



## CAN DO OBJECTIVES

- Talk about second language learning
- Describe languages and how they change
- Express yourself in an inexact way
- Write a web forum post

# UNIT 1

## Language

### GETTING STARTED

**a** Look at the picture and answer the questions.

- 1 What do you think is happening? How successful do you think it will be? How do you think the woman and the ape feel?
- 2 What kind of things do you think the ape wants to communicate? What kind of things do you think the woman wants the ape to communicate?
- 3 What do you think the benefits of teaching animals language are for ... ?
  - humans
  - animals
- 4 In what ways do you think this ape's language-learning experience is similar/different to a human's?

**b** Discuss the questions.

- 1 In what other situations do humans and animals communicate with each other?
- 2 Which animals are known for their ability to communicate well with humans?
- 3 If you could converse with any animal, which one would it be? What would you like to ask it?







# 1A I learned French entirely by ear

Learn to talk about second language learning

- G Adverbs and adverbial phrases
- V Language learning; Noun forms

## 1 READING

- a Do you agree with these statements about second language learning? Why / Why not?
- 1 It's helpful to get feedback from native speakers.
  - 2 New words are more memorable if you like the thing they describe.
  - 3 Communicating in another language makes you behave a bit differently.
  - 4 Grammar is a waste of time – I don't even know it in my first language!
  - 5 The biggest reward is being able to relate to people from another culture.
  - 6 It's possible to learn a language without writing anything down.
  - 7 When you've learned one second language, it's easier to learn another.

- b Read about four language learning experiences. Who might agree with each of the statements in 1a?
- c Read the texts again and discuss the questions.
- 1 Who do you think studies the most systematically?
  - 2 Who do you think has/had the strongest motivation to learn? Why?
  - 3 Whose language learning experience was the most challenging?
  - 4 Which, if any, of the people do you relate to most?

### THOMASINA MIERS

co-founder of *Wahaca*, a chain of Mexican restaurants in the UK

Native language:  
English

Second language:  
Spanish

Thomasina **first** travelled to Mexico after finishing school. It was the beginning of a love affair with the country's world famous cuisine and its language.

**Basically**, the learning of Spanish directed me to land in Mexico because I wanted to go and speak Spanish. I wanted to talk to everyone, I wanted to eat everything I could see, I wanted to just drink everything in. What I loved about the Spanish language is how guttural and earthy and unpretentious it was.

The chef explains how she picked up the language dish by dish.

When you're travelling round the Yucatan coast you're tasting *achiote* and you're having *habenero* chillies and having *cerviches* with *pulpo* ... There's this whole resonating language going on that draws you in. The flavour and the language are linked because you know the taste and the memory and the words are all kind of caught up and bound into one, so there's this whole language of food and emotion.



### ELLEN MACARTHUR

Round-the-world sailor

Native language:  
English

Second language:  
French

Ellen MacArthur's career forced her to brush up her schoolgirl French.

I had to repair a boat there [in France] and was working in a boatyard where nobody spoke English – you learn very fast when you **absolutely** need to in order to get a job done.

You could say that my life depended on understanding the language. I was certainly able to be more competitive in the race as a result of speaking French – the experience was a great immersion.

I'm **now** fluent, though having learnt the language **almost entirely by ear** while living in the country my written French is terrible.

She reflects on her acquisition of French.

It opened up the warmth of a culture to me; a way into a world that I didn't at the time really understand, or even knew existed in my early teens.

### CAROLINE WYATT

Foreign correspondent

Native languages:  
English, German

Second languages:  
French, Russian

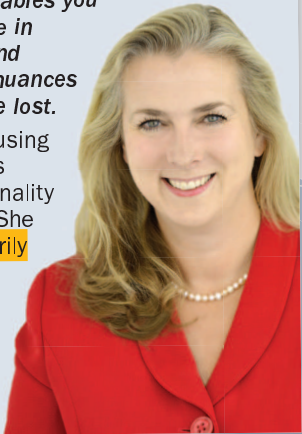
Caroline had a bilingual upbringing.

I struggled with the pronunciation of some words in English when I was very young, and I still can't say 'lunch' or 'shoulder' **properly**. Having another language from a very young age accustoms your mind to the idea that there are many different ways or words with which to express concepts and objects, and I suspect it must also shape the brain to make more connections between things.

Her ability to speak German **fluently** got her a job as a journalist with the BBC in Berlin.

Speaking the language makes a huge difference to how people relate to you, and the experience that you have of that country. It enables you to relate to people in a different way, and understand vital nuances that are otherwise lost.

She believes that using different languages changes her personality and mannerisms. She says she **involuntarily** uses her hands whilst talking in French, and in German becomes **somewhat** more direct.



