



## Unit 1

# BEGINNINGS (UK)

*Listen to the audio whilst reading the text below. Some of the spoken words do not match the words in the text. Make a note of them, as we will check them later.*



02

You are holding an English-language textbook in your hands. Let's look at what has made this possible by going all the way back to the beginnings: the beginnings of English as the language we know today, as well as the beginnings of European book-printing.

As users of the internet, you know that English is now the world's language, but 5  
has it always been so? Since antiquity, many 'bridge languages' have bridged  
communication between different cultures: for instance, literary Chinese in  
Japan until the early twentieth century or Latin in much of Europe until well  
into the eighteenth century. In fact, a synonym for 'bridge language' is the Latin  
expression *lingua franca*. It means "the language of the Franks", who were the 10  
early inhabitants of present-day France. Did you know that there were over  
200 years in the last millennium in which French, not English, was the official  
language in England? How did this happen?

In the first century CE the Roman Empire invaded the British Isles, and  
during the next 400 years would impose its own language, Latin, on the local 15  
population. The Romans established Londinium (the city of London) and built  
a long fortification wall, parts of which still remain, as protection against other  
invaders. However, they were challenged for Britain by Germanic tribes who  
had their own language, Anglo-Saxon, from which English developed. More  
invasions followed and in the ninth century London was taken by the Vikings, 20  
whose Danish kings would rule over Britain. When the first English king died  
in the eleventh century, two of his relatives fought for succession. One was  
Harold, who lived in England, and the other was William, who lived in the  
northern part of France called Normandy. William had a strong army and in 25  
1066, at the Battle of Hastings, Harold was killed and William became king,  
going on to conquer much of present-day England. (Figs.1,2)

To control his new kingdom, William the Conqueror strengthened his military  
position throughout the land by building large castles. One of them was his own  
residence, the White Tower in the notorious Tower of London. (Fig.3)



Fig. 1 - Scene from the Bayeux Tapestry depicting Norman ships grounding and horses landing in England

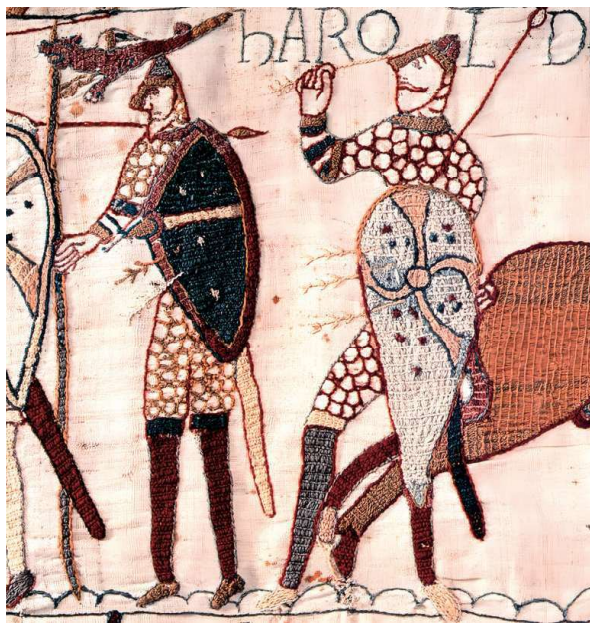


Fig. 2 - Likely depiction of Harold's death from the Bayeux Tapestry

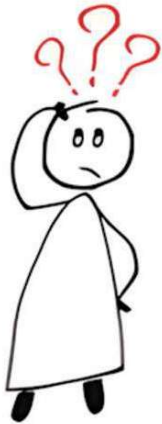


Fig. 3 - The White Tower, the oldest structure in the Tower of London, built by William the Conqueror in 1078

William also imposed the French language from Normandy, which was based on Latin, so the English we speak today combines two **tongues**: Anglo-Saxon and Norman French. Being effectively a double language, English is considered perhaps the largest language on Earth in terms of word count. This is because the majority of its words have synonyms – one of Germanic origin and one of Latin origin. This richness of expression through language produced some of the world's greatest literary works, including those of William Shakespeare. 30 35

“The Bard”, as he is often referred to, **invented** many words and phrases, such as *tongue-tied*, which means ‘being unable to speak because you are shy’. Yet some of his most famous plays wouldn't be known to us today if it hadn't been for another **invention** – that of the book-printing press. This was brought from Germany to England in 1476, and was an **innovation** in world communication as revolutionary as the *lingua franca* of the internet. 40

