

ROSEMARY SCOTT

READING

ELEMENTARY

OXFORD SUPPLEMENTARY SKILLS

SERIES EDITOR: ALAN MALEY

ACKNOWLEDGEMENTS

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Robert Altham
Judy Brown
John Cooper
Christyan Jones
David Murray
Sue Scullard
Katie Thomas

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This series covers the four skill areas of Listening, Speaking, Reading and Writing at four levels — elementary, intermediate, upper-intermediate and advanced. Although we have decided to retain the traditional division of language use into the 'four skills', the skills are not treated in total isolation. In any given book the skill being dealt with serves as the *focus* of attention and is always interwoven with and supported by other skills. This enables teachers to concentrate on skills development without losing touch with the more complex reality of language use.

Our authors have had in common the following principles, that material should be:

- creative — both through author-creativity leading to interesting materials, and through their capacity to provoke creative responses from students;
- interesting — both for their cognitive and affective content, and for the activities required of the learners;
- fluency-focused — bringing in accuracy work only in so far as it is necessary to the completion of an activity;
- task-based — rather than engaging in closed exercise activities, to use tasks with pay-offs for the learners;
- problem-solving focused — so as to engage students in cognitive effort and thus provoke meaningful interaction;
- humanistic — in the sense that the materials speak to and interrelate with the learners as real people and engage them in interaction grounded in their own experience;
- learning-centred — by ensuring that the materials promote learning and help students to develop their own strategies for learning. This is in opposition to the view that a pre-determined content is taught and identically internalized by all students. In our materials we do not expect input to equal intake.

By ensuring continuing consultation between and among authors at different levels, and by piloting the materials, the levels have been established on a pragmatic basis. The fact that the authors, between them, share a wide and varied body of experience has made this possible without losing sight of the need to pitch materials and tasks at an attainable level while still allowing for the spice of challenge.

There are three main ways in which these materials can be used:

- as a supplement to a core course book;
- as self-learning material. Most of the books can be used on an individual basis with a minimum of teacher guidance, though the interactive element is thereby lost.
- as modular course material. A teacher might, for instance, combine intermediate *Listening* and *Speaking* books with upper-intermediate *Reading* and elementary *Writing* with a class which had a good passive knowledge of English but which needed a basic grounding in writing skills.

(Alan Maley, Madras 1986)

FOREWORD

INTRODUCTION TO THE TEACHER

Structure of book

The book is divided into five units, each containing four or five sections on the same theme. The themes are: *Love, Lifestyles, Mind and body, Famous names, Crime and punishment*.

Each unit is similar in length and contains texts that are on the whole, short and of the same linguistic suitability. Where a text is slightly more demanding, the tasks are not, and it is hoped that by the time students reach the last chapter they will have acquired the strategies necessary to cope with a more complex text.

Chapter 5 is different in style from the other four in that it is a crime story divided into four parts. This is a deliberate choice to give the students the opportunity to read and respond to a lengthy narrative.

Choice of texts

The choice of texts was made according to the following criteria:

Responsive reading

Many reading skills books focus on reading for information through the exploitation of maps, diagrams, timetables, etc. While this type of functional reading book has its place, the aim of this book is to provide the kind of text which encourages responsive reading through exposure to a variety of extracts of written discourse including poetry.

General appeal

The texts have been selected for their general appeal and an effort has been made to provide a wide range of topics.

Skills

The texts are suitable for providing practice in the following skills:

Operational scanning a text in order to get a general impression.

Macrolinguistic recognizing the topic sentence of a paragraph and then being able to identify the function of it.

Microlinguistic deducing the meaning of unfamiliar words by relating them to words already known.

Authenticity

Authentic texts can be discouraging for foreign language learners because of linguistic difficulty and length. The texts and their accompanying tasks are designed to build up the students' confidence in dealing with authentic material.

Communication

The texts are designed to generate further communicative use of language in that students respond to them through oral interaction or short, written activities (which provide an integrated skills approach to reading).

Choice of tasks

The linguistic level and demands of the tasks reflect the linguistic content of the text, i.e. where the text is not unduly 'difficult' linguistically the tasks are relatively demanding; where the text is linguistically demanding the tasks have been graded down appropriately.

The tasks tend to fall into the following categories:

Pre-reading and prediction tasks

The aim of the pre-reading tasks is to arouse student interest in the topic. This is done by eliciting information (thus drawing on students' knowledge of the world), discussing a picture or the title of the text or by doing a questionnaire.

Global reading tasks

The tasks demand that students read quickly to acquire an overall impression of the text. There is a pre-question to focus on or a post-question asking for a very brief summary of the text. There are often True/False tasks based on the global reading. The emphasis on these tasks is to encourage the students to read for gist and to demonstrate how a text can be read and understood without understanding every word.

Intensive reading tasks

Here the students are required to take a more in-depth look at the text by completing tasks which include reference exercises, identifying paragraph topics, recognizing discourse markers and sequencing of events. The aim is to help students to see how a text hangs together.

Vocabulary tasks

One of the main aims of the book is that students learn how to cope with unknown lexical items. Where the vocabulary task is one of the first tasks it is because the knowledge of particular items is essential for further reading; where the vocabulary task is after the global and intensive reading it is because unknown lexical items will probably not impede overall understanding. Vocabulary is dealt with in a variety of ways, e.g. through identifying synonyms, by re-phrasing or by providing the same word in a different context for identification.

Responsive reading tasks

The last task in each unit is designed to provide an opportunity for students to discuss their reactions to particular points arising from the text, to draw on their knowledge of the world in expressing opinions/ideas and as often as possible to do this through communicative interaction with a partner.

Suggested lesson plan

One way of presenting a text is shown on the next page. A similar approach could be used for other lessons.

SUGGESTED PLAN FOR EXPLOITING LIFE IN BHUTAN

STAGE	TASK	TEACHER ACTIVITY	STUDENT ACTIVITY
1 Warm up		Ask students if they know/can guess where Bhutan is. If a student does know, the others can ask her/him questions about it.	Books closed
2	1	Tell students to open books and explain Task 1. After 2 or 3 minutes ask students for their answers and write them on board for use in Stage 4.	Students discuss Task 1 in pairs and write answers in note form.
3	2	Explain Task 2 and give vocabulary necessary, e.g. archery, bows and arrows. New vocabulary can be written on board.	Students look at picture and discuss Task 2 in pairs.
4	3	Remind students of information elicited in Stage 2 (on board). Tell students they are going to read a text about Bhutan. Get them to anticipate the kind of information it could contain, e.g. the people, politics, etc. Tell students not to worry about unfamiliar vocabulary in this Task. After reading, tell them to do Task 4 as a discussion exercise (in pairs).	Students read text and discuss questions in Task 4. They should compare their answers with what they had anticipated in Task 1.
5	5	Students should now do Task 5 by first re-reading the text carefully. Teacher checks answers (class activity).	Students write answers to Task 5 and compare with a partner.
6	6	Divide class into small groups to discuss Task 6.	Students discuss their opinions and feelings in groups.
	7	The last part of the lesson should be devoted to a feedback session where the whole class can exchange ideas. Some reference work would be worthwhile before this, hence Task 7. Part of Task 7 could be done for homework.	Task 7 can be done individually or in groups. The task will enable students to supplement the ideas they expressed in Task 6 for the final feedback session.

Homework You have the opportunity of meeting someone who has been to Bhutan, what questions will you ask them? Write them down.

1

Love

1 Spring

Task 1

- What is your favourite season?
- Why do you like it best?
- Why are the seasons important?

Can you think of words and phrases for each of the seasons? List them below.

<i>Spring</i>	<i>Summer</i>	<i>Autumn</i>	<i>Winter</i>

Think about this or discuss it in pairs.

Autumn is often described as a 'melancholic' time. Can you explain why?

Spring is often described as a time of 'hope'. Can you explain why?

Task 2

Look at the picture.



Can you name any birds and animals you see in spring? List them below.

<i>Birds</i>	<i>Animals</i>

Can you name any spring flowers? What colours are they?

Flowers	Colours

The poem is called *I So Liked Spring*.

- What do you think it will be about?
- Do you think it will be a happy poem?

Task 3

Read the poem slowly.

I So Liked Spring

*I so liked Spring last year
Because you were here,—
The thrushes too—
Because it was these you so liked to hear—
I so liked you.
This year's a different thing,
I'll not think of you.
But I'll like Spring because it is simply Spring
As the thrushes do.*

Charlotte Mew

Task 4

Read the poem again and answer the questions below.

- 1 What do you think 'thrushes' are in lines 3 and 8?
- 2 Which word helped you to understand 'thrushes'?
- 3 Who is 'I' in the poem? Who is 'you'?
- 4 Why did the writer like spring last year?
- 5 Why do you think 'This year's a different thing'?
- 6 Will the writer enjoy spring again this year?

Task 5

Discuss the following in pairs.

- Is the poem a happy one? Why or why not?
- Do you think the poem is optimistic or pessimistic? Why?

Task 6

- Can you think of a poem in your own language about the seasons?
Is it similar to this one?
- Describe the seasons in your country.
- Try to write your own poem about one of the seasons.

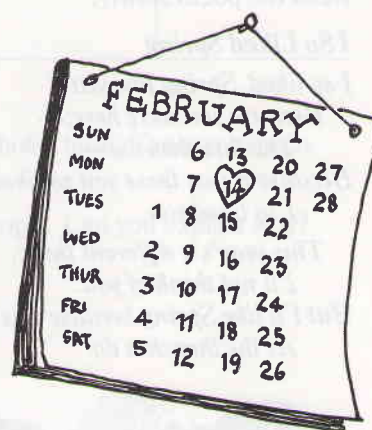
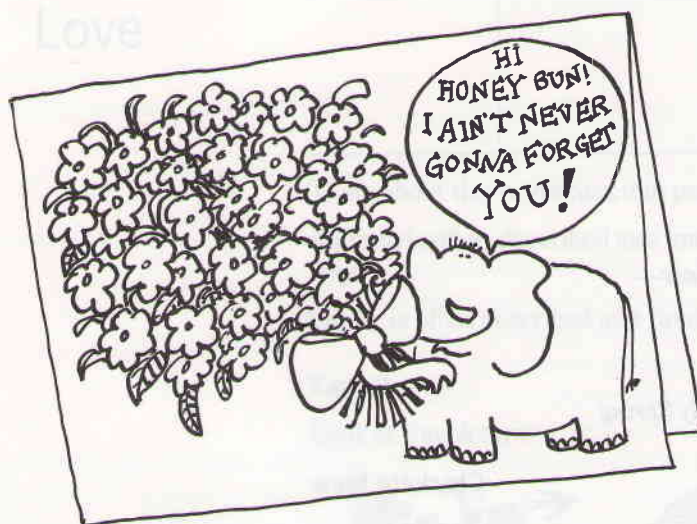
2 The Secret Diary of Adrian Mole aged $13\frac{3}{4}$

This is the title of a very popular book about the daily life and feelings of a thirteen-year-old boy. It is written in the form of a diary.

Task 1

Discuss in pairs.

- 1 What kind of card is this?
- 2 When do people send cards like this?
- 3 Why do people send cards like this?



