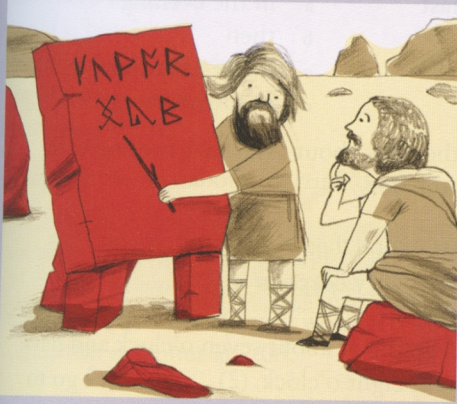


When the Anglo-Saxons arrived in Britain, in the fifth century, speaking the original English there were just a few hundred of them. Today, the English-speaking population of the world is more than two billion ...



### Glossary

**billion** (number) – 1,000,000,000

**million** (number) – 1,000,000

### An inner circle

Over 400 million native speakers in countries including Britain, the USA, Canada, Australia, New Zealand and South Africa.

### An outer circle

At least 600 million people have learned English in countries that have a special relationship with Britain or the USA. For example Nigeria, the Philippines, India and more than 50 other countries.

### An expanding circle

More than 1000 million non-native speakers in other countries: Europe, Latin America, Japan, Russia and China.

### 1 native speaker : 4 non-native speakers

For every native speaker of English today, there are about four non-native speakers: 400 million native speakers but over 1,600 million non-native speakers.

### Language Focus

What do the phrases mean? Choose the correct meaning. Use a dictionary to help you.

- |                                |                      |
|--------------------------------|----------------------|
| 1 <b>more than</b> 400 million | < 400 million        |
|                                | > 400 million        |
| 2 <b>over</b> 600 million      | < 600 million        |
|                                | > 600 million        |
| 3 <b>just</b> a few hundred    | only a few hundred   |
|                                | > a few hundred      |
| 4 <b>about</b> two billion     | two billion (+ or -) |
|                                | < two billion        |

### Speaking

Work in pairs and discuss the questions.

- How many different languages do people speak in your country?
- Do people speak your language in other countries?

### Countries with E... as the official lan...

Can...

Ind...

Irel...

Jamai...

Ken...

Pakis...

Singa...

Zimbab...

### Warm up

1 Look at the title and list of country names. What are the missing letters?

2 Can you think of any other countries for this list?

### Reading

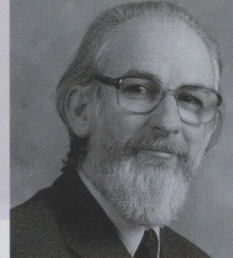
Read the text and match the numbers to the words.

- 1 1000 million (1000,000,000)
- 2 400 million (400,000,000)
- 3 a few hundred (100s)
- 4 600 million (600,000,000)
- 5 2 billion (2,000,000,000)

English native speakers today  
 Non-native speakers of English  
 Speakers from other countries that have a relationship with Britain or the US  
 The Anglo-Saxons who arrived in England  
 English-speaking population today

# Global English **Delicious English**

by David Crystal



The history of food words in English tells us a lot about the history of Britain and its contact with the rest of the world.

The oldest words, in Anglo-Saxon times, from the fifth century, were *bread*, *butter*, and *fish*, with *water*, *wine*, and *beer* to wash them down. *Meat* described any food in those days.

In the 11<sup>th</sup> century, the French arrived in Britain, and there were interesting new dishes, such as *pheasant*, *oyster*, *biscuit*, and *pastry*. *Pork* and *veal* arrived for the upper-class table. *Breakfast* is Anglo-Saxon, but *dinner* and *supper* are French.

By Shakespeare's time, in the 16<sup>th</sup> century, voyages around the world added more dishes to the menu. People started to eat *potatoes*, *anchovies*, *macaroni*, *curry* and *yoghurt* and drink *coffee*, *tea* and *sherry*. And so, with *kippers* and *ice cream* in the 18<sup>th</sup> century, and *hamburgers* and *chips* in the 19<sup>th</sup>, we eventually arrive at where we are today, with *tacos* and *salsa*, *goulash* and *sushi*, *Coca-Cola*<sup>®</sup> and *Chardonnay*.

## Glossary

- Chardonnay** (noun) - a type of white wine
- eventually** (adverb) - after some time
- dishes** (noun) - different kinds of food
- kipper** (noun) - smoked fish
- pork** (noun) - meat from a pig
- sherry** (noun) - a strong wine from Spain
- such as** - for example
- veal** (noun) - meat from a calf (a young cow)
- voyage** (noun) - a long journey
- wash them down** (verb) - drink something with food



## Warm up

Where is it from? Match the food or drink to a country. Use your dictionary to help.

- |             |           |
|-------------|-----------|
| 1 curry     | a Hungary |
| 2 Coca-Cola | b India   |
| 3 goulash   | c Italy   |
| 4 pizza     | d Japan   |
| 5 paella    | e Mexico  |
| 6 sushi     | f Spain   |
| 7 tacos     | g the US  |

## Reading

1 Read the text about food. When did people start to use these words in English?

biscuit breakfast chips Coca-Cola coffee curry  
dinner fish hamburgers ice cream potatoes  
supper sushi tacos water

from the fifth century	
from the 11th Century	
from the 16th Century	
in the 18th & 19th centuries	
in the 21st century	

2 Choose the correct sentence, a or b, from each pair.

- 1 a All food words in English are from England.  
b English food words are from different countries at different times.
- 2 a Some names for meals are from French.  
b All the names for meals are from French.
- 3 a In Shakespeare's time new food and drink arrived.  
b In Shakespeare's time new food arrived.
- 4 a There are new words from recent times.  
b New words stopped in the 19<sup>th</sup> century.

## Language Focus

Look at the example: *Wine is a kind of drink.*

Write similar sentences to describe the words below, using the expressions in the box.

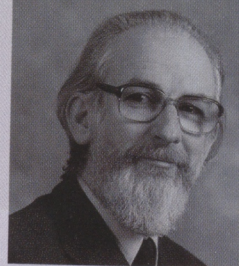
drink vegetable dairy product pasta

- |                |                 |
|----------------|-----------------|
| 1 tea ...      | 4 butter ...    |
| 2 macaroni ... | 5 Coca-Cola ... |
| 3 potato ...   | 6 yoghurt ...   |

## Speaking

Think of 3 foreign words for food or drink in your language and tell your partner.

by David Crystal



The place-names of the English-speaking world give us fascinating linguistic information about history - and perhaps national character - too. In the US we find *Washington*, *Jamestown*, *Louisiana*, and thousands more places named after famous people. The modest British don't usually go in for this. There isn't an *Elizabethville* or *Charlesburg* in the UK.

All over the New World, places have the names of important people from history in a way that is very different from Britain. Australia has its *Victoria*, *Cooktown*, and *Gibson Desert*. Important places usually get the names of rulers, statesmen, explorers, soldiers, and sailors but, surprisingly, not the names of artists, writers, and composers. Even *Shakespeare* hardly ever appears in the English place-names of the world.

