

Cześć, co słychać?

Γειά σου. Τι κάνεις; Merhaba. Nasılsın?

您好!

Здрасти. Как си?

szia! hogy vagy?

Speaking

1 Before reading the article, talk about these questions with a partner.

- Look at the words above. Can you recognise the languages?
- Roughly how many languages are there in the world?
- Approximately how many languages do you think die out every year?
- Which language is spoken more than any other?
- Do you think your language is worth learning by other people?

DEATH SENTENCE

A language dies only when the last person who speaks it dies. One day it's there; the next it is gone. Here is how it happens. In late 1995, a linguist, Bruce Connell, was doing some fieldwork in the Mambila region of Cameroon. He found a language called Kasabe, which no westerner had studied before. It had just one speaker left, a man called Bogon. Connell had no time on that visit to find out much about the language, so he decided to return to Cameroon a year later. He arrived in mid-November, only to learn that Bogon had died on November 5.

On November 4, Kasabe existed as one of the world's languages; on November 6, it did not. The event might have caused a stir in Bogon's village. If you are the last speaker of a language, you are often considered special in your community. You are a living monument to what the community once was. But outside the village, who knew or mourned the passing of what he stood for?

There is nothing unusual about a single language dying. Communities have come and gone throughout history, taking their languages with them. But, judged by the standards of the past, what is happening today is extraordinary. It is language extinction on a massive scale. According to the best estimates, there are now about 6,000 languages in the world. Of these, about half are going to die out during this

century. This means that, on average, there is a language dying out somewhere in the world every two weeks or so.

A survey published by SIL International, formerly known as the Summer Institute of Linguistics, established that there were 51 languages with only one speaker left – 28 in Australia alone. There are almost 500 languages in the world with fewer than 100 speakers; 1,500 with fewer than 1,000 speakers; more than 3,000 with fewer than 10,000 speakers; and a staggering 5,000 languages with fewer than 100,000 speakers. Ninety-four per cent of the world's languages are spoken by only 6% of its people. No wonder so many are in danger.

Many languages die as a result of cultural assimilation. When one culture assimilates another, the sequence of events affecting the endangered language is usually characterised by three broad stages. The first is immense pressure on the people to speak the dominant language. The second stage is a period of bilingualism; people become increasingly efficient in their new language while still retaining competence in their old. Then, often quickly, bilingualism starts to decline, with the old language giving way to the new. This leads to the third stage, in which the younger generation increasingly finds its old language less relevant.

Is language death such a disaster? Surely, you might say, it is simply a symptom of more people striving to improve their lives by joining the modern world. So long as a hundred or even a couple of thousand languages survive, that is sufficient. No it is not. We should care about dying languages for the same reason that we care when a species of animal or plant dies. It reduces the diversity of our planet. In the case of language we are talking about intellectual

and cultural diversity, not biological diversity, but the issues are the same.

Increasing uniformity holds dangers for the long-term survival of a species. The strongest ecosystems are those which are most diverse. If the development of multiple cultures is a prerequisite for successful human development, then the preservation of linguistic diversity is essential, because cultures are chiefly transmitted through spoken and written languages. Encapsulated within a language is most of a community's history and a large part of its cultural identity.

Sometimes what we might learn from a language is eminently practical, as when we discover new medical treatments from the folk medicine of an indigenous people; sometimes it is intellectual, as when the links between languages tell us something about the movements of early civilisations. Sometimes it is literary. Every language has its equivalent – even if only in oral form – of Chaucer, Wordsworth and Dickens, and of course, very often it is linguistic: we learn something new about language itself – the behaviour that makes us truly human, and without which there would be no talk at all. Ezra Pound summed up the core intellectual argument: 'The sum of human wisdom is not contained in any one language, and no single language is capable of expressing all forms and degrees of human comprehension.'

Not everyone agrees. Some people believe that the multiplicity of the world's languages is a curse rather than a blessing. If only we had just one language in the world – whether English, Esperanto, or whatever – we would all be better off. World peace would be established. Or so they think.

Reading

2 Read through the article quickly and then answer these questions.

- Why do you think the writer chose the title *Death sentence* for this article?
- Do you think the writer is in favour of or against having a world language? Underline the part of the text which gives you the answer.

3 Read the article again more carefully and then answer the questions which follow.

- What do the words in italics in the article refer to?
 - Here is how *it* happens. (lines 3–4)
 - It* had just one speaker left (lines 8–9)
 - Of *these*, about half are going to die out (lines 32–33)
 - This* means that, on average (line 34)
 - No wonder so *many* are in danger. (line 49)
 - Surely, you might say, *it* is simply a symptom (lines 65–66)
 - It* reduces the diversity of our planet. (lines 73–74)
 - sometimes *it* is intellectual (line 94)
 - Or so *they* think (line 116)

Exam spot

A good understanding of reference devices will help you in the Reading parts of the exam.

