

# UNIT 3

## World languages

### ▼ AGENDA

- ▶ Comparative and superlative adjectives
- ▶ Relative clauses
- ▶ Adjectives file. Personal attitudes and qualities
- ▶ Past, present, and future languages
- ▶ Giving opinions.  
Agreeing and disagreeing.  
Participating in a meeting or discussion

### Language focus

- 1 Look at the table. Match the languages in the box with the countries where they are spoken. You can use one language more than once.

Country	Major languages	Number of speakers	% of population
China	Mandarin	867m	67.0%
	Wu (Shanghai)	50m	3.8%
	_____ <sup>1</sup>	45m	3.5%
Canada	English	19m	59.3%
	_____ <sup>2</sup>	7m	23.2%
Spain	Spanish (Castilian)	32m	74.0%
	_____ <sup>3</sup>	7m	17.0%
	Galician	3m	7.0%
Switzerland	_____ <sup>4</sup>	850,000	2.0%
	German	4.5m	63.7%
	_____ <sup>5</sup>	1.4m	19.2%
	Italian	540,000	7.6%
	_____ <sup>6</sup>	42,600	0.6%

Basque   Cantonese   Catalan   French   Romansch

- 2 Work in pairs. Say the numbers in the table in 1. Dictate five more numbers to your partner, then check each other's answers.



- 3 3.1 Read the information about Andrea Harris. Then listen to the interview and answer the questions.

My name's Andrea Harris. I work for a large investment bank in the City, the financial district of London. I'm part of a department which arranges business trips for other companies in Europe and Asia. These are companies that want to promote themselves abroad.

I travel abroad quite a bit myself, which I love. I often have to deal with clients who don't speak English, which means I have to have other languages besides English - my mother tongue.

- 1 How many languages does she speak?
- 2 What language did she study at school?
- 3 Which of these things does Andrea think is more difficult:
  - a learning a foreign language as an adult or learning a foreign language as a child?
  - b learning French or learning Spanish?
  - c Japanese or Spanish?

- 4 3.1 Listen to Andrea again and complete the sentences.

- 1 The first thing I realized is that learning a foreign language can be \_\_\_\_\_ than you think.
- 2 Learning a language when you're young is much \_\_\_\_\_ and \_\_\_\_\_ when you're \_\_\_\_\_.
- 3 For me, Spanish was \_\_\_\_\_ than French.
- 4 I nearly gave up. But after a while it got \_\_\_\_\_.
- 5 Learning Spanish was one of the \_\_\_\_\_ interesting and \_\_\_\_\_ useful \_\_\_\_\_ I've ever done.
- 6 He's really one of the \_\_\_\_\_ and \_\_\_\_\_ teachers you could hope for!
- 7 But then, as I said, Japanese is \_\_\_\_\_ difficult than Spanish.
- 8 Certainly, my Japanese is not \_\_\_\_\_ my Spanish.

### 5 Grammar quiz

Work in pairs. Match the two halves of the sentences giving the rules for comparative and superlative adjective forms.

A

- 1 The opposites of *more* and *most*
- 2 The comparative and superlative forms of *good* and *bad*
- 3 We use *-er* and *-est*
- 4 The comparative and superlative endings of adjectives which end in *-y*
- 5 We use *as* + adjective + *as* or *not as* + adjective + *as*
- 6 To show a big difference before a comparative adjective
- 7 To show a small difference before a comparative adjective
- 8 The expression *one of the -est*

B

- a as the comparative and superlative form of one- and two-syllable adjectives.
- b are *less* and *least*.
- c are *-ier* and *-iest* (the *y* disappears).
- d we use *much* or *a lot*.
- e is followed by a plural noun.
- f we use *slightly* or *a little*.
- g are *better*, *best*, *worse*, *worst*.
- h to show something is or is not the same or equal.

## Relative clauses

Read the examples. The relative clauses are underlined. Complete the rules and answer the questions.

### Type A relative clauses

- I get to travel abroad quite a lot, which I love.
- My teacher, who was Japanese, was the best teacher I have ever had.
- He now lives in London, where we met.
- My husband, whose Spanish is excellent, helped me practise.

