

3 >>

What language would you least like to learn?

1 Listening

A Which way of learning a foreign language (photos a–d) have you found most effective / enjoyable? Why?

Well, I'm really into American sitcoms, but I'm not sure I've learned a lot of English from TV.

a



b



c



d



B **3.1** Listen to part of an English class. Which photo (a–d) best illustrates the way Bartek learned French?

Common mistake

don't think
I ~~think~~ learning grammar rules *isn't* effective.

C **3.2** Listen to the second part. What can you infer about Bartek, Sylwia, and the teacher? Complete 1–5 with the correct names. Check in **AS 3.2** on p.162. What sentences made you decide?

- 1 _____ doesn't read a lot in a foreign language.
- 2 _____ finds language learning a challenge.
- 3 _____ and _____ feel hard work is essential for language learning.
- 4 _____ connects emotionally to English online.
- 5 _____ thinks living abroad makes you almost feel like a native.

D Make it personal In pairs, discuss 1–4. How much do you have in common?

1 Which phrase best describes your experience learning English? Why?

a bumpy ride a necessary evil a whole new world Fun, fun, fun!

2 Are you more like Bartek or Sylwia? How much English have you learned through interaction? How about reading / listening for pleasure?

3 How much progress have you made in the past year in listening and speaking? Do you have any useful tips?

4 When did you first realise you could really speak English?

Well, at first I thought English was just a necessary evil. But now it's a whole new world.

I agree. As soon as I started understanding song lyrics, I was hooked!

2 Pronunciation: Stress in noun / verb homographs

A ▶ 3.3 Read and listen to the rules and examples. Can you think of any other homographs?

Homographs are words that have the same spelling, but may be different in meaning or pronunciation. When the pronunciation isn't the same, nouns are stressed on the first syllable and verbs on the second:

I like to **record** (v) myself speaking English. My **record** (n) is a two-hour video!

But many nouns and verbs are pronounced the same:

My teacher **comments** (v) on my written work every week. Her **comments** (n) are very helpful.

B ▶ 3.4 Do you remember the stressed syllable in the bold words (1–5)? Listen to check.

Which do you agree with?

- I think you need to spend some time in an English-speaking country to have a really good **command** of the language.
- I **suspect** you learn a language more easily when you're an extrovert.
- If you're willing to go the extra mile, you can make a lot of **progress**, whether or not you're naturally good at languages.
- Why do you need to live abroad when you can **access** the Internet and immerse yourself in a foreign language without leaving your home?
- Reading for pleasure is the only way to **increase** your vocabulary.

I disagree with the first one. Remember how our teacher told us she'd never lived abroad.





3 Vocabulary: Learning expressions

A ▶ 3.5 Listen to six conversation excerpts from 1B and 1C. After you hear a 'beep', match each one to the teacher's response (a–g). There's one extra. Continue listening to check your answers.

- | | |
|--|---|
| a <input type="checkbox"/> Yes, it's improved by leaps and bounds! | d <input type="checkbox"/> So your French is a bit rusty ... |
| b <input type="checkbox"/> You mean you picked it up naturally by talking to native speakers? | e <input type="checkbox"/> Well, it's natural to feel out of your depth sometimes. |
| c <input type="checkbox"/> Yes, I know you have! You've put a lot of effort into your work! | f <input type="checkbox"/> You mean you could get by ? |
| | g <input type="checkbox"/> That's debatable . |

B Make it personal Learning can be a bumpy ride!

1 In pairs, role-play conversations about these other learning experiences. Use learning expressions from A.

1  My serve is getting much better.	2  I really struggled when I first joined the orchestra.	3  I used to depend on my spell checker till I joined the spelling club.	4  I've worked very hard on this painting.
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2 Choose at least two topics. Share true information. End by answering question 1 in 1D.

art maths music spelling sport

I've started playing the violin again. I was really rusty, but I've been putting a lot of effort into my technique.

That's fantastic! Are you enjoying it?

In a way I am. It's a whole new world.

4 Language in use

A 3.6 What are the blue words in the tweets called? How can they help you search for information? Listen to the start of a talk on digital literacy and check your answers.

