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Wayne Rimmer with Tim Foster and Julian Oakley
Excerpt
More Information

UNIT 1 LANGUAGE

UNIT OBJECTIVES

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

- **understand and summarize details, attitudes, and opinions in article 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 summarize 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**

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*, *come 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 rise*, *grow substantially*, *(not) be noticeable*, *on a rapid rise*, *on the way out*, *ongoing*, *a steady shift over time*, *subtle, take over*
- 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 an app 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 /ˈbɒnəbeʊ/ – a small, intelligent African ape with black or brown fur, similar to a chimpanzee). Do the questions as a class. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

This photo shows the scientist Dr. Sue Savage-Rumbaugh instructing Kanzi, a bonobo, to make a campfire. Kanzi collects firewood, arranges the sticks in a pile, and lights them. Then he sets up a grill over his fire and cooks burgers and marshmallows over it, using a frying pan. We share 99.5% of our genes with bonobos. Dr Savage-Rumbaugh argues our differences are mainly cultural.

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. Share answers as a class.

Suggested answers

1 sports, e.g., a jockey and horse; disabled people and service dogs; owners with pets
2 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 can't speak, use gestures, or write words on the board. Students take turns drawing 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*.

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1A I THOUGHT I COULD PICK UP ITALIAN BY EAR

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

- read and understand an article 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 podcast with an interview with someone that had a bilingual upbringing
- form nouns from adjectives and/or verbs in the same word family

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.

VOCABULARY SUPPORT

vow – to make a serious promise or decision

jet lag – when you feel tired after traveling a long distance on an airplane

get stuck – not able to move anywhere

crestfallen – disappointed or sad

slip away – to go somewhere quietly or quickly

breakthrough – an important discovery or development that helps solve a problem

self-conscious – too aware of what other people are thinking about you and your appearance

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 article and decide which statements in 1a Scott Fletcher would agree with. Encourage students to guess the meaning of the words in the Vocabulary support box if they ask about them. Help with meanings if necessary. They then compare their ideas in pairs. Share answers as a class and ask students to share the reasons for their answers, e.g., *Scott Fletcher says, "I packed one of those 'teach yourself Italian' books in my luggage" so I think he must agree with statement 2.*

Suggested answers

1 He might agree and disagree – Matteo's feedback was negative, but speaking with the woman on the train was positive.
2 Agree – He talks about needing to memorize language.
3 Agree – He talks about discovering a new part of himself.
4 Disagree – He tried to just acquire Italian, but that wasn't successful, and he needed to use grammar books.
5 Probably agree – He doesn't state this, but he quickly made friends with Italians and seems to want to be able to communicate with them in Italian.
6 Disagree – He downloaded an app but it was hard work and he struggled.
7 Disagree – His knowledge of French didn't seem to help him learn Italian.

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

2 GRAMMAR
Adverbs and adverbial phrases

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

Answers

1 Comment: basically
2 Degree: sort of, enormously
3 Manner: fluently, by ear, correctly, on my own, well, gradually, somehow
4 Time: at the time, to begin with, after three months, a few weeks after that, suddenly
5 Frequency: all the time, more often than not

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 (comment), 3 (adverb of manner)
5 a 1, 2
b 1 (used to indicate an explanation will follow), 3 (adverb of manner)

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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 connection'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 01.01– 01.04 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 … utterly exhausted.
5 ✓
6 (Beforehand,) I ... / ... feeling beforehand.
7 certainly the best
8 ✓
9 … repeatedly ignored …
10 ✓
11 ✓
12 go home by taxi

b 2 … we still can't
3 … simply ridiculous.
4 It has even been said / we even copied
5 No doubt language …
6 … increased in size dramatically ..., a great deal more intelligent
7 unfortunately for other animals
8 Undoubtedly, group behaviour, ... absolutely essential
9 We probably won't ever know …
10 … always fascinate …

CAREFUL!