2 GRAMMAR  
Adverbs and adverbial phrases

- a Notice the **highlighted** adverbials in the texts. Add them to the lists below. The first one is done for you.
- 1 **Comment** (used to express the speaker's point of view):  
*clearly, apparently, actually, basically*
  - 2 **Degree** (used to make the meaning stronger or weaker):  
*very, quite, ...*
  - 3 **Manner** (used to say *how*): *slowly, on foot, ...*
  - 4 **Time** *in the eighties, overnight, ...*
  - 5 **Frequency** *never, ...*
- b What position(s) can each adverbial take in these sentences? Which adverbials change meaning in different positions?
- 1 a in the end 1, 3 b eventually  
<sup>1</sup> I <sup>2</sup> managed to hold a conversation in Japanese <sup>3</sup>.
  - 2 a extremely b often  
<sup>1</sup> I <sup>2</sup> found it <sup>3</sup> difficult.
  - 3 a frequently b all the time  
<sup>1</sup> I <sup>2</sup> made silly mistakes <sup>3</sup>.
  - 4 a slowly b clearly  
<sup>1</sup> I <sup>2</sup> would like native speakers to speak to me <sup>3</sup>.
  - 5 a naturally b well  
<sup>1</sup> I'm <sup>2</sup> quite envious of friends who can already speak the language <sup>3</sup>.

c Now go to Grammar Focus 1A on p.138

d Use the adverbials in the box to describe an experience you have had of learning a new skill, without naming the skill. Can you guess what skill your partner is talking about?

in the beginning obviously extremely eventually  
properly clearly incorrectly naturally in the end

Obviously, I was hopeless  
in the beginning.

In order to do it properly,  
you have to concentrate  
on the ball.

Playing a complete game involved a  
lot of walking and I was extremely  
tired afterwards.

3 VOCABULARY Language learning

- a Look at the underlined parts of the texts. Match the words and phrases 1–4 with the definitions a–d.
- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 <input type="checkbox"/> pick up  | 3 <input type="checkbox"/> grasp |
| 2 <input type="checkbox"/> brush up | 4 <input type="checkbox"/> rusty |
- a understand something, especially something difficult
  - b less able because you are out of practice
  - c learn something quite easily by being exposed to it
  - d improve your knowledge of something you've partly forgotten

b Now go to Vocabulary Focus 1A on p.158

c Read the questions about your English language learning background. Add two more to ask a partner.

- 1 When did you first start learning English?
- 2 How long was it before you could hold a conversation in English?
- 3 When did you first put your learning into practice?
- 4 Have you progressed as well as you expected?
- 5 Have you ever been immersed in an English-speaking culture? If so, what was it like? If not, is there a culture you would like to get to know?
- 6 How important is it to you to speak accurately? Why?
- 7 What level of competence would you like to attain eventually?
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

d Work in pairs. Ask and answer the questions in 3c.

CHRIS PACKHAM

TV presenter and naturalist

Native language:  
English

Second language:  
French

Having bought a house in the French countryside, Chris Packham had to work on his French.

*I bought some wildlife books at a local bookshop and because I understood the context, I was able to read them cover to cover and grasp some of what they were saying. Then I said to my neighbours: 'Look, I'll speak to you in French and I want you to constantly correct me. I won't be offended.' And they were great, they did.*

Despite the shaky start, his confidence has grown enormously.

*If I'm away for a bit, which I often am, I'll get rusty ... The longest stint I've had there has been three months, and by the end of that I was thinking in French and putting sentences together in a French way, and it felt really good.*

*What's brilliant is that I can meet up with my neighbours now and have a laugh with them ... People have been extraordinarily welcoming.*





UNIT 1

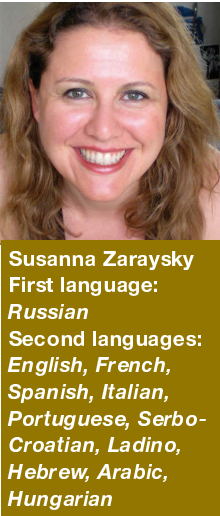
4 LISTENING

a Discuss the questions.

- 1 Apart from English, what's an important second language in your country? Why is it important?
- 2 Do you speak this language? Is it widely spoken? Why / Why not?
- 3 In your experience, are native English speakers good at speaking second languages? Why / Why not?

b Listen to language expert Susanna Zaraysky talking about second language learning amongst native English speakers. Tick (✓) the points she makes.

