

1A I learned French entirely by ear

1 GRAMMAR

Adverbs and adverbial phrases

a Complete the text with the words in the box.

clearly apparently effectively widely
quite unfortunately simply extremely



Whether you are a student, a professional athlete, an engineer or ¹ simply a tourist, English has become an ² _____ important skill to acquire. English will ³ _____ soon be the language of choice in all fields of study, if it isn't already. For students embarking on their studies, therefore, an early decision ⁴ _____ has to be made. What language do I wish to study my degree in? Degrees in medicine delivered in English at a university in Poland are ⁵ _____ very popular but you will need a reasonable level of English to start. If you need to study English before university, it's ⁶ _____ agreed that you learn the most ⁷ _____ in an English-speaking environment but, ⁸ _____, not all students can afford the time and cost of a course abroad.

b Put the words in the correct order to make sentences.

- that hard / people think / actually not / Russian is / to learn / difficult but it's .
People think Russian is difficult but it's actually not that hard to learn.
- you listen / rapidly if / will improve / and watch films / to music / your English .

- England / language schools / opened / in the seventies in / lots of .

- presumably / you lived / so / speak / you / fluently / French / in Paris .

- hardest / for / adult learners, / listening is / the / usually / skill .

- never / vocabulary / new / I / down / write / almost .

2 VOCABULARY Language learning

a Underline the correct words to complete the sentences.

- I studied German at university but I'm going to Berlin next year to pick / brush / take it up.
- My brother speaks four languages – he really has an ear / eye / mouth for them.
- I know Japanese is hard, but you must keep on / to / at it if you want the job.
- I'm French, but my son was born in Italy. From an early age he pulled / picked / took up lots of Italian expressions.
- I studied in China and I fought / raced / struggled with writing the characters for a long time.
- It takes time to get accustomed / ready / along to a new teaching style.
- My Spanish is a little cracked / broken / rusty. I haven't spoken it for a while.
- My sister can hold a chat / speech / conversation in several European languages.

3 VOCABULARY Noun forms

a Read the text and complete the words in the sentences below.

We run a complete five-year degree course in medicine, with all lectures and seminars delivered in English by my very competent and dedicated staff. The participants have to have an excellent level of English, and above all are very capable future doctors who are highly motivated. Our programme is very interactive and nearly all our candidates pass with good grades, despite living in Warsaw where there are so many things to take your mind off studying. We have occasional misunderstandings when one language interferes with another, but generally the course runs well.

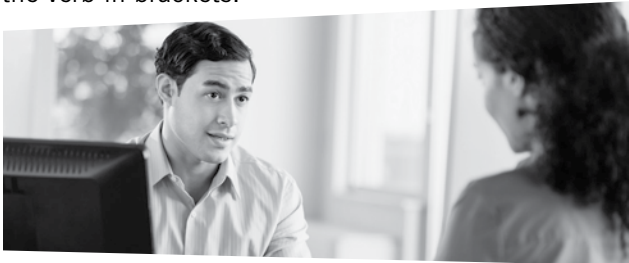


- An advanced level of English is an absolute necessity on this course.
- I have a team of teachers who show great d _____ to the course and the students.
- M _____ is never a problem for our students, who all want to become doctors.
- All our lectures have elements of i _____ to involve the students.
- There are many d _____ in a city like Warsaw so they have to stay focused.
- Our students need both medical and linguistic c _____, which can be challenging.
- Sometimes there is a r _____ to speak English because they can all speak Polish.
- It is hard to avoid i _____ from the mother tongue, even if your English is brilliant.

1B Language has been constantly evolving

1 GRAMMAR The perfect aspect

- a Underline the correct words to complete the sentences.
- The team had been training / has been training for three months already when the season started.
 - By September, I will have been studying / will study Arabic for three years.
 - I only joined the choir at university because I haven't found / hadn't found anything else to do.
 - This is the fourth time I try / have tried to learn to dance.
 - I never have written / have never written such a difficult essay as this one.
 - She has been revising / had been revising for this exam since early this morning.
- b Complete the conversation using the correct form of the verb in brackets.



