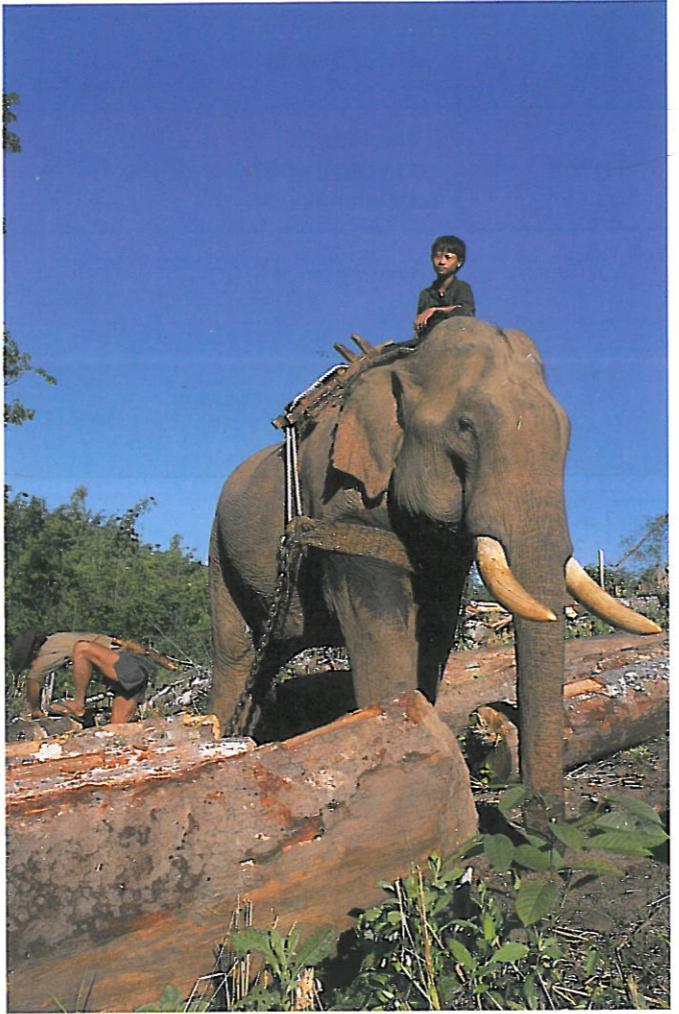
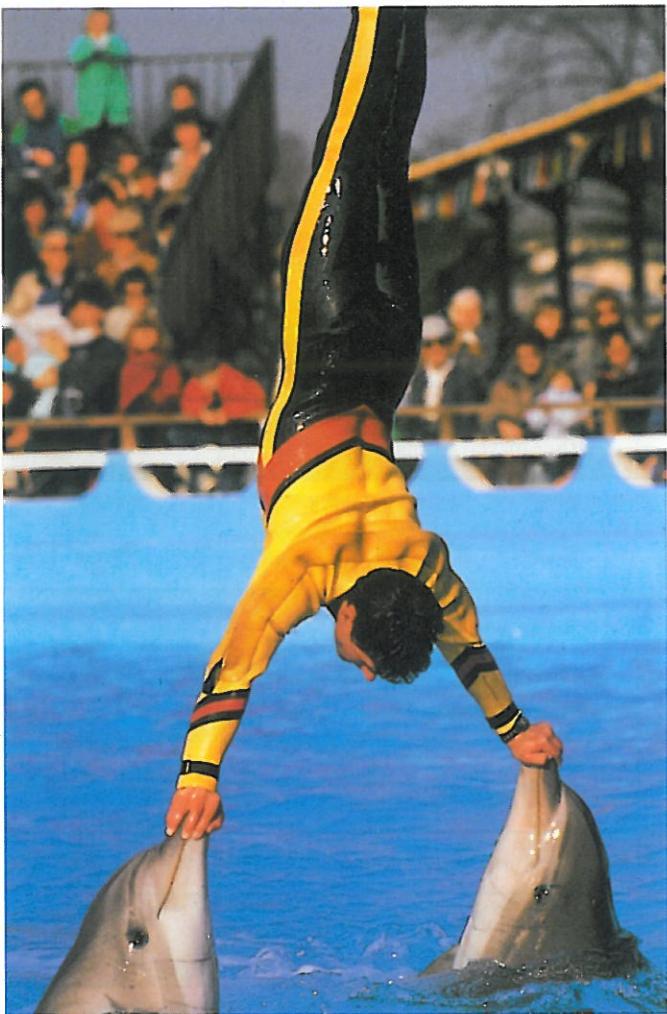