Task 2

Before reading Adrian's diary, try and answer the questions below.

- 1 Pauline is
 - a Adrian's mother
 - b Adrian's sister
 - c Adrian's teacher
 - d Adrian's girlfriend.
- 2 When Pauline got the card she was
 - a happy
 - b angry
 - c embarrassed
 - d afraid.
- 3 The card was from
 - a Adrian
 - b Adrian's father
 - c a friend of his mother's
 - d his brother.

Task 3

Now read Adrian's diary opposite and check your answers to Task 2. How many Valentine's Day cards are there in the text?

Saturday February 14th — St Valentine's Day

I only got one Valentine's Day card. It was in my mother's handwriting so it doesn't count. My mother had a massive card delivered. It was so big that a GPO van had to bring it to the door. She went all red when she opened the envelope and saw the card. It was dead good. There was a big satin elephant holding a bunch of plastic flowers in its trunk and a bubble coming out of its mouth saying 'Hi, Honey Bun! I ain't never gonna forget you!' There was no name written inside, just drawings of hearts with 'Pauline' written inside them. My father's card was very small and had a bunch of purple flowers on the front. My father had written on the inside 'Let's try again.' Here is the poem I wrote inside Pandora's card.

*Pandora!
I adore ya.
I implore ye
Don't ignore me.*

I wrote it left-handed so that she wouldn't know it was from me.



Task 4

Find the words and phrases below in the diary. Then find the other words in the diary which refer to them. The first one is done for you.

1	Valentine's Day card	it	it
2	My mother		
3	a massive card		
4	a big satin elephant		
5	hearts		
6	poem		

Task 5

Read the text again slowly and discuss these questions:

- 1 Was Adrian happy with his card?
- 2 How did his mother feel about her card?
- 3 Why did his father send his mother a small card?
- 4 The father's card said 'Let's try again'. Let's try *what* again?
- 5 What word in the text tells us that Adrian loves Pandora?
- 6 Do you think Pandora loves Adrian?
- 7 Can you explain the poem to Pandora in your own words?

Task 6

Why do people keep diaries? Write a diary entry for a special day.

3 Loving a cat



Task 1

Look at these words and phrases which describe cats. Which are positive and which are negative?

furry clever playful quiet lazy independent
quick loving hunters killers (of birds and mice)

Positive	Negative

Now use the vocabulary above to tell your partner how you feel about cats. You may write it first if you wish.

Task 2

What do you know about cats?

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|--|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Cats can't die when they fall from a high place. |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | All cats have 18 toes. |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | Cats like cold weather. |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | Cats don't start fights with dogs. |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | Cats purr only when they're happy. |

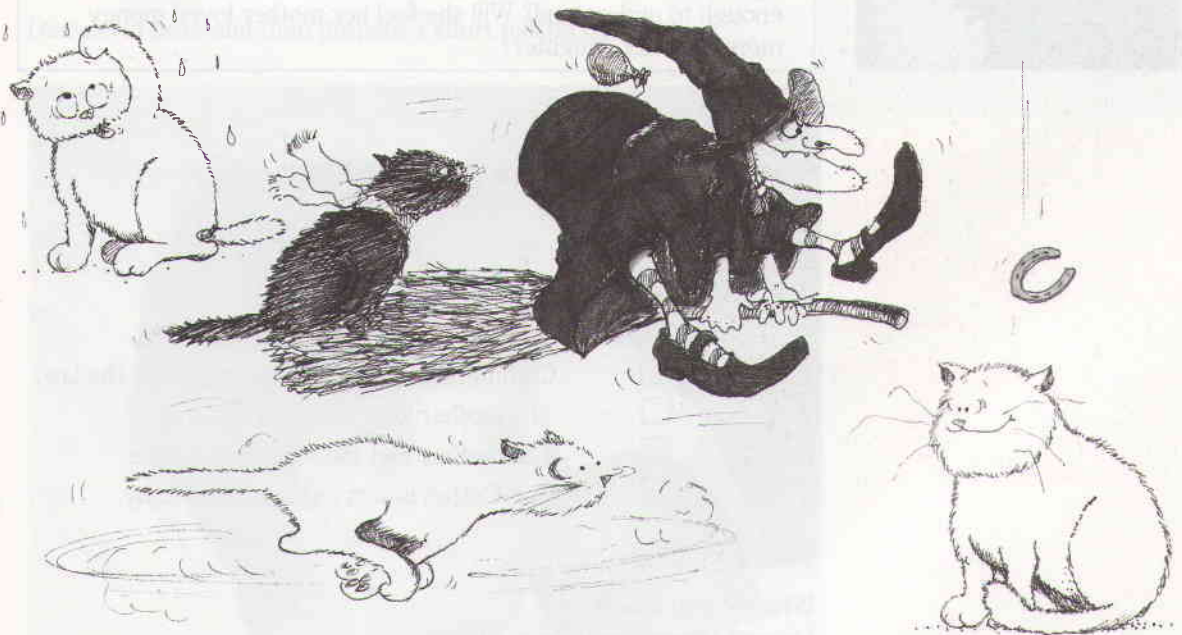
Now read the text below and check your answers.

Some people love children, some people love cats. The ancient Egyptians and the Chinese worshipped their cats and cats have been useful to us since the beginning of time. We say a cat has nine lives but in fact, a cat can die after a fall from a high tree for example. Most cats have five toes on their forefeet and four on their hindfeet, but sometimes you can find a cat with seven toes on one foot. Other interesting facts about cats are that they are just as happy in snow as they are by a fire, and if they meet a dog when they are out it will not be the cat that starts a fight. And if a cat is hurt in such a fight — or elsewhere — you will hear it purr.

Task 3

Discuss the following statements. Are they superstition or fact?

- Cats bring good luck.
- Cats lick behind their ears when it's going to rain.
- Cats run round in circles before an earthquake.
- Witches need black cats.



Task 4

Find a poem about an animal and explain to the class what it is about.

4 Love or money?

Task 1

Read the following text and then answer the question.

What is a surrogate mother?



Britain's first commercial surrogate baby was born to Mrs Kim Cotton in 1985 and sold to a childless American couple. Mrs Cotton was offered £6,500 through an agency for the baby and £15,000 by a newspaper for the story.

Many people think commercial surrogacy is wrong but Kim Cotton wanted money and having a baby for someone else was one way of getting it. However, a committee was quickly set up to look into the rights and wrongs of commercial surrogacy and it is now illegal.

There was a lot of publicity at the birth of the baby. As soon as she was born, the daughter and her mother were photographed by the press and then separated for ever. The baby was flown out of the country without the natural mother having the satisfaction of handing her over to the parents.

Perhaps Kim Cotton will have regrets about doing what she did, but at the moment she feels she has done the right thing. But what about 'Baby' Cotton. How will she feel when she is old enough to understand? Will she feel her mother loved money more than her daughter?

Task 2

Read the text again. What is your reaction to the story?

Task 3

Answer the following questions.

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|--|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Commercial surrogacy is now against the law. |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | The mother kept the birth a secret. |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | The mother met the American couple. |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | Kim Cotton is sorry she sold her baby. |

Task 4

What do you think?

Discuss these questions in pairs.

- 1 Why did Kim Cotton get so much money?
- 2 Why was commercial surrogacy made illegal?
- 3 Why was there a lot of publicity?
- 4 Why does Kim Cotton have no regrets?

Task 5

In pairs discuss possible answers to the four questions below.

What kind of woman would be a surrogate mother?

- a A woman without any feelings.
- b A very poor woman.
- c A woman who really wanted to help other people.

Did she feel any love for her baby?

- a No, she did not.
- b Yes, she must have, but did not want to show it.
- c Perhaps, but she knew she could not keep her.

How will she (the child) feel when she is old enough to understand?

- a She may try to find her real mother.
- b She will be very upset.
- c It will make no difference to her.

Will she feel her mother loved money more than her daughter?

- a Possibly, but perhaps she should not be told that she was sold.
- b No, she will understand what her mother did.
- c Yes, and this will make her hate her mother.

Task 6

Should adopted children know who their natural parents are/were?

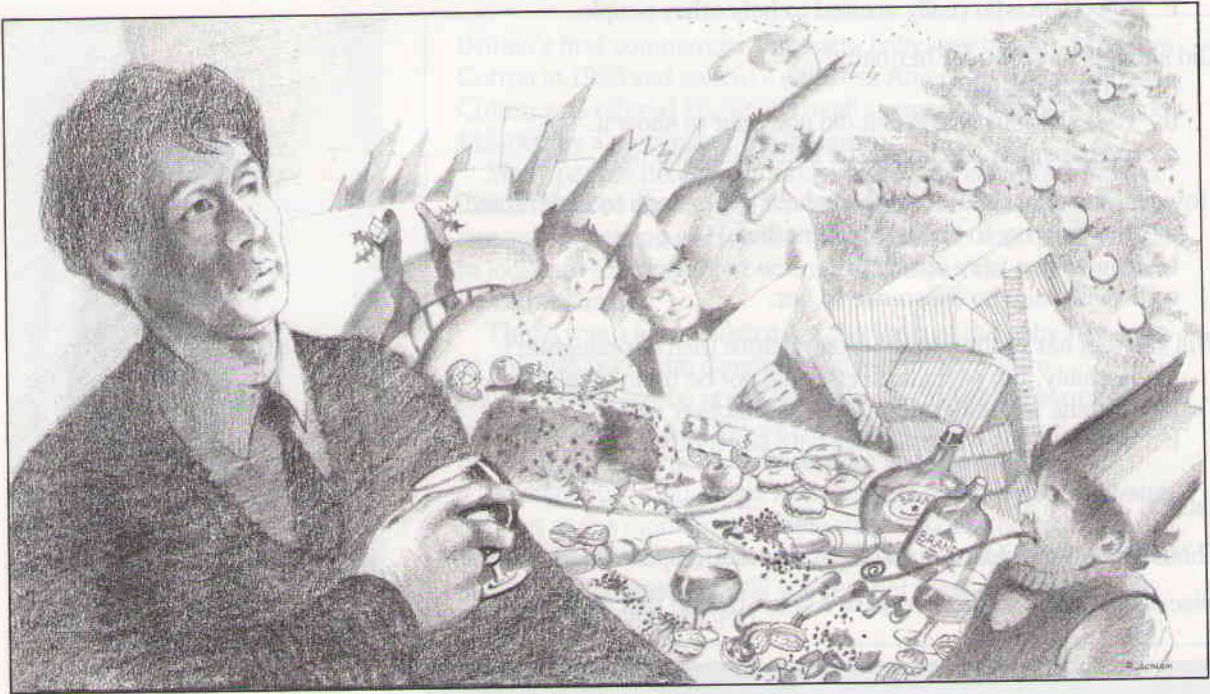
Discuss in pairs and then prepare a short talk on this topic.



5 Where has my love gone?

Task 1

Look at the picture carefully. Describe the people and the atmosphere.



Task 2

Which of the words below do we normally associate with Christmas?

