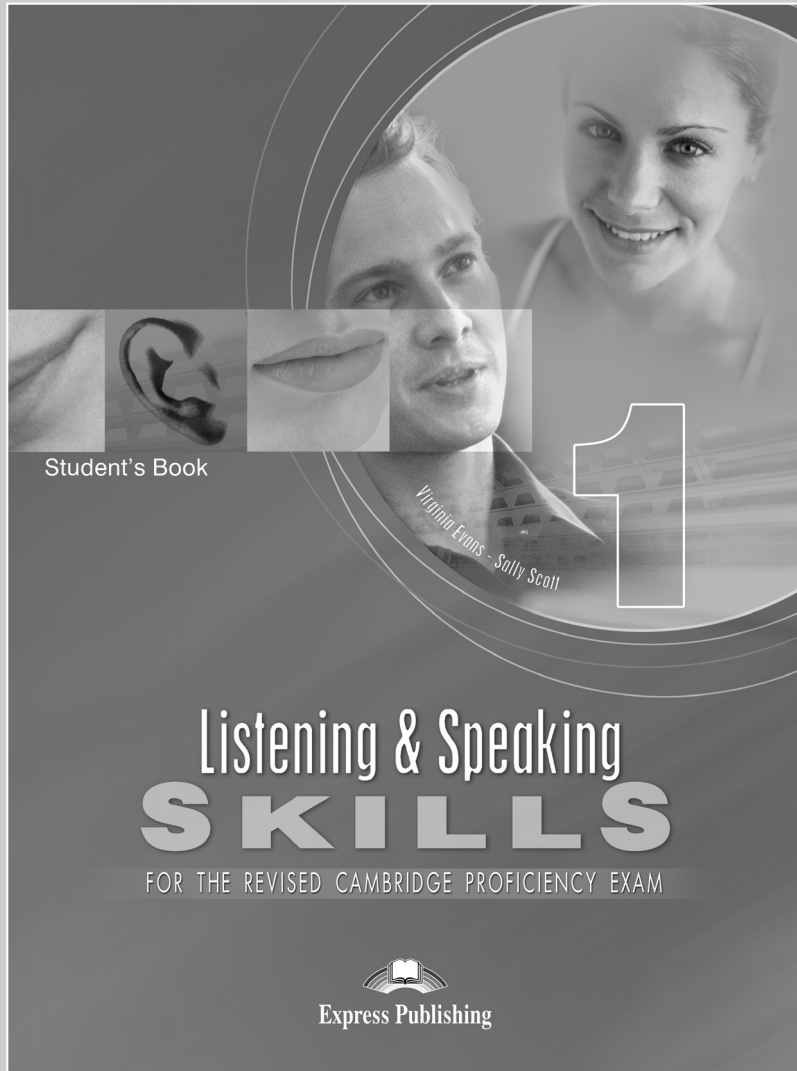


KEY



Virginia Evans - Sally Scott



Express Publishing

Published by **Express Publishing**

**Liberty House, New Greenham Park,
Newbury, Berkshire RG19 6HW**

Tel: (0044) 1635 817 363 – Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>

© Virginia Evans - Sally Scott, 2003

Design & Illustration © Express Publishing, 2003

First published 2003

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

ISBN 1-84325-951-6

Contents

Key for Listening Tests 1-5	3
Tapescripts for Listening Tests 1-5	7
Teacher's Notes, Suggested Answers & Tapescripts	29

Key for
Listening Tests 1-5

Paper 4 Listening – Test 1

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 C | 5 C | 7 B |
| 2 B | 4 C | 6 B | 8 B |

Part 2

- | | |
|----------------------|---------------------|
| 9 mental disturbance | 14 world of science |
| 10 mood disorders | 15 run in families |
| 11 wild euphoria | 16 creativity |
| 12 hallucinations | 17 isolate |
| 13 conducive | |

Part 3

- 18 B 19 C 20 B 21 A 22 D

Part 4

- 23 P 24 P 25 J 26 B 27 J 28 J

Paper 4 Listening – Test 2

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 C | 5 B | 7 B |
| 2 B | 4 C | 6 A | 8 C |

Part 2

- | | |
|----------------|---------------------------|
| 9 19th century | 14 towards the end |
| 10 submarines | 15 premature, unrealistic |
| 11 ambitious | 16 technology |
| 12 20-hour | 17 notebook computer |
| 13 accurate | |

Part 3

- 18 D 19 B 20 D 21 A 22 C

Part 4

- 23 L 24 B 25 B 26 L 27 R 28 B

Paper 4 Listening – Test 3

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 C | 5 A | 7 C |
| 2 B | 4 B | 6 C | 8 B |

Part 2

- | | |
|-----------------------|------------------------------|
| 9 commune | 14 container, water (inside) |
| 10 tread carefully | 15 dehydrated foods |
| 11 permission | 16 cathartic |
| 12 (fairly) civilised | 17 solitude |
| 13 cold, damp | |

Part 3

- 18 A 19 C 20 B 21 B 22 B

Part 4

- 23 M 24 K 25 K 26 M 27 M 28 B

Paper 4 Listening – Test 4

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 A | 3 C | 5 B | 7 A |
| 2 C | 4 B | 6 A | 8 B |

Part 2

- | | |
|----------------------------------|-----------------------------|
| 9 legal aid | 14 distortion, exaggeration |
| 10 charged, tried | 15 first-hand |
| 11 united international response | 16 Nobel Peace Prize |
| 12 160 | 17 prisoners of conscience |
| 13 human rights | |

Part 3

- 18 C 19 B 20 D 21 B 22 D

Part 4

- 23 F 24 B 25 L 26 L 27 F 28 F

Paper 4 Listening – Test 5

Part 1

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 B | 5 C | 7 C |
| 2 A | 4 B | 6 A | 8 A |

Part 2

- | | |
|----------------------------|------------------|
| 9 (extremely) debilitating | 14 are overusing |
| 10 stress, bad posture | 15 70% |
| 11 one-sized | 16 cause(s) |
| 12 a shortage | 17 alternative |
| 13 professionals | |

Part 3

- 18 B 19 D 20 C 21 A 22 B

Part 4

- 23 B 24 S 25 B 26 L 27 B 28 S

Tapescripts for Listening Tests 1-5

Tapescripts – Listening Test 1

Paper 4 Listening – Test 1

This is the Certificate of Proficiency in English Listening Test. Test 1.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Now open your question paper and look at Part One.

PAUSE 5 seconds

Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

PAUSE 15 seconds

TONE

Every year on my birthday, from the time I turned twelve, one white gardenia was delivered anonymously to me at my house. There was never a card, and calls to the florist were in vain, because payment was always made in cash. After a while, I stopped trying to discover the identity of the sender. I was just delighted at the beauty and heady perfume of that one magical, perfect white flower nestled in folds of soft pink tissue paper.

But I never stopped imagining who the sender might be. I'd daydream it was somebody wonderful and exciting, but too shy or eccentric to make known his or her identity – maybe a boy I had a crush on, or even someone I didn't know who'd noticed me. My mother contributed to my speculation. She'd ask if there was someone for whom I'd done a special kindness who might be showing appreciation anonymously. She fostered my imagination about the gardenia; she wanted me to be creative but also to feel cherished and loved, not just by her but by the world at large. She cared how her children felt about themselves, wanting them to see themselves much like the gardenia – lovely, strong, perfect, with an aura of magic and perhaps a bit of mystery.

My mother died when I was twenty-two, the year the gardenias stopped coming.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

While I cherish my siblings, my best friend Debbie and I chose to be sisters. It was a case of opposites attracting. She seemed cool and sophisticated, while I was impulsive and emotional. At school we were inseparable, spending the entire day side by side. We spent all afternoon hanging out at her place and then talking on the phone in the evening.

We aided and abetted each other through unruly and outrageous adventures, egging each other on from one crazy situation to the next. We didn't care much about fitting in, either, so we were liberated from peer pressure. The upshot was that I was packed off to boarding school. Debbie and I were devastated, but we continued to write and phone every week, sharing our every thought and dream.

Then Debbie fell in love. For the first time a man drove us apart. There was no room for a clinging best friend as well as a serious boyfriend. In retrospect, our friendship probably needed some space. It gave us both time to grow up in our own different ways, to become who we wanted to be, unconstrained by each other, only to find each other once again, years later, older and wiser. We slotted right back into the same comfortable groove without missing a beat – soul mates forever.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

We sometimes hear about young people who, instead of making a success of their lives, drop out of what they consider to be the rat race, opting for independence over security. In Japan these people are called 'freeters' (a combination of the English 'free' with the German word for worker 'arbeiter'). They are usually from wealthy backgrounds, well-educated and aged under thirty-five. Instead of being content to seek a safe job for life in a large corporation, start a family and buy a house on mortgage in the suburbs, they turn away from the expectations of middle-class Japanese, staying single, living with and usually off their parents. They drift from one part-time job to another, seemingly unconcerned about long-term prospects, while their friends are all busy climbing the corporate ladder. Ten years ago, university graduates were expected to stay with a company for life. Now one third of them leave their first job within three years, not being tough enough to persevere in their chosen profession, and take a low-paid, dead-end job that at least has the merit of being easy and requiring less effort. This dependency culture is of concern in Japan, as the nation's birthrate is falling and the pension system is in trouble. By the time these freeters are old enough to collect their retirement pensions, the funds in the kitty

will probably have dried up.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

Extract Four

PAUSE 15 seconds

TONE

Presenter: Are you keeping up with language changes? Would you, for instance, describe yourself as a 'surgiholic', a member of the 'cosmetic underclass', or a 'screenager' yearning for 'meatspace'? Not sure? Better rush out and buy a copy of the *Guinness Amazing Future* handbook, then. Published by Guinness Publishing, this volume is devoted entirely to the buzzwords and techno-babble of the future. But, Jamey, all this sounds unnervingly like a science-fiction nightmare!

Jamey: Not really science-fiction; in fact some of these words are already in current use. 'Screenagers', as you might have guessed, are those post-literate streetwise youths, wired for technology from the moment of their birth and brought up in the digital age – worlds away from the television and newspapers of the Outernet. Mind you, by 2020, you can bet that many screenagers will be wanting to rejoin 'meatspace' – the real world – as opposed to cyberspace.

Presenter: Mmm – whilst others of us can, apparently, look forward to solitary employment at 'cube farms' – this book's term for call centres and open-plan offices based round cubicles.

Jamey: That's right – and it's in this environment that you're likely to witness 'prairie-dogging' – a sudden commotion that makes everybody else look up from their desks – possibly leading to stampedes for 'break-out space'.

Presenter: I see. Well, I for one, don't propose to join the ranks of those older people addicted to youth culture – or should I say 'adulescents'? However, 'adulescents' – 30-35 year olds with youth culture interests – should certainly consider buying this book if they want to keep up with the newspeak.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

That's the end of Part One. Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a radio report about the possible link between mental illness and creativity. For questions 9-17, complete the sentences with a word or short phrase.

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

PAUSE 45 seconds

TONE

Presenter: The image of the tormented genius goes back as far as the ancient Greeks, who thought that poets communicated with the gods during periods of 'divine madness'. Since then, the belief in a link between creativity and mental disturbance has persisted, although it has always been controversial. Griffin Holmes, a retired consultant psychiatrist, has conducted several analyses into the lives of famous men and women and is here to tell us of his findings.

Griffin: Over the centuries, hundreds of talented men and women have struggled with mood disorders, the term psychiatrists give to depression and related illnesses. Some also had problems with alcohol and drug abuse which complicated their psychological problems, in many cases leading them to commit suicide – often at the height of their powers. For instance, the extensive diaries and letters of novelist Virginia Woolf give a frank and harrowing picture of her sufferings with manic depression – a destructive condition marked by alternating periods of wild euphoria and deep despair. During a period of mania, Woolf would talk non-stop day and night until she fell into a coma. When in a depression, she was tormented with unpleasant physical symptoms and hallucinations. Eventually, it all became too much to bear and she committed suicide by drowning. To Woolf you could add the names of Dickens, Byron, Keats and Sylvia Plath, to name but a few of the more well-known writers who suffered from severe mental torments. All the above, at some point, may have suffered from a condition called 'hypomania', the characteristics of which – high energy levels, decreased need for sleep, heightened sensitivity to colour, sound and touch – are especially conducive to creativity. A study of living eminent writers found 38% reported intense productivity during periods of hypomania.

The link between creativity and manic behaviour is not only to be perceived among writers. Several famous composers, including Tchaikovsky, Mussorgsky and Rachmaninov were also afflicted with manic depression. And it's well-known that the artist Van Gogh suffered from mental illness. Nor were great achievers in the world of science immune to mental problems, either. The great Issac Newton himself is believed to have been a manic depressive, while the Austrian physicist Ludwig Boltzmann, responsible for major advances in both physics and chemistry, hanged himself, and the American

Tapescripts – Listening Test 1

chemist, Wallace Carothers, the inventor of nylon, committed suicide by taking cyanide.

There is a final intriguing twist to the tale in the discovery that the link between creativity and madness may run in families. Researchers at Harvard University conducting an analysis into this phenomenon found a higher degree of creativity among people with mood disorders, and whose immediate relatives also suffered mental abnormalities, than among families with no history of mental illness. This suggests that the same genes could influence both mood disorders and creativity. Although as yet we know very little of the brain science involved in this relationship, that could change now that scientists have unravelled the human genome, allowing them to isolate the genes responsible for genius and insanity, resolving the issue once and for all.

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two. Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a woman being interviewed about her work with homeless children. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Interviewer: Sally, how did the foundation of SHELTER come about?

Sally: Well, it was a very personal thing, really. You see, I had a horrific childhood, and I felt I couldn't go around for the rest of my life carrying this weight of bitterness ... I had to do something about it, and it occurred to me that the best thing to do would be to make myself useful to children going through the same things I went through.

Interviewer: What exactly did you experience as a child?

Sally: What didn't I experience would be a better question. Things were more or less okay until my mum died when I was eight. My dad went to pieces after her death. He lost his job, and spent most of his time out of the house – I don't think he didn't care about us, but he just couldn't cope, so it was down to me, really. I had two little brothers, and I did my best to keep some kind of home going for them, but it was a losing battle ... I mean, an eight-year-old trying to be

mum to two boys. Anyway, we eventually got taken into care, and we were all fostered out, but for me it was a case of out of the frying pan and into the fire. The people I ended up with were about as dysfunctional as you can get, and in the end I ran away. There I was, homeless at the age of eleven, nowhere to turn. I did better than some of the others, though. I was clever at finding food and temporary shelter and things, but it was the lack of affection I really felt. I tried to be tough and hard, but it's just not the way I was inside.

Interviewer: And how did you get from that to this – how did you overcome all the difficulties?

Sally: Pure luck, really. When I was about fifteen I met this woman who took me under her wing, really. She had a very difficult time with me – I mean, I was so tough by that time that I was practically untouchable – but she persisted, she got me back into school, helped me to find a job and a place to live, and eventually it sank in that this woman actually cared about me, and it was that that made me determined to try and do the same for others.

Interviewer: And how did you go about it? It's quite an impressive achievement for someone to have done single-handedly.

Sally: Well, it wasn't easy, I have to admit – though I've had lots of help along the way. I actually started out just by meeting the street kids in my area, trying to get them to talk – and showing them that somebody cared. There are a few I've never got through to – they were simply too far gone, they'd been living like animals for so long that they practically were animals. Anyway, once I'd got that far with them I said to myself, these kids need a place of their own, a safe place, and I've got to provide it. I went to the council, to children's services – nobody was interested, or if they were, they couldn't see their way to doing anything about it, so it was up to me and I needed money.

Interviewer: And how did you get it?

Sally: I worked. I had two full-time jobs, plus spending time with the kids, so it was pretty exhausting, but I managed to save enough for a down-payment on this house – I did get help from the council with that, they have this great programme for first-time buyers – and then I started looking for volunteers to help fix the place up and keep it running. It's amazing the number of people who were willing, even if for just a few hours a week. Anyway, you can see the results for yourself.

Interviewer: Yes, indeed. It's a very impressive achievement, and shows just what determination and perseverance can do in such cases.

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three. Now turn to Part Four.

PAUSE 5 seconds

Part 4

You will hear two educationalists talking about exams. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write P for Peter, J for Jane, or B for both, when they agree.

You now have thirty seconds in which to look at Part Four.

PAUSE 30 seconds

TONE

Presenter: It's time for *Makes You Think*, and today our subject for discussion is "Exams: what are they good for?" – a topical issue, what with GCSEs just around the corner. And here in the studio to discuss exams we have Jane Barker, head teacher at St. Ninian's Comprehensive School, and Peter Welborn, educational psychologist attached to North End College, Burnten. Peter, if I may begin with you, I believe that you are against exams.

Peter: Well, I wouldn't put it quite as bluntly as that. I'm not the iconoclast of examinations. However, I'm not really in favour of exams as a testing device if they are all that is used to assess attainment.

Presenter: And why is that?

Peter: For a variety of reasons. Firstly, because I feel that examinations detract from the aims of the educational process. They make it a means to an end, rather than an end in itself. The goal becomes not learning itself, not increasing our knowledge, but rather the acquisition of pieces of paper which prove that, at some time or other, we were able to do something. I see education as a continuum, what John Dewey would have termed not preparation for life but life itself.

Jane: But aren't exams part of life? After all, we meet them just about everywhere, not just at school. Whether we are sitting a driving test or having an interview for a job, we are being tested, gauged, evaluated. How else are other people to know what we can do? How else are selections to be made?

Peter: With some difficulty, I admit, but I would like to confine the issue to exams at school. I don't think that exams should be a central part of a person's schooling. They are far from being the most suitable way to gauge whether learning has taken place and indeed, for some people, they may positively inhibit learning.

Presenter: Jane?

Jane: Of course, any examination system has its limitations, but I can't see any practical alternative to them. If you abolished exams, what would you put in their place?

Peter: Well, as I have said, I wouldn't abolish them altogether, but I would greatly reduce their importance as a testing device, and would instead place more emphasis on continuous assessment throughout the year and on project and assignment work. That would also have the merit of keeping students motivated and working hard instead of cramming for a few weeks, or even a few days, before the examination – something which doesn't result in real learning anyway, as what is learned in this way is soon forgotten.

Jane: I certainly wouldn't defend cramming as an effective learning device, but you know, school syllabuses and pupils' expectations are built around the certainty of exams, and in particular written exams, as a method of evaluating progress. The majority of teachers, parents – and even students – seem to actually like exams.

Peter: This is probably due to habit and familiarity. It's the operant conditioning of Skinner with his rats, as well as having to do with people's 'comfort zone'. They like what they know, and they know about exams.

Jane: In that case, where's the harm in them?

Peter: For most candidates, discounting exam nerves, none. However, there will always be a certain proportion who, however ably they perform during the year, simply cannot sit exams.

Jane: Yes, but are we to penalise everybody else because of that? Of course we need to take into account any problems which particular students may experience, through psychological factors or learning difficulties, but that can be incorporated within the existing system. And if a school didn't have compulsory exams, what then?

Peter: Then it would be something like Summerhill, which has been running successfully since it was founded in 1921.

Presenter: Jane Barker, Peter Welborn, thank you both for taking the time to be with us today, but now ... [fade]

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Tapescripts – Listening Test 2

Paper 4 Listening – Test 2

This is the Certificate of Proficiency in English Listening Test. Test 2. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Now open your question paper and look at Part One.

PAUSE 5 seconds

Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

PAUSE 15 seconds

TONE

I don't know why everyone is surprised at the spate of deaths of unfortunate airline passengers who could only afford to fly Economy Class. Packed in like vacuum-packed peanuts, travellers at the back end of the plane apparently put their lives at risk each time they jam themselves into those anorexic seats.

The conditions on airlines are only a symptom of a greater malaise that affects all aspects of life in the global free-market economy. Life in the consumer fast-lane has been split into only two categories: those of us who live in Economy Class, and the small but growing number of the world's elite who cruise through in Business Class.

So what is an Economy Class life? An EC life is the designer pants that cost a bomb and ripped two months later! It is the electronic answering machine at the bank that tells you to hold on and would you mind pressing one, two, three etc depending on blah, blah, blah. In EC life you cannot expect service just because you intend to spend money! In EC life you are not the customer, you are a consumerdrone and there are millions just like you. And who said anything about the customer always being right? The new motto seems to be: "If you don't like it, go somewhere else!"

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Presenter: Have you read any good novels recently? If so, look at the dust jacket or cover and see if there's a photograph of the author. If the novel is a recently published one, the chances are that the writer is young and good-looking. Judy, it hardly seems fair, does it? Youth, beauty *and* literary success!

Judy: I quite agree, but it's a fact that the younger and more personable an author, the more promotable he or she is as a writer, with his or her image splashed all over the lifestyle sections of newspapers and magazines.

Presenter: Hmm – perhaps the assumption is that we will rush out and buy this person's works, hoping that, at the same time, some of his or her glamour will rub off on us. It hardly bodes well for more mature authors though, does it?

Judy: Well, of course, older, established writers deprecate this cult of hyping photogenic young newcomers to the trade, blaming publishers for their new ageist and lookist attitudes. They accurately point out that looks have nothing to do with writing talent. Writing is a craft that needs time to develop, and it often takes around seven or eight books before an author really makes the grade.

Presenter: Indeed, and if we need further proof of this, we've only to scan the best-seller lists where, despite all the publicity that good-looking young new authors receive, the majority of writers featured are in their late forties and fifties, with a string of successful works behind them.

Judy: True – and thankfully, real talent, as they say, will out. Having said that, it would be a mistake to accuse *all* newcomers of wanting merely to trade in on their success; some wish to be judged on their writing alone. They don't all want to be seen just as a pretty face.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

We are accustomed to synthesised music producing strange new sounds. It can also, however, take us back in time. In February 2000, a musical entitled *Fosse*, written in celebration of the work of choreographer Bob Fosse, opened in London not with music of the millennium but with the distinctive, if recreated, acoustics of Carnegie Hall, New York, in 1938. The finale includes *Sing*,

Part 2

Sing, Sing, as originally performed by Benny Goodman and his band in January 1938 in a now-famous recording made utilising mikes strung up high in the echo hall, linked to a lo-fi disc recorder on the other side of the street. In order to reproduce live in hi-fi stereo the tone of this original recording, the sound designer Jonathan Deans and the musical director Gordon Lowry Harrell employed modern technology. A synthesiser with its sound fed into powerful loudspeakers round the theatre mimicked the distant, resonant 1938 piano solo played by Jess Stacy on a concert grand. The original drum solo of Gene Krupa was reproduced on an enormous drum kit high up on centre stage, most of the sound reaching the audience directly and the remainder being picked up by microphones at the stage front which also captured the tap dancing. The result for the audience was a subtle mix of instant and after-sound, simulating Carnegie Hall echoes. The result? A nostalgic pre-war musical time trip.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

Extract Four

PAUSE 15 seconds

TONE

The Australian David McKenzie, riding for the Linda McCartney Foods team, yesterday scored the first stage win in the Tour of Italy by a British squad, taking the seventh stage from Vasto to Teramo after being in the lead for 108 of its 113 miles.

McKenzie broke away five miles into the stage, 24 miles from the finish. He held on over the final downhill kilometres, assisted by a tailwind, to win with 51 seconds in hand.

The 25-year-old from Melbourne joined the McCartney team last year after two years with a small Italian squad, Kross, and won his national championship in 1998. He was one of only two riders from the original 1999 line-up to make it into this season.

The McCartney team had a tough start, losing two riders – Olympic champion Pascal Richard of Switzerland and Australia’s Ben Brooks – through a virus on the first day, while the former British champion Matt Stephens had a nasty crash on the second stage. He was put in an ambulance but forced the medics to let him return to the race to finish.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

That’s the end of Part One. Now turn to Part Two.

PAUSE 5 seconds

You will hear a talk about futurology. For questions 9-17, complete the sentences with a short word or phrase.

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

PAUSE 45 seconds

TONE

Lecturer:

Good morning, everybody. Today we are fortunate to have with us Dr Julian Boardman to talk on the subject of futurology. Dr Boardman, over to you.

Julian:

It was, if I’m not much mistaken, Shakespeare’s *Macbeth* who said that he could “feel the future in the present”. We may all be able to do that, but can we foresee the future with any accuracy? Futurology, as the art and science of predicting future developments is called, was hardly something to put your money on until the late nineteenth century. That was because, before then, very little changed from one age to another. Even at the end of the nineteenth century, when futurology had caught on, it was little more than a parlour guessing game, except for a few visionaries like Jules Verne, who predicted submarines and rocket flights to the moon and was vindicated during the twentieth century.

In the 1970s, with futurology a more reputable subject than in the past, forecasts tended to be more ambitious. As a taste of what was predicted, by the year 2000 food would be in pill form, TV would be hologram and we would get around in our driverless cars or automatic personal planes. Hands up all those who already do all this – right, now kindly get back to your own planet! Other predictions for the year 2000 were moving pavements and street escalators, Bacofoil suits and a 20-hour working week. Sound familiar? Far less ambitious, but still wide of the mark, was the prediction in a 1971 *World of Wonder* magazine that by the year 2000 the increased number of motorways would mean fewer traffic jams and snarlups. That’s comforting to know as you sit in that three-mile tailback on the start-stop crawl towards your destination.

Having said that, other predictions made as far back as the turn of the twentieth century have proved fairly accurate. A set of French cigarette cards produced in France in 1899 and entitled *In the year 2000* predicted that air travel, motor cars, sound recording, helicopters, electric trains and home automation would all be important at the dawn of the third millennium.

Specific predictions made after 1950 have sometimes proved to be on the cautious side, with Dr Richard Cleveland foreseeing heart transplants “within five years”. That prediction was made in January 1967, but the first heart transplant was actually performed towards the end of that very year. *World of Wonder* (which gave us the roads we still do not have) in 1971 predicted satellite TV (Telstar, the first artificial satellite to relay TV pictures across the Atlantic Ocean, had been launched on 10 July 1962) and e-mail.

Meanwhile, Alvin Toffler’s book, *Future Shock*, also published in 1971, was rashly predicting cloned humans by the 1980s, human alteration of the weather, artificial organ implants that

Tapescripts – Listening Test 2

would outperform real human organs, and undersea cities – premature to say the least, not to mention unrealistic. Unfortunately, nobody has brought on the clones, you still can't plan your holiday weather, our hearts (ever in the right place) are still fallible flesh and blood, and who but the cast of Disney's *The Little Mermaid* would dream of living under the sea, even if that option were open?

The future, you see, is, contrary to what many people think, not dependent solely on technology but also on social, economic, political and cultural conditions. When changes come about, technology is merely the tool that makes them happen. Innovative ideas like the mini-disc, digital audio tape and wristwatch TVs may sound great, but there have been too few takers to put them into mass production. There is simply no call for them. On the other hand, the CD and the cell phone existed ten years ago but nobody dreamed how widespread both would become by the year 2000. The notebook computer, though now a familiar enough object, was not even a twinkle in somebody's eye a decade ago.

The answer to futurology lies, therefore, in society rather than in laboratories. It is not merely a matter of predicting the scientifically feasible, but rather the humanly and socially desired. I'll leave you with a quotation by Bernard Levin: "The future is not what it was." Who can argue with that?

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two. Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear an interview with Patricia Adams about energy conservation. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Presenter: This afternoon on *House Help* we have energy-consumption expert, Patricia Adams, to give us some tips on how to save kilowatt hours – and precious pounds. Patricia, what advice can you give us?

Patricia: First of all, your hot-water heater is probably the hungriest kilowatt consumer in your house. It's a good idea to reduce the thermostat setting to around 130 Fahrenheit, and if it's an older model, give it some extra insulation by putting a blanket of insulating fleece around it. You could also switch off the hot water in the morning, but do remember to switch it back on in the afternoon when the family needs water

for showers and baths. Keep in mind that a shower uses less than half the hot water needed for a bath, so it's a good idea to save those long soaks for special occasions. Last of all, repair any hot taps that leak – every drop you lose is costing you precious pennies.

Presenter: Hmm ... what about in the kitchen?

Patricia: Oh, there are a lot of things to watch out for there. Make sure you use pots which fit the size of the ring so you don't waste heat, and when you're baking or roasting something for which exact timing is not essential, switch off the oven a quarter of an hour before you plan to eat. Always defrost the fridge regularly – a freezer full of ice is far less efficient – and never put hot foods into the fridge or freezer, as the motor will have to work doubly hard to cool it down. Another money-saving idea is to heat water for hot drinks in a kettle, not on the cooker – and then keep the water in a thermos flask for later use. It will stay hot most of the day.

Presenter: Lights. What about lights?

