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## 4.1 LEARNING LANGUAGES



*A different language is a different vision of life.*  
Federico Fellini, 1920–1992, Italian film-maker

## VOCABULARY: language learning

1 Work with a partner. Discuss how similar you think these activities are to learning a language.

driving a car   playing a musical instrument  
playing/doing a dangerous sport   painting/drawing  
dancing the tango, waltz, etc.   playing a board game  
(e.g. backgammon, chess, Monopoly)

*Learning to drive a car is similar because you need to practise a lot.*

2 What sort of people do you think make the best language learners?

3 Complete the statements with the words in the box. Which ideas do you agree with?

bilingual   native   slang   accent  
foreign   grammar   dialects

- 1 Organised and logical people find it easy to learn \_\_\_\_\_ rules.
- 2 Musical people find it easy to develop a good \_\_\_\_\_.
- 3 Extroverts find it easy to communicate in their \_\_\_\_\_ language and so often find it easy to learn to speak a \_\_\_\_\_ language fluently.
- 4 Flexible people can adapt to different \_\_\_\_\_ (the way a language is spoken in different areas).

- 5 People who are \_\_\_\_\_ already know two languages so learning one more is very easy.
- 6 Learners of languages should make an effort to learn informal phrases, everyday expressions and even \_\_\_\_\_.

## READING

4a Look at the text opposite about language learning. Where does it come from? What is its purpose?

4b Read the text quickly. Who is it aimed at?

- a) foreign language speakers
- b) native English speakers
- c) people who want to speak English as a foreign language
- d) business people

4c Read the text again. Are these sentences true, false or not given?

- 1 You will receive a certificate at the end of the course.
- 2 There are exams to check your progress during the course.
- 3 English is one of the languages offered.
- 4 You will become fluent in six weeks.
- 5 There are support materials in English.



### VOCABULARY: phrasal verbs (2)

5a Look at the phrasal verbs **highlighted** in the text and match them with their meanings below.

- 1 make as much progress as others
- 2 learn easily
- 3 understand
- 4 make less progress than other people
- 5 survive
- 6 disappoint/fail
- 7 start doing something, e.g. a new activity

5b Complete the sentences about your English studies. Compare your answers with a partner.

- 1 I can get by in \_\_\_\_\_ (language) when I am abroad.
- 2 I would like to stop learning English and take up \_\_\_\_\_.
- 3 I catch on quickly when my teacher \_\_\_\_\_.
- 4 It took me \_\_\_\_\_ (weeks/months/years) to pick up the basics of \_\_\_\_\_.

- 5 I find it difficult to keep up with my work/homework because \_\_\_\_\_.
- 6 The aspect of my English which lets me down is \_\_\_\_\_.
- 7 I'm falling behind in \_\_\_\_\_. I'm going to have to work hard to catch up.

### SPEAKING

6 Work with a partner to discuss the following.

- 1 English is an international language because it is easy to learn.
- 2 Language is the most important part of cultural identity.
- 3 Everyone should learn at least one foreign language.
- 4 A government has a duty to protect its country's language.
- 5 The world would be a better place if everyone spoke the same language.

## not only English Spoken Here!

- Do your foreign language skills **let you down** when you travel abroad?
- Are you **falling behind** in your career?
- Would you like to make new friends?
- Do you want to learn about other cultures?

If you answered 'yes' to any of the above, then you need 'Learn fast', the all-inclusive foreign language course.

At school you may have found foreign language learning confusing, but don't worry – our fully-supported courses will teach you the language you need for every situation. Our accelerated learning system means that we can guarantee that within six weeks you will pick up the basics of any language you choose. Pretty soon you will be able to do much more than just get by. You will become fluent and able to hold intelligent conversations with native speakers.

All aspects of the language are covered – reading and listening, grammar and vocabulary development and pronunciation work to perfect your accent. A printed workbook will answer your grammar questions and there are also regular online tests as part of the course.

Slow to catch on? Not with our special system which is designed with the non-language learner in mind. We offer a series of DVDs and CDs for in-car or at home practice with a writing skills support package. Extensive notes in English make learning easier and faster.

Now, more than ever is the time to take up a new language. It will open up a new world for you and help you **keep up with** the bilingual high flyers.

*Don't delay ... Do it today!*

*Choose from the following:*

*French, Spanish, German, Italian, Portuguese, Polish, Russian, Arabic, Japanese, Chinese.*

*All levels from beginner to advanced.*

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## LISTENING

1 Do you text? If yes, why and how often? If not, why not?

2a **1.21** Listen to two friends at university, Howard and Fred, talking on the phone. What is the reason for the phone call?

2b Listen again and complete the sentences. Use the word in brackets to help you.

- 1 Fred is going to finish his essay \_\_\_\_\_. (when?)
- 2 Howard is going to finish his essay \_\_\_\_\_. (when?)
- 3 Fred is going to the cinema with \_\_\_\_\_. (who?)
- 4 Fred is going to the cinema on \_\_\_\_\_. (when?)
- 5 Howard's presentation is on \_\_\_\_\_. (when?)
- 6 Howard and Fred will see each other at the lecture \_\_\_\_\_. (when?)

2c Fred sends Howard a text message after the phone call. Which of these three text messages is the one that Fred sent?

1	2	3
Found article on txting. Will bring 2moro 2 lecture. Good luck with writing pres.	Found article on spelling. Will bring 2moro 2 lecture. Good luck with writing pres.	Sorry. Can't find article. Think can remember main points. Tell u in seminar on Fri.

## GRAMMAR: future forms

3a Look at Track 1.21 on page 172. Underline all the ways of expressing the future that you can find.

3b Look at your underlined examples in the audioscript and find an example of:

- 1 a prediction about the future
- 2 a decision made at the time of speaking
- 3 an intention for the future
- 4 a fixed arrangement, plan or programme

3c Complete the rules with *will*, *going to* or *the present continuous*.

- 1 We use \_\_\_\_\_ to talk about unplanned decisions and promises that we make at the time of speaking, and to make predictions about the future.
- 2 We use \_\_\_\_\_ to talk about fixed future arrangements, usually involving other people.
- 3 We use \_\_\_\_\_ to talk about plans or intentions (something which you have already decided).

➔ Language reference and extra practice, pages 140–141

4 Work with a partner. Look at part of another conversation between Howard and Fred. Choose the best answer and discuss the reasons for your choice.

- F: I've made a decision. <sup>1</sup>*I'm going to take* / *I'll take* a Masters Course in Communication. The course <sup>2</sup>*will challenge* / *is challenging* me but I think I can manage it. What about you?
- H: Not sure. I haven't made any arrangements yet but I think <sup>3</sup>*I'm taking* / *I'll take* a postgraduate course. <sup>4</sup>*I'm not knowing* / *I won't know* my exam results till the end of August. <sup>5</sup>*I'm probably deciding* / *I'll probably decide* then.
- F: Sounds good. Oh, I've arranged to meet Richard on Wednesday for a band practice. <sup>6</sup>*We're meeting* / *We'll meet* at 5 p.m. Do you want to join us?
- H: Sorry, but <sup>7</sup>*I'm playing* / *I'm going to play* tennis with Fran then.
- F: OK, how about going for a coffee now?
- H: Sorry, I'm so tired. I think <sup>8</sup>*I'll go* / *I'm going* home now.

## READING

5 How important is correct spelling in a language? What about correct grammar? Are you good at spelling and grammar in your language?

6a Read the website opposite. Underline the arguments for and against texting.