### Type B relative clauses

- I'm part of a department which arranges business trips for other companies in Europe and Asia.
- I often have to deal with clients who don't speak English.

- There aren't many words in Japanese that are similar in English.
- I think to achieve this I would have to go and live where Spanish is spoken by everybody.
- Type \_\_\_\_\_ relative clauses give you extra information about the noun they refer to. They are called *non-defining relative clauses*.
- Type \_\_\_\_\_ relative clauses give you information that tells you which person, place, or thing the speaker is talking about. They are called *defining relative clauses*.

- 1 When can *that* replace *who* or *which*?
- 2 When are *where* and *whose* used?



Pocket Book pp. 13–14

## Practice

- 1** Complete the sentences with *that*, *which*, *where*, *who*, or *whose*. Then decide if the relative clauses are defining (D) or non-defining (ND) and tick the correct column.

	D	ND
1 Andrea works for a large investment bank _____ is in London.	<input type="checkbox"/>	<input type="checkbox"/>
2 The head office of her company, _____ is located in the centre of the city, is only twenty minutes from her house.	<input type="checkbox"/>	<input type="checkbox"/>
3 She often travels to countries _____ she can practise her languages.	<input type="checkbox"/>	<input type="checkbox"/>
4 Her husband, _____ speaks excellent Spanish, helped her learn.	<input type="checkbox"/>	<input type="checkbox"/>
5 She would prefer to improve her Spanish by living _____ she can speak it on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>
6 The language _____ she found most difficult was Japanese.	<input type="checkbox"/>	<input type="checkbox"/>
7 Andrea had a teacher _____ was the best she had ever had.	<input type="checkbox"/>	<input type="checkbox"/>
8 The teacher, _____ first language was Japanese, was very patient.	<input type="checkbox"/>	<input type="checkbox"/>
9 Arabic is the language _____ she would like to learn next.	<input type="checkbox"/>	<input type="checkbox"/>

- 2** Work in pairs. Join the facts about China to make one sentence. Use *that*, *which*, *where*, *who*, or *whose*.

**Example** The area of China is 9,596,960 square kilometres. It is slightly smaller than the USA.

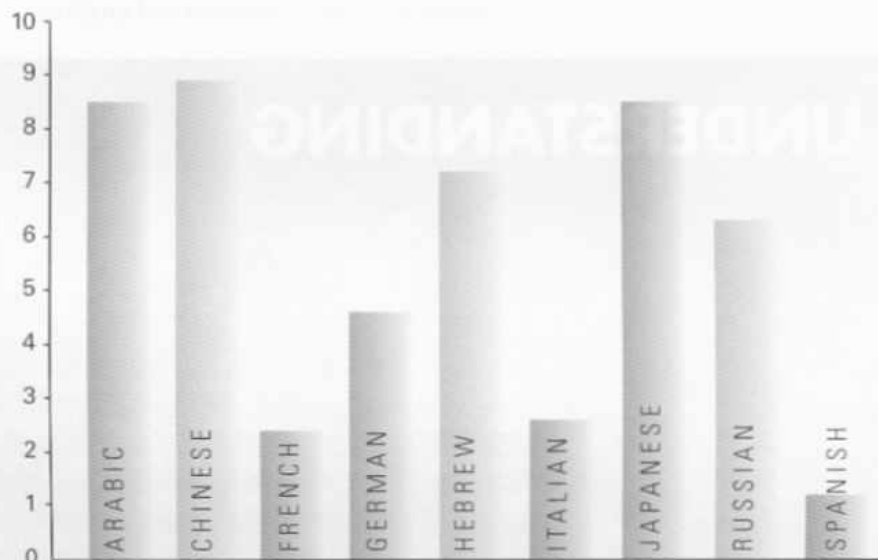
*The area of China is 9,596,960 square kilometres, which is slightly smaller than the USA.*

- 1 The population of China is 1.3 billion. It is the highest population in the world.
- 2 Beijing has a population of 13 million. Beijing is the capital of China.
- 3 The political leader of China lives in Beijing. His title is President.
- 4 Badaling is a popular tourist location. You can see part of the Great Wall in Badaling.
- 5 China manufactures electrical goods, textiles, and clothing. They are sold throughout the world.
- 6 Most Chinese people are descended from the Han people. They came from North East China.