The most common student mistake with adverbials is word order error, particularly after the verbs to *be* and to *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, correctly, extremely). Books open. Give students a few minutes to work individually and think of an experience to talk about. Help with vocabulary as necessary.

e Students work in pairs to describe the activity without naming it. Stress that students should not tell their partners what skill they are talking about. Students take turns telling each other about their experience and try guessing 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 very 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 apartment 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 make up sentences of their own and repeat the activity.

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3 VOCABULARY Language learning

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

> **Answers**
> 1 c 2 d 3 a 4 b

b 01.05 Students complete the exercises in *Verb phrases* in Vocabulary Focus 1A on SB p. 158. 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 8 practice
> 2 struggle 9 keep
> 3 attain 10 immersed
> 4 accustomed 11 pick
> 5 brushed 12 come
> 6 ear 13 rusty
> 7 hold
> **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. Give feedback as a class on any answers students gave that their partner found particularly interesting.

4 LISTENING

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

b 01.06 Draw students' attention to the photo and give them time to read through the sentences. Play the recording. Students listen to the conversation for general meaning and check the points Katya makes. Check answers as a class.

> **Answers**
> 1 English, Russian, Portuguese, Mandarin, Spanish
> 2 Her father spoke to her in English, her mother is Russian, and she picked up Portuguese by living in Brazil.
> 3 Positive – she believes it has helped her to study better.

Audioscript

JOSH This is Josh Rowe for *Linguistically Speaking*. In today's podcast, we're going to talk to Katya Bandolin on what it's like to grow up bilingual. Or in Katya's case – multilingual. Did she get confused? Did it affect her learning overall? What effect has it had on her life? Hello, Katya.

KATYA Hi there.

J Or I could say … privet.

K Da.

J Or … olá.

K Sim.

J So for those of you in the know, Katya speaks three languages: English, Russian, and Portuguese.

K And also Spanish and some Mandarin.

J Right. So is that all?

K (laughing) Isn't it enough?

J It certainly is – it's just amazing. But I'd like to focus a little on the first three languages I mentioned: English, Russian, and Portuguese, because they were the languages you grew up with – is that correct?

K Yeah, they were. My situation was fairly unique. My father is American, my mother is Russian, and I spent most of my childhood in Brazil.

J Why Brazil?

K My parents were both teachers at an international school in São Paulo.

J So you were born in Brazil?

K No, I was born in the U.S. We moved to Brazil when I was about two years old. But my multilingual – or I should say at that stage – bilingual education had already gotten underway. Right from the beginning, my mother spoke to me only in Russian and my father only in English. So I got exposure to both languages right from the beginning.

J So does your mother not speak English very well?

K Oh, no, she speaks English exceptionally well – she's more or less bilingual herself. But she wanted her children to be bilingual, too, so she worked very hard to give me as much exposure to the language as possible.

J And does your father speak Russian?

K Hmm … he gets by. He understands more than he can say. So it's not like my mother and I could keep any secrets from him!

J Did you get confused switching between the two languages?

K I have no idea. I mean, I was so young, I wasn't even conscious of there being two languages. I just knew that I communicated with my father in one way and then with my mother in another way.

J But what language did your parents speak to each other?

K They used English. But my mother never used English with me.

J And then Portuguese?

K Yeah, well that just got added into the mix when we moved to Brazil. My parents had a Brazilian babysitter for me, and I went to a day care center, so I must have figured out that if I wanted to communicate, I had to use Portuguese. It was a necessity.

J So you just picked it up?

K Again, I don't really remember this, but my parents tell me I did.

J And you weren't confused?

K I have a vague memory of getting frustrated at the day care center sometimes, which was probably because of language.

J And you didn't lose any English or Russian?

K Not really, no. I mean, it just kind of worked out this way – English with Dad, Russian with Mama, and Brazilian with friends. Oh, and at school.

J And what about reading and writing in English and Russian?

