

CAMBRIDGE



Complete CAE



Workbook *with answers*

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Unit 1 Our people

Grammar

Verb forms to talk about the past

- 1 Read part of a story about a woman returning home and then put the verbs in brackets into the correct past tense.

As Anne drove west, she (1) *felt* (feel) almost as though she were driving in a dream. But as she (2) (get) closer to home, there was an excitement she (3) (not experience) for years. She (4) (live) abroad for so long that she (5) (forget) what it was like to feel that you really belonged somewhere. Her family were there, in her village, and they (6) (wait) for her. As she (7) (come) over the hill, the view (8) (be) the same as it (9) (always / be). She noticed a young man who (10) (walk) purposefully towards the centre of the village. As the car drew near, he (11) (turn) and (12) (nod) as people do in this part of the world. She (13) (not realise) until then that it was Niall, a boy she (14) (babysit) many times when she was a teenager. So not everything (15) (stay) the same. Anne herself (16) (also / change) of course. The night before, she (17) (stay) in a hotel in Dublin and the receptionist (18) (ask) her '(19) (you / be) to Ireland before?' But what could she expect when her accent (20) (almost / disappear)?



- 2 Read each pair of sentences and then answer the question which follows.

- 1 A Katrina studied Portuguese when she arrived in Brazil.
B Katrina has been studying Portuguese since she arrived in Brazil.

In which sentence is Katrina still in Brazil? B.....

- 2 A My brother was always borrowing my things when we were teenagers.
B My brother always borrowed my things when we were teenagers.

In which sentence does the speaker seem slightly irritated?

- 3 A Has Richard rung this morning?
B Did Richard ring this morning?

In which sentence is it still morning?

- 4 A My school team won the regional championship five times.
B My school team has won the regional championship five times since 1997.

In which sentence does the speaker think the team might win the regional championship again?

- 5 A When Giulia got home, her friends made her a meal.
B When Giulia got home, her friends had made her a meal.

In which sentence was the meal ready when Giulia arrived?

Used to

- 3 Look at the past tense verbs in these sentences. Rewrite any sentence where the verb can be replaced by *used to*. Write 'No' for any sentence that cannot be changed.

Did parents use to be

- 1 ~~Were parents~~ stricter with their children fifty years ago, do you think?
- 2 After I left school, I went abroad twice to work as an au pair.
- 3 People wrote letters by hand or on a typewriter until computers became widespread.
- 4 Is lunch still as important in your country as it was?
- 5 My father has worked in different countries so I've been to lots of different schools.
- 6 I spent last summer helping my grandparents decorate their house.
- 7 Did you get as stressed at your last job as you do here?
- 8 I speak Russian quite well as I studied it for four years.
- 9 Japanese people didn't eat as much chicken or pork in the past as they do now.
- 10 Wasn't there a factory on this site until a few years ago?

Used to and be/get used to

- 4 Look at these sentences written by CAE students. Find the mistake in each one and then correct it.

- 1 The children hate walking because they are ~~use~~^{used} to going everywhere by car.
- 2 Some students are used to eat a snack during classes.
- 3 Hockey didn't used to be very popular in Spain.
- 4 Even if you find joining a new school difficult at first, you will soon get used to.
- 5 Were you used to work under pressure in your old job?

- 6 If you do not used to walking every day, you will find a trekking holiday very difficult.
- 7 Have you got used to cook for yourself?
- 8 Jose use to be a good swimmer when he was younger.
- 9 Travel helps you be used to different ways of doing things.
- 10 Laura was used to have a lot of noise around her because she came from a big family.

Vocabulary

Collocations with *give*, *do* and *make*

- Look at these sentences written by CAE students and then choose the correct verb.

- 1 Our college (gives) / *makes* us a wide choice of subjects to study.
- 2 The students were asked to *give/make* their opinions about the new menu in the canteen.
- 3 We *do/make* a lot of business with American companies.
- 4 I would like your newspaper to *do/make* me an apology.
- 5 I have *done/made* hundreds of exercises on grammar and vocabulary this week.
- 6 We can *give/make* a discount to our regular customers.
- 7 The strike didn't *do/make* any harm to local businesses.
- 8 Silva *gave/made* a remark about her sister which I thought was a bit unkind.
- 9 The college hopes to *do/make* a profit by selling its magazine.
- 10 The bus company has *done/made* improvements to the services it offers.
- 11 It is too late to repair some of the damage *done/made* to the environment.
- 12 It is worth *doing/making* an effort to look back at what you've learnt.
- 13 Nowadays both men and women *do/make* the housework but it wasn't like that in the past.
- 14 You will have to *do/make* your own bed every morning while you are living here.
- 15 The band *gave / made* the best performance of their lives last night.

Reading Part 3

You are going to read an extract from an autobiography. For questions 1–7, choose the answer (A, B, C or D) which you think fits best according to the text.

A Visit Home

Amid the swarming, clattering travellers, railway staff and suitcases, I saw the thick, dark eyebrows of my brother Guy lift by approximately one millimetre in greeting as I came down the steps of the footbridge and out into the station forecourt. Guy speaks like most men in the village we come from, i.e. not at all until he has spent five minutes considering whether there are other means of communication he can use instead. His favourites are the eyebrow-raise, the shrug, and the brief tilt of his chin; if he is feeling particularly emotional, he may perform all three together. That morning, as I worked my bags through the other passengers, he kept his eyebrows raised. Standing in his work clothes, he looked rather out of place, resembling a large, solitary rusty nail in the midst of, but apart from, the crowd of people: his steel-capped boots, battered, formless jacket and heavy stubble seemed to be causing many people to give him a wide berth, diverting their path to the exit rather than heading for it directly.

line 10

line 18

'Hello, Guy,' I said.

'Now then,' he replied. 'Give me one of your bags.'

'Thank you,' I said, and passed him a large bag.

'Whatever have you got in here?' he exclaimed.

My brother is appalled by indulgences such as luggage, although his exclamations are less aggressive than resignedly bemused. With Guy, you have to understand that when he asks what on earth you've got in a bag, it is a way of saying, 'Hello, how are you?'

'It'll be the computer that's heavy. And there are some books,' I explained.

'Books,' he said wearily, shaking his head.

'Sorry.'

'Doesn't matter,' he said. 'It's not that heavy.' He yanked the bag up onto his shoulder.

'It's nice to see you, Guy.'

Guy raised his eyebrows and chin five millimetres, and strode off towards the car park.

I felt relieved by his distracted, unemotional expression

because it was usual: since he was a small child he had gone through much of life looking as if he was pondering the answer to a complex mathematical problem. But as I caught up with him and looked at him from the side, I noticed dark half-circles below his eyes.

'Are you all right, then?' I said.

He raised his eyebrows again, and blew out through pursed lips. He looked as if he were trying to pop the features off his face. Then he gave me the sort of consolation smile you give people when they've asked a stupid question, batted his lashed black-brown eyes and shrugged.

'You look a bit worn out,' I said.

'I should think I do,' he said. 'I've been doing twelve-hour days on the farm since July. Sling your bags into the back of the van then.'

This was not as straightforward as he made it sound. He used the van as a workshop, storage unit and mobile home, and so as well as the usual driving-dregs of sweet wrappers and plastic bottles, there was farm equipment of an often surprising scale – straw bales, black polythene barrels, bundles of shovels and forks, metal toolboxes which were themselves almost as large as small cars, and other tools which I did not recognise or understand. Intermingled with that were random, inexplicable household articles: sofa cushions, half a dozen plant pots and a roll of carpet.

I gingerly balanced my bags on some boxes, and then walked round the van and climbed into the front passenger seat. Guy stamped down the accelerator and we shot out of the car park. Guy looked straight ahead into the traffic, lifted his eyebrows and moved his mouth in what may or may not have been a grin. As we drove through the city, I watched his face to try to catch his expression when the half-grin lapsed, but he just lost himself in nonchalant concentration on the other cars and vans around us. For something to do, I turned on the radio and began retuning it. This caused a very loud static noise to fill the cab, and Guy to jerk round in his seat, shouting, 'Don't fiddle with that radio.'

I snapped it off, and looked at him again. 'Sorry.'

'Never mind,' he said. 'It only plays one station and it

takes me ages to get that. There are some CDs in the glove compartment. Put one of those on instead.'

I put a CD on but as we accelerated off at the bypass roundabout the music was drowned out by the engine noise anyway.

It takes only twenty minutes to drive through the hills to our village, but that day the journey seemed to take forever. Neither of us could think of anything to say to each other so Guy pretended to concentrate on the speed of his windscreen wipers which were keeping the driving rain off the windscreen so he could see the road ahead. I, on the other hand, leant my forehead against the side window, looking out at the scenery which was so familiar to me but was actually obliterated by the horizontal rain.



Richard Benson, author of extract 'A visit home', signing copies of his book *The Farm*.

- 1 What aspect of Guy's personality is the writer reinforcing when he says 'if he is feeling particularly emotional, he may perform all three together' (lines 10–11)?
 - A His facial expressions are difficult to interpret.
 - B His speech is always backed up by non-verbal expressions.
 - C He is very controlled when expressing his feelings.
 - D He can give out conflicting messages about what he is thinking.
- 2 What is meant by many people giving Guy 'a wide berth' (line 18)?
 - A People were staring at him because of the way he looked.
 - B People were getting annoyed with him because he was in their way.
 - C People did not understand what he was doing there.
 - D People did not feel comfortable getting too close to him.
- 3 How does the writer feel when Guy complains about his bag?
 - A He knows he shouldn't take the complaint seriously.
 - B He thinks Guy is making an unnecessary fuss.
 - C He wishes Guy had not greeted him with a complaint.
 - D He is embarrassed about bringing so much luggage.
- 4 As they walk towards the car park, the writer realises that
 - A he is not being sensitive enough about Guy's situation.
 - B there is a change in Guy's normal behaviour.
 - C Guy's expression seems more worried than usual.
 - D he had more reason to be concerned about Guy than he initially thought.
- 5 What does the writer exaggerate when he is describing the back of the van?
 - A the combination of items
 - B the size of some of the contents
 - C how old some of the contents were
 - D how many items were unnecessary
- 6 Guy gets annoyed in the van because
 - A the radio doesn't work properly.
 - B he prefers to listen to CDs.
 - C the radio made a terrible noise.
 - D his brother touched the radio.
- 7 What does the writer say about the journey in the van?
 - A He preferred to look out at the countryside rather than talk.
 - B He didn't speak to Guy because the driving conditions were difficult.
 - C The fact that they travelled in silence seemed to make it longer.
 - D It was much slower than usual because of the weather.

Listening Part 4

2 You will hear five short extracts in which people are talking about their friends.

TASK ONE

For questions 1–5, choose from the list (A–H) how each speaker originally met their friend.

- A at a musical event
- B on public transport
- C through a relative
- D at school
- E through another friend
- F at work
- G at a sporting event
- H as a neighbour

While you listen you must complete both tasks.

Speaker 1 **1**

Speaker 2 **2**

Speaker 3 **3**

Speaker 4 **4**

Speaker 5 **5**

TASK TWO

For questions 6–10, choose from the list (A–H) the quality each speaker's friend has.

- A a talent for listening
- B a reluctance to criticise
- C a desire to share
- D willingness to apologise
- E kindness to others
- F enthusiasm for new ideas
- G an ability to keep secrets
- H continual optimism

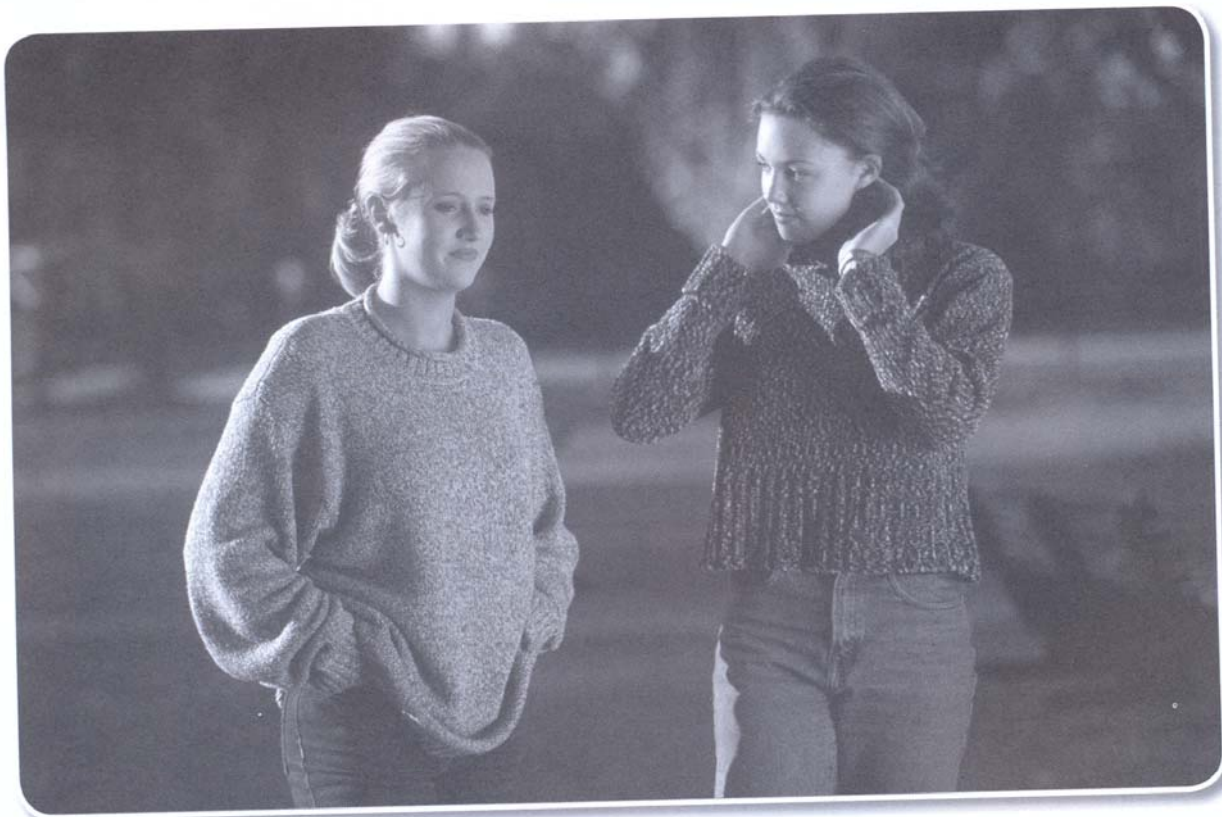
Speaker 1 **6**

Speaker 2 **7**

Speaker 3 **8**

Speaker 4 **9**

Speaker 5 **10**



Answer key

Unit 1

Grammar

- ① 2 got 3 hadn't experienced 4 had been living / had lived 5 had forgotten 6 were waiting 7 came 8 was 9 had always been / always had been 10 was walking 11 turned 12 nodded 13 hadn't realised 14 had babysat 15 had stayed 16 had also changed 17 had stayed 18 had asked 19 Have you been 20 had almost disappeared

- ② 2 A 3 A 4 B 5 B

- ③ 2 No 3 wrote used to write 4 was used to be 5 No 6 No 7 get use to get 8 No 9 didn't eat didn't use to eat 10 Wasn't there Didn't there use to be

- ④ 2 eat eating 3 used use 4 (get used to) it 5 work working 6 do are 7 cook cooking 8 use used 9 be get 10 have having

Vocabulary

- 2 give 3 do 4 make 5 done 6 give 7 do 8 made 9 make 10 made 11 done 12 making 13 do 14 make 15 gave

Reading Part 3

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

Listening Part 4

- 1 H 2 C 3 B 4 G 5 E 6 D 7 F 8 H 9 B 10 G

Recording script Track 2

Speaker 1: I moved to an apartment in New York where I didn't know anyone but I started to make friends at work. One evening when I was really tired there was incredibly loud music coming from the apartment downstairs so I went and asked for it to be turned down. The next day there was a note through the door from Mark saying he hoped he hadn't spoilt my evening. That's the great thing about him - he always acknowledges if he's in the wrong. Anyway, we discovered we both love basketball and we started practising together. We became firm friends and still see each other.

Q1

Q6

Speaker 2: When I was about thirteen, my dad kept on that his new boss had a daughter of my age who he was sure I would get on with. They'd just moved to the area and didn't know anyone. He hadn't even met the daughter and of course when we did get together we didn't get along. I was quite reserved and Alessia was full of herself. Later when we were grown up, we met again through friends and this time we hit it off.

Q2

Q7 Now I appreciate the fact that life's never dull when she's around as there's always some new project she's getting excited about. It's true that opposites attract but you don't always realise it when you're young.

Speaker 3: I sometimes wonder where I'd be without Johnny who always seems to be around to cheer me up when there's a crisis. He doesn't say much and he doesn't want to hear anyone's problems but nothing ever seems to get him down and that's a great bonus in a friend. It was always like that. Before going to university, I spent three months cleaning offices and I had to be there by five in the morning. Johnny was always on the same bus as me as he was working in a bakery. By the time I got to work we'd shared a few jokes and I was starting to feel human and ready to start work.

Q8

Q3

Speaker 4: One day I was queueing to go into a football match and I started talking to the guy next to me who was Tom. To cut a long story short we ended up in the same band and for a bit I stopped seeing my other friends and I got very arrogant because we were doing well. To be honest I wasn't a nice person to be around. But Tom just took me for who I was and he still does - he doesn't feel the right to tell other people how to live their lives. Unlike some other people who think only their way is best.

Q4

Q9

Speaker 5: I've got myself into deep trouble sometimes because I do love to gossip. I can't stop myself. Most other people can't bear to keep things to themselves either but Anna is different. If you do tell her something personal that you don't want spread around, you know it won't go any further. She lives very near me now but she used to live in Japan. I went there a few years ago and my friend arranged for me to stay with Anna who she'd met at university. As soon as I met her I knew she'd be a lot of fun. She's quite a bit older than me but it doesn't seem to matter.

Q5

Q10

Unit 2

Mastering languages

Grammar

Expressing purpose, reason and result

1 a Read this extract from a principal's letter and then complete the gaps with one of the phrases from the box below.

with the result that led to so as to
with the intention of due to



Allerton Moor
High School

Dear parent,

As you know, we have recently reduced the length of the school day and cut the length of breaks between lessons (1) *so as to* maintain an orderly and purposeful movement of pupils around the premises.

I am pleased to report that, (2) the pupils very positive response to the idea, the transition to the new timetable has been accomplished, with the minimum of disruption. It has, in addition, (3) increased concentration levels, (4) most staff report a better learning environment.

I would also like to emphasise that we introduced this shorter school day (5) offering a much wider choice of extra-curricula activities, including sport and music. I am therefore delighted to report record enrolments for these activities.

Yours faithfully,

Dr Tim Mortimer
Principal.

b Read part of a dialogue between two friends and then complete the gaps with one of the phrases from the box below.

make sure that means otherwise in case so



Well, I'd better go now, Anna, (1) *otherwise* I'll be late for my music lesson. Shall I call you later (2) we can talk about where to meet up tomorrow?

Yeah, do that. The drama workshop in London starts at about 10.00am, which (3) an early start. We should (4) we know the times of trains, (5) we don't have much time to spare when we reach the station.



Vocabulary

Phrasal verbs with *get*

1 a Match the two halves of the sentence.

- 1 I'd like you to just sit tight
- 2 How can they get away with
- 3 We've accepted the invitation for the party,
- 4 I know you don't want to write your essay
- 5 I've had flu for three weeks
- 6 Once you've got into a difficult situation,
- 7 A teenage hacker managed to
- 8 I woke up when it got light at 4.00am
- 9 I decided not to get into an argument
- 10 My neighbour is very friendly,
- 11 I hate going to the dentist,
- 12 I've always got on well with my brother,

- a it's very hard to get out!
- b with my parents about staying out late.
- c get into the phone company records.
- d so I'll just have to get it over with.
- e but I think you should just get on with it.
- f and didn't get back to sleep again.
- g but I know that nobody else does.
- h charging £20 for a meal like that?
- i but it's hard to get away if she's talking.
- j until I get home in an hour or so.
- k and it's great to get back to normal.
- l so we can't get out of going to it now.

b Complete these sentences in your own words.

- a I often try to get out of
- b I'd never get into an argument about.....
- c I try to get out of difficult situations by
- d I usually get on well with

Word building

2 a Write each of the suffixes from the box below into the appropriate circle.

-able -(u)al -ally -(e)n -ful -hood -ical -ify
-ise -ity -less -ly -ment -ness -ship

b Now make words for each circle using the base words in the box below.

broad class disappoint false fantasy
habit hard harm maximum nation purpose
reason scarce special taste thick wide



Writing

A report

- ⊙ Read the paragraphs, A–E below, written by a CAE student, and then put them into the correct order, using the linking phrases to help you. Then read each paragraph again and correct the spelling mistakes (there are 15 in total).

The correct order is: 1 2 3 4 5

REPORT ON OUR ENGLISH LANGUAGE COURSE

- A I also appreciated the fact that the accomodation was in host families – it is a very good idea as more opportunity for practising language is given. Unfortunetely, however, I lived some distance from the school and there were some unforeseen problems with the local transport. And one other comment I'd like to make is that what also needs improvement is the school canteen. The food was almost inedible, and there was remarkably little choice.
- B On the whole, however, I must admit the course helped me develop my language skills and I lernt a lot of new language. I think, therefore, that in spite of some inconveniance such as transport or food problems, the course deserves recomendation for other trainees.
- C In general, the course was well organized and the objectives fulfilled. What I appreciated most was the oportunity to improve my speaking skills. The teachers were very frendly and encouraged us to use the language and, as a result, the course gave me confidance. However, although I was pleased with my progress, in my opinion there could have been some more writting classes, as all of us needed these skills for our future use.
- D Following your request I am submitting a report on the English course I attended in April this year. The aim of the course was to teach the participants English vocabulary as well as to develop and improve all our language skills.
- E In addition, I think that the publicity about individual study was misleading. The study centre was poorly equipped, and the language laboratory frequently broke down, so you could hardly rely on them as aids for developing your listening skills. But what I did benefit from was a computer room with programes reinforcing the knowledge acquired during classes.

Use of English Part 4

For questions 1–5, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

- 0 Educational reforms will be at the*top*..... of the government's agenda next week.
As he left for work, Peter gave his young daughter a quick kiss on the*top*..... of her head.
At 4.00 am, the climbers could just see the sun rising over the*top*..... of the mountain to the east.
- 1 I know that Peter is articulate, so I can understand why he likes public speaking.
All the film reviews I read of *Star Waves* recommended it very indeed.
Paula Strang's new novel must be one of the most publicised books of all time.
- 2 My brother decided he needed a qualification, in his , a degree in engineering.
I'm shocked by what you've just told me, and if that's really the , I shall resign.
To the jury, it sounded like a straightforward of intimidation.
- 3 I'd like to a bit more money if I could, because the cost of living is rising all the time.
I've been asked to a speech when Anna gets her music prize.
So what do you of everything going on at the school at the moment?
- 4 I didn't think Astrid Bergman's portrayal of the princess was and it spoilt the film.
Mark had no difficulty..... students at top universities that they should apply for a job with his company on graduation.
The President put forward such a argument for change that no one opposed him.
- 5 I don't think there's any in trying to find a solution to the problem at this stage.
There didn't seem to be much to what he was saying.
Stella was hoping to get her project finished, but she'd been working all day, and at that she decided to stop.

Use of English Part 5

For questions 1–8, 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 three and six words, including the word given. Here is an example (0).

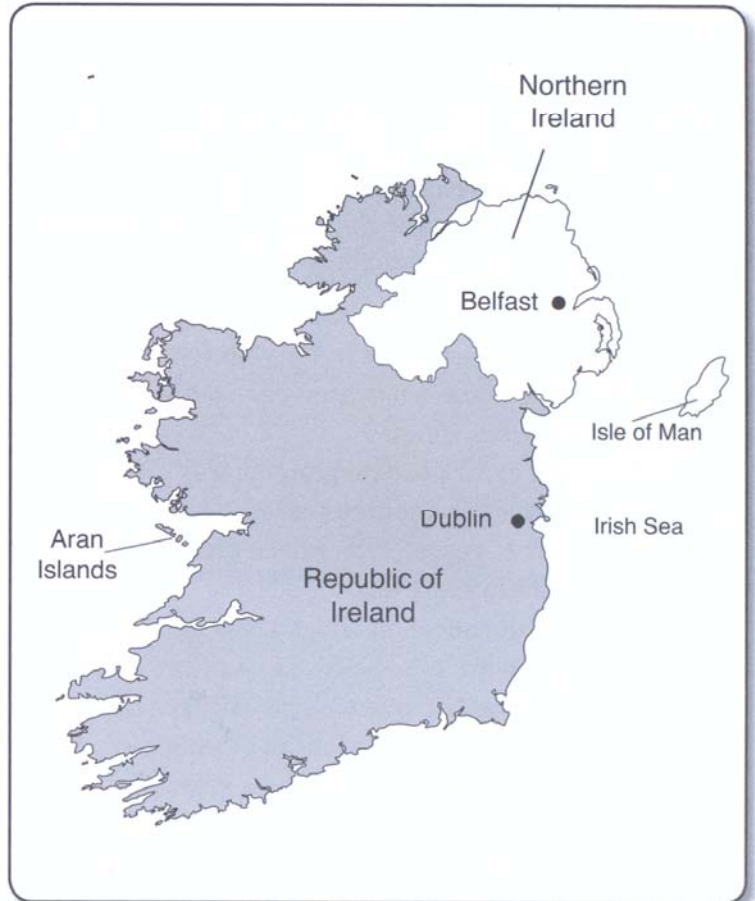
- 0 I've never been at all interested in learning to play a musical instrument.
SLIGHTEST
I've never *had the slightest interest in* learning to play a musical instrument.
- 1 Anna's fed up with the company and she's intending to leave work as soon as she can.
NO
Anna's fed up with the company and she's got longer than she has to.
- 2 Susan picked the baby up gently, because she didn't want to wake him.
TO
Susan picked the baby up gently so him.
- 3 They were able to creep away unobserved because it was very dark.
OWING
They were able to creep away unobserved it was very dark.
- 4 The car was redesigned and, as a result, sales rose rapidly.
RESULTED
The successful redesigning of the car in sales.
- 5 Despite improving his performance, Smith is still not in the top three for the 10,000 metres.
LED
The improvement in Smith's performance in the top three for the 10,000 metres.
- 6 We should leave about six, otherwise we might not get there in time for dinner.
SET
If six, we might not get there in time for dinner.
- 7 You should make the sauce thicker if you want to improve the flavour.
THICKEN
You'll order to improve the flavour.
- 8 After several years, heavy traffic caused the bridge to collapse.
DUE
The collapse several years of heavy traffic.

Listening Part 3

3 You will hear an interview with an Irish-Australian writer and broadcaster called Patrick O'Reilly who writes in the Irish-Gaelic language. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 Why is the Irish language significant to Patrick?
 - A It was spoken to him when he was a child.
 - B It evokes city life in a particular era.
 - C It came close to disappearing at one time.
 - D It is a major part of his cultural heritage.
- 2 Which aspect of Irish has particularly impressed Patrick?
 - A its age as a language
 - B its suitability for song lyrics
 - C its success in the modern world
 - D its role in broadcasting
- 3 Why was Patrick keen to learn Irish?
 - A He lacked a strong identity as an Australian.
 - B He was reacting against other people's views.
 - C He was aware that it would broaden his horizons.
 - D He wanted to be actively involved in its revival.
- 4 According to Patrick, what makes Irish different from other languages in Australia?
 - A It is impossible to show how it sounds.
 - B It is not a language published in Australia.
 - C It is used as a second language.
 - D It has not gone through a process of evolution.
- 5 What reason does Patrick give for Irish becoming fashionable?
 - A Speaking languages fluently has become a status symbol.
 - B It is associated with the popularity of the country.
 - C It is seen as the language of popular fairy tales.
 - D Many Irish-Australians now aspire to live in Ireland.

