UNIT 1 Language & Culture

Part 1

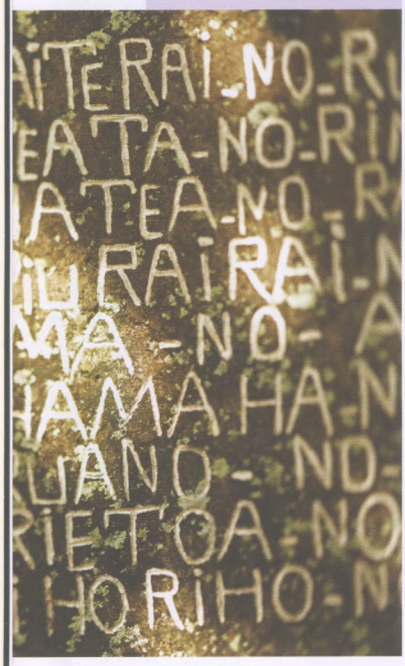
Listening & Vocabulary
Greetings

Reading
The Hobbit

Pronunciation
Intonation and different meanings

Grammar
State & action verbs, present tenses

Speaking
Fantasy stories and films



Listening and Vocabulary

1 How many different ways can you say *Hello* in English? Make a list.

2 1.01 Listen to four situations where people are greeting each other. For each situation answer the questions.

1 Is it a formal or informal situation?
2 Do the people know each other?
3 Where could they be?

3 Listen again. Write all the greetings you hear and put them in two categories: formal and informal. Then answer the questions.

1 How many of these expressions are in your list from exercise 1?
2 Which expressions are longer – the formal or informal? Which expressions use contractions?
3 What does this tell you about formal and informal expressions in English?

Reading

1 Read the information about *The Hobbit* and JRR Tolkien on page 7. Have you heard about his books before?

2 1.02 Read and listen to an extract from *The Hobbit*. Then answer the questions.

1 What are they talking about?
2 Who wants to finish the conversation?

3 Read the text again and look at the sentences. Which ones are *not* mentioned as possible meanings of *Good morning*?

1 The weather is good this morning.
2 I don't like mornings.
3 I hope you have a good morning.
4 If I like it or not, it's a good morning.
5 I feel good this morning.
6 We should be good (well-behaved) this morning.
7 I don't want to talk to you anymore.
8 I don't feel well this morning.

Pronunciation

1 1.03 Listen to four people saying *Good morning*. Decide if they sound friendly or unfriendly.

2 Listen again and repeat. Copy the intonation.

3 Work in pairs. Try saying phrases 1–5 in these different ways.

- with neutral intonation
- polite and friendly
- rude and unfriendly

1 I'm sorry, I don't understand.
2 Thank you very much.
3 It doesn't matter.
4 Would you like something to drink?
5 Nice to meet you.

Grammar

1 Look at these pairs of sentences. Which sentence in each pair is correct? Can you explain why?

1 a What do you mean?
  b What are you meaning?
2 a We aren't wanting any adventures here.
  b We don't want any adventures here.

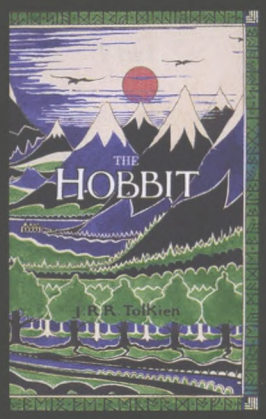
The sun ***shines*** *there every day. The sun* ***is shining*** *today.*
What do you ***mean****?* ~~*What are you meaning?*~~

- we use action verbs to describe things that happen. Action verbs are used in the present simple or the present continuous
- we use state verbs to describe states like being, possessing, feeling and thinking. State verbs aren't usually used with the present continuous
- some common state verbs are: *agree, appear, be, believe, belong, contain, like, feel, fit, forget, have, hate, last, love, matter, mean, need, own, prefer, realise, remember, seem, understand, want*

The Hobbit

***The Hobbit* (1937) was originally a story for the author JRR Tolkien's children. It tells the story of Bilbo Baggins, a 'hobbit' (a mythical smaller relative of man) and his adventures in the world of Middle Earth. This extract describes the first meeting between Bilbo and the mysterious wizard Gandalf.**

'Good morning!' said Bilbo, and he meant it. The sun was shining, and the grass was very green. But Gandalf looked at him from under long bushy eyebrows that stuck out from under his big hat.



'What do you mean?' he said. 'Do you wish me a good morning, or mean that it is a good morning whether I want it or not; or that you feel good this morning; or that it is a morning to be good on?'

'All of them at once,' said Bilbo.

■ ■ ■

The old man did not move. He leaned on his stick and gazed at the hobbit without saying anything, till Bilbo got quite uncomfortable and even a little cross.