Some place names are very imaginative. *Cape Catastrophe* and *Hard Luck Creek*. *Hope Valley* and *Fort Defiance*. *Weary Bay* and *Thirsty Sound*.

There's a place called *Hot Coffee* in Mississippi and one called *Difficult* in Tennessee. And in New Mexico, in 1950, the town of *Hot Springs* took the name of a popular radio show, and became *Truth and Consequences*.

### Glossary

- be named after somebody** (phrasal verb) - be called the same name as somebody
- composer** (noun) - someone who writes music, especially classical music
- fascinating** (adjective) - very interesting
- go in for something** (verb) - do something
- hardly ever** (adverb) - very rarely
- imaginative** (adjective) - showing new and different ideas
- statesman** (noun) - a political leader that people respect

## Warm up

- 1 Work in small groups. How many place names (of cities, towns etc) do you know in English? Make a list. You have two minutes.
- 2 Compare your list with other groups in the class. Who has the longest list?

## Reading

- 1 Read *English Place Names*. Are the sentences true (T) or false (F)?
  - 1 Many places in the United States get their names from people.
  - 2 Many places in England get their names from people.
  - 3 Many places in the New World get their names from people.
  - 4 Many places get their names from artists or writers.
  - 5 Many places get their names from soldiers, sailors or politicians.
- 2 Read again and match:
 

<ol style="list-style-type: none"> <li>1 a place name in the US named after a famous statesman</li> <li>2 a place name that does not exist in England</li> <li>3 A name of an important person for Australia</li> <li>4 Two very imaginative place-names</li> <li>5 A name of a radio show</li> </ol>	<ol style="list-style-type: none"> <li>a Charlesburg</li> <li>b Difficult</li> <li>c Gibson</li> <li>d Hot Coffee</li> <li>e Truth and Consequences</li> <li>f Washington</li> </ol>
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## Language

Find words in the place names in the text with the following meanings. The first letter is given. Use a dictionary to help you.

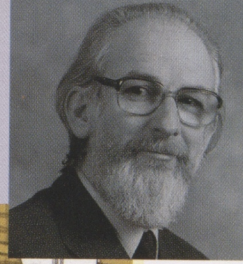
- 1 t\_\_\_\_\_ feeling that you want or need a drink
- 2 c\_\_\_\_\_ an event that is very bad, a disaster
- 3 d\_\_\_\_\_ the opposite of easy
- 4 w\_\_\_\_\_ a word that means very tired
- 5 v\_\_\_\_\_ an area between two mountains
- 6 c\_\_\_\_\_ a very small river

## Speaking

Choose one of the questions below and answer it with a partner.

- What are the strangest place names you know? Tell your partner. Make a list.
- Are there places in your country named after statesmen or soldiers? Are there any places named after artists?
- Invent some strange English place names. Use the following words to help you, and add other English words or names. Imagine what kind of place it is.

... -ville    ... -town    Cape ...    Fort ...    ... and ...



Films and advertising are both huge businesses so it's not surprising to see them working together in more and more sophisticated ways. In the past, commercials were an aperitif, something you saw before the movie. Then, people only had to watch several minutes of advertising before the main film started. Today, there's no escape; the ads are also in the film. It's called *in-film advertising*.

*Brand props* (short for 'properties' – objects for a play or in a film) started in the 1940s. Joan Crawford didn't drink whiskey in *Mildred Pierce* (1948); she drank Jack Daniels whiskey. Today brand props are big business. We see the stars with a specific product, or we see a logo or an ad somewhere in the film.

For a long time, products in films appeared in the background. Today, companies want more; they want *brand fit* – in other words, the product is needed for the story in the film. Look at the cars and watches used by James Bond, and you'll see what I mean.



### Glossary

- ad** (noun) - advertisement
- aperitif** (noun) - a drink that you have before a meal
- background** (noun) - the part of the film that is behind the main characters or action
- big business** (noun) - something that makes a lot of money
- commercial** (noun) - advertisement
- escape** (noun) - getting away
- huge** (adjective) - very big
- logo** (noun) - a symbol that represents a company or organisation
- movie-goer** (noun) - a person who goes to the movies
- sophisticated** (adjective) - complicated and advanced
- brand** (noun) - product that has its own name and is made by one company  
e.g. Nike, Coca Cola

## Warm up

Look at the definition of a brand. Can you think of two brands for each of the following things?

drinks perfume watches cars

## Reading

1 Read *English advertising goes to the movies* and match the phrases and definitions.

- |                       |  |
|-----------------------|--|
| 1 in-film advertising | a objects in a movie which have a particular brand and are part of the story |
| 2 brand props         | b advertising that happens in a film   |
| 3 brand fit           | c objects in a movie which have a particular brand                           |

2 Read the text again. Complete the sentences with a, b or c.

- Film and advertising ...
  - work separately.
  - work together.
  - are in competition.
- In the past commercials came ...
  - before the film.
  - after the film.
  - in the middle of the film.
- Today, advertising is ...
  - separate from the film.
  - more important than the film.
  - in the film.

- In-film advertising started ...
  - in the first half of the 20th century.
  - in the second half of the 20th century.
  - this century.
- The way products appear in films now is ...
  - the same as in the past.
  - different from the past.

## Language focus

Look at the words in the box. Which words are connected to advertising (A)? Which words are connected to cinema (C)?

films	C	ads	product
advertising		props	logo
commercial		brand	background
movie-goer		star	story
main film			

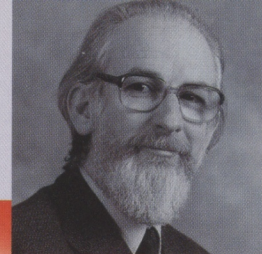
## Speaking

Work in pairs and discuss the questions.

- Have you ever noticed *in-film advertising*? Can you think of an example?
- Do you think in-film advertising is a bad thing?
- What type of products do you see in advertisements at the cinema in your country?

