

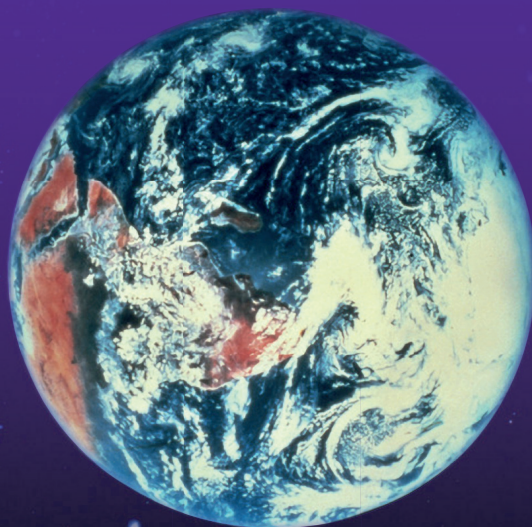


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Cambridge
Global English

LEARNER'S BOOK 8

Chris Barker & Libby Mitchell



Second edition

 Cambridge Assessment
International Education

Endorsed for full syllabus coverage



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	Use of English	Cross-curricular links	Vocabulary	21st-century skills
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Page	Unit	Reading and Listening	Speaking and pronunciation	Writing and Projects
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143	7 Historical figures	<p>Important figures from history Hatshepsut Famous artists, musicians and writers The Islamic Golden Age Using time phrases to give a clear sense of the sequence of events in a text An unusual art exhibition Fiction: <i>War Horse</i></p>	<p>Talk about Hatshepsut Role-play an interview Discuss famous artists, musicians and writers Using discourse markers to help conversation sound natural Discuss historical figures from the Islamic Golden Age</p>	<p>Write a short biography of a historical figure Give a presentation about a historical figure Write an interview with a historical figure Write the conclusion to a story</p>
165	8 Storytelling	<p>Books we enjoy Storytelling traditions from around the world Favourite childhood stories <i>Aladdin</i> Add detail and variety to your writing Fiction: 'Tidalick'</p>	<p>Talk about the kinds of books and stories you enjoy Discuss your favourite books and stories from childhood Add words to qualify adjectives to make your speaking more expressive Narrate a story to an audience</p>	<p>Write a summary of what you have been doing at school Write the summary of a story and present it to the class Write a short essay giving your opinions about what makes a good story Write and perform a scene for a play</p>
187	9 Music	<p>The winner of a 'Young Musician' competition How music can contribute to people's lives Opinions about pieces of music Using <i>make</i> in different phrases Music as a universal language Autobiography: <i>Playing with Flying Keys</i></p>	<p>Talk about genres of music Listen to yourself when you speak and if you make a mistake, correct it Talk about what it means to be a professional musician Talk about the value of music in education Give your opinions about three pieces of music Talk about music as a universal language</p>	<p>Write a personal account about what music means to you Give a presentation of music from around the world Write a script for a scene from a film, with music and sound effects Write an autobiographical account of your first day at school</p>



	Use of English	Cross-curricular links	Vocabulary	21st-century skills
	Comparatives and superlatives of adjectives Demonstrative, indefinite and quantitative pronouns Comparatives and superlatives of adverbs Comparative adverb structures Multi-word verbs	Science Biology	Geographical features Wildlife	Learning to learn: Do some research to find out more about a scientific process; give a presentation called 'Why is the sky blue?' to primary-age students, by adapting information from a reference book Social responsibility: Give advice to a new student Critical thinking: Review what you have learned and talk about what particularly interests you; write a scene to continue a narrative Creative thinking: Write questions for a multiple-choice quiz Collaborative working: Pair work, group work, projects
	Past continuous Verbs followed by prepositions Past perfect simple Past perfect in reported speech	History	Leaders, rulers and explorers Artists, musicians and writers	Learning to learn: Use subject-specific vocabulary to discuss a figure from history; find out about the people from a period of history who are remembered today Social responsibility: Understand how leaders, rulers and explorers contribute to society Critical thinking: Compare historical figures and their achievements Creative thinking: Role-play an interview about who will be remembered in 50 years' time Collaborative working: Pair work, group work, projects
	Present perfect with indefinite time adverbs Present perfect continuous Preposition + noun Reported speech: questions and statements	Literature	Types of story, opinions of stories Useful words and phrases for telling a story	Learning to learn: Understand the concept of genre in storytelling; practise adding detail and variety to a narrative description Social responsibility: Appreciate traditions of storytelling from different cultures Critical thinking: Analyse the appeal of stories and storytelling; summarise a story Creative thinking: Write a story by adapting an original Collaborative working: Pair work, group work, projects
	Use the correct verb tense <i>what</i> (= 'the thing(s) which') Participle clauses Questions	Music Statistics	Genres of music Types of music, instruments, performers	Learning to learn: Understand the concept of genre in music; learn to correct mistakes as you are speaking; Social responsibility: Appreciate the music of other cultures; understand the part music can play in everyone's life and in particular in the lives of people with disabilities Critical thinking: Identify inconsistencies in what people say; identify implied meaning Creative thinking: Compare and analyse three pieces of music Collaborative working: Pair work, group work, projects



