New Headway

Matura Exam Practice
and Culture & Literature Companion

Basic Level

OXFORD
## Matura Exam Practice

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## Culture & Literature

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Culture & Literature Answer Key p43
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EXAM TIPS

- Read the EXAM TASK through quickly to get a general idea of what is required.
- Read the messages carefully and think about their meaning. Think about different ways of saying the same thing.
- When you have finished, go back and check all your answers carefully.

1 Look at the statements (1–4) below. Which option best matches the meaning in each case?

1 Mary phoned to say that she’ll be arriving on Tuesday morning not Monday afternoon.
   a Mary won’t arrive until the afternoon.
   b Mary will be earlier than she thought.
   c Mary will be later than she said.

2 I look forward to seeing you on Friday morning. Don’t leave your camera behind.
   a Bring your camera with you.
   b Don’t worry about bringing your camera.
   c It’s alright if you forget your camera.

3 We’re having a great time here in London. We’ve changed our plans and are now coming home a day later. We will ring you when we get back.
   a We will call you this evening.
   b We will call you from home.
   c We will ring you from London.

4 Peter is ill and can’t come to the play on Sunday. He’s given the tickets to me. I’m hoping to be there at 6 p.m. – is that alright?
   a Meeting at 6 p.m. is too early for Peter.
   b I’m going to the theatre.
   c Both Peter and I are ill.

2 Match the statements (1–4) with the phrases (a–d) that have a similar meaning.

1 Could you wait five minutes?
   a turn up
   b hold on
   c put through
   d hurry up

3 In pairs, write a word or phrase to summarize the meaning of the sentences (1–5) below.

1 I left a message on your answerphone asking you to call me.
2 Would you like to be dropped off at the station?
3 Stop walking so fast! We have loads of time.
4 I don’t have time to meet with you today. Are you busy at 4 p.m. tomorrow?
5 It was really nice of you to carry my bags.

Now complete the EXAM TASK.

EXAM TASK

Read the task carefully and think about the main idea of each message. Match the messages (1–5) with the statements (a–f). There is one letter you do not need.

1 If you need any help at all just give me a bell.
2 It was nice to see you again and it was really great that you could put me up.
3 Is there any chance I could catch a ride with you?
4 That was really good, let me get the bill.
5 Could you give me a hand with these bags?

a Give me a lift.
b Let me pay.
c Help me.
d Call the police.
e Thanks for letting me stay.
f Phone me.
The audio track for this activity can be found at www.oup.com/elt/headway/maturahr

EXAM TIPS
- Read the EXAM TASK instructions carefully to make sure you understand what is required.
- While you are waiting to hear the recording, prepare for what you are about to listen to. Think about the topic and the words you might expect to hear.
- The words you hear in the recording will not be exactly the same as the words in the EXAM TASK. There are many different ways of saying the same thing in English.
- Think about the meaning of the words and alternative ways of saying the same thing.
- Be careful of distractors.

1 Read the task instructions and select the correct endings to the sentences below.

You will hear six different people talking about their favourite teachers. Choose which of the sentences (a–i) best summarizes what each speaker is saying. Use the letters only once. There are three extra sentences.

1 There are …
   a three speakers.
   b six speakers.
2 There are …
   a nine sentences.
   b eight sentences.
3 This task involves putting …
   a eight sentences in order.
   b six sentences in order.

2 You are going to hear five people talking about school. Before you listen, circle the words and phrases below that you think you are likely to hear.

3 Can you think of other English words that have the same meaning as those listed in exercise 2?

For example:
pupils: students, schoolchildren …

4 Read the EXAM TASK. Match the sentences below (1–8) to the summary sentences (a–h) in the EXAM TASK.

1 There were too many people and so much noise.
2 Nothing will ever be as good.
3 It wasn’t just me. Everyone hated him.
4 I had a terrible time there.
5 I took the first opportunity to get out.
6 My results were awful. Hopeless.
7 I made some great friends – and I still have them.
8 Sometimes it was just great to get away from home.

Now complete the EXAM TASK.

EXAM TASK
T1 You will hear five different people talking about their schooldays. Choose which of the sentences (a–h) best summarizes what each speaker is saying. Use the letters only once. There are three extra letters.

a I really hated my school.
b I left school as soon as I could.
c They were the best days of my life.
d The best thing about school was my friends.
e I did really badly at school.
f There was one teacher I really didn’t like.
g School was too noisy and busy for me.
h I preferred school to home.

Speaker 1 □
Speaker 2 □
Speaker 3 □
Speaker 4 □
Speaker 5 □
3 Look at the student's answer in exercise 1. Find synonyms in the text for:
   a dinner _________  
   b good/very good _________  
   c busy _________  
   d delicious _________  
   e customary _________

4 Match the synonyms (1–5) below with the words (a–e) in exercise 3.
   1 packed
   2 time-honoured
   3 lovely
   4 supper
   5 brilliant

5 Think about local or traditional dishes in your country. In pairs, pick a dish and discuss the different ingredients involved. What adjectives can be used to describe them?

6 Use your discussion in exercise 5 to write sentences describing a traditional or local dish from your country.

Now complete the EXAM TASK.

EXAM TASK

Read the note below from your New Zealand penfriend. Write a reply and answer all their questions. Write 60–80 words.

Hi,

Our food here in New Zealand is quite similar to England. We eat a lot of vegetables, potatoes, and meat. What food and drink do you traditionally have in your country? What do you like to eat and drink? Could you describe a traditional recipe?

Best wishes

Laura

EXAM TIPS

- Read the task carefully and make sure you answer all the different parts.
- You will be marked on your range of vocabulary and grammar so use a variety of words and structures. It is important to check your work carefully when you have finished. Ensure your use of vocabulary and grammar is accurate.
- Remember you will lose marks if you write too much or too little, so write the correct number of words.

1 Read the task and a student’s answer below. Has the student included all the points required by the letter?

Hi,

We’re looking forward to coming to your home town soon. Could you suggest a restaurant for us? How do we get to it? What local dish would you recommend we try?

Best wishes

Bob and Wendy

Dear Bob and Wendy,

If you want a special meal on your last night at Athens, I suggest you go to crowded but excellent ‘Delphi Restaurant’. From my house turn left out of a front door and walk on about a kilometer and it’s at the left. When you’re there, you have to try his delicious moussaka. It’s a tasty traditional Greek dish from lamb and aubergine.

Hope you enjoy the meal!

Best wishes

Yanni

2 Look at the student’s answer in exercise 1. Find and correct the mistakes. What types of mistakes have been made? The first two have been done for you.
4 SPEAKING Comparing and discussing

TOPIC Employment

The audio track for this activity can be found at www.oup.com/elt/headway/maturahr

EXAM TIPS
- When you are asked to discuss a subject, you need to give your opinions and explain them.
- Prepare your thoughts as much as possible – think about the tenses, vocabulary, and useful expressions you will need.
- Try to look at the topic from different viewpoints and give examples to illustrate what you are saying.
- If you forget a word, don’t panic, think of other ways to express the idea.

1 Listen to a student answering part of an exam question. Which of the jobs pictured below do you think she is discussing?

2 Listen again. What does the student think would be good and bad about this job? Complete the table.

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
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<tbody>
<tr>
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</tbody>
</table>

Would you like to do this job? Why?/Why not?

3 Order the phrases and expressions in the box below under the correct heading.

<table>
<thead>
<tr>
<th>Certain</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm sure that ...</td>
<td>_______</td>
</tr>
<tr>
<td>I should think that ...</td>
<td>_______</td>
</tr>
<tr>
<td>I imagine that ...</td>
<td>_______</td>
</tr>
<tr>
<td>I'm sure that ...</td>
<td>_______</td>
</tr>
<tr>
<td>I definitely ...</td>
<td>_______</td>
</tr>
<tr>
<td>I firmly believe that ...</td>
<td>_______</td>
</tr>
<tr>
<td>It's true that ...</td>
<td>_______</td>
</tr>
<tr>
<td>I reckon ...</td>
<td>_______</td>
</tr>
<tr>
<td>I suppose that ...</td>
<td>_______</td>
</tr>
<tr>
<td>It's possibly ...</td>
<td>_______</td>
</tr>
</tbody>
</table>

Now complete the EXAM TASK.

EXAM TASK

1 Choose picture a or b and describe it in detail.

2 Contrast the picture you described in exercise 1 with picture c. You should be able to speak about the pictures for 2–3 minutes. The following ideas may help you:
  - setting
  - atmosphere
  - feeling
  - action

3 There are many different reasons why you might choose to accept or reject a job. From the list below, choose two reasons which you think are important and two which are not important for choosing a job. Add other subjects if you wish.

<table>
<thead>
<tr>
<th>good salary</th>
<th>long holidays</th>
<th>flexible hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>chance to work from home</td>
<td>promotion opportunities</td>
<td>other reasons</td>
</tr>
<tr>
<td>company car</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Read the text in the **EXAM TASK** quickly and choose the best title.

a Advertising the Beautiful Game  
b Soccer and Money – the Good and Bad  
c World Cup Winners

Now complete the **EXAM TASK**.

**EXAM TASK**

Read the text carefully. Fill each gap (1–16) by choosing the correct form of the given word in brackets to obtain logical and grammatically correct sentences. The right spelling is required. There is an example at the beginning (0).

Football has grown to become one of the most (0) **successful** sports and business opportunities on the planet. In the 2006 World Cup Finals, several hundred (1) **(GLOBE)** companies (2) **(ADVERT)** their products at stadiums in Germany. Through televised games the (3) **(PROMOTE)** of soft drinks, fast food, credit cards, and other items helped to generate a turnover of nearly $1 billion. This huge amount of (4) **(SPONSOR)** has helped to raise the profile of businesses, but it is also (5) **(VALUE)** for football associations throughout the world. FIFA has made (6) **(ARRANGE)** so that a lot of the money raised is returned to sport development programmes in the nations that (7) **(COMPETE)** in the tournament.

However, football and money don’t always result in (8) **(HAPPY)**. Many problems are caused in the major (9) **(COMPETE)** when teams demand more money for each (10) **(PERFORM)**. Often players become (11) **(PATIENT)**, and demand to be paid before playing. This is (12) **(LIKE)** to end well, causing lots of problems. If these (13) **(ARGUE)** affect team spirit, then results are poor.

(14) **(FORTUNE)**, poor results mean that teams receive less money from the tournament (15) **(ORGANIZE)**, so in the end the development of the game in these nations suffer. This means that the chance for (16) **(IMPROVE)** is small.

Sometimes sport and money just don’t mix.

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1 Complete the tables by giving the noun that corresponds to each verb and adjective.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
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</thead>
<tbody>
<tr>
<td>believe</td>
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<tr>
<td>play</td>
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<tr>
<td>breathe</td>
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<tr>
<td>complain</td>
<td></td>
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<tr>
<td>choose</td>
<td></td>
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<tr>
<td>receive</td>
<td></td>
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<tr>
<td>laugh</td>
<td></td>
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<tr>
<td>forgive</td>
<td></td>
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<tr>
<td>advise</td>
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<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
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<td>long</td>
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<td>broad</td>
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<td>poor</td>
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<tr>
<td>proud</td>
<td></td>
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<tr>
<td>warm</td>
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</tbody>
</table>
**EXAM TIPS**

- First, read the text quickly to get a general idea of the meaning.
- Read it again more carefully and think about how the text is structured – look at the beginning, the middle, and the end of the text. Understanding how the text is organized can help you select the correct option to fill each gap.
- Read the options carefully and look for clues before and after the gaps within the main text. Sometimes words and phrases that refer forwards and backwards in the text will help you, e.g. *it*, *this*, *that*, *after that*, *before*, *this*, *they*, *she*, etc.
- Remember to spend a few minutes checking your answers when you have finished.

1 Read the text quickly. What is the text about?
   a. The text is about why karate has become so popular in Britain.
   b. The text is about a young policewoman who is very good at karate.
   c. The text is about how the British police force trains their officers in karate.

2 Read the text again more carefully. Match the points (a–e) to one of the paragraphs (1–5) in the text.
   a. Jemma has started winning titles at a senior level.
   b. Jemma has just joined the police.
   c. Jemma started karate when she was seven years old.
   d. Jemma thinks she can still get better.
   e. Jemma trained hard from an early age.

Now complete the **EXAM TASK**.

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**EXAM TASK**

Carefully read the text and match the gaps (1–7) with the correct sentence parts (a–g).

a. confident of being able to look after myself.
b. I was doing it totally wrong.

c. she’s very hardworking and modest.
d. has just started work on the streets of Southend.
e. she’s still got a lot to learn.
f. champion in both age groups.
g. Mitcham gained her black belt.

1. Anybody on the wrong side of the law had better hope they don’t meet Jemma Mitcham. The 20-year-old European karate champion recently became a policewoman and (1) ___________ ‘I guess anybody that tried anything with me would be a bit unlucky’ she says, laughing. ‘It’s only to defend myself, but if there was trouble on the street I’d be fairly (2) ___________ Being a black belt obviously helps.’

