

What motivates you?

1 READING & SPEAKING

- a Think of a person you consider to be successful. What makes you think they are successful? What, in your view, are the reasons for their success?
- b Read the article and match the headings to each paragraph. There is one heading you don't need.
- A **A fierce spirit**
B **Being my own person**
C **Learning from my mistakes**
D **Needing to show them they were wrong**
E **The courage to set out and seek my fortune**
- c Read the article again and write the initials (e.g. AP) of the person next to the questions below. Who...?
- ☐ found it hard to manage on their own
 - ☐ was motivated by the same desire until they became successful
 - ☐ thinks that a conflict helped them become stronger
 - ☐ was made fun of by a member of their family
 - ☐ is grateful for something their parents did wrong
 - ☐ asked a parent for advice
 - ☐ learnt an important lesson from a parent
 - ☐ was treated in the same way at school and at work

I didn't get where I am today without... Successful people talk about their inspiration and motivation



1 **Ann Patchett,**
US novelist

Revenge is a terrific motivating force for young creative people and it certainly kept me going right through to the publication of my first novel. I'd been late to learn to read, and as a result the nuns at my school in Tennessee had me marked down as being somewhere between slow and stupid. They taught me for 12 years and even after I'd **caught up** and got smarter, I was still thought of as dumb. 'They'll be sorry when they discover I'm a great writer,' I'd say to myself. 'In retirement, the single thing they'll be most proud of will be that they had me as a pupil.' And so it continued right through into the workplace where, in my first teaching job after leaving graduate school, the male head of the department would come to me whenever the secretarial staff were off. 'Type this up for me, will you, Ann?' he'd say habitually. 'One day,' I would think, **gritting my teeth**, 'One day...'

dumb /dʌm/ adj. **OPP** smart NAME stupid
graduate school noun NAME US college for post-graduate studies



2 **John Malkovich,**
US actor, producer, and director

There must have been something unique or, at least, different about me as a boy, because I recall it would sometimes amuse my brother and his friends to throw beer cans at me. Why? Because of the clothes I wore, which they didn't like, or because I wouldn't do whatever it was that they wanted me to, or just because it was fun. But being different is fine. It was my father who encouraged in me the notion that I and I alone am responsible for my own life, for what I do and don't do, for my opinions and beliefs, and it's proved to be a great source of strength. I'm often asked if I read and take notice of critics. Which ones? Those who love the work? Who hate it? Or are indifferent? As a director, as in life, you have to **know your own mind** and be prepared to **stick to your guns**.



3 **Marcus Wareing,**
UK chef

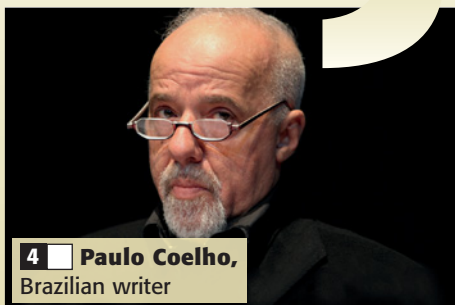
One of my tutors at Southport Catering College knew Anton Edelmann, the chef at the Savoy, and recommended me to him. I was very nervous of leaving **my comfort zone** and coming to London. I was a loner who'd never made friends because I was always working, and I was happy enough being alone and busy.

But I did come to London, and even though it was a very tough environment, I worked like a trouper and was very quick to learn. The hardest part was being away from my family and having to deal with other people while having no management or interpersonal skills whatsoever. So I called my dad every day, to **fill him in on** the good and bad, and ask him how he would deal with this or that.

Southport a town in north-west England
the Savoy one of London's most prestigious hotels

d Talk in small groups.

- 1 From reading the text, what impression do you get of the four people's personalities?
- 2 Which of them do you most identify with? Why?
- 3 What or who motivates you...?
 - in your work or studies
 - to improve your English
 - to improve other skills, e.g. sport, music, other activities (give examples)



4 **Paulo Coelho,**
Brazilian writer

The family is a microcosm of society. It's where your spirit and beliefs are first tested. My mother and father wanted only the best for me and my sister, but had very rigid ideas of what that 'best' should be. For me to become a lawyer or even an engineer would have satisfied them, but a writer? Never. I was a determined and rebellious kid, though, and having failed to change my mind by conventional methods, they looked for more dramatic and extreme ones. **In a sense**, though, I thank them for that. I wouldn't have got where I am without fighting to live the life I wanted for myself. I long since forgave them. We all make mistakes, parents included.

LEXIS IN CONTEXT

- e Look at the **highlighted** phrases and guess the meaning of the ones you don't know from the context. Then match them to the definitions 1–7.
- 1 _____ to know what you want or like
 - 2 _____ **IDM** (informal) refuse to change your mind about sth even when other people are trying to persuade you that you are wrong
 - 3 _____ in one way
 - 4 _____ (colloquial) the working or living environment in which we feel safe and unthreatened
 - 5 _____ **IDM** be determined to continue to do sth in a difficult or unpleasant situation
 - 6 _____ *sb* **PHR V** to tell sb about what has happened
 - 7 _____ **PHR V** (with sb) to reach the same level or standard as sb who is better or more advanced
- f Choose five more words or phrases from the text that you think are useful for you.
- g Read the information about looking up idioms in a dictionary.

Looking up idioms in a dictionary

You will normally find the definition of an idiom under the first 'full' word (noun, verb, adverb or adjective, but NOT prepositions and articles), in a section marked, for example, **IDM**. So the definition of *stick to your guns* will probably be given under *stick*.

⚠ After some very common verbs, e.g. *be*, *get* and adjectives, e.g. *good*, *bad*, the idioms are at the entries for the next 'full' word.

Phrasal verbs **PHR V** are always after the main verb, e.g. *get off* and *get over* would be under *get*.

- h Now look at the following idioms with *mind*. What do you think they mean? Check with a dictionary.
- | | |
|-----------------|---------------------------|
| speak your mind | mind your own business |
| cross your mind | be in two minds about sth |

2 GRAMMAR discourse markers (1): linkers

- a Without looking back at the text, with a partner try to remember how these sentences continue. Don't worry if you can't remember the exact words.
- 1 **Ann Patchett:** 'I'd been late to learn to read, and **as a result**...'
 - 2 **John Malkovich:** 'It would sometimes amuse my brother and his friends to throw beer cans at me. Why? **Because of**...'
 - 3 **Marcus Wareing:** 'But I did come to London, and **even though**..., I worked like a trouper and was very quick to learn.'
 - 4 **Marcus Wareing:** 'So I called my dad every day, **to**...'
- b Compare your answers with the text.
- c Which of the **bold** linkers in **a** introduces...?
- | | | | |
|------------|--------------------|--------------|-------|
| 1 a result | <u>as a result</u> | 3 a purpose | _____ |
| 2 a reason | _____ | 4 a contrast | _____ |
- d ➡ **p.136 Grammar Bank 1A.** Read the rules and do the exercises.
- e **1.1** Listen to the sentences. When the speakers pause, write down how you think the sentences might continue.
- f **1.2** Now listen to the whole sentences. Are they similar to what you wrote?

