Chapter 1 - Answers

Page 3

Exercise 1
1  is
2  whether
3  it
4  as
5  so
6  first
7  were
8  continued
9  of
10  was spoken
11  by
12  partly
13  used
14  have adopted
15  few
16  about
17  as
18  many
19  suggests
20  dividing

d  English was brought to Britain by the Anglo-Saxons from north-west Europe (lines 26 -27)
e  Few of their employees have English (as an official mother tongue) (line 40)

Page 5

Exercise 1
a  i  nuclear war
   ii  climate change
   iii  perfection of a translation machine
b  Any three of the following: Latin / Sanskrit / Phoenician / Sogdian
c  English will continue as a World Language
d  No language has ever been so dominant or spoken genuinely globally by every country so no-one knows how things will develop / There are no precedents to help us see what will happen

Exercise 2
a  100
b  language used within a country’s government in courts, parliament or administration. (or any other similar answers)
c  national languages are used by most of the population and represent the national identity of a nation or country. Official languages are used by governments
d  the 300 million to 400 million people or speakers
e  Colonialism. Disappearance of local languages / many languages submerged
f  the expansion of English to other countries
g  Scandinavian languages (Vikings) and French (Normans)
h  i  English will dominate
   ii  Everyone will become multilingual with most people becoming competent in several languages, including English
   iii  English will break up into regional languages / English will disappear into several different local versions

Exercise 3
a  In the 21st century ....(line 1)
b  300 million to 400 million speak ..... (lines 6 - 7)
c  the dominance of the USA after the second world war ensured that this expansion of English continued ( lines 18 -20)
d  False - one American in five speaks a language other than English, with Spanish leading and Chinese growing fast
e  False - multilingualism is the normal condition of people / multilingualism is "more or less the natural state"
Page 15 Developing writing skills:

Review

1 Mad About English
2 (General public/ Language enthusiasts).

NOTE: This is not a definitive answer. Allow students to come up with their own answers as long as they justify each.

3 Peer-to-peer but polite
4 Finds it very enjoyable/amusing/priceless
5 Asking rhetorical questions
6 Labels for a-f may vary but should be justified

Page 19: Welcome to Merryweather High

NOTE: These are only suggested answers. Any other relevant answers should be acceptable as long as students justify them convincingly.

1 She hates her skirt and feels uncomfortable about her appearance
2 Nervousness (implied): Stomach ache/ uncertain where to sit on the bus / no friends / no-one to talk to / feels an outcast
3 Isolate her / throw food wrapper / laugh behind her back /"I hate you" from Rachel /
4 a) Wants to be friends / wants to explain / feels rejected
   b) dislikes the atmosphere: like a zoo / socially divided / unfriendly/ impersonal / aggressive
5 New girl and vulnerable: she has been attacked by metaphorical predators i.e. the other students

Page 23: School uniforms

The points below mostly cover questions 1-3

<table>
<thead>
<tr>
<th>For (Uniforms in Arkansas)</th>
<th>Against (Unique vs. Uniform)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students (and non-students) in school</td>
<td>Can have badges instead</td>
</tr>
<tr>
<td>Promote equality</td>
<td>Promote individuality</td>
</tr>
<tr>
<td>Cheaper than branded clothes</td>
<td>Are more expensive for parents, especially poorer ones</td>
</tr>
<tr>
<td>Do not distract students from studies</td>
<td>No proof that uniforms do not distract students or that they improve their performance. Students spend too much time modifying uniforms.</td>
</tr>
<tr>
<td>Schools spend too much time enforcing rules</td>
<td>Have a positive influence on students</td>
</tr>
<tr>
<td>Give a sense of identity</td>
<td>Stifle individuality</td>
</tr>
<tr>
<td>Students find ways to modify their uniforms to show individuality</td>
<td>A hangover from colonial times</td>
</tr>
<tr>
<td>A money-making enterprise for a small number of firms</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2 answers

Page 28

Exercise 2

a Advertisements provide a visual historical account because they represent culture and societal norms. (Accept other wording with the same meaning)
b probed
c (many excellent) online (collections of) advertisements
d tantalizing and frustrating (fascinating and revealing appear in line 25, so they are not acceptable. Students should learn to identify the required information in the lines specified)
e models with bruises and black eyes (saying “I’d rather fight than switch.”)
f persuade readers to buy something for the first time 2. persuade readers to switch brands
g Homogeneous people in a nation of immigrants 2. segmented society
h Advertising in the US switched from promoting a world of mass produced, standardized products to fitting a product and its marketing strategy to the interests and needs of a distinct subgroup ((Teacher’s note: link to nation of immigrants & segmented society in ‘g’))
i test the advertisement
j skewed
k portrayed as servants or as exemplifying racially stereotyped behaviour.
l distorted

Exercise 3

1  j
2  g
3  a
4  f
5  c

Exercise 4

a accomplish
b oriented
c suggestions
d endorsement
e cultural
f conscious

e television schedules of all networks between the hours of 8 and 11 p.m.
f program planners
g show business, advertising and news
h top managers in the networks
i Americans
j that people won’t be interested, won’t look/ that people are too complacent, indifferent & insulated

Exercise 2

a unorthodox
b extraordinary
c prime
d disconcert
e various

Exercise 3

a D
b B
c C
d A

test the advertisement

Pages 33-4: Developing writing skills: Speech

1. frankly outlining what is happening to radio and television
2. b/ c/ d/ f/ j/ l
4. Students are not expected to identify all the stylistic and rhetorical devices used by Murrow. They should identify a few and discuss how Murrow deploys them to understand how a good speech is written. Examples:

- **Alliteration**: it is my desire, if not my duty… (line 8) / frequently frustrated (line 14)
- **Assonance**: difficulties is rather easy (line 50)
- **Metaphor**: fouling his own comfortable nest (line 3) / television is that it is rusting in the scabbard (lines 76 & 77)
- **Rule of Three**: decadence, escapism and insulation (line 21) / more reasonable, restrained and more mature (lines 29 & 30)
- **Personification**: radio was rather proud, alert and fast (line 53) [to an extent, considering pride… alertness and speed can also be animal attributes]
- **Rhetorical question**: But even if they are right, what have they got to lose? (line 66)
Page 37: Should thin be ‘in’?

Exercise 1

a “those last twenty pounds”

b by presenting an ideal difficult to achieve and maintain/ by imposing certain beauty standards on women

c youth and thinness

d depression, loss of self-esteem and the development of unhealthy eating habits

e thinness is the latest trend/ ideal… thinness is coveted/ sought after because it has become an ideal/ a trend

f because it showed a heavy-set (chubby/ overweight) model on its cover

g because the advertisers complained (Teacher’s note: link to the ideal that is difficult to achieve and maintain and how the use of this ideal boosts sales)

h ordinary as opposed to ideal (skinny & young), especially that ordinary in advertising terms means skinny (thin) and young

Exercise 2

a estimated

b anxious

c reinforce

d canned

e incident

f wielded

g spur

Exercise 3

a to be

b argues

c concludes

d compete

e might help

Exercise 4

a True—some (have been known to) faint on the set from lack of food

b True—majority of whom are naturally larger than any of the models

Do not accept larger and more mature because the latter refers to age rather than size.

c False— an ideal difficult to achieve and maintain

d False— temporary weight loss/ 90 to 95% of dieters regain the lost weight

e True—exposure to images of thin, young, airbrushed female bodies is linked to (depression, loss of self-esteem, and) the development of unhealthy eating habits (in women and girls).

Depression and loss of self-esteem are optional/ they are accepted because they are usually linked to eating disorders.

f True—receive negative comments from male characters about their bodies

Page 38: Developing writing skills

This section does not have definitive answers. The questions should help students learn how to write a specific type of text through discussing the importance of the title in articles, audience and the text’s communicative purpose. For example, in ‘b’ & ‘c’, students should be able to identify the general public as the intended audience because the text aims to inform and raise awareness. Teachers: draw students’ attention to the use of facts, lack of repetition and clarity of information (introduction of topic and development) in informative texts.

Page 41: Wear Sunscreen

Exercise 2

a 1. meandering

2. faded

3. recall

4. effective

5. blindside

6. reckless

7. berate

8. instrument

9. ugly

10. inalienable

Exercises 1 (b), (c) & (d) do not have definitive answers. Students are expected to re-read the text, list the pieces of advice given and justify why they grouped them the way they did before they explain the analogy in their own words.

Teachers: refer students to the advice on writing good speeches, and the stylistic and rhetorical devices a good speaker uses (p. 34). In addition, draw students’ attention to the significance of one-word sentences in this speech.

Exercise 2

a i speech

ii class of ’97 (school graduates)

iii graduation ceremony

iv Student opinion should be presented and justified (no definitive answer)

Teachers: refer students to the advice on writing good speeches, and the stylistic and rhetorical devices a good speaker uses (p. 34). In addition, draw students’ attention to the significance of one-word sentences in this speech.
Page 44: Manorexia: Men with eating disorders on the rise

Exercise 1

a purging  
b unattainable  
c chiselled  
d physique  
e inevitably  
f obstacle  
g tailored  
h normal  
i obsession/ preoccupation  
j striving  
k bulk up  
l indicator  
m enhanced  
n trigger  
o unique

Page 46: Language and style

Students are not expected to identify all the stylistic devices used in the article. They should identify a few and discuss how the author deploys them to understand how a good article is written. Examples:

**Direct quotes**: none used in the article. Teachers: draw students’ attention to how quotes are used in “Should thin be ‘in’?” (p. 36)

**Facts**: statistics, 2007 Harvard University Study, etc.

**Rhetorical questions**: none used in this article.  
**Teachers**: Link lack of rhetorical questions to text’s purpose (to inform and give advice). Rhetorical questions are used in articles that have a persuasive purpose for example.

**Description**: With every image of a waif-thin female in the media is an equally unattainable image of a man sporting chiseled abs and a super-lean physique (lines 12-16)

**Imagery**: waif-thin (line 12)/ many slip through the diagnostic crack (lines 46 & 47).

**Anecdotes**: none used in this article. However, anecdotes can be used in articles that have a different communicative purpose.

**Emotive language**: rarely picture men starving or purging themselves to be thin (line 1/ reaction: disbelief)/ That’s more than double (lines 2 & 3/ though this is a fact, the way it is expressed evokes shock).

Page 48: I have seen the future—and it’s Goth

Exercise 1

a parents of goths will probably end up boasting about their son/daughter  
b who is herself a former goth  
c most goths are well educated/ they hardly ever drop out/ are often the best pupils  
d more likely to make a career in web design, computer programming... even journalism  
e requisite air of mysterious gloom/ gazing forlornly at spots  
f her own dark gothic past gave her an outlet for alienation  
g goth is a non-violent subculture

Exercise 2

1 announces  
2 encourage  
3 painted  
4 remembers  
5 didn’t like  
6 concedes  
7 can open up  
8 would enrol  
9 don’t know  
10 shouldn’t be

Page 49: Developing writing skills

The purpose of this exercise is to introduce students to how articles vary depending on their communicative purpose. Students should examine how the use of direct quotes versus facts, for example, stresses the communicative purpose.

