

Unit 2 Now and Then

1 Read and number the paragraphs according to the pictures.

Communication Then

The way we communicate has been getting easier and easier over the centuries. It feels like everyone wants to **get on with** things as fast as they can. In other words, we all want to do things quickly. Communication is no different.

In 2000, there were more than 2 million payphones in the USA. Today, there are only 100,000. So, how do people **get through to** each other today? They all own mobile phones to communicate. There are 300 millions of them in the USA alone!

It was also common for people to **get together** in groups and talk face-to-face. Information **got around** by word of mouth when people met to tell each other the latest news. Now, we are more likely to speak to each other by video call or pass on information via social media.

Today, we often send texts to tell friends about things we are interested in. We can even send pictures or videos of the activities that we are **getting into** such as online series or new video games. In the eighteenth century, it took two weeks for a letter to travel 150 kilometres, so it could take a month to get a reply! You wouldn't be able to **get away with** that today. Your friends would criticize you and ask for an explanation!



1 One of the first mail carriages



2 An old rotary payphone



3 People chatting in a café

Think about how we use communication technology to **get by**. How would you survive without it?

◆ Write the verbs in bold using the base form next to their meanings.

1. to avoid criticism for something _____
2. to survive _____
3. to continue doing something _____
4. to meet _____
5. to be shared (such as information) _____
6. to succeed in talking to someone on the phone _____
7. to be interested in something _____

2 In your notebook, write three advantages and three disadvantages of communication in the past and in the present. Then share ideas.

3 Complete the article using the words in the box.

databases network applications text message
 devices Security screen time Viruses

Communication Now

Here are some amazing facts about communication today.

- 1 Today, **79 / 69 / 59** per cent of 12-year-olds in the USA own a smartphone.
- 2 In some countries, the majority of **4 / 8 / 12**-year-olds already own a tablet!
- 3 It usually takes a **second / minute / hour** for a _____ to travel across a phone _____ from one place to another.
- 4 Around 200 **billion / million / thousand** _____ are downloaded each year.
- 5 Most children say **sending messages / playing games / watching videos** is their favourite smartphone activity.
- 6 On average, people in the USA send and receive **54 / 74 / 94** text messages a day.
- 7 Young teenagers have **2 / 4 / 6** hours of _____ on different _____ per day.
- 8 _____ is a big concern. _____ can attack _____ that hold our personal information. To protect our personal information, experts block **4,000 / 14,000 / 24,000** dangerous apps every day.

◆ Read and circle the correct option. Then listen and check. 

4 Conduct a quick class survey.

1. How many people in your class often download applications?
2. How many text messages do they send and receive each day?
3. How many people in your class use their mobile phones to do homework?

I **used to be** a security guard at *Amur Energy*.
Every night, I **would lock** the office.

1 Listen and follow. 

Good Buddies Jim, the Volunteer

1 DYLAN ASKS HIS MOM TO SHOW HIM THE LATEST MESSAGE.

LOOK! THERE IS A LINK TO A WEBSITE.



IT SAYS THERE USED TO BE THOUSANDS OF AMUR LEOPARDS, BUT PEOPLE WOULD HUNT THEM FOR THEIR FUR.

3 THE LEOPARDS GO TO DEER FARMS TO GET FOOD, BUT FARMERS TRY TO PROTECT THE DEER AND HURT THE LEOPARDS. THE LEOPARDS USED TO CHASE THE DEER IN THE WILD.



SOMEONE SENT YOU THIS INFORMATION FOR A REASON, MOM.

2 HOW DID THEY GET AWAY WITH THAT?



WELL, IT'S ILLEGAL NOW. BUT THEY ARE STILL IN DANGER.

WHY?