3 SPEAKING & LISTENING

- a A recent survey by Chiumento, a British human resources consultancy, established the ten factors that make people happy at work. With a partner, try to agree which are the two most important and the two least important factors.

What makes people happy at work?

- ☐ Being part of a successful team.
- ☐ Doing something rewarding.
- ☐ Doing varied work.
- ☐ Earning a competitive salary.
- ☐ Doing enjoyable work.
- ☐ Feeling that you are making a difference.
- ☐ Having a good boss or manager.
- ☐ Having a good work-life balance.
- ☐ Having friendly, supportive colleagues.
- ☐ Having your achievements recognized.

Source: Chiumento's Happiness at Work Index

- b The survey also established some other factors related to being happy at work. With your partner, discuss whether you think the following were probably true or false according to the research, and say why.

- 1 Statistically there are more happy people at work than unhappy people.
- 2 Employees of bigger companies or organizations are happier than those who work for smaller companies.
- 3 Men are generally happier than women in their work.
- 4 Full-time workers are happier than part-time workers.
- 5 People with higher positions in a company are happier than the people below them.
- 6 The longer you stay in one job, the happier you become.
- 7 Workers over 55 are the happiest.

- c **1.3** Now listen to a radio programme about the survey and check your answers to a and b. Were you right?
- d Look at the photos and read the short article about *innocent drinks*. Does it look like a company you would like to work for? Why (not)?

Working where the grass is always greener



In a *Sunday Times* survey, *innocent drinks* was found to be one of the companies with the happiest employees. This London-based company was set up by three university students in 1999 and started off making smoothies, a drink made with fruit juice and yoghurt. It now employs over 200 people, and has added vegetable pots to its products. The company calls itself 'innocent' because it only uses pure fresh ingredients. Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being 'a happy place to work' and 'people-orientated', with a relaxed working environment, which includes having a grass floor in the office!

Why I like working at Innocent



e **1.4** Now listen to the second part of the programme where Becka Walton, who works for *innocent drinks*, is interviewed. Answer the questions.

- 1 In general, does she agree that there is a happy and relaxed working atmosphere at *innocent drinks*?
- 2 Does she mention any downsides?

f Listen again, pausing after each of Becka's answers. Answer questions 1–6 with a partner.

- 1 What made Becka apply for a job at the company?
- 2 What example does she give of how the company creates a team environment?
- 3 What examples does she give of the relaxed atmosphere?
- 4 What does she say about staff turnover?
- 5 Does she agree that a competitive salary is *not* an important factor as regards job satisfaction?
- 6 What does Becka say about the company's product?

g Now listen again with the tapescript on page 121. Is there anything you found difficult to understand? Why?

Listening to English in the media

Try to listen to as much English as you can outside class in a format where you can listen to it again, e.g. a website, a podcast, a video clip, or a DVD. A good way of getting the most out of it is:

- first listen and try to get used to the speaker(s) and get a general idea of what they are talking about.
- then listen again, pausing and checking you understand the main points.
- listen again with a tapescript or English subtitles, if they are available, to help you work out what you didn't understand (perhaps because of the speaker's accent or speed, or use of vocabulary).

h Do Becka's answers confirm that you would / wouldn't like to work for *innocent drinks*? Why (not)?

4 VOCABULARY work

a Match the two halves of the expressions used in the interview.

- | | | |
|---------------|--------------------------|---------------|
| 1 short-term | <input type="checkbox"/> | A balance |
| 2 work-life | <input type="checkbox"/> | B salary |
| 3 working | <input type="checkbox"/> | C turnover |
| 4 line | <input type="checkbox"/> | D contracts |
| 5 staff | <input type="checkbox"/> | E environment |
| 6 competitive | <input type="checkbox"/> | F manager |

b **1.5** Listen and check. With a partner, say what you think they mean.



c **p.157 Vocabulary Bank Work** www.azaban.com

d With a partner, explain the difference between...

- a *demanding* job and a *challenging* job
- wages* and *salary*
- a *profession* and a *career*
- skills* and *qualifications*
- being *sacked* and being *made redundant*
- getting *a rise* and getting *promoted*
- good prospects* and *good opportunities*
- being *out of work* and being *off work*

5 PRONUNCIATION word stress and rhythm

a Underline the stressed syllable in the **bold** words.

- 1 I managed to get a **challenging** and **motivating** job.
- 2 I don't have any **qualifications** or **experience**.
- 3 There's no **job security** and I might be made **redundant**.
- 4 I've had a very **rewarding career** in publishing.
- 5 The job has a **competitive salary** and excellent **benefits**.
- 6 It's a **stimulating working environment** with good **opportunities** and **prospects**.
- 7 The **employees** don't enjoy the work, as it's very **monotonous**.
- 8 After she **retired**, she did **voluntary** work at her local hospital.

b **1.6** Listen and check.

c Listen again and focus on the rhythm of the sentences. Which words are not stressed in the sentences? Practise saying the sentences with good stress and rhythm.

6 SPEAKING

a Think about two jobs you could talk about. Use the questions below to help you. Add any other information that you think would be relevant. Use the words and phrases in **Vocabulary Bank Work** to help you.

A job you would love to do

What do you think the advantages of the job would be?
What makes you think you might be good at it?
Do you know anyone who does it?
Can you think of any drawbacks?

A job you would hate to do

What do you think the downsides of the job would be?
Do you know anyone who does it?
Have you ever done anything similar?
Can you think of any positive sides of the job?

b **1.7** Listen to two people doing the task. What pros and cons do they mention? What two 'noises' do they use to give themselves time to think?

c Work in groups of three. Take turns to describe the jobs you would love to do.

d Now do the same for the jobs you would hate to do.

e Decide which of the jobs described you think is the most attractive.



G have
V personality; family
P rhythm and intonation

'I've learned that you can tell a lot about a person by the way he / she handles these three things: a rainy day, lost luggage, and tangled Christmas tree lights.'
Maya Angelou, US novelist

Who am I?

