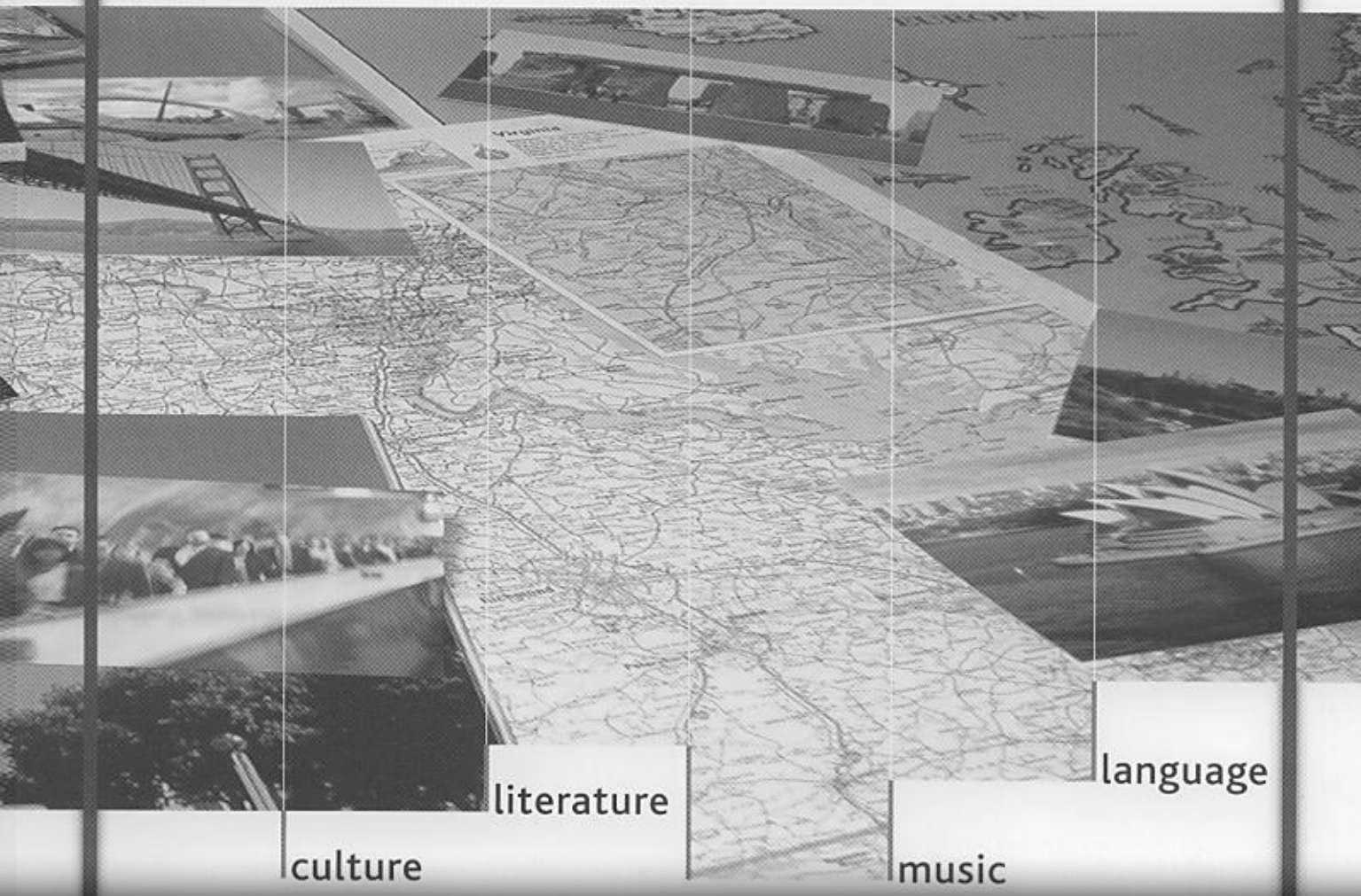


Elizabeth Sharman

# across cultures



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TEACHER'S BOOK



Elizabeth Sharman

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culture | literature | music | language

## Teacher's Book



Pearson Education Limited,  
Edinburgh Gate, Harlow  
Essex CM20 2JE, England  
and Associated Companies throughout the world  
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First published 2004  
Third impression 2005

Design and pagination:  
Ruta Fitolito e Prestampa s.r.l., Milano

Cover: Apotema

Set in Nofret Regular 9/11

Printed in Spain by Mateu Cromo

ISBN - 13: 978-0-582-81798-2  
ISBN - 10: 0582 81798-6

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# Introduction

## 1 Course Methodology and Features

### 1.1 General

**Across Cultures** is a course for students studying the culture of the English-speaking world, with special emphasis on the UK and the USA. The course can be used as a freestanding, integral cultural course in its own right, or as a supplement to an English language course. Alternatively, it can be dipped into across the curriculum to complement other disciplines studied in the students' own language (such as history or business studies). Whether cultural studies are being studied as an obligatory part of the curriculum, or for general interest in the English-speaking world and global issues, **Across Cultures** will provide teachers and students with a stimulating and varied body of cultural content, specifically chosen to appeal to today's young people.

### 1.2 Eleven themed modules

**Across Cultures** is divided into 11 self-contained modules, exploring 11 different themes connected to life in English-speaking cultures:

- Module 1** Everyday life
- Module 2** Habitats and homelands (= *geography*)
- Module 3** Links with the past (= *history*)
- Module 4** States and systems (= *politics and national institutions*)
- Module 5** Education
- Module 6** Global markets (= *work and business*)
- Module 7** Sport and leisure
- Module 8** The arts
- Module 9** Communication and technology
- Module 10** Society
- Module 11** Links to literature

The themes have been chosen to cover traditional cultural topics, as well as those most relevant to the modern world and to young people. The topics are also wide-ranging enough to be relevant to the students' own country and culture, offering as a result plenty of opportunity for comparison and contrast between societies, and a deeper analysis of the students' own culture.

### 1.3 Variety of topics

The cultural topics dealt with in **Across Cultures** have been specifically chosen to represent a mixture of the traditional (■ 2a *Four nations*, 4b *The ups and downs of*

*the British monarchy*, 4e *National celebrations*) and the more unusual (■ 7b *Extreme sports*, 10c *Globalisation*). Up-to-date themes such as hip-hop culture (■ 8e *Dancing in the streets*), texting (■ 9b *Texting*) and positive discrimination (■ 10a *Positive discrimination*) have been included, and care has been taken to avoid now outdated stereotypes, and to present even the most traditional themes in a way that is interesting, challenging and accessible to modern young people.

The cultural content of each unit is conveyed via personal accounts and anecdotes as much as by purely factual texts, although care has been taken to use a variety of text types (■ 1.4 below). English-speaking countries other than the UK and the USA are also regularly referred to.

### 1.4 Variety of texts

The cultural content of **Across Cultures** is conveyed through a wide range of written and recorded texts, reflecting an authentic variety of sources taken from the English-speaking world.

Written genres include letters, websites, emails, diaries, brochures, literary extracts, newspaper articles, magazine articles and advertisements, many of which have been taken from real published sources. Data is also presented in graphic form through the use of tables, graphs, charts and maps. Audio texts feature monologues, dialogues, interviews, radio programmes and songs.

### 1.5 Songs

Songs are particularly highlighted in this course, especially in the five *Soundtrack* units (■ page 7). This emphasis reflects young people's interest in English-language pop songs and their lyrics.

Although they can sometimes feature non-standard English and some challenging vocabulary, pop songs are stimulating and memorable and provide good scope for cross-curricular linking and class discussions.

### 1.6 Variety of activities

The texts presented in each double-page unit are explored through a variety of different activities rather than a repetitive use of straight comprehension questions. Both reading and listening texts are exploited through exercises such as gap-filling, ordering, matching titles to paragraphs or to pictures, completing a table or a summary, multiple-choice and true/false questions as well as straightforward questions. Speaking activities can take the form of pair and group discussion, role plays and interviews, and writing tasks produce a variety of text types.

## 1.7 Exam practice

Many reading and listening comprehension exercises (page 5) have been specifically designed to mirror and to offer practice in precise exercise types found in Cambridge PET and FCE and other international English-language accreditation exams.

These exercise types include multiple choice, multiple matching, table completion and true/false comprehension.

Such exercises are unobtrusively labelled in the Students' Book with the symbol **EP**, in this way teachers can choose whether or not to exploit and to draw students' attention to their application in an exam context.

In addition, many of the pairwork speaking exercises and writing exercises (specifically those where students produce a short text from given models or stimuli, eg. 5d *Cyber High*, exercise 6) also offer valuable exam practice in those skills.

## 1.8 Vocabulary

**Across Cultures** has been specifically designed to highlight vocabulary, a language element often overlooked, or only dealt with passively, in most culture courses.

The content summary box at the top of each unit tells the teacher and student at a glance what the vocabulary focus of each unit will be.

Vocabulary exercises exploring specific lexical fields relevant to the unit topic (eg. types of holidays for 7e *Holidays*) occur regularly.

In addition, a Word Bank glossary of difficult words from the texts appears on each double-page unit, and those new lexical items considered an essential or useful part of an everyday English vocabulary are also tested in each of the Module quizzes (page 7).

## 1.9 Links

As shown in the content summary box at the top of each double-page spread, each unit can be linked to others across the different modules, in order to follow a thematically-linked path through the book (pages 12-14 of this Teacher's Book). Links are also given between Modules 1-10 and Module 11 (Links to literature). Rather than presenting a comprehensive historical or geographical overview of literature in English, the authors and texts in this final module have been specially chosen to reflect the themes of the preceding units, such as national identity (William Shakespeare), colonisation (James Fenimore Cooper) and women's independence (Virginia Woolf).

## 1.10 CD/Cassette

A CD or a cassette to accompany the course provide all of the recordings necessary for the listening activities, plus evocative recordings of the songs and the poems in Module 11, which students can listen to as they follow the texts in the Students' Book. Native speakers and singers with a wide variety of voice types and accents have been used on this audio material.

## 1.11 Teacher's Book

This Teacher's Book provides:

- an introduction to the overall design and methodology of the course;
- suggestions for various pathways through the linked units of the book;
- suggestions for finding and using resources for cultural studies;
- an overview of PET and FCE exam exercise types;
- detailed teaching notes for each of the Students' Book units, including tapescripts and keys;
- 11 Module quizzes together with the answer keys.

## 2 Module Features

Each module occupies 14 pages of the book, apart from Module 11 (Links to literature), which occupies 13 pages.

### **2.1 Opening photo page**

Each module opens with a page primarily featuring photos connected to the module theme.

The photos and their accompanying speaking exercise(s) are used as a stimulus for discussion, and a warm-up to show both the teacher and the students themselves what they already know about the topic.

This visual input also helps to arouse students' curiosity and motivate them to want to discover more on the same theme.

### **2.2 Five culture content units (a-e)**

The principal cultural content of each module is contained within 5 self-contained double-page units. Each unit concentrates on a different aspect of the module theme, contains a variety of texts and presents a balanced view of the different English-speaking countries of the world.

### **2.3 Alternate English everywhere units**

Modules 1, 3, 5, 7 and 9 feature an *English everywhere* double-page spread which looks in detail at an English-speaking country other than the UK or the USA. Each *English everywhere* unit contains a map of the country and an Information File containing essential information about its population and geography.

The accompanying texts are linked both to the relevant country and to the module theme, adding to the module's coherence. For example, Module 3 *English everywhere* looks at the history of Jamaica, and Module 7 *English everywhere* looks at sport in Australia.

### **2.4 Alternate Soundtrack units**

Modules 2, 4, 6, 8 and 10 feature a *Soundtrack* double-page spread which concentrates on popular music in the English-speaking world.

Modules 2, 4 and 10 *Soundtrack* include a detailed examination of the lyrics of specific songs in English, while Modules 6 and 8 *Soundtrack* deal in a more general manner with the pop industry and cinema music respectively.

Each *Soundtrack* unit also links to the topic of its module (for example, political protest songs for Module 4) to maintain thematic consistence.

### **2.5 Language & Culture page**

The final page of every module focusses on the English language, both in terms of grammar and skills. Language structures relevant to the modular theme (for example, past tenses for Module 3, whose theme is history) are presented through a text which provides additional culture input.

The relevant language features in the text are highlighted and then actively practised in a series of exercises.

The second half of these pages deals with the development of productive skills and functions (speaking and writing), again while always maintaining a link to the modular theme. For example, the function of making a telephone call is dealt with in Module 9 (*Communication and technology*).

### **2.6 Module 11: Links to literature**

The final module of the course differs in format from the other ten. Each page of Module 11 features a major English-language author and contains a short introduction to the writer's life and works, a characteristic text extract and a few short analytical exercises.

The authors and their texts are presented chronologically, but the texts have been chosen specifically to echo themes that appear within Modules 1-10 (for example, globalisation and business for the Steinbeck extract). The final exercise on each page also encourages students to apply the issues raised in the literary extract to their own culture and experience.

This cross-referencing serves a dual purpose: the study of the literary extracts enriches and deepens the study of the cultural topic and, at the same time, provides a gentle lead-in to English literature, a subject with which students might not be familiar.

As well as providing a wide chronological spread of authors, care has also been taken to include a variety of writers from different countries, and a balance of prose, poetry and drama.

### **2.7 Module quizzes**

On pages 84-94 of this Teacher's Book you will find eleven short quizzes designed to test, in a relatively informal way, the information that students have acquired through each of the 11 modules.

The quiz questions deal both with the factual content of the modules and with vocabulary specific to those modules. However, the quizzes concentrate only on those facts and items of vocabulary considered useful in a general knowledge context.



## 3 Unit Features

### 3.1 Content summary box

Every unit of the course, including the *English everywhere* and the *So and track* units, begins with a short summary box itemising the content of that unit at a glance. Each box details the overall topic of the unit, the countries involved and the vocabulary field(s) concentrated on. There is also a list of links to other units with a connected theme (▣ page 6).

The summary boxes are designed to facilitate general lesson planning, and also to help the teacher quickly find a unit that can meet a specific teaching need of the moment.

They also serve to make students aware of what they are about to read/listen, so as to make them active participants in the learning process.

### 3.2 Texts

There are at least two reading texts in every unit, providing a balance of general, factual material with the more personal or specific (▣ for example, 5b *Students at home and abroad*, which features a factual text about higher education in the UK, an authentic website advertising travel services for students, plus a personal diary entry from a university student).

There are plenty of photos in each unit offering scope for extra cultural discussion and comparison, and regular listening texts.

The language in both reading and listening texts has been graded so as to be appropriate to the students' level, and there is a variety of text genres (▣ page 5).

### 3.3 Before you read/Before you listen

These discussion exercises serve as a gentle lead-in to the topic of each unit.

*Before you read* exercises, often at the start of each unit, usually draw students' attention to the title of the unit, or to the photos on the page, arousing their curiosity about the topic and allowing them to demonstrate what they already know about it.

Students are often invited to discuss or to make a comparison with their own countries.

This process establishes a connection with the unit topic and should make students more receptive to the cultural input that will follow.

*Before you listen* exercises bridge the gap between the reading and the listening exercises, ease students away from the skill of reading into the skill of listening and allow time to reflect on the theme and the speakers involved in the audio extract before the time comes to actually listen to it.

### 3.4 Reading

The comprehension of a reading text is usually dealt with in two stages.

Often, there is an initial general comprehension exercise (gist reading, summarising, ordering, matching titles to paragraphs, etc.) to encourage and enable students to grasp the general gist of a reading text without actually reading it in detail.

This is usually followed by one or more detailed reading tasks which require students to focus on specific details of the texts, or on specific vocabulary items. These reading exercises take a variety of forms (▣ page 5), both to avoid repetitiveness and student boredom, and also to ensure that there is a good spread of exam practice (▣ page 6).

The unit-by-unit teaching notes in this Teacher's Book often recommend that these reading comprehension exercises are completed by students in pairs, both in order to make the experience more interactive for them and to avoid long periods of silent reading during classroom time.

### 3.5 Listening

During listening activities, students are asked, variously, to listen for the general gist of the extract, to listen for specific factual details (ages, dates, etc.), or to listen for the speakers' attitudes and opinions.

As with reading comprehension, students are often asked to listen to an extract once for its general gist and then, following feedback, to listen a second time in more detail.

Realistic audio texts have been chosen which, while they generally use language within the students' comprehension level, may sometimes include certain extra phrases or exchanges which they might not necessarily be able to understand.

This is designed to reflect the experience of listening to real spoken English, but care has been taken to ensure that the language necessary to complete the comprehension tasks is always within the students' level.

### 3.6 Vocabulary

Vocabulary exercises present groups of words linked to a common lexical field and can occur either before a *Reading* exercise (as a warm-up exercise or essential pre-teaching) or as one of the general text comprehension exercises.

Vocabulary items have been chosen specifically as those words most likely to be useful in a general context – as items of active vocabulary transferable from a specific cultural topic into every day use.



### **3.7 Speaking**

Final pair, group or class discussion exercises often conclude a unit. These speaking exercises give students the chance to process all the cultural input they have received from the unit, to recycle any new vocabulary, and to express their general opinions on the unit's content.

The discussions also often involve reflection on and contrast with their own society.

### **3.8 Writing**

Other units conclude with written output based on the unit's content.

Students are required to produce short texts, usually based on model texts appearing within the unit. The topic of the written texts will usually be based on students' own experiences, preferences or opinions of some aspect of the unit's theme, or a comparison of the culture presented in the unit with their own country. These written assignments are usually suitable for homework allocation.

### **3.9 Word Bank**

Any words appearing in the texts which are considered outside of the intermediate level are signalled by the symbol ■ and glossed on the same double-page spread as the texts they appear in.

The glosses appear in alphabetical order, for easy reference, in a Word Bank box at the top of each right-hand page.

These vocabulary items, unlike those that appear in the vocabulary exercises (■ page 8), are not intended to be assimilated by the students as items of active vocabulary. They are merely glossed in passing so as not to impede students' essential comprehension of the texts.

## **4 How to Use the Material**

Detailed classroom teaching notes are provided for each unit of the Students' Book on pages 19-82 of this Teacher's Book, and suggestions for different routes through the book are given on pages 12-14.

### **4.1 Using the reading texts**

It is always advisable to make sure, before plunging students into a reading exercise, that their interest and curiosity in the subject of the text has already been aroused. Relevant ideas and vocabulary should be stimulated in the students' minds before they read, in order to prevent them from approaching a text 'cold'. For this reason, it is important not to omit the *Before you read* activities in a unit. If they are not felt to be appropriate, the teacher should at least ensure that students' attention is first drawn to the title, the format and the photos that accompany a text, and that they are encouraged to make some predictions about the text's content.

Look over the reading comprehension tasks with the students before they read and, to make sure that they fully understand the instructions, complete the first question or item in each exercise as an example with the whole class. Encourage students to complete the reading tasks in pairs if possible (■ page 8). Make sure that they understand that, for many of the reading tasks (as in real-life situations when you are required to read something in a foreign language), it is not necessary to understand the meaning of every word in the text to be able to complete the task.

It is important that students do not try to translate each text word-for-word into their own language (if for no other reason than it would be too time-consuming!). They should try instead to acquire the habit of searching only for the specific information that is required of them in each case, making use of the Word Bank to decipher difficult words. For gist reading tasks, it is a good idea to set students a short time limit, so they do not become too engrossed in the details of the text. While students are engaged in a task, however, it is still important for the teacher to circulate among them, or at least be available to give any help required if students become stuck.

Answers to reading tasks should be checked with the whole class, making sure that students can understand and identify the parts of the text that provide the correct answer to each question. It is then a good idea to conclude the exploration of a reading text by asking the class an additional couple of general questions relating to the text's content, or to their opinion of it (see specific suggestions made in the teaching notes).

### **4.2 Using the listening texts**

Again, students need to be adequately prepared before embarking on a listening exercise. The *Before you listen* exercises provide an introduction to the subject of each listening task, and help to switch students' attention away from the reading tasks that they may just have completed.

Before playing the recordings, it is also vitally important to go through the instructions for each listening task with students, making sure that they fully understand the general situation presented in the audio extract, the number of speakers that they will hear, and the exact nature of the information that they are required to retrieve. Again, it should be explained to students that they should not expect to understand every word that they hear, and that much of the language of the recording might not in any case be relevant to the task that they have to complete.

Recordings should not be played too many times, as this is counter-productive to developing the skill of real-life aural comprehension. Explain to students that in real-life situations (listening to the radio, etc.), they would probably only hear an extract once, with no opportunity at all for repetition.

Elicit answers from students after an initial listening, and then again after a second, and you will probably find that the class, as a whole, can already complete the task. When checking answers with the class, ask students to tell you key words and phrases that they remember from the recording that helped them to complete the task. When answers have been checked, the extract could be played again, particularly for the sake of those students who did not manage to answer all the questions.

It is not really advisable to play any recording more than three times. Again, the listening phase of a lesson should be rounded off with a few general discussion questions linked to the recording.

### **4.3 Using the vocabulary exercises**

Most of the specific vocabulary exercises in this course require students to categorise groups of words, or to match them to their definitions. Because such exercises inevitably involve a certain amount of guesswork and intuition, it is probably best if students complete these exercises in pairs, in order to pool their resources. Explain, if you wish, that students will probably know some of the words already, that they will be able to guess others because of their similarities to other words (or to words in their own language) and that some may simply have to be guessed at.

Check answers with the whole class. To consolidate the activity, it is a good idea to get students to write all the words, with their correct definitions or translations, in their notebook. An even better idea is for students to keep a notebook specifically for recording new vocabulary. This could be divided into alphabetical sections, or into specific topics, such as *Jobs*, *The home*, *Animals*, etc. Conclude the vocabulary activity by asking students a few questions that specifically practise the new words, for example, *What vegetables would you put in a salad?* (□ 1d *What's in your basket?*) or *Would you be nervous if you had to go to an audition?* (□ 5e *Star pupils*).

### **4.4 Using the speaking activities**

For any discussion activity, begin by going through the instructions with the class and making sure that they understand them.

Ask a few students to give you their opinion of the topic proposed, and perhaps give a true opinion or idea of your own. If necessary, supply any vocabulary items that students might seem to lack. Then, for pair or group discussion, divide up the class as necessary.

As students discuss the topic among themselves, circulate among them, or at least be available to give any help required if they are short of ideas or require help with vocabulary.

At the end of the discussion, collect feedback from various pairs or groups and highlight any useful vocabulary or phrases that might have arisen from students' discussions.

### **4.5 Using the writing activities**

Most of the writing activities in this course are probably best set for homework, to avoid long, silent periods of personal written production within valuable classroom time. However, it is vitally important that the teacher prepares students in lesson time with all that they need to be able to complete the task at home.

Consider the topic of the writing task with the class as a whole. Elicit from them any ideas, vocabulary or phrases that might be useful in the completion of the task and write them on the board. If the task requires students to write to a specific format (for example, an email or a postcard), construct a complete example on the board with the help of various students. Students can then copy down any ideas, words or model formats that might help them construct their own text at home.

For other, more personal texts, encourage students to first make preparatory notes in class, and to order the



notes in a logical way. Be always available to give students help with vocabulary and ideas as they do this. Students could also show their notes to a partner for feedback, or even construct preparatory notes together and then write up the final task individually at home.

When you have marked and redistributed students' individual texts, spend some time in the next lesson highlighting any common or recurrent errors, and asking students to suggest ways of correcting them.

#### **4.6 Using Module 11 (Links to literature)**

Before reading the different extracts in this module, it is important that students are first made familiar with the author, the period in which they lived, and their principal works. For this reason, students' attention should always be drawn to the background information on the left-hand side of the page, which also provides the context from which the specific texts have been taken.

Let students follow the text in their book at the same time as they listen to the spoken recording of the text, then allow them to read the text again for themselves, this time making use of the *Glossary*.

The *Reading* and *Your analysis* questions are probably best answered in pairs or groups, to enable students to pool their thoughts and ideas. Again, explain to students that they should concentrate on answering the specific questions required and should not spend too much time trying to understand the specific details of the texts. They certainly should not attempt any translation.

It is inevitable that much literary language from other eras will prove difficult for students, and for this reason the questions in Module 11 are designed purely to encourage students to grasp the general flavour, ideas and feeling of the texts, rather than to involve them in any detailed literary criticism.

When checking answers, ask students to point out to you which parts of the text provided them with the information necessary to answer each question. The *Contemporary links* questions could then be discussed in pairs, groups or as a whole class. Ask students, where it is relevant, to refer back to other units in the book that have a connection to the discussion topics. You might like to conclude the lesson by letting students listen again to the recording of the text, as they will no doubt have acquired a deeper understanding and appreciation of it by the end of the lesson.

#### **4.7 Using the Module quizzes**

The 11 quizzes on pages 84-94 of this book are designed as informal tests for each module of the course. Their

questions cover important facts and vocabulary for each of the modules, without requiring students to have remembered information that is too esoteric or specific to a certain text. All of the information required to answer the quizzes can be classed under the heading of general cultural knowledge. The quizzes can be used in two ways: as revision aids or as tests.

To use as a revision aid, simply give a photocopied quiz to each student and ask them to complete it for homework. Students should first attempt to answer the questions without looking back through the module, but should then search through the module for any answers that they remain unsure about. Check the answers with the class at the next lesson, making sure that students tell you in which unit of the module they found the answers to specific questions.

To use as tests, prepare students for the quizzes about a week beforehand, by asking them to revise key facts and vocabulary for the latest module that they have completed. Decide whether you want students to complete the quizzes individually or as a group competition, and photocopy the appropriate number of quizzes. At the end of each question the relevant unit number from the Students' Book is given in brackets, so that you can combine questions from different module quizzes and make your own personalised tests. Quizzes can then be completed individually, under test conditions, or, for a more lighthearted approach, administered as a group competition. Students could complete the quiz silently in groups and then hand the completed papers in to you to be marked, or you could conduct the quiz as a game show, reading out individual questions in turn to a different group and keeping the scores as you go along (in which case you obviously would not need to make any photocopies).

#### **4.8 Using the Extra activities**

The teaching notes for each unit of the Students' Book always conclude with suggestions for Extra activities. These include roleplay, project or research work and writing activities, and can be used (or not) as the teacher feels appropriate.

The speaking and writing activities can be inserted in the middle or at the end of a lesson to supplement other exercises in the Students' Book, or can be given to fast students who finish a task before the rest of the class. The writing and research tasks could be given for homework, but the project-style activities will require separate lessons to themselves, and should be embarked on only when a whole unit has been completed.

# Course Planning

## The modular course

A perfectly valid way to teach this course is to work your way through each of the modules in turn, starting with Module 1 and finishing with Module 10. The only module that it would not be advisable to work through from start to finish would be Module 11, Links to literature, which is designed to complement the other modules rather than to stand alone. This final module is intended to be dipped into as and when relevant to the core culture content found in Modules 1 to 10.

The units within each of the first ten modules can also be followed straightforwardly in the order in which they appear within a module (Units a-e, followed by *English everywhere* or *Soundtrack*), finishing with the *Language & Culture* page as a conclusion to the module theme. If for any reason you wished to omit one of the units, this would not detract from the overall impact of the module, as the units within a module are not inextricably interlinked, and are not designed to follow each other in strict sequence. Such an omission would mean only that you could not give the Module quizzes (a pages 84-94) to your class without first editing out the questions that had not been covered in your lessons.

Additionally, if you did not wish to work through the 10 modules in turn, they could be completed in an order to suit yourself or your students' interests.

## Thematic pathways

### The UK: history and tradition

- 2a Four nations
- 4e National celebrations
- 5f *English everywhere*: Canada and Wales
- 11a William Shakespeare
- 2b British islands
- 3a England: a historical tour
- 2e Town and country
- 6d When the tourists stayed away
- 11b William Wordsworth
- 3b Britain's colonial past
- 7a The Friendly Games
- 3c The British at war
- 11h Wilfred Owen
- 4a UK Parliament: tradition and change
- 4b The ups and downs of the British monarchy
- 10a Positive discrimination
- 11c Jane Austen
- 11g George Bernard Shaw

## The self-designed course

If you wish to design your own culture course, or if you intend to use **Across Cultures** as a complementary resource to your main language course or cross-curricular studies, there is equally no reason why the separate units within this book cannot be taught in any order that suits you or your class. Every unit of the book exists as a freestanding lesson (or series of lessons) in its own right. Any unit could easily be taught in isolation at any point of a self-designed course in order to meet a specific teaching need, whether that need be one of theme, vocabulary, skills or language.

## The thematic course

While all of the units within each module are linked in any case by a common theme, it is also possible, using the Links signposted in each unit's content summary box, to change topic direction at any point and to follow instead, as if at a crossroads, a lateral link to a unit in a different module with a secondary, connected theme. Using these Links, it is possible either to take the occasional one-off diversion from the module theme, or to create entire alternative routes through the different units. Below are some suggestions for specific thematic pathways through the book.

### The USA: history and tradition

- 2c The seven natural wonders of America
- 3d History at the movies
- 11d James Fenimore Cooper
- 11e Harriet Beecher Stowe
- 4e National celebrations
- 4c The land of the free
- 10b Immigration
- 3e The USA: making the news in the 20<sup>th</sup> century
- 4d US law: show business and big business
- 10c Globalisation
- 11j John Steinbeck

### Scotland, Wales and Ireland

- 2a Four nations
- 2b British islands
- 3a England: a historical tour
- 8a A child could do that
- 5f *English everywhere*: Canada and Wales



- 11k Dylan Thomas
- 4a UK Parliament: tradition and change
- 3b Britain's colonial past
- 9f *English everywhere*: The Republic of Ireland
- 4e National celebrations
- 11g George Bernard Shaw
- 2f *Soundtrack*: A world of music
- 7a The Friendly Games

### Britain's former colonies

- 2a Four nations
- 9f *English everywhere*: The Republic of Ireland
- 3b Britain's colonial past
- 3f *English everywhere*: Jamaica
- 3d History at the movies
- 4c The land of the free
- 4e National celebrations
- 5f *English everywhere*: Canada and Wales
- 11d James Fenimore Cooper
- 7f *English everywhere*: Australia
- 2d Climate extremes
- 7b Extreme sports
- 1f *English everywhere*: South Africa
- 7a The Friendly Games
- 10b Immigration
- 11i Zadie Smith
- 2f *Soundtrack*: A world of music

### Family life

- 1a Two ordinary days
- 1c Modern families
- 10d Working mothers
- 11i Virginia Woolf
- 10e Caring for the elderly
- 11k Dylan Thomas
- 1d What's in your basket?
- 1e Time out
- 7c Mall rats
- 7d Popular television
- 7e Holidays
- 2e Town and country
- 1b Home swap
- 11b William Wordsworth
- 5c High school culture
- 11c Jane Austen
- 11g George Bernard Shaw
- 5b Students at home and abroad

### The UK's changing society

- 1c Modern families
- 10d Working mothers
- 11i Virginia Woolf
- 10e Caring for the elderly
- 11k Dylan Thomas
- 5a Too much too young?
- 11f Charles Dickens
- 4a UK Parliament: tradition and change
- 6e UK + EU = OK?
- 6a Overworked and underpaid

- 6b Downshifting
- 10c Globalisation
- 6c The global supermarket
- 11j John Steinbeck
- 4f *Soundtrack*: Protest songs
- 10a Positive discrimination
- 10b Immigration
- 11i Zadie Smith
- 9b Texting
- 9c Internet innovations
- 9e Language change
- 10f *Soundtrack*: Changing societies

### The USA's changing society

- 1c Modern families
- 10d Working mothers
- 11i Virginia Woolf
- 10b Immigration
- 4d US law: show business and big business
- 10c Globalisation
- 11j John Steinbeck
- 4f *Soundtrack*: Protest songs
- 5d Cyber High
- 9c Internet innovations
- 9e Language change
- 10f *Soundtrack*: Changing societies

### Young people today

- 1a Two ordinary days
- 1c Modern families
- 11i Zadie Smith
- 1e Time out
- 2e Town and country
- 11b William Wordsworth
- 5a Too much too young?
- 11f Charles Dickens
- 8a A child could do that
- 5e Star pupils
- 8d Hollywood kids
- 5c High school culture
- 11c Jane Austen
- 11g George Bernard Shaw
- 5b Students at home and abroad
- 10a Positive discrimination
- 8e Dancing in the streets
- 9b Texting
- 9d Internet cheats
- 5d Cyber High
- 1f *English everywhere*: South Africa

### Racial issues

- 3b Britain's colonial past
- 3f *English everywhere*: Jamaica
- 3d History at the movies
- 11d James Fenimore Cooper
- 11e Harriet Beecher Stowe
- 2f *Soundtrack*: A world of music
- 3e The USA: making the news in the 20<sup>th</sup> century
- 6c The global supermarket

- 1f *English everywhere*: South Africa
- 10b Immigration
- 11i Zadie Smith

## Gender issues

- 1c Modern families
- 10d Working mothers
- 11i Virginia Woolf
- 5c High school culture
- 11c Jane Austen
- 11g George Bernard Shaw

## The economy

- 3b Britain's colonial past
- 3f *English everywhere*: Jamaica
- 1d What's in your basket?
- 7c Mall rats
- 6c The global supermarket
- 10c Globalisation
- 11j John Steinbeck
- 4d US law: show business and big business
- 10b Immigration
- 6a Overworked and underpaid
- 6b Downshifting
- 10d Working mothers
- 11i Virginia Woolf
- 6e UK + EU = OK?
- 6d When the tourists stayed away
- 9f *English everywhere*: The Republic of Ireland
- 6f *Soundtrack*: The music business

## Technology

- 1d What's in your basket?
- 9f *English everywhere*: The Republic of Ireland

- 9c Internet innovations
- 5d Cyber High
- 9d Internet cheats
- 9b Texting
- 9e Language change
- 10f *Soundtrack*: Changing societies

## Music

- 4e National celebrations
- 5f *English everywhere*: Canada and Wales
- 2f *Soundtrack*: A world of music
- 5e Star pupils
- 8c West End musicals
- 6f *Soundtrack*: The music business
- 4f *Soundtrack*: Protest songs
- 8e Dancing in the streets
- 8f *Soundtrack*: Cinema music
- 10f *Soundtrack*: Changing societies

## The media

- 1e Time out
- 7d Popular television
- 6f *Soundtrack*: The music business
- 3d History at the movies
- 4d US law: show business and big business
- 5c High school culture
- 11c Jane Austen
- 11g George Bernard Shaw
- 5e Star pupils
- 8d Hollywood kids
- 8b *The Lord of the Rings*
- 8f *Soundtrack*: Cinema music
- 3e The USA: making the news in the 20<sup>th</sup> century
- 9a The UK press

## Thematic pathways

Topic	Unit	Activity
Immigration	10b	...
Gender issues	1c, 10d, 11i	...
The economy	3b, 3f, 1d, 7c, 6c, 10c, 11j, 4d, 10b, 6a, 6b, 10d, 11i, 6e, 6d, 9f, 6f	...
Technology	1d, 9f	...
Music	4e, 5f, 2f, 5e, 8c, 6f, 4f, 8e, 8f, 10f	...
The media	1e, 7d, 6f, 3d, 4d, 5c, 11c, 11g, 5e, 8d, 8b, 8f, 3e, 9a	...

Topic	Unit	Activity
Immigration	10b	...
Gender issues	1c, 10d, 11i	...
The economy	3b, 3f, 1d, 7c, 6c, 10c, 11j, 4d, 10b, 6a, 6b, 10d, 11i, 6e, 6d, 9f, 6f	...
Technology	1d, 9f	...
Music	4e, 5f, 2f, 5e, 8c, 6f, 4f, 8e, 8f, 10f	...
The media	1e, 7d, 6f, 3d, 4d, 5c, 11c, 11g, 5e, 8d, 8b, 8f, 3e, 9a	...

# Teacher's Resources for Civiltà

A teacher of cultural studies need not be reliant on their coursebook alone. There are a variety of other media that can be used to supplement the material in your coursebook, including your own and your students' personal cultural knowledge, printed material, audiovisual material and, of course, the Internet.

## Finding material

### Personal knowledge

As a primary resource, it is always worth checking at the start of a course what experience your students already have of the English-speaking world. In addition to general world knowledge, some of them may have visited an English-speaking country or have friends or relatives there. And these days most young people have easy access to, and an interest in, English-language TV programmes, films and songs.

Whether the films and TV programmes are screened in their original English, or dubbed into your own language, they will still provide useful cultural information – even from a purely visual point of view – that anyone watching cannot help but absorb.

### Printed material

Newspapers in your own language will probably carry daily news about English-speaking countries, and there is bound to be other material, aimed at potential visitors to the English-speaking world, available from your local travel agencies. Even though written in your own language, such resources can still provide useful cultural content about the geography, politics and current affairs of English-speaking countries.

As for material published in English, British or American books, newspapers and magazines can probably be obtained in your larger towns, and you could also make use of any printed material available from British or American companies based in your country, or from goods imported from the English-speaking world.

### Audiovisual material

The BBC World Service broadcasts programmes in English all over the world. (Visit [www.bbc.co.uk/cgi-bin/worldservice/psims/ScheduleSDT.cgi](http://www.bbc.co.uk/cgi-bin/worldservice/psims/ScheduleSDT.cgi) to find the correct radio frequency for your area.)

It might also be possible in your country to find American and British TV programmes, to watch films at the cinema, or to hire videos, all having the original English soundtrack with superimposed subtitles. Songs in English, whether on CD or recorded from the radio, are readily available in most countries these days.

