

## Background

The history of the formation of the United Kingdom is quite complex. Wales became legally a part of England in the 16th century, and Great Britain was formed in 1707, when Scotland became united with England and Wales. In 1801, Great Britain and Ireland became united, but in 1922, the Republic of Ireland split off and became a separate country, leaving just Northern Ireland as part of the United Kingdom. In recent years, following nationalist movements in Scotland and Wales, there has been a move to devolve more political power back to these countries, with the formation of the Scottish Parliament and Northern Ireland Assembly in 1998, and the National Assembly for Wales in 1999. The relationship between the different countries within the United Kingdom is sometimes strained, especially in Northern Ireland, where the population is divided into those who want to remain part of the UK and those who would like to be part of a united Ireland. There is a deep-seated English–Scottish and English–Welsh rivalry, which is evident when the countries compete against each other in sporting events. Whereas most people from England would consider themselves to be British, rather than English, people from Scotland and Wales usually feel strongly Scottish or Welsh respectively. Cornwall has never been an independent country, but there are campaigners who would like some degree of independence for the region.

### Pronunciation

**Cardiff** /'kɑːdɪf/  
**Edinburgh** /'ɛdɪnbərə/  
**Cornwall** /'kɔːnwɔːl/  
**Gaelic** /'geɪlɪk/  
**Newquay** /'njuːkiː/  
**Snowdon** /'snəʊdɒn/  
**Holyrood** /'hɒlɪruːd/  
**Balmoral** /bæl'mɒrəl/

## Notes on the unit

- 1 Ask students to answer the questions, either individually or in pairs. Don't check answers at this stage.

### Answers

- 1 The United Kingdom  
 2 1 b 2 d 3 a 4 c  
 3 Scotland  
 4 Four (English, Welsh, Gaelic, Cornish)

- 2 Ask students which of the four countries of the UK they think the design on the £1 represents.

### Answer

It represents the four countries of the United Kingdom, showing the English rose, Welsh leek, Scottish thistle, and Northern Irish shamrock.

- 3 ④ Ask students to listen to the languages and try to copy the phrases.  
 4 Refer students to the table and ask them to answer the question individually or in pairs.

### Answers

*Da* means *good* in both Welsh and Cornish.  
*Madainn* (Scots Gaelic) and *myttin* (Cornish) both mean *morning*.

- 5 Ask students to read the FactFile, map, and languages table, and check their answers to Exercise 1.  
 6 ④ Ask students to read the text about visiting the UK and decide if the sentences are true or false.

### Answers

2 False 3 False 4 False 5 True

- 7 Ask students to read the text again and choose the correct definitions for the words and phrases. Stronger students could then be asked to use each word in a sentence.

### Answers

1 a 2 b 3 b 4 a 5 a

- 8 Ask students to find the examples of the verbs in the text. Check that students understand the different meanings of *spend* and ask them to use each one in a sentence. Ask students to say how they would translate the different uses of *take* in their language. Discuss any interesting differences between English and the students' own languages.

### Answers

*spend*:  
 But don't spend all your money at the shops = use money to buy or pay for something.  
 Spend a whole day surfing = use time doing something or being somewhere.  
*take*:  
 Take some photos = use a camera to create pictures.  
 Take a train to Newquay = travel somewhere by using a particular form of transport.  
 The train journey from London takes five hours = the amount of time you need to get there.

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

## PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

Since the 1960s, traditional British food has gone out of fashion somewhat, as more exotic ingredients have become available to buy, and restaurants, cookery books, and TV programmes have introduced people to food from other parts of the world. In recent years, food has become an important issue in Britain, as large numbers of people are overweight or obese. The ready availability of fast food and ready meals has led to a decline in traditional cooking skills, and many young people in particular eat large amounts of 'junk food'. There have been recent high-profile campaigns to educate young people about good eating habits, and with this have come attempts to reinstate some traditional British dishes. The common notion that food in Britain is of generally poor quality is not accurate, however. There is a significant minority of British people, often but not always among the middle and upper-middle classes, who love good food, enjoy cooking it, and support high-quality restaurants. But it is true that there are very large numbers of British people who see food as something to fill your stomach with rather than something to be appreciated for its subtle flavours.

### Pronunciation

**Yorkshire pudding** /'jɔ:kʃə 'puːdɪŋ/

**steak and kidney pie** /'steɪk ən 'kɪdni 'paɪ/

**trifle** /'traɪfl/

- 1 Discuss the questions as a class.
- 2  Ask students to read the text and write the correct number next to each dish.

### Answers

Left to right: 3, 5, 1, 4, 2.

- 3 Ask students to read the text again and match the ingredients with the dishes.

### Suggested answers

- 2 bacon, baked beans, eggs, sausages
- 3 cream, custard, sponge cake, strawberries
- 4 roast meat, roast potatoes, vegetables, Yorkshire pudding
- 5 fish, peas, potatoes, salt and vinegar

- 4 Ask students to match the adjectives with the pictures.

### Answers

1 D 2 C 3 A 4 B 5 F 6 E 7 G 8 H 9 I

- 5 Ask students to complete the table, either individually or in pairs.

### Answers

**meat:** beef, lamb, steak, kidney, sausage, bacon

**fruit and vegetables:** potatoes, onions, tomatoes, apple, strawberries, raspberries

**sauces:** gravy, custard, creamy sauce

## What do you think?

Students prepare their lists in groups, then discuss the questions as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

Halloween has become much more popular in Britain in recent years, and shops are full of Halloween items in October. Although adults sometimes hold Halloween parties, and pubs will often have a special themed evening, it is still mainly a children's celebration. Young children often have Halloween parties, where they dress up and play games. In schools, young children might read stories or produce pictures with a Halloween theme. Older children dress up and go 'trick or treating'. Some members of religious groups object to the celebration of Halloween as they consider it to be anti-Christian. This text points out that it does in fact come from a deeply spiritual tradition.

