Objectives

Grammar
Subject-verb agreement: special cases

Listening
Predict from pictures and listen for specific information

Reading
Read for specific information and for detail

Critical thinking
Discuss what makes a good leader

Functions
Show interest and surprise

Writing
A letter explaining what makes a good leader

Before using the book:

- Ask the students to think of any books they know that were originally written in English or that they have already read in English.
- Write the names of the books on the board.

- Ask if any of the students can give a quick summary of one of the stories to the class. If not, tell them the story of a book you have read in English or that you know was originally written in English.
Listening

1 Check the meanings of these words in your Active Study Dictionary.

1 Write the words from the box on the board.

2 Now tell the students to look up the words in the Active Study Dictionary.

3 When they have done this, explain that you are going to say the first and last letter of a word and tell the students to say the word aloud. Help them with their pronunciation.

Example:
Teacher: E and m.
Students: Escapism.
Teacher: Good. Put the stress on the second syllable.

4 Continue in this way with all the words.

Answers:
classics the study of the language, literature and history of ancient Greece and Rome
couple two people who are married or have a romantic relationship
debate (n) an organised discussion on an important subject
escapism entertainment or activity that helps you to forget about your work or worries and think of something more enjoyable

2 Answer the questions to find the meaning of these words.

1 Put the students into pairs.

2 Tell them to read the questions and discuss the answers together.

3 Go through the answers with the whole class.

Answers:
a If you are well educated, you have had a good education.
b A fictional story is invented.
c A publication is something that you read.

3 Look at these pictures and discuss these questions.

1 Tell the students to look at the two pictures on the right of the page. Ask them what they can see.

Hope: The Prisoner of Zenda

2 Put the students into pairs and tell them to discuss the questions.

3 Play the tape so they can see if their answers were correct.

4 Go through the answers with the class.

Answers:
a He was a novelist. He was born in 1863 and died in 1933. He lived for a time in London.
b suggested: He looks interesting, well educated, self-confident, smart.

TAPESCRPT

Presenter: In today’s Book Programme, we’re going to hear about the life and work of the writer Anthony Hope. In the studio we have Professor David Lyons from the University of South London. Professor Lyons, Anthony Hope is well known for his adventure novels, but what sort of a man was he? Was he like his heroes?

Prof Lyons: Not in the least. Anthony Hope was a well-educated English lawyer who started writing in his free time.

Presenter: Could you tell us something about his early life?

Prof Lyons: Yes, of course. Anthony Hope was born near London in 1863. After finishing school, he went to Oxford University, where he studied classics. He was interested in politics and was a good speaker in university debates. After Oxford, he trained as a lawyer and started working in London in 1887.

Presenter: So how did he start writing?

Prof Lyons: Well, lawyers in those days had plenty of free time – so Hope wrote short stories for magazines. He wrote his first novel, A Man of Mark, in 1890, but had to pay for the publication himself.

Presenter: How about his most famous book, The Prisoner of Zenda? Did he pay for that?

Prof Lyons: No. By then, he was already a successful novelist. The amazing thing about this book was how quickly he wrote it. He first had the idea in late 1893 and the book was published in April 1894. It was immediately successful.

Presenter: What was so special about The Prisoner of Zenda?

Prof Lyons: Well, it’s a very exciting adventure story which takes place in a fictional European
country. I think it was so popular because it is not about everyday lives – people like escapism.

**Presenter:** Did Hope marry?

**Prof Lyons:** Yes, he did. In 1903, he went on a speaking tour to other countries and met Betty Somerville. The couple were married later that year, then came back to England, where they had two sons and a daughter.

**Presenter:** And did he continue writing?

**Prof Lyons:** Yes, in all he wrote thirty-two works of fiction, but The Prisoner of Zenda was always his most popular story. It made him a lot of money. A lot of films have been based on the story, and the public still enjoy reading it today.

**Presenter:** Thank you, Professor Lyons – that was most interesting.

If you haven’t read The Prisoner of Zenda yet, borrow it from your local library. It’s one of those books you just can’t put down.

### 4 Listen again. Are these sentences True or False? Correct the false ones.

1. Tell the students to read through the sentences.
2. Play the tape again. Ask the students to think about the sentences and to decide if each one is true or false, and to correct the false ones.
3. Now go through the answers with the class.

**Answers:**

- a. False. He was born in the 1860s. (given)
- b. False. He studied classics.
- c. True.
- d. False. He wrote short stories for magazines.
- e. True.
- f. False. It took him a few months to write.
- g. False. He met her while he was in another country.
- h. True.