- ③ Work in pairs. Write similar sentences about your own country, city, or town. Compare them with your partner's.
- ④ 1 Complete the paragraph using the information in the bar chart. Use the comparative or superlative form of a suitable adjective (e.g. *easy*, *difficult*, *hard*) and *a lot/much*, *a little/slightly*, and *(not) as ... as* to show the degree of difference.

How difficult are these languages for an American?

0 = very easy  
10 = very difficult



A group of students from the United States were asked which languages they found easy and difficult to learn. According to the survey, the \_\_\_\_\_<sup>1</sup> language to learn is Spanish. French is \_\_\_\_\_<sup>2</sup> difficult. Russian is \_\_\_\_\_<sup>3</sup> than Spanish. Chinese is the \_\_\_\_\_<sup>4</sup> language, with Japanese and Arabic \_\_\_\_\_<sup>5</sup> difficult. Hebrew is \_\_\_\_\_<sup>6</sup> Arabic. Not surprisingly, the survey shows that for Americans, European languages are not \_\_\_\_\_<sup>7</sup> difficult to learn \_\_\_\_\_<sup>8</sup> Asian languages.

- 2 Use the information in the bar chart to make more sentences:
- comparing Russian and Japanese
  - comparing Spanish and German
  - comparing all the European languages
- ⑤ Work in groups. Compare the advantages and disadvantages of the following. Say which you prefer and why.
- 1 Learning a language in a small group or in one-to-one lessons.
  - 2 Learning a language with an untrained native-speaker teacher or a trained teacher from your country.
  - 3 Using the phone or email to communicate with work colleagues.
  - 4 Driving to work or travelling on public transport.
  - 5 Working in an open-plan office or in individual offices.
  - 6 Living with your parents or in your own accommodation (when you first start work).

- 1 Make a list of the different ways in which people communicate with each other face-to-face.  
Example *gestures*
- 2 Read the article *Understanding body language*. Underline the adjectives that describe personal attitudes and qualities.

## UNDERSTANDING

# BODY LANGUAGE



What you say with your body can be as important as what you say with words. In meetings, negotiations, and social situations it is important to think about body language – gesture, posture, facial expression, eye contact, and other non-verbal signals. Look at these people, for example. Which of these words would you use to describe them: *interested, bored, thoughtful, aggressive, neutral*? How did you decide?



Of course, body language can mean different things in different cultures. In western countries, crossing your arms can indicate you are suspicious or even hostile, but smiling and keeping your hands visible can indicate you are open-minded. If you play with a pen or even your hair, it can mean you are distracted; but putting your hand on your chin can show you are thoughtful. Leaning back in your chair can sometimes seem rude, but leaning forwards slightly can indicate you are attentive. Nodding gently when someone is making a point can show you are supportive and encouraging. If you stare at someone they may think you are being intrusive, but establishing good eye contact is important if you are trying to be decisive.

- 3 Look at the list of adjectives in the box and answer the questions.

attentive    bored    decisive    distracted    encouraging  
friendly    interested    intrusive    neutral    rude    supportive

- Find two pairs of opposite adjectives.
- Find five adjectives whose opposites are formed by adding either *un-* or *in-*. Give the full word (e.g. *uninterested*).
- The following words from the list do not take *un-* or *in-* to form their opposites. What are their opposites? You may need to use a dictionary.

encouraging    neutral    rude

- 4 Complete the sentences with a suitable adjective.

**FEEDBACK ON A NEGOTIATION**

1	Pierre - arms crossed for most of the meeting - not very _____.
2	Heidi seemed _____ - constantly playing with her pen.
3	Chris kept staring at the speaker - quite _____.
4	Sara - nodding in an _____ way during the presentation. seemed _____.
5	Valentina - rather _____ . Didn't make good eye contact with anyone.
6	Lee didn't smile once. How _____!
7	Neil - excellent eye contact - _____.
8	Kati - a little _____? - leaning backwards slightly in her chair.

