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

Pronunciation
Cardiff /'kɑːdɪf/  Edinburgh /'ɛdɪnbər/  Cornwall /'kɔrnwɔl/  Gaelic /'gælɪk/  Newquay /'nuːkiː/  Snowdon /'snoʊdən/  Holyrood /'hɔlɪrʊd/  Balmoral /'bælmərɔl/

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

Answers
1 The United Kingdom
2 b 2 d 3 a 4 c
3 Scotland
4 No, they use sterling (pounds).
5 Four (English, Welsh, Gaelic, Cornish)

2 Ask students which they think is worth more, a pound or a euro.

Answer
one pound (May 2009 £1 = €1.13)

3 Refer students to the table, and ask them to answer the questions individually or in pairs. This is an interesting exercise in analysing the grammar of an unknown language using logic, and students should enjoy working out the answers.

Answers
1 da 2 madainn (Scots Gaelic), myttin (Cornish) 3 chi
4 a (Welsh), agus (Scots Gaelic)

4 Ask students to look at the map and the texts, and check their answers to exercise 1.

Answers
(see exercise 1)

5 Ask students to read the text and write the place names under the photos.

Answers
1 Edinburgh Castle 2 Mount Snowdon in Wales 3 Bath (the Roman baths) 4 Newquay beach (in Cornwall) 5 The London Eye

6a Ask students to complete the table with the words.

Answers
Facilities: shops, national parks, restaurants
Beach life: surfing, relaxing on the beach, swimming
Buildings: Roman baths, palaces, castles
Landscape and scenery: forests, mountains, rivers

6b Ask students to find the examples of the verbs in the text. Check that students understand the different meanings of the verbs.

Answers
spend: But don't spend all your money at the shops. Spend a whole day surfing
take: Take some photos. Take a train to Newquay. The train journey from London takes five hours.

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

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

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

Pronunciation
Yorkshire pudding /'jɔ:kʒə 'pudən/
steak and kidney pie /'steik ən 'kïdni 'pai/
cullen skink /'kUlən 'skInk/
rhubarb and custard /'ru:bA:b ən 'kUstəd/
trifle /'traIfəl/

1 Ask students to match the dishes with the countries.

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

2 Ask students to read the text and write the correct number next to each dish.

Answers
1 [in bottom right-hand corner] roast beef and Yorkshire pudding
[from top to bottom in the right-hand column]
6 sausage and mash
10 trifle
7 cooked breakfast
5 fish and chips
4 shepherd's pie
3 steak and kidney pie

3 Ask students to read the text again and write which dish is the odd one out in each case. Students could work in pairs for this. They might provide some imaginative alternative answers!

Suggested answers
2 Trifle, because it’s a dessert.
3 Cullen skink, because it’s a soup.
4 Steak and kidney pie, because it’s not a dessert.
5 Roast beef and Yorkshire pudding, because the other two dishes include lamb.

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

Answers
1e 2d 3b 4c 5a

4b Ask students to complete the table, either individually or in pairs.

Answers
meat: beef, lamb, pork, chicken, steak, kidney, sausage, bacon
fruit and vegetables: potatoes, onions, tomatoes, rhubarb, strawberries, raspberries
sauces: gravy, mint sauce, apple sauce, custard, creamy sauce

What do you think?
Students prepare their lists in groups, then discuss the questions as a class.

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

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

Pronunciation

Halloween /hælɔʊˈiːn/
Celtic /ˈkeltɪk/
Celts /ˈkelts/

Notes on the unit

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

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

4 Ask students to write questions for the answers

Answers
2 What was Samhain?
3 Why did families put an extra place at the dinner table on the evening before Samhain?
4 What do children do at Halloween?
5 Why is there a reference to Halloween in the Harry Potter books?
6 At Halloween, what does it mean if a candle flickers and turns blue?
7 Why do you put a pumpkin outside your house at Halloween?
8 What does the colour orange symbolize?
Bonfire Night

