

# 4

## Language

### 4.1 LEARNING LANGUAGES

#### IN THIS UNIT

##### GRAMMAR

- future forms
- first conditional

##### VOCABULARY

- language learning
- phrasal verbs (2)
- British and American money idioms
- language style

##### SCENARIO

- accepting and rejecting ideas, considering consequences
- selecting an English language programme

##### STUDY SKILLS

- describing tables and charts

##### WRITING SKILLS

- a report



*A different language is a different vision of life. Federico Fellini, 1920–1992, Italian film-maker*

#### VOCABULARY

##### LANGUAGE LEARNING

**1** Work with a partner. Discuss how similar you think these activities are to learning a language.

driving a car  
playing a musical instrument  
playing/doing a dangerous sport  
painting/drawing  
dancing the tango, waltz, etc.  
playing a board game (e.g. backgammon, chess, Monopoly)

*Learning to drive is similar because you need to practise a lot.*

**2** What sort of people do you think make the best language learners?

**3** Complete the statements with the words in the box. Which ideas do you agree with?

bilingual native slang accent second grammar  
dialects false friends pronunciation

- 1 Organised and logical people find it easy to learn \_\_\_\_ rules.
- 2 Musical people find it easy to develop accurate \_\_\_\_ and a good \_\_\_\_.
- 3 Extroverts find it easy to communicate in their \_\_\_\_ language and so often find it easy to learn to speak a \_\_\_\_ language fluently.
- 4 Flexible people can adapt to different \_\_\_\_\_. (The way a language is spoken in different areas.)
- 5 People who are \_\_\_\_ already know two languages so learning one more is very easy.
- 6 Learners of languages should make an effort to learn informal phrases, everyday expressions and even \_\_\_\_\_.
- 7 Words that look the same or familiar in different languages but have different meanings are called \_\_\_\_\_. This makes learning to use them properly very difficult.

#### READING

**4a** Look at the text. Where does it come from? What is its purpose?

**4b** Read the text quickly. Who is it aimed at?

- a foreign language speakers
- b native English speakers
- c people who want to speak English as a foreign language
- d business people

**4c** Read the text again. Are these sentences true, false or not given?

- 1 You will receive a certificate at the end of the course.
- 2 There are tests to check your progress during the course.
- 3 English is one of the languages offered.
- 4 You will become fluent in six weeks.
- 5 There are support materials in English.

**5 Evaluating the success of a text** How effective do you think the text is in achieving its aim? Would you sign up for a course? If not, how could you improve the text to make the courses sound more attractive?

## VOCABULARY

### PHRASAL VERBS (2)

**6a** Look at the phrasal verbs highlighted in the text and match them with their meanings below.

- 1 make as much progress as others
- 2 learn easily
- 3 understand
- 4 make less progress than other people
- 5 survive
- 6 disappoint/fail
- 7 start doing something, e.g. a new activity
- 8 become successful very fast
- 9 give benefits

**6b** Complete the sentences about your English studies. Then compare your answers with a partner.

- 1 I can get by in \_\_\_\_\_ (language) when I am abroad.
- 2 I would like to stop learning English and take up \_\_\_\_\_.
- 3 I catch on quickly when my teacher \_\_\_\_\_.
- 4 It took me \_\_\_\_\_ (weeks/months/years) to pick up the basics of \_\_\_\_\_.
- 5 I find it difficult to keep up with my work/homework because \_\_\_\_\_.
- 6 The aspect of my English which lets me down is \_\_\_\_\_.
- 7 I'm falling behind in \_\_\_\_\_. I'm going to have to work hard to catch up.
- 8 One thing I can do to help my level of English really take off is \_\_\_\_\_.
- 9 Learning English will pay off for me when \_\_\_\_\_.

## SPEAKING

**7** Work in small groups to discuss the following.

- 1 English is an international language because it is easy to learn.
- 2 Language is the most important part of cultural identity.
- 3 Everyone should learn at least one foreign language.
- 4 A government has a duty to protect its country's language.
- 5 The world would be a better place if everyone spoke the same language.



## Not Only English Spoken Here!

- Do your foreign language skills **let you down** when you travel abroad?
- Are you **falling behind** in your career?
- Would you like to make new friends?
- Do you want to learn about other cultures?

If you answered 'yes' to any of the above, then you need **Learn Fast**, the all-inclusive foreign language course.

At school you may have found foreign language learning confusing, but don't worry – our fully-supported courses will teach you the language you need for every situation. Our accelerated learning system means that we can guarantee that within six weeks you will **pick up** the basics of any language you choose. Pretty soon you will be able to do much more than just **get by**. You will become fluent and able to hold intelligent conversations with native speakers. Soon your language level will really **take off** as you begin to master the language.

All aspects of the language are covered – reading and listening, grammar and vocabulary development and pronunciation work to perfect your accent. An online tutor

and workbook will answer your grammar questions, and there are also regular tests as part of the course.

Slow to **catch on**? Not with our special system which is designed with the non-language learner in mind. We offer a series of online resources and apps for mobile learning, together with a writing skills support package. Extensive notes in English make learning easier and faster.

Now, more than ever is the time to **take up** a new language. It will open up a new world for you and help you **keep up with** the bilingual high flyers. This is an investment which will **pay off** immediately and for the rest of your life.

**Don't delay ... Do it today!**

Choose from the following: French, Spanish, German, Italian, Portuguese, Polish, Russian, Arabic, Japanese, Chinese.

All levels from beginner to advanced.

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For more information visit our website at: [www.learnfast.edu](http://www.learnfast.edu)

## LISTENING

1 Which variety of English is more popular in your country, British or American English, or another variety? Which variety of English would you prefer to learn?

2a **4.1** Listen to two friends at university, Henri and Fabio, talking on the phone. What is the reason for the phone call?

2b Listen again and complete the sentences. Use the word in brackets to help you.

- 1 Fabio is going to finish his essay \_\_\_\_\_. (when?)
- 2 Henri is going to finish his essay \_\_\_\_\_. (when?)
- 3 Fabio is going to the cinema with \_\_\_\_\_. (who?)
- 4 Fabio is going to the cinema on \_\_\_\_\_. (when?)
- 5 Henri's presentation is on \_\_\_\_\_. (when?)
- 6 Henri and Fabio will see each other at the lecture \_\_\_\_\_. (when?)

