

# UNIT 1

## Language

### UNIT CONTENTS

#### G GRAMMAR

- Adverbs and adverbial phrases (types and position)
- The perfect aspect (for complete and incomplete states and actions)

#### V VOCABULARY

- Language learning (Verb phrases): *acquire a (new/second) language, attain (a level/degree of competence), brush up (my Arabic), get accustomed to sth, get rusty, get to grips with sth, grasp new ideas, have an ear for (languages), hold a conversation, immerse yourself in sth, keep at sth, pick up (phrases), put sth into practice, struggle with sth*
- Noun forms: *acquisition, capability, competence, dedication, discipline, distraction, exposure, insight, interaction, interference, limitation, literacy, mentality, motivation, necessity, prestige, reluctance*
- Describing changes: *barely perceptible, clearly on the increase, grow substantially, (not) be noticeable, on a rapid rise, on the way out, ongoing, a steady shift over time, subtle, take hold*
- Language in context: Expressing meaning; Irony and understatement
- Wordpower: Idioms: Body parts: *be a safe pair of hands, be head and shoulders above sb, bite your tongue, fight tooth and nail, have a nose for, lose your head, stick your neck out*


#### P PRONUNCIATION

- Word stress: noun forms with *-tion* and *-ity*
- Sentence stress
- Sound and spelling: *ea, ee* and *ie*

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Ask students to write a sentence about one thing they did yesterday, e.g. *I downloaded a film for my sister*. Tell students to draw a maximum of three symbols or pictures to represent their sentence. Put students into pairs to look at each other's drawings and 'translate' them into a sentence. Ask the class how effective this system of communication is and how it could be improved.

- a  Ask students what animal this is (a bonobo /'bɒnəbeɪ/ – a small, intelligent African ape with black or brown fur, similar to a chimpanzee), and which country this is (the USA – *Center* is spelled the American English way on the woman's T-shirt). Give students one



### UNIT OBJECTIVES

At the end of this unit, students will be able to:


- understand and summarise details, attitudes and opinions in texts about language learning experiences and how the English language is changing
- follow broadcasts and lectures about language acquisition and English as a global language and note and summarise details and attitudes
- understand details, allusions and jokes in idiomatic conversations between colleagues
- use lexis accurately and appropriately to discuss and describe their own learning experiences, factors in language learning, changes and unique language features
- use a range of expressions in interaction and descriptions to express themselves in an inexact way when appropriate
- express opinions in a web forum post clearly and respond to the opinions of others with an awareness of register and the emotional impact of their choice of lexis

minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture notes below.



#### CULTURE NOTES

This photo shows a scientist and a bonobo at the Language Research Center, Georgia State University, USA, communicating through a keyboard which has lexigrams instead of letters. Lexigrams are symbols which represent objects or ideas. Bonobos and chimpanzees have been trained to recognise and reproduce sequences of lexigrams to communicate with humans and others of their own species. There is some evidence that these apes can produce sounds, unrecognisable to humans, which correspond to lexigrams and are comprehensible to other bonobos/chimpanzees. Generally, the linguistic capabilities of animals is a controversial topic and while all animals can communicate, some scientists feel that language proper is restricted to humans.

- b  Pre-teach *converse* (have a conversation with someone). Put students into groups to discuss the questions. If students need encouragement, prompt them with ideas from the Suggested answers below. Take feedback as a class.

#### Suggested answers

- sport, e.g. a jockey and horse; disabled people and service dogs; owners with pets
- primates generally, dolphins and whales, dogs, parrots



#### EXTRA ACTIVITY

Play Pictionary. Whisper a word to one student. The student has to draw a picture representing that word on the board for the other students to guess. Students cannot speak, use gestures or write words on the board. Students take turns to draw the word you tell them. Start with easier words to illustrate, e.g. *furniture, run*, and then give more abstract words, e.g. *problem, law*.

# 1A I learned French entirely by ear

## OPTIONAL LEAD-IN

Books closed. Use a 'live listening' to give students a chance to find out about you and introduce the topic of the lesson. Write or project the statements from 1a on the board and give students time to read them. Explain to students that you are going to tell them about your own language learning experience(s) and that you want them to decide which of the statements they think you might agree with. Talk for about three minutes about your experience(s), making sure you cover one or two of the areas in the statements, e.g. *I moved here to Italy four years ago and so I was able to immerse myself in the language every time I went out in the street. However, I really struggled with ...* Put students into small groups to compare what they understood and decide which statements you might agree with. Check answers as a class.

## 1 READING

- a** Ask students to read the statements and think about whether they agree with them. Put students into pairs or small groups to discuss their opinions before discussing their ideas as a class.
- b** Students read the texts and decide who might agree with each of the statements in 1a. Encourage students to guess the meaning of the words in the Vocabulary support box if they ask about them. Help with the meanings if necessary. They then compare their ideas in pairs. Take feedback as a class and ask students to share the reasons for their answers, e.g. *Chris Packham says, 'I want you to constantly correct me.' so I think he must agree with statement 1.*

### Suggested answers

- 1 Chris Packham (I want you to constantly correct me.)
- 2 Thomasina Miers (The flavour and the language are linked because you know the taste and the memory and the words are all kind of caught up and bound into one.) Chris Packham (I bought some wildlife books ... because I understood the context, I was able to read them cover to cover ...)
- 3 Caroline Wyatt (She says she involuntarily uses her hands whilst talking in French, and in German becomes somewhat more direct.)
- 4 Nobody states or implies agreement with this statement. Ellen MacArthur might partially agree for a spoken second language (I'm now fluent, though having learnt the language almost entirely by ear... my written French is terrible.)
- 5 All: Thomasina Miers (I wanted to go and speak Spanish. I wanted to talk to everyone ...); Ellen MacArthur (It opened up the warmth of a culture to me; a way into a world that I didn't at the time really understand, or even knew existed in my early teens.); Caroline Wyatt (Speaking the language makes a huge difference to how people relate to you ... It enables you to relate to people in a different way ...); Chris Packham (What's brilliant is that I can meet up with my neighbours now and have a laugh with them ...)
- 6 Ellen MacArthur (I'm now fluent, though having learnt the language almost entirely by ear ...)
- 7 Caroline Wyatt (Having another language from a very young age accustoms your mind to the idea that there are many different ways or words with which to express concepts and objects ...)

At the end of this lesson, students will be able to:

- read and understand a text about why and how different people learn languages
- use adverbs and adverbial phrases in their correct positions in a sentence
- use a lexical set related to language learning
- understand a BBC radio interview with a language expert about second language learning amongst native English speakers
- form nouns from adjectives and/or verbs in the same word family

## VOCABULARY SUPPORT

*drink sth in* – listen to, look at, or experience something with great interest and enjoyment

*guttural* – a sound produced at the back of the throat and therefore deep

*earthy* – basic, simple and natural

*unpretentious* – appearing simple and natural, not trying to be something else

*resonating* – connecting and evoking particular memories, feelings and emotions in your mind

*draw sb in* – attract somebody and make them become involved

*be caught up / be bound into one* – be joined together in a way that can't be separated

*immersion* – literally, to put something in a liquid until it is covered, here used figuratively to mean to be totally surrounded by something

*nuance* – a very small difference in something, which, although hardly noticeable, has an important effect

*mannerism* – specific characteristics a person has, particularly the way they speak or make small movements

*shaky start* – a beginning that is not firm, strong or confident

*stint* – a period of time, often short, spent doing something specific

*shape* (v.) (C2) – make something develop over time in a particular way

- c** Tell students to read the texts again in detail and encourage them to guess the meaning of any new words from the context. In pairs, students discuss the questions. Take feedback as a class and encourage students to justify their answers to questions 1–3 as far as possible using extracts from the texts. Finally, ask them which person they relate to most, and why.

## 2 GRAMMAR

### Adverbs and adverbial phrases

- a** Individually, students add the highlighted adverbials from the texts to the lists. Check answers as a class.

#### Answers

- 1 absolutely, almost, entirely, somewhat, enormously, extraordinarily
- 2 by ear, properly, fluently, involuntarily
- 3 first, now
- 4 constantly

- b** Talk about the first adverbial with the class. Elicit that it can be used either at the front of the sentence or at the end, but not in the middle. Ask students: *Does the meaning of 'in the end' change depending on the position in the sentence?* (No, it doesn't.). In pairs, students then discuss the other adverbials. Check answers as a class, feeding in the additional information in the Language notes below as appropriate.