1 READING & SPEAKING

- a Look at the adjectives of personality below. With a partner, say if you consider them to be positive or negative qualities, and why. Would you use any of them to describe yourself?
- cautious conscientious curious easy-going independent logical
loyal mature quiet rebellious self-sufficient sensitive
- b With a partner, read the questionnaire on page 9 and each circle the answer that best describes you. Try to guess the meaning of any unfamiliar words or expressions.
- c **Communication** *Who am I? p.116*. Find out what personality type you and your partner have and read the descriptions. How accurate do you think the description of your personality is?

LEXIS IN CONTEXT

Collocation

Collocation is the way words combine to provide natural-sounding speech and writing, e.g. *we say a rough itinerary, not an approximate itinerary*. Noticing and recording words that go together will improve the accuracy and fluency of your speaking and writing.

- d Complete the questions with a verb from the list in the right form. All these collocations appear in *What's your personality type?*
- catch face get go with hurt keep make plan tell
- Do you usually _____ your holidays a long time **in advance**, or at the last minute?
 - What do you do if you're reading a text in English and you _____ **stuck on** a particular word?
 - Do you always _____ **sure** that you have your mobile with you when you leave the house?
 - When you're shopping for clothes, do you usually buy the first thing that _____ **your eye**, or do you look at a lot of things before you make a decision?
 - When you have to make a decision, do you usually _____ **your gut feeling**, or do you ask other people for advice?
 - Do you tend to _____ problems **head on**, or do you try to avoid conflict?
 - In what situations do you think it's better to _____ **a white lie**, in order not to _____ people's **feelings**?
 - When you reply to a friend's email, do you usually write a lot or _____ it **short**?
- e Ask and answer the questions with a partner.
- f Choose five more words or phrases from the questionnaire that you think are useful for you.

2 GRAMMAR have

- a Match sentences 1–8 with A–H.
- He's not very sociable. ☐
 - My dad's so absent-minded! ☐
 - My brother-in-law's not very ambitious. ☐
 - He's a bit of a hypochondriac. ☐
 - My nephew is a bit egocentric. ☐
 - He's incredibly intolerant. ☐
 - Chris is so rebellious! ☐
 - I think our boss is rather mean. ☐
- A I think it's because he **hasn't got** any brothers or sisters.
B He often **has** a drink with us, but he never pays.
C **He's got to** make an effort to be more open-minded.
D He **has** a real tendency to argue with people in authority.
E He **has been working** in the same job for 15 years.
F He **hasn't been** to a party for ages.
G He **has to** write everything down otherwise he forgets it.
H He **has** his blood pressure **checked** every week.
- b With a partner, look at sentences A–H and answer the questions.
- In which sentences is *have*
a) a main verb b) an auxiliary verb?
 - What implications does this have for making questions and negatives?
- c **p.137 Grammar Bank 1B**. Read the rules and do the exercises.
- d With a partner, for each of the sentences below say if it's true for you or not and why.
- I can't bear having my photo taken, and I'd hate to have my portrait painted.
 - I've got loads of friends online (some of whom I've never met), but I've only got a few close friends who I see regularly face to face.
 - I've never ever bought a CD from a shop. I download all my music from the Internet.
 - I'm very competitive. Whenever I play a sport or game I always have to win.
 - I've got to find a way to do more exercise. I'm seriously unfit.
 - I have a few possessions that are really important to me and that I would hate to lose.
 - I've been learning English for so long that I now find it difficult to motivate myself.

3 1.8 SONG 🎵 The Logical Song

WHAT'S YOUR PERSONALITY TYPE?




PLANNER OR SPONTANEOUS

- 1 Are you...?
 - a a perfectionist who hates leaving things unfinished
 - b someone who hates being under pressure and tends to over-prepare
 - c a bit disorganized and forgetful
 - d someone who puts things off until the last minute
- 2 Imagine you have bought a piece of self-assembly furniture (e.g. a wardrobe or a cabinet). Which of these are you more likely to do?
 - a Check that you have all the items and the tools you need before you start.
 - b Carefully read the instructions and follow them to the letter.
 - c Quickly read through the instructions to get the basic idea of what you have to do.
 - d Start assembling straight away. Check the instructions only if you get stuck.
- 3 Before you go on holiday, which of these do you do?
 - a Plan every detail of your holiday.
 - b Put together a rough itinerary, but make sure you've left plenty of free time.
 - c Get an idea of what sort of things you can do, but not make a decision until you get there.
 - d Book the holiday at the last minute and plan hardly anything in advance.



FACTS OR IDEAS

- 4  **Communication** What can you see? p.116
Which option best describes what you wrote down?
 - a It's basically a list of what appears in the picture.
 - b It tells the story of what's happening in the picture.
 - c It tries to explain what the picture means.
 - d It's a lot of ideas that the picture made you think of.
- 5 You need to give a friend directions to your house. Do you...?
 - a write down a list of detailed directions
 - b send a link to Google Maps
 - c give rough directions
 - d draw a simple map showing only the basic directions
- 6 When you go shopping in the supermarket, do you...?
 - a always go down the same aisles in the same order
 - b carefully check prices and compare products
 - c buy whatever catches your eye
 - d go round a different way each time, according to what you want to buy



HEADS OR HEARTS

- 7 If an argument starts when you are with friends, do you...?
 - a face it head on and say what you think
 - b try to find a solution yourself
 - c try to keep everyone happy
 - d do anything to avoid hurting people's feelings
- 8 Imagine you had the choice between two flats to rent. Would you...?
 - a write down what your ideal flat would be like and then see which one was most similar
 - b make a list of the pros and cons of each one
 - c just go with your gut feeling
 - d consider carefully how each flat would affect other members of your family
- 9 Imagine a friend of yours started going out with a new partner and they asked you for your opinion. If you really didn't like them, would you...?
 - a tell them exactly what you thought
 - b be honest, but as tactful as possible
 - c try to avoid answering the question directly
 - d tell a 'white lie'



EXTROVERT OR INTROVERT

- 10 You are out with a group of friends. Do you...?
 - a say hardly anything
 - b say a bit less than most people
 - c talk quite a lot
 - d do nearly all the talking
- 11 When you meet a new group of people, do you...?
 - a try to stay with people you already knew
 - b have to think hard about how to keep the conversation going
 - c try to get to know as many people as possible
 - d just try to enjoy yourself
- 12 If the phone rings when you are in the middle of something, do you...?
 - a ignore it and carry on with what you're doing
 - b answer it quickly, but say you'll call back
 - c have a conversation, but make sure you keep it short
 - d welcome the interruption and enjoy a nice long chat



