

 CAMBRIDGE

EMPOWER

SECOND EDITION

STUDENT'S BOOK
WITH EBOOK



C1

ADVANCED

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Better
Learning

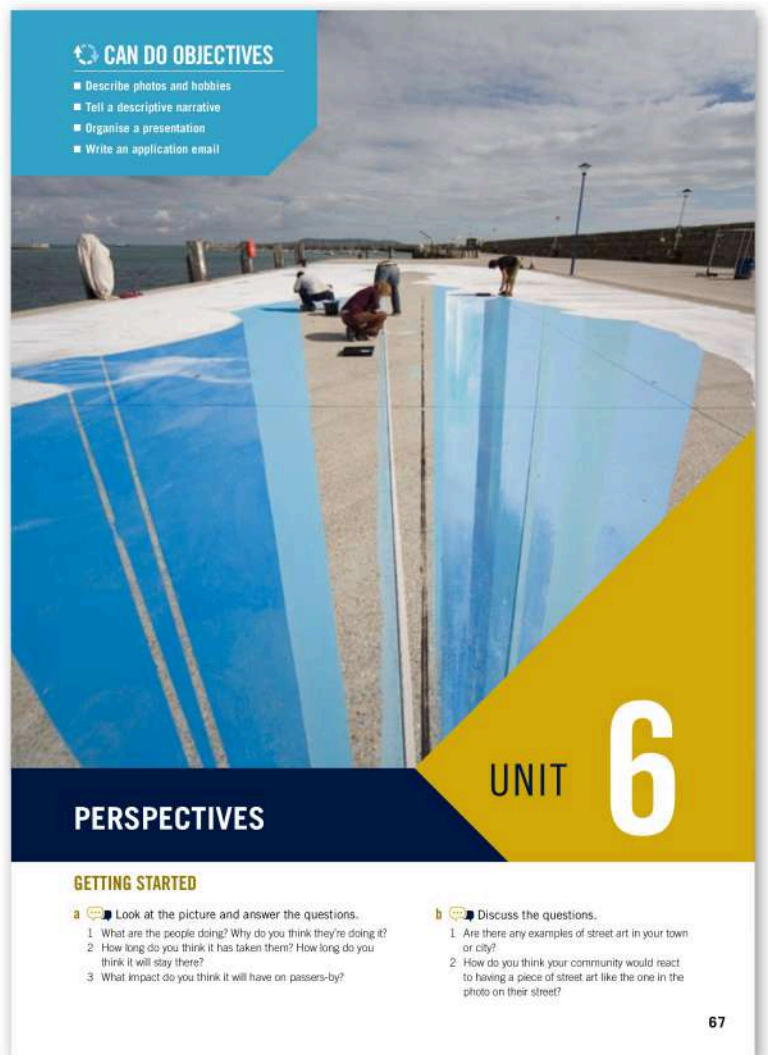
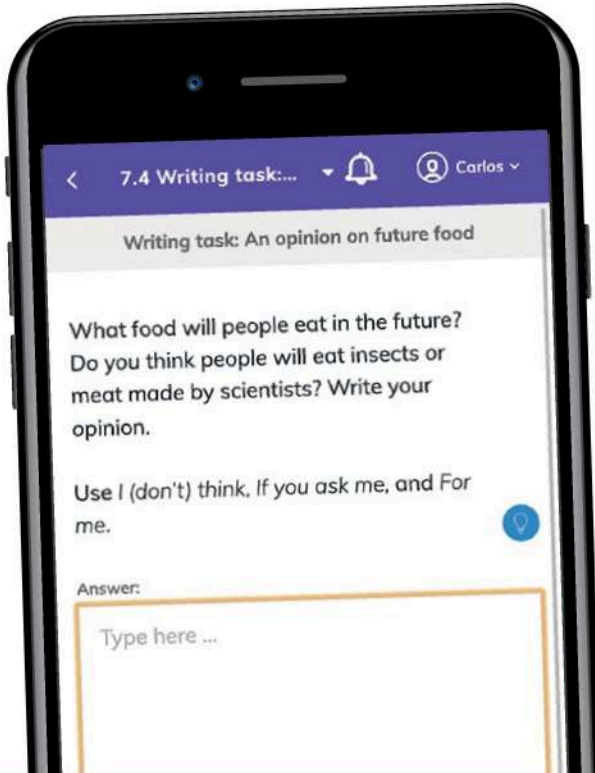
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you love.

Assessment you

can trust.



Better Learning with *Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

6A

WE ALL SEEM TO LOVE TAKING PICTURES

Learn to describe photos and hobbies

- Simple and continuous verbs
- Adjectives: describing images

1 SPEAKING AND READING

a Discuss the questions.

- What do you usually use to take photos – your phone or a camera?
- Do you take a lot of photos? Why / Why not?
- What do you usually do with the photos?
- Do you think you're good at taking photos? Why / Why not?

b Have you ever heard of the photographer Elliott Erwitt? Read the fact file on p. 69. What kind of photographs does he take?

c What do you think are important skills for photographers? Think about these things:

- what you choose to photograph
- the way the photos look
- the equipment you use
- your attitude and personality.

d Read the article. Are any of your ideas from 1c mentioned?

e Read the article again. Answer the questions.

- Why shouldn't street photographers plan much?
- What should be the aim of a street photograph, according to Elliott Erwitt and the writer?
- What do you think Elliott Erwitt means by 'visual garbage'?
- What attributes does the writer think are most important in a street photographer?
- What does the writer mean when he talks about keeping an alien mindset?

f Discuss the questions.

- How are Erwitt's methods and style evident in the photo of the Villa Borghese Gardens? What do you think of the photograph?
- Answer the question at the end of the article: As an alien – what would you find intriguing, amusing or nonsensical?
- Look at the titles of the 'lessons' (1–4) in the article. Are they relevant to other skills and/or jobs that you know about?

2 VOCABULARY Adjectives: describing images

a Work with a partner. What do the highlighted adjectives in the article mean? Check your ideas in a dictionary.

b Now go to Vocabulary Focus 6A on p. 163.