> How to use this book

In this book you will find lots of different features to help your learning.

What you will learn in the unit or lesson. →

In this unit you will...

- **talk** about the languages and learning languages
- **find out** about languages spoken in Papua New Guinea
- **listen** to and **give** opinions about learning languages

Big questions to find out what you know already. →

Getting started

“How many languages can you name? Where are they spoken?”

Important words and their meanings. These words are included on wordlists in the Teacher's Resource. →

a lively neighbourhood
car-free
overlooking the water

a shopping centre
green spaces
traffic congestion

an apartment block
narrow streets
raised walkways

The key words feature includes vocabulary from other subjects. →

Key words: Geography and languages

population
community
independent
pidgin
creole

Read real texts with helpful glossaries. →

⁹ **closet**: American English for a cupboard built into the wall of a room

³⁰ **yard**: a unit of measurement (1 yard = 0.9144 metres)

³⁰ **feet**: (singular foot) a unit of measurement. There are three feet in one yard (1 foot = 0.3048 yards).

Use of English boxes and accompanying questions present the main grammar points in a unit. →

Use of English *although, while and whereas*

Although, while and whereas are conjunctions. They join clauses in a sentence.

Although is used to contrast two ideas:

Although English is an official language, it is only spoken as a first language by a small percentage of the population.

Whereas and while balance two contrasting ideas.

Tok Pisin is sometimes used in the first three years of primary school, **while / whereas** English is used in secondary education.

A brief revision of other language points.

Remember
How to report commands

(The sorcerer to Aladdin:) 'Give the gold coins to your mother.'
The sorcerer told Aladdin **to give** the gold coins to **his** mother.
'Don't lose the ring.'
He told him **not to lose** the ring.

Strategies you can use to help you with your learning.

Language tip

noun	adjective
cone	conical
sphere	spherical
cylinder	cylindrical

Questions to help you think about how you learn.

- Was it easy to learn the words and phrases from a language you didn't know?
- Did using the words to make short dialogues help you to remember them?

Questions that cover what you have learned in each unit. If you can answer these, you are ready to move on to the next unit.

Check your progress

General knowledge quiz

How much do you remember about what you've learned?

- 1 Which is the odd one out, and why?
French Japanese Canadian Spanish
- 2 If someone is bilingual, what does it mean?
- 3 Match the labels to the numbers on the map.

- Australia
- Indonesia



Summary checklist

- I can
- ask and answer questions about learning languages.
 - discuss the advantages of learning languages.
 - identify the meaning of emojis and discuss the advantages and disadvantages of using them.
 - understand a text about body language in different cultures.
 - discuss what people need to know about body language in our culture.
 - use English idioms in conversation.
 - write a letter about my experience of learning languages to send to an exchange school.
 - write a guide to non-verbal communication in our country.
 - teach my classmates a few words and phrases of a new language.

This is what you have learned in the unit.



Audio is available with the Digital Learner's Book, Teacher's Resource or Digital Classroom.



Video is available with Digital Classroom.



1 Languages of the world

In this unit you will...

- talk about languages and learning languages
- find out about languages spoken in Papua New Guinea
- listen to and give opinions about learning languages
- identify the meaning of emojis and discuss the advantages of using them
- read about gestures and other kinds of body language in different cultures
- learn some English idioms
- write a letter to an exchange school
- work together to write a guide to non-verbal communication in your country
- teach each other a new language
- explore poetry and complete a limerick.

Getting started

“How many languages can you name? Where are they spoken?”

Watch this

Engage with the topic of the unit and generate discussion using the image, the video and the big question.

Lessons 2 and 5: The **cross-curricular** lessons prepare learners to learn in English across the curriculum.

A key text exposes learners to cross-curricular language.

Lessons 3 and 6: The **Talk about it** lessons develops learners' speaking skills.

Listening models and speaking tips help provide scaffolding for speaking.

1 Languages of the world

1.1 My language, your language

In this lesson you will...

