

АНГЛИЙСКИЙ ЯЗЫК 11 класс

Listening
1 C The woman says I just can't believe you actually succeeded in getting enough sponsorship for the trip.
2 B The man talks about the compassion you feel on seeing the faces of those children. He also mentions wanting to bring them back, i.e. remove them from their predicament.
3 B The man says what we do send will be greatly appreciated.
4 C He says that those who give a donation can sleep easily in their beds, i.e. they won't feel guilty and lie awake worrying.
5 C The man describes the way in which it (Opportunity International) works with the locals as extraordinary.
6 B He says it's great to see so much good can be done with the little that we give.
7 olive
8 harden
9 (simple) pins
10 (silver) tears
11 (local) co-operative OR (local) cooperative OR (local) co-op
12 (a) chewing gum
13 ice(-)cream
14 (clay) pots
15 stomach
1 B Dr Lafford says Holmes provides a good model in that the forensic scientist is absolutely impartial, i.e. unbiased
2 A the basic principle is that material is transferred both ways, i.e. the contact is mutual
3 A the broken headlight is mentioned as an example of how painstaking and time-consuming forensic science has become – also, the range of tests has mushroomed (compared to how it used to be)
4 C he says that the electron microscope can give the chemical composition of a sample
5 D he talks about how forensic science can reduce the number of suspects to one person in twenty and then to one person in 500,000 or a million

Use of English
1 enable
2 lifeless
3 inactive
4 artist
5 achievement
6 conclusion
7 insignificant
8 elusive
9 striking
10 unfortunately
11 A
12 B
13 C
14 C
15 B
16 D
17 was called off by
18 have been dating since last
19 is thought to have fled
20 you didn't care

Reading

1 D

2 B

3 D

4 A

5 F

6 A

7 C

8 E

9 C

10 D

11 F

12 B

13 E

14 B

15 C

16 B

17 D

18 A

19 B

20 A

Listening Script

Task 1

Extract 1

Woman So how did the trip go?

Man Honestly, it was the most amazing experience. I wouldn't have missed it for the world.

Woman I just can't believe you actually succeeded in getting enough sponsorship for the trip.

Man Well, we really did push the boat out trying to drum up support in our spare time.

Woman Even so, it's amazing that you managed to fill two lorries with food and clothing, isn't it?

Man Oh, yeah – and blankets, too – all sorts of things. But remember that we had to drive them ourselves – one thousand, five hundred miles! The 'Save the Children' charity gave us a lot of practical help, too, though.

Woman And you must have been really proud of yourselves when you got there.

Man Pride didn't really come into it. Just seeing the faces of those children when we gave them some of the toys – the compassion you feel – you really want to load up the lorry with all the kids and bring them back here! But at least they were being cared for at that stage. So we left feeling that we'd done a really worthwhile job and that we could always retrace our steps – once we'd financed another venture, of course.

Woman Hmm ... I might even come with you next time ...

Man Now, there's a thought!

Extract 2

Good evening and welcome. Tonight, I'm appealing to everyone out there watching this! This live Helpline Roundthe-clock Special is in aid of the famine-stricken province we've been hearing so much about recently – and seeing on our TV screens night after night. And, believe me: however little you pledge – and we will make sure that it reaches its destination – will make a tremendous difference.

Last year, in between giving concerts to raise money, I myself went out to supervise the deliveries of aid to stricken areas, and I know from my own first-hand experience that whatever we do is a mere drop in the ocean – we can never, ever send enough to help these people. But what we do send will be really appreciated, so it all depends on you. Pick up the phone. The number to call will be appearing on your TV screens shortly, and will be announced on radio programmes throughout the evening. You can ring and quote your credit card number or, if you can't get through, just send us a cheque or make an online donation, and you can sleep easily in your bed knowing that you've done your bit for Helpline!

Extract 3

Woman So, I understand that you and your wife sponsor six-year-old Ana from Africa. Why did you decide to take on a sponsorship like this?

Man Basically, we'd been wanting to do something to help people in the poorer regions of the world for some time. When we saw an advertisement in a magazine, we made up our minds to do something positive. 'Opportunity International' seemed like a good scheme, not least because our donation is sent straight to Ana, her family and the village where she lives.

Woman So you know where your donation ends up and who's getting the benefits.

Man Absolutely! But what I found most extraordinary about Opportunity International was the way in which it works with the locals: you see, the people themselves decide how the money can best be spent in the community where the children live.

Woman And how much do you know about Ana?

Man Quite a bit, actually. They've sent regular reports on the community's progress since we started paying, and we've found out quite a lot about the charity's activities elsewhere, too. We donate monthly, and it's not such a lot to find, in all honesty. And it's not as if we can't manage without it, or anything like that, but it's great to see that so much good can be done with the little that we give!

Task 2

I want to talk to you today about a spice which is not very well known outside its home territory, and that is mastic. Mastic is a resinous substance which comes from a tree of the pistachio nut family and it is one of Europe's oldest spices. In fact, in its heyday it was considered so precious that armies quite literally fought over the islands where it was grown so that their masters would have the right to control its cultivation and sale.

Let's take a look first at how mastic is produced. The mastic tree itself resembles an olive to the untrained eye but is not quite as large. In a process which is rather similar to the collection of rubber, growers cut the bark of the tree so that the tree then has to exude a sticky sap or resin to heal the wound, and this sap is mastic. The sap needs to harden in order to be of any use and strangely this only happens in the Mediterranean area. Efforts have been made in the past to transplant and cultivate the tree in other parts of the world, but so far without success.

The resin is then removed from the tree and, because it's so precious, people even pick up the dirt under the tree and ensure that every last tiny bit of mastic is harvested. The growers try to pick out any grit which might have become embedded in the mastic gum. They just use simple pins to do this; unusually for nowadays, there are no mechanical aids or gadgets to speed up the process. Everything is still done in the traditional, labour-intensive way, by hand. If you examine a small piece of mastic it will look like a white crystal, similar to sea salt. Poets have even mentioned mastic in their work, alluding to it rather romantically as 'silver tears', suggesting again how much it's valued.

Having harvested and cleaned the crystals, the growers often take the mastic from their trees, except for a small amount which they keep for their personal use, to a local cooperative, which contacts various commercial buyers and negotiates a decent price for the growers.

Now, what is mastic actually used for? In fact, its use can be traced back thousands of years. Archaeologists have found small lumps of mastic with the imprint of juvenile human teeth, suggesting that the earliest use of mastic was as a chewing gum for young people, something which still occurs today.

Nowadays it's also used as a flavouring in sweet things like biscuits and to great effect in ice cream. Its value here is that it also provides a stickier texture, which means that it takes longer to soften, a useful quality in the hot Mediterranean summers. Mastic can also be used to flavour liquids. For example, in some rural areas, small fires are lit and a few grains of mastic dropped on the hot charcoal. Then pots are inverted on top so the clay picks up the flavour of the smoke and the mastic. Chilled water is then poured in, and when this is drunk it tastes very subtly of mastic.

Apart from its culinary uses, some mastic is also sold for other purposes. It can be used in shampoo, toothpaste and, indeed, for certain stomach ailments. In fact, it's this area that mastic producers are now looking towards to provide a wider use for their produce, now that natural herbs and spices are being investigated to provide the medical products of the future.

Task 3

Interviewer Today in the studio, we have Dr Lafford from the Forensic Science Service, who is here to tell us a little more about forensic science ...

Dr Lafford Good morning.

Interviewer Now, I think most people have a fairly good general picture of the kind of work you do – in many ways it's a development of Sherlock Holmes and his magnifying glass, isn't it?

Dr Lafford Yes, you could put it that way, although we've come a long way since then of course, but Holmes was very much a detective of the modern age – of course he was an intelligent man and his medical knowledge often seemed better than that of his companion Dr Watson, and certainly his observations were always very detailed ... but what sets him apart is that Holmes provides us with a good model – a very good model in fact – of the kind of approach – psychological approach – that a forensic scientist should have, and that is that the forensic scientist is absolutely impartial.

Interviewer So, you're not strictly speaking part of the police force ...?

Dr Lafford No, we are quite separate.

Interviewer Could you tell us a little about your work and what it is you do?

Dr Lafford Well, the basic principle behind forensic science is that every contact leaves a trace. Wherever we go, whatever we touch, material is transferred both ways. The shoe that leaves a mark on the ground also picks up traces of dirt, and the hand that makes a fingerprint also carries away particles from the object that was handled ... and things like hair or carpet fibres are easily passed from one person to another.

Interviewer I see, so it's not just that the suspect leaves clues at the scene of the crime, the scene of the crime leaves clues on the suspect ...

Dr Lafford Absolutely, and that is normally the most compelling evidence – not just when you have a fingerprint, for example, but also where you've found traces of, say, the carpet at the scene of a crime on the suspect's clothing, and that, of course, can be very hard to explain away.

