

# 1 A life of learning

## 1A A global language

Vocabulary language ability  
 Grammar the English verb system

### QUICK REVIEW ●●●

Talk to five other students. Find two things you have in common with each student. Tell the class about two people you spoke to.

### Vocabulary Language ability

1 a) Choose the correct words in these phrases. Check in Language Summary 1 **V1.1** p113.

- 1 (my) first/last language (is) ...
- 2 be bilingual in/at ...
- 3 be fluent at/in ...
- 4 be reasonably good on/at ...
- 5 can get to/by in ...
- 6 know a little/few words of ...
- 7 can't speak a word of/with ...
- 8 can have/make a conversation in ...
- 9 speak some ... , but it's a lot/bit rusty
- 10 pick up/off a bit of ... on holiday

b) Choose five phrases from 1a). Use them to make sentences about yourself or people you know.

*My first language is Russian.*

c) Work in groups. Take turns to tell each other your sentences. Ask follow-up questions if possible.

### Reading and Grammar

2 a) How important is learning English in your country? Why?

b) Read the article about learning English around the world. Match headings a)–d) to paragraphs 1–4.

- a) Learn English 24 hours a day
- b) A changing language
- c) An English-speaking world
- d) A passport to employment

## Who owns English?

- 1 More people speak English than any other language, but according to English language expert David Crystal, non-native speakers now outnumber native speakers by three to one. "There's never before been a language that's been spoken more as a second language than a first," he says. By the end of last year, the number of adult English speakers in Asia **had reached** 350 million. And according to the British Council, in ten years' time 2 billion people will study English and about half the world's population will speak it.
- 2 Why such enthusiasm for English? In a word, jobs. "We always **tell** students they **need** two things to succeed – English and computers," says Chetan Kumar, manager of a language school in Delhi. For the middle classes in India, English can mean a prized job in a call centre. And the story is the same in other parts of the world. At a Toyota factory in the Czech Republic, English **was chosen** as the working language of the Japanese, French and Czech staff. Many other multinational companies, like Samsung and LG.Philips, **have started** moving towards an English-only email policy. Technology is a big factor in all this change – 80% of the world's electronic information **is stored** in English.
- 3 The way that people study English **is also changing**. In South Korea, for example, the national government **has been building** English immersion schools all over the country, where teenagers live in an all-English environment for up to four weeks at a time. In these 'English villages', students check into their accommodation, go shopping, order food, go to the bank, take cooking classes or acting lessons – all in English. And they **seem** to enjoy the experience – when we **visited** one acting class, a student **was pretending** to be the film star Orlando Bloom, to the obvious amusement of his classmates.
- 4 However, these new English speakers **aren't just learning** the language – they're **changing** it. There are hundreds of different types of English in the world today, such as 'Hinglish', the Indian mix of Hindi and English. New words are being invented every day all over the world. As David Crystal says, "No one owns English now. What happens to it is on the shoulders of all of us."

Adapted from *Newsweek* 07/03/05



3 Read the article again. What does it say about these people, numbers, things and places?

native speakers 350 million 2 billion a call centre  
 Toyota Samsung 80% South Korea Hinglish

Help with Grammar **The English verb system**

4 a) Look at the article again. Match the words/phrases in blue to these verb forms.

- |                            |                            |
|----------------------------|----------------------------|
| Present Simple <i>tell</i> | Present Continuous         |
| Past Simple                | Past Continuous            |
| Present Perfect Simple     | Present Perfect Continuous |
| Past Perfect Simple        | Present Simple Passive     |
|                            | Past Simple Passive        |

b) Fill in the gaps in these rules with *continuous, perfect, simple or passive*.

- We usually use ..... verb forms to talk about things that are repeated, permanent or completed.
- We usually use ..... verb forms to talk about things that are in progress, temporary or unfinished.
- We usually use ..... verb forms to talk about things that connect two different time periods (the past and the present, etc.).
- We usually use ..... verb forms when we are more interested in what happens to somebody or something than in who or what does the action.

c) Look at the verb forms in pink in the article. Which are activity verbs? Which are state verbs? Then choose the correct word in this rule.