### 5 Discuss this question in pairs.

1. Ask the students to read the question.
2. Discuss what the word *escapism* means.
3. Now, as a class, tell the students to think of other activities that might be defined as escapism.
4. Write their ideas on the board.

### Suggested answers:

Playing computer and other games, watching TV and films, listening to music, playing sports, going to the theatre or cinema

### 6 The sounds of English

1. Ask the students to look at the table.
2. Explain that they must write each word from the top box in the correct column below.
3. Before they start, go through the pronunciation of the words in the top box. Make sure the students are clear how to pronounce them. Point out that the letter *s* has two different pronunciations in these words.
4. When they have placed all the words, play the tape. The students can check their answers. Tell them to repeat the words.

**Answers:**

<table>
<thead>
<tr>
<th>classics</th>
<th>speaker</th>
<th>university</th>
<th>novels</th>
<th>plenty</th>
<th>politics</th>
<th>popular</th>
<th>book</th>
<th>debate</th>
<th>publish</th>
<th>daughter</th>
<th>difficult</th>
<th>immediately</th>
<th>about</th>
<th>today</th>
<th>wrote</th>
</tr>
</thead>
</table>

**TAPESCR IPT**

**Voice:**

classics, classics
speaker, speaker
university, university

novels, novels
those, those
was, was

plenty, plenty
politics, politics
popular, popular

book, book
debate, debate
publish, publish
daughter, daughter
difficult, difficult
immediately, immediately

about, about
today, today
wrote, wrote
**UNIT 2**

**Hope: The Prisoner of Zenda**

1. **Match these words with their meanings.**
   - a classics 1 [ ] entertainment that helps people to forget about their worries
   - b debate 2 [ ] when a book is printed and available to buy
   - c escapism 3 [ ] not real, invented by a writer
   - d fictional 4 [ ] having had a good education
   - e publication 5 [ ] study of the language and literature of the Ancient Greeks and Romans
   - f well-educated 6 [ ] formal, organised discussion

2. **Complete these sentences with words from Exercise 1.**
   - a My brother is a very **well-educated** man. He went to Cairo University and then Oxford.
   - b We’re having a **debate** at school next week about ways of reducing global warming.
   - c For some people, reading and watching films are forms of **escapism**.
   - d In the past, many English children studied **classics** at school. Now most schools teach modern languages.
   - e Oliver Twist is the **hero** of one of Charles Dickens’s most famous novels.
   - f The **Prisoner of Zenda** was ready for **publication** a few months after Anthony Hope thought of the idea.

3. **Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.**
   - a Novels are usually works of **fiction**, but they are often based on real life. (fictional)
   - b Anthony Hope’s first novel was **published** in 1890. (publication)
   - c Films and books can sometimes help people to **escape** from their worries. (escapism)
   - d My brother had a good **education**. He went to one of the best universities. (educated)
   - e You can still see a lot of **classical** architecture in Greece and Rome. (classics)

**Answers:**
- a 5 (given)  b 6  c 1  d 3  e 2  f 4

**2 Complete these sentences with words from Exercise 1.**
1. Tell the students to read through the gapped sentences.
2. Ask them to think about which words match with which meanings.
3. Tell the students to connect the words and their meanings.
4. Go through the answers with the class.

**Answers:**
- a well-educated (given)  b debate  c escapism  d classics  e fictional  f publication

**3 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.**
1. Tell the students to read through the sentences.
2. Ask them to use the Active Study Dictionary to choose the correct form of the word in brackets to complete each sentence.
3. Now put the students into pairs and tell them to compare their answers.
4. Go through the answers with the whole class.

**Answers:**
- a fiction (given)  b published  c escape  d education  e classical
SAMPLE TEXT

Language focus
Subject-verb agreement: special cases

1 Study these sentences from the listening text, then do the following.

1 Ask the students to look at the sentences in the box. Explain that they are all from the listening passage in Lesson 1.
2 Tell the students to underline the nouns or noun phrases in each sentence. Point out that the first one is done for them as an example. Remind the students that nouns and noun phrases name things.
3 After they have completed the exercise, tell the students to answer the questions.
4 When they have finished, put them into pairs to compare their answers.
5 Finally, go through the answers with the whole class.