### Internet

The Internet today provides the richest and most easily-accessible source of material for cultural studies, but

teachers must beware of searching too randomly for information, or of using websites indiscriminately. It is important to take material from reliable and up-to-date sources, using the sites of established organisations that can be relied upon to provide accurate information and to update that information frequently. The following sites can be recommended as reliable resources:

#### *General information*

<http://www.bbc.co.uk/>  
<http://www.longman-elt.com/>  
<http://www.statistics.gov.uk/>

#### *Travel/tourism/geography (UK and Ireland)*

<http://www.visitbritain.co.uk/>  
<http://www.travelengland.org.uk/>  
<http://www.tourism.wales.gov.uk/>  
<http://www.visitscotland.com/>  
<http://www.ireland.travel.ie/home/>

#### *Travel/tourism/geography (Australia)*

<http://www.australia.com/>

#### *Travel/tourism/geography (Canada)*

<http://www.travelcanada.ca/>

#### *Travel/tourism/geography (World)*

<http://www.cia.gov/cia/publications/factbook/>  
<http://www.thecommonwealth.org/>

#### *UK news*

<http://www.timesonline.co.uk/>  
<http://www.guardian.co.uk/>  
<http://www.telegraph.co.uk/>  
<http://news.bbc.co.uk/>  
<http://www.channel4.com/news/>

#### *US news*

<http://www.nytimes.com/>  
<http://www.usatoday.com/>

#### *Literature*

<http://www.online-literature.com/>  
<http://www.bl.uk/>  
<http://authorsdirectory.com/>

#### *English-language penpals*

<http://www.epals.com/>  
<http://www.eslcafe.com/>

If searching for narrower, specific information, two recommended search engines are:

<http://www.google.com/> and <http://www.ask.com/>



Remember the following tips for obtaining accurate search results:

- Include as many key words in your search as possible, separating them with 'plus' signs (+). For example, if searching for information on traditional food and drink in Ireland, key in: *Ireland + traditional + food + drink*, plus the names of any specific food or drink that you are already aware of. This will produce a much more targeted and specific list of sites than merely searching under *Ireland*.
- For accurate searching, key phrases consisting of more than one word should be grouped together using double quotation marks (""). For example, if searching for information on Thomas Jefferson's involvement with the Declaration of Independence, key in: *"Thomas Jefferson" + "Declaration of Independence"*.
- To exclude certain unwanted information from your search results, key in a minus sign (-) directly before the unwanted key word or phrase. For example, if searching for information on Wordsworth's poetry, but uninterested in his collaboration with Coleridge, and wishing to exclude the poems contained in *Lyrical Ballads*, key in: *Wordsworth + poetry - Coleridge - "Lyrical Ballads"*.

### Using and adapting material

There are many ways in which the different resources available to the teacher can be adapted in class. Here are a few practical suggestions.

#### Personal knowledge

Teachers and students with direct personal knowledge of English-speaking countries could give short presentations to the class (using photos, videos, slides or souvenirs) about their visits there. Alternatively (or in addition to their presentations) they could be interviewed in English about their experiences.

If certain British and American TV programmes and films are shown in your country dubbed into your own language, you could still compile questions or quizzes based around the characters' environment and daily lives, for example: *What do the X family usually have for breakfast? What colour are the buses/postboxes/taxis in X? Do the children in X go to school on Saturdays?* etc.

#### Printed material

Authentic English-language publications can be used for reading comprehension exercises but, if not specifically aimed at EFL students, the texts will almost certainly need adapting or simplifying to some extent to match your students' language level. Try to choose texts that use only grammatical structures and tenses that your students have already covered in their syllabus. Texts beyond your students' grammatical level (even with explanation) will probably only confuse and demotivate them. If necessary, rewrite the texts to avoid the difficult structures.

Difficult vocabulary items in texts pose less of a problem. Either rewrite the texts, substituting easier items of vocabulary, or gloss them for students (in the same style as the Word Banks in this book). If the new words could be useful additions to the students' everyday vocabulary, you could devise specific exercises around them. Ask students to guess the meanings of the words from their context (maybe with multiple-choice options) or ask them

to match the words to their (jumbled) meanings.

When writing your own reading comprehension activities, take inspiration from coursebooks and use a variety of different tasks instead of always relying on straight comprehension questions. For example, students could be asked to order the paragraphs of a text, to match a list of topics to paragraphs, to complete gaps that you have made in the text, to answer *true/false* to statements or to summarise the text. It is important also to warm your students up to the topic of the text before giving them a reading comprehension exercise. Before they begin a specific task, introduce the topic of the text by asking general questions or by drawing their attention to the text's title or accompanying pictures.

#### Audiovisual material

In the same way, the presentation of any recorded audio or video material should be preceded by a short orientation session where students' interest in the theme of the material is aroused. In addition, any difficult language items that might prevent students from understanding the main points of the extract should be cleared up before they are required to listen.

Recorded radio extracts will probably contain quite a lot of language beyond the students' level, but if you feel that your students are capable of grasping the gist of a programme, you can still devise some general listening comprehension questions that do not require a detailed understanding of every word of the text. After a couple of initial listenings, you could provide students with a transcript of the extract (as long as it did not contain too many grammatical structures or vocabulary items that the students had not yet covered). Bear in mind, however, that in real life, radio programmes are designed to be ephemeral, and are not intended for repeated, detailed listening. As in real life, students should simply aim to understand as much as they can of the gist of the recording on the first listening only.

With songs, which bear repeated listening, you can be more flexible and, if you wish, give students a transcript of the lyrics (perhaps with gaps to fill) to follow as they listen. It may also be a good idea, before they listen, to explain to students any non-standard or unconventional language items in the song so that these do not impede their comprehension.

Video recordings in English can be used in a number of ways. As a warm-up, you could play the video extract without any sound and ask students to guess what is happening on screen. With aural comprehension tasks, it is probably best to give a general, gist-comprehension task first and then, for a second viewing, to give some more detailed questions. As with radio programmes, it is probably best to concentrate on a general understanding of the extract rather than to go into too detailed an examination of its language structures. It is important to bear in mind the purpose of radio, TV and film extracts, which usually aim to give an immediate message, to inform, to entertain or to engage emotionally, and not to over-analyse these media.


#### Internet

Texts or audio clips downloaded from the Internet can be used in the same way as those detailed above in **Printed material** and **Audiovisual material**.



# Exam Practice Exercises

The reading texts and listening extracts in **Across Cultures** already resemble those in the Cambridge ESOL exams in terms of their variety and their emphasis on authenticity. Care has also been taken to ensure that there is a variety of exam-relevant exercise types and skills within the course.

Many of the Reading and Listening exercises in **Across Cultures** are labelled by the symbol . This symbol means that the exercise has been specifically designed to mirror and to offer practice in a task or skill regularly used by Cambridge ESOL Examinations in their PET and FCE exams.

## Text types

**Across Cultures** relies strongly on a variety of authentic or adapted-authentic texts with an emphasis on real-life text genres and speaking transactions. Similarly, Cambridge ESOL cite the following text types (all to be found within the pages of **Across Cultures**) as typical of those found in their PET and FCE exams:

**Reading:** notices, newspapers, magazines, encyclopedias, websites, advertisements, correspondence, fiction, informational material (eg brochures, guides, manuals, etc.), messages, reports. See, for example, the texts in units 1a, 2b, 3c, 5a, 6b, 6c, 7e, 8b, 9a, 9d, 10e.

**Listening:** answerphone messages, documentaries/features, instructions, news, public announcements, publicity/advertisements, reports, speeches, stories/anecdotes, chats, conversations, discussions, interviews, quizzes, transactions. See, for example, the listening activities in units 1a, 2c, 3c, 6d, 8c, 8d, 10a.

## Task focus

The following specific types of task focus (which are all reading and listening subskills), cited by Cambridge ESOL as relevant to PET and FCE, appear regularly in **Across Cultures**:

**Reading:** understanding the main points/details/specific information contained in a text (eg. 3a *England: a historical tour* exercise 3), scanning and disregarding redundant information (eg. 2b *British islands* exercise 4), understanding text structure (eg. 6a *Overworked and underpaid* exercise 4), understanding the writer's purpose and attitude (eg. 10e *Caring for the elderly* exercise 4), reading for gist (eg. 8d *Hollywood kids* exercise 3), deducing meaning (eg. 5c *High school culture* exercise 5).

**Listening:** understanding key specific information/details in a listening extract (eg. 1c *Modern families* exercise 8), understanding gist (eg. 5b *Students at home and*

*abroad* exercise 6), deducing meaning (eg. 4f *Soundtrack: Protest songs* exercise 4), understanding the attitudes and opinions of the speakers (eg. 4b *The ups and downs of the British monarchy* exercise 7).

## Task types

### PET Reading

Cambridge ESOL Examinations list the following task types as being appropriate to PET Paper 1:

- Multiple choice (choosing the correct answer to a comprehension question from a variety of alternatives), eg. 4a *UK Parliament: tradition and change* exercise 4.
- Matching (matching prompts to elements in a reading text), eg. 7c *Mall rats* exercise 2.
- True/false (deciding whether sentences about the text are true or false), eg. 7a *The Friendly Games* exercise 2.
- Multiple choice cloze (choosing the correct alternative to complete a gap in the text). Teachers can make their own practice version of this task by blanking out individual words in an existing text and providing multiple choice alternatives.

### PET Listening

Cambridge ESOL Examinations list the following task types as being appropriate to PET Paper 2:

- Multiple choice (choosing the correct answer to a comprehension question from a variety of alternatives), eg. 6e *UK + EU = OK?* exercise 5.
- Gap fill (completing notes or a summary connected to the listening extract with the correct words), eg. 6d *When the tourists stayed away* exercise 6.
- True/false or yes/no questions (deciding whether certain statements are relevant to the listening extract or not), eg. 1a *Two ordinary days* exercise 6.

Please note that for authentic exam practice, each listening extract ought only to be played to students twice.

### FCE Reading

Cambridge ESOL Examinations list the following task types as being appropriate to FCE Paper 1:

- Multiple matching (matching prompts to elements in the text), eg. 2e *Town and country* exercise 2.
- Multiple choice (choosing the correct answer to a comprehension question from a variety of alternatives), eg. 5b *Students at home and abroad* exercise 2.
- Gapped text (completing gaps in a text by choosing from multiple alternatives), eg. 6a *Overworked and underpaid* exercise 4.

### **FCE Listening**

Cambridge ESOL Examinations list the following task types as being appropriate to FCE Paper 4:

- Multiple choice (choosing the correct answer to a comprehension question from a variety of alternatives), eg. 6e *UK + EU = OK?* exercise 5.
- Note-taking (taking brief notes containing essential information from a listening extract), eg. 2a *Four nations* exercise 7.
- Blank filling (completing notes or a summary connected to the listening extract with the correct words), eg. 5e *Star pupils* exercise 6.
- Multiple matching (matching prompts to elements from the listening extract), eg. 9b *Texting* exercise 7.
- True/false or yes/no questions (deciding whether certain statements are relevant to the listening extract or not), eg. 7b *Extreme sports* exercise 6.

Please note that for authentic exam practice, each listening extract ought only to be played to students twice.

It is up to individual teachers whether or not they choose to draw their students' attention to the Exam Practice exercises in the course. The exercises can be used unobtrusively, as a way of gradually familiarising students with exam exercise types before they begin to prepare specifically for an exam, or they can be used as overt exam

preparation. Alternately, there is no need for classes with no interest in exam practice to omit the EP exercises, as they remain integral parts of each unit, and provide useful comprehension tasks in their own right.

Many of the Speaking and Writing tasks in **Across Cultures**, specifically pairwork speaking activities and writing activities where students have to produce a text along given guidelines or following specific prompts, also provide useful exam practice. Detailed tips for dealing with each specific exercise are given within the unit-by-unit teaching notes in this book.

To obtain more detailed information about the specifics of the Cambridge exams, and how best to prepare for them, Cambridge ESOL can be contacted directly:

University of Cambridge ESOL Examinations  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

Tel. +44 (0) 1223 553355  
Fax. +44 (0) 1223 460278  
website: <http://www.cambridge-efl.org>  
e-mail: [ESOLhelpdesk@ucles.org.uk](mailto:ESOLhelpdesk@ucles.org.uk)

## MODULE OVERVIEW

**Topics:** everyday routines, homes, modern families, food shopping, leisure time

**Countries:** USA, UK, Australia, Canada, South Africa

**Language:** present tenses, *have got*, adverbs of frequency, some simple past (mainly Unit 1b)

**Vocabulary:** cultural difference, facilities in a house, family members, food, leisure activities

1 Ask students if they can match the three countries (the USA/the UK/South Africa) to the photos. What aspects of the pictures gave them a clue? The appearance of the people, the clothes, the backgrounds, the everyday items?

**Key**

The photos show: American students, a British family having breakfast, a woman shopping in an American supermarket and members of a South African sports team.

2 Elicit any facts that students know about homes, schools and food in those countries. Where have the students got these facts from? From visits to those countries or from the media (magazines, TV, films, Internet, etc.)?

## 1a Two ordinary days (pp. 8-9)

**Before you read**

1 Students look at the photos in pairs and guess which countries the two houses can be found in. They then report back to the whole class, explaining the reasons for their guesses. Explain that the picture on page 8 shows a house in the UK, and the picture on page 9 shows a house in the USA. Ask students to guess (or to tell you, if they know) what time students in the UK and the USA start and finish their school days.

**Reading**

2 Revise the format of a British letter by asking students to identify the date and Simon's address.

Check general comprehension by asking questions such as: *What do Simon's parents do?*

*Why doesn't the family have breakfast together?*

**Key**

	Simon	Simon's mum	Simon's dad
Get up	7.00	before 6	7.00
Leave the house	8.15	6.45	8.15
Get home	4.00	4.00	after 7.00
Have dinner	6.00	8.00	8.00
Go to bed	11.00	10.00	1.00

3 Check that students understand the format of an email by asking them to identify the receiver's email address, the sender's email address and the topic of the message. Check general comprehension by asking questions such as: *Does Tracey have any brothers or sisters? What does she do after dinner?* Students find the differences and the similarities in pairs while you write a table on the board with two columns: SIMON and

TRACEY. Elicit the answers from the students and complete the columns of the table.

**Key**

SIMON	TRACEY
<i>Similarities</i>	
gets up at 7.00	gets up at 7.00
goes to school by bus	goes to school by bus
eats lunch at school	eats lunch at school
lessons finish at half past three	lessons finish at half past three
<i>Differences</i>	
does not have breakfast with his family	has breakfast with her family
leaves the house at 8.15	leaves the house at 8.00
lessons start at 9 o'clock	lessons start at 8.30
has lunch at 12.30	has lunch at 12.00
gets home at 4 o'clock	gets home at 5 o'clock
has dinner at 6.00	has dinner at 7.30
does not eat dinner with his parents	eats dinner with her parents
often watches TV in the evening	does not often watch TV in the evening
goes to bed at 11.00	goes to bed at 10.00

**Vocabulary**

4 Introduce the survival guide by asking students if any of them have ever visited Britain. What differences in everyday life did they experience there? Students read the survival guide silently and find the words.

**Key**

1. order; 2. introduce; 3. greet; 4. rude; 5. postbox.

5 Students answer the questions in pairs. Check the answers with the whole class.

**Key**

a. 2, 3, 7, 8; b. 4, 5; c. 2; d. 1; e. 6.

**Listening**

6 ① **Track 1** [EP] (a Teacher's Book, page 6) Go through the list of eight topics with the students and revise what students know about these aspects of life in the UK. Warn students that the topics might not appear in the same order as on the list. Play the recording. Students listen and tick the topics that are mentioned.

**Tapescript**

(British accent + foreign accent)

WOMAN: Hi! How was your day? Did you survive?!

STUDENT: Oh, yes, it was fine, thanks.

WOMAN: Did you find the college OK?

STUDENT: Yes, that was no problem. It's right in the centre of town.

WOMAN: Did you get the number 32 bus, like I said?

STUDENT: Yes, but it was a bit embarrassing, because I didn't know where to get a ticket from. At home you buy them from



newsagent's shops, so I went into a shop to buy a ticket, but they didn't know what I was talking about!

WOMAN: Oh – I should have told you that! You just pay on the bus!

STUDENT: Well, I know that now! Oh, and another embarrassing thing happened ... I met some English girls at lunchtime at the college, and I tried to kiss them when we were introduced. It's normal in my country – but I think they were a bit surprised!

WOMAN: Oh, I think they were probably pleased really! But you're right, we don't really tend to kiss strangers in this country. Was there anything else that you found strange?

STUDENT: Er, no, I don't think so. Some things are different from home, but better. Like at lunchtime, I could go out and buy things and go to the bank. You can't do that at home because everything's closed between 12 and 3.

### Key

He mentions: 3 kissing, 6 buying bus tickets, 7 bank opening hours.

**7** **1** **Track 1** Play the recording again. Students listen for more detail about the three topics that have been identified.

### Key

In the student's country you buy bus tickets from newsagent's, it is normal to kiss people when they are introduced to you, and banks are closed between 12 and 3.

### Speaking

**8** Discuss with the students the information that they have learned in this unit about everyday life in the UK and the USA. Make a list on the board of ways in which life is different in their own country. Do they know any other differences?

### Extra activities

• **Project work** Students compile an *Everyday survival guide* for their own country, consisting of a list of tips for visitors to your country. It should cover aspects of everyday life that foreign visitors might be unfamiliar with, such as shop opening hours, how to use public transport, etc.

• **Roleplay** In pairs students roleplay one of the following conversations:

**Student A:** You are a teenager from the USA or the UK visiting your country. Tomorrow you have to catch a bus to school, and you also want to do some shopping and have a drink in a café. Ask Student B everything you need to know (about times, how to pay for things, etc.).

**Student B:** You are Student A's host. Answer Student A's questions.

**Student A:** You are on an exchange visit to the UK. Tomorrow you have to catch a bus to school, and you also want to do some shopping and have a drink in a café. Ask student B everything you need to know (about times, how to pay for things, etc.).

**Student B:** You are a British student, and Student A's host. Answer Student A's questions.

## 1b Home swap (pp. 10-11)

### Before you read

**1** Students discuss the exercise in pairs. Give help with any unknown vocabulary. Elicit descriptions of the two houses depicted in the magazine article.

Teach the expressions *terraced house*, *detached house* and *suburbs*. Ask students which house they think is in the USA and which in Britain, what facilities they think they have, and which house looks more attractive.

### Reading

**2** **EP** (Teacher's Book, page 6) Students complete the exercise in pairs. Check general comprehension by asking questions such as:

*How many bedrooms has the British house got?*

*Has the British house got a garden?*

*How many bathrooms has the American house got?*

*Has the American house got a swimming pool?*

### Key

1. the English one; 2. the American one; 3. the English one; 4. the American one; 5. the English one; 6. the English one; 7. the English one; 8. the American one.

**3** **EP** (Teacher's Book, page 6) Students complete the task in pairs.

### Key

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

**4** Students study the tables in pairs. Elicit answers from the whole class.

### Key

The Millers' house scored the most for space.

The Millers' house scored the most for comfort.

The Keanes' house scored the most for decoration.

The Keanes' house scored the most for its garden.

The Keanes' house scored the most in total.

### Speaking

**5** Students discuss the questions in pairs, then report back to the class. Discuss the final question as a class.

**6** Students discuss the questions with a partner. They could also draw a plan of their ideal house and label it in English.

### Extra activities

• **Project work** Distribute pictures of houses cut from magazines. Students must imagine what the houses are like inside and then write descriptions of them, as if they are estate agents trying to sell the houses.

• **Project work** Students draw a plan of their own home and label it in English.



## 1c Modern families (pp. 12-13)

### Before you read

1 Students discuss the questions privately in pairs. It is probably better not to ask individual students to answer personal questions in front of the class, and to take care throughout this unit to address the topic with tact, in case there are students in the class with unhappy or unconventional family lives who do not wish to share details with the whole class.

### Vocabulary

2 Students complete the task in pairs. Check the answers with the whole class.

#### Key

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

### Reading

3 Individually, they quickly read the texts and find the answers.

#### Key

Callum: 2 people; Meera: 5 people; Ben: 3 people; Trudi: 2 people.

4 **EP** (a Teacher's Book, page 6) Students read the texts again, more slowly this time, and complete the task. Check general comprehension by asking questions such as: *Where does Callum's dad come from? How many aunts does Meera have? Are Ben's parents still married to each other? Where does Trudi go every day after school?*

#### Key

1. aunt and uncle; 2. sometimes; 3. near; 4. often; 5. stepsister; 6. ex-wife; 7. in different places; 8. sees her dad regularly.

### Speaking

5 Ask students to read the statistics about families in the USA and the UK on page 12. Check comprehension by asking questions such as: *Which of the two countries has the higher divorce rate? Which of the two countries has the higher number of children with unmarried parents? Ask if any of the statistics in the tables surprise the students.*

6 Elicit differences or similarities between the British and American statistics and the probable statistics in your country.

7 Again, it is probably best if students discuss this privately in pairs in order to prevent any embarrassment to individual students.

### Listening

8 **1** **Track 2** Ask students to read through the questions before they listen. Can they guess what James's family situation is? Play the recording once and see how many of the questions the students can answer. Play the recording again and check any remaining answers.

#### Tapescript

##### (British accent)

My name's James, and I live with my mum and my stepfather. I've got a sister, Rachel, but I also live with my stepsister, Louise. She's lived with us for two years, since mum married Richard, her father. Richard's OK – I like him a lot. He's really friendly to Rachel and me, but he doesn't pretend that he's our dad. But I find my stepsister really difficult. She's older than Rachel and me, and she tries to tell us what to do all the time – but she's living in our

house! Sometimes she invites lots of her friends round to the house, so Rachel and I can't get into the kitchen, or watch what we want to on TV. And when we complain to mum about it, she just says that it's Louise's home too now, and that we should try to understand her problems! And if we have an argument, Richard always believes her and not us. It's not fair!

#### Key

1. Rachel is James's sister. Louise is James's stepsister. Richard is James's stepfather; 2. He likes him a lot; 3. Louise; 4. Because she's come to live in his house, but she always tells him and his sister what to do; 5. She says that it's Louise's home too now, and that they should try to understand her problems; 6. Richard believes Louise and not James and Rachel.

### Speaking

9 This can be conducted as a whole class discussion, or in pairs.

### Extra activities

• **Writing activity** Students write a description of their own family, of a family they know, or of a famous or fictional family.

• **Roleplay** Students roleplay the following conversation (remind them first of the situation and the characters involved in exercise 8, and ask them to imagine how James and Louise feel):

**Student A:** You are James from exercise 8. Complain to Louise, your stepsister, about her behaviour.

**Student B:** You are Louise, from exercise 8. Listen to James, your stepbrother, complaining about your behaviour, then tell him how you feel.

## 1d What's in your basket?

(pp. 14-15)

### Before you read

1 Elicit answers from the class as a whole. Find out how often students' family members go to the supermarket, to smaller shops or to an outdoor market, and if any of them receive home deliveries.

### Reading

2 Individually, students quickly read the text and find the different ways of shopping for food.

#### Key

Shopping in person in a supermarket, shopping on-line for supermarket products, shopping at an outdoor market, having boxes of organic food delivered.

3 **EP** (a Teacher's Book, page 6) Students read the text again more slowly and choose the correct alternatives.

#### Key

1. cheap; 2. can; 3. have recently become popular again; 4. no; 5. producer.

4 Ask students if they can identify the foods depicted on the websites. In pairs, they discuss the questions. Check answers with the class.

**Key**

1. The ready meals come from five different countries (America, Mexico, China, India, Italy). Ready meals are pre-prepared complete meals that just need to be heated; 2. \$35; 3. It contains fruit and vegetables; 4. Sushi; 5. Personal answers.

**Vocabulary**

5 Students complete the task in pairs. Check answers, then ask students which of the foods their families commonly buy. Which have they never tried? Which do they think they would like/hate?

**Key**

**Meat and fish:** Chicken and turkey – burgers and steaks, fish – breaded/battered, fish cakes and fish fingers, sausages and sausage rolls, cooked beef and ham, pate, salami, sushi.

**Vegetables:** Red potatoes, yellow onion, carrots, red cabbage, zucchini, cucumber, spinach, lettuce, beansprouts, chips, waffles and potato shapes, olives.

**Fruit:** Bananas, apples, oranges, pears, avocado, lemons.

**Bread and pastry:** Pies, pizza, sausage rolls, sandwiches.

**Sweets:** Cream cakes and desserts, ice cream and sorbets.

6 Students write the lists individually. Give help with vocabulary where necessary.

**Speaking**

7 Students discuss the topic in pairs. If they need help, prompt them to consider the 'political' implications of supermarket shopping: supermarkets often source their food products from distant, large, cheaper suppliers rather than helping the local economy, and some of them use poorly-paid foreign workers and import food over long distances. However, this obviously helps to guarantee low prices for the customer.

**Speaking/Reading**

8 If you have access to the Internet at your school, visit one of these UK supermarket websites with your students:

www.sainsbury.co.uk  
www.waitrose.com  
www.safeway.com

Help your students to log on to a site. If the site requires you to enter a valid UK postcode, enter the following: BA1 2HQ. Following the on-line instructions, each student searches for the items on the list that they compiled in exercise 6, adding the items to their shopping basket as they find them. Give help with vocabulary and site navigation as necessary. When students have found as many items as they can, they note down the total cost of their order, including the delivery charge.

Make sure that students delete their order and log off from the site at the end of the task, then elicit feedback from individual students, especially regarding comparison of the prices.

**Extra activities**

- **Research work** Students compile and conduct a class survey about their favourite foods.
- **Project work** Students make a poster in English about food, using pictures cut from magazines. This could be about their favourite foods, famous dishes from your country, healthy vs. unhealthy food, or it could be an advert for an imaginary shop, supermarket or delivery service.

**1e Time out (pp. 16-17)****Before you listen**

1 Ask students what they do in their leisure time, then ask them to look at the questionnaire. Can they find their favourite activities? Explain that the questionnaire is aimed at young Americans, and give help with vocabulary if necessary. Are the activities on the list popular in their country?

2 Students complete the whole questionnaire individually, then compare their answers in groups.

3 In pairs, they predict how an American girl might answer the questions. They complete the questionnaire with their predictions. Elicit predictions from a few pairs of students.

**Listening**

4 ① **Track 3** [EP] (Teacher's Book, page 6) Play the recording only once. Students listen and check their predictions, amending what they have written if necessary.

**Tapescript**

(American accents)

- MOM: What's this, Kirsten?  
KIRSTEN: Oh, it's a survey I got from school. I have to fill it in tonight.  
MOM: Hmm ... looks interesting. Why don't we do it now, while we're having this coffee? I can read you the questions.  
KIRSTEN: OK – I guess so.  
MOM: Right, now ... How often do you do these activities? You have to say *often*, *sometimes* or *never*.  
KIRSTEN: OK.  
MOM: Aerobics.  
KIRSTEN: Never!  
MOM: Computer activities.  
KIRSTEN: Often!  
MOM: Definitely often! You're always on the computer! Now ... cooking. Well, I can answer that for you – never!  
KIRSTEN: OK, OK. You're right – never.  
MOM: Cycling?  
KIRSTEN: Never.  
MOM: Dancing? ... Often?  
KIRSTEN: No, I like dancing, but I wouldn't say I went dancing often. Put sometimes.  
MOM: OK. Now, ... going to the movies ... Well, you go every Saturday night, so is that often or sometimes?  
KIRSTEN: I would say often. Let's put that.  
MOM: OK. What about reading?  
KIRSTEN: Sometimes.  
MOM: And shopping ...?  
BOTH: Often!



- MOM: Swimming ... never ...
- KIRSTEN: No, that's not true. I do go swimming in the summer – quite a lot.
- MOM: OK, so we'll put sometimes for swimming. What about walking?
- KIRSTEN: What? Walking for pleasure? Are you kidding? Never!
- MOM: And finally, watching TV.
- KIRSTEN: Well, I often watch TV. Who doesn't? .... Is that it, then?
- MOM: No, no. Next, you have to number the activities that you do in order, with number 1 as your favourite. So you have to number these activities: computer activities, dancing, going to the movies, reading, shopping, swimming, and watching TV.
- KIRSTEN: Let me see ... well, computer activities are definitely number one, followed by shopping. Third is, I think, watching TV and then dancing. What number am I on now?
- MOM: Five.
- KIRSTEN: OK, so five is going to the movies, six is reading and swimming is last. Is that everything?
- MOM: I'm afraid not! Just one more question: Which other activities do you do in your free time that aren't listed above?
- KIRSTEN: Well, I work in the coffee shop. Do you think that counts?
- MOM: Sure. I don't see why not. You spend a lot of time there.
- KIRSTEN: OK, then, let's put 'working in a coffee shop' ...erm ... 'going on dates' ...
- MOM: OK ...
- KIRSTEN: OK. That's got to be everything!

### Key

#### LEISURE USA QUESTIONNAIRE

1 How often do you do these activities?  
Write *often*, *sometimes* or *never*.

Aerobics	<i>never</i>	
Computer activities	<i>often</i>	1
Cooking	<i>never</i>	
Cycling	<i>never</i>	
Dancing	<i>sometimes</i>	4
Going to the movies	<i>often</i>	5
Reading	<i>sometimes</i>	6
Shopping	<i>often</i>	2
Swimming	<i>sometimes</i>	7
Walking	<i>never</i>	
Watching TV	<i>often</i>	3

3 Which other activities do you do in your free time that are not listed above?

Working in a coffee shop, going on dates, church activities.

### Speaking

**5** **EP** (Teacher's Book, page 6) Students study the graphs. Ask them which graph shows information about teenagers' leisure activities, and which graph shows information about teenagers' weight. Students then discuss the graphs, and the link between them, in pairs.

### Key

The graphs suggest that American teenagers' leisure activities do not involve much physical exercise and that, as a result, they are becoming more overweight and unfit.

### Reading

**6** Ask students how much physical exercise they get, and if any of them go to a gym. Make sure that they understand the expressions *fit*, *personal trainer*, *aerobics*, *weight training*. Students read the article and answer the questions in pairs. Check answers, then ask a few students their opinion about the article.

### Key

1. After school; 2. \$75 an hour; 3. 13-17; 4. 12 to 17; 5. \$45 an hour; 6. A scientist at the Centers for Disease Control and Prevention in Atlanta; 7. He thinks that teenagers need more active lives, and that it is not enough to go to a one-hour exercise class; 8. No, they don't.

### Speaking

**7** **Project work** While students are writing their five questions, circulate around the class giving help where necessary. If students are having difficulty thinking of questions, you could write the following prompts on the board:

- like/sports? (Which?)
- gym? swimming pool?
- walk to school?
- dancing?
- how often?/how many times?/how many hours?

Students then write their questions in full on a large sheet of paper, leaving plenty of space to note down the answers of all the other class members. Students then circulate around the class asking the questions. When they have asked all their classmates, they collate the results in pairs. For example, they work out what percentage of the class regularly go to the gym, and what percentage of the class never go, what is the average number of hours that students in their class spend each week doing physical exercise or how many students enjoy playing football compared to other sports.

Finally, they draw bar charts, pie charts or line graphs depicting these results in graphic form, and label them. The diagrams can then be displayed on the classroom wall.

### Extra activities

- **Writing activity** Students imagine that they are an American student and write their diary for a week, concentrating particularly on their leisure activities.
- **Writing activity** Students write a paragraph about how they spend their own leisure time.

## 1f English everywhere: South Africa (pp. 18-19)

### Speaking

**8** Direct students' attention to the photos and the map. Elicit anything that students know about South Africa (for example, they might know about Nelson Mandela and the old apartheid system, or they might know South Africa's rugby team).

### Reading

**9** Ask if students can answer any of the questions without looking at the Information File. Students then complete the task in pairs.



**Key**

1. White Afrikaans; 2. Three; 3. Cape Town; 4. In the south-west, on the coast; 5. The east coast.

3 Explain to students that they are going to read part of a website from a South African school. Look at the information requested in the table and ask students to predict some of the answers about Izak before they read the website. Students then complete the task in pairs.

**Key**

<b>Name:</b>	Izak Ford
<b>Nationality:</b>	South African
<b>Town/City:</b>	Cape Town
<b>Name of school:</b>	Swanepoel Boys School
<b>Number of schooldays per week:</b>	Five
<b>School day:</b>	From 7.40 a.m. to 2.15 p.m.
<b>First language:</b>	Afrikaans
<b>Other languages studied:</b>	English and Xhosa
<b>Evening activities:</b>	Doing homework and watching TV
<b>Favourite TV programmes:</b>	<i>ER</i> and <i>Friends</i>
<b>Usual dinner:</b>	Meat or chicken with rice and vegetables
<b>Weekend activities:</b>	Going to shopping mall, having barbecues

4 Students complete the task individually or in pairs.

**Key**

1. No, it isn't. It's multi-racial; 2. At 6 o'clock; 3. He hates it; 4. At half past ten and at half past twelve; 5. Sports such as rugby, hockey and swimming, or artistic activities like music and photography; 6. A barbecue.

**Writing**

5 Students fill in the table individually. Give help with vocabulary if necessary. Elicit differences between the students' way of life and Izak's, by asking questions about school days, meals, etc.

6 Look back at the email on page 9 and remind students of its format. This task can be given for homework. Students who have email at home can write a real email using their real address and print it out (do not try sending it!) while students without email at home can invent an address and write the message by hand. In either case, they should use the two tables from exercises 3 and 5 as notes for the email.

**Extra activities**

- Research work** Students find out more about the history of the apartheid system.
- Research work** Students research and write about the life of Nelson Mandela.

**1g Language & Culture (p. 20)**

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

**GRAMMAR**

Present tense review (present simple, present continuous, present perfect)

1 Open answers.

2 Key

Present simple	Present continuous	Present perfect
live	'm studying	've just started
starts	'm really enjoying	've just begun
have	's doing	
works	'm still texting	
start		
go		

The present simple verbs describe permanent states (*live*), or daily routines (*have*).

The present continuous verbs describe temporary actions that are happening now (*I'm studying*) or continuous actions that provide a background to another action (*she's doing the washing up*).

The present perfect verbs describe recent actions at an unspecified time in the past and incorporate the adverb *just*.

3 Key

2. get up; 3. get dressed; 4. have; 5. catch; 6. leaves; 7. am/'m studying; 8. have/'ve just started; 9. is/'s; 10. finishes; 11. have; 12. play; 13. are/'re waiting; 14. have/'ve just won.

**SKILLS**

Writing: using sequencing words to order sentences in a paragraph

4 Key

My dad gets up every day at 4.00am.

First he has a shower and puts on his uniform.

Then he goes downstairs and has breakfast. He always has a cooked breakfast with bacon, eggs, sausages and beans!

Next, he checks his bike and makes sure there are no problems.

After that, he cycles to work and sorts everything for the day.

Finally, he cycles round lots of houses and delivers things to people.

He's a postman.

5 Key

a; c; d; e; a.

First, I get up at 7.30 am.

After that/Next/Then, I get dressed and have breakfast.

After that/Next/Then, I drive to work.

After that/Next/Then, I work until 5.30 pm. Finally, I go to bed at midnight.

## MODULE OVERVIEW

**Topics:** the four nations of the United Kingdom, geography of the smaller British islands, natural wonders of the USA and Canada, extreme weather, life in London and in an English village, popular music styles

**Countries:** UK, USA, Canada, Australia, Jamaica, Ireland, South Africa

**Language:** present tenses, comparative and superlative adjectives, prepositions of place, points of the compass

**Vocabulary:** national symbols, natural features, adjectives of measurement, weather and natural disasters, types of music

1 Ask students if they can match the three countries (the USA/Australia/England/Scotland) to the photos. What aspects of the pictures gave them a clue? The buildings, the type of scenery, the weather? Elicit any facts that students know about the climate and the physical geography of those countries (for example, *Which regions are hot/cold? Where are there deserts/mountains?*).

**Key**

The photos show: a London terrace, an Australian highway, an American mountain town, a Scottish cottage.

2 Set a time limit for this task (about 10 minutes). Write students' answers on the board, then ask students to tell you any additional information that they know about the cities and the states that they have listed.

## 2a Four nations (pp. 22-23)

**Before you read**

1 Elicit answers from the class as a whole. The answer to this question emerges in the reading text for exercise 4, but you might like to explain the difference immediately.

**Key**

England is one of the four countries of the United Kingdom, and has a separate identity from Scotland, Ireland and Wales. Great Britain is the island consisting of England, Scotland and Wales.

The United Kingdom is the political entity consisting of England, Scotland and Wales, plus Northern Ireland. Confusingly, people from the United Kingdom are referred to as 'British', although this label can be highly controversial when applied to people from Northern Ireland.

**Vocabulary**

2 Students complete the task in pairs. Ask them which of the symbols are illustrated on the two pages of this unit (tartan, red rose, daffodil and dragon).

**Key**

Plants: red rose, thistle, leek, daffodil

Real animals: lion, bulldog

Mythical animals: dragon

Abstract patterns: tartan

**Reading**

3 **EP** (Teacher's Book, page 6) Students read the Information Files and find the answers individually.

**Key**

1. England; 2. Wales; 3. England and Wales; 4. Scotland; 5. Scotland; 6. Wales.

4 Introduce the topic by asking if students can tell you anything about the current situation in Northern Ireland. Students then read the text and answer the questions in pairs. You might like to explain that, despite the Good Friday peace agreement of 2000, the political situation in Northern Ireland remains very volatile, and British troops are still in force there.

**Key**

1. Three; 2. 1922; 3. Four; 4. They want to remain a part of the United Kingdom; 5. They do not want to remain a part of the United Kingdom.

**Speaking**

5 In pairs, students identify the people's nationalities. For each photo, ask a pair of students to explain what helped them with their identification.

**Key**

The girl is Welsh (she's got a red dragon on her T-shirt).

The man without a hat is Scottish (his face is painted with the Scottish flag).

The man in a hat is English (his face is painted with the English flag).

6 **EP** (Teacher's Book, page 6) Ask the students at what occasions people might display their national flags and symbols like those in the photos (usually at sports events). Students read the article *Who are the British?* and match the beginnings and the ends of the sentences in pairs. Check their answers, then ask a few more comprehension questions such as: *What is the name of the flag of the United Kingdom? How have Scotland and Wales recently won some political independence from England?*

**Key**

1. c; 2. a; 3. d; 4. b.

