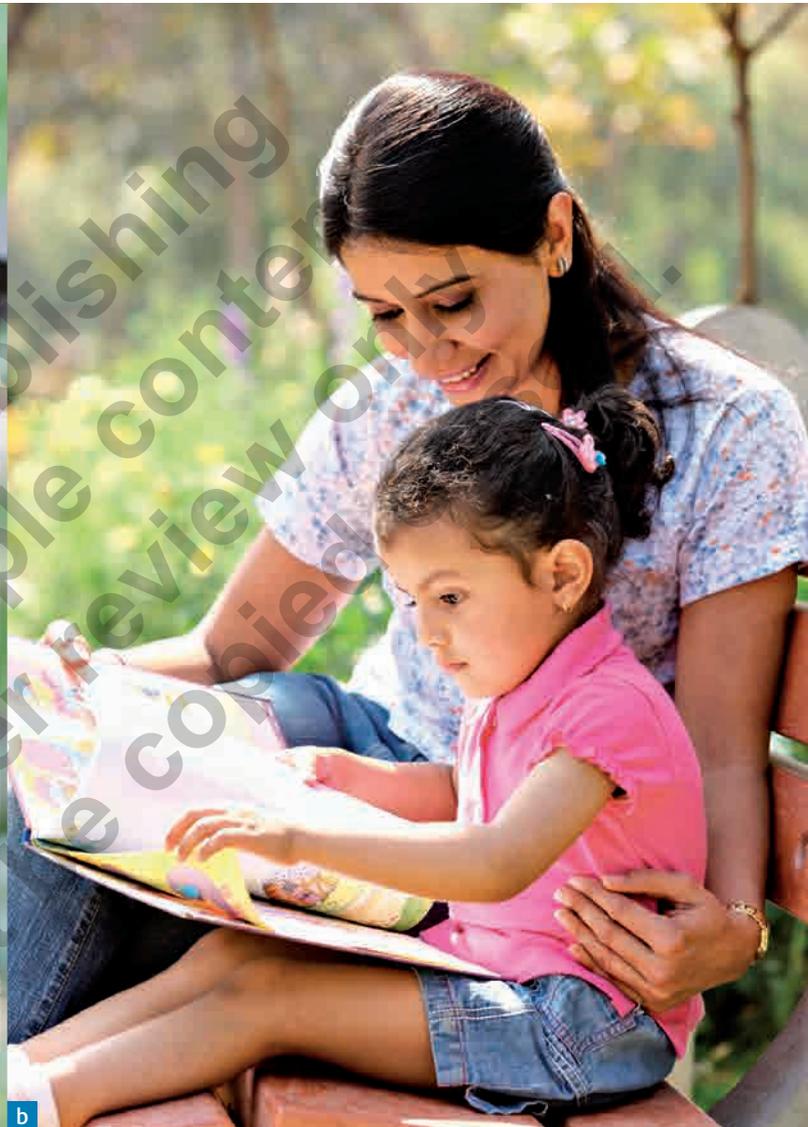


# 1 LANGUAGE MATTERS



**1 a**  Work in small groups. Look at the images and answer the questions.

- 1 Where are the people? What do you think they might be talking about?
- 2 Do you ever use English in similar situations?
- 3 What other situations do you use English in?

**b** Report back on your conversation to the class.

**2 a**  1.1 Listen to Savithri, Dani and Fabrício talking about the languages they speak. Match the speakers to images a–c.

**b**  Work in pairs. Compare your answers and try to remember what each speaker said.

**3 a** Who spoke about topics 1–6? Savithri (S), Dani (D) or Fabrício (F)?

- 1 being bilingual
- 2 not being able to say some things in their mother tongue
- 3 feeling different in different languages
- 4 changing from one language to another
- 5 using one language for work and one for family life
- 6 using language to integrate into a new society

**b** Listen again and check.

**4**  Work in pairs. Complete **A** in the **KEY VOCABULARY PANEL** .



c

- 5** Discuss the questions with your partner.
- Do you feel different when you're speaking different languages? If yes, what's the difference?
  - Do you wish you spoke any other languages? If yes, which ones and why?
- 6** Work in pairs. Complete **B** in the **KEY VOCABULARY PANEL** .
- 7 a** Make a list of things you would like to learn to do in English by the end of your English course.
- b** Compare your list with the class.