# Global English Language play

by David Crystal



- a People love to play games with their language – we start doing this as children. We like to change or break the rules; pronunciation, spelling, grammar, and vocabulary can all be changed for fun.
- 5 b You can make up sentences which play with English pronunciation: these are called tongue-twisters. A famous tongue-twister is *She sells sea-shells on the sea shore*. Many people can say this slowly – but at normal conversational speed?
- 10 c Most games play with the written language. You can try something really difficult, such as writing a story without using the letter 'e'. Ernest Wright once wrote a 50,000-word novel called *Gadsby* with no 'e' in it. It's harder than you think, because
- 15 you can't use some very common words in English, such as *the*, or regular past tenses (in *-ed*).
- d Another idea is to write a story with only one vowel: *The three elderly gentlemen were clever ...* Or try writing a play in which every word begins with the same letter. A possible title: *Maybe Macbeth made Mrs Macbeth mad?*
- 20



## Glossary

**common** (adjective) – seen or occurring often

**elderly** (adjective) – polite way to say *old* to describe somebody

**harder** (adjective) – more difficult

**make up** (verb) – invent, create

**sea-shell** (noun) – the hard outer part of a sea creature

**tongue-twister** (noun) – a sentence that is difficult to say, often because the words all start with the same sound

**vowel** (noun) – any of the five letters a, e, i, o, u.

## Warm up

1 Work in groups. Make a word chain: the last letter of one word is the first letter of the next word.

*game – easy – yes – student ...*

## Reading

1 Read the sentences 1–4. Now read the text and match the sentences to a paragraph.

- 1 Writing without a common letter \_\_\_\_
- 2 Writing using one letter a lot \_\_\_\_
- 3 Difficult sentences to pronounce \_\_\_\_
- 4 Language games for children \_\_\_\_

2 Read the text again. Are the sentences true (T) or false (F)?

- 1 Language games are too difficult for children.
- 2 You can play with different parts of language.
- 3 A tongue-twister is easy to say quickly.
- 4 The novel *Gadsby* uses all the letters of the alphabet.
- 5 The letter *e* is in many common words in English.
- 6 Another idea in the article is to start each word in a story with the same vowel.

## Language focus

Put the words in the box into the table of word families

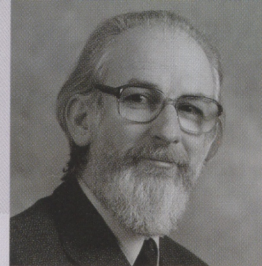
children gentlemen grammar letter novel  
people play pronunciation story vocabulary  
vowel word

people	language	spelling	writing
<i>children</i>			

## Speaking

Work in pairs and discuss the questions.

- What language games are popular in your country?
- What games do children play when they are bored in the car?
- Teach your partner a tongue-twister in your language or try saying this tongue-twister in English: *Red lorry, yellow lorry*



We use language to express our thoughts, form relationships with others, and build communities. The focus is always on the individual. If you study language you study people, and people are as different as chalk from cheese. So their language will be different too.

Sometimes it's regional background that makes the difference. If you

5 hear someone say *That's a bonny wee child*, the speaker is probably from Scotland, because words like *wee* (little) and *bonny* (pretty) are hardly ever used anywhere else. And someone who says *My car's hood and windshield were damaged* probably has an American background; someone from the UK would say *bonnet and windscreen*.

10 Often it's social background that makes the difference. In the 1950s in Britain there was a lot of publicity about how upper-class (U) people used different words from those used by other classes (non-U). U speakers had *luncheon* (or *lunch*) in the middle of the day and *dinner* in the evening. Non-U speakers had *dinner* in the middle of the day. *Luncheon* is rare today, but there is still a social divide between  
15 *lunch* and *dinner*.

Above all, these days, it's the technology that makes the difference. The internet allows people to express their individuality in ways that were inconceivable a few years ago. Emails vary from highly formal (*Dear Professor Crystal*) to highly informal (*Yo, Dave!!*). Older people often keep the rules of punctuation and capitalisation they once learned;

20 younger people often try out new ways (*i dont think so – LOL*).

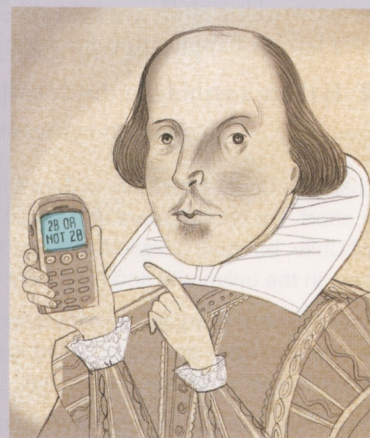
But times are changing. As more older people start to use the internet, they are also using the latest abbreviations more and more. BRB (Be right back).

### Glossary

**background** (noun) – the type of family, social position or culture that someone comes from

**BRB** (verb) – internet abbreviation for *Be Right Back*; you use this to say informally that you will return soon

**LOL** (verb) – internet abbreviation for *laughing out loud*; you use this to say informally that you think something is funny



### Warm up

1 Are these sentences true (T) or false (F) for you?

- I speak more than one language.
- I speak differently at work to how I speak at home.
- My language has many different dialects.
- There is more than one language in my country.
- Rich people speak differently to poor people.

2 Work in pairs and compare your answers. Do you agree?

### Reading

1 Read the text *Same language but different*. What three factors does the author mention? .

- a differences in geography    c differences in age  
b differences in social class    d differences in technology

2 Read the text again and decide if these sentences are true (T) or false (F).

- 1 People are very different, so language is different.
- 2 *Hood* and *windshield* are British English words.
- 3 U speakers had lunch in the evening.
- 4 Technology always makes language very formal.
- 5 Young people don't use capital letters in the same way as older people on the internet.
- 6 Young people are inventing new ways of using capital letters.

### Language focus

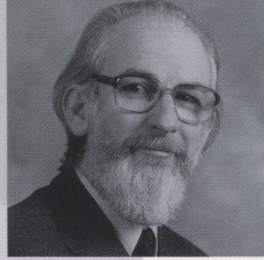
Find words or expressions in the text with these meanings.

- 1 to be very different (lines 2–3)
- 2 uncommon (line 14)
- 3 most importantly (line 16)
- 4 impossible to think about or imagine (line 17)

### Speaking

Do you think the differences in English that the author talks about are true for your language? Think of some examples. Use the questions below to help you.

- How do people start and finish emails in your language? Is it formal or informal?
- Are there different parts of your country that use different words to mean the same thing? Can you give an example and explain it in English?
- Are there abbreviations on the internet in your language like *LOL* or *BRB*?



Music has the power to engage all the emotions – from excitement to relaxation, from tears to laughter. But why does it have such power over us? The clue lies in babies.

The word *lullaby* has been in English since the Middle Ages. It's one of several, such as *rockaby* and *hushaby*, which show how generations of mothers have helped their children fall asleep through music.

- 5 Babies can hear in the womb about two months before they're born. Newborns prefer their mother's voice to that of a stranger. And they show preferences in music too. One research study played the same tune to a group of mothers every day throughout pregnancy; another group of mothers didn't hear the tune. When all the babies were born, their heart-rate was monitored while the tune was played to them. Only the 'musical' babies reacted to the tune.
- 10 There's something special about the music of the voice. From the moment a baby is born, the mother talks to it in an unusual way. Her voice ascends and descends from very high to very low – almost like singing in speech. And infants soon copy. You can hear them trying to sing from around nine months of age.

Melody, of both speech and music, is especially

- 15 significant. In another study, infants were shown two pictures of their mother. In one she was singing and in the other she was speaking. They looked for longer at the singing one.

