Messaging through time...

Since the dawn of time people have been using different ways of communicating at a distance. In ancient times, they used smoke signals and other writing systems. Later, people developed more sophisticated methods of delivering messages. For example, in the 19th century, telegraph operators sent messages over long distances. In the 20th century, the invention of the telephone made it possible to speak directly to another person. Today, we use email, text messages, social media, and other digital communication tools to stay in touch with each other.

Grammar and vocabulary

1. In pairs, discuss the questions. Then read the article and check which forms of communication...
   a. make it easier to stay in touch nowadays?
   b. used to be a good way to quickly spread the news?
   c. carry a message over a long distance?
   d. used to be considered a short and simple message?
   e. could be a good way to make contact if you were stuck on a desert island?

2. Make more collocations with the nouns message, contact, touch, using the verbs from the box.
   deliver, establish, lose, maintain, pass, contact, set, cut, lead, lead, break, make, hold, look, work, stick

3. Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.

Present and past tenses

4. Study the Grammar box and match the underlined phrases 1–11 in the article with the meanings A–K.

   Present and past tenses
   a. tells and things that are generally true
   b. happened, newsworthy events
   c. a set of rules that begin in the past and continue until now
   d. a phase of a situation that lasts for a period of time
   e. a phase of a situation that lasts for a period of time
   f. the past perfect tense
   g. the present perfect tense
   h. something that happened in the past
   i. a phase of a situation that lasts for a period of time
   j. something that happened in the past
   k. something that happened in the past

   Present Simple
   a. happens
   b. happens
   c. happens
   d. happens
   e. happens

   Past Simple
   a. was
   b. was
   c. was
   d. was
   e. was

   Present Perfect
   a. he had
   b. he had
   c. he had
   d. he had
   e. he had

   Past Perfect
   a. he had
   b. he had
   c. he had
   d. he had
   e. he had

Practice

5. Match the time expressions below with the exercises in Exercise 6. Find more time expressions in the article. Complete the sentence at the moment: at this time, currently, earlier, now, nowadays, recently.

   a. The phone is ringing. The cheque rings. all the time now we run a business.
   b. Can’t find where we put. I’ve been calling Mike.
   c. She’s called Mike. she’s been calling Mike. all day today.
   d. I got it. I’ve just got it.
   e. It’s getting easier. Easier and easier.
   f. She didn’t get in touch until that moment. She didn’t get in touch until that moment.
   g. Smell this. I smell something.
   h. I’ve heard of him. I heard of him.
   i. It’s getting worse. It’s getting worse.
   j. It’s getting better. It’s getting better.
   k. It’s getting worse. It’s getting worse.

6. Read Watch out and explain the difference in meaning between sentences a and b.

   a. We had a good time there.
   b. We had a good time there.

7. Read the question and watch the video. What are the speakers’ questions? In pairs, ask and answer the questions. How does social media influence the way we communicate?

   a. How do you think social media has changed the way we communicate?
   b. What are some benefits of social media?
   c. What are some drawbacks of social media?

8. In pairs, compare your answers. Discuss whether you agree or disagree.

   a. I think social media has changed the way we communicate.
   b. I think social media has changed the way we communicate.

9. WRITE a short story about your life. How has social media affected the way you communicate?

   a. I was born in the 1990s.
   b. I was born in the 1990s.

10. EXTRA ACTIVITIES IN CLASS
    - After Exercise 8, ask students to write one sentence for each of the following phrases and a sentence in the Grammar box in Exercise 6. Students can then swap answers with a partner to check.
    - After Exercise 10, ask students to come up with two more sentences of their own and swap them with a partner to complete.

11. FURTHER PRACTICE
    - Photocopiable extra Grammar video activities on the Grammar Reference and Practice, Student’s Book pages 172.
    - Workbook pages 4–5/Online Practice
18 READING AND VOCABULARY

1 SPEAKING in pairs, look at the photos on page 7 and discuss the questions.
   a) Do you recognize any of these films? Do you enjoy watching films about aliens? Say why.
   b) What do you think would happen if we ever made contact with extraterrestrials?