## KEY VOCABULARY

### Languages

#### A Common collocations

- Look at the words in the boxes. Which word in each box doesn't collocate?

native

first

second

foreign

mother

official

language

English-

spoken

speaking

speaker

mono

multi

bi

un

-lingual

fluent

beginner

native

speaker

- Write a short paragraph describing the languages spoken in your community. Use as many of the words from above as possible.

#### B Verbs

- How many of the things in the box do you think you can do in English? Rank them from easiest to most difficult. Use a dictionary to help you and give reasons for your answers.

argue commiserate express yourself  
flirt pay a compliment reassure scold  
show affection soothe swear

#### NOTICE MATTERS

Look at the title of the unit. It can be interpreted in two ways:

- 1 with *matters* as a noun
- 2 with *matters* as a verb

What are the two different meanings? How do they relate to the topic of the lesson?



## SPEAKING & READING

- 1  Work in pairs. Look at the photo of children learning a language.
  - What does it have in common with your first experience of learning English?
  - Did you find this experience easy? Why/Why not?
- 2 Read the article and answer the questions.
  - 1 Who is learning which language? How? Why?
  - 2 Is it an easy experience? Why/Why not?
- 3  a Compare your answers in 2 with a partner. Then answer the questions.
  - 1 Why did the parents send their children to a local school?
  - 2 How did they feel about it initially and once it had become a reality?
  - 3 Was the experience more difficult for the children or the parents? Who do you sympathise with most? Why?

# My family's experiment in extreme schooling

The phone rang, and my stomach clenched when I heard her voice. 'Daddy? I want to go home,' said my eight-year-old daughter, Arden. Two hours earlier, I dropped Arden and her two siblings off at their new school in a squat building in a forest of Soviet-era apartment blocks on Krasnoarmeyskaya (Red Army) Street in Moscow. They hugged me goodbye, clinging a little too long, and as I rode the metro to my office, I said a kind of silent prayer to myself that they would get through the day without falling apart.

But Arden had just spent the minutes between class periods hiding in the bathroom so no one would see her crying. Finally, she composed herself, found her teacher and pantomimed that she needed to talk to me. 'I don't understand... anything,' she told me. I tried to respond with soothing words, but I had no idea what to do. You can tell your kid to tough it out when she transfers from one school to another in your hometown. This was different.

My three children once were among the coddled offspring of Park Slope, Brooklyn. But when I became a foreign correspondent for *The New York Times*, my wife and I decided that we wanted to immerse them in life abroad. No

international schools where the instruction is in English. Ours would go to a local one.

Most foreign correspondents, like expatriates in general, place their children in international schools. Yet sending them to a local school seemed to us like an inspiring idea. After all, children supposedly pick up language quickly. So what if mine did not speak a word of Russian and could not find Russia on a map? They were clever and resilient. They would adapt, become fluent and penetrate Russia in ways all but impossible for foreigners.

But the fantasy of creating bilingual prodigies immediately collided with reality. My children – Danya (fifth grade), Arden (third grade) and Emmett (kindergarten) – were among the first foreigners to attend Novaya Gumanitarnaya Shkola, the New Humanitarian School. All instruction was in Russian. No translators, no hand-holding. And so on that morning, as on so many days that autumn of 2007, I feared that I was subjecting them to a cross-cultural experiment that would scar them forever.

I told Arden that I would call her back, and then I called my wife, Julie Dressner. 'What should we do?' I

asked. We had decided together on a Russian school, but it would become a source of tension between us. Our children were miserable, which caused us to doubt moving abroad – and to sometimes turn on each other. I wanted to give the school more time and not demand more from the teachers. Julie was alarmed and thought that we had to do something. At one point, after a lengthy discussion with several of the teachers, she walked out of the school nearly in tears. She realised that she had missed much of what had been said. How can you help your children when you can barely communicate with their teachers?