Interviewer Is your work fairly straightforward – a question of seeing whether various samples match up?

Dr Lafford No, no, no, not at all ... forensic science is often a very painstaking task – and very time-consuming – much more so than previously, in fact, because the range of tests has mushroomed ... for example, we might be given some pieces of a headlight swept up after a hit-and-run accident and asked to identify the car, so we would fit the thousands of pieces together like a vast jigsaw, and might be able to identify the number embossed on the back of the glass ... that would help us identify the model of the car, the make, the age, and so on, making it easier to search for the suspect ... and then, once the car was located, we could tell whether the lights had been on at the time of the accident by examining the light bulb, because there would be minute pieces of molten glass on the metal filament in the bulb ...

Interviewer So you need some fairly sophisticated equipment as well as patience ...

Dr Lafford Indeed! Now, the electron microscope is invaluable in our line of work – and it basically does two things – it gives us a fantastically detailed image, so, for example, you can tell whether a piece of hair has been broken, or cut with a pair of scissors or a knife. And it can also give you the chemical composition of a sample, so that you can take, perhaps, a tiny flake of paint on a suspect's clothing and match it with paint at the scene of the crime.

Interviewer Are you at the stage then where you could say that the evidence that you provide is foolproof?

Dr Lafford No, not foolproof. There is always room for human error and there's nothing that can be done about that ... forensics is not an absolute science – I mean, let me give you an example. Now, Sherlock Holmes might have found a strand of hair at the scene of crime, perhaps black and two inches long, that would have helped him identify the murderer on the basis that the hair matched the murderer's. Now, we also examine hair ... but in the example I gave you, perhaps one person in twenty has black hair two inches long, so we need to improve on this analysis to narrow down the number of suspects. So, we would analyze the strand of hair ... using the electron microscope, as I was saying earlier ... look at its chemical composition, whether it came from a man or a woman, see how it was cut, whether it showed any traces of particular chemicals and so on, and in that way, instead of saying that one person in twenty had hair like that, it might be one person in 500,000 or a million. That would be just about as far as we could go. Now there's no such thing as certainty ... just a balance of probability, even with the most advanced techniques of genetic fingerprinting. The evidence we provide is there to be interpreted, and that's very important.

Interviewer Well, Dr Lafford, thank you very much. We'll take a break now, but stay with us and we'll be back ...



Tip

Always read all the questions and the options through carefully before the recording starts. You will be given time to do this in the exam. As you listen for the first time, put a dot beside the option you think is correct.

1 Do you agree with this statement? Why/Why not?

The only way to give effective help to people in need is to go and give it yourself.

Exam practice

2 **1-06** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1: You hear two friends talking about a trip to help someone in need.

- The woman seems surprised that the man and his colleagues
 - found time to organize the trip.
 - managed to fit all the toys and clothing into two lorries.
 - were able to find the money to finance the trip.
- When the lorries arrived, the man felt
 - proud of his achievements.
 - sympathetic for the children's predicament.
 - determined that he would return.

Extract 2: You hear a presenter making a charity appeal on TV.

- The man emphasizes the fact that
 - making a donation is not the only way to help people in need.
 - whatever help we can give is welcome.
 - it's up to us all to ensure funds reach their target.
- In the man's opinion, anyone making a donation will
 - be motivated to do more in future.
 - feel guilty for not having done so earlier.
 - have a clear conscience tonight.

Extract 3: You hear two people on a radio programme talking about sponsoring a child.

- Why did the man find Opportunity International inspiring?
 - It's prepared to advertise in newspapers.
 - It interviews sponsors personally.
 - It cooperates with the local population.
- The man regards the donation he makes as
 - a means of obtaining information.
 - a small contribution towards a good cause.
 - an insignificant gesture given the circumstances.

Your views 3 Which of the methods of helping people mentioned in the extracts do you consider to be the most effective? Why?

Vocabulary

Word knowledge: help and give

- Replace the words in *italics* in a–g using an expression with *help* or *give*.
 - Lynn's tried not to lose her temper so often, but she *can't stop herself*.
 - The best way to handle children is not to *let them do just what they want to*.
 - Have some of* these olives everybody – they're delicious.
 - I'm going to be late, but *it's not my fault* that the traffic is so bad.
 - Things seem bad right now but if you *wait a little while* they might get better.
 - When I was struggling to set up my business, he *lent me some money*.
 - You are a hard worker – I'll *admit that's true*.

- bedroom/desk; your attitude to time and being late
- c how often you use it and how; situations where it can be useful or helpful; situations where it isn't useful or is limited
- d work experience to date; current job or study area; jobs done by friends, family or peer group

6

Students' own answers

Reading & Use of English – Part 1

1

Students' own answers

2

POSSIBLE ANSWER

Nuuk is: different, isolated, has a fascinating and inspiring landscape (mountains, coastline, icebergs), arty/artistic, has at least one coffee bar and one restaurant, is near Qoornoq which has a lot of mosquitos in summer.

Students' own answers for how they would feel about living there.

3

- 1 B *off the beaten track* is a fixed expression meaning: away from the usual (tourist) route
- 2 D *engage* combines with the preposition *with* to mean: show interest in
- 3 D as well as having a social meaning, *respectable* can also mean: fairly good
- 4 A *to fall hook, line and sinker* is a fixed expression meaning: to fall in love with or believe in completely; it refers to fishing equipment so the writer may also intend a play on words because Greenlandic cuisine features a lot of fish
- 5 D *located* refers to position/location; *placed* is wrong because it is used for smaller things which are physically put or placed somewhere by somebody
- 6 A *evocative* means: making you think of a strong image or feeling in a pleasant way; *reminiscent* and *suggestive* are wrong because they are used to mean: reminding you of a previous strong image or feeling
- 7 B *deserted* means: with no people in it; *derelict* is wrong because it means: in bad condition
- 8 C *take heed* is a fixed expression meaning: pay careful attention to advice or a warning; *give heed* is possible but it is followed by *to* and an object

Listening – Part 1

1

Students' own answers

2

Extract 1:

- 1 C The woman says *I just can't believe you actually succeeded in getting enough sponsorship for the trip.*
- 2 B The man talks about the compassion you feel on seeing the faces of those children. He also mentions wanting to bring them back, i.e. remove them from their predicament.

Extract 2:

- 3 B The man says *what we do send will be greatly appreciated.*
- 4 C He says that those who give a donation can *sleep easily* in their beds, i.e. they won't feel guilty and lie awake worrying.

Extract 3:

- 5 C The man describes the way in which it (Opportunity International) works with the locals as *extraordinary*.
- 6 B He says it's great to see so much good can be done with the little that we give.

3

Students' own answers

4

- a can't help herself
- b give in to them
- c Help yourselves to
- d I can't help
- e give it a little time
- f helped me out
- g give you that

Writing – Part 2, Set text

1

Students' own answers

2

Wrong guidance: c, i

h (Even if there is a film version of the set text(s), it is still advisable for students to read the text(s), or at least watch the film several times and take notes.)

3

POSSIBLE ANSWERS

Try to write a summary of the complete story in 250 / 150 / 50 words.

Try to think of one defining adjective for each of the main characters, e.g. *mischievous*, *lovelorn*, *hot-headed*, etc.

Rank the main themes in order of importance.

Research photos or paintings of the setting at the time of the story.

Learn one important quote about or by each of the main characters.

Exam practice

EXAM STRATEGIES Student's Book page 136

- 2🎧 1-06 Refer students to the *Tip* before they do the exam task and encourage them to follow the advice. Allow sufficient time for students to read the questions and options and to check any vocabulary. Play the recording.

TEACHING NOTE To simulate exam conditions, you might like to give students 15 seconds to read through the questions for Extract 1 before playing the recording. Stop at Extract 2 and play Extract 1 a second time. Repeat this procedure for Extract 2 and 3.

ANSWERS

Extract 1

- 1 C The woman says *I just can't believe you actually succeeded in getting enough sponsorship for the trip.*
- 2 B The man talks about *the compassion you feel on seeing the faces of those children.* He also mentions wanting to *bring them back*, i.e. remove them from their predicament.

Extract 2

- 3 B The man says *what we do send will be greatly appreciated.*
- 4 C He says that those who give a donation *can sleep easily* in their beds, i.e. they won't feel guilty and lie awake worrying.

Extract 3

- 5 C The man describes *the way in which it* (Opportunity International) *works with the locals as extraordinary.*
- 6 B He says *it's great to see so much good can be done with the little that we give.*

Audioscript 1-06

Examiner You will hear three different extracts. For questions 1–6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

Anne So how did the trip go?

Jim Honestly, it was the most amazing experience. I wouldn't have missed it for the world.

Anne (1) I just can't believe you actually succeeded in getting enough sponsorship for the trip.

