

GETTING STARTED

English club

 Listen and read.

Teacher: Welcome to English Club. Today, I'm going to do a quick quiz to check your knowledge of the English language. Question one: Is English the language which is spoken as a first language by most people in the world?

Duong: Of course, it is.

Teacher: Incorrect. Chinese is. Question two: Does English have the largest vocabulary?

Vy: Yes, with approximately 500,000 words and 300,000 technical terms.

Teacher: Yes, spot on! This is due to the openness of the English language. English has borrowed words from many other languages.

Duong: Yeah, if there weren't so many words, it would be easier for us to master it!

Teacher: Ha ha... But the simplicity of form makes English easy to learn. Many English words have been simplified over the centuries. Now, question three: Who can tell me an English word that can operate as a noun, a verb, and an adjective?

Mai: I think the word *subject* can operate as a noun, a verb, and an adjective.

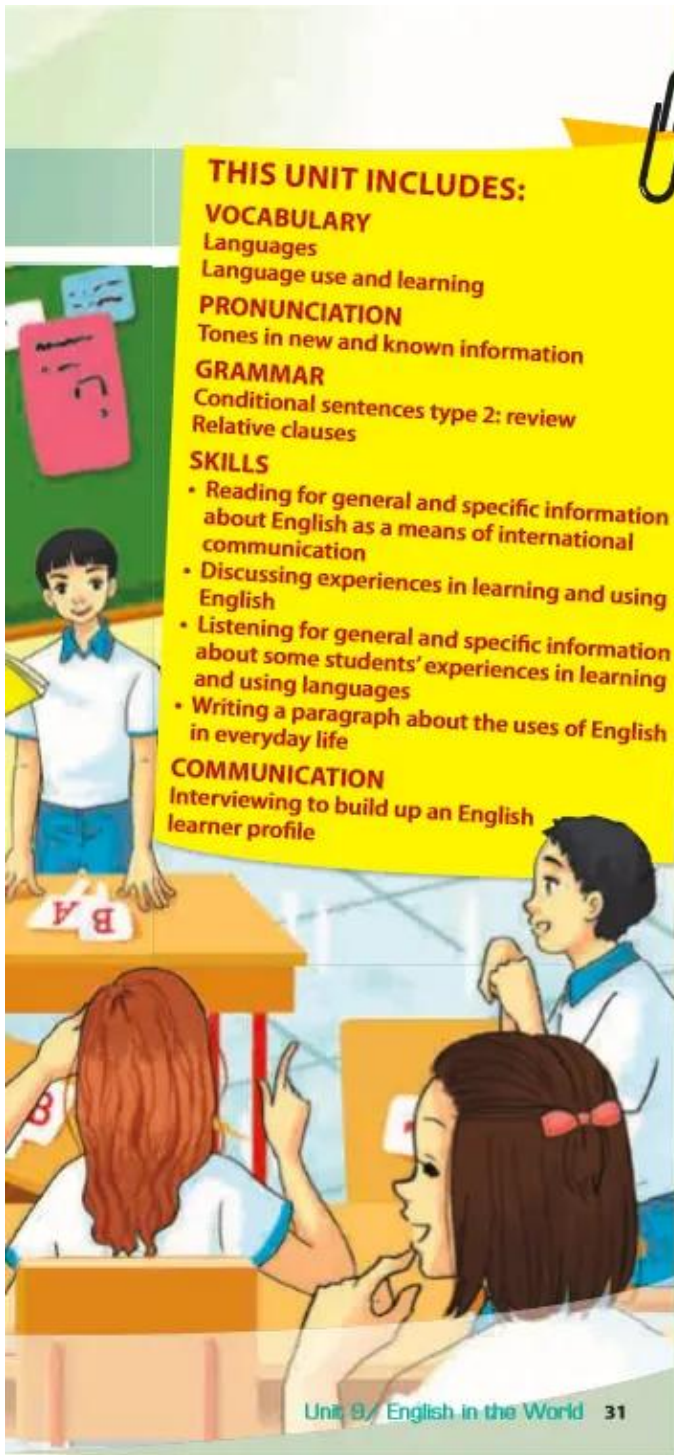
Teacher: Excellent. In English, the same word can operate as many parts of speech. That's due to its flexibility. Question four: What is the longest word in English which has only one vowel?

Duong: Is it *length*?

Vy: No, I think it's *strengths*.

Teacher: That's right, Vy. Lastly, question five: Who can tell me at least three varieties of English?

Mai: American English, Australian English, and... er, yes, Indian English.



Unit 9/ English in the World 31

1 Play the recording and have Ss follow along. After that, Ss can compare their ideas with the information in the conversation. Ask Ss questions about the pictures:

E.g. *Where are Duong and Vy? Who is standing at the board? What are they talking about?*

Objectives:

By the end of this unit, students can:

- use the lexical items related to languages and language use and learning
- identify the correct tones for new and known information and say sentences with the correct intonation
- use conditional sentences type 2 correctly and appropriately
- use relative clauses correctly and appropriately
- read for general and specific information about English as a means of international communication
- discussing experiences in learning and using English
- listen for general and specific information about some students' experiences in learning and using languages
- write a paragraph about the uses of English in everyday life

GETTING STARTED

English club

Introduction

Before Ss open their books, review the previous unit by asking two Ss to go to the board, each writing five compound nouns they have learnt/known. Give comments and correct any mistakes if needed.

