

SOLUTIONS PRE-INTERMEDIATE 5
CULTURE 4:
THE ENGLISH LANGUAGE

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5

Exam Skills Trainer

Reading

Strategy

When you are answering questions about specific information, remember that you will always find the information in a specific part of the text. It helps to underline the parts of the text that give you the information so that you can check your answers at the end.

1 Read the Strategy. Then read the first main paragraph of the text and the first question. Choose the correct option and underline the part of the text where you find the answer. Why are the other options wrong?

2 Now read the whole text. Choose the correct answers (A–D).

Mark Harris is a research scientist at Rothera Research Station, on Adelaide Island in the Antarctic. We asked Mark what were the best and the worst things about living in the Antarctic.

'The best thing about being here is the wonderful view,' Mark said. 'On my first day, I was unlucky because I was ill and had to spend a few days in bed. The station's doctor thought I'd eaten something bad at home, or in the station canteen, but I didn't even go to the canteen. I think it was the meal I had on the journey across – it didn't taste right to me. And so I was pretty miserable at the beginning. But then I lay in bed during those first days and watched icebergs drifting past my window. It was amazing! In summer, I like to be outside as much as possible. One of my jobs is to fly around with other scientists in a helicopter making observations and checking on experiments. We fly over the most fantastic places. Our pilots are really skilled. They can land anywhere – even on glaciers!'

'I try not to think about the bad things, but there are some, of course. I like the food – it's actually really good – but we don't have fresh fruit and vegetables. I often think about the countryside: the green grass, the trees, and the flowers. I always look forward to seeing it again. But Rothera is great because there's always someone to talk to if you're feeling unhappy, and someone will always help you with a difficult task. But at the same time people understand when you want to be alone.'


'There's always plenty to do as well. You might think that living in the middle of so much snow is boring, but it isn't at all. On good days I like to ski and snowboard, and watch the wildlife. I play badminton and table tennis at the station, and some nights I go to the gym, so fitness isn't a problem. We have video nights and games nights, and we even have cookery and woodwork lessons. I've actually learned some great new skills since I've been here. I've also had two holidays, camping. Of course, I'd like to have my friends and family with me, and I always think about that, but that can't happen for a while. I have to be patient. All in all, being at Rothera is a great experience.'

- 1 Mark thinks he ate something bad ...
 - A a few days after he arrived at the station.
 - B during his trip to the station.
 - C before he left home.
 - D on the day he arrived at the station.
- 2 During the summer months, Mark ...
 - A flies a small plane.
 - B travels across the island.
 - C works alone.
 - D spends his time inside the station.
- 3 Mark sometimes feels bad because he ...
 - A dislikes the meals at the station.
 - B never has time alone.
 - C misses the countryside.
 - D finds the work difficult.
- 4 Mark would like to ...
 - A see his family more often.
 - B have a holiday on the island.
 - C learn some new skills.
 - D have more opportunity to get fit.
- 5 The purpose of the article is to ...
 - A advertise jobs for scientists in the Antarctic.
 - B make people aware of the problems in the Antarctic.
 - C explain how to become a scientist in the Antarctic.
 - D describe everyday life for a scientist in the Antarctic.

Listening

Strategy

If you do not know the answer to a question, leave it and go on to the next one. You will be given the chance to listen again.

3  2:17 Read the Strategy. Then listen to the dialogue and choose the correct answer (A–C).


- 1 What's the prize for the design competition this year?
 - A A money prize of £50.
 - B A visit to a fashion show.
 - C Some new clothes.
- 2 What is Sally's problem?
 - A She doesn't think her design is very fashionable.
 - B She can't think of any new ideas for her design.
 - C She has sold all of her new designs to friends.
- 3 When does Sally need to enter the competition?
 - A Next week.
 - B In a few days.
 - C In July.
- 4 Sally has looked for some ideas
 - A online.
 - B at school.
 - C at a fashion show.
- 5 Sally likes Jake's suggestion of designing
 - A a dress.
 - B a jacket.
 - C some sports shoes.