Patricia: Lights are not big consumers of electricity, but of course it's simple common sense to switch off the lights in places where they are not needed. Dimmer switches allow you to control light levels and reduce power consumption, so they're very useful. Many people go for fluorescent bulbs, which do use less energy, but keep in mind that the more often you switch them off and on, the faster they'll burn out, so they could end up costing you more in the long run.

Presenter: Any other areas where people tend to waste electricity?

Patricia: Actually, yes – in the laundry. First of all, you should avoid washing small quantities. The machine uses the same amount of electricity and water irrespective of the load, so wait until you have a full load before washing. Use the economy setting on the machine whenever possible, and use cool or cold water for washing. Another way to cut electricity consumption when using an electric tumble drier is to switch it off halfway through the programme and leave the clothes to dry in the warm machine for half an hour. Of course, the cheapest way to dry clothes is to hang them up in the basement, shed or – weather allowing – outdoors, to dry naturally. This may take a bit more time, but it doesn't cost a penny.

Presenter: Well, thanks very much, Patricia. I'm sure our listeners will appreciate your advice when their next electricity bill drops through the flap. So, get busy switching off ... but do stay tuned to Radio One for our next ...

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three. Now turn to Part Four.

PAUSE 5 seconds

Part 4

You will hear two people, Linda and Rob, talking about female athletes and eating disorders. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write L for Linda, R for Robert, or B for both, where they agree.

You now have thirty seconds in which to look at Part Four.

PAUSE 30 seconds

TONE

Interviewer: Today we're discussing the shocking finds of a new study that reveals that one in ten British female athletes suffers from an eating disorder. With me is record-breaking middle-distance runner Linda McCloud, herself a recovering anorexic, and Rob Ashcroft, a psychologist currently researching eating disorders among athletes. Linda - ten years ago waif-like sportswomen were few and far between, they were, for the most part, robust to the point of masculinity. Why do you think more and more female athletes are suffering from eating disorders nowadays?

Linda: Well, mainly because the stakes are much higher. With sponsorship deals worth a fortune and more events offering prize money, athletics is becoming a lot more competitive. It's become a cut-throat business where athletes are competing for more than just medals and glory. Weight control, like performance enhancing drugs, is just another way of getting the edge. There's a myth perpetuated in running circles that the thinner you are, the faster you run.

Rob: Of course, it doesn't work like that. You can't keep up a punishing training schedule and win races if you're undernourished – you just won't have the strength. Although under certain circumstances, providing it's controlled, being underweight can enhance an athlete's performance. Some perform well at a weight that is below what we see as comfortable. But if they go on to develop eating disorders, then their career will begin to suffer. They just won't have the energy to run.

Linda: That's exactly what happened to me. I was never obsessed by my weight, only with running faster. Ironically, I was so underweight that I just didn't have the energy to sprint for the finish line. I realise now I would have won a lot more races if I'd eaten the correct balance of proteins and carbohydrates.

Rob: No doubt. But there's also another issue here. I see scores of young women and girls who are the opposite to Linda. They choose excessive running, or

other forms of exercise, as a means of weight control and quite often as a way of punishing themselves for being overweight. This extreme behaviour gives them a sense of control lacking in other areas of their lives. Their 'prize', if you like, is a thin body, but it's really this feeling of being in control that drives them.

Linda: I'm not altogether sure it is a separate issue. After all, most sports people are extremists, too – they have to be. I mean you don't get to the top by being an average person, you have to be highly motivated and able to withstand a punishing training schedule whilst dieting constantly. I'd say that kind of fanaticism suggests a propensity for eating disorders. And since major events are widely broadcast, athletes have to endure a lot of exposure – literally! Have you seen what they run in these days? It's no wonder they've become so conscious of their bodies. They're under as much pressure as any other celebrity to conform to a glamorous image. Especially now that sportswear has become such high fashion.

Rob: But it's precisely this image that is causing the problem – the one that suggests you have to be thin to be successful. What the young women I treat don't realise is just how much effort goes into looking that good and that, like many models and actresses, a lot of these sportswomen maintain their waif-like figures at the expense of their health.

Linda: But let's not forget, these women have also inspired many others to get fit and healthy.

Rob: But it has to be done properly. Aspiring young athletes need to understand that if they diet excessively to enhance their performance, their career will be short-lived.

Linda: Perhaps – but many feel it's a price worth paying if they can reach the top before they burn out.

Rob: Well all I can say is, good luck to them.

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Tapescripts – Listening Test 3

Paper 4 Listening – Test 3

This is the Certificate of Proficiency in English Listening Test. Test 3.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Now open your question paper and look at Part One.

PAUSE 5 seconds

Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

PAUSE 15 seconds

TONE

These days the ancient Inca city of Machu Picchu is only too accessible. Go there by car or bus or from the nearby town of Cuzco, Peru, or follow the original Inca Trail, a 3-day hike, although the zigzag road leading up to the site is in danger of collapsing from the sheer numbers of people treading it. At the height of the tourist season, in June and July, you will be one of perhaps 1,000 visitors. It was not, however, always so. The American explorer Hiram Bingham, who discovered Machu Picchu in 1911, had to hack his way through wild country in order to find it, and it took two subsequent expeditions, in 1912 and 1915, and the help of hundreds of local people, to clear the area. Deserted for hundreds of years and not even discovered by the Spanish conquistadors, the place had to be reclaimed from the jungle. What was revealed? A city composed of fine stone temples, constructed without the use of cement or mortar, yet still intact. Nobody knows why Machu Picchu, mistaken by Bingham for Vilcabamba (the 'Lost City of the Incas' and the last Inca bastion against the Spaniards) was built. Declared a World Heritage site by UNESCO, it retains its aloof mystery, despite the hordes of tourists. Long may it continue to do so!

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

According to T S Eliot, "The end of all exploring is to arrive back where we started." Well, this is certainly true of Christopher Columbus, who has gone from zero to hero to zero again. It seems for every person who sees him as one of the greatest mariners in history, a visionary genius and a national hero, there are scores who see him as a failed entrepreneur and a ruthless, greedy imperialist. Surf the Net and you'll find sites with names like 'Why Columbus is a Jerk' and there's even a movement in the US to abolish Columbus Day.

Christopher Columbus is the most famous explorer in the world, and with good reason – he discovered America, or so we're told. The problem is that America was already inhabited by native Americans, though they weren't called that then. The name 'America' wasn't coined until 1507, when Amerigo Vespucci published his inaccurate account of his own explorations and a dodgy German mapmaker saw to it that Vespucci's name was immortalised. Columbus, in effect, merely annexed America for Spain. Of course in doing so, he generated stacks of wealth for himself and his sponsors, but it was wealth based largely on the slave trade. Ironically, by the time he died in 1506, he had sunk into political obscurity, his wealth and influence all but gone.

To cap it all, there's even some doubt as to whether or not Columbus actually discovered America. Supporters of Viking Leif Ericson claim he landed on Baffin Island in the year 1000 and therefore became the first European to set foot in the Americas.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

Presenter: Not 'Lawrence', but 'Derek' of Arabia joins me today on the *Travelogue* programme to tell us about that much maligned creature, the camel. Derek, do these animals really deserve their dreadful reputation?

Derek: Mine did! Bad-tempered and malevolent are two of the kinder adjectives I'd use to describe Abdullah, the camel given to me to ride while I was in Saudi. Camels haven't received a good press and I'm afraid my first encounter with Abdullah did nothing to dispel my fears. Too late did I realise his haughty expression was merely a prelude to a fit of projectile spitting – a habit common to most camels, as I later learned, but not before I'd taken it personally, having been thoroughly soaked.

Presenter: Yuk! But, surely, they must have a few redeeming qualities?

Derek: Not many. However, I will say this – I didn't take long to discover riding a camel is a doddle. I'll admit I was somewhat apprehensive about mounting Abdullah, but after a decidedly 'shaky' start, I did manage to get him up and running.

Presenter: So, how's it done?

Derek: Well, the supine camel staggers to its feet, swaying backwards and forwards, tilting the passenger in a rather alarming fashion until you discover that the trick is not to fight the movement, but to go with it. With one foot neatly locked under the knee of your other leg, you don't get stiff, either.

Presenter: I assume your relationship with Abdullah improved, then, after a quick jog.

Derek: I'd like to say yes. However, his parting gesture left me in little doubt of his willingness to be rid of me. The noise he made sounded rather like a very old car trying to start on a cold winter's morning, followed by the escalating rumble of an express train rushing towards me down a long tunnel, culminating in an explosion of snorts and hisses – and, yes, more spit. To his credit, graceless though he was, he is living proof that the camel's reputation for being smelly is quite unfounded.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

Extract Four

PAUSE 15 seconds

TONE

Is conformity killing us? Perhaps not, but it *is* killing our planet's languages, and at an alarming rate, with as yet unknown consequences. With logging companies, the spread of agriculture and increased use of pesticides spelling the doom of biodiversity by destroying the habitats of vulnerable ethnic groups in various ecoregions, biodiversity's communication equivalent, linguistic diversity, is also under threat, chiefly from the media and educational systems. At present rates, more than half of the world's 6,000 to 7,000 spoken languages will disappear by 2100. Numbers are against them: the majority of the world's languages are spoken by relatively few people, the average being around 5,000 to 6,000. Fewer than 300 languages have more than one million users, half of all languages have fewer than 10,000 users and a quarter of them have fewer than 1,000 users. More than 80% of the world's languages are spoken in one country only, making their spread unlikely. Shrinking at a more alarming rate than biodiversity, linguistic diversity impinges on and assists the former, largely because knowledge about vulnerable habitats is stored in these disappearing languages, and their ethnobiological and ethnomedical vocabulary is not readily translated into other languages. There is, therefore, a need to teach both languages side by side, so that world languages such as English and Spanish do not become killers of local

tongues and cultures.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

That's the end of Part One. Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a radio feature about camping wild. For questions 9-17, complete the sentences with a word or short phrase.

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

PAUSE 45 seconds

TONE

Presenter:

No phone, no TV, no kids – just a tent, a sleeping bag and a stove and off you go to hit the trail and the open road. If you've got a sense of adventure, camping wild is hard to beat for getting away from it all. Clive Tully tells us all about it.

Clive:

Camping wild – that is, hiking out into the wilderness and setting up camp miles away from civilisation – can be different things to different people. For some it's simply a means of escaping the stresses of everyday life for a day or two – for others it's a way to commune with nature and become part of the natural world for an extended period of time. Backpacking is the logical means to reach places which are sufficiently wild to give one a sense of returning to nature – but it pays to tread carefully in a country as crowded as Britain. In fact, the concept of camping wild in the North American or Scandinavian sense is barely possible in Britain, where skinning a rabbit and building a camp fire in Daniel Boone style is certain to disturb the fragile co-existence of responsible backpackers and landowners. All land in Britain belongs to someone, and, in theory, you need permission to use it. In practice, asking may not be feasible – simply finding who to ask is difficult. Most backpackers manage by adhering to an old adage: "Leave nothing but footprints, take nothing but photographs and kill nothing but time." Excellent advice when playing it safe.

So, how do you start? It's probably best to take it in stages. Kit yourself out with the lightest, most comfortable equipment you can afford, preferably waterproof, then do some backpacking from one campsite to another in fairly civilised countryside not too far off the beaten track. Once you've had a bit of experience of this kind, move on to some wild camping. Choose your site carefully – preferably somewhere with a bit of shelter from the elements, but don't pitch your tent in a hollow as this will collect cold, damp air at night.

Try to locate near a stream or river, but it is a good idea to be on the safe side by filtering or sterilising the water before using it, especially if you want to drink it. As far as comestibles go, it

Tapescripts – Listening Test 3

really depends on how much you're willing to lug with you. The disadvantage of tinned food is that you're not only carrying a metal container, but the weight of water inside makes it even heavier. Do you really want to go in for weightlifting outside the gym? Your pack will be heavy enough anyway, even with only the bare essentials inside. Dehydrated foods are a first choice for serious backpackers – there's a vast selection, they are light and convenient, easy to prepare, and you'll be pleasantly surprised at the gourmet quality of some.

There's something cathartic about walking miles over difficult terrain with 15 to 20 kilos of equipment and supplies on your back. Just the relief of taking off the backpack at the end of the day gives you a welcome sense of lightness – but the feeling of being alone with nature goes well beyond that. Camping wild always has an element of the pioneer spirit about it, even in a land as heavily urbanised as ours. Whether you're sheltering gratefully in your tent or watching the dying glow of the sun, the feeling of solitude as night comes down is something that's hard to put a price on. To paraphrase an old song, you've got the sun in the morning and the moon at night. What could be better than that?

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two. Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear an interview with Michael Jacobson about bilingual children. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Presenter: There is an unusual language problem confronting English-speaking parents who've been living abroad for some years in a non-English-speaking country as, while bilingual in speech, their children are progressively losing their ability to read and write in their mother tongue. Michael Jacobson is here in the studio to talk about this problem. Tell us about what's happening, Michael.

Michael: Well, this phenomenon is increasingly evident among expatriate families, uh, most notably in France, where there are a large number of permanent or longterm settled anglophones.

Presenter: And how does this problem come about?

Michael: Well, about one third of the expats arrive in the foreign country with children of nursery or primary school

age. It's usually only about a year before these children are speaking almost perfect French, mostly acquired from their school friends, while they continue to speak English at home. Young children adapt very quickly to the local environment, including the language, and are vulnerable to peer pressure. They have such a need to belong that French becomes their first language.

Presenter: When does the problem surface, then?

Michael: Usually when these youngsters reach secondary school age. Oddly enough, few of them will be top of their class in English – for the simple reason that lessons in the language, as taught in French and other schools, have requirements that the incoming anglophone pupils will rarely have met before.

Presenter: What do you mean, exactly?

Michael: Well, they'll shine in oral work, of course, and are often held up as examples of good pronunciation, but when it comes to written work they'll be faced with learning English grammar in the traditional way. Language they acquired instinctively will now be strait-jacketed into formal structures that are far simpler than the standard of their spoken language.

Presenter: So in other words they're forced to dissect the language?

Michael: That's right. Their experience of reading is likely to be downgraded as well. It can be maintained at an appropriate level only if reading is fostered in the home, and this isn't easy with the pressures of homework in the second language. Often there's the danger that the children may lose the faculty of writing fluently in English – or even, with the youngest children, who may never have attended an English school at all, never acquire it in the first place.

Presenter: And what can be done about this?

Michael: Well, now that the problem has been recognised, there are several programmes being set up, especially in France where the problem is so marked. There are holiday courses where students are encouraged to write letters, essays and diaries. They also study a work of fiction and find out how to use English reference books. The students are all encouraged to be creative in English, as a counterbalance to the rigid way in which the language is taught at school.

Presenter: Just how successful has this sort of scheme been, then?

Michael: Oh, very successful. There is so much demand for them that one of the schools in France is actually planning to start a full-time course. It seems obvious that, as the number of bilingual children in France continues to grow, this is a problem that more and more parents are having to face – and someone's going to have to deal with it, so that children can make the most of their bilingual background, which should be an asset, not a hindrance.

Presenter: Thank you, Michael.

Michael: Thank you.

Presenter: And now, after a short break, we'll be back with a very special guest whom many of you ...

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

Part 4

You will hear two experts, Martin and Kathleen, discussing how genetic testing may affect the life insurance industry. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write M for Martin, K for Kathleen, or B for both, where they agree.

You now have thirty seconds in which to look at Part Four.

PAUSE 30 seconds

TONE

Presenter: One of the positive results of breaking the genetic code has been the development of tests for identifying genes that cause disease. However, there are fears that life insurance companies may also demand to know the results, or even force people to take these tests before issuing policies. Here to discuss the matter are Kathleen O'Connor, Managing Director of one of Britain's leading life insurance companies, and Dr Martin Wheeler, who acts as a health consultant for private health insurers. So, Martin – what's all the fuss about?

Martin: Well, the fear is that companies offering life and health insurance will reject people with bad genes, while offering ultra-cheap cover to the genetically well-endowed, leading to a 'Brave New World' where we are all ranked according to the quality of our DNA!

Kathleen: Well, the alarmists who believe that should look at the facts. They'd soon realise that such a nightmare scenario is implausible. The fact is, insurers have nothing to gain from forcing people to take genetic tests. What matters to them is that those people who do choose to have a test, disclose the result. This is because if insurers don't have access to these results, they stand to lose a lot of money from those applicants who hide information about a potential illness.

Martin: But most of us don't suffer from rare diseases. We are far more likely to succumb to one or other of the biggest causes of ill-health and premature death – cancer and heart disease.

Kathleen: Which means the industry has two options. It could insist on knowing test results and charging people with troublesome genes more, or it could continue as it is, issuing policies framed so that someone at risk from, as you say, a heart attack, pays broadly the same as other people, with allowance for family history. This way, healthier applicants subsidise those who will need long-term care or die young.

Martin: Well, they'd be wise to take the latter approach since, in the long term, genetic tests for common diseases will have limited relevance when assessing how much people should pay. For one thing, the costs to the insurance industry could in fact decline if people who discover that they are genetically disposed to an illness change their lifestyle or take medication to ward off the disease. And secondly, as scientists develop genetic tests for common diseases, we will all discover a genetic susceptibility to something.

Kathleen: That will depend on there being a wide enough range of genetic tests to produce a level playing field for everyone, which would effectively put insurance companies back where they are today. Or, we could end up with a lot more tests for debilitating diseases that are more expensive to treat than more common conditions. Then the industry could make major losses from applicants who discover they have troublesome genes but hide it from their insurance company. That's why, if insurers are to be persuaded to ignore the results of genetic tests, governments must ban over-the-counter testing.

Martin: In Britain, provided they have your consent, insurers can learn the results of any genetic tests through your doctor. But people who obtain a test by mail or over the Internet can hide the results. If your prediction about the level playing field turns out to be wrong, then this practice could be bad news for insurers and the honest majority of policy holders who, would have to pay more to compensate.

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Tapescripts – Listening Test 4

Paper 4 Listening – Test 4

This is the Certificate of Proficiency in English Listening Test. Test 4. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Now open your question paper and look at Part One.

PAUSE 5 seconds

Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

PAUSE 15 seconds

TONE

How do we get our weather forecasts? Aided by powerful supercomputers, the Meteorological Office gathers hundreds of weather observations from a range of sources: satellites, aircraft, merchant shipping, oil rigs, weather buoys and land-based stations. This data is fed into a 'global weather model,' a customised software engine, with the Cray TSE, one of the fastest computers in the world, to do the number crunching and produce 3,000 daily forecasts. Met Office predictions are strictly deterministic, as they have been since the office's inception in 1922, telling us exactly what weather to expect. Bearing in mind that you may cancel that picnic or weekend away and remain slumped in front of the telly on the strength of a weather forecast, how accurate are the Met Office's prognoses? Eighty-six per cent is the figure given, that is six out of seven correct for the following day. Impressive as that may seem, a phenomenon called the 'persistence effect' means that, if you predict the same weather for tomorrow as today's, without any costly electronic gadgetry to help you, you will still have a seventy-seven per cent chance of forecasting accurately. That's not bad going for someone who doesn't have the Cray TSE superbrain on their side. Having said that, you would be well-advised to take that umbrella with you anyway.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

There was a time, not so long ago, when I was a law-abiding citizen. I paid my taxes on time. I didn't park on yellow lines. I put my litter in the bins provided. Now I'm an outlaw – I smoke! I've smoked since I was sixteen. I took to smoking like the proverbial duck to water. From my first puff, I loved it. I like the action of lighting a cigarette, the burn of the tobacco on my tongue and the feel of the poison hitting my lungs, the large, luxurious exhale. I liked discussing serious issues over a smoke, having a cup of coffee and a smoke, driving down the highway with the window open, the music blaring and a smoke in my hand.

Smoking has been, for all my adult life, a part of me. Not only does it, in part, define who I am; I feel defined by it. And I would posit, however, I am an ideal smoker. I never smoke with passengers in the car. I never smoke unless there's a window open nearby, I never smoke near my children, I never drop butts in the street and I'm super-aware of non-smokers. Nevertheless, I am now a criminal – guilty of the heinous crime of lighting up in public.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

Man: Have you noticed that nobody seems to have any manners anymore?

Woman: Yeah, I know what you mean. It's well nigh impossible these days to have an afternoon nap with all those screaming kids running around outside. Used to be parents kept their kids in of an afternoon, so we could have a little peace.

Man: It's the same at weekends. You can't have a lie-in for them, either!

Woman: And it gets worse when they grow up – they get a place of their own and have parties that go on until three in the morning!

Man: What's even more annoying is when they hoot as they drive away, even though they've said 'goodbye' several times at the top of their voice!

Woman: I'm surprised anybody bothers having parties these days – they're so hard to organise. Nobody ever gives you a straight answer when you invite them to something, so you never know who's coming!

Man: And if they do bother to turn up, they usually have someone else in tow who hasn't been invited! I mean,

how rude can you get?

Woman: And they're probably two hours late!

Man: I know what you mean – punctuality has become a dirty word these days!

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

Extract Four

PAUSE 15 seconds

TONE

If, while out for a stroll, you notice a storm is brewing, you do not shelter under the nearest tree, as it is well-known that lightning targets the tallest earth-bound object, which is, nine times out of ten, a tree. If, however, you are out in an open space with no convenient trees around – on a beach, for instance – the lightning target may be *you*. But how can you find this out, short of just standing there and waiting for it to happen? Static hair is one sign that you may have been earmarked for a direct hit. If you can, get into a building or car. Failing that, the Meteorological Office's advice is to look for a depression in the ground, for example a ditch. Before climbing into the ditch, check that it has no water in it, as water conducts electricity. Then crouch inside the ditch, taking up as little space as possible. Keep your feet together so that your body is at the same electrical potential – feet apart will step up the voltage. Should you have had the forethought to don rubber wellingtons beforehand, wearing these may save your life if the lightning strikes nearby. Of course, in the unlucky event of a direct hit, well – let's put it this way – you won't be taking any more long walks!

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

That's the end of Part One. Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear a speaker at a charity event talking about the aims and organisation of Amnesty International. For questions 9-17, complete the sentences with a word or short phrase.

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

PAUSE 45 seconds

TONE

Good evening, ladies and gentlemen. I'd like to give you a short introduction to the purposes and functions of Amnesty International before we get down to the fund-raising part of our

evening.

Imagine being kept in a cell, often without recourse to legal aid, being mistreated, possibly tortured, maybe even summarily executed without trial. You may not even know what it is that you have done. This is the fate of numerous women and children all over the world every day. It is a tragic, but inescapable, fact that thousands of people are in prison because of their beliefs. Many of them are held without being charged or tried and torture and the use of the death penalty are widespread. In many countries, men, women and children have 'disappeared', often without trace, after being taken into custody. Still others have been put to death by their governments without a trial or any pretence of legality.

It is clear that these abuses demand a united international response. The protection of human rights can recognise no national borders – it must transcend the boundaries of nations and ideologies. This is the fundamental belief upon which the work of Amnesty International, as an independent worldwide movement founded in 1961 with headquarters in London, is based. As far as membership goes, we have a worldwide team of volunteers, subscribers and supporters consisting of more than 1,100,000 individuals. We operate in over 160 countries and territories, and our movement is open to anyone who supports its goals. Each local group 'adopts' prisoners in other countries and works for their release by putting pressure on governments and informing the general public about the prisoners' plight. Our work, as I said before, is impartial. The protection of human rights is our sole concern, and no national or ideological prejudices are allowed to interfere with our goals. We work to free people imprisoned, and I quote, "for their beliefs, colour, ethnic origin, sex, religion, or language, provided they have neither used nor advocated violence." Our logo – a burning candle wrapped in barbed-wire – aptly expresses our aims.

We at Amnesty International have a firm commitment to the impartial and accurate reporting of facts, without distortion or exaggeration. Our Research Department collects and analyses information from a wide variety of sources, including hundreds of newspapers and journals, government bulletins, reports from lawyers and humanitarian organisations, and in fact any reliable source we can gain access to. We also get some of our most vital information from prisoners and their families, refugee centres and religious bodies, as well as from journalists. In other words, our information comes from all sorts of people with first-hand experience. In addition to this, we send people on fact-finding missions to observe political trials, meet prisoners and interview government officials. We also publish reports about our concerns. Our search for the truth about human rights violations is tireless, and in 1977 we were honoured to receive the Nobel Peace Prize.

As far as the organisation is concerned, our movement is run democratically, its supreme governing body being an international council of elected delegates from the various countries involved. The statute of Amnesty International sets our goals: first, the release of all prisoners of conscience, wherever they may be; second, fair and prompt trials for all political prisoners; and finally, an end to torture and execution. All our work is geared towards fulfilling those goals and I must finally say that it is heartening indeed to see so many in the audience

Tapescripts – Listening Test 4

tonight who share our wish and determination to guarantee the basic human rights to all people, regardless of race, nationality or beliefs. Thank you for your kind attention, and I now would like to introduce your host for the evening ...

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two. Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear an interview with Sir Francis Wright about architecture. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Presenter: In the studio with us today we have one of Britain's most eminent architects, Sir Francis Wright. He has spent the last two years progressively overseeing a major project to restore some of our most important historic landmarks. Why did you feel this project was necessary, Sir Francis?

Sir Francis: Like so many other people who are interested in our heritage, I noticed more and more of these buildings, some dating as far back as the 12th century, rapidly becoming ruins. They had been seriously neglected. It was criminal!

Presenter: Ah, what sort of buildings were they?

Sir Francis: They were mainly cathedrals, castles and stately homes. Many of them would be acclaimed as architectural feats, even by today's standards – let alone as magnificently beautiful landmarks.

Presenter: Ah, did you have any problems in gaining government and financial support when you originally proposed your ideas?

Sir Francis: Not at all. We had fantastic support from people living in the locality of the earmarked buildings. Surprisingly, the government was very cooperative in giving us quite a sizeable grant towards our substantial costs.

Presenter: And what are your views on the trends in present day architecture?

Sir Francis: As I'm sure many of your listeners are aware, architects have always been fascinated with size, and especially with height – even thousands of years ago, when the Pyramids were built – and the modern tendency is towards taller and taller buildings.

Presenter: So what, at the moment, is the tallest building in the world?

Sir Francis: It's the Petronas Towers in Kuala Lumpur, standing at 1,483 ft. To give a comparison, the Eiffel Tower stands at about 980 ft, so you can imagine how tall it is.

Presenter: Wow ... that's big! How many floors has it got?

Sir Francis: 85 floors in all. Personally, though, after about the fifteenth floor I feel it possesses very little aesthetic value. It's just one standardised, rather featureless floor plan repeated again and again – not very inspiring, I must say.

Presenter: Do I get the impression that you are not a skyscraper man?

Sir Francis: Don't get me wrong. I think the golden age of skyscrapers in New York and Chicago back in the 1930s was a truly revolutionary time for ... for architecture. Those incredible edifices, such as the Chrysler Building and the infamous Empire State Building, were the envy of the world. Every city, every country wanted one. It was only later that people began to see them as ugly monstrosities. Many people today are completely against living in skyscrapers.

Presenter: And where do you think that architecture should be going now?

Sir Francis: I think it is time for being practical and, more importantly, trying to find a new aesthetic. For a start, many of these new buildings are not practical. A large proportion of each floor is lost to the structure and means of access. They are very difficult to use efficiently, and building to that height carries obvious financial penalties.

Presenter: If they are so inefficient and not very economically viable, why are they built in the first place?

Sir Francis: Hm! Two very simple reasons. Firstly, architects have realised that the easiest way to leave their name in the history books is to build the tallest building ever. The second reason is that they basically make nowhere into somewhere.

Presenter: So can we expect even larger towers to appear in some other 'nowheres' in the world soon?

Sir Francis: You most certainly can. The tallest towers ever – which are on the drawing board as we speak – are planned for cities that few people in the West could place on a map, let alone pronounce.

Presenter: So, do you see a renaissance of the classic styles, such as Victorian or Gothic, in the future?

Sir Francis: Who knows? Hopefully the architects of the future can come up with some new and original ideas of their own that are just as pleasing to the eye.

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three. Now turn to Part Four.

PAUSE 5 seconds

Part 4

You will hear two people, Frederick and Linda, talking about cloning. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write F for Frederick, L for Linda, or B for both, where they agree.

You now have thirty seconds in which to look at Part Four.

PAUSE 30 seconds

TONE

Presenter: At present, the cloning of whole human beings is illegal in the developed world, although laws in Britain have recently been relaxed to allow experimentation on human embryos. To discuss the issues surrounding this decision I have with me Dr Frederick Marshall of the Human Genetics Advisory Committee, and pro-life activist, Linda Dupont. So, Doctor, let me ask you – why do we need to clone?

