

# 1

# CIVILIZING THE BARBARIANS: THE ROMANS IN BRITAIN

## Section 1

- C1** c
- C2** Claudius
- C3** False – the Romans improved town construction, road-building and engineering; they brought a new style of architecture and introduced a money economy (as well as flushing toilets).
- C4** c
- C5** To separate the Roman province from the barbarian north; also, as a visual demonstration of the power of Rome.
- C6** c
- C7** False – the Romans introduced their own religious customs but allowed indigenous Celtic beliefs to continue.
- C8** False – the Romans wanted to stay (and defend against Saxon attacks) but lacked the resources.
- C9** d
- D1** a
- D2** a
- D3** d
- D4** d
- D5** 'You need to defend yourselves – we can't/won't do it.'

## Section 2

- A** 1 – baths; 2 – fortress; 3 – viaduct; 4 – amphitheatre; 5 – mosaic; 6 – lighthouse
- B1** a) 4; b) 5; c) 2; d) 6; e) 3; f) 1
- B2** 1100s–1400s – etc.; 1500s – abacus; 1600s – thesaurus; 1700s – post-mortem; 1800s – curriculum; 1900s – CV

# 2

# 1066 and all that: The Norman Conquest

## Section 1

- C1** the Normans
- C2** the Pope
- C3** They had just fought the Vikings, and had had to march 250 miles to the south coast in just 12 days.
- C4** cavalry; archers
- C5** 2,000 killed/wounded
- C6** artistic importance and a crucial historical source
- C7** William built huge castles and terrorized the people.
- C8** They conducted a survey of every household in England (the Domesday Book).
- C9** aristocracy
- C10** 21 years
- D1** The Pope was on William's side, because he did not recognize Harold as king.
- D2** a
- D3** c
- D4** False – it was three years after his coronation before William had imposed his rule over most of England and Wales.
- D5** a

## Section 2

- A1** to see eye to eye – to agree with  
to catch the eye – to attract attention  
to turn a blind eye to – to ignore something bad or wrong  
to keep an eye on – to watch over  
not to bat an eyelid – to show no sign of stress or emotion  
to pull the wool over someone's eyes – to hide the truth from someone
- A2** a) keep an eye on  
b) see eye to eye  
c) didn't bat an eyelid  
d) catch the eye  
e) turn a blind eye  
f) pull the wool over her eyes
- A3** Students' own answers.
- B1** b
- B2** Students' own answers.
- C1** quick – cwick  
enough – enouh  
church – curc  
house – huse  
city – sity  
love – luve
- C2** Students' own answers.
- D** ox – beef  
pig – pork  
sheep – mutton  
calf – veal  
deer – venison

# 3

## Majesty and marriages: King Henry VIII

### Section 1

- C1** False – he was very cultured.
- C2** False – he was good at sport *and* very clever.
- C3** b
- C4** 1534
- C5** b
- C6** She was able to give him a male heir; her death (in childbirth) brought Henry great sorrow.
- C7** Her lover and three other members of the royal household.
- C8** True
- C9** 36 years
- D1** c
- D2** Students' own answers.
- D3** d
- D4** False – he called Henry's final years 'a spot of blood and grease upon the history of England.'
- D5** b

### Section 2

- A1** False – Catherine Parr survived him.
- A2** Catherine of Aragon
- A3** Anne of Cleves
- A4** After the death of Jane Seymour.

# 4

## Good Queen Bess: Elizabeth I

### Section 1

- C1** False – she was later beheaded.
- C2** b
- C3** Certainly one of the finest.
- C4** False – it was similar in some ways but different in other, crucial ways.
- C5** a) risk of foreign domination;  
b) could cause trouble (rivalry).
- C6** d
- C7** True
- C8** Because some Catholics believed Mary Queen of Scots should be Queen of England.
- C9** d
- C10** Elizabeth chose not to marry and her decision was finally accepted and understood. She proved that a woman

could rule a country successfully despite the belief then that it was against God's will for a woman to hold power.