Julie and I talked. I wondered whether it might be better if I went to the school and persuaded Arden to stay until the end of the day, if only in a quiet room, reading a book in English. Julie wanted her picked up, reasoning that it would be smarter to start fresh tomorrow. I didn't want to argue about it. When I found her at school, she brightened. It was as if she were being rescued. I held her hand as we walked to the metro, and I told her that I recognised that what she was doing was hard. I gently added that it would be nice if this were the last time that she left school early because she was upset. I suspected that it wouldn't be.

**b**  Share your answers with the class. Do you think the experiment was a success? Why/Why not?

**4** Turn to page 140 and check if your predictions in **3b** were correct.

## GRAMMAR

**1 a** Without looking back at the article, complete extracts 1–4 using *the*, *a/an* or no article.

- As I rode <sup>(1)</sup> ..... **metro** to my office, I said <sup>(2)</sup> ..... kind of silent prayer to myself that they would get through <sup>(3)</sup> ..... day without falling apart.
- But when I became <sup>(4)</sup> ..... **foreign correspondent** for *The New York Times*, we decided that we wanted to immerse them in <sup>(5)</sup> ..... **life abroad**.
- Most foreign correspondents, like <sup>(6)</sup> ..... **expatriates** in general, place their children in <sup>(7)</sup> ..... **international schools**. Yet sending them to <sup>(8)</sup> ..... **local school** seemed to us like <sup>(9)</sup> ..... inspiring idea.
- I wanted to give <sup>(10)</sup> ..... school more time.

**b** Read the article again and check your answers.

**2 a**  Work in pairs. Look back at your answers in **1a**. Look at the words in bold. Which refer to

- a specific object or thing known to the writer?
- one of many similar things?
- a general, abstract concept?
- people or things (referred to in general terms)?

**b** Complete the **GRAMMAR PANEL**  using *the*, *a/an* or no article. Then look back at the article and find examples of names of countries, streets and cities.

**3**  Work in pairs. Look at the sentences. Discuss the differences between the phrases in bold.

- I was **the foreign correspondent** for *The New York Times*.
  - I was **a foreign correspondent** for *The New York Times*.
- We sent them to **a local school**.
  - I took them to **school**.
- The expatriates** I know all send their children to local schools.
  - Expatriates** in Russia often send their children to international schools.

**4**  **1.2** Listen to Brad talking about a similar learning experience. What was he learning, why and where?

**5 a** Work in pairs. Write a summary of the audio using the prompts on page 140.

**b** Compare your version of the text with transcript 1.2 on page 146. Are there any differences in the use of the articles? If yes, do you think your version is also correct?

## ARTICLES REVIEW

### Shared knowledge

We use <sup>(1)</sup> .....

- to refer to someone or something that is already known to the speaker/writer and the listener/reader
- to refer to someone or something that has already been mentioned in the text
- to give additional information that shows which person, object or idea we're referring to.
- when there is only one of its kind in the context.

We use <sup>(2)</sup> .....

- to refer to one person or thing as an example or member of a group of similar things
- to refer to a new person, object or idea when it is first mentioned.

We use <sup>(3)</sup> .....

- to refer to things or people in general terms
- to talk about abstract nouns or concepts.

### Naming countries, streets & cities

We use <sup>(4)</sup> ..... with most countries, street names and cities.

We use <sup>(5)</sup> ..... with some country names, e.g. <sup>(6)</sup> ..... *United Kingdom*.

See page 120 for grammar reference and more practice.

## PRONUNCIATION: schwa /ə/

**1 a**  **1.3** Listen to the sentence. Mark the syllables that are stressed and notice the pronunciation of *the* and *and*.

/ə/

/ə/

**I couldn't read the characters and I couldn't say a word.**

**b** Find more examples of the schwa /ə/ sound in the sentence in **1a**. Are they in a) the stressed syllables? b) the unstressed syllables?

**2 a**  Work in pairs. Look at the extracts. Read them aloud to each other and underline any examples of /ə/.

- The classes were really useful...
- ... and the people I lived with were very friendly and welcoming and made me feel at home.

**b**  **1.4** Listen and check your answers.

## SPEAKING

**1**  Work in groups. Discuss the question.

- What are the advantages and disadvantages of learning a language in a) a formal classroom situation? b) a full immersion situation where you are surrounded by the language every day?

