

**ZDRAVSTVUITE!**  
**Bom dia!** *Aloha!*  
*Nǐ hǎo!* **Bonjour!**  
*Guten tag!* **Konnichiwa!**  
**Annyong ha shimnikka!**  
**¡Hola!** **Namasté!**

## Getting Ready

**Discuss the following questions with a partner.**

- 1 Look at the ways to say *Hello* in the different languages above. Which ones do you know?
- 2 How many languages can you speak? Which languages would you like to learn?
- 3 Which are the most popular languages to study in your country? Why are they popular?

**Before You Read**

Languages Without  
Borders

**A Match each group of countries to the language they share.**

- |         |                                 |              |
|---------|---------------------------------|--------------|
| 1 _____ | Austria, Germany, Liechtenstein | a Portuguese |
| 2 _____ | Egypt, Syria, Yemen             | b Spanish    |
| 3 _____ | Chile, Colombia, Cuba           | c Arabic     |
| 4 _____ | Brazil, Cape Verde, Portugal    | d English    |
| 5 _____ | Australia, Barbados, Jamaica    | e German     |

**B Answer the following questions.**

- Why do we learn English? Why do you think English is a popular language to learn?
- Do you know of any differences between the English spoken in countries like the U.S., England, and Australia? Give some examples.

**C Discuss your answers with a partner.****Reading Skill**

Identifying Main Ideas

When we read, we try to make connections between what we are reading and what we already know. It is easier to make those connections if we know the main idea of the text.

**A Skim each paragraph of the passage on the next page. Then match each paragraph to its main idea.**

- |         |             |         |             |
|---------|-------------|---------|-------------|
| 1 _____ | Paragraph 1 | 4 _____ | Paragraph 4 |
| 2 _____ | Paragraph 2 | 5 _____ | Paragraph 5 |
| 3 _____ | Paragraph 3 |         |             |

- There are many varieties of English.
- The future of English is uncertain.
- English is widely used and growing in countries like China and Russia.
- The first group consists of countries with native English speakers.
- Countries like India and Malaysia use their own variety of English in everyday life.

**B Skim the passage again quickly. Then complete the sentence below.**

The main idea of this passage is that \_\_\_\_\_.

- the most important type of English continues to be British English
- there are many types of English, and they will continue to change
- English will not be the international language for much longer

**C Now read the entire passage carefully. Then answer the questions on page 100.**

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Which

Will we Speak?

English is called an international language, but there are actually quite a few **varieties** of English that **exist** around the world. English **originated** in England, but soon English spread to other countries, and different varieties of English began to exist. Today, the countries in which English is spoken can be divided into three groups.

The first group is made of those countries where English is the **primary** language. These are countries like England, Canada, the United States, Ireland, Australia, and New Zealand. There are more than 380 million native<sup>1</sup> speakers of English in these countries alone.

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There is a second group of countries that have their own varieties of English. Their histories have been directly influenced by one of the early English-speaking societies. They use English in various important ways within their own government and everyday life. India, Malaysia, the Philippines, and Kenya are examples of this group. The total number of speakers in this group is in the hundreds of millions.

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In a third group of countries, English is widely used as a foreign language. However, citizens use their native language within their own government and in everyday life. Some countries in this group are China, Russia, Japan, Korea, Brazil, Indonesia, and many Western European countries. Some people **calculate** the number of speakers in this group to be as many as one billion—and it is growing fast.



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This changing **situation** raises many questions. Will another language **replace** English as the international language? If not, will people continue to use the English of countries such as England or the United States as models? Will new varieties of English **develop** in countries such as China or Brazil? Or, in the future, will a new international variety of English develop that doesn't belong to any one country, but to an entire area like Asia or Europe?

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<sup>1</sup> Your **native** language is the first language you learned to speak.

# Reading Comprehension

Check Your Understanding

## A Choose the correct answers for the following questions.

- 1 England, America, Canada, Ireland, Australia, and New Zealand are countries where \_\_\_\_\_.
  - a people speak English as a foreign language
  - b English is the main language
  - c people still use the type of English used in England
- 2 In China and Brazil, English is widely used \_\_\_\_\_.
  - a in everyday life
  - b by the government
  - c as a foreign language
- 3 The \_\_\_\_\_ group has the most number of English speakers.
  - a first
  - b second
  - c third
- 4 Which sentence is the writer most likely to agree with?
  - a English will stay in its current form for a long time.
  - b No one knows if English will remain the international language.
  - c Soon there will be more native speakers of English than non-native speakers.

## B Read the following sentences. Check (✓) true (T), false (F), or not given (NG). If the sentence is false, change it to make it true.