'Good morning!' he said at last. 'We don't want any adventures here, thank you! You might try over The Hill or across The Water.' By this he meant that the conversation was at an end.

'What a lot of things you use *Good Morning* for!' said Gandalf. 'Now you mean you want to get rid of me, and that it won't be good till I move off.'

2 Read the information about *The Hobbit*. Decide if the underlined verb forms are correct or incorrect. Then correct the mistakes.

Every year many school students in English-speaking countries read *The Hobbit*, and some teachers are believing that it is good preparation for reading more difficult works by authors like Dickens or Shakespeare.

The story of the Hobbit is timeless. People are understanding the themes today just as they did in 1937.

Some people are feeling that the story is sexist, as there are no strong female characters. Others disagree. They say that both boys and girls are liking it.

Because so many people love the book, the original editions are now selling for lots of money at auctions. In 2008 a first edition of the book sold for £60,000.

JRR Tolkien died in 1973, but new versions of his books are coming out all the time.

Grammar focus – explanation & more practice of state & action verbs on page 132

Speaking

Work in pairs and ask each other the questions.

- Do you like fantasy stories or films?
- Have you seen any of *The Lord of the Rings* films? What did you like about them?
- Have you read *The Hobbit*? Would you like to?

Glossary

at last (*phrase*) – finally

at once (*phrase*) – at the same time

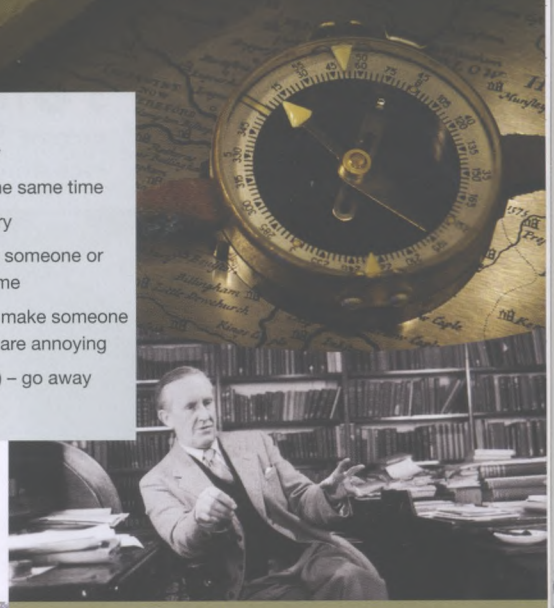
cross (*adjective*) – angry

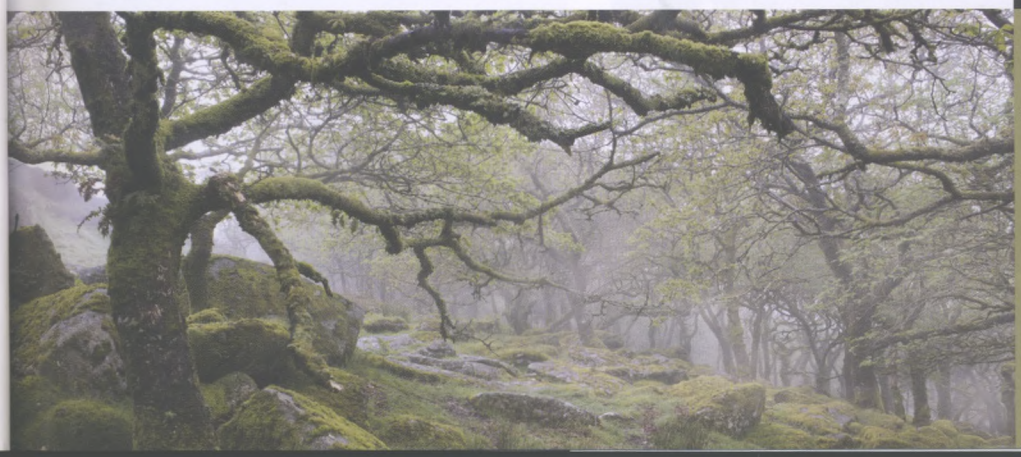
gaze (*verb*) – to look at someone or something for a long time

get rid of (*phrase*) – to make someone go away because they are annoying

move off (*phrasal verb*) – go away

till (*conjunction*) – until





JRR Tolkien (1892–1973) was an English writer and teacher of language and literature at the University of Oxford. He is most famous for his works *The Hobbit* and *The Lord of the Rings*, which have sold more than 50 million copies and are published in 30 languages. These books started a whole new period of fantasy writing in English.

UNIT 1 Language & Culture

Part 2

Vocabulary & Pronunciation
English for specific purposes, word stress

Listening
English for a specific purpose

Grammar
Present simple & present continuous

Speaking
Languages

Vocabulary and Pronunciation

1 Work in pairs and ask each other the questions.

- Do you (or did you) use English at work? If so, what for?
- Is English used in your country in any particular jobs?

