

CONTENTS

Teacher's introduction	4
Table of exam-related exercises	6
Teaching notes	7
Answer key	15
Unit 1 Socialising now ...	<i>Bridget Jones's Diary</i> (1996) by Helen Fielding 19
Unit 2 ...and socialising then	<i>Pride and Prejudice</i> (1813) by Jane Austen 24
Unit 3 An evening in	<i>About a Boy</i> (1998) by Nick Hornby 29
Unit 4 The final frontier	<i>The Time Machine</i> (1895) by H G Wells 34
Unit 5 Exotic places	<i>The Beach</i> (1996) by Alex Garland 39
Unit 6 Appearance and reality	<i>The Picture of Dorian Gray</i> (1891) by Oscar Wilde 45
Unit 7 Worlds apart	<i>A Passage to India</i> (1924) by E M Forster 50
Unit 8 A memorable day	<i>The Secret Diary of Adrian Mole aged 13 3/4</i> (1982) by Sue Townsend 55
Unit 9 Legends	<i>The Hound of the Baskervilles</i> (1902) by Sir Arthur Conan Doyle 60
Unit 10 Difficult decisions	<i>Hotel du Lac</i> (1984) by Anita Brookner 65
Unit 11 A classic heroine	<i>Jane Eyre</i> (1847) by Charlotte Brontë 70
Unit 12 A son...	<i>Dombey and Son</i> (1846-8) by Charles Dickens 75
Unit 13 ...and a daughter	<i>The Millstone</i> (1965) by Margaret Drabble 79
Unit 14 A tricky problem	<i>Captain Corelli's Mandolin</i> (1994) by Louis de Bernières 84

For CD track numbers, see page 5

debate, ask students to vote on whether they agree or disagree with the statement.

UNIT 13
THE MILLSTONE
by Margaret Drabble (1965)

Background information

In the 1960s in England it was quite difficult for an unmarried girl to bring up a baby alone. It was difficult socially because having a baby outside marriage was unacceptable, and it was difficult financially. The novel explores the emotional problems Rosamund has while trying to manage alone.

Teaching notes

Do the pre-reading *Discussion* in small groups, then give out the worksheet. Play the recording and ask students to follow the text as they listen. Give them a few minutes to check the words in the *Glossary* and then ask them to work in pairs to do the *Reading comprehension* section.

At the end of the *Vocabulary* exercise *Idioms: parts of the body*, you could ask the students the following questions.

- Who is...
- ⊃ ignored? (Andrew)
 - ⊃ advising someone to keep out of trouble? (Peter)
 - ⊃ being accused of something? (John)
 - ⊃ involved in something? (Susan)
 - ⊃ being encouraged? (Diane)
 - ⊃ trying to persuade someone to do something (Adrian)
 - ⊃ always making social mistakes? (James)
 - ⊃ likely to irritate someone important? (Neil)

When they have done the *Vocabulary* section, focus on *Proverbs*. Ask them to work in pairs or small groups and discuss any similar proverbs they have in their own language. Are they the same or different from the ones in English? How true or useful do they think such proverbs actually are nowadays? Do they know any proverbs that are in fact opposites (e.g. nos ii and vi)?

Further discussion ideas: fluency activity – ‘important moments’

Remind students that *The Millstone* is about a milestone in a young woman’s life.

Tell them that they are going to talk about their own important moments, e.g. graduating from High School, winning a prize, and so on. Put students into groups of five. Tell them they have about 7-8 minutes to find out as much as they can about each other’s important dates.

UNIT 14
CAPTAIN CORELLI’S MANDOLIN
by Louis de Bernières (1994)

Background information

There is a film of *Captain Corelli’s Mandolin*. The old couple who live in a small Greek village are likely to treat the doctor with respect, but the doctor feels that it is necessary to emphasise his social superiority by using long complicated words that they will not understand.

Teaching notes

Give out the worksheet. Do the pre-reading *Discussion* in pairs.

Then ask students to read through the list of events in the *Reading comprehension* exercise. Ask them to discuss in pairs what the text might be about, and what the possible order might be. Then play the recording and ask them to follow the text as they listen. Give them a few moments to check the words in the *Glossary*, and ask them to work in pairs to do the *Reading comprehension* exercise and put the events into the correct order. Check the answer with the whole class, and ask them to explain how they found the answer from the evidence in the text.

