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1 Look at the themes for your presentation in the **Exam Task**. Then look at the photos. Talk generally about them in relation to the theme.

2 Read this short text. Which is the best interpretation, A or B?

One of the reasons so much food is wasted is because supermarkets want their food to look perfect, so fruit and vegetables are often thrown away before they even leave the farm.

**A** One reason why food is often wasted is because supermarkets don't want food that isn't perfect, so farms don't send them anything that looks wrong. They throw it away instead.

**B** Supermarkets won't stock food that doesn't look exactly right which means farms get rid of imperfect produce.

3 Read the text in the **Exam Task**. Find words that mean:

- A substantial amount
- about
- research
- a third
- thrown away
- produced
- costing

Use the words to give your interpretation of the text in the **Exam Task**.

4 Look at the chart in the **Exam Task**. Answer the questions.

1 What is the title?
2 What statistics is the chart illustrating?
3 What is the chart trying to prove?
4 How do the figures compare with the information in the text fragment, or with what you see in the photos?

Now complete the **Exam Task** in pairs.
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 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.
▶ Also, focus on the ‘other’ words that may seem less important such as prepositions, adverbs, and pronouns. These words can completely change the meaning of a sentence.

1 Read the EXAM TASK. Tick the correct answers to these questions.
1 What is the text about?
☐ unusual animals
☐ endangered animals
2 What does Alana Greene do?
☐ She works with animals.
☐ She works with plants.
3 What is the purpose of her talk?
☐ She wants people to go to Africa.
☐ She wants support for her cause.
4 Who is she talking to?
☐ scientists
☐ ordinary people

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

3 Match each question (1–6) with these groups of related words (a–f).
   a ________ at the moment, research, project
   b ________ feel threatened, afraid, concerned
   c ________ people, creatures, recognize
   d ________ ferocious, fight, attack
   e ________ war, pessimistic, obstacles
   f ________ endangered, constant danger, in the wild
Now complete the EXAM TASK.

EXAM TASK
T 1 Familiarize yourself with the questions and answers in 1–6. Listen twice to conservationist Alana Greene making an appeal for people to support conservation work with mountain gorillas. For each question, choose an answer that matches the information in the recording by circling a, b, or c.

1 Alana explains that it is wrong to believe gorillas are dangerous because …
a they are quite gentle animals that form family groups.
b in her many years of research, she has never seen them act aggressively.
c they only fight out of self-defence or to protect their families.

2 While working with gorillas, Alana …
a was never scared of them, only other animals.
b sometimes felt threatened by the animals she got close to.
c taught them to respect humans.

3 Alana claims that gorillas and people …
a lead lives so different that it is difficult for us to understand them.
b have a lot in common in the way that they live their lives.
c find it difficult to recognize individuals in the other species.

4 Today mountain gorillas …
a can be found in 400 places in the world.
b are endangered and have disappeared from the jungles.
c only live in three habitats in Africa.

5 Alana had been more optimistic about the future of gorillas before …
a conflicts in the region created new problems.
b conservation agencies stopped making any progress.
c she found out that certain obstacles are impossible to overcome.

6 Alana is currently involved in …
a a breeding programme for mountain gorillas.
b creating a safe zone for endangered gorilla populations.
c research about the key priorities of the local people.
EXAM TIPS

▶ Before you read the text, look at the title and think about what type of text you are about to read. If the meaning of the title isn't clear, read the first paragraph and think again.
▶ Before you begin the EXAM TASK, read the text quickly, ignoring the gaps, to get a general idea of what it is about.
▶ The second time you read the text, look at each gap in turn. Look at what comes before and after to get an idea of what part of speech is missing. Work out why the other options are wrong.

1 Read the title of the EXAM TASK. What two things do you learn about the content of the text?

2 Read the EXAM TASK text. Choose the best summary.
   a The text is about Turner – the famous British landscape painter.
   b The text is about an annual prestigious prize for British art.
   c The text is about a famous art gallery in London that is visited by thousands of people every year.

3 Read the sentences about the arts. Match the parts of speech in the box with the gaps. There is one extra part of speech you do not need to use.

   continuous verb    modal auxiliary verb
   adjective    pronoun

1 Opera is possibly the least accessible of the arts, but I think everybody ________ see an opera at least once in their lifetime.
2 The audience had taken their seats in the theatre and ________ for the show to begin.
3 I phoned the box office a week before the opening night of Swan Lake. Luckily, there were still a ________ of the cheaper tickets left.

4 Choose the correct multiple choice answer to complete each sentence in exercise 3.
   1 a has
      b ought
      c should
      d might
   2 a were waiting
      b are waiting
      c had been waiting
      d will be waiting
   3 a many
      b little
      c some
      d few

5 Read the opening paragraph of the text in the EXAM TASK. Answer the questions.

   Every year the Turner Prize does (1) ________ remarkable. It makes contemporary art a controversial topic. People ignore the subjects of politics, celebrities, and sport, and hotly debate the various merits of the nominated artists instead.
   1 Which part of speech is needed to fill the gap?
      adverb   adjective   indefinite pronoun
   2 Look at the options (a–d) from question 1 in the EXAM TASK and complete the sentences (1–4) with the different options.
      a someone
      b anything
      c something
      d anybody
      1 The answer isn’t ________ because this refers to people.
      2 The answer isn’t ________ because this is only used in negative statements or questions.
      3 The answer isn’t ________ because this refers to people and is only used in negative statements or questions.
      4 The correct answer is ________ .

Now complete the EXAM TASK.
THE ART OF CONTROVERSY

Every year the Turner Prize does (1) _______ remarkable. It makes contemporary art a controversial topic. People ignore the subjects of politics, celebrities, and sport, and hotly debate the various merits of the nominated artists instead.

The Turner Prize is recognized internationally as the UK’s most coveted art prize. Every year, a British artist under 50 (2) _______ £20,000 in prize money for outstanding work over the past twelve months. First place is considered (3) _______ hugely prestigious achievement, although artists in the first four places will all get to display their work in the Turner Prize Exhibition at Tate Britain.

So what is it about the Turner prize that generates so much controversy? On the one hand, there are (4) _______ critics who think it’s wrong to promote the idea that artists are in competition with each other. On the other hand, there’s the media attention. Outraged journalists write stinging articles about how the public are being tricked by the judges into thinking that the Turner prize is presenting real art.

Certainly, over the years, the nominees have created some obscure work (5) _______ as Chris Ofili’s use of elephant dung in his paintings in 1998. In 1999, Tracey Emin exhibited her own bed, which annoyed so many people that most of them have forgotten that she didn’t actually win the prize that year. Then, in 2000, Tomoko Takahashi put (6) _______ an exhibit composed of artfully arranged rubbish.

Defenders of the prize declare that freshness and originality are what’s important. Whatever the merits of the competition, one thing is true – (7) _______ the negative discussion, media debate annually gives the Turner Prize huge publicity which in turn helps raise the profile of new British art.
4 Which conclusion, A or B, do you agree with?

A Both viewpoints on this issue are extremely valid. Overall, however, I think the arguments for the idea that football is granted too much attention easily outweigh the arguments against. Although the game provides a great deal of enjoyment for many people, it has also been taken so seriously that other more important issues have been completely overshadowed. This, I think, is unacceptable.

B Both viewpoints on this issue are extremely valid. Overall, however, I think the arguments against the idea that football is granted too much attention easily outweigh the arguments for. Although admittedly the game has sometimes been taken too seriously by some people, there is no denying that it has provided enjoyment for a large majority of people who simply appreciate the sport.

5 Rewrite each informal sentence using formal language more suited to a discursive essay.

1 Lots of people are mad about football.
   Many people thoroughly enjoy football.

2 Players get paid a disgusting amount of money.
   Many people say footballers are paid far too much money.

3 Fans say all sorts of horrible things to each other.
   Football has become too significant in my country.

4 I'm sick of violence at the games.
   It's a very skillful game.

5 Football's better than sliced bread!
   The people travel all over the world to see their team.

6 Underline the mistakes in the sentences. Match each one with the type of mistake and rewrite the sentence.

   | grammar | spelling | extra word | missing word | wrong tense |
---|---|---|---|---|---|
A | It's a very skilful game. spelling – It's a very skilful game. |
B | Millions have enjoyed the World Cup in 2006. |
C | Many people can't afford buy season tickets. |
D | It isn't necesary to change the team's kit so often. |
E | I think footballers is paid far too much money. |
F | There's too many violence at matches. |
G | The people travel all over the world to see their team. |

Now complete the EXAM TASK.

EXAM TASK

Write a 200–250 word essay on the statement:

Some people say that the behaviour of sports players has a bad influence on teenagers, others say they are good role models.

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 TASK

Read the text below carefully and match the gaps (1–5) with the sentences (a–f). There is one sentence you do not need.

a) Running for buses on grey mornings in London became a blur as I sipped Piña Coladas at the outdoor bar.

b) I board the plane for London and decide to come back again soon.

c) Downstairs, the wedding guests are already milling around waiting for the transport to arrive.

d) As we speed by, I gaze at the tricycle mounted sellers peddling coconut milk beside the crumbling buildings.

e) I haven't seen much of it yet.

f) Soon everybody has a drink, and we're trying hopelessly to learn some Salsa moves from the locals.

A CARIBBEAN WEDDING

‘How do you like the Dominican Republic?’ asks Michel. ‘Well …’ I'm not sure what to say. (I) ________ I only arrived five days ago, and went straight to an all-inclusive five-star resort. I spent my time lazing in tranquil solitude on a palm-fringed Caribbean beach. (2) ________ Now, I was on my way to the capital, Santo Domingo, to see a bit of real Dominican life. In reply to Michel, I mumble something about the way of life.

Once we’re in the capital, we drive quickly through the low, two-storey streets of the old town. (3) ________. This is more like it, I think to myself. At the hotel, I pay my fare, and say goodbye to Michel and rush upstairs to my room. (4) ________. I slip into my dress and find it goes perfectly with my shoes.

An hour later we are in the lush, tropical gardens of a gorgeous house above the coast road and the ceremony begins. On the way back to the hotel, we stop off at a club. (5) ________. In between making a fool of myself, I look out across the beautiful estuary. I think of my flight home tomorrow, of rainy days in London and running for early morning buses. I vow to extend my ticket by another week.

EXAM TIPS

▶ Before you read the text, look at the title and think about what type of text you are about to read. If the meaning of the title isn't clear, read the first paragraph and think again.

▶ Read the text through quickly in order to get a general idea of what it is about.

▶ When you read for the second time, look for clues in the text either side of the gap that will help you match the sentences. Words such as pronouns are often very important.

1 Read the title of the EXAM TASK. What two things do you learn about the content of the text?

2 Read the text in the EXAM TASK quickly and answer the questions.

   1. What country is the writer in?
   2. Is the writer a man or a woman?
   3. Is the writer looking forward to going home?

3 Read this extract and match the missing sentences (a–c) to the gaps (1–3). Use the underlined words to help you.

Michel, a local man, is driving me through the countryside to my hotel. (1) ________. I’m hoping I’ll be in time for my best friend’s wedding which starts at three. (2) ________. Why didn’t I try it on before I left England? Why didn’t I try it on at the hotel I’d just left behind? (3) ________. I bought them at different times.

   a) She’s worrying about the rest of her life and I’m worrying about the dress I’m going to wear.
   b) I don’t even know, if it will go with my new shoes.
   c) It’s late, but he’s going quickly.

Now complete the EXAM TASK.
EXAM TIPS

▶ Read the text quickly, ignoring the gaps to get a general idea of what it is about.
▶ Look at the words before and after the gaps to find a clue about what type of word you are looking for.

WORD FORMATION

1 Read the text in EXAM TASK A. Tick the topics it refers to.
- changes to the environment
- changes in the weather
- problems for wildlife
- the damage people do

2 Read a further extract from the text in EXAM TASK A. Answer the questions for the gaps (1–3).

There are some (1) ________ who claim that (ENVIRONMENT) global warming has nothing to do with this rise in temperature – it could be that periodic cooling and warming is a (2) ________ process. To support (NATURE) this argument, a recent study by geologists of rocks near the South Pole concluded that the West Antarctic Ice Sheet has been melting (3) ________ for the past 10,000 years, and that (SLOW) this meltdown has been continuous not sudden.

Gap 1
a Which word suggests the answer is a noun referring to people? who
b Which word suggests the answer is plural?
c What is the missing word?

Gap 2
d What kind of word is process?
e Which kind of word describes a word like this?
f What is the missing word?

Gap 3
g What kind of word is melting?
h Which kind of word describes a word like this?
i What is the missing word?

GAP FILL

1 Read the text in EXAM TASK B. Write a sentence summarizing what the text is about.

2 Read the text in EXAM TASK B. Look at the words either side of each gap. What part of speech from the box is missing in each gap? Which words helped you guess?