- talk about languages and learning languages
- ask questions using question words.

How many different languages do people in your class speak? What are they?

Vocabulary

1 Work in pairs. Talk about the languages you know and would like to learn.

My first language is ...
I like to learn ... because ...
At home we speak ...
I know a few words of ...
I started learning ... when I was ... years old.

I enjoy watching films in ... with subtitles.
I have a lot that say.
I like listening to songs in ...

2 Which of the following are semi-official? Which are languages?

Australian	Indian
Cantonese	Canadian
English	Hindi
Mandarin	Urdu
Bahasa Malaysia	Sanskrit
Arabic	Japanese
French	Spanish

Language Tip
bilingual: able to speak two languages
official language: the language that is used by a country's government in courts in schools and is used in the course of law

Listening

Copy the chart into your notebook. Then listen and complete the information for each person.

Personality	First language(s)	Second language	Language(s) at school	Additional information
Kelly	Australian	English	—	Mandarin
Alan	Malaysian	—	—	Understands a few words of Cantonese
Sophie	—	—	—	—
Dev	—	—	—	—

1.1 Think about it

4 Complete the questions.

- Who ... lives ... in Melbourne? ... Kelly ...
- Who ... father ... to Australia 50 years ago? ... Cantonese and English?
- Who ... a few words and phrases in Arabic? ...
- Who ... to become fluent in Mandarin? ...
- Which two people ... Mandarin at school? ...
- Whose mother ... French as a second language? ...
- Who ... a little bit of Urdu? ...

5 Listen again and answer the questions in Exercise 4.

6 Complete these questions.

- Which languages ... Kelly's father ...? ...
- Which language ... Alan ... at school? ...
- How many languages ... Sophie ... fluently? ...
- What ... Dev ... watching? ...
- What ... Dev ... to learn in the future? ...

7 Listen again and answer the questions.

Speaking

8 Work in groups. Ask and answer questions about languages in your family.

These lessons include listening activities.

1 Languages of the world

1.2 Teach yourself Tok Pisin

In this lesson you will...

- find out about languages spoken in Papua New Guinea
- use conjunctions *although*, *while* and *whereas* to join clauses in a sentence

Before you read, look at the map and answer these questions:
Where is Papua New Guinea? Which languages do you think are spoken there?

Reading

1 Read the text. What is the most surprising fact about Papua New Guinea?

Papua New Guinea is the eastern part of the island of New Guinea and has a population of nine million people. The capital is Port Moresby. The country became independent from Australia in 1975. There are about 800 languages in Papua New Guinea - that's more languages than in any other country in the world!

Papua New Guinea is a land of mountains and rainforests. Most communities are isolated and have little contact with each other or with the outside world. It's for this reason that so many different languages have developed. The official languages of Papua New Guinea are Tok Pisin, English and Hiri Motu. Although English is an official language, it is only spoken as a first language by a small percentage of the population. Tok Pisin, an English-based creole, is spoken by most people. The word 'tok' comes from the English word 'talk' and means word or speech, and 'pisin' means pidgin. A pidgin language is one that has a mixture of two other languages: a creole is a pidgin language that has become the first language of a community. Tok Pisin started as a pidgin language and became a creole language.

Although the majority of Tok Pisin vocabulary comes from English, it also includes words from German, Portuguese, Latin and a number of other languages, such as Itole and Melale. Tok Pisin is sometimes used in the first three years of primary school in Papua New Guinea, while English is used in secondary education.

Key words: Geography and language: population, community, independent, pidgin, creole

2 Read the text again and complete the notes.

Country	Papua New Guinea
Capital	Port Moresby
Population	9 million

3 Answer these questions.

- Why are there so many languages in Papua New Guinea?
- What is Tok Pisin?
- What is the difference between a first language and an official language?

Use of English: *although*, *while* and *whereas*

Although, *while* and *whereas* are conjunctions. They join clauses in a sentence. *Although* is used to contrast two ideas. *Although* English is an official language, it is only spoken as a first language by a small percentage of the population. *Whereas* and *while* balance two contrasting ideas. Tok Pisin is sometimes used in the first three years of primary school, *while* *whereas* English is used in secondary education.

4 Join these sentences using the conjunctions *although* for sentences a to c and *while* / *whereas* for sentences d to f.