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**WHY DO YOU
LEARN
ENGLISH?**







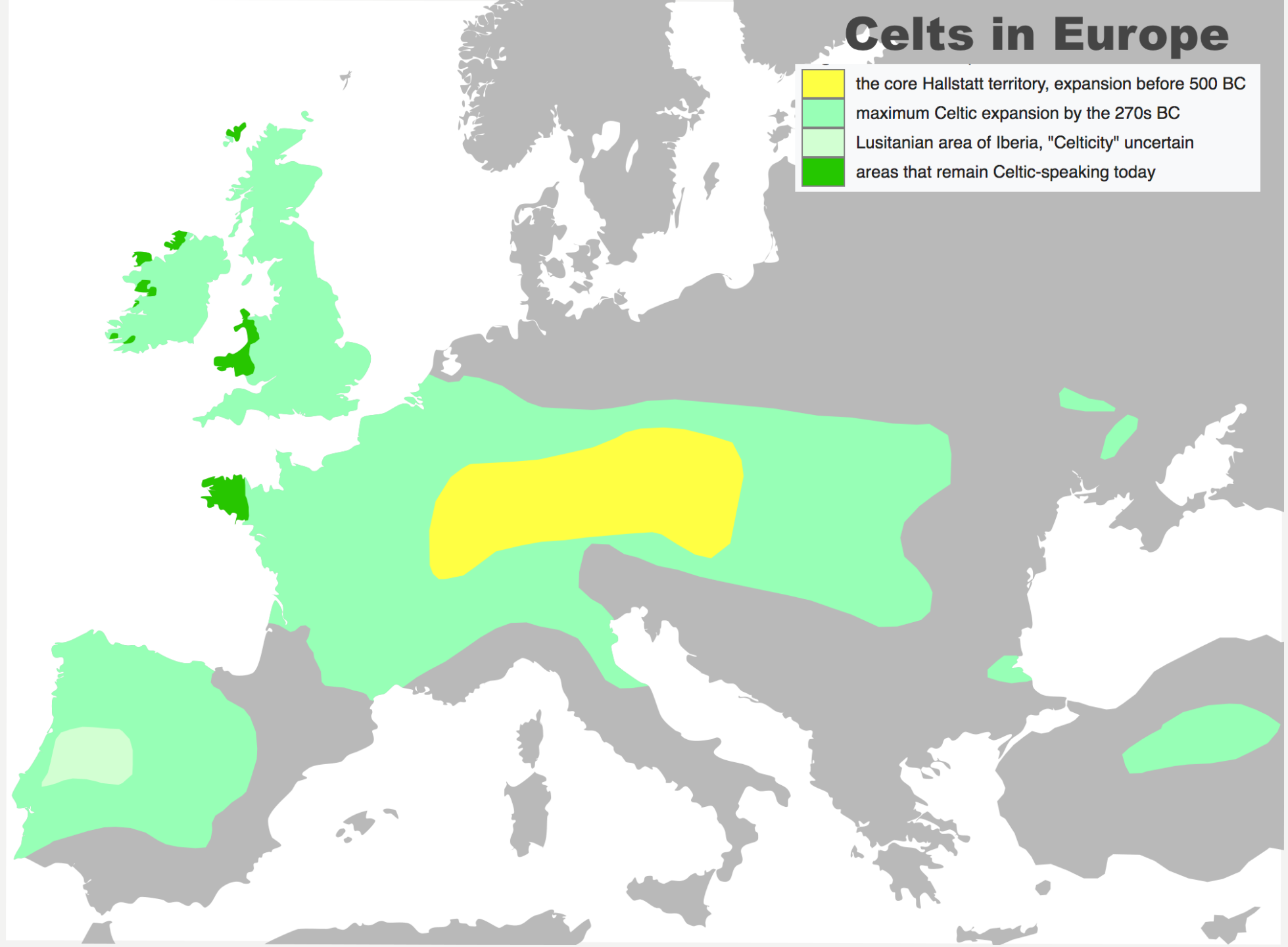
**HOW IS ENGLISH
SIMILAR TO
PERSIAN?**



**DO YOU THINK
THE ENGLISH
LANGUAGE WAS
LIKE THIS FROM
THE BEGINNING?**





Celts in Europe

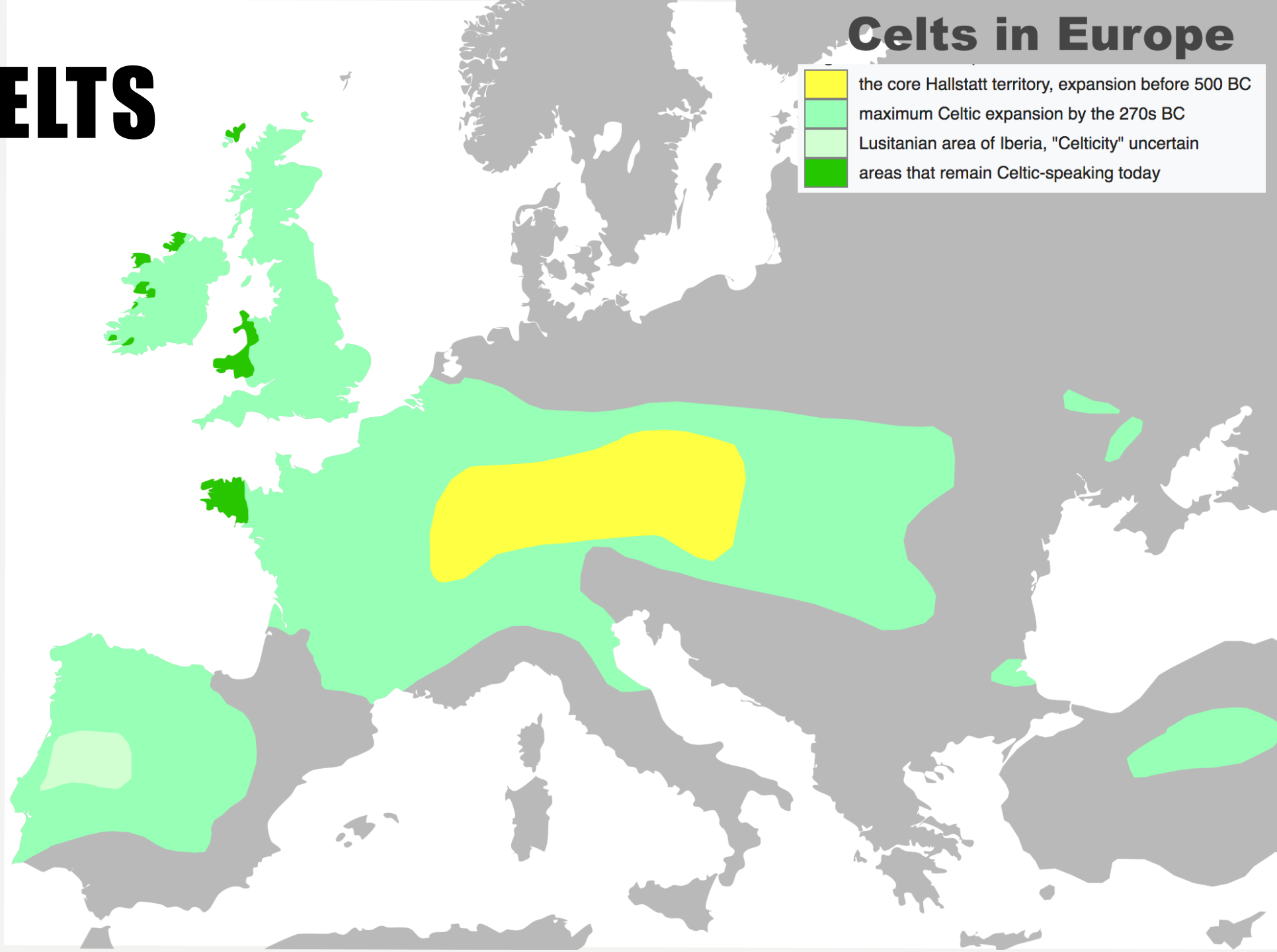
-  the core Hallstatt territory, expansion before 500 BC
-  maximum Celtic expansion by the 270s BC
-  Lusitanian area of Iberia, "Celticity" uncertain
-  areas that remain Celtic-speaking today



CELTS

Celts in Europe

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-  maximum Celtic expansion by the 270s BC
-  Lusitanian area of Iberia, "Celticity" uncertain
-  areas that remain Celtic-speaking today