Jim Well, we really did push the boat out trying to drum up support in our spare time.

Anne Even so, it's amazing that you managed to fill two lorries with food and clothing, isn't it?

Jim Oh, yes – and blankets, too – all sorts of things. But remember that we had to drive them ourselves – one thousand, five hundred miles! The 'Save the Children' charity gave us a lot of practical help, too, though.

Anne And you must have been really proud of yourselves when you got there.

Jim Pride didn't really come into it. (2) Just seeing the faces of those children when we gave them some of the toys – the compassion you feel – you really want to load up the lorry

with all the kids and bring them back here! But at least they were being cared for at that stage. So we left feeling that we'd done a really worthwhile job and that we could always retrace our steps – once we'd financed another venture, of course.

Anne Hmm ... I might even come with you next time...

Jim Now, there's a thought!

Extract 2

Good evening and welcome. Tonight, I'm appealing to everyone out there – not just those of you who've come to hear us perform! This live Helpline Round-the-clock Special is in aid of the famine-stricken province we've been hearing so much about recently – and seeing on our TV screens night after night. And, believe me: however little you pledge – and we will make sure that it reaches its destination – will make a tremendous difference.

Last year (in between giving concerts to raise money), I myself went out to supervise the deliveries of aid to stricken areas, and I know from my own first-hand experience that whatever we do is a mere drop in the ocean – we can never, ever send enough to help these people. (3) **But what we do send will be greatly appreciated**, so it all depends on you. Pick up the phone. The number to call will be appearing on your TV screens shortly, and will be announced on radio programmes throughout the evening. You can ring and quote your credit card number or, if you can't get through, just send us a cheque or make an online donation, and you (4) **can sleep easily in your bed knowing that you've done your bit for Helpline!**

Extract 3

Woman So, I understand that you and your wife sponsor six-year-old Ana from Africa. Why did you decide to take on a sponsorship like this?

Man Basically, we'd been wanting to do something to help people in the poorer regions of the world for some time. When we saw an advertisement in a magazine, we made up our minds to do something positive. Opportunity International seemed like a good scheme, not least because our donation is sent straight to Ana, her family and the village where she lives.

Woman So you know where your donation ends up and who's getting the benefits.

Man Absolutely! (5) **But what I found most extraordinary about Opportunity International was the way in which it works with the locals:** you see, the people themselves decide how the money can best be spent in the community where the children live.

Woman And how much do you know about Ana?

Man Quite a bit, actually. They've sent regular reports on the community's progress since we started paying, and we've found out quite a lot about the charity's activities elsewhere, too. We donate monthly, and it's not such a lot to find, in all honesty. And it's not as if we can't manage without it, or anything like that, (6) **but it's great to see that so much good can be done with the little that we give!**

Part 2

You will hear a nutritionist talking about the production and uses of mastic, a spice that is found in the Mediterranean area.

For questions 7 – 15, complete the sentences with a word or short phrase.

Mastic is collected from a tree which looks like a smaller form of the **7** tree.

Mastic resin will **8** only in the region around the Mediterranean.

Basic tools like **9** are employed to remove impurities from the mastic.

Crystals of mastic have been referred to as **10** in literature.

The sale of mastic crystals is handled by a **11** to ensure that the growers get a fair deal.

It is thought that mastic was first used as **12** by ancient peoples.

When mastic is added to **13** it slows down the melting process.

Flavoured drinks are made in **14** which have had mastic burned under them.

Some people believe that mastic can help in the treatment of health problems, especially some **15** conditions.

Paper 4: Listening Test
SAMPLE TEST

Part 1

1 C 2 B 3 A 4 B 5 A 6 C

Part 2

- 7 olive
- 8 harden
- 9 (simple) pins
- 10 (silver) tears
- 11 (local) co-operative OR
 (local) cooperative OR
 (local) co-op
- 12 (a) chewing gum
- 13 ice(-)cream
- 14 (clay) pots
- 15 stomach

Part 3

16 B 17 A 18 B 19 D 20 D

Part 4

21 F 22 E 23 H 24 B 25 G
26 E 27 H 28 A 29 C 30 B

In Part 2, bracketed words do not have to appear in the answer.

PAUSE 2 SECONDS

That is the end of Part 1.

Now turn to Part 2.

PAUSE 5 SECONDS

You will hear a nutritionist talking about the production and uses of mastic, a spice that is found in the Mediterranean area. For questions 7 – 15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part 2.

PAUSE 45 SECONDS

— *** —

I want to talk to you today about a spice which is not very well known outside its home territory, and that is mastic. Mastic is a resinous substance which comes from a tree of the pistachio nut family and it is one of Europe's oldest spices. In fact, in its heyday it was considered so precious that armies quite literally fought over the islands where it was grown so that their masters would have the right to control its cultivation and sale.

Let's take a look first at how mastic is produced. The mastic tree itself resembles an olive to the untrained eye but is not quite as large. In a process which is rather similar to the collection of rubber, growers cut the bark of the tree so that the tree then has to exude a sticky sap or resin to heal the wound, and this sap is mastic. The sap needs to harden in order to be of any use and strangely this only happens in the Mediterranean area. Efforts have been made in the past to transplant and cultivate the tree in other parts of the world, but so far without success.

The resin is then removed from the tree and, because it's so precious, people even pick up the dirt under the tree and ensure that every last tiny bit of mastic is harvested. The growers try to pick out any grit which might have become embedded in the mastic gum. They just use simple pins to do this; unusually for nowadays, there are no mechanical aids or gadgets to speed up the process. Everything is still done in the traditional, labour-intensive way, by hand. If you examine a small piece of mastic it will look like a white crystal, similar to sea salt. Poets have even mentioned mastic in their work, alluding to it rather romantically as 'silver tears', suggesting again how much it's valued.

Having harvested and cleaned the crystals, the growers often take the mastic from their trees, except for a small amount which they keep for their personal use, to a local co-operative, which contacts various commercial buyers and negotiates a decent price for the growers.

Now, what is mastic actually used for? In fact, its use can be traced back thousands of years. Archaeologists have found small lumps of mastic with the imprint of juvenile human teeth, suggesting that the earliest use of mastic was as a chewing gum for young people, something which still occurs today.

Nowadays it's also used as a flavouring in sweet things like biscuits and to great effect in ice cream. Its value here is that it also provides a stickier texture, which means that it takes longer to soften, a useful quality in the hot Mediterranean summers. Mastic can also be used to flavour liquids. For example, in some rural areas, small fires are lit and a few grains of

mastic dropped on the hot charcoal. Then pots are inverted on top so the clay picks up the flavour of the smoke and the mastic. Chilled water is then poured in, and when this is drunk it tastes very subtly of mastic.

Apart from its culinary uses, some mastic is also sold for other purposes. It can be used in shampoo, toothpaste and, indeed, for certain stomach ailments. In fact, it's this area that mastic producers are now looking towards to provide a wider use for their produce, now that natural herbs and spices are being investigated to provide the medical products of the future.

PAUSE 10 SECONDS

Now you will hear Part 2 again.

— *** —

REPEAT PART 2

PAUSE 5 SECONDS

That is the end of Part 2.

Now turn to Part 3.

PAUSE 5 SECONDS

You will hear a discussion in which two marine biologists, Gina Kelso and Thomas Lundman, talk about an award-winning television film they made about wildlife in Antarctica. For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute in which to look at Part 3.

PAUSE 60 SECONDS

— *** —

Int.:

Today, we're talking to marine biologists Gina Kelso and Thomas Lundman, who you will recently have seen in their award-winning TV series about Antarctica. So, Thomas, what's it like to suddenly become a household name?

Thomas:

Well, we're being interviewed for all sorts of publications and programmes since our television series about the wildlife in Antarctica won a major award. I'm often asked if I've always been interested in marine wildlife, and I find that hard to answer. What about you, Gina?

Gina:

That's an easy one for me, Thomas. I grew up on African shores, where my father worked for an international company. I could swim by the age of four, snorkel at five. I guess I was destined for marine biology because I've always been as happy in the water as on land. I remember a particular evening when I was about eleven. It was dusk and I was snorkelling, and I came across hundreds of stingrays entwined together. It was extraordinary; another world, and that was the moment that decided me. Although I later went to school in the middle of England, I'd lie awake at night dreaming of the ocean. Fortunately, I got in to university to do zoology and went on to do research in marine biology.

Thomas:



Tip

If you don't manage to get the answer the first time you hear the recording, don't get distracted. You will hear the recording a second time.



- 1 Look at this statue which stands above a famous court of law in London. What is the symbolic significance of the sword and the scales?
- 2 Explain in your own words what *forensic science* means.