#### Answers

- 1 b 1, 2, 3
- 2 a 3 b 1, 2
- 3 a 1, 2, 3 b 3
- 4 a 3
  - b 1, 3 See the Language notes below for changes in meaning (between position 1 and position 3).
- 5 a 1, 2, 3 See the Language notes below for changes in meaning (between position 1/2 and position 3).
  - b 1 (used to indicate an explanation will follow), 3 (adverb of manner)

#### LANGUAGE NOTES

Some adverbials have different meanings in different positions. In the examples in 2b, the following adverbials change meanings:

- *clearly* used at the front or in the middle of a sentence indicates that you consider what you are about to say obvious, e.g. *Clearly, you need to learn French if you want to live in France.* It can also be used at the end to mean that something is (not) easy to understand, e.g. *The line's terrible, could you speak more clearly?*
- *naturally* used at the front or in the middle of a sentence indicates that you consider what you are about to say totally normal and unsurprising, e.g. *Naturally, he failed the exam – he hadn't done any work!* It can also be used at the end to mean that something is done in a normal way, e.g. *Relax and try to behave naturally.*

- c**  **1.2–1.5** Students read the information in Grammar Focus 1A on SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are pronouncing the adverbs and adverbial phrases correctly. Tell students to go back to SB p.9.

#### Answers (Grammar Focus 1A SB p.138)

- a**
- 3 ✓
  - 4 ... was utterly exhausted.
  - 5 ✓
  - 6 (Beforehand,) I had had a nasty feeling (beforehand).
  - 7 (Certainly,) That (certainly) was (certainly) the best game so far.
  - 8 ✓
  - 9 ... have repeatedly ignored ...
  - 10 ✓
  - 11 ✓
  - 12 We decided to go home by taxi.
- b**
- 2 ... we still can't answer ...
  - 3 ... are simply ridiculous.
  - 4 It has even been said ... / that we even copied
  - 5 No doubt language developed ...
  - 6 ... (dramatically) increased (dramatically) in size (dramatically) ... became a great deal more ...
  - 7 Also, unfortunately for other animals, we ...
  - 8 (Undoubtedly,) group behaviour would (undoubtedly) have made ... language absolutely essential.
  - 9 We probably won't ever know ...
  - 10 ... language will always fascinate ...

#### CAREFUL!

The most common student mistake with adverbials is word order error, particularly after the verbs *be* and *have*, e.g. *The third day of our trip wasn't very good also.* (Correct form = ... *our trip **also** wasn't very good.*). At C1 level, the most likely error is for students to place the adverbial too late in the sentence, e.g. *You can find easily an English-language newspaper to read at the library.* (Correct form = *You can **easily find an** ... with the adverb of manner placed before the correct verb.*)

#### FAST FINISHERS

Ask fast finishers to look at the five categories of adverbials on SB p.9 (comment, degree, manner, time, frequency) and the sentences in Grammar Focus Exercises a and b and find at least one example for each category of adverbial, e.g.:


comment: *Presumably, your wife ...*

degree: *Some of the theories are **simply** ridiculous.*

manner: *The secretary put the phone down **abruptly**.*

time: *I had had a nasty feeling **beforehand**.*

frequency: *... the origins of language will **always** fascinate us.*

- d**  Books closed. Read out the first speech bubble in 2d and ask students to imagine what you might be talking about, e.g. *salsa dancing, playing tennis*, etc. Then read out the second speech bubble and ask students to refine their ideas, e.g. *Well, it can't be salsa dancing, but it could be playing tennis.* Finally, read the last speech bubble and elicit their ideas, e.g. *It must be playing golf!* Ask students: *Can you remember which adverbials I used?* (obviously, properly, extremely). Books open. Give students a few minutes to work individually and think of an experience to talk about. Help with vocabulary as necessary. Stress that students should not tell their partner what skill they are talking about. In pairs, students take turns to tell each other about their experience and try to guess what skill their partner is talking about.

#### LOA TIP MONITORING

- Be careful not to interfere with pair or group work as you monitor. Students may want to ask you questions if you stand in front of them, which will stop their interaction.
- Do not join in the discussion to prompt, give your personal reaction or correct errors. Let students speak and give feedback after the activity.
- Discourage students from appealing to you during the activity by not making eye contact with them as you monitor.
- It is worth explaining these 'rules' of pair/group work in your first lesson and repeating them when you set up tasks like this.



### EXTRA ACTIVITY

Choose an activity you do or a skill you have, but don't tell students what it is, e.g. *playing the piano*. Say a sentence about the activity using an adverbial, e.g. *This is something I do fairly well*. Elicit what type of adverbial you have used (manner) and ideas of what you might be talking about, but don't confirm the answer yet. Using a variety of adverbials from the lesson and Grammar Focus 1A, continue saying sentences until you have given students five in total, e.g. *Usually, I do this in the evenings and on Sunday mornings*. (frequency). *Every Thursday afternoon I have a 20-minute lesson to help me do this better*. (time). *The people in the flat below get very annoyed if I play late at night*. (degree). *Apparently, my great-grandmother was an excellent player and gave concerts*. (comment). After each sentence, students identify the type of adverbial used and guess what you are talking about. After five sentences, tell students what the activity or skill is if they haven't already guessed. In pairs or small groups, students then invent sentences of their own and repeat the activity.

### 3 VOCABULARY Language learning

**a** Individually, students match the underlined parts of the texts with the definitions. Check answers as a class.

#### Answers

1 c 2 d 3 a 4 b

**b** **1.6** Students complete the exercises in *Verb phrases* in Vocabulary Focus 1A on SB p158. Play the recording for students to check their answers to Exercise a. Monitor Exercise b and check answers as a class. Tell students to go back to SB p.9.

#### Answers (Vocabulary Focus 1A SB p.158)

**a** 1 acquire 2 struggle 3 attain 4 accustomed 5 brushed  
6 ear 7 hold 8 practice 9 keep 10 immersed  
11 pick 12 get 13 rusty

**b** 1 c 2 a 3 d 4 e 5 f 6 b

**c** Give students a few minutes to read the questions and think of two more questions. Monitor and point out errors for students to self-correct.

**d** Put students into pairs to ask and answer the questions. Take feedback as a class on any answers students gave which their partner found particularly interesting.

### 4 LISTENING

**a** Discuss the questions as a class and encourage students to justify their answers.

**b** **1.7** Draw students' attention to the photo and give them some basic information about Susanna from the Culture notes below. Then give students time to read through the sentences. Play the recording. Students listen to the conversation for general meaning and tick the points Susanna makes. Check answers as a class.

#### Answers

1 ✓ 2 ✓ 4 ✓

### Audioscript

**INTERVIEWER** Let's hear now from Susanna Zaraysky. She speaks seven languages, and spent many years teaching English abroad and has even written a book called *Language is Music*. Um ... Is this er ... reluctance to learn foreign languages, um ... just a feature of Britain or, do you think, all English-speaking peoples?

**SUSANNA** I think it's all over the English-speaking world and I think there are two main reasons: one, as I agree with your previous speaker that there's a lack of necessity. People don't see the necessity and, so, necessity breeds motivation, and for example we see that in Brazil there are English-language schools popping up everywhere because they need to learn English to be able to sell their products abroad. The other reason is, is that English speakers have little to no exposure to the sounds of foreign languages because almost all of our media is in English, so people in other countries will start to listen to music in English, watch programmes er ... from the United States or from the UK or from other parts of the world in English. And so they get used to the sounds and prior er ... exposure to the sounds of a language make it much easier for a student to learn a language and it's much more fun, when you have music and ... and media.

**I** Is that what happened to you? I mean were you exposed to foreign languages from a young age?

**S** I was. I mean, I was born in the former Soviet Union and I came to the United States when I was three but I grew up in an area with a large Hispanic population and Vietnamese population, so I heard Spanish from a young age even though I didn't start formally studying it until I was 15 or 16. So I already knew a lot of songs in Spanish when I started learning. So, when I had to learn grammar and words, I ... I had a context in which to reference to what I was learning in school. And because I already knew songs, I already knew some words and it was fun and I could pronounce things. So music is a huge aspect of language learning.

**I** So, you had a bit of a head start if you like, but um what would be your advice to other English speakers, perhaps averse to learning foreign languages?

**S** To find music that they like in the other language. Um ... to find television programmes that they like in the language ... To watch movies in the other language. Because your heart has to resonate with the language. You have to actually like it, because you live a language more than you study it. So you have to find something that you like about it. For example, if somebody likes watching soc ... uh ... football, they can watch football programmes in another language, so they're at least getting used to what it sounds like. Um ... If they like a certain type of a movie, whether it's animation, they could look for those type of animation programmes in other languages.

**I** And er it's worth it, you reckon?

**S** Of course, of course. Because, you know, people ... you get paid more money usually in government jobs if you speak another language. You have much more oppor ... You have many more opportunities to do trade if you speak another language. And, I mean, in the United States we have 20 per cent of our population speaks another language at home, so even for domestic marketing reasons it's important.