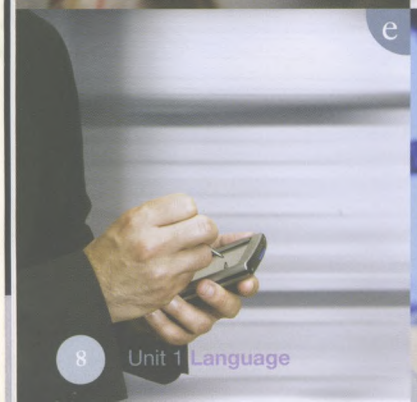
Useful phrases

- I use English at work to …
- I sometimes / often use English because …
- People who work as / in … use English to …

2 Match jobs 1–6 to the pictures. Then match the jobs to the types of English spoken a–f.

1	chemist	a	medical
2	engineer	b	legal
3	pilot	c	scientific
4	lawyer	d	aviation
5	manager	e	business
6	doctor	f	technical

3 1.04 Listen to words a–f from exercise 2. Underline the stressed syllable in each word. Then listen again and repeat.



Henry Emery is an English teacher and teacher trainer. He is co-author of a coursebook and co-director of a language consultancy.

Listening

1 1.05 You are going to listen to an interview with Henry Emery, who teaches a specific kind of English. Listen to an example of this English. Which type of English is it?

2 Match the words in the box to definitions 1–4.

air traffic control officer emergency
engine safety

1 an unexpected and dangerous situation
2 the part of the plane that makes it move
3 a person who organises the movement of planes
4 being safe and protected from danger

3 1.06 Listen to the interview with Henry Emery. Tick the correct statement.

a Aviation English is only spoken by pilots and air traffic control officers.
b Pilots and air traffic control officers don't speak normal English.
c Pilots and air traffic control officers need to speak aviation English and normal English.

4 Listen again. Are the sentences true (*T*) or false (*F*)?

1 There is only one type of aviation English.
2 The popularity of English aviation classes is growing.
3 Aviation English helps people communicate safely.
4 Aviation English is the same as normal English but with some specialist vocabulary.
5 Pilots use a set of standard phrases.
6 Pilots and air traffic control officers need to have good pronunciation.
7 Aviation professionals communicate with people who speak many different languages.

5 What facts did you think were most interesting in the interview?

Grammar

1 Look at the example sentences and complete the rules with *present simple* or *present continuous*.

*I always **speak** English in meetings.*
*I'**m learning** Aviation English at the moment.*
*I **need** to use technical English at work.*

- we use the _____ to talk about habits and routines, and about things that are always true
- we use the _____ to talk about things that are happening now and about temporary and changing situations
- we don't usually use the _____ with state verbs

2 Find examples for the three rules in the audioscript of the interview on page 152.

3 Complete the text with the present simple or present continuous form of the verb in brackets.

Machine translation

People _____ (*communicate*) using language. But at the moment the world _____ (*have*) about 6,900 languages: this _____ (*mean*) that language often _____ (*prevent*) communication. To solve this problem online, more and more people _____ (*start*) to use machine translation. Some people _____ (*use*) machine translation to read websites in a foreign language. Others _____ (*translate*) instant messages in order to talk to people whose language they _____ (*not understand*). In the past machine translation was unreliable but translation software _____ (*get*) better all the time and at present many companies _____ (*develop*) efficient portable translators.

4 Look at these situations. What would you say? Use the verb in brackets.

A friend phones and interrupts your dinner preparation. (cook)

Sorry, I can't talk now, I'm cooking dinner.

1 A friend asks you what sort of computer you have. (*use*)
2 You are on the train to work when a colleague phones. (*sit*)
3 You have rented a flat for six months. An old friend wants to know where you have moved to. (*live*)
4 You are at a meeting. Somebody asks you if you drink tea or coffee. (*prefer*)
5 A friend asks how often you do sport. (*go/do/play*)

Grammar focus – explanation & more practice of present simple & present continuous on page 132

Speaking

1 Work in pairs. Look at this list of the ten most spoken languages. Which do you think are the top five? Put them in order. Then check your answers on page 130.

Russian Hindi Arabic English German
Chinese Japanese Bengali Spanish Portuguese

2 Work in pairs and ask each other the questions.

- Which languages do you speak? How well do you speak them?
- What other languages do people speak in your country?
- What languages are you learning now or planning to learn in the future? Why?

Useful phrases

- I speak … (and …) as a first / foreign language.
- I'm a native speaker of …
- I speak … quite well / fluently.
- I can read …
- I can get by in … / I speak a few words of …
- At the moment I'm learning …
- When learning a language, … is really important for me.