Ask students to do the *Vocabulary* exercises in pairs. After doing the *English in use: register transfer* section, for further practice students could write a similar letter to the one on the worksheet. Student A should try to make their letter very formal and student B should write a very informal letter to a friend. Ask the students to exchange their letters and compare them, saying if they think the register is correct or not.

Further discussion ideas: role-play

Tell students to work in pairs. They should choose one of the follow-up *Discussion* problems and either write a short dialogue and read it to the class or act it out without a script in front of the class.

Answer key

UNIT 1
BRIDGET JONES’S DIARY

Reading comprehension

- 1 No
- 2 No
- 3 Yes
- 4 Not given
- 5 Yes
- 6 No
- 7 Not given
- 8 Yes
- 9 Yes
- 10 No

Vocabulary

Compound adjectives

- i f
- ii c
- iii e
- iv b
- v a
- vi d
- 1 well-dressed
- 2 absent-minded
- 3 mouth-watering
- 4 second-class
- 5 far-fetched

Vocabulary

Verbs: ways of speaking

- 1 roared
- 2 shrieked
- 3 moaned
- 4 mumble

Vocabulary

Adverbs: ways of speaking

- 1 persuasively
- 2 arrogantly
- 3 aggressively
- 4 desperately

UNIT 2
PRIDE AND PREJUDICE

Reading comprehension

Meaning through context

- 1 a
- 2 b
- 3 b
- 4 b
- 5 a

Vocabulary

Collocations

- i d
- ii b
- iii a
- iv e
- v c
- 1 thoroughly deserved
- 2 literally speechless
- 3 highly unlikely
- 4 totally different

Vocabulary

Phrasal verbs: ‘pass’

- 1 away
- 2 out
- 3 down
- 4 over
- 5 by
- 6 up
- 7 on

UNIT 3
ABOUT A BOY

Reading comprehension

- 1 No
- 2 Yes
- 3 Yes
- 4 Not given
- 5 No
- 6 Yes
- 7 Not given
- 8 Yes

Vocabulary

Inference

- i f
- ii e
- iii g
- iv a
- v d
- vi b

Vocabulary

Phrasal verbs: ‘up’

- i c
- ii f
- iii a
- iv e
- v b
- vi d
- 1 pick him up
- 2 doing it up
- 3 put up with it
- 4 put you up
- 5 held me up

UNIT 4
THE TIME MACHINE

Reading comprehension

Matching

- a P
- b P
- c N
- d MM
- e TT

Vocabulary

Phrases with ‘account’

- 1 on any account
- 2 accounts for
- 3 on my own account
- 4 on account of
- 5 gave a good account of himself

Use of English

Key word transformations

- 2 The time traveller was glad of the chance...to put his theory to...practical use.
- 3 The time traveller...enjoyed nothing more than surprising...his friends with his experiments.
- 4 The Time traveller's friends...had no option but to ...watch the conclusion of the experiment.
- 5 It...was common knowledge that some of the Time Traveller's theories...were unlikely.

'But', said I, 'if it travelled into the past it would have been visible when we came first into this room; and last Thursday when we were here; and the Thursday before that; and so forth!'

'Serious objections,' remarked the Provincial Mayor, with an air of impartiality, turning towards the Time Traveller.

'Not a bit,' said the Time Traveller, and, to the Psychologist: 'You think. You can explain that.'

'Of course,' said the Psychologist, and reassured us. 'That's a simple point of psychology. I should have thought of it. We cannot see it, nor can we appreciate this machine, any more than we can the spoke of a wheel spinning, or a bullet flying through the air. If it is travelling through time fifty times or a hundred times faster than we are, if it gets through a minute while we get through a second, the impression it creates will of course be only one-fiftieth or one-hundredth of what it would make if it were not travelling in time. That's plain enough.' He passed his hand through the space in which the machine had been. 'You see?' he said, laughing.

742 words

The Time Machine by H G Wells. This edition Everyman 1993, pages 8-10.

Glossary

singularly askew (line 4): noticeably not quite straight

a quack (line 17): a person who pretends to have medical knowledge or skills but has none

mantel (line 24): mantelpiece - a frame surrounding a fireplace that can be used as a shelf

eddy (line 26): a circular movement of water, wind or dust

save (line 27): except

stupor (line 29): a state in which you cannot think, speak, see or hear clearly

unhinged (line 38): mad

spoke (line 57): one of the thin metal bars which connect the outer rim of a wheel to the centre

Reading comprehension

Matching

The Time Traveller TT

The Psychologist P

The Medical Man MM

The Narrator (I) N

Use the information in the text to match the people with the opinions (listed a-e) below. Put the person's initials to the right of the opinion.