5 Read the article again and answer these questions.

- What does the writer mean by 'caused a stir' in line 17?
- Explain in your own words what happens during 'cultural assimilation'? (lines 50–51)
- What point is the writer making when he gives a comparison between languages and animals? (lines 71–73)
- Why does the writer believe that 'linguistic diversity' (line 84) is important?
- What examples does the writer give of what we can learn from a language?
- Explain in your own words what Ezra Pound stated. (lines 105–109)

6 Esperanto is an artificial language, based on Western European languages, which was once believed to have a future as a world language. It has never become popular. Why do you think that is? Do you think that your first language could be a world language? Why? / Why not?



7 Read through the text below. Where would you find this type of text? Give your reasons.

Pidgin and Creole

Just as a language may develop varieties in the form of dialects, languages as a whole may change. Sometimes rapid language change occurs as a result of (1) between people who each speak a different language. In such circumstances a pidgin language may (2) Pidgins usually have low (3) with respect to other languages. They are grammatically (4) on one language but are also influenced, especially in vocabulary, by others; they have relatively small sound systems, reduced vocabularies and simplified and altered grammars, and they rely (5) on context in order to be understood.

Pidgins are often the result of traders meeting island and coastal peoples. A pidgin has no native speakers: when speakers of a pidgin have children who learn the pidgin as their first language, that language is then called a creole. (6) the creole has enough native speakers to form a speech community, the creole may (7) into a fuller language. Many Creole speakers think of their languages as dialects of some colonial language (e.g. dialects of French or English). Linguists nearly always disagree with this view – from our (8) , Creoles have independent grammars and all the equipment of full, proper languages.

For questions 1–8, read the text above and decide which answer (A, B, C or D) best fits each gap.

- A approximation B acquaintance C link D contact
- A issue B stem C spring D arise
- A prestige B credit C esteem D stature
- A based B derived C built D hinged
- A decisively B thoroughly C closely D heavily
- A Whereas B Promptly C Once D Presently
- A increase B expand C enlarge D swell
- A perspective B outlook C context D view

Wish and if only

1 Read this business anecdote and then answer the question below.

The British company was chasing a multimillion-pound deal to sell slate from a quarry that it mined to a Spanish customer. The meeting was arranged, the plane arrived and the guests were whisked off to a smart restaurant. Everything was in place – but the interpreter failed to turn up. The directors managed to say the five words of holiday Spanish that they knew between them – several times – but most of the meal passed in embarrassed silence. The guests returned to Spain the next day and, needless to say, there was no deal.

One of the directors might have said to his colleague during the meal 'I wish I had learned Spanish' or 'I wish the customers could speak English'. What else might have been said using *wish*?

2 What verb form do you use after *wish* when you want to talk about

- a the present?
- b the past?
- c something that is annoying you?

3 What difference does it make if you begin a sentence with *if only ...* rather than *I wish*?

Hope and *wish* are often confused. If you want something to be true or to happen in the future and you believe it's possible, then a structure such as *I hope* is required. *Wish* is used for things which you want to happen but think may not happen.

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Corpus spot

Look at the following sentences. They are all taken from the *Cambridge Learner Corpus* and contain errors that Proficiency candidates have made in the exam when using *wish*. Work with a partner to correct them.

- a I do wish I will turn out to be a good doctor.
- b I wish I will be able to suppress my laughter when he speaks, but I can't.
- c She wishes she would be more positive about the future.
- d I wish you like the present I've got you for your birthday.
- e I hope you to have a pleasant stay.
- f I wish they allowed us to enter the club last night.
- g He hopes he would remember things more easily.
- h I really wish to hear from you soon.
- i I wish her children can be as well-behaved as yours.
- j I wish they stopped smoking; it's making me cough.
- k I wish there'll always be green hills and rivers.
- l We spent hours in the forest wishing to see an elk.

4 What do you wish for? Talk with your partner about things that you wish for now, in the past and in the future:

- your family • your country
- your job/studies • the world

Would rather, It's time, etc.

5 With a partner discuss how you would complete these sentences. Give reasons for your choice.

- a It's time (go) home. (said as a general statement)
- b It's time (go) home. (said to a particular person)
- c I'd rather (spend) my money on clothes than cigarettes.
- d I'd rather Michael (leave) his bicycle somewhere else.
- e I'd rather she (give) me some flowers instead of chocolates yesterday.
- f It's high time (do) his own ironing.
- g It's about time (take) a more serious attitude to her job.