- ROBERT Thank you for coming, Emilie.
EMILIE My pleasure.
ROBERT So how long ¹ have you been living (live) in New Zealand?
EMILIE By December, I ² _____ (be) here for a year.
ROBERT ³ _____ (you/ever/have) a job in the hotel industry before?
EMILIE Yes, I have. I worked in a hotel in Geneva for two years before I ⁴ _____ (move) here.
ROBERT So why did you apply for this particular post?
EMILIE As soon as I ⁵ _____ (see) it, I thought it was the right job for me.
ROBERT What do you like about it?
EMILIE I ⁶ _____ (always/enjoy) working with people and being customer-facing so this position seems ideal.
ROBERT This isn't your first application, is it?
EMILIE No, this is the second time I ⁷ _____ (apply). The first time my English wasn't good enough.
ROBERT It sounds good now.
EMILIE It ⁸ _____ (get) a lot better. I ⁹ _____ (only just/arrive) the last time I applied.
ROBERT Do you have any questions?
EMILIE When will I know if I ¹⁰ _____ (be) successful?
ROBERT We ¹¹ _____ (make) our decision by the end of next week. Ten days at the most.
EMILIE That's fine. I'll wait to hear from you.

- c 11 Listen and check.

2 VOCABULARY Describing changes

- a Complete the text with the words in the box.
- rapid changes substantially noticeable way

barely shift increase subtle ongoing

Changes to the English language may not always be immediately ¹ noticeable, but because over 500 million people now use it as their first language, it is constantly evolving.

Some ² _____ changes, often made in an attempt to simplify the language, are ³ _____ perceptible. However, over time we notice that people are not using 'shall' as much in the first person, or 'no?' is being used instead of question tags, which seem to be on the ⁴ _____ out.

The use of Americanisms by British youth is clearly on the ⁵ _____, with expressions such as 'Can I get a coffee?' becoming very common. Interest in American TV shows and music has grown ⁶ _____ over the last 20 years, leading to this ⁷ _____ rise in American usage.

Linguists and lexicographers spot the most ⁸ _____ changes in the language and make decisions as to whether a steady ⁹ _____ over time is enough to justify a new dictionary entry or even a change to a grammar rule.

The most lasting ¹⁰ _____ to the language come as the result of major innovations in lifestyle. The digital revolution, just like the automobile revolution a hundred years before, has introduced a large number of new expressions and usages, from 'trash' to 'paste' to 'tablet'.

3 PRONUNCIATION Sentence stress

- a 12 Listen and underline the stressed words in bold.
- The team **had been training** for three months already when the season started.
 - By September, I **will have been studying** Arabic for three years.
 - This is the fourth time I **have tried** to learn ballroom dancing.
 - They **have been practising** this piece on the piano for about three months now.
 - By the time I got to rehearsal, the actors **had been working** for about an hour.
 - She **has been revising** for this exam since early this morning.

10

Everyday English

Something along those lines



1 USEFUL LANGUAGE

Expressing yourself in an inexact way

a 13 Complete the conversation with the expressions in the box.

loads of give or take something to do with
words to that effect ~~sort of~~ what's/what's name
somewhere in the region of

TIM Thanks for helping me with this, Harry. I really appreciate it.
HARRY No problem, Tim.
TIM This is ¹ sort of my first report and I want to get it right.
HARRY Sure. I still remember my first one.
TIM You've done ² _____ them since then, I suppose. How long have you been here?
HARRY Twenty years. ³ _____ a couple.
TIM So you've done a lot of reports?
HARRY Quite a few.
TIM Hundreds, I expect. So who should I copy my report to?
HARRY ⁴ _____ in Finance and probably that other guy.
TIM Who?
HARRY Thingy. The tall guy. He's ⁵ _____ sales. It'll come back to me. Next question?
TIM How long should the report be?
HARRY Not too long.
TIM Quite short then? Good.
HARRY But not too short. ⁶ _____ three or four pages.
TIM That's not too hard then. Three to four pages. Plus a cover page. What should I call it?
HARRY *The future of the company.* Or ⁷ _____.
TIM Brilliant idea. Final question. Can I buy you lunch?
HARRY Of course you can. What's the budget?
TIM About a tenner? Will that be enough?
HARRY I suppose it will have to be. Let's go.

b Match questions 1–6 with responses a–f.