- a** Look at the painting *The Family of Carlos IV* by Goya and answer the questions with a partner, giving your reasons.
- 1 In the painting you can see the king, the queen, and their six children (three sons and three daughters). Who do you think is the eldest son and heir to the throne?
 - 2 Now try to identify the king's sister and brother. Which ones do you think they are?
 - 3 Who do you think the woman (5) is and why might she be looking away?
 - 4 The queen's brother is also in the picture. Who do you think he is?
 - 5 Who do you think is probably the most important person in the family?
 - 6 Who do you think the man (2) in the background on the left might be?
- b** **1.9** Listen to an audio guide telling you about the painting and check your answers to **b**.
- c** Listen again. Which of the king's children...?
- | | A Fernando | B Maria Isabel | C Francisco | D Carlota | E Maria Luisa |
|---|------------|----------------|-------------|-----------|---------------|
| 1 married a relative | | | | | |
| 2 eventually became a king / queen | | | | | |
| 3 had a similar personality to their mother | | | | | |
| 4 did not look like their father | | | | | |
| 5 married several times | | | | | |
- d** Imagine that you are going to have a portrait of your family painted. Decide who you want in it and where they are going to stand, and make a rough diagram.
- e** Show the diagram to your partner and explain who the people are and say something about each of them, including their personality.

5 VOCABULARY family

- a Look at the family portrait again. What is the relationship between...?

10 and 7 *brother-in-law and sister-in-law*

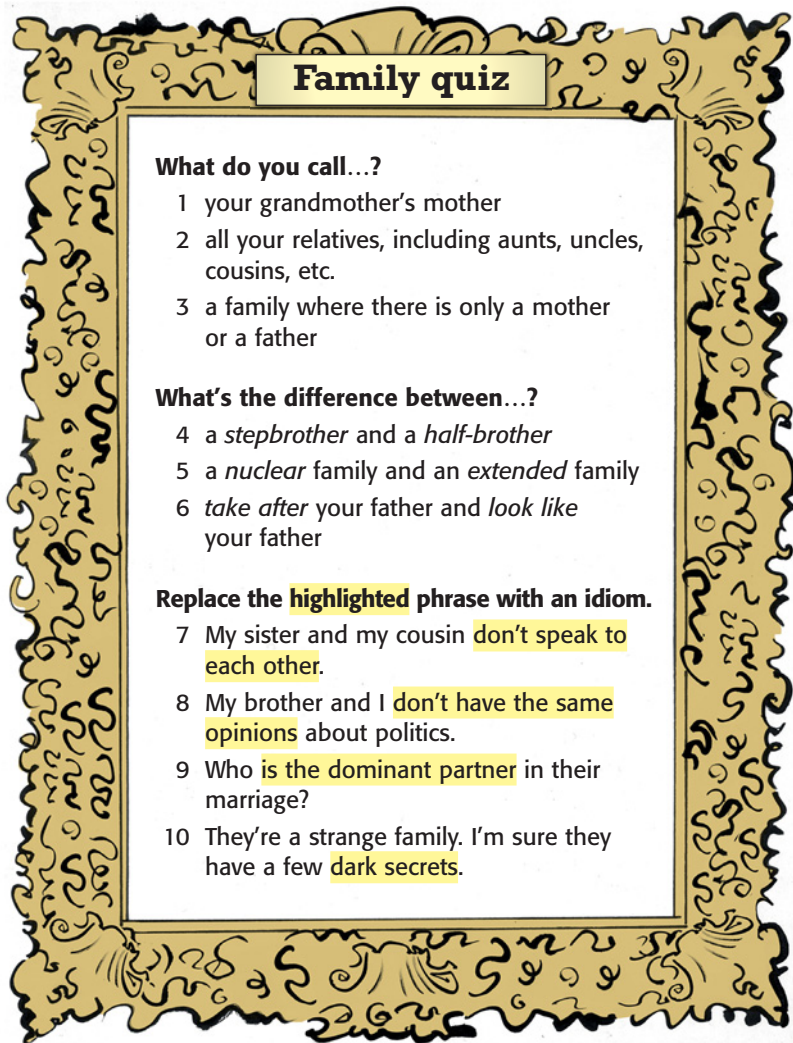
6 and 12 _____

8 and 4 _____

13 and 9 _____

- b  p.158 Vocabulary Bank *Family*.

- c Test your memory. Do the quiz with a partner.



- d Answer the questions below with a partner. Try to use the **bold** words.

- Who do you **take after** in your family? In what way?
- Who are you **closest to** in your family?
- Is there anyone in your family you **don't get on with**?
- Are there any subjects on which you don't **see eye to eye** with other members of your family?
- Are there any people in your family who aren't **on speaking terms**?
- Are there any physical characteristics which **run in your family**?
- How often do you have **family get-togethers**? Do you enjoy them?
- Is there a **black sheep** in your family?

6 PRONUNCIATION & SPEAKING rhythm and intonation

- a Work in groups of three or four. You are going to debate some of the topics below. Each student must choose a different topic and make brief notes about what he or she thinks.

Children are left far too much on their own nowadays. It would be better if one parent didn't work and stayed at home until the children leave school.

Working parents should not use their own parents to look after their children. Grandparents should be allowed to relax and enjoy their retirement.

Your parents brought you up, so it's your responsibility to look after them when they're old.

In the 21st century, friends are the new family.

It's better to be an only child than to have brothers and sisters. You get all your parents' love and attention.

The family is a trap from which it can be difficult to escape.

- b **1.10** Listen to the phrases and underline the stressed syllables. Then listen again and repeat them, copying the rhythm and intonation.

agreeing

- 1 I quite agree.
- 2 I totally agree.
- 3 That's what I think, too.
- 4 Absolutely!

half-agreeing

- 5 I take your point, but...
- 6 I see what you mean, but...
- 7 I agree up to a point, but...

disagreeing

- 8 I completely disagree.
- 9 I don't agree at all.

- c Have a short debate on the topics you have each chosen. The person who made the notes should give their opinion first, and then the rest of the group say what they think. Try to use language from the box in **b** to agree or disagree with the other people in your group.

Whose language is it?

1 READING & SPEAKING

- a Do you think these statements are probably true or false?
- 40% of the world’s population can communicate in English reasonably well.
 - Most conversations in English today are between non-native speakers.
 - In business meetings and international conferences conducted in English, non-native speakers prefer it when there is no native speaker present.
- b Read the first part of the article *Whose language?* and check your answers to a.

- c Before you read the second part of the article, with a partner correct the mistakes in sentences 1–6 below. Do you ever make any of these mistakes? How important do you think they are?
- ‘I think the film start at 8.00.’
 - ‘Is there restaurant in the hotel?’
 - ‘I think the women normally talk faster than the men.’
 - ‘My friend gave me some very good advices.’
 - ‘I phoned to my brother but his mobile was switched off.’
 - ‘We discussed about global warming in class yesterday.’
- d Now read the second part of the article and answer the questions.
- Which of the mistakes in sentences 1–6 above are mentioned in the text?
 - Does the writer of the article think that grammatical correctness matters
a) in written English b) in spoken English?

