

























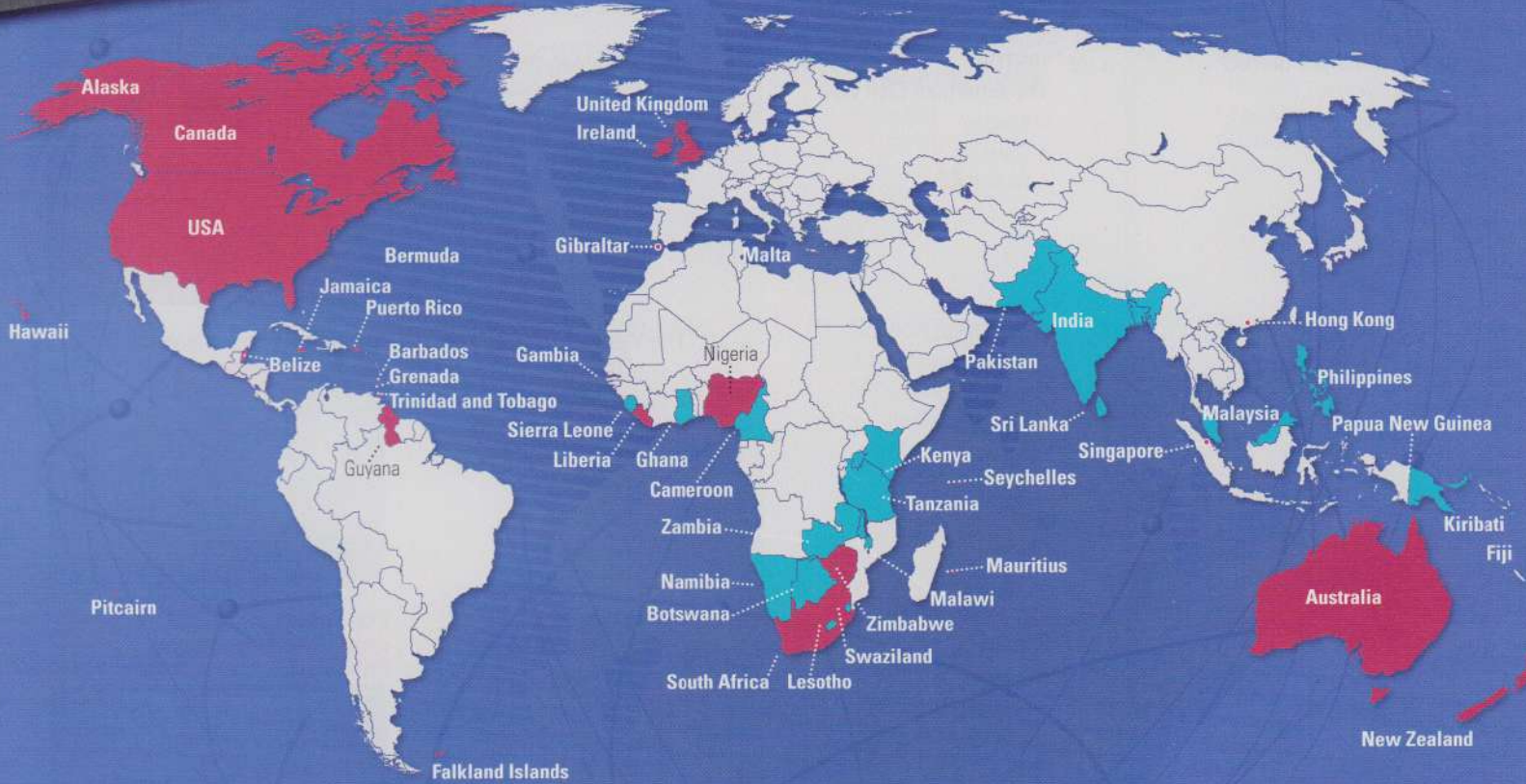
	Overview > Towards B1	Current Affairs > B1	Current Affairs > B2
<p>→ UNIT 1</p> <p>English and the World</p> 	<p>p. 8 Who speaks English?</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing P <p>p. 10 A Brief History of the English Language</p> <ul style="list-style-type: none"> • Reading • Listening P <p>p. 12 The Spread of the English Language</p> <ul style="list-style-type: none"> • Reading 	<p>p. 14 Not Only English</p> <ul style="list-style-type: none"> • Reading • Writing P 	<p>p. 16 Learning English</p> <ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing
<p>→ UNIT 2</p> <p>Environment and Surroundings</p> 	<p>p. 24 The British Isles</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing P <p>p. 26 The United States of America</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing <p>p. 28 Australia and New Zealand</p> <ul style="list-style-type: none"> • Reading • Writing P • Speaking 	<p>p. 30 Dream Location</p> <ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing P 	<p>p. 32 Green Heritage</p> <ul style="list-style-type: none"> • Reading • Listening • Writing
<p>→ UNIT 3</p> <p>Values and Principles</p> 	<p>p. 40 Popular British Values</p> <ul style="list-style-type: none"> • Reading • Writing P 	<p>p. 42 Icons and Institutions</p> <ul style="list-style-type: none"> • Reading • Listening P • Writing P 	<p>p. 44 What Are They Like?</p> <ul style="list-style-type: none"> • Reading • Listening • Writing
<p>→ UNIT 4</p> <p>Rituals and Traditions</p> 	<p>p. 52 The Cycle of Life</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing P 	<p>p. 54 Fun Traditions</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing P 	<p>p. 56 The Royal Family</p> <ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing
<p>→ UNIT 5</p> <p>Food and Plenty</p> 	<p>p. 64 Food in Britain</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening P • Writing P 	<p>p. 66 The Big Breakfast</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing 	<p>p. 68 The Spice of Life</p> <ul style="list-style-type: none"> • Reading • Listening • Writing
<p>→ UNIT 6</p> <p>House and Home</p> 	<p>p. 76 Houses</p> <ul style="list-style-type: none"> • Reading • Listening • Writing P 	<p>p. 78 Lifestyles</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing P 	<p>p. 80 Urban Animals</p> <ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing

Literature > B1	Interdisciplinary Topics > B2	First > B2	BBC Videos
<p>p. 18 Brick Lane by Monica Ali</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 20 HISTORY – British Colonialism</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing I 	<p>p. 22 The Future of the English Language</p> <ul style="list-style-type: none"> • Reading and Use of English [part 7] • Reading and Use of English [part 4] • Writing [part 1] 	<p>Indigenous Australians</p> <p>> VIDEO ACTIVITIES ▶ p. 160</p> 
<p>p. 34 Under the Greenwood Tree by Thomas Hardy</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 36 TOURISM – Sustainable tourism</p> <ul style="list-style-type: none"> • Reading • Writing I 	<p>p. 38 Welcome to Middle Earth</p> <ul style="list-style-type: none"> • Writing [part 2] • Speaking [part 1] • Listening [part 2] 	<p>US National Parks</p> <p>> VIDEO ACTIVITIES ▶ p. 160</p> 
<p>p. 46 Bridget Jones's Diary by Helen Fielding</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 48 HISTORY – Magna Carta: Not Just a Document</p> <ul style="list-style-type: none"> • Reading • Writing I 	<p>p. 50 The Modern British Family</p> <ul style="list-style-type: none"> • Reading and Use of English [part 3] • Listening [part 1] 	<p>Career and Life Balance</p> <p>> VIDEO ACTIVITIES ▶ p. 161</p> 
<p>p. 58 The Remains of the Day by Kazuo Ishiguro</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 60 MUSIC – Irish Traditional Music</p> <ul style="list-style-type: none"> • Reading • Writing I 	<p>p. 62 It's Party Time</p> <ul style="list-style-type: none"> • Reading and Use of English [part 5] • Reading and Use of English [part 2] • Reading and Use of English [part 4] 	<p>Thinking the Same</p> <p>> VIDEO ACTIVITIES ▶ p. 161</p> 
<p>p. 70 Vanity Fair by William Makepeace Thackeray</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 72 SCIENCE – Genetically Modified Food</p> <ul style="list-style-type: none"> • Reading • Writing I 	<p>p. 74 Christmas Lunch</p> <ul style="list-style-type: none"> • Listening [part 3] • Speaking [part 2] • Writing [part 2] 	<p>Genetically Modified Plants</p> <p>> VIDEO ACTIVITIES ▶ p. 162</p> 
<p>p. 82 The Great Gatsby by Francis Scott Fitzgerald</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 84 GEOGRAPHY – Urbanisation</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing I 	<p>p. 86 London Calling</p> <ul style="list-style-type: none"> • Reading and Use of English [part 6] • Speaking [part 3] • Speaking [part 4] 	<p>Living in Vancouver</p> <p>> VIDEO ACTIVITIES ▶ p. 162</p> 

