Unit 3

Introduction

1 Students' own answers

2 Speaker 1: b and f The speaker says culture is anything that you learn from other people and that it is learned from people like parents, brothers, sisters, friends at school, i.e. in childhood.

Speaker 2: a and c The speaker says culture is anything that unites a group or community of people and anything that sets them apart from other people, i.e. what cements them and what makes them different.

Speaker 3: e and d The speaker says culture can be many things, i.e. it is a broad concept, and it is the behaviour of particular people and how that influences the way that they live … such as family traditions.

3, 4 Students' own answers

Listening – Part 3

1 Students' own answers

2 1 D – The teacher says that Burne-Jones's paintings had no practical lessons.

2 B – The student says most people knew it (the story) well, but only through reading Tennyson's poetry.

3 C – Burne-Jones had certain details … specially made for him.

4 B – The student says the painting show his (Burne-Jones's) feelings about losing the woman he loved. These feelings obviously mean: great sadness.

5 C – The student says people would have recognized (the meaning) quite easily. In this sense, recognized means: interpreted.

3 Students' own answers

Reading & Use of English – Part 3

1 a That the success wouldn't endure.

b He stood up for the poor and challenged authority and power.

c Students' own answers
d It means: when something has never happened, been done or been known before

2 (All the words have negative prefixes in this exercise.)

1 disproved – If you disprove a theory, you show it to be wrong or false.

2 undeniably – In a true or certain way; the adverb is needed to modify the phrase the most popular novelist ...

3 innumerable / numberless – Too many to be counted; these words are synonyms but innumerable is more common directly preceding a noun

4 unauthorized – Without official permission, i.e. that of Dickens

5 dispossessed – People who have had property taken away from them; grammatically, this functions like other well-known groups (e.g. the old, the rich, the blind, etc.) and needs to be preceded by the.

6 injustice – The fact of a situation being unfair and people not being treated equally

7 incapable – Not able to do something

8 invariably – Always; the adverb is needed to modify the verb ended

3 implausible – Not seeming reasonable or likely to be true incoherent – (Of people) unable to express yourself clearly, or because of emotion; (of sounds) not clear and hard to understand unenthusiastic – Not enthusiastic disagreeable – Not nice or enjoyable; (of a person) rude and unfriendly illogical – Not logical non-violent – Using peaceful methods, not force, to bring about political or social change; not involving force or injury to somebody irreverent – (Usually approving) not showing respect to somebody/something that other people usually respect immoral – (Of people) not considered to be good or honest; not following accepted standards of sexual behaviour immodest – (Disapproving) having or showing a very high opinion of yourself and your abilities; not considered to be socially acceptable by most people, especially concerning sexual behaviour iliterate – (Of a person) not knowing how to read or write; (of a document) badly written; (usually after a noun or adverb) not knowing very much about a particular subject area unbiased – Fair and not influenced by your own or somebody else's opinions, desires, etc.

misunderstood – Having qualities that people do not see or fully understand irrelevant – Not important to or connected with a situation inauspicious – (Formal) showing signs that the future will not be good or successful

4 POSSIBLE ANSWERS

an implausible excuse

an incoherent speech

an unenthusiastic reception

a disagreeable smell
an illogical conclusion
a non-violent protest
an irreverent comment
immoral behaviour
an immodest person
an illiterate child
an unbiased opinion
an irrelevant piece of information
an inauspicious sign

5

**POSSIBLE ANSWERS**
The words after *il-* usually begins with *i.*
The words after *ir-* usually begins with *r.*
The words after *im-* usually begins with *m* or *p.*

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**Reading & Use of English – Part 7**

1

*Speaker 1:* quite negative, she thinks her perception of her South African/Italian/English accent is quite different to how others perceive it and that it doesn’t reflect her cultural background.

*Speaker 2:* a bit negative because of assumptions that people make about Australians.

