

## VOCABULARY

### LANGUAGE

**1 A** Read questions 1–10. What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.

- 1 Why are you learning English? For work, exams, travel, etc.?
- 2 Do you speak any languages apart from your **mother tongue** and English?
- 3 Who is the best language learner in your family?
- 4 Did you use any **learning strategies** when studying your second language? Which?
- 5 When was the first time you used a **foreign** language outside the classroom?
- 6 Do you have the chance to speak/write to **native speakers** regularly?
- 7 Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
- 8 Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
- 9 Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
- 10 Do you know anyone who is **bilingual**? What advantages might they have in life?

**B** Work in groups. Discuss your answers to questions 1–10.

**2** Answer the questions.

- 1 Which words in bold in questions 1–10 have silent letters?
- 2 What are the silent letters in these words: *science, talk, listen, know, right, wrong, hours, guess*?
- 3 Which statement (a or b) do you think is true?
  - a Most words in English are spelt differently to how they are pronounced.
  - b Under twenty percent of words in English are spelt differently to how they are pronounced.

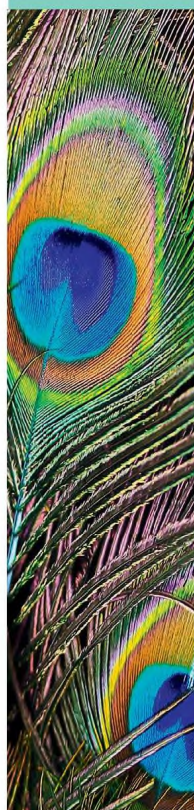
### speakout TIP

Around fourteen percent of English words have irregular spelling; they are spelt differently to how they are pronounced. When you learn new words, try to hear them. Watch out for silent letters!



## BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta



**G**randpa shouts, “Dinner’s ready” in Danish. My mother asks me in English to lay the table. As I do so, I catch the theme tune of the Brazilian soap opera on TV in the living room, where my sister is relaxing. She speaks perfect Portuguese. My father asks her to record the programme in his native Spanish, and we take our places at the table. And what’s on the menu? Italian meatballs.

We know we aren’t a normal family. At any moment, you might hear conversations in four different languages, and almost everyone understands almost everything. But what is normal these days? My mother is half-Danish, half-English, and my father, who is from Bolivia, speaks Spanish and Guaraní. Because of my mother’s work (she’s now retired), we lived in Brazil, Italy and Germany, so we picked up three more languages. Now as adults, my sister and I both speak six languages.

## READING

**3 A** Read the title of the text. What do you think it will discuss? Read to find out.

**B** Read the text again and answer the questions.

- 1 What six languages do you think the writer and his sister speak?
- 2 How do you think the writer learnt each of his languages?
- 3 How many of the world’s people are thought to be bilingual?
- 4 What are those who learn their second language as children better at compared to those who learn a second language as adults?
- 5 What health benefit of being bilingual is mentioned in the text?



Being bilingual, or in our case multilingual, has so many advantages. All the recent research suggests we benefit in many ways: social, cultural, economic, academic, and intellectual. The research has also destroyed some of those persistent myths.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds. The truth is that around fifty percent of the world's inhabitants are bilingual. The continents with the most linguistic diversity are Asia and Africa. In Nigeria alone, 500 languages are spoken, in India 400.

Some people believe that you have to learn both languages as a child to be truly bilingual. My sister and I are fortunate in this respect, but we know countless people who have mastered a second language as adults. They may not have such perfect pronunciation as those who acquire their second language as children, but they are still completely fluent and accurate.

Another myth about bilinguals concerns identity. Some people think we have split personalities. As kids, my sister and I were often asked "But where are you really from? Don't you get confused?" Not at all. I am me, the product of many cultures. I can switch languages easily, according to where I am and who I'm with, and this seems completely natural to me.

As for the benefits, bilinguals do better on certain tests, are better protected against mental illnesses such as Alzheimer's, gain insights into other cultures, have access to more of the world's information, and are in some contexts more employable. Being bilingual has made me who I am, and for that I'm grateful.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds.



**C Underline words or phrases in the text that match meanings 1–6 below.**

- 1 relating to the language you grew up speaking (paragraph 1)
- 2 learnt by listening/watching other people (paragraph 2)
- 3 speaking many languages (paragraph 3)
- 4 false ideas that people continue to believe and repeat (paragraph 3)
- 5 learn without needing to try hard, e.g. a language (paragraph 5)
- 6 understand important truths about a subject (paragraph 7)

**D Discuss the questions with other students.**

- 1 Do you agree with the writer's list of the advantages to being bilingual?
- 2 Do you think there any disadvantages to being bilingual?
- 3 Do you know any families that are bilingual or multilingual? Are they similar to the family in the text?