4 WHO'S THAT?



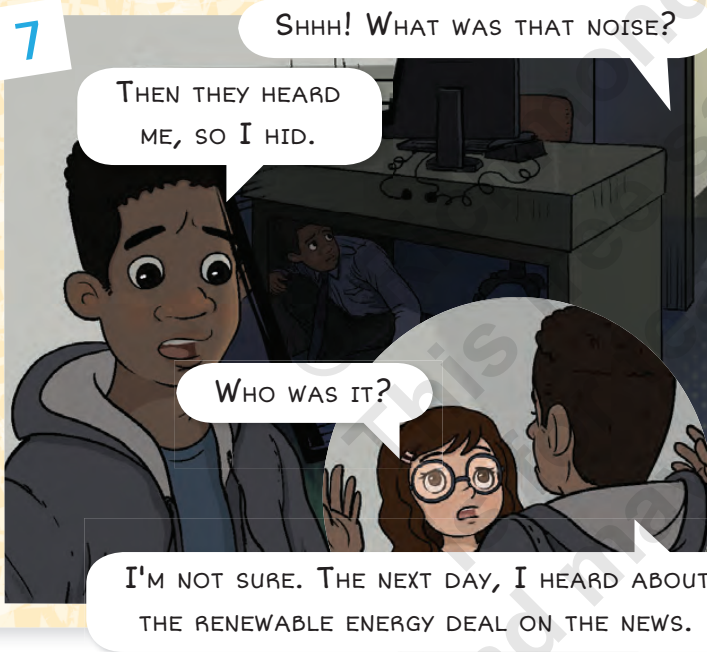
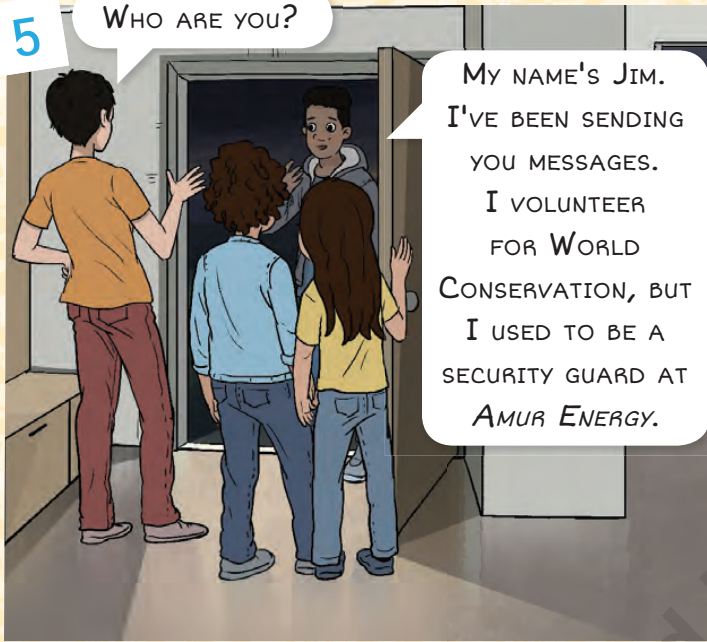
IT'S THE MAN FROM THE VAN!

2 Read again and circle **T** (true) or **F** (false).

- | | | |
|--|---|---|
| 1. Amur leopards aren't in danger now that the fur trade is illegal. | T | F |
| 2. It is illegal to keep deer farms. | T | F |
| 3. Jim worked at the same place as Vicky Adams. | T | F |
| 4. Jim knew who the people in the office were. | T | F |
| 5. Greta and Dylan don't want to help Jim. | T | F |

3 Discuss possible answers to the questions.

1. Why is it illegal to hunt leopards for their fur?
2. Why do leopards go to deer farms to get food?
3. Where do you think Jim hides?
4. Why isn't Jim sure who the people were?



4 Read the sentences and decide if they refer to past actions/habits or past states.

1. People **would** hunt Amur leopards.
2. Jim **would** lock the office every night.

◆ Tick (✓) the sentence where it is also possible to use *would*.