2 CRITICAL THINKING: Read the article and study Active Reading. What information do humans and aliens know about each other? How can we ever come to an understanding?

ACTIVE READING | Identifying the author’s opinion
   In a text, the author presents his or her point of view on a topic and different arguments to support that view.
   Writers often use opinion verbs and phrases to signal their position, e.g. I think ..., I believe ..., in my opinion, etc.
   Sometimes they express their views more subtly by using modal verbs, e.g. All should, it must be, etc.
   They may also use phrases of probability, e.g. Maybe, possibly, etc.
   You will often find the author’s main message towards the end of the article.
   Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

3 Read the article again and choose the correct answers.
   a) In what way does the author’s opinion of the Voyager Golden Record reflect these ideas?
   b) What do you think the author means by the ‘Golden Record’?
   c) What was the purpose of the Voyager Golden Record?
   d) Why was the Voyager Golden Record important?

4 Study Active Reading again. Which modal verbs, phrases of probability and expressions of opinion make you think the author agrees or disagrees with you? For each one, write down your answer and the number of the text.

5 Match the highlighted phrasal verbs from the article with their definitions below.
   a) to receive (broadcast)
   b) to cause something to happen
   c) to tell someone something you think they don’t know
   d) to do something with difficulty
   e) to understand something completely
   f) to successfully communicate a message or an idea
   g) to explain something very clearly
   h) to find something by chance

6 Complete the sentences with the phrasal verbs from the article, in the correct form.
   a) I was embarrassed when he _______ that he had made some bad spelling mistakes.
   b) It was tricky, but he could still _______ the distant star.
   c) [an interesting article about space exploration]
   d) Technology has _______ many changes in the way we work.
   e) _______ everything to you, but you _______ won’t understand.
   f) It took me ages to _______ exactly how to use the telescope.
   g) You don’t understand? Do I have to _______ what I mean?
   h) Are you curious, artful signals, or is it just random noise?
   i) When the European Union was formed in 1993, they brought a disease which _______ 500 million people.
   j) After the discussion, I realised that he _______ anything she had said. He was completely confused!

7 SPEAKING in small groups, ask and answer the questions.
   a) How do you think extraterrestrials might differ from us?
   b) What kind of eavesdrop might an alien do on our planet?
   c) Do extraterrestrials consider us to be a form of life?
   d) What would you like to say to the aliens?

8 REFLECT in small groups, discuss what you would include in a message to send into space like the Voyager Golden Record.
   a) What do you think represents the best of human culture?

8.2 WATCH and REFLECT Go to page 142. Watch the documentary set through to animals and do the exercises.

REFERENCES
   a) As an extension to Exercise 1, ask students to write a review of a film they’ve seen recently. Discuss the similarities and differences with other students who have seen the same film.
   b) Ask students to find out about other famous films that have been made about aliens and discuss which they think are the best. Students could then be asked to write a review of one of these films.

EXTRA ACTIVITIES IN CLASS
   a) Photocopiable resource 2: “What do you think, it’s now you say it”, pages 74, 79.

FURTHER PRACTICE
   a) Workbook pages 4-7/Online Practice
   b) Photocopyable resource 2: “What do you think, it’s now you say it”, pages 74, 79.

M A K I N G C O N T A C T

By Danny Exeter

For centuries, people have gazed at the stars and wondered if there could be other beings out there. If so, how can we get a message to them? In the 1970s, people experimented with drawing interesting symbols on the ground, which they hoped could be made out of space. But ever since space travel became possible in the later part of the twentieth century, people have been looking for more sophisticated ways to make contact.

In 1977, the Voyager spacecrafts were launched into space, each carrying a copy of the Voyager Golden Record, a twelve-inch gold-plated disk, with sounds and images intended to introduce the human race to any extraterrestrials that might find it. But how can you possibly get access to an alien civilization that means such a thing? Is it to be found in the stars, or is it in the sky? Among other things, the Voyager record contained an X-ray of a Human face, an image of a city in Pakistan, diagrams of the structure of DNA, greetings from Earth in fifty languages and twenty minutes of classical, popular and traditional music tracks from around the world. More than forty years later, Voyagers 1 and 2 are still sending back vital information about other space but, as far as we know, the messages about humanity have not been passed on.