UNIT 1 Language & Culture

Part 3

Listening
Capitals of Culture

Grammar
Questions review

Vocabulary & Pronunciation
Collocations for describing places, word stress

Speaking
Nominating a town

Listening

1 Do you know what a Capital of Culture is? Read the introduction and then discuss the questions below with a partner.

> Every year, cities in Europe, the Americas and the Arab world are chosen to be 'Capitals of Culture'. Each city puts on a year-long programme of cultural events in order to attract visitors and bring different cultures together.

Does your country belong to a Capital of Culture programme? If so, do you know what places have been or are going to be Capitals of Culture?

2 1.07–1.08 Listen to interviews about two Capitals of Culture: Sibiu, Romania and Brasilia, Brazil. For which city did becoming a Capital of Culture have the greater effect?

3 Work in pairs and answer the questions. Then listen again and check.

Which city …

1 was modernised?
2 has the shape of a bird?
3 had a lot fewer visitors in the past?
4 has many buildings by the same architect?
5 attracts business people?
6 has belonged to different countries?

4 Work in pairs. Look at the pictures. Which of the two places would you prefer to visit? Why?

Extend your vocabulary – *look*

If you *look at* something, you move your eyes so you can see it.

If you *look after* something, you take care of it.

If you *look for* something, you try to find it.

If you *look around* somewhere, you see what is there.

If you *look up* something, you try and find it in a book, a list or using a computer.

Match the verbs above to the correct group of words.

1 _____ your keys, a lost dog, a job
2 _____ a word, bus times, a telephone number
3 _____ a painting, a view, a computer screen
4 _____ a child, the planet, a pet
5 _____ a museum, a new house, a foreign city

Brasilia, Brazil

Sibiu, Romania

Grammar

1 Put the words in the correct order to make questions from the interview about Sibiu.

1 you / us / can / about the city / tell ?
2 like / what / that year / was ?
3 change / did / how / the city / the year ?
4 in a normal year / Sibiu / visitors / does / how many / have ?
5 since 2007 / increased / the number of tourists / has ?

2 Read the rules and match them to questions from exercise 1.

- in questions with *be* the verb goes before the subject
- in present simple or past simple questions the auxiliary verb *do/did* goes before the subject
- questions with modals, questions in the present or past continuous, present perfect or past perfect start with the auxiliary verb (*can*, *will*, *is*, *was*, *has*, etc)

3 Complete the questions for the interview about Amman, Jordan.

1 _____ ?
Yes, it's a very old city – about 9,000 years old.
2 How many _____ ?
Amman has over one million inhabitants.
3 What _____ ?
Tourists can visit the old town. There are also some beautiful mosques.
4 When _____ ?
It was Arab Capital of Culture in 2002.
5 What kind of _____ ?
They organised cultural events such as poetry readings, concerts and lectures.

Grammar focus – explanation & more practice of questions on page 132

Vocabulary and Pronunciation

1 1.09 Match words 1–6 to a–f to make common phrases from the interviews about Sibiu and Brasilia. Then listen and check.

1 international	a boutiques
2 ancient	b events
3 tourist	c monuments
4 designer	d architecture
5 cultural	e airport
6 modern	f attractions

2 Listen again. Is the stress on the first or second word? Then listen again and repeat.

3 Which of the phrases in exercise 1 were mentioned in connection with Sibiu and which in connection with Brasilia?

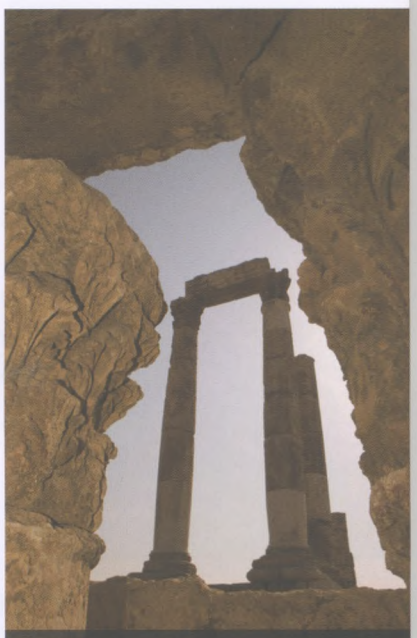
4 Work in pairs. Discuss which of the things in exercise 1 interest you when you visit a new town or city. What else is important to you?

Speaking

1 You're going to nominate a town that you know well as a Capital of Culture. First make some notes.

- Where is the town? How many inhabitants does it have?
- Can you say something about the town's history and architecture?
- What are the most popular tourist attractions and cultural events?

2 Work in pairs, if possible with a partner who has chosen a different town. A: tell your partner about your town. B: listen to your partner. Ask three questions to find out more. Then swap roles.