**Listening**

7 **1 EP** **Track 4** (Teacher's Book, page 6) Explain to students that they will hear one teenager from each of the four countries of the UK talking about their national identity. Ask if they have ever heard a Scottish, Welsh or Irish person talking, and whether they recognised that their accents differed from standard English. Explain, however, that students will not be required to recognise the different national accents! Students listen and complete the teenagers' countries and ages.

**Tapescript**

(Welsh, British, Northern Irish, Scottish accents)

WELSH BOY: Hi. My name's Dean Morgan and I'm Welsh. I come from Swansea, in the south of Wales. I'm sixteen. I think of myself as Welsh first, then British. I don't think of myself as European at all.

ENGLISH GIRL: I'm Claire Wright. I'm fifteen and I come from Southampton, in England. I think of myself as

British first, and then as English. And I'm European too – it's important to feel part of Europe these days.

**NORTHERN IRISH BOY:** I'm Jason McArthur from Northern Ireland. I'm seventeen and I live in Belfast. I think of myself as both Irish and British, but I don't feel that I'm European.

**SCOTTISH GIRL:** Hello, my name's Emma Daniels and I'm Scottish, from Falkirk. I'm seventeen. I feel that I'm Scottish, and I also feel European, but I don't think of myself as British at all. It doesn't mean anything to me.

### Key

Name	Country	Age
Dean:	Wales	16
Claire:	England	15
Jason:	Northern Ireland	17
Emma:	Scotland	17

**B ① Track 4** Ask whether students can remember how any of the teenagers feel about their national identity. Students listen again and this time note down which nationality which teenager feels that they belong to.

### Key

British?	Dean, Claire, Jason
Irish?	Jason
English?	Claire
Scottish?	Emma
European?	Claire, Emma
Welsh?	Dean

### Writing

**B** As a class exercise, compile on the board an Information File about your country similar to those on Students' Book page 22. Discuss as a class which parts of your country might feel that they have a separate identity, and why they feel this way (perhaps they have a different history, language, religion, etc., to the rest of the country). Students then write the task in full for homework, putting the information from the Information File into full sentences.

### Extra activities

- **Research work** Students research more about Scotland, Wales or Northern Ireland (geography, principal towns, famous tourist attractions, famous people) and write a paragraph or make a poster about that country.
- **Speaking activity** Students discuss the participation of British teams and sportspeople in international sports. Which teams (English, Scottish or Welsh) are good at football and rugby? Are there any other sports where the British are internationally successful? Can they name any British sports stars, and do they know if they are English, Scottish, Welsh or Northern Irish?

## 2b British islands (pp. 24-25)

### Vocabulary

**B** Students find the features in the photos. Check answers with the whole class.

### Key

beaches: photos A, B and D  
cliffs: photos B and D  
hills: photo D (and possible E, in the background)  
a prehistoric monument: photo E  
tropical plants: photo C  
a castle: photo A

**B EP** (a Teacher's Book, page 6) In pairs, students quickly identify the texts without reading them in detail. Check answers with the whole class, asking how students identified the different types of text.

### Key

1. B (Isle of Man); 2. C (Scilly Isles); 3. A (Anglesey); 4. E (Orkney Islands); 5. D (Channel Islands).

### Reading

**B** Ask students to scan the texts for specific information about the geographical location of the islands. They do not yet need to read the texts in detail. Then ask them to match the islands labelled 1-5 on the map of the British Isles with the texts. Check answers with the whole class, asking students to identify the words in the texts that gave them the necessary information to locate the islands.

### Key

Islands 1 = The Orkney Islands (text E)  
Island 2 = The Isle of Man (text B)  
Island 3 = Anglesey (text A)  
Islands 4 = The Scilly Isles (text C)  
Islands 5 = The Channel Islands (text D)

**B EP** (a Teacher's Book, page 6) Students now read the texts in more detail and answer the questions. Again, ask students to identify the words in the texts that gave them the necessary information to answer the questions.

### Key

1. The Channel Islands, the Orkney Islands.
2. The Isle of Man, the Scilly Isles, the Channel Islands, the Orkney Islands.
3. The Scilly Isles, the Orkney Islands.
4. The Scilly Isles, the Orkney Islands.
5. The Isle of Man, the Channel Islands.

**B EP** (a Teacher's Book, page 6) Students complete the task in pairs.

### Key

1. True; 2. False; 3. False; 4. True; 5. False; 6. False; 7. True; 8. True.

### Speaking

**B EP** (a Teacher's Book, page 6) Students discuss the questions with a partner, then report back to the whole class. Make a list on the board of other places in Britain that students would like to visit and discuss what they know about them.

### Writing

**B** Direct students' attention to the postcard in this unit (text A). Ask what people usually write about on postcards (about the location, weather, what they are doing, what they are going to do). Explain that students can write an imaginary postcard from any island in the world – it does not have to be one in Britain. Students complete the task for homework.



### Extra activities

- **Research work** Students research information about the following other British islands: the Hebrides, the Shetlands, the Isle of Wight, Lindisfarne.
- **Research work** With the help of a map, students plan an itinerary around Great Britain, visiting all the places that they would like to see.

## 2c The seven natural wonders of America (pp. 26-27)

### Before you read

1 Ask the class to quickly look at the seven photographs and see if they can identify any of the natural features. On the map, ask students to identify the location of California (on the south-west coast, where dots nos. 1 and 2 are). Students identify the location on the map of The Grand Canyon (the most southerly dot, next to dot no. 1), the Great Lakes (the lefthand dot on the US/Canadian border), Glacier Bay (the dot in Alaska) and Niagara Falls (the righthand dot on the US/Canadian border).

### Vocabulary

2 Students complete the task in pairs. Check the answers with the whole class. Check comprehension of the adjectives by asking students to apply appropriate adjectives to the photos (for example, *The Grand Canyon is deep/long/wide*, etc.).

#### Key

deep/shallow; high/low; large/small; long/short; narrow/wide; short/tall.

### Reading

3 [EP] (Teacher's Book, page 6) Ask students to scan the texts for the specific information required about the features in the photos. They do not yet need to read the texts in detail.

#### Key

1. the Great Lakes and Niagara Falls; 2. Glacier Bay; 3. Death Valley and the trees; 4. Old Faithful, the Great Lakes, Niagara Falls.

4 Students read the texts again, more slowly this time, and complete the task in pairs. Elicit answers from the class, making sure that students answer the questions using full sentences, to practise the structure *It's xx metres long*, etc. Check general comprehension by asking questions such as: *What is the tallest tree in the world? How often does Old Faithful erupt?*

#### Key

Length	
Death Valley:	250 km
Grand Canyon:	400 km
Height	
General Sherman:	84 metres
Old Faithful:	50 metres
Niagara Falls:	55 metres
Age	
General Sherman:	3,000 years
Methuselah:	over 4,000 years
Oldest rocks in the Grand Canyon:	over 1,800 million years

Depth	
Death Valley:	86 metres below sea level
Grand Canyon:	2,000 metres
Width	
Grand Canyon:	30 km
Size	
Lake Superior:	81,000 sq km

### Speaking

5 Elicit ideas from the class as a whole. Possible dangers are erosion, pollution, litter, vandalism, climate change caused by human activity, etc.

### Listening

6 1 [EP] **Track 5** (Teacher's Book, page 6) Ask students to read through the topics before they listen. Which do they think pose a danger to the Grand Canyon? Warn students that the topics might not appear in the same order as on the list. Play the recording. Students listen and tick the topics that are mentioned. Elicit answers from the class. Play the recording a second time if necessary.

### Tapescript

#### (American accent)

Well, we get about five million visitors to the Grand Canyon every year. That number of visitors can bring a lot of problems. The worst problem is the amount of traffic that we get around the edges of the park. There are long lines to get in the gates, and the pollution from the cars can sometimes cause clouds that obscure the view of the canyon, so people can't see anything. And the traffic pollution can also erode the rocks themselves.

Around May and June it gets really hot and dry in the canyon, and forest fires are a big problem. A lot of these fires start naturally, of course, but a lot are started by visitors' campfires or cigarettes. And campers often give food to the wild animals, which is a big mistake. Some of the food we eat is dangerous to animals, and the animals also start to depend on humans for food – they become too friendly, which isn't good for them!

The most recent environmental problem is the problem of noise from helicopters and small airplanes. There are tourist flights over the canyon from dawn to dark, and it's impossible to escape from their noise. A lot of people want to see a reduction in the noise levels in the park.

#### Key

He talks about fires, danger to animals, noise and traffic.

7 1 **Track 5** Ask if students can answer any of the questions already. Then play the recording again and elicit answers from the class.

#### Key

1. 5 million; 2. It can cause clouds that obscure the view of the canyon, and it can erode the rocks; 3. May and June; 4. With campfires and cigarettes; 5. Some human food is dangerous to animals, and feeding animals makes them depend on humans for food.

### Speaking

8 As a class, make a list on the board of some of your country's most popular tourist attractions. Students then discuss the effects of tourism on them in pairs.

- **Writing activity** Students write about the natural wonders of their own country. This could be in the form of a tourist guide, with photos.
- **Comprehension activity** Test students (or get them to test each other) on their knowledge of the different states of the USA. This could be done by compiling a quiz about which states certain American cities or tourist attractions are in, or by providing a map of the USA with the names of certain states blanked out.

## 2d Climate extremes (pp. 28-29)

### Vocabulary

1 Ask the students if they can name any natural disasters in English. They then complete the task in pairs. Can they think of any places in the world that have recently suffered from these disasters?

#### Key

1. c; 2. a; 3. d; 4. b.

### Reading

2 Students quickly complete the task individually. Explain that they should concentrate on finding the weather words, and that they do not yet need to read the text in detail. Build up a list of words on the board. Check comprehension of the words by asking questions such as: *What do you think the temperature is today? Name a tropical island.*

#### Key

Climate; weather; temperatures; summer; sun; heat; snow; cold; snowfall; tidal; wave; snowfall; ice; wind; hurricanes; tropical; tornadoes; storms; warm.

3 **EP** (a Teacher's Book, page 6) Students read the text again more slowly and match the weather conditions to the areas.

#### Key

1. e; 2. a; 3. d; 4. c; 5. b.

4 Elicit answers from the class as a whole.

#### Key

1. Skin cancer; 2. Because it was destroyed by an earthquake and a tidal wave; 3. No, you can't; 4. Every three years; 5. In the central, midwestern states/In 'Tornado Alley'; 6. In 1906; 7. Because they predict that there will be years of warning signs before a major earthquake.

5 Students complete the task in pairs, reading the text again if necessary to find the relevant information. Check the answers with the class, asking students to identify the parts of the text that contain the information about housing.

#### Key

In Australia, houses are sometimes specifically situated towards the east or west, to avoid the summer sun. Their roofs are insulated to stop heat getting in, and their wood is specially treated to withstand the heat. In Alaska, some houses are built without excavating any foundations, and most have special strong roofs to support the snow, and features such as windows that only open inwards so that they are not ripped off by the Arctic wind.

In Florida, builders prefer concrete walls to wooden or metal constructions, and most windows and doors have hurricane shutters. Some new houses are also being built with special reinforced rooms for sheltering from hurricanes.

Homes in 'Tornado Alley' often have storm cellars where families can shelter from tornadoes.

In California, some older buildings are being pulled down, and there is very little new building along the San Andreas Fault.

### Speaking

6 Ask students what they know about global warming. If necessary, explain that certain gasses produced by human industry are damaging the earth's protective ozone layer, causing the sun to heat the earth more than it did in the past. Ice in the polar regions is subsequently melting, causing the level of the sea to rise. Then ask students to study the graphs and discuss the link between the two graphs.

#### Key

1. The left-hand graph shows information about the world, and the right-hand graph shows information about Britain only; 2. Dates/Years; 3. The rise in temperature in degrees Celsius; 4. The minimum level of the sea; 5. Possibly the effects of global warming.

### Writing

7 Discuss the questions as a class before students begin to write. Students then make notes in class and complete the writing task for homework.

### Extra activities

- **Research work** Students research more about global warming and climate change around the world.
- **Writing activity** Students write about a recent or a famous natural disaster anywhere in the world, explaining its causes and its effects.

## 2e Town ... and country (pp. 30-31)

### Before you read

1 Ask if any students have been to London, and, if so, which places they visited. Ask if they can identify the places in the photos on Students' Book, page 30.

List their suggestions on the board along with any other attractions in London that students can think of. The places in the photos will be identified in exercise 3, but you might prefer to identify them immediately.

#### Key

The places in the photos are (from the top: Madam Tussaud's, the Tower of London, Harrods department store, Camden Market and the underground).

### Reading

2 **EP** (a Teacher's Book, page 6) Students complete the task in pairs. Check answers with the whole class, asking students to justify their choices. Check general comprehension by asking questions such as: *Does Ali often visit the Tower of London? What has been done recently to help improve the traffic situation in London? How much can it cost to go to the cinema in central London?*

#### Key

I Conclusion	C Leisure Choices
H Crime and People's Attitude	E Multicultural London
F Environmental Problems	G The Cost of Living
A Introduction	B Famous Sights
D Transport	



3 Students complete the task in pairs.

**Key**  
(see Exercise 1)

4 **EP** (Teacher's Book, page 6) Ask students to tell you in their own words what Ali likes and dislikes about living in London. Students then complete the task individually. Give help with vocabulary, then check the answers with the class.

**Key**

For Ali, the *principal* advantage of living in London is the *variety* of things that there are to see and do. He thinks that the *shops*, the choice of leisure *activities* and the transport are good, and he likes the fact that London is a *multicultural* city. The disadvantages for him are the traffic, the *expense*, people's *unfriendliness* and the crime, but he does not want to leave his *home*.

5 Ask students where they think the village on the postcard is located. How many people do they think live there? Students then read the text on the postcard and answer the questions.

**Key**

1. Gladwell; 2. In Yorkshire, in the north of England; 3. About 500; 4. A pub and a church.

### Speaking

6 Students discuss the questions in pairs. Ask a couple of pairs to give feedback to the whole class.

### Listening

7 **1** **Track 6** Ask students to predict what Alice might like and dislike about living in a village. Then play the recording. Students check their predictions.

**Tapescript**  
(British accent)

My name's Alice Hopkins and I live in Gladwell in Yorkshire in the north of England. There are about 500 people in Gladwell, but there are no facilities at all. We used to have a shop with a post office, but that closed about a year ago because everyone went to the local supermarkets to do their shopping. We've got a church, of course, and a pub, but the pub has lost a lot of customers recently. If business gets any worse, then we might lose the pub too.

The big advantage of living here is that it's a really friendly place. People like to help their neighbours. Not everybody, of course – you still get some unfriendly people, but in general the atmosphere is very friendly.

There's a town near the village called Halifax. It's only 8 miles away and my friend and I go there every Saturday, but we can't go in the evenings because there aren't any buses from the village after 6 o'clock. There are only three buses a day from Monday to Saturday, and no buses at all on Sundays. So sometimes you can feel really isolated if you live in one of the villages. But I would never want to live in a large town. I like village life – it's quiet and peaceful, and I think you need that these days.

**Key**

Advantages: the friendliness of the villagers and the peaceful way of life.

Disadvantages: the lack of facilities and the lack of public transport.

8 **1** **Track 6** Students listen again in more detail and answer the questions.

**Key**

1. Because people went to supermarkets for their shopping; 2. The pub; 3. No, she doesn't; 4. 6 o'clock; 5. None.

### Writing

9 Discuss as a class the advantages and disadvantages of life in the city and the country with reference to your country in particular. Students then complete the task for homework.

### Extra activities

<b>Research work</b>	Find travel brochures or print out Internet sites (in your own language or in English) that advertise holidays in London. Discuss with the students the features of the city that they concentrate on, and the impression of London that they give.
<b>Roleplay</b>	Students roleplay the following conversation:
<b>Student A:</b>	You live in a small village, and you hate it. Explain to Student B why you would like to live in your capital city instead.
<b>Student B:</b>	You live in your capital city, and you hate it. You would prefer to live in a village. Explain your reasons to Student A.

## 2f Soundtrack:

### A world of music (pp. 32-33)

#### Before you read

1 In pairs, students discuss their favourite singers. Write a list of their favourites on the board, along with the countries that they come from. Do students prefer singers from their own country, or those from English-speaking countries? Why? Do they recognise any of the singers in the photos?

#### Vocabulary

2 Ask students if they can identify the countries in yellow on the map without reading the texts. If not, they can follow the arrows and find the names of the countries in the texts. Students then match the styles of music to the countries, without yet reading the texts.

**Key**

Urban USA: rap and hip-hop  
Rural USA: country and western  
Jamaica: reggae  
Ireland: traditional Celtic music  
South Africa: traditional Zulu music

#### Reading

3 **EP** (Teacher's Book, page 6) In pairs, students read the texts quickly and match the events to the decades.

**Key**

1. 1990s; 2. 1970s and 1980s; 3. 1970s; 4. 1980s; 5. 1920s.

4 Students read the texts again in more detail and answer the questions.

**Key**

1. Nashville, Tennessee; 2. Garth Brooks; 3. New York and Los Angeles; 4. Because he is a white rap artist; 5. Harp, violin, drum, whistle; 6. Mining; 7. In their native Zulu language and in English.



**Listening**

**5 ① Track 7** Play the recording of the song while students follow the words in their book. Then discuss the questions as a class. Finally, play the song a second time.

**Key**

b and c.

**Speaking**

**5 Project work** Students discuss the questions in pairs. Meanwhile, write on the board the following types of music:

*Traditional music from (your country)*

*Folk music*

*Pop music in (your language)*

*Pop music in English*

*Rap and hip-hop*

*Country and western*

*Reggae*

Add any other types of music that the students can suggest, and then do a survey of the whole class, finding out which types of music are the most popular among them.

**Extra activities**

• **Speaking activity**

Students listen to another English-language song of your choice and complete a task based around its lyrics (listening for the general gist, putting lyrics in order, completing missing words, etc.). Students discuss which country the song comes from, and what type of music it is.

• **Writing activity**

Students write about a song with English words that they like, transcribing its lyrics and describing why they like them. You could ask students to play a recording of their favourite English song to the class, but this might not be advisable if you think that students' choices could be unsuitable for general listening, or even offensive!

**2g Language & Culture (p. 34)**

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

**GRAMMAR**

Comparative and superlative adjectives; prepositions of place

**2 Key**

Adjective	Comparative	Superlative
(1) <i>old</i>	older	(2) <i>oldest</i>
(3) <i>new</i>	newer	newest
(4) <i>big</i>	(5) <i>bigger</i>	biggest
(6) <i>small</i>	smaller	(7) <i>smallest</i>
(8) <i>lovely</i>	lovelier	loveliest
high	(9) <i>higher</i>	highest
(10) <i>famous</i>	more famous	most famous
good	(11) <i>better</i>	best
large	larger	(12) <i>largest</i>
far	(13) <i>further</i>	furthest
modern	(14) <i>more modern</i>	most modern

**3 Key**

1. opposite; 2. near; 3. on the right; 4. between; 5. behind; 6. in front of; 7. in; 8. under; 9. in front of; 10. on the left.

**SKILLS**

Speaking: giving directions

**3 Key**

2. Is it far from here?; 3. turn left into; 4. Walk straight down; 5. go past; 6. Go straight across; 7. Keep on the right hand side; 8. You can't miss it; 9. Thank you very much.

## MODULE OVERVIEW

**Topics:** the history of Britain up to the Second World War, the history of the USA up to 1969, colonisation and the slave trade, the history of Jamaica, the early history of Australia

**Countries:** UK, USA, Ireland, India, Singapore, Hong Kong, West Africa, Jamaica, Australia

**Language:** past tenses, passive

**Vocabulary:** historical events, colonisation, military words, wordbuilding

1 Students discuss the task in pairs. If they are having difficulty identifying the people, you could give the names in jumbled order on the board.

**Key****The photos show:**

top: Queen Victoria

middle: Henry VIII, John F. Kennedy, Julius Caesar

bottom: figures from the Bayeux tapestry, George Washington

**Chronological order and importance:**

Julius Caesar (invaded Britain and made it part of the Roman Empire).

The Bayeux tapestry (depicts how the Normans, under William the Conqueror, invaded Britain and defeated the English at the Battle of Hastings in 1066).

Henry VIII (created the Church of England and broke with Rome).

George Washington (first President of the USA following its independence from Britain).

Queen Victoria (Britain's longest-serving monarch and head of the British Empire at its height).

John F. Kennedy (assassinated US President. Champion of civil rights and of the USA's 'space race').

2 Explain that students may have to guess a few of these dates – they are not expected to know them all already. Students complete the task in pairs, then check answers with the whole class.

**Key**

1066	d. The Normans invade Britain.
1534	f. England breaks away from the Catholic church.
1776	a. The USA declares independence from Britain.
1914	g. The First World War begins.
1929	c. The beginning of the Great Depression in the USA.
1945	b. The Second World War ends.
1969	e. An American man walks on the moon.

### 3a England: a historical tour (pp. 36-37)

**Vocabulary**

1 Students complete the task in pairs. Give help where necessary.

**Key**

Kings and queens: kingdom, monarch, reign, successor.

Military action: army, battle, fort, invasion, navy, occupation, defeat, troops, victory.

Religion: abbey, monastery.

**Before you read**

2 See if anyone in the class can identify the people and the places without reading the texts.

**Key**

DAY 2 = Elizabeth I, DAY 3 = The Tower of London, DAY 4 = Stonehenge, DAY 5 = William Shakespeare, DAY 6 = Fountains Abbey, DAY 7 = Hadrian's Wall

**Reading**

3 **EP** (Teacher's Book, page 6) Students read the text and complete the task in pairs. (They do not yet need to read the text on Scotland.)

Check answers with the whole class, asking students to tell you in which day of the tour they found the relevant information to complete the table.

**Key**

Date	Event
around 2000 BC	Stonehenge built by native Britons.
55 BC	Roman invasion of Britain under Julius Caesar.
1066	Norman invasion of Britain under <b>William the Conqueror</b> .
1509-1547	Reign of King <b>Henry VIII</b> .
1534	England breaks with Rome and forms the Church of England.
1553-1558	Reign of Queen <b>Mary I</b> .
1558-1603	Reign of Queen <b>Elizabeth I</b> .
1588	Defeat of the Spanish Armada.

4 Students read the text again and find the answers to the questions. Check answers, then ask other comprehension questions, such as:

*What happened to Anne Boleyn and Catherine Howard?*

*Where can you see a play in Stratford?*

Ask if students have visited any of these places in England.

**Key**

1. To protect themselves and their Empire from the Scottish tribes; 2. Aquae Sulis; 3. The Roman baths; 4. The English (under King Harold) and the Normans (under William the Conqueror). The Normans won; 5. William the Conqueror, in 1078; 6. Anne Boleyn, Catherine Howard and Elizabeth I; 7. He sold all their buildings and land; 8. Elizabeth I.

**Vocabulary**

5 Ask students to look at the pictures of the kilt, haggis and bagpipes and to tell you what country they are connected with. Ask if any students have been to Scotland. Students read the text on Scotland and find the answers to the questions.

**Key**

a Scottish musical instrument: bagpipes

an article of Scottish clothing: kilt

a Scottish drink: whisky

a type of Scottish food: haggis

**6 EP** (Teacher's Book, page 6) Students read the text on Scotland again and complete the task. Check answers with the whole class.

**Key**

a. the kilt; b. bagpipes; c. whisky; d. the kilt; e. the haggis and bagpipes.

**Speaking**

**7** Remind students that the period covered by this unit is only 55BC-1588. Students discuss the questions in pairs, making notes of key events, people and places from your country from those centuries. Collect feedback from the whole class.

**Writing**

**8** This is probably best started as a class activity, so as not to penalise individual students who might not have a strong knowledge of history.

Elicit suggestions from the class and write them in note form on the board. Students then individually write up the notes into a chronological table.

**Extra activities**

- **Research work** Students research more about the Roman occupation of Britain. They find out how long the occupation lasted, and focus on specific towns, such as Colchester, York and Chester.
- **Research work** Students research more about the history of Scotland, its conflicts with, and ultimate political union with, England.

### 3b Britain's colonial past (pp. 38-39)

**Before you read**

**1 + 2** Ask students to list the countries that are dealt with in the five *English everywhere* units in this book, and to add to the list any other English-speaking countries that they can think of. Ask them also if they can tell you where the foods in the photos are commonly grown. Pre-teach the words *colonisation*, *settlement* and *trade*.

If necessary, prompt students to answer the questions by asking them how one country comes to have a strong influence over another (by trade, by settlement, by conquest – with trade often leading to colonisation).

**Vocabulary**

**3** Individually, students quickly read the texts and find the missing words. Ask some general questions about the text to practise the new words. For example, *Where did most Irish emigrants settle after the potato famine? When did Britain begin to colonise India?*

**Key**

verb	noun (the person)	noun (the place)
to colonise	colonist	colony
to settle	settler	settlement
to trade	trader	trading post

**Reading**

**4 EP** (Teacher's Book, page 6) Students now read the text in more detail and answer the questions. Check answers with the whole class.

**Key**

1. Hong Kong, Singapore; 2. Jamaica; 3. India; 4. Ireland; 5. America; 6. China.

**5** Ask the class to name two British cities that grew rich from the slave trade. Locate Liverpool and Bristol on a map of England, and ask why students think they had so much business from the slave trade (because of their location on the west coast of the country, convenient for Atlantic crossings). Students read all the texts about Bristol and answer the questions. After checking the answers, ask some more comprehension questions, such as: *Why is the name of Edward Colston in debate in Bristol?*

**Key**

1. Because it was the European Year Against Racism; 2. He was a Member of the European Parliament for Bristol; 3. The slave trade; 4. An African slave who lived in Bristol; 5. It shows that the Council are recognising the contribution of the slave trade to the city; 6. An 18<sup>th</sup> century businessman; 7. He thinks that we should forgive him for his involvement in the slave trade.

**Speaking**

**6** Students discuss the questions with a partner, then report back to the whole class. Can students think of any other cases where people in contemporary society have apologised for historical events that they had no part in (for example, the Pope recently apologised for his predecessor not speaking out against Hitler's extermination of the Jews)? Discuss why people make these apologies, and whether they have any meaning.

**Extra activities**

- **Speaking activity** Discuss with students if your own country has ever had its own colonies, or been the colony of another country. How and why did the colonisation occur, and what effects did it have?
- **Research work** At home, students find out where some of their everyday foods have been imported from. They report back to the class and discuss today's import and export of food.

### 3c The British at war (pp. 40-41)

**Before you read**

**1** Discuss the questions as a class.

**2 EP** (Teacher's Book, page 6) Students quickly match the types of text to the texts themselves, without reading the texts in full. Ask students what helped them to identify each text.

**Key**

1. D; 2. A; 3. C; 4. B.

**Vocabulary**

**3** Students complete the task in pairs. Give help where necessary.

**Key**

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

**Reading**

**4** Students read the two texts on Students' Book page 40 and answer the questions. Check general comprehension by asking



questions such as:

What condition was the town of Roisel in when Thomas Howes arrived?

What stopped him from sleeping at night?

What items of equipment did Ted Poole have to learn to use or wear?

#### Key

1. Cold, with heavy snow; 2. He refers to untrue newspaper reports that the wounded men come back happily from the front line; 3. That it was physically hard. That it would make a man of him or kill him; 4. Are you eating enough? Did you remember Dolly's birthday?

**5** **EP** (a Teacher's Book, page 6) Discuss whether your country was invaded during the Second World War, and what effect it had on the people. Explain that only the Channel Islands of Britain were invaded, but that in the early years of the war, the British expected a general invasion from France. Ask the class what a government might advise its population to do or not to do in the event of an invasion. Students then complete the matching task in pairs.

Check general comprehension by asking questions such as:

Who could the British population trust to give them orders?

What specific things were they told to hide from the invaders?

#### Key

a. III; b. IV; c. VI; d. I; e. VII; f. II; g. V.

**6** Discuss the poster as a class.

#### Key

The poster is appealing to people (particularly women) to leave the home and to work in fields to help to get the harvest in. The 'Victory' referred to could be real (it could be the harvest at the end of the war, after the British were victorious), or it could be a reference to a future victory, that would be won if the British people all worked together.

### Before you listen

**7** Discuss the questions as a class, asking students to supply details of people's direct experience in the war. Ask particularly about the feelings of the people who can remember the war.

### Listening

**8** **1** **Track 8** Explain that students are going to listen to an English woman who grew up during the war. Students read through the questions and predict her answers.

Play the recording once. Students say whether they predicted any of the answers correctly or not.

Play the recording a second time and elicit all the answers from the class.

#### Tapescript

##### (British accents)

INTERVIEWER: So Betty, how old were you when the war started?

BETTY: I was twelve when war broke out, and eighteen when it finished in 1945.

INTERVIEWER: What can you remember about the day that Britain entered the war?

BETTY: I can remember it very clearly. It was a Sunday – September the 3rd 1939 – and it was a beautiful day. Mum was making the Sunday dinner in the kitchen and I was helping her. Mr Chamberlain – the Prime Minister – came on the radio. Mum sent me to fetch Dad in from the garden. We all sat in the kitchen and listened to the radio. The Prime Minister said that we were at war with Germany.

INTERVIEWER: What implications did that have for your family? Did your father have to go off to war, for example?

BETTY: Oh, no. My dad was quite old – in his late 50s, so he didn't have to go. He also worked as a printer on the local newspaper, so he had quite an important job during the war.

INTERVIEWER: Which town was this in?

BETTY: In Bath.

INTERVIEWER: And Bath was bombed during the war, wasn't it?

BETTY: Yes, that's right. There were two nights of bombing in April 1942. It was terrible – 400 people were killed, but luckily we were alright and nobody that we knew was killed.

INTERVIEWER: What do you remember about the end of the war?

BETTY: It was just a relief, really. People just wanted to get back to normal. Anyway, I was just starting my training to be a nurse, so I was very busy with all that.

INTERVIEWER: And how do you feel now – about Britain's part in the war, I mean? Do you think that it was necessary? That it was justified?

BETTY: Oh, yes, absolutely. We had to fight – we had to defend our country. It was as simple as that. Nobody questioned it at all.

#### Key

1. She was 12 when the war started, and 18 when it ended.
2. It was a fine Sunday and her mum was making dinner. She remembers being sent to get her dad in from the garden to listen to the radio.
3. A printer for the local newspaper. He was too old to go to war.
4. It was bombed in 1942.
5. She started training to be a nurse.
6. That it was necessary and justified.

### Speaking

**9** Discuss the question as a class.

### Extra activities

#### • Speaking activity

Find photos and posters from your country from the two World Wars. Students discuss them in English.

#### • Writing activity

Students interview an old person about their memories of the Second World War, and write up the results of the interview in English.

## 3d History at the movies

(pp. 42-43)

### Before you read

**1** Students discuss the questions in pairs, then report back to the class.

### Reading

**2** **EP** (a Teacher's Book, page 6) Students read the paragraphs *Landmarks in American history* first. They then read the synopses of the films and match them to the periods of history. Check general comprehension by asking questions such as:

Who is Hawkeye and who does he help?

What do the slaves do in 'Amistad'?

Who is the star of *The Patriot*?

#### Key

A: *The Last of the Mohicans*, *The Scarlet Letter*

B: *The Patriot*

C: *Gone with the Wind*, *How the West was Won*, *Amistad*

3 **EP** (Teacher's Book, page 6) Students complete the task in pairs.

#### Key

17 <sup>th</sup> century	English Puritan settlers move to America <i>The Scarlet Letter</i>
17 <sup>th</sup> -19 <sup>th</sup> century	The use of slavery in the south <i>Amistad</i>
18 <sup>th</sup> century	The French Wars <i>The Last of the Mohicans</i>
1776	The Declaration of Independence <i>The Patriot</i>
19 <sup>th</sup> century	Settlement in the western states <i>How the West was Won</i>
1861-1865	The American Civil War <i>Gone with the Wind</i>

4 Elicit answers from the class as a whole.

#### Key

1. England; 2. America; 3. The northern states; 4. George III; 5. Native Americans; 6. African and Caribbean slaves.

### Listening

5 ① **Track 9** **EP** (Teacher's Book, page 6) Explain to students that they must listen for the man's general opinion of the different aspects of the film. They should not try to understand all of the details. Play the recording only once. Students listen and circle the correct face.

#### Tapescript

##### (American accents)

- WOMAN: I've got us a video for tonight.  
 MAN: Oh, great. What did you get?  
 WOMAN: I got *The Patriot* – Mel Gibson's in it.  
 MAN: Oh, I've already seen that. Sorry. You watch it if you want.  
 WOMAN: What's it like?  
 MAN: Well, I didn't like it very much. But the main character's good. Mel Gibson plays a guy who fought in the French and Indian wars, and he's really sick of war, so when the War of Independence starts, he isn't interested. But then the British start doing terrible things, and he decides that he has to fight.  
 WOMAN: So it's a good story, then.  
 MAN: Well, ... no, not really. The main story's OK but it's very long. And there's a lot of stuff about his family that's really over-emotional and sentimental. And there are two love stories that just aren't very interesting – they take your attention away from the main story.  
 WOMAN: Oh ...  
 MAN: And the dialogue is terrible. It's too emotional, and sometimes it sounds really modern.  
 WOMAN: Is there anything good about it?  
 MAN: Oh, yes. It looks terrific. The photography's wonderful – it's a very beautiful film. The settings and the costumes are great.  
 WOMAN: So it's realistic? – I mean as a historical film.  
 MAN: Well, errm, no. I didn't think so.  
 WOMAN: How do you mean?  
 MAN: Well, I thought it was too simplified. The British were all really horrible and violent, and the Americans were all good and honourable. It was too black and white. Oh, and some of it was too modern – like the Mel Gibson character had a plantation, but he didn't have any slaves on it! That sort of thing was ridiculous.

#### Key

The main character: ☺  
 The story: ☹  
 The dialogue: ☹  
 The camerawork: ☺  
 The historical accuracy: ☹

6 ① **Track 9** Students listen again in more detail and make notes about the man's opinion under the five categories.

#### Key

The main character: interesting, changes his opinion.  
 The story: very long, over-emotional, uninteresting love stories.  
 The dialogue: too emotional, too modern.  
 The camerawork: beautiful photography, settings and costumes.  
 The historical accuracy: too simplified, too modern.

### Speaking

7 Students discuss the questions in pairs. Ask a couple of pairs to give feedback to the whole class.

### Extra activities

- **Comprehension activity** Students watch part of one of the films on video. Set them a general comprehension task.
- **Research work** Students research and write about the lives of George III and George Washington.

## 3e The USA: making the news in the 20th century (pp. 44-45)

### Before you listen

1 Ask if students can identify any of the people or the events in the photographs. Tell them that all three photos refer to events in the top ten list, and ask them to match them.

#### Key

- 1 Atomic bomb dropped on Hiroshima, Nagasaki
- 2 First man walks on the moon
- 6 President John F. Kennedy assassinated in Dallas

2 In pairs, students look at the top ten list in more detail and try to list the events in chronological order, adding any dates that they think they know. As a class, agree on an order, and write it on the board. Add students' suggested dates to the events, but do not yet say if the order or the dates are correct or not.

### Listening

3 ① **Track 10** **EP** (Teacher's Book, page 6) Students listen to the recording once and check the order that you have written on the board. Then they listen again and note the dates of the events. Confirm whether or not the dates that the students gave you in exercise 2 were correct or not.

#### Tapescript

##### (American accent)

OK, let's see how you all did on in our 20<sup>th</sup> century quiz. If you remember, I gave you the top 10 news stories of the last century and you had to put them in chronological order. So ... here we go. The first event was the flight of the Wright brothers in their first plane – that was in 1903, just a couple of years into the century. Then next, obviously, is the First World War, which began in 1914. After that we have women in the USA being given the right to vote, which wasn't until 1920, then soon after that we have the



beginning of the Great Depression, or the Wall Street Crash, in 1929. The bombing of Pearl Harbor comes next, in 1941, and the next two are quite easy, because they happened in the same year, that's the discovery of the Nazi concentration camps and the dropping of the atomic bomb. Both 1945, as I'm sure you knew. Into the 1950s now with the end of racial segregation in our schools in 1954, and finally the assassination of JFK – President John F. Kennedy – in 1963 and the first moon walk in 1969.

#### Key

4	The Wright brothers fly the first powered aeroplane	1903
8	World War I begins in Europe	1914
5	Women in the USA given the right to vote	1920
10	The US stock market crashes. Beginning of the Great Depression	1929
3	Japan bombs Pearl Harbor. USA enters World War II	1941
1	Atomic bomb dropped on Hiroshima, Nagasaki	1945
7	Nazi concentration camps exposed	1945
9	The end of racial segregation in US schools	1954
6	President John F. Kennedy assassinated in Dallas	1963
2	First man walks on the moon	1969

#### Speaking

4 Elicit answers from the class as a whole.

#### Reading

5 Individually, students quickly read the text and decide which form of communication is dealt with in each paragraph. Check the answers with the class, asking students to identify the parts of the text that contain the relevant information.

#### Key

First paragraph: radio.

Second paragraph: film.

Third paragraph: television.

Newspapers are not covered in the text.

6 Students complete the task individually, then check their answers with a partner.

#### Key

1. Franklin D. Roosevelt; 2. A series of radio broadcasts to the American people; 3. December 8<sup>th</sup>, 1941; 4. Short news films shown in cinemas; 5. Twice a week; 6. 600 million; 7. Neil Armstrong, Buzz Aldrin and Michael Collins; 8. At a satellite station in Australia.