Answers:

a 1 school, Oxford University, classics (given)
   2 politics, speaker
   3 couple, year
   4 public

b 1 sentences 1, 2; both: classics, politics (given)
   2 sentence 4 (public)
   3 sentence 3 (couple) plural
   4 sentence 1 (school)

2 Look at the sentences and discuss the questions below in pairs.

1 Tell the students that these sentences contain nouns that refer to a group, or numbers and nouns that refer to a quantity.
2 Put the students in pairs. Tell them to look at the sentences in the box.

3 Ask them to read the questions and to discuss the answers with their partner.
4 Go through the answers with the whole class.

Answers:

a sentence 4; plural (given)

b sentence 1; singular

c sentence 3; (police)

d sentences 2 and 5; singular verb; sentence 5 has singular pronoun that

3 Choose the wrong sentence in each set.

a The people in our group was watching the film. (✗)
   A group of people were watching the film. ( )

b Ten minutes have passed. Let’s wait five more. ( )
   Two hours is a long time to wait. (x)
   Hurry! There’s not many time left. ( ⬞)

c Three pounds is all I’ve got. ( )
   Three one-pound coins are on the desk. ( )
   Three one-pound coins is on the desk. ( )

1 After finishing school, he went to Oxford University, where he studied classics.
2 He was interested in politics and was a good speaker.
3 The couple were married later that year.
4 The public still enjoy reading it today.

a Underline the nouns/noun phrases.

b Answer the questions below.

● Which sentences have nouns in plural forms? 1, 2 Which of these nouns take a singular verb? both: classics, politics

● Which sentence has a noun with a singular form that means ‘a group of people’?
   Which sentence has a noun with a singular form that means ‘two people’?
   Are the verbs in these sentences singular or plural?

● Which sentence has a noun in singular form that is used as an uncountable?

2 In which sentence does the speaker think of the team as individuals?
   Is the verb singular or plural?

b In which sentence does the speaker think of the team as a unit?
   Is the verb singular or plural?

b Which sentence has a group word that can only take a plural verb?

b Which sentence has a noun with a singular form that means ‘a group of people’?
   Which sentence has a noun with a singular form that means ‘two people’?
   Are the verbs in these sentences singular or plural?

b Which sentence has a noun in singular form that is used as an uncountable?
1 Find and correct the mistake in each sentence. (One sentence is correct.)

- Five litres of petrol are enough for me to get to work. *Five litres of petrol is enough.*
- My five-year-old sister will start a school in September. *My five-year-old sister will start school.*
- The police is going to get new uniforms. *The police are getting new uniforms.*
- Fifty degrees are a very high temperature. *Fifty degrees is a very high temperature.*
- Athletics were my father’s favourite sport. *Athletics was my father’s favourite sport.*
- The team usually wins. *The team usually win.*

2 Choose the correct words.

- Classics **was/were** a required subject long ago.
- People **is/are** funny sometimes.
- How much/many **seconds is/are** in an hour?
- Ten kilometres **is/are** a long way to run.
- One of the players in the blue team **is/are** very tall.

3 Use your Active Study Dictionary to find the difference in meaning between the underlined nouns. Say whether they are countable (c) or uncountable (u).

- Would you like an orange? **C** the fruit
- I don’t like oranges, I prefer red. **U** the colour
- Could I have a coffee, please? **U**
- Coffee can stop you sleeping. **U**
- I’ve got a hair in my mouth. **U**
- There’s *a* hair on the floor. **U**
- Do you like chicken? **U**
- Do you like chickens? **C**

2 Remind them that most collective nouns can take singular or plural verbs, and that numbers referring to a quantity take a singular verb.

3 Go through the answers with the class.

**Answers:**

1. Five litres of petrol is enough (given)
2. will start school
3. police are going to get
4. Fifty degrees is
5. Athletics was
6. correct

2 Choose the correct words.

1. Tell the students to read through the sentences.
2. Explain that they must choose the correct word from the given alternatives for each sentence.
3. Check the answers with the class.

**Answers:**

1. was (given)
2. are
3. many, are
4. is

3 Use your Active Study Dictionary to find the difference in meaning between the underlined nouns.

1. Explain to the students that the meanings of words can often change, depending how we use them. Some meanings are countable and others are uncountable. The letter [C] or [U] in the dictionary tells how that meaning is used.
2 Tell the students to read through the sentences carefully and to think about the meaning of the words that are underlined.