### Pronunciation

**Halloween** /hæləʊ'i:n/

**Celtic** /'keltɪk/

**Celts** /'kelts/

## Notes on the unit

- 1 Discuss the questions as a class.
- 2  Ask students to read the text quickly to get an idea of the general meaning.
- 3 Ask students to read the text again and write the headings in the correct place.

### Answers

1 g 2 h 3 e 4 c 5 b 6 f 7 d 8 a

- 4 Ask students to label the pictures.

### Answers

(top row, left to right) skeleton, devil, bat, werewolf  
(middle row, left to right) ghost, witch, pumpkin lantern, vampire, owl, spider  
(bottom row, left to right) mummy, candle

- 5 Ask students to read the text again and answer the questions.

### Answers

- 1 It means 'holy evening'.
- 2 It was an ancient Celtic festival.
- 3 Because they wanted the spirits of the dead to feel welcome.
- 4 They dress up and go 'trick or treating'.
- 5 Because it's an important date for magic.
- 6 It means there's a spirit in the room, according to an old Halloween custom.
- 7 To keep bad spirits away.
- 8 It symbolises autumn and the things associated with it.

## What do you think?

Ask students to make notes on another festival individually, then discuss in pairs. Hold a class discussion on other festivals. Ask students to read the quotes about Halloween, then ask students what they like about their festival.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

Bonfire Night, also called Guy Fawkes Night, is mainly a celebration for children. Whereas 20 or 30 years ago, many families had a Bonfire Night party in their garden, with a small bonfire and some fireworks, most parents now choose to take their children to an organized firework display. The demise of the traditional Bonfire Night party is partly due to the rising cost of fireworks, and partly due to concerns over safety. Bonfire Night remains an important festival, however, and young children will learn the story of Guy Fawkes at school. Many children will also learn the traditional rhyme:

*Remember, remember the fifth of November*

*Gunpowder, treason and plot.*

*I see no reason, why gunpowder treason*

*Should ever be forgot.*

However, as the text makes clear, it would be a mistake to think that this celebration reveals any remaining traces of anti-Catholic sentiment in the population. Britain is a predominantly secular society, and most people have forgotten Guy Fawkes' motives in wanting to blow up Parliament. In recent years, at public bonfires, it has actually become popular to replace the traditional 'guy' on the bonfire with one that resembles a modern politician!

### Pronunciation

**Guy Fawkes** /'gɑɪ 'fɔ:ks/

**Robert Catesby** /'rɒbət 'kɛɪtsbi/

**Francis Tresham** /'frɑ:nsɪs 'trefəm/

**Lord Montegale** /'lɔ:d 'mɒnti:gl/

- 1 Discuss the questions as a class.
- 2  Ask students to read the text quickly to understand the general meaning, without worrying if they don't understand every word.
- 3 Ask students to match the lines of speech to the cartoons.

### Answers

line 1 – frame 6  
line 2 – frame 4  
line 3 – frame 3  
line 4 – frame 5  
line 5 – frame 1  
line 6 – frame 2  
line 7 – frame 7

- 4 Ask students to read the text again and answer the questions.

### Answers

- 2 They take it around the streets to show people and they ask for money to buy fireworks.
- 3 They put it in the middle of the bonfire.
- 4 Because it is illegal to sell fireworks to children under the age of 18.
- 5 A banger makes a loud noise; sparklers are safe for children to hold.

- 5 Ask students to find the words in the text.

### Answers

- 2 barrels 3 cellar 4 blow up 5 soldier 6 suspicious
- 7 arrest 8 torture 9 illegal

- 6 Ask students to read the sentences and try to think of synonyms for each use of *make*. If they need help, encourage them to use a monolingual dictionary.

### Suggested answers

- 1 build 2 produce 3 force (Guy Fawkes to give) 4 declares

### What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

Christmas is the main family celebration of the year for most people in Britain, and the vast majority of people spend Christmas with their extended family. It is also a time when people send cards to maintain contact with old or distant friends who they may not see very often. Christmas is a huge financial strain for many families, with parents feeling under pressure to buy children expensive presents. Many families now decide not to exchange presents at Christmas, or to buy presents only for the children in the family. Some religious people feel that the main reason for celebrating Christmas has become obscured by excessive commercialism. Traditionally, young children perform 'Nativity Plays' at school, in which they enact the Christmas story, but in recent years there has been a debate about whether this is appropriate in modern multi-cultural Britain.

### Pronunciation

**Christmas** /'krɪsməs/

## Notes on the unit

- 1 Ask students to read the texts about Christmas in the different countries, then discuss the questions as a class.
- 2 Ask students to look at the pictures and label them with the words in the box.

### Answers

1 present 2 card 3 lights 4 carols 5 cracker  
6 chimney 7 tinsel 8 decorations 9 stocking

- 3 Ask students to read the texts quickly to understand the general meaning, without worrying if they don't understand every word. Draw their attention also to the information in the 'Did you know?' box.
- 4 Ask students to read the texts again and match the sentences with the correct numbers.

### Answers

1 b 2 f 3 g 4 c 5 d 6 e 7 a

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

In Scotland, and especially in the north of Scotland, Hogmanay is a more important celebration than Christmas. There are huge parties in every town and city, and traditionally a lot of alcohol is drunk. A lot of young people from other parts of Britain choose to spend New Year's Eve in Scotland to enjoy the parties. People do gather in the streets for public events in the big cities in England, notably in Trafalgar Square in London, and in recent years the British have adopted the continental tradition of letting off fireworks at midnight. Older people tend to celebrate New Year's Eve with a special meal with friends or a small party at someone's house.