	YES	NO	
1	<input type="checkbox"/>	<input type="checkbox"/>	night
2	<input type="checkbox"/>	<input type="checkbox"/>	stocking
3	<input type="checkbox"/>	<input type="checkbox"/>	seaside
4	<input type="checkbox"/>	<input type="checkbox"/>	apples and oranges
5	<input type="checkbox"/>	<input type="checkbox"/>	dinner
6	<input type="checkbox"/>	<input type="checkbox"/>	laughing
7	<input type="checkbox"/>	<input type="checkbox"/>	loneliness
8	<input type="checkbox"/>	<input type="checkbox"/>	brandy
9	<input type="checkbox"/>	<input type="checkbox"/>	unhappiness
10	<input type="checkbox"/>	<input type="checkbox"/>	nuts and raisins

Which of the words above do you think will be in the following poem about Christmas?

Do you think the poem will be a happy one?

Task 3

Now read the poem and try to fill in the missing words. Then compare it with your ideas about Christmas in Task 2.

Adrian Henri's Talking After Christmas Blues

Well I woke up this mornin' it was Christmas Day

And the birds were singing the night

I saw my stocking lying on the chair

Looked right to the bottom but you weren't

there was

apples

oranges

chocolates

. . . aftershave

—but no you.

So I went downstairs and the dinner was fine

There was pudding and turkey and lots of

And I pulled those crackers with a laughing face

Till I saw there was no one in your

there was

mincepies

brandy

nuts and raisins

. . . mashed potato

—but no you.

Task 4

Look at the poem again. Find words associated with Christmas and put them into the columns below.

<i>Food</i>	<i>Drink</i>	<i>Others</i>

Task 5

Discuss the questions below.

- 1 Who is 'I'?
- 2 Who is 'you'?
- 3 Where is 'you'?
- 4 Is 'I' happy?
- 5 What has happened?

Task 6

Write a paragraph about an important festival in your country.

2

Lifestyles

1 Which family would you choose?

Many foreign students come to Britain each year to study English at a language school and to live in an English-speaking family. Sometimes students are happy, sometimes they are not. Some language schools try to help by sending out a questionnaire to be completed in advance.

Task 1

You are going to stay with an English-speaking family. Complete the questionnaire below.





Which number is most important to you? Discuss your answers in pairs.

FAMILY QUESTIONNAIRE			
<i>Do you want:</i>	<i>Yes</i>	<i>No</i>	<i>Don't mind</i>
1 A family without small children.			
2 A single room.			
3 A television in your room.			
4 Breakfast in bed.			
5 A house where you can smoke.			

Task 2

Below is a guide to families in Britain. Read it quickly and grade the families: ☆, ☆☆, ☆☆☆ or ☆☆☆☆.

HOST FAMILIES GUIDE (UK)

	Two-car family. Boat and horse. Frequent parties. English breakfast on Sundays.	
	Husband and wife at work. Own front-door key. Main activity: TV.	
	Swimming pool. Servants. Visits to and from aristocracy. Must like caviar.	
	Must like dogs. Possibility of shared room. Two baths a week. Eggs for breakfast.	

Do you think the guide is serious? Why?

Read the guide again and then answer the questions below.

Which family would you choose if you:

- 1 like sport?
- 2 like meeting people?
- 3 like high society?
- 4 like being alone?
- 5 are an animal lover?

Task 3

Below are comments made by overseas students about the families they stayed with in England. In pairs discuss what they suggest.

- 'I recommend this family because the woman speaks a lot.'
- 'My landlady is the best cook in England.'
- 'Swiss standard.'
- 'Recommended for people coming from a northern country rather than a Latin one.'



Task 4

If you were able to choose one of these families, which one would you choose and why? Write your reasons in a short paragraph.

2 The 'city gent'



Task 1

- Describe the man in the picture.
- What do you think he does?
- Where does he work?
- Does he look like a business man in your country?
- Do you think most men enjoy dressing like this?

Task 2

Read the magazine article quickly and find words which mean:

- 1 fashionable (paragraph 1)
- 2 travel into town every day (paragraph 2)
- 3 group of people dressed the same (paragraph 3)

There is really no such thing as 'London Life'. London is such a huge city, and so many people live there, that the life of the city is made up of many different elements. There are small village communities, working-class village communities, 'trendy' areas such as Chelsea and Fulham, quiet residential districts — all sorts of ways of life are encompassed by the great metropolis. Let's start with life in the City.

Just over half a million people commute into the City of London each morning to work in this great financial centre. This is the famous 'rush hour'.

On the 07.25 train from Warlingham or Bromley, or perhaps from Brighton on the south coast, is the familiar sight of the 'city gent' on his way to work, regular as clockwork. Dressed in bowler hat, white-collar shirt and dark, sometimes pin-striped suit, he silently reads the pink *Financial Times*, occasionally nodding to some regular fellow-traveller. Some older members of the bowler-hat brigade even insist on their special seats on the train, perhaps occupied for twenty-five years.

Task 3

Look carefully at the map of London opposite. What is the difference between 'the City' and London?

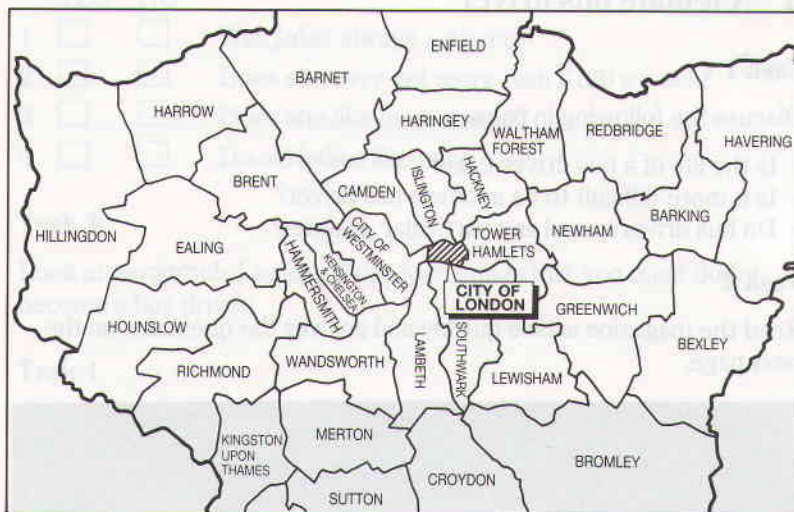
Read paragraphs 1 and 2 again.

- 1 Find four references to the city of London.

London (line 1) —

- 2 Now find 2 references to the City.

City of London



Task 4

Put these words and phrases from the text into the appropriate columns.

rush hour, pin-striped suit, the 07.25 train, regular as clockwork, quiet residential districts, occasionally nodding, *Financial Times*, many different elements

London	The train/journey	The 'city gent'

Task 5

Discuss the following in pairs.

- Is the atmosphere on the train the same in your country?
- If you lived in England, would you like to commute to work from a small town or village, or live and work in London?
- Do people in your country wear special clothes for special occasions?
- Would you like a job where you had to wear a uniform?
- What are the advantages and disadvantages of school uniforms?

Task 6

Write a short description of a typical day in your life.

3 A female bus driver

Task 1

Discuss the following in pairs.

- Is the life of a bus driver easy?
- Is it more difficult to be a female bus driver?
- Do bus drivers need any particular qualities?

Task 2

Read the magazine article quickly and answer the questions on the next page.



IT'S A LIVING

'I started off as a conductor but became a bus driver because the conductors are gradually being phased out. If you join as a driver you have to undergo a strict medical to make sure you're completely fit, and you must have a clean driving licence. You go to the training school for four weeks to learn how to control a bus; the skid patches are the worst. There are regular progress checks and at the end of it all, you take the test. I was lucky, I passed first time.

'I usually drive for about seven hours a day with breaks in between. My basic pay is £120 a week but you get unsociable pay depending on your shifts. I also get free tube and bus travel.

'Some men drivers think because you're young and new they can cut you up and tease you but generally I get on well with them. It's much easier to drive a bus than a car. You're much higher up so you can see the traffic jams miles ahead, and people and cars move out of your way.

'I often have little old ladies get off the bus and hobble all the way round to the front of the bus to speak to me. I think they're going to moan but they say how they admire my driving. It's really uplifting, especially if I'm feeling miserable.'

Juliet Moss

- | | YES | NO | |
|---|--------------------------|--------------------------|--|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Was Juliet always a driver? |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | Does she ever get more than £120 a week? |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | Does she like men drivers? |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | Do old ladies like her? |

Task 3

Look at paragraph 1 again. Write four things that you must do to become a bus driver.

Task 4

Look at the rest of the text. Find words or phrases which tell us that:

- 1 she works *different* hours . . .
- 2 she *doesn't pay* when she is a passenger . . .
- 3 some men drivers like to *make fun of* her . . .
- 4 old ladies *walk with difficulty* . . .
- 5 she thinks old ladies are going to *complain* . . .
- 6 *she feels good* when she is told she is a good driver . . .

Task 5

Discuss the following questions in pairs.

- Do you have female bus drivers in your country?
- What are the disadvantages of working on buses?
- Which do you think is easier, to be a bus driver or a taxi driver?

Task 6

Imagine you have been invited to go on a two-week coach holiday to another country with a friend. You are not sure whether to go or not. Write down two lists, one of the advantages and one of the disadvantages of such a holiday. Discuss them with the class.



4 A royal life

Task 1

How much do you know about Princess Diana? Do you think these statements are true or false?

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|-------------------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Diana likes to drive her own car. |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | She has never had a job. |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | She now lives in Buckingham Palace. |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | She has two daughters. |

Task 2

Read the text below about Princess Diana. Then do the task below.



From the moment the world set eyes on Diana, she has been the focus of international attention. Her beauty, her aristocratic background and her role as the future Queen of England have perhaps given the Royal Family a new dimension.

Her father has described her as 'the girl who has everything'. Yet, in becoming one of the most privileged people in the world, Diana gave up many everyday rights. Although legally she can still vote, she probably never will again. In public she cannot express her real feelings and her private life is often interrupted by the press. In other words, she has very little 'freedom'.

The Princess's engagements are decided six months in advance. A day's programme can begin at 09.30am and finish at 3pm. Sometimes she goes with Prince Charles, sometimes alone. When she sits down at her desk she may well find hundreds of requests for autographed pictures or requests to have hospitals named after her. The popularity of the Royals is increased by the fact that they are seen to be busy, but couldn't this be a case of 'pulling the Royal wool over our eyes'?

Which paragraph tells us about:

- 1 ☐ The disadvantages of being a princess?
- 2 ☐ Diana's attraction?
- 3 ☐ Diana's work?

Task 3

- 1 Does the text give a completely positive picture of the Royal Family?
- 2 Which sentence is a little critical?
- 3 What is the writer trying to suggest with the expression 'pulling the Royal wool over our eyes'?

Task 4

Read the text again and make a list of the disadvantages of being Princess Diana.

Then make a list of any advantages you can think of.
e.g. She never has to worry about money.

Task 5

Below are phrases from the text. Explain what they mean in your own words.

- 1 Diana has 'given the Royal Family a new dimension'.
(paragraph 1)
- 2 'Although legally she can still vote, she probably never will again.'
(paragraph 2)
- 3 'Diana gave up many everyday rights.' (paragraph 2)
- 4 '... she has very little "freedom".' (paragraph 2)
- 5 The Royals 'are seen to be busy'. (paragraph 3)

Task 6

Discuss the questions below.