2. Mitcham wanted to join the police force from an early age, but her love of karate started before that. ‘I’d wanted to do it since I was four, but my parents wouldn’t let me,’ she says. ‘I think they were a bit worried because I was so young, but in the end they let me go along with my cousin, Natalie, when I was seven. I loved it straight away.’ Just three years later – the minimum time permitted – (3) ___________

3. Mitcham’s earliest memory of karate shows the commitment, if not the training technique, that has led to her success. ‘I used to practise in my grandmother’s kitchen all the time,’ she says. ‘I thought I was really good and went along to lessons all proud of myself. When I got there I found out (4) ___________ I still loved it though.’

4. Soon after that she was competing above her age group (senior competitions start at 21), and only last month, as the European junior champion, she added the senior title to become (5) ___________

   In September, she heads to Tokyo for the Shoto World Cup, where she hopes to win her first senior world title. It’s not an unrealistic ambition according to England coach Frank Brennan. ‘She’s got a very good chance although it’s always difficult against the Japanese,’ he said. ‘She is extremely talented and has two great qualities in that (6) ___________

5. Her recent police work has meant that Mitcham hasn’t been able to practise as much as she’d like, although she still fits in an hour a day. Unfortunately for her opponents, she thinks (7) ___________ ‘I’m improving all the time,’ she says.
EXAM TIPS

Read the text through quickly in order to get a general idea of what it is about. Focus on the meaning of the text and the structures of the sentences.
When you read the text for the second time, look for clues either side of the gaps that will help you choose the correct words. Words such as pronouns are often very important.
If you are not sure about the correct answer, try to guess it. Do not leave unanswered questions.
When you have finished, read the text again to check the meaning and your answers.

1 Read the text in the EXAM TASK quickly. Which of the following is the best title for the text?

a The success of Apple
b The changing face of music
c The history of the CD

2 Read the text in the EXAM TASK again and decide if the following statements are true (T) or false (F).

1 Buying CDs is still the most popular way of buying music. ________
2 The speed of change in music-buying habits was not expected. ________
3 Apple is a key retailer of downloadable music. ________
4 Apple launched the iPod after iTunes. ________
5 Apple sold 200 million songs in 2004. ________
6 Shops were not affected by this change in buying methods. ________

3 Match the sentences (1–5) with the parts of speech (a–e) needed to fill the gaps.

1 Apple is one of ________ most successful companies in history.
2 People ________ CDs from shops in the past.
3 Apple computers are popular ________ its most successful product is the iTunes store.
4 Steve Jobs and Steve Wozniak met ________ 1971.
5 Steve Jobs was one of the most successful business people of all time. ________ died in 2011.

EXAM TIPS

▶ Read the text through quickly in order to get a general idea of what it is about. Focus on the meaning of the text and the structures of the sentences.
▶ When you read the text for the second time, look for clues either side of the gaps that will help you choose the correct words. Words such as pronouns are often very important.
▶ If you are not sure about the correct answer, try to guess it. Do not leave unanswered questions.
▶ When you have finished, read the text again to check the meaning and your answers.

4 For the sentences (1–5) in exercise 3, what word should be placed in each gap?

1 ________
2 ________
3 ________
4 ________
5 ________

Now complete the EXAM TASK.

EXAM TASK

Complete the text below by writing one word in each of the gaps (1–6) to obtain logical and grammatically correct sentences. The right spelling is required.

Downloading songs and albums (1) ________ now the most common way of buying music. However, this was not always the case and it is mainly in the last ten years that this change has happened.

With the recent advances in technology, it is perhaps not a surprise that more and more people are downloading music rather than buying CDs, (2) ________ the speed of this change has surprised many people.

(3) ________ all started in 2001 when the American technology company Apple launched the iPod, a digital audio player.

However, Apple’s influence on how people buy music really began with the launch of iTunes, a media player that allows people to download and play music from their computers. iTunes (4) ________ launched in 2003 and by the end of 2004 it (5) ________ sold 200 million downloads.

Many companies that sold CDs did not predict (6) ________ change and went out of business. This has led to many high street music stores closing down and becoming just a part of history.
EXAM TASK

Familiarize yourself with the questions and answers in 1–5. Listen twice to the radio interview with Amanda Deakins from the Institute for Future Studies. Answer each question by selecting the option that matches the information in the recording and circling a, b, or c.

1 Amanda Deakins predicts the future by using …
   a the present.
   b the past.
   c her company.

2 Amanda thinks voice-activated light switches are …
   a not a very useful idea.
   b a useful idea.
   c a very popular idea.

3 Amanda thinks fingerprint entry systems …
   a are a great idea for hotels.
   b will be very popular in twenty-five years’ time.
   c might not replace keys.

4 Amanda thinks that wireless systems …
   a will become very common everywhere.
   b won’t replace traditional wire systems.
   c haven’t improved very much.

5 In the survey, automatic doors were …
   a liked by all families.
   b liked by none of the families.
   c liked by one family.

EXAM TIPS

► Before you listen, read the EXAM TASK carefully. Think about the topic. Think about who will be speaking and what their purpose is.
► Identify the key vocabulary in each statement. Try to predict what related vocabulary you are likely to hear. This will help you identify which section of the recording answers each question.
► You will hear the recording twice. Don’t expect to answer all the questions the first time you listen. When you listen again, check the answers you’ve already got, and work out any missing ones.
► Be careful of distractors.

1 Read the EXAM TASK carefully. Answer these questions before you listen to the radio interview.

1 Where does Amanda Deakins work?
2 What subject does she study as part of her work?
   a space exploration
   b developments in science and technology
   c new ideas in philosophy
3 Which of these ideas do you think the recording will talk about?
   a wireless systems
   b robot-driven cars
   c ideas to replace keys
   d new ways of turning lights on and off
4 Do you know of two opening systems that can be used instead of keys at the moment?

2 Listen to the interview in the EXAM TASK. Complete the phrases and sentences.

1 ‘… it must be ______ to study the future because the future ______ happened yet.’
2 ‘… what we really do is look at the ______ and we use that to tell us about the ______.’
3 ‘Cool, yes, but ______ very ______ …’
4 ‘… people ______ ordinary traditional switches and switching lights on and off by ______.’

Now answer questions 1 and 2 in the EXAM TASK.

Notice how the words you have written help you to decide which option is correct.

Now complete the rest of the EXAM TASK.
The strangest law in Ohio is concerned with animals. If you want to keep a bear, you require a licence. You also need a licence to catch mice. And, most interestingly you aren’t allowed to fish for whales on a Sunday. Quite where you’d find whales in Ohio, around 700 miles from the Atlantic Ocean, is anybody’s guess!

Which of these don’t you need a licence to do?

a) own a bear
b) capture mice
c) catch whales

We have some crazy laws here in Providence, Rhode Island. It is illegal to sell a toothbrush and toothpaste to the same customer on a Sunday. Jumping off a bridge is also frowned upon. Whereas in Newport, also in Rhode Island, you can’t smoke a pipe after sunset.

In Providence what can’t you do on a Sunday?

a) allow a customer to buy toothpaste and a toothbrush
b) buy a toothbrush
c) jump off a bridge

Indiana has only a couple of odd laws. One prohibits bathing in winter. The other forbids people from attending a cinema or theatre, or using public transport within four hours of eating garlic.

Which of these can you do after eating garlic?

a) go bathing
b) take a bus
c) see a play

We get a lot of visitors in Florida, but I bet none know some of our laws. Single, divorced, or married women are not allowed to parachute on Sunday afternoons; women may also be fined for falling asleep under a hairdryer (as can the salon owner); and if an elephant is left tied to a parking meter, the parking fee must be the same as for a car. It is also illegal to sing in public, if you are wearing a swimming costume.

In Florida, who aren’t allowed to perform songs in front of other people?

a) divorced women
b) salon owners
c) people wearing bikinis

I live in West Virginia and here you aren’t allowed to cook cabbage because of the smell – doing so can lead to imprisonment. And children are strictly forbidden from arriving at school with their breath smelling of ‘wild onions’.

What is a criminal offence?

a) cooking cabbage
b) smelling of cabbage
c) eating wild onions
EXAM TIPS

► When you are asked about how a subject is presented in a picture, you do not have to describe the picture in detail. You should concentrate on the themes.
► You will need to give opinions or make comparisons. Note down any useful structures.
► Prepare what you are going to talk about and make a note of key vocabulary to use.
► Try to look at the topic from both sides and give examples to illustrate what you are saying.
► Don’t speak too slowly or too fast. Just be yourself.

1 T 4 Listen to Anne and Carl discussing the photograph in the EXAM TASK. Read the opinions (1–5) and state whether each one is Anne’s opinion (A), Carl’s opinion (C), or both of their opinions (A+C).

1 Soon markets will disappear. ________
2 It’s sometimes difficult to find what you want in the supermarket. ________
3 Corner shops are friendly places. ________
4 Markets are interesting places. ________
5 People will never stop shopping for food in markets. ________

2 Work in pairs. Complete the phrases (1–6) with the words (a–f).

1 In my ________, supermarkets are just too expensive.
2 I ________ that you should use local shops whenever it is possible.
3 It ________ to me that prices have dropped recently.
4 To be ________, I prefer shopping at larger stores.
5 As I ________ it, big businesses aren’t friendly enough.
6 As far as I’m ________, the cheaper the better.

a honest
b opinion
c see
d seems
e think
f concerned

3 Complete the sentences (1–6) with words from the box.

<table>
<thead>
<tr>
<th>display</th>
<th>stallholders</th>
<th>discounts</th>
<th>bargains</th>
</tr>
</thead>
</table>

1 The supermarket accepts credit cards, whereas in the market they only take ________.
2 Supermarkets sometimes offer ‘two-for-one’ ________, but in the market you can ask for the prices to be dropped.
3 Compared with the biggest supermarkets, the ________ of goods in markets isn’t so wide.
4 In comparison to supermarket assistants, the market ________ are very friendly.
5 If you go late to the market you can get some great ________, but supermarkets have the same prices all day.
6 Fruit stalls and supermarkets are similar because of the way they ________ their goods to attract customers.

4 Underline the words and phrases that are used to show that supermarkets and markets are being compared and contrasted in the statements (1–6) of exercise 3.

Now complete the EXAM TASK.

EXAM TASK

Familiarize yourself with the photograph below. Prepare to present and discuss the image with the examiner.

The following guidelines may help you:

- Describe the place, activity, and mood.
- Describe what people are doing.
- Compare markets with large supermarkets.
- Use examples from your own country.
- Predict what will happen to markets in the future.
EXAM TIPS
▶ Read the EXAM TASK carefully and take brief notes of your first thoughts.
▶ Plan what you want to say for each viewpoint to make sure your essay is balanced.
▶ Support your statements with examples as they strengthen your position.
▶ To build on your range of vocabulary, use more complex noun phrases to increase the level of your writing, e.g. accommodation for a place to live, urban life for living in a city.
▶ Try to use a wide range of grammar and vocabulary as this will also be marked.
▶ Give yourself time to check and edit your essay after you finish writing.

1 Read the essay below. Which of these themes does it relate to?
   a ‘Some people think that city life is the only way to live, others believe that your location doesn’t affect your standard of life.’
   b ‘Some people think city life has many benefits, others say it has more disadvantages.’
   c ‘Some people say that cities are the best places to live, others say that the countryside is much more relaxing.’

Many people believe that urban life is the best way to live. However, living in a city has both (1) ________ .
(2) ________ you can have a really great social life as there are numerous attractions. (3) ________ , most cities have a wide range of shops and restaurants. This means you can buy whatever you want, or eat food from all over the world. There are also cinemas showing the latest movies, concert halls where you can see local and foreign bands, and some fantastic sports facilities to enjoy in your free time. (4) ________ , most cities have excellent public transport systems, so it’s easy to get around. In a city like Zagreb, there are also better job opportunities because more international companies are located in and around the area. (5) ________ , urban life is extremely convenient.

However, there are some drawbacks. (6) ________ city living can be very expensive. Rent is usually very high, and it is difficult to find accommodation in the best areas. (7) ________ , prices in the shops and restaurants can be much higher than elsewhere. This means that you have to earn more money to enjoy a good lifestyle. Due to tough competition, it’s not easy to get a job that pays well. (8) ________ , although public transport is better in the city, pollution levels are higher too. Cities can be very noisy and dirty because of the high number of cars and buses on the roads. (9) ________ , this is a common reason why people move away from the cities. (10) ________ , although many people consider urban living as the most suitable way to live, (11) ________ living in a city can be stressful. Nevertheless, it is true that life there can be very exciting.

2 Complete the gaps (1–11) in the essay with the words and phrases from the box below.

   In fact  \(\text{In conclusion}\)  One disadvantage is that  \(\text{In my opinion}\)  One advantage is that  \(\text{Moreover}\)  All things considered  \(\text{For instance}\)
   \(\text{pros and cons}\)

   \(\text{In fact}\)  \(\text{Finally}\)

3 Match the advantages (1–3) with the relevant disadvantages (a–c).
   1 job opportunities
   2 transportation
   3 culture/social life
   a expensive
   b pollution
   c stress

4 Why does the essay in exercise 1 have four paragraphs?

5 Look at the EXAM TASK and make a list of arguments for each point of view.

Now complete the EXAM TASK.