#### Speaking

7 Discuss the first question in pairs, and the second question as a class.

#### Writing

8 This is probably best started as a class activity, so as not to penalise individual students who might not have a strong knowledge of history. Elicit suggestions from the class and write them in note form on the board. Students then individually write up the notes into a top ten list, ordering the events as they feel appropriate.

#### Extra activities

##### • Speaking activity

Students discuss the important events that have happened to the USA since 2000. If they need any help, mention the terrorist attacks of September 11<sup>th</sup> 2001 and the Iraq War of 2003.

Encourage students to discuss how these events were reported to the world, and what effects they had on the USA and on the world in general.

##### • Project work

Students write a report of a real news story in English, suitable for radio broadcast. In groups, students follow these steps.

- Each group chooses a current news story (national or international) that they think would be of interest to people in the English-speaking world. If necessary, provide newspapers (in your own language) to help students select a story. It does not matter if more than one group chooses the same story.
- Groups make notes in English of the main points of the story, looking up any relevant vocabulary in a dictionary. Give help where necessary.
- Groups order the notes into a coherent story. Remind students that radio news bulletins usually start with a short 'headline' summarising the main story, and then go on to give more details.
- With help from the others, one member of the group writes the news item in full. Tell students that their story should not last more than 90 seconds when read aloud.
- One student from each group (a different student to the one who wrote the story in full) reads the story aloud to the class. If you like, you could record these 'broadcasts'.
- After each report, ask the class a few comprehension questions to check that they have understood. If more than one group has chosen the same story to report, get the class to compare the different versions.

## 3f English everywhere: Jamaica (pp. 46-47)

#### Before you read

1 Direct students' attention to the photos and the map. Elicit anything that students know about Jamaica (for example, they might know about Bob Marley and reggae music, or the fact that Jamaica is an island).

#### Reading

2 Ask if students can answer any of the questions without looking at the Information File. Students then complete the task in pairs.

#### Key

1. No, it doesn't. It is an island; 2. It is in the south-east, 3. 600,000; 4. In 1962; 5. On the coast.

3 Explain that Port Royal was one of the first towns in Jamaica, when the island started to be colonised by Europeans in the 17<sup>th</sup> century, but that it no longer exists. Students search for the answers to the questions in pairs. Explain that it is not necessary to understand every word on the plaque. Check general comprehension by asking questions such as:

*Who were the 'brethren of the coast'?*

*What types of treasure did they bring to Port Royal?*

#### Key

1. The richest and wickedest city in the world; 2. Morgan and Teach were pirates, Nelson and Benbow were officers in the navy; 3. By an earthquake (and tidal wave).



**4** **EP** (Teacher's Book, page 6) Ask if students know what common food was produced in Jamaica by European colonists (sugar), and who worked for them (African slaves). Ask who they think lived in the large house in the top photo on page 47, and what they think the 19<sup>th</sup> century print shows. Students read the text and answer the questions. Check answers with the class, asking students to tell you where in the text the relevant information can be found, and getting them to correct the false statements.

**Key**

1. False; 2. True; 3. False; 4. True; 5. False; 6. True.

**Vocabulary**

**5** **EP** (Teacher's Book, page 6) Students complete the task in pairs. After checking the answers, ask some other questions about the texts to practise the new words, for example *What did the British government do in 1807? What happened in Jamaica at Christmas 1831?*

**Key**

1. piracy; 2. plantations; 3. owner(s); 4. rebellion; 5. abolition, slavery; 6. Independence; 7. inhabitants.

**Speaking**

**6** Students discuss the questions in pairs.

**Extra activities**

- **Research work** Students research the Rastafarian religion, and the importance of reggae music to Jamaicans today. They listen to a reggae song and complete a comprehension task.
- **Speaking activity** Find travel brochures or print out Internet sites (in your own language or in English) that advertise holidays in Jamaica. Discuss with the students the features of the country that they concentrate on, and the impression of Jamaica that they give.

**3g Language & Culture (p. 48)**

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

**GRAMMAR**

Past tense review (past simple, past continuous, past perfect)

**1 Key**

Australia was used as a destination for British convicts.

**2 Key**

Past simple	Past continuous	Past perfect
were	was trying	had sailed
arrived	were attempting	had finished
occupied	had already developed	
did not settle		
landed		
became		

The past simple verbs describe actions that occurred at a specific time in the past.

The past continuous verbs describe continuous actions that provided a background to another past action.

The past perfect verbs describe actions that occurred before other actions in the past.

**3 Key**

2. arrived; 3. died; 4. were; 5. had increased; 6. immigrated; 7. were looking; 8. were hoping; 9. found; 10. made; 11. hadn't invaded.

**SKILLS**

Writing a summary

**4 Key**

a. 3; b. 4; c. 5. d. 1; e. 2.

**5 (possible answer)**

Australia's first people were the Aborigines. They have occupied the continent for at least 50,000 years, and before the Europeans arrived in 1788 their population was probably between 300,000 and 750,000. ~~They occupied a lot of the northern territory. Although Captain James Cook had sailed the length of the east coast in 1770 the British did not settle in Australia until 1788. The first ships arrived and brought 1000 convicts from England. They called the area where they landed New South Wales. Historians still argue today about why the British settled in Australia.~~ Some say that Britain was trying to find new places to send convicts because British prisons were too crowded. Others say that the British wanted to use Australia's natural resources or that they were attempting to stop other Europeans from claiming Australia. ~~Australia's white population grew slowly after 1788.~~ Most of the people were either convicts or former convicts who had finished their sentences.

In the 1830s, more migrants arrived in Australia from Britain looking for a new life. Sheep farming had already developed and many people found jobs on farms. ~~New colonies appeared called Victoria, Western Australia, Tasmania and Queensland. They later became the States of the Commonwealth of Australia.~~

**6 (possible answer)**

The aborigines have occupied Australia for at least 50,000 years. Their original population was probably between 300,000 and 750,000. The British arrived in Australia in 1788. Some historians say that Britain wanted to find new places to send convicts because British prisons were too crowded. Others say that they wanted to use Australia's natural resources or prevent other Europeans from claiming Australia. Most white Australians were former convicts. In the 1830s more migrants arrived from Britain to look for jobs on sheep farms.

**7 (possible answer)**

The aborigines have occupied Australia for at least 50,000 years, and their original population was probably between 300,000 and 750,000. The British arrived in Australia in 1788. Some historians say that Britain wanted to find new places to send convicts because British prisons were too crowded, but others say that they wanted to use Australia's natural resources or prevent other Europeans from claiming Australia. Most white Australians were former convicts. Then, in the 1830s, more migrants arrived from Britain to look for jobs on sheep farms. (86 words)

## MODULE OVERVIEW

**Topics:** the UK parliament, the UK monarchy, the US constitution, the US legal system, national days, protest songs, the US government  
**Countries:** UK, USA, Ireland  
**Language:** present tenses, past tenses, passive  
**Vocabulary:** politics and political protest, monarchy, law, crime, national celebrations

1 Students discuss the task in pairs. Do not check answers until students have also completed exercise 2.

**Key**

The photos show:

1. The White House (USA).
  2. Buckingham Palace (Britain).
  3. A US law court.
  4. The Houses of Parliament (Britain).
- A. Queen Elizabeth II (Britain).  
 B. President George Bush (USA).  
 C. A US judge.  
 D. Members of the House of Lords (Britain).

2 Students complete the task in pairs. Check answers with the whole class.

**Key**

1&5; 2&3; 4&7; 6&8.

## 4a UK parliament: tradition ... and change (pp. 50-51)

**Vocabulary**

1 Students complete the task in pairs. Give help where necessary.

**Key**

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

**Before you read**

2 Discuss the questions with the whole class.

**Key**

The photos represent the two chambers of the British parliament (top = The House of Commons, middle = The House of Lords), plus the Scottish parliament.

A Lord is an English aristocrat whose title is passed down through his male heirs. Until recently, every English Lord had an automatic place in the British parliament, but this hereditary right was withdrawn in 1999.

**Reading**

3 Students read the text and complete the task in pairs. Check general comprehension by asking questions such as:

*What is the role of the Lord Chancellor?*

*How old is the British parliamentary system?*

**Key**

1. The House of Commons.
2. The House of Lords.
3. 'The Honourable Member'.
4. The Lord Chancellor.
5. It represents Britain's historical prosperity.

4 **GP** (Teacher's Book, page 6) Students read the texts and answer the questions. Check answers with the class, asking students to tell you which parts of the texts helped them to choose the correct answers. Ask what students think about the proposal to lower the voting age to 16.

**Key**

1. c; 2. b; 3. b; 4. a.

**Before you listen**

5 Make sure that students understand the difference between general, local and European elections (members of the national parliament are elected at general elections, members of local district councils are elected at local elections, and members of the European parliament are elected at European elections). Explain, if necessary, that the figures represent the proportion of those eligible to vote (anyone over 18) who actually vote at each election. In general, voter turnout in the UK has fallen steadily since the Second World War.

**Key**

British elections happen roughly every 4-5 years.

**Listening**

6 **1** **Track 11** Students read the questions before listening. Discuss the answers as a class, then play the recording a second time if necessary.

**Tapescript****(British accents)**

1 (On the street)

INTERVIEWER: Excuse me, umm, could I ask you if you're old enough to vote?

JAKE: Me? Er, yes, I am. I'm 22.

INTERVIEWER: OK. Can I ask you some questions?

JAKE: Yes, I suppose so.

INTERVIEWER: Thanks. Now, how would you describe your attitude to politics? Are you: very interested in politics, just 'interested' in politics, not very interested, or not interested at all?

JAKE: Oh ... I have to say 'not very interested', I'm afraid.

INTERVIEWER: Not very interested ... – so have you ever voted in an election?

JAKE: Oh, yes. I voted in the general election two years ago.

INTERVIEWER: And what about the local elections?

JAKE: What about them?

INTERVIEWER: There are some local elections next week. Will you vote?

JAKE: Local elections? No – I'm not interested in them. I think they're a waste of time.

- INTERVIEWER: Have you heard about the recent proposal to lower the voting age to 16?
- JAKE: Er, no.
- INTERVIEWER: Well, there's a Bill proposing to let people have the vote at 16 instead of 18. Do you think that would be a good idea?
- JAKE: Yeah – seems like a good idea to me. It might make people learn a bit more about politics when they're still at school.
- INTERVIEWER: So you think the voting age should be changed?
- JAKE: Yes, I do.

## 2 (On the street)

- INTERVIEWER: Excuse me, could you answer a few questions for me?
- BETH: Oh, well. OK, then. But you'll need to be quick.
- INTERVIEWER: That's OK. It won't take a minute. First, how old are you?
- BETH: I'm 24.
- INTERVIEWER: OK. Next question: how would you describe your attitude to politics? Are you: very interested in politics, just 'interested' in politics, not very interested, or not interested at all?
- BETH: Not interested at all.
- INTERVIEWER: Not at all?
- BETH: No – politicians are all the same. I don't have time for any of them.
- INTERVIEWER: Have you ever voted in an election?
- BETH: No, I haven't. What's the point?
- INTERVIEWER: Will you vote in the local elections next week?
- BETH: No, I won't. I didn't even know about them.
- INTERVIEWER: OK, now, have you heard about the recent proposal to lower the voting age to 16?
- BETH: Oh, yeah, they had it on the radio last night.
- INTERVIEWER: Do you think that the voting age should be lowered to 16?
- BETH: No, I don't. I don't think 16-year olds are old enough to know what they want. And I don't think many of them would be interested in voting anyway.

### Key

#### 1 Jake

- 22.
- No, not very.
- Yes.
- No.
- Yes.
- Because he thinks that it might make people learn a bit more about politics when they're still at school.

#### 2 Beth

- 24.
- No.
- No.
- No.
- No.
- Because she does not think that it would make any difference to anything or that many 16-year-olds would be interested.

### Speaking

- 2 Students discuss the questions with a partner. Ask a few pairs for their feedback.

### Writing

- 3 **Project work** Individually, students research the answers to the questions (this is probably best given as homework). Allow a couple of weeks for the research, then discuss the answers to the questions with the class. Students then write up the information as a complete paragraph with the addition of an introduction and a conclusion.

### Extra activities

#### • Project work

In groups, students form imaginary political parties. They think of a name, a logo and policies for their party, and then produce leaflets encouraging people to vote for them. This activity could be as serious or as light-hearted as you wish.

#### • Project work

Students research basic facts about the Scottish parliament – when it was formed, where it meets, how many members of parliament there are, etc.

## 4b The ups and downs of the British monarchy (pp. 52-53)

### Before you read

- 1 Ask if students know anything about any of the people in the photos. Elicit the names of members of the current royal family, but do not confirm or correct them yet, as the names will be discovered later in the unit.

### Vocabulary

- 2 In pairs, students try to complete the task without reading the texts. If they are stuck, they can quickly scan the texts to find the missing words.

### Key

- prince.
- princess.
- throne.
- coronation.
- heir.
- palace.

### Reading

- 3 Students complete the task in pairs. Make sure they understand the significance of the word *Jubilee*, which is usually used only to refer to the celebrations accompanying the anniversary of a monarch's accession to the throne. Ask them to find out from the texts how many years constitute a *Golden Jubilee* (50) and a *Diamond Jubilee* (60). Can they guess what a *Silver Jubilee* celebrates? (25 years).



## Key

1642	The English Civil War begins
1649	The execution of Charles I
1660	The Restoration of the monarchy
1861	Death of Prince Albert
1897	Victoria celebrates 60 years on the throne
1936	Edward VIII becomes king
1936	Edward VIII abdicates
1952	Elizabeth II becomes queen
1981	Prince Charles marries Princess Diana
1996	Prince Charles and Princess Diana divorce
1997	Princess Diana dies
2002	Elizabeth II celebrates 50 years on the throne

4 **EP** (Teacher's Book, page 6) Students match the names of monarchs from the texts to the descriptions. After checking the answers, ask some more general comprehension questions about the texts, such as:

For how long was England a republic in the 17<sup>th</sup> century?

Why did the royal family disapprove of Mrs Simpson?

### Key

1. Elizabeth II.
2. Victoria.
3. George VI.
4. Edward VIII.
5. Charles II.
6. Charles I.

5 Ask the class what kind of celebrations might accompany a monarch's Jubilee (parades, street parties, concerts, fireworks, etc.). Students read the text *A jubilee sea of red, white and blue* and answer the questions. Discuss what impression the article gives of the British public's opinion of the monarchy, and how this contrasts with their feelings immediately after the death of Princess Diana.

### Key

1. a. Prince Philip; b. Buckingham Palace; c. the Mall; d. Land of Hope and Glory and God Save the Queen.
2. More than a million.
3. Because those are the colours of the British flag.
4. That they were very successful.

## Before you listen

6 Refer back to the names that students suggested for exercise 1. Ask if they know what relation the different member of the royal family are to the Queen. Draw a quick family tree on the board containing the following names. This will help with exercise 8.

### Key

The queen's children are: Prince Charles, Princess Anne, Prince Andrew and Prince Edward. Her grandchildren are: (by Prince Charles) Prince William and Prince Harry, (by Princess Anne) Peter Phillips and Zara Phillips, (by Prince Andrew) Princess Beatrice and Princess Eugenie, (by Prince Edward) Louise Alice.

## Listening

7 **1** **Track 12** Students listen to the recording once, just to get the gist of the three people's opinions on the monarchy.

## Tapescript

(British accents)

1 Gary (In a park)

I don't know how I feel about the monarchy, really. They've always been there – it's just something you're used to as a British person, having a Queen and a royal family. The Queen's OK, she's always worked very hard, and I don't mind Princess Anne, but I don't like Charles particularly. I don't think about them much, to tell you the truth.

2 Emma

I can't stand the royal family. They're a complete waste of money, in my opinion. Half of them don't do anything, and it's us that's paying for them, with our taxes! They have no idea how the rest of us live, and they've got no place in the 21st century. It's time the monarchy was abolished.

3 Linda

I think they do a fantastic job, especially the Queen. She's devoted her life to serving this country. I know they've had their difficulties recently, but they're really trying to modernise now. Look at Prince William and Prince Harry – they're really popular, and they're going to make sure that the monarchy survives.

### Key

Gary has no strong feelings.  
Emma opposes the monarchy.  
Linda supports the monarchy.

8 **1** **Track 12** **EP** (Teacher's Book, page 6) Students listen again and tick the correct alternatives.

### Key

1. b; 2. b; 3. a.

## Speaking

9 Discuss the questions as a class. Some other countries that still have monarchies are Spain, the Netherlands, Belgium, Monaco, Norway, Denmark, Sweden, Saudi Arabia and Jordan.

## Extra activities

- **Speaking activity** Discuss with students if your country has ever had a monarchy, what crises it faced in its history and, if it no longer exists, which system replaced it.
- **Research work** Students research more about Prince William and Prince Harry and discuss whether their lives seem to be modern than princes in the past.

## 4c The land of the free

(pp. 54-55)

### Before you read

1 Ask students if they know what country usually refers to itself as 'the land of the free' (the USA). Discuss the questions as a class.

### Key

America became independent in 1776. It felt that the British government was not treating the country fairly (especially in terms of tax). A constitution is the official, legal definition of the rights and freedoms of a country's citizens.

**Reading**

2 Tell the students that it is not important to understand every word of the Declaration. They must simply discover its principal idea.

**Key**

b. God intended all people to have the same rights and freedoms.

3 Students read the extract from the Constitution and match the phrases to their 'modern translations'.

**Key**

1. provide for the common defense.
2. insure domestic Tranquillity.
3. secure the Blessings of Liberty to ourselves and our Posterity.
4. establish Justice.
5. promote the general Welfare.

4 **EP** (a Teacher's Book, page 6) Explain that the American Constitution has been modified and added to following certain events in US history. Students complete the matching task in pairs.

**Key**

- a. Amendment XIII.
- b. Amendment XXVI.
- c. Amendment XXV.
- d. Amendment XIX.
- e. Amendment II.
- f. Amendment I.

5 **EP** (a Teacher's Book, page 6) Students quickly read the text and match the paragraphs to the relevant amendment.

**Key**

A Amendment I; B Amendment II; C Amendment XXV.

6 Students read the text in more detail and find the answers to the questions. After checking answers, ask some other comprehension questions such as:

*Does Catherine Montes's husband agree with her carrying a gun?  
Where was Lyndon B. Johnson sworn in as US President?*

**Key**

1. Because he felt that his tax assessment was not fair.
2. Yes, it has. His tax assessment has been lowered.
3. Because her job took her to some places she did not feel safe in.
4. She wants to stay alive for the sake of her children.
5. The death of John F. Kennedy in 1963.
6. They did not go to the same places together, and Cheney sometimes refused to give his location.

**Speaking/Writing**

7 Check that students understand the implication of the Second Amendment – that any US citizen has a basic right to carry a gun. The wording of the amendment implies that it was important in 1791 for Americans to be armed in order to protect their country. Ask why US citizens carry guns today, and get them to discuss the issue in pairs. Students can then write the letter to the newspaper for homework, stating their views on the issue.

**Extra activities****• Project work**

Students write a constitution for their school, or class, detailing what (reasonable) rights and freedoms every student should have.

**• Project work**

Students find out whether their country has a written constitution and, if so, when it was written and by whom, and what sort of freedoms it gives to the people.

## 4d US law: show business ... and big business (pp. 56-57)

**Before you read**

1 Students discuss the questions in pairs, then report back to the class.

2 Discuss the meanings of the abbreviations as a class, but do not yet confirm or correct students' answers. In pairs students quickly scan the text to find out what the abbreviations stand for.

**Key**

CSI = Crime Scene Investigation  
DA = District Attorney  
FBI = Federal Bureau of Investigation  
NYPD = New York Police Department

**Vocabulary**

3 Students read the text more slowly and complete the task in pairs.

**Key**

1. cop.
2. detective.
3. forensic scientist.
4. attorney.
5. case.
6. serial killer.
7. death row.

**Reading**

4 **EP** (a Teacher's Book, page 6) Elicit answers from the whole class.

**Key**

1. *LA Law.*
2. *Dead Man Walking.*
3. *The Silence of the Lambs.*
4. *NYPD Blue.*
5. *CSI.*

5 Students read the facts about the death penalty and answer the questions individually.

**Key**

1. 38.
2. Lethal injection.
3. 13.
4. Texas.

6 Ask students to look at the headline and the photo accompanying the news article and see if they can predict what the article is about. Ask if any of them have heard of this story already. Students read the text to confirm their predictions, and then answer the questions.

**Key**

1. They blame McDonald's for making them fat and ill.
2. Because he thinks that McDonald's did not provide enough information about its food, and made people believe the food was healthy.
3. They will have to pay compensation to the teenagers.
4. Billions of dollars.
5. The tobacco industry.
6. Smokers who have become ill through smoking.

**Speaking**

7 Students discuss the questions in pairs.

**Extra activities**

- **Comprehension activity** Students watch part of one of the films or TV programmes on video. Set them a general comprehension task.
- **Writing activity** Students write the plot for a new American TV series or film based on crime and crime-fighting.

## 4e National celebrations

(pp. 58-59)

**Before you read**

1 Elicit answers from the class, but do not confirm or correct any of their suggestions yet. The answers will emerge during the course of the unit.

**Reading**

2 Ask students to identify which of the three texts on page 58 is: a notice outside a pub (2), a poster (3) or an invitation (1). Students read the texts quickly to establish which festivals and which countries feature in them, and match them to the photos.

**Key**

A3; B1; C2.

3 Students read the texts in more detail and complete the table. Explain, if necessary, that Robert Burns was a poet of the Romantic era who wrote in Scots dialect, that Saint Patrick is the patron saint of Ireland, and that American Independence Day celebrates the day when the USA declared independence from Britain in 1776. You may also need to describe the following food and drinks:

*haggis* = meat, offal and oatmeal cooked in the lining of a sheep's stomach. Refer students to the unit 3a for more information on (and pictures of) haggis and bagpipes.

*Guinness* = a thick, black beer

*whiskey* = the Irish version of whisky (the different spelling is important!)

**Key**

Festival	Country	Date	Traditional food/drink
Burns Night	Scotland	25 <sup>th</sup> January	haggis, roast beef, swedes/neeps, potatoes/tatties, whisky
St Patrick's Day	Ireland	17 <sup>th</sup> March	Guinness, whiskey
Independence Day	USA	4 <sup>th</sup> July	burgers, hotdogs, chicken, apple pie, cherry pie

4 Elicit answers from the class as a whole.

**Key**

1. The birthday of the poet Robert Burns.
2. "Address to a Haggis" and "Auld Lang Syne".
3. A toast to the haggis with whisky, a toast to the ladies and a toast to Burns.
4. Between 9pm and 10pm on St Patrick's Day.
5. A barbecue, a parade, a dance and fireworks.

5 **EP** (Teacher's Book, page 6) Ask if any of the students can answer *true/false* to any of the statements before they read the text. Students then read *A time to celebrate* and find the answers. Check answers with the whole class, asking students to identify the parts of the text that gave them the relevant information.

**Key**

1. True; 2. True; 3. True; 4. False; 5. False.

**Speaking**

6 Students discuss the answers in pairs.

**Writing**

7 Ask students for suggestions for the writing task, and build up a series of notes on the board. Students write the paragraph for homework.

**Extra activities**

- **Writing activity** Students imagine that they have been to one of the celebrations in the texts on page 58 and write a diary entry or a letter about what they did, and how they enjoyed it.
- **Comprehension activity** Students listen to other patriotic songs from the UK or the USA and analyse the words. You could use, for example: *God Save the Queen* (UK), *Rule, Britannia!* (UK), *Flower of Scotland* (Scotland), *God Bless America* (USA), *The Star-spangled Banner* (USA).



## 4f Soundtrack: Protest songs

(pp. 60-61)

**Before you read**

1 Direct students' attention to the photos on page 60 and ask if they can identify their subjects. Ask in what other ways people protest against political events and decisions that they disagree with.

**Key**

The photos show (clockwise from the top): a demonstration against the Vietnam war, a demonstration against the policies of Prime Minister Margaret Thatcher in the UK in the 1980s, a demonstration against nuclear weapons, the Vietnam War, Margaret Thatcher.

**Reading**

2 Students complete the task individually.

**Key**

1. A song whose lyrics criticise the politics of the day.
2. In the 1960s.
3. Bob Dylan.
4. The Vietnam War.
5. Margaret Thatcher.

**Reading/Listening**

3 ① **Track 13** Play the recording while students follow the song lyrics in the book. Students discuss the questions in pairs and then report back to the class. Play the recording a second time.

**Key**

1. Because he got into some trouble at home.
2. He was killed (probably at the battle of Khe Sahn).
3. He could not get a job, or any money.
4. He feels very pessimistic, as if he has no future.

4 ① **Track 14** [EP] (Teacher's Book, page 6) Play the recording while students follow the song lyrics in the book. Students choose the correct answer to the questions in pairs. Check the answers with the class, then play the recording a second time.

**Key**

1. a; 2. a; 3. b; 4. b; 5. a.

**Speaking**

5 Students discuss the questions in pairs and then report back to the class.

**Extra activities**

- **Writing activity** Students write about another favourite English song or rap which deals with political or social issues.
- **Speaking activity** In groups, students discuss aspects of modern life that they would like to protest about, and whether or not those topics would make good songs.

## 4g Language &amp; Culture (p. 62)

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

**GRAMMAR**

Passive voice review

**1 Key**

8 years

**2 Key**

Present simple	Past simple	Present perfect	Future
is known	was created	has been elected	will be elected
is made up	were elected	have been chosen	
are elected			
is elected			
are held			

**3 Key**

2. was abolished; 3. are (or have been) elected; 4. was written; 5. is held; 6. has just been passed; 7. Will ... be elected; 8. were made.

**SKILLS**

Speaking: giving an oral presentation

**4 Key**

1. b; 2. a; 3. e; 4. c; 5. d.

**5 Key**

**Introduction:** I'm going to talk about Abraham Lincoln, one of the USA's most famous and respected presidents.

**Conclusion:** Even today, Lincoln remains an inspiration to other presidents and to ordinary Americans.

**6 (suggested answer)**

"I'm going to talk about Abraham Lincoln, one of the USA's most famous and respected presidents.

Lincoln was born in Kentucky in 1809. His parents were poor country people and he educated himself.

From 1861 to 1865 Lincoln was President of the USA. This was during the American Civil War. He wanted to keep the USA united and he was opposed to slavery. In 1863 he issued the Emancipation Proclamation, which freed all the slaves in the USA.

Lincoln was assassinated by John Wilkes Booth in 1865, while he was at the theatre.

There is a huge statue of Lincoln in Washington DC called the Lincoln Memorial. It was opened in 1922. National Memorial Day, when Americans remember their countrymen who have died in wars, was inspired by Lincoln's 'Gettysburg Address' speech in 1863. Even today, Lincoln remains an inspiration to other presidents and to ordinary Americans."

## MODULE OVERVIEW

**Topics:** a British school that encourages very young children to study, higher education in the UK, American high school culture, virtual high schools on the Internet, specialist music and drama schools in the UK and USA, bilingual education in Canada and Wales

**Countries:** UK, USA, Canada, Wales

**Language:** mostly present tenses, some past tenses (mainly the *English everywhere* unit), passive, present perfect

**Vocabulary:** education, exams, studying, American high school culture, performing arts

- 1 Students discuss the questions in pairs, then report back to the class.

**Key**

The photos show scenes from British and American schools (the schoolchildren wearing uniforms are British).

- 2 Explain that the top table shows the number of students who took various GCSE exams in 2002. GCSEs (General Certificate of Secondary Education) are national exams that British students take at the age of 16. Students interpret the two tables and discuss them in pairs, making comparisons with their own country.

## 5a Too much too young?

(pp. 64-65)

**Before you read**

- 1 Students discuss the questions in pairs.

**Reading**

- 2 Individually, students quickly read the text to find the answers to the questions, then compare their answers with a partner.

**Key**

1. b; 2. GCSE and A-level; 3. degree.

- 3 Students read the text again and complete the table in pairs while you copy the table onto the board. Warn them that the required information does not appear in the text in the same order as it appears in the table.

When checking answers with the class, complete the table on the board and ask them where in the text they found the relevant information. Explain, if necessary, that *A-level* stands for 'advanced level'.

**Key**

The state system	Age
Begin primary school	4 or 5
Begin secondary school	11
Start studying for GCSE exams	14
Take GCSE exams	16 (students can leave school at this age)
Take A-level exams	18
School hours: Monday to Friday, approximately 9am - 3.30pm	

- 4 Elicit answers from the class, and ask them to compare the ages at which Ryde pupils take exams with the ages at which other British schoolchildren take them.

**Key**

1. 18 months; 2. 6; 3. 10.

- 5 **EP** (Teacher's Book, page 6) Students complete the task in pairs. Ask a few students what they think of the principles and the methodology of Ryde College (but do not let this develop into a full-scale discussion yet).

**Key**

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

**Writing**

- 6 Ask students how the table that you completed in exercise 3 differs from, or resembles, your own country's education system. Students, in pairs, then compile a table for their country. Check answers with the whole class by compiling a second table on the board.

**Speaking**

- 7 Students discuss the questions with a partner. Ask a few pairs for their feedback.

**Extra activities**• **Writing activity**

Students write a letter to the *Saturday Telegraph* (this is the Saturday edition of the British broadsheet newspaper *The Daily Telegraph*) saying what they thought about the article 'Hothouse flowers' and about Ryde College.

• **Writing activity**

Students write an advertisement for Ryde College.

## 5b Students at home ... and abroad (pp. 66-67)

**Speaking**

- 1 Students discuss the questions in pairs. Ask if any students have family members or friends who are studying at college or university in your country, and what their experience is of being a student in higher education.

**Reading**

- 2 **EP** (Teacher's Book, page 6) Ask students to look at the multiple-choice questions individually and to guess what the correct answers are. Students then read the top text on page 66 to check their answers. Ask general comprehension questions such as:

When did the British government introduce the student loans system?  
What is the largest sum that a student can receive as a loan?  
Which countries are popular with gap year students?

**Key**

1. b; 2. c; 3. b; 4. c; 5. c.

3 Students read the bottom text on page 66 and answer the questions. Ask some more general comprehension questions, such as:

*Which universities would Amanda have preferred to go to?*

*Which two jobs has she applied for?*

*When was her mum a student?*

#### Key

1. She lives in her parents' house; 2. £12,000; 3. £120 per week; 4. Her mum did not have to pay back the money that the government gave her.

#### Vocabulary

3 Elicit answers from the class as a whole.

#### Key

1. tuition fees; 2. school-leavers; 3. to graduate; 4. lectures; 5. uni.

#### Before you listen

5 Ask the class to look at the photos on the web page on page 67 and to predict what is being advertised. Students then read the introduction and the web page and answer the questions. Ask them what sort of work they think that people on a Greenforce expedition would do, and whether they would like to go on such an expedition themselves.

#### Key

1. A student who, instead of going to university immediately after his/her A-levels, decides to go travelling for a year or do charity work abroad; 2. Greenforce; 3. Conservation and research work; 4. Five; 5. Gap-year students.

#### Listening

6 1 **Track 15** Play the recording once, and see if students can answer the first two questions. Then play the recording again and elicit all the answers. Ask if any students can also tell you where Mark would like to go with Greenforce, how long the trip would be, and how much it would cost him. Play the recording a third time if necessary. Ask students how they would feel about paying this amount of money to go on a working expedition.

#### Tapescript

##### (British accents)

MARK: Rachel, have you seen this advert in the paper?

RACHEL: Which one?

MARK: This one for gap year trips – Greenforce.

RACHEL: Oh, yeah. I saw it.

MARK: I think it seems like a great opportunity. I'm going to contact them.

RACHEL: I'm not so sure ...

MARK: Why not? Look at all the great places you can go. I'd love to go to the Caribbean ... and you get to do really useful conservation work while you're there. So it isn't just a holiday.

RACHEL: Exactly! And how much do these trips cost?

MARK: Just a minute ... let me see ... Here we are: the expedition to the Bahamas is for ... 10 weeks and it costs £2,750.

RACHEL: So, let me get this right. You're working for them, but you pay them £2,750.

MARK: Erm, yes.

RACHEL: Forget it! Who wants to pay someone to give them a job?

MARK: I don't think of it like that. I definitely want to do something like this for my gap year. I want to see the world and do some useful work. And I don't mind paying for it.

RACHEL: I think you're mad.

MARK: So what do you want to do before you start uni?

RACHEL: I'm going to get some work experience in this country – some paid work experience! I don't want to start uni without any money.

#### Key

1. He thinks it's a good idea because he likes the idea of seeing the world and doing valuable work too; 2. She is not very impressed with it because she thinks it's a bad idea to pay for a trip and then have to work while you're there; 3. He wants to travel and do some useful work; 4. She wants to do paid work experience in her own country.

#### Speaking

7 Ask students how university students in your country finance their studies. Are they paid for by the government, do they or their families pay, or is it a combination of both? How long do degree courses last? Where do students usually live when they are studying? Do most of them tend to go to university near their home town? (Make sure you can answer these questions yourself, in case none of the students can.) Students then discuss the last two questions in exercise 7 in pairs.

#### Extra activities

- **Writing activity** Students write about the higher education system in their own country.
- **Writing activity** Students imagine that they have been on a Greenforce expedition, and write a diary or a letter describing their experience.

## 5c High school culture (pp. 68-69)

#### Before you read

1 Students discuss the questions in pairs.

#### Reading

2 Individually, students quickly read the texts to get their gist. Elicit answers from the class.

#### Key

They are all set in US high schools and concentrate on the contrast between popular and unpopular students. They are also all about boy/girl relationships.

3 **EP** (Teacher's Book, page 6) Students read the synopses of the classics. Ask general comprehension questions, such as: *Why does Petruchio marry Katherine?* *What jobs do Professor Higgins and Eliza Doolittle do?* Students then match the classics to the films.

#### Key

1. The Taming of the Shrew – 10 Things I Hate about You; 2. Dangerous Liaisons – Cruel Intentions; 3. Emma – Clueless; 4. Pygmalion – She's All That.

#### Speaking

4 Elicit answers from the class as a whole. Ask if students know of any other classic works that have been updated to modern times (for example, the film *Romeo + Juliet* with Leonardo diCaprio) and if they think that such adaptations are a good idea.

#### Key

Because the original works deal with timeless themes, and because high school is a microcosm of society in general. Also, the teenage years can be very emotional and dramatic years, especially in terms of boy/girl relationships.



## Reading

5 **EP** (Teacher's Book, page 6) Ask students if the culture of popularity/unpopularity is as important at their school as it seems to be in American high schools.

What problems can it cause for 'unpopular' students? Do they know of any recent events at American high schools that show the dangers of this culture (ie. high school shootings by students who do not 'fit in' with the culture).

Students then read the web page and match the summaries to the paragraphs.

Check general comprehension by asking students to define the word *clique* and to tell you what sort of cliques are common in American high schools.

### Key

First paragraph: 3.

Second paragraph: 1.

Third paragraph: 4.

Fourth paragraph: 2.

## Vocabulary

5 Ask if any students have heard of, or already know the meaning of, some of these words, but do not yet confirm or correct their ideas.

## Listening

7 **1** **Track 16** Explain the students will hear an English girl asking an American boy to define certain words that she does not understand. Play the recording twice. Students listen and note down the definitions of the words.

### Tapescript

(British and American accents, at school)

AMY: Hi, Paul. Listen – I'm glad I've bumped into you. I'm reading this great book at the moment – it's set in an American high school, and I wanted to ask you about some things in it.

PAUL: OK – fire away.

AMY: Well, there's this word 'sophomore' that keeps coming up. The kids in the story are all supposed to be 'sophomores'. What's that all about?

PAUL: That's easy – sophomores are second-year-students at high school. You start high school when you are 14, so sophomores are 15 or 16.

AMY: I see. Now, the main character in the story is a cheerleader ...

PAUL: You know what that is, right?

AMY: Oh, yes. Cheerleaders dance and shout at football matches ...

PAUL: Well, any sports game, really. They entertain the crowd and they support their team.

AMY: OK, right. Well this character – the cheerleader – has to perform at her school team's homecoming.

PAUL: Yeah ...

AMY: Well, what does that mean – 'homecoming'?

PAUL: Homecoming is the start of the football season. Old students come back to the school and you have a day, or even a week, of celebrations.

AMY: Oh, right. OK, then, after the prom ... yes, I do know what the prom is ...

PAUL: What is it, then?

AMY: It's a special party that you have just before you leave high school.

PAUL: Correct.

AMY: At the prom, she gets a copy of the school yearbook. What's that?

PAUL: The yearbook is a book that's compiled about all the final-year students (the seniors). They put in your photograph and a description of your personality and your interests.

### Key

*sophomore* = second-year-students aged 15 or 16

*cheerleader* = a girl who entertains the crowd and supports the team at sports matches by dancing and shouting

*homecoming* = celebrations connected to the start of the football season, where current students and ex-students meet

*prom* = a party for final-year students just before they leave high school

*yearbook* = a book compiled about the final-year students with photographs and descriptions of their personality and interests

## Speaking

5 Students discuss the question in pairs. It might be best not to open up the question to general class discussion, as the topic could possibly cause embarrassment to individual students.

## Extra activities

• **Comprehension activity** Students watch part of one of the films on video. Set them a general comprehension task.

• **Reading activity** Students read the original texts by Jane Austen and/or George Bernard Shaw in Module 11 of the Students' Book.

## 5d Cyber High (pp. 70-71)

### Before you read

1 Discuss the question as a class. If none of the students mention it, introduce the topic of studying through the Internet. Ask if students have ever heard of anyone their age who studies at home and does not go to school.

## Reading

2 Students quickly scan the first two web pages for the answers to the questions. Explain that they are looking for specific teaching methods, not just the general answer 'instruction over the Internet'. After checking answers, make sure that students understand the concept of videoconferencing by asking questions such as: *Can the student see the teacher?* (yes); *Can the teacher see the student?* (yes); *Does the student watch a recording of the teacher, or is it a live broadcast?* (It's a live broadcast); *Can the teacher and student speak to each other?* (yes).