- My dad only spent a month in Australia. However, he learned a lot of English when he was there.
Although my dad only spent a month in Australia, he learned a lot of English when he was there.
- She speaks really good English. However, she's never been to an English-speaking country.
Although she speaks really good English, she's never been to an English-speaking country.
- I didn't do much revision. However, I got good marks in the test.
Although I didn't do much revision, I got good marks in the test.
- Some people are good at languages. Others find learning language hard.
Whereas some people are good at languages, others find learning language hard.
- I prefer reading and writing. My friend prefers listening and speaking.
While I prefer reading and writing, my friend prefers listening and speaking.
- English is quite easy to learn in the early stages. French is quite difficult.
Whereas English is quite easy to learn in the early stages, French is quite difficult.

Listening

5 Work with a partner. How good are you at learning a new language? Listen and practise the expressions in Tok Pisin.

There are opportunities to think critically about the information in the text.

In this session you'll find Key words boxes.

1 Languages of the world

1.3 It's good to learn languages

In this lesson you will...

- listen to and give opinions about learning languages
- use *-ing* forms as subjects and objects (learning a language is ...)

Why is it good to learn another language?

Listening

1 You're going to hear some short interviews about speaking another language. What does each person focus on? Match the topics to the names.

1 Duaid	2 Suzanne	3 Elliot	4 Aiysha	5 Ben	6 Lisa
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a work b health c travel d meeting people e entertainment f education socially

2 Match the words from the interviews with the correct definitions.

1 at ease	a abilities to do something well
2 advantages	b facts that tell you something is true
3 improves	c makes better
4 evidence	d relaxed
5 skills	e the good points about something

Use of English: *-ing* forms as subjects and objects

Learning to communicate in their own language, even if it is only for a short time, makes that person feel more at ease.
I really enjoy watching French TV series.

3 Listen again. Complete the sentences using a verb in the *-ing* form.

- ... able to say 'hello' and 'thank you' in the language of that country is good.
- ... just a few words makes a difference.
- I spend quite a lot of time ... to music from other countries.
- ... another language is good for you.
- ... another language helps you to see your own language well.

4 Listen again and answer these questions.

- Why does Duaid think people are more willing to talk about themselves in their own language?
Because they are ...
- According to Suzanne, what 'makes all the difference' when you visit another country?
Being able to ...
- Why does Elliot like learning French?
Because he can ...

5 Listen to the interviews again. Put your hand up when you hear each of these words and phrases.

a definitely	e it's really useful	g a little bit
b even if	f it makes all the difference	h more likely to be
c of course	g	i for example

Speaking

6 Work in groups. Give your views about the advantages of learning other languages. Use some of the words and phrases in Exercises 2, 3, 4 and 5.

Listen to models and practise pronunciation and intonation.

Lesson 7:
The **Write about it** section supports learners in writing a variety of text types

Step-by-step tasks supports learners in their planning, writing and editing.

1 Languages of the world

1.7 Improve your writing

In this lesson you will...

- write a letter to an exchange school.

Your school is planning to set up an exchange with a school in another country. The exchange school wants to know about languages at your school. Your teacher has asked you to write about your experience of learning a language to send to the exchange school.

1 **Work in pairs.** Read the letters on the opposite page. Match each paragraph of the letter to the questions below.

- Why do you think it's good to learn languages?
- How will you use your letter?
- Which languages do students learn at your school? Which languages do you learn at school? Do you speak any other languages? Paragraph 1
- When did you start learning another language? What helps you to learn? Paragraph 2
- What do you particularly enjoy about learning another language? Paragraph 3
- What are the other advantages of learning languages? Paragraph 4

2 **With your partner,** discuss how you will answer the questions in Exercise 1.

3 **Using your answers and following the model letter on the opposite page,** write a draft of your own letter.

4 **Check your letter.**

- Have you spelled the names of the languages correctly?
- Have you used *ing* forms as subjects and objects correctly? Learning languages is important. I've always enjoyed learning English.
- Have you given examples to support your opinions?
- Have you started and finished your letter correctly?

5 **Write the final version of your letter.**

Dear Head of Languages

At our school, we all learn English. Students can also choose to study Arabic, German or French. I'm learning English, and I've just started learning Arabic. I also know a few words of German and French.

I've always enjoyed learning English. I started when I was 6 years old. I can now watch news and TV programmes in English. The subtitles help a lot, particularly with pronunciation. I also learn a lot of new words that way.

Learning languages is important, especially when you meet someone from another country. Speaking to someone in their own language, even if it is only for a short time, makes that person feel more at ease. It makes all the difference even if you can only say 'hello', 'please' and 'thank you'.

When you learn another language, you also learn about the culture of the people who speak it, and that's really interesting. You learn that certain expressions go with certain gestures, for example, which are different from the gestures you use when speaking your own language.