Which brings us to the textbook you are holding in your hands: we hope you will enjoy discovering and using English for many years to come, without ever becoming *tongue-tied*!



antiquity (n.) = 古代 • to bridge (v., regular) = ～に橋をかける • literary (adj.) = 文語の • synonym (n.) = 同義語 • inhabitant (n.) = 住民 • millennium (n.) = 千年 • the British Isles (collocation) = ブリテン諸島 • fortification (n.) = 防衛 • to challenge (v., regular) = (権力・支配などに) 挑む、争う • Danish (adj.) = デンマークの • succession (n.) = (王位や地位の) 継承 • notorious (adj.) = 悪名高い • tongue (n.) [here: language {e.g., “mother tongue”}, not bodily organ] = 言語、言葉 • to invent (v., regular) = 発明する、創作する • invention (n.) = 発明 • innovation (n.) = 革新

### The Tapestry of Bayeux

an embroidered piece of linen cloth 70 m long by 50 cm tall depicting the Norman Conquest of England in 1066; held in the Bayeux Museum in Normandy, France

### Listening challenge



Some of the **spoken** words that did not match the text were *antonyms* of the words **written** in the text (as they appear in the left column, below). For example:

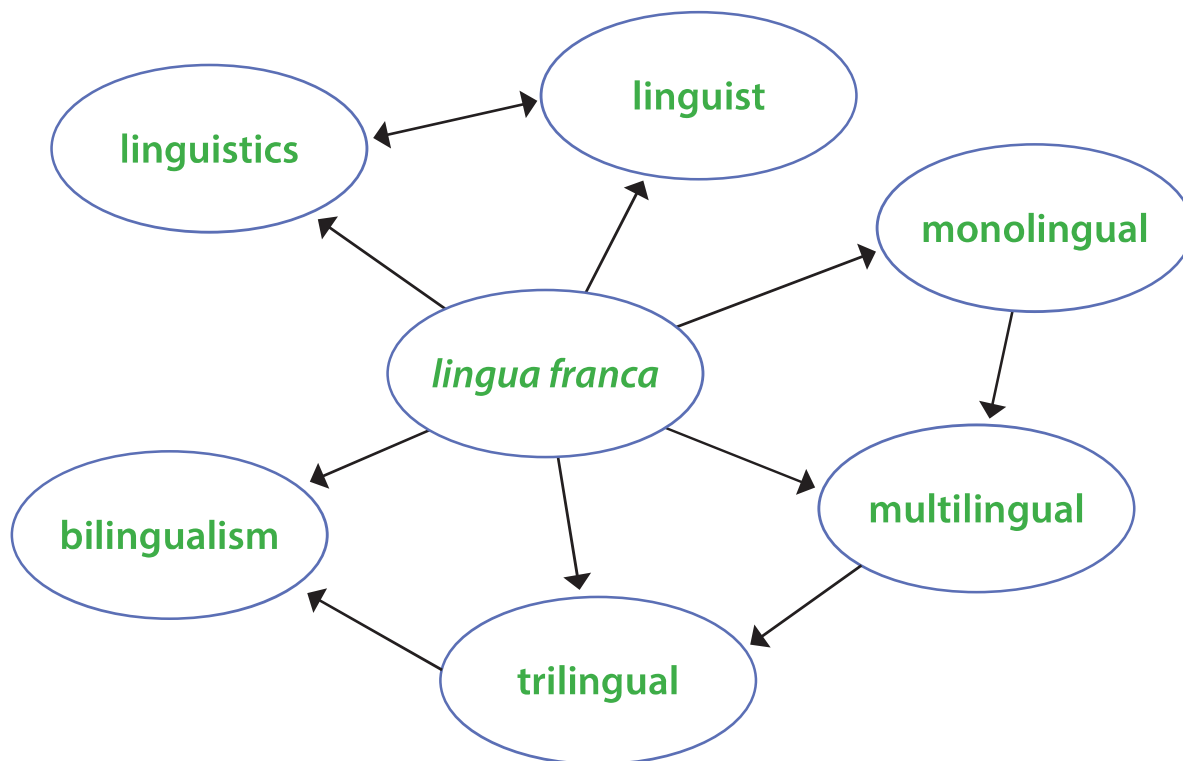
- |  |   |                                   |
|--|---|-----------------------------------|
| ... the <b>early</b> twentieth century | = | the <b>late</b> twentieth century |
| ... the <b>last</b> millennium         | = | _____                             |
| ... a <b>long</b> fortification wall   | = | _____                             |
| ... had a <b>strong</b> army           | = | _____                             |
| ... building <b>large</b> castles      | = | _____                             |
| ... invented <b>many</b> words         | = | _____                             |