6b Complete the summary below using the words in the box. There are more words than you need to fill the gaps.

affected	listening	increasing	teachers
literacy	improve	means	understanding
students	allowed		

It is clear that the use of SMS is <sup>1</sup>\_\_\_\_\_. But some teachers believe that the <sup>2</sup>\_\_\_\_\_ skills of young people may be <sup>3</sup>\_\_\_\_\_ if they use text for everything. These teachers believe that good grammar, spelling and sentence structure will suffer if texting is <sup>4</sup>\_\_\_\_\_ in class. Other teachers disagree and say that texting is just another modern <sup>5</sup>\_\_\_\_\_ of communication. Young people have different points of view. One person argued that education will suffer if we keep using text language instead of correct English. However, another view was that text is just a new type of language, and that the first people to learn SMS should be <sup>6</sup>\_\_\_\_\_.



**VOCABULARY:** *allow, permit, let*

7 Look up the words *allow, permit* and *let* in a good dictionary and answer the questions below.

- 1 Which is the most formal of the words? Which is the most informal?
- 2 Which of the following sentences is/are incorrect?
  - a) The visa permits you to study for two months.
  - b) My father would never allow me to study English
  - c) Let me to go. You're hurting me.

**SPEAKING**

8 Work with a partner to discuss the following.

- 1 Texting seriously affects young people's ability to write good English.
- 2 Texting will be permitted in exams within five years.
- 3 Students will soon prefer to study British English rather than American English.
- 4 In twenty years' time, nobody will write letters.

## Is SMS good for young people?

Does SMS seriously affect young people's ability to write good English?

Recently, a Scottish teenager wrote her entire English exam in text language. Should she be allowed to do that?

SMS is on the increase but is it sending the right message to young people and teachers? Some teachers believe that SMS is having a negative effect on young people's literacy skills.

They say that texting is preventing young people from writing properly. Because texting is fast and users have to be brief, good grammar, spelling and sentence structure is forgotten.

As a result, young SMS users are not able to write correct English.

Other teachers, however, say that young people should be permitted to express themselves and that texting is just a modern means of communication. Teachers who want to ban it are 'old-fashioned'. One educational expert commented: 'Children need to learn to communicate in a range of ways.'

A lot of teachers and lecturers refer to the story of the teenager who wrote an entire English essay in text language. Her essay started: 'My summr hols wr CWOT. B4, we used 2go2 NY 2C my bro. ILNY, it's a gr8 plc.' The translation of this is: 'My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother. I love New York. It's a great place.'



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➔ Text language should only be used for texting! (That's why it's called TEXT language.) We'll never get a good education if we keep using text language instead of correct English.

**Lucy, 17, Oxford**

➔ I don't think that students should be allowed to text because it will create problems for the teachers. Most of them simply don't understand text language.

**Chris, 18, Leeds**

➔ No way! I think it's OK for emails and texts, but NOT for schoolwork, because it will affect your spelling when you're older.

**Jordan, 16, London**

➔ I think teachers should let us use text in classes. Over thousands of years our language has changed a lot. Text is a new type of the language and teachers should learn it.

**Ahmed, 17, Bradford**

🔗 [Click here to add a comment.](#)



## READING

1 What is a dead language? Why do languages die out, do you think?

2a Answer the questions. Read the first two paragraphs of the article to check your answers.

1 Which of these languages is more than 2,000 years old?

- a) French b) English c) Greek

2 What percentage of languages have died out in the last 500 years?

- a) 1.3% b) 1.9% c) 4.5%

3 How many languages are in danger of disappearing now?

- a) over 3,000 b) over 300 c) over 1,300

2b Read the rest of the article and answer the questions.

1 What four reasons are given in the text for languages disappearing?

2 Why do some people think there is no reason to worry about the death of languages?

3 According to the author, why should we care about languages dying out?

4 What do the following, mentioned in the text, claim about languages?

- a) Steve Sutherland  
b) The Ethnologue  
c) Ani Rauhihi

3 Read the article again and find the following.

1 a verb and a phrasal verb meaning 'to stop existing' (lines 5 and 10)

2 a noun used for when something stops existing, usually used with plants, animals or volcanoes (line 7)

3 the noun related to one of the verbs in 1 (line 16)

4 the adjective related to the noun in 2 (line 21)

5 a verb meaning 'to damage something very badly' (line 30)

6 an adjective meaning 'very bad' or 'ending in failure', often used with the words *consequences*, *results* and *effects* (line 39)

# LAST WORDS

There are around 6,000 living languages in the world – and at least half of those are in danger. In every part of the world,

5 languages are disappearing. In fact, one scientist has said that languages are in more danger of extinction than birds or mammals. Professor Steve Sutherland of the University of East Anglia calculated that in the past 500 years 4.5 percent  
10 of languages have died out – compared with 1.3 percent of birds, and 1.9 percent of mammals.

Languages come and go, and thousands have done exactly that without leaving any trace. Only a very few – Basque, Greek and Latin among  
15 them – have lasted more than 2,000 years. But it seems that the pace of their disappearance is becoming quicker.

The Ethnologue, a database of all the languages spoken in the world, claims that 417 languages  
20 are spoken by so few people that they are in the final stages of becoming extinct. There is one living speaker of Luo in Cameroon, and a handful of people that speak the Saami Pite language in Sweden and Norway. If very few people speak a  
25 language, it will probably die out.

Languages may be lost through migration, as people move from small rural communities to urban centres, or when environments are destroyed by the search for oil or wood. Natural

30 disasters can also devastate populations, and along with them, their language – like the speakers of the Paulohi language in Maluku, Indonesia: only 50 survived after an earthquake and tidal wave some years ago. Governments

35 also play a role in the extinction of languages. The need to establish 'official languages', for a country to educate its children, conduct its political affairs and carry out its business, had a disastrous effect on many small languages.

40 What is lost if a language is lost? Some people argue that languages die as the human race evolves. Obviously there could be great benefits if everyone in the world spoke the same language – some industries already reflect this,  
45 with English essential for pilots and air traffic controllers. But there are more important things than convenience. As languages are lost, whole ways of life and knowledge may be lost along with them.

50 Put simply, language expresses something about identity, about our place in the world. Ani Rauhihi, a Maori teacher in New Zealand's North Island, sums it up: 'If you grow up not speaking your language, you won't know who you are.'

From '50 facts that should change the world'  
by Jessica Williams



## LISTENING

4 Work with a partner to discuss the following.

- 1 What languages are spoken in Scotland?
- 2 What could you do to prevent a language from disappearing?

5a **1.1** Listen to a radio interview with Bradana MacKinnon, spokesperson for the Society for the Promotion of Gaelic. Tick (✓) the things that are mentioned.



- 1 Bradana's name
- 2 statistics about people speaking Gaelic
- 3 the differences between Gaelic in Scotland and Ireland
- 4 the economy of the Gaelic-speaking community
- 5 investment in cultural events and festivals of Gaelic arts
- 6 training teachers of Gaelic

5b Listen again and complete the sentences.

- 1 If we \_\_\_\_\_ Gaelic-medium education at all levels, more people will speak Gaelic.
- 2 If we \_\_\_\_\_ more TV and radio programmes in Gaelic, more people may listen to the language.
- 3 Unless we all \_\_\_\_\_ to promote Gaelic, there might not be a significant increase in speakers.
- 4 When we \_\_\_\_\_ our targets, we'll invest in more Gaelic books in public libraries.
- 5 As soon as we \_\_\_\_\_ more Gaelic speakers involved, we'll run more Gaelic language classes.

## GRAMMAR: first conditional

6 Look at the examples in Exercise 5b and choose the correct answer.

- 1 We use *if + present simple / past simple* in the *if*-clause, and *will (may, might, should, etc.)* in the main clause.
- 2 We use *unless* in the *if*-clause + affirmative verb to mean *if not / if*.
- 3 After time expressions like *when* and *as soon as*, we use *will / the present simple*.
- 4 We use the first conditional to talk about *real possibilities / unreal situations* in the future.

➡ Language reference and extra practice, pages 140–141

7a Match the beginnings and endings to make conditional sentences.