A DOLPHIN AND AN ASTRONOMER



SPEAKING

A Talking on your own

Work in pairs as Student A and B.

Student A: Describe and compare the animals in both pictures and say what they are doing.

Student B: Describe and compare the people in both pictures and say what they are doing.

B Problem solving

Here is a short list of animals. Decide which animal you think is the most useful, which the least useful and which the most dangerous to humans.

wolves dogs cats tigers spiders mice rats
whales sharks elephants horses sheep flies

READING

A Read the text. Ignore the four missing sentences (1–4).

One day in 1963, a dolphin named Elvar and a famous astronomer, Carl Sagan, were playing a little game. The astronomer was visiting an institute which was looking into the way dolphins communicate with each other. Sagan was standing on the edge of one of the tanks where several of these friendly, highly intelligent creatures were kept. **1**

The dolphin wanted Sagan to scratch his stomach again, as the astronomer had done twice before. Elvar looked up at Sagan, waiting. Then, after a minute or so, the dolphin leapt up through the water and made a sound just like the word 'more'. The astonished

astronomer went to the director of the institute and told him about the incident. **2**

Dolphins have bigger brains in proportion to their body size than humans have, and it has been known for a long time that they can make a number of sounds. What is more, these sounds seem to have different functions, such as warning each other of danger. Sound travels much faster and much further in water than it does in air. That is why the parts of the brain that deal with sound are much better developed in dolphins than in humans. **3** Scientists don't agree on this.

A language is not just a collection of sounds, or even words. A language has a structure and what we call a grammar. The structure and grammar of a language help to give it meaning. **4** If you stop to think about it, you will see that this difference doesn't come from the words in the question but from the difference in structure. That is why the question 'Can dolphins speak?' can't be answered until we find out if dolphins not only make sounds but also arrange them in a grammatical order which affects their meaning.

B Fit the missing sentences A–D into gaps 1–4 in the text.

- A For example, the two questions 'Who loves Mary?' and 'Who does Mary love?' mean very different things.
- B 'Oh, yes. That's one of the words he knows,' the director said, showing no surprise at all.
- C Elvar had just swum up alongside him and had turned on his back.
- D But can it be said that dolphins have a 'language', in the real sense of the word?

C Choose the best answer. Then read aloud the sentences from the text that show your choice is correct.

- 1 The dolphin leapt into the air because
 - A Sagan was too near the water.
 - B it was part of the game they were playing.
 - C he wanted Sagan to scratch him again.
 - D Sagan wanted to communicate with him.
- 2 Dolphins' brains are particularly well developed to
 - A help them to travel fast in water.
 - B arrange sounds in different structures.
 - C respond to different kinds of sound.
 - D communicate with humans through sound.
- 3 Sounds can only be called a language if
 - A each sound has a different meaning.
 - B each sound is different from the other.
 - C there is a system of writing.
 - D they have a structure or grammar.

VOCABULARY

say, tell, talk or speak?

Complete these sentences with *say, tell, talk* or *speak*.

- 1 How many languages can you _____?
- 2 What is the first word most children learn to _____?
- 3 Stop it! Don't _____ nonsense.
- 4 Can you _____ me that joke again?
- 5 When do children usually learn to _____?
- 6 Please _____ me when to get off the bus.
- 7 Actions _____ louder than words.
- 8 Sorry. I wasn't listening. What did you _____?

LANGUAGE STUDY

Form and meaning

A How does the change in form change the meaning of these sentences?

- 1 Sound travels through water very fast.
- 2 The sound travels through water very fast.
- 3 Stop to think about it.
- 4 Stop thinking about it.