3 If they don’t know a meaning, tell them to look it up in their *Active Study Dictionary*.

4 Now put the students into pairs and ask them to discuss the meanings of the words that are underlined.

5 Go through the answers with the whole class.

**Answers:**

a [c] the fruit, [u] the colour (given)

b [c] a cup of coffee, [u] the drink

c [c] a single hair, [u] a lot of hair (e.g. cut by a hairdresser)

d [u] chicken meat, [c] the animals

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**LESSON 3**

**SB page 8 ** **WB page 7**

**Reading**

1 **Check the meanings of these words in your *Active Study Dictionary***.

1 Tell the students to look at the words in the box.

2 Explain that you are going to read them out and tell the students to mark the stress on each word by underlining the part of the word that has the stress.

3 Now tell the students to look the meanings up in their *Active Study Dictionary* of any of the words they don’t know.

**Answers:**

- **alike** (adj.) almost exactly the same; similar
- **attend** to go to a meeting, school, church, etc.
- **castle** a very large strong building built in the past to protect the people inside from attack (like the building in the picture at the top of page 6)
- **coronation** a ceremony in which somebody officially becomes a king or queen
- **the right to do something** legally or morally allowed to do something
- **occasion** an important event or ceremony
- **wealthy** rich; having a lot of money, land or valuable possessions, especially when you or your family have owned them for a long time

2 **Read the summary of The Prisoner of Zenda** quickly and find out what or who these are.

1 Before the students start reading, ask them what they think the text is about.

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**THE PRISONER OF ZENDA**

The story takes place in nineteenth-century Europe. Rudolf Rassendyll, a wealthy Englishman, is the cousin of Rudolf Elphberg, who is about to become the new king of Ruritania, a fictional country in central Europe. Rudolf Rassendyll decides to travel to Ruritania to attend the coronation of his cousin, who he has not met before. Soon after he arrives, he is walking through a forest when he meets the future king. The two men are surprised to discover that they are so alike: they are almost identical twins. The cousins talk excitedly about the coronation.
Lesson 3 - UNIT 2

1 Write the word that matches the meaning.

- a ceremony when someone becomes the new king or queen: **coronation**
- almost exactly the same: **identical**
- having a lot of money: **wealthy**
- an important ceremony: **coronation**
- go to a meeting, school, etc: **attend**
- having this means you are morally allowed to do something: **permitted**
- a large strong building to protect people from attack: **castle**

2 Complete these sentences with words from Exercise 1.

- Although everyone in my family works very hard, we are not a **wealthy** family.
- In Britain, children **attend** primary school between the ages of 5 and 11.
- The **coronation** of Queen Elizabeth II took place in 1952. It was a fantastic occasion; millions of people went to London to watch.
- Nobody has the **permitted** to steal things from other people.
- Some twins are more **identical** than others.
- **Castles** were usually made from stone to stop attackers from breaking in.

3 Complete these sentences with your own ideas.

- The last important occasion I went to was **coronation**.
- Everyone has the right to **attend** school.
- If I were wealthy, I would **attend** more social events.
- I once saw a castle **in** the village.

4 Discuss these questions in pairs.

- Put the students into pairs.
- Ask them to read through the two questions.
- Tell them to discuss their answers.
- Now ask some of the students to explain their answers to the whole class.

Suggested answer:

- Students’ own answers
- Lots of action, larger-than-life characters, unexpected events, suspense, etc.

**WORKBOOK**

1 Write the word that matches the meaning.

- A wealthy Englishman (given)
- Rudolf Rassendyll’s cousin and the future king of Ruritania
- The town where Elphberg is locked in the castle
- Rudolf Elphberg’s brother who wants to be the new king
- The prison where Elphberg is held
- A wealthy German farmer

Answers:

- a 4 (given)
- b 6
- c 2
- d 1
- e 5
- f 3

2 Complete sentences with words from Exercise 1.

- The last important occasion I went to was **coronation**.
- Everyone has the right to **attend** school.
- If I were wealthy, I would **attend** more social events.
- I once saw a castle **in** the village.

3 Complete these sentences with your own ideas.

- The last important occasion I went to was **coronation**.
- Everyone has the right to **attend** school.
- If I were wealthy, I would **attend** more social events.
- I once saw a castle **in** the village.

4 Discuss these questions in pairs.

- Put the students into pairs.
- Ask them to read through the two questions.
- Tell them to discuss their answers.
- Now ask some of the students to explain their answers to the whole class.

Suggested answer:

- Students’ own answers
- Lots of action, larger-than-life characters, unexpected events, suspense, etc.
UNIT 2  Hope: The Prisoner of Zenda

Answers: 

- a: coronation (given)  b: alike  
- c: wealthy  d: occasion  
- e: attend  f: right  
- g: castle

2 Complete these sentences with words from Exercise 1.

1 Tell the students to read through the sentences.
2 Explain that they must use a word from Exercise 1 to complete each sentence.
3 When the students have completed the exercise, go through the answers with the whole class.