- What do you think about the British Royal Family?
- Which other countries have a monarchy?
- Is there a big difference between the British Royal Family and other royal families?
- How would you compare Princess Diana's life with the life of other royal princesses such as Princess Caroline of Monaco?

Task 7

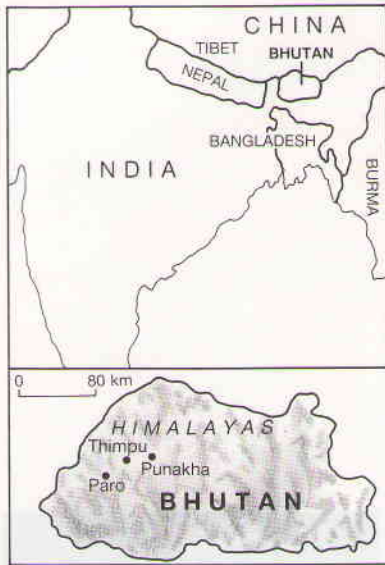
Prepare a short talk to give to the class on the following subject:
'I am/am not in favour of royal families.'



*Princess Caroline and
Prince Andrea of Monaco*



*King Birenda and
Queen Aisharya of Nepal*



5 Life in Bhutan

Task 1

What do you know about Bhutan?

From its position on this map can you guess:

- how the people live?
- what the countryside is like?
- what the political system might be?
- what the tourist industry is like?

Task 2

Look at the picture of these Bhutanese men.

- What are they doing?
- Describe their clothes.
- Describe their appearance.



Task 3

Read the text slowly.

According to the World Bank the Kingdom of Bhutan is the second poorest country in the world, but there is no unemployment, no begging and almost no crime.

Jigme Singye Wangchuck, the 'Dragon King', is the world's youngest hereditary ruler, but he says that the country is more democratic than any other in the region. He travels round Bhutan, showing himself to the people and listening to their opinions. Although this is a very old country the monarchy is quite new; until this century it was a theocracy run by Buddhist priests. There is still a very strong religious feeling and there are 1,300 monasteries in a nation of only 1 million people.

Bhutan allows only 2,000 tourists a year, but no multinational companies even though it is very short of capital. It takes no help from the U.S.A. or Russia. Students who go abroad to study must spend 6 months when they return in remote villages to 'rediscover their roots' before going back into Bhutanese society.

Although the people are poor they are content. The atmosphere is relaxed and traditions have hardly changed since the Middle Ages. Archery is the country's major sport and folk dances are the main forms of entertainment.

Task 4

- Can you describe Bhutan in your own words?
- Would you like to live there for six months?
- Do you think it will ever change?

Task 5

Read the text again carefully and find words which mean:

- | | |
|---------------------------------------|---|
| 1 asking for money (paragraph 1) | 4 buildings where priests or monks live (paragraph 2) |
| 2 views (paragraph 2) | 5 hasn't enough money (paragraph 3) |
| 3 government by priests (paragraph 2) | 6 isolated (paragraph 3) |

Task 6

- Why do you think there's no unemployment?
- What do you think about the king?
- Do you think this is an ideal society?

Task 7

Look up Bhutan in an encyclopaedia. Make notes in English of any more information you find. Report back to the class.

You have the opportunity of meeting someone who has been to Bhutan, what questions will you ask them? Write them down.

3

Mind and body

1 How important is your diet?

Task 1

Answer the questionnaire from a health magazine.

DIET PROFILE

Write down all foods and drinks consumed in the last three days.

	Day 1	Day 2	Day 3
Breakfast			
Lunch			
Dinner			

- 1 How many tablespoons of sugar do you add to your food each day?
- 2 Do you use salt in your cooking?
- 3 Do you add salt to your food?
- 4 How many coffees do you have a day?
- 5 How many teas?
- 6 How many cigarettes do you smoke each day?
- 7 Do you take any other non-medical drugs?
(i.e. amphetamines, etc.)
- 8 How many spirits, glasses of wine or pints of beer do you have a week?
- 9 How many times a week do you have fried-food meals?
- 10 How many times a week do you have red meat?
(beef, pork, lamb, game)
- 11 How many times a week do you eat pasta or pastry?
- 12 How many pints of milk do you drink in five days?
- 13 Do you eat yoghurt less than once a week?
- 14 Do you go out of your way to avoid foods with additives or preservatives?
- 15 How many slices of bread do you eat each week?
- 16 Do you eat chocolate more than twice a week?
- 17 How many glasses of plain water do you drink a day?
- 18 What percentage of your diet is raw fruit and raw vegetables?

Task 2

Turn to page 53 to find out how to score your questionnaire. Check your results and discuss them with a partner.

Less than 7: excellent diet.

Less than 11: very good diet.

More than 15: you need to look carefully at your eating and drinking habits.

More than 20: you need to radically change your diet to include more vitamins and minerals.

Task 3

Look at the 'Diet profile' again. What should you do to improve your health? Fill in the table below.

<i>Decrease</i>	<i>Increase</i>
food additives or preservatives	raw fruit

Task 4

Answer the following questions and then explain your reasons to the class or a partner.

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is breakfast necessary? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is lunch more important than dinner? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you like to have meat every day? |
| <input type="checkbox"/> | <input type="checkbox"/> | Can you imagine a life without coffee? |
| <input type="checkbox"/> | <input type="checkbox"/> | Could you eat a salad without a dressing? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you think it's important to take extra vitamins every day? |

Task 5

Some people say 'The English eat to live and the French live to eat.' What do you think?

Task 6

Imagine it is a very special day and you can choose whatever you want for breakfast, lunch and dinner. Write down your menu.

2 Hypnotherapy

What is hypnotherapy? It is the use of hypnosis in the treatment of physical or mental disorders.

What is hypnosis? It is a state like sleep where a person's actions may be controlled by another person.

Do you know anyone who has been to a hypnotherapist for treatment?

Task 1

Read the magazine article quickly and then answer the questions.

Going to a hypnotherapist's is not like going to a doctor's. The room should be warm and quiet with a comfortable armchair and there is never any need for special lights. In this calm atmosphere the words of the therapist can flow directly into the unconscious of the patient who is encouraged to relax with eyes closed.

A person about to be hypnotized must be sure that he will not be under the influence of some strange power and one of the main roles of hypnotherapists is to reassure the patient that he will be able to discuss without losing control. No drugs, electric shocks or injections are given and if the therapist is well-experienced, he can control the treatment at all times.

It is important to understand that in medical hypnosis the patients cannot be *made* to do anything. For example, hypnotists cannot make patients commit a crime and then make them forget what they did. This is a technique that we see only in entertainment shows and is quite impossible in any medical practice. People are often afraid that they will reveal secrets or fantasies under hypnosis, but hypnotherapy is not the great 'truth drug'.

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|--|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Visiting a hypnotherapist's should be a pleasant experience. |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | The hypnotherapist controls what the patient says. |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | Hypnotism is used only in medicine. |

Task 2

Read the text again and write down the information you get about the topics below.

<i>The room</i>	<i>People's fears</i>	<i>What does not happen</i>

Task 3

Read the advertisement opposite carefully. Then look at the five problems and decide if this hypnotherapy centre can help.

- 1 'I've been trying to give up for months, but I still buy 30 a day.'
- 2 'I find it very hard to memorise facts and figures before an exam.'
- 3 'I drink a bottle of whisky a day.'
- 4 'I'm very shy and don't like talking to people or going to parties.'
- 5 'I work late at the office, get terrible headaches and then can't sleep.'

Task 4

Answer the following questions and then discuss your answers with another student.

YES	NO	NOT SURE	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would you go to a hypnotherapist?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are some people suspicious of hypnotherapy?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is hypnotherapy only for people with psychological problems?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can hypnotherapy be dangerous?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is hypnotherapy used in your country?

Task 5

Imagine you have a problem and you want some advice from a hypnotherapist. Write a short letter describing your situation to the 'Advice Column' of a health magazine.

Hypnotherapy

**PROFESSIONAL
HYPNOTHERAPY
CENTRE**
Established 20 years

Confidence/Overweight/
Smoking/Stress/Sexual
Problems/Tuition.
Appointments:
Harley Street, W1.
Tel: 01-800 4045
(Brochure available)

3 Does your teenage daughter smoke?

Task 1

Read this extract from the letters page in a health magazine.



Our daughter, Tasha, has started sixth form college this autumn and as we feel that part of her education should be learning to handle her own money, we have given her an allowance which is paid into a bank account on the first of each month. With this she has to buy clothes and pay for her entertainment, travel, etc.

I am very concerned lest she starts spending a large portion of it on cigarettes, but I can see no way of preventing this if she wants to do so. Despite all the anti-smoking campaigns, she tells us that the majority of students do seem to smoke. Two of her best friends are virtual chain-smokers out of college hours. Although Tasha does not smoke when she is at home at weekends and assures us that she never buys cigarettes, she does smoke when she is offered them by her friends.

We cannot forbid her to smoke, but we don't want her to feel she has to lie to us. I know that it is only a small jump from having the odd cigarette to buying a packet of ten and then a packet of 20. By giving her an allowance we are making this possible for her.

I only hope that either she finds a boyfriend who hates even the smell of tobacco or she will become so keen on saving up her money for new clothes that she would begrudge even the cost of roll-ups.

I wonder how other parents who are concerned for their children's health cope with this problem?

Task 2

Which paragraph tells you about:

- 1 ☐ how a boyfriend could help?
- 2 ☐ why Tasha has a bank account?
- 3 ☐ how smoking can easily become a habit?
- 4 ☐ the smoking habits of Tasha and her friends?

Task 3

Look at the 7 words or phrases from the text about smoking. How many do you know?

KNOW	DON'T KNOW	
<input type="checkbox"/>	<input type="checkbox"/>	the smell of tobacco
<input type="checkbox"/>	<input type="checkbox"/>	to smoke
<input type="checkbox"/>	<input type="checkbox"/>	chain-smokers
<input type="checkbox"/>	<input type="checkbox"/>	the odd cigarette
<input type="checkbox"/>	<input type="checkbox"/>	packet of ten
<input type="checkbox"/>	<input type="checkbox"/>	anti-smoking campaigns
<input type="checkbox"/>	<input type="checkbox"/>	roll-ups

Now match the last 5 phrases with these explanations:

cigarettes you make yourself	people who smoke one cigarette after the other
ten cigarettes	a cigarette from time to time
ways of trying to	
stop people smoking	

Task 4

Find words or phrases in the text which tell us that:

- 1 Tasha's mother wants her to be independent. (paragraph 1)
- 2 the mother is worried about Tasha spending a lot of her allowance on cigarettes. (paragraph 2)
- 3 the parents want Tasha to be open with them. (paragraph 3)
- 4 the mother would like Tasha to have a boyfriend who dislikes smoke. (paragraph 4)
- 5 she wants to know what other parents do. (paragraph 5)

Task 5

Discuss:

- Tasha was too young to have her own bank account.
- The school should be much stricter about smoking.
- Finding a boyfriend who hates smoke would make Tasha stop.
- The mother is stupid to worry. It's Tasha's health so she can do what she wants.