## GRAMMAR

## FUTURE FORMS

3a Look at Audio script 4.1 on page 167. Underline all the ways of expressing the future that you can find.

3b Look at your underlined examples in the Audio script and find an example of:

- 1 a prediction about the future
- 2 a decision made at the time of speaking
- 3 an intention for the future
- 4 a fixed arrangement, plan or programme

3c Complete the rules with *will*, *going to* or the present continuous.

- 1 We use \_\_\_\_\_ to talk about unplanned decisions and promises that we make at the time of speaking, and to make predictions about the future.
- 2 We use \_\_\_\_\_ to talk about fixed future arrangements, usually involving other people.
- 3 We use \_\_\_\_\_ to talk about plans or intentions (something which you have already decided).

→ Language reference and extra practice pages 132–133

4 Work with a partner. Look at part of another conversation between Henri and Fabio. Choose the best answer and discuss the reasons for your choice.

- FABIO: I've made a decision. <sup>1</sup>*I'm going to take* / *I'll take* a Master's Course in Communication. The course <sup>2</sup>*will challenge* / *is challenging* me, but I think I can manage it. What about you?
- HENRI: Not sure. I haven't made any arrangements yet, but I think <sup>3</sup>*I'm taking* / *I'll take* a postgraduate course. <sup>4</sup>*I'm not knowing* / *I won't know* my exam results till the end of August. <sup>5</sup>*I'm probably deciding* / *I'll probably decide* then.
- FABIO: Sounds good. Oh, I've arranged to meet Richard on Wednesday for band practice. <sup>6</sup>*We're meeting* / *We'll meet* at 5 p.m. Do you want to join us?
- HENRI: Sorry, but <sup>7</sup>*I'm playing* / *I'm going to play* tennis with Fran then.
- FABIO: OK, how about going for a coffee now?
- HENRI: Sorry, I'm so tired. I think <sup>8</sup>*I'll go* / *I'm going* home now.

## READING

5a **Identifying genres** Quickly read the texts and match them to the following genres.

- a an online university prospectus/brochure
- b an online debate
- c a factual newspaper article

5b Read the three texts again and match the following endings to the texts. What helped you make your decision?

- a I think the differences in spellings, dialects and regional idioms increase the beauty of the language. We cannot regulate English. It is constantly evolving.
- b Our lively Chinese language club celebrates the Chinese New Year and is one of the most active student clubs on campus.
- c And, perhaps a little less glamorously, it is the official language of air safety instructions and air traffic control.

5c Answer these questions about the texts.

- 1 What do the following numbers refer to: 400m, 600m, 2bn, 1bn, 19?
- 2 What areas does English dominate?
- 3 Why should you study Chinese?
- 4 Why does the first writer in the debate want American English to be adopted?
- 5 Why does the second writer in the debate prefer British English?

1 English is the native language of about 400m people and is spoken, with some degree of fluency, by perhaps another 600m.

The number actively engaged in learning it is rapidly heading towards 2bn. And though there are more people on the planet who speak no English than there will be fluent speakers, the vitality of the language seems obvious.

There are certain inescapable facts about the global role of English. It dominates diplomacy, trade and shipping, as well as the entertainment industry and youth culture. It is the lingua franca of computing and technology, of science and medicine, and it is prominent in international business and academia. It is the working language of the United Nations.

by Henry Hitchings



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## Why study Chinese?

### 为什么学习中文和中国文化?

China has the longest continuous culture surviving from ancient times and will soon become the largest economy in the world. China is the world's largest nation and Mandarin Chinese is spoken by over one billion people, making it the most widely-spoken first language in the world.

Mandarin Chinese is not only spoken in the People's Republic of China and Taiwan. It is also spoken in the Chinese communities of Brunei, Indonesia, Malaysia, Mongolia, the Philippines, Singapore and Thailand.

Our Chinese Studies degree will give you a broad understanding of Chinese culture through study of its language, history and literature, and includes a year at a top Chinese university in Beijing or Shanghai.



3

## EF English Forum

This month's online debate:

**Motion:** The English-speaking world should adopt American English

**Comments from the floor:**

Look at the influence of American English in films, TV, music, the web and advertising. There are advantages to standardising international communication. It is time for American English to be adopted by the English-speaking world. This would make communication easier.

I love the sound of the English spoken on the BBC. I want to learn British English because my favourite authors are the 19th century British writers. I also love Shakespeare.

British and American English are not the only varieties of English out there. What about all the Australians, Canadians, South Africans, Irish and New Zealanders? I think some form of Indian English will almost definitely become the most spoken version of English soon.

## VOCABULARY

## BRITISH AND AMERICAN MONEY IDIOMS

## 6a Complete the idioms with the words in the box.

broke pass rip tighten million splash  
spending cheapskate

- If you \_\_\_\_\_ the buck, you make someone else responsible for something you should deal with.
- If you are \_\_\_\_\_, it means you have no money.
- If you look like a \_\_\_\_\_ dollars, you look wonderful.
- If you are a \_\_\_\_\_, you do not like spending money.
- If you go on a \_\_\_\_\_ spree, you spend a lot of money in a short time.
- If you \_\_\_\_\_ out on something, you spend a lot of money on something.
- If you \_\_\_\_\_ your belt, you spend less money than you used to.
- If you \_\_\_\_\_ someone off, you charge them too much money.

## 6b 4.2 Listen to the sentences above and check your answers.

## 7 Work with a partner and ask and answer these questions.

- When was the last time you went on a spending spree?
- When was the last time you looked like a million dollars?
- What was the last thing you splashed out on?
- Have you ever been broke?
- Why are tourists sometimes ripped off?
- Is it always a bad thing to pass the buck?
- Would you keep a friend if they were a cheapskate?
- If you had to tighten your belt, what could you give up?

## SPEAKING

## 8a You are going to hold a debate about British and American English. This is the motion:

The English-speaking world should adopt American English.