**I** Susanna Zaraysky, who speaks seven languages.




### LANGUAGE NOTES

Highlight that the interview with Susanna Zaraysky is one of the many authentic recordings in *Empower*. Remind students that even native speakers frequently make mistakes when speaking and that there are a huge number of variations in the kinds of English used around the world. Point out that it is an important skill for higher-level learners to be able to deal with speakers who do not speak 'perfect' English. If students mention errors in recordings, e.g. speakers forming sentences which are grammatically incorrect, ask them to correct them.

## CULTURE NOTES

Susanna Zaraysky was born in St Petersburg but moved to the USA when she was three. She is a polyglot and to date she has studied eleven languages, seven of which she can speak fluently. She has written two books, *Language is Music* and *Travel Happy, Budget Low*, and regularly speaks to teachers and students around the world about learning foreign languages.

- c**  **1.7** Before students listen for specific details and answer the questions, use the Vocabulary support box to help with vocabulary if necessary. Play the recording again. Students compare answers in pairs. Check answers as a class.

### Suggested answers

- 1 Because they want to be able to sell products abroad.
- 2 Hearing and getting used to the sounds of a language can make it much easier and much more fun to actively study a language.
- 3 Knowing a lot of songs in Spanish gave her a context for grammar and vocabulary, and helped her with pronunciation.
- 4 She means that you have to find real motivation to learn the language and find things you can enjoy doing in that language. She suggests finding something you enjoy doing in your own language, like watching certain types of TV programmes or films, and doing this in the language you are trying to learn.
- 5 She says that people who speak other languages usually get paid more money in government jobs. She also says that there are a lot more international business opportunities open to people who speak other languages. And it's also useful for business within the USA as 20 per cent of people speak another language at home.

## VOCABULARY SUPPORT

*breed* (C2) – cause something to happen


*pop up* – appear or happen, especially suddenly or unexpectedly

*reference* (v.) – if writing or information references someone or something, it relates to that person or thing

*head start* – an advantage that someone has over other people in something such as a competition or a race


## FAST FINISHERS

Ask fast finishers to think about the English language music and media they currently engage with and discuss it with another fast finisher. Tell them to list their recommendations for other students in the class.

- d**  Put students into small groups to discuss the questions. If students are interested and motivated by the topic, extend this to a full-class discussion.


## 5 SPEAKING and VOCABULARY

### Noun forms

- a**  **1.8** Books closed. Write sentence 1 from 5a on the board including the gap but without the word in brackets. Point to the gap and ask: *What kind of word do we need here?* (noun). Write *reluctant* on the board and ask: *What kind of word is this?* (adjective). Then ask students to change the adjective to the noun form and elicit the spelling. Books open. Students complete sentences 2–4 individually. Play the recording for students to check. Check spelling as a class.

### Answers

- 1 reluctance 2 necessity 3 motivation 4 exposure

- b**  **1.9** Students complete the exercises in *Noun forms* in Vocabulary Focus 1A on SB p.158. Check the answers to Exercise d as a class and play the recording for students to complete the Pronunciation activity. Read the Learning Tip with the class and monitor Exercise f. Tell students to go back to SB p.10.


### Answers (Vocabulary Focus 1A SB p.158)



- d** 1 interaction 2 distraction 3 dedication 4 limitation  
5 motivation 6 necessity 7 capability 8 mentality  
9 reluctance 10 interference 11 competence 12 literacy  
13 exposure 14 acquisition 15 insight 16 prestige  
17 discipline
- e** 1 limitation, capability, mentality  
2 See the underlining in Exercise d above.  
3 the syllable before the suffix

## EXTRA ACTIVITY



Books closed. Play a 'last one standing' game with the class. Tell students to stand up and explain that you are going to give them a word from the table in Exercise d on SB p.158 and a part of speech. They have to change the word to the form you give them, spell the word correctly and use it in an example sentence. The first student who is ready to do that knocks on the table and has to answer immediately. Any student who does not answer immediately or makes any mistakes is eliminated and sits down. Give students an example, e.g. *necessary* – noun. Ask the first student who knocks on the table to give you the noun form (*necessity*), the correct spelling and an example sentence with the word, e.g. *Doing your homework is an absolute necessity if you want to learn a language.* When you are sure students have understood the activity, play the game. Continue the game using words from the table on SB p.158 until only one student is left standing and is declared the winner.

## HOMEWORK ACTIVITY

 Ask students to follow the advice given in the Learning Tip and record the vocabulary in Exercises d and f on SB p.158 according to their suffixes.

- c**  Read through the factors with the class and elicit a few ideas for each item from the students. Then put students into pairs and give them time to discuss each of the factors in more detail. Take feedback as a class.
- d** Read about the first person together and ask students if they know anyone who matches the description. Then elicit some pieces of advice for that person from the class. Suggest students choose the person who they think they have the most advice for before they work individually and write their pieces of advice. Monitor and help as necessary.
- e**  Put students into pairs or small groups. They then compare their ideas and make additional suggestions if appropriate. Finally, ask each pair to choose four suggestions to share with the class during feedback.

## ADDITIONAL MATERIAL




-  Workbook 1A
-  Photocopiable activities: Grammar p.201, Vocabulary p.221

# 1B Language has been constantly evolving

## OPTIONAL LEAD-IN

Books closed. Write *synonyms* in a circle in the centre of the board. Then draw five lines off it and five smaller circles with *good, bad, angry, nice* and *pretty*. Put students into five pairs or small groups and assign each pair/group one of the words. Give them two minutes to think of synonyms for their word, e.g. *fine, wicked, cross, pleasant, attractive*, etc. Regroup students so that the new groups have at least one person for each word on the board. Students copy and complete the word web, telling each other their words and suggesting any additional ones they can think of. In class feedback, ask five students to come up to the board and complete the word web for each of the five different words. Point out and correct any spelling mistakes. Elicit and add any additional words to the word web on the board. Ask students to correct and complete their word webs as necessary.

## 1 SPEAKING

-  In small groups, students discuss the words and what they mean. Take feedback as a class but don't check the answers at this point.
-  In their groups, students decide when each word was first used in English, giving reasons for their decisions. Again elicit students' ideas as a class but don't check answers.
-  **1.10** Students listen to the recording for specific details and check their answers to 1a and 1b. They then discuss the significance of the two pictures in their groups. Check answers as a class and use the Vocabulary support box to help with vocabulary if necessary.

### Answers

1900s radio  
1910s environmentalism  
1920s spacecraft  
1930s babysitter  
1940s technophobe  
1950s brainwash  
1960s in-joke  
1970s Bollywood  
1980s ecotourism  
1990s blog  
2000s sudoku  
2010s selfie  
Photo 1 shows the first known selfie, taken by Robert Cornelius in 1839, around 170 years before the word *selfie* was first used.  
Photo 2 shows the first real spacecraft, the Sputnik, launched in 1957, around 30 years after the word *spacecraft* was first used.

### Audioscript

**NARRATOR** The word 'radio' was first used in the 1900s, although of course radios were invented long before that, in the 1820s, but they were originally called 'wirelesses'.  
The word 'environmentalism' was first used in the 1910s. People began to be concerned about pollution and wildlife towards the end of the 19th century, and in 1916 a National Park Service was set up in the USA to help protect wildlife.  
The word 'spacecraft', meaning any kind of spaceship or satellite, first appeared in the 1920s, at about the same time that science fiction stories became popular in films and magazines. However, the first real spacecraft, the Russian Sputnik, wasn't launched until 1957.

At the end of this lesson, students will be able to:

- talk about the meanings of words and how meanings evolve and change with time or distance
- understand a text about how the English language is changing and relate the content to specific examples
- describe changes, being precise in both the speed/scale of the change and the register of the language
- use the perfect aspect correctly for completed actions and unfinished actions and states
- understand a fact file about unusual language features and suggest similar facts about their own language

People started talking about 'babysitters' in the 1930s, and the word 'technophobe', meaning someone who has a fear of technology, was first used in the 1940s. This was about the time when people started using technology such as vacuum cleaners and washing machines in the home. 'Brainwashing' is making people believe an idea by constantly telling them it's true. This word was introduced in the 1950s. And an 'in-joke' – a joke that is only understood by a particular social group – was first used in the 1960s.

In the 1970s people first started talking about 'Bollywood' – the Indian film industry based in Bombay – in other words, the Bombay version of Hollywood.

The concept of 'ecotourism' came in in the 1980s when the tourism industry began to respond to the demand for tours which benefited, or at least did not harm, the local ecosystem.

The 1990s saw the invention of 'blogs' – originally called 'web logs' – as more and more people became connected by the Internet. And, in the 2000s, people all over the world started doing the Japanese puzzle, sudoku.

The word 'selfie' was introduced in 2013, to describe photos people take of themselves with their mobiles – although the first known selfie was taken 170 years earlier by Robert Cornelius, who took a photo of himself using a mirror in 1839.