Task 6

In pairs, write a short dialogue between a smoker and a non-smoker. The non-smoker is trying to persuade the smoker to give up, but the smoker does not really want to. Now act it out.

4 Twins

- How common are twins?
- Are they always identical?
- Do you know any twins?

We have probably all met a twin at some time but in fact twins are not very common. What is it that we find so interesting about twins?

Task 1

Read the following true story about Siamese twins and then do the task which follows.

THE STORY OF CHANG AND ENG

Chang and Eng were the original Siamese twins, born in Siam in 1811. The King of Siam ordered them to be killed but their mother managed to keep them alive and bring them up as normal as possible.

They were not very tall and were connected by a band of tissue $4\frac{1}{2}$ inches long, but they were very intelligent. They emigrated to America, became famous as a circus act and by the time they were thirty had made a lot of money. Then they got married. They married sisters and between them had twenty-two children. Chang and Eng now have more than 1000 descendants. For some years they all lived in the twins' original house; but when the families grew they built separate homes, Chang and Eng spending three days in one and the next three in the other.

In their later years, Chang's health deteriorated because he drank too much. Eng became so worried that he tried to get separated, but no doctor would do the operation. The end of their lives was poignant. On January 12th, 1874, Chang took to his bed with bronchitis in his own house. On the Thursday it was time to move, according to the arrangement, to Eng's house. Eng did not want Chang to go, but Chang insisted. His health grew steadily worse until on January 17th he died. When Eng realised his twin brother had died he said, 'Then I am going to die too.' He did, two hours later.

Task 2

Choose the best summary of each paragraph.

Paragraph 1:

- The origin of the term 'Siamese twins'
- The childhood of Chang and Eng

Paragraph 2:

- The families of Chang and Eng
- The lives of Chang and Eng

Paragraph 3:

- Eng's desire to be separated
- The effect of alcohol on Chang's health

Task 3

Find words or phrases in the text which tell us that:

- 1 their mother saved Chang and Eng from death.
- 2 they were joined to each other.
- 3 they did not spend all their time in the same house.
- 4 their lives had a sad ending.

Task 4

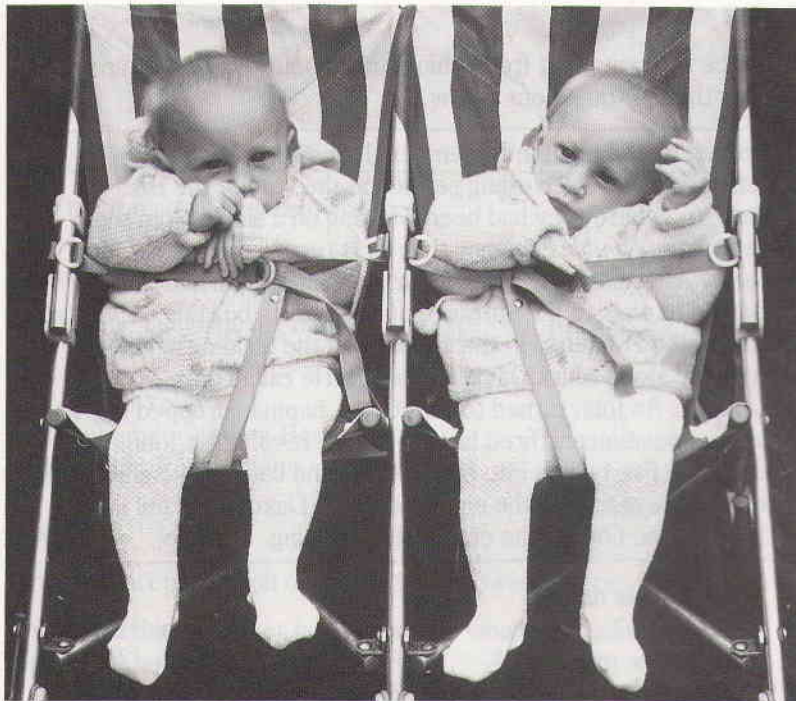
What do you think?

- 1 Why did the King want the twins killed?
- 2 Why did they become famous in the circus?
- 3 Why did Eng want to get separated?
- 4 Why would no doctor separate them?
- 5 Why did Eng die so soon after Chang?

Task 5

Read the information below about twins and then prepare a short talk explaining why you agree or disagree. Add your own ideas on the subject as well.

- It is good to dress twins identically.
- They should always be treated in the same way.
- It is better to send them to different schools.
- It is desirable to give them 'twin' names such as Jenny and Jeannie.



4

Famous names

1 Violent death

Task 1

Who was he?

He was born in England, he travelled all over the world, he married a Japanese woman and was murdered in America.



Task 2

Read the following text from a biography about this person and then answer the four questions below.

On that fateful night in December, John and Yoko were returning from a recording session at the studio, the Hit Factory, where they had been working on a single from their new album *Double Fantasy*, their first record release for five years. After stepping out of their limousine, John and Yoko started to walk to the entrance of the Dakota building, where a guard stood on duty. In the shadows of the building's huge archway stood Mark David Chapman. He called out, 'Mr Lennon'. As John turned to face him, Chapman dropped into a combat position and fired his .38-calibre revolver at John, emptying five bullets into his shoulder and back. Yoko screamed as John staggered to the entrance of the Dakota. He fell face down on the floor of the entry office gasping, 'I'm shot.'

- 1 What was his name?
- 2 Who was he?
- 3 How was he murdered?
- 4 How many people are mentioned in the text?

Task 3

The text describes the series of events which led to John Lennon's death. Below are some of the actions. Can you put them in the correct order?

- ☐ started to walk to the Dakota building
- ☐ dropped into a combat position
- ☐ returning from a recording session
- ☐ screamed
- ☐ fired his .38-calibre revolver

Task 4

Look at these events. Try and work out who did what and put the events in the appropriate column.

stood on duty	working on a single
he called out	screamed
stepping out of their limousine	turned to face him
fell down gasping, 'I'm shot'	fired his .38-calibre revolver
started to walk	stood in the shadows
staggered	

<i>John</i>	<i>Yoko</i>	<i>John & Yoko</i>	<i>The guard</i>	<i>The murderer</i>

Now tell the story in your own words.

Task 5

Choose the best title for the text and give your reasons for choosing it.

- 'John and Yoko'
- 'John Lennon, the ex-Beatle'
- 'The night John Lennon was murdered'

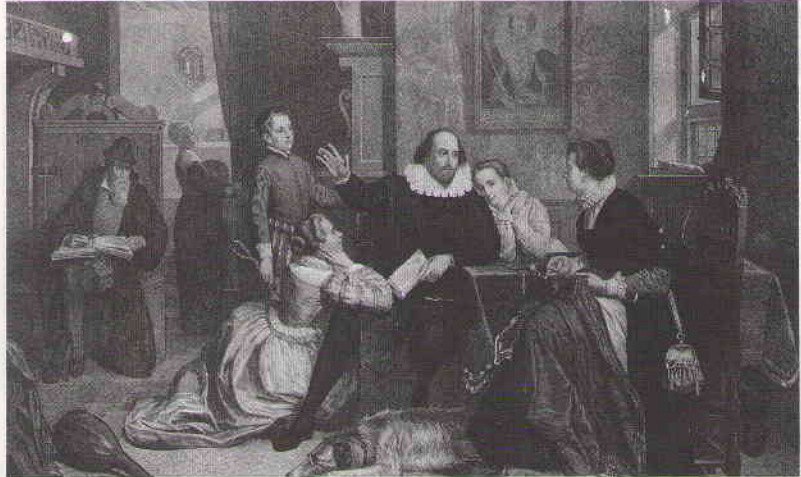
Text 6

Write a short paragraph on one of the following topics:

- Can you think of other famous people who have had a violent death? Choose one.
- Can we protect famous people from murderers?

2 William Shakespeare

You probably know about Shakespeare's plays but do you know anything about his life?



Shakespeare with his family at Stratford

Task 1

Read the texts and then answer the questions below.

SHAKESPEARE'S BACKGROUND

William Shakespeare was born in April 1564 in Stratford-on-Avon. His family were quite wealthy and as far as we know Shakespeare was lucky enough to attend school.

In 1582, when he was 18, Shakespeare got married to Anne Hathaway, a woman from a nearby village. They lived happily together for a few years and had 3 children.

SHAKESPEARE AND THE THEATRE

Suddenly, in the late 1580s, Shakespeare left his family behind and went to London with a group of travelling actors. While in London he started writing the plays which were to make him famous. He became known both as a playwright and an actor, performed in plays for Queen Elizabeth I and in 1599 became part-owner of the Globe Theatre.

About 1610 Shakespeare seems to have left London to retire in his native Stratford where he lived the life of a country gentleman until he died of a fever on 23 April, 1616.

YES NO

- 1 ☐ ☐ Were Shakespeare's parents poor?
- 2 ☐ ☐ Was he poor when he died?

Task 2

Read the following text about Shakespeare and Queen Elizabeth I and then do the True/False exercise.

There is a story that the Queen was so fond of Falstaff, a jolly fat gentleman, who appears in 'Henry IV' and 'Henry V,' that she asked Shakespeare to write a play especially for her, which would show Falstaff in love. Shakespeare did this, and called the play 'The Merry Wives of Windsor' (1601) — nobody however has recorded whether the Queen enjoyed this play or not. Presenting plays at court was a great honour for the Lord Chamberlain's Men, but it was also a great chore, since it meant many extra rehearsals and special preparations. The costumes had to be that much more lavish, and the make-up that much more perfect, to please the Queen.

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|---|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Shakespeare wrote <i>Henry IV</i> and <i>Henry V</i> before 1601. |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | Falstaff was a character in <i>Henry IV</i> and <i>Henry V</i> . |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | The Lord Chamberlain's Men were a group of singers. |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | The Lord Chamberlain's Men entertained the Queen. |



Task 3

Choose the correct meaning for the following words or phrases as they are used in the text:

- | | |
|--------------------------|------------------------------|
| 1 was fond of | 3 rehearsals |
| a was in love with | a practices (of the play) |
| b liked very much | b performances (of the play) |
| 2 a great chore | 4 more lavish |
| a a lot easier for them | a more magnificent |
| b a lot of work for them | b simpler |

Task 4

In your own words describe what you know of Shakespeare's life.

Task 5

Write a short paragraph about a famous writer from your country. Look in an encyclopaedia if you want.

3 Nureyev

Rudolph Nureyev, the famous ballet dancer, was born in the Soviet Union.

Task 1

What do you know about Nureyev?

- 1 Nureyev was born in
 - a Leningrad
 - b Siberia
- 2 He was born in
 - a 1938
 - b 1948
- 3 He went to ballet school when he was
 - a very young
 - b a teenager
- 4 He joined
 - a the Kirov ballet company
 - b the Bolshoi ballet company
- 5 He defected to the West when he was in
 - a England
 - b France

Task 2

Now read the extract from a biography of Nureyev and check your answers to Task 1.