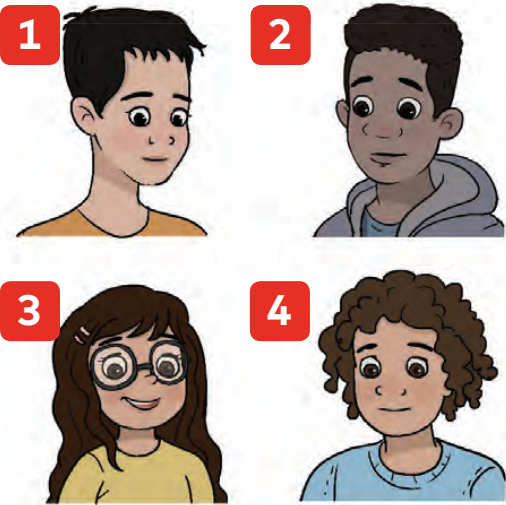
1. There **used to** be thousands of Amur leopards.
2. The leopards **used to** chase deer in the wild.
3. I **used to** be a security guard at *Amur Energy*.

5 In your notebook, write three past actions or states about yourself, two true and one false.

I would/used to go swimming twice a week. I used to live with my grandparents. I used to have two cats.

Dylan asks his mom to show him the latest message. Do you want us to help you?

6 Number according to who says it. 



- Can you give us more information?
- The newspapers need more evidence.
- Can you bring Jim some coffee?
- You should show more pictures on a website.
- We can have a chat group.

◆ Match the columns. 

- | | | |
|----------------------|----------|-------------------------------|
| 1. Vicky asks Jim | to show | Jim some coffee. |
| 2. Jim wants someone | to bring | messages in a chat group. |
| 3. Vicky asks Dylan | to take | them more information. |
| 4. Greta advises Jim | to send | evidence to the newspapers. |
| 5. Dylan tells them | to give | more pictures on the website. |

 Play the Sentence Race!

to show need She them us
 bring persuade We a call. a text.
 tell invite me They information.
 take send give ask you the message.
 want He I him her advice.

- I persuaded her to give him a call.
- I asked him to show me the message.

1 Listen and repeat the words. Underline the silent letters. 



talk



listen



doubt



dialogue

2 Listen and circle the odd one out. 

- | | | | |
|-----------|---------|---------|-------|
| 1. chalk | should | sold | would |
| 2. castle | faster | whistle | often |
| 3. lamb | climber | mumble | thumb |
| 4. build | tongue | guess | under |

3 Look at the pictures and solve the riddles.

1 You would use me when you were happy
To say that everything was fine.
You pointed me up towards the sky
And made a positive sign!
What am I? _____



2 You should listen for me when the referee
Wants to stop the game,
Or when a lifeguard
makes a loud sound with me at the pool
And shouts "out of the water, please."
What am I? _____



3 You use me when you're talking.
I move around your mouth.
And sometimes, if you're being rude,
You even stick me out!
What am I? _____



4 Teachers used to write with me
To make things clear at school,
But now they have interactive boards,
So now I'm not so cool.
What am I? _____



◆ In pairs, take turns reading the riddles aloud. 

Reading and Writing

1 Look at the pictures and discuss how learning is similar or different.

2 Read the text. For each question, choose the correct answer. There is one example. 

The Rise of Cyber Schools!

We all know what a traditional classroom looks like. Children sit at desks and classes are for a specific amount of time. For some students, this is a problem. "I used to get bored in class and couldn't sit still," says Luke Harris. "So my parents suggested trying something different. I haven't been to a traditional school since fourth year." What does Luke do? He studies at a cyber school!

What are cyber schools and why are they becoming a popular way to learn? Cyber schools are where students work at home using computers and other devices. Students can create their own schedules, depending on which subjects they find difficult or which they can get on with quickly.

But how do "cyber teachers" communicate with their students? Students at online schools send work by e-mail to a course management system or database. In this way, teachers can see what their students are doing. They still have to mark work, give advice and communicate with parents themselves, but the "class" is a network of students in different locations.

One area of concern is online students' happiness and whether they socialise enough with their peers. For this reason, a lot of cyber schools sometimes give students the chance to get together for after-school activities, sports events or field trips. This allows them to have face-to-face communication with each other.