- 1 ☐ Native English speakers don't see second languages as being necessary.
- 2 ☐ Native English speakers lack opportunities to practise their second language skills.
- 3 ☐ Having to learn the grammar of a second language can be demotivating.
- 4 ☐ Being surrounded by different languages often helps people to learn a second language.



Susanna Zaraysky  
First language: Russian  
Second languages: English, French, Spanish, Italian, Portuguese, Serbo-Croatian, Ladino, Hebrew, Arabic, Hungarian

c Listen again and answer the questions.

- 1 Why does Susanna think Brazilians are motivated to learn English?
- 2 How can media and music make it easier to learn a second language?
- 3 How did Susanna's childhood exposure to Spanish impact on her formal learning of it as an adult?
- 4 Susanna says 'your heart has to resonate with the language'. What does she mean by this? How does she suggest people do this?
- 5 What three reasons does she give for believing it's worth learning a second language?

d Discuss the questions.

- 1 Do you agree with Susanna about the importance of media and music for language learners? What are your earliest memories of English language media and music?
- 2 Are people in your country generally enthusiastic about language learning?

5 SPEAKING and VOCABULARY

Noun forms

a What's the noun form of the words in brackets? Listen and check.

- 1 Is this \_\_\_\_\_ (reluctant) to learn foreign languages just a feature of Britain, or, do you think, all English-speaking peoples?
- 2 I agree with your previous speaker that there's a lack of \_\_\_\_\_ (necessary).
- 3 People don't see the necessity and, so, necessity breeds \_\_\_\_\_ (motivate).
- 4 English speakers have little to no \_\_\_\_\_ (expose) to the sounds of foreign languages.

b Now go to Vocabulary Focus 1A on p.158

c How can these factors have an impact on second language learning?

- the right mentality
- financial limitations
- distractions
- opportunities for interaction
- first language interference
- natural competence
- the prestige of knowing a second language

d Choose a person 1–3 and write five pieces of advice for them.

- 1 an English speaker who wants to learn your language
- 2 a friend who wants to pass a state English exam
- 3 a teenager who finds languages at school a turn-off

e Work in pairs. Compare your ideas in 5d and prioritise four suggestions which are useful for all language learners.

The most universally useful suggestion here is to invest in a good dictionary.

I couldn't agree more. I also think putting your learning into practice whenever you can is really important.





# 1B Language has been constantly evolving

Learn to describe languages and how they change

- G The perfect aspect
- V Describing changes

## 1 SPEAKING

a Look at these words. Do you know what each one means?

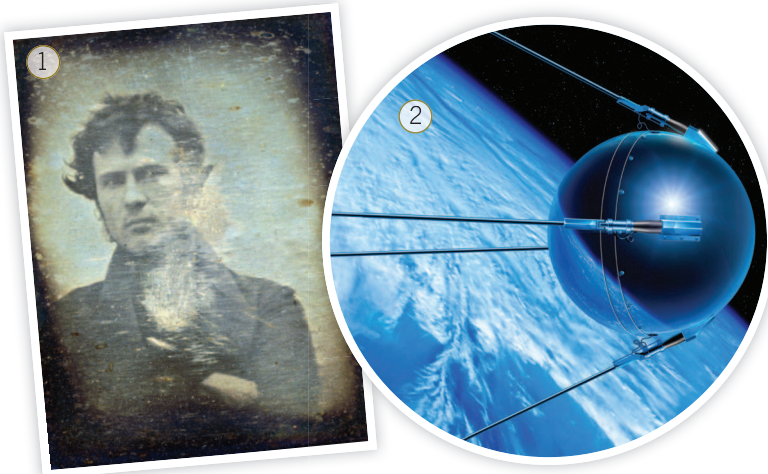
babysitter ecotourism technophobe  
selfie in-joke spacecraft brainwash Bollywood environmentalism  
sudoku

b Each word in 1a was first used in a different decade, from the 1900s to the 2010s. When do you think each word first came into the English language, and why? Put them in order.

1900s radio  
1910s ...

c Listen and check your answers. What is the significance of photographs 1 and 2?

d Do you know any words that have come into the English language recently?



## 2 READING

a Read the introduction to an article about the way English has changed. Which two points does the writer make?

- ☐ English has become less complex over the years.
- ☐ Many changes to language take place gradually so we may not notice them.
- ☐ Modern technology has helped us to see how language is changing.

b Answer these questions.

- What do you think the words in *italics* in paragraph 1 mean?
- Can you think of an example of *the annoying inconsistencies between spelling and pronunciation in English*?

c **Communication 1B** Work in pairs. Student A: Go to p.127. Student B: Go to p.133.

d Look at each pair of sentences below. Do the sentences show a change you read about? Explain the change to your partner.