### Key

1. Live one-to-one instruction by videoconferencing.
2. Small-group instruction by videoconferencing and instruction by e-mail.

## Vocabulary

5 In pairs, students scan the text again to find the words.

### Key

1. one-to-one.
2. homeschooling.
3. correspondence school.
4. assignment.
5. semester.
6. seminar.

**Reading**

4 Students read the text more slowly for a final time and complete the task in pairs. When checking answers, get students to tell you where on the web pages they found the relevant information. Ask them if they get the impression that this type of schooling is quite common in the USA.

**Key**

1. Futures takes *students from any country*.
2. Teachers give *live* lessons to the students.
3. Students 'meet' their teachers online *once* a week.
4. Each online lesson lasts for *three quarters of an hour*.
5. Students *have to* do homework between the lessons.
6. At the end of the course, students will have a *high school* qualification.
7. Futures can help you solve any problems with your *computer*.
8. The largest number of students in a seminar group is *six*.

5 **EP** (Teacher's Book, page 6) Ask the class what reasons certain students might have for choosing to study with Futures. Students then read the student profiles on the third web page and match them to the three reasons listed under *Why attend Futures?*

**Key**

C Kelly; A Leonie; B Jack.

**Writing**

6 With the students' help, turn the first two queries on the list (*students' age* and *courses offered*) into full questions on the board (eg. *How old do you have to be to study with Futures? What specific courses do you offer?*). Look back at the email on the Students' Book, page 9, and remind students of its format. The full writing task can be given for homework.

Students who have email at home can print out a real email using their real address and an invented address for Futures (do not try sending it!), while students without email at home can invent their address and write the message by hand.

Remind students to add an introductory and a concluding sentence to their list of queries (eg. *I'd like to have some more information about your Internet high school and I look forward to receiving your reply*).

**Speaking**

7 Students discuss the questions in pairs. Ask a few pairs to feed back to the class.

**Extra activities****• Writing activity**

Students imagine that they have been studying with Futures using instruction by one-to-one videoconferencing. They write a letter to a friend who studies at a normal school about their experiences.

**• Research work**

Print out web pages from some other Internet study programs in English. Students compare them to what Futures has to offer.

**5e Star pupils (pp. 72-73)****Speaking**

8 Students discuss the questions in pairs. Ask the class how, in your country, music, dance and drama are taught. Are they part of the normal state school curriculum, are they offered as extra classes at state schools, or are they only offered as private classes outside of state schools?

**Reading**

9 **EP** (Teacher's Book, page 6) Explain that the three schools featured in this unit are specialist performing arts schools, where students specialise in music, dance or drama but also study the normal academic subjects.

In pairs, students quickly scan the prospectuses and answer the questions.

**Key**

1. LaGuardia.
2. Chetham's and Redroofs.
3. LaGuardia.
4. Redroofs.
5. Chetham's.

**Vocabulary**

10 Ask if any students can think of the correct words for the definitions without looking at the texts. Students then find all the words in the texts.

**Key**

1. audition; 2. keyboard; 3. electronic music, jazz; 4. composition; 5. choir; 6. performing arts; 7. ballet; 8. solo.

**Reading**

11 Students read the texts more slowly and answer the questions individually. Ask some more comprehension questions, such as: *Can you study singing at Chetham's? Why was the New York School of Performing Arts opened?*

**Key**

1. Over 280.
2. In the fifteenth century.
3. No, you don't. The government can give you a grant.
4. In 1948.
5. They take a ballet class and a modern dance class, and they may also have to perform a solo work.
6. Over 80/100.
7. TV, film, radio or theatre work.
8. After school, in central London.

**Before you listen**

12 Students look at the gapped text *Daily life at Redroofs* and, in pairs, complete the gaps using their own predictions.

**Listening**

13 **Track 17 EP** (Teacher's Book, page 6) Explain that students will hear a Redroofs pupil talking about daily life there. Play the recording a first time, for students to check their predictions, and then again, for students to write down the correct answers. Ask them if they would like to be a pupil at Redroofs.

## Tapescript

### (British accents, at school)

INTERVIEWER: Natasha, you're a pupil at Redroofs theatre school. How old were you when you started at the school?

NATASHA: I was 8.

INTERVIEWER: Wow! Really?

NATASHA: Yes, Redroofs takes pupils from 8 to 16.

INTERVIEWER: I see. Now, I suppose your school day is a lot different from other students' ...

NATASHA: Well, the mornings are pretty much the same as at an ordinary school. We start lessons at half past eight, and we have normal academic subjects all morning. Then, after a quick break for lunch we study performing arts in the afternoons. That's where our day is different, obviously.

INTERVIEWER: So what type of thing do you study in the afternoons?

NATASHA: Oh, you can do speech, drama, singing, and different types of dance: ballet, modern dance, tap dance, jazz dance ... all kinds of things.

INTERVIEWER: It sounds really interesting. Do you go out on trips to see shows and plays too?

NATASHA: Yes, we do. Our teachers take us out quite regularly to museums, theatres, anywhere that's useful for our courses.

INTERVIEWER: Now what about exams? You have to do them, I suppose!

NATASHA: You're not kidding. We do loads of exams. There are the school's own exams every summer. They're mostly practical, and we take those at the school's theatre – the Novello Theatre. Then we have to do national dance exams too – we follow the Royal Academy of Dance syllabus.

INTERVIEWER: But what about normal academic exams – like other kids do.

NATASHA: Oh, we do those too. Senior students do GCSE exams when they're 16. Just like everyone else.

### Key

Pupils at Redroofs are aged between (1) **8** and (2) **16**. Classes begin each day at (3) **8.30**. Mornings are dedicated to (4) **academic** classes, and afternoons are spent studying performing arts such as speech, (5) **drama**, (6) **singing**, (7) **ballet**, modern dance, (8) **tap** dance and (9) **jazz** dance. Pupils are taken on regular visits to (10) **museums**, (11) **theatres** and other places of interest to support their studies. The school has its own practical exams every summer, which pupils do at the school's (12) **theatre**, and pupils must also take the Royal Academy of (13) **Dance** exams. Senior students study for (14) **GCSE** exams.

### Speaking

7 Students discuss the questions in pairs.

### Extra activities

#### • Roleplay

In pairs students roleplay the following conversation:

**Student A:** You are the parent of a 12-year-old child who is very talented in music. You have an interview with the head teacher at Chetham's. Ask him/her how the school can help your child, what your child needs to do to get a place at the school, and how the school fees are paid.

**Student B:** You are the head teacher at Chetham's. Answer Student A's questions.

#### • Research work

Students research another performing arts school, the Liverpool Institute for Performing Arts. This school was founded by Paul McCartney and concentrates more on popular music and the technological side of the arts. Students compare it to the other three schools in this unit. The website can be found at [www.lipa.ac.uk](http://www.lipa.ac.uk).

## 5f English everywhere: Canada and Wales (pp. 74-75)

### Before you read

1 Direct students' attention to the photos and the maps. Elicit anything that students know about Canada or Wales, including which countries they border. Can they identify the two non-English languages on the signs and explain why they are there?

#### Key

The two languages are French and Welsh.  
Canada shares a border with the USA.  
Wales shares a border with England.

### Reading

2 Ask if students can predict any of the answers without looking at the Information Files. Students then complete the task in pairs. Ask students why they think there are French speakers in Canada, reminding them of the early history of northern America (3d *History at the movies*).

#### Key

1. 23%.
2. No, it isn't.
3. The north.
4. 20%.
5. First Minister.

3 Students locate Quebec on the map and look at the road sign on page 74. Explain that Quebec is a French-speaking region of Canada. Students read the text in pairs to find the answer to question 1. Check the answers as a class. Students read the text again and answer the other questions. Ask if students think that the language laws in Quebec are fair.

#### Key

1. It made French the official language of the region.  
It introduced language tests for admission to many professions.  
It obliged most business with more than fifty employees to operate in French.  
It prohibited the use of English on commercial signs.  
It obliged all students to attend French-language schools.
2. English was allowed to appear on outdoor signs, at a smaller size than any French words.
3. They make sure that the language laws are obeyed.
4. Children who had previously been allowed to study at English-speaking schools had that right taken away.
5. Yes, they do.
6. Because they only start to study English in the fifth grade, so they might not have a good level of English by the time they leave school.



**4** **EP** (Teacher's Book, page 6) Ask students why Wales might experience similar problems to Quebec regarding education (because it too has a bilingual population). In pairs students read the text and identify the statements as true or false. Check answers with the whole class, asking students to identify the parts of the text that gave them the relevant information, and ask some general comprehension questions, such as: *What exactly was the 'Welsh Not'? When did Welsh-only schools begin to be built?*

**Key**

1. True; 2. False; 3. False; 4. True; 5. False; 6. True.

**Speaking**

**5** Discuss the question as a class.

**Key**

The British government seems to have a more tolerant, open attitude than the Quebec government. It promotes both languages equally in Wales and, while still protecting the heritage of the Welsh language, recognises the importance of English as a world language. The Quebec government, on the other hand, seems to want to isolate Quebec rather than integrate it with the rest of North America.

**6** Discuss the questions as a class. If your country has no local dialects or languages, then discuss the final question only.

**Extra activities****• Project work**

Students look up the following words, which have all been imported from ancient Celtic languages into standard English, in a monolingual English dictionary. They find out the meanings of the words, their pronunciation and the languages that they have been borrowed from:

<i>ceilidh</i> (Gaelic):	a social gathering with music
<i>clan</i> (Scottish Gaelic):	an extended family
<i>eisteddfod</i> (Welsh):	a festival of music and drama
<i>leprechaun</i> (Irish Gaelic):	a mythological creature, like a fairy
<i>loch</i> (Gaelic):	a lake
<i>menhir</i> (Breton):	a prehistoric monument consisting of a single standing stone
<i>tor</i> (Scottish Gaelic/Welsh):	a high, rocky hill

**• Speaking activity**

Find travel brochures or print out Internet sites (in your own language or in English) that advertise holidays in Wales or Canada. Discuss with the students the features of the countries that they concentrate on, and the impression of them that they give.

**5g Language & Culture (p. 76)**

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

**GRAMMAR**

Present perfect

**1 Key**

He thinks he will wait to see what results he gets in his exams next summer and then probably go to university straight after school.

**2 Key**

The verbs are all in the present perfect. The present perfect is used to talk about general experiences at unspecified times in the past (*I've heard, I've seen, I've never been*), to talk about activities happening in an unfinished time period that extends into the present (*I've searched, I still haven't finished*), with the adverbs *just* and *yet* (*I've just finished, I haven't received ... yet, I haven't decided yet*) and with *for/since* (*Since ... I've only seen*).

**3 Key**

2. are; 3. have/'ve just taken; 4. haven't received; 5. arrive; 6. studied; 7. have to; 8. still haven't decided; 9. have/'ve never had; 10. had; 11. have/'ve enjoyed; 12. think.

**SKILLS**

Writing an essay expressing different points of view

**4 Key**

1 e. Introduction; 2 b. The advantages and disadvantages of going to university; 3 c. The advantages and disadvantages of getting a job; 4 a. The advantages and disadvantages of a gap year; 5 d. Conclusion.

**5 Key**

Introducing the paragraphs: *On the one hand, On the other hand, Then again, In conclusion,*

Making comparisons: *On the one hand, On the other hand, Then again, However,*

Introducing advantages and disadvantages: *The main advantage/One big advantage of ... is that ..., One of the disadvantages of ... is that ..., There are two main advantages to this, there are also disadvantages to ...*

## MODULE OVERVIEW

**Topics:** working life for nurses in the UK and the USA, people who swap stressful jobs for life in the country, global supermarket culture, the tourism industry in the UK and USA, the UK's relationship with the rest of the EU, the UK's pop industry, business letters in the UK and the USA

**Countries:** UK, USA, Kenya, the EU

**Language:** present tenses, past tenses, present perfect, numbers, money, percentages, measurements

**Vocabulary:** employment, hospitals, breadmaking, business, tourism, metric and imperial measurements, the pop industry

1 Students discuss the task in pairs.

**Key**

The photos show:

top: a businessman, a nurse

middle: an African farmer, members of the European parliament

bottom: a supermarket worker, a sound engineer.

2 Students complete the task in pairs. Elicit answers from the whole class, and build the correct list on the board. Discuss what makes some countries grow rich while others remain poor.

**Key**

Canada, France, Germany, Italy, Japan, Russia, UK, USA

## 6a Overworked and underpaid (pp. 78-79)

**Before you read**

1 Discuss the questions with the whole class.

**Vocabulary**

2 Individually, students read the text quickly to find the words. Check answers with the whole class, and ask the students some general questions to test comprehension of the words, such as:

*Name a big employer in this town/area. How many employees do you think they have?*

*What is a 'night shift'?*

**Key**

1. employer.
2. employees.
3. recruitment.
4. shifts.
5. overtime.
6. salary.

**Reading**

3 Students read the text in more detail and find the statistics. Check general comprehension by asking questions such as:

*What do the letters 'NHS' stand for?*

*In what age group are most British nurses?*

**Key**

1. 1.2 million;
2. 40%;
3. 6.5 hours;
4. 10%;
5. 25%;
6. Over 30.

4 **EP** (Teacher's Book, page 6) Ask students to read the headline of the article on page 79 and to predict what the article will be about. In pairs, students read the article and insert the missing sentences.

**Key**

1. C;
2. B;
3. D;
4. A.

5 **EP** (Teacher's Book, page 6) Students complete the table comparing working conditions for nurses in the UK and the USA. Ask students to summarise the reasons why British nurses might be tempted to go and work in the USA.

**Key**

	18 months ago	Now
Address	Torbay, England	Phoenix, Arizona, USA
Job	nurse	nurse
Type of house	small, ex-council	large, with swimming pool
Car(s)	one, old	two, new
Typical salary	£14,000	\$56,000
Any limit on her pay?	yes	no
Holidays	7 weeks per year	2 weeks per year

**Vocabulary**

6 Students complete the task in pairs.

**Key**

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

**Listening**

7 **Track 18** Students read the questions before listening. Discuss the answers as a class, then play the recording a second time if necessary.

**Tapescript****(British accent)**

Well, my name's Jenny Wright, I'm a registered nurse and I work at the Princess Margaret Hospital in Swindon. I manage one of the children's wards there.

I'm responsible for the other seven nurses and for organising their shifts. The nurses do shifts on a rotational basis. That means that they work five weeks of day shifts and then one week of night shifts. There are a couple of hours each day where the shifts change over.

Every morning I go round the ward to check the new admissions and talk to the staff and patients. We have 22 ordinary beds and 10 intensive care beds. I try to check all the patients' records before the consultants come round, which is usually at about 10 o'clock. In the afternoons I do paperwork and have meetings with nurses or doctors. The last thing I do before I go home is to check that there are beds free for any emergency admissions in the night.

**Key**

1. A children's ward.
2. Nurses work five weeks of day shifts and then one week of night shifts.
3. 22 ordinary beds and 10 intensive care beds.
4. Around 10 am.
5. She does paperwork and has meetings with nurses or doctors.
6. She checks that there are beds available for any emergency admissions in the night.

**Speaking**

2 Students discuss the questions in pairs. If they cannot answer the second question, ask them to think about the cost of hospitals, equipment and salaries, about recruitment, about the length of time that people have to wait for hospital treatment, and about where the government gets its 'spending money' from.

**Extra activities**

- **Roleplay** In pairs students roleplay the following conversation:
  - Student A:** You are a nurse in the USA. Try to persuade your friend, a nurse in the UK, to come and work with you.
  - Student B:** You are a nurse in the UK. Tell your friend in the USA how you feel about your job, and listen to him/her talking about working conditions in the USA.
- **Writing activity** Students write about any experience they have of hospitals in your country, whether as patients or as visitors. Did the hospital(s) seem well-organised and well-funded?

**6b Downshifting (pp. 80-81)****Before you read**

1 Ask students to look at the photographs in this unit and to predict what the article is about – what work do the people do, and what sort of place do they live in? Students then discuss the questions in pairs. Find out which students would prefer to live in a city and which would prefer to live a quieter life in the country.

**Vocabulary**

2 See how many words students can complete without reading the text, then let them quickly search the text for any remaining words.

**Key**

To make bread:	to bake
A person who makes bread:	baker
A shop where bread is made and sold:	bakery
Uncooked bread mixture:	dough
Separate pieces of bread cooked:	loaves

**Reading**

3 [EP] (Teacher's Book, page 6) Students complete the task in pairs. Ask them to read the text slowly, while looking at the list of events, and to order the events as they read. Allow plenty of time for this task. Make sure that students understand the general gist of the article by asking questions such as:

*How did Toby and Louise learn to be bakers?*

*Describe their working day. How does life on the island contrast with life in London?*

**Key**

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

4 [EP] (Teacher's Book, page 6) Students complete the task individually, then compare their answers with a partner. When checking the answers as a class, ask students to tell you where in the text they found the relevant information.

**Key**

1. b; 2. c; 3. c; 4. a; 5. b.

5 Elicit answers to the first two questions from the class. Students then discuss questions 3 and 4 in pairs.

**Key**

1. Title: *Escape from the Rat Race: Downshifting to a Richer Life*  
Author: Nicholas Corder  
Publisher: Right Way Plus  
Price: £7.19
2. *The rat race.*
3. The play on words is on *richer*. Your life becomes less rich financially when you downshift, but richer emotionally.
4. Because he says that the effort of earning the money makes you too tired to enjoy it.

**Speaking**

6 Discuss the question as a class.

**Writing**

7 Students discuss their ideas in pairs, and then complete the writing task for homework. You might like to revise the structure of the second conditional (*If..., I'd/I wouldn't...*) with students before they write the paragraph.

**Extra activities**

- **Writing activity** Students write an advertisement for the St Martin's Bakery, or an entry from Toby or Louise's diary for a typical day.
- **Research work** Students research more about the Scilly Isles, starting with 2b *British islands* if they have not already read that unit.

**6c The global supermarket**

(pp. 82-83)

**Before you read**

1 Students discuss the questions in pairs.

**Vocabulary**

2 Ask students what type of shop is shown in the first photograph. They then read the company profile and find the words. Make sure, in your own language if necessary, that students understand the basic concept of buying and selling shares on the stock market.

**Key**

1. public company.
2. (New York) stock exchange.
3. acquisition.
4. retailer.

**Reading**

3 Elicit answers from the class as a whole. Ask also how much money Wal-Mart took in the year 2002-5 (\$244.5 billion).



### Key

1. Low-price supermarkets.
2. Mexico City.
3. 1999.
4. It is the most successful retailer and the biggest employer in the world.
5. 1.3 million.

4 Students read the text *Some aspects of Wal-Mart culture* and answer the questions. Ask them what they think about the Wal-Mart rules. What do they think it is like to be a Wal-Mart employee?

### Key

1. Because they are supposed to meet all requests on the same day.
2. Because they are supposed to greet any customer who comes within 10 feet of them.
3. Because their first loyalty is supposed to be to the customer.
4. Because they are supposed to be committed to low prices for the customer.

### Vocabulary

5 Ask students for feedback regarding their discussions in exercise 1. Can you buy imported fruit and vegetables in your country? Ask students to guess which country the farm worker in the photo on page 85 is from. Pre-teach the following words connected to farming: *cultivation, out-of-season, carnation, corn*. Students match the other words in pairs.

### Key

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

### Reading

6 **CP** (Teacher's Book, page 6) Students read the text and decide if the statements are true or false. When checking answers with the class, ask students to identify the parts of the text that gave them the relevant information. Ask students if they think that the African workers are being exploited or helped by the European companies. What do they think that the writer of the article feels about it? (Note the negative tone of the headline.)

### Key

1. True; 2. False; 3. False; 4. True; 5. True; 6. False; 7. True; 8. True.

### Speaking

7 Students discuss the issue in pairs. Give help if necessary by asking students appropriate questions, such as:

*How important are supermarkets as a market for farmers' products?*

*Could a European farm supply a supermarket as cheaply as an African farm? Why not?*

*What damage does long-distance transport cause to the environment?*

*Are organic products expensive?*

### Extra activities

• **Roleplay** In pairs students roleplay the following conversation:

**Student A:** You are an American high-school student. You have applied to Wal-Mart for a Saturday job. You are being interviewed by a manager. Ask him/her how you are supposed to behave towards customers.

**Student B:** You are a Wal-Mart manager. Interview Student A for a Saturday job. Ask him/her why he wants the job, and explain the company's policy towards customers.

### • Writing activity

Students write a letter to a supermarket asking (or complaining) about their policy on fruit and vegetables. They ask (or complain) about: using low-paid foreign workers, organic produce, genetically-modified produce.

## 6d When the tourists stayed away (pp. 84-85)

### Before you read

1 Ask students to consider the title of this unit. What events in recent years might have made tourists stay away from the USA and the UK? Students identify the tourist destinations in all three photos.

### Key

The photos on page 84 show Honolulu (main photo) and Las Vegas (small photo), USA.

The photo on page 85 shows Shakespeare's birthplace in Stratford-on-Avon, UK.

### Reading

2 Students scan the texts quickly to see if the class's guesses regarding the title of the unit are correct, and to find out the precise details required. Explain, if necessary, why these two events discouraged tourists. (Tourists were afraid of further terrorist attacks on American or British targets, including aeroplanes, many Americans stopped travelling themselves, and measures taken to prevent the spread of foot-and-mouth disease meant that much of Britain's countryside and many tourist attractions in rural areas were closed.)

### Key

1. The September 11<sup>th</sup> terrorist attacks.
2. The September 11<sup>th</sup> terrorist attacks + foot-and-mouth disease.
3. The USA lost \$12.5 billion and the UK lost £2.5 billion.

3 Students read the text on page 84 in more detail and answer the questions.

### Key

1. Atlanta, New York, Nashville, Chicago, Los Angeles, Las Vegas, Honolulu, San Francisco, New Orleans.
2. 17.
3. To persuade the government to help the tourist industry.
4. France.
5. In second place.

4 Students read the text on page 85 in more detail and answer the questions.

### Key

1. Shakespeare's birthplace.
2. the Ryder Cup Golf Tournament.
3. Warwickshire.
4. 80%.
5. £25 million.

### Speaking

5 Students discuss the questions in pairs. Ask a few pairs to feed back to the class.

**Listening**

**3** **1** **Track 19** **EP** (Teacher's Book, page 6) Go through the form on page 84 with the students, making sure that they understand all the categories. Ask them what 'special requirements' a holidaymaker might have. Play the recording once. Students complete as much of the form as they can. Elicit answers from the class. Play the recording again for students to complete any missing answers.

**Tapescript**

(British accents, in a travel agency)

MAN: Good morning. How can I help you?  
 WOMAN: Well, I'd like to book a holiday to the States, please.  
 MAN: Certainly, madam. I'll just get a form ... now, I'll need some personal details, please. First of all your name.  
 WOMAN: Anne Maurice. That's Anne with an 'e'.  
 MAN: So A-N-N-E. And the surname was?  
 WOMAN: Maurice. But it's spelt M-A-U-R-I-C-E.  
 MAN: OK, and your address ...  
 WOMAN: 79, London Road.  
 MAN: And that's here in Bristol?  
 WOMAN: Yes.  
 MAN: 79, London Road, Bristol. I need your date of birth, I'm afraid.  
 WOMAN: OK, it's the 17<sup>th</sup> of May 1965.  
 MAN: Thank you. And you're British?  
 WOMAN: Yes, I am.  
 MAN: So, you want to go to the USA ...  
 WOMAN: Yes. Florida, to be specific.  
 MAN: OK. So Florida is your number one preference. Do you have a second choice if we didn't have anything available in Florida?  
 WOMAN: Er ... no, not really. It's just Florida I'm interested in.  
 MAN: That's fine. Now, how many people are we talking about here?  
 WOMAN: Three – that's myself, my husband and our daughter.  
 MAN: And how old is your daughter?  
 WOMAN: She's 11.  
 MAN: OK, so that's two adults and one child. When would you like to fly out?  
 WOMAN: Ideally on July the 28<sup>th</sup>. And we'd like to stay for 10 days and come back on August the 7<sup>th</sup>.  
 MAN: OK, now, what type of accommodation are you looking for?  
 WOMAN: Self-catering, please. It could be a house or an apartment. We don't mind.  
 MAN: That's fine. Any special requirements about accommodation – or anything else?  
 WOMAN: Oh, well, we'd like to be near the beach, or to have a swimming pool. That's essential.  
 MAN: Sure! Now, let's see what we've got on the computer.

**Key**

**VISTA TRAVEL**

**Client information**

Name: Anne Maurice  
 Address: 79, London Road, Bristol  
 Date of birth: 17<sup>th</sup> May 1965  
 Nationality: British

**Destination**

Country: USA  
 Preferred location: Florida  
 2<sup>nd</sup> preference: –

**Number of people**

Adults: 2  
 Children: 1

**Length of stay**

Depart on: July 28<sup>th</sup>  
 Return on: August 7<sup>th</sup>

**Type of accommodation**

Self-catering house/Self-catering apartment

**Special requirements**

Must be near the beach or have swimming pool.

**Writing**

**7** Ask students which destinations in the US or the UK they would like to visit. Explain that they must choose only one of the countries for the writing task. Students can either complete the form individually for themselves, or they can roleplay the activity in pairs. In this case, one of them takes the role of the travel agent, asks all the questions and notes down the answers. The students then swap roles.

**Extra activities**

- **Research work** Students write a paragraph about the tourist industry in their own country. They could research the top 5 (or 10) most popular attractions, find out how much money tourism brings to their country each year, and where most of the tourists come from.
- **Writing activity** Students make a poster, or an information leaflet, for one of the top tourist destinations in their country, aimed at British and American tourists.

**6e UK + EU = OK? (pp. 86-87)**

**Before you read**

**1** Discuss the questions with the whole class. If your currency has changed in recent years, ask if people have had problems getting used to the new currency. Ask students to name as many member countries of the European Union as they can.

**Reading**

**2** Ask students whether the UK is a member of the EU (yes), and whether the UK uses the euro as its currency (no). Ask students if they can name any imperial measurements (*pint, inch*, etc.), and what the stereotypical image of a British person is (their character as well as their appearance). Students read the text in pairs and complete the table. Ask them what impression they get of the British character after having read the text.

**Key**

Year	Event
1973	UK joins the EU
1974	Metric system introduced in British schools
1994	Channel Tunnel opened
2000	Obligatory pricing of food in metric measurements
2002	Major European countries adopt the euro
2010	Pricing of food in imperial measurements must end

**3 EP** (Teacher's Book, page 6) Students read the texts in more detail and choose the correct alternatives. Ask some other comprehension questions, such as:

*In the UK, what size packages are milk and butter sold in?*

*Who were the 'metric martyrs'?*

*How did the British public help them?*

#### Key

Britain **is** a member of the EU, but a lot of British people feel that their country is quite **separate from** the rest of Europe. The metric system of **measurement** has been used in Britain since the 1970s, but many Britons, especially **older** people, prefer to use the old imperial system. Food sold in Britain is usually priced using both types of measurement, but it is **illegal** to price products using imperial measurements only. Britain uses the **pound sterling** as its currency, **unlike** all of the other countries in the EU. A date for a referendum in the UK on the euro **hasn't yet** been fixed.

#### Before you listen

**4** Ask students to look at the conversion table and to tell you what the metric equivalent is of: a pint, three pints, a foot, three feet, etc. Revise the convention of the decimal point, and how to pronounce it ('two point five four centimetres', etc.). Students then look at the handwritten shopping list. Explain, if necessary, what **curtain material** and **ribbon** are. Students work out the conversions individually and then check their answers with a partner.

#### Key

##### From the market

4 pts organic milk = 2.28 litres

2 lbs cheese = 0.9 kilo

6 oz olives = 170.10 grams

3 yds curtain material = 2.73 metres

4 ft ribbon = 1.24 metres

(1.5 in. wide) = 3.81 centimetres

#### Listening

**5** **1** **Track 20 EP** (Teacher's Book, page 6) Explain to students that all they have to do each time is to identify what type of measurement is being discussed – length, liquid, weight or money. They should listen out for the appropriate measurements (metric and imperial) and tick the correct box (relating to picture A, B, C or D as appropriate).

When students have completed the task, play the recording again and ask if students can give you any more details about any of the conversations. For example:

*Where does the first conversation take place?*

*What relationship are the people in the second conversation?*

*What currencies are being exchanged in the third conversation?*

#### Tapescript

##### (British accents)

1 (In a pub)

WOMAN 1: What are you having, Mike. A pint?

MAN 1: Yes, please, Sarah.

WOMAN 1: What about you, Phil?

MAN 2: Just half a pint for me, please. I'm driving.

WOMAN 1: Fiona?

WOMAN 2: I'm really thirsty. Umm ... I don't think I want anything alcoholic. I think I'll have a pint of orange and lemonade.

WOMAN 1:  
2 (At home)

MAN:

OLD WOMAN:

BOY:

OLD WOMAN:

BOY:

OLD WOMAN:

MAN:

OLD WOMAN:

3 (In a bank)

MAN:

WOMAN:

MAN:

WOMAN:

MAN:

WOMAN:

MAN:

4 (In a shop)

WOMAN:

MAN:

WOMAN:

MAN:

WOMAN:

MAN:

WOMAN:

#### Key

1. B; 2. A; 3. C; 4. D.

OK, then, that's a pint and a half of ....

Hi, Mum.

Hello, Robert. And you've brought Jason! How lovely!

Hi, Gran.

Hello, Jason. Oh, haven't you grown! How tall are you now, dear?

I'm one metre sixty.

Oh, dear, that doesn't mean anything to me. What's that in feet and inches?

That's about five foot three, Mum.

Five foot three! You'll soon be as tall as your dad ...

I'd like to change these pounds into euros, please.

Certainly, sir.

What's the conversion rate today?

Let me see ... it's ... one point four four euros to the pound.

OK. That sounds fine.

So ... you've got two hundred and fifty pounds here. That's ... three hundred and sixty euros. How would you like the money?

Oh, three hundred-euro notes, please, and the rest in twenties.

How much is that ham, please?

This one here? That's £4.40 a kilo ...

Erm ...

That's about £2.00 a pound.

Oh, OK. Can I have about six ounces, please.

That's just under seven ounces. Is that OK?

Yes, that'll be fine, thanks.

#### Speaking

**6** Discuss the questions as a whole class. Broaden the topic so that you discuss stereotypes of other nationalities and whether or not they are justified. What stereotypical image do people have of your own country?

#### Extra activities

##### • Roleplay

In pairs, students write a conversation between a shopkeeper and a customer that uses both imperial and metric measurements. They then roleplay the conversation.

##### • Research work

Students imagine that a British friend's grandmother has asked them for a recipe from their country. They find a recipe and 'translate' it into imperial measurements. (NB. They could also translate any temperatures from Celsius to Fahrenheit.)



## 6f Soundtrack: The music business (pp. 88-89)

### Before you read

1 Students discuss the question in pairs, then feed back to the class.

### Reading

2 Complete the task with the whole class. Convert the pop stars' money into your own currency. Ask what sort of sales make up the annual figure of £4.6 billion (record sales, videos, concerts, merchandise such as T-shirts, calendars, etc., probably rights and royalties too).

### Key

1. Late middle age/50-60.
2. 10%.
3. £4.6 billion.

3 **EP** (Teacher's Book, page 6) Ask if students have any idea who the group in the large photos is. Students read through the article, matching the topics to the paragraphs as they go along. Ask general comprehension questions such as: *How were Hear'Say formed?*

*How successful were they at the start of their career?*

*What are the members of the group doing now?*

(NB. the unconventional punctuation of Hear'Say is just a marketing gimmick and is completely meaningless.)

### Key

1. d: The long history of manufactured pop groups.
2. e: Hear'Say's formation and early success.
3. a: The marketing of Hear'Say.
4. c: The group's downfall.
5. b: Some young people's desire for fame.

### Vocabulary

4 Students read the text again and find the words connected to the pop industry. Ask questions to test students' comprehension of the words, such as:

*Which single is top of the charts at the moment?*

*What was the title of xxx's debut album?*

### Key

1. to record.
2. single.
3. charts.
4. debut.
5. album.
6. audition.
7. fans.
8. to boo.

### Reading

5 Students look through the text for a final time and find the relevant figures. Ask students why they think that Hear'Say only existed for such a short period of time. Can they name any similar groups?

### Key

1. 3,000.
2. 5.
3. 2.
4. over 1 million.
5. 5.
6. 10,000.
7. over £1 million.
8. 20.

### Speaking

6 Students discuss the questions in pairs and then report back to the class.

### Writing

7 This task is best set for homework. Give students plenty of time to research the relevant information. Students could present the profile as a magazine article, complete with pictures.

### Extra activities

#### • Speaking activity

Students discuss what 'ingredients' are necessary for the perfect 'artificial' pop group. They think about issues like the singers' age, sex, race, looks and abilities, and the type of songs that they should record.

#### • Project work

Students imagine that they are the management team for a new band. They produce a written 'business plan' detailing the above issues. They also note down what type of merchandise they could produce associated with the band, and how it could be marketed.

## 6g Language & Culture (p. 90)

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

### GRAMMAR

Numbers, statistics, percentages

#### 1 Key

The letter on the left was written by a manager in the UK, and the one on the right was written by a manager in the US.

#### 2 Key

1. seventy one point five per cent = 71.5%.
2. one hundred and ninety thousand pounds = £190,000.
3. two hundred and sixty-two thousand five hundred dollars = \$262,500.
4. ninety seven thousand five hundred and thirty pounds = £97,530.
5. forty four thousand nine hundred and twenty-five dollars = \$44,925.
6. eighty two point five per cent = 82.5%.
7. one thousand eight hundred and twenty pounds = £1,820.
8. three thousand nine hundred dollars = \$3,900.

### SKILLS

Writing a business letter

#### 3 Key

*The letter from the UK manager:*

- the sender's address: Sports Window UK, 29 High Street, Higher Hepburn, Herts., HH1 2HO
- the recipient's address: The Manager, Sports Window US, 2751 Beach Boulevard, San Antonio, California, USA, 115002
- the date: 19.10.2005
- the subject line: Stock and sales levels
- the opening salutation: Dear Sir/Madam,
- the closing salutation: Yours faithfully,

*The letter from the US manager:*

- the sender's address: Sports Window US, 2751 Beach Boulevard, San Antonio, California, USA, 115002
- the recipient's address: Sports Window UK, 29 High Street, Higher Hepburn, Herts., HH1 2HO
- the date: 10.27.05
- the subject line: Stock and sales levels
- the opening salutation: Dear Sir:
- the closing salutation: Sincerely,

The two letters use a different format for the date and different closing salutations, and they have different positions for the closing salutations and signatures.

**4 Key**

- spelling differences = *colour/color* and *cancelled/canceled*
- vocabulary difference = *autumn/fall*
- tense difference = *Have you completed your checks yet?/Did you check your online orders yet?*

**5 (suggested answers)**

Letter to the UK manager:

*/your address/*

*/today's date in the format: date-month-year/*

The Manager  
Sports Window UK  
29 High Street  
Higher Hepburn  
Herts.  
HH1 2HO

**Stock and sales levels**

Dear Sir,  
Here are our stock and sales levels for the previous year.  
Our levels were as follows:

- Tracksuits: 5,672 sold. This was 62.5% of the total stock.  
Most popular colour: black
- Trainers: 6,152 pairs sold. This was 95% of the total stock.
- Football tops: 7,999 sold. This was 99.5% of the total stock.
- Sports bags: 1,033 sold. This was 57% of the total stock.

Perhaps we can meet some time later in the autumn, perhaps in November, to discuss the figures?

Yours faithfully,  
*/your signature/*  
*/your name/*  
Store Manager

Letter to the US manager:

*/your address/*

*/today's date in the format: month-date-year/*

The Manager  
Sports Window US  
2751 Beach Boulevard  
San Antonio  
California  
USA  
115002

**Stock and sales levels**

Dear Sir:  
Here are our stock and sales levels for the previous year.  
Our levels were as follows:

- Tracksuits: 5,672 sold. This was 62.5% of the total stock.  
Most popular color: black
- Trainers: 6,152 pairs sold. This was 95% of the total stock.
- Football tops: 7,999 sold. This was 99.5% of the total stock.
- Sports bags: 1,033 sold. This was 57% of the total stock.

Perhaps we can meet some time later in the fall, perhaps in November, to discuss the figures?

Sincerely,  
*/your signature/*  
*/your name/*  
Store Manager

## MODULE OVERVIEW

**Topics:** the Commonwealth Games, extreme sports, shopping malls, popular television, holidays, Australia and its sports

**Countries:** UK, USA, Australia, Britain's ex-colonies

**Language:** present tenses, past tenses, superlatives, frequency adverbs

**Vocabulary:** countries, sports, sports equipment, leisure facilities, TV, types of holidays

1 Students discuss the task in pairs.

2 Students work out approximately how many weeks of holiday they have each year, then compare the final total with those of England and the USA.

You might like to point out that Scotland has a different education system from England and Wales (although the holidays are more or less the same).

Discuss with students if they feel that they ought to have more holidays throughout the year.

## 7a The Friendly Games

(pp. 92-93)

Before you read

1 Students discuss the questions in pairs, then feed back to the class. Explain that the pictures show the Commonwealth Games, played between members of Britain's ex-colonies, not the Olympic Games.

Reading

2 **EP** (Teacher's Book, page 6) Students read the text and check their true/false answers with a partner. Check general comprehension by asking questions such as:

*What did the Commonwealth Games used to be called?*

*When did Manchester host the Games?*

**Key**

1. True; 2. False; 3. False; 4. False; 5. True; 6. False; 7. True; 8. True.

Vocabulary

3 Students complete the task in pairs. If possible, locate all the countries on a map of the world, or elicit their geographical locations from the class.