Finally, there are a lot of students who just can't make it to classes at traditional schools. This can happen for a number of reasons, like health problems or because their parents have to move around a lot. Cyber schools cover the same course contents as traditional schools, so they can help these students get by. This is yet another reason for cyber schools' growing popularity!



0. Luke stopped going to traditional school

- A after his parents got angry with him.
- B because he didn't like learning.
- C on the advice of his parents.
- D before fourth year.

1. What influences students' schedules at cyber schools?


- A The devices they use.
- B The time they need to do something.
- C The fact that they are working at home.
- D The subjects that they struggle with.

2. What does the course management system help teachers do?

- A Monitor what students are doing.
- B Mark work.
- C Build a network of students.
- D Teach the subject.

3. At cyber schools, students

- A never meet face-to-face.
- B meet during study time.
- C are unhappy about socialising.
- D occasionally meet and socialise.

- 3 For each question, write the correct answer. Write one word for each blank. There is one example. 

Do you think cyber schools are a good idea? Send us your comments!

Alan commented last week

I'm in sixth year and I study online. It is perfect for me because I am a swimmer. I train every day and travel around the country a lot for competitions. I (0) used to go to a traditional school, but I left because I missed too many classes. I (1) _____ do my homework late at night and got really tired. In the end, I started falling behind with my homework and my teachers weren't happy.

I've been studying like this (2) _____ three years. I've been on field trips and have made friends. We send text messages to each other and keep in touch that way.

Sarah commented yesterday

I don't think cyber schools are such a good idea. I prefer to go to class and see my friends. We can get together in groups and help each other. We sometimes still work online. For example, sometimes we ask each other (3) _____ send information by text or e-mail when we are doing projects.

I think it's important to see your teachers in class (4) _____ they can give you help immediately if you need it. If you are working online, you might have to wait for advice.

It would be good to have my own schedule, (5) _____ I'm not very organised, so it's easier to have a school schedule!

- 4 You see this announcement on a notice board at school. In your notebook, write your answer in about 100 words. 

Do you think it is important to have Internet access at school?

Write an article for the school magazine telling us what you think. Give reasons why it is important or not.

We will publish the best articles answering this question next month.



1 Read and answer the questions.

1. How often do you play video games?
2. Do you think playing video games is good for you? Why or why not?

Is Playing Video Games Good For You?

Do you like playing video games? Lots of young people do. In fact, they love playing them so much that it can sometimes cause problems. Parents can get frustrated. "Why can't you do something else?" they shout. Then they ask you to give them the console. They might even ban you from playing altogether.

This is because video games used to have a bad reputation. Children who played video games would stay inside and not get enough exercise. Even today, playing video games too much can lead to stress, bad performance at school, sleep and mental health problems. If children feel like they have to play a video game and miss out on other activities, then game-playing has become a problem. Fortunately, only 3 per cent of children are obsessed with games in this way.

The good news is that playing video games can be good for your body and mind. Choosing the right game is important. The best video games make you feel good and give you a good message.

Games are rated, like films, and your parents can help you choose which ones to play. Once you have a game, it is essential to play it in moderation. Limit your screen time on all devices to a reasonable amount.

Online Multiplayer Games

For a lot of young people, online games are important spaces to connect with others and chat while playing. They are a form of social media, where children and teenagers can build community networks and share content about games of common interest. If you balance playing these games with other activities, there can be developmental, emotional, social and educational benefits. Take a look at "The Benefits of Playing" to see how games have changed and how they can benefit you.



What did children use to play before video games were invented?

◆ Read the article and circle *T* (True) or *F* (False).

- | | | |
|--|---|---|
| 1. Parents get frustrated because they can't play video games. | T | F |
| 2. If gaming stops people doing other things, they are obsessed. | T | F |
| 3. Social media is a way of connecting and sharing content online. | T | F |
| 4. We should do things we enjoy all the time. | T | F |
| 5. People who play action games are quicker at decision-making. | T | F |



The Benefits of Gaming

The benefits of gaming depend on the activities you are doing and why, but you can get a lot from online games and gaming applications.