Answers: 

- a: wealthy (given)  b: attend  
- c: coronation, occasion  d: right  
- e: alike  f: castle

3 Complete these sentences with your own ideas.

1 Tell the students to read each sentence beginning.
2 Ask them to complete each sentence with their own idea.
3 Now put the students into groups. Tell them to read out their completed sentences to their group.
4 Ask students who wrote interesting sentences to read them out to the class.

Critical thinking

1 Answer the following questions.
   - a: What is Ruritania?  It is a fictional country in central Europe.  
   - b: Why is Rudolph locked in the castle?  ………………  
   - c: How much do the people of the country know about this story?  
   - d: What do you think the two Rudolfs do when they see each other for the first time?  
   - e: Why do you think Michael does not have the right to be the next king?  
   - f: How do you think Rudolf Rassendyll feels when he returns to England?

The story ends happily for Elphberg when he finally becomes the new king. Michael dies. Rassendyll says goodbye to his friends and leaves the country. The people of Ruritania never find out what has really happened.

2 Read this quotation from the story and answer the questions.
   - a: What kind of a person do you think Michael is?  
   - b: Why do some people want to become kings or leaders of their country?  
   - c: What makes some leaders more popular than others?

3 Discuss these questions in pairs.
   - a: Would you like to be a leader? Why? Why not?
   - b: Modern leaders take advice from many people. What sort of people should give this advice?

LESSON 4

SB page 9

Critical thinking

1 Answer the following questions.

1 The students must answer a number of questions about the reading passage.
2 Tell them to reread the text.
3 Now tell the students to read through the questions and think about the answers.
4 Then ask them to write their answers down.
5 Put the students into pairs to compare their answers.

6 Finally, go through the answers with the whole class.

**Answers:**

a It is a fictional country in central Europe. (given)
b His brother Michael wants to prevent his coronation because he wants to be the new king.
c They know nothing of it. They don’t realise that the Englishman replaced his cousin at the coronation.

d They greet each other warmly./They laugh when they see they are so alike./They look at each other in astonishment.
e He is the younger brother; usually the older brother becomes king.
f He is probably happy to be home, but sad to leave his friends and the life he had as king.

2 **Read this quotation from the story and answer the questions.**

1 Ask the students to read the quotation.

2 Now tell them to read the questions.

3 Put them in pairs and tell them to discuss the questions together.

4 Finally, go through the answers with the whole class.

**Suggested answers:**

a He is popular but also cruel. He is ambitious.
b They want to help the people and the country./Because they want to have power.
c They speak well./They are like the people themselves./They do a lot of good.

3 **Discuss these questions in pairs.**

1 Tell the students they are going to talk about being a leader. Ask them what a leader is and them what qualities they think a leader should have. Write their ideas on the board.

2 Ask the students to read the two questions.

3 Now put them into pairs and tell them to discuss the answers.

4 Finally, go through the answers with the whole class.

**Answers:**

a Students’ own answers
b People who are experts in their field, for example experts in tourism, business, finance, etc.
Communication

1 Listen and complete with words or phrases which show surprise or interest.

Tell the students to focus on the picture on the right-hand side. Ask what the students can tell you about it. Ask if they know what/who it is (the mask of Tutankhamun). Write their ideas on the board.

Now play the tape.

Put the students into pairs and ask them to talk about what they heard.

Play the tape again.

Tell the students to look at the first sentence and the example answer. Explain how Did he? can show surprise. Ask the students to complete the remaining sentences. Tell them to show surprise or interest in their answers.

Now go through the answers with the class. There may be several answers to each sentence.

Answers: 

a Did he? (given)

b Really?

c Is that right?

d How interesting!

TAPESCRPT

Girl 1: Tutankhamun became Pharaoh when he was only nine years old.

Girl 2: Did he?

Girl 1: Yes, and he married soon after that.

Girl 2: Really?

Girl 1: He was only about nineteen years old when he died.

Girl 2: Is that right?

Girl 1: Yes, people believe he died after he fell off his horse.

Girl 2: How interesting!

2 Work in small groups.

These four people would all like to be the leader of a group you belong to.

a Decide what kind of group you could belong to, e.g. a sports club or a reading group.

b Read about the four people who would like to be your leader.

c Each member of your group should choose a leader and explain his or her reasons to the rest of the group.

d Choose your leader. Most people in the group must agree.

