

3 Lost in translation

Vocabulary

Countries, nationalities and languages

1 Work with a partner and complete the table.

Country	Nationality	Language(s)
1 Brazil	Brazilian	Portuguese
2 Austria	Austrian	
3	Welsh	
4 Japan		
5		Dutch
6	Egyptian	
7	Argentinian	
8		Polish
9	Swiss	Romanish, ...
10 Russia		

2 1.17 Listen and check your answers.

3a PRONUNCIATION Mark the main stress in each word in 1.

Brazil Brazilian Portuguese

3b 1.18 Listen again, check and repeat with the correct stress.

4a SPEAKING Which of the countries in 1 would you like to visit? Why? Make notes.

Wales – like rugby, go camping ...

Japan – love the fashion and shopping

4b Work in small groups. Use your notes to talk about the countries you would like to visit and explain why.

I'd like to visit Wales because I enjoy watching rugby. I want to visit Cardiff and go camping.



Learning a language

5 Look at these words. They are all verbs. What nouns can you make from them?

memorise practise revise study translate

study – student

6 Look at these words. Decide if we use *do* or *make* with each word. Can you think of other verbs we can use with the words?

English an essay an exam
an exercise homework a mistake

do English, study English, learn English

7 SPEAKING Interview your partner with these questions about learning English. Are your answers similar?

- How do you study English outside school?
- How do you revise vocabulary before an exam?
- How often do you translate from and into English?
- How do you feel about writing in English?
- How often do you do English homework?
- When do you take English exams?
- How do you feel when you make mistakes in English?
- Do you prefer practising speaking, writing, reading, and listening or doing grammar and vocabulary exercises?

How do you study English outside school?

I do my homework and I sometimes read books in English. I watch DVDs in the original version too.

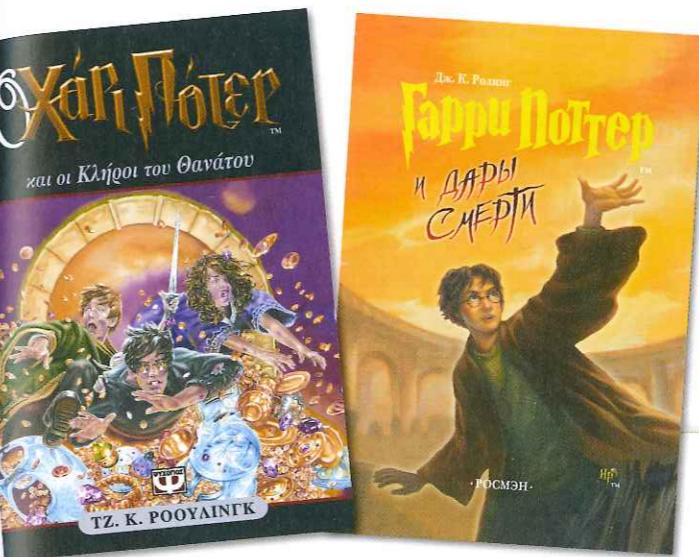
STUDY SKILLS

Why is it useful to reflect on how you learn English?

STUDY SKILLS ▶ page 146

Reading

1 Work with a partner. Look at these book covers? Could you read these books? Why/Why not?



2 You are going to read a text about translating the Harry Potter books. Read the first sentence of each paragraph and match them with these topics.

- a Paragraph why the translators needed to work fast
b Paragraph the number of translated Harry Potter books
c Paragraph some problematic translations
d Paragraph why translating Harry Potter wasn't easy

3 In other countries such as China, there were unofficial, pirate translations. People sold them on the streets illegally. The author didn't receive any money from these books and often the translations were not very good. A pirate version in Venezuela in 2003 contained many mistakes. The translator occasionally put a few of his own informal messages into the text, for example 'Here comes something I can't translate, sorry', or 'I didn't understand what that meant.'

4 It's true that the translation of J. K. Rowling's books had some special difficulties. One big problem was with invented words and names. There are a lot of these words in the series – approximately 400! Spanish readers find most of these words exactly the same as in English. So, *quidditch** and *muggles*** are unchanged in the Spanish versions. But in Brazil the translator invented her own Portuguese words to express the ideas and sounds of the original words. So we have *quadribol* to translate *quidditch*, and *troucas* instead of *muggles*.

**Quidditch* is the invented sport that Harry Potter plays.

***Muggles* are humans who haven't got magical powers.

5 Match the underlined words in the text with their definitions.

- | | |
|----------------------------------------------------------------------------------------------------|--------|
| 1 More than half of all Harry Potter books are translations. | T/F/NM |
| 2 There is a Japanese version of the Harry Potter books. | T/F/NM |
| 3 The Harry Potter translators didn't have the books before the general public. | T/F/NM |
| 4 Scandinavian translators need to work fast because not many people can read the English version. | T/F/NM |
| 5 Some people translated the books without official permission. | T/F/NM |
| 6 The official translation in Venezuela contained some stupid comments. | T/F/NM |
| 7 People had to do a test to become official translators of the Harry Potter books. | T/F/NM |
| 8 All the translators used the same technique to translate Rowling's invented words. | T/F/NM |

4 Correct the false sentences in 3.

6 SPEAKING What about you?

- Do you have any Harry Potter books or DVDs? What do you think of them?
- Do you prefer reading books or watching films in the original version or in your own language? Why?