Gaelic /'geɪ.lɪk, gæɪ.lɪk/ **noun** [U] a language spoken in parts of Ireland, Scotland and, in the past, the Isle of Man • **Gaelic adjective**



- 6 What does Patrick say about other people's explanations of why they are learning Irish?
 - A They may not reveal the whole truth.
 - B They show they are trying to reassure themselves.
 - C They reveal a lack of self-awareness.
 - D They indicate that people feel little need to justify themselves.

Unit 3 All in the mind

Grammar

The passive

1 a Look at these sentences written by CAE students, some of which contain mistakes in the use of the passive or in the tense of the passive verb. Find the mistake and correct it or put a tick if the sentence is correct.

- 1 The fact that women work in the same jobs as men has been well accepted in my country. ✓
- 2 The role of women has been changed a lot since my grandmother's times.
- 3 The work experience programme was given opportunities to hundreds of teenagers.
- 4 I was lucky because I have been given a lift to school nearly every day.
- 5 The English course on which I was enrolled has now finished.
- 6 Many children are overweight. This has been happened because they eat too much junk food.
- 7 The book has been written three years ago by Jemma Paige, a Canadian historian.
- 8 Once the journey time has been calculated, we'll know when to set off.
- 9 I've enjoyed using the library since it is modernised.
- 10 This situation has been caused by negligence.
- 11 I was looking forward to the trip but it has been cancelled at the last moment.
- 12 The ring Evita often wore in public has been auctioned off for a large sum of money.
- 13 Mount Jiree has been thought to be thousands of years old, but no one is sure.
- 14 The whole concept of sport has been changed in people's minds.
- 15 The beauty of the beach has been adversely affected by tourism.

b Look at sentences 1–15 again and decide which of the incorrect sentences:

- had passive verbs in the wrong tense?
- needed an active verb not a passive one?

2 Read this extract from an article and then put the words in brackets into the correct order, using the appropriate form of the passive.



Although they have been a topic of speculation throughout human history, the content and purpose of dreams (1) *are not understood* (not/understand). It (2) (now/acknowledge) that dreams (3) (strongly/link) to the rapid eye movement that takes place during the first stage of sleep. Over the full course of a typical human lifespan, a total approaching six years may (4) (spend) dreaming. Yet, despite this, it (5) (not/establish) where in the brain dreams originate, or whether they have a common cause.

Philosophers and artists (6) (for centuries/fascinate) by sleep and dreams. Yet they (7) (often/portray) as a dark and often disturbing sphere of human existence, despite the fact that it (8) (know/for many years) that both physical survival and mental wellbeing depend upon them.

Two thousand years ago, dreams (9) (regularly/interpret) as supernatural or divine communication, and they (10) (therefore/think) to foretell the future. By the beginning of the twentieth century, the interpretation of dreams (11) (most commonly/associate) with psychoanalysis and its famous practitioners, Freud and Jung, who regarded dreams as the bridge between the unconscious and conscious mind, a tool with which the secrets of the human mind could (12) (finally/unlock). But the key to those secrets has (13) (yet/find).

Vocabulary

Word building

The following words are all in Unit 3 of the Student's Book.

- 1 Make the abstract nouns formed from these base words.

recognise *recognition* able critic relation evolve
apt

- 2 Name the people associated with these nouns.

architecture *architect* science novel psychology
education philosophy paint

- 3 Make the adjective(s) formed from these nouns.

mind *mindless* nature science point intuition
character stress

- 4 Make the adverbs formed from these base words.

critic *critically* nature science increase character

Writing

CAE writing tasks

- 1 a Read the openings of seven different writing tasks written by CAE students and then match them with the correct description below.

- | | |
|-----------------------------------|------------|
| a article | e proposal |
| b competition entry | f report |
| c contribution to a book/magazine | g review |
| d letter of application | |

1

I am writing in response to your advertisement in the local paper. I am a 21 year-old girl from Denmark who is currently working in England with disabled and elderly people. I like my job very much, but as my contract runs out soon, I need to find a new post.

2

Do you realize that if nothing is done to prevent it, the air which we all breathe, might kill us in the near future? Do you care enough about your own health and the health of the next generations to help in an efficient way to protect the environment in which we all live?

3

It will be interesting to read about what other people say is popular in different countries. In China, a popular TV programme is a soap series called *Wild Swans*, which is on at 7.30pm every night after the national news. It is about the history of a Chinese family, through three generations and across 100 years.

4

Introduction

My aim is to outline the current use of cars and highlight the alternative means of transport available. I also consider some recommendations for future developments of transport.

5

This is my essay about innovations. I have never tried anything like this before, but I'd love to win a prize. The two innovations that have really benefited me most are credit cards and personal stereos. I do not leave my house without these two smart things.

6

Picking the right computer out of a thousand choices can indeed be quite a difficult task. That is why we will compare two somewhat similar games and help you figure out which one you like best.

7

The number of families living in the city of Zurich has dropped. The two main factors are the lack of apartments at an affordable price and unsuitable transport facilities. The present aim is to identify effective measures to make Zurich a desirable and attractive place to raise a family and suggest how they can be introduced.

- b Which task:

- | | |
|---|---|
| a | contains a heading? |
| b | is a first attempt at something? |
| c | is obviously one of several similar pieces? |
| d | uses direct questions? |
| e | involves comparison? |
| f | describes someone's work experiences? |
| g | intends to give practical ideas to solve a housing problem? |

Reading Part 1

You are going to read three extracts which are all concerned in some way with psychology. For questions 1–6, choose the answer (A, B, C or D) which you think best fits according to the text.

The Cocktail Party Effect

Think back to the last party you went to. Somehow you managed to filter out all the other conversations you could hear around you and tune into the person talking to you. Then suddenly you heard your name mentioned across the room and your ears pricked up. What were they saying about you?

Our ability to filter out unwanted sounds and then register them when they become important to us is fascinating. How can we unblock them the moment someone mentions our name? This phenomenon was dubbed the Cocktail Party Effect by scientist Colin Cherry back in 1953. He investigated it by giving volunteers headphones, playing a different message into each ear, and instructing them to repeat aloud everything they heard from one of the voices. He found that even if they were played two simultaneous recordings of the same voice, they could only attend to one message. In fact, people were so good at shutting out the second voice that if he played the message backwards or switched it into a different language they didn't notice. He decided that we focus on one voice by observing a combination of its pitch, volume and the direction it's coming from.

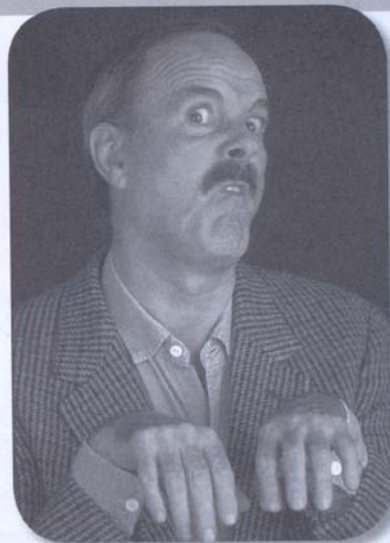
So how are we able to switch focus when we hear certain words? It seems that some words are 'flagged up' in our minds as being particularly significant, so whenever we hear them we pay attention. Warnings such as 'Fire!' or 'Mind your head' are registered instantly, but by far the most effective is the mention of our name.

- 1 Which of these conclusions did Cherry come to?
- A People will ignore information if it is in a foreign language.
 - B People find background noise distracting.
 - C People respond to a more attractive voice.
 - D People can distinguish the particular features of one voice.

Book Review: What is Intelligence? James R. Flynn

line 1 This is a mystery story – and an intriguing one. In the early 1980s, the author made the startling discovery that, over the course of the twentieth century and across the developed world, IQ tests had shown big gains from one generation to the next, a phenomenon that had previously gone unnoticed because until then test scores were continually 'normalised' to keep the mean at 100. So if people are becoming more intelligent, why are we not struck by the extraordinary cleverness of our children or the stupidity of our parents?

In his book, Flynn seeks to explain this. He argues that IQ tests are made up of sub-tests measuring a range of cognitive skills. People's overall scores have shot up, not because they



- 2 What does the writer conclude about the fact that people always respond to their name?
- A It shows that people emphasise names more than other words.
 - B It requires alertness and conscious effort on the part of the listener.
 - C It is something everyone is psychologically programmed to do.
 - D It occurs because people like having their sense of identity reinforced.

are doing any better at basic skills they learn in the classroom, but because their scores have improved in the tests measuring conceptual thinking and on-the-spot problem-solving.

Flynn attributes this to changes in society. Before 1900, most people had few years at school and then worked long hours doing repetitive jobs in factories, shops or agriculture. They had little opportunity or need for conceptual thinking; their minds were focused on practical matters. Now we have mass secondary education and large numbers of people go into responsible jobs, where they are required to think for themselves. With more education comes a thirst for books and the arts and since the 1950s, we have seen the emergence of a new visual culture. Our brain capacity has not grown, but we are using the capacity we have in more imaginative ways.

- 3 What is the 'mystery story' that the writer refers to in line 1?
 - A why scientists adjusted IQ test scores before the 1980s
 - B why skills learnt in the classroom are not improving
 - C why having a visual culture has a major impact on intelligence
 - D why people's cleverness appears to remain constant across the generations
- 4 What conclusion has Flynn reached about intelligence?
 - A People are more intelligent than they were in the 1950s.
 - B Children today are more intelligent than their parents.
 - C People today have developed new ways of thinking.
 - D Children are more intelligent because they receive a broader education.

What's in a Face?

In a world of six billion people, every face is unique. And John Cleese, actor, author and comedian, his own face famous to millions the world over as Basil in *Fawlty Towers*, is fascinated by this uniqueness – how the face marks us out as surely as our fingerprints, and how it affects the way we communicate with and relate to others. His four-part series exploring *The Human Face* is an ambitious mix of science, psychology, culture and comic sketches. The series is the definitive guide to the history of the face, exploring identity, beauty, expressions and fame with the help of scientific experts and a few famous faces from the world of acting.

- 5 Which point does the writer make in the first paragraph?
 - A Well-known actors played a major part in the making of Cleese's series.
 - B Cleese has tried to combine too many different elements in the series.
 - C Cleese realises that the individual nature of each face impacts on human psychology.
 - D The series is based on the fact that Cleese's face is recognised internationally.
- 6 How does Cleese feel about the series now it is complete?
 - A He is certain that his use of humour has been successful.
 - B He thinks that the content of one of the programmes is hard to define.
 - C He believes that one programme will prove more popular than the others.
 - D He is fascinated by the concept of fame that it portrays.

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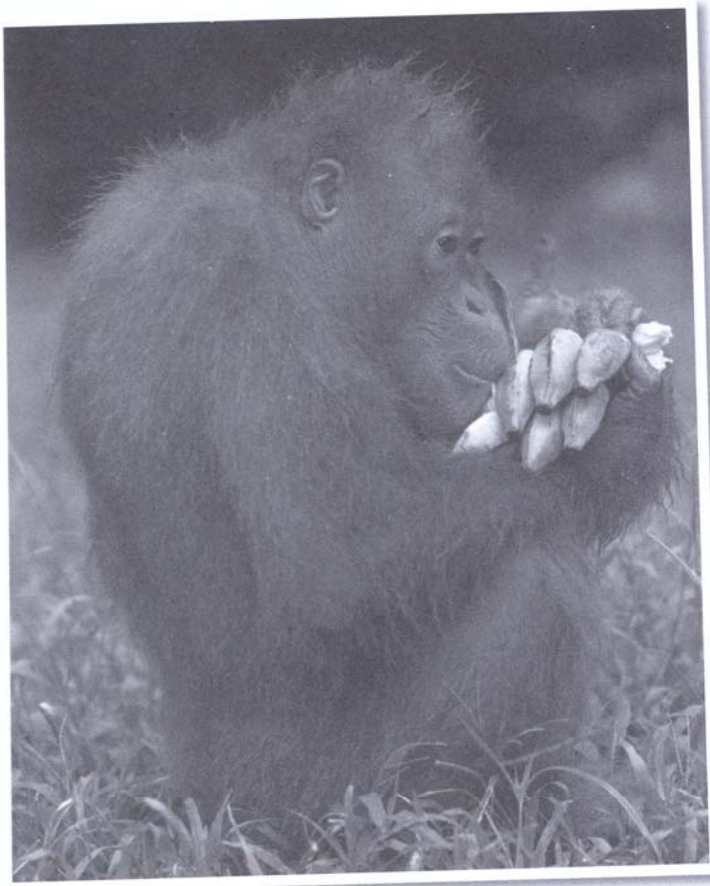
Listening Part 1

4 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 One

You overhear two friends talking about an incident one of them has seen.

- 1 What happened to the woman's car?
 - A It was badly scratched when a lorry reversed.
 - B It was completely destroyed when a lorry drove over it.
 - C It escaped damage when a lorry turned round.
- 2 How did the woman react to what had happened?
 - A She was disappointed about missing her day out.
 - B She felt some sympathy for the lorry driver.
 - C She was extremely angry with the lorry driver.



Extract Two

You will hear part of an interview with a zoo director who is talking about the orang-utans at the zoo.

- 3 How did visitors at the zoo react to Marla's escape?
 - A They were curious and crowded round to watch Marla.
 - B They were worried about Marla and offered her food.
 - C They were frightened because Marla posed a threat.
- 4 Which of Marla's actions does the zoo director find particularly clever?
 - A managing to hide some keys
 - B using sign cards in an appropriate way
 - C understanding why the vet had arrived

Extract Three

On the radio, you hear two people talking about a stonemason.

- 5 What was the stonemason's response to the people around him?
 - A He felt stopping work to speak to them was a waste of time.
 - B He was apparently at first unaware of their presence.
 - C He was willing to describe his skills and techniques.
- 6 How do the speakers interpret the onlookers' fascination with the stonemason's work?
 - A They wrongly believe this kind of work pays well.
 - B They value craft work because it has become fashionable.
 - C They find working with technology rather unsatisfying.

Unit 4 Office space

Grammar

Expressing possibility, probability and certainty

1 Choose the correct modal verb in each sentence.

- 1 When you choose a book for a child to read, it *can't/ (shouldn't)* be too difficult for their age.
- 2 Katerina knew it *can't/couldn't* be Igor ringing the doorbell because he had a key.
- 3 When the new students arrived, there was nobody to welcome them and this *mustn't/shouldn't* have happened.
- 4 If you give Angelo the news now it *could/must* upset him, so tell him later on.
- 5 Jack isn't here yet so he *must/should* be waiting for Rose who's always late.
- 6 According to the directions, the hotel *could/should* have been next to the park but there was only a garage there.
- 7 If we offer free sandwiches, it *can/may* encourage more people to attend the lecture.
- 8 We are looking for people who *might/should* be able to write reviews for the magazine.

2 (5) Read what a student said about the photographs of the two offices below and then choose the correct word. Then listen and check your answers.

'There are quite a lot of people working close together in the first office. It (1) *could* / *must* be a newspaper office but it's difficult to tell what kind of business it is. It (2) *can't* / *must* be on the ground floor because there's a lot of light coming in so it's highly (3) *likely* / *possible* that it's in an office block. There are two men standing up. They're (4) *probably* / *possibly* not too busy as they seem quite relaxed. The man on the right (5) *can't* / *might* be the boss as he's telling the other man something. The second photograph is in a much quieter office. The two men (6) *can't* / *must* be working on some designs together. They (7) *can't* / *might* be architects or designers. They (8) *can't* / *must* be discussing something connected to the designs. They (9) *might* / *must* well have come across a problem but it seems (10) *impossible* / *unlikely* to be a serious one as they don't look very worried.'



Vocabulary

Adjective/noun collocations

1 a Match an adjective on the left to a noun on the right to make a suitable collocation.

- | | |
|-----------|--------------------|
| flexible | contract |
| heavy | discussion |
| large | number |
| informal | possibility |
| poor | range |
| strong | working conditions |
| temporary | working hours |
| wide | workload |

b Now read the adverts below and then complete the gaps, using a suitable collocation from exercise 1a. You will sometimes need to add *a(n)* or *the*.

Past graduates have gone on to **(1)** *a wide range* of jobs in different areas of the computer industry. If you are interested in doing this course, phone to arrange a time for **(2)** with the course leader. This will give you the opportunity to ask questions so you are sure it's the right course for you.

At IMG International we put our employees first. We know that a leading cause of stress in some industries is trying to deal with **(3)** under **(4)** We will expect you to work hard during your contracted hours but in return we offer a comfortable working environment with a sports club and subsidised canteen. For parents with young children **(5)** can be an option.

During the summer months, Hotel Excel employs **(6)** of extra staff in its establishments around the country. We can offer you **(7)** for six months initially. If you are hard-working, there is **(8)** that we can find you work in our hotels in other parts of the world for the winter months.

work and job

2 Complete the gaps in these sentences, using *work* or *job*.

- I like outdoor *work* so I'm applying for a job as a tour guide.
- If you want to get a good in a multinational company, you'll probably have to get through several interviews.
- As people climb the promotion ladder, they tend to spend longer and longer at as their responsibilities increase.
- I really like living in Sydney so I'm planning to find here.
- I'm going to do a full-time course so I'm leaving my at the health club at the end of the week.
- I'd like to accept the of deputy manager offered to me in your email received yesterday.

Formation of adverbs

3 a Make adverbs from these adjectives. There is one adjective that cannot be made into an adverb.

- | | | |
|------------------------|---------------|----------------|
| actual <i>ly</i> | basic | complete |
| full | general | likely |
| necessary | private | public |
| satisfactory | shy | suitable |
| terrible | tragic | true |
| whole | | |

b Now match the adjective endings with the rules for forming adverbs and then complete the table with the words from exercise 3a.

Adjectives ending in:	Rules	Examples	Exceptions
-l	usually drop -e and add -y	<i>actually, generally</i>	<i>fully</i>
-le	usually keep -e and add -ly		
-e	usually add -ly		
-ly	usually add -ally		
-y	cannot be made into an adverb		
-ic	usually drop -y and add -ily		

Writing

Functional phrases

Match the useful phrases on the right to a function on the left. Some functions have more than one phrase.

Giving an opinion	A To sum up
Persuading	B Some people argue that ... but others
Summarising	C In my point of view
Comparing and contrasting	D I would be grateful if you could let me know
Recommending and advising	E The benefits of doing this are
Asking for advice or help	F I would be more than happy to
Making an offer	G The main advantage for you is
Describing	H In conclusion,
	I On the one hand ... On the other hand
	J It would be a good idea to
	K I would like to know what
	L I think it would definitely
	M An essential feature of ... is

Use of English Part 3

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 gap in the same line. There is an example at the beginning (0).



Putting some fun into the workplace

A study of 737 chief executives of major corporations found that 98 per cent would hire someone with a good sense of humour in (0) *preference* to someone who seemed to lack one.

Having fun at work also inspires (1) in employees. According to a survey of 1,000 workers, those who rated their manager's sense of humour 'above average' said there was a 90 per cent (2) that they would remain in their job for more than a year. If they worked for a boss whose sense of humour they described as 'average' or 'below', the employee's (3) of staying dropped to 77 per cent.

So laughter is (4) and good for business. This knowledge could, however, add to the stress of (5) when they are interviewed if making jokes doesn't come naturally to them. But being funny doesn't (6) mean being a stand-up (7) The important thing is to strive for a light-hearted atmosphere in the workplace.

There is, (8) , a downside to all this. For instance, some people working in retail jobs are required to smile (9) Such enforced happiness can apparently cause (10) at work and result in emotional stress.

PREFER

LOYAL

PROBABLE

LIKELY

BENEFIT

APPLY

NECESSARY

COMEDY

FORTUNE

CONTINUE

SATISFY

Use of English Part 5

For questions 1–8, 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 three and six words, including the word given. Here is an example (0).

- 0 I do not intend to stay in my present job very much longer.

NO

I have *no intention of staying* in my present job very much longer.

- 1 There is a strong possibility that the manager will choose Antonio to play on Saturday but it depends on his state of fitness.

WELL

Antonio the manager to play on Saturday but it depends on his state of fitness.

- 2 We are sure that the government's new policy will successfully reduce unemployment.

BOUND

We think that the government's new policy in reducing unemployment.

- 3 You can't blame Sam for breaking the window because he wasn't even here this morning.

BEEN

It broke the window because he wasn't even here this morning.

- 4 It is not likely that the effects of global warming can be reversed.

LIKELIHOOD

There is reversing the effects of global warming.

- 5 Some people tend to do better in a pressurised working environment.

CONSTANT

Some people work better when they are work.

- 6 I gave up the job at the hotel because there were too few challenges.

ENOUGH

I gave up the job at the hotel because it me.

- 7 There isn't as much space in this new office as there was in the old one.

SPACIOUS

This new office is the old one.

- 8 My boss doesn't allow us to eat at our desks.

LINE

My boss draws at our desks.

Listening Part 4

06 You will hear five short extracts in which people are talking about their jobs.

TASK ONE

For questions 1–5, choose from the list (A–H) each speaker's job.

TASK TWO

For questions 6–10, choose from the list (A–H) what each speaker says they enjoy most about their job.

While you listen you must complete both tasks.

- A air traffic controller
- B engineer
- C fashion buyer
- D interior designer
- E museum director
- F shop assistant
- G lawyer
- H website designer

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

- A extending existing skills
- B doing accounts
- C keeping regular hours
- D managing staff
- E meeting new people
- F satisfying customers
- G travelling abroad
- H working as a team

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10



Unit 5 Dramatic events

Grammar

Infinitives and verb + *-ing* forms

- 1 Read this extract from a biography and then complete the gaps with an infinitive or verb + *-ing* form, using the verb in brackets.

Ranulph Fiennes is a man who isn't afraid of (1) *pushing* (push) himself to the limits. He's famous for (2) (visit) both the North and South Poles by land between 1979 and 1982 and (3) (cross) the Antarctic on foot in 1993.



In 2000 he attempted (4) (reach) the North Pole on his own at the age of 55. On that trip, there was too much food and equipment for a single sledge (5) (transport), so he took two. This meant (6) (walk) one mile forward with the first sledge, then (7) (go) back for the second one so every mile gained involved (8) (travel) three on the ground. To do such a trip with one sledge is dangerous enough, but it is much worse with two. (9) (park) the first sledge, you then have to set off (10) (fetch) the second one but if conditions get worse, however hard you try (11) (find) it, you may never see it again. Fiennes didn't ever lose his sledges in the snow but at one point during the journey, they fell through weak ice and he was forced (12) (pull) them out by hand. He would have kept (13) (go) but he got frostbite in his fingers which made it impossible for him (14) (carry on).

The experiences Fiennes had that time discouraged him from (15) (make) another attempt but he was not ready to stop (16) (push) himself to the limits. Since then he has carried out the extraordinary feat of (17) (complete) seven marathons in seven days on seven continents and in 2005 succeeded in (18) (reach) 8,690m in an attempt to climb Everest.

- 2 Read each pair of sentences and then answer the question which follows.

- 1 A I forgot to take change for the bus fare.
B I'll never forget going in an aeroplane for the first time.

In which sentence did the speaker fail to do something?A.....

- 2 A Jessie didn't stop complaining about her legs aching until she saw the view from the top of the hill.
B When we'd walked halfway up the hill, I stopped to admire the view.

In which sentence did someone stop for a purpose?

- 3 A I tried to tell Simon but I just couldn't.
B I tried sailing but I didn't like it.

In which sentence did someone attempt something difficult?

- 4 A The woman who used to live in the basement below us went on to become a famous writer.
B My uncle went on playing professional football until he was nearly 40.

In which sentence did something continue for a period of time?

- 5 A The college regrets to inform students that their results will be delayed by a week.
B The students regret not paying more attention during classes.

Which sentence is looking back at something that has already happened?

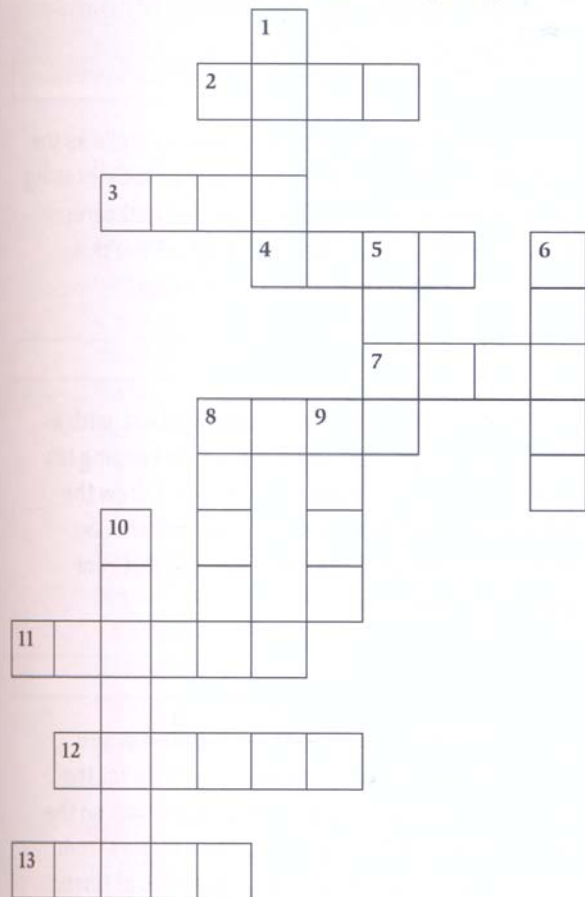
Vocabulary

Compound nouns

1 a Complete this crossword puzzle.

ACROSS

- 2 The building I live in used to have a on the ground floor selling hats.
- 3 My twin brother always takes my in any family arguments, even if I'm in the wrong.
- 4 I don't have to phone Rob before I leave - it's already four o'clock.
- 7 A new footbridge has been built over the railway
- 8 In American English, autumn is known as the
- 11 After about 2004, most computers were sold with a flat
- 12 If you go off the Great Barrier Reef in Australia, you will see beautiful corals, fish and sponges under the water.
- 13 The new lamp gave off a really bright



- day: daytime
 wind:
 water:
 sky:
 work:

DOWN

- 1 It was so hot last night, I had a single on the bed rather than a duvet.
- 5 Grain used to be ground into flour in a powered by wind or water.
- 6 We have a 15-minute between classes.
- 8 The of the wind made it very hard to stand up on the clifftop.
- 9 What he told us was a of rubbish.
- 10 If you lose your board when you're you need to be able to swim to the beach.

b Some nouns are made from two other nouns, e.g. letterbox, workmate. Make new nouns with day, wind, water, sky, and work, using the words from the crossword puzzle in exercise 1a and write them underneath the puzzle. You may use any noun more than once.

Phrasal verbs with take

2 Read these groups of sentences and then complete the gaps with the correct adverb or preposition.

- 1 a The waiter took our plates as soon as we had finished.
 b Do you want to take your sandwich or eat it here?
 c I'm no good at mental arithmetic - I took 46 from 102 and got 54 which is wrong!
- 2 a My new laptop isn't working properly so I'll have to take it
 b When I hear a song by The Spice Girls on the radio it always takes me to when I was a little girl.
 c I take what I said earlier. I wasn't thinking and I didn't mean it.
- 3 a Sabrina got the sack because she'd taken too many days
 b Tourism has really taken on the island but prices have risen too.
 c Sabrina tried to cheer herself up by taking herself on a short holiday to Turkey.
- 4 a To feel healthier, you should give up junk food and take a sport.
 b Replying to emails can take a lot of time.
 c I have decided to take the place you offered me at your college.

