

KEYS

Unit 01

Starter

This is a great opportunity to get students talking about cities they have visited but most of all London. One thing I like to do is research a quiz that can be informative as well as entertaining. For instance, questions might include:

Who was Spencer Percival?

Answer: The only British Prime Minister to be assassinated. Percival was killed whilst inside Parliament.

Where would you find St. Stephen's Tower?

Answer: St. Stephen's Tower is actually the official name of Big Ben.

If, when you are born, the sound of Bow Bells can be heard, what does it signify?

Answer: That you are a cockney.

What is rhyming slang?

Answer: Good luck! I've tried teaching this for ten years and have only been met with baffled looks. (SEE BELOW FOR A LIST OF SOME OF THE MORE FAMOUS COCKNEY RHYMING SLANG EXPRESSIONS)

Cockney rhyming slang is difficult (if not sometimes impossible) for students to understand but it can often be a nice five minute break in a lesson. Here are some of the more popular expressions.

Apples and Pears – Stairs

Barnet Fair – Hair

Battlecruiser – Boozer (Pub)

Boat Race – Face

Bubble Bath – Laugh

Dog and Bone – Phone

Half Inch – Pinch (to Steal)

Hank Marvin – Starving

Irish Jig – Wig

Lady Godiva – Fiver (£5)

Mince Pies – Eyes

Rosy Lee – Tea (the drink)

Ruby Murray – Curry

Septic Tank – Yank (American)

Sky Rocket – Pocket

Tea Leaf – Thief

Whistle and Flute – Suit

1

1 residents, former; 2 requiring, technically; 3 renowned, premises; 4 royalties, gifted

Vocabulary 1

I always like to point out to students that there is no point in learning phrasal verbs as essentially it is the same as

trying to learn the dictionary. So during lessons where phrasal verbs or 'multi-verb phrases' are used, I try to underline that English is a language you use rather than learn in a conventional, 'scholastic' way (as you do Italian for instance).

In this section, with more advanced students, I might also demonstrate how the added preposition or particle changes the sense, for example:

I'm fed up / I'm fed up with 'someone'.

However the stress should be on the fact that phrasal verbs are used before they are ever grammatically dissected!

1

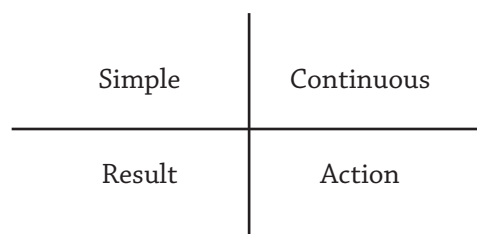
1d; 2b; 3c; 4g; 5h; 6e; 7f; 8a

2

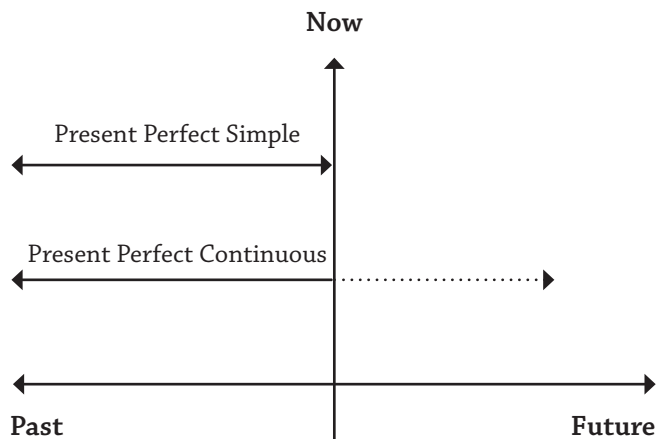
1 with; 2 for; 3 against; 4 for; 5 to; 6 with; 7 with, 8 of

Grammar 1

One of the best grammar teachers I've ever met is a Mr. John Rodgers from the Severnvalle Language Academy in Shrewsbury UK. He taught me the importance of 'demystifying' English by essentially demonstrating that tense constructions (for the most part) could be reduced down in Simple / Continuous / Perfect (ASPECT) and Past / Present / Future (TIME). Although touched on in this unit, but in more depth later in the book, I also like to point out that there is NO future tense in the English language. Even though they are referenced in this, and other course books, the future simple, continuous and perfect are only predictions and therefore are not 'real'. To underline this point I often draw two overlapping circles on the board demonstrating the 'real' tenses with 'was' in the left hand circle and 'is' in the right hand circle, whilst 'has' sits in the overlap demonstrating the connection between the past and the present. From there I also underline the sense of activity (continuous) and result (simple).



Another useful way of teaching the difference between, say the Present Perfect Simple and Present Perfect Continuous is by using the following diagram:



Thanks to Mr. Rodgers, this has helped me to demystify English Grammar for countless Italian students!

1

- 1 News *has just broken* describing a bank robbery in the centre of London.
- 2 Before he *went* to prison he *had been known* as one of America's most notorious criminals.
- 3 Police *were watching* the thieves as the crime was taking place.
- 4 Some barricades *have been erected* before the protest takes place on Saturday.
- 5 By this time next Saturday the suspect *will have been* on the run for two weeks.
- 6 It *was decided* last week that heavier fines *would be introduced* for drink driving.

2

- 1 The *Past Continuous* describes an action in the past which is in a state of motion.
- 2 The *Present Perfect* describes an action which has occurred in the recent past.
- 3 The *Past Perfect Simple* describes an action which takes place before another in the past; often referred to as 'the past of the past'.
- 4 The *Future Perfect* describes an action which takes place at a certain point in the future.
- 5 The *Present Perfect Passive* describes an action in the present where the agent of the action is not important or obvious.
- 6 The *Past Perfect Passive* describes an action in the past where the agent of the action is not important or obvious.

Reading

1

- 1 traipsing; 2 figurehead; 3 gateway; 4 uncommon; 5 morbid

3

- 1 the; 2 in; 3 at; 4 where; 5 repair; 6 way; 7 there; 8 those; 9 way; 10 go; 11 much; 12 those; 13 told; 14 appeared; 15 so; 16 all

Listening

Audioscript

Police Officer: In 1829, the first police force in the world was formed in London. The brainchild of future Prime Minister Robert Peel, the Metropolitan Police Service (or in London slang 'Peelers' – the reason should, I hope, be obvious) was formed in reaction to London's continued growth particularly after the Industrial Revolution. In tandem with this growth, was an increase in crime and it was soon realized that a professional organization was needed. Due to the intrinsic British fear of military interference in public matters, the new force was organized along civilian lines rather than paramilitary. In addition, the colour of blue was chosen for the uniforms as this was considered neutral and less authoritarian and there was no system of ranking, as there is in the armed forces. Although there is a popular misconception of the British police being unarmed, this has not always been the case. Peel made it possible for officers to carry revolvers, particularly after an increase in violent theft. It was something which was gradually phased out toward the end of the 19th century and almost completely by 1936. Perhaps the reason for this is the idea that the public should respect the police, something which a few of you might find amusing, and that weapons, certainly guns, were not necessary. Today you have something more powerful than any weapon: your brain. Whether you choose to use it or not may decide whether you make it as a successful detective. But what I want to talk about today is tenacity. Now, since its inception, the 'met', as it is generally known, has been praised and damned in equal measure but that's not our problem. Today we are going to look at one of crime's real 'firsts'...

...I don't need to tell you that murder is nothing new. This is unfortunate, but it is a result of an impulse within the human psyche which can often be triggered by the most mundane of circumstances or emotions. No, the 'first' that I want to speak to you about today happened in 1864. Our fair city was no stranger to homicide at this point, although its citizens were yet to be gripped by the terror of our infamous Jack. However this murder didn't take place in the city, but rather on the way to the city. You see, what I want to talk about today is the first ever murder which took place on a train. If you can turn to the first page in the booklet in front of you, you will see a number of facts pertaining to the case...

1

1b; 2a; 3d; 4c

2

Since it's inception the 'met' has *been praised* and *damned* in equal measure.

3

Audioscript

...so there you have it. Our victim was a Mr. Thomas Briggs, a seventy-year-old bank clerk on his way home from Marylebone. He had been murdered, but Mr. Briggs was alone in the first class carriage, and this was in the days before there was any connection between carriages like we have today.

Though the Yard was able to recover most of his affects from the scene, Mr. Briggs' top hat and gold watch were missing. Inspector Richard Tanner, in one of his earliest cases, put out a reward for information which attracted the attention of a jeweler to whom the murderer had attempted to sell the watch. Eventually discovering the murderer's identity as Thomas Mueller, it seemed that Tanner had just missed his suspect, who had already set sail for America. However, taking a steamship from Liverpool, Tanner was able to arrive three weeks before Mueller and arrest him as he disembarked, finding the incriminating evidence in Mueller's cabin. Mueller's public execution was witnessed by a crowd estimated at 50,000. This goes to show you ladies and gentlemen that there is no greater strength in police work than tenacity. If you have watched too many episodes of Sherlock Holmes or you think that this job is in any way like those things you might have seen in the movies, I suggest you leave now. Make no mistake boys and girls, this job is about hard work and persistence. Now for those of you who haven't filled out your uniform application, please see Sgt. Jackson at the front desk...

1T, 2T; 3F; 4T; 5T; 6F; 7F, 8T

Exam Practice

1

Correct order: 2, 6, 1, 9, 3, 8, 5, 7

Paragraph 4 does not fit into the context of the text/joke.

Vocabulary 2

Again this is an exercise that has multiple uses but can also be applied specifically for both FCE and IELTS students. It is a good opportunity to demonstrate that where a form of word is required in a gapped text exercise it is important to firstly understand what 'form' of word is required as well as understanding the context both grammatically and functionally.

1

1 careless; 2 harmless; 3 powerless; 4 thoughtful; 5 tasteless; 6 hopeful

2

Reader's own answer.

3

1 worthless; 2 truthful; 3 countless; 4 priceless; 5 successful; 6 homeless

Grammar 2

As referenced in the first grammar section, a good way of demonstrating the difference between the Present Perfect Simple and Present Perfect Continuous is through the use of a diagram (particularly image 2). Generally speaking I use the verb 'write' as well as demonstrate that some verbs (e.g. 'work', 'live') have the same in both constructs. It also serves as an opportunity to demonstrate the sometimes ludicrous nature of the English language for instance: 'He has been swimming since he was five years old.' 'Really? Then surely it's high time he stopped!'

1

- 1 How long have you lived in your town/city etc.?
- 2 How long have you been writing your book?
- 3 Have you ever visited London, New York etc.?
- 4 Have you been painting?
- 5 Have you been waiting long?
- 6 Has it been raining for long/for a long time?
- 7 Have you seen ... today?
- 8 Has their plane arrived (yet)?

2

- 1 They *have been watching* television all morning. I wish they would go and do something outside!
- 2 You haven't seen the news, *have you?*
- 3 Crime figures in the USA have *risen* over the last five months.
- 4 *Correct.*
- 5 I haven't *had* the time to call my mother all day.
- 6 *Correct.*
- 7 Police *have been searching* for the escaped prisoner but so far they have not found him.
- 8 Alcatraz *has been* closed as a prison for nearly fifty years.

4

- 1 The writer repeats the question.
- 2 The writer also repeats the word 'question'.
- 3 In my opinion not in my point of view.
- 4 Reporting something as a fact without evidence.
- 5 'The better thing to do' rather than 'the best thing to do'.

Unit 02

Starter

1

1 sombrero; 2 banjo; 3 personality; 4 friend; 5 man; 6 zombie; 7 explodes; 8 monkey

2

1 zombie; 2 personality; 3 sombrero; 4 banjo

3

1 friend; 2 explodes; 3 man; 4 monkeys

Listening

Audioscript

Weird and Wonderful News: Our first story today concerns an incident which occurred in the fashionable district of Beverly Hills, California. 22 year old Angela Jackson was in the process of purchasing a new Louis Vuitton bag when the credit card she was using actually exploded. Although for many people in the store this was a somewhat frightening and unusual occurrence it seems that Ms. Jackson was more embarrassed than scared. She told reporters that her father's accountant was responsible for paying her credit cards bills and that she would be speaking to her father as soon as she got home. Argyle Savings and Loans, who are responsible for Ms. Jackson's account, denied that it had ever been company policy to detonate customer's cards if their bill hadn't been paid.

A small town in Ohio was recently believed to have come under an attack from a group of zombies, or so some locals have claimed! The zombies, who were thought to have come from outer space, arrived late on Thursday evening and left at a similar time on Saturday. Although for the most part the visitors were well-behaved, it was reported that their appearance was enough to frighten some people particularly the elderly and young children. The fact that there was a science-fiction convention being held in the town hall during the entire period of the 'zombie invasion' appears to have been completely ignored!

97 year old billionaire, Randall Exeter passed away last week and though his death will have been of little surprise to his family, the person received the vast majority of Mr. Exeter's fortune certainly was, as Mr. Exeter left his money to someone who doesn't exist namely his imaginary friend, Mr. Raffles. A spokesman for the estate said that Mr. Exeter had every right to leave his money to whoever he wished, and whether real or not, Mr. Raffles had been his constant companion for over

thirty years. Mr. Exeter's grandson, William Fredrick Exeter, said that the family had every intention of appealing against the decision.

1

Story 1 Credit card explodes after girl goes over the limit

Story 2 Alien zombie goes on the rampage

Story 3 Billionaire wills his fortune to imaginary friend

2

Story 1 1F; 2T; 3F; 4F

Story 2 1F; 2T; 3F; 4T

Story 3 1F; 2F; 3T; 4T

Vocabulary 1

1

1 busiest; 2 competition; 3 absolutely; 4 columnist; 5 imaginary

2

1 of 2 pretending 3 at 4 listed 5 enough 6 replies

Examples where *sic* could have been used.

But because she'd used pictures of her hot model friend, the profile got over 150 responses in a 24-hour period. Writing for *Cracked.com*, Reed revealed AaronCarterFan's attributes as physical aggression, a history of pretending she was pregnant for financial gain and borderline-illiteracy. She also hinted at being a racist and openly admitted to being interested in men for their money. Meanwhile, she listed her hobbies as 'knockin' (*sic*) the cups out of homeless ppl (*sic*) hands, its sooooo (*sic*) funny to watch them try to pick it all up lollllll' (*sic*). As if getting dozens of messages in a matter of hours wasn't depressing enough, AaronCarterFan's profile pictures were apparently so alluring that men weren't put off by the insane replies she sent them. In many of them, she discussed her penchant for pretending to be with child.

'Ya lol (*sic*) i fake bein (*sic*) pregnant so much that im (*sic*) like amazing at it, i deserve a nobel prize for it lol. Ppl (*sic*) will give u whatever u want if ur pregnat (*sic*) SPECIALLY (*sic*) if they think there (*sic*) the dad, omg lol' she told one man. His response? 'I hope you don't do that trick on me lol... Would you like to meet up?'

Grammar 1

4

1 360° is a full circle! 2 1969 is *not* the future! 3 You're in college! 4 New York is in America!

5

I *had never been* to a heavy metal rock concert before and as this was my first time I was a little bit nervous. That in itself seemed rather strange as I am a twenty-nine year old male and on arriving I *noticed* that the majority of the audience were about half my age. But perhaps it was the fact that the crowd was so large and raucous. I *must confess* that it certainly wasn't the type of music that I normally listen to but I made a promise to my nephew and reluctantly drove the eighty-five miles from our hometown of Victorville to the centre of Los Angeles. We *were shown* into the venue by a boy who *couldn't have been* more than sixteen years old but already had enough metal in his face to give an airport metal detector a heart attack. We were there to see the Glitterdogs and *although* there were many people there and it was difficult to see the group, there was no problem *hearing* them! In fact, the concert was over three days ago and I can still hear them! The concert seemed to go on for a lifetime and as it was an all-ages gig I couldn't even have a beer (although I was also driving LOL!). Eventually though it did end and although I'd *been dreading* the whole thing, I had to admit that I'd actually enjoyed the experience in a strange way. That said, it's not something that I'm planning on repeating in a hurry.

Reading

3

1T; 2T; 3T; 4B; 5B (althoug in tabloid size); 6B (althoug in tabloid size); 7T; 8T

4

Tabloid: salacious, outrageous, hearsay, scandalous, flippant

Broadsheet: sober, thought-provoking, reserved, human interest, questioning, investigative

5

1R; 2L; 3L; 4R; 5R

8

1a; 2d; 3c; 4a; 5b; 6a

Exam Practice

1

1b; 2e; 3g; 4c; 5a; 6f; 7d

5

1 of; 2 a; 3 with; 4 in; 5 leveled; 6 any

Vocabulary 2

1

1 by; 2 in; 3 on; 4 out of; 5 at; 6 without; 7 under; 8 on

2

1 response 2 post 3 comment 4 decrease 5 contribute 6 effect

Grammar 2

1

- 1 She might have met her husband on Facebook but I can't be sure.
- 2 A man was arrested after he was discovered on the grounds of Buckingham Palace.
- 3 He told the editor he would have the story on his desk in the morning.
- 4 The vast majority of tabloid stories are made up by bored journalists.
- 5 He regrets posting those pictures on Instagram.
- 6 I have never read a worse story in a newspaper.

2

1 brought; 2 turned; 3 stood; 4 took; 5 brought; 6 worn; 7 ran; 8 cracked

Unit 03

Starter

Once again this a good way of developing classroom discussion. At this stage in your illustrious teaching career I'm not going to patronize you by telling you what questions to ask but with B2 level students the conversation (where's the most exotic place you have visited / if you could go anywhere in the world etc, etc) should be allowed to take its own course and develop organically. Even so this is not always without its little hiccups. I once had the following (very short) conversation.

Me: If you could go anywhere in the world, where would you go?

Nameless Student: Nowhere.

Me: Nowhere? But imagine you could go anywhere you liked!

Nameless Student: I like it here.

Me: So you don't want to go anywhere else except Milan?

Nameless Student: No.

Me: Arggggghhhhhh!

1

1a; 2b; 3b; 4b

Vocabulary 1

When introducing this section I like students to translate some of their own idioms into English. My current favourites being 'the drop of water which makes the vase fall over' (the straw that breaks the camel's back) and 'you

can't have the full barrel of wine and the drunk wife' (you can't have your cake and eat it).

I also point out that it's all well and good learning idioms but using them correctly is a completely different matter. There is nothing worse than an idiom used in the wrong context, as was demonstrated by one exam candidate who asked me for a number of definitions for a particular group of idioms then proceeded to litter their entire written piece (C1 level) with idioms that had no relation at all to the subject matter of the piece.

Make sure that they completely understand the definition and the usage of the idioms in this section. Once they have finished the exercise ask them to work in groups to come up with other examples using the expressions from this exercise.

1

1e; 2a; 3d; 4b; 5f; 6c

2

1 Three sheets to the wind; 2 Between a rock and a hard place; 3 Hit the road; 4 Plumb the depths

3

1 has been between a rock and a hard place; 2 have hit the road; 3 plumbed the depths; 4 makes a mountain out of a molehill; 5 was three sheets to the wind; 6 is right as rain

Grammar 1

Much the same as with the tenses from Unit 1, the reported speech section is a revision of verb forms which also shows students that it is not the grammatical minefield that many people expect it to be. The chart demonstrates the link between Direct and Reported speech and essentially (in the case of FCE students) it is merely a matter of remembering the information rather than there being any actual formula.

Again this is a great opportunity to review some tense forms and as with the Vocabulary section it is helpful if students can come up with their own examples after they have completed the exercises given here.

1

- 1 Paul said/Paul told me he was staying with some friends in Bali.
- 2 I have quit my job so that I can travel more
- 3 Mike said/told me (that) everybody needed to train harder.
- 4 Bob said/told me that he was going diving on Sunday.
- 5 I'm going to take a year off to travel to New Zealand
- 6 Tom and Mary said/told me (that) they had been scared when they heard the stories about shark attacks.

7 You'll enjoy skydiving if you take it up.

8 I've broken up with Alison because she isn't adventurous enough.

2

Josh, whose parents are originally from Dublin, told me that he ~~has been~~ went to Mexico last year and that what had started out as a great holiday had pretty ~~many~~ much been a disaster by the end. When I asked him what had ~~been happening~~ happened he didn't want to tell me at first because I think he was still a little upset. However he eventually let it all out and ~~was telling me~~ told me what happened. He and his wife, Sonia, had had a great flight down from New York to Cancun but that was about as good as it got for Josh. On the second day they were there Sonia became very ill, so ill in fact that she had ~~been to be~~ admitted to hospital. Josh told me that he was so worried he stayed all day at the hospital but in the evening he was so tired that he returned to his hotel. When he got back Josh told me that he couldn't believe it when he saw that his hotel room had been ransacked and all of his valuables had been stolen. He said that he contacted the police but they just told him that they ~~can't~~ couldn't do anything. The next day Sonia wasn't any better so it was agreed that she would be flown back to the States where Josh believed that the level of care would be greater. Josh had two days before he could follow Sonia back home so he thought he ~~will~~ would try to enjoy himself as best as he could. Unfortunately on the first morning he went down to the beach he was stung by a jellyfish. He was going to the chemists to get something for the sting but as it was a Sunday they were closed so he had to go to the supermarket and buy some vinegar to put on the sting, which of course was agony. The next day the bus he was travelling on was held up by bandits who ~~taken~~ took the valuables of everyone onboard, including Josh who lost his Tag watch. The ~~thereafter day~~ day after he flew back to the States but the flight he was in on was diverted from New York because of bad weather which ~~meaning~~ meant that Josh had to take a train from Chicago, but that broke down and he had to take a bus. When he finally got home he said he'd ~~forget~~ forgotten that Sonia had gone to stay with her Mum back in Michigan where he had just come from! Finally when he looked in his bag he realised he ~~had~~ left his house keys in the safety deposit box back at the hotel in Cancun. Talk about the luck of the Irish!