EXAM TASK
Write a 200–250 word discursive essay on the statement:
Some people think that modern technology has improved our lives, others say it has made our lives worse.

Discuss both of these views and give your own opinion. Your essay must have an introduction, body, and conclusion. You will receive points for range and accuracy of grammar and vocabulary.
EXAM TIPS

- Read the text through quickly before you start the task. You will get a general idea of what it is about.
- When you have to match headings to a text, read each paragraph in the text carefully and work out the main idea.
- Be careful of distractors.

1. Read the text quickly. Decide whether the statements (1–3) are true (T) or false (F).
   1. The article describes holidays a century from now. T
   2. The dream island will have many facilities. T
   3. Building work could be challenging. T

2. Read the text again carefully. Match the summaries (a–g) with the paragraphs (1–7).
   a. the current plan
   b. proposed uses for the island
   c. ship construction
   d. the initial idea
   e. facilities on the island
   f. a new concept
   g. a model of the island

   Now complete the EXAM TASK.

DEXAM TASK

Read the text carefully and match the headings (a–i) with the paragraphs. Write the appropriate letter in the gaps (1–7). There are two headings you do not need.

a. Impossible to build?
b. Who is Jules Verne?
c. Dream or reality?
d. Everything you need
e. The 21st century plan
f. Resort or home?
g. Too big to move
h. Facts and figures
i. The original idea

DREAM ISLAND

(1) ______
Imagine a cruise ship of such proportions that it possesses its own rail network, yacht harbour, and artificial lake with a central island. Or imagine a floating holiday resort, similar in size to the Vatican, which can cruise from one tourist destination to another – forever.

(2) ______
Over 100 years ago, the novelist Jules Verne described a huge ship called Standard Island. The vessel was 27 kilometres square, and produced its own food and water. This fictional boat carried millionaires on an endless journey around the Pacific, avoiding hardship and stormy weather.

(3) ______
Now a French shipbuilding company is thinking of constructing a smaller scale version of Jules Verne’s imaginary island. Their product will be 400 m by 300 m, have a maximum speed of 20 kph, and be capable of accommodating around 10,000 people.

(4) ______
This ‘dream island’ would include a lake lined with beaches, a harbour at the rear, and blocks of apartments up to fifteen storeys high. The design also features extensive shopping areas, theatres, bars, casinos, cinemas, and a light railway system to transport inhabitants from one part of the island to another.

(5) ______
Developers have suggested that the ‘island’ could be a cruise ship which never returns to port and instead follows the sun from one tourist destination to another. Other proposals have highlighted the appeal to billionaires, who could benefit from the tax status of international waters. The fact that the ship would permanently be at sea also means that specific national laws could be avoided. Possibilities are numerous, but as yet, nothing has been decided.

(6) ______
Engineers believe that constructing on such a large scale should pose no particular problems, even though the plans outline a vessel four times the size of today’s largest ship. To ensure that the ship could be properly launched, the plans are to build it offshore, in the same way that oil platforms are currently assembled.

(7) ______
The shipbuilders, who are looking for potential investors, and possible orders, are building a large model of the island for the next Sea Trade Show in Miami. The name of the vessel has not been decided yet, but a good choice might be Jules Verne.
EXAM TASK

Read the article carefully. For the gaps (1–13) choose the options which form a logical and grammatically correct text by circling a, b, or c.

1. a tell  b show  c inform
2. a believed  b considered  c regarded
3. a for  b by  c as
4. a much  b any  c some
5. a added  b attached  c combined
6. a additions  b improvements  c extensions
7. a in  b among  c for
8. a out  b off  c away
9. a new  b recent  c modern
10. a users  b consumers  c customers
11. a on  b at  c with
12. a surplus  b stock  c supply
13. a becomes  b becoming  c has become

Traces of chocolate found in an ancient Mayan pot (1) ______ that people were drinking it 2,600 years ago. In South America, chocolate was consumed in a bitter spicy drink called ‘xocoatl’, often flavoured with vanilla or chilli pepper. People (2) ______ that the drink could help fight fatigue. Chocolate was also an important luxury good and cocoa beans were often used (3) ______ currency.

Christopher Columbus brought (4) ______ cocoa beans to show King Ferdinand and Queen Isabella of Spain, but it was Hernando Cortes who introduced it to the European public. Chocolate was still served as a drink, but the Europeans (5) ______ sugar and milk to it instead of chilli pepper. These (6) ______ to the taste meant that by the 17th century it was popular (7) ______ European nobility.

At the end of the 18th century, the first solid form of chocolate was invented in Italy. In 1828, Dutchman Conrad van Houten introduced a method for removing the fat from cocoa beans and making powdered cocoa and cocoa butter. Van Houten also developed a process of treating chocolate to take (8) ______ the bitter taste. This made it possible to create the (9) ______ chocolate bar.

According to a survey, the British are Europe’s biggest (10) ______ of chocolate, eating an average of 10 kilos per year. In a year, they spend £4.3 billion (11) ______ 605 thousand tonnes of chocolate, almost a quarter of the continent’s (12) ______ .

Chocolate may not be a luxury item anymore, but its production (13) ______ a big and successful business.
EXAM TIPS

▶ Read the title of the text. Think of everything you know about the topic – this will help you prepare to answer the EXAM TASK.
▶ Before you look at the questions, read the text quickly to get a general idea of what it is about.
▶ When you have finished, check your answers to all of the questions.
▶ Be careful of distractors.

1 Work in groups. Write down some notes about Canada. Think about:
   ■ location
   ■ animal life
   ■ weather
   ■ geography
   ■ towns and cities

2 Read the text quickly. Where can you …
   1 see traditional buildings? _______
   2 participate in outdoor pursuits? _______
   3 observe rare sea-life? _______

Now complete the EXAM TASK.

EXAM TASK

Read the text carefully. Answer the questions (1–6) by choosing the options that match the information in the text. Circle a, b, c, or d.

1 Banff National Park …
   a is one of the newest wildlife parks.
   b is visited by a lot of people.
   c is to the north of the Rockies.
   d is in the Columbia Icefield.

2 Jasper National Park …
   a was Canada’s first wildlife sanctuary.
   b contains the beautiful Moraine Lake.
   c is not as popular as Banff.
   d has thirty glaciers in it.

3 Lunenburg is …
   a an important historic site.
   b the biggest town south of Halifax.
   c very modern.
   d not very successful today.

4 Lunenburg’s fish-processing factory …
   a is now a museum.
   b was built in the 18th century.
   c is a wooden building.
   d is the largest in North America.

5 Most people go to Churchill …
   a because it is a major port.
   b to see wild animals.
   c because of its first class facilities.
   d to enjoy the weather.

6 Most of the people visiting Churchill want to see …
   a Arctic foxes.
   b whales.
   c the Northern lights.
   d polar bears.

CANADA: OFF THE BEATEN TRACK – THREE TO SEE

Rocky Mountains The Rockies run along the Alberta-British Columbia border, and are inside two huge national parks – Banff to the south and Jasper to the north. Banff was Canada’s first wildlife sanctuary and these days the town of Banff is the most popular tourist destination in the country. But Jasper National Park is larger, wilder, and less well-explored. Between the parks of Banff and Jasper is the Columbia Icefield, an enormous bowl of ice made up of about thirty glaciers. If you don’t like ice, the Rockies offer wildlife walks, swimming, camping, hiking, canoeing, mountain climbing, and plenty of places to stay. Accommodation costs are usually lower at the Jasper end of this superb mountain playground.

Lunenburg Lunenburg is south from Halifax, along a foggy coast of rocky coves, fishing villages, and historic towns. It is a beautiful little shipbuilding town and a UNESCO World Heritage site. Fishing has always been big in Lunenburg: most of Atlantic Canada’s deep-sea fishing boats leave from here, and North America’s biggest fish-processing factory is located in the town. Lunenburg still has many wooden buildings and as a result feels like an 18th century British colonial town. You can visit the town’s Fisheries Museum or just wander around, looking at the wooden houses in the old streets – and of course have a dinner of halibut or haddock, mussels or lobster.

Churchill One of the few places in the north that is ‘easy’ to get to, Churchill is a 1.5-day train journey from Winnipeg. Churchill is a major port, but eco-tourism is becoming more and more important. Despite freezing temperatures and poor facilities, many visitors come to see the polar bears, beluga whales, caribou, Arctic foxes, and, if they’re lucky, the Northern Lights. Churchill calls itself the ‘Polar Bear Capital of the World’, and for a good reason: the town sits right in the middle of the animals’ migration route, and the cute but deadly white bears sometimes wander into the town. Tours to see the bears from September to November are by far the most popular attraction.
Hi Becky,
I can’t wait for tonight. Work has been really busy recently and I’m looking forward to having a relaxing evening with you later. I think going for a meal would be great. Maybe we could try that new Italian restaurant? I’ve heard lots of good comments about it. It would be great if Lois and Michael could come along.

See you later.
Sarah

1. Read the letter below. In pairs, write a list of possible things to include in a reply.

Hi Alex,
How are you? Why didn’t you come to my party? Did you forget?
Jerry

2. Look at these ideas for possible excuses. In pairs, think of consequences for each.
- was tired – overslept
- felt ill
- argued with parents
- finished work late

3. Which is the best reply to the letter in exercise 1, A or B? Why?

A. Jerry,
Sorry I forgot your party. I was busy.
See you soon.
Alex

B. Dear Jerry,
I’m terribly sorry I didn’t come to your party last week. I had an awful day – there was trouble at school over my homework and when I returned home I had a heated discussion with my parents. I was so annoyed about everything that I completely forgot. I’m so sorry. Anyway, I hope it went well and that you had a good time. Hope to see you soon.
Alex

4. Read the note and the reply below. Does the reply answer all the questions in the note?

Hi Sarah,
I’m so excited about seeing you later. What time should we meet? Would you prefer to get dinner and chat, or go to the cinema? It might be nice to ask Michael and Lois along – do you know their numbers?
Becky

5. Read the letter below. Which reply is the most appropriate, A or B? Why?

Hi Ellie,
I’m looking forward to seeing you this weekend. Do you want me to cook dinner or shall we go out? Is there any food you don’t like? What shall I get for breakfast?
Jill

A. Jill,
If you don’t mind, could you cook? I’ve got a long train journey and will probably fall asleep early! I don’t mind what you cook, but I’d prefer not to have fish, if that’s okay? I don’t mind what I have for breakfast – I’ll eat anything!
Looking forward to seeing you, too!
Ellie

B. Jill,
You cook. Can we have pasta? I’ll have cereal.
Cheers
Ellie

Now complete the EXAM TASK.

EXAM TASK

Read the note from your friend Daphne. Write Daphne a reply, 60–80 words in length. Answer all her questions.

Hi,
Thanks for agreeing to help me organize my party. What decorations do you think I should get? Do you have any ideas about what food we should order? Can you think of anything I’ve forgotten to organize?
Daphne
A DYING LANGUAGE

Here’s an interview from the radio with Tony Manning about endangered languages. Although he was born in Britain, he has travelled around the world studying different cultures. Now with his Spanish wife, he has written a book entitled Dying language, Dying culture.

Interviewer: What first made you become interested in dying languages?
Tony: My mother is from northern England and met my father while they were at university. After my father had finished his degree he returned to the Isle of Man and my mother went with him. While growing up on the island, my first language was English, but I became really interested in the Manx language of the Isle of Man.

Interviewer: Does anyone speak the Manx language today?
Tony: No, it died with its last speaker, Ned Maddrell, over forty years ago.

Interviewer: So can you speak the Manx language?
Tony: No, I only know a few words. As it’s not an active language it’s really difficult to learn and practice. Although I can speak Chinese and Japanese, it is endangered languages that really interest me. Despite an initial interest in Law, I did a degree in Linguistics at university and we studied the links between language and culture. For me, when a language dies a culture also dies. So it’s important to protect these languages.

Interviewer: How do you help people protect a language?
Tony: There are lots of ways. The most effective way is to get a government to officially protect an endangered language, but that is hard to do. Other ways include continuing to teach the language or organizing events so that speakers of the language can gather together and talk with each other. Personally, I write books and dictionaries of endangered languages. I think it’s important that we have a written record of them.

Interviewer: When you aren’t working to protect languages what do you like doing in your spare time?
Tony: I used to play badminton until I hurt my back. Now I love playing musical instruments. I think it really helps me to learn languages.
The audio track for this activity can be found at www.oup.com/elt/headway/maturahr

**EXAM TIPS**

- Before you listen, read the **EXAM TASK** and each question quickly. Try to identify the type of topics you will be listening to.
- Identify the key vocabulary in each question. Try to predict what related vocabulary you are likely to hear.
- Read the options carefully and identify the type of information you are listening for. Look for clues about what you are going to hear.