<table>
<thead>
<tr>
<th>article</th>
<th>preposition</th>
<th>noun</th>
<th>conjunction</th>
<th>adjective</th>
<th>possessive adjective</th>
</tr>
</thead>
</table>

Now complete EXAM TASKS A and B.

WORD FORMATION – EXAM TASK A

Complete gaps (1–4) in the text below using the given words to obtain logical and grammatically correct sentences. The right spelling is required.

Our planet is (l) ________ getting warmer. (GRADUAL)
Records of temperature changes in Antarctica show a rise in the average temperature of an astonishing 4.5 degrees in only 50 years. Many (2) ________ are alarmed at the prospect of a hotter world, and with good reason. The ice in Antarctica consists of 75% of the Earth’s freshwater. As the planet heats up, the ice melts. A major meltdown would cause sea levels to rise (3) ________, which would result (DRAMA) in extensive flooding across the globe. Over the past three years, massive icebergs have been breaking off the Antarctic ice shelves. Recently, a huge section broke off and crumbled into the sea.

But what is causing this rise in temperature? Some scientists think the global warming from (4) ________ air pollution is responsible. (INCREASE)

GAP FILL – EXAM TASK B

Complete the text below by writing one word in each gap to obtain logical and grammatically correct sentences. The right spelling is required.

Michael Schumacher is one (l) ________ the world’s most impressive sportspeople, and he’s certainly one of the highest earners. Schumacher is the many-time world champion of the world’s biggest televised sport – Formula One racing. Formula One is so massive, that on a race weekend at the height of the season, (2) ________ than 300 million people in 150 countries tune in.

The word formula refers to (3) ________ specifications of each car. These incredible single-seat racing cars can accelerate from zero to 100 mph and back again in under six seconds. No one has ever been better at driving one of these cars than Schumacher. In his prime, he was not only the sport’s biggest star, but a driver for (4) ________ most famous team, Ferrari. Ferrari has been in Formula One from the outset and has dominated ever since.

However, (5) ________ promising new drivers come and go, Schumacher has been on the scene for thirteen years. He has won more grand prix races than any other driver, has rewritten the record books, and has earned a huge (6) ________ of money. He may not be dominating the sport any more, but his achievements will always be remembered.
EXAM TIPS

Your essay should be 200–250 words in length. You will need four paragraphs, each roughly 50 to 65 words long.
Start each paragraph with a topic sentence to outline the main theme of that section. Then expand on this theme throughout the paragraph using appropriate examples.
Avoid irrelevant details, repetitive points, and informal language.
When you have finished, check that your essay is between 200 and 250 words. Then check the text carefully for spelling, grammar, and punctuation errors.
Check that you have included a range of vocabulary and grammar, and that your work is coherent and cohesive.

1 Read this paragraph from a discursive essay. Decide which topic sentence is missing from the beginning, a, b, c, or d. Why?

According to statistics, some gamers spend more time on their consoles than with real-life friends. Cases of severe addiction as well as injuries have been reported from all over the globe. Deaths have even been caused by excessive gaming. However, for those who struggle to form relationships, online gaming can be a source of genuine friendships.

a People who are skilled at forming relationships in real life also make friends more easily online.
b Online gaming environments have replaced a social life for many young people around the world.
c There is scientific proof that games can improve your social skills.
d Gaming is a form of addiction that is fast becoming as dangerous as alcohol, smoking, or drug addictions.

2 Write a sentence to summarize the paragraph below.

Games developers have made huge investments recently to link virtual gaming to the real economy. Some have negotiated exchange rates between real-world currencies and the in-game virtual money. This allows users to buy credits as well as earn them through gaming challenges. Other developers are selling in-game advertising space to real-world companies. But the simplest link has always been there: many online games charge membership fees.

3 Would your summary make a good topic sentence? What, if anything, is the difference between a summary and a topic sentence? How would you rewrite your sentence to introduce the above paragraph?

4 Match the themes (1–4) to the examples (a–d).

1 Gaming is harmful to your health. ________
2 Gaming develops your social skills. ________
3 Gaming can be used to teach career skills. ________
4 Gaming can be profitable. ________

a In the game Second Life, you can use your own money to buy in-game credits to give you a better chance at succeeding within the virtual world.
b In complex online games like World of Warcraft, you often need to co-operate with other players.
c A young Korean man died of exhaustion in front of his games console, having played for 48 hours non-stop.
d The US military has begun using virtual war games to train new recruits for campaign scenarios instead of more costly combat exercises in conflict zones.

5 Complete each phrase with one missing word. There may be more than one way to complete each phrase.

1 on ________ one hand …
2 ________ instance …
3 to ________ one example …
4 such ________ …
5 ________ one thing …

6 In pairs, think of one example for each of the points made below about the role of technology in our lives.

1 We rely too much on our mobile phones.
2 There is a trend for a new device to absorb the functions of other commonly used devices.
3 Stylish design and user-friendliness is often as important as being technologically advanced.
4 Today’s new technology is rapidly replaced and made obsolete by the technology of tomorrow.
5 It is often difficult to predict what way technology will develop in ten or twenty years’ time.

7 In pairs, pick a point from exercise 6 and create a full paragraph. What other details could be included?

Now complete the EXAM TASK.

EXAM TASK

Write a 200–250 word discursive essay on the statement:
Some people say social networking helps young people make new friends, others say it reduces individual privacy.
Discuss both views and give your opinion. Your essay must have an introduction, body, and conclusion. You will receive points for range and accuracy of grammar and vocabulary.
EXAM TIPS
▶ Paragraph one of your essay should contain full information about the subject of your review.
▶ Paragraph two should contain brief information about the content of the subject you are reviewing. In the case of a book or a film, be careful not to give the ending away.
▶ Paragraph three should include a personal evaluation of your subject. Choose the elements that are most important to you, but make sure you comment on both the things you like and do not like.
▶ Paragraph four should include your recommendation, or otherwise, and reiterate reasons for this. You should make it convincing.

1 Which of these are good introductions to a film and a book review? Why?

A Troy is another in a recent series of historical adventure films. It’s set in ancient times and tells Homer’s tale of Helen of Troy and the Trojan war. The film is directed by Wolfgang Petersen and has a star-studded cast that includes Brad Pitt as the brave warrior, Achilles, and Orlando Bloom as Paris. The war begins as a result of a love affair, but the film concentrates on the tactics of the different warriors.

B The Incredibles is a great cartoon film for kids but the whole family will probably like it because it’s very funny. There are some fun characters in the film. Each of them has a different super power. My favourite character is probably Mr Incredible. That’s because he’s very funny, but also he never gives up trying to be a superhero.

C Pride and Prejudice was written by the English writer, Jane Austen. It’s a Victorian novel set in the 19th century and is about the prejudices between social classes of that time. The story centres on a mother’s quest to find husbands for her five daughters. The main character is Elizabeth Bennet, who is a flawed but likeable character.

D There are a lot of different Harry Potter books and all of them have been made into films. My little sister, Natalie, loves all the Harry Potter stories. She thinks JK Rowling is a really good author. Certainly JK Rowling appeals to both adults and children alike in her books. They’re really exciting tales and they’re really well-written, too.

2 Choose a film or a book and write an introduction to a review.

3 Read the second paragraph of a review of Troy and tick the information it includes.

In 1193 BC, Paris, the Prince of Troy and the beautiful Greek woman, Helen, fall in love. They run away to Troy together, leaving Helen’s husband Menelaus, the King of Sparta, furious and ready to start a war. The war takes place at Troy with devastating consequences.

1 information about the characters
2 information about the basic plot
3 details about Paris and Helen’s love affair
4 a description of Helen
5 what happens to the characters at the end

4 Write the second paragraph of the film or book review you started in exercise 2. Make sure you don’t include too much information.

5 Read the evaluation of the film Troy and answer the questions. Then write an evaluation of your book or film.

The film has an exciting plot with a lot of action. Brad Pitt is especially impressive in his role as the warrior Achilles. However, at times, the characters are a little unbelievable. I found the portrayal of the love affair between Paris and Helen to be quite unconvincing.

1 What does the writer like about the film?
2 What doesn’t she like?

6 Which is the best concluding paragraph A or B? Why?

A It’s a good story and the acting is quite good too. Even though everybody knows the story and can predict what will happen, it’s still exciting. Not only that, I like Brad Pitt. So, if you see the film you’ll probably enjoy it. It’s certainly worth spending a bit of money on.

B There are definitely aspects of Troy that are weak. I would certainly have liked to have seen more convincing characterization. However, overall the film is worth seeing if only for the well-choreographed action scenes with Brad Pitt. For an entertaining night out at the cinema, I would definitely recommend it.

7 Write a concluding paragraph for the review of your book or film.

Now complete the EXAM TASK.

EXAM TASK
Write a 200–250 word review of a book you’ve recently read or a film you’ve recently seen. You will receive points for range and accuracy of grammar and vocabulary.
In pairs or small groups, write synonyms for the shopping words in the box.

| cash | purchase | store | retailer | consumer |

5 **T2** Listen to this conversation between two good friends. Write the shopping words you hear. How many of these did you already have in exercise 4? Compare your lists in groups.

6 **T3** Listen to this speaker. Choose the statement which best describes the shopping experience. Explain why the other statements are incorrect.

a I bought an expensive pair of jeans.
b My friend spent a fortune.
c My friend went home empty-handed.

Now complete the **EXAM TASK**.

**EXAM TASK**

**T4** Familiarize yourself with the list of shopping experiences (a–g). You will hear only five of these being described by different young people. Listen to the speakers twice and decide which experience each speaker is talking about.

a I wanted a refund.
b The product I bought was faulty.
c I spent the day trying things on.
d I thought the product was in bad condition.
e I had a wasted journey.
f I bought something that didn't fit.
g I was worried about the method of payment.

In pairs, think of possible quotes for the shopping experiences (1–4).

2 Now write your own quotes for these shopping experiences. Compare your ideas with other students.

1 not finding what you want
2 exchanging an item
3 spending a lot of money
4 using a credit card

3 Read the statements (a–g) in the **EXAM TASK** and find words that mean:

1 be the correct size
2 old, broken
3 manufactured goods
4 not working
5 unnecessary
6 money back
7 trip
8 putting on a piece of clothing to see if it fits
1. Read the title and opening paragraph of the EXAM TASK. Work in pairs or small groups to write a sentence summarizing the significance of the title.

2. Make a list of vocabulary from the first paragraph to support your summary sentence.

   research, …

3. Read the whole text in the EXAM TASK quickly and choose the best summary (a or b) of its contents.
   a. Obese children can learn to lose weight permanently by addressing their psychological needs.
   b. Obese children need to learn that exercise and a good diet are the only ways to reduce their weight.

4. Match the questions in the EXAM TASK with the relevant parts of the text.
   Question 1 – paragraph 1

5. Read question 1 in the EXAM TASK. Ask yourself questions about each option to decide which is correct. Find evidence in the text to support your ideas.

   A. Have schools increased exercise for students?
      - The text says ‘… the decrease in physical education in school …’
      - The answer isn’t a.

   B. Are diets becoming healthier?
      Are people …?

Now complete the EXAM TASK.

EXAM TASK

CHANGING BODIES, CHANGING LIVES

Research shows that over the past twenty years, obesity among children and adolescents in America has risen dramatically. This increase in body weight can be explained by greater inactivity at home, a decrease in physical education at school, and an increased use of cars and buses for getting to and from school. Add to this, missing breakfast and inconsistent meal patterns throughout the day, consuming less than five servings of fruit and vegetables, drinking sugary soft drinks, and the result is that obesity is now the most common chronic paediatric illness.

There is also evidence to suggest that people are not prioritizing their health. The increased trend for eating out strongly correlates with obesity. Apparently, the priority when eating out is value for money. This has resulted in larger portions being chosen over the healthy options, and the same applies to supermarket shopping. People tend to choose larger quantities of cheap food over smaller quantities of healthy, better quality food.

The health risks associated with being overweight at any age are well documented. It is believed to contribute to five of the leading causes of death in America: heart disease, strokes, high blood pressure, cancer, and diabetes. What isn’t fully appreciated is the psychological effect that obesity has on overweight teenagers. Indeed, research shows that overweight teens often face social and psychological challenges that can have permanent consequences.

In America, where obesity is prevalent, an increasingly popular solution to the problem is weight-loss camps. These camps are designed to maximize long-term changes, which result in substantial and sustained weight loss. Therefore, as well as hoping that many children will lose 4–5 pounds each week, the camps also try to provide young people with the necessary tools, decision-making skills, and strategies to control their weight permanently.