Write the Unit title on the board 'English in the world'. Elicit any information Ss know about the English language by asking what they know about the characteristics of the English language.

Let Ss open their books.

Ask Ss to guess what the topic of the conversation is and where it takes place. T may also ask Ss to tell about the English club they have taken part in:

Do you take part in an English club?

When is it? Where is it?

What is special about it?

- a** Read the conversation again and find the nouns of the adjectives *simple* and *flexible*.

REMEMBER!

Nouns are often formed by adding suffixes to adjectives. Two suffixes which are often added to adjectives to form nouns are *-ness* and *-ity*.

Example:

open → openness

similar → similarity



Adjective	Noun
simple	
flexible	

- b** Convert these adjectives into nouns. You may use a dictionary.

Adjective	Noun
sad	sadness
dark	
stupid	
popular	
happy	
punctual	

- c** Read the conversation again and choose the correct answers.

- Which language is most spoken as a first language in the world?
A. English B. Chinese C. Vietnamese
- English has about _____ words and technical terms.
A. 500,000 B. 300,000 C. 800,000
- The _____ of form makes English easy to learn.
A. simplicity B. flexibility C. openness
- One of the reasons why the vocabulary of English is open is that it has _____.
A. a lot of words B. many varieties
C. borrowed many words
- Some English verbs are _____ their nouns or adjectives.
A. very different from B. the same as
C. changed according to

- 2** Match the words/phrases in column A with the definitions in column B.

A	B
1. first language	a. a way of pronouncing the words of a language that shows which country or area a person comes from
2. second language	b. this language is generally used in the government, public administration, law and the education system
3. official language	c. the language that you learn to speak from birth
4. accent	d. a regional form of a language in which some words and grammar differ slightly from the standard form of the same language
5. dialect	e. a language that you learn to speak well and that you use for work or at school, but that is not the language you learned first at home

- 3** Match the beginning of each sentence (1-6) to its ending (a-f).

A	B
1. English is	a. learning English worldwide.
2. The British Council estimates that about 375 million people speak	b. all contributed to the growth of English.
3. At present, over a billion people are	c. English regularly as a second language.
4. Immigration, new technologies, popular culture and even war have	d. though all can be understood, more or less, by speakers of other varieties.
5. Nowadays, there are many varieties of English all over the world such as	e. British English, American English, Australian English, Indian English, etc.
6. There are many differences in accents and dialects between varieties of English	f. used as a first language in at least 75 countries around the world.

- 4** Work in pairs. Ask and answer questions about the English language using the information from **3**.

Example:

How many countries around the world use English as their first language?

At least 75 countries.



- a** Tell Ss to refer to the conversation to find the nouns of the adjectives *simple* and *flexible*. Ask them to pay attention to how to form the nouns from these adjectives.

Key: simplicity flexibility

- b** Ask Ss to convert the adjectives given into nouns. Remind them to use a dictionary to check.

Key:

Adjective	Noun
sad	sadness
dark	darkness
stupid	stupidity
popular	popularity
happy	happiness
punctual	punctuality

- c** First, have Ss work independently. Then allow them to share answers before discussing as a class. Call on some Ss to give explanations for their answers.

Key:

1. B 2. C 3. A 4. C 5. B

- 2** Ss work independently, and then share their answers with one or more partners. T may ask for translation of the words/phrases in the table to check their understanding. With a stronger class, T may wish to ask Ss to find some examples in real life with the words/phrases in the table.

Key:

1. c 2. e 3. b 4. a 5. d

- 3** Have Ss work independently and then share their answers with one or more partners. T may help with the words/phrases that Ss do not know the meaning of in the sentences. If time allows, have some Ss read out loud the sentences.

Key:

1. f 2. c 3. a 4. b 5. e 6. d

- 4** First, model this activity with a more able student. Then ask Ss to work in pairs. Go around to provide help. Call on some pairs to practise in front of the class.

A CLOSER LOOK 1

Vocabulary

1 Match the words/phrases in column A with the definitions in column B.

A	B
1. bilingual	a. not as good at a language as you used to be because you have not used it for a long time
2. fluent	b. able to speak two languages equally well because you learned them as a child
3. rusty	c. know just enough of a language for simple communication
4. pick up a language	d. learn a language by practising it, rather than by learning it in a class
5. reasonably	e. able to speak, read or write a language easily, quickly, and well
6. get by in a language	f. to a degree that is fairly good, but not very good

2 a Choose the correct words in the following phrases about language learning.

- be bilingual *in/at* the language
- be reasonably good *on/at* the language
- can get *to/by* in the language
- be fluent *at/in* the language
- can't speak a word *of/with* the language
- can speak the language, but it's a *lot/bit* rusty
- pick *up/off* a bit of the language on holiday

b Choose phrases from 2a to make sentences about yourself or people you know.



I picked up a bit of Thai on holiday in Phuket. I can say 'sawadeeka', which means 'hello'.