Exam practice

- 3 2-06 You will hear an interview with Dr Lafford, a leading expert in the field of forensic science. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 According to Dr Lafford, Sherlock Holmes was a good forensic scientist because of his
 - A psychological insight.
 - B unbiased approach.
 - C detailed observations.
 - D medical knowledge.
- 2 Forensic scientists pay particular attention to
 - A evidence of mutual contact.
 - B items criminals have touched.
 - C a suspect's clothing.
 - D carpet fibres and human hair.
- 3 Dr Lafford mentions the broken headlight to show that forensic science nowadays is
 - A more complex than it used to be.
 - B just as reliable as it was in the past.
 - C not as time-consuming as it once was.
 - D more straightforward than it was in the past.
- 4 According to Dr Lafford, electron microscopes can
 - A produce conflicting results.
 - B sometimes damage evidence.
 - C provide a chemical analysis.
 - D guarantee total accuracy.
- 5 Dr Lafford feels that the value of forensic science lies in
 - A how its significance to a case is explained.
 - B the use of advanced genetic fingerprinting.
 - C the possibility of eliminating human error.
 - D reducing the number of possible suspects.

Vocabulary

Word knowledge: law

- 4 What do the phrases in *italics* mean?
 - a She takes absolutely no notice of anything I say. She's *a law unto herself*!
 - b Ministers seem to regard themselves as *above the law*.
 - c By sticking to *the letter of the law*, the spirit of the law could be lost.
 - d If politics reflects *the law of the jungle*, beware of the tigers!
 - e She could have at least waited until tomorrow to *lay down the law* so heavily.
 - f When we *take the law into our own hands* we become little better than criminals.

Your views

- 5 Discuss these questions.
 - a Give a brief description of the system of justice that operates in your country.
 - b How confident are you that you would be acquitted if you were charged with a crime that you had not committed?

2

POSSIBLE ANSWER

forensic science: scientific tests used by the police when trying to solve a crime

3

- 1 B Dr Lafford says Holmes provides a good model in that the forensic scientist is *absolutely impartial*, i.e. unbiased
- 2 A the *basic principle* is that *material is transferred both ways*, i.e. the contact is mutual
- 3 A the broken headlight is mentioned as an example of how *painstaking* and *time-consuming* forensic science has become – also, *the range of tests has mushroomed* (compared to how it used to be)
- 4 C he says that the electron microscope can *give the chemical composition of a sample*
- 5 D he talks about how forensic science can reduce the number of suspects to *one person in twenty* and then to *one person in 500,000 or a million*

4

- a a law unto herself (yourself/himself, etc.): to behave in an independent way and ignore rules or what other people want you to do
- b above the law: exempt from the laws that apply to everybody else
- c the letter of the law: the exact words of a law or rule rather than its general meaning
- d the law of the jungle: a situation in which people are prepared to harm other people in order to succeed
- e lay down the law: to tell sb with force what they should or should not do
- f take the law into our (your/his/her, etc.) own hands: to do sth illegal in order to punish sb for doing sth wrong, instead of letting the police deal with them

5

Students' own answers

Reading & Use of English – Part 7

1

a Students' own answers

b

POSSIBLE ANSWERS

information about: some early history as well as more modern history, key texts or documents drawn up on human rights, situations in different countries or parts of the world, organizations which promote or protect human rights

2

Students' own answers

3

- 1 F the quote in lines 72–75 of the text (particularly its use of the phrase *scourge of war, which twice in our lifetime has brought untold sorrow*) is the view that a situation which had wreaked widespread havoc (itself outlined in lines

66–68) could not be repeated

- 2 A *the event of recording the decrees on the Cyrus Cylinder, which has now been recognized as the world's first charter of human rights* suggests a recent consensus that an event had far-reaching global repercussions
- 3 E *extend care without discrimination to wounded and sick military personnel*; if people are treated without discrimination, it means they (in this case soldiers from all sides) are treated equally
- 4 B *the protest against the flagrant injustice of a despotic monarch* was the forcing of King John to sign the Magna Carta; *injustice* and *despotic* are used because he was considered to have violated a number of ancient laws; *far-reaching consequences* because *it was arguably the most significant early influence on the extensive historical process*
- 5 D the two phrases *Just six weeks* and *barely three weeks* convey the surprise that widespread change came about in a relatively short space of time
- 6 A *actions that a major advance for the human race on the part of Cyrus the Great* suggests that they were unusual and ahead of their time
- 7 C Thomas Jefferson's writing of a *formal explanation, which was published and widely distributed and read to the public*, suggests an acknowledgement that he was prepared to justify his actions
- 8 F the quote in lines 72–75 of the text (particularly with its use of *we/our* and the phrase *untold sorrow*) is an expression of regret for mistakes made in the past
- 9 B the Magna Carta, which *established the rights of widows who owned property to choose not to remarry*, officially tried to prevent a certain kind of gender discrimination, i.e. against women whose husbands had died
- 10 D the idea that everyone should have the same opportunities for advancement is contained in the phrase in lines 51–54 (*All citizens, being equal ... virtues and talents.*)

4

- a *it was his next actions that marked a major advance for the human race* to emphasise the important of these actions
- b *subjects forced* normally a *subject* would not be in a position to force a monarch to do anything
- c to introduce a list and expand on the previous idea
- d *set the stage*: to make it possible for sth to happen
- e *raged*: continued violently or with great force; *smouldering ruins*: still burning or with smoke rising from them; *the scourge of war*: terror/torment/punishment of war; *untold sorrow*: indescribable or unimaginable sadness because sth very bad has happened

5

Students' own answers

- c Do you think technology is changing the way we think?
- d How do you think technology will impact on education in the future?

2.05

How important are human rights? Long before the phrase 'human rights' came into existence, men and women fought and died for basic human freedoms. This struggle has lasted thousands of years and still continues today. Ultimately, human rights are the basis of everything people cherish about their way of life. In their absence, lasting happiness is impossible because there is no personal security, no freedom and no opportunity. All peoples have long recognized their fundamental importance and have sought to articulate and defend them. The grim reality, however, is that in virtually every country on earth, some portion of the population is a victim of human rights abuses.

2.06

Exam narrator You will hear an interview with Dr Lafford, a leading expert in the field of forensic science. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer Today in the studio, we have Dr Lafford from the Forensic Science Service, who is here to tell us a little more about forensic science ...

Dr Lafford Good morning.

Interviewer Now, I think most people have a fairly good general picture of the kind of work you do – in many ways it's a development of Sherlock Holmes and his magnifying glass, isn't it?

Dr Lafford Yes, you could put it that way, although we've come a long way since then of course, but Holmes was very much a detective of the modern age – of course he was an intelligent man and his medical knowledge often seemed better than that of his companion Dr Watson, and certainly his observations were always very detailed ... but what sets him apart is that Holmes provides us with a good model – a very good model in fact – of the kind of approach – psychological approach – that a forensic scientist should have, and that is that the forensic scientist is absolutely impartial.

Interviewer So, you're not strictly speaking part of the police force ...?

Dr Lafford No, we are quite separate.

Interviewer Could you tell us a little about your work and what it is you do?

Dr Lafford Well, the basic principle behind forensic science is that every contact leaves a trace. Wherever we go, whatever we touch, material is transferred both ways. The shoe that leaves a mark on the ground also picks up traces of dirt, and the hand that makes a fingerprint also carries away particles from the object that was handled ... and things like hair or carpet fibres are easily passed from one person to another.

Interviewer I see, so it's not just that the suspect leaves clues at the scene of the crime, the scene of the crime leaves clues on the suspect ...

Dr Lafford Absolutely, and that is normally the most compelling evidence – not just when you have a fingerprint, for example, but also where you've found traces of, say, the carpet at the scene of a crime on the suspect's clothing, and that, of course, can be very hard to explain away.

Interviewer Is your work fairly straightforward – a question of seeing whether various samples match up?

Dr Lafford No, no, no, not at all ... forensic science is often a very painstaking task – and very time-consuming – much more so than previously, in fact, because the range of tests has mushroomed ... for example, we might be given some pieces of a headlight swept up after a hit-and-run accident and asked to identify the car, so we would fit the thousands of pieces together like a vast jigsaw, and might be able to identify the number embossed on the back of the glass ... that would help us identify the model of the car, the make, the age, and so on, making it easier to search for the suspect ... and then, once the car was located, we could tell whether the lights had been on at the time of the accident by examining the light bulb, because there would be minute pieces of molten glass on the metal filament in the bulb ...

Interviewer So you need some fairly sophisticated equipment as well as patience ...

Dr Lafford Indeed! Now, the electron microscope is invaluable in our line of work – and it basically does two things – it gives us a fantastically detailed image, so, for example, you can tell whether a piece of hair has been broken, or cut with a pair of scissors or a knife. And it can also give you the chemical composition of a sample, so that you can take, perhaps, a tiny flake of paint on a suspect's clothing and match it with paint at the scene of the crime.