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ELLIOTT ERWITT: PHOTOGRAPHER FACT FILE

- born in Paris, brought up in Italy, moved to the USA aged 10
- began photography career in the 1950s
- known for advertising and street photography, particularly **ironic**, black-and-white shots of everyday life
- invited to join the internationally famous photography agency Magnum in 1953

Lessons Elliott Erwitt has taught me about

STREET PHOTOGRAPHY

by Eric Kim

If you are not familiar with the work of Elliott Erwitt, you may perhaps have seen some of his **iconic** work from around the globe (the picture on the right was taken by him). He had one of the longest careers of any photographer, spanning over 50 years. What I most appreciate about Elliott Erwitt is his wry sense of humour when looking at the world – as well as his straightforward philosophies about photography. In this article, I share some of his thoughts and advice.

1 DON'T PLAN TOO MUCH – WANDER AROUND

I think that as a street photographer, sometimes I fall into a trap of planning too much. I generally try to focus my attention on projects (having a preconceived project in mind when shooting in the streets, but I often find it also takes away from the shooting experience. One of the best things about street photography is to be a **flâneur** – someone who wanders around without a specific destination in mind.

ERWITT I don't start out with any specific interests; I just react to what I see.

Takeaway point: Let your curiosity lead you. Just go out and shoot whatever you find interesting. Go down roads that may seem a bit foreign, and you might be lucky enough to stumble upon great street photography shots.

2 FOCUS ON CONTENT OVER FORM

Great photos are a combination of content (what is happening in the frame) as well as form (composition). But which is more important? Content or form?

ERWITT My wish for the future of photography is that it continue to have some relevance to the human condition and might represent work that evokes knowledge and emotions. That photography has content rather than just form. And I hope that there will be enough produce to balance out the visual garbage that one sees in our current life.

Takeaway point: We often find fascinating characters in the street and take photos of them, but the compositions may not be so good. On the other hand, we might take well-composed photos of a street scene, but there is nothing going on in the photo – it is boring and without soul.

I agree with Erwitt that we should, as street photographers, put more emphasis on content over form. I feel that photos that evoke emotions and the human condition are far more powerful and meaningful than just photos with good composition.

3 DON'T TAKE THINGS TOO SERIOUSLY

When one thinks about the photography agency Magnum, some adjectives that come to mind are **gritty** and **raw**.

However, Erwitt's style was vastly different. He didn't go out and take photos in conflicts or war. His photos tended to be more **playful**, **humorous** and amusing.

ERWITT Well, I'm not a serious photographer like most of my colleagues. That is to say, I'm serious about not being serious.

Takeaway point: Don't take yourself and your street photography too seriously, and remember – at the end of the day you want to enjoy yourself.

4 HONE YOUR SKILLS OF OBSERVATION

Erwitt was inspired to go out and take pictures when he saw a photograph by master photographer Henri Cartier-Bresson. He realised it was an act of observation that made the photo great, and that he could do something similar.

ERWITT The picture seemed **evocative** and emotional. Also, a simple observation was all that it took to produce it. I thought, if one could make a living out of doing such pictures that would be desirable.

Takeaway point: One of the things that is the most beautiful about street photography is that it doesn't rely on having an expensive camera or exotic lenses. Rather, it comes down to having an **observant** and curious eye for people and the world around you.

Therefore, cultivate your vision and way of seeing the world. I recommend that you always carry a camera with you because you never know when the best street photo opportunities will present themselves to you.

A fun exercise: Pretend that you are an alien from another planet, and you have come to the planet Earth for the first time. Imagine how strange human beings would seem – and the urban environment they have built for themselves. As an alien, what would you find intriguing, amusing or **nonsensical**? Always keep that mindset to be amazed by what you see around you.

UNIT 6



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2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

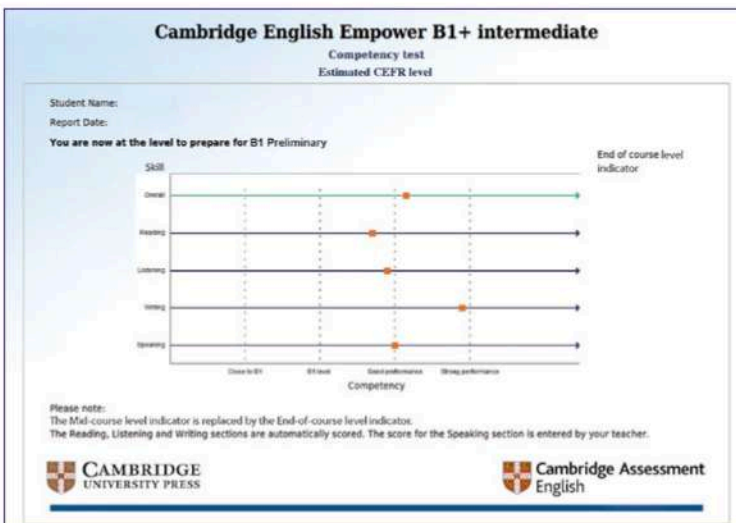
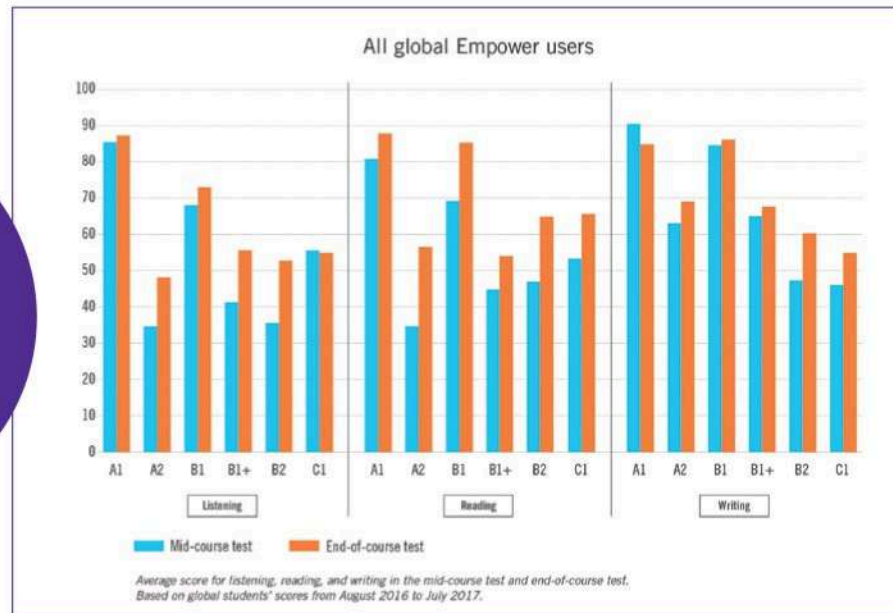
Content

End-of-unit tests, mid- and end-of-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and universities need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Schools and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

Manageable learning

1 Mobile friendly

Insights

Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“I had been studying English for ten years before university, and I didn't succeed. But now with Empower I know my level of English has changed.”