Pages 53/54: “Not My Alma Mater”: A Vitriolic Prologue

Exercise 1

a She had an A average/ she had never gotten a detention or even a demerit point.  
b She does not respect them.  
c Her mum supported the school’s decision and Leblanc is not convinced the decision is sound (NONESENSE- all in caps and each letter a mile in length)  
d Old ladies who were there to hide the signs of age-usually by dyeing their hair pitch black which has a blue hue, especially under florescent lights- complained about Leblanc’s hair.  
e Both had a big, blonde fin.  
f She knew her attire was not socially acceptable.
Exercise 2

a  A
b  B
c  A (it can be argued that both irony and mockery are viable answers. However, a parody involves comic exaggeration of the original. Neither irony nor mockery convey this humorous aspect).
d  D
e  A

Exercise 3

a  It was her choice to be ugly; it was not imposed on her because she was myopic, unfashionable and lacked the looks, all of which humiliated her. By adopting an air of self-imposed ugliness, she was protecting herself (it changed the way she perceived herself).
b  Why she had decided to become a punk.
c  Not being asked what she thought of her rebellious actions; everybody forced their own interpretations on her, but did not ask her what she thought or what she was trying to communicate.
d  Dyeing: she literally dyed her hair pink. Dying: she was desperate to tell people her ideas, express her innermost thoughts instead of having everybody tell her she is ugly. The homophones highlight the idea that, in desperation, she dyed her hair (became a punk) to deliver a message.
Chapter 3 - Answers

Page 58: USAID’S Global Climate Program

Exercise 1

a institutions and individuals interested or involved in climate changes/ General public
b To promote certain methods to be used in facing Global Climate Change.
c (1) energy efficiency, (2) forest protection, (3) biodiversity conservation
d Avoid unnecessary duplication and lays the foundation for a sustained integrated approach.
e ‘environmentally sound technologies’
f Reduce household energy consumption and costs while providing hot water to households that could not otherwise afford it

Exercise 2

1 H
2 D
3 F
4 A

Exercise 3

a climate change mitigation (mitigating climate change)
b stabilizes and is prevented from eroding away during rain and windstorms
c enhancing soil fertility

Exercise 4

a preservation
b hope
c distribution
d alleviate
e flexibility

Exercise 5

a Ensure
b Findings
c Key
d Partnerships
e Both

Exercise 6

- each: Private sector & local and national authorities, communities and nongovernmental organizations
- their: Developing and transition countries
- They: Biodiversity conservation, improved forest management and sustainable agriculture.
- their: Participating villages and communities.

Page 62: Public Support geoengineering research, survey funds

Exercise 1

a i Scientists from Cambridge, Oxford, Reading & Bristol Universities
ii to test the future flexibility of pumping hundreds of tonnes of minute chemical particles into the thin stratospheric air to reflect sunlight and cool the planet.
iii to allow time for more engagement with stakeholders.
b via Internet
c 18
d ascertain how widespread public knowledge of geoengineering was and how the public actually perceived it.
e ‘Do you think scientists should study solar radiation management?’
f i Politically conservative people who are distrustful of government and other elite institutions and who doubt there is a climate problem
ii most of political spectrum (excluding the conservative ones) supporting science concern for climate change & environmentalists
g David Keith
h Keith managed a multi-million dollar private fund from Bill Gates from which he distributed monies to technicians developing geoengineering hardware to be used by private companies in experiments.
i i Messenger : David Keith
ii Message : using geoengineering to combat global warming.
j The survey was reviewed by Nick Pidgeon, a leading expert on studying public reception
k i ‘critics’: ETC Group from the Ottawa-based technology watch, one of whom is Jim Thomas/ some conservative politicians
ii ‘one of the authors’: David Keith
l Answers will vary

Exercise 2

1 C
2 F
3 A
4 G
Page 64: Energy Conservation
C, D, F, H (in any order)

Page 65: Saving Energy every day
Ordered as they appear in the table
1 Reduces energy at home by approximately 10%
2 Wrapping electric water heaters in an insulating blanket
3 Any two from: consumes 75% less energy/ lasts up to 10 times longer/ reduces lighting costs
4 Ensures a tight fit for efficient operation.
5 Keeping pool filtration system clean
6 Maximize energy use
7 Save $100-$250 in energy costs per year

Page 71: Our Lives on a Chip
Stanza 1 Humans’ lives are compared to electronic chips that are controlled by computers that feed us constantly through wires and all is described as a conspiracy
Stanza 2 1 Computers
2 Computers/technology provide us with knowledge and information but nothing that we cannot find without their aid (Accept any other relevant answer)
Stanza 3 Life patterns/everything we do/lives and souls, etc.
Stanza 4 Being controlled and manipulated
Stanza 5 Heading
Stanza 6 Attention/notice
Stanza 7 Computers compared to a cold metal box are invaders that now control our world, which we must take back by reducing reliance on them
Stanza 8 Better life
Stanza 9 1 Regaining our freedom and kingdom
2 Allowing computers to run our lives

Page 73: Quick Access to poetry in the Age of technology
Exercise 1
a It helps them draw on words, compose work on top of a photo of their choosing, then e-mail their masterpiece or save it for later. If in a hurry, the app can split up word lists by theme. They can also find rhyming words.
b The amount of money gained only on those two days when related apps are used. (Accept other relevant answers)
c To emphasize the importance of Apps used in Smart phones.

Exercise 2
a A
b C
c A
D B
e B

Exercise 3
1 The writer (Bob Tedeschi) and his friends at the dinner
2 The writer’s friend hosting the dinner/ The host Masterpiece
3 The help Instant Poetry HD can provide/ Drawing on words, composing work on top of a photo of your choosing, then e-mailing your masterpiece or saving it for later also splitting up word lists by theme, for poets who are in a hurry.
5 Your favorite Shakespeare poems
6 Shakespeare’s sonnets
7 The Shmoop series of literature tutorials

Page 77: Superiority
Exercise 1
a A) expect any mitigation of whatever sentence the Court may pronounce
B) I have been allowed to see
b Letter/statement to the Court
c To refute some of the lying reports broadcast over the prison radio and published in the papers about the true cause of their defeat.
d In Prison/ prison cell (accept other relevant answers)
e The long-range homing torpedo, dirigible ball-lightning and the various modifications of the Klydon beam.
f Installations of weapons were generally of more power, and they had a far greater military Research Organization/ The combined fleets of our allies greatly exceeded in number and armament those which the enemy could muster against us.

Exercise 2
a FALSE “Which I do of my own free will”
b TRUE “entirely false picture of the true cause of our defeat” OR “lying reports”
c TRUE: “I have twice made to the court”
d TRUE “(The combined fleets of our allies) greatly
Chapter 3 - Answers

Exercise 3
a. Mitigation
b. Refute
c. Libels
d. Induce
e. Muster
f. Equipped with
g. Proceeded

Exercise 4
a. Professor-General Norden, (the new Chief of the Research Staff)
b. voting/disputing to appoint a theoretical scientist to fill the post
c. He doubted the possibility of improving the existing weapons instead of re-assuring the military advisors/ his unexpected answer compared to his predecessor who always did what they asked for.
d. What made them superior in the war is that their enemies’ Research Staff also devoted itself to perfecting old weapons instead of developing new ones.
e. Disregarding the use of conventional/ old weapons and using the new one instead.

Exercise 5
1. suspicious
2. intoxicated
3. suspended
4. obsolete
5. magnitude

Grammar
1. ‘The inferior science of our enemies’: Emphasize his team’s superiority and the fact that it is this superiority that made them lose the war.
2. ‘In the laboratory’: Send a warning/Predict the upcoming problem (Norden’s plan was only theoretical/ was not tested in real situations)

Exercise 3

Exercise 2
a. FALSE: “everyone can take part” / “a day of fun for all the family”
b. TRUE: “back to their Scottish roots”
c. FALSE: “spans 200 years of world-history and lives on (through the soldiers of the Highlanders)”
d. FALSE: “from the UK and abroad”

Exercise 3
a. astounding
b. variety
c. associations
d. extends across
e. extraordinary

Page 81: International Youth Festivals

Exercise 1
a. Advertise the Celebration of Homecoming on the 2nd August/ Advertise Aberdeen’s Homecoming Tartan Day/ Any relevant answer

Exercise 2
1. Down
2. About
3. On
4. With
5. In
6. At
7. Under
8. For

Page 84: Book Festivals

Exercise 1
a. TRUE: “than you would ever guess by watching television or, a lot of the time, reading the papers.”

Exercise 2
1. Down
2. About
3. On
4. With
5. In
6. At
7. Under
8. For
Chapter 4 - Answers

Pages 87-112

Here, suggested answers are given to questions on text handling, including understanding and working with details, grammar in context, vocabulary, etc. Tasks and questions exploring the student’s interpretation are best handled and discussed in class, as all answers rising from an in-depth, and sometimes subjective, understanding of the literary text are equally valid, as long as they are effectively justified from the text.

Page 89

2 short story / prose
3 first person narrative is revealed in line 1. The narrator refers to his school and grandma, and it is possible he lives in a multicultural community. The name Alexander is revealed at the end of the story.
4 “it was a great opportunity to encourage peace and understanding among the different cultures in our community”
5 his grandma was not the only one who had made meatballs for the food fest / Luca’s grandparent had also cooked meatballs, and so had Clara’s, Amber’s and Kerem’s
6 ii
7 the adults were to serve the children
8 B
9 D
10 Luca’s grandmother’s “special Italian” meatballs were served with spaghetti and made with “homemade tomato sauce.” Amber’s grandfather’s Indian meatballs were “vegetarian with mint and yoghurt”, served with rice.
11 Mrs. Hodges (and presumably the children too; see lines 21-23)
12 In line 55, the narrator’s grandmother’s tongue clicking could indicate her disapproving Amber’s grandfather’s claim of making the best meatballs.
13 D
14 Luca’s grandmother tapped and scooped; Amber’s grandfather nodded his head and scooped; the narrator’s grandmother clicked her tongue and scooped; Clara’s grandmother waved her hands and scooped
15 A (Discussion point: Does the context of the story allow for option B too?)
16 “she thought she could not take one more bite”
17 children were happy tasting each other’s meatballs, whereas the adults were looking angry; Mrs. Hodges was perhaps worried about the adults’ behavior
18 speaking to the group of people
19 they “raced” to the office to “raid her Christmas stash”, that is to fetch some sweets that had been stored in a secret place

20 E
21 the narrator, most likely
22 the chocolate makes the grandparents forget about competing whose meatballs were the best and they start chatting; Mrs. Hodges points out how despite their different tastes, they all love chocolate

Page 91

Exercise 1
a C
b A
c C
d A

Exercise 2
a True; “(When the man was finished,) he made to pay”
b True; “You are our guest here.”
c False; “They crowded around him”
d False; “A sigh of satisfaction passed through everyone that soon changed to a rousing yell as they saw him dial a number”
e True; “A while later, they heard him say into the mouthpiece. ’Hello.’”

Exercise 3
(NB The question refers to lines 47-60)
a lines 47-55 describe the villagers’ reactions + “only the cobbler kept quiet”
b the cry, said hello, the sound, giggled, tried the word, called out, laughing, bells chimed, echoes lingered, sound had dimmed
c tentatively
d (the echoes) lingered (long after the sound had dimmed)

Exercise 4
(NB The question refers to lines 61-69)
a (an) occasion
b awed
c reverently
d digit-by-digit

Exercise 5
C, D
Page 93: The Chase

1-2 Jasken and Veppers, who are later being referred to as hunters, are talking about the female, the narrator’s “she”, they are trying to catch.