Reading

1.

1c; 2a; 3b; 4a; 5c; 6b; 7b; 8d

2

1 horizon; 2 deposited; 3 devastated; 4 remained;
5 smooth; 6 inevitable

3

1 devastated; 2 remained; 3 horizon; 4 smooth; 5 deposited; 6 inevitable

Listening

1

1 Reader's own answer.

2

1f cruise; 2e adventure; 3d/c sightseeing; 4b working;
5c/d culture; 6a sunbathing

3

Audioscript

Xavier: Originally we had intended to go on a cruise but me and my wife are not the kind of people who can just sit around doing nothing even if it is relaxing. I heard about this place in California that does holidays based on the original *Point Break* movie. So there is surfing, rock climbing and skydiving but, before you ask, there is no bank robbing!

Lydia: Me and two of my friends didn't have enough money for an actual holiday but we saw an advert on a university web page that said you could teach children English in Argentina for three weeks during August and that your flight and accommodation would be paid for, as well as having two weeks at the end of the working period to have a holiday of our own. It sounded fantastic...

Nigel: Two years ago I went to Malaga in southern Spain. I thought it would be a great place to unwind and just kick back with a little bit of sun, sand and sea. I have a very stressful job with very little time off which makes it somewhat impossible for me to take holidays on the other side of the world, so I needed somewhere a little closer to home but without the rain we have here in Britain.

Yvonne: I've never been what you might call a beach bum, so in modern terms I might be regarded as something of a culture vulture. For the past few years I've spent any time off I've had visiting the major cities of Europe. I mean I'm European but I couldn't really say that I knew Europe. Last month I visited Italy. I went to all the usual places, Rome, Pisa Venice, but I have to say the place that surprised me the most was Milan.

Xavier: At first I was a little disappointed. I found surfing very difficult and I thought the instructor

was a little bit arrogant. However, the rooms in the hotel where we stayed were fantastic and there was an enormous pool just outside our room, along with a fantastic restaurant and bar. On the third day we went rock climbing and that was just incredible! It felt so wonderful, so electrifying! I can say that from that first moment I was hooked and it truly made for a magical holiday. On the second to last day I even managed to stand up on a surfboard although the instructor still seemed to think he was God's gift to women!

Lydia: Horrible! I'd never taught English before and the kids were all teenagers and so loud! They all talked at the same time and it was almost impossible to control a class, which at times had as many as twenty students. The less said about the accommodation the better! The beds...well, I don't actually think they were beds at all, just some bits of wood hammered together with a few sheets on top. It was so cold! We'd forgotten that August is the southern hemisphere winter and there was no heating in our block. The only food available appeared to be meat and as I am a vegetarian I was almost always hungry. We were meant to have a two-week holiday at the end, but by that time we'd had enough and just wanted to come home.

Nigel: What nobody told me was that Malaga is one of the party capitals of Europe. I should have suspected something when I was at the check-in desk. Everybody seemed to be on their way to some hen or stag party. Girls with pink cowboy hats and gorilla-like men with football-style shirts embossed with their own witty nickname on the back. The hotel I was staying in was opposite a club which didn't shut until six am! I didn't get any sleep on the first night and because of that I fell asleep on the beach the next day and got completely sun burnt, meaning that I had to spend the next two days in my hotel room listening to my drunk countrymen being sick and fighting in the street below. Next year I'll go somewhere completely different whether at work they like it or not!

Yvonne: The boyfriend of one of my colleagues worked in Milan so I'd heard some horror stories about the place, but I thought it was enchanting. I mean you've got the usual tourist hotspots like the Duomo and La Scala but there is just so much that you don't really know about, like the canal district with its wonderful collection of boutique shops and restaurants as well as some beautiful architecture. One place I would really recommend is the church in via Torino. It has this fantastic fresco on the back wall, it's done

in such a way that it's almost in 3D, for me that one place alone was worth the trip!

Holiday 1 adventure; *Holiday 2* working; *Holiday 3* sunbathing; *Holiday 4* sightseeing/culture

4

Holiday 1 HV; *Holiday 2* HL; *Holiday 3* HL; *Holiday 4* HV

Students may give any of the underlined sections as reasons for why the speaker's holiday was heaven or hell.

Xavier: At first I was a little disappointed. I found surfing very difficult and I thought the instructor was a little bit arrogant. However the rooms in the hotel where we stayed were fantastic and there was an enormous pool just outside our room, along with a fantastic restaurant and bar. On the third day we went rock climbing and that was just incredible! It felt so wonderful, so electrifying! I can say that from that first moment I was hooked and it truly made for a magical holiday. On the second to last day I even managed to stand up on a surfboard, although the instructor still seemed to think he was God's gift to women!

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Exam Practice

1

1 accept / acceptance / acceptable; 2 mean / meaning / meaningful; 3 complex / complexity / complex; 4 consider / consideration / considerable, 5 decorate / decoration / decorative; 6 popularize / popularity / popular; 7 modernize / modernity / modern, 8 differ / difference / different

2

1 disagree; 2 unaccustomed; 3 backgrounds; 4 ourselves; 5 wondering; 6 unfortunately; 7 secondary; 8 interaction; 9 careful; 10 dependent

Vocabulary 2

See Unit 1, Vocabulary 1.

1

1e; 2d; 3g; 4b; 5c; 6f; 7a; 8h

2

1 looked up to; 2 face up to; 3 looking out for; 4 do away with; 5 keep up with; 6 cut down on; 7 come up against; 8 put up with

Grammar 2

Point out that cleft sentences often appear in transformation exercises and are a good way of showing that something is a commonly held belief or that the speaker wants to emphasize a particular point. Underline that they are linked by what 'is' or 'was'. I also like to point out here that in English it's not just 'what' you say but 'how' you say it.

1

1 it; 2 what; 3 all; 4 it; 5 last

2

1 The reason he left his hometown was because his girlfriend had broken up with him.

- 2 The place we stayed in, in Greece, was absolutely beautiful.
- 3 What happens is, you collect your boarding passes when you arrive at the airport.
- 4 All I said was that I didn't want to go on holiday with her parents.
- 5 It was the girl in my office who started a successful travel blog.

Unit 04

Starter

It's worth doing a little research into this period of English history, or failing that, show students a clip from the excellent BBC drama The Tudors (although you might have to gauge the stomach that some of your class might have for some of the more gory scenes). I've often found, particularly with younger students, that the more stomach churning the information, the more interested they are!

1

1 myriad; 2 associate; 3 botched; 4 ensure; 5 dynasty; 6 proof

Vocabulary 1

All language was invented at some point (wellness for instance?) and in this section we look at some of the words that Shakespeare either used for the first time or actually made up. I like to ask students about any English words which have entered their language as well as words which enter the OED every year (selfie, ROFL, starter marriage etc.).

Although Shakespeare is credited with introducing many new words to the English language it is actually John Milton (Paradise Lost) who invented the most.

1

1 barefaced; 2 scuffle; 3 lacklustre; 4 remorseless; 5 monumental; 6 circumstantial; 7 frugal; 8 unequivocal

2

1 catch-22; 2 freelance; 3 butterfingers; 4 factoid; 5 nerd; 6 yahoo

Grammar 1

A chance to show here that the double negative does not exist in English (unlike Latin-based tongues). As stated, rules of question tags should be quite familiar by now to students at this level, although some revision never goes amiss. I like to underline the negative sense of the ad-

verb 'never' and how that then acts upon the question tag which follows. Again I point out the 'clues' in grammar, which were mentioned in the transformation section.

1

1 does it; 2 did they; 3 shall we; 4 didn't they; 5 will you; 6 did you; 7 isn't it; 8 is it

2

- 1 He *has* never looked so sad, has he?
- 2 Everybody turns up for his lessons, don't they?
- 3 The author is arriving at 10 o'clock, *isn't* he?
- 4 Don't forget to call the theatre to make the reservations, will you?
- 5 Let's go and watch a film tonight, *shall* we?
- 6 Everybody knows that he got the role, don't they?

3

1 many; 2 little; 3 little; 4 some; 5 a few; 6 every

Reading

1

1e; 2b; 3d; 4c; 5a; 6f

2

Macbeth

3

- 1 Something planned to cause/create a negative situation for another person.
- 2 (in this context) To be killed.
- 3 Travel from one place to another
- 4 Described in short and yet concise way.

4

1 stern; 3 Ill-tempered; 4 boorish

7

Audioscript

It was easy to make Frizer angry, particularly as I had been placing a strong spirit in his drink, which meant that he was remarkably drunk. "You're a scoundrel Christopher Marlowe!" he cried. "I lent you five shillings in good faith and now you say that you don't remember! Well, by God, I'll make you remember!" He staggered about the room as if he were searching for something, then fell back in his seat muttering curses under his breath. I tried to reason with him but it was only half-hearted. I knew that I would need to provoke him further. It was my only hope! I snatched up a dagger that was lying on the table and struck Frizer across the head causing a small wound. Nicholas moved toward the door and carefully locked it. My suspicions

were confirmed! They were in it together these friends of mine! I dropped the dagger I was holding and Frizer jumped from the chair where he had been sitting and pulled out his own dagger. I pretended to struggle but it was only an act. Frizer thrust the knife into my face and blood sprayed the room. My blood. This, then, I thought as I lay on the floor, is how I am to be murdered.

- 1 Marlowe had placed a strong spirit in his drink.
- 2 Frizer accuses Marlowe of owing him money.
- 3 A scoundrel.
- 4 It was Marlowe's only hope of carrying out his plan.
- 5 Frizer staggers about the room.
- 6 Nicholas locks the door.

8

1T; 2T; 3F; 4F; 5F; 6T; 7T; 8F

Speaking

1

The scene being depicted is that of the execution of the gunpowder plot conspirators, a group of men who hoped to blow up the Parliament whilst the King (James I, who succeeded Elisabeth) was also in attendance.

Listening

2

Audioscript

Jerry: Good morning, I'm Jerry Whiteteeth, and welcome to another edition of 'It Ain't My Fault'! I'm here today to talk about men with anger issues. It's a fact that many men find it difficult to control their tempers and this can sometimes be further exacerbated by work problems, financial issues or health matters and certainly we know that alcohol can also play a fundamental part. So why do a lot of men have problems controlling their temper? Is it perhaps that men are afraid to ask for help, maybe because they think it's not a manly thing to do, but then they lash out at those people, spouses and partners, the very people who could possibly lend a hand emotionally? Are the pressures of being a man any more or less great than those experienced by women? Well, let's see if we can find an answer. Please welcome my first guest, Henry.

(Applause... some booing)

Jerry: Hi there, Henry! How ya doin'?

Henry: Very well, thank you. Thank you for having me.

Jerry: So Henry, you admitted to me before the show that you have often found it difficult to control your emotions, in essence, control your temper. Why do you think that is?

Henry: Well, I'm often under a lot of pressure at work.

Jerry: What is it that you do?

Henry: It's a family business. Tudors. I took over management when my father died.

Jerry: So what kind of problems do you have at work?

Henry: Well, there's a lot of competition from other rival companies in France, Spain and the Holy Roman Empire, as well as problems in Scotland and Ireland.

Jerry: Do you think you bring a lot of your work problems home with you?

Henry: I probably do, but to be honest I'm usually so tired that I just want to go to bed.

Jerry: But you're married right?

Henry: Yes, I'm married.

Jerry: But this isn't your first marriage though?

Henry: No. I was married before. This is my second marriage.

Jerry: So what happened with your first wife.

Henry: Well, she was actually the wife of my brother but he died. It was probably a marriage of convenience really. It wasn't based on anything romantic as far as I was concerned anyway.

Jerry: But the marriage ended. Why?

Henry: I began an affair with her secretary. The marriage ended soon after that.

Jerry: And you then married the secretary, am I right?

Henry: Yes, Anne.

Jerry: And how have things been in this second marriage?

- 1 Alcohol.
- 2 They don't think it's very 'manly' to ask for help emotionally.
- 3 He's under a lot of pressure at work.
- 4 After his father died.
- 5 Scotland and Ireland.
- 6 Twice.
- 7 His brother.
- 8 He had an affair with his secretary.

3

Audioscript

Henry: Well, not very good if I'm to be honest.

Jerry: Why?

Henry: Well, she doesn't do what I want her to do! I'm the man of the house (booing) she should do what I tell her to do. I mean, this programme is about men with wild tempers, but you should see Anne when she gets going!

Jerry: Okay, Henry, let's see if we can do just that! Please welcome, Anne!

(Loud clapping and cheer, one audience member shouts 'go girl')

Henry: Wha...wha?

Jerry: Please, Anne, have a seat. Let's hear your side.

Henry has said that you have a bit of a temper yourself.

Anne: Oh, please! He has got such a temper on him that most of the time I'm scared to even open my mouth.

Henry: That's preposterous!

Jerry: Please, Henry, you will get your turn again. Please, Anne, go on.

Anne: Well, I mean last week, his ex-wife Cathy died and he had a party...to celebrate! Then he goes off gallivanting with his friends and falls over! Probably drunk. I was worried sick, I was! When he comes back he's all angry like it's my fault! And then I start seeing him with some fancy woman!

Henry: Jane is just helping me with some admin.

Anne: I bet she is!

Henry: Do you see what I mean? Ridiculous, absolutely ridiculous!

Anne: Oh yeah? Then why don't you tell these people what you want to do next week?

Henry: Leave it! Just leave it!

Anne: I'll tell you, shall I? He wants to chop my head off!
(Loud protestations from audience).

Yes, that's right! Chop my head off so you can go and be with your fancy woman, it's not enough leaving me and little Elizabeth alone in that big house in London all the time.

Henry: What about you and your fancy men, then? Shall we talk about that for minute, hey?

Anne: I wouldn't need a fancy man if you came home once in a blue moon!

Henry: As soon as I do come home, you're on my back 24/7, complaining all the time!

Anne: And you know why that is, don't ya? 'Cause you're always angry.

Henry: Me?!

Anne: Yes, you! Wandering around the place like you're the king himself!

Henry: I am!

Anne: Oh, and don't we all know it!

Jerry: OK, join me again next week when I'll be talking to... *(fade out)*

1H; 2A; 3H; 4A; 5A; 6H

4.

- 1 Then he *goes off* gallivanting with his friends...
- 2 Do you *see what I mean*?
- 3 *Chop my head off* so you can go and be with your fancy woman...
- 4 What about you and *your fancy men* then?

Exam Practice

1

- 1 though; 2 instance; 3 becoming; 4 upset; 5 floors; 6 necessary; 7 turn; 8 fair; 9 helped

Vocabulary 2

1

- 1 of; 2 at; 3 with; 4 of; 5 at; 6 for; 7 of; 8 about

2

- 1 anxious; 2 astonished; 3 careless; 4 annoyed; 5 keen; 6 bored; 7 famous; 8 capable

Grammar 2

Clauses of purpose (and I know you probably know this already) show why something happened or why someone did something and span all the tense forms. You might also like to demonstrate that some can be placed at the beginning of a sentence and that this 'inversion' can give the construction a more formal sound than it perhaps would otherwise.

I'm going to the gym every night in order to prepare for the marathon next month.

In order to prepare for the marathon I'm going to the gym every night.

1

- 1 So that his wife wouldn't be upset he bought her some tickets for the play.
- 2 For finishing the book on time he was paid very well.
- 3 They left Stratford-upon-Avon early so as to avoid the traffic.
- 4 Marlowe faked his own death in order to escape to the continent.
- 5 As Sheila and Adrian wanted a hobby, they took up acting.
- 6 The play was very boring and as a result the film version was almost unwatchable.
- 7 The company bought the rights to the book with the view to making a TV series.

2

- 1 *In order for* the new stage to be built they shut the theatre.
- 2 Lynda studied drama at school so *as to* become an actress.
- 3 Tudor people wore many layers of clothing so *as to keep warm* in winter.
- 4 *Lest they make any mistakes* actors must concentrate on their lines.

Unit 05

Starter

I like to start this unit by generating a discussion on two points: whether studying history is important and whether the way it is taught in schools should be different. Again, in Italy, history is traditionally taught in a very chronological way, whereas in Britain it's not so much when something happened as why.

1

1c; 2e; 3g; 4f; 5b; 6d; 7a

Vocabulary 1

Another phrasal exercise, but in this section it pays to focus more on the pictures to encourage discussion. The pictures help to develop classroom vocabulary: first picture = joy, elation etc.

2

1d; 2a; 3b; 4c

3

1 brought about; 2 show off; 3 put up; 4 do without; 5 work out; 6 carry out; 7 passing out; 8 end up

Reading

2

1 turned down; 2 disputed; 3 take the world by storm; 4 hits; 5 came across; 6 entirely; 7 to no avail; 8 inflated; 9 turned out; 10 look forward to

3

- 1 J.K. Rowling was thought to be one of the first people to become a billionaire from writing books.
- 2 Some people are unsure whether Harry Tandey's story was true or not.
- 3 He should have sold the shares for 610,000 yen but he got it the other way around.
- 4 The creators of WhatsApp eventually sold the app to Facebook for \$19 billion.

4

1NG; 2T; 3F; 4F; 5F

Grammar 1

Of particular importance when teaching Italians, in my opinion, is making sure that they understand how different modal verbs operate. It's always handy, before looking at the modal perfect of hypothetical, to do a little revision of the forms that are often confused (could v should etc.). Compare and contrast the 'normal' modal + infinitive

against modal + have + past participle, underlining how the latter is a constant reference to a past situation.

1

Modal verb + have + past participle
Should/Ought to + have + past participle

2

- 1 The company should never have turned down Rowling. It was a massive mistake.
- 2 Correct.
- 3 The trader should have studied history. Anything but economics!
- 4 It's high time that you left your job.
- 5 Decca really should have signed The Beatles instead of that other group.
- 6 Tandey believed that no one should kill an unarmed man.
- 7 Correct.

Listening

2

Audioscript

Tom: Welcome to another edition of World's Wackiest, where this week we're looking at the world of blunders. Well, it's probably safe to say that the vast majority of us know that crime doesn't pay. Now we've all done some stupid things in our time, haven't we, Susanna?

Susanna: Don't look at me! You know for a fact that some of the most stupid things in history have been done by men!

Tom: Like what?

Susanna: (*Laughs*) I haven't got all day, Tom, but here's my favourite and it comes from the UK. Now, let me ask you a question, have you ever been to Australia?

Tom: Can't say I have, but I would like to go at some point in the future. People I know who've been there say it's fantastic.

Susanna: I suppose if you ignore the massive amount of insects, mammals and sea life that want to poison you, sting you or actually eat you, it is a nice place. But, Tom, could you imagine living there?

Tom: Well, I don't know if I could live there. I mean how far is it from the States?

Susanna: Obviously it depends where you're flying from, but LA to Sydney non-stop is around fifteen hours.

Tom: Fifteen hours! No, no, no. I think I'll just stay right here in San Diego, thank you very much!

Susanna: Yes, but imagine how long it took in the past. The British used to send prisoners to Australia in the late 18th and early 19th centuries and the journey would

take months; obviously they were travelling by ship. Really, the only modern analogy we would have for this is if the US government sent our criminals to Mars.

Tom: Because the chances of coming back would be exactly the same? By that I mean, no chance at all.

Susanna: Exactly! Even so, after this process of transportation (as it was called) many Brits still left their homeland for Australia in the hope of finding a better life.

Tom: At least they might find some decent weather!

Susanna: You say that, but I was in London last year and it was boiling, around 38 degrees.

Tom: Are you sure you were in England?

Susanna: Ha, ha. Very funny, Tom, when my sides have stopped aching perhaps I can tell you my story?

Tom: Be my guest!

Susanna: Okay. Brian Robson was a 20 year-old Cardiff-born Welshman, who decided that living in Australia would be the perfect way for him to start a better life for himself. But it didn't work out that way...

1T; 2F; 3T; 4T; 5F; 6T; 7F; 8T

3

1d; 2c; 3e; 4a; 5b

4

Audioscript

Brian had only been in Australia for ten months when he became terribly homesick, but he couldn't just buy a ticket home as he had arrived in the country on an assisted Immigration Scheme, which meant that he was committed, legally, to stay in Australia for a minimum of two years. Despite having friends and relatives in the country, Robson was desperate to return to Wales. One of his relatives was sailing on a ship from Australia to the UK and suggested that the young man stowaway on the boat. Robson bought a visitor's pass for the ship and when it was time for the boat to sail, he hid. However, the plan soon unraveled when Robson became violently seasick early in the journey and was taken to the ship's medical bay. It was soon discovered that he was aboard the boat illegally and when the boat reached New Zealand, Robson was kicked off. With little choice but to borrow money from another relative back in Australia, Robson returned to Sydney but it was there, after reading the exploits of a homesick Australian, that Robson had his 'light bulb moment' and believed that he had found the perfect solution for making his way back to his homeland.