Amman, Jordan

Useful phrases

- I'd like to tell you about ...
- It's in the north / east / centre of ...
- ... is famous for its architecture / restaurants / views / music scene.
- Does the town have a ...?
- Can you fly to ...?
- When was ...?

3 Decide whether your nomination or your partner's should be chosen. Then choose one Capital of Culture for the whole class.

Language & Culture

Part 4

Reading & Speaking
Towards a definition of culture

Grammar
Subject / Object questions

Writing & Speaking
Culture quiz

Reading and Speaking

1 Work in pairs. How could you finish this sentence?

Culture is …

2 Read *Towards a definition of culture*. Is your definition in the text?

3 Complete the text with these sentences. There is one extra sentence you do not need.

a Everyone knows what it is, but explains it in different ways.
b It is harder to say exactly what these are as they are often changing.
c The United States and Britain today are multicultural; they have lots of different cultures.
d One thing we can all agree on is that culture is about being unique and different.
e People think this kind of information is valuable and important.
f These tests contain many questions about the country's 'Culture'.

4 These questions are adapted from a citizenship test for Australians. Using the information in the text, categorise the questions into those about 'culture with a capital *C*' and those about 'culture with a small *c*'.

1 What does the word *Australia* mean?
2 What happened on 25 April 1915 in Gallipoli, Turkey and why is this important to Australians?
3 Which European explorer arrived in Australia first?
4 What do Australians like doing in their free time?
5 What colour is the Australian flag?
6 Who designed the Sydney Opera House?
7 Do Australians kiss or shake hands when they meet each other?
8 Where did many of the early Australian settlers come from?
9 What is Uluru?

5 Which kind of culture do you think is more important to learn about, culture with a capital *C* or culture with a small *c*?

Grammar

object subject
***What do** Americans do in their free time?*
subject object
***Who** wrote Hamlet?*

- when a question word is the object of a present simple or past simple question, use *do/does* or *did*
- when a question word is the subject of a present simple or past simple question, don't use *do/does* or *did*

1 Look at the questions in Reading and Speaking exercise 4. Can you find three examples of subject questions?

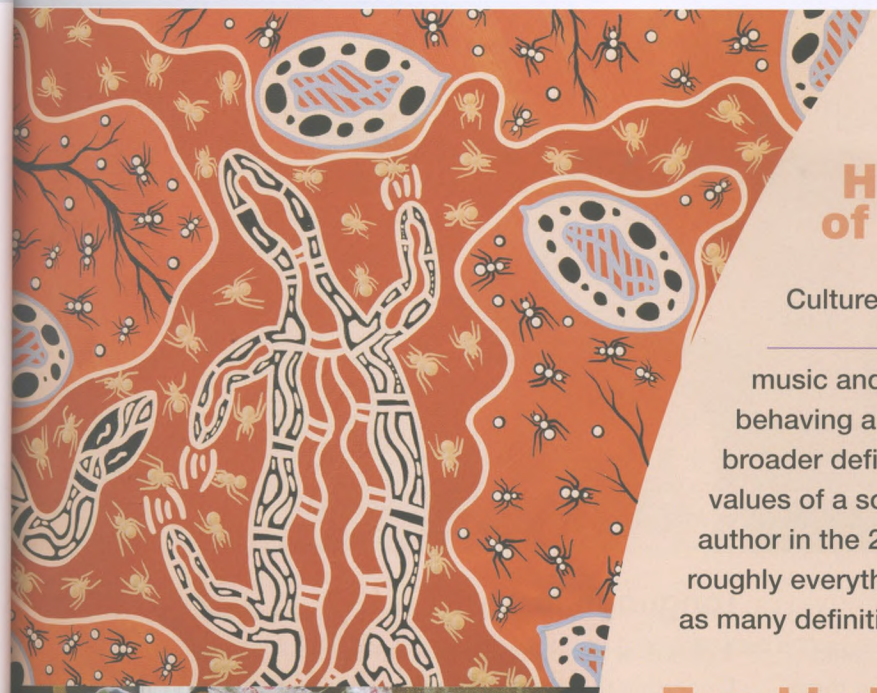
2 Look at these other facts about Australia. Make questions for the facts, beginning with the words in italics.

1 The most popular sports Australians watch on television are Australian football and cricket.
What sports …?
2 The Aborigines lived in Australia before European settlers arrived. There is still a large Aborigine population.
Who …?
3 On 26 January Australians celebrate Australia Day, the national holiday.
What …?
4 There are six states and two territories in Australia.
How …?
5 Barbecues are very popular. A barbecue is a meal cooked outside.
What …?
6 The summer Olympics were held in Sydney in 2000.
Which Australian city …?

3 Turn to page 130 and read the answers to the questions from Reading and Speaking exercise 4. Can you remember the questions?