Nureyev was born in Siberia in 1938 and started dancing as an amateur with local folk groups. His professional training began late — he did not get to the Leningrad school till 1955. On graduating, in 1958, he persuaded the authorities to admit him to the Kirov, by going to Moscow and threatening to join the Bolshoi!

He had various conflicts with the authorities in the Soviet Union, and made himself more unpopular when appearing with the Kirov company in Paris in 1961 by staying out at night, 'fraternizing' with French friends. As he was leaving France to fly to England, he was told that he must return to the Soviet Union instead. Taking an instant decision, he fled across the airport, demanding political asylum from the French police and becoming the first Soviet dancer to defect to the West.



Task 3

Look at these words from the text about Nureyev's personality. Which of them tell us that he was 'assertive' and which tell us that he was 'sociable'? Put the words in the appropriate column.

demanding persuaded staying out at night
'fraternizing' threatening

<i>Assertive</i>	<i>Sociable</i>

Task 4

Read the text about Nureyev again. What did he do which shows that he was assertive and sociable? Put the events in the lists below:

<i>Events that show he was assertive</i>	<i>Events that show he was sociable</i>

Task 5

Find phrases from the text which tell us that:

- 1 he wasn't always a *professional* dancer. (paragraph 1)
- 2 he had difficulty joining the Kirov. (paragraph 1)
- 3 he didn't always agree with the government. (paragraph 2)
- 4 he decided immediately (not to return to Russia). (paragraph 2)
- 5 no dancer had left Russia for the West before. (paragraph 2)

Task 6

Do you agree with the statements below?

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Famous dancers get too much money. |
| <input type="checkbox"/> | <input type="checkbox"/> | Ballet is really for women. |
| <input type="checkbox"/> | <input type="checkbox"/> | 'I would pay £100 for a ticket to see Nureyev!' |
| <input type="checkbox"/> | <input type="checkbox"/> | The cinema is more popular than ballet. |

Now discuss your answers with another student.

Task 7

Write a short biography of a famous entertainer from your country.

4 Madame Tussaud

Task 1

Name at least three interesting places to visit in London.
Now match the following places with what they are famous for.

<i>Place</i>	<i>Famous for</i>
1 Portobello Road	A The Maritime Museum
2 Greenwich	B Karl Marx's tomb
3 Madame Tussaud's	C An antique market
4 Highgate Cemetery	D A waxworks museum

Task 2

Read the text quickly and complete the chart which follows.

TUSSAUD, MADAME (1761–1850), SWISS FOUNDER OF WAXWORKS MUSEUM

Three of the most popular places to visit in London are the Tower, the Zoo and Madame Tussaud's waxworks museum. This last-named building has the most famous exhibition of waxwork models of famous and notorious people in the world. It was created by a Swiss-born artist, Marie Tussaud.

Marie Grosholtz was sent by her father to study wax modelling under her uncle in Paris. Over many years she modelled many famous people, particularly the leading figures in the French Revolution of 1789. As freshly severed heads fell from the guillotine, Marie started working on them immediately. Making these death masks kept her very busy.

In 1793 her uncle died and she inherited his museum and its collection. Seven years later she moved to London and in 1802 she put on her first exhibition, in the Strand. It was called Madame Tussaud's, because that was the name of the Frenchman she had married. The exhibition was very successful, and she took care to keep the figures up to date. In 1833 it moved to Baker Street and remained there till well past her death.

Her sons moved the exhibition to Marylebone Road in 1884, where it still stands today. Much of it was damaged by fire in 1925 but fortunately the moulds from which the heads were made were rescued and by 1927 the building had been repaired and the figures replaced.



Which paragraph tells us:

- 1 ☐ about her life in England?
- 2 ☐ about an accident?
- 3 ☐ about her life in France?
- 4 ☐ what is in the museum?

Task 3

Complete the following details about Madame Tussaud:

Nationality
Maiden name
Country of study
Subject of study
Date and place of first exhibition
Where the museum is today

Task 4

Find words in the text which mean:

- 1 well-known for something good (paragraph 1)
- 2 well-known for something bad (paragraph 2)
- 3 important men and women (paragraph 2)
- 4 cut off (paragraph 2)
- 5 wax models (paragraph 3)

Task 5

Which of these words would you use to describe Madame Tussaud:

- artistic
- squeamish
- careful?

Which words would you use to describe:

- Margaret Thatcher
- Ronald Reagan
- Joseph Stalin
- Mother Teresa
- Vincent Van Gogh?

Task 6

Write a description of a famous person from your country.

5 Nelson Mandela

- Who is Nelson Mandela?
- Why is he famous?
- When did he get out of prison?

Task 1

Describe the picture.



Task 2

What else do you know about Mandela?

Read and complete:

- Nelson Mandela was in prison for
- While he was in prison he
- Many people think he

Task 3

Read this extract from an early autobiography of Nelson Mandela. Then say what each paragraph is about.

I was born in Umtata, Transkei, on July 18, 1918. My father, Chief Henry, was a polygamist with four wives. Neither he nor my mother ever went to school. My father died in 1930, after which David Dalindyebo, then acting Paramount Chief of the tribe, became my guardian.

I hold a degree from the University of South Africa, and am a qualified solicitor. I married Winnie Madikizela, my second wife, in 1958 and altogether I have five children.

My interest in politics started when I was a youth. I listened to the elders of our tribe speaking about the good old days before the arrival of the White Man when black people lived peacefully and freely. The land was ours. I knew then that I wanted to serve my people in their fight for freedom.

When I was sixteen, I was old enough to take part in the 'parliament' of my tribe. I was now a man. However, at twenty-three my guardian decided it was time for me to get married and chose a girl for me, but I 'escaped' to Johannesburg where I later studied law.

In 1944 I joined the African National Congress, an organization which has spent half a century fighting for the rights of the African people. During my lifetime I have dedicated myself to this struggle against domination and it is an ideal for which I am prepared to die.

Task 4

Complete the chart with information from the text.

1918	
1930	
1934	He took part in the parliament of his tribe.
1941	
1944	
1958	

Task 5

In your own words write a short paragraph about Nelson Mandela today.

5

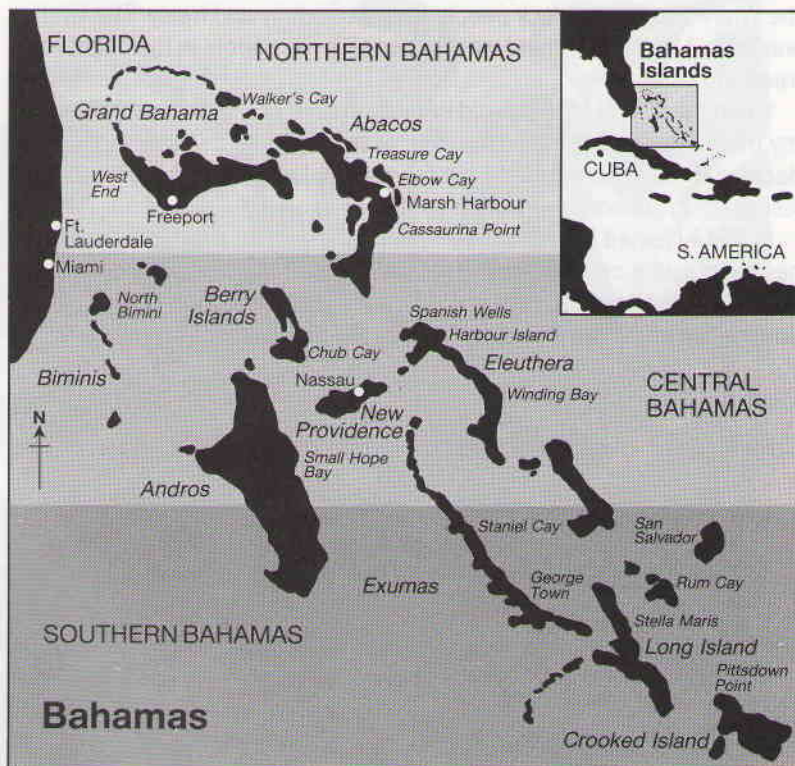
Crime and punishment

Who killed Sir Harry Oakes? Part 1

Task 1

Before reading the story about Harry Oakes, look carefully at the map of the Bahamas and discuss the questions below.

- Where are the Bahamas situated?
- What do you think the climate is like?
- What kind of people do you think go to live there?
- What makes the Bahamas an attractive tourist resort?
- Would you like to spend a holiday in the Bahamas? Why? Why not?



Task 2

Read the following text quickly.

Lying some one hundred and twenty miles off the south coast of America — the plane journey from Miami is about an hour — lies Nassau, the playground of the rich. It has fabulous houses, beautiful gardens and magnificent shops. Men looking for fields of investment took over Freeport, building luxury hotels, and the economy supported hundreds of bankers and property companies. Nassau was a tax haven for Englishmen and many well-known people 'retired' to Nassau to build fine houses, each complete with its swimming pool.

This, then, was the 'paradise island' I went to live on in March 1969. My home was on the Eastern Road, six miles from the town centre. I was soon being invited to coffee mornings and lunch parties and it was while I was driving home from one of these parties that someone said, 'That is Sir Harry Oakes' house.'

'Was that the man who was murdered?' I asked.

Immediately a strange silence fell and I realized then that I had said something no one else wished to hear.

Nevertheless, I tried again. 'Did anyone find out who did it?'. One of my friends turned to me and said, 'No, we didn't, although there are many different stories. However, Elizabeth, it's better not to talk about it while you are here in Nassau.'

The Oakes murder had taken place on 8 July 1943, and here it was, 1969, and I was still warned not to talk about the murder! Yet this silence made me very interested. I went to the local library to look up the facts.



Task 3

The text gives us information about:

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|-------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | life on Nassau |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | life in Miami |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | the life of Harry Oakes |

Task 4

Read paragraph 1 again. Find phrases which tell us that Nassau:

- 1 attracted people who no longer worked.
- 2 was a place where some foreigners did not have to pay tax.
- 3 is a place where wealthy people have a good time.
- 4 had a lot of business men.

Task 5

The phrase 'Immediately a strange silence fell.' suggests that there is a mystery surrounding the death of Harry Oakes. Find four more phrases in the text which suggest a mystery.

Task 6

What do you think Part 2 will be about? Discuss with a partner the suggestions below and choose one answer.

- The secretary's murder
- Elizabeth's life
- The library
- Sir Harry Oakes' life



Who killed Sir Harry Oakes? Part 2

Task 1

Read the text quickly. Check your answer to Task 6.

The murder of Sir Harry Oakes was news in papers all over the world. He was said to be the richest man in the world, a resident of Nassau with his wife, Eunice, and a respected member of a large social circle.

Sir Harry was born in Maine, USA. His father was rich, so he sent Harry to a fine school in Brunswick, Maine and later to university. Harry was a quiet boy, but whenever he was asked what he was going to do when he grew up he always replied, 'I'm going to make a fortune'.

He studied medicine for two years and then, realizing there was not much money in that career, turned his attention to a goldmining camp called Dawson City.

His obsession with dreams of wealth gave him the motivation he needed to survive the very long working hours and the difficult life in the gold mine. At first he was unlucky in his search for gold — he travelled from the Yukon to Alaska; he went to the Philippines and to Australia.

