

1

English, the universal communication bridge

Unit Goals

- > Talk about the role of English in the world
- > Talk about what we can do to improve our English
- > Talk about routines
- > Talk about actions happening now
- > Talk about likes and dislikes
- > Talk about present and past abilities
- > Understand airport announcements
- > Welcome a visitor
- > Write your profile

1  Look at the pictures. What is the connection between the pictures and English?



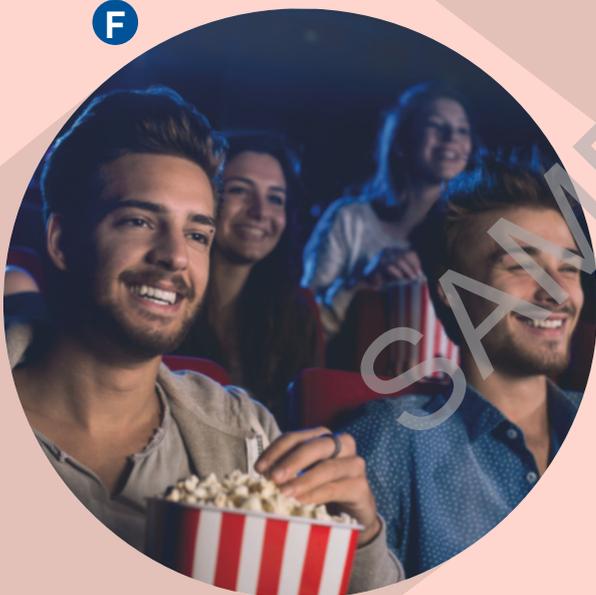
2 What can you do to improve your English? Tick (✓).

- Study with friends
- Listen to music
- Watch films with no subtitles
- Listen to audio lessons
- Write emails to penfriends
- Do homework
- Go online
- Travel

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PROJECT

Plan to improve your English

Preview

In groups, you will be creating a plan to improve your English. You will be making a list of the strategies you use to study English and make progress.

Look for tips on how to build your project on p. 11. You will complete the project on p. 15.

- 1 Where can you read an interview like this?
- 2 Do you find it interesting? Why / Why not?

EDUCATION NEWS

November, 24th



English, international language

English is an international language, and many of us learn it for different reasons. Today we interview Lindsay Crawley, an expert in English teaching.

Interviewer: Good morning, Lindsay. We are interested in learning some details about English.

Lindsay: Go ahead!

Interviewer: Why is English so popular all over the world?

Lindsay: I wouldn't say it is "popular." I would say it is "useful."

Interviewer: Really? Why do you say that?

Lindsay: Well, no doubt English is the language for international communication. People all over the world speak it, but different people use it for different reasons.

Interviewer: Sorry. I don't quite understand. What do you mean?

Lindsay: OK. In countries like the UK, USA and Australia, English is the first language, what we call people's "mother tongue." In many other countries, like Nigeria and India, English is the official language, but people speak other community languages that belong to their original cultures. In some of these countries, sometimes people are not very comfortable with using English. Also, the non-native English speakers outnumber the native-speakers.

Interviewer: Wow! That's amazing!

Lindsay: Yes. Millions of people are learning English to communicate not only with native-speakers, but also with non-native English speakers all over the world.

Interviewer: I see ... That is why we speak of English as an international language.

Lindsay: Moreover, we speak of English as a Lingua Franca (ELF). All non-native speakers influence this "new" English with features of their own language.

Interviewer: So they are creating a new Tower of Babel!

Lindsay: No. I would say that they are constructing a new kind of language for communication. These ELF speakers speak more slowly and make a great effort to understand and be understood. They all know that their interlocutors are not exactly fluent in English.

Interviewer: So this means nobody is going to learn "good English."

Lindsay: People are not going to study RP, but knowing a good Standard English like BBC English or General American is very important in some contexts. It is the language of diplomacy, science, technology, business, international competitions and education. There are contexts in which accuracy shows the academic level of the speakers.

Interviewer: What would you advise our students to do about English?

Lindsay: Well ... If they just want to travel and communicate with people via the internet, ELF is OK. But if they want to do business or participate in academic events, they must work towards some kind of Standard English.

Interviewer: How can they improve their fluency?

Lindsay: Well ... The internet provides many opportunities to listen to speakers of different accents, and to interact with them. They can also watch films or listen to songs.

And the ideal is to travel to a country where English is the first language. Nowadays there are many exchange programmes and "Work & Travel" organisations.