I've got the first three Harry Potter books and the first DVD. I love Harry Potter!

GRAMMAR GUIDE

Some, any, much, many, a lot of, a few, a little

1a Find these words in the text on page 33. Are they countable or uncountable?

1 book 2 day 3 time 4 shop 5 money 6 mistake

1b Look at these sentences. The words in bold all express quantity. Then answer questions a–e about the words.

- 1 The Harry Potter books presented **some** special difficulties.
- 2 They needed **some** time to do the job well.
- 3 They do not contain **any** lines from the original text.
- 4 Did the author receive **any** money from these books?
- 5 There were not **many** mistakes in the official translations.
- 6 There was not **much** time.
- 7 There are **a lot of** invented words.
- 8 They didn't have **a lot of** time.
- 9 He added **a few** informal messages into the text.
- 10 They had **a little** time to check their work, but not much.

GRAMMAR REFERENCE ▶ page 42

2a Complete the dialogue with *some* or *any*.

JAMIE: Alex, I'm going shopping this afternoon. What do we need to get? Have we got (a) bananas?

ALEX: Yeah, we've got (b) bananas but we haven't got (c) tomatoes or potatoes.

JAMIE: What about sugar? Have we got (d) sugar?

ALEX: No, we haven't got (e) sugar, but we have got (f) chocolate. And we need to get (g) biscuits too.

JAMIE: OK. Listen. I think I'll get (h) hamburgers for dinner tonight.

ALEX: Good idea. In that case, get (i) tomato ketchup too. We haven't got (j) at the moment. And get (k) yoghurt for dessert!

2b All the words in bold are types of food, but they all have something else in common. Can you guess what it is?

3 Choose the correct alternative.

Nobody knows exactly how (a) *much*/ *many* words there are in total in the English language but there are (b) *a lot/a lot of*. One reason why there are so (c) *many/much* is that English takes words from (d) *much/many* other languages. Look at the words for food in exercise 2a for example. There may be (e) *a few/a little* words there that come from your language. (f) *Some/Any* of the words come from South America – potato, tomato and chocolate. There aren't (g) *any/many* words from Chinese in the English language, but ketchup is one of them. Originally, ketchup was the name for a type of fish sauce in China. Teenagers in Britain don't eat (h) *many/much* fish sauce but they do eat (i) *lots/lots of* hamburgers. There is (j) *some/any* confusion about the origin of the word hamburger but (k) *a lot of/much* people think that it comes from German. Because Britain and France are neighbours it is normal that there are (l) *a few/a lot of* French words in English – hundreds in fact. Biscuit is just one example. On the other hand, (m) *a lot of/many* fruit travels a long way to get to Britain. That explains why the word banana comes from an African language. There are also (n) *a few/a little* words from Turkish, like yoghurt. And, finally, if you ask for (o) *a few/a little* sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen you can travel to (p) *much/many* countries!



- 4 Work with a partner. Complete these sentences about your language. Use these words and phrases for ideas. You may complete each sentence with two or three different ideas.

English/French/German/Russian words prepositions
phrasal verbs irregular past forms prefixes present tenses
words beginning with z words with more than 12 letters

- 1 There are some *French words and some German words*.
- 2 There are a lot of
- 3 There aren't any
- 4 There aren't many
- 5 There are a few

- 5a SPEAKING Work individually. Look at the photos and choose a country. Make notes about things that there are or aren't in this country. Use these ideas.

animals bicycles food fruit modern/old buildings
monuments mountains offices people snow
tourism trees water



Japan



Brazil

Switzerland



Egypt

- 5b SPEAKING Work in pairs. You need to discover your partner's country by asking questions with *any, much, many, a lot of, a few, a little*. Your partner can only answer 'Yes' or 'No'.

Is there any snow there?

Yes, there is.

Is there a lot of snow?

No, there isn't.

Do many people live there?

No, only a few people live there.

Negative prefixes *un-, in-, im-, ir-, il-*

- 1 Look at these words. What do they have in common? What is the opposite of each word?

illegal	impossible	incorrect	informal
invisible	irregular	unhappy	unusual

2 Choose the correct alternative.

- 1 Many common English verbs, such as *go, do* and *make*, have *a regular/an irregular* past form.
- 2 Authors aren't usually *happy/unhappy* about pirate versions of their books.
- 3 'A books' is *correct/incorrect* English.
- 4 You couldn't see the words. They were *visible/invisible*.
- 5 'Dear Sir or Madam' is a *formal/informal* expression.
- 6 It is *legal/illegal* to sell pirate copies of books or CDs in shops.
- 7 It is *possible/impossible* to translate a long book in two days.

- 3a PRONUNCIATION 1.19 Listen to these two dialogues. How is the pronunciation of the word *irregular* different in the two dialogues? Why is this?

- 3b Practise saying the words in 1. Say the words with normal stress and then say them with stress on the negative prefix.

- 3c Listen, check and repeat.

- 4a SPEAKING Work with a partner. Write mini-dialogues similar to the second dialogue in 3a.

It's possible to go up Mount Everest in a day.

