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e-book interactive features

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- VIDEO** Learning about how language affects us
- READING** Dealing with long paragraphs
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How does language shape OUR WORLD?

“A different language is a different vision of life.”
Federico Fellini, movie director

How does our language affect us?

- 1 Look at the picture and read the quotation. Explain what you think the quotation means.



- 2 Discuss the statements. Do you agree or disagree?

- 1 Words and expressions in one language always have an equivalent in another.
- 2 Studying a language helps you to understand the way its native speakers think.
- 3 A third of the world's population can get by in English.
- 4 In places where English isn't an official language, most employers like their employees to have English language skills.
- 5 Native anglophones have a big advantage in international business because they know more colloquial expressions and jargon than non-native speakers.

Discover vocabulary Language

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- 3 Watch the Factflix video. Do Grace and Leo agree with your answers to exercise 2?

- 4 Watch the video again and answer the questions.

- 1 Why does Grace use the word *pochemuchka*?
- 2 What effect does the lack of words for *left* and *right* have on native speakers of the Aboriginal language discussed?
- 3 What reason is given for why some parents don't pass on their mother tongue to their children?
- 4 What, according to Grace and Leo, are the advantages and disadvantages of being native English speakers?



- 5 Work in pairs. Discuss the questions.

- 1 Do you know any words or expressions that don't have an equivalent in a different language?
- 2 Do you think it's worthwhile preserving languages that aren't spoken by many people? Why? / Why not?
- 3 What are the advantages and/or disadvantages of the fact that English is being used more and more around the world?

Key phrases Talking about languages

... can / can't express the concept of ...

Your language definitely affects the way you ...

Speaking more / less widely spoken languages may help people to ...

People can struggle to communicate clearly if ...

Languages give you a real insight into ...

Discover more



SEARCH ONLINE and find out about **loanwords in English**. Choose some examples and find out how they became part of the English language. Are there any from your language?

Can computers learn to communicate like humans?



1 Work in pairs. In what ways do computers, cell phones, and other gadgets communicate with you? How close has that communication ever felt to a conversation with a human?



1.01

2 Read and listen to the article on page 7. Does it suggest that computers can have natural, human-like conversations, either now or in the future?

Reading
strategy



Dealing with long paragraphs

Long paragraphs can be harder to understand than short ones, because there is more information to process. If you are having trouble with a long paragraph, follow these steps:

- Read the first and last sentences closely, looking for clues to the purpose and content of the paragraph.
- Break up the paragraph into sections, grouping sentences by topic.
- Think about the relationship between the sections. Do they form a series of arguments or examples, make a contrast, or establish cause and effect?
- Summarize the paragraph in one sentence, reflecting the relationship between its different sections.

3 Study the reading strategy. Then read the article again. Follow the strategy and write a one-sentence summary of paragraphs 2–5.

4 Answer the questions.

- 1 Why were Eugene Goostman's characteristics useful in the Turing test?
- 2 For chatbots, what are the pros and cons of:
 - a basic machine learning?
 - b deep learning?
- 3 What similarities are there between the computer and the human in the Chinese Room thought experiment?
- 4 What were many people who interacted with ELIZA mistaken about?

Discover vocabulary **Prepositional phrases**

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5 TALKING POINTS Discuss the questions.

- 1 Do you have any experience of chatbots or virtual assistants such as Amazon's Alexa or Apple's Siri? How does it feel to interact with them?
- 2 In a recent Turing test, a chatbot called Cleverbot was voted human by 59.3% of participants, and humans were voted human by an average of 63.3% of participants. What do these results suggest?
- 3 If there were machines that could easily pass the Turing test, how might they be useful in society or business?
- 4 What dangers might there be if chatbots could convince you that they were human?

Discover
more



SEARCH ONLINE for **Cleverbot** and have a conversation with it (note that the online version is not as powerful as the one that did the Turing test). Do you think it seems human?