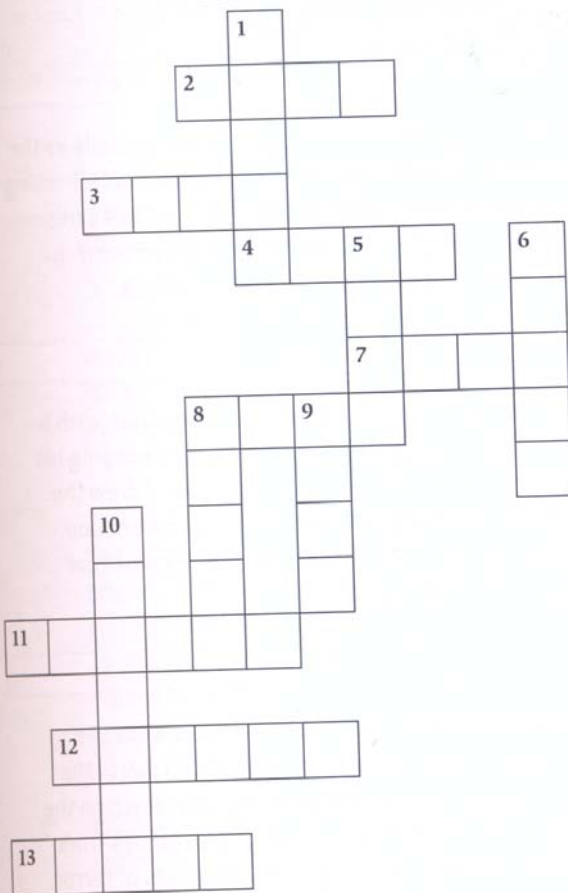
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Reading Part 2

You are going to read an extract from an article about a sport. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

THE SCARIEST RIDE ON THE PLANE

Charles Starmer-Smith spent a weekend in Norway learning how to ride on a bob skeleton, a one-person sledge like a tin tray which races down an ice track at 60mph.

I glanced down at the red snow by my feet just a few yards from the finishing gate of the Lillehammer bob skeleton track. The bob skeleton is also known as a toboggan and reminded me of a tray a waiter might use to bring plates of food out in a restaurant. But this one was going to have me on it rather than a pile of food so seeing the blood of an earlier rider was a little unnerving. Make no bones about it, this has to be one of the scariest rides on the planet.

1

I feigned nonchalance at this information, but I was fooling no one. I have made a habit of scaring myself: I've leapt down the face of Switzerland's Verzasca Dam – the world's biggest bungee jump, I have descended the near-vertical Corbets Couloir at Jacksonhole – perhaps the most fearsome ski run in North America – and I have learnt to ski-jump at Calgary.

2

At least I was not alone as several other novices would be joining me. After a fitful sleep, we went out early to walk to the top of the track. The snow, hanging heavy on the branches of Lillehammer's forested slopes, made the track look even more imposing. Snaking down the slope like a giant metallic python, the walls were steeper, the straights were longer but the 16 turns were much sharper than I expected.

3

Halfway up, we arrived at the infamous Turn 13, a shuddering 180-degree U-turn where the centrifugal pressures equal those experienced by fighter pilots. 'This is where you'll feel the full force,' said Tony, our instructor, his eyes sparkling. 'So, is the track running quickly?' I asked tentatively. He did not need to answer.

4

All we caught was a flash of eyeballs and overalls as the rider sliced around the curved wall of ice at breathtaking speed. We glanced at each other, panic etched across our faces and laughed the nervous laugh of the truly terrified as we realized this would soon be us.

5

I therefore took comfort in the knowledge that, with a professional in charge, someone would be keeping his head while the rest of us were losing ours. I drew the short straw and was given position four, where you feel the full brunt of the force with nothing but cool Norwegian air behind you.

6

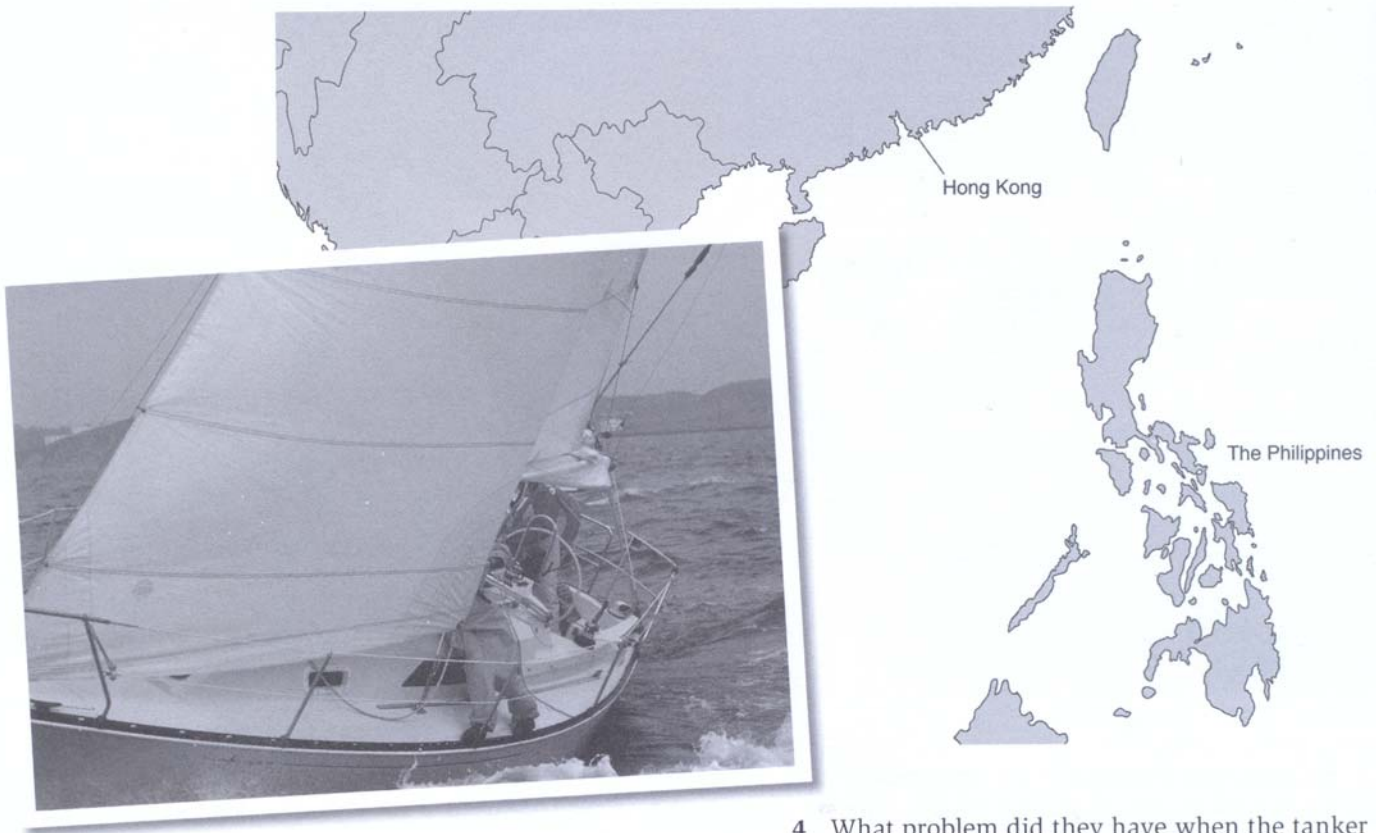
We barely had time to check that we were all in one piece before we were sent off to get kitted up for the skeleton. On Tony's instructions I lay face down on the sledge, arms clamped by my sides, nose inches from the ice and off I went. After seventy seconds of terror, I could barely speak and my body felt as though it had been in a boxing ring, but I had never felt so alive. What a ride!



- A Before we had any more time to contemplate our fate, we found ourselves at the top, climbing aboard a bobsled. Designed to give you a feel for the track before going down on your own, this giant, padded open-top box looked about as aerodynamic as a bus, but it travelled a whole lot faster. It had a driver who did this all the time which was reassuring.
- B As if on cue, snow crystals began to jump in unison on the metallic railings as, high above, a sledge began its inexorable journey down. What started as a distant hum became a rattle, then a roar as the sledge reached top speed. The tarpaulin covering the track stiffened in its wake and the girders groaned.
- C On these previous occasions, I had had experience or the expertise of others to fall back on, but with this there was nothing from which to draw strength. The bob skeleton confounds conventional logic.
- D It started deceptively slowly, but within moments picked up speed. It soon became clear that the rider has little control and survival instinct takes over.
- E It is hard to describe the debilitating effect that such immense speeds and forces have on your body. It was like nothing I have ever experienced. The last thing I remember going through my mind was straining just to keep my head upright.
- F We listened to advice on how to get round them safely – use your eyes to steer and tilt your head away from the corners to minimize the pressure. It sounded simple enough, but get it wrong at these speeds and your chin faces the cheese-grater.
- G The man behind these adrenalin-packed weekends at Norway's Olympic park, explained that those who attempt the famous run often accidentally "kiss" the ice with their nose or chin, leaving a layer or three of skin behind.

Listening Part 3

7 You will hear a radio interview with a woman called Sarah who was rescued from a sinking yacht. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.



1 What was the weather like when Sarah and the others set out?

- A as they had anticipated
- B like it had been the day before
- C better than on the outward journey
- D showing signs of improvement

2 What first made Sarah realise that something was wrong?

- A She felt a sudden movement.
- B She heard someone shout.
- C She heard something tearing.
- D She saw something fall into the water.

3 Sarah and Peter decided to turn back rather than continue because

- A the crew were getting tired.
- B the boat was leaking.
- C it was a shorter distance to cover.
- D they followed the advice they were given.

4 What problem did they have when the tanker arrived?

- A The plane had given the wrong position.
- B They weren't visible.
- C It came too close to them.
- D Their flares wouldn't work.

5 Why were there difficulties with the small rescue boat?

- A The four men were too heavy for it.
- B It was brought up too fast.
- C The people holding it weren't strong enough.
- D It hadn't been fixed to the rope carefully enough.

6 What mistake does Sarah now realise she made during the rescue?

- A trying to save as many valuables as possible
- B underestimating the difficulty of climbing a rope ladder
- C letting the others be rescued first
- D trying to save the boat from sinking

Unit 6 Picture yourself

Grammar

Avoiding repetition

Read this book review of *The Thirteenth Tale* and then complete the gaps, using the reference words from the box on the right.

all both first neither none one one of these
those during which following what this which
including whose for herself her own herself
of her own living there it is through

REVIEW

The Thirteenth Tale by Diane Setterfield

This gripping novel, Diane Setterfield's (1) *first*....., could best be described as a mystery story. Margaret Lee, a young biographer, is summoned by Vida Winter, a novelist of considerable renown, to write her biography. It is (2) sets Margaret on a voyage of discovery, not only about Vida's life, but about (3)

Vida had led a secretive and reclusive life, (4) she has created many outlandish life histories (5), all of them pure fantasy. It is only as she comes to the end of her life that she feels able to expose the secrets of her past. Margaret travels to Vida's home in Yorkshire, (6) with Vida while she writes the biography. As a biographer, Margaret deals in fact not fiction, so as Vida tells her story, Margaret embarks on research (7) to establish the truth. (8) the coming together of (9) two accounts that the reader gradually discovers how the eminent author has kept the family secrets and made a success of her life (10) can only be described as a very disturbed childhood.

Vida's tale is (11) gothic strangeness featuring the Angelfield family headed by the beautiful but unstable Isabelle. Her twin daughters, (12) bizarre behaviour brings havoc to (13) around them are called Adeline and Emmeline. It soon becomes apparent from the twins' behaviour that (14) is capable of leading a normal life, and when the house they live in is deliberately set alight one night, it seems at first that (15) the girls have perished in the fire.

As Margaret gradually unravels the truth about Vida, it becomes apparent that (16) of the people involved with the twins, (17) the housekeeper and the gardener, escaped unscathed, so the story is to a large extent (18) of tragedy. But by the end of the novel, (19) is resolved and even the smallest of details in Vida's story has its place. Meanwhile, there is a hint that Margaret (20) is about to find a happy ending.



Vocabulary

Adjective/noun collocations

1 a Match an adjective on the top row to a noun on the bottom row. Some adjectives match more than one noun.

classical considerable deafening detailed fashionable gripping hazardous instant public random

image noise story amount feedback order music description journey clothing

b Complete the gaps, using collocations from exercise 1a on page 31.

- 1 Most teachers think it is important to give students *instant feedback* when they have done a presentation.
- 2 I was unable to sleep last night due to the coming out of the club down the road.
- 3 Many film stars have a which is at odds with their private life.
- 4 I've never seen my sister wearing ; the way she dresses is often bizarre.
- 5 James put a of time and effort into his project, only to be told that it needed rewriting.
- 6 I was taken aback because most of the books in the library seemed to be in completely and as a result I couldn't find what I was looking for.
- 7 We had an unexpectedly across the States last year as there were flash floods.
- 8 We all loved the book; it was such a that none of us could put it down.
- 9 The witness managed to give the police such a of the thief that they were able to identify him from police records.
- 10 I've always enjoyed listening to if I want to relax and unwind.

2 Complete the gaps, using the most suitable adverb from the boxes below.

harshly negatively highly widely

When the film was first released it was clear that opinions about it would differ (1) *widely*. The critics raved about it, praising the acting (2) But audiences responded (3) to it, criticising the plot (4) and savaging the performance of the leading actor.

hungrily tightly silently contentedly

In the first scene, Peter creeps (5) down the corridor to his little sister's room and leaves her birthday present on the bed. Susanna smiles (6) when she sees the tiny teddy bear and she is still clutching it (7) in her hand when she goes downstairs and (8) gobbles up the breakfast her mother has prepared.

Synonyms

3 The words in the box are all synonyms of the adjectives below. Match the words with their synonyms.

absorbing	awesome	complicated
gripping	marvellous	demanding
intriguing	complex	engaging
stunning	incredible	problematic
stimulating	challenging	amazing

difficult:

interesting: *absorbing*

wonderful:

Writing

Correcting your writing

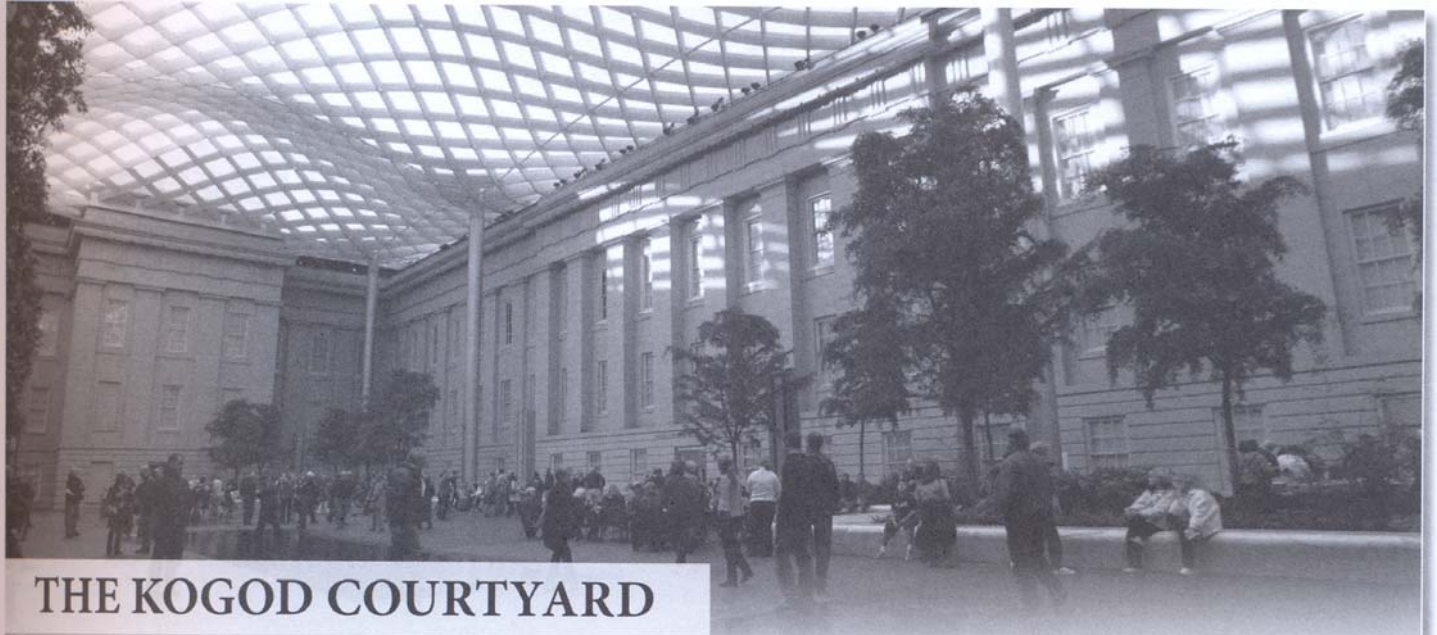
3 Read this competition entry written by a CAE student. Find and correct 16 errors in the writing.

WHAT WOULD YOU PUT IN A TIME CAPSULE TO BE OPENED IN 100 YEARS' TIME?

The first thing I would to suggest is a book, it has lots of drawings and pictures. These should be showing our civilisation, our traditions and culture. Pictures of people at home, at school or at work are good examples of things to be including. Because of English is one of the most popular language in the world, I would also suggest to describe these pictures with a text in English. Secondly, I believe that clothing, fashion and design are important ways of showing how a society is like. However I would like to recommend include a traditional white wedding dress in the capsule, since to get married is a special event in one's life. This is the reason what I think people in the future will find an original wedding dress interesting. My final suggestion is a computer because of the major influence on our modern society. It not only represents modern technology and our development, but also the way by which we live and work today. I hope you should find my competition entry interesting and to read it carefully.

Use of English Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



THE KOGOD COURTYARD

At the Smithsonian Institute in Washington, the most striking (0) of the new Kogod courtyard is its canopy roof. The existing walls at the Smithsonian were not strong enough to (1) the weight of a ceiling so, instead, the vast undulating glass roof is (2) by eight aluminium columns, and carefully designed to (3) in with the original stonework. The wave-like structure, the first of its (4) in the world, is constructed of deep, diamond-shaped glass panes, packed around the sides with (5) cotton from denim jeans to (6) as sound insulation. This (7) conditions near perfect for musical performances in the courtyard.

From inside the courtyard, clouds and aircraft are clearly

(8) through the canopy. But closer inspection reveals a milky surface covered in enamel dots, which (9) about two thirds of the light, (10) helping to keep the courtyard cool during the baking hot Washington summers.

Water is also a vital element of the design. When no event is being held, a wafer-thin 'river' flows through the courtyard, (11) the visiting children who splash in it. The whole space is designed to be free, accessible and multi-purpose. At night, when the windows of the museum are lit up, the courtyard (12) the character of a town square, a place where people can meet friends, eat, drink and relax.

- | | | | |
|----------------|--------------|-----------------|---------------|
| 0 A angle | B appearance | C <u>aspect</u> | D air |
| 1 A suffer | B endure | C uphold | D bear |
| 2 A carried | B supported | C sustained | D propped |
| 3 A blend | B merge | C combine | D mix |
| 4 A class | B kind | C brand | D set |
| 5 A reused | B reclaimed | C recycled | D reprocessed |
| 6 A react | B behave | C conduct | D act |
| 7 A causes | B leaves | C makes | D creates |
| 8 A visible | B evident | C apparent | D obvious |
| 9 A put down | B cut out | C cut down | D put out |
| 10 A until | B however | C even | D thus |
| 11 A diverting | B enjoying | C delighting | D rejoicing |
| 12 A takes in | B takes up | C takes on | D takes over |

Use of English Part 3

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 gap in the same line. There is an example at the beginning (0).

Performance Art

Performance Art began in the 1960s in the United States and was (0) *originally* a term used to describe a live event that often included poets, (1), film-makers and so on, in (2) to visual artists.

There were earlier (3) for this art form, including the Dadaists in France, who combined poetry and visual arts, and the Bauhaus in Germany, whose members used live theatre (4) to explore the (5) between space, sound and light. By 1970, Performance Art was a (6) term and its definition had become more specific. Performances had to be live and they had to be art, not theatre.

Performance Art could not be bought, sold or traded. Performance artists saw their movement as a means of taking art directly to the public, thus completely eliminating the need for galleries, agents, (7) and any other aspect of (8) In effect, it became a social commentary on the need to maintain the absolute (9) of art.

One relatively recent form of Performance Art is 'mobbing', an email-driven experiment in organising groups of people who suddenly (10) in public places, interact with others according to a very loosely planned scenario, and then disappear just as suddenly as they appeared.

ORIGIN
MUSIC
ADD
PRECEDE

WORK
RELATION
GLOBE

ACCOUNT
CAPITAL
PURE

MATERIAL



A performance artist at work as a human statue

Listening Part 1

8 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 One

You overhear two friends, Maria and David, talking about a book.

- 1 What do Maria and David agree about?
 - A They find the characters in the book very convincing.
 - B They immediately found the storyline absorbing.
 - C They would like to see the place where the book was set.
- 2 According to Maria, what is the author's reason for writing the book?
 - A to explore a new aspect of human psychology
 - B to show that people have different interpretations of the same event
 - C to make an interesting point that no one has made before

Extract Two

You overhear two people talking about a piece of jewellery.

- 3 What does Simon say about the origins of his bracelet?
 - A It was chosen as a way to thank him for his hard work.
 - B It shows that his uncle had a good opinion of him.
 - C It shows he is a man of high rank.
- 4 What does the bracelet mean to Simon?
 - A It helps him understand other people's needs.
 - B It provides an easy way to start a conversation.
 - C It reminds him that it's important to have clear goals.

Extract Three

You overhear a young woman and her sister talking about clothes for a special occasion.

- 5 Lauren and her sister both agree that
 - A the dress Lauren tries on is a rather unflattering colour.
 - B trouser suits always look like office wear.
 - C pashminas are a very adaptable clothing accessory.
- 6 What do we learn about Jack's attitude to clothes?
 - A He is not worried about his appearance.
 - B He rarely buys expensive clothes.
 - C He disapproves of designer clothing.

Unit 7

Leisure and entertainment

Grammar

Ways of linking ideas

- 1 Read this article from a magazine and then complete the gaps, using one of the words or phrases from the box below.

what/what when whose how yet unless if
given that provided laid out accepting arriving
fascinating in which that is in ways that therefore

MAKING THE MOST OF MUSEUMS

Nowadays there is an increasing emphasis on the idea of life-long education, (1) *that is* to say, education that continues through the whole of adulthood. One way (2) adults can develop their interest in a new subject is to watch television programmes, or read books. A potentially much richer way is to wander through a learning environment, such as a science museum, (3) in a systematic way to introduce visitors to particular subjects. With the help of audio-visual aids, computer-assisted instruction and other devices, a museum can bring a subject alive (4) compare favourably with a television programme, or a book. The kind of help that museums can give to adults can equally well be given to children, and to teachers (5) pupils have come to the museum for specific purposes. At a time (6) the demand for public accountability has never been greater, it is worth remembering that many museums receive substantial grants towards (7) is supposed to be stimulating educational provision for the general public. Museums (8) these grants, (9) offering little



more than the occasional public lecture, or very minimal help to schoolteachers (10) at the museum with their pupils, (11) risk having such financial support severely cut back, or even withdrawn.

Why is this done? The idea is that museums should not simply be aiming to be popular and entertaining, they should also be truly rewarding learning environments. (12) this is their aim, they should not just dispense facts and theories. They should show the visitor exactly (13) to do with the information (14) Isolated snippets of information, (15) as they may be, do not encourage museum visitors to use their intelligence. For example, (16) told that some fleas can jump 130 times their own height, visitors simply have no idea of (17) to apply this knowledge (18) they are clearly pointed in the right direction.

2 Complete the sentences with the most suitable form of the participle (present, past or present perfect), using the verbs in brackets. In some sentences, there may be two possible correct answers.

- 1*Looking*..... (look) round the concert hall, I was surprised to see several people I knew in the audience.
- 2 (decide) not to go and play tennis, the two friends went out for a meal.
- 3 (build) 2000 years ago, the Roman amphitheatre is still magnificent.
- 4 (know) by everyone as an outstanding speaker, it was no surprise when my uncle was chosen to deliver a public lecture.
- 5 'Underfunding is the reason for the youth employment scheme (reach) crisis point over the last few weeks,' said the treasurer at the annual meeting.
- 6 (view) through a telescope, the tall ship looked absolutely magnificent.
- 7 (not care) about who might overhear her, Caroline said exactly what she thought.
- 8 (stare) hard at the horizon, I could just make out the tallest of the mountains.
- 9 (write) fifty years ago, the novel addresses issues still of relevance today.
- 10 (find) that he had run out of money, Peter realised there was no point in staying in town any longer.
- 11 Modern scientific technology (produce) safer medicines, few people suffer side effects from them.
- 12 (not understand) what the instructor was saying, one student put his hand up to ask a question.

Vocabulary

The verb *to pay*



1 a Complete the sentences, using the prepositions from the box below.

in for back by into to

- 1 If you lend me £10, I'll pay you*back*..... tomorrow.
- 2 I'll have to pay a plumber fix the problem with the water tank.
- 3 I'll pay the theatre tickets if you'll collect them from the box office.
- 4 You always pay a bus driver cash.
- 5 I'll go into the bank tomorrow and pay these cheques my account.
- 6 Would you prefer to pay cash, cheque or credit card?

b Match the two halves of the sentence.

- | | |
|---|--|
| 1 Installing double glazing pays for itself | a is really paying dividends. |
| 2 If you regularly eat too much | b so let's split the bill. |
| 3 If you want designer clothes | c you'll pay through the nose for them. |
| 4 I want to pay my way | d because regular heating bills are reduced. |
| 5 All that extra training for the race | e you'll pay the price by putting on weight. |

c Which expression with pay means:

- 1 saves the money it cost - *pay for itself*
- 2 spend too much on something -
- 3 contribute your share of the cost -
- 4 is getting good results -
- 5 experience a bad result from doing something -

Writing

A proposal

Read this proposal written by a CAE student. Then replace the underlined words, using one of the words or phrases from the box below to improve the vocabulary level.

such as compose taking into consideration declined a wide range of enjoy personalities donate forthcoming events ~~the contents of~~ as well as had in mind assistance professional responsibilities scheduled

Sports and Social Club Proposal: publishing a magazine for members

the contents of

This proposal to the committee includes some ideas about (1) ~~what is in~~ the first edition. (2) Thinking about the secretary's suggestions (3) and some ideas from other committee members, I believe that the first edition should contain (4) different subjects to attract the interest of all its readers.

First of all we could include interviews of famous sports (5) people like Gerry Armstrong, the Scottish footballer. I also (6) thought of Joe Hill, the tennis player, but unfortunately he (7) did not accept my invitation due to his (8) job. However, he offered to (9) give his tennis racquets as a prize for our magazine.

Secondly, considering that our readers (10) like keeping fit, I arranged with Ken Brown, the sports centre instructor, to (11) write an article including his ideas and instructions on how our athletes can improve their fitness levels. To make the magazine entertaining, I suggest we should include competitions, (12) like sports crosswords, and also film and book reviews. Also, there should be announcements about (13) what's happening soon at our Club, such as the party and barbecue for our members, which are (14) planned for next month. Finally, I suggest that we should recommend the top restaurants in our town.

I hope that the above suggestions will be of (15) help to the committee for the first edition of our magazine.

Reading Part 4

You are going to read four album reviews from a world music website. For questions 1–15, choose from the reviews A–D. The reviews may be chosen more than once.

In which review is the following mentioned?

the rapid transition from one source of inspiration to another

1

surprise at an artist's lack of success in a venture

2

the artists' obvious enjoyment of the creative process

3

the high standards a performer usually attains in a certain style

4

the varying focus and linguistic origins of the songs

5

negative comment about the words of a song

6

an opening track which impresses without vocals

7

the possibility of diverse reactions to a particular singer

8

the high standards of musicianship maintained throughout the album

9

the problems arising from relying on a multitude of sources

10

a decline in standards after some effective tracks

11

the reliance on certain key musical instruments

12

the calm atmosphere created by two tracks on the same album

13

the special contribution of a singer to a blend of sounds

14

tracks sequenced in a way that would reflect the performers' wishes

15

WORLD MUSIC REVIEWS: ARTISTS and ALBUMS

A **Watcha Clan: *Diaspora Hi-Fi – A Mediterranean Caravan***

The album begins with a scrambled montage of voices and Arabic strings and percussion; right away, the listener is projected into a mix of dance floor sounds. This is fusion music, dubbed and electroed. *Watcha Clan* put forward a dilemma: can diverse influences result in a harmonious whole? Or does it just end up as a mish-mash of indistinguishable sound? They certainly add a rich variety of flavours to the dominant rhythms.