No, it isn't. It's impossible!



- 4b Practise saying the dialogues. Stress the negative prefix.



Very different languages

International cultural knowledge

English as an international language

1 Work with a partner and discuss these questions.

- What do you think the countries marked on the map have in common?
- In the text you are going to read, they call English 'the world's language'. Why do you think they call it this?

2 Read the text. Do any of your ideas from exercise 1, question 2 appear?

How many people speak English in the world? This is a difficult question because so many people speak it in so many different countries and situations. David Graddol is a British linguist who wrote a study about English called *English Next*. Graddol says that there are approximately 450 million native English speakers around the world, in about 70 countries. Just to compare that with other languages, some people calculate that there are 885 million native speakers of Mandarin Chinese. But in the case of Mandarin Chinese people do not generally speak it outside China. This means that, at the moment, it is not really a world language in the same way as English. As David Graddol tells us, there are probably a billion people learning English as their second language. China alone produces over 20 million English speakers a year! Now the English language does not just belong to the English – as Bill Bryson shows in the text below, it belongs to the whole world.

The world's language

'Already Germans talk about *ein Image Problem* and *das Cash-Flow*, Italians program their computers with *il software*, French motorists going away for a weekend break pause for fewer fuelling stops, Poles watch *telewizja*, Spaniards have a *flirt*, Austrians eat *Big Macs*, and the Japanese go on a *pikkunikku*. For better or worse, English has become the most global of languages, the *lingua franca* of business, science, education, politics, and pop music. For the airlines of 157 countries (out of 168 in the world), it is the agreed international language of discourse. In India there are more than 3,000 newspapers in English. ... When Volkswagen set up a factory in Shanghai it found that there were too few Germans



3 Now write the line numbers where you can find this information about English.

- Many people are native speakers of English.
- Many people are learning English as a second language.
- Other languages often use English words.
- Many companies and businesses use English.

4 Read the text again. Why do these words or numbers appear in the text?

- | | | |
|-----------------|--------------------|------------------|
| 1 pikkunikku | 4 Volkswagen | 7 450 million |
| 2 weekend break | 5 Brussels airport | 8 three thousand |
| 3 157 | 6 seventy | |

1 Japanese people use this word but it's really the English word 'picnic'.

5 What about you?

- Did any of the information about English surprise you? Why?
- How important do you think it is in your country to learn English? Why?

I didn't know that they use English words in Japanese.

Me neither.

INSIDE INFORMATION

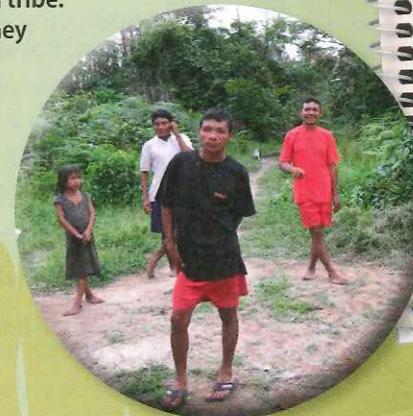
- Bill Bryson is an American writer who is very popular in Britain.
- His books include travel books (*Notes from a Small Island* is about Britain), biographies (*Shakespeare: The World as Stage*) and science (*A Short History of Nearly Everything*).

Cross-curricular – Language

A language with no numbers

6 Look at the photo of the Pirahā tribe. What language do you think they speak? Do you think they have many words or not? What words do you think are important for them?

7 1.20 Look at these notes about the Pirahās. Listen to a radio programme about them and fill in the missing information.



The Pirahā tribe → BRAZIL
Live in 1 2 people speak the Pirahā language.
Have 3 or 4 different sounds. Difference between men and women because men use 5 sounds. Count using the words one, 6 and 7 only. Counting is 8 for them. The Pirahā 9 stories. The Pirahā only have 10 for family members. Pirahā language is simple because 11

Popular culture

Learning to speak Klingon

LEARNING TO SPEAK KLINGON

The Klingons are an alien race. They first appeared in the science fiction TV series *Star Trek*. The Klingons love violence and war. And they have their own language.

The inventor of the Klingon language was Mark Okrand. Okrand has a PhD in linguistics. He began working on *Star Trek* in 1982. A friend of a friend told him that they were looking for a linguist to write a short dialogue in Vulcan (the language of the famous character Mr Spock). Okrand wrote the dialogue and enjoyed it. Two years later they asked him to write a few words for some scenes in Klingon. This time he didn't just write words, he invented a complete grammar. This grammar has some familiar and some unfamiliar elements. One unusual thing is the word order.

Over 300,000 people bought

The Klingon Dictionary, written by Okrand. But there are probably only

2,000 people in

the world who can speak Klingon. Many of these people

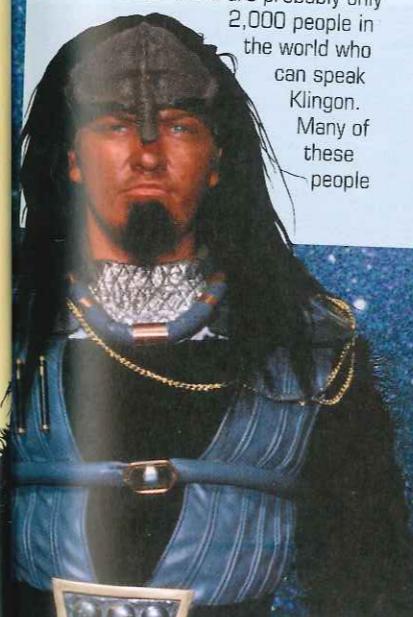
Later at the conference, I met two people who were chatting in Klingon. They were Captain Kirk and his girlfriend Agnes.