B Match the sentences 1–4 above with these meanings.

- a This is true of sound in general.
- b This means a particular kind of sound.
- c Stop for a moment and think about it.
- d Don't think about it.

Questions with *who*

C Answer the two questions about each sentence.

- 1 Tom loves Mary but Mary loves Dick.
a Who loves Mary? b Who does Mary love?
- 2 Lee Oswald killed Kennedy and Jack Ruby killed Oswald.
a Who killed Oswald? b Who did Oswald kill?

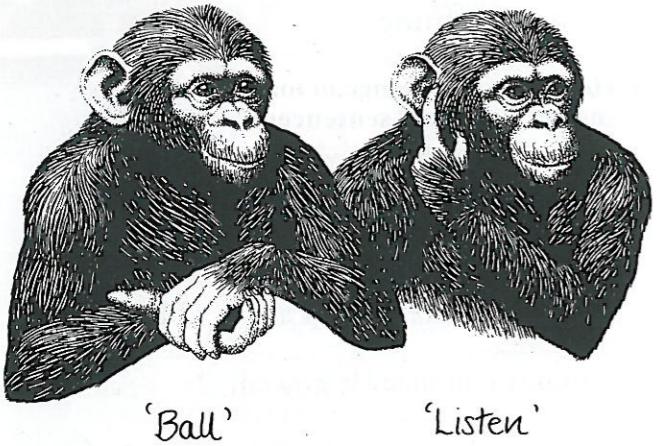
D Ask complete questions with *who*.

- Example: Someone phoned. Who?
- *Who phoned?*
- 1 Cleopatra loved someone. Who?
 - 2 Someone loved Cleopatra. Who?
 - 3 Someone saw you yesterday. Who?
 - 4 You saw someone yesterday. Who?
 - 5 You know someone here. Who?
 - 6 Someone knows you here. Who?

USE OF ENGLISH

A First read the following passage quickly to get an idea of what it is about. Ignore the missing words.

Dolphins are not the only animals besides humans that use sounds in an apparently intelligent manner. Whales also use a complex system (0) *of* sounds that is similar in many ways to a human language. One type of whale even sings, and its songs can go (1) _____ for as long as three or four hours. What is more, they can be heard under water (2) _____ distances of more than 300 kilometres. After analysing one of these songs, Carl Sagan said it contained at (3) _____ a million 'bits' of information. This is approximately (4) _____ same number of bits as in a long poem (5) _____ the *Odyssey*.



Chimpanzees use a system of different sounds to communicate with (6) _____ other. One type of cry seems to mean something like 'danger in the air' or 'big bird' and (7) _____ apparently means 'danger on the ground' or 'snake'. The first cry causes (8) _____ to hide in holes or under trees and look up at the sky. When they hear the second cry, they hide in the upper branches of trees (9) _____ stare nervously at the grass.

Chimpanzees are (10) _____ capable of learning sign language. One chimp called Washoe learned to make about 160 separate signs meaning (11) _____ things as 'Give me a drink' and 'banana'. Washoe even learned to swear. She had a teacher called Jack (12) _____ once refused to give her a drink. Washoe got angrier and angrier and used several signs (13) _____ meant 'dirty Jack'.

A group of chimps at a research institute in Atlanta, Georgia, have recently (14) _____ taught to type sentences using a computer. The chimps'

trainer was called Tim, and he kept correcting the mistakes made (15) _____ one of the chimps. The chimp obviously wanted Tim to stop correcting him and typed out the following request: 'Tim, please leave room'.

B Here are the missing words. Fill each of the numbered spaces 1–15 with one word. There is an example at the beginning (0).

also and another at been
by each least like on
such the them who which

VOCABULARY

A Read this text and the words in capital letters below. Change the form of each word so that it fits the numbered space. An example is given (0).

Chimps use (0) *different* sounds. These sounds have various (1) _____ and chimps use these sounds as a means of (2) _____. This is one (3) _____ between chimps, whales and dolphins. There has been a great deal of (4) _____ research into this recently. However, this research has not produced (5) _____ that these animals really have a language. A (6) _____ of sounds is not the same thing as a language, which has some kind of (7) _____ structure. Most scientists are in (8) _____ about this.