*Speaker 3:* she is a bit ambivalent about her Mid-Atlantic accent but overall quite comfortable with how she speaks English.

*Speaker 4:* quite positive now but had some negative experience in the past when he first arrived from the West Indies.

2

Students’ own answers

3

The writer’s main point is that she agrees with the prediction of the author of the book that English’s position as lingua franca or premier medium of global exchange won’t last for ever.

4

1 B *in ... the past, many other languages had similar functions and ..., i.e. they had global influence*

2 D *a ... return to the state of Babel, i.e. many languages*

3 C This paragraph contains a number of explanations following on from the phrase *Conquered or subordinate peoples learn ... .*

4 B Spanish and Portuguese are given as two examples of languages which have kept large numbers of native speakers outside their original homelands.

5 E *a much-needed challenge to conventional wisdom: informative, thought-provoking and refreshingly free from anglocentric clichés.* If it is a challenge to conventional wisdom it is probably controversial; its lack of clichés gives it an original and unique quality.

6 E *it might be objected that Ostler’s argument ...*

7 D lines 40–52

8 C *always there is the resentment generated by dependence on a language which has to be learned*

9 D *it is not true that English is universally loved*

10 E *I do not think he is wrong to argue that English’s position ... will not be maintained for ever. If the writer does not think the book’s author is wrong, then she agrees with him; it is a shared view.*

5

a *is supposed to have remarked*

b *dismissed*

c *exception*

d *a colossus bestriding the world*

e *if by ‘global’ we mean*

f *enjoyed comparable prestige*

g *conquest, commerce and conversion (alliteration is often used to show the words form a group and also to make them more memorable)*

h *divisive, unstable*

i *first ... second; Because of this*

j *compromising our linguistic loyalties in exchange for various rewards*

k *A situation where a very large number of different languages are used. (The Tower of Babel comes from the biblical story in which the people of Babel attempted to build a tower to reach heaven. Displeased with this act, God made them all speak in different languages so as to be unable to communicate with each other and thus fail in their plan to build the tower.)*

l *not the easiest of reads; this means the writer actually thinks it is quite difficult to read*

6

**POSSIBLE ANSWERS**
(formal language: less formal words)

A remarked: said

preface: begin

contends: argues

B confined to: limited to

acquired: gained

retain: keep

status: position

C mighty: strong

adopt: start using

are not conducive to: do not encourage

outweigh: are greater than

conversely: on the other hand

generated by: caused by

D portrayed as: described as

differs from: is different from

coercion: force

suffer the fate of: end up like

underplays: doesn’t see the importance of

enduring: long-lasting

millennia: thousands of years

gladly: happily
hegemony: dominance
withers: declines

E premier medium: most important means
maintained: kept
unchurled: clear
is apt to: tends to
capable of retaining: able to remember

uncultivated; unassailable; impermanent; uninhabited;
disconnected / interconnected / unstable;
unrealistic; uncluttered; inapt; unconventional; overplay

As Anglo-American hegemony withers, the influence of English will decline: what succeeds it will not be any other single language.
The writer uses a wh-cleft structure to focus on the languages that will succeed English.
What he does offer, however, is a much-needed challenge to conventional wisdom: informative, thought-provoking and refreshingly free from anglocentric clichés.
The writer uses a What- cleft structure to focus on the 'much-needed challenge'; he also uses the auxiliary affirmative 'do' for contrast with the previous sentence.

As Anglo-American hegemony withers, the influence of English will decline; any other / another single language will not succeed it.
However, he offers a much-needed challenge to conventional wisdom: informative, thought-provoking and refreshingly free from anglocentric clichés.

a It
b What
c All
d arrange
e do my friends
f have I seen
g did my literary agent manage
h Only in Italy
i what I do like
j I mind

She doesn't like novels but autobiographies are what she likes.
It was the programme on TV last night that she said upset her. / What she said upset her was the programme on TV last night.
It wasn’t because the train drivers were on strike that we were late for the play.