- a Shall we meet at 6.00?  
b Do you want to meet at 6.00?
- a I was fired from my job.  
b I got fired from my job.
- a She started to cry.  
b She started crying.
- a I ought to go soon.  
b I need to be going soon.

## How quickly is the English language changing?

We all know language changes. People's favourite music was *far-out* in the 1960s, *rad* in the 1980s, *wicked* in the 1990s and *awesome* in 2010. You just need to watch a film from ten years ago to hear phrases that have come and gone.

However, there are far more subtle, ongoing language changes taking place at any given time. These changes may have a hugely significant impact but can go entirely unnoticed while they are in progress.

One lasting change to English that was barely perceptible at the time is known as The Great Vowel Shift. Over a period of 350 years (from 1350 to 1700), the long vowel sounds of English drifted so far that speakers at either end of the period could not have understood each other. However, nobody noticed for about 100 years after it had happened! The Great Vowel Shift was a major contributor to the annoying inconsistencies between spelling and pronunciation in English that have plagued users ever since.

These days no such important change would go unnoticed. Linguists can now analyse huge collections of text and transcribed speech and identify ongoing patterns of change that in the past would not have been visible for many years to come. Here are some of the less noticeable changes that are occurring in English right now:



UNIT 1

3 VOCABULARY Describing changes

- a Read the sentences about language change.  
Which words/phrases in **bold** tell the reader ... ?
- a the speed of a change ☐ ☐ ☐
  - b that a change is in progress ☐
  - c how easy a change is to see ☐ ☐ ☐ ☐
  - d about something that is decreasing ☐ ☐
  - e how big or important a change is ☐ ☐ ☐
  - f that a change is long-term or permanent ☐
  - g about something that is increasing ☐ ☐ ☐ ☐
- You will write some numbers more than once.

One <sup>1</sup>**lasting** change to English that was <sup>2</sup>**barely perceptible** at the time is known as *The Great Vowel Shift*.

These changes may have a <sup>3</sup>**hugely significant** impact but can go <sup>4</sup>**entirely unnoticed** while they are in progress.

Here are some of the less <sup>5</sup>**noticeable** changes that are occurring in English right now:

There was <sup>6</sup>**a steady shift** toward more frequent use of the verb + *-ing* and these forms are still <sup>7</sup>**on the increase**.

There are far more <sup>8</sup>**subtle**, <sup>9</sup>**ongoing** language changes taking place at any given time.

The use of continuous passive verb forms has also seen <sup>10</sup>**a rapid rise**.

Modal verbs are <sup>11</sup>**gradually giving way to** other less formal expressions.

Stiff, formal words like *shall* and *ought* are <sup>12</sup>**on the way out**.

Words which cover the same ground, such as *going to*, *have to*, *need to* and *want to* are <sup>13</sup>**taking hold**.

The use of *get* passives has <sup>14</sup>**grown substantially**.

- b Write sentences about real changes. Then compare your ideas with other students.
- 1 something that is on the way out in your culture
  - 2 a place that has changed substantially in recent years
  - 3 a problem that is on the increase
  - 4 a fashion that has taken hold recently amongst the younger generation
  - 5 a subtle change to a popular product

4 LISTENING and GRAMMAR  
The perfect aspect

- a Listen to four people commenting on the article in 2a and answer the questions.
- 1 What kind of language change does each speaker focus on?
  - 2 What specific examples does each speaker give?
- b Are the kinds of change the speakers mentioned happening in your first language?
- c Complete the sentences using the correct form of the verbs in brackets. Then listen and check.
- Language <sup>1</sup>\_\_\_\_\_ much faster since people started using the Internet. (change)
  - In a few years' time, they <sup>2</sup>\_\_\_\_\_ out of fashion and other new words <sup>3</sup>\_\_\_\_\_ into the language. (go, come).
  - I mean, people <sup>4</sup>\_\_\_\_\_ using strict rules for punctuation. (stop)
  - In about 50 years, most dialects of English <sup>5</sup>\_\_\_\_\_. (die out)
  - Older generations <sup>6</sup>\_\_\_\_\_ about language changing. They <sup>7</sup>\_\_\_\_\_ strongly about it. (always / complain, always / feel)
  - People <sup>8</sup>\_\_\_\_\_ photos of themselves before 2013, but they hadn't had a single word for it. (take)
  - The word 'wireless' <sup>9</sup>\_\_\_\_\_ a completely different meaning until computers came along – it meant 'radio'. (have)
- d Answer the questions.
- 1 What time period do the examples c1–9 happen in?
    - a a period up to the present?
    - b a period up to a time in the past?
    - c a period in the future?
  - 2 What do all perfect verb forms have in common? Choose the correct word to complete the rule.