- 1 If languages die out,
  - 2 You will never learn a language well
  - 3 If foreign words enter a language,
  - 4 Languages will die out
  - 5 If I study French more,
  - 6 I'll go home
  - 7 I'll revise
- a) I might make fewer mistakes.
  - b) unless you know its grammar.
  - c) unless we protect them.
  - d) the world will be less interesting.
  - e) when I get home.
  - f) as soon as the class finishes.
  - g) they will damage it.

7b Work with a partner to discuss the first four statements from Exercise 7a.

## SPEAKING

8a You are going to hold a debate about language. This is the motion:

The government should spend more money on promoting languages used by a minority of the population.

Divide into two groups to prepare the arguments.

Group A (for the motion): turn to page 158.

Group B (against the motion): turn to page 161.

8b Now hold the debate. Follow the debate procedure.

- 1 The spokesperson from Group A speaks for the motion.
- 2 The spokesperson for Group B speaks against the motion.
- 3 Other people from both groups can speak and give their opinions for or against.
- 4 The groups vote on the motion. You can change your mind at this stage.



A bilingual road sign in Ireland



## SITUATION

**International Medi-Aid (IMA)** is a large independent charity which provides medical aid to over 80 countries. Based in Nice, France, it has a staff of approximately 300, including about 200 volunteers. The volunteers have always been encouraged to use English, so a few months ago IMA decided that English will now be the working language within the whole organisation. The Human Resources Department of IMA, therefore, must organise English language training for its staff at head office who need to improve their command of the language.

1 Read the situation and answer the questions.

- 1 Why does IMA need an English language programme?
- 2 Which department is responsible for planning the programme?

2a Read the email opposite from a member of the HR department at IMA. What are the two problems concerning the language programme?

2b In small groups, discuss and make notes on the advantages and disadvantages of each proposal, from the point of view of both the staff and the agency.

3a **1.23** Listen to three members of the HR department, Sven, Don and Delphine, talking about how to improve the English of some groups in the agency. Do they agree on each point?

3b Listen again. What does each member say about these things? Make notes.

- 1 the English language training of the directors and senior staff
- 2 the choice of British or American English
- 3 the language training of the volunteers

Here are the results of the survey of the staff's English language ability that I carried out recently.

Number	English Language Ability			
	Excellent	Good	Fair	Poor
Directors	4	2	2	6
Senior staff	8	2	3	7
Fundraisers	8	2	6	12
Medical staff	12	8	6	14
Volunteers	38	15	23	122

As you all know, we need to keep any training costs low: the budget for language training for the first year is only €150,000. During a recent meeting, we identified five possible ways of providing English language training. However, we were unable to agree on the best proposal. Below is an outline of each proposal, together with the estimated costs of each.

**Proposal 1:** Send staff to a language school.

**Cost:** for a four-week course for ten participants close to the head office for 20 hours a week, the total cost will be €10,000.

**Proposal 2:** Hire two English language instructors.

**Cost:** €50 per teaching hour (to give courses at the office).

**Proposal 3:** Hire a language expert to set up courses online for staff.

**Cost:** no information at present, but this option could be expensive – at least €30,000.

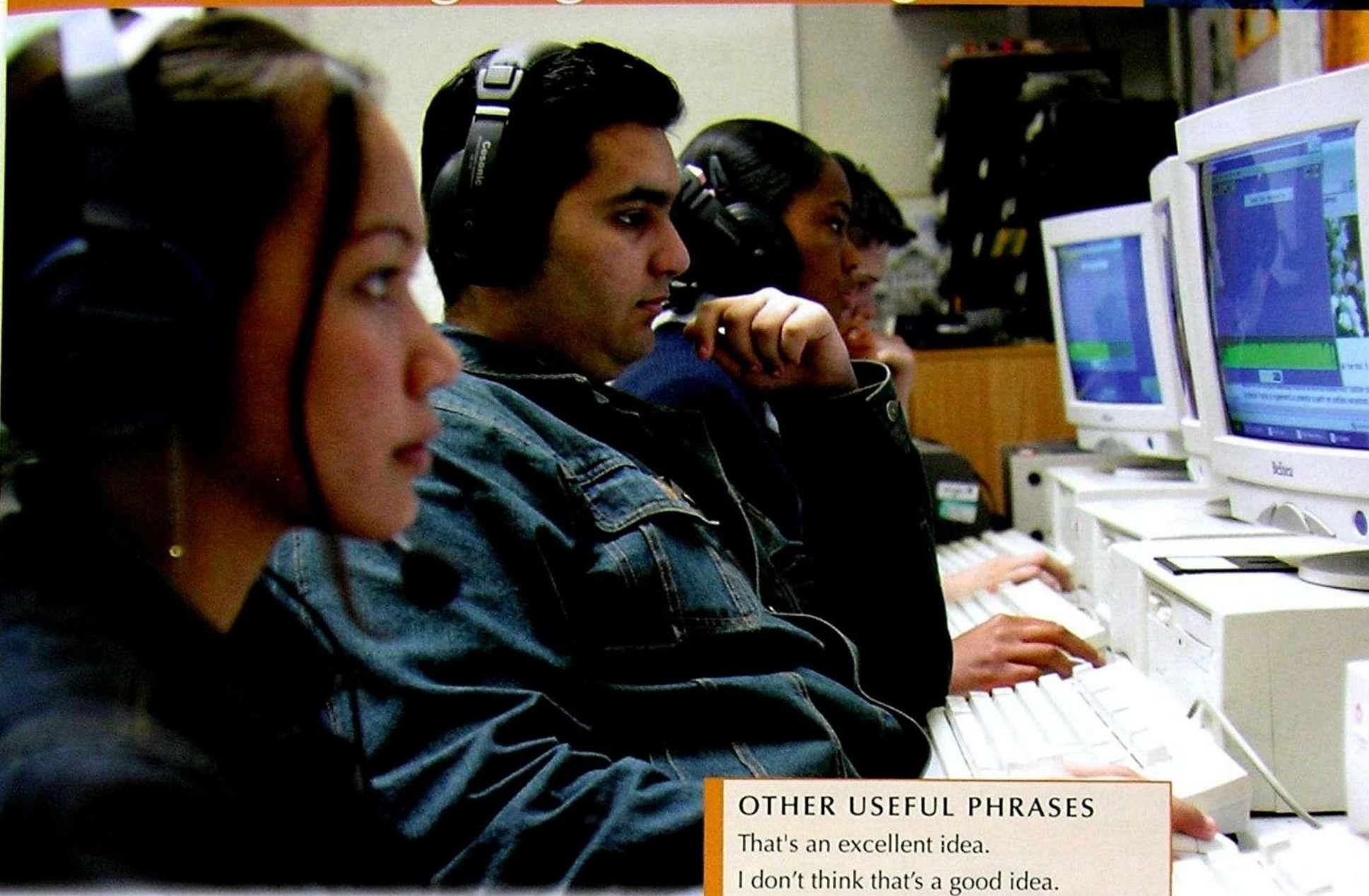
**Proposal 4:** Send groups of staff to the UK or the US for a crash course.

**Cost:** for a four-week course with 20 hours' teaching per week + air fare and accommodation, the total cost will be €5,000 for the UK or €6,000 for the US.

**Proposal 5:** Provide one-to-one English language training in the office.

**Cost:** €100 per teaching hour.





**KEY LANGUAGE:**  
accepting and rejecting ideas,  
considering consequences

## 4 Listen again and complete the extracts.

DON: Mmm, I don't <sup>1</sup> \_\_\_\_\_ that. I can see a problem right away. If we send them to England, it <sup>2</sup> \_\_\_\_\_ a bad effect on our work.

DON: ... who'd run the charity?

SVEN: Yeah, I think <sup>3</sup> \_\_\_\_\_ right. That would create problems for us. Well, how about this? Why don't we ...?

DON: Yes, I think that <sup>4</sup> \_\_\_\_\_. Good idea, Sven. What do you think, Delphine?

DELPHINE: Well, I'm afraid I don't <sup>5</sup> \_\_\_\_\_ the <sup>6</sup> \_\_\_\_\_.