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

Content

Throughout the *Empower Student's Book*, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

6D SKILLS FOR WRITING
I enjoy helping people

Learn to write an application email
Application emails: Giving a positive impression

1 SPEAKING AND READING

a How much do you know about volunteer work in your local area? Which of these activities do you know about? Give yourself a score between 0 and 5 for each one (0 = I know nothing about it; 5 = I know a lot about it).

helping old people working with children
helping homeless people improving the environment
providing food for people helping disabled people

b Look at the pictures and the names of various community volunteer projects. What do you think each one might involve? Think about:

- what the volunteers do
- the aims of the project, and how it might help people

c Read the online advert about the projects and check your answers.

2 LISTENING

a Listen to three interviews with volunteers and answer the questions.

- Which project is each speaker talking about?
- What further information do you find out about the three projects?

b Imagine you could be involved in two of the projects in 1b. Which would you choose and why? Think about:

- your interests
- your experience in the field
- your skills

Compare your answers with a partner.

3 READING

a Read the application email and discuss the questions.

- In what ways do you think Helen is suitable as a volunteer?
- Which projects is she most suitable for, and why?
- Is she unsuitable in any way?

4 WRITING SKILLS
Application emails: Giving a positive impression

a Read the application email again and match the paragraphs (1-5) with their purposes.

- to give examples of relevant practical experience
- to state her qualifications and relevant study experience
- to demonstrate enthusiasm for their organisation
- to summarise additional strengths
- to state the reason for writing

b Look at the underlined phrases in these sentences. Find equivalent phrases in the email and note them down.

- This is a reply to your advert.
- I want to work for you.
- I'm going to study social sciences at university next year. I have applied to...
- I know a bit about working with children.
- I have a recent photo.
- I have a copy of my school project.
- Thank you very much.

How are the underlined phrases different from those in the email? Which are more effective? Why?

c Do you think the style Helen is using is ...?

- very formal
- fairly informal
- very informal

What features of the email helped you decide?

d One of Helen's aims is to give a positive impression of herself. Underline the phrases she uses about herself which give a good impression.

e Now go to Writing Focus 6D on p. 172.

5 WRITING

a Look at the projects described in 1c. Choose one or two that you think you could help with and write an application email. Make sure you:

- organise what you write into logical paragraphs
- use appropriate phrases for writing an application email
- give a positive impression so they will want to employ you as a volunteer.

b Swap your email with another student. Read their email. Would you be interested in offering them a job as a volunteer? Why / Why not?

2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside the classroom, and different teaching models require different approaches.