- 1 ☒ e Who gave you this book?
2 ☐ Can I borrow one of these pencils?
3 ☐ Did he say I wasn't invited to the wedding?
4 ☐ What was that phone call about?
5 ☐ What's quinoa?
6 ☐ How much are the flights?
- a Something to do with our internet connection.
b Well, words to that effect.
c They're somewhere in the region of \$500 per person.
d Sure! I've got loads of them!
e Oh, what's her name, the girl with the red hair?
f It's a sort of cereal. A bit like rice.

2 PRONUNCIATION

Sound and spelling: *ea*, *ee* and *ie*

a 14 Listen. How are the letters in **bold** pronounced in each word? Complete the table.

- 1 It's a good **career**.
2 I prefer the **green** one.
3 Let's have fruit **instead**.
4 I never **wear** a tie.
5 People don't **earn** much here.
6 Shall we have a **break**?
7 I don't **believe** it.
8 I can't **bear** it.
9 I'm going to the **pier**.
10 What did you **learn**?
11 He's a **great** player.
12 **Bread**, anyone?

Sound 1 /i:/ (e.g. <i>be</i>)	Sound 2 /e/ (e.g. <i>ten</i>)	Sound 3 /eɪ/ (e.g. <i>take</i>)
Sound 4 /eə/ (e.g. <i>hair</i>)	Sound 5 /ɪə/ (e.g. <i>hear</i>)	Sound 6 /ɜ:/ (e.g. <i>serve</i>)
	<i>career</i>	

1D Skills for Writing

You're spot on there!



1 READING

- a Read the blog. Are the sentences true or false?
- 1 Takahiro likes Edinburgh.
 - 2 Takahiro thinks the food is a bit hot.
 - 3 Takahiro is the last person to come home every day.
 - 4 Takahiro has the same classes five days a week.
 - 5 Takahiro has an active social life.
 - 6 Takahiro is thinking a lot about the weather in Japan.
- b Takahiro's blog started a heated discussion on the value of studying English abroad. Read some opinions (1–8) which were expressed in the comments. Are the opinions direct or softened? Tick (✓) the correct box.

	Direct	Softened
1 How can you possibly think that?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 That doesn't make sense, if you ask me.	<input type="checkbox"/>	<input type="checkbox"/>
3 I don't get what the fuss is all about.	<input type="checkbox"/>	<input type="checkbox"/>
4 I have to say I'm in two minds about this.	<input type="checkbox"/>	<input type="checkbox"/>
5 It seems to me you are missing the point.	<input type="checkbox"/>	<input type="checkbox"/>
6 No way!	<input type="checkbox"/>	<input type="checkbox"/>
7 That's rubbish.	<input type="checkbox"/>	<input type="checkbox"/>
8 I'm sorry, but that simply isn't true.	<input type="checkbox"/>	<input type="checkbox"/>

2 WRITING SKILLS Expressing opinions

- a Correct the words that are wrong.
- 1 Sorry, but that's the load of rubbish.
Sorry, but that's a load of rubbish.
 - 2 I disagree. You've got the point about the price of transport, by the way.

 - 3 I'm in two heads about this. I'm not sure if you are right or not.

 - 4 I don't quite guess what the fuss is about. In my opinion, Edinburgh is cheap.

 - 5 You've spot on there. Listening is really tricky. Keep practising.

 - 6 I agree with the others to a point but I think speaking is harder. Good luck!

 - 7 You are all missing the points. Learning English just takes time.

 - 8 I had go along with that. Good discussion, by the way.

First impressions – Takahiro Yoshida

I have been here for one week already and I must say my first impressions of Edinburgh are very positive. All the international students are staying with families for the first two weeks and then we move into self-catering accommodation for two more months. I think I have been very lucky – my room is nice and large, just a little dark, and the food is excellent, although sometimes it is a little spicy. The family, particularly the children, are very friendly and they are patient with my English. The father works until quite late but the mother and children always have dinner with me. The city seems less busy than Kyoto and the bus system seems to be very efficient, if a little expensive. We have English classes every morning and we have afternoon lectures three times a week. The lecturers speak quite quickly – I hope my listening improves soon. We have quite a lot of homework each evening and there is always one exercise I have to discuss with my family, which gives us an opportunity to talk together. I have visited the castle and one of the museums this week and I went with my friends to a concert. It was very busy and so noisy. Overall, I am very happy here and am looking forward to the next two months. The only thing I miss is the rice and miso soup!

