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A different language is a different vision of life.
Federico Fellini, Italian director

2A Changing language

1 LEXIS IN CONTEXT Spell it out

Look at the Lexis in Context on Student's Book p.14. Then complete the sentences.

1 Today there is no **st***igma* attached to speaking with a regional accent.
2 Even today, languages are more **fl**_____ than we suppose.
3 Loan words have played as big a **p**_____ in English as they have in other European languages.
4 Students are sometimes bewildered by the **r**_____ nature of irregular verbs.
5 Most nationalities have an authority they look to for **g**_____ on correct grammar.

3 GRAMMAR pronouns

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

1 One need to listen to both sides of the story in order to find out the truth. ✗ *One needs to listen*
2 Two of my friends aren't talking to themselves because they've had a big argument. _____
3 As soon as he woke up, Brad washed and dressed and left the house. _____
4 The receptionist accompanied us to the meeting room and said we should help us to tea and coffee.
_____
5 When a guest leaves his room, we recommend locking the door. _____
6 I much prefer travelling by my own.
_____
7 She felt dizzy when she looked out of the window and saw the land so far below herself. _____
8 This is a delicious cake. Did you make it yourself?
_____

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b Complete the mini-dialogues with a suitable pronoun.

1 **A** Who hasn't handed in *their* homework?
B Me. Sorry. Here it is.

2 **A** What a gorgeous dress! Where did you get it?
B Well, actually, I made it _____.

3 **A** Why isn't Judy with Pete tonight?
B They're not going out with _____ any more.

4 **A** I think CD players are completely out of date.
B Yes. _____ doesn't see many of them these days.

5 **A** I've just been promoted!
B Well done! You must be really proud of _____!

6 **A** Why don't you join the army?
B I don't know. _____ say it's really tough.

7 **A** Who's Grace going round Europe with?
B No one. She's going by _____.

8 **A** People say _____ shouldn't sit in a draught.
B Rubbish! There's nothing wrong with fresh air.

c Complete the text with *it* or *there*.

[1] *It* _____ takes me ages to get to work, although [2] _____'s only a few miles from my house to the office. [3] _____ isn't too much traffic on the roads when I leave home, but [4] _____'s impossible to park by the time I reach the city centre. [5] _____ are always loads of cars driving around looking for a space and these days [6] _____ are parking meters, so you have to pay. [7] _____ used to be a company bus, but they stopped it because [8] _____ were only a few of us that used it. [9] _____'s all right for those people with a motorbike, but [10] _____'s really tedious for us car drivers!

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4 VOCABULARY learning languages

a (Circle) the correct word(s).



1 You have to *say* / (*speak*) / *talk* a number of languages to be a flight attendant.
2 The speaker went too fast, so it was impossible to *pass for* / *pick up* / *take in* all the information.
3 Bear in mind that children don't always *say* / *talk* / *tell* the truth.

4 Did you manage to *brush up* / *get by* / *pick up* any Portuguese while you were in Lisbon?
5 Sorry, I didn't get that. Can you *say* / *speak* / *tell* it again, please?
6 How will you *pick up* / *get by* / *pass for* in Kyoto if you don't speak any Japanese?
7 He wants to have a few days off, so he needs to *say* / *talk* / *tell* to his boss.
8 She needs to *brush up* / *pick up* / *take in* her French before she takes up her new job in Paris.

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b Replace the **bold** words in sentences 1–5 with a more formal word or expression.

1 Students will be tested on **vocabulary** and grammar in this part of the test. **l***exis*
2 Candidates are **asked** to switch off their mobile phones before the exam. **r**_____
3 A serious **mistake** has been found in the manuscript. **e**_____
4 This is an automatically generated email. Please do not attempt to **answer** it. **r**_____ _____
5 Children brought up in a bilingual environment may have more than one native **language**. **t**_____

c Complete the sentences with an idiom containing the word in brackets.

1 She told me her name, but I can't *get my tongue round* it. (tongue)
2 He got _____ and thought Anna was being sarcastic when she was trying to be nice. (stick)
3 Wait, give me a minute. Oh, it's _____ _____, but I just can't think of the word! (tip)
4 I didn't mean that at all – I think we're talking _____. (cross)
5 This instruction manual is so confusing. I can't _____ it. (head)

5 READING

a Read the article once. Which three features of a language may cause it to affect our personality?

b Read the text again and match the missing sentences A–H to the gaps 1–6. There are two sentences you do not need to use.