Students' own answers

POSSIBLE ANSWERS
I have read most of Dickens' novels. (but not most of any other author's)
I have read most of Dickens' novels. (but not all of them)
I have read most of Dickens' novels. (even though you think I haven't)
I have read most of Dickens' novels. (but I haven't read anything else he wrote)
I have read most of Dickens' novels. (but I'm not sure that you or anybody else has)
I have read most of Dickens' novels. (but I'm not saying that I can remember/ have understood them)

Students' own answers

POSSIBLE ANSWERS
 whatsoever
b no way
c way beyond
d into the bargain
e ever such a lot
f no wonder
g well and truly
h by far
i not just any
j Why on earth

Writing – Part 2, Review

Main points: why the book might appeal to both male and female readers; whether you would recommend it
Target readers: likely to be general readers (both men and women). They will be reading the review in order to find out whether they would like to read the book, or to see whether they agree with the reviewer's opinion if they have already read the book. They will expect to gain an idea of what the book is about (the story/plot) and some sort of evaluation from the reviewer, i.e. whether the book is good or not.

It should be relatively informal for a general readership.

Paragraph 1: evidence of the book's national and international popularity
Paragraph 2: the novel's structure and how this affects the story and reading experience
Paragraph 3: the appeal of the two main characters (and their relationship)
Paragraph 4: the appeal of the story to both sexes through romance and humour
Paragraph 5: a restatement of the book's popularity and a direct address to the reader of the review to buy it.

b In a newspaper or magazine

POSSIBLE ANSWERS

vivid snapshots: short descriptions which produce a clear picture in your mind
warts-and-all realism: all the bad or unpleasant features of real life
prone to stropiness: likely to be in a bad mood or easily annoyed
a match made in heaven: two people who are very well suited to being together romantically
will-they-won't-they relationship: a relationship about which you are not sure if the two people will ever become romantically involved or not
a publishing phenomenon: a book which is a huge commercial success
a dark side: an aspect which is negative, evil or tragic
gone viral: become incredibly popular, usually via the internet and word of mouth
d by starting with a rhetorical question to the reader; by finishing with a direct instruction to the reader; cleft constructions; vocabulary

3 See the version of the text on page 163 of the Student's Book.

4 Students' own answers

Speaking – Part 3

1
a Students' own answers
b Arabic: assassin; German: hamburger, kindergarten
Spanish: guitar, mosquito; Italian: zero, balcony, umbrella;
Hindi: shampoo, jungle
c Students' own answers
d POSSIBLE ANSWERS

a particular thing or idea may be little known or new in one language, so the speakers decide to borrow the word for it from another; 'borrowed' words may be more fashionable; using 'borrowed' words may indicate high social or educational status

2

POSSIBLE ANSWERS

A technology: 1) more information + material available in print, digitally and online, 2) online lessons + tutors available; travel: 1) easier + cheaper to travel to a country to learn the language, 2) easier to live + work there (freer movement); learning techniques: 1) variety of learning techniques available, grammar translation, communicative methodology, 2) more self-study material available, 3) distance learning programmes
B social life: 1) explosion of online social networking, e.g. Facebook, Twitter (virtual 'friends' or 'followers'), 2) smartphones and texting = easier to meet (or not!); education: 1) increase in computer use in schools + universities, 2) learning to type now more important than learning to write?: work: 1) computers and email = everything quicker + easier, 2) broadband + wireless mean more people can work from home/on the move
C body language: 1) different gestures/postures may be offensive; greetings: 1) different levels of formality for language, 2) different use of physical contact (handshake, kiss, hug) or other greetings, e.g. bowing; customs and habits: 1) giving gifts, 2) giving/accepting invitations, 3) dress code

3
a terms of
b are concerned
c take for example
d comes to
e let me see
f could say
g mean
h how can I put it

4, 5
Students' own answers