

# 3

## Language and literature

### 3.1 goals

- describe a book
- give a personal response

### Life-changing books

#### SPEAKING and READING

1 a What genre do you think each book cover belongs to?

best-seller fiction humour autobiography  
self-help guide current affairs adventure

b What do you think the books are about? How do you know?

c Read each book description. Which do you think would be worth reading? Why / Why not?

how to **heal**  
a **broken heart**  
in **30**  
days

A Day-by-Day  
Guide to Saying  
Good-bye and  
Getting On with  
Your Life

HOWARD BRONSON and MIKE

Broken heart? Finding it hard to get through the daily routine? With this easy, accessible program, your heart will be whole again and healed. With a wide range of exercises and insights, this book shows how you can face life again in less than a month – stronger and more positive than before.

Celebrated Japanese author, and runner of more than 20 marathons, Haruki Murakami details his love and experience of long-distance running from the 1980s onwards. Charming and intimate, his passion comes through in diary entries, essays and memories, providing good-natured advice on life.

Haruki Murakami

WHAT I TALK ABOUT WHEN I TALK ABOUT RUNNING

"Highly enjoyable... you don't have to have run a marathon to be captivated!"  
Sunday Telegraph

VINTAGE VONNEGUT

5  
SLAUGHTERHOUSE

American soldier Billy Pilgrim is captured and sent to a German prisoner-of-war camp during World War II – a disused slaughterhouse named 'Slaughterhouse-Five'. Prisoners and guards alike take refuge in the camp cellar as the nearby city of Dresden is destroyed in bombing raids. One of the few survivors of the firestorm, Billy loses all sense of time, reliving experiences in his life – both real and imagined.

Zahra (aged 3) and Hawra (a few months old) have lost their family in a Baghdad missile strike. *Sunday Times* war correspondent Hala Jaber sets her heart on doing everything she can to help. In this beautiful account, Jaber (a Lebanese and a Muslim, but at the same time working for a London newspaper) tells her compelling Iraq story, with the unique insight of a writer able to understand both worlds.

HALA JABER

One Woman's  
Fight For Two  
Orphans of War

THE FLYING CARPET TO BAGHDAD

JON KRAKAUER, series editor  
FARTHEST NORTH  
THE INCREDIBLE THREE-YEAR VOYAGE TO THE FROZEN LATITUDES OF THE NORTH  
DR. FRIDTJOF NANSEN

September 1893:  
Norwegian adventurer Fridtjof Nansen embarks for the North Pole. Abandoning his ship, the *Fram*, he sets off by dog-sled with his companion Hjalmer Johansen. In a race against the pack ice, surviving encounters with walrus and polar bears, Nansen's three-year trek is one of the finest narratives of polar exploration.

It is January 1st. In the post arrives something interesting – a penguin! The next day, another penguin arrives. And then another ... To start with, the new, uninvited guests are cute and funny – but who is sending them and why? As the number of penguins starts to grow, so do the family's problems, in this heart-warming story sure to become a children's classic.

365 PENGUINS  
JENN-LUC FROMENTAL and JILLIAN JOLYET

## LISTENING



Ian McDonald

LANGUAGE  
FOCUS

Describe a  
book and its  
significance

- 2 a 1.17 Listen to Ian McDonald talking about *Farthest North*. Make notes on the main points.
- b Compare notes. Do you have the same points?
- c What do these statements from the interview mean?
- 1 I was a nerdish lad.
  - 2 It was one of those very daring books.
  - 3 It was quite a struggle to read.
  - 4 It must have been quite a formative book for you.
  - 5 It was about the way science was done rather than about science itself.
- d Does Ian's description make you more, or less interested in the book? Why?
- 3 a Here are some words used in the interview. What do you think is the difference between A and B?



- b Can you remember how Ian used the words? Which go together?
- c 1.17 Listen again to check.