**Key**

Canada, New Zealand, Pakistan, Barbados, Sri Lanka, Zambia, Britain, Jamaica, Malaysia, Australia.

4 See how many of the sports students can name without looking back at the text, then set a short time limit to complete the task, allowing students to refer back to the text.

**Key**

a. boxing; b. swimming; c. bowls; d. relay; e. wrestling; f. athletics; g. rowing.

Reading

5 Ask students which sports are depicted in the photos on page 95 (sprinting/running and boxing) and if they can name any famous sportspeople who do these sports. Students complete the task in pairs.

**Key**

1. Cathy Freeman is an Australian runner who won two gold medals at the 1994 Games in Victoria; 2. Alan Wells is a Scottish runner who won a joint gold medal at the 1982 Games in Brisbane; 3. Lennox Lewis is a British boxer who won a gold medal for Canada at the 1986 Games in Edinburgh.

Writing

6 This task is best set for homework, as students will need time to be able to research dates and statistics, etc.

Extra activities• **Project work**

Students look up the names in English of as many Olympic-style sports as possible and make a poster showing pictures or symbols of the sports and their names.

• **Research work**

Students research the history of the Olympic Games and write about a recent or forthcoming Games, or about a Games that was held in their country.

## 7b Extreme sports (pp. 94-95)

Before you read

1 Students discuss the questions in pairs.

Vocabulary

2 Students complete the task in pairs.

**Key**

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

Reading

3 **EP** (Teacher's Book, page 6) Students quickly match the pictures A-D to the four sports described. Check answers with the whole class.

**Key**

1. B; 2. D; 3. C; 4. A

4 **EP** (Teacher's Book, page 6) Students complete the task individually, then compare their answers with a partner. When checking the answers as a class, ask students to tell you where in the text they found the relevant information.

**Key**

1. Base jumping; 2. Street luge; 3. Freestyle motocross; 4. Kite surfing; 5. Base jumping; 6. Freestyle motocross; 7. Street luge; 8. Kitesurfing.

Before you listen

5 Students discuss the questions in pairs.



## Listening

**6** **1** **Track 21** Students read through the list of topics before they listen. Make sure that students understand the words *the bush*, *land* and *landing* in this context. Play the recording twice, if necessary, then check with students which of the topics Paula has mentioned. At this stage, do not mention any of the specific details that she gives.

### Tapescript

(Australian accent)

Yeah, well, I've been base jumping for a good few years, now, but the first time I tried it was back in 1999. I went with my friends Keith and Sam to Jackson Ridge, which is out in the bush, about a day's drive from Sydney. I'd got 180 parachute jumps behind me already – but I was pretty nervous about trying base jumping. My parachuting experience was really small compared to Keith and Sam's. Climbing to the top of the ridge was hard going because my equipment was really heavy – it weighed nearly as much as me! But it was worth it when we got to the top. The view was amazing. There's a big lake at the bottom of the ridge – that's why we chose it for my first jump. It's much safer if you land in water. The boys insisted that I jump first, so I just went to the edge of the rock, counted 'ready, steady, go' and suddenly I was in freefall. It was a great feeling but, unlike skydiving, you have to open your parachute really early, so that feeling didn't last for long. I hit some strong wind, which made me panic for a moment, but then I calmed down and concentrated on my landing. And I landed right on target – in the water at the edge of the lake! I started cheering and shouting, but the celebrations didn't last very long. Keith jumped next, but he landed really badly and injured himself. We had to call the air ambulance, and they took him to hospital for three days. So all in all it wasn't a very good day – but I'll never forget it!

### Key

Paula mentions topics a, b, e, f, and h.

**7** **1** **Track 21** Play the recording again for students to make notes of the specific details. Students check their answers with a partner after listening, then feed back to the class.

### Key

a. (Jackson Ridge), out in the bush, about a day's drive from Sydney; b. 180 parachute jumps; e. It was safer for her because she could land in water; f. You have to open your parachute earlier in base jumping; h. Three days.

## Speaking

**8** Students discuss the questions in pairs and then feed back to the class.

## Extra activities

• **Roleplay** In pairs students roleplay the following conversation:

**Student A:** You are an expert at one of the sports described in this unit. Try to persuade Student B, who has never tried the sport, to come with you the next time you go.

**Student B:** Your friend, Student A, is trying to persuade you to try his/her favourite extreme sport, but you have no intention of trying it. Explain to Student A how you feel and why.

• **Writing activity** Students write a letter or a diary entry for someone who has just tried kite surfing, freestyle motocross or street luge for the first time.

## 7c Mall rats (pp. 96-97)

### Before you read

**1** Students discuss the questions in pairs. Ask the class to name some large shopping centres in your area, and to say what they think of the shops and facilities there.

### Reading

**2** **EP** (Teacher's Book, page 6) Look at the seven shop signs with the students. Ask them what type of shops they think the signs represent. Students then read the text and match the people to the shops.

### Key

1. The Kowalskis; 2. Nancy; 3. Connie; 4. Nancy/Tyler; 5. Tyler; 6. Tyler; 7. Connie.

### Vocabulary

**3** Students find the words in pairs. Ask general comprehension questions about the text, such as:

*How often do all the people go to the mall?*

*Who mentions that they like to eat at the mall?*

### Key

1. movie theater.  
2. ice cream parlor.  
3. bowling alley.  
4. food court.  
5. spa.  
6. arcade.  
7. skate park.

### Reading

**4** Students read the text on page 97 and answer the questions.

### Key

1. Bluewater.  
2. Over 330 stores and 40 cafés and restaurants.  
3. Cinema, spa, boating, fishing, golf, rock-climbing.  
4. Toys, arts and crafts, computers, sports.  
5. No, you can go in the evening too.  
6. 13,000.  
7. Greenhithe.  
8. Yes, you can.

### Speaking

**5** Students discuss the question in pairs, and then feed back to the class.

### Writing

**6** Students make preparatory notes in class. Give help with vocabulary as necessary, and set the full writing task for homework.

## Extra activities

• **Project work** Students draw a plan of their ideal shopping mall and label the various shops and facilities. They could also write a text to accompany the plan on an advertising leaflet or a website.

• **Writing activity** Students write a paragraph about their own shopping habits – if they enjoy shopping, what shops they like, when they go shopping and who with.

## 7d Popular television

(pp. 98-99)

### Before you read

1 Students discuss the questions in pairs. If students are unfamiliar with *Big Brother*, explain that the programme involves putting a group of young people together in a house for a number of weeks, and filming whatever develops. Every week viewers vote to evict the most unpopular person from the house until only one winner remains.

### Reading

2 EP (Teacher's Book, page 6) Students read the text on page 98 in pairs. As they read, they make a list of all the TV programmes mentioned, along with brief notes about the programmes' content.

Students then read the TV guide below the text and find the correct titles for the programme synopses. Allow plenty of time for this task. When checking answers with the class, ask students to tell you what clues in the synopses helped them to match them to the programme titles.

#### Key

BBC1	8pm	<i>Changing Rooms</i>
ITV	8pm	<i>I'm a Celebrity – Get me Out of Here</i>
BBC1	8.30pm	<i>Driving School</i>
Channel 4	8.30pm	<i>How Clean is your House?</i>
ITV	9pm	<i>Fat Club</i>
Channel 4	9pm	<i>Wife Swap</i>

3 Check answers with the whole class.

#### Key

1. *The Family*.
2. Yes, it was.
3. *Driving School*.
4. *Big Brother, Pop Stars, Fame Academy, I'm a Celebrity – Get me Out of Here*.
5. *I'm a Celebrity – Get me Out of Here, Big Brother, Driving School, Fat Club, Fame Academy*.
6. BBC, ITV, Channel 4.

### Before you listen

4 As a class, discuss what makes reality TV programmes popular, and what they have in common.

(Programmes like *Pop Stars* and *Fat Club* show ordinary members of the public in difficult or challenging situations. The programme-makers like to concentrate on the personalities and the relationships of the participants, and they seem to like to show stressful or confrontational events. Other programmes such as *How Clean is your House?* and *Wife Swap* capitalise on viewers' curiosity about how other people's ordinary lives compare to their own.)

Students discuss ideas in groups. If they are lacking in ideas, elicit and write on the board a list of topics that are of interest to the widest possible audience, such as: *Homes, Marriage, Children, Jobs, School, Hobbies, Sport, Music, Holidays, Pets*.

### Listening

5 1 Track 22 EP (Teacher's Book, page 6) Students read the situation described and the four possible titles. Play the recording once only for students to listen to the gist and choose the most appropriate title.

### Tapescript

(British accents, in a TV studio)

- MAN: OK, Tanya, so run this idea by us again.  
 WOMAN 1: Right OK, Adam. What I'm proposing, basically, is a new reality show, along the lines of *Big Brother, Pop Stars, Fame Academy* ...  
 WOMAN 2: Something interactive, you mean ...  
 WOMAN 1: That's right. What we'll have is a group of young people who all want to be sports stars ...  
 WOMAN 2: Good idea!  
 WOMAN 1: And we'll put them together in a training school for a month and ...  
 MAN: ... viewers will vote each week on who goes!  
 WOMAN 1: You've got it!  
 MAN: Would they all be doing different sports?  
 WOMAN 1: I think so, yes. I mean, you couldn't have just football, or that would all be boys ...  
 MAN: ... and we wouldn't get any female viewers! Yes, I see what you mean.  
 WOMAN 2: Would it get a good audience, do you think?  
 WOMAN 1: Yes, I think so. Obviously we wouldn't just concentrate on the sports. We'd show lots about their private lives, their relationships, their personalities.  
 MAN: Mmm. I like it. What would happen to the winner?  
 WOMAN 1: They'd get some sort of professional contract, or at least some professional training.  
 WOMAN 2: And would there be any possibility of a celebrity version, do you think?  
 WOMAN 1: No ... I don't think so. I think the audience would like the idea of seeing ordinary kids getting the chance to be famous.

#### Key

b. *Sports academy*

6 1 Track 22 Go through the questions with the students, then play the recording once more.

Elicit the answers from the class, and ask some extra questions, such as:

*Will there be a celebrity version of the programme?*

#### Key

1. A month.
2. Because they think it would only be popular with male viewers.
3. The kids' private lives, relationships and personalities.
4. A professional contract, or some professional training.

### Reading

7 EP (Teacher's Book, page 6) Ask students what the most popular soap operas are in their country. Do they share any similar themes or characters? What makes soap operas so addictive?

Students then read the text on page 99 and answer the questions. If students are familiar with any American soap operas, ask them if the popular American soaps seem similar or different to the British ones.

#### Key

1. *Brookside* and *EastEnders*.
2. *Brookside*.
3. *Brookside* and *Coronation Street*.
4. *EastEnders*.
5. *Coronation Street*.

### Speaking

8 Discuss the questions as a class.

## Extra activities

• **Writing activity** Students write some programme synopses, like those in the TV guide on page 98, either for reality TV programmes from their own country, or for imaginary programmes.

• **Project work** In groups, students develop their ideas from exercise 4 in more detail, and write a plan for a new programme outlining the following concepts:

- the title, and what the basic idea is;
  - how many episodes the programme would have;
  - what type of people they would want to appear on the programme;
  - how they would recruit the people;
  - if the programme would be interactive;
  - if there would be winner, and what the winner would receive.
- Groups could read their plans to the class, who vote on the best programme idea.

## 7e Holidays (pp. 100-101)

### Vocabulary

1 In pairs, students match the photos to the types of holiday.

**Key**

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

### Before you read

2 **EP** (Teacher's Book, page 6) Students complete the task in pairs. Check answers with the whole class, but do not yet give an opinion of the students' choices. Ask students to explain what made them choose specific holidays for the various people.

### Reading

3 In pairs students read the postcards. Ask them first to identify which of the people from exercise 2 wrote each postcard, then to check if their choices of holiday for the people were correct.

**Key**

Postcard A: written by James Mills from exercise 2 no. 1 (= package holiday)

Postcard B: written by Lisa Ellis from exercise 2 no. 2 (= self-catering villa)

Postcard C: written by Ritchie and Paul Graham from exercise 2 no. 3 (= summer activity camp)

Postcard D: written by Barbara Marriot from exercise 2 no. 6 (= backpacking)

Postcard E: written by Sarah Abbot from exercise 2 no. 4 (= caravan park)

Postcard F: written by Mrs Wyatt from exercise 2 no. 5 (= sight-seeing tour)

4 **EP** (Teacher's Book, page 6) Students read the postcards again in detail. Check answers with the whole class, asking students to correct the false statements and to tell you where in the texts they found the relevant information.

**Key**

1. False; 2. False; 3. False; 4. False; 5. True; 6. True; 7. True; 8. True.

## Listening

5 **1** **Track 23** Play the recording once only for students to understand the general gist and to answer the question. Ask a few more comprehension questions, such as: *Where did the family used to go on holiday when Claire was little? Why can't they go to a villa in France?* and play the recording again if students did not hear the details the first time.

### Tapescript

(British accents, at home)

MUM: OK, so where are we going to go this summer? Any ideas? We'll have to book it soon if we want to go in August.

GIRL: I don't mind – as long as it's not that caravan park again.

DAD: Oh, Claire, you used to love going there.

GIRL: Yeah, when I was about six!

MUM: Oh, well. I suppose you are a bit old for it now.

GIRL: Sophie's going to a villa in the South of France with her family.

MUM: Oh, that would be lovely ...

GIRL: Can we do that, then?

DAD: You're joking! There's no way we could afford that, I'm afraid – not in August.

MUM: It would be nice to go abroad.

DAD: Yes, it would. What about a package holiday?

MUM: Well ... it would make things easier. And they are quite cheap.

GIRL: Great! Can we go to Majorca?

MUM: No thanks! I want a bit of peace and quiet on my holiday. How about Greece?

DAD: It sounds good to me. Claire?

GIRL: Yeah, it sounds nice.

MUM: OK, then. I'll have a look down at the travel agent's tomorrow.

**Key**

A package holiday to Greece.

### Writing

3 Remind students of the conventions of writing a postcard. The messages must be short and informal, they must begin *Dear ...*, and end with an informal greeting such as *Love*, or *Best wishes*. Use of the present continuous is common, as the senders are describing temporary events, happening now.

### Speaking

7 Students discuss the questions in pairs.

## Extra activities

• **Roleplay** In pairs students roleplay the following conversation:

**Student A:** You are planning a holiday with Student B. You hate the idea of lying in the sun all day, and you hate nightclubs. You want to go on a cultural sight-seeing tour of Britain. Try to persuade your friend.

**Student B:** You are planning a holiday with Student A. You hate sight-seeing. You want to go to Ibiza and spend all the time sunbathing and going to nightclubs. Try to persuade your friend.

• **Writing activity** Students write about their last holiday, or a fantasy holiday.



## 7f English everywhere: Australia (pp. 102-103)

### Before you read

1 Direct students' attention to the photos and the map. Elicit anything that students know about Australia.

### Reading

2 Ask if students can predict any of the answers without looking at the Information File. Students then complete the task in pairs.

#### Key

- 20 million (which is a small population for such a huge country).
- Because the coasts are fertile, while the interior is desert.
- Aborigines.
- Sydney. It is not the capital.
- No. It only has a population of 330,000.
- Queen Elizabeth II.

### Vocabulary

3 Identify the sports as a class. Ask if any students can find the objects listed in the pictures, but do not yet confirm or correct their answers.

### Reading

4 Students read the text in pairs and check their answers.

#### Key

Yachts can be seen in the Sailing picture.

An oval ball can be seen in the Australian rules picture.

A bat can be seen in the Cricket picture (the player on the left is holding it).

Stumps can be seen in the Cricket picture (to the right of the two players).

5 Check answers with the whole class. Ask a few more comprehension questions, such as:

*Where are the goalposts in Aussie rules?*

*How many players are there in a cricket team?*

*When do competitors in the Sydney to Hobart Yacht Race hope to arrive in Tasmania?*

#### Key

- Melbourne.
- Yes.
- A cricket competition between England and Australia. It is known as 'The Ashes' because when Australia beat England in 1882, it was considered the death of English cricket.
- On 26<sup>th</sup> December.
- In Tasmania.

### Vocabulary

6 Students complete the task in pairs, then feed back to the class.

#### Key

scuba diving: flippers, mask, oxygen tank, (motor boat)

surfing: surfboard

waterskiing: motor boat, waterskis

windsurfing: sailboard

### Listening

7 1 Track 24 Play the recording once. Ask students which item of equipment from exercise 6 they hear Caroline mention. From that, they should be able to identify the sport. Play the recording a second time for students to verify the answer. Ask them what other words and phrases give a clue to the identity of the sport.

#### Tapescript

(Australian accent, on the beach)

I've only done this sport four times, because it's quite expensive, but I absolutely love it. We go up to Cairns, which is in Queensland and not far from where I live. There's a lot of equipment, and it can be dangerous, so you have to do a course before they actually let you dive from a boat. When you start, you have to spend two days in a swimming pool learning how to use the oxygen tank, and then finally they take you out onto the ocean in a boat. It's an incredible experience, being under the water, seeing all the fish and the coral, and it's really quiet and relaxing – all you can hear is the sound of your breathing, and the bubbles.

#### Key

scuba diving

### Extra activities

- **Research work** Students research the rules of rugby, another Australian national sport.
- **Speaking activity** In groups, students write the rules of a team sport that they are familiar with. They then exchange rules with another group and see if they can identify each other's sport.

## 7g Language & Culture (p. 104)

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

### GRAMMAR

Phrasal verbs

#### 1 Key

Badminton, table tennis, short tennis, football, basketball, volleyball, water aerobics, swimming lessons, water polo.

#### 2 Key

a. take place; b. take up; c. come along; d. sign up; e. pick up; f. find out; g. look into; h. fit in; i. look up; l. get in touch with.

#### 3 Key

2. take up; 3. take place; 4. looked up; 5. found out; 6. pick up; 7. looking into; 8. fit in; 9. signed up; 10. come along.

### SKILLS

Speaking: making suggestions and inviting

#### 4 Key

2. we could go; 3. How about/What about; 4. I'd rather not; 5. How about/What about; 6. I'm not keen on; 7. Why don't you; 8. I like the sound of that.

## MODULE OVERVIEW

**Topics:** modern art, *The Lord of the Rings*, London musicals, child actors, breakdancing and hip-hop, film music

**Countries:** Scotland, UK, USA

**Language:** present tenses, present perfect, past tenses and narratives, adjectives

**Vocabulary:** art, literature and myth, theatre, film, dance

1 Students complete the task in pairs.

**Key (from the top)**

film  
dance  
literature  
theatre  
art, music

2 Students discuss the question in pairs.

3 Students complete the task in pairs. Check the answers with the whole class, then practise the new words by asking questions such as: *Name some actors in the cast of (a TV programme or film), Name some classical composers, etc.*

**Key**

box office: theatre, film  
canvas: art  
cast: theatre, film  
choreography: theatre, film, dance  
composer: music  
conductor: music, theatre  
exhibition: art  
plot: theatre, literature, film  
script: theatre, film  
set: theatre, film

## 8a A child could do that

(pp. 106-107)

### Before you read

1 Discuss the questions with the whole class.

### Reading

2 Individually, students quickly skim the text to understand its general gist and to answer the three questions. Set a short time limit for this, to encourage students not to read every word of the text yet.

**Key**

1. She is only 10 years old, and still at primary school; 2. They are all primary school children, and no adults are involved; 3. The two adults give the children responsibility, and allow them complete freedom.

3 **EP** (Teacher's Book, page 6) See if students can remember the gist of each paragraph from their initial reading of the text, without reading it again closely. If not, ask students to re-read the text.

**Key**

First paragraph: d.  
Second paragraph: a.  
Third paragraph: c.  
Fourth paragraph: e.  
Fifth paragraph: b.

4 **EP** (Teacher's Book, page 6) Allow students more time to read the text again in more detail. Elicit answers from the class, asking them to justify their true/false answers each time.

**Key**

1. True; 2. True; 3. False; 4. False; 5. True; 6. False.

5 **EP** (Teacher's Book, page 6) Students read the introductory sentence about the Turner Prize on page 106. Ask them to look at the photograph, which shows Keith Tyson's work, *The Thinker*. What do they think the tall black column is? Students read the descriptions of all four works in the table and answer the questions.

**Key**

1. Steve McQueen; 2. Wolfgang Tillmans; 3. Keith Tyson and Martin Creed.

### Speaking

6 Discuss the works of art with the whole class. The Turner Prize has become quite notorious in Britain for rewarding obscure artists and their works. Why do artists create works like the ones described on page 106? Are they really 'art'?

7 Students discuss the questions in pairs, then feed back to the class.

### Extra activities

#### • Roleplay

Students pretend that they are the creators of one of the Turner Prize-winning works of art described on page 106. They describe their work, and what it means, to a partner (or to the whole class) and try to persuade them to take it seriously.

#### • Writing activity

Students write some descriptions of imaginary works of art in a modern art exhibition – the more unusual the better!

## 8b The Lord of the Rings

(pp. 108-109)

### Before you read

1 Students discuss the questions in pairs. Ask the class if they know which characters or events from the books are shown in the photos.

### Reading

2 Students read the introductory paragraph individually.

**Key**

Amazon.com's 'Book of the Millennium', three national British polls, Channel 4's 'Book of the Century', the BBC's 'Big Read'.

**3** **EP** (Teacher's Book, page 6) Individually, students quickly skim/read the text in order to understand the general gist. Set a short time limit for this reading.

**Key**

b.

**4** **EP** (Teacher's Book, page 6) In pairs, students read the text in more detail to discover the themes of *The Lord of the Rings*. Check answers with the class, asking students to tell you where in the text they found the relevant information.

**Key**

b, c, e.

**5** Students answer the questions in pairs.

**Key**

1. 1954; 2. J.R.R. Tolkien; 3. 25; 4. Frodo Baggins; 5. He must take it to where it can be destroyed; 6. Perceval; 7. God and the Devil; 8. The *Star Wars* films.

**6** Point out the characters of Gandalf (with the long white hair and beard) and Frodo (the young 'boy') in the photos on page 108, and explain that the extract is taken from the very start of the first book of *The Lord of the Rings* (there are three books in the series). Clarify any problems with vocabulary as they read the text and answer the questions individually.

**Key**

1. To throw it away; 2. No, he couldn't; 3. He does not want to go; 4. Because he is afraid of the power it would give him.

**Speaking**

**7** Students discuss the question in pairs and then feed back to the class. For example, *The Never-Ending Story* by Michael Ende, which has also been adapted for the big screen.

**Extra activities**

- **Comprehension activity** Students watch an extract from the film on video and complete a simple comprehension task set by you.
- **Writing activity** Students write the first paragraph of a fantasy novel similar to *The Lord of the Rings*.

**8c West End musicals (pp. 110-111)**

**Before you read**

**1** Students look at the photos on page 110 and say what sort of productions they think they depict. Discuss the questions with the whole class.

**Vocabulary**

**2** Students complete the task in pairs. Check answers with the whole class, then practise the new words by asking questions such as: *Name a film that has good special effects*, etc.

**Key**

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

**Reading**

**3** Students read the introductory paragraph individually. Ask the following questions: *How many people go to the theatre in London each year? How much does an average ticket cost? What type of shows are the most popular?* Students then read the three texts about specific musicals and identify the photos.

**Key**

From left to right: *We Will Rock You*, *Bombay Dreams*, *My Fair Lady*.

**4** **EP** (Teacher's Book, page 6) Students complete the table in pairs while you draw the table on the board. Complete the table on the board with the help of the whole class.

**Key**

Show	Opening year	Main character	Actor who plays him/her	Songs from the show
<i>My Fair Lady</i>	2001	Eliza Doolittle	Martine McCutcheon	"I'm getting married in the morning" "On the street where you live"
<i>We Will Rock You</i>	2002	Galileo	Tony Vincent Figaro	"Bohemian Rhapsody" "I Want to Break Free"
<i>Bombay Dreams</i>	2002	Akaash	Raza Jaffrey	"Shakalaka Baby"

**5** Students look at the text on page 111. Ask them where they think the text is taken from (a magazine) and what sort of information they would expect to find in a theatre guide (times of performances, price of tickets, phone numbers for the theatres).

What are the names in bold capital letters? (The names of London theatres and the names of shows). What do the abbreviations *Mon*, *Tues*, *Wed*, etc., stand for? (The days of the week).

In pairs students search for the information necessary to answer the questions. Remind students that they do not need to read the whole of the guide.

**Key**

1. *My Fair Lady*: Drury Lane Theatre Royal, *We Will Rock You*: Dominion, *Bombay Dreams*: Apollo Victoria; 2. Two; 3. For the performance on Friday at 5.30; 4. *BO, mats, tix*; 5. Saturday at 3 and at 7.45, Sunday at 3; 6. 16th August; 7. They thought that it was 'probably the greatest musical of all time'; 8. Wednesday and Saturday.

**Before you listen**

**3** Students discuss the questions in pairs.

**Listening**

**7** **1** **Track 25** **EP** (Teacher's Book, page 6) Explain to students that most theatres provide a recorded message service, giving details of performance times and ticket prices, that you can phone. Ask students if all the seats in a theatre will cost the same, or if there will be different prices for different seats. Ask them also to tell you, from the theatre guide, on which days there are performances of *We Will Rock You* (Monday-Saturday). Students note down the days in their notebooks, leaving space to write in the ticket prices and allowing a separate line for the Saturday matinee. Play the recording once. Students fill in as many of the prices as they



can. Check answers with the class, writing the prices on the board, then play the recording again. Ask if students think that the tickets are expensive, and why the tickets are more expensive on Fridays and Saturdays.

### Tapescript

(British accent, recorded message)

Thank you for calling the ticket hotline for the Dominion Theatre. Ticket information for 'We Will Rock You' is as follows:

Evening performances start at 7.30. For midweek performances from Monday to Thursday, tickets are available at the following prices: twelve pounds fifty, twenty-two pounds fifty, thirty-two pounds fifty and forty pounds.

For the Friday evening performance, tickets are priced at: twelve pounds fifty, twenty-seven pounds fifty, thirty-seven pounds fifty, forty-two pounds fifty and forty-five pounds.

For the Saturday evening performance, tickets are priced at: twelve pounds fifty, twenty-seven pounds fifty, thirty-five pounds and fifty pounds.

There is also a Saturday matinee performance starting at 2.30pm. Ticket prices are the same as for Saturday evening.

### Key

Mon-Thurs	£12.50	£22.50	£32.50	£40.00	
Fri	£12.50	£27.50	£37.50	£42.50	£45.00
Sat eve.	£12.50	£27.50	£35.00	£50.00	
Sat mat.	£12.50	£27.50	£35.00	£50.00	

### Speaking

8 Discuss the questions with the whole class.

### Extra activities

- **Research work** In groups, students look at a theatre guide from a city in their country and discuss what they would like to go and see.
- **Writing activity** Find a recording of a song from *My Fair Lady*, or a song by Queen and play it to the students, who complete a gap-fill or a comprehension task.

## 8d Hollywood kids (pp. 112-113)

### Before you read

1 Students discuss the questions in pairs, then feed back to the class.

### Reading

2 Individually, students quickly skim the text. As they read, they make brief notes on the problems of each film star. Do this for the first paragraph (Shirley Temple) with the whole class as an example. Set a short time limit for this, to encourage students not to read every word of the text yet.

### Key

Shirley Temple: film career finished in her 20s, divorced at the age of 21.

Elizabeth Taylor: many marriages, alcoholism, weight problems.

Jodie Foster: stalked by a mad fan.

Drew Barrymore: drugs, attempted suicide, separated from her parents.

Macaulay Culkin: battling parents, separation from his father, married at 17 and divorced two years later.

3 [EP] (a Teacher's Book, page 6) In pairs, students read the text again in more detail and answer the questions. Explain that the answer to some of the questions involves more than one film star.

### Key

1. Shirley Temple, Macaulay Culkin; 2. Elizabeth Taylor, Jodie Foster, Drew Barrymore; 3. Shirley Temple, Elizabeth Taylor; 4. Drew Barrymore, Macaulay Culkin; 5. Drew Barrymore; 6. Drew Barrymore; 7. Jodie Foster; 8. Macaulay Culkin; 9. Elizabeth Taylor; 10. Jodie Foster.

### Before you listen

4 Students discuss the questions in pairs, then feed back to the class. Ask students if they recognise the films or the actors depicted on page 113 (Haley Joel Osment with Bruce Willis in *The Sixth Sense*, and with Jude Law in *A.I.*).

### Listening

5 1 Track 26 [EP] (a Teacher's Book, page 6) Students look through the notes about Haley Joel Osment. Make sure that they understand what missing information they must listen for. Play the recording once only and elicit the missing information. Only play the recording a second time if there are gaps that no-one in the class has managed to complete.

### Tapescript

(American accent)

Now, today's featured Hollywood star is Haley Joel Osment – that might not be a name that you're familiar with, but if you've seen any of his films, you'll certainly remember him. Because Haley is still only a teenager.

He was born on the 10<sup>th</sup> of April 1988, and his first film was called *Mixed Nuts*, which he made when he was only 6, in 1994. But the film that you'll all remember him in is *The Sixth Sense*, which he made in 1999 with Bruce Willis – what a fantastic film that was! And he's been in plenty of other films too.

In *Forrest Gump*, also in 1994, he plays Tom Hanks's son, and in 1996 he appeared in a film called *Bogus* with Whoopi Goldberg and Gerard Depardieu. In 2001 he made a film with Jude Law called *A. I.* – that's short for 'Artificial Intelligence' – where he played a robot boy, and that's only the beginning!

He's already had an Oscar nomination – for *The Sixth Sense* – and he's certainly got a great future ahead of him!

### Key

Name:	Haley Joel Osment
Date of birth:	10 <sup>th</sup> April 1988
First film:	<i>Mixed Nuts</i>
Year:	1994
Most famous film:	<i>The Sixth Sense</i>
Year:	1999
Co-star in that film:	Bruce Willis
Other films, years and co-stars:	<i>Forrest Gump</i> (1994) with Tom Hanks <i>Bogus</i> (1996) with Whoopi Goldberg and Gerard Depardieu <i>A. I.</i> (2001) with Jude Law
Any Oscar nominations?	Yes (for <i>The Sixth Sense</i> )/No

**Writing**

5 Students copy the categories in the Haley Joel Osment notes and complete the details about themselves, using their own imagination. It might be best to let them do this for homework, to allow plenty of time for thinking.

**Speaking**

7 Students complete a second version of the table, this time about their partner, by interviewing each other in pairs. They then discuss together the problems of being a child star. Ask a few pairs to report back to the class the information that they found out about their partner.

**Extra activities**

- **Writing activity**

Students write a short biography of themselves, or of their partner (in their imaginary roles as child film stars), similar to the biographies on page 112.

- **Comprehension activity**

Students watch an extract from *The Sixth Sense* on video and complete a simple comprehension task set by you.

**8e Dancing in the streets**

(pp. 114-115)

**Before you read**

1 Ask the questions to the class as a whole. Do not yet confirm or correct their answers, as the information is given in the first line of the reading text.

**Reading**

2 **EP** (Teacher's Book, page 6) Students complete the task in pairs. Remind them to read the glossary of hip-hop terms to help them understand the text. Confirm the answers to exercise 1, then elicit the other answers from the class, asking them to justify their true/false choices each time.

**Key**

1. False; 2. True; 3. True; 4. False; 5. True; 6. False; 7. True; 8. False.

3 Students complete the task in pairs. Ask them if they would like to go to any of the events listed.

**Key**

1. Friday and Sunday; 2. Friday; 3. Saturday; 4. Thursday; 5. Thursday; 6. Friday.

**Vocabulary**

4 Students complete the task individually. Practise the new words by asking individual students to demonstrate the movements by, for example, sliding a book along a desk, spinning a coin, swinging a bag or flipping book over.

**Key**

1. sliding; 2. spinning; 3. swinging; 4. flipping.

5 **EP** (Teacher's Book, page 6) Students complete the task in pairs. When checking answers, ask them to explain how they matched each picture to its definition.

**Key**

1. headspin; 2. donkey; 3. windmill; 4. flares; 5. handglide; 6. popping.

**Speaking**

6 Students discuss the questions in pairs, then feed back to the class.

**Extra activities**

- **Speaking activity**

In pairs or groups, students discuss rap and hip-hop music in general. Do they like it, or do they prefer other styles of music?

- **Project work**

In pairs, students invent a sequence of dance moves and write a description of them. They then give the description to another pair and see if they can follow the moves purely from the written instructions.

**8f Soundtrack: Cinema music**

(pp. 116-117)

**Speaking**

1 Discuss the questions with the whole class.

**Reading**

2 Ask students to quickly skim/read the text and to note down which of the films in the photos are also mentioned in the text. Students then read the texts again in more detail and answer the questions.

**Key**

1. Pianos or organs; 2. He or she had to watch the film at the same time; 3. At the end of the 20<sup>th</sup> century; 4. *Moulin Rouge* and *Chicago*; 5. Epic or science-fiction films.

3 Remind students of the musical verbs *to compose* and *to conduct*. Students read the text and answer the questions.

**Key**

1. New York; 2. The University of California at Los Angeles; 3. The piano; 4. Nearly 80; 5. 5; 6. Conducting.

4 Students look at the top ten poll. Ask them who voted in the poll and which soundtrack was the voters' favourite. Ask them which films in the top ten they have seen, and which have scores by John Williams.

**Key**

*Star Wars, Schindler's List, The Empire Strikes Back, ET.*

**Writing**

5 Students make preparatory notes in class. Give help with vocabulary. They then complete the full writing task for homework.

**Extra activities**

- **Speaking activity**

On video, play the class part of a film or a TV drama that makes use of background music (it does not matter which language the dialogue is in). Ask the students to describe the music and to explain how it adds to the effect of the drama.

- **Research work**

Students research Oscar-winning film music, or film songs, of recent years.

## 8g Language & Culture (p. 118)

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

### GRAMMAR

Adverbs

#### 1 Key

Mortmain, Topaz, Cassandra, Rose

#### 2 Key

Adverb

2. quickly.
3. neatly.
4. extremely.
5. convincingly.
6. strangely.
7. well.
8. differently.
9. beautifully.
10. precisely.
11. realistically.

#### 3 Key

more convincingly, more realistically.

#### 4 Key

1. well.
2. badly.
3. sensibly.
4. happily.
5. logically.
6. Unfortunately.
7. suspiciously, easily.
8. intelligently.
9. nicely.

### SKILLS

Writing a film review

#### 5 Key

adaptation, direct, feature, director, performances, characters, screenplay, lines, plot, sub-plot, role, play, act, scenes, part, setting, filming, costumes.

#### 6 Key

- 1c. Introduction.
- 2d. The plot.
- 3e. The main characters and the actors who played them.
- 4b. The setting, camerawork and costumes.
- 5a. Conclusion – general opinion of the film.



## MODULE OVERVIEW

**Topics:** British newspapers, text messages, technological innovations, studying with the Internet, technology's effect on the English language, the Republic of Ireland and its computer industry

**Countries:** UK, USA, Republic of Ireland

**Language:** past, present and future tenses, slang and puns, abbreviations, technical jargon

**Vocabulary:** weather, telecommunications, computers, the Internet, the language of text messages, wordbuilding

- 1 Students complete the task in pairs. Check answers with the class.

### Key

Keyboard, monitor, mouse and screen can be seen in the large photo of the couple working at the computer.

Laptop can be seen in the bottom photo.

Electronic notebook can be seen in the lefthand photo of the blonde-haired woman.

Mobile phone can be seen in the top photo.

- 2 + 3

Students discuss the questions in pairs, then feed back to the rest of the class.

## 9a The UK press (pp. 120-121)

### Before you read

- 1 Discuss the questions with the whole class.

- 2 Students look at the two newspaper extracts. Ask if there are any differences in the style and layout of the two newspapers. Can they guess, from the headlines and the photos, what the news story is?

Explain that British people these days use both the fahrenheit and the centigrade scales for talking about temperature, but tend to revert back to fahrenheit when talking about hot weather.

### Key

The hottest day ever in the UK

### Vocabulary

- 3 Ask students what *to roast* means, and explain the pun in the headline on page 120 (a *Sunday roast* is usually a traditional meal eaten in Britain for Sunday lunch). Students match the words to their definitions.

### Key

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

### Reading

- 4 EP (Teacher's Book, page 6) Students read the articles in pairs. Allow plenty of time for reading, but emphasise that students should not try to understand every word of the articles.

They should concentrate on searching for the topics listed in the exercise. Ask students to explain the concept of making a bet, and explain if necessary that bookmakers in the UK

are legally licensed to accept bets. You can find bookmakers in most UK town centres.

### Key

- a. both.  
b. both.  
c. *The Independent*.  
d. both.  
e. *The Daily Star*.  
f. *The Daily Star*.  
g. both.

- 5 Discuss the question with the whole class.

### Key

Probably *The Independent*, because it uses more standard language.

- 6 Students will be able to identify slang words from the glossary, but they might need help with interpreting the hot weather puns in the article on page 120 (*Sunday roast Britain*: a Sunday when the British people themselves got 'cooked'; *millions chill out*: millions relax in the hot weather, *bookies ... got a roasting*: bookies were badly defeated by the hot weather). After checking answers, ask students to discuss in pairs the basic differences between tabloid and broadsheet news reporting, based on their findings in exercises 4-6.

### Key

- a. *The Daily Star*.  
b. *The Independent*.  
c. *The Daily Star*.  
d. *The Daily Star*.  
e. *The Independent*.

### Before you listen

- 7 Students look at the list of daily UK newspapers on page 120. Do they think that there are more or fewer different titles in the UK than in their country? Students discuss the question in pairs.

### Key

The popular tabloids sell the most copies, probably because they are cheap, easy and quick to read and offer exciting stories.

### Listening

- 8 1 Track 27 Students write down the numbers 1-5 in their notebooks. Explain that they must listen each time for the names of newspapers listed on page 120, and for how often each person buys them.