When he is wearing his Klingon costume, Kirk only speaks Klingon. He

travels with a guitar and sings

Klingon translations of The Beatles and The Rolling Stones!

Arika Okrent



8 You are going to read about a language called Klingon. Before you read, work with a partner. What would you like to know about this language? Write four questions.

How many people can speak Klingon?
Where can you learn it?

9 Read the text. Does it answer any of your questions?
What are the answers?

10 Read the text again and write questions for these answers.

1 ? In 1982.

2 ? Over 300,000 people.

3 ? About 2,000.

4 ? Only twenty or thirty.

5 ? At an annual conference.

6 ? Ha'DibaHvlsopbe'

7 ? He only speaks Klingon.

1 When did Mark Okrand begin working on *Star Trek*?

11 Who are these people?

1 He was the inventor of the Klingon language.

2 His famous literary works exist in Klingon.

3 He speaks Klingon when he wears special clothes.

4 There are Klingon versions of their songs.

5 He speaks Vulcan.

WORD BOOSTER

WORD BOOSTER

Match the words and definitions.

- | | |
|------------------|------------------------------------------------|
| 1 native speaker | a spoken or written language |
| 2 belongs to | b somebody who speaks a language from birth |
| 3 airline | c began, created |
| 4 discourse | d British Airways, Lufthansa, Iberia, etc. |
| 5 set up | e is part of something |
| 6 factory | f unusual, from a different culture |
| 7 alien | g building where people make or produce things |

Match the words and definitions.

- | | |
|------------|---------------------------------------------|
| 1 alien | a talking in a friendly way |
| 2 violence | b from another planet |
| 3 familiar | c use of physical force to attack others |
| 4 annual | d once a year |
| 5 chatting | e describes something that people know well |

INSIDE INFORMATION

- The first *Star Trek* series appeared in 1966. The series was popular in many countries for many years.
- There are over ten *Star Trek* films. In 2009, the story of *Star Trek* began again with the eleventh film.
- Star Trek* fans are mad about the films and series. They have a special name, *Trekkies* or *Trekkers*, and they have regular conventions.

► Listening

- 1 Work with a partner. Who are the people in these photos? What do you know about them or their films?



- 2 **LISTENING** 1.21 Listen to four speakers. Match each speaker to an actor in 1. What is the connection between them?

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

► STUDY SKILLS

Is it necessary to understand every word when you listen to a text in English? Why/Why not? **STUDY SKILLS** page 146

- 3 Listen again and match the speakers and the correct information. Two speakers have more than one answer.

- A worked on a video game.
B has a lot of competition to get work.
C wanted to act when she was small.
D doesn't imitate the actors that she dubs.
E is physically similar to the actor he dubs.
F worked very fast.
G doesn't want people to see her.
H doesn't usually speak fast.

Speaker 1 _____
Speaker 2 _____
Speaker 3 _____
Speaker 4 _____

► Grammar in context

GRAMMAR GUIDE

Relative pronouns

1a Look at these sentences.

- 1 France is a place **where** they dub a lot of films.
- 2 I'm the person **who** does Angelina Jolie's films.
- 3 *Mission Impossible* is the film **which** made me famous in China.
- 4 I become the character **(that)** she plays.
- 5 That was the moment **when** I decided to become an actor.
- 6 That was the first film **that** became popular.
- 7 He's the actor **whose** films I like the most.

Which words in bold refer to:

- a people? **who** and _____
- b things? _____ and _____
- c possessions? _____
- d places? _____
- e times? _____

