat so much fast food, you know. It's bad for you. At your age, you **need / must** to have lots of healthy food.

**A:** Don't worry, Dad. I'll have a salad.

A. Read the note below. Rewrite it in full sentences.



Mum,  
Gone to Charlie's.  
Be back 8:30.  
Call you if stay  
for dinner.  
Ron

B. Read the invitation below and write:

- a short e-mail asking for more information. (What time? Where? Wearing costumes?)
- a text message accepting the invitation.
- a note to your parents asking for money to buy a Halloween costume.

Diane  
invites you to her  
**Halloween Party**  
on Saturday  
31<sup>st</sup> October



# 5.2

# Sign language

## READ

A. Answer the following questions.

- How can sign language be useful?
- Do you know anyone who uses sign language?

B. Look at the picture on the right. May, Kelly and Adam are signing. Who is saying *I'm hungry*, *Thank you* and *Hello*? Listen to the dialogue and check your answers. Then, read it out in groups.



**Adam** Where's your cousin, May? We've been waiting here for so long!

**Kelly** Oh, stop complaining. We've only been here for ten minutes. He's from Scotland. He might be lost.

**May** No. He knows his way around town. He must be stuck in traffic.

**Kelly** By the way, will we be able to communicate with him?

**May** Don't worry. I can teach you some sign language while we wait.

**Adam** Great! What's the sign for *I'm hungry*?

**May** You draw a circle on your stomach with your fist.

**Adam** Like this?

**May** That's right. You look very hungry, Adam.

**Adam** I'm starving.

**May** Be patient. Lee is on his way.

**Kelly** What about *Hello*?

**May** Well, you move your open right hand slightly to the right. That's good, Kelly.

**Kelly** It can't be that easy, surely.

**May** It is.

**Kelly** So, is this British sign language?

**May** Yep. The signs for *Please* and *Thank you* are really easy, too. For *Please*, you touch your chin and move your hand forward a bit.

**Kelly** OK, and *Thank you*?

**May** It's the same but you move your hand further away.

**Adam** That's great but it's not really enough for a conversation.

**May** Don't worry. Lee is deaf but he's very good at reading lips and his speech is nice and clear. He'll be able to understand you as long as you look at him when you speak.

**Kelly** Oh, dear. Lee's going to have a problem with Adam in the restaurant.

**Adam** Why?

**Kelly** You always speak with your mouth full.

**Adam** No, I don't!

**May** Stop it, you two. Here comes Lee now.

C. Read the dialogue again. Find sentences to prove the following.

1. May, Kelly and Adam are waiting for May's cousin. \_\_\_\_\_
2. Lee isn't lost. \_\_\_\_\_
3. May knows a little sign language. \_\_\_\_\_
4. Adam is very hungry. \_\_\_\_\_
5. The signs for *Please* and *Thank you* are similar. \_\_\_\_\_
6. They will be able to communicate with Lee. \_\_\_\_\_

## VOCABULARY

A. Match the expressions 1-6 with the definitions a-f.

- |                          |                          |
|--------------------------|--------------------------|
| 1. know one's way around | <input type="checkbox"/> |
| 2. by the way            | <input type="checkbox"/> |
| 3. be on one's way       | <input type="checkbox"/> |
| 4. be in one's way       | <input type="checkbox"/> |
| 5. lose one's way        | <input type="checkbox"/> |
| 6. the other way around  | <input type="checkbox"/> |

- a** become or get lost  
**b** stop someone from moving or doing something  
**c** be able to get around a place  
**d** the opposite situation  
**e** now that I think of it  
**f** going to a place

B. Complete the sentences below.

1. **A:** I'm \_\_\_\_\_ my way to the library. Do you want me to return any books?  
**B:** No, thanks. Oh, \_\_\_\_\_ the way, if you see Betty there, tell her to call me.
2. Could you please move those boxes? They're \_\_\_\_\_ my way.
3. Jack didn't call Miranda. It was the \_\_\_\_\_ way around.
4. Fortunately, the children didn't \_\_\_\_\_ their way in the forest.
5. Ted, please show Mr Barton where room 2B is. He doesn't \_\_\_\_\_ his way around the school.

