



> Coursebook answers

Unit 1

A Our outlook on life

5 Pre-reading tasks

- 1 a fine or penalty
b run out of battery
c thoroughly/carefully

6 Reading for gist

- 1 Website (Home, Contact tabs, etc.); it's a blog post (blogger's name – which may not be real – and photo, 'strapline' (*Make every day count*), date of entry).
- 2 Anybody who follows this blogger regularly ('Some of you have been asking . . .').
- 3 To give helpful 'lifestyle' advice to the reader; perhaps to entertain and make readers feel part of a community of 'followers'; perhaps to gain followers for the blogger (you can discuss the fact that some bloggers are sponsored and make money out of collecting 'followers').
- 4 Perhaps someone with professional training in counselling, life coaching or psychology – but discuss/point out that anyone can set themselves up as a blogger and offer advice.

7 Comprehension check

- 1 True ('When we were five . . . and that habit . . . has never really left us!')
- 2 False ('There's nothing wrong with having aspirations . . . , but the secret is not to make the end goal itself the only thing that matters')
- 3 True ('Reward yourself for the small milestones you reach along the way')
- 4 False (' . . . move the goalposts. Move them as often as you like!')

8 Style features

- a Direct address to the audience: Some of you have been asking . . . Don't set . . . Make sure . . . Reward yourself . . . , and so on.
- b Writer making connections with the reader (*refus*): *when we were five . . . let's talk about . . .*, and so on.
- c Writer sharing information about him/ herself: *I find it interesting . . . A cousin of mine . . .*, and so on.
- d Some informal, conversational language: *Let's talk about . . . top university . . . worked like crazy . . . zero social life . . . OK, so . . .*, and so on.

9 How helpful is your dictionary?

- a **loathe**: /ləʊə/ (There is also a clickable audio file that provides both UK and US pronunciation of the word)
- b **stray**: yes – verb, noun, adjective
- c **aspiration**: yes – I've never had any political aspirations
- d **vision**: both – indicated by [C] (countable) and [U] (uncountable)
- e **goalpost**: yes (labelled 'Idiom'): *move the goalposts*: to change the rules while someone is trying to do something in order to make it more difficult for them. Note: You could also point out that the dictionary also tells you this expression is 'disapproving' – that is, it is used in a negative sense.
- f **beat yourself up**: informal

B Facing challenges

3 Pre-listening task

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



Answers For Semantics Coursebook Unit 1

Matthew Housden



Answers For Semantics Coursebook Unit 1:

Semantics James R. Hurford, Brendan Heasley, Michael B. Smith, 2007-04-19 This practical coursebook introduces all the basics of semantics in a simple step by step fashion Each unit includes short sections of explanation with examples followed by stimulating practice exercises to complete in the book Feedback and comment sections follow each exercise to enable students to monitor their progress No previous background in semantics is assumed as students begin by discovering the value and fascination of the subject and then move through all key topics in the field including sense and reference simple logic word meaning and interpersonal meaning New study guides and exercises have been added to the end of each unit to help reinforce and test learning A completely new unit on non literal language and metaphor plus updates throughout the text significantly expand the scope of the original edition to bring it up to date with modern teaching of semantics for introductory courses in linguistics as well as intermediate students Unpackaging Theory & Practice in Educational Sciences Faical Ben Khalifa, Oya AĞLARCI ÖZDEMİR, Fatma KİMSESİZ, M. Yavuz KONCA, Aylin MENTİŞ KÖKSOY ,Katarzyna MILEK, Savaş BAŞTÜRK, Monireh Azımcı YİĞİT ,Emrah DOLGUNSÖZ, Ayber ACAR, Marielle RISSE, 2023-06-20 Unpackaging Theory Practice in Educational Sciences *Introducing Language in Use* Aileen Bloomer, Andrew John Merrison, Patrick Griffiths, Andrew Merrison, 2005 *Introducing Language in Use* is a comprehensive coursebook for students new to the study of language and linguistics Written by a highly experienced team of teachers this coursebook is lively and accessible interactive and above all produced with students firmly in mind Drawing on a vast range of data and examples of language in its many forms the book provides students with the tools they need to analyse real language in diverse contexts Designed to be highly adaptable for course use the authors suggest a range of different routes through the book *Introducing Language in Use* covers all the core areas and topics of language study language semiotics and communication grammar phonetics words semantics variety in language history of English world Englishes multilingualism psycholinguistics child language acquisition conversation analysis pragmatics power and politeness language in education has chapters contributed by John Field and Sushie Dobbinson expanding the range of expertise adopts a how to approach encouraging students to apply their knowledge as they learn it presents many examples drawn from varied domains including conversation advertising and text messaging always giving precedence to real language in use includes activities throughout the text with commentaries summaries suggestions for further reading and an extensive glossary of terms features a final unit which offers students further practice in analysing language in use is supported by a companion website offering extra resources for students and instructors This will be an essential coursebook for all introductory courses in English language language and communication and linguistics *Forum* ,1983 *Symphony English Course Book 8* , **CIM Coursebook 08/09 Marketing Information and Research** Matthew Housden, 2012-05-31 Butterworth Heinemann s CIM Coursebooks have been designed to match the syllabus and learning outcomes of our new qualifications and should be useful aids in

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