Some people can't get enough of vocalist Sista K's unusual voice, but for others even a little is too much. Nassim Kouti sometimes accompanies her on vocals and guitar. One of these tracks is the haunting 'Ch'ilet La'Yani'. The beginning of 'Oued El Chouli' is equally tranquil and briefly entrances before the reggae beat takes over, powered by Moroccan castanets. The song stands out on the album because the really impressive combination of styles works so well. This doesn't always happen on other tracks, but watching the bonus video makes you realise what this band is all about and that they had a lot of fun making this album.



B **Various artists: *Nigeria Disco Funk Special***

In the 1970s, Lagos was a creative place musically, and would-be artists flocked there from all over Africa to put their very individual spin on imported music. The first number, an instrumental by *Sahara All Stars* entitled 'Take Your Soul', is bravely funky and strikes just the right opening note. The next outstanding track is by the talented Johnny Haastrup, who gives a great rendition of 'Greetings'. It is hard to understand why he never really made it as a soloist, because this piece is both harmonic and flamboyant.

Sadly, the remaining songs are not in the same league, and you may be disappointed that they lack a truly authentic and traditional feel. Also, the material is mostly instrumental, so there are few singing stars in evidence. But despite this, the album is well worth listening to. It's arranged in an order suitable for clubs, which is doubtless what the artists originally intended.

C **Neco Novellas: *Khu Kata***

Neco Novellas is a singer-songwriter with immense talent and imposing stage presence. His new album, 'Khu Kata', presents influences of his teenage years in Mozambique. Guest vocalist Lilian Vieira of *Zuco 103* enriches the track called 'Vermelha' which is a successful mix of Brazilian samba and Mozambican pop, while the track called 'Zula Zula' really shows what Novellas can do. But with 'Phumela' things slide downhill for a while, and the lyrics of 'Swile Navo' can only be described as banal.

He returns to form with 'The Train', which is beautifully arranged and owes an obvious debt to the Hugh Masekela songbook ('Stimela!'), but the best tracks are the uplifting 'Tikona' and 'O Sol', which truly stand out as the blend of world/jazz fusion that this artist regularly delivers. Nonetheless, 'Khu Kata' would have been improved by more rigorous editing and slightly fewer tracks.

D **Think of One: *Camping Shaabi***

Think Of One is truly unique. Over the years, this Antwerp-based group have worked and recorded with a wide range of artists such as Afro-Brazilian percussionists and Inuit throat singers, but for this album, they return to Moroccan themes. The Moroccan effect is apparent straight away in the spellbinding rhythms and voices of the first track, 'J'étais Jetée'. And that's just for starters – the recording goes on to mix diverse sounds and types of music at an astounding speed.

The quality doesn't falter from one track to the next and each track is innovative in its own way. The vintage keyboards and Balkan-style brass section are always there, laying the foundations for the other sounds which are brought in and used around them. In a dazzling combination of Flemish, French, Arabic and English, the band's lyrics also fascinate, some having a serious tone and others being more frivolous, but a singable tune always surfaces.

Listening Part 2

9 You will hear a professional dancer talking to a group of young people about dancing as a career. For questions 1–8, complete the sentences.

To become a **1** dancer, it is best to start lessons when you are very young.

On degree courses, there is often more emphasis on academic learning than **2** skills.

In order to make contacts, dance students should attend **3**.

When dancers go to auditions, they should remember to **4**.

Dancers must be prepared to experience **5** during their careers and develop other skills.

Some dancers refuse to consider **6** as a way of earning money.

Dancers should try to avoid **7** which may shorten a career.

Dancers who are unwilling to **8** are unlikely to do well.



Unit 8

Don't blame the media

Grammar

Reported speech

- 1 a Read the article below and then write what the people actually said to the reporter in the speech balloons which follow.

The rise of commuter television

Rail commuters fed up with shouts of 'I'm on a train', the hum of music players and mobile ringtones now have another challenge – televisions. Many rail travellers are already used to TVs in the carriages but televisions are going to be installed in our local commuter trains for the first time. We got on the 8.18 to Manchester to find out what people thought about this.



James French, 25, said he'd been commuting for the last year and he thought it was a pretty good idea because he could watch it if he wanted. If he didn't want to, he'd read a book but his worst nightmare would be constant sport.

Sophie Morton, 17, who travels to school every day, agreed they were a good thing. She said she would stop listening to music and watch the news instead which meant she would be learning something on her way to school.

But most commuters were not keen on the idea.

Natasha Gordon, 27, is American and she said she'd travelled on lots of trains in the US with TV in them and she'd hated it. She wanted to know why the money was being spent on TV when it could go towards improvements in basic services.

Francesco Vecchi, 42, explained that he had to catch the train to work and he objected to TV being forced on him. He was concerned that he wouldn't be able to do vital reading for his job.

We put these points to **Jason O'Donovan**, spokesperson for the railway company. He said that they would never put TV in every carriage and they were going to trial it first as it might be popular in some trains but not others.

I've been commuting for the last year and I think it's a pretty good idea because I can watch it if I want. If I don't want to, I'll read a book but my worst nightmare would be constant sport.

James French

Sophie Morton

Natasha Gordon

Francesco Vecchi

Jason O'Donovan

b The reporter asked the commuters the questions below. Use the questions to complete the conversation he had with a colleague.

- 1 Are you happy about having TV in the train?
- 2 What do you usually do during your journey?
- 3 Would you enjoy watching TV on the train?
- 4 Do you travel on this train every day?
- 5 How long have you been commuting?

'What did you ask the commuters on the train this morning?'

'I asked them (1) *if they were happy* about having TV in the train and

(2) journey. Most of them seem to read or listen to music. I wanted to know (3) watching TV on the train. Most of them didn't think so. I asked them (4) every day and (5) Most people use the train every day and some have been commuting for years.'

2 Read what these people said and then complete the reported sentences, using a verb from the box below.

advise ~~announce~~ complain deny doubt enquire
urge warn

- 1 'There will be an extra public holiday next month.'
The President *announced (that) there would be an extra public holiday the following month*.....
- 2 'I don't think Ruth is telling the truth.'
Jamie
- 3 'Are there any job vacancies in the company?'
The man
- 4 'We're being given far too much work.'
The students
- 5 'Don't eat a large meal before going for a run.'
The fitness instructor his trainees
- 6 'I didn't tell Frankie the news.'
Joe
- 7 'If I were you, I'd ring Laurie before you turn up.'
Rachel them
- 8 'Recycle as much paper as you can.'
The company its employees

Vocabulary

Television, newspapers and computers

Read the definitions from the *Cambridge Advanced Learner Dictionary* which follow and then complete the gaps by adding the vowels to the correct word from the box below.

BLLTN PSD CNTSTNT TBLD ~~GRCLTN~~ HDLN
BLGGR PDCST KYWRD CMMRCL

1 *circulation* the number of people to whom a newspaper or magazine is regularly sold

2 a significant word used to find out more information about something

3 short news programme often about something that has just happened

4 a pre-recorded audio programme that's posted to a website and made available for download

5 a type of popular newspaper with small pages which has many pictures

6 an advertisement broadcast on television or radio

7 someone who produces an ongoing narrative, similar to a diary

8 a line of words printed in large letters as the title of a story in a newspaper

9 someone who competes, often in a quiz

10 one of the single parts into which a story is divided when it is broadcast weekly or daily on the television or radio

Writing

Giving a positive or negative impression

1 a Here are some expressions a CAE student used in a film review. Mark each one according to whether you think they are most likely to be positive (☺) or negative (☹).

- A are simply stunning ☺
- B really bothered me
- C the lack of
- D simply do not move me
- E manages very ably to
- F is nothing but
- G was really impressed
- H has pleasantly surprised me

b Read the film review written by a CAE student and then complete the gaps, using the expressions A–H from exercise 1a.

I am not a professional critic, but here is my review of the best and worst films I have seen: the best film I have ever watched is most likely *Alien*. Special effects without an interesting story (1) *simply do not move me* and I usually avoid Hollywood blockbusters but *Alien* (2) It is a science fiction thriller movie that combines two of my most favourite film genres. The director (3) create an atmosphere of fear, while teaching us a valuable lesson about the beast we all hide inside. The actors' performances are excellent, especially that of Sigourney Weaver, who is the leading actress. The costumes are well designed and the special effects (4) The worst film I have ever watched is *200 Warriors*. This film (5) a combination of impressive special effects with a flat story. Initially I (6) by the colourful explosions and the epic battles between the good and evil immortal warriors but too many events take place and too few explanations are given. What (7) is that there is not a single character to identify with and (8) a strong storyline is a major fault. There is not even a valuable lesson to learn.

Use of English Part 2

For questions 1–15, read the text below and think of the word which best fits each gap. Use only ONE word in each gap. There is an example at the beginning (0).

Effects of television on childhood literacy

Television occupies a large portion (0) of children's time. Starting in preschool, children spend more time watching television (1) participating in any other activity (2) sleeping. Children also have extensive experience of television before (3) exposed to many socialising agents, (4) as schools and peers. Because television has this important role, it is important to understand its potential positive and negative effects (5) most children.

The results of recent research suggest that there is considerable overlap (6) the comprehension processes that take place while reading and the processes activated (7) a period of television viewing. If (8) , it may very well (9) the case that children who learn comprehension skills from television viewing before they are ready to read are equipped (10) some very important tools when they later learn to read.

Clearly, television viewing is not the sole context providing important foundations for literacy.

(11) that most parents are positive about the value of stories, many children may be read (12) at bedtime. Television, however, is an ideal medium in (13) to cultivate some of the skills and knowledge needed for later reading. Television is also a visual medium, and thus presents information more concretely than written and spoken text. This content difference across media seems to account (14) the fact that preschool children are frequently better (15) recalling televised stories they have watched compared to those they have simply heard.

Use of English Part 5

For questions 1–8, 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 three and six words, including the word given. Here is an example (0).

- 0 There needs to be tighter control than there is at present over what happens in reality TV programmes.
TIGHTLY
Reality TV programmes should be *more tightly controlled* than they are at present.
- 1 News programmes should not be allowed to show disturbing images in the early evening.
PREVENTED
News programmes should disturbing images in the early evening.
- 2 I eventually managed to persuade Louisa that I was telling the truth.
SUCCEEDED
I eventually Louisa that I was telling the truth.
- 3 George felt a sense of pride in the achievements of the family business.
PROUD
George the family business had achieved.
- 4 Unless the director gets the actor he wants for the main part, the film will be cancelled.
MEAN
If the director doesn't get the actor he wants for the main part, it the film.
- 5 The reliability of the Internet as a source of information is sometimes difficult to determine.
HOW
It is sometimes difficult to know as a source of information.
- 6 I only realised that I'd forgotten my wallet when I got to the station.
ARRIVED
It wasn't the station that I realised I'd forgotten my wallet.
- 7 The employees suggested some improvements to the computer system which would make it easier to use.
FORWARD
The employees improving the computer system to make it easier to use.
- 8 Driving without a seatbelt is illegal in most European countries.
AGAINST
It is without a seatbelt in most European countries.

Listening Part 4

You will hear five short extracts in which people are talking about their jobs in television.

TASK ONE

For questions 1–5, choose from the list (A–H) each speaker's job.

TASK TWO

For questions 6–10, choose from the list (A–H) what each speaker says they find difficult about their job.

While you listen you must complete both tasks.

- A make-up artist
- B producer
- C actor
- D researcher
- E sports presenter
- F lighting engineer
- G sound technician
- H costume designer

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

A having to upset people

B incorporating last-minute changes

C not getting enough variety

D listening to people's problems

E being told what to do

F keeping up to date

G not getting recognition

H working in uncomfortable conditions

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10



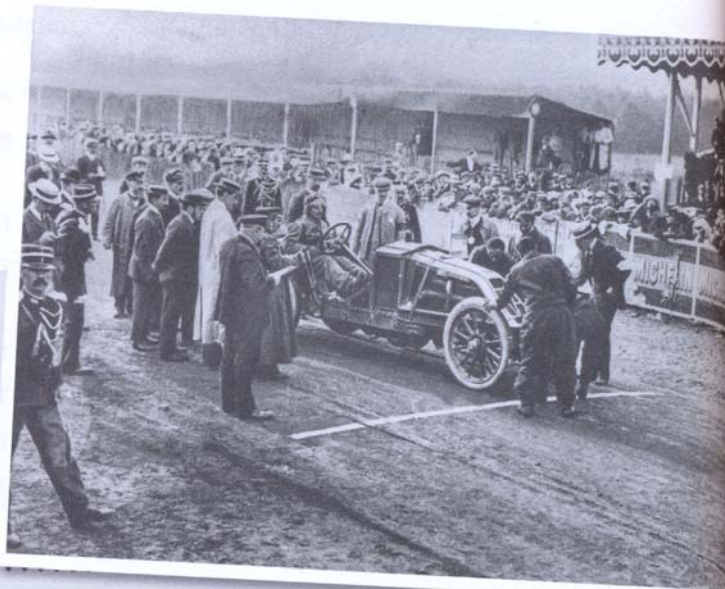
Unit 9 At top speed

Grammar

Tenses in time clauses and time adverbials

- 1 a Read the article below and then choose the correct word or phrase.

THE HISTORY of GRAND PRIX RACING



Grand Prix racing has its roots in organised automobile racing that began in France (1) *as far back as* / *as long as* 1894. Organisers were keen to exploit motor racing as a showcase for their cars, and the first race, which took place (2) *in/on* July 22 of that year, organised by a Paris newspaper, (3) *was held/had been held* over the 128 km distance between Paris and Rouen. On that occasion, although Jules de Dion won the race, he (4) *was not given/had not been given* the prize because his car (5) *has relied/relied* on a mechanical stoker, a device for putting coal into a boiler.

(6) *During/Meanwhile*, in 1900, James Gordon Bennett Jnr established the Gordon Bennett Cup in the USA, hoping that the creation of such an international event would encourage manufacturers to improve their cars. However, it was (7) *only when/not until* 1906 that the Automobile Club de France organised a Grand Prix on a circuit in Le Mans. The race (8) *was won/had been won* by the Hungarian-born Ferenc Szisz in a Renault.

In this (9) *period/time*, races were heavily nationalistic affairs, with a few countries setting up races of their own, but no formal championship holding them together. The cars all had a mechanic on board as well as a driver, and these two (10) *allowed/were allowed* to work on the cars (11) *during/over* the race. Races (12) *were run/were being run* over a lengthy circuit of closed public roads, rather than purpose-built tracks, and given the state of the roads (13) *at/by* this time, repairs were a common occurrence. Grand Prix races gradually spread through Europe and the US, and in 1924, the many national motor clubs banded together to form an association (AIACR) which was empowered to regulate Grand Prix and other forms of international racing.

Eventually Grand Prix racing (14) *evolved/was evolving* into formula racing, and the Formula One so popular now can be seen as its direct descendant. (15) *In/To* this day, each event in the Formula One World Championships is still called a Grand Prix.

b Match the two halves of the sentence.

- | | |
|--|--|
| 1 I'll cook dinner tonight | a while I was sitting on the train. |
| 2 As soon as I've finished my project | b while you go to your Spanish lesson. |
| 3 I read most of my novel | c I took it straight to the post office. |
| 4 When I know the answer | d I'll hand it in. |
| 5 I'll give David his birthday card | e I sat down to complete my project. |
| 6 I'll come straight home | f while I was serving for the set. |
| 7 When I'd found enough information, | g while I'm shopping in town. |
| 8 When I'd wrapped the present, | h when the match is over. |
| 9 I injured my wrist | i I'll tell you what it is. |
| 10 I'll get some new strings for my guitar | j as soon as I see him tonight. |

2 The time expressions in the box below are all used with *at*, *in* or *on*. Write them into the correct circle.

the spring 2010 January breakfast the morning
 several occasions the weekend night the beginning
 dusk Friday night six o'clock midnight December 12th



Vocabulary

Word building

1 a Make the nouns formed from these verbs.

- | | | |
|-------------|----------------------|---------|
| communicate | <i>communication</i> | compose |
| discover | | evolve |
| inform | | operate |
| observe | | perform |
| prioritise | | proceed |

b Complete the table below.

VERB	NOUN	ADJECTIVE	ADVERB
add			
		electrical	
extend			
know			
		medical	
		original	

Writing

Punctuation

Punctuation is very important to meaning and understanding.

Punctuate the paragraph below correctly, using capital letters (A, B, C ...), commas (,), full stops (.), apostrophes ('), semi-colons (;) and dashes (-). The paragraph tells you something about the life of John Paul Stapp, who you will read about on pages 48 and 49.

Dr John Paul Stapp was born on July 11 1910 in Bahia Brazil his preliminary education was obtained at the Brownwood High School Brownwood Texas and San Marcos Academy San Marcos Texas Dr Stapp received his first degree in 1931 from Baylor University his doctorate from the University of Texas in 1940 and his medical degree from the University of Minnesota in 1944 he interned for one year at St. Marys Hospital before entering the US Air Force in 1944 in 1946 Dr Stapp was transferred to the Aero Medical Laboratory as a project officer but the job assignment that was the start of his fame came in March 1947 when he was sent to the deceleration project

Reading Part 3

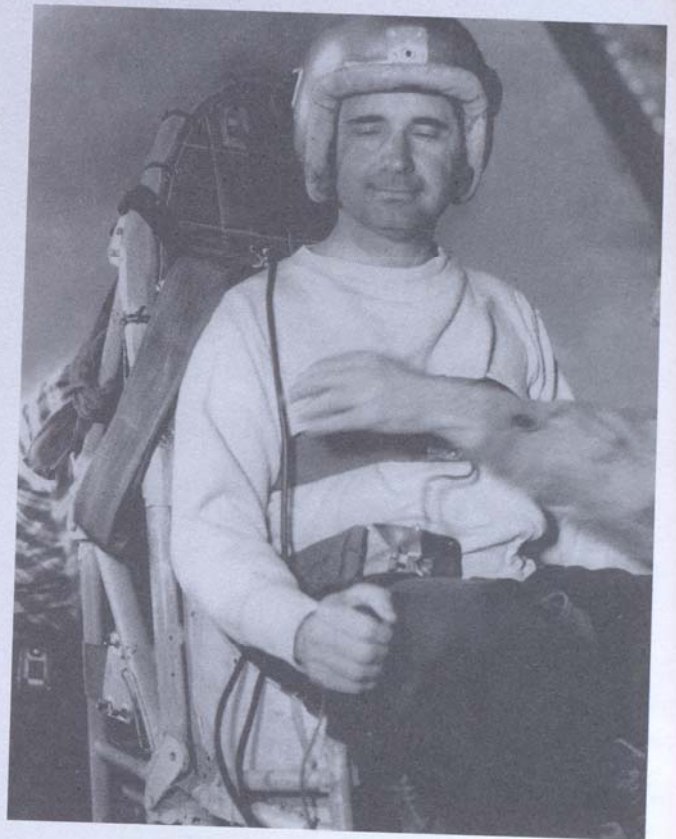
You are going to read an article about the life of John Paul Stapp. For questions 1–7, choose the answer (A, B, C or D) which you think fits best according to the text.

JOHN PAUL STAPP: THE FASTEST MAN ON EARTH

Captain John Paul Stapp, already a medical doctor, began his scientific career in the 1940s studying the negative effects of high altitude flight, issues absolutely critical to the future of aviation. How could men survive these conditions? The problem of the bends, the deadly formation of bubbles in the bloodstream, proved the toughest, but after 65 hours in the air, Stapp found an answer. If a pilot breathed pure oxygen for thirty minutes prior to take-off, symptoms could be avoided entirely. This was an enormous breakthrough. The sky now truly was the limit. The discovery pushed Stapp to the forefront of the Aero Med Lab and he abandoned his plans to become a pediatrician, instead deciding to dedicate his life to research. The Lab's mandate, to study medical and safety issues in aviation, was a perfect match for his talents. It was the premiere facility in the world for the new science of biomechanics.

Stapp was assigned the Lab's most important research project: human deceleration. This was the study of the human body's ability to withstand G forces, the force of gravity, when bailing out of an aircraft. In April 1947, Stapp traveled to Los Angeles to view the 'human decelerator', a rocket sled designed to run along a special track and then come to a halt with the aid of 45 sets of normal hydraulic brakes, which slowed it from 150 miles per hour to half of that speed in one fifth of a second. When it did, G forces would be produced equivalent to those experienced in an airplane crash. The sled was called the "Gee Whiz." Built out of welded tubes, it was designed to withstand 100 Gs of force, way beyond the 18 Gs that accepted theory of the time thought survivable. Early tests were conducted using a dummy called Oscar Eightball, but Stapp soon insisted that conditions were right to use himself as a human guinea pig.

Exercising a modicum of caution on the first ride in December 1947, Stapp used only one rocket. The Gee Whiz barely reached 90 miles an hour, and the deceleration was only about 10 Gs. So Stapp began to increase the number



of rockets, and by August 1948, he had completed sixteen runs, surviving not just 18 Gs but a bone-jarring 35 Gs. Beaten, bruised and battered though he was by the tests, Stapp was reluctant to allow anyone else to ride the Gee Whiz. He feared that if certain people, especially test pilots, were used, their hot-headedness might produce a disaster. Volunteers made some runs, but whenever a new approach was developed, Stapp was his own one and only choice as test subject. There was one obvious benefit: Stapp could write extremely accurate physiological and psychological reports concerning the effects of his experiments.

Yet while the Gee Whiz allowed Stapp to answer the existing deceleration questions, new ones emerged. What could be done to help pilots ejecting from supersonic aircraft to survive? Stapp set out to find the answer on a new sled called Sonic Wind No. 1, which could travel at upwards of 750 miles per hour, and withstand an astonishing 150 Gs. In January 1954, Stapp embarked on a series of runs leading to his 29th and final ride, which took him to above the speed of sound, protected only by a

- 1 What does the writer mean when he says 'The sky now truly was the limit' (lines 10–11)?
 - A Stapp had set an unassailable scientific record.
 - B All previous restrictions on flight had been removed.
 - C Pilots could now be trained to fly at greater altitude.
 - D A new design was needed for high-altitude planes.
- 2 What assessment of Stapp's skills does the writer make in the first paragraph?
 - A His scientific skills were superior to those of his contemporaries.
 - B He was able to solve scientific problems at great speed.
 - C He was able to prove a theory set out by others.
 - D He was ideally qualified for employment at Aero Med Lab.
- 3 What was surprising about the construction of Gee Whiz?
 - A It incorporated a revolutionary new kind of brakes.
 - B It was initially designed to function without a passenger.
 - C It could withstand exceptionally high G forces.
 - D It was not built of conventional materials.
- 4 Why did Stapp usually insist on doing test runs on Gee Whiz himself?
 - A He felt his powers of observation were superior to those of other people.
 - B He was aware that some people were psychologically unsuited to the tests.
 - C He had little faith in the overall safety of the equipment.
 - D He thought it was unethical to recruit people for a dangerous task.
- 5 What was the significance of the experiments on Sonic Wind No. 1?
 - A They broke all previous speed records.
 - B They gradually improved deceleration times.
 - C They set new limits to human potential.
 - D They proved that people could survive high speeds.
- 6 How did Stapp respond to becoming a celebrity?
 - A He avoided appearing in public if he could.
 - B He was embarrassed by the extent of his fame.
 - C He responded gracefully to the demands of fame.
 - D He made use of his fame to achieve a goal.
- 7 In this text, the writer implies that Stapp's main motivation was
 - A a desire to minimise loss of life.
 - B a spirit of adventure.
 - C a quest for knowledge.
 - D a wish to be remembered after his death.

helmet and visor. And when the sled stopped, which it did in a mere 1.4 seconds, Stapp was subjected to more Gs than anyone had ever willingly endured. He wasn't just out to prove that people could survive a high speed ejection, he was trying to find the actual limit of human survivability to G force. As Stapp's friend, pilot Joe Kittinger put it: 'It was a point of departure – a new biological limit he was going to be establishing on that run.'

Stapp's life was never the same after that successful run on 10 December 1954. Dubbed 'The Fastest Man on Earth' by the media, his celebrity rose to dazzling heights. Stapp graced the pages of magazines, and became the subject of a Hollywood movie. If the attention was a bit much for the soft spoken Lt. Colonel Stapp, it nevertheless provided him with an opportunity he had longed for – to promote the cause of automobile safety.

For even in the earliest days of the Gee Whiz tests, Stapp had realized that his research was just as applicable to cars as it was to airplanes. At every opportunity, Stapp urged the car industry to examine his crash data, and to design their cars with safety in mind. He lobbied hard for the installation of seat belts and improvements such as soft dashboards, collapsing steering wheels, and shock absorbing bumpers. "I'm leading a crusade for the prevention of needless deaths," he told Time magazine in 1955.

Stapp's work in aeronautics and automobiles continued right up until his death in 1999 at age 89. He had received numerous awards and honors. But the best was the knowledge that his work had helped to save many lives, not just in aviation, but on highways around the world.

Listening Part 2

11 You will hear a talk about an adventure race called the Marathon of the Sands. For questions 1–8, complete the sentences.

Ali describes the race as both the **1** experience of his life.

Ali realised when he watched a TV programme that a lot of **2** entered the race.

Ali then discovered that he would have to spend a minimum of **3** training.

The training had a negative effect on his **4** and studies.

For Ali, running across the dunes was very hard because sand got into his **5**.

During the 82km stage, Ali got bad **6** on his feet.

All competitors have to carry everything they require except **7**.

Ali eventually finished the race with the help of **8**.



Unit 10 A lifelong process

Grammar

Expressing ability, possibility and obligation

1 Read this extract from a column in a magazine and then complete the gaps, using *can*, *must*, *have to*, *need* or *be able to* in the correct form – present, perfect or past. Make the verbs negative where you see *(not)* in brackets.

I met someone famous

When I was 13, my school arranged an exchange visit with a school in Canada and a girl called Carrie came to stay with us. She lived in a very isolated area in Canada and she was really excited when she saw that a band was going to play in our town hall.

This (1) *could* be my only opportunity this year to see a live band because at home we (2) drive a hundred miles to the nearest big city so we don't go very often. But you (3) *(not)* come if you don't want to', she said to me.

I was happy to go but I knew my parents wouldn't agree.

Luckily, my older brother said he would come so I

(4) *(not)* persuade my parents to let Carrie and I go on our own. He (5) be at work when the tickets went on sale but it was the school holidays so I

(6) queue outside the hall. I got there before the box office opened but I (7) *(not)* hurried because there was hardly anyone else there and I

(8) get really good seats. I had no idea if the band would be any good and I warned Carrie 'You

(9) *(not)* be disappointed because we don't normally get good bands here so they (10) be really bad.' She said she didn't mind.

The night arrived and the band started playing. As soon as they went on stage, my brother realised that he knew one of them and when they finished we (11) go backstage and meet them. It was a really good night and in fact the band actually became famous. We have souvenir programmes which we (12) sell for a lot of money if we wanted to.

2 Look at these sentences written by CAE students, all of which contain mistakes in the use of modal verbs. Find the mistake in each one and then correct it.

- The bus got so hot that I felt I ~~can't~~ ^{couldn't} breathe any more.
- If you live too far away, you are able to stay at the college's hostel.
- We don't have to forget how hard women fought to get the vote.
- I am very sorry but I really couldn't be at the airport when you arrive.
- When we arrived at the college, we must find our own accommodation.
- We couldn't wait to see you next week when you come to visit us.
- I'm determined to work for the company for as long as I'll be able.
- A lot of my friends have taken their driving test but only a few can pass it on the first attempt.
- The student study centre isn't as good as it has to be, given the cost of the fees.
- They wouldn't afford to buy new clothes except on rare occasions.

Vocabulary

Expressions with prepositions: *at, in* and *on*

1 Look at these sentences written by CAE students, each of which contains an expression with a preposition. Choose the correct preposition.