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6 For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 1 I really think you should be more assertive about your rights.
up
It's about time more.
- 2 You should really stop behaving like a child.
though
It's high time a child.
- 3 They should do a proper review of teachers' salaries.
out
It's time a proper review of teachers' salaries.
- 4 I think it preferable for all students to write in ink.
rather
I in ink.
- 5 I regret now spending so much money on that car.
splashed
I wish now so much money on that car.
- 6 It's a pity that he turned up without warning me.
let
I wish he was coming.
- 7 It's a shame she wasn't aware how much I cared for her.
strength
If only of my feelings for her.
- 8 Please don't wear shoes in the house.
rather
I your shoes in the house.

Phrase spot

The interpreter failed to turn up to the meal with the British company. *Turn up* is a phrasal verb that means 'to come or arrive rather casually'. *Turn* is often tested at Proficiency, as a phrasal verb, a phrasal noun or in an expression.

The following are all expressions with *turn*. Read the sentences below and rewrite them using one of the expressions in the box.

- | | |
|-------------------------------|-------------------------|
| to take a turn for the better | not to turn a hair |
| to have a nice turn of phrase | to toss and turn |
| not to know which way to turn | to take it in turns |
| to turn as red as a beetroot | a turn-up for the books |
| the turn of the century | |

- a Well, there's a surprise – I never thought he'd get a girlfriend.
- b He expresses himself well.
- c He went scarlet when she asked him to dance.



- d From 1900 we see a change in attitudes towards the countryside.
- e I didn't know what to do when the airline told me they'd lost my luggage.
- f I couldn't sleep last night for worrying.
- g My dad was ill in hospital but he's suddenly improved so he'll be home at the weekend.
- h Muriel wasn't the least bit put out when we told her the awful news.
- i Now, everyone must wait to have a go with the new computer game.



O.3 Listening and Speaking

1 With a partner, look at the photos and talk together about whether or not you think that the photos show positive aspects of globalisation. You have about a minute to do this.



2 Now, you have three minutes to talk together about the aspects of global culture that the photos show.

Things to think about:

- Does it make you feel excited or depressed when people say we live in a 'global village'?
- In what ways do you think it affects culture in your country – for example, in music, food, education, work, family life, language?
- Does global culture widen or cross the generation gap?

3 **16** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. Read through the questions carefully before you listen. After listening, discuss your answers with your partner.



Extract One

You will hear part of an interview with a politician called Steven Bright, in which globalisation is being discussed.

- Steven Bright is concerned that globalisation means a country
 - losing employment opportunities.
 - having a lack of economic control.
 - losing its sense of individuality.
- Which aspect of loaning money to developing countries does Steven Bright disagree with?
 - the reasons for giving out loans
 - the unrealistic amount of money loaned
 - the imposition of certain conditions

Extract Two

You hear a woman called Paula Drinkwater talking about her research into bilingualism.

- Why did Paula do research into bilingualism?
 - She needed a research project for her psychology doctorate.
 - It was a natural development of a project she was involved in.
 - She was keen to get into a new and exciting field.
- What does Paula say about the experiment she did?
 - She thought it was too dangerous to repeat.
 - She realised that any results would be questioned.
 - She wasn't particularly surprised by the outcome.

Extract Three

You will hear a man called Bob talking about learning Chinese.

- What is Bob doing when he speaks?
 - justifying the learning method he used
 - criticising the way languages are often taught
 - advising other people to learn Chinese
- What does Bob say about some of Elena's ideas?
 - Some of them were more useful than they first appeared.
 - They were based on what she had picked up in Spain.
 - They didn't help with every aspect of learning Chinese.

Pronunciation

4 In the recording in this unit you heard the words *homework* and *bookshelves*. Where is the main stress in these words? Make as many combinations as you can from the following words and say where the main stress should go. Some combinations are written as one word, some as two words and others take a hyphen. Use a dictionary to check.

EXAMPLE: *old house*

boathouse

old	seat	back	tea	house	woman
carpet	bag	horse	dog	red	boat
wine	sheep	road	sign	glass	race

5 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Remember the words must be spelled correctly. Use your dictionary to check.

MODERN CULTURE?

When people talk about contemporary culture they are just as (0) **LIKELY** to be talking about fast cars, trainers or high heels as they are to be talking about Shostakovich or Shakespeare.

Goods have become as (1) a measure and marker of culture as the Great and the Good. The word 'culture' can now cover just about anything. Culture is no longer merely the beautiful and singular.

