

Video Answer Key C1

Advanced

These answers correspond with the worksheet that accompanies Professor David Crystal's lecture, *The Stories of English*. This lecture can be found at www.cambridge.org/elt/lectureC1

This worksheet can be found at www.cambridge.org/elt/lectures along with a worksheet on Lecture skills – including note-taking skills – and more lectures.

Preparing for lectures

Extract 1 (starts at 0:42 and ends at 1:20)

1.1 Consider the questions individually or in pairs. Your answers will vary but the question should generate some interesting ideas in preparation for the lecture.

- 1.2
- a The stories of English
 - b The story of standard English
 - c The lecturer's tone and language suggests that he is critical of the focus of earlier histories, which have focused on standard English. He specifically distinguishes his account from these by referring to the 'stories' of English rather than the 'story' of English – the one kind of English. The lecturer's tone also suggests that whereas previous accounts have neglected dialects and non-standard varieties of English, these topics will be covered in his lecture.

1.3 You would probably not need to note down that there was a TV programme called, *The Story of English* broadcast about twenty years ago.

This example is included to introduce the idea that previous accounts have focused on standard English, but knowledge of the TV programme is not especially important.

Listening and taking notes

Extract 2 (starts at 06:06 and ends at 10:25)

- 2.1
- 1 identity
 - 2 grammar and vocabulary
 - 3 pronunciation
 - 4 evolutionary
 - 5 belong
 - 6 threat
 - 7 variation
 - 8 spelling

Extract 3 (starts at 17:09 and ends at 20:57)

3.1 Consider the questions individually or in pairs. Professor Crystal will talk about examples from Shakespeare in Extract 3.

Language note

Crystal also uses the expression "taking the mickey". This is a British English expression that means *to tease someone*, and is not a reference to a person.

- 3.2a
- 1 *King Lear*
 - 2 maintain his disguise
 - 3 local dialect
 - 4/5 social / occupational
 - 6 well-spoken

3.2b 1 e 2 d 3 a 4 b 5 f 6 c

3.2c Complete the task individually or in pairs.

- 1 At the time in which Shakespeare wrote, other writers were including local accents and dialects in their works. However, there is very little non-standard language in Shakespeare.
- 2 He means the style and rhythm of language that is typical of the Welsh.
- 3 The language is used in a way that shows that the writer respects the dialects and does not consider them inferior to standard English.
- 4 When the characters are being hypocritical and pretending to be something that they are not.
- 5 The lecturer means that real shepherds would use much more simple language. The language that the shepherds use in this play is more similar to that used by Romeo in *Romeo and Juliet*, that is to say that it is much more literary, romantic even.

Extract 4 (starts at 22:05 and ends at 27:49)

- 4.1
- a It is probably the first novel in English written in a regional dialect.
 - b The growing academic interest in dialects as a field of study.
- 4.2
- a False. Although the lecturer begins by saying 'The rehabilitation of dialect really takes place in the nineteenth century', he goes on to say 'Well you can try [to] trace it back a little earlier sporadically'.
 - b True. The lecturer says that 'The prescriptivists of course had *no truck with* dialect.' (This is an expression meaning, 'to reject or have nothing to do with'.)
 - c True. The lecturer describes it as a type of 'lamentation' (a feeling of sadness or sorrow).
 - d False. The speaker says 'Again, they're not introduced to be mocked. I can think of only one or two examples where possibly there's some mocking going on.'
 - e False. The texts about dialect were written by Barnes himself. Professor Crystal also mentions, Joseph Wright and his *English Dialect Dictionary*.

Extract 5 (starts at 33:25 and ends at 35:52)

5.1a Consider the topics individually or in pairs. Either make brief notes on what the speaker might say, or discuss ideas with a partner.

- 5.1b
- a the BBC: ran a project in 2005 where a large number of newly emerging accents and dialects were well represented
 - b London: home to around 400 different languages; multilingual capital of the world; different communities speak both their own language and English, their spoken English is influenced by their first language
 - c Liverpool: different kinds of Scouse (the local dialect) now spoken, for example Caribbean, Chinese and Italian Scouse
 - d internet chat rooms and social networking sites: people express their identity by using dialect in a different way, for example using different spellings, punctuations, grammatical constructions and symbols
 - e Twitter: someone has just collected several hundred thousand tweets, the largest collection ever, and established that there are regional dialects on Twitter

Follow-up tasks

- 6.1 As an alternative to an article, prepare a short talk. This could be done in groups, with each group presenting one theory, compare the development of different accents and dialects in both English and one other language.
- 6.2 Research the differences between Facebook, Twitter and online chat rooms, research a non-standard language that people use online.
- 6.3a + b
- Consider the questions individually or in pairs. Think about the differences between Shakespeare's English and modern English. Consider how Shakespeare's English could be made more accessible. These suggestions could include:
- watching modern film versions of the plays
 - reading versions of the plays in story form
 - using study guides
 - reading annotated versions of the plays.