Not only do the weight-loss camps want children to lose weight, they want them to have a good time while doing so. Consequently, in between therapy sessions, they provide instruction in adventure-based sports such as white-water rafting, rock climbing, surfing, and hiking. In addition, some camps offer individualized educational programmes that take advantage of the children’s expected increase in energy and self-esteem. Hopefully by the time school starts again, they’ll be leaps and bounds ahead of their classmates.
Why do weight-loss camps offer education programmes as well?

- The camps are not only about losing weight, but also about keeping children entertained.
- Children lose a lot of energy because of their weight loss, and so they need to take part in non-physical activities.
- Some participants are more motivated by continuing their studies than by physical sports.
- Children benefit from their increased confidence and the energy provided by the physical activities by gaining an advantage in their studies.
EXAM TIPS

▶ When you are writing a descriptive essay you should choose a subject that interests you so that you can write enthusiastically and accurately about it.
▶ Start your essay by describing the subject in general terms. Then give more specific information which is relevant to the question.
▶ Write a mixture of fact and personal opinion. Your description must be between 200–250 words in length.

1 Read this task. Write a list of your favourite places. Write notes about why you like them.

A British friend on holiday in your country has asked you to tell her about the best places to have fun in your town. Write a description of the places you have chosen giving reasons for your choice.

the park – I meet my friends there; we play football

2 Which is the best beginning to the task in exercise 1?
Why?

A I like going to the park, the cinema, and to cafés in town. I like meeting my friends and sometimes we go swimming. It’s good fun. My favourite place is probably the new coffee shop in the town centre. We often go out at weekends because the town is full of young people and there’s always something we can do. I usually get the bus to town because there are always a lot of buses around.

B I live in a really lively town where there is plenty to do for young people. There’s also a good transport system so you can easily get from one place to the next. In the old part of the town, there are a lot of cafés, small shops and markets. In the modern part, there are bigger stores, restaurants, and a fantastic new cinema. Just outside the town centre, there’s an excellent leisure centre, which has a lot of different sports facilities.

3 Imagine these places are in your town. Work in pairs to give both a positive and negative opinion of them.

There’s a street of cafés in the old part of our town. I love meeting my friends for coffee there because it’s so lively.

1 The main shopping area is in the town centre.
2 The cinema in our town is about fifty years old.
3 There are fast food restaurants near to the cinema.
4 There’s a big sports complex on the outskirts of town.
5 The museum often has new exhibitions.

EXAM TASK

A British friend on holiday in your country has asked you to tell him about the best places to visit near your town. Write a 200–250 word description of the places you have chosen giving reasons for your choice. You will receive points for range and accuracy of grammar and vocabulary.
EXAM TIPS

▶ Read the instructions carefully and make sure you understand exactly what you have to do.
▶ Identify the structures you recognize in the first sentence. How do you need to change them in the second sentence to get the same meaning?
▶ Check that your answer has exactly the same meaning as the first sentence. Do not leave out any words.

1 Read the EXAM TASK. What must/mustn’t you do with the word in capitals?

2 Read the sentences. Underline the words that are used in both the given sentence and the transformation. What words are in both sentences?
   1 I’m very excited about my party next week.
      LOOKING
      I’m really ______ my party next week.
   2 ‘Don’t open the window, John.’
      NOT
      I told John ______ the window.
   3 The last time I went abroad was in 1995.
      BEEN
      I ______ abroad since 1995.
   4 Members of the paparazzi took his picture.
      BY
      His picture ______ members of the paparazzi.

3 Use your answers in exercise 2 to identify changes needed in structure, vocabulary and/or word order. Rewrite the sentences using the words provided.

4 Read the transformations. Which words have been missed out in the second sentences? Rewrite them.
   1 I usually look after my sister when my parents go out.
      TAKE
      When my parents go out, I take care of my sister.
   2 I wish I hadn’t bought that terrible CD.
      REGRET
      I regret buying that CD.

Now complete the EXAM TASK.

EXAM TASK

Use the given words in capital letters to complete each sentence so that it has the same meaning as the introductory sentence. Do not change the words in capitals in any way. The right spelling is required.

1 James is better than Ben at speaking French.
   AS
   Ben ______ James at speaking French.
2 Can we postpone the meeting until tomorrow?
   PUT
   Can we ______ until tomorrow?
3 ‘Did you finish your homework?’ Anna asked Jane.
   IF
   Anna asked Jane ______ her homework.
4 When the film finishes, I’ll go home.
   UNTIL
   I ______ the film finishes.
The audio tracks for this activity can be found at www.oup.com/elt/headway/maturahr

**EXAM TIPS**
- Before you listen, read the **EXAM TASK** and questions carefully. Think about the topic and use the task to predict the kind of vocabulary you will hear.
- Read the questions with the options very carefully. Look for clues about what you are going to hear.

1. Read the **EXAM TASK** instructions and question 1. Which statement is most accurate, a or b?
   - a. The interview is with a man who takes photos for a newspaper.
   - b. The interview is with a photographer who works for himself.

   ![Audio Tracks](www.oup.com/elt/headway/maturahr)

2. Make a list of the words you associate with being freelance.
   - self-employed, deadline, …

3. Read the questions in the **EXAM TASK**. Match each question (1–5) with one of the topics below (a–f). There is one extra subject you do not need.
   - a. being by yourself
   - b. reasons for being freelance
   - c. the best thing about the work
   - d. meeting tight deadlines
   - e. the characteristics of a freelancer
   - f. finding work as a freelancer

   Now complete the **EXAM TASK**.

**EXAM TASK**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 1        | a. he didn't enjoy travelling.  
          | b. he wanted to make his own choices.  
          | c. he didn't like his colleagues. |
| 2        | a. had problems finding contacts.  
          | b. applied for several permanent jobs.  
          | c. started a family. |
| 3        | a. be original.  
          | b. understand other aspects of the newspaper world.  
          | c. know a lot of people. |
| 4        | a. lonely.  
          | b. rewarding.  
          | c. dull. |
| 5        | a. planning his work.  
          | b. looking for subjects.  
          | c. seeing the finished product. |

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EXAM TIPS

- Plan your story before you start writing. Consider background information; main events and their consequences; and finally, the outcome.
- Use adjectives, adverbs, and linking words to add detail and make your story more interesting. Describe people's reactions to events and include some direct speech to make events and characters more believable.
- Consider the order in which you would like to tell your story – straight through from beginning to end or using flashback. Be especially aware of which tenses are appropriate.

1 Read the task below. Use the prompts to establish the background to the narrative.

Write a 200–250 word narrative about a day out when everything went wrong.

Where ...? Who ... with? What ... weather like?
When ...? What went wrong? How did you feel?

2 Look at these ideas for a day out when everything went wrong. In pairs, think of consequences for each, and agree on an outcome.

got up late – missed train – arrived late.
lost my wallet
it poured with rain
felt unwell

3 Choose three events from exercise 2 and write sentences adding detail and interest.

We didn't arrive at our destination until late morning, by which time Joe and I were getting increasingly bad-tempered. 'Come on!' I grunted crossly as Joe stopped to look in the sweet shop window, 'We'll never get there!'.

4 Write full sentences for your ideas from exercise 1.

5 Read paragraphs A and B for the narrative. Which will be told from beginning to end? Which will use flashback?

A After what happened to me last year, I sincerely doubt I will go anywhere with Joe ever again. In fact, now I have moved away to University it is very unlikely that I will bother to get in touch with him again. The whole day was a disaster from start to finish. And it's not just me – my mother can't speak about that day without bursting into tears!

B Last summer, I had the worst day out of my life. As usual, I arrived at the meeting point at 8, and was sitting wondering where on earth he was – Joe, my best friend. Suddenly, he was standing right in front of me, hair in all directions with a face that was still half asleep. 'Sorry I'm late,' he mumbled. 'I overslept. Are you cross?'

6 Match endings C and D to the opening paragraphs in exercise 5.

C ... I couldn't believe it – I was home! My mum, who had been worried sick, had saved me some tea, and my favourite programme was about to start. I curled up in my pyjamas and dressing gown on the sofa and settled down in front of the TV. Finally, something had gone right!

D ... I was home at last! I have never had such a disastrous day, and never intend to repeat the experience. It's been nearly a year, and I haven't seen much of Joe since that day. All I can say is if he wants to go again this summer, he'll definitely have to ask someone else to go with him!

7 In pairs, choose an opening paragraph and an ending from paragraphs A–D. Use your notes and vocabulary from exercises 1–4 to write the body of the narrative in two paragraphs.

Now complete the EXAM TASK.

EXAM TASK

Write a 200–250 word short story beginning with the sentence: 'I couldn't believe it – I was home!' to be included in a school magazine for students of English. You will receive points for range and accuracy of grammar and vocabulary.
1 Read this paragraph about iPods. Ignore the gaps.
Number the points (a–d) in the order they are made to see how the text is organized.

The iPod is this decade’s must-have technical gadget. (1) __________
However, for those of you who don’t yet know what an iPod is – and I’m sure there are still some of you out there who don’t – the iPod is a portable digital audio player. (2) __________ ‘So … why’s it better than any other audio player?’ I hear you ask. Well, the iPod stores sound on an inbuilt hard drive. (3) __________ It has other advantages too. Users can transfer songs to their iPod with their computer using iPod software. And … an iPod can serve as an external hard disk while connected to a computer which means a user can store any kind of file on it. Finally, what does an iPod look like? Although most are roughly the same size and have the same box-like appearance, there’s also the new iPod mini. (4) __________

a definition of its function
b its physical appearance
c comparison with other similar gadgets
d its popularity

2 Match the missing sentences (a–d) with the gaps (1–4). The order of the points in exercise 1 will help you.

a It plays music – lots of it!
b Everybody wants to own one.
c The result is it has a much larger capacity than other players that rely on flash memory.
d It’s much smaller and neater of course.

3 Read this extract and choose the correct option. Why are the other options wrong?

We all spend time deleting unwanted emails. Most of them advertise products we don’t want or give us advice we don’t need. At the very least, it’s irritating, but far more significant than this is the fear that one of them contains an attachment with a virus. (1) __________ So what motivates virus writers to inflict this kind of damage?
a These malevolent people want to destroy our software if they can.
b If we open it our files will be corrupted, or worse still, our software will be destroyed.
c It’s the most damaging virus that’s been created so far.

EXAM TASK

Carefully read the text below and match the gaps (1–5) with the sentences (a–f). There is one sentence you do not need.

a As a result, viruses are becoming more complicated and damaging with each passing day.
b The most well-known offenders in the computer world are virus writers and hackers.
c Computer criminals should have tougher punishments.
d Nevertheless, we also need to stop young virus writers from being attracted to the activity in the first place.
e However, there is also a more sinister type of motivation.
f In fact, they’re often teenagers and some are even as young as ten.

EXAM TIPS

▶ After reading through the text the first time, read each gapped paragraph again more carefully. Do not be put off by language you do not understand. Instead, think about how the text is organized. This will help you work out what information is missing.
▶ At the end, read through the text to check it makes sense with the answers you have chosen. Make sure you understand why the extra option is wrong.
EXAM TIPS

▶ Don’t worry if you don’t know the word for something. Find a way to explain what you mean.
▶ When you are doing the EXAM TASK, make sure you have thought about the topic and organized your ideas before you start talking. Make brief notes to help you.
▶ Learn ways to give your opinion clearly and concisely.

1 Explain the meaning of the words in the box to a partner without using the word itself.

<table>
<thead>
<tr>
<th>travel brochure</th>
<th>currency</th>
<th>check-in desk</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-catering</td>
<td>timetable</td>
<td>package holiday</td>
</tr>
</tbody>
</table>

2 Read this discussion topic. Work in small groups to think of reasons why it is true.

‘It’s easy to travel all over the world these days. Why do you think this is?’

travel is much cheaper now

3 Read the discussion topic below. Complete the chart.

‘Tourism is the best industry for every country.’ To what extent do you agree with this statement?

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides jobs</td>
<td>can spoil the environment</td>
</tr>
</tbody>
</table>

4 Read the statements. Work in groups to think of different angles on the topics. Prepare to speak for three minutes on each.

Technology is a waste of time.
Travelling broadens the mind.
Exams are the only way to assess learning.

Now complete the EXAM TASK.

EXAM TASK

1 Familiarize yourself with the material. Prepare to present and discuss the topics below with the examiner.
- The popularity of travelling.
- The effects on the tourist industry.

2 Discuss these follow-up questions for the above task.
1 Could you describe the material, making reference to the main idea?
2 What is the connection between the photos?
3 Why has it become so easy to travel these days?
4 Do you think it’s important to visit other countries?
5 Would you like to apply for the job in the advert?