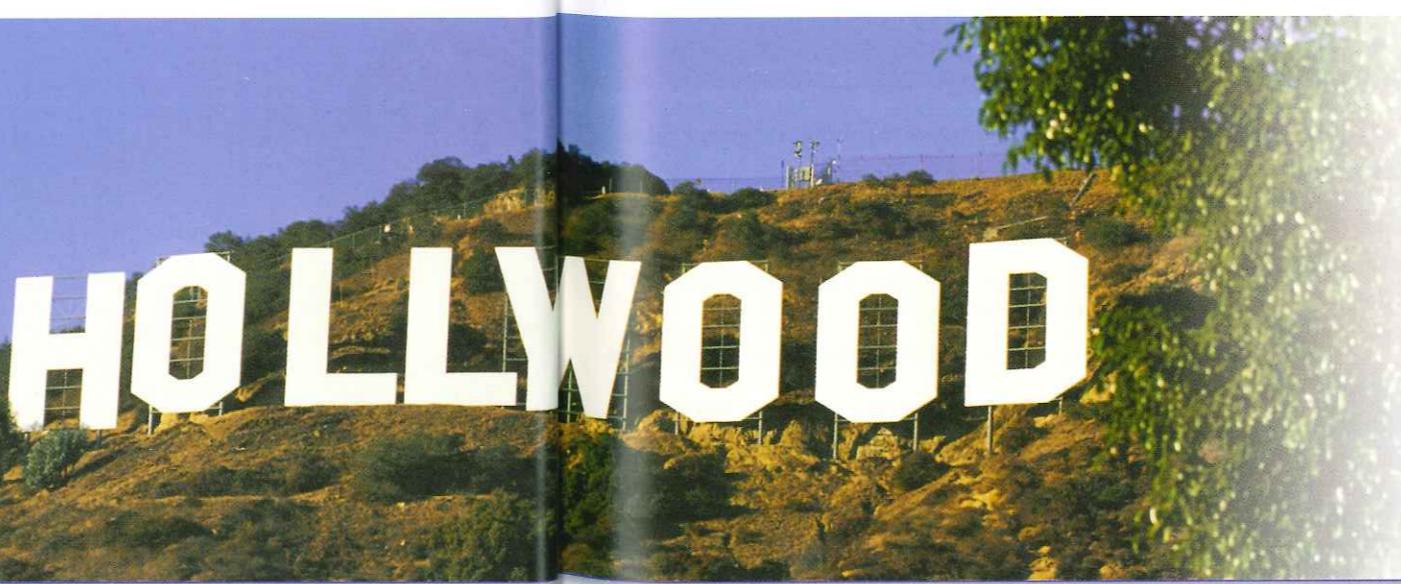
1b Look at sentences 4 and 6. Why is it possible to omit **that** in sentence 4, but not in sentence 6?

GRAMMAR REFERENCE ▶ page 42

2 Look at the relative pronouns in these sentences.

In which sentences can you omit the relative pronoun?

- 1 That's the film **that** I saw last week.
- 2 English is a language **which** millions of people speak.
- 3 Arnold Schwarzenegger is an actor **who** later became a politician.
- 4 The credits are a list of people **who** worked on a film or TV programme.
- 5 I'm sure she's the actress **that** appeared in *Fantastic Four*.
- 6 The first thing **that** I did was to switch on the TV.
- 7 That was the series **which** made him famous.
- 8 He never forgot the people **who** helped him at the start of his career.



EXAM SUCCESS

You are going to do a multiple-choice cloze activity. You have a text with gaps. You must fill in each gap with one of three or four words given. Why is it a good idea to read the complete text first, without thinking about the gaps?

EXAM SUCCESS ▶ page 150

3 Read the text and fill in the gaps.

Poland is one country (1) _____ **where** _____ dubbing films is not popular. In Poland, actors don't copy the original, English-speaking actors. Instead there is just one speaker (2) _____ simply reads all the original English dialogue in Polish. While you are listening to the speaker, you can also hear the original English version in the background. This is something (3) _____ is very popular in Poland. It doesn't seem unusual to watch popular films and series and hear a middle-aged man reading the dialogue of a group of teenage girls. People have their favourite speakers (4) _____ they like the quality of their voices. One popular speaker, (5) _____ CV includes some big Hollywood films, says he has his own rule: 'Interpretation, yes; expression, no.' There is one thing (6) _____ creates problems for speakers. Polish words are generally long, in comparison to English. And they have a (7) _____ of consonants. Sometimes translators simplify and cut the dialogue because speakers need to read slowly. In 2001, a television channel used six different voices on a famous American comedy series. They wanted to see if dubbing could be popular. This experiment (8) _____ work. They had a lot of phone calls from people who were very unhappy (9) _____ they did this!

1	A which	B where	C whose	D –
2	A –	B who	C whose	D does
3	A who	B can	C what	D which
4	A but	B which	C because	D why
5	A whose	B his	C who	D that
6	A this	B who	C when	D that
7	A lot	B lots	C many	D little
8	A don't	B wasn't	C can't	D didn't
9	A who	B where	C when	D which

- 4 Match the sentence halves using appropriate relative pronouns.

Mumbai, or Bombay, is the place where they make Bollywood films.

1 Mumbai, or Bombay, is the place ...

2 Brad Pitt is the actor ...

3 Christmas and summer are times ...

4 J. R. R. Tolkien was the writer ...

5 *In Old California* (1910) was the first film ...

6 Spiderman and Batman are superheroes ...

7 Krzysztof Kieślowski was a Polish director ...

a a lot of new films appear in cinemas.

b made the film *Mr and Mrs Smith* with Angelina Jolie.

c became famous for his films *Red, White and Blue*.

d they make Bollywood films.

e books became a series of very popular films.

f adventures became very successful films.

g was made in Hollywood.

- 5a **SPEAKING** Choose six words from the Vocabulary sections in Units 1–3. Write definitions of the words using **who**, **that**, **which**, **where**, **when**, **whose**.

- 5b Read your definitions to your partner. Can your partner identify the words?

It's a person who attacks you to take money or objects from you.

A mugger.

It's the stage of life when you're a child.

Childhood.

- 6 Complete these sentences with true information about you.

- 1 _____ is a place where I'm usually happy.
- 2 _____ is an object which is really important to me.
- 3 _____ was a year when something special happened to me.
- 4 _____ is a person who is special to me.
- 5 _____ is a place where I want to go one day.
- 6 _____ is a language that I want to learn.
- 7 _____ is a film that I love.