Grammar focus – explanation & more practice of subject / object questions on page 132

Towards a definition of culture



How many definitions of culture exist?

Culture is a very difficult term to define. _____. For some people it means literature, music and art. Others define it as beliefs, ways of behaving and the ideas of a particular group. Another broader definition says that it is all the knowledge and values of a society. Lord Raglan, a British soldier and author in the 20th century, once famously said, 'Culture is roughly everything we do and the monkeys don't.' There are as many definitions of culture as there are different societies.

Two kinds of culture

One useful starting point is the idea of two types of culture: culture with a capital *C* and culture with a small *c*.

Culture with a capital *C* refers to music, literature and the visual arts. It also includes facts and statistics about a national group or society. _____. A person is *cultured* if they know a lot about culture with a capital *C*. Many English-speaking countries now have citizenship tests for new immigrants. _____. Examples might include *Who wrote Hamlet?* or *Where does the Prime Minister of Canada live?*

Culture with a small *c* refers to beliefs, values, traditions and the everyday life of a particular community. _____. Culture with a small *c* can be different from one part of a country to another. Travellers and people who do business with people from different places are often more interested in culture with a small *c*. Example questions could include *What time do Americans finish work?* or *Do Germans shake hands or kiss when they meet each other?*

_____. Culture gives a person a special identity. Culture gives a community or a country a different character. Whatever the definition, culture plays an important part in everybody's life.

Writing and Speaking

1 Write between two and four questions about your own national culture. Include a mixture of 'capital *C*' and 'small *c*' questions.

2 Work in groups. Read your questions to each other and check they are correctly formed. Choose the most interesting eight questions. This is your quiz.

3 Work with another group. Read out your questions. The other group tries to answer them. Then swap roles. Which group got the most answers correct?

UNIT 1 Function globally making recommendations

a

b

Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Who are the people and what do you think they are talking about?

Useful phrases

- I think he/she is …
- He/She/They could be …
- Perhaps they …
- In both pictures …
- In the first picture … but in the second …

2 When you visit a new place, what are the advantages and disadvantages of …

- staying in a hotel?
- staying in somebody's home?

Listening

1 1.10–1.11 Listen to the conversations. What do the people in the pictures want to know?

2 Listen again. Tick the three things each speaker recommends.

Conversation 1

- a walk to the harbour
- a good restaurant
- a trip to the caves
- the organised tour

Conversation 2

- a concert
- pubs with live music
- the symphony orchestra
- the student union

Language focus

1 Look at these sentences from the conversations. Underline the phrases that the speakers use to recommend something.

If you don't want to go far, I'd suggest walking down to the harbour.

1 Oh yes, you shouldn't miss the caves.
2 I can really recommend the organised tour.
3 Well, what about a concert?
4 There are lots of good pubs with live music.
5 Or you could try the student union in Chambers Street.

2 Listen to the conversations again. How do the visitors reply to the recommendations? Tick the phrases they use.

Conversation 1

1 a That sounds good.
  b That's good.
2 a I think we'll do that tomorrow.
  b I don't think we'll do that tomorrow.

Conversation 2

3 a That isn't a good idea.
  b That's a good idea but …
4 a That's great.
  b That sounds great.

Speaking

Work in pairs. Choose **one** of the tasks below.

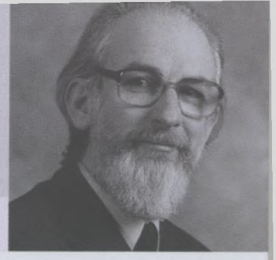
A You have a teenage exchange student staying with you. Give him/her some tips about what to do in your area. Use the new expressions you have learnt.

B A business visitor wants to know about places to visit in your town or somewhere you know well. Make recommendations. Use the new expressions you have learnt.

Global English

A **world** full of **Englishes**

by David Crystal



Why do we have language? To talk and write to each other. But what do we talk and write about? This is where culture comes in.

Language enables us to say who we are and how we live. It's natural, therefore, to find English-teaching courses telling us about local shops, national events, and famous places. While studying points of pronunciation, grammar, and vocabulary, learners take in a great deal of cultural information. If the course focuses on British English, the settings may be such places as Oxford Street and the Tower of London. If American English, they might be Broadway and Times Square.

Today, English is found in countries all over the world, and everywhere we see the language changing as people use it to talk about their local situation. The most noticeable change is the new vocabulary they use when they want to talk in English about plants and animals, food and drink, customs and practices, and other features of everyday life. A visitor can sometimes find it difficult to understand what's being said, especially when the conversation turns to politics, folklore, city streets, or TV personalities. Local people unconsciously use names, words, and expressions that reflect their culture, which outsiders have to learn if they want to participate. Everyone in Brazil knows what a *bateria* is (the drummers in a samba school). Everyone in India knows what a *lakh* is (a numerical unit, 100,000). Each country has thousands of words like these, many borrowed from local languages, which can form part of an English conversation. Along with regional features of pronunciation and grammar, they make up a country's national dialect of English.