	Overview > Towards B1	Current Affairs > B1	Current Affairs > B2
<p>→ UNIT 7</p> <p>Business and Industry</p> 	<p>p. 88 British and American Economies</p> <ul style="list-style-type: none"> • Reading • Writing P 	<p>p. 90 Wall Street or The City?</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening 	<p>p. 92 Big Data</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing
<p>→ UNIT 8</p> <p>Government and Politics</p> 	<p>p. 100 UK and US Political Systems</p> <ul style="list-style-type: none"> • Reading • Writing P 	<p>p. 102 The USA: a Two-Party System</p> <ul style="list-style-type: none"> • Reading • Listening • Writing P 	<p>p. 104 Better Together?</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing
<p>→ UNIT 9</p> <p>Education and Learning</p> 	<p>p. 112 Educational Systems in the UK and USA</p> <ul style="list-style-type: none"> • Reading • Listening P • Writing P 	<p>p. 114 Schools in Britain</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing P 	<p>p. 116 Ivy League or Oxbridge?</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing
<p>→ UNIT 10</p> <p>Arts and Entertainment</p> 	<p>p. 124 The Arts Are Rocking</p> <ul style="list-style-type: none"> • Reading • Writing P 	<p>p. 126 Performing Arts in London</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing P 	<p>p. 128 Hollywood</p> <ul style="list-style-type: none"> • Reading • Listening • Writing
<p>→ UNIT 11</p> <p>Design and Technology</p> 	<p>p. 136 Technology Today</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing P 	<p>p. 138 Silicon Valley</p> <ul style="list-style-type: none"> • Reading • Listening • Writing 	<p>p. 140 British Fashion</p> <ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing
<p>→ UNIT 12</p> <p>Sport and Leisure</p> 	<p>p. 148 Free Time Activities</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing P 	<p>p. 150 Very British Sports</p> <ul style="list-style-type: none"> • Reading • Listening • Writing P 	<p>p. 152 Home Entertainment</p> <ul style="list-style-type: none"> • Reading • Writing

Literature > B1	Interdisciplinary Topics > B2	First > B2	BBC Videos
<p>p. 94 Moneyball by Michael Lewis</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 96 ECONOMICS – Deindustrialisation</p> <ul style="list-style-type: none"> • Reading • Writing I 	<p>p. 98 India's Economy</p> <ul style="list-style-type: none"> • Listening [part 4] • Speaking [part 3] • Speaking [part 4] • Writing [part 2] 	<p>Predictive Advertising</p> <p>> VIDEO ACTIVITIES ▶ p. 163</p> 
<p>p. 106 The Hunger Games by Suzanne Collins</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 108 HISTORY – The American Civil War</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing I 	<p>p. 110 The European Union</p> <ul style="list-style-type: none"> • Reading and Use of English [part 7] • Reading and Use of English [part 1] • Writing [part 2] 	<p>From Reagan to Clinton</p> <p>> VIDEO ACTIVITIES ▶ p. 163</p> 
<p>p. 118 Jane Eyre by Charlotte Brontë</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 120 PEDAGOGY – Group Work</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing I 	<p>p. 122 The Value of the Gap Year</p> <ul style="list-style-type: none"> • Writing [part 2] • Speaking [part 2] • Listening [part 1] 	<p>Growing Up with the Web</p> <p>> VIDEO ACTIVITIES ▶ p. 164</p> 
<p>p. 130 Girl with a Pearl Earring by Tracy Chevalier</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 132 ART HISTORY – Pop Art</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing I 	<p>p. 134 Sydney Opera House</p> <ul style="list-style-type: none"> • Reading and Use of English [part 5] • Reading and Use of English [part 4] • Writing [part 2] 	<p>Pop Culture</p> <p>> VIDEO ACTIVITIES ▶ p. 164</p> 
<p>p. 142 The Devil Wears Prada by Lauren Weisberger</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 144 SCIENCE – 3D Printing</p> <ul style="list-style-type: none"> • Reading • Speaking • Writing I 	<p>p. 146 Green Designs</p> <ul style="list-style-type: none"> • Listening [part 4] • Speaking [part 4] • Writing [part 1] 	<p>British Inventions</p> <p>> VIDEO ACTIVITIES ▶ p. 165</p> 
<p>p. 154 Fever Pitch by Nick Hornby</p> <ul style="list-style-type: none"> • Reading • Speaking 	<p>p. 156 PHYSICAL EDUCATION – American Football</p> <ul style="list-style-type: none"> • Reading • Writing I 	<p>p. 158 Sport in South Africa</p> <ul style="list-style-type: none"> • Reading and Use of English [part 6] • Reading and Use of English [part 4] • Writing [part 2] 	<p>Fun in Sydney</p> <p>> VIDEO ACTIVITIES ▶ p. 165</p> 