You might assume that this is because aliens are simply something we will only ever come across in movies, but you’d probably be wrong. In fact, it has been estimated that there may be as many as two billion potentially habitable planets in our galaxy alone, which means that we should take the possibility seriously. That is confirmed by the fact that we will soon make contact, if it has invested billions of pounds in building the world’s largest radio dish, which can pick up signals from even the very deepest recesses of space.

However, as the Polish philosopher and science fiction writer, Stanislaw Lem, pointed out, it is highly likely that, if we do make contact, we won’t be able to take it or process what they are trying to tell us. There are, he said, no clear conventional borders, language and intelligence. The speakers of any two languages around the world will understand each other when they refer to concepts such as food, life and death and right. But with an alien culture, we can’t make any such assumptions. Then there is the fact that in order to travel to our planet, the aliens would have to be far more advanced than we are. We could not be able to figure out what they were saying any more than the most animals understand what we say to them? We think that we have to hope that their superior development meant that they were able to find a solution to this problem.

And it might actually be difficult to send our signals to attract the attention of those superior beings? The well-known physicist and cosmologist Stephen Hawking certainly thought so. He often spoke out what he heard may happen, saying that aliens might try the same way we would track bacteria - as a nuisance could be reduced. We’ve seen this scenario played out many times in films, such as Independence Day, where the aliens’ one goal is to wipe out humanity. It’s probably natural to fear that something so different to ourselves could bring about the end of the world.

However, given that any visiting aliens are likely to be considerably more developed than us, they might perhaps have already invented a new technology or biological effect that would allow us to communicate. In the film Arrival, learning the aliens’ language changes the brain of the Inglish in the film, allowing her to evolve. She becomes able to see the past and the future clearly as the present, just as the aliens do, and we are led to believe that she will be able to teach us to do this. As a result, humans will be able to see the world from a brand-new perspective. Maybe, just as on this planet, we need to stop seeing those who are different and open our minds to the possibilities that greater connection with others could bring.

GLOSSARY
   extraterrestrial - a creature that people think may exist on another planet
   habitable - good enough for people to live in
   outer space - the space outside the Earth’s atmosphere
   Galileo - a telescope that collects radio waves from space and is used to find objects in space
   radial - a type of present that collects radio waves from space and is used to find objects in space
   realm - area
   superior beings - highly intelligent things that exist
1C VOCABULARY | Idioms and phrases related to communication

Exercise 1
1. Look at the cartoon and the title of the article. In pairs, answer the questions.
2. Read the article. Which piece of advice do you think is the most useful? Why?
3. Study the phrases highlighted in the article. Then complete the second paragraph so that it means the same as the first, including the words given in capitals.

Exercise 2
1. Match the idioms 1-4 with their definitions a-d.
2. In pairs, listen to the conversation and try to remember the idioms used.

Exercise 3
1. When someone tells you that you can’t get away with it anymore, it means that it’s too late to hide your mistake, but it’s too late to admit it. It means you’ll have to face the consequences of your actions.
2. Give exhibits an opportunity to speak about their work.

Exercise 4
1. The grammar is a fixed phrase that has a special meaning when you say it. It is the same as the usual meaning of the words. For example, "I jumped out of the window." says "I jumped out of the window." But everyone lives this kind of..." And everyone loves this kind of...
2. The meaning is the same as the usual meaning of the words. The phrase "I jumped out of the window." says "I jumped out of the window." But everyone lives this kind of...
3. The phrase "I jumped out of the window." says "I jumped out of the window." But everyone loves this kind of...
4. The phrase "I jumped out of the window." says "I jumped out of the window." But everyone loves this kind of...