THE CHATBOT CHALLENGE

- 1 In the sci-fi romcom *Her*, Joaquin Phoenix's character so enjoys chatting with the disembodied female voice of his virtual assistant that he forms a real bond with it. But outside Hollywood, how close are we to creating artificial intelligence (AI) that can hold a completely natural-seeming conversation with a human?
- 2 That question is exactly what the Turing test was designed to answer. Developed back in 1950 by British computer scientist Alan Turing, it involves a human interrogator holding one text-only conversation with a human, and another with a machine. If the interrogator cannot reliably identify which conversation was with the human, the machine is judged to have passed the test. There have been claims of computer programs succeeding in a five-minute Turing test. Notable among them was a chatbot called Eugene Goostman that portrayed itself as a 13-year-old Ukrainian boy. The young age and silly banter of its character are thought to have helped fool people during the test (sample question: *How many legs does a camel have?* Eugene: *Something between 2 and 4. Maybe, three?*). But neither Eugene Goostman nor any other machine-based system has so far been convincing enough to pass the test for a more extended length of time.

In which type of situations do people exchange "banter"?

- 3 Chatbots like Eugene Goostman rely on the concept of machine learning. At its most basic, a machine learning algorithm enables a machine to learn from the data it is supplied with and select a suitable response from a range of predetermined options. The fixed options mean that it can't respond in a wildly inappropriate way, but also that it can't make up a new response if it is asked something its designers haven't prepared for. Because of this, some of its responses may not fit the flow of the conversation and may thus expose it as machine, not human. The next phase of machine learning, known as deep learning, promises more. Several different algorithms interact with each other in the computer, echoing the way that different parts of the human brain interact. This has the potential for much more sophisticated learning and allows responses to be created during a conversation, not just taken from a fixed list. However, the independent nature of deep learning also increases the potential for missteps. In 2016, Microsoft launched a chatbot called Tay that was designed to communicate on Twitter like a 19-year-old American girl. In a matter of hours, Tay had been "corrupted" by Twitter users and was tweeting deeply offensive comments. Sixteen hours after the launch, Tay's 92,000 tweets were deleted and the account was suspended. Since then, the industry has been understandably cautious. Yet, despite the pitfalls, most experts believe that deep learning will eventually deliver chatbots that can pass the Turing test with flying colors.

What do you think "pass something with flying colors" means?



- 4 It's important, of course, not to confuse the conversational capabilities of AI with genuine understanding. To highlight the difference, philosopher John Searle encourages people to engage in a thought experiment that he calls the Chinese Room. Imagine a computer that is programmed to converse in Mandarin. It is so well designed that it can comfortably pass the Turing test: any Mandarin speaker chatting with it would believe the conversation was with another human. Now imagine that there is no computer; instead, it is you who must interact with the Chinese person. You are in a closed room. You have plenty of paper, pencils, and erasers, and a book that is the equivalent of the computer program. It contains written instructions in your mother tongue, explaining the processes to go through in order to choose a suitable string of Chinese characters in response to any other string. If someone pushed messages written in Mandarin through a hole in the wall, you could, in time, process them according to the instructions, and produce Chinese characters by hand, to give to your interlocutor. If the computer could pass the Turing test, so could you, even if you had no knowledge of Mandarin. But although your output is interpreted by the outside world as intelligent conversation, you do not actually understand what the conversation is about; nor, by extension, does the computer.
- 5 However, our tendency to assume that computers think and feel like humans is strong. This is known as the ELIZA effect, after a 1960s chatbot of the same name. ELIZA's conversational style was to rephrase the interlocutor's replies as questions, as many psychotherapists do. It had this feature simply because it made natural-seeming conversation a little easier to achieve but, by chance, it had an interesting side-effect: users unconsciously assumed that ELIZA was emotionally involved in the topics discussed, even when this assumption was at odds with their conscious knowledge that the chatbot did not simulate emotion. ELIZA's creator, Joseph Weizenbaum, was surprised to observe that rational people could be powerfully deluded by a simple computer program in a very short time.
- 6 Will the combination of the ELIZA effect and deep learning ever lead to real-life love stories like the one in *Her*? If I were you, I wouldn't rule it out.

What's your experience of "talking" to a chatbot?

Does the writer have a positive, negative, or neutral attitude towards the future of chatbots?



1 Read the blog post. Are the different types of humor it describes common in your culture?

DISCOVERING THE WORLD

Stories

Contributors



Humor: a culture shock

Kim Ji-min

If you go abroad to study, ¹it's the friends you meet there who make it special. But if you come from a different culture, you may find it tough to relate to them at first. I've studied in several countries, and ²it was understanding my new friends' sense of humor that was always the biggest challenge.

Here are some things to look out for.