## GRAMMAR

A. Read the examples.

### can / could / be able to

*I **can/am able to** understand sign language.*

*Billy **couldn't/wasn't able to** go to the lesson yesterday.*

*If you start taking Italian lessons, you **will be able to** speak Italian in a few months.*

### may / might / could

*Diane called me an hour ago. She **could/may/might** still be at home.*

### must / can't

*You have been working all day. You **must** be exhausted.*

*Fred **can't** have a pet. He hates animals.*



B. Circle the correct words.

1. If you keep eating so much, you **won't be able to / can't** fit into your clothes in a few weeks.
2. Tony has already eaten. He **must / can't** be hungry.
3. My cousin's working overtime so she **may / may not** be a bit late.
4. Marian's car isn't here. She **must / can't** be out.
5. I went to bed at 1am last night but I **couldn't / wasn't able** sleep.

## SPEAK

Talk in pairs. Look at the pictures and try to guess what these signs mean. Use *must/can't* and the prompts given. Discuss your answers with your teacher.

1 fly/swim



2 baby/boat



3 goodbye/friend



Picture 1 must mean fly. What do you think?  
*I disagree. It must mean swim.*

# 5.3

# Between the lines

## READ

A. Answer the following questions.

- Have you ever invented a secret language or other ways of communicating with your friends? What was it?
- Have you seen any films where code language or secret messages are used? What do you remember about them?

B. Listen, read and choose the best title for the text.


**a** Communication in ancient times


**b** Inventing new codes

**c** The art of hiding a message


**People have been trying to keep messages secret for thousands of years. Codes have helped hide the meaning of messages, but what about hiding the actual message?** 



Even as early as the **5<sup>th</sup> century BCE**, the ancient Greek historian, Herodotus, tells the story of a secret message someone sent on a man's head. They shaved his hair off and tattooed the message on his head. When his hair grew back, nobody could read the message. The man travelled to his destination, shaved his hair off again and the message was revealed. 

In the **20<sup>th</sup> century**, during World War II, the Germans wanted to hide important documents, so they reduced them to the size and shape of a dot. These tiny messages are known as microdots and it is possible to hide them in a full stop or the dot of the lower case letters *i* or *j*. As a result, the Germans managed to hide their messages in typed or printed documents and nobody could read them unless they used a microscope. In this text alone, there are lots of places where you could hide a microdot. 



**Nowadays**, computers have brought about many changes in the art of hiding a message.  Computers can store huge amounts of information in one file. It is possible to change some of the information without anyone noticing. For example, it is easy to hide a short audio clip or several pages of text in a digital photo. To the naked eye, the difference is invisible but the right computer program can make it appear.

C. Read the text again and decide if the statements are True or False. Write T for True or F for False.

- In ancient times everybody had a secret message tattooed on their head.
- Herodotus was the first person who sent a secret message on a man's head.
- You can only hide messages in the letters *i* and *j*.
- You need a microscope to read the message in a microdot.
- You can see the changes made to a computer file with the naked eye.

D. Complete the sentences with the words in the box.

possible reveal invisible shave full stop several invent

- Don't \_\_\_\_\_ my secret to anyone, please.
- Jack isn't ready yet. He needs to \_\_\_\_\_.
- A: Is it \_\_\_\_\_ to get free tickets to the concert?  
B: I don't think so.
- I've seen this James Bond film \_\_\_\_\_ times. I don't want to see it again.
- A: Did Alexander G. Bell \_\_\_\_\_ the telephone?  
B: Yes, he did.
- I couldn't see anything on the paper but there was a message on it which was written in \_\_\_\_\_ ink.
- Always put a \_\_\_\_\_ at the end of a sentence.

## GRAMMAR

A. Read the examples.

### Full infinitive

(to + base form of verb)

Jerry went to the park **to meet** his friends.

I've planned **to go** on a trip next week.