At the Kirkland Lake in northern Ontario, two years after his arrival, the second largest goldmine in the world was discovered. There are many stories about how Harry Oakes became the owner of the mine, but the most popular one was that he bought the rights for five dollars from a starving Chinese cook. Unfortunately, he did not have enough money to work it, and was forced to take other men into partnership. This was frustrating for him — he still preferred to work alone — and as soon as he could, Harry paid off his partners.

By 1921, twenty-three years after leaving medical school, he had achieved his ambition — he had made his fortune. But the struggle to make this fortune had changed him. He was no longer polite and his language was not the kind of language young ladies of his time wanted to hear.

Task 2

Complete the chart below about the information in each paragraph.

PARAGRAPH	INFORMATION
<input type="checkbox"/>	He gave up studying to be a doctor
<input checked="" type="checkbox"/> 2
<input checked="" type="checkbox"/> 4
<input type="checkbox"/>	When he made his fortune
<input type="checkbox"/>	How he became the owner of a mine
<input type="checkbox"/>	What the papers said about him

Task 3

Match the words or phrases from the text (A) with those in B.

- | A | B |
|----------------------------------|--|
| 1 'I'm going to make a fortune!' | A have no comforts |
| 2 drop-outs | B one without any food |
| 3 live rough | C 'I'm going to be wealthy.' |
| 4 wages | D great effort |
| 5 starving | E money earned weekly |
| 6 achieved his ambition | F people who choose not to live in society |
| 7 the struggle | G got what he wanted |

Task 4

Work in pairs. Discuss the words below. Which describe Harry and which do not? Write the evidence from the text that gives you your answer.

<i>He was</i>	<i>Yes</i>	<i>No</i>	<i>Evidence from text</i>
dishonest			
sociable			
ambitious			
adaptable			
strong			

Task 5

- Do you think Harry was an unusual man?
- The last sentence tells us two things. Explain their meanings and describe what they could suggest for Part 3.



Who killed Sir Harry Oakes? Part 3

Task 1

Read the text quickly and check your prediction at the end of Part 2. Then choose the best title for Part 3.

- The marriage of Harry Oakes
- The successful life of Harry Oakes
- Harry Oakes in England

Yet he met and married a girl who was his opposite in every way. She was half his age, gentle, always smiling and the daughter of a government official in Sydney, Australia. At first they lived in a chalet near the mine but his wife, Eunice, did not like the lonely life and persuaded him to move into an enormous castle near the Niagara Falls. It was said that King Edward VII had once spent a night there!

Now, the richest man in Canada, Oakes came to a great decision. He would renounce his American nationality and become a Canadian citizen. However, he became unhappy when he realized that he was the most heavily taxed person in Canada. So he decided to build another home, this time in Palm Beach, Florida. But there he was now threatened with even higher tax.

At Palm Beach he met a real estate man from Nassau who had ideas which he 'sold' to the attentive Harry Oakes. 'Invest your money in the Bahamas', he told him. 'There are no taxes. That's the place for you.'

So he moved with his wife and five children into a house in Nassau called 'Westwood' — a mansion with twenty rooms and within easy reach of the Bahamas Country Club. This was the house that had been pointed out to me from the car.

After establishing themselves in the British colony on Nassau, Harry and Eunice Oakes went to London. They bought a house outside London and became interested in British and Colonial affairs and, perhaps remembering his earlier medical training, Harry Oakes gave half a million dollars to help St George's Hospital, London. Because of this, and other generous offers, his name appeared in the honours list for King George VI's birthday in 1939. Eventually, Sir Harry Oakes, the former gold miner was asked to become a member of the Bahamas House of Assembly.

He was now a 'made' man. He was well in with Bahamas society and was entertained by, and entertained in return, the new Governor of the Bahamas, the Duke of Windsor and his wife, the Duchess.

Then came disaster. Harry Oakes had a friend who was an estate agent named Harold Christie, who arranged a meeting between Sir Harry and some men who wished to open some casinos on the island. Lady Oakes was in America at the time and Sir Harry agreed to meet the men on a power-cruiser in the harbour.

Task 2

Read Part 3 again carefully. Find expressions in the text which tell us:

	<i>Expressions in text</i>
1 Harry's choice of wife was a surprise.	
2 His wife liked company.	
3 Harry was generous.	
4 Harry became very successful.	
5 Something terrible happened.	

Task 3

Find the names of the four places Harry and his wife lived and write down any information about each one or their lives there.

	<i>Place</i>	<i>Information</i>
First		
Second		
Third		
Fourth		

Task 4

Complete the following exercise with evidence from the text.

	<i>True</i>	<i>False</i>	<i>Evidence from text</i>
1 Eunice was possibly a snob.			
2 Harry was interested in avoiding tax.			
3 Nassau is a tax haven.			
4 Harry wanted to stay in Canada.			
5 The Oakes became Sir and Lady Oakes in 1939.			

Task 5

Look at the first sentence of the last paragraph. What do you think the disaster was? Discuss possibilities with a partner.



Who killed Sir Harry Oakes? Part 4

Task 1

Read the text quickly and explain in one sentence what happened to Sir Harry.

What Harold Christie probably did not know was that the men were leaders of a gang headed by a man named Meyer Lansky. He was a powerful force in America, where he controlled many gambling clubs and was connected with the Mafia; and he was ruthless when he met any opposition to his plans.

Now it was necessary for Lansky to get three of the most influential men on Nassau to sign a contract which would allow him to start work on his gambling clubs and, it is said, Sir Harry had promised his help. He had done this because his friend Harold Christie would benefit from the building of the casinos.

Sir Harry met Lansky's men on the cruiser, as arranged. But something must have happened during the discussion that made Sir Harry have second thoughts and disagree with Lansky. But Lansky liked nobody to disagree with him and he was a man used to disposing of people if they caused him any trouble. Harold Christie tried to warn his friend, but Sir Harry lost his temper and refused to go ahead with the project. The next moment one of Lansky's men moved forward, brought back his arm and struck Sir Harry on the head with a metal bar. He collapsed to the floor, while Christie looked on paralysed and helpless. The men assured him that Sir Harry had only been knocked unconscious to teach him a lesson! It did not pay to disagree with Lansky. They then half-carried, half-dragged the unconscious Sir Harry to the quayside and put him in his own car. They ordered Christie to drive to 'Westwood', where they made him carry his unconscious friend up to his bedroom. By the time they got there, Sir Harry was dead. Christie was shocked. Lansky's men told him to put Sir Harry's pyjamas on the dead body and to put him to bed.

But the drama was not finished. One of the gangsters returned with matches, set fire to the bed and ordered Christie to watch his friend be burnt in his own home. The gangster ordered the frightened Christie not to try to make contact with anyone until after seven the next morning. Then he turned and raced from the room.

His warning about the time was to allow the cruiser to get well away from Nassau and hide among the hundreds of other boats in and around the island. It was later suspected that the American Police were involved with Lansky and his gang, and may have been ordered to cover up the whole affair.

There must be people still living on the island who know the real answer, but to the others this terrible murder still remains a mystery.

Task 2

Decide whether the following statements are true or false.

- | | TRUE | FALSE | |
|---|--------------------------|--------------------------|--|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Lansky's men were criminals. |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | Lansky had been in prison. |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | Sir Harry did not have the same ideas as Lansky. |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | Sir Harry died immediately. |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | Christie did not want to help Sir Harry. |

Task 3

Look at the following expressions from the text. Decide who they refer to and put the appropriate letters besides them. H (Sir Harry), L (Lansky), C (Christie), G (the gangsters).

- | | |
|--|--|
| <input type="checkbox"/> raced from the room | <input type="checkbox"/> ordered Christie to drive |
| <input type="checkbox"/> was ruthless | <input type="checkbox"/> liked nobody to disagree with him |
| <input type="checkbox"/> was shocked | <input type="checkbox"/> set fire to the bed |
| <input type="checkbox"/> struck Sir Harry | <input type="checkbox"/> collapsed to the floor |
| <input type="checkbox"/> lost his temper | <input type="checkbox"/> was used to disposing of people |
| <input type="checkbox"/> half-carried him | <input type="checkbox"/> had been knocked unconscious |
| <input type="checkbox"/> tried to warn | <input type="checkbox"/> disagreed with Lansky |

Task 4

Using your notes from the chart, describe Lansky to your partner.

Without looking back at the text, number the events in Task 3 (1–13) as they happened.

Now tell the story of Sir Harry's murder to your partner.

Task 5

Discuss the following questions with a partner.

- What do you think Sir Harry and Lansky disagreed about?
- Do you think it was necessary for Lansky to order the killing of Sir Harry?
- Do you think Christie had any idea how dangerous Lansky was?
- How would you describe Sir Harry's life? Do you think he got what he deserved?

KEY

Answers to closed questions

UNIT 1

1 Spring

Task 4

- 1 birds
- 2 (you so liked to) hear
- 3 The poet. Her ex-boyfriend.
- 4 Because she had a particular boyfriend.
- 5 Because he has gone.

2 *The Secret Diary of Adrian Mole aged 13½*

Task 1

(suggested answers)

- 1 A Valentine's Day card
- 2 February 14th
- 3 Usually because they like/love somebody.

Task 2

- 1 a
- 2 c
- 3 c

Task 3

Number of Valentines in the text is 4.

Task 4

- 2 she, she
- 3 it, it, it
- 4 its, its
- 5 them
- 6 it, it

Task 5

- 1 Not really
- 2 She was embarrassed.
- 3 They did not have a very good relationship.
- 4 To have a good relationship again.
- 5 'adore'
- 6 Probably not because he says 'I implore ye, Don't ignore me'.

3 Loving a cat

Task 2

- 1 False
- 2 False
- 3 True
- 4 True
- 5 False

4 Love or money?

Task 1

A woman who has a baby for someone else.

Task 3

- 1 True
- 2 False
- 3 False
- 4 False

Task 4

- 1 Because the newspaper was very interested in the first commercial surrogate baby.
- 2 Because it presents problems of morality and identity.
- 3 Because it was the first and because the British public had strong responses to it — some positive and some negative.
- 4 Because she had known from the beginning that she was doing it for money and probably did not allow herself to become emotionally involved.

5 Where has my love gone?

Task 2

night, stocking, apples and oranges, dinner, brandy, nuts and raisins

Task 3

away, there, fine, face

Task 4

Food	Drink	Others
apples	wine	stocking
oranges	brandy	aftershave
dinner		crackers
chocolates		
pudding		
turkey		
mincepies		
nuts and raisins		
mashed potato		

Task 5

- 1 the poet
- 2 his girlfriend (or ex-girlfriend)
- 3 We do not know.
- 4 no
- 5 His girlfriend has left him.

UNIT 2

1 Which family would you choose?

Task 2

- 1 1 and 3
- 2 1 and 3
- 3 3
- 4 2
- 5 1 and 4

2 The 'city gent'

Task 2

- 1 trendy
- 2 commute
- 3 brigade

Task 3

- 1 huge city, there, the city, great metropolis.
- 2 the City, this great financial centre.

