

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
- D – The teacher says that Burne-Jones's paintings had no practical lessons.
 - B – The student says most people knew it (the story) well, but only through reading Tennyson's poetry.
 - C – Burne-Jones had certain details ... specially made for him.
 - B – The student says the painting show his (Burne-Jones's) feelings about losing the woman he loved. These feelings obviously mean: great sadness.
 - 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
- That the success wouldn't endure.
 - He stood up for the poor and challenged authority and power.
 - Students' own answers
 - It means: when something has never happened, been done or been known before

- 2
(All the words have negative prefixes in this exercise.)
- disproved* – If you disprove a theory, you show it to be wrong or false.
 - undeniably* – in a true or certain way; the adverb is needed to modify the phrase *the most popular novelist ...*
 - innumerable / numberless* – too many to be counted; these words are synonyms but *innumerable* is more common directly preceding a noun
 - unauthorized* – without official permission, i.e. that of Dickens
 - 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*.
 - injustice* – the fact of a situation being unfair and people not being treated equally
 - incapable* – not able to do something
 - 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
- illiterate* – (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
 a misunderstood philosophy
 an irrelevant piece of information
 an inauspicious sign

5

POSSIBLE ANSWERS

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

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
uncluttered: clear
is apt to: tends to
capable of retaining: able to remember

7

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

8

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.

9

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

10

- 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

11

POSSIBLE ANSWERS

- a It is his style of acting that really irritates me. / What really irritates me is his style of acting.
b It was a better TV that my friends said I needed. / What my friends said I needed was a better TV.
c It was the bad reviews that put us off seeing the play. / What put us off seeing the play was the bad reviews.
d Why he hardly ever reads books is that he works all the time.
e Why he watched it on TV was that he knew he'd never be able to afford a ticket to the concert.

- f She doesn't like novels but autobiographies are what she likes.
g 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.
h It wasn't because the train drivers were on strike that we were late for the play.

12

Students' own answers

13

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)

14

Students' own answers

15

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

Writing – Part 2, Review

1

- a Main points: why the book might appeal to both male and female readers; whether you would recommend it
b 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.
c It should be relatively informal for a general readership.

2

- a 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