I like learning phrases like 'you've got the wrong end of the stick'. When I first heard it, I didn't know what it meant! Being able to use expressions like that is really nice because it makes you feel more confident when you speak.

I'm looking forward to communicating in English with students from your school.

Yours sincerely
(your name)

Model texts with callouts support the writing process.

Assessment ideas and sample learner answers can be found in the Teacher's Resource.

Lesson 8:
The **Project challenge** lesson provides a choice of projects and provides an opportunity to consolidate learning from the unit.

1 Languages of the world

1.8 Project challenge

Project 1: A guide to non-verbal communication

You're going to write a guide to non-verbal communication in your country for visitors of your own age.

1 **Work in groups.** Discuss what you will include in each of the following sections:

- Gestures** Which gestures do people use most often and what do they mean?
- Do young people and older people use different gestures?**
- Are there any gestures that might cause confusion?**

2 **Remember** you can use abstract nouns, such as friendliness, embarrassment and impatience.

3 **Can you use any of the following words and phrases?**

It's really useful if you can use any of the following words and phrases:

- produce a leaflet?
- write a magazine article?

4 **Decide** how you're going to present your guide.

Are you going to...

- give a slide presentation?
- make a poster?

5 **Give reasons** for your choice.

6 **Write a draft** of your guide.

7 **Check** what you have written for spelling, punctuation and grammar.

8 **Write a final version.**

Was it helpful to organise your ideas in four sections: gestures, silence, touch and eye contact? Did you include abstract nouns and some short phrases, such as of course, for example, even if?

Project 2: Learn a new language!

Find out about a language you don't know and teach 10 to 15 words and simple phrases from it to your classmates.

1 **Work in groups.** Decide on a language and give your reasons.

2 **Choose** the words and phrases you want to teach. How will you choose them?

Here are some in Swedish:

Swedish	Pronunciation	Meaning
hej	'hey'	hello
hej då	'hey door'	goodbye
tack	'yah'	thank you
ja	'yah'	yes
nej	'neh'	no
snälla	'shah-lah'	please
hur	'hur'	how
hur är det?	'hur air det'	How are you?
vad heter du?	'va hah-der du'	What's your name?
Vad bor du i?	'va bor du'	Where do you live?
Jag bor i ...	'ya bor ee ...'	I live in ...
välkommen!	'val-kom-men'	Welcome!
Pratar du engelska?	'prah-tar du ang-el-skah'	Do you speak English?

3 **Make** sure you know how to pronounce the words. You can use language websites on the internet to help you.

4 **Decide** how you will teach the words to your classmates.

- Will you write them on the board or will you just say them and get your classmates to repeat them?
- How will you explain their meaning? Will you use actions and gestures to explain them or will you translate them?
- Will you ask your classmates to write them down?
- Will you ask them to create dialogues and act them out?

5 **Teach** the class your words and phrases. Then ask them to complete the checklist to evaluate your lesson.

- Was it easy to teach and learn the words and phrases from a language you don't know?
- Did using the words to make short dialogues help you to remember them?

Projects encourage 21st-century skills such as research, collaboration and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.

Lesson 9:
The **Read and respond** lesson is based on authentic texts and includes fiction, non-fiction, poetry and autobiography.

The audio can be played the first time you meet the story, before learners read the text.

1 Languages of the world

1.9 Poetry

1 **Read and listen to the poem: 'I Speak the Language'.** How many languages are mentioned?

I Speak the Language

I speak the language of Hello to English.
I speak the language of Bonjour to French.
I speak the language of Wilkom to Weeping.
I speak the language of Park to Beach.
I speak the language of Ni hao to Mandarin.
I speak the language of Hola to Spanish.
I speak the language of Ringblom to my Tambourine.
I speak the language of Munich to my Swedish.
I speak the language of Jambo to Swahili.
I speak the language of Tadament to Urdu.
I speak the language of Scheidt to Swimming.
I speak the language of Babu to Peek-a-boo!
I speak the language of Cresc to Polish.
I speak the language of Marhaba to Arabic.
I speak the language of Dreams to my Pillow.
I speak the language of Gamas to Olympic.
I speak the language of Rivers to Silver.
I speak the language of Sunshine to Gold.
I speak the language of Me to my Mirror.
I speak the language of Home to my World.
What languages do you speak?

Francesca Beard

2 **Values.** Read the poem again and answer the questions.

- Look at the first four verses of the poem. The first two lines of each verse contain words for greetings in other languages. What are the words?
- Why do you think the poet has chosen to focus on greetings?
- Is it useful to learn words for greetings in other languages? Why?