Singing also simplifies our vocal behaviour: words are often shorter, sounds are clearer and repeat more often, and they often rhyme. Nursery rhymes work so well because they combine these effects – clear rhythm, repeated sounds and rhyme. In the music of speech lies the foundation of poetry.

### Glossary

**clue** (*noun*) – a piece of information that helps you to understand something

**longer** (*adverb*) – more time

**monitor** (*verb*) – to regularly check something

**stranger** (*noun*) – someone who you do not know



## Warm up

- 1 Complete the nursery rhyme with the words in the box. Do you know this rhyme?

all   blows   fall

Rock-a-bye baby on the tree top,  
when the wind \_\_\_\_  
the cradle will rock,  
when the bough breaks  
the cradle will \_\_\_\_,  
down will come baby,  
cradle and \_\_\_\_.

- 2 Can you remember any nursery rhymes in your language? What are they?

## Reading

- 1 Read the text. Which sentence is the best summary?
  - a Music and poetry are linked.
  - b We are affected by music from a very young age.
  - c Babies are more sensitive to music than adults.
  - d Lullabies are an English invention.

- 2 Read the text again. What do these words refer to?

- |                 |                  |
|-----------------|------------------|
| 1 it (line 2)   | 5 them (line 12) |
| 2 It (line 3)   | 6 one (line 18)  |
| 3 that (line 6) | 7 they (line 21) |
| 4 it (line 11)  | 8 they (line 22) |

- 3 Which of the facts in the text do you think are the most interesting? Compare your ideas with a partner.

## Language focus

Look at the words in the box and put them into two groups: *music* or *babies*. Then translate them into your language.

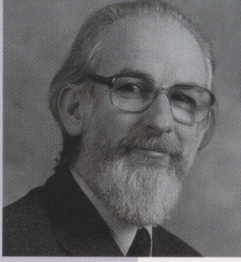
born   infant   melody   musical   nursery  
pregnancy   rhyme   singing   tune   womb

## Speaking

Work in pairs and ask each other these questions.

When you were a child ...

- did your mother or father sing to you? What songs?
- did you have a favourite record or group? What was it?
- did you play an instrument? Which one?
- did you have music class at school? Did you enjoy it?
- did you use to sing? What songs?



# All work and no play

by David Crystal

## Global English

There's an old saying in English: *All work and no play makes Jack a dull boy*. Or Jill. Psychologists tell us we need a balance between work and play to have a healthy lifestyle. And it is the same for language.

One of the most noticeable features of work language is the technical vocabulary, or jargon, that people use. Outsiders won't understand it. A doctor might look at the face of someone who's had a fall and say to a colleague 'That's a nasty periorbital haematoma'. If you were the patient, and heard this remark, you might be worried. But basically all it means is you've got a black eye.

Every profession has its jargon - law, banking, sport, physics, language teaching ... Thousands of specialised terms might be used. They add precision. And they also make people feel they belong together. You know you're a member of a group when you can comfortably *talk shop*.

Jargon also saves time. That's why doctors say such things as *BP* and *SOB* (blood pressure, shortness of breath). It's quick and convenient.

But they shouldn't use such terms to the patient. Work language and leisure language are two very different things. That's the argument of the Plain English Campaign, which wants specialists to speak clearly when talking to the public.

It's easy for people to use jargon carelessly and annoy people. It's worse when it's used deliberately, to mislead the public. That's why we get so angry when we hear people using it to hide the truth. A politician once admitted that something he had said was 'an instance of plausible deniability'. In other words, he'd told a lie!

### Glossary

- carelessly** (*adverb*) – without thinking about what you are doing, so that you cause problems or damage
- dull** (*adjective*) – boring
- mislead** (*verb*) – to make someone believe something that is incorrect or not true
- outsider** (*noun*) – someone who does not belong to a group or organisation
- talk shop** (*verb*) – to talk about your work, especially in a way that is boring for other people



### Warm up

- 1 Think of two or three examples of jargon in your language and write them on a piece of paper.
- 2 Work in pairs and share your ideas. Explain what your jargon means in English.

### Reading

1 Read *All work and no play*. What is the main topic of the text?

- a plain English
- b technical vocabulary
- c doctors and language
- d radio and television

2 Read the text again and decide if the statements are true (T) or false (F).

- 1 Psychologists say that work is more important than play.
- 2 Jargon is language that everybody understands.
- 3 Jargon can be useful.
- 4 Jargon is precise language and it can make communication quicker.
- 5 The Plain English Campaign wants people to use more jargon.
- 6 We get angry when people use jargon to tell lies.

### Language focus

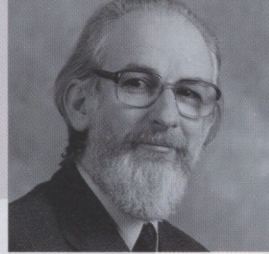
Find words or expressions in the text with these meanings.

- 1 the correct relationship between two things (line 2)
- 2 to make something more clear or specific (2 words) (line 10)
- 3 easy (line 14)
- 4 people in general (2 words) (line 19)
- 5 used for saying something in another way (3 words) (line 25)

### Speaking

Do you think there is too much jargon in your language? Can you think of some examples? Do you think campaigns like Plain English are a good idea?





If there's a number you should remember when thinking about the way the English language has changed over time, it is the number four.

The first boats carrying Angles, Saxons and Jutes from the north of Europe arrived in several parts of the British Isles in 449 AD. The different dialects they spoke gave us the earliest form of English – Old English, or Anglo-Saxon. Exactly 400 years later, King Alfred 'the Great' was born. He is especially famous in the history of English, because it was thanks to his planning that Old English literature survived.

In 1400, Chaucer died, leaving us the literary highlight of Middle English, *The Canterbury Tales*. Soon after, a major sound change began which affected many English vowel sounds. This 'Great Vowel Shift' is the main reason that Chaucer's language sounds so different from the English we use today.

In 1600, when Shakespeare was writing, roughly 4 million people spoke English in Britain. Today, around 400 years later, 400 million people

speak English as a mother-tongue, and four times as many speak it as a second or foreign language.

### Glossary

**Angle, Saxon, Jute** (*noun*) – the names of Germanic peoples who lived in England

**dialect** (*noun*) – a way of speaking a language that is used only in a particular area or by a particular group

**shift** (*noun*) – a change in something

## Warm up

Look at the timeline for the English language. Tick (✓) the bold phrases that you have heard of before.

## Reading

1 Read the text *The English language and the number four*. Find three reasons why the number four is important.

2 Read the text again and complete the timeline with information from the text.

## Language focus

Choose the option with the same meaning as the underlined phrases.

- exactly 400 years later  
a 400                      b 390–410
- roughly 4 million people  
a 4 million              b 3.8–4.2 million
- around 400 years later  
a 400                      b 395–405
- 400 million speak English as a mother-tongue, and four times as many speak it as a second or foreign language  
a 100 million            b 1,600 million

## Timeline of the English Language

449 AD \_\_\_\_\_



787 AD **Viking raids** began in England – Scandinavian influence on English names for people and places

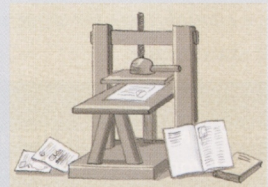
849 AD \_\_\_\_\_

1066 **Norman invasion** of England. The French language influences English in many ways.