English and the World



Who Speaks English?

- Countries where English is used as first and official language
- Countries where English is used as a *lingua franca* or official language

Along with¹ Chinese and Spanish, English is one of the most spoken languages in the world. It has been adopted as a *lingua franca* or common language in many contexts, to help people communicate between nations and cultures. It's used in the fields² of diplomacy, politics, science, technology, film and music by people who don't have the same native language. For this reason it's also one of the most common foreign languages taught in schools and universities around the world.

According to³ statistics produced by *Ethnologue* in 2014, about 1,200 million people around the globe speak English but only 400 million of these are **native speakers**. The others speak English as a **second or foreign language**.

English is the first language of the United Kingdom, Ireland, the USA, Australia, New Zealand, Canada, South Africa and some Caribbean islands including⁴ Jamaica and Barbados.

There are also many countries, including India, Malaysia and Kenya, which have English as their second language; most of these countries are ex-British colonies.

With so many countries using the same language there are obviously variations from one place to another. Although they speak the same language, people from Australia, Ireland and Canada for example have very **different accents** and often use different words. However, thanks to films, music and the Internet there's always a chance to experience the English language in its many varieties.

English has become so important that in many sectors, for example the world of **business or technology**, it is the only language used. Nobody uses their dictionary to find the meanings⁵ of 'public relations', 'partner', 'off-shore' and 'know-how'. If you go 'shopping' at the 'weekend' you know that *S, M, L* and *XL* indicate the size in a clothes shop.

The **globalisation** of the English language means that absolutely everybody knows some English, even if they don't realise⁶ it; every time they switch on the 'computer' to check their 'email', read a 'blog' or take a 'selfie' they are using English words.



Glossary

- | | |
|------------------------------------|---|
| 1 along with: together with | 4 including: as well as |
| 2 fields: areas | 5 meanings: significances |
| 3 according to: as said by | 6 don't realise: be not aware of |

Reading

1 **Before you read. Look at the map on page 8 and answer the questions.**

- Where is English most spoken?
- Why do you think this is?

2 **Read the text on page 8 and answer the questions.**

- What is a *lingua franca*?
- Why do so many students study English?
- According to *Ethnologue*, how many people speak English as a second or foreign language?
- Why is it sometimes difficult to understand English spoken around the world?

3 **Read the text on page 9 and answer the questions.**

- In what sectors is English used most?
- Why don't we use dictionaries to understand the meaning of many English words?

Listening

4 **Listen to these young people talking about using English. What do they use it for?**

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Speaker 1 | a To do research for school. |
| <input type="checkbox"/> Speaker 2 | b To chat to people online. |
| <input type="checkbox"/> Speaker 3 | c To understand the words to songs. |

Stats box!

English is used in...

- 90% of airlines
- at least 66% of scientific papers
- 50% of business deals
- 95% of pop music
- 75% of world mail correspondence
- 55% of written content on the Internet

Think

- What do the statistics tell you?



Speaking

5 **Discuss the following.**

- What English do you use when you speak your own language with your friends?
- How do you feel about using English?

Writing

6 **PRELIMINARY** How do you use English in your everyday life? Write a text thinking about following.

< school • free time • travel >

Write 35-45 words.

A Brief History of the English Language

Old English

The English language as we know it didn't come from England at all but from areas which are now part of Germany and Denmark. When tribes called **Angles**, **Saxons** and **Jutes** invaded Britain during the 5th century AD the original inhabitants of Britain, the Celts, escaped to Ireland, Scotland and Wales, taking their language with them. The Nordic tribes spoke languages which developed into **Anglo-Saxon**, a mix of dialects or what we call **Old English**. This was spoken from around 450-1100 AD. The names 'England' and 'English' come from the word **Angle**. Nowadays about half the words we use have Old English roots¹, especially words used to describe the countryside and daily life.