DELPHINE: Well, we could hire two teachers ... one could be British and the other American. I think that would solve the problem.

SVEN: Mmm, <sup>7</sup> \_\_\_\_\_, Delphine.

DON: Yeah, I like that idea. It's definitely <sup>8</sup> \_\_\_\_\_.

DON: ... And we'll need to set up a programme very soon.

SVEN: I'm not <sup>9</sup> \_\_\_\_\_ that, Don.

## OTHER USEFUL PHRASES

That's an excellent idea.

I don't think that's a good idea.

If we do that, what will happen?

Let's look at the consequences. If we ...

## TASK: selecting an English language programme

**5a** Work in groups of four. You are members of the Human Resources department of IMA and are going to decide on the English language programme.

Student A: turn to page 158.

Student B: turn to page 161.

Student C: turn to page 166.

Student D: turn to page 166.

Follow this procedure. Use the Other Useful Phrases to help you.

- 1 Discuss the four options for English language training. Try to persuade the members of your group that your option is the best and that the agency should spend most of the budget on your option.
- 2 Listen to the suggestions of other members of your group. Accept the suggestions which you like. Reject the other suggestions.
- 3 Share your suggestions with another group.

**5b** Present your suggestions to the class. Vote on the best.



### STUDY SKILLS: describing tables and charts

#### 1 Match the percentages and the fractions.

- |         |                                 |
|---------|---------------------------------|
| 1 67%   | a) just under a quarter         |
| 2 32%   | b) just over two thirds         |
| 3 75%   | c) slightly less than a third   |
| 4 23%   | d) just over half               |
| 5 52%   | e) (exactly) three quarters     |
| 6 48%   | f) more than three quarters     |
| 7 80%   | g) approximately three quarters |
| 8 74.5% | h) almost half                  |

#### 2 Answer the questions.

- Which of the following is a *majority*?  
a) 32% b) 24% c) 77%
- Which of the following is a *minority*?  
a) 21% b) 83% c) 91%

3 Look at the table showing results from 100 student questionnaires at a university language centre last year and this year on student satisfaction in two areas: teaching and facilities (buildings, rooms, equipment).

	Teaching		Facilities	
	Last year	This year	Last year	This year
Very satisfied	51	65	32	10
Satisfied	24	24	38	52
Quite satisfied	10	6	20	25
Not satisfied	12	2	8	12
No opinion	3	3	2	1

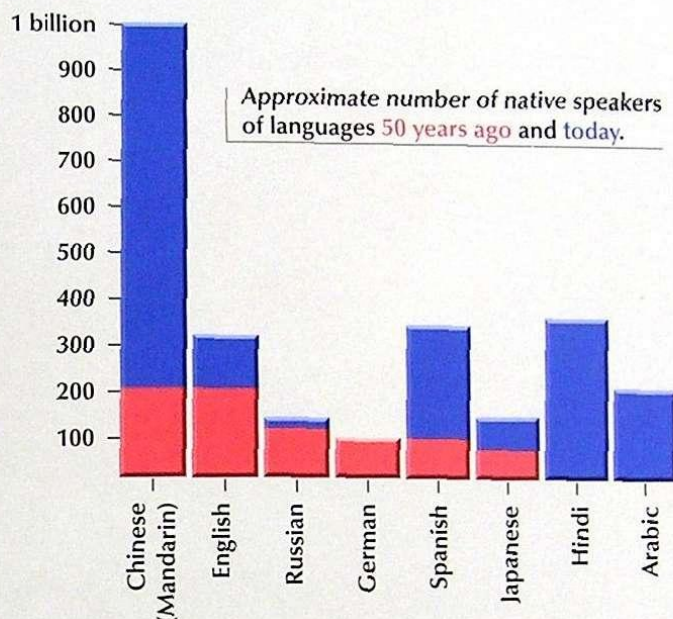
Look at the results for last year. Are these statements true or false? Correct the false statements.

- Approximately half the students were very satisfied with the teaching.
- Ten percent of the students were quite satisfied with the facilities.
- Just under two thirds of the students were very satisfied with the facilities.
- Almost a quarter of the students were satisfied with the facilities.
- The majority was very satisfied or satisfied with teaching and facilities.
- A small minority had no opinion about teaching and facilities.
- More than a quarter weren't satisfied with the teaching and facilities.

4 Look at the results for this year. Work with a partner to make statements about the results. Discuss your statements with another pair.

*This year almost two thirds of students were very satisfied with the teaching.*

5 Look at the chart below and complete the report with the words and phrases a–g.



- |                                |                    |
|--------------------------------|--------------------|
| a) the approximate number      | e) however         |
| b) approximately               | f) over the period |
| c) a significant increase      | g) overall         |
| d) there were no figures given |                    |

The bar chart shows <sup>1</sup> \_\_\_\_\_ of speakers of different languages in the world now and 50 years ago. <sup>2</sup> \_\_\_\_\_, the chart demonstrates that the greatest increase over the period has been in the number of people speaking Chinese.

Fifty years ago there were <sup>3</sup> \_\_\_\_\_ 200 million speakers of Chinese. This has increased to the present figure of one billion. There were also 200 million speakers of English 50 years ago, but this figure has only increased to 309 million.

In addition, there has been <sup>4</sup> \_\_\_\_\_ in the number of Spanish speakers from 100 million 50 years ago to 322 million today. Similarly, there were increases in the number of Russian and Japanese speakers. On the contrary, there were 100 million speakers of German 50 years ago, but this figure has remained almost the same <sup>5</sup> \_\_\_\_\_.

<sup>6</sup> \_\_\_\_\_ for speakers of Hindi and Arabic 50 years ago. <sup>7</sup> \_\_\_\_\_, at present there are 364 million speakers of Hindi and 206 million speakers of Arabic.



## WRITING SKILLS: a report

**6a** You have been asked to write a report for a university lecturer describing the information shown in the chart below. In pairs or small groups, discuss the following.

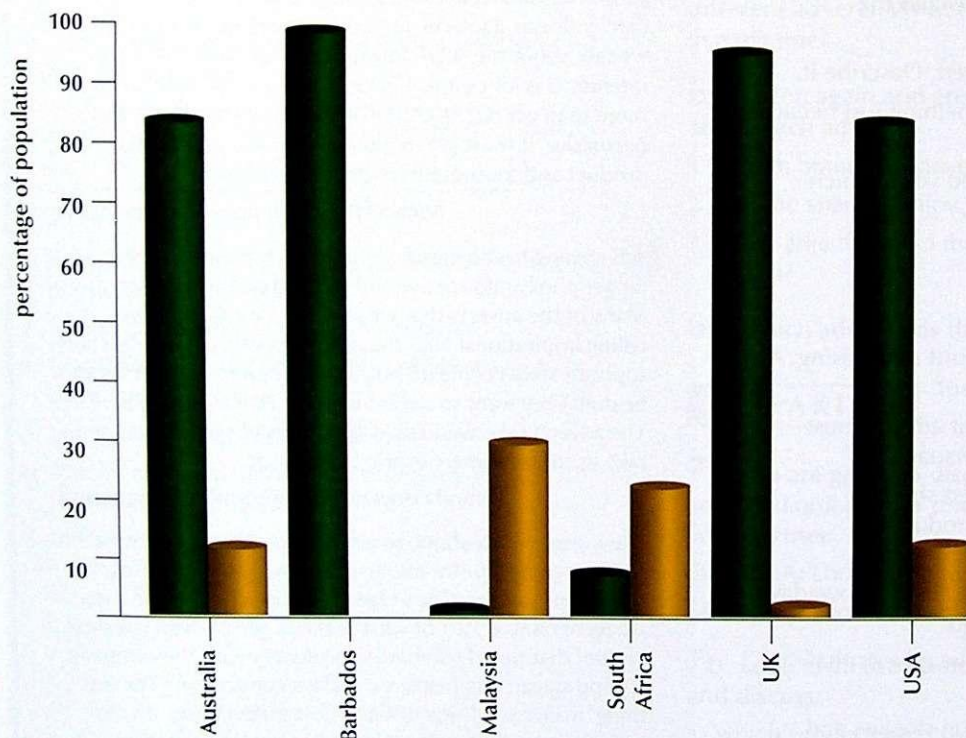
- 1 What percentage of the population of Australia uses English as a first language?
- 2 Which country has the highest percentage that uses English as a second language?
- 3 Only one country in the chart has a population that uses English entirely as a first language. Which one?