1400 \_\_\_\_\_

1400s–1500s \_\_\_\_\_

1476 **First printing press** invented in England. Standard writing system starts to develop.



1600 \_\_\_\_\_

1600s English comes into contact with other languages through **colonisation**.

1800s Time of the **Industrial Revolution** and **British Empire**. Huge changes in English.

1884 **New English Dictionary** project begins – will become the **Oxford English Dictionary**.

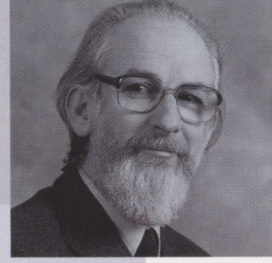
late 1900s Rise of the internet and **globalisation**. English becomes world language.

2000 \_\_\_\_\_

## Speaking

Work in pairs and discuss the questions.

- Can you think of any examples of how your language has changed? For example, a word or phrase that doesn't exist anymore.
- What other languages have an influence on your language? Can you give examples?
- Does your language have an influence on any other languages? Which ones?



Sports commentary is very familiar these days but it only arrived with the start of radio and television broadcasting. The term *sports announcer* was first used in 1923, soon followed by *sporting commentator* in the UK and *sportscaster* in the US. The modern British term, *sports commentator*, dates from the 1930s.

- 5 Sports commentating sounds easy, but it's difficult to do well, especially on radio, where a long silence can mean disaster. Detailed knowledge of the sport, keen observational skills, the ability to **think on your feet**, and above-average linguistic skills are essential. To make the job easier, commentators can use 'tricks of the trade' such as formulaic expressions. In horse racing there are certain things commentators always say at particular moments such as *They're off!*, *in the lead*, and *into the straight they come*. This means there is less for them to remember and it helps with fluency.

Each sport has its own style, reflecting the atmosphere and

- 15 momentum, from the wild excitement of football (*It's a GO-O-O-AL*) to the quiet tones of snooker. There's distinctive grammar and vocabulary too. Commentaries are the perfect place to find the English present tense, both simple and continuous (*he's looking for a chance ... he scores ...*), and incomplete sentences (*Beckham to Kaka ... back to Beckham ...*).
- 20 But if you're looking for new vocabulary, you'll find more in the keep-fit disciplines, such as yoga (with its hundreds of words taken from Sanskrit), Pilates (with its unusual pronunciation taken from the name of its founder, Joseph Pilates, 'puh-lah-teez'), and the combination of yoga and Pilates *yogalates*. And that's just **the tip of the iceberg** of new linguistic blends. If
- 25 you're into *exertainment* (exercise + entertainment) you'll know about the many kinds of *exergaming* (exercise + gaming). The neologisms keep your tongue linguistically fit too.

### Glossary

**above-average** (adjective) – good, better than normal

**discipline** (noun) – a subject or sport

**formulaic expression** (noun) – an expression that has been used lots of times before

**keen** (adjective) – very strong

**linguistic blend** (noun) – a mixture of two or more words

**neologism** (noun) – a new word or expression, or an existing word with a new meaning

**sports commentator** (noun) – a person whose job is to give a description of a sporting event on television or radio as it happens.



### Warm up

Read the definition of *sports commentator*. Are there any well-known sports commentators in your country? What are they famous for?

### Reading

1 Read the text *Sports English*. Tick (✓) the topics that are mentioned. There are two topics you do not need.

- a different words for sport
- b sports commentary
- c style of speaking
- d winners and losers
- e English grammar
- f new vocabulary

2 Read the text again and find examples of ...

- a something you need to be a good sports commentator.
- b a 'formulaic expression' that helps commentators sound more fluent.
- c an examples of an incomplete sentence used in sports.
- d a 'keep-fit' sport.
- e a neologism.

### Language focus

1 Look at the expressions in **bold** in the text. Answer the questions below.

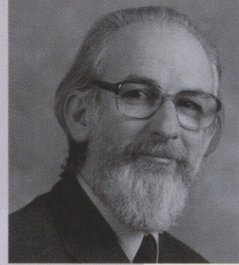
- 1 If you **think on your feet**, you ...
  - a are a very quick runner.
  - b have good ideas and make decisions quickly.
  - c get nervous in a difficult situation.
- 2 If we say something is **the tip of the iceberg**, it means ...
  - a there is a lot more of it that you can't see.
  - b there is only a little bit of it.
  - c it is a very dangerous thing.

2 Put each of the expressions into an example of your own. Tell a partner.

### Speaking

1 Work in pairs and ask each other the questions.

- Do you enjoy listening to commentators?
- What sports do you like to watch?
- Do you do any *exergaming*?



People often conclude the point they're making with the words '... and that's a fact!' It's a fact that the Earth is round and that Aleksandr Solzhenitsyn won the Nobel Prize for Literature in 1970. Facts are demonstrable, verifiable, unarguable. But with language, there are remarkably few of them!

How many people speak English around the world? Estimates vary enormously: some say around 1,500 million; some say 2,000 million or more. The uncertainty partly results from the lack of information about language use in many countries. Census forms rarely distinguish different functions – listening, speaking, reading, writing – or ask about a person's ability in each. But the uncertainty also reflects a question of definition: how fluent do you have to be to count as a speaker of English? At what point in a learning curve does someone dare to say: 'Yes, I speak English'? There can never be facts about global totals, only guesstimates.

How many varieties of English are there around the world? We talk happily about British English, American English, Caribbean English, and so on, and note the sounds, grammar, vocabulary, and discourse patterns which we find distinctive in each area. But there is never uniformity. Caribbean English, for example, breaks down into different varieties, such as Jamaican English and Trinidadian English. Then we find there are several differences in the way people speak English in Jamaica, depending on their location and

their social status. Some of the differences are very marked; some are very slight. We find people disagreeing about whether two ways of talking are the same dialect or not. So, how many varieties are there worldwide? There are no facts here either; only opinions.

How many words are there in English? Nobody knows, because not even the largest dictionaries have tabulated all the technical terms that are found in such domains as botany and zoology, and many English-speaking areas of the world haven't had their local vocabulary surveyed. In 2009 there was a claim that on a particular day that year, the number of words in English would exceed a million. That was pure fiction; English reached one million words years ago.

New words are coming into English all the time, especially on the internet (*blog, twitter, unfriend*). Old words are falling out of use, especially as technology becomes outdated (*tranny, betamax, sputnik*). We can be sure about one point: whatever the total was yesterday, it will be different today. And that's a fact.



### Warm up

Work in pairs. Read the questions, then discuss why it might be difficult to determine the answers.

- How many words are there in English?
- How many English speakers are there in the world?