- 7 **SPEAKING** Work with a partner. Compare your sentences in 6 and discuss your answers.

Home is a place where I'm usually happy.

Me too. But I wrote 'the swimming pool'. I go swimming every weekend. I love it.

1 SPEAKING Work with a partner. Ask and answer the questions.

- 1 Do you usually study English in the holidays?
- 2 Did you study English last summer?
- 3 If so, where did you study and what did you do?

2a SPEAKING Look at this advert for a school that organises summer courses for students of English. Think about these questions and make a note of your answers.

- 1 Do you think it's a good place to learn English in the summer? Why/Why not?
- 2 You want to do a summer course to practise English. What factors are important in deciding where to study?

 Cardiff English Centre
Learn English in Wales!

Based in the heart of Cardiff, the Cardiff English Centre has been welcoming students to Wales for over 20 years. As a small school we are able to give students the personal care and attention they need to make the most of their stay and have fun while learning English.

Why not contact us to find out more?

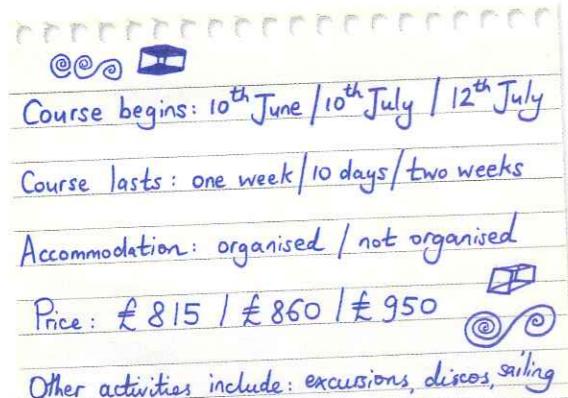
Daffodil House, 47 Town Road, Cardiff, Wales, CF1 0BE
Email: info@cardiffenglishcentre.com



2b Work with a partner. Compare your answers.

3  LISTENING 1.22 Listen to a student asking for information about the Cardiff English Centre. Does he ask about any of the factors you thought of in 2?

4  Listen again and choose the correct alternative.



5 Look at the useful expressions in the Speaking Bank. Read the dialogue in 6 and tick the expressions which appear in it.

► Speaking Bank

Useful expressions for checking understanding

- Sorry, did you say ... ?
- Pardon?
- Could you repeat that?
- I'm not sure I understood.

6 Complete the dialogue with the correct information in 4.

RECEPTIONIST: Good morning. This is the (a) English Centre. How can I help you?

STUDENT: Good morning. I'd like some information about your summer courses, please.

RECEPTIONIST: Yes, of course. We have a course for students between 14 and 17. It begins on (b)

STUDENT: Sorry, did you say (c)

RECEPTIONIST: Yes, that's right. The course lasts (d)

STUDENT: Do you organise accommodation?

RECEPTIONIST: (e), we (f)

STUDENT: How much is the course?

RECEPTIONIST: The price of a (g) course is (h)

STUDENT: Could you repeat that?

RECEPTIONIST: Yes, I said the price is (i)

STUDENT: Does the price include other activities?

RECEPTIONIST: Yes, it does.

STUDENT: What other activities are there?

RECEPTIONIST: There are (j) , (k) and sports activities, including (l)

STUDENT: Oh, that sounds interesting. Can you send me a registration form?

RECEPTIONIST: Yes, of course. Can you give me your name and address?

STUDENT: Yes, it's ...

7 SPEAKING Practise the dialogue in 6 with your partner.

Practice makes perfect

8a SPEAKING Work with a partner. Do this role-play using the questions from 6 and the Speaking Bank to help you.

You want to find out the following information about summer courses at a language school:

- the starting date of the course
- the length of the course
- if accommodation is organised or not
- the price
- other activities on the course

Student A: You are the receptionist at the Sydney English Centre. Look at page 159.

Student B: You want information about the Sydney English Centre.

8b Now change roles.

Student B: You are the receptionist at the San Francisco English Centre. Look at page 159.

Student A: You want information about the San Francisco English Centre.