Whose language?

How many people can speak English? Some experts estimate that 1.5 billion people – around one-quarter of the world’s population – can communicate reasonably well in English.

Never in recorded history has a language been as widely spoken as English is today. The reason why millions are learning it is simple: it is the language of international business and therefore the key to prosperity. It is not just that multinational companies such as Microsoft, Google, and Vodafone **conduct** their business in English; it is the language in which the Chinese speak to Brazilians and Germans to Indonesians.

David Graddol, the author of *English Next*, says it is tempting to **view** the story of English simply as a triumph for its native speakers in North America, Britain and Ireland, and Australasia – but that would be a mistake. Global English has entered a more complex phase, changing in ways that the English-speaking countries cannot control and might not like.

An important question one might ask is: whose English will it be in the future? Non-native speakers now outnumber native English speakers by three to one. The majority of encounters in English today take place between non-native speakers. According to David Graddol, many business meetings held in English appear to run more smoothly when there are no native English speakers present. This is because native speakers are often **poor** at ensuring that they are understood in international discussions. They tend to think they need to avoid longer Latin-based words, but in fact comprehension problems are more often caused by their use of colloquial English, especially idioms, metaphors, and phrasal verbs. On one occasion, at an international student conference in Amsterdam, conducted in English, the only British representative was asked to be ‘less English’ so that the others could understand her.

Professor Barbara Seidlhofer, Professor of English and Applied Linguistics at the University of Vienna, records and **transcribes** spoken English interactions between speakers of the language around the world. She says her team has noticed that non-native speakers are varying standard English grammar in several ways. Even the most competent speakers sometimes omit the ‘s’ in the third person singular. Many **omit** definite and indefinite articles where they are **required** in standard English, or put them in where standard English does not use them. Nouns that are not plural in native-speaker English are used as plurals by non-native speakers (e.g. ‘informations’, ‘knowledges’, ‘advices’). Other variations include ‘make a discussion’, ‘discuss about something’ or ‘phone to somebody’.

Many native English speakers will insist that these are not variations, they are mistakes. ‘Knowledges’ and ‘phone to somebody’ are simply wrong. Many non-native speakers who teach English around the world would agree. But language changes, and so do **notions** of grammatical correctness.

Those who insist on standard English grammar **remain** in a powerful position. Academics who want their work published in international journals have to **adhere to** the grammatical rules followed by native English-speaking elites.

But spoken English is another matter. Why should non-native speakers bother with what native speakers regard as correct? Their main aim, after all, is to be understood by one another, and in most cases there is no native speaker present.

Professor Seidlhofer says, ‘I think that what we are looking at is the emergence of a new international attitude, the recognition and awareness that in many international contexts non-native speakers do not need to speak like native speakers, to compare themselves to them, and **thus** always feel ‘less good.’



Being aware of register

When you read a formal text you will find words and phrases which the dictionary will list as *formal*. When you record them, make a note of the neutral / informal alternative, e.g. *ensure* (formal), *make sure* (neutral).

e Look at the **highlighted** words in both parts of the text. They are all formal register. Match them to their neutral equivalents below.

- 1 _____ *verb* to be (still)
- 2 _____ *adj.* bad
- 3 _____ *verb* to do
- 4 _____ *verb* to follow
- 5 _____ *noun* idea
- 6 _____ *verb* to leave out
- 7 _____ *verb* to need
- 8 _____ *verb* to look at
- 9 _____ *adj.* so
- 10 _____ *verb* to write down

f Answer the questions in small groups.

- 1 To what extent do you agree that...?
 - when non-native speakers of English talk to each other, they should not worry about making mistakes as long as they can communicate
 - non-native speakers do not need to speak like native speakers, nor should they feel inferior to them
 - certain grammar mistakes should be considered 'variants' of English, not 'mistakes'
- 2 How important is it to *you* to be able to...?
 - speak English accurately
 - write accurately in English
 - pass international exams in English
 - read academic texts or literature in English
 - communicate with native speakers of English
 - communicate with non-native speakers of English

2 GRAMMAR pronouns

a Are the **bold** pronouns (✓) right or wrong (X)? Correct any mistakes. Which of the mistakes (if any) do you think interfere with communication?

- 1 Can the person who has not switched off **their** phone please do so immediately?
- 2 **It** used to be a cinema near here, but **it** closed down.
- 3 We've known **each other** for years, since we were children.
- 4 I never use an electric razor when I shave **myself**. I prefer the old-fashioned sort.
- 5 Two men were sitting in the café, talking to **themselves** about the match.
- 6 David **himself** admitted that he should never have spoken to her like that.
- 7 They have a terrible relationship. They don't understand **one other** at all.
- 8 **One** never knows what the future holds.

b  **p.138 Grammar Bank 1C** Read the rules and do the exercises.

a **1.11** Look at some useful phrases for giving your opinions in English. Underline the word(s) in each phrase that you think has extra stress. Listen and check.

Emphasizing that something is your own opinion

- | | |
|--------------------------------|------------------------------|
| 1 I'd say that... | 6 In my view... |
| 2 If you ask me,... | 7 I feel that... |
| 3 Personally, I think that ... | 8 My feeling is that... |
| 4 Personally speaking, ... | 9 As far as I'm concerned... |
| 5 In my opinion, ... | |

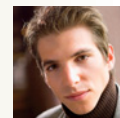
b Read some comments from around the world about learning or using English. Compare with a partner and say if you think the situation is the same or different in your country, and how you feel about it. Use the expressions from a.



'If you ask me, the one thing that would really improve the level of English here would be if they stopped dubbing all the American programmes on TV and at the cinema, and had them in English with subtitles. But I don't think they'll ever do it. The politicians wouldn't dare.'

Maite, Spain

'In my opinion, nowadays people in public life really ought to be able to speak good English. I feel really embarrassed when I hear how some of our politicians or sportspeople speak.'



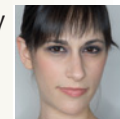
Marc, Grenoble, France



'Personally I think that pop groups in my country shouldn't sing in English. I mean, I know it's more universal, but they aren't English, and not everybody in Hungary understands English. I think they should sing in Hungarian.'

Ferenc, Hungary

'In some secondary schools in my country they are now teaching other subjects like maths and science in English, apart from the normal English language classes. In general I think it's a really good idea – so long as the teachers' English is good, of course.'