- D1** Attitudes towards women in Elizabeth's day. (Students' own answers.)
- D2** Because she did order the severing of the preacher's hand and the execution of her cousin, Mary Queen of Scots.
- D3** Students' own answers.
- D4** Students' own answers.
- D5** Students' own answers.

### Section 2

- A** See image below.
- B1** drum
- B2** Students' own answers.



# 5

## Roundheads and Cavaliers: The English Civil War

### Section 1

- C1** near York
- C2** The execution of the King; the creation of the only republic the country has ever had.
- C3** False – 1 in 4 or 1 in 5 adult males.
- C4** b
- C5** the King
- C6** c
- C7** The letters revealed that the King was
  - a) planning to hire foreign soldiers;
  - b) about to repeal the laws against Roman Catholics. Cromwell and the other Puritans saw this as the ultimate betrayal.
- C8** Only Charles I.
- D1** d
- D2** a
- D3** Students' own answers.
- D4** a
- D5** Students' own answers.

### Section 2

- A and B** Students' own answers.
- C1** Puritan (left); Charles I (right)
- C2** No, it's a joke!
- C3** Students' own answers.
- C4** d
- C5** b

# 6

## FIRE AND PLAGUE: Samuel Pepys' London

### Section 1

- C1** 192 years
- C2** b
- C3** False – he was very open!
- C4** b
- C5** Many people died; all who could afford to left the city.
- C6** False – the plague was over.
- C7** b
- D1** d
- D2** Because he worked in the Navy office and ended up running the Admiralty.
- D3** Students' own answers.
- D4** a
- D5** Students' own answers.

### Section 2

- A1** 2, 4, 1, 3
- A2** Students' own answers.
- B1** No, because he thought that the fire was a long way off.
- B2** b

# 7

# THE LONGEST REIGN THE VICTORIANS

## Section 1

- C1** False
- C2** coal, iron, steel, shipping, textiles
- C3** a
- C4** True
- C5** Conservative and Liberal parties
- C6** c
- C7** glass
- C8** False – the nation was feeling far less self-confident.
- D1** a
- D2** c
- D3** Disraeli paid Victoria attention and flattered her; he made her Empress of India.
- D4** Negative – oppressively formal, even prudish.
- D5** b

## Section 2

- A1** g
- B1** b
- B2** b
- B3** c

## Section 1

- C1** yes
- C2** the German Kaiser
- C3** b
- C4** easier to defend
- C5** the first day of the Somme
- C6** no
- C7** False – he was largely incompetent, but the innovative tactics of his final counter-offensive proved extremely effective.
- C8** c
- D1** machine guns, rifles, bayonets, hand grenades, barbed wire, landmines, poison gas, tanks
- D2** Students' own answers.
- D3** Students' own answers.
- D4** d

## Section 2

- A1** Background: Owen  
Education and personality: Owen  
War experience: Brooke  
Died: Sassoon  
Poetry: Brooke
- A2** a) Rupert Brooke  
b) Siegfried Sassoon  
c) Wilfred Owen
- B1** Students' own answers.
- B2** 1d; 2a; 3e; 4b; 5c



# 9

## Britain can take it: The Blitz

### Section 1

- C1** Blitzkrieg = 'lightning war' (rapid invasion); the Blitz was a tactic to wear down morale.
- C2** d
- C3** civilians
- C4** b
- C5** fire
- C6** False – most slept at home.
- C7** Sense of national unity; moral justification for the bombing of German cities.
- C8** False – peace campaigners did, but the majority of the population probably disagreed.
- D1** a
- D2** The phrase 'a close shave' literally means hair (on face or head) is cut very short, close to the skin; as an idiom it means to have a narrow escape from something dangerous.
- D3** b
- D4** a
- D5** c

### Section 2

- A1** a, d, i, j, h, a, f, b, c, g
- B1** kindergarten – e  
delicatessen – i  
schadenfreude – g  
angst – j  
frankfurter – b  
poltergeist – c  
kitsch – h  
leitmotiv – f  
ersatz – d  
kaput – a