## Divide into two groups to prepare the arguments.

**Group A:** look at page 156 and prepare arguments for the motion.

**Group B:** look at page 159 and prepare arguments against the motion.

## 8b Now hold the debate. Follow the debate procedure.

- The spokesperson from Group A speaks for the motion.
- The spokesperson for Group B speaks against the motion.
- Other people from both groups can speak and give their opinions for or against.

## 8c Now vote on the motion (for or against) and decide which group has won the debate.



## MEET THE EXPERT

Watch an interview with Henry Hitchings, author of *Language Wars*, about English as a global language. Turn to page 151 for video activities.

## LISTENING

**1a 4.3** Richard Falvey works at the British Council and is talking about using correct and appropriate language online and face-to-face. Listen to the first part of the interview and answer the questions.

- 1 What is the British Council?
- 2 Complete the following list of organisations that Richard develops partnerships with: charities, non-governmental organisations, educational institutions, \_\_\_\_\_/ \_\_\_\_\_
- 3 What two things are key to building trust?

**1b 4.4** Listen to the second part of the interview and complete these extracts.

- 1 Firstly, Who's your \_\_\_\_\_?
- 2 Secondly, how well do you \_\_\_\_\_ them?
- 3 Thirdly, how much do they know about the \_\_\_\_\_?
- 4 And finally, what is the \_\_\_\_\_ you want? What do you want them to do as a result of your \_\_\_\_\_?

**1c 4.5** Listen to the third part of the interview and make notes. Give at least one example of each of the following.

- 1 how to avoid confusion
- 2 how to avoid losing trust
- 3 how to get the register right

**2** Work with a partner to discuss these questions.

- 1 Have you ever upset anyone by your use of language (face to face or online)? What happened?
- 2 Has anyone upset you by their use of language? How did you feel?

## VOCABULARY

## LANGUAGE STYLE

**3a** Look at Audio script 4.5 on pages 167–168 and find these words. Then match them with their meanings.

- 1 formal
  - 2 informal
  - 3 register
  - 4 context
  - 5 appropriate
  - 6 humorous
  - 7 polite
  - 8 familiar
  - 9 medium
- a friendly
  - b speaking in a way that shows respect for other people
  - c a way of communicating information or ideas
  - d funny
  - e situation
  - f suitable for a particular time or situation
  - g suitable for ordinary and relaxed situations
  - h suitable for serious occasions
  - i a way of speaking or writing which you use when you are in a particular situation

**3b** Work with a partner and use some of the words in Exercise 3a to talk about the language you use and how you talk to the following people.

- very close friends
- colleagues
- your parents
- a school principal / your boss

## READING

**4 Identifying main ideas** Read the list of tips on how to avoid mistakes online and choose the most suitable heading for each tip.

- a Watch your language
- b Use secure passwords
- c Don't share personal information
- d Use privacy settings
- e Reply to all?
- f Keep all tagged photos private

**5** Read the text again and match the mistakes to Tips 1–6. There are two extra mistakes.

Someone:

- a sent a tweet using abusive language.
- b included someone on an email that they should not have.
- c posted too frequently on Facebook.
- d posted embarrassing photos.
- e included their boss on their LinkedIn site.
- f made a spelling mistake on a job application.
- g used their birthday as a password.
- h gave too much personal information.

**6** Work with a partner to discuss these questions.

- 1 Have you ever done anything online that you have regretted?
- 2 How many social media sites do you use regularly?
- 3 How worried are you about how the information about you online might be used?
- 4 Should you always use correct spelling and grammar in emails, Facebook, Twitter and texts?
- 5 What do you think of people who post all the time on Facebook?





# How to avoid MISTAKES ONLINE

## TIP 1

Remember that if you post personal information online, you could lose control of it. A friend of mine posted photos of us on holiday. He put them on Facebook with some inappropriate comments, and they were very embarrassing. I'm friends with my boss and she saw them. She was not impressed at all. A lot of young people post embarrassing pictures for fun, but I know someone who lost their job because of this.

## TIP 2

My son was not careful about posting and sharing personal information. He revealed his date and place of birth, phone number and home address. He even told his friend where the spare set of keys were hidden. Needless to say, our home was broken into! If you share personal information online, be careful and don't share information that can help people steal your identity or find out where you live. Don't accept every request to become a friend.

## TIP 3

Be careful when you click 'Reply to all'. If you reply to everyone in a message group, then everyone in that group will read that email. This is quite a common mistake and can ruin relationships with friends and colleagues. I once included my boss on an email she should not have seen. So, take extra care when you respond, and on Facebook do not get confused between posting on a wall and sending a private message.

## TIP 4

Every site allows you to choose your privacy settings. Decide how visible you want your profile, contacts, photos and videos to be and then learn how to set the the right level of control. Familiarise yourself with the sites' policies about information you post. My sister had her boss on her LinkedIn site but showed herself as LOOKING FOR WORK on the site. Her boss was not impressed.

## TIP 5

If you include letters, numbers and punctuation in a password, it will be hard to break. Use different passwords for different accounts and don't choose your birthday like my friend did. Never share your password with anyone. If someone wants to steal your identity, they might look at your social media pages. So do not post a picture with your pet's name on your Facebook page if this is a secret word you share with your bank.

## TIP 6

If you want to create a good impression, proofread your writing. Even better, get someone else to check what you have written. There's nothing worse than a silly spelling or grammar mistake. And check that your language is appropriate. I usually reject candidates if they make spelling mistakes on their job applications.

## GRAMMAR

### FIRST CONDITIONAL

7 Look at the highlighted first conditional sentences in the text. Complete these statements about the first conditional using the words in the box.

will present simple imperative real could might

- We use the first conditional to talk about \_\_\_\_\_ possibilities in the future.
- In the *if*-clause we can use the \_\_\_\_\_.
- In the main clause we can use modals like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, but we can also use the \_\_\_\_\_ to give advice.

8 Complete these sentences using your own ideas.

- If I pass my exams, \_\_\_\_\_.
- If I show you how to use Twitter, \_\_\_\_\_?
- What \_\_\_\_\_ if I press this key?
- If it's nice weather, \_\_\_\_\_.
- If it rains, \_\_\_\_\_.
- If I go to London, \_\_\_\_\_.
- \_\_\_\_\_, we will miss the plane.
- If my computer crashes, \_\_\_\_\_?