I was happy **to get** an e-mail from Jim.

It isn't easy **to learn** Chinese.

This Maths problem is too difficult **to solve**.

This Maths problem isn't easy enough for me **to solve**.

### Bare infinitive

(base form of verb without to)

Young children shouldn't **watch** TV all day.

My dad doesn't let me **take** the car every evening.

The coach **made** us train for an extra hour.

**NOTE:** Jack helped me **fix/to fix** my broken radio.

B. Circle the correct words.

- Whenever I'm too tired **go / to go** out, I stay at home and read magazines.
- I was surprised **see / to see** Sherry at the restaurant last night.
- Steven left his project at home and Mr Miles made him **go / to go** home **get / to get** it.
- We arranged **visit / to visit** the National Gallery in the afternoon, but we didn't have enough time **see / to see** everything. It closed early.
- It's very relaxing **listen / to listen** to the radio while driving. You must **try / to try** it.
- I want **watch / to watch** the news **see / to see** the weather forecast.

## LISTEN

Listen to a teenage boy, Kevin, talking to his mum and choose the correct answer *a*, *b* or *c*.

- The iron is
  - in the basement.
  - in a cabinet.
  - in Kevin's wardrobe.
- Kevin's friend wrote the message using
  - an invisible ink pen.
  - a pen with white ink.
  - milk.
- To be able to read the message, Kevin needs to
  - heat the paper.
  - write on the paper.
  - colour the paper brown.
- Kevin's mum wants to help him with the ironing because
  - she wants to read the message.
  - she doesn't want him to destroy the iron.
  - she's scared that he might have an accident.

# 5.4

# Gestures

## READ

A. Answer the following questions.

- What are some common gestures that you use?
- What do they mean?

B. Listen, read and match the tips 1-5 with the pictures a-e.



## ACTIONS SPEAK LOUDER THAN WORDS

When we move a part of our body to communicate a particular meaning, we are making gestures. We use gestures all the time, sometimes without even realising it. Examples of common gestures include waving, smiling and shaking hands. However, there are gestures that mean different things in different parts of the world. So, if you love travelling abroad and you don't want to make a fool of yourself, here are a few tips.

**1**  Avoid putting your hands on your hips when you're talking to people in Indonesia. This gesture shows that you are angry with them.

**2**  Raising your eyebrows is a sign of surprise in a lot of countries. However, in Tonga, it means 'Yes' or 'I agree' and in Peru it means 'money' or 'pay me'. So, if someone from Peru owes you money, remember to raise your eyebrows.

**3**  If you tap your head in Argentina, it means 'I'm thinking' or 'Think'. In other countries, however, it means 'You're out of your mind!'

**4**  You're in Puerto Rico and you want to ask 'What's going on?' Well, just wiggle your nose. That should do the trick!

**5**  In most parts of Europe and in some Latin American countries, moving your finger in a circle around your ear is like telling someone they're crazy. This gesture is often used on German motorways, when someone wants to criticise another driver. Stop to think before using it, though, because it's against the law! In the Netherlands, this gesture means something completely different. Dutch people use it to say, 'You have a phone call'.

1 2 3 4 5

C. Read the text again and match the three columns.

putting your hands on your hips

raising your eyebrows

tapping your head

wiggling your nose

moving your finger in a circle around your ear

What's up?

Pay me!

I agree.

You have a phone call.

I'm angry with you.

I'm thinking.

Indonesia

Peru

Argentina

Puerto Rico

the Netherlands

Tonga

## VOCABULARY

Listen. What do the verbs in bold mean?  
Match them with the pictures a-h.

1. Dorothy **waved** goodbye to Gordon.
2. My grandmother **hugs** me whenever she sees me.
3. Do people in your country **shake hands** when they greet each other?
4. Maria met Carla at the bus stop and they **kissed** each other on the cheek.
5. Harry **nodded** to show that he agreed with Violet.
6. The king entered the room and everyone **bowed**.
7. 'There's Ben,' said Janet and **pointed** to a boy who was walking past.
8. **Smile!** I want to take your picture.