## SPEAKING

- 4 a Choose a book that has had an important effect on you. Make two 'word clouds' like in 3a.
- 1 Write words / expressions you could use to describe:
    - the plot.
    - a particular character.
    - the atmosphere.
    - the way it is written.
  - 2 Write words / expressions you could use to talk about:
    - the time in your life when you read it, and how you felt.
    - the effect it has had on your life, or your outlook on life.
- b Show your 'word clouds' to other students.
- 1 What can they work out about the book from your words?
  - 2 Talk about each other's books. Ask questions to find out more.
- 5 Think of a book or an author you loved when you were younger. Is it true that 'the books that changed you when you were young are always going to be a disappointment when you are an adult'?

## Learning a language

### 3.2 goals

- ⊗ talk about languages and ways to learn them
- ⊗ describe experiences of language learning



### LISTENING

- 1 a What different ways of learning a language do the photos suggest?  
b Do people from some countries learn English more easily? Why / Why not?

- 2 1.18 Listen to a conversation with Norman.

- 1 How and with whom did Norman learn conversational English?
- 2 According to him, why do Germans speak good English?
- 3 What are the incentives to learn English in Germany?

- 3 1.19 Listen to a conversation with Pilar.

- 1 What are the main differences between Pilar and Norman? How are they similar?
- 2 From what Pilar says, what do we know about:
  - a her level of English when she first went to Britain?
  - b the people she spent her time with?
  - c her experience of learning French?



Norman from Germany



Pilar from Spain

### LANGUAGE FOCUS

Language learning

- 4 a Look at these sentences from the conversations. Complete the gaps.

- 1 The school education there helped me to \_\_\_\_\_ the most important vocabulary in order to \_\_\_\_\_.
- 2 Conversational English, I mostly learned in the context of having had \_\_\_\_\_ native English speakers.
- 3 That helped me a lot to \_\_\_\_\_ a little bit more.
- 4 So, tell me about coming to the UK for the first time and \_\_\_\_\_ this culture and the language.
- 5 It was very difficult to even \_\_\_\_\_.
- 6 I \_\_\_\_\_ French some time ago, but no I didn't quite \_\_\_\_\_ the language.

- b 1.20 Listen to check.

- c Which expressions in 4a are about:

- 1 learning a language?
- 2 having contact with a language?
- 3 speaking a language?

- d Talk together.

- 1 List the foreign languages you know (including English). Then talk about how you learned them, and how well you speak them. Use expressions from 4a.
- 2 Do you think it is important to 'master' a language completely and sound like a native speaker? Or is it fine to retain your own accent and make a few mistakes, as long as you get your message across?



READING and  
SPEAKING

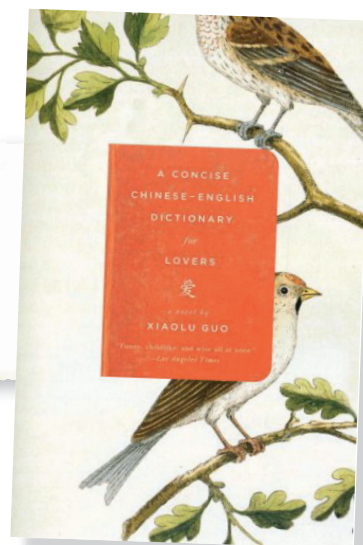
## 5 a Do you think these statements are true? Why / Why not?

- 1 Learning a new language can lead you to adopt a different identity.
- 2 It's difficult to translate directly from one language to another.
- 3 It's important to find your own 'voice' in a foreign language and express your own personality.

## b Read three extracts from novels with language learning as their theme. How do they reflect the statements in 5a?

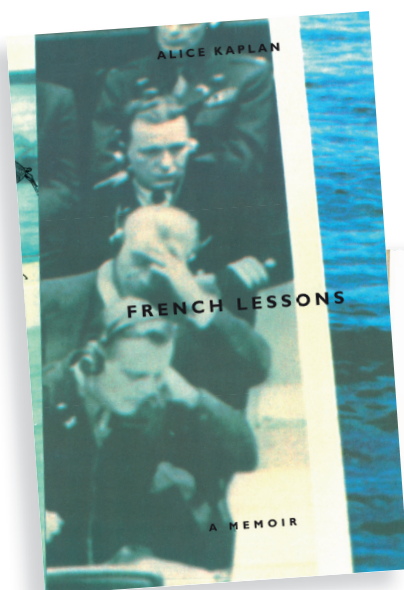
A

Chinese, we not having grammar. We saying things simple way. No verb-change usage, no tense differences, no gender changes. We bosses of our language. But, English language is boss of English user.



