

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 **stigma** 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.





2 PRONUNCIATION

sound-spelling relationships

- a Say the words aloud. Write **S** if the **bold** letters are pronounced the same or **D** if the pronunciation is different.

1  snake	2  bike	3  horse
sympathetic synonym <u>S</u>	despite since <u>D</u>	thaw jaw _____

4  bird	5  witch	6  jazz
birth firm _____	whirl whose _____	jealous journalist _____

7  house	8  chess	9  worm	10  phone
dishonest inherit _____	chime chorus _____	worm worth _____	lower power _____

- b **iChecker** Listen and check. Practise saying the words.

3 GRAMMAR pronouns

- a Right (✓) or wrong (X)? 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. **X 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**?

- 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- 4 A I think CD players are completely out of date.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!

4 VOCABULARY learning languages

a Circle the correct word(s).



- You have to *say* / **say** / *talk* a number of languages to be a flight attendant.
- The speaker went too fast, so it was impossible to *pass for* / *pick up* / *take in* all the information.
- Bear in mind that children don't always *say* / *talk* / *tell* the truth.
- Did you manage to *brush up* / *get by* / *pick up* any Portuguese while you were in Lisbon?
- Sorry, I didn't get that. Can you *say* / *speak* / *tell* it again, please?
- How will you *pick up* / *get by* / *pass for* in Kyoto if you don't speak any Japanese?
- He wants to have a few days off, so he needs to *say* / *talk* / *tell* to his boss.
- She needs to *brush up* / *pick up* / *take in* her French before she takes up her new job in Paris.

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

- Students will be tested on **vocabulary** and grammar in this part of the test. *lexis* _____
- Candidates are **asked** to switch off their mobile phones before the exam. *r* _____
- A serious **mistake** has been found in the manuscript. *e* _____
- This is an automatically generated email. Please do not attempt to **answer** it. *r* _____
- 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.

- She told me her name, but I can't get my tongue round it. (tongue)
- He got _____ and thought Anna was being sarcastic when she was trying to be nice. (stick)
- Wait, give me a minute. Oh, it's _____, but I just can't think of the word! (tip)
- I didn't mean that at all – I think we're talking _____. (cross)
- 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 spaces 1–6. There are two sentences you do not need to use.

- 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.

- insulting _____
- work out _____
- agree _____
- against _____
- decide _____
- spoke to _____
- showing _____

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.

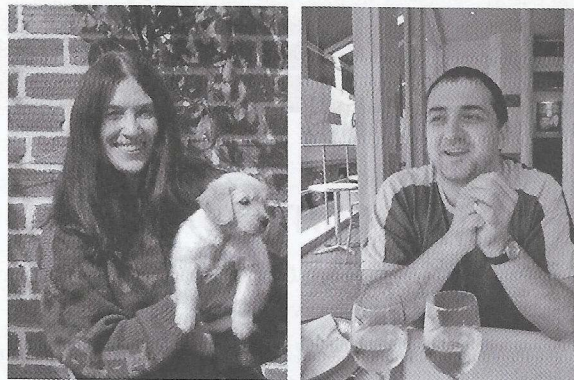
But how is it possible for a language to **determine** our understanding of the world and therefore affect our personality? The answer may lie in the way that different languages are constructed. In Greek, for example, the verb usually comes first, its conjugation **revealing** the tone and meaning of 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.

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!

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 typical of 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 _____

- 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. ____

- d Listen again with the audio script on p.69 and try to guess the meaning of any words that you don't know. Then check in your dictionary.

2B Do you remember...?

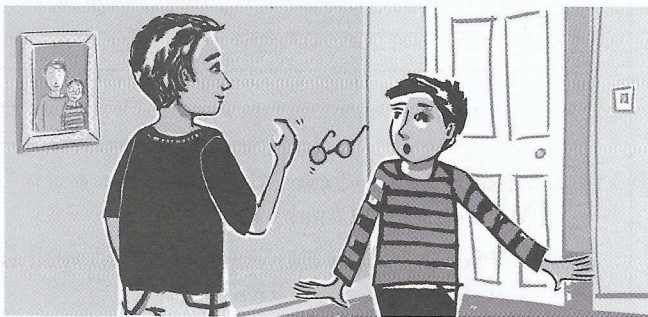
1 LEXIS IN CONTEXT *Boy*

Look at the Lexis in Context on Student's Book p.18.
Then complete the words.