item mantram phanao mætte hæthéi tōde he

ANGLO SAXONS



ipen mōmfrānum phanao mætte hæthē tōde he



VIKINGS





**KING
WILLIAM
THE
CONQUEROR**

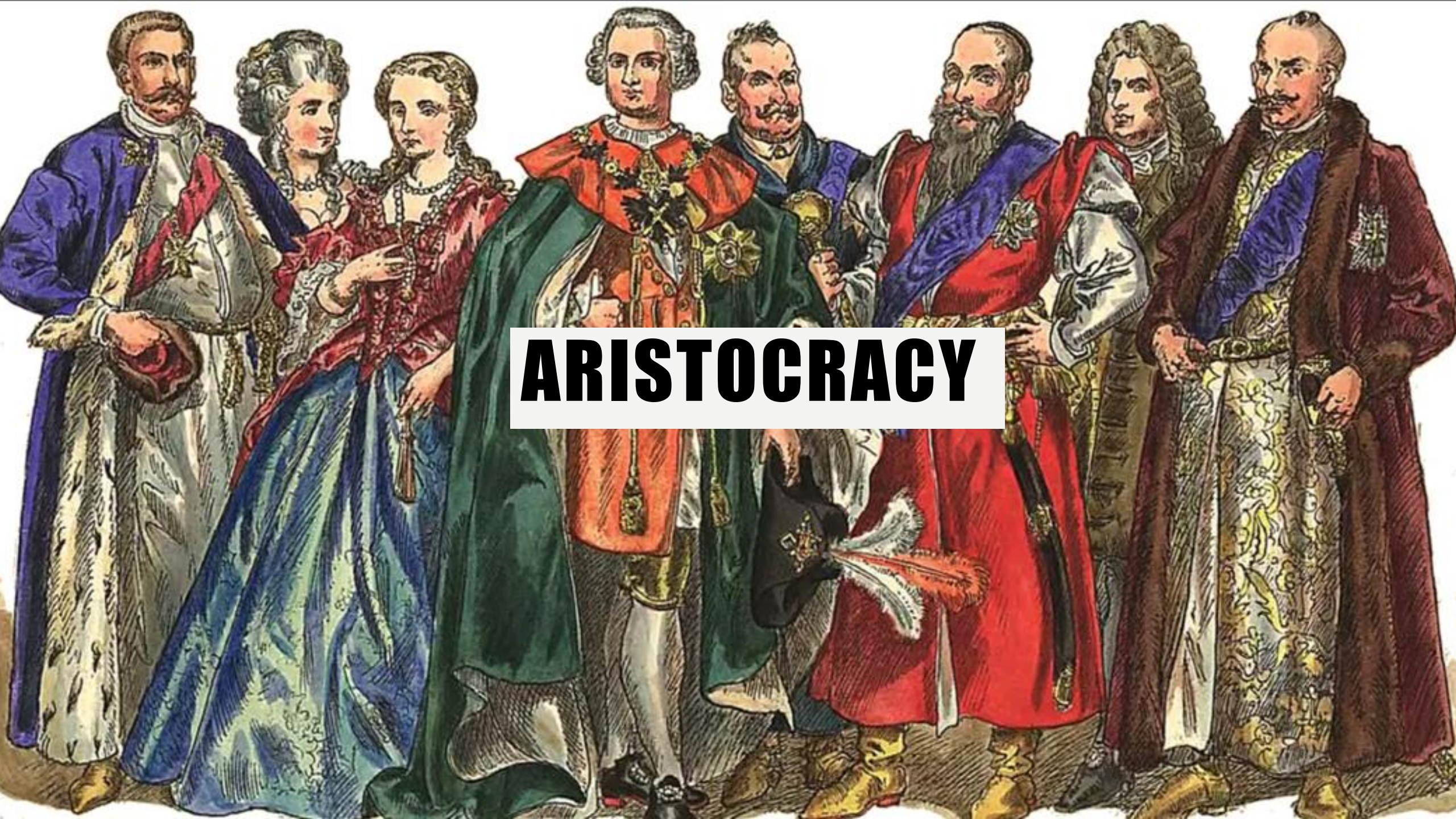


Culture notes

- The Celts were the most powerful people in northern and central Europe from 750 BC to 12 BC. Modern versions of Celtic languages like Welsh are still in use today.
 - The Romans invaded Britain in 43 AD and there was a Roman presence in the country for almost four centuries. They did not, however, succeed in conquering Scotland. Britain was only one part of their enormous empire, which at its height stretched from northern Europe to the near east. The common language was Latin, which later gave rise to Italian, French, Spanish, Portuguese and Romanian.
 - The Angles and Saxons arrived in Britain after the Romans left. They settled in what we now call England, whose name means 'land of the Angles'. Many places in England still have Anglo-Saxon names, e.g. the towns of Hastings and Reading.
 - The Vikings were a seafaring people from Scandinavia. Although the Vikings are often regarded as nothing more than violent invaders, they did not only fight and steal from others. They also settled as farmers, traders and craftsmen.
-
- The Normans had Viking origins and came from Normandy in northern France. As well as conquering England, they also created a kingdom in southern Italy and Sicily.

1 **SPEAKING** Work in pairs. Where are you most likely to see or hear English words in your country?