→ Language reference and extra practice pages 132–133

9a Write a list of tips on how to avoid making mistakes online. Use the first conditional beginning with *if* and an imperative.

*If you share personal information, be careful.*

9b Compare your list with a partner.

## SPEAKING

10a Work with a partner and choose a topic from the following list: social network sites, email, instant messaging, texting. Make a list of Dos and Don'ts. For example, here is a list for emails:

DOS	DON'TS
<ul style="list-style-type: none"> <li>Get to the point quickly.</li> <li>Fill in the subject line.</li> <li>Use appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Use poor grammar and spelling.</li> <li>Reply to all without checking.</li> <li>Use all capital letters for a word. (It reads like you're 'shouting'.)</li> </ul>

10b Now swap your list with another pair and evaluate their list. Which Dos and Don'ts do you think are the most useful?

## SITUATION

## 1 Read the situation below and answer the questions.

- 1 Why does IMA need an English language programme?
- 2 Which staff will it focus on in its language training?

International Medi-Aid (IMA), based in Florence, Italy, is a charity which provides medical aid to many countries. Recently the management decided that English will be the working language of the organisation. The Human Resources department of IMA will start by organising English language training for 200 staff at Head Office. It will prioritise those who are in most need of training.

2a Read the extract from a report from a member of the HR department at IMA. What are the two problems concerning the language programme?



2b In small groups, discuss and make notes on the advantages and disadvantages of each proposal, from the point of view of both the staff and the charity.

3a 4.6 Listen to three members of the HR department, Claire, Frank and Sophia, talking about the English language training programme. What three topics do they discuss?

3b Listen again and answer the questions.

- 1 What will the HR members do before deciding about one-to-one classes and British and American English?
- 2 Why do they decide to run classes for Administrative staff?

## REPORT: RESULTS

Here are the results of the survey of the staff's English language ability that I carried out recently.

NUMBER	ENGLISH LANGUAGE ABILITY			
	EXCELLENT	GOOD	FAIR	POOR
Directors (14)	4	2	2	6
Senior staff (26)	8	6	5	7
Fundraisers (30)	6	2	10	12
Medical staff (32)	10	7	3	12
Administrative staff (98)	36	15	25	22

We need to keep any training costs low as the budget for language training for the first year is only €150,000. There are five possible ways of providing English language training. However, we do not agree on the best programme. These are the proposals, with estimated costs.

- **Proposal 1:** Send staff to a language school close to Head Office.  
**Cost:** 10 participants on a four-week course (20 hours a week) = €20,000.
- **Proposal 2:** Hire two English language instructors to give courses at Head Office.  
**Cost:** 10 participants on a four-week course (20 hours a week) = €8,000.
- **Proposal 3:** Hire a language expert to plan and set up courses online for staff.  
**Cost:** no information at present, but this could be expensive – at least €40,000
- **Proposal 4:** Send groups of staff to the UK or USA for a crash course.  
**Cost:** for a two-week course (30 hours per week) + air fare + accommodation = €5,000 per employee for the UK, €7,000 for the US
- **Proposal 5:** Provide one-to-one English language training at Head Office. **Cost:** €80 per hour





### KEY LANGUAGE

ACCEPTING AND REJECTING IDEAS, CONSIDERING CONSEQUENCES

**4a** Look at the expressions below and match each group to one of these headings: Accepting ideas, Rejecting ideas, Considering consequences.

**Group 1:** \_\_\_\_\_

Let's think this through.

If we do that, what will happen?

What will the effects be?

**Group 2:** \_\_\_\_\_

I think you're right.

It's an interesting thought.

That's a great idea.

**Group 3:** \_\_\_\_\_

Mmm, I don't know about that.

I'm afraid I don't like the idea.

I'm not in favour of it.

**4b** Listen again and tick (✓) the expressions you hear. Then look at Audio script 4.6 on page 168 and find one other expression for each category.

### TASK

SELECTING AN ENGLISH LANGUAGE PROGRAMME

**5a** Work in groups of four. You are members of the Human Resources department of IMA and are going to decide on the English language programme.

**Student A:** turn to page 156.

**Student B:** turn to page 161.

**Student C:** turn to page 163.

**Student D:** turn to page 155.

**Follow this procedure.**

- 1 Discuss the options for English language training. Try to persuade the members of your group that your option is the best. You want the charity to spend most of the budget on your option.
- 2 Listen to all the arguments. Then, as a group, agree on the English language programme for the first year.

**5b** Present your group's programme to the class. Then vote on the best as a class.



## STUDY SKILLS

## DESCRIBING CHARTS AND TABLES

**1** Where do you usually see charts and tables in your everyday life? How often do you need to look at or use them? For what reasons?

**2** Match the percentages and the fractions.

- |         |                                |
|---------|--------------------------------|
| 1 67%   | a just under a quarter         |
| 2 32%   | b just over two thirds         |
| 3 75%   | c slightly less than a third   |
| 4 23%   | d just over half               |
| 5 52%   | e (exactly) three quarters     |
| 6 48%   | f more than three quarters     |
| 7 80%   | g approximately three quarters |
| 8 74.5% | h almost half                  |

**3** Answer the questions.

- Which of the following is a *majority*?  
a 32%    b 24%    c 77%
- Which of the following is a *minority*?  
a 21%    b 83%    c 91%

**4** Look at the table showing results from 100 student questionnaires at a university language centre last year and this year on student satisfaction in two areas: teaching and facilities (buildings, rooms, equipment).

	Teaching		Facilities	
	Last year	This year	Last year	This year
Very satisfied	51	65	32	10
Satisfied	24	24	38	52
Quite satisfied	10	6	20	25
Not satisfied	12	2	8	12
No opinion	3	3	2	1

Look at the results for last year. Are these statements true or false? Correct the false statements.

- Approximately half the students were very satisfied with the teaching.
- Ten percent of the students were quite satisfied with the facilities.
- Just under two thirds of the students were very satisfied with the facilities.
- Almost a quarter of the students were satisfied with the facilities.
- The majority was very satisfied or satisfied with teaching and facilities.
- A small minority had no opinion about teaching and facilities.
- More than a quarter weren't satisfied with the teaching and facilities.