- 1 When I was little, I used to **grab** my mother's hand if we came across a big dog on the street.
- 2 At lunchtime, everybody would go **r** _____ to the canteen to be first in the queue.
- 3 Dinner would be **b** _____ **a** _____ in a pot on the stove when we used to get home from school.
- 4 'Well done!' my father said, as he **sl** _____ me on the back for scoring the winning goal.
- 5 My mother was always **c** _____ different kinds of soup out of whatever she could find in the fridge.
- 6 I can still **p** _____ the first teacher I ever had – she seemed ancient to me, but she was extremely kind.
- 7 When the bell rang, we would all **l** _____ from our seats before the teacher could set any homework.

2 GRAMMAR the past: habitual events and specific incidents

- a Right (✓) or wrong (X)? Correct any mistakes in the highlighted phrases.



- 1 As a child, Tom was always knocking off my glasses when my parents weren't looking. ✓
- 2 My brother climbed a tree when he slipped and fell. X *was climbing*
- 3 My mum had been forgetting to turn off the oven, so there was a terrible smell of gas in the kitchen. _____
- 4 Most days we rode our bikes to school, but sometimes we were catching the bus. _____
- 5 One day, our car used to break down in the fast lane of the motorway. _____

- 6 When we were kids, our dad would give us a packed lunch and send us out to play for the day. _____
- 7 Emily's grandparents would live in an old farmhouse in the heart of the countryside. _____
- 8 I'd hidden in the bushes for over an hour before I realized that everyone else had gone home. _____
- 9 When we got home from school that evening, our parents still worked. _____
- 10 I burst into tears when I saw what my brother had done to my favourite doll. _____

- b Complete the text with the correct form of the verbs in brackets. Use a narrative tense or *would / used to*.

When I¹ *was* (be) little, I² _____ (share) a bedroom with my sister Catherine. As I was eight years her junior, I obviously³ _____ (go) to bed earlier than her. As soon as I⁴ _____ (clean) my teeth, my mum⁵ _____ (lie) on my sister's bed and sing me nursery rhymes until I⁶ _____ (fall) asleep.

One night when my mum⁷ _____ (sing) for about five minutes, she suddenly⁸ _____ (stop) and⁹ _____ (stand) up. I¹⁰ _____ (look) over at her and saw that she¹¹ _____ (stare) at something on the wall above my head. Without raising her voice, she¹² _____ (tell) me to go downstairs where my dad¹³ _____ (watch) TV. Later she told me she¹⁴ _____ (see) a big, hairy spider climb out of the air grille and make its way up the wall. I¹⁵ _____ (not sleep) much that night, as you can imagine!



3 VOCABULARY

word building: abstract nouns

- a Complete the sentences with the abstract nouns of the **bold** words.
- 1 When my aunt **lost** her husband, she was driven to despair. She never got over her *loss* _____.
 - 2 I'm **afraid** of flying. I've never been abroad because of my _____ of crashing.
 - 3 My dad's health has **improved** a lot. We've noticed a great _____.
 - 4 We **hated** our physics teacher with a vengeance. I'm fairly sure our _____ was returned as well.
 - 5 The **dead** statesman was buried immediately. The whole country mourned his _____.
 - 6 For medicine to work, you have to **believe** in it. It is often this _____ that makes you well again.
 - 7 Rosie was so **ashamed** of her behaviour that her face burned with _____.
- b Complete the sentences with the correct form of the words in brackets.
- 1 I am truly grateful to my cousin for her *friendship* during these difficult times. (friend)
 - 2 In some societies, the _____ of the older generation must never be questioned. (wise)
 - 3 Despite a very traumatic _____, Adam grew up to be quite a sensible young man. (child)
 - 4 Ruth tried to hide the _____ in her eyes as she left the house for ever. (sad)
 - 5 We had a big family _____ for my dad's 80th birthday. (celebrate)
 - 6 I remembered to renew my _____ at the golf club before the tournament started. (member)
 - 7 My grandmother will be staying in a nursing home until she has fully recovered from her _____. (ill)
 - 8 We dread our history lectures because every week we nearly die of _____. (bored)

