

QUICK REVIEW Introductions

Talk to three other students. Introduce yourself and tell them one thing about: your family, your job/studies and something you enjoy doing in your free time.

Vocabulary and Speaking
Language ability

- 1 a Choose the correct words in these phrases. Check in **VOCABULARY 1.1** p127.

- 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 Speaking

- 2 Read the article about learning English around the world. Match headings a–e to paragraphs 1–4. There is one extra heading.

- a English seven days a week
- b A changing language
- c People's attitude to English
- d An English-speaking world
- e A passport to employment

**Where's English going?**

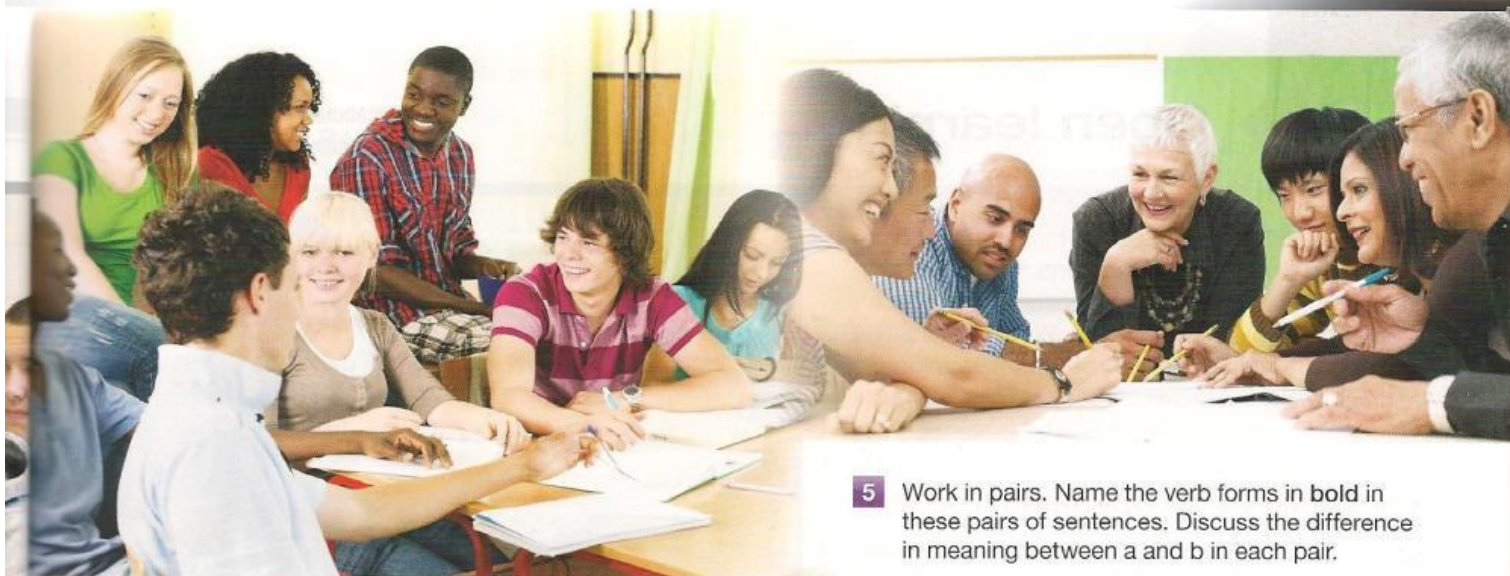
1 More people **speak** English than any other language. However, non-native speakers now greatly outnumber native speakers. A recent report suggested that the number of non-native speakers **had** already **reached** 2 billion, whereas there are around 350 million native speakers of English. The British Council predicts within five years about half the world's population – over 3.5 billion people – will speak English.

2 Why such enthusiasm for English? In a word, jobs. English **has become** the dominant language of international business, academic conferences, science and technology and, of course, tourism. Also, about 75% of the world's correspondence **is written** in English and 80% of all electronic information is stored in English. According to Dr Jurgen Beneke of the University of Hildesheim in Germany, by far the majority of interactions in English now take place between non-native speakers. For example, at a Toyota factory in the Czech Republic, English **was chosen** as the working language of the Japanese, French and Czech staff.

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 in to their accommodation, go shopping, order food, go to the bank, take cooking classes or acting lessons – all in English. And they appear 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 So what happens to a language when it becomes a world language? It **seems** that the answer is difficult to predict because this phenomenon has never happened before. However, what is already evident is that these new speakers of English **aren't** just **using** the language – they're **changing** it. Jean Paul Nerrière, a former French IBM executive, **believes** that the future of English belongs to non-native speakers. For the international business community, he always recommends a version of the language which he calls 'Globish' – a combination of 'global' and 'English'. He describes it as English without its cultural associations. It's a simpler version of the language. So, for example, speakers of Globish don't use idioms and they definitely don't try to tell jokes. It has a limited vocabulary of about 1,500 words and the speakers use accurate but uncomplicated sentence structures. In fact, Nerrière suggests that native speakers will need to use Globish or they may well feel left out of the conversation!



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

350 million 3.5 billion Dr Beneke 75%
Toyota immersion schools Jean Paul Nerrière

- b Work in pairs. Discuss these questions.

- Do you think Globish will become more important than standard English? Why?/Why not?
- How important is English for employment opportunities in your country? Give examples.

HELP WITH GRAMMAR

Review of the English verb system

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

Present Simple <i>speak</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 focus on what happens to someone or something rather than 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 **GRAMMAR 1.1** p128.

- 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 Choose the correct verb forms.

I ¹**started**/I've *started* studying Spanish after I ²*went/was going* to Argentina on holiday last year. I ³*d never been/never went* to South America before and I couldn't speak a word of Spanish. While I ⁴*had travelled/was travelling* around the country, I ⁵*picked up/was picking up* enough words and phrases to get by.

I ⁶*told/was told* that my pronunciation ⁷*was/was being* quite good, so when I got home I ⁸*decided/was deciding* to learn Spanish properly. A friend ⁹*recommended/was recommended* a school and I ¹⁰*go/I've been going* there for about six months.

I ¹¹*always enjoy/I'm always enjoying* the lessons and the language ¹²*teaches/is taught* in an interesting way. I ¹³*think/thought* that I ¹⁴*'m learning/I've learned* a lot since I started. It's not all fun, though – at the moment I ¹⁵*study/I'm studying* for my first exam!

- b **CD1** 1 Listen and check.

Get ready ... Get it right!

- 7 Turn to p110.