3

<table>
<thead>
<tr>
<th>Word</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fear</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>terror</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>excitement</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>triumph</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>worried</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 “It felt though as something curdled inside her”

5 The narrator recognizes both men by their voice and knows Jasken’s title as “Vepper’s principal bodyguard and chief of security”. She also points out “Of course, who else?” indicating she knew to expect them. She is clearly afraid of Veppers, suggesting they have a shared past. She also knows Jasken likes to wear his Enhancing Oculenses and has an opinion about their worth.

6 “They turned night to day, made heat visible and could see radio waves”, and Jasken is wearing them in the darkness (line 2) or perhaps out of vanity (line 10).

7 “She was standing, flattened, against a flat scenery” above the rear stage of an opera house. “She was standing on a narrow wooden ledge.” She is hiding from the two men and trying to “stop herself from falling”.

8 She is standing on a ledge which is “slightly narrower than her shoes” and she has to “keep her feet splayed, toes pointing outwards in opposite directions.”

10 She is stuck on a ledge and hiding from the men below.

11 She had earlier “dug out a tracer device” from it.

12 a unclenched
b splayed
c multifarious
d elaborate
e similar / like this
f required / called on

13 Veppers and Jasken are talking with Dr. Sulbazghi on “a radio or something similar” and “probably Jasken was wearing an earpiece.”

14 Enhancing Oculenses, tracer device, a type of comms gear

Pages 97-98: Not Yet, Jayette

1 Los Angeles, USA

4 He tells about his attempts to meet Isherwood and how he likes to “keep in shape.” He tells how he has got to know “some of the bums (...) junkies and derelicts” at the beach due to jogging and hanging around there “most days.” His name is revealed as Charlie in line 37.

5 thin, bottle-blonde, kind of tired-looking

8 “I think it must be my career she’s talking about”

10 The narrator describes Vanessa as his “aunt” who “became some kind of legal guardian” to him when he was fifteen. He now only goes “there for lunch” and says “nothing usually.” He describes Vanessa’s appearance as “fat” with arms like “a couple of Indian clubs” and she has “top and bottom false eyelashes, her hairpiece and purple lipstick on.” Klutz is a clumsy, awkward or foolish person.

11 The malfunctioning traffic sign for pedestrians flashing between Walk and Don’t Walk, or the way he “just stayed there and obeyed” the machine without making his own decisions.

12 He parks cars at the Beverly Hills Hotel.

13 “It’s the last place I saw my wife and son.”

14 He is upset at how the wife could leave him for a man with a boring job.

15 To “look out at the ocean and count the planes (...) and try to work things out.” How does this reflect the narrator’s mindset and stage in life?

16 “This happened to me “ (line 1); “I never even thought about going it alone” (line 195); “Only problem is I’m having some difficulty writing my way towards it. Still, it’ll come, I guess.” (line 206-7); “I can’t seem to make any headway” (line 284)

17 He has lost his job, is unable to make headway with his screenplay and has received unwanted attention from Vanessa.

Page 101: From Dark

Exercise 1

(different options; these from Oxford dictionaries)

a a collapse of a roof or underground structure
b having been deserted or left
c estimate or determine
d a hawker is a person who travels about selling goods, typically advertising them by shouting
e not showing fear or hesitation in the face of danger or difficulty
f a person’s body with reference to its size or build
Exercise 2

a unable (line 1)
b preventing (3)
c remained (4/6)
d along with (8)
e in fear of (12)
f extending (17)
g with fascination (21)
h slamming (24)
i (spreading out), thickening

Exercise 3

1 F
2 G
3 I (/B)
4 E
5 D
6 B
7 H

Exercise 4

the experienced ones

Exercise 5

youngsters

Exercise 6

a False; “Already for two months the men had lived underground”
b False; “working and sleeping in darkness”
c True; “They had water and food”
d False; “Four of them had worked legally” (four out of nine)
e False; “They spoke (…) with confidence and shared stories”
f True; “knowing that (many) would not go for help (… and) syndicate bosses (…) would do nothing”
g False; “so that they could make money to take back”
h False; “Underground they suffered.”
i False; “food at prices too frightening for them to say out loud”
j True; “Muscles formed where none had been”

Exercise 9

B

Exercise 10

A and/or D (depending on interpretation)

Exercise 11

D
Chapter 5 - Answers

Page 135: Population Diversity

Exercise 1

Exercise 2

Exercise 3

Exercise 4

A-D Students should be encouraged to look up the references and work out the connection to the text
**Exercise 1**

*Answers here are indicative only*

<table>
<thead>
<tr>
<th></th>
<th>Chinese</th>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>In which social domains of her life was the language used?</td>
<td>Home</td>
<td>Outside in the neighbourhood</td>
<td>School (later)</td>
</tr>
<tr>
<td>Who did Minfong learn the language from?</td>
<td>Her family</td>
<td>Local Thai people</td>
<td>Books and teachers</td>
</tr>
<tr>
<td>How did Minfong learn this language?</td>
<td>Naturally</td>
<td>Naturally</td>
<td>Formally as a learned language</td>
</tr>
<tr>
<td>To which part of the body does the writer relate the language?</td>
<td>Heart</td>
<td>Hands</td>
<td>Head</td>
</tr>
<tr>
<td>What problems did she have with the language?</td>
<td></td>
<td></td>
<td>Couldn’t express her emotions</td>
</tr>
<tr>
<td>What expressions might she use to describe her relationship with each language</td>
<td>Voices of childhood Exquisite Sibilant Emotional resonance</td>
<td>A functional language Bargaining Tasting Touching Nuanced</td>
<td>School language Separate Intellectual exercise Textbooks and examinations Devoid of feeling</td>
</tr>
<tr>
<td>What does Mingfong wish to convey by these expressions?</td>
<td>Emotionally attached Language of feelings/ family A language of home culture</td>
<td>Practical: a language for getting things done</td>
<td>An academic language Separate from her daily life</td>
</tr>
</tbody>
</table>

**Exercise 2**

*Answers here are indicative only*

- a) bedtime stories / family voices / poetry / gossip (any of these )
- b) Languages are similar / children naturally able to learn several languages at once (inferred)/ she was exposed to all those dialects at the same time and each helped her in bonding with her family.
- c) buying fruit, vegetables and street food / bargaining / going to the temple / fishing
- d) learned it at school
- e) a language separate from her daily life
- f) She could not use all languages she spoke to express everything: her heart spoke in Chinese, she used Thai to communicate with her immediate world outside home and English at school. Therefore, she was not able to use English to express emotions and it had little cultural meaning to her.
- g) She wrote in all three languages at first and only after some time wrote in formal English
- h) She was made to feel artificial- not a real/ original speaker of English
- i) She is writing in English about non-anglophone cultures and characters who wouldn’t speak English in real life
- j) It reminded her of Thailand, her home and her previous life experiences

**Exercise 3**

- a) feeling comfortable with each other and gossiping together
- b) distant
- c) making someone remember (nostalgically) / arousing / invoking / inducing
- d) using language with lots of a shu- chu-sounds
- e) without thinking
- f) making an emotional impression
- g) to lie around (comfortably) in mud or water
- h) with fine differences (slight changes in Thai vowels sounds can alter the meaning of a word greatly)

**Pages 148-9: Third Culture Kids**

**Exercise 1**

- a) Greater internationalism
- b) They create their own sub- cultures / They are highly mobile / They frequently relocate. (Any 2)
- c) 1) The first definition emphasizes a movement into another place.
- h) The second definition emphasizes a movement into another culture.
**Exercise 2**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>15</td>
<td>b</td>
<td>15</td>
<td>c</td>
<td>10</td>
<td>d</td>
<td>6</td>
<td>e</td>
<td>8</td>
<td>f</td>
</tr>
<tr>
<td>g</td>
<td>2</td>
<td>h</td>
<td>1 (note: 1 should have been 'combining')</td>
<td>i</td>
<td>3</td>
<td>j</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3**

(Sample answers)

a. False: "not a new phenomenon"

b. True: "they have led highly mobile lives" / "they often relocate to new homes and/or countries"

c. True: "introduced to a variety of global people" / "they are exposed to new cultures"

d. True: "The question "Who am I is frequently asked".

e. False: "they position themselves by integrating a huge pool of values, norms, behaviours, beliefs, mannerisms and thoughts"

**Exercise 4**

a. A world traveller without roots / permanent home

b. Brought up on the edge of different cultures

c. To find a way of expressing something differently, metaphorically, amusingly

d. To not belong to any single culture / to accept (aspects of) several cultures simultaneously

**Exercise 5**

This is an interpretive exercise. Multiple responses (A, B and C) are applicable to sentences 1 – 30. Emphasis should be on the students' justification of their choices.
### Chapter 5 - Answers

#### Exercise 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>At home and an outsider</td>
</tr>
<tr>
<td>b</td>
<td>Monolingual</td>
</tr>
<tr>
<td>c</td>
<td>Early days</td>
</tr>
<tr>
<td>d</td>
<td>Multilingual communities</td>
</tr>
<tr>
<td>e</td>
<td>Limits of learned languages</td>
</tr>
<tr>
<td>f</td>
<td>Unable to communicate</td>
</tr>
<tr>
<td>g</td>
<td>At home and an outsider</td>
</tr>
<tr>
<td>h</td>
<td>Independent</td>
</tr>
<tr>
<td>i</td>
<td>Fresh start</td>
</tr>
<tr>
<td>j</td>
<td>Where I belong</td>
</tr>
</tbody>
</table>

#### Exercise 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>He has never learned them properly or lived in India long enough</td>
</tr>
<tr>
<td>b</td>
<td>Mediocre</td>
</tr>
<tr>
<td>c</td>
<td>That he was in a minority; most people are multilingual</td>
</tr>
<tr>
<td>d</td>
<td>With disappointment</td>
</tr>
<tr>
<td>e</td>
<td>Liveliness</td>
</tr>
<tr>
<td>f</td>
<td>The fact that India is so multilingual</td>
</tr>
<tr>
<td>g</td>
<td>Living in a country where English is the first language</td>
</tr>
<tr>
<td>h</td>
<td>He went to an English speaking school with English speaking schoolmates</td>
</tr>
<tr>
<td>i</td>
<td>He now makes friends with people from different cultures and/or backgrounds</td>
</tr>
<tr>
<td>j</td>
<td>He feels at home speaking English</td>
</tr>
</tbody>
</table>

#### Exercise 3

<table>
<thead>
<tr>
<th></th>
<th>Disadvantages</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Never learned Arabic or Hindi</td>
<td>Excellent English skills</td>
</tr>
<tr>
<td>Family</td>
<td>Cannot communicate with those who speak Kannada</td>
<td>He has wider perspectives</td>
</tr>
<tr>
<td>Being Indian</td>
<td>Does not feel at home in India Feels as though he has missed out</td>
<td>He doesn’t feel tied to his home country</td>
</tr>
<tr>
<td>Living in Saudi Arabia</td>
<td>Never made any local Saudi friends</td>
<td>Made friends with other TCKs</td>
</tr>
<tr>
<td>Being an English speaker</td>
<td>Feels as though he cannot know his family or share the family’s culture</td>
<td>Is comfortable living in London Has access to work</td>
</tr>
<tr>
<td>Having a sense of home</td>
<td>Might not know where he belongs</td>
<td>Can move around easily</td>
</tr>
<tr>
<td>Living in London</td>
<td>He is always going to be something of an outsider</td>
<td>He feels at home and he feels independent</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Page 158: Language and cultural identity

