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Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones
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CAN DO OBJECTIVES

- Talk about learning a second language
- Describe languages and how they change
- Express yourself in an inexact way
- Write a web forum post



UNIT 1 LANGUAGE

GETTING STARTED

a Look at the picture and answer the questions.

1 What do you think the ape is being taught to do? How successful do you think this will be?
2 What do you think the benefits of teaching animals language are for … ?
   • humans • animals
3 In what ways do you think this ape's language learning experience is similar to or different from a human's?

b Discuss the questions.

1 In what other situations do humans and animals communicate with each other?
2 Which animals are known for their ability to communicate well with humans?
3 If you could converse with any animal, which one would it be? What would you like to ask it?

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1A I THOUGHT I COULD PICK UP ITALIAN BY EAR

Learn to talk about learning a second language

- G Adverbs and adverbial phrases
- V Language learning; Noun forms

1 READING

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

1 It's helpful to get feedback from native speakers.
2 Trying to memorize words and phrases is a core part of the learning process.
3 Communicating in another language makes you feel like a different person.
4 Learning grammar is a waste of time – I don't even know it in my first language!
5 The biggest reward is being able to relate to people from another culture.
6 Apps on smartphones and tablets have made learning a second language much easier.
7 When you've learned one second language, it's easier to learn another.

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

c Read the text again and answer the questions.

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

LANGUAGE TEACHERS **LEARNING LANGUAGE**

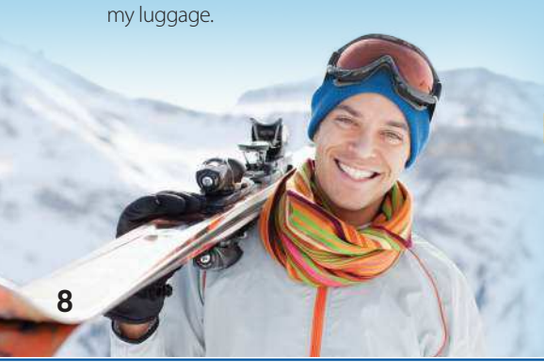
Speaking Italian to Cats

by Scott Fletcher

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

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

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



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

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

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

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

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

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

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

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



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2 GRAMMAR
Adverbs and adverbial phrases

a Notice the highlighted adverbials in the texts. Add them to the lists below. The first one is done for you.

1 **Comment** (used to express the speaker's point of view): *clearly*, *apparently*, *actually*, basically
2 **Degree** (used to make the meaning stronger or weaker): *very*, *a little*, …
3 **Manner** (used to say *how*): *slowly*, *on foot*, …
4 **Time** (used to say *when*): *in the eighties*, *overnight*, …
5 **Frequency** (used to say *how often*): *never*, …

b What position(s) can each adverbial take in these sentences? Which adverbials change meaning in different positions?

1 a in the end 1, 3 b eventually
[1] I [2] managed to hold a conversation in Japanese [3].
2 a extremely b often
[1] I [2] found it [3] difficult.
3 a frequently b all the time
[1] I [2] made silly mistakes [3].
4 a slowly b clearly
[1] I [2] would like native speakers to speak to me [3].
5 a naturally b well
[1] I'm [2] a little envious of friends who can already speak the language [3].

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



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

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

in the beginning	obviously	extremely	eventually	
correctly	clearly	incorrectly	naturally	in the end

Obviously, I was hopeless in the beginning.

In order to do it correctly, you have to concentrate on the ball.

Playing a complete game involved a lot of walking, and I was extremely tired afterward.

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

3 VOCABULARY Language learning

a Look at the underlined parts of the texts. Match the words and phrases 1–4 with the definitions a–d.

1 ☐ pick up
2 ☐ brush up on
3 ☐ grasp
4 ☐ rusty

a understand something, especially something difficult
b less able because you are out of practice
c learn something by being exposed to it
d improve your knowledge of something you've partly forgotten

b Now go to Vocabulary Focus 1A on p. 158.

c Read the questions about your English language learning background. Add two more to ask a partner.

1 When did you first start learning English?
2 How long was it before you could hold a conversation in English?
3 When did you first put your learning into practice?
4 Have you progressed as well as you expected?
5 Have you ever been immersed in an English-speaking culture? If so, what was it like? If not, is there a culture you would like to get to know?
6 How important is it to you to speak accurately? Why?
7 What level of competence would you like to attain eventually?
8 _____
9 _____

d Work in pairs. Ask and answer the questions in 3c.

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4 LISTENING

a Answer the questions.

1 Think about someone you know who grew up bilingual. What was their experience like?
2 What do you think are possible advantages and disadvantages of a bilingual upbringing?
3 What are attitudes toward being bilingual like in your country?

b 01.06 Listen to Katya being interviewed about her bilingual upbringing on the podcast *Linguistically Speaking*. Answer the questions.