## Section 1

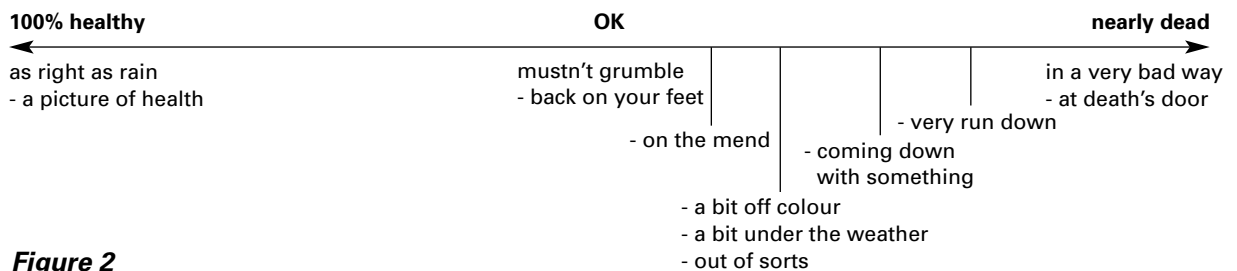
- C1** b
- C2** False – schooling up to age 12.
- C3** d
- C4** d
- C5** a
- C6** True
- C7** Many houses had been destroyed or badly damaged by bombs in the Second World War.
- C8** False – during the 1950s and 1960s the Conservative party supported the welfare state; Margaret Thatcher and other 1970s Conservatives began to challenge this consensus.
- C9** d
- D1** b – Poor people, with no other options, who needed basic support in order to survive.
- D2** Students' own answers.

- D3** a) national insurance scheme  
b) NHS  
c) house-building programmes  
d) free secondary education for all  
e) employment programmes
- D4** Students' own answers.
- D5** Thatcher, like the Victorians, was concerned about creating a 'dependency culture' – that the poor would become dependent on costly government help rather than helping themselves.

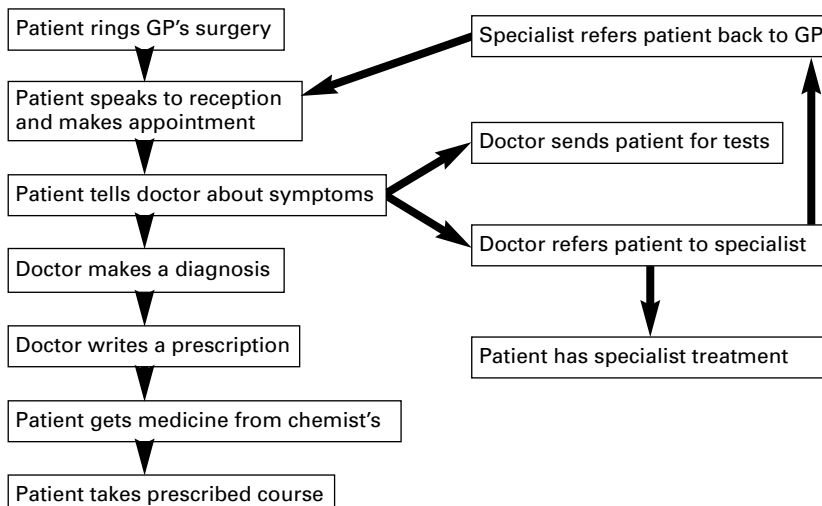
## Section 2

- A1** See Figure 1.
- B1** See Figure 2.
- C1** Sweden
- C2** Sweden
- C3** Czech Republic, Hungary, Mexico
- C4** False

**Figure 1**



**Figure 2**



## Section 1

- C1** b
- C2** False – it was seen as ageing and out of touch with modern society.
- C3** c
- C4** 22
- C5** c
- C6** d
- C7** False – they were formed in Liverpool.
- C8** Nuclear weapons and the Vietnam War.
- C9** False – it was the soundtrack to *The Sound of Music*.
- D1** Students' own answers.
- D2** Students' own answers.
- D3** c
- D4** Students' own answers.
- D5** Less formal clothes; generally looser and less constricting (shorter skirts, for example, or trousers for women).