All perfect verb forms describe actions, states and processes in the time period *before / after* a particular point in time.

- e Pronunciation Listen to the sentences in 4c again and notice the pronunciation of the words you added. What kind of words are stressed? What kind of words are usually unstressed?
- f Now go to Grammar Focus 1B on p.139
- g Talk about words in your own language. Think about:
- a word in common use now which hadn't been invented when you were a child
  - a word that people have been using a lot this year
  - a word that will have fallen out of use in 20 years' time
  - a word that has changed its meaning.





5 READING and SPEAKING

- a What is unusual about the remarks in pictures 1–3? What would you expect the people to be saying instead?
- b Read the fact file and discuss the questions.
- 1 What do you think each fact tells us about the speakers' culture or environment? Or the way they think about the world?
  - 2 Which language feature do you think is most unusual?

**c Language in context** *Expressing meaning*  
Read the dictionary definitions and complete the example sentences with the correct form of a **highlighted** word from the fact file.

- 1 to decide what the meaning of something is  
*It's very hard to \_\_\_\_\_ the animal's behaviour.*
- 2 to notice or understand the difference between two things  
*It's very difficult to \_\_\_\_\_ between the twins.*
- 3 to show the difference between things  
*The thing that \_\_\_\_\_ her from the others, is her taste in clothes.*
- 4 to explain something more clearly by showing examples, pictures, etc.  
*Why don't you include some stories to \_\_\_\_\_ your points?*
- 5 to show, point, or make clear in another way  
*She shook her head to \_\_\_\_\_ that I shouldn't speak.*
- 6 to express a thought, feeling or idea so that it is understood by other people  
*Her face \_\_\_\_\_ her feelings even if her words didn't.*
- 7 to represent an abstract quality or idea exactly  
*We need a slogan which \_\_\_\_\_ the philosophy of our business.*

- d What facts about your own first language would you add to the fact file? Think of:
- an area of meaning where there are many more, or many fewer, words than English
  - an idiom which can't be translated into English
  - grammar or vocabulary which might reflect the culture.

Explain your list to a partner.

- e Read the opinion below.

Language is the main influence on how people view their world.

Do you agree? Why / Why not?

FACT FILE:  
HOW LANGUAGES ARE SPECIAL



The **DANI OF NEW GUINEA** only **distinguish** colours from one another using two words, one for dark colours and the other light colours.

It is believed that the **INUIT IN NORTHERN CANADA** have about 50 different words for snow and about 40 ways to distinguish different kinds of ice from one another.

**ALBANIAN** has 27 different words for kinds of moustaches. *Posht*, for example, means a moustache which hangs down at the ends.

**HAWAIIAN LANGUAGES** have 108 words for sweet potato, and 47 for banana.

In the **NATIVE AMERICAN LANGUAGE HOPI**, the verbs do not **differentiate** between past and present. Instead, the forms of its verbs **convey** how the speaker came to know the information.

**GUUGU YIMITHIRR**, a language spoken in northeast Australia, does not have words for 'left' and 'right' as directions at all. Instead, they use north, south, east and west. When they want someone to take a turn in the road they'll say, for example, 'Turn a little bit west.'

In the language of **THE MARQUESAN ISLANDS**, directions are **indicated** with reference to geographical features – which can make them hard to **interpret** if you don't know exactly where you are. For example, a Marquesan might say that your bicycle is 'downstream of the house' or that you should 'Walk inland, then seaward' to get to your destination.

UNTRANSLATABLE

Most languages have unique words and idioms which are impossible to translate exactly. These words often **embody** the culture of the people who speak the language. Some examples that **illustrate** this:

**ENGLISH:** *cosy* = pleasantly warm and comfortable

**GERMAN:** *Fernweh* = a longing to be somewhere far away

**JAPANESE:** *Mono no aware* = a gentle sadness at the impermanence of things

**DUTCH:** *uitwaaien* = walking in windy weather for fun

**GREEK:** *parea* = a group of friends who meet to share ideas and experiences

**KIVILA (PAPUA NEW GUINEA):** *mokita* = the truth that everyone knows but nobody talks about



# 10

## Everyday English

Something along those lines

Learn to express yourself in an inexact way

- S** Share rough details of an experience
- P** Sound and spelling: *ea*, *ee* and *ie*