1. Read the instructions for the **EXAM TASK**. What is the recording about?
   a. The recording is about people comparing tourist sights in Manchester to those in London.
   b. The recording is about the advantages and disadvantages of living in Manchester.
   c. The recording is about activities to do if you are visiting Manchester.

2. Read the **EXAM TASK**. Work in pairs and write down a list of topics that might be mentioned.
   - football
   - restaurants
   - theatre …

3. Read the multiple choice questions. Underline the key words. The first has been done for you.

4. Read the questions and options in the **EXAM TASK**. Match each question (0–5) with one of the types of information below (a–g). There is one extra type of information you do not need.
   a. _______ adjective
   b. _______ number
   c. _______ place
   d. _______ rating
   e. _______ verb, action
   f. _______ genre
   g. _______ people

---

**EXAM TASK**

1. Where are the Arctic Monkeys **playing** on Thursday?
   a. Sheffield
   b. Manchester
   c. Liverpool

2. How many children do you need in a group to receive a £7 discount?
   a. two
   b. four
   c. five

3. The Vermillion restaurant is famous for what type of food?
   a. Italian
   b. Indian
   c. Asian

4. What type of performances can you see at The Arena?
   a. Hollywood films
   b. historical plays
   c. British comedy

5. What can you do if you can’t get tickets for a Manchester United game?
   a. watch it on TV
   b. take a stadium tour
   c. book tickets for another day
EXAM TASK

1 Penelope Leach …
   a wrote a book about childcare in the 1980s.
   b was a psychologist who specialized in treating mothers.
   c believed parents should try to understand their children.

2 Sigman feels that …
   a technology affects children more than their parents do.
   b parents spend too much time at work.
   c parents should be stricter with their children.

3 Sigman argues that …
   a physical punishment is not acceptable.
   b fathers should be more active in childcare.
   c mothers should go back to work earlier.

4 Sigman believes that …
   a the government doesn't try to improve childcare enough.
   b without physical contact children may suffer.
   c there is a lot of child abuse in the UK.

5 Sigman thinks that …
   a parents don't always communicate clearly with their children.
   b children always want to be in control.
   c parents should try to be friends with their children.

6 Sigman's general message is that …
   a children usually get what they want.
   b nowadays parents are more afraid of violent children.
   c parents should show authority in difficult situations.
In past centuries, European countries took control of, or colonized, other parts of the world. These colonies included Australia (colonized by Britain), Algeria (France), and Argentina (Spain). Match the countries (1–6) to their former colonies (a–f).

1. Belgium 4. France
2. Holland 5. Spain
3. Portugal 6. Britain

a. Senegal b. India
c. Brazil d. Indonesia
e. Congo f. Mexico

Look at the title of the article. What do you think it means? Read the text quickly and match the paragraphs (1–6) with the summaries (a–f).

a. The gradual fall of the Empire
b. The early history of the Empire
c. The present-day legacy of the Empire
d. The size and reach of the Empire
e. The effects of the Empire on the colonies
f. The private company which ran part of the Empire

The sun never set...

1. No country has ever ruled over the entire planet, but the British have come the closest. The British Empire was the largest in history. By 1921, approximately one quarter of the world's population was part of the British Empire, and its power and influence extended to every continent. At its peak, it covered so much of the surface of the Earth that it was literally true that the sun never set on it. It was always daylight somewhere in the Empire.

2. The Empire expanded over a period of 300 years by trade, settlement, and conquest. Some historians say it began in 1497 when John Cabot, an Italian mariner sponsored by King Henry VII, landed in Newfoundland and made it England's first overseas territory. During the reign of Queen Elizabeth I (1558–1603), the English navy became the most powerful in the world after defeating the Spanish navy (the Armada). In 1580, Sir Francis Drake – a key participant in that victory – was the first Englishman to circumnavigate the globe, and English colonization started. North America was first, including Canada and Caribbean islands like Jamaica and Barbados. Although Dutch explorers visited Australia in the 17th century, it was the English who first settled there, starting with penal colonies. This was followed by the colonization of New Zealand.

3. In the East, Britain's Asian empire was established by the British East India Company. It became extremely powerful during the 17th and 18th centuries, and by the 1850s the company had grown from a commercial trading organization to one which virtually ruled India. It even had its own army and fought many wars with local Indian rulers during its conquest of the country. The British crown took control of the company in 1858.

4. It can be argued that the colonies benefited from British occupation in several ways: the form of government, the legal system, the English language – even sports such as football, rugby, and cricket. The slave trade, which had transported millions of Africans across the Atlantic over previous centuries, was made illegal in Britain in 1807 and abolished throughout the Empire in 1834. However, the colonies also suffered under British rule: many developed only as raw materials suppliers of crops such as sugar and cotton, to satisfy Britain's trading interests. This meant they were dangerously reliant on harvests and economic conditions. The British also committed terrible atrocities in some countries.

5. Despite its continuing physical expansion in the 19th century, above all in Africa, the Empire had actually begun to decline in the previous century, especially after the American War of Independence. Canada and Australia became self-governing colonies in the 1840s and 1850s, India finally became independent in 1947, and after that nearly all of Britain's other colonies followed over the next two decades.
Read the article more carefully and answer the questions.

1. How many people lived in the Empire in 1921?
2. What made England stronger during the Elizabethan era?
3. Who were the first Europeans to reach Australia?
4. What was unusual about the British East India Company?
5. What were the positive and negative aspects of British influence on the colonies?
6. Which event helped start the decline of the Empire?
7. What is the Commonwealth?
8. Which European country says a British colony is part of its territory?

Match these words (1–12) from the text with their meanings (a–l).

<table>
<thead>
<tr>
<th>1</th>
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<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>conquest</td>
<td>sponsored</td>
<td>overseas territory</td>
<td>reign</td>
<td>circumnavigate</td>
<td>settled</td>
<td>slave trade</td>
<td>abolished</td>
<td>raw materials</td>
<td>atrocities</td>
<td>decline</td>
<td>sovereignty</td>
</tr>
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- a: natural products, often used to manufacture things
- b: area of land belonging to a distant country
- c: went to live permanently
- d: to get smaller
- e: acts of extreme cruelty
- f: period when a king or queen ruled a country
- g: ownership of an area of land (by a country)
- h: taking control by force
- i: buying and selling people, and forcing them to work
- j: given money
- k: go completely around, in a ship
- l: ended, by law

What do you think?

- How do you think people in those countries felt when Europeans colonized them? How would you feel if a powerful nation conquered and colonized your country? Why?
- Can it ever be right for one country to colonize another? Should a country keep an overseas territory forever if the people who have settled there want it to? What if another country claims that territory?

PROJECT

Choose a former colony of your country or another European nation, and write a short magazine article about whether colonization had a positive or negative influence on the country. Use the Internet, newspaper articles, or magazines to help you find out more. Include information on:
- when and how the country became a colony
- what influence the Europeans had
- what the situation is now
- people (real or fictional)
- places associated with the colony
1 How important is the theatre in the cultural life of your country? What is your favourite play, and why? Do you ever go to the theatre? Why? Why not?

2 Read the title of the text. In pairs, discuss what you think it means?

Which of these statements about theatre in Shakespeare’s time do you think are true? Quickly read the text and check your answers.

1. There were lots of special effects.
2. Music was played during the performances.
3. It was very popular with young people.
4. Everyone in the audience had to stand.
5. The audience were quiet during the performance.
6. The actors didn’t learn their lines before the performance.
7. Female characters were played by male actors.

William Shakespeare (1564–1616) is widely considered to be the world’s greatest playwright. During his life he wrote at least 38 plays, 154 sonnets, and many poems. His plays have been translated into every major language and to this day are performed all over the world.

Shakespeare grew up in the town of Stratford-upon-Avon, but by 1592 his plays were being performed on London stages and he went to live in the capital around that time. There were already several open-air theatres in the city, but the Lord Chamberlain’s Men – a theatre company which included Shakespeare – decided that London needed a much grander theatre, and so the Globe was built on the South Bank of the Thames, in 1599.

On the Globe’s flag, flown from the top of the theatre, there was a figure of Hercules carrying a globe on his shoulders, together with the motto ‘Totus mundus agit histrionem’ (the whole world is a playhouse). Shakespeare made this ‘all the world’s a stage’ in his play As You Like It, which was performed at the Globe. Sometimes they flew a flag with a picture of the next play that was on. They also used different colours depending on the type of play: red for a historical drama, white for a comedy, and black for a tragedy.

With room for audiences of up to 3,000 people, the Globe was a three-storey amphitheatre that had quite advanced facilities for stage productions. Props and special effects included the use of real cannon, fireworks, and smoke for battle scenes, trap-doors in the floor of the stage for surprise entrances by actors, and ropes to enable them to make ‘flying’ entrances from above. There was also music during performances.

Going to the Globe was fun. There was a holiday atmosphere outside the theatre, with crowds of people – not only theatre-goers – buying goods and refreshments from the market stalls around the building. It was a particularly popular place with young people, many of whom had taken the day off work to go there. Then, when the play was about to start, a trumpet was blown and people took their places inside the theatre.

The cheapest area was called The Pit, where ‘commoners’ would pay one penny to stand during the production. They would often contribute to the atmosphere of the play, for example by screaming with fright when a ‘ghost’ appeared. The galleries were occupied by richer individuals, and nobles had seats on the side of the stage itself. Both men and women attended performances, although wealthier women often wore masks to hide their identity.

The actors did not prepare their parts. Instead, a person backstage whispered the lines to the actor just before he was going to say them (female parts were played by young boys, as acting was not seen as a ‘respectable’ job for women). Sometimes a complete scene was not explained to the actor until he was actually performing in it, although it is believed that Shakespeare acted in a number of his own plays there.

There was a lot of rivalry between playhouses. Theatres stole plays by sending someone to a performance to copy down all the lines! These stolen plays were called ‘Quarto’ texts, which meant that alternative, inferior versions of Shakespeare’s plays were produced. There was no law of copyright in those days.

In 1613, the original Globe Theatre burnt down when a cannon set fire to its roof during a performance of Shakespeare’s Henry VIII. The Globe was rebuilt, but in 1642 the Puritans closed it down together with all other places of entertainment. In 1644, it was demolished.

A replica of the original, called Shakespeare’s Globe Theatre, opened in London in 1997. The first performance in the new theatre was Shakespeare’s Henry V. There are also Globe replicas in Italy, the US, and Japan, and an ice replica of the theatre was built in Sweden!
3 Read the text carefully and answer the questions.
1 Why did Shakespeare move to London?
2 What was the reason for building the Globe Theatre?
3 How did the Globe advertise its plays?
4 What did flying a white flag mean?
5 How could actors come onto the stage from below?
6 What kind of people went to the area around the Globe?
7 Why did some women at the Globe cover their faces?
8 How did the actors know what to say on stage?
9 What was a Quarto text?
10 Why was the rebuilt Globe Theatre closed down?

4 Match these words (1–11) with their meanings (a–k).

<table>
<thead>
<tr>
<th>1 sonnet</th>
<th>7 props</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 stage</td>
<td>8 part</td>
</tr>
<tr>
<td>3 audience</td>
<td>9 backstage</td>
</tr>
<tr>
<td>4 production</td>
<td>10 lines</td>
</tr>
<tr>
<td>5 comedy</td>
<td>11 scene</td>
</tr>
<tr>
<td>6 tragedy</td>
<td></td>
</tr>
</tbody>
</table>

a people watching a play, film, etc.
b a play that has a sad ending
c a poem with 14 lines that rhyme
d a role in a play
e part of a play in which events happen in one place
f the place in a theatre where actors wait to perform
g a play that is made for the public
h the words spoken by an actor in a play
i a light-hearted play that has a happy ending
j the place in a theatre where actors perform
k objects used in a play

What do you think?
1 ‘The course of true love never did run smooth’
   (A Midsummer Night’s Dream, Act i, Scene 1)

2 ‘Tis better to be brief than tedious’
   (Richard III, Act i, Scene 4)

3 ‘Better three hours too soon than a minute too late’
   (The Merry Wives of Windsor, Act ii, Scene 2)

4 ‘How poor are they that have not patience’
   (Othello, Act ii, Scene 3)

5 ‘Kindness, nobler ever than revenge’
   (As You Like It, Act iv, Scene 3)

6 ‘If music be the food of love, play on’
   (Twelfth Night, Act i, Scene 1)

PROJECT
Use the Internet, newspaper articles, or magazines to find out more about Shakespeare’s Globe Theatre in London.

Write an email to a friend who is visiting London soon. Suggest a visit to the Globe. Include information about:
• where it is and how to get there
• what’s on, when, and how much tickets cost
• theatre tours and exhibitions
Look at the pictures. Which school do you think is American, and which British? Why? In what ways do you think school life in those countries is different from that in your country?

Quickly read the texts. Which paragraphs, in both texts, deal with:

a) school subjects and exams?

b) different types of school?

Read both texts more carefully. In which country’s education system are 1–12 true? Write UK, US, or BOTH next to each.