- 5 Replace the phrases in italics with adjectives from the box.

analytical    diplomatic    flexible    motivated    responsible  
confident    enthusiastic    innovative    punctual    thorough

### Employee profile

An excellent employee who is *able to be trusted* <sup>1</sup>. He is *always on time* <sup>2</sup>, and is clearly *interested in his work and works hard* <sup>3</sup>. His ideas are *new* <sup>4</sup>, and he is *sure about his own ability* <sup>5</sup> when putting them forward. He is also *good at dealing with people in difficult situations* <sup>6</sup>, and is *able to change to suit new situations* <sup>7</sup>. Perhaps he needs to be a little more *logical and scientific* <sup>8</sup> about his approach, but his reports are very *detailed* <sup>9</sup>. His best quality is that he is *excited and interested* <sup>10</sup> about everything!

- 6 Work in pairs. Ask and answer the questions.

- Which three adjectives would your colleagues or other students use to describe you?
- How important is body language in your culture? How would you show you are interested, bored, thoughtful, aggressive, and neutral?
- Do you use different body language when you speak English?
- In business, is *what* you say more important than *how* you say it?



## Past, present, and future languages

- 1 Do you find English easier to speak or to write?
- 2 What about your own language?
- 3 Do you know which was the earliest form of written language: Chinese, Arabic, or Hieroglyphs?



- 2 Read the article *The Rosetta Stone and the new Rosetta Disk*.
  - 1 Why is the Rosetta Stone in three different scripts?
  - 2 When was it made?
  - 3 Who found it?
  - 4 Where does its name come from?
  - 5 Who deciphered the hieroglyphs?
  - 6 Why was its discovery important?
  - 7 What is the purpose of the new Rosetta Disk?

## The Rosetta Stone and the new Rosetta Disk

In the British Museum in London there is a black stone, called the Rosetta Stone, which measures 114 x 72 cm. It is covered with carvings in three different scripts: hieroglyphic, demotic, and Greek. The stone is written in three scripts because these were being used in Egypt at the time. It is over 2,000 years old and was found in 1799 by French soldiers who were rebuilding a fort in the town of Rosetta in Egypt.

The structure of the hieroglyphic script was very hard to work out – it was not successfully deciphered until 1822. Jean-François Champollion, a French expert in languages, discovered the text was written by a group of priests in Egypt to

honour the Pharaoh. This discovery meant that the Rosetta Stone could be used as a kind of 'dictionary' to check the meaning of early written languages.

Today a small group of engineers and scientists want to build a new Rosetta 'Stone' or Disk, using the same idea of parallel texts. Many scientists predict that most of the world's languages will disappear in the next hundred years. This new stone will preserve some basic knowledge of the world's languages for future generations.



- 3 Listen to part of a radio programme about the Rosetta Disk.
  - 1 How many languages will be preserved on the disk?
  - 2 Where is the new Rosetta Project based?
  - 3 How many volunteers are working on the project?

- 4 3.2 Listen again. Complete this FAQs (frequently asked questions) page of the Rosetta Project website.

# The Rosetta Project

## What is the aim of the Rosetta Project?

- To create a permanent physical archive of \_\_\_\_\_<sup>1</sup> of the world's languages.

## What form will the new Rosetta 'Stone' take?

- A special micro-etched \_\_\_\_\_<sup>2</sup> inside a spherical \_\_\_\_\_<sup>3</sup>.
- An \_\_\_\_\_<sup>4</sup> archive.
- A single-volume reference \_\_\_\_\_<sup>5</sup>.

## What will be on the disk?

- A description of each language, including its \_\_\_\_\_<sup>6</sup> and \_\_\_\_\_<sup>7</sup> system.
- A wordlist of \_\_\_\_\_<sup>8</sup> core words.
- A parallel text from the Bible, Genesis chapters \_\_\_\_\_<sup>9</sup>.

## How will people be able to read it?

- With a \_\_\_\_\_<sup>10</sup> with magnification of one thousand times.

## Where will the disk be available?

- There will be lots of disks distributed throughout the \_\_\_\_\_<sup>11</sup>.

