

6. LITERATURE Percy

Shelley –

Ozymandias

- 1 1 pamphlet 5 stanzas
2 poetry 6 m-actespieces
3 Romantic 7 prose
4 chapters
- 3 a for good f rift
b eloped g expelled
c drowned h anti-establishment
d tyranny i exclusive
e allowance j inspired
- 4 1 Bigger and stronger boys often hurt or frightened him.
2 At that time it was considered scandalous to promote atheism publicly.
3 His father wouldn't send him any money and he would not have earned much from sales of his poems.
4 His rejection of meat-eating could be seen as way of respecting nature, and his opposition to tyranny made clear his belief in freedom.
5 Writing the novel Frankenstein, which has since been made into many films.
6 Italy
7 He drowned in the sea. He was 29.
8 the Protestant Cemetery in Rome
- 5 1 broken statue of a once all-powerful ruler who is now forgotten.
2 A, B, C, a sonnet.
3 ABAB/CDCEDEFEF. Half rhymes: "appear" with "despair"; possibly also "land" and "command", depending on the speaker.
- 6 1 No. "I met a traveller from an antique land who said:"
2 He was proud, arrogant and a tyrant.
3 He believed he was superior to all other rulers; that nobody would ever surpass his power and glory.
4 The King boasts of his great achievements but all that remains there is a huge expanse of sand.
5 He or she had a good appreciation of the king's negative traits, scolding them and making them permanent on the sculpture.
6 Power is only temporary and even the most powerful people are mortal.
7 Art, in this case sculpture and poetry, can last far longer than power or the people who wielded great power.
8 The "level sands" imply that in death all people are equal.
- 7 1a 2 a 3 a 4 b 5 a 6 b
7 a 8 b 9 b 10 a 11 b 12 a
- 8 1 'a' in "traveller", "an antique land";
'a' in "and sands"

- 2 "legs of stone stand", "sneer of cold command", "boundless and bare", "lone and level sands"
3 "Two vast and trunkless legs of stone stand in the desert."

11. LITERATURE Sir Arthur Conan Doyle – *The Hound of the Baskervilles*

- 2 medicine, politics, miscarriages of justice, spiritualism
- 3 1e 2 j 3 c 4 i 5 f 6 a 7 h 8 b 9 d 10 g
- 4 1 F (He told amazing stories at school.)
2 F (A Study in Scarlet was his first detective novel.)
3 F (He found his greatest success as a writer of detective novels.)
4 F (He stopped because he wanted to write more serious literature.)
5 T
6 F (He proved the men were innocent, and as a result of this the men were released.)
7 F (The most famous line from the film is "Elementary, my dear Watson!")
- 5 They have seen an animal that looks like an enormous hound.
- 6 1 moor 4 hall 7 lawyers
2 hound 5 to tear 8 throat
3 ghost 6 footprints 9 sensible
- 7 1 Because he hadn't been called earlier to come and look at where the killing had happened.
2 Because many people have seen the enormous animal that they think has killed Sir Charles.
3 Because it has left footprints on the ground.
4 The last living member of the Baskerville family.
5 Because he doesn't know what to do with Sir Henry.
6 To say nothing to Sir Henry, but bring him to meet him.

WHAT DO YOU THINK? Sample answer

The typical sequence of events in a classic detective story is:
(1) the seemingly perfect crime; (2) the wrongly accused suspect; (3) the mistakes of dim-witted police; (4) the greater powers of observation of the detective; and (5) the surprising ending, in which the detective reveals how the identity of the criminal was found.

11. LITERATURE The fascinating diary of Samuel Pepys

- 2 1 kept 4 eyewitness
2 recorded 5 entry
3 code
- 3 1 He stayed away from school without permission.
2 From 1660-1669

Headway Intermediate Student Answer Key

John Soars, Liz Soars



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Establishing Self-Access David Gardner,Lindsay Miller,1999-03-11 Establishing Self Access examines establishing maintaining and developing self access language learning SALL While much of it presents practical ideas dealing with issues related to SALL they are supported by references to relevant literature and research This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self access learning facilities Its unique features include a typology of self access facilities a discussion about how to manage self access a step by step guide on evaluating self access a wide variety of practical suggestions for implementing self access in different contexts It is suitable for anyone concerned with self access from pre service teacher trainees to experienced teachers and from managers of dedicated self access centres to administrators concerned with financing self access facilities

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The Routledge Handbook of Materials Development for Language Teaching Julie Norton,Heather Buchanan,2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a range of different international contexts providing insightful state of the art coverage of the field Structured in nine sections the Handbook covers changes and

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Multifunctionality in English Zihan Yin, Elaine Vine, 2022-02-27 This edited volume provides detailed analyses of multifunctional forms in English and offers hands on approaches exemplifying relevant implications and useful applications to language and literacy educators in TESOL ESL EFL EAL and research students in applied linguistics and education The chapters cover The multifunctionality of utterances in spoken and multimodal corpora the multifunctionality of linguistic creativity in different genres multifunctional pronouns in hard and soft sciences and professional discourse in the university and secondary school contexts The volume also offers a comparison of the multifunctionality of verbs between ESL textbooks native written and spoken English corpora and between ESL and L1 university students in writing a particular genre comparisons of the multifunctionality of discourse markers between different registers and between L1 and L2 English speakers as well as multifunctional metadiscourse markers in different disciplines and paradigms With detailed analysis of authentic corpus data representing different varieties of English specialized use in different contexts and disciplines and practical teaching and learning applications the volume bridges theory and practice providing a creatively designed resource for students educators and researchers looking to understand multifunctional forms in English

Education and Society in the Middle East and North Africa Milton George, S. Sergio Saleem Scatolini, 2020-01-17 In the past the Middle East and the so called Muslim world used to be beacons of learning and critical thought Although historical variables such as conquest internal conflict and colonization demoted their position on the global stage changes are now in the offing In these interesting times a growing number of educators thinkers and visionaries are trying both to find and to generate new approaches to the past present and future of the region This book is a collection of articles which reflect on various aspects related to education and society in the Middle East and North Africa also known as the MENA region their peoples and educational processes It provides a platform for people to join the global conversation and to contribute to it with data which are relevant to regional concerns research and practices This is necessary because many of the theories and research findings which are still being used to understand the region were generated elsewhere and despite their lack of regional representativeness were generalized as the most trustworthy interpretive tools across the world Hence there is a need for the world to open up to the voices from the MENA region

L'apprendimento autonomo delle lingue straniere

Associazione italiana dei centri linguistici universitari. Seminario nazionale, 2002

The British National Bibliography

Arthur James Wells, 2000

Headway. Intermediate, Student's book, 1980

New Headway. Intermediate

Workbook. Mit Integriertem Schlüssel John Soars,Liz Soars,2004-01 **New Headway Intermediate Workbook**
Without Key John Soars,Liz Soars,2019 **British Book News** ,1991 **New Headway** Liz Soars,John Soars,2003
Neusprachliche Mitteilungen aus Wissenschaft und Praxis ,1994 New Headway: Intermediate: Student's Book
& Work Book with Key Liz,2012 H ng d n h c ti ng Anh giao ti p theo ch ng tr nh Headway c th g m s d ng c c qui t c ng ph p t
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