3 Familiarize yourself with the topics below. Choose one and prepare to present and discuss it with the examiner.
1 ‘Families are becoming less important to young people.’
   To what extent do you think this is true of modern youth?
2 ‘Looking after our health has become a very important part of today’s society. Why has this happened?’
1 What does the word 'British' mean to you? Discuss your ideas with a partner. What does 'multicultural' mean? How multicultural do you think present-day Britain is?

2 Find out how much you know about the people of Britain by doing this quiz.

1 How many of the people now in Britain originally came from another country?
   a 4%  b 8%  c 12%

2 How many languages are spoken in London today?
   a 100  b 200  c 300

3 When did the Romans arrive in Britain?
   a 45 BC  b 43 AD  c 410 AD

4 How long ago, approximately, was the last invasion of Britain?
   a 2000 years  b 1000 years  c 200 years

5 What, for three centuries from 1066, was the official language of Britain?
   a French  b German  c English

6 How many immigrants came to live in Britain in 2006?
   a 20,000  b 143,000  c 4,600,000

7 How many Polish people lived in Britain in 2007?
   a 250,000  b 500,000  c 750,000

8 What is now the most popular food in Britain?
   a curry  b roast beef  c fish and chips

3 Read the text to check your answers.

A nation of immigrants

1 If you walk down a street in Britain, especially in the bigger cities, you will usually see a very diverse mix of people. These people of different races and colours are all part of multicultural Britain. About 8% of the population is originally from another country – that’s about 4.6 million people – and in London more than 300 languages are spoken.

2 What many people don’t know is that Britain has always been a mixed-race society. The first people to settle in Britain were Celts, who probably came from Spain. But it was the Romans who brought the first big changes to the culture of the island, building an effective road structure, towns, and houses. The Roman occupation, which lasted from 43 AD to 410 AD, was followed by invasions by Saxons (from Germany), Vikings (from Scandinavia) and Normans (from France). The Normans, who invaded in 1066, had the greatest influence on Britain, establishing a legal and administrative system in the country. French was the official language in Britain for over 300 years!

3 In the 1660s, as Britain’s trading empire grew, the slave trade began to bring many people from Africa to work in the houses of rich British families. By the end of the 1700s, there were about 20,000 black people living in London, but in 1833 the slave trade was abolished throughout the British Empire.

4 The British Empire during the 1700s and 1800s was very powerful. It controlled many places across the world, such as India, several African countries, and the West Indies (the islands of the Caribbean, including Jamaica). As a result, many aspects of British culture, such as sport, were imported there, and the people learnt English. They also fought for Britain, most notably in the First and Second World Wars.

5 In the 1880s Jewish people from Russia came to Britain to escape prejudice in their own country. Irish settlers arrived during the same period, to find a new way of life away from the poverty and famine in Ireland. And new trade with India and China brought people from these countries to the main ports in Britain – Liverpool, Bristol, and London.

6 From 1948 until the 1970s, Britain experienced a period of mass immigration. After the Second World War, Britain needed help to rebuild the country. In 1948, a boat called the Empire Windrush arrived from the West Indies, carrying the first of many thousands of West Indians who settled in Britain during the 1950s and 1960s, mostly in the industrialized cities of London, Birmingham, and Manchester. Workers also arrived from India, Pakistan, and Bangladesh.
4 Why did large groups of these people leave their countries to come to Britain? Match the ethnic groups (1–8) to the reasons (a–h).

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romans, Saxons and Normans</td>
<td>a to do trade with the British</td>
</tr>
<tr>
<td>Africans</td>
<td>b to get away from prejudice</td>
</tr>
<tr>
<td>Russian jews</td>
<td>c to work as slaves</td>
</tr>
<tr>
<td>Irish</td>
<td>d to invade Britain</td>
</tr>
<tr>
<td>Chinese</td>
<td>e to work elsewhere in the EU</td>
</tr>
<tr>
<td>West Indians and Asians</td>
<td>f to help Britain after the war</td>
</tr>
<tr>
<td>Bosnians and Somalis</td>
<td>g to live in safety from war</td>
</tr>
<tr>
<td>Poles</td>
<td>h to escape extreme hunger</td>
</tr>
</tbody>
</table>

5 Find words in the text with these meanings. The paragraph numbers are in brackets.

1 different from each other (1)
2 the main groups that humans can be divided into because of their physical appearance (1)
3 decide to live somewhere permanently (2)
4 dislike of people because of their race, religion, etc. (5)
5 lack of food in a country (5)
6 going into a country to live there (6)
7 belonging to a particular race of people (7)
8 a steady movement in one direction (8)
9 people who have to leave their country because of danger (8)
10 cruel treatment of people because of their race, religion, etc. (8)
11 people who join together because of religion, nationality, interests, etc. (8)
12 related to people who lived a long time ago (9)

7 Inevitably there were tensions between some of the new immigrant communities and the white British population, and race relations laws were introduced in the 1960s to make it illegal to refuse housing, employment or public services to people because of their ethnic background. The British government also began to restrict immigration, and by 1972, only holders of work permits, or people with parents or grandparents born in Britain could settle there.

8 Nevertheless, since 1970 there has been a continuous flow of people into Britain. Many of them have been refugees, escaping from wars and persecution in places such as Uganda, Bosnia, Somalia, and Albania. In 2006, 143,000 people were allowed to settle in Britain. As the European Union expanded, allowing for the free movement of people, there was a huge increase in the number of temporary immigrant workers from Central and Eastern Europe. The Polish community in particular grew faster than any other, and the total number of Poles living in Britain in 2007 was estimated to be ¾ of a million. At the same time, of course, many British people continue to settle in other EU countries, and beyond.

9 Being a multicultural society has had an enormous impact on Britain’s history and identity: its immigrants have established the systems of government, added to its wealth, commerce, and industry, and influenced music, art, sport, and diet (many people now consider curry to be Britain’s national dish!). Everyone in Britain is descended from immigrants – it’s just a question of how far back you want to go.

What do you think?

- Do you think society benefits from being multicultural, or should immigrants adapt to the culture of the country they go to live in?
- How can tensions between different communities be avoided?
- Should governments restrict the number of people coming into the country to work? Should they limit the entry of refugees, who may be escaping war, famine, or persecution?

PROJECT

Choose an immigrant community in your country. Find out as much as you can about it and write an article for your school magazine. Say when, why, and how they arrived, outline the difficulties they have faced and describe the contributions they have made to the country’s economy and society.
Quickly read texts A, B, and C. Which tourist attraction does each describe? What is the most interesting thing about each one?

**A  London, England**

Although today the Tower of London is just a well-known tourist attraction, in the past it was a fortress, a palace, and a prison complete with torture chamber. Just after the Norman invasion of England in 1066, William the Conqueror (King William I) ordered the construction of the main tower, which became known as the White Tower after it was whitewashed in 1241. A famous part of the Tower of London is the entrance via the River Thames called Traitor’s Gate, through which those who had displeased the monarch were brought to the Tower. Later, prisoners would be taken from their cells to be put to death at Tower Green, inside the Tower’s walls. Those beheaded there included three English queens, and the infamous block and axe remain there to this day. Some believe that the ghosts of Henry VIII’s wives still walk these paths.

Today the Tower is home to well-known symbols of England such as the Yeoman Warders (popularly known as ‘Beefeaters’) in their colourful uniforms, and the Crown Jewels. These include the Imperial State Crown, worn by the monarch on state occasions, and Cullinan I: the world’s largest top-quality cut diamond. The black ravens that live within the walls are another of the famous sights: for centuries these magnificent birds have been regarded as guardians of the Tower. According to legend, the Tower and kingdom will fall if they ever leave and in the 17th century King Charles II ordered that at least six ravens be kept there. In fact, seven are kept there in case one flies off—although to prevent this happening they all have one of their wings painlessly clipped!

**B  Sydney, Australia**

The Sydney Harbour Bridge, nicknamed the ‘coathanger’ by the locals, is the world’s biggest (though not the longest) steel arch bridge, standing 134 metres above the water. Opened in 1932, it took eight years to build and carries eight lanes of road traffic plus two railway lines. Before vehicles or trains were allowed to cross it, its ability to support a complete traffic jam was put to the test by packing its entire 1150-metre length with buses, trams and railway carriages.

The bridge can be crossed on foot along fenced-in walkways on either side, giving wonderful views of the Parramatta River, Sydney Harbour, the Manhattan-like skyline of Australia’s biggest city – and the Sydney Opera House. This amazing building, formed by three groups of interlocking ‘shells’, is a UNESCO World Heritage Site.

For those fit enough, and not afraid of heights, BridgeClimb enables anyone over 12 to traverse the arch in the day, at dusk, or during the night. Every ten minutes a group of twelve, clad in overalls and attached to a safety rope, starts the long climb up steep metal ladders and along narrow catwalks, reaching the very top of the bridge. The views are breathtaking, and since it started in 1998 BridgeClimb has become a ‘must-do’ while in Sydney, attracting celebrities such as the singer Kylie Minogue and the actor Matt Damon. Safety precautions are rigorous, and include a compulsory alcohol breath test before setting off.
San Francisco Bay, USA

If you stand on Fisherman's Wharf in San Francisco, you can see an imposing island in the middle of the bay with formidable and rather dilapidated buildings. This is Alcatraz, also known as 'the Rock'. From 1850 until 1933 it was a fortress, occupied by the American military and part of the defences of the area. But the island is best known for its period as a penitentiary, where many of the USA's most famous and dangerous criminals were securely locked up to ensure the protection of the American people.

Al Capone, the notorious Mafia boss, spent some time there. But the most famous inmate was surely Robert Franklin Stroud, a prisoner who became famous for raising, studying, and writing about birds, and was known as ‘the Birdman of Alcatraz’. A Hollywood film of the same name, in which he was portrayed as a gentle and humane person, contributed to the jail's reputation for brutality. But in reality Stroud was a violent and dangerous man, and he was never allowed to see the movie.

The prison was closed in 1963, but from 1969 to 1971 the island was occupied by some Native American college students, who claimed it in the name of the Indian people. At first the US government tried to ignore this occupation, but when a maritime accident occurred because the island's lighthouse was out of service, they acted and removed the illegal residents.

Today the island is a tourist attraction, and a regular ferry service takes visitors there to see the old prison buildings, the museum, and the wildlife sanctuary for protected birds.

2 Answer these questions about the Tower of London (A), the Sydney Harbour Bridge (B) or Alcatraz (C). In some cases, more than one answer is possible.

Which sight:
1 is the most modern of the three?
2 can only be reached by boat?
3 has been used to keep prisoners?
4 is now in quite poor condition?
5 changed colour a long time ago?
6 was the setting for a story that distorted the truth about somebody?
7 has interesting creatures living there?
8 was seized by descendants of the original inhabitants of the country?
9 has been given the name of a household object?
10 has had a defensive role?
11 is near another internationally-renowned sight, famous for its architecture?
12 used to be the site of executions?
13 can be climbed 24 hours a day?
14 has a unique precious stone?
15 checks that certain visitors are not drunk?

3 Use the context to work out the meanings of these words.

A: chamber, traitor, beheaded, axe, ravens, clipped
B: interlocking, traverse, dusk, overalls, catwalks, breathtaking
C: penitentiary, notorious, inmate, portrayed, maritime, sanctuary

What do you think?

► Which sight is the most – and the least – interesting? Why? What else would you like to know about it?
► Which other famous sights, outside your own country, would you like to see? What do you know about them?

ROLEPLAY AND CLASS DISCUSSION

Roleplay 1

Work with a partner. You are foreign tourists travelling around your country. Make a list of ten questions you would like to ask, for example about history, entertainment, local food, transport, and accommodation.

Roleplay 2

Work with a different partner. Act out a dialogue.

Student A: You are a tourist. Ask the questions you prepared in Roleplay 1.

Student B: You are an information officer in the local Tourist Office. Answer the tourist’s questions.

Class discussion.

Talk about tourism in your local area.
• Where would you take a tourist for lunch?
• What would you show tourists in your town or district?
• Are there any interesting stories or legends?
• How could tourism best be developed there?
• Would there be any disadvantages to tourism there?
1 Gulliver’s Travels is a novel by Anglo-Irish writer Jonathan Swift, first published in 1726. What do you know about the stories in the book?

2 Complete the Factfile on Gulliver’s Travels with the words in the box.

<table>
<thead>
<tr>
<th>inhabitants</th>
<th>early 1700s</th>
<th>Lilliput</th>
<th>society</th>
<th>rejection</th>
<th>satire</th>
</tr>
</thead>
</table>

3 Gulliver’s second voyage is to the country of Brobdingnag. Read the extract. What is unusual about Gulliver’s description of the inhabitants of this country?