► EXAM SUCCESS

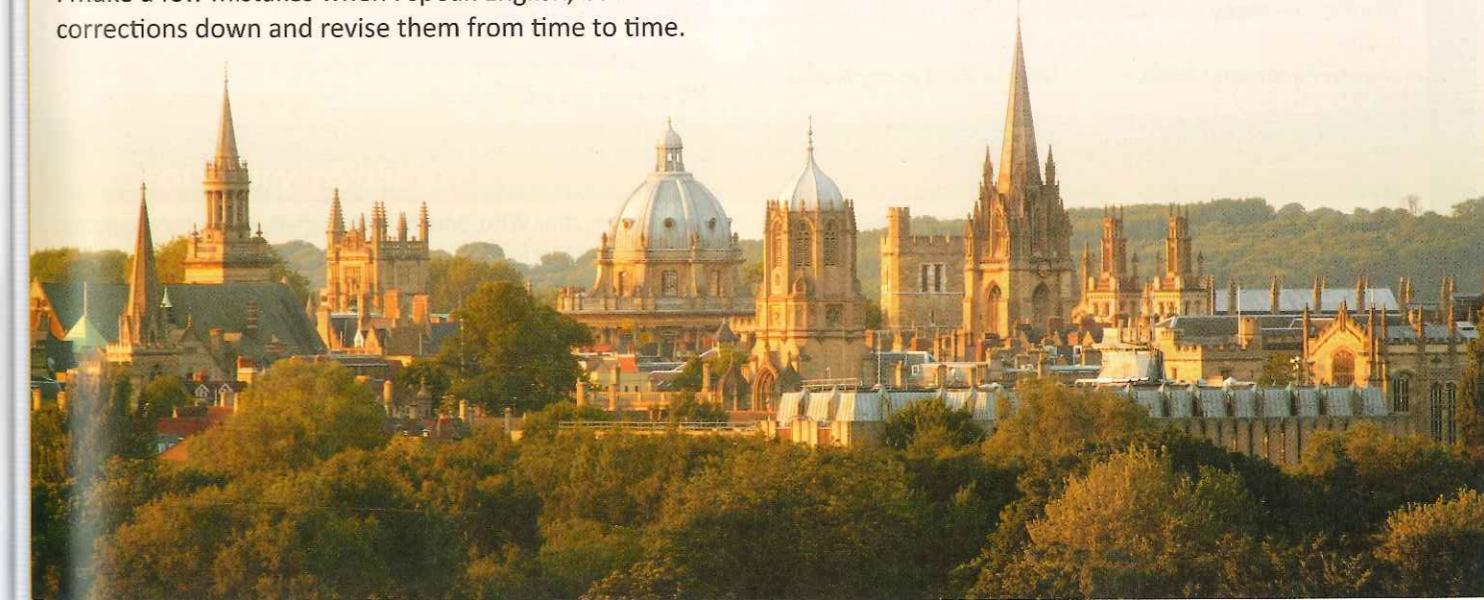
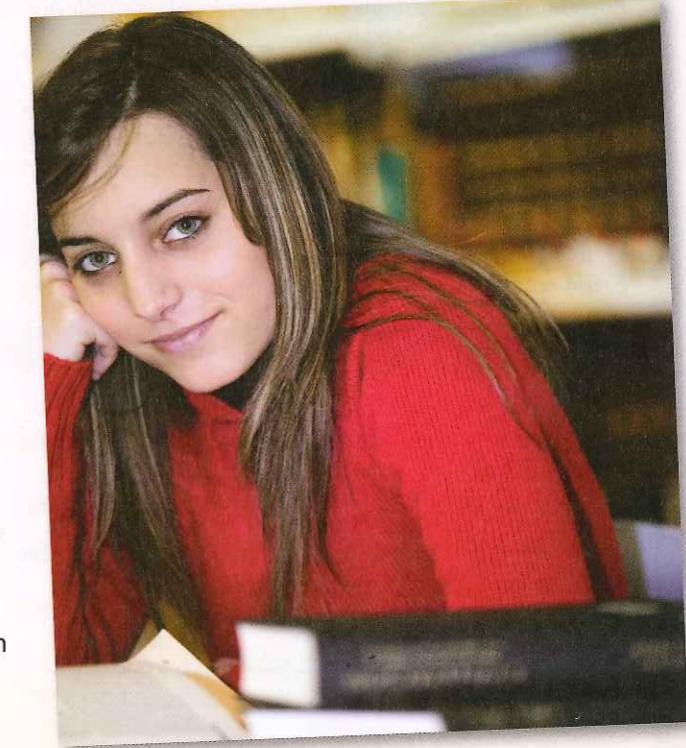
What do you need to do to get a good mark in a speaking exam?

EXAM SUCCESS ► page 150

1 A language biography is a text where you describe your experiences of learning a different language. Read this language biography written by a student of English. What similarities are there between her experiences and yours?

We both started learning English at primary school.

My name is Alexandra Maslova and I'm 16 years old. I'm Russian and my mother-tongue is Russian. Apart from Russian, I can speak English. I started learning English when I was at primary school. I was seven years old. Primary school was where we listened to, and sang, a lot of songs in English. We also played games and read some stories. We didn't study a lot of grammar in primary school but we learnt a lot of vocabulary and we practised speaking. At the moment I'm studying English at secondary school. We study a lot of grammar and vocabulary, but we don't speak much. We study vocabulary by writing a list with new words and revising it. From time to time we do vocabulary tests. We don't do many translations in lessons, but we do lots of grammar exercises. Outside school I don't really speak much English. For homework, we often read special English readers which our teacher gives us. When we finish them, we usually write summaries. I listen to a lot of English because I love English and American music and I also watch DVDs in English. When I was thirteen I went to London for a holiday. When I was there I met some great people. I'd like to go somewhere else in the UK, to Oxford for example. I like learning English by doing activities and games in pairs. I make a few mistakes when I speak English, but I write the corrections down and revise them from time to time.



2 The text in 1 is not divided into paragraphs. Read it again and mark where each new paragraph should begin. Use the plan below to help you. When you finish, read the information in the Writing Bank.