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

*Remember, remember the fifth of November*

*Gunpowder, treason and plot.*
*I see no reason, why gunpowder treason Should ever be forgot.*

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

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**Pronunciation**

*Guy Fawkes* /'gaɪ ˈfɔːks/  
*Robert Catesby* /ˈrəʊbət ˈkeɪtsbi/  
*Francis Tresham* /ˈfrænsɪs ˈtreʃəm/  
*Lord Monteagle* /ˈlɔːd ˈmɒntiːɡl/  

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

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

**3.** Ask students to match the lines of speech to the cartoons.

**Answers**

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

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

**Answers**

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

**5a.** Ask students to find the words in the text.

**Answers**

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

**5b.** Ask students to read the sentences and say how they would translate the verbs in their language. Discuss any interesting differences between English and the students’ own languages. In English, these uses of make have the following synonyms:

- 1 build 2 produce 3 force 4 declares

**What do you think?**

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

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**PROJECT**

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

Notes on the unit
1 Ask students to read the texts on Spain and Hungary, then discuss the questions as a class.
2 Ask students to read the texts quickly to understand the general meaning, without worrying if they don't understand every word.
3 Ask students to read the texts again and match the sentences with the correct numbers.

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

4 Ask students to underline the sentences in the text that go with each picture.

Answers
2 That’s because the children believe that Father Christmas comes down the chimney in the night and delivers their presents.
3 On Boxing Day nowadays, the Christmas Sales start in shops and department stores.
4 That means you celebrate Christmas in your T-shirt, shorts and flip-flops!
5 Some people still give ‘Christmas boxes’, for example £5, to their postman/woman or the boy/girl who delivers their newspapers.
6 People leave presents under the Christmas tree; parents wait until the children have gone to bed before putting the presents under the tree or in a Christmas stocking.
7 In the afternoon, we spend the time relaxing in the sun by the pool or having an exciting game of family backyard cricket.
8 It's too hot to have a hot lunch, so we have a cold lunch of either turkey or seafood.
9 Then everybody looks forward to Christmas dinner: roast turkey, with roast potatoes and vegetables, followed by Christmas Pudding.

5 Ask students to write down the phrases containing the word ‘Christmas’.

Answers

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

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

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

Pronunciation
Hogmanay /ˈhɔɡmənɛɪ/
Auld Lang Syne /ˈɔːld lɑŋˈzaɪn/
Gaelic /ˈɡeɪlik/

1. Discuss the questions as a class.
2. Ask students to read the text quickly to understand the general meaning, without worrying if they don’t understand every word. Ask students to complete the song with the words in the box.

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

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

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

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

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

4b. Read the examples in the box with the class. Ask students to complete the sentences.

Answers
1 on, at 2 on, on 3 at, on
Pantomime

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

Pronunciation
pantomime /ˈpæntəməm/  
Cinderella /ˈsɪndərələ/  
Aladdin /ˈɔːlædɪn/

Notes on the unit

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

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

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

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

5. Ask students to find the phrasal verbs in the text and translate them into their language.

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

PROJECT
Students can do this as homework, but could also prepare it in class, working in pairs. If students do not know the story, use the summary of the plot below to help them. Ask students to read their stories to the class.

Cinderella lives with her father, stepmother and two ugly sisters. Cinderella dresses in old clothes and is made to work hard at home. The ugly sisters have beautiful clothes and do nothing. Prince Charming decides to hold a large ball and invite all the young women in the area. Invitations are sent out, but Cinderella’s stepmother tells her she cannot go. On the night of the ball, a fairy godmother comes to Cinderella and uses magic to turn Cinderella’s old clothes into a beautiful dress and glass slippers. The fairy godmother also turns a pumpkin into a coach for Cinderella. The fairy godmother tells Cinderella that she must leave the ball at midnight, as at that time the magic will end and everything will turn back to its real form. Cinderella goes to the ball, and the Prince finds her the most beautiful woman there. Cinderella dances with the Prince, but at midnight she runs away, leaving one of her glass slippers behind. The Prince is so determined to find the beautiful woman he danced with that he visits every home in the land to find the woman whose foot fits the slipper. When he comes to Cinderella’s house, the ugly sisters try the shoe, but their feet are far too big. Cinderella’s foot fits the shoe perfectly, so she marries the Prince and lives happily ever after.
An English village