1 All children must go to school from the age of six.
2 To get into some state secondary schools, children must pass an exam.
3 Only a small minority of children attend private schools.
4 There are boys-only and girls-only schools.
5 At some schools, pupils live at the school.
6 Some children do not go to school.
7 Most state schools make children wear uniforms.
8 In the early years of secondary, all pupils have to study maths.
9 At all schools, pupils are placed in groups according to ability.
10 There are important exams at age sixteen and at age eighteen.
11 The school year consists of two halves.
12 Students who want to go to university are assessed over four years.

In the United Kingdom it is compulsory to attend school between the ages of five and sixteen, which means that pupils have to go to primary school and then secondary school. Primary education is divided into infant school (age 5–7) and junior school (7–11). At secondary level (11–16 or 18), more than 90% of pupils attend comprehensive schools, which are non-selective and provide education for all children in a particular area. There are still about 150 grammar schools in England: to attend these, children have to pass an entrance exam called the 11-plus. About 6% of children are privately educated, in ‘public schools’ such as Eton, Harrow, and Winchester. These usually require the payment of high fees, are often single-sex, and may either be day schools – pupils return home in the evenings – or boarding schools. Uniforms are compulsory in most of these schools, in grammar schools, and in many comprehensive schools. A small minority of children are educated at home.

Schools in the UK, apart from in Scotland, follow the National Curriculum, which means that all schools follow the same syllabus. The school year consists of three terms, and at the end of each year pupils automatically progress to the next level of study, and do not repeat the year, even if they fail the end of year exams. Some schools divide pupils into groups according to ability: this is known as streaming. In the first three years of secondary education, pupils study English, Maths, Science, Design & Technology, Information & Communication Technology (ICT), History, Geography, Modern Foreign Languages, Music, Physical Education, Citizenship, and Religious Education. They then choose between eight and ten subjects to study for GCSE (General Certificate of Secondary Education) exams when they are 16. After two years in the sixth form they sit an average of three A-level (Advanced Level) exams, necessary for university entry.
4 These expressions are explained in the texts. Write down what the text says about each.

<table>
<thead>
<tr>
<th>1 comprehensive schools</th>
<th>7 GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 grammar schools</td>
<td>8 A-level</td>
</tr>
<tr>
<td>3 public schools</td>
<td>9 electives</td>
</tr>
<tr>
<td>4 day schools</td>
<td>10 mainstreamed</td>
</tr>
<tr>
<td>5 the National Curriculum</td>
<td>11 SAT</td>
</tr>
<tr>
<td>6 streaming</td>
<td>12 GPA</td>
</tr>
</tbody>
</table>

5 Match these words (1–12) from the texts with their meanings (a–l).

<table>
<thead>
<tr>
<th>1 compulsory</th>
<th>7 sixth form</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 entrance exam</td>
<td>8 sit</td>
</tr>
<tr>
<td>3 fees</td>
<td>9 core</td>
</tr>
<tr>
<td>4 boarding</td>
<td>10 assignments</td>
</tr>
<tr>
<td>5 uniforms</td>
<td>11 semesters</td>
</tr>
<tr>
<td>6 terms</td>
<td>12 candidates</td>
</tr>
</tbody>
</table>

a money paid for a professional service
b take (an exam)
c something you have to do
d set of clothes worn by pupils
e two periods of time that the school year is divided into
f three periods of time that the school year is divided into
g the most important (school subjects)
h (school) where pupils live all the time
i people taking an exam or wanting a place at college, a job, etc.
j pieces of work that students are given to do
k test enabling people to get into a school, college, etc.
l final two years of secondary school for pupils aged 16–18

What do you think?

▶ In which country, the UK or the US, would you prefer to study? Why?
Are the following good ideas? Why?/Why not?
- single-sex schools
- selection and streaming
- being educated at home
- repeating school years if exam results are poor
- private education for people whose parents can afford it
- school uniforms
- boarding schools
- being able to choose from a wide range of school subjects

PROJECT

Write a letter to a British penfriend describing the different types of school in your country, the subjects pupils have to study, and the exams they must take in order to go to university.
1 In pairs, identify the six food items above and match them to the number of calories they contain.

- 108
- 760
- 44
- 90
- 162
- 800

2 Discuss these questions with your partner.

1 What is ‘fast food’, and why is it sometimes called ‘junk food’? How often do you eat it? Why?
2 Is all fast food bad? Can you think of any examples of healthy fast food?
3 Apart from eating too much unhealthy food, what else can make people overweight?
4 How can schools help students to live healthier lifestyles?

3 Quickly read the text and write the letter of the appropriate heading (a–f) above the paragraphs (1–6).

a Changing mealtimes everywhere
b Why Americans love fast food
c Improving food in British schools
d Americans getting even fatter
e Unhealthy American schools
f The amount that Americans eat

People are getting fatter, faster than ever

In the past year, the adult obesity rate rose in 48 of America’s 52 states. Despite campaigns to make people aware of the dangers of overeating, about 119 million, or 64.5%, of US adults are either overweight or obese. Worryingly, this figure is predicted to rise to 73% by the end of this year. What does this mean for America? Already 300,000 deaths each year are caused by obesity (only smoking kills more people), and the annual cost to the country is around $100 billion.

Many people blame the fast food industry, along with sedentary lifestyles, for the worrying increase. The average American now consumes about three hamburgers and four portions of French fries every week. That’s 90 grams of fat and 2,250 calories (the average person needs about 2,000 calories a day). A recent survey found that every month 90% of American children eat at least one meal in a fast-food restaurant.

Most Americans know that fast food isn’t good for them, it is high in calories, fat, salt, and sugar. Yet fast-food restaurants are part of American life. After World War II, higher salaries and productivity, together with technological developments and increased consumerism, made the fast-food restaurant popular. It represented a modern lifestyle, and is still a popular place for teenagers to get together with friends. The food is cheap, and many say they love the taste. The advertising is often aimed at children, with offers of entertainment and free gifts.

Another factor in fast-food sales – not only in the US, but all over the world – is our increasingly busy lifestyles. In the past, families ate a home-cooked meal together at dinner time. These days, meals can be eaten at any hour of the day, and people rely on easy, instant food – not always nutritious – that is available ‘24/7’. America invented the ‘TV dinner’, and it is something most people around the world now enjoy.
Find words in the text with these meanings. The paragraph numbers are in brackets.

1. the condition of being unhealthily overweight (1)
2. not active, sitting down a lot (2)
3. amount of food for one person (2)
4. buying and using lots of goods and services (3)
5. (food that is) very good for your health (4)
6. all day and night, every day of the week (4)
7. containing many bubbles of gas (5)
8. using a lot of strength or energy (5)
9. became three times bigger (5)
10. the food that a person usually eats (6)
11. the head cook in a restaurant (6)
12. that sells things (6)

Read the text again carefully. Are these statements true (T) or false (F)?

1. Smoking causes more deaths in the USA than obesity.
2. On average, Americans eat one hamburger a day.
3. Fast food restaurants are a very recent invention.
4. Nowadays, fewer people have meals with their families.
5. The idea of the ‘TV dinner’ first started in Britain.
6. Many American teenagers do little or no exercise.
7. Young people who don’t eat well do badly at school.
8. All British students want to eat healthy food at school.

What do you think?

- Is unhealthy eating a problem in your country? Could changing lifestyles make it a problem?
- Do young people get enough exercise? If not, what can be done about it?
- How healthy are the lunches served at your school? What can you buy from vending machines there?
- Whose responsibility is it to ensure healthy eating: the school, the parents, the government, or the young people themselves? Or all of these? Why?

PROJECT

Keep a diary of everything you eat and drink for a week, and calculate the proportions of each main food type: protein, dairy, fruit, oils/fats/sugars, vegetables, carbohydrates. Write an email to a food nutritionist who writes in your favourite magazine, describing your weekly diet. Say which types of food you think you should eat more of, and those you should eat less of and ask if you are right.
1 What is special about the capital city of your country? What would you advise visitors to see and do there?

Canberra  
Most people think that the capital of Australia is Sydney. In fact, a century ago, there was so much rivalry between Australia’s two biggest cities, Melbourne and Sydney, that a completely new city was created to be the nation’s capital. That city, located at a roughly equal distance from the two rivals, is Canberra and it is one of only two completely planned capitals in the world. Today it has 300,000 inhabitants, and among its unusual features is an artificial lake – Lake Burley Griffin – right in the city centre, and the tranquil National Botanic Gardens, with a marvellous collection of Australia’s weird and wonderful trees and plants.

Kingston  
The Caribbean island of Jamaica was discovered by Christopher Columbus in 1494 and remained a Spanish colony until the English seized it in 1655. The capital, Kingston, was founded in 1693, when a massive earthquake hit the island, destroying the Port Royal, until then the main city. Despite disasters such as hurricanes and earthquakes, Kingston has continued to grow and now has a population of 650,000, mostly of African descent. Attractions include the Bob Marley Museum, dedicated to the great Jamaican reggae musician, and the University of the West Indies, founded in 1962, the year of the country’s independence from Britain.

Ottawa  
Ottawa, located between the much bigger cities of Montreal and Toronto, was chosen as the capital of Canada in 1857. Lying on the border between Canada East and Canada West, it seemed the ideal compromise in a country divided into English-speaking and French-speaking communities. Today, Ottawa has around 850,000 inhabitants and houses many of Canada’s national museums and art galleries. The Rideau Canal passes through the city, linking Ottawa with Lake Ontario. In summer, the canal is used for boating, swimming, and fishing; in winter, it becomes the longest ice-skating rink in the world.

Pretoria  
South Africa has three capital cities. Cape Town is the legislative capital, Bloemfontein is the judicial capital, and Pretoria – or Tshwane – is the administrative capital. It was founded in 1855 by Marthinus Pretorius, a descendant of Dutch settlers, and today has a population of one million people. Jacaranda trees with purple flowers line its streets and some people call it Jacaranda City. One of its most famous places is Church Square. Here, in 1963 during the Rivonia Trial at the Palace of Justice, Nelson Mandela was charged with treason and imprisoned. Church Square is off Church Street, which is one of the longest straight streets in the world.

Washington DC  
Washington DC (the ‘DC’ stands for District of Columbia) is the capital of the United States of America. It has an official population of about 582,000 people but during weekdays this increases by 72% because of 410,000 commuters. Popular tourist destinations in Washington include the Capitol, the Jefferson Memorial, and the residence of the President of the United States: the White House, at number 1600 Pennsylvania Avenue. It has 132 rooms and 35 bathrooms. President Theodore Roosevelt gave the White House its name in 1901, although it was first painted white during rebuilding after it had been set on fire by the British in 1814.

London  
London, with a population of approximately 7.2 million people, is the capital of the United Kingdom. It has a changing skyline with many new skyscrapers, including the 180-metre tall Swiss Re Tower in the City, nicknamed ‘the gherkin’ because of its unique shape. Another landmark is the 235-metre One Canada Square, the tallest building in Britain, on Canary Wharf. It is known to Londoners as ‘the vertical Fleet Street’, as many national newspapers have moved there from their traditional offices in Fleet Street. It has 50 floors and it takes 40 seconds by lift to reach the top.

2 Read these six short texts quickly. Put the cities in order according to the size of their permanent populations, from largest  to smallest  .

Canberra  
Kingston  
Ottawa  
Pretoria  
London  
Washington DC
3 Work in pairs, **Student A** and **Student B**.

**Student A:** Read about Canberra, Ottawa, and London  
**Student B:** Read about Kingston, Pretoria, and Washington

While you read, underline two things you find interesting or surprising about each capital city. When you finish reading, tell your partner about them.

4 Read the texts again and complete the table below with information about all six capitals.

<table>
<thead>
<tr>
<th>City</th>
<th>Country</th>
<th>Places to visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canberra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kingston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ottawa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Match the words from each text with the meanings (1–12) below.

| Canberra: artificial | Kingston: founded, descent, dedicated to  |
| Ottawa: located      | Pretoria: legislative, judicial, administrative |
| Washington: commuters| London: skyline, landmark, nicknamed       |

1 the shape made by a number of tall buildings  
2 describing the exact place where something is  
3 started (as a city, organization, etc.)  
4 in memory of  
5 given an informal name by people  
6 not natural  
7 connected with running a country, company, etc.  
8 family origins  
9 building that can be seen clearly from a distance  
10 connected with courts and judges  
11 people who travel into the city to work every day  
12 connected with making new laws

**What do you think?**

- Which of these capital cities would you like to visit, and which not? Why?  
Which other cities would you like to visit? What would you like to do there?

**PROJECT**

Think of another capital city that you would like to visit. Use the Internet, newspaper articles, or magazines to find out more about this city and plan a two-day tour there. Write an email to a friend about your plans. Include information on:

- where the city is, its population, and a little about its history
- what its famous landmarks are
- what you will do there and which places you will visit
1 What do you know about Australia? Complete the paragraph with the words and numbers below.