3 **Work in pairs.** Look at the second pair of lines in each verse and the whole of the last verse. 'Hi/Hello' goes with 'Weeping', because a 'weeping willow' is a type of tree. 'Park' goes with 'Beach', because in most parks there are benches to sit on. How do the other words in these lines relate to each other?

When you think of a willow tree, you see in your mind a weeping willow.

When you think of a park, you see in your mind a bench in a park.

4 **Find out** how to say 'hello' in two more languages. Write another verse for the poem.

I speak the language of to

I speak the language of to

I speak the language of Winter to

5 **Read and listen to the first stanza of the poem, 'Shop Chat'.** Truncate stanzas are poems or phrases that are difficult to say quickly.

Shop Chat

My shop stocks:
buds, chips,
chopsticks,
wash straps,
traps, tops,
laps, ticks,
slip cloaks,
spick and chimney pots.

What does your shop stock?
Sharkskin socks.

Libby Houston

6 **Work in pairs.** Identify all the items in the shop.

The literature is used as a platform for work on values.

There is also an opportunity for creative writing.

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1

Languages of the world

In this unit you will...

- **talk** about languages and learning languages
- **find out** about languages spoken in Papua New Guinea
- **listen** to and **give** opinions about learning languages
- **identify** the meaning of emojis and **discuss** the advantages of using them
- **read** about gestures and other kinds of body language in different cultures
- **learn** some English idioms
- **write** a letter to an exchange school
- **work** together to write a guide to non-verbal communication in your country
- **teach** each other a new language
- **explore** poetry and **complete** a limerick.

Getting started

“ How many languages can you name? Where are they spoken? ”



Watch this!



> 1.1 My language, your language

In this lesson you will...

- talk about languages and learning languages
- ask questions using question words.

- How many different languages do people in your class speak? What are they?

Vocabulary

- 1 Work in pairs. Talk about the languages you know and would like to learn.

My first language is ...

At home we speak ...

I know a few words of ...

I started learning ... when I was ... years old.

I'd like to learn ... because ...

I enjoy watching films in ... with subtitles.

I learn a lot that way.

I like listening to songs in ...

- 2 Which of the following are nationalities? Which are languages? Which are both?

Australian

Cantonese

English

Mandarin

Bahasa Malaysia

Arabic

French

Indian

Canadian

Hindi

Urdu

Sanskrit

Japanese

Spanish

Language tip

bilingual: able to speak two languages

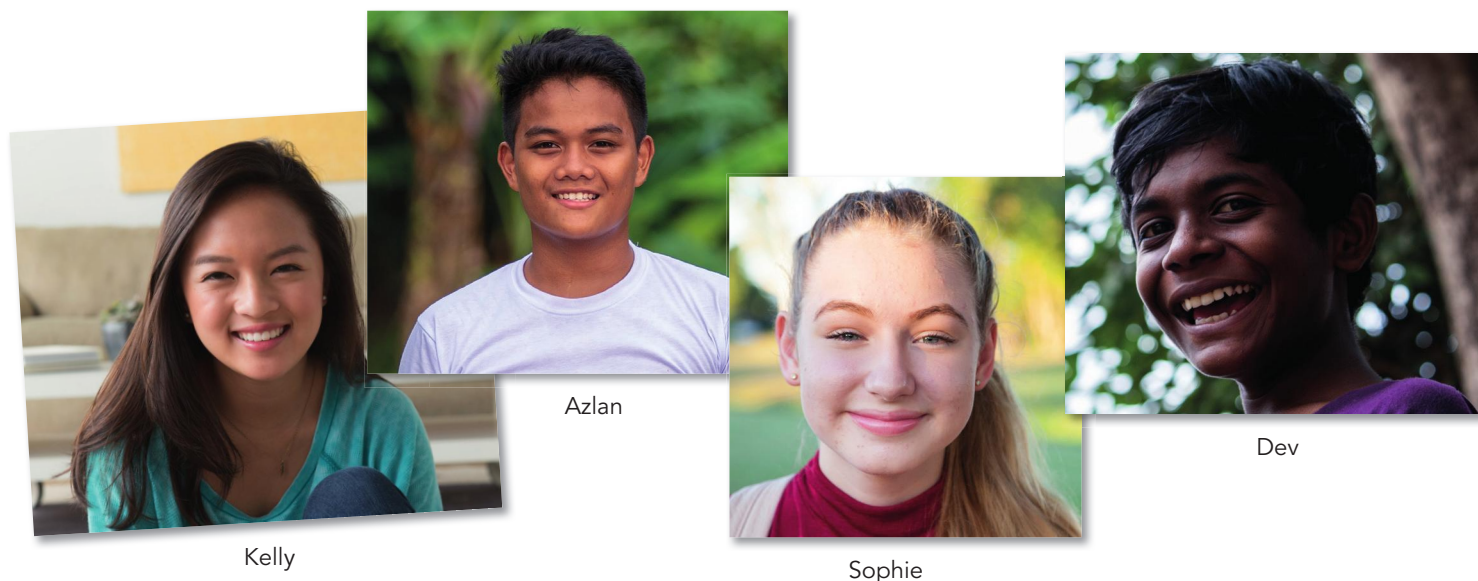
official language: the language that is used by a country's government, is taught in schools and is used in the courts of law