It wasn't until the late twentieth century that a (2) interest in objects began to replace the traditional interest in -isms, with historians, (3) critics and philosophers all suddenly becoming fascinated by the meaning of objects, large and small. Is this a sign, perhaps, of a society cracking under the strain of too many things?

Our current (4) with material culture, one might argue, is simply a (5) to the Western crisis of abundance. There are obvious problems with this materialist (6) of culture. If our experience of everyday life is so (7), then how much more so is the (8) of our everyday things under scrutiny?

LIKE

MEAN

SCHOOL

LITERATE

OBSESSIVE

RESPOND

CONCEPT

SATISFY

SPECTATE

Writing folder 5

Part 2 Article

For Part 2 of Writing, you may have to write an article on a certain topic or discussion point. Real-world articles carry an eye-catching title, open with a thought-provoking statement and use stylistic devices to hold the reader's interest throughout.

1 These quotes are all to do with globalisation. Match each one to the organisation or product to which it refers.

- a 'It can locate thousands of sites on your chosen topic within seconds and operates at country-level, so you won't need to wade through lots of irrelevant American stuff.'
- b 'Name me one bar in the whole world where you can't get this or its local equivalent – they'll be serving it on the moon next!'
- c 'Their innovation revolutionised the music industry and led to a worldwide collapse in CD sales.'
- d 'The company has a high profile and its logo pops up everywhere, even at sports events – driving one is a real status symbol.'

2 Read the article below and choose the best title, a, b or c.

- a GLOBALISATION MEANS STANDARDISATION
- b LIKE IT OR LUMP IT
- c DON'T WORRY, BE HAPPY



Nowadays, we hear a lot about the growing threat of globalisation, accompanied by dire warnings that the rich pattern of local life is being eroded, and that its many dialects and traditions are on the verge of extinction – but stop and think for a moment about the many positive aspects that globalisation is bringing. Read on and you are bound to feel comforted, ready to face a global future.

Consider the Internet, that prime example of our shrinking world. Leaving aside the all-too-familiar worries about pornography and political extremism, even the most parochial must admit that immeasurable benefits are offered by it, not just in terms of education, the sector for which the Internet was originally designed, but more importantly, the dissemination of news and comment worldwide. With global internet access and Smartphone

technology, it is increasingly difficult for dictators to maintain regimes of misinformation, and any oppressed group is able to organise themselves quickly and effectively.

Is the world dominance of brands like Nike and Coca-Cola so bad for us, when all is said and done? Sportswear and soft drinks are innocuous products when compared to the many other things that have been globally available for a longer period of time – dangerous drugs, for example. In

any case, just because Nike trainers and Coke cans are for sale, it doesn't mean you have to buy them – even globalisation cannot negate the free will of the individual.

Critics of globalisation can stop issuing their doom and gloom statements. In the final analysis, life goes on, and undoubtedly has more to offer for many citizens of the world than it did for their parents' generation.

- 3 Do you agree with the views expressed? Why? / Why not? Note down some counter-arguments to this positive viewpoint.
- 4 Look back at the article to find these expressions, which are used to underline an opinion.

when all is said and done (line 25)
in the final analysis (lines 37–38)

Do you know these similar expressions? Fill in the missing words.

- a at the of the day
- b things considered
- c when you to think of it
- d in the light of day
- e in all

- 5 Read this rhetorical question, which introduces the third paragraph of the article.

Is the world dominance of brands like Nike and Coca-Cola so bad for us, when all is said and done?

Turn statements a–c into rhetorical questions, using one of the expressions from 4 and making any changes necessary.

EXAMPLE: The net effect of globalisation is to standardise everything.

Isn't the net effect of globalisation to standardise everything, when you come to think of it?

- a American products impose a way of life that many of us regard as alien.
- b Globalisation could bring more equality to the world.
- c It's very depressing to find a McDonald's in every town.

Write two more rhetorical questions on the negative aspects of globalisation, referring to the notes you made in 3.

- 6 Write a paragraph of 50 words to insert into the article, to give a more balanced answer. Start your paragraph with a rhetorical question.
- 7 Use the advice above to answer the following Part 2 task. Write 280–320 words.

An international current affairs magazine has invited readers to contribute articles entitled 'Globalisation – good news or bad?' for its next issue. You decide to write an article explaining your personal views on this topic.

Write your **article**.

EXAM ADVICE

- Read the question carefully.
- Spend a few minutes making notes of ideas to include.
- Order these ideas logically and to best effect.
- Present a balanced argument or personal view.
- Use rhetorical questions to maintain interest.
- Write in an appropriate register.
- Include a punchy final message.