Exercise 5
1. In pairs, listen to the conversation and try to remember the idioms used.
2. Read the article. Which piece of advice do you think is the most useful? Why?
3. Study the phrases highlighted in the article. Then complete the second paragraph so that it means the same as the first, including the words given in capitals.

Exercise 6
1. Look at the cartoon and the title of the article. In pairs, answer the questions.
2. Read the article. Which piece of advice do you think is the most useful? Why?
3. Study the phrases highlighted in the article. Then complete the second paragraph so that it means the same as the first, including the words given in capitals.
4. In pairs, discuss how you met your best friend. Use some of the phrases from Exercise 2.

Exercise 7
1. Match the idioms 4-7 with their definitions a-d.
2. Put your ideas on the board.
3. In pairs, listen to the conversation and try to remember the idioms used.

Exercise 8
1. The grammar is a fixed phrase that has a special meaning when you say it. It is the same as the usual meaning of the words. For example, "I jumped out of the window." says "I jumped out of the window." But everyone lives this kind of...
2. The meaning is the same as the usual meaning of the words. The phrase "I jumped out of the window." says "I jumped out of the window." But everyone loves this kind of...
3. The phrase "I jumped out of the window." says "I jumped out of the window." But everyone loves this kind of...
4. The phrase "I jumped out of the window." says "I jumped out of the window." But everyone loves this kind of...

References
Audio Script page 215
Extra Activities in Class
- Start the lesson by eliciting students’ vocabulary from the list they made at home. Write the words on the board. Give students one point for a relevant word and two points for an idiom. Congratulations the winner.

Further Practice
Workbook page 8/Online Practice
Photocopiable resource 5: Nice to meet you, pages 277, 292
Extra activities: Vocabulary Checkpoint 1
Assessment: Vocabulary Quiz 1

References
Audio Script page 215
Extra Activity in Class
As an extension to Exercise 5, ask students to write a sentence for each of the incorrect tags options in Exercise 5. Students switch with a partner to check their answers.

Further Practice
Grammar Reference and Practice, Student’s Book, page 17
Workbook page 9/Online Practice
Photocopiable resource 5: Let’s play lab, pages 27, 295
Extra digital activities: Grammar Checkpoint 10

Assessment
Grammar Quiz 10
Next Class
Ask students to think about two situations in which they have had a strong emotion, one negative and one positive, which they are happy to share with the class.
1E LISTENING AND VOCABULARY

1 THINK BACK How good are you at identifying emotions? In pairs, look at the photos and discuss what emotions you think the people are feeling. Use the words from the box.

amazed amazed confused frightened furious nervous sad surprised thrilled

2 Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms?

anxious confused excited frightened interested nervous scared surprised thrilled

3 Complete the sentences with the adjectives from Exercise 2. Sometimes more than one answer is possible.

1. I’m completely ______ about my exam results – I never thought I’d do so well.
   a) amazed
   b) surprised
   c) thrilled

2. He has no idea how he got home last night. He felt ______.
   a) confused
   b) frightened
   c) scared

3. She was ______ when she found out she had ______.
   a) amazed
   b) excited
   c) thrilled

4. We need to learn how to recognize our negative emotions in order to control them.
   a) be aware
   b) identify
   c) recognize

5. Other people cannot make us feel a certain way; we are largely ______ for our own moods.
   a) responsible
   b) dependent
   c) accountable

6. Body language, such as facial expressions, can demonstrate that you are ______.
   a) be aware
   b) recognize
   c) recognize

7. Active listening can also help you, to ______.
   a) be aware
   b) recognize
   c) recognize

8 SPEAKING in pairs, discuss the questions.

1. Which aspects of emotional intelligence do you think you are strongest at?
2. How could we further improve your emotional intelligence?

9 SPEAKING in groups, discuss the best way to approach the situations below. Think about how you could use self-awareness, manage your own emotions and listen to and empathise with the other person in the situation.

1. A close friend has started hanging out with a different group of friends. You get the impression that they are avoiding you. You feel hurt, and quite confused about what’s happening.
   a) What are you feeling?
   b) How are you going to handle it?
   c) How are you going to keep in touch with the person?