Frederick: Well, apart from the obvious advantages to medical research, cloning also brings benefits in the form of organ donation. Creating a human being may seem odious, but it's already happening. Couples have been known to conceive a child in the hope that the baby's bone marrow will match that of a sick sibling. With cloning, the problems of matching and rejection would be eliminated, as the bone marrow of one's healthy clone would of course be a perfect match. It's a temptation most of us would find hard to resist.

Linda: As will be the temptation to bring back a dead child by using its cells, even though the resulting child could never be the one lost. I don't feel that enough thought has been given to the ethical and psychological issues this raises. How is this replacement child going to feel when it realises that it was created to save the life of, or to replace, an earlier version of itself?

Frederick: On the other hand, cloning could allow infertile couples to have a child that is genetically their own.

Linda: But it would only be genetically linked to one partner, which in itself is sure to cause social and psychological problems. Who would the legal father be if no paternal cells have been involved? Even more serious are the consequences of creating a child with genetic material much older than itself, such as the risk of ageing diseases like cancer and Alzheimer's.

Frederick: Cloning doesn't necessarily make cells grow old. In fact, it can actually be a rejuvenation process. In the US, for example, calves cloned from cells at the end of their lifespan had cells that appeared to be younger than their chronological age. It all depends on the

cloning technique and the donor cell used.

Linda: I still fail to see how any argument can justify the creation of living beings for the sole purpose of harvesting cells or organs.

Frederick: It doesn't have to be that way. Research is already underway on a technique that doesn't require cloning embryos. It involves reprogramming stem cells so that they develop into the organs or tissues the patient requires, effectively side-stepping the need for human eggs.

Linda: Not quite. I'm well aware of the procedure to which you're referring. But what you've failed to mention is that these stem cells are removed from embryos.

Frederick: That's true, but the procedure would greatly reduce the number of embryos sacrificed, because limitless embryonic stem cells can be grown in laboratories.

Linda: Well, it in no way alters the perceptions of those of us who have ethical concerns regarding cloning.

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Tapescripts – Listening Test 5

Paper 4 Listening – Test 5

This is the Certificate of Proficiency in English Listening Test. Test 5.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Now open your question paper and look at Part One.

PAUSE 5 seconds

Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

PAUSE 15 seconds

TONE

Football is no stranger to violence, with bouts of gang warfare regularly breaking out between rival fans, commonly referred to as 'football hooliganism' – a term that is rapidly expanding its frame of reference to include the behaviour of players as well as fans. Frequent outbursts among players, particularly in the Premier League, have led authorities to take action. The plan is to draft in veteran referees in an attempt to curb punch-ups on the pitch. They will referee Premiership matches, in an attempt to eliminate violence and indiscipline triggered by controversial decisions, made by less experienced or competent refs, which have enraged so many players recently.

Until now, only officials young enough to qualify for international duty – age limit 45 – have been introduced to the Premiership ranks each year, effectively ruling out anyone over 40. But next season the 'elite' group will be scrapped, with all seventy-four referees on the same national list. Most of the present top-flight refs will continue to handle the top games in the opening weeks. But there will also be a review every two months, with promotion from the Nationwide Leagues based purely on performance, irrespective of age. Premiership bigwigs believe these older whistlers, seasoned by the hurly-burly of the lower divisions, will avoid many of the controversial incidents that soured relations between players and officials last season.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

The first time I tried to kill my sister was when she came running into the lounge waving a small magazine that she had just written, illustrated and edited. I was in the middle of being given a stiff talking-to about being sent home from school. I was eight, Victoria was six. As she entered at speed, wielding her publication, I glanced away from the angry faces of my parents, looked down at her slippers, and shot out a foot of my own.

She hit my foot hard, flew into the air and landed, eyebrow-first, on a coffee table. The rationale, I suppose, was that in the depths of my own abject inadequacy, a dead sister was of more use than a successful one. And, in general terms, the plan worked. In their haste to patch up my sister, my parents forgot all about my school problem.

My sister, however, has since become so much more successful than me that my leg still jerks every time I see her name in print, aching to deliver the fatal trip once and for all. The trauma that comes with having a more successful sibling can have ramifications that run far deeper than the occasional family tiff.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

Extract Three

PAUSE 15 seconds

TONE

Cathy: Ted, I've been meaning to have a word with you about this knee injury.

Coach: I told you it wouldn't improve, love. Right, I'll make you an appointment and we'll get you into St Giles this week if we can. The sooner we ...

Cathy: Wait a minute, Ted. You see – that might not be necessary.

Coach: There's no need to be nervous, love – it's a simple enough operation.

Cathy: It's not that Ted. Look, a friend of mine – she's a physiotherapist – she told me about this new treatment. They tape the kneecap to keep it in its correct position – you know, in the centre of the thigh bone. Anyway, once the pain stops, I can follow a special exercise programme, and ...

Coach: ... And it's beginning to sound expensive, Cathy! Get to the point; you know how I feel about these so-called 'alternative' therapies.

Cathy: But the beauty of this treatment is that it's so much cheaper than surgery ... not to mention safer. The point is, Ted, it means I wouldn't have to pull out of the North of England trials next month.

Coach: (sighs) I might have guessed. Look, love, I think we have to rule that out for a start. You wouldn't recover in time, in any case.

Cathy: But listen, Ted, that's just it – according to Sarah, I can integrate my current training schedule with the special exercise programme. Combined, that will improve the muscles in the knee, meaning that I could ...

Coach: Who's Sarah?

Cathy: The physiotherapist. Oh c'mon, Ted, you know how hard I've been working for this event; at least tell me you'll think about it.

Coach: I'll sleep on it, alright? Meanwhile, you'd better give me this physiotherapist's number – I'd like a chat with her, too!

Cathy: I've got it here! Thanks, Ted.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

Extract Four

PAUSE 15 seconds

TONE

Man: Why is it women are so terrified of turning into their mothers, while men are positively encouraged to be carbon copies of their fathers?

Woman: Probably because modern women don't like to think of themselves as the self-sacrificing homemakers their mothers were!

Man: Look ... there's no reason why you can't be your own woman *and* take after your mother!

Woman: Oh, really? How?

Man: Well, it's all a matter of developing your own set of values and not blindly adopting those of your parents. You only have to take on board those you feel comfortable with and disregard the rest.

Woman: Yes, but a lot of parents see their offspring's abandonment of their moral code as a personal affront, a betrayal even!

Man: Well, that's their problem. Rather they should be proud to have raised a child that can think for itself! It's not healthy to deify our parents, you know.

Woman: What do you mean?

Man: Well, parents are people, just like you and me. They aren't perfect and they make mistakes. By recognising that, we can break the cycle.

Woman: You mean if we accept that sometimes our parents are wrong, then we can prevent ourselves from making the

same mistakes with our own kids?

Man: Precisely.

Woman: Isn't that a bit disrespectful, though?

Man: Not at all. I'm not saying we shouldn't still love them. In fact I think it makes for a healthier relationship all round.

Woman: Maybe!

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

That's the end of Part One. Now turn to Part Two.

PAUSE 5 seconds

Part 2

You will hear part of a lecture by a neurologist on headaches. For questions 9-17, complete the sentences with a short word or phrase.

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

PAUSE 45 seconds

TONE

Good evening, ladies and gentlemen. I'm delighted to be here with you this evening and I hope that what I have to say will be of benefit to some of you, if not to all of you here! First of all, I'd like to explain that, as a neurologist, a large part of my job in recent years has involved treating patients suffering from frequent, often severe headaches, often over a prolonged period of time, and which can be extremely debilitating for the sufferer.

There are various kinds of headaches, including tension headaches, which are, in fact, the most common. These are caused by constriction of the muscles in the face, neck and scalp and a tension in the membranes around the brain. It is therefore essential to encourage good posture in the patient, as these kinds of headaches are often caused by stress or bad posture, especially in women. Actually, these headaches afflict more women than men.

Cluster headaches, on the other hand, occur at night and produce a severe, one-sided pain that often starts behind one eye and lasts up to two hours. Attacks usually occur in 'clusters' lasting two to twelve weeks, and are thought to be caused by a shortage of a chemical called choline, which is found in the blood.

Migraines, as any migraine sufferer will tell you, are more than a headache. The pain is often excruciating, and can be accompanied by queasiness, dizziness, visual disturbances and cold. A new study by the Spanish Centre for the Study of the Brain shows that almost all the sufferers are professionals.

Now, the aim of my lecture this evening is to explain the treatment of headaches and to try and reduce the quantity of anti-headache preparations that people take. In my clinic, at least seven out of ten people are overusing painkillers. In fact, in a

Tapescripts – Listening Test 5

recent trial, in which sufferers were given headache tablets or 'dummy' pills, equal numbers in each group said their condition improved. My concern is that pills taken to ease pain in the head may do more harm than good – may actually make you feel worse rather than better. You may be surprised to hear that studies have shown that some 70 per cent of headaches are caused by the painkillers taken to relieve them.

As the extent of 'analgesic abuse headache' emerges, neurobiologists advise trying to establish the cause of your headache before taking medicines. People often don't realise that the most common causes of headaches are food additives, low blood sugar (often caused by irregular meals) poor posture, a stuffy environment, excessive sleep, alcohol abuse, food allergies or dehydration.

So, in conclusion, I would appeal to you to examine your lifestyles before automatically resorting to headache pills, and also to look into alternative methods of treatment which may prove effective in getting rid of that splitting headache once and for all. For instance, one approach which is steadily gaining ...

PAUSE 10 seconds

Now you'll hear Part Two again.

TONE

REPEAT Part Two

PAUSE 5 seconds

That's the end of Part Two. Now turn to Part Three.

PAUSE 5 seconds

Part 3

You will hear a woman talking to a friend about her son, Davie. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

Woman: You know, I've been having problems with my son lately. Davie used to be such a good student, always did his homework without me ever having to say a word and he's always whizzed through his classes with ... with top marks. But now ... I just don't know ... he's taken such a turn for the worse. And the worst thing is, he won't let on what's going on – whenever I try to approach him, it's like banging my head against a brick wall. I just don't know what's happening. He won't say.

Man: Mm. Is everything okay at home? I mean, has something happened or changed with the family situation which might have upset him?

Woman: No, nothing out of the ordinary has happened.

Man: Well, it could be something at school, then. A problem with a teacher or other children. Has there been anything else about the way he's been acting

that has struck you as odd?

Woman: Has there ever! Lately he keeps doing things that ... that are completely out of character. I can't believe it's my own little Davie sometimes. A month ago he came home with scratches and bruises – he'd ... he'd been in a fight. I couldn't believe it – he'd never pick a fight, and would surely walk away if another kid did. He's always been a very placid and easy-going child. Then, a couple of times the week before last, he came home with his clothes torn, and ... and last week his bag and some of his books were totally destroyed. I just don't know ... And then he missed the school bus three times last week and twice already this week. I've had to drive him myself, of course. Suddenly, he's totally absent-minded or indifferent. I don't know what he is. I always used to tease him and call him Mr Punctuality, that's how punctual he always is – or was. Next thing he'll be playing truant. I really wouldn't be surprised if he did.

Man: From what you're saying it sounds as if your son is being bullied by some of the kids at school.

Woman: Bullied? I find that difficult to believe! He wouldn't have kept quiet about such a thing.

Man: Well, he would if he thought you'd confront his tormentors. They've probably terrorised him by threatening to get back at him. If he told anyone, that is.

Woman: Well, I'm at my wits' end. I really am. What am I supposed to do?

Man: Look, calm down and listen to me. You're not the first mother to have this kind of problem with her child, and you'll certainly not be the last. You've got to be patient and supportive. First, you must talk to Davie and ask him if he's being bullied. He might not come out with it right away, but be prepared for that. You've got to keep encouraging him to open up.

Woman: That's all very well, but how am I supposed to get him to talk to me?

Man: Well, one way would be telling him that you really care and that you can help. In time, I'm sure he'll come round, because the fact is that he needs help and probably doesn't have anyone to turn to. The next step is to try and get him to discuss why he thinks he is being picked on, because by doing that you may be able to help him fend off the bullies and put an end to this whole situation.

Woman: Oh, I don't know what to say. This all sounds great in theory, but when it comes to actually talking to him and finding out what the problem is ...

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three. Now turn to Part Four.

PAUSE 5 seconds

Part 4

You will hear two people, Leonard and Sally, talking about nuclear power. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write L for Leonard, S for Sally, or B for both, where they agree.

You now have thirty seconds in which to look at Part Four.

PAUSE 30 seconds

TONE

Presenter: The consensus that human production of CO₂ and other gases is altering the Earth's climate, and in effect contributing to the phenomenon of global warming, has inadvertently thrown the beleaguered nuclear industry a lifeline, as pro-nuclear activists point out that nuclear power stations do not emit the greenhouse gas carbon dioxide. With me to discuss the pros and cons of this issue are anti-nuclear campaigner Sally Whitman and nuclear physicist Leonard Cahill. Leonard – tell us how this upturn in the industry's fortunes has come about.

Leonard: Well it's all about whether nuclear power should be listed as one of the technologies under the Clean Development Mechanism, a scheme dreamed up at the Kyoto Climate Summit in 1997. The scheme allows industrialised nations to offset targets for reducing carbon emissions by paying for non-polluting technologies in developing countries. If nuclear power is included in the CDM, the capital cost of new stations in these countries will be subsidised by up to 40 percent. The industry's supporters claim that, if the power generated by the world's remaining nuclear power plants was replaced by fossil fuels, then CO₂ emissions would rise by 1.8 billion tonnes a year. They also point out that nuclear power produces climate-friendly electricity.

Sally: No one's denying that burning uranium produces substantially less CO₂ than burning coal, oil or gas, but that doesn't alter the fact that this is a polluting and dangerous industry we're dealing with, and any attempts to revitalise it are made at the expense of developing alternative and renewable sources of energy.

Leonard: Yet most environmentalists are willing to admit that nuclear power meets one of the two criteria for the CDM, in that it could help industrialised nations achieve an average reduction of 5% in carbon emissions by 2010.

Sally: Yes, but it fails to fulfil the mechanism's second desired aim – to help developing countries achieve sustainable development. It means the mushrooming of nuclear power plants in India and China, and a resultant increase in the production of plutonium

which, let's not forget, as well as being toxic, is the raw material of nuclear weapons.

Leonard: On the other hand, excluding these key developing nations from the benefits of nuclear power may well antagonise them. After all, they have as much right as developed countries to use nuclear energy to mitigate climate change.

Sally: The way we see it, pushing nuclear power onto these countries, and leaving them with all the burdens that come with it, is just another form of colonialism. What right have we to foist a technology onto these nations that we ourselves won't tolerate?

Leonard: None. That's why I'm in favour of a compromise which suggests drawing up a list of strategies that gives renewable energy priority, yet still supports the right of developing countries to use nuclear power.

Sally: Well, hedging our bets won't get anybody anywhere. Clearly, nuclear power should not be included in the CDM if it holds up more cost-effective ways of solving the carbon problem, and it would be far better to reduce carbon emissions through increased energy efficiency combined with the use of renewable energy sources.

Presenter: Well, clearly this is an issue that's not going to be solved overnight. I'll look forward to seeing you both again in the near future with an update on developments.

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Teacher's Notes,
Suggested Answers &
Tapescripts

Speaking Practice 1

Part 1 (p. 34)

- 1 Explain the task. Read out the example. Elicit various questions and ask Ss to think of words related to the words in bold. In pairs, Ss write their questions. Elicit various answers, then choose any ten – two for each topic – and write them on the board. Ss work in pairs to think of possible answers.

Check Ss' answers by asking the questions, one at a time. Various Ss answer.

(Ss' own answers)

- 2 Refer Ss to the Speaking Assessment Checklist on p. 33. Initiate discussion of the criteria, eliciting examples from Ss where possible. Explain the task. Play the cassette/CD. Ss do the exercise. Initiate class discussion on speakers' performances. Encourage Ss to justify their answers.

Ss should refer to these criteria each time they need to assess speakers' performance.

Suggested Answers

Topics mentioned: family, home/neighbourhood/town, future plans/ambitions, school/job

Thomas: *chatty, natural style: expands/justifies answers by giving reasons and explanations (see tapescript)*

Catherine: *unnatural English: misunderstands examiner and makes grammatical mistakes (see tapescript)*

Tapescript for Ex. 2

Interlocutor: Good morning. My name's Graham Hall and this is my colleague, Muriel Brown. And your names are?

Catherine: My name's Catherine.

Thomas: And mine's Thomas.

Interlocutor: Thank you. Could I have your mark sheets, please? Thank you. Now first of all, we'd like to know something about you. Where are you from, Catherine?

Catherine: I am from a small town in the north of Portugal.

Interlocutor: And you, Thomas?

Thomas: I live locally; just round the corner, in fact.

Interlocutor: Do you live with friends or family?

Thomas: Neither – I have my own flat. I left home about a year ago – I like my privacy.

Interlocutor: Catherine, what kind of a journey did you have to get here today?

Catherine: I took the train and then a taxi.

Interlocutor: Are you studying or do you work?

Catherine: I'm studying to be a computer programmer.

Interlocutor: Could you tell us something about it?

Catherine: It is an area for which there is much demand at this time. I hope that I get a job very quickly when I will finish.

Interlocutor: Thomas, could you tell us something about your plans for the future?

Thomas: Well, my ambition is to become a professional actor. I realise that it's a rather risky profession but I don't really see myself sitting behind a desk in an insurance company, if you know what I mean. Besides, it's what I've always wanted to become and I believe in following one's dreams.

Interlocutor: Thank you. Now, we'd like to ask you what you think about one or two things. Catherine, if you could visit any other country in the world, where would you go, and why?

Catherine: I think that one of the countries on my list of that which I would most like to visit is Mexico because I am always been fascinated by its history and culture. Also, I have a pen pal from there.

Interlocutor: Thomas, in what area of your life do you consider yourself to be most successful?

Thomas: Well, I've always got on well with people from all walks of life so I suppose you could say that I'm a good communicator. People who know me well say that I'd make a good counsellor.

Interlocutor: Catherine, what kind of change, if any, might be beneficial in your life?

Catherine: I like to have a set programme: a kind of order in my life. I'm not very keen on change but, if I am having to change something, I'd probably take up some kind of hobby, like yoga, for example.

Interlocutor: Thank you.

- 3 Model question and answer with Ss. Ss work in pairs. Monitor Ss' performance. Ask some pairs to perform their dialogues in front of the class. The rest of the class assess the pairs according to the criteria listed on p. 33.

(Ss' own answers)

Part 2 (p. 34)

- 1 Go through the Useful Language. Explain that these phrases are used to make assumptions/ deductions. Ss use these phrases to answer the questions and talk about the pictures.

Suggested Answers

Photograph A

- A: *It looks as if she might be rather unhappy or maybe she's just disappointed about something.*
 B: *Either that, or she's just feeling bored and fed up. Whatever the case, I doubt if she's always like that; it seems more likely to me that she's just in a bad mood. What do you think the problem is?*
 A: *Well, it's possible she's been told that she can't do or have something that she's set her heart on.*
 B: *I don't know. I'm not sure but it seems to me that she is quite upset. I'd say she might have had some bad news or perhaps she's been punished for something.*
 A: *Or she might have had a fight with one of her friends, or maybe she's being bullied at school. Things like that seem like the end of the world when you're that age.*
 B: *That's true ... but whatever it is, she's bound to snap out of it sooner or later.*
 A: *Not necessarily. There could be a lot more to it than just a falling out with her friends. Depending on the problem, she might need some kind of counselling.*

Suggested Answers

Photograph B

- A: *I'm not sure, but it seems to me that the driver's been pulled over and the police officer is asking for his driving licence. He must have been doing something to attract the police officer's attention.*
 B: *It's possible that he was speeding. The driver looks rather young to have a licence. If he can't produce one, or he's been drinking, then I suppose he and his friends will be taken to the police station.*
 A: *Well, I wouldn't like to be in their shoes. It looks as if they're feeling pretty scared.*
 B: *Oh, I don't know – they may think it's all a big joke.*

- For the last question, elicit useful vocabulary/ ideas and write them on the board:
 e.g. *treat authority as a big joke; they don't seem to care any more about getting into trouble; haven't been taught to respect their elders; parents don't have time to teach their children right from wrong etc.*

Choose two Ss to model a dialogue. Ss do the task in pairs. Monitor Ss' performance, then ask some pairs to act out their dialogues. The rest of the class assess their performance according to the criteria given on p. 33.

Suggested Answers

- A: *A lot of young people these days seem to have very little respect for authority and none whatsoever for the police. They treat authority as a big joke ... no one seems to care any more about getting into trouble, even with the law.*
 B: *It all depends on how someone has been brought up. A lot of young people have never been taught to respect the adults in their families, so it's hardly surprising they have no respect for adult authority in other areas.*
 A: *So you're saying it's their parents' fault?*
 B: *Mostly. I don't think parents are strict enough with their kids any more; they let them do whatever they like. I think nowadays parents are actually scared of their own children.*
 A: *Well, I think that's unfair. It's really hard bringing up kids these days, especially when both parents are working, and teenagers are well-known for being difficult.*
 B: *But that's what I mean – parents just don't have time to teach their children right from wrong, and they're never around. Their attitude is that teenagers are old enough to look after themselves. I believe that's the main reason why so many young people are out of control these days.*

- 2 Ss look at the pictures and identify their content. Elicit the different activities that the young people are involved in. Elicit as many adjectives as Ss can think of related to teenagers. e.g. *adventurous, easy-going, rebellious*, etc and ask Ss to match their adjectives to the pictures. e.g. *Picture 1: adventurous*, etc. Explain the task, then go through the table. Ss can add their own ideas. Ss answer the questions in pairs. Monitor Ss' performance. Then ask some pairs to report back to the class while the rest of the class assess their performance.

Suggested Answers

- A: *I'd say that the boy in picture 1 looks like a very sporty, energetic type.*
 B: *That's true, but he could also be described as reckless if he's skateboarding in the street, for example, or in a public place – you know how over-confident teenagers can be. The boy spraying graffiti, however, is definitely out of order in my book.*
 A: *Oh, I don't know – I'd say he's just exercising his creativity.*

B: Yes, but adults would be more likely to call it vandalism and consider him to be selfish and irresponsible. What about the girl with the pierced tongue? Is she just 'being creative' too?

A: Well, she's certainly not hurting anybody, except maybe herself. She looks pretty cool to me. I like the fact that she's trying to be different ... so yes, I suppose I would say she's creative in her own way ... probably just fun-loving, although adults might think she looks aggressive.

B: I think she's just expressing her independence by being different, unlike the couple in the cinema, who look pretty conventional and down-to-earth to me.

A: Yes, they do look pretty normal and well-balanced, don't they? Not to mention a little boring, I'd say ... although my parents would probably describe them as 'sensible and mature' ... whereas the group in the next picture definitely seem to be practising their creative talents. They could be sensitive, but a bit moody, too. Seems like a pretty harmless pastime to me.

B: I agree, although some adults might regard them as time wasters and dreamers. I doubt, however, if anyone could find fault with the girl in the last picture. She looks very caring and well-meaning.

- *A: Personally, I don't think any of these pictures present an unfair image of teenagers. I think they are all fairly realistic and show that people are different whatever their age.*

B: I agree that they're all fair, but I'm not sure they present a realistic image of teenagers, mainly because I think they're all rather tame. In my experience, teenagers tend to be a lot wilder and far less responsible than those shown here, who I'd say are in the minority.

- 3 Ask Ss to look at the pictures and identify their content (eating disorders - troublemaking - need for money).

Go through the Topic Resource. Explain any unknown words. Ss can add their own ideas, then match the words and phrases to the pictures.

Explain the task. Play the cassette/CD. Ss answer the questions, then express their opinions. Elicit further points from Ss.

Answer Key

- They are discussing the themes of the photographs and to what extent these are representative of teenagers' reactions.
- Speaker A mentions emotional problems, breaking the rules and mischief in class. Speaker B mentions disruptive behaviour, shoplifting, vandalism and violence, as well as the fact that this kind of behaviour is 'just a phase' and needs understanding and tolerance from parents and teachers.

(Ss' own answers)

Tapescript for Ex. 3

A: I'm not sure, but I think what the photographs are trying to say is that a lot of teenagers find it difficult to make the transition from childhood to adulthood, which makes them very insecure. The first picture, for example, shows a girl who seems to have some kind of eating disorder. That kind of compulsive eating derives from a fear of rejection or failure.

B: Yes, I agree that for a lot of young people this is a difficult time. However, I don't think the different situations shown here are typical of the average teenager. Rather, I think they show extremes, and not all teenagers would choose to handle their problems in this way.

A: I agree that this girl seems to have emotional problems, but I do think it's fairly normal for teenagers to react against authority, in whatever form it takes. Teenagers are testing their power and that of adults, so they will nearly always challenge anybody who tries to impose rules on them, just to see how far they can go, and sometimes of course, sometimes this gets out of control. This is what the middle picture shows – adolescent testing of the teacher's authority. It's the adult's job to see that things don't get out of hand, that the teenager is given some power, but not too much.

B: Hmm ... that's true. But I still think that the ordinary teenager deals with his or her problems in a much less dramatic way, and in most cases their disruptive behaviour is just a phase which, with a little tolerance and understanding from their parents and teachers, they're likely to grow out of. I think the third picture has an important message to put across. I'd say that nowadays, with aggressive advertising campaigns directed at the youth market, lack of enough money to buy everything they think they need to be 'cool' is one of the root causes.

es of teenage discontent. It can also lead to shoplifting, or even frustrations being expressed through vandalism and other forms of violent behaviour.

- 4 Go through the list. Check Ss' understanding of the factors listed by asking them to give examples. Ask Ss to look at the Useful Language box. Explain any unknown words.

Explain the task. Ss work in pairs to reach an agreement. Monitor Ss' performance then ask some pairs to report back to the class. The rest of the class assess each pair's performance according to the criteria listed on p. 33.

Suggested Answers

A: I reckon that peer-group pressure is by far the strongest influence on people's behaviour, no matter what age they are. Don't you think so?

B: Well, yes, I think you're right that it's certainly an important influence in most people's lives ... but I also feel that a lot of young people, especially, are strongly influenced by role models, such as pop stars or sports stars, and the media in general.

A: You may be right that the media has a lot of control over people, but I still think peer pressure is the stronger influence, with family values in second place.

B: Yes, but let's not overlook the fact that the media cover a wide area, from TV and radio to magazines. You have to admit, young people are far more interested in what their idols have to say than they are about what their parents or teachers think.

A: Yes, but the way I see it, it still comes down to peer pressure, because in most cases, young people want to fit in, which means following the trend.

B: But it's the media who set the trend in the first place!

A: You have a point there, I suppose. Yes, all right – I'll go along with that.

B: So, it's fair to say we both agree that the strongest influence is the media. What about the least important?

A: Well, as you said before, young people don't seem to care about what their teachers say, so I suppose it has to be education.

Part 3 (p. 37)

Elicit from Ss how a successful monologue would be organised. Go through the Test Tip to confirm answers.

- 1 Explain the task. Allow Ss two to three minutes to complete the task in pairs. Check Ss' answers. Brainstorm with Ss and elicit appropriate linking

expressions.

Justification – on the grounds that ... , because ... , since ... , by ... , for instance/example, etc

Ss use the linking expressions to connect their opinions to appropriate justifications.

Suggested Answers

To begin with, technology increases workers' productivity because it allows them to produce more and better products in less time, as computers can carry out routine tasks with greater speed and accuracy.

Furthermore, technology improves working conditions by making work easier and safer as machines do the heavy and dangerous jobs.

Unfortunately, the main disadvantage of technology in the workplace is that it often results in unemployment, as automation replaces manual workers on the grounds that machines are cheaper.

- 2 Ss look at the table and go through the points. Ss can add their own ideas. Then, Ss work in pairs and think of supporting sentences to justify each argument. Monitor Ss work.

Allow Ss a few minutes to prepare their speeches. Ask two or three Ss to do the task. The rest of the class assess each S's performance according to the criteria listed on p. 33.

Suggested Answers

• **Pros:**

Money – Being able to pay one's own way is preferable to state handouts.

Self-esteem – The satisfaction gained from being of use is enormous.

Meeting people – Human contact is important to our psychological well-being.

Helping others – A good way to feel a sense of achievement.

• **Cons:**

Stress – Can have a detrimental effect on one's health.

No free time – No opportunity to enjoy the fruits of one's labours.

Tiring – Means that one cannot use time spent at home to fullest advantage.

Taking orders – Can create feelings of resentment.

Suggested Answer

First of all, I don't think that you can escape the fact that having money in your pocket in order to be able to pay your own way in the world is preferable to relying on state handouts. This is linked to the issue of self-esteem and the feeling that you're useful to society. This is of more importance than people generally realise, along with having the opportunity to mix with people, which is tremendously important to our psychological well-being. I also think that working with and helping others is an excellent way of attaining a feeling of real achievement.