Anglo-Saxon	Today's English
brodor	→ brother
hus	→ house
wif	→ wife

Old Norse

In the 8th century, another Germanic tribe arrived bringing their contribution to Old English. **Vikings**, mostly from Denmark, controlled virtually the whole eastern half of England by the late 9th century. We can

Old Norse	Today's English
egg	→ egg
gata	→ gate
Thor's day	→ Thursday

thank their language (Old Norse) for many words ending in *-by* – 'Rugby' (the place not the game) – words beginning in *-th* – 'they' or *-sk* – 'ski' – and words reflecting their pirate lifestyle such as 'fog' and 'skull'².

Latin

The Roman invasion back in 43 AD left surprisingly little influence on the English language but during the 6th and 7th centuries the spread³ of Christianity brought many Latin words to the language. Nearly all written texts were in Latin; it became the Medieval *lingua franca* of Europe and was used especially to describe religious or educational terms.

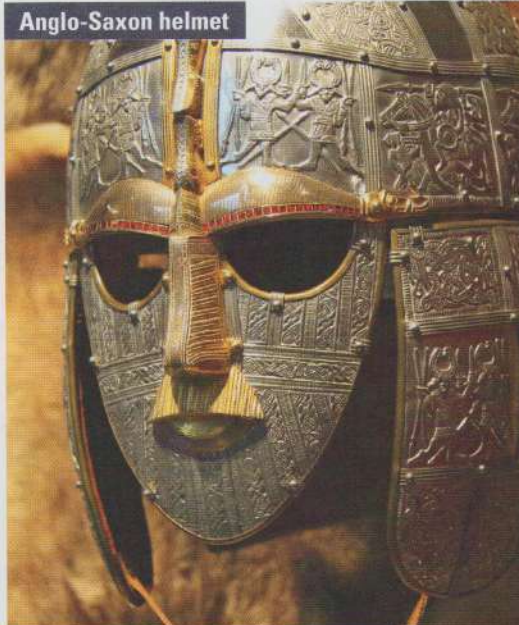
Latin	Today's English
schola	→ school
lingua	→ language
populus	→ people

Middle English

In 1066, Britain was invaded again, this time by the **Norman** King, William the Conqueror. He and his court⁴ spoke an early version of French and this became the official language of the ruling⁵ and business classes. The lower classes continued to speak Old English and Latin as they had no direct contact with the royal court. Gradually they blended⁶ together and this mixture of French and Latin and Old English was known as **Middle English** and was spoken until about 1500.