Susanna: It took Robson three weeks to convince two friends in Melbourne that his plan was feasible.

When they finally agreed, Robson began building a wooden box that would be big enough for him and his suitcase to fit inside. He and his friends contacted the airline QANTAS and asked for the quickest way to ship a 'computer' from Australia to Britain, which in those days was approximately 36 hours.

Tom: The first leg of his journey from Melbourne to Sydney went smoothly but after that things began to go wrong. Firstly, his crate was dumped on the tarmac upside down, meaning that Robson himself had to spend an excruciating 22-hours in the same position as the crate. Also, the crate was left outside in the sun so that the temperature in the box soon became intolerable. Eventually, much to the young Welshman's relief, the box was turned up right and loaded onto another plane.

Susanna: However, what Robson didn't know was that the plane he had hoped to 'travel' on was full, so instead the crate had been placed on another aircraft which was taking a much slower route to Britain via LA. Moreover, the hold on Robson's plane was not heated. He drifted in and out of consciousness as the plane crossed the Pacific until eventually landing in LA.

Tom: By this point Robson was in complete agony and drifting in and out of consciousness. When he felt the crate touch land he assumed that he was in London but as he tried to use his torch to find an opening in the crate, he dropped it and was too weak to pick it up. Luckily for Robson, an airport worker, Gary Hatch, saw the light coming from the crate and on opening it alerted the authorities.

Susanna: Although there was a legal argument for returning Robson to Australia, it would appear that no one wanted the bad publicity and he was returned back to Britain. Now what was I saying about men doing stupid things, Tom?

Tom: Brave, determined young man if you ask me! Anyway you're forgetting the important thing!

Susanna: What's that?

Tom: He flew back first class from LA to London.

Susanna: But he almost died in the process!

Tom: Have you ever flown economy, Susanna? Personally I think a small wooden box would be more comfortable at times!

1 convinced; 2 ship; 3 smoothly; 4 down; 5 hold; 6 alerted; 7 publicity; 8 times

Exam Practice

1

1T; 2NG; 3F; 4 da fare; 5 da fare

Vocabulary 2

Two words which can be juxtaposed with one another (strong tea, heavy drinker etc.), collocations are, along with prepositions, one of the keys to becoming a fluent English speaker. Much the same as with similar areas of vocabulary that needs to be practiced rather than there being any specific 'formula'. Once completed, again it makes sense to have students create their own sentences using the collocations given here, as well as perhaps drawing up two columns on the board and getting students to try and match them. There are any number of websites (i.e. British Council etc.) with lists of further collocations.

1

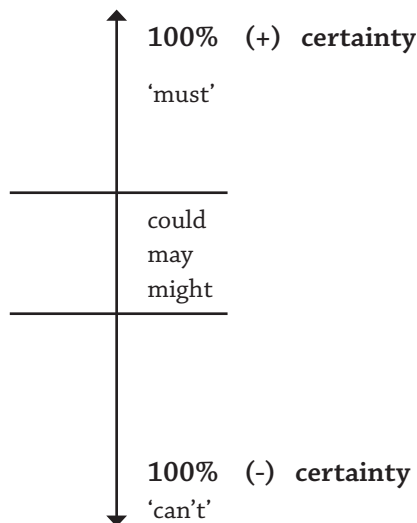
1 showed; 2 deprived; 3 exerted; 4 great; 5 special

2

1g; 2d; 3h; 4f; 5a; 6c; 7b; 8e

Grammar 2

I like to draw a horizontal line on the board (SEE BELOW) to demonstrate the scale of deduction from 'it must have happened' (100% +) to 'it can't have happened' (100% -). Thereafter the areas covered in Grammar 1 should be still fresh enough for this section not to cause students too many problems.



1

1 can't; 2 must; 3 must; 4 might/may/could; 5 might/may/could; 6 must/have to; 7 can't; 8 must

Unit 06

Starter

How we make predictions is a great way to begin a more advanced approach of looking at future forms. It's always fun to research some obviously ridiculous horoscopes, if you're British you are probably aware of Mystic Meg who

is a tabloid astrologer whose predictions were / are always far too specific. For instance: 'Leo, the love of your life will be in your local supermarket this week reading your favourite novel.' I waited in Tesco's for three hours looking for Natalie Portman with a copy of Dostoyevsky's *The Idiot*, needless to say she didn't show up!

2

1a palm; 2b tarot; 3c crystal; 4d communicating

Vocabulary 1

Collective nouns are arguably not that important but it should be stated that they bring a richness and colour to the language that might otherwise be missing from the average student's vocabulary. It's also nice to introduce collective nouns that students (and the majority of native speakers) might not be aware of. Below are a few of my favourites:

- a galaxy of beauties;
- a kindle of kittens;
- a peck of Frenchmen;
- an ambush of tigers;
- a parliament of owls;
- a tabernacle of bakers;
- a slate of candidates;
- a worship of writers.

1

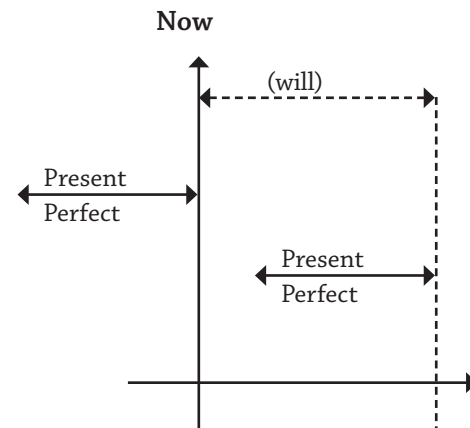
1h; 2e; 3f; 4a; 5g; 6d; 7b; 8c

2

1 murder of crows; 2 group of islands; 3 stack of wood
4 bunch of keys; 5 gangs of thieves; 6 album of photographs; 7 team of horses; 8 range of mountains

Grammar 1

Reiterate the points made in the first grammar section of Unit 1 in regard to the future forms. I like to (once again!) draw a diagram on the board showing how the future 'tenses' are created by the use of 'will' as a device for moving 'now' into the future. Therefore:



Point out also that in English the most used form for future actions is in all probability the Present Continuous. The Future Perfect is used in two distinct ways: firstly to demonstrate an action which will be true at a certain point in the future, and also as a device to show that something will be true before a specific time in the future (this is perhaps the area which will require a greater degree of drilling).

1

1 will work; 2 will have recovered; 3 are going to do; 4 will have finished; 5 will arrive/is going to arrive/will be arriving; 6 will have lived/will have been living

2

1 Future Continuous; 2 future with 'will'; 3 modals 'may' or 'might'; 4 Future Perfect; 5 Present Simple; 6 future with 'going to'

3

1 will; 2 will be able; 3 will have been; 4 will have been; 5 won't be; 6 will account; 7 will have; 8 will have been

4

1 height; 2 allowing; 3 pestering; 4 physically; 5 exactly; 6 completely; 7 overly; 8 financial

Reading

2

1 smooth transition; 2 in respect to past occurrences; 3 form of medieval 'combat'/'tournament'; 4 ability to divine the future; 5 without accurate definition; 6 belief in the truth of something

3

Trick question! They are all predictions attributed to Nostradamus.

5

1a; 2d; 3a; 4a; 5b; 6d

Listening

2

1 Carl Sagan; 2 Carl Sagan; 3 Clifford Pickover

7

Audioscript

I think that at the time none of us really believed in the Time Machine. The thing was that the Time Traveler was perhaps too clever to be trusted. One always expected some hidden meaning or trick in the things that he said. Even so, I went again to the Time Traveler's

house in Richmond on the following Thursday; I suppose I was one of his most constant guests. When I arrived there were four or five men standing around in the drawing room. The Doctor was standing by the fire with a sheet of paper in his hands. He continually looked at his watch. I looked around for the Time Traveler.

'It's seven-thirty now,' the Doctor said. 'I suppose we better have dinner?'

'Where's the Time Traveler?' I asked although I confess I used his real name.

'You've just come? Well, it's all rather odd. He has been unavoidably detained.' The Medical Man brandished the piece of paper. 'He asked me in this note to start dinner if he hadn't arrived by 7 o'clock. He said he would then explain everything when he got here.'

'It seems a shame to let the dinner spoil,' said the editor of a well-known daily newspaper. At which point the doctor rang the bell for the food to be served.

The psychologist was the only other person besides myself and the doctor who had attended the previous dinner, where the Time Traveler had shown us his marvelous machine. The other men were Mr. Blank, the editor previously mentioned, a journalist of some kind and a quiet, shy man whom I cannot recall ever opening his mouth that evening. As we ate we all speculated on what had happened to the Time Traveler. I half-joked that he had been traveling through time, which led the psychologist to give an account of the 'ingenious paradox and trick' we had witnessed one week earlier. He was half-way through his explanation when the door to the corridor opened slowly and without noise. I was facing the door and saw him first. Hello! I exclaimed. 'At last!' The door opened wider and the Time Traveler stepped into the room. 'Good heavens man!' cried the Doctor. 'What is the matter?' And every one around the table turned to face our host.

1F; 2T; 3T; 4F; 5T; 6F

8

1 limp; 2 tramps; 3 healed; 4 haggard; 5 plight; 6 smeared

9

Audioscript

He didn't say a word. Instead he came painfully to the table. The Editor filled a glass of champagne for the Time Traveler, who drained it. A little of his old colour came to his face and something similar to a smile passed across his lips for a brief moment. 'What have you been doing, man?' The Doctor exclaimed. The Time Traveler did not seem to hear him. 'Don't let me disturb you,' he said. 'I'll

be all right.' But his voice faltered slightly as he spoke. Eventually he told us that he was going to go and clean himself up and asked that we might save some mutton for him on his return. He left us all to our conjecture regarding where the Time Traveler had in fact been. The Editor was perhaps the most disbelieving. 'Don't they have any clothes brushes in the future,' he asked. The journalist soon joined the Editor in ridiculing the whole business. After a time the Time Traveler returned. He was dressed in his usual evening clothes but the haunted nature of his expression remained. He sat down next to me.

'One word. Have you been time traveling?' I asked him. 'Yes,' said the Time Traveler nodding his head, his mouth full.

At last the Time Traveller pushed his plate away, and looked round us. 'I suppose I must apologize,' he said. 'I was simply starving. I've had a most amazing time.' He reached out his hand for a cigar. 'But come into the smoking-room. It's too long a story to tell over dirty plates.' And ringing the bell in passing, he led the way into the adjoining room.

'You have told our guests about the machine?' The Time Traveler asked me as he sat down in his chair. I confirmed that I had.

'But the whole thing is a paradox,' The Editor exclaimed. 'I can't argue tonight.' The Time Traveler sighed. 'I don't mind telling you the story, but I can't argue. I will,' he went on, 'tell you the story of what has happened to me, if you like, but you must refrain from interruptions. I want to tell it. Badly. Most of it will sound like lying. So be it! I was in my laboratory at four o'clock, and since then ... I've lived eight days ... such days as no human being ever lived before! I'm nearly worn out, but I shan't sleep till I've told this thing over to you. Then I shall go to bed. But no interruptions! Is it agreed?'

As he began his fantastic tale we occasionally looked into the face of one another, so amazing was our host's tale, but eventually as his story unfolded further we stopped doing that and looked only at the Time Traveler's face.

1 came painfully; 2 conjecture; 3 pushed his plate; 4 sat down in; 5 has (ever) lived

Exam Practice

2

1c; 2b; 3d

Vocabulary 2

As previous sections in regard to prepositions.

1

1 about; 2 to; 3 to; 4 of; 5 of

2

1 slightly; 2 aforementioned; 3 screw; 4 hinting; 5 rollercoaster; 6 leading; 7 slaughter; 8 assault

Grammar 2

Relative clauses should be more than familiar to students at this level but it might be advantageous to go over some of the more subtle points, in particular the use of 'that' in only defining clauses and situations where the relative pronoun can be excluded from the sentence when the relative pronoun is the object of the clause and when the relative clause contains a present or past participle and the auxiliary verb to be, in which case both the relative pronoun and the auxiliary verb can be excluded.

1

1 ND; 2D; 3D; 4ND; 5D

2

1✓; 2✓; 6✓

3

1 who; 2 who; 3 where; 4 whose; 5 whom; 6 which; 7 who; 8 that; 9 where; 10 which

Unit 07

Starter

I've found that this quiz works really well with students especially if it's seen as a competition. This starter can also be used to introduce musically derived expressions in the English language such as:

Pull out all the stops – from the stops used to change the sound on old organs.

Bang the drum for something/someone.

As well as getting students to talk about their favourite genres of music, what music they listen to when they're sad etc.

1

1c; 2b; 3a; 4c; 5c; 6a; 7c; 8c; 9b; 10c

Vocabulary 1

Ask students if there are any metaphors or expressions relating to music in their own language and ask them to translate them into English, also ask them to check whether any of the idioms or metaphors in this section appear in their native lexicon. See if they know or better still, have heard any of the songs in the list connected to metaphor. This is just a little bit of fun but if students know at least a few of the songs it can lead into a discussion related to how

many artistic forms, painting, writing, music etc., often disguise their 'real' meaning. With the idiom section, get students to create their own sentences using the expressions in exercise 2.

1.

1h; 2e; 3c; 4f; 5b; 6a; 7d; 8g

2

1f; 2e; 3h; 4g; 5c; 6b; 7a; 8d

3

1 blew the whistle; 2 hit the right note; 3 blowing his own trumpet; 4 sound like a broken record; 5 call the tune; 6 went for a song; 7 have changed your tune; 8 jazzed up

Grammar 1

The real point here is to once again demonstrate that on occasion not even native speakers use the language correctly, this is best demonstrated by the use (or misuse) of 'or' and 'nor'; so I find it best to write clearly on the board: Either = or;

Neither = nor.

In the first exercise, also get students to practice inversion if there is time. Demonstrate that some conjunctions have a fixed position whereas others can appear at two distinct stages in the sentence.

Not only was the singer handsome but he had a fantastic voice as well. ✓

The singer was handsome but not only he had a fantastic voice as well. X

This construction can be amended with the use of the pronoun 'that':

The singer was handsome but not only that he had a fantastic voice as well. ✓

Even so, the first construction is probably the most widely used.

'As much as' can be interchangeable.

For some people music is also an addiction as much as it is an art form. ✓

As much as it is an art form for some people, music is also an addiction. ✓

1

1 no sooner; 2 as much as; 3 rather; 4 Whether; 5 Not only; 6 Both

2

1 The more you practice the **more** better you will become.

2 Correct.

3 Just as many people enjoy rock music **as** some people enjoy a classical concert.

4 Not only did they buy his latest album **and** they also bought his last two releases.

5 They told him that he must decide whether he was staying **or** leaving the group.

6 Correct.

Reading

2

1d; 2c; 3b; 4a

4

1T; 2DS; 3T; 4F; 5DS; 6DS; 7T

5

1 alienation; 2 congregation; 3 understated; 4 subversive; 5 cantankerous

3

1 fantastically; 2 outlined; 3 provocation; 4 inappropriately

Listening

4

Audioscript

Greg: I cannot stand these programmes! I mean what is it that they actually do except provide dull, brainless 'entertainment' and yes, I did use my fingers to create inverted commas when I said that! Basically they find people who seem to have emotional problems and embarrass them in front of thousands of people. Have we sunk so low as a species that we are actually meant to find this entertaining and even amusing?

Siobhan: What's the harm? Didn't Andy Warhol say that everyone would have their fifteen minutes of fame at some point? These people are just living their dreams and only snobs would find that abhorrent. Okay, sometimes it might seem that people are just laughing at them but they did that to Susan Boyle and look at her now!

Harrison: I suppose that on some level these shows can be regarded on a sociological level. By that I mean that it gives us an insight into who we are both collectively and individually. Whether we are able to enjoy these types of television shows is not really the point. It's whether we are able to take a step back and to feel empathy. If we are able to do so then I don't see any harm in it at all. However, on the other hand, if we revert to a kind of weird passive/aggressive mode

where our only recourse is to be critical and mocking, then I think they have no purpose at all and could, in fact, be damaging.

Rosanna: I love these shows! Okay, so at times it can be a little cringeworthy, it's worth it when you actually get to see (or hear) someone who is really talented or better still, someone who has absolutely no talent at all! I don't feel sorry for those people because they must know from the beginning that they have no chance of winning; that it's just a show. Personally, I think the producers just put people on there sometimes to make the audience laugh. And I certainly don't understand why people get so upset about these types of shows. Lighten up! It's just a laugh!

1S; 2R; 3R; 4H; 5H; 6G

5

Audioscript

In recent years, it had become as predictable as elections in North Korea – singer wins X Factor, singer's debut single goes to No 1. So when Joe McElderry (no me neither) won the TV talent contest, he was no doubt confident he would celebrate Christmas at the top of the charts.

Unfortunately for the 18-year-old from South Shields, it wasn't to be: a song almost his own age denied him the top spot after a successful online campaign.

'Killing In The Name', an expletive-heavy rock song first released in 1992 by the Californian rock band Rage Against the Machine, won the battle for Christmas top spot on the basis of downloads only. It sold about 500,000 copies last week, about 50,000 more than 'The Climb', McElderry's earnest ballad.

Depending on your view, the Rage victory was either a delicious dismantling of the X Factor Christmas No 1 juggernaut or a cynical assault on the festive charts. There was, though, some indignation when it emerged both records had links to Simon Cowell, the entertainment industry's favourite pantomime baddy. With the Rage track having been released by Sony, and McElderry's by Cowell's Syco, a Sony subsidiary, some claimed the high-waisted X Factor judge would emerge triumphant whichever act won the chart battle.

- 1 A song *almost as old* as McElderry denied him the Christmas number 1.
- 2 Rage Against the Machine outsold McElderry by 50,000 copies.
- 3 There was *some indignation* when it was found that Cowell could benefit from both records.
- 4 Cowell is often seen as the entertainment industry's *pantomime baddy*.

- 5 Some claim that *whichever act/whoever* won the chart battle, Cowell would be the ultimate victor.

6

Audioscript

But arguably the real victor here was the rock fan from Essex who started a Facebook group a month ago with the (then) pie-in-the-sky idea of usurping the X Factor winner from the no. 1 slot.

Jon Morter, 35, a part-time rock DJ and logistics expert from South Woodham Ferrers, near Chelmsford, decided it would be a bit of a giggle to start a campaign to encourage people to buy a record with pretty much the opposite vibe to the X Factor winner's ballad. While McElderry urges listeners to "keep the faith", the Rage track is best known for its now-ironic refrain: "F*** you, I won't do what you tell me."

Morter was helped by the comedian Peter Serafinowicz, who incidentally also supplied the voice for Darth Maul in Star Wars: 'The Phantom Menace'. Serafinowicz urged his 268,000-plus Twitter followers to join in, and it snowballed from there. By the time Paul McCartney had also pledged his support, poor McElderry seemed doomed.

When the Guardian broke the news to Morter that he had won, he was initially lost for words. "Oh hell," he said, as the consequences of what he had done became clear. Composing himself, he said: "I think it just shows that in this day and age, if you want to say something, then you can – with the help of the internet and social networking sites like Facebook and Twitter. If enough people are with you, you can beat the status quo."

But doesn't he feel guilty about denying McElderry his first no. 1? 'Umm, no,' he said. 'Not really. At the end of the day he has had a Christmas no. 2 with his debut single, which is still a phenomenal achievement.'

Rage Against the Machine have pledged to give all profits of the single to a homelessness charity shelter, and will perform a free victory gig in the UK to thank those who bought their single.

1F; 2T; 3F; 4T; 5F; 6F

Exam Practice

1

1 Subordinators; 2 Conjunctions; 3 Sentence connectors

3

1MOB; 2MOB; 3C; 4CB; 5C; 6MOB; 7C

4

1 for the most part; 2 similarly; 3 above all; 4 as a result; 5 however; 6 yet

Vocabulary 2

This should be a reasonably simple exercise for students at this level. However care needs to be taken to ensure, once again, that they not only understand the grammatical form required but also the context.

1

1 weakened; 2 weaknesses

2

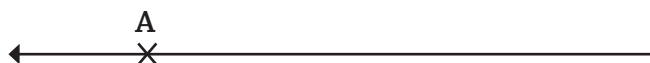
recognisable / recognition / recognise / recognisably
decisive / decision / decide / decidedly
distracting / distraction / distract / distractedly
justifiable / justification / justify / justifiably
significant / significance / signify / significantly
creative / creation / create / creatively
sad / sadness / sadden / sadly
different / difference / differ / differently

1 recognisable; 2 creative; 3 saddened; 4 justification;
5 significantly; 6 difference; 7 decision; 8 distraction

Grammar 2

You would think that I get bored with drawing diagrams on the board but actually it makes me feel a little bit like Russell Crowe in 'A Beautiful Mind'. In my experience I find it best to draw four time lines on the board:

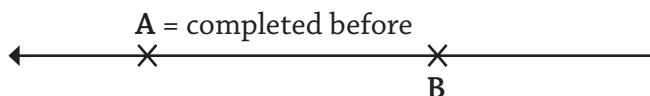
Past Simple



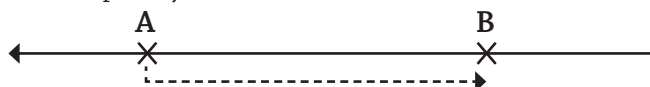
Past Continuous = A is interrupted by B



Past Perfect Simple



Past Perfect Continuous = a period of time passes before A is interrupted by B



Then ask students to match each time line to the correct narrative tense (Past Simple, Past Continuous, Past Perfect Simple or Past Perfect Continuous). Again point out

to students that verbs live and work have (generally) the same meaning, although it's possible to argue that some native speakers might perceive the continuous form as being rather more transitory than the simple. Even so, this is not something which is agreed upon by all grammar teachers. Another thing I like to do to get students involved and also to improve the chances of them retaining the information is to give examples which are 'out of the norm' so to speak. We've all seen or probably used the following:

He had been washing his car when it started to rain.

