

# CHAPTER 3

## A Language on the Move



English for business

### LEARNING OUTCOME

Learn about English as the international language of business

### GETTING READY TO READ

Answer the questions. Then talk about your answers with your class.

1. Which number best describes the situation in your country?

In your country:

Very      ←      →      Not at all

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. are English classes common in the schools?  | 1 | 2 | 3 | 4 | 5 |
| b. is English important for many jobs?         | 1 | 2 | 3 | 4 | 5 |
| c. is English important in the business world? | 1 | 2 | 3 | 4 | 5 |

2. When, where, and why do people from your country use English to do business?

## ◆ READING

### Read to Find Out: How did English become the international language of business?

Look at the words and definitions next to the reading. Then read without stopping. If you see a new word, try to understand the sentence without it. You will learn the word later.

## A LANGUAGE ON THE MOVE

- 1 Filiz Yilmaz works for a company in Istanbul and usually speaks Turkish at work. When she travels to England on business, she **deals with** people there in English. But when she goes to Germany or Brazil, she doesn't use German or Portuguese; again she uses English. "I use English in Japan and Thailand, too," she says. "It's the language of international business."
- 2 How did English get to be so widely used? It's not the oldest living language or the most beautiful to the ear. It has sounds that are hard to pronounce and words that are hard to spell. So why has this **particular** language **spread** so far?
- 3 Some people would answer by pointing to the **influence** of movies and music. However, films made in English often appear dubbed into<sup>1</sup> other languages, and many people enjoy songs in English without understanding the words. So the question remains.
- 4 Part of the answer can be found in the **nature** of the language. English has certain **qualities** that make it especially useful. For one thing, its grammar is **quite** simple, making it easier to learn. For example, learners of English don't have to worry about whether a noun is masculine, feminine, or neuter,<sup>2</sup> while learners of many other languages do. In German, for example, *der Mond* (the word for the moon) is masculine but *die Sonne* (the sun) is feminine. Anyone would expect the word for girl (*das Mädchen*) to be feminine, but it is neuter!
- 5 English also has a **huge** vocabulary. Early English developed from Germanic languages, which gave it its most common words, such as *the, is, of, go, you, man, and woman*. English has always taken words from other European languages, too, including Latin (*attract, design, and invent*) and Greek (*alphabet, mathematics, and theater*). After 1066, when invaders<sup>3</sup> from France came to power in England, English **gained** many French words, such as *officer, crime, and service*. Since that time, English has welcomed words from many other languages—Spanish, Arabic, Turkish, Urdu, Chinese, and Japanese, to name just a few.

<sup>1</sup> *dubbed into* = with the actors' words changed to and said in (another language)

<sup>2</sup> *masculine, feminine, or neuter* = male, female, or neither

<sup>3</sup> *invaders* = people who enter a country by force, as with an army

- 6 To understand the spread of English, we also have to look at **political** and **economic** history. During the 1600s and 1700s, people from England traveled all over the world, taking their language to North America, Africa, India, and Australia. New nations were born, and their governments used English. Then in the 1800s, England led the Industrial Revolution,<sup>4</sup> and London became the world's great **financial** center. That made English the language of money. In the 1900s, it also became the language of science and air travel.
- 7 Then came the Internet. As Filiz Yilmaz remembers it, "People at my company realized that the Internet could be quite useful to us. But at first, everything online was in English. It gave us another reason to know this language." Soon businesspeople in many countries were going online and using English more and more.
- 8 Today, there are business schools teaching all their courses in English, even in countries where English is a foreign language. These schools want their students to be ready to do business in international **markets**. Companies around the world are **investing** in English classes for their **employees**. They believe English will be the language of the future.
- 9 Today, there are about 400 million native speakers of English.<sup>5</sup> While many more people speak Mandarin Chinese—about 900 million—few of them are outside China. People who speak English, on the other hand, live and work all over the world. There are more than 1.5 billion people who speak it as a second, third, or fourth language. Yilmaz says, "With so many people using English, I can't imagine any other language taking its place. I think English for business is here to stay."