## Section 2

- A1** Thumbs-up: a gas, fab, far out, groovy, hip  
Thumbs-down: a drag, a bummer, heavy
- A2** a) go ape; b) hang loose
- A3** bread – money  
a chrome dome – a bald man  
a pad – someone's house  
zits – spots (on skin)  
to crash – go to bed; go to sleep  
a bread-head – someone who only thinks about money
- A4** Students' own answers.
- A5** Students' own answers.
- B** 11-plus paper
- 1: beautiful; sloping; glassy; friendly; doubting; expensive; delightful; sleeping; dangerous; sporty/sporting
- 2: a) fare; b) confident; c) dye; d) written; e) loose
- 3: a) This is not an **Infant** School.  
b) I am told that Tom Jones's brother **has** won a scholarship.  
c) When the dog recognised me it wagged **its** tail.  
d) The matter does not concern you or **me**.  
e) **While** talking to my friend, the bus passed me.
- C** became; game; three; me
- C1** 'wonderful year'
- C2** 1963; 41

# 12

## The Iron Lady: Margaret Thatcher

### Section 1

- C1** Britain's first woman prime minister; Britain's only 20<sup>th</sup>-century leader to win three general elections in a row.
- C2** d
- C3** No, she came into power in May after that winter.
- C4** b
- C5** It gave Thatcher a good diversion from Britain's domestic problems, and the opportunity to confirm her reputation as a strong leader.
- C6** c
- C7** a
- C8** True – in fact, she said there was 'no such thing as society'.
- D1** No, the opposite.
- D2** a
- D3** large-scale immigration; Argentina; socialism; state ownership; trade unions; Europe (European Union); 'society'
- D4** b
- D5** Students' own answers.

### Section 2

- A1** a) 1; b) 3; c) 2
- A2** a) to be independent  
b) to feel very excited or anxious while you are waiting  
c) to do something even though people are strongly opposing it
- A3** Students' own answers.
- A4** harmony; truth; faith; hope
- B1** a) consensus  
b) heaven  
c) economic  
d) history  
e) nuclear  
f) swim  
g) evasive  
h) home  
i) said; done
- B2** Students' own answers.