Of course, on the other hand, the lack of free time that results from working long hours means that you don't have much opportunity to enjoy the fruits of your labours. Having a full-time job is also tiring which results in your not being able to use your time at home, in the evenings, to its full advantage. This, together with the stress that work sometimes generates, and the resentment some people feel at having to take orders, can have a detrimental effect on one's health.

On balance, however, I think it's fair to say that in spite of the drawbacks, most people would agree that having a job is far preferable to not having one.

- 3 Go through the points and help Ss to expand them into full sentences. Give Ss two or three minutes to practise in pairs then ask some Ss to deliver a short speech on the subject using the notes. Play the cassette/CD. Ss do the task. Check Ss answers. Elicit agreement/disagreement with points made. Elicit a brief comparison between the way the speaker dealt with the task and their classmates' handling of it.

Tapescript for Ex. 3

Well, to start off with, I really don't think that unemployment in industrialised societies can be attributed to **individual laziness**. In the main, unemployment is a phenomenon that has its origins in the economic performance of a country. However, where there are indications that people are less than enthusiastic about finding a job, a possible solution might be to stop their unemployment benefit payments. However, this measure could also have undesirable consequences, as individuals still might not be able to find a job in spite of the increased urgency. The result of this would be a return to financial deprivation that was a common feature of times when there was little or no social provision for people who couldn't support themselves.

People who don't have **any previous work experience** are caught in a trap and constantly find themselves at a disadvantage when they are competing for a job with others who have experience. Work experience schemes can go some way to countering this problem. By giving incentives to industry to take on first-time workers, the government can go a long way towards alleviating not only the financial aspect of the problem but can also improve the self-esteem of young adults and reduce feelings of alienation.

Where **technological development** is the cause of unemployment it might be advisable to reintroduce traditional working methods where manual labour is involved. This would have the effect of increasing the number of people required to carry out the task in question and, as a consequence, the level of unemployment would fall.

Answer Key

Answer Key

- Points mentioned:**
- Individual laziness (tapescript para. 1)
 - No work experience – incentives for first-time workers (tapescript para. 2)
 - Technology replaces worker – use traditional methods (tapescript para. 3)

Suggested Answers

First of all, I agree with the speaker on what he said about individual laziness and unemployment. I think very few people are so lazy that they choose to be unemployed. As for the suggestion for discontinuing someone's unemployment benefit, I'm completely opposed to it. It would be like assuming that unemployed people enjoy living on state hand-outs, which is a huge generalisation. Nor, however, do I agree with the idea of taking machines out of the workplace so that more vacancies are created. This is certainly not the way forward for any economy - productivity would plummet and businesses would close, exacerbating the difficulties people have in finding work. Finally, I agree with what the speaker said about work schemes being a good idea; however, the most important and accurate point he made is, I think, the fact that unemployment has its roots in a poorly functioning national economy, so it is this that needs to be addressed in order to reduce the number of people out of work.

- 4 Elicit various ideas from Ss and make a list on the board. Ss discuss the questions in pairs. Monitor Ss' performance, then ask different pairs to present one dialogue each to the class. The class assess their performance according to the criteria listed on p. 33. *Is it right that some people earn much more than others?*

Suggested Answers

- special skills and qualifications
- disparity in income socially undesirable
- no innovation without incentives
- rewards should not be financial
- motivation for self-improvement
- only contributions to society recognised

A: I think it's only fair that some people should earn significantly more than others if they have special skills and qualifications that are in demand. The way I see it, without financial incentives to motivate people, there would be very little progress to speak of.

B: I'm afraid I can't really agree with you, as I believe that any large disparity in terms of income is socially undesirable and anyway, the sense of achievement that comes from having contributed in some way to society should be reward enough.

A: That's all very well, but what about people like film stars who make a lot of money for film studios? Don't you think they deserve a slice of the profits?

B: Of course they deserve to get a fair share, but don't you think it's absurd that entertainers earn so much more than doctors, nurses and teachers who actually contribute something to the good of society?

A: I can't deny you have a point, but those people you mentioned don't actually generate income, whereas stars and stockbrokers do, and can therefore justify their vast incomes. I know it seems unfair, but that's how the economy works.

Why do people spend their lives doing a job they hate?

Suggested Answers

- financial security
- lack of skills/qualifications
- prestige
- personal responsibilities
- unemployment
- fear of change/failure

A: There are a lot of different reasons why people spend their lives doing a job they hate, but I reckon the main reason is money. While I realise that money is important, I think there are other things that need to be taken into consideration; and for me, job satisfaction is one of them.

B: That's all very well if you have a choice, but a lot of people are stuck in a rut through no fault of their own. As you said, there are a number of reasons, other than financial concerns, why people stay in jobs they hate. For one thing, the unem-

ployment rate is so high that most people are grateful for any job, it's just not possible to pick and choose. And it's also true that a lot of people are held back simply because they lack the relevant skills and qualifications to move on, and even if they do have them, they're sometimes afraid to try something new for fear of failure.

A: I suppose I can understand that, and I realise that people who have families to support can't afford to take risks. I suppose I'm lucky in that I have no one to answer to and can do what I like. That's the beauty of being single. Although, I'm sure I'll think differently if and when I have a family to support, but until then, I can honestly say I would never stay in a job that I hated purely for money or because there was some kind of prestige attached to it.

Why do people travel to other countries to work?

Suggested Answers

- financial needs
- aid work
- adventure/excitement
- exploitation
- homesickness
- unemployment

A: I think there are a lot of different reasons why people move to other countries to work; some choose to, while others are forced to by necessity such as immigrants or refugees who can't find work in their own countries or because they have had to leave for some other reason. As for those who choose to work abroad, I suppose it's because they want excitement or a change of lifestyle.

B: I'm sure that's true in a lot of cases, but I think some people go for more honourable reasons, like those who work for aid organisations. Also, in the case of doctors, nurses and teachers, often their skills aren't appreciated in their own countries and they go abroad because they get paid higher salaries. And who can blame them?

A: Of course, there must be drawbacks to working abroad especially for those who are forced to work illegally. They're often underpaid and exploited as they aren't entitled to any of the benefits of legal workers, like holiday pay or bonuses.

B: Well the whole point of hiring immigrants is because they work for less money, which of course isn't good for the host country because it can lead to unemployment among their own people, although in many cases, foreigners are only hired to do the jobs locals don't want to do, so they're not really taking anyone's job from them at all.

A: As far as I'm concerned, the host country can learn a lot from overseas workers. Ethnic diversity is the way ahead, and I for one am all for it.

Speaking Test 1

Explain Speaking Test format to Ss. Refer Ss to the guidelines on p. 32. Review the criteria on the Speaking Assessment checklist on p. 33.

Part 1 (p. 38)

Ss work in pairs to ask and answer questions. Monitor, making sure that Ss answer as fully as possible.

(Ss' own answers)

Part 2 (p. 38)

- 1 Explain to Ss they will be expected to talk for about a minute in this stage. Ss work in groups of four. Two Ss discuss the pictures, two assess according to the criteria on p. 33 and keep time. Elicit comments on performance from Ss.

Suggested Answers

A: *I'm not sure, but I think the way she's clutching the teddy bear suggests that she might be afraid of growing up, and that she wants to stay a little girl forever.*

B: *I agree that the teddy bear suggests immaturity, but I think it could also be a sign that she simply needs comforting or that she's lonely and needs a friend.*

A: *Or maybe she's just sulking. A lot of young people do that when they don't get their own way. However, I really think the point of this picture is to show how vulnerable young people can be, even if they act grown-up a lot of the time.*

B: *Unlike the young boy in picture two, who looks very pleased with himself.*

A: *He does look a bit cheeky, doesn't he?*

B: *It's pretty obvious from his expression that he's not the slightest bit afraid of his father. In fact, I think he's even laughing at him.*

A: *And look at their body language – they're obviously not communicating at the moment. I'd say the aspect of adolescence reflected in this picture is the fact that young people have no respect for their parents or authority in general.*

- 2 a) Explain to Ss they will be expected to talk for about three minutes in this stage. Ss work in the same groups of four to perform task and assess.

Make sure that Ss exchange roles, and different pairs speak and assess. Elicit comments on performance from Ss.

(Suggested Answer - See tapescript for Ex. 2b)

- b) Play the cassette/CD. Ss compare the pair's performance to that of their classmates, according to the criteria listed on p. 33.

Tapescript for Ex. 2b

Interlocutor: Now I'd like you to look at all the pictures. Imagine that these photographs have been chosen to illustrate an article about teenagers, in a magazine aimed at adult readers. Talk together about how each image might affect readers' attitudes to teenagers. Then suggest one or two further aspects of teenage behaviour which you agree should be included in the article in order to present a more positive image of adolescents. You have about three minutes to talk about this.

A: I'd expect picture one to arouse some sympathy in adults for teenagers and their problems as it shows how sensitive young people can be. It will probably bring back memories of those insecure teenage years, when any small problem, a disagreement with your best friend, for example, was enough to make you feel as the world was coming to an end. And that terrible feeling that nobody could understand how you felt ...

B: I also think this photograph will make those who neglect their children feel guilty. A lot of parents nowadays are too busy with their own lives to pay enough attention to what is going on in their children's. Hmm ... Let's have a look at the third picture, shall we? A lot of young teenagers smoke, and advertisements are targeting them more and more. I think adults would be very concerned by this picture because it shows how susceptible young people are to outside pressures, which can easily lead them astray.

A: I also think adults would be interested to learn how vulnerable their children are to peer pressure; most adolescents probably only start smoking to fit in or because they think it makes them look sophisticated and confident, when in reality they're frightened and insecure! What do you think about picture two? Personally, I think it is only likely to anger adult readers, as it shows how stubborn some teenagers can be.

B: I don't know, I think it might disappoint or worry parents more than anger them. Look at the expression on the boy's face, he's not really enjoying the

confrontation either, which is a reflection of reality, I think. Neither the child nor the adult much enjoys the fights and arguments, they both recognise them as situations from which no one is going to emerge the winner, but neither one is able to stop. I think it might strike quite a deep chord with readers, as it brings home to them the inevitability of the conflict.

A: Hmm.. that's a good point. What sort of reactions would picture four get do you think? I know some readers will find this one the most disturbing of all; certainly many adults would assume this girl was a troublemaker just by looking at her.

B: Well, actually I doubt whether they'd take her seriously. They'd probably think looking like that was just a phase she had to go through as part of growing up and that she'd grow out of it. Adolescence is a time when you can experiment a little with your appearance, after all. Later on, when you've got a job, you have to conform, but a teenager can try out different styles. I think adults should try to be more tolerant of slightly wild or eccentric appearance; it rarely lasts more than a few years. In fact, this is one of the positive aspects I'd like to see included in the article. Young people can often grow out of things if they are left alone, so I think it's important for adults to realise that and not to always judge them too harshly or give up on them if they do something wrong.

A: That's something it's important to stress. I think. We should also remember that teenagers are far more aware of the problems in their society and the world around them than adults are, and are prepared to contribute their energy and ideas to solving them and making the world a better place. I think the article should make a point of mentioning this aspect of teenagers, too.

B: Absolutely. There should be more emphasis on positive attributes, otherwise we run the risk of portraying adolescence as a time of gloom and depression, when it isn't just that. It's also a very positive time, when everyone is idealistic and hopeful. This definitely has to be pointed out in the article.

Interlocutor: Thank you.

Part 3 (p. 39)

- 1 Explain that Student A will have to speak for about two minutes and Student B will have to comment on

what Student a has said for up to one minute. Ss work in groups of four. Two Ss perform task and two Ss assess and keep time. Allow Ss a few minutes to discuss assessments before eliciting feedback on performance.

(Suggested Answer - See tapescript for Part 3 Ex. 1)

- Play the cassette/CD. Ss compare the pair's performance to that of their classmates, according to the criteria listed on p. 33.

Tapescript for Part 3, Ex. 1

Interlocutor: Now, in this part of the test, you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards. So, Mark, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like. All right? Here is your card, and a copy for you, Janet. Remember, Mark, you have about two minutes to talk before we join in. Would you like to begin now?

Candidate A: Well, I'd say the introduction of new technology into the workplace is, on the whole, a good thing. The main advantage being that it's made life easier for a lot of people who work in labour-intensive industries, like farming for instance, by taking over many of the heavier, more dangerous and unpleasant jobs, leaving them more time to spend with their families or to just relax. It's also improved communications and productivity in industry which has helped businesses to thrive, since they are now able to mass produce their products and make them affordable to a wider market.

However, that also means that the people who work in industry and commerce have to work longer hours than ever, despite the fact that computers have taken over many of the time-consuming tasks, so I don't really think it has given these people any extra leisure time.

The only downside of technological progress is that, as machines continue to replace the workforce, more and more people are losing their jobs, mainly unskilled manual workers, who just don't have what it takes to work in other areas. It is these people who suffer most as a result of technology.

Despite that, as I said at the beginning, I still believe technology is the way forward and will continue to make work safer and easier for most people.

Interlocutor: Thank you. Is there anything you don't

agree with?

Candidate B: *The only thing I'm not in agreement with is what he said about people working longer hours than in the past.*

Interlocutor: Thank you.

Answer Key

Candidate A begins by stating his opinion and supports his opinion with reasons and examples.

He presents the advantages first, and then the disadvantages.

He summarises by restating his opinion.

Candidate B begins by saying, 'The only thing I'm not in agreement with is ...'.

Candidates A & B

Explain that Ss should speak for up to minute. Divide the class into three sections. Each section takes one question. Ss work in pairs to discuss their question. Monitor and help. Ask one pair from each section to perform the task. Class assesses each pair's performance according to the criteria on p. 33. Elicit comments from class on assessments. Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pairs of Ss for the rest of the questions. The rest of the class assess each pair's performance according to the criteria listed on p. 33.

Suggested Answers

Candidates A & B

- A: *I've grown accustomed to having technology around me wherever I am. Now I can't imagine what life would be like without my computer. I find it essential for keeping in touch with friends and family and for finding out what's going on in the world. As for domestic appliances, it's hard to imagine life without a washing machine, for example, or a refrigerator or even air conditioning. It means we're not so dependent on nature that we can control our environment, whatever it happens to be.*
- B: *Whilst I admit I'd be lost without my mobile phone, I don't consider myself to be too reliant on technology. Of course, I use a computer, but only for work, I don't rely on it for entertainment or for keeping in touch with people. And yes, you're right. I suppose I depend on things like domestic appliances quite a lot, too. However, for me, as I said earlier, it's mainly a question of the telephone. If I find myself without access either to a conventional phone or to a mobile phone, I feel utterly bereft and very anxious. Everything else I can take or leave. Not having a car, for example, doesn't*

bother me in the slightest!

- A: *Yes, I think people are too dependent on technology. We use so many technological aids in our daily lives that we've become completely dependent on them. Look at the stories we hear about people getting into their cars to go to the shops round the corner, which they could very easily walk to. Or think what happens when there is a power cut. Without electricity we're at a complete loss and don't know what to do with ourselves. On numerous occasions I've been told that I couldn't draw money out of a bank or make a reservation over the phone because the computers were 'down'.*
- B: *I agree. Having said that, I still think that, if we had it all taken away tomorrow, we'd manage without it. It's really just a matter of what you're used to and I think we have to admit that most of us are very adaptable. If you were to go on a camping holiday in the wilds, for instance, you'd very soon get used to doing without TVs and telephones, and walk instead of using a car. So, I don't really think we are too dependent in the sense that we couldn't manage without technology. We could, we're just very reluctant to, which is another thing altogether. And anyway, it's only the developed world that benefits from technology, the majority of people in the world are still coping without it.*
- A: *Well, it all depends on what you mean by progress. If you mean better working or living conditions, then yes, I suppose they do depend on technology. We wouldn't be able to live such comfortable and varied lives, with, for example, the opportunities for travel that we have now without the help of technology. Our lives would be hard and uncomfortable and we would still be living very much as our great-grandparents did. On the other hand, it could be said that technology has made us obsessed with material comforts and so we tend not to use our brains or to exert ourselves in any way. Consequently, if you mean spiritual development, then no, quite the opposite. Technology stifles spirituality because it prevents people thinking for themselves and encourages them to be lazy.*
- B: *I, on the other hand, think that technological advances play a very significant role in Man's development, especially in the fields of Science and Medicine. Although I agree that progress is*

not solely dependent on technology, I do think that technology has speeded up progress in these areas, and I very much doubt if we would have been able to progress as fast without advanced computer technology, for example. I think any progress in the future will be dependent on technology, the two are indissolubly linked now. I think the possibilities are endless and I can't wait to see what's going to happen in the future.

2 Candidate B

Ss work in groups of four to complete task. Make sure that different pairs speak and assess. Allow Ss a few minutes to discuss assessments before eliciting feedback.

Suggested Answers

Candidate B

Well, for me, the worst thing about unemployment would be having no money. I'd hate to have to rely on my relatives or on state hand-outs to survive. I regard this as one of the most harmful effects of unemployment on the person who is out of work. While there wouldn't be a problem finding enough money for food and rent, as long as there were state unemployment benefits, any other purchase would have to be thought over carefully. Little by little the individual would begin to feel excluded from the rest of society, who would be able to buy houses and cars, or just small things for the family, while he would not.

I know there are a lot of people out there who just don't want to work, but that's not true of everybody. Although there's less stigma attached to being unemployed nowadays, it still must be terrible to see your family doing without because you can't afford to give them all the things you'd like to. And it must be just as awful for young people who are out of work, seeing their friends who have jobs going out and enjoying themselves. After a while, they probably lose touch with their friends and end up having no social life at all. It must be particularly hard having all that free time and yet not being able to do anything with it because you haven't got any money.

But work isn't just about money, it's also about self-esteem. Nowadays we depend on our jobs as one of the things that gives us status. People who do not have an identifiable job don't really have any status in our society, so someone who has had a good managerial position, then through no fault of his or her own is made redundant, will find he or she no longer has the same degree of respect from other people; it went with the job. Inevitably, this affects the person's self image and eventually, if unemployment continues, the indi-

vidual begins to feel both worthless and useless, a complete outsider in fact. This isn't helped by the fact that work is the place where we form relationships and, for some people, it's the only opportunity they get to mix with others, so unemployment can lead to isolation for a lot of people, especially those who live alone.

Candidate A

I agree with what (Candidate B) had to say. My only addition would be that it isn't always the case that there is social provision for the unemployed. Not all states can afford to support the unemployed and in many cases, if you lose your job – unless you have saved enough money to get by on – you are in a very serious situation indeed. You are entirely dependent on yourself and your own resources to find a new job, which is not always easy, so the individual feels very anxious and insecure. Our view of employment tends to assume that we're all dependent on large companies for work, whereas in much of the world this is not the case. A large proportion of the world's population are either farmers or merchants and they have a better awareness of the fact that we are all ultimately dependent on ourselves.

Candidates A & B

Explain that S1 should speak for up to a minute. Divide the class into three sections. Each section takes one question. Ss work in pairs to discuss their question. Monitor and help. Ask one pair from each section to perform task. Class assesses each pair's performance according to the criteria listed on p. 33. Elicit comments from class on assessment.

Suggested Answers

- **A:** I'm generally quite an optimistic person, so I wouldn't say that I worry exactly, and I'm hopeful that when I graduate, I won't have too long to wait before something comes up. I can't help being aware, though that there is a great deal of unemployment, particularly among young people and it is something that does concern me, though as I say I prefer to think that I'm going to be one of the lucky ones who graduates and finds a suitable job fairly easily.
- B:** Yes, I feel much the same. I'm very aware that unemployment is a problem, but like all the people of my generation, I think that I will find a job that I like eventually and make my career from there. I'm prepared for the fact that I may have to do something I'm not really qualified for or which I don't particularly like in the

beginning and that doesn't bother me. I would tend to think that if you worry too much about something happening, then it's more likely to happen! I think a positive, dynamic approach will make sure that you get what you want.

- *A: From what I know, the main problem for young people who are searching for jobs is their lack of work experience. Added to this is the fact that starting salaries for young people are often so low that they can't afford to pay the rent on a flat if they have to move away from home – which is often the case. As a result, the number of positions open to candidates is further restricted to those on offer in the individual's locality.*

B: There's also the fact that young people often lack the confidence required at interviews. They often lack the social skills required to present themselves in the right way. Also, a candidate may be qualified to do the job, but because of traditional expectations of who should hold certain posts, he or she is excluded on the grounds of being simply too young. I would go along with your point about them having no experience behind them, though. That's the biggest stumbling block and a vicious circle that it's very hard to break out of: you can't get a job because you don't have any experience and you can't get any experience because you don't have a job. That's why it's a good idea for students to get holiday jobs if they can so they have some work experience behind them.

- *A: One of the results of unemployment is that people become disillusioned with the government and this can lead to social unrest in the form of riots and demonstrations. Then there's an economic effect too, if enough people are not earning money there's a decrease in consumer spending, which means shops and then producers start making less money; there is more unemployment and eventually the whole country becomes poorer, I suppose. The fact that reality does not live up to people's expectations and people lack the money to buy what they think they need, might mean they turn to crime, too.*

B: That's right, and people also turn to substance and alcohol abuse in an attempt to escape reality, which only serves to damage their physical and mental health and lead to the breakdown of

their relationships, as well as further increasing the crime rate. Unemployment affects everyone in the end, not just those people who find themselves out of work. That's why it should take priority over all other problems and as much as possible should be done to stop it happening in the first place, or if it is inevitable, to limit its effects.

- 3 Explain that Ss should speak for about a minute on each question. Ss work in pairs to discuss each question. Choose different pairs of Ss to perform each question. The rest of the class assess each pair's performance according to the criteria listed on p. 33.

Suggested Answers

Candidates A & B:

- *A: It's often the case that when people move to a foreign country to find work, the people of that country resent them because they take local jobs and are willing to work for wages that are below what a local worker would accept. Another reason why employers hire foreign workers is that they can get away with not paying them the bonuses or benefits they have to pay local workers by law. However, the most annoying thing for the locals is that, as long as the migrant workers continue to work for low pay, they can't demand wage rises for fear of losing their jobs.*

B: Yes, but it's not only the host country that suffers, the country the migrant workers have left also suffers because of the few people left there to generate wealth. Those who are left are usually not of working age and have to be supported themselves. This creates a downward spiral that can lead to the total collapse of that country's economy.

- *A: I'm of the opinion that there is a measure of inequality in the way that wealth is distributed amongst the population of the planet, but I think that this reflects the very nature of economic systems that are based on scarcity – there's always going to be someone who has more than the next person. I believe that, even if all inequalities were evened out, they would reappear given time.*

B: I can't really go along with that argument when there are such wide differences in income levels at a global level. It's fine by me that there are rich or even super-rich individuals, but I fail to see why so many people shouldn't have even the most basic things in life, things that are

taken for granted by many. Surely, there must be a fairer way than having people starving to death on the one hand, while others have more wealth than they will ever need?

- A: I envisage a gradual shift away from the traditional concept of work as we know it. One possibility is that work and leisure time will become more integrated. I would say that it's highly probable that less of our time will be given over to earning a living and more time will be available for pursuing leisure activities. Another possibility is that we no longer have a profession in the sense that people do now, that is they have one career for life, but we will be trained to do many different things and switch from profession to profession.

B: I certainly think that more people will work from home in the future, but I also think there will be a lot of unemployment in the future too, and what work there is, will only be part-time or temporary, so people will have to have several jobs on the go at once just to make ends meet, which will make life very stressful and uncertain. There'll be absolutely no job security at all.

- A: A job has the obvious advantage of providing financial security. And this should not be overlooked. If a person can rely on a regular income, then they can make plans for the future as well as enjoying everyday life more. Clearly, a job should provide the means to live first, and then we should be looking at what else we can derive from a job, such as interest or challenge. Your job should also give you satisfaction and be a useful way of interacting with other people. Of course, our jobs can often be a source of stress and ill health, but I'd say that, on the whole, these are offset by the positive aspects.

B: I'm of the opinion that people get out of their job what they put into it. Any job has its rewards and its downside, too, but what really matters is the individual's perception of the job. Granted, there are a few situations where monotony or boredom might be a problem but, for the most part, I think that maintaining a positive attitude is what really improves quality of life, rather than the job itself.

- A: I think it means that the purpose of work is to earn a living, in other words, to earn the money we need to feed and clothe ourselves

and our families, and to enjoy ourselves too. I think the point is that working shouldn't be allowed to become a goal in itself, but should only be a means to an end. I totally agree with this sentiment because it seems to me that many people have lost sight of the fact that life is to be enjoyed.

B: I agree with the saying and with what you say about people forgetting to take time out to enjoy life. A lot of people take their work far too seriously at times and as a result they miss out on so much that life has to offer. Having said that, I can see how easy it is for people to fall into this trap, not to mention those who have no choice but to work hard for one reason or another.

Speaking Practice 2

Part 1 (p. 40)

- 1 Explain the task. Elicit various questions for each category and ask Ss to write one question in each of the spaces provided.

Monitor Ss' performance as they ask and answer the questions.

Choose a pair to act out the dialogues in front of the class while the other Ss listen and comment on the performance according to the criteria listed on p. 33.

(Ss' own answers)

Part 2 (p. 40)

- 1 a) Go through the Useful Language. Explain that these phrases are used to express personal reactions to photographs. Ss discuss the photographs using the phrases.

Suggested Answers

A: I find the first picture quite harrowing; it's as if the photographer wants to shock people out of their complacency towards poverty. Don't you agree?

B: Yes, I totally agree. I can't help feeling shaken when I see this kind of misery, and I suppose that a lot of people would feel the way we do. It would make a very good poster for an aid organisation, wouldn't it?

A: Yes, quite. But I find the second picture quite disturbing, too. It looks like the aftermath of an earthquake, or maybe an explosion.

B: Hmm. And the message that comes across is that we're all so vulnerable to the forces of nature ... What do you think?

A: Exactly. It makes me feel aware of how we have no control over our own destiny. It's hard not to think about the people who might have been killed or trapped under the rubble.

- b)** Ensure Ss understand that they must discuss the three stated notions (personal reaction, location, purpose). Remind Ss that they should, if possible, refer to their own experiences and knowledge as advised in the Test Tip.

Suggested Answers

A: I think picture 3 shows quite a disturbing scene. It was probably taken in a large European city. In fact, it reminds me of my own journey to work. I think the photographer is trying to capture the anxiety or even the boredom and the frustration which are so evident in city life ...

B: Yes. This is a common situation in many cities around the world. And look at that smog. It makes me feel sorry for the people who are trapped in that traffic jam. It would be an excellent picture to accompany a newspaper article on city life, wouldn't it?

A: Indeed. Picture 4 is quite a different story, though, isn't it? It looks as if it was taken in a sports stadium. I think what the photographer is trying to say is that there are no limits to what willpower and strength of mind can achieve.

B: Yes, it is a positive and moving image. I can't help feeling elated by the sense of achievement and pride these athletes are obviously feeling. You can see this kind of photo in newspapers during the Paralympics and you can't fail to be inspired by what these athletes have accomplished.

- 2 a)** Encourage Ss to use the Useful Language on page 40 to discuss their reactions. Ask Ss to identify the content of the pictures. Set Ss in groups to discuss the questions.

Suggested Answers

A: The message that comes across in picture A is, I think, disconcerting. The image attempts to convey that, if you live in an industrialised society, you're bound to be exposed to air pollution from factories and other sources ... I

mean, this could be any manufacturing town in the world ...

B: I do agree with you. It certainly makes me feel quite worried. We go about our everyday lives without really thinking about what goes into our lungs, but when you see a pillar of smoke like that it makes you realise that the air we breathe is contaminated. Where do you think you'd find this photo?

A: I can't be sure. Possibly a news report on TV.

B: Or a magazine focusing on environmental problems. What about picture B?

A: Personally, I can't help feeling saddened whenever I read news about the wars that are going on in the world.

B: I find this picture really disturbing. It's the whole idea of people being ordered to go out and kill others that upsets me. I cannot be sure about its purpose. I just hope it wasn't taken to be included in a publication which in any way glorifies or condones such hostilities.

A: I think it's safe to assume that it comes from a TV news report. So does picture E, I think.

B: Hmm. Yes, picture E. I suppose I should find it quite alarming, but I don't. We get so many reports on accidents on TV that it no longer has an impact on the general public. I suppose familiarity breeds contempt.

A: I partly agree. However, I think it depends on the content of the report the image appeared in. If there were victims involved, for example, it would make an impression on me, particularly if young children were injured.

B: Ah, yes, in that case it would affect me differently. It would make me feel quite depressed.

A: Now, picture D ... and more conflict. And the sad thing is that, again, this happens all the time all over the world. It makes me feel a little disappointed at our inability to live harmoniously.