## VOCABULARY SUPPORT

*environmentalism* – an interest in or the study of the environment, in order to protect it from damage by human activities

*spacecraft* – a vehicle used for travel in space

*technophobe* – someone who dislikes new technology, especially computers, and is not able to use it with confidence

*brainwash* – make someone believe something by repeatedly telling them that it is true and preventing any other information from reaching them


*in-joke* – a private joke that can only be understood by a limited group of people who have a special knowledge of something that is referred to in the joke

*Bollywood* – the centre of the Hindi film industry, based mainly in the Indian city of Mumbai, which used to be called Bombay

*ecotourism* – the business of organising holidays to places of natural beauty in a way that helps local people and does not damage the environment

*sudoku* – a number game in which you have to write a number between 1 and 9 in each small box of a 9x9 square

*selfie* – a photograph that you take of yourself, usually with a mobile phone. Selfies are often published using social media.

- d  Write a new word that has recently come into the English language on the board and elicit its meaning, e.g. *e-learning* (learning done by studying at home using computers and courses provided on the Internet). Give students two minutes to discuss the question in their groups and make a list. Ask groups to feed back to the class on any interesting new words and add them to the board.

### EXTRA ACTIVITY

Tell students that two new words that have recently come into the English language are *bikeable* and *hackable*. Elicit the meaning of the verb suffix *-able* (= can be) and ask students to think of words they know with this suffix, e.g. *breakable*, *loveable*. Ask students to make up five new words by adding *-able* to verbs and then check in a dictionary to see if they exist. Tell students that even if they don't exist, the meaning would be clear to native speakers as *-able* is used creatively in speech.

## 2 READING

- a Students work individually, reading the text and identifying the points the writer makes. They compare answers in pairs before checking answers as a class. Use the Vocabulary support box to help with vocabulary if necessary.

### Answers

Many changes to language take place gradually so we may not notice them.  
Modern technology has helped us to see how language is changing.

### VOCABULARY SUPPORT

*perceptible* – that can be seen, heard or noticed


*plague* (C2) – cause worry, pain or difficulty to someone or something over a period of time

*transcribe* – record something written, spoken or played by writing it down

- b Give students time to read the questions and think about their answers. They then discuss their ideas in pairs before sharing their answers and ideas with the class.

### Answers

- 1 *far out*: strange and unusual, or excellent  
*rad*: extremely exciting or good  
*wicked*: excellent  
*awesome*: extremely good
- 2 Students' own answers

- c  Divide the class into pairs and assign A and B roles. Student As read about language changes 1 and 2 on SB p.127 and Student Bs read about language changes 3 and 4 on SB p.137. They answer the question and prepare to explain how each heading represents the change described. Monitor to check students understand what they have to do and clarify any problems before the pairwork stage. Tell students to go back to SB p.11.

### Answers

#### Student A


The first heading is a famous quote from Shakespeare highlighting that *to + infinitive* is more old-fashioned, and the question *To be or not to be?* suggests that there is an alternative to using *to + infinitive*.

The second heading shows an example of the use of the continuous (or progressive) verb form with *be* which wouldn't have sounded correct 150 years ago.

#### Student B

The first heading uses *Do you want to* rather than the more formal *Would you like to*.

The second heading uses the *get* passive, which the text says is taking over from *to be* in passive structures.

- d  Put students into A/B pairs. Students look at the sentences, discuss which sentences show the changes they read about and explain these changes to their partner. Monitor and identify students who give good, clear explanations for each item and describe the change accurately. Allow time for class feedback and ask these students to share their explanations with the class.

### Answers


- 1 yes (Student B, Text 3: Modal verbs are gradually giving way to other less formal expressions ...)
- 2 yes (Student B, Text 4: ... the use of *get* passives has grown substantially.)
- 3 yes (Student A, Text 1: ... there was a steady shift toward more frequent use of the verb + *-ing* after verbs like *begin*, *start*, *like*, *love* and *hate* and these are still on the increase.)
- 4 yes, both students (Student A, Text 2: Constructions such as *I must be going now* ... wouldn't have sounded correct 150 years ago, but nowadays are fairly high frequency.) (Student B, Text 3: words like *shall* and *ought* are on the way out and words which cover the same ground, such as *going to*, *have to*, *need to* and *want to* are taking hold.)

## 3 VOCABULARY Describing changes

- a Individually, students read the sentences and match the expressions in bold with the kinds of changes. Check answers as a class.

### Answers

- 6, 10, 11
- 9
- 2, 4, 5, 8
- 11, 12
- 3, 8, 14
- 1
- 7, 10, 13, 14


- b  Give students a few minutes to write their sentences. Monitor and point out errors for students to self-correct. Then put students into small groups to compare their ideas. Take feedback as a class.

### FAST FINISHERS

Ask fast finishers to work together and change phrases 1, 2 and 5 in 3b to mean the opposite and then make suggestions for the category, i.e. 1 *something that is on the way in in your culture* (= something which is just about to start to become common or fashionable), 2 *a place that hasn't changed at all*, 5 *a major change to a popular product*.

## 4 LISTENING and GRAMMAR

### The perfect aspect

- a  **1.11** Tell students that they are going to hear four people commenting on the article in 2a. Play the recording. Students listen to the recording and answer the questions. Use the Vocabulary support box to help with vocabulary if necessary. Check answers as a class.

#### Answers

- 1 Paul: the influence of the Internet on the way language spreads and evolves and how words and expressions come in and out of fashion very fast  
Rosa: the decline in the quality of written communications, particularly related to punctuation and spelling, and how spellcheckers and predictive text are partly to blame  
Greg: the increasing speed at which language is changing and the progressive disappearance of regional variations in English and how people are speaking the same kind of English because of American TV and films and international communication  
Claire: the changing nature of language and how this shows that English is alive, incorporating new words for things and assigning new meanings to existing words
- 2 Paul: LOL, BTW, Bluetooth, CD-ROM  
Rosa: loose/lose, where/were  
Greg: flat/apartment, movies / cinema, film  
Claire: selfie, wireless/radio

#### Audioscript

**PAUL** Language has been changing much faster since people started using the Internet. Now, people pick up words and expressions from each other and new words spread much faster. This means though, a lot of new expressions probably won't last very long. LOL, BTW, Bluetooth, CD-ROM. I mean, 20 years ago these words didn't exist – no one used them. But, in a few years' time, they will have gone out of fashion and other new words will have come into the language.

**ROSA** Another thing that's changed is punctuation. Emailing has had an effect on the way people write. I mean, people have stopped using strict rules for punctuation, so people use commas much less than before. Spellcheckers and predictive text mean that people don't need to know how to spell. And people's spelling seems to just be getting worse: lose/loose; where/were – they don't show up on spell checkers. It's a pity. People are getting more information, but they're getting worse at expressing themselves.

**GREG** I agree with the article that language often changes slowly, but I think this process has been speeding up over the last few decades. A lot of American words have come into the language, probably because of TV and films. Um ... for example, people used to use 'flat' but now more people have started saying 'apartment'. Because of international communication, dialects are disappearing and people are starting to speak the same kind of English. For example the word 'movies' which is originally used mostly in ... in North America has now replaced 'cinema' and 'film' all around the world. In about 50 years, most dialects of English will have died out. And I think dialects are important because they're, they're part of people's identity. It's a pity they're disappearing and everything's just becoming more uniform.

**CLAIRE** Some people complain about new words, but it shows that the English language is alive ... um ... like the world is changing and languages need to change with them. And this is nothing new. Um ... Older generations have always complained about language changing. They've always felt strongly about it, but ... it's a natural process. New words come into the language because they enrich the language. For example, the word 'selfie' which people started using in around 2013. People had been taking photos of themselves before 2013, but they hadn't had a single word for it, so it caught on quite quickly. And some words also change their meaning. So for example 'wireless' these days is about internet connections. We talk about 'wireless LAN' and 'wi-fi'. The word 'wireless' had had a completely different meaning until computers came along – it meant 'radio'.

#### VOCABULARY SUPPORT

**LOL** – written abbreviation for *laughing out loud*: used, for example in emails and text messages, when you think something is very funny


**BTW** – written abbreviation for *by the way*: used, for example in emails, when you are writing something that relates to the subject you are discussing, but is not the main point of the discussion


**Bluetooth** – a system for connecting electronic equipment such as mobile phones, computers and electronic organisers to each other and to the Internet using radio signals

**predictive text** – a feature of a mobile phone in which words are suggested automatically while you are writing a text message

**dialect (C2)** – a form of a language that people speak in a particular part of a country, containing some different words and grammar, etc.

**LAN** – abbreviation for *local area network*: a system for connecting the computers of people who work in the same building

- b  With a monolingual class, discuss the question as a class and encourage students to give examples. With a multilingual class, put students into groups of the same L1 to discuss the question and give examples before taking feedback as a class.