Background

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

1 Discuss the questions as a class.

Suggested answers

1 Probably above 1000
2 a) Advantages: safety, knowing everyone, being in touch with the countryside
   Disadvantages: may have to travel to a school in a nearby town
b) Disadvantages: teenagers tend to see village life as very boring, nothing to do in the evening, everyone knows what they are doing
c) Advantages: safety, sense of community, neighbours will look after your children
d) Advantages: safety, sense of community, quiet

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

Answers
1 the duck pond   2 the pub   3 the village hall   4 the shop
5 the children's playground   6 the primary school   7 the church

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

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

4 Ask students to label the pictures with the correct prepositions.

Answers
From top to bottom:
  on the edge of
  near
  in the centre of
  opposite
  next to in
  on in front of

What do you think?

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

PROJECT

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

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

**Answers**
Because they were once part of the British Empire.

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

3 Ask students to read the text again and decide if the sentences are true or false.

**Answers**
2 false 3 false 4 true 5 false 6 true

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

**Answers**

**Kendriya Vidyalaya Number 2 School**
1 It’s in Delhi. It’s the largest of the Kendriya Vidyalaya schools.
2 Yes, it’s for both boys and girls.
3 Hindi.
4 Yes, you can choose to learn History, Geography, Maths and Science in English or Hindi.
5 You can do yoga and singing; you can play basketball, volleyball, football, hockey and ‘kho kho’. You can also do arts and crafts, music and dance, and you can take part in the ‘Youth Parliament’.

**Crescent Model School**
1 It’s in the heart of Lahore. There are two campuses, one for boys and one for girls.
2 Yes, it’s for both boys and girls.
3 Urdu.
4 You can learn History and Geography in English or Urdu, but you learn Maths and Science in English.
5 You can do sports, including swimming.

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

**Answers**
(see exercise 4)

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

**Answers**

**Kendriya Vidyalaya Number 2 School:**
yoga, singing, basketball, volleyball, football, hockey, Kho kho, arts and crafts, music, dance, a youth parliament

**Crescent Model School:**
debates, poetry competitions, sport, swimming

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

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

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

Pronunciation
Shrove Tuesday /ˈʃraʊv ˈtjuːzdi/  
Valentine’s Day /ˈvæləntaɪnz ˈdeɪ/  
cupid /ˈkjuːpɪd/

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

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

4 Ask students to read the text about Shrove Tuesday again and answer the questions.

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

5 Ask students to read the text about Valentine’s Day again and write questions for the answers.

Answers
1 When is Valentine’s Day?  
2 What are the origins of Valentine’s Day?  
3 Who was Valentine?  
4 Why was Valentine in prison?  
5 What do you do on Valentine’s Day?
A nice cup of tea

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

Pronunciation
Assam /æs’æm/
Winston Churchill /’wɪnstən ’tʃɜːtl/ 
Venetian /vəˈnɛtɪən/ 
Satan /’seɪtən/

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

Answers
1 false 2 true 3 false 4 true 5 false 6 true 7 false 8 true
4 Ask students to read the article quickly, without worrying if they don’t understand every word.
5 Ask students to read the text again and complete the timeline.

Answers
Late 1500s The Dutch brought tea to Europe.
1658 There was an advert in a newspaper announcing that tea was on sale at a coffee house in the city of London.
1785 The government decided to cut the tax on tea from 119% to 12.5%.
By 1888 Britain imported more tea from India than from China.
1939 The British government took control of all tea stocks.
6 Ask students to find the words in the text. Point out that we can use the + adjective to refer to a group of people (the rich, the young, the old etc.).