K Well, my parents were teachers themselves, so they taught me to read and write in both languages at home. They were both great at reading stories aloud to me. I loved that, and I wanted to be able to read the stories myself, so that gave me great motivation to learn to read.

J Then you moved back to the States?

K That's right. When I was 10. So I had to fit into a whole different education system. That was hard.

J One of the criticisms people have of this kind of upbringing is that it slows down cognitive development, so there's a reluctance on the part of some parents to let their children learn a second language. Do you agree with that?

K Not really. Sure, when I came back to the States it was hard work, and it took me about a year to kind of catch up. But I think that was more about the difference in education systems and culture than it was about language.

J A lot of studies say that bilingual students actually do better at school.

K Well, I don't want to brag too much, but my grades were always pretty good! But I've also noticed – especially when I was in college – I'm usually able to focus on a task really well. My classmates would be fooling around and getting distracted, but that never happened to me. And my memory's pretty good – I find it very easy to remember information. But, then, I'm just one person.

J True, but the research on bilingual people pretty much backs up what you're saying. It also mentions good problem-solving skills.

K Nice to know.

J So you mentioned Spanish and Mandarin at the beginning. Tell us about those.

K Well, I studied Mandarin at college. I'd say I was sort of intermediate level.

J Did knowing other languages help?

K For sure. It's a very different language than the ones I already knew, but I found I made much faster progress than everyone else in my class. And my motivation was much higher. It's like there's a part of my brain that gets real pleasure from engaging with another language.

J And Spanish?

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K I lived in Mexico for a year after college. Spanish is so similar to Portuguese. I picked it up in a few months.
J A few months?
K Yeah, more or less.
J Your advice to anyone thinking of raising their children bilingual?
K Don't think twice. It's a real gift. It can be hard work sometimes for both the parent and the child, but the outcome – the benefits it brings later in life – are immeasurable.

LANGUAGE NOTES

Highlight that the interview portrays a character that is multilingual and has been exposed to multiple languages and cultures. 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.

c 01.06 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 True
2 False – she used only Russian, but she does speak English
3 True
4 True
5 False – her parents taught her
6 False – she had some problems catching up
7 True
8 False – she made good progress and was motivated

VOCABULARY SUPPORT

add to the mix – incorporated, like in a cake recipe

figure out – to finally understand something or someone after a lot of thought

work out – if a problem or difficult situation works out, it gradually becomes better

cognitive development – development of thinking

brag – to talk with too much pride about something you have done or something you own

back up (*someone/something*) – to give support

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 01.07 Books closed. Write sentence 1 from 5a on the board including the blank but without the word in parentheses. Point to the blank and ask: *What kind of word do we need here?* (noun). Write *expose* on the board and ask: *What kind of word is this?* (verb). 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 exposure 2 necessity 3 reluctance 4 motivation, pleasure

b 01.08 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, exposure
2 limitation, capability, mentality, literacy, exposure
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 chart 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 chart 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.

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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. Share answers 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 when giving feedback.

ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A

1B LANGUAGE HAS BEEN CONSTANTLY EVOLVING

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

OPTIONAL LEAD-IN

Books closed. Write *synonyms* in a circle in the center of the board. Then draw five lines off it and five smaller circles with *good*, *bad*, *angry*, *nice,* and *pretty*. Put students into five groups and assign each 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. Students copy and complete the word web, telling each other their words and suggesting additional ones. 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.

1 SPEAKING

a In small groups, students discuss the words and what they mean. Share out as a class but don't check the answers at this point.

b 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.

c 01.09 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 toward the end of the 19th century, and in 1916 a National Park Service was set up 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.

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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 that 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* became popular in 2013, to describe photos people take of themselves with their cell phones – 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 center of the Hindi film industry, based mainly in the Indian city of Mumbai, which used to be called Bombay

ecotourism – the business of organizing vacations 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

d Write a new word that has recently come into the English language on the board and elicit its meaning, e.g., *Hangry* means hungry and angry. *Glamping* is glamorous camping (e.g., sleeping in air-conditioned cabins instead of flimsy tents). Give students two minutes to discuss the question in their groups and make a list. Ask groups to share with the class 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*: 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. 131. 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 the infinitive is more old-fashioned, and the question *To be or not to be?* suggests that there is an alternative to using an infinitive.