### Pronunciation

**Hogmanay** /'hɒgməneɪ/

**Auld Lang Syne** /'ɔːld læŋ 'zaɪn/

**Gaelic** /'geɪlɪk/

- 1 Discuss the questions as a class.
- 2  Ask students to read Auld Lang Syne, then complete the English version of the song with the words in the box.

### Answers

remembered, my dear, my trusty friend, a very hearty drink

- 3  Ask students to read the text about Hogmanay and answer the questions.

### Answers

- 2 old Gaelic
- 3 For centuries, they were great trading partners.
- 4 Auld Lang Syne
- 5 It's about the importance of friendship.
- 6 A 'first-footer' is the first visitor of the new year.
- 7 Because coal represents warmth for the coming year.
- 8 Three days.

- 4 Ask students to match the verbs with the phrases.

### Answers

1 f 2 a 3 d 4 g 5 e 6 c 7 b

- 5 Read the examples in the box with the class. Ask students to complete the sentences.

### Answers

1 on, at 2 on, on 3 at, on

## What do you think?

Discuss the questions as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

Pantomime has its origins in the *Commedia dell'arte*, a form of popular theatre that arose in Italy and reached England by the 16th century. It also goes back to the Roman tradition of Saturnalia, and Twelfth Night, the day in early January when all roles were reversed, and men and women dressed as each other. It is still extremely popular in Britain, and for many people who are not regular theatre-goers, a trip to the pantomime might be their one visit to the theatre in a year. The art of a good pantomime is a blend of slapstick and basic humour to appeal to the children in an audience, with more sophisticated or political jokes to appeal to the adults. As well as pantomimes in big theatres, thousands of small amateur groups put on an annual pantomime in their local community. Friends and relatives can enjoy coming to watch people they know dressed in ridiculous costumes and behaving in somewhat undignified ways.

### Pronunciation

**pantomime** /'pæntəmaɪm/

**Cinderella** /sɪndə'relə/

**Aladdin** /ə'lædɪn/

## Notes on the unit

- 1 Discuss the questions as a class.
- 2 🗎 Ask students to read the text quickly to understand the general meaning, without worrying if they don't understand every word.
- 3 Ask students to read the text again and answer the questions.

### Answers

- 1 In *theatres* in most towns and cities in the UK.
- 2 At *Christmas time*.
- 3 From the middle of *December* until *after New Year*.
- 4 *Cinderella, Aladdin, Snow White, Jack and the Beanstalk*.
- 5 *The pantomime Dame, the Principal Boy, a 'good' character, a 'bad' character, a pantomime horse or cow*.
- 6 The Dame is a *man* dressed as a *woman*. The Principal Boy is a *girl* dressed as a *boy*. There are *two* actors inside the pantomime horse / cow.
- 7 Traditional *stories*; songs and topical *jokes*; *audience participation*; *slapstick* humour; good and *bad* characters; celebrities such as *television personalities, comedians, actors and pop stars*.

- 4 Ask students to find the words in the text to match the meanings.

### Answers

- 2 audience 3 participation 4 boo 5 hiss 6 warn  
7 villain 8 shout 9 argue 10 stepmother 11 topical  
12 kick

- 5 Ask students to find the phrasal verbs in the text and match them with their meanings.

### Answers

- 1 d 2 c 3 a 4 b 5 e

- 6 Ask students to number the sentences in the right order.

### Answers

Top to bottom: 3, 1, 4, 2

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

Many people fear that traditional English village life is under threat. House prices have been pushed up by the desire of wealthier people to move out of towns and cities into villages, from where they can commute to work. Other village houses are bought by city people as second homes, for weekends away from the city. The result of increased house prices is that local people are often forced to move away from their village in order to buy a house. 'Working villages', in which people live and work within their local area, have become quite rare. On the other hand, many villages have thriving community lives, with a variety of events organized throughout the year, from the Christmas pantomime to summer fêtes (gatherings where food is sold and games are played) and barbecues.

- 1  Discuss the questions as a class. Draw students' attention to the information in the 'Did you know?' box.

### Suggested answers

- 1 Over 1,000.  
2 *Advantages:* safety, knowing everyone, being in touch with the countryside safety, sense of community, neighbours will look after your children  
*Disadvantages:* children may have to travel to a school in a nearby town; teenagers tend to see village life as very boring, nothing to do in the evening, everyone knows what they are doing

- 2 Ask students to read the text and label the places on the map.

### Answers

- 2 the pub   3 the village hall   4 the shop  
5 the children's playground   6 the primary school  
7 the church

- 3 Ask students to read the text again and answer the questions.

### Answers

- 2 An open, grassy area for sports and recreation.  
3 At weekends in summer.  
4 It's the longest village green in England.  
5 A cottage.  
6 A house with a roof of straw or reeds.  
7 The village pub.  
8 900 years old.  
9 For village clubs and for parties.  
10 Basic items for the home, food, and newspapers.  
11 A primary school.  
12 Because they want a nice, quiet country life.

- 4 Ask students to read the texts.  
5 Ask students to cover the texts and tell a partner some information they can remember about one of the sites. Compile some answers from different pairs and compare it with the original texts. Then discuss the question about reconstructed towns and villages in students' own countries as a class.

### What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

As is discussed in the text, India and Pakistan were both part of the British Empire until 1947. Both India and Pakistan have maintained strong ties with Britain, remaining part of the Commonwealth (the group of nations that formed the British Empire in the past). The legacy of British culture is still very relevant in both these countries, and students may be surprised at the vast number of people there who use English in everyday life. Significant numbers of people from both India and Pakistan have immigrated to Britain since the Second World War, and there are well-established Indian and Pakistani communities in many British cities. Events that happen in India and Pakistan are regularly reported in the British media, and the countries meet in sporting events such as the Commonwealth Games (an athletics competition involving Commonwealth countries) and international cricket matches.