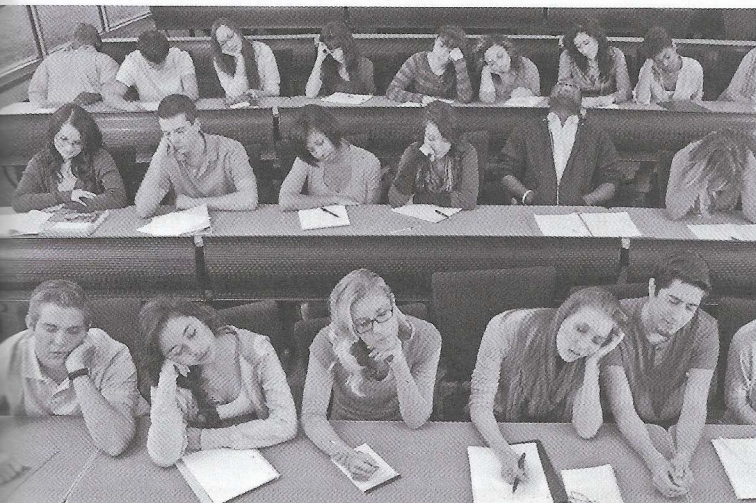
4 PRONUNCIATION

word stress with suffixes

- a Look at the word pairs. **Circle** the abstract nouns where the stress is different.
- 1 compete **competition**
 - 2 neighbour neighbourhood
 - 3 partner partnership
 - 4 happy happiness
 - 5 celebrate celebration
 - 6 relation relationship
 - 7 imagine imagination
 - 8 believe belief
 - 9 curious curiosity
- b **iChecker** Listen and check. Practise saying the words.

5 LISTENING

- a **iChecker** Listen to five people talking about their earliest memories. Which speaker doubts whether they can actually remember experiencing the incident?
- b Listen again and answer the questions with speakers 1–5. Use each speaker twice. Who talks about...?
- a significant day in many people's lives
 - an everyday occurrence
 - a moment just before or after a flight
 - some dramatic weather
 - finding something beautiful
 - something that others may find quite boring
 - receiving advice from a parent
 - seeing a photo of themselves
 - damage to a property
 - feeling anxious on this day
- c Listen again with the audio script on p.70 and try to guess the meaning of any words that you don't know. Then check in your dictionary.



6 READING

a Read the article once. What year do childhood memories need to survive until to stand a chance of making it into adulthood?

When childhood memories fade



Most adults struggle to recall events from their first few years of life and now scientists have identified exactly when these childhood memories are lost forever. A new study into childhood amnesia – the phenomenon where early memories are forgotten – has found that it tends to take effect around the age of seven.

The researchers found that while most three year olds can recall a lot of what happened to them over a year earlier, these memories can persist while they are five and six, by the time they are over seven these memories decline rapidly.

The psychologists behind the research say this is because at around this age the way we form memories begins to change. Before the age of seven, children tend to have an immature form of recall where they do not have a sense of time or place in their memories. In older children, however, the early events they can recall tend to be more adult like in their content and the way they are formed. Children also have a far faster rate of forgetting than adults and so the turnover of memories tends to be higher, meaning early memories are less likely to survive.

Professor Patricia Bauer, a psychologist and associate dean for research at Emory college of Art and Science, studied 83 children over several years for the research, which was published in the scientific journal *Memory*. The youngsters first visited the laboratory at the age of three years old and discussed six unique events from their past, such as family outings, camping holidays, trips to the zoo, first day of school and birthdays. The children then returned for a

b Read the article again and mark the sentences T (true) or F (false).

- 1 At the age of five or six, children tend to still remember events that happened when they were two.
- 2 From the age of seven, early memories don't feature key details like location.
- 3 Children recalled six different life events at their later sessions with the psychologist.
- 4 The events discussed with the psychologist included day-to-day school life and the context of lessons.
- 5 By the age of eight or nine, children could only recall approximately a third of their early memories.
- 6 The researchers found out that the kind of details which stayed in the mind didn't alter much over the years.

c Look at the highlighted verbs and try to work out their meaning. Check in a dictionary.

second session at the ages between five years old and nine years old to discuss the same events and were asked to recall details they had previously remembered.

The researchers found that between the ages of five and seven, the amount of memories the children could recall remained between 63 and 72 per cent. However, the amount of information the children who were eight and nine years old could remember dropped dramatically to 35 and 36 per cent.