**Exercise 1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
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<td>e</td>
<td>Limits of learned languages</td>
</tr>
<tr>
<td>f</td>
<td>Unable to communicate</td>
</tr>
<tr>
<td>g</td>
<td>At home and an outsider</td>
</tr>
<tr>
<td>h</td>
<td>Independent</td>
</tr>
<tr>
<td>i</td>
<td>Fresh start</td>
</tr>
<tr>
<td>j</td>
<td>Where I belong</td>
</tr>
</tbody>
</table>

**Exercise 2**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>He has never learned them properly or lived in India long enough</td>
</tr>
<tr>
<td>b</td>
<td>Mediocre</td>
</tr>
<tr>
<td>c</td>
<td>That he was in a minority; most people are multilingual</td>
</tr>
<tr>
<td>d</td>
<td>With disappointment</td>
</tr>
<tr>
<td>e</td>
<td>Liveliness</td>
</tr>
<tr>
<td>f</td>
<td>The fact that India is so multilingual</td>
</tr>
<tr>
<td>g</td>
<td>Living in a country where English is the first language</td>
</tr>
<tr>
<td>h</td>
<td>He went to an English speaking school with English speaking schoolmates</td>
</tr>
<tr>
<td>i</td>
<td>He now makes friends with people from different cultures and/or backgrounds</td>
</tr>
<tr>
<td>j</td>
<td>He feels at home speaking English</td>
</tr>
</tbody>
</table>

**Exercise 3**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The loud sound of the language he doesn’t understand (clatter = banging together)</td>
</tr>
<tr>
<td>b</td>
<td>Clearly understood</td>
</tr>
<tr>
<td>c</td>
<td>Something you cannot learn and/or comprehend</td>
</tr>
<tr>
<td>d</td>
<td>An unhappy complaint from his relatives</td>
</tr>
<tr>
<td>e</td>
<td>They almost treated him as an inferior</td>
</tr>
<tr>
<td>f</td>
<td>He was tired of hearing them complain</td>
</tr>
<tr>
<td>g</td>
<td>He became really involved in expat culture with other third culture kids</td>
</tr>
<tr>
<td>h</td>
<td>It was something totally refreshing, new, different and enjoyable</td>
</tr>
</tbody>
</table>

### Page 164: Education and minorities

**Exercise 1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>About 4 or 5. She was still in kindergarten</td>
</tr>
<tr>
<td>b</td>
<td>Lack of English / shyness / cultural differences</td>
</tr>
<tr>
<td>c</td>
<td>She spent a lot of time drawing them and they contained her “secret’ world.</td>
</tr>
<tr>
<td>d</td>
<td>She was retained because it appeared she was making no progress.</td>
</tr>
<tr>
<td>e</td>
<td>She seems to have talked freely to her parents at home.</td>
</tr>
<tr>
<td>f</td>
<td>Not understanding the English alphabet and the connection between the shape and the sound of the words. English words did not behave like Chinese words.</td>
</tr>
<tr>
<td>g</td>
<td>It seemed impolite to her for “I” to have a capital letter. It seemed self-important / She wanted to be polite to “you”, but she thought that the small letter showed a lack of respect / The word “You” was too soft to pronounce.</td>
</tr>
<tr>
<td>h</td>
<td>She could already read Chinese characters when she was learning English.</td>
</tr>
<tr>
<td>i</td>
<td>It was probably where the teacher put the children who seemed to have learning problems.</td>
</tr>
</tbody>
</table>
j The parents never signed permission slips / The girls’ soft voices wouldn’t have been heard by an audience.

Exercise 2
These are suggested answers

a She was preparing to speak (in English) but wasn’t quite ready.
b The other Chinese girls started speaking English eventually.
c She found out that she was supposed to answer the teacher (in English).
d She herself was too scared to speak/ reply.
e She thought girls were supposed to be quiet in her Chinese culture.
f She was looking at the English word “I” and wanting it to turn into a Chinese character.
g It was very difficult for her to pronounce.
h She expected another Asian American to understand that it is unlucky to sing about the dead.

Exercise 3
These are suggested answers

<table>
<thead>
<tr>
<th>Maxine’s actions</th>
<th>The teacher’s interpretation</th>
<th>Maxine’s reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting black over her pictures</td>
<td>Doesn’t understand how to draw / has a psychological problem</td>
<td>Wasn’t ready to show her pictures to the world</td>
</tr>
<tr>
<td>Not speaking or asking to go to the toilet</td>
<td>Doesn’t understand. Rude. Maybe a slow learner</td>
<td>She didn’t understand it was necessary</td>
</tr>
<tr>
<td>Drinking out of a saucer</td>
<td>Bad mannered. Doesn’t understand how to use a cup</td>
<td>The Chinese drink tea out of bowls</td>
</tr>
<tr>
<td>Finding it hard to write the word “I” in English</td>
<td>Doesn’t understand. Rude. Maybe a slow learner</td>
<td>Too different to Chinese writing</td>
</tr>
<tr>
<td>Finding it hard to say the word “you” in English</td>
<td>She was illiterate. Does not understand English.</td>
<td>Too difficult to pronounce / too different from the Chinese I</td>
</tr>
</tbody>
</table>

Page 169: Scrap the teenage stereotypes

Exercise 1
1 C 2 K 3 B 4 E 5 L 6 H 7 F 8 A 9 D

Exercise 2
These are suggested answers

a Brought out / published (with a great impact)
b Hard/ unromantic / can be sung by a crowd/ a song with which people identify
c Unhappy with the present social situation
d Punk/metal hard rock
e Indistinct smell / faint sign of
f A group with a clear set of moral values

Exercise 3
These are suggested answers

a (any 5)
honest & caring / good to parents
fewer problems with smoking / drinking (alcohol) / drugs / sex

b fewer teenagers suffering from depression, bullying, drug & alcohol problems, gang violence, sexual abuse or have attempted suicide
c People assume teenage behavior is getting worse/ they think Dr. Bibby is being overoptimistic
d Pick any 3:
Better relations with parents / Better (social service) resources / use of grief counselors / Alternative entertainment via computers
e They want to build better relationships / spend more time with their children
f For company / fun but less important for advice
g  Spending on social services for teenagers  

h  Gambling / lack of awareness of the news  

i  More involved with computers / more entertainment options / less likely to get into bad habits (vice)  

j  They don’t know what is going on in the world  

k  ‘this artillery’ refers to Information technologies and technological programmes. They’re described as ‘artillery’ because those advancements are tools that can be used in both good and evil ways.  

l  How they will use technology in the future  

Exercise 4  

a  Children born to the Baby Boomer generation (1946 -1964) i.e. born in the late 80’s and 90’s: Generation X  

b  It’s not the amount of time parents spend with their children which is important. It is quality of the interaction. While this is the actual meaning of the phrase, Dr. Bibby actually criticizes those who advocate quality over quantity when it comes to parent-child relationships.  

c  Become unemployed  

Page 174: The courage to change  

Exercise 1  

a  False: “my parents’ plan for my life did not include comedy”  

b  True: “You cant do that….”, she shouted  

c  False: I always wanted to perform / I always wanted to be a comedian  

d  False: I never thought it would be possible  

e  False: I have struggled against people who wish me badly  

f  This could be either true or false depending on students’ interpretation of what Shazia’s mother said. Please accept both as long as the student is capable of providing a persuasive argument.  

Exercise 2  

a  To become a doctor / marry the prime minister  

b  It’s a stereotypical set of values for ambitious (British Asian) parents  

c  She (violently) opposed the idea  

d  You have to suffer for your ambitions  

e  Bullying / racism / sexism  

f  Self-belief  

g  Being stereotyped / pigeon-holed  

h  Achieving something really difficult / accomplishing goals  

Exercise 3  

a  Her job as a stand up comic / being a ‘clown’  

b  Her future  

Exercise 4  

a  A  

b  A  

c  B  

d  B  

e  A  

f  A  

g  C  

h  A  

Pages 178-9: Ignoring the Bananas  

Exercise 1  

a  f  

b  c  

c  e  

Exercise 2  

a  gimmickry  

b  speckled  

c  vented  

d  aggravated  

e  subside  

g  dished out  

f  bigotry  

h  flinch * not flinched  

Exercise 3  

a  False: “throwing bananas on the pitch is the ultimate insult”  

b  False: “still remains an incurable disease”  

c  True: Example of Eto’o, Kameni, Asamoah,  

d  False: (he) looked the monster in the eye / water off a duck’s back / they did not affect me  

f  False: he hadn’t even given the symbol of degradation a second thought / I don’t remember doing that  

g  False: National front supporters said the goal didn’t count  

h  True: (he) works through the Kick It Out Campaign  

i  True: “you were told, “as a black man you’re fast so you don’t have to think so much.”  

j  False: Racism still exists
Exercise 4

a. Jamaica
b. Racism
c. Back-heeling the banana
d. The racist act of throwing the banana
e. Watford Football Club

Exercise 5

a. Highlighted / made clearly visible
b. A small world (metaphor)
c. Prevalent/ rampant
d. Successful / winning
e. Behaviour

Exercise 6

a. Earning a living
b. To have no fear of
c. To be unconcerned about
d. The most successful
e. To be unconcerned about
f. Become very important / visible
g. Stop worrying about something unpleasant / threatening

Page 184: Prejudice, discrimination and racism

Suggested answers

Exercise 1

a. She is not good at maths / she is singled out to go to the special maths class / the other children there make racist / threatening comments.
b. She considers herself “dumb”.
c. Aggressive / threatening / racist
d. They have low self-esteem / work on improving students’ academic self-esteem / address racial problems
e. As an American of Japanese heritage, she is in the minority.
f. To deflect the classes’ attention to someone else more vulnerable than her
g. She breaks down crying.
h. They can blame their low esteem on someone weaker than themselves.
i. Not really; she doesn’t address the fundamental problem
j. Deal with the underlying problems / work on improving students’ academic self-esteem / address racial problems
k. She is really sorry and ashamed
l. discrimination and racist bullying

Exercise 2

Suggested answers.

a. You act really smart / You behave in a superior manner
b. What are you looking at? (threatening behavior, accusing someone of staring)
c. Do you want me to bust your face? / Do you want me to hit you in the face?
d. Beat her up!
e. They make me feel like dying

Exercise 3

Students should be given the opportunity to find what the cultural references mean and explain their meaning in their own words.
## Exercise 4