Answers
2 the rich 3 smugglers 4 colonists 5 the Prime Minister 6 soldiers
A walk through London

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

Pronunciation
Harrods /ˈhərədz/
Knightsbridge /ˈnaɪtsbrɪdʒ/
Daily Telegraph /ˈdeilɪ ˈteləgrɑːf/ 
Buckingham Palace /ˈbʌkɪŋəm ˈpæləs/ 
Houses of Parliament /ˈhaʊzəz əv ˈpɑːlɪmənt/ 
St Paul’s Cathedral /sent ˈpɔːləz kɑːθədrɔːl/ 
Sir Christopher Wren /ˈsaɪ ˈkrɪstəfər ˈren/ 
Thames /ˈteɪms/ 
Tate Modern /ˈteɪt ˈmɒdən/ 
Shakespeare /ˈʃeɪkspɪər/

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

Answers
a3 (Big Ben) b2 c1 d6 e5 f3 (the Houses of Parliament)

2. Ask students to read the text and check their answers to exercise 1.

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

Answers
2. Sir Christopher Wren
3. Londinium
4. It burnt down.
5. Garden parties.
6. He came from Normandy.
7. Tate Modern.
8. The Houses of Parliament.
9. Harrods.
10. In the thirteenth century.
11. In 1666.
12. To show his power.
13. To see the crown jewels.
14. An assistant stood at the top with smelling salts and brandy.

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

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

5. Ask students to write their lists individually, then compare answers in pairs.

Example answers
tower: the Eiffel Tower
palace: Versailles
cathedral: the Sagrada Familia, Barcelona
theatre: the Bolshoi Theatre, Moscow
prison: Alcatraz, California
temple: the Temple of the Sun, Machu Picchu
gallery: the Uffizi, Florence
department store: Macy’s, New York

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

PROJECT
Students can do this as homework, but could also prepare it in class, working in pairs.
Robin Hood – England’s most famous folk hero

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

Pronunciation
Robin Hood /'rObin 'hOd/
Sherwood Forest /'ʃeəwɔːd 'foʊrɪst/
Nottingham /'nɑːtɪŋmən/
Sheriff of Nottingham /'ʃerɪf əv 'nɑːtɪŋmən/
Friar Tuck /'friər 'tʌk/
Maid Marian /meɪd 'mærIən/
Crusades /'kruːsɪdз/

1 Discuss the questions as a class.

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

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

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

Answers
1 How old is the story of Robin Hood?
2 Fact or fiction?
3 Life in the thirteenth century
4 The outlaws
5 Robin’s true love

4 Ask students to read the story and complete it with information from the text.

Answers
2 Sheriff 3 taxes 4 band 5 Forest 6 Nottingham
7 arrows 8 poor 9 niece 10 archer

5 Ask students to read both texts again to find the words and guess their meaning from the context.

Answers
1 documents to do with the law
2 a familiar name, a name that friends use
3 poor people who work on the land
4 money that people pay to their government
5 make yourself difficult to see or to find
6 the opposite of what it seems
7 someone who uses a bow and arrow
8 the best
9 catch by a trick
10 appearing to be someone else

6 Ask students to find the adjectives in both texts. Discuss which adjectives describe a typical folk hero.

Example answers
brave, quick-witted, strong, loyal (there could be discussion about whether ‘young, cheerful, poor, angry, happy’ are also typical attributes).