What about numbers? What did you hear? Again, the written words are in the left column:

- |  |   |       |
|--|---|-------|
| ... the early <b>twentieth</b> century | = | _____ |
| ... into the <b>eighteenth</b> century | = | _____ |
| ... there were over <b>200</b> years   | = | _____ |
| ... the next <b>400</b> years          | = | _____ |
| ... in the <b>ninth</b> century        | = | _____ |

... died in the *eleventh* = \_\_\_\_\_  
 ... *two* of his relatives = \_\_\_\_\_  
 ... to England in *1476* = \_\_\_\_\_

### Expanding vocabulary



### Your turn to practise

Look at the relationships above and fill in the blanks below with the appropriate words:

1. People who study languages are called \_\_\_\_\_ and their field of study is called \_\_\_\_\_.
2. Ireland and Canada are two countries in which \_\_\_\_\_ is official, which means that all government documents are written in \_\_\_\_\_ official languages.
3. People who only speak one language are called \_\_\_\_\_.
4. If you speak Japanese, English and another language you are \_\_\_\_\_.
5. Have you ever met a \_\_\_\_\_ person, someone who speaks many languages?

## “Tongue” idioms

Just like in Latin, where *lingua* can mean both language and the organ of speech in one’s mouth, in English the word *tongue* also has both of these meanings. Here are some idiomatic expressions related to *tongue*. See if you can guess their meanings by matching the idioms in 1-5 with the corresponding definitions in a-e:

\_\_\_\_\_ 1. (with) tongue in cheek

\_\_\_\_\_ 2. (Has the) cat got your tongue?

\_\_\_\_\_ 3. tongue twisters

\_\_\_\_\_ 4. a slip of the tongue

\_\_\_\_\_ 5. It’s on the tip of my tongue.

a. A form of verbal play in which words are grouped together so as to make them difficult to pronounce at normal speed

b. Said (usually angrily) to someone who remains silent when expected to speak

c. When a humorous statement is expressed with mock seriousness

d. Said when there is a word or a name, for instance, you are trying hard to remember and you feel you’re very near remembering it

e. Something said by mistake, especially if it should have remained a secret

## Writing challenge

Write one English tongue twister you know, paying attention to each word’s spelling:



## Phrases from the text

- “*if it hadn’t been for...*” (lines 39-40)

This “if” clause, especially in British English, is sometimes inverted to: “*had it not been for ...*”, in which the “if” is omitted. Make sentences with this clause from the building blocks you are given below:

### Example:

printing press / Shakespeare’s plays / not known today →

[If it hadn’t been for / Had it not been for] the printing press, Shakespeare’s plays would not be known today.

1. The first English king's childlessness / Battle of Hastings / not happened →

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2. Norman Conquest / English / no Latin words →

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• **“going on to ...” (line 26)**

This sentence construction is used to refer to a future in the past, i.e., one that has already happened. Again, try to make complete sentences with this phrase, using the building blocks provided:

1. Scientists / to work hard / many years / to win the Nobel Prize →

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2. School's basketball team / to train / every week / to become national champions →

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1. For how many centuries was the French language used in England?

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2. What was seen in the sky a few months before the Battle of Hastings?

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3. How is Harold thought to have died? [*hint: look at Fig.2*]

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**DID YOU KNOW?**

Winston Churchill, the Prime Minister of the UK during the Second World War, always preferred to use words of Anglo-Saxon origin in his speeches, rather than words of Latin origin from Norman French.





## Unit 1

# BEGINNINGS (USA)

Listen to the audio while reading the text below. One **written** word in each paragraph does not **correspond** to the word that is **spoken**. Make a note of these, since we will use them later.