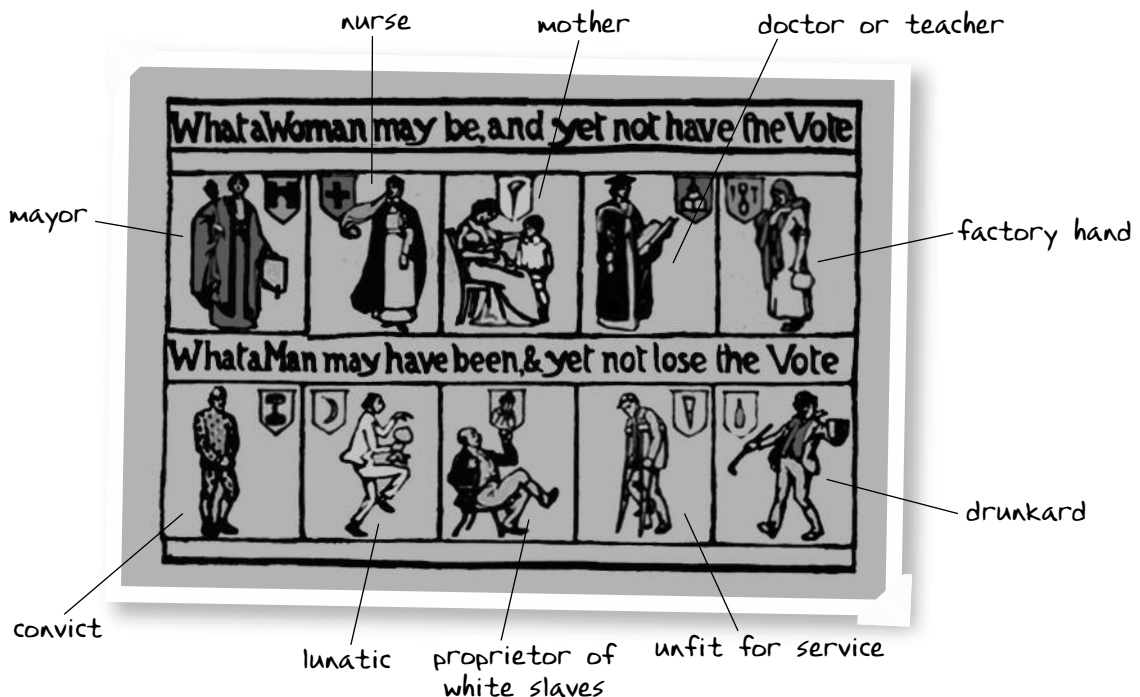
## Section 1

- C1** 1928
- C2** b
- C3** False
- C4** True
- C5** b
- C6** False – women had to be over 30.
- C7** d
- D1** 1 – Magna Carta; 2 – Bill of Rights; 3 – Great Reform Act; 4 – Reform Act; 5 – Representation of the People Act
- D2** In an absolute monarchy, the king or queen has unlimited power; in a constitutional monarchy, the monarch is limited by law and custom.
- D3** c
- D4** Students' own answers.
- D5** b

- A2** Students' own answers.
- A3** Students' own answers.
- B1** See image below.
- B2** mainly negative
- B3** mainly positive
- B4** Students' own answers.
- B5** *may be* = verb phrase, meaning *might be / could be*; *maybe* = adverb, meaning *perhaps*
- C1** Married women used *Mrs* and then their husband's name (they would have used their own first names only in informal situations).
- C2** They kept their husband's name even when widowed.
- C3** Students' own answers.
- C4** Students' own answers.
- C5** It is customary for married women in Britain to keep their first names and use their husband's second names (surnames or family names). However, many married women in Britain now choose not to change either of their names when they marry.
- C6** a) married; b) unmarried; c) doesn't indicate

## Section 2

- A1** a) Article 38; b) Article 39



**Section 1**

- C1** False – he is highly regarded throughout the world.
- C2** b
- C3** d
- C4** tragedy
- C5** a
- C6** Perhaps because his creativity was less strong.
- C7** d
- C8** False – the writer thinks Shakespeare used his everyday experiences and observations.
- D1** Shakespeare didn't help to bring up his children, as he was working in London most of the time while they were at home in Stratford.
- D2** a) tales of flawed heroes and their downfall; psychological themes  
b) tales of monarchs; mostly set in England and France
- D3** False – he was sometimes inaccurate / short on detail.
- D4** Students' own answers.

**Section 2**

- A1** 1f); 2g); 3a); 4d); 5e); 6b); 7c)
- A2** Students' own answers.
- A3** Students' own answers.
- B1** *what the dickens?* – what can that be?  
*beggars all description* – cannot possibly be described  
*a foregone conclusion* – something that is certain to happen  
*in my mind's eye* – in my visual imagination  
*it's Greek to me* – it makes no sense at all  
*salad days* – the time when you are young and innocent  
*love is blind* – people in love don't know what they are doing  
*play fast and loose* – behave irresponsibly, without morals  
*a tower of strength* – a person who gives great support to others  
*all our yesterdays* – our past
- B2** a) I don't know what the dickens he's trying to do!  
b) The result between Manchester United and Barnet in the FA Cup is a foregone conclusion.  
c) In my salad days I was very idealistic and always thought the best of everyone.  
d) David has been a tower of strength for us over this difficult period.  
e) I wouldn't like to work with them – in my opinion, they play fast and loose with the rules.
- B3** Students' own answers.

## Section 1

- C1** False – many people strongly oppose this view.
- C2** in 1585 (the Tudor age)
- C3** b
- C4** True
- C5** c
- C6** a
- C7** a
- C8** False – Hong Kong was only ceded to China in 1997.
- C9** cricket and football
- D1** Students' own answers.
- D2** a) Because Britain had territories in every habitable continent, it was always daylight somewhere in the British Empire.  
b) There will never be an end to the Empire (its glory / power, etc.).
- D3** Students' own answers.
- D4** d
- D5** Students' own answers.

