

3 Language and literature

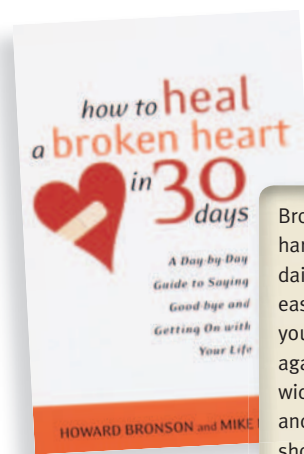
3.1 goals

- ⓐ describe a book
- ⓑ give a personal response

Life-changing books

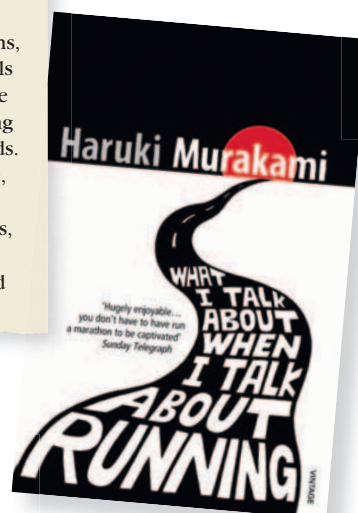
SPEAKING and READING

- 1 a What genre do you think each book cover belongs to?
 best-seller fiction humour autobiography
 self-help guide current affairs adventure
- b What do you think the books are about? How do you know?
- c Read each book description. Which do you think would be worth reading? Why / Why not?



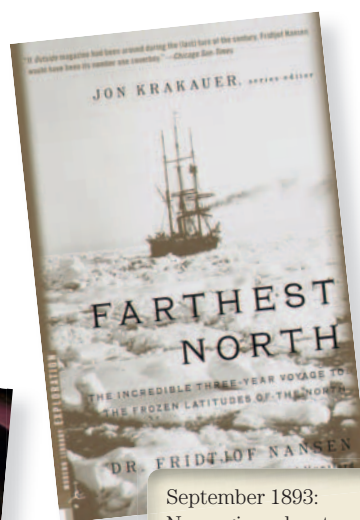
Broken heart? Finding it hard to get through the daily routine? With this easy, accessible program, your heart will be whole again and healed. With a wide range of exercises and insights, this book shows how you can face life again in less than a month – stronger and more positive than before.

Celebrated Japanese author, and runner of more than 20 marathons, Haruki Murakami details his love and experience of long-distance running from the 1980s onwards. Charming and intimate, his passion comes through in diary entries, essays and memories, providing good-natured advice on life.



American soldier Billy Pilgrim is captured and sent to a German prisoner-of-war camp during World War II – a disused slaughterhouse named 'Slaughterhouse-Five'. Prisoners and guards alike take refuge in the camp cellar as the nearby city of Dresden is destroyed in bombing raids. One of the few survivors of the firestorm, Billy loses all sense of time, reliving experiences in his life – both real and imagined.

Zahra (aged 3) and Hawra (a few months old) have lost their family in a Baghdad missile strike. *Sunday Times* war correspondent Hala Jaber sets her heart on doing everything she can to help. In this beautiful account, Jaber (a Lebanese and a Muslim, but at the same time working for a London newspaper) tells her compelling Iraq story, with the unique insight of a writer able to understand both worlds.



September 1893: Norwegian adventurer Fridtjof Nansen embarks for the North Pole. Abandoning his ship, the *Fram*, he sets off by dog-sled with his companion Hjalmer Johansen. In a race against the pack ice, surviving encounters with walrus and polar bears, Nansen's three-year trek is one of the finest narratives of polar exploration.

It is January 1st. In the post arrives something interesting – a penguin! The next day, another penguin arrives. And then another ... To start with, the new, uninvited guests are cute and funny – but who is sending them and why? As the number of penguins starts to grow, so do the family's problems, in this heart-warming story sure to become a children's classic.



LISTENING



Ian McDonald

LANGUAGE FOCUS

Describe a book and its significance

- 2 a 1.17 Listen to Ian McDonald talking about *Farthest North*. Make notes on the main points.
- b Compare notes. Do you have the same points?
- c What do these statements from the interview mean?
- I was a nerdish lad.
 - It was one of those very daring books.
 - It was quite a struggle to read.
 - It must have been quite a formative book for you.
 - It was about the way science was done rather than about science itself.
- d Does Ian's description make you more, or less interested in the book? Why?
- 3 a Here are some words used in the interview. What do you think is the difference between A and B?



- b Can you remember how Ian used the words? Which go together?
- c 1.17 Listen again to check.
- 4 a Choose a book that has had an important effect on you. Make two 'word clouds' like in 3a.
- Write words / expressions you could use to describe:
 - the plot.
 - a particular character.
 - the atmosphere.
 - the way it is written.
 - Write words / expressions you could use to talk about:
 - the time in your life when you read it, and how you felt.
 - the effect it has had on your life, or your outlook on life.
- b Show your 'word clouds' to other students.
- What can they work out about the book from your words?
 - Talk about each other's books. Ask questions to find out more.
- 5 Think of a book or an author you loved when you were younger. Is it true that 'the books that changed you when you were young are always going to be a disappointment when you are an adult'?