<sup>4</sup> *the Industrial Revolution* = the period when people started producing many goods in factories with machines

<sup>5</sup> *native speakers of English* = people whose first language is English

## ◆ Quick Comprehension Check

A. Read these statements **about the reading**. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

- |   |   |   |       |
|---|---|---|-------|
| 1. Companies around the world expect English to continue as the international language of business.   | T | F | _____ |
| 2. Hollywood movies are the biggest reason why English is so popular.                                 | T | F | _____ |
| 3. Many English words come from other languages.  | T | F | _____ |
| 4. England was a world power in the 1800s.  | T | F | _____ |
| 5. The same numbers of people speak Mandarin and English.   | T | F | _____ |
| 6. More people speak English as their second, third, or fourth language than speak it as their first. | T | F | _____ |

- B.** Work with your class. Share your answers from part A. Go back to the reading to find the reason why a statement is true or false. Correct the false statements.

## ◆ EXPLORING VOCABULARY

### Thinking about the Target Vocabulary

- A.** Look at the chart with the target vocabulary from “A Language on the Move.” Three nouns and five adjectives are missing. Scan the reading to find them, and add them to the correct places in the chart. Use the singular form of any plural noun.

q	Nouns	Verbs	Adjectives	Other
1		deal with		
2				
		spread		
3				
	nature			
4				
				quite
5				
		gain		
6				
	market			
8		invest		

- B.** Which words or phrases are new to you? Circle them in the chart. Then find them in the reading. Look at the context. Can you guess the meaning?

## Understanding the Target Vocabulary

A. These sentences are **about the reading**. Complete them with the words in the box.

financial  
influence

invests  
markets

political  
qualities

quite  
spread

1. Music and movies can have a strong effect on us, and some people believe that music and movies in English have had a major \_\_\_\_\_ in making English so widely used.
2. The number of English speakers has grown, and English is being spoken in more countries. The language has \_\_\_\_\_ around the world.
3. When you describe a language, you talk about the things that make the language different from other languages. The reading describes certain \_\_\_\_\_ that English has that have made it useful around the world.
4. The grammatical rules of English are not very hard. Compared to the grammars of many other languages, the grammar of English is \_\_\_\_\_ simple.
5. To understand why English has spread over so much of the world, we have to study \_\_\_\_\_ history. This is about power, governments, and relationships between countries.
6. When England led the Industrial Revolution in the 1800s, many new banks were started. They managed large amounts of money (that entrepreneurs needed and that other people wanted to invest). London became a great \_\_\_\_\_ center.
7. After finishing business school, some people go on to work in international \_\_\_\_\_—that is, in areas that deal with buying and selling between or among countries.

### Vocabulary Tip

*Influence can be a count noun (He was a huge influence), a noncount noun (I have little influence), or a verb (How will it influence the voters?).*

8. When a company \_\_\_\_\_ in English-language training for its workers, it feels this will be a good financial decision. It expects the training to bring good financial returns (that is, to make them more money later).

**B.** These sentences are also **about the reading**. What is the meaning of each **boldfaced** word or phrase? Circle a, b, or c.

1. Filiz Yilmaz **deals with** people in several countries. In this sentence, *deals with* means  
a. has trouble with.      b. does business with.      c. comes up with.
2. The reading gives some history about one **particular** language, English. In this sentence, *particular* means  
a. specific.      b. developing.      c. fair.
3. One reason for the spread of English is the **nature** of the language. In this context, *nature* means  
a. the spelling rules.      b. sound and music.      c. particular qualities.
4. Another important quality of English is its **huge** vocabulary. *Huge* means  
a. very, very big.      b. surprising.      c. friendly.
5. English has **gained** many words from other languages. In this sentence, *gain something* means  
a. lose it.      b. win it.      c. get it.
6. **Economic** history from the 1800s to the present helps explain the spread of English. *Economic* means relating to  
a. money, goods, and services.      b. art, music, and books.      c. movies and TV.
7. Many companies have invested in English classes for their **employees**. Their employees are the people who  
a. buy their products.      b. work for them.      c. volunteer for them.