I've lost count of the amount of times I've seen this example or read something similar in a grammar book, so what I've often done is given an example so bizarre that it has more chance of sticking in the student's mind. This is one of my favourites:

He had been washing his penguin when the volcano erupted.

It creates a great, if surreal, image but it seems to work. Mix it up. The madder the better in my opinion.

1

1 2nd Conditional; 2 Past Perfect Continuous; 3 Past Perfect Simple; 4 Modal Perfect

2

The Past Perfect Simple describes an action which is completed before another action takes place in the past.

The Past Perfect Continuous describes an action which continues up until another action in the past or is incomplete when the action closer to 'now' takes place.

3

1 Past Perfect Continuous; 2 Past Simple; 3 Past Continuous; 4 Past Perfect Simple

4

1 was proven; 2 have had; 3 were involved; 4 had been killed; 5 were riding; 6 had; 7 witnessed; 8 were; 9 existed; 10 had been replaced

Photographic reasons:

The group resemble people who might be represented at a funeral.

John (all in white) is the preacher.

Ringo (in the smart suit) is the undertaker.

George (scruffy/all in denim) is the gravedigger.

Paul (with no shoes) is the corpse.

Paul is holding a cigarette in his right hand even though he is left-handed

The Police van on the right of the picture is the type that would have been used at the time of McCartney's

death but would have been obsolete by the time the photo was taken.

Also there is a VW parked on the left-hand side of the road. The number plate reads 'LMW 28IF' 28 being the age Paul was in the photo IF he hadn't died!

Unit 08

Starter

I've always enjoyed this unit as it helps students forget that they are learning English and gets them interested in some of the things which people think are true but are not necessarily so. I go through the pictures at the beginning of the unit before asking students to tackle the task. It's also interesting to note how many of them think Winston Churchill is in fact Alfred Hitchcock.

1

1 in; 2 similar; 3 insult; 4 blind; 5 Iron Maiden; 6 see / perceive

3

1b; 2b; 3c (at night!); 4a; 5c; 6b

Vocabulary 1

Granted this is a bit of a difficult section but in the first exercise I get students to search for the adjectives which can only be matched with a particular adverb i.e. painfully shy, heavily criticized, highly praised. It works better as an 'all in' activity rather than having students attempt it on their own.

Note that in exercise 2 it is in fact true that England 'invented' Champagne and once again this is something with real 'take home' value, a fact that students like to share, especially if they have any French colleagues. Google 'Christopher Merret' for the full story.

1

completely; totally; highly; entirely; heavily; painfully; utterly

2

completely; really; exactly; generally; in turn; surely; possibly; for instance; originally

Grammar 1

Revise the usage of 'used to' + infinitive / 'ing' as well as the more formal, past use of 'would'. Thereafter the exercises should present little problem for students at this level.

1

1 would; 2 used to; 3 used to

2

It is contracted to 'use to'.

3

- 1 As a distraction from writing Sherlock Holmes novels, Sir Arthur Conan Doyle used to judge body-building competitions.
- 2 Canada was used to border Zimbabwe.
- 3 The Greeks didn't use to have a word for blue.
- 4 Cult leader and murderer, Charles Manson used to play guitar and once tried to audition for the Monkees.
- 5 The original idea for Eton College was that it would supply education for poor young males.

4

1 was started; 2 had been; 3 was; 4 was

Reading

1

1 invasion; 2 happily; 3 criminal; 4 adopted; 5 minimized; 6 decisions; 7 inferiority; 8 capitalism

2

- 1 Ancient Greeks and Egyptians marched on the left.
- 2 The people of Mozambique drive on the left.
- 3 Cars on the US Virgin Islands drive on the left.
- 4 Samoa changed to driving on the left to encourage New Zealand and Australia to send them cars.
- 5 For many years in Northern Italy it was considered safer to drive a RHD car.
- 6 Hitler stole the plans for the VW Beetle from a Jewish designer.

Listening

3

Audioscript

Larry's boyhood dream was to fly. But fates conspired to keep him from his dream. He joined the Air Force, but his poor eyesight disqualified him from the job of pilot. After he was discharged from the military, having completed his service, he sat in his backyard watching jets fly overhead. He hatched his weather balloon scheme while sitting outside in his "extremely comfortable" Sears lawnchair. He purchased 45 weather balloons from an Army-Navy surplus store, tied them to his tethered lawnchair (dubbed the Inspiration I) and filled the four-foot diameter balloons with helium. Then, armed with some sandwiches, Miller Lite, and a small gun, he strapped himself into his lawnchair. Larry planned to sever the anchor and lazily float to a height of about 30 feet above the backyard, where he would enjoy a few hours of flight before

coming back down. He figured he would shoot to pop a few of the many balloons when it was time to descend. But things didn't work out quite as Larry planned. When his friends cut the cord anchoring the lawnchair to his Jeep, he did not float lazily up to 30 feet. Instead he rocketed into the LA sky as if shot from a cannon, pulled by the lift of 45 helium balloons, holding 33 cubic feet of helium each. He didn't level off at 100 feet, nor did he level off at 1000 feet. After climbing and climbing, he eventually levelled off at 16,000 feet. However at that height he felt he couldn't risk shooting any of the balloons, lest he unbalance the load and really find himself in trouble. So he stayed there, drifting cold and frightened with his beer and sandwiches, for more than 14 hours. In due course he crossed the primary approach corridor of LAX, where startled Trans World Airlines and Delta Airlines pilots radioed in reports of the strange sight.

Finally he gathered the nerve to shoot a few balloons, and slowly descended. But fate was not finished with our hero just yet. As Larry was only a few metres from the ground the hanging tethers, connecting his chair to the balloons, tangled and caught in a power line, blacking out a Long Beach neighborhood for 20 minutes. Larry climbed to safety where upon he was immediately arrested by waiting members of the LAPD. Later, as he was led away in handcuffs, a reporter dispatched to cover the daring rescue asked him why he had done it. Larry replied nonchalantly, "A man can't just sit around."

The Federal Aviation Administration was not amused. Safety Inspector Neal Savoy said, "We know he broke some part of the Federal Aviation Act, and as soon as we decide which part it is, a charge will be filed."

1 wasn't / poor eyesight; 2 four foot; 3 work; 4 rocketed / shot; 5 nerve / descent

4

1a; 2a; 3b; 4a; 5c; 6b; 7a

Exam Practice

1

Stephen Jay Gould (1941-2002) was among the best-known and most widely read scientists of the 20th century. Gould was a paleontologist and educator at Harvard University. **He** made his largest contributions to science as the leading spokesperson for evolutionary theory. **He also** wrote popular monthly columns in *Natural History* magazine. His popular works on evolution have earned him numerous awards and one of the largest readerships in the popular-science

genre – having penned over twenty successful books throughout his career. Perhaps one of Gould's most famous evolutionary statements was that there 'was no such thing as a fish'. **He** noted that fish have very little in common with one another and therefore concluded that, as a species, **they** did not actually exist.

Vocabulary 2

This is good for touching upon the comparative and superlative forms (which are discussed in more depth in Unit 12) as well as demonstrating how the English language is in a constant state of flux, meaning that language which would have been considered inappropriate ten or twenty years ago is now acceptable. My personal bugbear in this regard, and one which I talk to students about, is the use of super, as in 'super fantastic', which when you think about it goes against all the rules stated in this section!

1

1 ✓; 2 good; 3 upset; 4 interesting; 5 ✓; 6 totally; 7 absolutely; 8 furious

2

Used with gradable adjectives: very, extremely, a bit, slightly

Used with ungradable adjectives: absolutely, completely, totally

Used with both gradable and ungradable adjectives: really

Grammar 2

Again, revise the rules for the infinitive and gerund forms. I always write 'suggest' on the board and ask students which of the aforementioned forms is applicable. Almost every time, Italian students will opt for 'suggest + to + infinitive'. This is another great time to point out some key differences in English compared to Italian. Also, underline the verbs which take both forms and have the same meaning:

We like to go / like going to the cinema most Fridays.

As well as those which can take both forms but have different meanings:

Remember to lock the door before you leave the bank. I remember locking the door to the bank, so I don't know how the thieves got in.

1

1b; 2a; 3a; 4b

2

1f; 2d; 3c; 4h; 5e; 6b; 7a; 8g

Speaking

Only 5 is not true. In actual fact it was the jockey himself who died during the race.

Unit 09

Starter

A great conversation starter is when you get students talking about things they are afraid of. Obviously you need to tread carefully but you can illicit a discussion based upon the belief in ghosts (i.e. whether it is something cultural that leads certain people to believe in ghosts) as well as bringing any of your own ghost stories to the fore. Whether they believe in ghosts or not, it seems, in my experience, that everyone likes a story about them! Also it's great to list some of the more 'out there' phobias and ask students to guess what the sufferers might be afraid of. Here are some of my favourites:

Xanthophobia – fear of the colour yellow

Tuophobia – fear of cheese

Coulrophobia – fear of clowns

Nomophobia – fear of being without mobile network coverage

Pogonophobia – fear of beards

1

1c; 2a; 3b; 4d

Vocabulary 1

I like bringing everyday expressions into the classroom as this not only makes the student's language more colourful it also makes it more natural. In exercise 4, I like students to work in a group and try and come up with a 'spooky' paragraph that includes the four words from the exercise. This can be extended into a full classroom activity and how far you want to take it (acting out the paragraph, presenting as a dialogue with points awarded for delivery etc.) is entirely up to you.

1

1e; 2g; 3a; 4h; 5c; 6b; 7d; 8f

2

1 scream/howl; 2 creepy; 3 howl/scream; 4 spectre; 5 evil; 6 terror; 7 malignant

The word that doesn't belong is 'chilling'.

3

1e; 2f; 3b; 4c; 5g; 6d; 7a

4

1S; 2S; 3S; 4L

Grammar 1

Revision of the conditional forms might be necessary but not always. Even so, the 3rd Conditional is one of the most

interesting forms to teach. I find it's great to pick a certain point in history and ask students 'what if?' I've included the story of Gavrillo Princip as it's one of the great 3rd Conditionals of 'modern' times. If you're British, Australian, South African, Indian, Pakistani, Sri Lankan or from the Caribbean or New Zealand you might like to ask how cricket changed the world. Here we go...

Frederick Prince of Wales was the heir to the throne of England, his father being George II. However Frederick pre-deceased his father and on the death of George II the throne passed to Frederick's eldest son, who became George III. It has been argued that the King's conduct toward the 13 colonies in America was one of the key reasons for the start of the American War of Independence. So if Frederick hadn't died it is possible that there would not have been a separation between Britain and what eventually became the United States. What has cricket got to do with all of this? Well it has been suggested that Frederick, who was a very keen cricketer, died from complications caused by being hit by a cricket ball.

... wouldn't have been so frightened = B

... hadn't entered the house = A

Grammatical rule: If + subject + past perfect + would + have + past participle

- 1 If Gavrillo Princip *hadn't assassinated* Archduke Franz Ferdinand, the First World War might *not have begun*.
- 2 The Russian Revolution might *not have started* if the First World War *hadn't taken place*.
- 3 Had the Germans *not been defeated*, the Nazis would *not have risen* to power.
- 4 If the Russian people *had been content* with their monarchy, they would *not have revolted*.
- 5 It is possible that if war had *not been declared* in 1939, the Cold War would never *have begun*.
- 6 If the Archduke's driver had *not made* a wrong turn, Princip would *not have been able* to carry out his attempt.
- 7 Had Princip *known* the consequences of his actions, he might *not have murdered* the Archduke.

Reading

1

1 jilted; 2 frantic; 3 willingly; 4 skeptical; 5 eerie; 6 eccentric

2

1 most haunted; 2 scariest; 3 spookier; 4 more frightening; 5 most terrifying; 6 colder; 7 bravest

Listening

1

Audioscript

Max: Here we are! Are you ready for this guys?

Everyone: Yes! Come on! Hurry up, Max! We're freezing!

Max: (Laughing) Okay then. Lets go inside. (Sound of door opening) Carl, have you got some matches so I can light a few candles?

Carl: Why don't you just turn on a light?

Frank: There's no power, you moron.

Carl: OK, OK, just asking!

Max: (Lighting candles) That's better.

Frank: How did you hear about this place anyway, Max?

Max: My dad told me about it when I was a kid. A guy moved in here after the civil war in the 1870's. He lived alone and the people from Knoxbridge hardly ever saw him. He paid an old woman from the town to deliver his food and supplies to him every week.

Chris: (Sarcastically) Ooh, very spooky.

Max: Wait, just listen. People started to talk about strange lights coming from this house at night. Some said that the guy, who went by the name Ceth Granger, was practicing witchcraft; other rumours started circulating that he had become a cannibal during his time in the war. No one was really sure but, about a year after he moved in, a local girl, Annie O'Riley, went missing. The local people searched everywhere for her but after two weeks there was still no sign of Annie and suspicion began to fall on Granger.

Frank: Why him?

Chris: Why do you think? It's still the same around here! If you're a little bit strange people always think the worse.

Frank: (Laughing) You should know, Chris!

Chris: Shut up.

Max: Chris has a point but, the thing is, Granger was seen talking with the girl on the day of her disappearance. One local kid said he'd seen Granger carrying a large sack from the house and taking it into the woods out the back. When young Annie still didn't show up, the local men took matters into their own hands.

Frank: What did they do?

Max: One night they came up to the house. There were probably about ten of them in total. They crept up nice and quiet like. Let themselves in through the backdoor and eventually found Granger sitting in his chair, like he'd been expecting them. He didn't make a sound when they tied his hands behind his back and he didn't say a word when they asked him what he had done with poor Annie. He didn't even say anything when they put the rope around his neck.

Chris: So they hanged him?

Max: In this very room.

- 1 Have you got some *matches* so I can *light* a few candles?
- 2 How *did* you hear about this *place*?
- 3 He lived *alone* and the people from Knoxbridge *hardly* ever saw him.
- 4 Ooh, very *spooky*!
- 5 If you're a little *bit* strange people always think the *worse*.
- 6 One local kid said he'd seen Granger carrying a large *sack* from the house and taking it into the woods out the *back*.

3

Audioscript

Chris: (Suddenly more interested) Wha, Wha, What happened then?

Max: This house came to life! The girl's father said that the house started shaking violently.

Frank: Maybe it was an earthquake?

Chris: There ain't never been an earthquake in these parts, Frank, it ain't on any fault lines, you should know that!

Max: No, this wasn't any earthquake, because the house started screaming man; howling even. And the girl just stood there with that smile on her face and her eyes as black as coals. And as the whole building shook, the man looked toward the window, outside of which stood two figures, a man and a young girl.

Chris: What happened then?

Max: The father grabbed his daughter and his wife, and ran from the house and never returned. They say that Ceth and Annie haunt this place and that anyone who stays here for any length of time will become possessed by Annie, or worse.

Chris: What do you mean 'worse'?

Max: Back in the 70's a guy just out of college decided to crash here for a few days on his way to some rock festival. Local people found him a few days after he arrived. He was slumped on the ground in this very room, stone dead.

Frank: What killed him?

Max: Perhaps it's more accurate to say who killed him. When the sheriff came he said that the boy was staring straight ahead with a look of complete terror on his face and scratched into the floor in front of him was the word 'Annie'. He must have used his fingernails to do it because they were all bloody.

Carl: Surprise!

All: (Screaming and alternately cursing)

Carl: What's wrong?

Frank: You could have given me a heart attack, Carl!

Chris: If you had any brains, Carl, you'd be dangerous!

Carl: All right, calm down! What are you all so wound up for?

Max: I was just telling them a story, that's all.

Carl: Well, I've got a story for you guys! I was coming here from the store and I picked up this girl. She was hitchhiking and I asked her if she wanted to come to a party. She's sooooo cute. Her name's Annie.

Newscaster: Unfortunately there is still no sign of the four young men from Knoxbridge who went missing last Saturday night.

- 1 The house was 'screaming'.
- 2 Two figures; a man and a young girl.
- 3 He was going to a rock festival.
- 4 On the floor in front of him using his fingernails.
- 5 Brains.
- 6 From the store.

Exam Practice

2

- 1 verified; 2 enthusiasts; 3 evidence; 4 responsible; 5 believe; 6 noticed; 7 resemblance; 8 similarity; 9 stunned

Grammar 2

Leading on from the 3rd Conditional are the hypothetical forms. Before beginning this section brainstorm some of the most common hypothetical structures in English and how they operate (Modal Perfect, Unreal Conditionals 2nd / 3rd / Mixed)

Again it is always worth underlining some of the common mistakes made by students in regard to this area. If starting this subject for the first time I would use the method demonstrated in Unit 5 (Grammar 1) to define the most popular modal verbs and how they operate,

2

Audioscript

- 1 Crop circles first began to appear in the early eighties and became particularly prominent in England toward the end of that decade. Although some have suggested that alien technology is responsible for the circles, it is generally accepted that they are man-made.
- 2 In October 1938, Orson Welles unintentionally caused mass panic amongst radio audiences when he was involved in a broadcast of the HG Wells novel *War Of The Worlds*, which had been broadcast in the style of a radio news bulletin.
- 3 Loch Ness is home to one of the most enduring mysteries of the 20th century. The 'surgeon's photo' of

the 'monster' taken in 1934, was probably one of the most famous. However, since 1994, it's largely believed to have been an elaborate hoax.

1b; 2a; 3c

4

- 1 Buzz Aldrin.
- 2 The flag is moving.
- 3 The Vietnam War.
- 4 The Soviets would have proved the landings had been faked if they could have.

6

- 1 abandoned; 2 cited; 3 ongoing; 4 divert; 5 unlikely; 6 lured

7

1H; 2R; 32ndC; 4MC; 53rdC; 63rdC

Vocabulary 2

*Going back to the unit 'God Save the Queen' this is a good opportunity to again talk about the role that music plays in students' lives, particularly Pink Floyd, who are very popular in Italy. This is also a good opportunity to further reiterate the use of the 3rd Conditional. The father of the main songwriter for Pink Floyd was killed during the Allied liberation of Italy. This had a profound effect on Roger Waters (being much of the subject matter that drove the album *The Wall*) so therefore it is possible to argue that if Waters' father hadn't been killed in Italy then Pink Floyd might never have existed. Ergo you could say that Italy (somewhat inadvertently) 'invented' Pink Floyd.*

1

- 1 un mistakeable; 2 purposefully; 3 throughout; 4 uplifting; 5 essentially; 6 brilliance

2

1c; 2e; 3d; 4b; 5a

3

- 1 once in a blue moon; 2 moonlighting; 3 over the moon; 4 the moon on a stick; 5 asking for the moon

Unit 10

Starter

Get students to brainstorm how and why the images at the beginning of the unit might have inspired revolutionary concepts. In the exercise that follows, students are re-

quired to demonstrate a good level of lexical knowledge to complete the task which although rather difficult, should not pose too many problems for B2 level candidates.

2

1 cows; 2 apple; 3 Farming; 4 food; 5 monkey's; 6 soap

Vocabulary 1

Ask students to look at the two images and describe the personality of each person based on the picture alone. Thereafter students must complete the three exercises based on vocabulary used to describe behaviour. The only one that I've had some difficulty with here is the term 'couch potato' which appears to be rather unfamiliar to many students I've taught; although perhaps, given the rise of smart phones and social media websites, it should be more used than ever! With good, open groups I also ask students to select two or three positive things and two or three negative things about their own personality. If you have a group where everyone knows each other (and is on very, very friendly terms) you can also create a game where one student writes down his/her worse characteristic and then one of their friends also writes down that student's worse characteristic, then see if they both agree. Please remember that this is one of those 'high risk' games which can sometimes blow up in your face if you do it with the wrong type of group. Tread carefully!

2

1+; 2-; 3+; 4-; 5-; 6+; 7-; 8-

3

1 blunt; 2 spiteful; 3 sheepish; 4 easy-going; 5 cocky; 6 down to the earth; 7 spoilt; 8 outgoing

4

1 COUCH POTATO; 2 BIGHEAD; 3 CAREFREE; 4 GOSSIP; 5 COWARD; 6 LIAR

Grammar 1

Participle Clauses are one of those grammatical rules that seem to be an examiner's favourite, especially in FCE-style exams. Firstly, demonstrate the reasons 'why' we use participle clauses i.e. to introduce a higher level of formality, economy of use etc. Also underline some of the differences. For instance the passive form.

Shouting loudly, Darren ran home. (Darren is the agent of the action)

Shouted at loudly, Darren ran home. (Someone was shouting at Darren)

Also show that if we wish to emphasise that one action was before another then we can use a perfect participle (having + past participle):

Having won the match, Celtic players celebrated with their supporters.

Having been told the bad news, the PSG supporter sat down and cried.