Interviewer: Thank you very much for your clear answers, Ms Crawley.

Lindsay: You are welcome!



3 Read the interview and write *T* (true), *F* (false) or *DK* (don't know).

- 1. Everybody loves English.
- 2. We all need to know English to communicate.
- 3. ELF is the most accurate version of English.
- 4. Travelling is the best way to learn English.

4 Answer.

- 1. Where is English the first language?
- 2. In the countries where English is the official language, do people speak any other languages?
- 3. What is English as a Lingua Franca?
- 4. Where is Standard English relevant? Why?

5 a. Tick (✓) the boxes according to your opinion.

English is ...	Learning English is ...
<input type="radio"/> useful	<input type="radio"/> fun
<input type="radio"/> easy	<input type="radio"/> interesting
<input type="radio"/> difficult	<input type="radio"/> boring
<input type="radio"/> cool	<input type="radio"/> hard

02 b. Listen and match.



- 1. English is useful for meeting new people.
- 2. English is necessary to find a good job.
- 3. English is cool.

c. Do you agree with any of the opinions?

Reasons for learning English - collocations

6 Put the verbs in the correct place.

• chat • get • surf

- 1. *get* _____ a good job
- 2. _____ online with people of different nationalities
- 3. _____ the internet

• do • have • understand

- 4. _____ a conversation
- 5. _____ songs
- 6. _____ research on the internet

• watch • travel • find

- 7. _____ to other countries
- 8. _____ films in English
- 9. _____ information in English

WORK in PAIRS

7 Talk about why you want to learn English.



Go to **CLIL AND CULTURE**, page 48.

What about you?

- 8** Do you think English is going to disappear? Why / Why not?
- 9** What can you and your classmates do to improve your English?

1

GRAMMAR

Present simple

Routines

She **sometimes reads** English magazines.

He **doesn't often speak** English.

Do you **practise every day**?

Things that are generally true

350 million people **speak** English at home.

English adjectives **don't change**.

Does English **have** a lot of words?

> See *Grammar Reference 1*, Extra Practice Book, p. 2

- 1 a. Complete the text with the correct form of the verb.



My name is Vinod. I ¹ *live* (live) in Kerala in India. I ² _____ (speak) Hindi at home and English at school. My dad ³ _____ (speak) Hindi, but he ⁴ _____ (not speak) English. He ⁵ _____ (work) in a bank. My mum ⁶ _____ (not work). I ⁷ _____ (study) English and Technology because they ⁸ _____ (be) useful for finding a job. At the weekend I ⁹ _____ (design) simple computer games. My two sisters ¹⁰ _____ (help) me because they ¹¹ _____ (love) Technology too. But they ¹² _____ (not like) English!

b. Write questions and answers about Vinod.

1. Where / live?

Where does Vinod live? He lives in India.

2. What language / speak?
3. Where / father / work?
4. What subjects / he / study?
5. What / he / do / weekend?
6. What / sisters / do?

Present continuous

Actions happening at the moment of speaking

She **is using** the computer **now**.

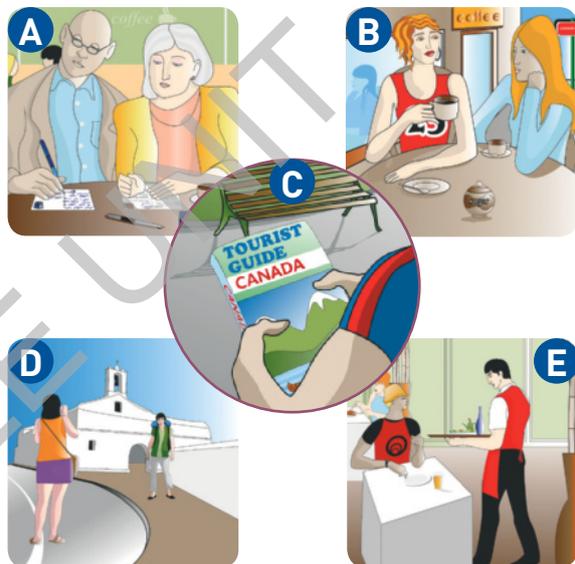
She **isn't speaking** on the phone **right now**.

Are they **watching** a film?

What **are** you **doing**?

> See *Grammar Reference 1*, Extra Practice Book, p. 2

- 2 a. Where are the tourists in the pictures?



b. Write sentences about the pictures.