### Pronunciation

**India** /'ɪndiə/

**Pakistan** /pɑ:kɪ'stɑ:n/

**Delhi** /'deli/

**Lahore** /lə'hɔ:/

## Notes on the unit

- 1 Ask students the question, then ask them to read the text to check their answers.

### Answers

Because they were once part of the British Empire.

- 2 Ask students to read the texts quickly to understand the general meaning, without worrying if they don't understand every word.
- 3 Ask students to read the text again and decide if the sentences are true or false.

### Answers

2 False 3 False 4 True 5 False 6 True

- 4  Put students into pairs and ask them to decide who is Student A and who is Student B. Ask students to read their text and make notes.

### Answers

*Kendriya Vidyalaya Number 2 School*

- 1 It's in Delhi. It's the largest of the Kendriya Vidyalaya schools.
- 2 Yes, it's for both boys and girls.
- 3 Hindi.
- 4 Yes, you can choose to learn history, geography, maths, and science in English or Hindi.
- 5 You can do yoga and singing; you can play basketball, volleyball, football, hockey, and 'kho kho'. You can also do arts and crafts, music and dance, and you can take part in the 'Youth Parliament'.

*Crescent Model School*

- 1 It's in the heart of Lahore. There are two campuses, one for boys and one for girls.
- 2 Yes, it's for both boys and girls.
- 3 Urdu.
- 4 You can learn history and geography in English or Urdu, but you learn maths and science in English.
- 5 You can do sports, including swimming.

- 5 Ask students to work in their pairs to ask and answer the questions.

### Answers

(see exercise 4)

- 6 Ask students to make a list of the activities mentioned. Discuss the question as a class, or first in pairs/groups.

### Answers

*Kendriya Vidyalaya Number 2 School:*

yoga, singing, basketball, volleyball, football, hockey, Kho kho, arts and crafts, music, dance, a youth parliament

*Crescent Model School:*

debates, poetry competitions, sport, swimming

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

As the text explains, many people in Britain maintain the tradition of eating pancakes on Shrove Tuesday, even though it no longer has any religious significance. The tradition of giving up something pleasurable for Lent has also continued, even among non-Christians. Many people see it as a useful opportunity to stop eating chocolate or sweets, and so lose a bit of weight! Valentine's Day is traditionally the day for lovers, when women expect their partner to buy them a special gift, send red roses as a sign of love, or treat them to a meal in a restaurant. Valentine's Day is also a popular day for men to make a proposal of marriage.

### Pronunciation

**Mardi Gras** /'mɑ:rdi grɑ:z/

**New Orleans** /,nju: 'ɔ:l.i.ənz/

**Shrove Tuesday** /ʃrəʊv 'tju:zdeɪ/

**krewe** /kru:z/

- 1 Discuss the questions as a class.
- 2  Ask students to read the texts quickly to understand the general meaning, without worrying if they don't understand every word.
- 3 Ask students to find the words in the text and match them with the definitions.

### Answers

1 b 2 d 3 c 4 f 5 j 6 i 7 e 8 a 9 g 10 h

- 4 Ask students to read the text about Shrove Tuesday, Ash Wednesday, and Lent again and answer the questions.

### Answers

- 1 Pancake Day
- 2 Lent
- 3 The day after Shrove Tuesday.
- 4 Because ash symbolises the death of an old life.
- 5 Two of the following: They eat pancakes on Shrove Tuesday. They take part in pancake races. They give up luxuries such as chocolate for Lent.

- 5 Ask students to read the text about Mardi Gras again and write questions for the answers.

### Answers

- 1 What is a 'krewe'?
- 2 What happens at a ball?
- 3 How long is the biggest float?
- 4 What do the people on the floats throw?
- 5 How many 'King Cakes' do bakeries in New Orleans sell each year?

- 6 Ask students to find the phrasal verbs in the texts, then complete the sentences.

### Answers

1 show up 2 Eat up 3 give up 4 use up

## What do you think?

Ask students to write the opinions in the correct column. Discuss the opinions as a class.

### Answers

**For:** It keeps you in touch with the past. We all need to have fun now and again. Traditions are an important part of your culture.  
**Against:** Most people aren't religious any more, so there's no point. Some festivals are just an excuse for shops to make money. You don't need to have Pancake Day now because nobody fasts for Lent.

## PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

As explained in the text, in recent years, tea has fallen out of favour with younger people, who generally prefer to drink coffee. This is largely a result of the spread of coffee shops such as Starbucks and Costa, and the easy availability of Italian-style coffee (before this, it was difficult to get a decent cup of coffee in Britain). Despite this, the traditional British 'cuppa' (cup of tea) still remains an important icon of British life.

### Pronunciation

**Assam** /æ.s'æm/

**Winston Churchill** /'wɪnstən 'tʃɜːtʃɪl/

**Venetian** /və'niːʃn/

**Satan** /'seɪtən/

- 1 Ask students to discuss the questions in pairs, then conduct a class discussion.
- 2 Ask students to read the text quickly to understand the general meaning, without worrying if they don't understand every word.
- 3 Ask students to read the text again and decide if the sentences are true or false.

### Answers

2 False 3 False 4 True 5 False 6 True 7 False 8 False

- 4  Ask students to read the article quickly, without worrying if they don't understand every word.
- 5 Ask students to read the text again and complete the timeline.

### Answers

Late 1500s	The Dutch brought tea to Europe.
1658	There was an advert in a newspaper announcing that tea was on sale at a coffee house in the city of London.
1785	The government decided to cut the tax on tea from 119% to 12.5%.
By 1888	Britain imported more tea from India than from China.
1939	The British government took control of all tea stocks.