B: Yes, it's hard not to think about all the bitter disputes going on in our own country. Pictures like this are a regular feature in news reports or newspapers everywhere, aren't they? But, on the other hand, we have to appreciate that we have the right to demonstrate and protest against policies or laws we consider inhuman.

A: Well, yes. This picture makes me grateful for the fact that we live in a country where we can show we disagree with the establishment. Finally, picture C. This could be of pop stars or a group of dancers or models. Now, I hope this comes from a teen magazine because if it's from a serious newspaper or a TV news

programme, then it's certainly not the kind of news I care or want to read or hear about ...

B: Why not? I think the image attempts to convey a sense of being fun loving and carefree, which is a refreshing change from all the other distressing pictures we have been reviewing. This is the kind of article teenagers would enjoy and newspapers are not just for adults, you know.

- b)** Read out the questions. Go through the Topic Resource table. Ask Ss to give examples for each adjective, to make sure Ss understand the meaning. Ss can add their own ideas. Go through the Useful Language table. Explain that the Useful Language is designed to help Ss keep the conversation going when they are talking in pairs. Go through the Test Tip with Ss.

Ss, in pairs, discuss the questions. Monitor Ss' performance. Then ask some pairs to discuss the questions in front of the class, while the other Ss assess their performance using the criteria list on p. 33.

(Suggested Answer - See tapescript for Ex. 3)

- 3** Explain the task. Tell Ss that they will be listening for the points each person makes. Play the cassette/CD. Ss answer the questions.

Tapescript for Ex. 3

- **A:** *Well, I think that informative and thought-provoking news programmes are an important part of the democratic process. I mean, what would happen if we didn't know about events that affect us?*
- B:** *I certainly agree with you that being informed is vital. If we are not, we leave ourselves open to manipulation from whoever is in power.*
- A:** *Although, in some cases, news reports themselves can be biased and manipulative.*
- B:** *Absolutely. That's why we need to choose our sources for information carefully.*
- **A:** *Hmm. I think the situations shown in photographs A and B are by far the most newsworthy. They deal with issues that affect us all. Wouldn't you agree?*
- B:** *I understand what you mean, but I only agree in part. Air pollution is certainly something we all need to be aware of – and take individual action to battle it. However, I'm not so sure the war in picture B is directly relevant to me in any way. I mean, why do I want to know about a war that's happening thousands of miles away? Surely it's up to the fighting parties to see some sense and try to resolve their differences peacefully. How do you feel about that?*
- A:** *Well ... that's not how I see it. Wars and their effects have a nasty habit of spreading. Don't forget that even world wars are not cross-continental conflicts to begin with, but localised ones.*
- B:** *Hmm. You do have a point.*
- A:** *Anyway, what about the least newsworthy item? I think our job is easy here. I fail to see how item C would have a prominent place in any serious news programme or newspaper.*
- B:** *You could be right, but has it occurred to you that teenagers often idolise pop stars? I mean, if I had children, I would like to know what the people my child thinks of as role models get up to. Don't you agree?*
- A:** *Well, yes and no. Yes, I think it's important to be aware of who or what influences young people, but at the same time I believe that the remaining four items are much more important. By this I don't mean that they are totally unimportant, just that they should be higher up in one's list of priorities when it comes to getting the news. Don't you think so?*
- B:** *From this point of view, yes.*
- A:** *So we agree that A and B are the most important, with C coming last.*
- B:** *And D and E somewhere in the middle, yes.*
- **A:** *This question is relevant to what we were just discussing, isn't it? And I think it is true that the media are too concerned with what pop stars and actors and footballers are doing ... What would you say?*
- B:** *Very much so. As we said before, it's important for parents to know things about the people their children look up to, but I doubt that what such-and-such model had for dinner or where such-and-such an actor goes on holiday is in any way relevant.*
- A:** *I couldn't agree with you more. Celebrities are not really that interesting. And the kind of reporting which deals with their lives is not informative or in any way enlightening; it's intrusive and sensationalist.*
- B:** *I certainly feel the same.*

Answer Key

- The students agree that informative and thought-provoking news programmes are an important part of the democratic process, and that an uninformed citizen is vulnerable to manipulation from people in power. They also say that we should take care when choosing where we get our news from, because not all sources of information are equally reliable or unbiased.
- Student A starts the conversation by immediately suggesting that photographs A and B are the most newsworthy. Initially, Student B is unsure about the relevance to him of events happening far away from his country. Student A responds by saying that a war, however far away, is always an important piece of news because it can spread and affect us all. Student B agrees, then Student A suggests that picture C is the least newsworthy item. Student B counters with the viewpoint that parents should have a way of knowing about the beliefs, morals and lifestyles of celebrities because they are idolised by young people. Student A clarifies that he does not regard item C as a totally worthless piece of news, but simply that he believes that, compared to the other items shown, it is less important. The two students then agree on the ranking: A, B, (D, E or E, D) C.
- Student A answers that the media do pay too much attention to celebrities. Student B goes on to agree and add that, although parents should know who their children consider a role model, minor details about celebrities' lives are irrelevant. Student A agrees and adds that reporters who follow celebrities' lives often follow intrusive and sensationalist methods.

- 4 a) Explain the task. Ask Ss to work in pairs and to decide on the order of importance and number the items 1 to 5.

(Ss' own answers)

- b) Explain that Ss will hear a dialogue where two people are trying to agree on the order in which to place the items in 4a. Explain that the phrases are in pairs and that they will hear only one from each pair. Play the cassette/CD and check the answers.

Tapescript for Ex. 4b

A: I would say that the first priority has to be political events since what happens in politics sooner or

later affects everything else.

B: I suppose you're right, but you could say the same thing about the environment.

A: Yes, but politics covers everything. I think political events are more urgent because we might have a war or something, whereas environmental issues, as serious as they are, don't tend to change so rapidly as political events.

B: OK, so we'll put politics first and the environment second.

A: Or business news. We could put that second.

B: No, I think that is important, but we really ought to pay more attention to the environment or there will be nothing left of the earth. Besides, if we put more emphasis on the problems facing the environment, then it might just encourage businesses to pay more attention and stop doing so much damage.

A: All right then. So we'll put political events first, followed by environmental issues and then business news. What about the other end; what should we put last?

B: OK, what's left? Health and entertainment. Well, I suppose the most sensible answer is to put health next and then entertainment.

A: Absolutely. Health is very important. If there's a breakthrough, or a particular health risk, then the public should be informed. You can find out about entertainment almost everywhere nowadays.

B: That's true. And I suppose we ought to remember that we're talking about a serious publication here. As you said, there are plenty of magazines where you can read about what's happening in the world of entertainment. I don't think it's so important to put it in newspapers.

A: Right, so we're agreed. First, political events, then environmental news, followed by business news.

B: And lastly, health issues and entertainment news.

Phrases to be ticked:

the first priority

political events are more urgent

as serious as they are

put politics first

We could put that second

put more emphasis on

followed by environmental issues

what should we put last?

I don't think it's so important

- c) Explain that Ss are expected to reach a decision although they may not have ranked the items in the same order. Remind Ss of the Useful

Language on page 41. Monitor Ss' performance and select one pair to act out their dialogue while the rest of the class assess their performance according to the criteria on p. 33.

(Ss' own answers)

Part 3 (p. 42)

- 1 a) Elicit answers from Ss, encouraging them to justify their choices.

(Ss' own answers)

- b) Ss complete the task. Check Ss' answers.

1 preserve 3 maintains 5 experience
2 guards 4 attracts

- c) Go through the Useful Language, explaining that it is designed to help Ss organise their thoughts and continue speaking in the extended monologue. Allow Ss some time to prepare their answers. Choose individual Ss to speak in front of the class while the others assess their performance according to the criteria on p. 33.

Suggested Answer

One of the main reasons for upholding traditions is that it helps preserve cultural diversity, allowing individual nations to maintain a sense of national identity. More importantly, it guards against the loss of minority languages. Another reason why it's important to maintain traditions is that it attracts tourists and allows travellers to experience other cultures at first hand.

- 2 a) Explain the task and any vocabulary the Ss do not understand. Ss complete the task.

(Ss' own answers)

- b) Explain the prompts. Ss in pairs discuss. Monitor Ss' performance, then choose some pairs to speak in front of the class.

Suggested Answer

A: *In my opinion, one of the biggest threats to the cultural identity of my country is the American film and TV industry. Practically every other show on television is an American soap opera and most of the films are American too, all reflecting the lifestyles and values of that country. What did you tick for that?*

B: *I also ticked 'a lot', because I quite agree that American culture influences almost every aspect of our lives, even more so since the advent of the Internet.*

A: *Well, I ticked 'slightly' for the Internet because I think huge multinational organisations like Coca Cola and McDonalds are much more of a threat. They've succeeded in standardising products throughout the world to the extent that we all eat, drink and wear the same things, there's no individuality anymore.*

B: *Yes, I also ticked 'a lot' but for the reason that multinationals deprive local people of their jobs by forcing local companies out of business and employing people from their own country to staff the company rather than locals.*

A: *What about tourism? I ticked 'slightly' because I think tourism only affects certain parts of the country.*

B: *I disagree. I think the effects of tourism are more far-reaching than that. Most of our major cities are swarming with tourists all year round. In fact, most locals don't even bother going into the city centre to socialise; they prefer to hang out in more out-of-the-way places to avoid the tourists, and because it's just too expensive to go where tourists go.*

- 3 Brainstorm answers with Ss. Write some on the board. In pairs, Ss discuss the questions. Monitor Ss' performance. Some pairs then present their dialogues in class while the rest of the class assess their performance according to the criteria on p. 33.

Suggested Answers

- A: *The main reason for maintaining cultural diversity is that it helps preserve the cultural identity of a nation by upholding its customs and traditions. Another reason is that it guards against the loss of minority languages as people continue to communicate in their native tongue.*

B: *Not only that – cultural diversity also promotes tourism by attracting tourists who want to experience other cultures at first hand.*

- **A:** *I think language plays a large part in maintaining the cultural identity of a nation. For one thing, our native tongue is part of our national identity and helps us form a bond with our fellow countrymen.*
B: *More importantly, our language is part of our cultural heritage. A nation's history is passed down in the form of legends and folklore in the native tongue and even helps form the language, so if we lose our language, in a sense we lose our past.*
- **A:** *In my opinion, one of the biggest threats to our cultural identity is foreign investors and property developers who buy land or property in local beauty spots and unspoilt areas to build holiday homes. The result of this is that property prices increase and locals are priced out of the market, unable to buy property in their own country.*
B: *On top of that, our own property developers also are spoiling our coastlines by building high rise hotels to attract tourists and in most cases the resorts they build reflect very little of the local culture. They tend to cater to the tastes of the tourists who visit them.*

For extra practice, encourage Ss to prepare and give a short speech based on the subjects covered on this page.

Speaking Test 2

Remind Ss of the exam format.

Part 1 (p. 44)

Ss work in pairs to ask and answer questions. Monitor, making sure that Ss answer Part 1 fully.

(Ss' own answers)

Part 2 (p. 44)

- 1 **a)** Explain the task. Ss discuss the question in pairs. Ask two Ss to act out their dialogue in front of the class. Class assess according to the criteria on p. 33. Discuss assessments with Ss.

(Suggested Answer - See tapescript for Ex. 1b below)

- b)** Play the cassette/CD. Elicit answers from Ss.

(Ss' own answers)

Tapescript for Ex. 1b

Interlocutor: Now, in this part of the test you're going to do something together. Here are some photographs that represent various issues in the news. First I'd like you to look at photographs 1 and 2. Together, talk about how they make you feel. You have about a minute for this, so don't worry if I interrupt you.

A: I don't know about you, but I find picture 2 quite disturbing.

B: I agree it's a very harrowing picture and I find it very shocking, but I think we're meant to be shocked by it. I think the photographer is trying to make a point.

A: Yes, I think you're right. It's as if the photographer wants to draw attention to the horror and degradation of this child's plight and people like her. And that photograph does a very good job in getting its message across. What about picture 1?

B: It looks like a forest fire to me, and if that's the case, then I find the picture alarming because it shows us how much damage such a fire can cause.

A: What I find disturbing is the fact that not all forest fires begin naturally. A lot of the time they're caused by people's carelessness, or are even started deliberately.

Interlocutor: Thank you.

- 2 Explain the task. Ss in pairs discuss the question. Monitor Ss' performances, then ask some pairs to act out their dialogue in class. The rest of the class assess each pair's performance based on the criteria listed on p. 33. Alternatively, choose two pairs of Ss to present their dialogues while the rest of the class assess their performance. The class comments on which pair was the most successful, giving reasons.

Suggested Answer

A: *The first picture shows a really spectacular scene. It's probably a forest fire, and we are exposed to these kinds of images in the summer. It's a familiar scene, usually in countries around the Mediterranean, where the summer heat sparks off blazes.*

B: *Or arsonists could be responsible for starting the fire. People sometimes need forest land to build on and the only way to get it is by setting the forest alight. I think this would be an important picture to show, as holidaymakers need to be informed of the potential dangers of the area they may be considering visiting.*

A: *And also this has a visual impact on viewers as it*

makes them understand that in a matter of minutes you could lose not only your home but your life as well. Now, the second photo looks as if it could be used as part of a special report on world poverty. This is not just a news issue for the moment but an ongoing problem. It represents the despair and inequality experienced by some people.

B: And it might be focusing on the plight of some children in the Third World, since it shows a young girl. She may be trying to scratch a living by rummaging in the piles of rubbish for food or things to sell. I suppose this could also be something broadcast on a special day to highlight world poverty ... or maybe an item on reducing the debts of some of the affected countries.

A: The third photo is rather clever. It's obviously supposed to shock people into giving up smoking. Quite effective, I think.

B: Yes ... showing a skull with a cigarette tells the viewers about the dangers of smoking in a very direct way. Probably smokers need these shock tactics to make them even consider giving up smoking. What TV news item do you think this picture represents, though?

A: Well, again it could be part of a special report on smoking. Perhaps a government report on the effects of smoking has just been published, or it could be International No Smoking Day. I would expect the latter idea to be the most appropriate, as it seems as if the photo is from a poster put out by the anti-smoking lobby.

B: The final photo is pretty harrowing, isn't it? What an image to see when you are trying to relax after a hard day's work. Yet of the four photos, this the most common image on the TV. Accidents are a way of life for us. We see them in the streets as well as on TV. Maybe it's being shown as some people have been killed.

A: Yes, it's quite a horrific photo, because it looks as if the firemen have had to cut out passengers who were trapped inside. This could be for an item talking about increased traffic on the roads and the rise in traffic fatalities or about the dangers of drinking and driving. That is always a valuable message to send out to the viewing public.

B: So, what about the order of the items in the programme? In my opinion, the two most important are the car accidents and the forest fires. They affect us all and are more newsworthy. Let's face it, we are all concerned about environmental matters and the fires destroy so much of the natural habitat of an area.

A: You have a point ... but if you don't live in an area which is prone to forest fires, you may not be so interested. I agree with the accident item coming first, but I believe this should be followed by the topic of world poverty, and then fires and smoking. There has been so much publicity on the dangers of smoking and yet people still do it, so the campaigns can't really be very successful, can they?

Part 3 (p. 45)

- 1 Remind Ss that Student A will have to speak for about two minutes and Student B will have to comment for up to one minute on what Student A has said. Ss work in groups of four. Two Ss perform task and two Ss assess and keep time. Allow Ss a few minutes to discuss assessments before eliciting feedback on performance.

Suggested Answers

Candidate A

I think it's extremely important for someone to be in touch not only with the past of his or her country, but also of the world as well. History tells us things about the world in which we live. When we are young, we know little about the world beyond our immediate family and environment. As we get older we realise that the world extends far beyond those limited surroundings and we are hungry for more knowledge of the wider world. But no matter how much of it we explore, all we see is the world as it is today. However, the way the world works is a result of a very long period of development, and we can never understand it sufficiently unless we try to learn as much as possible about our past.

Most of us want to live meaningful lives, and we want to understand more than is enough for our mere survival. In our search for understanding our place in the greater spectrum of life, we turn to history. There we find a much greater deposit of human beliefs and values than we come across in our everyday lives. In doing so, we develop a wiser understanding of who we are, of what we can achieve, and of what dangers threaten individuals, families, communities and nations.

Of course, there are also more practical reasons why we should study history. Historians examine facts, evaluate them, correlate them, and reach conclusions accordingly. By studying history, our own ability to perform these tasks is enhanced, and this ability is essential in many walks of life. If you think about it, it's what managers, journalists, politicians,

doctors, lawyers and many other professionals have to do every day – each in the context of their profession.

But history is enjoyable, too. We should know something of our past in order to be proud of our achievements and how we may have contributed to the development of civilisation. With increasing globalisation, individual countries are losing their traditions and the customs peculiar to their own regions, but knowing our history would mean that these traditions do not entirely disappear. However, we should not feel that only our history is of value to the world. Every country has contributed something to the development of civilisation and we must not be so arrogant as to think only ours counts.

Candidate B

I certainly go along with what [candidate A] said. I'd like to add that, if we want to address the current problems of our world, we simply must examine our past in order to understand their causes and come up with working solutions for the future. I'm a medical student, and I can say for certain that it is impossible to diagnose and treat a patient without knowing his history; I think the same goes for society as a whole.

- Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pairs of Ss for the rest of the questions. The rest of the class assess each pair's performance.

Candidates A & B:

- A: These days, with increasing globalisation, the need for an international language is evident. All languages are useful, but to have one specific language which would be like a passport to international communication would be invaluable for tourism and business.
B: I can see the logic of your argument, but what would worry me is that if one language dominated the world then, the country where that language was spoken would have an advantage over the other nations, and maybe they would exploit this situation. Also, some languages which are spoken by only a few people would be in danger of dying out.
- B: It is essential to learn other languages if we are to be able to compete in the modern world. We have to be able to communicate with other people for the sake of world peace. If we can discuss our differences in the same tongue

then problems can be dealt with swiftly and efficiently.

A: But we have to know each other's language well to be able to do this. Unless we are proficient in each other's language, misunderstandings can occur and then problematic situations can get worse. Generally speaking though, learning languages adds to your overall education and that can't be a bad thing.

- A: I think it has to be an approach which combines systematic study of the language with as extensive exposure to the language as possible. By this I mean that I don't think it's enough to simply study a language, but that one also needs to be immersed in realistic, everyday situations where the language is really used to communicate.
B: I am inclined to agree with you. My English improved dramatically when I spent 3 months in Britain last summer. Until then I had been learning grammar and vocabulary and passing exams, but I wasn't as fluent as I wanted to be. Once in Britain, I used English daily and even started to think in English. The difference it made was tremendous.
A: Exactly. On the other hand, I think that if you had just gone to Britain without having a solid grammar and vocabulary background, it wouldn't have helped you so much.
B: Quite right. What you said at the start about combining study and exposure is, in my opinion, the best and only way to learn a language thoroughly.

2 Follow the same procedure as for question 1.

(Suggested Answer - See Tapescript for Ex. 2)

- Play the cassette/CD. Ss compare the pair's performance to that of their classmates.

Answer Key

Candidate B begins by stating his opinion then goes on to justify it by giving reasons and examples and he mentions all the points on the prompt card.

additional points: He mentions knowing the artistic and historical heritage of the country, and that it is essential to have this background knowledge when learning the language of the country.

Tapescript for Ex. 2

Interlocutor: Now, Manuel, it's your turn to be

given a question. Here is your card, and a copy for you, Alexia. Remember, Manuel, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right? Would you like to begin now?

Candidate B: I think it helps a lot with language learning if we try to become familiar with at least part of the country's culture. Languages develop within a social, political, historical and cultural context. If we are not aware of this context, we cannot understand the subtleties of meaning which are prominently present in all forms of spoken communication.

To put it in very practical terms, idioms and phrases are much more accessible when you know a few things about a country's culture. And when we try to understand gestures and facial expressions, things can get quite tricky if we are culturally ignorant. I'd like to cite an example. During my recent visit to America, I noticed that people - especially men - often punched each other's shoulder when saying hello. Now, in my country, this could have been taken as an aggressive gesture, whereas in America it's understood as a gesture of camaraderie and friendship. This is part of a greater cultural difference between the U.S. and my country. For instance, Americans are much more keen on sports where there is a lot of physical contact between opponents than the people of my country, amongst whom sports like football and boxing are not at all popular. Knowing about this cultural difference helped me understand the meaning of the gesture, although I had never seen it before.

As this example shows, knowing about a country's culture can help you understand the way its people communicate. Even the best dictionary in the world cannot give you the same insight as knowing about what makes the people of a place tick.

And I firmly believe that, if you are to study a language to a high level, then it is essential to know something of its artistic heritage and its history, too. You cannot separate a language from these elements of a country. And to be honest, I cannot understand someone not wanting to learn the fine details of a country's culture if he is learning the language. To me they are all integrated and help to understand how a language has developed. In fact, when I was learning French I even took up French cookery as part of my quest to get to know the culture better.

Interlocutor: Thank you. Is there anything you don't agree with?

Candidate A: Well, I certainly think that knowing about a country's culture isn't a negative aspect of

language learning, but I feel that it may not be as essential as Manuel believes. It may be more necessary when you're learning a language like Japanese, where tone, gestures and facial expressions play a very large part. But I believe that, at least among Europeans, these communication elements do not differ dramatically from country to country. Still, I agree that it can help if you understand the traditions of a nation and that can be beneficial when learning a language.

Interlocutor: Thank you.

Candidates A & B

Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pair of Ss for the rest of the questions. The rest of the class assess each pair's performance.

Suggested Answers

- *A: My cultural heritage is very important to me and I'm very proud of it. I think it's important to teach our children about our country's past, so they know who they are and where they come from, and can pass that knowledge on to their own children.*
- *B: I'm afraid I have to disagree. I think in our country we waste far too much time dwelling on the past when we ought to be looking to the future. I realise history needs to be taught in schools, but I think we'd do far better to concentrate on something more useful like computer studies, for example.*
- *A: I think there are a lot of ways to learn about other cultures. Books, for one, and they don't even have to be academic books. Novels or poetry can give you a lot of insight into the culture of a place.*
- *B: And let's not forget films and music. There are few people in the world who don't know at least a few things about American culture, and I think that Hollywood and the American music industry are chiefly responsible for this.*
- *A: Yes. Then, of course, there is the Internet. Information about the cultures of various countries is more readily available than ever.*
- *B: Not to mention the fact that you can even chat to people from other countries and ask them about things that might seem hard to understand.*
- *A: I believe respecting other cultures is very important, especially when you are a visitor in*

a foreign country. It would be very bad form, for example, not to respect the local etiquette when visiting a religious place.

B: You're right. We get a lot of tourists coming to my island every summer, and I don't particularly like seeing them walking into a church wearing shorts and flip-flops. But apart from that, we should respect other cultures because we can learn a lot from them, can't we?

A: Absolutely. The more we know about other people's perception of the world the more we understand our own surroundings, and the better able we become to evaluate our own outlook on life.

- 3 Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pairs of Ss for the rest of the questions. The rest of the class assess each pair's performance.

Suggested Answers

- A: Even if you live in a big city you can maintain traditions, although you have to make a bigger effort than in the country. I suppose it must be difficult to follow traditions that demand you be outside or involve a lot of space but others can be upheld. For example, in my country you display wreaths of flowers on your front door on May Day. Traditionally you are supposed to pick the flowers in the countryside and make the wreath yourself, but in cities you can buy them from the florist and hang them on your front door. So the tradition is kept, in a way.
- B: And you can follow other traditions, such as cooking certain dishes on special days or learning folk dancing. In fact, because many young people in cities are aware of the danger of their heritage dying out, they are making a great effort to keep their traditions alive. I do agree, though, that it is more difficult to do this in a city.
- B: Personally, I am totally against the idea of having one set of international laws, because countries have different requirements and it would be impossible to write one set which would satisfy everyone. It would create confusion and anyway, who would decide on the format of the laws? Surely this would be another example of the large countries dictating to the smaller nations.
- A: On the whole I agree with what you are saying, but with a set of laws governing many countries, international trade would be easier and more efficient. Also, moving to another country to work or to establish a business would not involve all the bureaucracy it does now. The world is becoming a smaller place and we have to accept that we will lose some of our individuality as we head towards globalisation.
- A: Being unaware of someone else's culture can lead to some misunderstandings. For instance, what is acceptable behaviour in one country can be highly offensive in another and this can lead to conflict. I can think of ways of dressing. In the west it is perfectly normal for women to wear shorts, whereas in other countries this would be considered immoral.
- B: And food. If you served certain cultures with particular dishes, you could really offend them as these foods are prohibited in their religion. Of course, it is ignorance rather than consciously trying to insult someone's culture that is at the source of the conflict but nevertheless, the differences can result in long-term disagreements between people.
- B: There is a huge difference between being old-fashioned and being traditional. You can be traditional by following the customs of your country and people do this to preserve the culture of the country. Being old-fashioned implies you have outmoded ideas and that you probably are not in tune with current modes or ways of thinking. That is a negative point.
- A: Mm ... if you are being traditional you might be thought of as being modern since, in fact, it is fashionable these days to follow the older style of living. Many people look back to the past as being a time when life was simpler and people had values. Being a traditionalist, you could celebrate feast days or make sure that your children know the folklore of their country. This just means that the individuality of the country is preserved; it has nothing to do with being old-fashioned.
- A: I suppose it depends on what you define culture to be. The arts do help one aspect of culture to survive in as much as the language of a country can be preserved through literature and drama. Some people object to the fact that foreign words are infiltrating their language and that their own words are being replaced by those used in every country to describe the same thing. For example, the word "weekend" is used in many languages

now, instead of the countries' own word for this. Writers can make sure that they use their own language in its purist form.

B: And art can record ways of life and dress which no longer exist. We can see from paintings of one or two hundred years ago how people went about their everyday business, and this would help keep our history alive. It makes history more real than just reading books about the past.

Speaking Practice 3

Part 1 (p. 46)

- 1 a) Explain that Ss are going to answer some questions about travelling. Begin with warm-up questions to the class: e.g. "How did you get here today?" Invite various Ss to answer, then allow Ss one or two minutes to tick the boxes in the questionnaire.

(Ss' own answers)

- b) Explain the task. Play the cassette/CD and elicit answers from class. Point out correct answers before playing the cassette/CD again and asking Ss to confirm the correct answers.

Tapescript for Ex. 1b

Int: How do you feel about using public transport?

A: I find it useful.

B: I wouldn't dream of it. Mainly because it's just so unreliable and it gets far too overcrowded for my liking.

Int: How do you feel about cars?

A: I wish I could afford one.

B: Oh, I couldn't live without one. It's so quick and convenient and it gives me so much freedom.

Int: Do you spend a lot of time travelling to and from work or school?

A: Hardly any.

B: Not as much as some people. I'm fairly lucky that it's a pretty straight road from my place to the office. I do have trouble finding a parking space, though. Sometimes I have to drive around for ten minutes before I find one, usually miles away from the office, so I suppose that adds time to my journey.

Int: How often do you travel around your own country?

A: Hardly ever.

B: Not as often as I'd like. Petrol is so expensive

these days, I can't afford to go on long journeys. I don't like trains and air fares are well out of my price range.

Int: How do you feel about travelling abroad?

A: I can't see the point.

B: I've rarely had the opportunity, but I'd love to travel more. I think we can learn so much from other cultures. I'd like to see how other people live and try different types of cuisine. There are so many interesting sights I'd like to see, too. For example, ...

Candidate B would get the better mark because she answers the questions fully, giving reasons and examples for her answers. Candidate A would be penalised for failing to extend her responses.

- c) Present the Test Tip, then point out that in pair work, as in the Proficiency Speaking Test, it is important not to dominate the other candidate. If one candidate is clearly weaker, then the better candidate should give them the opportunity to contribute by eliciting responses to their own comments. Go through the phrases and the example. In pairs, Ss discuss the points they have ticked. Encourage Ss to use the phrases given. Monitor Ss and select one pair to act out their exchange in front of the class, while the other Ss listen and assess according to the criteria on p. 33.

(Ss' own answers)

Part 2 (p. 46)

- 1 a) Explain the task and invite Ss to suggest what might be missing from the table. Play the cassette/CD and check answers. Then ask Ss to suggest other reasons for travelling and possible problems they might face.

Tapescript for Ex. 1a

Salesman: In my business, travel's part of the job. As a salesman I have to travel to make new contacts and do business, but while I enjoy meeting new people and seeing new places, there are some drawbacks. For a start, it's a very unsettled lifestyle, and living out of a suitcase can be very tiring and boring.

Commuter: Travel's not part of my job, but it sometimes feels like it. I live quite a distance from my place of work so I have to commute long distances to and from town. It's tiring and

expensive and it takes quite a large chunk out of the day, so I don't have much time to spend with my family, or for a social life.