1 Which languages does she speak?
2 What was unique about her upbringing?
3 What's her attitude to bilingualism?

c 01.06 Listen again. Are the sentences true or false? Correct the false sentences.

1 Katya realizes that her upbringing was very special and different.
2 Katya's mother used both English and Russian when she spoke to Katya.
3 She wasn't really aware that she was speaking two languages when she was a child.
4 She thinks she might have had some initial problems acquiring Portuguese.
5 She went to special classes to learn to read and write in English and Russian.
6 She found it easy to fit into her school in the U.S.
7 She believes being bilingual has given her an ability to concentrate on tasks.
8 She found she struggled learning Mandarin.

d Imagine you want to give your child a bilingual upbringing. What would you have to do? How easy or difficult would it be? Write notes and compare with your partner.

5 SPEAKING AND VOCABULARY Noun forms

a 01.07 Complete the sentences with the noun form of the words in parentheses. Listen and check.

1 So I got _____ (expose) to both languages right from the beginning.
2 If I wanted to communicate, I had to use Portuguese. It was a _____ (necessary).
3 There's a _____ (reluctant) on the part of some parents to let their children learn a second language.
4 And my _____ (motivate) was much higher. It's like there's a part of my brain that gets real _____ (please) from engaging with another language.

b Now go to Vocabulary Focus 1A on p. 158.

c How can these factors have an impact on learning a second language?

- the right mentality
- financial limitations
- distractions
- opportunities for interaction
- first language interference
- natural competence
- the prestige of knowing a second language

d Choose a person 1–3 and write five pieces of advice for them.

1 an English speaker who wants to learn your language
2 a friend who wants to pass a state English exam
3 a teenager who finds languages at school a turn-off

e Work in pairs. Compare your ideas in 5d and prioritize four suggestions that are useful for all language learners.



The most universally useful suggestion here is to invest in a good dictionary.

I couldn't agree more. I also think putting your learning into practice whenever you can is really important.



Katya as a child

Katya today

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1B LANGUAGE HAS BEEN CONSTANTLY EVOLVING

Learn to describe languages and how they change

- G The perfect aspect
- V Describing changes

1 SPEAKING

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

radio babysitter ecotourism technophobe blog selfie in-joke spacecraft brainwash Bollywood environmentalism sudoku

b Each word in 1a was first used in a different decade, from the 1900s to the 2010s. When do you think each word first came into the English language, and why? Put them in order.

1900s radio
1910s …

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



d Two more new words in English are *hangry* and *glamping*. Talk about their meanings. Do you know any other words that have come into the English language recently?

2 READING

a Read the introduction to an article about the way English has changed. Which <u>two</u> points does the writer make?

- ☐ English has become less complex over the years.
- ☐ Many changes to language take place gradually so we may not notice them.
- ☐ Modern technology has helped us see how language is changing.

b Answer these questions.

1 What do you think the words in *italics* in paragraph 1 mean?
2 Can you think of an example of "the annoying inconsistencies between spelling and pronunciation in English"?

c **Communication 1B** Work in pairs. Student A: Go to p. 127. Student B: Go to p. 131.

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

1 a Shall we meet at 6:00?
  b Do you want to meet at 6:00?
2 a I was fired from my job.
  b I got fired from my job.
3 a She started to cry.
  b She started crying.
4 a I ought to go soon.
  b I need to be going soon.

How Quickly Is the English Language Changing?

We all know language changes. People's favorite music was *far-out* in the 1960s, *rad* in the 1980s, *wicked* in the 1990s, and *awesome* in 2010. You just need to watch a movie from ten years ago to hear phrases that have come and gone.

However, there are far more subtle, ongoing language changes taking place at any given time. These changes may have a hugely significant impact but can go entirely unnoticed while they are in progress. One lasting change to English that was barely perceptible at the time is known as the Great Vowel Shift. Over a period of 350 years (from 1350 to 1700), the long vowel sounds of English drifted so far that speakers at either end of the period could not have understood each other. However, nobody noticed for about 100 years after it had happened! The Great Vowel Shift was a major contributor to the annoying inconsistencies between spelling and pronunciation in English that have plagued users ever since.

These days no such important change would go unnoticed. Linguists can now analyze huge collections of text and transcribed speech and identify ongoing patterns of change that in the past would not have been visible for many years to come. Here are some of the less noticeable changes that are occurring in English right now:

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3 VOCABULARY Describing changes

a Read the sentences about language change below. Which words/phrases in **bold** tell the reader … ?

a the speed of a change ☐☐☐
b that a change is in progress ☐
c how easy a change is to see ☐☐☐☐
d about something that is decreasing ☐☐
e how big or important a change is ☐☐☐
f that a change is long-term or permanent ☐
g about something that is increasing ☐☐☐☐

You will write some numbers more than once.