- 6 Ask students to find the words in the text. Point out that we can use *the* + adjective to refer to a group of people (the rich, the young, the old etc.).

### Answers

2 the rich 3 smugglers 4 colonists 5 the Prime Minister  
6 soldiers

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs. You might want to review useful language for report writing (*increase, decrease, remain unchanged, a slight/sharp increase/decrease*).

## Background

London is a popular place for tourists, with over 15 million people visiting the capital each year. As this text shows, although it is a huge city, many of the most popular tourist attractions can be seen on foot.

### Pronunciation

**Harrods** /'hærədz/

**Kingsbridge** /'nɑ:tsbrɪdʒ/

**Daily Telegraph** /'deɪli 'teləgrɑ:f/

**Buckingham Palace** /'bʌkɪŋəm 'pæləs/

**Houses of Parliament** /'haʊzɪz əv 'pɑ:ləmənt/

**St Paul's Cathedral** /seɪnt 'pɔ:lz kə'ti:drəl/

**Sir Christopher Wren** /sə 'krɪstəfə 'ren/

**Thames** /temz/

**Tate Modern** /'teɪt 'mɒdən/

**Shakespeare** /'ʃeɪkspɪə/

- 1 Ask students to match the descriptions to the places. Don't check answers at this stage.

### Answers

a 4 (Big Ben)   b 3   c 1   d 8   e 7  
f 4 (the Houses of Parliament)

- 2  Ask students to read the text and check their answers to exercise 1.
- 3 Ask students to read the text again and answer the questions.

### Answers

- 1 Sir Christopher Wren.
- 2 Londinium.
- 3 It burned down.
- 4 Garden parties.
- 5 The parliament buildings and Buckingham Palace.
- 6 Tate Modern.
- 7 The Houses of Parliament.
- 8 Harrods.
- 9 In the thirteenth century.
- 10 In 1666.
- 11 On Sunday mornings.
- 12 To show his power.
- 13 To see the crown jewels.

- 4 Ask students to find the words in the text and guess their meaning.

### Answers

- 1 the time when a king or queen is in power
- 2 a big show
- 3 was destroyed by fire
- 4 say very quietly
- 5 metal rings joined together to keep something in place
- 6 won a war against

- 5 Ask students to read the table and match the verbs and phrases.

### Answers

How do I get from Harrods to Big Ben, please?  
Go straight on towards Buckingham Palace.  
Turn right after Hyde Park.  
Stop on the corner by the Thames.

- 6 Refer students back to the map of London. Ask them to practice asking for and giving directions with a partner.

### What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

As explained in the text, Robin Hood remains an extremely popular folk hero. His name has come to represent the idea of taking from the rich and giving to the poor, and, more generally, the idea of standing up to injustice and oppression. Numerous retellings of the Robin Hood stories are available for children, and there have also been numerous films and TV adaptations of the story, which have made it well known around the world.

### Pronunciation

**Robin Hood** /'rɒbɪn 'hʊd/

**Sherwood Forest** /'ʃɜːwʊd 'fɒrɪst/

**Nottingham** /'nɒtɪŋəm/

**Sheriff of Nottingham** /'ʃerɪf əv 'nɒtɪŋəm/

**Friar Tuck** /'fraɪə 'tʌk/

**Maid Marian** /'meɪd 'mæriən/

**Crusades** /kruː'seɪdz/

1 Discuss the questions as a class.

### Answers

- El Cid, Ned Kelly, and Joan of Arc were real people.
- A folk hero is someone who the population, particularly the ordinary working people, tell stories about and admire for what he/she has done for them. Folk heroes may originally have some basis in reality, but as the stories are told and retold with increasing imagination, they often end up as figures who are not real people.

2  Ask students to read the text quickly to understand the general meaning, without worrying if they don't understand every word.

3 Ask students to read the text again and choose the correct paragraph headings.

### Answers

- Fact or fiction?
- Life in the thirteenth century
- The outlaws
- Robin's true love

4 Ask students to read the text.

5 Ask students to decide which film each statement refers to.

### Answers

- Robin Hood: Prince of Thieves*.
- Disney's Robin Hood*.
- Robin Hood* (2010).

6 Ask students to find the adjectives in the text and match them to the films they describe.

### Answers

*Disney's Robin Hood*: well-loved, animated, accurate.  
*Robin Hood: Prince of Thieves*: popular, action, comedy, modern.  
*Robin Hood* (2010): true to life, incorrect, serious, entertaining.

7 Ask students to look at the adjectives in exercise 6 again and try to think of words with similar and opposite meanings. If they need help, encourage them to use a monolingual/bilingual dictionary.

### Suggested answers

adjective	synonym	antonym
accurate	correct	inaccurate/incorrect
action	exciting/entertaining	boring
animated	cartoon	live-action
comedy	funny/amusing	serious
entertaining	fun	boring
incorrect	wrong/inaccurate	correct/accurate
modern	new	historical/old-fashioned
popular	well-loved	unpopular
serious	humourless	fun/entertaining
true to life	realistic/accurate	unrealistic/inaccurate
well-loved	popular	unpopular

### What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

New Zealand was part of the British Empire, and still remains part of the Commonwealth. The reigning British monarch is also the head of state in New Zealand. Ties between Britain and New Zealand remain strong, and there are regular cricket and rugby matches between the two countries. Around 200,000 people emigrate each year from the UK, and New Zealand remains one of the most popular destinations, so many British people have family members in New Zealand.

### Pronunciation

**Maori** /'maʊri/

**haka** /'hækə/

**kiwi** /'ki:wi/

**tuatara** /tu:ə'tɑ:rə/

**Auckland** /'ɔ:klænd/

**Christchurch** /'kraɪstʃɜ:tʃ/

**Waitangi** /waɪ'tæŋɪ/

**Otago** /ɒ'tɑ:gəʊ/

**geyser** /'gi:zəl/

- 1 Ask students to read the questions in pairs and see how many they can answer. You could also do this as a class.
- 2  Ask students to read the text and check or complete their answers.