- | | |
|---------------|-----------|
| 0 DIFFERENCE | 5 PROVE |
| 1 MEAN | 6 COLLECT |
| 2 COMMUNICATE | 7 GRAMMAR |
| 3 SIMILAR | 8 AGREE |
| 4 SCIENCE | |

B Study these sentences. The same pair of words is used twice. How does the meaning change?

► GS 9.1

- 1 Have you ever looked into a microscope?
- 2 Have you ever looked into the way animals communicate with each other?
- 3 Let's go to London. Let's go on the train.
- 4 Please don't go on talking about the problem.
- 5 Go up the stairs and turn left.
- 6 Prices often go up but rarely come down.
- 7 Come down here at once.
- 8 Look up at the sky.
- 9 Look up the meaning of that word.

Read aloud the example that means

- 1 investigate
- 2 continue
- 3 rise
- 4 fall
- 5 find information in a book or list

LANGUAGE STUDY

stop doing vs. *stop to do* ► GS 5.3

A Answer the questions below.

- 1 A few minutes ago, the man in the picture was working. What did he stop doing a few minutes ago?



- 2 What did he stop to do?
- 3 His lunch break is at 12 noon. What does he stop doing at 12 noon?
- 4 What does he stop to do at 12 noon?
- 5 Imagine he can hear a radio when he is eating. Suddenly someone on the radio says 'Ladies and gentlemen. Here is a very important announcement.' What do you think the man would probably stop doing?
- 6 What would he probably stop to do?
- 7 If you were in the middle of an English lesson and suddenly heard an explosion outside, what would you probably stop doing?
- 8 What would you probably stop to do?

who, which or whose? ► GS 11.1, 11.2

B Complete these sentences with *who*, *which* or *whose*.

- 1 Whales and dolphins both make sounds _____ in some ways are similar to a language.
- 2 People _____ work with dolphins are often surprised at how intelligent they are.
- 3 One scientist _____ has studied dolphins carefully is John Lilly.
- 4 Lilly was the director of an institute _____ became famous for its research.
- 5 Another person _____ work has become well known is Roger Fouts.
- 6 Fouts, _____ has studied the behaviour of other animals, taught a chimpanzee sign language.
- 7 This is the kind of language _____ is used by deaf and dumb people.
- 8 'Dumb' is the word used in English for someone _____ is unable to speak.
- 9 The chimpanzee, _____ name was Washoe, learned about 160 signs.

In which of the above sentences can you also use *that*? In which sentence can you only use *who*?

When do you have to use *the*? ► GS 3.2, 3.3

C How many mistakes can you find in this text?

Most lines contain an unnecessary word.

Underline these words and tick any lines that are correct. There are two examples (0) and (00).

- 0 Roger Fouts is a scientist who is very interested in the behaviour of the animals. For years he has
00 studied the animal behaviour. He has also studied
1 the chimpanzees. One of the chimpanzees he
2 studied was called Washoe. He taught Washoe to
3 make the signs as a means of communication. All
4 over the world, the deaf and dumb people use signs
5 to communicate. The grammar of sign language is
6 very different from the English grammar or the
7 grammar of other languages of the world. Some
8 people think the sign language is not a real
9 language but they are completely wrong. The
10 vocabulary and grammar of the sign language is
11 very rich. Chimpanzees can learn the signs that
12 are part of sign language but they cannot learn the
13 grammar. That is why the communication is not
14 very easy for them when they use sign language.
15

LISTENING

A You will hear people talking in three different situations. For questions 1–3, choose the best answer, A, B or C.



- 1 You are in the south of England when you hear this. What is the weather like?
 A It is much colder.
 B It may snow.
 C It is snowing heavily.



- 2 You hear two people talking in the street. What is one of them looking for?
 A a language school
 B a church
 C a hotel



- 3 A woman is phoning someone. Who is she talking to?
 A someone in Germany
 B a student at a language school
 C someone a student is going to stay with

B You will hear the first conversation again. For questions 4–7, complete the sentences that summarize what the speaker says.