Developmental Benefits

Video games used to be a lot more basic, but they have been changing to include physical movement, problem-solving tasks and decision-making. For example, you might have to swing a virtual baseball bat or practise a dance move! You can improve your hand-eye coordination while doing several things at once.



Emotional Benefits

Whenever we do something we enjoy, we feel less stressed and more relaxed, as long as we don't do it too much. Plus, if you play a game well, it can also be good for your confidence. Online games help you feel connected to people with similar interests and can make you feel positive about life.



Social Benefits

Although a lot of online games don't need face-to-face communication, you can get together with family and friends to play. This helps you learn how to play in teams and take turns. Even with online games, you learn to help other people and feel closer to them. By doing this, you build friendships and develop communication skills.



Educational Benefits

There are lots of educational benefits to gaming. Can you remember how to escape from that castle? What's the best way to get from A to B? Memory skills, critical thinking, learning new words and decision-making are all things you can get better at by playing games. Did you know that people who play action games make decisions 25 per cent faster than those who don't?

Remember that too much of anything can be bad for you, but that doesn't mean you shouldn't do things at all. The same goes for playing video games. There is nothing wrong with playing an appropriate game in your spare time in order to relax. Choose a game that gets you up and moving, challenge your family and friends to play it and have fun!

2 Read the situations and write the type of benefit they refer to.

developmental emotional social educational

1. You work together with a friend to pass a stage of an action game.

2. You build a town in a building game and decide everything it needs.


3. You play a tennis game where you follow the ball with your eyes and body. _____
4. You chat online about a game you enjoyed playing and have just completed successfully. _____

3 Think of a game you play. List what types of benefits it gives you.



Being a Responsible and Careful Digital Citizen

1 Listen and tick the examples of good digital citizenship (✓) and bad digital citizenship (X). 


Why is it important to learn how to be a good digital citizen in the twenty-first century?

What is being a responsible and careful digital citizen?



Reporting cyberbullying to parents or teachers.

Using information without checking facts.

Not sharing personal information like phone numbers.

Writing a rude text message about a friend in a chat group.

Using your pet's name as a password.

◆ Circle the correct answer to each question.

- A digital citizen is someone who
 - A communicates well.
 - B uses technology well.
 - C writes letters.
- Good digital citizens never say things online they wouldn't say
 - A to their parents.
 - B in text messages.
 - C in person.
- You should not share personal information online with
 - A anyone.
 - B cyberbullies.
 - C teachers.

2 Write three ways you can become an ideal digital citizen.

- _____
- _____
- _____

Explore

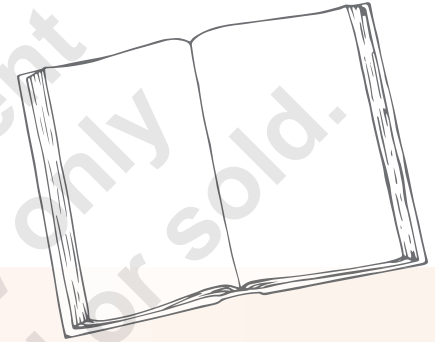
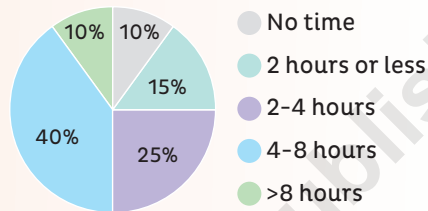
- ◆ Look at the survey results and identify the most and least popular ways of communicating.

A Communication Survey

Number of participants: 20

Question 1: How much screen time do you have every day?

No time	II
< 2 hours	III
2–4 hours	IIII
4–8 hours	IIII III
> 8 hours	II

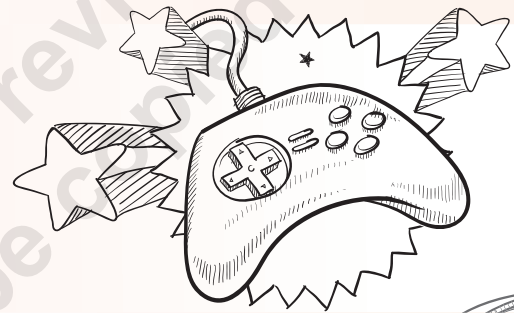


Question 2: Is this more or less screen time than you used to have?