## GRAMMAR

### QUESTION FORMS

**4 A** Read sentences 1–6 and answer questions a)–e).

- 1 Do you speak other languages?
  - 2 Did you use any learning strategies?
  - 3 Who did you talk to?
  - 4 What happened?
  - 5 What did you talk about?
  - 6 Who is the best language learner in your family?
- a) Underline the main verb in each question. (The first has been done for you.)
  - b) Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?
  - c) Which two questions are yes/no questions?
  - d) Which two questions end in a preposition: *of, by, etc.*?
  - e) Which two questions use *wh-* words to refer to the subject (the person who does the action, or the action itself) and don't use an auxiliary verb?

▶ page 128 **LANGUAGEBANK**

**B** **1.1 INTONATION: *wh-* questions** Listen to the questions in Exercise 4A. Are the question words (*wh-* words) in 3–6 said in a higher or a lower voice?

**C** Listen and say the questions at the same time.

**5 A** Put the words in the correct order to make questions.

- 1 do / every / you / day / study ?
- 2 your / any / did / languages / teach / parents / you / other ?
- 3 is / learner / who / the / best / you / language / know ?
- 4 was / teacher / your / English / first / who ?
- 5 do / do / you / remember / what / English / to / words / in ?
- 6 languages / you / what / do / to / like / listening ?
- 7 do / what / watch / you / English / in / TV / programmes?
- 8 foreign / did / speak / first / when / language / a / you ?

**B** Choose three of the questions to ask other students.

## SPEAKING

**6 A** Write four dates, four names and four places that are important to you.

**Dates:** 7 May 2008 – My son was born.

**Names:**

**Places:**

**B** Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

## 1.1 question forms

### object questions

Object questions use the word order: question word + auxiliary verb + subject + infinitive.

question word	auxiliary verb	subject	verb
Where	do	you	work?
What	did	she	say?
When	are	they	coming?

### yes/no questions

Yes/No questions don't use a question word. The answer to the question is *Yes* or *No*.

auxiliary verb	subject	verb
Does	he	smoke?
Did	we	win?
Have	they	arrived?

### subject questions

When the *wh-* question word is the subject of the question:

- we don't use an auxiliary verb (*do, did, etc.*).
- we use the same word order as in an affirmative sentence.

question word	verb	object
Who	wants	ice cream?
What	happened?	
Who	ate	the cheese?

### questions with prepositions

When we use a verb + preposition expression (but not multi-word verbs) such as *look for, depend on, write about, etc.*, we usually keep the verb and preposition together:

*What did you talk about? Who are you looking for?*

In very formal English we sometimes move the preposition to the front of the sentence. Compare:

*What does it depend on? On what does it depend?*



**1.1** **A** Write questions for the answers in italics.

- 1 Where \_\_\_\_\_?  
I live *in Madrid*.
- 2 Who \_\_\_\_\_?  
*Nick* won the game.
- 3 Does \_\_\_\_\_?  
*No*, he doesn't eat meat.
- 4 What \_\_\_\_\_?  
They are *sleeping*.
- 5 What \_\_\_\_\_?  
I'm writing about *my first holiday*.
- 6 When \_\_\_\_\_?  
We arrived *yesterday*.
- 7 Who \_\_\_\_\_?  
We ate the chocolate.
- 8 Did \_\_\_\_\_?  
Yes, we liked the film.

**B** Put the words in brackets in the correct places to make questions.

- 1 the President? (killed, who)  
\_\_\_\_\_
- 2 were you thinking? (what, about)  
\_\_\_\_\_
- 3 to the old theatre? (happened, what)  
\_\_\_\_\_
- 4 Where your great-grandparents come? (from, did)  
\_\_\_\_\_
- 5 your ancestors from here? (come, did)  
\_\_\_\_\_
- 6 she here for a long time? (worked, has)  
\_\_\_\_\_
- 7 is all that noise? (who, making)  
\_\_\_\_\_
- 8 house you looking for? (are, which)  
\_\_\_\_\_

## WRITING

### EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

**7 A** When would you write a letter or email to introduce yourself?

**B** Read the emails. Why are the people writing? Which sentences tell us?

To: ramirez@languagestar.nett    Subject: Spanish conversation class

Hi Hernan,

My name's Julia Brown. I heard from my friend Nichola Lazarus that you're running a Spanish conversation class. She said you'd be happy to accept a few more people. My mother tongue is English but I picked up some Spanish years ago when I was travelling in Latin America. I really want to develop my fluency and accuracy, so I'd love to join the class. Hope to hear from you soon.