<table>
<thead>
<tr>
<th>harbour</th>
<th>22 coral</th>
<th>7.6 outback</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 marsupials</td>
<td>2,600 monolith</td>
<td>348</td>
</tr>
</tbody>
</table>

With a land mass of roughly (1) ________ million km², Australia is (2) ________ times larger than the United Kingdom, but with a population of only about (3) ________ million people.

Australia is famous for its landmarks of natural beauty, such as the Great Barrier Reef, which at (4) ________ kilometres is the world's biggest (5) ________ reef — and also the largest living organism on Earth. The hot, dry interior of the country is known as the (6) ________, and right in the middle is Ayer's Rock, or Uluru, the world's biggest (7) ________. This huge red rock stands (8) ________ metres in height, and is a sacred site to the aboriginal people. Australia is also known for its unusual animals, including (9) ________ such as kangaroos, which carry their young in pouches.

Sydney, the biggest city, has the world's largest natural (10) ________, crossed by the famous bridge facing its unique opera house.

2 For over 200 years, people have emigrated to Australia. Which reasons (1–6), do you think, explain why many people went to live there?

1 to become sheep farmers
2 to fish in the seas
3 to find gold
4 to find jobs
5 to convert people to their religion
6 to serve prison sentences

Now read the text quickly to check your answers.

Immigration to Australia

The word 'aboriginal' means 'from the beginning', and the Aborigines were indeed the original inhabitants of Australia. They themselves were once immigrants, originally from Africa, and first settled in Australia over 42,000 years ago.

The first ship to land Europeans on Australian soil, the Eendracht, was Dutch, and arrived there in 1616. In 1642 another Dutch explorer, Abel Tasman, discovered the island we now call Tasmania. However, the Dutch did not think that the land they called 'New Holland' was worth formally occupying, and it wasn't until 1770 that it was officially claimed for Britain by Captain James Cook. Britain formally colonized the area in 1786, calling it New South Wales. The British were mainly interested in this seemingly inhospitable land because it was an ideal place to start a new prison settlement. Britain was suffering from overcrowded prisons at home, having lost their prison colonies in the United States after the War of Independence.

In 1788, the first fleet of 11 ships and 1,350 people (the majority of them convicts) arrived in Australia at Sydney Cove. From about 1815 the colony began to grow. Although the journey from Europe took over a year and was very difficult, people began to hear that Australia wasn't just a prison colony, but also a fine place for anyone to make a fresh start in life, and that some people were making a fortune there from the free land they could use for sheep farming. In 1850 the discovery of gold attracted many more Europeans — two per cent of the population of Britain and Ireland moved to Australia during the following Gold Rush.

Inevitably there was increased conflict with the Aborigines, who were brutally hunted and poisoned by the settlers. Aboriginal children were taken away from their parents to be educated by white people. Australians had also been alarmed by the numbers of Chinese immigrants during the Gold Rush, and the White Australia Policy was established in 1901 to restrict non-white settlers. Any new immigrant had to pass a dictation test in a European
Read the text more carefully and answer the questions.

1. Who were the first people to live in Australia? Where did they come from?
2. What did early Dutch explorers think of Australia?
3. Why did the British decide to colonize it?
4. What factors attracted settlers in the 19th century?
5. How did the settlers treat the aboriginal people?
6. Why did Australia bring in language tests for immigrants?
7. How did Australia encourage European immigration after World War II?
8. Where have more immigrants come from recently? Why?

Match the words (1–12) below with the meanings (a–l).

<table>
<thead>
<tr>
<th>1 soil</th>
<th>7 fortune</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 claimed</td>
<td>8 conflict</td>
</tr>
<tr>
<td>3 inhospitable</td>
<td>9 brutally</td>
</tr>
<tr>
<td>4 settlement</td>
<td>10 deported</td>
</tr>
<tr>
<td>5 overcrowded</td>
<td>11 policy</td>
</tr>
<tr>
<td>6 convicts</td>
<td>12 monocultural</td>
</tr>
</tbody>
</table>

- a with too many people inside
- b consisting of people of only one race, language, or religion
- c land
- d forced to leave a country, by law
- e a place where people have come to live
- f people who have been found guilty of a crime
- g said to belong to you
- h plan of action chosen by a government or company
- i a very large amount of money
- j unpleasant to live in
- k fighting
- l with great violence and cruelty

What do you think?
- What do you think are the factors, apart from work, that attract people to Australia nowadays?
- Would you like to live there? Why?/Why not?
- How should people treat the original inhabitants of countries they settle in?

Project

In groups, imagine you have established a new country on an island. What would your immigration policies be? Think about the following options and write a speech explaining your country’s immigration policy. Give your speeches to the class and see which policy gets the most votes.

1. only allow in people who have skills that are greatly needed on the island
2. only allow in people from your country of birth, or who speak your language
3. allow in certain numbers of people of different ages, professions, salaries, etc.
4. allow in anybody who was unemployed or living in poverty in their own country
5. only allow in people who have artistic or other creative talents
6. allow in anybody who wants to live on the island
1 Which cities in your country have an underground rail system? Have you ever travelled on it, or on the system in another country? How did you feel about it?

2 The title of the text below is a warning given on some stations in the London Underground. What do you think it means? Read the text to check your answer.

**MIND THE GAP!**

The London Underground is the world’s oldest underground system and covers most of Greater London. Although it is called the Underground, about 55% of the network is actually above ground.

It has 275 stations and 12 interconnecting lines. Each line has a name and a colour to represent it on the underground map, for example the Victoria Line is blue. The London Underground is also one of the longest underground systems in the world, with over 408 kilometres of track. Its first passenger trains started running in 1863, on the Central Line, and today three million passengers travel on it every day. Londoners call the Underground ‘the Tube’, after its tube-shaped tunnels.

During the Blitz, the aerial bombing of London in World War II, Londoners hid from the bombs by using the underground stations as shelters during air raids and slept on platforms overnight. Air-raid sirens were a signal of approaching planes and for Londoners to go down to the stations.

The Underground does not run 24 hours a day. Track maintenance is done at night, after the system closes. The first trains start operating shortly after 5 a.m., running until around 1 a.m.; rush hour is from 7.30 to 9.30 in the morning, and from 4.30 to 6.30 in the evening.

London is divided into six travel zones. Zone one is the most central zone and zone six is the outer zone which includes Heathrow Airport. The more zones you cross, the more you pay on the Underground.

To travel on the Underground, you can buy a daily ticket, a daily travel card, or an Oyster card. This is a smart card with an electronic chip that you charge with credit, and use to pay for travel on the Underground and on buses. It is the cheapest way of travelling in central London.

Some Underground stations have lifts; most have escalators and stairs. The longest escalator in Europe is at Angel station on the Northern Line: it is 60 metres in length, with a vertical rise of 27.5 metres. People using the escalators stand on the right-hand side, so those in a hurry can walk past them on the left.

There are several safety announcements given to passengers who travel on the Underground. When the doors of the trains are about to close, you hear ‘stand clear of the doors please’. When the train stops in a station where there is a gap between the train and the platform you will hear the famous phrase, ‘Mind the Gap!’.

3 Read the text again carefully. Are these statements true (T) or false (F)?

1 Most of the Underground is below the surface of London.
2 Victoria Line stations are all painted blue.
3 The Underground is used by three million people a day.
4 When London was being bombed during the Second World War, people slept in the Underground.
5 The Underground is open 24 hours a day.
6 You pay the same amount to travel any distance on the Underground.
7 To use an Oyster card, you have to pay before you travel.
8 People who are not walking up or down the escalators should stand on the left.
4 Complete the crossword with words from the text.

The BBC TV programme *Top Gear* held a race across London using four means of transport: car, boat, bicycle, and Tube. Which do you think proved the fastest? Find out by reading this review of the programme.

Top Gear: The race across London

The traffic in London, as those of us who live here know only too well, is at an almost permanent standstill, so last night's episode of the BBC TV motoring programme *Top Gear* organized a race to discover the fastest way of getting across the city: from West London to City Airport in the east.

Each of the four presenters was given a different means of transport. James, the posh one, opted for a car – though quite why he chose a giant Mercedes GL500 remains a mystery. Richard, the cute one, who survived that horrific high-speed accident on a car-testing circuit, wisely went for a bicycle this time. Jeremy, true to form, decided on a powerful speedboat to use on the Thames; while the show's pet racing driver, 'The Stig', who turned up for the event in full Formula 1 gear, was given ... an Oyster card.

The result must have been a shock for many of the petrol-head viewers of *Top Gear*. By the time Jeremy came charging into the airport, Richard was already sitting comfortably in the first-class lounge. 'The Stig', after receiving some curious looks on the Underground, was third. And James's luxury, gas-guzzling car came in a thoroughly deserved last.

5 The BBC TV programme *Top Gear* held a race across London using four means of transport: car, boat, bicycle, and Tube. Which do you think proved the fastest? Find out by reading this review of the programme.

6 Answer the questions about the text.

1 What do you think 'at an almost permanent standstill' means?
2 Who is James? Why did he decide to cross London in a big car?
3 Why do you think the text says Richard 'wisely' chose to ride a bicycle?
4 How was 'The Stig' dressed?
5 What do you think 'petrol-head' means? Why would these viewers be shocked by the result of the race?
6 What do you think 'gas-guzzling' means? Why did James deserve to come last?

What do you think?

- Did the outcome of this race make any useful points? What would be the result of a similar race in the capital city of your country? Are there any other considerations, apart from speed that would affect the race?
- Would you be in favour of charging drivers every time they enter a city? Should we completely ban motor vehicles from entering city centres?

PROJECT

Think about the public transport system in your city, or another city that you know well. Use the Internet, newspapers, or magazines to gather information about your chosen city, and write a brief guide to it for English-speaking visitors.
1 Work in pairs. Write a list of famous detectives in fiction, the cinema, or on television. Compare your list with your partner.

2 Read the text about Sir Arthur Conan Doyle. What were Conan Doyle's other interests apart from writing Sherlock Holmes stories?

3 Find the words (1–10) in the text and match them to their definitions (a–j).

<table>
<thead>
<tr>
<th>1 historical novels</th>
<th>6 subscription</th>
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<tbody>
<tr>
<td>2 science fiction</td>
<td>7 set</td>
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<tr>
<td>3 non-fiction</td>
<td>8 miscarriages of justice</td>
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<td>4 main characters</td>
<td>9 translated</td>
</tr>
<tr>
<td>5 serial</td>
<td>10 adapted</td>
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- a the money you pay every year to receive copies of a magazine
- b when courts find innocent people guilty
- c books about real people and events
- d rewritten in a different language
- e stories written in a period in the past
- f a story published in different parts
- g changed so that it works as a film
- h with the action taking place in a particular place and time
- i the most important people in the story
- j stories about life in the future

4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Conan Doyle wrote short stories at school.
2 A Study in Scarlet was his first novel.
3 Conan Doyle found great success working as a doctor.
4 Conan Doyle stopped writing Sherlock Holmes stories because he wanted to concentrate on medicine.
5 Conan Doyle tried to become a politician.
6 Sherlock Holmes managed to release two men from prison.
7 Conan Doyle's most famous line is 'Elementary, my dear Watson!'.

---

**Elementary, my dear Watson!**

Sir Arthur Ignatius Conan Doyle was a Scottish writer who wrote detective stories, plays, historical novels, science fiction, and non-fiction. He was born in Edinburgh, Scotland, on 22 May 1859. He attended boarding school in England, and although he was unhappy there, he was very popular with the other students because of his talent for telling amazing stories. After leaving school in 1875, he studied medicine at Edinburgh University, where he began writing short stories. After university he became a ship’s doctor and travelled to the West African coast. In 1882, he returned to the United Kingdom and worked as a doctor in Plymouth before setting up his own medical practice in Southsea.

At the same time, Conan Doyle began to establish himself as a writer. He wrote several historical novels, but it was with the detective novel *A Study in Scarlet*, whose two main characters were Sherlock Holmes and his assistant Dr Watson, that he found his greatest success. When he moved his medical practice to London, not a single patient entered his consulting room, and he used the time to write a series of short stories featuring Sherlock Holmes. The stories were first published as a serial in *The Strand* magazine, and were hugely popular. However, Conan Doyle felt that he should be writing more serious literature, and decided to kill off Sherlock Holmes, saying that ‘he takes my mind from better things’. In 1893, in the story *The Final Problem*, Sherlock Holmes and his enemy Professor Moriarty both died in Switzerland. Sherlock Holmes fans were furious, and 20,000 readers cancelled their subscription to *The Strand*.

After an unsuccessful attempt to enter politics, Conan Doyle decided to write one more Sherlock Holmes story, which was set in an earlier period than *The Final Problem*, and this became *The Hound of the Baskervilles*, which was a great success. After being knighted by King Edward VII, who was a Sherlock Holmes fan, Conan Doyle brought his character back to life and wrote a new series of stories for *The Strand*, called *The Return of Sherlock Holmes*.