Karolina, Brno, Czech Republic



'In Italian they use a lot of English words like *weekend*, *stress*, *OK*, *cool*, *know-how*, words like that. I personally hate it. I think we ought to use our own words for these things, not just borrow from English. And people even use some words which don't exist, like *footing*, when the English word is *jogging*'.

Paola, Milan, Italy

4 LISTENING & SPEAKING

- a You're going to hear Zoltán from Hungary and Cristina from Argentina, who both live in the UK, talking about their experiences of being non-native speakers of English. Before you listen, check you understand the words in the 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.

RP (received pronunciation) the pronunciation of British English considered to be least regional, being originally that used by educated speakers in southern England

Scots a way of speaking English typical in Scotland

Geordie a way of speaking English typical from 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 Answer the following questions with a partner.

- Do you find it easier to understand native or non-native speakers of English?
- How do you feel about having your English corrected?

- c **1.12** Now listen to Cristina and Zoltán answer the questions. What do they say? Who do you identify with most? Why?



Cristina



Zoltán

- d Answer the following questions with a partner.

- Do you have any funny or embarrassing stories related to misunderstanding someone?
- Is there anything you still find difficult about English?

- e **1.13** Now listen to Cristina and Zoltán answering the questions. What anecdotes do they tell? What do they still find difficult? Do you agree with them about what is difficult?

5 VOCABULARY language terminology

- a Match the words to their definitions.

collocation colloquial an idiom a metaphor
a phrasal verb register slang a synonym

- _____ *noun* a group of words whose meaning is different from the meanings of the individual words, e.g. *to put your foot in it* (= to say something inappropriate and embarrassing)
- _____ *noun* a frequent combination of words in a language. Often they are the only possible combination to express a concept, e.g. *heavy rain* (not *strong rain*)
- _____ *noun* the style of written or spoken language that is appropriate to the situation (formal, informal, neutral), e.g. *Can you lend me five quid?* (informal) *Should you require further assistance...* (formal)
- _____ *noun* a verb combined with an adverb or preposition, or sometimes both, to give a new meaning, e.g. *throw away*, *look for*, *make up for*
- _____ *noun* very informal words and expressions that are more common in spoken language, especially used by a particular group of people, e.g. teenagers. They often go in and out of fashion very quickly. They can sometimes cause offence. *I had to walk home. I didn't have enough dosh* (= money) *for a taxi.*
- _____ *adj.* (of language) words and phrases used in conversation or writing to friends but not in formal speech or writing, e.g. *kids* (= children), *you know what I mean*, etc.
- _____ *noun* a word or expression that has the same or nearly the same meaning as another, e.g. *lately* / *recently*
- _____ *noun* a word or phrase not used literally, but used to describe sb / sth in a more graphic way and to make the description more powerful, e.g. *When she heard the doorbell ring, she flew to open it.* (= she ran fast, she didn't literally fly)

- b Do the **Language quiz** on page 15 with a partner. All the words and expressions are from File 1.

Language quiz

1 Idioms

Can you remember what these idioms mean?

- 1 If you really think you're right, you should *stick to your guns*.
- 2 When you talk to your boss, I think you ought to *speak your mind*.
- 3 It started to rain harder, but we *gripped our teeth* and carried on.
- 4 My husband and I *don't see eye to eye* about our children's education.
- 5 I don't think there's any doubt about who *wears the trousers* in their marriage!



2 Phrasal verbs

Replace the word or phrase in *italics* with a phrasal verb which means the same. Use the **bold** verb.

- 1 I've missed a few classes so I'll need to *get back to the same level as the other students*. **catch** _____
- 2 We'll have to *postpone* the meeting until next week. **put** _____
- 3 Your daughter *doesn't look or behave like* you at all! **take** _____
- 4 After her mother died, she *was cared for until she was older by her grandmother*. **bring** _____
- 5 My son wants to be a pilot when he *becomes an adult*. **grow** _____



3 Synonyms and register

a Match the words or expressions 1–8 with synonyms A–H.

- | | | |
|--------------|--------------------------|----------------|
| 1 one | <input type="checkbox"/> | A follow |
| 2 so | <input type="checkbox"/> | B perks |
| 3 because of | <input type="checkbox"/> | C but |
| 4 benefits | <input type="checkbox"/> | D consequently |
| 5 omit | <input type="checkbox"/> | E you |
| 6 however | <input type="checkbox"/> | F owing to |
| 7 adhere to | <input type="checkbox"/> | G require |
| 8 need | <input type="checkbox"/> | H leave out |

b Which word is more formal in each pair?

4 Collocation

Circle the right word in each pair.

- 1 I *quite* / *completely* disagree with you.
- 2 He really *hurt* / *damaged* my feelings when he criticized the way I dressed.
- 3 I'm very *near* / *close* to my cousin Claudia – we tell each other everything.
- 4 I've got some *distant* / *far* relatives in Australia, but I've never met them.
- 5 The main disadvantage of working here is that there's no job *safety* / *security*.



6 PRONUNCIATION sound-spelling relationships

According to research, when a non-native speaker is talking to another person in English, the main reason for a breakdown in communication is incorrect pronunciation, often the mispronunciation of individual sounds.

Although many people think that English pronunciation has no rules, especially as regards sounds and spelling, estimates suggest that around 80% of words are pronounced according to a rule or pattern.

a With a partner look at the groups of words and say them aloud. Are the **pink** letters all pronounced the same, or is one word different? Circle the different word if there is one.

- 1 /h/ hurt heir adhere hardly himself
- 2 /əʊ/ throw elbow lower power grow
- 3 /aɪ/ alike despite river transcribe quite
- 4 /w/ whenever why whose where which
- 5 /dʒ/ jealous journalist reject job enjoy
- 6 /tʃ/ change achieve machine catch charge
- 7 /s/ salary satisfying spontaneous synonym sure
- 8 /ɔː/ awful saw flaw drawback law
- 9 /ɔː/ short corner work ignore reporter
- 10 /ɜː/ firm dirty third T-shirt require

b 1.14 Listen and check. What's the pronunciation rule? Can you think of any more exceptions?

c Cover the phonetics and definitions, and use your instinct to say the words below. Then uncover and check the pronunciation and meaning.

whirl

/wɜːl/ verb, noun ■ verb 1 to move, or make sb/sth move around quickly in a circle or in a particular direction **SYN** SPIN

jaw

/dʒɔː/ verb, noun ■ noun 1 [C] either of the two bones at the bottom of the face that contain the teeth and move when you talk or eat

worship

/ˈwɜːʃɪp/ noun, verb ■ noun 1 [U] the practice of showing respect for God, or a god, by saying prayers, singing with others, etc.

hierarchy

/ˈhaɪəɹə:ki/ noun ■ noun 1 [C, U] a system, especially in a society or organization, in which people are organized into different levels of importance from highest to lowest

Key success factors

- conveying a positive image of yourself without appearing arrogant
- using appropriate professional-sounding language
- avoiding basic mistakes which will make you look careless

ANALYSING A MODEL TEXT

- a You see the following advertisement on a UK world music festival website. Would you be interested in applying for the job? Why (not)?