Emigrant: Things back home weren't good, so I left my country to find a better life abroad. I wanted to live in a better climate, where there were plenty of jobs and a cheaper and safer lifestyle. I found it difficult to adjust to the different climate and I found it difficult to learn the language. It took me a long time to get over the culture shock. On top of that, I missed the family and friends I had left behind. I worried about them all the time. It was terrible for me, because I had no way of contacting them. The worst thing is, though, that we've never really been accepted. We still get treated like second-class citizens and I still find it hard to cope.

Tourist: I like to visit new countries and experience new sights, sounds, tastes and so on. I admit I'm more of a tourist than a traveller, really, but I try to go abroad at least twice a year if I can. You know, on package tours. I like being in the places I go to but the business of getting there and coming back is the problem. In the age of mass tourism you seem to spend most of your time waiting around in airport lounges. And then when you get there they've either lost your luggage or the hotel isn't what you expected.

Answer Key

- | | |
|-----------------|-------------------|
| 1 Salesman | 6 safer |
| 2 new contacts | 7 shock |
| 3 a suitcase | 8 second-class |
| 4 expensive | 9 tastes |
| 5 a better life | 10 waiting around |

b) Go through the questions and prompts, dealing with any difficulties. In pairs, Ss take turns asking and answering the questions.

Suggested Answers

A: Well, I'd say the main reason why people travel is to go on holiday.

B: I agree tourism is one of the chief purposes of travelling ... but let's not forget, a great number of people go on trips out of necessity – on business, for example.

A: It can't be much fun if you're forced to travel as part of your job, can it? It must be very tiring and boring hanging around departure

lounges for hours on end waiting for delayed or cancelled flights.

B: I agree – and commuters also have to cope every day with hold-ups and cancellations, not to mention traffic congestion and overcrowded buses and trains.

A: With all these problems, it's hard to understand why people use public transport at all. It's unreliable, uncomfortable, expensive and pollutes the atmosphere.

B: That's true in some cases, but some forms of transport, such as electric trains and trams are kinder to the environment. It's also a lot safer to use public transport than to drive and you don't have to worry about parking.

2 a) Go through the Useful Language and write some example sentences on the board. Ss discuss the photographs in pairs.

Suggested Answers

Picture 1

A: Well, it's obviously a very large city with really tall skyscrapers. It looks as if it is in the United States. I suppose someone might go there on business as these buildings are probably connected to commerce and the business world. I don't think I would like to visit such a busy place as it would be too crowded and have all the disadvantages of urban life.

B: Really? In fact, I'd love to stay in this city, as it would probably have extensive cultural facilities like art galleries and museums with exhibits you couldn't see in your own country. This place could be of interest to someone living in a rural environment who doesn't usually have the opportunity to go to the theatre or shop in large department stores.

Picture 2

A: Now, this picture attracts me and is the kind of place I would enjoy. It's hard to say for sure, but it could be in Italy. I'd definitely say it was in Europe. It's in a beautiful setting with lots of greenery and wonderful architecture. This seems like the place for a person who wants to combine culture with a peaceful, relaxing holiday.

B: I agree. Anyone choosing to go on holiday here would be able to go on the river or go for healthy walks in the surrounding countryside or just enjoy the beauty of the historic buildings. This would be the ideal holiday for me.

Picture 3

- A: Mmm, this is a very different setting. One possibility is that it is in Antarctica, and it must be really freezing, so anyone who is a sun worshipper would not want to go there.
- B: Actually, I would find it interesting to go somewhere that is not on the usual tourist trail. The wildlife must be fascinating. Just imagine seeing penguins in their natural environment. Anyone who has a love of wildlife and the simple life would want to visit such a remote and isolated part of the world.
- A: Yes, the most probable reason for visiting is the desire to do something out of the ordinary. Anyone who couldn't cope with the low temperatures and the primitive living conditions would find this trip intolerable. I don't think I would want to go there.
- B: Nor me. The cost of this trip is likely to be very high, since the South Pole is so far away, and I'd prefer to spend the money on a more exotic location.

Picture 4

- A: This picture shows us a familiar sight – a beach, possibly on a tropical island. The most probable reason for visiting is to be on your annual summer holiday to relax and unwind, to forget about the pressures of your everyday life. To me this is the perfect setting for such a holiday.
- B: That's the most obvious explanation. Another possibility is that you might visit this beach to photograph it for a travel brochure or maybe to work modelling swimwear. Actually, I'm not attracted to this photo as I get very bored sitting on a beach for more than a few hours. I know some people would think this was paradise, but it's not for me!

Picture 5

- A: This place could be of interest to someone who enjoys exotic locations or who is interested in ancient civilizations. I'd find this place fascinating, but I'd only go in the winter. The heat would be too overpowering for me in the summer.
- B: Maybe someone who was involved in history professionally would visit this site ... perhaps an archaeologist, or a history teacher taking his students on a field trip. As I have no interest whatsoever in ancient history, I would certainly

ly not want to go here. I much prefer historical monuments which are connected with more recent history, something I could identify with more readily. Also, the landscape is too bleak for my taste. Deserts don't appeal to me at all.

- b) Encourage Ss to look back at the previous pages to familiarise themselves with the vocabulary. In pairs, Ss discuss the questions. Choose one pair to discuss the photographs in front of the class while the other Ss assess their performance according to the criteria on p. 33.

Suggested Answers

Photograph A

- A: Presumably, these people have chosen to travel in this way because they haven't got a car.
- B: Or if they do, it's more convenient to use the bus, because it's difficult to find parking space in the city, and expensive, too.
- A: Yes, but I also think some people use public transport for environmental reasons, because they don't want to contribute to air pollution by driving their cars in the city.
- B: Yes, but the type of outdated transport shown – I think it's a London bus – does in fact contribute to air pollution. Surely it would make more sense to replace those old buses with electric trams or extend the underground?

Photograph B

- A: It looks as if it's a typical holiday resort. It's not the sort of place I'd like to go for my holidays. I can't imagine why such places are so popular, they're usually so crowded.
- B: I suppose people go to places like that because they want a relaxing beach holiday and these types of resorts cater for the needs of tourists by having entertainment and other facilities all together in one place.
- A: Yes, but they're the kind of people who like to have everything organised for them, and who don't really care about the local culture, or learning about the people and the country.

B: Yes, but I imagine that it's very convenient if you've got a family. There's always plenty to do, such as swimming, sunbathing and the nightlife is always good in those kinds of places.

A: Would you want a holiday in such a place?

B: No, I don't think so. I'd prefer somewhere quieter and more relaxing, with fewer tourists. I don't really like package deals and having everything organised for me. I like to get out and about and explore on my own.

- 3 a) Present the imaginary situation and elicit answers to the questions.

Suggested Answers

Travel and Learn – B, C (how travel can broaden your knowledge of the world)

Commuting and Stress – A, D (how travelling to work can cause physical and emotional stress)

- b) Present the task and the Useful Language. Ss complete the task in pairs.

Suggested Answers

A: About the additional pictures, I think a picture of a businessman waiting at the train station nervously looking at his watch would make the article "Commuting and Stress" more interesting. It would emphasise the pressure we are all under to be at work on time and how external factors are often the cause of our lateness, adding to our stress levels even before we have begun our working day.

B: And the photo of the crowded bus would illustrate the same point successfully. I believe it would catch the reader's eye and would show the awful conditions commuters have to face twice a day. For the "Travel and Learn" article, it might be a good idea to include the photo of a guide talking to people on a tour bus. A good group leader can really help the tourists learn about the area they are visiting and provide them with knowledge which might not be in the usual guidebooks.

A: And the aspect of travelling and learning would be clearly shown by the picture of the people in the jeep taking photographs of wild animals. That picture illustrates how much we can learn from seeing animals in their natural environment rather than the artificial setting of a zoo.

B: Yes, I'd like to see that picture included, too ... people are always attracted by animals, especially exotic creatures you'd find on a safari.

Part 3 (p. 49)

- 1 a) Ask Ss to write down as many ideas as possible in note form. Allow 3-4 mins to complete the task.

(Ss' own answers)

- b) Check Ss understand the phrases in the Useful Language box. Select one S to give the talk while the rest of the class assess the performance according to the criteria on p. 33.

Suggested Answer

In my view, a good education system should, firstly, provide you with a good basis of general knowledge, because then you can more easily decide which career direction you want to take and which subjects are most suited to you.

In my experience, though, schools don't offer a wide enough choice of subjects and, unless you go to special schools, there's hardly any choice of vocational subjects. I think it would be a good idea if one could learn some practical skills along with academic subjects. Students should be given more guidance in choosing careers where there are possibilities of employment rather than merely deciding on one that they are interested in or are able at the required subjects. They could also have lessons to help them find a job when they have finished their studies. For example, they could be taught how to write a CV or how to prepare for an interview. I do feel that schools have the responsibility to not only teach academic subjects but also to make sure their students can cope with the realities of working life.

As for life skills, such as being able to communicate and form relationships, these are often learned simply by being with friends and family, but I still think they should be options for students who want them.

To my mind, though, not enough attention is paid to the practicalities of life, such as buying a house, managing money or filling in a tax form. Time could easily be set aside each week to teach all students how to cope with these important things. So, in general I'd say that, while schools are on the whole good at providing a useful all-round academic education, they tend to fail when it comes to preparing you for daily life and work.

As for teaching moral values ... well, that should begin at home, with the family. It is more the teacher's responsibility to ensure that discipline is maintained and rules enforced. This does

include keeping an eye on students' moral conduct, and if a student does do something morally wrong the teacher should talk to them about it.

So, I think a good education system is one that provides a solid academic foundation which would help Ss make the right career and life choices in the future.

- 2 a) Check Ss understand the phrases in the Useful Language box. Then, select one S to give the talk. Encourage the other Ss to comment on how well the two ideas are linked. Ask another S to choose two other points and repeat the task.

Suggested Answer

I firmly believe that my home environment has played the greatest part in shaping my character. The support I have received from my parents has given me the confidence to expand my horizons and to take risks in my career. Also knowing that I can rely on my family has made me more self-reliant and secure. Of course, another major influence is your circle of friends. Your choice of friends at an early age can affect the way you think or behave. My friends have helped me develop a sense of responsibility and have taught me to be considerate towards other people. The wrong choice of friends might mean you do not study at school and this could have a bearing on your ability to find a job and your long-term financial prospects.

- b) Check Ss understand the task and how the prompts relate to the questions. Monitor as Ss complete the task in pairs.

Suggested Answer

Prompt Card A

Most people would agree that their environment affects their quality of life. Personally, I think the most important influence is the home environment, as knowing I can return to a secure and cosy place at the end of the day is of great comfort to me. However, having good neighbours also contributes to this feeling of well being. Having a pleasant relationship with people who live in such close proximity to you is vital but you don't have to form intimate relationships with them. All that is necessary is that you both respect each other's territory and do not abuse each other's rights. For example, if you are having a party, always inform the neighbours beforehand so they can arrange to be elsewhere if they feel the noise would bother them. And if you have a pet, make sure it is well

behaved and doesn't disturb the people in the locality. If you are aware of the needs of others, then they will respect your right to privacy and acknowledge your right to your personal territory.

It is also worth mentioning that local facilities add to the general quality of life, too. If you live in an area with good facilities such as theatres, libraries, schools and hospitals, then it takes a lot of pressure off you. You know your children will receive a decent education and that you will be assured of excellent treatment should you become ill. And you know that in your free time there will be entertainment facilities freely available to you so you will never be bored and without something to do. I suppose the most significant point is that these facilities are provided free of charge by the local authorities.

Of course, another major influence on our quality of life is environmental pollution. Pollution is evident in all major cities and can affect the health of the citizens, sometimes even being life threatening. Smog can cause people to get respiratory complaints which affect their ability to function and so affects their lifestyle. I do believe that without good health your quality of life is reduced. Also, many people say that money cannot bring you happiness but without it your standard of living is affected. Having financial problems or being made redundant can result in stress which causes illnesses. So, although I do consider that the environment affects the quality of life, I think other factors have to be taken into account too.

Prompt Card B

Even if we don't like to admit it, our behaviour and attitudes are influenced by other people. This can be for the good if we take advice from experienced and knowledgeable people, but it can also work against us.

Apart from the immediate family, I believe our friends have the greatest influence on us. These are the people who we have singled out to have a relationship with and we usually have a high regard and respect for them. After all, we can't choose our family but we can choose our friends! They are often the first people we turn to in a crisis as they can be more objective, especially when dealing with sensitive family issues. Your friends can influence your life in so many ways – in your selection of a career or even of your marriage partner. I would certainly seek a friend's approval of a potential husband before introducing him to my family. But the family does shape our lives, as they

are an influence from birth to death. Often our relationship with our friends is more intense but short term because, if they move away or marry someone who discourages the friendship, then the original friends drift apart. This is not so common in families. Blood is thicker than water and this helps families remain in contact. In my opinion the immediate family has the greatest impact on our lives until we are adults. Then we have more control over our own destinies and decide how we want to lead our lives. We seek out friends with the same interests and they become the people who make a significant impression on us.

However, there are others who do affect our behaviour, but to a lesser degree – for example, religious leaders, writers, political figures, even sports and entertainment personalities. And teachers too, either negatively or positively. Some teachers manage to inspire their students to such an extent that the pupil chooses to study that subject at university or adopt teaching as a profession.

A good teacher often spots potential talent in a pupil who is interested in acting, writing or music and he nurtures that gift and guides them towards a career in that field. They can also act as mentors to the young who need advice on matters they don't feel comfortable approaching their family about. On the other hand, a bad teacher can really destroy a student's career. If they are sarcastic or unsympathetic towards a student, then the student may give up this subject or even leave school early, hindering his chances of getting a decent job. I expect we all remember at least one teacher who stands out in our minds.

Prompt Card C

In my opinion, I'd say it requires a certain amount of cynicism to deal with modern influences – although most people consider cynicism to be a negative quality, so I would prefer to call it realism. That's not to say we shouldn't trust anyone, and should think the worst of everybody and everything ... but I think it pays to be aware of the fact that there is a dark side to life, and that not everybody is what they seem.

Nor do I think being optimistic is a bad thing. It can certainly help people cope in difficult situations. And I admire people with strong moral values, but I think they can be at a disadvantage in modern society. In my experience, people who have them – strong moral values, that is – rarely succeed, simply because such values are no longer

respected and some people even consider them to be weaknesses.

I think the most important quality has to be self-confidence, because then it doesn't matter whether you're wrong or right – you do what's right for you, and you don't allow other people's opinions to influence you.

Prompt Card D

The media plays a big part in shaping our lives. We are in daily contact with TV, newspapers and the radio and they influence us in many aspects of our lives even if we are not always conscious of this. Whether we like it or not, the media acts as a role model for many of us, especially the young. They see people or events on TV and they imitate them. Most of the time this does not have any harmful effects on the young and often the people they choose as role models only influence their style of dress or hair but, of course, it is widely thought that the aggressive programmes on TV have inspired some young people to commit crimes of violence.

It is also worth mentioning that advertising in the media influences us, too. We are bombarded with advertisements and we are encouraged to buy things we don't really need or indeed can't afford. Many say this is immoral, but I feel it is just business and at least we are informed about new products which may in fact improve our lives.

What I consider to be a detrimental aspect of the media is the way moral standards can be manipulated. Over the years we have seen a decline in standards, which can only have an adverse effect on us all, but again especially young people. We see programmes showing corrupt authorities, such as the police and judges, behaving like criminals ... or we see those in the medical profession, not as people with a vocation but only concerned with financial gain. This is not the image we should allow the media to project, as it means we lose faith in those we previously looked up to.

Something else which has lowered moral standards is the popular reality shows on TV. There has been an outcry against them and many feel the media should broadcast more highbrow programmes. The media also play a big part in public opinion. What we read in the different newspapers or see on TV can cause governments to fall. A performer or sportsman can go from popular hero to being despised overnight at the whim of the press. They can be discredited by journalists who write

articles on their private lives and even if the stories are later proved to be unfounded the reputations of the victims have been so badly damaged they can never regain their previous popularity. I consider this to be immoral and unprofessional on the part of the journalists.

Speaking Test 3

If necessary, remind Ss of the Speaking Test format.

Part 1 (p. 50)

Ss work in pairs to ask and answer questions. Monitor, making sure that Ss answer as fully as possible.

(Ss' own answers)

Part 2 (p. 50)

- 1 a) Explain to Ss they will be expected to talk for about a minute in this stage. Ss work in groups of four. Two Ss discuss the pictures two assess according to the criteria on p. 33.

(See tapescript for Ex. 1b)

- b) Play the cassette/CD. Ss compare the pair's performance to that of their classmates.

Tapescript for Ex. 1b

Interlocutor: Now, in this part of the test you're going to do something together. Here are some photographs showing different aspects of travel. First I'd like you to look at pictures three and five and, together, talk about why these people may have chosen to travel in this way. You have about a minute for this, so don't worry if I interrupt you.

A: It's inconceivable to me why anyone would want to backpack. It's so uncomfortable and stressful. I'd much rather stay in a hotel.

B: Well, presumably the man in picture three has chosen to backpack because it's a cheap and easy way to travel, especially when you're young and don't mind a bit of discomfort. It's certainly a more adventurous way to travel than that shown in picture five. For a start, you're much freer to go where you like, when you like.

A: You have a point there. However, I imagine the people in picture five are travelling on business rather than for pleasure. They've probably chosen to travel by air because it's quicker and more

convenient.

Interlocutor: Thank you.

- 2 Explain to Ss they will be expected to talk for about three minutes in this stage. Ss work in the same groups of four to perform the task and to assess according to the criteria on p. 33. Make sure that Ss exchange roles, and different pairs speak and assess. Elicit comments on performance from Ss.

Suggested Answer

A: *It strikes me that the first picture shows a contradiction concerning our ideas on travelling. You can see the beautiful countryside with its lush thick forests and yet spoiling the scene is the road with the car polluting this area.*

B: *That's true. It seems that so many of our rural regions are being eaten up by new road networks and this can only harm the natural habitats of our plants and animals. This photo shows the dangers of development and so called progress on the environment. But as far as the article for the magazine is concerned, I think that this photo shows us that travelling to far distant places is now possible because of the new road systems being built. Without them, so many regions would be inaccessible to the majority of people.*

A: *Mmm, that's a good point. And the picture of the rubbish on the beach also illustrates the impact of tourism on the environment. With all the litter left in the sea, fish and other creatures are dying from lack of oxygen and some are in danger of becoming extinct. I suppose we could use these two pictures to emphasise the responsibilities that tourists have to preserve the natural environment.*

B: *We can't just blame the tourists, though. The article could refer to the responsibilities of the tourist resorts as well. They must provide facilities for tourists to dispose of their litter, or the tourists have no option but to leave it on the beach.*

A: *Now, I think photos 3 and 5 could be discussed together as they point out two very different ways of travelling. Photo 3 could illustrate the freedom of travel, inasmuch as, if all you have is a rucksack you don't have to have a fixed itinerary and can go to places off the beaten track. This photo shows travelling rather than tourism.*

B: Whereas photo 5 is about mass tourism and more organised travel. The article could talk about how package tours have revolutionised the travel industry. It could state that now everyone has the opportunity to go all over the world at a fraction of the cost compared to 30 or 40 years ago.

A: And apart from the cost, all the arrangements are made for you, so there is no stress involved in planning your holiday. At least you can be assured of the standard of accommodation in a package holiday, but you take a risk in booking hotels just from an advert in a newspaper. Now, I think pictures 4 and 6 are there to show us about adventure holidays. It's quite fashionable nowadays to have holidays which are not just on the beach but doing unusual sports or going to really out-of-the-way destinations. The photo of the people sailing could discuss how this type of holiday is a complete contrast to our everyday lives, and that this can be really rejuvenating for us.

B: We could also say how these holidays appeal to a certain type of tourist – one who needs to have new experiences, even if they involve rather primitive means of travel. That would be shown in picture 6. What other aspects of travel should we include in the article?

A: Perhaps we could write about travel for business or work. We don't just move around the world for pleasure, and businessmen make up a large percentage of travellers. And how about mentioning travel for physically challenged tourists?

B: Yes, until recently they would not have considered holidays abroad, but there are travel companies catering for people with special needs. In my opinion that should be mentioned in the article.

Part 3 (p. 51)

- 1 Explain that Student A will have to speak for about two minutes and Student B will have to comment for up to one minute on what Student A has said. Ss work in groups of four; two Ss perform the task and two Ss assess and keep time. Allow Ss a few minutes to discuss assessments before eliciting class feedback on performance.

Suggested Answers

Candidate A

Education in schools should encompass not only academic subjects but practical life skills as well. Social skills are an essential element of someone's success in life and these can be acquired from your home background. Here you learn the skills needed to live

in a community, where you cannot think only of yourself. But I believe that the school must reinforce what you get from home. Some schools don't place much emphasis on these skills ... they are just concerned with getting as many students to university as possible, in order to boost the school's reputation ... so students find themselves ill prepared for the practicalities of life. If you can't form good relationships with people, you won't fit easily into a working environment. The school can help you have good relations with your fellow students, and you can learn to work in groups on various projects. You are also taught team games like hockey and basketball, and you learn that only by cooperating with each other can you achieve success. This skill is necessary both in your dealings with people at work and in your private life.

About moral values, I feel that the family is chiefly responsible for instilling them in the young. However, some schools teach philosophy or comparative religion, and in these classes students discuss and question different people's beliefs and attitudes. This can help them form their own sense of morality. Being given the chance to hear other people's points of view can help someone reach their own conclusions on what moral stance they should adopt. And in a school you get the chance to meet people outside your own class or racial group, and again you gain knowledge and experiences from them.

I consider one of the main functions of a school is to educate children to get a good job. Schools are responsible for helping them get the right qualifications to go to university or to guide them to a suitable career. Teachers know what a student is capable of and can suggest a job that the pupil can succeed in. Too often parents give poor career advice, as they are loth to accept their children are limited academically, and encourage them to be doctors or lawyers when really being a plumber or electrician would be more suitable for them.

But students do need other skills to help them to cope with everyday living. More practical subjects like childcare or cooking or DIY could be introduced into the curriculum. Maybe having field trips, where the children acquire basic survival skills, could be added as well.

Candidate B

I accept what you are saying to a certain extent. Actually, I think it would be tricky to teach moral values, as teachers have different views on life and maybe some parents would object to their children being subjected to a particular teacher's political or

religious thoughts. The teacher could be put in a very difficult position if they were forced to defend their views. But I do agree with your ideas about career advice. It's essential for schools to assist students in finding a job. Perhaps the school could arrange for professionals to come and talk about their jobs, or organise visits to factories and offices to see working life at first hand. I know some schools have begun schemes in which the older students actually have to work in a company or institution for a few weeks, to familiarise themselves with a working environment. An excellent idea!

Candidates A & B

Remind Ss they should speak for up to a minute. Divide the class into three sections. Each section takes one question. Ss work in pairs to discuss their question. Monitor and help. Ask one pair from each section to perform the task. The class assess each pair's performance according to the criteria on p. 33.

Suggested Answers

- *A: Most parents want their children to go to university, and this puts them under pressure at school and causes so much stress. But I suppose I can understand why a parent would do this, as a university education can get you a decent job and later further your career. Most employers would give promotion to a graduate rather than someone with lesser qualifications even if he had more practical experience of the job.*
- B: And university also gives you the opportunity to meet other young people from a variety of social backgrounds. This gives students an insight into how others think, and it gives you another perspective on life. To me, though, the greatest benefit of a university education is the chance to spend three or four years studying under the best minds in their field. To be taught by academics who are at the top of their profession, or even Nobel Prize winners, is a privilege not to be missed.*
- *B: Although many people cite job satisfaction as being more important than good earnings, I have to admit that I believe that without a decent salary I wouldn't have the incentive to work hard and be as productive as I could be. If I feel that I am receiving a low wage while my boss is reaping the rewards of my efforts, then I would resent this and my productivity would be low. Everyone deserves to be paid according to their skills and qualifications.*

- A: Yes, but surely even with a high salary, you can't be productive if you aren't happy in your work and are frustrated. Feeling that you are not achieving anything or contributing to society could result in depression. No matter how much you earn, you won't have a contented life, either in the office or in your leisure time.*
- B: I can see your point, but I still maintain that people who are satisfied with their lifestyles are those who take home an adequate salary.*
- A: Let's agree to differ.*

- *A: These days prospective employers place emphasis on academic qualifications rather than experience. Often a young person who has postgraduate certificates will be given promotion in preference to an older worker who has been at the company for years.*
- B: I think it very much depends on the type of job or how much the employer is willing to pay. Some jobs demand specialisation, with training from academic institutions, while others need hands-on experience on the factory floor. And often older workers demand more money because of their years of service in the company.*
- A: In my opinion, employers should be looking for a combination of both qualities.*
- B: Right. A potential employee should have the necessary academic background, but also be able to show the employer that he has applied his theoretical knowledge in a practical situation.*

- 2 Follow the same procedure as for question 1. Make sure different Ss assess and keep time.

(Suggested Answer - See tapescript for Ex. 2)

- Play the cassette/CD. Ss listen and note answers to the questions. Check Ss' answers, and invite comments on the performance of the candidates in the recording.

Tapescript for Ex. 2

- Interlocutor:** Now, Thomas, it's your turn to be given a question. Here is your card, and a copy for you, Linda. Remember, Thomas, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right? Would you like to begin now?
- B:** Not everyone will agree with me, but I believe the media is one of the most powerful influences on behaviour in modern society, especially advertising. In my view, advertising doesn't just influence our choice in what we buy, but at the same time

tries to influence our lifestyles. It seems to me that the environment is saturated in advertising, especially if you live in a city or town, but wherever you live, if you have a television, you can't escape its influence.

This is not to discount the effect peer pressure has on us. When you're a teenager, peer group pressure has probably just as much, if not more effect on your behaviour. I think the reason for this is that, generally speaking, young people lack the maturity to be independent. They give in to peer pressure because they want to fit in and be part of the crowd. Kids who are different are often bullied and are usually lonely ... no-one wants that.

I think another major influence on most people is their environment, usually the environment they grew up in. It's well-known that children who grow up in deprived areas are more inclined to turn to a life of crime. This is partly due to a lack of recreational facilities. Young people often resort to vandalism and other forms of crime out of sheer boredom, although I think a certain amount of peer pressure comes into it, too. I also think that people who live in inner cities tend to be aggressive and unfriendly because they feel threatened by their environment and they behave that way as a form of defence.

To sum up, I think the media has the greatest influence on our behaviour because of the constant barrage of images and messages that are almost impossible to ignore. Wherever you live, you can't escape its influence and that makes it a bad influence in my book.

Interlocutor: Thank you. Is there anything you don't agree with?

A: I certainly agree that the media has a lot of influence over us, but I think the opinions of others influence people most. In my opinion, people worry too much about what other people think of them, and they often do things they don't want to do, or don't do things they want to do because they're afraid of offending their family and friends. I'm not saying we shouldn't consider other people's feelings, I'm just saying I think people should be more independent.

Interlocutor: Thank you.

- 3 Remind Ss they should speak for about a minute on each question. Ss work in pairs to discuss each question. Choose different pairs of Ss to perform each question. The rest of the class assess the pair's performance according to the criteria on p. 33.

Suggested Answers

- **A:** *Both advice and experience are valuable, but I don't think we can learn from advice alone, we need to make our own mistakes to truly learn our lessons.*
B: *I totally agree, our parents say it's for our own good when they tell us not to do things, but sometimes we have to experience something to realise that.*
- **A:** *I'd say I'm more influenced by my plans for the future. I'm studying to be a doctor so I have to be. I haven't made any serious mistakes yet that I can think of, but I hope that if and when I do, I'll learn from them and not let them get me down.*
B: *I don't really have any dreams for the future, but I don't think I'm exactly burdened with the past, either. Having said that, I do have a few regrets and I do dwell on past relationships more than I should, but not really on anything else.*
- **A:** *I don't believe work can change your personality. You choose a career because it suits your character and so working would help to develop your personality rather than altering it.*
B: *I am afraid I have to disagree with you, as work can make someone a different person altogether. If you are in danger of losing your job, you start to become more aggressive and maybe try to discredit someone to secure your own position. You become a less caring person.*
A: *Actually, that's something I hadn't thought of. And maybe you could develop a competitive streak to your character and become ambitious too. When you are at school you don't really understand what the real world is all about, and so these traits are alien to your character.*
- **A:** *I don't think your experiences as an adolescent necessarily have to affect you as an adult. If you're a strong person, you're can overcome bad experiences. However, there are some problems, like physical or mental abuse, that require professional help.*
B: *On the other hand, I think our teenage years give an indication of the type of adult we are going to be ... it's often at that stage in life that people go astray and turn to crime, for instance, or get in with the wrong crowd.*
- **A:** *While we know we should take more notice of experts, I think we are still influenced by what celebrities do or say, because they are our role*

models and we want to be glamorous and exciting like them, not like some stuffy old scientist in a lab somewhere.