There was a stile to pass from this field into the next. It had four steps, and a stone to cross over when you came to the uppermost. It was impossible for me to climb this stile, because every step was six foot high, and the upper stone above twenty. I was endeavouring to find some gap in the hedge, when I discovered one of the inhabitants in the next field, advancing towards the stile, of the same size with him whom I saw in the sea, pursuing our boat. He appeared as tall as an ordinary spire-steeple, and took about ten yards at every stride, as near as I could guess. I was struck with the utmost fear and astonishment, and ran to hide myself in the corn, from whence I saw him at the top of the stile, looking back into the next field on the right hand, and heard him call in a voice many degrees louder than a speaking trumpet; but the noise was so high in the air, that at first I certainly thought it was thunder. Whereupon, seven monsters like himself came towards him with reaping-hooks in their hands, each hook about the size of six scythes. These people were not so well clad as the first, whose servants or labourers they seemed to be: For upon some words he spoke, they went to reap the corn in the field where I lay.

(Gulliver’s Travels Part II, Chapter I)

4 Find words in the extract with these meanings.

1 steps to climb over a wall
2 highest
3 trying
4 row of small bushes or trees planted together
5 tall, pointed structure on top of a church
6 long step, when walking
7 from where (old use)
8 after which (old use)
9 curved, pointed piece of metal
10 curved, flat tool used for cutting grass
11 dressed in good clothes (formal)
12 cut and collect crops, e.g. corn
5 Answer the questions about the extract.

1 Why was it impossible for Gulliver to climb over the stile?
2 Who does Gulliver see in the next field?
3 Who was this person like?
4 Why is he 'struck with the utmost fear and astonishment'?
5 What did Gulliver do when he saw him?
6 What did Gulliver hear that sounded like thunder?

6 In this extract from Part IV, Gulliver is in the land of the Houyhnhnms (intelligent horses with a superior culture), talking to one of them. Read the text and answer the questions.

He asked me, ‘what were the usual causes or motives that made one country go to war with another?’ I answered ‘they were innumerable; but I should only mention a few of the chief. Sometimes the ambition of princes, who never think they have land or people enough to govern; sometimes the corruption of ministers, who engage their master in a war, in order to stifle or divert the clamour of the subjects against their evil administration. Difference in opinions has cost many millions of lives: for instance, whether flesh be bread, or bread be flesh; whether the juice of a certain berry be blood or wine; whether whistling be a vice or a virtue; whether it be better to kiss a post, or throw it into the fire; what is the best colour for a coat, whether black, white, red, or gray; and whether it should be long or short, narrow or wide, dirty or clean; with many more. Neither are any wars so furious and bloody, or of so long a continuance, as those occasioned by difference in opinion, especially if it be in things indifferent.’

1 What is Gulliver explaining to him? Why do you think he needs to do this?
2 What are the three main reasons he gives?
3 What kinds of example does he give of the third reason? What is the effect of the way he gives these examples?
4 What causes the worst wars according to him?
5 What is Swift’s aim in this extract?
6 Is his satire relevant to more modern times?

What do you think?

- Think of a culture very different from that in your country. What do you find most surprising about the way of life there? What would the inhabitants there find most surprising about your culture? Why?
- How can travel change people?
- Think of a journey you have made and describe the ways in which it changed you.

PROJECT

*Gulliver’s Travels* is an adventure novel. Think of an adventure novel either set in your country or written by somebody from your country. Find out as much as you can about this novel, using the Internet, textbooks and encyclopaedias. Write a factfile about it, similar to the one in exercise 2.
The Importance of Being Earnest, first performed in 1895, was written by Oscar Wilde. Look at this short extract. Do you think the play is a comedy, or a tragedy?

Algernon: I hope, Cecily, I shall not offend you if I state quite frankly and openly that you seem to me to be in every way the visible personification of absolute perfection.

Cecily: I think your frankness does you great credit, Ernest. If you will allow me, I will copy your remarks into my diary. [Goes over to table and begins writing in diary]

Algernon: Do you really keep a diary? I'd give anything to look at it. May I?

Cecily: Oh no. [Puts her hand over it] You see, it is simply a very young girl's record of her own thoughts and impressions, and consequently meant for publication. When it appears in volume form I hope you will order a copy. But pray, Ernest, don't stop. I delight in taking down from dictation. I have reached ‘absolute perfection’. You can go on. I am quite ready for more.

Algernon: [Somewhat taken aback] Ahem! Ahem!

Cecily: Oh, don't cough, Ernest. When one is dictating one should speak fluently and not cough. Besides, I don't know how to spell a cough. [Writes as Algernon speaks]

Algernon: [Speaking very rapidly] Cecily, ever since I first looked upon your wonderful and incomparable beauty, I have dared to love you wildly, passionately, devotedly, hopelessly.

Cecily: I don't think that you should tell me that you love me wildly, passionately, devotedly, hopelessly. Hopelessly doesn't seem to make much sense, does it?

Lady Bracknell: … I hope you are behaving very well.

Algernon: I'm feeling very well, Aunt Augusta.

Lady Bracknell: That's not quite the same thing. In fact the two things rarely go together.

1 The Importance of Being Earnest, first performed in 1895, was written by Oscar Wilde. Look at this short extract. Do you think the play is a comedy, or a tragedy?

2 Match the different types of comedy (1–4) to the correct definitions (a–d).

<table>
<thead>
<tr>
<th>1 black comedy</th>
<th>a presents unlikely or ridiculous situations and events</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 farce</td>
<td>b contains elements that are both amusing and sad</td>
</tr>
<tr>
<td>3 tragicomedy</td>
<td>c satirizes the habits and mannerisms of a society</td>
</tr>
<tr>
<td>4 comedy of manners</td>
<td>d presents unpleasant things in a humorous way</td>
</tr>
</tbody>
</table>

3 Quickly read the background and extracts from Act II Scene 2. Which of the comedy types (1–4) do you think it is?

Background to the scene
The Importance of Being Earnest tells the story of two friends, Jack Worthing and Algernon Moncrieff. Jack has invented a fictional brother, Ernest, who he uses as an excuse to escape from his boring home in the country to have fun in the city. The name Ernest sounds the same as Earnest in the title, which means ‘serious’ and ‘sincere’, and this play on words is used to amusing effect. When Algernon discovers that Jack is the guardian of a pretty 18-year-old girl called Cecily Cardew, he goes to meet her in the country, pretending to be Earnest, his friend’s imaginary brother.
Find words in the extracts with these meanings.

1 say something that makes someone feel bad
2 in an honest and direct way
3 deserves a lot of praise
4 please (old-fashioned use)
5 with great loyalty
6 feel sorry for
7 dislike or disapprove of
8 men (rather old-fashioned)
9 state of lacking enough money to pay debts
10 local priest
11 procedures carried out for religious purposes
12 religious naming ceremony, normally of babies

Answer the following questions.
1 How does Cecily respond when Algernon tells her how beautiful she is?
2 What do her comments about her diary indicate about her character?
3 When she says ‘I am quite ready for more’, what does she want to hear?
4 Why do you think she has difficulty spelling ‘cough’?
5 Why is her remark about the word ‘hopelessly’ amusing in this context?
6 Why does Cecily like the name Ernest?
7 Why does Algernon say ‘if I had some other name’?
8 Why does Algernon ask for the Rector?
9 Give two examples of irony used in Extract 2.
10 In Extract 2, which words do they use to address each other affectionately?

What do you think?

▶ Is there ever a connection between somebody’s name and the type of person they are?
▶ Is it possible you would like someone less when you met them because of their name?
▶ If we are attracted to someone, do we inevitably try to present ourselves as a better person than we really are?
▶ In a relationship, is it always wrong to tell each other lies, or can absolute honesty be harmful to a relationship, too?

PROJECT

Find out more about the author Oscar Wilde from the Internet, textbooks or encyclopaedias, and write a short biography for a website about famous writers.
Include information about:
• his origins and early life
• his work, including a few famous lines from his plays
• the difficulties he faced in his later years
1 As well as his many plays, William Shakespeare also wrote 154 sonnets. Below is his Sonnet 116, first published in 1609. Read it quickly and decide on a simple title for it.

SONNET 116
Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth’s unknown, although his height be taken.

Love’s not Time’s fool, though rosy lips and cheeks
Within his bending sickle’s compass come:
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.

If this be error and upon me proved,
I never writ, nor no man ever loved.

William Shakespeare

2 Without focusing on the meaning of individual words, study the structure of Sonnet 116 and complete this text with suitable numbers and letters. When you have checked your answers, read the sonnet again – this time aloud.

Sonnet Structure

A Shakespearean sonnet has (1) ________ lines. The first (2) ________ of these lines are divided into three quatrains of (3) ________ lines each. The theme of the sonnet is laid down in the three quatrains, then there is a change of emphasis in the last (4) ________ lines, known as the couplet. The quatrains have the following rhyme schemes: (5) ________, eef, and the couplet’s rhyme scheme is (6) ________, although words that rhymed 400 years ago may not necessarily do so today. Most of Shakespeare’s sonnets are written in iambic pentameter, so that each line has (7) ________ syllables. There are (8) ________ units in a line, generally formed by an unstressed syllable followed by a stressed syllable.

Example: Which alters when it alteration finds
The English used by Shakespeare four centuries ago was in some ways different from the language of today. Match the sections of the sonnet on the left (1–8) with their modern equivalents on the right (a–h).

| 1. Let me not to the marriage of true minds Admit impediments. | a. Its true value can’t be assessed, even if we can measure the position of it in the sky. |
| 2. Love is not love Which alters when it alteration finds, Or bends with the remover to remove: | b. It’s not. It is as permanent as a rock that guides sailors. |
| 3. O no! it is an ever-fixed mark | c. If I’m found to be wrong, I’ve written nothing and nobody has ever been in love. |
| 4. That looks on tempests and is never shaken; It is the star to every wandering barque, | d. Time can’t change love; it remains the same even until death. |
| 5. Whose worth’s unknown, although his height be taken. | e. It isn’t really love if it changes when we notice the other person has changed, or is no longer there. |
| 6. Love’s not Time’s fool, though rosy lips and cheeks Within his bending sickle’s compass come: | f. Love doesn’t change with time just because physical beauty fades over the years. |
| 7. Love alters not with his brief hours and weeks, But bears it out even to the edge of doom. | g. May I never accept that anything can interfere with true love. |
| 8. If this be error and upon me proved, I never writ, nor no man ever loved. | h. It stands solid above the stormy waves, and like the North Star, guides all ships that are lost. |

Answer the questions about Sonnet 116.

1. Which stanza says what love is? Which say what it is not? Which states the narrator’s certainty?
2. How does ‘Oh no’ in the second stanza affect the pace of the sonnet?
3. What does the narrator personify in the second stanza? How?
4. What striking metaphor is used in the second stanza?
5. What is personified in the third stanza, and how?
6. Where is alliteration used in the third stanza?

What do you think?

- The message of the sonnet is that real love remains strong forever. How true do you think this is? What factors can make this more, or less, likely?
- In what ways can the pressures of modern society have a negative effect on relationships?
- Is the notion of falling in love with one person for life old-fashioned? Why? Why not?

PROJECT

A TV programme is asking for suggestions for ‘The Top 80 Romances of all times’. Choose a romance in a book, film, or play you are familiar with. Find out more about it from the original work, the Internet, or encyclopaedias. Write an email to the TV programme, saying why you think it should be in the list.

Include the following information:
- the setting
- the two characters
- how the relationship starts and develops
- the difficulties they encounter
- what happens in the end
Look at the photos. Which scene, in your opinion, is more beautiful? Which do you think would be more likely to inspire great poetry? Why?

Quickly read this text about the poet William Wordsworth. Where and what is ‘Wordsworth Country’?

Complete the text with these words and numbers.

**William Wordsworth** was born in (1) ________ in the Lake District, an area of mountains, lakes, and valleys covering around 2,300 square kilometres in Cumbria. His early home life was comfortable, but when he was (2) ________ his mother died and he was sent away to grammar school in Hawkshead. In 1787, he went to university in (3) ________, often returning to the Lake District during vacations to walk and enjoy the beauty of the area. After graduating he spent time in France, where he supported the Republican cause, and also in (4) ________, marvelling at the scenery in the Alps. In 1791, he fell in love with a French woman, Annette Vallon, and a year later they had a daughter. But there was war in the air between Britain and (5) ________, and a year later he returned to England.

His collections *An Evening Walk and Descriptive Sketches* were his first works to be published, in (6) ________. Soon after that, he became friendly with the great poet Samuel Taylor Coleridge and in 1797 they moved into a house in Somerset, together with William’s sister Dorothy. A year later, they published *Lyrical Ballads*, a key work in the history of the English (7) ________ Poets, whose poetry dealt with emotional themes, often in response to the beauty of nature. After some time spent in Germany, Wordsworth and his sister moved to Grasmere in the Lake District, and in (8) ________ he married Mary, a childhood friend. It was at this time he wrote *London, 1802* and *Composed Upon Westminster Bridge, September 3, 1802*.