### Answers

- 1 It's in the south Pacific Ocean.
- 2 4 million
- 3 Wellington
- 4 English and Maori
- 5 It's temperate, neither very hot nor very cold.
- 6 *Lord of the Rings, Prince Caspian*
- 7 Because it has very dramatic countryside.
- 8 Fishing, hiking, skiing, canoeing, kayaking, mountain biking, rock climbing, caving, windsurfing, white water rafting, kite boarding, paragliding, sky diving, bungee jumping.
- 9 the All Blacks
- 10 It's an ancient Maori war dance which the All Blacks do before a game.
- 11 It's a small black bird which can't fly.
- 12 the Maori
- 13 The Dutch explorer, Abel Tasman.
- 14 the British

- 3 Ask students to find the words in the text and match them with the meanings.

### Answers

1 b 2 g 3 a 4 k 5 l 6 h 7 i 8 j 9 c  
10 d 11 e 12 f

- 4 Ask students to prepare their descriptions individually. Ask students in turn to read out their descriptions, and ask the class to guess the activities.

### What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

As explained in the text, Allan Ahlberg is a successful children's writer. He has written over 100 books, many of which are among the most popular of all time. The majority of his stories for babies and young children were illustrated by his late wife, Janet. Allan has also written two prize-winning books of verses about school: *Heard it in the Playground* and *Please, Mrs Butler*.

### Pronunciation

**Allan Ahlberg** /æləŋ 'ɔ:l bɜ:ɪg/

**supply teacher** /sə'plai ti:tʃə(r)/

**Butler** /'bʌtlə(r)/

**guinea pig** /'ɡni piɡ/

- 1 Discuss the questions as a class.
- 2 Ask students to read the text about Allan Ahlberg and answer the question.

### Answer

Because he really seems to get into the hearts and minds of primary school students; probably because he was once a teacher himself.

- 3 Ask students to look at the picture and label the classroom items.

### Answer

- 1 board
- 2 clay
- 3 guinea pig
- 4 paint
- 5 rubber
- 6 sink

- 4  Ask students to read the poems. Tell students not to worry if they don't understand every word at this stage. The purpose of the questions in exercises 4 and 5 is to familiarise them with most of the key vocabulary. Ask students to find the words and phrases in 'The Supply Teacher'.

### Answers

- 1 rule
- 2 flu
- 3 wander
- 4 feel like
- 5 forget
- 6 lets
- 7 complain

- 5  Ask students to match the words and phrases from 'Please Mrs Butler' to the definitions.

### Answers

- 1 g
- 2 d
- 3 c
- 4 i
- 5 h
- 6 e
- 7 f
- 8 a
- 9 b

- 6 Draw attention to the rhyming words at the end of the lines in the example. Ask students to mark the rest of the rhyme scheme in the poems.

### Answers

#### 'The Supply Teacher'

AABB  
CCDD  
EEDD  
FFDD

#### 'Please Mrs Butler'

-A-A  
-B-B  
-A-A  
-C-C  
-A-A  
-D-D

The rhyme and rhythm make each poem lively and fun to read.

- 7 Ask students to read the poems again and answer the questions. After they have completed the activity, discuss some ideas and opinions as a class.

### Answers

#### 'The Supply Teacher'

- 1 The poem is written for students of primary school age. Students' own answers.
- 2 Students' own answers.
- 3 Students' own answers.

#### 'Please Mrs Butler'

- 4 The teacher is feeling annoyed because the student keeps complaining and she's probably busy. We understand this because she makes increasingly ridiculous suggestions and at the end says, 'don't ask me!'
- 5 my lamb; love; my flower. Students' own answers.

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs or small groups.

## Background

Mark Twain grew up near the Mississippi River, and it is thought that he based the character of Tom Sawyer on himself. The novel *Huckleberry Finn*, in which the character of Tom Sawyer also appears, tells the story of two young boys who meet up with a runaway slave on the Mississippi River. In the novel, Twain challenges views on slavery and morality that were accepted at the time. Both stories remain popular with children in Britain and the US, and there have been several film and TV adaptations of the stories. Mark Twain was also fascinated by science, and one of his novels, *A Connecticut Yankee in King Arthur's Court*, features a machine, which has led some people to claim that he invented the genre of science fiction.

### Pronunciation

**Mark Twain** /mɑ:k 'tweɪn/

**Tom Sawyer** /tɒm 'sɔɪjə/

**Huckleberry Finn** /'hʌklbɛrɪ 'fɪn/

**doughnut** /'dəʊnʌt/

- 1 Discuss the question as a class.
- 2 Ask students to read the text about Mark Twain. Discuss students' answers to the question as a class.
- 3 🗣️ Ask students to read the extract and answer the question.

### Answer

You learn that Tom lives with his Aunt Polly because his mother is dead. He can be naughty but he's also clever. He knows how to get what he wants.

Aunt Polly is an old lady. She loves Tom but she finds him difficult. She tries to be strict with him but it doesn't always work.

- 4 🗣️ Ask students to speculate on the questions before they read extract B to check their answers.

### Answers

Tom is the boy on the right. He is painting the fence. He is doing it because he has to, but wants to give the impression that painting the fence is very important and enjoyable so that the other boy, Ben, wants to do it.

- 5 Ask students to read extract B again and answer the questions.