The first national English dialects appeared in Britain in the Middle Ages, when the English of Scotland began to differ from the English of England. Later, American and British English diverged. Then local varieties developed in Australia, South Africa, and other territories of the British Empire. Later still, newly independent nations such as Nigeria continued the process, adapting English to suit their needs. Today, we have to be prepared for a world full of 'Englishes'.

Glossary

adapt (*verb*) – to change something to make it more suitable for a new use or situation

enable (*verb*) – to give someone the ability or opportunity to do something

outsider (*noun*) – someone who does not belong to a particular group or organisation

unconscious (*adjective*) – used about things you do without realising you are doing them or without intending to do them

personality (*noun*) – a famous or well-known person

Warm up

1 These sentences use different varieties of English. Guess the meaning of the cultural terms in bold from the context.

1 If the weather's nice we'll get some hamburgers and have a **barbie** in the park. (Australian English)
2 I'm not paying twenty-five **bucks** for that CD. That's crazy. (American English)
3 Just give me a **wee** bit of cake, I'm not that hungry. (Scottish English)
4 Turn left at the **robots**. (South African English)
5 Do you want to see these photos of my daughter's **shaadi**? Aren't they a lovely couple? (Indian English)

2 Think about your English studies from previous years. What cultural information did you learn? Think of two examples and tell a partner.

Reading

1 Read *A world full of Englishes*. Are these statements true (*T*) or false (*F*), according to what the author says?

1 Learning about culture is part of learning a language.
2 English-teaching courses should use cultural information from Britain.
3 An American English course may include cultural information about New York.
4 The most noticeable change in world English is changes in vocabulary around the world.
5 It is easy for a foreigner to understand local cultural references in language.
6 There are many different kinds of English in the world now.

2 Read the text again. Find examples of …

1 two features of everyday life that might cause a change in vocabulary.
2 two examples of local culturally specific words.
3 a newly independent country that uses English.

Speaking

Work in pairs. Think of examples of …

- your language changing across regions according to culture.
- English being used in your language. Why are the English words used?
- local things or places that you would not translate into English.

UNIT 1 Writing a report

Reading

1 Read Mehrnoosh's report on languages in Iran. Which fact do you find the most interesting?

The most widely-spoken language in Iran is Persian. It is also sometimes called Farsi, or Parsi. Persian is the official language of Iran and it is used in government, the media and education. It is the mother tongue of about half of the population but most people in Iran can speak and understand it. Persian is also spoken in parts of Afghanistan, Tajikistan and Uzbekistan.

In addition to Persian, there are over sixty other languages or dialects in Iran. Some people in the north-west speak Turkish or Kurdish, because the north-west of Iran is close to Turkey, and the people of the west are Kurdish. In addition, there are cities in the south where people speak Arabic because the south of Iran is near the Emirates.

Persian is a very old language, but it has changed over many centuries. Nowadays, our alphabet is the same as the Arabic alphabet, and the language is written from right to left. We also have different words from other languages as well as Persian words. For example, for 'thank you' we say 'merci' (a French word) as well as 'tashakor' or 'motehshakeram' (the traditional Persian words). For 'hello' we say 'salaam', which means 'peace' in Arabic. Many people speak English, but are very pleased if visitors can use some Persian words as well.

2 Read the report again and answer the questions.

1 What is the main language of Iran?
2 For what purposes is it used?
3 Where else is it spoken?
4 What other languages or dialects are spoken?
5 How does Persian differ from English?
6 Which languages does Persian borrow words from?

Language focus: making additional points

1 Read the report again. Find three examples of where Mehrnoosh uses *also*, two examples of *in addition* and three examples of *as well*.

2 Choose the correct words to complete the rules. Use the examples in the text to help you.

1 We usually use *in addition* at the *beginning / end* of a sentence, and *as well* at the *beginning / end* of a sentence.
2 We can use *as well as*, or *in addition to*, *before / after* a noun.
3 We usually use *also* with a verb in the *middle / at the end* of a sentence.