I also like to look at the information that participle clauses give i.e. condition (in place of 'if'), reason, result or time. Write the following examples on the board and ask students to identify whether they are examples of condition, reason, result or time.

I had no time to read my book, having spent so long doing my homework. (RESULT)

Sitting at the cafe with my friends, I suddenly realised that I had left the oven on at home. (TIME)

Looked after carefully, this coat will keep you warm through many winters. (CONDITION)

Wanting to speak to him about the contract, I decided to arrange a meeting. (REASON)

If you would like to extend the exercise you can always ask students to come up with examples of their own either in class or for homework, as well as getting them to change the participle clauses into their 'original' forms.

1

1 This would suggest that the monkey was driving so perhaps there needs to be someone who owns the monkey i.e. Driving on the motorway **their pet** monkey put his head out of the window.

2 ✓

3 Travelling though the Galapagos Darwin **made** many observations.

4 ✓

5 Staying in London Karl Marx **came** up with his theories regarding world communism.

6 ✓

2

1 Knowing that he was being followed by the creature, he climbed the stairs to his apartment and waited.

2 Seeing a flash of light in the sky Joe then saw the spaceship appear.

3 Waking up he discovered he had been imprisoned in some kind of castle.

4 Walking through the jungle they were suddenly confronted by a giant cat.

Reading

2

Natural selection

3

5-8 words = OK

8-12 words = good
 12-15 words = excellent
 15-20 words = are you English?

4

1 Shrewsbury; 2 HMS Beagle; 3 Gentleman companion

5

1 apology; 2 temper; 3 excesses; 4 improper; 5 foot-steps

6

1d; 2d; 3c; 4c; 5b; 6b; 7a

Listening

1

Audioscript

Speaker 1: Hello, I'm just ringing to enquire about the Darwin Sightseeing Tour.

Speaker 2: Sure, how can I help?

Speaker 1: Does the tour run all week?

Speaker 2: All week except Thursdays because the boat we use for the river part of the tours is used as a restaurant on that day.

Speaker 1: That's fine. We were thinking of booking a Friday anyway. How long does the tour last?

Speaker 2: About four hours in total.

Speaker 1: And where does the tour start?

Speaker 2: We usually meet at the train station, which is just below the castle; the first place of interest that we visit, although many people do think that the station itself is worth a visit.

Speaker 1: Really? Why is that?

Speaker 2: Well, it was built in 1848, so it's quite old in railway station terms, but it's the architecture that people find most fascinating. It was built in a mock Tudor style so it blended in with the buildings around it, especially the library at the top of Castle Street. Anyway, we take the short walk up the hill to the Castle, which also houses a military museum highlighting much of the interesting history surrounding the King's Shropshire Light Infantry. From there we move across the road to the Library where there is a statue of Darwin, as prior to it being a library was in fact Shrewsbury School. As the library closes at 5 pm everyday except Tuesday, we have gained special permission to take our guests inside after-hours so they can observe some pretty special graffiti.

Speaker 1: Graffiti? In a library?

Speaker 2: It's not what you think! This is graffiti carved into the wooded walls in what is now the

music section of the library. Students, from when the library was a school, carved their names into the wood with the dates next to them. Some of these go back as far as the early 18th century.

Speaker 1: Wow. What then?

Speaker 2: Well, at 7.30 we take a walk through the town, down Pride Hill toward the Welsh Bridge, which is on the western side of the town. From here we take a boat journey down the River Severn and toward the eastern part of the town. Once we arrive at the English Bridge we take about a five minute walk to reach the Abbey, which was founded in 1083 and was once an important place of pilgrimage for over four hundred years. Although a great part of it was damaged during the reign of Henry 8th the main body of the abbey remains to this day.

Speaker 1: Are there any drinks available?

Speaker 2: Soft drinks are available throughout the tour and are free of charge. Alcoholic drinks like beer and wine are available during the river section of the trip and although they need to be paid for there is a discount for people with one of our tour vouchers.

Speaker 1: Sounds great. Would you have room for four people this coming Friday?

Speaker 2: When is that, the 14th?

Speaker 1: No, the 15th.

Speaker 2: Sorry, yes you're right. Let me see (Pause) yes, that's fine, four people for this Friday.

Speaker 1: And what is the total cost?

Speaker 2: It's £11.50 per person.

Speaker 1: That's fine. Can I pay with a credit card?

Speaker 2: Sure. If I can just take some details. The card type please.

Speaker 1: Visa.

Speaker 2: And the number on the card?

Speaker 1: 4929....(Fades)

1 9.30; 2 Thursday; 3 station; 4 statue; 5 5pm;
 6 permission; 7 wooden; 8 school; 9 7.30; 10 Welsh;
 11 western; 12 soft; 13 discount

2

1 blend; 2 housed; 3 originally; 4 gained; 5 music;
 6 Welsh; 7 built

3

Audioscript

This, then, ladies and gentlemen, is Shrewsbury Abbey; well, to be more accurate, it's what remains of Shrewsbury Abbey. Roger de Montgomery, the first Earl of Shrewsbury and one of William the Conqueror's counselors, gave permission for a monastery to be

built here, in the eastern part of Shrewsbury. There is some evidence to suggest that there was a Saxon church here before the Norman invasion in 1066, and that this also was dedicated to Saint Peter. We believe that work finished on the Abbey in around 1087. For over two hundred years this was a very successful monastery. Perhaps part of its success was down to the fact that the Abbey came to be in possession of a number of relics from the martyr Thomas Beckett, who was murdered on the orders of Henry II. Thusly, the monastery became a place of pilgrimage for many Christians across the country. However when the Black Death arrived in England in 1348, the monastery fell on hard times and though it recovered somewhat in the following century, it subsequently became a victim of the English Reformation during the reign of Henry VIII. But it's really lazy history to say that Henry was solely responsible for the destruction of the monastery. There is no doubt that he was involved but that is not the only reason. It appears that there was a lot of mismanagement throughout the 15th century, with many abbots lavishing gifts of food, wine and property on their relatives than the monastery itself. Even so, there can be no doubting the influence of the monks on this region and the country as a whole. Indeed on one occasion Parliament sat here in 1283, when King Edward I was campaigning against the Welsh. Although this is only a relatively small section of all that remains of the Abbey, there is still a wealth of interest inside, so if you'd like to follow me...

1 6th; 2 4th; 3 1st; 4 5th; 5 3rd; 6 2nd

4

Audioscript

The Nags Head is one of Shrewsbury's oldest pubs as well as being one of its most popular. Parts of the building date back to the 15th century, although the main construction is about three hundred years older. One of the most unique things about this pub is how much it hasn't changed over the years and how it still retains the feel of a traditional English pub. Like many establishments of this type, it comes with its fair range of strange tales and ghostly going ons. For instance in the room above us there is a painting, which apparently represents the devil, and was painted by a German prisoner of war; it is said that anyone who looks at the painting will go mad, although given the locals here, it's sometimes difficult to tell who has looked at the painting and who hasn't! The rear of the pub was built before Henry VIII was even born and was even featured in a classic film version of Charles Dickens' 'A Christmas Carol'. Now, ladies and gentlemen,

I've probably been talking for far too long, so please get your selves a drink and we'll move into the garden...

1 oldest; 2 15th; 3 feel; 4 ghostly; 5 mad; 6 VIII

Grammar 2

Although there are some obvious grammatical structures here I like to teach this particular grammatical section as naturally as possible rather than making it a scholastic exercise. Try asking students to come up with their own uses of the forms. This is best done via a verbal exercise rather than written. Split students into groups of two or three and ask them to come up with questions that would illicit a response that requires the devices in these exercises. For instance:

Why do you leave for work so early in the morning?

So as to avoid the rush hour.

Why are you studying at university?

In order to get a good job when I graduate.

1

1 Demonstrative of purpose.

2 Demonstrates that the action is preventive.

2

1 so as not to; 2 in case; 3 so / to; 4 so that; 5 to

4

1 so as not; 2 so that; 3 in case; 4 so as not to; 5 so that

Vocabulary 2

What I like to do is to get students to shout out the name of various animals and then come up with an idiom to match. Although there might be some animals that don't have an obvious idiomatic form, it's always good fun and usually brings up some expressions that I have previously forgotten. You might also like to list some of the stranger animal-based idioms.

Do a Devon Loch

Devon Loch was a racehorse that collapsed just short of the winning line of the 1956 Grand National race in the UK. If someone does a Devon Loch, they suddenly fail when everybody expects them to succeed, or simply crumble at the very last minute when they were almost winning.

Enough to cobble dogs with

This incredulous phrase is used to refer to a surplus of anything. The humor in the image contained in the phrase becomes apparent when you consider that a cobbler repairs shoes. If a cobbler has enough leather to cobble an animal that has four feet, then that cobbler definitely has a surplus.

Hairy at the heel

This disparaging phrase was originally used by the British upper-crust to refer to someone who is ill-bred, dangerous or untrustworthy. The image of a hairy heel is indeed striking and funny.

1

1b; 2f; 3e; 4c; 5d; 6a

3

1d; 2g; 3a; 4e; 5b; 6h; 7c; 8f

Exam Practice**1**

1 BOLsHEvIk; 2 MARx; 3 abSOlUte; 4 pOlItICAl; 5 lUDDdite; 6 rEVoLUtIonAry

3*Audioscript*

Okay then, guys. As I'm sure some of you are aware, we've finally reached the end of this term. I doubt there is anyone in this room who is over the moon about this and I, for my part, am more than a little glad that it's over, although I imagine it's more a case of excitement on your part. I think it's safe to say that we all need a break. But before you start dreaming of white sanded shores and crystal blue seas, I'm afraid we've just got one more lecture to get through. Today it's all about revolution or more particularly how we define the concept of revolution. If we take the image of the Bastille, for instance, what does it signify? For many people, even learned scholars, the Bastille is the French Revolution. Okay sure, it was a symbol for many people of the Ancient Regime but it wasn't a particularly bad place by any stretch of the imagination. The fact of the matter is that the Bastille was actually a 'good' prison by the standards of the day; prison food was better than it was for many 'free' people outside and those with money could buy wine and tobacco. So when we look at the significance of the Bastille we have to firstly look at those things that are erroneous. Look, it's not as if there was a group of heavily armed soldiers trying to prevent the Parisian revolutionaries from entering. Nor were there hundreds of souls waiting to be freed from the shackles, both literal and metaphorical, of the hated autocratic state. No, when they arrived, the fact of the matter was that it had slipped someone's mind to actually bring the key. Now this quickly leads us to that famous expression 'the storming of the Bastille'. I don't know about you but when I forget the keys to my apartment I don't storm it. I might get angry at my own stupidity but at no moment am I going to go tearing down my front door. Like most people, well, like most

men, I'd probably just go to the pub with a good book and wait for my girlfriend to come home. The problem here then, people, is how do we sift through the untruths to get to the reality. For the historian there is no doubting that it is difficult and that we can often be led astray by, what I call salacious history. It seems that we have been guilty of trying to make our subject more interesting at the cost of accuracy. The image of the Bastille is almost Homeric, we can create a romantic picture in our minds; we can imagine a contemporary oil painting of the event but those things are flights of fancy, they are not real. So when we talk about the concept of revolution we need to be careful that we are not straying into the realms of fantasy. We need to keep our feet on the ground and our heads out of the clouds. At the end of the day, I would suggest that the revolution is almost sentient. It, like all of us, goes through stages, some of which are dramatic and life-changing whilst others are merely every day occurrences, which is why when we talk about, or try to define, revolution as a concept or ideal it is pertinent to note that it is not one singular event. Therefore the storming of the Bastille is a popular way of pigeon-holing an entire 'lifetime' into one definite moment, much in the same way that the Bolshevik Revolution is often defined by 'Bloody Sunday' or the Arab Spring is often associated only with the events in Egypt or the capture and subsequent death of Colonel Gaddafi. A revolution, ladies and gentleman, is the sum of all its parts. After all, if Premier League footballers can have biographies written about their amazingly interesting lives, then surely we can talk in historical terms of the biography of the revolution. Okay, any questions?

1b; 2b; 3c; 4a; 5b; 6b; 7a

Writing

1 response; 2 selected; 3 enlightened; 4 stupidity; 5 freezing; 6 streak; 7 parallel; 8 regardless; 9 whistle; 10 avoid

Unit 11**Starter**

I like this as it gets students really talking, particularly about what they perceive as 'British' humour. Another task to try with more advanced students is word play (British tabloids are always a great source for this). See if the students understand 'why' the jokes are funny and ask them to translate a joke from their own language into English – this works very well if you have a mixed nationality class. You might also like to try telling them the joke

below which was voted one of the funniest of all time (apparently!).

Sherlock Holmes and Dr. Watson are going camping. They pitch their tent under the stars and go to sleep. In the middle of the night Holmes wakes Watson up: 'Watson, look up at the stars, and tell me what you deduce.'

Watson: 'I see millions of stars and even if a few of those have planets, it's quite likely there are some planets like Earth, and if there are a few planets like Earth out there, there might also be life.'

Holmes: 'Watson, you idiot, somebody's stolen our tent!'

2

1 road; 2 Tuesday; 3 reception; 4 hair

Vocabulary 1

This is just a general lexical exercise but it can be expanded to include other areas of entertainment as well. Likewise there are a number of expressions associated with the world of comedy that you might like to introduce, so this exercise can really be as long as you want it to be. For instance the expression 'a comedy of errors' is always quite useful or the fact that we often sarcastically refer to someone as a 'comedian'. There is also the rather irritating habit some people have of beginning a sentence with the prefix "I'm not being funny but...", the information that follows usually serves to underline why the speaker is demonstratively not funny. Exercise 3 is again another chance to improve/develop students' understanding of prepositions.

1

1 prank; 2 stand up; 3 sit com, 4 surreal; 5 slapstick; 6 dark, 7 facetious; 8 innuendo

2

1 sit-coms; 2 prank; 3 surreal; 4 slapstick; 5 stand up; 6 facetious

3

1 at; 2 with; 3 towards; 4 with; 5 on; 6 of; 7 about

Grammar 1

Although the grammatical understanding of articles shouldn't present too many problems at this level, in my experience the usage still needs some work; the Italian tendency to rely on the definite article should also be given a certain amount of attention. Even so, this is a good opportunity to go over some of the rules. In the corresponding workbook section (What Makes Art Great?) there is a good exercise for articles and prepositions in the exercise regarding William Hogarth that also reinforces and underlines some of the more common mistakes e.g. ... from

the early age / ... from an early age. With more advanced students you might like to point out some of the further idiosyncrasies of the English language relating to articles i.e. 'A unique opportunity' / 'An unidentified flying object' but this is perhaps for students with a more structural / grammatical interest in the language.

1

- We use *the* when someone or something has been mentioned previously.
- We use *a / an* to show that someone belongs to part of a group.
- We don't use *zero* when we are making generalisations.
- We use *a / an* when we say what someone's job is.
- We use *the* because there is only one or because it's obvious from the situation.

2

1 the; 2 a; 3 the; 4 a; 5 the; 6 A; 7 a; 8 The; 9 the; 10 The; 11 the; 12 a; 13 The; 14 The

3

1 (-); 2 the; 3 a; 4 the; 5 the; 6 (-)

4

1 (-); 2 (-); 3 the; 4 the; 5 the

Reading

2

1 rightfully / inoffensive / remembered / reportedly; 2 originally / absurdly; 3 arguably / majority / wholeheartedly; 4 aforementioned / fantastically / harmless

3

1a; 2c; 3b; 4b; 5d; 6a; 7c; 8d

4

1 ancestors; 2 naively; 3 defeated; 4 hostility; 5 latter; 6 imminent

Listening

2

Audioscript

Hello there, I'm Michael Frank and welcome to another episode of mind matters. Did you know that there still exists a Roman joke book? Okay, so perhaps the jokes themselves might lack a little resonance in the world we live in today. However that's not down to translation. The problem is that reference points for ancient jokes do not exist anymore. For instance, one of the oldest jokes in existence is this one from ancient Egypt: "How do you

entertain a bored pharaoh? You sail a boatload of young women dressed only in fishing nets down the Nile and urge the pharaoh to go catch a fish.” Okay, so I’ve had funnier visits to the dentist but it goes to show that people have been having a laugh ever since they left their caves and finally got rid of those pesky sabre-toothed tigers. Even so, it begs the question: why do we laugh? When you go to the cinema to watch a comedy, why do all the people around you begin to laugh at the exact same time? “Most laughter is not in response to jokes or humor,” says Robert R. Provine, a professor of psychology and neuroscience at the University of Maryland, Baltimore County. Provine has demonstrated that in the wild, laughter is a largely social behaviour, a way of making and maintaining social bonds. He has argued that though we associate our laughter with humour and jokes, in fact we laugh most when we’re talking to others, and in those conversations we are rarely laughing at jokes. He has also shown that we’re 30 times more likely to laugh when we are with someone else than when we are on our own. And we laugh to show that we like people – we might even love them – and that we agree with them, understand them, are part of the same group as them.

In fact, Provine has pointed out that we often laugh simply because someone else is laughing. Laughter, like yawning, is behaviourally contagious, and we can catch it easily from other people, especially if we know them. In some cases, laughter can in fact become literally contagious. History is dotted with accounts of laughter epidemics. In 1962, in the African country that is now Tanzania, three school girls began to laugh uncontrollably. Within a few months, about 2/3 of the school’s students had the symptoms, and the school closed. The contagion spread, and eventually affected about a thousand people in Tanzania and neighboring Uganda. There were no long-lasting effects, but it shows how responsive people can be to seeing another person laugh. So sitcoms -- or anything else -- seem funnier to us when we hear other people laughing at them. We’ve evolved to be that way.

Even though this all might sound very nice, laughter does have its sinister side. It has been reported that when gangs, or groups of militants, attack someone, they are often laughing. Again this is to form some basis of cohesion and belonging, rather than the act itself being in some way sickeningly amusing.

And although it’s unlikely that animals ‘laugh’, they can be amused, for instance, when playing ‘rough and tumble’ games or chasing something. Conversely, apes will laugh at things that a baby might laugh at, and although new born children are not known for their sense of humour, they will squeal and laugh and certain situations arise.

Even though many people consider laughter to be ‘the best medicine’, Provine doesn’t necessarily agree.

“It’s part of a larger picture,” says Provine. “Laughter is social, so any health benefits might really come from being close with friends and family, and not the laughter itself.”

He does however agree that it improves an individual’s quality of life.

“Obviously, I’m not anti-laughter,” says Provine. “I’m just saying that if we enjoy laughing, isn’t that reason enough to laugh? Do you really need a prescription?”

So maybe we should forget the science behind the reasons why we laugh and just go ahead and enjoy a good chortle instead. However, I doubt there is anyone alive today who could understand this joke from ancient Rome:

“A man from Abdera sees a recently crucified runner. ‘By the gods, now he really is flying,’ he says.” No? Me neither. Okay that’s all from me for this week, see you again next week for another episode of mind matters. Until then, take care and goodnight.

1b; 2b; 3d; 4d; 5c; 6b; 7d

Vocabulary 2

Although somewhat difficult to get hold of on the continent, the spread known in Britain as Marmite, or in Australia Vegemite, is a great way of introducing the subject of senses. The marketing concept for these spreads is that you either love them or hate them, there is no middle ground at all. Equally, any food stuff, after shave etc will do the trick as well as getting students to talk about the worst thing they’ve ever tasted (I find this also exercises more complex levels of storytelling and narrative structures). Once the students have completed the exercise I usually ask them to come up with some of their own ideas either for homework or in the class depending on the time available.

1

1c; 2h; 3b; 4g; 5a; 6d; 7f; 8e

Grammar 2

Similarly to participle clauses, the passive form is an intrinsic part of FCE-style exams, often employing irregular verbs that students are not always familiar with. I usually begin this section with the following demonstration written on the board or IWB.

ACTIVE FORM

They are digging up the road outside our house.

Then ask students what the passive form of this sentence would be. It’s a good workout because they are usually not familiar with the verb. Likewise with nouns which are unfamiliar.

ACTIVE FORM

The staff are putting up new shelves in the library.
This will lead directly into the exercises particularly 2 which once more deals with transformations, something that students who are taking FCE-style exams need to be drilled on almost constantly.

1

1 is said; 2 was asked; 3 was given; 4 is / was known; 5 have increased; 6 is thought; 7 were paid; 8 will be released

2

- 1 The famous theatre has been knocked down (by the local council).
- 2 It was decided not to release the film after the actor's death.
- 3 *Laughter* was first published in 1900.
- 4 There has been a crack down on the sale of laughing gas.
- 5 Laughter is believed to be the best medicine.
- 6 George Carlin is thought / believed to be one of the greatest comedians of all time.

3

- 1 He might not have got the joke.
- 2 She told me she was looking at ways of injecting humour into her presentation.
- 3 If the comedian hadn't made those terrible jokes he wouldn't have been offended.
- 4 They hadn't rehearsed properly so the show went completely wrong.
- 5 I can't stand false laughter. People shouldn't say anything if they don't think something is funny.
- 6 The more people laugh the better they feel.