### Answers

- 1 Because he wants to show the contrast between the lovely day and the boring job that Tom has to do.
- 2 He feels very unhappy because it's Saturday and he has to work, painting the fence.
- 3 He perhaps feels sorry for Tom, or perhaps feels pleased that Tom's working and he's going down to the river.
- 4 Because he wants Ben to think painting the fence is a special, interesting job.
- 5 Because he wants Ben to think he's enjoying painting the fence.
- 6 His idea is to get other boys to paint the fence, by making it seem like an opportunity to do something special.

- 6 Ask students to speculate on what they think is going to happen before they read extract C.
- 7 🗣️ Ask students to read extract C and answer the questions.

### Answers

- 1 To make Ben think that he wants to carry on painting the fence and not let Ben do it. As Mark Twain writes in the original version: *He had discovered a great law of human action, without knowing it – namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.*
- 2 They come to laugh at him.
- 3 To get the other children to want to paint the fence so much that they would give him things for doing it.
- 4 Because everybody was happy.

- 8 Ask students to find the sentences in the extracts and decide how they would translate them into their own language. Discuss their answers as a class, and discuss any interesting difference between English and the students' own languages.

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### Suggested answers

The first quote is an interesting reversal of the usual idea that youth is the time for rebellion, which is when everyone expects it. Twain suggests that it's easier, and perhaps more fun, to save at least some of your rebelliousness until later in life.

The second quote is a description of bankers that everyone will recognize.

The third refers to April Fools' Day, and shows Twain's frequently expressed view that people are not as clever as they like to think they are.

## PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs.

## Background

As stated in the text, Grace Nichols is a Guyanese poet who moved to the UK in her late twenties. The influence of this combination of cultures is very present in the themes and language of her work, producing uniquely creative results. Nichols' first collection of verse, *I Is a Long-memoried Woman* (1983) was awarded the Commonwealth Poetry Prize, and she continues to enjoy great popularity today.

### Pronunciation

**Grace Nichols** /greɪs 'nɪkəls/

**Guyana** /gɑɪ'ænə/

**Caribbean** /,kærɪ'bi:ə/

- 1 Discuss the questions as a class.
- 2 Ask students to read the text about Grace Nichols and answer the question.

### Answer

Grace Nichols' work is different from other British poets because she was born and grew up in Guyana. It is inspired by a combination of Caribbean and British influences.

- 3  Ask students to answer the questions, individually or in pairs, then discuss briefly as a class. Ask students to read the two poems quickly to get the general sense and feel of the verse, not worrying about understanding every word.
- 4 Ask students to choose the correct definitions for the words from 'I am the rain'.

### Answers

1 a 2 b 3 b 4 b 5 a 6 a 7 b

- 5 Ask students to find words in 'Sun is laughing' which match the definitions.

### Answers

1 poked 2 spilling (over) 3 brightening 4 shine  
5 buttering up 6 warning 7 sulky 8 praise 9 slammed  
10 plunging

- 6 Ask students to read the poems again and answer the questions.

### Answers

#### 'I am the rain'

- 1 *play games, pretend, laughing, just love*
- 2 The indentation of the lines recalls raindrops falling from the sky or running down a window.

#### 'Sun is laughing'

- 1 First stanza: The sun's mood is positive: *happy / laughter / brightening / shine / buttering up*. Second stanza: The sun's mood is negative: *bored / sulky / slammed / plunging / greyness*
- 2 The 'grey sky-curtains' are rain clouds. When they are 'pulled back' it creates an image of the clouds parting to allow the sun to shine.
- 3 Describing the sun as 'moody' shows its changing nature. The weather is often changeable in the UK, with short periods of sunshine.

- 7 Ask students to identify the full rhymes and half-rhymes at the end of the lines in each poem.

### Answers

#### 'I am the rain'

full rhymes: *fall/all, clothesline/spines, shame/fame*

half-rhymes: *rain/games, sometimes/sides*

#### 'Sun is laughing'

full rhymes: *bed/head, line/shine*

half-rhymes: *world/bored, praise/ways*

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

## PROJECT

Students can do this as homework, but could also prepare it in class, working individually or in pairs.

## Background

As well as the works mentioned in the text, Oscar Wilde also wrote other novels for adults, including *The Picture of Dorian Gray*, about a young man whose painted portrait ages while he himself retains a youthful appearance (featured in *New Headway Culture and Literature Companion Upper-Intermediate*). He also wrote plays, including *The Importance of Being Earnest* (featured in *New Headway Culture and Literature Companion Intermediate*). Oscar Wilde is remembered for his wit, and many quotations from his works are familiar to English speakers.

### Pronunciation

**Oscar Wilde** /'ɒskə 'waɪld/

**Canterville** /'kæntəvɪl/

**Otis** /'əʊtɪs/

**Hiram** /'haɪrəm/

- 1 Ask students to read the text about Oscar Wilde.
- 2  Discuss the questions as a class, or ask students to discuss them in pairs. Then ask students to read the extract.
- 3 Ask students to put the pictures in order, according to the story.

### Answers

1 C 2 H 3 B 4 G 5 D 6 A 7 F 8 E

- 4 Ask students to read the extract again to check the meaning of the words, then find the things in the pictures.

### Answers

a suit of armour – picture C  
a bottle of medicine – picture A  
pea shooters – picture B  
a feather – picture E  
a handgun – picture G  
a shroud – picture E  
a candle – pictures D, G, and H

- 5 Ask students to write short captions for each picture.

### Suggested answers

- B The twins began to shoot little balls of paper at the ghost.
- C The suit of armour was too heavy for the ghost.
- D The ghost stood at the top of the stairs and laughed.
- E The ghost decided to wear a dead man's shroud and large black hat with a red feather in it.
- F The ghost began to turn himself into a big black dog.
- G Mr Otis called out: "Hold up your hands!"
- H All the men ran downstairs.

- 6 Ask students to find words in the text which mean the same as phrases 1–10.