### Reading

1 Read *English: just the facts?* How does the author answer the two questions from the Warm up?

2 Read the text again. Which statements can you infer from the text? Mark them with a tick (✓).

- 1 You cannot dispute a fact such as 'the Earth is round'.
- 2 Every country in the world does a census to find out about language use.
- 3 Trinidadian English is a variety of Caribbean English.
- 4 The author believes that people don't know there are different varieties of English.
- 5 The author believes we should have a dictionary that collects all the words in English.
- 6 *Tranny* and *betamax* are words connected to technology.

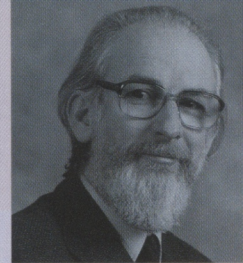
3 Complete the sentences with the correct form of the word in brackets. All the words are in the text.

- 1 The class has made \_\_\_\_\_ (*demonstrate*) progress since term began.
- 2 The two politicians are bitter enemies, but in fact are \_\_\_\_\_ (*remark*) similar.
- 3 The \_\_\_\_\_ (*uniform*) of computer operating systems in the company makes transfer of data easier.
- 4 Her English showed a \_\_\_\_\_ (*mark*) difference after spending two weeks abroad.
- 5 We are going to \_\_\_\_\_ (*table*) the information so that we analyse the data more easily.

### Speaking

Look at the following new words in English that are connected to technology. Which words or phrases do you know? Which ones do you think will become obsolete in 30 years? Discuss with a partner.

app   blog   hot spot   LOL   to google   to unfriend  
twitter



Many factors influence the way a regional variety of English develops its character. Loanwords arrive from local languages – and the more contact languages there are in an area, the more loanwords there will be. The sounds and rhythms of these languages influence the way English is pronounced. Local cultural practices introduce new expressions, and the names of persons, places, and institutions provide fresh idiomatic references. The longer English is established in a country, the more we find the development of local dialects and the evolution of a literature that proudly articulates its culture in a distinctive voice in poetry, plays, stories, and novels. When this happens, a ‘new English’ has truly come of age, as most clearly seen in the mature literature of American (as distinct from British) English.

All these factors are present in India, which has had a longer exposure to English than any other country using it as a second language; and the words, idioms, rhythms, and grammatical constructions of Indian English have made it one of the most distinctive regional varieties. Dictionaries include thousands of words expressing local myths and legends, arts and culture, food and drink, and fauna and flora (such as *brinjal*, the fruit of the eggplant). To take just one domain: road travel. On the road between Pune and Mumbai there are signs that would not be found in other English-speaking countries, such as *Do not criss-cross on expressway*, *Road in curve ahead*, and *No 2-/3-wheelers (2-wheelers are motorbikes and scooters; 3-wheelers are auto-rickshaws)*. No dictionary yet includes all such usages or identifies the differences that have grown up around the country.

Regional variation is inevitable in a country with over a thousand languages and dialects and a population of over a billion. Some varieties are reflected in colloquial labels such as *Hinglish* (mixing English with Hindi), *Punglish* (Punjabi), and *Tamlish* (Tamil). But the stylistic range and regional diversity of Indian English is far greater than these labels suggest, as can be seen from the growing body of Indian literature which increasingly represents indigenous usage. Gone are the days when everyone in a novel, from *sahib* to *servant*, spoke standard British English, and the same linguistic diversity is apparent in Indian cinema.

Many in India still see British English as the only ‘proper’ English. At the same time, a fresh confidence is emerging among young people, and attitudes are beginning to change. We are still in an early chapter of the story of Indian English.



### Glossary

**loanword** (noun)

– a word from one language that is used in another language without being changed

**contact language**

(noun) – language which is created through contact between two or more existing languages

## Warm up

What do you think the words in italics mean? Choose the correct option.

- He’s wearing his new *opticals*.  
a trousers      b glasses      c rings
- My brother is *out of station* this week.  
a out of town      b feeling unwell  
c out of the hospital
- What is your *good name*?  
a your nickname      b your name  
c the name you like most
- This is the perfect gift idea for your *near and dear* ones.  
a friends and family      b neighbours      c co-workers

## Reading

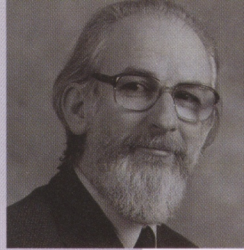
- The above are all English expressions used in different parts of India. Read *Indian English* and find two more examples.
- Decide if these sentences are true (T) or false (F). Give reasons for your answers. Read the text again and choose the correct answer.

- Grammar, language laws and pronunciation are three factors that influence the development of a regional variety of English.
- A new variety of English is fully developed when it produces a literature of its own.
- India has a long history of English as a second language.
- Indian English dictionaries still do not include all words relating to road travel.
- All Indian films are in standard British English.
- The author believes that Indian English will continue to develop.

## Speaking

Choose three of the questions below and discuss in small groups.

- Are there different varieties of your own language?
- Are varieties or dialects of a language inferior to the standard version of a language? Why / Why not?
- What do you think will happen to English in the next 100 years?
- Do you think Indian English or other kinds of English will grow? Will people around the world learn them as well as British or American English?



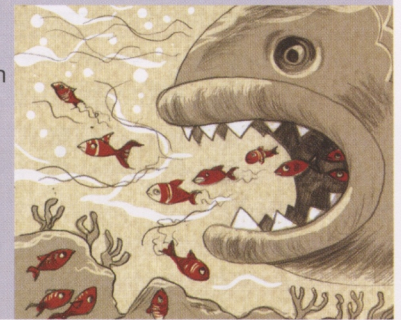
People are very ready to speak of language users as heroes and villains. Among the heroes are **those** who have been prepared to go on hunger strike, fight, or even die to get their language officially recognised by their country. One of the most famous events took place in Dhaka in former East Pakistan on 21 February 1952. A number of students demonstrating for recognition of Bangla as **one** of the country's two national languages were shot and killed by police. In 1999, the United Nations designated that date as International Mother Language Day to promote linguistic and cultural diversity and multilingualism. We've been celebrating it ever since.

International languages are often described as linguistic villains because of the way they are perceived to be unstoppable forces crushing the life out of minority languages. English, as the language with greatest global presence, attracts the label more than **most**, but any major language, eg Chinese, Spanish, Arabic, Russian, has been called a villain at some point or other by minority communities who see language loss as a daily reality. Nor does **it** have to be one of the great international languages. Just as a small fish can be eaten by a bigger fish, so a language spoken by very few people can be threatened by another language spoken by not many more. It is all a question of power.