Writing

5

Investigations are continuing after it was being confirmed that five serious injuries and one fatality occurred ~~when~~ during the so-called 'Banana Riots' at Newquay Zoo last week. Owners and staff are being questioned as are a number of the establishment's permanent residents. It is understood that the trouble erupted on Tuesday evening during an appearance by the legendary Isle of Man singer Chardonnay who was ~~to~~ performing near the monkey enclosure. Sources suggest that a gun (possibly a German WWII Luger) was smuggled into the zoo by an unknown ~~source~~ ~~says~~. However rumours say that the cause of the disturbances was the introduction of 'banana rationing' over two

weeks ago, a move that was vociferously opposed by a spokesman ~~for~~ of the Homosapien Wing of the Zoo (HWZ).

The incident was believed to have ~~being~~ started at approximately eight o'clock on Thursday evening, with police being called in just before midnight. Two officers were injured in what has become to known as The Battle of the Penguin Enclosure, but their injuries are not thought to be life threatening. Detective Chief Inspector McGuire, whose brother is mayor and owner of the zoo, went on to say that normal service ~~was to~~ resumed by the following morning, remarking that this was fortunate due to the fact that a school trip was arriving ~~then~~ at ten thirty a.m. from Exeter.

Unit 12

Starter

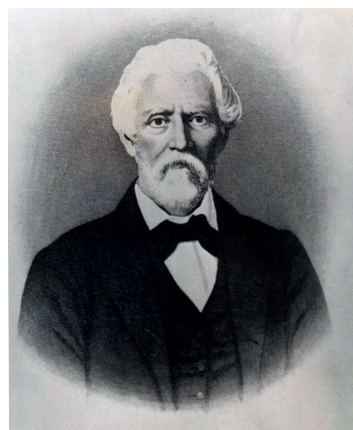
I like to begin this unit by asking students to define what they perceive to be a 'maverick', with more open / relaxed groups I sometimes write this quote on the board/IWB:

'Live fast, die young and leave a good looking corpse.'

NOTE: Although many people attribute this quote to the actor James Dean, it originated in America in the mid to late -19th century to describe young, wistful, electrified Americans.

I like this as it opens up a discussion relating to our conceptions of fame / tragedy / idolatry etc. I then ask students to see if they can identify any of the people in the pictures at the beginning of the unit before asking them to complete the exercise. Again this can be used as a competition between small groups of students working to a time limit of 1-1 and a half minutes.

1



Sam Maverick

2

1 Maverick; 2 Elizabeth Taylor; 3 Madonna; 4 Best; 5 Vincent Van Gogh; 6 Billy Holiday

Vocabulary 1

The first section here is essentially a word formation exercise which is useful for both IELTS and FCE students, or indeed anyone wishing to extend their lexical range and avoid mistakes that can often occur. Similarly the second section deals with the missing root form of the word before the suffix, I usually do the first one with the students as the statement 'Some people argue that genius is a form of madness' opens up a good forum for discussion.

1

1 extraordinary; 2 background; 3 disagreement; 4 consensus; 5 incredible; 6 childhood; 7 aforementioned; 8 worldwide; 9 co-founder; 10 partnership

2

1 madness; 2 escapism; 3 hardships; 4 brilliance; 5 dependency; 6 greatest; 7 neighbourhood; 8 fearless

Grammar 1

This is another one for the transformations, as there is always the conceptual confusion between wish and regret and how they both operate. I like to underline the already negative aspects of 'regret' and although it's generally stated that this is only used to express feeling concerning a past event you might also like to point out that in formal / work situations it is often used to talk about an action in the future e.g. 'I regret to inform you that I won't be able to meet you next week as I'll be having a bath with my toaster.'

1

1 he wishes; 2 wish; 3 regret; 4 regretting; 5 she wishes; 6 wish; 7 regrets; 8 regretting

Speaking 1

1

a (Lord) Byron
b Richard Burton
c Keith Richards

2

1b; 2c; 3a

Reading

1

1b; 2d; 3a; 4b; 5d; 6c; 7b; 8c; 9a; 10a; 11d; 12a

2

1T; 2DS; 3F; 4T; 5T; 6F; 7F; 8T

Listening

2

Audioscript

Presenter: Hello and welcome to another edition of 'Lives of our Lives' a weekly series where we ask people to nominate someone who has inspired them to do great things. This week I've been joined by the author Andre Phillipe, whose novel Tideline is sure to be one of the most talked about novels of the coming year. A story of what he calls 'murder and mundaneness' in a small Welsh coastal town, Andre explores what he calls the 'fascinating lines that each of us is able to cross but somehow resist'. Andre, thank you for joining me today.

Andre: It's my pleasure. Thank you for having me.

Presenter: Now some of our listeners might be a little taken aback by your choice for Lives of our Lives.

Andre: (Laughs) Why do you say that?

Presenter: I think it's fair to say that you've always made a case for the, let's say, more masculine side of writing, after all you've listed your greatest influences as Ernest Hemingway, Jack Kerouac and Cormac McCarthy, not exactly people who you'd associate with the lighter, more feminine side of things?

Andre: I think that, that quote is a little bit misleading. Yes, I admire those writers but it's not particularly because they're men or that they write in a particular way. It's more to do with the fact that they were essentially pioneers. Personally, I think that Kerouac in particular has suffered at the hands of modern critics who feel the need to dumb down his work, but on the whole all three have played a part in taking writing in a different direction.

Presenter: But your choice for today was not a writer at all, although this particular person did have a certain strong literary connection?

Andre: Yes, she did. After all, my choice for today is Ada Lovelace, the daughter of Lord Byron, and born in 1815. Although there is much attached to the fact that she was Byron's daughter, Byron himself died when Ada was only eight years old. I say, Ada but actually her given name was Augusta, named as she was after Byron's half sister.

1 Tideline; 2 Hemingway; 3 Jack; 4 McCarthy; 5 1815; 6 Lord Byron; 7 Byron's half-sister

3

Audioscript

Presenter: So what of her childhood?

Andre: Well I don't think you would call it happy at all.

She was not close to her mother, or should I say her mother was not very close to her and for the most part she was brought up by her maternal grandmother. Even so, Annabella often wrote letters to her mother asking about Ada's welfare but this was nothing more than a pretence.

Presenter: How do you mean?

Andre: Her mother's only real worry was if there should ever be a need to demonstrate maternal concern. I can't really see that calling your only child 'it' shows anything other than complete dislike if not even hate.

Presenter: But there was one event in childhood that changed her life?

Andre: Yes, when Ada was fourteen years old she contracted measles. This left her bedridden for over a year but at the same time it ignited her love of mathematics and technology.

Presenter: And in later life this led her to become involved with one of sciences', perhaps, most misunderstood geniuses?

Andre: It certainly did, although I'd argue that Ada was a genius in her own right and that when she met Charles Babbage it was simply a meeting of the minds more than anything else.

Presenter: So how did they meet?

Andre: Babbage was known as the inventor of the Difference Engine, an elaborate calculating machine that operated using a method of finite differences. Ada met Babbage in 1833, when she was just 17, and they began corresponding thereafter about a number of subjects.

Presenter: Did she work with Babbage?

Andre: Yes, she did. In actual fact, she is perhaps the first person to have realized the importance of a computer.

Presenter: Really?

Andre: Well, Babbage obviously understood its importance, but he found it difficult to put his ideas across. Ada, on the other hand, was more than able to convey how much this device might mean to the world.

Presenter: The apple never falls far from the tree then...

Andre: In this case no (*Laughs*).

Presenter: And she also had a rather scandalous lifestyle much like her father, didn't she?

Andre: That she did. In a time when women were essentially seen and not heard, Ada really broke the mould. She was one of those people who society, as much as it tried, could never make conform or do what was expected.

- 1 Wales.
- 2 Jack Kerouac.
- 3 Her grandmother.
- 4 To show that she had maternal instincts, although she plainly didn't.
- 5 She became ill / contracted measles.
- 6 17 years old.
- 7 Charles Babbage.
- 8 Ada had characteristics very similar to her father.

Exam Practice

1

It appears that Britain has always had a unique ability to produce men (and sometimes women) who are **outcasts** from society simply because they have not done what society expected them to do. From the maverick playwrights of the 16th century through **to** the musicians, artists and footballers who defined a generation in the 1960's; these individuals are the complete antithesis of the rigid, emotionless image that many people have of the average Britain. This was perhaps personified in the footballer George Best, who played for Manchester United in the mid 60's through to the early 70's. Best, even **today**, is considered one the greatest players to ever grace the beautiful game. Brazilian legend Pele thought as much, saying: 'To me he never **looked** like a European. He was a Latin player – a Brazilian player.' Unfortunately, Best was also his own worse enemy and his playing career was **surprisingly** short. His well-publicized battle with alcohol addiction eventually led to his death in November 2005 at the age of 58. Even so, for **many** people, Best will forever be seen as the 'greatest', **an** iconic figure of the 60's alongside Ali, The Beatles and myriad of other people who refused to conform and thus shaped a generation of mavericks.

Vocabulary 2

A final look at idioms, this time relating to ones which often sound quite unpleasant if translated into the students mother tongue ('Hit the nail on the head' for instance). After completing this section I often ask students to go to the idioms appendix at the back of the book and give them five minutes to come up with as many sentences as possible employing a different idiom in each section. When they read out their sentences, other 'teams' can challenge them if they think that the idiom has been used incorrectly. Once again, this works very well with Italians as they are seemingly competitive about absolutely everything.

1

1 Throw a spanner in the works; 2 Hit the nail on the head; 3 Fall off the back of a lorry; 4 Run around like

a headless chicken; 5 Head over heels; 6 Flog a dead horse.

2

1d; 2e; 3b; 4c; 5a; 6f

3

1 threw a spanner in the works; 2 fell off the back of a lorry; 3 flogging a dead horse; 4 head over heels

Grammar 2

With this comparative / superlative section I always like to point out that it's possible to emphasize a superlative e.g. without a shadow of a doubt, far and away etc. You can also veer into C1 territory here by looking at some more advanced comparative / superlative forms but for the main part this is a revision of the grammar that should already be known at this level. Even so, I generally pay greater attention to exercise 5 as this, when used correctly, is very important to all students regardless of whether they are studying for an exam or just wish to improve their English in general.

1

1 as; 2 the best place; 3 more and more; 4 every bit; 5 easily

2

1 most; 2 better; 3 as; 4 easily; 5 away

3

1 as; 2 like; 3 like; 4 too; 5 like

4

1a; 2b; 3a; 4c; 5b; 6c; 7a; 8c

5

1 more he drinks, embarrassing he; 2 never met, as crazy; 3 is not as friendly; 4 was such a wild; 5 is not as good at playing the guitar

6

1 seasons; 2 underneath; 3 purse; 4 elvis; 5 russia; 6 lazy; 7 andorra; 8 transylvania; 9 ireland; 10 vote; 11 extreme
The word is 'superlative'.

KEYS WORKBOOK 01

Vocabulary

1

1 condemned; 2 suspected; 3 accused; 4 sentenced

3

1 will have done bird; 2 was off the hook; 3 nick; 4 grassed; 5 took the rap; 6 coughed up; 7 was sent down; 8 copped a plea

Listening

1

1 Nottingham;
2 Sherwood;
3 Merry Men;
4

Little John

He was Robin's best friend right from the start. He appears in all of the six original tales. John and Robin were both yeomen, so they had lots in common. John is a steadying influence on Robin's wild character. John has to have a lot of patience as Robin is moody, irritable and argumentative with him. They often fall out. Robin's temper gets him into all sorts of trouble so John is constantly coming to the rescue. The famous story of their meeting on the bridge, and the idea of Little John's name being a joke because he is so big, appear by the 18th century.

Will Scarlett

Will appears in a supporting role in a number of the original tales. Today we associate him with the colour, so he is depicted in film and books as wearing red instead of everyone else's Lincoln Green. However, originally his name appears in different forms, including Scadlock, Scalok, Scarlock, and Scathelok, before settling on Scarlett. You can see his grave in the churchyard at Blidworth.

Much, the miller's son

The original tales suggest Much was just a boy. However, he was as good an outlaw as any full grown man. Much comes into his own in *Robin Hood and the Monk* when he is called upon by Little John to help rescue Robin.

Maid Marian

By Tudor times, Robin Hood, as a man in green and a spirit of spring, had entered English May Games - a celebration of fertility - so he needed a girlfriend. It appears that the character of Marian was borrowed from a separate French tradition to fill the role. In France she also had a boyfriend called Robin, and in

these stories she played a sweet and innocent shepherdess. But in England, she became a bawdy wench, played by a boy in drag as part of a Morris dance. In a play in 1560, she is even identified as 'a lady free' who could be given as a prize to Friar Tuck.

Two plays by Anthony Munday in 1597/8 restore her reputation as a virtuous maid of noble birth and it is this tradition, with some added feminist strength, we have inherited today.

Friar Tuck

The famous story of Robin meeting the friar and getting a soaking is one of the original tales. It's known as *Robin Hood and the Curtal Friar*. Around the same time, Robin and Marian enter the May Games, along with another character, 'the jolly friar'. This 'jolly friar' becomes mixed with the 'curtal friar'. All he needs is a name.

In 1560, the play 'Robin Hood and the Friar' shows that his character has become fixed by adopting the name of 'Friar Tuck'. This was the alias of Robert Stafford, a chaplain and a leader of a gang of robbers in Sussex in 1417 – yes, a real outlaw!

Allan-a-Dale

We think of him today as the minstrel of the band. However, he first appears in his own ballad of the 18th century as a forlorn lover whose sweetheart is betrothed to an old knight against her will. Robin has to act as matchmaker; in fact it is Robin who is disguised as a musician so that he can get into the church to put a stop to the wedding. He re-unites the lovers and the Merry Men preside over Allan's wedding.

5 Bow;

6 King John / Sheriff of Nottingham

2

Audioscript

Presenter: Hello, and welcome to another episode of *History Fact, History Fiction*. This week we'll be tackling the greatest outlaw that ever lived. But the question I'm asking my two guests this week is whether this outlaw ever actually lived at all? I am, of course, talking about Robin Hood. I'm joined by Professor Barry Castry and the historical author Ralph Thomas; firstly Professor Castry what is your take on the 'life' of Robin Hood?

Prof. Steen: Well Joe, I'm definitely of the school that says there was (or is) no such person as Robin Hood. Of course there were people that lived similar lives – I'm not disputing that for one minute – but the image that we have of one man; an excellent bowman and all-round great guy is rather difficult to maintain.

Presenter: Why do you say that?

Prof. Steen: Well, for one thing, the legend is so old. For instance Dick Turpin was transformed from a rather unpleasant petty criminal, into a Byronic hero in less than a hundred years. Much in the same way that outlaws from the American West are remembered as untamed, charismatic anti-heroes by Hollywood today, when the truth is rather less sympathetic.

Presenter: So, how does that connect to Robin Hood?

Prof. Steen: It connects by the fact that whoever this fellow was (and I don't believe for one minute his name was Robin Hood), he simply cannot be the person who people imagine today. His name could have been John Smith and he might have done some fantastic things but the fact of the matter is that the stories are exactly that; stories, by which I mean, works of fiction.

Presenter: Thank you, Professor. If I can now turn to Ralph Thomas; Mr. Thomas, I would be right in thinking that you have a rather different view to the professor?

Ralph Thomas: Well, I agree with the professor to a certain extent.

Presenter: In what way?

Ralph Thomas: I do believe that the stories have been somewhat distorted over the centuries. When you take a film like *Braveheart* or *U-571* you quickly realize that Hollywood has a habit of sacrificing historical fact so as to create a better narrative. However, I think we have enough historical evidence to suggest that there was a person called Robin Hood but the name itself may have been changed through the ages simply due to the way the English language has developed over the centuries.

Presenter: So the spelling may have been slightly different?

Ralph Thomas: The spelling and also the pronunciation may have altered significantly but we know of at least two people who could be Robin Hood, to give him his modern name. (*Laughs*)

Presenter: And they are?

Ralph Thomas: Firstly, Robin Hood of York.

Presenter: Not very near Sherwood Forest, is it?

Ralph Thomas: (*Laughs*) No, not that close but there are some facts which indicate that Robert Hod, as this man was known, did become an outlaw and he is probably the closest that historians have come to identifying an actual Robin Hood. Secondly, there is the case for Robert Loxley, which is a name that should be familiar to most fans of the cinematic versions of Robin Hood's story. There is evidence that this man became an outlaw after he had killed

his stepfather. He went to live in a nearby forest in South Yorkshire where he met Little John, who may or may not have been an Earl.

Presenter: Professor Steen, what about Robert Godberd?

Prof. Steen: Well, I'm not disinclined to believe this but again we would have to say that the evidence is pretty circumstantial. The idea is that much of Godberd's activities were very similar to those of 'Robin Hood' but Godberd was involved in a rebellion against the monarchy with a man known as Simon De Montford, but there is no mention of this in the early ballads. If I had to put money on any of the candidates, then it would have to be Godberd.

Presenter: Well, that's all we have time for today, I'd like to thank my guests...(Fades)

1T; 2F; 3F; 4T; 5T; 6F; 7T

Quick Grammar

1

1 have been rising; 2 is hoping; 3 have left; 4 was stolen; 5 have been criticized; 6 has been considered; 7 I'm working; 8 have claimed

2

1 is; 2 are; 3 had been; 4 arrived; 5 have been; 6 was released; 7 had been; 8 haven't

3

1 Past Simple; 2 Present Perfect Continuous; 3 Present Perfect Simple

Reading

2

1 Billy the Kid; 2 The Krays; 3 Chopper Read; 4 The Krays; 5 Billy the Kid; 6 Chopper Read; 7 The Krays; 8 Reggie Kray

3

1 arson; 2 iconic; 3 ransom; 4 posse; 5 kidnap; 6 cold-blooded; 7 bounty; 8 joined up; 9 harsh; 10 incarceration

KEYS WORKBOOK 02

Vocabulary

1

1 media; 2 podcast; 3 series; 4 episode

2

Reader's own answer.

3

1 by; 2 by; 3 of; 4 for; 5 about

Listening

1

Audioscript

Diego: It's true! When I speak to any of my English or American friends they're completely shocked when I tell them that I've never seen *Star Wars*. They can't believe it. What's the reason? I don't know if you can say that it's anything cultural. For me personally, I don't really enjoy science fiction films or television series. For instance, I've never seen an episode of *Star Trek* or any similar programs. Secondly, I prefer to go to the cinema and enjoy a really good comedy. I think that here in Italy we have produced some of the best comedies in the world. You only have to think of *La Vita è Bella* with Roberto Benigni, which also won an Oscar in 2006. Finally, I don't like Hollywood dictating to me what I should watch. I mean they have all these amazing promotion campaigns and spend millions of dollars but for me it's just popcorn propaganda. There are some great films out there, films in Russian, Spanish, Polish, the list goes on, but they never get seen because the people behind these films simply don't have the money to compete, so in the end people are almost *forced* to watch what Hollywood wants them to watch. Saying that, my girlfriend wants to go and see the next installment of the *Star Wars* films. I still haven't made up my mind. It's either I go to the cinema and watch it or find myself a new girlfriend. It's going to be a tough decision! (*Laughs*)

Reason 1: Doesn't enjoy science fiction films in general.

Reason 2: Prefers comedies/cinema.

Reason 3: Doesn't like Hollywood telling him what to watch.

2

1 they're completely shocked; 2 that here in; 3 just popcorn; 4 It's either

Quick Grammar

1

1 *They* have cancelled the television series *Not My Neighbour* due to poor ratings.

2 *Having* arrived home, the first thing my husband does *is turn on the television*.

3 *The expert said that* it would be better not to let your children *watch too much television*.

- 4 'I regret having embarrassed my family like I have,' the soap opera star told reporters after the scandal was revealed.
 5 It's the TV series *The Mighty Boosh* that makes me laugh the most. *It's so surreal!*
 6 Helen takes after her mother. She's obsessed with crime shows.

2

- 1 ✓
 2 The more TV you watch the lazier you become.
 3 If the writing had been better...
 4 ✓
 5 Famous TV presenters have put up with a lot of intrusion into their private lives by the press.
 6 In the final episode, the main characters promise to love each other forever.

Reading

1

1F; 2DS; 3T; 4F; 5T; 6DS

3

1 escaped; 2 seriously; 3 loveable; 4 dramatical; 5 imagined; 6 bearded; 7 given

4

1b; 2c; 3c; 4b; 5a; 6d; 7c; 8a; 9c; 10a

KEYS WORKBOOK 03

Vocabulary

1

4, 5, 1, 6, 2, 3, 7

2

1P; 2I; 350/50; 4P; 5I; 650/50; 7I; 8I

3

1 fat chance; 2 pigs might fly; 3 a fighting chance;
 4 hedge my bets; 5 against the odds

4

Audioscript

Interviewer: BASE is an acronym which stands for Building, Antenna, Span and Earth. These four categories relate to the types of exit points most typically used by base jumpers. The term was originally coined by the legendary Carl Boenish, often seen as the father of BASE

jumping. In the late 1970s, Carl began filming jumps that were made from El Capitan - these jumps were made using ram-air parachutes and would essentially set the building blocks for what was to come for BASE jumping. We've recently seen the use of the incredible wingsuits which look like they've been taken from some James Bond movie. But what is the fascination with base jumping? I'm joined by Jonathan Lee, a relatively new advocate of base jumping, but all the same as passionate as anyone else involved in the sport. So, Jonathan, what is the thrill behind all of this?