<table>
<thead>
<tr>
<th><strong>LOVEY</strong></th>
<th><strong>Observation 1</strong></th>
<th><strong>Interpretation 1</strong></th>
<th><strong>Observation 2</strong></th>
<th><strong>Interpretation 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Her appearance and possessions</strong></td>
<td>She wears size 12.</td>
<td>Overweight</td>
<td>She wants a sweater and chain like Phyllis.</td>
<td>She might not have nice clothes</td>
</tr>
<tr>
<td><strong>Her voice and speech</strong></td>
<td>She yells insults at Phyllis in class.</td>
<td>Bad manners / poor self-control</td>
<td>She is good with words and observant.</td>
<td>She is much brighter than she thinks she is.</td>
</tr>
<tr>
<td><strong>Her behaviour</strong></td>
<td>She does like going to special maths classes</td>
<td>Low self-esteem</td>
<td>She would bully someone else to avoid being hurt herself.</td>
<td>Cowardly</td>
</tr>
<tr>
<td><strong>Reactions of others to her</strong></td>
<td>The other kids are very hostile.</td>
<td>She is used to being bullied.</td>
<td>The other kids call her racist names.</td>
<td>There is a lot of racism in that class which is not dealt with.</td>
</tr>
<tr>
<td><strong>Her home and background</strong></td>
<td>American of Japanese heritage</td>
<td>In a minority</td>
<td>They have a linoleum table.</td>
<td>Not wealthy?</td>
</tr>
<tr>
<td><strong>Her thoughts and emotions</strong></td>
<td></td>
<td>Very observant</td>
<td>She really understands Phyllis’ feelings.</td>
<td>Very sensitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PHYLLIS</strong></th>
<th><strong>Observation 1</strong></th>
<th><strong>Interpretation 1</strong></th>
<th><strong>Observation 2</strong></th>
<th><strong>Interpretation 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Her appearance and possessions</strong></td>
<td>She wears a size 6.</td>
<td>Very small</td>
<td>She has all her school equipment.</td>
<td>She really wants to learn.</td>
</tr>
<tr>
<td><strong>Her voice and speech</strong></td>
<td>She has a gummy laugh.</td>
<td>Normally very friendly</td>
<td>She speaks dialect.</td>
<td>Possibly comes from a working class background.</td>
</tr>
<tr>
<td><strong>Her behaviour</strong></td>
<td>She cries when bullied.</td>
<td>She is sensitive and vulnerable.</td>
<td>She waves goodbye.</td>
<td>Normally very friendly</td>
</tr>
<tr>
<td><strong>Reactions of others to her</strong></td>
<td>Jerry and Lovey tease her.</td>
<td>Lovey and Jerry really like her.</td>
<td>Lovey makes fun of her and the eraser up her nose.</td>
<td>Phyllis is even lower than Lovey in the students’ social order.</td>
</tr>
<tr>
<td><strong>Her home and background</strong></td>
<td>American of Philipino heritage</td>
<td>In a minority in the class / school</td>
<td>She lives up a dirt road.</td>
<td>Possibly: her family are farm workers?</td>
</tr>
<tr>
<td><strong>Her thoughts and emotions</strong></td>
<td>She shoulder shakes and sniffles.</td>
<td>She is very upset at being picked on by Lovey who is supposed to be her friend.</td>
<td>She gets smaller and smaller until she looks like a white-sweatered ball.</td>
<td>She is trying to disappear / avoid any contact with the hurtful behaviour around her.</td>
</tr>
</tbody>
</table>
Chapter 6 - Answers

Page 189: The Cultural Significance of Tattoos

Exercise 1

a  on the contrary
b  as a result
c  since
d  as
e  although
f  similarly
g  for example
h  also
i  although

Exercise 2

<table>
<thead>
<tr>
<th>Target culture/ Group</th>
<th>Tattoo Design</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori culture of New Zealand</td>
<td>Anchors or lamps on forearm</td>
<td>Protection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berber tribes in Algeria, Tunisia and Libya</td>
<td>Cultural symbols</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3

a  tattoos are marks of machismo (form of expression) insignificant to other sub-cultures
b  They are symbols of rich cultural histories
c  It reveals specific information about that person’s social status, ancestry and skills
d  Potential
e  To show their proficiency in using the symbol tattooed
f  It has steadily evolved from a rebellious, anti-social activity in the 1960s to a mainstream means of asserting one's identity in the 1990s (Any other wordings with the same meaning are acceptable)
g  Any four of the following: culture, ethnicity, religion, representation of fashion, expression of art/spiritual awakening

Exercise 4

a  C
b  B
c  A

Exercise 5

*their:  European sailors and coal miners/ European men in dangerous professions
*this time:  late 18th Century
*them:  Maori men
*them:  Maori women
*their:  Europeans
*They:  highly skilled tattooists of Samoa

Page 190: Letter

Exercise 1

a  due to
b  to start with
c  furthermore
d  when
e  despite
f  as well as
g  although
h  in fact
i  not only
j  but also
k  therefore
l  otherwise
m  but

Page 192: Tattoos and Piercings cause Discrimination in the Workplace

Exercise 1

a  have
b  will clutter
c  on to
d  clan
e  but
f  is
g  weren’t
h  due to
i  stepped
j  by
k  but
l  unfortunately
m  on

Exercise 2

C, E, G, I (in any order)

Exercise 3

a  “The media, fashion industry and Hollywood have played a major role in manipulating society
to believe in what is acceptable or not” Lines 1-5

b In their attempts to become as thin as a rail, people are willing to put their health at stake (Accept any other relevant answers)

c Tattooed and pierced people are stereotyped as misfits, lazy, uneducated and ungodly. The writer refutes this notion by highlighting that those people are also human intelligent beings who choose to express themselves in unique and experimental ways.

d 1 Some tattoos and piercings have cultural and religious significance
   2 No one should judge people based on body modifications

e Emphasis

f Parentheses are used here to de-emphasize the widespread notion some people have about tattooed and pierced people not being as intelligent as non-tattooed and non-pierced individuals.

Page 197: Customs & dress codes in the workplace

Exercise 1
1 B
2 G
3 I
4 E

Exercise 2
a helping hand
b compulsory
c severe
d opt for
e against
f abusive
g torn
h sweat
i ensure
j communicate

Page 198: Are dress codes in the workplace necessary?

Order of paragraphs is
1 D
2 E
3 G
4 A
5 C
6 B
7 F

Pages 203-204: Video Game Violence

Exercise 1
1 K
2 g
3 d
4 J
5 c
6 f
7 i
8 a

Exercise 2
a FALSE: ‘was invited to speak (at Nebraska Wesleyan University)’
b TRUE: ‘brings distinguished psychologists to the Wesleyan campus’
c FALSE: “…a distinguished professor of psychology at Iowa University’
d FALSE: ‘ and we have to tell them they cannot’
e TRUE: ‘there are no U.S. laws regarding violent video games’
f FALSE: ‘I say upfront that I will not comment on what I think about the law under judicial review’ OR ‘I will talk about what the science says or what it cannot say’ OR ‘my political opinion is not relevant to what I regard as my scientific expertise’
g FALSE: ‘but not as big as it needs to be’

Exercise 3
a Violent Video Games: Theory, Research, and Public Policy
b undergraduate psychology students
c ANY four of the following: depression/loneliness/shyness/attribution processes/social judgment/human aggression
d 1. He has earned recognition as the second most highly cited scholar in social psychology textbooks
   2. He has testified before the U.S. Senate Committee on Commerce, Science and Transportation’s hearing on “The Impact of Interactive Violence on Children”
   3. He has served on the Media Violence Expert Panel for the Surgeon General
e The research has been used by child advocacy groups and others in modern countries to make sure that legal restrictions/ratings are enforced.
   f ‘the research evidence over the years doesn’t bear that out, yet.’
g how much the individuals have played and what kinds of games they play
h Studies which follow participants and see where they end up after several years.
i  Jail, Juvenile detention, facilities or being kicked out of school

j  'They' refers to people/some individuals

k  They can no longer do that because longitudinal studies have already been done pertaining to television violence, a similar phenomenon to video games violence.

l  A group at Iowa State University. They focus on drug use, intervention to reduce kids’ use of alcohol, intervention to reduce tobacco, intervention to reduce various illegal substances.

m  Video game addiction or internet addiction, including text messaging.

Exercise 4

a  the effects of exposure to violent video games on aggressive behavior

b  the distinguished psychologists invited to the FAWL Lecture Series

c  identifying gaps in the research

d  Columbine shooting

e  that highly aggressive people are more susceptible to the harmful effects of media violence

Exercise 5

a  being subjected to

b  before

c  easily influenced

d  revealed/resulted in

e  completely

(other words with same meanings are acceptable)

Exercise 6

a  A

b  D

Page 208: Video games don’t cause children to be violent (Page 208)

Exercise 1

C

Exercise 2

a  researchers

b  animated violence

c  introducing a ratings system

Exercise 3

a  In fact

b  Misleading

c  Reducing

d  Also

e  Had seen

f  Extensive

g  Anti-social

h  Excluding

i  But

j  Among

k  On

l  Picked up

Page 206: Cartoon violence ‘makes children more aggressive’

Exercise 1

1  D

2  H

3  A

4  F

5  B
Page 215: Stereotypes and Gender Roles

Exercise 1
a so
b through
c towards
d as
e until
f to
g up
h if
I On the other hand

Exercise 2
a 9
b 4
c 6 (note: the original sentence/answer lacks the word 'by')
d 7
e 1
f 3
g 5

Exercise 3
a assuming
b traits
c validates
d shortage
e fundamental
f perpetrator
g equitable

Page 217: Social Skills and Homeschooling Myths and Facts

Exercise 1
1 E
2 H
3 F
4 B
5 A

Exercise 2
a Homeschooling does not promote/sharpen socializations skills/Homeschooled children lack socialization skills OR any other relevant answer.
b *Enjoying museums, beaches, parks and shows
*traveling
*participating in Girl and Boy Scouts, 4-H and sports

c *take art, dance, drama, language and music classes.
d ‘But it’s just not true’ AND ‘This, of course, is ridiculous’
e that children need to be around many other youngsters in order to socialize.
f Exaggerated/overstated, etc.
g 1. Children do not respond well to large groups
2. being nervous and overexcited by noise and too many people
3. behavioural problems
4. peer pressure
5. rivalry
6. ridicule
7. competition
h 1. self-confidence
2. self-respect
3. self-worth
4. independent thinkers
5. self-directed in their actions and thoughts
6. well-adjusted

Answers may vary in questions i-k

Page 219: An Episode of War (part 1)

Exercise 1
a grimy and hot-throated
b Indication/traces of the sudden bullet fired from the forest (OR any other possible interpretation)
c The wood symbolizes the enemy attacking the lieutenant when it is least expected/Source of threat or danger.
d He cannot sheath it due to his wound (OR any other possible interpretation)
e Equipped with (or any other wording with the same meaning)
f *Sheathing the sword held by the left hand at the middle of the blade in a wobbling scabbard hung at the left hip. The descriptions are: a feat worthy of a sawdust ring/breathed like a wrestler/ The wounded officer engaged in…
wobbling scabbard

g 1. A wound is majestic and gives dignity to the lieutenant, which makes them feel little and unable to touch it
2. They fear touching the wound might worsen things and cause the lieutenant’s death. (OR any other wordings with the same meaning)
h 1. C
2. B
3. B
Exercise 2

This catastrophe: The lieutenant being shot/suddenly wounded
They: the men about him/Corporals and other representatives
It: The catastrophe/The lieutenant being shot/suddenly wounded
It: wounded man’s hand
It: shoulder/sergeant’s shoulder
The latter: the lieutenant

Page 221: An Episode of War
(part 2)