**2**  Report back on your discussion to the class. Which situation does the class feel is better for language learning? Why?



## GRAMMAR

- 1 a Look at the words in bold in the extracts from the audio. What do they refer to?
- Do you use automatic translation software or tools? If **so**, tell us about your experiences...
  - ... we no longer need to buy bilingual dictionaries. Do you know anybody who uses **one** these days?
  - But I think we need to be careful about things like automatic translation because, obviously, **it** wouldn't work in the case of the measurements.
  - ... perhaps translation does not have the same importance as it once **did**.
  - Sometimes we have to do the measurements too, because **they** change depending on the country.
  - This** makes me realise that translation isn't just about translating word for word.
- b Which of the expressions substitute a) a noun? b) a verb? c) a longer sentence?
- 2 Look at the GRAMMAR PANEL . Replace the words that have been crossed out (1–9) with a suitable substitution. Do you use substitution in a similar way in your language?
- 3 a Look at the advert and rewrite it by substituting the words in bold with the expressions in the box.

do so done that if so it one this

## LISTENING &amp; SPEAKING

- 1  Work in pairs. Look at the images and answer the questions.
- What different systems of translation do they show?
  - In what context might you see them?
  - In what other contexts in your daily lives do you often need to translate or use translations?
- 2 a  1.5 Listen to a podcast about translation. Put the images in 1 in the order they are mentioned in the podcast. What exactly do the images represent?
- b Compare your answers with a partner.
- 3 a Listen again and answer the questions.
- How does translation feature in the lives of a) Nathaniel? b) Betty?
  - Which speaker(s) say(s) the following?
    - Automatic translation tends to be more efficient.
    - Some information can't be translated literally from one language to another.
    - Sometimes it's good to get a second opinion about a translation.
    - Sometimes the meaning of a word can get lost in translation.
    - Being able to translate may not be as necessary as before.
- b  Compare your answers with a partner. Who do you agree with? Why? Would you consult a print-format bilingual dictionary for a translation? Why/Why not?

 **TEXT Convert**

Do you dream of getting instant translations without touching a key? **If you do dream this**, read on!

Well... let's imagine you're in Japan, you don't speak the language, you go into a restaurant, the menu is impossible. You can't understand a word of **the menu**. You need Text Convert! Text Convert is a translation application that is easy to download on your smartphone. Once you've **downloaded the app**, choose your languages and place the screen over the text you want to translate. The translation will appear instantaneously and we promise it will be a reliable **translation**. Buy Text Convert today. If you **buy it** before January 31 we'll include a free dictionary app as well. **Buying Text Convert** could be the best investment you've made in years.

- b Would you buy Text Convert? Why/Why not?

## SUBSTITUTING & REFERRING BACK

### Substituting nouns

1 To avoid repetition of nouns, we can substitute the noun with *one* (singular countable nouns) or *some/any* (plural countable and uncountable nouns):

Do you know anybody who uses ~~a dictionary~~ <sup>(1)</sup> *one* these days? I used to use all kinds of dictionaries, but I don't use ~~dictionaries~~ <sup>(2)</sup> at all now.

2 We can also use pronouns:

I don't understand ~~German~~ <sup>(3)</sup> very well. Sometimes it's good that a real person – like your workmates – can confirm ~~the translation~~ <sup>(4)</sup> for you, you know that ~~your workmates~~ <sup>(5)</sup> can tell you if ~~the translation~~ <sup>(6)</sup>'s right or wrong.

### Substituting verbs & clauses

1 To avoid repetition of verbs, we can use a form of the auxiliary *do*:

We translate our sales posters... we ~~translate~~ <sup>(7)</sup> the measurements of the clothes as well.

2 It is also possible to substitute whole clauses with expressions such as *in that case, if so, if not, either way*:

Usually, it's a technical term that I need to know, so the translation software is OK. ~~If it isn't a technical term~~ <sup>(8)</sup>, I might ask someone in the office who's bilingual.

### Referring back

To refer back to earlier ideas in the text, we can use *this/that*:

~~The fact that clothes have labels showing different sizes for different countries~~ <sup>(9)</sup> makes me realise that translation isn't just about translating word for word...

See page 120 for grammar reference and more practice.