- We don't usually use *activity/state* verbs in continuous verb forms.

d) Check in Language Summary 1 **G1.1** p114.



1A Vocabulary and Grammar

5 Work in pairs. Name the verb forms in bold in these pairs of sentences. Discuss the difference in meaning between a) and b) in each pair.

- a) They **studied** Portuguese for three years.

b) They've **studied** Portuguese for three years.
- a) Kemal often **watches** DVDs.

b) Kemal's **watching** a DVD at the moment.
- a) Jo **did** her homework when I got home.

b) Jo **was doing** her homework when I got home.
- a) She **teaches** English.

b) She's **teaching** English while she's in Berlin.
- a) When we got there, the class **started**.

b) When we got there, the class **had started**.
- a) Antonio **repaired** his car last week.

b) Antonio's car **was repaired** last week.

6 a) Read about Michelle's language learning experiences. Choose the correct verb forms.



I <sup>1</sup>**started**/ve started studying Spanish after I <sup>2</sup>went/was going to Argentina on holiday last year. I <sup>3</sup>d never been/never went to South America before and I couldn't speak a word of Spanish. While I <sup>4</sup>had travelled/was travelling around the country, I <sup>5</sup>picked up/was picking up enough words and phrases to get by. I <sup>6</sup>told/was told that my pronunciation <sup>7</sup>was/was being quite good, so when I got home I <sup>8</sup>decided/was deciding to learn Spanish properly. A friend <sup>9</sup>recommended/was recommended a school and I <sup>10</sup>go/ve been going there for about six months. I <sup>11</sup>always enjoy/'m always enjoying the lessons and the language <sup>12</sup>teaches/is taught in a communicative way. I <sup>13</sup>think/'m thinking that I <sup>14</sup>'m learning/'ve learned a lot since I started. It's not all fun, though – at the moment I <sup>15</sup>study/'m studying for my first exam!

b) **R1.1** Listen and check.

Get ready ...  
Get it right!

7 Turn to p110. Follow the instructions.





# 1B My first week

Vocabulary education  
 Grammar uses of auxiliaries  
 Help with Listening contractions  
 Review verb forms

## QUICK REVIEW ●●●

Think of something you: did last weekend; have done recently; have been doing for a long time; do every week; were doing at nine o'clock last night. Work in pairs. Take turns to tell each other about these things. Ask follow-up questions.

## Vocabulary Education

1 a) Work in pairs. What is the difference between these words/phrases? Check new words/phrases in V1.2 p113.

- 1 a state school, a private school
- 2 a university, a college, a campus
- 3 an undergraduate, a graduate, a postgraduate
- 4 a degree, a Master's, a PhD
- 5 a tutor, a lecturer, a professor
- 6 a tutorial, a seminar, a lecture
- 7 fees, a student loan, a scholarship
- 8 a subject, a course, a career