Sarcasm

³It was this that caused me the most confusion when I first studied abroad. When we were told about an upcoming test, my classmates seemed really enthusiastic. "That's just what I need," said one. "Best news of the week," said another. I was in awe of their positive attitude toward their studies ... until they explained they were being sarcastic. People might give you a wry smile as a clue that they mean the exact opposite of what they're saying, but often you just have to pay attention to context and tone of voice. I'm getting better at recognizing sarcasm. ⁴What I've noticed is that people usually use it when they're unimpressed or annoyed. So next time someone greets you with "Nice of you to turn up!" when you're late, you'll know what they really think!

Self-deprecation

We all know people who love to tease their friends – nobody is safe from their jokes! ⁵But the only people who they make fun of more than their friends are themselves. If they've ever put a takeout coffee in their bag without a lid, they're sure to tell you about it as proof of their stupidity. But they don't actually believe that they're stupid – ⁶what they're signaling by laughing at themselves is that they don't take themselves too seriously. Self-deprecation also helps to put the listener at ease, and lets us know that it's OK not to be perfect.



Discover grammar Cleft sentences for emphasis

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Workbook ▶ Page 7

We use cleft sentences to help us emphasize a specific piece of information, or to make a contrast with a previous statement. *It* clefts emphasize the first part of the sentence. *Wh-* clefts emphasize the second part of the sentence.

2 Study the sentences. Which item from below is being emphasized? How could they be expressed as a simple sentence?

sarcasm the cup Jack Samina the joke the smile the time

1 It was Jack who put a cup of coffee without a lid in his bag last year.

"Jack" is being emphasized. Jack put a cup of coffee without a lid in his bag last year.

2 It was a cup of coffee without a lid that my friend Jack put in his bag last year.

3 It was last year that my friend Jack put a cup of coffee without a lid in his bag.

4 What sometimes indicates sarcasm is a wry smile.

5 What a wry smile sometimes indicates is sarcasm.

6 The reason why I laughed was Samina's joke.

7 The person who made me laugh was my friend Samina.

3 Study examples 1–6 highlighted in the blog post. What is being emphasized in each example? Rewrite them in a simpler form.

4 Complete the rules with the words or phrases below. There is one extra word or phrase.

clause / verb phrase noun phrase person / people thing

- 1 In an *it* cleft, we use *It is / was* + + *that* ...
- 2 In a *wh*- cleft, we can use *What* + + *is / was* ...
- 3 Instead of *What*, we can start a *wh*- cleft with *The thing which / that*, *The*
who / that, *The reason why*, *The time when*, or *The place where*.


5 Rewrite the sentences as cleft sentences which emphasize the words in parentheses in two ways: as an *it* cleft and as a *wh*- cleft.


- 1 I studied psychology in Singapore last year. (in Singapore)
- 2 I spent most of my free time with my friend Kit. (my friend Kit)
- 3 His sarcasm made me laugh. (his sarcasm)
- 4 I sometimes made fun of his green hat. (his green hat)
- 5 We often took a cable car to Sentosa Island on Saturdays. (on Saturdays)
- 6 We went there because of the beach on the island. (the beach)
- 7 I really miss the mix of people in Singapore. (the mix of people)


6 Read the quiz. Do you think the correct answers are circled? Why?


There are a lot of forms of English around the world, with lots of funny idioms. Can you guess what they mean? Take this quiz to find out.

-  1 If an Australian says "Watch out for the ankle biters," they're warning you to be careful of ...
a snakes
b children
c wild dogs

-  2 In the U.K., if someone describes you as "a few sandwiches short of a picnic," they're saying you're lacking ...
a intelligence
b money
c food

-  3 In India, you might say to a friend, "Don't eat my brains!" because of the friend's ...
a annoying questions
b habit of copying homework
c selfishness

-  4 In the U.S., if someone "spills the beans," they tell you ...
a a secret b a lie
c the way to where you want to go

-  5 In Barbados, when people want to express a strong reaction to something good or bad, they might say ...
a "Enough said"
b "Cheese on bread"
c "On the head"

7 Listen to two friends taking the quiz. Choose the correct answers.

1.02

8 In pairs, correct the mistakes the first person made in the quiz, using *it* clefts and *wh*- clefts.

- A *It isn't snakes that they're warning you to be careful of.*
B *No, what they're warning you to be careful of are ...*

9 Work in pairs. Complete the sentences.

- 1 What really makes me laugh is ...
- 2 When it comes to humor, it's ... that I love / hate / find a bit annoying.
- 3 When I'm speaking English, it's ... that's the hardest thing.
- 4 In my culture, when we say ..., what we actually mean is ...