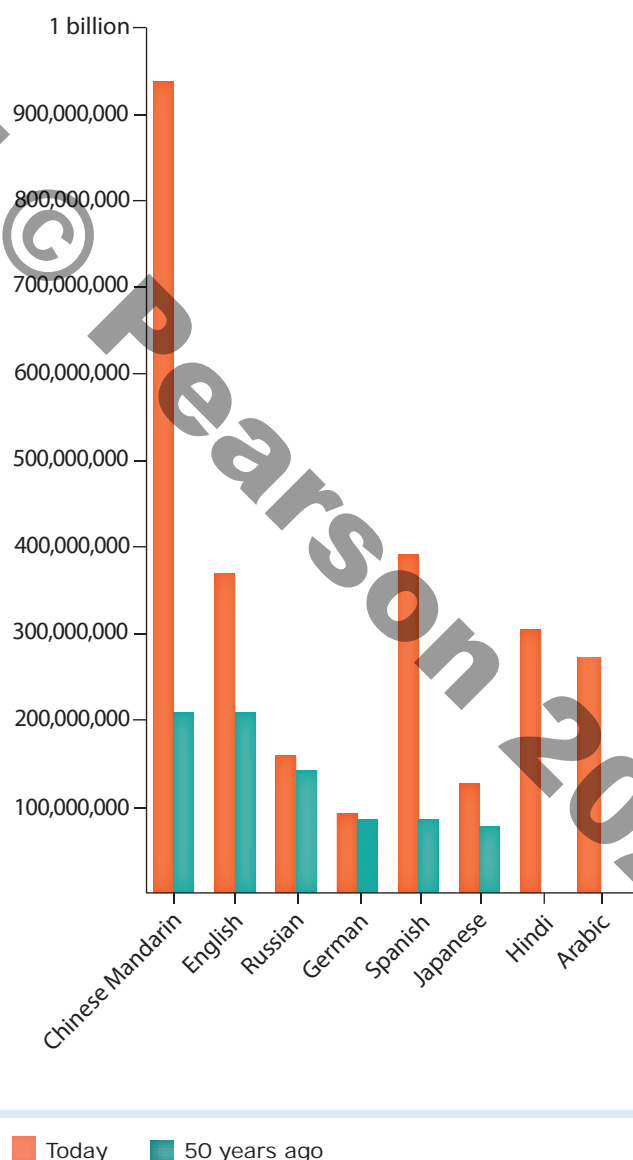
**5** Look at the results for this year. Work with a partner and write some true/false statements like in Exercise 4. Give them to another pair to answer, then check their answers.

*This year almost two thirds of students were very satisfied with the teaching.*

**6** Look at the chart below for 20 seconds and choose the best summary.

- This chart shows the number of native and second language speakers of some different languages.
- This chart shows the percentage of speakers of a number of different languages over some years.
- This chart compares the number of native speakers of important world languages at two different points in time.
- This chart shows some changes in eight languages and the number of native speakers from fifty years ago and now.

Approximate number of native speakers of languages 50 years ago and today



**7 Complete the report with the words and phrases a–g.**

- a the approximate number      e however  
 b approximately                f over the period  
 c a significant increase      g overall  
 d there were no figures given

The bar chart shows <sup>1</sup> \_\_\_\_\_ of speakers of different languages in the world now and fifty years ago. <sup>2</sup> \_\_\_\_\_, the chart demonstrates that the number of speakers of all languages have increased over the period.

Fifty years ago there were <sup>3</sup> \_\_\_\_\_ 200 million speakers of Chinese. This has increased to the present figure of almost a billion. There were also 200 million speakers of English fifty years ago, but this figure has only increased to 370 million.

In addition, there has been <sup>4</sup> \_\_\_\_\_ in the number of Spanish speakers from 100 million fifty years ago to around 400 million today. Similarly, there were increases in the number of Russian and Japanese speakers. In contrast, there were 100 million speakers of German fifty years ago, but this figure has remained almost the same <sup>5</sup> \_\_\_\_\_.

<sup>6</sup> \_\_\_\_\_ for speakers of Hindi and Arabic fifty years ago.

<sup>7</sup> \_\_\_\_\_, at present there are about 300 million speakers of Hindi and 280 million speakers of Arabic.

**WRITING SKILLS****A REPORT**

**8a** You have been asked to write a report for a university lecturer describing the information shown in the chart on the right. In pairs or small groups, answer these questions.

- What percentage of the population of Australia uses English as a first language?
- Which country has the highest percentage that uses English as a second language?
- Which country in the chart has the highest combined percentage of speakers of English?

**8b** Look at the other countries in the chart and make statements about their use of English as a first and second language.

**9a** Look at the chart again and complete the sentences.

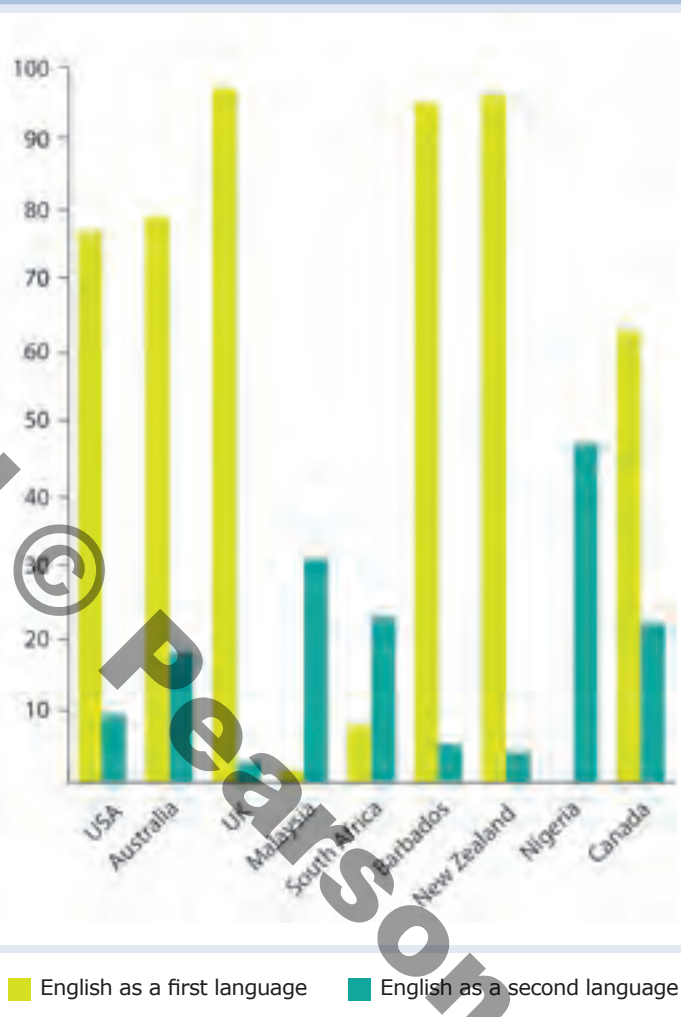
- ☐ In Malaysia almost a third of the population ...
- ☒ There were no figures given for ...
- ☐ Overall, the chart demonstrates that six countries in the chart have a majority of ...
- ☒ This chart shows the percentage of people from a number of countries who ...
- ☐ The country with the lowest percentage of speakers of English as a first language ...
- ☐ In South Africa, just under a quarter of ...
- ☐ It is also interesting that in Barbados and New Zealand ...
- ☐ Compared to the 97% of speakers of English as a first language in the UK, in the USA the percentage ...
- ☐ The percentage of speakers of English as a second language in the USA is approximately the same as ...