- c  **1.12** Books closed. Write on the board: *1 Language \_\_\_\_\_ much faster since people started using the Internet. 2 In about 50 years, most dialects of English \_\_\_\_\_ .* Ask students: *Can you remember what the speakers said? (1 has been changing 2 will have died out).* Ask: *What do the two verb forms have in common? (They are both perfect forms.)* Then ask: *How are they different? (They are in different tenses. Sentence 1 is the present perfect continuous and talks about a continuing action. Sentence 2 is the future perfect and talks about a completed action.)* Books open. Individually, students do the exercise. Check answers as a class.

#### Answers

- 1 has been changing 2 will have gone 3 will have come  
4 have stopped 5 will have died out 6 have always complained  
7 have always felt 8 had been taking 9 had had

- d Students work individually, answering the questions and choosing the best word to complete the rule. Check answers as a class.

#### Answers

- 1 a examples 1, 4, 6 and 7  
b examples 8 and 9  
c examples 2, 3 and 5  
2 before





## LOA TIP CONCEPT CHECKING

After discussing the questions and rule in 4d, check students understand some of the key areas relating to perfect verb forms by asking them: *Which perfect form (simple or continuous) do we use to focus on the fact that we have finished an activity?* (simple) and elicit an example from students. Then ask: *Which perfect form (simple or continuous) do we use to focus on the duration of an activity?* (continuous) and elicit an example. Finally, ask: *Which perfect form (simple or continuous) do we use to answer questions with 'How many'?* (simple)

- e **1.12 Pronunciation** Play the recording again for students to listen and identify the kinds of words that are stressed and unstressed. Check answers as a class and drill the sentences.

### Answers

The main verbs are stressed.  
The auxiliary verbs are usually unstressed.

- f **1.13-1.14** Students read the information in Grammar Focus 1B on SB p.139. Play the recording where indicated and ask students to listen and repeat, making sure students are stressing only the main verbs, not the auxiliaries, in the perfect tenses. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.12.

### Answers (Grammar Focus 1B SB p.139)

- a 2 a 3 g 4 e 5 b 6 h 7 c 8 f  
b 2 died 3 tried 4 told 5 been painting 6 went 7 read  
8 had 9 had 10 done  
c 2 (will) have noticed 3 have suggested 4 has accepted  
5 had been established 6 has become 7 will have invented

## CAREFUL!

Even at higher levels, there are still numerous common student mistakes with perfect tenses. When talking about the present, students frequently use the present simple or past simple when they should use the present perfect (and vice versa), e.g. *For the past six years, I live in Berlin.* (Correct form = *For the past six years, I've lived in Berlin.*) When talking about the past, students often use the past perfect instead of the past simple, e.g. *He got very angry when the teacher had been ill and cancelled the class.* (Correct form = *He got very angry when the teacher was ill and ...*). They also often use the past simple when they should use the past perfect, e.g. *We should have taken an exam after that course to prove how much we learned.* (Correct form = *... to prove how much we had learned.*)

- g Read through the bullet points with the class and give students some examples from your own experience. In small groups, students talk about words in their own language. With a multilingual class, if possible group students so that they all have a different L1 in order to give students more opportunities for authentic communication. Take feedback as a class.

## 5 READING and SPEAKING

- a In pairs, students look at the pictures and answer the questions. Check their ideas as a class.

### Suggested answers

- The woman is using the points of the compass when we would expect her to use an expression like *Could you move up/along a bit?* instead.
- The passenger is not using the colour but instead is using the shade. We would expect someone to use *red* rather than *dark* in this context.
- The man is giving an extremely precise definition. In English, fruit would not be defined in such detail. Saying *A kilo of bananas, please.* would be sufficient.

- b Students read the fact file and then discuss the questions in pairs. Use the Vocabulary support box to help with vocabulary if necessary. Take feedback as a class.



### VOCABULARY SUPPORT

*downstream* – in the direction a river or stream is flowing

*inland* – away from the sea

*seaward* – towards the sea

*longing* (C2) – a feeling of wanting something or someone very much

*impermanence* – the state of not lasting for ever or not lasting for a long time

- c **Language in context** *Expressing meaning*

Remind students that learning to understand the meaning of words from their context is an essential language-learning skill and will allow them to become more independent learners. Individually, they complete the example sentences with the highlighted words in the correct form. Check answers as a class.

### Answers

- 1 interpret 2 differentiate 3 distinguishes 4 illustrate  
5 indicate 6 conveyed 7 embodies



### FAST FINISHERS

Ask fast finishers to list the noun forms of six of the highlighted words (*differentiation, conveyance, indication, interpretation, embodiment, illustration*). Tell them to use a dictionary if necessary to check which verb doesn't have a noun form (*distinguish*) and which noun form doesn't have the same meaning as the verb used in the fact file (*conveyance*).

- d Give students time to think about the question and the three areas. Monitor and help as necessary. Students then work in pairs and explain their choices.



### EXTRA ACTIVITY

Remind students how important it is to be able to explain the meaning of words in order to be able to convey what they want to say even if they don't know the exact word in English. Ask them to choose five words from their language which they don't know the English for and to think about how they will explain the meaning of these in English to a partner. Put students into pairs to explain in as much detail as possible the meaning of the words they have chosen. With a monolingual class, their partner then guesses the word and suggests an English translation. With a multilingual class, if possible pair students with different L1s so that they can listen to each other's definitions and find out if they know the word their partner is describing in their own language and in English. Take class feedback on any words students think are untranslatable into English.

- e Students read the opinion and discuss it in their pairs. If students are interested and motivated by the topic, extend this to a full class discussion. Alternatively, structure it as a more formal debate, dividing the class in half and telling each half whether they will be arguing for or against the opinion.

## ADDITIONAL MATERIAL

- Workbook 1B
- Photocopiable activities: Grammar p.202, Vocabulary p.222, Pronunciation p.252

# 1C Everyday English

## Something along those lines

### OPTIONAL LEAD-IN

Books closed. Ask students if, why and how they listen to the radio, e.g. through podcasts to learn English. Put them into groups to discuss which of these radio programmes would be most interesting to them: news, interviews, talk shows, live sport events, music shows, documentaries. Take feedback as a class.

## 1 LISTENING

- a Ask students if a colleague could be a friend or if work and personal life should be divided. Put students into groups to discuss the questions. Take feedback as a class.
- b Ask students if the picture looks like a nice working environment. Put students into groups to discuss the questions. Take feedback as a class but don't check the answers at this point.
- c 1.15 Play Part 1 of the video or the audio recording for students to check their answers. If necessary, pre-teach *turn in* (submit a piece of work to an organisation or a person in authority). Ask how and why Alex thinks Sara can help him. Check answers as a class.

### Answers

- 1 at a radio station called *City FM*
- 2 They're colleagues.
- 3 Sara isn't looking forward to a meeting she's got with her boss, Nadia, later that morning. Alex is going on holiday to Italy. Alex wants Sara to teach him some Italian because her father is Italian.

### Videoscript/Audioscript (Part 1)

- OSCAR** Well, that's all from me today. Coming up after this short break is Katya with the *City FM* news ...
- ALEX** Nice one, Oscar.
- O** Yeah, not bad. You've not broken the equipment again, have you, Alex?
- A** No. That's your job!
- ...
- A** Hi Sara! How are you this morning? Oh. Full of the joys of spring, I see!
- SARA** What? Oh, Alex, it's you ...
- A** Well, don't sound so pleased to see me!
- S** Sorry, message from the boss.
- A** Right ... ?
- S** She wants a meeting this morning.
- A** And ... ?
- S** I've got a feeling it's not exactly good news.
- A** Oh, don't be so negative. Nadia probably just wants to thank you for all your hard work.

At the end of this lesson, students will be able to:

- understand conversations between people in a work environment and infer details about the relationships between them
- use and recognise irony and understatement in conversations
- describe an experience using appropriate language for expressing details in an inexact way
- recognise the relationship between sound and spelling for *ea*, *ee* and *ie*

- S** Hm, that'd be something of a surprise. When's the last time I turned in anything decent?
- A** Oh come on!
- S** Anyway, what are you so cheerful about?
- A** I've just booked my holiday.
- S** Oh, good!
- A** Yeah, Italy!
- S** Lovely. You know, my Dad is Italian.
- A** No way! Hey, maybe you could teach me some bits and pieces, y'know, basic survival phrases, 'please' and 'thank you' and stuff like that?
- S** Survival phrases? I think I need a few of them myself!
- A** Hey, Sara! Ciao bella!