Interviewer Are you at the stage then where you could say that the evidence that you provide is foolproof?

Dr Lafford No, not foolproof. There is always room for human error and there's nothing that can be done about that ... forensics is not an absolute science – I mean, let me give you an example. Now, Sherlock Holmes might have found a strand of hair at the scene of crime, perhaps black and two inches long, that would have helped him identify the murderer on the basis that the hair matched the murderer's. Now, we also examine hair ... but in the example I gave you, perhaps one person in twenty has black hair two inches long, so we need to improve on this analysis to narrow down the number of suspects. So, we would analyze the strand of hair ... using the electron microscope, as I was saying earlier ... look at its chemical composition, whether it came from a man or a woman, see how it was cut, whether it showed any traces of particular chemicals and so on, and in that way, instead of saying that one person in twenty had hair like that, it might be one person in 500,000 or a million. That would be just about as far as we could go. Now there's no such thing as certainty ... just a balance of probability, even with the most advanced techniques of genetic fingerprinting. The

evidence we provide is there to be interpreted, and that's very important.

Interviewer Well, Dr Lafford, thank you very much. We'll take a break now, but stay with us and we'll be back ...

2.07

Examiner Now in this part of the test you're going to do something together. Here are some pictures of people in different situations. First I'd like you to look at pictures B and D and talk together about why you think these pictures were taken. You have about a minute for this, so don't worry if I interrupt you.

Male I would say that this is some sort of protest march.

Female Yeah – it certainly looks like it – they might be protesting against something that affects them sort of directly – you know, high prices, job cuts – that kind of thing. Can't quite make out exactly what it is, though. Can you?

Male Not really, but they're carrying banners and it all seems fairly peaceful and orderly. It looks as if the police are keeping things pretty much under control.

Female Yeah, but that's what they should be doing anyway, shouldn't they?

Male Of course, it's their job! Anyway, I'd imagine it might have been taken by a journalist for some news report.

Female Yeah, I think so too. But this one's quite different, isn't it? It looks more like it might have been used for a campaign, something to do with guns or gangs maybe?

Male Hmm ... Perhaps it's focusing on whether individuals have the right to carry weapons.

Female You're probably right - it's quite a controversial issue, don't you think?

Male Absolutely! And it's a very emotive one, too.

2.08

Now look at all the pictures. I'd like you to imagine you are putting together a report on civil liberties for a student magazine. These pictures have been selected to appear in the report. Talk together about how effective the pictures are in illustrating the issues related to civil liberties. Then suggest two other images which could be included in the magazine report. You have about three minutes to talk about this.

2.09

Squares like a stable environment. They are conservative and like things to be regular and orderly. They like formal routines and rituals. Squares are convergent thinkers. They work towards something specific and finite. They need specific instructions and like to be presented with a technique to carry out a task. Squares will work on a job until it is finished, even if it is repetitious, cumbersome and lonely. They are logical and systematic, but might lack personal creativity.

Rectangles like structure and regularity. At work, they like meetings and committees and like protocol to be adhered to, taking all rules and regulations into consideration. If things need to be organized amongst a group of people, then the Rectangle is most likely to make that happen.

Rectangles are convergent thinkers and work towards

something specific and finite. They are logical and systematic but may lack creativity. Rectangles like to see how things are organized and enjoy understanding the principles of a situation. They enjoy the feeling of being in control.

Triangles are goal-oriented and enjoy planning and succeeding. They tend to look at big, long-term issues, but might forget the details. When given a task a triangle will set a goal and work on a plan for it. They make good executives, setting goals and making sure they are met.

Triangles appreciate having a chart of steps to follow and take great pleasure in ticking off each item that gets done. As long as their goals are clear, triangles can be quite flexible in how to get there. Triangles are convergent thinkers and work towards something specific and finite; they are logical and systematic way but they might lack creativity.

Circles are social and above all are good with people. Communication is their first priority, and circles make sure there is harmony. When given a task, circles will talk about it. Circles are fluid and flexible, and dislike rigid plans and systems.

Circles are divergent thinkers. They are creative, extroverted, and intuitive. But they are not particularly systematic or dependable. Circles irritate convergent thinkers (squares, etc.) because they appear to lack self-discipline. Conversely, circles find convergent thinkers cold and narrow-minded.

Squiggles are individual and creative. They feel best facing new challenges and get bored with regularity. Squiggles are divergent thinkers; they are creative, extroverted, and intuitive. They are communicative but not particularly systematic or dependable.

Squiggles are best at doing something new – problem solving, etc. They need novelty to maintain their motivation. They dislike routines, plans and systems. With a squiggle you must be flexible enough to jump around a bit and avoid preconceived ideas about where things will end up.

2.10

Exam narrator You will hear five short extracts in which different people are talking about their listening skills. Look at Task 1. For questions 1–5, choose from the list A–H how each speaker reacts while listening. Now look at Task 2. For questions 6–10, choose from the list A–H what strategy each speaker adopts to process what they are hearing.

Speaker 1 I consider myself a bit of an extrovert so listening isn't exactly my strong point. I tend not to look at people when I'm listening to them – I hate to admit it, but I sometimes imagine I'm asleep when I'm in a lecture. It helps me to take in what's being said and get to the bottom line as soon as possible. I still end up taking masses of notes, though. That way it doesn't look as if I'm bored to tears and not paying attention. But if someone's rambling on in a less formal kind of setting, I have this habit of sort of interrupting them and saying 'And your point is?', which can cause a few problems.

Speaker 2 I've realized that I need to have some sort of

Part Four: Multiple Matching

You are going to read an article containing reviews of recently-published books. For questions 1-15, choose from reviews (A-F). The reviews may be chosen more than once.

Book Corner

A round-up of the latest fiction and non-fiction from Beth Young.

A Reading a new novelist is a bit like asking a stranger out on a date. You never quite know if this is the start of a beautiful relationship. You check the blurbs, the publicity photograph, and flick through the book to look for the two essentials: entertainment and substance. *Beginner's Greek* by James Collins is certainly big on the latter, weighing in at 400-plus pages. And the quotes on the back cover have the effect of a bunch of friends saying to you, 'Go on, you'll get on brilliantly'. Early indications are that this blind date could lead to a deeper relationship. *Beginner's Greek* is described by *The New York Times* as a "great big sunny lemon chiffon pie of a novel" about romantic love amongst the American middle classes. It is indeed delicious.

B In Manil Suri's second outing *The Age of Shiva* we have a broad-sweeping, epic novel with an unforgettable heroine so wilful yet flawed that it calls to mind that other famous leading lady, Scarlett O'Hara in *Gone With the Wind*. The story begins at a firework party in Delhi where Meera falls disastrously in love. We follow her journey to Bombay, marriage and obsessive motherhood, with occasional flashbacks to a childhood that was marred by political turmoil. Mathematics professor, Suri, captures the fluidity of the role of women with a beautiful kind of precision.

C Devotees of playwright David Mamet, whose screen work includes *Wag The Dog* and the award-winning *Glengarry Glen*

Ross may be less than enamoured of Ira Nadel's new biography, *David Mamet: A Life in the Theatre*. It may seem churlish to question the minutia of incidents that abound in this comprehensive tome, but whilst Nadel is clearly striving for accuracy one feels there ought to have been more sifting, more mining for the gold amongst the biographical trivia. In addition, Nadel's tone is somewhat dry and academic and seems at odds with the brilliance of David Mamet's own writing. That said, the book offers a sound introduction to the life and career of the man hailed as one of America's most outstanding writers.

D Can any Mother help me? is the true story of a desperately lonely mother who, in 1935, appealed to other women through the letters page of a women's magazine. Writing under a pseudonym, the woman known as Ubique (meaning 'everywhere') little realised that she would be the trigger for the launch of a new and private magazine that would last for the next fifty years. The Cooperative Correspondence Club was formed to offer comfort and support to wives, often well-educated women, who craved stimulation beyond the drudgery of family life. Jenna Bailey has done a superb [JOB](#) of organising and editing this compendium, adding her own insightful commentary.

E Subtitled, *The Life and Times of Henry Howard, Earl of Surrey*, Jessie Child's debut historical biography, *Henry VIII's Last Victim*, was the worthy winner of last year's Elizabeth Longford Prize. Henry Howard's victim status is owing to the fact that he was the final person to be executed by King Henry VIII, a mere nine days before the king himself expired. Although killed ostensibly for treason, the Earl of Surrey's only real crime it seems was leading an unsuccessful army campaign in France. Only 29, he was also a distinguished poet with a fine literary voice, a persona which refutes his reputation as the spoilt son of the Duke of Norfolk.