Exercise 1

a  Answers vary. Refer to descriptions in the text (Scene 1 lines 1-9, Scene 2 Lines 10-16, Scene 3 Lines 17-28, Scene 4 Lines 33-39)
b  ‘War chorus’ refers to the aggregation of wheels, levers and motors. The matching phrase is ‘beautiful unity’
c  save
d  Although these stragglers do not have part in the battle, they knew more of it than others as they told the performance of every corps, division, the opinion of every general, etc.
e  as sinister to him as the portals of death
f  Answers may vary

Exercise 2

a  D
b  A
c  B
d  D
e  A

Exercise 4

a  lieutenant
b  shells
c  lieutenant
d  surgeon
Chapter 7 - Answers

Page 225: You too can be a medical practitioner

Exercise 1
a would happen
b not
c outside
d will be launched
e will form
f can correctly answer
g is required
h to be following
i look into
j except
k indeed
l so
m but
n which
o objects

Exercise 2
a ability to practise Old Wives’ Traditional Medicine/ ability to questions about traditional cures and advice correctly
b medical training or understanding of human physiology
c the scheme flatters practitioners just for following traditional methods, and does away with the need for any of that difficult medical training
d A
e it is far more glamorous
f misdiagnosis, dangerous drug interactions and the problems of blurring the line between what is and what is not medicine
g there can’t be anything to worry about, can there? (lines 33 & 34– using tag questions to elicit approval)/ What a spoilsport (line 43)

Exercise 3
a questions about the traditional way to treat burns & what happens to one’s face when the wind changes
b a group of junior medics and scientists from the Voice of Young Science
c practising medicine that isn’t evidence-based
d the proposed Department of Health professional registration scheme
e little Johnny
f unproven therapies

Page 226: Developing writing skills: blog entry

There are no definitive answers for the set of questions provided. Students are expected to identify how the author of the blog entry uses persuasive language and structures to convince the audience of her stance. Some examples of possible answers are listed below:

quote the words or phrases which clarify the author’s attitude to the topic she writes about.

The author supports the registration of people who practice old wives’ traditional medicine although they have not had any official medical training as medical practitioners.

Examples of phrases which highlight this approval:
- Simply register (line 1)
- why not become a registered practitioner (lines 4 & 5)
- well (line 15)
- far more glamorous (line 25)

Examples of

Description: Old Wives’ traditional medicine/ the description of the scheme, registration, etc.
Fact: Tomorrow at 11.30 am… (line 6)/ description and requirements of the schemes…
Narrative voice: Second-person view (you) combined with first-person inclusion at times (we). Effect: audience feel they are included, that their opinion matters.
Direct quotes: Andy Burnham and Tom Dolphin’s quotes.
Emotive language: absolutely (line 12)/ Hang on a moment (line 14) / Surely (line 14) [discuss with students the feelings those and similar words and phrases evoke]
Rhetorical questions: there can’t be anything to worry about, can there? (line 33 & 34)

Page 228: CAM practitioners are skilled conmen

Exercise 1
a gifted
b yield
c physician
d stringent
e advocate
f quacks
g fatal
h dubious
i incorporating
j diverted
Chapter 7 - Answers

Page 231: In favour of complementary medicine

Exercise 1
a methods
b vast
c deluding
d effective
e improved
f practised
g rejected
h contradiction
i better
j legitimate

Exercise 2
a Teachers: allow students to speculate and try to guess meaning from context. Specific knowledge of the New Age philosophy is not required. Accept answers like ‘will become dated’.

New Age: a philosophy, originating in the late 1980s, characterized by a belief in alternative medicine, astrology, spiritualism, etc. (The Free Dictionary). Refer to ‘allusion’ (p. 34) in Chapter 2.
b mainstream
c certain complementary treatments
d acupuncture osteopathy, chiropractic and herbal medicine
e that a mechanism for treatment may still be discovered; therefore, people should not reject complementary treatments out of hand/ link to the acupuncture example
f patients should be given access to such therapies

Exercise 3
a 7
b 1
c 8
d 3
e 6

Page 236: Preventing substance abuse

Exercise 1
a abuse
b recruits
c intimately
d onset
e exceedingly
f embedded
g underlying
h experiencing
i common
j potential
k obliterate
l optimistic

Exercise 2
a True— sixty to sixty five percent of youths who have been jailed have been intimately connected with substance abuse
b False— successful prevention is the identification of the underlying cause(s) of substance abuse
c True— Common to all is an intolerance of frustration (and a frustration about the inevitable experience of frustration)
d True— potentially equipping him or her with a necessary self-structure for successfully leading a balanced life
f False— for approximately eight weeks
f True— each student will be asked to fill out a survey

Exercise 3
a the author’s war against drug abuse
b in an accurate description of a problem lies an embedded solution
c The author/ Gibbs A. Williams/ Dr. Williams
d negative feelings/ anxiety, depression, shame, guilt, confusion, weakness, helplessness, hopelessness, ambiguity, complexity, ambivalence, and not knowing
e administrators, counselors and teachers
f workshops
g adolescents
h negative feelings

Page 239: Drug addiction intervention

Exercise 1
a abusing
b thinks
c can
d are thinking
Exercise 2
a wondering
b making a fuss
c issues
d approach
e proper
f gathered
g adjust
h regardless
i accurate
j vital
k severity
l rational
m trained
n battling
o taken over
p encounter
q instrumental
r witness
s detached
t path

Exercise 3
a that s/he is the last one to realise or admit that s/he has a problem
b to plan the best approach to handle the case, based upon the addict’s history of use
c will plan according to the user’s drug of choice, make the proper analysis and map out a specific strategy based on the information gathered
d people who are caught in addiction
e getting the drug
f the consequences of addiction: health and legal problems
g because the life of the addict may be on the line
h family and friends telling the addict you are concerned for their health and well-being
i it leads to subjectivity: by being too close to the addict, family and friends may interfere in the professional help the addict is getting when they do not know what is in his/her best interest
j Helen Keller’s parents
k the visits may lead to putting addicts into a rehab program, or at least getting them to see a physician
l addicts will no longer be the person they used to be

Page 243: Mitigate crime, poverty and drug use through education

Exercise 1
a understanding
b change
c promoting
d dedicated
e circulating
f losses
g positive
h happen
i cure
j imprisonment
k improve
l making

Exercise 2
a true education consists in drawing the best out of yourself… his philosophy is originally Gandhi’s
b be the adjustments they want to see in the earth
c focus national attention on essential academic problems, prohibiting discrimination and guaranteeing equal entry to training
d a daily occurrence
e that is it a huge problem/ the statement emphasizes the claim made earlier about violence in New York being a daily occurrence
f Any two from: poverty/ dropping out of school/ medications/ disorder/ gang violence/ crime
g it helped him understand the constructive results it had on his lifestyle: he was ready to read a lot of guides from every single culture and religion, which inspired him to make positive adjustments & he had the intuition to see how good adjustment circulates back into his existence
h social costs and welfare dependency will increase
i crime management, drug treatment and earnings assist programs
j connects men and women in need with fundamental providers, educational and employment coaching, wellbeing treatment, counseling, and numerous other personal growth possibilities

Exercise 3
A/D/E/H/I (in any order)
Page 246: From John Barleycorn: Alcoholic Memoirs

Exercise 1

a  sympathy
b  seasoned
c  stagger
d  dipsomaniac
e  numbly
f  vision
g  babble
h  universe
i  pathway
j  clear

Exercise 2

a  himself, the seasoned drinker
b  excessivist
c  stupid, unimaginative, staggers a lot and falls frequently in the gutter, and prone to hallucinations
d  unlike the unimaginative drinker, the imaginative walks straight, never staggers nor falls, and knows just where he is and what he is doing, is witty
e  death
f  emphasis: the seasoned, imaginative drinker does not delude himself into thinking he is immortal as others do
g  that he is mortal
h  they are pessimistic and grim; he loses faith in everyone around him
i  his life
j  meagreness

Exercise 3

a  and who sees, in the extremity of his ecstasy, blue mice and pink elephants
b  he may know only the laws of things—the meaning of things never
c  the one event happeneth to all alike. There is no new thing under the sun, not even that yearned-for bauble of feeble souls—immortality
d  He looks upon life and all its affairs with the jaundiced eye of a pessimistic German philosopher/
e  They are without freedom. They are puppets of chance. So is he.
Chapter 9 - Answers

Pages 300-301: Wildlife safaris in India – Tips from the expert

Exercise 1

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeep rides</td>
<td>covering a lot of ground in the shortest possible time, thus maximizing one's chances of seeing wildlife.</td>
<td>• if one is not patient, it can turn out to be a mindless drive in the forest • jeep engine drowns out jungle sounds</td>
</tr>
<tr>
<td>Elephant safaris</td>
<td>getting up close and personal with nature in certain habitats accepted by animals/they do not link it with alien presence no noise pollution good visibility</td>
<td></td>
</tr>
<tr>
<td>Boat safaris</td>
<td>most comfortable and relaxing way to do a safari best way to get close to certain species of birds</td>
<td>cannot be enjoyed at the wrong time of the year</td>
</tr>
<tr>
<td>Trekking</td>
<td></td>
<td>cannot be done in protected areas tourist is vulnerable if s/he does not possess appropriate survival skills can be very dangerous if tourist is not fit enough or cannot climb trees</td>
</tr>
<tr>
<td>Using a machan</td>
<td>best way to view game</td>
<td>demands a lot of patience</td>
</tr>
</tbody>
</table>

Exercise 2

a To fully enjoy nature, one should be extremely sensitive to his/ her surroundings and display a large measure of patience and self-discipline
b In paragraph 3, another word for ‘vacation’ is sojourn
c In paragraph 3, another word for ‘perceptive’ is discerning
d In paragraph 4, another word for ‘foreign’ is alien
e In paragraph 4 (not 5/ typo in the book) a phrase which means that a person is in a position which gives him/ her a good view is vantage point
f Another word given in the text for ‘machan’ is hide
g In paragraph 9, another word for ‘sidetrack’ is distract

Exercise 3

a not all of them have adequate infrastructure/ tourist may need to put up with a certain amount of physical discomfort
b hearing
c and rightly so
d climbing trees
e game
f patience
g check on availability of machans before visiting the part
h a pair of binoculars
i taking the perfect picture
j a good field guide
k there is no definitive answer- students should express how important patience is if one is to benefit from watching wildlife, especially that neither visitors nor guides can conjure up animals upon demand (link to paragraph 3)

Exercise 4

a suitable
b plumage
c obsessed
d repellents
e gestures
f litter
g memories
h strictly
i rewarding

Exercise 5

Advice                                                                 | Justification                                                                 |
-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
take a pair of good binoculars                                        | enhances the experiences of watching/ studying wildlife                      |
do not take photos unless you’re in a jeep                             | obsession with taking photos tends to distract from the experience of watching wildlife/ large lenses are cumbersome and add to one’s discomfort |
dress appropriately in cotton fabrics and neutral or dull colours     | synthetic fabrics reflect UV light, which is visible to animals               |
use detergents that do not contain brighteners                         |                                                                              |
use a wide brimmed hat                                                 | inferred: to avoid a sunstroke or sunburn                                    |
do not use dark glasses                                                | no justification provided                                                   |
do not use strong deodorants, insect repellents and sunscreen  
| can be smelled by animals |

do not get excited on seeing wildlife and speak in hushed tones  
| alien presence can be felt, seen and heard by animals |

do not litter  
| it can be fatal to wildlife |

be patient  
| the more time you spend watching wildlife, the more you learn about them |

do not encroach upon an animal’s private space  
| highly dangerous- can be fatal |

Page 303: Australian snorkeler snatched by shark

Exercise 1

a -  
b :  
c ”  
d ,  
e ,  
f ”  
g ”  
h ,  
i .