B: Well, I don't think we should listen to the experts, either. They're always contradicting each other, so you don't know who to believe. I think the best thing to do is just please yourself.

Speaking Practice 4

Part 1 (p. 52)

- 1 a)** Explain the task and write the example on the board. Ask Ss to suggest questions, and point out how each question has two possible answers here. Encourage Ss to suggest how each answer could be expanded.

Suggested Answers

A: Do you usually do anything exciting during the holidays?

B: Not really. I like to see friends and enjoy my freedom, though I know people who go trekking in the mountains or white-water rafting.

A: Do you consider yourself to be a superstitious person?

B: Very much so. I never walk under ladders and always touch wood. I'm not as bad as some of my friends, though!

A: If you could, would you make any changes to your country?

B: One or two. I think I'd like to make some changes to the educational system, although that might be difficult. But I'd like there to be more educational opportunities.

A: Do you have any heroes?

B: None at all. I think you're always disillusioned in the end if you do, so I'm a bit wary of admiring people too much. After all, we're all only human.

- b)** Go through the example and the Test Tip with Ss. Ss work in pairs to perform the task. Select one pair to perform the task in front of the class while the other Ss assess how well they expand their answers.

(Ss' own answers)

- c)** Explain the task. Play the cassette/CD. Ask Ss to

suggest similarities and differences between the answers on cassette/CD and their own, focusing attention on the way the short answers are expanded.

Tapescript for Ex. 1c

A: Do you enjoy learning English?

B: It depends. Sometimes learning grammatical structures is a bit laborious, but I really like it when we study English texts or watch videos and get to see the language being used.

A: Do you usually do anything exciting during the holidays?

B: It depends. If there is time, and if I have the money, I go travelling or visiting relatives. Otherwise, I stay at home. Lately I've been studying so I haven't been anywhere for a while.

A: Do you consider yourself to be a superstitious person?

B: Not really. I'm not afraid of black cats or the number thirteen, for example. I do have a necklace which I wear for good luck sometimes but I don't really believe in these things as a rule.

B: If you could, would you make any changes to your country?

A: Very much so. There are a lot of problems, especially with unemployment, so I'd like to create more jobs, for a start. Then I would improve the education system so that everyone had the chance to have a good education.

B: Do you have any heroes?

A: One or two. I look up to people who have done their own thing and have paid no attention to their critics. People like Damien Hirst, the artist, for example. A lot of people have openly criticised his work but he believes in what he does and he doesn't let the opinions of others affect him.

Part 2 (p. 52)

- 1 a)** Ss look at the four photographs on page 52 and say what they show. Elicit suggestions for each gap. Play the cassette/CD twice and check answers. Ask Ss to write notes on the given points.

Answer Key

*Picture 1 **taken** – after forest fire
shows – devastating effects*

*Picture 2 **good example of** – man-made disaster*

Picture 3 **message** – man powerless over nature
Picture 4 **message** – everyone subject to forces of nature

- b) Go through Useful Language. Point out that these expressions can be used in combination with those on pages 34 and 47. In pairs, Ss perform the task. Select one pair to perform the task in front of the class while the other Ss assess their performance, using the Speaking Assessment checklist.
- 2 Ask Ss to say what the phrase “man controls nature” means. Go through the prompts and the Test Tip, dealing with any problems. Go through the Useful Language. Ss do the task in pairs. Select one pair to perform the task in front of the class while the others assess them as above.

Suggested Answer

- A: *I'm not quite sure what the first picture is trying to show. It's obviously man-made, but ...*
B: *I think they must be some kind of solar panels, but a lot of them together.*
A: *So it's trying to portray man's attempts to harness nature for his own purposes. I think it clearly supports the viewpoint that man is in control, making the most of what nature has to offer.*
B: *I agree, and I think the second picture, the one with the dam, shows the same thing.*
A: *Yes, both pictures show how we exploit the power of nature to create electricity. I would choose this picture as a good illustration of that - it shows that man's skills in construction and technology allow us to benefit from the power of nature.*
B: *The third and fourth pictures are not very effective at showing man's power over nature, though, are they?*
A: *No – they kind of depict the opposite.*
B: *I think these two pictures represent nature's revenge, in a way. The third picture, with the boat, is obviously man's attempt to conquer nature by using the seas for profit. But nature can be destructive, and here it's getting its own back by freezing the ship. The other picture, with the cars, seems to show the self-renewing qualities that nature has. It seems to be saying that, however much man controls nature, nature is the stronger of the two and will always win in the end.*
A: *Yes ... I think it shows that man is controlling nature, but he's managing it very badly. The last photo is interesting because it's the same as the first, in a way. Using the earth's energy to create electricity, but without really doing any damage. I*

mean, the dam in picture two does the same thing and probably produces a lot more energy, but they may have flooded whole communities to do this. At least with the first and the last picture, the effect on nature is kept to a minimum.

- B: *Yes, man can control nature up to a point – but nature is a law unto itself, and one day it will fight back if man doesn't treat it carefully.*
A: *I think we can rule out the picture of the quarry because it just shows the way man exploits the earth's natural resources. It doesn't indicate man's attempt to control natural forces.*
B: *Yes. That's true.*

Part 3 (p. 54)

- 1 a) Write the heading “Leisure Time Activities” on the board. Draw two columns, headed “Past” and “Present”. Invite Ss to suggest items for each column. Then select individual Ss to answer each question and ask other Ss for additional comments.

(Ss' own answers)

- b) Go through the comments and deal with any difficulties. Elicit further relevant points from the class on the subject of the effect of technology on entertainment. Allow Ss 4-5 minutes to discuss the comments in pairs. Then select individual Ss to perform the task in front of the class while the other Ss assess them.

Suggested Answer

I think technology has had a major part to play in entertainment nowadays, mainly in our choice of leisure activities. In the old days, before technology, people had to make their own amusement. This was beneficial in that they had to use their imagination much more. They also spent quite a lot of their time engaged in outdoor pursuits, which of course didn't use technology, and live entertainment naturally played an important role. They had fewer leisure facilities available to them, so they were forced to amuse themselves much more. As far as social activities are concerned ... I'm not sure about this, but I don't think there were so many events to attend as there are now – at least that's what older people are fond of telling us. Technology has brought with it significant changes in all these areas. First of all, there are so many electronic gadgets for our amusement. These vary from toys and games to portable music systems. The effect is the same, whatever gadget

you examine – it stifles our creativity by providing all the entertainment for us. The worst examples have to be the portable television or laptop DVD player. Using these takes away the need to think and the ability to create your own distractions. They might be very exciting, especially at first, but after a while, you realise that you are just engaged in some kind of passive activity. The worrying thing is the move towards this kind of entertainment and the extraordinary popularity of home entertainment in general. With the advent of television and video, and ever more advanced music systems, people tend to stay at home more, and when they do go out they expect the same quality of sound and appearance from a live performance as they get on their TV screens and music systems. If things continue the way they are going, then nobody will ever need to leave their homes again. For those people who do still look outside the home for their entertainment, technology has again dictated that most of the activities which are popular still take place indoors – whether it is in a huge multiplex cinema or some other entertainment centre. The fact remains that we rarely venture out of doors, and we only use a fraction of our imaginations. The main culprit in all of this is technology.

- 2 a) Go through the prompts and the Useful Language and deal with any difficulties. Select individual students to make comparisons.

Suggested Answer

When I have the time, I prefer reading a book or listening to music to playing computer games or doing sports, for example.

- b) Put the question on the board and elicit alternatives from the class. Ss do the task in pairs.

Suggested Answer

A: *While I have absolutely no problem with people watching television, there are certainly more stimulating ways of spending your free time. I would much rather read a book or play a board game while listening to music. Of course doing something a little more strenuous, like gardening, or doing some kind of sport is a lot healthier than staying indoors, and while I've never tried it myself, I imagine DIY is considerably more satisfying than watching television.*

B: *Well, actually I hardly ever watch TV ... only very rarely, if I'm not feeling well or if I'm too tired*

to go out somewhere. If I want to watch a film I like going to the cinema in preference to watching a video or something on TV. Otherwise I enjoy seeing friends and talking about various things. Sitting in a chair for hours on end, not speaking or communicating, but just watching, is much less interesting because it is so passive.

- 3 Go through the Topic Resource and deal with any problems. Elicit the different entertainment needs of people of various ages. Allow 2-3 minutes for Ss to complete the sentences. Select individual Ss to give their talk in front of the class. Time their monologues and ask the other members of the class to make comments.

Suggested Answer

Children tend to be more interested in undemanding pastimes, like playing with toys, partly because they are more easily amused and partly because they tend to have such vivid imaginations that they can create imaginary worlds and situations very easily and become completely absorbed in them. So playing with dolls or cars is much more elaborate than it looks to the casual observer. Children love special occasions, too, and a simple visit to the cinema or to the circus can be something very thrilling indeed.

When children reach adolescence, however, things change. The old games lose their charm, while going to the cinema or the circus loses its magic and becomes a mundane, everyday occasion. At this age, more challenging pursuits are preferred because adolescents have a lot of energy and need to keep busy. A lot of people of this age become very interested in sports or music – not just listening or watching, but actually taking part, joining sports teams or forming a rock group. Friends become a more important part of life, too ... apart from doing things like going to rock concerts or football games, teenagers consider just being with their friends to be entertainment enough – they spend hours sitting around talking and laughing with friends, rather than actually looking for more organised entertainment.

By the time people reach adulthood, many more things are happening in their lives. They are often very busy with their work, homes and families and rarely have time for everything they would like to do, so they tend to be a lot more selective in their choice of entertainment. When they are feeling tired after a day at work, they want to feel that the entertainment they choose will be worth sacrificing an evening's relaxation at home for. They will often prefer to meet

friends for a meal, or to go out to a film that has been recommended to them, for instance.

Elderly people, on the other hand, tend to enjoy a wider variety of entertainment. Contrary to popular belief, a lot of the elderly take advantage of the fact that their families are grown up and independent to travel and see the world and do all kinds of other exciting things they have been unable to do up till now, as well as enjoying quieter pursuits like gardening or reading.

- 4 Ss work in pairs to brainstorm and make brief notes. Select pairs to perform in front of the class while the other Ss assess them, using the criteria on p. 33.

Suggested Answers

- A: *I'm not convinced that, just because people have free time, their behaviour becomes destructive. It's something that you often hear said, but I have my doubts about it. Of course, there are people who will turn to vandalism, for example, if they have nothing better to do. But it's equally true to say that, even if we did provide them with better facilities, they would still behave badly – perhaps by destroying the very facilities that have been provided. So I think it's more of a personal thing – if they had a clear idea of what they were going to do, what their role was in society, they would be less tempted to misbehave.*

B: *I agree with you as far as personal goals are concerned, but I tend to think that there are other reasons as well. I don't think we should overlook the negative effect that a lack of facilities can have on young people, for example.*

- A: *I think that the future will bring more leisure opportunities. I predict more people working part-time, more people working from home and jobs being shared. All of this will give us more leisure time – whether we want it or not. I personally think that it's the duty of every government and every society to make provisions for this because otherwise the result will be a lot of social problems – especially if people are not making enough money to take advantage of the leisure facilities that are on offer.*

B: *I don't agree. I mean, they've been telling us this for years but if you look around you, the evidence points to the contrary, with people working longer hours and holding down two or even three jobs so that they can make ends meet.*

- A: *I'm not really in favour of banning things, as I think people should be given the freedom to choose for themselves. What I would like to see, however, is more control over the exposure that young people are given to some forms of entertainment. Reality shows, for example, can be quite influential and might have a very damaging effect on impressionable young minds. For that reason alone, I think they should only be shown late at night. At least we could be fairly sure that very young children would not be watching. I would apply the same rules to violent sports as well.*

B: *I think I would take it a step further and ban certain video games. I think they're far too violent and they encourage the normalisation of aggressive thoughts and behaviour. When you think of how young the children who play these games are, it is irresponsible of society to allow these products to be freely available on the market.*

Speaking Test 4

Remind Ss of exam format.

Part 1 (p. 56)

Ss work in pairs to ask and answer questions. Monitor, making sure that Ss answers fully.

(Ss' own answers)

Part 2 (p. 56)

- 1 Remind Ss that they will be expected to talk for about a minute in this stage. Ss work in groups of four. Two Ss discuss the pictures, two assess them, according to the criteria on p. 33, and keep time. Elicit comments on performance from Ss.

Suggested Answer

A: *I could be wrong, but I'd say picture four looks as though it's been taken on a beach. That must be a seabird there. It looks as if it's badly injured, or perhaps it's covered in oil.*

B: *Yes, you're right. There's obviously been an oil spill out at sea, or fairly near the coast, and the beach has been contaminated. All marine life must have been affected, too; oil spills have an appalling impact on the surrounding ocean and*

the coastline. I wonder where this is.

A: It could be anywhere. Nowhere is safe from accidents of this sort – even the Galapagos Islands were hit by an oil spill recently. Anywhere where there are oil tankers, that risk is going to exist. Picture six, though, is very different, isn't it? It can't be anything but a desert somewhere. Look at how dry the earth is.

B: I'm not sure that's necessarily the case. It looks to me as if it's been taken during a drought, possibly of a dried up river bed. It could be virtually anywhere, in that case. After all, global warming has meant droughts have become much more common. It could be a hot Mediterranean country, or just somebody's back garden!

- 2 a) Explain to Ss they will be expected to talk for about three minutes in this stage. Ss work in groups of four; two Ss discuss the pictures, while the other two assess them, according to the criteria on p. 33, and keep time. Elicit comments on performance from Ss.

(Suggested answer - See *tapescript for Ex. 2b*)

- b) Play the cassette/CD. Ss compare the pair's performance to that of their classmates.

Tapescript for Ex. 2b

Interlocutor: Now, I'd like you to look at all the pictures. I'd like you to imagine a television network is producing a programme about environmental disasters. The focus of the programme is man's uneasy relationship with nature and man's attempts to exploit nature. Talk together about the disasters shown. Then decide which picture best illustrates nature's power over mankind. You have about three minutes to talk about this.

A: The first photograph looks as though it must have been taken after, or during, a hurricane. And the third picture is a volcanic eruption. I think they're both good pictures for our purposes because they certainly seem to portray the idea that nature is extremely powerful. A volcanic eruption is like nature's equivalent of an atomic explosion in a way. Whereas I think picture two clearly shows that we've gone too far with our interference in nature and the possibility of a major nuclear disaster is a result of our pushing things too far.

B: I agree with you that the volcanic eruption is a great photograph because it's very dramatic. If you imagine a man on the side of the volcano, it puts things into perspective a bit more, doesn't it? It reminds us that there are some things in nature that we just have no control over. Nature

is a law unto itself. What about the other pictures? I don't think picture four is very effective.

A: No, nor do I. It shows the opposite, really – that man is more powerful than nature. Or at least as destructive as nature. I think five shows the same thing – that man has the power to destroy nature, rather than using it for his own needs and maintaining a balance.

B: Yes but this could be a natural fire. Maybe it wants to show that nature has had enough and is getting revenge.

A: Possibly, but I think the last picture does that better. It's a good picture because it shows a drought, either natural or caused by man in his attempt to exploit nature by altering the climate and modifying crops, and yet it shows something growing – as if to show the resilience of nature and its ability to regenerate itself.

B: So, which picture do you think shows nature's power over man? I think I prefer the volcano.

A: Me too. It makes you realise how insignificant we are. It also shows us that, however much we harness nature with solar power, wind energy and such things, nature will always have the upper hand.

Interlocutor: Thank you.

Part 3 (p. 57)

- 1 Explain that Student A will have to speak for about two minutes and Student B will have to comment for up to one minute on what Student A has said. Ss work in groups of four; two Ss perform the task and the other two Ss assess them and keep time. Allow Ss a few minutes to discuss assessments before eliciting class feedback on performance.

Suggested Answer

Candidate A

I think it's generally accepted nowadays that it is essential for everyone to have some leisure time, in contrast to the past when people were expected to work continuously without holidays. The reason for this is that it is now agreed that we need many more things from life in order to be as successful as possible in whatever we are doing, be it work or study or bringing up a family. First of all, human beings are sociable creatures and need to talk and exchange views with other people and to do various activities in company, rather than alone. Our free time is when we are able to meet people from other walks of life and find out about them; if we only ever met the people we worked or studied with, we would have a

very limited view of the world. Thus, leisure time is important in the socialisation process, since this is when we form our friendships and learn how to get on with people. Then, of course, leisure time is something to look forward to. People tend to work much harder if they can give themselves a reward at the end of a day's work. If there were no holidays or there was no opportunity for time off, then there would be no point in pushing yourself to finish a piece of work in order to feel that you deserved a visit to the cinema, for example, or a trip to an exotic place.

However, the main point is that if we don't have time off we are simply not very productive. If you try to study without a break, for example, you find that your brain becomes too tired to take things in. The same is true of any occupation, if it is done continuously without a break. Working people will become more and more tired and slow and start to make mistakes, mothers at home looking after children will become less patient and understanding, sportspeople will overstrain themselves and stop performing so well. Whatever area a person is involved in, a break in activity is essential. We need to refresh ourselves both physically and mentally and this is the opportunity that leisure time provides. It gives us the chance to think about something new, and to come back to our ordinary activities recharged with energy.

Candidate B

I'd tend to agree with that, I think. I'd just like to say that a whole industry has grown up around the provision of activities for people's leisure time, and free time is no longer the simple thing it was. You are expected to do something with it, not just sit around reading the newspaper! It means that you need to spend a lot more money than used to be the case, too; gyms or sports and health clubs are expensive and so is going out to the cinema or theatre on a regular basis. In the same way, people are becoming competitive about where they are going to go on holiday. It's no longer good enough to spend a few days in the country, you are expected to travel to some exotic destination, which is expensive of course, but not only that, it is also very tiring, so leisure time in the end does not give you that sense of refreshment you wanted.

Candidates A & B

- Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with another pair of Ss for the rest of the questions. The rest of the class

assess each pair's performance.

Suggested Answer

- A: *Personally speaking, I never have time to get bored. I've got far too much to do and I'd welcome the opportunity to spend some time doing nothing, so I suppose you could say keeping myself busy is my way of coping with boredom.*

B: *I, on the other hand, have a problem keeping myself occupied. I'm afraid I'm very easily bored and can't seem to find things to do that interest me. I've never been a sporty person and I don't really have any hobbies, so I get very bored if I'm by myself for long periods of time. I generally need the company of others to keep me occupied.*

- A: *I think it would be fairer to say that most people worry about not having enough free time. Most people work so hard these days, in their jobs and studying, they hardly have any time for themselves. I know, I'm one of them.*

B: *I'm sure there are a lot of people like you; however, some people really do worry about not making the most of their free time. For example, they feel guilty if they sit at home and watch television every evening instead of doing something more active, or visiting their relatives. I feel like that myself sometimes.*

- A: *I think it's in the interests of the government to provide affordable, if not free, leisure facilities for its citizens, because if people are to be productive and competitive in the workplace they have to be able to relax from time to time.*

B: *I agree that free time is important, but I'm not sure I agree that the government should be responsible for providing free leisure facilities. Rather I think that employers should be responsible for providing recreational facilities, as I believe they do in Japan. In fact, some people would argue that leisure facilities are a luxury and not a necessity.*

2 Follow the same procedure as for question 1 above.

(Suggested answer - See tapescript for Part 3 Ex. 2)

- Play the cassette/CD. Ss assess the pair's performance and compare it to their own.

Tapescript for Ex. 2

Interlocutor: In this part of the test I'd like you each to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards. Marianna, I'm going to show you a card. There is a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to. So, here is your card, Marianna, and here is a copy for you to look at, Aris. Don't forget, Marianna, you have about two minutes to talk before we join in. Would you like to start?

Marianna: I suppose there are some forms of entertainment which are common to all age groups and social groups, like watching sports such as football and basketball, but I do believe that entertainment can vary according to individual circumstances. For example, entertainment for families usually concentrates on keeping the children happy. This often means that the families have day trips to theme parks or zoos – you don't often see middle-aged couples without children at zoos. Also, I think parents are keen for their children to keep healthy or educate themselves, so they go to the swimming pool or museums, especially those which are oriented towards younger people. But, of course, age influences the choice of pastime, too. Teenagers mostly enjoy being with their friends, at each others' houses, listening to music or just talking about their problems, whereas those in their twenties and thirties have more money to spend on entertainment and tend to go to restaurants, theatres and clubs. If they are unmarried or childless, they can spend a large proportion of their income on entertainment, and this is reflected in their choice of venue. On the other hand, families tend to look for cheaper forms of leisure, such as facilities provided by their local councils – maybe a school holiday play scheme organised in their the town park. But when people retire they have fewer financial commitments, so they again can afford to spend a large proportion of their pension on their free time activities. Now there are travel companies entirely devoted to organising trips for senior citizens, and this is known to be a growing area in the travel industry. They often want to travel to places they were unable to when they had family obligations, and they can travel at all times of the year, not just the peak summer season favoured by families. However, I do associate hobbies centred at home with the elderly. Interests like gardening and DIY are popular, as well as charity work, maybe connected to a church. Not only do older people like to do this, but it is also a way of meeting people, which is important after retirement

from the busy working environment. I suppose the common activity with all age groups is sport, although the choice will vary according to age. Senior citizens favour gentler activities, for example bowls or walking, whereas teenagers have the energy to play team games for hours or do sports requiring a degree of risk, such as skateboarding. Generally, working people look on sport as a means to keep fit so they can cope with the stresses of their careers. They may attend a gym, or play something like tennis or squash which means they can expend a lot of calories quickly, as time is an issue in their busy working lives.

Interlocutor: Thank you. Is there anything you'd like to add, Aris?

Aris: I agree with much of what you have said, but you have concentrated on entertainment for people living in cities, Marianna. In the country it's different. Rarely do people have much time for entertainment, or indeed the facilities provided in towns. There is no need to have gyms, as people become fit working on the land and generally the outdoor life keeps them healthy. Maybe the men, both young and old, go hunting or fishing as a means of relaxation, but actual time spent on hobbies, as we in the city know them, is rare. It's the same for the women. But in villages they still organise traditional celebrations and feast days when all the villagers, both young and old, join in the festivities. I think that's the main difference with the towns. Leisure activities are not so separated by age considerations.

Interlocutor: Thank you.

Candidates A & B

- Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with another pair of Ss for the rest of the questions. The rest of the class assess each pair's performance.

Suggested Answers

- *A: If we're talking about television, then I suppose my idea of quality entertainment is something that makes me laugh – something that entertains me, basically. It has to have a good script, an interesting storyline and talented actors. If it's comedy, then it has to be funny. The same applies to films, although I think I'm probably a bit more demanding when it comes to the cinema; the camerawork has to be good, too, and it has to leave me with some lasting impression. I feel that I have paid to get in and made a selection from many different films, so in a sense I want value for*

money.

B: For me, quality entertainment means something that I can enjoy and learn from at the same time, something that makes me think. I'm afraid I don't consider television to be quality entertainment ... I was thinking more along the lines of art and music. I'd consider that to be something like a new interpretation of a well-known play, for example. Going to the theatre is something that I enjoy, but at the same time I would be seeing a fresh angle on it. Or a good rock concert, featuring musicians that I admire, would be really good entertainment for me, especially if I went with a group of like-minded friends and we could talk about it afterwards.

- *A: It seems to me that there's a lot of rubbish on TV nowadays, and I assume the reason for that is because people are watching it. If that's the case, then I certainly think people should be a lot more selective in their choice of viewing. But I think a lot of people just have the TV on for background noise, and they're not really watching it at all, or they just switch it on to entertain their kids while they're busy, which would explain why a lot of rubbish TV has high viewing figures.*

B: I'm sorry, but I think some people make far too much fuss about the amount of TV other people watch. I don't see what harm it does, and as for most shows being rubbish ... well, you said so yourself, it's what people want. We can't force them to watch the kinds of programmes we think they should watch. And if a show is rubbish then you can easily switch it off ... you don't have to watch it ... by doing that you are being selective in your viewing.

- *A: As far as I'm concerned, art and entertainment have always been the same thing. You can look at almost anything form of entertainment and say that for some people this is high art, and for others it's just an enjoyable evening's entertainment. Take something like opera, for example. Some people know a lot about the music and the different styles of singing, and that is what they are interested in when they go to an opera ... and others know absolutely nothing about the quality of the music or the singing, but enjoy the occasion, the colours and the melodies.*

B: Well, yes ... but art and entertainment have been separated in people's minds for such a

long time, that while what you say may be true in theory, in practice there are a lot of people who would never go to ... an opera, for example, precisely because of the popular conception of it as only for the experts ... while in fact, most operas were written to be enjoyed by the whole population. That is where film versions of books and plays, like Shakespeare's plays, for example, are so useful, because they make it clear that just because something is considered to be a work of art, it doesn't mean it can't be entertaining, too.

- 3 Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with another pair of Ss for the rest of the questions. The rest of the class assess the pair's performance.

Suggested Answer

Candidates A & B

- *A: I'm not convinced that, just because people have free time, they turn to destructive behaviour. It's something that you often hear said but I have my doubts about it. Of course, there are people who will turn to vandalism, for example, if they have nothing better to do. But it's equally true to say that, even if we did provide them with better facilities, they would still behave badly, perhaps by destroying the very facilities that have been provided. So I think it's more of a personal thing – if they had a clear idea of what they were going to do, what their role was in society, they would be less tempted to misbehave.*

B: I agree with you as far as personal goals are concerned, but I tend to think that there are other reasons as well. I don't think we should overlook the negative effect that a lack of amenities can have on young people, for example.

- *A: Well, obviously entertainment in the future is going to become more technology-based and therefore more sophisticated. Televisions and music systems, for example, are becoming smaller while incorporating more features. I also think that virtual reality games will become more popular, together with interactive TV.*

B: I agree that technology will change entertainment in the future, but I also think that extreme sports will become more popular, too, and even more extreme, as people rebel against the domination of technology.

- A: Programmes like documentaries and science-oriented 'discovery' shows can be both educational and entertaining – for some people, at least. And look at the popularity of TV quiz shows – that certainly shows that entertainment can be educational, doesn't it?
- B: Yes, I don't disagree ... but to me, the important issue is not how we can make entertainment educational, but how we can make education, as in school lessons, more entertaining. After all, learning is much more effective if the learner is really interested in the lesson.

Speaking Practice 5

Part 1 (p. 58)

- 1 a) Go through the Test Tip. Brainstorm the questions with Ss and write vocabulary on the board as it comes up.
(Ss' own answers)
- b) In pairs, Ss ask and answer the questions. Monitor their answers.
(Ss' own answers)

Part 2 (p. 58)

- 1 Go through the Useful Language. Explain that these phrases are used when Ss are not sure about the content of a photograph. Go through the Topic Resource, explaining any problems. Ss use the phrases and vocabulary given to answer the question related to the two photographs.
Suggested Answer
A: I would imagine the man in the first picture is something to do with the armed forces. He looks as if he might be someone fairly important, too – perhaps the commander of a unit, or certainly someone who is used to exerting authority over other people.
B: Hmm ... he'd have absolute authority over all the soldiers under his command, wouldn't he? And, in fact, any civilians who were in a military area for some reason as well. It's quite a difficult kind of authority to wield successfully, and some people don't like to be told what to do all the time. I would think someone in his position would have

to have a kind of natural authority, as well as a good deal of tact, so that the soldiers he commands don't resent being obliged to do what they are told, but do it willingly.

- A: I can't say for certain, but it makes sense. How about the man in the second photo? My guess is he's a managing director, judging by the way he's positioned at the head of the table. So those other people in the picture are probably quite important personnel, too.
- B: Yes ... if he is the director, then I reckon they're probably managers or department heads, because people in his position don't deal directly with employees below that level.

- 2 a) Explain the task. Present the list of responsibilities and explain any difficulties. Elicit from Ss who the people in the photographs might be and what they might have to do in the line of duty.

Suggested Answers

<i>maintain discipline</i>	1, 2, 3
<i>set an example</i>	2, 3, 4, 5, 6
<i>monitor progress</i>	1, 2, 3
<i>instil moral values</i>	2, 6
<i>make trade agreements</i>	4, 5, 6
<i>keep up morale</i>	1, 3, 4, 5, 6
<i>co-ordinate activities</i>	1, 2, 3, 5
<i>delegate responsibilities</i>	3, 4, 5, 6
<i>keep the peace</i>	3, 5
<i>impose rules</i>	1, 2, 3, 5, 6
<i>represent people</i>	4, 5, 6
<i>reprimand subordinates</i>	1, 2, 3, 5
<i>supervise subordinates</i>	3, 5, 6
<i>give guidance/support</i>	1, 2, 3, 5, 6

- b) Ss use the phrases to talk about the authority and responsibilities held by the people in the photographs.