When the researchers looked closely at the kind of details the children were and were not able to remember, they found marked age differences. The memories of the younger children tended to lack autobiographical narrative such as place and time. Their memories also had less narrative, which researchers believe may lead to a process known as 'retrieval induced forgetting' – where the action of remembering causes other information to be forgotten. As they children got older, however, the memories they recalled from early childhood tended to have these features.

Professor Bauer said, 'The fact that the younger children had less complete narratives relative to the older children, likely has consequences for the continued accessibility of early memories beyond the first decade of life. We anticipate that memories that survive into the ninth or tenth year of life, when narrative skills are more developed, would continue to be accessible over time.'

1 LOOKING AT LANGUAGE

- 2 Apparently
- 3 as to
- 4 in a way
- 5 basically
- 6 really
- 7 I mean
- 8 anyway

2 READING

- a 1 D 2 F 3 A 4 E 5 B

2A

1 LEXIS IN CONTEXT

- 2 fluid
- 3 part
- 4 random
- 5 guidance

2 PRONUNCIATION

- a 3 S
- 4 S
- 5 D
- 6 S
- 7 D
- 8 D
- 9 S
- 10 D

3 GRAMMAR

- a 2 talking to each other / one another
- 3
- 4 we should help ourselves
- 5 When a guest leaves their room
- 6 by myself / on my own
- 7 so far below her
- 8

- b 2 myself
- 3 each other / one another
- 4 One
- 5 yourself
- 6 They
- 7 herself
- 8 you / one

- c 2 it
- 3 There
- 4 it
- 5 There
- 6 there
- 7 There
- 8 there
- 9 It
- 10 it

4 VOCABULARY

- a 2 take in
- 3 tell
- 4 pick up
- 5 say
- 6 get by
- 7 talk
- 8 brush up
- b 2 requested
- 3 error
- 4 respond to
- 5 tongue
- c 2 the wrong end of the stick
- 3 on the tip of my tongue
- 4 at cross purposes
- 5 get my head round

5 READING

- a How the language is constructed, culture, and the way objects are classified
- b 1 D 2 G 3 A 4 E 5 B 6 H
- c 1 derogatory
- 2 formulate
- 3 concur
- 4 versus
- 5 determine
- 6 addressed
- 7 revealing

6 LISTENING

- b 1 Do you find it easier to understand native or non-native speakers of English?
- 2 How do you feel about having your English corrected?
- 3 Do you have any funny or embarrassing stories related to misunderstanding someone?
- 4 Is there anything you still find difficult about English?
- c 1 M 2 B 3 M 4 W 5 W 6 B

2B

1 LEXIS IN CONTEXT

- 2 rushing
- 3 bubbling away
- 4 slapped
- 5 concocting
- 6 picture
- 7 leap

2 GRAMMAR

- a 3 had forgotten to
- 4 would catch / used to catch / caught
- 5 broke down
- 6
- 7 lived / used to live
- 8 I'd been hiding
- 9 were still working
- 10

- b 2 shared / used to share
- 3 went / used to go
- 4 had cleaned
- 5 would lie / used to lie
- 6 fell
- 7 had been singing
- 8 stopped
- 9 stood
- 10 looked
- 11 was staring
- 12 told
- 13 was watching
- 14 had seen
- 15 didn't sleep

3 VOCABULARY

- a 2 fear
- 3 improvement
- 4 hatred
- 5 death
- 6 belief
- 7 shame
- b 2 wisdom
- 3 childhood
- 4 sadness
- 5 celebration
- 6 membership
- 7 illness
- 8 boredom

4 PRONUNCIATION

- a Circle *celebration*, *imagination*, and *curiosity*

5 LISTENING

- a Speaker 4
- b A 3 B 1 C 4 D 2 E 5
- F 1 G 5 H 4 I 2 J 3

6 READING

- a 9/10
- b 1 T 2 F 3 F 4 F 5 T 6 F

3A

1 PRONUNCIATION

- a 2 rendezvous
- 3 faux pas
- 4 déjà vu
- 5 entrepreneur
- 6 ballet
- 7 bouquet
- 8 fiancé(e)
- 9 coup
- 10 fait accompli

2 VOCABULARY

- a 2 f
- 3 e
- 4 d
- 5 g
- 6 b
- 7 a
- 8 c
- 9 h