Exercise 2

1 is believed  
2 swam  
3 had campaigned  
4 was attacked  
5 was swimming  
6 raced  
7 being knocked  
8 was filmed  
9 was closed  
10 are

Page 313: The environmental impacts of kayaking – is it dangerous?

Exercise 1

B/C/D/F/I (in any order)

Exercise 2

a anyone/ people of all ages  
b it doesn’t create large or frequent waves, require fuel, or disperse hazards into the air  
c stirring up litter which aquatic animals may mistake for food  
d choking to death because of eating the litter that was stirred up by the kayak  
e most litter in lakes and streams is found along the shoreline and settles in the sand and dirt, and isn’t likely to drift away to the main body of water  
f fish have no risk of getting caught underneath the boat  
g where one plans to kayak & availability (or lack of) of resources like campsites  
h when ingested by fish  
i dump anything/ through trash in the water & expel human waste (whenever possible) in the water  
j this is a reflective question- no definitive answer

Page 308: Eco-friendly vacationing

Exercise 1

1 P  
2 C  
3 L  
4 R  
5 E  
6 T  
7 I  
8 J  
9 F  
10 N

Exercise 3

a somewhat  
b scatter  
c handy  
d dangerous  
e sufficient  
f only  
g environmentally harmless  
h eradicate

Exercise 2

a green vacation  
b short(er) vacations  
c travel sites  
d amount of (CO2/ gas) emissions  
e economy sized car  
f Green Seal/ LEED

Exercise 3

The pieces of advice are those succinctly put in the paragraph headings in the text. The exercise aims to help students practise their paraphrasing skills, and write a set of instructions (refer to Chapter 2, p. 29, Developing writing skills: Set of instructions or guidelines) in their own words.
Exercise 4

**Teachers**: allow students to make their own inferences and justify them.

Examples:

- any device/machine that requires fuel is not eco-friendly
- any device/machine/etc. that emits harmful gases is not eco-friendly
- human waste, if not recycled/used as compost, is harmful
- overcrowding is a potential problem—consider waste, oxygen take up, etc.
- littering

Page 315: What can you do to help the environment?

Exercise 1

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in essence</td>
<td>safeguarding</td>
<td>imperative</td>
<td>demise</td>
<td>overwhelmed</td>
<td>impact</td>
<td>proactive</td>
<td>essential</td>
<td>reasonable</td>
<td>thrift</td>
</tr>
</tbody>
</table>

Exercise 2

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wall-E/ his cockroach sidekick/ Eve, his beloved teems with evidence</td>
<td>the potential extinction of the human race</td>
<td>Steven Spielberg (A.I.), Francis Lawrence (I Am Legend), M. Night Shyamalan (The Happening) and Werner Herzog</td>
<td>overtly</td>
<td>Waste Allocation Load Lifter- Earth Class</td>
<td>collection of treasures, including Zippo lighters, nuts and bolts, and a Rubik's Cube</td>
<td>because of its notion that creativity and self-destruction are sides of the same coin</td>
<td>they were driven off their home planet by an economy consecrated to the manufacture and consumption of more stuff</td>
<td>with creaks and clanks and visible rivets, his surface pocked with dents and patches of rust (link to a new generation of specialized machines, lines 93&amp;94)</td>
<td>he is steadfast, but not always clever or cool</td>
</tr>
</tbody>
</table>

Exercise 3

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>false—the audience gleans that</td>
<td>false—if Wall-E were a romantic comedy</td>
<td>false—steadfast, but not always clever</td>
<td>true—unless she’s excited, in which case she has a tendency to blow things up</td>
<td>true—an infantilizing force</td>
<td>true—world of Wall-E—our world—</td>
<td>valiant</td>
</tr>
</tbody>
</table>

Page 319: In a world left silent, one heart beeps

Exercise 1

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>barely</td>
<td>wit</td>
<td>bereft</td>
<td>illuminates</td>
<td>extinction</td>
<td>muses</td>
<td>verbatim</td>
<td>disarmingly</td>
</tr>
</tbody>
</table>

Page 323: A few poems about Facebook

**Dear Friend I've Never Met**

(The Facebook Poem)

1. cyberspace
2. tears & gratitude
3. how can you trust what you can’t see
4. neither holy nor sublime/may be unreal
5. because they’re typed and texted (second stanza/they’re virtual rather than real friends)
6. like sunshine and fresh air/fast/ her forever
friend (the poem is ‘bitter sweet’; one cannot help but note the irony in the poet’s tone)

Lolita
7  A/D/G/I (in any order)

A “Dear Facebook” Letter
8  B- checking notifications
   C- submitting a request to delete account
   D- emotional blackmailing: guilt-laden messages
   E- missing virtual friends
9  a moth is always attracted to light although it ends up burned by it. Similarly, the author cannot stop using Facebook despite her decision not to because of its effect on her life.

The following are provisional answers- students should reflect on their own experiences in relation to their understanding of the poems
10 luring her with new pages, interests & guilt-laden messages
11 once hooked, one can never leave. It also isolates one from ‘real’ and virtual social surroundings (link to the poet’s inability to switch from Facebook to Twitter in the previous stanza)
12 the video player
13 social isolation
   inability to delete an account/ personal info
   online forever
   addiction
   fake accounts
   unreal friendships
Chapter 10 - Answers

Page 329: The advantages of biofuels

Exercise 1

a. Consumers (of “green” products)
b. “prices have an impact” “(price) increase / people feel it” / “impact of rising fuel costs” / “some suggest we use biofuel” (the use of the inclusive we indicates that the author and his/her audience have a common interest)
c. To describe the different biofuels and their advantages and disadvantages
d. The need to replace fossil fuels
e. Drivers- can be used with other kinds of fuel; The general public – renewable form of energy / lower carbon emissions
f. The more crops are used for biofuel the less food is produced.
g. Hopefully these problems can be resolved

Exercise 2

a. B
b. B
c. C
d. B
e. A
f. C
g. B
h. B
i. A

Exercise 3

<table>
<thead>
<tr>
<th>Properties</th>
<th>Biodiesel</th>
<th>Bioethanol</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can be combined with diesel</td>
<td>Used as a fuel additive</td>
</tr>
<tr>
<td>Advantages</td>
<td>No engine modifications required / Can be used in existing engines Better for the environment/ fewer emissions Made from renewable supplies</td>
<td>No engine modifications required / Can be used in existing engines Can enhance octane rating i.e. makes the engine more efficient Replaces MTBE which is made from non-renewable resources</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>Made from agricultural stocks</td>
<td>Made from agricultural stocks</td>
</tr>
</tbody>
</table>

Page 332: Funning cars on biofuels can be ‘unethical’

Exercise 1

a. She strongly opposes the use of biofuels.
b. Green targets ... are... driving slavery, world hunger and climate change / damming report on biofuels / drive deforestation ... if not properly monitored
c. (The publishing of) an independent study by the Nuffield Council on Bioethics
d. Using biofuels is going wrong / going in the opposite direction / causing more harm than good
e. Consumers – they are increasing food prices For workers – they are subject to slavery and human rights abuses
f. The UK has agreed to meet European targets for increasing the use of biofuels by 2020.
g. Biofuels are supposed to reduce greenhouse gases, but intensive production methods are actually increasing them.
h. A source that does not harm the environment / protects human rights of workers.
i. A legal measure / showing that the biofuels come from sustainable means of production.
j. At present biofuels imported into the UK can come from unsustainable sources.
k. Waste products such as straw, ‘energy grass’, willow, algae
l. Not using agricultural land used for food production for the cultivation of biofuels
Exercise 2

Suggested answers (answers in bold are suggested by the text rather than stated)

Text A

<table>
<thead>
<tr>
<th>Issues</th>
<th>Attitude: Advantages of biofuels</th>
<th>Solution: Advantages of biofuels</th>
<th>Attitude: Running cars on biofuels can be unethical</th>
<th>Solution: Running cars on biofuels can be unethical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy scarcity</td>
<td>Biofuels are a sustainable and renewable source of energy</td>
<td>Can replace non-renewable fossil fuels</td>
<td>No opinion offered</td>
<td>No solution offered</td>
</tr>
<tr>
<td>Economic issues</td>
<td>Fossil fuels continue to rise in price</td>
<td>Biofuels are inexpensive and can lessen rises in fuel prices</td>
<td>Biofuel production drives up food prices</td>
<td>Find alternative biofuels crops not used for food production</td>
</tr>
<tr>
<td>Environmental issues</td>
<td>Fossil fuels cause harmful emissions*</td>
<td>Biofuels cause fewer emissions</td>
<td>Biofuels do not bring down greenhouse gases</td>
<td>No solution offered</td>
</tr>
<tr>
<td>Ethical issues</td>
<td>People shouldn’t starve because of biofuel production</td>
<td>No solution offered</td>
<td>Doing nothing is unethical</td>
<td>Biofuels must come from ethical sources</td>
</tr>
</tbody>
</table>

Other: Allow students to infer from text provided they justify their answers

* implied answer

Page 337: Top 10 arguments against stem cell research

Exercise 1

a. controversial
b. opposition
c. potential
d. flexibility
e. defend
f. unethical
g. faint

Exercise 2

a. It has unique properties to cure hundreds of diseases.
b. It involves the destruction of a form of human life.
c. and no other argument is needed
d. giving up (a moral position) and allowing other forms of unethical medical treatments and procedures to take place
e. embryonic stem cells
f. This is a personal opinion rather than established fact.

Page 340

Exercise 1

a. False: A sample of stem cells in a suspension (of enzymes) is then sprayed (lines 50 -51)
b. True: Patients suffering from ... appearance (lines 29 -33)
c. False: leaving no traces (lines 34 - 35 )
d. True: The technique uses a sample of skin cells from a concealed area of the body (lines 37 – 38)
e. False: The patient’s skin is treated with a laser to remove the top dead layers of skin (lines 45 -48)
f. False : within weeks, with scars virtually gone in a year (lines 56 – 58 )
g. False: treatments are not cheap (line 72)
h. False we need more long term data (line 89)
i. False: What put me off at first (Case study 1: line 13)
j. False : my eyes are definitely better and I don’t have a rash any more (Case study 1: line 19 -21)

Exercise 2

a. Skin cells are taken from a concealed area of the body ... behind the ear.
b. Doctors undertake a biopsy in order to obtain cells from the patient.
c The cells are placed in a special enzyme solution so that they can be used in the treatment.
d This solution loosens the cells.
e The doctors can then harvest the cells.
f A laser removes a layer of damaged skin.
g A fresh surface of skin helps the cells to grow.
h A spray is used to cover the affected skin with a solution of stem cells.
i Doctors must then dress the treated area of skin.
j This enables the skin to heal.

Exercise 3
a Burns and scars  
b Where only the upper layer of skin is damaged.  
c It allows the skin to heal properly / leaves no trace of affliction (injury / damage).  
d The skin heals itself.  
e It uses the enzyme solution as a catalyst  
f It uses the patient’s own cells (not stem cells).  
g The treatment has been successful so far.  
h They do not know what the long-term effects of the treatment will be.  
i The patient’s body will not reject the cells used in treatment.  
j She feels she doesn’t have to hide any more.