### 1 LISTENING

- a** Discuss the questions.
- Have you or someone you know worked with a colleague for a long time? Who? How long?
  - What characterises a good working relationship?
- b** Answer the questions about picture a.
- Where do you think Sara and Alex work?
  - What do you think their relationship is?
  - What do you think their conversation will be about? Why?
- c** **1.15** Watch or listen to Part 1 and check your answers in 1b. How and why does Alex think Sara can help him?
- d** **Language in context** *Irony and understatement*
- Match Sara's and Alex's comments a–d with situations 1–4.
    - ☐ Full of the joys of spring, I see!
    - ☐ Don't sound so pleased to see me!
    - ☐ It's not exactly good news.
    - ☐ That'd be something of a surprise.
  - Sara is expecting the exact opposite to happen.
  - Alex notices that Sara's greeting is not enthusiastic.
  - Alex sees that Sara looks unhappy.
  - Sara has received a worrying message.
- 2** Why do you think Sara and Alex don't say exactly what they mean? Do people do the same in your culture?



- e** **1.16** Watch or listen to Part 2. What is the relationship between ... ?
- Nadia and Sara
  - Sara and Oscar
  - Alex and Emma



Nadia



Oscar



Emma

- f** **1.16** Answer the questions. Watch or listen to Part 2 again and check your answers.
- What does Nadia want to talk about?
  - Why does she mention Oscar?
  - What does Nadia want from Sara?
  - What does Alex suggest is Nadia's reason for speaking to Sara?
  - What help does Sara ask Alex for?
  - What's Sara's impression of Emma?
- g** Discuss the questions about Parts 1 and 2.
- What do you know about the company Sara and Alex work for? Do you think Sara and Alex do similar jobs?
  - How do you think Sara feels at the end of this episode?
  - What would be a suitable title for this episode of the story?



2 USEFUL LANGUAGE Expressing yourself in an inexact way

- a In informal conversations, we often express things in an inexact way. Read sentences 1–4. Which character said each one? Match the expressions in **bold** with their uses a–d.
- 1 ☐ ‘please’ and ‘thank you’ and **stuff like that**

2 ☐ Max **whatsisname**

3 ☐ six authors, **give or take**

4 ☐ I’m out of here, or **words to that effect**

a used to give an inexact amount

b used to report someone’s words in an inexact way

c used when you can’t remember someone’s name exactly

d used to refer to things of a similar type in an inexact way
- b Which three expressions in **bold** below could you use in 1–4 in 2a? Rewrite three ideas in 2a, changing the word order if necessary.
- 1 There were **somewhere in the region of** 100 people.

2 She said **something along those lines**.

3 **Whatsername** was late, as usual.

4 I need **some bits and pieces** from the shop.


5 I said I’d give **thingy** a lift.
- Which two expressions can’t you use in 2a? Why not? Match them to their uses:
- a ☐ used to refer to things of different kinds

b ☐ used when you can’t remember a woman’s name exactly
- c Rewrite these sentences using expressions from 2a and b.
- 1 William Shakespeare, who wrote *A Midsummer Night’s Dream*.

2 I went to the market and bought three items.




3 She told me to go away, saying, ‘Please would you leave now?’

4 I know a little Polish – ‘hello’, ‘goodbye’, the numbers one to ten.


5 I’ve been to 15 countries.
- d  1.17 Listen and compare your answers in 2c. Are they the same? Practise different ways of saying each sentence in 2b and c.


3 PRONUNCIATION

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


- a  1.18 Listen to the words in the box. What sound do the letters in **bold** make? Is this sound always spelt with two letters?
- pleased **meeting** decent series
- b  1.19 The spellings *ea*, *ee* and *ie* are not always pronounced with the vowel sound in 3a. Listen and put the words in this box in the correct column 2–6.
- cheerful **bear** research **great** friend
- |        |       |        |        |        |        |
|--------|-------|--------|--------|--------|--------|
| 1 /i:/ | 2 /e/ | 3 /eɪ/ | 4 /eə/ | 5 /ɪə/ | 6 /ɜ:/ |
| meet   |       |        |        |        |        |
- c  1.20 What sound do *ea*, *ee* and *ie* have in the words in this box? Add them to the sound groups in 3b. Listen and check. Practise saying the words.
- learn Greek hear heard meaning  
meant increase steadily niece pierce  
idea break breakfast early pear career
- Which is the only short sound in 3b?

4 SPEAKING

- a  1.21 Listen and answer the questions.
- 1 What experience does the speaker talk about?

2 The speaker says, *the full horror of the situation* dawned on her. What is she referring to?
- b  1.21 Listen again and write down the expressions from 2a and b that you hear.
- c Work alone. Plan to talk about an experience you have had, and make notes. Decide what exact details you will give, and what you will mention in an inexact way. Here are some ideas:
- A time when you got to know someone new on a long journey

A time when you travelled somewhere new on the spur of the moment

A time when you made an unplanned purchase
- d  Work with a partner. Take turns to talk about your experience. Use expressions from 2a and b to mention things in an inexact way.