## LISTENING & SPEAKING

1 a  Work in groups. Look at the signs and correct the English.



b What problems of translation do the signs show? Can you think of any cases of bad translation you have seen?

2 a  1.6 Listen to a radio phone-in about expressions which are difficult to translate in different languages. What do the expressions have in common?

- They are both a combination of two words.
- They are both formal expressions.
- They both describe an emotional reaction.

b Listen again and make notes about the words that are mentioned and their meaning. Do you have specific words in your language to express these two ideas?

## VOCABULARY: prefix *mis-*

1 a What is the prefix *mis-* used for in English? Complete the gaps with one of the nouns in the box.

misinformation    misinterpretation  
mispronunciation    misunderstandings    misuse

- There is a lot of *misinformation* about my language, people think it's difficult to learn, but it's not.
- My language has a lot of false friends, it often leads to .....
- Sometimes, we use foreign words in our language, but we change the meaning, so often it's a ..... of the original expression.
- You have to be clear about what you say in a foreign language, otherwise your comments can be open to .....
- ..... is not really a problem in my language, because the sounds are very easy to produce.

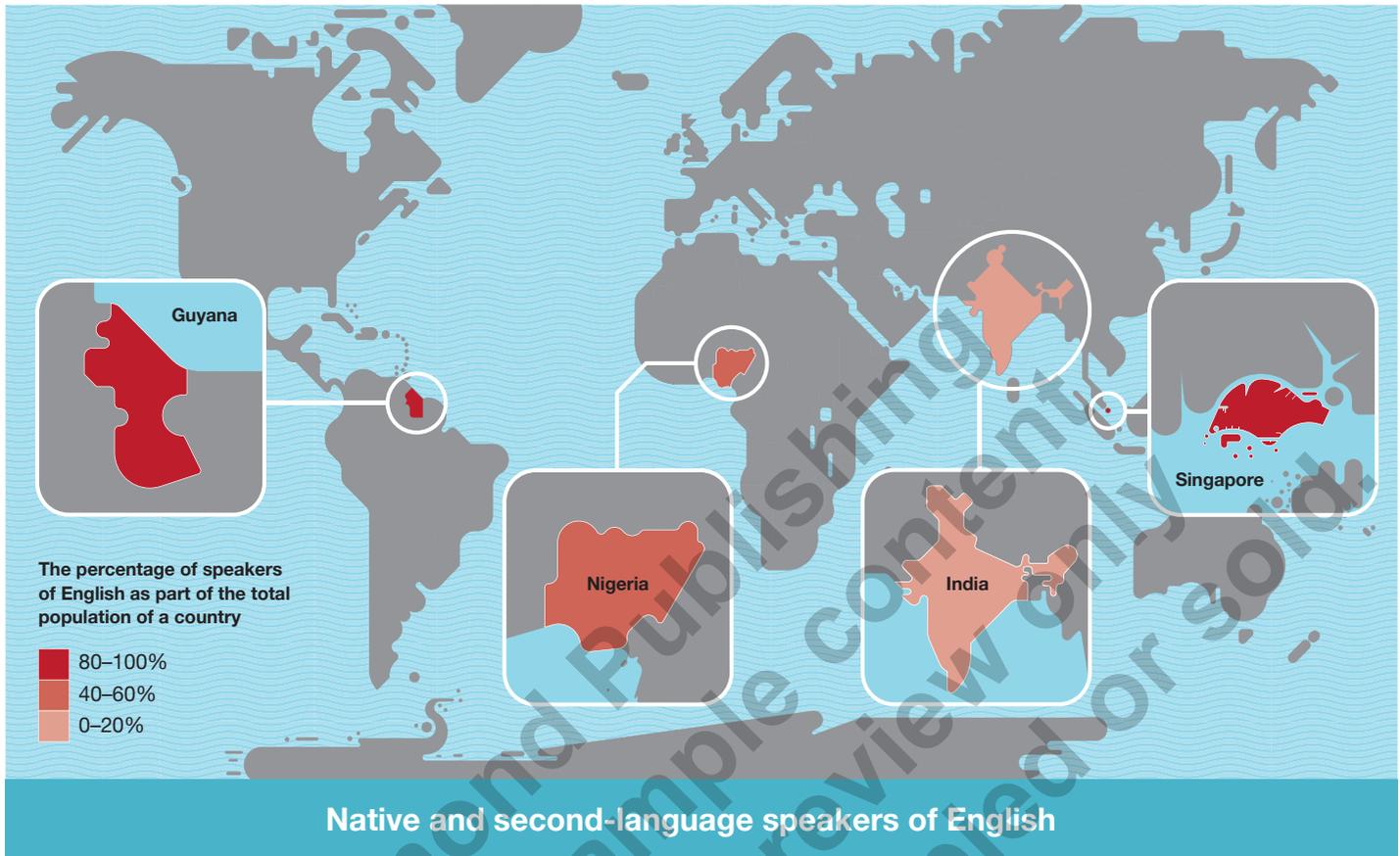
b Are the sentences in 1a true for you? Change them if necessary.