All the best,

Julia 😊

To: GND staff    Subject: Greetings

Dear Colleagues,

As you probably know, next month I will start work as the new director of the Language Teaching Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2010, I have worked at the School of Education at Borodive University. I have been involved in a number of language teacher education projects across Europe and I worked extensively on the Star Placement Initiative that placed six thousand native speakers in language classrooms in eight countries. I am married with two children and my family is bilingual in English and Turkish.

I look forward to working with you.

Yours sincerely,

Talya Osman

**8** Read the five steps for good email writing. Do you think the emails in Exercise 7B follow steps 1–3?

- 1** **Aim** for your **audience**: think about who you are writing to. Is the email formal or informal?
- 2** **Be brief**: try not to use too many words. Emails shouldn't go on for pages.
- 3** **Communicate clearly**: use simple, clear language and simple sentence structure.
- 4** **Do two drafts**: write a first version and then rewrite.
- 5** **Edit everything**: check grammar, vocabulary, spelling and punctuation before sending.

**9 A** Look at the emails in Exercise 7B again. Which one is formal and which is informal? How do you know?

**B** Answer questions 1–4 with formal (F) or informal (I).

- 1 Which email uses full forms of verbs (*I will, I would*) instead of contractions (*you're, I'd*)?
- 2 Which email leaves out words (e.g. *Hope to ...* instead of *I hope to ...*)?
- 3 Which email sounds more like spoken English?
- 4 Which email uses longer, more complex sentences?

**C** Complete the notes with phrases from the email.

#### Greeting

(formal): 1 \_\_\_\_\_.

(informal): Hi/Hello.

#### Introduction

(formal): I would like to take this 2 \_\_\_\_\_.

(informal): My name's ...

#### Final message

(formal): I look forward to ...

(informal): 3 \_\_\_\_\_.

#### Goodbye

(formal): 4 \_\_\_\_\_.

(informal): All the best.

**10** Choose a situation below and write an email. Think about who you are writing to, the reason for writing and the style: formal or informal.

#### Situation 1

You are going to join an English conversation class. Write an email introducing yourself to the teacher and the class. Mention your experience of learning and speaking English and say why you want to join the class.

#### Situation 2

Next week you start a new job in a multinational company. Your colleagues speak over twenty languages, and all of them read English. Write to introduce yourself. Mention your previous work experience and the languages you know, and add something personal.





## VOCABULARY

### LANGUAGE

**1 A** Read the information about Shin. Rearrange the letters in italics to complete the sentences.

- 1 My family is British Chinese so I grew up *uginblial*, speaking Chinese and English. *bilingual*
- 2 Actually, I have a high level of *yucentfl* in Spanish, too. \_\_\_\_\_
- 3 Of course, many of my friends are British so their *rethom goetun* is English. \_\_\_\_\_
- 4 However London is very cosmopolitan – it is easy to meet *ginerof* people here. \_\_\_\_\_
- 5 My best friend Sylvie is from Poland but she sounds like a *vetina preeska*. \_\_\_\_\_
- 6 Sometimes I teach her *glans* as she didn't learn informal words in school. \_\_\_\_\_
- 7 And she teaches me computer *gronja* – I find it difficult but she works in IT! \_\_\_\_\_
- 8 In some ways Sylvie has better *gleranin stetsgerai* than me. \_\_\_\_\_
- 9 I think her strongest *kills* is writing – she is amazing. \_\_\_\_\_
- 10 I am quite careless in comparison and my *cccaury* can be weak. \_\_\_\_\_

**B** Use the words from Exercise 1A to complete the sentences. You may need to change the form of the word.

- 1 *Bilingualism* is an advantage in today's world.
- 2 My mother is \_\_\_\_\_ in several languages – she's really clever.
- 3 I wish I could use language more \_\_\_\_\_. I make a lot of mistakes.
- 4 What is your \_\_\_\_\_? You sound German.
- 5 He always feels like a \_\_\_\_\_ in his own country because he hasn't lived there for years.
- 6 I don't like \_\_\_\_\_; I prefer it when people use standard English.
- 7 Do you have good listening \_\_\_\_\_?
- 8 Dan is a \_\_\_\_\_ so he checks all the English in the business documents.

Good morning!

Buenos dias!