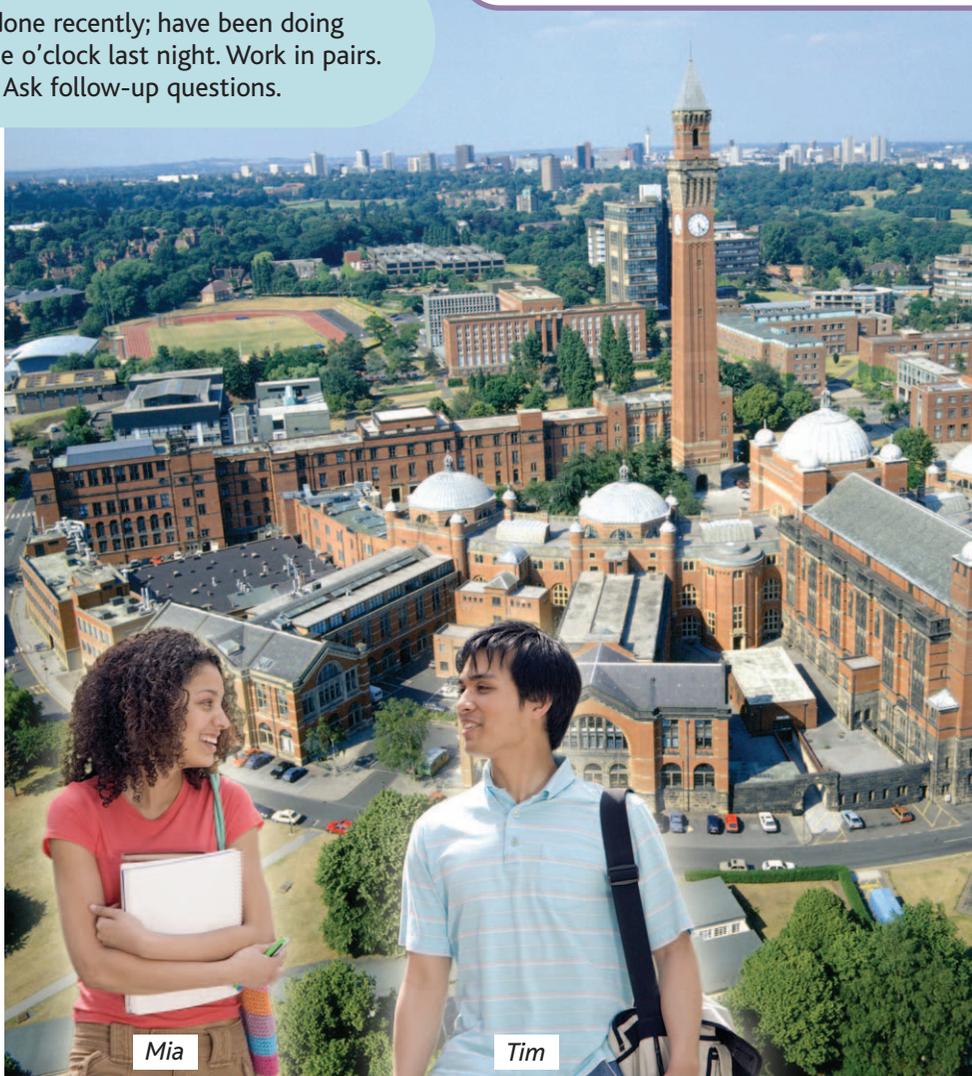
TIP! ● We only show the main stress (\*) in words/phrases.

b) Choose eight words/phrases in 1a) that are connected to you or people you know.

c) Work in pairs. Take turns to tell each other why you chose those words. Ask follow-up questions.

I chose 'a lecture' because I went to an interesting lecture yesterday.

Oh? What was it about?



## Listening and Grammar

2 a) Work in groups. Discuss these questions.

- 1 Have you, or has anyone you know, been to university or college? Did you/they enjoy it? What did you/they study?
- 2 What problems do you think students have during their first week at university?

b) R1.2 Look at the photos. Mia and Tim are university students. This is their first week. Listen and tick the things they talk about.

- a lecture
- transport problems
- food
- accommodation
- getting lost
- money
- courses they're doing
- weekend plans

3 R1.2 Listen again. Fill in gaps a)–h) with one word.

- 1 TIM You went to Professor Lee's geography a) ..... yesterday, didn't you?
- MIA Yeah, but I didn't understand very much.
- TIM Neither did I.
- 2 TIM And it's a huge campus – I keep getting b) ..... !
- MIA Yes, so do I. Yesterday I was walking around for ages looking for the c) .....
- 3 TIM Well, at least you found it in the end. Maybe you should get a d) .....
- MIA I did have a e) ..... !
- 4 TIM My brother's done that course. He graduated last f) .....
- MIA Did he? Has he found a job yet?
- 5 MIA And what are you studying?
- TIM Geography and economics. Most people think economics is really g) ....., but I don't.
- 6 TIM Anyway, do you live here on campus?
- MIA No, I don't. I was told it was really h) .....