03

Have you heard of the “special relationship” between Britain and the United States? It dates back to the very beginning of the seventeenth century. At that time, the first English **settlers** of the ‘new continent’ of North America landed on its Eastern Seaboard and established **colonies** there, **displacing** the **indigenous** population of American Indians from their land. The first **colonized** area was in Virginia, north of which six other future states would form a region called New England. The phrase “special relationship” was **coined** by British Prime Minister Winston Churchill in 1946, at the end of the Second World War, and has been used ever since to describe Anglo-American relations. 5

But relations between the two countries had not always been friendly. The British settlers of the first 13 colonies along America’s East Coast became **increasingly** dissatisfied with paying taxes to the British government while they lived and worked an ocean away. What started as a protest in the **harbor** of the city of Boston in the New England state of Massachusetts developed into an **all-out** war. The so-called Boston Tea Party of 1773 led to the Revolutionary War of 1775-1783. This was the American War of Independence, and through it – as its name implies – the United States gained independence from the British **monarchy** by forcing the ruling king, George III, to give up all 13 colonies. A peace **treaty** was later signed in Paris in 1783, but independence was declared on July 4<sup>th</sup>, 1776, the date that marks the country’s founding. 10 15 20

Within 20 years of gaining independence, the United States greatly enlarged its size when it bought a **vast** area from France, which also had colonies in North America. The Louisiana Purchase of 1803 gave the newly independent nation not only the state of Louisiana, named after the French king Louis XIV, but also the opportunity to expand westwards, to the Pacific Coast. As more territories continued to be **acquired**, by 1959 the USA became the union of 50 states we know today. 25



Fig. 1  
George Washington  
In office 1789 - 1797

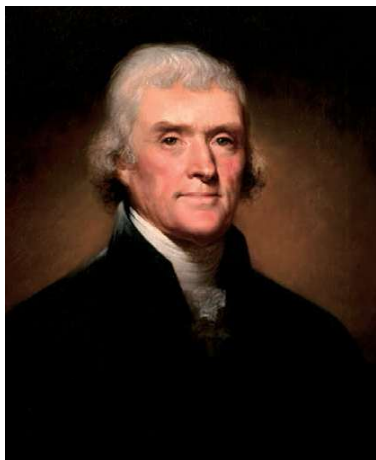


Fig. 2  
Thomas Jefferson  
In office 1801 - 1809

Two of the country's Founding Fathers, a group of influential leaders who shaped America's beginnings, were George Washington and Thomas Jefferson. Washington led the American troops to victory in the War of Independence, and became the first president of the United States. Jefferson, who became its third president, drafted the Declaration of Independence. That document and the

Constitution have made the United States the longest-standing democracy in the world, despite its many wars. One of these, the American Civil War of 1861-1865, which was fought between the Northern and Southern states, was the deadliest of all the wars in American history, but resulted in the abolition of slavery.

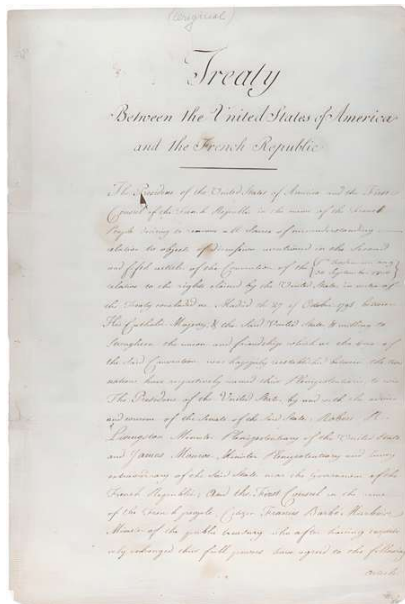


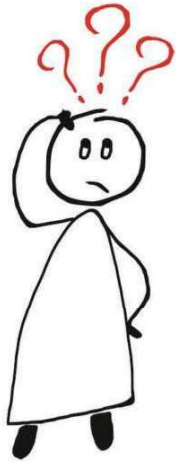
Fig. 3 – The Louisiana Purchase Treaty, signed in Paris in 1803 by one of the Founding Fathers

As not only one but several peace treaties ending American armed conflict had been signed in Paris, as well as the Louisiana Purchase, Franco-American relations were celebrated with a monument. The Statue of Liberty was a gift from the people of France to the United States on the one hundredth anniversary of the Declaration of Independence. Lady Liberty, as she is called, stands tall on Liberty Island in Upper New York Bay as an icon of freedom, where she displays two symbols of American liberation: the book in her hand is inscribed with the date July 4<sup>th</sup>, 1776, and she steps on a broken chain symbolizing freedom from slavery.

A quarter-size replica of the Statue of Liberty stands in Tokyo Bay. What do you think about that?