## Section 2

- A1** a) first; b) Next / Then
- A2** a) Then / Next; b) After; c) previously; d) However
- A3** a) next / following; b) during; c) Despite
- A4** a) When; b) eventually
- A5** a) finally
- A6** a) Meanwhile
- A7** a) Ultimately; b) though
- B** See next page.

# 15

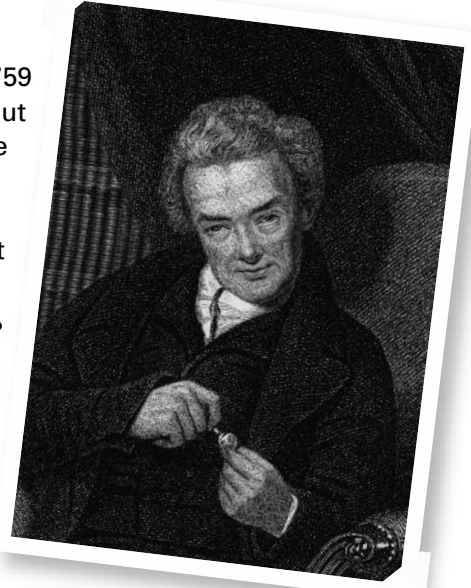
# The sun never set: The British Empire

William Wilberforce was / had been born on 24th August 1759 in Hull and became / had become MP for that city in 1780. But the most important date in his life is probably 1785, when he had a conversion to evangelical Christianity. From that date on, he dedicated / had dedicated his life and work to the service of God. He was / had been a dissolute young man at Cambridge University, playing cards, drinking and gambling late into the night. This lifestyle continued / had continued when he became an MP. He was / had been popular socially and an eloquent speaker in Parliament.

Wilberforce's main aim following his conversion was / had been to promote Christian values in public and private life. In 1783 he heard / had heard first-hand accounts of the terrible conditions on slave ships and Caribbean plantations, but it was not / had not been until 1787 that he became / had become actively involved in a campaign to end the slave trade. Another Cambridge graduate, Thomas Clarkson, was / had been a huge influence on him. Clarkson and his fellow 'abolitionists' were / had been campaigning for an end to the slave trade – they thought / had thought it was unchristian, and were / had been horrified by the greed of the slave owners and traders. Clarkson brought / had brought Wilberforce a copy of a book he had published calling for an end to slavery, and also first-hand evidence about the slave trade. Others, including the prime minister William Pitt, encouraged / had encouraged Wilberforce to act on his beliefs.

Wilberforce sensed / had sensed a call from God, writing in a journal entry in 1787 that 'God Almighty set / had set before me two great objects, the suppression of the Slave Trade and the Reformation of Manners [morals]'.

For 18 years, Wilberforce introduced / had introduced anti-slavery motions in Parliament. He was / had been supported by a range of abolitionists who opposed / had opposed slavery usually for religious reasons. They raised / had raised public awareness of their cause with pamphlets, books, rallies and petitions. The Slave Trade Act finally became / had become law on 25th March 1807, making it illegal to carry men in British ships to be sold as slaves. Wilberforce's face streamed / had been streaming with tears. It was / had not been, however, not until 1833 that an act was / had been passed giving freedom to all slaves in the British Empire. Wilberforce died / had died the previous month.