Early French	Today's English
fouorque	→ fork
gardin	→ garden
boef	→ beef

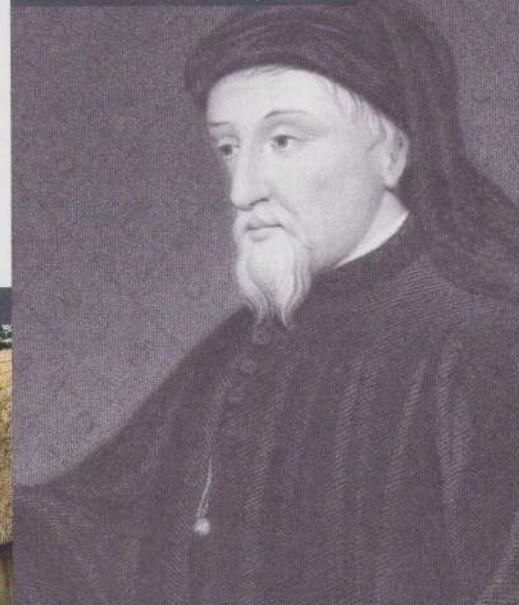
Anglo-Saxon helmet



Norman Conquest of England (1066) depicted in The Bayeux Tapestry



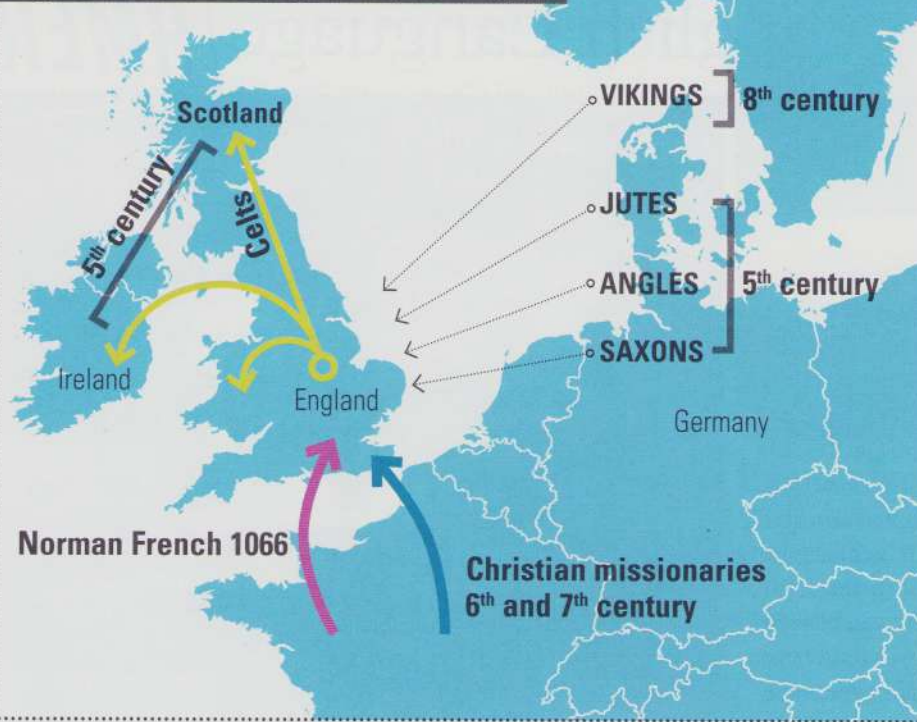
Geoffrey Chaucer (1343 – 1400) author of the Canterbury Tales



West Stow Anglo-Saxon village



Migration waves influencing the evolution of English



Early Modern English

During the 16th century people started to travel much more. The British came into contact with people from all around the world and more and more words filtered into the language. The printing of books brought a standard spelling and grammar to a language which previously had many variations. We call this language **Early Modern English**.

Over the centuries, the language has evolved and developed with thousands of new words coming from many different languages.

Glossary

- 1 **roots:** sources or origins of a thing
- 2 **skull:** the bones of the head
- 3 **spread:** extension
- 4 **court:** residence of a sovereign, his family and officials, etc.
- 5 **ruling:** that rules, predominant
- 6 **blended:** mixed

Good to know...?

Just to prove how absurd English spelling is, the Irish writer George Bernard Shaw asked this question: "How do you pronounce 'GHOTI'?" Obviously 'Ghoti' isn't a word but Shaw said that you pronounce it 'FISH'!

The **GH** is **F** like enou**GH**

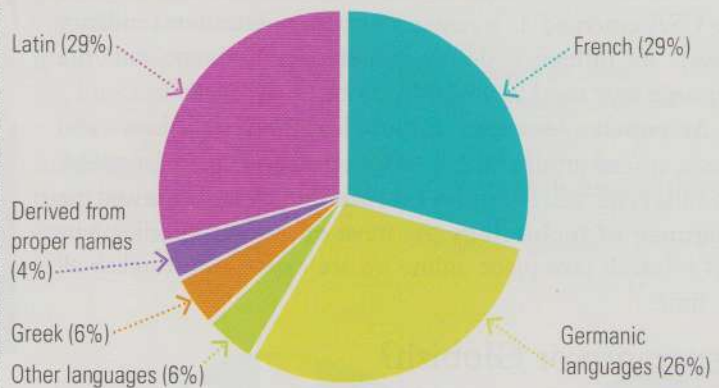
The **O** is **I** like w**O**men

The **TI** is **SH** as in na**TI**on

Think

- Can you think of other words which are pronounced and spelt very differently?
- Why do you think English spelling is so difficult?

Where do English words really come from?



Reading

1 Before you read. In pairs, answer the question.

- 1 Look at the map above. What does it tell you?

2 Read the text on pages 10 and 11 and underline the following information.

- 1 Anglo-Saxon and Old English are the same thing.
- 2 The Vikings spoke a different language to the Angles, Saxons and Jutes.
- 3 Latin was the *lingua franca* of Medieval Europe.
- 4 Middle English was a mixture of French, Latin and Old English.
- 5 During the 16th century travel and printing enriched and standardised the language.
- 6 English has continued to evolve over the centuries.