## SPEAKING

1 a  Work in pairs. Discuss which expressions in your language are untranslatable or commonly misunderstood. Why?

*I've heard people use the Spanish word 'siesta' in their language in a different way.*

b  Report back on your discussion to the class. Think of English words (or words from other languages) that have been incorporated into your language. Has the original meaning been changed?



## LISTENING &amp; SPEAKING

- 1** Work in pairs. Look at the map. What information surprised you the most? Why? Which percentage would apply to your country?
- 2 a** Do you know what these phrases mean? Use a dictionary to help you.
- colloquial versions
  - creole or pidgin
  - an elitist language
  - lingua franca*
- b** 1.7 Listen to someone talking about the role of English in the countries in **1**. Match phrases 1–4 to the countries.
- 3 a** Listen again and match the countries to the facts.
- English is often the common language among people of different backgrounds.
  - They speak a kind of English which some consider inferior.
  - Only a small percentage of the population speak English.
  - The use of English spoken at home is increasing.
- b** Look at transcript 1.7 on page 146. Which other facts surprised you? Which description, if any, is similar to how English is used in your country?

## VOCABULARY: expressing change

- 1 a** Choose the correct verbs to complete the sentences.
- I speak more than one language so I switch / *alter* from one to the next depending on who I talk to.
  - The language I speak *adapts* / *varies* a lot depending on who I am talking to.
  - You need to be able to *shift* / *adapt* your English to suit formal and informal contexts.
  - At advanced level, I think it's good to *shift* / *vary* our attention towards conversational English and away from grammar.
  - We need to *shift* / *alter* the way we see English as either British or American, as it's clearly international.
  - English has *altered* / *become* the most important language in the world, but we need to respect its varieties.
- b** Which of the statements are true for you or do you agree with? Change them if necessary.
- 2** Work in pairs. Think of a change that has taken place with your language or your language ability and explain the change to your partner.
- Spanish has become a very important language world-wide...*

## READING

- 1 a**  Work in pairs. You are going to read a poem by the Guyanese poet John Agard. Before you do, find out about the poet and the background to this poem.

Student A, turn to page 140.

Student B, turn to page 142.

- b** Share the information you read in 1a. Make sure you understand these words and expressions:

- |                  |                       |
|------------------|-----------------------|
| 1 Clapham Common | 3 the Queen's English |
| 2 Oxford don     | 4 street English      |

- 2 a** What is the connection between the poet, his poetry and the title of the lesson?

- b** Read the poem and answer the questions.

- Which crime is the poet accused of committing?
- Which weapons does he use to do this?
- Who or what does the Oxford don represent?
- Who or what does the poet represent?
- Who do you think 'dem' represent in the poem?

- 3 a**  Work in pairs. Look at the words in the glossary. Which describe

- violent actions?
- crimes or criminal actions?

- b** Discuss the questions with your partner.

- Do you think the poet is a violent man? Why/Why not?

- 4 a**  Work in pairs. Discuss which of the adjectives you would use to describe the tone of the poem. Give reasons for your answers.

aggressive defiant funny provocative

- b** Look again at the last verse of the poem. What do you think is the main message of the poem?

- 5 a** Find equivalents in the poem for standard English words and expressions 1–8.