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

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

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

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

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

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

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

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

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

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

b Write sentences about real changes. Then compare your ideas with other students.

1 something that is on the way out in your culture
2 a place that has changed substantially in recent years
3 a problem that is on the rise
4 a fashion that has taken over recently among the younger generation
5 a subtle change to a popular product



4 LISTENING AND GRAMMAR The perfect aspect

a 01.10 Listen to four people commenting on the article in 2a and answer the questions.

1 What kind of language change does each speaker focus on?
2 What specific examples does each speaker give?

b Are the kinds of change the speakers mentioned happening in your first language?

c 01.11 Complete the sentences using the correct forms of the verbs in parentheses. Then listen and check.

- Language [1]_____ much faster since people started using the Internet. (change)
- In a few years' time, they [2]_____ out of fashion and other new words [3]_____ into the language. (go, come)
- I mean, people [4]_____ using strict rules for punctuation. (stop)
- In about 50 years, most dialects of English [5]_____. (die out)
- Older generations [6]_____ about language changing. They [7]_____ strongly about it. (always / complain, always / feel)
- People [8]_____ photos of themselves before 2013, but they didn't have a single word for it. (take)
- Now that computers have come along, the meaning of the word *wireless* [9]_____. It used to mean "radio." (change)

d Answer the questions.

1 Which of the examples in 4c happen in … ?
a a period up to the present
b a period up to a time in the past
c a period in the future

2 What do all perfect verb forms have in common? Choose the correct word to complete the rule.

All perfect verb forms describe actions, states, and processes in the time period *before* / *after* a particular point in time.

e 01.11 **Pronunciation** Listen to the sentences in 4c again and notice the pronunciation of the words you added. What kind of words are stressed? What kind of words are usually unstressed?

f Now go to Grammar Focus 1B on p. 139.

g Talk about words in your own language. Think about:

- a word in common use now that hadn't been invented when you were a child
- a word that people have been using a lot this year
- a word that will have fallen out of use in 20 years' time
- a word that has changed its meaning.

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5 READING AND SPEAKING

a What is unusual about the remarks in pictures 1–3? What would you expect the people to be saying instead?

b Read the fact file and answer the questions.

1 What do you think each fact tells us about the speakers' culture or environment? Or the way they think about the world?
2 Which language feature do you think is the most unusual?

c **Language in context** *Expressing meaning*
Read the dictionary definitions and complete the example sentences with the correct forms of the highlighted words from the fact file.

1 to decide what the meaning of something is
It's very hard to _____ the animal's behavior.
2 to notice or understand the difference between two things
*It's very difficult to _____ **between** the twins.*
3 to show the difference between things
*The thing that _____ her **from** the others is her taste in clothes.*
4 to explain something more clearly by showing examples, pictures, etc.
Why don't you include some stories to _____ your points?
5 to show, point, or make clear in another way
She shook her head to _____ that I shouldn't speak.
6 to express a thought, feeling, or idea so that it is understood by other people
Her face _____ her feelings even if her words didn't.
7 to represent an abstract quality or idea exactly
We need a slogan that _____ the philosophy of our business.

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

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

Explain your list to a partner.

e Read the opinion below.

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

Do you agree? Why / Why not? Make a list of reasons to support your answer.

FACT FILE:

HOW LANGUAGES ARE SPECIAL



The **DANI OF NEW GUINEA** only distinguish colors from one another using two words, one for dark colors and the other for light colors.

It is believed that the **INUIT IN NORTHERN CANADA** have about 50 different words for snow and about 40 ways to distinguish different kinds of ice from one another.

ALBANIAN has 27 different words for kinds of mustaches. *Posht*, for example, means a mustache that hangs down at the ends.

HAWAIIAN LANGUAGES have 108 words for sweet potato and 47 for banana.

In the **NATIVE AMERICAN LANGUAGE HOPI**, the verbs do not differentiate between past and present. Instead, the forms of its verbs convey how the speaker came to know the information.

GUUGU YIMITHIRR, a language spoken in northeast Australia, does not have words for "left" and "right" as directions at all. Instead, they use north, south, east, and west. When they want someone to turn while driving, they'll say, for example, "Turn a little bit west."

In the language of **THE MARQUESAN ISLANDS**, directions are indicated with reference to geographical features – which can make them hard to interpret if you don't know exactly where you are. For example, a Marquesan might say that your bicycle is "downstream of the house" or that you should "Walk inland, then seaward" to get to your destination.