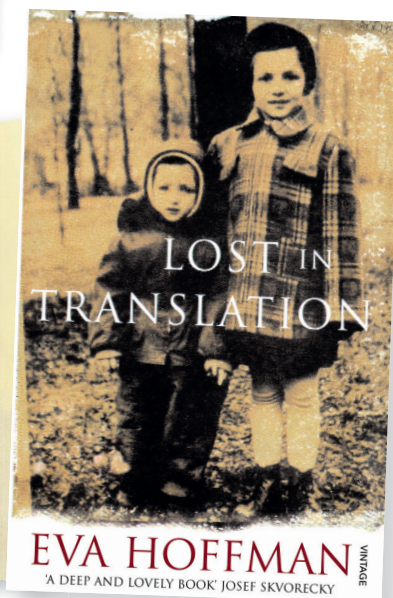
B

I could feel the French sticking in my throat, the new muscles in my mouth ... I was full of French, it was holding me up, running through me, a voice in my head, a tickle in my ear, likely to be set off at any time. A counter language.



C

All around me, the Babel of American voices ... Since I lack a voice of my own, the voices of others invade me as if I were a silent ventriloquist. They ricochet within me, carrying on conversations, lending me their modulations, intonations, rhythms. I do not yet possess them, they possess me. But some of them satisfy a need; some of them stick to my ribs ... Eventually, the voices enter me; by assuming them, I gradually make them mine.



## 6 a Read the extracts again and identify where these points are made.

**The new language:**

- 1 obeys different rules and has a different form.
- 2 works in opposition to the speaker's mother tongue.
- 3 is absorbed little by little by the learner.
- 4 can be triggered at any moment.

**Learning a new language:**

- 5 can be a violent process.
- 6 involves issues of control.
- 7 requires adopting different sounds and speech patterns.

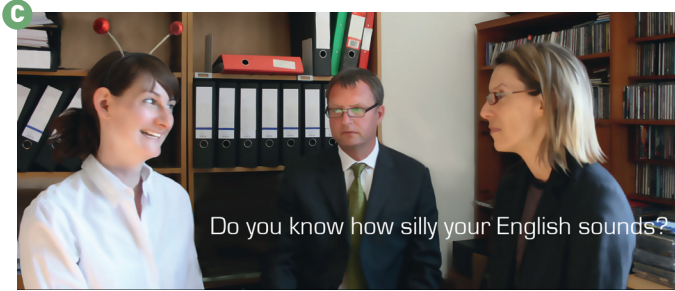
## b Do you agree with the points? Do any reflect your experiences?



## A plan to improve your English

### 3.3 goals

- ⊗ talk about languages and ways to learn them
- ⊗ describe experiences of language learning
- ⊗ discuss plans and priorities



#### TASK LISTENING

- 1 What message are these language-school adverts trying to communicate?
  - 1 Are they positive or negative? Consider both the image and the message.
  - 2 Which is the most convincing? Why?
  - 3 What kind of person do you think the adverts are aimed at?
  - 4 Which other messages would be important for someone studying English at an advanced level?

- 2 a Which areas of your English do you think you need to work on?

idiomatic expressions	writing	speaking fluently
pronunciation problems	exam practice	listening comprehension
grammatical accuracy	writing accurately	active vocabulary

- b 1.21 Listen to Sybille talking about her English. Which of the areas in 2a does she talk about?

#### TASK LANGUAGE

Plans and priorities

- 3 a Think about your language abilities and plans for learning English. Complete expressions 1–7 so they are true for you.