## What is the website where people can contribute their research?

- www. \_\_\_\_\_<sup>12</sup>.

## 5 Work in groups.

- 1 Why do you think languages disappear?
- 2 Do you think it is important to preserve languages, even if they are only spoken by a small number of people? Think of arguments for and against.
- 3 Do you speak any *dialects* (regional language variations) from your country?
- 4 Do you have a strong *accent* (way of pronouncing) when you speak your native language?

## 6 Work in pairs. Discuss the question.

Which of these reasons for learning languages do you think are relevant to people who need languages for work?

- a A language is part of a people's culture and it's important to respect culture.
- b If you speak the language of an international partner they will respect you more.
- c It will save money on translation and interpretation services.
- d It gives you an advantage over your competitors if you can speak the language of your trading partners and they can't.
- e It allows you to dominate meetings with international partners.
- f You can meet people from other countries and understand their way of life.
- g It gives you more job opportunities.
- h It's interesting and fun.



## Giving opinions. Agreeing and disagreeing. Participating in a meeting or discussion



- 1** **3.3** Listen to the first part of a meeting between Rosa, Piet, and Eric.
- 1 How many programmes will NMP finance?
  - 2 Which countries does Eric think should be in the first three programmes?
  - 3 Why does Piet disagree with Eric?
  - 4 Which three countries do they agree on?
- 2** **3.3** Listen again. Write the phrases which Rosa, Piet, and Eric use in the meeting under the correct heading below.

### Asking for opinions

What are your views?

### Giving opinions

In my opinion ...

From a financial point of view ...

### Agreeing

### Expressing reservations

### Disagreeing

You could be right, but ...

- 3** **3.4** Listen to the second part of the meeting.
- 1 Which two groups of people must the pilot programme impress?
  - 2 Why does Rosa want to find a consultant for each programme?
  - 3 What does their choice of Spain for the pilot programme depend on?
- 4** **3.4** Listen again. Add other phrases the speakers use under the correct headings in **2** above.
- 5** Work in pairs.
- 1 Which of the phrases in **2** would you use to give
    - a a strong opinion?
    - b a tentative opinion?
  - 2 Which of the phrases would you use to agree strongly?
  - 3 What other phrases could you use to disagree politely?



- 6 Some of the phrases used in the meeting are given below. Complete the list with other phrases you remember from the meeting. Check with 3.3 and 3.4 on p. 134.

### Participating in a meeting or discussion

#### Opening

#### Stating objectives

The aim of the meeting is to ...

#### Beginning the discussion

(Eric), would you like to start?

#### Interrupting

Just a minute, (Rosa), could I just ask something?

#### Asking for clarification

#### Checking agreement

#### Moving on

#### Concluding

Well, I think that's everything. Is there anything else you want to discuss?

#### Summarizing

#### Closing

Good. Let's call it a day, then.



- 7 Work in pairs. Compare your list of phrases. See p. 22 of the Pocket Book.

### Pronunciation

- 1 3.5 Listen to the same sentence, spoken twice. Tick the one which sounds polite.

a Could you explain that again?                      b Could you explain that again?

- 2 3.6 Listen to five more sentences, spoken twice. Tick the one which sounds polite.

1 a Could you begin, James?	b Could you begin, James?
2 a Excuse me. Could I come in here?	b Excuse me. Could I come in here?
3 a Can we get back to the main point?	b Can we get back to the main point?
4 a Would you mind repeating that?	b Would you mind repeating that?
5 a Could you go over that again?	b Could you go over that again?

- 3 3.7 Listen to and repeat the polite versions of all the sentences in 2.

- 8 Work in groups. Each person chooses one of the topics below and starts a short discussion of that topic. Give your opinions and explain why you agree or disagree with your colleagues.

- 1 All young people should do twelve months' military service or community service after finishing school.
- 2 Public transport should be state-owned, not privatized. A public transport system can either make a profit or provide a good service. It cannot do both.
- 3 University education should be free and the state should pay the cost of students' accommodation, food, and books.
- 4 All employees should get a share of a company's profits, not only senior management.
- 5 Unemployed people who get payments from the state should do some kind of work in exchange for the money they receive.