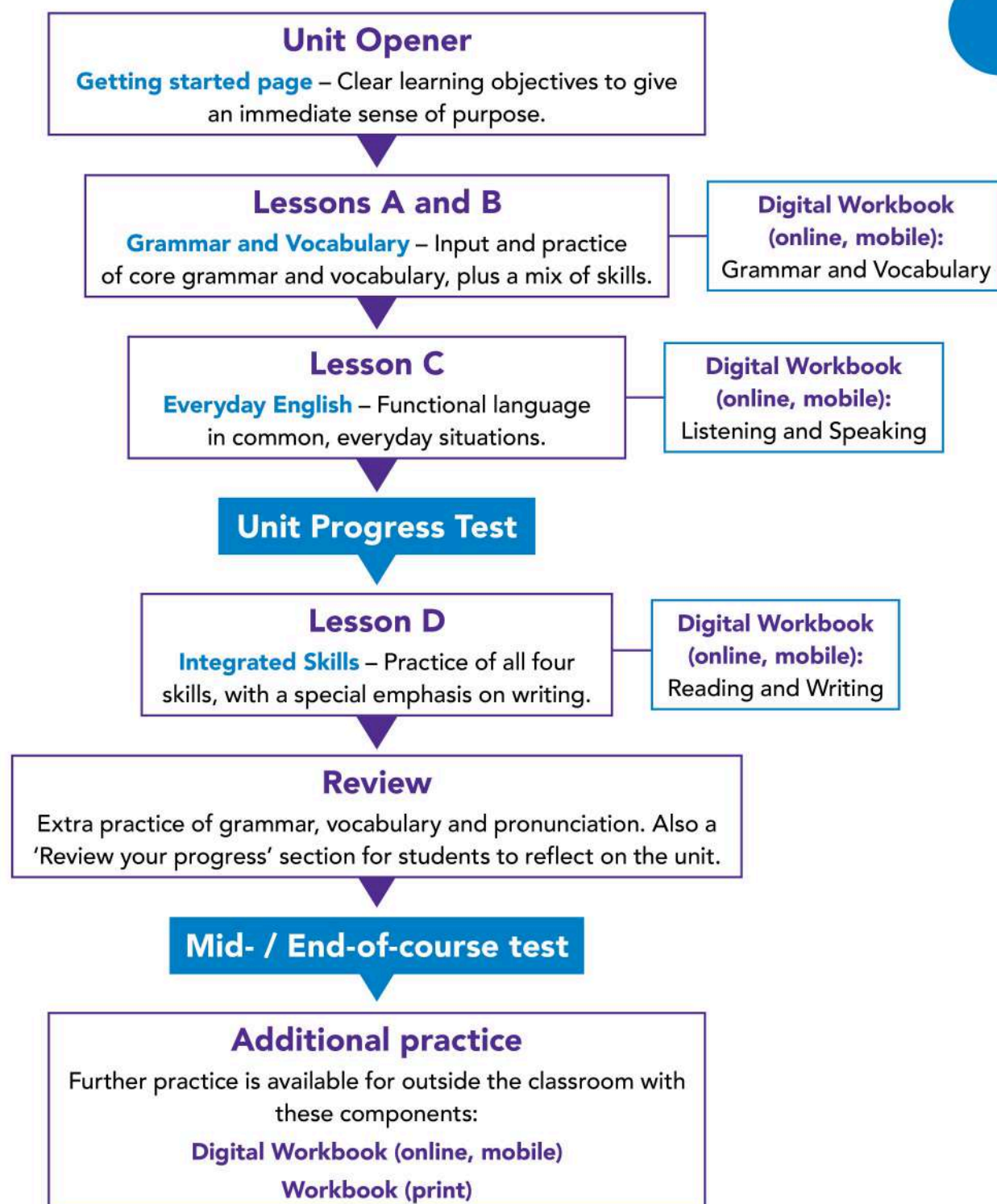
Content

Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- Audio
- Video
- Unit Progress Tests (print)
- Unit Progress Tests (online)
- Mid- and end-of-course assessment (print)
- Mid- and end-of-course assessment (online)
- Digital Workbook (online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Language				
Getting started Talk about animals learning language				
1A Talk about learning a second language	Adverbs and adverbial phrases	Language learning; Noun forms	Word stress: noun forms with <i>-tion</i> and <i>-ity</i>	
1B Describe languages and how they change	The perfect aspect	Describing changes	Sentence stress	
1C Express yourself in an inexact way			Sound and spelling: <i>ea</i> , <i>ee</i> and <i>ie</i>	Expressing yourself in an inexact way
1D Write a web forum post				
Review and extension More practice		WORDPOWER Idioms: Body parts		
Unit 2 Going to extremes				
Getting started Talk about tolerance of extreme conditions				
2A Describe extreme sensory experiences	Comparison	Multi-word verbs: social interaction	Consonant–vowel linking	
2B Talk about plans, intentions and arrangements	Intentions and arrangements	Verbs of movement		
2C Give advice			Word groups and main stress; Emphatic stress	Giving advice
2D Write a report				
Review and extension More practice		WORDPOWER Idioms: Movement		
Unit 3 Travel and adventure				
Getting started Talk about a mishap on a road trip				
3A Emphasise positive and negative experiences	Inversion	Wealth and poverty	Intonation in inversion structures; Word stress	
3B Describe journeys and landscapes	Future in the past; Narrative tenses	Landscape features	Different pronunciations of <i>t</i>	
3C Paraphrase and summarise			Consonant clusters across two words	Paraphrasing and summarising
3D Write a travel review				
Review and extension More practice		WORDPOWER Idioms: Landscapes		
Unit 4 Consciousness				
Getting started Talk about manipulating the senses				
4A Talk about using instinct and reason	Noun phrases	Instinct and reason	Sound and spelling: /ʃəs/, /iəs/, /dʒəs/	
4B Talk about memories and remembering	Structures with <i>have</i> and <i>get</i>	Memory	Sentence stress	
4C Use tact in formal discussions			Homophones in words and connected speech	Being tactful in formal discussions
4D Write a profile article				
Review and extension More practice		WORDPOWER <i>mind</i>		
Unit 5 Fairness				
Getting started Talk about activities for prisoners				
5A Talk about crime and punishment	Relative clauses	Crime and justice	Sound and spelling: <i>s</i> and <i>ss</i>	
5B Talk about job requirements and fair pay	Obligation, necessity and permission	Employment	Word stress: nouns and verbs	
5C Recall and speculate			Main stress	Recalling and speculating
5D Write an opinion essay				
Review and extension More practice		WORDPOWER Idioms: Crime		

Listening	Reading	Speaking	Writing
Interview: A bilingual upbringing	Blog post: <i>Speaking Italian to cats</i>	Describing experiences of language learning Discussing language learning factors	Five pieces of advice for language learners
Monologue: The origins of words Four monologues about how languages change	Article: <i>How quickly is the English language changing?</i> Fact file: <i>How languages are special</i>	Speculating when English words originated Discussing interesting facts about your language and others	Changes in your world
Friends and rivals		Sharing rough details of an experience	Unit Progress Test
Monologue: The dominance of English as a world language	Four web forum posts	Predicting the main points of a talk and discussing your predictions	Web forum post Expressing opinions
Monologue: My vow of silence	Article: <i>I've been to the quietest place on Earth</i>	Questionnaire: <i>How sensitive are you to sound?</i> Discussing different views on communication	
Interview with a base jumper	Article: <i>The wonder of weightlessness: A short history of zero-gravity flight</i>	Giving opinions on zero-gravity flights and extreme sports Discussing a blog post	Blog post: A new experience
A guest overstays his welcome		Advising a friend about a problem	Unit Progress Test
Four monologues about university social programme activities	Report: Review and recommendations of a social programme committee	Discussing the merits of activities for a student social programme	Reports Linking: contrast and concession
BBC talk: The problem with volunteering, Daniela Papi	Two reviews: <i>Thinking of volunteering abroad?</i>	Discussing volunteer work abroad Describing new experiences	Blog post: An unusual travel or tourism experience
BBC audio blog: Journey of a lifetime, Will Millard A bad interview	Narrative article: <i>Survival on the Mano River</i>	Telling the story of an adventurous journey Paraphrasing and summarising	Article: An adventurous journey
Two monologues about Cusco	Traveller's review: <i>Cusco getaway</i>	Describing the best and worst places you have been to as a tourist Expressing an opinion about a place	Unit Progress Test
BBC radio discussion: Gut instinct in medical diagnosis	Article: <i>Learn to trust your gut!</i>	Quiz: <i>Do you have a sixth sense?</i> Dilemmas: <i>Would you go with your gut instinct?</i>	
Three monologues about childhood memories	Article: <i>False childhood memories</i> Article: <i>How eyewitness evidence can be unreliable</i>	Talking about a childhood memory Giving an eyewitness account of a crime Discussing ways to improve memory	
Feedback and an unexpected opportunity		Giving opinions tactfully	Unit Progress Test
Interview: musician Noni-K	Profile article: <i>Noni-K</i>	Asking and answering questions about being interviewed for a profile article Interviewing a classmate for a profile article	Profile article Organising information; Showing time relationships
Radio news: Bizarre crimes	Article: <i>Can we have a swimming pool? Life at Halden Prison</i>	Giving definitions of crime vocabulary Discussing punishments for crimes	
Four monologues about employment	Two job descriptions: <i>Bomb disposal diver</i> and <i>Pet food taster</i>	Discussing employment terms and conditions Exchanging information about different jobs Negotiating salaries for a range of jobs	
Opening up		Recalling and speculating	Unit Progress Test
Two monologues about job applications and social media	Essay: <i>Social media and recruitment</i>	Discussing how an employer should respond to employee comments on social media	Opinion essay Essays; Linking: addition and reinforcement