Page 345: Cell phones and sustainable development: The future is mobile
Exercise 1
a 10  
b 4  
c 5  
d 9  
e 11  
f 2  
g 14 (should be varies)  
h 8  
i 1 (should be acceleration)  
j 12

Exercise 2
a True: (inferred from) more than 80% of the world’s population now lives within range of a cellular network.  
b True: (inferred from) In the next 5 years mobile Internet will outstrip desktop Internet usage / a figure that has doubled in the last ten years  
c False: 75% of mobile phones are in the developing world  
d False: Mobile Internet access will have profound impacts on the entire world.  
e False: The construction of cellular networks allows for the bypass of government-run telecommunication systems.
f False: It is often easier and cheaper to build and maintain cell towers in remote areas than it is to integrate them into pre-existing telecom networks.  
g True: cellphone access helps to spur economic growth  
h True: They allow users to access information  
i False: the cost is still too high for some  
j False: ( inferred from) there are still many barriers to the spread of mobile technology in the developing world.

Page 349-350: Are mobile phones Africa’s silver bullet?
Exercise 1
a Mobile phones make it much easier and much less expensive to conduct business.  
b Mobile phones are shared e.g. village phones used by the whole community.  
c To avoid using inefficient bureaucracies (and government telecommunication services).  
d If they have a phone number, they can be contacted and they don’t need an address.  
e People do not have to be able to read and write to be able to use a mobile phone.  
f High costs of phone calls  
No phone coverage  
No power supplies  
g Solar charging mobile phone stations  
f False: There is growth potential and tempting prospects for providing financial services
Exercise 2

- A business opportunity
- The smallest single amount of time / payment for using the phone
- Safaricom
- A secure mobile payment system
- The information from health workers in distant places OR other wordings with the same meaning
- Expenses/Fees/Charges of using a mobile phone

Exercise 3 [Jargon]

a  A business opportunity for “microbanks” to lend very small sums of money to poor individuals to start or maintain a business
b  Without the skills to understand or use technology
c  Finding out demand for a product or service / working out costs, prices
d  Anywhere you can pay in money
e  The company with the biggest share of a market
f  A company which is part of a bigger company
g  A good business opportunity to make money
h  The major / biggest companies in a particular field (See market leaders)
i  The situation where money is sent from one country to another
j  Rapidly accelerating growth of a business

Exercise 4

<table>
<thead>
<tr>
<th>Existing Problem</th>
<th>Technological “Silver bullets”</th>
<th>Benefits</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor communications, schools and healthcare</td>
<td>Greater access to mobile phones</td>
<td>Improving communications, access to services and business opportunities</td>
<td>Five fold (x5) increase in the use of mobile phones in five years</td>
</tr>
<tr>
<td>No increase in land lines</td>
<td>Increased use of mobile phones</td>
<td>Allows far more people to use a mobile phone</td>
<td>Village phones shared by remote communities</td>
</tr>
<tr>
<td>Illiteracy</td>
<td>Mobile phone use for business</td>
<td>Not necessary to be able to read and write to do business</td>
<td>Farmers and fishermen are able to talk directly and straight away to customers</td>
</tr>
<tr>
<td>Low prices for produce and products</td>
<td>Long distance communications with markets</td>
<td>Farmers and fishermen know straight away what to sell, and where and when to sell it</td>
<td>They can get the best prices for their goods</td>
</tr>
<tr>
<td>No access to banking</td>
<td>Me2U mobile money system</td>
<td>Allows people without regular bank accounts to use banking services to buy and sell, and transfer money</td>
<td>Small businesses can get their cash locally from customers far away</td>
</tr>
<tr>
<td>Small number of bank accounts</td>
<td>More mobile phone financial services</td>
<td>Mobile phone banking and finance will bring in more customers to the banks</td>
<td>More profit / business for banks</td>
</tr>
<tr>
<td>Many cannot afford new phones</td>
<td>Street Vendor technology</td>
<td>Uses recycled phones</td>
<td>Allows the poorest to own a mobile phone</td>
</tr>
</tbody>
</table>

g  Taxes levied by national governments that can make the cost prohibitive / coping with regulations regarding the transfer of money from one country to another.

h  It allows mass texting.
i  Health workers can talk to their base, pass on news of patients and ask for drug supplies all at the same time.
j  Taxation by governments

through mobile phones. There are 4 billion mobile phone users but only 1.4 million bank accounts.
Page 353: Micro-Banking

Exercise 1

a Mainly for investors / Banking agents & customers
b To attract investors to invest money in the scheme / Promote the new system (Micro-Banking)
c Converting a mobile phone into a debit card
d This is a potential growth area; more mobile phones than banking & financial services
   There is an already well developed infrastructure for mobile phones
   There are great business opportunities for many different groups
e The language in the first section is complex and technical, aiming to make a persuasive logical argument
   to investors.
f Bullet points are designed to make the initial business idea sound even more attractive / They can be
   skimmed and scanned quickly to make the opening business proposition seem even more appealing/
   Straightforward. Less complex / more emotional / appeals to the profit motive

Exercise 2

a The number of mobile phones in a given population
b A converted mobile phone with banking facilities
c A service to send money electronically
d Everything connected to telephone systems: hardware, software, infrastructure, business systems
e A screen on a mobile phone that gives choices
f People without bank accounts
g The area and extent to which a company is able to do business
h The methods by which banks organise themselves and their communications systems
i How much the banks are known through the use of signs and advertising
j The poorest of the community

Exercise 3

(Suggested answers)

<table>
<thead>
<tr>
<th></th>
<th>Advantages to banks</th>
<th>Advantages to customers</th>
<th>Advantages to investors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enormous potential to open new markets and business opportunities</td>
<td>New markets = more business / profits</td>
<td>More business opportunities</td>
</tr>
<tr>
<td>2</td>
<td>Bank services are readily available and easily accessible</td>
<td>More business / customers</td>
<td>Can use banking services much more easily</td>
</tr>
<tr>
<td>3</td>
<td>The technology converts a mobile into a Debit Card</td>
<td>Offers alternative method of using money</td>
<td>Can be used instead of carrying cash. Better security</td>
</tr>
<tr>
<td>4</td>
<td>The system enables low cost banking to be made available at retail outlets</td>
<td>Banks can extend their services at low cost</td>
<td>Banking more widely available via local shops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More custom</td>
<td>Can replace cash and is flexible system for payments</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>It is possible to use a mobile for all transactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The system is fully secure</td>
<td>Less chance of losses</td>
<td>Keeps money safe</td>
</tr>
<tr>
<td>7</td>
<td>The service makes banking easily available everywhere</td>
<td>Attracts more customers</td>
<td>Greater availability</td>
</tr>
<tr>
<td>8</td>
<td>Anyone with a mobile &amp; ID can get access to low cost banking</td>
<td>Attractive to customers</td>
<td>Little paperwork / bureaucracy / 'red tape'</td>
</tr>
<tr>
<td>9</td>
<td>It is a secure way to save money</td>
<td>More customers use bank facilities</td>
<td>Secure savings</td>
</tr>
<tr>
<td>10</td>
<td>Customers do not have to rely on a traditional banking infrastructure</td>
<td>Lower costs</td>
<td>Better availability</td>
</tr>
<tr>
<td>11</td>
<td>The system significantly increases bank brand &amp; visibility</td>
<td>Greater amount of advertising</td>
<td>Customers learn about bank services</td>
</tr>
<tr>
<td>12</td>
<td>It opens a new 'bottom of pyramid' segment of the market</td>
<td>More business opportunities</td>
<td>Enables very poor people to use banks</td>
</tr>
<tr>
<td>13</td>
<td>Employers can deposit salaries directly into micro banking accounts</td>
<td>More money / funds go into the bank</td>
<td>Easy for employers to use to pay wages</td>
</tr>
<tr>
<td>14</td>
<td>It is easy to open an account, deposit &amp; withdraw cash,</td>
<td>Popular and attracts new customers</td>
<td>Attractive and easy to use</td>
</tr>
<tr>
<td>15</td>
<td>It is easy to check a bank balance and get a statement</td>
<td>Attractive and easy to use</td>
<td>Attractive and easy to use</td>
</tr>
</tbody>
</table>

**Page 357-358: Top 5 Mobile innovations for Social Causes**

**Exercise 1**

- a False: Many new subscribers exist in impoverished countries.
- b False: They both help (Inferred from: whether it’s an individual, community or the non-profit itself/ many entrepreneurs are using mobile technology to help them grow their communities economically)
- c False: “empower individuals to emerge from poverty” / The ‘business-in-a-box’ enables and empowers impoverished individuals to dig their way out of poverty
- d True: Ruma sends a ‘business-in-a-box’ to qualified franchises for $23.
- e True: enables users to micro volunteer / lets nonprofits post requests that are then routed to volunteers
- f True: Free2Work’s new iPhone app aims to educate consumers by rating products, (from Apple’s iPad to Hasbro’s Beyblades,) based on the labor practices.
- g True: CCBRT has created an app that leverages mobile technology to provide healthcare to women
- h True: creates cloud numbers for anyone without a phone

**Exercise 2**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>5</td>
<td></td>
<td></td>
<td>i</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>f</td>
<td>6</td>
<td>j</td>
</tr>
<tr>
<td>c</td>
<td>3</td>
<td>g</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>4</td>
<td>h</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3**

- a For economic growth
- b There are lots of phones and lots of poverty / three quarters of population live in poverty while the rates of cell phone penetration are incredible.
- c It allows them to create a business out of renting access to community phones / they set-up kiosks and sell prepaid airtime to their community.
- d By volunteering for very short periods of time to complete/process the requests/challenges posted/sent by nonprofits.
e By enabling consumers to know if the products they buy are manufactured using fair labour practices.

f CCBRT uses M-Pesa, which is a money transfer service run by Vodaphone.

g It allows them to have a cloud phone number so that one phone could have many users each with a private number.

h Answers will vary.

Exercise 4

<table>
<thead>
<tr>
<th>In the phrase…</th>
<th>the word/s…</th>
<th>refer/s to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“to help them grow their communities economically” (line 8)</td>
<td>“their”</td>
<td>Entrepreneurs in impoverished communities</td>
</tr>
<tr>
<td>“whether it’s an individual, community or the non-profit itself” (line 11-12)</td>
<td>“it”</td>
<td>People in need of help</td>
</tr>
<tr>
<td>The RUMA organization aims to combine the two” (line 16-17)</td>
<td>“the two”</td>
<td>Great amounts of poverty and great use of mobile phones / Incredible cell phone penetration and poverty</td>
</tr>
<tr>
<td>“when it comes to how their products are made.” (line 57)</td>
<td>“their”</td>
<td>Corporations that do not treat their workers well / have loose morals</td>
</tr>
<tr>
<td>“FrontlineSMS and Paypal taking the lead” (line 60-61)</td>
<td>“the lead”</td>
<td>In providing mobile phone banking</td>
</tr>
<tr>
<td>“And as we’ve explored.” (line 75)</td>
<td>“we”</td>
<td>The writer and the reader</td>
</tr>
</tbody>
</table>