As well as writing detective fiction, Conan Doyle took an interest in real cases of injustice, and two men were released from prison because he proved, Sherlock Holmes-style, that they could not have committed the crimes. After this, the Court of Criminal Appeal was established in 1907 to ensure that other miscarriages of justice could be corrected.

After spending the last part of his life studying spiritualism, Conan Doyle died, aged 71, on 7 July 1930. He is buried in Hampshire, England. The Sherlock Holmes stories have been translated into many languages, and adapted for theatre and film. It is the films, not the Sherlock Holmes stories themselves, which produced the famous line ‘Elementary, my dear Watson!’, which people still sometimes say when they think a problem is easy to solve.
The Problem

'Sir Charles had left his footprints all over that little bit of the path where he was standing. I couldn’t see any other prints.'

Sherlock Holmes hit his knee with his hand angrily. ‘I like to look closely at these things myself,’ he said. ‘Oh, Dr Mortimer, why didn’t you call me immediately?’

‘Mr Holmes, the best detective in the world can’t help with some things,’ said Mortimer.

‘You mean things that are outside the laws of nature – supernatural things?’ asked Holmes.

‘I didn’t say so exactly,’ replied Mortimer. ‘But since Sir Charles died, I have heard about a number of things that seem to be supernatural. Several people have seen an animal on the moor that looks like an enormous hound. They all agree that it was a huge creature, which shone with a strange light like a ghost. I have questioned these people carefully. They are all sensible people. They all tell the same story. Although they have only seen the creature far away, it is exactly like the hell-hound of the Baskerville story. The people are very frightened, and only the bravest man will cross the moor at night.’

‘And you, a man of science, believe that the creature is supernatural – something from another world?’ asked Holmes.

‘I don’t know what to believe,’ said Dr Mortimer.

‘But you must agree that the footprints were made by a living creature, not a ghost?’

‘When the hound first appeared two hundred and fifty years ago, it was real enough to tear out Sir Hugo’s throat … But it was a supernatural hell-hound,’ said Dr Mortimer.

‘If you think that Sir Charles’ death was caused by something supernatural, my detective work can’t help you,’ said Holmes, rather coldly.

‘Perhaps,’ said Mortimer. ‘But you can help me by advising me what to do for Sir Henry Baskerville. He arrives in London by train in exactly one hour and a quarter.’

‘Sir Henry is now head of the Baskerville family?’ asked Holmes.

‘Yes,’ said Dr Mortimer. ‘He is the last of the Baskervilles. The family lawyers contacted him in the USA. He has come to England immediately by ship. He landed this morning. Now, Mr Holmes, what do you advise me to do with him?’

‘Why should he not go to the family home?’ asked Holmes.

‘Because so many Baskervilles who go there die horrible deaths. But Sir Charles’ good work must go on. If it doesn’t, all the people on the Baskerville lands will be much poorer. If the Baskerville family leaves the Hall, that is what will happen. I don’t know what to do. This is why I came to you for advice.’

Holmes thought for a little while. Then he said: ‘You think it is too dangerous for any Baskerville to live at the Hall because of this supernatural hell-hound. Well, I think you should go and meet Sir Henry Baskerville. Say nothing to him about this. I shall give you my advice in twenty-four hours. At ten o’clock tomorrow morning, Dr Mortimer, I would like you to bring Sir Henry Baskerville here.’

[Extract taken from: Oxford Bookworms stage 4, The Hound of the Baskervilles]
### Exam Practice 1

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<td>2</td>
<td>1</td>
<td>b</td>
<td>2</td>
<td>d</td>
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#### Possible answers

1. Phone me.  
2. Want a lift?  
3. Slow down.  
4. Can we postpone?  
5. Thanks for helping.

#### Exam Task

|   | f | 2 | e | 3 | a | 4 | b | 5 | c |

### Exam Practice 2

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<td>Students' own answers.</td>
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<td>4</td>
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<td>2</td>
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#### Exam Task

|   | 1 | f | 2 | e | 3 | a | 4 | b | 5 | d |

### Exam Practice 3

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| 2 | Dear Bob and Wendy,  
If you want a special meal on your last night in Athens,  
I suggest you go to the crowded but excellent 'Delphi Restaurant'. From my house turn left out of the front door and walk for about a kilometre and it's on the left. When you're there, you have to try the delicious moussaka. It's a tasty traditional Greek dish of lamb and aubergine.  
Hope you enjoy the meal!  
Best wishes  
Yanni |

#### Spelling, article, and preposition mistakes

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<td>a</td>
<td>dinner – meal</td>
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<tr>
<td>b</td>
<td>good/very good – special, excellent</td>
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<tr>
<td>c</td>
<td>busy – crowded</td>
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<td>d</td>
<td>delicious – tasty</td>
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<tr>
<td>e</td>
<td>customary – traditional</td>
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| 1 | c | 2 | e | 3 | d | 4 | a | 5 | b |
| 5 | Students' own answers. |
| 6 | Students' own answers. |

#### Exam Task

Students' own answers.

### Exam Practice 4

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<td>1</td>
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</table>
| 2 | Good: interesting, every day is different, rewarding at times, feel like you're doing good, helping people  
Bad: lots of paperwork, sometimes boring, quite dangerous |

#### Students' own answers

### Exam Practice 5

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| 1 | Nouns: belief; player/play; breath; complaint; choice; receipt; laughter; forgiveness; advisor/advice  
Nouns: strength; width; depth; height; length; breadth; poverty; pride; warmth |
| 2 | b |

#### Exam Task

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<td>unfortunately</td>
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### Exam Practice 6

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<td>2</td>
<td>a</td>
<td>4</td>
<td>b</td>
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#### Exam Task

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

### Exam Practice 7

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#### Exam Task

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<td>was</td>
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<td>had</td>
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### Exam Practice 8

1. Amanda Deakins works at the Institute for Future Studies.
   - b
2. difficult ... hasn't
3. present ... future
4. not ... useful
5. prefer ... hand

**Exam Task**
- a 2 a 3 c 4 a 5 b

### Exam Practice 9

1. seven (West Virginia, Ohio, Providence, Rhode Island, Newport, Indiana, Florida)
2. four (bear, mice, whales, elephant)
3. three (cabbage, wild onions, garlic)
4. Which of these don't you need a licence to do?
5. In Providence what can't you do on a Sunday?
6. Which of these can you do after eating garlic?
7. In Florida, who aren't allowed to sing in front of other people?
   - a b c d e

**Exam Task**
- 1 a 2 c 3 a 4 a 5 c

### Exam Practice 10

1. A
2. A+C
3. a, c, and d
4. cards, palm/fingerprints, voice, etc.
5. cards, palm/fingerprints, voice, etc.

**Exam Task**
- Students' own answers.

### Exam Practice 11

1. b
2. pros and cons
3. For instance
4. In addition/Moreover
5. All things considered
6. One disadvantage is that
7. Moreover/In addition
8. Finally
9. In fact
10. In my opinion

**Exam Task**
- Students' own answers.

### Exam Practice 12

1. F T F
2. a b c d e f g 7

**Exam Task**
- 1 c 2 i 3 h 4 d 5 f 6 a 7 e

### Exam Practice 13

1. d c b a e
2. a
3. a b c d 6 3

**Exam Task**
- 1 b 2 a 3 c 4 c 5 a 6 b 7 b 8 c 9 c 10 b 11 a 12 b 13 c

### Exam Practice 14

1. Students’ own answers.

2. Lunenburg
3. Rocky Mountains
4. Churchill

**Exam Task**
- Lunenburg

### Exam Practice 15

1. Students’ own answers.

2. Possible answers
   - felt ill – went to bed early
   - argued with parents – banned from going out
   - finished work late – missed bus

3. B
4. No, it doesn’t say what time they should meet, or answer whether or not she has Lois and Michael’s phone numbers.

5. A
Hi Daphne,

I'm really pleased I can help you. I'll drop into the party shop on the way and pick up balloons and streamers. Pizza would be great, but let's order a selection of things for everyone. I think you've organized everything. Have you invited everyone and told them when to arrive? They'll probably get there an hour late anyway!

Best wishes

Sally
**EXAM PRACTICE 2**

**Speaker 1**
It just wasn’t for me. It wasn’t that I hated it or anything like that. I mean, I didn’t. I was OK at classes. I had a lot of friends and so on. But I just knew what I wanted to do. And that wasn’t sitting in a classroom listening to people tell me things that I didn’t think were important. So at fifteen I was off; the first opportunity. I’ve never looked back.

**Speaker 2**
The thing was I got more attention there than at home. You see, I’ve got five sisters and three brothers. So home was always really noisy, lots of people talking at the same time and my mum and dad too busy to really notice what we were all doing, whereas school was great. The teachers were always talking to me and asking me if I was OK and I just had a great time.

**Speaker 3**
In general, I don’t have any very strong feelings one way or the other. It was just something we had to do. The kids, you know, my fellow pupils, they were all OK, the teachers too, most of them. There was one though – Mr Walters. I’ll never forget him. Taught French – and made our lives hell if we didn’t get everything right. I gave up French because of him.

**Speaker 4**
It was a bit of a joke really. Everyone knew what was going to happen in my exams. I was pretty hopeless. But I wasn’t worried about it. Mrs Ross was my class teacher and she never got angry about it. She always said: ‘Exams aren’t everything. You’ll leave here and find something you’re really good at.’ And she was right. I did. And it wasn’t school.

**Speaker 5**
Well, that’s what they say, isn’t it? – ‘the best days of your life’. I think that’s going a bit far personally. But it was OK. And good things came out of it: reasonable exam results, a love of sport, and some great friendships. I’m still in touch with almost everyone in my class and we get together once every couple of years. That’s worth more than any exam results.

**EXAM PRACTICE 3**

**Presenter:** And now with us in the studio is Amanda Deakins from the Institute for Future Studies. Welcome to the programme.

**Amanda:** Thank you.

**Presenter:** Amanda, perhaps you could tell us a bit about your work first. I mean, it must be difficult to study the future because the future hasn’t happened yet.

**Amanda:** Yes, I see what you mean. I suppose what we really do is look at the present and use that to tell us about the future. So we take the latest developments in science and technology and we look at them and we ask a number of questions and decide what effect the particular developments will have on the future.

**Presenter:** Can you give us some examples?

**Amanda:** Well, yes, certainly, er …, well, one problem is that scientists invent things because they think would become popular but now you’re helping people, things like that. But then, well, I don’t know, they say there’s a lot of paperwork. You know, if you arrest someone you have to fill in a lot of forms so that must be quite boring. And I guess at times too it can be quite dangerous. I mean, criminals can be quite violent at times, especially if they think they might go to prison for a long time if you catch them so … yeah, there are good and bad things about being a police officer.

**Presenter:** And will these systems replace keys completely in the future?

**Amanda:** One of my colleagues thinks that fingerprint entry systems will be in every home within the next twenty-five years.

**Presenter:** But what do you think?

**Amanda:** I’m not so sure. Keys are more to us than just things which open doors. They have a sort of cultural importance too. I mean, there are magic keys in children’s stories; there are keys that open boxes full of treasure. Fingerprints just aren’t the same.

**Presenter:** True. But keys also get lost.

**Amanda:** Yes, you’re right, they do … so I’m not quite sure what will happen about keys and fingerprints.

**Presenter:** Are there any things you feel certain will become popular?

**Amanda:** Oh yes. Wireless connections. Well, they’re here already to some extent but they will get better and better and more and more common. Soon everything will be connected without the need for wires. You’ll be able to listen to music or watch DVDs or play computer games in any room in your house all from one central control system and all connected without wires.

**Presenter:** Yes, I can see that that will be popular … tell me, Amanda, have you been surprised at all by anything that at first you thought would become popular but now you think probably won’t?

**Amanda:** Um, yes, actually, quite a few things. Automatic doors is one.

**Presenter:** Automatic doors?

**Amanda:** Mmmhm. There was a study recently where four different families each lived in a very hi-tech house for two weeks at a time and they were filmed and asked about their experiences afterwards.

**Presenter:** And …?

**Amanda:** Well, it was very interesting to see which things they liked and which they didn’t. I’d always thought automatic doors were a great idea, but strangely none of the families liked them – especially the family whose dog got locked in the bedroom.

**Presenter:** Oh dear!

**Amanda:** Yes, I’ll be surprised if we see them in houses in the future.

**Presenter:** Amanda, thank you very much for talking to us and do stay with us if you can because we have some …
Matha Exam Practice Tapescripts

Extract 0, example

Carl: What's on the list Jenny?
Anne: Presents or unusual things.
Carl: Oh, I love markets. I think they're wonderful places.
Anne: Well, try my corner shop – you won't get any 'Have a nice day' there.
Anne: Anyway. Markets. You didn't say. What's your view on them?
Carl: Oh, I love markets. I think they're wonderful places.
Anne: Hmm. All the different things you can find there!
Carl: To be honest, I agree with what you said about things being difficult to find in supermarkets and so on but, as I see it, markets will never disappear. I mean, food is still much cheaper and they're great places for wandering around on Saturday morning and looking for presents or unusual things.