# 16

# A special relationship? Britain and the USA

## Section 1

- C1** b
- C2** King George III
- C3** False – the last conflict was the inconclusive war of 1812; they *nearly* went to war over Venezuela in 1895.
- C4** b
- C5** True
- C6** nearly two million
- C7** b
- C8** the Soviet Union
- C9** True – Britons did not like being subservient to the USA and falling in with Washington's foreign policy objectives.
- D1** Students' own answers.
- D2** True – attacks on American ships by German U-boats in the First World War; the Japanese bombing of Pearl Harbor in the Second World War.
- D3** Students' own answers.
- D4** c
- D5** a) Britain; b) the USA

## Section 2

- A1** primary school – elementary school  
secondary school – high school  
public school – private school  
university student – college student  
lecturer – professor  
main subject – major
- A2** British (left); American (right)
- A3** Students' own answers.
- B1** a) Father  
b) aristocracy  
c) usage  
d) dictionaries  
e) replaced  
f) famous  
g) edition
- B2** catalogue = British English (AE = catalog)  
dialog = American English (BE = dialogue)  
doughnut = British English (AE = donut)  
favorite = American English (BE = favourite)  
humour = British English (AE = humor)  
counselor = American English (BE = counsellor)  
(a) license = American English (BE = (a) licence)  
metre = British English (AE = meter)  
omelette = British English (AE = omelet)  
program = American English (BE = programme)
- B3** Students' own answers.
- C1 and C2** Students' own answers.

# 17 A funny old game: Cricket

## Section 1

- C1** around eight centuries (800 years)
- C2** c
- C3** False – it has an upper-class English background but is now played by all types of people, in many parts of the world.
- C4** False – many Test Matches result in a draw.
- C5** a
- C6** Melbourne, Australia
- D1** Students' own answers.
- D2** False – the author writes that it is very English but not very British.
- D3** Students' own answers.
- D4** c

## Section 2

- A1** a) – iii); b) – iv); c) – i); d) – v); e) – ii)
- A2** a) – ii); b) – ii); c) – i); d) – iii); e) iii)
- A3** Students' own answers.
- A4** Students' own answers.

## Section 1

- C1** False – the word existed, but there was no special vocabulary to distinguish children from adults.
- C2** d
- C3** a
- C4** True
- C5** b
- C6** 12 hours x 6 days (72 hours a week)
- C7** True for boys; girls and women were banned completely.
- C8** d
- C9** The introduction of curfews on children aged between 10 and 15, in some areas, and the lowering of the age of criminal responsibility to 10.
- D1** Students' own answers.
- D2** Students' own answers.
- D3** a
- D4** False – the author writes that the treatment of all classes of children seems cruel by modern standards, but also points out that the Victorians did introduce laws to try to ensure poor children were less exploited.
- D5** Concerns have been raised about over-protecting children; plus see answer to C9 above.

## Section 2

- A1** Dictionary work and discussion – students' own answers.
- B1** The lack of education and opportunities.
- B2** Students' own answers.
- B3** *wonderful* = fantastic, great, very pleasant / enjoyable
- B4** No – it means 'something that causes wonder [shock / surprise]'
- B5** Language is never static – it evolves over time.
- C** Students' own answers.

## Section 1

- C1** False – the relationship between Scotland and England is far more complicated than this.
- C2** d
- C3** b
- C4** Prince Charles Edward Stuart / Young Pretender / Bonnie Prince Charlie
- C5** False – the Scots have had a huge influence upon European civilization (especially as writers, philosophers, economists, architects, inventors and engineers).
- C6** It was the British Empire's main producer of ships by the mid-19<sup>th</sup> century, and by 1911 became the second most populous city in the empire.
- C7** False – these football fixtures were abolished in 1989 because they were thought to be causing ill-feeling between the nations.
- C8** a
- D1** In 1603 the monarch of both countries was a Scot; in 1707 the monarchs of the new 'United Kingdom of Great Britain' were Germans (the Protestant Hanoverians).
- D2** Students' own answers.
- D3** d
- D4** False – they were united economically and worked together to realize the same imperial ambitions.
- D5** b

## Section 2

- A1** a) oldest  
b) most  
c) first  
d) best; popular  
e) first
- B** Students' own answers.
- C1** Students' own answers.
- C2** The mackintosh ('mac') was invented by Charles Mackintosh.  
The pneumatic tyre was invented by John Boyd Dunlop.  
The telephone was invented by Alexander Graham Bell.  
The pedal bicycle was invented by Kirkpatrick Macmillan.  
The television was invented by John Logie Baird.  
Penicillin was discovered by Alexander Fleming.