The second heading shows an example of the use of the continuous verb form with *be* that 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.)

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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 rise.)
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 over.)

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
a 6, 10, 11
b 9
c 2, 4, 5, 8
d 11, 12
e 3, 8, 14
f 1
g 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. Share answers 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 01.10 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 spell checkers 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, wearable technology, cloud storage
Rosa: loose/lose, where/were
Greg: 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, wearable technology, cloud storage. I mean, 20 years ago these terms 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. Texting 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. Spell checkers 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 get caught by spell checkers. It's a shame. 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. 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 shame 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 didn't have 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." Now that computers have come along, the meaning of the word *wireless* has changed – it used to mean *radio.*

VOCABULARY SUPPORT

wearable technology – smart electronic devices that can be worn or used close to the body

cloud storage – keep your files and documents digitally by an external provider

predictive text – a feature of a cell 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 sharing answers as a class.

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c 01.11 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/'ve always felt
8 had been taking
9 has changed

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, 7, and 9
b example 8
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 01.11 **Pronunciation** Play the recording again for students to listen and identify the kinds of words that are stressed and unstressed. The main verbs are stressed. The auxiliary verbs are unstressed. Check answers as a class and drill the sentences.

f 01.12– 01.13 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 1 d 2 a 3 g 4 e 5 b 6 h 7 c 8 f

b
1 have lived
2 died
3 tried
4 told
5 been painting
6 went
7 read
8 had
9 had
10 finished

c
1 have been complaining
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 canceled the class.*~~ (Correct form = *He got very angry when the teacher* ***was*** *ill and …*). They also often use the simple past 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. Share answers 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

1 The woman is using the points of the compass when we would expect her to use an expression like *Could you move over a little?* instead.
2 The passenger is not using the color but instead is using the shade. We would expect someone to use *red* rather than *dark* in this context.
3 The man is giving an extremely precise definition. In English, fruit would not be defined in such detail. Saying *A half dozen 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. Share answers as a class.

VOCABULARY SUPPORT

downstream – in the direction a river or stream is flowing

inland – away from the sea

seaward – toward the sea

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

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

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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 distinguish
3 differentiates
4 illustrate
5 indicate
6 conveyed
7 embodies

FAST FINISHERS

Ask fast finishers to list the noun forms of six of the highlighted words (*distinguish, differentiate, convey, indicated, interpret, embody, illustrate*). 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. Support students 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 1B, Vocabulary 1B, Pronunciation 1B

1C EVERYDAY ENGLISH

Something along those lines

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 recognize irony and understatement in conversations
- describe an experience using appropriate language for expressing details in an inexact way
- recognize the relationship between sound and spelling for ***ea***, ***ee***, and ***ie***

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 shows would be most interesting to them: news, interviews, talk shows, live sports events, music shows, documentaries. Share answers as a class.

1 LISTENING

a Ask students if a coworkers could be a friend or if work and personal life should be divided. Put students into groups to discuss the questions. Share answers as a class.

b 01.14 Ask students if the picture looks like a nice working environment. Play Part 1 of the audio recording.

Put students into groups to talk about the questions. Share as a class but don't check the answers at this point.

Answers

1 They work for a company that produces podcasts.
2 They are friends and coworkers.
3 Alex wants Sara to teach him some phrases in Italian.

Audioscript (Part 1)

OSCAR Well, that's all from me today. Download a fresh episode of the *Sports for the People* podcast every day!
ALEX Good job, Oscar.
O Yeah, thanks. I think the interview went well.
A It sure did. Once I turned the volume down! Hi, Sara! Aren't you a happy camper this morning!

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