Fig. 4 - The Statue of Liberty standing on Liberty Island, New York City, NY



to correspond (v.) = 一致する • settler (n.) = 入植者 • colony (n.) = 植民地 • to displace (v., regular) = (国や土地から) ~を追い出す • indigenous (adj.) = 土着の • to colonize (v., regular) = 植民地化する • to coin [usually, a phrase] (v., regular) = 造語する • increasingly (adv.) = ますます、だんだん • harbor (British spelling: *harbour*) = 港 • all-out (adj.) = 全面的な • monarchy (n.) = 君主制 • treaty (n.) = 条約 • vast (adj.) = 広大な • acquired (past participle of regular v. *to acquire*) = 獲得された • longest-standing (superlative of adj. *long-standing*) = 最も長く続いている • despite (preposition) = ~にもかかわらず • the deadliest (superlative of adj. *deadly*) = 最も死者の多い • abolition (n.) = 廃止 • slavery (n.) = 奴隷制 • replica (n.) = 複製 (レプリカ)

## Listening challenge

The five word discrepancies (words that did not match) were:



paragraph	written	spoken
1		
2		
3		
4		
5		

Of the above five pairs, only **three** are *antonyms* (words with opposite meanings). Which ones? Circle their paragraph numbers in the table.

## Expanding vocabulary



Some verbs are very versatile, either on their own or as phrasal verbs, when they are used with prepositions and/or other words.

TO STAND

is one of them.

For instance,

1. When talking about their country, Americans say that it has always *stood for* liberty and democracy.
2. Before Thomas Jefferson became the third president of the United States, he *stood for* office, which means he was a candidate in an election.

3. During the Boston Tea Party, the colonists *made a stand* against the British monarchy by throwing a lot of fine imported tea into the harbor to protest unfair taxation.
4. If your club membership has expired, you are no longer a member *in good standing*.
5. Like the USA, France is another democracy *of long standing*.
6. Is the Odaiba Statue of Liberty a Japanese *stand-in* for the original in New York?
7. Keeping your promises means that you *stand by your word*.

**Writing challenge**

Write a sentence of your own for each of the examples above. Can you find another example of usage for the verb **to stand**? If so, write a sentence about that one, too, and add it to the visual map below.




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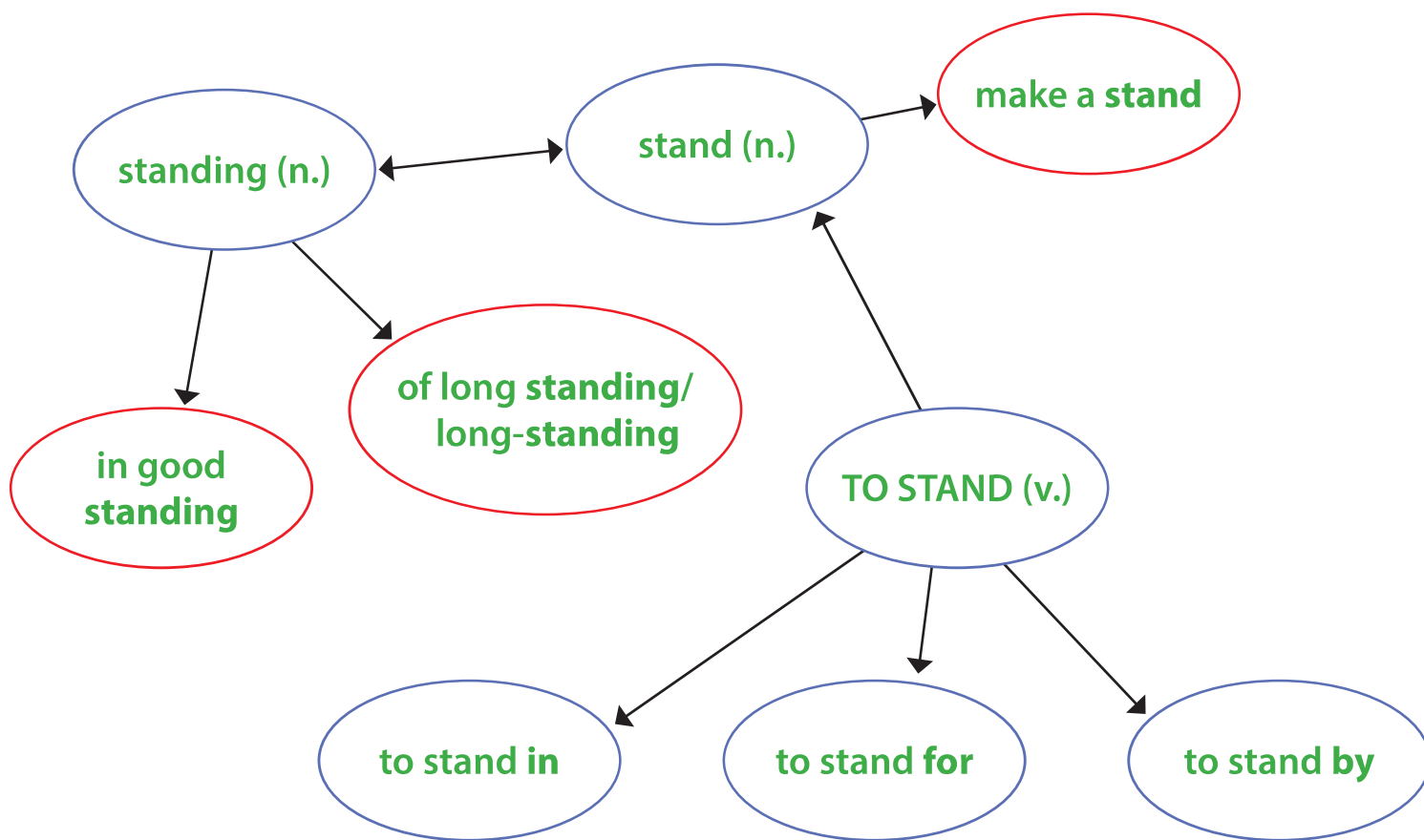
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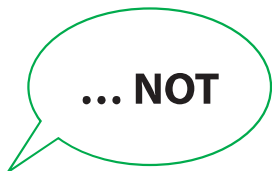