3 a Match the words/phrases in column A with the words/phrases in column B to make expressions about language learning.

A	B
1. know what a	a. other speakers
2. have	b. the meaning of a word
3. make	c. your first language
4. guess	d. mistake
5. imitate	e. word means
6. translate from	f. in a dictionary
7. correct a	g. mistakes
8. look up a word	h. an accent

b Fill the blanks with the verbs in the box.

guess know have make
translate correct imitate look up

If you don't (1) _____ what a word means, try to (2) _____ the meaning, or (3) _____ the word in your dictionary. All foreign speakers (4) _____ an accent, but that doesn't matter. To make your pronunciation better, listen to English speakers and try to (5) _____ them. Don't worry if you (6) _____ mistakes or don't try to (7) _____ a mistake – that's normal! It's often useful to (8) _____ words from one language to the other, but it's best when you can start to think in the new language.

A CLOSER LOOK 1

Vocabulary

- 1** Ss work independently and then share their answers with a partner. T may ask for translation of the words/phrases in the first column to check their understanding. With a stronger class, T may wish to ask Ss to make sentences with the expressions.

Key:

1. b 2. e 3. a 4. d 5. f 6. c

- 2 a** Ss do the exercise individually. Check their answers as a class. Confirm the correct answers.

Key:

2. at 3. by 4. in 5. of 6. bit 7. up

- b** Ss write sentences with the phrases from **2a**. Ask some Ss to say their sentences in front of the class. Other Ss give comments. If time allows, call on two Ss to write their sentences on the board. Other Ss give comments. Confirm the correct sentences.

- 3 a** First, have Ss work individually to match the words/phrases. Then allow them to share their answers before checking with the whole class. T may ask for translation of the phrases in the box to check their understanding. With a stronger class, T may wish to ask Ss to make some example sentences with the words/phrases.

Key:

1. e 2. h 3. g 4. b 5. a 6. c 7. d 8. f

- b** Ss work independently to complete the passage. Check the answers as a class.

Key:

1. know 2. guess 3. look up 4. have
5. imitate 6. make 7. correct 8. translate

Pronunciation

Tones in new and known information



4 Listen and repeat, paying attention to the tones of the underlined words in each conversation.

1. A: I'd like some oranges, please.
B: But we don't have any oranges.
2. A: What would you like, sir?
B: I'd like some oranges.
3. A: I'll come here tomorrow.
B: But our shop is closed tomorrow.
4. A: When is your shop closed?
B: It is closed tomorrow.



REMEMBER!

In conversation, we often refer to something which has been mentioned before. This is *known* information, and the voice normally goes up at the end. We also tell the listener things we have not mentioned before. This is *new* information, and the voice normally goes down at the end.

Example:

1. A: I need some oil.
B: But we've run out of oil.
2. A: What do you need?
B: I need some oil.



Look out!

When we are referring to something in the conversation, we do not have to repeat exactly the same words. In this conversation, the voice goes up on the words/phrases that are replaced.

Example:

- A: I'm from Viet Nam.
B: Really, my wife's from there. ↗

In this conversation, the voice goes up on 'from there' because in this context it means 'Viet Nam', so it is something which has been mentioned before.



6 Read the conversation. Does the voice go up or down on the underlined words? Draw a suitable arrow at the end of each line. Then listen, check and repeat.

- A: What make of TV shall we buy?
B: Let's get the Samsung.
A: I think we should get the Sony. It's really nice.
B: (trying to persuade A to buy a Samsung) But the Samsung is nicer.
A: But the Sony has a guarantee.
B: They both have a guarantee.
A: How much is the Sony?
B: It's \$600.
A: It's too expensive.
B: I know it's expensive, but it's of better quality.
A: (trying to persuade B to buy a Sony) They're both of good quality.



5 Listen to the conversations. Do you think the voice goes up or down at the end of each second sentence? Draw a suitable arrow at the end of each line.

1. A: Tom found a watch on the street.
B: No. He found a wallet on the street.
2. A: Where did Tom find this watch?
B: He found it on the street.
3. A: Let's have some coffee.
B: But I don't like coffee.
4. A: Let's have a drink. What would you like?
B: I'd like some coffee.
5. A: This hat is nice.
B: I know it's nice, but it's expensive.
6. A: This bed is big.
B: I know it's big but that one's bigger.



Pronunciation

Tones in new and known information

- 4 Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the voice on the underlined word in each sentence goes up or down. T may play the recording as many times as necessary. Explain the rule in the **REMEMBER!** box and ask some Ss to give some more examples.



Audio script:

1. A: I'd like some oranges, please.
B: But we don't have any oranges.
2. A: What would you like, sir?
B: I'd like some oranges.
3. A: I'll come here tomorrow.
B: But our shop is closed tomorrow.
4. A: When is your shop closed?
B: It is closed tomorrow.

- 5 Play the recording and ask Ss to listen to the conversation, paying attention to whether the voice of each second sentence goes up or down. Ask some Ss to give their answers and then play the recording again for Ss to listen, check and repeat. T may play the recording as many times as necessary.