**6b** Discuss the other countries in the chart. Try to make statements about their use of English as a first and second language.

**7a** Look at the chart again and complete the sentences.

Percentage of population using English as a first or second language.

- English as a first language.
- English as a second language.



Note: no figures available for Nigeria

- ☐ In Malaysia almost a third of the population ...
- ☒ There were no figures given for ...
- ☐ Overall, the chart demonstrates that four countries in the chart have a majority of ...
- ☒ This chart shows the percentage of people from a number of countries who ...
- ☐ The country with the lowest percentage of speakers of English as a first language ...
- ☐ In South Africa, just under a quarter of ...
- ☐ It is also interesting that in Barbados ...

**7b** Put the sentences in a logical order. The first and last have been numbered.

**8** Look back at the report in Exercise 5. Underline the linkers (e.g. *However*).

**9** Write a report about the information in the chart in Exercise 6. Use your sentences from Exercise 7 and link them where you can. Use the report in Exercise 5 as a model.



## GRAMMAR

## G1 Future forms

## Will

Use *will* ('ll) to:

- make decisions and promises at the time of speaking.  
He hasn't arrived yet, so we'll just have to go without him.  
Sorry, I'm a bit busy. I'll call you back in five minutes.
- make predictions about the future.  
Don't worry, I'm sure you'll pass your exam.  
We often introduce the *will* future with words and expressions like *think, probably, it's (un)likely, I'm certain*.  
I (don't) **think** you'll be able to learn Spanish.  
They'll **probably** call us before they leave.  
It's (un)likely that we'll stop for a meal somewhere.  
I'm **certain** Rachel will be there.

## Going to

Use *going to* to talk about plans or intentions (something which you have already decided).

We're **going to** visit my friends next week.  
They're **going to** watch a film tonight.

## The present continuous

Use the present continuous to talk about fixed future arrangements, usually involving other people.

I'm **meeting** Peter at the cinema at seven.  
Nobody else **is coming** to the party.

## G2 First conditional

Form the first conditional in the following way:

*if*-clause + main clause  
*if* + present simple *will/may/might/should*, etc.

If people only **learn** English at school, other languages **will die** out.  
If you **come** to my house first, we **can go** together.  
If he **asks** you for help, you **should say** yes.

We don't use *will* in the *if*-clause.

If people ~~will only learn~~ English at school, other language ~~die out~~. X

Use the first conditional to talk about real possibilities.

If they don't hurry, they'll miss the plane!  
I'll revise more if it helps me pass the exam.

We can put the main clause first. If we do this, we don't use a comma.

We might buy a car if I save enough money.

## Unless

*Unless* means the same as *if not*.

**Unless** we protect languages, they'll become extinct.

= If we **don't** protect languages, they'll become extinct.

! We don't use a negative structure in the *unless*-clause.

~~Unless we don't~~ protect languages, they'll become extinct. X

## When and as soon as

*When* and *as soon as* can replace *if* in the first conditional. We use them when we are very certain that something will happen.

**When** they arrive, call me and I'll meet them.

**As soon as** they arrive, we'll start the meeting.

! We never use a future tense with these time expressions.

~~When the train will arrive~~, I'll give you a call. X

## KEY LANGUAGE

## KL Accepting and rejecting ideas, considering consequences

I don't know about that.

I think you're right.

Yes, I think that would work.

I'm afraid I don't like that idea.

Good idea.

It's definitely worth considering.

I'm not sure about that.

If we do that, it will ... (cause some problems).

## VOCABULARY

## V1 Language learning

accent, bilingual, dialect, foreign, grammar, native (adj), slang

## V2 Phrasal verbs

catch on, fall behind, get by, keep up with, let down, pick up, take up

## V3 Permission

allow, let, permit

## V4 Extinction

devastate, die out, disappear, disappearance, disastrous, extinct, extinction



**G1 1** Write the words in brackets in the correct tense: *will, going to* or *present continuous*.

- 1 A: I bought this phone from you but it doesn't work.  
B: OK. Leave it here and I \_\_\_\_\_ (look) at it as soon as I have time.
- 2 It's all arranged. We \_\_\_\_\_ (meet) at 2 p.m. by the market square.
- 3 We've discussed it and we \_\_\_\_\_ (get) married!
- 4 I don't think I \_\_\_\_\_ (do) anything on Monday. Can we meet then?
- 5 A: What do you intend to do about Lillian?  
B: We \_\_\_\_\_ (offer) her an extension on the essay.
- 6 I haven't made up my mind yet but I \_\_\_\_\_ (probably go) to the lesson tonight.
- 7 You should go to the party. I'm certain that Frank \_\_\_\_\_ (be) there.
- 8 Thanks for the offer, but I think I \_\_\_\_\_ (stay) at home tonight.

**G2 2** Complete the second sentence so that it has a similar meaning to the first, using the words given.

- 1 If you don't revise, you won't pass your exams.  
If you revise, \_\_\_\_\_.
- 2 If we see your teacher, we should ask him for the correct answer.  
We should ask your teacher for the correct answer when \_\_\_\_\_.
- 3 The world might only have one or two languages in the future if we don't protect them.  
The world might only have one or two languages in the future unless \_\_\_\_\_.
- 4 I won't go if you don't go.  
I won't go unless \_\_\_\_\_.
- 5 I'll be there at about 5 p.m. unless there's lots of traffic.  
If \_\_\_\_\_, I'll be there at about 5 p.m.
- 6 We'll go for coffee as soon as the class ends.  
When \_\_\_\_\_.
- 7 I'll give you a call if I'm not busy this afternoon.  
Unless \_\_\_\_\_ I'll give you a call.
- 8 You shouldn't go out so much if you don't have much money.  
If you don't have \_\_\_\_\_ stay in.

**KL 3** Complete the words in the dialogue.

- A: So we all agree our staff need English lessons. But the problem is when? What about at lunchtime?  
B: No, I'm not <sup>1</sup>s\_\_\_\_\_ about that. Staff won't like it. They'll complain.  
C: I <sup>2</sup>t\_\_\_\_\_ you're right. When are they supposed to eat? I think after work is better.  
A: If we do that, it will <sup>3</sup>c\_\_\_\_\_ some problems because people finish at different times.  
B: Let's look at the consequences. If we have them during working hours, it'll cost us money.

c: Yes, but they would work harder. It's definitely <sup>4</sup>w\_\_\_\_\_ considering.

A: I'm afraid I don't <sup>5</sup>l\_\_\_\_\_ that idea. Money isn't the *only problem*. How can we have everyone joining the class in the middle of the day?

**V1 4** Match the words in the box to their definitions.

foreign	dialect	grammar
accent	bilingual	native

- 1 the way you say words in a language \_\_\_\_\_
- 2 from another country \_\_\_\_\_
- 3 able to speak two languages fluently \_\_\_\_\_
- 4 a way of speaking in a particular region of a country \_\_\_\_\_
- 5 from or belonging to a particular country \_\_\_\_\_
- 6 the rules of language \_\_\_\_\_

**V2 5** Choose the correct word.

- 1 When I'm nervous, my English lets me *off / down*.
- 2 Don't fall *behind / ahead* with your homework.
- 3 I have a friend who just seems to pick languages *off / up*. I think she knows six!
- 4 I can get *by / on* in Spanish – in restaurants, for example.
- 5 Children *tend to catch on / along* more quickly.
- 6 Have you ever thought of taking *off / up* Chinese?
- 7 Slow down! I can't keep *up at / with* you.