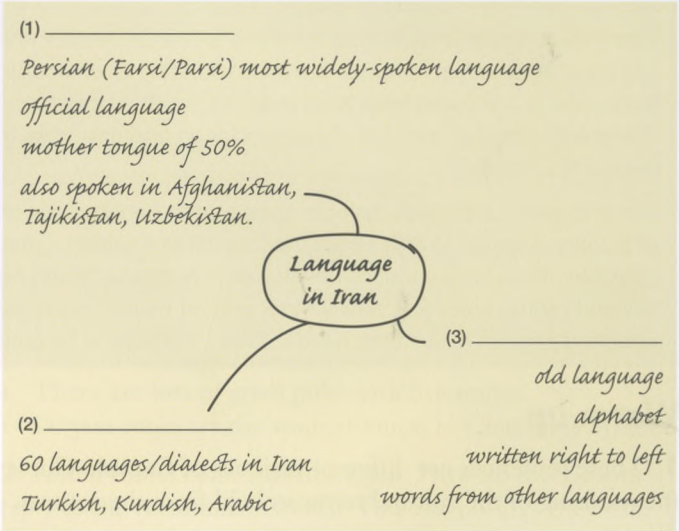
3 Write three sentences about English using *also*, *in addition* and *as well*.

Writing skills: planning

Before writing it is useful to organise your ideas into paragraphs. A paragraph is a group of sentences about the same idea or topic. A good way to plan paragraphs is using a spidergram.

Look at the spidergram for Mehrnoosh's report. Add the paragraph titles a–c to the notes.

a Languages in Iran
b Description of Persian
c The status of Persian in Iran



Preparing to write

1 Makes notes in a spidergram about a language from your country or another language you know about. Use the questions in Reading exercise 2 to help you.

2 Work in pairs and share your ideas.

Describing languages

- Most people have English as their first language / mother tongue.
- English is the official language / the most widely spoken language / the medium of education.
- Some people are bilingual / speak another dialect.

Writing

Write a report on languages in your country. Use your notes and the useful phrases above to help you. Remember to organise your ideas into paragraphs.

Global review

Grammar

1 Complete the text with the present simple or present continuous form of the verbs in brackets.

My name is Andy and I (1) _____ (*come*) from Scotland. At the moment I (2) _____ (*spend*) a week in Liverpool, which was the European Capital of Culture in 2008. Liverpool is a fantastic place and I (3) _____ (*have*) a great time. The local people, who are called Liverpudlians, (4) _____ (*have*) a great sense of humour and the night life is fantastic. I (5) _____ (*not / usually / go*) museums because I (6) _____ (*prefer*) sports, but here I (7) _____ (*visit*) a lot of interesting places – there is a fascinating Museum of Slavery, and the Beatles Museum and the Tate Art Gallery are fantastic.

2 Choose the correct words to complete the sentences.

1 What kind of book The Hobbit *is / is* The Hobbit?
2 Who *did write / wrote* The Hobbit?
3 When *did Tolkien die / died Tolkien*?
4 What kind of English *speak pilots / do pilots speak*?
5 Where *I can learn / can I learn* aviation English?

Vocabulary

1 What type of English do these people speak?

1 lawyers _____ 4 doctors _____
2 chemists _____ 5 engineers _____
3 managers _____ 6 pilots _____

2 Complete the missing words.

1 The Great Wall of China and the Forbidden City are important tourist a_____ in Beijing.
2 There are designer b_____ in Venice where you can buy clothes, jewellery and handbags.
3 The International Jazz Festival in Montreal is a popular cultural e_____.
4 The Sydney Opera House is one of the most interesting examples of modern a_____.

Speaking and Writing

1 Choose a town you have visited or know about and make notes about it. Then work in small groups and describe the town. Your group try to guess the name of the town, or where it is.

2 Write a question or problem you have about learning English, on a piece of paper. Then swap your paper with another student. Write recommendations about how they can solve their problem.

Study skills

Understanding your learning style

People learn languages in different ways. This may be because of their personality, culture or past learning experiences. If you understand your learning style it can help explain why you find some activities easy or difficult, and can help you study more effectively.

1 Complete the quiz. Then check your answers below to find out what type of learner you are.

A Global or analytical? Tick the three things that help you learn the best.

a reading and listening in the foreign language
b studying language rules
c doing exercises
d doing communicative activities
e studying corrections
f staying in a country where the language is used

B Visual, auditory or kinaesthetic? Tick the three things that help you learn the best.

a repeating new words or sounds
b activities which involve moving around
c diagrams showing how language works
d listening to songs or recordings
e activities which involve cards or objects
f spider diagrams for vocabulary-learning
g doing dictations
h using pictures
I doing a variety of activities

C Impulsive or reflective? Are the statements true (*T*) or false (*F*) for you?

a When I read, I like to understand everything.
b I don't mind guessing if I don't know an answer.
c I like to have time to plan what I am going to say.
d I always try to answer questions in class.
e I prefer to be accurate rather than fluent.
f I prefer to be fluent rather than accurate.

2 Work in small groups and compare your answers.

Learning styles
Most people have a mixture of learning styles.

A Global: a, d, f Analytical: b, c, e
B Visual: c, f, h Auditory: a, d, g
Kinaesthetic: b, e, i
C Impulsive: b, d, f Reflective: a, c, e