Unit Progress Test



CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# 1D Skills for Writing

You're spot on there!

Learn to write a web forum post

**W** Expressing opinions

## 1 SPEAKING and LISTENING

**a** Look at these borrowed words from English used in other languages. Why do you think they are used?



**b** Write down some examples of English words that are commonly used in your language. Then discuss the questions.

- 1 What are the main topic areas of borrowed English words in your language?
- 2 How do you / people in your country feel about adopted English words?

**c** You will hear a linguist, Maxwell Kingsley, talking about the dominance of English as a world language. What do you think he will say about ... ?

- 1 around a billion people
- 2 an easy language
- 3 Latin
- 4 effect on the diversity of human languages
- 5 the only real disadvantage of the dominance of English
- 6 English as a truly global language



**d** Listen and check. Make notes. Are there any points he makes which you find surprising?

## 2 READING

**a** Read the posts to a web forum. Which two people agree with each other?

- b** Which post ... ?
- do you agree with most, and why?
  - do you think makes the most interesting point?

## 3 WRITING SKILLS Expressing opinions

**a** Which elements (A–E) are used by each writer in the web forum?

- A agreeing/disagreeing with a previous comment
- B stating a new opinion on the topic
- C describing cultural trends to support an opinion
- D including personal experience to support an opinion
- E making a summarising statement

**b** Write the highlighted phrases in the posts in the correct part of the table.

Disagreement	Agreement
That simply isn't true. That's easy to say, but ... How can you possibly think that? That's a load of rubbish. 1 _____ 2 _____ 3 _____	That makes a lot of sense. You've hit the nail on the head. I would go along with that. 5 _____
Uncertainty	Partial agreement / disagreement
I've got mixed feelings about this. 4 _____	You've got a point, but ... It's true that ... but ... On the other hand, I do feel ... 6 _____

**c** Look again at the highlighted phrases for disagreement in the forum. Answer the questions.

- 1 What phrases do the writers use to soften the disagreement phrases?
- 2 Do you know any other words and phrases for softening your opinions?

**d** Look at all the expressions in the table. Which ones are informal? Use a dictionary to help you.

**e** Now go to Writing Focus 1D on p.169



Maxwell Kingsley makes the point that although English has become the dominant world language, this isn't a threat to other languages. Do you think he's right?



FLYING D

I'm in two minds about this. I agree up to a point that there's benefit to be had from a shared global language – especially the opportunity to travel and speak to other people without constantly having to learn other languages. On the other hand, as people have said elsewhere, I do feel the dominance of English interferes with the uniqueness of many languages, for example, the way words are borrowed from English.

The world is made infinitely more fascinating by having a variety of cultures. Different histories, cuisines, habits, styles of communication ... A huge part of this is our many unique languages and dialects.

Using the English language is by no means the only thing that's been undermining this uniqueness, but it clearly contributes to it.

REPLY



NEULING

If you ask me, that's nonsense. I've lived in various countries and people speak their own languages 99% of the time.

Many do speak English as a second language for international communication, but as far as I can tell, that doesn't have much impact on their cultural identity. It's true that people are constantly bombarded with advertising words like 'style' or 'action', but these are just empty buzzwords so they don't matter that much.

Most non-native speakers see English as a simple tool, but they don't use it when they need to convey subtle details and differences.

REPLY



ARIETE

Great comment, you're spot on there. I speak English fluently but I use Finnish (and Swedish!) in everyday life, and, as far as I'm concerned, there's no way English is taking over my life. We all know it's a global language, but so what? Some language has to be. I get a lot out of being able to use English but I'm never going to stop using my own language. Why would I? I don't quite get what the fuss is about here.

REPLY



PARSAUK

It seems to me all of you are missing the point here. Even if English does replace other languages, it's not the end of the world – just the opposite in fact. I think that having one international language is a great way to help unify the world and the human race in general. How can we expect cultures to keep peace between each other when they can't understand each other. Unique languages tend to isolate those communities which are most likely to be economically weak.

Our heritage is only history, and history will never and can never be more important than the present or the future.

REPLY

UNIT 1

- f Compare Flying D's and Ariete's posts. Whose comments are more formal and abstract, and whose are more informal and personal? How can you tell? Think about ...
- abstract nouns
  - sentence length and structure
  - personal examples
  - questions and exclamation marks
  - colloquial expressions
  - first person
- g What style of comment would you post on this forum: formal and abstract or informal and personal?