**9b** Put the sentences in a logical order. The first and last have been numbered.

**10** Look back at the report in Exercise 7. Underline the linkers (e.g. *however*).

**11** Write a report about the information in the chart in Exercise 8. Use your sentences from Exercise 9 and link them where you can. Use the report in Exercise 7 as a model.

**Percentage of population using English as a first or second language**





## GRAMMAR

## G1 FUTURE FORMS

## WILL

Use *will* ('ll) to:

- make decisions and promises at the time of speaking.  
*He hasn't arrived yet, so we'll just have to go without him.*  
*Sorry, I'm a bit busy. I'll call you back in five minutes.*
- make predictions about the future.  
*Don't worry, I'm sure you'll pass your exam.*

We often introduce the *will* future with words and expressions like *think*, *probably*, *it's (un)likely*, *I'm certain*.

*I (don't) think you'll be able to learn Spanish.*  
*They'll probably call us before they leave.*  
*It's (un)likely that we'll stop for a meal somewhere.*  
*I'm certain Rachel will be there.*

## GOING TO

Use *going to* to talk about plans or intentions (something which you have already decided).

*We're going to visit my friends next week.*  
*They're going to watch a film tonight.*

## THE PRESENT CONTINUOUS

Use the present continuous to talk about fixed future arrangements, usually involving other people.

*I'm meeting Peter at the cinema at seven.*  
*Nobody else is coming to the party.*

## G2 FIRST CONDITIONAL

Form the first conditional in the following way:

**if-clause** + **main clause**  
*if* + present simple *will/may/might/should*, etc.  
*If people only learn English at school, other languages will die out.*  
*If you come to my house first, we can go together.*  
*If he asks you for help, you should say 'yes'.*

We don't use *will* in the *if*-clause.

*If people will only learn English at school, other languages die out. ✗*

Use the first conditional to talk about real possibilities.

*If they don't hurry, they'll miss the plane!*  
*I'll revise more if it helps me pass the exam.*

We can put the main clause first. If we do this, we don't use a comma.

*I might buy a car if I save enough money.*

## UNLESS

*Unless* means the same as *if not*.

*Unless we protect languages, they'll become extinct.*  
= *If we don't protect languages, they'll become extinct.*

! We don't use a negative structure in the *unless*-clause.

*Unless we don't protect languages, they'll become extinct. ✗*

## WHEN AND AS SOON AS

*When* and *As soon as* can replace *if* in the first conditional. We use them when we are very certain that something will happen.

*When they arrive, call me and I'll meet them.*

*As soon as they arrive, we'll start the meeting.*

! We never use a future tense with these time expressions.

*When the train will arrive, I'll give you a call. ✗*

## KEY LANGUAGE

## KL ACCEPTING AND REJECTING IDEAS, CONSIDERING CONSEQUENCES

## ACCEPTING IDEAS

*I think you're right.*  
*It's an interesting thought.*  
*That's a great idea.*  
*OK, good idea.*  
*Mmm, maybe you're right.*  
*Mmm, well, yes.*  
*That's a good point.*  
*Yeah, right.*

## REJECTING IDEAS

*(Mmm,) I don't know about that.*  
*I'm not sure about that.*  
*I'm afraid I don't like that idea.*  
*I'm not in favour of it.*

## CONSIDERING CONSEQUENCES

*If we do that, what will happen?*  
*What will the effects be?*  
*Let's think this through.*  
*OK? What's the problem?*  
*Maybe, but think about the consequences if we leave them out.*

## VOCABULARY

## V1 LANGUAGE LEARNING

accent, bilingual, dialect, false friend, foreign language, grammar, native (adj), pronunciation, second language, slang

## V2 PHRASAL VERBS

catch on, fall behind, get by, keep up with, let down, pay off, pick up, take up, take off

## V3 BRITISH AND AMERICAN MONEY IDIOMS

go on a spending spree  
look like a million dollars  
splash out on  
be broke  
rip (someone) off / be ripped off  
pass the buck  
a cheapskate  
tighten your belt

## V4 LANGUAGE STYLE

appropriate, context, familiar, formal, friendly, humorous, informal, medium, polite, register

**G1 1** Write the words in brackets in the correct tense: *will, going to* or *present continuous*.

- 1 A: I bought this phone here, but it doesn't work.  
B: OK. Leave it here and I \_\_\_\_\_ (look) at it as soon as I have time.
- 2 It's all arranged. We \_\_\_\_\_ (meet) at 2 p.m. in the market square.
- 3 We've discussed it and we \_\_\_\_\_ (get) married!
- 4 I don't think I \_\_\_\_\_ (do) anything on Monday. Can we meet then?
- 5 A: What do you intend to do about Lillian?  
B: We \_\_\_\_\_ (offer) her an extension on the essay.
- 6 I haven't made up my mind yet, but I \_\_\_\_\_ (probably go) to the lesson tonight.
- 7 You should go to the party. I'm certain that Frank \_\_\_\_\_ (be) there.
- 8 Thanks for the offer, but I think I \_\_\_\_\_ (stay) at home tonight.