Task 4

London

many different elements
quiet residential districts

The train/journey

rush hour
07.25 train

The city gent

pin-striped suit
regular as clockwork
occasionally nodding

Financial Times

3 A female bus driver

Task 2

- 1 No
- 2 Yes
- 3 Yes
- 4 Yes

Task 3

- 1 I must have a medical.
- 2 I must have a clean driving licence.
- 3 I must go to training school.
- 4 I must pass the test.

Task 4

- 1 She works 'shifts'.
- 2 free tube and bus travel
- 3 tease
- 4 hobble
- 5 moan
- 6 It's really uplifting.

4 A royal life

Task 1

- 1 True. She likes to drive her own car whenever she has the opportunity.
- 2 False. Before she married Prince Charles, she was a kindergarten teacher.
- 3 False. Her London home is Kensington Palace.
- 4 False. She has two sons, William and Harry.

Task 2

Para. 2
Para. 1
Para. 3

Task 3

- 1 No
- 2 The last sentence.

- 3 That perhaps they are trying to fool us — if we see them doing things, we will think they do some work and deserve the money they get.

Task 4

Disadvantages:

She gave up many rights.
She cannot really vote.
She cannot express real feelings in public.
She has a disrupted private life.
She has very little 'freedom'.

Advantages:

money, beauty, travel
She doesn't have to do any of the mundane things we have to do.

Task 5

(suggested answers)

- 1 She has given a new image to the Royal Family.
- 2 She still has the right to vote, but because the Royal Family is not involved in politics, she will not vote.
- 3 She had to stop doing the things that we do, e.g. she stopped working.
- 4 She cannot do what she wants, when she wants.
- 5 When the Royal Family is shown on television or in newspapers, they are usually doing some charity work or making special visits (some people think that this impresses the public).

5 Life in Bhutan

Task 5

- 1 begging
- 2 opinions
- 3 theocracy
- 4 monastery
- 5 short of capital
- 6 remote
- 7 'rediscover their roots'

UNIT 3

1 How important is your diet?

Task 3

- 1 Decrease: food additives or preservatives, sugar, salt, coffee, tea, cigarettes, non-medical drugs, spirits, wine and beer, fried foods, red meat, pasta, pastry, milk, bread, chocolates.
- 2 Increase: yoghurt, water, raw fruit and raw vegetables.

2 Hypnotherapy

Task 1

- 1 True 2 False 3 False

Task 2

The room

warm
quiet
comfortable armchair

no special lights
calm atmosphere

People's fears

being influenced by strange powers
losing control
being *made* to do what they would not do in 'real life'
revealing secrets or fantasies

What does not happen

no drugs, electric shocks or injections
patient cannot be 'manipulated' by therapist (see para. 1 and 2).

Task 3

- | | | | |
|---|-----|---|-----|
| 1 | yes | 4 | yes |
| 2 | yes | 5 | yes |
| 3 | no | | |

3 Does your teenage daughter smoke?

Task 2

- 1 para. 4 2 para. 1 3 para. 3 4 para. 2.

Task 3

chain-smokers: people who smoke one cigarette after the other.

the odd cigarette: a cigarette from time to time

packet of ten: ten cigarettes

anti-smoking campaign: ways of trying to stop people smoking

roll-ups: cigarettes you make yourself

Task 4

- 'we have given her an allowance'
- 'I am very concerned ... cigarettes'
- 'we don't want her to feel she has to lie to us.'
- '... a boyfriend who hates even the smell of tobacco ...'
- 'I wonder how other parents ... problem?'

4 Twins

Task 2

- 1 a 2 b 3 b

Task 3

- 'managed to keep them alive (and bring them up as normal as possible).'
- 'connected by a band of tissue 4½ inches long'
- 'spending 3 days in one and the next 3 in the other.'
- 'the end of their lives was poignant.'

Task 4

- Probably because he thought they were abnormal and in some societies long ago even 'unjoined' twins were regarded as 'strange'.
- Because they were unique.
- Because if his brother had to stay in bed from illness, then his life was restricted too.
- Perhaps because doctors had never done an operation of this kind before and the risk of dying was high.
- Physically he could not have gone on living, but also one of the phenomena of twins is that they do sometimes die one after the other.

UNIT 4

1 Violent death

Task 2

- John Lennon
- pop singer (a former member of The Beatles)
- shot with a .38 calibre revolver.
- Four

Task 3

- returning from a recording session
- started to walk to the Dakota
- dropped into a combat position
- fired his .38 calibre revolver
- screamed

Task 4

John: fell down gasping, 'I'm shot'; staggered; turned to face him

Yoko: screamed

John and Yoko: stepping out of their limousine, started to walk; working on a single

The guard: stood on duty

The murderer: he called out; fired his .38 calibre revolver; stood in the shadows.

2 William Shakespeare

Task 1

- 1 No 2 No

Task 2

- True
- True
- False
- True

Task 3

- 1 b 2 b 3 a 4 a

3 Nureyev

Task 3

Assertive: demanding, persuaded, threatening.

Sociable: 'fraternizing', staying out at night.

Task 4

Assertive

He persuaded the authorities to give him a place with the Kirov Ballet Company by threatening to join the Bolshoi.

He had various conflicts with the authorities.

He took an instant decision to defect and he fled across the airport to the French police from whom he demanded political asylum.

Sociable

He danced with amateur local folk groups in Siberia.

He stayed out at night in Paris, fraternizing with French friends.

Task 5

- He 'started dancing as an amateur.'
- '... he persuaded the authorities to admit him ...'
- 'He had various conflicts with ...'

- 4 'Taking an instant decision ...'
 5 He was 'the first Soviet dancer to defect to the West.'

4 Madame Tussaud

Task 1

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

Task 2

- 1 Para 3
 2 Para 4
 3 Para 2
 4 Para 1

Task 3

Nationality: Swiss

Maiden name: Grosholtz

Country of study: France

Subject of study: Wax modelling

First exhibition: 1802 in London

Museum today: Marylebone Road, London

Task 4

- 1 famous 2 notorious 3 leading figures 4 severed 5 figures

Task 5

artistic careful

5 Nelson Mandela

Task 3

- Para 1 Family background
 Para 2 Qualifications and family life
 Para 3 His introduction to politics
 Para 4 Coming of age/leaving home
 Para 5 Involvement in the ANC

Task 4

- 1918 He was born Umtata, Transkei (18 July).
 1930 His father died.
 1941 He married his first wife.
 1944 He joined the African National Congress.
 1958 He married his second wife.

UNIT 5

Who killed Sir Harry Oakes? Part 1

Task 3

- 1 True 2 False 3 False

Task 4

- 1 '... retired' to Nassau ...'
 2 'a tax haven'
 3 '... the playground of the rich'

- 4 '... supported hundreds of bankers and property owners.'

Task 5

- 1 'Did anyone find out who did it?'
 2 '... it's better not to talk about it ...'
 3 '... I was still warned not to talk about the murder.'
 4 'Yet this silence made me very interested.'

Task 6

Sir Harry Oakes' life

Who killed Sir Harry Oakes? Part 2

Task 2

- 1 Paragraph 3
 2 Harry's boyhood
 3 His days of poverty
 4 Paragraph 6
 5 Paragraph 5
 6 Paragraph 1

Task 3

- 1 and C
 2 and F
 3 and A
 4 and E
 5 and B
 6 and G
 7 and D

Task 4

dishonest: No, he paid off his partners and repaid his sister.

sociable: No, Harry 'was a quiet boy'.

ambitious: Yes, his obsession with dreams of wealth ... gold mine.

adaptable: Yes, he survived 'the very long working hours and the difficult life in the gold mine.'

strong: Yes, he worked hard in the mines and travelled a lot.

Task 5

- 2 • He had become very rough.
 • Women didn't like the way he spoke.
 • Because of his roughness it may be difficult for him to find girlfriends.

Who killed Sir Harry Oakes? Part 3

Task 1

The successful life of Harry Oakes

Task 2

- 1 'Yet he met and married a girl who was his opposite in every way.'
 2 His wife 'did not like the lonely life'.
 3 He 'gave half a million dollars ... and other generous offers'.
 4 'He was now a 'made' man.'
 5 'Then came disaster.'

Task 3

First: Canada. First they lived near the mine and then near Niagara Falls.

Second: Bahamas. They had a twenty-room mansion in Nassau called 'Westwood'.

Third: London. They became interested in British affairs and gave a lot of money to local charities, especially the St George's Hospital, London.

Fourth: Bahamas again. They mixed with high society and Oakes became a member of the Bahamas' House of Assembly.

Task 4

- 1 **True.** She persuaded Harry to move to an enormous castle where King Edward is said to have spent a night.
- 2 **True.** Information in Paragraphs 2, 3 and 4.
- 3 **True.** 'There are no taxes.'
- 4 **False.** Information in paragraphs 2 and 4.
- 5 **True.** They appeared in the honours list for King George VI's birthday.

Who killed Sir Harry Oakes? Part 4**Task 1**

He was murdered.

Task 2

- 1 **True**
- 2 **False**
- 3 **True**
- 4 **False**
- 5 **False**

Task 3 and Task 4

SIR HARRY	LANSKY
1 disagreed with Lansky	was ruthless
5 lost his temper	2 liked nobody to disagree with him
7 collapsed to the floor	3 was used to disposing of people
8 had been knocked unconscious	
CHRISTIE	THE GANGSTERS
11 was shocked	6 struck Sir Harry
4 tried to warn	9 half-carried him
	12 set fire to the bed
	10 ordered Christie to drive
	13 raced from the room

The numbers indicate the order in which the events happened ('was ruthless' is not included as this is a state rather than an event).

How To Score Your Diet Questionnaire on page 22

- For question 1 score is the same as the answer.
- For questions 2, 3, 7, 13, 14, 16 score 0 for 'no' and 2 for 'yes'.
- For questions 4, 5, 10 score half the answer.
- For questions 8, 9, 11, 12, 15, score 0 for 'less than 2', score 1 for 'less than 4', score 2 for 'less than 8', and score 3 for '8 or more'.
- For question 6, score 0 for '0', score 1 for 'less than 2', score 2 for 'less than 10', score 3 for '10 or more'.
- For question 17, score 0 for '2 or more', score 1 for '1', score 1 for 'less than 1'.
- For question 18, score 0 for 'more than 49%', score 1 for 'more than 30%', score 2 for 'more than 10%', score 3 for '10% or less'.



The Oxford Supplementary Skills series covers Listening, Speaking, Reading and Writing at four levels – elementary, intermediate, upper-intermediate and advanced. The materials are intended for adult learners, and are task-based and interactive with an emphasis on fluency. They can be used as a supplement to a course book or as modular course material.

Reading for elementary students

This book offers elementary students of English a wide variety of authentic reading material, including poetry. The texts are grouped together by theme. The exercises are task-based and develop skills in global and intensive reading, pre-reading and predicting, and vocabulary development. The book contains an Introduction to the teacher and a Key.

Rosemary Scott was a teacher trainer for the British Council in Greece and is now a freelance materials writer.

	ELEMENTARY	INTERMEDIATE	UPPER INTERMEDIATE	ADVANCED
LISTENING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPEAKING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
READING	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WRITING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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