- 1 You'll find all the information you need *at/in/on* the website.
- 2 You'll be landing *at/in/on* Gerona airport and from there you can get a bus or train to Barcelona.
- 3 *At/In/On* the last day of my course, we went on a trip together to the seaside.
- 4 We all have a mobile phone in our family and yesterday they were all ringing *at/in/on* the same time.
- 5 There was a transport strike so we stayed *at/in/on* the same town for five days.
- 6 You should wait *at/in/on* the queue until the cashier's light comes on.
- 7 It's better to sit *at/in/on* the left-hand side of the bus because it's cooler.
- 8 The train stops *at/in/on* Empoli so you should get off there and change trains.
- 9 The event is to be held *at/in/on* the first week of July.
- 10 Please contact me *at/in/on* 76598409932 when my computer is repaired.
- 11 The bus stop is *at/in/on* the opposite side of the road to my house.
- 12 I'm a student *at/in/on* a language school in Bristol.
- 13 At the musical, we sat *at/in/on* the back row and we could hardly see the stage.
- 14 There's been a huge improvement in the quality of food *at/in/on* the canteen.
- 15 It was so difficult to choose between the three best entries, so *at/in/on* the end the judges gave three first prizes.
- 16 You can swim in the sea here *at/in/on* any time of year.

Word building

2 Read this short article about 'alternative schools' and then put the words in brackets into the correct form.

A different kind of education



While most children attend a mainstream school, there is a tradition in many countries throughout the world of 'alternative schools'. In these schools there tends to be more emphasis on (1) *creativity* (creative) with a greater amount of time spent on the (2) (participate) of children in artistic subjects and on encouraging pupils' inherent (3) (fascinate) in the world around them. Mainstream schools do not have the same (4) (possible) as they tend to be bigger and often have a strict curriculum to adhere to. They do sometimes offer (5) (provide) for pupils with special (6) (education) needs, whether that might be extra lessons or help within classes. But for the most part (7) (conform) is expected amongst pupils. Alternative schools tend to discourage this and praise (8) (original) in their pupils, giving them the opportunity to express themselves in their own way. This can, of course, be (9) (disaster) especially if (10) (attend) at classes is not (11) (oblige). Most alternative schools require a financial (12) (contribute) from the parents.

Writing

Ways of linking ideas

Read this student's letter which makes suggestions for ways money could be spent to improve their school. Complete the gaps, using the expressions from the box below.

In addition, ~~Outlined below~~ Once again,
The second point I would like to make is about
Another important issue to take into consideration
The above recommendations To begin with, As for
It is therefore essential that Consequently,
Lastly, I should mention that There is also

Dear Mr. Newton,

I'm writing on behalf of the students of Saint Paul's College, to express our gratitude for your most generous donation to our committee. (1) ~~Outlined below~~ are some suggestions for improvements.

(2) the library building is very old and in need of complete renovation. (3) it contains very old chairs and desks and most of them are dirty. (4) it is not really suitable for studying in. (5) the variety of books, students are always complaining they can't find what they need. (6) dissatisfaction with the early closure. Perhaps if we hired extra staff, we would be able to expand the opening hours.

(7) the lack of a fully equipped computer centre, which is shameful for a modern school. Today's jobs demand computer skills.

(8) up-to-date computers are purchased immediately.

(9) is our sports facilities. It would be marvellous if we could build a sports hall, or even indoor tennis courts and maybe a swimming pool.

(10) the café cannot be used for special events, as it is small and tastelessly decorated.

(11) aim to present students' suggestions for necessary improvements. I hope they will prove to be of assistance when it comes to your decisions. (12) my fellow students and I thank you for your amazing offer.

We look forward to hearing from you.

Yours sincerely,

Cristina Stamouli

Use of English Part 4

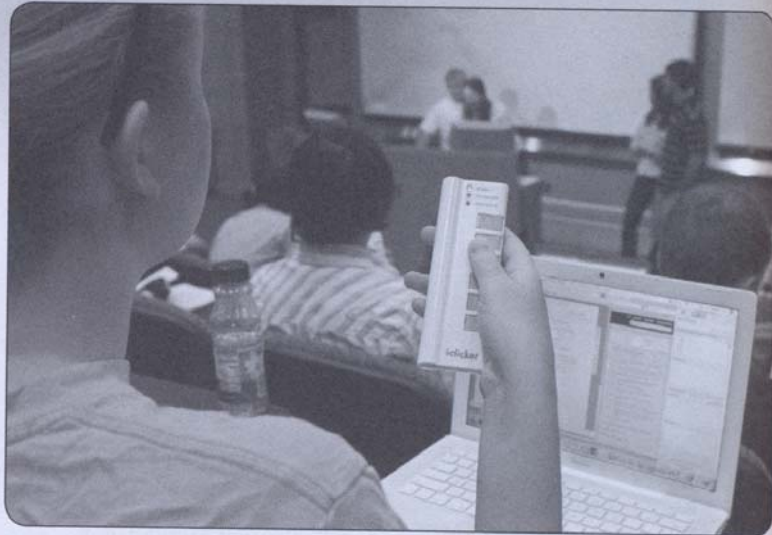
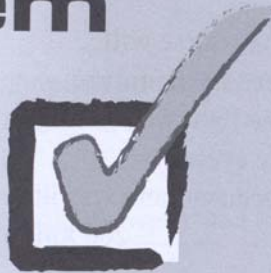
For questions 1–5, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

- 0 Educational reforms will be at the*top*..... of the government's agenda next week.
As he left for work, Peter gave his young daughter a quick kiss on the*top*..... of her head.
At 4.00 am, the climbers could just see the sun rising over the*top*..... of the mountain to the east.
- 1 The course will all the skills I will need in the future.
The light was so bright that I had to my eyes.
Because there was little traffic, we managed to 200 km in an hour and a half.
- 2 The timetable was completely so we had no time to relax.
The impact of the rise in oil prices hasn't yet affected consumers.
Jack was the only one who got marks in the test.
- 3 We need to make some changes to the in which we educate our children.
We had to walk a long to the beach after we'd parked the car.
I recognised Paul immediately as he has an unusual of walking.
- 4 The students felt they would more efficiently if they had their own computers.
I can't get my new camera to properly.
Could you out how much I owe you?
- 5 We couldn't decide where to go but we finally on Alexandria as the best place.
Payment of your account is now overdue and it should be immediately.
Has your son in his new school?

Use of English Part 2

For questions 1–15, read the text below and think of the word which best fits each gap. Use only ONE word in each gap. There is an example at the beginning (0).

Electronic voting system



Because university lectures (0) *are* usually attended (1) large numbers of students, there is little interaction (2) the lecturer and the students and (3) way for the lecturer to check whether the students are benefiting. Thanks (4) an invention known (5) an electronic voting system - or 'clickers' for short - this situation is beginning to change. 'Clickers' are hand-held devices on (6) students click the relevant button to answer questions posed by the lecturer. The students' answers are communicated to the lecturer's computer either by infra-red transmitter (7) by radio frequency and the results are displayed on the lecturer's projection screen at the front of the hall. Initially lecturers presumed that the advantage of clickers for students would be

that they would make lectures an interactive, (8) than a passive, experience. But there have been unforeseen advantages for the lecturers themselves because they are much more in touch with (9) each student is getting (10) with the subject. There are advantages for the students because if they get an answer wrong, they won't be embarrassed in front of (11) peers. But there are other advantages too. Clickers are also getting students talking to (12) other. Some lecturers are getting students to talk to their neighbour about (13) they put and why. If clickers are used properly, they have huge potential in allowing lecturers to pitch their lectures (14) the right level and get feedback on (15) This is especially helpful at the beginning of a course.

Listening Part 1

12 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 One

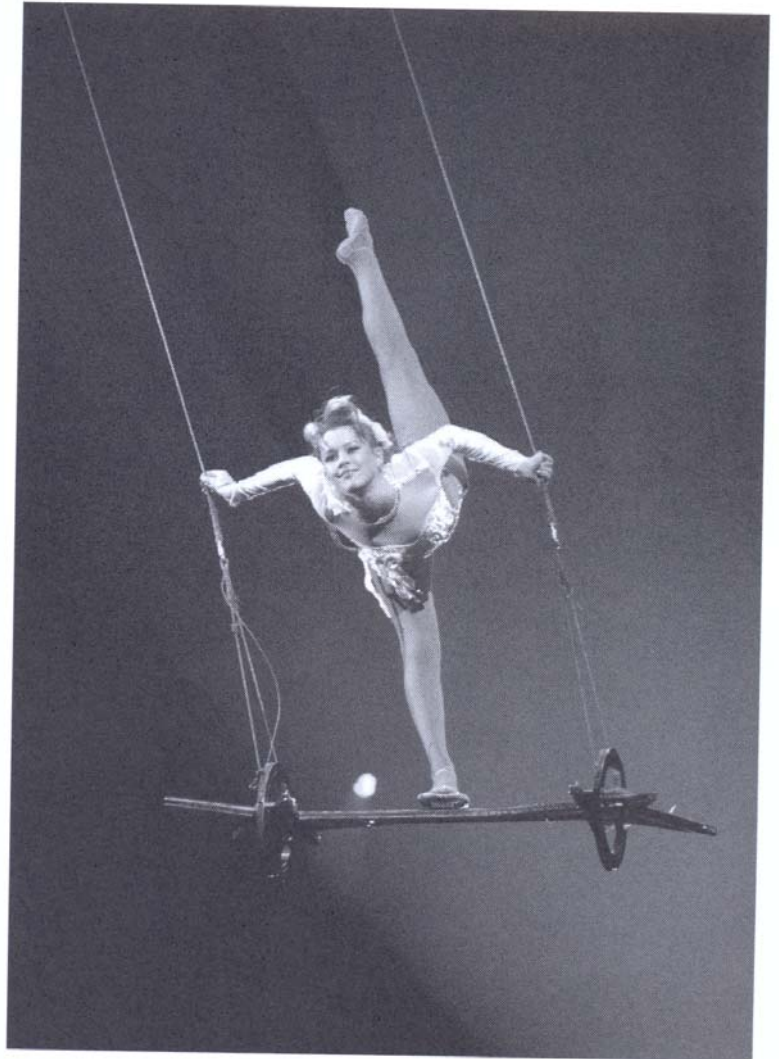
You hear two people talking in a university about studying abroad.

- 1 What did Fiona find most difficult about studying at the French university?
A the range of subjects
B the methods of teaching
C the attitude of the lecturers
- 2 What did Fiona decide about her life as a student at home?
A She would make more effort to practise her French.
B She would spend more time with the friends she'd missed.
C She would try to make friends with foreign students.

Extract Two

You hear two people talking in a shop.

- 3 What surprised the woman about the products on sale?
A They cost so much.
B They seemed very stylish.
C They were made from recycled materials.
- 4 What do the speakers agree on about the shop?
A It has something different to offer.
B It has copied other similar shops.
C It will be successful.



Extract Three

You hear part of an interview with a woman who is a trapeze artist in a circus.

- 5 What does Josie find most satisfying about her job?
A being able to express herself artistically
B getting a good reaction from the audience
C experimenting with new movements
- 6 She compares herself to a pilot because she thinks they both need to
A be adaptable.
B rely on other people.
C stay calm.

Unit 11 Being somewhere else

Grammar

Conditionals

1 a Match the clause on the left to one or more clauses on the right. Find as many correct answers as possible.

- | | |
|---|--|
| 1 If you were to find a good guidebook in town
<i>c, e, g, l</i> | a we can be home in half an hour. |
| 2 If it hadn't been for the terrible weather | b you won't ruin the flavour. |
| 3 If you would book the flights | c I'd really appreciate it. |
| 4 If he hadn't been taking so many risks | d he wouldn't have fallen off his bike. |
| 5 If she's still refusing to speak about it | e we could look for accommodation. |
| 6 If you could arrive early tomorrow | f we might have really enjoyed the holidays. |
| 7 If you don't overheat the coffee | g could you buy it for me? |
| 8 If you'll help me with the supermarket shop | h there's no point in asking any more questions. |
| | i we'll be able to finish it quickly. |
| | j she'd have done some hill-walking. |
| | k he wouldn't be feeling so stupid now. |
| | l do let me know. |

b Complete each of these sentences in two different ways in your own words, using different tenses or modals.

- I won't be able to travel much unless
- I'll bring my sports kit to the gym, otherwise
- I'll have to finish this work, or



c Listen to a short extract from a conversation about holidays and complete the gaps in the dialogue while you listen.

- A: ... but we had a fantastic time. So this is one of the pictures I took. The pyramids were absolutely fantastic. Have you ever been there?
- B: No, but (1) ! I'd go like a shot. I didn't have the money when I was a student, but now I'm working, (2)
- A: Well, I'd certainly recommend going to Egypt. I'm sure (3)
- B: And (4) all the well-known sites, just like you did!
- A: Well, I certainly loved every minute of my trip. But I didn't realise how hot it would be in August. (5) in April or May instead!

At, in and on to express location

2 Do you use *at, in* or *on* with these place words? Write *at, in* or *on* next to them.

- | | |
|--------------------------|--------------------------------|
|at..... the airport | hospital |
| the phone | the train |
| the beach | Italy |
| prison | the top of the escalator |
| class | my list |
| school | the meeting |
| the coast | the wall |
| the taxi | the motorway |
| home | my friend's wedding |
| television | |

Vocabulary

Phrasal verbs: word order with pronouns

Finish the second sentence in each pair so it means the same as the first.

- 1 We wrapped the present up and gave it to Anna immediately.
We gave the present to Anna as soon as we had wrapped it up .
- 2 I enrolled for the art class as soon as I saw they were running one.
As soon as I discovered they were running an art class, I signed
- 3 When the committee heard that Peter couldn't get there, they cancelled the meeting.
When the committee heard that Peter couldn't get to the meeting, they called
- 4 I couldn't face going to the dentist, so I postponed my appointment.
I couldn't face going to my dentist appointment, so I put
- 5 As soon as I realised the trip was going to be on Saturday, I decided not to go.
As soon as I realised the trip was going to be on Saturday, I dropped

This is a good essay, but there are a few things you can do to improve it.

- 1 In several places I've underlined where you've used the wrong word or expression, and you need to replace them with one of these words:
apart, everyone, discover, if, age, journey, what, solution, restrict, whether, share, refuse.
- 2 I've circled six verbs where you've used the wrong form or tense.
- 3 Please divide your essay into four paragraphs!

Writing

Correcting your writing

🕒 Read this essay written by a CAE student and the teacher's notes and then rewrite the essay, making the corrections that the teacher suggests.

Essay: Is it better to travel alone, or with other people?

In my opinion, travelling, is very exciting, and all people including me, (like) to travel. It helps them to escape from their normal life and to meet new countries, people and cultures. But that which you have to decide is if you should travel alone, or with friends or family. There are advantages and disadvantages in each case. If you travel alone, you are free to go anywhere you want. There is no one who will deny to follow you to the place you want to go! You do anything you want, as you want. However, if you travel alone, you feel extremely lonely. You haven't got anyone to enjoy the travel with. Except from that, a solo trip is more expensive than one with friends or family, because you have to pay for everything yourself and you can't divide the cost with a friend or brother. In case you travel with your friends, you will enjoy the journey more than if you were alone. Humans are social creatures and (to be) with someone else is good for your behaviour and your mind. With friends, the travel will not be boring! You can also borrow money from them if you run out. In fact, there aren't many disadvantages if you travel with friends. The only one is that you might disagree with them about the places you want to visit. This isn't a serious disadvantage, because sooner or later you (have) reach a decision. Finally, you could travel with your parents. If you are a young man or woman, travelling with your parents is the best case. You aren't responsible for anything and you go everywhere your parents go. You (haven't) to pay for anything yourself and your family will look after you. However, if you are above the years of eighteen, you won't want to travel with your parents, because this will guide you, which is something you don't want. You (must) want to decide what to do and this is impossible with your parents around. When you are grown up, you don't need your parents watching over you any more!

Reading Part 4

You are going to read an essay about travel writing. For questions 1–15, choose from the sections A–E. The sections may be chosen more than once.

Which section mentions the following?

- | | | | |
|---|---|----|--|
| how concrete detail may inspire creativity | <table border="1"><tr><td>1</td><td></td></tr></table> | 1 | |
| 1 | | | |
| an experience so overwhelming it left people speechless | <table border="1"><tr><td>2</td><td></td></tr></table> | 2 | |
| 2 | | | |
| the compelling nature of youthful impressions | <table border="1"><tr><td>3</td><td></td></tr></table> | 3 | |
| 3 | | | |
| travel writing being a useful tool for a writer to express his ideas with | <table border="1"><tr><td>4</td><td></td></tr></table> | 4 | |
| 4 | | | |
| the way in which human beings attempt to understand the world around them | <table border="1"><tr><td>5</td><td></td></tr></table> | 5 | |
| 5 | | | |
| the writer's attempts to emulate his respected peers | <table border="1"><tr><td>6</td><td></td></tr></table> | 6 | |
| 6 | | | |
| the elusive quality of a human talent | <table border="1"><tr><td>7</td><td></td></tr></table> | 7 | |
| 7 | | | |
| the writer's sense of identification with another's vision | <table border="1"><tr><td>8</td><td></td></tr></table> | 8 | |
| 8 | | | |
| something that is unlikely to be missed when it does not exist | <table border="1"><tr><td>9</td><td></td></tr></table> | 9 | |
| 9 | | | |
| by its nature travel writing cannot be impersonal | <table border="1"><tr><td>10</td><td></td></tr></table> | 10 | |
| 10 | | | |
| an ability to ignore the harsh realities of a place | <table border="1"><tr><td>11</td><td></td></tr></table> | 11 | |
| 11 | | | |
| the dual motivation behind the writer's exploration of what he sees | <table border="1"><tr><td>12</td><td></td></tr></table> | 12 | |
| 12 | | | |
| how a gifted travel writer may change the perception of his craft | <table border="1"><tr><td>13</td><td></td></tr></table> | 13 | |
| 13 | | | |
| a contrast between two responses to the world | <table border="1"><tr><td>14</td><td></td></tr></table> | 14 | |
| 14 | | | |
| a misinterpretation of the significance of an experience | <table border="1"><tr><td>15</td><td></td></tr></table> | 15 | |
| 15 | | | |



The Temple of the Sun, Baalbek, Lebanon

TRAVEL WRITING

John Biggin is an American who has been inspired to travel and to write about travel since he was a child.

This is an extract from one of his essays.

- A** Great travel writing is infused with a sense of wonder. A phenomenon that cannot be conclusively defined, it remains best comprehended by its effects. A great narrative of travel is the product of a writer for whom the given subject is but a convenient focus – a chance to draw upon a personal vision that exists before and after any number of its expressions. Unfortunately, a sense of wonder cannot be taught or learnt. Rather it is something like a musical sense – if not quite a matter of absolute pitch, then a disposition, something in the genes as different from judgment as the incidence of brown eyes or blue. When it's there, its presence is indisputable; when it's absent, it's not likely to be grieved over.
- B** Some years ago, I spent a few days in Beirut – one of them on an excursion to Baalbek to see the great temple of the sun associated with its ancient name, Heliopolis. The trip was made in a minibus full of strangers with a Lebanese driver. When our visit to the gigantic ruins was over, we squeezed back into our seats in a stunned silence that seemed the only appropriate response to such awesome magnificence. This spell lasted for many miles, broken, finally, by the muffled syllables with which each of us tried to describe the indescribable. The last to open her mouth was an American who finally uttered the immortal words: "What I want to know," she said, "is how our tour company finds these places."
- C** In order for the sense of wonder to express itself, it must, professionally speaking, call upon the spirit of

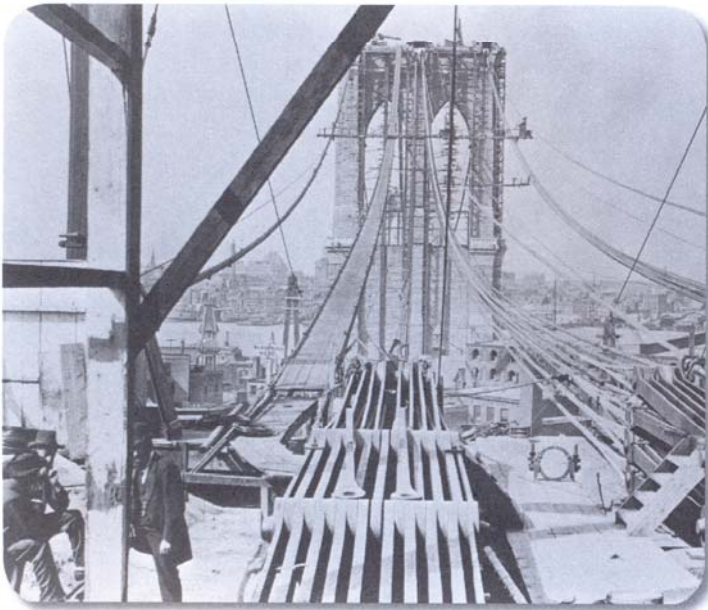
investigation. Whereas wonder is a receptive state which simply widens or contracts in response to stimuli, the spirit of investigation is active, charged with curiosity, avid to know how and why things come to be, how they work, to what they may be compared, how they fit into any scheme that may render them comprehensible. It is a spirit concerned with something that can be translated, first for love and then for as much cold cash as may be extracted from the editors of glossy journals. Functioning at its best, the spirit of investigation relates the observer to the observed and makes the exotic familiar.

- D** By description, measurement, and statistics, the spirit of investigation allows the writer's sense of wonder to go to work. The writer is thus able to unite subjective thoughts with objective evidence, to connect the poetry with the prose and so nudge travel writing away from its current status as a consumer report into a literary genre. And since all travel writing is, inescapably, a form of autobiography, I'd like to cite a few instances, a few fortunate moments when, indulging my own sense of wonder and driven by the spirit of investigation, I tried to find a balance that would justify my pretensions to a place somewhere in the vicinity of those writers whose chronicles of travel experience I most admire.
- E** Of all the images that passed before my eyes in mid-childhood, two affected me like summonses. One was a colored illustration on the cover of a geography book of the young Christopher Columbus, the man who discovered the Americas, richly dressed in velvet, gazing westward from a deepwater dock in Genoa. There, I thought, was a boy no older than me who, just like me, had the whole world in his head and still looked forward to another. The second was a painting of what seemed to me a celestial city. Situated at the conjunction of a river and an ocean, it was the scene of dazzling energy as flotillas of ships steamed in and out, railroad trains snaked across lacework bridges, and airplanes with open cockpits soared above steeples and tall smokestacks. I knew at first glance I had seen the city of my dreams. The fact that it would turn out to be New London, Connecticut – industrial New London! – did nothing to diminish that first impression. Whenever I'm in New London, and that is often, I simply paste my old fantasy over its reality and go on my way.

Listening Part 3

14 You will hear part of a radio interview in which a writer called Peter Dell is talking about the Brooklyn Bridge in New York. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What always happens to Peter each time he arrives at the bridge?
 - A He perceives things more lucidly.
 - B He experiences a sense of loss.
 - C He is reassured by something he looks at.
 - D He feels a keen sense of danger.
- 2 What does Peter become aware of as he walks across the bridge?
 - A how vulnerable people on it are
 - B how symbolic the bridge is
 - C how intrusive the traffic is
 - D how important the river is now
- 3 What surprised Peter about the construction of the Brooklyn Bridge?
 - A It was once the longest bridge in the world.
 - B Workmen died while they were working on it.
 - C It was built from an innovative kind of stone.
 - D The weight of the building was supported by timber.
- 4 According to Peter, how do most pedestrians today react to the Brooklyn Bridge?
 - A They think it compares favourably with the skyscrapers.
 - B They believe it is one of the most beautiful locations in New York.
 - C They experience the excitement of seeing something unusual.
 - D They feel almost as if they are walking on air.
- 5 What does Peter say about the crimes committed involving the Brooklyn Bridge?
 - A Some murders have taken place there.
 - B The wires on the bridge were sabotaged.
 - C There has been one minor explosion.
 - D Some confidence tricks were successful.
- 6 According to Peter, what special quality does the bridge have today?
 - A It is sheltered from the worst of the winter weather.
 - B It is possible to experience brief moments of silence there.
 - C It makes you feel as though you are never alone.
 - D Its height above the river makes you feel superior.



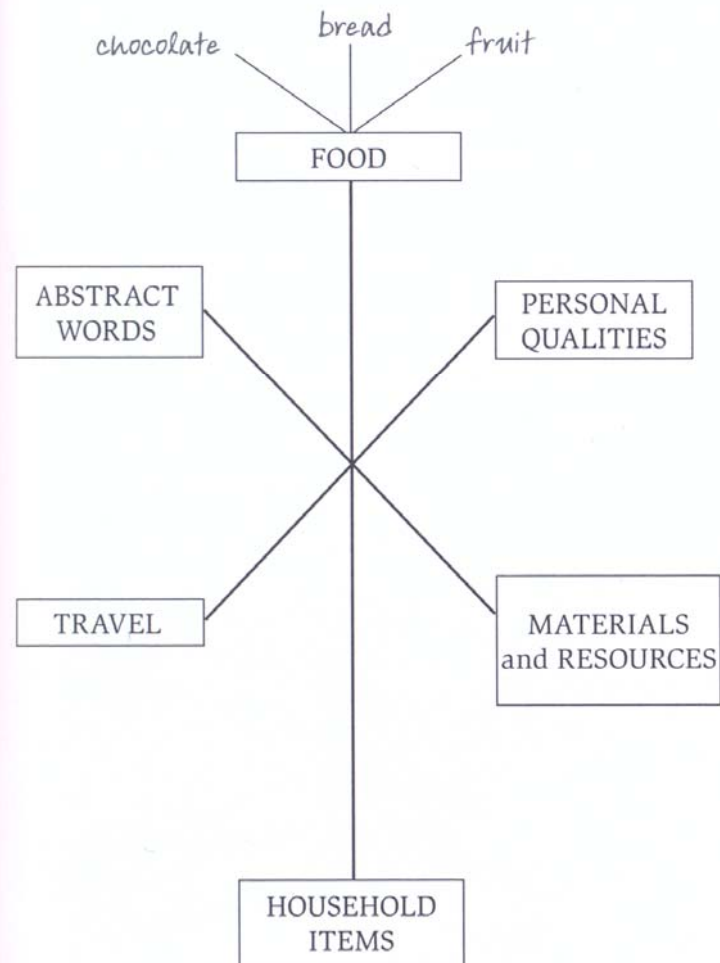
Unit 12 The living world

Grammar

Uncountable nouns

1 a Write the uncountable nouns from the box below into the correct place on the diagram.

accommodation	equipment	luggage	stone
advice	fruit	money	talent
bread	gas	oil	tea
charm	glass	paper	toothpaste
chocolate	information	petrol	washing
cloth	intelligence	progress	powder
education	knowledge	research	wood
electricity	leather	soap	wool
			work



b Match the two halves of the sentence and then complete the gaps in a–h on the right, using the correct uncountable noun from the diagram in exercise 1a.

- | | |
|---|---|
| 1 When I get in from work | a and it smashed a pane of |
| 2 I tried to start writing my essay | b so we took a bowl of instead. |
| 3 The speed of Robert's reply | c a new piece of on bees. |
| 4 My grandmother claims to dislike flowers | d to purchase a tankful of |
| 5 There's been a lot in the press | e I usually make myself a cup of tea..... |
| 6 Scientists have recently completed | f on a clean sheet of |
| 7 Anna kicked the ball straight at the window | g was definitely a sign of his |
| 8 I pulled into the garage | h about the role of |

Verbs followed by prepositions

2 The verbs in the box below are all followed by a preposition. Write them in the correct column.

adapt	believe	depend	insist	spend
apply	concentrate	focus	participate	
base	contribute	incorporate	rely	

IN	INTO	ON	TO
			adapt


Articles

3 Read this extract from a website and then complete the gaps, using the correct form of the article, *a*, *an*, *the* or \emptyset .