Listening



3 PRELIMINARY Listen to expert Tom Greenaway explaining why English is such a difficult language to spell and say if the following sentences are true (T) or false (F).

- 1 English is a phonetic language. T F
- 2 British people spoke very good French. T F
- 3 The British changed the pronunciation of French words. T F
- 4 People used to pronounce the silent letters in words like 'knee' and 'night'. T F
- 5 The Anglo-Saxons thought correct spelling was very important. T F
- 6 Before books, people used their imagination to spell words. T F

The Spread of the English Language

MADE IN AMERICA



Why English?

Britain is a tiny¹ island of only 229,848 km², so how did its mixed up² language become the global success it is today? A quick history lesson will show us that **British colonisation** exported the English

language to countries like North America, the Caribbean, Australia, New Zealand, much of West and Southern Africa, South Asia, and parts of South-East Asia. Britain was the first industrialised nation and by the start of the 20th century its empire covered a quarter of the globe. This meant that English-speaking governments and industries were established all around the world. But this doesn't explain why, a long time later, the language is still used. So how did English become the new international language?

Perhaps one of the reasons why it became so widely spoken has more to do with America than Britain. After World War II the USA emerged as a new economic, political and military power. Its influence dominated the world scene and the language they used to do this was obviously English.

As popular American culture, like films, TV shows and music, spread around³ the world, so did the English language. Nowadays it's also the **universal business language** and the **language of technology**. As most of our communications and research take place online we are exposed to English all the time.

Esperanto or Globish?

To solve the 'international language' problem an artificial language called **Esperanto** was created in 1887. It is apparently easier to learn than a natural language thanks to its easy grammar structure, but there are few people who speak it in the world today.

Globish is a simplified version of English, developed to make global communication easier. Rather than a language, it's a list of 1,500 words and basic grammar to help non-native speakers understand each other.



Reading

1 Before you read. In pairs, answer the questions.

- 1 Why do you think English is a global language?
- 2 What do you know about Esperanto and Globish?

2 Read the text on page 12 and answer the questions.

- 1 Why were English-speaking governments established around the world?
- 2 Why did English become more widely spoken after World War II?
- 3 What aspects of American culture influenced the spread of English?
- 4 Why are we exposed to English all the time?

Think

- How useful would it be to teach Esperanto or Globish in schools around the world? Why?

Accents and Dialects

Depending on where you live you might have a regional accent or dialect.

An accent is the different way in which the pronunciation and intonation of the language changes while a dialect uses different regional words within a language. Sometimes the accent is so strong, or the dialect so local that people who speak the same language but with a different accent or vocabulary can't understand each other.

Look at these two texts. The first is in Standard English and the second in a Scottish dialect.



English vs. American

The same language? Well, yes and no. In 1620, when the group known as the Pilgrim Fathers left England to find a new life in America, they took their language with them. It was the language of Shakespeare, an early modern English full of words and verb forms that we don't use today.

There are lots of words that Americans use, like 'trash' (in Britain we say 'rubbish') or 'fall' (Brits use 'autumn') which are actually Old English words. Some Americanisms like 'gotten' instead of 'got' are actually old verb forms that were used at the time when the Pilgrim Fathers left England.

You could say that American English is more Shakespearian than British English (but a British person might not agree!).

Glossary

- 1 **tiny**: very small
- 2 **mixed up**: confused
- 3 **spread around**: moved to cover
- 4 **rubbish**: things we throw away



Culture mirror

- Are there different accents and dialects in your country?
- Do you think it's important to maintain regional accents and dialects? Why? Why not?



Reading

3 Read the text on page 13 and answer the questions.

- 1 What's the difference between an accent and a dialect?
- 2 How do you say 'live', 'small', 'mum' and 'beautiful' in the Scottish dialect?
- 3 Who brought English to America?
- 4 Why could you say that American English is more Shakespearian than British English?

Think

Here are some words used in America (1-8). Match them to their British equivalent.

- | | |
|------------------|-----------------|
| 1 elevator | 5 cookie |
| 2 line | 6 candies |
| 3 pants | 7 movie |
| 4 restroom | 8 soccer |

< film • trousers • queue • biscuit • football • lift • sweets • toilet >