## 1B Vocabulary and Grammar

## Help with Grammar Uses of auxiliaries

## 4 AUXILIARIES IN VERB FORMS

a) Look again at Tim and Mia's sentences in 3. Name the verb forms in blue.

*didn't understand* – Past Simple

b) Which of the verb forms in blue in 3 have auxiliaries? Which two verb forms don't have auxiliaries?

c) Complete these rules with *be*, *do* or *have*.

- We make all continuous verb forms with: ..... + verb+ing.
- We make all perfect verb forms with: ..... + past participle.
- We make all passive verb forms with: ..... + past participle.
- In the Present Simple and Past Simple we use a form of ..... to make questions and negatives.

**TIP!** • We also use modal verbs (*will*, *would*, *can*, *could*, etc.) as auxiliaries: *I'll* (= *will*) *do my best*.

d) Check in **G1.2** p115.

## 5 OTHER USES OF AUXILIARIES

a) Look at these other uses of auxiliaries. Match the phrases in pink in 3 to a)–f).

- a) a question tag *didn't you?*
- b) an echo question to show interest
- c) to agree with somebody with *so* or *neither*
- d) to avoid repeating a verb or phrase
- e) a short answer to a *yes/no* question
- f) to add emphasis

b) Check in **G1.3** p115.

## Help with Listening Contractions

- In spoken English we often contract the auxiliaries *am*, *are*, *is*, *have*, *has*, *had*, *will* and *would*. We also contract negatives (*don't*, *wasn't*, *won't*, etc.).

6 a) **R1.3** Listen to these pairs of sentences. Which do you hear first?

- 1 a) She's made it.      b) She made it.
- 2 a) He'd started it.    b) He started it.
- 3 a) You're taught it.    b) You taught it.
- 4 a) I've lost it.          b) I lost it.
- 5 a) We'll watch it.        b) We watch it.
- 6 a) I won't buy it.        b) I want to buy it.

b) **R1.4** Listen and write six sentences. You will hear each sentence twice.

c) Work in pairs. Compare sentences. Which auxiliaries are contracted in each sentence?

7 a) Mia and Tim meet again in the cafeteria the next day. Fill in the gaps in their conversation with the correct positive or negative auxiliaries. Use contractions where possible.

TIM Hi, Mia. <sup>1</sup> *Have* you had lunch yet?

MIA Yes, I <sup>2</sup> ..... . But I can stay and chat for a bit.

TIM Great! So, what <sup>3</sup> ..... you do last night?

MIA Well, I <sup>4</sup> ..... going to go out with some friends, but I <sup>5</sup> ..... in the end. I <sup>6</sup> ..... catch up on some sleep, though. I was in bed by 10.30!

TIM It <sup>7</sup> ..... been a busy few days, <sup>8</sup> ..... it?

MIA Yes, it <sup>9</sup> ..... . And I <sup>10</sup> ..... need my sleep!

TIM Me too. Er, what <sup>11</sup> ..... you doing this evening?

MIA Nothing special. Why <sup>12</sup> ..... you ask?

TIM Well, I <sup>13</sup> ..... going to see a band.

MIA <sup>14</sup> ..... you? That sounds fun!

TIM So <sup>15</sup> ..... you fancy coming along?

MIA Yeah, sure. Call me later. Here's my number.

TIM Thanks. Oh, by the way, <sup>16</sup> ..... you find your lecture yesterday?

MIA Yes, I <sup>17</sup> ..... . And I <sup>18</sup> ..... even need a map!

b) **R1.5** Listen and check.