- |                     |                      |
|---------------------|----------------------|
| 1 I'm not a...      | 5 they want me to... |
| 2 the               | 6 I'm taking it easy |
| 3 I don't have a... | 7 with my            |
| 4 your              | 8 I'm not serving    |

- b**  1.8 Now listen to the poet reading a version of the poem. Can you identify some of the characteristics of Guyanese English from the poem?

the 'th' sound varies: the = de

## SPEAKING

- 1**  Work in groups and discuss the questions.

- What form of your language is considered 'standard'? Is it associated with any particular region in your country?
- Do you speak a regional dialect or variation? If so, in what way does it differ from the standard form?
- Are people judged by the way they speak in your country? If yes, in what way? Do you think this is fair? Why/Why not?

## Listen Mr Oxford Don

Me not no Oxford don  
me a simple immigrant  
from Clapham Common  
I didn't graduate  
I immigrate

But listen Mr Oxford don  
I'm a man on de run  
and a man on de run  
is a dangerous one  
I ent have no gun  
I ent have no knife  
but mugging de Queen's English  
is the story of my life

I dont need no axe  
to split/ up yu syntax  
I dont need no hammer  
to mash/ up yu grammar

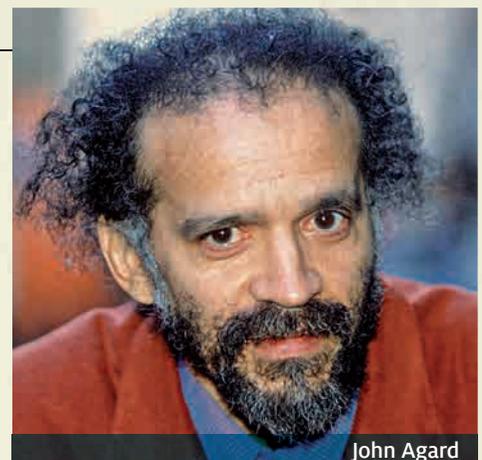
I warning you Mr Oxford don  
I'm a wanted man  
and a wanted man  
is a dangerous one

Dem accuse me of assault  
on de Oxford dictionary/  
imagine a concise peaceful man like me/  
dem want me serve time  
for inciting rhyme to riot  
but I tekking it quiet  
down here in Clapham Common

I'm not a violent man Mr Oxford don  
I only armed wit mih human breath  
but human breath  
is a dangerous weapon

So mek dem send one big word after me  
I ent serving no jail sentence  
I slashing suffix in self defence  
I bashing future wit present tense  
and if necessary

I making de Queen's English accessory/  
to my offence



John Agard

### Glossary

- on de (the) run** escaping from the police  
**mugging** attacking someone to steal something from them  
**mash up** break things into small pieces  
**assault** physically attack a person  
**serve time** go to prison  
**inciting (crime)** encouraging other people to commit a crime

## TUNE IN

- 1** Work in pairs. Look at the photo and answer the questions.
- How is the teenager on the right feeling? Why?
  - What do you think her friend is saying to her?
  - When was the last time you needed reassuring or reassured someone else?
  - Do you know anyone who is a particularly good listener?
- 2 a** In which of the situations would you feel most worried? Why?
- You're starting a new job.
  - You have achieved lower exam grades than you were expecting.
  - Your pet needs an operation.
  - You're going on a long journey on your own.



**b** Can you think of other situations where you might need reassurance?

**3 a** 1.9 Listen to three conversations and answer the questions.

- What are the friends worried about?
- Which friend sounds most/least sympathetic?

**b** Listen again. Which friend says

- that it isn't unusual to be worried?
- worrying won't help the situation?
- the person will enjoy the experience?
- the experience won't take long?

## FOCUS ON LANGUAGE

**4 a** Complete each extract from the audio with one word.

- ... try not to think about it ..... much.
- There's ..... point worrying...
- I'm ..... he'll be up and running around in no time.
- ... what's ..... your mind?
- It'll be a ..... !
- I'm sure everyone feels that ..... sometimes.
- It's ..... normal to feel that way.
- ... what's the ..... thing that can happen?
- It'll be ..... before you know it.
- You're making ..... a big deal about nothing.