F This is the 25th outing for T. Keneally but he's lost none of his writing powers. *The Widow and Her Hero* takes real life events during the Second World War as its inspiration and builds a tale of love and intrigue. Grace looks back on her life to recall her courtship with the hero of the title, the handsome Captain Leo Waterhouse. Leo is tragically killed whilst on a secret mission but it is many years before Grace discovers the facts about his death. Keneally made fans galore when *Schindler's Ark* was published and later made into the award-winning Steven Spielberg film, *Schindler's List*. *The Widow and Her Hero* will bring him even more fans.

In which review are the following mentioned?

- 1) A story in which someone is unaware of the impact of their action.
- 2) A description of the opening scene.
- 3) An author who exemplifies source material with their own analysis.
- 4) A humorous comparison with a real-life situation.
- 5) A character who finds out the truth about a situation.
- 6) A hint that the author's future writing career will be positive.

- 7) A book that would be appreciated by people without much previous knowledge of the subject.
- 8) A book which has already won critical acclaim.
- 9) A book which includes too much factual detail.
- 10) A book which is a collection of contributions from other people.
- 11) The title of a book that was changed.
- 12) A mention of the profession of the author.
- 13) A book that describes someone who was treated unfairly.
- 14) A comparison between the main character and another, well-known one.
- 15) The style of writing failing to match the subject matter.

KEYS:

CAE READING

1. Multiple Choice

1. A	2. D	3. B	4. D	5. B	6. D
------	------	------	------	------	------

2. Gapped Text

1. D	2. E	3. F	4. B	5. A	6. G
------	------	------	------	------	------

3. Multiple Choice

1. A	2. D	3. B	4. D	5. B	6. D	7. B
------	------	------	------	------	------	------

4. Multiple Matching

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
D	B	D	A	F	A	C	E	C	D	F	B	E	B	C



4 LISTENING

Money vocabulary

- 1 Explain the meanings of the underlined C1-level expressions.
- The company will survive as long as it breaks even, but if it makes a loss it may go out of business.
 - Affluent people often have two large homes, whereas even a small flat may be unaffordable for the poor.
 - Customers whose accounts are overdrawn must pay 15% interest on money owed to the bank.
 - This was once a prosperous town, but since the recession many firms have gone bankrupt.
 - If you're well-off you can afford to save each month but if not, you'll find it hard to make ends meet.
 - The gross income of an average worker is currently taxed at a rate of 25%.
 - You can make a small saving on socks in that shop, but don't buy T-shirts there. They're a real rip-off.
 - The firm doesn't have enough funds to repair the damage, but the insurance will cover it.

Part 3

Exam tip

Don't choose an option until the speaker has finished talking about that point.



- 2 Discuss these questions, using expressions from Exercise 1 where possible.
- When young people go away to study, where does their income come from and what are their outgoings?
 - Why do some get into financial difficulties and how can they resolve them?

Quick steps to Listening Part 3

- Read the instructions for information about the speaker.
- Underline the key words in the first line of each question. They help you focus on what you need to listen for.
- Choose the option that expresses the same idea as what you hear: you won't hear exactly the same words.

- 3 **1.10** Underline the key words in the first line of each question, e.g. *choice*, *account* in question 1. Then listen and do the exam task.

Exam task

You will hear an interview with a student called Liam, who talks about the financial difficulties he faced during his first year at university. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Liam's choice of bank account was based on
 - the availability of interest-free overdrafts.
 - the gift from the bank to new student customers.
 - the location of the nearest branch of the bank.
 - the high credit limit on credit cards for students.
- Liam believes the most useful student discounts are for
 - travelling by rail.
 - going to the cinema.
 - eating out.
 - online shopping.
- Following the theft of his laptop, Liam wished he had
 - taken his possessions with him during the vacation.
 - thought about the need for insurance cover.
 - made sure his room on campus was more secure.
 - used a stronger password to protect his data.
- Liam was surprised to discover how much he had been spending on
 - social activities.
 - loan repayments.
 - clothes shopping.
 - taxi fares.
- When he got into debt, Liam felt
 - confident he could deal with the situation on his own.
 - annoyed that nobody had warned him that could happen.
 - unconcerned as he knew his parents would help him.
 - apprehensive about what the lenders might do next.
- What advice does Liam give to others who are in debt?
 - Take out a longer-term loan to pay off the immediate debt.
 - Spend nothing until you have saved enough to clear the debt.
 - Set up a regular repayment plan for a fixed period of time.
 - Negotiate a lower interest rate with those you owe money to.

- 3 A SIM card with credit is bought, the cost of each call/text is deducted, more credit is added to the account.
 4 An item is chosen from a list, a bid is made, the item is won, the payment is made online, the item is sent to the winner's address.

Sentences with *It*

- 2 It is thought that more than 50% of households now use online shopping.
 3 It's claimed that pay-as-you-go mobile phones are cheaper to use.
 4 It has been estimated that twenty million people have bought items on eBay.

- 3 1 c not to have your bicycle stolen
 2 a we don't want the money (to be) wasted
 3 b you get it repaired.

4 Suggested answers

- 1 Yes, I must get / have it repaired. 2 I want it cut short, please. 3 I told them I'd had a lot of items stolen.
 4 I would have / get all my meals made for me by a top chef.

- 5 1 had my old printer fixed by 2 it had not / hadn't been held up 3 want a smart new suit made 4 is believed to have been caused 5 had his bank account closed because 6 was reliably reported yesterday

READING AND USE OF ENGLISH

- 1 1 in order to do something 2 except 3 much less
 4 In the first place 5 in general 6 more than anything else
 7 forever 8 for now but not permanently

2 Suggested answers

- 1 selling it. 2 get a new car. 3 tourism. 4 I'll have to make do with this old one. 5 an Australian. 6 everyone is now online. 7 I get a well-paid job. 8 I want to see the world.

Part 2

3 Suggested answers

- 1 Thinking that it would never happen, or become popular.
 2 Those that make people's lives easier and also conserve energy.

- 4 Fixed phrases: 1 all about 4 a (long) history 5 by and 8 well

Exam task

- 1 about 2 which 3 From 4 of 5 large 6 are
 7 both 8 may / might / could well

LISTENING

- 1 1 neither makes money nor loses money; spend more than it earns 2 having lots of money; too expensive for people to buy 3 having had more money taken out than was in the account; money charged by a bank for borrowing

- 4 financially successful; cannot pay debts so unable to continue in business 5 having a lot of money; have just enough money for essentials 6 total before tax; made to pay tax 7 spending less money than usual; unfairly expensive (informal) 8 money to pay for something; provide financial protection

Part 3

3 Suggested answers

- 2 believes, most useful, discounts
 3 theft, laptop, wished 4 surprised, how much, spending
 5 debt, felt 6 advice, in debt

Exam task

- 1 B 2 D 3 A 4 B 5 A 6 C

Recording script

You'll hear an interview with a student called Liam, who talks about the financial difficulties he faced during his first year at university. For questions 1–6, choose the answers (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

Int: My guest today is Liam Callaghan, a second-year history undergraduate who had some difficulties managing money when he went to university. So Liam, as a student suddenly living on your own in another city, I suppose the first thing you had to do was set up a bank account. How did you decide which bank to choose?

Liam: I'd already arranged a student loan and to be honest my only concern was getting my hands on the cash as easily as possible. All the main banks had branches on campus which meant any of them would do. And I wasn't bothered about things like how much they'd let you borrow on a credit card, or whether they'd let you overdraw without having to pay interest. So (1) it came down to what they were giving away in an attempt to attract people like me.

In the end I opted for the one offering the clock radio in the hope it would get me up in the mornings, though it wasn't very successful in that respect.

Int: And how did you get on managing your finances? Did you find having a student card made things much cheaper?

Liam: Yes and no. Things like cut-price tickets to see films are fine if that's what you like doing, but I'd rather stay at home with a take-away meal on my lap as I watch DVDs. (2) Now they are something you can make quite a saving on, with some websites giving a percentage off if you're in full-time education. The same goes for textbooks and other stuff you need. I also saved a lot on long-distance coach fares, much more than going by train. People talk about how a student railcard can save you money, but the fact is you get a better deal by booking your tickets in advance, like everyone else.

Int: Did you go home during the holidays, or stay in the hall of residence?

Liam: I went home at Easter, though unfortunately while I was away my room was broken into, and my laptop stolen.

Int: Really?

Liam: Yes, (3) I shouldn't have left valuables there. I realise that now. Especially as they weren't insured. I'd assumed they'd be covered by my parents' policy because I'd got them to extend their contents insurance to cover my things while I was away, but when I tried to claim I was told it only applied during term time. The laptop was the biggest loss, both financially and in terms of losing all the study notes I had on it, not that they'd be any use to anyone else even if they could access the files. A friend asked me why it was so easy for them to get into my room, but the truth is there's not much you can do to keep determined thieves out when almost everybody's away.

