Full name:.....

Lesson 14	**Topic: Festivals and traditions**		**WID:** IELTS5.5_14_R **QR code:**
Skills	**IELTS Reading:** - True/ False/ Not given- Yes/ No/ Not given - Sentence completion	**..... pts/10**	

<u>Exercise 1.</u> [IELTS Reading: T/F/NG] Read the text and answer the questions below.

Is there such a thing as Canadian English? If so, what is it?

The standard stereotype among Americans is that Canadians are like Americans, except they say 'eh' a lot and pronounce 'out and about' as 'oot and aboot'. Many Canadians, on the other hand, will tell you that Canadian English is more like British English, and as proof will hold aloft the spellings colour and centre and the name zed for the letter Z.

Canadian does exist as a separate variety of British English, with subtly distinctive features of pronunciation and vocabulary. It has its own dictionaries; the Canadian Press has its own style guide; the Editors' Association of Canada has just released a second edition of Editing Canadian English. But an emblematic feature of Editing Canadian English is comparison tables of American versus British spellings so the Canadian editor can come to a reasonable decision on which to use... on each occasion. The core of Canadian English is a pervasive ambivalence.

Canadian history helps to explain this. In the beginning there were the indigenous people, with far more linguistic and cultural variety than Europe. They're still there, but Canadian English, like Canadian Anglophone society in general, gives them little more than desultory token nods. Fights between European settlers shaped Canadian English more. The French, starting in the 1600s, colonised the St Lawrence River region and the Atlantic coast south of it. In the mid-1700s, England got into a war with France, concluding with the Treaty of Paris in 1763, which ceded 'New France' to England. The English allowed any French to stay who were willing to become subjects of the English King.

At the time of the Treaty of Paris, however, there were very few English speakers in Canada. The American Revolution changed that. The founding English-speaking people of Canada were United Empire Loyalists – people who fled American independence and were rewarded with land in Canada. Thus Canadian English was, from its very beginning, both American – because

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its speakers had come from the American colonies – and not American, because they rejected the newly independent nation.

Just as the Americans sought to have a truly distinct, independent American version of English, the loyalists sought to remain more like England... sort of. These were people whose variety of English was already diverging from the British and vice versa: when the residents of London and its environs began to drop their r's and change some of their vowels people in certain parts of the United States adopted some of these changes, but Canadians did not.

Do the following statements agree with the information given in Reading Passage?

Write TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Canadian English is considered more like British English by Canadians.

2. According to the second paragraph, Canadian English is pretty similar to British, with some minor differences.

3. The St Lawrence River was colonized by Canadians in 1600.

4. Canadian English is considered neither American nor not American.

5. The fifth paragraph states that many English-speaking countries adopted changes in pronunciation.

Exercise 2. [IELTS Reading: T/F/NG] Read the passage and answer the questions.

The Bristol International Balloon Fiesta

The Bristol International Balloon Fiesta is held annually in England. Teams from the UK and other parts of the world bring their hot air balloons to the site and participate in mass ascents where as many as 100 balloons may launch at a time.

The event was first held in 1979 and is now one of the largest in Europe. It is common to have crowds of over 100,000 on each of the four days of the festival. It takes place in a large country estate Ashton Court. Mass launches are made twice a day, at 6am and 6pm, subject to weather conditions.

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One popular attraction is the night glow, when balloons are inflated and glow to music after dark. These are held on the opening Thursday night at approximately 9:30pm, followed by a spectacular fireworks display. There is another night glow at the same time followed by the fireworks on the Saturday night. Some people see these as the highlight of the fiesta.

The balloon makers Cameron Balloons are near to the fiesta site, in Bedminster, and make many of the special shaped balloons, which have included Rupert the Bear, The Scottish Piper, Bertie Bassett, the Tesco Trolley, Stuart the Minion, and the BBC One Balloon. Many interestingly shaped balloons have also attended the fiesta from abroad, over the years a UFO and a beaver have travelled from the USA, a kiwi bird from New Zealand, and an upside down balloon from the Netherlands.

In the past, the fiesta used to be held in the second week of September, but due to cancellations of flights and the muddy ground because of bad weather, it has been moved in the start of August. This has had a great effect as more flights manage to fly; cancellations are now normally due to high winds.

In 2003, the weight of crowds returning from the Balloon Fiesta and Ashton Court festival put such a great strain on the Clifton Suspension Bridge that it was decided to close the bridge to all traffic, including pedestrians, during these events from 2004 onwards.

In recent years, the event has diversified to include small scale air displays, attracting the likes of The Blades, Typhoon display team and the Red Arrows.

On 10 August 2013 the festival broke a balloon fiesta record after 74 balloons landed in one field near the former Somerdale Factory in Keynsham. The record was then broken a year later, when 90 balloons again landed in the former Cadbury's chocolate factory on 9 August.

Do the following statements agree with the information given in Reading Passage?

Write *TRUE if the statement agrees with the information*

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The largest mass balloon ascent ever occurred at the Bristol International Balloon Fiesta.

2. If the meteorological situation is acceptable, then more than one mass launch of balloons can occur per day.

3. A night glow event takes place on each evening of the festival.

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4. One company is responsible for all of the balloons at the festival.