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A French has an unusually large vocabulary, allowing the speaker to find extremely precise words with specific meanings.

B In Russian, however, the emphasis is on the shape, not the material, so all of these would merely be 'little glasses' or 'stakanchiki'.

C Speaking it will force you to think longer and harder, and you may feel like you played a five-set tennis match after a conversation.

D And yet, his personality seemed to vary.

E After the first ad, they referred to her with positive words, such as 'self-sufficient' and 'strong', suggesting that they looked up to her.

F A comparative analysis between languages shows that languages may well rewire our minds.

G He and his mentor, Edward Sapir, compared this with English and noticed how the two languages had a completely different system for forming words.

H He claims that it is thoughts that lead to language, and not the other way round.

c Look at the highlighted words and match them to a neutral equivalent.

1 insulting _____
2 work out _____
3 agree _____
4 against _____
5 decide _____
6 spoke to _____
7 showing _____

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New language, new personality?

When Jacques was 12 years old, his mother began speaking to him only in French, his father addressed him only in Greek, and he was sent to an English-speaking day school in Paris. Of course, the child was the same person no matter which of the three languages he was using. [1]____ 'I felt probably ruder and more aggressive in Greek, clear and concise in French, and creative and long-winded in English,' he said.

Jacques' experience of languages seems to concur with a theory developed back in 1931 in the linguistics department of Yale University. A student by the name of Benjamin Whorf was carrying out some research into the Algonquian language, Shawnee, which was spoken by only 200 people at the time. [2]____ Their findings led them to develop the 'Sapir-Whorf hypothesis' which claims that the language we speak shapes our experience of the world.

But how is it possible for a language to determine our understanding of the world and therefore affect our personality? The answer may lie in the way that different languages are constructed. In Greek, for example, the verb usually comes first, its conjugation revealing the tone and meaning of the rest of the sentence, making it easier for the listener to interrupt. [3]____ And in English, words tend to be more adaptable and easier to rhyme.

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Yet construction of a language is not the only determining factor. A study at Baruch College, New York, suggests that culture may also play a part. Researchers showed a group of bilingual Hispanic-American women the same commercial about a woman doing housework, first in Spanish and then in English. [4]____ But when the women watched the English version, they used the derogatory terms 'traditional' and 'dependent'. Despite the striking contrast between the adjectives, it is not clear whether it was the language itself that influenced the volunteers' choices or the cultural habits associated with that language.

A third determining factor may be the way in which objects are classified in a language. Let's take Russian as an example. A Russian speaker learning English would associate 'glass' and 'cup' with their translations, 'stakan' and 'chashka'. Yet, in English we call all sorts of things 'cups': coffee to-go cups, Styrofoam™ cups, plastic cups, paper cups. [5]____ Therefore, in order for the Russian speaker to correctly learn English (or vice versa), he must pay attention to not just direct translations but also to categorizations, in this case shape versus material.

Although there seems to be a great deal of evidence supporting the argument that language influences personality, there are obviously those who do not agree. One of the greatest opponents is Stephen Pinker of Harvard University. [6]____ Consequently, he believes that as long as we can think about something, then we can formulate a way to say it. And so the debate rages on. But as Jacques himself points out: it makes a big difference which language to choose when it comes to discussing a subject like economics!

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6 LISTENING





a You're going to listen to two people talking about their experiences of being non-native speakers of English. Before you listen, check the meaning of the words in the glossary.

Glossary

Glasgow a large city in Scotland

BBC English / Standard English English as spoken with a 'standard' pronunciation which corresponds to the pronunciation given in a dictionary

General American US English as spoken with a 'standard' pronunciation which corresponds to the pronunciation given in a dictionary

Scots a way of speaking English found in Scotland

Geordie a way of speaking English typically from the area in and around Newcastle, in the north-east of England

University of Michigan a university in the mid-west of the USA

The Simpsons a very well-known US cartoon series

b iChecker Listen once. What four questions do they answer?

1 _____

2 _____

3 _____

4 _____

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c Listen again and mark the sentences **W** (woman), **M** (man), or **B** (both).

1 They think that native speakers don't spell as well as some non-native speakers. ____
2 They feel comfortable about being corrected. ____
3 They usually get what non-native speakers say because there is no hidden meaning. ____
4 They notice a gap in their knowledge of English because they were born elsewhere. ____
5 They could have had an awkward conversation, but, thankfully, it never occurred. ____
6 They find some native speakers easier to understand than others. ____

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