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

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

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

Pronunciation
Maori /ˈmaʊri/
haka /ˈhækə/
kiwi /ˈkiːwi/
tuatara /tuˈaʊtəra/
Auckland /ˈɔːklənd/
Christchurch /ˈkraɪstʃətʃ/ Waitangi /ˈwɔɪtənɪ/
Otago /ˈoʊtəɡoʊ/ geyser /ˈɡiːzə/

1 Ask students to read the questions in pairs and see how many they can answer. You could also do this as a class.

2 Ask students to read the text and check or complete their answers.

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

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

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

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

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

PROJECT
Students can do this as homework, but could also prepare it in class, working in pairs.
Background
As explained in the text, Roger McGough is a successful modern poet who tries to make poetry more appealing to people who would not necessarily see themselves as readers of literature or poetry. As well as writing for adults, he has also written many humorous poems for children, with titles such as The Great Smile Robbery and The Lighthouse that Ran Away. The Mersey is the river in Liverpool, and ‘The Mersey Sound’ was a term used first to describe the local music scene around the time of the Beatles.

Pronunciation
Roger McGough /rɔdʒə məˈɡɒf/
Mafia /ˈmæfjə/
Mersey /ˈmɜːzi/

1 Discuss the questions as a class.

2 Ask students to read the text about Roger McGough and answer the question.

Answer
Because the poems in it were amusing and easy to understand.

3 Ask students to read the paragraph. Discuss students’ answers to the question as a class.

4 Ask students to answer the questions, individually or in pairs, then ask students to read the poem. Tell students not to worry if they don’t understand every word at this stage. The purpose of the questions in exercise 3 is to familiarize them with most of the key vocabulary.

Answers
1 It’s a criminal organisation. Most people associate the Mafia with Italy, though with the many Italian immigrants to America, it has been a significant force there, especially in New York. It’s also called the Cosa Nostra, and the Camorra in Naples.
2 protection rackets, gambling, tax fiddles, insurance scams, vice
3 They kill them, and one of the traditional methods has been to put the body in concrete and sink it (popularly known as receiving a ‘concrete overcoat’).

5 Ask students to find the words and phrases in the poem and match them to their definitions.

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

6 Ask students to answer the questions, individually or in pairs.

Answers
1 pizza, pepperoni, Lamborghinis, Sicilian wine, cheese macaroni, the Cosa Nostra
2 Because the cats are speaking as they are when they’re at home, when they’re not pretending to be Mafia cats.
3 We massacre mice, covered in concrete.
4 It suggests that they have more than one way of behaving. They can be both cruel, like the Mafia, and nice, friendly domestic pets. It also suggests that they can be rather vain creatures, posing and trying to make an impression, especially of being very cool (any student who has a cat will know this to be true!)

7 Get students to perform the poem as a class, encouraging students to read it with the correct accent and rhythm, and use actions to help convey the meaning.

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

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

**Pronunciation**

Mark Twain /ˈmɑːk ˈtwiːn/  
Tom Sawyer /ˈtɒm ˈsɔːjoʊ/  
Huckleberry Finn /ˈhʌklbri ˈfɪn/  
doughnut /ˈdaʊnət/

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

**Answer**

You learn that Tom lives with his Aunt Polly because his mother is dead. He can be naughty but he’s also clever. He knows how to get what he wants. Aunt Polly is an old lady. She loves Tom but she finds him difficult. She tries to be strict with him but it doesn’t always work.

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

**Answers**

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

4b Ask students to read extract B again and answer the questions.

**Answers**

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

5a Ask students to speculate on what they think is going to happen. Ask them to read extract C to check their ideas.
5b Ask students to read extract C again and answer the questions.

**Answers**

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

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

**What do you think?**

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

**Example answers**

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

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

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

**Project**

Students can do this as homework, but could also prepare it in class, working in pairs.
Wendy Cope – Three poems

Background
As stated in the text, Wendy Cope worked as a primary school teacher, and still devotes some of her time to visiting schools, reading her poems to children and encouraging them to read poetry. She has also contributed to and edited collections of poetry for children.

1. Ask students to read the text about Wendy Cope. Discuss the questions as a class.

Example answers
It seems that children respond very well to poetry that has a predictable rhythm which repeats throughout the poem. There is something about rhythm, repetition and predictability that appeals to children, which is why there are so many ‘nursery rhymes’ for small children. They tend to enjoy poems even if they don’t understand everything in them, whereas adults tend to find the challenge of understanding a poem a job of work that they don’t feel inclined to undertake.