- A. they / write / postcards
They are writing postcards.
B. they / not drink / juice
C. he / read / guidebook
D. she / take / photo / of / friend
E. I / not talk / to / chef

WORK in PAIRS

c. Use the words below and ask questions about the pictures.

1. emails 4. building
2. coffee 5. waiter
3. magazine

1. Are they writing emails?

3 Read about Paul and Sandy. Circle the correct form of the verb.

Paul is a student at a language academy in Ireland. He ¹does / **is doing** an ESL (English as a Second Language) course. He usually ²reads / *is reading* English magazines, but right now he ³reads / *is reading* a guidebook. He is visiting Cork this afternoon and now, he ⁴travels / *is travelling* on a train.

Sandy is an English tour guide. She always ⁵travels / *is travelling* to historical places with the tourists and they ⁶take / *are taking* lots of photos of monuments and buildings. Now she ⁷visits / *is visiting* St Paul's Cathedral with a group of Italian tourists.

Like / love / dislike / hate / don't mind + -ing

I **like / love** watching films in English.
 I **don't like / dislike** watching sad films.
 I **hate** watching horror films.
 I **don't mind** watching action films.

> See Grammar Reference 1, Extra Practice Book, p. 2

4 a. Mishal is learning English. Write sentences about what she likes and doesn't like.

1. do dictations (-)
She doesn't like doing dictations.
2. speak English (+) (+)
3. act in sketches (=)
4. doing grammar exercises (-) (-)
5. read stories (+)

b. With a classmate, ask and answer questions about what you like doing in English.

A: *Do you like doing dictations?*
 B: *I don't mind them.*

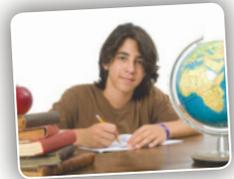
Can / can't / could / couldn't

I **can** talk in English, but I **can't** teach English.
 Last year I **could** read simple texts, but I **couldn't** create rhymes.
Can you write a story in English? Yes, I **can**.
Could you introduce yourself in English? Yes, I **could**.

> See Grammar Reference 1, Extra Practice Book, p. 2

5 What can / could Victor do in English?

1. Victor *can* talk about hobbies. Last year he *couldn't* talk about hobbies.



	Now	Last year
1. talk about hobbies	✓	✗
2. tell a joke	✓	✗
3. ask questions	✓	✓
4. read a magazine	✗	✗
5. write a story	✓	✓

WORK in PAIRS

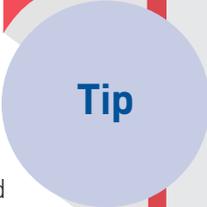
6 Now ask your classmate what he / she can do in English.

A: *Can you count to a thousand?*
 B: *Yes, I can.*

PROJECT

A plan to improve your English

- As a class, make a list of strategies you use to study English.
- Use the list to make a survey and find out what you and your friends do most.
- Remember to use present simple to express routines.





Check in at the airport

1 Look at the picture and answer these questions.

- Where are these people?
- What are they doing?
- Where do you think they are going?
- Have you ever been in a similar place?
- Do you like travelling by plane?

2 Find these things in the picture.

- a backpack
- someone holding a ticket
- someone holding a trolley case
- a man checking in
- someone looking at the departures board
- someone holding a hand luggage

3 03 Listen to the conversation. Match the questions and answers.

- Can I have your passport, please?
- Should I pick up my luggage there?
- Can you tell me the gate number, please?
 - No, Sir. Your luggage is checked directly to Mumbai.
 - Of course. Here you are.
 - Of course. Your boarding gate is number 9.

4 04 Listen again and complete the box with the correct information.

City of destination _____
 Reason of trip _____
 Seat preference _____



Welcome a visitor

6 06 a. Listen to a conversation at the airport and answer the questions.

1. Who is Patrick? Find him in the picture.
2. Where is he from?
3. Where is he now?
4. How long was the flight?
5. Why are his bags heavy?

07 b. Listen again. Who asks the questions? Write *NS* (Nick Sinclair), *MS* (Mary Sinclair) or *P* (Patrick).

1. Excuse me, are you Patrick?
2. How do you do, Mrs Sinclair?
3. How was the journey from Canada?
4. What have you got in here?

Pronunciation

08 Listen and repeat.

Wh- questions

How was the journey from Canada?

Understand airport announcements

5 a. Discuss the meaning of the words in blue.