The good news is that last night for the first time in seven days there was

4 [] .

However, this weather brings a

5 [] .

In fact, in some parts of the country there have already been 6 [] .

However, the weather has been even worse in

7 [] .

C You will hear the second conversation again. For questions 8–10, choose from the list A–D where the three places are.

- There is one letter that you do not need to use.**
 A It is just around the corner.
 B It is the first place you see when you get to the right street.
 C It is next to the first place you see when you get to the right street.
 D It is right in front of where the two speakers are standing.

The school 8 []

The hotel 9 []

The church 10 []

D You will hear the third conversation again. Answer questions 11–16 by writing

S (the speaker), W (Mrs Wellford),
 H (Mrs Wellford's husband), or
 K (Klaus Klein).

Whose plane was delayed? 11 []

Who is in the same room as the student? 12 []

Who did the speaker talk to earlier this evening? 13 []

Who didn't know the student would be late? 14 []

Who is the speaker speaking to now? 15 []

Who forgot to give someone some important information? 16 []

SPEAKING

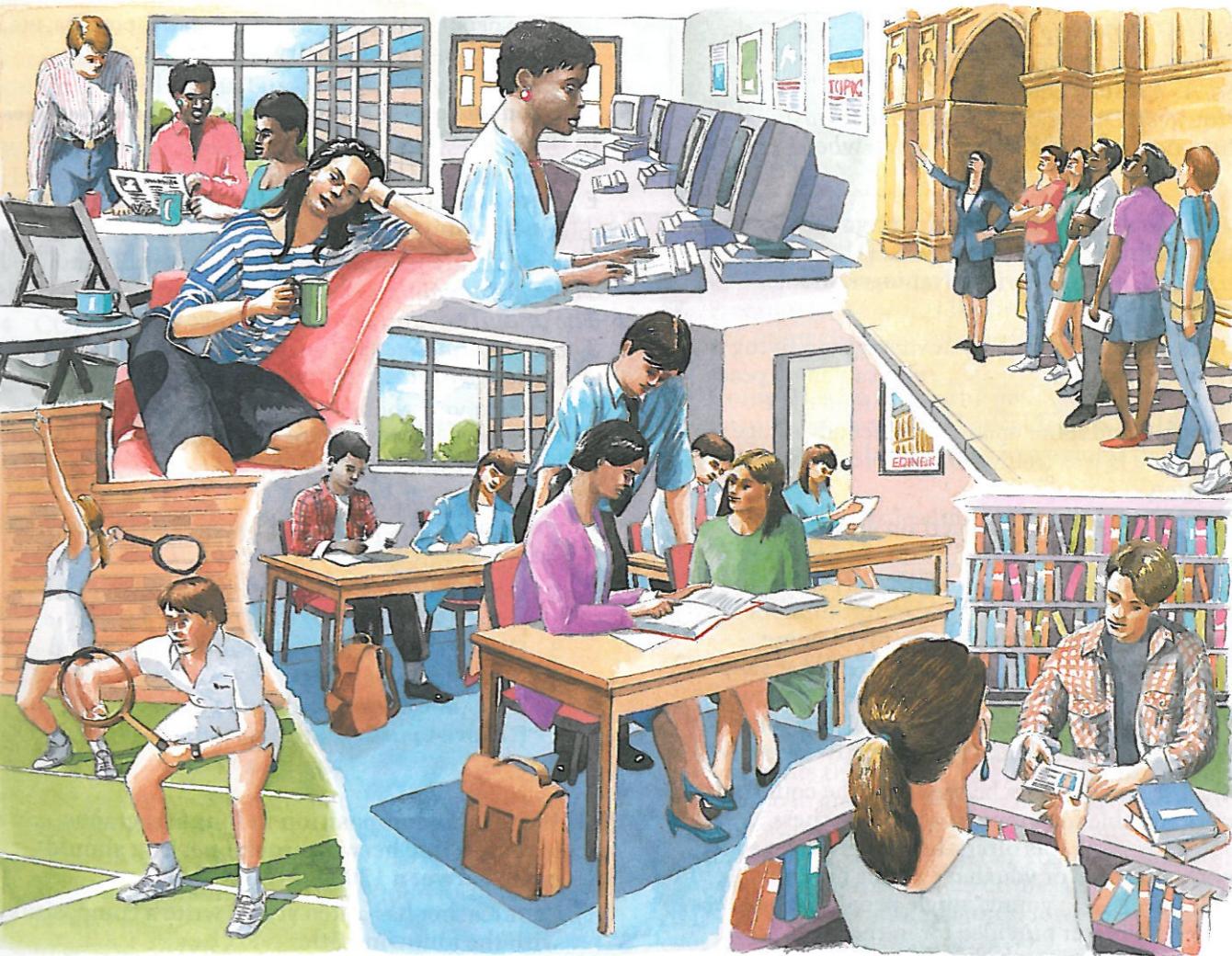
A Finding out about each other

Ask your partners:

- why they want to learn English.
- how they think English may help them in later life.
- what problems they have had learning English.

B Problem solving

The picture below shows some of the things many language schools in Britain offer their students. In pairs or groups first discuss these questions.



C Discussion

In pairs or groups discuss which of these activities you think have helped you to learn English.

- reading English
- looking up words in a dictionary
- speaking to other students in your class in English

- 1 What is happening in each picture?
- 2 What are the advantages and disadvantages of learning English in Britain or another country where English is spoken, rather than learning English in your own country?
- 3 Suppose you are planning to study English at a school in Britain. Which of these facilities or features do you think are very important? Which do you think are not so important? Give reasons for your answers.

- small classes of between 6 and 9 students
- a library • use of computers
- a language laboratory • tennis courts
- sports facilities • a canteen

Now tell your partners one other activity or thing that you think can help you to learn English.

WRITING

Composition (argument) 1

In Part 2 of Paper 2, you may be asked to write a composition. One type of composition asks you to write about the advantages and disadvantages of a particular topic. You must organize what you are going to say before you start writing.