Listening



- 3 Copy the chart into your notebook. Then listen and complete the information for each person.

	nationality	first language(s)	second language	languages at school	additional information
Kelly	<i>Australian</i>	<i>English</i>	—	<i>Mandarin</i>	<i>Understands a few words of Cantonese</i>
Azlan	<i>Malaysian</i>				
Sophie			—		
Dev					



4 Complete the questions.

- a Who ...*lives*... in Melbourne? ...*Kelly*...
- b Who ...*emigrated*... to Australia 50 years ago?
- c Whose father Cantonese and English?
- d Who a few words and phrases in Arabic?
- e Who to become fluent in Mandarin?
- f Which two people Mandarin at school?
- g Whose mother French as a second language?
- h Who a little bit of Urdu?



5 Listen again and answer the questions in Exercise 4.

6 Complete these questions.

- a Which languages ...*does*... Kelly's father ...*speak*...?
Kelly's father speaks English and Cantonese.
- b Which language Azlan at school?
- c How many languages Sophie
fluently?
- d What Dev watching?
- e What Dev to learn in the future?

7 Listen again and answer the questions.

Speaking

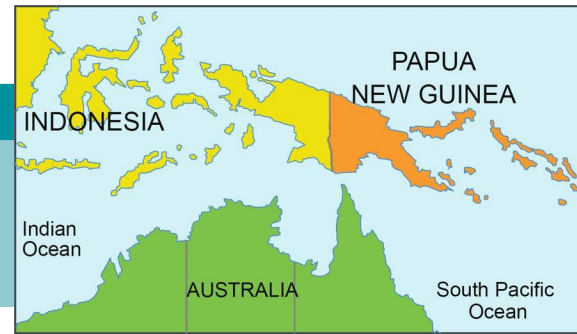
8 Work in groups. Ask and answer questions about languages in your family.

Use of English
Question words 1**Who lives** in Melbourne?Who is the **subject** of the question.**Kelly lives** in Melbourne.**Whose father speaks**
Cantonese and English?Whose father is the **subject** of this
question.**Kelly's father speaks**
Cantonese and English.Use of English
Question words 2**Who did** you **see** on your
way to school?Who is the **object** of this question.**I saw Katya** on my way
to school.

> 1.2 Teach yourself Tok Pisin

In this lesson you will...

- find out about languages spoken in Papua New Guinea
- use conjunctions *although*, *while* and *whereas* to join clauses in a sentence.



- **Before you read, look at the map and answer these questions:**
Where is Papua New Guinea? Which languages do you think are spoken there?

Reading

1 Read the text. What is the most surprising fact about Papua New Guinea?

Papua New Guinea is the eastern part of the island of New Guinea and has a population of nine million people. The capital is Port Moresby. The country became independent from Australia in 1975. There are about 800 languages in Papua New Guinea – that’s more languages than in any other country in the world!

Papua New Guinea is a land of mountains and rainforests. Most communities are isolated and have little contact with each other or with the outside world. It’s for this reason that so many different languages have developed.

The official languages of Papua New Guinea are Tok Pisin, English and Hiri Motu. Although English is an official language, it is only spoken as a first language by a small percentage of the population.

Tok Pisin, an English-based creole, is spoken by most people. The word ‘tok’ comes from the English word ‘talk’ and means word or speech, and ‘pisin’ means pidgin. A pidgin language is one that has a mixture of two other languages; a creole is a pidgin language that has become the first language of a community. Tok Pisin started as a pidgin language and became a creole language.

Although the majority of Tok Pisin vocabulary comes from English, it also includes words from German, Portuguese, Latin and a number of other languages, such as Tolai and Malay.

Tok Pisin is sometimes used in the first three years of primary school in Papua New Guinea, while English is used in secondary education.