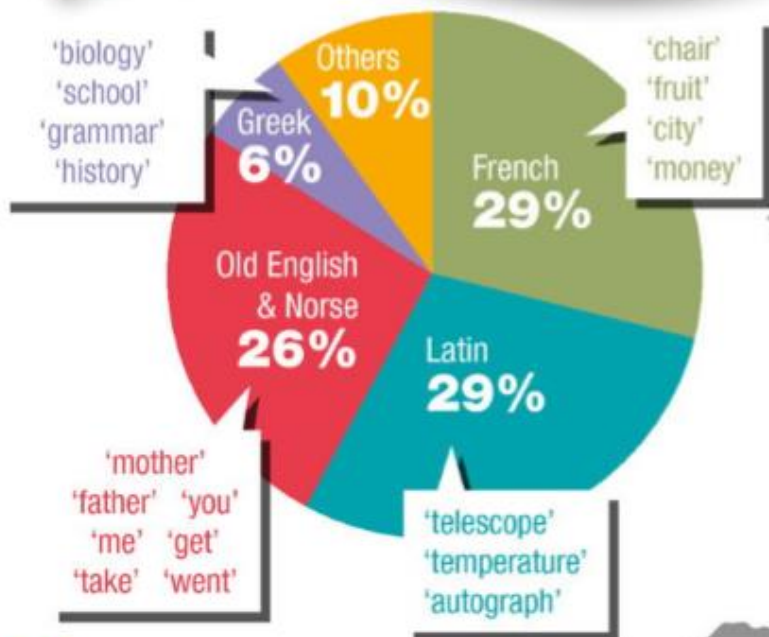


ARISTOCRACY

2 Read the information about the history of English. Are the sentences true or false? Write T or F.

- 1 Britain's first inhabitants spoke Latin. ____
- 2 Old English arrived from Norway and Denmark. ____
- 3 The Vikings invaded parts of Britain between about 800 and 1000 AD. ____
- 4 After 1066, most powerful and important people in Britain spoke French. ____
- 5 Over half of all English words come from French and Latin. ____

Origins of English words



1

Before the arrival of the Romans in the first century AD, the people of Britain spoke **Celtic languages**, similar to modern Welsh. Very few Celtic words came into English. But one very common one did: *dad*.

2

In 43 AD, the Romans arrive, bringing **Latin** with them.

3

Old English arrives in the 4th and 5th centuries AD, with Saxons from North Germany and Holland. The Saxon invaders pushed the Celtic speakers to the west and north.

4

In the 9th century AD, Vikings invade northern and eastern England from Norway and Denmark. Many very common English words come from their language, **Norse**.

5

In 1066, William the Conqueror and the Normans invade. Their language, **French**, becomes the language of the aristocracy, the church and the government, while the ordinary people continue to speak English. But many French words come into English.

Words for meats, e.g. *beef* and *mutton*, are French, but the words for the animals are Old English: *cow* and *sheep*. That's because the farmers who looked after the animals spoke Old English, while the rich Normans, who ate the meat, spoke French.

... 200bc 100bc 0ad 100ad 200ad 300ad 400ad 500ad 600ad 700ad 800ad 900ad 1000ad 1100ad ...

3 Read the information again and answer the questions.


- 1 Where did the Saxons come from?
- 2 What language did the Romans bring?
- 3 Where did the Celtic speakers go after the Saxons arrived?
- 4 What language did the Vikings speak?
- 5 After 1066, which language did most ordinary people speak?
- 6 Which very common English word came from Celtic?
- 7 What percentage of English words come from Old English and Norse?

PUT THE EVENTS IN THE CORRECT ORDER.


- a) Latin is spoken in Britain.
- b) Celtic speakers move away from the center of Britain.
- c) Norse introduces many new words to the English language.
- d) Everyone speaks a language similar to modern Welsh.
- e) Aristocrats speak French while common people speak English.

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**HOW DO YOU SEE
THE INFLUENCE
OF THE ENGLISH
LANGUAGE?**

4  **3.23** Listen to an interview about English as a global language. Which one of these topics do they not mention?

- 1 The future of English
- 2 The number of English speakers
- 3 How English became a global language
- 4 The influence of technology
- 5 Foreign words in English
- 6 The effect of English on other languages

5  **3.23** Listen again. What is the significance of these numbers and dates?

1 the 18th and 19th centuries

2 1945

3 55%

4 335 million


5 1.5 billion

6 half a million

7 one hundred years
from now

6 SPEAKING Work in pairs. Ask and answer the questions.

- 1 What are the benefits of being able to speak English for people in your country?
- 2 Does your language have words borrowed from English and other languages? Give examples.

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**WHAT ARE THE
ADVANTAGES AND
DISADVANTAGES
OF LEARNING
ENGLISH?**

DO YOU REMEMBER THE ENGLISH LANGUAGE?



**ASSIGNMENT:
SUMMARY
CUMULATIVE REVIEW 1**

DEADLINE: THURSDAY