More: 95% Less: 5%

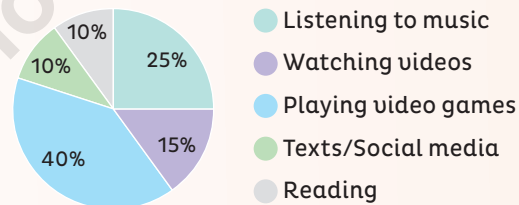
Question 3: Which of these activities have you been doing?

Listening to music	IIII IIII	50%
Watching videos	IIII IIII II	60%
Playing video games	IIII IIII	50%
Sending text messages/social media	IIII III	40%
Reading	IIII I	30%




Question 4: Which activity is your favourite?

Listening to music	IIII
Watching videos	III
Playing video games	IIII III
Sending text messages/social media	II
Reading	II



Produce

- ◆ Conduct a similar survey with your classmates. Go to Practice Book page 111 to record your data and results. 

Present

- ◆ Show and describe to the class the results of your survey.

Five people, which is twenty-five percent of the sample, spend two to four hours a day on digital devices. However, eight people, which is forty percent, spend four to eight hours a day on them.



Can you identify communication verbs?

1 Match the words with their definitions.

- | | |
|-------------|---------------------------|
| 1. convince | speak loudly |
| 2. shout | say you are unhappy |
| 3. complain | give news in a formal way |
| 4. announce | make a person agree |

Can you use phrasal verbs related to communication?

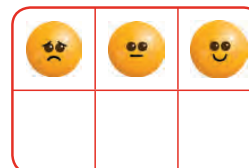


2 Complete the sentences using the correct forms of the verbs in the box.

fall out cut off turn away point out cut in

- Please don't _____. Let her finish what she is saying!
- He put the phone down and I was _____ in the middle of a sentence.
- They are always arguing and _____.
- Look at me when I'm speaking to you! Don't _____.
- She _____ what the problem was, but he still didn't understand.

Can you talk about things that happened recently?



3 Use the prompts below to write sentences.

- They/just/have/argument _____
- Andy/just/hear/announcement _____
- Kate/just/make/complaint _____

Can you describe what people have been doing?



4 Look at the people and write what they have been doing.

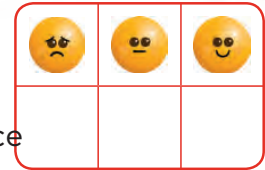
1.  She's tired. _____

2.  He's happy. _____

Can you identify words related to communication and technology?

5 Match the concepts with their definitions.

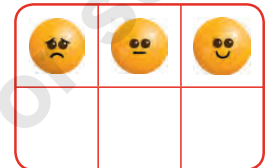
- | | |
|----------------|---|
| 1. device | a computer programme for a mobile device |
| 2. application | a piece of electronic equipment |
| 3. database | a system of computers or other devices |
| 4. virus | a collection of data used by computers |
| 5. network | a computer programme that causes problems |



Can you talk about past actions or states that are no longer true?

6 Describe how people communicated in the past using the prompts and *used to / would*. (Only use *used to* when you can't use *would*.)

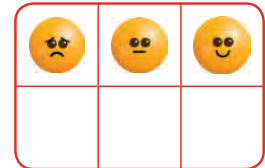
1. People / send / signals _____
2. My grandparents / post / letters _____
3. My parents / be / pen pals _____



Can you use infinitives with direct and indirect objects?

7 Complete the sentences using the correct forms of the words in parentheses.

1. She wanted _____ (me/bring) some soda to the party.
2. He needed _____ (her/send) the package.
3. We asked _____ (them/show) us their holiday photos.
4. They asked _____ (us/take) her a gift.
5. I reminded _____ (him/give) me a call.



Home Connection

◆ Invent a communication app that would be useful at home.



A History of Sign Language