### FAST FINISHERS

Ask fast finishers to write down the five most important survival phrases, not single words, for learners of English from their country who are going abroad, e.g. *Where is the Argentinian Embassy?*

## d Language in context Irony and understatement


- 1 Say to students *1,000 euros is very cheap for a radio. and 1,000 euros for a radio is rather expensive for most people*. Ask which sentence is an example of irony (the first) and which is an example of understatement (the second). Tell students to match the comments with the situations. (If necessary, you could play Part 1 of the video or the audio recording again and pause it after each comment.) Check answers as a class.
- 2 Ask students to discuss the questions in pairs. Take feedback as a class.

### Answers / Suggested answers

- 1 a 3  
b 2  
c 4  
d 1
- 2 They want to use irony and understatement for humour in order to handle bad news or difficult topics in a lighter way. This is quite common between people who know each other well.

## LANGUAGE NOTES

Point out that speakers typically signal irony or understatement by putting extra stress on a key word and/or exaggerated intonation, e.g. in *1,000 euros is very cheap for a radio* the main stress is on *very* with perhaps a rise-fall intonation, too. Tell students to be careful about using irony or understatement with people they don't know well as they could sound sarcastic or rude.

- e  1.16 Play Part 2 of the video or the audio recording for students to find the relationship between the characters. If necessary, pre-teach *get the hang of things* (C2) (learn how to do something, especially if it is not obvious or simple), *leave it out* (stop doing or saying that) and *touch base on sth* (to talk to someone for a short time to find out what they think about something). Check answers as a class.


### Answers

Nadia and Sara: boss and (new) employee still in a probationary period  
Sara and Oscar: colleagues in direct competition  
Alex and Emma: boyfriend and girlfriend in a new relationship

### Videoscript/Audioscript (Part 2)


**NADIA** Ah, Sara. Take a seat.      **S** I understand, Nadia. I'll get something to you soon, I promise.  
**SARA** Thanks, Nadia.      **N** Ah Oscar, do come in. Let's touch base soon, Sara.  
**N** Now, do you know why I've asked to see you?      ...  
**S** Um ... Is it something to do with our long-running series of interviews with authors?      **ALEX** Scusami, signorina, parla inglese?  
**N** Exactly. Look, Oscar has already booked six authors, give or take.      **S** Leave it out, Alex.  
**S** Six?!

**A** Don't tell me – she's promoted you to editor-in-chief!  
**N** He's even managed to persuade Max whatsisname to come in.      **S** Something along those lines, yeah.  
**S** Who?      **A** Go on, tell me all!  
**N** Max whatsisname – you know, author of *Solar Wind*? The guy who wrote the entire book sitting on a bench on the Palace Pier, here in Brighton.      **S** Well, basically, she said if I don't get something big, like an interview with a best-selling author, I'm out of here, or words to that effect.  
**S** Max Redwood! Wow, that's great news!      **A** Ah!  
**N** So, how far have you got?      **S** You don't happen to know, like, a best-selling author or something, do you, Alex?  
**S** Well, um, I'm still sort of like in the research phase, y'know.  
**N** I appreciate you're still finding your feet here at *City FM*.      **A** No, 'fraid not.  
**S** Well, I'm beginning to feel like I've got the hang of things.      **S** That's not your new girlfriend, again, is it?  
**N** OK, but you must understand ... For me to be able to offer you a permanent contract here, I need to see some evidence of your capabilities.      **A** Yeah, it's Emma!  
      **S** She's keen, isn't she?  
      **A** Oh! Hang on, Em!

- f  1.16 See if students know any answers before they watch or listen again. Play Part 2 of the video or the audio recording again for students to check. Check as a class.

### Answers

- the long-running series of interviews with authors
- Because he has already booked about six authors, and has even persuaded Max Redwood, the author of *Solar Wind*, to come in.
- She wants some evidence of her capabilities.
- He jokes that Nadia has promoted Sara to editor-in-chief.
- finding a best-selling author for her to interview
- She's keen on Alex and phones him (possibly too) frequently.

- g  Ask students if they think Nadia is being too hard on Sara as a newcomer to the station. Put students into groups to discuss the questions. Take feedback as a class.

### Suggested answers

- It's a radio station called *City FM* which features programmes with presenters, advertisements and the news. It seems to be a small company. Nadia is the boss. Sara (like Oscar) is a radio presenter, whereas Alex's job is more technical.
- very worried, under pressure
- Students' own answers

## FAST FINISHERS

Ask fast finishers to predict how the story and characters will develop through the rest of the book. Tell them they can look forward at the pictures in the SB but not at the audioscripts to get some ideas.

## 2 USEFUL LANGUAGE

### Expressing yourself in an inexact way

- a Ask the students what the difference between *Put it there* and *Put it somewhere there* is (*somewhere there* is more inexact). Tell students to match the expressions with the meanings. Check answers as a class.

### Answers

1 d 2 c 3 a 4 b

- b Ask students which three of the expressions in bold they could use in 2a. Check answers as a class and then ask students to rewrite the three ideas in 2a using these words. Check as a class. Ask students to do the matching task to show why they can't use the other two expressions in 2a.


### Answers

- Max thingy
  - somewhere in the region of six authors
  - I'm out of here, or something along those lines.
- a 4  
b 3

- c Tell students to rewrite the sentences with the expressions for being inexact. Don't check answers until 2d.

### Possible answers

- William whatsisname/thingy, who wrote *A Midsummer Night's Dream* / thingy.
- I went to the market and bought some bits and pieces / three items, give or take / somewhere in the region of three items.
- She told me to go away, or words to that effect / something along those lines.
- I know a little Polish – 'hello', 'goodbye', (the numbers one to ten) and stuff like that / some other bits and pieces.
- I've been to somewhere in the region of 15 countries. / I've been to 15 countries, give or take.

- d  1.17 Play the recording for students to compare answers. Use the answer key in 2c to check any variations. Drill different ways of saying the sentences in 2c.

### Audioscript

- William whatsisname, you know, the guy who wrote *Romeo and Juliet*.
- I went to the market and bought a few bits and pieces.
- She told me to go away, or words to that effect.
- I know a little Polish – you know, 'hello', 'goodbye', and stuff like that.
- I've been to 15 countries, give or take a few.

### 3 PRONUNCIATION

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

- a 1.18 Show students that the sound and spelling correspondence in English is not perfect by writing the non-word *ghoti* on the board and asking students to pronounce it. Then say it is pronounced *fish*: *gh* is pronounced as in *tough*, *o* as in *women*, *ti* as in *nation*. Play the recording and ask students to listen to the words. Then ask students what sound the letters in bold make (/i:/). Ask students if /i:/ is always spelt with two letters (no, *decent*) and elicit other examples of when /i:/ isn't spelt with two letters, e.g. *me*.
- b 1.19 Check that students know how to say the IPA sounds and highlight that *ea*, *ee* and *ie* aren't always pronounced /i:/. Then play the recording for students to listen and put the words in the correct columns. Check answers as a class. Drill the sounds and the words.

#### Answers

2 /e/	3 /eɪ/	4 /eə/	5 /ɪə/	6 /ɜ:/
friend	great	bear	cheerful	research

- c 1.20 Tell students to put the words into the correct columns. If necessary, write *pierce* on the board and give its definition (to go into or through something, making a hole in it using a sharp point). Play the recording for students to check. Ask students which sound in 3b is the only short sound. Drill the words.

#### Answers

- 1 /i:/ Greek; meaning; increase; niece  
 2 /e/ meant; steadily; breakfast    3 /eɪ/ break    4 /eə/ pear  
 5 /ɪə/ hear; pierce; idea; career    6 /ɜ:/ learn; heard; early  
 /e/ is the only short sound



#### LOA TIP ELICITING

- Students need to know how a sound is pronounced before you drill it in a word. With vowels and diphthongs, this means showing the shape of the lips and telling students whether the sound is long or short and whether the tongue is close to the roof or bottom of the mouth and at the front or back of the mouth. This is a complex combination so the most effective way to teach students the shape of the sound is to elicit the sound as they produce it and as they experience what they are doing with their tongue and lips.
- Ask students to put their tongue close to the front and roof of their mouth, spread their lips and blow out a steady stream of air through the middle of the tongue. Ask a student to point to the IPA symbol they are making (/i:/). Give students time to repeat the sound and then drill it with the words they have put in column 1 in 3b.
- With diphthongs you need to elicit the movement of the tongue between vowels. Once students know the shape for /e/ and /ɪ/ you can elicit the diphthong /eɪ/. Tell students to spread their lips and move their tongue slowly from the front and middle of the mouth (/e/) to nearer the higher /ɪ/ position, blowing out a stream of air through the centre of their tongue. Once students are comfortable with the movement, tell them to speed it up until they produce an /eɪ/ sound. Ask a student to point to the IPA symbol they are making (/eɪ/). Give students time to repeat the sound and then drill it with the words they have put in column 3 in 3b.