8 Change these sentences to avoid repeating verbs or phrases.

- 1 I don't speak German, but my younger brother ~~speaks German~~. *does*
- 2 Ian didn't go to college, but his sister went to college.
- 3 My parents haven't been there, but we've been there.
- 4 Penny doesn't like golf, but her brothers like golf.
- 5 We're not going out tonight, but they're going out tonight.
- 6 Tom enjoyed the play, but I didn't enjoy the play.

## Get ready ... Get it right!

9 a) Work in pairs. Choose one of these situations or invent your own. Then write a one-minute conversation between the people. Include at least five different uses of auxiliaries from 4c) and 5a).

- two students who are sharing a house
- two friends who are lost on their way to a party
- a couple trying to decide where to go on holiday
- two students talking about their school, college or university

b) Practise the conversation with your partner until you can remember it.

10 a) Work in groups of four with another pair. Take turns to role-play your conversations. Guess the relationship between the people.

b) Role-play one of your group's conversations for the class.

## 1C Making the grade

### QUICK REVIEW ●●●

Write four interesting things about yourself or people you know. Work in pairs. Take turns to say your sentences. Respond with an echo question and a follow-up question. A *I've been scuba diving a few times.* B *Have you? Where did you go?*

### Reading and Vocabulary

1 a) Work in pairs. Discuss these questions.

- 1 Do you think exams are a good way to test students' knowledge? Why?/Why not?
- 2 What do you think is the best way to revise for exams?

b) Read the article. Is Jeremy Harris for or against exams? Why?

2 a) Read the article again. Tick the true sentences. Correct the false ones.

- 1 He didn't sleep the night before his maths exam.
- 2 The writer talked to his classmates before his maths exam.
- 3 He thinks children have to do too much writing in exams.
- 4 He doesn't think that everything children learn at school is useful.
- 5 He wants his daughters to leave school at 16.
- 6 He uses his knowledge of maths a lot in his daily life.

b) Work in pairs. Compare answers.

Vocabulary verb patterns (1)

Skills Reading: Under examination;  
Listening: Exam stories

Help with Listening sentence stress  
and rhythm

Review verb forms; echo questions

# Under examination

Jeremy Harris looks back on his experiences of school exams.



It's been years since I last did an exam, but the memories of my O Levels\* are still disturbingly fresh. I remember staying up all night before my maths exam, trying to learn dozens of equations by heart. The next day I avoided sitting next to my friends on the school bus and refused to talk to anyone outside the exam hall in case they made me forget everything I'd learned. When the teacher finally allowed us to pick up our pens, I immediately wrote down the equations in case I might need them during the exam. I didn't, of course, but I still have nightmares about the whole experience.

Back then I never stopped to think if exams were a good idea, but now that my twin daughters are doing their GCSEs\*, I'm beginning to wonder whether exams are actually worth doing at all. Why do we still force kids to sit in an overheated gym and write until their arms fall off?

Is a three-hour memory test really a good way to find out how much children know? Kids always end up forgetting almost everything they learn at school anyway. (Can you remember the second law of thermodynamics or who invented the light bulb? I thought not.) Personally I regret spending so much time at school learning things I've never needed to know since – and these days you can find out everything on the Internet anyway.

Of course, I still encourage my daughters to take their GCSEs seriously and I expect them both to continue studying next year. Emily hopes to become a journalist and I'm trying to persuade Julia to go to medical school. They're both very bright, but they find it hard to concentrate. They usually study for half an hour and then stop to call their friends or watch TV. However, we all know that qualifications help people get jobs, and a graduate in the UK will earn nearly

twice as much as someone who left school at 16. So I pretend to believe that exams are a good idea, and I always remember to wish my daughters luck before each one.

By the way, I did manage to pass my maths O Level, but since then nobody's ever asked me to do calculus or draw a graph. The way I see it, if you need to add up a few numbers, try using a calculator. So maybe it's time to stop testing how much children remember and teach them to be better human beings instead.



\*O Levels = exams that 16-year-olds in the UK took before 1988

\*GCSEs = exams that 16-year olds in the UK take now