2. Ask students to read the three poems quickly, not worrying about understanding every word. You could read the poems aloud and ask them to read along, as you can immediately make clear the very strong rhythm of these poems.

3. Ask students to read the poems again and answer the questions.

Answers
1. positive: huge, laugh, happy, peace, contentment, new, easy, enjoyed, love, glad
2. b
3. 1b 2c 3a
4. b
5. a
6. determined
7. ‘A lamb’ is the animal, ‘lamb’ is the meat. The poet uses the word ‘lambs’ rather than ‘lamb’ to emphasize that it’s an animal that we eat.
8. c

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

Answer
The language in her poems is very simple everyday language. It is spoken rather than written language, and is not at all formal.

PROJECT
Ask students which of the poems they would like to learn, and put them into pairs or groups of three accordingly. Students can learn their part of the poem for homework, then perform them in the next lesson.
Elementary

Oscar Wilde – The Canterville Ghost

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

PRONUNCIATION
Oscar Wilde /ˈɔskər waɪld/
Canterville /ˈkæntərvɪl/
Otis /ˈɔtɪs/
Hiram /ˈhɪrəm/

1 Ask students to read the text about Oscar Wilde.

2 Discuss the questions as a class, or ask students to discuss them in pairs. Then ask students to read the extract.

3a Ask students to put the pictures in order, according to the story.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>cl The suit of armour was too heavy for the ghost.</td>
</tr>
<tr>
<td>b2 All the men ran downstairs.</td>
</tr>
<tr>
<td>b3 The twins began to shoot little balls of paper at the ghost.</td>
</tr>
<tr>
<td>g4 Mr Otis called out: “Hold up your hands!”</td>
</tr>
<tr>
<td>d5 The ghost stood at the top of the stairs and laughed.</td>
</tr>
<tr>
<td>a6 Mrs Otis offered the ghost some special medicine.</td>
</tr>
<tr>
<td>f7 The ghost began to turn himself into a big black dog.</td>
</tr>
<tr>
<td>e8 The ghost decided to wear a dead man’s shroud and large black hat with a red feather in it.</td>
</tr>
</tbody>
</table>

3b Ask students to read the extract again to check the meaning of the words, then find the things in the pictures.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a suit of armour – picture c</td>
</tr>
<tr>
<td>a bottle of medicine – picture a</td>
</tr>
<tr>
<td>pea shooters – picture b</td>
</tr>
<tr>
<td>a feather – picture e</td>
</tr>
<tr>
<td>a handgun – picture g</td>
</tr>
<tr>
<td>a shroud – picture e</td>
</tr>
<tr>
<td>a candle – picture d</td>
</tr>
</tbody>
</table>

4a Ask students to complete the sentences with the prepositions, then check their answers in the text.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 2 on 3 at 4 out 5 out 6 up 7 up 8 out 9 on, on 10 into</td>
</tr>
</tbody>
</table>

4b Ask students how they would say the sentences in their own language, and discuss any interesting differences between English and the students’ own languages.

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

PROJECT
Students can do this as homework, but could also prepare it in class, working in pairs. In the next lesson, students can read their stories to the class.
John Cooper Clarke – I wanna be yours

Background

John Cooper Clarke is an unconventional modern poet who was well known in the 70s and 80s and still performs today, often with rock bands. When performing his poetry live, he often reads the poems extremely quickly, with few pauses. He also performs as a stand-up comic. Punk rock developed in the mid 1970s in Britain and the US. It was characterized by being loud and fairly simple musically, and often with anti-establishment lyrics. Followers of punk often wore black clothes, and had spiky hair and piercings on their faces and bodies. A Ford Cortina, mentioned in the poem, was a popular car in the 1970s. Setting lotion was a haircare product used in the 1970s in the same way as hair gel is used today. The reference to an electric meter running out refers to the fact that in Britain in the 1970s many families had coin-operated electric meters in their homes.