**V3,4 6** Read the opinion and complete the gaps with the words in the box.

allow	die	disastrous	extinction
let	disappearance		

'In my opinion we can't <sup>1</sup>\_\_\_\_\_ so many languages to <sup>2</sup>\_\_\_\_\_ out. It would be <sup>3</sup>\_\_\_\_\_ if eventually the only language anyone spoke in the world was, for example, English. The <sup>4</sup>\_\_\_\_\_ of languages is rather like what has happened to so many of our species of animals in the past. Their <sup>5</sup>\_\_\_\_\_ has made the world a less interesting and varied place today. In some countries everyone has to speak the official language and governments don't <sup>6</sup>\_\_\_\_\_ children use their native tongue in schools. We must do more to protect the world's languages.'



# COMMUNICATION

## INFORMATION FOR STUDENT A

### Lesson 1.2 Exercise 8 (p. 8)

1 \_\_\_\_\_ was born on 6th May 1856 in Freiberg, Moravia. He went to the University of 2 \_\_\_\_\_ and studied medicine. He graduated in 3 \_\_\_\_\_ as a Doctor of Medicine. He lived in Vienna for 47 years. In 1907 the psychiatrist Carl Jung was introduced to Freud and together they formed the International Psychoanalytical Association. 4 \_\_\_\_\_ was its first president. Most of Freud's family emigrated to London. 5 \_\_\_\_\_ lost all his property when he left Vienna. Freud lived in a house in Hampstead, London. He died in 6 \_\_\_\_\_.

### Lesson 2.3 Exercise 11 (p. 21)

Read about jobs 1 and 2 below and tell Student B a little about them. Ask questions about your partner's experience to find out if he/she is suitable for either of the jobs.

Have you ever done any voluntary work?

– Yes, I have.

Oh, when did you do that?

– Well, I worked for Save the Children last summer.

1 Vacancies for speakers of two languages to accompany small groups of 14-year-old students to major European cities such as Paris, London and Rome.

The ideal person will:

- have experience of looking after groups of children
- have knowledge of at least two major European cities
- be reliable and well-organised

2 We require four active, strong and enthusiastic young adults to accompany a trip for older people to the foothills of the Himalayas. The ideal person will:

- have experience of working with or looking after old people
- be physically fit
- be responsible and reliable

Answer Student B's questions about jobs 3 and 4.

### Lesson 3.2 Exercise 8b (p. 29)

Listen and correct Student B, using the prompts below. Repeat the whole sentences.

1 Poland 2 for nine months 3 Spanish

Say the sentences below. Your partner will correct you.

- 1 So you've been working from home for two years.
- 2 So, you've been studying computing since January.
- 3 So, you've been driving for six years.

### Lesson 3.4 Exercise 8a (p. 33)

- 1 Think about what key qualities you are looking for in the candidate.
- 2 Write out the six questions below to ask at the interview.
  - a) Why / want this job?
  - b) What / sort / person / you?
  - c) What / strengths / weaknesses?
  - d) What / think / can bring / this job?
  - e) What / interests / have / outside work?
  - f) Where / see yourself / five years' time?
- 3 Add three more questions to ask at the interview. Include one killer question.

### Lesson 4.3 Exercise 8 (p. 43)

Discuss the motion and prepare your arguments. Use these ideas to help you.

- Lose a language – lose a lot of knowledge.
- Like losing an animal.
- Language is linked to identity.
- Huge cultural contribution (e.g. music, film).
- Helps a community.
- Can teach you about other languages.

Choose a spokesperson to present your basic views, then decide who will say what to support the views.

### Lesson 4.4 Exercise 5 (p. 45)

You think that the best option is to send as many staff as possible to the language school near the head office. Try to persuade the other members to accept your idea. Use the ideas below and your ideas from Exercise 2b.

- Staff will be away from their offices, so they can focus on learning English, without interruptions.
- The courses are not expensive.
- The teachers will be well trained and professional.
- You do not want to have English classes in the office because staff will not attend classes regularly. You think online language programmes are a waste of time and money.



## INFORMATION FOR STUDENT B

### Lesson 2.3 Exercise 11 (p. 21)

Read about jobs 1 and 2 below and tell Student A a little about them. Ask questions about your partner's experience to find out if he/she is suitable for either of the jobs.

*Have you ever done any voluntary work?*

*– Yes, I have.*

*Oh, when did you do that?*

*– Well, I worked for Save the Children last summer.*

3 We are looking for five people to accompany scientists on a trip to the Amazon Forests of Brazil. The ideal person will:

- have experience of working in a scientific environment
- have an interest in animals
- be young, fit and enthusiastic

4 Assistant travel agent required for work in one of our branches helping visitors with their enquiries about foreign travel. The ideal person should:

- have some experience of travelling to a variety of places
- have good communication skills
- have a knowledge of computers

Answer Student A's questions about jobs 1 and 2.

### Lesson 3.2 Exercise 8b (p. 29)

Say the sentences below. Your partner will correct you.

- 1 So, you've been working in Germany since graduating.
- 2 So, you've been living in Brazil for six months.
- 3 So, you've been studying French for a year.

Listen and correct Student A, using the prompts below. Repeat the whole sentences.

- 1 for four years
- 2 teaching
- 3 for two years

### Lesson 3.4 Exercise 8a (p. 33)

- 1 Think about what sort of person the club is looking for.
- 2 Think about how you would describe yourself in 30 words.
- 3 Think of six to ten questions you think they will ask at your interview.
- 4 Think of a killer question. Think about how you would answer it in an interview.
- 5 Think about your answers to the questions in 3. You may use information from your own life and experience or you may invent any information you wish.

### Lesson 4.3 Exercise 8 (p. 43)

Discuss the motion and prepare your arguments. Use these ideas to help you:

- Costs a lot of money to keep a language alive (schools, teachers, books, road signs, festivals).
- If very few people speak the language, why bother keeping it?
- A lot of effort for little use.
- If English continues to be dominant, people will never become bilingual in their minority language.
- Will continue to decline if language community is not economically viable.
- Already too much in curriculum for schoolchildren to learn without learning a useless language.

Choose a spokesperson to present your basic views, then decide who will say what to support the views.

### Lesson 4.4 Exercise 5 (p. 45)

You think that the best option is to hire English language instructors to give courses in the office. Try to persuade the other members to accept your idea. Use the ideas below and your ideas from Exercise 2b.

- The teachers will teach British English and American English.
- You will be able to control closely the language training they provide.
- Staff will attend classes when it is convenient for them.
- You do not want to use the nearby English language school because the courses will be in General English with no specialist language. You also think that courses in the US or the UK will be too expensive.



## INFORMATION FOR STUDENT C

### Lesson 4.4 Exercise 5 (p. 45)

You think that the best option is to set up English language courses online for all staff. Try to persuade the other members to accept your idea. Use the ideas below and your ideas from Exercise 2b.

- Online courses are a cheap way of teaching large numbers of learners.
- You will be able to work with the language expert on the content of the courses.
- Online courses enable staff to learn English at a time which suits them.
- You do not want to have classes in the office as there are no suitable rooms for teaching English. You also think that one-to-one courses are very expensive and likely to be unpopular with senior staff.

### Lesson 5.3 Exercise 8a (p. 53)

Son

You want the biggest, fastest bike with the biggest engine. Your friends will think you are silly if you have a bike that 12 year olds can ride. You think you are responsible and will drive safely.

### Lesson 7.4 Exercise 5 (p. 77)

Commuter jacket

**Description:** A stylish, elegant jacket for men. A very eye-catching design. The jacket is offered in black and grey. It has a built-in inflatable cushion in the neck, and a heater that gently warms the whole jacket.