I think you can search by typing ..., both in Twitter and other applications like ...

1 Having lunch at Au Bon Pain. Love this place! #lunch

2 Very interesting article on global warming: www.globalwarming_whatweknow #climatechangeisrealandweshouldactnow

3 Wonder if Rihanna thinks of Pinocchio when she sings 'I love the way you lie'. #funny

B 3.7 Listen to the second part. Complete a student's notes.

Reasons to use hashtags:

- Stronger messages, which reflect your ¹ _____ and ² _____ identity.
- Gives your message a humorous ³ _____
- Easier to express non-verbal ⁴ _____.
- Political and ⁵ _____ significance.
- A clearer sense of belonging to a larger ⁶ _____.

C 3.8 Guess the problems (a–c) for the hashtags (1–3) in A. Listen to check.

- a It's hard to read. b It doesn't offer new information. c It assumes you agree.

D Make it personal What do you think of hashtags?

1 3.9 **How to say it** Complete 1–6 with the words in the box. Listen to check.

extent mildly respects say speak will

Making your attitude clear	
What they said	What they meant
1 Hashtags let you search by topic, which, to a certain _____, filters out some of the less relevant results.	This is only partially true.
2 Hashtags are an integral part of online communication – and, in some _____, of our culture at large.	
3 What a hashtag can do is give your text more colour and depth – like a clever punchline, if you _____.	I'm speaking figuratively.
4 They're just noise so to _____, and, honestly, why people use them is beyond me.	
5 This hashtag is confusing to _____ the least, and how it can help the reader isn't clear.	It's worse than I'm suggesting.
6 Personally, I find that tweet a bit lame – to put it _____ – but that's beside the point.	

2 In groups, discuss a–d.

- a Do you find hashtags helpful? How often do you use them?
- b How would you improve the hashtags (1–3) in A?
- c How important is it for you to get lots of likes and retweets?
- d What point is the cartoon trying to make? Do you agree?



I think the people in the building are all trying to pass the responsibility to someone else!

I don't really agree. In the digital age ...

5 Grammar: Information-focus clauses

A Read the grammar box and tick (✓) the correct rules. Then underline three more examples in 4D.

Information focus: subject and object clauses

To prepare the listener for new information, we sometimes use a subject clause:

Subject	How often people post	increases their influence.
	What she did to simplify her life	was (to) unfollow lots of people.

To explain something further, we can use an object clause:

Object	Why my writing is unclear	I'm not really sure.
	Whether slang should be used	we think is a question of personal style.


1 The verb in the information-focus clause can be active passive active or passive.


2 The verb starting the main clause is singular plural singular or plural.

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B Correct two errors in each sentence. Can you think of any other ambiguous emoticons?

TWO POPULAR EMOTICONS YOU MIGHT BE USING WRONG!

 Many people assume this is a tear drop, but what is it meant to be are a sweat drop that shows you're stressed out. I spent years misusing this one!

 This one's used to convey triumph rather than anger. Why did they decide to make it look like an angry bull remain a mystery!

Common mistakes

How ~~does~~ my sister ~~manage~~ ^{manages} to be so funny I'll never understand!

Why Bob has so many followers ~~remain~~ ^{remains} a mystery.

C Write sentences with information-focus clauses using the prompts 1–6. Use the correct tense and verb form, and add words, as needed.

4 old-fashioned slang terms I wish would make a comeback!

The thing about slang is that it's unpredictable. A new word or expression may catch on quickly, but ¹[how long / last / no one / know]. It may disappear in a year or two or stick around for decades. Here are four old-fashioned slang terms you might still hear:

1 DOLL UP: I love this one! You might think it has to do with dolls, but ²[what / mean / be / 'get dressed up'], as in 'I got all dolled up for the party.' Now, ³[how / friends / react / if / say this / mystery!]

2 DOUGH: Slang words for 'money' come and go, but 'dough' is my favourite. ⁴[When / originate / surprise you]: The first printed records date back to the mid 1800s!

3 SWANKY: If you describe something as swanky, you're saying it's expensive and fashionable. ⁵[Whether / really / be / people / decide / for themselves].