Key + Audio script:

1. A: Tom found a watch on the street.
B: No. He found a wallet on the street.
2. A: Where did Tom find this watch?
B: He found it on the street.
3. A: Let's have some coffee.
B: But I don't like coffee.
4. A: Let's have a drink. What would you like?
B: I'd like some coffee.
5. A: This hat is nice.
B: I know it's nice, but it's expensive.
6. A: This bed is big.
B: I know it's big but that one's bigger.

- 6 First, ask Ss to work in pairs to practise reading aloud the conversation and identify whether the voice on the underlined word in each sentence goes up or down. Then play the recording. Ss listen and draw suitable arrows. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation if necessary.



Key + Audio script:

- A: What make of TV shall we buy?
B: Let's get the Samsung.
A: I think we should get the Sony. It's really nice.
B: But the Samsung is nicer.
A: But the Sony has a guarantee.
B: They both have a guarantee.
A: How much is the Sony?
B: It's \$600.
A: It's too expensive.
B: I know it's expensive, but it's of better quality.
A: They're both of good quality.

A CLOSER LOOK 2

Grammar

Conditional sentences type 2: review

- 1 a** Read this sentence from the conversation in GETTING STARTED. Do you remember when we use conditional sentences type 2?

Duong: Yeah, if there weren't so many words, it would be easier for us to master it!

Look out!

In a formal context, we normally use *were* instead of *was*.

If I were you, I would think more carefully about the job. (more formal)

If I was you, I would think more carefully about the job. (more informal)



- b** Write *Yes* or *No* to answer the questions about each sentence.

- If Tien had an IELTS certificate, he would get the job.
Does Tien have an IELTS certificate? _____
- If our English teacher weren't here, we wouldn't know what to do.
Is the English teacher here now? _____
- If we went to England this summer, we would have the chance to pick up a bit of English.
Is it possible that they will go to England this summer? _____
- English would be easy to master if it didn't have such a large vocabulary.
Is English easy to master? _____
- If she used English more often, her English wouldn't be so rusty.
Does she often use English? _____

- 2** Rewrite the sentences using the conditional sentences type 2.

Example:

Peter has such a lot of English homework that he won't go to the party.

→ *If Peter didn't have such a lot of English homework, he would go to the party.*

- I don't feel confident at interviews because my English is not very good.
If my English _____.
- Minh doesn't read many English books because she doesn't have time.
If Minh _____.
- I think you should spend more time improving your pronunciation.
If I were _____.
- Mai is so good at the language because she has some friends who are native speakers of English.
If Mai didn't have _____.
- We can't offer you the job because you can't speak English.
If you could speak _____.

Relative clauses

- 3 a** Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

Teacher: Question one: Is English the language which is spoken as a first language by most people in the world?

REMEMBER!

A relative clause is introduced by a relative pronoun such as *who*, *whom*, *which*, *that*, *whose*, *where*, *why* and *when*.



A CLOSER LOOK 2

Grammar

Conditional sentences type 2: review

- 1 a** Ask Ss to study part of the conversation. Draw Ss' attention to how conditional sentences type 2 are formed and used by analysing the underlined part of the sentence. Draw Ss' attention to the notes and the examples in the **Look out!** box. Then ask some more able Ss to give some examples to illustrate.
- b** First, have Ss work independently, then ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. Give comments, and make any correction if necessary.

Key:

1. No 2. Yes 3. No 4. No 5. No

- 2** Have Ss work independently to write the sentences. If there isn't much time or Ss are not so strong, allocate one or two sentences per student. Then ask them to share their answers with a partner. Ask some Ss to write their sentences on the board and discuss as a class. Give comments and make any corrections.

Key:

1. If my English were/was good, I would feel confident at interviews.
2. If Minh had time, she would read many English books.
3. If I were you, I would spend more time improving my pronunciation.
4. If Mai didn't have some friends who were/are native speakers of English, she wouldn't be so good at the language.
5. If you could speak English, we would offer you the job.

Relative clauses

- 3 a** Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined clause. Then have Ss read the **REMEMBER!** box and explain to Ss the words that are used to introduce a relative clause. Ask Ss to make some examples to illustrate.

b When do we use relative clauses? Can you think of any rules?

We use relative clauses to give extra information about something/someone or to identify which particular thing/person we are talking about.

Relative pronoun	Example
<i>which</i> (for things and animals)	The book which I liked was the detective story.
<i>who</i> (for people)	The girl who is wearing a blue shirt is Mai.
<i>whom</i> (for people as the object of the relative clause)	That's the boy whom we saw at school yesterday.
<i>when</i> (for time)	Do you remember the day when we first met, darling?
<i>where</i> (for places)	This is the place where they filmed <i>Star Wars</i> .
<i>why</i> (for reasons)	That's the reason why he failed.
<i>whose</i> (for possession)	That's the man whose dog we found.
<i>that</i> (for people, things, animals and times)	Where's letter that came yesterday? The people that I spoke to were very helpful. We moved here the year that my uncle died.

4 Circle the correct word. Sometimes more than one answer is possible.

- That's the boy **who/whom/that** is bilingual in English and Vietnamese.
- This is the room **which/who/where** we are having an English lesson this evening.
- The girl **who/whose/which** father is my English teacher is reasonably good at English.
- Do you remember the year **where/when/that** we started to learn English?
- The teacher **whom/which/who** you met yesterday is fluent in both English and French.
- That's the reason **where/when/why** his English is a bit rusty.