	T	F	NG
1 English originated in the United States.			
2 The writer thinks English is easy to learn.			
3 The Philippines has its own variety of English.			
4 English is widely used as a foreign language in Egypt.			



## Critical Thinking

## C Discuss the following questions with a partner.

- 1 Do you think it is important for the world to have an international language? Why, or why not?
- 2 Do you think another language will replace English as the international language in the future? Why, or why not?

**Effort versus ability.** Did you make mistakes on the comprehension checks in this unit because of a lack of effort or because the items are beyond your ability level? Many learners want to blame mistakes on lack of ability, but often our mistakes are a result of not trying hard enough.

## Vocabulary Comprehension

### Definitions

**A** Match each word with its definition. The words in blue are from the passage.

- |                   |                                    |
|-------------------|------------------------------------|
| 1 _____ exist     | a to work with numbers             |
| 2 _____ calculate | b to grow or change over time      |
| 3 _____ primary   | c how things are                   |
| 4 _____ develop   | d begin                            |
| 5 _____ originate | e type or kind of something        |
| 6 _____ replace   | f the main or most important thing |
| 7 _____ situation | g to take or fill the place of     |
| 8 _____ variety   | h to be real or to be present      |

**B** Complete the following sentences using the correct form of words from A.

- I'm terrible at math. It takes me forever to \_\_\_\_\_ my expenses.
- I need a new pair of shoes to \_\_\_\_\_ my old ones, but there's such a big \_\_\_\_\_ that I can't decide which to buy!
- It can be an uncomfortable \_\_\_\_\_ when you forget someone's name.
- The city \_\_\_\_\_ slowly along the river, which became its \_\_\_\_\_ source of water.

**A** Look at these English words that came from other languages. Practice saying them with a partner. Can you add any more to the chart?

Language	Loan word
French	passport
Turkish	kiosk
Latin	candle
Italian	violin
Spanish	mosquito
German	hamburger

Language	Loan word
Dutch	cruise
Indian	shampoo
Japanese	tsunami
Malay	ketchup
Chinese	tea
Inuit	kayak

## Vocabulary Skill

### Loan Words

There are many words in English that have come from other languages. These are called *loan words* and they are now used as part of everyday English.

**B** Complete the following sentences using the correct form of the words in A. You may use your dictionary to help you.

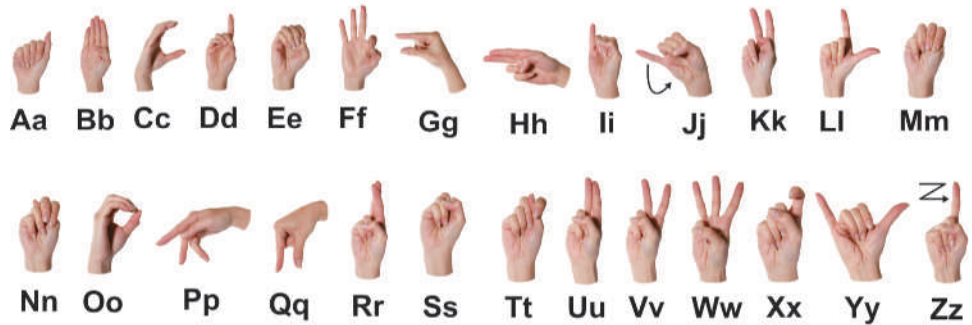
- Would you like some coffee or \_\_\_\_\_?
- A \_\_\_\_\_ is a very small animal that drinks blood.
- I'm using a new \_\_\_\_\_. It makes my hair really shiny.
- I would like some \_\_\_\_\_ on my \_\_\_\_\_.
- You have to bring your \_\_\_\_\_ with you when you go traveling.
- I bought a magazine at the \_\_\_\_\_.
- The \_\_\_\_\_ in 2004 destroyed many areas near the Indian Ocean.
- I wish I had learned to play the \_\_\_\_\_ when I was younger.

**Before You Read**

Sign Language Alphabet

**A** This is the alphabet for American Sign Language. Practice making these signs with your hand.

**SIGN LANGUAGE**



**B** Use the sign language above to spell English words to a partner.

**Reading Skill**

Distinguishing Main Idea and Supporting Details

Many paragraphs have a main idea that is supported by a number of details. Not all details in a paragraph support the main idea; some support the supporting ideas themselves. Finding the main and most important supporting idea helps us clearly understand the writer's point.

**A** Read the first paragraph of the passage on the next page. Then look at the main idea and one supporting idea below. Add two more supporting details.

**Main idea:** Deaf people have special ways of communicating.

**Supporting details:**

- 1 \_\_\_\_\_
- 2 It is possible for deaf people to speak with special voice training.
- 3 \_\_\_\_\_

**B** Now read the second paragraph of the passage. Then write the main idea and three supporting details.

**Main idea:** \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**C** Read the entire passage carefully. Then answer the questions on page 104.