#### EXTRA ACTIVITY

Draw this 5x5 square on the board. Challenge individual students to pronounce all the words in the square correctly.

p	i	e	c	e
e	a	r	l	y
b	r	e	a	k
s	e	e	k	s
b	e	a	c	h

Put students into groups. Tell them to write a new 5x5 square in their notebooks. Tell them to fill it with new words containing *ea*, *ee* and *ie*. The first group to finish and pronounce all the words correctly wins.

### 4 SPEAKING

- a 1.21 Play the recording for students to listen and answer the questions. Check as a class. Ask students how they would have reacted if they had been the new flatmate.

#### Answers

- 1 meeting a new flatmate for the first time
- 2 the new flatmate arriving but her room being full of lots of the speaker's stuff

#### Audioscript

**SPEAKER** Well, I'd been renting accommodation, a room in a nice cottage in a village 60 miles from London, for four or five weeks, give or take. The landlord had told me at some point I'd be getting a flatmate, but to be honest, I'd kind of got used to being there on my own. To start with, I'd had all my stuff in my room, of course, but as the weeks went by, I kind of thought, 'Hmm, I could put some bits and pieces in the spare room.' And then, 'Oh! I'll put my drum kit in there too.' And so it went on. I was really making myself at home!

I'll always remember the morning I met Michelle for the first time: I had a cold, and I was still in bed feeling sorry for myself, when suddenly I heard a key turn in the lock of the front door. I raced down the stairs with the full horror of the situation dawning on me. Just as I got to the bottom step, she opened the door to see me in my pyjamas and a blind panic. She looked at me and said, 'Have I come at a bad time?', or something along those lines. That was roughly 13 years ago now, and we've been close friends ever since – after we moved all my stuff out of her room!

- b 1.21 Play the recording again for students to write down the expressions for being inexact from 2a and b.

#### Answers

- give or take; stuff; bits and pieces; something along those lines
- c Tell students to plan to talk about an experience they had, using the ideas given. Ask them to make notes and decide what exact details to give and what information to give in an inexact way. Give an example: *I want to tell you about missing a university deadline. Shall I tell you exactly how many words my essay was?*
- d Put students into pairs to talk about and compare their experiences. Encourage students to use the expressions for being inexact. Take feedback as a class and ask pairs to retell particularly memorable experiences.

#### ADDITIONAL MATERIAL

- ▶ Workbook 1C
- ▶ Photocopiable activities: Pronunciation p.253
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 1D Skills for Writing

## You're spot on there!

### OPTIONAL LEAD-IN

Books closed. Write *sudoku* on the board. Ask students if they remember this word from 1a in Lesson 1B. Ask them which language English has borrowed the word from (Japanese). Tell them that English borrows very heavily from other languages and that these words are often called *loanwords*. Write these loanwords and the languages they come from randomly on the board, and ask students to match them:

- 1 *soprano* – Italian
- 2 *ski* – Scandinavian
- 3 *icon* – Russian
- 4 *tornado* – Spanish
- 5 *hamburger* – German
- 6 *garage* – French
- 7 *avatar* – Sanskrit
- 8 *giraffe* – Arabic
- 9 *ketchup* – Malay
- 10 *yacht* – Dutch.

Check answers as a class. Then put students into groups and ask them to think of any other loanwords they know in English and the language they come from, e.g. *ballet* – French, *mosquito* – Spanish. Take feedback as a class.

## 1 SPEAKING and LISTENING

**a** Look at the photos and discuss the question as a class. Check students understand that *džús*, *lonche*, *janpa*, *gol*, *biznismyen* and *kampyutara* are phonetic approximations of *juice*, *lunch*, *jumper*, *goal*, *businessman* and *computer* in Slovakian, Mexican Spanish, Japanese, Spanish, Russian and Hindi respectively. In Brazilian Portuguese, the adjective *outdoor* has mutated dramatically to become a noun referring to a billboard.

### Suggested answer

Because they convey a concept which may have originated in an English-speaking culture, or come from an area of language where common terminology is essential. Sometimes using English words might be seen as fashionable, even when there is a native-language equivalent.

- b** Give students a few examples of words from other languages that are often used in English, e.g. *paella* (from Spanish), etc. Then give them one minute to think of words that their language has borrowed from English. Put students into pairs or small groups to discuss the questions. Take feedback as a class.
- c** In their pairs or small groups, students make predictions about what they think Maxwell Kingsley will say about 1–6. Ask for suggestions and collate these on the board for the six areas.

At the end of this lesson, students will be able to:

- understand a person talking about the dominance of English as a world language and discuss the points made
- understand a web forum post and the opinions expressed in the comments and responses
- use phrases for agreement, disagreement, uncertainty and partial agreement/disagreement and soften these where necessary
- express their opinion in a web forum post and respond to and comment on the opinions of others appropriately

**d** Play the recording for students to listen and check their ideas from 1c and make notes. Use the Vocabulary support box to help with vocabulary if necessary. Make sure students know what you expect by making notes. Ask: *Should you write down full sentences? (no). Should you include all the information? (no). Which information should you include then? (the main points).* Emphasise that there's no need to write down phrases or sentences word for word and that there isn't time. Check answers and discuss the question as a class.

### Suggested answers

- 1 Around a billion people worldwide speak English as a foreign or second language.
- 2 Some people say English is easy but it's no easier than other languages.
- 3 Latin played a similar role to English and was the international language for about 1,000 years.
- 4 English is the dominant, world language but doesn't have much effect on other languages.
- 5 Native speakers of English have less need to learn other languages, which is a disadvantage for them.
- 6 Speakers of other major languages might be resentful, but the dominance of English won't last.

### Audioscript

**MAXWELL KINGSLEY** I think we're in a unique situation today with regard to language diversity and there is no precedent for it in history. The English language has become the world's dominant language, and although other languages such as Chinese and Spanish are more widespread, English is spoken by the largest number of non-native speakers. In fact, there are a vastly greater number of people who speak it as a non-native language than there are people who have English as their first language. There are probably around a billion people worldwide who speak English to some degree of proficiency as a foreign or second language – it's a huge number of people. It's been estimated for example that something like 80 per cent of all conversations in English between tourists are between non-native speakers, so a Russian talking to a Japanese, or a Spanish speaker talking to a German, but using English. The implications of this are, of course, enormous. Naturally, this is quite unrelated to the nature of the English language itself. Some people say English is an easy language, but in fact English has the same degree of complexity or simplicity as other languages, and the reasons for its dominance are largely historical, and to some extent, accidental. It just so happened, for example, that the USA adopted English as its national language, rather than French or Spanish. I mentioned earlier that the dominance of English is unique. It's true, of course, that Latin played a similar role as an international language for around a thousand years, starting with the Roman Empire and continuing until the 16th century. Latin was the language of science and of theology, and rather like English today, it was used in intercultural communication. But its use was limited to a few highly educated people, so it wasn't used nearly as widely as English is today. English is used by everyone, not just a small elite.

People often talk about how English is threatening other languages, but I don't personally believe that dominance of English as a world language is going to have much effect on the diversity of human languages. It's true that smaller languages have been dying out and they will continue to die out, but that's more as a result of improved communication, and not because of the spread of English. People are going to go on speaking their own language, whether it's Russian or Italian or Arabic or whatever it is. There's no sign at all that everyone is going to drop their own language or that there will be one single language spoken by everybody. It simply isn't going to happen, in my view. So the only real disadvantage of the dominance of English, as I see it, is for native speakers of English themselves, as it means that they have less need to learn other languages, so in a sense that's an impoverishment for them.

Also, of course it's quite understandable that speakers of other major languages might resent the rise of English as a global language, but the good news for them is that the dominance of English probably won't last. Before English, French was of course the international language, at least among educated people, for a couple of hundred years, and before that it was Latin and Arabic and Greek and so on. In other words, various languages have played this role and this has come and gone over time, and no doubt it will be the same with English. Take Sumerian for example, which was the main written language in most of the Middle East for centuries. The last records of Sumerian are from the third century, so it survived as an international language for over 3,000 years, but of course now most people haven't even heard of it, it's a dead language. Compare that with English – so far English as a truly global language has been going for about 50 years at the most, so who knows what's going to happen to it? One thing that's certain is that nothing lasts forever.

### VOCABULARY SUPPORT

*there is no precedent for sth* – there has never been a similar situation, so we have nothing to compare it with

*widespread* (C1) – existing or happening in many places and/or among many people

*elite* (n.) (C1) – the richest, most powerful, best-educated or best-trained group in a society

*threaten* (C1) – be likely to cause harm or damage to something or someone

*impoverishment* – the process of making something weaker or worse in quality

*resent* (C2) – feel angry because you have been forced to accept someone or something that you do not like

### EXTRA ACTIVITY

Play the recording again for students to answer questions 1–4 about what Maxwell says. Check answers as a class and suggest students refer to the audioscript on SB p.177 if necessary.