##### Talking about strong / weak points

- 1 I (don't) feel confident ...
- 2 I'm quite / reasonably happy with my ... , but ... is another story.
- 3 My strong point / main problem is ...
- 4 I have a hard time ...

##### Talking about priorities

- 5 My main aim / priority is to ...
- 6 An important area for me is ...
- 7 Personally, I need to work / focus / concentrate on ...

##### Discussing a plan

- 8 I'd find ... a great help / really useful.
- 9 I'd benefit from ...
- 10 ... might be the answer / solution.
- 11 I think the best way to do this is ...
- 12 ... would be worth investigating.
- 13 ... might be worthwhile / worth a try.
- 14 I've considered ...
- 15 I probably need more practice in / exposure to ...

- b 1.21 Listen again. Which expressions did Sybille use?

#### TASK

- 4 a Work alone. Complete the questionnaire on page 127.
- b Work in A/B pairs.
  - 1 Discuss your abilities and needs.
  - 2 Look at your partner's completed questionnaire and make suggestions.
  - 3 Listen to your partner's response. Do you agree?
- c Listen to feedback from other people in class. Do you share similar concerns?

## Across cultures Attitudes to English

1 Read the background information on the Philippines. Then look at the advert promoting English there.

- 1 Which of these statements do you think are true?
  - a Most young people in the Philippines aren't interested in learning English.
  - b English is seen as a language of the upper classes.
  - c The standard of English has improved in recent years.
  - d Most young people are bilingual in English and Filipino.
  - e English used to be more widely spoken in the Philippines than it is now.
  - f Young people are aware of the importance of English as an international language.
- 2 What do you think the reasons for these attitudes might be?
- 3 In what way are these attitudes unusual?


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The Philippines, in South-east Asia, consists of over 7,000 islands. With an estimated population of 92 million people, it is the world's 12th most populous country. Between 1565 and 1898, the Philippines were ruled by Spain. In 1898, the Spanish ceded the Philippines to the USA, which controlled the country until independence in 1946. Since independence, there have been two official languages in the Philippines: English and Filipino (a version of Tagalog). Another 170 indigenous languages are also spoken.



How can I  
study English?

**Ticket**  
to the future

**PROUD TO BE BILINGUAL**

There is a cultural hindrance to the practice of English among the youth: many lack the self-confidence to speak English because they are afraid to make mistakes, and English is now perceived as elitist. In other words: it is perceived as yet another obstacle to social success and integration, rather than a means to achieve it. There is an urgent need to convince the youth to be proud to be bilingual.

In a globalised  
economy, **English is a  
Ticket to the Future.**

2 Look again at the information accompanying the advert. What verb is used when describing common attitudes to English?

3 Read these questions. Find four other verbs that have a similar meaning.

What is the status of English in your country? Is it:

- something that moves you up the social ladder?
- part of almost every university degree programme?
- considered essential for working in certain sectors?
- mainly a school subject?
- seen as a necessary evil?
- only popular with young people?
- viewed as a way of enriching your life?
- regarded as culturally threatening?

4 Talk together.

- 1 Discuss the questions in 3.
- 2 Do you think your attitude to English is typical of people in your country?
- 3 How many of your friends, family and colleagues speak it?
- 4 Has your attitude to English changed over the years?



Keywords *worth, worthwhile*

- 1 Look at these examples from the unit. What does **worth** mean in each? What grammatical forms is it used with?

- 1 Which do you think would be **worth** reading?
- 2 It was quite a struggle ... but it was **worth** reading it.
- 3 I think it's **worth** a try.

- 2 a Continue these sentences with **worth** + a noun from the box. Sometimes there may be more than one possible answer. Does the noun take a definite or an indefinite article?

effort wait risk try / shot look trouble / hassle visit / trip

- 1 This takes a very long time to load but it's **worth the wait**.
- 2 I know steroids are dangerous, so is it ...?
- 3 Though the food's expensive, there's something for everybody, so it's ...
- 4 I don't expect to hear anything, but I thought it was ...
- 5 Which leads to an inevitable question: is investing overseas ...?
- 6 The site is still under construction but it's ...
- 7 It takes an hour to get there and back. It's not ...