Jonathan Lee: Well, to be perfectly frank, it's one of the last frontiers. There is a certain sense that this is really a maverick sport. I mean, take surfing for instance, ten or fifteen years ago if you saw someone wearing a brand of surf clothing you *knew* that that person surfed. Now it's just part of the mainstream. I guess you could say that base jumping and wingsuits have retained their sense of rock and roll (*Laughs*).

Interviewer: And there is no denying it's dangerous.

Jonathan Lee: It is dangerous but if you get involved with something just due to the allure of possibly dying, then you're doing it for the wrong reasons. The thing about base jumping is that it is not just about the jump itself.

Interviewer: How do you mean?

Jonathan Lee: The work that goes in beforehand is equally, if not more, important than the jump itself. We (there's usually a group of us) scout the buildings and the locations. We have to look at the security arrangements. Personally, I've been arrested more than once.

Interviewer: So it's illegal then?

Jonathan Lee: The act of the jump itself is not illegal, although it's obviously frowned upon, but the fact is that a lot of places we've jumped from we've actually had to break into. Therefore, if you're caught by the police you're usually charged with trespassing. Generally speaking, all the buildings we use are private property and the owners don't want you jumping off them for some reason.

Interviewer: What about fatalities?

Jonathan Lee: Well, in the last 27 years there have been 149 fatalities. I haven't really compared that to other 'extreme' sports, simply because I don't see the point. But yeah, to go back to your first question, there is no doubt that this sport is dangerous and the fact of the matter is that if you have an accident it's going to be a bad one, no mistaking that.

Interviewer: So why do people do it then? Could it be that it's some kind of 21st century reaction to the oppressive nature of modern city architecture?

Jonathan Lee: (*Laughs*) I don't know about 'the oppressive nature of modern city architecture' but I

suppose for some people there might be an element of that. For me though, it's the whole process. It's the planning; it's the preparation. You might ask someone who gets up on a freezing Sunday morning in January to play football in the local park why they do it and inevitably the answer will always be the same. They do it because they enjoy it, and that's the only reason I do what I do.

Interviewer: Jonathan Lee, thank you very much for joining me.

Jonathan Lee: Thank you.

Interviewer: Join me next week when my guest will be Robert Holmes, who has spent the last five years living in some of the remotest parts of Papua New Guinea... (*Fades*)

6 Is not mentioned.

5

1F; 2F; 3T; 4T; 5DS; 6F

Quick Grammar

1 Note that *said* and *told* can be used in the following sentences.

- 1 Frank told me he had tried bungee jumping a few times.
- 2 Greta told me she was going diving in the Maldives next month.
- 3 Diana told Raquel that her husband had been sky-diving for ten years.
- 4 Will Hacker will be crossing the Atlantic next month by rowing boat.
- 5 The police spokesman said that the DIY bungee jump had been unsuccessful.
- 6 A leading psychologist said that extreme sports had been used by people to replace something that was fundamentally missing in their lives.

2

1 promised; 2 apologised; 3 congratulated; 4 insisted

Reading

3

1 believe; 2 worse; 3 believed; 4 little

4

1 better off; 2 come off

5

- 1 The author believes it would be a boring world if we all thought in the same way.
- 2 School experiences

- 3 The author says that we all have an inner coward.
- 4 The greatest experience for a surfer is the 'barrel'.
- 5 The author has little choice because if he stays in his car he might be attacked by the local thugs.
- 6 A lifeguard helps the author.
- 7 Reader's own answer.

KEYS WORKBOOK 04

Quick quiz

1

Mount Rushmore.

George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln.

2

1 JFK, Lincoln, William McKinley and James Garfield. 2 c. 3 Florida. 4 Unionist and Confederate. 5 He crossed the Atlantic by plane. 6 Rosa Parks refused to give up her seat for a white man. 7 Alcohol. 8 Communism. 9 Philadelphia. 10 Neil Armstrong, Buzz Aldrin and Michael Collins.

Vocabulary

1

1c; 2e; 3g; 4j; 5h; 6b; 7i; 8k; 9d; 10f; 11a

2

1 of; 2 to; 3 in; 4 to; 5 to; 6 off / off; 7 for; 8 up

3

1 Britain; 2 USA; 3 USA; 4 Britain; 5 USA; 6 Britain; 7 USA; 8 USA

4

1 bomb, bomb; 2 crib; 3 momentarily, momentarily; 4 pants

Listening

1

Audioscript

Good afternoon everybody. My name is Professor Hartley and I'd like to thank you for joining me here today for the first of our lectures: Great Lives. Just a few points before we begin. Each lecture will last approximately 40 minutes. This includes some time for us to debate any questions which might arise throughout our talk. I would also like to point out that there is a book which accompanies this series that is available from the library reception for twenty-seven pounds

fifty as opposed to thirty-seven fifty you'd pay in a high street shop. I hope it will be an interesting series for everyone, and please, if you have any questions at all I will be more than happy to answer them for you at the end. Now we're going to start with one of my favourites, Benjamin Franklin. One of the USA's founding fathers, Franklin has been described as 'the only President of the United States who was never President of the United States' and it is a statement with a fair degree of accuracy. You see, of all his contemporaries, it is perhaps Franklin who best embodied the excitement, energy and enthusiasm of that new colony.

Incredibly, the fifteenth of seventeen children, Franklin was the son of English puritans who had emigrated from England in 1683. Now I'm sure we agree that the Puritans are very important to history, perhaps more so in America, but Franklin did not share his parents' strict religious views and from the outset his life was characterized by mischievousness, courage and a desire to stand up to tyranny, which would later be represented in the Declaration of Independence. Franklin was a supporter of freedom of speech and when his brother James, who ran a local newspaper in Boston, was arrested for an unflattering portrait of the local governor, the young Franklin took over the paper before running away, first to New York and then Philadelphia. Afterward, Franklin had an interesting two-year interlude in London consorting with 'lewd women' and impressing the British by swimming in the Thames, before he returned to Philadelphia. However, it was also in England that Franklin started to pick up on some of the ideas connected with the Enlightenment, which saw him create the Junto group on his return, a kind of imitation of the intellectual coffeehouses which could be found throughout London at that time.

1 Times of their lives; 2 Benjamin Franklin; 3 40 minutes; 4 £27.50; 5 New York; 6 imitation

2

Audioscript

In 1737, at the age of only thirty, he was appointed as the city's first postmaster and subsequently transformed the postal service. It was not the only thing he transformed. Along with a group of likeminded individuals, he helped finance America's first public library, started the first civic fire brigade and fire insurance scheme, opened the first public hospital, improved the city's street lighting, built pavements, set up a police force and founded the University of Pennsylvania.

Franklin was also a prodigious inventor. Some of the inventions he is credited with are the log-burning stove, the lightning conductor, an extension arm for removing books from high shelves, a twenty-four hour clock, a phonetic alphabet that did *away* with the letters *c j q w x* and *y*, bi-focal lenses and the notion of daylight saving. He also made daring contributions to science – the most famous being his hands-on demonstration that lightning was electrical. He did this in 1752 by flying a kite during a storm. By touching a key attached to the string of the kite, he showed that electricity could be conducted through his body. Fortunately for Franklin, the charge he experienced came from the thunderclouds rather than a lightning strike. The former would have resulted in not so much a tingling sensation as a 200 million-volt instant barbecue. When he wasn't inventing things, making money or pushing back the frontiers of scientific knowledge, Franklin worked as a diplomat, first in London and then Paris, skillfully negotiating America's case and finally gaining recognition for the newly independent USA from the two great superpowers of the day, Britain and France. His success as a diplomat was no doubt due to the fact that people simply warmed to him and that he himself liked doing business with people. Crucially he was able to laugh at himself, which explains why his unfinished biography is such an enjoyable read. He was charming, witty and a natural dealmaker who was always alert to the possibilities of compromise. When he died in 1790, over 20,000 people attended his funeral. There are few men who have actually made the world a better place. Through warmth and courage of character, along with the deep originality of his mind, Ben Franklin, the first self-taught American genius, was certainly one of them.

1F; 2T; 3DS; 4T; 5F; 6T; 7F; 8T

Quick Grammar

1

- 1 They haven't lived in the USA for long, have they?
- 2 I must get a visa ~~for~~ to go to Canada next month.
- 3 Matteo needs a high score on his exam if he is going to go to university in Boston.
- 4 It's against the law to keep beer in your car in Hawaii, isn't it?
- 5 America doesn't have an official language, does it?
- 6 The American War of Independence was fought so that the 13 colonies could be free from British taxation.
- 7 What are those hats American's wear when they want to drink beer at the football game?

- 8 It's best to ask for the bathroom or restroom in the USA, isn't it? I heard that asking for the toilet is considered rude.

Reading

2

convenient = B
endangered = D
controversial = A/D
gruesome = A
sly = C
abhorrent = A
cute = B

3

1 the electric chair; 2 elephants; 3 the telephone; 4 Mr. Burns

KEYS WORKBOOK 05

Vocabulary

1

1g; 2c; 3e; 4h; 5a; 6d; 7b; 8f

Listening

1

Audioscript

Had they been warned that they were coming? He assumed that there had been a broadcast at some point but he couldn't remember from which country, or from what time. He could only be sure that the invasion had happened and that now, extinction was inevitable. He pulled down the visor on his helmet to protect his eyes and slowly opened the solar deflectors just enough to give him a glance of the world outside. 'World', that word was a joke now; there was no world, not one that he or anyone else he knew would recognize. He made out a figure moving across the wasteland and something within him jumped, and he was ashamed that it might have been a feeling similar to fear, although he'd never suffered that emotion before. Perhaps it was so long since he had seen one of 'them' that he was shocked by their appearance. At first he had been filled with disgust rather than the terror felt by all the others. But that had gradually been overtaken by a feeling of curiosity, and yet he couldn't help still feeling a very slight revulsion whenever his eyes fell upon them, even when he was in the safety of the permi-bunker. He watched the creature as it moved ponderously through the street which lay before. It sniffed the sky and looked over its shoulder

back to where hence it had come. It was unusual to see one of them out during the daylight hours. It was their habit to come out after the sun had set or most usually long after. The darkness was still evil's most natural friend. As he was watching, he heard a door opening behind him. It was X-764Z who had just returned from a scouting mission. Just like him to return early. He knew that X-444T would still be out *there*, desperately trying to make sense of what this planet had once been. X-290H glanced up from the gap in the solar deflectors.

1b; 2a; 3b; 4c; 5a; 6b

Quick Grammar

1

- 1 He should have ~~to~~ returned by now. He's been gone for hours.
- 2 They must have known that the invaders were coming.
- 3 Many people believe that the USA might have captured a UFO in the 1950's.
- 4 The film *Independence Day* couldn't have been made without a lot of money.
- 5 "We can't be the only living things in space," Victoria said. "It's impossible!"
- 6 The people on the planet ought to have known about the conditions.
- 7 Some scientists are certain that some of the features on Mars must have been made by alien life forms.

2

1 should; 2 could; 3 must; 4 ought; 5 must; 6 must; 7 can't; 8 shouldn't; 9 could; 10 shouldn't

3

1 for the high jump; 2 made my bed so I better lie in it

Reading

1

- 1 The old city.
- 2 X-764Z's behaviour/jokes.
- 3 A transfer.
- 4 Reader's own answer..
- 5 Reader's own answer..

2

1 wearily; 2 ingrained; 3 fidgeting; 4 scurrying; 5 relic; 6 hungover; 7 prowled; 8 wastelands

Writing

3

1 because; 2 due to; 3 although; 4 firstly; 5 such as; 6 secondly; 7 therefore; 8 on the other hand; 9 for ex-

ample; 10 furthermore, 11 moreover / what is more
12 in my opinion; 13 to sum up

KEYS WORKBOOK 06

Vocabulary

1

1c; 2d; 3a; 4b

2

1 disrespectful; 2 unappointed; 3 illogical; 4 illegal;
5 unpleasant; 6 incapable; 7 uninterested; 8 immoral

3

- 1 Tracy bought a fantastic bag for her birthday.
- 2 It was an absolutely wonderful party on Friday night.
- 3 Yvonne is really ill/sick, I don't think she'll come into work today.
- 4 We sought a solution throughout the meeting but came up with nothing.
- 5 Newspeak was thought up as a way of making English.
- 6 Milan is very hot in the summer months.

"They walked quickly through the forest looking for wonderfully delicious chocolates as yet undiscovered in the bushes."

Listening

2

Audioscript

It was after his time in Burma that Orwell, or Eric Blair to give him his real name, decided to become a writer. Whatever the contradictions of the man, there can be little doubting his sense of humanity. In one of his first short stories, 'The Hanging', he describes the execution of an unnamed criminal for an unspecified crime. The narrator of the story notes how the condemned man, being led handcuffed to the scaffold, steps to avoid a puddle. Orwell writes: *"It is curious, but till that moment I had never realised what it means to destroy a healthy, conscious man. When I saw the prisoner step aside to avoid the puddle I saw the mystery, the unspeakable wrongness, of cutting a life short when it is in full tide...He and we were a party of men walking together, seeing, hearing, feeling, understanding the same world; and in two minutes, with a sudden snap, one of us would be gone - one mind less, one world less."*

His experiences soon after, both in Paris and London, would form the basis for his affection towards the working class. Once, having been taken ill in Paris, he was admitted to a free hospital which later formed the basis of his essay 'How The Poor Die'. In fact, such was Orwell's passion for the working class that he once tried to get himself arrested so that he could experience Christmas in prison; not something that the majority of people would consider an ideal way to pass the festive season, but there you go, Orwell was not normal. Yes, he was contradictory, but at the same time he was humane to a degree which was virtually unknown at the time he was writing. He went on to write 'The Road to Wigan Pier', which again described the terrible conditions that the poor and working class were forced to endure.

1 returned; 2 affection; 3 Having; 4 contradictory;
5 Orwell's / his; 6 described

3

Audioscript

Further pricked by his social conscience, and also seemingly an attempt to make another Christmas as unpleasant as possible, Orwell departed to fight in the Spanish Civil War on the 23rd of December 1936, dining with the American author Henry Miller in Paris along the way. Whilst serving for the Republic against Franco's Fascists, Orwell was struck in the neck by a sniper's bullet, which comes as hardly any surprise when you consider that Orwell (standing at 1.88 metres) was considerably taller than any of his fellow soldiers.

In the subsequent Second World War, Orwell was refused by the military due to the poor nature of his lungs. He instead, for a time, worked for the BBC presenting a programme intended for Indian listeners. Disheartened with life as a broadcaster, particularly when he became aware that very few Indians actually listened to his show, Orwell resigned from the BBC to concentrate on *Animal Farm*. However, given the political climate at the time (Russia was an ally of Britain), the book was rejected by a number of publishers. Orwell even went to the Ministry of Information on a personal visit to Peter Smollett, who had encouraged the non-publication of *Animal Farm*. Irony or ironies, it was later discovered that Smollett was in fact a Soviet spy, so I guess he had a vested interest in making sure that the book criticizing his big boss back in Moscow didn't see the light of day. Even so, after the war the mood changed and *Animal Farm*, finally published in August 1945, quickly be-

came a modern classic. Its famous line 'all animals are equal but some are more equal than others' has resonated throughout the years that followed. The 'fairy-tale' is known to people throughout the world and through the simplistic syntax of a children's tale it demonstrates how easily power can corrupt. Soon after its publication, Orwell began work on his other great work, *1984*. Both novels remain two of the greatest works of the 20th century, if not, all time. Yes, Orwell was flawed, but only an idiot would believe to be perfect, and Orwell was certainly not one of those.

1 refused from; 2 resigned from; 3 mood changed; 4 power can corrupt

Quick Grammar

1

1 highly; 2 will surely; 3 is bound; 4 will certainly; 5 will have reached; 6 will be / is going to be introduced

2

1 distinct; 2 likelihood; 3 both; 4 both; 5 the verge; 6 bound

3

- 1 The book, which was written by George Orwell, is called *1984*.
- 2 Brian's daughter, who lives in New York, helps asylum seekers.
- 3 Aldous Huxley, whose father was Thomas Huxley, wrote *Brave New World*.
- 4 *The Master and Margarita*, which is set in Moscow, is one of the great dystopian novels.
- 5 Thomas Moore, who was an advisor to Henry VIII, proposed the idea of *Utopia*.
- 6 *Cacatopia*, which was first used by Jeremy Bentham, was the original antonym of *utopia*.

Reading

5

1d; 2e; 3c; 4b; 5a

7

1 fairy tale; 2 justification; 3 nightmarish; 4 states; 5 annals; 6 unknown

Writing / Speaking

2

1 astonishingly; 2 unscrupulous; 3 insatiable; 4 inauguration; 5 disbanded; 6 daybreak; 7 perfection; 8 negligently; 9 prospective; 10 tolerance

KEYS WORKBOOK 07

Vocabulary

4

1 Pulp Fiction; 2 Titanic; 3 The Hangover; 4 Fight Club.

5

1 Thriller; 2 Comedy; 3 Horror; 4 Drama

Listening

1

Audioscript

Interviewer: Won't some people say: "Why should I care whether a film is accurate or not? I mean, if I want a history lesson I'll go and take evening classes at my local college."

Professor Charles: Of course! Not for one moment am I suggesting that these films are not entertaining but would they be any less entertaining if they were more historically accurate? I don't think so.

Interviewer: Are there any films in particular that you have in mind?

Professor Charles: Well, there are too many to go into here today. There's the film *300* for instance, which although a fabulous film, is riddled with inaccuracies, not least of all the fact that there weren't '300' soldiers but closer to 7,000. But for us historians, I think one of the biggest culprits has to be *Braveheart*. Again, I am not questioning the entertainment aspect of this movie, it is a fantastic film, but surely the writers could have done at least *some* research.

Interviewer: You're saying that they didn't do *any* research.

Professor Charles: I'm not saying *any* but there are more holes in the plot than Swiss cheese, if you'll pardon the cliché. Let's start from the very beginning, which states that the year is 1276. In 1276, Alexander III of Scotland was still very much alive and England and Scotland had enjoyed a period of peace for nearly sixty years. In fact, the last war that Scotland had been involved in was against the Norwegians in 1266. It wasn't until 1296 that hostilities broke out between England and Scotland.

Interviewer: You also have a problem with the heroine, if we can call her that.

Professor Charles: Quite simply that Princess Isabella was around nine years old when William Wallace was executed. Also, she was living in France, which puts a further proverbial spanner in the works.

Interviewer: And what about the clothing, there's a problem there too, isn't there?

Professor Charles: Well it's the fact that William Wallace wears plaid, or as some listeners might know it: 'tartan'. Wallace was the son of a knight from Ayrshire and basically there was little or no difference by the clothing worn by those knights from Scotland and the ones from England.

Interviewer: But perhaps your biggest bugbear are the historical inaccuracies concerning the two major battles in the film?

Professor Charles: Indeed. If we look at the first battle, the key problem is the lack of the central element in the battle. It was not until Courtrai in 1302 that a Flemish army composed of spearmen defeated the flower of the French chivalry in a pitched battle where the spearman overcame the armoured horseman. However, in the film it appears to happen almost ten years earlier. In the second battle, The Battle of Falkirk, we have to remember that it was a very static affair. The Irish troops did not switch sides (indeed there weren't that many of them there), although the Welsh archers did threaten to switch sides due to lack of food the night before the battle. Wallace escaped the field but the majority of the Scottish army did not. Bruce was not at the battle as he was in Carrick in the southwest at the time.

Interviewer: Phew! Is there anything else?

Professor Charles: Oh, I could go on all night I'm afraid. *(Laughs)*

Interviewer: What about other films by *Braveheart's* star?

Professor Charles: Don't get me started! You don't like the English Mel! We get it!

- 1 300.
- 2 From 1267, England and Scotland were at peace for 60 years.
- 3 Norway / Norwegians.
- 4 Nine years old.
- 5 He was the son of a knight and would have dressed as one.
- 6 The Irish did not switch sides.
- 7 Robert Bruce.

2

1 in the works; 2 a very static; 3 still very much; 4 inaccuracies concerning

Quick Grammar

1

a Mel Gibson / *Braveheart*; b Morgan Freeman & Tim Robbins / *Shawshank Redemption*; c Robin Williams / *Dead Poets Society*

2

O Captain, my Captain. Who knows where that comes from? Anybody? Not a clue? It's from a poem by Walt Whitman about Mr. Abraham Lincoln. Now in this class you can either call me Mr. Keating, or if you're slightly more daring, O Captain my Captain. – *Robin Williams*

Fight and you may die. Run, and you'll live... at least a while. And dying in your beds, many years from now, would you be willin' to trade all the days, from this day to that, for one chance, just one chance, to come back here and tell our enemies that they may take our lives, but they'll never take... our freedom!" – *Mel Gibson*

I have to remind myself that some birds aren't meant to be caged. Their feathers are just too bright. And when they fly away, the part of you that knows it was a sin to lock them up does rejoice. Still, the place you live in is that much more drab and empty that they're gone. I guess I just miss my friend. – *Morgan Freeman*

3.