**Qualities:** a smart, 'about town' look, modern style, excellent for travelling.

**Suggested price:** \$190

### Lesson 8.3 Exercise 9a (p. 85)

Education in Argentina

Argentina has nine years of compulsory schooling. However, children from poor families drop out of school before completing their basic education. In 1998:

- only 20 percent completed the secondary level of education.
- 64 percent of the population between 25 and 34 had not completed the secondary level.

There are plenty of public, free universities in Argentina. There are also many fee-paying private universities for the rich.

Recently, universities have become very poor because of economic and commercial failures in the country. There is also high unemployment among graduates (some qualified doctors have to drive taxis to feed their families) and many are dissatisfied with the quality of the universities.

Make notes about ages of students at secondary school, percentage of students in higher education, length of compulsory education, private universities and any other interesting information.

### Lesson 10.4 Exercise 6a (p. 109)

Prepare for the meeting by discussing the list of problems and suggesting ways of solving them. You are unhappy in Bellevue. You want to:

- persuade the Council not to sell the 80-year-old aquarium. They should spend a lot of money on the aquarium to bring it up to standard.
- have more facilities in the town for older people (give some examples).
- have free parking for all resident car owners.
- propose stricter penalties for bad behaviour by young people.

Choose one person to lead your group. Present your ideas at the meeting. Try to persuade the Council to accept your suggestions.

### Lesson 12.3 Exercise 8 (p. 127)

Martha Smith is 75 years old and walks her dog by the lake every morning. She found the body and police have not been able to find any connection between her and the victim. She was a judge before she retired and is a well-respected member of the community.

### Lesson 12.4 Exercise 5 (p. 129)

Case 2 – case for the defence

It's a free country and she is doing nothing wrong. He is exaggerating her behaviour. It is a small town so they go to the same places. She is just being friendly. Photography is her hobby.

Case 3 – case for the prosecution

A car is a weapon. A driver must concentrate on the road at all times. He shouldn't have given sweets to the children. None of the people in the car were wearing seatbelts. The driver should have stopped before helping the child.

## INFORMATION FOR STUDENT D

### Lesson 4.4 Exercise 5 (p. 45)

You think that the best option is to send senior and middle managers to the UK and the US for crash courses, and to provide as much one-to-one teaching as possible. Try to persuade the other members to accept your ideas. Use the ideas below and your ideas from Exercise 2b:

- Managers will learn English quickly.
- Crash courses in the UK / the US are the most effective way of learning English.
- One-to-one teaching means that managers can learn English when the time is convenient for them.
- You do not want to have online courses. In your opinion, they are not effective. You need face-to-face contact with a teacher.



C: I'm afraid I don't know the answer to that, but I hope to be working for your company in a senior position.

## Lesson 3.5. Track 1.18.

*Student, Counsellor*

- S: I know you usually send a covering letter with a CV. But, what is it exactly?
- C: Well, really it's a letter telling an employer why you're interested in their company or organisation. You can tell them about your special skills and qualities and why you want to work with them. It gives you an opportunity to sell yourself to the employer.
- S: I see. Erm ... how long should it be?
- C: It depends. But generally I'd say a covering letter should be short, perhaps one side of an A4 sheet of paper. And the tone should be enthusiastic and professional.
- S: Right. Could you give me a little more detail about what to put in each paragraph?
- C: OK, I'll suggest a structure, a way to organise the paragraphs, if you like.
- S: Thank you.
- C: Right. The first paragraph is your introduction. You say who you are, why you're writing and where you saw the position advertised.
- S: OK, I've got that.
- C: In paragraph two, tell the employer why you want the job – in other words, say what attracted you to the organisation. Show that you're enthusiastic and motivated.
- S: Right.
- C: The third paragraph is really important. This is where you sell yourself. Here you mention your qualities, erm ... skills and experience that match what they are probably looking for. You tell them what you can contribute to their organisation. OK? Now we come to the final paragraph. Say when you're available for interview. And end on a positive note. For example, say you look forward to hearing from them soon, or something like that. OK, that's about it.
- S: Thanks, that's really helpful.

## Lesson 3.5. Track 1.19.

1

I think you should put as much as possible in a CV so the employer gets a complete picture of your qualities and skills and qualifications. If you don't do that, they may not call you for an interview.

2

It's essential to write a personal profile at the beginning of your CV. Everyone's doing it these days. It helps to focus your reader's attention on what you really have to offer their organisation. It's where you can sell yourself as a candidate.

3

If you're sending out CVs to lots of companies at one time, I mean if you're just seeing if there's any interest, not replying to an ad for a job, then I think your CV should be really short, just one side of an A4 sheet.

4

I try to write as much as possible in the Work Experience section. I start with my first job then put my most recent job last – that's the order I prefer. I had a period of six months when I was unemployed, but I never show that on my CV.

5

I have just one CV which I send out whenever I'm looking for a new job. Of course, I always bring it up to date. That's the advantage of keeping it on my computer – it's easy to bring my employment history up to date.

6

To be honest, I think the covering letter's much more important than your CV. If they like what they read in your letter, they'll look at your CV. But if your letter's no good, they'll throw your CV in the bin right away.

## Review 1–3 Track 1.20

*Kris, Piotr*

- K: I think we should head for Greece, Piotr. For one thing it's cheap to fly there.
- P: I don't know. It's a bit too hot for me. Besides, what will we do?
- K: Well, on the one hand you've got loads of historical sites so that's interesting and on the other hand you can always spend a few days by the sea relaxing.
- P: Yes, well it's true about the history and broadening the mind but sitting on the beach isn't my idea of real travelling!
- K: What does that mean?
- P: Well, we only have four weeks and I can go to a beach any time I want!
- K: But we're going to want to have some time doing nothing after our exams, aren't we?
- P: Yes, you're right. OK then. It'd be a good idea to go to an island, get a tan and then after about a week we can go to Athens and travel on the mainland.
- K: Great idea. Oh, by the way, I was wondering if Pavel could come with us?
- P: What? Err, I don't know about that.
- K: Why not?
- P: Don't get me wrong. Pavel's fine as a person but it'll be easier to book rooms for two than three.
- K: Well, if we stay in hostels we'll share rooms with lots of people anyway. I did it last year and it's a really good way to meet other travellers.
- P: That's true, but another disadvantage of Pavel coming is that there'll be three of us, which always makes it harder to come to decisions about what to visit – you know, one person wants to do one thing and someone else doesn't want to.
- K: OK. He doesn't have to be with us all the time but how about saying to him that he can meet up with us somewhere?
- P: Let me just think about that for a minute.

## Lesson 4.2. Track 1.21

*Howard, Fred*

- H: Hello.
- F: Oh, hi, Howard. It's Fred here.
- H: Fred, hi. Have you finished the essay on King Lear yet?
- F: No, not yet. I'm going to finish it tonight. What about you?

H: I'm finding it quite tough. I'm not very good with Shakespeare ... but I'm definitely going to finish it by tomorrow's class. I want it out of the way!

F: Howard, I'm just phoning to ask – James and I are going to the cinema on Thursday evening, do you want to come?

H: No, I can't. I'm giving my presentation to the language seminar group on Friday, ...

F: Oh, of course.

H: ... so I have to prepare that. I'm doing it on SMS – you know, text messaging. I read something recently that said that text language will be the English of the future – can you believe that?

F: Yeah, I can. We all use it, don't we? I saw an article about it in the paper the other day. I'll find it for you.

H: Thanks, that'd be great. When's your presentation?

F: It isn't till the end of next week.

H: Do you know what you're doing?

F: Yeah, I'm doing mine on spelling and how important it is.

H: That's interesting. I saw a film a while ago on spelling competitions in America. They're really popular there. Anyway, I'd better get on with the essay. I'll see you at the lecture tomorrow.

F: Great. I'll text you when I find that paper.

H: Thanks. Bye.

F: Bye.