4 WHAT'S EATING YOU? This one means 'What's bothering you?' ⁶[Where exactly / hear / first time / not / remember]. It might have been in a film. Or maybe my grandfather used it.

D Make it personal In groups, discuss 1–3.

- 1 What are the most popular slang terms at the moment where you live?
- 2 How much slang do you use? When? Where? Why?
- 3 Do your parents / grandparents / children ever use slang you don't recognise?

Have you heard the expression ...?

6 Reading

A In pairs, how do you feel when you have to speak in front of a group of people?

I feel kind of self-conscious, but I never panic.

Lucky you! I usually start to sweat and forget what I was about to say.

B Read the first paragraph. Predict at least three strategies the article might give for overcoming nervousness when speaking to a group. Continue reading to check. Were your ideas mentioned?



Better Public Speaking:

Becoming a Confident, Compelling Speaker

BY MINDTOOLS.COM

1 Whether we're talking in a team meeting or presenting in front of an audience, we all have to speak in public from time to time. We can do this well or we can do this badly, and the **outcome** strongly affects the way that people think about us. The good news is that, with thorough preparation and practice, you can **overcome** your nervousness and perform **exceptionally** well. This article explains how!

2 **Plan appropriately:** Think about how important a book's first paragraph is; if it doesn't grab you, you're likely going to put it down. The same principle goes for your speech: from the beginning, you need to **intrigue** your audience. For example, you could start with an interesting statistic, headline, or fact that **pertains** to what you're talking about and **resonates** with your audience. You can also use story telling as a powerful opener.

3 **Practice:** There's a good reason that we say, 'Practice makes perfect!' You simply cannot be a confident, **compelling** speaker without practice. If you're going to be delivering a presentation or prepared speech, create it as early as possible. The earlier you put it together, the more time you'll have to practise. Practise it plenty of times alone, using the **resources** you'll rely on at the event, and, as you practise, tweak your words until they flow smoothly and easily.

4 **Engage with your audience:** When you speak, try to engage your audience. This makes you feel less **isolated** as a speaker and keeps everyone involved with your message. If **appropriate**, ask leading questions targeted to individuals or groups, and encourage people to participate and ask questions. Also, pay attention to how you're speaking. If you're nervous, you might talk quickly. This increases the chances that you'll trip over your words, or say something you don't mean. Force yourself to slow down by breathing deeply. Don't be afraid to gather your thoughts; pauses are an important part of conversation, and they make you sound confident, natural, and authentic.

5 **Cope with nerves:** How often have you listened to or watched a speaker who really messed up? Chances are, the answer is 'not very often'. Crowds are more **intimidating** than individuals, so think of your speech as a conversation that you're having with one person. Although your audience may be 100 people, focus on one friendly face at a time, and talk to that person as if he or she is the only one in the room.

6 **Watch recordings of your speeches:** Whenever possible, record your presentations and speeches. You can improve your speaking skills **dramatically** by watching yourself later, and then working on improving in areas that didn't go well. Are you looking at the audience? Did you smile? Did you speak clearly at all times? Pay attention to your gestures. Do they appear natural or forced? Make sure that people can see them, especially if you're standing behind a **podium**.

7 If you speak well in public, it can help you get a job or promotion, raise awareness for your team or organisation, and **educate** others. The more you push yourself to speak in front of others, the better you'll become, and the more confidence you'll have.

C 3.10 Re-read and listen to the article. T (true) or F (false)? Underline the evidence.

- | | |
|--|--|
| 1 First impressions are critical. | 4 Eye contact should be random, and it's best not to look at people. |
| 2 There's no such thing as too much rehearsal. | 5 You can recognise and correct your own mistakes. |
| 3 Audience participation can be distracting. | |

D Scan paragraphs 1-4. Find words that mean ...

- | | |
|---------------------------------------|-----------------------------------|
| 1 result (n): _____ (paragraph 1) | 4 persuasive: _____ (paragraph 3) |
| 2 complete (adj): _____ (paragraph 1) | 5 collect: _____ (paragraph 4) |
| 3 appeal to: _____ (paragraph 2) | |

E Make it personal In groups, discuss 1-3.