1 Because deaf people cannot hear, they have special ways of **communicating**. For example, they can learn to understand what someone is saying by looking at the mouth of the speaker. This is called lipreading. Also, speaking is very difficult for the deaf, because they cannot hear their own voices. However, it is possible  
5 with special training. According to many deaf people all around the world, the most **practical** and popular way of communicating is with sign language.

2 In many ways, sign language is **similar** to spoken language. The words of sign language are made with signs, which are formed with movements of the hands, face, and body. As with words, each sign has a different meaning and can be  
10 combined to form sentences. Signed languages also have their own grammar. The alphabet of sign language is special hand signs that **stand for** letters; they make spelling possible. The signs combine to form a rich language that can express the same thoughts, feelings, and ideas as any spoken language. And just as people from different countries speak different languages, most countries have their own  
15 variety of sign language.

3 In addition to knowing sign language, it is also helpful to know something about how deaf people communicate. Since they rely so much on actions, deaf people are  
20 generally not very **formal** when they “talk,” and may touch your arm or shoulder a lot to make sure you know what they’re saying. It is not seen as rude among deaf people to lightly touch someone you do  
25 not know to get their attention. It’s also okay to wave your hands or hit the table or floor. Also, lots of eye contact<sup>1</sup> is necessary.



4 There are many ways to learn a few signs. Community colleges often teach **introductory** classes. For self-learners, bookstores and libraries have books for learning sign language. There are also instructional<sup>2</sup> videos on the Internet, with  
30 actors **demonstrating** signs and performing interesting stories and conversations for you to see. With practice, you’ll soon **get the hang of** this useful method of communicating!

<sup>1</sup> If you make **eye contact** with someone, you look into their eyes.

<sup>2</sup> Something **instructional** is full of information, or for learning.





- 5 He'll **demonstrate** the move. You just have to \_\_\_\_\_ him.  
a watch                                      b listen to
- 6 In an **introductory** class, you will probably learn \_\_\_\_\_ from the teacher.  
a simple information                      b advanced information
- 7 Which of the following involves **communication**?  
a writing, typing                              b running, jumping
- 8 Who would you send a **formal** letter to?  
a your close friend                        b your boss

**B Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.**

- 1 What occasions are generally seen as **formal**?
- 2 How are you **similar** to people in your family?
- 3 What letters do you know that **stand for** something?
- 4 What are some ways that animals **communicate**?

**A Complete the chart with the missing parts of speech. Use your dictionary to help you. Compare your answers with a partner.**

Noun	Verb	Adjective
1		introductory
2 variety		
3	threaten	
4	imagine	
5 harm		
6		communicative

**B Complete the following sentences using the correct form of the words from the chart.**

- 1 Smoking can be very \_\_\_\_\_ to your health.
- 2 The band sang a \_\_\_\_\_ of songs during the performance.
- 3 He must have a great \_\_\_\_\_ to come up with that crazy story!
- 4 The robber \_\_\_\_\_ to hurt me if I didn't give him my wallet.
- 5 The first chapter of *Dancing Today* is a great \_\_\_\_\_ to modern dance.
- 6 Couples who \_\_\_\_\_ with each other usually have a happy marriage.

## Vocabulary Skill

### Word Families

When you learn a new word in English, it is helpful to also learn words that are related to it. Learning the different parts of speech that form the word family can help you expand your vocabulary.

## Real Life Skill

### Distinguishing American and British Words

There can be many differences in language even between two English-speaking countries like the U.S. and England. Aside from differences in spelling, certain terms are used in England, and countries using British English, which may be foreign to Americans and countries that use American English, although they may refer to the same thing.

**A** Do you know the following words? Match the words from the box to their American or British counterparts.

petrol      toilet      cookies      truck      flat  
elevator      rubbish      queue      soccer      pants

American	British
line	
	football
	biscuits
gas	
	lorry
restroom	
apartment	
	trousers
trash	
	lift

**B** Discuss your answers with a partner. Then answer the following questions.

- 1 Which of these words are more commonly used in your country?
- 2 Can you think of any more British and American English words which refer to the same thing?

**Create realistic learner beliefs.** Do you have certain beliefs about what it takes to be a good reader? Some of them may be unrealistic or even incorrect. Write down two beliefs you have about reading, and discuss them as a class. How can you adjust some of these beliefs to fit your learning needs?

## What do you think?

- 1 Do you think technology has changed the way we communicate? How?
- 2 Do you think there will be more or less languages in the future? Why?
- 3 Does English make a good or a bad international language? Why?