5. The festival benefits from being moved to an earlier time in the year.

6. The decision to close the Clifton suspension bridge in 2003 was made by the local traffic

7. Different kinds of events have been introduced at the festival in the recent years.

8. Since 2013 the festival has broken records every year.

Exercise 3. [IELTS Reading: Y/N/NG] Read the passage and answer the questions.

A 35-year study, in which approximately 2,500 elephants were observed in Kenya, has collected evidence of behaviour that claims that human beings have certain characteristics in common with elephants. Whereas our appearance is not unlike that of monkeys, the study argues that we definitely share similar emotional reactions and thought processes with elephants.

Elephants' human-like behaviour, such as showing sadness when one of their family (or herd) dies, has been observed before. However, the study - the Amboseli elephant research project - reveals for the first time therange of emotions that elephants can show For instance, the study demonstrates that elephants feel upset when another elephant is in pain, feel angry over disagreements and can recognize members of their family.

The body language used by elephants is also recognizable to humans. The study describes elephants touching trunks or bumping shoulders in greeting, while 'playful' elephants moved their heads from side to side to start a game. In addition, the researchers thought they saw evidence of 'conversation' between the elephants; when the signal to move was given, elephants stood side by side and 'discussed' which route to take. When this long exchange ended, the elephants moved all together in one direction.

The project also details evidence of elephants' higher thinking skills. When one of the herd was shot with a tranquilizer dart two elephants were observed removing the dart and standing either side of the tranquilized elephant in order to prevent it from falling over. Elephants also have the ability to make and use basic tools, such as fly killers taken from tree branches, and the knowledge to remember routes through the landscape many years after they last travelled them. They have been found to be more intelligent than apes in some areas, such as route planning, while other experiments have shown them as capable as monkeys in co-operating on tasks. Scientists have even proved that their short-term memories are better than humans' in some respects.

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Cynthia Moss started the Amboseli elephant research project. Her findings, published by University of Chicago Press conclude that there is 'no doubt' that elephants display empathy for one another. There is considerable support for her findings. Iain Douglas-Hamilton, who runs the Save the Elephants project in Samburu nature reserve in Kenya, welcomed Moss's research. 'They're definitely compassionate animals,' he said.

Glossary:

- *characteristic - a particular quality or feature that is typical of someone or something*
- *trunk- an elephant's long nose tranquilizer*
- *dart - a small pointed object with a drug on it that makes animals calmer when they are very worried or nervous*
- *empathy- the ability to understand how someone feels because you can imagine what it is like to be them*

Do the following statements reflect the claims of the writer in the reading passage? Write:

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it's impossible to say what the writer thinks about this

1. Scientists have fund that elephants can recognize and mirror human body language.

2. The study shows that elephants work together in order to make a decision.

3. The project demonstrates that some elephants have a good sense of direction.

4. The research has fund that elephants are cleverer than humans and monkeys in some ways.

5. Moss's findings differ from the conclusions of all other scientists.

Exercise 4. [IELTS Reading: Y/N/NG] Read the passage and answer the questions.

Attitudes to language

It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic. Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education.

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Language, moreover, is a very public behaviour, so it is easy for different usages to be noted and criticised. No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. The view is propounded especially in relation to grammar and vocabulary, and frequently with reference to pronunciation. The variety which is favoured, in this account, is usually a version of the 'standard' written language, especially as encountered in literature, or in the formal spoken language which most closely reflects this style. Adherents to this variety are said to speak or write 'correctly'; deviations from it are said to be 'incorrect!

All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries. The aims of these early grammarians were threefold: (a) they wanted to codify the principles of their languages, to show that there was a system beneath the apparent chaos of usage, (b) they wanted a means of settling disputes over usage, and (c) they wanted to point out what they felt to be common errors, in order to 'improve' the language. The authoritarian nature of the approach is best characterised by its reliance on 'rules' of grammar. Some usages are 'prescribed,' to be learnt and followed accurately; others are 'proscribed,' to be avoided. In this early period, there were no half-measures: usage was either right or wrong, and it was the task of the grammarian not simply to record alternatives, but to pronounce judgement upon them.

These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the facts of linguistic usage. This approach is summarised in the statement that it is the task of the grammarian to describe, not prescribe to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments of English Grammar (1761) insists that 'the custom of speaking is the original and only just standard of any language! Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis.

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In our own time, the opposition between 'descriptivists' and 'prescriptivists' has often become extreme, with both sides painting unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of usage as equally valid. Prescriptive grammarians have been presented as blind adherents to a historical tradition. The opposition has even been presented in quasi-political terms - of radical liberalism vs elitist conservatism.

Do the following statements agree with the claims of the writer in Reading Passage?

Write YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

1. There are understandable reasons why arguments occur about language.

2. People feel more strongly about language education than about small differences in language usage.

3. Our assessment of a person's intelligence is affected by the way he or she uses language.

4. Prescriptive grammar books cost a lot of money to buy in the 18th century.

5. Prescriptivism still exists today.

6. According to descriptivists, it is pointless to try to stop language change.

7. Descriptivism only appeared after the 18th century.

8. Both descriptivists and prescriptivists have been misrepresented.

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