Born into terrible poverty, Charles Spencer Chaplin **rose** to become one of the most famous figures in cinema history. After his father left, Chaplin lived with his mother and his elder half brother but before **too** long they were forced to enter the workhouse and were thusly separated. The two brothers were **briefly** reunited with their mother when Charles was about ten years old but it did not last. Through malnutrition and disease, Chaplin's mother was eventually committed to an asylum. Chaplin's parents **had** both been involved in entertainment and it was also something that their son took to naturally. The whole world knows that from these terrible beginnings, Chaplin became an iconic figure in the world of cinema. But perhaps there is something only a few people **know**. At the end of the film *The Great Dictator* where Chaplin mercilessly lampoons the leaders of fascism, the hero **of** the film (who is mistaken for the leader in the title) gives a speech to his people. Although the audience is **expecting** a hate-filled diatribe, the hero takes the opportunity to instead give **a** speech of hope, ending: "Look up, Hannah. The soul of man has been given wings, and at last he is beginning to fly. He is flying into the rainbow — into the light of hope, into the future, the glorious future that belongs to you, to me, and to all of us." Hannah, the name of the female lead in the film, was also the name of Chaplin's mother.

Reading

1

A

1 APPEARANCE; 2 RESIDENTS; 3 EERIE; 4 PERSONALITY; 5 INFAMOUS; 6 HISTORY

1 infamous; 2 eerie; 3 appearance; 4 history; 5 personality; 6 residents

B

1 DISTURBINGLY; 2 CHEATED; 3 VOICE; 4 CONCERNED; 5 CONFRONTED; 6 DROPPED

1 concerned; 2 disturbingly; 3 cheated; 4 dropped; 5 voice; 6 confronted

C

1 IMPRESSIONS; 2 SHOCKED; 3 HOMELESS; 4 FOUND; 5 HOMETOWN; 6 FRAUD

1 found; 2 hometown; 3 shocked; 4 homeless; 5 fraud; 6 impressions

Writing

2

1 stomach; 2 irritating; 3 excels; 4 hint; 5 willing; 6 eludes; 7 essentially; 8 innate

KEYS WORKBOOK 08

Vocabulary

2

1 Australian Rules Football; 2 polo; 3 cricket; 4 baseball.

3

1c; 2f; 3a; 4b; 5d; 6g; 7e

4

1 down to the wire; 2 a ballpark figure; 3 had a good inning; 4 no holds barred; 5 par for the course; 6 thrown in the towel; 7 moving the goalposts

Listening

1

Audioscript

Marco: Without doubt it was the 2005 Champions League Final when my team, AC Milan, played Liverpool in Istanbul. I was watching the match with my brother Maurizio, who happens to be an Inter supporter, at his apartment quite near to the Milan city centre. The first half was amazing. In the first minute, Maldini scored for Milan and after that Crespo scored twice. We were three-nil up at half-time and I couldn't believe it. We could hear the noise coming from the Piazza Duomo and cars were driving down

the street beeping their horns. Everybody thought that the game was already over and that Milan were champions. How wrong we all were! During the second half, Liverpool were a different team and they scored three times in six minutes. It was incredible. Then, in extra time, their goalkeeper made an unbelievable save from our top striker, Shevchenko. In my heart, I knew at that moment that we had lost. In the end, Liverpool won on penalties. After that, the only sound you could hear was that of the Inter supporters celebrating! Oh, it was a horrible, horrible night. And my brother? Well, he hasn't let me forget how smug I was at half-time! I suppose it's taught me a valuable lesson: it really isn't over until it's over!

Paula: Mine is not so much a disappointment, more a national humiliation! I work in London but as soon as Brazil were given the opportunity to host the World Cup in 2014 I knew that I had to go back for the tournament, even though I confess that I am not much of a sports fan, least of all football. I don't even follow a team. My husband, who is English, is an Arsenal supporter and he gets so upset if they lose. In the past I would remind him that it was only a game and that there were much more important things in life than a stupid match, but he would just tell me that I was missing the point. Anyway, I travelled home to Brazil two weeks before the tournament started. It was a good opportunity to catch up with family and friends, and also the atmosphere was absolutely amazing! Everybody seemed to know that Brazil were destined to win the World Cup. Although a lot of my male friends said that Brazil were not playing very well, they eventually reached the semi-final. It was played at the Estádio Mineirão against Germany. We all thought that destiny would ensure we'd reach the final. After all, as my friends pointed out, Brazil had not lost a match at home since 1975. As long as I live, I will never forget those first seven minutes where Germany scored four goals. The atmosphere in the stadium was one of utter shock. Nobody could believe it. At half-time there was some trouble amongst our own supporters and the police were called in to put a stop to it. If we were hoping for it to be better in the second half we were in for an unpleasant surprise. Germany scored another three goals! The result at the end of the match was Brazil 1 Germany 7. Humiliation in front of the entire world! As I was leaving the stadium, I got a message on my phone. It was my husband. He said: Don't worry it's only a game! If I could have got hold of him at that moment I think I would have killed him!

1a Paula; b Paula; c Marco; d Paula; e Marco; 2 Brazil;
3 Inter; 4 Brazil vs Germany; 5 It's only a game;
6 Piazza Duomo

Quick Grammar

1

1 to succeed; 2 to ruin; 3 of forcing; 4 to take; 5 hearing;
6 on playing; 7 from shouting; 8 to think; 9 from playing

2

- 1 ✓
- 2 Living next to the San Siro I am used to hearing the noise before, during and after matches!
- 3 I used to play water polo when I was at university.
- 4 ✓
- 5 Didn't you use to play baseball at college?
- 6 Ricky gradually got used to playing in the Spanish team after his move from England.
- 7 ✓

Reading

1

- 1 They lose on purpose.
- 2 A legal / criminal trial.
- 3 A period without winning, scoring etc.
- 4 Spend money.
- 5 Money / clothes.

2

1e; 2b; 3c; 4d; 5a

KEYS WORKBOOK 09

Vocabulary

1

1 off; 2 unknown; 3 escaped; 4 heard

2

1c; 2d; 3e; 4a; 5b

Listening

3

Audioscript

Interviewer: I'm joined today by Harold Klimsner, an amateur oceanographer and historian. Since you were a child, Harold, you've been fascinated by the sea. Could you tell our listeners why that is? I must say I found it rather fascinating.

Harold Klimsner: My grandfather was the one who really got me interested in the sea. He'd been on ships since

he was fourteen years old, firstly in the merchant navy and then serving on a battleship during the Second World War, before returning, to the merchant navy afterwards. He always told me that the sea was where the last great mysteries lay. When man landed on the moon, my grandfather was impressed but not *that* impressed. He thought that we should be spending more time and money trying to discover the weird and wonderful things that are still undiscovered on this planet, rather than going off to 'a place with about as much importance as a bus stop'. His words not mine! (*Laughs*)

Interviewer: And this passion for the sea has also led you to one of its most famous mysteries?

Harold Klimsner: Yes, the Mary Celeste. Although some people still spell it M-A-R-I-E, which comes from the Sherlock Holmes author, Sir Arthur Conan Doyle, who wrote a rather fanciful, well actually, completely fictitious version of events, as it turns out.

Interviewer: Okay, so I doubt there's even one of our listeners here on the *Shipping Hour* who hasn't heard the story of this mysterious ship, so what conclusions have you drawn?

Harold Klimsner: Well, I'm inclined to agree with the fantastic documentarian Anne McGregor, when she says we should focus on what we know *didn't* happen before we even attempt to understand what did.

Interviewer: So, what didn't happen?

Harold Klimsner: Over the years some rather outlandish solutions have been put forward: sea monsters, pirates, crazed crewmembers, but I think we can discount them from the very beginning. There is no evidence at all for sea monsters; pirates, although present in the area, would have taken everything that was of any value from the ship, but as we all know, everything; supplies, cargo and valuables, were still onboard when the Mary Celeste was found. Also, in the inquest that followed, there was found to be nothing suspect about any of the sailors onboard.

Interviewer: Which leads us to?

Harold Klimsner: Captain Briggs, who was in charge of the ship, was an experienced sailor who was thought highly of by those who had served under him. The last thing that any captain would do is abandon a perfectly seaworthy ship. So we can rule out the possibility that Briggs might have done something irrational. Therefore, it necessarily follows that Briggs did something that he thought *was* rational.

Interviewer: Like what?

Harold Klimsner: I'm in agreement with a number of people here. I think there were several contributing factors that led Briggs to abandon ship. We know from records that the ship had experienced a period of heavy

storms and that the pump which removed water from the bottom of the ship had been damaged. Because the ship was carrying a cargo of alcohol in barrels it would have been difficult for Briggs to accurately judge the real situation.

Interviewer: How do you mean?

Harold Klimsner: Well, we know that there was water at the bottom of the ship but it certainly wasn't enough to be a danger to her or the welfare of those onboard.

Interviewer: So you think Briggs overestimated the danger?

Harold Klimsner: I think in his position anyone would. There is also the idea that some of his instruments may have been faulty or damaged. This leads me to conclude that Briggs thought he was closer to land than he actually was.

Interviewer: Meaning that he launched the lifeboat believing it was in fact the most rational option.

Harold Klimsner: It's a very big 'if' but it's certainly a possibility; meaning that Briggs would have believed himself to be 120 miles from where he actually was, a miscalculation that would have proved fateful for everyone onboard the Mary Celeste. There is however another possibility.

Interviewer: Which is?

Harold Klimsner: That Briggs simply panicked. I mean even the most experienced sailors have been known to not think straight in high pressure situations. It may just be that due to the stress of the situation Briggs acted in a way which he would never have considered in other circumstances. The sad truth is that we will never know 100% what really happened. Everything, no matter how feasible, is still only conjecture.

Interviewer: Harold, thank you very much for joining me on *Shipping Hour* today.

Harold Klimsner: Thank you.

- 1 M A R I E, due to the way Sir Arthur Conan Doyle originally spelt it.
- 2 14 years old.
- 3 Focus on what didn't happen.
- 4 Pirates would have taken everything that they could from the ship.
- 5 He did something irrational.
- 6 Alcohol.
- 7 A miscalculation.
- 8 He panicked.

Quick Grammar

1

- 1 I suppose they would have abandoned ship if they thought the ship was sinking.

- 2 If his equipment hadn't been damaged he would never have left the ship.
- 3 Having seen the damage he probably expected the worst.
- 4 I don't know how anyone could think that the Mary Celeste was attacked by a sea monster.

2

- 1 off / out; 2 up; 3 in; 4 out; 5 on; 6 to

3

- 1 fell / tried; 2 were / not; 3 was / on; 4 were / contacted

Reading

1

- 1 becoming; 2 varied; 3 accompanied; 4 developing

3

- 1T; 2T; 3DS; 4T; 5T; 6F; 7DS

4

- 1 to; 2 so; 3 even; 4 holds; 5 but; 6 should; 7 during; 8 still; 9 of

KEYS WORKBOOK 10

Vocabulary

1

- 1 discovered; 2 dark; 3 at; 4 moving; 5 strike; 6 fittest

Listening

1

Audioscript

Presenter: Welcome to another edition of *Everything You Know Might Be Wrong*. Let's meet our guests. On my right, comedian Wilfred Pickering, and on my left, self-confessed scientific nerd, actress Holly Thompson. OK well let's jump straight in at the deep end, which is round one. The rules are quite simple: I'll read a statement and you have to tell me whether it's true or whether it makes about as much sense as trying to read Stephen Hawking's *A Brief History of Time* after a particularly heavy night down at the local pub. Ladies first. Holly, I'm in Australia and I've just finished a long relaxing bath, possibly sharing the tub with something hideously life-threatening. Does the water go down the plug hole in the opposite direction to when I'm back in London?

Holly: I know that you want me to say it does but I'm not going to fall into your trap, Keith! It doesn't go

down the plughole the opposite way and I can even tell you why if you want?

Presenter: I have a feeling that I don't have much choice in the matter.

Holly: (*Laughs*) Well, it's to do with the Coriolis Effect. Objects in the sky, such as planes appear to be moving in different directions depending where you are on the globe. For instance, one travelling north will appear to move to the right, whilst one travelling south seems to move to the left, when actually it's just the rotation of the Earth that gives the impression that the planes are veering off in a different direction, when in fact they are travelling in a straight line.

Wilfred Pickering: Can I tell my wife that that is the reason why I can't go in a straight line after I've been watching football in the pub?

Presenter: Do you think that you'd travel in a different direction if you were on the other side of the equator?

Wilfred Pickering: If you're willing to pay me to visit a pub on the other side of the world, I'd be happy to give it a go.

Presenter: Sorry Holly, you were saying?

Holly: Okay, well because the winds also rotate differently depending which side of the equator you are on, many people assume that this would also be true in regard to how water goes down the sink.

Wilfred Pickering: So I can't spend over a thousand pounds and go to Sydney to watch my toilet flush in a completely different direction then?

Holly: No, you can't but it's not to say that the idea of water moving in an opposite direction on either side of the equator is completely wrong. In 1962 an MIT professor proved, that given the correct conditions, water would 'instinctively' move in opposite directions either side of the equator but the 'effect' is not powerful enough to affect the way the water moves out of your bathtub or kitchen sink.

Presenter: Excellent! And thank you for keeping me interested longer than I was at my first child's christening. I'm going to give you five points, Holly. (*Applause*) Okay Will, what have you got for us?

Wilfred Pickering: I'd like to talk about the brightest star, and I'm talking about celestial stars, not the type of stars we have here on Earth.

Presenter: The type of star who is generally confused by a revolving door?

Wilfred Pickering: Exactly. No, I wanted to talk about one of the biggest misconceptions about stars, and that is, the one that people consider the brightest, i.e. Polaris. The star is certainly helpful for navigating in the wilderness and definitely stands out. Run-away slaves even used to identify the North Star by

first finding the Big Dipper, which is directly across from it. The star then gave its name to Fredrick Douglass's antislavery newspaper. And I think that gives it its tragic romance, if you like. It certainly sounds better than the star that many scientists believe to be the brightest star to be seen from Earth.

Presenter: Which is?

Wilfred Pickering: LBV 1806-20. Can you imagine?

The scene is set, I get down on one knee in front of my girlfriend, the stars above us twinkle in the night sky and high above us in the heavens LBV 1806-20 shines majestically down upon us.

Presenter: It does have the sound of a digital printer, doesn't it?

Holly: Ooh, Keith! Do you give bonus points?

Presenter: I'm sometimes inclined to do so. Why?

Holly: Stars don't actually twinkle. You see, it's actually the effect of...(*Fades*)

1c; 2b; 3c; 4c; 5a; 6b

Quick Grammar

1

- 1 It was Isaac Newton who introduced the theory of gravity and changed scientific thought forever.
- 2 It was Georges Curvier who was one of the first people to prove the extinction theory and he is now considered the father of paleontology.
- 3 Although he remained unknown for most of his life, Robert Koch discovered the causes of Cholera and Tuberculosis.
- 4 By discovering that people who were exposed to cowpox did not contract smallpox, Edward Jenner *succeeded in saving / went on to save* millions of lives through vaccination.
- 5 Considered a mathematical genius, Roger Joseph Boscovich was asked to provide structural solutions in regard to problems regarding the Duomo's construction.
- 6 Having studied magnetism, William Gilbert is said to have partly been an inspiration for Galileo's main theories.

2

1 bulletproof vest; 2 fire escape; 3 monopoly board game; 4 CCTV camera; 5 torpedo; 6 syringe

3

1 so as; 2 as to; 3 order; 4 so; 5 as a; 6 Such

Reading

4

1E; 2B; 3D; 4C; 5A

5

1 have been attributed; 2 good reputation; 3 helped/guaranteed; 4 credited with

6

1F; 2F; 3F; 4T; 5T; 6T

KEYS WORKBOOK 11

Vocabulary

2

1 Tracy Enim; 2 Pablo Picasso; 3 Freda Khalo; 4 Jackson Pollock

3

1 numbered / Jackson Pollock; 2 friend / Freda Khalo; 3 bombing / Pablo Picasso; 4 unwashed / Tracy Enim.

4

1 Jackson Pollock; 2 Freda Khalo; 3 Pablo Picasso; 4 Tracy Enim

Listening

1

Audioscript

In the late 1920s, three progressive and influential patrons of the arts, Miss Lillie P. Bliss, Mrs. Cornelius J. Sullivan, and Mrs. John D. Rockefeller, Jr., perceived a need to challenge the conservative policies of traditional museums and to establish an institution devoted exclusively to modern art. They, along with additional original trustees, intended the Museum to be dedicated to helping people understand and enjoy the visual arts of our time, and that it might provide New York with “the greatest museum of modern art in the world.”

The public’s response was overwhelmingly enthusiastic, and over the course of the next 10 years the Museum moved three times into progressively larger temporary quarters, and in 1939 finally opened the doors of the building it still occupies in midtown Manhattan. The first director of the museum submitted a plan for the conception and organization of the Museum that would result in the Museum’s multi-departmental structure, with departments devoted for the first time to Architecture and Design, Film and Video, and Photography, in addition to Painting and Sculpture, Drawings, and Prints and Illustrated Books. Subsequent expansions took place during the 1950s and 1960s, planned by the architect Philip Johnson, who

also designed The Abby Aldrich Rockefeller Garden. In 1984, a major renovation designed by Cesar Pelli, doubled the Museum’s gallery space and enhanced visitor facilities.

1F; 2F; 3T; 4T; 5T; 6F

2

Audioscript

The rich and **varied** collection of The Museum of Modern Art constitutes one of the most comprehensive and **panoramic** views into modern art. From an initial gift of eight prints and one drawing, The Museum of Modern Art’s collection has **grown** to include over 150,000 paintings, sculptures, drawings, prints, photographs, architectural models and drawings, and design **objects**. MoMA also owns approximately 22,000 films and four million film stills, and MoMA’s Library and **Archives**, the premier research facilities of their kind in the world, hold over 300,000 books, artist books, and periodicals, and **extensive** individual files on more than 70,000 artists. The Museum Archives contains primary source material related to the history of MoMA and modern and contemporary art and remains as one of the world’s most **prominent** art galleries.

Quick Grammar

5

1 an; 2 in; 3 to; 4 an; 5 by; 6 a; 7 to; 8 a; 9 a; 10 to; 11 in; 12 a; 13 the; 14 a; 15 in; 16 the; 17 to; 18 the

6

- 1 A painting, which was recently found, is thought to be worth \$4 million.
- 2 He was given a Monet painting when he retired. He was over the moon.
- 3 She was awarded a prize for her work.
- 4 The Mona Lisa exhibition was being guarded.
- 5 The sculpture was stolen on Sunday evening.

Reading

2

1d; 2a; 3b; 4c; 5a; 6d; 7c; 8b

Speaking

2

1c; 2a; 3d; 4b

3

1c; 2d; 3b; 4a

KEYS WORKBOOK 12

Vocabulary

3

1f; 2a; 3e; 4c; 5b; 6d; 7g

Listening

1

Audioscript

Think about this for a moment. There is a young woman. She wants to study English so that she can get a better-paid job. However, she needs the better-paid job to pay for the English lessons. This is what we would call a Catch-22 situation. The original term comes from a novel by Joseph Heller of the same name. The term describes a situation from which there is no logical solution, perhaps, only an unpleasant outcome. In the book, American bomber pilots in the Second World War must fly from the island of Pianosa, west of Italy, to bomb targets on the mainland, as well as other Axis-power targets. The whole storyline of the book is to show how ludicrous people in power actually are and how it's impossible for the average person not to go mad when put under extreme stress. For the airmen who fly these missions, the only possible escape is to prove that they are mad. However, the problem is, or the Catch-22 situation is, that mad people don't actually know that they are mad and will therefore continue to fly the missions because (being mad) they are unaware of the dangers. Even so, many years after the book's publication, Heller, who had also served in the American Air Force during World War Two, said that the anti-war message of the book was directed at the then ongoing Korean War rather than the Second World War itself.

1 would; 2 logical; 3 actually; 4 escape; 5 is / unaware; 6 ongoing

Quick Grammar

1

1d; 2e; 3c; 4b; 5a

2

Answer 4 shows a desire to achieve or do something rather than demonstrating a regret. Sentence 2 demonstrates a state which is true in this moment.

3

- 1 I regret **not** going to the party. I heard it was really good.
- 2 By far and away the thing that drives me mad **the**

most is people not saying thank you when you do something for them.

3 ✓

4 ✓

- 5 Hers was the painting which garnered the **most** attention at the gallery.
- 6 I wish I **had been** born in a big city like London or New York. There's so much to do there.

Reading

2

1c; 2d; 3a; 4b

3

1a; 2d; 3b; 4d; 5b; 6c

Speaking

2

1 Bad parking; 2 Public displays of affection; 3 Mobile phones in public; 4 Traffic wardens

Writing

1

The overall tone is a sarcastic.

GRAMMAR FILE

Error correction

1

Correct sentence: This is the sort of English I will not put up with.

Transformations

1

The **more Paul drinks** the more **violent he** becomes. (*Note: Although this is not strictly a direct transformation, the underlining of Paul's behaviour is the same*)

Gerund vs Infinitive

1

1I; 2G; 3I; 4G; 5G; 6G;

2

1G; 2I; 3B; 4I; 5B; 6B; 7G; 8G; 9B; 10I; 11B; 12I; 13B; 14I; 15B; 16G

3

Although *forget*, *remember* and *stop* both take the gerund and the infinitive they have different meanings.

Superlatives

1

1 longest; 2 most tattooed; 3 tallest; 4 most venomous; 5 oldest; 6 largest; 7 farthest/furthest; 8 fastest