Suggested Answers

A: Judging by the setting in picture one, I'd say this is a ski instructor who is obviously giving the child its first skiing lesson. That's a job with a lot of responsibility, because a ski slope can be a dangerous place.

B: Yes, and you'd probably feel more responsibility if you were instructing children, too. You'd need to make sure that they would obey you and do exactly as they were told, otherwise they might put themselves and others in danger. What about picture two? The teacher seems to be encouraging her pupils.

A: That's certainly one of her responsibilities, but it's also a teacher's job to maintain discipline and monitor her pupils' progress. What about the man in picture three? He looks like some kind of military leader to me.

B: Yeah ... he looks pretty intimidating, too – I wouldn't like to be under his command, although, to be fair, it's his job to maintain discipline, too.

A: Not only that – he has to keep up the morale of his troops and set a good example. It's a very demanding role. In fact, being a military leader must be a lot more stressful than being a monarch, I'd say.

B: Well, the woman in picture four is obviously a queen. But I don't think her job is any less stressful – I mean, she has to set an example to her subjects and the rest of the royal family, doesn't she? And she represents her nation whenever she goes abroad. What about the man in picture five? I haven't a clue who he is, but my guess is he's a politician.

A: Oh, that's Nelson Mandela. He was the President of South Africa. Of course he's not as powerful as the President of the USA, but he has different problems. I'd say his biggest responsibility is keeping the peace. And I'm sure that's the Pope in picture six, although I'm not really clear on what his responsibilities are, are you?

B: Well, he's a religious leader, so I suppose his main responsibility is to instil values through his teachings and to lead by example – in other words, through his own behaviour. I imagine he has authority over other church leaders and also he has a duty to give guidance to the followers of his faith.

- 3 a)** Go through the disadvantages and advantages in the exercise and elicit possible answers for each gap. Play the cassette/CD. Check Ss' answers. Elicit answers for the final question.

(See tapescript for Ex. 3a)

Answer Key

- | | |
|-----------------------|------------------------|
| 1 huge responsibility | 5 sense of achievement |
| 2 adversely affects | 6 for the good |
| 3 the public eye | 7 power and prestige |
| 4 Privacy | 8 go down in history |

The speaker is a head of state/president/prime minister.

- b)** Go through the Useful Language. Remind Ss to look back at the vocabulary and phrases on the previous two pages. Ss discuss the advantages and disadvantages in pairs. Select one pair to perform their exchange in front of the class. Invite the other Ss to comment on their performance.

Suggested Answer

A: Well, one of the problems of being a world leader is that you're sometimes called upon to make decisions that will adversely affect the lives of a lot of people. It's a huge responsibility.

B: Being in that position also means you have very little privacy and you're constantly in the public eye, which can put a great strain on your personal life. But the worst thing must be living in fear of your life, or your family's life. A lot of famous people have had family members kidnapped and held to ransom, haven't they?

A: Yes, but there must be advantages to being a world leader, too, otherwise people wouldn't do it, would they? I mean, for one thing, you're famous, and for another, whether you're good or bad, your name will almost certainly go down in history.

B: That's all true, but I don't think it's fair to say all world leaders are only interested in money and power. Some of the greatest leaders the world has ever known truly cared for their people and wanted to help them, and some of them succeeded in changing their countries – and even the world – for the better.

- 4 a)** Go through the list of qualities and the Useful Language with Ss. Explain that the language in the box can be used to help them arrive at a decision. Refer Ss to the Test Tip. Ss discuss their choices before arriving at a decision.

(Suggested answer - See tapescript for Ex. 4b)

- b) Explain that Ss will hear two candidates discussing the same task. Encourage Ss to follow the process of reaching a decision. Play the cassette/CD and elicit the two qualities. Ask Ss for their reactions, encouraging them to justify their choices if they disagree.

Tapescript for Ex. 4b

- A: In my view, the most important quality of all in a leader is honesty. After all, people need to be able to respect their leaders and to be sure that they are telling them the truth. A leader must be incorruptible, too. Far too many leaders take advantage of their positions to feather their own nests, so it's important to know that your leader is above corruption.
- B: Maybe, but don't you think that dedication is more important? A person who aspires to lead must take responsibility for the people who follow him before anything else, so he's going to have very little time for his private life. It's unfortunate for him, I suppose, but being dedicated is essential in a good leader.
- A: Yes, I suppose you're right, though I would still consider honesty to be the most important characteristic. Anyway, what it comes down to is that we agree that honesty and integrity are the most important qualities.
- B: Yes, though not about which of those two is the most important.

Answer Key

The speakers decided that integrity and common sense were the most important qualities for a good leader to have.

Part 3 (p. 61)

- 1 a) Read the question and brainstorm answers with Ss. Write relevant vocabulary on the board. Allow 3-4 minutes for Ss to make notes. Choose individual Ss to give their talk in front of the class while the other Ss assess their performance.
- (Suggested answer - See tapescript for Ex. 1b)
- b) Play the cassette/CD. Ss complete task. Check answers.

Expressions to tick are in bold in the tapescript.

Tapescript for Ex. 1b

Candidate A: I'd have to say that in my country, anyway, **the biggest change has been in the area of alternative medicine. We are seeing a gradual turn away from** conventional forms of treatment and mass produced pharmaceuticals in favour of natural remedies, like herbal medicines or aromatherapy, as people are beginning to recognise the benefits of a more holistic approach to healing. We've also witnessed a revival of eastern methods of healing as people lose confidence in doctors and traditional health care methods, preferring to consult acupuncturists or homeopaths even for quite serious ailments. **I think the main reason for this is** that, due to a lack of government funding in the health service, a lot of patients aren't getting the treatment they deserve. **This in turn has led to** those who can afford it investing in private health care plans with the result that increasingly fewer beds are becoming available for non-private patients. There is a practice in my country whereby patients who can pay are given priority, which results in making the waiting list longer for those patients who cannot.

Another thing that strikes me is that, while we appear to be making great strides in the field of genetics, for example, we still have no cure for common killers such as cancer and AIDS and only one or two effective remedies for malaria. **It seems to me** that a lot more effort is going into more glamorous forms of research, such as cloning and biometrics, at the expense of more mundane diseases because scientists are far more interested in being famous than curing people. **I think it's fair to say that** a lot of recent breakthroughs, such as genetic testing for diseases and the possibility of cloning new body parts, are not intended to benefit ordinary people.

To sum up, I'd say that, while it may appear that the quality of health care is improving, in actual fact, it's only the privileged few who are going to reap the benefits of current and future developments.

- c) Play the cassette/CD again. Ask Ss to comment on how the points are developed and how the talk is concluded.

(See tapescript – Reasons and examples given are underlined)

The speaker concludes by stating his opinion and making a prediction about the future.

- 2 a) Go through the Topic Resource and encourage Ss to use this vocabulary in their notes. Allow Ss 3-4 minutes to make notes.
- b) Ss work in pairs. Student A talks while Student B listens. Afterwards, the partner should speak for up to a minute, saying whether or not he/she agrees with the points made and adding further points of his/her own.

Suggested Answer

Candidate A

In my country, attitudes to physical beauty are changing to such an extent that people, especially women, are becoming obsessed with their looks. For one thing, it's become unthinkable for young people to wear anything but the latest fashion if they want to fit in. Increasingly, people are being judged by their appearance. The problem is, that most high-fashion items are only designed to fit extremely thin women or adolescent girls. Anyone with a fuller figure is forced to wear dowdy and outdated outfits. I find it impossible to find fashionable clothes to fit me.

In my view, the fashion and entertainment industry are to blame for making people discontented with their body image. Fashion models are painfully thin and project an image of perfection that few people can achieve without plastic surgery, which is becoming increasingly popular among even ordinary people. It's got that people are almost ashamed to grow old. People are getting the message that only the very young and the very thin are beautiful.

This in turn has led to a lot of young women, and men, developing eating disorders as a result of following faddy diets which are never healthy and rarely lead to long-term weight loss. The food industry has also jumped on the bandwagon by introducing a whole range of low-fat and sugar-free foods which claim to be healthy alternatives, but this is not necessarily the case. On the other hand, you could say that becoming more aware of our body image is a good thing. It has led to a lot of people adopting healthier diets and lifestyles. Increasingly people are turning to additive-free and organic foods and exercising more regularly.

All in all, I'd have to say the increased emphasis on body image is not altogether a bad thing, as long as people are sensible and don't go to extremes. I also think it is as well to remember that what's on the inside is far more important than what's on the outside.

Candidate B

Yes, I'd go along with the point (Candidate A) made, that becoming more aware of how we look often leads to a much healthier diet and lifestyle, although people do tend to go to extremes. There is also the problem that some people will want instant results, so don't change their habits permanently but go on crash diets or take slimming medicines, which can be very harmful for the health in the long run. I'm also not sure whether this tendency isn't being encouraged by advertisers who just want their clients to sell more sports equipment or diet foods or whatever. I think I'd say we're probably taking things a bit far, and on the whole not really achieving that slim, healthy look we're all after. It's difficult not to be impressed by physical beauty, though, and that's something that's always been true. I don't think modern society is any different from any other society in history in that respect.

- 3 Go through the questions. Elicit various ideas from Ss and write them on the board. In pairs, Ss discuss the questions.

Suggested Answers

- A: *I think it's fair to say that, without advances in technology, most, if not all of the recent breakthroughs we've seen in medicine and science would not have been possible.*
 B: *Well, it's true that it's given us genetic testing which can tell us whether we've inherited a disease, so that we can be given treatment to prevent it becoming serious.*
 A: *And I read somewhere that robot surgeons are far more accurate than human surgeons, and that there's less risk of infection after the operation. There is a downside to it, though, isn't there? Sometimes I wonder if it's done more harm than good. I mean, sitting in front of a computer all day isn't exactly good for you, is it? It can cause eye strain and repetitive strain injuries, among other things.*
 B: *And that's nothing in comparison to nuclear radiation and the devastating effects of nuclear weapons. They're even saying now you can get brain cancer from mobile phones!*
- A: *I'd have to say one of the greatest challenges people face today is finding a job and keeping it.*
 B: *I think I'd have to agree with you there. I also think that staying married for life is a very big challenge in the world we live in. People don't seem to stay together any more – it's so easy just to walk away, when things get tough, and get a divorce.*

A: *I also think bringing up children today is harder than it ever was. There's so much pressure on them to fit in and to succeed.*

B: *Not only that, they can be very demanding. There are so many things they want, it's hard not to spoil them. I think that's a challenge in itself.*

- A: *In my experience, people not only don't value kindness, honesty and loyalty, they're actually contemptuous of people who display them.*

B: *I don't agree, I think most people still value those qualities, although there aren't many people who have them. Of course I realise there are those who think that being successful is more important than anything else and judge others accordingly.*

A: *I'm sure there are people who respect those values, but I've met far too many people who think position and rank are the only things that matter. They'll do anything to get them and only want to associate with people who have them.*

B: *Well, I feel sorry for them. They should realise that those things you mentioned can easily be taken away, and then you're left with nothing, because it's personality that counts in the end, not looks or possessions.*

someone who has a great deal of authority since the people around are listening very attentively. He could be an important politician, I suppose.

B: *Yes – in fact, I think he must be a head of state, in which case he's likely to exert enormous authority over almost everyone around him. He'll have control of a large personal and administrative staff as well as his own political party.*

A: *Yes, but it works both ways, doesn't it? He has to do what the people who elected him want him to do, or he won't be re-elected. So he has authority over them, because he makes government decisions, but at the same time they have authority over him because they elect him!*

B: *Yes, I see your point. What about picture two, though? There doesn't seem to be such a clear division of authority here. It looks like a business situation to me, and the man sitting down in the middle could be a manager, while the people standing around him look like his subordinates. What do you think?*

A: *Yes, I think you're probably right. I'm sure he has a great deal of authority over them, but he'll have to be careful about how he exerts it if he wants them to be cooperative.*

b) Explain the task. Play the cassette/CD. Elicit answers from Ss.

Tapescript for Ex. 1b

Interlocutor: Now, in this part of the test you're going to do something together. Here are some photographs which show different aspects of leadership. First, I'd like you to look at pictures 1 and 2 and, together, talk about who they have authority over. You have about a minute for this, so don't worry if I interrupt you.

A: *I could be wrong, but I think the man in the first picture is Bill Clinton, former President of the United States. He looks like he's making a speech.*

B: *I'm afraid I don't recognise him, but judging by the setting, I imagine he's a political leader of some sort, so we can safely say he has authority over the government and probably over the military as well as the nation he represents.*

A: *I totally agree. What about picture 2? It's been taken in an office, and there's a guy at a desk with three people standing around him. He looks like a manager of some sort. The woman on his right might be his secretary, don't you think?*

B: *I wouldn't necessarily say he's a manager – I think the setting is too informal. He looks like he's dis-*

Speaking Test 5

Remind Ss of the exam format.

Part 1 (p. 62)

Ss work in pairs to ask and answer questions. Monitor, making sure that Ss answer as fully as possible.

(Ss' own answer)

Part 2 (p. 62)

- a) Explain the task. Ss discuss the questions in pairs. Ask two Ss to act out their dialogue in front of the class, who assess them according to the criteria on p. 33. Discuss assessments with Ss.

Suggested Answer

A: *Well, shall we start with picture one? I could be wrong, but I think the man in the first picture seems to be making a speech. He's obviously*

cussing something with his colleagues, so my guess is he's a department head or a team leader. In that case, I imagine he has authority over other employees who are also professional people like himself.

Interlocutor: Thank you.

Answer Key

Candidate A is the weaker student because he fails to answer the question satisfactorily. He falls back on describing the photograph rather than speculating or discussing possibilities, and relies on his partner to speculate and make suggestions.

(Suggested improvements)

He should make a comment or observation himself, and only then invite his partner to respond. If he doesn't know the answer to a question, he should speculate about possibilities and not worry about whether he is correct or not, as this is not the purpose of the test. He should not describe the picture in detail, but should only refer to it to support his arguments. He should practise discussing photographs in terms of the topics and issues they represent, rather than describing them in detail. Above all, he should listen more carefully to the question/task ("talk about who they have authority over").

- 2 Explain the task. Ask two Ss to do the task in front of the class, who assess them according to the criteria on p. 33. Discuss assessments with Ss.

Suggested Answer

A: I think a manager should display all the qualities of leadership. He should know how to maintain discipline and keep up morale, for example.

B: Yes ... and, above all, he should be able to delegate responsibilities, so that he leaves himself free to take executive decisions. I don't think, for instance, picture two would be very good for the prospectus – on the grounds that the man in the middle doesn't seem to be exerting enough authority over the others. It would be hard to maintain discipline with such a relaxed approach. I mean, he might be dedicated but inefficient.

A: I don't agree. I think picture two is a good one to include, simply because it shows a more modern approach to management. Successful managers these days concentrate on giving guidance and support, rather than telling people what to do and reprimanding them if they break the rules. They operate by setting an example. I think that's a good thing.

B: OK. You could be right – but what about the other picture for the prospectus? I think picture one would be good.

A: Yes, maybe. But it goes back to what I was saying – it's the old-fashioned style of management. Wouldn't you prefer picture three?

B: Well, picture three does show some kind of inspiration I suppose. I just think it's too sports orientated for a business course.

A: I don't think that matters. I think it's harmful to give managers too much power and prestige. I think problems are best dealt with by talking them through with common sense and a bit of compassion. We haven't talked about picture four. Do I take it you don't think it's appropriate?

B: Not really. I mean it's very cute but I don't think it's what we need. This kind of leadership is just natural maternal instinct.

A: No. I don't like it either – at least, not for a college prospectus. So we're left with a choice between one, two and three. Which one shall we eliminate?

B: I'll go along with you. We should drop Clinton and keep two and three. Now that I think about it, picture one is a bit dictatorial – he looks as if he's telling people what they have to do – giving orders, rather than giving guidance.

A: Whereas pictures two and three are perhaps more appealing for young people who are thinking of becoming managers.

Part 3 (p. 63)

- 1 Remind Ss that Student A will have to speak for about two minutes and Student B will have to comment for up to one minute on what Student A has said. Ss work in groups of four. Two Ss perform task and two Ss assess and keep time. Allow Ss a few minutes to discuss assessments before eliciting feedback on performance.

(See tapescript for Ex. 1)

Tapescript for Ex. 1

Interlocutor: In this part of the test I'd like you each to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards. Felix, I'm going to show you a card. There is a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to. So, here is your card Felix, and here is a copy for you to look at, Isabelle. Don't forget Felix, you have about two minutes to talk before we join in. Would you like to start?

Felix: It seems apparent to me that that attitudes to health have been transformed over the last decade or two and indeed this change is continuing. First of all, as regards exercise, almost everyone now has come to realise the value of pursuing some kind of physical activity on a regular basis. This is all the more necessary because so many of us lead a fairly sedentary life nowadays, and exercise doesn't actually constitute an integral part of our daily working routine, as it might have done in the past before the days of widespread computer use and mass car ownership. A result of this is that a large proportion of the adult population subscribe to local fitness clubs, where they have the opportunity to participate in classes, aerobics or yoga, for example, play a sport or simply work out individually on the various exercise machines available there.

Another aspect of this change is our attitude to food. On the one hand the food we eat nowadays may be more unhealthy than ever before, or maybe it is just that people are more aware of the potential harm that the additives used by the food industry and in agriculture to increase production can cause to us. I'm talking about preservatives, hormones, fertilisers, pesticides and so on. And now there's the added threat of genetically modified crops finding their way into our food, and the uncertainty of what effects they might have on us in the long term. On the other hand, and maybe due to these perceived dangers, more and more of us are making an effort to improve the quality of the food we eat and feed to our families. There's a growing market for health foods and organically grown vegetables, for example, even though they tend to be expensive. But where health is at stake, many of us are prepared to pay that little bit extra.

As for medicine, there seems to be an increasing dissatisfaction with Western medical science. Though no-one can deny the prodigious advances that have been made, enabling us, for example, to cure certain diseases that used to be life-threatening quite easily with drugs. I think there is a feeling nowadays that we have become over-reliant on short-term chemical solutions, and that in the end we are poisoning our bodies without really effecting a long-term cure. This is where alternative medicine comes in: homeopathy, for instance, with its holistic approach to treatment, is gaining widespread popularity. Also people are looking to the East, to oriental methods such as acupuncture as a drug-free alternative to treating pain and other symptoms.

Interlocutor: Thank you. Is there anything you'd like to add to that, Isabelle?

Isabelle: Yes. I'd like to say that I entirely agree with

what Felix said, and to add that the craze he mentioned for going to fitness clubs has actually led to a booming business in that area, and the ensuing competition between high street gyms has meant even greater accessibility – some of them staying open during the night to cater for busy professionals. However, I'd also like to point out that life nowadays, for some people, is often so hectic that they simply don't have the time to get to a gym or sports club, however much they'd like to. Likewise, many of us end up eating junk food, packaged meals and takeaways, not because we are unaware of the benefits of more healthy nutrition, but because of the lack of time to prepare it.

Interlocutor: Thank you.

Candidates A & B

- Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pairs of Ss for the rest of the questions. The rest of the class assess the pairs' performances.
- *A: To be honest, it's not something I think about very much. I eat more or less what I like and I don't worry very much about whether it's good for me or not. I do eat junk food, but not too much and I suppose that I do get plenty of exercise. I try to be relaxed about my health and take things as they come, which I think is the best thing really, otherwise you become obsessed with your health and start to worry about whether what you are doing is going to harm you in some way.*
B: That may be true, but don't you think that nowadays, with all the toxic substances in the air and in the pesticides used to spray crops with, that we should pay a bit more attention to protecting ourselves? I'm very careful about what I eat, for example, and never buy prepared food or eat junk food. If at all possible, I only buy organically grown products. I don't smoke, either, and try to avoid smoky areas; smoking can cause all kinds of health problems.
- *A: I suppose people take risks with their health, like smoking or eating junk food, because they don't really believe anything is going to happen to them, they think it's only other people who get sick and die, never them. Or maybe they just don't realise the damage they're doing to their bodies, or they tell themselves they'll stop smoking or they'll start taking more exercise, but they never do.*
B: I'm sure that's true in some cases, but I think a lot of people just don't care about their health. I

can understand that and even admire it in a way. I know someone like that and he says what's the point of worrying? You've got to die of something so you may as well enjoy yourself while you can. Nowadays it seems like everything is bad for you – if you listened to all the experts you'd never do anything, would you? Basically, I think some people just don't like being told what to do, so they do the opposite.

- A: Absolutely. I truly believe free health care is a basic human right and everyone should have access to it.
- B: I'm sorry, but I think there's more to it than that. There's no such thing as free health care – even in those countries which provide free health care, it isn't actually free. Where does the money come from to run the health service in these countries? It comes out of the wages of workers.
- A: So what's wrong with that? I think it's only fair that they should pay towards their own health care and pay for those who can't work.
- B: I don't think there's anything wrong with that. What I'm saying is, that not all countries have such organised economies, and even when they do, there's so much unemployment that there aren't enough people working to fund the health service, so people are forced to go private if they don't want to wait for treatment.

2 Follow the same procedure as for question 1 above.

Suggested Answers

Candidate B

Well, I think the women's movement has had a lot to do with what is seen as physical beauty nowadays. For one thing, women today are generally more active, healthy and independent than they were just fifty years ago and I think these changes in lifestyle are reflected in how they dress and what they eat. As a result, women are more sporty and the ideal body image, if we can call it that, is thin and athletic.

This is partly due to the influence of the fashion industry which has made it fashionable to be waif-like. However, it's not only the fashion industry which is to blame for thousands of women, and some men, developing eating disorders in an attempt to conform to this image of perfection. The entertainment industry is also at fault in insisting that actors and actresses be painfully thin. All of these women are very bad role

models for young girls who are getting the message that they have to be thin to be attractive.

On the other hand, people are far better educated about their dietary needs these days and are now aware of the link between a healthy diet and physical beauty. As a result, a lot of people have changed their diets for the better. However, the recent trend in healthy eating has also resulted in a lot of health food fads which are very popular because they promise rapid weight loss without a balanced diet or exercise and often have little nutritional value. Advertising of these wonder products reinforces the idea that women should be ashamed to be fat.

In conclusion, I'd say the modern preoccupation with physical appearance is a double-edged sword. On the one hand, it's true that people have become shallow and self-obsessed as a result of it. On the other, a lot of people have adopted healthier lifestyles, too, and in my view, there's really nothing wrong with wanting to look good and stay healthy for as long as possible.

Candidate A

I'd just like to point out that a preoccupation with physical appearance is nothing new. If you look back through the ages, you'll see that people have always been obsessed by their image; the only thing that changes is the fashion. I would agree though that the women's movement has had something to do with it. As far as women themselves are concerned it has a lot to do with the fact that they are more likely to have jobs and need to look professional and smart at work, so they are likely to spend more money and time on their daily appearance than they might do if they spent all day at home. Women's greater independence has meant men are also expected to put more effort into their physical appearance than they did formerly, since they must now compete with women in all areas. I must say that I think this is a positive thing, it's much more pleasant to be surrounded by nice looking, smartly dressed people than scruffy ones.

- Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pairs of Ss for the rest of the questions. The rest of the class assess the pairs' performances.

Suggested Answers

Candidates A & B

- A: *I have to admit, I'm a slave to fashion. I don't really see the harm, but I do see how it can cause problems when people try to keep up with fashion even when they can't afford it. However, it is possible to find cheap and fashionable clothes, and you don't have to wear designer labels to be fashionable.*

B: *I, too, am a fashion victim. Although I hate the way designers manipulate us into buying what they want us to buy, I still rush out and buy the latest stuff. Having said that, I think that I know what suits me and, unlike some people, I'm never tempted to wear something I know doesn't suit me, just because it's fashionable.*

- A: *There are many factors that determine the impression someone makes, but I suppose what people base their first impressions on is usually physical appearance – whether someone is well dressed or well-groomed. I know we are all told we shouldn't do this, but I think it is inevitable that we should. What else is there to go by when you first catch sight of someone? What I think is important to consider is whether first impressions last or not, or whether we are willing to adjust our impressions later on.*

B: *Oh, I think people usually either reject or confirm their first impressions as they get to know the person better. Only the most obstinate person would insist that the first impression of a person was the one to judge by. There are so many other ways that we use to pass judgements on a person. What about body language? That tells you a lot about the way a person is reacting to the people around, and how he or she feels about a situation. Then there is the way a person speaks – a lot of people are either negatively or positively affected by the kind of voice a person might have, too. It's quite a complicated question.*

- A: *I think you can judge a person by their appearance to a certain extent. I mean, you can often tell their social standing and their occupation, at least, from the way they dress. I mean, if a man has short hair, he's clean shaven, his nails are well-manicured and he's wearing a suit and carrying a briefcase, I think it's safe to say he's a businessman and he's fairly well-off.*

B: *Okay, but what if you saw the same person*

walking his dog in the park on a Sunday morning wearing jeans and a T-shirt – it wouldn't be so easy to categorise him, would it? And anyway, you still wouldn't be able to judge what kind of person he was, I mean whether he was kind or dishonest, for example.

- 3 Choose two Ss. Ask them the first question. Ss do the exercise. Repeat with other pairs of Ss for the rest of the questions. The rest of the class assess the pairs' performances.

Suggested Answers

Candidates A & B

- A: *I find it hard to believe that people are materialistic. At least I hope they aren't. I don't judge people that way, and I don't know anybody who does. I choose my friends according to their personality not their possessions. And I would never judge people either favourably or unfavourably by what they possess or what kind of job they have. What's important to me is that people should be kind, caring human beings rather than live in big, ostentatious houses or have a lot of money to spend.*

B: *I think it depends on what circles you move in. There are definitely people who look down on others who aren't as successful or as well-off as they are. To be honest, while I take your point, I think you are probably the exception to the rule and a lot of people are only respected by others if they have the kind of possessions which are admired by the group. If they live in a fashionable area and drive an expensive car, for example, they are far more likely to get favourable treatment than someone who lives in an out-of-the-way spot and has a very ordinary job and income. I think we do tend to think that successful, moneyed people are also better people in some way.*

- A: *Apart from finding a job and keeping it, which I think is probably the biggest challenge we'll ever face, I think maintaining a meaningful relationship is also a big challenge in modern society. We have so many choices and temptations it's easy to give up and move on when things don't go our way. And nowadays, financial worries and the pressures of work can strain a relationship, especially when both parties are working.*

B: *Well, I think staying married and raising a family is the biggest challenge most of us will ever*

face. However, a lot of people are challenged by illness or disability and are successful despite their problems, while others find studying a difficult subject or adapting to life in another country a great challenge, too. In fact the pace of modern life, which often causes a great deal of stress and strain, means that we have to fight hard to succeed in whatever we can. As I mentioned before, raising children and protecting them from all the dangers inherent in our modern lifestyle is a great challenge to all parents, as is trying juggle home life and career.

a stable home environment, as long as it is happy. However, the point is that this isn't always the case, and perhaps it is more important for a home to be both happy and stable. It is also a little unfair to say that children of divorced parents are likely to be disadvantaged in some way. These children often live in very happy, stable, single parent families and do very well both at school and in later life. Statistics can be very misleading and I'm sure we all know people who do not fit the statistical pattern at all.

- A: In my view, material goods are fairly important in our lives if we live in cities. For example, we need to have more than one or two changes of clothing, because we need to work and have a smart appearance, so of course that means that we have to spend a certain amount of money on new clothing. We also need to be able to move around easily, especially in order to get out of the city, so that means that in most countries we must have a car. In addition, we lead very busy lives, so we need appliances that will make our lives easier, so that we don't need to focus so much on domestic chores.
- B: Yes, that's a good point. What you mean, then, is not why we think that material goods are important – they obviously are – but why we think they are so important in our lives. In my view that's a fairly easy one to answer. In the first place advertising in the media, especially on TV, encourages us to think that we must have more and more goods and in the second place, for some people possession of material goods is an outward sign of their status in society.
- A: As far as I'm concerned, a stable home is of paramount importance in a child's development. I think it's very important that parents should try show their children that theirs is a stable relationship and that the children can rely on their home always being a safe and secure place they can return to. Statistics show, in fact, that children from broken homes are far more likely to go through divorces themselves in the future and to be generally more insecure.
- B: Well, I'm not sure I completely agree with you there. Obviously children are much happier in

ISBN 978-1-84325-951-6



9 781843 259510



Express Publishing