The Global Importance of Coffee

Over [1] *the* last three hundred years coffee has made its way around [2] world, establishing itself in [3] economies and lifestyles of [4] main trading nations. Coffee is now one of [5] most valuable primary commodities in [6] world, often second in [7] value only to [8] oil as [9] source of foreign exchange to [10] developing countries. Millions of people around [11] world earn their living from [12] coffee industry.

At times in [13] history coffee has been hailed as [14] medicinal cure-all, and at others condemned as [15] evil brew. In the latter case this was usually for [16] political or religious reasons, when [17] coffee houses were at their height of popularity as [18] meeting places. However, in [19] last half-century, scientific research has established [20] facts about coffee, caffeine and our health: in moderation coffee consumption is in no way [21] health risk, and besides being [22] most pleasurable experience drinking coffee can indeed confer some health benefits.



Vocabulary

Word building

Complete the table below. Write in the missing abstract noun or verb form. Put an asterisk (*) by the words which have the same form in the verb and noun form.

VERB	NOUN	VERB	NOUN
condemn	condemnation	beautify	beauty
consume			delight
create			economy
date*	date		experience
draw			function
inscribe			industry
portray			popularity
research			practice
survive			supply

Writing

Correcting your spelling

Read this article about Sri Lanka and then add capital letters where necessary and correct any spelling mistakes.

S L
sri lanka is a beautiful island off the southern tip of india, known as the 'pearl of the indian ocean'. i grew up in sri lanka and love to go back as often as i can to see my family. there's a lot to do there, so i always visit the historycal sites, the royal botanick garden and the wildlife sanctuaries.



the conservation of elephants is dear to everyone in my country as they have played such an important role in sri lankan history and culture. they are represented in religios ceremonies, sculpture old and new and the arts. the world famous kandy perahera buddhist festival features more than 100 richly decorated elephants in the parade held annually around july/august time.

the last time i was there, i visited the udalawe national park to see elephants in the natural environment. the herds of elephants found in udalawe are the lucky ones because the park is protected and they have plenty of space to roam. unfortunately not all elephants have this opportunity and this is why conservation

projects like this are vital.

i also visited a home for rescued elephants. here they look after orphan elephants; the centre is run by the sri lankan wildlife department. when elephants are judged ready, they are released into the protected wilderness where rangers monitor their progress to check that they successfully settle in the park. i stayed at the nearby hotel centauria situated by the chandrika lake. it was an excellent place to stay and offered a good base from which to tour the countryside.

Use of English Part 4

For questions 1–5, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

- 0 Educational reforms will be at the*top*..... of the government's agenda next week.
As he left for work, Peter gave his young daughter a quick kiss on the*top*..... of her head.
At 4.00 am, the climbers could just see the sun rising over the*top*..... of the mountain to the east.

- 1 Rice has become an extremely valuable commodity in recent years.
The first school young children attend in England is known as a school.
The government claimed that its concern was to help the less well off.

- 2 Visitors to the interactive newsroom can first-hand what it's like to be a television newscaster.
Stella decided she never wanted to the feeling of being totally dependent on someone else.
The force of the wind on the island that night reached a power that no one was ever to again.

- 3 I started to do a lot of overtime work because we needed the money to spend on the house.
The teacher told Peter that his essay was very set out.
If you leave wooden garden furniture out in the rain, it soon deteriorates

- 4 Many people think it's important to elevate the of women in sport.
As a teenager, Paul was very conscious of his and wore sunglasses all the time.
In science lessons, pupils still learn how to make a photographic using a box with a tiny hole in it.

- 5 Simon's father never told us exactly what he did for a job, so as children we could only the conclusion that he was a spy.
We were not getting anywhere with making a decision, so we decided to a line under the discussion.
The psychologist asked his young patient to take a sheet of paper and all over it with coloured pens.

Use of English Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The Beauty of the Beasts

The earliest known drawings, which survive in the depths of caves in Western Europe, (0)
back about 30,000 years. The fact that some people (1) considerable distances along underground passages in (2) darkness to create them is evidence enough that the production of such pictures was an (3) of great importance to these artists. But what was their (4)? Perhaps drawing was an essential part of the ceremonials enacted to bring success in hunting. Perhaps the paintings were intended not to (5) the death of the creatures portrayed but, (6) , to ensure their continued fertility so that the people would have a good supply of meat. We cannot tell. One thing, however, is certain. These drawings are amazingly assured, wonderfully (7) and often breathtakingly beautiful.



This practice of painting (8) of animals on walls has continued throughout our history. Five thousand years ago, when people in Egypt began to build the world's first cities, they too inscribed animals on their walls. There is no (9) about the function of at least some of these: the Egyptians (10) animals as gods. But they also (11) in the natural beauty of the animals, adorning the walls of their underground tombs with their pictures, so those in the next world would be (12) of the beauties and delights of this one.

- | | | | |
|-----------------|-------------------|---------------|---------------------|
| 0 A originate | B belong | C date | D exist |
| 1 A approached | B crawled | C dawdled | D proceeded |
| 2 A whole | B entire | C full | D complete |
| 3 A act | B exploit | C operation | D execution |
| 4 A profit | B principle | C purpose | D procedure |
| 5 A take over | B bring about | C put across | D make out |
| 6 A in contrast | B on the contrary | C not at all | D on the other hand |
| 7 A right | B correct | C accurate | D true |
| 8 A copies | B appearances | C reflections | D images |
| 9 A difficulty | B reason | C problem | D doubt |
| 10 A celebrated | B praised | C worshipped | D adored |
| 11 A delighted | B loved | C enjoyed | D appreciated |
| 12 A reminisced | B reminded | C recalled | D recollected |

Listening Part 1

15 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 One

You will hear part of a radio discussion about Monarch butterflies.

- 1 According to the man, in what way do Monarch butterflies differ from other butterflies?
 - A They fly very long distances.
 - B They spend the winter in a warm climate.
 - C They survive best at high altitude.
- 2 What does the man find surprising about the Monarch butterfly?
 - A They can only migrate once.
 - B They migrate in large groups.
 - C They migrate to an exact location.

Extract Two

You overhear two friends talking about the final of a cookery competition they saw on television.

- 3 The speakers agree that the winning contestant
 - A performed well at a crucial moment.
 - B fully deserved to win the contest.
 - C used an intriguing range of ingredients.
- 4 The woman thinks that yesterday's cookery programme could be improved by
 - A adding a new person to the judges' panel.
 - B varying the format of the presentation.
 - C specifying what style of cooking contestants must do.



Extract Three

You will hear two friends discussing a trip to a game park in South Africa.

- 5 Before Lauren went to South Africa, Peter said that
 - A the sheer size of the animals would be impressive.
 - B the game park would be the highlight of the trip.
 - C the sunsets were spectacular in this kind of landscape.
- 6 Lauren thought the elephant approached their jeep
 - A because it wanted to warn them off.
 - B because it was searching for food.
 - C because it was simply curious.

Unit 13 Health and lifestyle

Grammar

The language of comparison

1 Look at the photographs and then write sentences comparing them, using the comparison words in brackets.

- 1 (less) *The people rafting are having a less relaxing time.*
- 2 (much)
- 3 (not so)
- 4 (fewer)
- 5 (a great deal)
- 6 (by far)

2 ¹⁶ Read what a student said about the photographs and then complete the gaps, using the conjunctions and adverbs in the box below. You will need to use some of them more than once. Then listen and check your answers.

but whereas however even if although despite

The people in the top picture look as though they're having to work really hard. That's probably because white-water rafting tends to be a very serious hobby (1) *..... whereas.....* rowing can be enjoyed by anyone. Some people won't agree with that, (2) *.....*, because they'll say you can be very serious about rowing too. I just mean that anyone can go rowing on a lake (3) *.....* they haven't made any preparations (4) *.....* it's more important to plan properly if you go rafting. The weather can change suddenly in the mountains and it doesn't look very good in this picture. They seem to have decided to go rafting (5) *.....* the bad weather (6) *.....* maybe it wasn't like that when they started. These people must have planned their

trip properly as they seem to have the right equipment with them.

(7) *.....* rafting can be quite dangerous, some people have been known to attempt it without the right equipment. I've only ever been rafting once - we didn't have all the right things and I got really scared. After that, I decided rafting wasn't for me. I wouldn't go again

(8) *.....* you paid me!



Vocabulary

Word building

Read this short article about allergies and then put the words in brackets into the correct form.

Allergies: their causes and treatment

The number of people in Britain receiving a new (1) *diagnosis* (diagnose) of allergies such as asthma, eczema and hay fever is increasing by five per cent every year.

There is some (2) (evident) to show that Britain's (3) (obsess) with rules and regulations to ensure (4) (clean) in the home, supermarket and workplace is reflected in the number of allergy (5) (suffer). One theory is that we have far less

(6) (expose) to dirt and germs during childhood than we used to have, so our bodies do not have the opportunity to develop a (7) (resist) to allergens. While we may look down on the (8) (hygiene) approach to food and general living which people had in the past, there are some lessons we could learn today by maybe being a bit less cautious.

Nobody would dispute the importance of (9) (medicine) advances. These include vaccinations given routinely to children which have revolutionized our lives by providing (10) (immune) to some life-threatening diseases. There is, however, some controversy over whether they actually (11) (weak) our immune systems and are being given unnecessarily for diseases which are not dangerous. In the meantime, a whole industry has developed around preventative medicines which are very (12) (effect) in treating allergies.

Writing

Formal writing

🕒 Read this report written by a CAE student. First, choose the most suitable formal expression and then write a suitable heading for each of the paragraphs, A–E.

Report to the Principal about the proposals from the three catering companies

A *Introduction*

The aim of this report is to (1) *give / point out* the advantages and disadvantages of three proposals, which the college has received. Students have been complaining about

(2) *not having / the lack of* healthy food, so I have (3) *examined / looked at* what each proposal offers.

B

Kavanagh Catering Services (KCS) (4) *talk about offering / propose to offer* fast food and snacks (5) *throughout the day / all day*, but (6) *they don't say / there is no mention of* how healthy they are. Rainbow Ltd (RL) (7) *emphasise / say* that their meals are all made from fresh ingredients. Xanadu Express (XE) offer nutritious food and even herbal teas.

C

Students eat at the college five times a week so variety is (8) *crucial / needed*. KCS offer fast food and snacks and only some hot meals, but they don't (9) *state / say* how often their menu changes. RL say they offer a wide choice of hot meals and salads. XE, who say their menu changes daily, have a choice of two hot dishes a day but (10) *it doesn't look like they / they don't appear to* include any snacks.

D

XE would offer the best opening hours as they (11) *guarantee / promise* to stay open from 8am to 10pm. Then comes KCS who would be open from 8am to 8pm, but they stop serving food in the early evening. RL are only open from 9am to 6pm, and they only serve hot meals for a (12) *short / limited* time from 12–2.

E

I recommend that we (13) *accept / agree to* the proposal from RL even though they only serve hot meals from 12–2. It is not possible for students to eat a full meal at any other time, and RL still offer snack food during the (14) *remainder / rest* of the day. They also promise a variety of food.

Reading Part 1

You are going to read three extracts which are all concerned in some way with sport. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Mike Powell, award-winning sports photojournalist

I've seen some large and excited sports crowds when I've been covering major stadium-based events, but they were nothing compared to forcing my way up a mountain on a motorcycle during the 1995 Tour de France ahead of the competing cyclists. I think if that climb could boast the largest single-day live sports crowd on record, I'd believe it. We had to push our way through them in order to keep moving up, all the time turning round and shooting the action as the cyclists made their way upwards. I finished the day with my face blackened and my mouth tasting of road tar, but it still stands out as an experience of a lifetime.

Covering lots of different sports events has helped one skill to become ingrained in me: timing. Moving away from event coverage and working one-on-one with athletes, dancers and sports models has allowed me to concentrate on the clean lines and form that I always tried to isolate during a game. I break down their motion in my head into multiple frames, and choose one to shoot. Shooting action in the studio is great as you get to boil the whole process down to its minimal form. You can't hide behind a great location or the emotion of the event. I like the simplicity of that. Of course great locations are always fun, but I like to go out when the weather is miserable. It adds an element of struggle to the sport.

- 1 When the photographer looks back to the day he spent at the 1995 Tour de France, what stands out about it for him?
- A the speed of the race
 - B the steepness of the mountain
 - C the number of spectators
 - D the standard of the cyclists

Coaching athletes for competitions

A recent report highlights the dramatic role a coach plays in the training and reinforcement of an athlete's mental toughness, motivation, commitment, and, ultimately, willpower. Without these vital characteristics the athlete will be unable to produce the required consistent intensity and effort in the training situation and as a result will not attain their true performance level in competition. Rehearsal of strategies in training including the use of simulation training to 'recreate' the key moments of pressure experienced in competition, but in a controlled environment, can be an invaluable approach to preparing the athlete for the very real challenges of competition.



- 2 The photographer's main aim when photographing sportspeople is to
- A capture the movements they make.
 - B demonstrate the interaction between them.
 - C show the impact of a location.
 - D convey the atmosphere of an event.

This process is by no means limited to environmental or physical parameters. Developing competence in athletes in mental exercises including imagery can lead to greater self-belief. A recent article highlighting ways in which a coach can encourage athletes to use imagery identifies recent information on imagery use and dispels some of the myths associated with this form of training. Key areas where imagery can be employed are 'strategic imagery' where, for example, a gymnast may visualize their whole routine to increase the natural flow of their performance; 'goal-oriented imagery' based on visualizing the outcome - for example standing on a medal podium; the use of 'imagery for mastery and maintaining control' through rehearsing various scenarios during an event and practicing how to react and deal with that situation through imagery.

- 3 According to the text, what contribution can a coach make to help an athlete achieve their potential?
 - A make sure their efforts in training are recognised
 - B prepare them to deal with stressful situations
 - C show them how to learn from any failures
 - D create a training programme which builds up gradually
- 4 What is the writer trying to do in the second paragraph?
 - A illustrate situations which an athlete might find difficult to deal with
 - B explain why a procedure should be used by athletes with care
 - C give proof that a training approach has been shown to work
 - D suggest ways in which a technique can be put into practice

Extract from a novel: A game of squash

Henry kneels to settle his valuables in a front-wall corner of the squash court. There's a momentum to the everyday, a Saturday morning game of squash with his good friend and colleague, that he doesn't have the strength of will to interrupt. He stands on the backhand side of the court and his opponent, Jay, sends a brisk, friendly ball down the centre, automatically Henry returns it, back along its path. And so

line 5

- 5 When the writer says Henry 'doesn't have the strength of will to interrupt' (line 5), he is referring to interrupting
 - A his good friend.
 - B the game of squash.
 - C Saturday morning.
 - D the momentum.

they are launched into the familiar routines of a warm-up. The third ball Henry mishits, slapping it loudly into the tin. A couple of strokes later he stops to retie his laces. He can't settle. He feels slow and encumbered and his grip feels misaligned, too open, too closed, he doesn't know. He fiddles with his racket between strokes. Four minutes pass and they've yet to have a decent exchange. There's none of that easy rhythm that usually works them into their game. He notices that Jay is slowing his pace, offering easier angles to keep the ball in play. At last, Henry feels obliged to say he's ready. Since he lost last week's game he is to serve. This is the arrangement they always have.

- 6 Although he's playing badly, Henry feels obliged to say he's ready because
 - A he accepts that he is not going to play well against Jay.
 - B he realises that Jay is getting impatient with him.
 - C he doesn't want Jay to think he's reluctant to start the match.
 - D he knows that Jay will not enjoy being beaten.

Listening Part 2

- 17 You will hear a talk about the history of surfing. For questions 1-8, complete the sentences.

HISTORY of SURFING

It is now generally agreed that surfing started about **1** ago in Western Polynesia.

The first surfers were **2** who used surfing as a way of getting ashore.

In ancient Hawaii, the best surfers came from the **3** social class.

The person making a board would leave fish as a **4** to the gods of the tree he had dug up.

The type of surfboard used by children was called a **5** board.

The 'olo' was a surfboard that only **6** could use.

In the 20th century, a swimmer called Duke Kahanamoku made surfing popular in Europe, Australia, **7** and the USA.

Modern surfboards vary in and *and* **8**, but all have three fins and are made of fibreglass.



Unit 14 Moving abroad

Grammar

Emphasis: cleft sentences

① Read each pair of sentences and then complete the gap in the second sentence.

- 1 George didn't have anywhere to live over the summer so he rented a caravan by the beach.

George didn't have anywhere to live over the summer so what *he did was rent* a caravan by the beach.

- 2 The local football team need a good manager to help them achieve their potential.

All to help them achieve their potential.

- 3 I decided to apply to this college because of the excellent sports facilities.

It was because of this college.

- 4 I want to save enough money to take flying lessons.

What flying lessons.

- 5 Every morning he checks his emails before he does anything else.

The first thing his emails.

- 6 If your credit card is stolen, you should ring the emergency number immediately.

What the emergency number immediately.

Comment adverbials

② Add an adverb from the box below to each sentence. Do not change the form of any of the words.

admittedly coincidentally typically wisely wrongly
up to a point

- 1 The chauffeur was ^{wrongly}accused of giving the newspapers the story when in fact he knew nothing about it.
- 2 The organisers of the marathon changed the start of the race from 11am to 7am because of the heat in the middle of the day.
- 3 Ruth named her baby Amber and her cousin in Australia chose the same name for her baby.
- 4 I agree with you that technology makes our lives easier but it also means we can never properly relax.
- 5 I got the job because my father is managing director.
- 6 We were taken to eat in a village restaurant where the food they served was Portuguese rather than an international mix.

Vocabulary

Phrasal verbs with *give*, *do* and *make*

1 a Read these groups of sentences and then decide which verb (*give*, *do* or *make*) completes all three gaps in each group.

- 1 I never up an excuse if I don't want to do something as I prefer to tell the truth. Miguel offered to take me out for a meal to up for forgetting my birthday. I opened the door but it was so dark I couldn't out who was there.
- 2 Reviewers shouldn't away the endings of the films they write about. They can't bear it when their children cry so they always in and buy them what they want. The old electric fire doesn't off much warmth.
- 3 It costs a fortune to up an old house. I've forgotten to bring my MP3 player but I can without it. I've got a really difficult decision to make and I could with some advice.

b Now match the nine phrasal verbs from exercise 1a to their definitions below. Always try to learn phrasal verbs with their meanings and an example sentence.

Phrasal verb	Meaning
1	to say something untrue
2	to manage even though you don't have something
3	to repair or decorate
4	to finally agree after refusing
5	to need or want something
6	to provide something good to improve a bad situation
7	to say something that should be kept secret
8	to hear or see something, usually with difficulty
9	to produce light, a smell, heat or a gas

Writing

Checking your writing

1 Read this information sheet written by a CAE student. First, find and correct eight grammatical errors the student made and then complete the gaps, using one of the adverbs from the box below to add emphasis.

at least unfortunately definitely literally

INFORMATION SHEET FOR STUDENTS FROM ABROAD!

When you arrive ⁱⁿ to a new country it is very different and it could be helpful to follow some advice. Here are some important things about how to managing your money while you are studying at the college.

Find a cheap place to stay in first of all. If you don't want to share your space with others, it could be expensive. Having a comfortable place is good but the cost is the most important thing. I think that you should share (1) the kitchen and bathroom. But I recommend that you try to find a big place with your friends and then you can all contribute in the expenses.

Even if you choose to be alone you should made sure that it is possible to cook your own food. Eat out in a restaurant is enjoyable but (2) it is expensive as well. Having dinner out every now and again especially with friends makes you appreciating this kind of treat. You can (3) save money by shopping at a big supermarket once a week, then you can avoid to buy expensive food every day.

Deciding whether to spend money on entertainment or not is difficult. In the city centre there are (4) hundreds of things to do. Lots of them are, however, very expensive. It is the same with clothes and restaurants. I would suggest you to find other places, a little bit further away where you can easily save money and still have the same fun.

GOOD LUCK!

2 Find the sentences in exercise 1 on page 72 which can be rewritten to add emphasis and then complete the sentences below.

- 1 The first thing you have to do is
- 2 Having a comfortable place is good but it's
- 3 Finding a big place with your friends
- 4 Shopping at a big supermarket
- 5 The most difficult thing to decide

Use of English Part 2

For questions 1–15, read the text below and think of the word which best fits each gap. Use only ONE word in each gap. There is an example at the beginning (0).

Ellis Island

Ellis Island is a small island in New York Harbour (0) *which* has played a crucial part in the history of the United States. (1) 1892 and 1954, over twelve million immigrants entered the United States through Ellis Island, designated as the site of the first Federal Immigration Station by President Benjamin Harrison in 1890. Before this, (2) to its rich and abundant oyster beds, it (3) been known as Oyster Island. Annie Moore, a 15 year-old Irish girl accompanied (4) her two brothers, entered history and a new country as (5) very first immigrant (6) be processed at Ellis Island on January 2, 1892. Over the next 62 years, many more immigrants (7) to follow through this port of entry and go (8) to make new lives in their adopted country. It has been estimated that nearly half of all Americans in different parts (9) the United States today can trace their family history to at least one person who passed through the Port of New York at Ellis Island.



From 1984, Ellis Island underwent a major restoration project and the main building was reopened to the public on September 10, 1990 as the Ellis Island Immigration Museum. Nearly a century (10) the peak years of immigration, it is (11) of the most popular tourist destinations in the National Park Service and receives almost two million visitors annually, many of (12) take the opportunity to find (13) about their ancestors. More (14) 100 million Americans may find records of (15) family's arrival there.

Use of English Part 3

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 gap in the same line. There is an example at the beginning (0).

Advice to families moving abroad

When a family moves to a new country they need to think about how they will maintain their own language and (0) *encourage* their children to learn a new one. Not (1) the experience of being dropped into a group of people who do not speak their language can be (2) for children – although there is plenty of (3) to show that very young children seem to cope much more easily than their parents!

In a new country, there are moments when the children need (4) from their parents and when it may be more crucial than ever to maintain routines which are (5) important such as story-telling in the home language. These routines (6) a shared history and the permanence of the (7) between parent and child.

It is (8) not to start speaking the new language to your child when at home. The importance to the child of associating parental relations with one particular language should not be (9) and one can easily imagine how stress at school coupled with a sudden switch of language at home may be interpreted by the child as a kind of (10) particularly at a moment of general upheaval for the whole family.

COURAGE
SURPRISE

PUZZLE
EVIDENT

REASSURE

EMOTION
SYMBOL
RELATION

PREFER

ESTIMATE

DENY



Listening Part 2

18 You will hear a man called Adam talking to a group of people about living in Romania. For questions 1-8, complete the sentences.

Adam's wife is Romanian and he was recently offered a job as 1 in Romania.

His wife found a flat but then they had to buy 2 in a hurry.

Where climate is concerned, he finds the 3 more difficult to deal with than he expected.

Adam and his wife spend leisure time in the mountains where he enjoys 4.

Adam says 5 is not very good in the part of the city where he lives.

Adam disagrees with people who say that 6 is the best local food.

Because of his poor knowledge of the language, Adam doesn't often go to the 7.

Adam thinks Romanian people have more 8 for social events than people in Scotland.



Unit 2

Grammar

1 a 2 due to 3 led to 4 with the result that
5 with the intention of

b 2 so 3 means 4 make sure that 5 in case

Vocabulary

1 a 2 h 3 l 4 e 5 k 6 a 7 c 8 f 9 b 10 i 11 d 12 g

b Students' own answers

2 a & b

Adjectives	Adverbs	Nouns	Verbs
-able	-ally	-hood	-(e)n
habitable	nationally	falsehood	harden
reasonable	-ly	-ity	thicken
-ful	broadly	scarcity	widen
harmful	falsely	speciality	-ify
purposeful	hardly	-ment	classify
tasteful	scarcely	disappointment	falsify
-ical	specially	-ness	-ise
classical	thickly	broadness	fantasise
-less	widely	thickness	maximise
harmless		-ship	specialise
purposeless		hardship	
tasteless			
-(u)al			
habitual			
national			

Writing

1 D 2 C 3 E 4 A 5 B

~~accomodation~~ accommodation; ~~Unfortunetely~~ unfortunately; ~~canteen~~ canteen; ~~lern~~ learned/
learnt; ~~inconveniencie~~ inconvenience; ~~recomendation~~ recommendation;
~~oportunity~~ opportunity; ~~friendly~~ friendly; ~~confidance~~ confidence; ~~writting~~ writing; ~~submiting~~ submitting;
~~participents~~ participants; ~~publisity~~ publicity; ~~laboratory~~ laboratory; ~~programes~~ programs (computing);
program; television: programme (UK), program (US))

Use of English Part 4

1 highly 2 case 3 make 4 convincing 5 point

Use of English Part 5

1 no intention of working there / staying (any) 2 as not
to wake 3 owing to the fact that 4 resulted in a (rapid)
rise/increase 5 has not led to him/his being 6 we
don't / do not set off about 7 need/have to thicken the
sauce in 8 of the bridge was due to

Listening Part 3

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

Recording script Track 3

Interviewer: Good evening everyone, and welcome to the Language Programme. With me in the studio today is Patrick O'Reilly, a third-generation Irish-Australian who is a writer and broadcaster and passionate supporter of the Irish-Gaelic language, which is one of several Gaelic languages. Welcome, Patrick.

Patrick: Thank you Sinead, I liked that introduction.

Interviewer: Tell me Patrick, what significance does Irish have for you?

Patrick: Well, as you said, I'm an Irish-Australian. Irish is my second language; I didn't learn it in Ireland, but here in Australia. In the 18th century it was the first language of many of the Irish people who settled here.

Interviewer: And didn't it almost slip away at one point?

Patrick: That's right, but it never quite vanished. So to me, Irish is a language of this country. It's in the streets of a Melbourne suburb, the heat of Australian summers. It's the language in which I speak to my daughter, in which I broadcast and in which I write. I'm conscious of its history here.

Interviewer: And how do you feel about the language itself?

Patrick: Well, Irish is a language of passionate songs, and it has one of the oldest literatures in western Europe. It's descended from the language of those Celts who arrived in the British Isles at the end of the Bronze Age, so it dates back thousands of years. But for me, what is truly remarkable is that when Ireland finally became independent early in the last century, the Irish language acquired a new literature, a place as a vehicle of scholarship. Now it has a television network and has achieved something inconceivable, even 20 years ago: it's become fashionable.

Interviewer: Mmm, and what made you want to learn Irish as a language?

Patrick: You may well ask! When I began learning the language some 30 years ago, my enthusiasm was viewed as eccentric.

Interviewer: Why was that?

Patrick: Well, some people thought that Irish-Gaelic was dead, like Latin, although in fact it was still spoken as a first language by a few thousand

people on the west coast of Ireland. So why did I learn it? Ireland wasn't a part of my childhood in any significant way. My great-grandparents had come here from Southern Ireland during the Gold Rush, and we had become solidly Australian.

Q3 But I liked languages and the worlds they could reveal. Perhaps Irish promised me a world of my own. From an early age I was aware, I think, that my people's past lay elsewhere.

Interviewer: And your Irish ancestry has played a big part in your writing too, I believe?

Patrick: Mmm, that's right. The stories I write in Irish are published only in Ireland, yet they can be seen as an attempt to deal with the peculiar situation of the language here in Australia. If I write in English, I use a language which has had time to adapt to Australia over the centuries. It's adapted to a different light, a new history, a new society. It has its own accent, its own everyday language. This has also happened with Italian, but Italian is the first or second language of a whole community. Irish in this country is much more the language of scattered individuals, so it hasn't adapted to modern needs. As an Australian who writes in Irish, I must accomplish in my own lifetime the linguistic adaptation which it has taken 200 years to accomplish in English.

Q4

Interviewer: Mmm. And yet you said earlier that Irish had become fashionable. What did you mean by that?

Patrick: Well, in Australia, it actually means that every year a number of people go to Irish language classes, and that a very small minority eventually become fluent. Irish is fashionable partly because Ireland itself is fashionable. Thousands of Australians visit Ireland every year. They seek the house their great-grandmother was born in, Irish relatives. They're looking for a shining image composed of the round towers, enchanted light and green landscape of old legends. For some, the Irish language is part of all this. I once interviewed a young woman from Melbourne who became so fascinated by traditional Irish singing while on holiday that she learned Irish and now works in the Aran Islands off the coast of Ireland!