- Who's the best / worst public speaker you see on TV? Why?
- Which advice in the article seems most useful? Have you ever tried any of it?
- What additional problems do people face when speaking in public in a foreign language? What can they do to cope?

In a foreign language, you could forget words or make grammar mistakes.

Yes, and if you have a strong accent, your audience might not understand you!

7 Vocabulary: Expressions with *word*

A Read paragraph 4 again. Underline an expression that means 'to stumble' or 'have trouble saying' your words.

B Read the quotes. Can you figure out what the **highlighted** expressions mean?

- 'They say 90% of the promotion of a book comes **by word of mouth**. But you've somehow got to get your book into the hands of those mouths first!.' (Abraham Cahan)
- Keep your word**. It creates a life of never having to explain who you are.' (Cleo Wade)
- 'Happiness is a choice, not a destination. **Spread the word**.' (Unknown quote)
- 'No, you can't **take back your words**. Because once you've said them, there's no refund.' (Francine Chiar)
- 'I got well by talking. Death could not **get a word in edgewise**, grew discouraged, and travelled on.' (Louise Erdrich)
- 'I believe that unarmed truth and unconditional love will **have the final word** in reality.' (Martin Luther King, Jr.)



I think *by word of mouth* just means 'by talking'. So, number 1 means you have to read the book first to be able to talk about it.

C Make it personal Which quotes do you agree with? How many similar opinions?

I agree with the first. Most of the books I've read recently have been recommendations from friends.



Common mistakes

- I couldn't get ~~the~~^a word in edgewise.
- It spread by ~~the~~ word of mouth.
- He was at a loss for ~~the~~ words.

8 Listening

A In pairs, what advantages can you imagine to growing up bilingual?



Well, a big plus is that you can communicate with more people.

B   3.11 Guess the true statements. Then listen to / watch speech pathologist Caroline Erdos to check.

- 1 Bilingual children solve problems more easily.
- 2 Later in life, bilinguals are less likely to develop Alzheimer's disease.
- 3 There must be only one language at home and one at school.
- 4 It's natural for children to mix languages, even when the parent doesn't understand both.
- 5 Bilingual children learn to speak a bit later than monolingual children.
- 6 Special-needs children with language difficulties should remain monolingual.
- 7 To become bilingual, children need to be exposed to proficient speakers at least 30% of the time.




Caroline Erdos

C   3.11 Listen / Watch again. In pairs, correct the false statements in **B**. Any surprises? Which facts seem the most logical?

I was really surprised by number ... because I thought ...

9 Language in use

A  3.12 Read the discussion forum for people raised bilingual, and put 1-4 back into the posts. Listen to check. There's one extra sentence.

- 1 Having studied Italian informally, I've now learned the grammar
- 2 Taught in both languages, I felt I was always in close contact with my roots
- 3 Living in a city like Rio, though, I still use my German every now and then, too
- 4 Maybe that's why, when talking to my mom, I find it hard to discuss very abstract ideas

B Make it personal In pairs, answer 1-4. Any interesting stories?

- 1 Do you know anyone who grew up bilingual?
- 2 If you know bilingual people, do they mix languages? Do they switch easily from one to the other?
- 3 Do you think bilinguals have a favourite language? Do they think mainly in one?
- 4 Do you agree with the video that bilingualism has only advantages?

I'm not sure I agree with number 4. I knew this guy who couldn't speak either language well.

But did he have enough input? Remember the video said that ...



Anita

Having been raised in Brazil by an Australian mother and German father, I learned how to navigate between languages comfortably from a very early age. Today, I use both Portuguese and English at work. _____, even if it's only to help tourists with directions and things like that.



Fred

I grew up in Chicago, speaking English with my dad and Italian with my mom, almost exclusively. When I went to school, my English surpassed my Italian, of course. _____ My conversations with Dad, on the other hand, tend to be more profound – unless, of course, I switch to English with Mom.