**G2 2** Complete the second sentence so that it has a similar meaning to the first, using the words given.

- 1 If you don't revise, you won't pass your exams.  
If you revise, \_\_\_\_\_.
- 2 If we see your teacher, we should ask him for the correct answer.  
We should ask your teacher for the correct answer when \_\_\_\_\_.
- 3 The world might only have one or two languages in the future if we don't protect them.  
The world might only have one or two languages in the future unless \_\_\_\_\_.
- 4 I won't go if you don't go.  
I won't go unless \_\_\_\_\_.
- 5 I'll be there at about 5 p.m. unless there's lots of traffic.  
If \_\_\_\_\_, I'll be there at about 5 p.m.
- 6 We'll go for coffee as soon as the class ends.  
When \_\_\_\_\_.
- 7 I'll give you a call if I'm not busy this afternoon.  
Unless \_\_\_\_\_, I'll give you a call.
- 8 You shouldn't go out so much if you don't have much money.  
If you don't have \_\_\_\_\_ stay in.

**KL 3** Complete the words in the conversation.

- A: So we all agree our staff need English lessons. But the problem is when? What about at lunch time?  
B: No, I'm not <sup>1</sup>s\_\_\_\_\_ about that. Staff won't like it. They'll complain.  
C: I <sup>2</sup>t\_\_\_\_\_ you're right. When are they supposed to eat? I think after work is better.  
A: I'm <sup>3</sup>a\_\_\_\_\_ I don't like that idea. I think that will cause some problems because people finish at different times.  
B: Maybe, but think about the <sup>4</sup>c\_\_\_\_\_. If we have them during working hours, it'll cost us money.  
C: Yes, but they would work harder. Let's think this <sup>5</sup>t\_\_\_\_\_.  
A: I'm not in <sup>6</sup>f\_\_\_\_\_ of it. Money isn't the only problem. How can we have everyone joining the class in the middle of the day?

**V1 4** Match the words in the box to their definitions below.

foreign    dialect    grammar    accent    bilingual  
native

- 1 the way you say words in a language \_\_\_\_\_
- 2 from another country \_\_\_\_\_
- 3 able to speak two languages fluently \_\_\_\_\_
- 4 a way of speaking in a particular region of a country \_\_\_\_\_
- 5 from or belonging to a particular country \_\_\_\_\_
- 6 the rules of language \_\_\_\_\_

**V2 5** Choose the correct word.

- 1 When I'm nervous, my English lets me *off/down*.
- 2 Don't fall *behind/ahead* with your homework.
- 3 I have a friend who just seems to pick languages *off/up*. I think she knows six!
- 4 I can get *by/on* in Spanish – in restaurants, for example.
- 5 Children tend to catch *on/along* more quickly.
- 6 Have you ever thought of taking *off/up* Chinese?
- 7 Slow down! I can't keep up *at/with* you.

**V3 6** Match idioms a–f with situations 1–6.

- 1 We shopped and shopped for hours – I think we have everything for the house now!
  - 2 I think we can afford the holiday if we are careful with what we buy in the next couple of months.
  - 3 You look absolutely amazing – you could be a celebrity!
  - 4 I can't believe how much they charged. I have never paid that much before.
  - 5 I think I'm going to treat myself to that designer jacket.
  - 6 I don't know how I'm going to pay my bills this month – I have no money.
- a to look like a million dollars  
b to be broke  
c to splash out on  
d go on a spending spree  
e to be ripped off  
f to tighten your belt

**V4 7** Complete the text with the words in the box.

appropriate    context    formal    informal    polite  
register

In my opinion, you always need to think about the <sup>1</sup>\_\_\_\_\_ of your material and where it is going. Some social media sites appear to be <sup>2</sup>\_\_\_\_\_, but it is still important to be <sup>3</sup>\_\_\_\_\_ because you don't know who will read your posts. However, when you send emails, thinking about <sup>4</sup>\_\_\_\_\_ is very important. Even though it is an electronic message, you need to be more <sup>5</sup>\_\_\_\_\_ if you are talking to your lecturer or boss and you should make sure you are using <sup>6</sup>\_\_\_\_\_ language. For example, he/she may not be impressed if you start your email with 'Hey dude'.



## 1 PERSONALITY

**1** Discuss these questions with a partner.

- 1 What technique do actors Daniel Day-Lewis and Johnny Depp both use?
- 2 How do they prepare for roles?

**2a** Michael Gould is a British actor. Read these six topics he discusses in an interview. In what order do you think he will discuss them?

- a A technique Michael always uses
- b A technique people misunderstand
- c Companies he has worked for
- d How another actor prepares
- e How he prepared for a particular role
- f A director he has worked with

**2b** **1** Watch the interview with Michael. Put the topics in the correct order.

**3** Watch the interview again and decide if these statements are true (T) or false (F).

- 1 Method actors lose their own personalities in a role.
- 2 Michael thinks Daniel Day-Lewis is a good actor.
- 3 Daniel Day-Lewis told Michael an interesting story about acting.
- 4 Michael uses some method-acting techniques.
- 5 Psychiatrists helped Michael to understand a particular character.

**4** Work with a partner. How can acting techniques help you become a more successful language learner? Think about the various techniques that Michael talked about in the interview. How might they help you improve your English?

Michael Gould in the 2009 Royal Shakespeare Company's production of *Othello*.

## 3 WORK

**1** Work in small groups. In your opinion, which of these three industries offers the best career opportunities? Why?

- oil and gas
- banking and finance
- insurance

**2** **3** Caroline Matthews now works in one of the industries in Exercise 1 following an internship. Watch the interview with Caroline and answer these questions.

- 1 Which of the three industries from Exercise 1 does she work for?
- 2 What is the **main** purpose of Caroline's video?
  - a To say how she feels about her job
  - b To give careers advice to young people
  - c To explain how she got her job

**3a** Work in two groups.

**Group A:** Watch the video again and make notes on these questions.

- 1 Which industry did she originally want to work in?
- 2 Where can students find internships?
- 3 How does she feel about her internship?
- 4 Why are some internships difficult?

