

Suggested answers

- 1 Fewer people speak them as they have access to languages which promise education, success and a better life.
- 2 educating children bilingually
- 3 National languages unite and create wealth while regional languages divide.
- 4 that it's better to allow languages to die naturally by neglecting them
- 5 They lack resources to develop their language skills, so have to rely on translators, which has a negative effect on the quality of their research.
- 6 They contain a unique body of knowledge and culture.
- 7 when children stop learning it
- 8 We do not know what will be lost with the loss of a language; diversity is important.

3

Answers

Text A: 1 languages which dominate communications and business 2 their children's shift away from the language of their ancestors towards languages which promise education, etc. 3 the promotion of bilingualism

Text B: 4 young people 5 the fact that people speaking regional languages have limited prospects 6 the local language

Text C: 7 PhD students 8 lacking the resources to develop their language skills and therefore relying on interpreters and translators 9 PhD students 10 minority languages serve no useful purpose and should be allowed to die a natural death 11 language extinction and species extinction

Text D: 12 a language 13 the language 14 the disappearance of a language 15 people who don't speak the language 16 When an animal or plant becomes extinct, we seldom realise how its existence might have benefited us.

Extension idea Students work in groups of four. Tell them that they each have to summarise the arguments of one text orally for their group. Give them a minute or two to prepare and make a few notes. Then, with books closed, they take turns to give their summary. The other members of the group should listen and say how accurate the summary is or whether anything has been missed.

- 4 Tell students to underline the words which give them the answers.

Answers

1 A 2 B 3 A 4 D

Grammar

Expressing purpose, reason and result

1 **As a warmer** You can write the following on the board and ask which sentence is the reason, the purpose and the result.

Olga went to Canada.

a She needed to perfect her English for her work.

b She was going to attend English classes there.

c While there she met someone who she later married.

Students should identify that sentence a is the reason, b the purpose and c the result (but be aware that reason and purpose often overlap).

When students have finished Exercise 1, go through the Language reference on page 170 (Expressing purpose, reason and result) with them.

Answers

1 c 2 g 3 f 4 h 5 b 6 a 7 e 8 d

2

Answers


1 a 1, 2, 4, 6 b 5, 7, 8 c 3

2 a so as to, to b with the intention of, due to
c so, with the result that, in case, otherwise

Extension idea Write the sentences below on the board. Ask students to incorporate the ideas in sentences of their own to express a reason, a purpose or a result, using the patterns they have just studied.

- *A tunnel was built under the English Channel.*
- *I'm studying for the Cambridge Advanced exam.*
- *Karol crashed his new car.*

Possible answers: A tunnel was built under the English Channel in order to connect the British Isles with the Continent / with the result that you can now travel by train between London and Paris in about two hours. I'm studying for the Cambridge Advanced exam because I need the qualification / so as to get a better job in the future. Karol crashed his new car due to ice on the road / so he now takes the bus to college.

3  Tell students they should look out for and avoid these mistakes when speaking or writing.

Answers

1 because 2 For 3 because of 4 so that
5 in order not to