Marco

Growing up in a multicultural home in Buenos Aires, I've always cherished my heritage. My mother is Argentinean, and my dad is American. We spoke both English and Spanish at home, and when I was six, my parents enrolled me in a bilingual school. Looking back, it was the best thing they could have done. _____

10 Grammar: Using participle clauses

A Read the grammar box and tick (✓) the correct rules (a–c).

Participle clauses to express result, time, and reason

1 Knowing some English,	I never have trouble getting by.
2 Growing up in a family of artists,	Gwen eventually became an actress.
3 When driving to work,	I used to listen to audio books.
4 Supported by his parents,	Ben is in no hurry to find a job.

Participle clauses, which are very common in written English ...

- a describe the **past** **present or past**.
- b refer to the **subject** **object** of the main sentence.
- c are **always active** **either active or passive**.

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B Choose the correct meaning (a–d) for the example sentences (1–4) in the grammar box.

Then rephrase the participle clauses 1–3 in **9A** beginning with a conjunction, too.

- a As I [**know / knew**] some English, I ...
- b She [**grew up / is growing up**] in a family of artists, so ...
- c When I [**drive / drove**] to work, I ...
- d Because he [**is / was**] supported by his parents, he ...

Common mistake

Growing up as an only child, ~~my time was spent writing~~ *I spent a lot of time writing*.

Participle clauses must have a clear subject: Your time didn't grow up – you did.

C Complete 1–5 with participle clauses, using the verbs in the box.

begin educate inspire watch win

The apple doesn't fall far from the tree



- 1 _____ her mother perform across the globe for decades, singer and actress **Liza Minnelli** went on to become one of the world's most successful entertainers.
- 2 _____ by his grandfather's collection of jazz records, crooner **Michael Bublé** decided he wanted to become a singer at a very early age.
- 3 _____ his musical career at the age of five with a story on Yoko Ono's 1981 album, *Season of Glass*, **Sean Lennon** went on to become a musician and singer in his own right.
- 4 **Laila Ali**, daughter of world champion Muhammad Ali, became a professional boxer at age 18. _____ all the fights she ever took part in, **Laila Ali** retired from the ring in 2007.
- 5 _____ in Miami from the age of seven, **Enrique Iglesias**, son of Spanish singer Julio Iglesias, sings in both Spanish and English.

D Read *Perfect participles*. Then rephrase 1–5 in **C**.

Perfect participles

You may use a perfect participle to emphasise that an action happened before another one:

Having played the trombone when I was younger, I already knew how to read music.

After having left university, I started looking for a job in my field.

E Make it personal In groups, answer 1–3. Any interesting stories?

- 1 List a few of your special skills, talents, and accomplishments.
- 2 Which did you pick up mostly from your (a) family, (b) friends, (c) teachers?
- 3 Do you know anyone with a special talent that became clear early in life?

Yes, my nephew started writing music when he was just 12. Growing up in a musical family, he was exposed to music all the time.

11 Listening

- A** 3.13 Listen to part one of a conversation between two friends, David and Paula. In pairs, answer 1–2.
- 1 What did the musician do during the concert?
 - 2 Why did he do it?
- B** 3.14 Listen to part two. Then tick (✓) Paula's advice, a or b. Do you agree with her reasons?
- 1 a Think about your audience during a performance. You need to be concerned with people's reactions.
b Don't worry too much about your audience. People tend to be more accepting than we give them credit for.
 - 2 a Don't try too hard. It will just make you nervous.
b Try to do the best you can. It's important to be good, but within reasonable limits.
 - 3 a Don't focus on talent. Learning is mainly motivation and practice.
b Consider if you have talent. If not, choose something else to learn.
- C** 3.15 Fill in the missing words in these expressions. Listen to check.
- 1 Practice makes _____, remember?
 - 2 I really have my _____ about my playing! I can't even _____ to imagine giving a concert.
 - 3 You're setting yourself impossibly high _____.
 - 4 Don't go to the other _____. You need to hit a middle _____.
 - 5 Do your very _____, but don't worry about being perfect.
 - 6 Do you think I could learn to ski if I put my _____ to it?
 - 7 Yeah, I do. Why not give it a _____?