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An interesting use of the verb *to stand* is to combine it with the modal verb *can* in the negative: **cannot stand**. It expresses a strong dislike for **something** or **someone**. Let's look at these in turn:

① Strong dislike for **something**:

Here, the phrase "cannot stand" can be followed by either (i) a noun or (ii) a verb.

For example:

- (i) We couldn't stand **the concert**. It was too loud and the lighting was terrible.
- (ii) She cannot stand **being** in crowded places. They make her feel very uncomfortable. [NOTE: the verb is always in the gerund (-ing form) in this construction]

② Strong dislike for **someone**:

In this construction, if the person is not referred to by name (e.g., Mary, John, etc.) but by pronoun, the pronoun has to be in the accusative case (her / him / them / us / you).

### Your turn to practice

A Try to make three sentences of your own, following the models shown above:

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B Circle the best definition for the words and expressions below:

1. If you *coin an expression*, it means that:
  - a. You are using an expression about coins
  - b. You are inventing an expression that other people will start using
  - c. You are expressing yourself through coins rather than through words
  - d. None of the above
2. If you are *miles away*, it means that:
  - a. You are very far away from here
  - b. You are lost in thought
  - c. You are only a few miles away (1 mile = 1.6 km), so you're not too far
  - d. Both a and b

3. A *superlative* means:
- A relative who is super, someone who is always great to be with
  - A comparison between one-syllable adjectives
  - A comparison between two items
  - A comparison between more than two items

**C** Fill in the blanks as appropriate. You may need to do a quick search for some:

- The British \_\_\_\_\_ who arrived on the eastern shores of what is now the USA in the seventeenth century were not the first to get there, but they were the first to \_\_\_\_\_ there.
- The American Indians are called \_\_\_\_\_ Americans, because they had lived on the land long before the Europeans arrived.
- A \_\_\_\_\_ treaty is a document that marks the end of a \_\_\_\_\_ fought by opposing armies.
- The two founding documents on which American democracy is based to this day are the \_\_\_\_\_ of \_\_\_\_\_ and the \_\_\_\_\_.
- In the American Civil War, the Southern states wanted to keep \_\_\_\_\_, whereas the Northern states wanted to \_\_\_\_\_ it, and they defeated the southerners, who were called \_\_\_\_\_.
- During the American Civil War, more \_\_\_\_\_ were lost on the battlefield than in World War I and World War II combined, or in the Vietnam War, making the Civil War the \_\_\_\_\_ in American history.
- The engineer who built the \_\_\_\_\_ Tower in Paris for the 1889 World's Fair worked as a consultant on the construction of the Statue of Liberty in New York \_\_\_\_\_.



- Who was Louis XIV?  
\_\_\_\_\_

- How many states does the **United** States of America contain?  
\_\_\_\_\_

- How many Statues of Liberty are there in the world?  
\_\_\_\_\_