Play the recording once for students to note down the newspapers and the frequencies, and then play it a second time for students to listen for the speakers' reasons for buying the papers.

### Tapescrpt

#### (British accents)

#### One

YOUNG WOMAN: I'm too busy to read a daily newspaper, but I buy newspapers at the weekend. On Saturday I buy *The Guardian*, and on Sunday I buy *The Times*. I like *The Guardian* because the writers have the same political views as me, and I like *The Times* on a

Sunday because it has lots of different sections and magazines. I stay in bed all morning reading it!

Two

**YOUNG MAN:** I get *The Sun* every day during the week – from Monday to Friday. I like it because it's quick and easy to read – I can read it in my lunch hour. And its sports reports are really good.

Three

**OLDER WOMAN:** I get the *Daily Mail* every day, including Sunday. There's a lot to read in the *Mail* – it's a really full newspaper. As well as all the news stories there are lots of articles about famous people, fashion, gardening ... It's like a newspaper and a magazine combined.

**Key**

1. She buys *The Guardian* one day a week, and *The Times* one day a week. She buys *The Guardian* because the writers have the same political views as her, and *The Times* because it has lots of different sections and magazines.
2. He buys *The Sun* five days a week. He buys it because it's quick and easy to read and because he likes its sports reports.
3. She buys *The Daily Mail* seven days a week. She buys it because it contains a lot of different things to read.

### Speaking

2 Students discuss the questions in pairs. Discuss as a class tabloid reporting in your country and the characteristics of various publications.

### Extra activities

- **Writing activity** Find another news story reported in formal English (from a newspaper, from the Internet, or transcribed from a radio or TV report). Students re-write it in an informal style for a tabloid readership.
- **Project work** Students compile a newsletter for their school or town. As a class, students decide which news stories to include. Allocate each story to a small group, who write the story together. If you have a large class, you could also include other features such as a horoscope or weather report, etc. Collect all the stories together and present them in a folder or as a series of posters.

## 9b Texting (pp. 122-123)

### Before you read

1 Ask students what the girl in the photo is doing. Is texting common in your country, and has it developed its own 'language'? Why do text messages involve a lot of abbreviations? Students look at the text message on page 122 and discuss in pairs what it could mean.

**Key**

WAN2 MEET L8R? TXT ME BAC = Do you want to meet later? Text me back.

WAN2 TXT? = Do you want to text?

2 If necessary, help students by asking the following questions:

Which graphics could be sent by a girlfriend to a boyfriend? (*I am nuts about you, No Msg Just a KISS, LOVE U LOTS, I Miss You Babe* and maybe also *It's not easy being a princess, Almost an Angel* and *Little Devil*)

Which graphics could be sent to the sender's mother? (*I LOVE U MUM* and *Best Mum in the World*)

Which graphic would be sent by someone to announce that they were expecting a baby? (*Guess Who's On the Way?*)

### Reading

3 Students read the text and answer the questions individually.

**Key**

1. short messaging service.
2. The UK.
3. 60 million.
4. 77% of them.
5. Because texting is hard work on the thumbs.

4 **EP** (Teacher's Book, page 6) Students read the title of the article on the web page. Ask them how they think texting could possibly cause injuries. Students read the article in pairs and complete the task. Check answers with the whole class, asking students to justify their true/false answers. Ask them what they think about the idea that texting could be physically dangerous.

**Key**

1. False; 2. True; 3. False; 4. True; 5. True.

### Before you listen

5 Students discuss the questions in pairs.

### Listening

6 **1 Track 28** Play the recording once only. Students note down how often each speaker sends texts.

**Tapescript**

(British accents)

- 1 **ADAM:** I've got a mobile, but I don't use it every day. I just use it a few times a week to see what my friends are doing and if they want to meet up that night. I always send texts – I hardly ever make calls. If you send a text, you can send the same message to a lot of people at the same time. It's much more convenient.
- 2 **HAYLEY:** I use my mobile every day, probably about six or seven times a day, but I use it for making phone calls too, not just for sending texts. I only text if I've got something private to say – that's when it's useful. You don't want everyone listening to your personal messages!
- 3 **ELIZABETH:** I never use my mobile for making calls – I just send texts. And I mean a lot of texts! Probably about twenty a day. Some of the messages are quite long, too. That's why I prefer texting – it's cheap to send long messages by text, but it would be expensive to make long phone calls.

4 WILLIAM: I send quite a lot of text messages – about ten a day, I suppose. I don't phone many people on my mobile – just my parents. I find it easier to text people than to phone them, because, well ... I'm quite shy, and sometimes I don't know what to say on the phone. It's easier to put your feelings in writing – especially if you're sending messages to girls!

**Key**  
Elizabeth.

**7** **1** **Track 28** **EP** (Teacher's Book, page 6) Play the recording again for students to note down why each person likes texting. They then match the people to the reasons a-d.

**Key**  
a. William.  
b. Elizabeth.  
c. Adam.  
d. Hayley.

### Speaking

**8** Students discuss the questions in groups and then feed back to the class. If students enjoy texting, ask them why. Do they prefer it to making phone calls?

### Extra activities

**• Roleplay** In pairs students roleplay the following conversation:

**Student A:** You do not have a mobile phone. Explain to your mum or dad your reasons for wanting/needing one, and try and persuade them that they should buy you one.

**Student B:** You are Student A's mum or dad. You do not want him/her to have a mobile phone, because you do not think that teenagers need them. You think that they waste a lot of time with them instead of doing more interesting things.

**• Writing activity** If they have mobile phones, students send each other text messages in English (using standard English, not special text abbreviations – which will be explored in unit 9e).

## 9c Internet innovations

(pp. 124-125)

### Before you read

**1** Students discuss the questions in pairs. Elicit from the class what you must do if you want to get connected to the Internet at home, and how Internet providers charge for Internet use in your country.

### Vocabulary

**2** Ask students to cover up the definitions a-f. See if any of them can guess any of the words from the definitions, then ask them to complete the task in pairs.

**Key**  
1. d; 2. f; 3. a; 4. b; 5. c; 6. e.

### Reading

**3** Students look at the text. Ask them if any of them know what *broadband*, *wireless* or *3G* are without reading the text. If not, ask them to skim the texts quickly to find out. Elicit explanations from the class. Students then read the texts again more carefully and answer the questions.

#### Key

1. Yes, it is.
2. You pay a fixed sum each month.
3. You can use a laptop or notebook without connecting it to a phone line.
4. You must not go too far away from the wireless hub.
5. No, it hasn't.
6. You'll be able to access to the Internet quickly and in colour and download music and video.

**4** Ask students if they have ever heard of any ways in which you can use the Internet, on your own computer, for free. Check that students understand the words *broadcast* and *radio signals*. They then read the text in pairs. Ask them again how they could possibly use the Internet without having to pay for it (by taking a laptop to an area that was known for having Wi-Fi signals). Students then answer the questions 1-6. After checking the answers, ask students to briefly summarise the text, either orally or in writing, to check that they have understood its principal points.

#### Key

1. To show other hobos where generous people lived.
2. More than 1,000 feet.
3. They can connect to the Internet for free, using your wireless technology.
4. Two back-to-back half circles.
5. To try to attract customers into their buildings.
6. They thought that it was theft and tried to stop it.

### Speaking

**5** Students discuss the question in pairs and feed back to the class.

### Writing

**6** Students develop their ideas from exercise 5 in writing. They should think up at least three different forms of new technology, describing their features and the benefits for their users, as in the article on page 124. Explain that it does not matter if students who talked together in pairs write about the same ideas.

**7 Project work** In pairs, students think of four questions that they could ask their classmates about their use of computers. While students are writing their questions, circulate around the class giving help where necessary. If students are having difficulty thinking of questions, you could write the following prompts on the board:

- like/computers?
- at home? at school? at a friend's house?
- homework? games? Internet? email? graphics and design?
- how often? how many times? how many hours?

Students then write their questions in full on a large sheet of paper, leaving plenty of space to note down the answers of all the other class members. Students then circulate around the class asking the questions. When they have asked all their classmates, they collate the results in pairs. For example, they work out what percentage of the class have a computer at



home, what is the average number of hours that students in their class spend each week using a computer or how many students enjoy playing computer games compared to other uses of the computer. Finally, they draw bar charts, pie charts or line graphs depicting these results in graphic form, and label them. The diagrams can then be displayed on the classroom wall.

### Extra activities

- **Research activity** Find pictures of the latest phones and computers in magazines. Students discuss them and compare them in groups, or write about their features.
- **Writing activity** Students write instructions for a complete beginner about how to use a simple computer or mobile phone.

## 9d Internet cheats (pp. 126-127)

### Before you read

1 Ask students in what ways computers can help them with their schoolwork. Discuss the questions with the whole class. Ask them how easy it would be to copy material from the Internet and pretend it was their own. Introduce the word *plagiarism*. What would be the dangers of this?

### Vocabulary

2 Students quickly scan the text and find the relevant words.

Key

Activity	Verb	Person who does it
plagiarism	to plagiarise	plagiarist

### Reading

3 [EP] (a Teacher's Book, page 6) Students read the text in pairs. Check answers with the whole class. Ask some general comprehension questions, such as:

*What tools can teachers use to detect plagiarism?*

*Name some other ways in which teachers can use their common sense to identify plagiarists.*

Key

1. b; 2. b; 3. a; 4. b; 5. a.

4 Students look quickly at the websites and identify which one is a 'paper mill', and which is a tool for teachers. Ask them what helped them to identify the sites.

Key

a. EssayMaster; b. Turnitin.com.

5 Students read the websites in detail and answer the questions. Ask them: *Does EssayMaster only offer essays in English? Do you think you have to pay to use EssayMaster? What did James Hunter do when he discovered that a student had plagiarised an essay?*

Key

1. 12,000.
2. Literature.
3. They compare it to billions of Internet pages and their own databases.
4. An 'originality report'.
5. That it was plagiarised from three different Internet sources.

### Speaking

6 Students discuss the questions in pairs. Open the discussion about the wrongness of plagiarism to the whole class.

### Extra activities

• **Roleplay** In pairs students roleplay the following conversation:

**Student A:** You are James Hunter, the teacher quoted on the Turnitin.com website. Confront the student who has plagiarised his essay from the Internet. Tell him how you know that it is plagiarised, ask him why he did it and discuss together what you are going to do next.

**Student B:** You are a student who has plagiarised an essay from the Internet. Your teacher has discovered the plagiarism. Admit that you did wrong, answer your teacher's questions and discuss together what you are going to do next.

• **Research work** Discuss with the students how they can use the Internet responsibly and fairly for research. You could mention the following tips, or give them the following as a comprehension text.

#### Internet Study Tips

- Only take information from reliable and reputable sites, such as those connected to museums, academic institutions, TV channels and newspapers.
- Do not take information from the first site you come across, and do not rely on information from one site only. Cross-check information across a number of different sites.
- Analyse and adapt information for your purpose. Do not just copy it directly - it may not be suitable for your particular assignment.
- If you copy any text directly from a site, use only a small extract, make it obvious that you are quoting from a website, and give all the details of that site.
- Never plagiarise whole texts directly from the Internet. You will be discovered.

## 9e Language change (pp. 128-129)

### Vocabulary

1 Students complete the task in small groups, as a competition. Set a short time limit for the task.

2 Ask if students have already heard of any of the words defined on page 128. Students read the definitions and, in pairs, match them to the gaps in the sentences.

Key

1. webcast.
2. spam.
3. dotcom.
4. webcam.
5. blog.
6. cyberspace.

3 [EP] (a Teacher's Book, page 6) Students read the text quickly and match the titles to the paragraphs. When checking answers, ask students what helped them to decide the topic of each paragraph.

**Key**

First paragraph: **b**. A period of huge change for English

Second paragraph: **d**. Changing words and meanings

Third paragraph: **a**. The spread of American English

Fourth paragraph: **c**. Changing style and tone

4 **EP** (Teacher's Book, page 6) Students complete the table in pairs.

**Key****LANGUAGE CHANGE**

Before computers	In the computer age
<i>access</i> was only a noun	<i>access</i> is now also a <b>verb</b>
<i>text</i> was only a noun	<i>text</i> is now also a <b>verb</b>
<i>chat</i> meant a <b>verbal</b> form of communication	<i>chat</i> can mean a written form of communication
British people used the spelling <i>programme</i>	British people use the spelling <i>program</i>
British people used the spelling <i>disc</i>	British people use the spelling <i>disk</i>
most written communication was formal	a lot of written communication is <b>informal</b>
<b>spelling and punctuation</b> were very correct	<b>spelling and punctuation</b> are not so correct

5 Discuss the differences between the email and the letter with the whole class, making a list on the board as you accept students' suggestions.

**Key**

The postal addresses are not included, the recipient is addressed by his first name, the sender introduces himself informally, the questions are shorter and more informal, the closing greeting is informal, the sender adds an informal PS.

**Writing**

6 This exercise could be done in class or for homework. In any case, students should make use of the list of differences that has been compiled on the board, and follow the email on page 129 as a model.

**Key (example)**

From: Jeremy Foster (j.foster@sportswindow.com)  
Date: Friday October 26th 2.34 pm  
To: Jon Runner (j.runner@sportswindow.com)  
Subject: stock and sales levels

Dear Jon,  
Thanks for your message. I'm attaching the information you needed. We took a total of 7,500 orders online, 121 were canceled. Did you check your online orders yet? Maybe we should review all the stock levels. Let's meet later in the fall and go through the stock sheets.  
I hope this helps!

Jeremy Foster

7 This task could be done in class (in pairs or individually) or for homework.

**Key**

Hi Lisa!

What are you doing later today? Do you want to do anything with us? Or maybe tomorrow? Send me a message.

See you

Emma

**Extra activities**

- **Writing activity** Students write about how computers have revolutionised our life in the last few years, using as much of the vocabulary that has emerged in this unit as possible.
- **Comprehension activity** Students devise their own simple text message in English, using the abbreviations on page 128. They give it to another student, who tries to decipher it.

## 9f English everywhere: The Republic of Ireland (pp. 130-131)

**Before you read**

1 Direct students' attention to the photos and the map. Elicit anything that students know about the Republic of Ireland.

**Reading**

2 Ask if students can predict any of the answers without looking at the Information File. Students then complete the task in pairs.

**Key**

1. On the east coast.
2. 25%.
3. No, it isn't.
4. No.

3 Ask students what image, if any, they have of Ireland and Irish people. Ask them what they think the main industry is in Ireland. Students then read the text and answer the questions.

**Key**

1. Nearly a third.
2. The euro.
3. A third.
4. 60%.

4 **EP** (Teacher's Book, page 6) Ask students to name some different makes of computer. Can they identify the type of computer in the photo at the top of page 131? Students read the text and complete the task in pairs.

**Key**

b, d, a, c.

5 **EP** (Teacher's Book, page 6) Students complete the task in pairs. When checking answers, ask students which parts of the text helped them to identify the correct answers.

**Key**

1. False; 2. True; 3. True; 4. False; 5. True; 6. False; 7. True; 8. True.

**Speaking**

6 Students discuss the question in pairs. Check answers with the class, building up a list of useful words and phrases on the board, such as *crash, freeze, disconnect, restart*, etc.

Ask students also what they think it would be like to work in a call centre, and whether they would find it boring or interesting.

## Extra activities

- **Speaking activity** Students ask each other what make of computer they have at home, or use at school, and which programs they regularly use. Collect feedback, and compile a list of the most popular on the board.
- **Research activity** Find travel brochures or print out Internet sites (in your own language or in English) that advertise holidays in Ireland. Discuss with the students the features of the country that they concentrate on, and the impression of Ireland that they give. Do they tend to emphasise the traditional or the modern aspects of the country?

## 9g Language & Culture (p. 132)

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

### GRAMMAR

Future tense review (*will, be going to, present continuous*)

#### 1 Key

Talking fridges and intelligent central heating systems  
Televisions on wristwatches  
The Internet on microwave ovens  
DVD players on fridges  
Energy-saving systems to reduce bills  
Cars that talk to service stations  
Personal digital shopping assistants

#### 2 Key

Will	Be going to	Present continuous
<i>will be able to</i>	<i>are going to develop</i>	<i>is spending</i>
<i>will be programmed</i>	<i>are going to program</i>	
<i>will speak</i>		
<i>will tell</i>		
<i>will all be</i>		
<i>will be</i>		

*Will* is used for general predictions about the future. *Be going to* is used for plans and intentions, or for when there is concrete evidence for making a prediction. The present continuous is used for definite future arrangements.

#### 3 Key

*could, might, may*

#### 4 Key

1. *will be* (general prediction).
2. *are going to be* (prediction based on concrete evidence).
3. *will never have* (general prediction).
4. *is giving* (definite future arrangement).
5. *isn't going to be* (prediction based on concrete evidence).
6. *are going to have* (prediction based on concrete evidence).
7. *is going to be split* (plan/intention)

### SKILLS

Speaking: phone conversations

#### 5 Key

2. It's me Laura.
3. Oh, hi.
4. I just wanted to ask you.
5. Pardon.
6. I didn't catch what you said.
7. I said.
8. I think I'll.
9. No problem.
10. I'll call you tomorrow night.
11. I'd better go.
12. See you.



## MODULE OVERVIEW

**Topics:** positive discrimination, immigration, globalisation, working mothers, the care of old people, pop songs as a reflection of social change

**Countries:** UK, USA, Australia

**Language:** present tenses, present perfect, a few past tenses, conditional sentences

**Vocabulary:** education, discrimination, immigration and citizenship, protest, marketing and advertising, children and child care, care of the elderly

- 1 Students discuss the photos in pairs.

**Key**

The photos show:

(top) a street in London in the 1940s

(left) a street in New York today

(bottom) a British family in the 1950s

(right) a British family today

- 2 Discuss the question with the whole class.

**Key**

The street photos show an increase in population and traffic. The family photos show a change in domestic roles and a change from formality to informality.

- 3 Individually, students write down their guesses. Explain that students will discover the correct statistics as they work their way through the module.

## 10a Positive discrimination

(pp. 134-135)

**Before you read**

1 Discuss the questions with the whole class. Make sure that students understand the difference between state schools – where education is provided free by the government, and private schools (often called ‘independent schools’ in the UK) – where parents pay for their children’s education.

2 If this topic has not been in the news in your country, explain that positive discrimination is the process of deliberately showing favour to groups of people who, in the past, have been disadvantaged or overlooked. Typical targets for positive discrimination are poor people, women, people from ethnic minorities and handicapped people.

**Reading**

3 Students read the statistics about education in the UK, and the articles written by Daniel Yates and Harriet Fisher. Check the answers with the class, then ask students to summarise all the differences between Daniel’s school and Harriet’s school.

**Key**

1. About £4,000 per term.

2. A state school.

3. About 1 teacher for every 9 pupils.

4. Oxford, St Andrew’s, Edinburgh, Cambridge.

5. 7%.

6. 51%.

4 Ask students why they think that so many students at the UK’s top universities come from private schools. What could a university do to make the balance more even? Students read the newspaper text quickly to understand the general gist. Explain that they should not try to understand everything in the article at this point.

**Key**

b.

5 Students read the text more closely to find the answers to the questions. Ask students how British universities are thinking of changing their procedures for selecting new students.

**Key**

1. Because they think that Bristol are deliberately rejecting good pupils from private schools.

2. Because they think that Bristol are deliberately choosing state school pupils in order to please the government.

3. Because the government wants every university to take more state school pupils.

4. Because universities are going to use this as a basis for selecting students.

**Vocabulary**

5 Students complete the task in pairs.

**Key**

1. b; 2. d; 3. a; 4. c.

**Listening**

7 1 Track 29 EP (Teacher’s Book, page 6) Students read the sentences before listening, and predict what they think the correct alternatives will be, given what they have already read about the move towards positive discrimination in British universities. Play the recording once, check students’ answers, then play the recording a second time if necessary.

**Tapescript****(British accent)**

Edinburgh University is looking for ways to bring in more students from poorer areas in response to criticism that it is an elitist institution with an image as exclusive as Oxford, Cambridge and St Andrews.

To achieve its goal, Edinburgh is planning some radical changes to its admissions process. From next year the university will award points for a student’s family background as well as their exam results. Students will be graded on such factors as their motivation and personality, their school and their parents’ jobs. Extra credit will be given if no-one in the applicant’s family had been to university.

There will also be extra credits for disabled people and for students whose education has been disrupted by family tragedy or some other traumatic event.

**Key**

1. doesn’t want; 2. admissions; 3. jobs; 4. no-one; 5. a tragedy.

### Speaking

- 3 Students discuss the questions in pairs.

### Extra activities

- **Research work** Students research more information about the towns and universities of Oxford, Cambridge and St Andrew's.
- **Writing activity** Students write about or discuss the rights and wrongs of private education. Would they send their own children to a private school if they could afford it?

## 10b Immigration (pp. 136-137)

### Before you read

- 1 Ask students if a lot of immigrants come to your country. If so, what countries do they come from? Discuss the other questions with the whole class. If there are immigrant children in your class, be careful to handle this exercise, and exercise 6 with tact. You might like to omit exercise 6 if you feel that it could cause any offence.

### Reading

- 2 **EP** (Teacher's Book, page 6) Ask students what they think is happening in the bottom photo on page 136. Have they ever heard of a 'green card'? What does it entitle its owner to do? Students read both texts on page 136. When checking answers with the class, ask students to justify their true/false choices. Ask some more comprehension questions, such as:

*How long does the naturalisation process take?*

*What sort of questions appear in the citizenship exam?*

*Which are the three obligatory requirements for naturalisation?*

#### Key

1. True; 2. True; 3. False; 4. False; 5. False; 6. True.

- 3 Students attempt to answer the exam questions in small groups, as a competition with a time limit. Allow them to search for information in the rest of the Students' Book, if necessary.

#### Key

1. 50; 2. Red and white; 3. 50; 4. American Independence Day; 5. Britain; 6. George Washington; 7. /name of current President/; 8. /name of current Vice President/; 9. Four years; 10. The official rights of the American people, and the rules for their government.

- 4 Students read the text quickly in pairs and find the difference between the two exams.

#### Key

The US exam concentrates on politics and history, the British exam concentrates on practical aspects of life in Britain. The US exam has compulsory language testing, the British exam doesn't.

- 5 Students read the text in more detail and answer the questions.

#### Key

1. 110,000 (This answers question 1 from exercise 3 on page 133.); 2. That they should not be compulsory; 3. That they should not be compulsory; 4. How to find a job and be paid the minimum wage; 5. Yes, they will.

### Speaking

- 3 Students discuss the questions in pairs.

### Extra activities

- **Project work** In groups, students write a series of questions for a citizenship exam for their own country. This could follow the American model, and concentrate on national identity, history and politics, or it could follow the British model and concentrate more on practical matters of day-to-day living. Groups then swap questions and try to complete each other's exams.
- **Writing activity** Students discuss or write about the reasons why people choose to leave their own countries and emigrate to another. Has their country experienced any form of mass emigration or immigration in the past? What were the reasons behind it?

## 10c Globalisation (pp. 138-139)

### Before you read

- 1 Students discuss the questions in pairs.

- 2 Ask students to cover the right-hand column of products and to see if they can tell you, without looking, what each of the companies produces. Students then match the companies to the products in pairs. Ask them if they like these companies' products, and if they ever buy them.

#### Key

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

### Reading

- 3 **EP** (Teacher's Book, page 6) Make sure that students understand the verbs *to protest* and *to demonstrate*. They quickly read the text to understand the gist of each paragraph and allocate the titles.

#### Key

1. c; 2. a; 3. d; 4. b.

- 4 In pairs, students read the text in more detail and answer the questions. Ask them what they think about people going on demonstrations. Do they achieve anything?

#### Key

1. Because it was hosting a meeting of the World Trade Organisation; 2. No, it wasn't; 3. Every 1<sup>st</sup> of May; 4. In 2001; 5. One; 6. Large, usually American, multi-national companies; 7. McDonald's, GAP and Starbucks; 8. He demolished a McDonald's.

- 5 **EP** (Teacher's Book, page 6) Students look at the photos of products and logos on page 139 and match them to the companies in exercise 2. Students read the first paragraph of the *No Logo* text and find the names of the companies that used each advertising technique. Ask what other techniques the text mentions for publicising products, and what the students think of the different techniques.

#### Key

1. Calvin Klein; 2. Levi's; 3. Pepsi; 4. Gordon's gin; 5. Mattel; 6. ABC.

**Speaking**

3 Students read the second paragraph of the text. Make sure that they understand the word *brand*. Students discuss the questions in pairs, then open the discussion to the whole class.

**Extra activities**

• **Roleplay** In pairs students roleplay the following conversation:

**Student A:** You need a new pair of jeans. All your friends wear designer brands. Try to persuade your mum or dad to buy you a new pair of designer jeans, explaining why this is important to you.

**Student B:** You are Student A's parent. You have not got a lot of money to spend on his/her clothes, and you do not understand why he/she wants designer jeans when cheaper ones look exactly the same.

• **Project work** Divide students into groups, and allocate each of them a different product (for example, a new soft drink, a new style of trainer, a new perfume). In their groups, students try to think of completely new ways of advertising the product that would really capture the attention of the global public.

**10d Working mothers (pp. 140-141)****Before you read**

1 Students look at the table and discuss the questions in pairs.

**Key**

30 years ago, the ages of the mothers were younger, and the numbers of children per family were greater. The statistics have probably changed in recent years because it is more common now for women to have well-paid jobs, and for them to delay having children. (*The table answers question 2 from exercise 3 on page 133.*)

2 Students discuss the question in pairs.

**Reading**

3 Students read the first paragraph of the text. They confirm their answers to exercise 1 and answer the other questions.

**Key**

1. Because they have good education and career opportunities these days.
2. The man stays at home and looks after the children.
3. The price of houses.
4. 39% (*This answers question 3 from exercise 3 on page 133.*)

**Vocabulary**

4 Ask students what arrangements parents can make if they have small children and they both need to work. Students look at the job titles of three women in this unit.

Do any of them already know the difference between a childminder, a day care assistant and a nanny?

Students read the profiles and match the words to their definitions.

**Key**

1. d; 2. a; 3. c; 4. b.

**Reading**

5 [EP] (a Teacher's Book, page 6) Students read the profiles again and answer the questions. Ask general comprehension questions, such as:

*How many children does Jenny look after in total?*

*What hours does Tricia work?*

*How old are the children that Annette looks after?*

Ask students which of the three jobs sounds like the hardest work.

**Key**

1. Jenny, the childminder.
2. Tricia, the day care assistant.
3. Annette, the nanny.
4. Jenny, the childminder.
5. Annette, the nanny.
6. Annette, the nanny.

**Before you listen**

6 Students discuss the questions in pairs. Ask a few pairs to feed back to the class.

**Listening**

7 ① **Track 30** Students read the questions before they listen. Play the recording once, for students to note down the number of children and the number of hours, and a second time, for them to note down the mothers' feelings.

**Tapescript**

(American accents)

ALISON: I have two children – Gregory, aged three, and Rosie, who's nine months old. I work full time as a lawyer in the city, so I take them both to Daisies Daycare Center. I drop them off on my way to work at half past eight, and then I pick them up again at half past five. That's five days a week, of course. I'm quite happy about leaving them in daycare, because I know that they really enjoy it there. They have a great time, and the assistants are always doing really interesting activities with them. And I still get to have a lot of fun with them in the evenings and at weekends.

BETH: I have a little boy, Aaron, who's two and a half. He's been at Daisies since he was a year old. Luckily, I only work part-time, at home, so Aaron only has to go to day care for three days a week. I take him there at nine o'clock and pick him up at four o'clock. I have to admit that I've never really been totally happy about putting him in daycare – although he loves it. You have this permanent guilty feeling, and I think you miss a lot of their development, which is a pity.

**Key**

1. Alison has two children, Beth has one.
2. Alison's children are at Daisies for nine hours, five days a week. Beth's child is at Daisies for seven hours, three days a week.
3. Alison is happy about it. Beth feels guilty.

**Speaking**

8 Discuss the question with the whole class. Ask the class what they think the equivalent statistics are for families in their country.

9 Students discuss the questions in small groups. They could also discuss whether working mothers and child care is a big phenomenon in their own country. Do any students know of any families in their country where a man stays at home to look after the children?



### Extra activities

- **Roleplay** In pairs students roleplay the following conversation:
  - Student A:** You and Student B have a one-year old baby. You have been looking after the baby full-time, but now you want to go back to work. You want to discuss child care arrangements with Student B.
  - Student B:** You and Student A have a one-year old baby. Student A has been looking after the baby full-time, but now he/she wants to go back to work. You do not want to give up your job, and you do not want a stranger to look after your baby either.
- **Writing activity** Students write a diary entry for one of the three women from this unit, describing a really difficult day that they have just had.

## 10e Caring for the elderly

(pp. 142-143)

### Before you read

- 1 Discuss the questions with the whole class.

### Reading

2 [EP] (Teacher's Book, page 6) Ask students what they think the photos on page 142 show, and what they think the text is about. Are there institutions like this in their own country? Students complete the task in pairs. When checking answers with the class, ask students to justify their true/false choices.

#### Key

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

(The introductory paragraph answers question 4 from exercise 3 on page 133.)

### Speaking

3 Ask students whether The Beeches sounds like a nice place for old people to live in. They discuss the questions in pairs.

### Reading

4 [EP] (Teacher's Book, page 6) Ask students what they think about the idea of old people's homes. How would they feel if their grandparents or their parents were in one? Ask them to read the two texts quickly and find out which girl approves of old people's homes, and which girl disapproves of them. They then read the texts in more detail and answer the questions.

#### Key

1. Zoe.
2. Daisy.
3. Zoe.
4. Daisy.
5. Daisy.
6. Daisy.

### Speaking

5 Ask students to look at the introductory paragraph on page 142 again, and to tell you how many elderly British people live in care homes. What is likely to happen to the number of old people as a percentage of the population in the future? (The number will grow.) Students discuss the other questions in small groups.

### Writing/Speaking

6 **Project work** Elicit ideas from the class regarding the kind of information that they would like to know in this situation, and build up a list of topics on the board. If students are short of ideas, you could mention the following topics: *room, number of residents and staff, visiting, medical care, activities, cost.* Students make note of the topics on the board, then write a list of full questions and roleplay the interview with their partner.

### Extra activities

- **Writing activity** Students imagine that they are an old person who has just moved into a residential home. They write about their opinions of the home, and how they feel about their new situation.
- **Writing activity** Students write about or discuss the treatment and the care of old people in their own country. They could research statistics like the British ones on page 142.

## 10f Soundtrack: Changing societies (pp. 144-145)

### Speaking

1 Discuss the questions with the whole class.

### Vocabulary

2 Students quickly scan the lyrics to the Joni Mitchell song and find the words in their contexts. They match the words to their meanings individually.

#### Key

1. c; 2. d; 3. b; 4. a.

### Listening

3 ① **Track 31** Play the Joni Mitchell song once. Students follow the lyrics in their books as they listen. Ask the question to the whole class.

#### Key

*Don't it always seem to go  
That you don't know what you've got till it's gone*

4 ① **Track 31** [EP] (Teacher's Book, page 6) Play the song again as students match the topics to the verses.

- Key**  
 Verse 1: c.  
 Verse 2: d.  
 Verse 3: a.  
 Verse 4: b.

**Before you listen**

5 Students discuss the questions in pairs.

**Listening**

6 ① **Track 32** [EP] (Teacher's Book, page 6) Play the Zager and Evans song once. Students follow the lyrics in their books as they listen. Then ask students to match the years to the predictions. When checking answers, ask them to tell you which words or phrases in the song lyrics helped them to match the verses to the predictions.

- Key**  
 1. d; 2. e; 3. c; 4. b; 5. a.

**Speaking**

7 ① **Track 32** Play the recording a second time for students to consider the general message and mood of the song. Discuss the questions with the whole class.

8 Draw students' attention to the fact that both songs were written in the same year. Ask the class for some general examples of how society has changed since the 1960s. Students discuss the questions in small groups.

**Writing**

9 This exercise could be done in class as a pair or group activity, or for homework as an individual task. In either case, the following steps should take place in class before students begin to write:

- students should decide which social problem they feel strongly about and would like to write about;
- help them with any necessary vocabulary;
- students compile lists of rhyming words.

Give students creative freedom with this task, and allow them flexibility with the length of their songs, the rhythm and the rhyme scheme. Also, allow them as much repetition of words as they wish.

**Extra activities**

- **Speaking activity** With the relevant students' permission, distribute copies of some of the best song lyrics to the other students in groups or pairs. Students can then either discuss the lyrics and their meanings or write a review of the different 'songs' and maybe vote for the best one.
- **Speaking activity** Ask the class for some optimistic predictions about life and society in the future.

**10g Language & Culture**

(p. 146)

(Teacher's Book page 7 for suggestions on how to use the Language & Culture page.)

**GRAMMAR**

Conditional sentences review

**1 Key**

- hotel accommodation
- package holidays
- magazine and newsletters
- websites
- financial advice services and insurance
- radio station

**2 Key**

- Zero: If there was nowhere else to go, there was a market for creating that place for old people.  
 First: If I offer these people cheap holidays and organise everything, they will want to travel.  
 If pensioners want to travel to particular places, they will find all the information they need in the Saga travel magazine or on the Saga website.  
 Second: If the holidays worked, other business ideas for the over 50s would work too.  
 Third: If De Haan had not recognised this market, life for the over-50s would have been very different.

**3 Key**

1. hadn't given.
2. would never have thought.
3. had had.
4. would have gone.
5. could.
6. would visit.
7. took.
8. would we see.

**SKILLS**

Speaking: exchanging opinions

**4 Key**

2. What about you.
3. Sorry, I don't agree with you.
4. In my opinion;
5. I don't think.
6. I think it depends on.
7. we'll have to agree to disagree.

## MODULE OVERVIEW

## Literature covered in this module:

- a patriotic speech from *Henry V* by William Shakespeare
- two poems by William Wordsworth
- an extract from *Emma* by Jane Austen
- an extract from *The Last of the Mohicans* by James Fenimore Cooper
- an extract from *Uncle Tom's Cabin* by Harriet Beecher Stowe
- an extract from *Nicholas Nickleby* by Charles Dickens
- an extract from *Pygmalion* by George Bernard Shaw
- a poem about the First World War by Wilfred Owen
- an extract from *A Room of One's Own* by Virginia Woolf
- an extract from *The Grapes of Wrath* by John Steinbeck
- a poem by Dylan Thomas
- an extract from *White Teeth* by Zadie Smith

(▣ Teacher's Book page 11 for suggestions on how to use these Literature units.)

1 In pairs, students match the dates to the four large pictures. Ask them what helped them to identify the pictures and what significance these periods had on UK history and world events.

## Key

The pictures show (from the top):

- 1 The French Revolution (a general period of revolution and radical social change in Europe and America).
- 2 The Elizabethan era (a period of prosperity and military superiority for England. An age of exploration and discovery).
- 3 The First World War (the beginning of industrial-scale warfare and mass killing. The loss of innocence and the breakdown of the traditional British class system).
- 4 The Victorian era (the beginning of the industrial age. The growth of the city. Mechanisation and railways bringing prosperity and mobility to the population. The growth of the British Empire).

2 Do this as a class exercise. Students will probably know to which era Shakespeare belongs, but they may need help with the other authors. Ask them if the pictures of the four authors can give them a clue in terms of their clothes and physical appearance.

## Key

- A) Charles Dickens: The Victorian era
- B) Wilfred Owen: The First World War
- C) William Shakespeare: The Elizabethan era
- D) William Wordsworth: The French Revolution

## 11a William Shakespeare (p. 148)

## Warm-up

Ask if students can name any plays by Shakespeare, or describe their basic plots. Students read the paragraphs on **Shakespeare's works** and **The text**. Ask them what different types of plays Shakespeare wrote, and what the historical context of the speech on this page is.

## Reading

1 Track 33 Play the recording of the extract while students follow the text in their books. Students read the three comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

## Key

1 He should resemble a tiger. He should make his muscles tense, use all his reserves of blood and make his face and eyes look angry and frightening (lines 6-9).

2 Lines 12-14, which explain that the men's fathers have also fought on the same battlefields against the French.

3 The men are compared to greyhounds (racing dogs) just before the race begins (lines 24-25). They would resemble greyhounds in that they would be full of anticipation and emotion, and be desperate to be released and allowed to run towards the enemy.

## Your analysis

1 Track 33 Students discuss these questions in pairs or small groups. Check answers with the whole class, then play the recording of the extract again.

## Key

4 He refers to their fathers in lines 11, 12 and 16, and to their *breeding* (ie. their ancestry) in line 21.

He does this to appeal to their sense of pride and duty to their ancestors.

5 They would be working-class. He refers to them as *noble* because he wants to break down the social barriers between them and himself, and to make the whole army feel as if they are all equal parts of the same, noble country.

6 He uses direct, dramatic language. He uses images that the soldiers can easily picture and understand (eg. the tiger), he appeals to the soldiers' sense of duty to their ancestors and their country, he praises and flatters them, calling them *yeomen* and *noble*.

At the end of the speech, the soldiers are in a high emotional state, keen to go into battle. Immediately after this speech is finished, Henry leads them in a charge against the French.

## Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

## Extra activities

- Students examine a patriotic speech, poem, song or prose extract from their own country's literature, and compare it to this extract from *Henry V*.
- Students research the Hundred Years War and the Battle of Agincourt.



## 11b William Wordsworth (p. 149)

**Warm-up**

Ask if any students have ever been to London, and whether or not they found it an attractive city. Students read the paragraphs on **Wordsworth's works** and **The text**.

Ask them which other Romantic poet Wordsworth collaborated with, and which two geographical locations inspired the two poems on this page.

**Reading**

① **Track 34** Play the recording of the poems while students follow the text in their books. Students read the four comprehension questions and search for answers in the poems.

Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the poems.

When checking answers, ask students to tell you which lines of the poems provided them with the information necessary to answer the questions.

**Key**

① It is early morning (line 5; line 10) on a sunny day (lines 8-10). There is very little activity in the city (lines 5-6: *silent, bare, Ships, towers, domes, theatres, and temples lie*; line 8: *the smokeless air*; line 11: *a calm so deep*; lines 13-14: *the very houses seem asleep*; *And all that mighty heart is lying still!*)

② He finds it beautiful and calming (lines 1-3; lines 9-11). He considers it more beautiful than a view of the countryside on a sunny morning.

③ They are compared to a crowd of people (lines 3-4); dancing people (line 6, line 12, line 24); shining stars (lines 7-8).

④ The sight filled him with joy (lines 15-16). The memory of them helps him re-live that experience of joy (lines 19-24).

**Your analysis**

① **Track 34** Students discuss these questions in pairs or small groups. Check answers with the whole class, then play the recording of the poem again.

**Key**

⑤ He is saying that the view of London is more beautiful than anything that could be found in the natural world. This is unusual, because most traditional poetry usually considers the natural world to provide the highest, purest form of beauty. The beauty of the daffodils in the second poem is therefore a more traditional subject.

⑥ b., because in these poems Wordsworth finds equal beauty in both the city and the countryside.

**Contemporary links**

Students discuss this question in pairs or small groups. Check answers with the whole class.

**Extra activities**

- Students examine a poem by Coleridge.
- Students write their own poem about something that they find beautiful, either in the natural or the man-made world.

## 11c Jane Austen (p. 150)

**Warm-up**

Ask students if young people these days are still interested in marriage. Would they expect their friends and families to give an opinion on the person that they intended to marry? Would this influence their choice? They read the paragraphs on **Austen's works** and **The text**. Ask them what the common themes of Austen's six novels are, and what the relationship between Emma Woodhouse and Harriet Smith is.

**Reading**

Students read the four comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers and not worry about understanding every word of the text. When checking answers, ask them to tell you which lines of the text provided them with the information necessary to answer the questions.

**Key**

① Because she can be charitable and useful to poor people, while independent farmers like Robert Martin have no need of her charity (lines 9-15).

② She thinks he should marry an ordinary woman of his own social class, who has a little money, when he is about 30 years old (lines 26-28).

③ She does not think that Harriet should socialise with Robert's wife, because she feels that Harriet, although illegitimate, is from a superior social class, and should not be seen to have friends in the lower levels of society in case it reflects badly on her (lines 31-45).

④ Because she thinks that Harriet has accepted her advice, and so she will be able to choose a suitable husband for Harriet herself (lines 51-54).

**Your analysis**

Students discuss these questions in pairs or small groups. Check answers with the whole class.

**Key**

⑤ She is from the upper classes. She wants to patronise and be charitable to poor people, and she wants to socially improve people who are a little above the level of working-class. She does not believe that the different classes should mix in terms of friendship or marriage.

⑥ Because she likes to interfere in other people's lives and make 'projects' out of them. Harriet is completely open to Emma's influence, having no family and hardly any other friends.

**Contemporary links**

Students discuss these questions in pairs or small groups. Check answers with the whole class.

**Extra activities**

- Invite the students to predict how the story progresses and ends. (Emma introduces Harriet to a variety of 'suitable' men from her own class, but all the matches have disastrous consequences. In the end, Harriet marries Robert Martin and they are perfectly happy.)
- Students examine an extract from *Pride and Prejudice*, the British public's best-loved classic novel; according to recent polls. This novel deals mainly with the theme of class divisions and how they can affect a person's choice of husband or wife.

## 11d James Fenimore Cooper

(p. 151)

### Warm-up

Ask students what image they have of Native Americans from films. Have they seen any old westerns from the 1950s or 1960s? What about more recent films like *The Last of the Mohicans* and *Dances with Wolves*?

Students read the paragraphs on **Cooper's works** and **The text**. Ask them who Hawkeye is, and how two female characters feature strongly in the plot of *The Last of the Mohicans*.

### Reading

Students read the three comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

#### Key

1 b, e, d, a, c.

2 Drinking too much alcohol (lines 5-9 and 36-40).

3 Munro whipped Magua in public (lines 47-48), which made him ashamed. In revenge, he wants to force Cora to be his wife (lines 57-58).

### Your analysis

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Key

4 He blames the white colonists for introducing him to alcohol. He does not accept his own responsibility for drinking too much.

5 She is strong, proud and determined. She reacts with disgust to Magua's demand and prefers to face death rather than be his wife.

### Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

### Extra activities

- Students watch an extract from the film of *Last of the Mohicans*.
- Students imagine and write the next few lines of dialogue between Cora and Magua.

## 11e Harriet Beecher Stowe

(p. 152)

### Warm-up

Ask students how they think that plantation owners in the 19<sup>th</sup> century acquired their slaves. Students read the paragraphs on **Beecher Stowe's works** and **The text**. Ask them if *Uncle Tom's Cabin* was a popular book, and why Tom had to change masters.

### Reading

Students read the four comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

#### Key

1 At the start of the scene, Tom is dressed in fine clothes (lines 1-3). Legree makes Tom change into his poorest clothes instead (lines 6-22).

2 He finds a hymn-book in Tom's pocket (lines 32-33). He does not believe that slaves should have religious beliefs (lines 37-42).

3 They find them amusing because they think that the possessions are too sophisticated for a slave to own (lines 45-47). They sell them among themselves, and they auction Tom's trunk (lines 47-48).

4 Tom is left with the clothes that he is wearing, and the Bible that he has transferred to his old clothes in secret (lines 23-24).

### Your analysis

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Key

5 He treats Tom as if he were an object rather than a human being. He gives no thought to Tom's feelings. He believes that slaves are the possessions of their master, and do not therefore need any property of their own, or any religious beliefs.

6 Tom is stripped of his identity. He loses everything that distinguishes him as a person, and becomes an object, identical to the rest of Legree's slaves.

7 *Calm, passive, resigned.*

### Contemporary links

Students discuss this question in pairs or small groups. Check answers with the whole class.

### Extra activities

- Students examine an extract from the book *Roots* by African-American author Alex Haley. In this book, Haley traces his family history back to a slave brought to the USA from Africa.
- Students research the abolitionist movement in the USA whose members, in the 19<sup>th</sup> century, campaigned for an end to slavery.

## 11f Charles Dickens (p. 153)

### Warm-up

Ask students what they imagine schools were like in their country 150 years ago. Were poor children educated? What were the classrooms like? What sort of things did the children study?

Students read the paragraphs on **Dickens's works** and **The text**. Ask them how Dickens's novels were originally published, and why Nicholas Nickleby has to go to work at Dotheboys Hall.



**Reading**

Students read the four comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

**Key**

1 The atmosphere is quiet and the boys are very subdued (lines 1-5).

2 They look cold, ill and unhappy (lines 4-5), and they are thin with ragged clothes (lines 15-16).

3 He makes them perform a practical task connected with that word (lines 29-31).

4 He makes them clean windows (lines 23-24), weed the garden (lines 31-32), groom his horse (lines 51-53) and fetch water (lines 53-56).

**Your analysis**

Students discuss these questions in pairs or small groups. Check answers with the whole class.

**Key**

5 a. The classroom is cold (line 4), there is only one book for every eight students (lines 7-9), the children wear ragged clothes (lines 15-16), the books are old and dirty (line 17), Squeers obviously uses the boys to do the work of servants (line 23-end); b. He cannot spell (line 28, line 34). His general teaching methods are obviously of no use to the students.

6 He is shocked and disapproves of them. Dickens shows this through Nicholas' short, sarcastic replies to Squeers' remarks (line 39, line 44, line 50), or his silence.

7 He intends to show how bad the conditions were, and how unscrupulous the owners were, in some schools of his day. He does this by exaggerating the conditions at Dotheboys to extreme proportions, and by making Squeers a caricature figure. The humour makes the scene vivid and memorable, and avoids 'preaching' to the reader.

**Contemporary links**

Students discuss these questions in pairs or small groups. Check answers with the whole class.

**Extra activities**

- Students examine an extract from *Oliver Twist* or *David Copperfield* that also depicts the child poverty that formed a part of everyday Victorian society.

- Students examine photos of schools from the 19<sup>th</sup> century and compare the schools to their own.

**11g G.B. Shaw (p. 154)**

**Warm-up**

Ask students if they think that they talk in a regional dialect or accent. Are there any regional accents in their country that they think sound amusing, or attractive? Students read the paragraphs on **Shaw's works** and **The text**.

Ask them how many plays Shaw wrote, and who the principal characters in *Pygmalion* are. Point out, if you like, that the play takes its title from the Greek myth of a sculptor who fell in love with the sculpture of a young woman he had created.

**Reading**

Students read the four comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

**Key**

1 She speaks in an over-correct manner at the start (lines 2-5). When describing her aunt's death she lapses into slang and non-standard grammar (lines 15-63).

2 She thinks that, because her aunt survived diphtheria, she should have survived influenza as well. She thinks her family murdered her aunt for her possessions, such as her straw hat (lines 24-27).

3 He pretends that it is a fashionable new way of making conversation (line 29).

4 They are shocked.

**Your analysis**

Students discuss these questions in pairs or small groups. Check answers with the whole class.

**Key**

5 He is attracted to her. (He finds her remarks amusing and he wants to walk through the park with her at the end.) The Eynsford Hills probably have not guessed at Eliza's identity.

6 He is probably highly nervous, and embarrassed by Eliza's mistakes. The actor ought to show Higgins' difficulty in concealing these emotions while trying to put on a relaxed appearance on the surface.

7 He is satirising the conventions of polite, meaningless conversation (*small talk*), and showing how easily society can be deceived into accepting something unconventional if they are told that it is a new fashion.

**Contemporary links**

Students discuss these questions in pairs or small groups. Check answers with the whole class.

**Extra activities**

- Students watch a film version of this scene, either from *Pygmalion*, or *My Fair Lady* (the musical adaptation). (NB. the script for the film version might not exactly match this original stage script.)

- Students read aloud or act out the scene in small groups.

**11h Wilfred Owen (p. 155)**

**Warm-up**

Ask if students know anything about the type of warfare that soldiers experienced during the First World War in France and Belgium (trench warfare with heavy bombardment and, after the first year, long periods of stalemate).

Students read the paragraphs on **Owen's works** and **The text**. Ask them how old Owen was when he was killed, and what happens in the Bible story of Abraham and Isaac.

**Reading**

1 Track 35 Play the recording of the poem while students follow the text in their books. Students read the two



comprehension questions and search for answers in the poem. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the poem. When checking answers, ask students to tell you which lines of the poem provided them with the information necessary to answer the questions.

#### Key

1 Lines 7-8.

2 In Owen's version of the story, Abraham is too proud to substitute the ram at the last minute, and he sacrifices his son. He also kills *half the seed of Europe*.

#### Your analysis

1 **Track 35** Students discuss these questions in pairs or small groups. Check answers with the whole class, then play the recording of the poem again.

#### Key

2 Abraham represents the world's politicians and military leaders, Isaac and *half the seed of Europe* represent the ordinary, young soldiers.

The Ram of Pride represents the refusal of the world's leaders to come to any kind of compromise over the war, and their determination to carry on with the mass killing until the end.

4 Abraham: *Father, the old man*

Isaac: *the first-born, the youth, his son, the lad*

The First World War is often seen as a war where old men (members of the ruling classes and the political and military establishment) sent the younger generation to their deaths to achieve their own aims.

5 The final two lines are the only rhyming lines. They make a dramatic, shock ending to the poem, with overtones of black humour too. *Together/father* (lines 3-4) are a half-rhyme.

#### Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Extra activities

- Students examine a poem by Rupert Brooke or by Siegfried Sassoon, other First World War poets.

- Students research the number of people killed during the First World War, and the average age of the soldiers.

## 11i Virginia Woolf (p. 156)

#### Warm-up

Ask students to name some famous women writers. Can they name any from before the Victorian era? Students read the paragraphs on **Woolf's works** and **The text**.

Ask them how the style of Woolf's novels differs from traditional novels, and if *A Room of One's Own* is a novel.

#### Reading

Students read the five comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

#### Key

1 It is imaginary (lines 3-4).

2 She has no formal education, but she reads a little at home (lines 15-19).

3 She runs away because her parents want her to marry a certain man (lines 27-30). She goes to London (lines 38-40).

4 She wants to be an actor (lines 44-45) or a writer (lines 47-49). All the men she meets, apart from Nick Greene, laugh at her (lines 45-47).

5 Because she is pregnant and unmarried (line 53) and also because she realises that being a woman will always stand in the way of her having a successful career (lines 54-56).

#### Your analysis

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Key

6 Because she is a girl, she is not educated and she always has work to do in the domestic sphere. She has no time to read or write. She is expected to marry early. Men cannot take her ambitions seriously.

7 She does not seem to have any opinion of the man himself, but *marriage was hateful to her* (lines 30-31). This is probably because she knows that, as a wife, she would be more closely involved with the home and children, and would have no free time at all.

#### Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Extra activities

- Students read a short extract from one of Woolf's novels and discuss the *stream of consciousness* technique of writing.

- Students study paintings by the artists from the Bloomsbury Group, particularly Woolf's sister, Vanessa Bell, and brother-in-law, Duncan Grant.

## 11j John Steinbeck (p. 157)

#### Warm-up

Ask students to tell you what life was like in the USA in the late 1920s and through the 1930s. Students read the paragraphs on **Steinbeck's works** and **The text**.

Ask them what themes Steinbeck's most famous works have in common, and what US state *The Grapes of Wrath* is set in.

#### Reading

Students read the two comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text.

When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

#### Key

1 Oranges are dumped and sprayed with kerosene (lines 10-18). Coffee is burnt for fuel (line 20).

Corn is burnt for fuel (line 20).

Potatoes are dumped in the river (lines 20-23).

Pigs are killed and buried (lines 23-24).

2 It makes them feel sad, guilty and angry (lines 25-27; lines 41-44).

### Your analysis

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Key

2 Decay, rot, putrescence, slop, putrefying, ooze.

Steinbeck uses the different words to emphasise to the reader how widespread the destruction of the food is. The decay of the food symbolises the moral corruption of the people who decide that the food should be destroyed rather than given to the hungry.

4 Sorrow, failure, angry, crime, wrath.

Steinbeck uses the repetition to reinforce the strength of his, and the people of California's, negative feelings about the destruction of the food.

### Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

### Extra activities

- Students research the causes of the Great Depression, and how conditions were in their own country in the 1930s.
- Students research ways in which they can buy 'fair trade' products in their own country that do not exploit food producers in poorer countries.

## 11k Dylan Thomas (p. 158)

### Warm-up

Ask if students what they think happens to you when you die. What is a 'good' way to die? Students read the paragraphs on **Thomas's works** and **The text**. Ask them what Thomas's most famous work is, and what event in Thomas's life inspired the poem on this page.

### Reading

1 **Track 38** Play the recording of the poem while students follow the text in their books. Students read the two comprehension questions and search for answers in the poem. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the poem. When checking answers, ask students to tell you which lines of the poem provided them with the information necessary to answer the questions.

#### Key

1 that good night, close of day, the dying of the light

He wants old and dying people to fight against and to protest about the approach of death (line 3; line 6).

2 2. e; 3. d; 4. c; 5. b; 6. a.

### Your analysis

1 **Track 36** Students discuss these questions in pairs or small groups. Check answers with the whole class, then play the recording of the poem again.

#### Key

2 a. fast-living people (line 11); b. intelligent people (line 5) and good people (lines 7-8); c. serious people (lines 13-14).

4 No, he does not. He thinks that it shows more spirit and intelligence to protest about death than to accept it peacefully.

### Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

### Extra activities

- Students examine an extract from *Under Milk Wood*, and discuss its effectiveness as a radio play.
- Students examine a poem about death from their own country's literature, and compare it to Thomas's poem.

## 11l Zadie Smith (p. 159)

### Warm-up

Ask students to tell you what immigrant communities there are in your country. Students read the paragraphs on **Smith's works** and **The text**. Ask them how old Zadie Smith was when she wrote *White Teeth*, and which immigrant community in Britain the extract on this page focusses on.

### Reading

Students read the six comprehension questions and search for answers in the text. Explain to them that they should concentrate on finding the answers to the questions and not worry about understanding every word of the text. When checking answers, ask students to tell you which lines of the text provided them with the information necessary to answer the questions.

#### Key

1 He told them that his name was Mark Smith (lines 6-17).

2 Magid Mahfooz Murshed Mubtasim Iqbal (lines 22-23).

3 He is a waiter (lines 40-42).

4 His mother does sewing at home (lines 30-32).

5 Because he wants to fit in with his white friends (lines 42-44).

6 Because he wants Magid to be true to his own culture (lines 1-4).

### Your analysis

Students discuss these questions in pairs or small groups. Check answers with the whole class.

#### Key

1 They symbolise a white, English, middle-class way of life.

2 Quite often, older generation immigrants cling to their traditional culture while the younger generation want to integrate more with their host culture in order to fit in with their friends. This can cause tension between the generations.

### Contemporary links

Students discuss these questions in pairs or small groups. Check answers with the whole class.

### Extra activities

- Students imagine the scene where Magid tells his friends that his name is Mark Smith. They write a paragraph describing the incident, concentrating particularly on Magid's emotions.
- Students research the customs and beliefs of one of the immigrant communities in their own country.

# Module Quizzes

(Teacher's Book page 11 for suggestions on how to use these quizzes. The relevant unit number from the Students' Book is given in brackets for each question.)

Name
Date

- 1. Where do British and American English differ? (Unit 1)
- 2. Why did people go to the moon? (Unit 2)
- 3. Where do you buy your clothes in Britain? (Unit 3)
- 4. What are the most important parts of a diary in Britain? (Unit 4)
- 5. What is a typical house? (Unit 5)
- 6. What is an oil lamp? (Unit 6)
- 7. What do you call a man who is married to your mother, but whose father is your father? (Unit 7)
- 8. What do you call a girl who has the same father as your father, but whose mother is your mother? (Unit 8)
- 9. What is a verb? (Unit 9)
- 10. Which of these activities is not a physical exercise? (Unit 10)
  - Aerobic
  - Swimming
  - Cooking
  - Cycling
  - Walking
- 11. What is the most common of South African? (Unit 11)
- 12. Name a South African language other than English. (Unit 12)
- 13. In South Africa, what is a mash? (Unit 13)

Score: .../14

Score: .../14



# Quiz Module

# 1

# Everyday life: Culture and Vocabulary

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 Where do British and American schoolchildren eat lunch on schooldays? (1a)  
.....
- 2 What time, roughly, do lessons finish at British and American schools? (1a)  
.....
- 3 Where do you buy bus tickets in Britain? (1a)  
.....
- 4 What are the normal shop opening hours on a Sunday in Britain? (1a)  
.....
- 5 What is a *terraced house*? (1b)  
.....
- 6 What is an *en-suite bathroom*? (1b)  
.....
- 7 What do you call a man who is married to your mother, but isn't your father? (1c)  
.....
- 8 What do you call a girl who has the same mother, or the same father, as you, but not both parents? (1c)  
.....
- 9 What is a *ready meal*? (1d)  
.....
- 10 What is *sushi*? (1d)  
.....
- 11 Which of these activities involve physical exercise? (1e)  
Aerobics  Reading   
Cooking  Surfing the Internet   
Cycling  Weight training   
Going to the movies  Working out
- 12 What are the three capitals of South Africa? (1f)  
.....
- 13 Name a South African language, apart from English. (1f)  
.....
- 14 In South Africa, what is a *braai*? (1f)  
.....

Score: .../14

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**1** Which are the four countries of the United Kingdom? (2a)

.....  
.....

**2** ... and what are their capital cities? (2a)

.....  
.....  
.....

**3** Which UK country's flag shows a white cross on a blue background? (2a)

.....

**4** Where in Britain are the Scilly Isles? (2b)

.....

**5** In which US state is the Grand Canyon? (2c)

.....

**6** What is important about the bristlecone pine tree in California? (2c)

.....

**7** What are the names of the two main waterfalls of the Niagara Falls? (2c)

.....

**8** Name four natural disasters in English. (2d)

**11**

.....  
.....  
.....  
.....

**12** Which US state has Juneau as its capital? (2d)

.....

**13** What is Harrods? (2e)

.....

**14** Which country does reggae music come from? (2f)

.....

**Score: .../14**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 Which Roman Emperor first invaded Britain in 55BC? (3a)  
.....
- 2 Which famous battle was fought in England in 1066? (3a)  
.....
- 3 Which English king had six wives? (3a)  
.....
- 4 Circle the military words in this list. (3a)  
*abbey army infantry invasion monastery reign troops*
- 5 Why was 1776 a significant year for the USA? (3b, 3d)  
.....  
.....
- 6 Why did a million people die in Ireland in the 1840s? (3b)  
.....  
.....
- 7 Name a British city that made a lot of money from the slave trade. (3b)  
.....
- 8 What are the dates of the First World War? (3c)  
.....
- 9 Which country did Britain fight for control of Canada in the 18<sup>th</sup> century? (3d)  
.....
- 10 Which war took place between 1861-1865? (3d)  
.....
- 11 In which year was the first atomic bomb dropped? (3e)  
.....
- 12 Which US president was assassinated in Dallas in 1963? (3e)  
.....
- 13 What is the capital of Jamaica? (3f)  
.....
- 14 Which food used to be grown in Jamaica by slaves from Africa? (3b, 3f)  
.....

Score: .../14



**Quiz  
Module**

**4**

**States and systems:  
Culture and Vocabulary**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 What are the two Houses of the UK parliament called? (4a)  
.....  
.....
- 2 The members of which House have to be elected by the people? (4a)  
.....  
.....
- 3 What, in the UK parliament, is an *Act*? (4a)  
.....  
.....
- 4 What did the Roundheads do to King Charles I of England? (4b)  
.....  
.....
- 5 Which British monarch ruled for the longest time? (4b)  
.....  
.....
- 6 When did Queen Elizabeth II celebrate her Golden Jubilee? (4b)  
.....  
.....
- 7 What does the Second Amendment to the American Constitution talk about? (4c)  
.....  
.....
- 8 Who takes control of the USA if the President is killed? (4c)  
.....  
.....
- 9 What is the name of someone who analyses physical clues and dead bodies at the scene of a crime? (4d)  
.....  
.....
- 10 What do the letters *FBI* mean? (4d)  
.....  
.....
- 11 By what method are most prisoners on death row killed in the USA? (4d)  
.....  
.....
- 12 What do Scottish people celebrate on January 25th? (4e)  
.....  
.....
- 13 Which country celebrates their national day on 17<sup>th</sup> March? (4e)  
.....  
.....
- 14 What is the name of England's national saint? (4e)  
.....  
.....

**Score: .../14**

**Quiz  
Module**

**5**

**Education:  
Culture and Vocabulary**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 At what age do children in England begin secondary school? (5a)  
.....
- 2 What is the name of the exams that they take at age 16? (5a)  
.....
- 3 What is the name of the exams that they take at age 18? (5a)  
.....
- 4 How many years do most university students study for a degree in the UK? (5b)  
.....
- 5 If a British student is taking a *gap year*, what are they doing? (5b)  
.....  
.....
- 6 Which year is the *sophomore* year at a US high school? (5c)  
.....
- 7 What is the *prom* at a US high school? (5c)  
.....
- 8 What is the difference between *correspondence school* and *videoconferencing*? (5d)  
.....  
.....
- 9 In which city is the LaGuardia High School of Performing Arts? (5e)  
.....
- 10 What word describes a type of 'interview' when you have to sing, dance, act or play an instrument? (5e)  
.....
- 11 Name two Canadian cities. (5f)  
.....
- 12 Which European language do 23% of Canadians speak? (5f)  
.....
- 13 Where, in Wales, is Cardiff? (5f)  
.....
- 14 What was the "Welsh Not"? (5f)  
.....

**Score: .../14**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 What is Britain's *NHS*? (6a)  
.....
- 2 What is the English word for extra work that you do outside of your normal hours? (6a)  
.....
- 3 What is the English word for a room full of beds in a hospital? (6a)  
.....
- 4 Explain what *downshifting* means. (6b)  
.....  
.....
- 5 Which commercial company is the biggest employer in the USA and in the world? (6c)  
.....
- 6 What type of business is it? (6c)  
.....
- 7 Which country is the top tourist destination in the world? (6d)  
.....
- 8 Which country, usually the second most popular tourist destination in the world, fell to third place in 2001? (6d)  
.....
- 9 What crisis, apart from the terrorist attacks in the USA, affected the British tourist industry in 2001? (6d)  
.....  
.....
- 10 In which British town is Shakespeare's birthplace? (6d)  
.....
- 11 How does Britain's money differ from most of the rest of the European Union? (6e)  
.....
- 12 Approximately, how much liquid is one pint, if measured in litres? (6e)  
.....
- 13 Name three imperial measurements of length. (6e)  
.....
- 14 Who is the richest pop star living in Britain? (6f)  
.....

Score: .../14



Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 How many weeks of holiday do British schoolchildren have in the summer? (page 91)  
.....
- 2 What do the countries who compete in the Commonwealth Games have in common? (7a)  
.....  
.....
- 3 Which city hosted the 2002 Commonwealth Games? (7a)  
.....
- 4 What do athletes carry from the Queen to the country that is hosting the Commonwealth Games? (7a)  
.....
- 5 What do street luge riders use as brakes? (7b)  
.....
- 6 What piece of equipment do you need to do base jumping? (7b)  
.....
- 7 What do Americans call a cinema? (7c)  
.....
- 8 Name three British reality TV shows. (7d)  
.....
- 9 What is the English word for a type of holiday, or holiday accommodation, where you do all the cooking yourself? (7e)  
.....
- 10 What do you do on a *backpacking* holiday? (7e)  
.....
- 11 What is the capital of Australia? (7f)  
.....
- 12 What is the name of the large Australian island situated off the country's south coast? (7f)  
.....
- 13 How many players are there in a cricket team? (7f)  
.....
- 14 On what day of the year does the Sydney to Hobart Yacht Race begin? (7f)  
.....

Score: .../14

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 What is the name of a famous prize awarded in Britain every year to an adult artist? (8a)  
.....
- 2 Who is the author of *The Lord of the Rings*? (8b)  
.....
- 3 Who is the young hero of *The Lord of the Rings*? (8b)  
.....
- 4 What must he do with the One Ring? (8b)  
.....
- 5 Which famous musical is about a Cockney flowerseller and a professor? (8c)  
.....
- 6 Whose songs are used in the musical *We Will Rock You*? (8c)  
.....
- 7 What is the *cast* in a play or show at the theatre? (8c)  
.....
- 8 What is the English phrase for a theatre's ticket-selling service? (8c)  
.....
- 9 Which famous child actor appeared in the films *The Accused* and *The Silence of the Lambs* as an adult? (8d)  
.....
- 10 Which film did Drew Barrymore star in when she was seven years old? (8d)  
.....
- 11 What form of dancing do you associate with hip-hop music? (8e)  
.....
- 12 In hip-hop vocabulary, what is a *crew*? (8e)  
.....
- 13 How was the music provided for silent films in the 1920s? (8f)  
.....
- 14 Name two films for which John Williams has written the music. (8f)  
.....

Score: .../14

# Communication and technology: Culture and Vocabulary

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 What is the word for a small-format popular newspaper in the UK? (9a)  
.....
- 2 Name two British national newspapers. (9a)  
.....
- 3 What do the letters *SMS* stand for in English? (9b)  
.....
- 4 Which country sends the most text messages in the world? (9b)  
.....
- 5 Name an advantage of having a broadband Internet connection, compared to an ordinary connection. (9c)  
.....  
.....
- 6 What English word means 'a small portable computer (the size of a large book)'? (9c)  
.....
- 7 What is *Wi-Fi* an abbreviation of? (9c)  
.....
- 8 What word means 'to copy some work and pretend that you wrote it yourself'? (9d)  
.....
- 9 What, in the world of Internet cheating, is a *paper mill*? (9d)  
.....
- 10 What two English words have been combined to produce the new word *webcast*? (9e)  
.....
- 11 How does the language of emails differ from the language of business letters? (9e)  
.....
- 12 Translate this text message into normal English: I GOT UR MSG. THX! (9e)  
.....  
.....
- 13 What money do people use in the Republic of Ireland? (9f)  
.....
- 14 Which famous computer company has its European headquarters in Cork, Ireland? (9f)  
.....

Score: .../14



**Quiz  
Module**

**10**

**Society:  
Culture and Vocabulary**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 Who pays for a child's education at an independent school in the UK? (10a)  
.....
- 2 In the UK, is a *comprehensive school* a state school or a private school? (10a)  
.....
- 3 Name one of the top universities in the UK. (10a)  
.....
- 4 What document must immigrants to the USA obtain if they want to live there permanently? (10b)  
.....
- 5 What is the name of the process immigrants must go through if they want to become a full US citizen? (10b)  
.....
- 6 What are the questions in the written US citizenship exam about? (10b)  
.....
- 7 Where in the USA did the first anti-globalisation demonstration take place in 1999? (10c)  
.....
- 8 What do these American companies produce? (10c)  
a) Nike .....  
b) Mattel .....  
c) GAP .....
- 9 Which US company has considered projecting its logo onto the moon? (10c)  
.....
- 10 What is the difference between a *childminder* and a *nanny*? (10d)  
.....
- 11 American parents call it a *day care center*. What do British parents call it? (10d)  
.....
- 12 Approximately what proportion of the UK population are aged over 60? (10e)  
.....
- 13 In English, what do you call an institution where old people live together and are looked after by professionals? (10e)  
.....
- 14 What type of customers are the different branches of the Saga business aimed at? (10g)  
.....

**Score: .../14**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 How many plays did Shakespeare write? (11a)  
.....
- 2 In the famous speech from Shakespeare's *Henry V*, who are Henry and his troops about to fight, and at which battle? (11a)  
.....
- 3 Which flowers feature in a famous poem by Wordsworth? (11b)  
.....
- 4 What do the plots of all of Jane Austen's novels have in common? (11c)  
.....
- 5 Who is the central character in James Fenimore Cooper's novels about early life in the USA, including *The Last of the Mohicans*? (11d)  
.....
- 6 Which novel by Harriet Beecher Stowe deals with the issue of slavery in the USA? (11e)  
.....
- 7 Who is Squeers in Dickens's *Nicholas Nickleby*? (11f)  
.....
- 8 What nationality was George Bernard Shaw? (11g)  
.....
- 9 What experiment does Professor Higgins want to carry out with Eliza Doolittle in Shaw's *Pygmalion*? (11g)  
.....
- 10 How and when did Wilfred Owen die? (11h)  
.....
- 11 What does Shakespeare's fictional sister want to be in Virginia Woolf's *A Room of One's Own*? (11i)  
.....
- 12 In Steinbeck's *The Grapes of Wrath*, why are the Californian food producers destroying their excess food, instead of giving it to the poor? (11j)  
.....
- 13 From what part of the UK did Dylan Thomas come from? (11k)  
.....
- 14 What does Zadie Smith's novel *White Teeth* deal with? (11l)  
.....

Score: .../14

# Modules quizzes keys

## Module 1 Everyday life

1. At school; 2. At around half past three (*accept any answers approximate to this*); 3. On the bus; 4. 10am-4pm; 5. A house that is joined to other houses in a row; 6. A private bathroom attached to a bedroom; 7. Your stepfather; 8. Your half-sister; 9. A pre-prepared complete meal; 10. Japanese raw fish and rice dishes (*accept any answers approximate to this*); 11. Aerobics, cycling, weight training, working out; 12. Pretoria, Cape Town and Bloemfontein (*only give a point for a complete answer*); 13. Afrikaans/Xhosa; 14. A barbecue.

## Module 2 Habitats and homelands

1. England, Scotland, Wales and Northern Ireland (*only give a point for a complete answer*); 2. London, Edinburgh, Cardiff and Belfast (*only give a point for a complete answer*); 3. Scotland; 4. 28 miles south-west of Cornwall, England (*accept any answers approximate to this*); 5. Arizona; 6. It is the oldest living thing in the world; 7. Horseshoe Falls and American Falls; 8.-11. *Tornado, hurricane, earthquake, tidal wave, forest fire* (*accept any other correct answers, even if they do not appear in this module. For example, flood, volcano, avalanche, etc.*); 12. Alaska; 13. A department store in London; 14. Jamaica.

## Module 3 Links with the past

1. Julius Caesar; 2. The Battle of Hastings; 3. Henry VIII; 4. *Army, infantry, invasion, troops*; 5. It was the year that they declared independence from Britain; 6. Because the potatoes were infected with a fungus, and there was a famine; 7. Bristol/Liverpool (*accept also London*); 8. 1914-1918; 9. France; 10. The American Civil War; 11. 1945; 12. John F. Kennedy; 13. Kingston; 14. Sugar.

## Module 4 States and systems

1. The House of Commons and the House of Lords (*only give a point for a complete answer*); 2. The House of Commons; 3. A new law; 4. They executed/killed/beheaded him; 5. Queen Victoria; 6. In 2002; 7. Guns/Owning guns/The right to carry guns (bear arms); 8. The Vice President; 9. A forensic scientist; 10. *Federal Bureau of Investigation*; 11. By (lethal) injection; 12. Burns Night; 13. (The Republic of) Ireland; 14. Saint George.

## Module 5 Education

1. 11; 2. GCSEs; 3. A-levels; 4. Three; 5. They are taking a year's break between the end of school and the beginning of university or college. (*accept any answers approximate to this*); 6. The second year; 7. A big dance held for students who are about to graduate from the school; 8. With *correspondence school*, students correspond with their teachers by post. With *videoconferencing*, students correspond with their teachers by video links; 9. New York; 10. *Audition*; 11. Ottawa, Vancouver, Montreal, Quebec, Toronto (*only give a point for two cities*); 12. French; 13. On the south coast; 14. A stick or plaque/A punishment that Welsh schoolchildren had to carry if they spoke Welsh in school (*accept any answers approximate to this*).

## Module 6 Global markets

1. The National Health Service; 2. *Overtime*; 3. *Ward*; 4. Giving up a well-paid, stressful job for a less stressful job that pays less (*accept any answers approximate to this*); 5. Wal-Mart; 6. Low-price supermarkets; 7. France; 8. The USA; 9. Foot-and-mouth disease; 10. Stratford (-upon-Avon); 11. It uses pounds sterling, not the euro; 12. Approximately half a litre (0.57 litres); 13. *Inch, foot, yard* (*accept also mile, and only give a point for three words*); 14. Paul McCartney.

## Module 7 Sport and leisure

1. Six; 2. They are all ex-British colonies (members of the Commonwealth); 3. Manchester; 4. A baton containing a message from the Queen; 5. Their feet; 6. A parachute; 7. *A movie theater*; 8. *The Family/Changing Rooms/Driving School/Fat Club/Wife Swap/How Clean is your House?/Big Brother/Pop Stars/Fame Academy/I'm a Celebrity - Get me Out of Here* (*only give a point for three titles*); 9. *Self-catering*; 10. You travel around different (usually exotic) countries on foot or on public transport, carrying your luggage on your back, and staying in cheap accommodation (*accept any answers approximate to this*); 11. Canberra; 12. Tasmania; 13. Eleven; 14. 26<sup>th</sup> December (Boxing Day).



## Module 8 The arts

1. The Turner Prize; 2. J. R. R. Tolkien; 3. Frodo Baggins; 4. Destroy it/Take it to the place where it can be destroyed; 5. *My Fair Lady*; 6. Queen's; 7. The people in the show/the performers/the actors; 8. *Box-office*; 9. Jodie Foster; 10. *ET*; 11. Breakdancing; 12. A breakdancing team; 13. Someone played the piano or the organ; 14. *Jaws/ET/Close Encounters of the Third Kind/Jurassic Park/Star Wars/The Empire Strikes Back/Schindler's List* (only give a point for two titles).

## Module 9 Communication and technology

1. *Tabloid*; 2. *Telegraph/Times/Financial Times/Guardian/Independent/(Daily) Mail/(Daily) Express/Sun/(Daily) Mirror/(Daily) Star* (only give a point for two titles); 3. *Short messaging service*; 4. The UK; 5. It is faster/It is more reliable/It is turned on all the time/You can do two Internet operations at the same time; 6. *Laptop*; 7. *Wireless fidelity*; 8. *To plagiarise* (accept plagiarism); 9. A website where you can download/plagiarise/copy ready-written essays; 10. *Web + broadcast*; 11. It is less formal/more informal; 12. I got your message. Thanks!; 13. The euro; 14. Apple.

## Module 10 Society

1. The child's parents/family; 2. A state school; 3. Oxford/Cambridge/Edinburgh/St Andrew's/Bristol; 4. A green card; 5. Naturalization/naturalisation; 6. American politics, constitution, government and history; 7. Seattle; 8. a) Sports clothes; b) dolls; c) casual clothes (only give a point for a complete answer); 9. Pepsi; 10. A *childminder* looks after children in her/his own home. A *nanny* looks after children in the children's home; 11. A *nursery*; 12. 18% (accept anything between 15-20%); 13. Care home/nursing home/residential home/old people's home; 14. Old people/elderly people.

## Module 11 Links to literature

1. 37; 2. The French, at the Battle of Agincourt (1415); 3. Daffodils; 4. They satirise middle-class rural life; 5. Natty Bumppo/Hawkeye; 6. *Uncle Tom's Cabin*; 7. Nicholas's first employer, the headmaster of Dotheboys Hall; 8. Irish; 9. He wants to teach her to speak and behave politely, and to convince other people that she is an upper-class lady; 10. He was killed in battle a week before the end of the First World War in 1918; 11. A writer or an actor; 12. Because they want to maintain demand and high prices; 13. Wales; 14. The experiences of immigrant and mixed-race families in multi-cultural Britain.

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ISBN 0582-81798-6



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