Int: That must have been a shock for you. Did you have to replace the laptop yourself?

Liam: Yes, and it was at that point I noticed I was spending too much overall. It wasn't that I was splashing out on suits or shoes or anything like that, or going to expensive nightclubs and restaurants. Actually, if my friends and I did go out, we'd usually just have a coffee somewhere and share a cab home, which actually worked out cheaper than taking the bus. (4) No, what was taking me over budget was paying back some cash I'd borrowed a few months earlier. I'd got it from one of those money shops without working out the true interest rate.

Int: So now you owed money. How did you feel about that?

Liam: Well, in situations like that it's always easy to say somebody should've warned you, but really I had no-one else to blame but myself. I also knew that my family weren't in a financial position to come to my rescue so (5) it was up to me to sort it out. I didn't doubt my ability to do so as long as the people I owed money to kept their side of the agreement, and I had no reason to believe they wouldn't. It all worked out in the end, but it wasn't an experience I'd care to repeat.

Int: What would you advise other students in that situation to do?

Liam: Firstly, to face up to reality. There's no way the debt will go away and there's no chance of talking lenders into charging you less interest on it, so all you can do is (6) find out the minimum amount they'll accept over how many months, make a deal on that basis and stick to it. There's always a temptation to relieve the pressure by borrowing elsewhere and paying that back over a longer period, but all you're doing then is prolonging the situation. Of course, to reduce any debt you've got to cut back on your spending, though I wouldn't recommend going without essentials. Yes, you have to economise – but don't forget to eat.

Int: Liam Callaghan, many thanks.

SPEAKING

1 Suggested answers

1 opinion, view, feeling 2 point 3 seems, appears
4 see, understand 5 honest, frank 6 'm concerned, know,
can tell 7 believe, think 8 my

Part 4

2 1 E 2 S 3 S 4 B 5 B 6 S

3 for one thing, because, the point is, so, it's clear that, I mean, in fact, because

Recording script

Teacher: For young people, what are the advantages and disadvantages of being financially independent from their parents?

Answering strategy

- 1 Read the title and the text quickly, ignoring the spaces and the words on the right.
- 2 Read each complete sentence where a word is missing and try to guess what part of speech the word will be.
- 3 Try to change the words on the right into the parts of speech you are looking for.
- 4 Check that each word fits into the sentence grammatically and makes sense.
- 5 Read the full text to check that it makes sense.

Question hints

Questions test vocabulary in context. As well as adding prefixes or suffixes, you may need to change other letters to form the word you need. Remember that the word you need may have the opposite meaning to the word in capitals.

Q1 You need to add both a prefix and a suffix to form the part of speech you need.

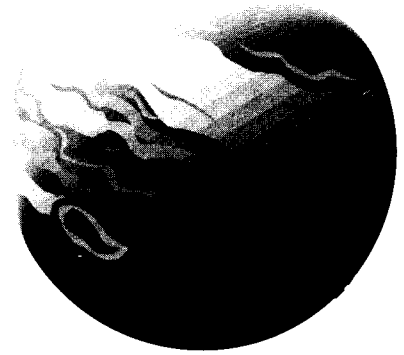
Q2 You need to change the meaning of this word by adding a prefix or a suffix.

Q8 You need to change letters as well as adding a suffix.

Q10 The context indicates whether this word should be positive or negative in tone.

For questions 1–10, read the text below. Use the word given in **capitals** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

The mysteries of the skies



Three hundred and fifty years before the first men looked down on the **(0) amazingly** beautiful surface of the moon from close quarters, Galileo Galilei's newly built telescope **(1)** him to look at the edge of the hitherto mysterious sphere. He saw that the apparently **(2)** surface was not divinely smooth and round, but bumpy and imperfect. He realised that although the moon might appear **(3)**, resembling a still life painted by the hand of a cosmic **(4)**, it was a real world, perhaps not so very different from our own. This amounted to a great **(5)** hardly to be expected in his day and age, although nowadays his **(6)** may appear to some to be trivial and **(7)**

- AMAZE**
- ABLE**
- LIVE**
- ACT**
- ART**
- ACHIEVE**
- CONCLUDE**
- SIGNIFY**

Not long after Galileo's lunar observations, the skies which had previously been so **(8)** revealed more of their extraordinary mysteries. Casting around for further wonders, Galileo focused his lens on the **(9)** planet of Jupiter. Nestling next to it, he saw four little points of light circling the distant planet. Our moon it appeared, perhaps **(10)** in the eyes of those fearful of what the discovery might mean, was not alone!

- ELUDE**
- STRIKE**
- FORTUNE**

But while we're constantly being urged to take up leisure activities like aerobics, and take herbal supplements to improve our health, they usually end up as just more things to add to an ever-expanding 'do' list. Setting unrealistic goals for ourselves is one of the most common reasons for feeling you're losing your grip. But there's an obvious solution – simply lower your expectations.

One of the most common causes of inadequacy is failure to prioritise. Often, people begin their day by writing long lists of what needs doing. It's better to make lists with two sections – one for things that really have to be done today, the other for things that can be dealt with only if you have time. That way, if you manage to do any of the second list, you'll feel you're ahead.

Extract 4

For some, plunging down an icy Welsh river may have all the appeal of do-it-yourself dentistry, but going white-water rafting in Britain has its benefits – it's accessible (you can book up on the spot!), and a cheap way to learn the ropes before moving on to more challenging rivers abroad. And if Hollywood stars like Meryl Streep can do it, so can you.

The Snowdon Centre receives 50,000 visitors a year, including the British Olympic canoe and kayak teams. All rapids have an international grading system from one to six (the latter can't be attempted without 'risk to life'). This Centre's rapids are graded three to four. A bit tame? Not at all. According to the Centre's coaching manager, the course is steep, rocky, fast and challenging. After getting kitted up, there's a safety briefing before the 2 km run. When you come to rapids with names like Ski-Slope and The Graveyard, your guide will steer and keep control as you navigate through them. The river is dam-controlled so there's usually a sufficient flow, but call ahead to double-check.

Unit 2

Reading Part 4

1D 2A 3C 4C 5D 6C 7D

(2 marks per question)

Use of English Part 5

- 1 Somebody who lacks direction, like a floating boat which is not fastened or controlled by anyone.
- 2 *Really?; Indeed!*
- 3 *put you in a box*

4 *spooky*

5 Points to include:

- finding a suitable job
- preventing office arguments
- coping with your emotional life
- understanding ourselves better

(Q1–4, 2 marks per question; Q5, 4 marks for content, 10 marks for summary skills)

See page 97 for the Summary marking scheme.

Use of English Part 2

- 1 enabled
- 2 lifeless
- 3 inactive
- 4 artist
- 5 achievement
- 6 conclusion
- 7 insignificant
- 8 elusive
- 9 striking
- 10 unfortunately

(1 mark per question)

Listening Part 2

- 1 science / scientific discoveries
- 2 cloth
- 3 teacher
- 4 one of his students / his student / a student
- 5 society
- 6 burning down
- 7 tradesmen
- 8 creativity
- 9 pessimism

(1 mark per question)

Tapescript

Presenter: And now a talk by Brian Willis about H.G. Wells, the well-known science fiction writer.

Brian: At the end of the nineteenth century, people were excited by new scientific discoveries which seemed to promise so much for the future. And no writer expressed this feeling so much as H. G. Wells.

Part 2

For questions 16-25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers in CAPITAL LETTERS on the separate answer sheet.

Example:

0	C	O	M	M	O	N	L	Y											
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

The Donnelly Family

Lucan, Ontario, (0) *commonly* regarded as a sleepy rural town was, in fact, **COMMON**
 the setting for one of the (16) *bloodiest* feuds Canada was ever to **BLOOD**
 witness. This feud was to become known as the most horrible
 and (17) *infamous* in the modern history of the nation. The **FAME**
 setting for this real-life dramatic tragedy was the early part of the 19th century.
 The chief players in this (18) *notorious* conflict were the Donnelly family. **NOTORIETY**
 The Donnelly clan, who were of Irish (19) *extraction*, first **EXTRACT**
 (20) *emigrated* to the Americas in the late 1840s. **MIGRATE**
 (21) *Reputedly*, within moments of descending from the train in Lucan, **REPUTE**
 James Donnelly, the family patriarch, was to become embroiled in a quarrel
 which would set the stage for the long-lasting blood-letting which was to
 follow. The feud fought between "the Black Donnellys" and the simple
 town folk of Lucan was to last for the better part of thirty-three years. It
 entailed murders, barn-burnings, stage coach (22) *robberies* and **ROB**
 train (23) *derailments*. The scale and diverse forms of **DERAIL**
 (24) *barbarism* displayed by the Donnellys in the atrocities committed **BARBARIC**
 against their enemies must be considered as horrors (25) *unparalleled* **PARALLEL**
 since the times of the Medieval Crusades.