## GRAMMAR

### QUESTION FORMS

**2 A** Circle the question with the correct form.

- 1 a) What kind of activity you helps learn new vocabulary?  
b) What kind of activity helps you learn new vocabulary?
- 2 a) Which language you wanted to learn when you were younger?  
b) Which language did you want to learn when you were younger?
- 3 a) You ever wish you had a different mother tongue?  
b) Do you ever wish you had a different mother tongue?
- 4 a) What type of thing you do read in English?  
b) What type of thing do you read in English?
- 5 a) As a child, did you like finding out about different countries?  
b) As a child, did you to like finding out about different countries?
- 6 a) When did you first speak to a foreign person?  
b) When you first speak to a foreign person?
- 7 a) If you have to speak in English, what do you always worry?  
b) If you have to speak in English, what do you always worry about?

**B** Match questions 1–7 in Exercise 2A with answers a)–g).

- a) Oh, English of course because it is international. 2
- b) Yes. I was always interested in different cultures.
- c) Mostly my pronunciation – I don't feel confident about it.
- d) I review a few words every day and write example sentences.
- e) A few years ago on my first trip abroad.
- f) Not really. But I wish I had learnt English earlier.
- g) Websites mostly, for online news. And sometimes magazines about films.

**3 A** 1.1 Listen and write the questions you hear.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**B** Listen again and repeat, paying attention to the intonation.

## LISTENING

**4 A** 1.2 Listen to three people answering the questions below. Write their answers.

Which language did you learn?

How did you learn it?

	Which?	How?
Maria	_____	_____
Ahmed	_____	_____
Jessie	_____	_____

**B** Listen again and answer the questions.

1 Which country outside Europe did Maria visit?

2 What is her job now?

3 Where did Ahmed move to?

4 How did he communicate to start with?

5 Why does Jessie think British people don't learn other languages?

6 Which country did she live in for a while?

**C** Read the extracts from the recording. What do you think the words and phrases in bold mean? Match them with meanings a)–f).

1 ... they were really **keen** for me to learn English ...

2 It was a **culture shock** ...

3 ... living in Beirut always felt very **cosmopolitan**.

4 But I did some **part-time** Dutch lessons ...

5 ... we aren't **brilliant** at learning new languages.

6 I **picked it up** in my day-to-day life.

a) a feeling of confusion when in a new and different country

b) extremely intelligent or skilled

c) for only part of a day or a week

d) very interested, wanting to do something very much

e) to learn informally without lessons by exposure

f) having people from different parts of the world

## WRITING

### EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

**5 A** Read the purposes of two emails. Which email needs to be formal?

1 Introduce myself to a member of my host family in Spain before I visit.

2 Introduce myself as the new chairperson of the Teachers' Association.

**B** Read the emails and underline the correct alternatives.

To: psanchez@yooohoo.es

Subject: hi!

From: danielagjones@hitmail.com

<sup>1</sup>Hi Pilar/Dear Madam Pilar,

<sup>2</sup>I am writing to greet you./How are you? As you know, I'm going to stay with you this summer. I <sup>3</sup>have decided to/thought I'd send an email to introduce myself. My name's Daniela, but my friends call me Danny, and I hope you will, too.

I'm eighteen years old and at university here in Manchester, studying Business and Economics. I've got lots of hobbies. I love horse-riding, swimming, listening to music, and I also play the flute. My favourite hobby, though, is dancing. I <sup>4</sup>am particularly keen on/really like samba and salsa.

I <sup>5</sup>can't wait to stay/look forward to staying with you in Spain, though my Spanish isn't very good!

<sup>6</sup>Hope/I do hope to hear from you soon.

Danny

To: membership@taas.com

Subject: Introductions

From: hatquisti@tsu.edu

<sup>7</sup>Dear members/Hello everybody,

<sup>8</sup>I'm writing to say hi/I am writing to introduce myself.

As many of you know, I will begin in the role of chairperson of the Teachers' Association of Amlen State at the end of this month. <sup>9</sup>I would like to take this opportunity/I really want to outline my major plans for the Association over the coming year.

I am a maths and physics teacher. I have been in the profession for over forty years in a variety of roles: teacher, administrative assistant, head teacher and school inspector.

My first priority is to increase membership. In the last six years we have seen a decrease of almost 30% in our numbers. I have various proposals for achieving this, which <sup>10</sup>I'll tell you about/I will explain during our first meeting next month.

<sup>11</sup>I look forward to working with you all/See you all soon.

<sup>12</sup>All the best/Yours sincerely,

Jacqueline Hatquist

**C** Read the instructions and write an email (120–150 words).

You are going on an adventure trip for students of English. You will join ten other students from all over the world on a one-month tour of India. The tour will include cultural visits and two hours of English lessons every day. Write an email of introduction to the other students.