What is each sentence about? Are they more likely to be spoken or written?

- b What words could you use before **worth** to add emphasis?

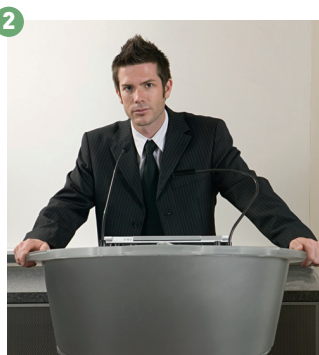
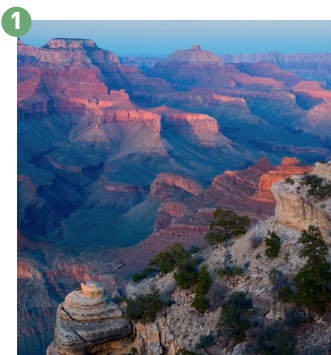
- c Replace the noun in each sentence with a verb + **-ing**.

1 *This takes a very long time to load but it's worth waiting for.*

- 3 a What do you notice about **worthwhile** in these examples? What does it mean in each?

- 1 Watching films in the original version is really **worthwhile**, because you pick up the feeling of the language.
- 2 If you're going to buy greetings cards, it's better to give your money to a **worthwhile** cause, like Save the Children.
- 3 I could have studied for an MBA, but it wouldn't really be **worth my while**.
- 4 If you can afford it, it's probably **worth your while** to get a computer with a bigger hard drive.

- b You are going to listen to four people talking about the things or people in these images. How might they use **worthwhile**?



- c 1.22 Listen to check.

- 4 a Write examples of:

- a place to go out in your town.
- a tourist destination.
- a film, play or TV programme.
- an interesting food you have tried.

Would you recommend them or not? Think how you could talk about them using **worth** + noun, **worth** + **-ing**, or **worthwhile**.

- b Give your examples to a partner. Ask each other about the things or places.

What about the National Gallery? Would you say it's worthwhile?

## Goal

use strategies for communicating effectively



- 1 a** Read about Xialou Guo's novel *A Concise Chinese-English Dictionary for Lovers*. What aspects of the book do you think sound interesting?

Z is a 23-year-old Chinese language student who has come to London to learn English. When the book begins she can barely ask for a cup of tea, but when language comes, so does love. As she gets to know British culture she also falls for an older English man who lives a resolutely bachelor life in Hackney. It's a million miles away from the small Chinese town she comes from, where her parents want nothing more for her than that she should follow them into the shoe business. Z learns about humour, companionship and passion, but she also learns the painful truth that language is also a barrier and the more you know about it, the less you understand.

Written in short chapters, each the definition of a word, this is a brilliantly clever book that pokes fun at England and China and explores the endless possibilities for misunderstanding between East and West, men and women.

- b** Read the start of the novel on page 126. What do you notice about the way it is written?

- c** **1.23** Listen to Sze talking about the novel and the kind of English it uses. What does she say about:

- 1 her first six months in the UK?
- 2 'broken' English?
- 3 the differences between Chinese and English?

- 2** **1.24** Listen to these extracts. Match them to ways Sze communicates what she wants to say.

- 1** ... when I came here, when I left China, everything was very new, very exciting for me.
- 2** The sentence become longer, more complicated, the character start to use past tense and then the future tense ...
- 3** ... and I guess, er, I mean that you do need to pay great attention to what is happening with language.
- 4** ... it's wonderful to have these two sides to the novel, it's a wonderful achievement.
- 5** ... when she writes a Chinese character, she actually, she makes an image of that word.