Part 3

For questions 26-37, read the two texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

THE DALES

When it rains in Yorkshire, visitors tend to seek out a warm, dry and inviting refuge. Anoraks dripping, they (26) either for a cup of

Yorkshire tea in a local café, or in search of a dream house at the nearest estate agent. Superb views, rural peace and tranquillity – the dales have it all and there is a huge (27) for holiday cottages. The jewel in the crown for many is the cottage that needs (28) up. However, they tend to be few and far (29)

Fortunately, there is a lot of Yorkshire to (30) round. A generous smattering of 'wuthering heights' still remain pac-a-mac (31) , despite the scores of tourists escaping the exhaust fumes and stresses of city life.

- | | | | | | | | | |
|----|-------------------------|-----------|------------------------------------|--------|------------------------------------|-------------|------------------------------------|----------|
| 26 | <input type="radio"/> A | head | <input type="radio"/> B | turn | <input type="radio"/> C | steer | <input type="radio"/> D | wander |
| 27 | <input type="radio"/> A | uptake | <input checked="" type="radio"/> B | demand | <input type="radio"/> C | requirement | <input type="radio"/> D | claim |
| 28 | <input type="radio"/> A | restoring | <input type="radio"/> B | making | <input checked="" type="radio"/> C | doing | <input type="radio"/> D | building |
| 29 | <input type="radio"/> A | about | <input type="radio"/> B | around | <input checked="" type="radio"/> C | between | <input type="radio"/> D | beyond |
| 30 | <input type="radio"/> A | pass | <input checked="" type="radio"/> B | go | <input type="radio"/> C | spread | <input type="radio"/> D | share |
| 31 | <input type="radio"/> A | clear | <input type="radio"/> B | empty | <input type="radio"/> C | void | <input checked="" type="radio"/> D | free |

SAILING IN STYLE

What unadulterated luxury – enjoying the view of the island from our four-masted clipper. This was cruising in style, a cut (32) the usual sailing holiday. There was to be plenty of time to spend (33) , and I couldn't wait. Not that I'd had enough of our ship; the wooden decks, brass fittings and the (34) rustle of the wind in the rigging was magical. Rounding the cape, I could (35)

the row of harbour buildings shining white against the green of the hills. The island was (36) unspoiled, unadorned by the usual trappings of tourism. The islanders' way of life had resisted the pressures of commercialisation and remained intact. My first stop would be the market, where bargains galore were to be had. I was looking for traditional rugs and lace that would fetch a good price in my London shop. I was (37) work with pleasure but the emphasis was decidedly on the latter.

- | | | | | | | | | |
|----|------------------------------------|----------|-------------------------|-----------|------------------------------------|------------|------------------------------------|------------|
| 32 | <input type="radio"/> A | beyond | <input type="radio"/> B | over | <input checked="" type="radio"/> C | above | <input type="radio"/> D | away |
| 33 | <input type="radio"/> A | aboard | <input type="radio"/> B | adrift | <input type="radio"/> C | aground | <input checked="" type="radio"/> D | ashore |
| 34 | <input checked="" type="radio"/> A | soothing | <input type="radio"/> B | seething | <input type="radio"/> C | sustaining | <input type="radio"/> D | slanting |
| 35 | <input checked="" type="radio"/> A | make out | <input type="radio"/> B | pick up | <input type="radio"/> C | come upon | <input type="radio"/> D | set down |
| 36 | <input type="radio"/> A | highly | <input type="radio"/> B | scarcely | <input type="radio"/> C | roughly | <input checked="" type="radio"/> D | relatively |
| 37 | <input type="radio"/> A | relating | <input type="radio"/> B | attaching | <input type="radio"/> C | adding | <input checked="" type="radio"/> D | combining |

HOW TO DO KEY WORD TRANSFORMATION EXERCISES

EXAMPLE :

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 The CEO decided to cancel the meeting.

CALL

The meeting the CEO.

The gap can be filled by the words “was called off by” so you write:

Example:

0

WAS CALLED OFF BY

Write **only** the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

How to do this exercise

- 1) To start with , you need to notice that you are dealing with a passive sentence. This is easy to see if you notice that the object in the original sentence has been turned into the subject in the second sentence.
- 2) You need to know the phrasal verb CALL OFF.
- 3) You need to have knowledge of the structure of a passive sentence so as to link the subject to the object with the word BY.

MARKING

Two marks will be awarded per each correct answer.

You will be given 1 mark for using CALL OFF.

You will get another mark for using the passive voice correctly.

AGO to SINCE/ SINCE to AGO

SINCE to FOR / FOR to SINCE

Ago and Last are used with the simple past (I moved to Rome five years **ago**/last month).

For is used to talk about something that happens/happened over a **period of time**

- I've been painting this wall for three hours.
- We've known each other for at least 10 years.
- I've worked in this company for more than 20 years.

Since is used when we state when something started.

- I've been painting this wall since 8 a.m.
- We've only known each other since /Monday / last week/ last month /2005.
- I've worked in this company since 1995.

As a preposition , **Since** cannot be used with duration.

We cannot say: since 20 minutes , we will say for 20 minutes (duration is expressed with for.)

It's been a long time **since** I last played football.

FOR

I*haven't played football for*a long time.

It's been two years now **since** he started working for us.

BEEN

He.....*has been working for us*.....for two years.

They moved to England nine years **ago**.

SINCE

It's *...(been) six years since they* moved to England.

It's four months **since** I last visited my uncle John.

LAST

The *...last time I visited my*uncle John was four months **ago**.

Adolf Hitler has been dead **for** over 70 years.

BEEN

Adolf Hitler *...has been dead since*1945.

They have been dating **for** a week.

LAST

They..... *have been dating since last*....week.

ACTIVE VERB FORM to PASSIVE VERB FORM

ACTIVE VERB FORM FORMULA

SUBJECT VERB OBJECT
Doer of the action + verb + receiver of the action
The technician is fixing the PC

PASSIVE VERB FORM FORMULA

OBJECT PASSIVE VERB SUBJECT
Receiver of the action + be + past participle + by + doer of the action
The PC is being fixed by the technician

The employers have not found **a person** for the job yet.

BEEN

A person for the job ...*has not been found* yet.

They are blaming **him** for the mistake.

IS

He ...*is being blamed for*the mistake.

The union have cancelled **the strike**.

HAS

The strike*has been cancelled* by the union.

Did your teacher tell **you** off?

BY

Were.... **you** *told off by*.... your teacher?

They say **he** killed his dog.

HAVE

He is*said to have killed* ...his dog.

They say he killed his dog.

BEEN

It...*has been said that* ...he killed his dog.

They say that there are more cows than people in Ireland.

THAT

It is...*said that there are more*cows than people in Ireland.

People think that he has fled the country.

HAVE

He... *is thought to have fled*... the country.

People thought they had won the competition.

TO

They*were thought to have won*the competition.

KEY WORDS: People say that / They say that / It is said that / It has been said that
He/She/They,etc is/are said to be/have / People think,etc.

TIP : Object in the original sentence becomes the subject in the passive sentence.

CONDITIONAL SENTENCES

- Zero Always true : **Simple present + Simple present**
1st A possibility and the possible result : **Simple present + Simple future**
2nd A hypothetical possibility and its possible result :
Simple past/ Present conditional OR Present continuous conditional
3rd An hypothetical past condition its possible result in the past :
Past perfect + Perfect conditional

You are not allowed to stay in the country unless you get a visa.

ONLY

You can...**only stay in the**country if you get a visa. Zero

I won't wash the dishes unless you help me.

LONG

I'll wash the dishes ...**as long as you**help me. 1st

I'll lend you money on condition that you pay me back next week.

IF

Only...**if you pay me back**.. next week will I lend you money. 1st

I'll do the ironing , if you tidy up the room.

PROVIDED

I'll do the ironing ...**provided that you** ... tidy up the room. 1st

I think you should ask the boss for a pay rise.

WERE

If ...**I were you I would**....ask the boss for a pay rise. 2nd

I would like to buy a brand-new car , but I need to win the lottery.

WOULD

If I**won the lottery I would**...buy a brand-new car. 2nd

You're angry because you seem to care what she thinks about you.

YOU

If ..**you didn't care** ...what she thinks about you, you wouldn't be angry. 2nd neg

I did it because I thought it would be interesting.

DONE

I ...**wouldn't have done it**.. if I had thought it wasn't interesting. 3rd

With more money, I would have been able to buy a better laptop.

HAD

I would have been able to buy a better laptop....**if I had had** ...more money. 3rd

Conditional Conjunctions + Key words :

As long as / so long as / provided (that) / on (the) condition that / unless / only if /

If / in the event of / in case of, etc / WOULD, WERE, IF , BECAUSE, SHOULD.