**Vocabulary Tip**

*Deal with* has several meanings in addition to "do business with," including "be about (a particular topic)" and "take action on (a problem)." See your dictionary for example sentences.



## ◆ EXPANDING VOCABULARY

### Building on the Vocabulary

#### Word Grammar: Suffixes

A **suffix** is a letter or letters added to the end of a word to make a new word. Look at the words and suffixes in the word family for *employ* ("give a job to"):

*employer* = a person who gives a job to someone

*employee* = a person who works for another person, for a company, etc.

*employment* = work; the fact or condition of having a job

- A. Complete the paragraph with words from the word family for *employ*. Add -s as needed.

The hospital is the biggest \_\_\_\_\_ in our community. It has  
(1)  
over 800 \_\_\_\_\_. It \_\_\_\_\_ not only doctors and  
(2) (3)  
nurses but also managers, office workers, cooks, and so on. If you are  
looking for a job, perhaps you can find \_\_\_\_\_ there.  
(4)

- B. The **boldfaced** words have the suffixes -er and -ee. Can you guess their meanings? Write the words next to their definitions.

a. On the first day at my new job, I met the other **trainees**.

b. Martin is a racehorse **trainer**.

Word		Definition
1.	=	a person who teaches skills, especially for a job or sport
2.	=	people who are receiving training

### Using the Target Vocabulary in New Contexts

- A. Complete the sentences with the target words and phrases in the box. There is one extra word.

dealt with  
economic

employees  
financial

huge  
influence

invest  
nature

political  
qualities

1. News about the company always spreads quickly among its \_\_\_\_\_.

2. I've \_\_\_\_\_ that company for years, but I won't do it again. Their customer service has become terrible.
3. They plan to \_\_\_\_\_ in oil, and they hope to get rich.
4. A good ad can have a big \_\_\_\_\_ on consumers' buying decisions.
5. Everyone wants love. It is human \_\_\_\_\_ to want to love and feel loved.
6. The phrase \_\_\_\_\_ *science* refers to the study of government.
7. The country's \_\_\_\_\_ future is looking better: Businesses are hiring again.
8. Entrepreneurs often take risks. Some risks are small, but some are \_\_\_\_\_.
9. Many students in the United States couldn't afford to go to college without \_\_\_\_\_ aid.

**B.** Read these sentences. Write each **boldfaced** target word next to its definition. Put an X next to the extra definition.

- a. Are you looking for a **particular** color shirt?
- b. Her company has been **quite** successful.
- c. When one member of a **family** gets a cold, it will often **spread** to the rest.
- d. Ann has all the **qualities** the boss likes: She's smart, hardworking, and a good team member.
- e. The company has customers in Asia, but the main **market** for their software is the United States.

Target Word		Definition
1.	=	move and affect more people or a larger area
2.	=	parts of someone's nature or character
3.	=	more than a little but not extremely
4.	=	stop something bad from happening
5.	=	certain (not just any one)
6.	=	a particular area where a company sells its goods

#### Vocabulary Tip

When *particular* describes a person, it can mean either "certain" or "not easily satisfied:"  
*He's very particular about his food.* The adverb *particularly* means "especially:"  
*The restaurant is particularly busy on weekends.*



## ◆ DEVELOPING YOUR READING SKILLS

### Understanding Topics of Paragraphs

Where in the reading can you find these topics? Write the paragraph number.