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Perspectives				
Getting started Talk about the impact of 3D street art				
6A	Describe photos and hobbies	Simple and continuous verbs	Adjectives: describing images	
6B	Tell a descriptive narrative	Participle clauses	Emotions	Main stress and emphatic stress (adverbs and adjectives)
6C	Organise a presentation		Intonation in comment phrases	Organising a presentation
6D	Write an application email			
Review and extension More practice		WORDPOWER Idioms: Feelings		
Unit 7 Connections				
Getting started Talk about technology in the classroom				
7A	Speculate about inventions and technology	Speculation and deduction	Compound adjectives	Main stress: compound adjectives
7B	Emphasise opinions about the digital age	Cleft sentences	Nouns with suffixes: society and relationships	Intonation in cleft structures
7C	Apologise and admit fault		Sound and spelling: <i>ou</i> and <i>ough</i>	Apologising and admitting fault
7D	Write a proposal			
Review and extension More practice		WORDPOWER self-		
Unit 8 Body and health				
Getting started Talk about physical activity in old age				
8A	Describe sleeping habits and routines	Gerunds and infinitives	Sleep	Stress in fixed expressions
8B	Talk about lifestyles and life expectancy	Conditionals	Ageing and health	Pitch: extra information
8C	Negotiate the price of a product or service			Intonation in implied questions
8D	Write promotional material			Negotiating
Review and extension More practice		WORDPOWER and		
Unit 9 Cities				
Getting started Talk about an obstacle to urban development				
9A	Talk about city life and urban space	Reflexive and reciprocal pronouns	Verbs with <i>re-</i>	Sound and spelling: <i>re-</i>
9B	Describe architecture and buildings	Ellipsis and substitution	Describing buildings	Word stress
9C	Deal with conflict			Sound and spelling: foreign words in English
9D	Write a discussion essay			Dealing with conflict
Review and extension More practice		WORDPOWER build		
Unit 10 Occasions				
Getting started Talk about an unusual wedding				
10A	Give a presentation or a speech	Regret and criticism structures	Communication verbs	Word groups and main stress
10B	Talk about superstitions and rituals	Passive reporting verbs	Superstitions, customs and beliefs	Consonant clusters
10C	Take turns in more formal conversations			Intonation in question tags
10D	Write a film review			Turn-taking
Review and extension More practice		WORDPOWER luck and chance		
Communication Plus p. 127		Grammar Focus p. 138		Vocabulary Focus p. 158

Listening	Reading	Speaking	Writing
Interview with an amateur photographer	Article: <i>Lessons Elliott Erwitt has taught me about street photography</i>	Discussing photography skills Talking about your favourite photos	
News report: The conclusion of the story of the suspicious encounter A big presentation	Blog post and email: Two views of a suspicious encounter	Discussing first impressions Telling a personal story Organising a presentation	The first part of a short story Unit Progress Test
Three interviews with volunteers	Advertisement: <i>You can help!</i> Application email	Talking about volunteer work in your local area	Application emails; Giving a positive impression
Three monologues: Inventions that would make the world a better place Radio show: <i>From my bookshelf</i>	Article: <i>Human augmentation – a dream or a nightmare?</i> Article: <i>Loneliness and temperature</i>	Discussing 'superpowers' Presenting a new invention Talking about what you read online Explaining how you would overcome a hypothetical problem	
Unsolicited suggestions		Apologising and admitting fault	Unit Progress Test
Four monologues: People express their opinions of their colleagues	Proposal: A team-building programme	Ordering the personality attributes of an effective team member	Proposals Linking: highlighting and giving examples
Radio interview with a sleep researcher Radio phone-in programme about waking up at night BBC interview: Living on a calorie-restricted diet <i>An exclusive story</i>	Article: <i>Top tips to help you sleep</i> Article: <i>The myth of the eight-hour sleep</i> Article: <i>Anti-ageing treatments</i> Interview: <i>We don't have to get sick as we get older</i>	Discussing tips for a good night's sleep Planning a typical day for someone with a segmented sleep pattern Discussing anti-ageing treatments Presenting your views on health and ageing issues Negotiating	Unit Progress Test
Radio interview: The Stone Age diet	Home page: <i>Ancestors</i> restaurant	Discussing what's important when you eat out	Promotional material Using persuasive language
Podcast: New ideas for 'smart cities'	Article: <i>If you want to get close to nature, head into the city</i> Fact file: Biophilic cities	Sharing information about initiatives to improve cities Presenting ideas for 'smarter' cities	
Conversation: Tourist attractions <i>A leak and a fall-out</i>	Article: <i>Kazuyo Sejima: Passion and precision</i>	Describing buildings Presenting a proposal for the redevelopment of a derelict building Complaining and responding to complaints	Unit Progress Test
Conversation: Life in a rural community in New Zealand compared to life in a city	Essay: Urban migration	Discussing rural and urban living	Discussion essay Linking: reason and result
Three monologues about giving a presentation Radio interview: Superstitions in sport A successful interview	Article: <i>Don't be boring!</i> Article: <i>The game before the game</i>	Discussing what makes a good presentation Giving a one-minute speech: <i>Learning from my mistakes</i> Discussing superstitions, customs and beliefs; Talk about rituals you or people you know have Turn-taking	Unit Progress Test
Four monologues about how people use reviews	Two film reviews: <i>Knives Out</i>	Discussing how much reviews influence your choices	Film reviews Concise description

CAN DO OBJECTIVES


- Talk about learning a second language
- 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 discuss the questions.

- 1 What do you think the ape is being taught to do? How successful do you think this will be?
- 2 What do you think the benefits of teaching animals language are for ... ?
 - humans
 - animals
- 3 In what ways do you think this ape's language learning experience is similar to or different from 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 THOUGHT I COULD
PICK UP ITALIAN BY EARLearn to talk about learning a
second language

G Adverbs and adverbial phrases


V Language learning; Noun forms

1 READING

a  Do you agree with these statements about learning a second language? Why / Why not?

- 1 It's helpful to get feedback from native speakers.
- 2 Trying to memorise words and phrases is a core part of the learning process.
- 3 Communicating in another language makes you feel like a more confident person.
- 4 Learning 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 Apps on smartphones and tablets have made learning a second language much easier.
- 7 When you've learned one second language, it's easier to learn another.

b Read Scott's blog post about his language learning experience. Which of the statements in 1a might he agree with?

c  Read the text again and discuss the questions.