Paragraph 1: basic personal information

Paragraph 2: language-learning experiences at primary school

Paragraph 3: language-learning experiences at secondary school

Paragraph 4: language-learning experiences outside school, including trips

Paragraph 5: how you prefer to learn a language

3 Make notes for the paragraphs in 2 with information about yourself and your experiences of learning English.

► Writing Bank

Paragraphs

We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, brainstorm your ideas and then group those ideas into logical paragraphs.

4 Practice makes perfect

Write your own language biography using your notes in 3. Organise your information into five clear paragraphs.

Language reference and revision

► Grammar reference

Countable and uncountable nouns

Book, mistake, shop, euro are all examples of countable nouns. We can count *books, mistakes, shops, euros* and so there is a singular and plural form. Some things, for example liquids, we cannot count and so we do not usually use a plural form. These are uncountable nouns. Other examples are **milk, money, bread**. Many words can be both countable and uncountable. It depends on the context.

Coffee is bad for you. (uncountable = in general)
Bring me two coffees. (countable = two cups of coffee)

Some, any, much, many, a lot (of), a few, a little

Use

We use **some** with uncountable nouns and with plural countable nouns, in affirmative sentences.

I've got some books. *We've got some free time.*

We use **any** with uncountable nouns and with plural countable nouns, in negative sentences and questions.

I haven't got any money. *Are there any books?*

We use **much, many, a lot (of)** to talk about big quantities. We often use **much** in negative sentences and questions, with uncountable nouns.

I haven't got much time. *Have you got much water?*

We often use **many** in negative sentences, with plural countable nouns.

I haven't got many books. *Have you got many books?*

Relative pronouns

Use

We use relative pronouns to give information about the person, thing, place or time in the first half of the sentence.

J. R. R. Tolkien is the person who/that wrote The Lord of the Rings.
That's the book which/that he translated.
That's the actor whose film I saw yesterday.
Liverpool is the place where I was born.

Sunday is the day when I go for a run with my friends.

We use **who** and **that** for people, **which** and **that** for things, **whose** for possessions, **where** for places, and **when** for times.

► Vocabulary

1 Countries, nationalities, languages

Countries: Argentina Austria Brazil Egypt
 Japan The Netherlands Poland
 Russia Switzerland Wales

Nationalities: Argentinian Austrian Brazilian
 Dutch Egyptian Japanese Polish

Russian Swiss Welsh

Languages: Dutch English French German
 Italian Japanese Polish Romansh
 Russian Spanish Welsh

2 Learning a language

do/study English
 do/write an essay
 do/take an exam do/an exercise
 do/homework make/a mistake
 memorise memorisation
 practice (n.) practise (v.) revise
 revision student study
 translate translation

3 Negative prefixes

unhappy unofficial unusual
 incorrect informal invisible
 impossible illegal irregular

4 Other words and phrases

► page 138–9

► Grammar revision

Some, any, much, many, a lot (of), a few, a little

1 Complete the sentences with **some, any, much, many, a lot (of), a few, or a little**.

- I haven't got many English magazines, only
- We haven't got information about this country – nothing at all.
- It didn't rain last summer so there was only water in the river.
- I haven't got money, just five euros.

WORKBOOK ► page 22

- A: Were there people at the concert?
 B: Yes, thousands.
- We haven't got time before the train leaves, only five minutes.
- He gave me good advice.
- There were only people at her party, four or five I think.

/8 points

Relative pronouns

2 Join the two sentences to make one sentence. Use **who, which, that, whose, where, or when**.

The Coen brothers are film directors. Their films often win prizes.

- Jerzy Dudek is a football player. He speaks Polish and English.
- Woolton, in Liverpool, is a beautiful place. My grandparents live there.
- Last year was a special year. Many important things happened that year.
- That's the teacher. Her classes are brilliant.
- This is a great book. They want to make it into a film.
- Pirahā is an interesting language. Only 200 people speak it.
- Sergei Lukyanenko is a Russian author. He writes fantasy novels.
- We go to the cinema on Wednesdays. There's a special price on Wednesdays.

WORKBOOK ► page 25

/8 points

► Vocabulary revision

Learning a language

1 Complete the sentences with these words. You need to use one word twice.

do exercise make practice
 practise revision translation

- Yesterday we wrote a of an English poem into Polish.
- Before the exam, he did some by having a quick look at his notes.
- Anybody can a mistake.
- Yesterday's exam was just a , it wasn't the real one.
- Did you the exercises yesterday?
- This is the fourth on this page.
- You have to regularly to speak English well.
- At our school we English and German.

WORKBOOK ► page 20

Countries, nationalities and languages

2 Complete the sentences with the correct country, nationality or language.

- Dutch people are from
- In Argentina they speak
- People in Wales speak English and
- Swiss people are from
- Austrians speak
- people are from Poland.
- People from Egypt speak
- People from Egypt are

WORKBOOK ► page 20

/8 points

Negative prefixes

3 Complete the words.

- sad = un-
- wrong, with a mistake = in-
- not following the usual rules, e.g. go – went = ir-
- criminal = il-
- you cannot do it = im-
- relaxed and friendly, casual = in-
- you cannot see it = in-
- strange = un-

WORKBOOK ► page 23

/8 points

Total

/40 points