3 WRITING

- a Read the comment on a discussion board. Write a comment of five or six sentences giving your point of view. Remember to express your opinions clearly and support your ideas.

COMMENTS

IN THE FUTURE WE WON'T NEED TEACHERS

Over the last 20 years, the Internet has developed to such a degree that soon most subjects we want to study will be available to us online. Already we can attend MOOCs and watch videos of lectures taking place at some of the most prestigious universities in the world. We can do the follow-up reading and listen to the lecture as many times as we want. All of this is available twenty-four hours a day and it's free of charge. We can also access micro-teaching, where short clips and texts are posted online. These small chunks of information allow us to learn at our own pace, in a size we can cope with. Most internet pages are also translated these days, so if we want to compare a text in two languages we can and if we want a video to be subtitled that is often possible too. With all this information continuously available free of charge, it will make it easier for all of us to learn online. This is particularly useful for people in remote regions who cannot attend schools or colleges or for people who for other reasons cannot travel for their education.

The idea of lifelong learning is that we never stop developing and learning new content and skills. Without teachers we can still develop a lot, thanks to the Internet.

UNIT 1

Reading and listening extension

1 READING

- a Read the article. Match paragraph numbers 1–6 with summaries a–f.
- a ☐ Challenges for language teachers
 - b ☐ Ways of making CLIL successful
 - c ☒ 1 Introducing the subject
 - d ☐ Challenges for subject teachers
 - e ☐ Whether or not CLIL works
 - f ☐ A reason for CLIL
- b Underline the best words to complete the sentences.
- 1 The idea of studying subjects and languages together can make both students and teachers *enthusiastic* / *anxious* / *excited*.
 - 2 The European Union wants its citizens to *speak several languages* / *improve their English* / *become more efficient*.
 - 3 CLIL courses *are based on* / *try to follow* / *do not follow* the traditional structure of language courses.
 - 4 In CLIL, grammatical structures *are more important than* / *come out of* / *are learned separately from* the subject information being taught.
 - 5 The idea behind CLIL has existed for *a short time* / *over 100 years* / *a number of years*.

- c According to the article, are the sentences true or false, or is there not enough information to be sure?
- 1 The CLIL method is used in many places.
 - 2 Using CLIL means that schools save lesson time.
 - 3 CLIL materials are designed to present language structures in a logical order.
 - 4 Students learn grammar better in CLIL classes.
 - 5 Subject teachers usually have language courses before teaching CLIL.
 - 6 When content and language teachers teach CLIL, they both have to change their style.
 - 7 CLIL only works with highly able students.
 - 8 CLIL students end up with better language skills than students taught traditionally.
- d Write a short essay giving your reactions to the idea of CLIL. Include answers to these questions:
- Do you have CLIL lessons or do you think you would enjoy them?
 - What are the advantages?
 - What are the disadvantages?
 - What are the practical implications for teachers and students?
 - Do you think CLIL should be introduced in primary schools? Secondary schools? Give your reasons.

COULD YOU LEARN PHYSICS IN JAPANESE?

- 1 Learning a language is hard enough, as is learning a subject like maths or physics. But doing both things simultaneously in the same class? It may sound daunting, but that's precisely the approach taken in the now-widespread methodology known as CLIL (Content and Language Integrated Learning).
- 2 CLIL was introduced in Europe in the 1990s, primarily to meet the European Union aims of producing multilingual populations. One of its main justifications was efficiency; if languages could be picked up through exposure in other subject lessons, pressure on packed timetables would be reduced.
- 3 Of course, CLIL brings many challenges, not least for teachers who are required to make radical adjustments to the way they teach. For language teachers, there is a near-complete reversal of what they are accustomed to: whereas in a traditional language course, texts are constructed primarily as a vehicle for the language points they want to teach, in CLIL the language emerges somewhat randomly from the subject content. With grammar, for example, there is much less opportunity to focus on specific points, but the theory is that students learn appropriate use through the context in which they come across the language.
- 4 Conversely, subject teachers can no longer talk about their subjects to their students and assume they will understand everything. They will almost certainly need to

adopt some different approaches, such as greater levels of practical demonstration or experimentation, rather than relying so heavily on language to convey information. There is also a good deal of fear to overcome. Subject teachers may have attained only low levels of language skills and therefore lack confidence in teaching in a foreign language, while a language teacher's initial reaction to the idea of teaching maths will often be one of horror!