In 1807, his *Poems in Two Volumes* was published, but the following years brought the end of his friendship with (9) ________, who by now had a serious drug habit, and deep sadness when two of his young children died. In 1813, however, he was appointed Distributor of Stamps for Westmorland, and the salary gave him (10) ________ security. This enabled him and his family, including (11) ________, to move to Rydal Mount in Ambleside, where he continued to write for most of his life. In 1843 he was named Poet Laureate, a post he held until his death in (12) ________. The family grave at Grasmere has become a shrine for visitors from all over the world, and the Lake District, now known as ‘Wordsworth Country’, has been a source of inspiration to many more writers and artists.
4 Match the sentence halves to describe different types of poetry.

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<table>
<thead>
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<tbody>
<tr>
<td>1 A sonnet is a poem</td>
<td>a story in a poem or song.</td>
</tr>
<tr>
<td>2 A limerick is often a</td>
<td>b that has a fixed rhythm but does not rhyme.</td>
</tr>
<tr>
<td>3 A ballad is a</td>
<td>c sad poem, often about someone who has died.</td>
</tr>
<tr>
<td>4 An elegy is a</td>
<td>d of 14 lines following a rhyme scheme.</td>
</tr>
<tr>
<td>5 Blank verse is poetry</td>
<td>e humorous or nonsense five-line poem.</td>
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</table>

5 Quickly read *Composed Upon Westminster Bridge, September 3, 1802* by William Wordsworth and answer the questions.

1 Which of the above types of poetry describes *Composed Upon Westminster Bridge*?
2 What time of day does the writer refer to?

*Composed Upon Westminster Bridge, September 3, 1802*

*Earth has not anything to show more fair:*
*Dull would he be of soul who could pass by*
*A sight so touching in its majesty:
This City now doth like a garment wear*

vf

*The beauty of the morning: silent, bare,*
*Ships, towers, domes, theatres, and temples lie*
*Open unto the fields, and to the sky,*
*All bright and glittering in the smokeless air.*

vf

*Never did sun more beautifully steep*
*In his first splendour valley, rock, or hill;*
*Ne'er saw I, never felt, a calm so deep!*

vf

*The river glideth at his own sweet will:*  
*Dear God! the very houses seem asleep;*
*And all that mighty heart is lying still!*

6 The poem contains some words in archaic forms, or with old-fashioned meanings. Find five of these and match them with the modern equivalents in the box.

<p>| | | |</p>
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<tbody>
<tr>
<td>beautiful</td>
<td>does</td>
<td>to</td>
</tr>
<tr>
<td>glides</td>
<td>never</td>
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7 Answer the questions about the poem.

1 The rhyme scheme for the first four lines is abba. What is it in the rest of the poem?
2 What, for a work by a Romantic Poet, is surprising about the first line?
3 What sort of person is referred to in the second line?
4 What contrast is there in the third line?
5 How does the poet create suspense in the opening lines?
6 Which words suggest a feeling of awe at the power of the city? What do we usually associate these words with?
7 What simile does the writer use, and why?
8 What metaphors are used in the poem?
9 What does the repeated use of never/ne’er indicate about the poet’s reaction to this scene of urban beauty? Which phrase indicates a spiritual effect of what the poet is experiencing?
10 What examples of personification does the poem contain?

**What do you think?**

- Do you like to be in a city when it is ‘asleep’ or just waking up? Why? Why not? In what ways are cities transformed early in the morning?
- Can a city really be more beautiful than nature? If so, can you think of any examples, in your country or elsewhere? If not, what makes the countryside lovelier than urban environments?

**PROJECT**

Choose a poet from your country. Find out more about them using the Internet, textbooks, or encyclopaedias. Write a short biography for a school magazine. Include information on:

- where and when they lived
- important influences on their work
- short examples of their poetry
- similarities/differences in their poetry and the poetry of the British Romantic Poets
Why are so many people fascinated by alien beings? Which books, films, and TV programmes have featured aliens? What do they look like?

I think everyone expected to see a man emerge – possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks – like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me – and then another.

A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off. *Stent among them. I looked again at the cylinder, and ungovernable terror gripped me. I stood petrified and staring.

A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather.

Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsed convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air.

Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedgelike lower lip, the incessant quivering of this mouth, the *Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth – above all, the extraordinary intensity of the immense eyes – were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

Suddenly the monster vanished. It had toppled over the brim of the cylinder and fallen into the pit, with a thud like the fall of a great mass of leather. I heard it give a peculiar thick cry,
and forthwith another of these creatures appeared darkly in the deep shadow of the aperture.

I turned and, running madly, made for the first group of trees, perhaps a hundred yards away; but I ran slantingly and stumbling, for I could not avert my face from these things.

There, among some young pine trees and furze bushes, I stopped, panting, and waited further developments. The common round the sand pits was dotted with people, standing like myself in a half-fascinated terror, staring at these creatures, or rather at the heaped gravel at the edge of the pit in which they lay. And then, with a renewed horror, I saw a round, black object bobbing up and down on the edge of the pit. It was the head of the shopman who had fallen in, but showing as a little black object against the hot western sun. Now he got his shoulder and knee up, and again he seemed to slip back until only his head was visible. Suddenly he vanished, and I could have fancied a faint shriek had reached me. I had a momentary impulse to go back and help him that my fears overruled.

* shopman – a young shop assistant, who had earlier been standing on the cylinder
* Stent – the Astronomer Royal, in charge of the excavation of the site
* Gorgon – figure from Greek mythology, who could change anyone who looked at her into stone

3 These groups of words from the extract all have something in common. Match the words (1–8) with the meanings (a–h).

| 1 chill, horror, terror, petrified, dread | a parts of the creatures body |
| 2 monstrous, fungoid | b ways of looking |
| 3 staring, regarding, glimpse | c ways of not keeping still |
| 4 shriek, exclamations, cry | d ugliness |
| 5 stirring, writhing, wriggled, quivered, pulsed, swayed, bobbing | e fear |
| 6 bulk, immense, mass | f adjectives describing the alien |
| 7 tentacles, brow, chin, lungs | g (large) size |
| 8 luminous, greyish, lank, V-shaped, wedgelike, oily | h ways of shouting |

4 Answer the following questions about the way the extract is written.

1 How does the author create suspense in the description of the alien?
2 What do you notice about the sentence lengths in this extract? Why does the author do this?
3 Which similes describe:
   a) the alien as it emerged from the cylinder?
   b) the sound it made as it fell out?
4 Why do you think the author wrote this as a first person narrative?

5 Answer the questions about the detail of the extract.

1 How was the narrator mistaken about the alien?
2 Why did the tentacles look sinister? What is the connection with Gorgons?
3 What did the narrator do when he saw the tentacles?
4 Why did the alien move so slowly?
5 What was most striking about the alien's appearance?
6 Why did the narrator nearly fall as he ran?
7 What did he think he heard when the man disappeared?
8 Why didn't the narrator try to rescue the man?

What do you think?

- How likely is the existence of intelligent life on other worlds? What forms might we expect alien beings to have? Will humans ever make contact with them, or them with us?
- Would alien beings necessarily be hostile to humans? Would we be hostile to them? Why? Why not? How are aliens often portrayed in books and films? What does this tell us about ourselves?

PROJECT

On October 30, 1938, a radio broadcast of The War of the Worlds had serious consequences. Use the Internet, textbooks, or encyclopaedias to find out more and write an account of it for a website for science fiction fans.

Include information on:
- where it happened and who was involved
- the nature of the broadcast
- the public reaction to the broadcast
Two doors from one corner, on the left hand going east, the line was broken by the entry of a court; and just at that point a certain sinister block of building thrust forward its gable on the street. It was two storeys high; showed no window, nothing but a door on the lower storey and a blind forehead of discoloured wall on the upper; and bore in every feature, the marks of prolonged and sordid negligence. The door, which was equipped with neither bell nor knocker, was blistered and distained. Tramps slouched into the recess and struck matches on the panels; children kept shop upon the steps; the schoolboy had tried his knife on the mouldings; and for close on a generation, no one had appeared to drive away these random visitors or to repair their ravages.

Mr. Enfield and the lawyer were on the other side of the by-street; but when they came abreast of the entry, the former lifted up his cane and pointed.

‘Did you ever remark that door?’ he asked; and when his companion had replied in the affirmative. ‘It is connected in my mind,’ added he, ‘with a very odd story.’

‘Indeed?’ said Mr. Utterson, with a slight change of voice, ‘and what was that?’

‘Well, it was this way,’ returned Mr. Enfield: ‘I was coming home from some place at the end of the world, about three o’clock of a black winter morning, and my way lay through a part of town where there was literally nothing to be seen but lamps. Street after street and all the folks asleep — street after street, all lighted up as if for a procession and all as empty as a church — till at last I got into that state of mind when a man listens and listens and begins to long for the sight of a policeman. All at once, I saw two figures: one a little man who was stamping along eastward at a good walk, and the other a girl of maybe eight or ten who was running as hard as she was able down a cross street. Well, sir, the two ran into one another naturally enough at the corner; and then came the horrible part of the thing; for the man trampled calmly over the child’s body and left her screaming on the ground. It sounds nothing to hear, but it was hellish to see. It wasn’t like a man; it was like some damned *Juggernaut. I gave a few halloa, took to my heels, collared my gentleman, and brought him back to where there was already quite a group about the screaming child. He was perfectly cool and made no resistance, but gave me one look, so ugly that it brought out the sweat on me like running. The people who had turned out were the girl’s own family; and pretty soon, the doctor, for whom she had been sent put in his appearance. Well, the child was not much the worse, more frightened, according to the *Sawbones; and there you might have supposed would be an end to it. But there was one curious circumstance. I had taken a loathing to my gentleman at first sight. So had the child’s family, which was only natural. But the doctor’s case was what struck me. He was the usual cut Edinburgh accent and about as emotional as a bagpipe. Well, sir, he was like the rest of us; every time he looked at my prisoner, I saw that Sawbones turn sick and white with desire to kill him. I knew what was in his mind, just as he knew what was in mine; and killing being out of the question, we did the next best. We told the man we could and would make such a scandal out of this as should make his name stink from one end of London to the other. If he had any friends or any credit, we undertook that he should lose them. And all the time, as we were pitching it in red hot, we were keeping the women off him as best we could for they were as wild as *harpies. I never saw a circle of such hateful faces; and there was the man in the middle, with a kind of black sneering coolness — frightened too, I could see that — but carrying it off, sir, really like Satan. ‘If you choose to make capital out of this accident,’ said he, ‘I am naturally helpless. No gentleman but wishes to avoid a scene,’ says he. ‘Name your figure.’

1 Which are the best-known ‘evil’ characters from books, plays, and films? What do you think makes them specially bad?

2 *The Strange Case of Dr Jekyll and Mr Hyde*, by Scottish author Robert Louis Stevenson, was first published in 1886. It tells the tale of the respectable London doctor (Jekyll) and the chemical experiments that bring out his evil side (Hyde). In this extract a lawyer, Mr Utterson, and his friend, Mr Enfield, describe an unpleasant episode on a London street. Choose the correct summary of the extract: A, B or C.

A Mr Enfield is attacked, but is helped by the local people.

B A doctor sees Mr Hyde behave badly, but is friendly to him.

C Mr Hyde injures a child but is caught, and offers to pay compensation.
3 Match the words (1–10) as they are used in the extract with their meanings (a–j).

| 1  | sordid       | 6  | abreast    |
| 2  | negligence   | 7  | trampled  |
| 3  | slouched    | 8  | loathing  |
| 4  | mouldings   | 9  | apothecary|
| 5  | ravages     | 10 | sneering  |

a failure to take any care of something
b wooden decorations around a doorway
c damage
d person who sells medicines (*old-fashioned*)
e dirty and unpleasant
f stepped heavily (on somebody)
g smiling unpleasantly
h next to and facing the same way
i deep hatred
j sat or stood lazily, with the shoulders bent forwards

4 Use the context to guess the meaning of these words in the text.

1 gable (l.3)
2 prolonged (l.6)
3 recess (l.9)
4 remark (*old-fashioned*) (l.16)
5 collared (l.37)
6 make capital out of (l.63)

5 Answer the questions about the extract.

1 What impression did the building give from the outside? What kind of person would you expect to live there?
2 What was in a particularly bad state? Why?
3 Who first mentioned the door? Why?
4 Why do you think Mr Enfield began to ‘long for the sight of a policeman’?
5 What did he do after he saw the incident with the girl?
6 What did the doctor say about the girl’s condition?
7 Why was the doctor’s reaction to the man surprising?
8 What did Mr Enfield and the doctor threaten to do to the man? Who did they have to protect him from?
9 Why does the man offer to pay money?
10 What does this extract tell us about Hyde’s appearance and character?