- 1 Why do you think Scott wanted to 'put his money where his mouth was'?
- 2 What is the difference between learning a language by ear and studying it formally?
- 3 How important is a learner's motivation when learning a new language?
- 4 How does self-consciousness inhibit learning a new language?

LANGUAGE TEACHERS LEARNING LANGUAGE

Speaking Italian to cats

by Scott Fletcher

How I got my tongue around all those crazy Italian vowels with the help of some friendly cats and a mysterious woman on a train

When I finished my training as an English language teacher, I made a vow not to be one of those instructors who teach their native language but cannot speak another language fluently themselves. I wanted to put my money where my mouth was.

I managed to get a teaching job in the north of Italy in a small city called Aosta, right next to the French and Swiss borders, where there is great skiing. (I really love to ski.) I had studied French at school and university, but my language skills were a little rusty. At the time, I didn't speak a word of Italian, so I packed one of those 'teach yourself Italian' books in my luggage.

I flew direct to Milan, and the culture/language shock hit me as soon as I got off the plane. Still tired, I tried to memorise the phrase *Non capisco l'italiano* (I don't understand Italian), but I couldn't get it into my head. Not a great start.

Aosta is bilingual – Italian and French – and, to begin with, I brushed up on my university French and could get by. I was convinced I'd just be able to pick Italian up by ear. Being surrounded by the language and hearing it all the time meant I'd just kind of absorb it, but no such luck. After three months, I'd finally managed to remember *Non capisco l'italiano*, but not a whole lot more.

So I got out that 'teach yourself Italian' book I had packed and got started on the grammar and vocabulary. And I downloaded some Italian learning apps on my phone. It was hard work, and I struggled to grasp some of the verb tenses and vocabulary. It seemed like I would have to remember a mountain of information if I were ever going to speak properly.

I'd made friends with some students. I sort of tried to talk to them in Italian, but more often than not I got stuck. Their English was far better than my Italian. I remember going to dinner at my friend Matteo's place. His family had a couple of cats, and while Matteo was helping his mother serve up the pasta, I had my own private conversation with the cats. Matteo overheard me, laughed, and said,

'That's right, speak Italian to the cats – only they can understand you.' It was a joke, but I felt crestfallen and could feel my vow to learn another language slipping away.

A few weeks after that, I went on a trip to Venice for a weekend. On the train journey there, I met a teacher of English at a secondary school in Milan. We started chatting, and she asked me how long I'd been in Italy. By this time it was almost five months, and she smiled when I admitted that I couldn't speak Italian yet. I told her I'd been studying on my own, but I had no confidence to speak.

She then said (in Italian), 'Come on. You can speak to me.' She had a very determined look on her face, but also a warmth and friendliness that was somehow encouraging. So I took the plunge. Not very well to begin with, but I gradually began speaking in Italian with more and more confidence.

And that was my breakthrough. In the two hours it took to travel from Milan to Venice, I somehow unlocked everything I had been studying. Why? Basically, I think it had everything to do with the woman I met (I don't know her name, and I've never seen her again), but I felt less self-conscious speaking to someone who wasn't my student or my friend.

2 GRAMMAR

Adverbs and adverbial phrases

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

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



When I went back to Aosta, my friends couldn't believe it. 'What happened to you?' Matteo asked. I could **suddenly** speak Italian. I haven't looked back since, and my confidence in speaking has grown **enormously**. My Italian isn't perfect, but it's fairly fluent and I know the grammar. I did, in the end, manage to put my money where my mouth was.

- d** 🗨️ Think of a skill you have learned at some stage in your life. Plan to talk about it, using some of the adverbs and adverbial phrases from the reading and the box below. Make notes.

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.

- e** 🗨️ Describe the experience you had learning the skill without naming it. Can your partner guess what skill you are talking about?

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 on | 4 <input type="checkbox"/> rusty |
- a understand something, especially something difficult
b less able because you are out of practice
c learn something 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.

4 LISTENING

- a** Discuss the questions.
- 1 Think about someone you know who grew up bilingual. What was their experience like?
 - 2 What do you think are possible advantages and disadvantages of a bilingual upbringing?
 - 3 What are attitudes towards being bilingual like in your country?
- b** **01.06** Listen to Katya being interviewed about her bilingual upbringing on the podcast *Linguistically speaking*. Answer the questions.
- 1 Which languages does she speak?
 - 2 What was unique about her upbringing?
 - 3 What's her attitude to bilingualism?
- c** **01.06** Listen again. Are the sentences true or false? Correct the false sentences.
- 1 Katya realises that her upbringing was very special and different.
 - 2 Katya's mother used both English and Russian when she spoke to Katya.
 - 3 She wasn't really aware that she was speaking two languages when she was a child.
 - 4 She thinks she might have had some initial problems acquiring Portuguese.
 - 5 She went to special classes to learn to read and write in English and Russian.
 - 6 She found it easy to fit into her school in the UK.
 - 7 She believes being bilingual has given her an ability to concentrate on tasks.
 - 8 She found she struggled learning Mandarin.
- d** Imagine you want to give your child a bilingual upbringing. What would you have to do? How easy or difficult would it be? Make notes and compare with your partner.

5 SPEAKING AND VOCABULARY Noun forms

- a** **01.07** Complete the sentences with the noun form of the words in brackets. Listen and check.
- 1 So, I got _____ (expose) to both languages right from the beginning.
 - 2 If I wanted to communicate, I had to use Portuguese. It was a _____ (necessary).
 - 3 There's a _____ (reluctant) on the part of some parents to let their children learn a second language.
 - 4 And my _____ (motivate) was much higher. It's like there's a part of my brain that gets real _____ (please) from engaging with another language.
- b** Now go to Vocabulary Focus 1A on p. 158.
- c** How can these factors have an impact on learning a second language?
- 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 from the options below 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 that are useful for all language learners.



Katya as a child



Katya today

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. Which ones do you know? Tell your partner. Look up the words you don't know in a dictionary.

radio 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** **01.09** Listen and check your answers. What is the significance of photographs 1 and 2?

- d** Two more new words in English are *hangry* and *glamping*. Talk about their meanings. Do you know any other 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 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. 131.