UNTRANSLATABLE

Most languages have unique words and idioms that are impossible to translate exactly. These words often embody the culture of the people who speak the language. Some examples that illustrate this:

ENGLISH: ***cozy*** = pleasantly warm and comfortable
GERMAN: ***fernweh*** = a longing to be somewhere far away
JAPANESE: ***mono no aware*** = a gentle sadness at the impermanence of things
DUTCH: ***uitwaaien*** = walking in windy weather for fun
GREEK: ***parea*** = a group of friends who meet to share ideas and experiences
KIVILA (PAPUA NEW GUINEA): ***mokita*** = the truth that everyone knows but nobody talks about

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1C EVERYDAY ENGLISH
Something along those lines

Learn to express yourself in an inexact way

- S Share rough details of an experience
- P Sound and spelling: *ea*, *ee*, and *ie*

1 LISTENING

a Answer the questions.

1 Have you or someone you know worked with the same coworker for a long time? Who? How long?
2 What characterizes a good working relationship?

b 01.14 Listen to Part 1. Answer the questions about the photo.

1 Where do you think Sara and Alex work?
2 What do you think their relationship is?
3 How and why does Alex think Sara can help him?



c Language in context *Irony and understatement*

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

a ☐ Aren't you a happy camper this morning!
b ☐ Don't get too excited to see me now.
c ☐ It's not exactly good news.
d ☐ That'd be a surprise.

1 Sara is expecting the exact opposite to happen.
2 Alex notices that Sara's greeting is not enthusiastic.
3 Alex sees that Sara looks unhappy.
4 Sara has received a distressing message.

2 Why do you think Sara and Alex don't say exactly what they mean? Do people do the same in your culture?

d 01.15 Listen to Part 2. What is the relationship between … ?

- Hilary and Sara
- Sara and Oscar

e 01.15 Answer the questions. Listen to Part 2 again and check your answers.

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

f Answer the questions about Parts 1 and 2.

1 What do you know about the company Sara and Alex work for? Do you think Sara and Alex do similar jobs?
2 How do you think Sara feels at the end of the conversation?





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2 USEFUL LANGUAGE Expressing yourself in an inexact way

a In informal conversations, we often express things in an inexact way. Read sentences 1–4. Match the expressions in **bold** with their uses a–d.

1 ☐ *please* and *thank you* and **stuff like that**
2 ☐ Manny **whatshisname**
3 ☐ six major league players, **give or take**
4 ☐ I'm out of here, or **words to that effect**

a used to give an inexact amount
b used to report someone's words in an inexact way
c used when you can't remember someone's name exactly
d used to refer to things of a similar type in an inexact way

b Which two expressions in **bold** below could you use in 1–4 in 2a? Rewrite two ideas in 2a, changing the word order if necessary.

1 There were **somewhere in the region of** 100 people.
2 She said **something along those lines**.
3 **Whatshername** was late, as usual.
4 I need **some odds and ends** from the store.

Which two expressions can't you use in 2a? Why not? Match them to their uses:

a ☐ used to refer to things of different kinds
b ☐ used when you can't remember a woman's name exactly

c Rewrite these sentences using expressions from 2a and b.

1 It's by William Shakespeare, who wrote *A Midsummer Night's Dream*.
2 I went to the store and bought three items.
3 She told me to go away, saying, "Please would you leave now?"
4 I know a little Portuguese – *hello*, *goodbye*, the numbers one to ten.
5 I've been to 15 countries.

d 01.16 Listen and compare your answers in 2c. Are they the same? Practice different ways of saying each sentence in 2b and c.

3 PRONUNCIATION Sound and spelling: *ea*, *ee*, and *ie*

a 01.17 Listen to the words in the box. What sound do the letters in bold make? Is this sound always spelled with two letters?

pl**ea**se	m**ee**ting	r**e**search	ser**ie**s

b 01.18 The spellings *ea*, *ee*, and *ie* are not always pronounced with the vowel sound in 3a. Listen and put the words in this box in the correct column 2–4.

~~m**ee**t~~	res**ea**rch	gr**ea**t	fr**ie**nd

1 /i/	2 /e/	3 /eɪ/	4 /ɜr/
meet			

c 01.19 What sound do *ea*, *ee*, and *ie* have in the words in this box? Add them to the sound groups in 3b. Listen and check. Practice saying the words.

learn	Greek	bear	heard	meaning
meant	increase	steadily	niece	
break	breakfast	early	pear	

4 SPEAKING

a 01.20 Listen and answer the questions.

1 What experience does the speaker talk about?
2 The speaker says "the horror of the situation" dawned on her. What is she referring to?

b 01.20 Listen again and write down the expressions from 2a and b that you hear.

c Work alone. Plan to talk about an experience you have had and write notes. Decide what exact details you will give and what you will mention in an inexact way. Here are some ideas:

- a time when you got to know someone new on a long journey
- a time when you traveled somewhere new on the spur of the moment
- a time when you made an unplanned purchase.

d Work with a partner. Take turns talking about your experience. Use expressions from 2a and b to mention things in an inexact way.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

YOU CAN NOW DO THE UNIT PROGRESS TEST.

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