6 Answer the questions about how the text is written.

1 How does the writer create a feeling of tension in this extract? How does he make the reader want to read on?
2 In Mr Enfield’s description of the town at night, how does the writer use repetition for emphasis?
3 What similes are used to describe the following? What do they mean?
   the streets the man (when he trampled the girl) the doctor the women the man (when he spoke)
4 What metaphor does Mr Enfield use when speaking to the man? What does it mean?
5 How does the author make the man’s offer to pay seem surprising?
6 What do you notice about the length of the last paragraph? If this were a modern text, where do you think each new paragraph might begin, e.g. *All at once, …*

What do you think?

- Do you think it is possible for one person to have two completely different personalities?
- Does everybody, no matter how good they are, also have the potential to do terrible things, and does an ‘evil’ person always have *something* good about them?
- Can you think of any famous examples, from real life or fiction?

PROJECT

Choose a villain from a novel written in your first language, and find out more about them by using the Internet, literature textbooks, or the book itself. Write about this character for an exhibition in your school library. Include the following information:

- a brief description of this person’s personality and appearance
- why they are so ‘evil’
- what the consequences of this are for them, and other people
- what happens to this character in the end
Exam Practice 1

1 Students’ own answers.
2 B
3 about – on average produced – grown research – study costing – worth thrown away – disposed of
4 1 World hunger statistics.
2 The percentage of the population suffering from hunger in five countries.
3 Which country is suffering from hunger the most.
4 While food is being wasted in some countries, in others there is not enough to feed the whole population.

Exam Task
Students’ own answers.

Exam Practice 2

1 1 endangered animals
2 She works with animals.
3 She wants support for her cause.
4 ordinary people
2 2 While working with gorillas, Alana …
3 Alana claims that gorillas and people …
4 Today mountain gorillas …
5 Alana had been more optimistic about the future of gorillas before …
6 Alana is currently involved in …
3 1 d 2 b 3 c 4 f 5 e 6 a

Exam Task
1 c 2 a 3 b 4 c 5 a 6 c

Exam Practice 3

1 It is about art, and it is controversial.
2 b
3 1 modal auxiliary verb 2 continuous verb 3 pronoun
4 1 c 2 a 3 d
5 1 indefinite pronoun 2 a, b, d, c

Exam Task
2 c 3 b 4 c 5 c 6 b 7 b

Exam Practice 4

1 A is the best introduction because it paraphrases the idea showing that it’s been understood and then gives a general opinion without discussing both views in depth.

2 Sample answer
The Olympics is a world-famous event that is often the pinnacle of an athlete’s career. Every four years the mediums of communication are dominated by the event, which involves many of the best athletes from all nations. Whether this makes it the most significant sporting event in the world is debatable. For some football is more important.

3 Possible answers
Matches are often disappointing.
Players earn too much.
Tickets are expensive.
Policing football is expensive.
Fans can be violent and racist at matches.

Exam Task
Students’ own answers.

Exam Practice 5

1 It’s set in the Caribbean; it involves a wedding.
2 1 the Dominican Republic 2 a woman
3 No, she isn’t.
3 1 c 2 a 3 b

Exam Task
1 e 2 a 3 d 4 c 5 f

Exam Practice 6

Word Formation
1 All topics are referred to, except problems for wildlife.
Possible answers
1 Can I see the manager, please? / Could I see the manager, please? I'd like to make a complaint.
2 Please would you refund my money? / Hello, I would like to return this.
3 How much is that? / Can I pay by credit card?
4 How do I look? / Do I look all right in this? / What do you think?

2 Sample answers
1 'Where are the ties?' 2 'I'd like this in a bigger size.'
3 'Can you afford that?' 4 'Do you take credit cards?'

3 Students' own answers
5 shopping centre, sales, shops, customers, assistants, cheap, afford, boutique, prices, card, cash, cashpoint, queuing, counter, carrier bags, reduced, bargain, receipt, exchange

Exam Practice 10

Sample answer
Results of recent investigations show that major lifestyle changes are resulting in obesity now being the main paediatric illness in America.

2 research, obesity, risen, increase, body weight, inactivity, decrease, physical education, breakfast, servings, fruit, vegetables, sugary soft drinks, inconsistent meal patterns, common, chronic, paediatric illness

b Are diets becoming healthier?
The text says: … missing breakfast and inconsistent meal patterns … consuming less than five servings of fruit and vegetables, drinking soft sugary drinks … and … people are not prioritizing their health …
The answer isn't b.

c Has obesity overtaken all other medical problems among young people?
The text says: … obesity is now the most common chronic paediatric illness.
The answer is c.

d Has there been a fall in the number of obese children?
The text says: … obesity among children and adolescents in America has risen dramatically.
The answer isn't d.
Exam Practice 11

1. Students’ own answers.
2. B
3. Students’ own answers.

Exam Practice 12

1. You mustn’t change it in any way. You must make sure your sentence has exactly the same meaning as the original sentence.
2. 1. I’m / my party next week
   2. the window John
   3. abroad / 1995
   4. His picture / members of the paparazzi
3. 1. excited about … LOOKING forward to …
   2. Don’t open … NOT to open …
   3. the last time / was in … haven’t BEEN …
   4. took … was taken BY …
4. 1. When my parents go out, I usually take care of my sister.
   2. I regret buying that terrible CD.

Exam Practice 13

1. b
2. Possible answers
   self-employed, deadline, freedom, flexible, control, bored, routine, colleagues, lonely, contracts, job satisfaction, insurance, accounts
3. 1 b 2 f 3 e 4 a 5 c

Exam Practice 14

1. Students’ own answers.
2. Possible answers
   lost my wallet: had no money – couldn’t get home
   it poured with rain: got wet – caught a cold
   felt unwell: felt miserable – went home early
3. Students’ own answers.
Please do what you can to change the sad plight of the mountain gorillas, as it can help reduce conflict between people in the region. This is considered as important as understanding the ecology of the gorillas. I've been observing them, I've almost forgotten that these creatures are animals. There is something I recognize; something, quite human about their behaviour. But although I've been observing them, I've almost forgotten that these are gorillas. Gorillas spend their time eating, sleeping, and playing, and there is nothing better than seeing a group of youngsters playing together, while their mothers watch nearby. Sometimes when I've been observing them, I've almost forgotten that these are gorillas. There is something I recognize; something, quite human about their behaviour. But although mountain gorillas seek this peaceful life, the sad fact is they have been faced with constant dangers over the years with the result that they are an endangered species. There are only three places in the world – the mountain jungles of Zaire, Rwanda, and Uganda.

At one time conservation agencies were making real progress, and the situation seemed hopeful, but civil war has since created more obstacles that have been difficult to overcome. However, we must not be pessimistic. Today many dedicated scientists, park rangers, and other concerned people are working hard to help mountain gorillas survive. But it's more than just a case of creating a safe area and following breeding programmes. There are other factors too that need to be taken into account. I'm involved in a research project at the moment, which is seeking to understand the needs of the people in the region. This is considered as important as understanding the ecology of the gorillas, as it can help reduce conflict between conservation agencies and local people. You can find out more about this on our website. You can also find out ways that you can help change the sad plight of the mountain gorillas. Please do what you can.

T1
I'm here today to talk about the plight of mountain gorillas, but first I want to explode a popular myth. Many people believe that gorillas are ferocious animals. In fact, they only fight when they are being attacked. Certainly when it comes to protecting their families, they become very aggressive indeed, but most of the time they're gentle creatures that live in family groups. I've spent several years observing gorillas and I've never felt threatened in any way when I've been close to them. I've been afraid of other animals, but gorillas haven't concerned me. I've learnt that if you treat gorillas with respect, they in turn respect you. Gorillas spend their time eating, sleeping, and playing, and there is nothing better than seeing a group of youngsters playing together, while their mothers watch nearby. Sometimes when I've been observing them, I've almost forgotten that these are gorillas. There is something I recognize; something, quite human about their behaviour. But although mountain gorillas seek this peaceful life, the sad fact is they have been faced with constant dangers over the years with the result that they are an endangered species. There are only three places in the world – the mountain jungles of Zaire, Rwanda, and Uganda.

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T2
M: So how was it this morning? Did you get anything nice?
F: It was a nightmare!
M: Oh?
F: The shopping centre was packed and there wasn't any room on the pavements in the High Street. People were getting pushed into the road.
M: Well, it's always the same when the sales start.
F: Yeah, but this was exaggerated. It was virtually impossible to get into the shops in the first place. Then you couldn't move for customers, all pushing and shoving.
M: Err I hate that.
F: The assistants were rushed off their feet, and so grumpy.
M: What's new there?
F: I went to quite a few shops though, but couldn't find anything I really liked, or that was cheap enough to afford. When I did finally find something I wanted, in that posh boutique on the corner with the extortionate prices. What's it called?
M: Brambles?
F: Yeah that's it. My card wouldn't work. So I had to go and get the cash from the cash point. Another 15 minutes queuing there. At least they agreed to put the stuff under the counter for me. By lunchtime I was so fed up that I caught the bus home, which was also so grumpy.
M: So you still haven't told me what you got.
F: Oh … this top and these boots, they were really reduced – a total bargain! Oh and I got this book for you.
M: Wow! Nice!
F: Look I've got the receipt if you want to exchange it. I won't mind, really.
M: No it's great. Thanks. I'll lend it to you when I've read it.

T3
I met my friend Isabelle the other day and we went on a shopping trip to London. It was great fun. We went down Oxford Street and tried on lots of clothes. Isabelle didn't buy anything because she said nothing suited her, but I bought a pair of jeans, some tops and a couple of dresses. None of the items on their own cost a lot, but I did spend a lot of money.
Presenter: First, can you tell our listeners, how long have you been self-employed?
Harry: For about six years now. I worked on a local paper when I left school. That was fun at first. My colleagues were good to work with. But I soon got bored of council meetings and stories about local schools. I then worked on a national paper, which involved a lot of hours and tight deadlines, but it was more interesting and meant I travelled around the country. I suppose I got fed up with being dictated to. I wanted the freedom to use my own ideas.

Presenter: Were you worried that you might not get enough work when you became freelance?
Harry: I'd already formed plenty of contacts around the country, so no, I wasn't particularly concerned. I decided that if it didn't work out, I'd find another permanent job. At the time, I didn't have a family to worry about, and now that I have, I've got plenty of work. In fact, I've never had a slow period.

Presenter: How can people be successful freelance photographers? Is it who you know?
Harry: Well, knowing people in the newspaper world is always useful, but really, being a photographer of any kind depends on several things, including talent, look, and instinct. But being freelance does mean that you have to be that little bit different from the rest because you are in competition.

Presenter: Do you enjoy working alone?
Harry: Well, yes and no. I wouldn't say I miss having colleagues because I meet so many people anyway. But working alone certainly adds to the challenge. When there are no editors telling you what to do, or where to go, you have to look for your own opportunities, which can be very satisfying. You certainly have to be one step ahead of other photographers and there's never a dull moment.

Presenter: What are the best things about being a freelance?
Harry: Well, I love chasing ideas – it's great, not knowing whether you are going to succeed or not. But there's nothing like seeing your photographic work when it's done. That's the best part. Knowing that nearly every decision made was yours, gives you an enormous sense of pride.

Presenter: I'm sure it does. Thanks for coming in today Harry.
Harry: Thank you.

Presenter: And you'll be staying here for the next hour to talk to any listeners about being a freelance photographer?
Harry: Yes, that's right.
Presenter: And our lines are now open, so please call in on 0113 …
# Multicultural Britain

1. Students’ own answers.

2. Students’ own answers.

3. 1 b 2 c 3 b 4 b 5 a 6 b 7 c 8 a

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

5. 1 diverse
2. races
3. settle
4. prejudice
5. famine
6. immigration
7. ethnic
8. continuous flow
9. refugees
10. persecution
11. community
12. descended from

# Three tourist sights

1. A: Tower of London
   B: Sydney Harbour Bridge
   C: Alcatraz

   Students’ own answers.