Stewards required to work at *Festival UK*, a well known world music festival event in the west of England from August 3rd to 7th.

Responsibilities

To ensure the safety and comfort of the public and to assist in the running of a successful festival.

To reduce any crowd-related problems, including maintaining a state of calm to minimize any injury.

To prevent unauthorized access to the site by members of the public.

Requirements

You must be aged 18 or over on the date of the festival and be eligible to work in the UK.

You must be fit and healthy and able to work in a demanding atmosphere.

You should have a high level of English, and some experience of dealing with the public.

How to apply

Email your CV to Emma Richards
(E.Richards@festivalmail.co.uk).

- b Read the first draft of an email written in response to the advertisement. What information does Kurt give in the three main paragraphs?

To:	E.Richards@festivalmail.co.uk
From:	Kurt Fischer
Subject:	Application

Ms
Dear Miss Richards,

~~My name is Kurt Fischer.~~ I am writing to apply for the post of steward advertised in the Festival UK website.

I am a final year student at the University of Berlin and I am doing a degree in physical education. I have a high level of spoken English (C1 on the CEFR), as I lived in the United States during six months as part of an exchange programme between my school and a High school in Utah. I had an American girlfriend during this period but we broke up when I came home.

As you will see from my CV, I have some relevant experience because I have worked for the last three summers helping to organize a tennis tournament in my town, Chemnitz. I was in charge of selling tickets at the entrance gate, so I am used to handing money and, on occasion, having to refuse people entry. The tournament organizer would be happy to provide a reference. He is in fact distantly related to my mother.

I am very enthusiastic on world music, and would welcome the chance to be part of this event. I believe I would be suitable for the job advertised as, apart of my experience, I am a very cheerful and extrovert person and get on well with people. Friends describe me as being calm and patient, and I think I would be able to cope if I had to deal with angry or difficult members of the public. I would definitely know how to look after myself if I got into a fight!

I attach a full CV, and if you require any further information, I would be happy to provide it. I would also be grateful if you could send me an information regarding accommodation during the festival.

I look forward to hearing from you.

Yours sincerely,
Kurt Fischer

Improving your first draft

Check your piece of writing for correct paragraphing, mistakes, irrelevant information, over-long sentences, and language which is in an inappropriate register.

- c Read the draft again and try to improve it.
- 1 Cross out three sentences (not including the example) which are irrelevant or inappropriate.
 - 2 Try to find and correct 12 mistakes in spelling (including capital letters), grammar, and vocabulary.
- d Do you think the festival organizers would have given him an interview if he had sent his first draft?

USEFUL LANGUAGE

- e Look at 1–10 below. Without looking back at the draft, can you remember how Kurt expressed these ideas in a less informal way? Use the **bold** word(s) to help you. Then look at the text again to check your answers.

- 1 This letter is to ask you to give me the job as a steward. **APPLY**
I am writing to apply for the post of steward.
- 2 I'm in my last year at uni and I'm doing PE. **FINAL YEAR / DEGREE**

- 3 I can speak English very well. **HIGH**

- 4 I've done this sort of job before. **RELEVANT**

- 5 My job was to sell tickets. **CHARGE**

- 6 I'd love to work at the festival. **WELCOME**

- 7 I think I'll be good at this job. **SUITABLE**

- 8 If you need to know anything else, I'll tell you. **REQUIRE / PROVIDE**

- 9 Let me have some information about accommodation. **GRATEFUL**

- 10 Hope to hear from you soon! **FORWARD**

PLANNING WHAT TO WRITE

Brainstorm the content

- a Read the job advertisement below and underline the information you will need to respond to. Then make notes about
- what personal information you think you need to include.
 - any relevant experience or qualifications you have.
 - what aspects of your personality you think would make you suitable for the job, and how you could illustrate them.

Do you want to work for us? Are you the right person for the job?

We are looking for fun, energetic, experienced people of any age to work as camp monitors at our day and residential summer camps in July and / or August. Children are aged between 7 and 15, and take part in a wide range of sports and activities from swimming and water sports to survival skills and cooking.

Do you enjoy working with children? Are you good at working in a team? Do you have any relevant experience or qualifications? Do you speak English either as a first language or fluently?

You can earn between £200 and £300 per week (food and accommodation provided). Minimum contract: one month.

Interested? Send an email, brief CV, and photo to Richard Cunningham at summercamp@bt.com

- b Compare notes with a partner, and discuss how relevant you think each other's information is, what you think you should leave out, and what else you might want to include.

TIPS for writing a covering letter / email to apply for a job, grant, etc.

- Make sure you use appropriate sentences to open the letter.
- Organize the main body of the letter into clear paragraphs.
- Make sure you use a suitable style:

Don't use contractions or very informal expressions.

Use formal vocabulary where appropriate, e.g. *require* instead of *need*, *as* instead of *because*.

The use of a conditional can often make a request sound more polite, e.g. *I would be grateful if...*, *I would welcome the chance to...*

- When you say why you think you are suitable for the job, don't 'over-sell' yourself. Be factual and positive, but not arrogant.
- Make sure you use the appropriate phrases to close the letter.

WRITING

You have decided to apply for the job advertised above. Write a covering letter or email. It should be approximately 250 words.

DRAFT your letter.

- Write an introductory sentence to explain why you are writing.
- Paragraph 1: give relevant personal information.
- Paragraph 2: talk about relevant experience and qualifications you have.
- Paragraph 3: explain why you think you would be suitable for the job.
- Write a closing sentence.

EDIT the letter, cutting any irrelevant information, and making sure it is the right length.

CHECK the letter for mistakes in grammar, spelling, punctuation and register.

THE INTERVIEW

- a You are going to listen to an interview with David Shepherd, an amateur genealogist who, together with his wife, has spent many years researching his family tree. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

parish /'pærɪʃ/ *noun* an area that has its own church and that a priest is responsible for

register /'redʒɪstə/ *noun* a book containing an official record of names and items, e.g. births, marriages and deaths

branch /brɑːntʃ/ *noun* a part of a tree that grows out of the main stem; a group of members of a family that all have the same ancestor

(the 1911) census /'sensəs/ *noun* the record of all the population (in this case of the UK in 1911), and where they were living, now available on the Internet

triplets /'trɪpləts/ *noun* one of three children born at the same time to the same mother

Dick Shepherd /dɪk 'ʃepəd/ a famous highwayman (man who used to steal from travellers on public roads) who was executed in the early 18th century



- d **1.17** Listen and complete the phrases with two or three words. What do you think they mean?