- a She uses repetition to make her point more clearly. **4**
- b She brings in a more personal angle to show the importance of a point.
- c She paraphrases if she doesn't know the exact term.
- d She uses fillers to give herself time to think.
- e She emphasises certain words and varies tone to keep interest.

- 3 a** **1.23** Look at the script on page 149 and listen again. Identify the parts where Sze best gets her message across.

- b** Which strategies do you think you use when you speak English? Do you think you use them consciously or unconsciously?

- 4 a** Prepare to talk about one of these topics:

- an experience from which you learned something important. Why was it significant?
- an experience of being abroad. What did you find interesting, exciting or difficult?
- your experience of using English. What has been challenging, interesting or unexpected?

- 1 Make notes on the main things you will say.
- 2 Think about how you could use some of the strategies in 2.
- 3 Think of ways to 'stretch yourself' (try to go a bit beyond your comfortable limit in English).

- b** Talk with a partner. Listen to each other's topic and ask questions to find out more. Which strategies from 2 did you both use?



## Grammar

### Present verb forms

- 1 a Look at these examples from the unit. Underline the present verb forms.

1 ... this is a brilliantly clever book that pokes fun at England and China and explores ...  
 2 American soldier Billy Pilgrim is captured and sent to a German prisoner-of-war camp ...  
 3 ... the voices of others invade me as if I were a silent ventriloquist ... Eventually, the voices enter me; by assuming them, I gradually make them mine.

- b Match the examples to these uses:

- a summarising the plots of books or films.
- b writing a review.
- c creating a sense of immediacy in past narratives.

- 2 Look at these examples. In what context might you find them? Are the **highlighted** verbs referring to the present, past or future?

- 1 Bad weather **is set** to continue.
- 2 Three years later, war between England and Argentina **breaks out** over the Falklands.
- 3 The bus **leaves** at 10.15, we've still got an hour.
- 4 David **tells** me that you have the date and everything. When is it to be?
- 5 We're all **waiting** for something to happen and then suddenly there was a terrible noise.
- 6 I **hear** you went to Bulgaria for your holiday.
- 7 I'm **leaving** on the 17th and then I'm **coming** back a week later.
- 8 I **write** to inform you that you have been chosen as one of the lucky winners.
- 9 You **attach** the file like this, then click here and send it.
- 10 Not again! I'm always **losing** my wallet.

- 3 a Some verbs can describe states and activities, but with a difference in meaning. What is the difference in these examples?

- 1 a I **think** I picked up most of my English at school.  
 b I never know what he's **thinking** any more.
- 2 a I **see** what you're saying, but I don't agree.  
 b We're **seeing** each other for dinner.
- 3 a She's **seeing** some guy. I don't know if it will last.
- 3 a I **expect** you're happy with the result?  
 b I **expect** they'll win tonight, they're playing at home.
- 3 c She's **expecting** someone to arrive at two.
- 4 a I **imagine** she misses her family.  
 b There's nothing there – you're just **imagining** things.

- b Compare answers.

### Adverbs

- 4 a Look at this example from the unit.

The stuff they did was **unbelievably** brave.

- 1 What adverbs can replace **unbelievably**?
- 2 What do you notice about its position in the sentence?
- 3 What other adverbs did Ian use?

- b How would you classify **unbelievably** in terms of intensity?

- 5 Add an adverb in the correct position.

extremely fully practically  
highly generally

- 1 I'd say his views on language learning are questionable.
- 2 I'm aware of the time, thank you.
- 3 True fans will find the book disappointing.
- 4 They are happy at work, but say they don't get much money.
- 5 It's impossible to teach someone how to be a writer.

- 6 a Match the adverbs with the verbs.

vividly	enjoy
strongly	remember
thoroughly	agree
deeply	believe
entirely	regret

- b Make sentences with the collocations you made.

*I deeply regret not going to study in Australia.*

- c Read out only the last part of your sentences. Can your partner guess how they begin?

... not going to study in Australia. I deeply regret ...?

- d Make sentences using combinations of these intensifying adverbs and the verbs in 6a.

definitely completely totally absolutely

*I totally agree with you.*

- 7 a What adverbs could be used as a response?