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

- Shall we meet at 6:00?
 - Do you want to meet at 6:00?
- I was fired from my job.
 - I got fired from my job.
- She started to cry.
 - She started crying.
- I ought to go soon.
 - 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:

3 VOCABULARY Describing changes

a Read the sentences about language change below. Which words/phrases in **bold** tell the reader ... ? You will write some numbers more than once.

- 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

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

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

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

There was ⁶**a steady shift** towards more frequent use of the verb + *-ing*, and these forms are still ⁷**on the increase**.

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

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

Modal verbs are ¹¹**gradually giving way** to other less formal expressions.

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

Words that cover the same ground, such as *going to*, *have to*, *need to* and *want to*, are ¹³**taking hold**.

The use of *get* passives has ¹⁴**grown substantially**.

b Write sentences about real changes in your world. 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 among the younger generation
- 5 a subtle change to a popular product

4 LISTENING AND GRAMMAR

The perfect aspect

a **01.10** 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 **01.11** Name the underlined tenses in sentences 1–5 from the speakers' comments. Match them with uses a–e. Then listen and check.

- 1 Language has been changing much faster since people started using the Internet.
- 2 I mean, people have stopped using strict rules for punctuation.
- 3 In about 50 years, most dialects of English will have died out.
- 4 People had been taking photos of themselves before 2013, but they didn't have a single word for it.
- 5 The word *wireless* had had a completely different meaning: it used to mean 'radio'.

- a an activity that continued prior to a definite point in time in the past
- b a state that existed before a specific point in time in the past
- c an action that was completed at an indefinite time in the past
- d an activity that started in the past and continues until now
- e an action that will be completed before a definite point in time in the future

d 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 **01.11 Pronunciation** Listen to the sentences in 4c again and notice the pronunciation of the underlined words. 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 that 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 the most unusual?

c Language in context Expressing meaning


Read the dictionary definitions and complete the example sentences with the correct form of the **highlighted** words 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 that _____ the philosophy of our business.

d  What facts about your own first language would you add to the fact file? Think about:

- an area of meaning where there are many more or many fewer words than in English
- an idiom that can't be translated into English
- grammar or vocabulary that might reflect the culture.

Explain your list to a partner.

e  Read the opinion below. Do you agree with this opinion? Why / Why not? Discuss with your partner, giving reasons to support your answer.

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

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 for 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 that 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 turn while driving, 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 that 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



1 LISTENING

a Discuss the questions.

- 1 Have you or someone you know worked with a colleague for a long time? Who? How long?
- 2 What characterises a good working relationship?

b Answer the questions about the picture.

- 1 Where do you think Sara and Alex work?
- 2 What do you think their relationship is?
- 3 What do you think their conversation will be about? Why?

c 01.15 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*

1 Match Sara's and Alex's comments a–d with situations 1–4.

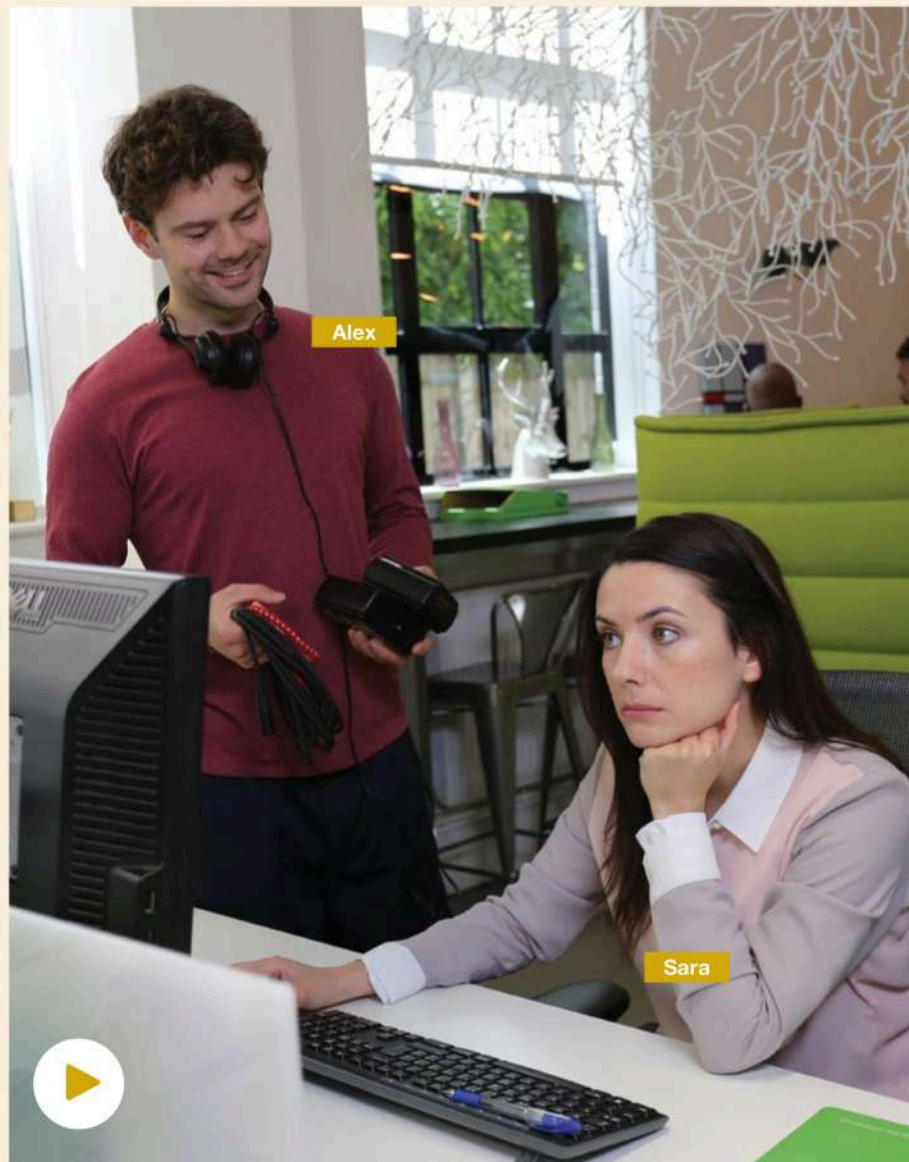
- Full of the joys of spring, I see!
- Don't sound so pleased to see me!
- It's not exactly good news.
- That'd be something of a surprise.