## GRAMMAR

A. Read the examples.

### -ing form

**Skating** is very exciting.

Can you buy a newspaper before **coming** home?

I don't mind **walking** to work but I prefer driving.

Let's go **sightseeing**. The parks in this city are worth **seeing**.

### NOTE:

Anne stopped drinking coffee.

(= She doesn't drink coffee anymore.)

Anne stopped to drink coffee. (= She stopped the action she was doing in order to drink some coffee.)

I remember turning off the computer.

(= refers to an action which happened in the past)

Remember to turn off the computer before you leave.

(= don't forget to do something)



B. Complete with the infinitive or -ing form of the verbs in brackets.

1. I stopped at the supermarket \_\_\_\_\_  
(buy) some mushrooms. I'm thinking of  
\_\_\_\_\_ (make) pizza tonight.
2. It's rude \_\_\_\_\_ (talk) with your  
mouth full so stop \_\_\_\_\_ (do) it!
3. A: Don't forget \_\_\_\_\_ (send) an  
e-mail to Rita.  
B: I'll do it as soon as I finish \_\_\_\_\_  
(write) this article.
4. I hate \_\_\_\_\_ (work) all day. I'd  
like \_\_\_\_\_ (spend) some time  
\_\_\_\_\_ (do) other things like  
exercising or going \_\_\_\_\_ (shop).

## SPEAK

Talk in pairs. Discuss which gestures you often use with your family, friends, teacher and strangers.

- kiss
- hug
- shake hands
- bow
- look at someone in the eyes when talking

When I meet my friends, I usually ...

When I'm talking to ...

# 5.5

# All about languages

READ 

A. Answer the following questions:

- How many languages do you think exist in the world today?
- Do you know of any languages that nobody speaks anymore?

B. Read the text and compare the information in it with your answers.

To speak or...  
not to speak?

## How many languages exist in the world today?

That's not a very easy question to answer because it's difficult to distinguish languages from dialects, ie. the different varieties of the same language. Academics estimate that there are 6,000 to 7,000 languages in the world today. However, about 96% of the world's population speaks only about 4% of these languages. Some languages have millions of speakers and Chinese has over a billion. Other languages, however, have very few speakers and are, therefore, in danger of extinction.

There are many languages that people used to speak around the world which have now disappeared. The reason for this is that a language needs at least 100,000 speakers in order to survive, otherwise it is likely to become a dead language. Students of Classics still learn dead languages such as ancient Greek and Latin, but they don't speak them in their everyday lives. Manx on the Isle of Man, as well as Udihe in Siberia and Arikapu in the Amazon jungle are dying out. In Nepal there's only one person left who speaks Kusunda and she's 75 years old!

Does this mean that languages which don't belong to that 4% are eventually going to disappear? Probably not. In Hawaii, Cornwall and Wales people speak the local languages that used to be dead, so, in other words, there's still hope!

C. Read the text again and decide if the statements are True or False. Write T for True or F for False.

1. There are over 7,000 languages in the world today.
2. Dialects are languages.
3. The Chinese language is in danger of extinction.
4. A language which has 100,000 speakers is a dead language.
5. People still speak Manx on the Isle of Man.
6. Not many people in Siberia speak Udihe.
7. Nobody speaks the local language of Cornwall anymore.





## VOCABULARY

Look at the prepositional phrases with *in* and use them to complete the sentences 1-6.

in bed

in danger

in pen

in the beginning

in my free time

in other words

1. Tanya doesn't feel well. She's been \_\_\_\_\_ all day.
2. \_\_\_\_\_ I go go-karting. What do you do?
3. Don't use a pencil. Write all the information \_\_\_\_\_.
4. Steven is a vegetarian. \_\_\_\_\_ he doesn't eat meat.
5. Look at those mountain climbers. They're \_\_\_\_\_! Let's call for help!
6. Learning the piano was difficult \_\_\_\_\_ but now I can play quite well.