Interviewer: Oh! And what other motivation would Australians have for learning Irish?

Patrick: Well, many will tell you that it's something to do with their interest in languages. But I would say that other motives are concealed in this phrase – motives as various as the individuals.

Q6

But it's also true, surely, that it allows the expression of an aspect of identity long suppressed, and yet felt to be vital. Few people can bear to be rootless. We must all come from somewhere, and language is a fundamental part of identity. Not many feel the need to explore their past by learning Irish, but that even a few should do so, is significant.

Interviewer: Thank you Patrick, it's been interesting talking to you.

Patrick: It's been a pleasure.

Unit 3

Grammar

1 a 2 ~~been~~ 3 ~~was~~ has 4 ~~have~~ been was 5 ✓
6 ~~been~~ 7 ~~has~~ been was 8 ✓ 9 ~~is~~ was 10 ✓
11 ~~has~~ been was 12 ✓ 13 ~~has~~ been is
14 ~~been~~ 15 ✓

b NB: Candidates at CAE often make errors in the choice of tense when using the passive.

wrong tense: 4, 7, 9, 11, 13
active verb needed: 2, 3, 6, 14

2 2 is now acknowledged 3 are strongly linked
4 be spent 5 has not been established
6 have for centuries been fascinated
7 are often portrayed 8 has been known for many years
9 were regularly interpreted
10 were therefore thought
11 was most commonly associated
12 (finally) be (finally) unlocked 13 yet to be found

Vocabulary

- 1** ability, criticism, relationship, evolution, aptitude
- 2** scientist, novelist, psychologist, educationalist/ educationist, philosopher, painter
- 3** natural, scientific, pointless, intuitive, characteristic, stressful
- 4** naturally, scientifically, increasingly, characteristically

Writing

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

Reading Part 1

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

Listening Part 1

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

Recording script Track 4

Extract One

- Woman: Guess what? I was going out for the day yesterday when I heard the most horrible noise.
- Man: Oh – what was it?
- Woman: A huge lorry turning round.
- Man: What, outside your house?
- Woman: Yeah ... and he wasn't exactly careful about it either.
- Man: What happened then?
- Woman: There was a large crunching noise ... I thought he'd driven over my car...
- Man: Did he wreck it completely?
- Woman: Well, to my astonishment when he pulled away Q1 the car didn't have a scratch on it!
- Man: Oh! What was the noise then?
- Woman: He'd completely flattened the street light! There was glass everywhere.
- Man: You must have been furious.
- Woman: Well, surprisingly, I wasn't. Q2 The look on the driver's face – pfff! – he was absolutely horrified at what he'd done. I realised he was dreadfully embarrassed, poor man.
- Man: What happened next?
- Woman: He leapt out of the lorry, knocked on the door and apologised.
- Man: And then?
- Woman: He called the electricity company on his mobile ... they sent someone within an hour – live electricity is dangerous ...
- Man: Mmm. So it was all right in the end?
- Woman: Well, it didn't make much difference to me and at least no one was hurt.
- Man: That's good.

Extract Two

- Interviewer: So what about the orang-utan in the news recently?
- Director: Oh, yeah, Marla – she's rather clever! Last week she climbed out of her enclosure clutching her baby son and headed for the cafeteria.
- Interviewer: Did that cause a stir at the zoo?
- Director: Well, surprisingly, none of the visitors seemed overly concerned ... Marla was so absorbed with what she was doing that she posed no real threat to anyone. Q3 But she did gather an admiring audience once she settled down with some

bananas she'd taken. But then the baby is seriously cute!

- Interviewer: So Marla was returned to her enclosure?
- Director: Well, Q4 as soon as she saw the vet arrive to catch her, she knew what was going on and just calmly loped back of her own accord ... I thought it was extremely astute.
- Interviewer: Amazing!
- Director: Mm, really astute. When she sees her curators are distracted she'll take the keys from their pockets. But unlike some of the other orang-utans, uh, she doesn't like playing with sign cards – uh, we give them symbols for things like food. She seems to be streetwise, socially clever, but doesn't deal in abstracts.

Interviewer: Fascinating.

Director: Yeah.

Extract Three

- Man: While I was in Cornwall last week, I saw a stonemason working on a statue. He was so intent on his work Q5 that he was oblivious to the fact that he was attracting a crowd of onlookers.
- Woman: Really?
- Man: And then when he finally stopped, everyone wanted to strike up a conversation.
- Woman: Why was that do you think? Were they interested in buying something?
- Man: Well, I'm sure most of them could have afforded to buy art, they looked like city business people down for the weekend ... but actually they wanted to ask questions about the materials he used.
- Woman: So they were interested in what he was actually doing?
- Man: Absolutely, and then they asked him about his background, and finally one woman said: 'It must be great earning your living by using your hands.'
- Woman: But the stonemason probably doesn't earn a lot – unless he's really famous?
- Man: That's right. The woman said: 'I wish I could afford to do something like that.'
- Woman: Q6 Maybe it's often the case that people in high-paid jobs in the business world who earn a living with telephones and keyboards would love to do something more creative.
- Man: I'm sure that's right.

Unit 4

Grammar

- ① 2 couldn't 3 shouldn't 4 could 5 must 6 should
7 may 8 might

②

Recording script Track 5

See page 21

- 2 can't 3 likely 4 probably 5 might 6 must
7 might 8 must 9 might 10 unlikely

Vocabulary

- ① a heavy workload *strong possibility*
large number *temporary contract*
informal discussion *wide range*
poor working conditions

- b 2 an informal discussion 3 a heavy workload
4 poor working conditions
5 flexible working hours 6 a large number
7 a temporary contract 8 a strong possibility

- ② 2 job 3 work 4 work 5 job 6 job

- ③ a basically, completely, fully, generally, likely
cannot be made into an adverb, necessarily,
privately, publicly, satisfactorily, shyly, suitably,
terribly, tragically, truly, wholly

b

Adjectives ending in	Rules	Examples	Exceptions
-le	usually drop -e and add -y	suitably, terribly	wholly
-e	usually keep -e and add -ly	completely, privately	truly
-ly	cannot be made into an adverb	likely	
-y	usually drop -y and add -ily	necessarily, satisfactorily	shyly
-ic	usually add -ally	basically, tragically	publicly

Writing

- Giving an opinion C, L, Persuading E, G, J, L,
Summarising A, H, Comparing and contrasting B, I,
Recommending and advising E, J, L,
Asking for advice or help D, K, Making an offer F,
Describing M

Use of English Part 3

- 1 loyalty 2 probability 3 likelihood 4 beneficial
5 applicants 6 necessarily 7 comedian / comic
8 unfortunately 9 continuously 10 dissatisfaction

Use of English Part 5

- 1 may well be chosen by 2 is bound to be successful
3 can't have been Sam who 4 little/not much likelihood
of 5 under constant pressure at 6 wasn't challenging
enough for 7 less spacious than 8 the line at us/our
eating

Listening Part 4

- 1 C 2 D 3 A 4 E 5 G 6 G 7 F 8 H 9 C 10 A

Recording script Track 6

Speaker 1: I need to stay on top of trends as it's no good stocking stuff that nobody will want. If I want to put a new range of clothes in the shop, I have to drop an existing supplier, even if they've had a long relationship with us. There are two key seasons: early in the year and the summer and during those months I go all over the place to international trade shows. I have to do really long days then but I love the stimulus of going to different places. When I'm back in the office I spend a lot of time looking at budgets and gross profits.

Speaker 2: No two days are ever the same. I might start work in the office on the computer or I might head down to a building site. I often have to go shopping as I source everything myself. I have to predict trends two to three years ahead of the market so I'm always thinking about what the next look is going to be.

When everything's finished and I show the client what we've done they sometimes burst into tears because they love it so much and that's the icing on the cake for me. Dealing with builders and suppliers while trying to keep to tight schedules is a real headache though.

Speaker 3: My job is all about giving instructions and processing large amounts of complex data. You also have to be able to cooperate with those working alongside you. We can't risk one person not pulling their weight and it's a good feeling that we can all trust each other. Because situations can develop really quickly, you've got to stay calm and really be on the ball. The busier it is, the more you need to focus. There are so many people travelling nowadays that we're

Q1

Q6

Q7

Q8

Q3

required twenty-four hours each day so I work different shifts but when it's time to go home, I take my headset off and I switch off completely.

Speaker 4: I work closely with curators, deciding how things will be displayed, and liaising with designers and project managers on anything from writing audio guides to discussing what should go on the website. The other part of my job is to raise our international profile by travelling abroad. That could take over completely but I make sure I don't let it. I start work early, around seven thirty, and work till about five thirty every day so that's a real bonus as I know the rest of the day is for my family. I have daily team meetings with curators and about twice a week I meet people from marketing and we look at the promotion budgets.

Speaker 5: In this job you have to accept that longer hours will be expected and required of you at times. I like the people I work with but because we're on top of each other I sometimes see a little more of them than I want at times. Each job I do is different. I might be working on a divorce case one week and a dispute the next. For the most part I have to negotiate and communicate with two sides so I'm always learning different ways of dealing with situations. That appeals to me. I get bored otherwise. I'm hoping one day I'll be able to take my skills abroad.

Q5

Q10

Unit 5

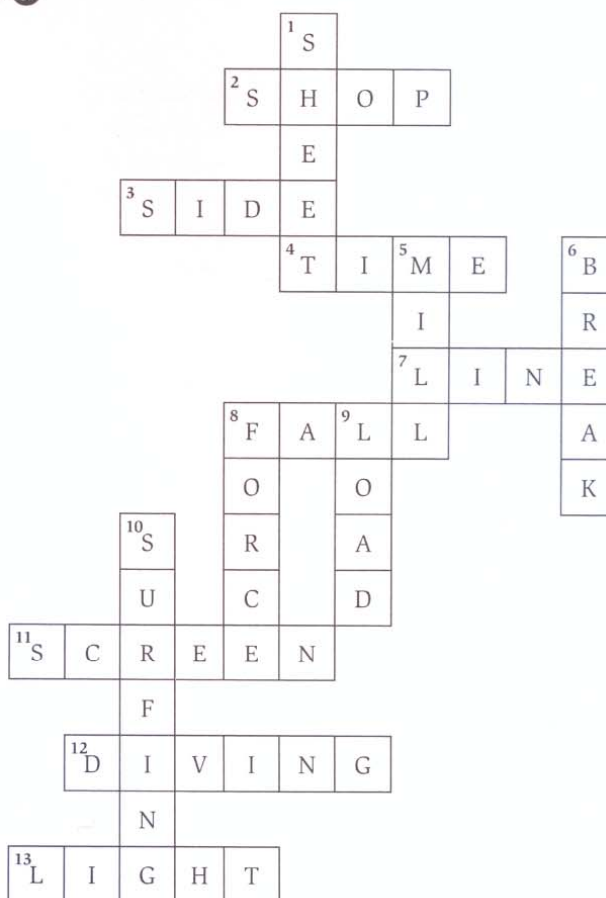
Grammar

- ① 2 visiting 3 crossing 4 to reach 5 to transport
6 walking 7 going 8 travelling (UK)/traveling (US)
9 Having parked / Parking 10 to fetch 11 to find
12 to pull 13 going 14 to carry on 15 making
16 pushing 17 completing 18 reaching

- ② 2 B 3 A 4 B 5 B

Vocabulary

① a



- ② **day:** daylight, daybreak
wind: windfall, windmill, windscreen, windsurfing
water: waterfall, watermill, waterside
sky: skyline, skydiving, skylight
work: worksheet, workshop, workforce, workload

- ② 1 away 2 back 3 off 4 up

Reading Part 2

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

Listening Part 3

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

Recording script Track 7

Interviewer: Welcome, Sarah. I understand that you're a keen sailor but a recent trip didn't go quite as planned.

Sarah: That's right. And in fact I'm lucky to be here at all.

Interviewer: So what happened?

Sarah: Well, we'd sailed from Hong Kong to the Philippines in our sailing yacht. Seven of us, my husband, Peter, my two young sons and myself and three crew members who were also friends. We'd had a wonderful journey there, clear skies, full moon at night and we were looking forward to the journey back.

Interviewer: I'm sure.

Sarah: Well, the day before we were due to leave there was no change in the weather but the forecast said to expect strong winds. The forecast was proved right but we still felt confident as we set off despite the wind. After a while, however, conditions began to deteriorate further.

Interviewer: And that's when the problems started.

Sarah: Yes, it was night time and I was getting comfortable in my bunk when there was a sound like someone ripping open a cardboard box followed by a sharp change in the boat's direction as the mast crashed down into the sea. There was a call from a member of the crew who had seen it all happening. 'All hands! The mast has gone!'

Interviewer: So what did you do?

Sarah: We checked for damage and we were taking in water in two places but we managed to repair the holes. Then we talked through what we needed to do. We put out a message on the radio and we were also in touch with the Rescue Co-ordination Centre by satellite phone. Instead of continuing upwind towards Hong Kong, 350 miles away, Peter and I made the decision to retrace our path towards the Philippines, which was less than half the distance away. Although the crew were strong and the engine was still functioning, the waves were still huge and there was a near-gale blowing. So we put on our safety gear and hoped for the best.

Interviewer: But you got help?

Sarah: Yes, we did. After a while we realised we weren't going to make it and we were told that a ship, a 110,000-tonne tanker, had been diverted to help us. The Rescue Centre sent a plane out first so they could determine our position. We had plenty of flares which you can light to show where you are but we'd used them all by the time the tanker arrived. Because our boat was white and the tips of the waves were white it was a bit awkward for a huge ship to locate us - it took ages. They couldn't get directly alongside us so they put a small boat down for us to get into and they asked the men from our boat to go first.

Interviewer: Why was that?

Sarah: Not sure actually - maybe to see if they could manage before my sons and I tried. So the men swam to the rescue boat and got into it. That wasn't easy of course in the huge waves but the difficult bit was to come. The men on the tanker hauled the little rescue boat up which was attached to the tanker by a rope. They were quite careful but it was swaying all over the place and we discovered later this was because the rope hadn't been attached properly to the rescue boat. At one point the boat was almost vertical and the four of them were really hanging on.

Interviewer: But they got up?

Sarah: They did but two of them were hurt when the boat banged against the side of the tanker. Not seriously, thankfully.

Interviewer: So what about the rest of you?

Sarah: My sons and I were still in the yacht. This time they sent across some life rings attached to ropes and my sons went across. The men pulled the boys towards the tanker and then they had to clamber up the rope ladder. They managed to make that look straightforward which it isn't of course at the best of times. The crew threw the life rings back and I decided to attach our bags with all our wallets and documents in them. I was agonising about what to try to keep and I should have just left the lot and gone across myself. By the time they sent the life ring back for me the boat was really tilting and I only just got off in time before it sank.

Interviewer: Phew! What a frightening experience. But with a happy ending, thank goodness.

Unit 6

Grammar

- 2 this which 3 her own 4 during which 5 for herself
6 living there 7 of her own 8 It is through 9 these
10 following what 11 one of 12 whose 13 those
14 neither 15 both 16 none 17 including
18 one 19 all 20 herself

Vocabulary

- 1 a considerable amount (considerable noise), deafening noise, detailed description (detailed feedback), fashionable clothing, gripping story, hazardous journey, instant feedback (detailed feedback), public image, random order
- b 2 deafening noise 3 public image 4 fashionable clothing 5 considerable amount 6 random order 7 hazardous journey 8 gripping story 9 detailed description 10 classical music
- 2 2 highly 3 negatively 4 harshly 5 silently 6 contentedly 7 tightly 8 hungrily
- 3 difficult: challenging, demanding, problematic, complex, complicated
- interesting: gripping, stimulating, intriguing, engaging
- wonderful: stunning, amazing, awesome, incredible, marvellous

Writing

WHAT WOULD YOU PUT IN A TIME CAPSULE TO BE OPENED IN 100 YEARS' TIME?

The first thing I would **to** (1) suggest is a book, **it which** (2) has lots of drawings and pictures. These should **be show** (3) our civilisation, our traditions and culture. Pictures of people at home, at school or at work are good examples of things to be **included/be include** (4). Because **of** (5) English is one of the most popular languages (6) in the world, I would also suggest **to** describing (7) these pictures with a text in English. Secondly, I believe that clothing, fashion and design are important ways of showing **how what** (8) a society is like. **However Therefore** (9) I would like to recommend including (10) a traditional white wedding dress in the capsule, since **to getting** (11) married is a special event in one's life. This is the reason **why** (12) I think people in the future will find an original wedding dress interesting. My final suggestion is a computer because of **the its**

(13) major influence on our modern society. It not only represents modern technology and our development, but also the way **by in** (14) which we live and work today. I hope you **should (will)** (15) find my competition entry interesting and **to** (16) read it carefully.

Use of English Part 1

- 1 D 2 B 3 A 4 B 5 C 6 D 7 C 8 A 9 B 10 D
11 C 12 C

Use of English Part 3

- 1 musicians 2 addition 3 precedents 4 workshops
5 relationship 6 global 7 accountants 8 capitalism
9 purity 10 materialise

Listening Part 1

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

Recording script Track 8

Extract One

- Maria: What did you think of the book I lent you, David?
David: Well, it was slow to start with, Maria.
Maria: Oh - I thought it was a real page-turner ...
David: Well, I did get into it once I'd worked out why all the characters kept contradicting themselves! It didn't seem plausible that they'd do that.
Maria: Oh, I thought they were fantastic characters - the contradiction's all part of the plot, isn't it?
David: Mmm, I guess so ...
Maria: Did you like the descriptions of Istanbul?
David: I did, yeah, I've never been there but I'd love to see the places the author writes about.
Maria: She was born there, so I imagine she's got the detail right, but I'd love to check that out for myself.
David: Mmm. Is it a book you'd reread?
Maria: Definitely. I liked the style - and with the chapters all being told through the eyes of a different person, you get a varied perspective on everything that happens.
David: Is that it then? We never know what's really happened because no two people see things the same? And they change their minds from day to day?
Maria: Absolutely. Not an original approach, but that's exactly what the author wanted to put across.

Extract Two

Paula: Great bracelet, Simon.

Simon: This? Oh, I got it when I was a young man, still living in Zambia.

Paula: Oh? Was it a gift?

Simon: Well, it's been in my family for several generations. It came to me from my uncle, whose father, my grandfather, had worn it before him. It's made of elephant hair. In my tribe, the Kaonde, the elephant represents the good qualities of leadership – anything with a link to an elephant is said to confer gifts of responsibility, hard work and success. So when he gave me this bracelet, my uncle was telling me he thought I had the capacity to be a leader.

Q3

Paula: That's fascinating.

Simon: Yeah, I wear the bracelet every day and it makes me aware of the need to be focused in life. You know, some of the people I work with at the community centre come from Africa, or they have parents from Africa anyway, and it's sometimes useful that other people can identify me as also coming from Africa. Anyone who had grown up in Zambia would look at this bracelet and understand the significance of it. People often mention it.

Paula: That's really interesting.

Extract Three

Lauren: Well, I think this dress is the best thing so far, but I'll need something to go over it.

Joanna: Mm, I like it Lauren, it's an unusual shade of blue. It wouldn't suit everyone, but it's good on you. How about a white jacket to go over it?

Lauren: Well, I was thinking I could just wrap a pashmina round me. I think they're warm and practical but look quite glamorous.

Joanna: Yeah, you can wear them with anything really, even over a coat.

Lauren: Right.

Joanna: You've decided not to get the trouser suit then?

Lauren: Mmm, well, it would be more useful, but I've got lots of others ... too much like work.

Joanna: Mm, okay – but the cream one you just tried on didn't look like something you'd wear to the office. What's Jack wearing then?

Lauren: Oh, he's finally bought a really stunning new suit.

Joanna: What? After saying for years that no one was going to make him wear one?

Lauren: Absolutely. And he's paid a lot for it too ... it's a designer number, great cut.

Joanna: That's a real turnaround!

Lauren: Isn't it? He's always been image-conscious of course but that normally means searching the sales for T-shirts and jeans!

Joanna: Ha! Good for him.

Lauren: Yeah.

Unit 7

Grammar

1 2 in which 3 laid out 4 in ways that 5 whose 6 when 7 what 8 accepting 9 yet 10 arriving 11 therefore 12 Given that 13 what 14 provided 15 fascinating 16 if 17 how 18 unless

2 2 Having decided 3 Built 4 Known 5 having reached / reaching 6 Viewed 7 Not caring 8 Staring 9 Written 10 Finding / Having found 11 having produced 12 Not understanding / Not having understood

Vocabulary

1 a 2 to 3 for 4 in 5 into 6 by

b 2 e 3 c 4 b 5 a

c 2 pay through the nose for sth 3 pay (my) way 4 pay dividends 5 pay the price for (doing) sth

Writing

2 Taking into consideration 3 as well as 4 a wide range of 5 personalities 6 had in mind 7 declined 8 professional responsibilities 9 donate 10 enjoy 11 compose 12 such as 13 forthcoming events 14 scheduled 15 assistance

Reading Part 4

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

Listening Part 2

1 classical 2 performance 3 workshops 4 ask questions 5 unemployment 6 administration 7 injury 8 travel

Recording script Track 9

Speaker: Welcome everyone, and may I just say how glad I am to see so many of you here. I love my profession and I want to pass on some information to all of you who are hoping to pursue careers as dancers. Well, dancers usually start their training at a very early age and nowadays almost everyone does a specialised training course. There are two distinct career areas with different entry routes which I'd like to mention. Anyone wishing to do classical dance as a career, and I'm afraid to say this for some of you, will really need to have attended classes from childhood. It's very rare to be able to progress in that area if you start as an adult. But contemporary dance can be learnt later in life, and there are a number of colleges offering degrees in modern dance. Look carefully before you choose a degree course and make sure it suits you. Most tend to focus on the academic and technical aspects of dance rather than the skills required for performance. So it will be up to you to keep practising while you're studying. And you need to be networking all the time and working hard at your contacts. The more workshops you go to, the more people you'll meet and some of them will be useful later on. Nobody is going to find jobs for you, you know, so you have to be willing to go out there and promote yourself. I was always taught at college that getting a job was rarely about just turning up for an audition and being picked. The people choosing between dancers will realise that you are willing to learn and take direction if you ask questions and that's what lots of dancers don't do as they're concentrating so hard on their techniques and how they look. All dancers love performing but you won't be able to do it all the time. There are so many of you out there and unemployment is a factor in every dancer's life so you have to develop other skills as well to make money. You can combine performing with teaching, whether you set up classes yourself or work for an employer. Some dance agencies and government bodies have openings in administration and there are often opportunities because not many dancers consider it creative enough. A dancer's career can be short, rarely lasting beyond the age of forty.

Q1

Q2

Q3

Q4

Q5

Q6

Q7

Any injury, especially to the feet, back and legs, can have an impact and may reduce the length of career even further so it's really important to understand your body and always take care not to push yourself too hard. It's a fantastic career but it's not an easy one either. You have to be prepared to travel to get the work that suits you. That's the only way to make a success of it because the jobs won't come to you.

Q8

Unit 8

Grammar

1 a **Sophie Morton:** I'll stop listening to music and watch the news instead which means I'll be learning something on my way to school.

Natasha Gordon: I've travelled on lots of trains in the US with TV in them and I hated it. I want to know why the money is being spent on TV when it can/could go towards improvements in basic services.

Francesco Vecchi: I have to catch the train to work and I object to TV being forced on me. I'm concerned that I won't/wouldn't be able to do vital reading for my job.

Jason O'Donovan: We will/would never put TV in every carriage and we are going to trial it first as it might be popular in some trains but not others.

b **2** what they usually did during their **3** if they would enjoy **4** if they travelled (US traveled) on that train **5** how long they had been commuting

2 doubted that Ruth was telling the truth
3 enquired whether there were any job vacancies in the company **4** complained (that) they were being given far too much work **5** warned (his trainees) not to eat a large meal before going for a run
6 denied having told Frankie the news **7** advised (them) to ring Laurie before they turned up **8** urged (its employees) to recycle as much paper as they could

Vocabulary

2 keyword **3** bulletin **4** podcast **5** tabloid
6 commercial **7** blogger **8** headline
9 contestant **10** episode

Writing

- 1 a B ☹ C ☹ D ☹ E ☺ F ☹ G ☺ H ☺
b 2 H 3 E 4 A 5 F 6 G 7 B 8 C

Use of English Part 2

1 than 2 except 3 being 4 such 5 on 6 between /
in / among / amongst 7 by / during 8 so 9 be
10 with 11 Given 12 to 13 which 14 for 15 at

Use of English Part 5

1 be prevented from showing 2 succeeded in
persuading 3 felt/was proud of what 4 will mean
cancelling / the cancellation of 5 (just) how reliable
the Internet is 6 until I arrived at 7 put forward some/
their suggestions for 8 against the law to drive

Listening Part 4

1 E 2 D 3 F 4 G 5 A 6 B 7 A 8 F 9 G 10 D

Recording script Track 10

Speaker 1: I do different shifts, and I sometimes don't
Q1 come off air until ten thirty if there's a big game
on. I get a real buzz out of getting ready – going
through my scripts and getting my make-up and
hair done. Of course however prepared you are,
you don't know what's going to happen in a live
event. Sometimes if there's extra time in a match
Q6 we have to change the planned running order
of a programme. That can be terrifying on live
television. I also sometimes interview people live
and pride myself on being able to get the best
out of them even if they are tired.

Speaker 2: I work mainly on documentaries and most days
tend to be office-based but the work fascinates
me. A lot of time is spent on the phone getting
Q2 the background for stories, and producing
detailed briefs for producers. Sometimes I'm
struggling to find the right interviewee, and other
times I have too many and then I have to tell
Q7 someone I'm not able to use them after all – and
deal with their disappointment. That can be hard.
I do get out and about though. If I'm working on
a live production I'll give advice and support to
the presenters during a broadcast. That sounds
exotic but in actual fact it's a lot of hanging
around.

Speaker 3: I work on soap operas so I need to make
Q3 everything look as natural as possible. It's not like
working in a theatre where everything has to be
very brightly lit. I'm part of a team responsible for
planning a set and then I operate the equipment
which has become more and more complex over
the years. I have to make sure I learn to make
Q8 the most of the new technology as it's available.
Sometimes when you've got used to doing things
a certain way that can be annoying. I'll never be a
millionaire, but there are never any two days the
same, and there is usually a great atmosphere
around production sets.

Speaker 4: Although my job is hard work, it's great fun
and very fulfilling. Sadly though, in my line of
Q9 business, we always end up at the bottom of
the credits at the end of a TV programme, even
though a production wouldn't get anywhere
without us! To do my job, you need to have a
Q4 good ear and be able to pick out any undesirable
noise. I've also had to learn to be very patient.
Most of my time is spent standing around waiting
for decisions to be made. That doesn't bother me
– I'm glad it's up to the producer to get the whole
thing to come together – I wouldn't want that job!

Speaker 5: I love working in TV as I get a really wide brief.
Q5 It can take several hours to make someone look
twenty years older than they really are or make
them look unwell. The real challenge of that is
sitting with the same actor for a long period of
time. Sometimes we have a really good chat
and sometimes we don't say much but there
Q10 are actors who use it as a chance to go over
everything that's going wrong in their lives and
I'm stuck then. It can get a bit too much. But
nothing beats the satisfaction of the actor looking
in the mirror and saying 'Wow'.