5 Write true sentences about yourself. Then share them with your partner. How many things do you have in common?



I would like to:

- have a friend who ...
- go to a country where ...
- buy a book which ...
- meet a person whose ...
- do something that ...

Look out!

We normally use *who* instead of *whom* (except in a formal context) even when it is the object of the relative clause. However, we always use *whom* after a preposition. In informal contexts, we usually put the preposition at the end of the clause and use *who*.

Is that the boy who we saw at school yesterday?

This is the woman with whom Mary is sharing the room. (more formal)

This is the woman who Mary is sharing the room with. (more informal)

We can replace *where/when* with a preposition + *which*. In informal contexts, we put the preposition at the end of the clause.

The house where/in which he lived as a child is somewhere around here.

The house which he lived in as a child is somewhere around here.

Do you know the year when/in which the steam engine was invented?

Do you know the year which the steam engine was invented in?



6 Rewrite these sentences as one sentence using a relative clause.

- My friend plays the guitar. He has just released a CD.
My friend who/that plays the guitar has just released a CD.
- Parts of the palace are open to the public. It is where the queen lives.
_____.
- English has borrowed many words. They come from other languages.
_____.
- I moved to a new school. English is taught by native teachers there.
_____.
- I don't like English. There are several reasons for that.
_____.
- The new girl in our class is reasonably good at English. Her name is Mi.
_____.

- b** Ask Ss to study the rules in the grammar box. Draw Ss' attention to the use of relative clauses by analysing the examples in the grammar box in **3b**. Then ask the more able Ss to give some further examples.
- 4** Ask Ss to do the exercise individually. Remind them to look back to the **REMEMBER!** box and the grammar box in **3b**. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

1. who/that 2. where 3. whose 4. when/that 5. whom/who 6. why

- 5** Have Ss work independently, writing true sentences about themselves. Then ask them to share their sentences with one or more partners to find out how many things they have in common. Ask some Ss to say their sentences aloud. Give comments, and make any corrections if needed. If time allows, have some Ss write their sentences on the board before checking as a class.
- 6** Before allowing Ss to do Exercise **6**, ask them to study the rules in the **Look out!** box. Then have Ss work independently. Ask them to share their answers with a partner. Ask some Ss to say their answers aloud. Give comments, and make any corrections.

Key:

2. Parts of the palace where/in which the queen lives are open to the public.
3. English has borrowed many words which/that come from other languages.
4. I moved to a new school where/in which English is taught by native teachers.
5. There are several reasons why I don't like English.
6. The new girl in our class, whose name is Mi, is reasonably good at English.

COMMUNICATION

1 Make notes about yourself.

ENGLISH LEARNER PROFILE	You	Your partner
1. How long have you been learning English?		
2. What do you remember about your first English classes?		
3. What exams have you taken in English?		
4. Why are you interested in learning English now?		
5. Which English-speaking countries would you like to visit?		
6. What do you think is your level of English now?		
7. How can you improve your English outside class?		
8. For what purposes would you like to use English in the future?		
9. What do you like about the English language?		
10. What don't you like about the English language?		



2 Work in pairs. Take turns to ask and answer the questions in **1**. Make notes about your partner. How many things do you have in common?

3 Work in groups. Tell your group the things that you and your partner have in common.



'One thing we have in common is that we both want to study English at an overseas university. I'm interested in going to Australia and Mi is interested in the US.'



COMMUNICATION

Introduction

Before Ss open their books, ask them to work in groups to discuss the question 'What do you think are the best ways to master English?' and 'What are the things that you like and don't like about the English language?' Elicit Ss' answers. Remember that this is a fluency stage of the unit with a primary goal of communication. Do not focus on accuracy at this time. Reward successful attempts at communication.

- 1** Give Ss about 10 minutes to work independently, making notes about themselves by answering the questions in the table in **1**.
- 2** Now ask Ss to work in pairs, taking turns to ask and answer the questions in **1**. Remind them to make notes on what their partners say in the table in **1**. Then ask each of them to identify how many things they have in common with their partners.
For a change, have Ss role-play in pairs. One student is a reporter, and the other is a student. The reporter is gathering information about learners of English. Ask for volunteer pairs to role-play in front of the class. In this case, Ss should focus on only three of the questions from the survey. Make sure Ss don't simply read from their books – they should be in character. Give them lots of encouragement and praise for their communicative efforts.
- 3** Now put two pairs together to work in groups of four, reporting on the things that they and their partners have in common. T moves around the class to listen to the discussions and provide help only if necessary. If time allows, ask some groups to present their findings in front of the class. This may lead to a natural, whole-class discussion. If this happens, encourage it.

SKILLS 1

Reading

1 Read the following text about English as a means of international communication. Look at the words in the box, then find them in the text and underline them. What do they mean?

settlement derivatives establishment immersion dominant

1 English has become a global language thanks to its establishment as a mother tongue in all continents of the world. The English language mainly owes its dominant status in the world to two factors. The first is the export of the language, which began in the 17th century, with the first settlement in North America. The second was the great growth of population in the United States, which was assisted by massive immigration in the 19th and 20th centuries.