SPEAKING

3.2

Learning a language

3.2 goals

- ⊗ talk about languages and ways to learn them
- ⊗ describe experiences of language learning



LISTENING

- 1 a What different ways of learning a language do the photos suggest?
 b Do people from some countries learn English more easily? Why / Why not?

2 1.18 Listen to a conversation with Norman.

- 1 How and with whom did Norman learn conversational English?
- 2 According to him, why do Germans speak good English?
- 3 What are the incentives to learn English in Germany?



Norman from Germany

3 1.19 Listen to a conversation with Pilar.

- 1 What are the main differences between Pilar and Norman? How are they similar?
- 2 From what Pilar says, what do we know about:
 - a her level of English when she first went to Britain?
 - b the people she spent her time with?
 - c her experience of learning French?



Pilar from Spain

LANGUAGE FOCUS

Language learning

4 a Look at these sentences from the conversations. Complete the gaps.

- 1 The school education there helped me to _____ the most important vocabulary in order to _____.
- 2 Conversational English, I mostly learned in the context of having had _____ native English speakers.
- 3 That helped me a lot to _____ a little bit more.
- 4 So, tell me about coming to the UK for the first time and _____ this culture and the language.
- 5 It was very difficult to even _____.
- 6 I _____ French some time ago, but no I didn't quite _____ the language.

b 1.20 Listen to check.

c Which expressions in 4a are about:

- 1 learning a language?
- 2 having contact with a language?
- 3 speaking a language?

d Talk together.

- 1 List the foreign languages you know (including English). Then talk about how you learned them, and how well you speak them. Use expressions from 4a.
- 2 Do you think it is important to 'master' a language completely and sound like a native speaker? Or is it fine to retain your own accent and make a few mistakes, as long as you get your message across?

**READING and
SPEAKING**

5 a Do you think these statements are true? Why / Why not?

- 1 Learning a new language can lead you to adopt a different identity.
- 2 It's difficult to translate directly from one language to another.
- 3 It's important to find your own 'voice' in a foreign language and express your own personality.

b Read three extracts from novels with language learning as their theme. How do they reflect the statements in 5a?

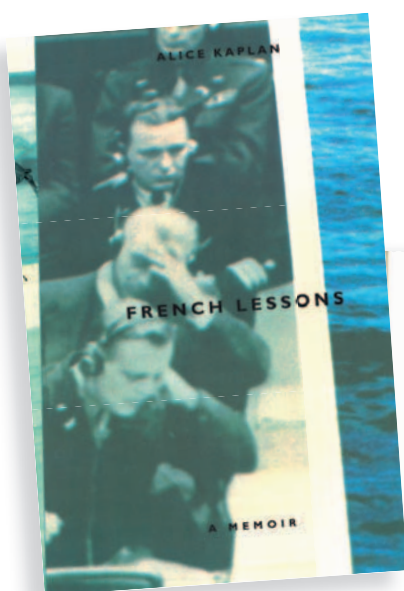
A

Chinese, we not having grammar. We saying things simple way. No verb-change usage, no tense differences, no gender changes. We bosses of our language. But, English language is boss of English user.



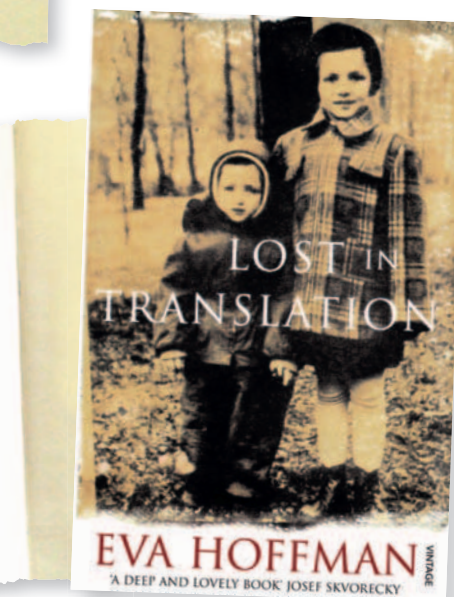
B

I could feel the French sticking in my throat, the new muscles in my mouth ... I was full of French, it was holding me up, running through me, a voice in my head, a tickle in my ear, likely to be set off at any time. A counter language.



C

All around me, the Babel of American voices ... Since I lack a voice of my own, the voices of others invade me as if I were a silent ventriloquist. They ricochet within me, carrying on conversations, lending me their modulations, intonations, rhythms. I do not yet possess them, they possess me. But some of them satisfy a need; some of them stick to my ribs ... Eventually, the voices enter me; by assuming them, I gradually make them mine.



6 a Read the extracts again and identify where these points are made.

The new language:

- 1 obeys different rules and has a different form.
- 2 works in opposition to the speaker's mother tongue.
- 3 is absorbed little by little by the learner.
- 4 can be triggered at any moment.