Writing Tip

- In order to write good discussion forum comments:
- Choose a style and keep to it. It can be informal and chatty or it can be more formal and serious, but it's better not to mix different styles together.
  - Before you respond to a comment, read it carefully to make sure your response is relevant.
  - Even if you strongly disagree with someone, try not to be impolite.

4 WRITING

- a Read the opinions below and tick (✓) the ones you agree with.

- 1 ☐ “Countries need to protect their language from the influx of English words.”
- 2 ☐ “The effect of English on other languages has been more positive than negative.”
- 3 ☐ “‘International English’ used by non-native speakers is destroying the English language.”
- 4 ☐ “If you want to work for an international company, you should learn English.”

- b Choose one of the opinions and start a discussion forum. Write a comment of about 5–6 sentences giving your point of view.
- c Pass your post to another student. Read another student's post and add a comment. It can be a response, or a further comment on the topic.
- d Repeat 4c until you have commented four times.
- e Read the discussion forum which you started. Which comment do you think is most interesting?

# UNIT 1

## Review and extension



### 1 GRAMMAR

- a Correct seven mistakes with adverbials.
- Please slowly try to speak.
  - He will be probably late.
  - We do by hand our washing.
  - We will be living in June in London.
  - She made me so loudly laugh.
  - I in the end managed to get in touch.
  - You can compare easily the different brands.
- b Choose the correct form.
- I *have never visited* / *never visited* an English-speaking country in my life.
  - I *ve been learning* / I *m learning* English for ages.
  - I *had been crossing* / *was crossing* the road when the car hit me.
  - I *have wanted* / *wanted* to give up at the beginning but I kept studying.
  - She *has had* / *has* her hair cut. Doesn't it look nice?
  - I *will have been studying* / *will have studied* for five hours by the time you get home.

### 2 VOCABULARY

- a Replace the words in *italics* with an expression in the box.
- acquire   rusty   brush up   get to grips with  
hold a conversation   immerse yourself in   struggle with
- Sally really used to *have problems with* phrasal verbs.
  - The best way to learn is to *get to know fully* the culture.
  - Vladimir is amazing, he can *talk* with anyone in English.
  - How do young children *learn* their first language?
  - I'd better *improve* my French before the trip.
  - I can't *understand the complexities of* German grammar.
  - Mum's schoolgirl Spanish must be *worse than it was*.
- b Complete the missing letters in each word.
- Her popularity with teens has been on a r\_\_\_\_\_d rise.
  - Even a s\_\_\_\_\_e change in his hairstyle gets comments.
  - There has been a steady s\_\_\_\_\_t toward part-time work.
  - This will not result in a l\_\_\_\_\_g change.
  - Black jeans are on the w\_\_\_\_\_y out.
  - The o\_\_\_\_\_g changes are affecting productivity.
  - Perhaps the benefits will not be p\_\_\_\_\_e for a while.

### 3 WORDPOWER Idioms: Body parts

- a  1,2,3 Complete the idioms with the words in the box. Listen and check.
- shoulders   hands   tooth   nose   tongue   head   neck
- Mark obviously **has a** \_\_\_\_\_ **for** business investment; he has never lost us any money yet.
  - I walked across to the photographers, shouting and yelling. I completely **lost my** \_\_\_\_\_.
  - Colleagues regard Mika as **a safe pair of** \_\_\_\_\_ who can be relied upon to step in when required.
  - It may happen, but I certainly wouldn't **stick my** \_\_\_\_\_ **out** and promise anything.
  - After five years training for this event, he's **head and** \_\_\_\_\_ **above** the competition.
  - I had to **bite my** \_\_\_\_\_ when my manager took credit for my work.
  - I will **fight** \_\_\_\_\_ **and nail** to prevent any scheme which threatens local livelihoods.
- 
- b Match idioms 1–7 in 3a with definitions a–g.
- a ☐ take a risk


b ☐ try very hard to overcome opposition and get something you want

c ☐ be good at finding a specific thing

d ☐ stop yourself from saying something

e ☐ lose control of your behaviour

f ☐ someone other people trust to do a good job

g ☐ be a lot better than other competitors
- c Complete the idioms from 3a in these questions.
- In what situations do you think it's important to \_\_\_\_\_ out?
  - Who do you know who's got \_\_\_\_\_ for something?
  - Who's an actor you think is \_\_\_\_\_ above most others?
  - How do you react if someone you know loses \_\_\_\_\_ in front of you?
  - What's something you would fight \_\_\_\_\_ to prevent?
  - In what situations do you think people should \_\_\_\_\_ tongues?
  - Who do you know who's a \_\_\_\_\_ in an emergency?
- d  Discuss the questions in 3c.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.  
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"/> |