## LISTEN

A. How much do you know about languages? Before you listen, try to answer the questions below.

1. What language do pilots have to learn?
  - a. French
  - b. German
  - c. English
2. How many languages do people in Switzerland speak?
  - a. two
  - b. three
  - c. four
3. How old is the Chinese language?
  - a. over 2,000 years old
  - b. over 3,000 years old
  - c. over 4,000 years old
4. How many letters are there in the longest alphabet?
  - a. 26
  - b. 32
  - c. 74
5. How many people speak English as their first language?
  - a. about 200 million
  - b. about 400 million
  - c. about 500 million



## SPEAK

In groups, discuss the following questions.

- Would you be interested in learning a dead language? Why / Why not?
- Do you know of any languages which are in danger of extinction?
- Why do you think it is important to protect languages from extinction?
- How can we preserve a language?

# 5.6

# Connecting people

## READ

- A. Below is an essay about the advantages and disadvantages of using computers. Listen and read. What is the writer's opinion?

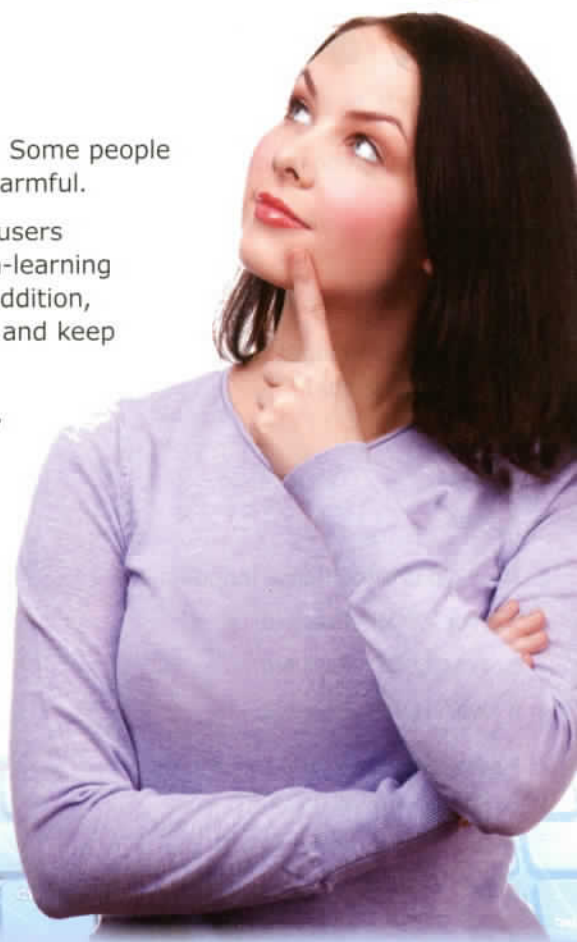
## the advantages and disadvantages of using computers

Computers are becoming more and more popular as years go by. Some people cannot live without them while others believe they can be quite harmful.

Using a computer has many advantages. Firstly, computers help users organise their work so they are able to work faster. Secondly, fun-learning programs can help younger users become computer literate. In addition, those who have access to the Internet can download information and keep in touch with family and friends with e-mails.

On the other hand, there are lots of disadvantages, too. Children, teenagers and even adults can easily become addicted to computers. This can cause many problems. Sitting in front of a computer screen for hours can damage your eyes and give you back problems. Lastly, computers that are connected to the Internet could be at risk. They can get viruses that can destroy all the programs or delete information.

To sum up, using a computer has many advantages but we must not forget the disadvantages. In my opinion, the computer is useful. However, people should use it wisely.



- B. Read the essay again. Are the statements below True, False or Not Mentioned at all in the text?

	True	False	Not Mentioned
1. Using a computer for many hours can cause health problems.			
2. It is easier for children to learn how to use a computer than for adults.			
3. The writer believes that it would be better if people didn't use computers at all.			
4. Adults can become computer addicts.			
5. Only Internet users can send and receive e-mails.			
6. Computer users can also watch DVDs.			