2 Nowadays, more and more people around the world are learning English as a second language and the way that they study it is changing. In some countries, English immersion schools have been built to create all-English environments for English learners. In these 'English communities', learners do all their school subjects and everyday activities, such as ordering food at the canteen, in English.

3 However, these new English speakers are not only learning the English language but they are also changing it. There are hundreds of types of English in the world today, such as 'Singlish', a mix of English, Malay, Mandarin, etc or 'Hinglish', the Indian mix of English and Hindi. New words are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.

2 a Read the text again and match the headings (a-c) to the paragraphs (1-3).

- a. A changing language
- b. A global language
- c. Learning English almost 24 hours a day

b Read the text again and answer the questions.

1. What has given the English language its dominance in the world today?
2. What was the great growth of population in the United States in the 19th and 20th centuries assisted by?
3. What do English learners do in English immersion schools?
4. What is *Hinglish*?
5. How are new English words being invented every day all over the world?

Speaking

3 Put the list of ways to improve your English in order of importance for you. Can you add any more ideas?

- a. taking tests
- b. memorising English vocabulary
- c. writing emails and texts
- d. speaking for fluency and not being corrected all the time
- e. listening to songs in English
- f. reading English social media websites
- g. writing essays
- h. imitating English pronunciation

4 Work in groups. Compare your lists. Explain your order.

5 Work in pairs. Take one of the ideas from **3** and think about how you can achieve it.

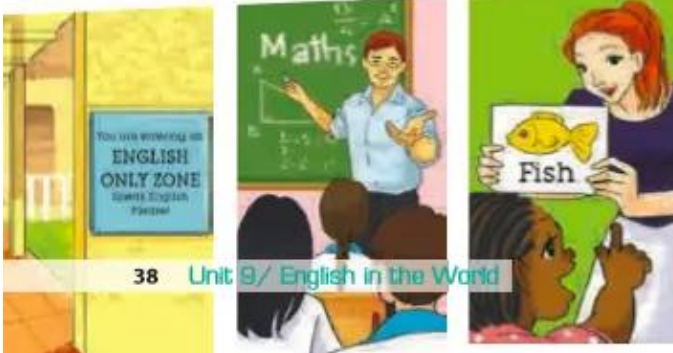
Example:

A: I think we should try to imitate English pronunciation.

B: So then we should watch English videos online.

A: Good idea. We can pause the video and repeat.

B: We can even record ourselves and play it back.



SKILLS 1

Reading

Introduction

Before Ss open their books, ask them to work in groups to discuss either of these questions:

1. Who owns English?

Ss may look somewhat confused by this question. If so, give them more guidance: 'Which countries speak English around the world?', 'Does the English language belong to England? If not, why not?', 'Is the English language changing? If so, how?'

The aim is to get Ss to realize that English is global now and that there isn't one "correct" form of English anymore, but many varieties of English.

2. Does 'Vietglish' exist?

If necessary, explain that this is a blend of Vietnamese and English. Give some guidance: 'Can you think of any words or phrases which blend the two languages?', 'Is this increasing in Viet Nam? If so, why?', 'Can you invent some new "Vietglish" words or expressions?'

1 Now open the books and ask Ss to scan the text to find the words: *settlement*, *immersion*, *derivatives*, *establishment* and *dominant*. T may help Ss work out the meanings of these words out of the context.

- *settlement* (n) = the process of people making their homes in a place
- *immersion* (n) = the language teaching method in which people are put in situations where they have to use the new language for everything
- *derivatives* (n) = words that have been developed from other words
- *establishment* (n) = the act of starting or creating something that is meant to last for a long time
- *dominant* (adj) = more important, powerful or noticeable than other things

2 a First, have Ss work independently, reading through the text and choosing a suitable heading for each paragraph. Then allow them to share their answers before checking with the whole class.

Key: 1. b 2. c 3. a

b T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare their answers in pairs before discussing them as a class.

- Key:**
1. It is the export of the English language and the great growth of population in the United States that has led to its dominance in the world today.
 2. Mass immigration.
 3. They do all their school subjects and everyday activities in English.
 4. It is a blend of English and Hindi words and phrases.
 5. They are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.

Speaking

3 First, give Ss 5 minutes to put their own list in order of importance. Encourage Ss to think of the reasons for their order. They may add other methods they use that aren't on the list.

4 Now in small groups, Ss compare their lists and explain their order to group members. Go around to provide help. Call on some Ss to present their top three methods and the reasons for it. Other groups listen and give comments.

5 Ask Ss to work in pairs, taking one of the ideas in **3** and discussing the way to achieve it. Move around to provide help. Call on one pair to present their ideas. Ask other pairs to add to the list.

Alternatively, T may organise a quick game. In 5 minutes, pairs write down as many ways to achieve the goal as possible. When the time is up, call on the pair with the most ideas to present their answers. Other pairs add to the list.

SKILLS 2

Listening



1 Listen to four different people talking about speaking and learning languages. Match the summaries (A-E) to each speaker. There is one extra summary.