5 Solutions to these problems will vary according to the setting in which teachers work. Good CLIL teaching materials are increasingly available, while many schools practise a collaborative approach, with language and subject teachers negotiating both the balance between language and content, and the ways in which their different teaching styles can be brought together in a successful lesson.

6 So does CLIL work? Well, as with many so-called innovations, the basic theory of CLIL has been around for centuries, with even upper-middle class Ancient Romans preferring their offspring to be educated in Greek. Ideas don't tend to persist if they have no value, and now that many schools have been implementing CLIL for a number of years, research seems to indicate that it has been producing good results, with mixed-ability classes as well as elite students. It could be that the concentration required to understand the language means that the subject information is correspondingly well absorbed.



2 LISTENING

- a 15 Listen to the conversation between David and Julia. Tick (✓) the best summary 1–3.
- 1 ☐ David and Julia talk about changes to the grammar and vocabulary of the English language. Julia gives David some examples of new words and David is very surprised.
 - 2 ☐ David and Julia discuss words that have recently come into English. David doesn't think that any new words should be put into the dictionary.
 - 3 ☐ David and Julia talk about new words. Julia explains where some new words come from. David has strong opinions about some of them.
- b 15 Listen again. Who expresses opinions 1–10: David, Julia or neither of them?
- 1 It is surprising to hear that we need new dictionaries.
 - 2 New dictionaries are needed to record language change.
 - 3 Every dictionary should have at least 200 words added every year.
 - 4 Words like 'selfie' shouldn't be in dictionaries.
 - 5 Lexicographers leave out words they consider too informal.
 - 6 Some words are popular for a short time and then die out.
 - 7 Technology words come and go because technology itself changes quickly.
 - 8 Many new words come from other languages.
 - 9 Portmanteau words are common in fashion.
 - 10 The subject of food produces more words than any other.
- c Write a conversation between two friends about changes to your first language. Think about these questions or use ideas of your own:
- Has your language changed much recently?
 - Can you think of any new words in your language, and if so, what subject areas do they come from?
 - Is there a national organisation in your country that 'protects' your language?
 - Have words from other languages come into your language?
 - Do you approve or disapprove of changes to your language?

Review and extension

1 GRAMMAR and VOCABULARY

Correct the errors in the underlined words.

- 1 I watch the news and I like especially movies.
I watch the news and I especially like movies.
- 2 They were hoping really to stay with us but nobody told us.
- 3 She speaks fluent French and she knows also Italian.
- 4 You can find easily a shop that sells fruit and vegetables.
- 5 I met the teacher recently who taught me history at school.
- 6 As the restaurant grew in popularity, we felt the necessity to take on more and more staff.
- 7 We concluded that the programme had some serious limitation.
- 8 The improvement in performance was most noticable in the second half of the year.
- 9 The number of days off taken by employees increased steady through November and December.
- 10 We received a substancial increase in funding from one of our benefactors.

2 WORDPOWER Idioms: Body parts

Rewrite the sentences. Replace the underlined words with the words in the box. Make any changes needed.

fight tooth and nail ~~head and shoulders above~~
a safe pair of hands bite one's tongue
have a nose for

- 1 Our local beach volleyball team is brilliant – so much better than the other teams in the area.
Our local beach volleyball team is brilliant – ~~head and shoulders above~~ the other teams in the area.
- 2 She can be very rude – I have to stop myself from saying something to her, to avoid an argument.
- 3 When I was a child, my mother tried very hard to get me the best education possible, and she succeeded!
- 4 I love going shopping with my friend Sandra – she's really good at finding bargains!
- 5 I recently employed an accountant to manage my money. I'm so glad I did – he's doing a great job.



REVIEW YOUR PROGRESS

Look again at Review your progress on p.18 of the Student's Book. How well can you do these things now?
3 = very well 2 = well 1 = not so well

I CAN ...

talk about second language learning	<input type="checkbox"/>
describe languages and how they change	<input type="checkbox"/>
express myself in an inexact way	<input type="checkbox"/>
write a web forum post.	<input type="checkbox"/>