25 Any government can be a villain if it does not care for the linguistic diversity in **its** community.

How do governments show they care? By developing a language policy that recognises the two motivations for language use in the modern world. As soon as a country finds itself interacting – politically, economically, and socially – with others who speak different languages, it needs to adopt a *lingua franca*. Intelligibility is then the prime consideration. At the same time, it needs to recognise the wishes of **those** within its borders who wish to preserve their individuality, as expressed through local languages and dialects. Identity is then the prime consideration. The two motivations do not have to be in conflict: the need for intelligibility is outward-looking; the need for identity is inward-looking. The optimal outcome is when a country sees a place for both and manages the process efficiently.

45 Where there is an intelligent and sensitive language policy, there are no villains.



### Warm up

1 Work in pairs. Which of the following sentences are true for your language?

- My language is spoken in more than one country.
- My language is a minority language.
- My language threatens, or has threatened, other languages.
- My language is well known internationally.
- My language is or has been in danger of disappearing.

2 Which sentences could be true for English, in your opinion?

- 2 Why are international languages described as villains?
  - a because their national governments impose them
  - b because people believe they destroy minority languages
  - c because they are the biggest languages
- 3 What should be the prime consideration for a language policy?
  - a intelligibility between nations
  - b identity of the people who speak it
  - c both a and b

- 3 What do the following words in bold in the text refer to?
- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1 those (line 2) | 3 most (line 17) | 5 its (line 26)   |
| 2 one (line 7)   | 4 it (line 20)   | 6 those (line 34) |

### Reading

1 Read *Linguistic heroes and villains* and answer the questions.

- 1 Does the author think English is a hero or a villain or neither?
- 2 What is the author's conclusion about how to avoid *linguistic villains*?

2 Read the text again and choose the correct answer.

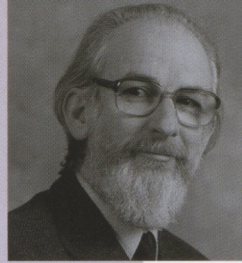
- 1 In 2000 Bangla was recognised as an official language in Pakistan.
  - a true
  - b false
  - c the text doesn't say

### Speaking

1 Look at the following ways that governments can impose or protect languages. How effective do you think they are? Give each one a mark from 1 (largely ineffective) to 4 (very effective).

- Establish an academy that 'protects' the purity of the language.
- Introduce language study at an early age for children.
- Ban or prohibit use of other languages in public spaces.
- Make a language obligatory in all public offices.
- Give money to artists, authors, film-makers, etc to produce works in the language.
- Change the language to make it simpler to learn.

2 Compare your answers with a partner.



What does Shakespeare offer the English language learner – apart from the aesthetic, theatrical, and literary experience awaiting anyone who hears or reads his poems and sees or reads his plays? A great deal. Shakespeare is in many ways the ideal advanced teacher, because he shows us how to exploit the resources of a language to maximum effect.

He has of course been an important general influence on the development of English, because many of his words and idioms have become part of everyday modern use. You are quoting Shakespeare when you say that *truth will out*, *the game is up*, and you *haven't slept a wink*, or if you've *knitted your brows*, *made a virtue out of necessity*, and *laughed yourself into stitches*. If you look in the unabridged *Oxford English Dictionary*, you'll find over 2,000 words which have their first recorded use in Shakespeare, such as *assassination*, *outswear*, and *weather-bitten*. Some he coined himself; others he simply helped to popularise.

Far more important, though, is the way his linguistic strategies provide guidelines for modern users. He adds *un-* to make new words, such as *unbuild* and *unmusical*; today we do the same thing with *uncool* and *unfunny*. He adds *-less* to make *airless* and *languageless*; today we say such things as *computerless* and *iPadless*. He was one of the great manipulators of parts of speech. In particular, he readily turned nouns into verbs: his characters *nose* things as well as *smell* them; they *ear* things as well as *hear* them; they are *windowed* (displayed in a window) and *mudded* (covered by mud). Today, the internet provides many examples of people

*texting*, *spamming*, *googling*, and *tweeting*, and doing many things that were originally nouns. This is well within the spirit of Shakespeare.

It's impossible to interpret many headlines in modern English newspapers if you don't know Shakespeare. What would a Shakespeareless reader make of an article on population control headed *To breed or not to breed*, or one on nutrition headed *To diet or not to diet*, or one on a possible army invasion headed *To fight or not to fight*? All derive from Hamlet's *To be or not to be*.

Shakespeare teaches learners how to be daring in their use of English. It is a sign of real fluency when learners can take a rule and adapt it to suit their purposes. Perhaps we should start using the acronym *ESP* (English for Special Purposes) in a new way: English for Shakespearean Purposes.

### Glossary

**make a virtue out of necessity** (*phrase*) – pretend you are doing something because it will bring you benefits, when in fact it is something that you must do

**outswear** (*verb*) – swear more than someone



## Warm up

1 Can you match the two halves of the following famous quotes from Shakespeare?

- |                               |   |
|-------------------------------|---|
| 1 To be or                    | a all men and women merely players. ( <i>As you like it</i> ) |
| 2 But love is blind,          | b not to be ( <i>Hamlet</i> )                                 |
| 3 Now is the winter           | c of our discontent ( <i>Richard III</i> )                    |
| 4 Out damned spot!            | d and lovers cannot see ( <i>The Merchant of Venice</i> )     |
| 5 All the world's a stage and | e that wears the crown ( <i>King Henry IV</i> )               |
| 6 Uneasy lies the head        | f Out I say! ( <i>Macbeth</i> )                               |

2 Have you heard any of these quotations before? Have you ever seen a Shakespeare play or film of a play?

## Reading

1 Read *Shakespeare: the best English teacher?* and put the paragraph titles in order.

- |   |       |
|---|-------|
| a Inventor of new language                  | _____ |
| b The world's best Advanced English teacher | _____ |
| c Shakespeare as a cultural reference       | _____ |

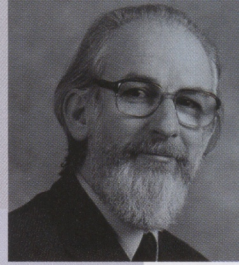
- |                             |       |
|-----------------------------|-------|
| d Word building strategies  | _____ |
| e Behaving like Shakespeare | _____ |

2 Read the text again and decide if the sentences are true (*T*) or false (*F*) according to the author.

- Shakespeare is a good teacher because he was creative with language.
- Shakespeare invented at least 2,000 words in the *Oxford English Dictionary*.
- Much of the language arising from the internet is developed in a similar way to how Shakespeare used language.
- Shakespeare did not use verbs like *smell* or *hear*, preferring to use nouns instead.
- Some knowledge of Shakespeare helps make sense of many contemporary news headlines.
- Learners should be careful of changing language – not everyone can be Shakespeare.

## Speaking

The author says learners should be daring in their use of language. Work in pairs. Look at the examples of how Shakespeare experimented with English vocabulary. Can you invent similar words or expressions?



'Be prepared' is the motto of the scouting movement; but it could equally well be the motto of the English learner, for one never quite knows what changes are going to be encountered as time goes by. Vocabulary, pronunciation and grammar all change. Vocabulary moves quite rapidly: a new word can become widely used within a few days, especially when it moves around the globe via the internet. Pronunciation moves rather more slowly. And grammar moves slowest of all.