A. She can speak Spanish, French, and English fluently.

Speaker 1

B. He decided to learn English properly after a holiday in England.

Speaker 2

C. A friend advised her to come to England to learn English.

D. She had to learn English because she works for a multinational company.

Speaker 3

E. The reason why he is good at German is that he lives near the border.

Speaker 4

2 Listen to the extracts again and answer the questions.

1. What did Speaker 1 do last summer?
2. How can Speaker 2 speak Italian?
3. What was Speaker 3's level of English in the past?
4. What did Speaker 3 do while travelling around England?
5. What did Speaker 4 think of her English learning?

Writing

3 Make notes of four uses of English in your daily life and give an explanation/example for each of them. Then compare your list with a partner.

What I use English for	Explanation
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

4 a Use your notes in **3** to write about what you use English for in your daily life.

b Swap your writing with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final writing to the class.

SKILLS 2

Listening

- 1** Ask Ss to read the instruction carefully. Have Ss read the summaries and underline the key words in each. Play the recording and ask Ss to match the summaries to the speakers. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

Key: Speaker 1: **E** Speaker 2: **A** Speaker 3: **B** Speaker 4: **D**



Audio script:

- Speaker 1 (male):** My first language is French, but I live near the border, so I'm reasonably good at German. I can also get by in Italian. We went to Rome last summer and I picked up the basics.
- Speaker 2 (female):** My mother is Spanish and my father is French so I'm bilingual. I'm also fluent in English which I need for my job. I can have a conversation in Italian, but it's a bit rusty.
- Speaker 3 (male):** I used to be quite bad at English. I knew a few words of everyday English that I learned at school, but I couldn't speak a word of anything else. Last summer, I went to England on holiday. While I was travelling around the country, I picked up enough words and phrases to get by. I was told that my pronunciation was quite good, so when I got home I decided to learn English properly.
- Speaker 4 (female):** Last year, I got a job in a multinational company, so I had to learn English. A friend recommended an English centre and I have been going there for six months. I always enjoy the lessons and the language is taught in a communicative way. I think that I've learned a lot since I started. It's not all fun, though - at the moment I'm studying for my first exam!

- 2** First, ask Ss to work in pairs to answer the questions from the information they have heard in **1**. Then play the recording again and allow Ss to check if their answers are correct.

- Key:**
1. He went to Rome.
 2. She can have a conversation in Italian, but it's a bit rusty.
 3. He used to be quite bad at English.
 4. He picked up enough words and phrases to get by.
 5. She thinks that she has learned a lot since she started an English course at an English centre.

Writing

- 3** Ask Ss to work individually making notes of up to four uses of English in their daily life and giving an explanation/example for each of them in the given table. Remind them that they do not have to write full sentences and they can use abbreviations and note-form. Then ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.

- 4 a + b** Set up the writing activity. Brainstorm the language necessary for their writing with Ss: an introduction paragraph, organising ideas using connectors – *Firstly, Secondly, Finally*, providing examples to illustrate the points.

Ask Ss to write the draft first and then swap their writing with a partner. Based on the comments, have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups on big pieces of paper. T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

Sample writing:

I use English for different purposes in my everyday life. Firstly, English helps me communicate with people all over the world. I have made friends with some students from the UK and Australia. I use English to chat with them about many things. Secondly, English helps me get information and improve my knowledge. Because almost any information is available in English, it is easy for me to get access to all sources of information with my English. Finally, English is useful when I want to go abroad to study. A lot of schools and universities in different countries which provide scholarships and courses in English. I am learning English hard to get an IELTS score of 6.5 so that next year I can go to Australia to study. In conclusion, English is useful for me in various ways.

LOOKING BACK



Vocabulary

1 Underline the correct word in each sentence.

- I'm from Viet Nam. My *first/foreign* language is Vietnamese.
- She spoke English with a strong *accent/intonation* that I couldn't understand.
- The Yorkshire *dialect/language* is one of many in England.
- Most students learned English as their *official/second* language.
- Canada has two *foreign/official* languages: English and French.

2 Read what three people say about speaking languages. Fill each blank with a phrase in the boxes.

can also get by am reasonably good picked up

My first language is Vietnamese, but I live in a neighbourhood where there are a lot of English families, so I (1) _____ at English. I (2) _____ in French. We went to Paris last summer and I (3) _____ the basics.

also fluent in can have a conversation
am bilingual it's a bit rusty

I (4) _____ because my father is French and my mother is Spanish. I'm (5) _____ English because I work in a multinational company. I (6) _____ in Italian, but (7) _____.

know a few words can't speak a word am quite bad at

To be honest, I (8) _____ languages. I (9) _____ of English that I learned from my grandfather, but I (10) _____ of anything else.

3 Rewrite these sentences using the words/phrases in brackets.

- I don't know any French. (speak a word)
I _____.
- I learned a few words of English on holiday. (picked)
I _____.
- My brother can speak Italian very well. (fluent)
My _____.
- I can speak both English and French perfectly. (bilingual)
I'm _____.
- I speak enough German for holidays. (get by)
I _____ on holiday.
- I haven't practised my Russian for a long time. (rusty)
My _____.