Discover
more



SEARCH ONLINE and find out some interesting stories behind English colloquial expressions. Choose the three that have the most surprising origins.

Life skills
strategy

Becoming an autonomous learner

People have different reasons for learning languages, different strengths and weaknesses, and brains that learn best in different ways. Autonomous learners identify their individual learning needs and work on those areas in the ways that are most effective for them. With the right strategies for independent learning, autonomous, proactive learners can maximize their progress.

1 Study the life skills strategy and complete the questionnaire.

★ ★ ★

Are you an autonomous language learner?

Do this test to find out!

Do you ... ?

1 ☐ regularly assess your strengths and weaknesses in your target language

2 ☐ actively try to find more effective ways to develop your language skills

3 ☐ set yourself personal learning goals with clear success criteria so that you can decide whether the goals have been achieved

4 ☐ create your own personalized sets of electronic flashcards for language you want to learn, and review them regularly

5 ☐ seek out conversations with native speakers of your target language in order to build your fluency

6 ☐ create an immersion environment for yourself by switching the default language of your phone or computer's operating system to your target language

7 ☐ watch TV shows and movies, listen to podcasts and songs, and play video games in your target language

8 ☐ record yourself speaking in your target language and compare your pronunciation with a native speaker's

9 ☐ make use of peer assessment by getting feedback on your work from your classmates

As an autonomous learner, you have the potential to improve your language skills in leaps and bounds. Start your journey to independence today!

Score

8–9 Fantastic! You're a model autonomous learner, and you're bound to reap the benefits of all your hard work.

4–7 You've made a good start, but you would make swifter progress if you used more of the autonomous learning strategies above.

0–3 Remember that it's you, not your teacher, who has to put the work in if you want to improve. Using more autonomous learning strategies will give your language skills a real boost.

2 Compare your questionnaire score in pairs. Which strategies in the list do you think would be most useful for you? Why?

Discover vocabulary Independent learning

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1.03

3 Listen to friends Tom, Mia, and Saffy talking about their approach to learning languages. Which strategies from the questionnaire do they mention? Which of them are autonomous learners?

10

Unit 1 How does language shape our world?

Listening strategy

Recognizing sarcasm

Sarcasm occurs when the speaker says the opposite of what they really believe to be true, often as a form of humor. To help you decide if a remark is sarcastic, pay attention to the context and the speaker’s tone of voice. Speaking slowly, or with heavy emphasis on certain words, may be signs of sarcasm.

1.03

4

Study the listening strategy. Then listen again. Which of these remarks are sarcastic?

- I’m sure your conversations are really interesting.
- Good grades? Yeah, right!
- That sounds like a great idea.
- Wow! You’re so organized, Mia.
- What a great system!
- Nice of Benji to join us, wasn’t it?

5

Work in pairs. Discuss your strengths and weaknesses in the foreign language(s) you are learning. Use the key phrases to help you. Consider these aspects:

grammar

listening comprehension

pronunciation

reading comprehension

speaking fluency

vocabulary

writing accuracy

writing style

Key phrases Evaluating your skills and habits

I’d say I’m pretty competent when it comes to ...

I tend to work hard at ...

My ... could definitely do with some improvement.

I’ll tell you what my worst habit as a language learner is: ...

I usually struggle to ...

I know from experience that I learn faster when I’m ...ing.

6

In pairs, choose a personal language learning goal. Discuss ideas to help you achieve the goal and complete the plan.

Learning goal	
Reasons for choosing this goal	
Success criteria	
Why achieving the goal is important to you	
Steps for achieving the goal (with a time frame for each step)	1) 2) 3) 4)
Resources needed (e.g., people, books, apps)	
Potential problems	
Solutions to these problems	



7 REFLECT In which other areas of your life could a more independent approach to your learning help you? What goals could you set yourself?

Discover more

SEARCH ONLINE and find a website that you haven’t used before with **resources that will help you achieve your learning goals**. How do you think it will be useful?

Writing task



An email to a newspaper

After reading an article in a newspaper, you decide to write an email to the editor, giving your opinion on the situation reported.