Flight BA3454 is **delayed**.
Flight AA5267 is now **boarding**.

05 b. Listen and complete the missing information.

Airport		
DESTINATION	FLIGHT NO.	GATE
1. _____	IB 216	_____
2. QUEBEC	_____	_____
3. STOCKHOLM	_____	DELAYED
4. _____	_____	_____
5. STOCKHOLM	_____	_____

WORK in PAIRS

7 Imagine a British boy is coming to Buenos Aires to study Spanish. You go to the airport to welcome him. Role play this conversation with a classmate. What would you talk about?

Welcome! Buenos Aires is...

Do you want to...?

Go to **PAIRWORK ACTIVITIES**.



Student A: turn to page 72.

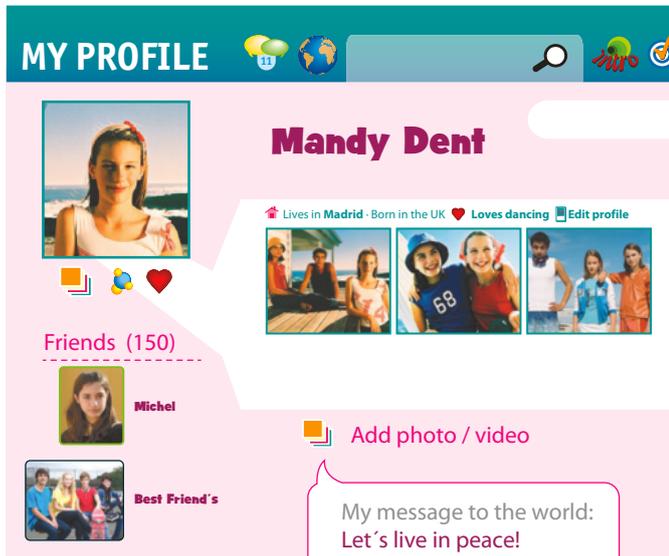
Student B: turn to page 74.

1

WRITING

Write your profile

1 Look at Mandy's profile on a social networking site. What can you learn about her?



Writing rule

- Divide your piece of writing into paragraphs. Write related information in the same paragraph.
- Use a capital letter to start a sentence and a full stop or exclamation mark to finish a sentence.
- Use commas in enumerations.
- Use conjunctions (*and, but, because, so*) to join ideas.

2 Read Mandy's writing assignment. What new information can you learn about her?

4 Write your profile. Use your own ideas and answer some of the questions below. Write the information for each set of questions in a separate paragraph.

My name's Mandy. I live in Madrid but I was born in Bristol in the United Kingdom. I can speak three languages – Spanish, English and some French. Right now I'm taking dance lessons. I really love dancing. I like singing too, but I don't sing very well so I never sing in public.

In my free time, I always listen to pop music. I don't usually read for pleasure because I do a lot of reading for school. I love going out with friends and watching TV. My favourite programme is "Pop Idol."

I don't mind doing gym in my PE lessons but I don't like playing sports after school. On TV, I love watching the Olympic Games. Professional athletes are my heroes. They can do really amazing things!

3 Look at the text in Exercise 2. Find an example for each of the rules in the box.

Basic information	What's your name? Where do you live? Where and when were you born? What languages can you speak?
Activities	What extracurricular activities are you doing? What things do you like / hate doing?
Entertainment	What kind of music / films do you like? What books or magazines do you read? What's your favourite TV programme?
Sports	What sports do you play? What sports do you like watching on TV? What is your favourite sports team?

END of PROJECT

A plan to improve your English

Let's complete the Project task!

- 1 Now that you have completed the survey, it's time to analyse the results and draw conclusions!
- 2  Make a table to show the results of the survey. Go online to get cool ideas for the design of this table.
- 3  Action time! Look at the results and get ideas about things you can do to improve your English. Identify what you should work on and take all the necessary advice to get better at it. Share the results with your class and teacher. Explain what you need to improve.
- 4  Draw an action plan with clear steps. You should have that action plan handy. Take a photo of the plan and save it on your mobile. Go over it every week and check the goals you have already accomplished.



I can ...

- express and ask for opinions about the English language in the world.
- reflect upon my responsibility in the teaching and learning of English.
- talk about habits, routines and things that are usually true.
- talk about actions happening now.
- express feelings about doing things.
- communicate with others in airport situations.
- welcome a visitor.
- write my profile for an online social networking site.