- \_\_\_ a. facts about political and economic history
- \_\_\_ b. numbers of English speakers
- \_\_\_ c. the effect of the Internet
- \_\_\_ d. Filiz Yilmaz's use of English
- \_\_\_ e. the influence of movies and songs in English
- \_\_\_ f. how English got its huge vocabulary
- \_\_\_ g. English for international markets
- \_\_\_ h. English grammar
- \_\_\_ i. reasons you might *not* expect English to be widely used

#### Reading Tip

Identifying the topic of each paragraph in a text will help you make a map in your mind of how the text is organized.

### Reading for Details

Are these statements about the reading true or false? If the reading doesn't give the information, check (✓) *It doesn't say.*

	True	False	It doesn't say.
1. Filiz Yilmaz uses English in Japan and Brazil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Popular music is the major reason for the spread of English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. English has more difficult grammar rules than most languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. English has the largest vocabulary of any language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Industrial Revolution started in England.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. English became the language of science in the 1700s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The Internet started in California (USA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Some companies pay for their employees to learn English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Reading Tip

The details in a reading are the facts, examples, or other pieces of information that help explain, or support, the main ideas.

## Summarizing

### Summaries

A **summary** is a short report of what a longer text says. It has only the main information from the longer text. When you summarize a reading, you have to think about which ideas matter most and figure out how to put them into writing. Summarizing a text helps you understand and remember it and prepare to discuss it. Being able to summarize is an important college and career skill.

- A.** Complete the summary of "A Language on the Move." Use your own words. (That is, do not copy sentences from the reading.) Answer these questions in your summary:

What are the major reasons given in the reading for the spread of English?

What examples support the idea that English is the language of international business?

### Writing Tip

When you write a summary, be sure to include the title of the text in your first sentence.

### Examples:

"A Language on the Move" explains how English became the language of international business.

- B.** Compare your summary with a partner's. Did you include the same major reasons for the spread of English?

## ◆ CRITICAL THINKING

### Using Critical Thinking Skills

You need to use critical thinking skills to understand the writer's purpose and the main idea of a text. You also use these skills to figure out how the parts of a text relate to each other and to identify the most important information to include in a summary.

## Discussion

Talk about these questions in a small group.

1. Why does the writer quote Filiz Yilmaz? What is Ms. Yilmaz's opinion of English as an international language? Do you agree? Support your opinion with information from the reading and from your own experience.
2. In the opinion of the writer, have movies and songs in English had a major influence on English becoming an international language? What reasons does the writer give to support that opinion? Do you agree or disagree with the writer? Explain.
3. In paragraph 5, the writer says the English language has a huge number of words. Does the writer present this as a positive or negative quality? Use information from the reading to support your answer. In the last sentence of paragraph 5, why do you think the writer uses the verb *welcome*? What does it mean in this sentence?
4. English uses many words from other languages, and other languages use words taken from English. For example, two businesspeople in Shanghai might use *boss* and *CEO* even when they're speaking Chinese to each other. Can you give any examples of:
  - English words that are now used in your first language?
  - words from your first language that are used in English?
5. According to the reading, who is investing in English classes and why? Why are *you* investing in learning English? How *will* knowing English affect your future? How much English do you need to know?

### Critical Thinking Tip

When a writer quotes someone, ask yourself why the writer wants to use that person's words. What do they add to the reading passage?

## ◆ WRITING

- A. Use the Target Vocabulary: Choose five of the target words or phrases from the chart on page 28. On a piece of paper, use each word or phrase in a sentence and underline it. Find a partner and read each other's sentences.
- B. Practice Writing: Choose one of these topics and write a paragraph about it. Then find a partner and read each other's paragraphs.
  1. People invest a lot of time and money in learning English, and nobody wants to waste either one. What three (or more) pieces of advice would you give a new learner on how to invest his or her time and money well? If you wish, you can begin:  
*If you want to learn English without wasting time or money, here is my advice.*
  2. When, where, and why did you start to learn English? How did you feel about that experience?

### Writing Tip

Before you write, do a prewriting activity. Take notes about your ideas, or discuss your ideas with a classmate.