COMMON EXPRESSIONS AND IDIOMS

- 1 ...it was fun, but also vastly _____ - _____, it's so much simpler now.
- 2 ...you can usually can get back to the _____ ...
- 3 ...there's no, absolutely no way I can find out, so _____.
- 4 You hate to give up on it and you _____ and think, 'Is there any way I can find out?'...
- 5 ...there might be some possibility of seeing if they were around somewhere then, but that's a _____.
- 6 ...but if he is, I haven't got _____ ...

- e Why do you think David Shepherd's father never told him about his other brothers and sisters? Do you know of any families that have a skeleton in the cupboard?

- b **1.15** Listen to part 1. Answer the questions with a partner.

- 1 What made him start researching his family history?
- 2 According to David, how should you start researching and what should you be careful of?
- 3 Why are marriage certificates particularly useful?
- 4 Why did pre-Internet research involve a lot of travelling?
- 5 How far back can people expect to get when they trace their family tree? What two factors usually make the task easier?
- 6 How far back has David researched his family? What two factors helped him?

- c **1.16** Listen to part 2. Answer the questions with a partner.

What does he say about...?

- 1 the skeleton in the cupboard that he discovered
- 2 his emotions when he made the discovery
- 3 the difficulty of solving the mystery and the only hope of solving it
- 4 the other unexpected information he found out
- 5 Dick Shepherd, the highwayman

IN THE STREET

- a **1.18** You are going to hear four people talking about their family trees. What three questions do they answer? Who has personally done some research into their family tree? Who seems to know least about it?



Sheila

Naomi

Tim

Jeremy

- b Listen again. Who...?

- 1 ☐ ☐ knows more about their family on their mother's side
- 2 ☐ thinks that one of their grandparents probably had a difficult life
- 3 ☐ is of mixed descent
- 4 ☐ has a parent who has done some research into the family tree
- 5 ☐ had a grandfather who had a very successful career
- 6 ☐ would like to know what pastimes one of their ancestors had
- 7 ☐ has a grandparent who left written records of their early life

- c **1.19** Listen and complete the phrases with two or three words. What do you think they mean?

COMMON PHRASES

- 1 Not _____ actually.
- 2 Probably my grandfather on my father's side – he died when I was _____.
- 3 I think my grandmother on my mother's side also did some research _____.
- 4 ...we've done some research on my mother's side, less on my father's side, which is _____ a mystery.

- d Answer the questions in a with a partner.

GRAMMAR

a Complete the sentences with one word.

- Everybody seemed to enjoy the barbecue even _____ the weather wasn't very summery.
- Will the person who has left one of _____ personal belongings at the security check please go back and collect it?
- If you've _____ to be at the airport at 7.00, you ought to call the taxi now.
- This street looks so different from when I was a child. Didn't _____ use to be a sweetshop on the corner?
- If we lived a bit nearer _____ another, we'd probably spend more time together.
- The Chinese economy is growing and _____ a result the standard of living in China is rising.
- I always find Maggie rather reserved – she never talks about _____.
- She wore a baggy dress _____ people wouldn't notice that she had put on weight.
- We need to _____ the heating repaired soon, before it starts getting cold.
- We were very delayed _____ of an accident on the motorway.

b Rewrite the sentences using the **bold** word(s).

- I've broken my glasses. I need to pay someone to mend them. **HAVE**
I've broken my glasses. I need _____.
- If you learn a few phrases, the local people will appreciate it. **ONE**
_____ the local people will appreciate it.
- They managed to get to the meeting on time even though the traffic was heavy. **DESPITE**
They managed to get to the meeting on time _____.
- It was foggy so the flight was cancelled. **DUE**
The flight _____.
- Jane sees Martha about twice a month. **EACH**
Jane and Martha _____ about twice a month.
- The children managed to wrap the present on their own. **BY**
The children managed to wrap the present _____.
- The last time I saw him was in 1998. **SEEN**
I _____ 1998.
- She wore dark glasses so that she wouldn't be recognized. **SO AS**
She wore dark glasses _____.
- If we buy a dishwasher, it won't be necessary to do the washing-up. **HAVE**
If we buy a dishwasher _____.
- She doesn't have any pictures yet so her flat looks a bit bare. **GOT**
She _____ so her flat looks a bit bare.

VOCABULARY

a Complete the idioms.

- I know you don't want my mother to come and stay, but you'll just have to grit your _____ and put up with it.
- Don't worry about what other people think. You need to know your own _____.
- He's got a terrible temper. In fact it must _____ in the family, because his dad's just the same.
- Jane definitely wears the _____ in that marriage. Tom lets her walk all over him.
- I know I'm right and even if everyone in the company disagrees I'm going to stick to my _____!
- My brothers are always falling out. In fact they're not on speaking _____ at the moment.

b Circle the right word.

- She'd like to have a *career* / *profession* in show business.
- It's a *part-time* / *temporary* job – I only work mornings.
- Your sisters are so *like* / *alike* – they could be twins!
- My father remarried and had two girls with his second wife, so I've got two *half-sisters* / *step-sisters*.
- She doesn't *take after* / *look like* either of her parents. She's quite reserved, and they're both really outgoing.
- 'Pay' is a *synonym* / *metaphor* for 'salary', but it's more informal.

c Complete with the right preposition or adverb.

- Who's in charge _____ the sales conference this year?
- She's been _____ school for such a long time it will be hard to catch _____ with the others when she goes back.
- My mother was quite ill when I was a child so I was mainly brought _____ by my grandmother.
- Can we put the meeting _____ till next week? I've got too much work on at the moment.
- If you go and talk to Marion, she'll fill you _____ about how the sales campaign has gone.
- I think we need to deal _____ this situation head _____. It's no good just hoping it will go away.

d Complete the sentences with an adjective formed from the **bold** verb.

- I'm really excited about my new post. It's _____ but I'm sure that I am going to enjoy it. **CHALLENGE**
- They're a very _____ family – you don't ever want to play cards with them! **COMPETE**
- They set up an IT company, but it was _____ and it closed down last year. **SUCCEED**
- She was a very _____ teenager and was always arguing with her parents. **REBEL**
- The annual family get-together was actually quite _____ this year. **ENJOY**
- I do the same thing every day. It's an incredibly _____ job. **REPEAT**