A

Role of indigenous languages strengthened in Bolivia

In the future, every job advertised in Bolivia must require applicants to be able to speak at least one of the country's 35 indigenous languages, as well as its most widespread language, Spanish.

B

FLORIDA REJECTS COMPUTER LANGUAGES as substitute for foreign language in high school

Florida has voted against letting high schools teach coding languages such as Python and C++ instead of foreign languages. Texas remains the only U.S. state where the change has been approved.

C

Italian court rules against English-medium degrees

Italian universities have been banned from offering degree courses taught exclusively in English. This follows a sharp increase in these courses in recent years.

D

After a long campaign by young deaf people, the government has agreed to consider a GCSE exam for sixteen-year-old school pupils in British Sign Language.

U.K. GOVERNMENT APPROVES SIGN LANGUAGE EXAM



- 1 Study the writing task. Then read and discuss newspaper articles A–D in pairs.
- 2 Read the email. Which article is it responding to? Do you agree with its arguments? Why? / Why not?

Dear Editor,

While it is encouraging news that the government may soon offer a GCSE exam in British Sign Language (BSL), this must be part of a wider education program. The language has been ignored for far too long.

BSL is the preferred language of around 87,000 deaf people in Britain and is a fundamental part of their lives. There are currently GCSE exams in the U.K. for speakers of nineteen modern languages other than English. It is an injustice that, until now, the deaf community have been denied the opportunity to get a GCSE qualification in their preferred language.

However, a BSL GCSE would mainly be aimed at students who are deaf or have deaf family members. Should we not also teach BSL to the wider population? Imagine the profound isolation you would feel if you were deaf, and your parents or siblings had to translate every conversation you ever had with people who knew no BSL. Then imagine how overjoyed you would be if everyone gained some basic sign language skills.

It is high time that all children were given BSL lessons in primary school, for three reasons. First and foremost, it would aid communication between deaf and hearing people. Secondly, it would teach children empathy for the 11 million people in the U.K. who are deaf or hard of hearing. And thirdly, it would introduce children to a rich and complex visual language that is immensely enjoyable to use. It has a grammar system like no other (involving eyebrow position!), and works perfectly through windows, underwater, and at noisy parties.

Who *wouldn't* want to learn it?

Jamal Hussain, Birmingham

Writing strategy



How to write persuasively

Stating your opinion rarely persuades someone to change their own. You need to use persuasive techniques to encourage acceptance of your point of view. For example:

- include facts and statistics to back up your argument
- use rhetorical questions
- paint a vivid picture of how things might be different
- use emotive language to stir your reader's emotions
- end in a memorable way



- 3 Study the writing strategy. Then read Jamal's email again and find examples of persuasive techniques that he has used. How effective are they?

4 LANGUAGE POINT Look at the **highlighted** emotive language in the email. Which word or phrase is used ... ?

- 1 to describe someone who is very pleased
- 2 to say that something should already have been done
- 3 to describe a very strong emotion
- 4 to say that people aren't allowed to do something
- 5 to describe something that gives you hope

Think and plan

5 Look at the writing task again and choose a news article to write an email about. What are your views on the issue? Why do you feel that way? Make notes.



6 Work in pairs. Explain your point of view and try to persuade your partner that you are right. Share ideas for improving your arguments.

7 Do any research that you need, then write a paragraph plan for your email.

Write a first draft

8 Write the first draft of your email. Use your plan from exercise 7.

Review and edit

9 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Does your email present strong, persuasive arguments, with facts to back them up?
- **Organization** Is your email organized into logical paragraphs?
- **Style** Have you included rhetorical questions and emotive language?

Reflect

How does language shape our world?



How does our language affect us?



Can computers learn to communicate like humans?



What's the hidden meaning behind our words?



How can we take control of our language learning?



What languages should we learn?

1 Think about your answers to the lesson questions. Make notes.

2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.

4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

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I learned that in the U.K. people have brought the Cornish language back to life.



VIDEO Learning about how things are different at a small scale

READING Combining skimming and scanning

LANGUAGE IN USE Speculative language; Adverbs to indicate degree of likelihood

LIFE SKILLS Keeping things in perspective

WRITING Use approximation to describe data

How are precision and perspective **IMPORTANT?**

At smaller scales, the laws of physics present a radically different world of opportunity and threat.