2. 1 B 2 C 3 A and C 4 C

3. 5 A 6 C 7 A and C 8 C

4. 9 B 10 A and C 11 B 12 A

5. 13 B 14 A 15 B

# Gulliver’s Travels

1. Students’ own answers.

2. 1 satire
2. early 1700s
3. Lilliput
4. inhabitants
5. rejection
6. society

3. They were about ten times bigger than ‘normal’ humans.

4. 1 stile
2. uppermost
3. endeavouring
4. hedge
5. spire-steeple
6. stride
7. whence
8. whereupon
9. hook
10. scythe
11. well clad
12. reap

5. 1 The steps were too high.
2. one of the people who live in the country
3. the man who had chased his boat
4. The man was enormous; he took huge steps.
5. He ran away and hid in the corn.
6. the man’s voice
7. a device for amplifying the human voice; a loud-hailer
   (used at public meetings)
8. He is the boss; they were poorly dressed when compared to him and did what he told them to do.
9. agricultural / farming work
10. nine

6. 1 why countries fight; the idea of war is unknown there
2. greed of rulers for more land or people to rule; politicians diverting attention from failed policies; conflicting opinions
3. the details that cause conflict between different religions and cultures (whether flesh be bread, or bread be flesh; whether the juice of a certain berry be blood or wine refers to the disagreements between Catholics and Protestants over Christ’s message at the Last Supper); whether whistling be a vice or a virtue refers to the use of music in church; whether it be better to kiss a post, or throw it into the fire refers to the use of objects such as the crucifix — he makes these differences of opinion sound ridiculous by taking them out of any context
4 the most unimportant (indifferent) matters
5 to satirize the causes that lead to war between nations
6 The satire is still relevant because in modern times we still see the continuing desire for conquest by powerful leaders (e.g., Napoleon, Hitler); the use of foreign wars to distract people from problems at home (arguably the reason behind Mrs Thatcher’s war with Argentina in 1982, and the first American invasion of Iraq in 1990); ridiculous reasons for declaring war (e.g., the sovereignty of the Falkland Islands, nearly 13,000 km from the UK, with a population of less than 3,000 people), and the non-existent weapons of mass destruction in Iraq in 2003.

4 The Importance of Being Earnest

1 a comedy
2 1 d 2 a 3 b 4 c
3 a comedy of manners
4 1 offend
2 frankly
3 does you great credit
4 pray
5 devotedly
6 pity
7 object to
8 chaps
9 bankruptcy
10 rector
11 rites
12 christening
5 1 coolly, in a matter-of-fact way – she starts taking notes
2 she is probably not as naïve as she may seem
3 further compliments like absolute perfection
4 possibly because she is not well educated and has not spent much time reading and writing
5 of the adverbs wildly, passionately, devotedly and hopelessly, she only finds the last one inappropriate. Also, as she is busy writing down every word he says, his stated love for her hardly seems hopeless (at this stage).
6 She has always dreamt about falling in love with someone of that name; she feels it inspires complete confidence.
7 He is pretending to be called Ernest, so talks hypothetically about having a different name – such as Algernon.
8 to ask him to change Algernon’s name to Ernest
9 Algernon says his name is aristocratic and the name of many bankrupt men, which links nobility and poverty. Cecily asserts that Dr Chasuble is extremely knowledgeable because he is not a writer, implying that the two are mutually exclusive.
10 darling, my dear child, my own dear, sweet, loving little darling

5 A sonnet by William Shakespeare

1 True love, What real love is, Love that lasts forever, etc.
2 1 fourteen
2 twelve
3 four
4 two
5 cdcd
6 gg
7 ten
8 five
3 1 g 2 e 3 b 4 h 5 a 6 f 7 d 8 c
4 1 what love is: 2
what love is not: 1, 2 and 3
narrator’s certainty: 4
2 It slows it down.
3 love: that looks; mark refers to a ‘sea-mark.’ These were familiar rocks that guided sailors, and, like modern-day lighthouses, they can be said to ‘look’ down on the stormy seas and the ships on them.
4 It is the star to every wandering barque
5 time: within his bending sickle’s compass, love alters not with his brief hours.
This is the traditional figure of Father Time, the old man with a beard and a sickle. As the sickle was used to reap crops, he also portrays the Grim Reaper, the figure of Death who comes to take us when our time has come.
6 sickle’s compass come

6 William Wordsworth – Composed Upon Westminster Bridge

1 Students’ own answers.
2 The Lake District in Cumbria; a beautiful area of lakes, rivers, and mountains.
3 1 1770
2 eight
3 Cambridge
4 Switzerland
5 France
6 1793
7 Romantic
8 1802
9 Coleridge
10 financial
11 Dorothy
12 1850
4 1 d 2 e 3 a 4 c 5 b
5 sonnet, morning
6 fair – beautiful, doth – does, unto – to, ne’er – never, glideth – glides
7 The War of the Worlds

1 Students’ own answers.

2 Students’ own answers.

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

4 1 by describing it little by little, keeping the reader guessing
2 They vary, sometimes very short and sometimes quite long. This changes the pace and helps to increase the tension in the reader, who doesn’t know what to expect next.
3 a) glistened like wet leather
   b) like the fall of a great mass of leather
4 It creates the impression of an eye-witness account, giving the reader the feeling of being present at the vital moments, and able to imagine the fear he/she would feel.
5 1 He assumed it would resemble a human.
2 They were like snakes; in Greek mythology, the Gorgons had snakes for hair.
3 He moved backwards through the crowd, but still looking ahead.
4 Gravity on Earth was greater than on the alien’s planet.
5 the look in its (huge) eyes
6 He couldn’t stop looking at the aliens, rather than watching where he was going.
7 the sound of a faint shriek
8 He was too afraid.

8 Dr Jekyll and Mr Hyde

1 Students’ own answers.
2 C

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

4 1 the top part of a building, between the two sides of the roof
2 for a long time
3 the doorway
4 notice
5 caught hold of (literally by getting hold of someone’s collar)
6 take advantage of

5 1 it was sinister, unfriendly, and in very bad condition; someone who doesn’t take care of anything
2 the door; neglect, used to light matches, cut with a knife
3 Mr Enfield; because it reminded him of a strange series of events
4 he felt it was a dangerous area
5 he shouted, started running, caught the man, and took him back to where it had happened
6 she had not been seriously hurt, just scared
7 he instantly hated him, wanted to kill him – unusual for a doctor
8 destroy his reputation and finances; the women on the street
9 so there would not be any bad publicity
10 small; walks quickly but heavily; inhuman; gives unpleasant looks; scared but calm, with an air of evil around him like the devil (Satan)

6 1 He introduces the fact that we are going to hear a very odd story in the opening dialogue, then slowly recounts the event and the reactions of people to what happened; he describes the scene in a way that makes us feel that something bad is going to happen – the ugly doorway, the eerily quiet streets at night – and only gradually gives more detail about the man. He lets us know that something bad is coming (and then came the horrible part of the thing:) and just as the story seems to have become something relatively ordinary, he keeps the reader interested by announcing, But there was one curious circumstance.
2 street after street, street after street; all the folks asleep, all lighted up, all as empty as a church; a man listens and listens
3 the streets: as empty as a church – quiet, deserted
4 the man: like some damned Juggernaut – a powerful force
5 the doctor: about as emotional as a bagpipe – cold, unfeeling
6 the women: as wild as harpies – dangerously angry
7 the man: really like Satan – evil, as bad as the Devil
8 That they would make his name stink throughout: literally cause it to ’smell bad’, but here it means destroy his reputation.
9 By having him speak in a way that does not match his appearance: Hyde refers to himself as a gentleman keen to avoid repercussions, and able to pay any amount of money.
10 Suggested answers: All at once …, I gave a few halloa …, Well, the child …, Well, sir, he was like …, And all the time …
1 Multicultural Britain

to settle to decide to live permanently naseliti
effective having a successful result učinkovit
invasions when an army enters another country by force invazije, najezde
legal connected with the law pravni
administrative connected with organizing the running of the country administrativni
slave trade buying and selling people who are then forced to work trgovina robjem
to abolish to officially end something by making a law against it ukinuti
most notably to give the best example osobito, prije svega
mass in very large numbers masovni
tensions difficult feelings napetosti
to restrict to limit, stop something growing ograničiti, ograničavati
impact effect utjecaj
to adapt to to change your behaviour to suit a new situation prilagoditi se

2 Three tourist sights

fortress very strong building, protected against attack tvrđava
invasion when an army enters another country by force invazija, najezda
whitewashed painted white okrečen
infamous famous for something bad ozloglašen
legend story about the past that may or may not be true legenda
clipped cut a little bit podrezan
nicknamed given a popular, often humorous name s nadimkom
coathanger the thing you hang your clothes on, e.g. shirts vješalica
fenced-in surrounded by a fence, to stop people falling off ograđen
clad dressed odjeven
precautions things you do to prevent possible problems in the future mjere opreza
imposing big and making a strong impression golem, upadljiv
formidable that make you feel afraid koji ulijeva strah, zastrašujući
dilapidated old and in bad condition trošan
humane showing kindness to people ljudski, čovječan

brutality violent and cruel behaviour surovost, okrutnost
lighthouse tall building with a strong light to tell ships to keep away svjetionik

3 Gulliver's Travels

satire using humour to criticize people, especially politicians satira
corruption dishonest behaviour by people in authority korupcija
pursuing chasing, running after jureći za (brodom)
thunder the loud noise that comes with lightning in a storm grmljavina
motives reasons for doing something razlozi, motivi
vice a bad, immoral activity porok
virtue a good, moral activity vrlina
indifferent not of any real importance to anyone nevažan

4 The Importance of Being Earnest

play on words humorous use of a word with two meanings igra riječi
guardian person legally responsible for someone with no parents skrbnik
incomparable so good you can’t compare it to anything neusporediva
to dare to to have the courage to usuditi se
passionately with very strong feelings strastveno
to inspire to make you feel potaknuti

5 A sonnet by William Shakespeare

impediment something that prevents something happening zapreka
sickle tool for cutting grass, traditionally carried by Father Time srp
compass range, area covered opseg, područje
to bear out to survive opstati
doom death or destruction propast
quatrain group of 4 lines in a poem kvatrina (strofa od 4 stiha)
couplet group of 2 lines in a poem dvostih (strofa od 2 stiha)
6 William Wordsworth – Composed Upon Westminster Bridge

to marvel at to be very impressed by diviti se
key highly important ključni
in response to as an answer to kao odgovor na
shrine a place people visit because of its connection with someone very important to them svetište
source of inspiration where you get some of your best ideas from izvor nadahnuća
dull lifeless tup, beživotan
touching creating strong emotions dirljiv
garment piece of clothing odjevni predmet, odjeća
glittering shining brightly with little flashes of light blještav
to steep in to bathe in, so that it takes on the same quality uroniti
splendour impressive beauty sjaj, ljepota
at his own will in a way that he chooses njegovom voljem

7 The War of the Worlds

to emerge to come out pojaviti se
terrestrial belonging to the Earth zemaljski
billowy moving in clouds valovit
coiled up wound in circles, like a snake’s body sklupčan
inaarticulate unable to speak clearly nerazgovjetan
ungovernable uncontrollable nekontroliran
to be gripped to be totally under the influence of obuzet
to glisten to shine because it is wet sjajčiti se
steadfastly continuously uporno, postojano
to frame to surround uokviriti
brim top part of rub
to pant to breathe noisily dahtati
saliva the liquid in your mouth slina
to heave to move up and down dizati se i spuštati
convulsively with sudden movements grčevito
tentacular with tentacles, like an octopus nalik na pipak, pipčasti
appendage small part hanging from the body privjesak
incessant never stopping neprekinut
tumultuous very loud buran, bučan
gravitational energy the energy that makes things fall to the ground sila teža
vital full of life životan, pun života
crippled having difficulty walking obogaljen
clumsy uneasy nespretan
tedious taking a long time naporan
nasty very unpleasant odvratno
to topple to fall srušiti se

thud the noise of something heavy falling tup udarac
forthwith (formal) immediately odmah
aperture opening otvor
slantingly not straight vrludajući
stumbling falling spotičući se
to avert to turn away skrenuti (pogled)
dotted with containing a few, here and there prošaran, posut
gravel small pieces of stone šljunak
to vanish to disappear nestati
to fancy to imagine umisliti
impulse sudden wish to do something poriv
to overrule to say no to odbaciti

8 Dr Jekyll and Mr Hyde

sinister seeming evil and dangerous zlokoban
to thrust to throw izbaciti
storey one of the levels of a building kat
to bear to carry nositi
knocker the thing on a door that you use to knock alka
blistered with parts starting to come away from the surface poguljen
distained losing its colour izblijedio
tramps people who move from place to place, living on the street skitnice
random by chance slučajan
cane walking stick štap
in the affirmative positively, saying ‘yes’ potvrdno
to long for to really want žudjeti
to stump to walk noisily hodati ukočeno
to take to your heels to start running potrčati
struck me made an impression dojmo me se
cut and dry very ordinary običan
bagpipe musical instrument, common in Scotland gajde
stink bad smell smrad
credit positive reputation ugled
pitching it talking to convince uvjeravanje