## Section 1

- C1** False – under a thousand years.
- C2** a
- C3** Because, as king, he was ‘defender of the faith’ – at this time, the Protestant faith.
- C4** b
- C5** Because the monarch issues an official summons to the leader of the winning party after a General Election.
- C6** False – he wanted to make Ireland peaceful; to pacify the Irish by giving them political freedoms *within* the UK.
- C7** False – it made him extremely unpopular.
- C8** The armed Loyalists from Ulster threatened civil war in Ireland if Home Rule was enforced.
- C9** 30 years
- D1** Students’ own answers.
- D2** a
- D3** d
- D4** a
- D5** d

## Section 2

- A1** Students’ own answers.
- B1 and B2** Students’ own answers.
- C1** 1 – weather vane  
2 – sunlit uplands  
3 – shower  
4 – wind  
5 – rainbow  
6 – storm
- C2 and C3** Students’ own answers.

## Section 1

- C1** d
- C2** False – they were invaders; the first immigrants were Jewish merchants from France.
- C3** b
- C4** False – it was caused by massacres in the Russian Empire in the 1880s and 1890s.
- C5** Because of its 'liberty', including its tradition of (relative) religious tolerance.
- C6** a
- C7** membership of the British Empire / the Commonwealth
- C8** False – they were often victims of racist abuse and hostility.
- C9** d
- D1** a) the Jewish merchants from France  
b) the Irish  
c) Eastern Europeans
- D2** Students' own answers.
- D3** to escape persecution (to seek asylum); to be better off financially (make a better living); to practise their religion freely; to come to their 'home country' as members of the British Empire or Commonwealth
- D4** There has been very little violence in race-relations; the various races have come together to build families – mixed-race people are now the fastest-growing ethnic group in Britain.
- D5** a) asylum seekers – Jews, Huguenots (French Protestants), Ugandan Asians  
b) economic migrants – Jews, the Irish, from the Indian subcontinent, from the Caribbean, Eastern Europeans  
Jewish immigrants have come as both.

## Section 2

- A1** Students' own answers.
- A2** a) wok  
b) chuddies  
c) bling-bling  
d) schlep/shlep  
e) to kowtow  
f) pukka  
g) pundit  
h) craic/crack  
i) kushti/cushty  
j) chutzpah
- A3** Hindi – chuddies, pukka, pundit  
Chinese – to kowtow, wok  
Irish – craic/crack  
Yiddish – chutzpah, schlep/shlep  
Jamaican patois – bling-bling  
Romany – kushty/cushty
- A4 and A5** Students' own answers.
- B**  
Mother; children  
blue; cold; grey  
band; hopefuls; passports; beginning  
lifetime; British; home
- B1–B6** Students' own answers.

## Section 1

- C1** False – supporters of the class system think it is a unifying force; many others completely disagree.
- C2** the aristocracy (Norman nobility, as against the Saxon peasants)
- C3** b
- C4** b
- C5** the working class (created by the Industrial Revolution)
- C6** c
- C7** a new death duty (inheritance tax); a loss of political power following the 1911 Parliament Act
- C8** first director-general of the BBC; he wanted the BBC to embody the values of the educated class ('gentlemen')
- C9** No (students' own explanations).
- D1-D4** Students' own answers.
- D5** a

## Section 2

- A1 and A2** Probable 'posh' words are *italicised*.
- dinner = *supper*
- glasses = *spectacles*
- greens = *vegetables*
- ill* = sick
- lavatory* = toilet
- front room = *sitting room*
- settee/couch = *sofa*
- B1** a) – ix); b) – iii); c) – iv); d) – v); e) – vii); f) – vi); g) – viii); h) – ii); i) – i)
- B2 and B3** Students' own answers.
- C1** a) believe  
b) look  
c) face  
d) phone  
e) curry  
f) suit  
g) hair  
h) chat  
i) road  
j) wife
- C2** Students' own answers.