4 Use the words from the box to complete the sentences.

mistakes imitate corrects translate
look up accent communicate guess

It's normal to have a(n) (1) _____ when we speak English. It's OK – other people can usually understand us. It's a good idea to listen to CDs or watch DVDs and try to (2) _____ other speakers to make your pronunciation better. If you see a new word and you don't know what it means, you can sometimes (3) _____ the meaning from words you know, or you can (4) _____ the word in a dictionary. A lot of good English learners try not to (5) _____ things from their first language. Translation is sometimes a good idea, but try to think in the foreign language if you can! It's normal to make (6) _____. When your teacher (7) _____ a mistake in your writing or speaking, think about it and try to see why it's wrong. But it's more important to (8) _____, so don't be afraid to speak!

Grammar

5 Put the correct relative pronoun in each sentence.

which
Example: That's the dog which ate our dinner.

- Those are the stairs I broke my arm.
- There's a shop you can buy English books and CDs.
- The English couple live next to us can get by in Vietnamese.
- There's a shop near my house sells cheap DVDs.
- Look up the new words in the dictionary has just been published by Oxford University Press.

LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help you and your Ss see how far they have progressed, and which areas need further practice.

The questions in **LOOKING BACK** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary & Grammar

For **1, 2, 3, 4** and **5**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

For exercise **3**, T may ask some Ss to write their sentences on the board and give necessary correction.

Key:

1

1. first 2. accent 3. dialect 4. second 5. official

2

1. am reasonably good 2. can also get by 3. picked up
4. am bilingual 5. also fluent in 6. can have a conversation
7. it's a bit rusty 8. am quite bad at 9. know a few words
10. can't speak a word

3

1. I can't speak a word of French.
2. I picked up a few words of English on holiday.
3. My brother is fluent in English.
4. I am bilingual in English and French.
5. I can get by in German on holiday.
6. My Russian is a bit rusty.

4

1. accent 2. imitate 3. guess 4. look up
5. translate 6. mistakes 7. corrects 8. communicate

5

2. Those are the stairs **where** I broke my arm.
3. There's a shop **where** you can buy English books and CDs.
4. The English couple **who/that** live next to us can get by in Vietnamese.
5. There's a shop near my house **which/that** sells cheap DVDs.
6. Look up the new words in the dictionary **which/that** has just been published by Oxford University Press.

Communication

6 Choose A-E to complete the following conversation. Practise the conversation with your partner.

Long: I heard that you got an IELTS score of 8.0?

Minh: (1) _____

Long: Congratulations! Would you mind sharing with us your experience of learning English?

Minh: (2) _____

Long: How do you feel about your level of English now?

Minh: (3) _____

Long: Really? What things did you do to improve your English outside class?

Minh: (4) _____

Long: And how did you improve your pronunciation?

Minh: (5) _____

A. I can speak English comfortably in almost any situation.

B. I often listened to CDs and imitated the pronunciation.

C. Not at all.

D. That's right!

E. I read and listened a lot. I made friends and practised speaking English with native English speakers.

Finished! Now I can...

✓

✓✓

✓✓✓

- use lexical items related to languages and language use and learning
- identify the correct tones for new and known information and say sentences correctly
- use conditional sentences type 2 correctly and appropriately
- use relative clauses correctly and appropriately
- read for general and specific information about English as a means of international communication
- talk about experiences in learning and using English
- listen for general and specific information about some students' experiences in learning and using languages
- write a paragraph about the uses of English in everyday life

PROJECT

DIFFERENCES BETWEEN VARIETIES OF ENGLISH



BRITISH ENGLISH

VS

AMERICAN ENGLISH

1 Read the chart and fill the blanks with the words from the box.

soccer

pavement

highway

rubbish

nappy

sweets

flashlight

underground



flat



apartment



(4) _____



sidewalk



taxi



cab

motorway



(5) _____

(1) _____



candies

(6) _____



subway

football



(2) _____

(7) _____



garbage

(3) _____



diaper

torch



(8) _____

2 Choose two varieties of English. Write a similar chart showing the differences in vocabulary between them.

3 Organise an exhibition of the charts you have made among your group or class members. Vote for the best.

Communication

- 6 First, ask Ss to do the task individually to choose sentences (A-E) to complete the conversation. Then check their answers as a class. Finally, ask Ss to practise the conversation with their partners and call on some pairs to act out the conversation in front of the class

Key:

1. D 2. C 3. A 4. E 5. B

Finished!

Finally, ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.

PROJECT

Differences between varieties of English

- 1 First, ask Ss to read the chart showing the differences in vocabulary between British English and American English and fill the blanks with the words from the box. Then allow them to share their answers before checking with the whole class.

Key:

1. sweets 2. soccer 3. nappy 4. pavement
5. highway 6. underground 7. rubbish 8. flashlight

- 2 Ask each group to choose two varieties of English, and design a chart showing the differences in vocabulary between them. If time allows, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.
- 3 When Ss have finished their charts, ask them to display them on the walls of the classroom. Have the Ss move around to look at all the charts and discuss them. Finally, ask the whole class to vote for the best one.