We tend not to notice grammatical change, but it is happening all around us. The trends become apparent only when we look back in time, as we can now do using the large collections (corpora) of English usage. The growth in the use of the present continuous verb form is a good illustration. This construction developed in the Middle Ages, but took a long time to settle down. Shakespeare shows us simple and continuous usages competing: in *Hamlet* Polonius asks the Prince 'What do you read?' while in *Troilus and Cressida* Achilles asks Ulysses 'What are you reading?'

There was a significant growth in the use of the continuous during the 17<sup>th</sup> century, and it became increasingly frequent over the next 300 years. Even so, during the 19<sup>th</sup> century it's possible to find many examples which differ from what is standard today. 'It rains', says the poet John Keats in one of his letters (1818). 'He really behaves very well,' writes novelist George Eliot in *Middlemarch* (1871).

The onward march of the continuous isn't over. Before the 20<sup>th</sup> century, it was uncommon to find it used with verbs expressing a state of mind. In the 1960s, people typically said *I need a holiday, They recognise the issue, Jane hopes to visit her mother, I think you're right, She misses John, and I love it*. Fifty years on, we are more likely to hear people saying *I'm needing a holiday, They're recognising the issue, Jane's hoping to visit her mother, I'm thinking you're right, She's missing John, and I'm loving this weather*. Some state verbs, such as *know* and *understand*, have been slower to accept the change, but it can surely only be a matter of time before such sentences as *I'm understanding your point* become part of standard British and American English, especially as they are commonplace in one of the fastest growing parts of the English-speaking world: India.



### Warm up

1 Languages change over time. What changes do you think happen the quickest? What changes are slower? Number the following from 1 (changes most quickly) to 3 (changes most slowly).

Vocabulary \_\_\_\_\_ Grammar \_\_\_\_\_ Pronunciation \_\_\_\_\_

2 Can you think of any examples of changes in your own language in any of the above areas?

### Reading

1 Read *Changing English*. What is the answer to Warm up exercise 1, according to the author?

2 Read the text again and answer the questions.

- 1 Why does the author suggest that the vocabulary of a language changes most quickly?
- 2 How can we track grammatical changes?
- 3 Which did they use in Shakespeare's time: the simple, the continuous or both?
- 4 How has the use of the continuous form changed in the last 100 years?
- 5 What examples are given of the use of the continuous form that have not yet become standard in British English usage?

3 Look at the following examples. Put the verb in the present simple and then present continuous. Does the meaning change? Does one sentence 'feel' more correct?

- 1 Perhaps they weren't under pressure before, but they \_\_\_\_\_ (*feel*) it now. (in a sports commentary)
- 2 I \_\_\_\_\_ (*love*) this new look of yours! (a woman complimenting a friend)
- 3 She \_\_\_\_\_ (*be*) a bit difficult today as she hasn't had her nap. (two people talking about a baby)
- 4 We \_\_\_\_\_ (*have*) lunch in the garden. (a person answering the phone)
- 5 Let me make sure I \_\_\_\_\_ (*understand*) all this correctly ... (one engineer to another)
- 6 He \_\_\_\_\_ (*not miss*) it at all. (two workers talking about a friend who has retired)

### Speaking

- Does this distinction between progressive and simple aspect exist in your language? How would you translate the sentences in Reading exercise 3?
- Are there examples of your language changing? Can you think of any?
- The English suffix *-ing* is sometimes used to make new words in other languages. Can you think of or invent new words or expressions in your language by combining words with *-ing*?

## David Crystal: The future of Englishes: going local

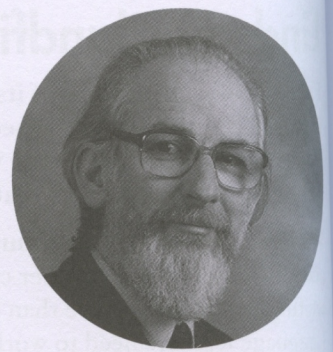
When people talk about 'global English' they are usually referring to the common features which identify the variety we call standard English. Increasingly, however, attention has been drawn to the regional features which differentiate one part of the English-speaking world from another. So today we happily talk about British, American, Australian, South African, Indian, and other 'Englishes', and studies are accumulating of the way these varieties make distinctive use of pronunciation, orthography, grammar, vocabulary, and discourse. Much of the distinctiveness resides in the area of lexicology, the linguistic domain which most closely reflects cultural identity, and dictionaries have been compiled of the distinctive lexicons encountered in these regions.

It does not take long before these lexicons reach many thousands of words. When a country adopts a language as a local alternative means of communication, it immediately starts adapting it, to meet the communicative needs of the region. Words for local plants and animals, food and drink, customs and practices, politics and religion, sports and games, and many other facets of everyday life soon accumulate a local wordstock which is unknown outside the country and its environs. When someone in South Africa says 'The bakkie had to stop at a red robot', we need to know that a bakkie is a truck and a robot is a traffic-light. There are thousands of such words in a dictionary of South African English. And other parts of the English-speaking world display the same kind of creativity.

This seems to be the pattern, as English becomes a local alternative language. When a group of people in a country switch into English, for whatever reason, the subject-matter of their conversation inevitably incorporates aspects of their local environment. They talk about the shops, streets, suburbs, bus-routes, institutions, businesses, television programmes, newspapers, political parties, minority groups, and a great deal more. They make jokes, quote proverbs, bring up childhood linguistic memories (such as nursery rhymes), and recall lyrics of popular songs. All this local knowledge is taken for granted, and used in sentences without gloss. Visitors who hear such sentences, or read them in local newspapers, need to have them explained. Conventional dictionaries will not help, for they do not include such localisms, especially if the expressions are encyclopedic in character (referring to local people, places, institutions, and suchlike).

Every English-speaking location in the world has usages which make the English used there distinctive, expressive of local identity, and a means of creating solidarity. From this point of view, notions such as 'Swedish English' take on a fresh relevance, going well beyond traditional conceptions of English spoken with a Swedish accent, or English displaying interference from Swedish grammar. Swedish English, for example, I define as the kind of English I need to know about when I go to Sweden, otherwise I will be unable to converse efficiently with Swedish speakers in English. It would be amazingly useful to have a glossary of the English equivalents of Swedish cultural references, but I know of none. This seems to be a neglected area for any language.

We need regional cultural dictionaries or glossaries. It is something every region can do, and something to which everyone who learns English can contribute. It takes only an hour or so to accumulate a list of dozens of culturally specific items. And when these are written down, in the style of a glossary, it has an interesting effect upon the participants. They feel they have somehow made the English language their own. I suspect such projects also add greatly to their linguistic confidence and self-esteem, for no-one else in the world knows their home-grown variety of English as well as they do. And they can take pride in the fact that they have added their own small piece to the global jigsaw puzzle that comprises the English language.



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