**Group B:** Watch the video again and make notes on these questions.

- 1 How did she hear about her internship?
- 2 How does she feel about the 'assessment day'?
- 3 Why does she recommend internships?
- 4 What should you do in an interview?

**3b** Compare your notes with other students in your group.

**3c** Now work in pairs (A and B) and share information with a student from the other group.

**4** Work in small groups and discuss these questions.


- 1 Have you ever had advice on your education or career? Who gave you the advice? How good was the advice?
- 2 What careers advice would you give to a university student?



## 4 LANGUAGE

### 1 Discuss these questions with a partner.

- Does your first (or main) language have many different accents or dialects? If yes, how do people in your country feel about them?
- Is your first language spoken in any other countries? Which ones?
- Is there a standard form of your first language? If yes, how do you know it is the standard form?

2  4 Henry Hitchings is an author and expert on the English language. Watch the interview with Henry. Does he believe that British English is the best language for global communication?

3a Read these six opinions from different people about the English language. Do you think Henry Hitchings would agree (A) or disagree (D)?

- 'A language belongs to every person who can speak it.'
- 'Globish is a good word for the international English that business people use.'
- 'In the future, people will learn to speak two forms of English.'
- 'Native speakers of English should simplify their language in international communication.'
- 'English will not be the only language of global communication in the future.'
- 'In the future, the most important changes in the English language will come from the USA.'

3b Watch again and check your answers to Exercise 3a. What differences are there between the sentences in Exercise 3a and Henry's opinions? What additional information does he give?

4 Work in small groups and discuss. People today speak one or more of the world's 6,000–7,000 languages. However, around 500 languages may soon become extinct.

- Is it important to have a variety of different languages in the world? Why?/Why not?
- Should governments spend money on protecting traditional languages? Why?/Why not?
- Would you learn a foreign language even if you didn't have to? Why?/Why not?




## 5 ADVERTISING

1 You are going to watch an interview with Vena Raffle, Head of Investigations at the Advertising Standards Authority (ASA) in the UK. Look again at the text on page 158. Why did the ASA ban an advertisement with American actress Julia Roberts?

2a Before you watch, what do you think Vena Raffle might talk about? Choose four topics from this list.

- What the ASA is, and why it exists
- What kind of people make complaints
- What happens to a complaint at the ASA
- Examples of bad adverts
- The name of a specific company (e.g. Lancôme)
- Advice on how to make a good advert
- The future of the ASA

2b  5 Watch the interview. Which four topics above did Vena discuss? What can you remember about each one?

3a Match these key words from the interview with their meanings 1–5.

claim	council	department	evidence	ruling
-------	---------	------------	----------	--------

- a group of people that are chosen to make rules, laws or decisions, or to give advice
- acts or signs that show clearly that something exists or is true
- a statement that something is true
- an official decision
- one of the groups of people who work together in a particular part of a large organisation such as a university or company

3b Watch again and make notes to help you complete these sentences.

- If the complaint is quite simple, the \_\_\_\_\_ Department will deal with it.
- If the council agrees with a report from Vena's department, \_\_\_\_\_ will be made.
- If an advert is misleading, it will be \_\_\_\_\_ to make a decision.
- If an advertiser does not \_\_\_\_\_, the ASA will put a ruling on their website.

4 Work in small groups. In your opinion, why might a company choose to make an advert that they know will offend some people?





## LESSON 3.4 EXERCISE 8 (PAGE 33)

### INTERVIEWERS

#### Evaluation sheet

Name of candidate .....

For each category, write a number from 1 to 5.  
(1 = excellent, 5 = poor)

- 1 Personality (outgoing? friendly?)
- 2 Communication skills (good? poor?)
- 3 Enthusiasm (enthusiastic? energetic? motivated?)
- 4 Experience (experienced? lacks enough experience?)
- 5 Answers to questions

Overall quality of candidate .....

## LESSON 4.2 EXERCISE 8A (PAGE 39)

### GROUP A

Here are some notes to help you prepare for the motion:  
The English-speaking world should adopt American English.

- American spelling easier
- American bigger influence – films, TV, music, youth culture
- One English form – makes communication easier, and easier for students
- America largest economy in world

## LESSON 4.4 EXERCISE 5A (PAGE 43)

### STUDENT A

You think the best option is to send as many staff as possible to the language school near Head Office. Try to persuade the other members to accept your ideas. Use the ideas below and your ideas from Exercise 2b.

- Staff will be away from their offices so they can focus on learning English without interruptions.
- The courses are not expensive.
- The teachers are well trained and professional.
- You do not want English classes at Head Office because staff won't attend regularly.

## LESSON 12.3 EXERCISE 8 (PAGE 121)

### STUDENT C

Martha Smith is seventy-five years old and walks her dog by the lake every morning. She found the body and police have not been able to find any connection between her and the victim. She was a judge before she retired and is a well-respected member of the community.

## LESSON 5.1 EXERCISE 7A (PAGE 47)

### STUDENT A



## LESSON 5.3 EXERCISE 8A (PAGE 51)

### FATHER

You understand that your son wants a cool, fast bike, but you don't want to pay a lot of money. However, you think that the smallest, cheapest bike is too small.

## LESSON 6.3 EXERCISE 10A (PAGE 61)

### STUDENT A

#### Education in China

- In China, children begin primary school at the age of seven, except in Beijing, Shanghai and major cities where children can begin school at six and a half years.
- Compulsory education lasts for nine years.
- Children go to primary school for six years and then junior middle school for three years.
- They can complete their secondary education by studying a further three years but that is not compulsory.
- 7.5 percent of the population enrol in higher education.
- A wide variety of four- to five-year undergraduate programmes are available and there are also some special two- to three-year special programmes.
- All education in China is free, including university accommodation.

## LESSON 12.4 EXERCISE 5 (PAGE 123)

### STUDENT C CASE 1

The following information is for you to use in the discussion to help you reach a decision.

- The woman was extremely frightened.
- Felt that she was in great danger in her own home.
- Didn't know how many burglars there were.
- There had been several burglaries with violence in the area recently.
- The defendant had no confidence in the police.