- A** Below is a composition on the advantages and disadvantages of living in the country. Fill each of the numbered spaces with one of the following words or phrases. Try not to use the same expression twice.

First of all/Firstly
In addition/Moreover/Furthermore
So/As a result/Therefore
However/On the other hand/In contrast
In conclusion/To sum up/On the whole

Living in the country is something that people from the city often dream about. (1) _____, in reality, it has both its advantages and disadvantages.

There are certainly many advantages to living in the country. (2) _____, you can enjoy peace and quiet. (3) _____, people tend to be friendlier and more open. A further advantage is that there is less traffic, so it is safer for young children.

(4) _____, there are certain drawbacks to life outside the city. (5) _____, because there are fewer people, you are likely to have fewer friends. (6) _____, entertainment is difficult to find, particularly in the evening. Furthermore, the fact that there are fewer shops and services means that it is harder to find work. (7) _____, you may have to travel a long way to work, which can be extremely expensive.

(8) _____, it can be seen that the country is more suitable for some people than others. (9) _____, it is often the best place for those who are retired or who have young children. (10) _____, young, single people who have a career are better provided for in the city.

- B** Match these headings to the four paragraphs.

Disadvantages Advantages
Conclusion Introduction

- C** Make a list of all the advantages and disadvantages mentioned in the composition.

- D** The following notes, on the advantages and disadvantages of television, are mixed up. Put the notes into two lists. An example is given.

ADVANTAGES	DISADVANTAGES
stops people feeling lonely	
stops people feeling lonely	
bad for the eyes	
can be educational	
stops people from talking to each other	
discourages people from taking exercise	
cheap	
makes reading seem less attractive	
good for old people living alone	
can create problems in the family	
good for children	
stops people from going to the theatre, cinema, etc.	
bad for the sports industry	

Can you add any more advantages or disadvantages to these lists?

- E** Here are some other useful expressions for this kind of composition.

One of the advantages/disadvantages of ... is ...
There are advantages and disadvantages to ...
The (main) advantage/disadvantage of ... is ...
The main drawback/problem with ... is ...
A further advantage (of)/problem (with) ... is

- F** Read these notes before you write a composition on one of the topics in G.