Give a talk to the class.

a Groups take turns to tell the rest of the class about their choice of leader.

b When you are listening to another group, use the expressions of surprise and interest below.

Really! Is that right? How interesting! Is he? Was she? Does she? Did he? etc.

2 Work in small groups.

Start by asking the students what qualities make a good leader. Write their ideas on the board.

Now put the students into groups.

Explain that they must choose a leader for their group from the four candidates in the book. First they need to decide what kind of group they are (for example, a sports club, a reading club, a computer club, a climbing club, etc.).

Now tell each member to explain to the rest of the group who they have chosen and why. Tell
Lesson 5

1 Respond to each of the following situations.
   a. Your friend has joined a reading group. You want to know the number of people in the group.
   How many people are in your reading group?
   b. Someone tells you that Anthony Hope wrote The Prisoner of Zenda in three months. You are very
   surprised by this.
   c. You are told that Anthony Hope paid for the publication of his first novel himself. Express how you
   feel about this.
   d. Someone tells you that Anthony Hope wrote more than 30 works of fiction altogether. You are
   interested but not surprised by this.

2 Make notes for a letter explaining your choice for a leader.

   Dear...
   Paragraph 1 (Describe the group of people you chose your leader for in the Student's Book.)
   Paragraph 2 (Explain the main reasons for your choice of leader.)
   Paragraph 3 (Explain why you did not choose the other people.)
   Paragraph 4 (End by saying what you hope your leader will do for your group.)
   Yours,...

3 Write your letter in 125–150 words.
   a. Write your first draft quickly. Follow the notes you made in your plan.
   b. Read what you have written very carefully. Look for grammar and spelling mistakes.
   c. Correct the mistakes, then write the final letter. Start and end the letter in the normal way.

5 Each group must decide on one leader.

3 Give a talk to the class.
   1 Tell each group to choose one student to stand up and explain which person they chose as the leader.
   2 Read through the expressions in the box and encourage the class to use them when they listen to a presenter.
   3 Tell the class to choose the best presentation.

2 Make notes for a letter explaining your choice for a leader.

   1 Tell the students they are going to write a letter about their choice of group leader.
   2 Tell them to look at the basic plan and make notes.
   3 Put the students into pairs to compare their plans.

3 Write your letter in 125–150 words.
   1 Tell the students to use their notes to write their letters.
   2 After they have written their letters, they should check any difficult spellings in their Active Study Dictionary.
   3 Help the students to correct any mistakes and then tell them to rewrite the letter.
   4 Now put the students into groups. Ask them to pass the letters around so that all the students read all the letters in one group.
   5 Tell them to choose the best letter from each group.
   6 Ask the students with the best letter from each group to read their letter to the class.
Listening Task

Target element: revise the listening exercise and complete key phrases

On the board, write the gapped sentences from below. Tell the students that you are going to play the listening about Anthony Hope from Student’s Book Unit 2 Lesson 1. Tell them to complete the sentences.

1 Was he like his ________?
2 He was interested in politics and was a good ________ in university debates.
3 I think it was so popular because it is not about everyday lives. People like ________.
4 Thank you, Professor Lyons. That was most ________.

Answers: 1 heroes 2 speaker 3 escapism 4 interesting

Speaking Task

Target element: practise and use some of the key vocabulary and grammar from the unit

Tell the students to think of one friend they have who is a good leader. Tell them to make some notes about this friend. Now tell them to prepare to talk about their friend and say why they are a good leader. Put the students into groups and tell each student to talk about their friend to their group. When everyone has spoken, the group decides which person would make the best leader.

Reading Task

Target element: revise the main text from the unit

Tell the students to read the first part of the text ‘The Prisoner of Zenda’ on Student’s Book page 8. On the board, write the questions from below. Put the students into pairs and ask them to discuss the questions. Finally, go through the answers with the class.

1 When does the story take place?
2 Who was wealthy?
3 Where is Ruritania?
4 Who is going to become the king?
5 Where do the two men meet?

Answers: 1 In the nineteenth century. 2 Rudolf Rassendyll. 3 In central Europe. 4 Rudolf Elphberg. 5 In the forest.

Writing Task

Target element: revise and use the vocabulary from the unit

Ask the students what qualities the leader of a country needs. Write their ideas on the board. Now tell the students to write a paragraph about the qualities that make a good leader of a country. Ask some students to read out their paragraphs.