12 Keep talking

- A** Choose or invent something you've been unable to learn. Think about these questions:
- 1 Why did you have trouble learning it?
 - 2 How often / hard did you try?
 - 3 Might you give it another shot in the future?
 - 4 What would you do differently?
- B** In groups, take turns presenting your problem for the others to offer advice. Use the expressions in 11C and those below.

In addition to ..., you might want to ... Have you thought about ...?
You might not ..., but you can still ...

I've been unable to learn how to swim! I can't even begin to imagine being in the deep end of the pool. Maybe you can give me some advice.

Have you thought about relaxation techniques? Maybe you're scared.



"I CAN'T READ BUT I HAVE EXCELLENT TV VIEWING SKILLS."

13 Writing: An expository essay

A Read the essay on an online site for language learners. Find ...

- 1 a sentence that creates initial interest.
- 2 the topic sentence.
- 3 three concrete techniques the essay offers.

B A good expository essay maintains the theme in a paragraph. In paragraphs 3–5 underline seven time words and expressions that help link ideas.

C Read *Write it right!* Then find three more participle clauses that the writer uses to link ideas. What is the subject of each one?

Write it right!

Expository essays use a variety of structures to create interest. Participle clauses with *-ing* are one way to link ideas or create suspense.

Before downloading a full album, I would look at the lyrics to see if the language seemed 'useful'.

D Combine 1–5 with participle clauses. Check all sentences to be sure the subject is clear!

- 1 You need to be motivated. In addition, you need to go the extra mile.
In addition to being motivated, you need to go the extra mile.
- 2 I love listening to music. My friends tell me I can improve my English that way.
- 3 I bought some new albums. I started to listen to them every day.
- 4 I imagined visual scenes as I listened. I felt as if I was in the UK.
- 5 I've learned a lot more colloquial language. My listening skills have improved.

E Your turn! Choose a topic you role-played in 12 and write an essay giving three pieces of advice in about 280 words.

Before

Choose three pieces of advice. Note down details to support your arguments.

While

Write six paragraphs following the model in A. Use at least two participle clauses and two other linking words or expressions.

After

Post your essay online and read your classmates' work. Who had the best advice?

What worked for me when I was studying Russian

- 1 We've all seen announcements from language programmes that promise we can learn English (or another language) in '20 easy lessons'. Naturally, that's false. But you might well be wondering what exactly the best way to learn a language really is.
- 2 Just as there are multiple kinds of intelligences, there are multiple ways of learning a foreign language. Your personal techniques have a lot to do with your personality and your learning style. What you need is lots of patience – and, of course, motivation. These three techniques helped me tremendously with Russian, when I was studying it at university.
- 3 I'm the kind of person who likes to listen. In fact, my friends tell me I'm a good listener, and they often choose me when confiding their problems. So, I decided to apply my listening skills to learning Russian. First, I had some Russian friends recommend popular music to me. Before downloading a full album, I would look at the lyrics to see if the language seemed 'useful'. Then listening to the songs over and over, I would compare the lyrics with the English translation I had also downloaded. Over time, I started to pick up new words and expressions, and what's more, I even heard them used when I had a chance to practise my Russian with native speakers.
- 4 As well as focusing on music, I thought TV could be useful for language learning. So even though I don't really like TV, I decided to pay extra to have access to the local Russian channel, too. Then I began to watch films with the English subtitles on. In the beginning, I understood very little. The actors talked so fast! But in no time at all, I started to follow the dialogue because my favourite soap opera had a predictable plot.
- 5 There was no way I was going to do grammar exercises in my free time, but I love to read. So, after a while, in addition to listening to music and watching TV, I decided to read novels to improve my grammar. I would look closely to see if I could recognise the structures taught in class, and sometimes made a mental note to use parts of sentences myself in conversation. In a matter of weeks, I was trying out new expressions! You could try this technique, too. But be careful! It only works with modern novels. If you read Tolstoy or Dostoyevsky, you may start sounding as if you were born in the 1820s!
- 6 These are just a few fun and useful ways you can improve your language skills in any language. You might want to try them, too!