Unit 9

Grammar

- 1 a 2 on 3 was held 4 was not given 5 relied
6 Meanwhile 7 not until 8 was won 9 period
10 were allowed 11 during 12 were run 13 at
14 evolved 15 To
b 2 d 3 a 4 i 5 j 6 h 7 e 8 c 9 f 10 g

2 at: breakfast, the weekend (UK), night, the beginning, dusk, six o'clock, midnight

in: 2010, January, the morning, the beginning

on: several occasions, the weekend (US/Aus), Friday night, December 12th

Vocabulary

1 a composition, discovery, evolution, information, operation, observation, performance, priority, procedure/procession

b NB: Other less common words may also be possible, e.g. add(v) – additive (n)

VERB	NOUN	ADJECTIVE	ADVERB
add	addition	additional	additionally
electrify	electricity	electrical	electrically
extend	extension	extensive	extensively
know	knowledge	knowledgeable	knowledgeably
medicate	medicine	medical	medically
originate	origin	original	originally

Writing

Dr John Paul Stapp was born on July 11, 1910 in Bahia, Brazil. His preliminary education was obtained at the Brownwood High School, Brownwood, Texas and San Marcos Academy, San Marcos, Texas. Dr Stapp received his first degree in 1931 from Baylor University; his doctorate from the University of Texas in 1940; and his medical degree from the University of Minnesota in 1944. He interned for one year at St. Mary's Hospital before entering the US Air Force in 1944.

In 1946, Dr Stapp was transferred to the Aero Medical Laboratory as a project officer. But the job assignment that was the start of his fame came in March 1947, when he was sent to the deceleration project.

Reading Part 3

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

Listening Part 2

- 1 (the) toughest ... (the) best (either order)
 2 amateurs 3 2/two years 4 social life
 5 trainers 6 blisters 7 water ... a tent (either order)
 8 (walking) poles

Recording script Track 11

Ali Patel: Well, good evening everyone. My name's Ali Patel, and I'm here to talk to you about my experience of running the famous 'Marathon of the Sands' which takes place in Morocco each year. I've run all over the world, and I certainly found this marathon was the toughest of my life, although completing it, just getting to the finish, was also the best experience I've ever had. I decided to enter because I saw a television programme about it, and realised that not all the competitors were professionals. A number of amateurs like myself took part each year and I was determined to be one of them. I knew it would require a lot of training: I was thinking in terms of six months, but when I looked into it I discovered that most of the entrants trained for at least two years before participating, so that was what I did. It became a major part of my existence, and it certainly had an impact on my studies and social life, which was a bit of a problem. The year I took part, there were 661 athletes. The race covers 243 kilometres in six stages over seven days. There are two horrendously difficult stages. The first is a day spent running entirely on sand dunes. The sand gets everywhere. You sink into it, and I found myself running with huge amounts of sand in my trainers, which really slowed me down. I'd worn the kind that let your feet breathe, and that was a mistake – the sand came in through the sides. But I think the most punishing experience was the non-stop 82km stage that athletes had to complete within 40 hours, which was run in 40 degree centigrade heat. I nearly gave up at that point. I'd developed terrible blisters on my feet, which I had to treat with iodine every night, but somehow I got through. When you get really low, the other competitors are fantastic – if they run past you they shout encouragement, and if they don't speak your language, they put their thumbs up. One other thing I haven't mentioned is that you have to be self-sufficient throughout the race, and carry everything you need apart from water and a tent. That means you have a rucksack on your back weighing at least 12 kilos, which certainly adds to the challenge. You're also provided with an emergency flare in case you really can't keep going. If you take the lid off and pull the string, you'll be rescued. But somehow, I got through, although on the final day I had to use walking poles to help me over the finish line.

It's a source of great pride to me that I made it. I'm taking time out, so my feet recover, and then I'll try another adventure race. I don't think I'll ever give the sport up – some of the oldest competitors in Morocco were in their sixties, and I'm only in my twenties ...

Unit 10

Grammar

- 1 2 have to 3 needn't / don't have to / don't need to
4 didn't need to / didn't have to 5 had to / needed to
6 was able to 7 needn't have 8 was able to
9 mustn't 10 could 11 were able to 12 could
- 2 2 are able to can 3 don't have to mustn't / shouldn't
4 couldn't can't 5 must had to 6 couldn't can't 7
4 be able can 8 can were able to 9 has to should /
ought to 10 wouldn't couldn't

Vocabulary

- 1 2 at 3 On 4 at 5 in 6 in 7 on 8 at 9 in
10 on 11 on 12 at 13 in 14 in 15 in 16 at
- 2 2 participation 3 fascination 4 possibilities
5 provision 6 educational 7 conformity
8 originality 9 disastrous 10 attendance
11 obligatory 12 contribution

Writing

- 2 To begin with, 3 In addition, 4 Consequently,
5 As for 6 There is also 7 The second point I would
like to make is about 8 It is therefore essential that
9 Another important issue to take into consideration
10 Lastly, I should mention that 11 The above
recommendations 12 Once again,

Use of English Part 4

- 1 cover 2 full 3 way 4 work 5 settled

Use of English Part 2

- 1 by 2 between 3 no 4 to 5 as 6 which 7 or
8 rather 9 how 10 on 11 their 12 each 13 what
14 at 15 them

Listening Part 1

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

Recording script Track 12

Extract One

Male: Oh hi, Fiona, I see you're back from France then? So how was it? How did you enjoy student life over there?

Female: Oh, oh, it was really great. I could choose whatever courses I wanted at the university, so I decided to spread my wings and take art history and French history as well as literature and translation.

Male: Oh, goodness!

Female: The new subjects were one thing but the different approach was quite another, and rather daunting. Classes were all lecture-sized and you had to be very brave to ask a question in such large groups.

Male: Oh, and did your French improve?

Female: Oh yeah, by miles actually. I was terrified that I wouldn't understand the lectures, but it was OK. I was a bit annoyed at first as the French students didn't talk to me much – they were all so busy and had their own friends so I felt quite lonely. Then I thought about my first two years at university here, how I just never considered making contact with foreign exchange students who want to practise their English. I vowed I would change that when I got back. Once I realised I needed to be proactive, things changed and I made loads of friends who I miss now I'm back here.

Extract Two

Woman: This is a really interesting shop. I'm glad we came. It only opened yesterday.

Man: Everything's really expensive though, don't you think?

Woman: Some stuff is quite pricey but you'd expect that in a shop where everything is made from recycled materials. But there's also stuff that's really affordable and everyday.

Man: Things made from recycled tyres and newsprint don't sound very attractive.

Woman: I thought that before I came in but what is extraordinary is that there's nothing in this shop that wouldn't look out of place in a design magazine.

Man: But I don't think we need more shops selling stuff like this. There are already loads of them. And anyway, most of the large chain stores sell modern trendy furniture and things that look good ... and they're cheap.

Woman: That's true, I suppose.

Man: What annoys me is, because this shop's put so much into its advertising, people will be conned into thinking they're getting something special and they'll be queueing at the door.

Q4

Woman: Mmm, but I think it deserves that, especially as everything is sourced with its environmental impact in mind. That certainly makes it worthwhile.

Extract Three

Interviewer: So Josie, you obviously love your job.

Josie: I do. When you do a great performance on the trapeze, it's such an incredible feeling. It's a real challenge physically, but it's also an art. I'm putting a message across through the way I move. I try to project that feeling to the audience but we're so high up that you can't see whether they're appreciating it or not.

Interviewer: And it must be quite dangerous?

Josie: Oh, in a way it's a bit like being a pilot. When you're flying a plane with several hundred people on board you can't be nervous and when there are five thousand people watching you in the circus tent, you need to keep your cool. A pilot is dependent on his equipment working properly and if it goes wrong there's not much he or she can do. We're dependent on each other – one bad move and someone could get hurt. We have to look out for that and be ready to change our routine if something does go wrong.

Unit 11

Grammar

1 a 2 f, j 3 c, e 4 d, k 5 h, l 6 a, c, e, i, l
7 b, i 8 a, c

b Students' own answers

c

Recording script Track 13

A: ... but we had a fantastic time. So this is one of the pictures I took. The pyramids were absolutely fantastic. Have you ever been there?

B: Q1 No, but if I got the chance I would! I'd go like a shot. I didn't have the money when I was a student, but now I'm working, I'm intending to travel a lot more if I have time.

A: Well, I'd certainly recommend going to Egypt.
Q3 I'm sure you'd love it if you went.

B: Q4 And if I do go, I'll be visiting all the well-known sites, just like you did!

A: Well, I certainly loved every minute of my trip. But
Q5 I didn't realise how hot it would be in August. If I'd known, I'd have gone in April or May instead!

2

on the phone	in hospital
on the beach	in/on the train
in prison	in Italy
in class	at the top of the escalator
at/in school	on my list
at/on the coast	at/in the meeting
in the taxi	on the wall
at home	on the motorway
on television	at my friend's wedding

Vocabulary

2 up for it 3 it off 4 it off 5 out (of it)

Writing

In my opinion, travelling is very exciting, and everyone likes to travel. It helps them to escape from their normal life and to discover new countries, people and cultures. But what you have to decide is whether you should travel alone, or with friends or family. There are advantages and disadvantages in each case.

If you travel alone, you are free to go anywhere you want. There is no one who will refuse to follow you to the place you want to go! You do anything you want, as you want. However, if you travel alone, you feel extremely lonely. You haven't got anyone to enjoy the travel with. Apart from that, a solo trip is more expensive than one with friends or family, because you have to pay for everything yourself and you can't share the cost with a friend or brother.

If you travel with your friends, you will enjoy the journey more than if you *are* alone. Humans are social creatures and *being* with someone else is good for your behaviour and your mind. With friends, the journey will not be boring! You can also borrow money from them if you run out. In fact, there aren't many disadvantages if you travel with friends. The only one is that you might disagree with them about the places you want to visit. This isn't a serious disadvantage, because sooner or later you *have to* reach a decision.

Finally, you could travel with your parents. If you are a young man or woman, travelling with your parents is the best solution. You aren't responsible for anything and you go everywhere your parents go. You *don't have to* pay for anything yourself and your family will look after you. However, if you are above the age of eighteen, you won't want to travel with your parents, because this will restrict you, which is something you don't want. You *will* want to decide what to do and this is impossible with your parents around. When you are grown up, you don't need your parents watching over you any more!

Reading Part 4

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

Listening Part 3

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

Recording script Track 14

Interviewer: And with me on the Book Programme tonight, I have writer Peter Dell, who has just published a book about the Brooklyn Bridge in New York. Welcome, Peter.

Peter: Thank you.

Interviewer: Anyone who reads your book is going to realise at once that you feel very emotional about New York's famous bridge, Peter. Is it a place you visit often?

Peter: I go across it whenever I'm in New York. The atmosphere is very evocative – you sense it the moment you arrive at the bridge. If you approach it from the Brooklyn side, you can see Manhattan in the distance, and the sun going down like a giant, red beach ball behind the skyscrapers. If you go in the winter, the cold gives a certain edge to everything, a sharpening of the senses. The buildings you can see are a memory of everything that has passed before. But at the same time, there's the solid presence of the Statue of Liberty to remind you that things do survive, and I like that. And as the sunlight fades, the darkness brings a sense of mystery to the whole of the city.

Interviewer: Mm, and of course as you walk across the bridge, you're aware of all kinds of traffic, aren't you?

Peter: Absolutely. The traffic thunders across, loud and ugly. But the pedestrian walkway is one level above the bridge, so there's a feeling that you're rising above it all – you can easily shut it out. The river below always reminds me that our ancestors arrived there on ships, so it actually feels welcoming. And of course below the river is the subway, with people hurrying to and from work. And if you look up, you often see a helicopter taking off. So the bridge works in a figurative way as well as a literal one. It's something poets like Walt Whitman and Marianne Moore have written about.

Interviewer: Tell us something about the construction of the bridge, Peter – it was started in 1870, wasn't it?

Peter: That's right. And it was completed thirteen years

later. It cost just over \$15 million dollars to build, and about thirty lives were lost, which people thought was acceptable at the time, but we certainly wouldn't now. It was designed by a man called John Roebling, who certainly dreamed of a big structure! At the time it was the longest suspension bridge in the world, and its two granite towers were the largest in the western hemisphere. The caissons – that's the underground chambers they used to do underwater work – were made from rot-resistant yellow pine wood, which means that even today tens of thousands of tons of masonry still rest on them. I was quite taken aback when I found out about that.

Q3

Interviewer: Mm, I see ... and how do you think most pedestrians feel as they walk across the bridge today?

Peter: Well, you have to remember that when the bridge was built, there were no skyscrapers in New York, so people who crossed it in the early years felt as if they were walking up in the clouds. It's a very different experience these days, but it's still a real thrill for anyone walking over those wooden boards. I think the reason for that is the unique pattern of steel cables strung like a harp along the side of the bridge. It looks like a giant has left it there! I think it's one of the special characteristics of the bridge.

Q4

Interviewer: And the bridge has been involved in some momentous events, hasn't it?

Peter: Yeah ... it's attracted its fair share of madmen and would-be murderers! There was even a plot to destroy it by cutting through the support wires – fortunately that was foiled. But it's been fraudulently 'sold' over and over again to gullible people, who really should know better, and various disasters have befallen copies of it in the film studios, but it's never been blown up in reality.

Q5

Interviewer: Mm, and to finish Peter, there's one interesting quality the bridge has for you, isn't there?

Peter: I realised there was something rather special but, in the circumstances, rather odd about the bridge some time ago. Now I've never been there and been completely alone – there's always a cyclist or a lone jogger about. I don't think it's possible to be totally alone, physically at least, in New York. But despite that, every so often you get this isolated instance of total quiet on the bridge, particularly when it's been snowing. And it's only when you suddenly hear a car or the barges sounding their horns on the river below that you realise, as you're walking along high above, what has just happened.

Q6

Unit 12

Grammar

1 a

ABSTRACT WORDS	PERSONAL QUALITIES	MATERIALS and RESOURCES	TRAVEL	HOUSEHOLD ITEMS
advice education information knowledge progress research work	charm intelligence talent	cloth electricity gas glass leather oil paper petrol stone wood wool	accommodation equipment information luggage money	soap tea toothpaste washing powder

- b** 2 f, paper 3 g, intelligence 4 b, fruit
5 h, education 6 c, research 7 a, glass
8 d, petrol (UK) / gas (US)

2

IN	INTO	ON	TO
believe participate	incorporate	base concentrate depend focus insist rely spend	apply contribute

- 3** 2 the 3 the 4 the 5 the 6 the 7 ∅ 8 ∅
9 a 10 ∅ 11 the 12 the 13 ∅ 14 a 15 an 16 ∅
17 ∅ 18 ∅ 19 the 20 the 21 a 22 a

Vocabulary

VERB	NOUN	VERB	NOUN
condemn	condemnation	beautify	beauty
consume	consumption	delight*	delight
create	creation	economise	economy
date*	date	experience*	experience
draw	drawing	function*	function
inscribe	inscription	industrialise	industry
portray	portrayal	popularise	popularity
research*	research	practise	practice
survive	survival	supply*	supply

Writing

Sri Lanka is a beautiful island off the southern tip of India, known as the 'Pearl of the Indian Ocean'. I grew up in Sri Lanka and love to go back as often as I can to see my family. There's a lot to do there, so I always visit the **historical** sites, the **Royal Botanic Garden** and the wildlife sanctuaries.

The conservation of elephants is dear to everyone in my country as they have played such an important role in **Sri Lankan** history and culture. They are represented in **religious** ceremonies, **sculpture** old and new and the arts. The world famous **Kandy Perahera Buddhist** festival features more than 100 **richly** decorated elephants in the parade held **annually** around **July/August** time.

The last time I was there, I visited the **Udawalawe National Park** to see elephants in the natural **environment**. The **herds** of elephants found in **Udawalawe** are the lucky ones because the park is protected and they have plenty of space to roam. **Unfortunately** not all elephants have this **opportunity** and this is why conservation projects like this are vital.

I also visited a home for rescued elephants. Here they look after orphan elephants; the centre is run by the **Sri Lankan Wildlife Department**. When elephants are judged ready, they are released into the protected wilderness where rangers monitor their **progress** to check that they **successfully** settle in the park. I stayed at the nearby **Hotel Centauria**, situated by the **Chandrika Lake**. It was an **excellent** place to stay and offered a good base from which to tour the countryside.

Use of English Part 4

1 primary 2 experience 3 badly 4 image 5 draw

Use of English Part 1

1 B 2 D 3 A 4 C 5 B 6 B 7 C 8 D 9 D
10 C 11 A 12 B

Listening Part 1

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

Recording script Track 15

Extract One

Interviewer: ... so Monarch butterflies live in the Rocky Mountains, don't they?

Man: That's right, but unlike most other insects in temperate climates, they can't survive a long cold winter. So they overwinter either along the Californian coast, or high in the mountains of Mexico.

Interviewer: Is there a consistent pattern to their behaviour?

Man: Well, the migration is driven by seasonal changes. Both daylight and temperature influence the movement of the Monarch.

Interviewer: And is this migration unusual?

Man: Well, in fact no other butterflies migrate quite like the Monarchs of North America. They travel much further than any other species - up to three thousand miles.

Interviewer: Oh? And where do they settle?

Man: Well, they fly in masses to the same winter roosts - it's an amazing sight. I'm talking not just about the same area, but often the exact same tree, which I've no doubt you'll agree is pretty unbelievable. It's more the type of migration we expect from birds and whales. But unlike birds and whales, these butterflies have a very short lifespan so only a small proportion make the migration trip and they only do it once. To explain it in human terms, it's actually their children's grandchildren that return south the following fall.

Extract Two

Woman: Did you watch the *Cook of the Year* final?

Man: You bet. The winning dish Salima cooked yesterday was really unusual. The colours were fantastic!

Woman: Yeah, I felt she pulled out all the stops just when it mattered. She hasn't performed

consistently throughout the competition though - she's had real ups and downs. I thought Ali should have got the prize - he performed so steadily in all the rounds.

Man: Q3 Mm. Well, at the key moment, Salima shone.

Woman: Mm. I wonder if the next series will be the same? I enjoy watching it, but it is getting a bit repetitive.

Man: Oh, I like that, it's reassuring! Although it would be good to have someone new on the expert chef panel to make their decisions.

Woman: Q4 Mmm, well, I think they need a few innovative features each week.

Man: What, like ... um, something about the countries the recipes come from?

Woman: Exactly.

Man: Huh. Maybe they should try a programme where people can only cook in one particular style, you know, Italian, Thai, whatever.

Woman: Mmm, sounds good in theory, but would it be rather limiting?

Man: Well, I suppose it might be ...

Extract Three

Peter: Hi Lauren, how was the South African trip then?

Lauren: Q5 Oh, it was fantastic, Peter. And the best part was the game park, but then you told me it would be, didn't you?

Peter: Absolutely. We went two years ago and I've never forgotten it. It was wonderful to see all those animals for real. Elephants, lions, giraffe - they're all so much bigger in the wild than on the screen. And the scale of the landscape - just wide horizons in every direction ... oh, and the sunsets.

Lauren: Oh, yeah, what about those sunsets? They were just out of this world, weren't they? But we did have one rather unnerving encounter ...

Peter: Oh?

Lauren: Yeah, with an elephant. It came up and started poking at the windows of our jeep with its trunk. Then it sort of wrapped itself around the vehicle and started wiggling it.

Peter: Wow, was that scary?

Lauren: Well, not really. The animal didn't seem aggressive. It jostled the jeep with its tusks, and then lost interest and walked away.

Peter: So did you have provisions on board?

Lauren: Q6 None at all. I think it was probably just wondering what we were, and having checked us out it left us alone.

Peter: You won't forget that!

Lauren: Certainly won't!

Unit 13

Grammar

1 Suggested answers

- The weather is much calmer on the rowing lake.
- The people in the rowing boat aren't getting so wet as the people in the raft.
- They are using fewer oars in the rowing boat than in the raft.
- The people in the raft are having to make a great deal more effort than the people in the rowing boat.
- Rafting looks more dangerous by far than rowing.

2

Recording script Track 16

See page 66

- 2 however 3 even if 4 whereas 5 despite
6 although (but) 7 Although 8 even if

Vocabulary

- 2 evidence 3 obsession 4 cleanliness 5 sufferers
6 exposure 7 resistance 8 unhygienic 9 medical
10 immunity 11 weaken 12 effective

Writing

- 2 the lack of 3 examined 4 propose to offer
5 throughout the day 6 there is no mention of
7 emphasise 8 crucial 9 state 10 they don't appear to
11 promise 12 limited 13 accept 14 remainder

Suggested answers

- B Healthy food C Variety / Choice D Opening hours
E Conclusion

Reading Part 1

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

Listening Part 2

- 1 3000/three thousand years 2 fishermen 3 highest
4 peace offering 5 body 6 royalty 7 New Zealand
8 length ... shape (in either order)

Recording script Track 17

- Speaker: Well, good evening everyone and thanks for coming to my talk tonight. As you know, I'm a keen surfer myself, and because of that I've become interested in the history of surfing. In fact, and this may surprise you, surfing is one of the oldest sports on the planet, and is also one of the very few sports that has its own culture and lifestyle. It began several thousand years ago. Some people have argued that the sport originated in Peru some 4000 years ago, but it's now generally accepted that surfing began about 3000 years ago among the islands of Western Polynesia. The original surfers were fishermen rather than sportsmen, and they discovered that riding the waves was a very efficient way of getting to shore with their fish. There is no exact record of when stand-up surfing became a sport, although it is known that during the 15th century, people in the Sandwich Isles were heavily into a pastime they called *he'enalu* or wave-sliding. This pastime was brought to Hawaii by settlers, and it is here that the modern form of the sport gradually emerged.
- Q1 In ancient Hawaii, it was the highest class who became most proficient at surfing, and there were all sorts of rituals associated with the making of a board. The board maker would dig up a tree and place fish around the roots – this was a peace offering for the gods of the tree.
- Q2 At this time, four board types were constructed. First, there was a special kind for children, known as a body board. Then there were two mid-sized boards, three to five metres long, for adult use. Finally there was an extra-long surfboard that was reserved for use by royalty.
- Q3 This was called an *olo* – and it could be all of six metres long. In the 19th century, as the indigenous population of Hawaii declined, surfing almost disappeared. For a while few people practised it. But in the early 20th century, the sport was revived by a Hawaiian called Duke Kahanamoku, an Olympic swimmer who started a surf club on Waikiki beach. Duke swam in exhibitions and swimming competitions throughout Europe and the United States, and it was his popularity that attracted attention to the sport and led to its rapid development on the West Coast of the States. It also became popular in New Zealand and Australia, where surfing conditions were close to perfect. By the 1930s, the race was on to develop new equipment
- Q4
- Q5
- Q6
- Q7

Q8

which could match the skills of the surfers. Board design changes constantly: the length varies, as does the shape, and three fins have been placed at the back for maximum control. And of course, boards are no longer made of wood, which was very fragile. Nowadays they are made from fibreglass, which makes them infinitely more durable. And now, turning back to some of those early surfing heroes ...

Unit 14

Grammar

- 1 2 the local football team needs is a good manager
3 the excellent sports facilities that I decided to apply to
4 I want to do is (to) / I want is to save enough money to take
5 he does every morning (before anything else) is (to) check
6 you should do if your credit card is stolen is (to) ring
- 2 NB: Where there is more than one possible position for the adverbials, these are shown.
 - 2 *Wisely, (the)* The organisers of the marathon *wisely* changed the start of the race from 11am to 7am because of the heat in the middle of the day.
 - 3 Ruth named her baby Amber and *coincidentally* her cousin in Australia *coincidentally* chose the same name for her baby.
 - 4 *Up to a point*, I agree with you *up to a point* that technology makes our lives easier but it also means we can never properly relax.
 - 5 *Admittedly*, I got the job *admittedly* because my father is managing director.
 - 6 We were taken to eat in a village restaurant where the food they served was *typically* Portuguese rather than an international mix.

Vocabulary

- 1 a 1 make 2 give 3 do
 - b 1 make up 2 do without 3 do up 4 give in
5 do with 6 make up for 7 give away
8 make out 9 give off

Writing

- 1 When you arrive ~~to~~ in a new country it is very different and it could be helpful to follow some advice. Here are some important things about how to ~~managing~~ **manage** (or about ~~how to manage~~ **managing**) your money while you are studying at the college.

Find a cheap place to stay in first of all. If you don't want to share your space with others, it could be expensive. Having a comfortable place is good but the cost is the most important thing. I think that you should share (1) at least the kitchen and bathroom. But I recommend that you try to find a big place with your friends and then you can all contribute ~~in~~ to the expenses.

Even if you choose to be alone you should ~~made~~ **make** sure that it is possible to cook your own food. Eat **Eating** out in a restaurant is enjoyable but (2) unfortunately it is expensive as well. Having dinner out every now and again especially with friends makes you ~~appreciating~~ **appreciate** this kind of treat. You can (3) definitely save money by shopping at a big supermarket once a week, then you can avoid ~~to buy~~ **buying** expensive food every day.

Deciding whether to spend money on entertainment or not is difficult. In the city centre there are (4) literally hundreds of things to do. Lots of them are, however, very expensive. It is the same with clothes and restaurants. I would suggest you ~~to find~~ **finding** / (that) you **find** other places, a little bit further away where you can easily save money and still have the same fun.

- 2 1 (to) find a cheap place to stay 2 the cost which/ that is the most important thing 3 means (that) you can all contribute to the expenses 4 can (definitely) save you money 5 is whether (or not) to spend money on entertainment (or not)

Use of English Part 2

- 1 Between 2 due 3 had 4 by 5 the 6 to 7 were
8 on 9 of 10 since/after 11 one 12 whom 13 out
14 than 15 their

Use of English Part 3

- 1 surprisingly 2 puzzling 3 evidence 4 reassurance
5 emotionally 6 symbolise 7 relationship
8 preferable 9 underestimated 10 denial

Listening Part 2

- 1 (chief) accountant 2 furniture 3 heat 4 driving
(around) 5 (public) transport 6 soup 7 cinema
8 energy

Recording script Track 18

- Adam: OK, so, I'm Adam, Adam Smith. As you may be able to tell from my accent, I'm Scottish and I come from Edinburgh. Luiza, my wife, is Romanian and that's how we ended up moving here to Romania about a year ago. She was working in Scotland as a doctor when we met. I had a job working in a finance company when the position of chief accountant came up at a branch in Romania. We were delighted when I got the job. Luiza came and found us a flat but then the company brought the moving date forward by a month. We'd arranged to get our furniture shipped over, uh, but we were faced with an empty flat which we had to furnish in a few days. So we had no choice except to buy more. That was the difficult bit! We were then ready to enjoy life here in Romania.
- Q1 I knew it snowed a lot here in winter and I thought 'Oh no, everything will come to a standstill' but I was wrong because in fact everything carries on more or less as normal. In Scotland it's quite cool and wet so it's taken me a while to get used to the heat in summer and I must say it was a bit of a shock. Thankfully we're not too far from the mountain resorts in the Carpathians so we often escape at weekends.
- Q2 While we're there, I prefer driving around while my wife likes to go skiing so we both get to do what we want.
- Q3 Most of the time we're in the city going backwards and forwards to work each day. There are great tram and bus services in the centre but they deteriorate as you get further out and in the suburb where we live there's very little public transport, although that is starting to improve. Life is very different here and I've acquired a taste for certain aspects of the cuisine. When I first arrived people kept giving me soup to taste insisting that this was the local speciality.
- Q4
- Q5
- Q6

- It's a special one made with meat, cream and vegetables. It's very good of course but since then I've come to prefer a kind of cabbage roll stuffed with minced meat. Delicious!
- Q7 There's plenty to do here. I'm not yet fluent in Romanian so we don't tend to go to the cinema much but I can follow some television programmes and some are in English with subtitles so that's good for me. And we do a lot of socialising. The Romanians are very cheerful people and they love a family party. If you go to a wedding in Scotland where I come from, most people have a good time but they run out of energy by the early hours of the morning. But here they're still dancing away, whether they're seven or seventy. It's the same with most social gatherings here. I like that and, although there are lots of things I miss about Scotland, I wouldn't want to go back now.
- Q8

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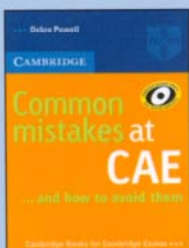
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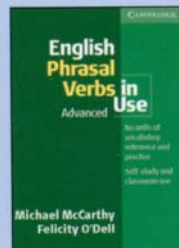
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