Key words:
Geography and languages

population
community
independent
pidgin
creole

2 Read the text again and complete the notes.

Country <i>Papua New Guinea</i>	Official languages
Capital	Total number of languages
Population	Languages used in education

3 Answer these questions.

- Why are there so many languages in Papua New Guinea?
- What is Tok Pisin?
- What is the difference between a first language and an official language?

Use of English *although, while and whereas*

Although, while and whereas are conjunctions. They join clauses in a sentence.

Although is used to contrast two ideas:

Although *English is an official language, it is only spoken as a first language by a small percentage of the population.*

Whereas and *while* balance two contrasting ideas.

*Tok Pisin is sometimes used in the first three years of primary school, **while / whereas** English is used in secondary education.*

4 Join these sentences using the conjunctions *although* for sentences a to c and *while / whereas* for sentences d to f.

- My dad only spent a month in Australia. However, he learned a lot of English when he was there.
Although my dad only spent a month in Australia, he learned a lot of English when he was there.
- She speaks really good English. However, she's never been to an English-speaking country.
- I didn't do much revision. However, I got good marks in the test.
- Some people are good at languages. Others find learning language hard.
Some people are good at languages, whereas others find learning language hard.
- I prefer reading and writing. My friend prefers listening and speaking.
- English is quite easy to learn in the early stages. French is quite difficult.

Listening



- Work with a partner. How good are you at learning a new language? Listen and practise the expressions in Tok Pisin.

> 1.3 It's good to learn languages

In this lesson you will...

- listen to and give opinions about learning languages
- use *-ing* forms as subjects and objects (*learning a language is ...*).

- Why is it good to learn another language?



Listening



- 1 You're going to hear some short interviews about speaking another language. What does each person focus on? Match the topics to the names.

1 Daniel 2 Suzanne 3 Elliot 4 Ayisha 5 Ben 6 Lisa

a work b health c travel d meeting people socially e entertainment f education

- 2 Match the words from the interviews with the correct definitions.

1 at ease
2 advantages
3 improves
4 evidence
5 skills

a abilities to do something well
b facts that tell you something is true
c makes better
d relaxed
e the good points about something

Use of English *-ing* forms as subjects and objects

subject

Speaking to someone in their own language, even if it is only for a short time, makes that person feel more at ease.

object

I really enjoy **watching** French TV series.



3 Listen again. Complete the sentences using a verb in the *-ing* form.

- a** able to say 'hello' and 'thank you' in the language of that country is good.
- b** just a few words makes a difference.
- c** I spend quite a lot of time to music from other countries.
- d** another language is good for you.
- e** another language helps you to use your own language well.



4 Listen again and answer these questions.

- a** Why does Daniel think people are more willing to talk about themselves in their own language?
Because they are ...
- b** According to Suzanne, what 'makes all the difference' when you visit another country?
Being able to ...
- c** Why does Elliot like learning French?
Because he can ...
- d** Why is learning a language good for you, according to Ayisha?
Because it improves ...
- e** What does Ben say about students who know another language?
They have better ...
- f** According to Lisa, there are two advantages to knowing languages in the business world. What are they?
The first is that you're more likely to be ... The second is that you ...

5 Listen to the interviews again. Put your hand up when you hear each of these words and phrases.

- | | | | |
|---------------------|--------------------------------------|-----------------------|----------------------------|
| a definitely | c it's really useful | e a little bit | g more likely to be |
| b even if | d it makes all the difference | f of course | h for example |

Speaking

6 Work in groups. Give your views about the advantages of learning other languages. Use some of the words and phrases in Exercises 2, 3, 4 and 5.

> 1.4 Do you speak emoji?

In this lesson you will...











- identify the meaning of emojis and discuss the advantages of using them
- use the present continuous with a variety of verbs.

- **Did you know that more people ‘speak’ emoji than English? Why do you think this is?**

The word *emoji* comes from the Japanese ‘e’ meaning ‘picture’ and ‘moji’ meaning ‘character’.

Vocabulary

1 Match a description to each emoji.

emoji	description
1 	a A face with a big smile, eyes in the shape of arches and pink cheeks.
2 	b A face with a big smile, arrow-shaped eyes, crying with laughter, and rolling like a ball.
3 	c A face with a big smile, raised eyebrows, smiling eyes, crying with laughter.
4 	d A face with a big smile, wearing sunglasses.
5 	e A face with eyes closed and three Zs.
6 	f A face with a puzzled look and the thumb and first finger on the chin.
7 	g A face, smiling a little and winking with one eye, usually the left eye.
8 	h A smiling face with red cartoon-style hearts for eyes.
9 	i party streamers.
10 	j Two hands together pointing upwards.