## Lesson 4.3. Track 1.22.

*Presenter, Bradana*

- P: Now, for our 'Language now' slot. My guest today is Bradana MacKinnon, spokesperson for the Society for the Promotion of Gaelic. Thank you for being on our radio programme today and, indeed, on our series on different languages.
- B: Thank you. It's a pleasure to be here.
- P: Bradana, I'd like to begin with your name. It's quite unusual. Is it a Celtic word?
- B: Yes, it is, and it's not common. It's a Gaelic word meaning 'salmon'. Just a small point here – Celtic usually refers to the culture; Gaelic is the language.
- P: Thank you, Bradana, I'll remember that. If you don't mind, I'll get straight to the point. Should we fight to keep a dying language alive, even if few people will ever use it or hear it?
- B: Mmm, that is something to consider, I suppose, but I'm not sure it's a relevant question here. It's true that in the last 100 years or so, the number of Gaelic-only speakers in Scotland, and I mean people speaking just Gaelic and no English, well, that number has fallen from nearly 44,000 to zero. And yes ... Gaelic has declined throughout the 20th century. But it's also true to say that since the 1970s there has been a revival in the Celtic culture and Gaelic language.
- P: I see. So where do you find that revival – in schools?
- B: Yes, definitely in schools, and that's important. If we have Gaelic-medium education at all levels, more people will speak Gaelic. There has been a huge increase in the number of young children being educated in Gaelic in primary



schools ... and nurseries. So, if Gaelic is a dying language, then why are more and more Gaelic schools starting in Scotland?

P: Good point, but if it's only schools ...

B: Yes, I agree. We need more. If we have more TV and radio programmes in Gaelic, more people may listen to the language. Also, if the economy in the Gaelic-speaking heartland improves, then Gaelic will not die out. Opinion polls show that people are more confident in the Gaelic-speaking communities – they feel that the economy is improving. If young people return to live and work in those communities after university, then things will improve.

P: Well, that all sounds very promising. So, what is the Society for the Promotion of Gaelic doing now?

B: Oh, we have lots going on. Unless we all continue to promote Gaelic, there might not be a significant increase in speakers of Gaelic. But, to answer your question ... at the moment we're trying to raise our profile, and we have a new fund-raising campaign. When we reach our targets, we'll invest in more Gaelic books in public libraries. And as soon as we get more Gaelic speakers involved, we'll run more Gaelic language classes. But unless we recruit and train more Gaelic-medium teachers, we won't make a big difference in schools. Basically our fund-raising supports all of that.

P: To go back to my first question, Bradana, why should we fight to keep Gaelic alive?

B: Well, I believe that every language provides us with knowledge about human thinking and behaviour. And every language, like every species of animal, is unique and worth protecting. When we lose a language, we lose a lot of knowledge.

P: Bradana MacKinnon, thank you very much.

## Lesson 4.4. Track 1.23.

Sven, Don, Delphine

S: As I see it, we can't do much with such a small budget ... so I think we should focus, first of all, on the directors and senior staff. How about sending some of them on crash courses to Britain? It's a quick way to improve their English. What do you think, Don?

DO: Mmm, I don't know about that. I can see a problem right away. If we send them to England, it will have a bad effect on our work. We don't want to lose half our top people just like that. I mean, who'd run the charity?

S: Yeah, I think you're right. That would create problems for us. Well, how about this? Why don't we send just one or two directors and a few senior staff to England and offer the rest one-to-one classes when they have free time?

DO: Yes, I think that would work. Good idea, Sven. What do you think, Delphine?

DE: Well, I'm afraid I don't like the idea. If we do that, what will happen?

Just when we need to talk to one of them, they won't be here, they'll be in Britain. We've got so many projects going on at the moment, we need everyone here to deal with the work. You know, I'd like to discuss another problem if that's OK with you.

DO, S: OK.

DE: I wonder, should we teach British or American English? Some of our staff might prefer to learn American English, you know.

S: I think you're right, Delphine – some staff will want to learn American English. What do you suggest?

DE: Well, we could hire two teachers to run courses at our head office. One could be British and the other American. I think that would solve the problem.

S: Mmm, good idea, Delphine.

DO: Yeah, I like that idea. It's definitely worth considering. Another thing I'd like to talk about Sven ...

S: Oh, yes?

DO: We've talked mostly about the directors and senior staff. What about the other staff? They'll need to improve their English too. And we'll need to set up a programme very soon.

S: I'm not sure about that, Don. The volunteers will need to improve their English, it's true, but other staff will have to have priority. Don't forget, our budget for language training is limited this year and we can't afford to ...

## Lesson 5.1. Track 1.24.

A: OK, let's brainstorm how we're going to promote this product.

B: Well, we could get a famous celebrity like David Beckham to endorse it.

A: I think that would be much too expensive. Sponsorship of a TV programme would also cost a lot. And a TV commercial is out for the same reason. I've seen some great TV shots which are visually beautiful and really eye-catching, often set in romantic or exotic locations. But I don't think they've been very effective as people can't remember the product they're advertising.

B: I agree, but we don't want something dull and boring. How about advertising on the radio – would the budget run to that?

A: Yes we could stretch to that.

B: And would you like something witty and catchy?

A: Maybe. I want something new and original. But most importantly, it must be persuasive. It must get people to buy the product.

## Lesson 5.1. Track 1.25.

1

I remember a really eye-catching advert for a Ford car. It showed the car starting, then being driven out of a car park and through the city. And it started all the lights in the surrounding buildings. In the country it powered the overhead power lines and the electricity seemed to follow the car along the road. It really was an attention-grabbing ad. It is difficult to be original with car adverts but I thought this was quite creative. It also

had a catchy slogan: 'Feel the power. Ford. We have ignition.' You could also see the recognisable Ford 'blue oval' logo. It must have been an effective ad because I've actually remembered that it was a Ford car. It was also quite persuasive as I would consider buying a Ford next time.

2

I normally like humorous ads. But the ad that sticks in my mind was really inspirational. The music was really lively and it was set in different exotic locations. Everyone was drinking this soft drink, but I can't remember which one it was, and the camerawork was really creative. It made you want to be there, drinking that soft drink, having fun.

3

I saw this really dull advert for washing powder on the television recently that I'd really like to forget. But it had this really catchy tune that I can't get out of my head. It's so irritating. It was informative – it gave you lots of information about the product but I can't even remember what the brand was.

## Lesson 5.2. Track 1.26.

JP, Roberta

JP: We both know it won't be easy to advertise the Raymond Jacquet Classique range. Our problem is money. If we had a bigger budget, we'd get someone well known to endorse the product. There are plenty of performers in the movie industry who'd do it, but they're very expensive. We couldn't afford it.

R: OK. Well, if I were you, I'd look for a cheaper way of doing it. You don't always have to pay a fortune to get good publicity. An endorsement by someone famous isn't the only solution ...

JP: Mmm, what exactly do you mean?

R: Well, you want to reach younger people with the Classique range, right? If you did that, you'd achieve your objective, to sell to a new group of consumers.

JP: Yes. That's true.

R: How about this then? If you ran a series of short TV commercials, you could reach a younger audience and it'd be a lot cheaper than using a film star or whatever.

JP: OK, but what sort of commercials should we run? We haven't really thought about that.

R: Well, I have. Why don't you contact some people who are really good at their job, let's say, at the top of their profession, and use them in your commercials? I don't mean stars or famous people, who cost the earth, I mean, for example, a young concert pianist, erm ... a young lawyer or professional tennis player – no one famous, but they'd all be young, attractive and good at their job. The sort of successful people a young person would identify with. A role model, if you like.

JP: Mmm, interesting. Yes, if we got the right people, it might be a lot cheaper than using a film star. We'd be able to afford them, probably.

R: Exactly. In each commercial, you could show them briefly at work, with no mention of Raymond Jacquet, and then in the final shot, the camera could zoom in