Pronunciation

Salford /ˈsælfərd/  
Ford Cortina /ˈfɔːd kɔrˈtiːnə/

1 Ask students to read the text about John Cooper Clarke. Discuss the questions as a class.

Answers

A punk poet is unconventional. He / she breaks rules and isn’t afraid of shocking people. You wouldn’t really expect a punk poet to write a romantic poem, so it wouldn’t be a conventional one.

2 Ask students to match the words to the pictures, individually or in pairs.

Answers

1i 2d 3g 4c 5h 6b 7j 8e 9a 10f  
‘dreamboat’ actually refers to a man rather than a boat – it’s a colloquial way that a woman can refer to her ideal man.

3 Discuss the question as a class, or ask students to discuss in pairs.

4 Refer students to the asterisk in the title of the poem, and the explanatory note. Ask students to read the poem.

5 Ask students to answer the questions individually or in pairs.

Answers

1 Dust is very small pieces of dirt.
2 When metal rusts it becomes brown and starts to disintegrate.  
   *To rust* is to become covered in rust.
3 a
4 b
5 ‘Run out’ means become empty, have none left.

6 Ask students to answer the questions individually or in pairs.

Answers

1 Verse 1: A, B, A, B, C, C, (C), D
   Verse 2: E, F, E, (F), G, G, G, D
2 The last four lines all rhyme. This gives the feeling that the poem is coming to an end, and the constant repetition of the same sound reinforces the sense of certainty and commitment.
3 The first six lines in verses 1 and 2 are quite long and have three or four stresses in them. The last two lines in verses 1 and 2 are, by contrast, much shorter. They only have two stresses. This gives the message in the shorter lines a strong impact.

7 Ask students to read the extract and answer the questions.

Answers

1 A performance poet is someone who reads his own poems to an audience as if he were giving a theatrical performance.
2 He started writing poetry when he was in a band.
3 The punk movement helped him because there was a lot happening and it gave him the chance to travel and perform to different audiences.
4 He performed to audiences who didn’t read books; he now performs in comedy clubs and also to people who are professionally interested in literature.
5 He reads some of his poetry very fast with a lot of energy.

What do you think?

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

PROJECT

Students can do this as homework, but could also prepare it in class, working in pairs. Ask students to read their verses aloud to the class.
Background
The novel *Dracula* captured the public imagination when it was published in 1897, and it created a fascination with vampires which has continued to the present day. The first Dracula film was made in 1931, and there have been hundreds more on the theme of vampires since then. The original novel also remains popular in Britain. The Dracula story is associated with the northern coastal town of Whitby, where the Count is said to have first landed.

### PRONUNCIATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Pronunciation</th>
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<tbody>
<tr>
<td>Bram Stoker</td>
<td>/ˈbreɪm ˈstəʊkə/</td>
</tr>
<tr>
<td>Dracula</td>
<td>/ˈdɹəkələ/</td>
</tr>
<tr>
<td>Jonathan Harker</td>
<td>/ˈdʒɔnən ˈhɑːkə/</td>
</tr>
</tbody>
</table>

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

**Example Answers**

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

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

**Example Answers**

- I did not know then of the terrible danger which waited for me in Transylvania.
- I could see nothing – but I could still hear the wolves.
- ... the driver laughed wildly.
- ... I was alone in front of the dark, silent castle.
- ... he was dressed in black from head to foot.
- It was as cold as ice.
- His face was very white, his ears were like the ears of a cat, and his teeth were strong like the teeth of an animal. There was hair on his hands and his fingers were very long. When he touched me I was afraid.
- ... outside the wolves were still howling.
- ... so I shall be near the dead.

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

**Answers**

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

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

**Answers**

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

5b. Ask students to decide which adjectives and nouns can go together.

**Answers**

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

What do you think?
Discuss as a class, or first in pairs/groups, and then as a class.

**PROJECT**

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