- 1 Sara is expecting the exact opposite to happen.
- 2 Alex notices that Sara's greeting is not enthusiastic.
- 3 Alex sees that Sara looks unhappy.
- 4 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 01.16 Watch or listen to Part 2. What is the relationship between ... ?

- Nadia and Sara
- Sara and Oscar
- Alex and Emma



f 01.16 Answer the questions. Watch or listen to Part 2 again and check your answers.

- 1 What does Nadia want to talk about?
- 2 Why does she mention Oscar?
- 3 What does Nadia want from Sara?
- 4 What does Alex suggest is Nadia's reason for speaking to Sara?
- 5 What help does Sara ask Alex for?
- 6 What's Sara's impression of Emma?

g Discuss the questions about Parts 1 and 2.

- 1 What do you know about the company Sara and Alex work for? Do you think Sara and Alex do similar jobs?
- 2 How do you think Sara feels at the end of this episode?
- 3 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 **whatshisname**
- 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 **Whatshername** 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 *Romeo and Juliet*.
- 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  01.17 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  01.18 Listen to the words in the box. What sound do the letters in **bold** make? Is this sound always spelt with two letters?

pleas**e**d meet**ing** dec**e**nt seri**e**s

b  01.19 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 be**a**r re**ea**rch gre**ea**t frien**ee**d


1 /i:/	2 /e/	3 /eɪ/	4 /eə/	5 /ɪə/	6 /ɜ:/

c  01.20 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 Gree**k** he**a**r he**a**rd me**a**ning me**a**nt
 incre**a**se ste**a**dily nie**ee**ce pier**ee**ce ide**a** bre**a**k
 breakf**ee**st ear**ly** pe**a**r care**er** me**e**t

Which is the only short sound in 3b?

4 SPEAKING


a  01.21 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  01.21 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.

1 SPEAKING AND LISTENING

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



džús (Slovakian)



outdoor (Portuguese, Brazil)



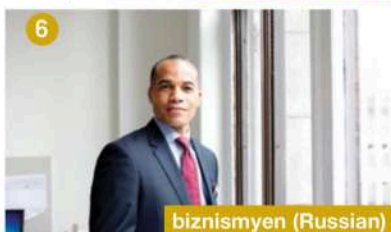
lonche (Spanish, Mexico)



maiku (Japanese)




gol (Spanish)




biznismyen (Russian)



kampyutara (Hindi)


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 the following?



- 1 the number of people that speak English
- 2 English as an easy language to learn
- 3 the Latin language
- 4 English's 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  **01.22** Listen and check. Make notes. Are there any points he makes that you find surprising?

2 READING

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

I'm in two minds about this.

I agree up to a point that there's a 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 →



ÖMER

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 English slang and popular buzzwords, but 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 →



GABRIELA

Great comment, you're spot on there!

I speak English fluently, but I use Spanish (and Portuguese!) 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 →



HARU

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 that 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 →

f Compare Flying B's and Gabriela'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? Why?

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 five or six sentences giving your point of view.
- c Share your post with another student. Read another student's post and add a comment. It can be a response or a further comment on the topic.
- d Respond to or comment on three other posts.
- e Read the discussion forum that you started. Which comment do you think is the most interesting?

UNIT 1

Review and extension

1 GRAMMAR

a Correct seven mistakes with adverbials. Sometimes more than one answer is possible.

- 1 Please slowly try to speak.
- 2 He will be probably late.
- 3 We do by hand our washing.
- 4 We will be living in June in Paris.
- 5 She made me so loudly laugh.
- 6 I in the end managed to get in touch.
- 7 You can compare easily the different brands.

b Choose the correct options.

- 1 I *have never visited* / *never visit* an English-speaking country before.
- 2 *I've been learning* / *I'm learning* English for ages.
- 3 I *had been crossing* / *was crossing* the road when the car hit me.
- 4 I *have wanted* / *wanted* to give up at the beginning but kept studying.
- 5 She *has had* / *has* her hair cut. Doesn't it look nice?
- 6 I *had been studying* / *was studying* for five hours when you got home.

2 VOCABULARY

a Replace the words in *italics* with an expression in the box.


acquire rusty brush up on get to grips with
hold a conversation immerse yourself in struggle with

- 1 Sally really used to *have problems with* phrasal verbs.
- 2 The best way to learn is to *fully get to know* the culture.
- 3 Vladimir is amazing; he can *talk* with anyone in English.
- 4 How do young children *learn* their first language?
- 5 I'd better *improve* my French before the trip.
- 6 I can't *understand the complexities of* German grammar.
- 7 Mum's Spanish must be *worse than it was*.

b Complete the words with the missing letters.

- 1 Her popularity with teens has seen a r_____d rise.
- 2 Even a s_____e change in his hairstyle gets comments.
- 3 There has been a steady s_____t towards part-time work.
- 4 This will not result in a l_____g change.
- 5 Black jeans are on the w_____y out.
- 6 The o_____g changes are affecting productivity.
- 7 Perhaps the benefits will not be p_____e for a while.

3 WORDPOWER Idioms: Body parts

a  01.23 Complete the idioms with the words in the box. Listen and check.

shoulders hands tooth nose tongue head neck

- 1 Mark obviously **has a** _____ **for** business investment; he has never lost us any money yet.
- 2 I walked across to the photographers, shouting and yelling. I completely **lost my** _____.
- 3 Colleagues regard Mika as **a safe pair of** _____ who can be relied upon to step in when required.
- 4 It may happen, but I certainly wouldn't **stick my** _____ **out** and promise anything.
- 5 After five years' training for this event, he's **head and** _____ **above** the competition.
- 6 I had to **bite my** _____ when my manager took credit for my work.
- 7 I will **fight** _____ **and nail** to prevent any scheme which threatens local livelihoods.




b Match the idioms 1–7 in 3a with definitions a–g.

- take a risk
- try very hard to overcome opposition and get something you want
- be good at finding a specific thing
- stop yourself from saying something
- lose control of your behaviour
- someone other people trust to do a good job
- be a lot better than other competitors

c Complete the questions with the idioms in 3a.

- 1 In what situations do you think it's important to _____ out?
- 2 Who do you know who has _____ for something?
- 3 Who's an actor you think is _____ above most others?
- 4 How do you react if someone you know loses _____ in front of you?
- 5 What's something you would fight _____ to prevent?
- 6 In what situations do you think people should _____ tongues?
- 7 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 learning a second language | <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"/> |