- 1 Make two lists – one of advantages, one of disadvantages.
- 2 Decide in what order you will mention the points.
- 3 Decide what to say in the introduction and the conclusion.
- 4 Use some of the words and phrases in A and E above to link your composition.

- G** Write your composition in four paragraphs, leaving a line between each one. You should write between 120 and 180 words.

- 1 Your teacher has asked you to write a composition with the following title:
TV: is it a good thing?
- 2 Your teacher has asked you to write a composition answering the following question:
What are the advantages and disadvantages of living at home with your parents?

REVISION AND EXTENSION

How words change from verb to noun

- A** Look at the word in capital letters. Complete each short passage with the correct form of the word. Does the word always change? What form of the word do you need in each space?

1 AGREE

The two sides have signed an _____ to end the fighting, and most independent observers _____ that the deal is fair to everyone.

2 MEAN

Have you ever been abroad and asked yourself 'What does that word _____?' Well, now you can find out with the help of the *Electronic Translator*, a small computer that lists the _____ of over 20,000 common words in six European languages.

3 ARRIVE

We went to the airport to collect Katie at 2.30. We checked the screens in the hall, but there was no news of the _____ of her flight. Then we went to the information desk, and were told that there would be a long delay and in the end she didn't _____ until 9.30.

4 COLLECT

My uncle _____ stamps, and the other day he went to see an expert. He took his _____ along, and he was told that it was worth thousands of pounds because he had a number of very rare and unusual stamps.

- B** When a verb changes to a noun, the form can change in a number of ways. Can you think of other examples of each of the following?

- A special ending (a suffix) is added:
amuse – amusement act – action
appear – appearance refer – reference
refuse – refusal tend – tendency
- A vowel and/or consonant changes:
sell – sale believe – belief
- The spelling is the same but the pronunciation changes:
I don't use (/z/) soap. I have no use (/s/) for soap.
- Some verbs ending in -se have noun forms ending in -ce:
to advise – advice
to practise – practice
- In a few cases, the stress changes:
We import (imPORT) cars.
This is an import. (IMport)
- But with many verbs, the noun form is exactly the same:
I love you. Love is a dangerous thing.
I hate you. Hate is a strong feeling.

- C** How do these forms change? Give the missing form of the words below.

VERB	NOUN
suggest	<u>suggestion</u>
explain	<u>explanation</u>
satisfy	<u>permission</u>
interfere	<u>appearance</u>
encourage	<u>delivery</u>
see	<u>breath</u>
give	<u>export</u>
prove	<u>practice</u>
advise	

- From the completed table above and from any other words you know, make a list of endings like -ion which show you a word is a noun.
- Pronounce the words in the table. Do you notice any other changes from verb to noun?

- D** Complete the following passage with the correct form of the words in capital letters (1–10). You will have to change a verb to a noun or a noun to a verb.

The fear of crime is leading to the (0) *transformation* of housing estates into fortresses. In Rosemont, USA, the local council decided to fence off an entire neighbourhood of 2,000 people. It is only possible to (1) _____ the estate by two gateways, which are manned 24 hours a day by armed police. Anyone who wants to (2) _____ is asked to provide (3) _____ and has to give the police a reasonable (4) _____ of why they want to come in. A video camera films the (5) _____ plates of all the cars that come in and out. The people of Rosemont have had mixed (6) _____ to the scheme. Some residents (7) _____ it is a good idea, and point out that there have been no crimes since the (8) _____ of the scheme. However, others are not pleased. Linda Edwards, a (9) _____, said: 'These are public streets, there's no (10) _____ for the police to sit on our doorstep all the time. It's like living in a prison.'

- | | |
|-------------|-------------|
| 0 TRANSFORM | 6 REACT |
| 1 ENTRANCE | 7 THOUGHT |
| 2 VISITOR | 8 INTRODUCE |
| 3 IDENTIFY | 9 TEACH |
| 4 EXPLAIN | 10 NEED |
| 5 LICENSE | |