Learning a new language:

- 5 can be a violent process.
- 6 involves issues of control.
- 7 requires adopting different sounds and speech patterns.

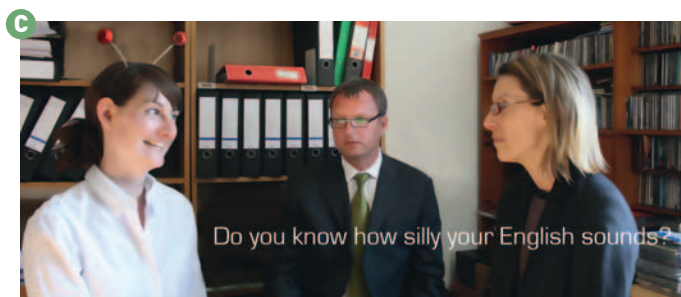
b Do you agree with the points? Do any reflect your experiences?

3.3 Target activity

A plan to improve your English

3.3 goals

- ⊗ talk about languages and ways to learn them
- ⊗ describe experiences of language learning
- ⊗ discuss plans and priorities



TASK LISTENING

- 1 What message are these language-school adverts trying to communicate?
 - 1 Are they positive or negative? Consider both the image and the message.
 - 2 Which is the most convincing? Why?
 - 3 What kind of person do you think the adverts are aimed at?
 - 4 Which other messages would be important for someone studying English at an advanced level?
- 2 a Which areas of your English do you think you need to work on?

idiomatic expressions	writing	speaking fluently
pronunciation problems	exam practice	listening comprehension
grammatical accuracy	writing accurately	active vocabulary

b 1.21 Listen to Sybille talking about her English. Which of the areas in 2a does she talk about?

TASK LANGUAGE

Plans and priorities

- 3 a Think about your language abilities and plans for learning English. Complete expressions 1–7 so they are true for you.

<p>Talking about strong / weak points</p> <ol style="list-style-type: none"> 1 I (don't) feel confident 2 I'm quite / reasonably happy with my ... , but ... is another story. 3 My strong point / main problem is 4 I have a hard time ... <p>Talking about priorities</p> <ol style="list-style-type: none"> 5 My main aim / priority is to 6 An important area for me is 7 Personally, I need to work / focus / concentrate on 	<p>Discussing a plan</p> <ol style="list-style-type: none"> 8 I'd find ... a great help / really useful. 9 I'd benefit from 10 ... might be the answer / solution. 11 I think the best way to do this is ... 12 ... would be worth investigating. 13 ... might be worthwhile / worth a try. 14 I've considered ... 15 I probably need more practice in / exposure to
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- b 1.21 Listen again. Which expressions did Sybille use?

TASK

- 4 a Work alone. Complete the questionnaire on page 127.
- b Work in A/B pairs.
 - 1 Discuss your abilities and needs.
 - 2 Look at your partner's completed questionnaire and make suggestions.
 - 3 Listen to your partner's response. Do you agree?
- c Listen to feedback from other people in class. Do you share similar concerns?

3 EXPLORE

Across cultures Attitudes to English

1 Read the background information on the Philippines. Then look at the advert promoting English there.

- 1 Which of these statements do you think are true?
 - a Most young people in the Philippines aren't interested in learning English.
 - b English is seen as a language of the upper classes.
 - c The standard of English has improved in recent years.
 - d Most young people are bilingual in English and Filipino.
 - e English used to be more widely spoken in the Philippines than it is now.
 - f Young people are aware of the importance of English as an international language.
- 2 What do you think the reasons for these attitudes might be?
- 3 In what way are these attitudes unusual?



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The Philippines, in South-east Asia, consists of over 7,000 islands. With an estimated population of 92 million people, it is the world's 12th most populous country. Between 1565 and 1898, the Philippines were ruled by Spain. In 1898, the Spanish ceded the Philippines to the USA, which controlled the country until independence in 1946. Since independence, there have been two official languages in the Philippines: English and Filipino (a version of Tagalog). Another 170 indigenous languages are also spoken.



How can I study English?

Ticket
to the future

PROUD TO BE BILINGUAL

There is a cultural hindrance to the practice of English among the youth: many lack the self-confidence to speak English because they are afraid to make mistakes, and English is now perceived as elitist. In other words: it is perceived as yet another obstacle to social success and integration, rather than a means to achieve it. There is an urgent need to convince the youth to be proud to be bilingual.

In a globalised economy, **English is a Ticket to the Future.**

2 Look again at the information accompanying the advert. What verb is used when describing common attitudes to English?

3 Read these questions. Find four other verbs that have a similar meaning.

What is the status of English in your country? Is it:

- something that moves you up the social ladder?
- part of almost every university degree programme?
- considered essential for working in certain sectors?
- mainly a school subject?
- seen as a necessary evil?
- only popular with young people?
- viewed as a way of enriching your life?
- regarded as culturally threatening?

4 Talk together.

- 1 Discuss the questions in 3.
- 2 Do you think your attitude to English is typical of people in your country?
- 3 How many of your friends, family and colleagues speak it?
- 4 Has your attitude to English changed over the years?