**b** Check your answers in transcript 1.9 on page 146.

**5 a** Find phrases in 4a which

- focus on positive aspects.
- encourage someone not to worry and continue with their life.
- show someone they are not alone.
- tell someone that it isn't as important as they think.
- encourage someone to talk about their worries.

**b** Think of another phrase for each category in 5a.

## “Sounding reassuring”

1.10 Listen. Which sounds more reassuring, 1 or 2?

Listen again. Notice how the speaker's voice in 2 is lower in pitch with a slow falling intonation on *fine*.

1.11 Listen and repeat the phrases in **FOCUS ON LANGUAGE 4a**.

Work in pairs. Practise saying the phrases in **FOCUS ON LANGUAGE 4a**. Ask your partner if you sound reassuring.

## OVER TO YOU

**6** Work in pairs. Think of four situations in your English-speaking life when you might be worried. Here are some ideas to help you:

- travelling abroad
- public speaking
- interviews
- courses
- exams

*You have to give a presentation on the environment to a large number of people from your school/university/work.*

**7** Act out conversations based on the situations from 6. Take turns to reassure each other.

*A: What's on your mind?*

*B: Oh, I'm just a bit worried about the presentation tomorrow. What if they don't understand my accent?*

*A: I'm sure you'll be fine. Your accent's much clearer than mine...*

**8** Choose one situation. Act it out to the class.

- Who sounded most reassuring?
- Which situations do you think you will experience in your English-speaking life?

**TUNE IN**

**1 a** Read the common frustrations expressed by language learners. Which ones might be illustrated by the photo?



- 1 'There just aren't enough hours in the day!'
- 2 'I get so distracted by what's going on around me.'
- 3 'I'm feeling out of my depth – so much goes over my head.'
- 4 'I understand the grammar, but I still don't use it accurately.'
- 5 'I'm a bit aimless at the moment, I just can't get motivated.'
- 6 'I don't feel I'm making any progress and that gets me down.'

**b** Work in pairs. Discuss whether you ever suffer from the frustrations in 1a. What else prevents you from learning as well as you could?

**2 a** Olav and his classmates are using a SWOP chart to plan their learning. Read the guide and complete the headings S..., W..., O..., P... in the SWOP chart.

Think about the things that help, and harm, your English learning. Some of these strengths and weaknesses come from within you, such as your personality and mental abilities. A strength might be that you are good at noticing your own errors, for instance. Or you might decide that your shyness is a weakness because it stops you speaking as much English as you would like.

Other factors come from your environment: your home, place of work or town. Television in English is a great opportunity if you have access to it; a lack of English speakers to practise with in your social circle could be seen as a problem...

	<i>Helpful to learning</i>	<i>Harmful to learning</i>
<i>Things about you</i>	my S..... as a learner	my W..... as a learner
<i>Things about the world around you</i>	O..... I have	P..... I face

**b** Think of one thing about your learning that you could write in each box of the chart.

**3** 1.12 Listen to Olav talking to Gemma and fill in the SWOP chart for Olav.

**PREPARE FOR TASK**

**4 a** Draw your own SWOP chart. Write at least two things for each box.

**b** Work in pairs. Interview your partner about what they have written and help them complete their SWOP chart with more details.

**5 a** 1.13 Listen to Olav talking to his group. What are the five points of his five-point learning plan? Make notes.

**b** Listen again. Fill in the missing words.

- 1 ... the thing I really need to ..... this year is my listening.
- 2 I don't think it's ..... to expect me to fit a film in that often.
- 3 ... the main problem I face with English is a ..... of time.
- 4 ... I'd like to decide ..... two or three times a week I can block ..... in my diary for English.
- 5 ... so I'm going to make ..... I read at least one English paper...
- 6 I am going to ..... English more of a priority this year.

**6** Decide on your five-point learning plan. Use your notes from 4 and choose useful phrases from 5b.

**TASK**

**7** Work in groups. Take turns to present your learning plans. Ask yourself these questions:

- Are there any ideas from your classmates that you'd like to adopt?
- How ambitious are the plans? Do you think they will be able to keep to them?

**REPORT BACK**

**8** Tell the class about your group's learning plans. Whose plan sounds a) the most realistic? b) the most ambitious? c) the most interesting to follow?