2. Your little sister seems quite depressed. She rarely comes out of her room and when she does talk to you, she just shrugs. You’re getting a bit worried.
   a) What are you feeling?
   b) What are you going to do?
   c) How are you going to help her feel better?

3. Expressing surprise or disbelief You’ve got to be kidding me!
   a) How would you describe the situation?
   b) What would you say?

4. Expressing sadness I’m feeling a bit down in the dumps.
   a) How would you describe the situation?
   b) How would you feel?
   c) What would you say?

5. Expressing enjoyment or happiness I’m walking on air.
   a) How would you describe the situation?
   b) How would you feel?
   c) What would you say?

REFERENCES

AUDIO SCRIPT page 215
EXTRA ACTIVITIES IN CLASS
- Lead in to Exercise 1 by asking students to describe the emotions they made notes on at home in groups of three but without saying the word itself. Can the other group members guess what the emotion is?
- After exercise 9, in the same groups, students think of one more situation to discuss. They then join another group, share their situations and discuss them.

FURTHER PRACTICE
- Workbook page 10/Online Practice
- Photocopiable resource 5: What’s your EQ? pages 27, 29

REFERENCES

AUDIO SCRIPT page 216

EXTRA ACTIVITY IN CLASS
Do this activity after Exercise 4. In pairs, one student chooses a phrase from the Speaking box to say to their partner. Their partner should think of a response in order to start a short exchange. Pick out any good conversations and ask pairs to repeat them for the class.

FURTHER PRACTICE
Workbook page 11/Online Practice
1G WRITING | An informal email

1 Discuss in groups. Which of the following forms of communication do you use most often? Do you communicate with different people in different ways? Give reasons for your answer.
- Emailing
- Messaging through social media
- Phoning
- Texting
- Video calling
- Writing a letter

2 Read the emails and answer the questions.
1. What has Scarlett been busy with recently?
2. Why is Maisie likely to be interested in news about Jane?
3. What three questions does Scarlett ask Maisie?

3 What is the relationship between Scarlett and Maisie?
What words or phrases make this relationship clear?

From: Scarlett
To: Maisie
Subject: What’s up?

Hi Maisie,

How are things? I was sorry to hear that you’ve been ill. I hope you’re feeling better now.

Things have been pretty busy here. I’ve been preparing for a musical, Bugsy Malone, which we’re putting on in a few weeks’ time. You like musicals too, don’t you? I’m playing the part of1 Lutie Brown, which is a pretty big role, so it’s loads of work! I’m really enjoying it, though, I’m sure I’ll be terrified when I actually have to step out in front of an audience. We’re expected over 250 people!

BTW, I saw Jane the other day at a party. She said she was working hard for her exams, and that’s why she wasn’t keeping in touch with you. Hmm … I’m not sure I believed her. Someone told me that she was busy with you for having moved away. How ridiculous is that? It’s not like you could help it, is it? It wouldn’t let me keep up at night, reckon you’re better off without her if that’s how she feels.

Great news about you getting into Oxford University. BTW, I’m glad you’re doing well. I’m still hoping to get a place at Sheffield University. Actually, I need to speak to one of the tutors about the course. Do you think I should email her, or ring her? What’s the best way to communicate with her?

What else? We’re all off to the coast for a few days with half-term — sun, sand, sea, and sleep. I’m exhausted! What kind of holidays do you enjoy best?

Anyway, I guess I’d better get on with some revision for my exams. I’ll give my love to your family.

Take care,
Scarlett

4 Complete the Writing box with examples from Scarlett’s email.

WRITING | An informal email

**Organisation**
- Start with a friendly greeting, e.g. Hi/Hi there.
- Mention your last contact with the other person, e.g. long time no see / How are you?
- Mention any news from your friend, e.g. was sorry to hear that.
- Cover each topic in a separate paragraph.
- End with a friendly informal goodbye, e.g. Well, that’s all for now. Looking forward to news from you soon!