- a Time travel can be explained by relative speed.
- b The model has definitely travelled in the past.
- c The model can't have travelled into the past.
- d The model has been well-constructed.
- e It's important everyone takes the experiment seriously and doesn't think it's a trick.

Vocabulary

Phrases with 'account'

account for
 give a good account of yourself
 on account of
 hold someone to account for
 (not) on any account
 on my own account

In line 40 the Time Traveller says 'I mean to have a journey on my own account'. This means he wants to experience time travel personally.

Put the following expressions using the word 'account' into the sentences in the correct form. The meanings are given at the end of each sentence. There is one expression you will not need to use.

- 1 Our teacher will not accept rude behaviour . (at all)
- 2 The terrible weather the drop in sales of sun cream. (explain)
- 3 When I started my own company, I was looking forward to running things . (personally)
- 4 John said that he wouldn't be able to attend the meeting his poor health. (because of)
- 5 Although David was by far the smallest player in the team, he in the match against the champions. (played well)

Unit 7

Worlds apart

A Passage to India

by E M Forster
(1924)

The author and the novel

E M Forster was born in London in 1879 and studied and lectured at Cambridge University. His other well-known novels are **Howard's End** and **A Room with a View**. They all concern personal relations and the problem of communication between different classes and cultures. **A Passage to India** is about Mrs Moore's and Miss Adela Quested's visit to India over 80 years ago. At that time the Indians called the English gentlemen 'sahibs' and the English ladies 'memsahibs'.

About the extract

Mrs Moore has just arrived in India to visit her son, Ronny, who is the City Magistrate, an important legal position. Adela Quested has accompanied Mrs Moore to India and it is expected that she will marry Ronny in due course. They are attending a social evening at the club for English residents where a play called *Cousin Kate* is in progress. Mr Turton, an official with the title of 'the Collector', is also present. (The extract has been divided into five sections)

Discussion

- ▷ Why do people like to visit countries far away from their own?
- ▷ What difficulties might you come across in the first few days of your visit to such a different country?

① The third act of *Cousin Kate* was well advanced by the time Mrs Moore re-entered the Club. Windows were barred, lest the servants should see their memsahibs acting, and the heat was consequently immense. One electric fan revolved like a wounded bird, another was out of order. Disinclined to return



5 to the audience, she went into the billiard-room, where she was greeted by 'I want to see the *real* India'. This was Adela Quested, the queer, cautious girl whom Ronny had commissioned her to bring from England, and Ronny was her son, also cautious, whom Miss Quested would probably though not certainly marry, and she herself was an elderly lady.

10 ② 'I want to see it too, and I only wish we could. Apparently the Turtons will arrange something for next Tuesday.'

'It'll end in an elephant ride, it always does. Look at this evening. *Cousin Kate!* Imagine, *Cousin Kate!* But where have you been off to? Did you succeed in catching the moon in the Ganges?'

15 The two ladies had happened, the night before, to see the moon's reflection in a distant channel of the stream. The water had drawn it out, so that it had seemed larger than the real moon, and brighter, which had pleased them.

'I went to the mosque, but I did not catch the moon.'

20 'The angle would have altered – she rises later.'

'Later and later,' yawned Mrs Moore, who was tired after her walk. 'Let me think – we don't see the other side of the moon out here, no.'

25 ③ 'Come, India's not as bad as all that,' said a pleasant voice. 'Other side of the earth, if you like, but we stick to the same old moon.' Neither of them knew the speaker, nor did they ever see him again. He passed with his friendly word through red-brick pillars into the darkness.

30 ④ 'We aren't even seeing the other side of the world; that's our complaint,' said Adela. Mrs Moore agreed; she too was disappointed at the dullness of their new life. They had made such a romantic voyage across the Mediterranean and through the sands of Egypt to the harbour of Bombay, to find only a gridiron of bungalows at the end of it. But she did not take the disappointment as seriously as Miss Quested; for the reason that she was forty years older, and had learned that life never gives us what we want at the moment that we consider appropriate. Adventures do occur, but not

35 punctually. She said again that she hoped that something interesting would be arranged for next Tuesday.

40 ⑤ 'Have a drink,' said another pleasant voice. 'Mrs Moore – Miss Quested – have a drink, have two drinks.' They knew who it was this time – the Collector, Mr Turton, with whom they had dined. Like themselves, he had found the atmosphere of *Cousin Kate* too hot. Ronny, he told them, was