- 1 *According to Maxwell Kingsley, what is the difference between Chinese and Spanish, and English? (More people speak Chinese and Spanish than English as a first language, but English is spoken by a vast number of people as a second language.)*
- 2 *Which country's choice of language does Kingsley suggest might have had an important role in English becoming an international language? (the USA, which chose to adopt English rather than French or Spanish)*
- 3 *In what way was the use of Latin as an international language fundamentally different from that of English? (Latin was the language of both science and theology, but only the elite used it, unlike English, which is used by everyone.)*
- 4 *Which languages had a similar role in the past to English today? (French, Latin, Arabic, Greek, Sumerian)*

## 2 READING

- a Books closed. Write on the board: *Maxwell Kingsley makes the point that ... . Do you think he's right?* Tell students they are going to read an internet web forum in which people comment on one of the points Kingsley made in his talk. In pairs, students predict what the point is. Students then read the post at the top of SB p.17 to check their ideas and read the four responses. Use the Vocabulary support box to help with vocabulary if necessary. Elicit which two writers agree with each other.

### Answer

Neuling and Ariete agree with each other.

### VOCABULARY SUPPORT

*interfere* (C1) – prevent something from working effectively or from developing successfully

*bombard sb with sth* – direct so many things at someone that they find it difficult to deal with them

*buzzword* – a word or expression from a particular subject area that has become fashionable by being used a lot, especially on television and in the newspapers

*fuss* (n.) (C1) – a show of anger, worry or excitement that is unnecessary or greater than the situation deserves

*isolate* – put a person, country or organisation in a situation where they are seen as being separate

*heritage* (C2) – features belonging to the culture of a particular society, such as traditions, languages or buildings, that were created in the past and still have historical importance

- b Give students one minute to reflect on the posts. Take feedback as a class.

### 3 WRITING SKILLS Expressing opinions

- a Put students into pairs to identify the elements used by the writers. Check answers as a class and ask students to justify their answers using the relevant sections of the posts.

#### Answers

A Neuling, Ariete, ParsaUK B All  
C Flying D, Neuling D Neuling, Ariete E Flying D, Neuling, ParsaUK

- b Individually, students complete the table. Check answers as a class.

#### Answers

1 ... that's nonsense. 2 ... there's no way ...  
3 ... you are missing the point ... 4 I'm in two minds about this.  
5 ... you're spot on. 6 I agree up to a point ...

- c Ask students to look again at the highlighted phrases for disagreement in the web forum. Discuss the questions as a class. Elicit the examples from the text and then any additional words and phrases students can think of for softening opinions. Tell students that another common technique for softening opinions is to avoid a negative adjective, e.g. *I'm not sure that's a very good idea.* rather than *That's a terrible idea.*

#### Answers

1 If you ask me ...; as far as I'm concerned ...; It seems to me ...  
2 Students' own answers, e.g. *I'm afraid that ...; I do understand what you're saying, but ...; Sorry, but ...*, etc.

- d Ask students to use a dictionary and identify which expressions are informal. Tell them to compare in pairs before checking answers as a class. Emphasise that students should take care when using the phrases for disagreement in spoken English as they could all be perceived as aggressive/rude depending on the intonation used.

#### Answers

That's a load of rubbish.; that's nonsense; there's no way ...; you're spot on

- e Students complete the exercises in Writing Focus 1D on SB p.169. They read the table and then cover it for Exercise a. Check answers to Exercise a and b before discussing the questions in Exercise c as a class. Tell students to go back to SB p.17.

#### Answers

a 1 possibly think; the point 2 to say; isn't true  
3 spot on; go along; mixed feelings 4 nonsense / a load of rubbish 5 make a lot of sense 6 on the head  
b Reply 3: I must say ...; but I don't think ...  
You could add phrases like: *If you ask me ...; It seems to me ...*; etc.

#### FAST FINISHERS

Ask fast finishers to come up with a counter-argument for the six comments on Eva's post, e.g. *1 English isn't any more beautiful or richer than any other language. 2 You can create a language, Esperanto, for example.*, etc.

- f Individually, students compare the two posts. Check answers as a class, discussing the different features.

#### Answers

more formal and abstract: Flying D – abstract nouns, e.g. *uniqueness*; sentence length and structure (longer sentences with more complex structures)

more informal and personal: Ariete – personal examples; questions and exclamation marks; colloquial expressions, e.g. *there's no way ...*; first person

- g Discuss the question as a class. Read through the Writing Tip with the class and remind students to bear these points in mind as they complete the final task.

### 4 WRITING

- a Individually, students read the opinions and tick the ones they agree with. Check the meaning of *influx* (C2) if necessary (the fact of a large number of people or things arriving at the same time).
- b Students write an initial post for a discussion forum about the opinion they chose in 4a. Check students understand the task by asking them to look at Eva's initial post on SB p.169 again. Monitor and point out errors for students to self-correct.
- c Tell each student to pass their post to the person sitting on their left. They then read the post and respond to it or add a comment. Continue to monitor and help as necessary.
- d Students repeat the process in 4c until each post has four comments.
- e Return each discussion forum to the person who started it. Students read the four comments and decide which they found the most interesting. Take feedback as a class.



#### LOA TIP REVIEW AND REFLECT

- Draw three circles on the board. In the first write *This was useful for me.*, in the second *This was difficult for me.* and in the third *This was interesting for me.*
- Give students a few minutes to look back through the first unit of the course and choose two or three items from the course content for each category on the board. Take class feedback on what students found most useful/difficult/interesting and ask them to explain their choices.
- As well as allowing students to evaluate the course so far, this process also allows you to understand more about why your class are learning English, their strengths and weaknesses, and what they find interesting. It is also very valuable to help students understand that the course includes a wide range of topics and activities as all students have different expectations.

#### ADDITIONAL MATERIAL

- ▶ Workbook 1D

# UNIT 1

## Review and extension

### 1 GRAMMAR

- a Correct the first mistake as an example with the class. Students then correct the other sentences, working individually. Remind them that some adverbials might be correct in more than one position. Check answers as a class.

#### Answers

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

- b Students choose the correct form in each sentence. Check answers as a class. Drill the sentences, paying particular attention to the weak pronunciation of the auxiliary verbs.

#### Answers

- 1 have never visited
- 2 I've been learning
- 3 was crossing
- 4 wanted
- 5 has had
- 6 will have been studying

### 2 VOCABULARY

- a Complete the first item with the class as an example. Individually, students replace the words in italics in the sentences with an expression in the box. Check answers as a class.

#### Answers


- 1 struggle with
- 2 immerse yourself in
- 3 hold a conversation
- 4 acquire
- 5 brush up
- 6 get to grips with
- 7 rusty

- b Students work individually, completing the missing letters in each word. Check answers as a class.

#### Answers

- 1 rapid
- 2 subtle
- 3 shift
- 4 lasting
- 5 way
- 6 ongoing
- 7 perceptible

### 3 WORDPOWER Idioms: Body parts

- a  1.23 Ask students to cover the words in the box. Focus students on the title of the section *Idioms: Body parts* and the cartoon. Ask them to name as many of the different body parts shown in the cartoon as they can. Then tell students to look at the words in the box and complete the idioms. Play the recording for students to listen and check.

#### Answers

- 1 nose
- 2 head
- 3 hands
- 4 neck
- 5 shoulders
- 6 tongue
- 7 tooth

- b Students match the idioms with the definitions. Check answers as a class.

#### Answers

- a 4 b 7 c 1 d 6 e 2 f 3 g 5


#### EXTRA ACTIVITY

Ask students to change the sentences in 3a into more personal, memorable examples, e.g. *1 My uncle has absolutely no nose for business investment; he's tried three different businesses and they've all lost money. 7 I will fight tooth and nail to stop him being elected to the local council.*, etc. Monitor and point out errors for students to self-correct. Ask students to compare their sentences with a partner before asking them to share some of their sentences with the class.

- c Individually, ask students to complete the idioms in the questions. Check answers as a class.

#### Answers

- 1 stick your neck
- 2 a nose
- 3 head and shoulders
- 4 their head
- 5 tooth and nail
- 6 bite their
- 7 safe pair of hands

- d  In pairs or small groups, students ask and answer the questions in 3c. Monitor and check that students are using the idioms correctly. Ask students to share some of their answers with the class.

#### FAST FINISHERS

Ask fast finishers to make a list of other idioms with body parts which they know, e.g. *pull sb's leg, head start, Achilles heel, a pain in the neck, put your foot in it*, etc. Ask them to tell another fast finisher what the idiom means and give an example sentence using it. Encourage them to say if there is a similar idiom in their own language or if they think the English idiom is untranslatable.

-  Photocopiable activities: Wordpower p.241

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable worksheets and the Personalised online practice.