**Informal style**
- Use contractions, e.g. I’m busy, I’m going, I can’t afford.
- Use informal abbreviations and slang, e.g. BTW, BTW, nice to see you!
- Use informal language, e.g. that’s loads of work, I’m really enjoying it.
- Use slang, e.g. I’m terrified.
- Use exclamations, e.g. good news!
- Use Phrasal verbs, e.g. I was surprised.
- Use idioms, e.g. loads of work.

5 Match the interjections 1-9 with their meanings A-L.

In pairs, take turns to make statements and responses.

A) I can’t believe it.
B) I know.
C) I was surprised.
D) I’m sure.
E) I’m sorry.
F) I’m worried.
G) I’m glad.
H) I’m happy.
I) I’m sad.
J) I’m sure.
K) I’m excited.
L) I’m grateful.

6 Study Watch Out! Then choose the sentences which are correctly punctuated. Give reasons for your answers.

- Take care of yourself, I love you.
- That’s really good news, you should be happy.
- I’m sorry, I made a mistake.
- I’m glad you’re doing well.
- I’m sure you’ll be fine.

7 Read the email from a seventeen-year-old boy to his friend of the same age. Rewrite it to make it more informal. Use the phrases in the Writing box.

**To: Harry**

**Subject: Personal update**

Dear Harry,

I hope that you are quite well! It has been quite a long time since we last made contact.

You will be surprised to hear that I was able to pass all of my exams. I was quite worried that I had made a great number of mistakes.

I will shortly be going on holiday with my parents to Majorca. I am excited that it may be a little tedious as I believe that only a few other people look to holiday there, I would much prefer to go to Ibiza and go dancing with you. I am convinced that we would enjoy ourselves greatly.

My parents would rather eat out in nice restaurants, particularly seafood restaurants, but greatly dislike seafood. Do you? The thought of it makes me feel a little nauseous.

Please do tell me in your next email what your holiday plans are.

Kind regards,
Stefan

8 Reflect | Society

Some people believe that the younger generation is losing the ability to communicate face-to-face or in any depth because of the rise of messaging online. Do you think there is any truth in this point of view?

9 Writing Task | Write an email from Maisie to Scarlett, in response to her email in Exercise 2.

- Share some recent personal news.
- Answer the questions Scarlett asked in her email.
- Ask Maisie questions about her musical theatre show.

**FURTHER PRACTICE**
Workbook page 12/Online Practice

**NEXT CLASS**
Ask students to study the word list and do the Remember More exercises on Student’s Book pages 14-15.

**I can write an informal email.**
14

**ACTIVE VOCABULARY**

**Phrases**

When you learn phrases from the word list, you may déjà vivu them into groups according to the way they are used. For example, find all phrases with prepositions (with, off, up, etc.), like "like in case 5 above or words that collocate with the same noun, like in (section 3.

**EXTRA ACTIVITIES IN CLASS**

- Individually, students think of one or two sentences in their own words, using each phrase from the word list for lessons 11 and 31. Then they say their sentence to a partner, who has to guess the idiom/phrase.

- Students play taboo. Put them in pairs and ask them to choose 11 words from the word list. They should try not to use the word emotion when they are speaking to help convey the meaning of the word, e.g., approach (emotive).

**FURTHER PRACTICE**

Workbook page 13/Online Practice

Next class

Ask students to study Unit 1.
1. Complete the sentences with the words from the box. There are four extra words.
   carry | contact | get across | hit it off | impression | laugh | pass | take | time

   1. We were ____ right from the start. We talked all evening.
   2. We created ____ I felt like I’d known her for a year, not an hour.
   3. My parents were really funny. We always have a ____
   4. It’s sometimes difficult to ____ a conversation at parties with people you don’t really know.
   5. The candle will be closed tomorrow. Can you please ____ the message to the others?

2. Complete the second sentence using the word in bold so that it means the same as the first time, one word at a time.

   I found it hard to understand what the physics teacher was talking about. (FIGURE)
   I found it hard to understand what the physics teacher was talking about.