### Answers

- 1 frighten 2 hurried 3 softly 4 wild 5 scream
- 6 terrible 7 turn (himself) into 8 tricks 9 disappeared
- 10 shook

- 7 Ask students to write a sentence for each of the words in exercise 6, offering help as needed.

### What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs. In the next lesson, students can read their stories to the class.

## Background

Daniel Defoe (1669–1731) was an English writer who is credited with helping popularise the English fictional novel in the form we know it today.

First published in 1719, his novel *Robinson Crusoe* is the most translated book in the world after the Bible. It documents the adventures of a man who is shipwrecked on a desert island for 28 years, meeting cannibals, prisoners, and mutineers. The book was immediately popular following its release and remains one of the most published books of all time.

### Pronunciation

**Robinson Crusoe** /'rɒbɪnsən 'krusəʊ/

**Daniel Defoe** /'dæni:əl dɪ'fəʊ/

- 1 Ask students to look at the pictures and match them to the words and phrases in the box. Then discuss the questions below the pictures as a class.

#### Answers

A shipwreck B castaway C desert island D shelter

- 2 Ask students to read the text about *Robinson Crusoe* and discuss the question as a class.
- 3  Ask students to read the extract. Then discuss the question as a class.

#### Answers

Crusoe's journey to Africa, the storm and shipwreck, and his landing on the island.

- 4 Ask students to read statements a–m and put the events from the extract into the correct order.

#### Answers

1 b 2 h 3 l 4 d 5 g 6 i 7 j 8 m 9 f 10 a  
11 k 12 e 13 c

- 5 Ask students to read the extract again and answer the questions.

#### Answers

- 1 Because he is bored and his friends said it would make them rich.
- 2 Because he had an easy, comfortable life in Brazil.
- 3 1659.
- 4 Twelve days.
- 5 Three.
- 6 Because the sea carried him to the shore.
- 7 Thankful to be alive; tired and afraid.
- 8 Because it was dark and perhaps there were wild animals.

- 6 Ask students to choose the correct definitions for the words.

#### Answers

1 b 2 b 3 a 4 b 5 a 6 a 7 b 8 a 9 b 10 a

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class.

### PROJECT

For the first option, students could also prepare their list of ten items as homework if more time is needed. You may also wish to bring a few real items into class as inspiration, e.g. string, first-aid kit, etc. At the end of the activity, each group could present their list of ten things to bring to the island, and the class could vote on an overall top ten.

Students can do the second option as homework, but could also prepare it in class, working individually or in pairs.

## Background

The novel *Dracula* captured the public imagination when it was published in 1897, and it created a fascination with vampires which has continued to the present day. The first *Dracula* film was made in 1931, and there have been hundreds more on the theme of vampires since then. The original novel also remains popular in Britain. The *Dracula* story is associated with the northern coastal town of Whitby, where the Count is said to have first landed.

### Pronunciation

**Bram Stoker** /'bræm 'stəʊkə/

**Dracula** /'drækjələ/

**Jonathan Harker** /'dʒɒnəθən 'hɑ:kə/

- 1 Ask students to read the text about Bram Stoker, then discuss the question as a class.
- 2 Ask students to answer the questions, individually or in pairs. The aim is to use the students' previous knowledge of the *Dracula* story to highlight some of the key vocabulary.

### Suggested answers

- 1 Count Dracula
- 2 a large, old, dark castle
- 3 He was very pale. He had black hair and sharp teeth.
- 4 black
- 5 wolves howling, owls hooting, cats screeching, dogs barking
- 6 He was a vampire who lived on the blood of young women.

- 3  Ask students to read the text and discuss in pairs which lines make it frightening.

### Suggested answers

I did not know then of the terrible danger which waited for me in Transylvania.

I could see nothing – but I could still hear the wolves.

... the driver laughed wildly.

... I was alone in front of the dark, silent castle.

... he was dressed in black from head to foot.

It was as cold as ice.

His face was very white, his ears were like the ears of a cat, and his teeth were strong like the teeth of an animal. There was hair on his hands and his fingers were very long. When he touched me,

I was afraid.

... outside, the wolves were still howling.

... so I shall be near the dead.

- 4 Read the rubric with the class and draw students' attention to the sample answer. Ask students to read the text again and answer the questions.

### Answers

- 2 He wanted to buy a house in England and he needed Jonathan's help.
- 3 She's Jonathan's girlfriend.
- 4 It was night time.
- 5 (We don't know. The answer isn't in the text.)
- 6 His hand was very cold.
- 7 He took him upstairs to a room with a fire.
- 8 (We don't know. The answer isn't in the text.)
- 9 (We don't know. The answer isn't in the text.)
- 10 In the evening.
- 11 That it was near the church.
- 12 (We don't know. The answer isn't in the text.)

- 5 Ask students to complete the sentences with the verbs, then check their answers in the text.

### Answers

- 2 laughed
- 3 opened
- 4 locked
- 5 burned

- 6 Ask students to decide which adjectives and nouns can go together.

### Answers

strong man, strong fingers (less likely: strong teeth, strong wall)  
terrible teeth, terrible face, terrible man, terrible danger  
tall man  
black teeth, black clouds, black man (less likely: black wall, black face, black fingers)  
white teeth, white man (less likely: white wall, white face, white clouds, white fingers)  
long fingers (less likely: long teeth, long wall, long face)  
high wall (less likely: high clouds)

## What do you think?

Discuss as a class, or first in pairs/groups, and then as a class. Examples of vampires in popular culture include the *Twilight* books and films, the television shows *Buffy the Vampire Slayer* and *Angel*, and films such as *Interview with the Vampire*, *From Dusk Till Dawn*, and *Nosferatu*.

### PROJECT

Students can do their project as homework, but could also prepare it in class, working in pairs. If students choose to write a story, ask them to read their stories to the class.