That's a fair comment, isn't it? Yeah, \_\_\_\_.

- b Take turns to make a comment and respond. Agree or disagree, using an adverb.

- 1 Footballers earn far too much money.
- 2 Most politicians are corrupt.
- 3 Do you remember your first day at school?
- 4 Isn't life wonderful?

# Vocabulary

## Expressions with language

- 8 a How many expressions with **language** can you remember from this unit?

Think about four categories:

A (phrasal) verbs + <b>language</b>	<i>take up a language</i>
B <b>language</b> used to modify a noun	<i>language teacher</i>
C adjective + <b>language</b>	<i>foreign language</i>
D other expressions + <b>language</b>	<i>to be immersed in language</i>

- b Add words in the box to the gaps to make expressions with **language**. Which category in 8a does each expression belong to?

grasp preserve command master  
skills get by in common second  
barrier picked up exposure

- 1 He was a young American with an unusual \_\_\_\_\_ of Farsi, a language he \_\_\_\_\_ from an Iranian exchange student.
- 2 "Imagine how hard it would be without a good \_\_\_\_\_ of the language," she said.
- 3 In business circles, English is often the \_\_\_\_\_ language among people from different nationalities.
- 4 Seeing themselves on video, students are more motivated to improve their language \_\_\_\_\_ because they want to sound better and look better.
- 5 But the fact of the matter is, it takes a while to \_\_\_\_\_ a language, especially if you don't get much \_\_\_\_\_ to it.
- 6 The new US programme will help break down the language \_\_\_\_\_.
- 7 Many tribes today use modern technology to help \_\_\_\_\_ their language.
- 8 He speaks so well, nobody realises that's his \_\_\_\_\_ language, and he can \_\_\_\_\_ Italian too!

- c Work in A/B pairs. Test each other.

- 1 A, say one of the expressions in 8b.
- 2 B, use it to say something from your own experience or knowledge.

*Pick up a language.*

I picked up a bit of Greek when I was on holiday, but I've forgotten most of it.

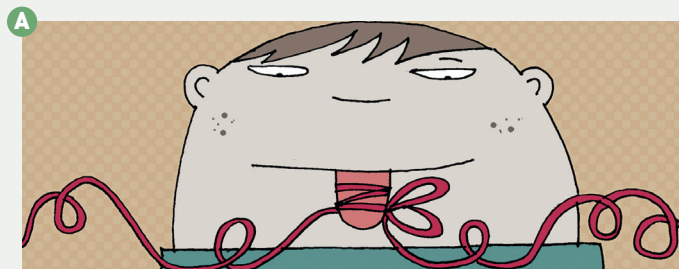
## Idioms about speaking

- 9 a Look at this idiom from the unit.

So the way you **get your message across** must be very, very different?

Match these idioms with their definitions. Which idioms do the cartoons show?

- 1 I was really **tongue-tied**.
  - 2 He didn't let me **get a word in edgewise**.
  - 3 He kept **beating about the bush**.
  - 4 I couldn't **string a sentence together**.
  - 5 **Make your point** as quickly as you can.
- a talk around the topic, not get to the point  
b give an opinion clearly  
c speak articulately  
d unable to have a chance to speak because someone else is speaking  
e unable to speak because you're nervous



- b 1.25 Listen to the idioms in context. What is each speaker talking about?
- c 1.25 Listen again. How do speakers stress the key words?

## Self-assessment

Can you do these things in English? **Circle** a number on each line. 1 = I can't do this, 5 = I can do this well.

describe a book	1	2	3	4	5
give a personal response	1	2	3	4	5
talk about languages and ways to learn them	1	2	3	4	5
describe experiences of language learning	1	2	3	4	5
discuss plans and priorities	1	2	3	4	5
use strategies for communicating effectively	1	2	3	4	5

- For Wordcards, reference and saving your work → e-Portfolio
- For more practice → Self-study Pack, Unit 3