   1. If you’re good at English, you should ____
   2. If you’re not, you should ____
   3. The arrival of aliens could cause panic. (ABOUT)
   4. The arrival of aliens could cause panic.

3. Choose the correct words to complete the text.

   1. I’m a very good student, so I was really looking forward to when I found out I’d failed an exam. I was really ____
      upset when my teacher called me. She apologized and explained that there had been a mistake. I had come too, not bottom. What a weight off my friends’ ____

4. Choose the correct words to complete the sentences.

   1. I’ve been talking ____ on the phone all afternoon.
   2. I’m glad that Lindi ____ tonight.
   3. I have been busy ____ every day since I arrived.
   4. I was ____ feeling good. I had to start working on my essay.

5. Complete the mini-dialogues with a question tag or an echo question.

   1. A: I can’t believe you’ve ____
   B: I can’t believe you did it.

   2. A: He paid me a lot of compliments.
   B: What do you think of him?

   3. A: Don’t be angry, my secret, ____
   B: Of course not.

   4. A: I’m always making the same mistake, ____
   B: It’s a big deal.

   5. A: We haven’t had such a good laugh for ages, ____
   B: Right! I really enjoyed myself.

   6. A: Let’s go to the coast.
   B: That’s a great idea.

   7. A: I think I’ve really hurt Sahara’s feelings.
   B: Why don’t you tell her about it?

6. Choose the correct words a-d to complete the text.

   STRATEGY: Multiple choice

   Read the complete text to have global understanding. Look for clues around each gap as the word before or after the gap may be part of a set of choices, e.g. pay a compliment.

   Staying in touch

   People ____ recording information in the form of writing since ancient times. Latin, the language of religion, and French, the language of the rich and powerful, were exchanged in the Middle Ages in Europe. Subjects were restricted to religion, trade, or government, although historians have also ____ known love letters people wrote to stay in touch during those times. After the invention of the printing press in the mid-fourth century, books and documents in people’s native language became more easily available. This, together with improvements in education and the spread of printed volumes in the sixteenth century, permitted families and friends to ____ messages to each other by letter. ____ contact was much more than it ever had been.

   In the years, though, everything has changed. Mobile phones, emails, social media and text messages are replacing letters. Why bother writing a letter when you can make small talk on the phone for very little cost? Most people agree, however, that there is something very special about receiving a personal, handwritten letter.

7. Read the text. Match sentences A-6 with gaps 1-6 in the text. There is one extra sentence.

   A: Finally, we shouldn’t forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken. Learning a foreign language has since been given the importance it deserves.
   B: It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is widely spoken or as simple to learn as English.
   C: This was attributed to a mixture of cultural resistances and past government policies.
   D: Perhaps students in the UK are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.
   E: Brazil, Russia, India, and China are considered to be the main emerging economies, so it would make sense to teach one of the main languages spoken in these countries.
   F: The vast majority of students in secondary school learn a foreign language, which is often English.

   A: B C
   B: D E F

   8. In sales, role play the situation below. Then change roles and do the task again.

   STRATEGY: Role play

   Read the task and mark down some statements and questions you could use. Since you may need to role play a conversation between friends or strangers and use appropriate language to do this, you may need to refer to some notes.

   Student A
   You feel a bit lonely. You thought of the fun you and your wife had a few years ago. Discuss the problem with Student B.

   Student B
   You are a friend of Student A, who shares a problem with you. Discuss the problem and suggest some solutions. Do your best to help. Use the phrases below to help you.

   Why aren’t you talking to him/her?
   Try and get in touch.
   Try and get in touch by phone.

   9. Read this email you received from your English-speaking friend, Marianne.

   Going to study in the USA!

   Hi,

   How are you? I haven’t seen you in ages. How are your studies going? Have you been doing anything exciting recently?

   Hey, I’ve got an offer of a place at university in the USA! It’d be a great opportunity for me to get a degree in engineering from a top college, but I’m going to stay abroad for a long time, and probably losing touch with all my friends here. I’m worried sick about this. I really don’t know what to do … have you got any advice for me?

   Take care,

   Marianne

   Write your reply.