EXAM PRACTICE 18

In the 1970s, parents' guru and psychologist Penelope Leach published her book Your Baby and Child advising parents to be empathetic to their children as they are growing up and to take a 'feeling approach' to parenting. But in recent years, many people, from expert sociologists and paediatricians to ordinary parents, are starting to question whether we are really bringing up a new generation of children in the right way. In the age of computers, PlayStations, and Facebook, are we giving our kids too much, and should we go back to the days of some good, old-fashioned discipline?

In his book The Spoilt Generation, American writer and father Aric Sigman argues that parents shouldn't be afraid to punish or discipline their children, and that youngsters are spending too much time on their own being badly educated by technology. For many, his ideas might seem puritanical and conservative, or even unrealistic in the era of techno-gadgets. Sigman suggests that it's all right to physically punish children by smacking them, that fathers need to take a greater role in childcare, and the government should offer incentives for mothers to be at home more during the early years of a child's life. He also considers that the media and technology can create serious addictions among children, and destroy their morals and values.

His support of physical punishment caused controversy in the UK, where government legislation is quite strict and even touching a child in certain circumstances at school can be seen as abuse by an adult. Sigman argues that government interference in these matters may have gone too far and that a complete lack of physical contact, especially when a child is upset, is more damaging. He also stresses that nowadays, parents often give out confusing messages about their relationship with their children, which causes more problems when it comes to understanding who is the boss. Parents shouldn't say their children are their best friends, as that's impossible as a biological notion.

Whether you agree with him or not, Sigman's overall message to parents is to stand up and say no without feeling guilty. Too many parents today are frightened of their children's reaction to conflict and often give in to them, but children still need to know that they can't always have everything they want all the time.
1 The British Empire

1 1 e 2 d 3 c 4 a 5 f 6 b
2 It means that the Empire covered so much of the world that it was always daylight somewhere in the British Empire.
3 1 a quarter of the world’s population
2 the rise of the navy
3 the Dutch
4 for a time, it had its own army and ruled an entire country
5 **Positives:** form of government, legal system, language, sports, abolition of slave trade
6 **Negatives:** slave trade prior to abolition, non-industrialization owing to dependency on Empire trade, atrocities
5 the American War of Independence
6 an association of 53 countries which were once British colonies
7 Spain – Gibraltar

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

What do you think?

Students’ own answers.

2 The Globe Theatre

1 Students’ own answers.
2 ‘All the world’s a stage’ implies that life is often a theatrical performance.
   True: 1, 2, 3, 6, 7
3 1 his plays were being performed there
   2 Shakespeare’s company wanted London to have a more impressive theatre.
   3 by flying a flag with a picture on it
   4 the play was a comedy
   5 through a trap-door
   6 people who were going to see a play and those who weren’t, especially young people; people selling things
   7 so that they would not be recognized
   8 they were prompted by people hidden backstage
   9 a stolen play; the script having been written down by someone attending a rival’s performance
   10 the Puritans disapproved of entertainment

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

What do you think?

Suggested answers

Most of these quotes would be used in an ironic way (and also as a way of showing off that you know your Shakespeare!)

1 when someone is talking about their relationship problems
2 when planning a talk, or listening to a long and boring talk
3 when someone arrives very early for something
4 when someone is getting very angry and impatient
5 when talking about whether you should behave badly to someone who has behaved very badly to you
6 when someone asks you if you want them to play more music, and you think it will make the atmosphere better/more romantic

3 Education in the UK and the US

1 Students’ own answers.
2 first paragraph: b, second paragraph: a
3 1 US 2 UK 3 BOTH 4 BOTH
5 BOTH 6 BOTH 7 UK 8 BOTH
9 US 10 UK 11 US 12 US

4 1 ‘non-selective and provide education for all children in a particular area’
2 ‘to attend these, children have to pass an entrance exam called the 11-plus’
3 ‘privately educated … Eton, Harrow, and Winchester. These usually require the payment of high fees …’
4 ‘pupils return home in the evenings’
5 ‘all schools follow the same syllabus’
6 ‘Some schools divide pupils into groups according to ability’
7 ‘General Certificate of Secondary Education’
8 ‘Advanced Level’
9 ‘such as Visual Arts, Drama, Technology, Computer Science, Ecology, Creative Writing, and Foreign Languages’
10 ‘they go to the same school but attend different courses and levels of class’
11 ‘Scholastic Aptitude Test … a multiple-choice test that takes about four hours and consists of verbal and mathematical parts’
12 ‘Grade Point Average… the average score taken from all the grades in their final four years of high school’

5

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

What do you think?
Students’ own answers.

4 Super size America; super size world?

1 a (cola) 162  b (burger) 760
c (glass of milk) 108  d (yoghurt) 90
e (apple) 44  f (pizza) 800

2 Students’ own answers.

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

4 1 obese
2 sedentary
3 portion
4 consumerism
5 nutritious
6 24/7
7 fizzy
8 vigorous
9 trebled
10 diet
11 chef
12 vending

5 1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F

What do you think?
Students’ own answers.

5 English-speaking capitals

1 Students’ own answers.

2 1 London  2 Pretoria  3 Ottawa  4 Kingston
5 Washington  6 Canberra

3 Students’ own answers.

4 Canberra: Australia / Lake Burley Griffin & botanic gardens
Kingston: Jamaica / Marley Museum & University of the West Indies
Ottawa: Canada / Rideau Canal & museums/art galleries
Pretoria: South Africa / Church Square & Church Street
Washington: United States / Capitol, Jefferson Memorial & White House
London: United Kingdom / the ‘gherkin’ & One Canada Square

5 1 skyline
2 located
3 founded
4 dedicated to

6 Australia: Going to live Down Under

1 1 7.6
2 32
3 22
4 2,600
5 coral
6 outback
7 monolith
8 348
9 marsupials
10 harbour

2 correct reasons: 1, 3, 4, 6

3 1 Aborigines/Aboriginals; Africa
2 it wasn't worth colonizing
3 to send prisoners there; the British jails were overcrowded
4 making a new start, sheep farming, gold
5 with great cruelty
6 to keep out people they didn't want
7 by paying for the cost of their journey and giving them temporary homes
8 Asia; the end of the discriminatory White Australia policy

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

What do you think?
Students’ own answers.

7 Transport in London

1 Students’ own answers.

2 Be careful getting on or off: there is a space (gap) between the platform and the train.

3 1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 F
(this goes against the usual pattern of keeping left in Britain, e.g. on the roads, but the idea is that most people are right-handed, and would feel more comfortable using their right-hand to steady themselves on the escalator)
**What do you think?**

**Suggested Answer**

The typical sequence of events in a classic detective story is:

1. the seemingly perfect crime;
2. the wrongly accused suspect;
3. the mistakes of dim-witted police;
4. the greater powers of observation of the detective; and
5. the surprising ending, in which the detective reveals how the identity of the criminal was found.

---

**Across**

1. rush hour 4. passengers 7. daily
8. line 10. track 12. zone
13. tunnel

**Down**

2. station 3. rise 5. network
6. escalator 8. lift 9. Tube
11. run

---

5. the bicycle

6. 1. it hardly ever moves
   2. the ‘posh’ presenter on the BBC show *Top Gear* (this is a common joke on the programme, because he once trained as a classical pianist); nobody knows
   3. he had recently had a very bad experience in a car
   4. in motor-racing clothes and helmet
   5. mad about cars and other powered vehicles; a bicycle beat the others
   6. uses a lot of petrol; his car was wasteful of energy

---

**Sir Arthur Conan Doyle – The Hound of the Baskervilles**

1. Students’ own answers.

2. medicine, politics, miscarriages of justice, spiritualism

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

4. 1 F (He told amazing stories at school.)
   2 F (*A Study in Scarlet* was his first detective novel.)
   3 F (He found his greatest success as a writer of detective novels.)
   4 F (He stopped because he wanted to write more serious literature.)
   5 T
   6 F (He proved the men were innocent, and as a result of this the men were released.)
   7 F (The most famous line from the films is 'Elementary, my dear Watson!')

5. They have seen an animal that looks like an enormous hound.

6. 1. moor
   2. hound
   3. ghost
   4. hall
   5. to tear
   6. footprints
   7. lawyers
   8. throat
   9. sensible

7. 1. Because he hadn’t been called earlier to come and look at where the killing had happened.
   2. Because many people have seen the enormous animal that they think killed Sir Charles.
   3. Because it has left footprints on the ground.
   4. The last living member of the Baskerville family.
   5. Because he doesn’t know what to do with Sir Henry – to take him to the family home or not.
   6. To say nothing to Sir Henry, but bring him to meet him.
1 The British Empire

legacy something that is left to you from an earlier period nasljede
to set (the sun) to go down at the end of the day zaci, zalaziti
to rule over to be in control of vladati nad
to extend to go as far as proshiriti se na
at its peak when it is biggest na vrhuncu
to expand to get bigger siriti se
mariner sailor moreplovac
the globe the Earth kugla zemaljska
penal colonies places in other countries that were used as prisons kaznene kolonije
to benefit from to get a good result from imati koristi od
to be reliant on to depend on ovisiti o
harvests the results from collecting the food you have grown zetve
disputes arguments sporovi

2 The Globe Theatre

playwright person who writes plays dramski pisac
three-storey with three floors (on top of each other) trokatni
trap-doors small doors that open to a space under the floor podna vrata
refreshments food and drinks hrana i pice
commoners ordinary working people pucani, obicni ljudi
screaming shouting in a high, loud way because you’re afraid vristanje
nobles people from the aristocracy, the top class of society plemic, plemstvo
masks things you put on your face so people can’t see who you are krinke
to hide to stop people from seeing sakriti
to whisper to speak very quietly šaptati
rivalry competition suparnistvo
inferior not as good as manje vrijedan
copyright the right to make copies of something autorsko pravo
demolished destroyed, knocked down srušen
replica copy kopija
smooth easily lako
to be brief to say something quickly in a few words biti kratak
tedious boring dosadan, zamoran
nobler of a better character plemenitiji

3 Education in the UK and the US

non-selective taking everybody, not only the best neselectivan
single-sex for only boys, or only girls samo za dječake, odnosno. samo za djevojke
syllabus everything that you study in school nastavni plan
to fail to not succeed pasti (na ispitu)
Citizenship how to be a member of society gradanski odgoj
participation saying and doing things, not just sitting quietly sudjelovanje
oral spoken usmeni
aptitude ability sposobnost
verbal speaking govorni
to take into account to remember when deciding something uzeti u obzir

4 Super size America; super size world?

calories the units that show how much energy is in food kalorije
to be overweight to be too heavy, weigh too much imati prekomjernu težinu
to rise to increase rasti
aware of knowing about svjestan
to consume to eat konzumirati, pojesti
productivity how much is produced by workers proizvodnost, produktivnost
to be aimed at to be directed towards, have the purpose of biti usmjeren na
to rely on to depend on osloniti se na
contracts business agreements ugovori
instant (food) very quick, immediate instant, brza (hrana)
poor not very good loš, slab

5 English-speaking capitals

inhabitants the people who live in a place stanovnici
rivalry competition suparnistvo
roughly about, approximately priblizno
weird very strange neobican, cudan
to seize to take control of osvojiti
massive very big vrlo jak
compromise agreement between people that isn’t what either side wanted, but keeps both of them happy kompromis, nagodba
6 Australia: Going to live Down Under

to ensure to make sure osigurati
spiritualism belief that it’s possible to communicate with dead people spiritualizam
huge very big golem
to contact to communicate with stupiti u vezu sa

treason doing things against your country izdaja
unique the only one that exists jedinstven

interior the part in the middle unutrašnjost
monolith an enormous piece of stone monolit
sacred important for religious reasons sveti
to convert to make people change to a different religion preobratiti
to settle to decide to live somewhere permanently naseliti,
nastaniti
fleet a large group of ships flota, brodovlje
gold rush when everyone goes to a place because gold has been found zlatna groznica
to hunt to go after something in order to kill it loviti
to poison to give things to eat which kill otrovati
to restrict to stop the numbers getting too many ograničiti
illiterate not able to read nepismen
poverty not having enough money siromaštvo
waves periods when large numbers come at the same time valovi

7 Transport in London

to cover to include the area of pokriti
interconnecting all joined together medusobno povezani
air raids when planes drop bombs on an area zračni napadi
siren the noise to tell people that an air raid is coming sirena za zračnu uzbunu
maintenance keeping things working correctly održavanje
vertical going up okomit
posh from the upper class of society otmjen
to opt for to choose odabrati
cute pretty and attractive sladak
true to form as usual kao i obično
curious wanting to know what is happening znatiželjan
thoroughly completely potpuno

8 Sir Arthur Conan Doyle – The Hound of the Baskervilles

boarding school a school where the children live during the school year škola-internat
to set up to get started započeti
to establish yourself to become known afirmirati se, postati poznat
consulting room the room where doctors see their patients ordinacija
to cancel to stop otkazati
injustice when someone is found guilty of a crime they haven’t committed nepravda
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